

A close-up, low-angle shot of the face of the Statue of Liberty, looking upwards. The image is overlaid with a teal color filter. The crown's spikes are visible behind the face.

OLÉ

Único

Pré-vestibular Inglês

SISTEMA DE ENSINO
POLIEDRO

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Impressão e acabamento: nywgraf Editora Cráfica Ltda.

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SISTEMA DE ENSINO
POLIEDRO

São José dos Campos – SP
ISBN: 978-85-7901-042-2
Telefax: (12) 3924-1616
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1

Interpretação de textos: questões objetivas



Livros, jornais, revistas. Websites, MSN, Orkut, Twitter. Anúncios, cartazes, folhetos. Letras de música, poesias. Embora seja um fenômeno essencialmente oral, a língua tem na produção de textos um recurso imprescindível ao processo de comunicação. Textos são parte do nosso cotidiano; no estudo, no trabalho e no lazer.

No caso do estudo e, mais especificamente, do Inglês nos vestibulares modernos, a interpretação de textos tem sido a tônica das provas. Nada mais justo, portanto, do que iniciarmos nosso curso abordando as técnicas e a prática da interpretação de textos como são cobradas nas principais instituições.

As questões objetivas

A maioria dos exames apresenta questões de interpretação de texto na forma de testes. Existem algumas variações na forma em que as questões são elaboradas, mas, do ponto de vista do candidato, é fundamental ter uma estratégia definida para a resolução desse tipo de questão. Além disso, alguns vestibulares possuem estilo definido. Conhecê-lo pode ajudar o candidato a realizar uma boa prova.

Estratégias básicas para iniciar a resolução

Primeiramente, deve-se **ler o texto todo**. É importante que a primeira leitura do texto seja feita na íntegra. Evite o excesso de interrupções durante a leitura, ainda que palavras novas apareçam. É importante que o primeiro contato com o texto vise a sua compreensão como um todo. As interrupções excessivas fazem com que se perca essa visão, que, especialmente nesse primeiro contato, é o que o texto tem de melhor a oferecer ao aluno. Ainda não é o momento adequado para começar a se preocupar com palavras novas ou expressões desconhecidas. A prioridade é a **unidade do texto**, nenhuma palavra ou expressão isolada será mais importante que isso.

Em segundo lugar, deve-se **marcar as palavras novas**. Durante a leitura, é inevitável que apareçam palavras novas – aquelas que são desconhecidas ou que aparecem em contextos diferentes dos habituais. É fundamental que elas sejam marcadas. Os examinadores experientes sabem muito bem quais são as palavras que podem ser desconhecidas para a maioria dos candidatos. São exatamente essas as que serão cobradas na apresentação das questões. A importância de marcá-las antecipadamente é a de criar uma espécie de mapeamento do texto. Assim, deve-se compreender o texto como um terreno a ser explorado: um território sempre será mais bem explorado se puder ter sido mapeado antecipadamente. A marcação de palavras novas nada mais é do que um mapeamento daquilo que deverá ser explorado mais adiante durante a resolução das questões.

Por fim, deve-se **resumir a ideia central**. Nem sempre é fácil, mas, ao terminar a leitura, é recomendável buscar resumir a ideia central daquilo que foi lido. Três referências são fundamentais: o título do texto, a introdução e a conclusão. São locais onde a ideia central, por vezes, é mencionada. Não se trata de fazer um resumo por escrito, basta que seja mental – é importante lembrar que boa parte das questões de interpretação pura está direta ou indiretamente relacionada à ideia central. Percebê-la, portanto, antes de se iniciar a resolução das questões é sempre um elemento muito útil de apoio.

É importante que se crie o hábito de fazer uso dessas dicas que foram descritas. Acima de tudo, lembrar de que as palavras só ganham vida quando são utilizadas, quando são inseridas em um contexto. Nenhuma palavra ou expressão, analisada isoladamente, fora de contexto, poderá ser mais importante do que a visão do texto como um todo. A seguir, há um pequeno exemplo de como aplicar essas dicas na resolução de questões de interpretação de um texto.

Exercícios resolvidos

Did life on the earth originate from molecules deposited by meteorites or comets? In the January 30 Proceedings of the National Academy of Sciences, researchers report experimenting with a mixture of simple compounds known to exist in interstellar space: water, methanol, ammonia and carbon monoxide. The scientists mimicked a space environment by freezing the mixture to temperatures close to absolute zero, then exposing it to harsh ultraviolet radiation. The procedure produced an oily residue composed of hundreds of complex organic molecules.

Even more striking, when immersed in water the organic molecules in the residue formed tiny hollow droplets that resembled cell membranes. Although the droplets themselves are far from being alive, similar structures could have been precursors of the first primitive life-forms.

Mark Alpert. "Heavenly Seeds". *Scientific American*, Nova York, v. 284, n. 4, p. 17, abr. 2001.

Keywords

mimicked
freezing the mixture
harsh ultraviolet radiation
oily residue

striking
tiny hollow droplets
resembled
although

Supõe-se que o estudante tenha feito a leitura do texto e destacado as oito palavras-chave como sendo novas. Algumas dessas palavras e expressões serão cobradas nas questões pelos examinadores.

1 O tema central do texto é:

- (a) a composição química do espaço interestelar.
- (b) a descoberta da origem da vida na Terra.
- (c) a transformação de moléculas em células.
- (d) a classificação de formas primitivas de vida.
- (e) a importância da água no surgimento de algumas formas de vida.

Análise da questão:

A ideia central do texto é cobrada logo na primeira questão. A resposta certa, alternativa b, traz a resposta: a descoberta da origem da vida na Terra pode ser percebida pela leitura do texto como um todo, assim como pela introdução, nas linhas 1 e 2, e também pela conclusão do texto, nas três últimas linhas.

O texto apresentado não traz um título, mas seria outra opção para se identificar a ideia central. Ao resolver questões assim, é preciso ter cuidado para não confundir frases inteiras (que foram reproduzidas diretamente do texto) com aquilo que seria verdadeiramente a ideia central. O fato de se reproduzir uma frase que veio do texto não necessariamente significa que ela possa representar a principal ideia ali contida.

2 No experimento relatado, os cientistas:

- (a) misturaram água, metanol, amônia e monóxido de carbono encontrados em meteoritos e cometas.

- (b) desenvolveram uma atividade para avaliar as temperaturas absolutas encontradas no espaço sideral.
- (c) imitaram o meio ambiente espacial, utilizando o congelamento de moléculas complexas.
- (d) utilizaram vários resíduos para o contraste de temperaturas.
- (e) congelaram os compostos químicos e, em seguida, expuseram-nos à alta intensidade de ultravioleta.

Análise da questão:

A resposta correta, alternativa e, traz na sua descrição elementos que foram identificados como palavras novas na sua primeira leitura. O autor explora o termo *freezing the mixture* na resposta “congelaram os compostos químicos”, assim como a expressão *harsh ultraviolet radiation* na frase “alta intensidade de ultravioleta”.

3 De acordo com o texto, o resíduo oleoso resultante do experimento:

- (a) era formado por centenas de moléculas orgânicas complexas.
- (b) foi exposto à radiação ultravioleta para se transformar em moléculas orgânicas complexas.
- (c) transformou-se em membranas celulares quando exposto ao frio.
- (d) produziu um complexo de moléculas orgânicas que foram congeladas a baixas temperaturas.
- (e) foi decomposto para se assemelhar a estruturas vivas.

Análise da questão:

Nesse caso, o autor da prova menciona “resíduo oleoso” no enunciado, que no texto apareceu como *oily residue*. Na resposta correta, alternativa a, menciona-se a frase que veio logo a seguir no trecho do texto que continha esse elemento novo.

4 De acordo com o texto, as substâncias orgânicas, imersas em água:

- (a) formaram membranas celulares ocas.
- (b) produziram membranas semelhantes às de gotas-d’água.
- (c) formaram gotículas semelhantes a membranas celulares.
- (d) produziram estruturas similares às primeiras formas de vida.
- (e) formaram estruturas vivas primitivas.

Análise da questão:

Volta-se a explorar vocabulário novo contido no texto. A resposta certa, “formaram gotículas semelhantes a membranas celulares”, traz uma expressão e palavras que foram assinaladas como novas durante a primeira leitura.

Três das quatro questões elaboradas abordam diretamente o uso de vocabulário que foi identificado como novo. São questões de interpretação, mas que apresentam claramente uma busca por pontos específicos do texto – são trechos que contêm palavras ou expressões novas. Por isso, é importante ter o texto todo marcado após a primeira leitura. Trata-se de uma antecipação que será muito útil no momento da resolução das questões: o trabalho de retomar trechos específicos será mais fácil se eles já tiverem sido marcados.

A outra pergunta (primeira da prova) aborda diretamente a questão do tema central do texto. Após a primeira leitura, de posse de um resumo mental daquilo que seria a ideia central, o estudante provavelmente não será enganado por frases que, embora reconhecidas como vindas do texto, não representam sua ideia principal.

Revisando

- 1** Quais são as três recomendações da estratégia básica para se iniciar a resolução de questões de interpretação de texto?

- 2** Por que as “palavras novas” são tão importantes em uma prova com questões baseadas na interpretação de um texto?

- 3** É correto afirmar que algumas provas têm um estilo marcante, que poderia caracterizar suas questões ao longo de edições sucessivas?

Exercícios propostos

Texto para as questões de 1 a 6.

Why are people taller today than yesterday?

Skeletons and written records show that human beings today are inches taller than humans just a century or two ago. And yet even today average heights vary among different nationalities, even among genetically homogenous populations, like the South Koreans and North Koreans. (South Koreans are taller.) John Komlos, professor of economics at the University of Munich and a pioneer in studying human well-being through history, explains what governs human height, and why some populations are taller than others.

Q: Why are people taller today than yesterday?

A: There are two main reasons. One is that the diet has improved considerably. In spite of some very negative aspects of the diet of industrialized populations, we have much better vitamin, mineral and protein intake than 100 or 200 years ago. As a consequence the body can grow much better.

In addition, our health has improved considerably along with medical technology. We have fewer endemic diseases, and fewer epidemic diseases. That is important because an incidence of disease usually means that the nutrients we do consume are not absorbed by the body sufficiently. Diseases lay a claim on our energy intake, so that there is not enough left over for the body to grow. These two factors play a considerable role.

We have been increasing in height for about 140 years. Prior to that, there were cycles in height, depending on economic circumstances and agricultural productivity and so forth. We were relatively tall in the Middle Ages, when population densities were relatively low and food supplies were still fairly adequate. The low point was in the 17th century. Frenchmen, for example, were about 162 cm on average [not quite 5 ft. 4 in.], which is extremely small. Only since about the middle of the 19th century there has been a general trend upwards.

The American population was the tallest in the world from about the American Revolution to World War II – that’s a long time. (There is a genetic component to [population] height, but there is very little genetic difference between European populations or their overseas offshoots.) America had a very resource-rich environment, with game, fish and wildlife. In fact we have data on disadvantaged people in America, such as slaves. They were obviously among the most mistreated populations in the world, but given the resource abundance – and given the fact that the slave owners needed their work – they had to be fed relatively decently. So slaves were taller than European peasants. It’s no wonder that Europeans were just flooding to America.

[Americans today are no longer the tallest people in the world.] After the Second World War, many Western and Northern European countries began to adopt certain favorable social policies. There is universal health insurance in most of these societies – that, of course, makes a difference in health care. You can also consider income inequality in America, since people who are at the low end of the totem pole have considerable adversity making ends meet. I suspect the difference [in height between Americans and Europeans] is due to both diet and health care.

Americans today suffer from an additional problem: obesity. If children are too well nourished, then they’re not able to grow optimally. There are certain hormones that control the onset of the adolescent growth spurt and the onset of adolescence. Nutrition is one of the factors, along with genetic and hormonal ones, that are associated with the onset of puberty. Overnutrition prior to adolescence may affect the hormonal system and may produce too much growth hormone prior to puberty, so that sex steroids are produced earlier. And if that comes too early, then the youth will peak out sooner, and will not become as tall in adulthood as someone who had better nutrition. Also, the overload of carbohydrates and fats in a fast-food diet may hinder the consumption of micronutrients essential to growth.

Laura Blue. *Time Magazine*, Tuesday, July 08, 2008.

1 UFSCar 2009 Esqueletos e registros escritos demonstram que:

- (a) os seres humanos atualmente são mais baixos do que os seres humanos de um ou dois séculos atrás.
- (b) os seres humanos alguns séculos atrás eram mais altos do que os seres humanos atuais.
- (c) os seres humanos hoje são tão altos quanto os seres humanos de um ou dois séculos atrás.
- (d) os seres humanos atualmente são mais altos do que os seres humanos de um ou dois séculos atrás.
- (e) os coreanos do norte são mais altos do que os coreanos do sul.

2 UFSCar 2009 A dieta das pessoas:

- (a) tem muitos aspectos negativos atualmente, como, por exemplo, comida industrializada, contribuindo para um menor crescimento dos seres humanos.
- (b) contém maiores doses de vitamina, mineral e proteína do que 100 ou 200 anos atrás, contribuindo para um maior crescimento dos seres humanos.
- (c) era muito rica em vitamina, proteína e mineral 100 ou 200 anos atrás.
- (d) não tem relação direta com o crescimento dos seres humanos.
- (e) não melhorou nos últimos 100 ou 200 anos, devido à grande quantidade de alimentos industrializados.

3 UFSCar 2009 A relação entre saúde e crescimento do ser humano é:

- (a) quanto menos doenças a pessoa tiver, melhor é a absorção dos nutrientes pelo corpo e há mais energia para o corpo crescer.
- (b) doenças endêmicas e epidêmicas são responsáveis pela falta de crescimento dos seres humanos.
- (c) a incidência de doenças consome todos os nutrientes e energia do ser humano, não permitindo o crescimento adequado do corpo.
- (d) apesar dos avanços tecnológicos na área médica, a incidência de doenças não tem diminuído, prejudicando, dessa forma, o crescimento dos seres humanos.
- (e) a saúde não desempenha um papel importante no crescimento do ser humano.

4 UFSCar 2009 Com relação ao crescimento dos seres humanos ao longo dos tempos, podemos observar que:

- (a) na Idade Média, as pessoas cresciam pouco, devido à baixa densidade populacional e aos suprimentos alimentares, que eram muito inadequados.
- (b) a altura dos seres humanos vem aumentando ao longo dos últimos 140 anos.
- (c) ao longo dos últimos 140 anos, a altura dos seres humanos vem se alterando em ciclos.
- (d) a partir aproximadamente da metade do século XIX, houve uma estagnação geral no crescimento dos seres humanos.
- (e) no século XVII, os seres humanos eram bastante altos para a época, chegando a medir 1 m 62 cm.

5 UFSCar 2009 A razão para a população americana ser a mais alta do mundo, no período entre a Revolução Americana e a Segunda Guerra Mundial, é:

- (a) um componente genético presente no organismo, que determina a altura.
- (b) não haver muitos escravos na América.
- (c) a América possuir um ambiente rico em recursos, com caça, pesca e vida selvagem.

- (d) não haver diferença genética entre a população americana e a europeia.
- (e) a inexistência de escravos na América.

6 UFSCar 2009 Por que crianças com nutrição em excesso podem não crescer de maneira ideal?

- (a) Devido à falta de certos hormônios que controlam o crescimento na adolescência.
- (b) A grande quantidade de carboidratos e gorduras presentes em *fast-food* pode inibir a produção de hormônios importantes para o crescimento.
- (c) Nutrição em excesso pode afetar o sistema hormonal, fazendo com que a produção de esteroides ocorra antes do tempo.
- (d) Nutrição em excesso pode impedir que a produção de hormônios de crescimento atinja seu pico, prejudicando assim o crescimento ideal.
- (e) Nutrição em excesso não tem nenhuma relação com os hormônios que controlam o crescimento.

TEXTO COMPLEMENTAR

O estilo das questões de Interpretação de Textos

As questões de interpretação de textos não são todas iguais. Há variações de forma, conteúdo e estilo. Neste texto, será analisado o estilo da Fuvest que foi adotado durante um bom período. Para exemplificar, vamos reproduzir e analisar um dos dois textos e três das oito questões totais da prova aplicada em 2003.

O padrão da escolha dos textos é o mesmo que se observa até os dias de hoje: textos relativamente curtos com assuntos que abordam o cotidiano das pessoas, que envolvem temas da atualidade. No período compreendido entre os anos de 1999 e 2007, as provas de inglês da Fuvest exibiram um padrão de elaboração de alternativas que mostrava um estilo bastante definido.

Nesse período, as provas eram elaboradas com as questões e suas respectivas alternativas sendo redigidas em Inglês. Ao elaborar as alternativas de cada questão, as respostas erradas traziam sempre a repetição de um ou mais elementos que foram retirados diretamente do texto. A intenção era fazer com que a semelhança confundisse o candidato: eram criadas frases erradas, não condizentes com o contexto apresentado na leitura, mas que traziam palavras idênticas ou bastante semelhantes às que o texto apresentava.

Por outro lado, nas respostas corretas de cada uma das questões propostas sempre havia a inclusão de um ou mais elementos novos, palavras ou expressões que em momento algum haviam

sido escritas no texto. A intenção, portanto, era fazer com que o aluno percebesse que a alternativa proposta estava errada apesar de palavras idênticas ao texto e reconhecer a alternativa certa, compatível com o conteúdo e o contexto apresentado, mesmo que essa trouxesse um ou mais elementos novos, não vistos originariamente no texto.

Observe o exemplo a seguir.

12 steps for e-mail addicts

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

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

Chris Taylor. *Time*, June 03, 2002. Disponível em: <www.time.com/time/business/article/0,8599,257188,00.html>.

Atividades

1 The passage tells us that the writer:

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

Análise da questão:

A resposta correta é a **alternativa b**, na qual encontramos dois elementos que não haviam sido utilizados no texto. A expressão "is fully aware" e a expressão seguinte "a compulsive e-mail checker". Observe no texto as equivalências às expressões anotadas; verifique que, no fundo, trata-se de maneiras diferentes de se dizer a mesma coisa. Chamamos isso de "equivalência de significado". Esse era o estilo adotado nesse período pela Fuvest. Nas alternativas erradas, observe a constante repetição de palavras, expressões e até mesmo trechos inteiros tirados diretamente do texto (marcados em vermelho). Em todas essas alternativas as frases propostas são erradas, embora utilizem os elementos citados já anteriormente no texto.

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

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

Análise da questão:

A resposta correta, **alternativa a**, diz "... important messages". No texto o que se encontra é a referência "junk mail and other spam". Nas respostas erradas, observe mais uma vez a repetição de palavras e expressões que vieram diretamente do texto.

3 According to the passage, the writer's friend:

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

Análise da questão:

A alternativa correta, **alternativa e**, "was glad she had left the cruise ship." é uma expressão que não se encontra no texto, no entanto, seu conteúdo nos remete à ideia contida no texto. Nas outras alternativas, que são erradas, observe a repetição de palavras e expressões que já haviam sido mencionadas anteriormente no texto.

Em resumo, o estilo predominante nas questões de interpretação de textos da Fuvest, nesse período, era o de se induzir o aluno ao erro pela inclusão de elementos idênticos aos que já haviam sido lidos no texto, porém formando respostas erradas e incompatíveis com a leitura. Por outro lado, nas respostas corretas o estilo era a inclusão de elementos, palavras ou expressões novas, que não haviam sido utilizadas no texto, mas que se equivaliam em significado e davam, assim, o contexto correto.

RESUMINDO

Interpretação de texto >> "questões objetivas" >> estratégia básica:

- **Ler o texto todo:** evitar interrupções excessivas e priorizar a percepção da organização geral do texto e da ideia central.
- **Marcar as palavras novas:** fazer um mapeamento do texto, antecipando o que certamente será cobrado nas questões elaboradas.
- **Resumir a ideia central:** orientar-se pelo título, introdução e conclusão do texto.

■ QUER SABER MAIS?



SITES

- Sites onde se encontram informações a respeito do estudo da língua inglesa e dos termos utilizados no cotidiano de quem fala inglês.
 - <www.learnenglishguide.com/english/language/whyenglish.asp>.
 - <www.whystudyenglish.ac.uk/you-can/index.htm>.
 - <www.urbandictionary.com>.

Exercícios complementares

Interpretação de textos

Texto para as questões 1 e 2.

Two in every three people on the planet – some 4 billion in total – are “excluded from the rule of law”. In many cases, this begins with the lack of official recognition of their birth: around 40% of the developing world’s five-year-old children are not registered as even existing. Later, people will find that the home they live in, the land they farm, or the business that they start, is not protected by legally enforceable property rights. Even in the rare cases when they can afford to go to court, the service is poor. India, for example, has only 11 judges for every 1 million people. These alarming statistics are contained in a report from a commission on the legal empowerment of the poor, released on June 3rd at the United Nations. It argues that not only are such statistics evidence of grave injustice, they also reflect one of the main reasons why so much of humanity remains mired in poverty. Because they are outside the rule of law, the vast majority of poor people are obliged to work (if they work at all) in the informal economy, which is less productive than the formal, legal part of the economy. [...]

The Economist, June 7th, 2008.

1 Fuvest 2009 De acordo com o texto:

- (a) dois terços da população mundial vivem à margem da lei.
- (b) quarenta por cento dos recém-nascidos no mundo não são registrados.
- (c) o comércio em países em desenvolvimento é rigidamente regulado.
- (d) casos de posse ilegal de terra são combatidos pelos governos de países pobres.
- (e) os cidadãos de países em desenvolvimento esperam muito tempo para obter documentos pessoais.

2 Fuvest 2009 O relatório citado no texto observa que:

- (a) a ilegalidade é uma condição combatida em países subdesenvolvidos.
- (b) os dados estatísticos sobre a pobreza no mundo são incompletos.
- (c) o fortalecimento do poder legal dos pobres melhoraria sua condição econômica e social.
- (d) a pobreza só poderia ser combatida com a intervenção das Nações Unidas.
- (e) a economia informal está em vias de ser abolida.

Texto para as questões de 3 a 5.

In 1993, the dawn of the Internet age, the liberating anonymity of the online world was captured in a well-known New Yorker cartoon. One dog, sitting at a computer, tells another: “On the Internet, nobody knows you’re a dog.” Fifteen years later, that anonymity is gone. [...] Technology companies have long used “cookies,” little bits of tracking software slipped onto your computer, and other means, to record the Web sites you visit, the ads you click on, even the words you enter in search engines – information that some hold onto forever. They’re not telling you they’re doing it, and they’re not asking permission. Internet

service providers (I.S.P.s) are now getting into the act. Because they control your connection, they can keep track of everything you do online, and there have been reports that I.S.P.’s may have started to sell the information they collect. The driving force behind this prying is commerce. The big growth area in online advertising right now is “behavioral targeting.” Web sites can charge a premium if they are able to tell the maker of an expensive sports car that its ads will appear on Web pages clicked on by upper-income, middle-aged men. [...]

The New York Times, April 5th, 2008.

3 Fuvest 2009 As personagens dos quadrinhos, mencionadas no texto, vangloriam-se de:

- (a) sua alegria de viver.
- (b) seu anonimato.
- (c) sua capacidade de navegar na internet.
- (d) seu mundo longe das telas.
- (e) sua vida simples, como a de um cão.

4 Fuvest 2009 Segundo o texto, os provedores de internet:

- (a) mantêm sigilo sobre os hábitos de navegação e comportamentos dos usuários.
- (b) têm dificuldade de bloquear a invasão de programas espíões em nossos computadores.
- (c) pedem autorização para indicar o endereço do usuário a terceiros, como sites de comércio eletrônico.
- (d) obtêm dados a respeito de nossas ações na internet, havendo suspeita de que eles os vendem.
- (e) cobram pela utilização de alguns sites de vendas, a eles conveniados.

5 Fuvest 2009 De acordo com o texto, a evolução da internet nos últimos quinze anos permite concluir que:

- (a) o foco principal do comércio eletrônico são homens de meia idade.
- (b) a liberdade de expressão é o bem mais cultuado no mundo digital.
- (c) a supressão de “cookies” é um grande problema das empresas de tecnologia.
- (d) as buscas dos usuários na internet são previsíveis.
- (e) a vigilância a que somos submetidos é resultado de interesses comerciais.

Texto para as questões de 6 a 9.

In Brazil, biofuels dream is already reality

Chuck Grassley championed ethanol as early as the 1980s, before most Americans even knew what it was. In the 1990s, he worked hard to increase ethanol production and consumption in the United States. As chairman of the Senate Finance Committee, he created tax credits for ethanol, which years later were extended to other biofuels. His stated goal: for Americans to derive 25 percent of their power from renewable sources by 2025.

ISP: Provedores de serviço de internet.

But Grassley realizes there is one big obstacle to reaching that goal on the back of ethanol: American public opinion. Blamed for higher food prices and criticized for overstating ethanol's environmental benefits, the U.S. biofuel industry faces a serious image problem.

"Three decades ago people asked for a renewable fuel," said Grassley, a Republican. "Today there is such an industry, responsible for about 5 percent of America's fuel consumption, and now we are considered villains."

The problems confronting the U.S. industry stand in sharp contrast to the experience of the world's other major ethanol producer – Brazil. Together, Brazil and the United States lead a rising market, poised to produce a record 16 billion gallons this year. Yet biofuels have gained the kind of mainstream acceptance in Brazil that Grassley can still only hope for in the United States.

That is partly because the Brazilians have come far closer to achieving the ultimate promise of biofuels – the generation of a greener, cheaper alternative to gasoline. Production methods in Brazil are considered the world's most efficient, helping make ethanol commercially viable for the masses. From the Amazon region to their country's deep south, Brazilians now consume more ethanol than gas at the pumps. [...]

According to a report released in June by the Organization for Economic Cooperation and Development, ethanol from sugar cane is the cleanest fuel in the world, with its production and consumption reducing emissions of greenhouse gases by up to 90 percent compared with gasoline. The process of transforming sugar cane into ethanol requires eight times less energy than corn.

Unlike corn, which accounts for the bulk of U.S. ethanol, sugar cane is also grown in areas where it is less likely to compete with grains such as wheat or other varieties of maize that are vital to global food supplies. Sugar-based ethanol's negligible impact on world food supplies is one of the major reasons it has been embraced without controversy in Brazil, even as critics in the United States have assailed their domestic corn-based industry for driving up global grain prices. Sugar ethanol is also more efficient. The cost of producing ethanol from corn is three times the cost of ethanol from sugar cane.

Luciana Pereira Franco, Oct. 29, 2008. Disponível em: <www.washingtonpost.com/wp-dyn/content/article/008/10/8/AR00810801368_pf.html>. (Adapt.).

6 UFSCar 2009 Chuck Grassley:

- (a) foi campeão da produção de etanol na década de 80, quando os biocombustíveis estavam em seu início.
- (b) conseguiu aumentar a produção de etanol em 25% nas décadas de 80 e 90 nos Estados Unidos.
- (c) aumentou o consumo e a produção de todos os biocombustíveis nos Estados Unidos.
- (d) tem como meta chegar a obter 25% da energia consumida nos Estados Unidos de fontes renováveis até 2025.
- (e) preside o Comitê de Finanças do Senado americano, que elevou as taxas para o etanol e outros biocombustíveis.

7 UFSCar 2009 According to Grassley, one important problem ethanol industry faces in the USA is:

- (a) foreign competition.
- (b) American public opinion.
- (c) few renewable sources.
- (d) lack of fuel consumption.
- (e) high environmental benefits.

8 UFSCar 2009 No Brasil:

- (a) bem como nos Estados Unidos, o consumo de etanol lidera o mercado de combustíveis.
- (b) o etanol ainda não é bem aceito como combustível "verde", mas sim como o mais barato.
- (c) a produção de etanol é comercialmente viável, e chegará a 16 bilhões de galões em 2008.
- (d) o etanol já superou a gasolina como combustível veicular.
- (e) já houve uma redução de 90% de gases poluentes após a adoção do etanol como combustível.

9 UFSCar 2009 Segundo o texto:

- (a) os consumidores brasileiros e os estadunidenses têm a mesma opinião sobre o etanol.
- (b) as plantações de milho e de cana ocupam as terras antes destinadas ao plantio de alimentos.
- (c) o etanol produzido a partir da cana-de-açúcar tem um custo de produção menor que o do milho.
- (d) tanto as usinas de cana como as de milho causam o mesmo impacto ao meio ambiente.
- (e) o processo de produção do etanol brasileiro é mais eficiente devido à mão de obra barata dos cortadores de cana.

As questões de números **10 a 12** referem-se ao trecho do último parágrafo.

Unlike corn, which accounts for the bulk of U.S. ethanol, sugar cane is also grown in areas where it is less likely to compete with grains such as wheat or other varieties of maize that are vital to global food supplies.

10 UFSCar 2009 A palavra *unlike* indica:

- (a) contraste.
- (b) semelhança.
- (c) desaprovação.
- (d) opinião.
- (e) desgosto.

11 UFSCar 2009 A palavra *it* refere-se a:

- (a) corn.
- (b) ethanol.
- (c) maize.
- (d) wheat.
- (e) sugar cane.

12 UFSCar 2009 A expressão *such as* significa, em português:

- (a) bem como.
- (b) tais como.
- (c) nem mesmo.
- (d) exceto.
- (e) tanto que.

2

Interpretação de textos: questões dissertativas



Dando continuidade ao estudo da interpretação de textos nas provas de Inglês dos vestibulares modernos, vamos analisar as provas que contêm questões dissertativas. É importante que se observem as formas mais comuns de apresentação das questões e as estratégias recomendadas para cada uma delas.

As questões dissertativas nos vestibulares

Boa parte das principais instituições adota o modelo de interpretação de textos com questões dissertativas, principalmente nas provas de 2ª fase. Assim como no caso das questões objetivas, também é de grande importância a adoção de estratégias bem-definidas para se obter sucesso na resolução das dissertativas.

Para tanto, inicialmente vamos analisar as formas como essas questões são apresentadas para, a seguir, desenvolver estratégias mais adequadas para sua resolução.

Formas das questões dissertativas: localização x interpretação pura

Questões de localização

Pode-se dizer, seguramente, que a maioria das questões dissertativas de interpretação de textos é baseada simplesmente na localização de trechos específicos dentro do texto. Na sua elaboração, o examinador usa palavras-chave que vêm do texto e que, quando corretamente localizadas em seu contexto, possibilitam a marcação do trecho que contém a resposta procurada.

Cabe ao aluno saber identificar as palavras-chave na pergunta elaborada, voltar ao texto, localizá-las dentro do contexto, delimitar os extremos em torno daquele trecho e (atente bem!) **copiar** a resposta procurada.

Veja a seguir um pequeno exemplo de como são montadas as questões de localização na interpretação de textos.

Exercício resolvido

1 **Unicamp 2009** Leia o texto a seguir.

Mobile phone users slow traffic down

Sick of traffic congestion? Well, part of the blame needs to go to motorists who talk on mobile phones. At least, that is the conclusion of a study conducted by the University of Utah. The study found that if you use your mobile phone while driving, you are less likely to pass slower vehicles. If you think the study is not talking about you, because you have a hands-free device, then you are wrong. According to previous studies performed by psychology Professor Dave Strayer of the University of Utah, the ultimate distraction for drivers is the conversation – not just holding the mobile phone.

Brian Osborne. Disponível em: <www.geek.com/mobile-phone-users-slow-trafficdown/>. Acesso em: 5 nov. 2008. (Adapt.).

- Por que motoristas que dirigem enquanto conversam ao celular retardam o fluxo do tráfego?
- A que conclusão chegou o Professor Dave Strayer em suas pesquisas?

Análise da questão item a:

Observando o enunciado do item a da questão, marcamos as palavras/expressões/frases consideradas chaves na elaboração da pergunta. Podemos considerar como chave os seguintes elementos:

- Motoristas.
- Dirigem enquanto conversam ao celular.
- Retardam o fluxo do tráfego.

Agora, voltamos ao texto para localizar o trecho no qual esses elementos se encontram: linha 4. Na sequência, delimitamos os extremos em torno desse trecho: linhas 4 e 5.

The study found that if you use your mobile phone while driving, you are less likely to pass slower vehicles.

Portanto:

Motoristas = you

Dirigem enquanto conversam ao celular = use your mobile phone while driving

Uma vez localizados os elementos que formam a pergunta, invariavelmente, a resposta procurada encontra-se dentro do contexto delimitado: conversando ao telefone, você (motorista) tem menos probabilidade de ultrapassar veículos mais lentos (o que retarda o fluxo do tráfego), como se lê logo na sequência, dentro do contexto delimitado.

Análise da questão item b:

Repetindo o processo com o item b, temos como elementos-chave:

- Conclusão.
- Professor Dave Strayer.
- Suas pesquisas.

Localizando esses elementos no texto, encontramos a linha 8. Podemos delimitar os extremos, portanto, entre as linhas 7 e 9:

According to previous studies performed by psychology Professor Dave Strayer of the University of Utah, the ultimate distraction for drivers is the conversation – not just holding the mobile phone.

Portanto:

Suas pesquisas = previous studies

Professor Dave Strayer = psychology Professor Dave Strayer of the University of Utah

Localizados os elementos, a resposta encontra-se no trecho que se segue: a principal distração para esses motoristas (que conversam ao celular enquanto dirigem) é a conversa – não apenas o fato de segurar o telefone celular.

As questões de localização correspondem a mais de 80% do total de questões dissertativas apresentadas pelos exames vestibulares das principais instituições atualmente.

ATENÇÃO!

Embora sejam mais fáceis, as questões de localização muitas vezes são elaboradas envolvendo trechos que apresentam palavras novas, que podem ser desconhecidas para a maioria dos alunos. A estratégia recomendada para sua resolução é a mesma:

- Identificar os elementos-chave na pergunta.
- Localizar esses elementos no texto.
- Marcar o trecho localizado.
- Delimitar os extremos do contexto envolvido.
- Reconhecer o trecho que contém a resposta procurada.
- Copiar a resposta.

A maior dificuldade que poderá surgir é você ter de traduzir para o português na passagem dos itens 5 e 6 da estratégia adotada, já que pouquíssimos exames ainda adotam respostas em inglês. Esse fato reforça a importância de se cultivar o hábito de marcar as palavras novas ao ler o texto pela primeira vez: se elas são novas, as chances maiores são de que sejam exploradas na elaboração das perguntas.

Questões de interpretação pura

Ao contrário do tipo anterior, nas questões de interpretação pura não basta localizar elementos da pergunta no texto e conseguir copiar a resposta logo na sequência. A estratégia de resolução, contudo, deve ser basicamente a mesma, ou seja, identificação de elementos-chave/localização desses elementos no texto/delimitação do contexto/cópia da resposta.

A diferença é que agora, mesmo com a identificação de elementos-chave na pergunta, a localização deles no texto não se dá de forma tão clara a ponto de possibilitar a marcação de um contexto que inclua a própria resposta.

O elaborador da pergunta cuida para que isso não ocorra, buscando palavras e expressões que não estejam dentro de um único contexto, mas sim dentro de uma concepção que possa ser deduzida pela leitura de um trecho específico, pela ideia central ou pela leitura do texto como um todo. Nesse caso, resta ao aluno deduzir a resposta, em vez de simplesmente copiá-la.

Veja a seguir um pequeno exemplo de como pode ser uma questão de interpretação pura.

Exercício resolvido

2 Unicamp 2005 O direito de exercer sua cidadania de forma plena tem sido reivindicado, amplamente divulgada na mídia, de várias minorias. Igualmente divulgados têm sido os argumentos contrários a essas reivindicações. Leia a charge e responda às questões a seguir.



Jack Ohman. *The Oregon*, 13 jul. 2004.

- O que os homossexuais reivindicam, segundo o personagem da charge?
- A ironia da charge reside no fato de que seu personagem é incapaz de perceber algo. O que ele não percebe?

Análise da questão item a:

Keywords

Homossexuais
Reivindicam

Localizamos a palavra “gays” em todos os quadinhos da tirinha, assim como o verbo “want”, que se refere ao ato de reivindicar.

Portanto:

A resposta procurada pode ser simplesmente a cópia das frases de cada um dos três primeiros quadinhos: Os homossexuais reivindicam o direito de se casarem, de criarem filhos, de prestarem serviço militar e de serem ordenados pastores. Podemos dizer que se trata de uma pergunta de localização.

Análise da questão item b:

Ao analisarmos o item b, a mudança na abordagem da questão torna-se evidente: a ironia da charge reside no fato de que seu personagem é incapaz de perceber algo. O que ele não percebe? Ele não percebe que os valores dos homossexuais são os mesmos dos heterossexuais.

Portanto:

Não há nenhum elemento que possa ser localizado no texto, a pergunta diz respeito à verdadeira interpretação do conteúdo apresentado, dentro do contexto transmitido. Não se chega à resposta pela localização de elementos no texto e pela subsequente cópia de um trecho pré-delimitado.

Estas questões podem até não apresentar grande dificuldade de resolução, como inclusive é o caso do exemplo apresentado, mas certamente obrigam o aluno a ter uma percepção mais apurada de todos os elementos de um texto, fazendo com que a resposta procurada seja obtida por dedução e não por uma simples cópia.

A partir de agora, procure observar em todas as provas que contenham questões dissertativas de interpretação de textos as variações aqui descritas. Pratique as estratégias sugeridas até que seus usos se tornem automáticos, levando-o a resolver as questões propostas com eficiência e segurança.

Revisando

1 Quais são as principais formas de apresentação das questões dissertativas de interpretação de texto?

2 Qual é a estratégia recomendada para resolução das questões de localização?

3 Qual é a estratégia recomendada para resolução das questões de interpretação pura?

Exercícios propostos

1 **USP 2010** Leia a charge e responda, em português, ao que se pede.



Disponível em: <www.time.com/time/cartoonsoftheweek>. Acesso em: 23 ago. 2009.

A charge faz referência à geração Woodstock, isto é, aos jovens que promoveram grandes protestos nos Estados Unidos na década de 1960. Tendo em vista o contexto da charge, qual é a diferença entre os protestos dos anos 60 e os dos dias atuais?

2 **Fuvest 2010** Leia o seguinte texto e responda, em português, ao que se pede.

Yahoo! wants to reinvent the postage stamp to cut spam. Researchers are testing a scheme where users pay a cent to charity for each email they send – so clearing their inbox and conscience simultaneously.

Yahoo! Research's CentMail resurrects an old idea: that levying a charge on every email sent would instantly make spamming uneconomic. But because the cent paid for an accredited "stamp" to appear on each email goes to charity, CentMail's inventors think it will be more successful than previous approaches to make email cost. They think the cost to users is offset by the good feeling of giving to charity.

Disponível em: <www.newscientist.com/article/dn17577>. Acesso em: 14 ago. 2009. (Adapt.).

- O texto apresenta uma proposta feita pela empresa Yahoo! para diminuir a quantidade de mensagens eletrônicas indesejadas ou *spams*. Qual é a proposta?
- Por que os inventores do CentMail acreditam que sua proposta será mais bem-sucedida que as anteriores?

TEXTO COMPLEMENTAR

How to take tests

Doing well on English examinations – or any examination for that matter – depends not only on your knowledge, but also on having a good strategy.

Here's how

1. Do not insist on completing each question before going to the next. By insisting on completing each question, you lose time and become nervous.
2. If possible, go through the entire test answering the questions you are sure you know.
3. Go through the test a second time working out the answers to more difficult questions.
4. Once you have gone through the test twice, see if any of the questions asked can help you answer any really difficult questions.
5. If you have a strong feeling about a question when you first answer it, don't go back and change it later.
6. Do not translate from your mother tongue!

7. Don't block when listening.
8. Limit yourself to what you know.
9. Look for time signifiers when having to conjugate.
10. Don't try to be too funny or clever.

Tips

1. If you don't know an answer, don't worry about it. Worrying about what you don't know keeps you from showing what you do know.
2. Remember that tests are not only given to test your ability, but also to help you learn what you need to focus on to improve your English.
3. If you don't understand why you have made a mistake, make sure to ask the teacher about that mistake in a latter session. Being embarrassed about mistakes will never help you improve, so ask!

Kenneth Beare. *About.com Guide: how to take tests*. Disponível em: <http://esl.about.com/cs/advanced/ht/ht_taketests.htm>.

RESUMINDO

Estratégias básicas para a resolução de questões dissertativas na interpretação de textos	
Estratégia 1 - Questões de localização	Estratégia 2 - Questões de interpretação pura
- Identificar elementos-chave na pergunta	- Identificar elementos-chave na pergunta
- Localizar esses elementos no texto	- Tentar localizar ao menos um desses elementos no texto
- Marcar o trecho localizado	- Comparar os dados com a ideia central do texto
- Delimitar os extremos do contexto envolvido	- Deduzir a resposta
- Reconhecer o trecho que contém a resposta procurada	
- Copiar a resposta	

QUER SABER MAIS?



SITES

- Sites onde podem ser encontradas boas dicas para exames de Inglês. <www.usingenglish.com>.

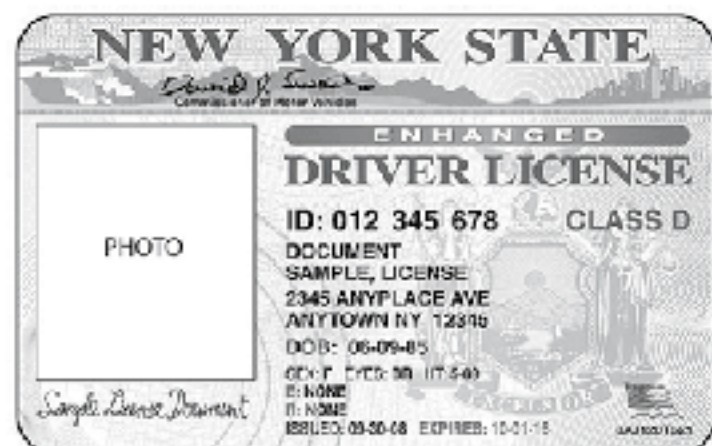
<<http://englishtips.org>>.

<www.bbc.co.uk/worldservice/learningenglish/quizzes>.

Exercícios complementares

Interpretação de textos

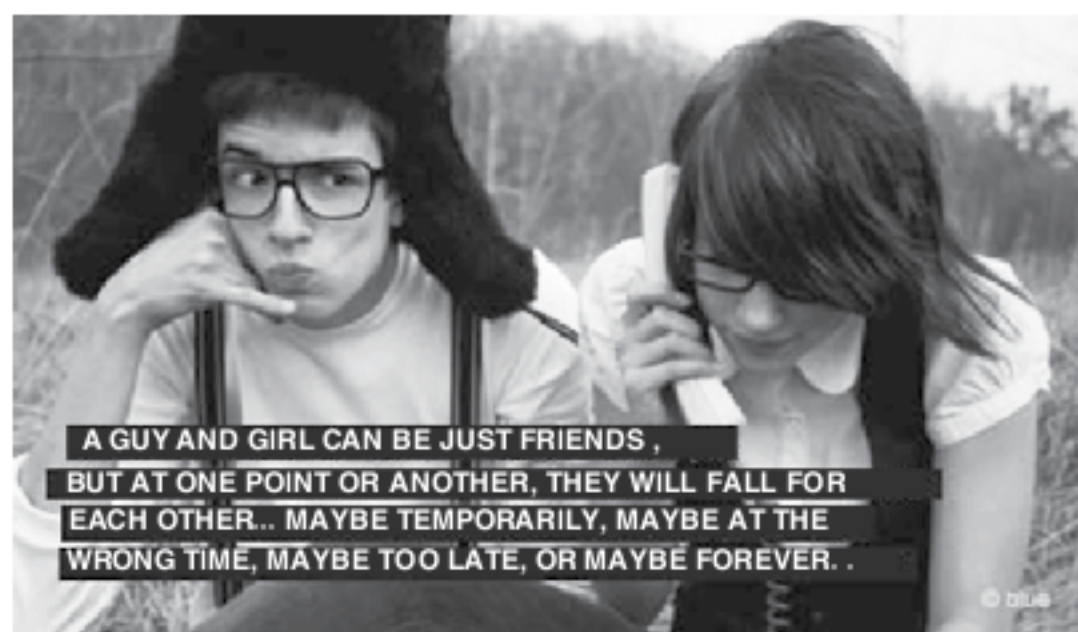
1 Unicamp 2010



Disponível em: <<http://cityroom.blogs.nytimes.com/2008/09/17/a-new-license-for-more-than-just-driving/>>. Acesso em: 2 out. 2009. (Adapt.).

- a) O texto corresponde ao modelo de um documento. De que documento se trata? Qual seria a cor dos olhos da sua pretensa portadora?
- b) Em que mês a pretensa portadora do documento teria nascido e a que se refere a data expressa pela sequência numérica “09-30-08”?

2 Unicamp 2010



Disponível em: <<http://leloveimage.blogspot.com>>. Acesso em: 19 set. 2009.

- O que, segundo o texto, é inevitável que aconteça?
- Isso que é inevitável pode, de acordo com o texto, ser apenas uma situação temporária ou pode se manter para o resto da vida. Em que outras circunstâncias essa situação pode acontecer?

3 Unicamp 2010 O excerto a seguir foi adaptado do conto “True Love” de Isaac Asimov.

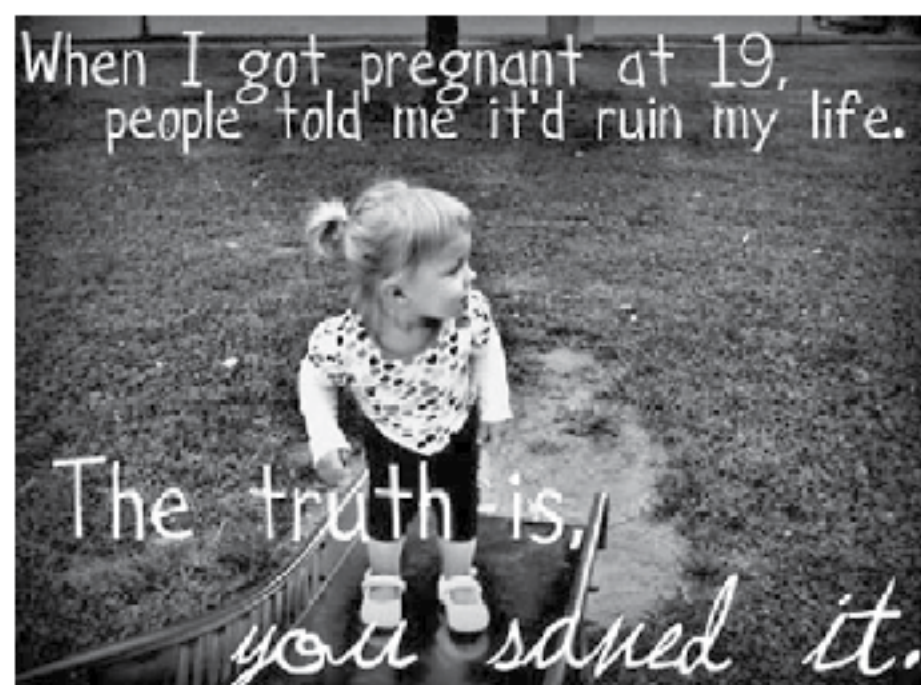
My name is Joe. That is what my colleague, Milton Davidson, calls me. He is a programmer and I am a computer. I am Milton’s experimental model. His Joe.

Milton has never married, though he is nearly 40 years old. He has never found the right woman, he told me. One day he said, “I’ll find her yet, Joe. I’m going to find the best. I’m going to have true love and you’re going to help me. I’m tired of improving you in order to solve the problems of the world. Solve my problem. Find me true love.”

T. Kral (Org.). *Being People - An Anthology*. Washington, D.C.: USA, s/d. p. 183.

- Do que Milton Davidson está cansado?
- Por que Milton Davidson não se casou e o que ele espera que Joe faça por ele?

4 Unicamp 2010



Disponível em: <<http://icanread.tumblr.com/post/160718206/by-unbeingdead>>. Acesso em: 21 set. 2009.

- O texto faz referência a uma expectativa derivada de um fato ocorrido no passado. Que fato foi esse e qual era a expectativa?
- No caso relatado no texto, essa expectativa se concretizou? Justifique sua resposta.

5 Unicamp 2010

**Global Handwashing Day
October 15, 2009**

Although people around the world wash their hands with water, very few wash their hands with soap at critical moments. Global Handwashing Day will be the centerpiece of a week of activities that will mobilize millions of people across five continents to turn handwashing with soap before eating and after using the toilet into an ingrained habit. This could save more lives than any single vaccine or medical intervention, cutting deaths from diarrhea by almost half and deaths from acute respiratory infections by about a quarter.



Disponível em: <www.globalhandwashingday.org/Global_Handwashing_Day_2nd_Edition.pdf>. Acesso em: 16 jul. 2009.

- Que hábito a campanha descrita no texto pretende incentivar?
- Segundo o texto, em quanto esse hábito pode reduzir as taxas de mortalidade?

6 Unicamp 2010

Economics and Software Piracy

If software were less expensive, would people pirate less? Research conducted to answer this question suggests that many people pirate programs regardless of their price tag. The economic factor provides the pirate with a means to justify his or her actions, but it isn’t a real motivator. A common justification for this kind of behavior is that software companies are enormous and make billions of dollars; making one single unauthorized copy of the software wouldn’t hurt them.



Disponível em: <<http://computer.howstuffworks.com/pirate-software1.htm>>. Acesso em: 10 nov. 2009. (Adapt.).

- Segundo o texto, o que o resultado da pesquisa relacionada à pirataria de software sugere?
- Por que, de acordo com o texto, as pessoas acham que é moralmente justificável piratear programas de computadores produzidos por grandes empresas?

7 Unicamp 2010



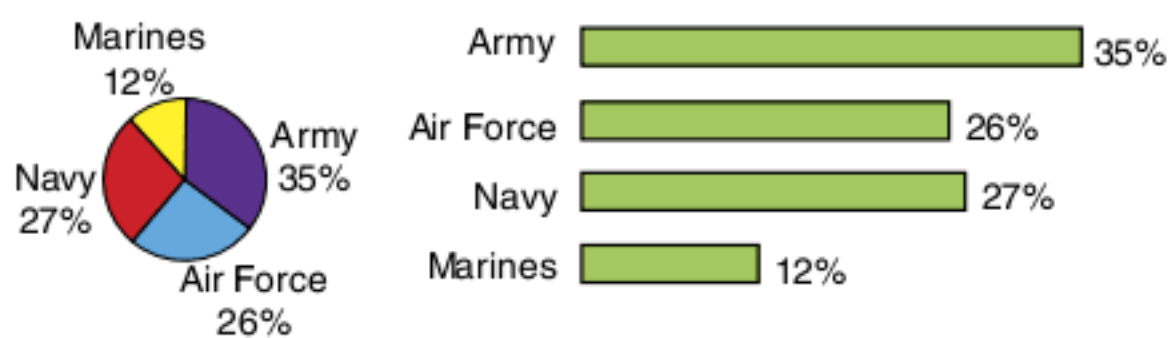
Disponível em: <www.post-gazette.com/robrogers/Default.asp?m=5&d=31&y=2005>. Acesso em: 21 set. 2009. (Adapt.).

- A terceirização de empregos é fonte de preocupação de um dos personagens do cartum. Identifique **dois** outros problemas do “mundo real” apontados pelos personagens.

- b) Na quarta fala, a palavra “real” é utilizada como um advérbio para enfatizar a reação do personagem face aos problemas apontados. Qual é essa reação?

8 Unicamp 2010

Active duty personnel, 1998



Pie charts should rarely be used. It is more difficult for the eye to discern the relative size of pie slices than it is to assess relative bar length. In the example above, it is difficult to figure out from the pie chart whether the Navy or Air Force is larger whereas from the bar chart it is obvious.

Disponível em: <<http://lilt.ilstu.edu/gmclass/pos138/datadisplay/badchart.htm>>. Acesso em: 21 set. 2009. (Adapt.).

- a) A que se referem as porcentagens informadas nos gráficos?
 b) Por que, segundo o texto, os gráficos de barra são considerados mais eficazes do que os gráficos de setores circulares (popularmente denominados “gráficos de pizza”)?

9 Unicamp 2010

Cocooning

Cocooning describes a phenomenon whereby people will want to stay inside the safety and comfort of their homes in gated communities. This is partially due to the constant circulation of frightening images in the mass media. Thus, people will do more from their homes; they will spend more money to make their homes comfortable and complete. As a result, jobs related to home entertainment systems and home remodeling will abound.

Disponível em: <www.careerplanner.com/Career-Articles/Hot_Jobs.cfm#HotJobs>. Acesso em: 18 out. 2009. (Adapt.).

- a) A que fenômeno se refere o termo “cocooning”?
 b) A que se deve esse fenômeno, segundo o autor do texto?

10 Unicamp 2010



This playful satire is the third novel by Brazilian singer and composer Buarque. The plot revolves around Jose Costa, a Brazilian writer who ends up in Budapest, where he becomes absorbed by the

Hungarian language. As he scans a Hungarian grammar book, he meets a woman named Krista, who offers to teach him the language and later becomes his lover. Although its plot is fanciful, Buarque’s novel raises serious questions about recreating one’s life in a foreign language as exotic as Hungarian, said to be the only one on earth respected by the devil. Recommended for readers of imaginative fiction and the linguistically curious – Jack Shreve.

Disponível em: <www.hclib.org/pub/bookspace/discuss/?bib=1055640&Tab=Reviews>. Acesso em: 19 set. 2009. (Adapt.).

- a) Para o autor da resenha acima, o romance *Budapest*, apesar de ser uma sátira divertida, levanta questões sérias. Sobre o que seriam essas questões?
 b) Como a língua húngara é qualificada por Jack Shreve e o que, segundo esse autor, costumam dizer sobre essa língua?

11 Unicamp 2010

Stefan Zweig was a celebrated European intellectual and writer. Because he was Jewish, in 1934 he was forced by the Nazis to flee his country of birth, Austria, and became stateless. He wrote about being stateless in his autobiography *The World of Yesterday*: “The fall of Austria brought with it a change in my personal life: my Austrian passport became void and I had to request an emergency white paper from the English authorities, a passport for the stateless... Every foreign visa on this travel paper had, after that, to be specially pleaded for, because all countries were suspicious of the ‘sort’ of people of whom I had suddenly become one: a man without a country. Since the day when I had to depend upon identity papers or passports that were indeed alien, I ceased to feel as if I quite belonged to myself.”



C. Pouilly, *Stateless Achievers*, em *Refugees Magazine*, 147, n. 3, 2007. p. 19. (Adapt.).

- a) O que o escritor Stefan Zweig teve de fazer em 1934? Por quê?
 b) Que tipo de passaporte Zweig teve de obter depois de 1934? Esse novo passaporte o fez se sentir como?

12 Unicamp 2010

The slow food revolt

The “slow food” movement is a revolt against the fast pace forced on us by industrial civilization, specifically fast-food culture. This frenetic pace results from the notion that productivity outweighs all else. To counteract the ill effects of frenzied living, the movement proposes replacing industrial agriculture with organic agriculture, nurturing more discriminating palates and promoting fair financial reward for conscientious food producers.

Disponível em: <<https://www.adbusters.org/magazine/slow-food-revolt.html>>. Acesso em: 16 jul. 2009. (Adapt.).

- a) Que tipo de vida o movimento tratado no texto tenta combater? Que ideia, segundo o texto, orienta esse tipo de vida?
 b) Indique **duas** propostas concretas do movimento descrito no texto para melhorar a qualidade de vida das pessoas.

Pronouns

3

O estudo de pronomes é fundamental para o domínio de qualquer idioma. São estruturas básicas e em geral fáceis que, no entanto, podem vir a causar dúvidas se não abordadas de forma adequada. O principal problema é, sem dúvida, a tradução para o Português – fonte de vários desencontros, se não observada em contexto. Neste capítulo, estudaremos os pronomes pessoais, os possessivos, os reflexivos e os enfáticos.

Pronomes pessoais: I, you, he, she, it, we, you, they.
me, you, him, her, it, us, you, them.

*Mary is here. I told **her** to sit down.*

Pronomes possessivos: my, your, his, her, its, our, your, their.
mine, yours, his, hers, –, ours, yours, theirs.

***Your** books are on the shelf. **Mine** are on the desk.*

Pronomes reflexivos: myself, yourself, himself, herself, itself, ourselves,
yourselves, themselves.

*Please, help **yourself** to some coffee.*

Pronomes enfáticos: myself, yourself, himself, herself, itself,
ourselves, yourselves, themselves.

*I interviewed Paul McCartney **himself!***



Personal pronouns

São usados para substituir um nome ou substantivo, algo ou alguém, já mencionado, evitando assim a repetição desnecessária. Podem substituir o **sujeito** (subject pronouns) ou **objeto** (object pronouns) da sentença.

	Subject pronouns	Object pronouns	
1st	I	me	Singular
2nd	you	you	
3rd	he she it	him her it	
1st	we	us	Plural
2nd	you	you	
3rd	they	them	

Tab. 1 Pronomes pessoais.

- O pronome *it* pode ser usado como referência a *child* (criança) e *baby* (bebê), não havendo assim especificação de sexo.
- Os pronomes *he* e *she* podem ser usados como referência a animais de estimação, havendo assim especificação de sexo.
- No Inglês moderno usa-se *me* e não *I* após *it's*.

Exemplo

Who is it? It's **me**.

- It* é usado como pronome impessoal em frases genéricas sobre tempo, data, clima ou uma situação.

Exemplos

What time is **it** now? **It** is nine-thirty.

It is cold today.

It is hard to be outdoors on cold days.

- They* é às vezes usado para se referir a pessoas de uma forma geral, ou a um grupo de pessoas cujas identidades não sejam na realidade expressas.

Exemplos

Isn't that what **they** call love?

In Canada, **they** offer special courses in areas with a high percentage of immigrants.

- Cuidado: até então considerado incorreto, o uso de *they/ them* para se referir de volta a um pronome indefinido está se tornando cada vez mais comum e aceito.

Exemplo

Nearly everybody thinks **they** are middle class.

Possessive determiners and possessive pronouns

Usados para denotar posse. Compare suas formas e respectivos usos:

	Possessive determiners	Possessive pronouns	
1st	my	mine	Singular
2nd	your	yours	
3rd	his her its	his hers -	
1st	our	ours	Plural
2nd	your	yours	
3rd	their	theirs	

Tab. 2 Possessivos.

- Não existe possessive pronoun "its".
- Possessive determiners* são seguidos pelos substantivos que representam a identidade da pessoa ou coisa com a qual se conectam.

Exemplos

My parents live in the suburbs.

I would buy **her car** if I could.

We saw John and Mary outside **their house**.

- Possessive pronouns* nunca são seguidos por substantivos, pois trazem consigo a ideia de se evitar a repetição desnecessária do que já foi anteriormente mencionado.

Exemplos

Sally's car is brand new. **Mine** is a little old. (mine = my car)

It was Joe's fault, not **ours**. (ours = our fault)

- Possessive pronouns* podem vir após *of*, mostrando a relação de posse ou pertinência entre os elementos.

Exemplos

Pete is a very good friend **of mine**.

I talked to a cousin **of yours** at school.

"Sweet child **of mine**" is a nice song.

Self pronouns

Possuem uma mesma forma para duas funções distintas: reflexivos ou enfáticos.

1st	myself	Singular
2nd	yourself	
3rd	himself herself itself	
1st	ourselves	Plural
2nd	yourselves	
3rd	themselves	

Tab. 3 Self pronouns.

Reflexive pronouns

Reflexive pronouns são usados como objeto de um verbo ou como preposição quando a pessoa/coisa que efetua a ação é a mesma pessoa/coisa que recebe a ação. Em outras palavras, o sujeito e o objeto são a mesma pessoa/coisa.

John shaved **himself**.

s v o

Mary stretched **herself** out on the sofa.

I cut **myself** with a knife.

We saw **ourselves** in the mirror.

The boys formed **themselves** into a line.

Observação:

- Reflexive verbs*: verbos que são normalmente usados com um *Reflexive pronoun* como seus objetos. Veja no boxe Atenção! alguns desses verbos mais comumente usados.

Exemplos

He had busied **himself** in the laboratory.

She prides **herself** on her tidiness.

- Reflexive pronouns* são também usados após substantivos ou pronomes para dar ênfase.

Exemplos

*I myself have never seen such thing.
The town itself was so small that it didn't have a bank.
Paul talked to the boys himself.*

c) A ênfase pode ser dada ao sujeito ou ao objeto.

Sujeito:

Mary herself interviewed the President.

s v o

Objeto:

Mary interviewed the President himself.

s v o

d) Posição na frase:

Reflexivos: após o verbo.

Enfáticos: após o sujeito ou o objeto.

e) *By + Reflexive pronouns:*

Estrutura usada para indicar que alguém fez algo sem nenhuma ajuda, ou que alguém estava sozinho.

Exemplos

*Did you put those shelves up all by yourself? (sem ajuda)
He went off to sit by himself. (sozinho)*

ATENÇÃO!

"Of" também pode ser seguido por outros possessivos: a friend of my sister's.

She was a close friend of Lena's.

Reflexive verbs:

amuse	cut	excel	hurt
restrict	apply	distance	exert
introduce	strain	blame	dry
express	kill	teach	compose
enjoy	help	prepare	

PREPOSIÇÃO



Among the cups.



Under the armchair.

Revisando

1 Em geral, qual é a posição de um pronome pessoal em uma frase?

2 Por que os *possessive pronouns* nunca são seguidos imediatamente por um substantivo?

3 Quais são as posições dos *self pronouns* dentro de uma frase?

Exercícios propostos

1 Complete com *personal pronouns* nas formas do *subjective case* ou do *objective case*.

- a) Maggy will return to the shop. _____ bought an expensive CD player, but _____ doesn't work.
- b) Paul and Sally asked John, "Are _____ coming with _____?"
- c) Mary will take care of the dogs while we are away. Tell _____ to give _____ some water too.
- d) Jim asked Paul and Susan to join _____ on the trip, but _____ couldn't come.

e) Peter hasn't arrived yet. I'll phone _____ to see if _____ is ok.

2 Complete com *possessive pronouns* nas formas corretas (*my/mine; your/yours etc.*).

- a) We should wash _____ hands before having dinner.
- b) Mary lives downtown with _____ parents.
- c) Who is _____ Math teacher?, Sandra asked me.
- d) The Johnsons were at the church with _____ children.
- e) This is _____ new car. Do you like _____ color?

- f) The students bought Mary's chemistry set. Now it's _____.
- g) Can I use your notebook for a while? _____ is not functioning properly.
- h) That is Brad's new car. A cousin of _____ gave it to _____.
- i) Hey, this is my pen! _____ is over there.
- j) Don't use the children's stuff. It's _____, not _____.

- 3** Complete com o *reflexive pronoun* correto.
- a) He must make that decision by _____.
- b) We helped _____ to some water before lunch.
- c) I managed to travel around the desert by _____.
- d) Tom and Lisa hurt _____ in the crash.
- e) Those kids are overeating. They are destroying _____.

TEXTOS COMPLEMENTARES

American English and British English

It has been said that the United States and Great Britain are two nations divided by a single language. This is true in a number of ways. In the first place, spellings of the same words can be decidedly different. The following list shows some common examples of the variances between American and British spellings.

American	British
Center	Centre
Check (money)	Cheque
Color	Colour
Curb	Kerb
Gray	Grey
Honor	Honour
Inquire	Enquire
Jail	Gaol
Jewelry	Jewellery
Labor	Labour
Organization	Organisation
Pajamas	Pyjamas
Peddler	Pedlar
Program	Programme
Realize	Realise
Recognize	Recognise
Theater	Theatre

The two versions of the English language also diverge when it comes to the names for many everyday objects and events. It is easy for a visitor from across the Atlantic to provoke amusement from the natives by calling a cloth used to wipe one's mouth a *napkin* in England, or by asking an American waiter for the *W.C.* The following is a list of some common American terms and their counterparts in the United Kingdom.

American	British
Apartment	Flat
Bathroom	Toilet, W.C., or loo
Candy	Sweets
Checkers	Draughts
Closet	Cupboard
Corn	Maize
Cracker	Biscuit
Diaper	Nappy
Drugstore	Chemist's
Faucet	Tap
Gas, gasoline	Petrol
Hood (of car)	Bonnet
Line	Queue
Napkin	Serviette
Oven	Cooker
Round-trip ticket	Return ticket
Suspenders	Braces
Truck	Lorry
Trunk (of car)	Boot
Underpass	Subway
Undershirt	Vest
Vacation	Holiday

As if confusion about spelling and word choice were not enough, there are also punctuation differences between American and British English. While American English always uses double quotation marks to indicate speech, British English, especially in older texts, sometimes uses single quotation marks. More recent British publications sometimes use double quotation marks.

In both American and British English, periods and commas at the end of a quote come before the closing quotation marks when the quote is a full sentence (or a full sentence broken up by a connecting phrase such as "He said"):

“When you come to meet me,” she explained hastily, “please bring the blue folders.”

In American English, the placement of periods and commas remains the same even when the quote is a sentence fragment. But in British English, periods and commas punctuating sentence fragments are placed outside quotation marks.

American English:

She described the party as “a sumptuous affair,” and said that she arrived home “long after midnight.”

British English:

She described the party as “a sumptuous affair”, and said that she arrived home “long after midnight”.

Music

Who wants to live forever

“... What is this thing
that builds our dreams,
yet slips away from us.

[...]

But touch my tears with your lips,
Touch my world with your fingertips,

[...]

And we can love forever,
Forever is ours today, ...”

Brian May. “Who wants to live forever”. Queen. *In: A kind of magic*.
Londres: EMI, 1986. Lado 2, faixa 6.

Tradução:

RESUMINDO

- **Pronomes pessoais:**
Personal pronouns
Subjective case: I, you, he, she, it, we, you, they.
Objective case: me, you, him, her, it, us, you, them.
- **Pronomes possessivos:**
Possessive determiners: my, your, his, her, its, our, your, their.
Possessive pronouns: mine, yours, his, hers, –, ours, yours, theirs.
- **Pronomes reflexivos:**
Reflexive pronouns: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar a canção completa do Queen, “Who wants to live forever”.
<www.purelyrics.com>.
<<http://letras.mus.br/queen>>.
- Sites que mostram algumas diferenças entre o inglês americano e o britânico:
<<http://esl.fis.edu/grammar/easy/aebe.htm>>.
<www.english-zone.com/vocab/ae-be.html>.

Exercícios complementares

Interpretação de textos

Leia o texto e responda às questões 1 e 2.

Biomedicine: hard of seeing



Call it the contact lens of hearing aids. Researchers at Otologics, a Colorado firm, have come up with a hearing aid that is surgically implanted behind the ear, out of sight. The device consists of a microphone that picks up sound and transmits it to a piston implanted in the middle ear, which transfers the vibrations

to the tiny bones of the inner ear.

The device doesn't offer better hearing – it reproduces a narrower range of frequencies than conventional hearing aids, and users did slightly worse in word-comprehension tests. But subjects reported that the sound was more "natural." The device, which is available in Europe and in clinical trials in the United States, works in the shower or the pool and doesn't have to be taken off before bed. But the battery must be recharged nightly, via a transmitter strapped to the user's head, for sixty minutes or more. The implant requires general anesthesia and must be replaced in five to 20 years. The price: \$19,000 (surgery included).

K. Salcito. "Biomedicine: Hard of seeing". Newsweek. New York, v. CL, n. 13, p. 9, Sep. 24, 2007.

1 De acordo com as informações contidas no texto, pode-se afirmar que:

- 01 alguns pesquisadores, em Colorado, criaram lentes de contato de última geração a fim de ajudar deficientes auditivos e visuais.
- 02 o aparelho fabricado para deficientes auditivos deve ser implantado atrás da orelha.
- 04 o novo invento é à prova d'água e pode ser usado ininterruptamente.
- 08 a bateria do aparelho deve ser recarregada todas as noites por, no mínimo, uma hora.
- 16 o aparelho implantado, segundo os pacientes, reproduz um som mais natural.
- 32 o dispositivo foi considerado muito caro para os deficientes visuais ou auditivos, apesar da inclusão dos custos da cirurgia.

Soma =

2 UFBA Quanto ao uso da linguagem no texto, é correto afirmar que:

- 01 "which" (l.7) e "which" (l.12) referem-se, respectivamente, a "sound" (l. 6) e a "sound" (l.12).
- 02 "better" (l.9) e "worse" (l. 11) são formas comparativas de *good* e *badly*, respectivamente.
- 04 "hearing" (l.9) e "word-comprehension" (l.11) funcionam como adjetivos.
- 08 "subjects" (l.11) pode ser substituído, sem modificar o sentido, por *people involved in the experiments*.

16 "shower" (l.14) tem o mesmo significado que *snowy weather*.

32 "must" (l.17) expressa um conselho.

Soma =

3 UFBA



Two more reps, Ma!

Doctors once worried that **weight lifting** could damage a kid's growth **plates**. But recent studies show that when it's done in moderation, possible benefits include increased bone density and reduced risk of diabetes. Recently the U.S. National School Fitness Foundation began placing child-size weight machinery in nearly 80 elementary schools across the country. Many U.S. gyms are also catching on to the trend, dropping their membership age from 18 to 14. Dr. Jordan Metzl, medical director of the Manhattan-based Sports Medicine Institute for young Athletes, says, "Training makes sports safer by getting kids' bodies prepared."

Nonathletes could actually be the ones to benefit most. With obesity on the rise, experts say weight training is also a way to motivate heavier kids who are less at ease on the playing field. Still, experts say weight training shouldn't take the place of cardiovascular activities; the American College of Sports Medicine suggests lifting no more than three nonconsecutive days a week. Overdoing it can injure growth plates and cause muscle sprains.

L. Gerdes. Newsweek. New York, p. 7, Feb. 16, 2004.

Sobre a musculação moderada para adolescentes, de acordo com o texto, pode-se afirmar que:

- 01 reduz o risco de diabetes e aumenta a densidade da massa óssea.
- 02 beneficia apenas jovens obesos, prejudicando o crescimento de adolescentes magros.
- 04 deixa o adolescente mais bem condicionado fisicamente e não causa distensões musculares.
- 08 pode ser praticada por jovens a partir dos 14 anos e não mais do que três vezes por semana.
- 16 substitui as atividades aeróbicas, só podendo ser realizada em dias consecutivos, com jovens a partir de 18 anos.
- 32 deve ser obrigatória em todas as escolas e ginásios desportivos a fim de motivar os alunos sedentários.

Soma =

Strapped: v. to strap – enfaixado, amarrado.

Weight lifting: Levantamento de peso, musculação.

Plates: Placas.

Leia o texto e responda às questões 4 e 5.

The real dirt: getting filthy may be healthy



Dirt – which is thought to contain as many as 1 million species of bacteria per gram – has long had germophobes reaching for the hand soap. After all, the CW holds that bacteria damage the immune system.

New research, however, suggests that certain bacteria found in dirt give the immune system a boost – and even make us happier in the process. Researchers at the University of Bristol, England, found that exposing mice to a soil-borne bacterium called *Mycobacterium vaccae* improved their immune systems. It also boosted the production of the mood-regulating brain chemical serotonin just as effectively as antidepressant drugs. Christopher Lowry, the lead author, says that the microbes appear cause immune cells to release cytokines, chemicals that activate nerves that then stimulate the brain. The bacterium has also been used as a tuberculosis vaccine, and in a recent trial in London, it was found to help the emotional health, vitality and mental abilities of cancer patients. That, says Lowry, has researchers “wondering if we shouldn’t all be spending more time playing in the dirt.”

J. Bennett. “The real dirt: getting filthy may be healthy”. Newsweek. New York, v. CXLIX, n. 19, May 7, 2007.

4 UFBA Segundo o texto, Christopher Lowry, após pesquisas e experiências, chegou às seguintes conclusões:

- 01 Ratos expostos a uma bactéria encontrada na lama apresentaram uma melhora no sistema imunológico.
- 02 Os germóforos devem lavar as mãos com sabonete várias vezes ao dia.
- 04 A bactéria *Mycobacterium vaccae* é tão eficiente quanto os antidepressivos, pois contribui para o aumento da serotonina.
- 08 A bactéria mencionada no texto melhora a saúde emocional, a vitalidade e as habilidades mentais de pessoas portadoras de câncer.
- 16 As bactérias da lama podem prejudicar o sistema imunológico de pessoas alérgicas.
- 32 Brincar na lama pode vir a ser muito mais saudável do que se imagina.

Soma =

5 UFBA Em relação à linguagem do texto, é correto afirmar que:

- 01 “filthy” (título) está empregado como sinônimo de *very dirty*.
- 02 “is thought” (l.1) indica uma ação na voz passiva.
- 04 “bacteria” (l.2) e “mice” (l.8) estão na forma plural.
- 08 “found” (l.5) refere-se ao tempo presente.

16 “that” (l.5) e “That” (l.16) estão funcionando como pronomes relativos.

32 “trial” (l.14) pode ser substituído, no texto, por *experiment*.

Soma =

6 UFBA

Therapy: Crazy for the game



Presented with a patient suffering from personality ailments like schizophrenia, depression and bipolar disorder, most psychiatrists would prescribe medication or counseling. Apparently those aren’t the only remedies.

A new documentary, called “Matti per il Calcio” (“Crazy for football”), examines the effects of football on the brain. The film follows a year in the life of Il Gabbiano, a Rome football team starring a list of schizophrenics, depressives and bipolars. Dr. Santo Rullo, featured in the film, began using football therapy 14 years ago. By integrating patients into group activities, he expected their symptoms to fade. “The problem is that mental illness is almost always treated first by exclusion,” he says. “A group sport helps to facilitate the inclusion of each member.” It worked: many of his patients are reintegrating so well they’re now struggling to fit the games into their schedules.

B. Nadeau. “Therapy: crazy for the game”. Newsweek. New York, v. CXLIX, n. 6, p. 7, Feb. 5, 2007.

Sobre o documentário “Matti per il Calcio”, são verdadeiras as proposições:

- 01 O documentário baseia-se na terapia usada pelo médico Santo Rullo.
- 02 O filme foi gravado durante um ano, com Il Gabbiano, um famoso jogador de futebol italiano.
- 04 A terapia do futebol foi usada inicialmente apenas no tratamento de pessoas fanáticas por futebol.
- 08 A terapia do futebol aplicada em pacientes portadores de distúrbios mentais ou psicológicos foi bem-sucedida.
- 16 A terapia do futebol começou a ser usada há cerca de 40 anos, com pacientes excepcionais.
- 32 Pacientes inicialmente diagnosticados com problemas mentais são, quase sempre, excluídos de atividades em grupo.

Soma =

CW: CW Television Network.
Boost: Aumento, estímulo.
Ailments: Doenças.

To fade: Desaparecer.
Struggling: v. to struggle – lutando.
Schedules: Horários.



KPNG. You're out of shape, Smith. Disponível em: <www.CartoonStock.com>. Acesso em: 11 jul. 2008.

São perguntas que encontram resposta no "cartoon" em destaque:

- 01 How fit is Smith?
02 Which floor is the office on?
04 When does Smith have to get to work?
08 Why can't Smith use the elevator anymore?
16 What does the other man in the picture tell Smith to do?
32 How long does it take to climb the building and get to the office?
64 Who asks Smith to use the stairs instead of the elevator?

Soma =

Gramática

8 Complete the sentences. Use pronouns (*I/me, he/him* etc.)

Example: Mary has a book. **She** bought **it** last week.

- a) I met the new students, but Bob didn't meet _____.
b) I wrote a letter, but I didn't send _____ because I didn't have a stamp.
c) Marie studied chemistry. _____ studied _____ in high school.
d) Tom is in Canada. _____ is studying at a university.
e) Bill was at the party last night. I saw _____ there.
f) Ann was also at the party last night. I talked to _____ for a long time. _____ had an interesting conversation together.
g) We need some help. Please help _____.
h) I read two books last week. I liked _____. _____ were interesting.

- i) Barb and Paul went shopping yesterday. I saw _____ downtown. _____ bought some new clothes.
j) Ann and I have a dinner invitation. Mr. And Mrs. Brown invited _____ to come to dinner at their house.
k) Judy bought a new car. _____ is a Toyota.
l) My husband and I have a new car. _____ got _____ last month.
m) I saw Paul yesterday at the cafeteria. I talked to _____ for a while. _____ is taking four courses this semester.
n) Are Liz and you going to come to the party tomorrow night? I hope so. _____ will have a good time.

9 Complete the sentences. Use the correct possessive form of the words in parentheses.

Examples:

(I) This bookbag is **mine**.

(Sue) That bookbag is **Sue's**.

(I) **My** bookbag is red.

(she) **Hers** is green.

- a) (we) These books are _____.
(they) Those books are _____.
(we) _____ books are on the table.
(they) _____ are on the desk.
b) (Tom) This raincoat is _____.
(Mary) That raincoat is _____.
(he) _____ is light brown.
(she) _____ is light blue.
c) (I) This notebook is _____.
(you) That one is _____.
(I) _____ has _____ name on it.
(you) _____ has _____ name on it.
d) (Dick) _____ apartment is on Pine Street.
(we) _____ is on Main Street.
(he) _____ apartment has three rooms.
(we) _____ has four rooms.
e) (I) This is _____ pen.
(you) That one is _____.
(I) _____ is in _____ pocket.
(you) _____ is on _____ desk.
f) (we) _____ car is a Chevrolet.
(they) _____ is a Volkswagen.
(we) _____ gets 17 miles to the gallon.
(they) _____ car gets 30 miles to the gallon.
g) (Ann) These books are _____.
(Paul) Those are _____.
(she) _____ are on _____ desk.
(he) _____ are on _____ desk.

10 Circle the correct form of the pronoun or possessive adjective in the following sentences.

- a) I go to school with (he/him) every day.
b) I see (she/her/herself) at the Union every Friday.
c) She speaks to (we/us/ourselves) every morning.
d) Isn't (she/her) a nice person?

- e) (He/Him) is going to New York on vacation.
- f) (She/Her) and John gave the money to the boy.
- g) (Yours/Your) record is scratched and (my/mine) is too.
- h) I hurt (my/mine/the) leg.
- i) John bought (himself/herself/hisself) a new coat.
- j) (We/Us) girls are going camping over the weekend.
- k) Mr. Jones cut (hisself/himself) shaving.
- l) We like (our/ours) new car very much.
- m) The dog bit (she/her) on the leg.
- n) John (he/himself) went to the meeting.
- o) You'll stick (you/your/yourself) with the pins if you are not careful.

11 FEI Complete.

Stay with _____ while I drive _____ car.

- (a) I – your (c) me – your (e) her – yours
- (b) she – you (d) me – yours

As questões de 12 a 18 referem-se a pronomes pessoais e pronomes possessivos.

12 This shirt belongs to Rodrigo. Give _____ to _____.

- (a) its/she (c) it/he (e) them/he
- (b) it/him (d) them/him

13 _____ rarely sees _____, but _____ always talk on the telephone.

- (a) she/him/they (d) she/him/them
- (b) she/he/they (e) she/he/them
- (c) her/him/them

14 Hey, this is a very funny dog. I wonder who _____ owner is.

- (a) your (d) yours
- (b) it (e) its
- (c) him

15 My father and I sold _____ old car to a friend yesterday. _____ neighbor didn't want to buy _____.

- (a) ours/our/it (d) our/ours/its
- (b) our/our/it (e) our/our/its
- (c) our/ours/it

16 Most people like to plan their holidays _____.

- (a) themselves (d) himself
- (b) oneself (e) yourselves
- (c) ourselves

17 Where in the world, Mauro, did you hurt _____?

- (a) himself (d) yourselves
- (b) hers (e) his
- (c) yourself

18 The parts had spent a long time preparing _____ to fight _____ but the battle _____ didn't last long.

- (a) each other/themselves/oneself
- (b) them/each other/by itself
- (c) itself/each other/oneself
- (d) one another/them/by itself
- (e) themselves/one another/itself

19 PUC-PR Fill in the blanks with the appropriate pronouns.

Dear Debbie,

How are you? Lisa and I are having a marvelous holiday.

We are really enjoying _____. We brought three tubes of suntan cream with _____ and we've used _____ all up already. Lisa is a bit annoyed because her suntan isn't as good as _____.

- (a) ourselves – we – them – mine
- (b) ourselves – us – them – mine
- (c) us – us – they – my
- (d) us – we – themselves – mine
- (e) ourselves – ourselves – they – my

20 Vunesp Assinale a alternativa que preenche corretamente cada lacuna da frase adiante:

Do you think _____ is as experienced as _____?

- (a) her ... I (d) myself ... we
- (b) him ... she (e) they ... him
- (c) she ... I

As questões de 21 a 24 referem-se a pronomes reflexivos e ênfáticos:

21 Mirela is outside, waiting for you. If you don't trust me, go out and see it for _____.

- (a) themselves (d) itself
- (b) yourself (e) herself
- (c) himself

22 I know this report is correct because I've written it _____.

- (a) myself (c) yourselves (e) herself
- (b) yourself (d) himself

23 Camila collected those stamps all by _____.

- (a) myself (d) herself
- (b) themselves (e) ourselves
- (c) itself

24 I was trying to tell _____ that I wasn't wrong about you.

- (a) herself (d) themselves
- (b) himself (e) ourselves
- (c) myself

4

Verb tenses I – The present

Neste capítulo iniciaremos o estudo dos tempos verbais em Inglês. É importante que as noções básicas sobre o tempo e suas dimensões, além dos tipos de tempos verbais, sejam reforçados. Isso nos possibilitará entender a nomenclatura e a conseqüente formação dos tempos verbais, o que certamente irá evitar confusões a respeito das formas, fazendo com que o estudo dos usos seja o foco principal.

Atente para as diferenças entre o presente simples e o presente contínuo e muito cuidado com os verbos que não podem ser usados nos tempos contínuos.

- Quadro geral dos tempos verbais.
- O tempo em suas dimensões.
- Os tipos de tempos verbais.
- Presente simples.
- Presente contínuo.
- Nonprogressive verbs (normalmente não são usados nos tempos contínuos).



Verb tenses

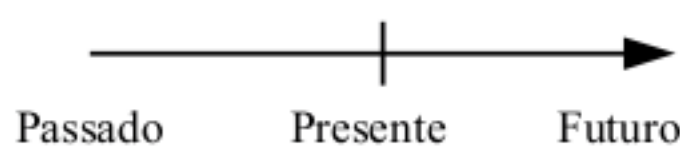
São as diferentes formas e grupos de verbos que indicam a que tempo se está referindo.

Simple tenses	Usados para se referir a situações, ações habituais e ações individuais completadas.
Continuous tenses	Usados para se referir a situações temporárias num ponto específico do tempo.
Perfect tenses	Usados para se relacionar uma ação ou situação ao presente ou a um momento do passado.

Tab. 1 Tipos de verb tenses.

O tempo e suas dimensões

Uma ação ou situação pode ocorrer em uma das três dimensões conhecidas do tempo: passado, presente ou futuro. “Time line”: linha do tempo



Exemplos

We **studied** chapter 3 last class. (Passado)

They **work** hard every day. (Presente)

Mary **will travel** to Europe next week. (Futuro)

Ao usarmos cada tipo de tempo verbal em cada uma das dimensões do tempo, podemos elaborar um quadro geral dos verb tenses, como a seguir.

Dimensão do tempo	Simple tenses	
	Simple	Continuous
Present	Simple present	Present continuous
Past	Simple past	Past continuous
Future	Simple future	Future continuous

Tab. 2 Dimensão do tempo: Simple X Continuous.

Dimensão do tempo	Perfect tenses	
	Simple	Continuous
Present	Present perfect	Present perfect continuous
Past	Past perfect	Past perfect continuous
Future	Future perfect	Future perfect continuous

Tab. 3 Dimensão do tempo: Perfect simple X Perfect continuous.

Simple present

Formação

Infinitivo sem “to”.

Nas terceiras do singular acrescentar “s” ao infinitivo.

Exemplo

to work

Singular	I work	Plural	We work
	You work		You work
	He works		They work
	She works		
	It works		

Verbos auxiliares: do/does

Exemplos

Do you work on Saturdays?

She **doesn't** like to watch TV.

Don't you want to stay home?

Usos do Simple present

O Simple present é usado basicamente em três casos:

Para expressar habitualidade

Expressa algo que não necessariamente esteja ocorrendo no momento da fala, mas que **habitualmente** ocorre.

- I get up at six every day.
- He always eats a sandwich for lunch.
- Our classes begin at nine.

ATENÇÃO!

Algumas palavras, por estarem diretamente ligadas à noção de habitualidade, podem ser consideradas como representativas do uso do Simple present, por exemplo: always/never/often/usually/generally/normally/seldom/frequently/every day

I **always** have pancakes for breakfast.

He **usually** goes to work by subway.

We **never** get up before six o'clock.

The students attend English classes **every day**.

Para expressar verdades universais

Expressa algo que é verdadeiro no presente, foi verdadeiro no passado e será verdadeiro no futuro.

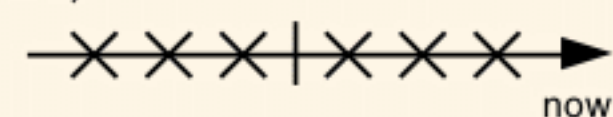
- The sun rises in the east.
- Most animals kill only for food.
- Water consists of hydrogen and oxygen.

Para expressar situações que existam no momento presente

Expressa situações de longo prazo que existam no momento presente, como fatos ou condições da vida atual de alguém.

- John works in Japan.
- Our students do a wide range of summer jobs.
- Most students live in shared apartments.

Representação gráfica do Simple present em uma linha do tempo (time line)



Present continuous

Formação

Todo tempo “continuous” tem “to be” como auxiliar e o verbo principal com o acréscimo da terminação “ing”.

Present continuous { am/is/are
verbo principal + ing

Exemplos

I am working.
You are studying.
He is reading.
They are playing.

Usos do Present continuous

Present continuous é usado basicamente em dois casos:

1. Para expressar uma ação que está em progresso no momento da fala

Expressa uma atividade que está ocorrendo no momento da fala. Ela começou em um passado recente, continua no presente e irá provavelmente terminar em algum ponto no futuro.

- a) The children are playing in the park now.
- b) Drive carefully! It's raining.
- c) Mary and her daughter are watching TV at this moment.

ATENÇÃO!

Palavras ou expressões que sirvam para representar ações que estejam ocorrendo no momento da fala, por exemplo:

now/right now/at this moment

I am listening to the news **now**.

The students are taking a test **at this moment**.

2. Para se referir a algo que se considere temporário, de natureza geral, em progresso nesta semana, neste mês, neste ano etc.

Atividade temporária, de natureza geral: expressa algo que seja considerado temporário, que esteja em progresso atualmente.

- a) I am taking Biology II this semester.
- b) Paul is working as a sales representative.
- c) Steven Spielberg is directing another movie this year.

Representação gráfica do *Present continuous* em uma linha do tempo (*time line*)



Nonprogressive verbs

Existem verbos que não são usados em nenhum dos tempos contínuos; são os chamados “nonprogressive verbs”, ou ainda, “stative verbs”. Esses verbos descrevem atividades que estejam em progresso.

Exemplos

John **knows** this grammar.

“John knows” descreve um estado mental existente.

Mary is **reading** about this grammar.

“Mary is reading” é uma atividade em progresso.

Em suma, tempos contínuos podem ser usados com verbos como “read”, mas não com verbos como “know”. Analise os exemplos a seguir.

Exemplos

I **am seeing** a car coming by (Errado)

I see a car coming by. (Correto)

He **isn't understanding** this topic. (Errado)

He can't understand this topic. (Correto)

We **are recognizing** you now. (Errado)

We recognize you now. (Correto)

ATENÇÃO!

Common nonprogressive verbs

- a) Estado mental: know, believe, imagine, want, realize, feel, doubt, need, understand, suppose, remember, prefer, recognize, think*, forget, mean.
- b) Estado emocional: love, hate, fear, mind, like, dislike, envy, care, appreciate.
- c) Posse: possess, have*, own, belong.
- d) Percepção dos sentidos: taste*, hear, see*, smell*, feel*.
- e) Outros estados existentes: seem, cost, be*, consist of, look*, owe, exist, contain, appear*, weigh*, include.

Os verbos assinalados com * são também comumente usados em tempos contínuos, com um sentido diferente, contudo.

Nonprogressive (estado existente)

I **have** a new car.

He **thinks** Mary is a nice girl.

This soup **tastes** good.

I **see** a couple of birds there.

The flowers you brought **smell** good.

This carpet **feels** soft.

You **look** cold. Put on a coat.

John **appears** to be restless.

This box is heavy. It **weighs** a lot.

I **am** thirsty.

Progressive (atividade em progresso)

We **are having** fun here.

They **are thinking** about that problem.

The cook **is tasting** the meat.

Dr. Smith **is seeing** a patient now.

Mrs. Jones **is smelling** the roses.

Maggy **is feeling** the cat's fur.

The director **is looking** at the pictures.

The lead actress **is appearing** on the stage now.

The butcher **is weighing** the meat.

You **are being** nasty, kids. Stop it.

ATENÇÃO!

O verbo *to be* (seguido por um adjetivo) é usado em um tempo contínuo para descrever uma característica temporária. Poucos são os adjetivos usados com “to be” nestas condições. Alguns dos mais comuns são: foolish, nice, kind, lazy, careful, patient, silly, rude, polite, impolite.

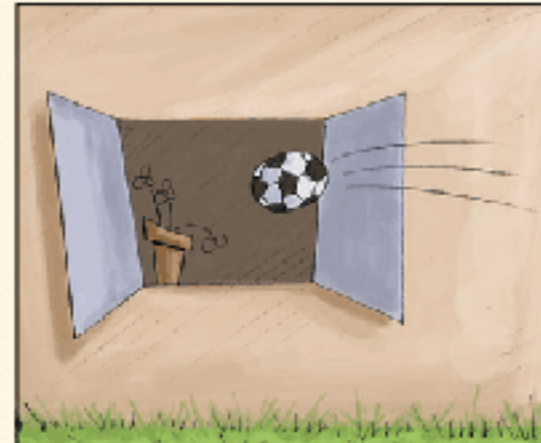
Compare: Bob is foolish (Bob é tolo). A tolice é uma das características usuais de Bob.

Joe is being foolish (Joe está sendo tolo). Agora, no momento da fala, Joe está fazendo algo que o autor da frase considera tolice.

PREPOSIÇÃO



Across the road.



Through the window.

Revisando

1 Quais são as situações de uso mais comuns do Simple present?

2 Quais são as situações de uso mais comuns do Present continuous?

3 Quais são alguns dos verbos que não devem ser usados em tempos verbais Continuous?

Exercício proposto

1 Complete as frases a seguir usando os verbos dados, entre parênteses, no *Simple present* ou no *Present continuous*

- a) It's cloudy today. The sun _____ (not shine).
- b) We finally managed to get the money we needed for the downpayment, so now we _____ (own) the house we live in.
- c) I usually _____ (sleep) until 6 o'clock in the morning, and then I _____ (get up) and go to school.
- d) If you wash your sweater in hot water, it won't fit you. Wool _____ (shrink) in hot water.
- e) Look at Mary. She _____ (bite) her fingernails. She must be nervous.

- f) Mr. Cole _____ (have) a new car.
- g) He _____ (have) trouble with his computer, so he must do all his paperwork with a little help from his workmates.
- h) This package _____ (weigh) a lot. It's too heavy for a kid to lift.
- i) The butcher _____ (weigh) the meat you just ordered.
- j) I _____ (do) my grammar exercises at this moment. I'm just about to finish everything.

TEXTOS COMPLEMENTARES

Word forms (1ª parte)

Em Inglês, existem diversas maneiras pelas quais os verbos transformam-se em substantivos ou adjetivos. Veja a seguir algumas dessas transformações mais comuns:

1. Verbos que se transformam em substantivos pelo acréscimo do sufixo "(a)tion".

Ex.: interpret (verbo) → interpretation (substantivo)

Peter is studying at the university for a degree in **interpretation**.

When he graduates, he will **interpret** for an embassy.

Verbo	Substantivo
Combine	Combination
Adapt	Adaptation
Expect	Expectation
Observe	Observation
Explain	Explanation
Electrocute	Electrocution
Execute	Execution
Convict	Conviction
Protect	Protection
Suggest	Suggestion
Continue	Continuation
Preserve	Preservation
Excavate	Excavation
Examine	Examination
Inform	Information

2. Verbos que se transformam em substantivos pelo acréscimo do sufixo "ment".

Ex.: improve (verbo) → improvement (substantivo)

John and Mary's house needs some basic **improvements**. They

will **improve** the outside now and will work on the inside next year.

Verbo	Substantivo
Disappoint	Disappointment
Place	Placement
Arrange	Arrangement
Require	Requirement

Music

Don't look back

"When you're nothing to no one
and you're less than you can
and you're looking for someone
[...]

but life seems neverending
when you're young

[...]

with her bottle beside her
she surely looks like an angel
[...]

faith is never easy
when you're young [...]"

Lloyd Cole. "Don't look back".

In: Lloyd Cole. Reino Unido:

Polydor, 1990. Faixa 1.

Verbo	Substantivo
State	Statement
Agree	Agreement
Punish	Punishment
Treat	Treatment
Establish	Establishment
Argue	Argument

3. Verbos que se transformam em substantivos pelo acréscimo do sufixo "ion".

Ex.: protect (verbo) → protection (substantivo)

Many people are concerned with the **protection** of their homes. Some people **protect** their homes with alarm systems.

Verbo	Substantivo
Convict	Conviction
Execute	Execution
Electrocute	Electrocution
Suggest	Suggestion
Predict	Prediction
Correct	Correction
Excavate	Excavation

4. Verbos que se transformam em substantivos pelo acréscimo do sufixo "ing".

Ex.: understand (verbo) → understanding (substantivo)

Andy didn't **understand** anything in his first Math class this year. However, his **understanding** will improve during the semester.

Verbo	Substantivo
Feel	Feeling
Spell	Spelling
End	Ending
Greet	Greeting
Meet	Meeting

Lorraine C. Smith and Nancy Nici Mare. *Issues for today: an effective reading skills text*. New York: Newbury House Publishers, 1990.

Tradução:

RESUMINDO

- **Simple present:**
 - Expressar habitualidade.
 - Expressar verdades universais.
 - Expressar situações que existam no momento presente.
- **Present continuous:**
 - Expressar uma ação que está em progressão no momento da fala.
 - Expressar uma atividade temporária, de natureza geral.
- **Nonprogressive verbs:** estado mental (*know*); estado emocional (*like*); condição de posse (*have*); percepção dos sentidos (*see*); outros estados existentes (*be*).

■ QUER SABER MAIS?



SITES

- Dicas de sites onde você poderá encontrar a canção completa de Lloyd, "Don't look back".
<www.sing365.com/music/lyric.nsf>.
<www.pesenki.by.ru/internet/colelloyd/songs>.
- O programa Inglês com Música está na internet, e é uma oportunidade de praticar o vocabulário e a pronúncia. No palco, letras e músicas são trabalhadas de forma didática e irreverente pelas apresentadoras.
<<http://univesptv.cmais.com.br/inglescommusica>>.

Exercícios complementares

Interpretação de textos

Leia o texto e responda às questões de 1 a 4.

Brazilian ethanol is not causing deforestation

Ethanol production in Brazil is not causing deforestation in the Amazon region, says Peter Zuurbier, Associate Professor and Director of the Latin America Office of Wageningen University, the world's leading center of expertise on tropical agriculture.

According to him, the notion often held by NGO's that sugarcane is displacing cattle and soybean production into the Amazon is inaccurate. "The real problem lies in illegal deforestation and lack of property rights, as around 50 percent of the Amazon region has disputed titles and this is an invitation for timber companies," he says.

Prof. Zuurbier tries to explain a dynamic process between illegal activities in the Amazon rainforest and the expansion of agricultural lands towards that region. NGO's often state that sugarcane production is displacing cattle and soybean production towards and into the Amazon, burning down the area to make it suitable for agriculture and pastures.

According to Zuurbier, however, the process is slightly different. "Well organized groups and corporations with questionable land titles, but also official land owners began to chop down large acreages of forest to trade timber, both legally and illegally," he says. "Usually, after the empty strips of land were abandoned, cattle owners would move into these cheap lands. However, after 3 to 4 years of cattle breeding, the thin soil of the Amazon is completely useless without any form of fertilization and livestock owners usually move into the next abandoned area. Soybean farmers meanwhile replace the livestock in these areas, recognizing the opportunity to fertilize the area for soybean production."

Prof. Zuurbier says the cause of deforestation and agricultural production in or near the Amazon, is simply illegal deforestation itself. According to him, the fact that Brazil still has questionable land titles, no set-aside policy and great difficulty to enforce existing laws to counter illegal timber trade, are the real reasons why the Amazon rainforest is in danger.

Ethanol Statistics. January 21st 2008. Disponível em: <www.sucre-ethique.org/Wageningen-expert-Brazilian>.

1 Unesp Escolha a alternativa correta.

- Zuurbier, apoiado por especialistas da Universidade Wageningen e por várias ONGs, defende a ideia de que as produções de cana-de-açúcar e de soja sejam as causas do desmatamento ilegal na região Amazônica.
- Zuurbier opõe-se à ideia de que a produção de cana-de-açúcar esteja substituindo a criação de gado e a produção de soja. Ele acredita que o problema real da Amazônia esteja no desmatamento ilegal e na falta de legalização de propriedades.
- Zuurbier concorda com as ONGs que afirmam que a produção de cana-de-açúcar substitui a produção de soja, pois a legalização do direito à propriedade não é fator que repercute no desmatamento.
- Zuurbier, especialistas da Universidade Wageningen e várias ONGs defendem a ideia de que a falta de legalização da propriedade e a produção de cana-de-açúcar sejam as principais causas do desmatamento ilegal na região Amazônica.

- (e) Zuurbier concorda com a ideia de que a cana-de-açúcar esteja substituindo a criação de gado e a produção de soja na Amazônia, pois não crê que o desmatamento ilegal e as questões de propriedade sejam grandes problemas.

2 Unesp Zuurbier descreve da seguinte maneira o processo dinâmico entre atividades ilegais e a expansão da agricultura na Amazônia:

- (a) corporações e grupos organizados desmatam regiões que, abandonadas, são ocupadas por criadores de gado, que nelas se estabelecem por dois anos. Depois desse período, o solo é ocupado por produtores de soja, que o fertilizam.
- (b) grupos organizados e ONGs desmatam regiões que, abandonadas, são ocupadas por criadores de gado, que nelas se estabelecem por quatro anos. Depois desse período, o solo é ocupado por produtores de cana-de-açúcar, que o exploram.
- (c) corporações e ONGs desmatam regiões que, abandonadas, são ocupadas por criadores de gado que nelas se estabelecem até fertilizarem o solo. Depois desse período, os produtores de cana-de-açúcar ocupam esse terreno.
- (d) corporações, grupos organizados e proprietários legais desmatam vastas regiões que, abandonadas, são ocupadas por criadores de gado. Quando estes deixam essas regiões, o solo passa a ser ocupado por produtores de soja.
- (e) proprietários com posse questionável desmatam regiões que, abandonadas, são ocupadas, por alguns anos, por plantadores de cana-de-açúcar. Depois desse período, o solo passa a ser ocupado por criadores de gado.

3 Unesp Indique a alternativa em que os termos denotam, respectivamente, o mesmo significado dos sublinhados na sentença: *The real problem lies in illegal deforestation and lack of property rights.*

- (a) reveals ... interruption
(b) contains ... adequacy
(c) aims ... deficiency
(d) rests ... agreement
(e) consists ... deficiency

4 Unesp Indique a alternativa que completa a sentença: Prof. Zuurbier the cause of deforestation and agricultural production simply illegal deforestation

- (a) said ... was ... himself
(b) has said ... was ... himself
(c) believed ... was ... itself
(d) believes ... were ... itself
(e) asserted ... were ... himself

Gramática

5 Use either the Simple present or the Present continuous of the verbs in parentheses.

- a) These books _____ (not/belong) to me. They must be George's.
b) Peter is in Toronto now. He _____ (stay) at the Ritz Hotel.

- c) Mr. Stephenson usually _____ (stay) at the Sheraton when he is in Los Angeles.
d) The Amazon River _____ (flow) into the Atlantic Ocean.
e) Due to the heavy rain the river _____ (flow) a lot faster than usual today.
f) We generally _____ (have) meat for dinner, but today we _____ (have) vegetables for a change.
g) Come quick, Josh. The train _____ (come) and I _____ (not; want) to miss it.
h) Wendy usually _____ (walk) to work. She _____ (live) close to it.
i) John _____ (need) a pen to fill out the forms.
j) Mary _____ (not; understand) this problem. Could you explain it again?
k) Everybody _____ (think) Joe will win the game.
l) What's wrong with you? _____ (still; think) about that problem?

6 Use either the Simple present or the Present progressive of the verbs in parentheses.

Example: Diane can't come to the phone because she (wash) **is washing** her hair.

- a) Diane (wash) _____ her hair every other day or so.
b) Kathy (sit, usually) _____ in the front row during class, but today she (sit) _____ in the last row.
c) Please be quiet. I (try) _____ to concentrate.
d) (Lock, you, always) _____ the door to your apartment when you leave?
e) I wrote to my friend last week. She hasn't answered my letter yet. I (wait, still) _____ for a reply.
f) After three days of rain, I'm glad that the sun (shine) _____ again today.
g) Every morning, the sun (shine) _____ in my bedroom window and (wake) _____ me up.
h) A: Look! It (snow) _____.
B: It's beautiful! This is the first time I've ever seen snow. It (snow, not) _____ in my country.
i) Mike is a student, but he (go, not) _____ to school right now because it's summer. He (attend) _____ college from September to May every year, but in the summers he (have, usually) _____ a job at the post office. In fact, he (work) _____ there this summer.

7 Complete with Simple present or Present continuous (Progressive).

She generally _____ the piano, but at present she _____ the guitar.

- (a) is playing/plays
(b) is plaing/plays
(c) plays/is playing
(d) playing/are playing
(e) plays/is plaing

8 Complete with Simple present or Present continuous (Progressive).

She usually _____ against injustice, but at this moment she _____ against unemployment.

- (a) protest/protesting
- (b) protests/is protesting
- (c) is protesting/protests
- (d) protest/are protesting
- (e) protested/are protesting

9 A forma interrogativa de “Beto lives in Paris” é:

- (a) Does Beto lives in Paris?
- (b) Do Beto lives in Paris?
- (c) Is Beto live in Paris?
- (d) Does Beto live in Paris?
- (e) Does not Beto live in Paris?

10 A forma negativa de “People are afraid of surgeries.” é:

- (a) People are not afraid of surgeries.
- (b) People don't afraid of surgeries.
- (c) People doesn't afraid of surgeries.
- (d) People not afraid of surgeries.
- (e) Are not people afraid of surgeries.

11 A frase, em inglês, correspondente a “Você não sabe que o teste de matemática é amanhã?” é:

- (a) Don't you know that the Math test is tomorrow?
- (b) Do you know not that the Math test is tomorrow?
- (c) Do not you know that the Math test is tomorrow?
- (d) You know not that the Math test is tomorrow?
- (e) Not you know that the Math test is tomorrow?

12 A frase “Jimmy plays the guitar very well.” tem como forma negativa:

- (a) Jimmy doesn't plays the guitar very well.
- (b) Jimmy don't play the guitar very well.
- (c) Jimmy doesn't play the guitar very well.
- (d) Jimmy plays not the guitar very well.
- (e) Jimmy not play the guitar very well.

13 “No, I don't know what you mean.” é, mais provavelmente, uma resposta à pergunta:

- (a) Doesn't she play the violin?
- (b) Are you happy today?
- (c) Do you know what I mean?
- (d) Is she going to the movies?
- (e) Does she read well?

14 They won't forgive you until you _____.

- (a) apologizes
- (b) apologize
- (c) doesn't apologize
- (d) don't apologizes
- (e) apologizing

15 Books _____ very good companions, aren't they?

- (a) are
- (b) is
- (c) aren't
- (d) don't be
- (e) isn't

16 Nowadays a student _____ at computer terminals.

- (a) to work
- (b) work
- (c) is work
- (d) works
- (e) working

17 Excuse me, _____ here?

- (a) do you live
- (b) are live you
- (c) doesn't live
- (d) don't live
- (e) you don't lives

18 He _____ pudding. Why _____ him something else?

- (a) don't like/do you offer
- (b) doesn't likes/don't you offer
- (c) doesn't like/don't you offers
- (d) doesn't like/don't you offer
- (e) aren't like/do not you offer

19 Complete with Simple present or Present continuous (Progressive).

Smith always _____ to class on time.

- (a) is coming
- (b) comes
- (c) come
- (d) comes
- (e) had come

20 Complete with Simple present or Present continuous (Progressive).

Today he _____ jeans and T-shirt, but he usually a suit at work.

- (a) is wearing/wears
- (b) wears/is wearing
- (c) wearing/wear
- (d) wear/are wearing
- (e) has wearing/wearing

21 Assinale a alternativa correta.

Peter will go to the beach as soon as the weather _____ warmer.

- (a) got
- (b) gets
- (c) will get
- (d) get
- (e) has got

22 Assinale a alternativa correta.

Why _____ go home now?

- (a) aren't we
- (b) didn't we
- (c) haven't we
- (d) don't we
- (e) wouldn't we

23 Assinale a alternativa que preenche corretamente a lacuna:

There _____ two main obstacles.

- (a) is
- (b) was
- (c) be
- (d) to be
- (e) were

24 He doesn't _____ anymore.

- (a) smoking
- (b) no smoking
- (c) smokes
- (d) smoked
- (e) smoke

25 Assinale a alternativa correta.

The whole world _____ against drugs now.

- (a) is fighting
- (b) fought
- (c) had been fighting
- (d) has fought
- (e) fight

5

Indefinite pronouns

Pronomes indefinidos são usados para se referir a pessoas ou coisas sem indicar exatamente quem ou o que estas são. Eles existem nas formas puras (*some, any, no*) e em seus compostos. Raros são os textos em que não encontramos pronomes indefinidos. Fique atento para os casos especiais e variações de uso entre as formas puras e compostas.

- Formas puras: geralmente seguidas por substantivos
some coffee; any money; no questions.
- Formas compostas: não exigem um complemento
We need somebody to love.



Regra geral

	Usos	Exemplos
Some	Frases afirmativas em geral.	- Mary will buy some bread for breakfast. - We saw some friends at the club.
	Antes de substantivos incontáveis com sentido indefinido.	- I need some sugar to make the cake. - There's some tea in the fridge.
	Em frases interrogativas quando há oferecimento ou pedido.	- Would you care for some hot chocolate? - Could you give me some money for the movies, dad?
Any	Frases interrogativas em geral.	- Did they buy any souvenirs for the children? - Do you need any further information?
	Frases negativas.	- There isn't any coffee in that bottle. - We can't have any trouble at all.
	Frases afirmativas com o sentido de "qualquer".	- You can take any of these books. - Any student knows the answer for that.
	Frases afirmativas com advérbios de sentido negativo: never, seldom, hardly, scarcely, rarely.	- I hardly ever carry any money. - These students never miss any class.
No	Frases afirmativas com ideia negativa (equivalente a not any).	- He has no money for the movies. - There's no place like home.
None	No fim de frases afirmativas, referindo-se a um substantivo já mencionado.	- She bought two new books but I bought none. - I'd like to have a Coke but there's none left.
	Seguido por OF + substantivo ou pronome no plural.	- None of the new students got an A. - None of them could attend the lecture.

Tab. 1 Usos dos pronomes indefinidos.

Formas compostas

As formas compostas de *some*, *any* e *no* seguem as mesmas regras de uso já vistas.

SOME		
Formas compostas	Tradução	Exemplos
somebody someone	alguém	- There is somebody waiting for you outside. - We must hire someone who speaks French.
something	algo, alguma coisa	- I got something for you at Macy's. - Paul has something to say about this water.
somewhere	em algum lugar	- Keep trying to find the tickets. They must be somewhere in the office.
someway somehow	de alguma forma, de alguma maneira	- He's an average student but he somehow gets very good grades.
sometime	alguma vez, em algum momento	- Let's meet again sometime next year.

Tab. 2 Forma dos pronomes indefinidos compostos – some.

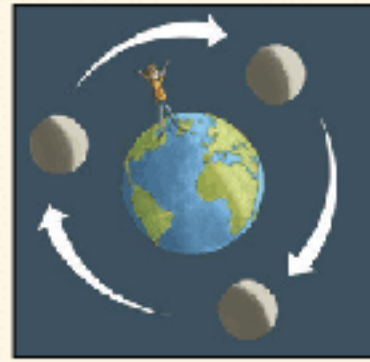
ANY		
Formas compostas	Tradução	Exemplos
anybody anyone	alguém, qualquer pessoa, ninguém	- Anybody knows how to spell this word. - I can't see anyone out there in the yard.
anything	qualquer coisa, algo, nada	- You can have anything you want for free. - Don't say anything you might regret later.
anywhere	em qualquer lugar, em algum lugar, em nenhum lugar	- She can make friends anywhere in the world.
anyway anyhow	de alguma forma, de qualquer forma	- We couldn't meet the principal, but we wouldn't manage to change our grades anyway.
anytime	a qualquer momento, em qualquer ocasião	- I told them to call me anytime they felt like.

Tab. 3 Forma dos pronomes indefinidos compostos – any.

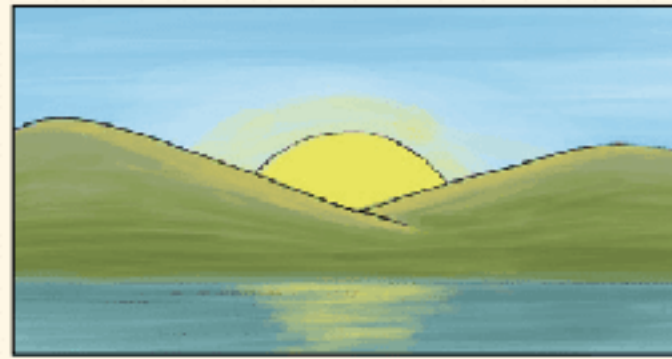
NO		
Formas compostas	Tradução	Exemplos
nobody no one	ninguém	- Nobody wants to be deceived.
nothing	nada	- Nothing can change what I feel for you.
nowhere	em nenhum lugar	- Nowhere else in the world will you see such wonderful landscape.

Tab. 4 Forma dos pronomes indefinidos compostos – no.

PREPOSIÇÃO



racing around



come up

Revisando

1 Em que casos especiais é usado *some*, ou suas formas compostas, em frases interrogativas?

2 Por que o pronome *no* não pode ser usado em frases negativas?

3 Há diferença entre *somebody* e *someone* ou entre *anybody* e *anyone*?

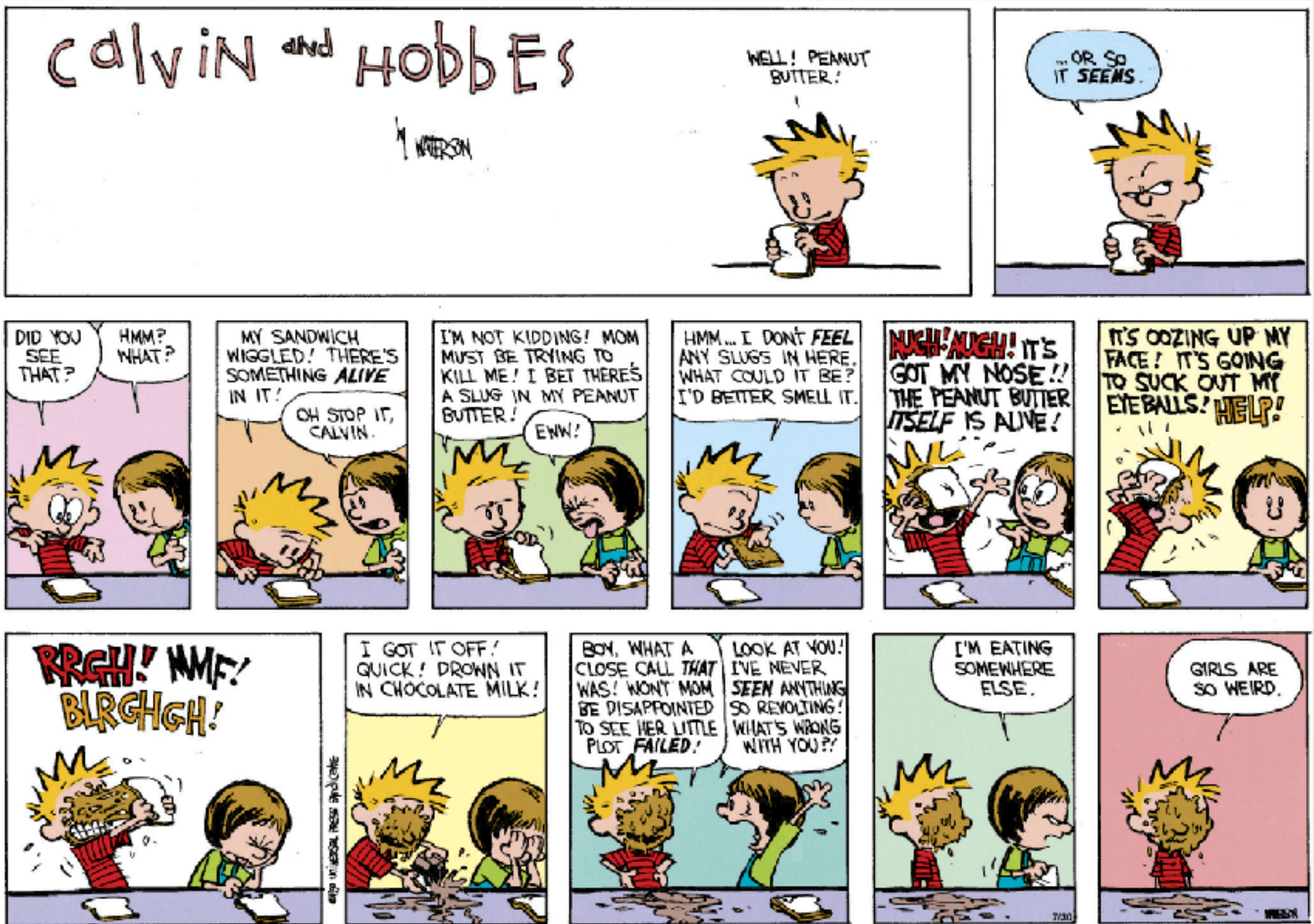
Exercício proposto

1 Complete as frases abaixo usando *Indefinite pronouns* nas formas puras e compostas, conforme o caso.

- a) Would you like _____ coffee?
- b) Marcy is an only child. She doesn't have _____ brothers or sisters.
- c) My grandma knows how to make a delicious cake without _____ butter.
- d) There are _____ cars parked in their garage. They must have left home.
- e) _____ trucks are allowed in this area of the city on weekends. It's strictly forbidden.

- f) _____ of the applicants managed to get a good grade.
- g) Martin and Danny live _____ in the south of the country.
- h) I don't like to spend my vacations in this town. There's _____ to go.
- i) Did you buy _____ at the mall yesterday?
- j) If you're hungry, you should eat _____ before leaving.

TEXTOS COMPLEMENTARES



CALVIN & HOBBS, BILL WATTERSON © 1990 WATTERSON / DIST. BY UNIVERSAL UCLICK

Music

Time

"... Tired of lying in the sunshine staying home to watch the rain

[...]

No one told you when to run, you missed the starting gun

[...]

The time is gone the song is over, thought I'd something more to say ..."

[...]

"and you run to catch up with the sun, but it's sinking. And racing around to come up behind you again..."

Roger Waters; David Gilmour; Nick Mason; Richard Wright. "Time". In: *The dark side of the Moon*. Intérprete: Pink Floyd. Londres: Harvest, 1973. Lado 1, faixa 4.

Tradução:

A música "Time" do grupo inglês Pink Floyd nos traz alguns exemplos do uso dos pronomes indefinidos, como se vê a seguir:

"Writing for **someone** or **something**."

"**No one** told you when to run..."

São exemplos claros e representativos daquilo que acabamos de estudar a respeito do uso dessas formas, puras ou compostas, dos pronomes indefinidos.

Veja a seguir outras estruturas e aspectos da língua inglesa que já foram ou não analisados em outros capítulos e que se encontram na letra da música também.

1. "Tired of lying in the sunshine..."

O adjetivo tired (cansado) pode ser seguido pelas preposições "of" ou "from", no entanto com significados diferentes.

Veja:

- a) Tired of = refere-se a um sentimento ao longo de um período de tempo (cansado de fazer algo, entediado) I'm tired of staying home on the weekends. We should travel somewhere.
- b) Tired from = refere-se à fadiga física (cansado por ter feito certo tipo de atividade física) The boys were tired from hiking for six hours.

2. "... **lying** in the sunshine ..."

O verbo acima tem como infinitivo "to lie" e significa deitar-se, estar deitado, jazer etc. Acontece que existe outro verbo com a mesma forma no infinitivo e com significado diferente. Veja o quadro abaixo e evite a confusão entre eles:

Infinitive	Simple past	Past participle	Tradução
(1) to lie	lied	lied	mentir
(2) to lie	lay	lain	deitar-se, jazer
(3) to lay	laid	laid	deitar, pôr, colocar

O verbo (1) significa mentir e é regular.

Os verbos (2) e (3) são irregulares e causam uma certa confusão devido ao significado semelhante e formas parecidas.

Fique atento: to lie é um verbo **intransitivo**, não sendo, portanto, seguido por complemento.

Exemplo: You look tired. Why don't you **lie** down for a while?

Por outro lado, to lay é um verbo **transitivo**, sendo sempre seguido por um complemento.

Exemplo: Little John needs some sleep. Let's **lay** him in the center of the bed.

3. "Plants that **either** come to naught **or** half a page of scribbled lines."

A expressão "**either ... or**" é usada para se indicar duas opções de ação, ligadas a um ou a dois verbos diferentes. É traduzida como "ou ... ou".

Exemplo: I will study **either** Math **or** Physics tonight.

They **either** run **or** walk in the park every day.

4. "... but you're **older**, **shorter** of breath and one day **closer** to death"

Temos aqui o uso de comparativos de superioridade de adjetivos curtos (1 ou 2 sílabas)

Exemplos: old → older; short → shorter; close → closer

5. "the moments that **make up** a dull day"
"... and you run to **catch up** with the sun"

Nos exemplos acima e em alguns outros na música "Time" observamos o uso de phrasal verbs, uma combinação de um verbo com uma preposição que juntos têm um significado especial.

Veja os que foram usados na música:

- to make up: compor, formar, constituir.
- to catch up with: alcançar, emparelhar-se.
- to be over: acabado, encerrado.
- to wait for: aguardar, esperar por (alguém ou algo).
- to hang on: segurar-se, aguentar, persistir.

6. "**ticking away**", "**kicking around**", "**waiting for**"

Vários dos verbos usados na música estão no gerúndio, ou seja, com o acréscimo de **ing** ao infinitivo.

Ticking, kicking, waiting, sinking, hanging, staying são exemplos do acréscimo de ing ao infinitivo sem nenhuma variação ortográfica.

No entanto, observe:

- racing: race – retira-se o "e" do infinitivo e acrescenta-se "ing".
- getting: get – monossílabo terminado em consoante precedida por vogal, dobra-se a última consoante e acrescenta-se "ing".
- lying: lie – verbo terminado em "ie", retira-se essa terminação e acrescenta-se "ying".

RESUMINDO

- **Formas puras:**
 - Some; any; no.
- **Formas compostas:**
 - Somebody/someone; anybody/anyone; nobody/no one.
 - Something; anything; nothing.
 - Somewhere; anywhere; nowhere.
 - Sometime; anytime.
 - Somehow/someway; anyhow/anyway.
- **None of + Plural:** e.g. None of the boys got a good grade.

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar a canção completa do Pink Floyd, "Time".
<www.songlyrics.co.nz/lyrics/p/pinkfloyd/time.html>.
<www.ciudadfutura.com/poprock/pinktime.html>.
- Site onde você pode realizar um quiz e aprofundar o conhecimento sobre pronomes indefinidos.
<<http://learnenglish.britishcouncil.org/en/node/1294>>.

Exercícios complementares

Interpretação de textos

Leia o texto e responda às questões de 1 a 4.

On Government and Politicians

1. *A government big enough to give you everything you want, is strong enough to take everything you have.*
– Thomas Jefferson
2. *A government which robs Peter to pay Paul can always depend on the support of Paul.*
– George Bernard Shaw
3. *Giving money and power to government is like giving whiskey and car keys to teenage boys.*
– P.J. O'Rourke, *Civil Libertarian*
4. *If you don't read the newspaper you are uninformed, if you do read the newspaper you are misinformed.*
– Mark Twain
5. *If you think health care is expensive now, wait until you see what it costs when it's free!*
– P.J. O'Rourke, *Civil Libertarian*
6. *In general, the art of government consists of taking as much money as possible from one party of the citizens to give to the other.*
– Voltaire (1764)
7. *Just because you do not take an interest in politics doesn't mean politics won't take an interest in you!*
– Pericles (430 B.C.)
8. *Suppose you were an idiot. And suppose you were a member of Congress. But then I repeat myself.*
– Mark Twain
9. *Talk is cheap... except when Congress does it.*
– Anonymous
10. *The only difference between a tax man and a taxidermist is that the taxidermist leaves the skin.*
– Mark Twain
11. *What this country needs are more unemployed politicians.*
– Edward Langley, *Artist (1928-1995)*

Source: received by email.

1 UFMS Considerando o texto “On Government and Politicians”, é correto afirmar que:

- 01 o autor anônimo do pensamento 9 alega que o Congresso irá criar um imposto para o ato da fala.
- 02 no pensamento 2, George Bernard Shaw sugere que um governo sempre terá o apoio daqueles a quem ele beneficia.
- 04 no pensamento 3, o autor se mostra favorável a que o governo tenha poder e dinheiro.
- 08 Edward Langley sugere que o país precisa de menos políticos empregados.
- 16 Péricles considera que a política não é justa porque os políticos não se interessam pelo cidadão.

Soma =

2 UFMS Baseado no texto “On Government and Politicians”, é correto afirmar que:

- 01 Voltaire, já em 1764, dizia que o governo arrecadava muito dinheiro para promover festas.
- 02 Mark Twain sugere que o coletor de impostos “tira o couro”.

- 04 O'Rourke denuncia que o governo fornece dinheiro e bebida a adolescentes.
- 08 O'Rourke acredita que os planos de saúde serão gratuitos no futuro.
- 16 Mark Twain parece acreditar que os jornais transmitem informações incorretas.

Soma =

3 UFMS Conforme o uso, no texto “On Government and Politicians”, é correto afirmar que:

- 01 *everything*, do pensamento 1, pode ser substituído por *all that*, sem alterar o sentido da frase.
- 02 As palavras *like*, *costs*, *general* e *just*, que ocorrem nos pensamentos 3, 5, 6 e 7, significam respectivamente: gostam, costas, general e justo.
- 04 *which*, do pensamento 2, pode ser substituído por *that*, sem alterar o sentido da frase.
- 08 *Just*, do pensamento 7, pode ser substituído por *only*, sem alterar o sentido da frase.
- 16 As palavras *support*, *expensive*, *party* e *politics*, que ocorrem nos pensamentos 2, 5, 6 e 7, significam respectivamente: suporte, expansivo, parte e políticas.

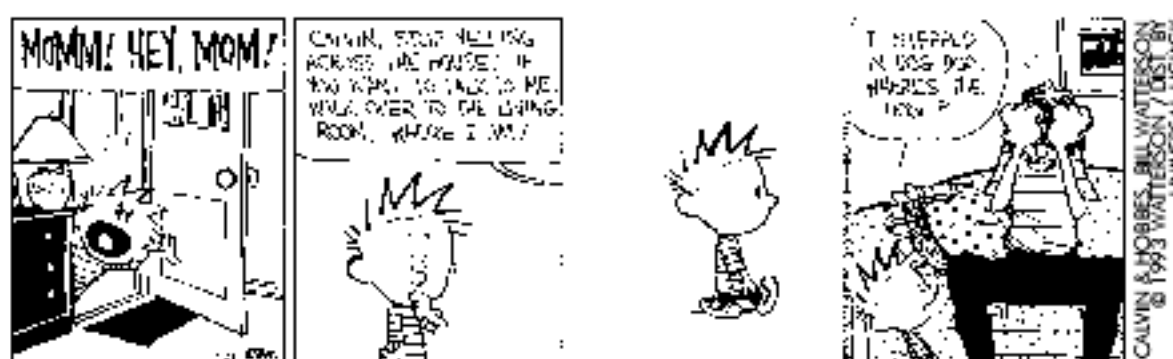
Soma =

4 UFMS From the text “On Government and Politicians” one might correctly infer that:

- 01 Mark Twain suggests that members of Congress are idiots.
- 02 government, politics and politicians are highly regarded by the authors.
- 04 O'Rourke believes that governments should have more access to money and power.
- 08 you must read a newspaper to be uninformed.
- 16 politics has been debated before Christian times.

Soma =

Para responder à próxima questão, observe a tira abaixo.



Disponível em: <www.johnsimonds.com/wp-content/uploads/2007/08/calvin%20dog%20doo2.jpg>.

5 UFMS Baseado no conteúdo da tira, é correto afirmar que:

- 01 Calvin estava irritado com sua mãe.
- 02 A mãe de Calvin não queria falar com ele.
- 04 Calvin sujou o chão da sala.
- 08 Calvin perguntou ao pai se poderia brincar com o cachorro.
- 16 O pai de Calvin ficou irritado com a gritaria.

Soma =

Leia o texto e responda às questões de 6 a 8.

Swine Influenza - Treatment - In humans

If a person¹ becomes sick with swine flu, antiviral drugs can make the illness milder and make the patient² feel better³ faster⁴. They⁵ may⁶ also prevent serious flu complications. For treatment, antiviral drugs work best if started soon after getting sick (within 2 days of symptoms). Beside antivirals, palliative care, at home or in hospital, focuses on controlling fevers and maintaining fluid balance. The U.S. Centers for Disease Control and Prevention recommends the use of Tamiflu (oseltamivir) or Relenza (zanamivir) for the treatment and/or prevention of infection with swine influenza viruses, however⁷, the majority of people infected with the virus make a full recovery without requiring medical attention or antiviral drugs. The virus isolates in the 2009 outbreak have been found resistant to amantadine and rimantadine.

In the U.S., on April 27, 2009, the FDA issued Emergency Use Authorizations to make available Relenza and Tamiflu antiviral drugs to treat the swine influenza virus in cases for which they had been unapproved. The agency issued these EUAs to allow treatment of patients younger than the current approval allows and to allow the widespread distribution of the drugs, including by non-licensed volunteers.

Disponível em: <http://en.wikipedia.org/wiki/Swine_influenza>. (Adapt.).

6 UFMS Considerando o texto “Swine Influenza – Treatment – In humans” é correto afirmar que:

- 01 medicamento antiviral é o único tratamento eficaz para a gripe suína.
- 02 medicamento antiviral tem melhor efeito quando iniciado logo após o surgimento dos primeiros sintomas da gripe suína.
- 04 a infecção pelo vírus requer atenção médica urgente para combater os sintomas na maioria da população.
- 08 a amantadina e a rimantadina são usadas com sucesso na profilaxia e no tratamento da gripe suína.
- 16 oseltamivir e zanamivir são os vírus que agem nas recentes infecções causadoras da gripe suína.

Soma =

7 UFMS Conforme o uso, no texto “Swine Influenza - Treatment - In humans”, é correto afirmar que:

- 01 Person¹ e patient² referem-se ao mesmo indivíduo.
- 02 They⁵ refere-se às pessoas acometidas da gripe suína.
- 04 Better³ e faster⁴ são as formas do grau superlativo de *bet* e *fast*.
- 08 May⁶ poderá ser substituído por *can* sem alterar o sentido da oração.
- 16 However⁷ é o mesmo que *wherever*, *whichever* e *whoever*.

Soma =

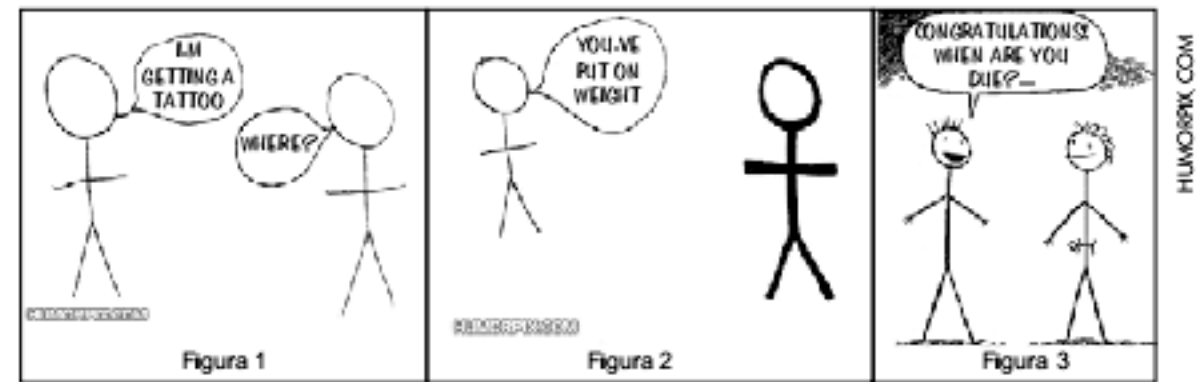
8 UFMS Considering the text “Swine Influenza – Treatment – In humans” one might infer that:

- 01 it is necessary to treat the pigs with the same drugs used for humans.
- 02 most people who catch swine flu will be able to get better on their own.

- 04 the use of Relenza and Tamiflu antiviral drugs used to be restricted.
- 08 symptoms of swine flu infection will only appear two days after the infection.
- 16 patients, victims of the swine flu, will never recover completely from the disease.

Soma =

Observe a figura e responda à questão 9.



9 UFMS Observando as figuras, é correto afirmar que:

- 01 na figura 1, o apóstrofo seguido pela letra m é uma contração do verbo *to be*.
- 02 na figura 3, o boneco da esquerda deseja saber quando o bebê vai nascer.
- 04 o verbo *put on* é o mesmo que *gained*, na figura 2.
- 08 a tradução para as falas, na figura 1 é: – “Estou comprando um tatu”; – “Onde?”
- 16 falta o ponto de interrogação na pergunta feita na figura 2.

Soma =

10 UFMS Considerando a máxima: “Worrying is like sitting in a rocking chair. It gives you something to do but it doesn’t get you anywhere”, é correto afirmar que:

- 01 As pessoas mais preocupadas são as que mais gostam de ficar sentadas.
- 02 Quem fica sentado em uma cadeira de balanço se preocupa demais.
- 04 Aqueles que gostam de cadeiras de balanço vão a qualquer lugar.
- 08 Ficar preocupado não resolve nada.
- 16 Quem fica balançando em uma cadeira de balanço, apesar de se movimentar, não vai a lugar algum.

Soma =

Gramática

11 Complete com os pronomes indefinidos corretos.

Exemplos:

Ann bought **some** new shoes.

The boy refused to tell us **anything**.

1. Does _____ mind if I smoke?
2. Would you like _____ to eat?
3. Do you live _____ near Jim?
4. The prisoners refused to eat _____.
5. There’s _____ at the door. Can you go and see who it is?

6. We slept in the park because we didn't have _____ to stay. We didn't know _____ we could stay with, and we didn't have _____ money for a hotel.
7. Can I have _____ milk in my coffee, please?
8. Sue is very secretive. She never tells _____. (*two words*).
9. Why are you looking under the bed? Have you lost _____?
10. You can cash these travelers checks at _____ bank.
11. I haven't read _____ of these books, but Tom has read _____ of them.
12. He left the house without saying _____ to _____.
13. Would you like _____ more coffee?
14. The film is really great. You can ask _____ who has seen it.
15. This is a No Parking area. _____ who parks here will have to pay a fine.
16. Can you give me _____ information about places to see in the town?
17. The bus was completely empty. There wasn't _____ on it.
18. Where did you go for your vacation? _____ I stayed home.
19. I couldn't make an omelette because I had _____ eggs.
20. I didn't say _____ not a word.
21. The accident looked serious, but fortunately _____ was injured.
22. The town was still the same when I returned years later. _____ had changed.
23. We took a few photographs, but _____ of them were very good.
24. I can't find my watch _____. I've looked all over the house.
25. What did you have for breakfast?
_____. I don't usually have _____ for breakfast.
26. We canceled the party because _____ of the people we invited could come.
27. _____ intelligent person could do such a stupid thing.
28. There was complete silence in the room. _____ said _____.
29. How many movie theaters are there in this town? _____. The last one closed six months ago.
30. The four of us wanted to go to a restaurant, but we couldn't because _____ of us had _____ money.

- 12** I'm sure they would call John if _____ needed _____.
- (a) anywhere/anyone
 - (b) anyone/anything
 - (c) anytime/anywhere
 - (d) anybody/anyway
 - (e) anything/anywhere

- 13** You could ask _____ questions you needed. It's my duty.
- (a) anything
 - (b) any
 - (c) anybody
 - (d) anyone
 - (e) anytime

- 14** Ana Luisa told her younger sister not to take _____ sunbathe without _____ lasting skin protection.
- (a) any/anybody
 - (b) anybody/anything
 - (c) any/any
 - (d) anyway/anyway
 - (e) any/anyone

- 15** Vanessa was much smarter than _____ of her classmates.
- (a) anybody
 - (b) anyone
 - (c) anywhere
 - (d) any
 - (e) anything

- 16** Look at Leonardo's girlfriend! _____ guys really have all the luck.
- (a) no one
 - (b) anybody
 - (c) somebody
 - (d) nothing
 - (e) some

- 17** Have you seen _____ strange?
– No, I haven't seen _____ strange so far.
- (a) anybody/somebody
 - (b) anybody/something
 - (c) anything/anything
 - (d) anything/nothing
 - (e) no one/not one thing

- 18** Did you meet Andressa?
Well, I've been to her room but there wasn't _____ there.
- (a) nobody
 - (b) somebody
 - (c) somewhere
 - (d) something
 - (e) anybody

- 19** Do you feel _____ better today?
- (a) some
 - (b) somewhere
 - (c) anybody
 - (d) nobody
 - (e) any

- 20** Don't fail to tell me if you have _____ problems, OK?
- (a) something
 - (b) nothing
 - (c) any
 - (d) somebody
 - (e) anything

- 21** You'd better not count on your friends. You should try to contact your ex-boss _____.
- (a) somehow
 - (b) somebody
 - (c) something
 - (d) anybody
 - (e) nobody

6

Verb tenses II – The past

Embora possa parecer um pouco estranho para aqueles que ainda não tenham se aprofundado no assunto, o simples fato de uma ação ter ocorrido no passado não necessariamente significa que esta será referida com o *Simple past*.

É preciso que, além disso, o tempo no qual a ação tenha ocorrido seja definido.

Neste capítulo, fique atento a esta e a outras particularidades dos tempos verbais do passado – simples e contínuo, por enquanto.

Atente em especial para as maneiras de se definir tempo no passado. Serão estas as referências nas quais você irá se basear para decidir pelo uso ou não do *Simple past*. As situações que envolvem contexto ou outras ações são exploradas em exames que utilizam questões de interpretação e de gramática em contexto.



reprodução

No inglês, é essencial que se tenha o domínio de alguns conceitos que regem os usos de tempos verbais, em especial aqueles que são em parte ou diametralmente opostos aos mesmos tipos de conceito em português. Veja os exemplos a seguir.

- a) I went to NYC last year.
- b) I have gone to NYC.

Nos dois casos o mesmo verbo (*to go*) está sendo usado. Em a ele é usado no *Simple past* – *went*. Em b ele é usado no *Present perfect* – *have gone*. Ao traduzirmos para o português, teremos “Eu fui para NYC.” tanto na frase a quanto na b.

Sendo assim, o que torna obrigatório o uso de um ou de outro tempo verbal no inglês se a tradução de ambos para o português é a mesma?

A resposta está no advérbio de tempo usado na frase a “last year”. Seu uso define o tempo no qual a ação “ir para NYC” ocorreu.

Daí a explicação para o uso do *Simple past*: ação terminada no passado com tempo definido.

Assim sendo, vejamos agora os dois tempos verbais do passado que estudaremos neste capítulo.

Simple past

Formação

- Verbos regulares – acréscimo de *ed* ao infinitivo sem *to*.
- Verbos irregulares – consulte a lista.

Usos

- Ação que ocorreu no passado num **tempo definido**.
- Como definir tempo no passado:

Advérbios (yesterday, last week etc.)

- She called me from Canada yesterday.
- The students went to the wax museum last week.

Datas

- My nephew was born on May 11, 1996.
- I started working here in 1989.

Contexto

Paul went to Canada last year. He visited Toronto, Vancouver and Montreal.

Através de outra ação

- She dropped her key when she crossed the street.

	– we watched the game on TV yesterday. – He worked at IBM for six years. – They sold their house last month.	O passado simples indica que uma atividade ou situação começou e terminou num tempo definido no passado.
	– When the lights went out, she stayed inside the house. – I turned the TV off when my friends arrived. – When he lost his balance, his glasses fell down on the floor.	Se uma sentença contém <i>when</i> e tem o passado simples em ambas as partes, a parte que contém <i>when</i> aconteceu primeiro.

Tab. 1 Tempos verbais – *Simple past*

ATENÇÃO!

Keywords

- Ago, yesterday, last + expressão de tempo (last night, last week, last month etc).
- Sarah arrived from London two days ago.
- I met Dave and Jane last night.

Past continuous

Formação

Verbo *to be* no passado (*was, were*) + verbo principal acrescido de *ing*.

- I was talking.
- You were studying.

Usos

Em geral expressam ações que estavam em andamento em um determinado tempo no passado.

	I was studying Math at this time last night. Ação que estava em progresso num certo tempo no passado.
	We were watching TV when the lights went out last night. Ação que estava em progresso quando outra ocorreu, também no passado.
	She was fixing some food while we were watching TV. Duas ações que estavam em progresso simultaneamente no passado.

Tab. 2 Usos do *Past continuous*.

Revisando

1 Quais são as duas principais características do *Simple past*?

2 Como se define o tempo no passado?

3 Além de expressar uma ação que estava em andamento em um certo tempo no passado, em que outras situações devem-se usar o *Past continuous*?

Exercício proposto

1 Complete as frases abaixo usando os verbos entre parênteses no *Simple past* ou no *Past continuous*.

- a) The Stewarts _____ (have) a nice dinner last night to celebrate their wedding anniversary.
- b) I _____ (have) breakfast this morning when one of my neighbors knocked at the door to ask for some sugar.
- c) My friends asked me to come over to their house, but I _____ (not want) to leave my place because I _____ (wait) for a phone call.
- d) Mary _____ (not hear) the bell because she _____ (listen) to music in her room.
- e) When Peter _____ (stop) his car suddenly, the groceries _____ (fall) out of the bags and _____ (spill) all over the floor of the car.
- f) Cathy _____ (no; attend) the game last night because she _____ (study) for her finals.
- g) John _____ (cross) the street yesterday when a truck _____ (come) out of nowhere and almost _____ (hit) him.
- h) It _____ (be) hard for me to concentrate on my studies yesterday because one of my classmates _____ (hum) next to me.
- i) Last Saturday while Jane _____ (clean) the basement, she _____ (find) her grandmother's scrapbook.
- j) Our maid _____ (water) the flowers in the garden when it _____ (begin) to rain.

TEXTOS COMPLEMENTARES

Comma

You must put a comma (,):

- after or in front of a vocative.
Jenny, I'm sorry.
Thank you, Adam.
Look, Jenny, can we just forget it?
- between items in a list, except ones separated by "and" or "or".
We ate fish, steaks and fruit.
... political, social and economic equality.
The men hunted and fished, kept cattle and sheep, forged weapons and occasionally fought amongst themselves.
... educational courses in accountancy, science, maths or engineering.
- between three or more descriptive adjectives in front of a noun, without "and".
... in a cool, light, insolent voice.
Eventually the galleries tapered to a long, narrow, twisting corridor.
- after a name or noun group, before a description or further information.
... Carlos Barral, the Spanish publisher and writer.
... a broad-backed man, baldish, in a fawn coat and brown trousers.
- between the name of a place and the county, state, or country it is in. Note that a comma is usually put after the county, state, or country as well, unless it is at the end of a sentence.
She was born in Richmond, Surrey, in 1913.
There he met a young woman from Cincinnati, Ohio.
- after or in front of an adjective which is separate from the main part of the sentence, or after a separate participle.
She nodded, speechless.
I left them abruptly, unwilling to let them have anything to do with my project.
Shaking, I crept downstairs.
- before a relative clause which does not specify someone or something.
She wasn't like David, who cried about everything.
The only decent room is the living room, which is rather small.
He told us he was sleeping in the wood, which seemed to me a good idea.
- before a question tag.
That's what you want, isn't it?
You've noticed, haven't you?

Optional comma

You can put a comma, for emphasis or precision:

- after the first of two qualitative adjectives used in front of a noun.
We had long, involved discussions.
... a tall, slim girl with long, straight hair.
... a lovely, sunny region.
Note that "young", "old", and "little" do not usually have commas in front of them.
... a huge, silent young man.
... a sentimental old lady.
... a charming little town.
- after or in front of a word or group of words which adds something to the main part of the sentence. Note that if you put a comma in front of the word or group, you should also put one after it, unless it comes at the end of the sentence.

In 1858, John Benn founded a furniture design trades journal called "The Cabinetmaker".

Obviously, it is not always possible.

There are indeed stylistic links between my work and William Turnbull's, for instance.

They were, in many ways, very similar in character and outlook.

The ink, surprisingly, washed out easily.

Note that long groups of words are usually separated with commas.

He is, with the possible exception of Robert de Niro, the greatest screen actor in the world.

A comma is put after or in front of an adverbial if its meaning is otherwise likely to be misunderstood.

"No", she said, surprisingly.

Mothers, particularly, don't like it.

- in front of "and", "or", "but", or "yet", when giving a list or adding a clause.

... a dress-designer, some musicians, and half a dozen artists.

The task of changing them all seems monumental, and is probably hopeless.

... if you are prey to fear, stress, or anxiety.

This would allow the two countries to end hostilities, but neither of them seems in a mood to give way.

... remarks which shocked audiences, yet also enhanced her reputation as a woman of courage.

- after subordinate clauses.

When the fish is cooked, strain off the liquid and add this to the flour and margarine.

Even if the boxer survives surgery, he may be disabled permanently.

Although the law of the land made education compulsory for all European children, François's father decided not to send him to school.

It is usually best to put a comma after a subordinate clause, although many people do not put commas after short subordinate clauses.

Note that you do not normally put a comma in front of a subordinate clause, unless it contains something such as an afterthought, contrast, or exception.

Don't be afraid of asking for simple practical help when it is needed.

Switch that thing off if it annoys you.

The poor man was no threat to her any longer, if he ever really had been.

He was discharged from hospital, although he was homeless and had nowhere to go.

If you do put a comma in front of a clause, you should also put a comma after it if it does not come at the end of the sentence.

This is obviously one further incentive, if an incentive is needed, for anybody who needs to take slimming a little more seriously.

- in front of a participle which is separate from the main part of the sentence.

Maurice followed, laughing.

Marcus stood up, muttering incoherently.

- after a noun being used in front of someone's name.

... that marvellous singer, Jessye Norman.

She had married the gifted composer and writer, Paul Bowles.

No comma

You not put a comma:

- in front of "and", "or", "but", and "yet" when these words are being used to link just two nouns, adjectives, or verbs.

Eventually they had a lunch of fruit and cheese.

... when they are tired or unhappy.

- between a qualitative adjective and a classifying adjective, or between two classifying adjectives.

... a large Victorian building.

... a medieval French poet.

- after the subject of a clause, even if it is long.

Few in the audience noticed the late arrival of a man in a wheelchair.

Even this part of the Government's plan for a better National Health Service has its risks and potential complications.

Indeed, the degree of backing for the principle of the community charge surprised ministers.

- in front of a "that"-clause or a reported question.

His brother complained that the office was not business-like.

Georgina said she was going to bed.

She asked why he was so silent all the time.

- in front of a relative clause which specifies someone or something.

I seem to be the only one who can get close enough to him.

Happiness is all that matters.

The country can now begin to fashion a foreign policy which serves national interests.

[...]

Collins Cobuild English Usage. London: HarperCollins Publishers Ltd., 1992.

Music

Veremos agora parte de uma canção de Rod Stewart, intitulada "The killing of Georgie", na qual ele narra a história de um amigo vítima de um preconceito. Fique atento ao uso de vários verbos no *Simple past* (regulares e irregulares), faça anotações sobre vocabulário e complete o exercício em seguida.

The killing of Georgie (Part I and II)

"[...]

His mother's tears fell in vain

the afternoon Georgie tried to explain

[...]

Pa said there must be a mistake

[...]
 Georgie went to New York town
 [...]
 The last time I saw Georgie alive
 was in the summer of seventy-five
 he said he was in love I said I'm pleased
 [...]
 A gentle breeze blew down Fifth Avenue
 [...]
 screams rang out in the night
 Georgie's head hit a sidewalk cornerstone
 [...]"

Rod Stewart. "The killing of George (Part I and II)".
 Intérprete: Rod Stewart. In: *A night on the Town*. Estados Unidos:
 Warner Bros, 1976. Lado 1, faixa 4.

Tradução:

Siga o exemplo a seguir e complete com as formas que faltam dos verbos assinalados. Todos eles foram retirados da letra original da música, na ordem em que apareceram.

Verbo na música	Infinitivo	Tradução	Simple past	Past participle
was	to be	ser, estar	was/were	been
knew	to know	saber, conhecer	knew	known
1. fell				
2. tried				
3. needed				
4. said				
5. done				
6. cast				
7. went				
8. settled				
9. became				
10. accepted				
11. blew				
12. loved				
13. saw				
14. attended				
15. split				
16. meant				
17. came				
18. ensued				
19. rang				
20. hit				
21. pushed				
22. dispersed				
23. gathered				
24. ended				
25. screamed				

Young Turks

"Billy left his home with a dollar in his pocket and a head full of dreams.

[...]

They held each other tight as they drove on through the night they were so excited

[...]

They took a two room apartment that was jumping ev'ry night of the week.

Happiness was found in each other's arms as expected, yeah [...]

Billy wrote a letter back home to Patti's parents tryin' to explain. He said we're both real sorry that it had to turn out this way.

[...]

Patti gave birth to a ten pound baby boy, yeah!
[...]"

Rod Stewart; Carmine Appice; Duane Hitchings; Kevin Savigar. "Young Turks". Intérprete: Rod Stewart. In: *Tonight I'm yours*. Estados Unidos: Warner Bros, 1981. Faixa 9.

Tradução:

Careful:

- gotta = got to (coloquial)
- it's gotta = it has got to

it's gotta get better than this: tem de ficar melhor do que isto

- ain't (coloquial)

Muito usado em letras de música, "ain't" denota um alto grau de informalidade e deve ser evitado a todo custo, em especial na forma escrita, em que é tido como inaceitável. Serve como um auxiliar na negativa, com a vantagem de poder ser utilizado em qualquer tempo verbal. Aqui, nesta música, está no lugar de "isn't".

- *There ain't no point* = *there isn't any point*

NEG NEG

Além do coloquialismo, aqui aparece também outro erro comum em inglês: a *negativa dupla*. Formalmente, a frase deveria ser "there isn't any point"...

NEG

Veja mais sobre o uso de *any* em negativas no capítulo 5.

RESUMINDO

- **Simple past:** verbos regulares x verbos irregulares
Usos:
 - ação que ocorreu no passado num tempo definido.
 - ação que começou e terminou no passado.
- **Past continuous:** verbo *to be* no passado + verbo principal terminando em "ing"
Usos:

- ação que estava em progresso em um certo tempo no passado.
- ação que estava em progresso quando outra ocorreu, também no passado.
- duas ações, no passado, que estavam em progresso simultaneamente.

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar as canções completas de Rod Stewart, "The killing of Georgie" e "Young Turks".
<<http://letras.mus.br/rod-stewart>>.
<www.purelyrics.com>.

- Dicas de alguns sites onde você poderá praticar o *Past participle* em games.
<www.grammar.cl/Games/Past_Participles.htm>.
<<http://quizlet.com/7247216/scatter>>.

Exercícios complementares

Interpretação de textos

Leia o texto e responda às questões de 1 a 4.

Political activism



APATHY|BORING

Earlier this year I had the privilege to sit in on a lunch discussion with James Carroll, a Boston Globe columnist who was visiting my university to give a speech on his latest book. The dialogue eventually came around to discussing the differences between youth protests today and those during the 1960s. He suggested that youth in the latter period had more of an influence than today simply because they were able to

involve politicians in their rallies, petitions and causes. Conversely, when today's youth hold a demonstration in front of a parliament building or contest a particular aspect of an institution, their forms of protest lack influence to cause change because they do not have any political figures or individuals involved in their particular protest.

At this point, the issue of how we as youth can attract politicians to become part of our campaigns and protests in order to successfully effect political change should be explored. First, we as Canadian youth must become involved in organizations and groups that address current social and political issues that affect us. Involvement increases youth awareness and influence. Groups or organizations that deal with issues such as the environment, poverty, gender equality and others that may be of interest to you are worth joining. Organizational involvement gives youth a platform from which to express their opinions about issues of importance.

Involvement does not have to be centred on issues on a grand scale; more local events may persuade you to get involved. Joining an organization that is dedicated to, for example, preventing the closing of a local public school or big box stores from entering the neighbourhood, are also avenues where engaged youth can make a difference. By simply involving ourselves with these issues and organizations, we allow ourselves the opportunity to meet people of influence, whether they be politicians or others who have a direct influence on social and political events in our communities, cities, provinces or country.

Involvement in community issues and political campaigns are great opportunities to gain access to individuals such as politicians and community leaders. These connections can then be used in our favour when attempting to advance our own cause or demonstrations. Any argument will have a greater influence when it is supported by members of the political community.

If you are dedicated to making a difference in your community, or are dedicated to a cause and are frustrated that your voice is not being heard, try to acquire political leaders' attention and aid in pursuing causes that affect and concern youth. Our young political ancestors of the 1960s did this effectively; it is time that the youth of the current generation learn from their example and attempt to gain established political support for our causes.

Fausto. Disponível em: <www.apathyisboring.com>.

1 Uerj The title and the words in the logo anticipate the theme of the text.

This combination reinforces the idea that political engagement should be viewed as:

- (a) risky.
- (b) tiresome.
- (c) complex.
- (d) stimulating.

2 Uerj The text presents a comparative analysis of political involvement in different decades. According to Carroll, the conflicting attitude between youth generations of the 1960s and of today is expressed in the following statement:

- (a) effective activism is attainable with political support.
- (b) traditional institutions are conscious of political needs.
- (c) community engagement is sustained by political action.
- (d) cooperative actions are dependent on political organizations.

3 Uerj Conversely, when today's youth hold a demonstration in front of a parliament building or contest a particular aspect of an institution, their forms of protest lack influence to cause change (l.7-10)

The notion expressed by the underlined word is that of:

- (a) reiteration.
- (b) alternation.
- (c) opposition.
- (d) conformation.

4 Uerj Involvement in community issues and political campaigns are great opportunities to gain access to individuals such as politicians and community leaders. (l. 32-34)

The fragment above highlights the importance of:

- (a) civic behavior.
- (b) local engagement.
- (c) active partnership.
- (d) government influence.

Leia o texto e responda às questões 5 e 6.

My journey: an accidental activist

I wasn't born to be an activist. Quite the opposite, really. I was born to be the stereotypical "good, racist Afrikaner" in Apartheid South Africa. My family supported Apartheid and all of them worked for the Apartheid regime at some stage in their lives.

I grew up in a home that did everything the Apartheid government wanted us to do. We were part of the Dutch Reformed Church; we watched rugby – the sport of the white Afrikaner. I went to school at Paarl Gymnasium – one of the best Apartheid schools in South Africa. I attended the University of Stellenbosch – the "brain trust" of the Apartheid policies and politics. We read the Apartheid government approved newspapers and watched their TV. I benefited from the education they provided and the money they paid my dad. I was made for a life supporting and working for the Apartheid government.

I was well on my way to become one of them. I did everything they expected me to do. I was a young racist Afrikaner, ready to take my place in their world. Well, at least the small world within the white community in South Africa.

Somewhere along the line things didn't work out the way they planned. I became everything that Apartheid was against – an activist with a social conscience who loves being an "African" on the global stage. Instead of being the man they wanted me to be, I became the man I wanted to be. It hasn't always been easy. It hasn't always been fun. But it always felt right. From Stellenbosch to Seattle, Mali to Monterrey, and Lusaka to London – no matter where the road took me, it always felt right, and it always felt as if I belonged. That's the beauty of life – you can be who and what you want to be no matter where you come from.

Henk Campher. Disponível em: <<http://angryafrican.net>>.

5 Uerj In the text, Henk Campher describes a transition he experienced in his life.

His shift in political orientation was primarily due to:

- (a) value change.
- (b) racial tolerance.
- (c) regime pressure.
- (d) religious influence.

6 Uerj There is a dramatic contrast between Henk, the Afrikaner, and Henk, the African.

This contrast is best represented by the following words:

- (a) London and Seattle.
- (b) regime and government.
- (c) small world and global stage.
- (d) apartheid policies and politics.

Gramática

7 Use the Simple past or the Past continuous in the following sentences.

Example: I am sitting in class right now. I (sit) **was sitting** in class at this exact same time yesterday.

- a) I don't want to go to the zoo today because it is raining. The same thing happened yesterday. I (want, not) _____ to go to the zoo because it (rain) _____.
- b) I (call) _____ Roger at nine last night, but he (be, not) _____ at home. He (study) _____ at the library.
- c) I (hear, not) _____ the thunder during the storm last night because I (sleep) _____.
- d) It was beautiful yesterday when we went for a walk in the park. The sun (shine) _____. A cool breeze (blow) _____. The birds (sing) _____.
- e) My brother and sister (argue) _____ about something when I (walk) _____ into the room.
- f) I got a package in the mail. When I (open) _____ it, I (find) _____ a surprise.
- g) Tommy went to his friends' house, but the boys (be, not) _____ there. They (play) _____ soccer in the vacant lot down the street.
- h) Stanley (climb) _____ the stairs when he (trip) _____ and (fall) _____. Luckily, he (hurt, not) _____ himself.
- i) While Mrs. Emerson (read) _____ the little boy a story, he (fall) _____ asleep, so she (close) the book and quietly (tiptoe) _____ out of the room.
- j) I really enjoyed my vacation last January. While it (snow) _____ in Iowa, the sun (shine) _____ in Florida. While you (shovel) _____ snow in Iowa, I (lie) _____ on the beach in Florida.
- k) While Ted (shovel) _____ snow from his driveway yesterday, his wife (bring) _____ him a cup of hot chocolate.

As questões de 8 a 15 referem-se ao passado simples.

- 8** We went to the cinema but I _____ the movie.
 - (a) didn't enjoy
 - (b) didn't enjoyed
 - (c) did to enjoy
 - (d) did enjoy not
 - (e) wasn't enjoy

- 9** Tell me, why _____ you so angry?
 - (a) was
 - (b) wasn't
 - (c) were
 - (d) did be
 - (e) didn't

- 10** I didn't talk to Marta because we _____ for ages.
 - (a) hadn't meet
 - (b) didn't met
 - (c) had meeting
 - (d) hadn't met
 - (e) did meet not

- 11** Hey, take it easy! I _____ to fool you.
 - (a) weren't trying
 - (b) wasn't trying
 - (c) wasn't try
 - (d) wasn't tried
 - (e) didn't trying

- 12** _____ any time to write that report?
 - (a) Did she have
 - (b) Did she has
 - (c) Did she had
 - (d) Had did she
 - (e) Had she did

13 Preencha os espaços em branco com a forma verbal correta.

When she _____ I _____ to do my work.

- (a) has arrived – had tried
- (b) arrived – was trying
- (c) arrives – was trying
- (d) has arrived – has tried
- (e) arrived – try

14 Qual a sentença correta?

- (a) We were deprived from playing games for a week.
- (b) We were deprived of playing games for a week.
- (c) We were deprived of playing games through a week.
- (d) We were deprived at playing games for a week.
- (e) We were deprived from playing games by a week.

15 Qual a pergunta a anteceder a resposta "Yes, I did."?

- (a) Did you buy a car?
- (b) Will you buy a car?
- (c) Didn't you have a nice car?
- (d) Have you bought it?
- (e) You didn't.

7

Verb tenses III – The future



Você sabia que é possível expressar uma ideia de ação futura usando um tempo verbal do presente? Pois é, veja também como são os diferentes tempos verbais do futuro em inglês, bem como as formações especiais e as relações entre elas.

Atente para as diferenças de uso entre o *Simple future* com o auxiliar *will* ou com a estrutura *be going to*. Veja como se usa o Presente simples para se marcar tempo no futuro; são os *time clauses*.

As comparações entre o *Future continuous*, *Future perfect* e *Future perfect continuous* são especialmente importantes também, na medida em que são exploradas em diversos exames.

Pode-se falar sobre eventos futuros de várias maneiras. Até mesmo o uso de verbos no presente pode expressar ações no futuro, como veremos a seguir.

- a) She will leave for NYC.
- b) She is going to leave for NYC.
- c) She leaves for NYC tonight.
- d) She is leaving for NYC tonight.

Nas sentenças a e b temos o verbo principal *to leave* usado no *Simple future*, com os auxiliares *will*, em a, e *be going to*, em b.

No entanto, nas sentenças c e d temos o mesmo verbo principal sendo usado no *Simple present*, como em c, ou no *Present continuous*, como em d. Observe porém que nestes casos é recomendável a introdução de um advérbio de tempo futuro, como reforço de conteúdo.

Aqui estão também outras maneiras de se expressar o futuro em inglês.

- **be bound to:**
Usado quando se tem certeza de que um evento irá ocorrer.
Jimmy is bound to be back soon.
They say the concert is bound to be canceled now.
- **be about to:**
Ao se referir a um evento que você acha que irá ocorrer muito em breve.
The teacher is about to start the class.
We were about to leave for a walk when the Johnsons arrived.
- **be sure to / be certain to:**
Também usados para se expressar a certeza de que algo irá ocorrer.
Mrs. Grossman is certain to be elected for the board.
They are sure to find out the truth.
- **be on the point of:**
Para se referir a eventos em um futuro muito próximo.
Look at Mary. She's on the point of bursting into tears.
The burglar was on the point of breaking into the house when the alarm went off.
- **be due to:**
Uso formal, indica que um evento irá ocorrer em um momento específico do futuro.
The mail is due to be delivered in about an hour.
Mr. Cole is due to take office in two weeks.
- **be + "to" – infinitive clauses:**
Indicam que algo está planejado para ocorrer.
A group of Brazilian students is to arrive for a vacation study program.
The President is to address the nation shortly.

Simple future

O Futuro simples pode ser formado utilizando-se o auxiliar *will* ou a expressão *be going to* antes do verbo principal.

He will finish his work tomorrow.

He is going to finish his work tomorrow.

Para expressar uma previsão

Tanto *will* quanto *be going to* podem ser usados.

According to the weather report, it will be cloudy tomorrow.

According to the weather report, it is going to be cloudy tomorrow.

Para expressar um plano anterior

Somente *be going to* é usado.

John: Why did you buy this paint?

Peter: I'm going to paint my bedroom tomorrow.

Para expressar disposição

Somente *will* é usado.

Mark: The phone's ringing.

Cathy: I'll get it.

Jim: I don't understand this problem.

Sean: Ask your teacher about it. He'll help you.

Como você pode notar nos dois exemplos anteriores, não se trata de uma previsão ou de um plano anterior para atender ao telefone que está tocando ou para ajudar o aluno que não entende um problema. No primeiro caso, Cathy está disposta a atender o telefone e se expressa de acordo. No outro exemplo, Sean tem certeza de que o professor estará disposto a ajudar o colega com o problema.

Time clause

Uma *time clause* é formada por:

expressão de tempo + sujeito + verbo

Exemplo

Bob will come soon. When Bob comes, we will see him.

"When Bob comes" é uma *time clause*.

sujeito
verbo

Nunca use *will* ou *be going to* em uma *time clause*. O sentido é de futuro, mas usa-se o verbo no Presente simples. Uma *time clause* começa com palavras tais como *when, before, after, as soon as, until* e inclui um sujeito e um verbo.

Future continuous

O *Future progressive* ou Futuro contínuo expressa uma atividade que estará em progresso em um determinado tempo no futuro.

Exemplo

I will begin to study at seven. You will come at eight. I *will be studying* when you come.

Formação:

be going to + be + verbo (ing)

will be + verbo (ing)

ATENÇÃO!

Algumas vezes, quase não há diferença entre o *Simple future* e o *Future progressive*, especialmente quando se trata de algo que irá ocorrer em um tempo indefinido no futuro.

- Don't get impatient. She will come soon.
- Don't get impatient. She will be coming soon.

Future perfect

O Futuro perfeito expressa uma atividade que será completada antes de um outro tempo ou outro evento no futuro.

Exemplos

I will graduate in June.

I will see you in July.

By the next time I see you, I will have graduated.

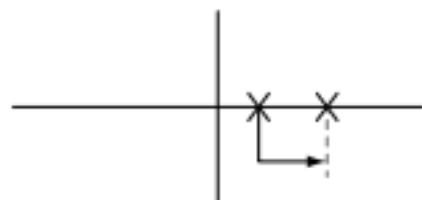
I will have finished my homework by the time I go out on a date tonight.

When Professor Jones retires next month, he *will have taught* for 45 years.

When Professor Jones retires next month, *he will have been teaching* for 45 years.

Sometimes the Future perfect and the Future perfect progressive give the same meaning. Also, notice that the activity expressed by either of these two tenses may begin in the past.

Future perfect continuous



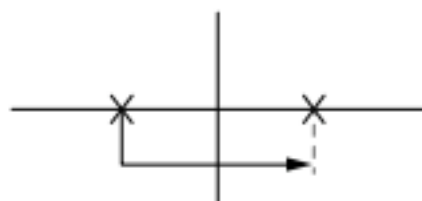
I will go to bed at 10 pm.

He will get home at midnight.

At midnight I will be sleeping.

I will have been sleeping for two hours by the time he gets home.

The Future perfect progressive emphasizes the duration of an activity that will be in progress before another time or event in the future.



PREPOSIÇÃO



We are located on Nelson D'Ávila.

We are located at 881 Nelson D'Ávila.

Revisando

1 Embora, na maioria dos casos, não haja diferença de significado entre os auxiliares *will* e *be going to* nas frases usadas no *Simple future*, em que situações deve-se privilegiar o uso de um ou de outro?

2 Por que o *Simple present* é usado para se marcar o tempo de ocorrência de uma ação no futuro?

3 Em que situação pode-se dizer que praticamente não há diferença entre o *Simple future* e o *Future continuous*?

Exercícios propostos

1 Complete as frases abaixo usando os verbos entre parênteses no *Simple future* ou no *Future continuous*.

- As soon as your broken arm heals, you can play basketball again. At this time next week, you _____ (play) with your teammates.
- John will meet his girlfriend at the airport tomorrow. After she clears customs, he _____ (stand) by the door waiting for her.
- When classes start next semester, Jim and Sally _____ (not be) at this school. They _____ (attend) a new school in California.
- Come and visit me when you have a chance. I _____ (shop) from 5.00 to 6.30, but I _____ (be) home after that.
- Our students _____ (not be) here next week. They _____ (attend) a seminar in Dallas.

2 Complete as frases abaixo usando os verbos entre parênteses no *Future perfect* ou no *Future perfect continuous*.

- By the time I get up tomorrow morning, the Sun _____ (already rise).
- This is such a long trip! By the time we get to Chicago, we _____ (ride) on this bus for over 12 hours.
- I'm going to be late meeting Jamie's plane. By the time I get to the airport, it _____ (already arrive).
- We _____ (finished) chapter 8 before we start studying chapter 10.
- Josh is smoking another cigarette. At this rate, he _____ (smoke) a whole pack before dinnertime.

TEXTO COMPLEMENTAR

Music

Como vimos, existem duas formações diferentes para o *Simple future* (*will* ou *be going to*). Na música escolhida para este capítulo você irá observar a utilização quase exclusiva de *will* para a referência ao futuro.

Girl, You'll be a Woman Soon

"[...] They never get tired of putting me down
And I'll never know when I come around
What I'm gonna find
[...]"

Girl, you'll be a woman soon,
Please, come take my hand
Girl, you'll be a woman soon,
Soon, you'll need a man
[...]"

But if they get their chance they'll end it for sure
[...]"

Neil Diamond. "Girl, you'll be a woman soon". Intérprete: Over Kill. In: *Stull EP*. Estados Unidos: Toch and Go Records, 1992. Faixa 1.

Tradução:

Como complemento, veja então uma outra música em que há o predomínio da formação *be going to*.

Atenção: é extremamente comum a contração de "going to" (*gonna*) no uso coloquial.

Alive And Kicking

"[...] What you gonna do when things go wrong?
What you gonna do when it all cracks up?
[...]"

Simple Minds. "Alive and kicking". Intérprete: Simple Minds. In: *Once upon a time*. Londres: Virgin, 1985. Faixa 4.

Tradução:

Curiosidade

A expressão "alive and kicking" do título da canção significa estar bem, estar ok. Existem várias maneiras de se dizer como se está, algumas delas bem curiosas, especialmente aquelas que têm expressões idiomáticas. Veja agora algumas outras maneiras para se dizer, em inglês, que se está bem, em maior ou menor intensidade.

- | | |
|--------------------------|--------------------------|
| 1. I'm in the pink. | 6. Over the moon. |
| 2. On cloud nine. | 7. Having the moon. |
| 3. As happy as a lark. | 8. As right as rain. |
| 4. In my seventh heaven. | 9. I feel grand. |
| 5. Dynamite. | 10. On top of the world. |

Agora, com intensidade um pouco menor:

- | | |
|------------------------|-----------------------|
| 11. Alive and kicking. | 16. Decent. |
| 12. I can't complain. | 17. Bearing up. |
| 13. Surviving. | 18. Hanging in there. |
| 14. Not bad. | 19. You know. |
| 15. So-so. | 20. All right. |

Nos próximos capítulos, serão apresentadas mais expressões idiomáticas usadas para se referir a outros estados de espírito.

RESUMINDO

- **Simple future:** auxiliar *will* ou *be going to* + verbo principal no infinitivo.
Usos:
 - expressar uma previsão.
 - expressar um plano anterior.
 - expressar disposição para realizar uma certa ação.
- **Future continuous:** auxiliar *will* ou *be going to* + verbo principal terminando em “ing”.
Uso:
 - expressar uma ação que estará em progresso em um determinado tempo no futuro.
- **Future perfect:** auxiliar *will have* + verbo principal no particípio passado.
Uso:
 - expressar uma atividade que será completada antes de um outro tempo ou outro evento no futuro.
- **Future perfect continuous:** auxiliar *will have been* + verbo principal terminando em “ing”.
Uso:
 - enfatizar a duração de uma ação que estará em progresso antes de um outro tempo ou outro evento no futuro.

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar as canções “Alive And Kicking”, de Simple Minds e “Girl, You’ll be a Woman Soon”, de Urge Overkill.
<<http://letras.mus.br/simple-minds/36307>>.
<www.leoslyrics.com>.
<<http://letras.mus.br/urge-overkill/41412>>.
- Dicas de sites onde você poderá praticar os *Future tenses*.
<<http://quizlet.com/7864262/test>>.
<www.grammar-quizzes.com/modal1b.html>.

Exercícios complementares

Interpretação de textos

Leia o texto e responda às questões de 1 a 3.

Magazines and their companion websites: competing outlet channels?

Ulrich Kaiser

It is widely believed among industry participants that the internet is cannibalistic to print media. Despite that fear, many magazines have recently started to launch companion websites that make some, but not all, of the print version content available online. That led an analyst at J.P. Morgan, cited in “The New York Times”, to claim that “Newspaper are cannibalizing themselves.” In April 2005, “Der Spiegel”, Germany’s leading news magazine, published a very sceptical article about the future of print media – ironically on its companion website – with the suggestive title “Too much to die, too little to survive.” Pessimistic views on the relationship between magazines and the internet are quite time invariant. Already in 1997, Hickey cites the Vice President of the media consultancy Jupiter Media Metrix who is reported to have said: “Seize the Day! Either you are going to cannibalize yourself or somebody else is going to cannibalize you”.

Disponível em: <www.ulrichkaiser.com/printmediapapers/channelcompetition/kaiser_roms.pdf>. Acesso em: 12 set. 2008.

1 UEL Com base no texto, é correto afirmar que:

- (a) participantes da indústria da informação temem que a mídia impressa seja substituída pela internet.
- (b) muitas revistas impressas estão fazendo de tudo para evitar ter seu conteúdo disponível na internet.
- (c) os líderes mundiais da indústria da informação pretendem propor a regulação da atividade na internet.
- (d) a revista *Der Spiegel* recusou-se a publicar textos na internet.
- (e) apenas revistas novas terão chances de sobreviver na era da internet.

2 UEL De acordo com o texto, visões pessimistas sobre a reação entre internet e revistas:

- (a) estão diminuindo com o tempo.
- (b) tendem a desaparecer.
- (c) começaram a despontar no ano de 2005.
- (d) vêm se mantendo inalteradas ao longo do tempo.
- (e) têm se agravado desde 1997.

3 UEL Com base no texto, é correto afirmar que o uso da palavra “canibal” em suas derivações, refere-se à:

- I. competição entre funcionários de revistas e jornais eletrônicos.
- II. competição entre empresas americanas e alemãs.
- III. relação entre empresas concorrentes.
- IV. relação entre mídias diferentes de uma mesma empresa.

Assinale a alternativa correta.

- (a) Somente as afirmativas I e II são corretas.
- (b) Somente as afirmativas I e III são corretas.
- (c) Somente as afirmativas III e IV são corretas.
- (d) Somente as afirmativas I, II e IV são corretas.
- (e) Somente as afirmativas II, III, IV são corretas.

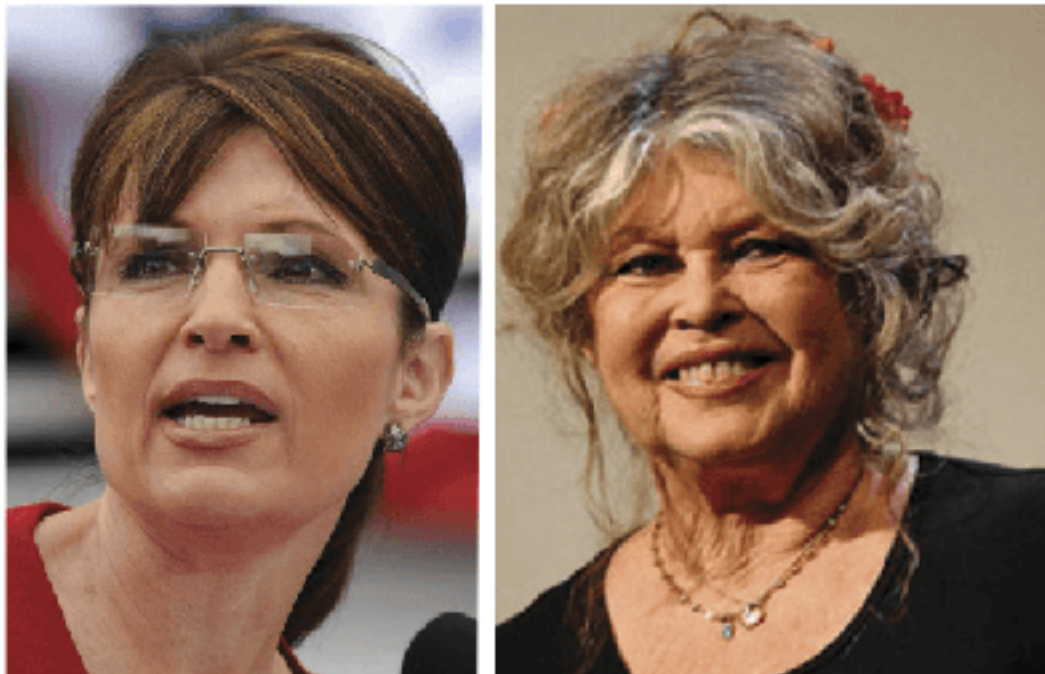
Leia o texto e responda às questões de 4 a 7.

Brigitte Bardot calls Sarah Palin a ‘disgrace to women’

French actress Brigitte Bardot has slammed Sarah Palin as a “disgrace to women” in a fiery attack on the American vice-presidential candidate.

By Henry Samuel in Paris

Last Updated: 3:18 PM BST 8 Oct. 2008.



The sixties sex symbol said that Republican John McCain’s running mate was “disconcertingly stupid” and that she hoped she would lose the November 4 presidential elections.

Referring to Mrs Palin’s now famous self-portrait as a “pitbull with lipstick”, Mrs Bardot – who runs an animal rights foundation – said: “I know dogs well and I can assure you that no pitbull, no dog, nor any other animal is as dangerous as you are.”

“I hope you lose these elections because that would be a victory for the world”, she went on.

“By denying the responsibility of man in global warming, by advocating gun rights and making statements that are disconcertingly stupid, you are a disgrace to women and you alone represent a terrible threat, a true environmental catastrophe”, wrote the one-time screen legend.

She lashed out at her for supporting Arctic oil exploration that could threaten ecosystems and for dismissing measures to protect polar bears.

“This shows your total lack of responsibility, your inability to protect or simply respect animal life,” she wrote.

The 74-year-old former film star is notorious in France for her outspoken views on immigration, the environment and animal rights. She has been convicted and fined four times in Paris for anti-gay and racist remarks.

Earlier this year, a French court fined Mrs Bardot £15,000 for inciting racial hatred by writing that she had “had enough” of Muslims destroying France.

Disponível em: <www.telegraph.co.uk/news/newstopics/uselection2008/sarapalin/3158058/Brigitte-Bardot-calls-Sarah-Palin-a-disgrace-to-women.html>. Acesso em: 23 out. 2008.

4 UEL Com base no texto, assinale a alternativa que expressa corretamente a visão de Brigitte Bardot sobre Sarah Palin.

- (a) Mais perigosa que qualquer animal, racista, vergonha para as mulheres, símbolo sexual.
- (b) Racista, vergonha para as mulheres, defensora dos animais, exploradora de minorias.
- (c) Irresponsável, militante antigays, racista.
- (d) Símbolo sexual, pitbull de batom, defensora dos direitos dos animais.
- (e) Catástrofe ambiental, vergonha para as mulheres, irresponsável e incapaz de proteger a vida animal.

5 UEL Assinale a alternativa que indica o modo como Brigitte Bardot está sendo apresentada no texto.

- (a) Defensora dos imigrantes, dos homossexuais e dos animais.
- (b) Símbolo sexual, defensora dos direitos dos animais, racista.
- (c) Símbolo sexual, pitbull de batom, defensora dos direitos dos animais.
- (d) Estúpida, perigosa, irresponsável e republicana.
- (e) Racista, homossexual e ambientalista.

6 UEL É correto afirmar que o conteúdo do texto veicula:

- (a) uma opinião de oposição à candidata republicana à vice presidência dos Estados Unidos.
- (b) uma análise dos prós e contras da escolha de Sarah Palin como companheira de chapa de John McCain.
- (c) trechos conflituosos do debate entre Brigitte Bardot e a candidata à vice presidência dos EUA, Sarah Palin.
- (d) insinuações sobre um caso amoroso entre Sarah Palin e seu companheiro de chapa, John McCain.
- (e) propostas de governo elaboradas por Sarah Palin para fortalecer os movimentos ambientalistas.

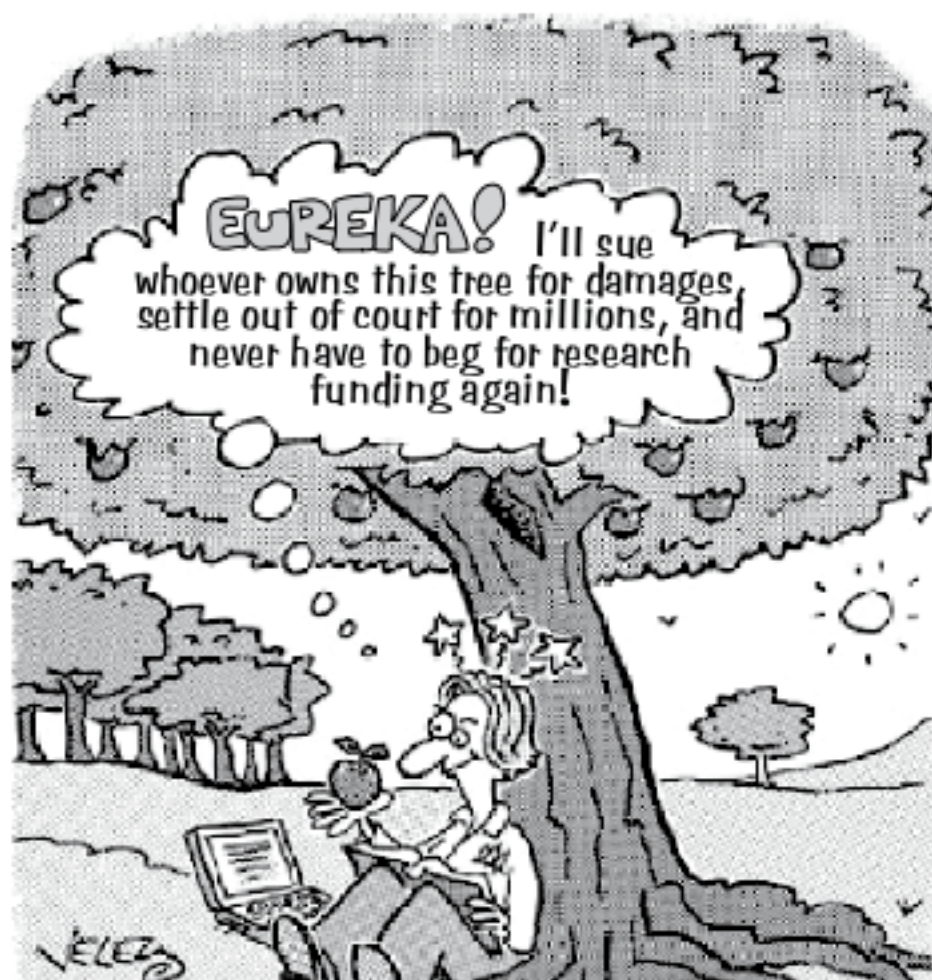
7 UEL Existem diferentes estratégias empregadas na produção de textos para privilegiar determinados pontos de vista. Que características desse texto refletem essas estratégias?

- I. Repetição do resultado que Brigitte Bardot espera das eleições.
- II. Reprodução de erros de uso da linguagem de Sarah Palin.
- III. Uso de expressões com conotação negativa para se referir a Sarah Palin.
- IV. Omissão da perspectiva de Sarah Palin sobre o que diz Brigitte Bardot.

Assinale a alternativa correta.

- (a) Somente as afirmativas I e II são corretas.
- (b) Somente as afirmativas II e IV são corretas.
- (c) Somente as afirmativas III e IV são corretas.
- (d) Somente as afirmativas I, II e III são corretas.
- (e) Somente as afirmativas I, III e IV são corretas.

Leia a charge seguinte e responda às questões 8 e 9.



Disponível em: <www.funnytimes.com/cotw/cotw20080423.php>. Acesso em: 7 out. 2008.

8 UEL É correto afirmar que a charge satiriza:

- I. a dificuldade de conseguir descansar sem ser incomodado.
- II. a dificuldade de obter financiamento para pesquisas.
- III. a disputa entre novas e antigas tecnologias.
- IV. o recurso abusivo a processos judiciais.

Assinale a alternativa correta.

- (a) Somente as afirmativas I e II são corretas.
- (b) Somente as afirmativas II e IV são corretas.
- (c) Somente as afirmativas III e IV são corretas.
- (d) Somente as afirmativas I, II e III são corretas.
- (e) Somente as afirmativas I, III e IV são corretas.

9 UEL Com base na charge, infere-se que seu personagem:

- (a) acaba de fazer uma descoberta na área de pesquisa sobre maçãs.
- (b) é o dono da árvore sob a qual se encontra.
- (c) pretende ficar rico com a venda das maçãs.
- (d) desconhece quem é o dono da árvore sob a qual está sentado.
- (e) pretende voltar a pesquisar maçãs.

As fotografias seguintes retratam refugiados do conflito de Kosovo. Com base nestas fotos e em suas legendas, responda à questão 10.



Disponível em: <www.pulitzer.org/works/2000,Feature+Photography>. Acesso em: 22 set. 2008.

- a) Ethnic Albanian refugees from Mitrovica in northern Kosovo weep as they walk across the border into Albania.
- b) Agim Shala, 2, is passed through a barbed wire fence as members of his family are reunited at a refugee camp in Kukës, Albania.
- c) Cegrane camp residents, seeking word of friends and family left behind, crowd the fences as buses bring more displaced Kosovo Albanians from Blacë.
- d) Bitama, age 7, cries frequently. She was only four when her parents were murdered in Rwanda during the 1994 genocide.

10 UEL Assinale a alternativa que contém a relação correta entre a fotografia e a legenda.

- (a) 1a, 2b, 3c.
- (b) 1a, 2d, 3b.
- (c) 1b, 2c, 3a.
- (d) 1c, 2a, 3b.
- (e) 1d, 2a, 3b.

Gramática

11 Use *will* / *be going to* or the simple present. (In this exercise, both *will* and *be going to* are possible when a future tense is necessary, with little or no difference in meaning).

Example:

Peter is going to leave in half an hour. He (*finish*) will finish / is going to finish all of his work before he (*leave*) leaves.

- a) I'm going to eat lunch at 12.30. After I (*eat*) _____, I (*take, probably*) _____ a nap.
- b) I'll get home around six. When I (*get*) _____ home, I (*call*) _____ Sharon.
- c) I'm going to watch a TV program at nine. Before I (*watch*) _____ that program, I (*write*) _____ a letter to my parents.
- d) Gary will come soon. I (*wait*) _____ here until he (*come*) _____.
- e) I'm sure it will stop raining soon. As soon as the rain (*stop*) _____, I (*walk*) _____ to the drugstore to get some film.
- f) Right now I'm a junior in college. After I (*graduate*) _____ with B.A., I (*intend*) _____ to enter graduate school and work for an M.A. Perhaps I (*go*) _____ on for a PhD after I (*get*) _____ my Master's degree.
- g) A: How long (*stay, you*) _____ in this country?
 B: I (*plan*) _____ to be here for about one more year. I (*hope*) _____ to graduate a year from this June.
 A: What (*do, you*) _____ after you (*leave*) _____?
 B: I (*return*) _____ home and (*get*) _____ a job. How about you?
 A: I (*be*) _____ here for at least two more years before I (*return*) _____ home and (*get*) _____ a job.

12 Use the future progressive or the simple present.

- a) Right now I am attending class. Yesterday at this time, I was attending class. Tomorrow at this time, I (*attend*) _____ class.
- b) Tomorrow I'm going to leave for home. When I (*arrive*) _____ at the airport, my whole family (*wait*) _____ for me.
- c) When I (*get*) _____ up tomorrow morning, the sun (*shine*) _____, the birds (*sing*) _____, and my roommate (*lie, still*) _____ in bed fast asleep.
- d) A: When do you leave for Florida?
 B: Tomorrow. Just think. Two days from now I (*lie*) _____ on the beach in the sun.
 A: Sounds great! I (*think*) _____ about you.

- e) A: How can I get in touch with you while you're out of town?
 B: I (*stay*) _____ at the Pilgrim Hotel. You can reach me there.
- f) Next year at this time, I (*do*) _____ exactly what I am doing now. I (*attend*) _____ school and (*study*) _____ hard next year.
- g) Look at those dark clouds. When class (*be*) _____ over, it (*rain, probably*) _____.
- h) A: Are you going to be in town next Saturday?
 B: No. I (*visit*) _____ my aunt in Chicago.

13 Use any appropriate tense.

- a) This traffic is terrible. We're going to be late. By the time we (*get*) _____ to the airport, Bob's plane (*arrive, already*) _____, and he'll be wondering where we are.
- b) I'm getting tired of sitting in the car. Do you realize that by the time we arrive in Phoenix, we (*drive*) _____ for twenty straight hours?
- c) Margaret was born in 1970. By the year 2020, she (*live*) _____ on this earth for 50 years.
- d) Go ahead and leave on your vacation. Don't worry about this work. By the time you (*get*) _____ back, we (*take*) _____ care of everything.
- e) I don't understand how those marathon runners do it! The race began over an hour ago. By the time they reach the finish line, they (*run*) _____ steadily for more than two hours. I don't think I can run more than two minutes!
- f) What? He got married again? At this rate, he (*have*) _____ a dozen wives by the time he (*die*) _____.
- g) We have been married for a long time. By our next anniversary, we (*be*) _____ married for 43 years.

8

Anomalous verbs

Existe um grupo de verbos em inglês que não se enquadra nos padrões estabelecidos para os verbos normais, por assim dizer. São os verbos anômalos, "modais", um tipo de auxiliar. Eles têm regras próprias de formação e características especiais de situações específicas. Devido ao seu uso muito específico e limitado, fique de olho nas formas equivalentes que estudaremos com os *modals*.

Lembre-se de que as condições de uso que serão analisadas representam as maneiras regularmente mais aceitas e usadas, não impedindo, porém, outros tipos de uso em contextos diferentes.



Vamos abordar o estudo dos modais sob três aspectos principais:

- Formação;
- Características;
- Usos.

Os principais modais

Os três modais mais usados têm a seguinte formação:

Simple present	Simple past
can	could
may	might
must	x

Tab. 1 Formação dos três principais modais.

Observe que são verbos que existem apenas no presente ou no passado, com exceção de *must*, que só existe no presente.

Um modal é sempre a primeira palavra em um grupo verbal e todos eles, exceto *ought*, são seguidos pelo infinitivo (sem *to*) de um verbo.

Formas equivalentes

São formas que se equivalem em significado aos modais, podendo ser usadas em outros tempos verbais que não apenas o presente e o passado. Veja as principais formas equivalentes a seguir.

Presente	Passado	Forma equivalente
can	could	to be able to
may	might	to be allowed to
must	had to	to have to

Tab. 2 Formas equivalentes dos três principais modais.

ATENÇÃO!

Como *must* não tem passado, usa-se o passado de sua forma equivalente: *had to*.

Características

São três as principais características dos modais: não têm infinitivo, gerúndio ou acréscimo de sufixos.

- Não existe *to can*, *to may* etc.
- Não existe *caning*, *musted*, *mays* etc.

Não recebem o “s” das 3^{as} pessoas do singular no presente.

He **can** stay here.

She **may** leave now.

Não são seguidos por “to + infinitivo”

I can do it. (correto)

I can **to do** it. (errado)

She must study harder. (correto)

She must **to study** harder. (errado)

Usos dos principais modais

Can/Could

São usados para expressar:

Habilidade/Capacidade

Almost everybody can ride a bicycle.

Carl Lewis could run faster than anyone else.

I can't speak Russian.

Possibilidade

We can get to Joe's place in less than 10 minutes.

Thousands of jobs could be lost.

Percepção

Com verbos como *see*, *hear*, *smell*.

I can see some people out there.

I can smell gas.

I can hear a phone ringing.

Permissão (informal)

Can I borrow your pen?

You could stay around, if you wanted to.

May/Might

Probabilidade

It may rain later.

His itinerary might be the same as yours.

Let's call Mary. She may be home by now.

Permissão

May I come in?

You may go now, children.

Sugestões polidas (might)

It might be a good idea to stay here.

You might want to use the restroom.

Must

Obrigaçã

We must get up early every day.

The show must go on.

Proibição (na negativa)

You mustn't smoke in here.

Conclusão/Dedução lógica

John lived in Paris for 5 years. He must speak French well.

Look, the lights are on. They must be home.

Should/Ought to Conselho/Sugestão

I think you should study a little harder.

You shouldn't drink so much coffee.

I think you ought to try a different approach.

Expectativa

We should be back home by dinner time.

It ought to get better as it goes along.

Obrigação moral

Crimes should be punished.
 We ought to do something about it.
 If he lent you the money, you ought to pay him back.

Used to Hábito passado

I used to play soccer on Sundays before I got married.

Ação repetida no passado

Grandma used to tell me stories about kings and castles.

Had better Conselho/Sugestão

You'd better go now if you don't want to be late.

Conclusão pessoal

It's cold and it's raining. I'd better take my umbrella and wear my raincoat.

Would Rather Expressa preferência

I would rather travel than stay home next weekend.

ATENÇÃO!

Observe o uso dos modais para expressar as mesmas situações descritas acima, desta vez no passado.

- I could have done that for you.
- She may have taken a short cut.
- Nobody answers. They must have left.
- It might have rained a lot.

Auxiliar	Usos	Exemplos
can	- habilidade	Mary can ski very well.
	- capacidade	Tom can lift that heavy box for you.
	- percepção	I can see a car coming by.
	- possibilidade	Can you get back home in less than 20 minutes?
	- permissão informal	Can I borrow your book for a while?
may	- probabilidade	They say it may snow tonight.
	- permissão formal	May I go to the restroom?
must	- obrigação	You must fasten your seat belts.
	- proibição	You mustn't park your car over there.
	- conclusão lógica	Mary must be home by now. She left early.
should/ ought to	- conselho/sugestão	You look tired – you should take a break and get some rest.
	- expectativa	I should be back to work by the end of the day.
	- obrigação moral	We ought to pay him back.
had better	- conselho/sugestão	It's raining hard. We'd better call a cab.
would rather	- preferência	I would rather go to the movies than stay home.
be supposed to	- expectativa	The game is supposed to begin at 9.
be to	- forte expectativa	The students are to be here five minutes before class starts.
have got to	- necessidade	They have got to stay up late tonight.
would	- pedido educado	Would you please pass me the salt?

Tab. 3 Usos dos modais.

PREPOSIÇÃO



Mr. Thompson comes to work by car.



Most of the students come to school on foot.

Revisando

1 Quais são as características comuns a *can*, *may* e *must*?

2 Nos casos em que se pede permissão, que verbos modais se podem usar?

3 Em que casos é recomendado o uso de *should*?

Exercício proposto

1 Complete as frases a seguir usando *Anomalous verbs*. Use as informações fornecidas entre parênteses para orientar-se.

- a) Mary looks very tired. She _____ take some time off. (conselho/sugestão)
- b) I'm sure Jim _____ lift that heavy table for you. (capacidade)
- c) Attention, passengers ! You _____ fasten your seat belts before takeoff. (obrigação).
- d) I _____ go to the beach than stay in town for the weekend. (preferência)
- e) _____ I borrow your pen for a while? (permissão informal)

- f) The weatherman says it _____ snow tomorrow morning. (probabilidade)
- g) Nobody answers the phone. They _____ be out. (conclusão lógica)
- h) Our students _____ ski very well. (habilidade)
- i) It's cold outside. I _____ wear my overcoat. (conclusão pessoal)
- j) We _____ reach the top of that hill in less than an hour. (possibilidade)

TEXTO COMPLEMENTAR

Music

A canção "Shout" do Tears for Fears nos mostra alguns exemplos do uso dos modais. Veja a letra e, a seguir, analise estes usos:

Shout

"[...] In violent times
you shouldn't have to sell your soul
In black and white, they really really ought to know
[...]
You shouldn't have to jump for joy [...]"

Roland Orzabal; Ian Stanley. "Shout". Intérprete: Tears for Fears. In: *Songs from the big chair*. Reino Unido: Mercury, 1985. Faixa 1.

Tradução:

Like a Rolling Stone

"[...] You used to laugh about
Everybody that was hangin' out
[...]
You shouldn't let other people
Get your kicks for you
[...]
After he took from you everything he could steal
[...]
But you'd better
Lift your diamond ring,
you'd better pawn it babe
[...]
Go to him now, he calls you,
you can't refuse [...]"

Bob Dylan. "Like a Rolling Stone." Intérprete: Bob Dylan. In: *Highway 61 Revisited*. Nova York: Columbia, 1965. Faixa 1.

Tradução:

Curiosidade: a rolling stone

Literalmente, uma pedra rolante, uma pedra que rola (não cria limo..).

Aqui é usada como uma expressão para se referir a pessoa instável, que não para em trabalho, em um lugar, situações, compromissos etc.

RESUMINDO

- **Can:** habilidade/capacidade; possibilidade; percepção; permissão informal.
- **May:** probabilidade; permissão formal.
- **Must:** obrigação; proibição; conclusão lógica.
- **Should/Ought to:** conselho/sugestão; expectativa; obrigação moral.
- **Had better:** conselho/sugestão; conclusão pessoal.
- **Would rather:** preferência.

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar as canções "Shout", de Tears for fears, e "Like a Rolling Stone", de Bob Dylan.
<www.leoslyrics.com>.
<<http://letras.mus.br/tears-for-fears>>.
<www.bobdylan.com>.
<<http://letras.mus.br/bob-dylan>>.
- Links com quizzes onde você poderá praticar o uso de *should/could/would*.
<www.grammar-quizzes.com/modal5b.html>.
<www.grammar-quizzes.com/modal6.html>.

Exercícios complementares

Interpretação de textos

Leia o texto a seguir e responda às questões de 1 a 5.

Text 1

Have you always dreamed of traveling to cool places, meeting lots of different people, and maybe picking up a language or two? No matter what country you live in, you can fly over the world's highest waterfalls in Venezuela, learn world trade in Japan, study art in France, or take dancing lessons in Ghana.

How? Join a study abroad program, where high school and university students live with a host family in a foreign country. Semester, summer, and year-long programs allow you to attend school, take intensive language courses, or perform community service in another country.

Besides the excitement of travel, one reason to study abroad is that you will experience new customs, holidays, foods, art, music, and politics firsthand.

"Obviously, I learned the language and am now fluent, but perhaps more important was how much I learned about cultures, people, and myself. I learned this from the viewpoint of an active member of the community and my host family, not from the tourist's point of view," says Andrew, who studied in Poitiers, France.

Another reason for studying abroad is that you'll gain self-confidence. You'll have the opportunity to learn how to better stand up for yourself and your beliefs and to express yourself in another language. "What could make you more confident than that?" says Christina, who studied in Caracas, Venezuela.



PATRIZIA TILLY/123RF.COM



CATHY YELLETT/123RF.COM

Living away from home can also help you adjust in the transition to university and adulthood. Matthew says he returned from studying in Australia with confidence, social ability, and a genuine interest in international affairs that made a difference. "After having gone abroad in high school, I found the transition to university to be a breeze."

And speaking of university, improving your language skills might help you get into prestigious universities and even find future jobs. Universities and employers know that studying abroad provides leadership skills in a world that is increasingly globally interconnected.

Most of all, it's fun! You're not likely to suffer from general monotony while you're studying in a different learning environment.

Disponível em: <www.kidshealth.org/teen/school_jobs/school/abroad.html>. Acesso em: 15 ago. 2008. (Adapt.).

1 UFSC Select the appropriate title(s) for text 1.

- 01 Traveling around the world
- 02 The most famous study abroad programs
- 04 Why study abroad?
- 08 Learning a foreign language
- 16 Living and studying in a foreign country

Soma =

2 UFSC Select the correct statement(s) according to text 1.

- 01 People dream of traveling to cold places.
- 02 The world is becoming more and more integrated.
- 04 In foreign countries you can study at very good universities.
- 08 By studying in a foreign country people learn to defend their convictions.
- 16 Studying abroad is a requisite of good universities.

Soma =

3 UFSC Choose the correct proposition(s) to complete the first part of the statement, according to text 1.

You can study abroad, ...

- 01 depending on the country you live in.
- 02 because of the country you live in.
- 04 no matter what country you live in.
- 08 whatever country you live in.
- 16 although the country you live in.

Soma =

4 UFSC Select the proposition(s) in which the question is answered according to text 1.

- 01 What are some benefits from studying abroad?
People have fun, gain experience and learn foreign languages.
- 02 Are foreign students allowed to join community service in a host country?
Yes, but only if they live with host families.
- 04 How long do study abroad programs last?
They can last up to 12 months.
- 08 How did Matthew face the move from high school to university?
It was very easy for him.
- 16 What kinds of experiences can students have abroad?
They can learn to adjust to foreign universities.
- 32 How does Christina feel about her experience in Venezuela?
She thinks she could be more confident.

Soma =

5 UFSC Select the correct proposition(s).

From the text you can conclude that:

- 01 people who study abroad go to the best schools.
- 02 employers value employees who are likely to be leaders.
- 04 the best academic opportunities are just for people who study abroad.
- 08 if you study abroad, you'll get good jobs.
- 16 France is a good country to go if you are interested in arts.
- 32 Andrew engaged in community life in France.
- 64 people do not like familiar learning contexts.

Soma =

Leia o texto a seguir e responda às questões de 6 a 9.

Text 2

Are you a good candidate?

Although many programs have academic requirements, you usually don't have to have the highest grades to qualify. And most programs do not have language requirements.

Who you are is as important as your academic record. Study abroad programs look for students who are independent, self-assured, enjoy new experiences and different types of people, and can handle challenges. When you study in a foreign country, you'll be faced with new circumstances and environments.

Ask yourself:

- Am I willing to try new things – everything from foods to social situations?

- Am I comfortable making my own decisions, such as what time to leave for school, which courses to take, and how to deal with conflict and change, without family or friends around to help?
- Do I like to take risks?
- How have I handled complex and new situations in the past?
- Will I be able to complete my academic requirements for my school at home and for any future plans?
- Will my school at home accept credits from the programs I am considering?

If you really hate change and don't like the idea of taking decisions all on your own, then studying abroad may not be for you. It's important to really think about your feelings and to be honest with yourself – you could end up miserable far away from home if you aren't!

Don't let a little anxiety stop you from considering the possibility of a summer, semester, or year abroad, though. Matthew says he will never forget sitting in the airport about to board a plane for Melbourne. "I felt terrified and delighted at the same time," he says. "In the end, though, the rewards of living overseas far outweigh the initial uncertainties."

Disponível em: <www.kidshealth.org/teen/school_jobs/school_abroad.html>. (Adapt.).

6 UFSC According to text 2, which of the following people would be good candidates to study abroad?

Select the correct proposition(s).

- 01 Fred doesn't think he could live far from home; he's sure he would miss his family.
- 02 Kelly always avoids situations that might present some risk.
- 04 Helen wouldn't mind living in a foreign country; she's confident she would make new friends.
- 08 Joe changed schools last year; he felt nervous and worried.
- 16 Jackie is shy; she feels uncomfortable when she meets new people.
- 32 Peter is enthusiastic to try new things and to have new experiences.

Soma =

7 UFSC Which of the following questions can be answered according to the information in text 2?

Select the correct proposition(s).

- 01 What is the most difficult thing about learning a foreign language?
- 02 Which country offers the best opportunities for foreign students?
- 04 How did Matthew feel when he left to study abroad?
- 08 What kind of student is most likely to be successful when studying abroad?
- 16 Where do students prefer to spend their summer vacations?
- 32 Why is it important to be honest about one's feelings?

Soma =

8 UFSC Select the proposition(s) in which both words can correctly complete the sentence, according to text 2.

- 01 Students who have _____ grades can apply to study abroad. (average – regular)

- 02 It is an _____ requirement to know the language of the foreign country. (essential – indispensable)
- 04 The student's _____ characteristics are the most important thing to consider. (personal – financial)
- 08 When studying abroad, students should _____ their future plans. (learn – consider)
- 16 Studying abroad is an _____ experience. (unforgettable – extraordinary)
- 32 The advantages of studying abroad compensate the _____. (anxiety – worry)

Soma =

9 UFSC Select the proposition(s) which contains (contain) correct definitions for the words/expressions underlined in text 2.

- 01 requirement – something that is necessary
- 02 self-assured – full of confidence
- 04 challenge – easy and familiar task
- 08 environment – the study of biological components
- 16 willing – ready to do what is needed
- 32 outweigh – too big and heavy

Soma =

10 UFSC Choose the proposition(s) that presents (present) correct punctuation.

Staying healthy abroad

- 01 Depending on where you are going there are a number of suggested immunizations. Make sure to get this information early (several weeks or even months before traveling, if possible) to give yourself enough time to get the vaccines you need.
- 02 Travel health insurance is also available – in case you become, ill or get hurt while you are away. Most plans include a 24-hour direct telephone line. For assistance with doctors, dentists, and other health concerns.
- 04 You may want to pack products like pain medication: contact lens solution, and adhesive bandages? Don't forget prescription drugs or items like inhalers if you have asthma; and it's a good idea. To see your dentist before departure.
- 08 In addition to preparing physically, don't neglect your emotional health. Consider writing a diary to help process your experience. And prepare for culture shock when you return – you've grown and so have friends and family. You'll also miss your host family and friends.

Soma =

Gramática

Practice test: Modals and similar expressions.

Directions: Choose the correct completion.

Example: Peter would rather sleep on a mattress than on the floor.

- (a) shall
- (b) could
- (c) would
- (d) must

11 Al painted his bedroom black. It looks dark and dreary. He _____ a different color.

- (a) had to choose
- (b) should have chosen
- (c) must have chosen
- (d) could have been choosing

12 Tom is sitting at his desk. He's reading his chemistry text because he has a test tomorrow. He _____

- (a) could study
- (b) should be studying
- (c) will study
- (d) must be studying

13 When Mr. Lee was younger, he _____ work in the garden for hours, but now he has to take frequent rests because he has emphysema.

- (a) has got to
- (b) can
- (c) should be able to
- (d) could

14 Whenever my parents went out in the evening, I _____ the job of taking care of my little brothers.

- (a) would get
- (b) should get
- (c) must have gotten
- (d) had better get

15 Yesterday I _____ to a furniture store. I bought a new lamp there.

- (a) could go
- (b) went
- (c) could have gone
- (d) ought to have gone

16 Jimmy and Maria were mischievous children. They tricks on their teachers, which always got them into a lot of trouble.

- (a) could play
- (b) used to play
- (c) could have played
- (d) may have played

17 Robert has a new car. He _____ it for a very good price. He paid 30 percent less than the regular retail cost.

- (a) could buy
- (b) had to buy
- (c) was supposed to buy
- (d) was able to buy

18 "Did you enjoy the picnic?"

"It was okay, but I'd rather _____ to a movie."

- (a) go
- (b) be going
- (c) have gone
- (d) went

19 "Why are you so sure that Ann didn't commit the crime she's been accused of committing?"

"She _____ that crime because I was with her, and we were out of town on that day."

- (a) may not have committed
- (b) wasn't supposed to commit
- (c) committed
- (d) couldn't have committed

20 "Since we have to be there in a hurry, we _____ take a taxi." I agree.

- (a) had better
- (b) may
- (c) have been used to
- (d) are able to

21 "It _____ rain this evening. Why don't you take an umbrella?"

"That's a good idea. May I borrow yours?"

- (a) had better
- (b) could be
- (c) must
- (d) might

22 "_____ you hand me that pair of scissors, please?" "Certainly."

- (a) May
- (b) Shall
- (c) Will
- (d) Should

23 "Larry drove all night to get here for his sister's wedding. He _____ exhausted by the time he arrived."

"He was."

- (a) ought to be
- (b) could be
- (c) must have been
- (d) will have been

24 "What are you doing here now? You _____ be here for another three hours."

"I know. We got an early start and it took less time than we expected. I hope you don't mind."

- (a) couldn't
- (b) might not
- (c) had better not
- (d) aren't supposed to

25 "_____ taking me downtown on your way to work this morning?"

"Not at all."

- (a) Can you
- (b) Why don't you
- (c) Would you mind
- (d) Could you please

26 "I locked myself out of my apartment. I didn't know what to do."

"You _____ your roommate."

- (a) could have called
- (b) may have called
- (c) would have called
- (d) must have called

27 “You haven’t eaten anything since yesterday afternoon. You _____ be really hungry!”
“I am.”
(a) might (c) can
(b) will (d) must

28 “How long have you been married?”
“We _____ have been married for twenty-three years on our next anniversary.”
(a) must (c) will
(b) should (d) could

29 “I _____ there at 6 pm for the meeting, but my car won’t start. Could you please give me a lift in your car?”
“Sure. Are you ready to go now?”
(a) will be
(b) may be
(c) supposed to be
(d) have got to be

30 “I left a cookie on the table, but now it’s gone. What happened to it?”
“I don’t know. One of the children _____ it.”
(a) may have eaten
(b) could eat
(c) had to eat
(d) should have eaten

31 Faap Assinale a alternativa correta:
I’m sorry the train was late and I _____ arrive earlier.
(a) couldn’t (d) mustn’t
(b) ought not (e) wouldn’t
(c) don’t

32 Fuvest Qual destas expressões corresponde a “ele não deveria ter feito isso”?
(a) He mustn’t have made it.
(b) He shouldn’t have done that.
(c) He could not have made it.
(d) He might not have done that.
(e) He cannot have done that.

33 Fuvest Qual a forma correta?
(a) The mail must go on whether there are a hundred storms.
(b) The mail can go on whether there are a hundred storms.
(c) The mail should go on when there are a hundred storms.
(d) The mail must go on if there are a hundred storms.
(e) The mail is going on if there are a hundred storms.

34 Fuvest Assinale a alternativa que preenche corretamente as lacunas:
He _____ avoid _____ mistakes.
(a) ought – making (d) needs – make
(b) must – make (e) should – making
(c) shall – make

35 Fuvest Assinale a alternativa que corresponde à frase: Preciso mandar fazer um terno para o casamento.
(a) I must have a suit made for the wedding.
(b) I have to have a suit done for the wedding.
(c) I have to tell to do a suit for the marriage.
(d) I need to order to make a suit for the wedding.
(e) I must send to do a suit for the marriage.

36 Mackenzie Indicate the alternative that best completes the following sentence.
“He might have done it.” So, _____.
(a) he was permitted to do it.
(b) we don’t know whether he did it or not.
(c) he didn’t do it.
(d) he did it.
(e) he wasn’t able to do it.

37 Mackenzie Indicate the alternative that best completes the following sentence.
“Look how wet the ground is. It _____ last night.
(a) might be sunny
(b) must have rained
(c) should have been warm
(d) may be snowing
(e) ought to dry

38 Puccamp Assinale a letra correspondente à alternativa que preenche corretamente as lacunas da frase apresentada.
Janet: Look, our boat is sinking!
Peter: Oh, dear! Can you swim?
Janet: Yes, but we won’t have to, there’s a life boat on board.
In the above dialogue, the verbs “can” and “have to” express respectively _____ and _____.
(a) ability – obligation
(b) permission – prohibition
(c) possibility – prohibition
(d) permission – possibility
(e) ability – necessity

39 UEL “Excuse me, sir. _____ you tell me the time?”
“Sure, it’s 5:20.”
(a) May (c) Can (e) Shall
(b) Do (d) Have

40 UEL We _____ hurry. The bus leaves in 10 minutes.
(a) can
(b) must
(c) do
(d) did
(e) would

Assim como no português, os artigos são de dois tipos: definidos ou indefinidos. No entanto, muito cuidado ao lidar com isso, pois certos conceitos não se aplicam ou não encontram correspondentes em inglês.

Ao estudar os indefinidos (*a/an*) certifique-se de que não haja dúvidas quanto ao conceito de som inicial vocálico ou consonantal, pois disso dependerá a opção por usar “*a*” ou “*an*”.

A propósito, qual seria a forma correta: “*in an university*” ou “*in a university*”? Confira a seguir.



Existem dois tipos de artigos: os definidos e os indefinidos. Veja como usá-los e analise as situações e exemplos apresentados.

Artigos indefinidos

Use *a* ou *an* quando estiver se referindo a uma pessoa ou coisa pela primeira vez. Ao se referir à mesma pessoa ou coisa pela segunda vez use o artigo definido *the*.

After such a long time we eventually bought a house. The house was in a small village.

Pode-se usar também ao descrever algo ou alguém, junto a um adjetivo ou substantivo.

Johnny was a nice boy.
She seemed a dedicated mother.

Não omita *a* ou *an* antes de um substantivo quando este se referir à profissão ou ao trabalho de alguém.

Mrs. Russell is a doctor.
He is an architect. (certo)
He is architect. (errado)

ATENÇÃO!

A ou AN?

Use *A* antes de palavras que começam com sons consonantais.

Use *AN* antes de palavras que começam com sons vocálicos.

A	AN
a book	an orange
a car	an apple
a university	an umbrella
a house	an honor
a year	an SOS
a one-dollar bill	an office
a European car	an essay

Tab. 1 Artigos *a* e *an*.

- Palavras que começam com “h” não pronunciado (use *an*):

heir	honest	honorable
heirress	honorary	hour
heirloom	honor	hourly
- Palavras que começam com “u” que é pronunciado como you (use *a*):

uniform	union	unique
university	universe	united
unit	unisex	usage
use	used	useless
user	usual	usually
utensil	uterus	utility
ubiquitous	unanimous	unification
- Abreviações ou siglas devem ser pronunciadas separadamente e o som da primeira letra é o que vale (use *an*):

an X-ray	an F.B.I. agent
an MP	an SOS

Veja a seguir um quadro resumo a respeito do uso de artigos indefinidos.

Use <i>A</i> ou <i>AN</i>
1. Antes de substantivos contáveis indefinidos. Ex.: a car, a boy, an orange.
Use “a” antes de palavras iniciadas com som consonantal: a house, a table.
Use “an” antes de palavras iniciadas com som vocálico: an apple, an artist.
Cuidado: an heir, an honest man, an honor, an hour. a university, a European, a unit, a universal, a union, a uniform. an X-Ray, an SOS, an FBI agent.

Tab. 2 Artigos *a* e *an*.

Não use <i>A</i> ou <i>AN</i>
1. Antes de substantivos incontáveis. Ex.: Errado: Could you get me a water? Certo: Could you get me some water?
2. Antes de substantivos no plural. Ex.: Books are very useful. Apples are expensive.

Tab. 3 Artigos *a* e *an*.

Artigo definido

Use o artigo definido *the* ao se referir a algo ou alguém que já tenha sido mencionado ou que já seja conhecido do leitor ou interlocutor.

I see a boy and a girl playing in the park. The boy is kicking a ball and the girl is in the sandbox.

Pode-se dizer que existe uma regra geral para o uso do artigo definido *the*, assim como uma série de casos especiais.

ATENÇÃO!

Regra Geral

Use *the* antes de substantivos usados em sentido específico.

The water from that drinking fountain tastes awful.

(water from that drinking fountain = sentido específico)

Não use *the* antes de substantivos usados em sentido genérico.

Water is essential for life.

(water = sentido genérico – any water)

Veja agora os quadros com os casos especiais em que você deve ou não usar *the*:

Use <i>THE</i>
1. Antes de substantivos usados em sentido específico: The book you gave me is outstanding. This is the furniture we just bought.
2. Antes de nomes de acidentes geográficos: The Pacific, The Thames, The Alps.
3. Antes de superlativos: She is the most beautiful girl in town. He regrets buying the cheapest wine they had.
4. Antes de números ordinais antecedendo substantivos: The Second World War, the third chapter.
5. Antes de nomes de grupos étnicos: The Aztecs, The Indians.

Use <i>THE</i>	
6.	Antes de documentos históricos: The Constitution, the Magna Carta.
7.	Antes de países de nomes compostos: The United States, the Dominican Republic. (exceto Great Britain)
8.	Antes de nomes de instrumentos musicais: The piano, the guitar.
9.	Antes de nomes de profissões e títulos quando o nome da pessoa não for citado: The doctor, the President.
10.	Antes de adjetivos usados como substantivos: The poor must have a decent life. Utiliza-se o artigo definido.

Tab. 4 Utiliza-se o artigo definido.

Não use <i>THE</i>	
1.	Antes de substantivos usados em sentido genérico: Sugar is sweet. Athlets should follow a well-balanced diet.
2.	Antes de nomes próprios no singular: Peter lives in Calgary.
3.	Antes de nomes de lagos no singular: Lake Erie, Lake Geneva.
4.	Antes de nomes de esportes: basketball, soccer.
5.	Antes de substantivos abstratos: freedom, happiness.
6.	Antes de nomes de países no singular: England, Canada, Brazil.

Tab. 5 Não se utiliza o artigo definido.

PREPOSIÇÃO



John got to the movies at 8.50. He got there in time for the session.



Mary got to the movies at 9.00. She got there on time for the session.

Revisando

1 Qual é a diferença de uso entre os artigos indefinidos *a* e *an*?

2 Por que algumas palavras iniciadas com consoantes são precedidas pelo artigo indefinido *an*?

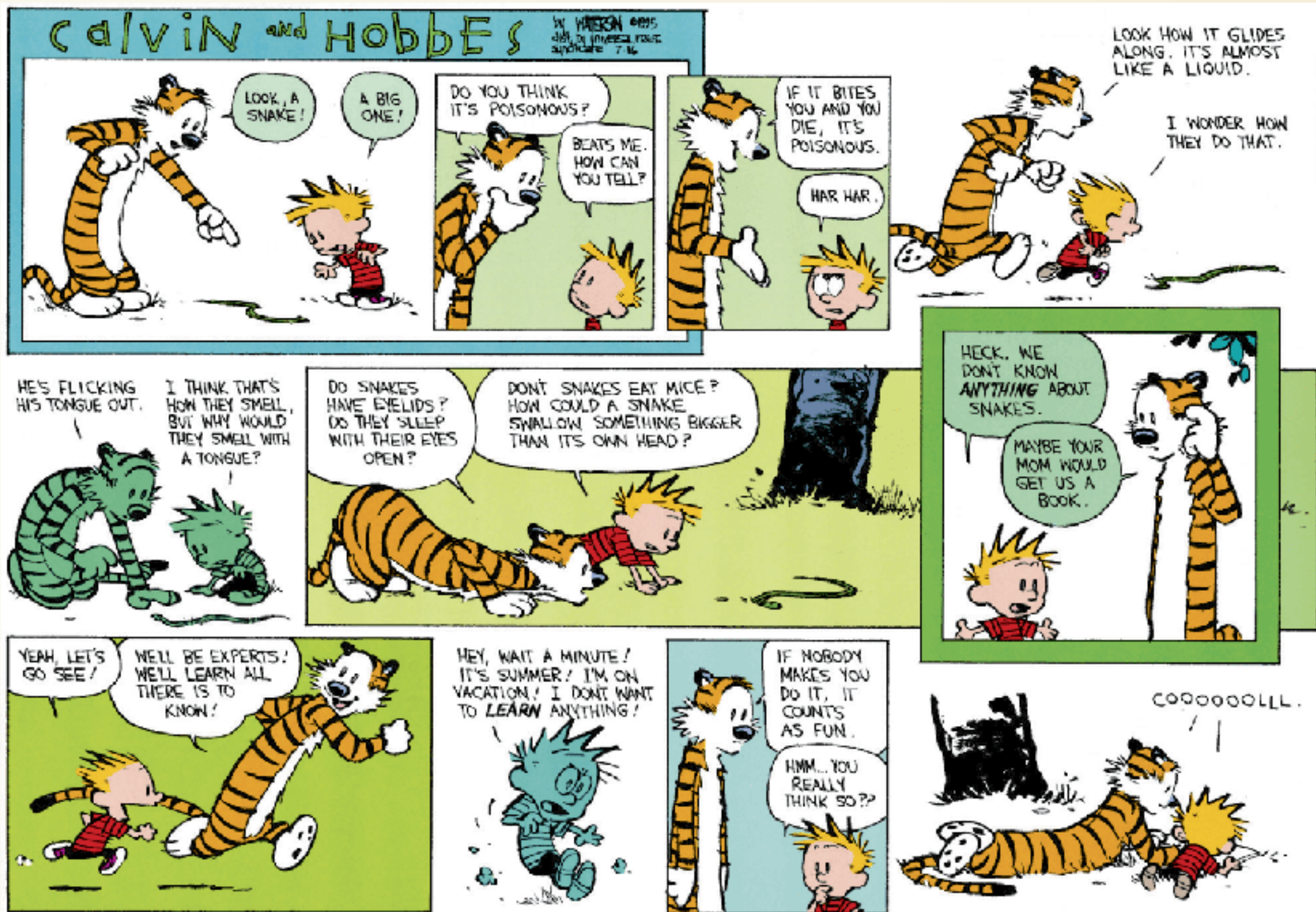
3 Qual é a regra geral para uso do artigo definido *the*?

Exercício proposto

1 Complete as frases abaixo usando os artigos *a*, *an* ou *the*. Faça um X onde o uso do artigo não for necessário.

- a) _____ our students are preparing a report on _____ Amazon rain Forest.
- b) John can play _____ tennis but he can't play _____ baseball.
- c) When I was coming from _____ club I decided to go to _____ hospital and visit my aunt Sarah.
- d) _____ Wilsons are moving to _____ South America next month.
- e) _____ Statue of Liberty was a gift of friendship from _____ France to _____ United States.
- f) Janice has been to _____ Spain many times but she can't speak _____ Spanish.
- g) That man is selling _____ new product in _____ British market.
- h) Could you give me _____ cup of _____ coffee with _____ sugar?
- i) _____ President Obama will be on _____ TV tonight.
- j) _____ teacher we told you about showed us how to play _____ piano. She's _____ nice person.

TEXTOS COMPLEMENTARES



Music

Message in a bottle

"[...] Just a castaway, an island lost at sea, oh
 [...] I'll send an SOS to the world
 I hope that someone gets my
 Message in a bottle, yeah
 [...] A year has passed since I wrote my note
 [...]"

Sting. "Message in a bottle". Intérprete: The Police. In: Reggata de Blanc. Reino Unido: A&M, 1979. Lado 1, faixa 1.

Tradução:

RESUMINDO

- **Artigos indefinidos:** a/an.
 - Usos: nunca antes de substantivos incontáveis ou de substantivos no plural.
- **Artigo definido:** the.
 - Uso: antes de substantivos usados com sentido específico.
 - Casos especiais: acidentes geográficos, instrumentos musicais, superlativos etc.
 - Não se usa: antes de substantivos tomados em sentido genérico, nomes de esportes, nomes próprios no singular etc.

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar a canção "Message in a bottle", de The Police.
<www.thepolice.com/discography/index/song/id/188>.
<<http://letras.mus.br/the-police>>.

- Site onde você poderá praticar o uso de artigos.
<www.english-hilfen.de/en/exercises/nouns_articles/article_a.htm>.

Exercícios complementares

Interpretação de textos

Leia o texto e responda às questões de 1 a 4.

Promoting a global dialogue on water

Water scarcity has been surfacing more and more as a serious global issue in recent years. That scarcity has caused significant business disruptions across all sectors and geographies, and with all the associated technical, economic, political, environmental and social implications. This reality is projected to worsen in the future, as a result of climate change and demographics.

The UN Human Development Report 2006 stresses this critical issue: "Better access to water and sanitation would act as the catalyst for a giant advance in human development, creating opportunities for gains in public health, education and economic growth." Experience from the climate change debate has shown that translating awareness to specific action takes many years.

There is a major challenge in catalysing effective action on a global level. Governments play an important role in helping to mitigate and adapt to the challenge, but so does the private sector, through individual company actions and through innovative public-private partnerships.

Such partnerships can offer a useful solution. Since late 2005, the Forum's Water Initiative has focused on creating networks in South Africa and India. The objective has been to catalyze ideas for public-private water infrastructure projects and shape them into well-developed, bankable project propositions, and financing plans.

Disponível em: <www.weforum.org/en/initiatives/water/GlobalDialogue/index.htm>. Acesso em: jul. 2008. (Adapt.).

1 UFMG According to the text, we cannot say that water scarcity, worldwide:

- (a) has affected businesses.
- (b) has been debated lately.
- (c) has improved the climate.
- (d) has had social implications.

2 UFMG The word **does** (line 15) can be best interpreted as:

- (a) catalyzes effective action.
- (b) challenges the adaptation.
- (c) innovates partnerships.
- (d) plays an important role.

3 UFMG The organization of this text is in the form of:

- (a) arguments for and against.
- (b) hypothesis and proof.
- (c) problem and solution.
- (d) sequence of descriptions.

4 UFMG We can say that the text argues in favor of:

- (a) adaptation.
- (b) financing.
- (c) opportunities.
- (d) partnerships.

Leia o texto e responda às questões de 5 a 8.

Salt

What substance is essential to life but can damage your health if taken in excess? What has been used as money and has been the cause of bitter warfare? What is so important to our culture that references to it abound in every language around the globe? Nothing less than salt – that white granular seasoning found on virtually every dining table.

Although current nutritional advice warns against consuming too much salt, without it we would die. In addition, salt is one of the most effective and widely used food preservatives and its industrial uses are innumerable. Indeed, salt is vitally important to agriculture, snow and ice control, water conditioning, the chemical industry, metals production – to name just a few!

Salt has a fascinating history and references to it are common since writing began. Some 2,700 years BC the Peng-Tzao-Kan-Um was published in China. This is probably the earliest known treatise on pharmacology. A major portion of this writing is devoted to a discussion of more than 40 kinds of salt. The treatise includes descriptions of two methods of extracting salt and adapting it to a usable form. The ancient Chinese methods for obtaining salt are amazingly similar to processes still in use today.

Salt has also been of crucial economic importance. In some parts of the world, salt was minted into coins and deemed to be as valuable as gold. The ancient Greeks traded salt for slaves, giving rise to the phrase "not worth his salt" to describe someone who is lazy or does not work hard. The beautiful Italian city of Venice was built on revenue from the salt trade. Roman soldiers were partially paid in the mineral known as "salarium argentum", out of which comes the common English word "salary". References to salt abound in languages around the globe, especially where salt is important to food. From the Latin "sal", for example, come such words for preserved foods as "sauce" and "sausage".

Helen Costin. *Modern English Digest*, 2005. v. 3, p. 8-11. (Adapt.).

5 UFMG According to the text, we cannot say that:

- (a) all countries distribute salt.
- (b) salt is an economic resource.
- (c) there are many types of salt.
- (d) we do not survive without salt.

6 UFMG From the text, we can infer that salt:

- (a) has become a reference in cooking.
- (b) has been found to be unlimited.
- (c) has debatable physiological action.
- (d) has influenced social practices.

7 UFMG According to the text, the process to obtain salt has been:

- (a) mistakenly adapted from old medicine.
- (b) nearly the same for thousands of years.
- (c) sometimes described in literary texts.
- (d) strictly related to agricultural strategies.

8 UFMG According to the text, the word **deemed** (line 22) means nearly the same as:

- (a) considered.
- (b) imagined.
- (c) neglected.
- (d) pretended.

Leia o texto a seguir e responda às questões de 9 a 18.

Get thee to a monastery

For most of her life, Pam Nolan, 45, found herself in a cold war with God. Her parents, disaffected Roman Catholics, left the church when she was 18, taking her with them. But more than a decade later, after the birth of her daughter, she made a slow creep back to religion, first as a Unitarian and then as a Methodist. But still her soul kept its distance. Then last year her church went on a retreat at the Abbey of the Genesee, a monastery in upstate New York. During a discussion, when a monk (and a recovering alcoholic), repeatedly said, "God loves you," Nolan started sobbing. In a message she later posted on the Internet, she explained that "the God I met as a child was judgmental, condemning, did horrible things to his own son." But somehow here, in the most Catholic of places, she says, the wall fell.

Nolan still doesn't attend church regularly, and she considers herself spiritual, not religious. The only ritual she has decided to keep is coming back to the abbey every June for her birthday. A three-day weekend, it is her only vacation away from her job as a computer specialist, and this is what she gets: a hard single bed with threadbare sheets in a sweltering, non-air-conditioned room; a warped desk and chair that would be rejected by Motel 6; and simple meals like baked beans or tuna casserole. And for the whole weekend she is supposed to be silent. But as she walks across the abbey's 2,200 acres, past the wheat fields and down by the river, or sits near a statue of the Madonna, watching white-tailed deer dance by and listening to bullfrogs, Nolan says she finds peace. "It's mine, just my time," she says. "I can sit, think and pray."

Time, August 03, 1998.

9 PUC-MG 1999 When she was 18, Pam Nolan's parents:

- (a) persuaded Pam to support the Roman Catholic Church.
- (b) tried to help the Roman Catholic Church succeed.
- (c) gave up supporting the Roman Catholic Church.
- (d) wanted to give support to the Roman Catholic Church.
- (e) decided they had to support the Roman Catholic Church.

10 PUC-MG 1999 Pam Nolan had been:

- (a) unconcerned about God.
- (b) indifferent to God.
- (c) worried about God.
- (d) hostile towards God.
- (e) insincere to God.

11 PUC-MG 1999 After the birth of her daughter, Pam Nolan:

- (a) spent hours discussing rules.
- (b) turned back to religion.
- (c) joined a strict religious sect.
- (d) started discussing church unity.
- (e) began to make up religious rules.

12 PUC-MG 1999 The God that Nolan came to know in her childhood was:

- (a) amazing.
- (b) eternal.
- (c) cruel.
- (d) boring.
- (e) friendly.

13 PUC-MG 1999 The capital word in "Then last year her church went on a RETREAT..." means:

- (a) long periods of time when people have no regular breaks.
- (b) periods of time during which someone has a job to do.
- (c) particular lengths of time with a beginning and an end.
- (d) a period of time used to pray, study, or think carefully.
- (e) a two-month period of time when people get some rest.

14 PUC-MG 1999 Nolan usually stays at the abbey:

- (a) longer than she wished to.
- (b) for three days.
- (c) longer than necessary.
- (d) until she gets tired.
- (e) for many days.

15 PUC-MG 1999 Nolan says she is a:

- (a) spiritualist.
- (b) ritualist.
- (c) traditionalist.
- (d) reformist.
- (e) conformist.

16 PUC-MG 1999 Nolan's room at the abbey was:

- (a) small and untidy.
- (b) simple but dirty.
- (c) simple and hot.
- (d) large but cold.
- (e) dark but airy.

17 PUC-MG 1999 At the abbey Nolan:

- (a) realized she would change suddenly.
- (b) was supposed to stay in her room.
- (c) was expected to pray all the time.
- (d) was told to remain in silence.
- (e) thought of never leaving the place.

18 PUC-MG 1999 Nolan says that walking across the fields:

- (a) brings her nothing but trouble.
- (b) makes her feel anxious.
- (c) helps her breathe better.
- (d) makes her sob noisily.
- (e) brings peace to her.

Gramática

19 In the following sentences supply the articles (a, an, or the) if they are necessary. If no article is necessary, leave the space blank.

- Jason's father bought him _____ bicycle that he had wanted for his birthday.
- _____ Statue of Liberty was a gift of friendship from _____ France to _____ United States.
- Rita is studying _____ English and _____ Math this semester.
- _____ judge asked _____ witness to tell _____ truth.
- Please give me _____ cup of _____ coffee with _____ cream and _____ sugar.
- _____ big books on _____ table are for my history class.
- No one in _____ Spanish class knew _____ correct answer to _____ Mrs. Perez's question.
- _____ my car is four years old and it still runs well.
- When you go to _____ store, please buy _____ bottle of _____ chocolate milk and _____ dozen oranges.
- There are only _____ few seats left for _____ tonight's musical at _____ university.
- John and Marcy went to _____ school yesterday and they studied in _____ library before returning home.
- _____ Lake Erie is one of _____ Great Lakes in _____ North America.
- On our trip to _____ Spain, we crossed _____ Atlantic Ocean.
- _____ Mount Rushmore is the site of _____ magnificent tribute to _____ four great American presidents.
- What did you eat for _____ breakfast this morning?
- Louie played _____ basketball and _____ baseball at _____ Boy's Club this year.
- Rita plays _____ violin and her sister plays _____ guitar.
- While we were in _____ Alaska, we saw _____ Eskimo village.
- Phil can't go to _____ movies tonight because he has to write _____ essay.
- David attended _____ Princeton University.

As questões de 20 a 29 referem-se a Artigos Definido e Indefinido.

20 One of _____ most important causes of conflict is _____ way people see _____ sides of _____ question.

- the/the/a/the
- the/-/the/a
- /the/the/a
- the/the/the/a
- /-/the/a

21 For me, _____ sixties represented _____ incredible breakpoint in history.

- the/-
- the/a
- /an
- a/the
- the/an

22 I'm sure that _____ men and _____ women will always fight for _____ their rights.

- /-/the
- /-/-
- the/-/the
- the/the/the
- /the/-

23 _____ city guide we bought in _____ London was such _____ useful thing that we had no problems finding our way there.

- The/-/a
- The/the/an
- The/-/an
- /-/-
- /the/the

24 _____ excellent contribution for _____ survival of _____ mankind is that man stop destroying _____ Nature.

- The/the/the/the
- An/the/-/-
- An/the/the/a
- A/-/the/the
- The/a/a/the

25 PUC-PR Fill in the blanks with the definite article:

_____ Brazil is _____ most industrial country in _____ South America, while _____ United States holds _____ same position in _____ North America.

Choose the correct alternative:

- The; the; the; the; the; the
- X; the; the; X; the; X
- X; the; X; the; the; X
- X; the; the; the; the; X
- The; X; X; X; the; the

26 UFPB Read this sentence:

"_____ good idea is _____ good idea, whether it's done in _____ one, _____ three or 33 countries."

It is completed by the following sequence:

- A/no article/the/the
- no article/no article/a/a
- The/the/noarticle/no article
- A/a/no article/no article
- The/no article/a/no article

27 UnitaU Assinale a alternativa que corresponde à sequência que completa as lacunas a seguir:

_____ indian the ecologist saw, started _____ horrible fire because of _____ ordinary yellow bird _____ flew over his head.

- A; the; a; who
- An; the; a; whose
- The; a; an; which
- The; an; a; whom
- A; an; a; which

28 Vunesp Assinale a alternativa que preenche corretamente as lacunas da frase a seguir:

It was _____ honor for us to see _____ Queen of _____ England.

- a - the - the
- () - a - ()
- an - a - the
- the - () - an
- an - the - ()

29 UnitaU Assinale a alternativa que corresponde à sequência na qual se inclui um uso inadequado do artigo em inglês:

- a watch; a pity; an orange
- an umbrella; a real effort; a year
- a small plane; an idea; a whale
- a one-man show; an university; a private investigator
- an egg; an uncle; a book

10

Verb tenses IV – Present perfect

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SPIDER-MAN
3
20:00 HS

WOREL SIMAVI238FCOM

Iniciaremos neste capítulo o estudo dos tempos *Perfect*. Já estudamos os tipos *Simple* e *Continuous* no presente, passado e futuro. A partir de agora analisaremos os *Perfect*, suas regras de formação, características e usos. Verifique como uma série de novos conceitos surgirá e aprenda a relacioná-los aos que havíamos visto até aqui. Tenha uma especial atenção para com as palavras-chave que quase sempre acompanham os tempos *Perfect*.

É importante que os conceitos envolvidos nas três condições de uso do *Present perfect tense* estejam totalmente esclarecidos e que as nuances que determinam a opção por um ou por outro tipo de uso se tomem facilmente perceptíveis e de uso corrente.



WOREL SIMAVI238FCOM

Nomenclatura

Os tempos que recebem o nome *perfect* têm como auxiliar o verbo *to have* e o verbo principal no Particípio passado, exceto os tempos *perfect continuous* que têm o verbo principal no gerúndio. Veja os modelos abaixo:

Present perfect tense

auxiliares { have
ou + verbo principal no Part. passado
has

Por ser um tempo *PERFECT* pode-se deduzir a seguinte estrutura:

auxiliar *to have* + v. principal (Part. pas)

Por ser especialmente Present perfect, basta ter o auxiliar *to have* no presente (*have* ou *has*)

Assim sendo, teremos também:

Past perfect tense

auxiliar { had + verbo principal no Part. passado

I had been

He had taken

Future perfect tense

auxiliar { will have + verbo princ. no Part. Pas.

I will have been

He will have taken

Vamos então analisar as formações, características e usos dos tempos *Present perfect* e *Present perfect continuous*.

Present perfect Formação

Auxiliar <i>have</i> ou <i>has</i>	+	V. Princ. (Part. pas.)
<i>I have studied</i>		<i>She has gone</i>
<i>You have traveled</i>		<i>They have had</i>

Usos

O *Present perfect* é usado em três situações distintas.

1º uso 

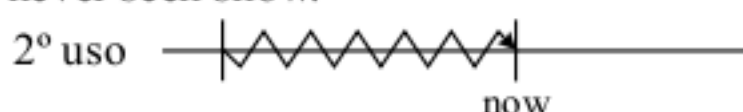
Para expressar a ideia de que algo ocorreu (ou nunca ocorreu) antes do momento presente, agora, em um tempo indefinido no passado. O momento exato em que ocorreu não importa ou é desconhecido.

They have moved into a new apartment.

Have you ever visited Mexico?

I have already seen that movie.

I have never seen snow.

2º uso 

Para expressar uma situação que começou no passado, não foi interrompida, e vem até o presente. Nestes casos, usado com *since* ou *for*.

- *I have been here since nine o'clock.*
- *They have been here for two weeks.*
- *I have known him for many years.*
- *We have studied here since March.*

3º uso 

Para expressar uma ação que se repete ao longo da sucessão temporal até o presente. O tempo exato de cada repetição não é importante.

We have had four tests so far this semester.

He has spent his vacations abroad ever since he was at college.

I have flown on an airplane many times.

She has written a letter to her parents every week for the last two years.

Existem palavras ou expressões que são tipicamente usadas com o *Present perfect tense*, sendo então referenciais importantes para se analisar seu uso. Veja algumas destas *keywords*.

Just

Usada para indicar que a ação acabou de ocorrer.

Mary has just left home.

The kids have just arrived from school.

Recently/Lately

Indicam indefinição de tempo, dando ideia de repetição até o presente.

I have read good books lately.

You have been restless recently, John.

Is anything wrong?

Once/ Twice/ Several times/ Many times

Indicam ocorrência no passado sem especificação de tempo.

We have stayed at the Hilton twice.

The Thompsons have been to Europe many times.

Ever

Significa já, indicando experiência na vida. Geralmente na interrogativa.

Have you ever skied before?

Have you ever driven a truck?

Already/Yet

Indicam relação com tempo.

Already = já. *Yet* = já (em uma interrogativa) ou ainda (em uma negativa)

Use *already* em afirmativas, e *yet* em negativas.

Nas interrogativas, tanto *already* como *yet* são usados, variando o sentido:

Com *already* – há expectativa de resposta.

Com *yet* – não há expectativa de resposta.

Posição na frase:

already (entre o auxiliar e o verbo principal ou no final da frase, indicando surpresa ou ênfase)

yet (no final da frase)

She has already finished her work.

Have you finished all your exercises already? Wow, that was quick!

They haven't done anything yet.

Have you already seen Titanic?

Have they found a job yet?

O contraste com o Simple past

Muito abordado em exames vestibulares, o contraste entre o *Present perfect* e o *Simple past* é assunto digno de nota.

Simple past	Present perfect
Tempo definido no passado Exemplo: He went to Europe last year.	Tempo indefinido no passado Exemplo: He has gone to Europe.
Ação termina no passado. Exemplo: Joe lived in NYC for five years. (Joe morou lá por 5 anos, mas não mora mais atualmente)	Ação pode vir até o presente. Exemplo: Joe has lived in NYC for five years. (Joe começou a morar lá há 5 anos e ainda mora lá atualmente)

Tab. 1 Diferença entre *Simple past* e *Present perfect*.

Present perfect continuous

Formação

Auxiliar: to be (no *Present perfect*)

V. principal: gerúndio (ing)

have been / has been + V. Princ. (ing)

I have been sitting here for half an hour.

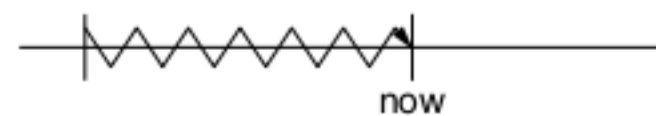
You have been studying for five straight hours.

He has been listening to the radio since he woke up his morning.

It has been raining hard all day.

Uso

O *Present perfect continuous* é usado para expressar a duração de uma atividade que começou no passado, não foi interrompida, e continua até o presente.



They have been working at the same store for ten years.

Observação: Neste caso tanto o *Present perfect* quanto o *Present perfect continuous* podem ser usados. A diferença é que o uso do *Present perfect continuous* dá ênfase à continuidade da ação até o presente.

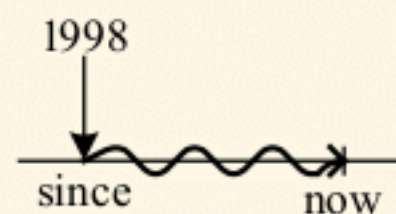
Assim sendo:

- a) I have studied hard lately.
- b) I have been studying hard lately.

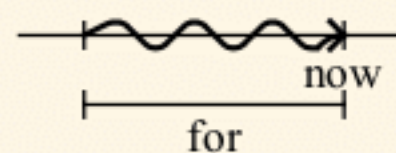
A frase b dá ênfase especial à continuidade da ação até o presente.

Com alguns verbos (notadamente *live*, *work*, *teach*) há pouca ou nenhuma diferença entre os dois tempos verbais quando *since* ou *for* são usados.

PREPOSIÇÃO



I have been living here since 1998.



I have been living here for 3 years.

Revisando

1 Por que o *Present perfect tense* tem o nome "*Present*" se ele refere-se a ações que não são exatamente o que se entende por presente?

2 Qual a diferença entre o segundo e o terceiro uso do *Present perfect tense*?

3 Em que situação deve-se preferir o uso do *Present perfect continuous* ao do *Present perfect*?

Exercícios propostos

1 Complete as frases abaixo usando o Simple past ou o Present perfect tense dos verbos entre parênteses.

- I _____ (know) Paul when he was a child, but I (not see) him for many years.
- James _____ (know) his best friend Mark for more than 20 years.
- Nick _____ (take) a trip to Asia last August. He (take) many trips to Asia since he started his own import-export business.
- Laura _____ (play) the violin with the London Symphony since 1995.
- The night has ended and it's daylight now. The sun (rise). It _____ (rise) at 6:12.

2 Complete as frases abaixo usando o Present perfect tense ou o Present perfect continuous dos verbos entre parênteses:

- The children are in the backyard. They _____ (play) ball for the last 30 minutes.
- My son _____ (play) tennis only a couple of times, so he's not good at it yet.
- Dana _____ (sleep) for almost eight hours. Do you think I should wake her up?
- My nephews _____ (sleep) in the downstairs bedroom only once. They usually sleep upstairs in another bedroom.
- I _____ (not fly) on a plane since last year when I went to Canada.

TEXTOS COMPLEMENTARES



How Sir Ranulph Fiennes is always in the right place at the right time.

Você, alguma vez na sua vida viu a chuva caindo em um dia de sol?

Pois é, este refrão tem sido repetido inúmeras vezes há muitos anos em uma das canções que mais foram regravadas por vários intérpretes de estilos musicais diferentes. Enfim, um clássico.

Music

Have you ever seen the rain

"... I wanna know, have you ever seen the rain
I wanna know, have you ever seen the rain
Coming down on a sunny day ..."

John Fogerty. "Have you ever seen the rain?" Intérprete: Creedence Clearwater Revival. In: *Pendulum*. São Francisco: Fantasy, 1971. Lado 1, faixa 4.

Tradução:

Como você pode ver, a pergunta do refrão "Have you ever seen the rain?" é um ótimo exemplo do uso de *ever* com o *Present perfect tense* para se referir a uma experiência na vida, algo que tenha, em algum momento (não definido), sido feito por alguém.



Whether in Saharan sands or in frozen arctic wastes, Sir Ranulph Fiennes would never set out without his Rolex.

"I've navigated across the world, right through both Poles with it," he explains.

For Sir Ranulph knows precisely what angle his shadow will fall at in any given hour, so he can deduce the direction in which to proceed, despite the absence of landmarks.

He wears a CMT-Master which, "has never let me down, in all those years".

When asked whether he would ever consider embarking on an expedition with a different watch, Sir Ranulph's reply, although terse, is in fact a supreme compliment. "Oh no:" he says briskly. "I think that would be a very stupid risk to take."

Over the hills and far away

"... Many have I loved
Many times been bitten
Many times I've gazed
Along the open road.
[...]
Many times I've lied
Many times I've listened
Many times I've wondered
How much there is to know.
[...]
Mellow is the man who knows what he's been missing,
Many is a word
That only leaves you guessing ..."
[...]

Jimmy Page; Robert Plant. "Over the hills an for away".
Intérprete: Led Zeppelin. In: *Houses of the holy*.
Estados Unidos: Atlantic Records, 1973. Faixa 3.

Tradução:

Identifique o uso do *Present perfect tense* e do *Present perfect continuous tense* nos seguintes trechos da canção. Siga o modelo:

1. "Many have I loved": ação com tempo indefinido no passado.
2. "Many times I've gazed along the open road":

3. "Many times I've lied":

4. "Many times I've listened":

5. "Many times I've wondered":

6. "Mellow is the man who knows what he's been missing":

Over the hill:

Expressão idiomática que pode ter dois significados.

(1) fuga da prisão ou do serviço militar.

They broke out of jail and went over the hill.

(2) velho demais (para algo)

You're only fifty! You're not over the hill yet.

RESUMINDO

- Present perfect tense: auxiliar have/has + verbo principal no particípio passado.
Usos: expressar ação que ocorreu em um tempo indefinido no passado; expressar ação que começou no passado e vem até o presente; expressar ação que se repete ao longo do tempo.

- Keywords: ever; just; already/yet; recently; lately.
- Present perfect continuous: auxiliar have/has been + verbo principal terminando em "ing".
Uso: expressar uma ação que começou no passado e continua até o presente, enfatizando sua duração.

■ QUER SABER MAIS?



SITES

- Você poderá encontrar as músicas de Creedence Clearwater Revival e de Led Zeppelin nos sites:
<<http://letras.mus.br/creedence-clearwater-revival>>.
<<http://letras.mus.br/led-zeppelin>>.
<www.reallyrics.com>.
- Site onde você poderá saber mais sobre o *Present perfect*.
<<http://learnenglish.britishcouncil.org/en/english-grammar/verbs/present-tense/present-perfect>>.

Exercícios complementares

Interpretação de textos

Leia o texto a seguir e responda às questões de 1 a 5.

Brazil: The Giant Down South

If Barack Obama came to visit Brazil – and he should – we would impress him with our bigness in everything. We might even cause him to ponder just what all this bigness and ambition means for the United States.

If Obama came, we would show him not just a good time, but a great time. He could join the biggest party on earth (Carnaval) or go to the biggest football stadium in the world (Maracanã) to watch the biggest, or at least the winningest, national team in action. We would awe Obama with our geography. We're bi-hemispherical, crossed by the equator on top and laying our feet near the South Pole. We can sweat and freeze at the same time. We occupy more than half of South America, we have the biggest river and the biggest iron-ore reserves

on earth, and might just become one of the world's leading exporters of oil in the not-so-distant future. And if that doesn't work – or if our oil runs out – we will surely become the leading producer of biofuel. Our reputation for ethnic harmony is a bit undeserved but, still, ours is the biggest experiment in racial integration and miscegenation in history. We have a big, leftist (more or less) government but also a capitalist economy and are on the way to developing a big popular consumer market for our own products and for imports. We also have the widest spread between rich and poor in the world, however, along with the ugliest shantytowns and probably the worst corruption scandals. When not having fun or being awed, Obama would have much to think about. He may see us as a semitropical China, a giant stretching its limbs and demanding attention – but a different kind of attention than it got in the past. He may notice that we have Americanized, or McDonaldized, to a high degree, but notice, too, a sense in the land that it's time our bigness started to pay off and deliver on the future it promised. This might mean standing up like a giant in defiance of old attitudes and submissions. Obama might view moderate Brazil as a good ally against the radical populists popping up throughout the continent in the wake of failed neoliberal economics, or he may see us as an emerging geopolitical threat. There are people in Brazil who are sure that the United States is redeploying the Fourth Fleet to the South Atlantic just to show us who's really big. We have big ambitions – but big paranoia, too.

Luis Fernando Verissimo. Newsweek, July 28, 2008.

1 Ufes Se viesse ao Brasil, Barack Obama:

- (a) aprenderia a jogar futebol.
- (b) deveria também visitar o Equador.
- (c) não se entusiasmaria com o nosso Carnaval.
- (d) se impressionaria com a grandeza do país.
- (e) sofreria com as variações de temperatura.

2 Ufes Uma das contradições do Brasil é ser um país capitalista com:

- (a) capital reduzido. (d) muitos analfabetos.
- (b) governo esquerdista. (e) poucas dívidas.
- (c) ideias conflitantes.

3 Ufes Terra de muitas promessas, o Brasil, entretanto, também é:

- (a) alvo de ações do tráfico de drogas.
- (b) campo fértil para contrabando.
- (c) cenário de violência urbana.
- (d) palco de escândalos de corrupção.
- (e) paraíso de sonegação fiscal.

4 Ufes Se visitasse o Brasil, Barack Obama perceberia que, em relação ao passado, o país está mais:

- (a) americanizado. (c) favelizado. (e) isolado.
- (b) endividado. (d) feio.

5 Ufes O título do texto faz menção ao _____ e à _____ do Brasil.

- (a) analfabetismo/economia. (d) povo/pobreza.
- (b) clima/beleza. (e) tamanho/localização.
- (c) relevo/diversidade.

6 Use the *Simple past* or the *Present perfect*. In some sentences, either tense is possible but the meaning is different. Example: I (*attend, not*) *haven't attended* any parties since I came here.

- a) Al (*go*) _____ to a party at Sally's apartment last Saturday night.
- b) Bill (*arrive*) _____ here three days ago.
- c) Bill (*be*) _____ here since the 22nd.
- d) Try not to be absent from class again for the rest of the term. You (*miss, already*) _____ too many classes. You (*miss*) _____ two classes just last week.
- e) Last January, I (*see*) _____ snow for the first time in my life.
- f) In her whole lifetime, Anna (*see, never*) _____ snow.
- g) I (*know*) _____ Greg Adams for ten years.
- h) So far this week, I (*have*) _____ two tests and a quiz.
- i) Up to now, Professor Williams (*give*) _____ our class five tests.

7 Assinale a alternativa que preenche corretamente a lacuna: Have you _____ the correct alternative?

- (a) choose (c) choosed (e) chosen
- (b) chase (d) chose

8 We live in a highly technological society. It _____ (1) for mankind some of the most intricate and beautifully discriminating machines ever seen as well as some of the most powerful. What modern medicine has been able _____ (2) to cope with certain diseases _____ (3) to earlier generations truly miraculous.

Dialogue 2, 1992.

Qual a sequência que preenche corretamente os espaços numerados?

- (a) (1) had devised, (2) to do, (3) will be seem.
- (b) (1) has devised, (2) to do, (3) will be seem.
- (c) (1) has been devised, (2) to be doing, (3) would have seemed.
- (d) (1) has devised, (2) to do, (3) would have seemed.
- (e) (1) was devising, (2) to do, (3) will have seem.

9 Since 1985 the Shop _____ a Company limited by guarantee with charitable status; its aim is primarily to relieve poverty in developing countries.

Panflete da loja One World Shop, Edimburgo, Escócia.

A alternativa que melhor preenche a lacuna do texto é:

- (a) is (c) had been (e) has been
- (b) was (d) have been

10 Indicate the alternative that best completes the following sentence.

"I haven't finished the homework and _____."

- (a) my brother hasn't either. (d) either hasn't my brother.
- (b) neither my brother. (e) neither does my brother.
- (c) so did my brother

11 Assinale a letra correspondente à alternativa que preenche corretamente as lacunas da frase apresentada.

Sandy: Hi, Jack.

Jack: Hi, Sandy.

Sandy: Gosh! I _____ you for ages!

Jack: That's true. I _____ from a trip to Japan just yesterday.

- (a) saw – am returning
- (b) saw – returned
- (c) have seen – have returned
- (d) haven't seen – returned
- (e) haven't seen – have returned

12 Assinale a alternativa que preenche corretamente a lacuna da frase a seguir.

"Life is so dull! I anything interesting happen to me in ages!"

- (a) had
- (b) have not
- (c) have had
- (d) don't have
- (e) haven't had

13 UFBA Assinale a única alternativa correta.

Toothache may bite the dust

Toothache could be a thing of the past within a few years. A possible cure _____ by the doctors at Guy's Hospital, London.

Toothache _____ by an excess of sugar in our diet. The sugar _____ into acids by bacteria that are found in the mouth, and it is these acids that attack the teeth and make cavities. Researchers have discovered a vaccine that attacks the bacteria. Tests _____ on monkeys to establish its reliability and safety. The new vaccine _____ to all children when they reach the age of three.

Soars, John & Liz. *Headway intermediate: student's book*. Oxford: Oxford University Press, 1987. p. 73.

As lacunas do texto podem ser completadas respectivamente, por:

- (a) has found
 - (b) has been found
 - (c) has been found
 - (d) has been found
 - (e) has found
- is caused
 - is caused
 - is caused
 - has been caused
 - caused
- is converted
 - converted
 - is converted
 - has converted
 - converted
- was done
 - were done
 - were done
 - were done
 - were done
- will be given
 - will be given
 - will be given
 - will be given
 - will be given

14 Assinale a alternativa correta.

- (a) I live here since 1970.
- (b) I have lived here since 1970.
- (c) I am living here since 1970.
- (d) I will live here since 1970.
- (e) I would live here since 1970.

15 Assinale a alternativa que preenche corretamente as lacunas da frase a seguir.

He.....learning English five years ago but he.....it yet.

- (a) has started – does not learn
- (b) started – has not learned
- (c) has started – learn
- (d) started – have not learned
- (e) have started – did not learn

16 Assinale a alternativa que preenche corretamente a lacuna da frase a seguir.

Have you _____ my uncle Jack?

- (a) not meet
- (b) meets
- (c) meeting
- (d) met
- (e) meet

17 Assinale a alternativa que preenche corretamente a lacuna. I _____ the book for a couple of hours now.

- (a) had read
- (b) am read
- (c) had been read
- (d) having read
- (e) have been reading

18 Find the correct answer.

He _____ letters since lunch.

- (a) is writing
- (b) have been writing
- (c) have written
- (d) writes
- (e) has been writing

O texto abaixo refere-se às questões 19 a 28.

FORRÓ: Rhythm of the Brazilian Northeast

- 1 *I heard this music when I visited Salvador, Bahia, for the first time in 1986. Forró was not a sound I expected to hear. This is party music. It is party music from people who have been through hard times, who live in a parched, poor area of Brazil, the Northeast. They love their land probably more than they love Brazil, which has not always treated them well. The people who make and dance to this music are most often brown. Like their earth. It is the brown sound. The parties are intense and the bands would play all night. When one band got tired, they would take a nap, or drink, or eat, and another band would take over. Until the sun came up.*
- 2 *The songs celebrate their land, parties, festivals, lost love and the hard life of the Brazilian cowboys. A palm-leaf roof, a dirt dance floor, hundreds of eager townsfolk. A traditional trio – accordion, triangle, bass drum – will soon have couples dancing and the crowd cheering happily.*
- 3 *Its story begins in the backlands of Northeastern Brazil. Much of today's music covered by the umbrella term "forró" derives from 19th century country dances: "arrasta-pé, xote, and xaxado". Strongly identified with winter harvest celebrations and June fests, the music is part European, part African, perhaps part Indian, but all Brazilian. An old folk term "forrobodó" – meaning lavish dance party – is a likely origin of the word "forró". Popular legend says the term evolved from open parties ("for all"), sponsored by English railroad engineers. But who really knows?*

4 The story next moves south to Rio de Janeiro, show business hub of Brazil, where the first big success, in the 1940's, was singer-accordionist Luis Gonzaga (1912-1989) with the new beat of "baião". "Baião" rivaled samba in popularity for a while and became the mainstay of Northeastern music.

David Byrne, August 1990.

19 UFV When David Byrne came to Salvador, Bahia:

- (a) he knew how to play "forró".
- (b) he hated "forró".
- (c) he was surprised to hear "forró".
- (d) he was looking forward to hearing "forró".
- (e) he intended to play "forró".

20 UFV "Forró" players live on a Parched area of Brazil, that is, an area which is:

- (a) humid. (c) cold. (e) moist.
- (b) dry. (d) wet.

21 UFV According to David Byrne, people from the northeast:

- (a) are not proud of their land.
- (b) probably love their land as much as they love Brazil.
- (c) do not care about their land.
- (d) do not love Brazil.
- (e) probably love Brazil less than they love their land.

22 UFV When the author says that "the people who make and dance to this music are most often brown" (par.1), he means that the people:

- (a) are dressed in brown.
- (b) do not have a fair skin.
- (c) like the color brown.
- (d) have a fair skin.
- (e) like to paint their faces brown.

23 UFV Traditionally, in order to play "forró", one needs:

- (a) just a drum. (d) an orchestra.
- (b) a lot of instruments. (e) a few instruments.
- (c) an umbrella.

24 UFV According to the author, the bands would play until the sun came up, that is, until:

- (a) sunrise. (d) midnight.
- (b) sunset. (e) late in the afternoon.
- (c) noon.

25 UFV According to David Byrne, "forró" is strongly identified with:

- (a) English customs.
- (b) farming and religious celebrations.
- (c) urban living.
- (d) pop music.
- (e) Carnival.

26 UFV In the sentence "Its story begins in the backlands of Northeast, Brazil" (par.3), **its** refers to:

- (a) cowboy. (c) crowd. (e) accordion.
- (b) couple. (d) forró.

27 UFV David Byrne says that "'forrobodó' is a likely origin of the word 'forró'" (par.3). A synonym for **likely** is:

- (a) popular. (c) very probable. (e) improbable.
- (b) likable. (d) false.

28 UFV According to popular legend, the term "forró" meant:

- (a) a party sponsored by Brazilians.
- (b) a party for English railroad engineers only.
- (c) a party for cowboys only.
- (d) a party everybody could go to.
- (e) a party for brown people only.

29 UFV Complete os espaços.

Candy

It's a rainy afternoon in 1990

The big city

Geez, it (was/ s'been) _____ 20 years
(1)

Candy, you (were/have been) _____ so fine
(2)

Beautiful, beautiful girl from the north

You (burned/have burned) _____ my heart
(3)

with a flickering torch

I (had/have had) _____ a dream that no one else could see
(4)

You (gave/have given) _____ me love for free
(5)

CHORUS

Candy, Candy, Candy

I can't let you go

All my life you're haunting me

I (loved/have loved) _____ you so
(6)

Candy candy candy

I can't let you go

Life is crazy

Candy baby

Yeah, well it (hurt/has hurt) _____ me real
(7)

bad when you (left/have left) _____
(8)

I'm glad you (got/have gotten) _____ out
(9)

But I miss you

I (had/'ve had) _____ a hole in my heart
(10)

For so long

I (leamed/'ve leamed) _____ to fake it and just smile along
(11)

Down on the street

Those men are all the same

I need a love

Not games

Not games

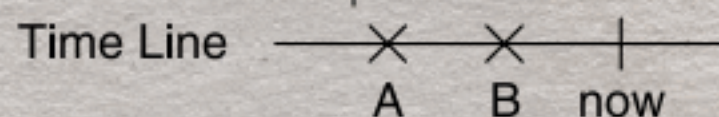
11

Verb tenses V – Past perfect

É muito comum encontrarmos situações nas quais mais de uma ação ocorre. Quando ambas são mencionadas no passado, um importante ponto de vista deve ser observado: qual delas ocorreu primeiro na sucessão temporal?

A que ocorreu primeiro recebe o *Past perfect* e a outra o *Simple Past*. Aprenda, a seguir, como se relacionam estes tempos verbais.

Habitue-se a utilizar sempre o conceito da sucessão dos acontecimentos na linha do tempo.



A ação A ocorre antes da ação B na sucessão temporal.



Past perfect tense

Formação

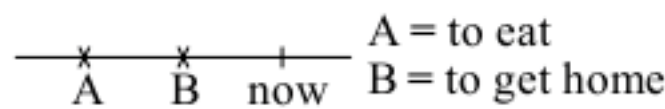
had + verbo principal (particípio passado)
(auxiliar)

Exemplos

I had gone.
You had taken.
He had worked.
They had been.

Uso

Para expressar uma atividade que foi completada antes de uma outra ou antes de um certo tempo no passado.



My parents *had already eaten* by the time I *got* home.

A B

Exemplos

I had never heard about it until yesterday.
The thief simply walked in. Someone had forgotten to lock the door.
She had left before we got there.

ATENÇÃO!

Em alguns casos, em especial quando *before* or *after* são usados, o uso do *Past perfect* pode ser dispensado, adotando-se então o *Simple past*, sem mudança de sentido. Entende-se que o relacionamento do tempo já estaria claro.

Exemplos

After the guests *had left*, I went to bed.
After the guests *left*, I went to bed.

No entanto, cuidado:

Sam *had left* when we *got* there.
First: Sam left **Second:** we got there
Sam *left* when we *got* there.
First: we got there **Second:** Sam left

Past perfect continuous

Formação

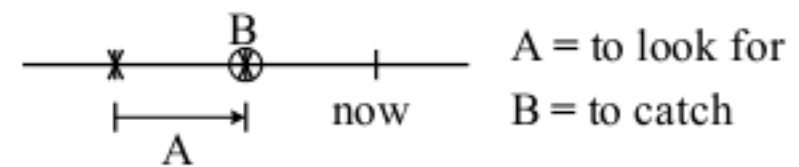
auxiliar “be” no Past perfect + verbo principal no gerúndio.

Exemplos

I had been doing
He had been studying
They had been working

Uso

Para expressar a duração de uma atividade que estava em progresso antes de uma outra ou antes de um certo tempo no passado.



The police *had been looking* for the criminal for two years before they *caught* him.

Exemplos

The patient *had been waiting* in the emergency room for almost an hour before a doctor finally *treated* her.
He finally came at six o'clock. I *had been waiting* for him since four-thirty.

PREPOSIÇÃO



Hey! you parked your car in front of my driveway.



Mary is sitting opposite John.



Sally is behind that tall guy in the line.

Revisando

1 Quando duas ações ocorrem em tempos distintos no passado, qual delas deve receber o *Past perfect tense*?

2 Em que casos o uso do *Past perfect tense* pode até ser dispensado, embora o relato envolva duas ações que ocorreram no passado?

3 Qual a diferença fundamental entre o *Past perfect* e o *Past perfect continuous*?

Exercícios propostos

1 Complete as frases abaixo usando os verbos entre parênteses no *Simple past* ou no *Past perfect tense*.

- I _____ (already finish) moving my stuff by the time some friends _____ (arrive) to help.
- The apartment was cold when I got home, so I _____ (turn on) the heater.
- The warehouse _____ (catch) fire some time during the night. By the time the firemen arrived, the place _____ (burn) to the ground.
- The new jacket I bought cost more than an overcoat. Until then, I _____ (never spend) so much on one outfit.
- When I _____ (see) that Craig was having trouble, I _____ (help) him.

2 Complete as frases abaixo usando os verbos entre parênteses no *Present perfect continuous* ou no *Past perfect continuous*.

- Sue _____ (listen) to loud rock music when her friends arrived but turned it off so all of them could study together.
- When they finished, she turned it back on, and they _____ (dance) and singing for one hour now.
- We _____ (wait) for Mary for the last three hours, but she still hasn't arrived.
- John _____ (wait) for Nelly for over two hours before she finally arrived yesterday.
- Tony _____ (run) for about 90 minutes when he stumbled and fell down.

TEXTOS COMPLEMENTARES

Word forms (2ª parte)

Em inglês, existem diversas maneiras pelas quais os verbos se transformam em substantivos ou adjetivos. Veja a seguir algumas dessas transformações mais comuns.

- Verbos que transformam-se em substantivos pelo acréscimo do sufixo *er*.
Ex.: employ (verbo) → employer (substantivo)

When she began her own company, Ms. Harris did not **employ** anyone who had very little experience. Like other **employers**, she wanted experienced people who didn't need much training.

Verbo	Substantivo
Teach	Teacher
Grow	Grower
Market	Marketer
Consume	Consumer
Work	worker

- Verbos que se transformam em substantivos pelo acréscimo dos sufixos *ence* ou *ance*.
Ex.: differ (verbo) → difference (substantivo)

Sally's coat and Debbie's coat do not **differ** in color. They are both blue. The only **differences** between the two coats are their size and material.

Verbo	Substantivo
Insist	Insistence
Depend	Dependence
Occur	Occurrence
Appear	Appearance
Assist	Assistance

- Verbos que se transformam em substantivos pelo acréscimo do sufixo *y*.
Ex.: recover (verbo) → recovery (substantivo)
Everyone was amazed at the old man's **recovery**. The doctor really thought he was going to die, but he **recovered** completely.

Verbo	Substantivo
Embroider	Embroidery
Discover	Discovery
Deliver	Delivery
Inquire	Inquiry
Master	Mastery

- Verbos e substantivos que têm as mesmas formas.
Ex.: influence (verbo) → influence (substantivo)

Many people believe that the weather **influences** our feelings. The strength of this **influence** has not been proven, however.

Lorraine C. Smith and Nancy Nici Mare. *Issues for today: an effective reading skills text*. New York: Newbury House Publishers, 1990.

Verbo	Substantivo
Change	Change
Influence	Influence
Film	Film
Attack	Attack
Witness	Witness
Mistake	Mistake
Question	Question
Murder	Murder
Limit	Limit
Appeal	Appeal
Fear	Fear
Sentence	Sentence
Smoke	Smoke
Increase	Increase
Schedule	Schedule
Burn	Burn
Escape	Escape
Delay	Delay

Music

Mmm Mmm Mmm

“... But when he finally came back
 His hair had turned from black into bright white
 He said that it was from when
 The cars had smashed so hard
 [...]
 She couldn't quite explain it
 They'd always just been there
 [...]
 He couldn't quite explain it
 They'd always just gone there...”

Brad Roberts. “Mmm Mmm Mmm”. Intérprete: Crash Test Dummies.
 In: *God shuffled his feet*. Canadá: BMG, 1993. Faixa 3.

Tradução:

RESUMINDO

- **Past perfect tense:** auxiliar had + verbo principal no particípio passado.
 Uso: expressar uma ação que foi completada antes de uma outra ação, ambas no passado.

- **Past perfect continuous:** auxiliar had been + verbo principal terminando em “ing”.
 Uso: expressar a duração de uma ação que estava em progresso antes de uma outra ação, no passado.

QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar a canção “Mmm Mmm Mmm”, de Crash Test Dummies.
 <<http://letras.mus.br/crash-test-dummies/8977>>.
 <www.lyricsfreak.com/c/crash+test+dummies>.
- Site onde você poderá saber mais sobre o Past perfect.
 <<http://learnenglish.britishcouncil.org/en/grammar-reference/past-perfect>>.

Exercícios complementares

Interpretação de textos

Para cada questão, responda C se estiver correta e E se estiver errada.

This text refers to items from **1** through **12**.

On the road from slavery to freedom

In the 1870s, black men and women might have been expected to look forward to a bright future. But the false dawn immediately after the Civil War soon gave way to nearly a century of legal, economic and social discrimination.

Whatever the Fourteenth Amendment may have said about equal protection and citizenship, blacks in America enjoyed few of the blessings of liberty; they remained outsiders, condemned by the white majority as inferior.

By the 1890s, the South had erected a system of legally enforced segregation in which blacks were relegated to a decidedly inferior status, and the Supreme Court had endorsed the notion of “separate but equal”, claiming that the Fourteenth Amendment’s Equal Protection Clause had never been intended to promote social equality between the races. The separate facilities were far from equal, and beyond that, were designed to keep African Americans in a subordinate position.

Civil rights groups never accepted segregation, and began a long and slow campaign in the courts to do away with it. World War II gave their struggle a new impetus. The fight against Nazi racism made many Americans take a closer look at racism at home, and the nation as a whole finally began taking measures to give African Americans their full legal and civil rights.

It has been a slow struggle, with progress often measured in small increments, but there has been progress, and the position of black Americans today has markedly improved over that of a half-century ago. Moreover, legal racism of the type that kept southern blacks from voting and relegated to separate and inferior schools is gone, wiped out by both court decisions and civil rights legislation.

Disponível em: <usinfo.state.gov>. (Adapt.).

Based on the text, judge the following items.

1 UnB In the nineteenth century, African Americans were deprived of their full legal and civil rights.

2 UnB In the United States of America (USA), the Fourteenth Amendment granted full liberty to blacks, as well as social equality between the races.

3 UnB The Supreme Court ruled in favor of social equality between the races in the late 19th century.

4 UnB However illegal, segregation persisted through centuries in the USA.

5 UnB It can be said that World War II marked a turning point in the fight against segregation.

6 UnB Because of the Nazi racism of World War II, many Americans gained conscience of the racial discrimination they had been practicing against African Americans.

7 UnB It can be said that black Americans today are in no better position than those of a half-century ago.

8 UnB Until the 1890s, southern blacks in the USA had their own separate place for voting.

In the text:

9 UnB “gave way to” (l.3) is the same as **was replaced by**.

10 UnB “Whatever” (l.5) can be replaced by **Anything** without any change in meaning.

11 UnB “their” (l.18) refers to “courts” (l.17).

12 UnB “to do away with it” (l.17) is the opposite of **to maintain**.

O texto abaixo refere-se às questões de 13 a 22.

“I will love this story”

- 1 People tend to regard subliminal messages as sinister. Perhaps it was the Orwellian feeling that settled over moviegoers in the 1950's when “Eat popcorn. Drink Coke” flashed on drive-in screens to boost snack bar sales. (It worked; sales reportedly jumped by 60 percent.) The Federal Communications Commission banned subliminals in broadcasting in the 1970's after a TV ad for a game called Husker Du beamed subliminal messages to kids, urging them to “get it”.
- 2 Subliminals are back, but this time they're supposedly a force for good - or at least self-help. Last November, Progressive Awareness Research Inc. introduced Innerspeak: Subliminal Affirmation Software for Positive Change, which flashes subliminal notes to computer users as they do their work. The program's 9,000 affirmations cover topics from brainpower to spirituality. There are affirmations for bowling (“My approach is smooth and fluid,” “I am a winner on and off the lanes”).
- 3 Other choices include healthy teeth and gums (“I brush my tongue. I like my mouth fresh”) and attention deficit hyperactivity disorder (“I can sit still. Concentration is natural and easy”). Corporations and government agencies - including the National Security Agency - have ordered the program.
- 4 Soon you will be able to receive affirmations while you watch Seinfeld. A firm called Motivision is about to offer a \$250 box that plugs into the television and flashes phrases like “I feel secure with my developing self.” Motivision President Les Weber expects that “there will be people who view Motivision as a threat to the psychology industry.” Anthony Greenwald, a professor of psychology at the University of Washington and author of a paper on subliminal messages in a recent issue of the journal Science, has a response: He says the messages just don't work. “Psychologically, they're in the same class with snake oil.”

Anna Mulrine - U.S. News & World Report, May 12, 1997.

13 Unirio O texto relata que as transmissões de mensagens subliminares nos Estados Unidos na década de 70 foram:

- (a) regulamentadas.
- (b) estimuladas.
- (c) banalizadas.
- (d) autorizadas.
- (e) proibidas.

14 Unirio De acordo com o texto, foi observado na década de 50 um fenômeno que consistia em:

- (a) menor tempo dedicado aos lanches após os filmes.
- (b) aumento da frequência aos cinemas “drive-in”.
- (c) equilíbrio na venda de pipocas e Coca-Cola.
- (d) consumo maior de lanches durante as projeções.
- (e) diminuição do consumo de bebidas alcoólicas.

15 Unirio Assinale a atitude de corporações e agências governamentais com relação ao programa “Innertalk”.

- (a) Já fizeram suas encomendas do produto.
- (b) Passaram a encomendar mensagens na década de 70.
- (c) Fazem agora encomendas regulares de disquetes.
- (d) Em breve farão muitas encomendas do sistema.
- (e) Fizeram encomendas do programa em novembro.

16 Unirio A opinião de Anna Mulrine sobre o uso de mensagens subliminares é:

- (a) radical.
- (b) louvável.
- (c) favorável.
- (d) imparcial.
- (e) desfavorável.

17 Unirio As opiniões do presidente da “Motivision” e do professor de Psicologia da Universidade de Washington, citados no texto, são:

- (a) neutras.
- (b) idênticas.
- (c) divergentes.
- (d) incoerentes.
- (e) semelhantes.

18 Unirio A frase do texto que apresenta um tom irônico é:

- (a) “My approach is smooth and fluid.” (par. 2)
- (b) “I like my mouth fresh.” (par. 3)
- (c) “Concentration is natural and easy.” (par. 3)
- (d) “I feel secure with my developing self.” (par. 4)
- (e) “Psychologically, they’re in the same class with snake oil.” (par. 4)

19 Unirio O item que contém duas palavras do texto com significado semelhante é:

- (a) beamed and flashed.
- (b) motivation and threat.
- (c) awareness and spirituality.
- (d) supposedly and reportedly.
- (e) concentration and hyperactivity.

20 Unirio A opção que contém o referente do pronome *it* em “get it” é: (par.1)

- (a) Coke.
- (b) a TV ad.
- (c) a game called Husker Du.
- (d) the Orwellian feeling.
- (e) the Federal Communications Commission.

21 Unirio As palavras de Anthony Greenwald citadas no texto demonstram que ele:

- (a) afirma não haver diferenças entre a indústria e a psicologia.
- (b) concorda com o uso de recursos psicológicos na mídia.
- (c) questiona a validade da utilização do óleo de tartaruga.
- (d) compara as mensagens subliminares a charlatanices.
- (e) classifica mensagens em psicológicas e biológicas.

22 Unirio Após a leitura do texto, podemos concluir que seu título representa um(a):

- (a) aspecto muito importante da propaganda.
- (b) exemplo de mensagem subliminar.
- (c) síntese da idéia principal do texto.
- (d) opinião da autora sobre o assunto do texto.
- (e) previsão sobre a reação dos órgãos governamentais.

Gramática

23 Unirio Use the *Simple past* or the *Past perfect*.

- a) Class (*begin, already*) _____ by the time I (*get*) there, so I (*take, quietly*) _____ a seat in the back.
- b) Millions of years ago, dinosaurs (*roam*) _____ the earth, but they (*become*) _____ extinct by the time human-kind first (*appear*) _____.
- c) I (*see, never*) _____ any of Picasso’s paintings before I (*visit*) _____ the art museum.
- d) I almost missed my plane. All of the other passengers (*board, already*) _____ by the time I (*get*) there.
- e) Yesterday at a restaurant, I (*see*) _____ Pam Donnelly, an old friend of mine. I (*see, not*) _____ her in years. At first, I (*recognize, not*) _____ her because she (*lose*) _____ at least fifty pounds.

24 Unirio Use the *Present perfect progressive* or the *Past perfect progressive*.

- a) It is midnight. I (*study*) _____ for five straight hours. No wonder I’m getting tired.
- b) It was midnight. I (*study*) _____ for five straight hours. No wonder I was getting tired.
- c) Jack suddenly realized that the teacher was asking him a question. He couldn’t answer because he (*daydream*) _____ for the last ten minutes.
- d) Wake up! You (*sleep*) _____ long enough. It’s time to get up.
- e) At least two hundred people were waiting in line to buy tickets to the game. Some of them (*stand*) _____ in line for more than four hours. We decided not to try to get tickets for ourselves.

12

Cause and effect/opposition

Você já percebeu que certas palavras especiais podem alterar radicalmente o sentido geral de um trecho de texto? São palavras que fazem a ligação de ideias e que determinam a relação existente entre elas. Não se preocupe em saber exatamente qual a função destas palavras – conjunções, preposições etc. –, mas sim com o sentido que elas determinam para o contexto. Em princípio, vamos estudar as relações de causa e efeito e de oposição.

Faça comparações entre as principais traduções das palavras e expressões mais utilizadas e nunca se esqueça do fato de que, embora algumas delas possam ter a mesma tradução para o português, nem sempre podem ser usadas sob as mesmas condições em frases diferentes.

A ligação de ideias

Vamos imaginar uma situação onde duas ideias tenham que ser apresentadas em um certo contexto.

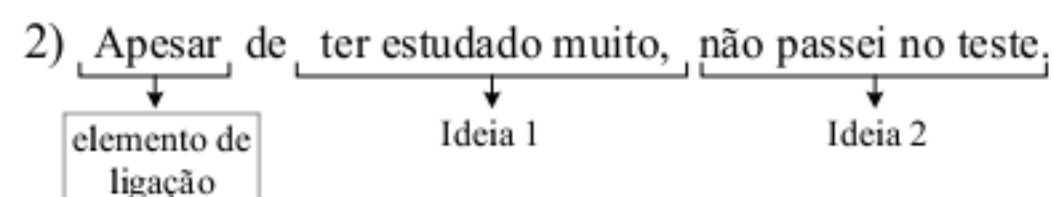
Ideia 1 = estudar

Ideia 2 = passar no teste ou não passar no teste.

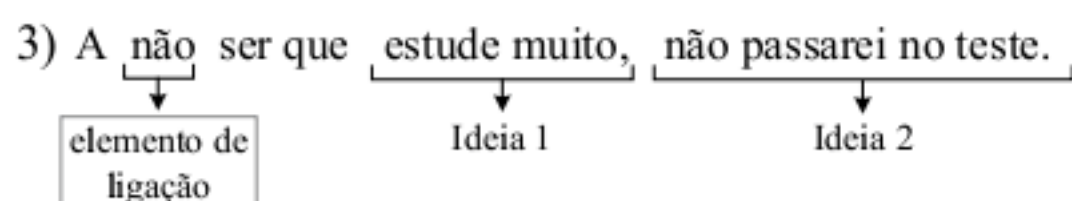
A ligação de duas ideias é feita com palavras (preposições, conjunções) que relacionam as ideias com harmonia de sentido e conferem ao todo um significado especial. Veja os exemplos abaixo:



Relação criada entre as ideias: causa e efeito.



Relação criada entre as ideias: oposição.



Relação criada entre as ideias: condição.

Outras relações podem existir, mas essas são as principais. Neste capítulo estudaremos as relações de causa e efeito e as de oposição.

Causa e efeito

Veja a seguir uma relação das palavras mais usadas como elementos de ligação de ideias para mostrar uma relação de causa e efeito.

- as*: como, porque
As she had nothing in particular to do, she decided to go out for a walk.
- as long as* ou *so long as*: já que, visto que, como
As long as you're not busy, could you help me with this work?
- because*: porque, por causa de
He went to bed because he was sleepy.
- inasmuch as*: visto que, porque, pois, porquanto (*inasmuch as* é de uso formal, em geral)
Inasmuch as the two government leaders could not reach an agreement, the possibilities for peace are still remote.
- now that*: agora que
Now that the semester is finished, I'm going to rest a few days.

- since*: considerando que, já que, porque
Since he's not interested in classical music, he decided not to go to the concert.
- so (that)*: para, para que, de forma a (especialmente usado para indicar propósito)
I turned off the TV so (that) my roommate could study in peace and quiet.
- therefore*: por causa disso, por essa razão, assim sendo
It was hot. Therefore, we went swimming.
- so*: portanto, por isso
It was hot. So we went swimming.
- due to*: devido a, por causa de
We stayed home due to the cold weather.
- for*: porque
We had better stay home for the weather was freezing.
- because of*: por causa de, devido a
We went swimming because of the hot weather.
- thus*: por essa razão, por causa disso, assim sendo
It was hot. Thus we went swimming.

Oposição

Veja a seguir uma relação das palavras mais usadas como elementos de ligação de ideias para mostrar uma relação de oposição:

- even though*: ainda que, mesmo que, apesar de
Even though I wasn't tired, I went to bed.
- although*: embora, ainda que, se bem que, apesar de
Although it was cold, I went swimming.
- though*: embora, ainda que, apesar de
Though it was cold, I went swimming.
- whereas*: ao passo que, enquanto que
Mary is rich, whereas John is poor.
- while*: embora, ao passo que, enquanto que
While he was not rich, he was very generous.
- nevertheless*: todavia, contudo, no entanto, ainda assim, mesmo assim
It was cold. Nevertheless, I went swimming.
- nonetheless*: todavia, contudo, no entanto, ainda assim, mesmo assim
The test was very difficult. Nonetheless, I got an excellent grade.
- however*: embora, entretanto, todavia, porém, por mais que
It was cold. However, I still went swimming.
- on the other hand*: por outro lado
Mary got an A. John, on the other hand, got a C.
- despite* ou *in spite of*: apesar de, a despeito de, não obstante
I went swimming despite the cold weather.
- but... anyway* ou *yet... still*: mas mesmo assim, mas ainda assim
It was cold, but I went swimming anyway.
It was cold, yet I still went swimming.

Revisando

1 Quais são os tipos mais comuns de conectivos?

2 Nas relações de causa/efeito, a maioria dos conectivos modifica a oração que contém a causa. Quais são os conectivos que modificam a oração que contém o efeito?

3 Nas relações de oposição, qual a principal diferença entre os conectivos *although/even though/though* e *despite/in spite of*?

Exercício proposto

1 Complete as frases abaixo usando os conectivos do quadro. Atenção: alguns deles podem aparecer mais de uma vez e outros podem até mesmo não serem usados, e algumas frases podem aceitar mais de uma opção.

because because of since now that therefore due to even though although
while whereas nevertheless however in spite of despite on the other hand

- a) It was still hot in the room _____ I had turned on the air conditioner.
- b) Several people in the crowd became ill and fainted _____ the extreme heat.
- c) The meat of the puffer fish can cause paralysis or even death if it is improperly prepared. _____, it remains a delicacy in Japan for brave diners.
- d) _____ everyone disagreed with him, Brian went ahead with his original plan for the company.
- e) The first mention of the game of chess appears in an Indian text written almost 1.500 years ago. _____ its ancient beginnings, it remains one of the most widely played games in the world today.
- f) Marilyn heard a siren and saw the flashing lights of a police car in her rear-view mirror. _____, she quickly pulled over to the side of the road and stopped.
- g) Most adults carry around certain attitudes and prejudices about the world around them. Most children, _____, enter new situations without such preconceived notions.
- h) They often have to close all of the ski areas in the mountains _____ severe weather conditions and avalanche danger.
- i) The supervisor must know what everyone in the department is doing _____ all responsibility for error will fall on her shoulders.
- j) _____ aspirin is relatively safe for most adults, it should be administered very carefully to children, if at all. It can be dangerous to children's health.

TEXTOS COMPLEMENTARES

Which word? **although/ even though/ though/ however**

You can use these words to show contrast between two clauses or two sentences. **Though** is used more in spoken English than in written. You can use **although**, **even though** and **though** at the beginning of a sentence or clause that has a verb. Notice where the commas go: *Although / Even though / Though everyone played well, we lost the game.*

We lost the game, although / even though / though everyone played well.

You cannot use **even** on its own at the beginning of a sentence or clause instead of **although**, **even though** or **though**: ~~*Even everyone played well, we lost the game.*~~

Although and **though** can also mean “but”, like **however**, which is more formal. They cannot all go in the same place in a sentence. Notice where the commas go:

Everyone played well. However, we still lost the game. / We still lost the game, however.

Everyone played well. It should not be forgotten, however, that we still lost the game.

Everyone played well, although / though we still lost the game. Everyone played well. We still lost the game, though.

Note that you cannot use **however** in a sentence that begins with **although**, **though** or **even though**: ~~*Although everyone played well, however, we still lost the game.*~~

Oxford advanced learner's dictionary of current English. 6 ed. Oxford: Oxford University Press, 2000.

Music

Veja exemplos de palavras que transmitem o sentido de **oposição** nas letras das duas músicas a seguir e continue também a aumentar seu vocabulário.

Every little thing she does is magic

“... Even though my life before was tragic
Now I know my love for her goes on ...”

Sting. “Every little thing she does is magic”. Intérprete: The Police. In: *Ghost in the machine*. Reino Unido: A&M, 1981. Lado 1, faixa 2.

Tradução:

Absolute beginners

“... As long as we're together
The rest can go to hell
[...]
As long as you're still smiling
There's nothing more I need ...”

David Bowie. “Absolute Beginners”. Intérprete: David Bowie. In: *Absolute Beginners: The Original Motion Picture Soundtrack*. Reino Unido: Virgin, 1986. Faixa 1.

Tradução:

RESUMINDO

- **Ligação de ideias:** conectivos.
- **Tipos mais comuns:** causa/efeito; oposição; condição; adição.
Causa/efeito: as; as long as; because; inasmuch as; now that; since; so (that); therefore; so; due to; for; because of; thus; hence.
Oposição: although; even though; though; whereas; while; nevertheless; nonetheless; however; on the other hand; despite; in spite of; but ... anyway; yet ... still.

■ QUER SABER MAIS?

SITES

- Dicas de alguns sites onde você poderá encontrar as canções “Every little thing she does is magic”, de The Police, e “Absolute beginners”, de David Bowie.
<<http://letras.mus.br>>.
<www.bowiewonderworld.com>.

Exercícios complementares

Interpretação de textos

Texto para as questões de 1 a 6.

It takes guts to abandon a successful banking career to become a chef, a much more physically demanding job, at 64 years old. But that's just what Joel Orner, now 68, did.

Orner had been in the banking industry for more than 35 years and rose to vice president of a California bank. "I never was passionate about the business; it was just a job that allowed me to send my kids to college and have a house," he says. So when the bank made him a buyout offer in 2003, he jumped at the opportunity.

An avid cook, he researched classes at the California School of Culinary Arts, in Pasadena. Despite friends and family members calling him "nuts," he decided to enroll. He was 63 years old. A year of classes and a three-month externship later, Orner had a new career. He had to study longer for exams because his short-term memory had faded with age, he says. Despite the struggles, he managed to graduate with honors.

Orner started his career as an executive chef at the Los Angeles Yacht Club. Four years later he is still executive chef and is responsible for arranging the menus, catering off-site affairs and preparing food for the club's numerous special events.

As for retiring from his second career, Orner says, "I'll do this until I drop."

From Banking Executive to Head Chef by D. Mattioli in *The Wall Street Journal*. (Adapt.).

1 UEA According to paragraph 1, leaving behind a successful banking career to become a chef requires:

- (a) courage and determination.
- (b) talent and aptitude.
- (c) health and wealth.
- (d) lack of wisdom and prudence.
- (e) talent and intelligence.

2 UEA In the text, *to abandon* (line 1) may be replaced without any loss of meaning by:

- (a) to take up.
- (b) to give up.
- (c) to pick up.
- (d) to pick out.
- (e) to build up.

3 UEA In 2003 (paragraph 2), Orner:

- (a) was given notice to quit.
- (b) was dismissed from his job without notice.
- (c) was laid off.
- (d) was paid to leave his post at the bank.
- (e) was appointed to the post of vice president of a bank.

4 UEA According to paragraph 3, when Orner decided to take up culinary classes, friends and family members:

- (a) backed him up right away.
- (b) were quite supportive.
- (c) were very enthusiastic.
- (d) showed disapproval.
- (e) told him off.

5 UEA According to lines 13-15, Orner's short-term memory:

- (a) has never been so sharp.
- (b) is bettering with age.
- (c) remains the same.
- (d) is thoroughly preserved.
- (e) has reduced with time.

6 UEA From the passage as a whole we understand that Joel Orner:

- (a) used to be a cook.
- (b) is now starting a new career in the Food and Beverage field.
- (c) was not fond of his job as vice president of a California bank.
- (d) is now preparing to retire from his second career.
- (e) failed to overcome difficulties to graduate from the California School of Culinary Arts.

Gramática

7 Using the two ideas of "to study" and "to pass or fail the exam", complete the following. Punctuate correctly. Add capital letters as necessary.

1. Because I did not study
2. I failed the exam because
3. Although I studied
4. I did not study therefore
5. I did not study however
6. I studied nevertheless
7. Even though I did not study
8. I did not study so
9. Since I did not study
10. I did not study consequently
11. I did not study nonetheless
12. Inasmuch as I did not study for the test
13. I failed the exam for
14. I have to study so that
15. I studied hard yet

8 Combine the ideas in the two sentences. Use the given words. Discuss correct punctuation. Use the negative if necessary to make a logical statement.

1. We went to the zoo. It was raining.
even though
but ... anyway
nevertheless
in spite of
because
2. His grades were low. He was admitted to the university.
although
yet ... still
nonetheless
despite
because of

9 They decided to stay home _____ the cold weather.

- (a) despite
- (b) unless
- (c) though
- (d) due to
- (e) since

10 I bought few things at the mall. Mary, _____, bought more than she actually needed.

- (a) on the other hand
- (b) as long as
- (c) otherwise
- (d) therefore
- (e) due to

11 The test was very difficult. _____ few students got a good grade.

- (a) only if
- (b) thus
- (c) in spite of
- (d) now that
- (e) inasmuch as

12 _____ you're reading the paper I'll turn the TV off.

- (a) Provided that
- (b) Nonetheless
- (c) Whereas
- (d) In the event of
- (e) Since

13 It was cold. _____, I went swimming.

- (a) But
- (b) Even if
- (c) Nevertheless
- (d) Although
- (e) Due to

14 Mary got back home early _____ she was sleepy.

- (a) because
- (b) only if
- (c) otherwise
- (d) now that
- (e) despite

15 Math tests are difficult, _____ the Biology ones are very reasonable.

- (a) in case
- (b) therefore
- (c) whereas
- (d) or else
- (e) due to

16 I went swimming _____ the freezing wind.

- (a) although
- (b) in case
- (c) whether or not
- (d) despite
- (e) due to

17 Fred is a good student. His brother John, _____, is lazy.

- (a) yet
- (b) despite
- (c) however
- (d) otherwise
- (e) for

18 A storm was approaching. _____ we stayed home.

- (a) Because
- (b) As
- (c) Though
- (d) Therefore
- (e) Provided that

19 _____ you've finished with that, could you give me a hand here?

- (a) As long as
- (b) In spite of
- (c) Unless
- (d) Although
- (e) Therefore

20 His grades were low. _____ he was admitted to the university.

- (a) Despite
- (b) Nonetheless
- (c) Even if
- (d) Thus
- (e) Provided that

21 The little boy didn't panic _____ he was alone and lost in the woods.

- (a) nevertheless
- (b) only if
- (c) even though
- (d) thus
- (e) so

22 I'm going to get some books _____ I can study for the test.

- (a) otherwise
- (b) thus
- (c) though
- (d) nevertheless
- (e) so that

23 _____ I tried to be careful, I bumped into a vase.

- (a) Because of
- (b) Although
- (c) Despite
- (d) Yet
- (e) If

24 Some people prefer to live in the country, _____ others prefer to live in the city.

- (a) only if
- (b) therefore
- (c) while
- (d) providing
- (e) provided

25 Mary was ill, _____ she missed class.

- (a) although
- (b) while
- (c) whereas
- (d) so
- (e) yet

26 _____ I had a big breakfast I am still hungry.

- (a) Provided
- (b) Unless
- (c) Though
- (d) Whereas
- (e) Due to

13

Gerunds and infinitives – I

Você já reparou como é comum termos em uma frase dois, às vezes três, verbos em sequência? Além disso, já observou o que ocorre com verbos que seguem outros verbos? Pois bem, essa sequência – verbos que seguem verbos – não é aleatória, como se poderia supor.

Este é o objeto de nosso estudo neste capítulo. Fique de olho e dê atenção aos casos especiais, nos quais estudaremos aqueles verbos que aceitam sequência com verbos no infinitivo ou no gerúndio, mas com significativa mudança de sentido.



Infinitivo x Gerúndio

Infinitivo

A forma pura, simples do verbo, com ou sem *to*.

- to work

Gerúndio

A forma *ing* do verbo

- working

Gerúndio
After <i>eating</i> , he went back home. (verbo no gerúndio – após preposição)
Present continuous
He <i>is eating</i> a sandwich now. (verbo <i>to be</i> + verbo principal no gerúndio)

Tab. 1 Formas *ing*

ATENÇÃO!

Todo tempo chamado *Continuous* tem o gerúndio na sua formação, mas nem todo gerúndio é um tempo *Continuous*.

Sequência de verbos

Como sabemos, a estrutura:

SUJ. + VERBO + COMP.

predomina nas frases em inglês. Entretanto, é muito comum a formação de frases contendo dois ou mais verbos em sequência.

Em português: Eu poderia ter estudado mais.
V1 V2 V3

Em inglês: I like to study English.
V1 V2

O que analisaremos a seguir é o que ocorre quando alguns verbos seguem outros. Dependendo do primeiro verbo, o outro que o segue deverá estar no infinitivo ou gerúndio. Assim sendo, quanto à sequência, podemos dizer que os verbos se dividem em três grupos, como segue:

1º grupo

Verbos que podem ser seguidos por outros no infinitivo ou no gerúndio, sem diferença no sentido.

Exemplos: It began *to rain*.
Infinitivo
 It began *raining*.
Gerúndio

She likes *to cook*.
Infinitivo
 She likes *cooking*.
Gerúndio

2º grupo

Verbos que somente podem ser seguidos por outros que estejam no gerúndio. Fazem parte desse grupo os verbos:

to avoid	to appreciate	to deny
to enjoy	to finish	to keep
to mind	to miss	to quit
to resist	to risk	to suggest

I avoid *going* to crowded places.

She enjoys *listening* to music.

3º grupo

Verbos que podem ser seguidos por outros no infinitivo ou no gerúndio, com diferença no sentido.

1 – Verbo *stop*

a) to stop + INF

I stopped to talk to my neighbor before entering home. (parar **para** fazer algo)

b) to stop + GER

He stopped smoking. (parar **de** fazer algo)

2 – Verbo *remember*

a) to remember + INF

She remembered to turn off the radio before she left for school. (oposto de *forget* – esquecer)

b) to remember + GER

I remember going to that place a couple of times when I was a child. (equivalente a *recall* – recordar)

3 – Verbo *regret*

a) to regret + INF

I regret to tell you that you didn't pass the finals. (as duas ações são simultâneas)

b) to regret + GER

I regret telling you that secret. (a ação no gerúndio é anterior à ação do verbo *regret*)

Observe estes três outros verbos:

Forget

Comportamento semelhante ao de *remember* (3º grupo).

Forget + infinitivo = esquecer de fazer algo, de executar uma tarefa.

Forget + gerúndio = esquecer algo que ocorreu no passado (geralmente na negativa ou interrogativa)

Mary often forgets to lock the door.

I'll never forget seeing snow for the first time.

Try

Também parte do grupo 3.

Try + infinitivo = fazer um esforço, dedicar-se à uma empreitada.

Try + gerúndio = experimentar uma nova ou diferente abordagem, para ver se funciona, se dá certo.

Exemplo

I'm trying to learn English.

The room was hot. I tried opening the window, but that didn't help.

Prefer

Este verbo aceita sequência no gerúndio ou no infinitivo, sem mudar o sentido, mas com estruturas definidas.

Veja os exemplos:

Prefer + gerúndio: I prefer staying home to going to the concert.

Prefer + infinitivo: I prefer to stay home than (to) go to the concert.

Revisando

1 Dos verbos que têm como sequência verbos no gerúndio, quais são os mais comuns?

2 Qual a diferença entre o verbo *stop* quando seguido por infinitivo e quando seguido por gerúndio?

3 Qual a diferença entre o verbo *regret* quando seguido por infinitivo e quando seguido por gerúndio?

Exercício proposto

1 Complete as frases abaixo usando os verbos entre parênteses no gerúndio ou no infinitivo.

- a) Mary says she misses _____ (talk) to you on Sundays.
- b) We expect her _____ (arrive) before noon.
- c) Our students don't mind _____ (take) tests on Saturdays.
- d) They finally finished _____ (cook) at 8.00 pm and served dinner.
- e) Paul always remembers _____ (park) in the garage so that the driveway is free for other cars.

- f) The doctor suggested _____ (take) two aspirin.
- g) My children enjoy _____ (go) to the park on summer evenings.
- h) Don't forget _____ (call) home as soon as you arrive at your destination.
- i) If we leave now for our trip, we can drive half the distance before we stop _____ (have) lunch.
- j) I regret _____ (tell) you that your application was denied.

TEXTO COMPLEMENTAR

Music

Dancing in the dark

"... Messages keep getting clearer
Radio's on and I'm moving round the place
[...]
I'm dying for some action
I'm sick of sitting round here
Trying to write this book ..."

Bruce Springsteen. "Dancing in the dark". Intérprete: Bruce Springsteen.
In: *Born in the U.S.A.* Columbia Records, 1984.

Stop hurting people

"... People stop hurting people
People stop hurting people..."

Pete Townshend. "Stop hurting people". Intérprete: Pete Townshend.
In: *All the best cowboys have chinese eyes.* Estados Unidos: Atco, 1982.
Faixa 1.

Tradução:

Tradução:

RESUMINDO

- **Infinitivo:** forma base do verbo, usado com ou sem to (work; go).
- **Gerúndio:** acréscimo da terminação *ing* à forma base do verbo (working; going).
- **Sequência de verbos:** SUJEITO – V1 + V2 – COMPLEMENTO.
- **1º grupo:** sequência no **gerúndio** ou no **infinitivo**, sem mudança de significado:
Begin to work ou *Begin working*.
- **2º grupo:** sequência somente no **gerúndio**:
Avoid going.
- **3º grupo:** sequência no **gerúndio** ou no **infinitivo**, com mudança de significado:
Stop to smoke (parar para fumar).
Stop smoking (parar de fumar).

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar as canções "Dancing in the dark", de Bruce Springsteen, e "Stop hurting people", de Pete Townshend.
<<http://letras.mus.br>>.
<www.lyricsfreak.com>.
- Site com quiz sobre gerúndio e infinitivo.
<www.eflnet.com/grammar/gerinf1.php>.

Exercícios complementares

Interpretação de textos

Textos para as questões de 1 a 10.

Eliminating waste: an issue of modern times

Four hundred million tonnes of organic waste produced by agricultural activities, 150 million tonnes of industrial waste and 30 million tonnes of domestic waste represent the annual waste production of a country in the western world such as France. The volume of French industrial and domestic waste keeps on increasing, while the various systems for processing it have for a long time been insufficient to absorb it all. That is why 60% of domestic waste is piled up in overloaded rubbish-dumps, and certain unethical industrialists do not hesitate to store even their hazardous waste in inappropriate sites, or pour it into waterways.

Today, there are four processes for eliminating waste: putting it in rubbish-dumps, collecting it and sorting it with a view to recycling, turning it to compost, or burning it to produce energy. In volume, organic waste alone accounts for more than half of our annual production. However, it is easier to process than industrial or domestic waste, which contains a great variety of substances. The organic waste can be turned into compost and re-used as fertiliser by farmers. Of the 150 million tonnes of industrial waste produced in France every year, 100 million consist of inert waste, such as rubble, debris, slag and waste from mineral extraction, and 32 million tonnes consist of ordinary waste, such as metals, wood, paper, cardboard, glass, and plastics. The remaining 18 million tonnes consist of special waste, four million tonnes of which is toxic. Owing to the more or less toxic nature of the pollutants that it contains, the special waste has to be processed in a particular way and stored in dumps called technical burial centres.

For lack of technical and financial means, or simply out of carelessness, a large amount of the waste produced over the last few years by industrialists has been stored in unofficial sites, which do not meet the geological and hydrological conditions normally required to ensure maximum safety. The dispersal of this waste in nature poses a real threat to the environment and to man. The chemical products and heavy metals that it contains, washed away by rainwater, sink into the soil and sometimes reach the water table. Methane resulting from the activity of putrescible waste makes it impossible to move and rehabilitate certain kinds of waste because of the danger of explosion.

Like Germany and the United States, France has been taking tougher legal measures to control the production, the transport, and the storage of waste on its territory. The law now makes industrialists responsible for what becomes of their waste and compels food-packagers and producers of consumer goods to finance the recycling of their packaging under penalty of a fine. The aim is to re-use 75% of all packaging which accounts for a third of domestic waste.

In order to meet the ever more stringent constraints imposed by the new anti-pollution laws, firms seek to reduce the volume of their waste either by developing their own internal capacities for recuperation and recycling or by investing in research on clean technologies. Applying these technologies means modifying the existing installations or building new ones in order to eliminate waste in the production process. Therefore, research organisations such as the French Scientific Research Centre and the Atomic Energy Commission have joined forces with big industrial companies within a co-operative network for research on waste, so as to avoid contaminating the biosphere.

Disponível em: <<http://rkw.hct.ac.ae/ilc/ex/landfill.htm>>. June 19, 2005. (Adapt.).

Answer the following questions according to the text.

- 1 UFV** The purpose of the text is:
- (a) to discuss issues related to ways of disposing waste.
 - (b) to highlight France as the top polluter in the world.
 - (c) to discuss the dangers of domestic waste.
 - (d) to advertise ways of recycling around the world.
- 2 UFV** Toxic waste has been stored in unofficial sites because of the following reasons, except:
- (a) lack of care.
 - (b) lack of geological conditions.
 - (c) lack of technical resources.
 - (d) lack of economic means.
- 3 UFV** Under tougher laws in some developed countries, food packagers who do not recycle their packaging:
- (a) will have to transport their waste.
 - (b) will have to go to jail.
 - (c) will have to pay money.
 - (d) will have to store their waste in appropriate sites.
- 4 UFV** The word “their” (line 10) refers to:
- (a) inappropriate sites.
 - (b) various systems.
 - (c) overloaded rubbish dumps.
 - (d) unethical industrialists.
- 5 UFV** The expression “such as” (line 21) is used to:
- (a) give an example.
 - (b) give a reason.
 - (c) state a claim.
 - (d) state a purpose.
- 6 UFV** “Owing to” (lines 23-24) can best be replaced by:
- (a) In spite of.
 - (b) Because of.
 - (c) In order to.
 - (d) Contrary to.
- 7 UFV** Choose the alternative which presents two examples of comparative forms in English:
- (a) “easier” (line 17) and “tougher” (line 39).
 - (b) “easier” (line 17) and “water” (line 34).
 - (c) “tougher” (line 39) and “paper” (line 23).
 - (d) “tougher” (line 39) and “water” (line 34).
- 8 UFV** The word “like” (line 37) functions as:
- (a) verb.
 - (b) preposition.
 - (c) adverb.
 - (d) adjective.
- 9 UFV** The word “therefore” (line 55) expresses:
- (a) cause.
 - (b) contrast.
 - (c) condition.
 - (d) consequence.

- 10 UFV** All of the following alternatives present examples of the passive voice, except:
- (a) “has been stored” (line 29).
 - (b) “can be turned” (line 17).
 - (c) “have joined” (line 53).
 - (d) “is piled up” (lines 7-8).

O texto abaixo refere-se às questões de 11 a 18.

When I was live in Paris

It was twenty years ago and I was living in Paris. I had a ¹tiny apartment in the Latin Quarter overlooking the cemetery and I was earning barely enough money to keep body and soul together. She had read a ²book of mine and had written to me about it. I answered, thanking her, and ³presently I received from her another letter saying that she was passing through Paris and would like to have a chat with me; but her time was limited and the only free moment she had was on the following Thursday; she was spending the morning at the Luxembourg and would I give her a little luncheon at Foyot's afterwards? Foyot's is a restaurant at which the French senators eat and it was so far beyond my means that I had never even thought of going there. But I was ⁴flattered and I was too young to have learned to say no to a woman. I had eighty francs to last me the rest of the month and a modest luncheon should not cost more than fifteen. If I cut out coffee for the next two weeks I could manage well enough.

- 11 UFRGS** For its characteristics, the text above can be classified as:
- (a) a narrative text.
 - (b) an informative text.
 - (c) a descriptive text.
 - (d) an argumentative text.
 - (e) a scientific text.
- 12 UFRGS** According to the text, the person who wrote the letter:
- (a) had read all of his books.
 - (b) lived for a long time in Paris.
 - (c) had met him long before.
 - (d) would like to interview him for a magazine.
 - (e) asked the narrator to invite her for lunch.
- 13 UFRGS** The phrase “a book of mine” (ref. 2) could be replaced by:
- (a) mine books.
 - (b) my books.
 - (c) some of my books.
 - (d) a book of my.
 - (e) one of my books.
- 14 UFRGS** The alternative that does not finish the sentence “If it rains we...” correctly is:
- (a) couldn't go out.
 - (b) won't go out.
 - (c) mustn't go out.
 - (d) shouldn't go out.
 - (e) can't go out.

15 UFRGS The word “tiny” (ref. 1) means:

- (a) well situated.
- (b) rather pretty.
- (c) nicely decorated.
- (d) extremely small.
- (e) quite old.

16 UFRGS The word “presently” (ref. 3) could be replaced by:

- (a) actually.
- (b) soon after that.
- (c) at present.
- (d) no longer than.
- (e) right now.

17 UFRGS The word “flattered” (ref. 4) could be translated as:

- (a) surpresa.
- (b) abismado.
- (c) lisonjeado.
- (d) satisfeito.
- (e) intrigado.

18 UFRGS According to the text, the character who tells the story:

- (a) is a successful writer.
- (b) lives comfortably in Paris.
- (c) is young and inexperienced.
- (d) has many friends in Paris.
- (e) never eats out.

Gramática

19 Directions: Chose the best answer. In some cases, both answers are correct.

Examples:

John was trying (A) the door with the wrong key.

- A. unlocking
- B. to unlock

The audience began (A,B) before the curtains closed.

- A. clapping
- B. to clap

a) The soccer teams continued _____ even though it began to snow.

- A. playing
- B. to play

b) We like _____ outside when the weather is warm and sunny.

- A. eating
- B. to eat

c) We began _____ to the news when we heard the Olympics mentioned.

- A. listening
- B. to listen

d) I was just beginning _____ asleep when the phone rang.

- A. falling
- B. to fall

e) I really hate _____ late for appointments.

- A. being
- B. to be

f) The cake was starting _____ when I took it out of the oven.

- A. burning
- B. to burn

g) She’s so impatient! She can’t stand _____ in line for anything.

- A. waiting
- B. to wait

h) I prefer _____ my bicycle to work because the automobile traffic is too heavy.

- A. riding
- B. to ride

i) Lillian prefers _____ to taking the bus.

- A. walking
- B. to walk

j) Tim prefers _____ than to jog for exercise.

- A. walking
- B. to walk

k) The baby loves _____ in the car.

- A. riding
- B. to ride

l) Near the end of the performance, the audience began _____ their feet on the floor.

- A. stamping
- B. to stamp

m) The audience began to clap and _____ their feet on the floor.

- A. stamping
- B. (to) stamp

n) The audience began clapping and _____ their feet on the floor.

- A. stamping
- B. (to) stamp

o) My son sometimes forgets _____ the stove when he’s finished cooking.

- A. turning off
- B. to turn off

p) Alex will never forget _____ his first helicopter ride.

- A. taking
- B. to take

q) Would you please remember _____ away all the tapes when you’re finished listening to them?

- A. putting
- B. to put

r) I remember _____ them away when I finished with them last night.

- A. putting
- B. to put

s) I remember _____ Bolivia for the first time. It’s a beautiful country.

- A. visiting
- B. to visit

t) What am I going to do? I forgot _____ my calculus text, and I need it for the review today.

- A. bringing
- B. to bring

u) My boss regrets _____ his secretary now that she is gone.

- A. firing
- B. to fire

v) The letter said, “I regret _____ you that your application has been denied.”

- A. informing
- B. to inform

w) I haven’t been able to get in touch with Shannon. I tried _____ her. Then I tried _____ her a letter. I tried _____ a message with her brother when I talked to him. Nothing worked.

- A. calling / writing / leaving

- B. to call / to write / to leave

x) I always try _____ my bills on time, but sometimes I’m a little late.

- A. paying
- B. to pay



EMPLOYEES ONLY

Completando o estudo dos elementos que fazem a ligação de ideias, veremos agora as relações que expressam condições. São palavras e expressões muito usadas, algumas delas bem conhecidas por aqueles que estudam inglês.

Cuidado, no entanto, com aquelas que dão margem a traduções diferentes. Fique sempre atento aos contextos em que se apresentam.

É importante que fique claro o fato de que algumas destas palavras estarão presentes também nas *Conditional sentences*, que estudaremos no capítulo 16.

Introdução

Como vimos anteriormente, a ligação de ideias é feita com palavras ou expressões que se relacionam com harmonia de sentido e dão ao todo um significado especial. Estas ligações mostram principalmente relações de causa e efeito, oposição, e condição.

Veja a seguir uma relação das palavras e expressões mais usadas para expressar condição e suas traduções mais comuns para o português.

Condição

- if*: se
I'll stay home *if* it rains.
- unless*: a não ser que, a menos que
I'll go swimming tomorrow *unless* it's cold.
- only if*: somente se
The picnic will be cancelled *only if* it rains.
- even if*: mesmo se, ainda que
I'll go swimming *even if* the weather is cold.
- whether or not*: mesmo que, não importa se
I'll go swimming *whether or not* it is cold.

- provided (that)* ou *providing (that)*: desde que, contanto que
We'll leave on time, *provided* no one arrives late.
- otherwise*: caso contrário, de outro modo, senão, do contrário
You'd better hurry. *Otherwise*, you'll be late.
- or else*: de outra forma, senão, do contrário
I always eat breakfast, *or else* I get hungry during class.
- in case*: caso, se por acaso
Take the umbrella *in case* it rains.
- in the event of*: no evento de, caso
In the event of rain, the picnic will be cancelled.

PREPOSIÇÃO



She put the cupcakes into the oven.

She has just taken the cupcakes out of the oven.

Revisando

1 Qual a diferença entre *only if* e *even if* nas relações de condição?

2 Qual a principal característica do conectivo *unless*?

3 Existe diferença entre os conectivos *otherwise* e *or else*?

Exercício proposto

1 Complete as frases abaixo usando os conectivos de condição do quadro. Atenção: cada conectivo só poderá ser usado uma única vez, exceto *unless* e *provided that*, que deverão ser usados duas vezes cada.

if	even if
in the event that	or else
otherwise	only if
provided that (2x)	unless (2x)

- Jim and I will meet you at the restaurant tonight _____ we can find a babysitter.
- You'd better give me your answer quickly, _____ I'll withdraw the invitation.
- _____ the salary meets my expectations, I will accept the job offer.
- Alex cannot express himself clearly and correctly in writing. He will never advance in his job _____ he improves his language skills.

- Mr. Simpson hopes to avoid surgery. He will not agree to the operation _____ he is convinced that it is absolutely necessary.
- I have to eat breakfast in the morning. _____, I get grouchy and hungry before my lunch break.
- I need to find an apartment before I can move. _____ I can find one in the next week or so, I will move to Chicago the first of the next month.
- Right now all the seats on that flight are taken, sir. _____ there is a cancellation, I will call you.
- You must obey the speed limits on public roads. They are designed to keep you safe. You shouldn't exceed the speed limit _____ you are an experienced race car driver.
- Do you like jazz? You should go to the jazz festival _____ you like that kind of music.

Stairway to heaven

"[...] And it's whispered that soon, if we all call the tune,
Then the piper will lead us to reason.

[...]

If there's a bustle in your hedgerow, don't be
alarmed now,

[...]

[...] and if you listen very hard
The tune will come to you at last. [...]"

Jimmy Page; Robert Plant. "Stairway to heaven". Intérprete: Led Zeppelin.
In: *Led Zeppelin IV*. Estados Unidos: Atlantic, 1971. Faixa 4.

Tradução:

RESUMINDO

- **Ligação de ideias:** conectivos.
 - Condição: if; unless; only if; even if; whether or not; provided (that); otherwise; or else; in case; in the event of.
 - Unless* apresenta condição negativa; caso ocorra, impede a concretização da consequência.
 - Even if* apresenta condição aberta, não impede a concretização da consequência.

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar as canções "It's only rock'n roll", de Rolling Stones, e "Stairway to heaven", de Led Zeppelin.
 - <<http://letras.mus.br/led-zeppelin>>.
 - <<http://letras.mus.br/the-rolling-stones>>.
 - <www.lyricsfreak.com>.
- Site com um game em que você poderá praticar o vocabulário.
 - <www.vocabulary.cl/Games.htm>.

Exercícios complementares

Interpretação de textos

Leia o texto e responda às questões de 1 a 3.

On that note

One year when I was teaching second grade, a new child entered our class mid-year. His name was Daniel, and he brought a special light to our class.

Daniel came over to me one afternoon at the end of the school day. He said, "Ms. Johnson, I have a note for you from my old teacher. It's not on paper though, it's in my head." Daniel leaned over and said, "She wanted me to tell you how lucky you are to have me in your class!"

Krista Lyn Johnson.

Jack Canfield et al. *A 4th Course of Chicken Soup for the Soul*.
Deerfield Beach: Health Communications, Inc, 1997.

1 UFMT Quem narra o fato é:

- (a) uma criança.
- (b) Daniel.
- (c) Ms. Johnson.
- (d) um aluno antigo.
- (e) o diretor.

2 UFMT A fala de Daniel revela que ele pretende:

- (a) transmitir um pedido da antiga professora.
- (b) ser visto como bom aluno.
- (c) justificar suas faltas às aulas.
- (d) abrilhantar a classe com seus conhecimentos.
- (e) ressaltar suas preferências literárias.

3 UFMT Em relação aos recursos linguísticos utilizados no texto, assinale a afirmativa correta.

- (a) A fala de Daniel está em discurso indireto.
- (b) O pronome de tratamento Ms. indica que Ms. Johnson é homem.
- (c) *though* (linha 06) é o passado do verbo *to think*.
- (d) *school* (linha 04) é adjetivo.
- (e) *when* (linha 01) é pronome interrogativo.

Leia o texto e responda às questões de 4 a 8.

Teacher's prayer

I want to teach my students how
To live this life on earth,
To face its struggle and its strife

And improve their worth.
Not just the lesson in a book,
Or how the rivers flow,
But how to choose the proper path,
Wherever they may go.

To understand eternal truth,
And know the right from wrong,
And gather all the beauty of
A flower and a song.

For if I help the world to grow
In wisdom and in grace,
Then, I shall feel that I have won
And I have filled my place.

And so I ask my guidance, God
That I may do my part,
For character and confidence
And happiness of heart.

James J. Metcalf. Disponível em: <www.appleseeds.org/teach_2.htm>.
Acesso em: 18 jul. 2008.

4 UFMT Pela temática e pelas características composicionais, o texto pode ser considerado:

- (a) carta.
- (b) conto.
- (c) juramento.
- (d) oração.
- (e) homenagem.

5 UFMT Sobre o texto, marque V para as afirmativas verdadeiras e F para as falsas.

- O eu lírico, na primeira estrofe, propõe-se viver sem problemas.
- A quinta estrofe revela que o eu lírico busca a felicidade.
- Na quarta estrofe, o eu lírico expressa a possibilidade de sucesso.
- Valores como verdade, beleza e sabedoria são exaltados pelo eu lírico.

Assinale a sequência correta.

- (a) V, V, F, V.
- (b) F, F, V, V.
- (c) V, F, V, F.
- (d) F, V, F, F.
- (e) F, V, V, V.

6 UFMT A respeito dos sentidos do texto, assinale a afirmativa correta.

- (a) O eu lírico enaltece a figura de Deus como seu guia.
- (b) A imagem de professor construída no texto denota distanciamento em relação ao aluno.
- (c) *know the right from wrong* (terceira estrofe) expressa a ideia de garantia de direitos.

- (d) Em *For if I help* (quarta estrofe) e *For character* (quinta estrofe), os vocábulos sublinhados têm o mesmo significado.
- (e) A palavra *face* (primeira estrofe) significa rosto.

7 UFMT Assinale a alternativa em que as duas palavras possuem a mesma função morfológica.

- (a) *their* (primeira estrofe) e *Then* (quarta estrofe)
- (b) *teach* e *improve* (primeira estrofe)
- (c) *students* (primeira estrofe) e *eternal* (terceira estrofe)
- (d) *its* (primeira estrofe) e *of* (quinta estrofe)
- (e) *and* e *this* (primeira estrofe)

8 UFMT É intenção do produtor do texto:

- (a) entender como a aprendizagem acontece.
- (b) proporcionar uma nova forma de ensino religioso.
- (c) investigar temas relacionados à geografia.
- (d) ajudar o aluno a escolher uma profissão.
- (e) expressar seu desejo sobre o que ensinar.

Gramática

9 Using the two ideas of “to study” and “to pass or fail the exam”, complete the following. Punctuate correctly. Add capital letters as necessary.

- a) If I study for the test
- b) Unless I study for the test
- c) I will pass the test providing that
- d) I must study, otherwise
- e) Even if I study
- f) I will probably fail the test whether
- g) Only if I study
- h) You'd better study or else

10 Using the ideas of “to be hungry” (or not to be hungry) and “to eat breakfast” (or not to eat breakfast), complete the following. Punctuate and capitalize correctly.

- a) I never eat breakfast unless
- b) I always eat breakfast whether or not
- c) I eat breakfast even if
- d) I eat breakfast only if
- e) Even if I am hungry

No exercício a seguir, use palavras que expressem relações de oposição, causa e efeito e condição.

11 Complete the following. Add necessary punctuation and capitalization.

- a) While some people are optimists _____.
- b) Even though he drank a glass of water _____ still _____.
- c) Even if she invites me to her party _____.
- d) I have never been to Hawaii my parents however _____.
- e) I couldn't _____ for my arms were full of packages.
- f) I need to borrow some money so that _____.
- g) The airport was closed due to fog therefore _____.
- h) _____ therefore the airport was closed.

- i) As soon as the violinist played the last note at the concert _____.
- j) Since neither my roommate nor I know how to cook _____.
- k) I am not a superstitious person nevertheless _____.
- l) The crops will fail unless _____.
- m) Just as I was getting to eat my dinner last night _____.
- n) Now that she is married _____.
- o) We must work quickly otherwise _____.
- p) Some children are noisy and wild my brother's children on the other hand _____.

O texto abaixo refere-se às questões de 12 a 19.

- 1 My house is haunted by the screams of slow digital death. I'm referring to the last gasps of the Tamagotchi, a "digital craze" that infected my kids like chicken pox last spring.
- 2 *Since the day they were born, I have tried to ²give my children the right toys. So when I first read about Tamagotchis, I felt here was a toy that would appeal to my daughters. In case you are childless or an alien from outer space and managed to avoid this craze, the Tamagotchi is a Keychainsize plastic egg that houses a small LCD (Liquid Crystal Display) in which "lives" a creature that you nurture by pushing a ¹variety of buttons.*
- 3 *It was love at first beep for my kids. The silicon pets completely satisfied their "mothering needs". The Tamagotchi had to be fed, played with and even changed regularly. A "normal" digital pet lives for a few weeks, at which point it's "called back to the home planet", according to the instruction book. Anyway, the thing "dies", so you have to ³hit the reset button and ⁴grow another one. The cycle repeats endlessly period before losing interest. But the Tamagotchis, bless their little chips, keep on beeping, beeping, always beeping.*

12 UFRGS A expressão "in case" (par. 2) pode ser substituída, sem alteração de sentido, por:

- (a) so. (d) indeed.
- (b) as. (e) if.
- (c) when.

13 UFRGS O texto diz que:

- (a) as crianças, inicialmente, não apreciaram os Tamagotchis.
- (b) o autor sempre comprou brinquedos caros para seus filhos.
- (c) a atitude do autor quanto aos Tamagotchis mudou.
- (d) o brinquedo deve ser devolvido depois de algumas semanas.
- (e) o Tamagotchi é um chaveiro de plástico cheio de um líquido cristalino.

14 UFRGS O autor compara o novo brinquedo a:

- (a) efeitos especiais de cinema.
- (b) sopa de galinha.
- (c) um alienígena do espaço sideral.
- (d) uma verdadeira praga.
- (e) fantasminhas eletrônicos.

15 UFRGS A tradução mais adequada para a expressão "digital craze" (par. 1) é:

- (a) dígitos malucos.
- (b) mania digital.
- (c) labirinto digital.
- (d) louco digital.
- (e) loucura virtual.

16 UFRGS A expressão "a variety of buttons" (ref. 1) significa o mesmo que:

- (a) little buttons.
- (b) several buttons.
- (c) all the buttons.
- (d) very small buttons.
- (e) too many buttons.

17 UFRGS Complete a frase a seguir com a forma verbal mais adequada para cada lacuna.

The kids _____ in love with the Tamagotchi when they first _____ it, but they _____ with it lately.

- (a) fell – saw – have not played
- (b) fall – see – did not play
- (c) fell – see – did not play
- (d) have fallen – seen – do not play
- (e) fall – saw – have not played

18 UFRGS Indique as formas corretas do particípio passado dos seguintes verbos do texto: "give" (ref. 2), "hit" (ref. 3), "grow" (ref. 4).

- (a) gave – hitting – grewed
- (b) gave – hitted – grewed
- (c) given – hitted – grew
- (d) gived – hit – grewed
- (e) given – hit – grown

19 UFRGS Considere a frase: If you don't feed your Tamagotchi, it will die.

Escolha a melhor opção para reescrevê-la, começando com She told me that ...

- (a) if I won't feed my Tamagotchi, it would die.
- (b) if you didn't feed your Tamagotchi, it had died.
- (c) if I didn't feed my Tamagotchi, it would have died.
- (d) if I didn't feed my Tamagotchi, it would die.
- (e) if you haven't fed your Tamagotchi, it will have died.

Após estudarmos o uso de gerúndios e infinitivos quanto à sequência de verbos (capítulo 13), vamos agora analisá-los em outras situações. Existem alguns casos bastante específicos nos quais devemos usar o gerúndio, bem como outros para o infinitivo. Aprenda a diferenciá-los e resolva as séries de exercícios para uma melhor fixação.

As listas que acompanham o conteúdo deste capítulo devem servir como material de referência e fonte para aprofundamento gradativo.

Não se deixe impressionar pelo volume e abrangência dessas listas.



Gerúndio

Veja a seguir alguns dos casos específicos nos quais devemos usar o gerúndio.

- Como substantivos, usados na função de sujeito ou objeto.
 - Playing* tennis is fun. (Sujeito)
 - Does slow *talking* point to slow mental development? (Sujeito)
 - We enjoy *playing* tennis. (Objeto)
 - Police officers usually regard unnecessary *walking* as inherently suspicious. (Objeto)
- Como participio presente, usado nos tempos contínuos.
 - Ann is *playing* tennis now.
 - What are you *doing* here, Sam?
- Como adjetivos.
 - I heard some *surprising* news.
 - The children told us a very *interesting* story.
- Como objetos de preposições.
 - We talked about *going* to Canada for our vacation.
 - I'm interested in *learning* more about your work.
- Após o verbo *go* em certas expressões que indicam, na maioria dos casos, atividades esportivas ou de lazer.
 - Did you go *shopping*?
 - They went *fishing* yesterday.
 - I'll go *skiing* in Canada next year.
- Após o objeto de um verbo, particularmente os verbos de percepção.
 - I saw him *looking* at me.
 - Can you hear the kids *playing* outside?
- Após conjunções.
 - When *buying* a new car, it is best to seek expert advice.
 - I didn't read the book before *going* to see the film.
- Em algumas expressões idiomáticas, tais como: *can't stand, can't help, be used to, look forward to, be worth*.
 - I'm used to *driving* at night.
 - We look forward to *hearing* from you.
 - I can't stand *losing* you.
 - It is worth *visiting* the Louvre.

Infinitivo

- Usado para expressar "propósito", como em frases que respondem à pergunta "why?"
 - He came here *to study* English.
 - Mr. Lee is here *to see* you.

ATENÇÃO!

Observe a equivalência!
I went out to buy some bread.
I went out for some bread.

- Após certos adjetivos, usados, em geral, para descrever sentimentos ou atitudes de pessoas.
 - We were sorry *to hear* the bad news.
 - I was surprised *to see* Tim at the meeting.

Veja abaixo alguns dos adjetivos comumente seguidos por infinitivos.

glad to	*upset to	determined to
happy to	*disappointed to	careful to
pleased to	proud to	hesitant to
delighted to	ashamed to	reluctant to
content to	ready to	afraid to
relieved to	prepared to	*surprised to
lucky to	anxious to	*amazed to
fortunate to	eager to	*astonished to
*sorry to	willing to	*shocked to
*sad to	motivated to	*stunned to

Tab. 1 Adjetivos seguidos por infinitivos.

* Usualmente seguidos por "infinitive phrases" com verbos tais como **see, learn, discover, find out, hear.**

- Usados com *too* e *enough*.
Lembre-se: *too* implica resultado negativo.
 - That box is too heavy for Bob *to lift*.
(é impossível para Bob erguer aquela caixa)

ATENÇÃO!

Enough segue um adjetivo ou precede um substantivo.

- I am strong enough *to lift* that box.
 - I have enough strength *to lift* that box.
- Usado com verbos "causativos": *make, have* e *get*.
 - I made my brother *carry* my suitcase.
 - I had my brother *carry* my suitcase.
 - I got my brother *to carry* my suitcase.

ATENÇÃO!

make - ação "forçada"
have - ação realizada após um pedido.
get - ação realizada por persuasão.

- Após os verbos *let* e *make*.
 - Don't let Tim *go* by himself.
 - They made me *write* all the details down again.
- Após o verbo *help*.
 - John helped the old lady *carry* the bags.
 - Paul helped me *wash* my car.
- Usado após *why*, para indicar que você acha que uma ação é tola ou desnecessária.
 - Why *wait* until then?
 - Why *worry*?
- Usado após *be* ao explicar o que alguém ou algo faz ou deveria fazer, juntamente com *all* ou *what*.
 - All he did was *open* the door.
 - What it does is *cool* the engine.

Veja agora uma lista com exemplos de verbos que são seguidos por infinitivo ou por um pronome (ou substantivo) + infinitivo.

1.	afford	We can't afford to spend much money.
2.	agree	I agree to do that for you.
3.	appear	Mary appears to be very happy.
4.	arrange	He arranged to see us off to the airport.
5.	ask	They asked to join us.
6.	beg	He begged to take part in the group.
7.	care	I don't care to go to that place.
8.	claim	He claims to have the nicest stamp collection of all.
9.	decide	We decided to stay a little longer.
10.	demand	They demanded to have free access to such information.
11.	deserve	She deserves to get a promotion.
12.	expect	I expect to get a good grade.
13.	fail	He failed to accomplish the task.
14.	hesitate	They hesitated to call us at that time.
15.	hope	I hope to finish this work soon.
16.	learn	They learned to sing a new song.
17.	manage	He managed to talk to the principal before he left.
18.	mean	She didn't mean to say that.
19.	need	We need to talk to you now.
20.	offer	They offered to give us a ride.
21.	plan	He plans to renew his visa.
22.	pretend	She pretended to leave but stayed around.
23.	promise	He promised to be punctual as usual.
24.	refuse	They refused to leave the office at that time.
25.	seem	You seem to be very busy now.
26.	struggle	He struggled to quit smoking.
27.	swear	She swore to be loyal to us.
28.	threaten	They threatened to sue the company.
29.	wait	We waited to see what would happen.
30.	want	I want to take a trip abroad.

Tab. 2 Verbos seguidos imediatamente por infinitivo.

31.	advise	They advised us to stay in town.
32.	allow	He allowed the students to use a dictionary.
33.	cause	Your lack of interest caused you to fail.
34.	challenge	He challenged me to race him to the gate.
35.	dare	She dared him to follow her in the safari.
36.	encourage	We encouraged our son to make his decision.
37.	forbid	I forbid you to spread such a rumour.
38.	force	They forced the driver to report the accident.
39.	hire	We will hire a cook to prepare our meals.
40.	invite	She invited Mrs. Sims to have dinner with them.
41.	permit	I permitted her to take part in the group discussion.
42.	remind	They reminded us to call the front desk before leaving the room.
43.	require	Our boss requires us to work hard.
44.	teach	He will teach us to speak French.
45.	tell	I told her to stay with us.
46.	urge	She urged her sister to stay overnight.
47.	want	I want you to proofread the text.
48.	warn	The police officer warned him to be careful.

Tab. 3 Verbos seguidos por um substantivo ou pronome mais um infinitivo.

PREPOSIÇÃO



This elevator is out of order. You'd better use the stairs if you're in a hurry.



Gosh! I'm out of shape! I'd better take up exercising.

Revisando

1 O que significa dizer que, em uma certa frase, um verbo é o objeto de uma preposição?

2 Em que casos o verbo *go* será seguido imediatamente por outro verbo que, por sua vez, deverá ser usado no gerúndio?

3 Um verbo usado no infinitivo sempre deverá ser antecedido pela partícula *to*?

Exercício proposto

- 1** Complete as frases abaixo usando o gerúndio ou o infinitivo das palavras dadas entre parênteses.
- a) Some students are here _____ the principal. (see)
 b) I think I'll go _____ in Canada next year. (ski)
 c) Mary is very interested in _____ more about the research. (learn)
 d) I can't stand _____ TV on Sundays. (watch)
 e) We were surprised _____ Tom at the party. (meet)
 f) I heard some _____ news on the radio yesterday. (surprise)
- g) The teacher let the little boys _____ the room for a while. (leave)
 h) Why _____ until tomorrow? You should do it right away. (wait)
 i) I had my brother _____ the TV set. He knows a lot about electronics. (fix)
 j) _____ is a great sport. Everybody should give it a try. (swim)

TEXTOS COMPLEMENTARES

Music

Veja aqui o exemplo do uso do infinitivo após *why* para indicar que uma certa ação é tola ou desnecessária.

Why Worry

" ... Why worry, there should be laughter after pain
 There should be sunshine after rain
 These things have always been the same
 So why worry now."

Mark Knopfler. "Why Worry". Intérprete: Dire Straits.
 In: *Brothers in Arms*. Estados Unidos: Warner Bros., 1985. Faixa 5.

Tradução:

Variações ortográficas: o acréscimo de "s" ou de "ing" ao infinitivo do verbo

Can't Stand Losing You

"[...] I can't, I can't, I can't stand losing
 I can't, I can't stand losing you.
 [...]
 I guess you'd call it suicide
 But I'm too full to swallow my pride
 [...]"

Sting. "Can't stand losing you". Intérprete: The Police. In: *Outlandos d'Amour*. Estados Unidos: A&M, 1978. Faixa 6.

Tradução:

RESUMINDO

Gerúndio X Infinitivo: outros usos

- **Gerúndio:** como substantivo; como particípio presente; como adjetivo; como objeto de preposições; após o verbo *go* (atividades de lazer e esportivas); após o objeto de verbos de percepção; após conjunções; em algumas expressões idiomáticas.
- **Infinitivo:** para expressar propósito; após certos adjetivos (descrevem sentimentos ou atitudes); com *too* ou *enough*; com verbos causativos; após *let* e *make*; após *help*; após *why* (ação tola ou desnecessária); após *be* junto com expressões *all* ou *what*.

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar as canções “Why Worry”, de Dire Straits, e “Can’t stand losing you”, de The Police.
<www.lyricsfreak.com>.
<<http://letras.mus.br>>.

- Pratique o que estudou sobre gerúndio e infinitivo em um quiz.
<<http://academic.cuesta.edu/ahalderma/gerinfinq.htm>>.

Exercícios complementares

Interpretação de textos

Leia o texto e responda às questões de 1 a 5.

Meltdown: the Alps under pressure (Excerpt 1)

Around mid-June the Pitztal Glacier in Austria goes on summer vacation. That is to say, it begins to melt, racing down Tyrolean mountainsides in frigid streams that eventually lose themselves, like Europeans in August, at a beach somewhere. But if you are the owner of a ski resort on a glacier, four months of melting is a major cause for concern. So one day the owners of the Pitztal Glacier ski resort decided to try something radical. They ordered a supply of what are basically huge white blankets and spread them across 15 acres (0.1 square kilometers) of the glacier to keep it cold through the summer. It seems to be working: The melting has slowed. So now ski areas in Germany and Switzerland are also wrapping at least part of their glaciers. The glaciers may not feel better, but the resort owners certainly do.

One July morning I went up the Stubai Glacier with glaciologist Andrea Fischer and her team of students from the University of Innsbruck. They were there to give the glacier its weekly checkup, measuring how much it had melted under the various types of protective fabric – large squares of wool, hemp, plastic, and combinations of these that lay in rows across the slushy ice.

One experimental square, made of plastic, had dropped almost a foot in a week. “It’s quite normal that glaciers are gaining or losing mass,” Fischer said. What’s not normal, say climatologists, is how fast it’s happening today. Fischer and her students made note of which material had slowed the melting most effectively. Various materials, including a new white fleece, had slowed the melting to an impressive two inches.

You can’t wrap a whole mountain range in a blanket. But with so much riding on Alpine ice and snow – skiing, tourism, service industries, and the livelihoods of probably millions of workers – it’s easy to see why some people might want to. Yet it will take more than blankets to shield the Alps from the environmental and human pressures facing them today.

By Erla Zwingle. *National Geographic*, February 2006.

1 Unesp Escolha a alternativa correta, de acordo com o texto 1.

- (a) Em meados de junho, quando as geleiras começam a derreter, os donos de estações de esqui se veem forçados a tomar medidas radicais: eles cobrem as montanhas para evitar que o gelo derreta. Isso, contudo, não tem dado nenhum resultado.
- (b) A chegada do verão e o decorrente derretimento das geleiras justificam a grande preocupação dos donos de estações

de esqui e sua busca por soluções – às vezes radicais – que possam, de alguma forma, retardar esse degelo.

- (c) A chegada do verão, em meados de junho, provoca o derretimento das geleiras e faz com que os tiroleses decidam ir a alguma praia e lá permanecer por quatro meses, imitando o que todos os europeus geralmente fazem.
- (d) Durante os quatro meses de verão, quando as geleiras derretem, os donos de estações de esqui ficam extremamente preocupados, buscando alternativas para evitar o aquecimento da temperatura nessa estação do ano.
- (e) Os donos de estações de esqui sempre procuram os especialistas da Universidade de Innsbruck, buscando formas de controlar o aumento da temperatura no verão e, assim, de garantir a possibilidade de esquiar em qualquer época do ano.

2 Unesp De acordo com o texto 1:

- (a) os donos da estação de esqui Pitztal contrataram Andrea Fischer e seus alunos para cobrir a geleira com mantas protetoras, feitas de plástico e outros materiais. A equipe constatou que elas retardavam o degelo em 2 horas. Com base nesse resultado, todas as montanhas passaram a ser cobertas no verão.
- (b) os donos da estação de esqui Pitztal, para retardar o degelo, buscaram uma solução simples: cobrir as montanhas, no verão, com quadrados de vários tecidos, incluindo plástico e lã branca. Para especialistas da Universidade de Innsbruck, esse procedimento tem sido pouco eficiente.
- (c) é normal que as geleiras aumentem de volume; mas a velocidade em que isso acontece, hoje em dia, não é normal. Mesmo assim, um grupo de alunos da Universidade de Innsbruck vem aconselhando os donos de estações de esqui a cobrir as montanhas com plástico e lã branca. Na opinião deles, isso acelera o degelo.
- (d) os donos da estação de esqui Pitztal buscaram, como solução extrema, contratar uma equipe de pesquisadores e alunos da Universidade de Innsbruck para produzir uma manta especial que pudesse manter o degelo em 2 polegadas. Contudo, a maior dificuldade foi cobrir toda a geleira com esse tecido.
- (e) a tentativa radical buscada pelos donos da estação de esqui Pitztal consistiu em usar imensas mantas brancas para cobrir uma região de 15 acres da geleira e, assim, preservar sua temperatura no verão, retardando o degelo natural. Essa medida tem demonstrado resultados positivos.

De acordo com as informações contidas no texto 1, assinale a alternativa correta para cada uma das questões de números 3 a 5.

3 Unesp Indique a alternativa que expressa o mesmo significado de:

You can't wrap a whole mountain range in a blanket.

- (a) A whole mountain range can't be wrapped in a blanket.
- (b) A whole mountain range couldn't be wrapped in a blanket.
- (c) In a blanket, a whole mountain range isn't wrapped.
- (d) You can't be wrapped by a whole mountain range.
- (e) You and a whole mountain range can't be wrapped.

4 Unesp Indique a alternativa em que os termos denotam, respectivamente, o mesmo significado dos sublinhados na sentença: If you are the owner of a ski resort on a glacier, four months of melting is a major cause for concern.

- (a) landlord ... preoccupation
- (b) neighbor ... relaxation
- (c) tenant ... happiness
- (d) guest ... anxiety
- (e) host ... despair

5 Unesp Indique a alternativa que completa a sentença: However it will take blankets to the Alps the pressures they have been facing.

- (a) more ... allow ... than
- (b) less ... free ... about
- (c) more than ... prevent ... from
- (d) many ... prevent ... on
- (e) only ... help ... to

Leia o texto e responda à questão 6.

Meltdown: the Alps under pressure (Excerpt 2)

"High-altitude regions seem to be more sensitive to the climate warming, and the retreat of glaciers is one sign," says Martin Beniston, a climate specialist at the University of Fribourg, Switzerland. "During Roman times it was even warmer than it is now. From Val-d'Isère to Zermatt, people could cross passes where they go glacier skiing now. But today it's the speed of warming that concerns us the most. It's very rapid." How rapid? Scientists estimate that the Alps have lost half their glacier ice in the past century, 20 percent of that since the 1980's; glaciers in Switzerland have lost a fifth of their surface area in the past 15 years.

As temperatures rise, so does the snow line. Sooner or later some ski centers will be stranded, and their towns will shrivel away. And rockfalls, only an occasional hazard in earlier times, are increasing, endangering communications towers and radio installations, not to mention the occasional human.

"What if there weren't any more skiing?" I asked Karin Thaler, a university student from Oberndorf, near Kitzbühel in Austria. She stared at me, thunderstruck. "That would be horrible," she stammered. "Everyone has something to do with skiing. A winter without tourists? It wouldn't be possible."

This is why the owners of the Pitztal ski resort and other sites are paying serious money to wrap their glaciers (some \$121,000 a year for the Pitztal Glacier alone). They foresee a day when high-altitude glacier ski areas will be the only ones that can reasonably count on enough snow to stay open.

"We're businessmen," said Willi Krueger of the Pitztal resort, which sits above 9,000 feet (2.743 meters). "If I were investing, I wouldn't invest in any ski area lower than 5,500 feet (1.676 meters)." Yet ski areas are still being developed throughout the Alps. And with them come roads, hotels, and ski lifts that can carry 1,800 people an hour.

Then there is the problem of snowfall. Global warming is making the snowfall less predictable. Sometimes there's a lot, sometimes too

little, and it doesn't always come when you call it. Artificial snow is one of those solutions that just creates more problems. "If a resort wants people skiing in spring, it has to make the snow cover last longer," said Ulrike Petschacher of the World Wildlife Fund in Innsbruck. "But this damages the plants and disturbs the water cycle."

By Erla Zwingle. National Geographic, February 2006.

6 Unesp Indique a alternativa correta.

- (a) Segundo Martin Beniston, regiões de altitudes elevadas parecem ser mais sensíveis ao aquecimento climático, como se pode verificar pelo aumento das geleiras nessas áreas. Por isso, ele prevê que as estações de esqui estarão irremediavelmente falidas em breve.
- (b) Devido ao aquecimento global, donos de estações de esqui, como os de Pitztal, estão investindo grandes quantias para proteger as geleiras. Eles também acreditam que essas medidas tenham efeito no controle da quantidade de neve que cai a cada ano.
- (c) Donos de estações de esqui, como os de Pitztal, têm investido seriamente na proteção das geleiras e no controle da quantidade de neve que cai a cada ano, pois querem garantir que seja possível esquiar também na primavera.
- (d) A grande preocupação atual não está no degelo, em si, mas na velocidade do aquecimento global que o provoca. Cientistas calculam que os Alpes perderam 50% de suas geleiras no último século, 20% das quais nos últimos 26 anos.
- (e) A velocidade do aquecimento global tem preocupado, seriamente, cientistas, universitários e donos de estações de esqui. Juntos, eles têm investido mais de \$121.000 por ano para garantir a continuidade da prática do esqui a 9.000 pés de altitude.

Gramática

Directions: Choose the correct answer.

Example: The office staff decided to have a retirement party for Dolores.

- (a) having had
- (b) to have had
- (c) to have
- (d) having

7 Roger proved that the accident wasn't his fault by _____ two witnesses who testified in his favor.

- (a) produce
- (b) produced
- (c) to produce
- (d) producing

8 The front door is warped from the humidity. We have a difficult time _____ it.

- (a) open
- (b) to open
- (c) having opened
- (d) opening

9 I stood up at the meeting and demanded _____. At last, I got the chance to express my opinion.

- (a) to be heard
- (b) to hear
- (c) to have heard
- (d) to have heard

10 Did you ever finish _____ the office for that new client of yours?

- (a) to design
- (b) designing
- (c) designed
- (d) having designed

11 It's a beautiful day, and I have my brother's boat. Would you like to go _____?

- (a) to sail (b) sailing (c) to sailing (d) for sailing

12 I called a plumber _____ the kitchen sink.

- (a) for repairing (c) to repair
(b) for to repair (d) to be repaired

13 I'm angry because you didn't tell me the truth. I don't like _____.

- (a) deceiving (c) being deceived
(b) to deceive (d) having deceived

14 A good teacher makes her students _____ the world from new perspectives.

- (a) to view (c) view
(b) viewing (d) to be viewed

15 Please remember _____ your hand during the test if you have a question.

- (a) raising (c) having raised
(b) to raise (d) to have raised

16 It is important _____ care of your health.

- (a) to take (b) to be taken (c) take (d) taken

17 _____ in restaurants as often as they do is very expensive.

- (a) Being eaten (c) Having been eating
(b) Having eaten (d) Eating

18 I expect Mary _____ here early tonight. She should arrive in the next half hour.

- (a) to come (c) having come
(b) coming (d) to have come

19 I advised my niece not _____ at an early age.

- (a) marrying (c) being married
(b) to marry (d) to have been married

20 Shhh. I hear someone _____ in the distance. Do you hear it too?

- (a) shout (b) shouted (c) to shout (d) shouting

21 I don't understand _____ your job so suddenly. Why did you do that?

- (a) your quitting (c) to quit
(b) you to have quit (d) you quit

22 Last night, we saw a meteor _____ through the sky.

- (a) streaked (c) streak
(b) tostreak (d) to have streaked

23 My parents wouldn't let me _____ up late when I was a child.

- (a) to be stay (c) to stay
(b) staying (d) stay

24 Children should be encouraged _____ their individual interests.

- (a) develope (c) to develop
(b) to be developed (d) developing

25 This room is too dark. We need _____ a lighter shade.

- (a) to have it painted (c) painting it
(b) to be painted (d) to have it paint

26 I'm sorry I never graduated. I've always regretted not college.

- (a) to finish (c) finished
(b) finish (d) having finished

27 Complete the sentences with the correct form, gerund or infinitive, of the words in parenthesis.

- a) Margaret challenged me (*race*) _____ her across the pool.
b) David volunteered (*bring*) _____ some food to the reception.
c) The students practiced (*pronounce*) _____ the "th" sound in the phrase "these thirty-three dirty tress".
d) In the fairy tale, the wolf threatened (*eat*) _____ a girl named Little Red Riding Hood.
e) Susie! How many times do I have to remind you (*hang up*) your coat when you get home from school?
f) The horses struggled (*pull*) _____ the wagon out of the mud.
g) Janice demanded (*know*) _____ why she had been fired.
h) My skin can't tolerate (*be*) _____ in the sun all day long. I get sunburned easily.
i) I avoided (*tell*) _____ Mary the truth because I knew she would be angry.
j) Fred Washington claims (*be*) _____ a descendant of George Washington.
k) Alex broke the antique vase. I'm sure he didn't mean (*do*) it.
l) I urged Al (*return*) _____ to school and (*finish*) his education.
m) Mrs. Freeman can't help (*worry*) _____ about her children.
n) Children, I forbid you (*play*) _____ in the street. There's too much traffic.
o) My little cousin is a blabbermouth! He can't resist (*tell*) everyone my secrets!
p) I appreciate your (*take*) _____ the time to help me.
q) I can't afford (*buy*) _____ a new car.
r) Ted managed (*change*) _____ my mind.
s) I think Sam deserves (*have*) _____ another chance.
t) Julie finally admitted (*be*) _____ responsible for the problem.
u) I don't recall ever (*hear*) _____ you mention his name before.
v) She keeps (*promise*) _____ us, but she never does.
w) He keeps (*hope*) _____ and (*pray*) _____ that things will get better.
x) I finally managed (*persuade*) _____ Jane (*stay*) _____ in school and (*finish*) _____ her degree.

Conditional sentences

16

Existem vários tipos de frases condicionais, várias delas usando “if” – daí o nome, para algumas delas, de “if clauses”. Basicamente, elas estabelecem uma condição e, a seguir, mostram a consequência advinda do cumprimento da condição estabelecida. Fique atento a estes e a outros tipos de frases condicionais que apresentaremos neste capítulo.

A propósito, não se esqueça de que, se você estudar com dedicação e de forma organizada, obterá os resultados que almeja.

Observe que várias das formas aqui apresentadas são, em certos contextos, intercambiáveis, oferecendo assim uma possibilidade de variações que por um lado facilitam, mas por outro exigem uma maior atenção para com os detalhes.



Esse desejo pode se manifestar no futuro, presente ou passado, conforme o indicado.

Tipo de desejo	Forma verbal seguindo wish
Sobre o futuro	Wish + Conditional *
Sobre o presente	Wish + Simple past *
Sobre o passado	Wish + Past perfect *

Tab. 1 Estes são os tempos verbais mais comumente usados nas situações descritas.

Exemplos

- Sobre o futuro: (wish + conditional)
 - I wish she would tell me about it.
(Realidade: She will not tell me about it.)
 - I wish he were going to stay with us.
(Realidade: He isn't going to stay with us.)
 - I wish they could come tonight.
(Realidade: They can't come tonight.)
 - Sobre o presente: (wish + simple past)
 - I wish I knew French.
(Realidade: I don't know French.)
 - I wish it weren't raining right now.
(Realidade: It is raining right now.)
 - I wish I could speak Japanese.
(Realidade: I can't speak Japanese.)
 - I wish you were here.
(Realidade: You are not here)
 - Sobre o passado: (wish + past perfect)
 - I wish Mary had come to the party.
(Realidade: Mary didn't come to the party.)
 - I wish you had told them about it.
(Realidade: You didn't tell them about it.)
 - I wish the children could have come.
(Realidade: The children couldn't come.)
- O uso de **would** para expressar desejos sobre o futuro. **Would** é geralmente usado para indicar que a pessoa **quer que algo ocorra** no futuro. O desejo pode ou não se realizar.
 - It is raining. I wish it **would stop**.
(I want it to stop raining.)
 - I'm expecting a call. I wish the phone **would ring**.
(I want the phone to ring.)

- The noise you're making is disturbing me. I wish you **would stop** making it.
(I want you to stop making the noise.)
- We're going to be late. I wish you **would hurry**.
(I want you to hurry.)

O uso de "as if" ou "as though"

As if ou **as though** podem ser traduzidos por "como se". Geralmente a ideia que segue **as if/as though** é irreal, não verdadeira. Nesse caso, o uso dos verbos é semelhante ao das outras formas condicionais.

Exemplos

- She talked to him **as if** he **were** a child.
(He is not a child.)
- When she came in from the rainstorm, she looked **as if** she **had taken** a shower with her clothes on.
(She did not take a shower with her clothes on.)
- He acted **as though** he **had never met** her.
(He has met her.)
- She spoke as if she **wouldn't be** here.
(She will be here.)

PREPOSIÇÃO!



The boy is walking toward the door.



The girl is walking away from the door.

Revisando

1 É possível a formação de *If clauses* com verbos em tempos *continuous*?

2 Quando ocorre o chamado *mixed time*?

3 O que se deve fazer com o verbo *to be* quando usado em uma *If clause* que esteja no passado?

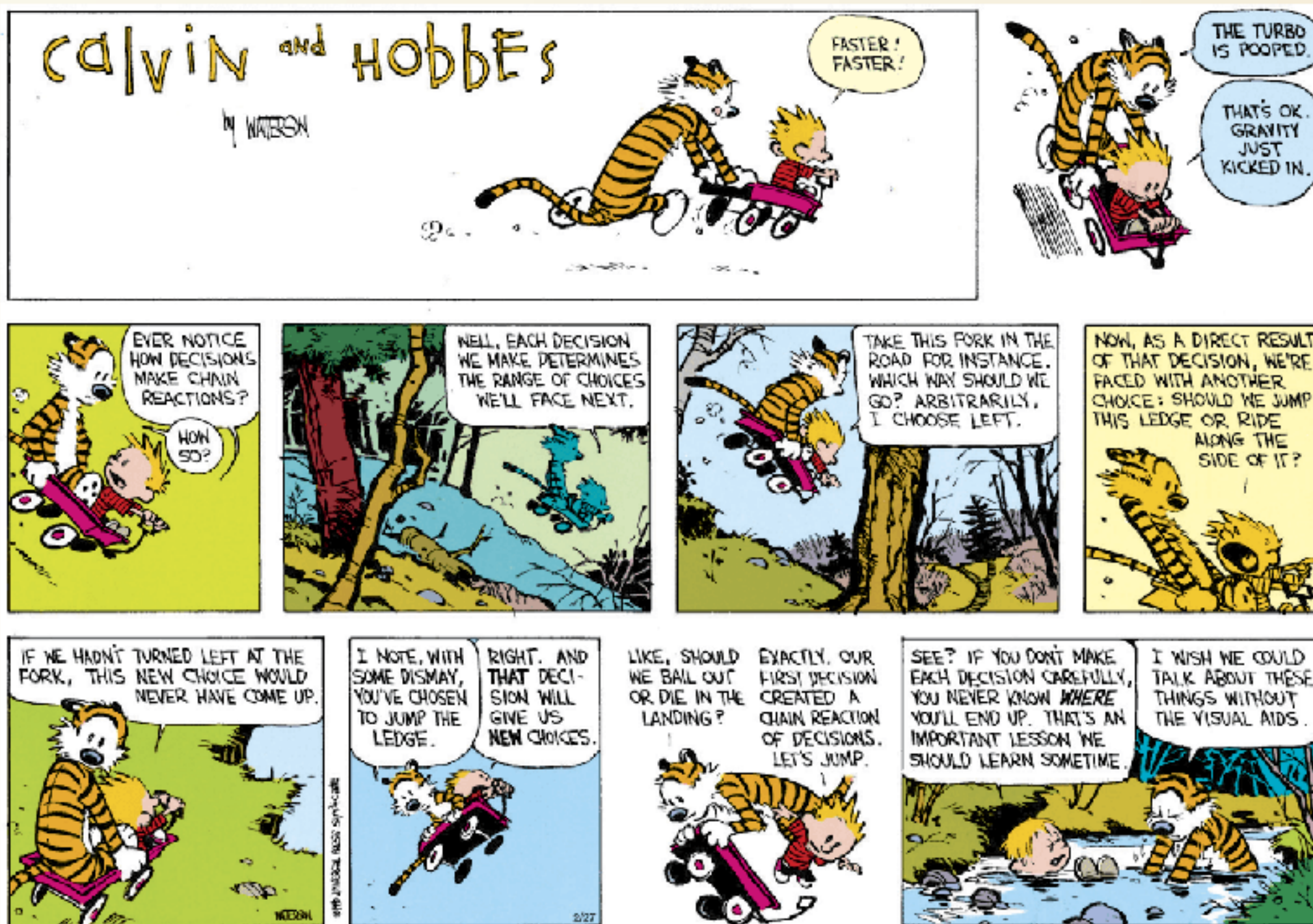
Exercício proposto

1 Complete as frases abaixo usando os verbos entre parênteses no tempo verbal correto.

- a) We _____ (tell) you the story if you ask us.
- b) Mary would have found her pen, if she _____ (look for) it under the desk.
- c) If only we knew she was coming, we _____ (make) an apple pie.
- d) If Sally _____ (be) here with us, she would certainly know what to do.
- e) If our students had studied harder, they _____ (learn) the lesson.

- f) If my friends _____ (invite) me, I will travel to Europe with them.
- g) I would study hard today if I _____ (have) a tough test tomorrow.
- h) If John has the time, he _____ (go) to the movies with us.
- i) Tom _____ (get) a better grade if he had had a little more time to study.
- j) Lara says she _____ (travel) around the world if she won the lottery.

TEXTOS COMPLEMENTARES



Music

Wish you were here

"[...] How I wish, how I wish you were here.

We're just two lost souls

Swimming in a fish bowl,

Year after year,

Running over the same old ground.

What have we found?

The same old fears.

Wish you were here."

Tradução:

David Gilmour; Roger Waters. "Wish you were here". Intérprete: Pink Floyd.
In: *Wish you were here*. Londres: Harvest, 1975. Lado 2, faixa 2.

RESUMINDO

IF + Condição → Consequência			
1º tipo:	If + Present	→	Future. E.g.: If you study hard, you will pass the test.
2º tipo:	If + Past	→	S. Conditional. E.g.: If you studied hard, you would pass the test.
3º tipo:	If + Past perfect	→	Conditional Perfect. E.g.: If you had studied hard, you would have passed the test.
	Wish + Past	→	desejo sobre o presente. E.g.: I wish she spoke English.
	Wish + Past perfect	→	desejo sobre o passado. E.g.: I wish I had come to the party.
	Wish + Conditional	→	desejo sobre o futuro. E.g.: I wish you would stop doing this.

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar a canção "Wish you were here", de Pink Floyd.
<www.pinkfloyd.net/lyrics>.
<www.metrolyrics.com>.

- Site onde você poderá baixar exercícios sobre conditional sentences:
<www.bbc.co.uk/worldservice/learningenglish/radio/specials/1636_gramchallenge22>.

Exercícios complementares

Interpretação de textos

Leia o texto e responda às questões 1 e 2.

Jeremy Lambros' *Domestic Abuse* is the result of his long standing personal **grudge** with inanimate objects, convinced they were either conspiring against him or responsible for his every **hardship**. Anyone who has ever struggled to program their VCR will appreciate this comic.

The dustpan could have enjoyed his work if not for the broom **shoving** disgusting crap in his face.

The desire to be **labeled** distracted him from his obsolescence.

Disponível em: <www.gocomics.com/domesticabuse/2008/08/19/>. Acesso em: 3 set. 2008.

1 UFG O objetivo principal do texto introdutório é explicar a razão pela qual:

- Lambros cria com base em objetos.
- os objetos conspiram contra o autor.
- o leitor deve observar os objetos à sua volta.
- os objetos fazem o autor sofrer.
- Lambros aprecia cartuns sobre objetos.

2 UFG Os cartuns têm em comum o fato de os objetos personificados serem:

- colocados em uma relação de tensão entre si.
- revoltados com sua condição inanimada.
- mostrados como conscientes de seus direitos.
- afetados por conflitos interiores.
- felizes com as funções que desempenham.

Leia o anúncio do conto "The fall of the house of Usher", de Edgar Allan Poe, e responda às questões de 3 a 5.

During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country, and at length found myself, as the shades of the evening drew on, within view of the melancholy House of Usher. I know not how it was – but, with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit. I say insufferable; for the feeling was unrelieved by any of that half-pleasurable, because of poetic, sentiment with which the mind usually receives even the sternest natural images of the desolate or terrible. [...]

E.A. Poe. "The fall of the house of Usher". In: J. Cochrane (Ed.). *The penguin book of American short stories*. London: Penguin books, 1987. p. 56.

Grudge: Ressentimento
Hardship: Sofrimento
Shoving: Empurrando

Labeled: Etiquetado
Dreary tract: Terreno árido
Glimpse: Visão

Insufferable: Intolerável
Gloom: Melancolia
Unrelieved: Não atenuado

Sternest: Mais sombrias

3 UFG O sentimento predominante no trecho narrado é de:

- (a) debilitação. (d) arrependimento.
 (b) amargura. (e) ódio.
 (c) angústia.

4 UFG Na escrita, destacam-se:

- (a) ambiguidades provocadas pelos termos poéticos.
 (b) dados objetivos da realidade analisada.
 (c) descrições que despertam a consciência do leitor.
 (d) elementos explicativos sobre os termos utilizados.
 (e) imagens que materializam a posição do narrador.

5 UFG Ao final do texto, o narrador descreve uma sensação incapaz de ser atenuada até mesmo por um sentimento meio-prazeroso, definido como:

- (a) poético. (c) inusitado. (e) enigmático.
 (b) inenarrável. (d) sombrio.

6 UFG Leia o quadro.

The language problems associated with damage to Broca's and Wernicke's area are quite different from one another:

Damage to Broca's area (Broca's aphasia)	Damage to Wernicke's area (Wernicke's aphasia)
– prevents a person from producing speech - person can understand language – words are not properly formed – speech is slow and slurred .	– loss of the ability to understand language – person can speak clearly, but the words that are put together make no sense. This way of speaking has been called "word salad" because it appears that the words are all mixed up like the vegetables in a salad.

Disponível em: <<http://faculty.washington.edu/chudler/lang.html>>.

As pesquisas sobre afasia dizem respeito à relação entre cérebro e linguagem. Do que se lê no quadro, um dano na área de:

- (a) Broca produz efeitos no ritmo da fala.
 (b) Broca impede o falante de entender a língua.
 (c) Wernicke impede a pessoa de falar.
 (d) Wernicke provoca prejuízo na pronúncia.
 (e) Wernicke exige mudanças na alimentação.

Leia o texto e responda às questões 7 e 8.

Civil societies can only thrive when damaging stereotypes are broken down. The difficulty is that stereotypes are sometimes hard to recognize because they are fixed beliefs. Learning to identify stereotypes is one of the first steps we must take to build a civil society. All of us face peer pressure when confronted with a joke which **puts down** a certain minority. It takes courage to raise objections to these jokes and pejorative names and to actively fight the prejudice and **bigotry** which

they foster. It is important to **stand up against** injustice, and fight the discrimination, stereotypes, and **scapegoating** which have served as the precursors to persecution, violence, and genocide. After identifying stereotypes, we can work toward eliminating them from society. When stereotypes are eliminated, it will be easier to acknowledge and appreciate individual differences. When we live in a society that is open to cultural diversity and that values the contributions of all society members – regardless of cultural and ethnic backgrounds, race, life styles, and belief – we will be one step closer to living in a civil society.

Disponível em: <<http://eca.state.gov/forum/journal/civ10background.htm>>. Acesso em: 3 set. 2008.

7 UFG Segundo o texto, as sociedades civis só podem prosperar se os estereótipos nocivos forem eliminados. O que impede que isso aconteça deve-se ao fato de que os estereótipos:

- (a) são crenças estabilizadas e difíceis de ser reconhecidas.
 (b) se confundem com as piadas e frases preconceituosas.
 (c) são uma forma de manter as minorias em posição inferiorizada.
 (d) não são vistos negativamente como, por exemplo, o genocídio.
 (e) são percebidos como evidência de diversidade cultural.

8 UFG No texto, afirma-se que “é preciso coragem para se opor a essas piadas [...]”. Você estaria se opondo a uma piada se dissesse:

- (a) “That’s a real good one!”
 (b) “Am I supposed to laugh?”
 (c) “I’ll tell you a better one.”
 (d) “I’ll write that down.”
 (e) “It’s the best I’ve ever heard.”

Gramática

9 Complete the sentences with the verbs in parentheses.

- a) It’s too bad Helen isn’t here. If she (be) _____ here, she (know) _____ what to do.
 b) Fred failed the test because he didn’t study. However, if he (study) _____ for the test, he (pass) _____ it.
 c) An aerosol spray can will explode if you (throw) _____ it into a fire.
 d) You should tell your father exactly what happened. If I (be) you, I (tell) _____ him the truth as soon as possible.
 e) If I (have) _____ my camera with me yesterday, I (take) _____ a picture of Alex standing on his head.
 f) I’m almost ready to plant my garden. I have a lot of seeds. Maybe I have more than I need. If I (have) _____ more seeds than I need, I (give) _____ some to Nellie.
 g) I got wet because I didn’t take my umbrella. However, I (get, not) _____ wet if I (remember) _____ to take my umbrella with me yesterday.
 h) I (change) _____ the present economic policy if I (be) _____ the President of the United States.
 i) If the teacher (be) _____ absent tomorrow, class will be cancelled.

Puts down: Deprecia

Bigotry: Intolerância

Stand up against: Lutar contra

Scapegoating: Acusações injustas

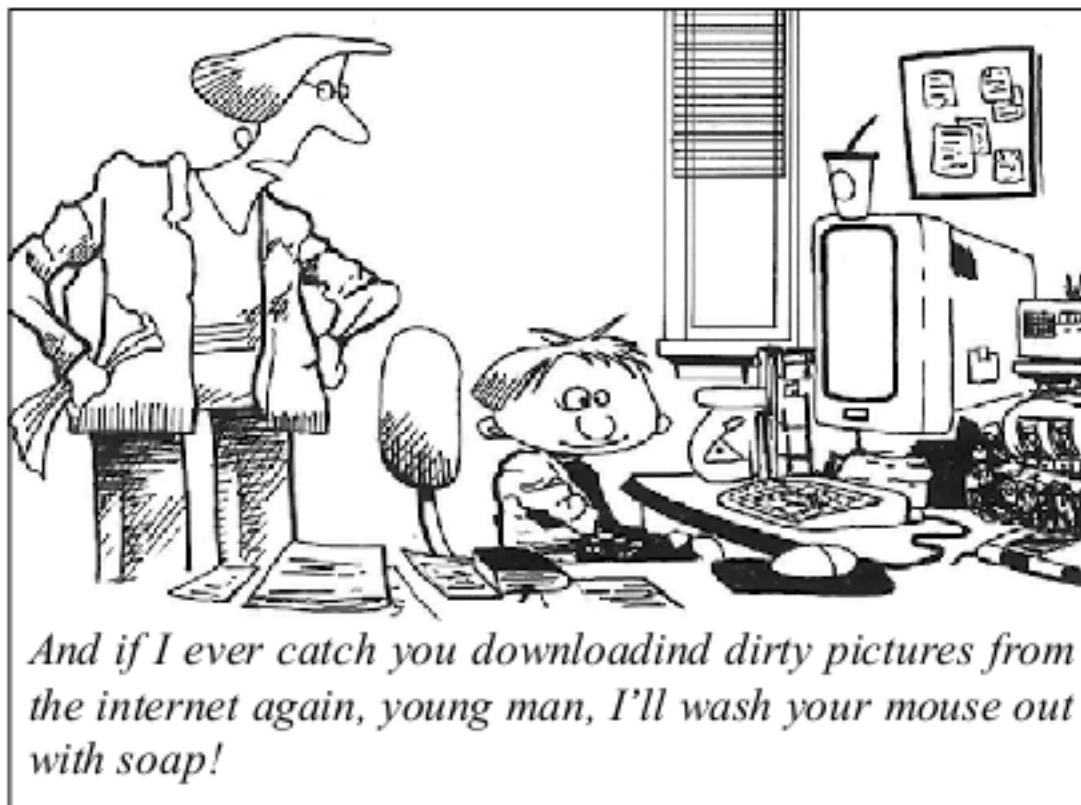
Slurred: Ininteligível

- j) George has only two pairs of socks. If he (have) _____ more than two pairs of socks, he (have to, not) _____ wash his socks so often.

10 Supply appropriate completions in the following.

- a) Our classroom doesn't have any windows. I wish our classroom _____ windows.
 b) The sun isn't shining. I wish the sun _____ right now.
 c) I didn't go shopping. I wish I _____ shopping.
 d) I don't know how to dance. I wish I _____ how to dance.
 e) You didn't tell them about it. I wish you _____ them about it.
 f) It's cold today. I'm not wearing a coat. I wish I _____ a coat.
 g) I don't have enough money to buy that book. I wish I _____ enough money.
 h) Martha is tired because she went to bed late last night. She wishes she _____ to bed earlier last night.
 i) I can't go with you. I wish I _____ with you tomorrow.
 j) My friend won't lend me his car. I wish he _____ me his car for my date tomorrow night.

11 **Fuvest** Considere a imagem a seguir.



Newsweek, 10 abr. 1995.

Qual seria o correspondente, no passado, de "if I ever catch I'll wash ___"?

- (a) If I ever were to catch ... I'll wash.
 (b) If I ever caught ... I'd wash.
 (c) If I ever would catch ... I washed.
 (d) If I ever caught ... I'd have washed.
 (e) If I had ever caught ... I would wash.

12 Relacione as colunas a seguir, formando orações condicionais:

Coluna A

- a) If I have time tomorrow
 b) Will you help me
 c) If you listen to him,
 d) If the police catch him,
 e) We'll go for a walk

Coluna B

- if I get into trouble?
 he'll go to jail.
 if it stops raining.
 I'll give you a ring.
 you will learn a lot.

13 **ITA** Lady Astor MP: "If you (I) my husband I (II) poison your coffee".

Churchill: "If you (III) my wife I (IV) drink it."

Os termos que melhor preenchem as lacunas I, II, III e IV são:

- (a) were (I), would (II), were (III), had (IV).
 (b) was (I), would (II), was (III), would (IV).
 (c) were (I), had (II), were (III), had (IV).
 (d) was (I), could (II), was (III), would (IV).
 (e) were (I), would (II), were (III), would (IV).

14 **ITA** Leia a seguir o comentário publicado pela revista *Newsweek*:

"He had a lot of German in him. Some Irish. But no Jew. I think that if he (I) a little Jew he (II) it out."

Singer Courtney Love, on the suicide of her rock-star husband, Kurt Cobain. As lacunas (I) e (II) do comentário anterior devem ser preenchidas, respectivamente, por:

- (a) I. had had, II. would have stuck
 (b) I. has had, II. would stick
 (c) I. have had, II. had had stuck
 (d) I. had had, II. had stuck
 (e) I. had, II. would stuck

15 **Mackenzie** Indicate the alternative that best completes the following sentence.

"If you had taken my advice, you _____."

- (a) would learned the lesson.
 (b) would have learnt the lesson.
 (c) should learned the lesson.
 (d) would learn the lesson.
 (e) should understand the lesson.

16 **Puccamp** Assinale a letra correspondente à alternativa que preenche corretamente as lacunas da frase apresentada:

"Frederick, what's the matter with you? This is the third assignment you haven't turned in!"

"I know, Mr. Dwarf. I would have turned them in _____ but I've been extremely busy."

"But that's no excuse. You must understand that I'll have to fail you if you don't complete your requirements."

"Yes, I know. I'll try to catch up."

- (a) when I have time (d) if I will have time
 (b) if I had time (e) when I would have time
 (c) if I had had time

17 **PUC-PR** Fill in the blank with the correct verb form:

If I won a lottery I _____ around the world.

- (a) travel (c) will travel (e) am traveling
 (b) traveled (d) would travel

17

Degrees of comparison

As formas comparativas são usadas com adjetivos e advérbios para mostrar comparações entre palavras, estruturas, ações, situações, condições etc. Existem diferentes graus de comparação, cada um com regras próprias de uso, particularidades, exceções e casos especiais. Fique atento às formações e diferenças de uso entre comparativos e superlativos, bem como às variações de uso nos casos de igualdade, inferioridade e superioridade.

As comparações com **adjetivos** são usadas para indicar que um tem mais ou menos de uma certa característica que o outro, ou que algo tem mais ou menos dessa qualidade do que costumava ter.

As comparações com **advérbios** são usadas para dizer como algo acontece ou é feito, comparado com a forma como acontecia/aconteceria ou era/seria feito em uma ocasião diferente.



Comparativos x Superlativos

Em geral, pode-se dizer que comparativos são usados quando a comparação é feita entre dois elementos. Por outro lado, superlativos são usados quando a comparação é feita entre três ou mais elementos, dentro de um determinado universo. Veja os exemplos a seguir:

- a) Brazil is richer than Argentina.
Comparativo → dois elementos (Brazil x Argentina)
- b) Brazil is the richest country in South America.
Superlativo → vários elementos de um universo (South America)
- c) He is not as tall as his father.
Comparativo → dois elementos (He x his father)
- d) She bought the most expensive dress of all.
Superlativo → um dentre todos daquele universo (of all)

Os tipos de comparações

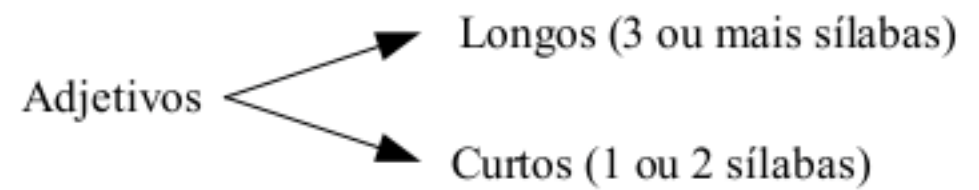
Basicamente existem três tipos de comparações: de igualdade, inferioridade ou superioridade. Usados como comparativos ou superlativos, teremos então as seguintes formações:

- I. Comparativo de igualdade: as **adj** as
 - a) The book is **as good as** the movie.
ADJ
 - b) Martha is **as intelligent as** her sister Mary.
ADJ
- II. Comparativo de igualdade com negativas: not as **adj** as
 - a) Soccer is **not as popular as** basketball in the U.S.
ADJ
 - b) Killer whales are **not as dangerous as** they seem to be.
ADJ
- III. Comparativo de inferioridade: less **adj** than
 - a) Petter is **less tall than** Joe.
ADJ
 - b) I think this movie is **less interesting than** the one we saw last week.
ADJ
- IV. Superlativo de inferioridade: the least **adj**
 - a) These shoes are **the least expensive** of all.
ADJ
 - b) This is **the least difficult** of the four topics.
ADJ
- V. Comparativo de superioridade: more **adj** than ou **adj** + er than
 - a) Mary is **more beautiful than** Sally.
ADJ
 - b) Today is **colder than** yesterday
ADJ + ER
- VI. Superlativo de superioridade: the most **adj** ou the **adj** + est
 - a) This is **the most interesting** book I ever read.
ADJ
 - b) São Paulo is the **biggest** city in Brazil.
ADJ + EST

Os comparativos e superlativos de superioridade são os mais usados e merecem um estudo mais detalhado.

Comparativos e superlativos de superioridade

As regras de formação e uso para os casos de superioridade baseiam-se nos adjetivos a serem usados. Estes dividem-se em **longos** ou **curtos**, com as regras de formação variando em função disso.



Adjetivos	Comparativos	Superlativos
Longos	more ADJ than Ex: <i>more beautiful than</i>	the most ADJ Ex: <i>the most interesting</i>
Curtos	ADJ + er than Ex: <i>colder than</i>	the ADJ + est Ex: <i>the richest</i>

Tab. 1 Adjetivos.

Exceções: alguns adjetivos curtos formam comparativos e superlativos pela regra dos longos, como *real recent, correct, modern, famous*:

More recent than; the most modern; more famous than.

Caso especial: alguns adjetivos formam comparativos e superlativos por ambas as regras, como *common, mature, remote, cruel, narrow, shallow, gentle, obscure, simple, handsome, pleasant, stupid, likely, polite, subtle*.

Narrower than ou more narrow than; the simplest ou the most simple.

Adjetivo	Comparativo	Superlativo
GOOD	Better than	The best
BAD	Worse than	The worst
FAR	Farther than (distância física) Further than (sentido abstrato) Vancouver is farther away than Toronto. Further than (distância física/sentido abstrato: grau ou extensão de algo) He had walked further than the rest of the group when he realized he was lost. I think she needs to develop her reading further.	The farthest The furthest
OLD	Older than Elder than (antes de substantivos) His elder sister just got married.	The oldest The eldest Susan was the eldest of four children.

Tab. 2 Formações irregulares.

Linked comparatives: usando-se dois comparativos precedidos por **the**, é possível indicar que a quantidade de algo ou de uma qualidade está ligada (linked) à quantidade de outra coisa ou outra qualidade.

The larger the organization, **the less** scope there is for decision.

The earlier you detect a problem, **the easier** it is to cure.

Gradual increase: pode-se indicar que a quantidade de algo ou de uma qualidade aumenta ou está aumentando gradativamente.

Exemplo: $\begin{cases} \text{get} \\ \text{ou} \\ \text{become} \end{cases} + \text{comp. and comp.}$

Mary is becoming *more and more beautiful*.

Paul is getting *richer and richer*.

PREPOSIÇÃO

by seguido por uma unidade de medida de peso, tempo etc.



by the dozen: por dúzia
They sell bananas by the dozen.



by the pound: por libra
They sell meat by the pound.

Revisando

1 Quais são as duas formas de comparação existentes?

2 De que maneira os comparativos e superlativos de superioridade são diferentes dos de inferioridade e igualdade?

3 Existem adjetivos que formam comparativos e superlativos de superioridade que podem ser usados tanto na regra dos longos quanto na regra dos curtos?

Exercício proposto

1 Complete as frases abaixo usando as formas corretas de comparação dos adjetivos entre parênteses.

- a) Both the book and the CD cost \$20.00. I'm surprised because it's not always that a CD is _____ a book. (expensive)
- b) Winter is my favorite season. To me, the _____, the better. (cold)
- c) No wonder Mary won the contest. She is certainly _____ (beautiful) girl in town.
- d) Most students think that Math is _____ History. (difficult)

- e) On the average, soccer players are _____ basketball players. (tall)
- f) Everybody knows that a VW is _____ a Mercedes. (expensive)
- g) Brazil is _____ country in South America. (rich)
- h) Pelé is _____ any other soccer player. (famous)
- i) This road is _____ the main avenue. (narrow)
- j) This is certainly _____ topic of the whole list. People couldn't care less about it. (important)

RESUMINDO

- **Comparativos:** entre dois elementos.
- **Superlativos:** entre três ou mais elementos.
- **Três níveis de comparação:** igualdade; inferioridade; superioridade.
 - Comparativo de igualdade: AS good AS.
 - Comparativo de igualdade com negativas: NOT AS beautiful AS.
 - Comparativo de inferioridade: LESS important THAN.
 - Superlativo de inferioridade: THE LEAST interesting.
 - Comparativo de superioridade: MORE difficult THAN ou newER THAN.
 - Superlativo de superioridade: THE MOST intelligent ou THE tallest.

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar a canção "Nobody does it better", de Carly Simon.
<www.carlysimon.com>.
<<http://letras.mus.br/carly-simon>>.
- Site com games sobre o uso dos comparativos e superlativos.
<www.grammar.cl/Games/Comparatives_Superlatives.htm>.

Exercícios complementares

Interpretação de textos

Texto para as questões de 1 a 7.

Read the text carefully. Then choose the correct alternative for each question.

Teens' Online Safety Improved by Education, Research Shows

New research shows that teens' online safety is improved by education. Researchers from the University at Buffalo and University of Maryland surveyed 285 preteens and early teenagers, both male and female, to determine how important they thought it was to protect their privacy online and whether those beliefs affected what actions they took to protect that privacy.

Students were asked whether they protected their personal information on the Internet, whether they opened e-mails from unknown senders, and whether they downloaded files from unknown people or Web sites.

The researchers found that preteens and early teenagers who were educated on the importance of Internet privacy through school, parents, or the media were more likely to practice online safety than those who weren't. Among teachers, peers, and parents, parents were the most influential in delivering that education, according to respondents.

A surprising result of the study was that experiencing a privacy breach online didn't cause teens to improve their online safety practices, according to one of the researchers, H. R. Rao, professor of management science and systems in Buffalo's School of Management.

"Students who experience Internet privacy breaches or computer security problems show less protective behavior on the Internet," said Rao. "This increases the chances that they will be victims again in the future."

The study also showed that girls tend to practice more protective behavior on the Web than boys. The researchers said they believe this is because girls consider online privacy more important than boys do.

The study was supported by a National Science Foundation grant.

Dian Schaffhuser. Disponível em: <www.thejournal.com/articles/23646>.
Acesso em: 12 mar. 2009.

1 Ufop To protect your privacy on the internet, you should:

- (a) open e-mails from unknown senders and advertisements.
- (b) know the source of the e-mails and files you receive.
- (c) avoid anti-virus protection and safety instructions.
- (d) download any kind of files and general pictures.

2 Ufop In terms of Internet privacy education, the research shows that students are more likely to be influenced by their:

- (a) teachers.
- (b) brothers.
- (c) parents.
- (d) peers.

3 Ufop Mark the option that is not correct in terms of grammatical and meaning construction.

- (a) Research on education shows signs of improvement on teens' online safety.
- (b) Online safety of teens was shown improvement by education of research.
- (c) According to specific research, teens' online safety is improved by education.
- (d) Research shows that teens' online safety has been improved by education.

4 Ufop “Researchers from the University at Buffalo and University of Maryland surveyed 285 preteens and early teenagers [...]” (lines 2-3). The word underlined in the sentence above means:

- (a) interviewed.
- (b) pointed.
- (c) mentioned.
- (d) looked at.

5 Ufop Mark each statement with T (True) or F (False).

Students who have experienced safety problems on the Internet are now more worried about online protection.

Researchers found out that preteens and early teenagers who have received information on the importance of Internet privacy are more concerned with online safety practices.

Girls are less likely to protect themselves on the Internet than boys are.

The correct sequence is:

- (a) T – F – F
- (b) T – F – T
- (c) F – T – F
- (d) T – T – F

6 Ufop The research shows that educated students tend to:

- (a) open e-mails from known senders, protect their personal information on the Internet and download files from strangers as well as unknown Web sites.
- (b) download files from people and Web sites they know, open e-mails from known senders and protect their personal information on the Internet.
- (c) protect their personal information on the Internet, download files from unknown people or Web sites and open e-mails from unknown senders.
- (d) run risks on the Internet, only download files from family members and open emails from friends.

7 The research was financed by:

- (a) the University at Buffalo.
- (b) the scientists themselves.
- (c) the University of Maryland.
- (d) the National Science Foundation.

Gramática

8 Select the correct form in parenthesis in the following sentences.

- a) Of the four dresses, I like the red one (better/best).
- b) Phil is the (happier/happiest) person that we know.
- c) Pat’s car is (faster/fastest) than Dan’s.
- d) This is the (creamier/creamiest) ice cream I have had in a long time.
- e) This poster is (colorfuler/more colorful) than the one in the hall.
- f) Does Fred feel (weller/better) today than he did yesterday?
- g) This vegetable soup tastes very (good/well).

h) While trying to balance the baskets on her head, the woman walked (awkwarder/more awkwardly) than her daughter.

- i) Jane is the (less/least) athletic of all the women.
- j) My cat is the (prettier/prettiest) of the two.
- k) This summary is (the better/the best) of the pair.
- l) Your heritage is different (from/than) mine.
- m) This painting is (less impressive/least impressive) than the one in the other gallery.
- n) The colder the weather gets, (sicker/the sicker) I feel.
- o) No sooner had he received the letter (when/than) he called Maria.
- p) A mink coat costs (twice more than/twice as much as) a sable coat.
- q) Jim has as (little/few) opportunities to play tennis as I.
- r) That recipe calls for (many/much) more sugar than mine does.
- s) The museum is the (farther/farthest) away of the three buildings.
- t) George Washington is (famouser/more famous) than John Jay.

9 FEI Complete:

John is _____ than the other students in his classroom, but he is the _____.

- (a) younger – most intelligent
- (b) younger – more intelligent
- (c) more young – intelligentest
- (d) most young – more intelligent
- (e) more young – most intelligent

10 Fuvest Assinale a alternativa que completa corretamente a sentença:

Of all the movies I have seen lately, the one I saw yesterday was _____.

- (a) worse
- (b) worst
- (c) the worse
- (d) the worst
- (e) the most worse

As questões de **11** a **21** referem-se a graus de adjetivos.

11 The more she grows, _____.

- (a) the smartest she gets
- (b) the smarter she gets
- (c) the most smart she gets
- (d) the least smart she gets
- (e) the smart she gets

12 The north winds are getting _____.

- (a) strongest
- (b) the most strong
- (c) stronger and stronger
- (d) the strongest and strongest
- (e) the more stronger

13 It's true that we've been studying _____ we can to pass the exam.

- (a) harder than
- (b) the harder of
- (c) not as hard as
- (d) as hard as
- (e) as harder than

14 No doubt that these viruses are _____ than the ones that cause lethal diseases.

- (a) most harmful
- (b) as harmful
- (c) so harmful
- (d) not as harmful
- (e) less harmful

15 This is the last issue of this meeting but in no way _____ important among all we've been discussing.

- (a) the less
- (b) the more
- (c) the least
- (d) less than
- (e) least

16 Have you noticed that news is becoming _____?

- (a) worse and worst
- (b) worst and worse
- (c) worse and worse
- (d) the worst and worse
- (e) more and more worse

17 _____ I examine your proposal, _____ I like it.

- (a) The more carefully/the more
- (b) The most careful/the more
- (c) The more careful/the most
- (d) The carefully/the most
- (e) The most carefully/the more

18 Is Brazil _____ country in South America?

- (a) the larger
- (b) the large
- (c) most large
- (d) the most large
- (e) the largest

19 I think that this computer is _____ than that one.

- (a) more new
- (b) newer
- (c) news
- (d) the newest
- (e) newest

20 Do you believe that our house is _____ yours?

- (a) as comfortable as
- (b) so comfortable than
- (c) more comfortable
- (d) not so comfortable than
- (e) not as comfortable than

21 Bananas are _____ strawberries in Brazil.

- (a) common tha
- (b) as common than
- (c) more common as
- (d) more common than
- (e) the commonest of

22 Puccamp Assinale a letra correspondente à alternativa que preenche corretamente as lacunas da frase apresentada.

Mr. Smith: I'm sorry, Mr. Johnson. I believe the candidate you sent us will not suit our purposes. We need somebody _____ than he.

Mr. Johnson: In that case I would suggest Miss Cary. She's definitely the _____ person in our group.

- (a) smarter – most intelligent
- (b) smart – intelligent
- (c) smartest – more intelligent
- (d) as smart – as intelligent
- (e) as smart – as intelligent as

23 Puccamp Assinale a letra correspondente à alternativa que preenche corretamente as lacunas da frase apresentada.

“Did Jerry come to work yesterday?”

“Yes, he did. He arrived _____ than his colleagues, but worked the _____ so that he got as much done as the others.”

“Good. He's a very responsible fellow.”

- (a) late – harder
- (b) later – hardest
- (c) earlier – hard
- (d) early – hardest
- (e) sooner – harder

24 UEL I firmly believe that the tougher the laws, _____ the criminal rate.

- (a) the lowest
- (b) lowest
- (c) the lower
- (d) lower
- (e) low

25 Vunesp Assinale a alternativa correta.

He is _____ boy in town.

- (a) so rich
- (b) richer
- (c) the richest
- (d) richest
- (e) the most rich

26 Vunesp Assinale a alternativa que preenche corretamente a lacuna da frase adiante.

This hill is _____ than I thought it was.

- (a) more lower
- (b) lowest
- (c) lower
- (d) more low
- (e) more high

27 Vunesp Paris is _____ than Rome.

- (a) the most beautiful
- (b) small
- (c) more rich
- (d) more beautiful
- (e) largest

Genitive case/false cognates

18

O caso genitivo talvez seja uma das mais simpáticas contribuições da língua inglesa moderna: fácil de entender, prático e universalmente reconhecido e aceito. É usado para mostrar uma relação de posse, aparecendo entre o possuidor e a coisa possuída, na forma de apóstrofo seguido por um "s", ou de apenas um apóstrofo.

Estudaremos então as situações em que se usa uma ou outra forma, bem como as diferenças entre elas.

Por outro lado, ainda neste capítulo, também vamos analisar aquelas palavras em Inglês que se parecem muito com outras em Português, mas que, na verdade, possuem significados totalmente diferentes. São os falsos cognatos, armadilhas terríveis para quem lida com textos.



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Genitive case

O caso genitivo expressa principalmente uma relação de posse entre dois ou mais elementos. Pode ser usado também para indicar origem, autoria ou característica. É representado pelo uso de ('s) ou apenas por um apóstrofo (').

A relação de posse pode ser expressa de forma direta ou com o caso genitivo.

Por exemplo:

forma direta = the voice of the singer

caso genitivo = the singer's voice

Veja as principais normas de uso:

1. Nomes próprios no singular
The house of Tom = Tom's house
The car of Sally = Sally's car
2. Substantivo no singular
The eggs of the bird = The bird's eggs
The book of the teacher = The teacher's book
3. Singular terminado em "s"
The performance of the actress = The actress's performance
The necklace of the Princess = The Princess's necklace
4. Plural terminado em "s"
The dolls of the girls = The girls' dolls
The activities of the parents = The parents' activities
5. Plural não terminado em "s"
The toys of the children = The children's toys
The rights of women = The women's rights
6. Nome próprio singular terminado em "s"
The coat of Charles = Charles's coat
The album of Mrs. Jones = Mrs. Jones's album

7. Nome próprio no plural terminado em "s"
The house of the Thompsons = The Thompsons' house
The eldest son of the Simpsons = The Simpsons' eldest son
8. Nome clássico singular terminado em "s"
The death of Jesus = Jesus' death
The strength of Hercules = Hercules' strength
9. Substantivos compostos
The house of my brother-in-law = My brother-in-law's house
The steps of the passer-by = The passer-by's steps
10. Dois possuidores de uma mesma coisa
The mother of John and Mary = John and Mary's mother
11. Dois possuidores de duas coisas diferentes
The books of John and Mary = John's and Mary's books

Casos especiais

- a) Expressões de peso, tempo e medida
 - a hard day's night
 - a pound's weight
- b) Omissão da coisa possuída, quando for evidente ou conhecida
 - I'll have dinner at my sister's. (*house*)
 - Meet me at the butcher's. (*shop*)
 - Let's go to Macy's. (*department store*)

False cognates

Os falsos cognatos são palavras do Inglês que muito se assemelham ao Português, mas cujo significado é bem diferente daquilo que aparenta. Todo cuidado é pouco: ainda é comum, em exames vestibulares, encontrar questões com alternativas que exploram a confusão causada pelos falsos cognatos.

PREPOSIÇÃO

at once = imediatamente

at a time = de cada vez



Don't put off your work, Joe. Do it at once!



Please, folks. One at a time. I can't help everybody at the same time.

Inglês	Português
1. actually = realmente, na verdade	1. atualmente = currently, nowadays
2. addiction = vício	2. adição = sum
3. advertise = anunciar, fazer propaganda	3. advertir = warn
4. advice = conselho	4. aviso = notice, warning
5. alias = alcunha, nome suposto	5. aliás = by the way
6. attend = frequentar, comparecer	6. atender = answer (the phone etc.)
7. battery = pilha	7. bateria = drums (instrumento musical)
8. braces = aparelho ortodôntico	8. braços = arms
9. casualty = vítima, baixa	9. casualidade = chance

Inglês		Português	
10.	cigar = charuto	10.	cigarro = cigarette
11.	collar = colarinho, gola, coleira	11.	colar = necklace
12.	college = faculdade	12.	colégio = high school
13.	commodity = produto	13.	comodidade = comfort, convenience
14.	compass = bússola	14.	compasso = (a pair of) compasses
15.	comprehensive = abrangente	15.	compreensivo = understanding
16.	convict = condenado, detento	16.	convicto = convinced
17.	costume = roupa, fantasia	17.	costume = custom
18.	deception = fraude, logro	18.	decepção = disappointment
19.	eventually = afinal, no fim	19.	eventualmente = occasionally
20.	exit = saída	20.	êxito = success
21.	expert = especialista	21.	esperto = smart, witty
22.	exquisite = requintado, fino	22.	esquisito = weird, odd, strange
23.	fabric = tecido, pano	23.	fábrica = factory, plant
24.	ingenious = engenhoso	24.	ingênuo = naive
25.	lecture = palestra	25.	leitura = reading
26.	library = biblioteca	26.	livraria = bookstore
27.	liquor = bebida alcoólica	27.	licor = liqueur
28.	luxury = luxo	28.	luxúria = lust
29.	miserable = infeliz	29.	miserável = wretch, wicked
30.	notice = aviso, cartaz	30.	notícia = news
31.	novel = romance	31.	novela = soap opera
32.	ordinary = comum	32.	ordinário = vulgar, poor
33.	parents = pais	33.	parentes = relatives
34.	particular = específico	34.	particular = private
35.	policy = diretriz, linha de ação	35.	polícia = police
36.	politics = política (partidária)	36.	políticos = politicians
37.	prejudice = preconceito	37.	prejuízo = loss, damage
38.	pretend = fingir	38.	pretender = intend
39.	principal = diretor de escola	39.	principal = main, principal, chief
40.	push = empurrar	40.	puxar = pull
41.	realize = perceber, compreender	41.	realizar = accomplish, achieve
42.	retire = aposentar-se	42.	retirar = withdraw
43.	resume = retomar, recomeçar	43.	resumir = summarize
44.	sensible = sensato	44.	sensível = sensitive
45.	stranger = estranho, desconhecido	45.	estrangeiro = foreigner
46.	support = apoiar, sustentar	46.	suportar = bear, tolerate, stand
47.	sympathetic = solidário, compreensivo	47.	simpático = nice, outgoing

Tab. 1 Falsos cognatos.

Revisando

1 É correto se afirmar que, ao usar o *genitive case*, sempre que as palavras terminam em “s” elas recebem apenas (’)?

2 O que fazer quando houver dois possuidores para uma mesma coisa possuída?

3 Por que em alguns casos ocorre a omissão da coisa possuída, no uso do *genitive case*?

Exercício proposto

1 Seguindo o modelo, reescreva as frases abaixo usando o *genitive case* ('s) ou (');
Ex.: The house of Mary is very large.

Mary's house is very large.

- a) The car of Tony had to be serviced after the trip he took to Florida.
- b) Johnny got an autograph of the player.

- c) Everybody loved the performance of the actress.
- d) The lounge of the doctors is temporarily closed for renovation.
- e) The toys of the children were scattered all over the floor.
- f) I just bought the house of Charles for a fair price.
- g) The legacy of the Thompsons will last forever.
- h) The death of Jesus was very painful.
- i) The father of John and Mary is a very famous lawyer.
- j) I saw the bikes of Susan and Paul in front of the club.

TEXTOS COMPLEMENTARES

Which word?

actual/current/present

Actual does not mean current or present. It means "real" or "exact": *I need the actual figures, not an estimate.*

Present – "existing or happening now": *How long have you been in your present job?*

Current also means "existing or happening now", but can suggest that the situation is temporary: *The factory cannot continue its current level of production.*

Actually does not mean "at the present time". Use **currently**, **at present** or **at the moment** instead.

Oxford advanced learner's dictionary of current English. 6 ed. Oxford: Oxford University Press, 2000.

Music

Tomorrow's dream

"[...] It's time to turn away
and then tomorrow's dreams
become reality to me

So realize I'm much better without you
You're not the one and only thing in my heart
I'll just go back to pretending I'm living
So this time I'm gonna have to depart
[...]"

Tony Iommi; Geezer Butler; Bill Ward; Ozzy Osbourne. "Tomorrow's dream". Intérprete: Black Sabbath. *In: Black Sabbath* vol. 4. Estados Unidos: Vertigo, 1972. Faixa 2.

Tradução:

St. Vitus's dance

"So you think you know what's going on inside her head
You think she wants your money but it's you she wants instead
[...]"

Tony Iommi; Geezer Butler; Bill Ward; Ozzy Osbourne. "St. Vitus's dance". Intérprete: Black Sabbath. *In: Black Sabbath* vol. 4. Estados Unidos: Vertigo, 1972. Faixa 9.

Tradução:

St. Vitus's dance: Dança de São Vito ou Coreia, nome dado a uma doença (chorea) em função de São Vito, uma criança mártir do século II, que era invocado por aqueles que sofriam da doença "chorea". A "chorea" é qualquer uma das várias disfunções nervosas de origem orgânica ou infecciosa em homens e cachorros, tendo como características comuns os movimentos involuntários incontroláveis e sem propósito do corpo e da face, além de uma notável falta de coordenação dos membros.

RESUMINDO

- **Genitive case:** ('s) ou ('). Relação de posse, indicação de origem, autoria ou característica.
Ex.: The house of John is very nice → John's house is very nice.
 - Expressões de peso, tempo e medida: yesterday's paper.
 - Omissão da coisa possuída: I'll have dinner at Mary's
- **False cognates:** "fabric" parece significar fábrica, mas significa tecido. "Fábrica", em inglês, é "factory" ou "plant".

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar as canções de Black Sabbath, "Tomorrow's dream" e "St. Vitus's dance".
<www.lyricscafe.com/b/black_sabbath/tomorrowsdream.html>.
<www.lyricscafe.com/b/black_sabbath/stvitusdance.html>.

Exercícios complementares

Interpretação de textos

Leia o texto para responder às questões de 1 a 9.

Alex Hughes is standing in an aisle of the Whole Foods on Bowery, staring at a cooler, watching his drinks occupy New York real estate. A handsome 31-year-old with a square jaw and a redhead's complexion, Hughes is co-founder and president of Function Drinks, a new comer to the health-drinks market. Hughes is also a doctor; in fact, he was recently chief resident of orthopedic surgery at the UCLA Medical Center, and last month he started a yearlong fellowship at the Hospital for Special Surgery in Manhattan. He hadn't neglected to mention his medical career to the buyers at Whole Foods when, last year, they agreed to provide Function with national shelf space.

Now Hughes takes in the full display. Function makes eleven drinks, each a different color and flavor, each claiming to address one health issue or another: fatigue, stress, a hangover. He's pleased with what he sees. [...] About 4.000 New York stores now carry the drink, and Hughes hopes to get that number up to 10.000 by the end of the year. [...]

His Magical Elixir in New York, August 18, 2008.

1 From lines 1 to 3 we infer that Alex Hughes is standing in a narrow passage way between rows of:

- (a) pews.
- (b) seats.
- (c) goods shelves.
- (d) book shelves.
- (e) desks.

2 In the text, **staring** (line 2) may be replaced without any loss of meaning by:

- (a) glancing.
- (b) taking a short look.
- (c) looking quickly.
- (d) looking fixedly.
- (e) glaring.

3 In the text, a **cooler** (line 2) is:

- (a) a solution for softening hard water.
- (b) a health drink promising miracle cures.
- (c) a soft drink which is quite refreshing.
- (d) a container for keeping things cold.
- (e) a soothing lotion for the skin.

4 According to lines 3 to 5, Hughes:

- (a) is a good-looking man.
- (b) is a man of strong build.
- (c) is a narrow-minded person.
- (d) is a dark-skinned man.
- (e) has a poor figure.

5 According to paragraph 1:

- (a) Alex Hughes has given up his medical career.
- (b) Function Drinks has long been on the market.
- (c) buyers at Whole Foods are not aware that Hughes is a medical doctor.
- (d) Function Drinks was born a long time ago.
- (e) health drinks by Function have recently been launched into the market.

6 In the passage the preposition **at** occurs in **at Whole Foods** (line 9). It can also occur in all the following items, except:

- (a) Hughes restates the question _____ hand: "Is this relevant to our customers?"
- (b) "_____ the end of the day, we are not a pharmaceutical company," Hughes concedes.
- (c) There is a logic, or _____ least a psychology to staging bottles in the refrigerator. Eye level is ideal.
- (d) _____ first, they sold from an orange van.
- (e) _____ his off hours, Hughes would make syrups and emulsions trying to find a way to keep the Nacetylcysteine from oxidizing.

7 In the passage, a **hangover** (line 13) may be described as:

- (a) a fatal disease.
- (b) a condition causing anxiety.
- (c) a psychological disorder.
- (d) the unpleasant after-effects of heavy drinking.
- (e) the unpleasant effects of insomnia.

8 Choose the one item which best completes the following passage:

Since Hughes _____ into his apartment at 71st and First, he _____ with distributors in an effort to persuade them _____ on a large scale what he _____ in individual stores: _____ the bottles in the right order.

His Magical Elixir in New York, August 18, 2008.

- (a) moved – had met – do – has been doing – arranged.
- (b) had moved – has been meeting – to do – had been doing – o arrange
- (c) has moved – is meeting – doing – is doing – arranging
- (d) had moved – met – do – has done – arrange
- (e) moved – has been meeting – to do – had been doing – arranging

9 According to paragraph 2, Function makes drinks:

- (a) that actually provide plenty of health benefits.
- (b) which not deliver any health improvement at all.
- (c) that have a harmful effect.
- (d) alleged to help mitigate health problems.
- (e) that cause addiction.

Gramática

10 Reescreva as frases dadas usando o genitive case:

- a) The cap of the boy is green.

- b) The computer of Charles is brand new.

- c) Here is the room of the ladies.

- d) The books of the children are on the top shelf.

- e) Give me the address of your sister-in-law.

- f) The documents of Alfred and Lisa were lost.

- g) I have never seen any of the plays of Sophocles.

- h) Could you tell me where the father of Mark and Joe lives?

- i) The house of the Thompsons is very nice.

- j) The dress of the princess was beautiful.

11 Relacione as colunas:

- | | | |
|------------------|--------------------------|-----------------------|
| 1. retire | <input type="checkbox"/> | sensato |
| 2. novel | <input type="checkbox"/> | tecido, pano |
| 3. fabric | <input type="checkbox"/> | comum |
| 4. comprehensive | <input type="checkbox"/> | palestra |
| 5. eventually | <input type="checkbox"/> | realmente, na verdade |
| 6. addiction | <input type="checkbox"/> | vício |
| 7. advice | <input type="checkbox"/> | empurrar |
| 8. particular | <input type="checkbox"/> | aposentar-se |
| 9. sensible | <input type="checkbox"/> | romance |
| 10. pretend | <input type="checkbox"/> | conselho |
| 11. actually | <input type="checkbox"/> | apoiar, sustentar |
| 12. ordinary | <input type="checkbox"/> | abrangente |
| 13. support | <input type="checkbox"/> | afinal, no fim |
| 14. push | <input type="checkbox"/> | específico |
| 15. lecture | <input type="checkbox"/> | fingir |

As questões de **12** a **18** referem-se ao *genitive case*.

12 My little puppy doesn't seem to like your _____ red handkerchief.

- (a) father's-in-law
- (b) father-in-law's
- (c) father'-in-law
- (d) father-in-law'
- (e) fathers'-in-law

13 Those dirty shoes are _____.

- (a) the children's
- (b) the childrens'
- (c) the children'
- (d) of the children'
- (e) of the children's

14 It will take us _____ to fix this machine.

- (a) a whole day's work
- (b) a whole's day work
- (c) a day's whole work
- (d) a whole's work day
- (e) a whole day work's

15 Unfortunately, the _____ ended up in the river.

- (a) lady' hat
- (b) lady hat'
- (c) lady's hat
- (d) ladies's hat
- (e) lady hats'

16 How many _____ nests did you find?

- (a) birds's
- (b) bird'
- (c) birds'
- (d) of birds's
- (e) of the bird'

17 Where have you put your _____?

- (a) mother purses'
- (b) mother purse's
- (c) mother's purse's
- (d) mothers' purse
- (e) mother's purse

18 Could anybody please tell me how to find out the _____?

- (a) author address's
- (b) author's address's
- (c) author's address
- (d) author address'
- (e) author's addresses'

19 Complete the sentence with the correct alternative:

_____ father is in Europe.

- (a) The Mary's and George's
- (b) Mary's and George
- (c) Mary and George's
- (d) Mary's and Georges's
- (e) The Mary and George's

20 Assinale a alternativa que preenche corretamente a lacuna. The _____ uncle was dead.

- (a) writer
- (b) writers
- (c) writer of
- (d) writer's
- (e) writers of the

21 _____ farm is that large one? It is _____.

- (a) Which ... Peter's
- (b) Whose ... Peter's
- (c) Whose ... of Peter
- (d) Which ... for Peter
- (e) What ... Peter's

Question tags/agreement and disagreement

19

Os verbos auxiliares não servem apenas para a formação de frases interrogativas ou negativas, eles também são muito usados em estruturas especiais, em que podem evitar a repetição desnecessária de verbos ou de outras partes da frase, criando, às vezes, outros sentidos.

Além disso, são também usados para a formação de *Question tags*, uma pequena forma interrogativa em que se pede confirmação, na afirmativa ou na negativa, de algo mencionado na frase imediatamente anterior.

Embora exista uma certa semelhança destas estruturas com outras em português, em termos práticos, é importante estar atento às particularidades exibidas no inglês, em especial quanto ao uso dos verbos auxiliares.



THIAGO FELIPE FESTA/STOCKXCHING

Revisando

1 Que outros usos se faz dos verbos auxiliares no inglês, além da já conhecida utilização na formação de frases nas formas interrogativa e negativa?

2 O que fazer em um *Question tag* negativo, quando não for possível usar a contração do auxiliar com **not**?

3 Que estrutura deve-se usar no caso de uma concordância entre duas frases subsequentes que abordam o mesmo assunto?

Exercícios propostos

1 Complete as frases dadas com o *Question tag* correto.

- You live in a house, _____?
- Sally grew up in Ireland, _____?
- Greg knows how to prepare a dry martini, _____?
- I'm right, _____?
- You've never been in Italy, _____?
- There are more students here today, _____?
- These shoes aren't yours, _____?
- That's Mary's, _____?
- No one showed up for the class, _____?
- We should do something about it, _____?
- Let's stay here for a while, _____?
- Don't open your books until I tell you so, _____?

2 Rescreva as frases dadas usando verbos auxiliares nas formas de concordância ou discordância para evitar a repetição de estruturas anteriormente mencionadas, como no modelo:

Ex.: Mary lives in NYC. John lives in NYC.

Mary lives in NYC. **So does** John.

- I read the paper every day. My son doesn't read the paper every day.
- Sally has been to the Louvre twice. We have been to the Louvre twice.
- They didn't make it to the movies. I didn't make it to the movies.
- John is a great teacher. Paul and Jane are great teachers.
- Those players hadn't been here before. I had been here before.

TEXTOS COMPLEMENTARES

Commonly misused words

Accept: to receive; to answer affirmatively.

Except: to leave out (verb); with the exclusion of (preposition).

Affect: to influence; to pretend.

Effect: a result, an influence, an impression (noun); to bring about (verb).

Antagonist: an adversary.

Protagonist: the leading character.

Anxious: worried, uneasy.

Eager: impatiently desirous.

Bathos: triteness, sentimentality.

Pathos: sympathy.

Brake: to reduce speed.

Break: to separate; to collapse; to destroy.

Capital: a city that is a seat of government; money; an uppercase letter.

Capitol: the building in which a legislature meets.

Compare: to examine differences and similarities.

Contrast: to examine differences.

Diagnosis: the identification of a disease or situation.
Prognosis: a prediction of the likely course of a disease or situation.

Dinner: the main meal of the day, at noontime or in the evening.
Supper: the evening meal.

Dyeing: coloring with dye.
Dying: ceasing to live.

Emigrate: to leave a country to live elsewhere.
Immigrate: to enter a country to live there.

Flair: skill, talent.
Flare: a bright light; an outburst.

Gorilla: an ape.
Guerrilla: a member of an irregular military force.

Hole: a space, a void.
Whole: complete, intact.

Illegible: cannot be read because of bad printing or handwriting.
Unreadable: uninteresting, not worth reading.

Ingenious: brilliant, clever.
Ingenuous: simple, naive.

Its: belonging to it.
It's: it is.

Lay: to put; to set down.
Lie: to rest in a horizontal position; to make an untrue statement.

Liable: responsible; likely.
Libel: a defamatory statement.

Majority: more than half.
Plurality: more votes than any other candidate; the margin of victory.

Notable: worthy, impressive.
Notorious: widely known and ill-regarded.

Peace: harmony; the absence of war.
Piece: part of a whole.

Personal: intimate; having to do with a specific person.
Personnel: the employees of a company or organization.

Pray: to address a deity; to implore.
Prey: a victim.

Principal: main (adjective); the person in charge (noun).
Principle: a moral rule; a law.

Put (someone) down: to criticize or disparage someone.
Put (someone) on: to mislead someone, especially in a joking way.

Recollect: to remember.
Re-collect: to collect again.

Sail: fabric that catches the wind to propel a boat (noun); to ride in a boat, especially one that is wind-powered (verb).
Sale: a discount offering; the act of selling.

Stationary: not moving.
Stationery: writing materials.

Talk to: to address others.
Talk with: to converse together.

Viral: having to do with a virus.
Virile: manly.

Whose: of which; of who.
Who's: who is.

Your: belonging to you.
You're: you are.

The New York public library desk reference. 2 ed. New York: The Stonesong Press, 1993.

Music

All along the watchtower

"[...]"

Outside in the cold distance a wild [...] cat did growl "

Bob Dylan. "All Along the Watchtower". Intérprete: Bob Dylan. In: *John Wesley Harding*. Estados Unidos: Columbia, 1967. Lado 1, faixa 4.

Tradução:

RESUMINDO

- Outros usos de verbos auxiliares
- Question Tags:** negativos ou afirmativos.
 - She lives in London, doesn't she?
 - They didn't arrive late, did they?
- Agreement and Disagreement:** três tipos.
 - I work on Saturdays. But he doesn't. (BUT + SUJ + AUX)
 - He went to the club. So did they. (SO + AUX + SUJ)
 - She hasn't been there. Neither have I. (NEITHER + AUX + SUJ)

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar a canção completa de Bob Dylan, "All Along The Watchtower".
<www.lyricscafe.com/d/dylan_bob/allalongthewatchtower.html>.
<<http://letras.mus.br/>>.
- Site onde você poderá praticar o uso das Question tags:
<www.english-hilfen.de/en/exercises/questions/question_tags3.htm>.

Exercícios complementares

Interpretação de textos

Leia o texto e responda às questões 1 e 2.

CHILE, which has South America's most successful economy, elected its first female president this year. But the lot of Chilean women is by many measures worse than that of their sisters elsewhere in the region. A smaller proportion of them work and fewer achieve political power. According to a recent report by the Inter-Parliamentary Union, an association of parliaments, 15% of representatives in the lower house of Chile's Congress are women, less than half the proportion in Costa Rica and Argentina and below the level in eight other countries in the region, including Venezuela and Bolivia. Chilean women hope that Michelle Bachelet's presidency will improve their position but there are worries that she will do more harm than good.

The Economist. August 12th, 2006.

1 Fuvest According to the text, Chilean women:

- (a) have better work perspectives than other South American women.
- (b) lag behind women in other South American countries in terms of political power.
- (c) work hard but don't get good salaries despite Chile's economic development.
- (d) face many obstacles when they have to move to different regions.
- (e) are taking different measures to overcome their political problems.

2 Fuvest According to the text, the Chilean president:

- (a) will fight for significant changes in women's political participation in the country.
- (b) has demonstrated political strength in Chile's Congress since her election.
- (c) is seen with caution with respect to improvement in women's position in the country.
- (d) hopes Chilean women will reach the same level as women in the other South American countries.
- (e) is worried about the percentage of women's political participation in Chile.

Leia o texto e responda às questões de 3 a 5.

Researchers and public-health officials have long understood that to maintain a given weight, energy in (calories consumed) must equal energy out (calories expended). But then they learned that genes were important, too, and that for some people, like Janet, this formula was tilted in a direction that led to weight gain. Since the discovery of the first obesity gene in 1994, scientists have found about 50 genes involved in obesity. Some of them determine how individuals lay down fat and metabolize energy stores. Others regulate how much people want to eat in the first place, how they know when they've had enough and how likely they are to use up calories through activities ranging from fidgeting to running marathons. People who can get fat on very little fuel like Janet, may be genetically programmed to survive in harsher environments. When the human species got its start, it was an advantage to be efficient. Today, when food is plentiful, it is a hazard.

Disponível em: <www.nytimes.com/2006/08/13/magazine/13obesity.html>.

3 Fuvest In the text, the central idea is that:

- (a) obesity should be genetically treated.
- (b) fat people may use different formulae to lose weight.
- (c) fat regulates our feeling of satiety.
- (d) genes contribute to obesity.
- (e) researchers are discussing the consequences of obesity.

4 Fuvest According to the text:

- (a) today's obesity may be linked to evolutionary factors.
- (b) the human species is programmed to eat as much as possible to survive.
- (c) the ingestion of large quantities of food was an advantage in the past.
- (d) obese people have some advantages over slim people.
- (e) very little food is necessary to survive in some environments.

5 In the text, the pronoun **Others** (line 8) refers to:

- | | |
|--------------------|-----------------|
| (a) calories. | (d) scientists. |
| (b) individuals. | (e) genes. |
| (c) energy stores. | |

Gramática

6 Fuvest

- a) Mathematics became his best subject, _____?
b) We'd be more comfortable here, _____?

7

- a) You haven't been to South America, _____?
b) You won't mention this to anyone, _____?
c) The traffic today isn't very heavy, _____?

8

- a) Brazil is a wonderful country, _____?
b) I am a demanding teacher, _____?
c) You don't cheat on tests, _____?
d) Your teacher can speak English, _____?
e) You've been studying English for one year, _____?
f) A good student doesn't forget to do his homework, _____?
g) A good teacher likes to teach a lot, _____?
h) You mustn't be corrupt, _____?
i) My best friend will help me, _____?
j) The English language is the most important one, _____?

9

- a) John is tired, _____?
b) We must go home, _____?
c) I am late, _____?
d) They should come, _____?
e) You called me yesterday, _____?
f) You didn't study for the test, _____?
g) John works a lot, _____?
h) Let's go dancing, _____?
i) You can play the violin, _____?
j) You won't travel next weekend, _____?

10 Fuvest Assinale a alternativa que preenche corretamente a lacuna:

He doesn't study here, _____ he?

- (a) doesn't (d) does
(b) do (e) don't
(c) did

11 Choose the correct answer.

Jimmy has left his book at school, _____?

- (a) has he
(b) hasn't he
(c) doesn't he
(d) didn't he
(e) hasn't Jimmy

12 Choose the correct answer.

They were cleaning the room when I arrived, _____?

- (a) did they (d) weren't they
(b) were they (e) were they not
(c) didn't they

13 Choose the correct answer.

The teacher prefers the red pen, _____?

- (a) doesn't she
(b) don't he
(c) hasn't she
(d) didn't he
(e) does he

14 Choose the correct answer.

They won't arrive early, _____?

- (a) do they
(b) did they
(c) are they
(d) were they
(e) will they

15 Choose the correct answer.

Ted and Ton arrived at five, _____?

- (a) didn't he
(b) hadn't they
(c) didn't they
(d) did they
(e) don't they

16 Assinale o *Question tag* que melhor complementa a frase:

"The traffic is terrible today, _____?"

- (a) doesn't it?
(b) it isn't?
(c) isn't he?
(d) isn't it?
(e) n.d.a.

17 Udesc Complete with the correct alternative:

The sun shone the whole day, _____ it?

- (a) is
(b) did
(c) doesn't
(d) didn't
(e) isn't

18 UEL He hasn't seen you lately, _____?

- (a) has he
(b) is it
(c) have you
(d) have we
(e) haven't you

19 Vunesp Assinale a alternativa correta.

Politics is a science, _____?

- (a) weren't they
(b) isn't it
(c) wouldn't he
(d) wasn't it
(e) won't they

Relative pronouns

20

Em grande parte das provas de Inglês dos exames vestibulares mais recentes nota-se que um tipo de questão tem sido recorrente, aquele em que se destaca um pronome retirado do texto para que o aluno indique a que ou a quem este se refere. São as chamadas **questões sobre referentes**.

Frequentemente, esses pronomes retirados do texto são pronomes relativos, pois essa função de referencial de identificação é sua principal utilização. Vamos, então, estudar esses pronomes relativos e as orações em que eles se encontram nas suas diferentes formas e funções.



Blah
Blah
Blah
Blah
Blah

Revisando

1 O que é uma *Relative clause*?

2 Em que casos não se deve usar o pronome *that*?

3 Quando ocorre a omissão do pronome relativo?

Exercício proposto

1 Complete as frases dadas com pronomes relativos. Use todas as possibilidades que preenchem corretamente as lacunas.

- | | |
|---|---|
| <p>a) The little girl _____ I gave the doll to is my niece.</p> <p>b) He broke the cup in _____ we put the tea.</p> <p>c) The dog _____ the vet just examined had a broken paw.</p> <p>d) I interviewed the researcher _____ discovered the new substance.</p> <p>e) Dr. Johnson, _____ we first met in NYC last year, moved to Boston.</p> | <p>f) The old lady _____ brought you that present has gone to London.</p> <p>g) Here comes the man _____ car was towed away this morning.</p> <p>h) I will always remember the teacher _____ told me about that college in California.</p> <p>i) I am sure that girl is the person _____ you were talking about.</p> <p>j) The beautiful house by the lake _____ he owns has just been renovated.</p> |
|---|---|

TEXTOS COMPLEMENTARES

Vassouras 1999

1. Stopping by woods on a snowy day, three men discover a small crashed plane that contains a dead pilot and a large sum of cash.
2. They devise *A simple plan* to keep the loot, and we are obliged to watch that plan unravel for what is seems to be an eternity.
3. Despite the rural atmosphere, the bracing cold and the presence of people who seem at first glance to be honest rustics, we are
4. not exactly in a bucolic countryside here. Hank (Bill Paxton) is smart enough to guess that money is going to be pursued by its rightful (or,
5. more likely, wrongful) owners, but he's a weak fellow. His brother Jacob (cunningly played by Thornton) is a halfwit and Jacob's friend
6. Lou (Brent Briscoe) has a careless temper.
7. The movie, adapted from his own novel by Scott B. Smith, is directed by Sam Raimi. These people think they're saying something
8. serious about greed and how it can cloud people's judgement. They want you to think *Fargo* or *Treasure of the Sierra Madre*. But there's
9. neither intricacy nor surprise in the narrative, and these dopes are tedious, witless company. Mostly you find yourself thinking, "How long
10. until dinner?"

Richard Schickel. "Cinema: Cold Comfort". *Time Magazine*. 14 dez. 1998. (Adapt.).

Atividades

- 1** According to paragraph 1:
- (a) there was a plane crash with no casualties
 - (b) there was a plane crash with heavy casualties
 - (c) a plane crashed but there was only one casualty
 - (d) nobody was injured in the plane crash
 - (e) no corpses were found in the scene of the accident
- 2** According to paragraph 1, the three men found:
- (a) a survivor in the small crashed plane
 - (b) a small sum of money in the plane debris
 - (c) a large amount of cash inside the dead pilot's pocket
 - (d) not only a corpse but also a lot of money in the small crashed plane
 - (e) items of little value scattered all around the small crashed plane
- 3** *devise* (line 2) means:
- (a) make up
 - (b) make up for
 - (c) make over
 - (d) make the best of
 - (e) make away with
- 4** From lines 1-2 and 8-10, we infer that this film is:
- (a) so good that the viewer hopes it will never end
 - (b) so good that the viewer can barely wait to see the end
 - (c) so uninteresting that the viewer gets impatient with its duration
 - (d) so interesting that the viewer hopes it will last forever
 - (e) so complex that the viewer can hardly understand it
- 5** *A glance* (line 3) is:
- (a) a fixed look
 - (b) a steady look
 - (c) an attentive gaze
 - (d) a long look
 - (e) a quick look
- 6** *Going to* in "that money is going to be pursued..." (line 4) conveys:
- (a) remote possibility
 - (b) certainty
 - (c) pure futurity
 - (d) small likelihood
 - (e) weak probability
- 7** According to lines 3-6:
- (a) it is unlikely that the wrongful owners of the money will ever claim it
 - (b) it is certain that Hank is smart enough to protect the money from its rightful owners
 - (c) no doubt the money is going to be recovered by its rightful owners
 - (d) the wrongful owners of the money will never find it
 - (e) it is more likely that money is going to be chased by its wrongful owners
- 8** In line 5-6, the writer says that Thornton's performance as Jacob is:
- (a) good
 - (b) bad
 - (c) weak
 - (d) poor
 - (e) farfetched
- 9** A *halfwit* (line 5) is:
- (a) a witty person
 - (b) a clever person
 - (c) a stupid person
 - (d) an insane person
 - (e) a violent person
- 10** *Less in careless* (line 6) means:
- (a) with
 - (b) without
 - (c) against
 - (d) tending to
 - (e) abounding in
- 11** According to paragraph 3, all the following statements are true, except:
- (a) The movie script is written by Scott B. Smith.
 - (b) *A simple plan* is based on a novel by Scott B. Smith.
 - (c) Sam Raimi is the director of the film.
 - (d) In their film, Scott B. Smith and Sam Raimi make a serious study on greed.
 - (e) The narrative in *A simple plan* is dull.
- 12** In the text *greed* (line 8) means:
- (a) a strong appetite for food
 - (b) an eager longing for wealth
 - (c) a longing for praise
 - (d) a desire to improve
 - (e) a wish to be healthy
- 13** From lines 8 to 9 we infer that:
- (a) greedy people make good judges.
 - (b) greed can impair people's power of decision.
 - (c) it is easy for greedy people to tell right from wrong.
 - (d) greedy people are more apt to take decisions.
 - (e) Scott B. Smith and Sam Raimi are people of great judgment.
- 14** In the text, *but* (line 8) means:
- (a) Last but not least
 - (b) In addition
 - (c) Besides
 - (d) However
 - (e) At last

15 From paragraph 3 we infer that in the author's opinion *Fargo* and *the Treasure of the Sierra Madre* are:

- (a) good films
- (b) bad films
- (c) as good as *A simple plan*
- (d) worse than *A simple plan*
- (e) the worst films he has ever seen

16 This passage may be considered as:

- (a) a memorial
- (b) an ad
- (c) a biography
- (d) a review
- (e) an editorial

17 According to lines 8-10, the narrative in *A simple plan* is:

- (a) elaborate and detailed
- (b) complex and well-built
- (c) intricate and puzzling
- (d) poor and uninteresting
- (e) ingenious and original

18 On the whole, the author's opinion about *A simple plan* is that is a film:

- (a) to please the public
- (b) to entertain all sorts of audiences
- (c) to move the public to tears
- (d) to surprise the viewers
- (e) to bore everyone

19 In this passage, the author's style is:

- (a) poor and confusing
- (b) casual and ironic
- (c) formal and complex
- (d) didactic and elaborate
- (e) vulgar and comical

20 The writer's intention in this passage is:

- (a) to sell the film
- (b) to persuade the reader to see the film
- (c) to convince the reader that the film is not worth seeing
- (d) to make propaganda against the movie industry
- (e) to stop people from going to the cinema

Music

Jump

"[...] I've got my back against the record machine?
ain't the worst that you've seen.
Oh, I can't you see what I mean
Might as well jump Jump! [...]"

Eddie Van Halen; Alex Van Halen; Michael Anthony; David Lee Roth. "Jump". Intérprete: Van Halen. In: 1984. Estados Unidos: Warner Bros., 1983. Lado 1, faixa 2.

Tradução:

RESUMINDO

Defining relative clauses X Non-defining relative clauses.

- **Pessoas:** who/whom/that (She is the doctor **who** operated on Mary.).
- **Coisas/animais:** which/that (This is the CD **which** Mary gave me.).
- **Posse:** whose (Here comes the man **whose** car was towed away.).
- **Omissão do pronome:** quando este exercer a função de objeto do verbo em uma Defining relative clause.

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar a canção "Jump", de Van Halen.
<<http://letras.mus.br/van-halen>>.
<www.leoslyrics.com>.
- Site onde você poderá praticar o uso de pronomes relativos:
<<http://learnenglish.britishcouncil.org/en/english-grammar/compound-sentence/verb-patterns/relative-clauses>>.

Exercícios complementares

Interpretação de textos

Leia o texto e responda às questões de 1 a 5.

Brow-Raising "Mona Lisa" Discovery: French Engineer Uses Technology to Uncover Secrets of Mysterious Smiler

Oct. 18, 2007

The "Mona Lisa" may have a few secrets still, but at least one of the mysteries surrounding Leonardo da Vinci's 16th-century masterpiece has been solved: the lady does indeed have eyebrows.

Using a high-tech camera, a French engineer has uncovered what has long been held as a fact about the painting, that its subject was painted without eyebrows or eyelashes. That assumption, according to Pascal Cotte, was wrong. Cotte, a French photographer and engineer, used a 240 million-pixel camera to photograph the painting outside of its glass encasing at the Louvre in Paris. The camera used infrared technology and strong illumination to scan the painting.

With his camera, the engineer was able to virtually peel back layers of the painting revealing how it looked when it was originally painted. The images are currently being shown in San Francisco with a traveling exhibit about the painter.

In the process of photographing and scanning the images, Cotte discovered that the "Mona Lisa's" eyebrows and eyelashes were originally painted on the piece. They disappeared either because of a botched attempt to clean the painting or because the paint's oil and pigment faded over time.

Through the photographs, Cotte also learned the order in which da Vinci painted the "Mona Lisa" and spotted drawings underneath the paint that show a change in the position of her fingers. The images also revealed the touch-up the painting was given in 1956 to repair damage it suffered after a rock was thrown at the painting.

The exhibit, "Da Vinci: An Exhibition of Genius," runs in San Francisco's Metreon Center through the end of the year.

Disponível em: <www.abcnews.go.com/Technology/story?id=3746629>.

1 PUC-SP A obra Mona Lisa:

- (a) teve todos os seus segredos interpretados pela alta tecnologia computacional, aliada à fotografia.
- (b) é considerada a mais representativa do século XVI, de acordo com o fotógrafo francês Pascal Cotte.
- (c) é a obra prima de Leonardo da Vinci, mas ainda não se sabe se foi ele mesmo que a pintou.
- (d) representa uma mulher que, segundo se acreditava, foi pintada sem cílios nem sobrancelhas.
- (e) teve seu sorriso misterioso desvendado pelo uso da tecnologia de alta definição.

2 PUC-SP Pascal Cotte:

- (a) cuidadosamente descascou as camadas de tinta retocada de Mona Lisa para chegar à representação original.
- (b) fotografou Mona Lisa fora de sua proteção de vidro, com uma câmera de alta tecnologia.
- (c) levou Mona Lisa para uma exposição em São Francisco, juntamente com suas fotografias.

- (d) descobriu que Mona Lisa foi pintada com a ajuda de alunos de Leonardo da Vinci e que suas mãos estavam inacabadas.
- (e) aplicou uma forte iluminação de raios infravermelhos para avaliar a qualidade dos pigmentos que Leonardo da Vinci usou.

3 PUC-SP No trecho do primeiro parágrafo *The lady does indeed have eyebrows* a expressão **does indeed** indica:

- (a) contradição. (c) ênfase. (e) restrição.
- (b) interrogação. (d) hipótese.

4 PUC-SP No trecho do quarto parágrafo do texto

In the process of photographing and scanning the images, Cotte discovered that the "Mona Lisa's" eyebrows and eyelashes were originally painted on the piece a expressão **the piece** refere-se a:

- (a) eyebrows and eyelashes. (d) photographing.
- (b) images. (e) Mona Lisa.
- (c) oil and pigment.

5 PUC-SP Por meio das fotografias de Pascal Cotte descobriu-se que:

- (a) Mona Lisa foi apedrejada em 1956 e sofreu retoques nos danos.
- (b) os pigmentos usados por Leonardo da Vinci eram oleosos e de tons esfumados.
- (c) os dedos de Mona Lisa foram retocados para recuperar a posição original.
- (d) a expressão característica de Mona Lisa continua a ser um mistério.
- (e) Mona Lisa foi pintada em uma determinada sequência.

Gramática

6 Complete as orações a seguir com os pronomes relativos (**who, whom, which, that, whose**):

- a) The scientist _____ discovered the penicillin was Fleming.
- b) That is the boy _____ I saw at the club.
- c) Mary is the girl about _____ I talked to you yesterday.
- d) I can't find the book _____ I bought last Monday.
- e) Women _____ are too jealous will rarely find a partner.
- f) The teachers _____ are patient are the best ones.
- g) Did you see the car _____ owner is a millionaire?
- h) This was the most beautiful film _____ I've ever seen.

7 Complete as frases com o pronome relativo adequado.

- a) Man must stop destroying the things _____ mean his own survival.
- b) Nobody has seen the burglar _____ broke into the store.
- c) We are acquainted with some people _____ live in London.
- d) People _____ live in glass houses shouldn't throw stones.

8 Assinale a alternativa correta. Os testes a seguir referem-se a **pronomes relativos**:

- a) In that College, it's the teacher _____ decides what he wants to teach.
 (a) that (d) where
 (b) which (e) when
 (c) what
- b) My uncle Harry, _____ I haven't seen for years, is coming for Christmas.
 (a) that (d) whom
 (b) what (e) whose
 (c) which
- c) Washington, DC is a city _____ is particularly beautiful in Spring.
 (a) who (d) when
 (b) whose (e) what
 (c) which
- d) I'm not sure _____.
 (a) whom she's staying with
 (b) with whom is she staying
 (c) with who she is staying
 (d) with who is she staying
 (e) with which who she is staying
- e) The Toledos are the worst neighbors _____ we have ever had.
 (a) that (d) whose
 (b) which (e) when
 (c) what

9 Assinale a alternativa correta. Os testes a seguir referem-se a **pronomes relativos**:

- a) Fred is the man _____ car's been stolen.
 (a) who (d) whose
 (b) whom (e) _____
 (c) that
- b) Look, that's the building _____ Ana works.
 (a) who (c) which (e) where
 (b) whom (d) when
- c) I don't know _____ you're so nervous!
 (a) what (c) whom (e) why
 (b) who (d) which
- d) She really doesn't know _____ to do.
 (a) who (d) which
 (b) whom (e) that
 (c) what
- e) He is the man _____ son is a famous surgeon.
 (a) whose (c) whom (e) that
 (b) who (d) which

10 Mackenzie Os períodos simples provenientes do composto "*She was a girl whom it was difficult to know well*" são:

- (a) She was a girl. Whom it was difficult to know well.
 (b) She was a girl. It was difficult to know her well.
 (c) She who was a girl. It was difficult to know well.
 (d) She was a difficult girl. It was difficult to know well.
 (e) She was a girl. It was difficult to know whom well.

11 Mackenzie Choose the correct alternative.

- (a) Caetano Veloso's, who latest CD, I bought last week, is wonderful.
 (b) Caetano Veloso's latest CD, which I bought last week, is wonderful.
 (c) Caetano Veloso's latest CD whom is wonderful I bought last week.
 (d) Caetano Veloso, which is wonderful, I bought last week latest CD.
 (e) Caetano Veloso's latest CD, whose I bought last week, is wonderful.

12 PUC-PR Fill in with a relative pronoun:

The flower exhibit _____ was held in the Botanical Garden in Curitiba, last September, showed beautiful orchids from all over the world.

Mark the correct option:

- (a) that (c) whom (e) who
 (b) whose (d) where

13 PUC-PR Insert the appropriate relative pronoun:

- I. Gossips, to _____ you should pay no attention, is a bad thing.
 II. Dr. Smith, _____ car is outside, has come to see a patient.
 III. My friend Jack, _____ is in hospital, is very ill.
 IV. This is my Uncle John, _____ you have heard so much about.
 (a) which, whose, who, whom
 (b) that, whose, whom, which
 (c) which, whom, that, who
 (d) whom, whose, that, whom
 (e) that, whom, who, which

14 PUC-PR Choose the right alternative to complete the spaces:

- I. George Washington, _____ became president of the United States, never told a lie.
 II. In Norway, _____ is a Baltic country, you can see the midnight sun.
 III. Melanie Griffith, with _____ Antonio Banderas got married, is very jealous.
 IV. Bernard Shaw, _____ books were known in all the world, was a very clever writer.
 V. Le Corbusier, about _____ we are learning now, was a famous modernist architect.
 (a) whose – that – which – who – whose
 (b) whom – which – that – whose – whom
 (c) who – which – whom – whose – whom
 (d) which – whom – who – whom – which
 (e) that – who – whose – which – who

21

Also/too/either and each/every/all

Como já vimos várias vezes até aqui, existem palavras que possuem diversos significados, variando de acordo com a situação na qual são utilizadas. Estudaremos agora dois grupos de palavras – diferentes entre si – que dão margem a múltiplas interpretações em contextos específicos.

Em um grupo estão as palavras *also*, *too* e *either* – seus significados e usos em diferentes situações.

No outro estão as palavras *each*, *every* e *all*, também analisadas da mesma forma.

Also/Too/Either

Parte I: com o significado de “também”

Palavra	Tipo de frase	Posição na frase	Exemplos
Also	Afirmativa	Início/ Meio	I thought it was ok. <i>Also</i> , we had other things to take care of. The new mall has <i>also</i> proved uneconomic.
Too	Afirmativa	Final	They study French at night <i>too</i> .
Either	Negativa	Final	We haven't seen it <i>either</i> .

Tab. 1 Posição de **also**, **too** e **either** na frase.

Parte II: casos especiais

- a) *Too* pode ser traduzido como “demais”, usado antes de um adjetivo ou advérbio.

This car is too expensive for us.

(Resultado: Não podemos comprá-lo)

Henry got there too late for the meeting.

(Resultado: Ele não participou da reunião)

- b) *Either* pode ser traduzido como “qualquer um”, como opção de escolha (entre 2)

Here are two books. *Take either*.

You can have *either* of the shirts you liked.

Entretanto, como opção de escolha entre várias outras, use *any*.

You can take *any* of these 5 CDs.

- c) *Either ... or* pode ser interpretado como uma escolha traduzida por “ou ...ou”

I will *study either* math *or* Biology tonight.
verbo

(duas opções representadas por apenas um verbo)

I will *either study or watch* TV tonight.
verbo 1 verbo 2

(duas opções representadas por dois verbos)

ATENÇÃO!

Cuidado!

O seguinte uso implica resultado negativo.

Not either = *neither*

They *neither* study *nor* work.

Sentido negativo, mas com verbo na afirmativa.

Each/Every/All

Palavra	Uso	Exemplos
Every	Antes de substantivos no singular	<i>Every</i> house will be painted. I spoke to <i>every</i> person at the party.
Each	Antes de substantivos no singular	<i>Each</i> student has a new book. <i>Each</i> meal will be served in a different room.
All	Antes de substantivos no plural	<i>All</i> books are on sale. I was equally interested in <i>all</i> children.

Tab. 2 Usos de **every**, **each** e **all**.

- a) *Every* é usado antes de substantivos contáveis no singular para indicar que você se refere a todos os membros de um grupo e não apenas a alguns deles.

I agree with *every* word Joe says.

Every picture tells a story.

- b) *All* pode ser usado com o mesmo significado de *every*, frequentemente.

All dogs should be registered.

ou então

Every dog should be registered.

- c) *Each* deve ser usado quando se pensa a respeito dos membros de um grupo individualmente.

Each customer has the choice of thirty colors.

Casos especiais

- *Each other*: usado para indicar reciprocidade.
The two players hurt *each other* in the game.
John and Mary love *each other*.
- *Every + expressões de tempo*: usado para indicar que algo acontece em intervalos regulares.
Every Friday Mrs. Sims visited the hospital.
A meeting was held *every day*.
- *Every other + expressões de tempo*: usado para indicar que algo acontece alternadamente na periodicidade indicada.
Every other day (a cada dois dias; dia sim, dia não)
Every other week (a cada duas semanas)
It is easier to shave *every other* day.
They usually travel abroad *every other* year.

Revisando

- 1 Qual pode ser uma outra tradução de *too*, além de também?

- 2 O que significa *each other*?

3 All deve ser seguido por um substantivo contável no plural, em geral. Em que situação ele será seguido por um verbo no singular?

Exercício proposto

1 Escolha a forma correta das palavras entre parênteses para cada uma das frases a seguir.

- a) Each (student/students) in the class is required to take the final examination.
- b) Each of the (student/students) in this group is a member of the book club.
- c) Every (room/rooms) in my house has a new lamp.
- d) Every one of the (room/rooms) has to be painted again.
- e) I checked each (item/items) on the bill.
- f) Each of the (item/items) on the bill was correct.
- g) Mary talks to each (person/people) she meets at the club.
- h) They answered every (question/questions) on the examination.
- i) Each one of the (child/children) in the class was given a new textbook.
- j) Each of the (applicant/applicants) for the scholarship is required to furnish five references.

TEXTOS COMPLEMENTARES

Word forms (3ª parte)

Em inglês, existem muitas maneiras pelas quais os verbos transformam-se em adjetivos. Veja a seguir algumas dessas transformações mais comuns.

1. Verbos que se transformam em adjetivos pelo acréscimo do sufixo *able*.
Ex.: enjoy (verbo) → enjoyable (adjetivo)

*Nora and James always have **enjoyable** vacations. They **enjoy** their vacations because they plan them very carefully.*

Verbo	Adjetivo
Depend	Dependable
Understand	Understandable
Enjoy	Enjoyable
Believe	Believable
Compare	Comparable
Rely	Reliable

2. Verbos que se transformam em adjetivos pelo acréscimo do sufixo *ive*.
Ex.: Attract (verbo) → attractive (adjetivo)

*Jennifer will **attract** a lot of attention in her new dress at the party tomorrow. She is quite an **attractive** woman, and the dress is an unusual style.*

Verbo	Adjetivo
Demonstrate	Demonstrative
Cooperate	Cooperative
Appreciate	Appreciative
Assert	Assertive
Attract	Attractive
Select	Selective

Em inglês, existem diversas maneiras pelas quais adjetivos transformam-se em substantivos, verbos e advérbios. Veja a seguir algumas dessas transformações mais comuns.

1. Adjetivos que transformam-se em substantivos pelo acréscimo do sufixo *ity*.
Ex.: active (adjetivo) → activity (substantivo)

Mary loves being outdoors, so all her favorite **activities** take place outside. She is especially **active** outdoors in the winter because she loves to ski.

Adjetivo	Substantivo
Intense	Intensity
Productive	Productivity
Public	Publicity
Creative	Creativity
Active	Activity
Individual	Individuality
National	Nationality
Complex	Complexity
Popular	Popularity
Similar	Similarity
Rational	Rationality
Equal	Equality
Regular	Regularity
Fatal	Fatality
Toxic	Toxicity
Severe	Severity
Intense	Intensity
Secure	Security

2. Adjetivos que se transformam em substantivos pelo acréscimo do sufixo *ness*.
Ex.: shy (adjetivo) → shyness (substantivo)

Some doctors think that **shy** children are born that way. This **shyness** often prevents them from doing well in school.

Adjetivo	substantivo
Sick	Sickness
Happy	Happiness
Ill	Illness
Lonely	Loneliness
Shy	Shyness
Sleepless	Sleeplessness

3. Adjetivos que se transformam em verbos pelo acréscimo do sufixo *ify*.
Ex.: intense (adjetivo) → intensify (verbo)

A storm arose on the ocean, and quickly **intensified** in severity. The captain of the ship became worried. He overcame his **intense** feeling of fear and organized the crew to try to save the ship.

Adjetivo	Verbo
Solid	Solidify
Intense	Intensify
Simple	Simplify
Clear	Clarify
Pure	Purify

Lorraine C. Smith and Nancy Nici Mare. *Issues for today: an effective reading skills text*. New York: Newbury House Publishers, 1990.

Musics

E.M.I.

"... I tell you it was all a frame
They only did it 'cos of fame
Too many people had the suss
Too many people support us[...]"

Johnny Rotten. "E.M.I." Intérprete: Sex Pistols. *In: Never mind the bollocks*. Reino Unido: Virgin, 1977. Lado 2, faixa 6.

Every breath you take

"Every breath you take
Every move you make
Every bond you break
Every step you take
I'll be watching you[...]"

Sting. "Every breath you take". Intérprete: The Police. *In: Synchronicity*. Reino Unido: A&M, 1982. Faixa 7.

Tradução:

Tradução:

RESUMINDO

- **Also/ Too/ Either:** a tradução é “também”.
- **Afirmativas:** *also* ou *too*.
- **Negativas:** *either*.
 - *Either:* qualquer um (entre dois). Ex.: Take either of the two books.
 - *Either ... or:* escolha entre opções. Ex.: I will either study or play video games tonight.
- **Every / Each:** antes de substantivos no singular. Ex.: Each boy has a new book.
- **All:** antes de substantivos no plural. Ex.: All boys have new books.

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar as canções “E.M.I.”, de Sex Pistols, e “Every breath you take”, de The Police.
 - <www.sing365.com>.
 - <<http://letras.mus.br>>.

Exercícios complementares

Interpretação de textos

Texto para as questões de 1 a 10.

Humanitarian relief organizations

Almost everyone recognizes the symbol of the International Committee of the Red Cross (ICRC) which has its origins in Switzerland. Although the Red Cross was started by a Swiss citizen and its headquarters are in Geneva, the organization has no official ties to Switzerland. It is not related to the United Nations (UN), either. It is an independent organization which is funded by donations from public and private agencies, and from governments. The Red Cross workers help the war victims and believe that war cannot be abolished, but it can be controlled.

10 It also aids refugees and victims of such natural disasters as floods, fires and famines. The ICRC is also the oldest humanitarian relief organization in the world.

The wealthy Swiss businessman Jean-Henri Dunant, founder of the Red Cross, wanted to create an international volunteer organization to care for the wounded on both sides of a battle. He wanted an international agreement that would give protection and legitimacy to the tireless volunteers. Dunant had been inspired by the devastating scene of thousands of dead Austrian and French soldiers in a volatile regional conflict of the time. With his influence, 20 Dunant persuaded the Swiss government to organize an international meeting to discuss his proposals. In 1864, representatives of twelve governments ratified an agreement. It was the first version of the Geneva Conventions, or the “rules of war” with the objective to protect prisoners of war, wounded soldiers, and civilians. As the first attempt to institutionalize guidelines for wartime behaviour, it was the beginning of the modern humanitarian law movement.

Other humanitarian relief organizations approach the issue in a different way. Instead of promoting the neutrality principle and the laws of war, these organizations promote the UN’s Universal 30 Declaration of Human Rights. If people human rights are violated – as in torture, slavery, or lack of freedom of speech or religion – then these human rights organizations do not remain neutral. They denounce the abusers and help the victims. Among the best known of the human rights organizations are Amnesty International, Doctors without Borders, and Human Rights Watch.

Adapted from *North Star*, Sherry Preiss, Longman, 1998.

1 Uergs The question which cannot be adequately answered with information provided by the text is:

- (a) Why was the ICRC created?
- (b) What are the main principles of the ICRC?
- (c) Did Jean-Henri Dunant achieve his goal?
- (d) Do the other humanitarian relief organizations have the same beliefs?
- (e) How was the Universal Declaration of Human Rights created?

2 Uergs Leia as afirmativas abaixo.

1. A Cruz Vermelha é uma organização ligada às Nações Unidas.
2. O principal objetivo da organização é o de ajudar as vítimas das guerras e de desastres naturais.
3. O fundador da Cruz Vermelha não era uma pessoa influente, mas conseguiu convencer o governo suíço a conhecer suas propostas.

4. As outras organizações humanitárias seguem os mesmos princípios da Cruz Vermelha, mas concentram os seus esforços na luta em favor da não violação dos direitos humanos.
5. As organizações humanitárias tais como a Anistia Internacional e Médicos sem Fronteiras estão entre as mais reconhecidas no mundo todo.

De acordo com o texto, quais estão corretas?

- | | |
|------------|------------|
| (a) 1 e 3. | (d) 2 e 5. |
| (b) 2 e 4. | (e) 1 e 4. |
| (c) 3 e 5. | |

3 Uergs The word that has the same meaning as *Although* (line 3) is:

- | | |
|------------------|--------------------|
| (a) hardly ever. | (d) unfortunately. |
| (b) therefore. | (e) eventually. |
| (c) though. | |

4 Uergs The word *ties* (line 5) may be substituted without any change in meaning by:

- (a) problems.
- (b) ideas or opinions.
- (c) laws or rules.
- (d) promises.
- (e) relationships or connections.

5 Uergs Qual alternativa abaixo apresenta o mesmo uso da palavra *either* (linha 6), considerando o seu uso no texto?

- (a) Students could choose either French or Spanish.
- (b) It is a long room with a door at either end.
- (c) Olive oil and corn oil are both fine, so you could use either.
- (d) Jerry wasn't there either.
- (e) Are either of them at home?

6 Uergs Qual adjetivo, apresentado nas alternativas abaixo, pertence ao mesmo grupo do adjetivo *old* em *oldest* (linha 11) no que diz respeito à formação de seu superlativo?

- | | |
|-----------|-------------|
| (a) Thin. | (d) Strong. |
| (b) Good. | (e) Nice. |
| (c) Far. | |

7 Uergs The opposite of the adjective *wealthy* (line 13) as it is used in this context is:

- | | |
|-----------|----------------|
| (a) weak. | (d) easygoing. |
| (b) poor. | (e) strict. |
| (c) vain. | |

8 Uergs The verb structure in the sentence *Dunant had been inspired by the devastating scene...* (lines 17-18) indicates that the situation:

- (a) occurred before another one in the past.
- (b) was completed after another one in the past.
- (c) started in the past and continues up to the present.
- (d) happened in the middle of another action.
- (e) will certainly continue to happen in the future.

9 Uergs Qual alternativa abaixo apresenta a mesma categoria gramatical da palavra *devastating* (linha 18), considerando o seu uso no texto?

- (a) Meeting (linha 21).
- (b) Beginning (linha 26).
- (c) Humanitarian (linha 27).
- (d) Promoting (linha 28).
- (e) Among (linha 33).

10 Uergs The best definition for *volatile* (line 19), as used in this context, is:

- (a) a situation which is continuously improving or developing.
- (b) a situation that can suddenly change or become more dangerous.
- (c) an event which continues to exist for a long period of time.
- (d) an event that is impossible to change.
- (e) a situation that is likely or certain to happen very soon.

Texto para as questões de 11 a 13.



It's taken 30 years for Harold Cohen to teach his student how to paint, but he's not struggling with a slow learner. Cohen's student, AARON, is a computer program. Cohen has "taught" AARON guidelines on composition and color. In the past, AARON has used those rules to paint large art works for major museums such as London's Tate Modern and the San Francisco Museum of Modern Art. Now a company aims to bring AARON to computer monitors across the land as software (\$19.95; available from www.KurzweilCyberart.com) for Windows PCs. After you download the program, AARON draws original pictures on your desktop, then fills them in with brushstrokes of color. You can also e-mail AARON's creations to friends. AARON will redraw its art work on their computers. And unlike temperamental humans, AARON never needs "inspiration". Leave it on as a screen saver and the program chums out drawing after drawing. But, says Cohen, AARON will never draw the same picture twice.

Newsweek, May 28, 2001.

11 Fuvest According to the passage, AARON is a computer program that:

- (a) can help slow learners.
- (b) has taught students how to paint.
- (c) can paint and draw.
- (d) has been available for 30 years.
- (e) has been bought by some museums.

12 Fuvest We learn from the passage that Kurzweil Cyberart.com:

- (a) aims to market original pictures.
- (b) has designed AARON, the computer program.
- (c) commercializes paintings done by AARON.
- (d) has sold PCs all over the world.
- (e) is commercializing AARON as software.

13 Fuvest According to the passage, AARON does not:

- (a) function as a screen saver.
- (b) repeat the same drawing.
- (c) redraw a picture on a second computer.
- (d) send pictures by e-mail.
- (e) draw new pictures, one after the other.

Texto para as questões de 14 a 19.

The role of women in Spanish society has changed fast since the country became a democracy after General Franco died in 1975. He had swept away liberal reforms introduced in the 1930s, when Spain was a republic. For women specifically, these included a benevolent divorce law and certain property rights. In the 1930s many women played a big part on the left, often fighting side by side with men in the pro-Republic militias during the 1936-1939 civil war. But after it the new regime, for the most part applauded by the church, put them back in the home as wives and mothers, with divorce forbidden and working outside frowned on.

Change began in the 1960s when Spain opened up to tourists. Faced with competition from sexually liberated north Europeans, Spanish women "declared war on them, on men and on their elders", in the words of Lucia Graves, author of "A Woman Unknown", which recounts her life as an Englishwoman married to a Spaniard at the time. That aggressive self-assertion continues.

Not wholly successfully. At universities, women students now outnumber men. A typical couple has one or two children these days, a far cry from the days when families of eight or ten were common. But Spanish women still face the problems of their sisters in northern Europe. Their progress at work is often blocked, their pay often lower than men's.

The Economist, August 11th, 2001.

14 Fuvest According to the passage, since 1975:

- (a) the role of left-wing Spanish women has changed quite fast.
- (b) the new regime has faced problems when bringing about changes in the role of Spanish women.
- (c) there have been changes in the role of Spanish women.
- (d) Spanish women have played an important part in the government's adoption of reformist policies.
- (e) many Spanish women have assumed the role of social reformers.

15 Fuvest The passage states that:

- (a) most of the liberal reforms introduced in the 1930s were approved by the church.
- (b) liberal reforms introduced when Spain was a republic were abolished under Franco's regime.
- (c) many Spanish women fought in the pro-Republic militias in the early 1930s.

- (d) all liberal reforms introduced when Spain was a republic benefited women.
- (e) Spanish women obtained a benevolent divorce law and certain property rights after Franco died.

16 Fuvest The passage tells us that after the civil war:

- (a) divorced women were not allowed to work outside.
- (b) the church prohibited wives and mothers from working outside.
- (c) most women continued to fight for liberal reforms.
- (d) many women were unwilling to work outside.
- (e) Spain was under a regime that no longer allowed divorce.

17 Fuvest Which of these statements is true according to the passage?

- (a) Although tourists helped Spain to develop in the 1960s, Spanish women declared war on them.
- (b) Spanish women rebelled against north European tourists who married Spaniards in the nineteen sixties.
- (c) Tourists started visiting Spain in the nineteen sixties, after the country underwent changes.
- (d) For Spanish women, the arrival of sexually liberated north Europeans in the 1960s was most unwelcome.
- (e) In the 1960s, sexually liberated Spanish women had to compete with their north European counterparts.

18 Fuvest The passage tells us that Lucia Graves:

- (a) portrays what her own life was like in the nineteen sixties in "A Woman Unknown".
- (b) wrote a book about the problems she faced after marrying a Spaniard.
- (c) depicts the war declared by Spanish women before Spain opened up to tourists in her book.
- (d) recounts the life of Spanish women after the civil war in "A Woman Unknown".
- (e) was a very aggressive English writer married to a Spaniard.

19 Fuvest Which of the following statements does not reflect the situation in Spain now, according to the passage?

- (a) A family of eight is quite unusual.
- (b) Female workers are seldom paid higher wages than male ones.
- (c) Despite their gains, Spanish women have not achieved total success.
- (d) There are roughly equal numbers of male and female students at universities.
- (e) Spanish women are quite self-assertive.

Texto para as questões de 20 a 24.

If public speaking gives you the willies, the chances are you'll be just as scared of virtual people, experts have discovered. But in the long run these "avatars" will help you overcome your fears.

Mel Slater at University College London, and his colleague David-Paul Pertaub have developed a VR environment to help people overcome their phobias. In their virtual seminar room, people have to give a presentation to eight computer-generated people who can appear by turns fascinated, bored stiff or just annoyingly neutral.

While it's not the first time VR has been used to treat phobias, such as fear of spiders or flying, no one knew if the technique could also help people to overcome their social phobias.

To find out, Pertaub watched how people behave in seminars and programmed the virtual people to do the same things: crossing their arms, frowning, yawning and putting their feet on the table. "Our negative audience is very negative," says Slater.

Then Slater and Pertaub compared the performances of 43 volunteers who gave a talk either to an attentive audience or to an unenthusiastic one. Surprisingly, the subjects responded as if the avatars were real.

New Scientist. 21 July, 2001, <www.newscientist.com>.

20 Fuvest According to the passage, experts have discovered that:

- (a) people willing to talk to a virtual audience will hardly annoy a real one.
- (b) if public speaking gives us the willies, we will overcome our fears just by talking to an attentive virtual audience.
- (c) a virtual audience may be as frightening as a real one for people who fear public speaking.
- (d) a virtual audience is likely to be more frightening than a real one for people afraid of speaking in public.
- (e) if public speaking gives people the willies, a virtual audience is likely to make them less scared than a real one.

21 Fuvest Which of these statements is true according to the passage?

- (a) The virtual-reality technique has proved to be more effective for social rather than other phobias.
- (b) The virtual-reality environment was developed to help people get rid of their fears.
- (c) People who have fear of spiders or flying will, in the long run, become social phobics.
- (d) The virtual-reality environment appears to be ineffective for treating some types of phobias.
- (e) So far the virtual-reality technique has been used only to help social phobics.

22 Fuvest According to the passage:

- (a) while addressing the virtual audience, the volunteers behaved as if it was real.
- (b) the eight computer-generated people reacted negatively to the 43 volunteers' talks.
- (c) the virtual people seemed to find the subjects of the volunteers' talks extremely boring.
- (d) Slater and Pertaub were fascinated by the presentations, whereas the virtual audience showed no enthusiasm at all.
- (e) the way the subjects reacted when addressing the computer-generated people was no surprise to Slater and Pertaub.

23 Fuvest Which of these statements is true according to the passage?

- (a) Pertaub discovered that virtual reality could be used to treat extreme fears by watching how people behave in seminars.
- (b) Slater and Pertaub were amazed to see the response of the attentive audience to the volunteers' talks.
- (c) Despite their fears, the 43 subjects had a surprising performance when exposed to the virtual audience.
- (d) Pertaub programmed the computer-generated people to behave the way people do in seminars.
- (e) Pertaub watched people's behaviour in seminars to help social phobics to adopt the same behaviour.

24 Fuvest "...in the long run" (line 3) means:

- (a) afterwards
- (b) before long
- (c) lately
- (d) from now on
- (e) in the end

Gramática

25 Some (but not all) of the following sentences contain errors. Find and correct the errors.

~~student~~

Example: It's important for every students to have a book.

- a) Each of the student in my class has a book.
- b) Spain is one the country I want to visit.
- c) The teacher gave each of students a test paper.
- d) Every student in the class did well on the test.
- e) Every furniture in that room is made of wood.
- f) One of the equipment in our office is broken.
- g) I gave a present to each of the woman in the room.
- h) One of my favorite place in the world is an island in the Caribbean Sea.
- i) Each one of your suitcases will be checked when you go through customs.
- j) It's impossible for one human being to know every languages in the world.
- k) I found each of the error in this exercise.

Adjetivos são palavras usadas para se dizer mais sobre algo, tal como sua aparência, cor, tamanho ou tipo.

Sob um certo aspecto, poderiam até mesmo ser considerados como supérfluos – sua não inclusão não inviabilizaria a compreensão do trecho em que se incluem.

No entanto, são exatamente essas informações complementares por eles transmitidas que têm sido exploradas nos testes de interpretação de textos. Seriam assim a “sintonia fina” que se busca na compreensão da mensagem.

Atente bem para as formações especiais e as adjetivações impróprias, onde não há semelhança com o português.

Introdução

Uma palavra pode ter uma ou mais formas relacionadas. Observe como a palavra decide muda de forma.

Substantivo:

The decision was made months ago.

Verbo:

We decided to move to a larger house.

Adjetivo:

His decisive action brought order to the meeting.

Advérbio:

She acted very decisively.

Um adjetivo é uma palavra que é usada para descrever algo ou alguém ou dar informação sobre estes. Sua forma é única: para singular e plural, para sujeito e objeto, para masculino e feminino.

We were looking for a **good** place to camp.

Good places to fish were hard to find.

Tipos de adjetivos

1. *Qualitative*: indicam que algo ou alguém tem uma certa qualidade:

... a **sad** story

... a **small** child

São graduáveis – podem ter mais ou menos da qualidade referida.

... an **extremely narrow** road

... a **very pretty** girl

... a **rather clumsy** person

2. *Classifying*: indicam que algo é de um tipo particular.

... my **daily** shower

... **Victorian** houses

... **civil** engineering

3. *Color*: indicam a cor de algo.

... a small **blue** car

Her eyes are **green**.

Para especificar mais precisamente a cor, usamos palavras como *light*, *pale*, *dark* ou *bright* na frente do adjetivo.

... **light brown** hair

... a **bright green** suit

... a **dark blue** dress

4. *Emphasizing*: usados antes de um substantivo para enfatizar sua descrição ou o grau de algo.

He made me feel like a **complete** idiot.

Some of it was **absolute** rubbish.

Alguns *emphasizing adjectives* comuns são:

absolute	outright	pure	total
complete	perfect	real	true
entire	positive	sheer	utter

Tab. 1 Emphasizing adjectives.

5. *Specifying*: há um pequeno grupo de adjetivos, às vezes chamados de *postdeterminers*, que são usados para indicar precisamente a que se está referindo. Esses adjetivos vêm após um determinante e antes de qualquer outro adjetivo.

...the following brief description.

He wore his usual old white coat.

Também aparecem antes de números.

What has gone wrong during the last ten years?

Please find attached the first two pages of the report.

Alguns *specifying adjectives*:

additional	first	next	past
same	certain	following	only
present	specific	chief	further
opposite	previous	usual	entire
last	other	principal	whole
existing	main	particular	remaining

Tab. 2 Specifying adjectives.

6. *Comparative e Superlative*: são os comparativos e superlativos já estudados anteriormente. Cuidado: somente *qualitative* e alguns *color adjectives* têm superlativos.

Some of the **better English** actors have gone to live in Hollywood.

These are the **highest monthly** figures on record.

Adjetivos compostos

São constituídos de duas ou mais palavras, geralmente separadas por hifens. Podem ser *qualitative*, *classifying* ou *color*.

I was in a **light-hearted** mood.

Mary was driving a **long, low-slung, bottle green** car.

... a **good-looking** girl.

... a **part-time** job.

Adjetivos usados após link verbs

A maioria dos adjetivos também pode aparecer após um *link verb* como *be*, *become*, *feel*, *seem*, *get*, *look*, *sound*, *smell* etc.

The room was **large** and **square**.

I felt **angry**.

Nobody seemed **amused**.

Alguns adjetivos são normalmente usados somente após *link verbs* e não antes de substantivos, quando usados com um certo significado.

Pode-se dizer “She was alone”, mas não “an alone girl”. Os adjetivos a seguir são usados somente após *link verbs*:

afraid	asleep	glad	sorry
alive	aware	ill	sure
alone	content	ready	well

Tab. 3 Adjetivos usados após link verbs.

A ordem dos adjetivos

Quando mais de um adjetivo for usado antes de um substantivo, a ordem, em geral, é a seguinte:

Qualitative-color-classifying

... a **little white wooden** house.

... **rapid technological** advance.

... a **large circular** pool of water.

... a necklace of **blue Venetian** beads.

A ordem de *qualitative adjectives*

Opinion-size-quality-age-shape

We shall have a nice big garden with two apple trees.

It had **beautiful thick** fur.

... **big, shiny** beetles.

She had **long curly red** hair.

She put on her **dirty old fur** coat.

A ordem de *classifying adjectives*

Age-shape-nationality-material

... a **medieval French** village.

... a **rectangular plastic** box.

... an **Italian silk** jacket.

Alguns são geralmente usados após nacionalidade:

... the **Chinese artistic** tradition.

... the **American political** system.

Adjetivos após medidas:

He was about **six feet tall**.

The island is only **29 miles long**.

Alguns destes adjetivos:

deep	long	thick
high	tall	wide

Tab. 4 Adjetivos usado após medidas.

PREPOSIÇÃO

to apologize to



Paul apologized to Mrs. Evans for breaking her vase.

Revisando

1 Quais são os tipos mais comuns de adjetivos?

2 Em que posição um adjetivo normalmente aparece em uma frase?

3 Em uma frase em que há mais de um adjetivo modificando o mesmo substantivo, que regra prática se usa para estabelecer a ordem desses adjetivos?

Exercícios propostos

1 Preenha as frases abaixo com os adjetivos entre parênteses, posicionando-os na ordem correta.

- Jim lives in a _____ house. (brick; new; beautiful)
- Take a look at that _____ table. (wooden; brown)
- Her children have _____ hair. (long; curly)
- Janet was wearing a _____ dress. (silk; blue)
- He bought a _____ car. (wonderful; 4-wheel-drive; new)

2 Rescreva as frases abaixo usando a forma adjetiva.

Ex.: a man who is 35 years old > a 35-year-old man

- A TV show that lasts 2 hours.
- A program which is on for 2 months.
- A soccer player who is 6 feet tall.
- A trip that lasts 5 days.
- A kit that has 24 pieces.

TEXTOS COMPLEMENTARES

Vocabulary building: bad and very bad

Instead of saying that something is **bad** or **very bad**, try to use more precise and interesting adjectives to describe things:

- an **unpleasant/a foul/a disgusting** smell
- appalling/dreadful/severe** weather
- an **unpleasant/a frightening/a traumatic** experience
- poor/weak** eyesight
- a **terrible/serious/horrific** accident

a **wicked/an evil/an immoral** person
 an **awkward/an embarrassing/a difficult** situation
 E.g.: We were working in **difficult/appalling** conditions.
 To refer to your health, you can say: I feel **unwell/sick/terrible**; I don't feel **(very) well**.
 In conversation words like **terrible, horrible, awful** and **dreadful** can be used in most situations to mean "very bad".

Which word? become/get/go/turn

These verbs are used frequently with the following adjectives:

become	get	go	turn
involved	used to	wrong	blue
clear	better	right	sour
accustomed	worse	bad	bad
pregnant	pregnant	white	red
extinct	tired	crazy	cold
famous	angry	bald	
ill	dark	blind	

Become is more formal than **get**. Both describe changes in people's emotional or physical state, or natural or social changes.
Go is usually used for negative changes.
Go and **turn** are both used for changes of colour.
Turn is also used for changes in the weather.

Which word? afraid/frightened/scared

Be afraid/frightened/scared all mean that you feel fear: *I've never been so frightened in my life!*

Scared is very common in informal speech and is often used to describe small fears: *Dad was driving very fast and we were a bit scared.* **Afraid** is more formal and less common.

+ **of afraid/frightened/scared of sb/sth** means that you feel fear when you see or experience something: *I'm afraid of snakes.*

+ **for afraid/frightened/scared for sb/sth** means that you are worried that something unpleasant may happen to somebody: *I was frightened for his safety.*

Sometimes **about** is used with **frightened** and **scared**, but not with **afraid**: *I'm scared about going to the city again.*

You can use *very, a bit, too* etc. with **frightened** and **scared**, but not with **afraid**.

+ **noun** a frightened/scared *child*. You cannot use **afraid** in front of a noun.

Oxford advanced learner's dictionary of current English. 6 ed. Oxford: Oxford University Press, 2000.

Musics

Get it on

Well you're dirty and sweet
 Clad in Black
 Don't look back, and I love you
 You're dirty and sweet oh yeah.

Marc Bolan. "Get it on". Intérprete: T-Rex. In: *Electric Warrior*. Reino Unido: Fly, 1971. Lado 1, faixa 1.

Tradução:

Muffin man

[...] Reaching for an oversized chrome spoon he gathers an intimate quantity of dried muffin remnants
 [...]
 Arrogantly twisting the sterile canvas snoot of a fully charged icing anointment utensil he poots forth a quarter-ounce green rosetta [...]

Frank Zappa. "Muffin Man". Intérprete: Frank Zappa e Captain Beefheart. In: *Bongo Fury*. Estados Unidos: DiscRret, 1975. Lado 2, faixa 4.

Tradução:

RESUMINDO

- **Posição dos adjetivos:** antes de substantivos ou após verbos de ligação. Adjetivos que são normalmente usados somente após verbos de ligação: *afraid; alive; alone; asleep; aware; content; glad; ill; ready; sorry; sure; well.*
- **Tipos:** *Qualitative; Classifying; Color; Emphasizing; Specifying.*
- **Ordem dos adjetivos:** quanto mais abstratos mais longe do substantivo; quanto mais concretos, mais perto (Regra prática: + abstratos → + concretos substantivo).

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar as canções "Get it on", de Frank Zappa, e "Muffin man", de Marc Bolan e T-Rex.
<<http://letras.mus.br/the-rolling-stones>>.
<www.lyricsfreak.com>.
- Sites onde você poderá ler mais sobre o uso de adjetivos:
<www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv108.shtml>.
<<http://learnenglish.britishcouncil.org/en/english-grammar/adjectives>>.

Exercícios complementares

Interpretação de textos

Read the following text and answer the questions from 1 to 9.

The flowering of human consciousness



Earth, 114 million years ago, one morning just after sunrise: the first flower ever to appear on the planet opens up to receive the rays of the sun. Prior to this **momentous** event that **heralds** an evolutionary transformation in the life of plants, the planet had already been covered in vegetation for millions of years. The first flower probably did not survive for long, and flowers must have remained rare and isolated phenomena, since conditions were most likely not yet favorable for a **widespread** flowering to occur. One day, however, a critical **threshold** was reached, and suddenly there would have been an explosion of color and scent all over the planet. Later, this first recognition of beauty was one of the most significant events in the evolution of human consciousness.

14 The achievements of humanity are impressive and undeniable. We have created sublime works of music, literature, painting, architecture, and sculpture. More recently, science and technology have brought about radical changes in the way we live and have enabled us to do and create things that would have been considered miraculous even two hundred years ago. No doubt the human mind is highly intelligent. Yet its very intelligence is **tainted** by madness. Science and technology have magnified the destructive impact that the dysfunction of the human mind has upon the planet, other life-forms, and upon humans themselves. That is why the history of the twentieth century is where that dysfunction, that collective insanity, can be most clearly recognized. A further factor is that this dysfunction is actually intensifying and accelerating.

We only need to watch the daily news on television to realize that the madness has not **abated**, that is continuing into the twenty-first century. Another aspect of the collective dysfunction of the human mind is the unprecedented violence that humans are inflicting on other life-forms and the planet itself – the destruction of oxygen – producing forests and other plant and animal life; ill-treatment of animals in factory farms; and poisoning of rivers, oceans, and air. Driven by greed, ignorant of their connectedness to the whole, humans persist in behavior that, if continued unchecked, can only result in their own destruction.

Momentous: Significado
Heralds: Anuncia
Widespread: Vasto
Threshold: Limiar
Tainted: Corrompido
Abated: Enfraquecido

When faced with a radical crisis, when the old way of being in the world, of interacting with each other and with the realm of nature doesn't work anymore, when survival is threatened by seemingly **insurmountable** problems, an individual life-form – or a species – will either die or become extinct or rise above the limitations of its condition through an evolutionary leap.

Responding to this radical crisis that threatens our very survival is humanity's challenge now. A significant portion of the earth's population will soon recognize, if they haven't already done so, that humanity is now faced with a **stark** choice: evolve or die.

Eckhart Tolle. *A New Earth: Awakening to your life's purpose*. (Adapted.).

1 UFF 2009 The text blames man's lack of commitment toward the environment for the eventual destruction of human life on Earth. Mark the option that best conveys this idea.

- (a) "Earth, 114 million years ago, one morning Just after sunrise: the first flower ever to appear on the planet opens up [...]" (lines 1-2).
- (b) "[...] this first recognition of beauty was one of the most significant events in the evolution of human consciousness." (lines 11-13).
- (c) "[...] humans persist in behavior that, if continued unchecked, can only result in their own destruction." (lines 34-35).
- (d) "The achievements of humanity are impressive and undeniable." (line 14).
- (e) "[...] humanity is now faced with a stark choice [...]" (line 45).

2 UFF 2009 The first paragraph considers one aspect of *The flowering of human consciousness*. Mark the option which reflects such an aspect.

- (a) Transformation in the life of plants.
- (b) Science and technology.
- (c) Collective insanity.
- (d) Recognition of beauty.
- (e) Widespread flowering.

3 UFF 2009 The text discusses the collective dysfunction of the human mind. It gives as examples the destruction of oxygen-producing forests and other plant and animal life; ill-treatment of animals in factory farms; and poisoning of rivers, oceans and air. The reason for this behavior is:

- (a) lack of choice and insurmountable problems.
- (b) explosion of color and scent.
- (c) planet's survival and evolution of species.
- (d) isolated phenomena.
- (e) human's greed and ignorance.

4 UFF 2009 In the text, the role of science and technology in the achievements of humanity is viewed as one of contrast. Mark the option that best characterizes such a role.

- (a) Miraculous and destructive.
- (b) Radical and extinct.
- (c) Impressive and sublime.
- (d) Evolutionary and intensifying.
- (e) Undeniable and isolated.

5 UFF 2009 In the fourth paragraph, the repetition of the connective **when** indicates:

- (a) denial. (c) doubt. (e) reason.
- (b) emphasis. (d) comparison.

6 UFF 2009 In the extracts below, the words with "ing" are all verbs, except:

- (a) "humans are inflicting on other life-forms" (lines 29-30);
- (b) "this dysfunction is actually intensifying" (line 25);
- (c) "sublime works of music, literature, painting, architecture and sculpture" (lines 15-16);
- (d) "the old way of being in the world" (lines 36-37);
- (e) "responding to this radical crisis" (line 42).

7 UFF 2009 Observe this extract from the text: *The achievements of humanity are impressive and undeniable*. (line 14) More recently, however, there has been a radical change in the way humanity behaves toward the evolution of the planet. Mark the option which best characterizes this attitude.

- (a) Science and technology.
- (b) Human consciousness.
- (c) Individual life-form.
- (d) Evolutionary leap.
- (e) Collective insanity.

8 UFF 2009 Choose the item which signals, in the second paragraph, a change of opinion concerning human intelligence.

- (a) even (c) no doubt (e) other
- (b) more recently (d) yet

9 UFF 2009 In the last paragraph, the text discusses the challenge humanity has to face to overcome its radical crisis. Such challenge can be understood as a:

- (a) prophecy. (d) denial.
- (b) query. (e) promise.
- (c) justification.

Gramática

10 In each of the following sets, choose the appropriate form for the blank in the second sentence.

Example:

Her call to California lasted ten minutes.

She made a ten-minute call to California.

- a) Sam's new apartment is in a building which has twelve stories.
Sam's new apartment is in a _____ building.
- b) We teach languages.
We are _____ teachers.
- c) My parents saw a play in three acts last night.
My parents saw a _____ play last night.
- d) The manager said that the sale would last for two days.
The manager said that it would be a _____ sale.
- e) Hal bought a tool set containing 79 pieces.
Hal bought a _____ tool set.

Insurmountable: Insuperável

Stark: Difícil

- f) Margie has a bookcase with five shelves.
Margie has a _____ bookcase.
- g) I need two cans of tomatoes that weigh 16 ounces each.
I need two _____ cans of tomatoes.
- h) I'm looking for a pressure cooker that holds six quarts.
I'm looking for a _____ pressure cooker.
- i) He is a specialist at building houses made of bricks.
He is a specialist at building _____ houses.
- j) Mrs. Jansen just bought her daughter a bicycle with ten speeds.
Mrs. Jansen just bought her daughter a _____ bicycle.

11 Complete the sentences with the correct word (adjective or adverb).

Examples:

quick, quickly

We ate **quickly** and ran to the theater.

quick, quickly

We had a **quick** dinner and ran to the theater.

- a) polite, politely
I've always found Fred to be a _____ person.
- b) polite, politely
He responded to my question _____.
- c) regular, regularly
Mr. Thomas comes to the store _____ for cheese and bread.
- d) regular, regularly
He is a _____ customer.
- e) usual, usually
The teacher arrived at the _____ time.
- f) usual, usually
She _____ comes to class five minutes before it begins.
- g) good, well
Jennifer Cooper paints _____.
- h) good, well
She is a _____ artist.
- i) gentle, gently
A _____ breeze touched my face.
- j) gentle, gently
A breeze _____ touched my face.
- k) annual, annually
Many birds migrate _____ to a warm climate for the winter.
- l) annual, annually
Many birds fly long distances in their _____ migration to a warm climate for the winter.
- m) bad, badly
The audience booed the actors performance.
- n) bad, badly
The audience booed and whistled because the actors performed _____ throughout the show.

12 Mackenzie Indicate the alternative that best completes the following sentence.

"The building has nine stories. It is _____."

- (a) a nine-stories-building
(b) a nine-story building

- (c) a nine's-story building
(d) a nine-stories
(e) a building's nine stories's

13 Indicate the alternative that best completes the following sentence.

"The flight lasted two hours. It was _____."

- (a) a flight's two-hours's
(b) a two-hours-flight
(c) a two'-hours's flight
(d) a two-hours
(e) a two-hour flight

14 Mackenzie Indicate the alternative that best completes the following sentence.

"Researches have shown that the twenty-first-century family will certainly be more _____ than today's family people's _____ longer and _____ more than once."

- (a) complicating – due to – live – marriage
(b) complicated – because – living – marriage
(c) complicated – as a result of – living – marrying
(d) complicated – because of – life - marring
(e) complicating – as a consequence of – life – marriage

15 Unita Assinale a alternativa que corresponde à tradução mais adequada da seguinte sentença:

The man gave a five-pound note to the shoe-repairer.

- (a) O homem deu uma nota de cinco libras para reparar o sapato.
(b) O homem deu cinco potes de notas para reparar o sapato.
(c) O homem deu um maço de cinco notas para consertar o sapato.
(d) O homem deu uma nota de cinco libras para o sapateiro.
(e) O sapateiro recebeu uma nota de cinco libras do bom homem.

16 Vunesp Assinale a alternativa correta.

- (a) That is a five-storey building.
(b) That is a building five storeys.
(c) That is a five-storeys building.
(d) That storey building is five.
(e) That building storey is five.

17 ITA Leia:

Who are these Blur blokes who, after a shaky start, have shaken the world? And what makes them so different, so appealing as Pop Artist Richard Hamilton once asked in a collage that they doubtless studied at art school. Is it art school itself (they all attended Goldsmith') that sets apart? Are Blur the latest and ultimate example of what The Fall once dubbed Prole Art Threat? No. Blur are no mere Art School Band; far more important is the fact that they're a Music School Band. That's their secret. They can play. They are musicians."

Q. March, 1995.

Assinale a opção cujo adjetivo possa substituir, de maneira bastante aproximada, os adjetivos *different* e *appealing*, em destaque no texto.

- (a) outstanding (c) lousy (e) awful
(b) fancy (d) nice

Wh-Words

23



Existem dois tipos principais de perguntas em inglês: as "yes/no-questions" e as "wh-questions". As primeiras são aquelas perguntas que podem ser respondidas com *yes* ou *no*, as chamadas respostas curtas.

Já as "wh-questions" não podem ter *yes* ou *no* como respostas, elas pedem respostas longas, nas quais a estrutura básica da língua "s-v-c" esteja presente. As "wh-questions" são assim chamadas por começarem com uma "palavra wh" – as "wh-words".

Estas podem ser advérbios (*how*, *when*, *where* e *why*), pronomes (*who*, *whom*, *what*, *which* e *whose*) ou determinantes (*what*, *which* e *whose*).



Wh-Words

As *wh-words* são as palavras que iniciam as *wh-questions*, aquelas que são usadas para perguntas sobre a identidade das pessoas ou coisas envolvidas em uma ação, ou sobre as circunstâncias de uma ação.

1. What

Pede informação sobre algo e pode ser usado como pronome ou determinante. Seu uso é o do sentido genérico e não específico.

Como pronome: pode ser o sujeito, o objeto ou o complemento de um verbo. Pode ser também o objeto de uma preposição.

What happened to the drivers?

What did they tell you?

What is your name?

What did she dream about?

Como determinante: geralmente faz parte do objeto de um verbo.

What school did she say she attended?

What qualifications does the applicant have?

What books can I read on the subject?

ATENÇÃO!

Não use *what* quando a pergunta envolver uma escolha entre um número limitado de opções.

Errado: *What* finger have you hurt?

Certo: *Which* finger have you hurt?

2. Which

Usado quando se pede informação sobre um dentre um número limitado de coisas ou pessoas. Seu uso, portanto, é o do sentido específico.

Which would you like to drink, beer or wine?

Which is his apartment?

Which state are you from?

Which came first?

3. Who

Usado quando se pergunta sobre a identidade de alguém. Pode ser o sujeito, objeto ou complemento de um verbo. Pode também ser o objeto de uma preposição.

Who are you?

Who broke that glass?

Who did you fight?

Who is she going to see?

4. Whom

É uma palavra formal que é às vezes usada no lugar de *who*. *Whom* só pode ser usada como o objeto de um verbo ou de uma preposição.

Whom will you call?

By *whom* was this note written?

5. When

Palavra usada para se perguntar sobre o tempo no qual algo ocorreu ou irá ocorrer.

When will you leave for Paris?

When did they get there?

When did the show finish?

6. Where

Usada para se perguntar sobre lugar ou posição.

Where were you born?

Where do they live?

Where's Mary?

Where is the nearest subway station?

7. Whose

Palavra usada para se perguntar a quem algo pertence ou está ligado. Pode ser usada como um determinante ou como um pronome.

Whose car is this?

Whose books do you think those were?

Whose house is that?

8. Why

Usa-se *why* para se fazer uma pergunta a respeito da razão, do propósito para algo.

Why did you stay home last night?

Why don't we keep going?

Why should I do it now?

9. How

É usado em perguntas sobre o modo como algo é feito.

How did you come to school today?

How are you?

How was your trip to Japan?

How pode também ser usado em formas compostas com adjetivos ou advérbios, sendo assim uma maneira de quantificá-los.

How old is your son?

How tall are those basketball players?

How often do you go to the movies?

How many people are there in that line?

How much did you pay for this?

How soon can you get here?

PREPOSIÇÃO

to blame for

to recover from



Some students *blamed* the lack of time for the poor grades.



As soon as Mary *recovers from* the flu, she will return to work.

Revisando

1 Qual é a diferença entre os pronomes *who* e *whom* quando usados em perguntas?

2 Em que situação deve-se usar *whose*?

3 Sendo *which* usado em frases que se referem a um sentido específico, é obrigatória a inclusão das opções de escolha mencionadas?

Exercício proposto

- 1** Complete as frases abaixo com *wh-words*.
- _____ will be coming to our party tomorrow?
 - To _____ shall we address the mail?
 - _____ did you come to school today?
 - _____ will Mary go to Europe? Next year?
 - _____ didn't you take the test yesterday? Because I was sick.

- _____ pen is this?
It's John's.
- _____ was Sarah talking to at the mall?
- _____ would you like to drink for lunch?
- _____ shirt will you buy, the blue or the red one?
- _____ do you usually go to the movies, once or twice a month?

TEXTOS COMPLEMENTARES

Formas indiretas de se fazer uma pergunta

Quando se pede informação a alguém é mais polido usar expressões como "Could you tell me..." ou então "Do you know..."

Exemplos:

Could you tell me where the post office is?
Do you know where Mary lives?

Note que a segunda parte da questão vem na afirmativa, tendo a forma de uma "reported question".

Outros exemplos:

Does anybody know how old Mary is?
Could you tell me who that girl is?
Do you know when the store closes?
Do you know where Susan is?
Could you tell me what time it is?

What's the difference?

Nasty names. Shocking even, in print. But all too common if you're unlucky enough to be a refugee.

Wait. Why are "you" and "me" among them? And why is every figure identical? They're all the same!

Exactly!

You see, refugees are like you and me. So what's the difference?

Really only one: fear.

While our homes are safe and our rights protected, their homes have been destroyed, and any rights they once enjoyed have been swept away by violence and hatred – and they've been living in constant fear for their very lives.

That's why they are refugees. Of course they wish they were back home – wouldn't you? But it's still too dangerous, and for now we must continue to offer them our protection.

So please, don't get mad at refugees.

Instead, save your breath for the situation that's made them refugees.



Music

[...] *Once we had an easy ride and always felt the same,
Time was on our side and we had everything to gain,
This could be like yesterday,
Is this me with your happydays,
Where have all the good times gone [...]*

Ray Davis. "Where have all the good times gone".
Intérprete: Van Halen. In: *The Kink Kontroversy*.
Estados Unidos: Pye Records, 1965. Lado 2, faixa 9.

Tradução:

RESUMINDO

- **Wh-words usadas em interrogativas:**
 - What (sentido genérico); Which (sentido abstrato)
 - Who (pessoas na função SUJ); Whom (pessoas na função OBJ)
 - Where (lugar); When (tempo)
 - Why (propósito); Whose (posse)
 - How (modo).
- **Formas compostas de how:** How old? How long? How often? How many? etc.

■ QUER SABER MAIS?



SITES

- Dica de site onde você poderá encontrar a canção "Where have all the good times gone", de Van Halen.
<<http://letras.mus.br>>.
- Dica de site para praticar as Question words:
<www.grammar.cl/Games/Question_Words.htm>.

Exercícios complementares

Interpretação de textos

Text 1

Bullying is a big problem

Every day thousands of teens wake up afraid to go to school. Bullying is a problem that affects millions of students and it has everyone worried, not just the kids on its receiving end. Yet because parents, teachers, and other adults don't always see it, they may not understand how extreme bullying can get.

Bullying is when a person is picked on over and over again by an individual or group with more power, either in terms of physical strength or social standing.

Two of the main reasons people are bullied are because of appearance and social status. Bullies pick on the people they

think don't fit in, maybe because of how they look, how they act (for example, kids who are shy and withdrawn), their race or religion, or because the bullies think their target may be gay or lesbian.

Some bullies attack their targets physically, which can mean anything from shoving or tripping to punching or hitting, or even sexual assault. Others use psychological control or verbal insults to put themselves in charge. For example, people in popular groups or cliques often bully people they categorize as different by excluding them or gossiping about them (psychological bullying). They may also taunt or tease their targets (verbal bullying).

Verbal bullying can also involve sending cruel instant or email messages or even posting insults about a person on a website – practices that are known as cyberbullying.

How does bullying make people feel?

One of the most painful aspects of bullying is that it is relentless. Most people can take one episode of teasing or name calling or being shunned at the mall. However, when it goes on and on, bullying can put a person in a state of constant fear.

Guys and girls who are bullied may find their schoolwork and health suffering. Amber began having stomach pains and diarrhea and was diagnosed with a digestive condition called irritable bowel syndrome as a result of the stress that came from being bullied throughout ninth grade. Mafooz spent his afternoons hungry and unable to concentrate in class because he was too afraid to go to the school cafeteria at lunchtime.

Studies show that people who are abused by their peers are at risk for mental health problems, such as low self-esteem, stress, depression, or anxiety. They may also think about suicide more.

Bullies are at risk for problems, too. Bullying is violence, and it often leads to more violent behavior as the bully grows up. It's estimated that 1 out of 4 elementary school bullies will have a criminal record by the time they are 30. Some teen bullies end up being rejected by their peers and lose friendships as they grow older. Bullies may also fail in school and not have the career or relationship success that other people enjoy.

Disponível em: <http://kidshealth.org/teen/your_mind/problems/bullies.html>. Acesso em: 10 jul. 2008.

Answer the questions 1 to 3 according to text 1.

1 UFPE Bullying may seriously affect:

- (a) people's health in many different ways.
- (b) people mentally but not physically.
- (c) children but not their parents.
- (d) people but not the very bullies themselves.
- (e) all kinds of people except for the white ones.

2 UFPE Bullying has got to do with:

- (a) dropping out of school due to mental or physical health problems.
- (b) the use of physical and psychological force to ensure superiority of humans over animals.
- (c) an individual's or a group's repeated physical or psychological molesting of a person.
- (d) obedience owed to older and more educated people.
- (e) guys and girls whose homework cannot be turned in due to tardiness.

3 UFPE "Some bullies attack their targets physically, which can mean anything from shoving or tripping to punching or hitting, or even sexual assault. Others use psychological control or verbal insults to put themselves in charge." The reflexive pronoun themselves refers to:

- (a) assault.
- (b) bullies.
- (c) targets.
- (d) psychological control.
- (e) verbal insults.

Text 2

Alcohol is the drug most commonly used and abused by adolescents. It is responsible for the 3 major causes of death in this age group: motor vehicle accidents, unintentional injuries, and

homicide. In fact, postmortem studies show that in 45% to 50% of violent deaths involving adolescents, alcohol had been consumed by both victims and perpetrators. Yet, alcohol use and abuse is the most commonly missed teenage diagnosis. Although it is illegal for minors to purchase alcohol in most parts of the United States, many adolescents say that getting alcohol is "very easy or fairly easy."

Disponível em: <www.medscape.com/viewarticle/423495>. Acesso em: 20 jul. 2008.

Answer question 4 according to text 2.

4 UFPE One can assert that in the US:

- (a) the death rate among teens as a result of alcohol use is negligible.
- (b) jealousy is one of the top 3 causes of death among teens.
- (c) adolescents hardly ever consume alcoholic beverages.
- (d) as concerns violent deaths, only adolescent perpetrators had consumed alcohol.
- (e) teens' consumption of alcohol exceeds that of all other drugs.

Gramática

5 Usando *wh-words*, faça perguntas que possam ter como respostas as sentenças dadas:

Ex: How did you come to school today?

- I came to school by car today.
a) _____?
- Because she had to study for a test.
b) _____?
- We saw Mary.
c) _____?
- I would like to have a steak.
d) _____?
- Yesterday in the morning.
e) _____?
- They live in a pleasant neighborhood nearby.
f) _____?
- Peter did.
g) _____?
- It's Dave's.
h) _____?
- The blue one.

6 Complete as perguntas a seguir com pronomes interrogativos (*question words*).

Complete com: How old, How many, How much, What, Who, Where, When, How Often, How long, Which, How:

- a) _____ do you go to work?
I go by bus.
- b) _____ siblings do you have?
I have only one.
- c) _____ do you go to the beach?
I go to the beach every summer.
- d) _____ do you study for a test?
I study for a test a lot of time.
- e) _____ is your best friend?
My best friend is Marcia.

- f) _____ do you do on Sundays?
I usually go out with my friends.
- g) _____ have you been married?
We've been married for 5 years.
- h) _____ is your mother?
Now, she's OK.
- i) _____ do you have English classes?
I have English classes on Mondays and on Wednesdays.
- j) _____ do you like the most?
Caetano Veloso or Milton Nascimento?
- k) _____ is your teacher?
I think he's 35 years old.

Os testes de 7 a 11 referem-se a pronomes interrogativos. Assinale a alternativa correta.

7 A resposta "I was told to write my name down in full" pode ter sido dada à pergunta:

- (a) Who told me to write my name down in full?
(b) Where was I told to write my name down in full?
(c) What was I told to do?
(d) When was I told to write my name down in full?
(e) How was I told to write my name down in full?

8 You look like you are coming from a fight. _____ happened to you?

- (a) what
(b) how
(c) where
(d) how long
(e) whom

9 _____ going to the theater next weekend?

- (a) How long
(b) What about
(c) Where
(d) When
(e) How large

10 "He asked me two questions – one about my age and another one about my height."

As perguntas feitas devem ter sido:

- (a) What's your age? What's your tall?
(b) How old are you? How height is yours?
(c) How old are you? What your height?
(d) How old are you? How tall are you?
(e) How old is he? How height are you?

11 – _____ for this shirt?

– US\$ 22.00.

- (a) how many did you pay
(b) how much did you pay
(c) how long did you pay
(d) how far did you pay
(e) how wide did you pay

12 PUC-PR Choose the alternative that best completes the dialogue below:

Mr. Wilson is applying for a job. Right now, he is being interviewed by Mrs. Taylor, head of the personnel department.

Mrs. Taylor: _____ is your full name, please?

Mr. Wilson: Thomas Wilson.

Mrs. Taylor: _____ are you from?

Mr. Wilson: Canada.

Mrs. Taylor: _____ were you born?

Mr. Wilson: I was born on March 7, 1956.

Mrs. Taylor: _____ did you know about our job offer?

Mr. Wilson: Through the ad you put in the newspaper.

- (a) how – where – why – who
(b) what – where – how – why
(c) who – how – where – when
(d) what – where – when – how
(e) what – who – when – how

13 PUC-PR Assinale a alternativa correta.

These blue jeans are mine. _____ are those on the sofa?
They're Peter's.

- (a) Which
(b) What
(c) Where
(d) Whom
(e) Whose

14 Vunesp Assinale a alternativa correta.

Do you know _____?

- (a) where your brother bought that car
(b) where did your brother buy that car
(c) where does your brother buy that car
(d) where will your brother buy that car
(e) where has your brother bought that car

Easily confused words

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Algumas palavras, especialmente verbos, são facilmente confundidas com outras, seja pela semelhança nas formas ou no sentido.

Às vezes a confusão surge devido a traduções semelhantes para o português de verbos bem diferentes no inglês.

Algumas dessas confusões são clássicas e já foram muito exploradas em exames vestibulares anteriores. Além disso, ao estudarmos as palavras envolvidas e seus respectivos usos corretos, vamos evitar as armadilhas dos textos e melhorar a capacidade de interpretá-los.

Veja a seguir os principais grupos de verbos que causam confusão por semelhança de formas e/ou significados.

1. allow/permit/let

São todos usados para dizer que alguém tem permissão para fazer algo. *Permit* é uma palavra formal.

a) *allow, permit*: seguidos por um objeto e um infinitivo com *to*.

The principal *allowed* me to take the course.

The doctor would not *permit* him to smoke anymore.

b) *let*: seguido por um objeto e um infinitivo sem *to*.

Let me go with you.

Don't *let* the haste waste your work.

2. arise/rise

São verbos irregulares com formações parecidas; os significados, no entanto, são diferentes.

a) *arise/arose/risen*: surgir, começar a existir (uma oportunidade, um problema, um novo estado das coisas).

A serious problem *has arisen*.

They promised to act if the occasion *arose*.

b) *rise/rose/risen*: levantar, mover-se para cima, erguer-se, aumentar.

The sun *rises* in the east.

Prices *rose* by more than 10% a year.

3. complement/compliment

São palavras que podem ser usadas como verbos ou como substantivos. Como verbos, são regulares.

a) *complement/complemented*

complemented: complementar, que aumenta as qualidades de duas coisas juntas.

Crisp pastry *complements* the juicy fruit of an apple pie.

b) *compliment/complimented/complimented*: cumprimentar, elogiar e mostrar admiração por um sujeito.

He *complimented* Mr. Jenkins on his promotion.

4. collaborate/cooperate

a) *collaborate/collaborated/collaborated*: trabalhar em conjunto para se produzir algo.

Peter and Mary *are collaborating* on an essay for the journal.

b) *cooperate/cooperated/cooperated*: ajudar mutuamente.

Everybody should *cooperate* for the common good.

5. break/brake

São verbos com a mesma pronúncia, mas com diferentes significados.

a) *break/broke/broken*: quebrar, danificar

Little Tom *broke* a cup during breakfast.

b) *brake/braked/braked*: frear

The taxi *braked* to a halt at the traffic light.

6. borrow/lend

a) *borrow/borrowed/borrowed*: tomar emprestado

Can I *borrow* your pen for a while?

b) *lend/lent/lent*: emprestar

Mary *lent* me some of her best CDs.

7. die/dye

a) *die/died/died*: morrer

Thousands of people *die* of lung cancer due to cigarette smoking every year.

b) *dye/dyed/dyed*: tingir (cabelo ou tecido)

She *dyed* her blouse deep blue.

8. delay/cancel/postpone

a) *delay/delayed/delayed*: atrasar, fazer mais tarde

The mayor *delayed* some of the changes for the next week.

b) *cancel/canceled/canceled*: cancelar, decidir pela não realização

The concert *had to be canceled* due to the snowstorm.

c) *postpone/postponed/postponed*: adiar

The finals *were postponed* for a week.

9. expect/wait/hope

a) *expect/expected/expected*: esperar que algo ocorra, ter expectativa

The meeting of the leaders *is expected* to last for two days.

I *don't expect* it will be necessary to fire any workers.

b) *wait/waited/waited*: esperar por um certo período de tempo

We've *been waiting* in the line for an hour.

c) *hope/hoped/hoped*: ter esperança, desejar

I *hope* you get better soon.

10. hire/rent

a) *hire* ou *rent*: Se você paga uma certa quantia de dinheiro para usar algo por um curto período de tempo (alugar)

- *Hire* é mais comum no inglês britânico

- *Rent* é mais comum no inglês americano

They *hired* a car from a local car agency.

He *rented* a car for the weekend.

b) *rent*: Se você faz uma série de pagamentos para usar algo por um longo período de tempo (alugar)

Mr. Barnes wants to *rent* a house in this area.

11. hang

a) O verbo *hang* pode ter dois significados diferentes. Como verbo regular (*hang/hanged/hanged*) significa enforcar.

Some of the criminals *were hanged* for what they did.

They say the prisoner *hanged* himself in the cell.

b) Como verbo irregular (*hang/hung/hung*) significa pendurar.

We *hung* some posters on the wall.

You can *hang* your coat over there.

Como verbo irregular, *hang* pode ter outros significados e também formar *Phrasal verbs*.

12. lie/lay

São 3 verbos diferentes que causam bastante confusão:

a) *lie/lie/lie*: mentir

b) *lie/lay/lain*: deitar, jazer

c) *lay/laid/laid*: deitar, pôr, colocar

He *lied* to his girlfriend about last night. (mentiu)

She was so tired that she *lay down* on the couch and fell asleep. (deitou)

He *laid* the box on the table and closed the door. (colocou)

13. remember/remind

a) *remember/remembered/remembered*: lembrar-se, recordar

He *remembered* his first days of school.

I *remembered* to lock the door before leaving.

b) *remind/reminded/reminded*: fazer lembrar, não deixar esquecer

The secretary *reminded* him of the meeting.

Your son *reminds* me of you at his age.

14. rise/raise

São traduzidos como aumentar, erguer, levantar.

- a) *rise/rose/risen*: verbo intransitivo (não precisa de complemento)
The jury *rose* for the verdict.
The sun had *risen* behind them.
- b) *raise/raised/raised*: verbo transitivo (precisa do complemento)
Mary *raised* her hand and asked a question.
John's boss promised to *raise* his salary soon.

15. rob/steal

São traduzidos como roubar. O objeto direto de *rob* é uma pessoa ou um lugar, já o de *steal* é uma coisa.

He was arrested for *robbing* some banks.
The thief *stole* some jewelry.

16. say/tell

- a) *say/said/said*: dizer
say (algo) ou então *say* (algo) *to* alguém.
Joe *said* he was going to move to London.
Joe *said to* his friends that he was going to move to London.
- b) *tell/told/told*: falar, contar
tell (alguém) (algo)
Joe *told* me he was going to move to London.
She *told* us to be very careful.

17. see/look/watch

- a) *see/saw/seen*: ver, perceber através da visão
I *saw* her at the mall last week.
- b) *look/looked/looked*: olhar, dirigir os olhos para algo ou alguém
We *looked* at that beautiful girl in astonishment.
- c) *watch/watched/watched*: olhar com atenção, com interesse em algo; assistir
He *watched* the game on TV last night.

18. speak/talk

São muito semelhantes, mas existem algumas diferenças nas formas em que são usadas.

- a) *speak*: é o uso da voz para produzir palavras. (falar)
- b) *talk*: quando duas ou mais pessoas estão tendo uma conversação (falar, conversar).
She didn't look at me once when I was *speaking*.
They sat in the kitchen drinking and *talking*.

19. wear/use

São traduzidos como usar, com uma grande diferença.

- a) *wear/wore/worn*: usar roupa, joias, óculos, perfume etc.
She was *wearing* a nice dress at the party.
- b) *use/used/used*: usar instrumentos, ferramentas, objetos para um certo propósito
Why don't you *use* a screwdriver to open the door?

20. win/defeat/beat

- a) *win/won/won*: vencer, ganhar uma guerra, luta, jogo ou competição (refere-se ao objeto de disputa)
Which team *won* the game?
- b) *defeat/defeated/defeated; beat/beat/beaten*: vencer, ganhar de alguém em uma guerra, luta, jogo ou competição (refere-se ao oponente)
The French *defeated* the English troops.
(em uma guerra)
Guga *beat* Agassi 3-2.

21. do/make

São traduzidos como fazer em diferentes circunstâncias. Formam também várias expressões idiomáticas.

- a) *do/did/done*: fazer, executar uma ação, atividade ou tarefa (em um sentido mais genérico)
We *did* lots of exercises yesterday.
- b) *make/made/made*: fazer, criar, construir, executar uma ação
We *made* a composition about transportation.
São vários os usos idiomáticos de *do* e *make*.
Veja aqui alguns dos mais usados.

Do	Make
do an exercise	make a composition
do the dishes	make plans
do business	make love
do a favor	make fun of somebody
do a good job	make a mistake
do some shopping	make an offer
do justice	make friends
do your hair	make a choice

Tab. 1 Usos dos verbos *do* e *make*.

PREPOSIÇÃO

to be dressed *in*
to be fond of



Mr. William son was dressed *in* a black suit at the reception.



I've always liked innovation.

I am fond of new musical styles.

Revisando

1 Qual é a diferença entre *borrow* e *lend*?

2 Qual é a diferença entre *rise* e *raise*?

3 Qual é a diferença entre *do* e *make*?

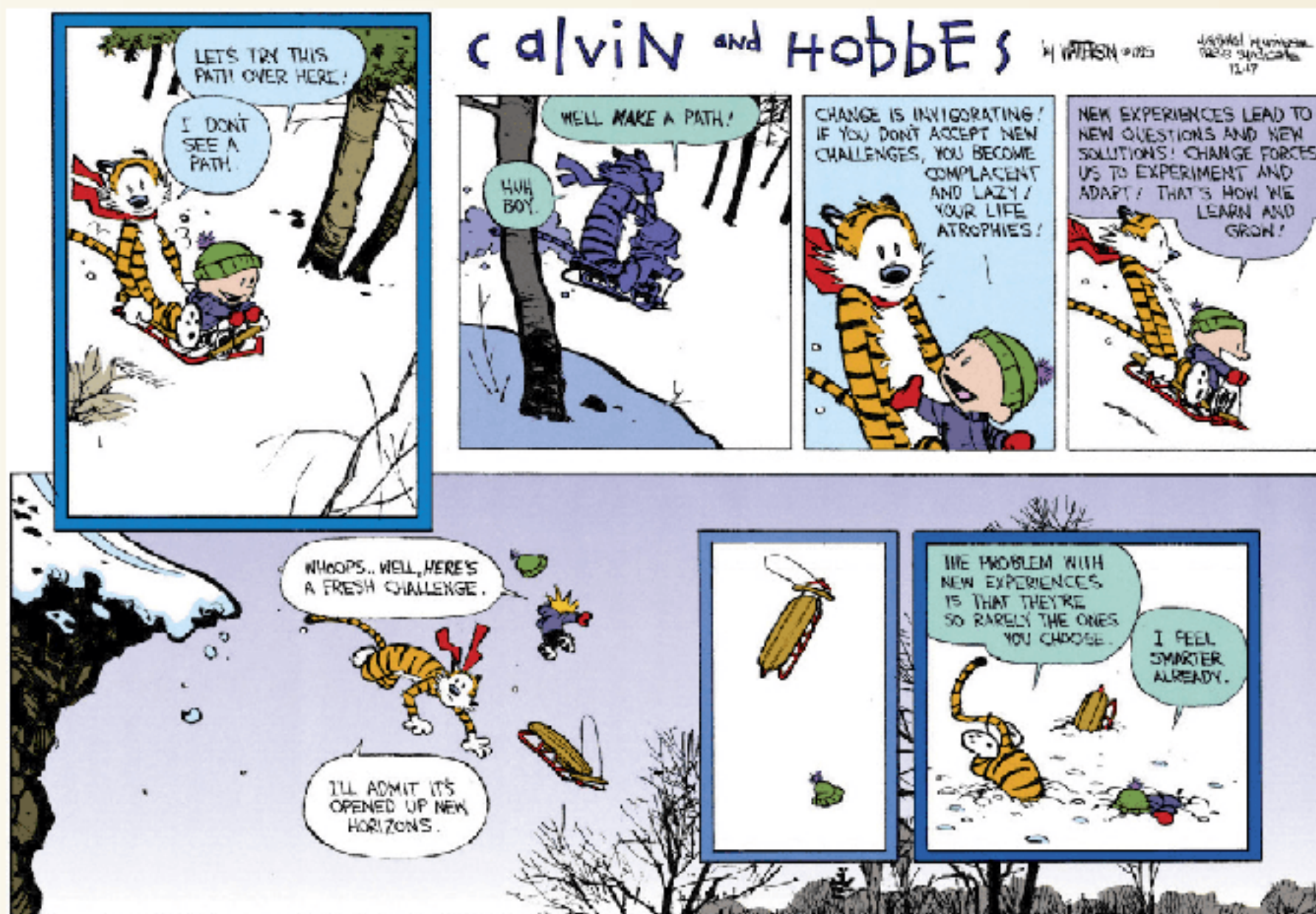
Exercício proposto

1 Escolha a palavra correta para completar as lacunas das frases abaixo.

- a) We had to stop the research because a serious problem _____ (rose; arose)
- b) Let me _____ you on the beautiful job you've done. (complement; compliment)
- c) The driver had to _____ to a halt at the traffic light. (break; brake)
- d) Can I _____ your pen for a while? I can't find mine. (borrow; lend)

- e) We _____ some posters on the wall. (hanged; hung)
- f) I'm so tired! I think I will _____ down. (lie; lay)
- g) Son, I want you to tell me the truth. Don't _____ to me. (lie; lay)
- h) If you have a question, just _____ your hand. (rise; raise)
- i) Mary _____ a delicious cake last night. (did; made)
- j) We will be glad to _____ business with your company. (do; make)

TEXTOS COMPLEMENTARES



Music

The Future

[...] Give me absolute control
over every living soul
And lie beside me, baby,
that's an order!
[...]
I've seen the nations rise and fall
I've heard their stories, heard them all
but love's the only engine of survival [...]

Leonard Cohen. "The Future". Intérprete: Leonard Cohen. In: *The future*.
Estados Unidos: Columbia. 1992. Faixa 1.

Tradução:

RESUMINDO

Algumas palavras são facilmente confundidas com outras. Atenção especial para com os seguintes grupos: borrow/lend; delay/cancel/postpone; expect/hope/wait; lie/lay; rise/raise; rob/steal; wear/use; win/defeat/beat.

- **Do:** fazer abstrato, executar uma atividade em um sentido mais genérico.
- **Make:** fazer concreto, criar, construir algo.
Uso idiomático: do business; do the dishes; make plans; make friends etc.

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar músicas de Leonard Cohen.
<www.azlyrics.com/c/cohen.html>.
<http://letras.terra.com.br/leonard_cohen>.

Exercícios complementares

Interpretação de textos

Texto para as questões de 1 a 5.

Are interpersonal relationships at an all time low?

I have noticed a rapid decrease in the quality of people's relationships with each other. Families are breaking down, people do not talk to their neighbors, many people are isolated from family and friends, a significant number of people have no friends and are pretty much cut off from society. Co-workers ignore each other and communicate only via the Internet. When I interact with people in public I get an impression that most people would not care if I live or die. Customer service is terrible and there is a general sense of not caring.

While there is still a number of good people who are friendly and do care about their fellow humans, I get the impression that the quality of interpersonal relationships between us has reached an all time low.

What do you think?
Refugee56

Dear Refugee56,

I believe you are 100% correct. I have been saying this for a long time. When I was younger we knew all of our neighbors and were friendly with most of them, my parents went over to each other's homes for coffee. Now we don't seem to really know our neighbors much, a wave here and there and that's about it. Our family does not get together as much as they once did, and my sister who lives in another state communicates with us only by email. It is very sad.

*I wish people still got together like we once did.
Asitshouldbe*

Dear Refugee56,

Really? Where do you live? I haven't noticed anything like that but then I live in a very friendly area. Sometimes, If you're feeling "down", you notice the negative things going on around you while the positive upbeat things escape your notice. Or maybe, your area is feeling the stress of higher prices and economic uncertainty and the media's "doom and gloom" forecasting more than others.

Laysayfair

Disponível em: <www.city-data.com/forum/relationships/426749-interpersonal-relationships-america-all-time-low.html>. Acesso em: 15 out. 2008. (Adapt.).

1 UFPA Segundo Refugee56, a qualidade das relações entre as pessoas decaiu nos dias de hoje. Para comprovar essa percepção acerca das relações interpessoais ele(a) afirma que:

- (a) o serviço de atendimento ao cliente não é bom.
- (b) colegas de trabalho não se tratam com cordialidade.
- (c) as reuniões familiares se tornaram pouco frequentes.
- (d) muitas pessoas isolam familiares e amigos do resto da sociedade.
- (e) a comunicação via Internet tem substituído as conversas face a face.

2 UFPA Para expressar sua concordância com Refugee56, Asitshouldbe:

- (a) cita a opinião de familiares.
- (b) narra histórias de seus vizinhos.
- (c) refere episódios acontecidos em sua infância.
- (d) menciona acontecimentos ocorridos com sua irmã.
- (e) compara os tempos atuais com os tempos passados.

3 UFPA Asitshouldbe retoma, explicitamente, em sua mensagem, uma situação mencionada por Refugee56. Essa situação diz respeito à relação das pessoas com os:

- (a) pais. (d) vizinhos.
- (b) irmãos. (e) colegas de trabalho.
- (c) amigos.

4 UFPA Laysayfair usa a expressão *Really?* para demonstrar sua atitude em relação ao ponto de vista de Refugee56. Essa atitude é de:

- (a) revolta. (c) indignação. (e) desconfiança.
- (b) surpresa. (d) inquietação.

5 UFPA Segundo Laysayfair, a percepção de Refugee 56 sobre as relações entre as pessoas nos dias de hoje poderia ser consequência, por exemplo:

- (a) de seu estresse.
- (b) de sua infância.
- (c) de seu estado de espírito.
- (d) de seus problemas econômicos.
- (e) de sua exposição demasiada à mídia.

Gramática

6 Complete usando um dos verbos dados no tempo e na forma correta.

- a) Tony _____ (borrow–lend) some money from me.
- b) Mary decided _____ (lie–lay) down and wait.
- c) If you have a question, please _____ (rise–raise) your hand.
- d) Those thieves used to _____ (rob–steal) banks before being arrested.
- e) Daniel’s bike _____ (rob–steal) yesterday.
- f) Something tells me that she _____ (lie–lay) about the incident.
- g) The Johnsons _____ (rise–raise) two children.
- h) Peter _____ (wear–use) a hammer to break the lock.
- i) Martha _____ (wear–use) a beautiful evening gown at the party last night.

- j) How many eggs do those hens _____ (lie–lay) a week?
- k) The cost of living _____ (rise–raise) recently.
- l) I will only _____ (borrow–lend) you these CDs if you promise to be very careful with them.
- m) Who _____ (win–beat) the game yesterday?
- n) Everybody has _____ (rise–raise) when the judge walks into the courtroom.
- o) Could you please _____ (do–make) me a favor?
- p) Sarah had _____ (wait–expect) in that line for 2 hours.
- q) What did they _____ (say–tell) you about the incident?
- r) Please _____ (remember–remind) the students about the test.
- s) They _____ (say–tell) it is going to rain later.
- t) Why don’t you _____ (do–make) a list before going to the supermarket?

7 Can I _____ your pencil, Mary?

- (a) lend (c) lent (e) lended
- (b) borrow (d) to borrow

8 Why don’t we _____ the baby in the crib?

- (a) lay (c) laid (e) lying
- (b) lie (d) lain

9 This soldier _____ a new uniform today.

- (a) uses (c) wear (e) wore
- (b) is using (d) is wearing

10 Since he was very tired, he _____ in bed all morning.

- (a) lay (c) lie (e) lain
- (b) lied (d) laid

11 Those who are in favor of doing this, _____ your hands.

- (a) rise (c) risen (e) raise
- (b) raised (d) rose

12 Phoenix is the legendary bird which _____ from its own ashes.

- (a) rised (c) risen (e) rise
- (b) rose (d) raised

13 You look like your father. You _____ me of him.

- (a) remember (d) reminded
- (b) remembered (e) remembers
- (c) remind

14 Mike Tyson _____ his last two opponents.

- (a) won (c) win (e) beaten
- (b) beated (d) beat

15 Did you _____ to turn off the lights?

- (a) remind (c) reminded (e) remembering
- (b) remembered (d) remember

16 I am sure she isn’t _____ about it this time.

- (a) laying (c) lieing (e) lying
- (b) laiding (d) lie

Adverbs

25



Um advérbio é uma palavra que dá informação sobre como, quando, onde ou em quais circunstâncias algo ocorre. Os principais tipos de advérbios indicam modo, aspecto, lugar, tempo, frequência, duração, grau de intensidade e probabilidade.

Em geral, estuda-se os advérbios com análises sobre as diferentes formações, os usos e as posições na frase. Vamos dar prioridade ao estudo das posições adverbiais nas frases, individualmente ou junto a outros, bem como à elaboração de listas básicas com os principais advérbios separados por função e ordenados por grau de intensidade.

Formas adverbiais

Vêja a seguir um quadro com os tipos de advérbios mais usados e alguns exemplos.

Tipo	Advérbios
Frequência	Never, hardly ever, occasionally, sometimes, often, usually, always. Ex.: She <i>never</i> comes to my parties.
Modo	Well, badly, anxiously, accurately. Ex.: They looked <i>anxiously</i> at each other.
Lugar	About, above, ahead, behind, below, close to, down, here, near, off, outside, over, up. Ex.: This information is summarized <i>below</i> .
Tempo	Lately, at once, afterwards, now, soon, currently, in the future. Ex.: We'll be back <i>soon</i> .
Intensidade	Little, slightly, rather, very, quite. Ex.: I still enjoy it <i>very much</i> .

Tab. 1 Advérbios mais comuns.

A posição dos advérbios na frase

Regra geral: Advérbios de modo, lugar e tempo geralmente aparecem após o verbo principal. Se o verbo tiver um objeto, o advérbio vem após o objeto.

She spoke *very well* *at the lecture hall* *last night*.

modo lugar tempo

No entanto, se o verbo representar movimento, a ordem passa a ser:

Allison traveled *to Calgary* *by train* *last week*.

lugar modo tempo

Caso haja mais de um advérbio de tempo na frase, a ordem é do mais específico para o mais geral:

I had to wake up *at seven* *on the weekends* *last month*.

Alguns dos principais advérbios

Frequência

Em sequência, do menos frequente ao mais frequente:

- never
- rarely, seldom, hardly ever, not much, infrequently
- occasionally, periodically, intermittently, sporadically, from time to time, now and then
- sometimes
- often, frequently, regularly, a lot
- usually, generally, normally
- nearly always
- always, all the time, constantly, continually

Duração

Em sequência, do menos longo ao mais longo:

- briefly
- temporarily
- long
- indefinitely
- always, permanently, forever

ATENÇÃO!

“Long” é normalmente usado somente em interrogativas e negativas:

Have you know her long?

I can't stay long.

Intensidade

Usados com verbos, aqui listados em sequência, de muito baixa intensidade até muito alta intensidade:

- little
- a bit, a little, slightly
- significantly, noticeably
- rather, fairly, quite, somewhat, sufficiently, adequately, moderately
- very much, a lot, a great deal, really, heavily, greatly, strongly, considerably, extensively, badly, dearly, deeply, hard, soundly, well
- remarkably, enormously, intensely, profoundly, immensely, tremendously, hugely, severely, radically, drastically

Extensão

Usados para indicar a extensão em que algo acontece ou é verdadeiro. Em sequência da “menor extensão” até a “máxima extensão”:

- partly, partially
- largely
- almost, nearly, practically, virtually
- completely, entirely, totally, quite, fully, perfectly, altogether, utterly

Alguns deles são:

chiefly	mostly	predominantly	
specially	notably	primarily	specifically
mainly	particularly	principally	

Tab. 2 Advérbios de extensão.

ATENÇÃO!

Às vezes, os advérbios de extensão enfatizam que somente uma coisa está envolvida:

alone just purely solely
exclusively only simply

This is solely a matter of money.

It's a large canvas covered with just one color.

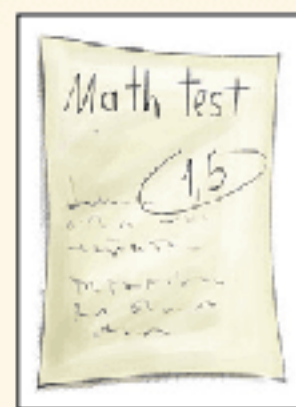
Probabilidade

Usados para indicar o grau de certeza a respeito de algo.

Em sequência, da “mínima certeza” até a “máxima certeza”:

- conceivably
- possibly
- perhaps, maybe
- hopefully
- probably
- presumably
- almost certainly

PREPOSIÇÃO



to be angry with
to be angry at

Mary was angry with John because of his bad grades.

She was angry at his lack of interest in the study.

Revisando

1 Quais são os tipos mais comuns de advérbios?

2 Qual a posição dos advérbios de tempo em uma frase?

3 Quando mais de um advérbio aparece em uma mesma frase, qual é a ordem mais comum de posicionamento deles?

Exercício proposto

1 Complete as frases abaixo usando advérbios do quadro a seguir. Cada advérbio deverá ser usado somente uma vez.

quickly politely regularly usually well gently annually badly rarely seldom

- | | |
|--|--|
| <p>a) Josh _____ goes out to eat at a restaurant. He prefers homemade food.</p> <p>b) The wind _____ touched our faces while we walked along the beach.</p> <p>c) My wife _____ comes to this deli for cheese and bread. She's a regular customer.</p> <p>d) I ate _____ and ran to the stadium.</p> <p>e) Mr. Thomas responded to my question _____</p> | <p>f) All the students in the arts class paint _____.</p> <p>g) She _____ comes to class 5 minutes before it begins.</p> <p>h) Stanley _____ takes the bus to work. He prefers to walk.</p> <p>i) Many birds migrate _____ to a warm climate for the winter.</p> <p>j) The actors performed _____ throughout the show, so the audience booed and whistled.</p> |
|--|--|

TEXTOS COMPLEMENTARES

Which word? especially/specially

Especially usually means "particularly": *She loves all sports, especially swimming.* It is not placed first in a sentence:

I especially like sweet things.

~~*Especially I like sweet things.*~~

Specially usually means "for particular purpose" and is often followed by a past participle, such as *designed*, *developed* or *made*:

A course specially designed to meet your needs.

She has her clothes specially made in Paris.

In BrE, **especially** and **specially** are often used in the same way and can be hard to hear the difference when people speak.

Specially is less formal:

I bought this especially / specially for you.

It is especially / specially important to remember this.

The adjective for both **especially** and **specially** is usually **special**.

Oxford advanced learner's dictionary of current English. 6 ed. Oxford: Oxford University Press, 2000.

Music

Helter Skelter

"When I get to the bottom I go back to the top of the slide
Where I stop and I turn and I go for a ride
Till I get to the bottom and I see you again.

Do you, don't you want me to love you
I'm coming down fast but I'm miles above you[...]"

John Lennon; Paul McCartney. "Helter Skelter". Intérprete: The Beatles.
In: The Beatles. Londres: Apple, 1968. Lado 3, faixa 6.

Tradução:

RESUMINDO

Posição individual dos advérbios

- **Frequência:** antes do verbo principal.
 - **Modo:** após o verbo a que modifica.
 - **Lugar:** após verbos de movimento.
 - **Tempo:** no início ou no final da frase.
 - **Intensidade:** antes de adjetivos ou de outros advérbios.
- Sequência da posição de advérbios na frase:** Modo / Lugar / Tempo (Regra Geral).

■ QUER SABER MAIS?



SITES

- Dica de site onde você poderá encontrar a canção "Helter Skelter", de John Lennon e Paul McCartney
<www.thebeatles.com>.
- Sites com regras gramaticais e exercícios sobre advérbios.
<www.ucl.ac.uk/internet-grammar/adverbs/adverbs.htm>.
<www.grammarbook.com/grammar/adjAdv.asp>.

Exercícios complementares

Interpretação de textos

Texto para as questões de 1 a 5.

Maya Angelou is hailed as one of the great voices of American literature and as a remarkable Renaissance woman. Being a poet, educator, historian, best-selling author, actress, playwright, civil-rights activist, producer and director, Dr. Angelou continues to travel the world making appearances, and spreading her legendary wisdom.

Born April 4, 1928 in Saint Louis, Missouri, Maya Angelou's given name was Marguerite Johnson. In her early twenties she was given the name Maya Angelou after her debut performance as a dancer at the Purple Onion Cabaret. The author's father, Bailey Johnson, was a naval dietician, and her mother was Vivian Johnson. She has one sibling, a brother named Bailey after their father.

When she was about three years old, their parents divorced and the children were sent to live with their grandmother in Stamps, Arkansas. Angelou claims that her grandmother, whom she called "momma", had a deep-brooding love that hung over everything she touched. Growing up in Stamps, Angelou learned what it was like to be a black girl in a world whose boundaries were set by whites. She learned what it meant to have to wear old hand me downs from a white woman. And she also learned the humiliation of being refused treatment by a white dentist. As a child, she always dreamed of waking to find her "nappy black hair" metamorphosed to a long blond bob, because she felt life

was better for a white girl than for a black girl. Despite the odds, her grandmother instilled pride in Angelou with religion as an important element in their home.

After five years of being apart from their mother, the children were sent back to Saint Louis to be with her. This move eventually took a turn for the worst, when Angelou was raped by her mother's boyfriend. The devastating act of violence committed against her caused her to become mute for nearly five years. She was sent back to Stamps because no one could handle the grim state Angelou was in. With the constant help of a woman named Mrs. Flowers, Angelou began to evolve into the young girl who had possessed the pride and confidence she once had. Again in 1940, her brother and her were sent to San Francisco to live with their mother. Life with her mother was a constant disorder.

Living with her mother soon became too much for her, so she ran away to be with her father and his girlfriend in their rundown trailer. Finding that life with him was no better, she ended up living in a graveyard of wrecked cars that mainly housed homeless children. It took her a month to get back home to her mother. Angelou's dysfunctional childhood, spent moving back and forth between her mother and grandmother, caused her to struggle with maturity. She became determined to prove she was a woman and began to rush toward maturity. Angelou soon found herself pregnant, and at the age of sixteen she delivered her son, Guy.

Disponível em: <<http://voices.clu.umn.edu/vg>>.

1 UFPR 2009 Consider the following information:

1. The city where Maya Angelou was born.
2. The number of dancing presentations she carried out before she was given a new name.
3. The number of brothers and sisters Angelou had.
4. The reason Angelou's parents divorced.
5. The relative with whom Angelou went to live after her parents divorced.
6. The occupation Angelou had at the Purple Onion cabaret.
7. The amount of money she used to earn at the Purple Onion cabaret.
8. The church Angelou attended while living with her grand-mother.

What information is in the text?

- (a) Only 1, 2, 3, 5 and 6.
- (b) Only 1, 3, 5, 7 and 8.
- (c) Only 2, 4, 6 and 7.
- (d) Only 2, 3, 4, 5, 6, 7 and 8.
- (e) Only 1, 2, 3, 5, 6, 7 and 8.

2 UFPR 2009 According to the text:

- (a) At the time Angelou lived with her grandmother, she did not face discrimination.
- (b) Angelou's grandmother was a very affectionate woman.
- (c) Angelou disliked her grandmother because she used to be quite violent.
- (d) Maya Angelou used to call her grandmother "momma" because her mother Vivian had died.
- (e) Angelou's grandmother taught her the importance of being a famous dancer.

3 UFPR 2009 In the sentence, *Despite the odds, her grand-mother instilled pride in Angelou with religion as an important element in their home*, the underlined expression can be replaced by:

- (a) Undoubtedly
- (b) In spite of Angelou's lack of faith
- (c) Above all things
- (d) Regardless of the negative circumstances
- (e) Taking into consideration the importance of religion

4 UFPR 2009 According to the text:

- (a) In Stamps, Angelou helped Mrs Flowers to become a proud and confident woman.
- (b) Maya Angelou decided to go back to Saint Louis because life in Stamps made her feel depressed.
- (c) After being forced to have sex, Maya Angelou was unable to speak for some years.
- (d) Throughout her childhood, Maya Angelou's life was filled with intense love and affection.
- (e) At the time Angelou was a small girl, black people had the same rights white people had.

5 UFPR 2009 According to the text, Maya Angelou:

- (a) decided to live in a cave with other children near a graveyard.
- (b) found the support that she needed when she returned to her mother's homeplace.

- (c) had to sell second-hand cars in order to survive.
- (d) had to abandon her son Guy.
- (e) lived with her father in a very bad condition mobile home for a time.

Texto para a questão 6.

NEW YORK, (Reuters Life!) – A New Jersey man trying to exterminate insects in his apartment blew it up instead, the New York Daily News reported on Monday. Isias Vidal Maceda was unhurt in the incident, but 80 percent of his apartment was destroyed, Eatontown, New Jersey police told the newspaper. The accident occurred as Maceda was spraying for pests in his kitchen.

Somehow the bug spray ignited a blast that blew out the apartment's front windows and triggered a fire that quickly spread, the newspaper said. Police told the newspaper that the Saturday blaze also caused smoke damage to the apartment above.

Disponível em: <<http://uk.reuters.com>>.

6 UFPR 2009 According to the text:

- (a) Isias Vidal Maceda called the New York Daily News to report what had happened to him on a Monday morning.
- (b) The New Jersey police told the New York Daily News what had happened to Maceda inside his apartment.
- (c) Maceda, who lives in Eatontown, New Jersey, is an expert insect exterminator.
- (d) The facts the New York Daily News reported had inconsistent elements, said Maceda.
- (e) Isias Maceda had problems with Eatontown, New Jersey police because he was living illegally in the state.

Gramática

7 Choose the correct word (adjective or adverb) in parentheses.

- a) George is a (careless-carelessly) writer. He writes (careless-carelessly).
- b) Frank asked me an (easy-easily) question. I answered it (easy-easily).
- c) Sally speaks (soft-softly). She has a (soft-softly) voice.
- d) I entered the classroom (quiet-quietly) because I was late.
- e) Ali speaks English very (good-well).
- f) He has very (good-well) pronunciation.

8 Put the adverbs in parenthesis in its usual midsentence position.

Example:

(never) Erica has seen snow.

Erica has **never** seen snow.

- a) (often) Ted studies at the library in the evening.
- b) (often) Ann is at the library in the evening, too.
- c) (already) Fred has finished studying for tomorrow's test.
- d) (seldom) Jack is at home.
- e) (always) Does he stay there?
- f) (often) He goes into town to hang around with his buddies.
- g) (always) You should tell the truth.

Os testes de 9 a 14 referem-se a advérbios. Assinale a alternativa correta.

9 The plane landed very _____, as if it were very light.
(a) seldom (c) only (e) always
(b) slowly (d) lately

10 Common gestures mean _____ different things in different cultures.
(a) surprisingly
(b) very surprise
(c) often surprise
(d) fast surprisingly
(e) soon surprise

11 This machine is to be operated very carefully. Operated _____ may damage it _____.
(a) often / serious
(b) never / serious
(c) otherwise / seriously
(d) well / still
(e) otherwise / yet

12 – Hi, Geraldo! How do you feel _____?
(a) never (c) once (e) today
(b) often (d) yet

13 He said _____. “Wait for her, she’ll come back _____.”
(a) kindly / lately
(b) gentle / very late
(c) gently / very soon
(d) quiet / very late
(e) quietly / lately

14 – Hasn’t he corrected the exercises _____?
– No, not _____.
(a) yet / yet (d) already / ever
(b) yet / ready (e) ever / yet
(c) already / never

15 **ITA** O termo “*seldom*”, entre aspas no trecho adiante, poderia ser substituído por:
“As an American Express Cardmember, you will enjoy a relationship with us that goes beyond the ordinary. You will be treated as a MEMBER, not a number. And you will receive the respect and recognition ‘seldom’ found today”.
(a) occasionally (d) usually
(b) rarely (e) always
(c) often

16 **Fuvest** Assinale a alternativa que preenche corretamente as lacunas:
It’s _____ difficult to find _____ a good wine.
(a) so – such
(b) such – so
(c) such – such
(d) so – so
(e) such a – so

17 **Mackenzie** Indicate the alternative that best completes the following sentence.
“Please turn off the lights. I have to develop this film and it’s _____ here.”
(a) bright enough
(b) much bright
(c) too bright
(d) brighter
(e) enough bright

18 **Vunesp** Assinale a alternativa que preenche a lacuna da frase a seguir corretamente:
This boat is _____ small that we can’t all get in.
(a) very
(b) so
(c) many
(d) much
(e) then

19 **Mackenzie** The same as ‘They hardly ever go to the movies’ is:
(a) Hardly ever they go to the movies.
(b) Hardly they ever go to the movies.
(c) Ever they do hardly go to the movies.
(d) Hardly ever do they go to the movies.
(e) They go to the movies hardly ever.

20 **Mackenzie** The same as ‘Mr. Burton hardly talked to me.’ is:
(a) Hardly did Mr. Burton talked to me.
(b) Hardly Mr. Burton talked to me.
(c) Hardly did Mr. Burton talk to me.
(d) Did Mr. Burton hardly talk to me.
(e) Mr. Burton talked to me hardly.

21 **Vunesp** Assinale a alternativa correta:
The sun _____ rises in the west.
(a) always
(b) never
(c) often
(d) sometimes
(e) usually

Passive voice

26

Em textos ou em conversações informais, é muito comum o uso da voz passiva. Ela deve ser usada quando se tem mais interesse naquilo que é afetado pela ação do que por aquele que faz a ação.

Estudaremos neste capítulo as regras de formação e os casos especiais de uso da voz passiva, inclusive com a inclusão de quadro com os exemplos das transformações da forma ativa para a passiva.

Muita atenção para com as exceções e os casos especiais. Situações estas que são muito exploradas nos exames vestibulares.

ZUSIANA KILIAN/STOCK.XC/PING

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Voz passiva

A voz passiva refere-se a grupos verbais cujo sujeito é a pessoa ou coisa que é afetada por uma ação. É usada quando se tem mais interesse na pessoa ou coisa afetada pela ação do que na pessoa ou coisa que está fazendo a ação, ou quando não se sabe quem executa a ação:

Active:

The dog has eaten our dinner.

Passive:

Our dinner has been eaten by the dog.

Our dinner has been eaten. (Não importa informar por quem)

Formação

Active:

Mary cleaned the room.
sub. verbo obj.

Passive:

The room was cleaned by Mary.
(1) (2) (3) (4)

- (1) Sujeito: O objeto da ativa torna-se o sujeito da passiva.
- (2) *To be*: O verbo *to be* aparece no mesmo tempo do verbo principal da ativa.
- (3) Principal: O verbo principal da ativa aparece, desta vez, no particípio passado.
- (4) Agente da passiva: O sujeito da ativa torna-se o agente da passiva, precedido pela preposição *by*.

Observações:

- I. Somente verbos transitivos são usados na passiva. Não é possível usar verbos como *happen*, *sleep*, *come* e *seen* (intransitivos) na passiva.

Active	Passive
An accident happened.	(none)
John slept.	(none)
She seems tired.	(none)

Tab. 1 Verbos que não aparecem na voz passiva.

- II. Alguns poucos verbos transitivos raramente ou nunca são usados na passiva:

elude	get	like	suit
escape	have	race	survive
flee	let	resemble	

Tab. 2 Verbos transitivos raramente ou nunca usados na voz passiva.

- III. Palavras que expressam indefinições são omitidas na passiva.

Ativa: Somebody stole my watch.

Passiva: My watch was stolen.

ATENÇÃO!

As formas *Progressive* do *Present perfect*, *Past perfect*, *Future* e *Future perfect* são muito raramente usadas na Passiva.

- IV. Exemplos de transformações da ativa para a passiva:

Ativa	Passiva
Mary makes the cake.	The cake is made by Mary.
Mary is making the cake.	The cake is being made by Mary.
Mary made the cake.	The cake was made by Mary.
Mary has made the cake.	The cake has been made by Mary.
Mary was making the cake.	The cake was being made by Mary.
Mary had made the cake.	The cake had been made by Mary.
Mary will make the cake.	The cake will be made by Mary.
Mary is going to make the cake.	The cake is going to be made by Mary.
Mary will have made the cake.	The cake will have been made by Mary.

Tab. 3 Transformação: ativa para passiva.

Revisando

- 1 O que é o agente da passiva?

- 2 Por que não se consegue fazer a voz passiva de frases como "An accident happened."?

- 3 Em que situação ocorre a omissão do agente da passiva?

Exercício proposto

1 Passe as frases abaixo para a voz passiva.

- The waitress refilled my glass.
- Mark won't pay the bill.
- Did the teacher discover the mistake?
- A famous poet wrote these words.
- Did the boy knock that vase to the floor?
- The city attorney has discovered new evidence.
- The voters are going to decide that issue.
- The best chess player will win the game.
- Is a student pilot flying that airplane?
- Jason didn't break the window.

TEXTOS COMPLEMENTARES

Collocation

What is collocation?

Collocation is the way in which particular words tend to occur or belong together. For example, you can say: Meals will be served outside on the terrace, weather permitting.

But not: Meals will be served outside on the terrace, weather allowing.

Both these sentences seem to mean the same thing (they'll bring us our meals outside if the weather is good enough.): **allow** and **permit** have very similar meanings. But in this combination only permitting is correct. It **collocates** with **weather** and allowing does not.

Types of collocation

In order to write and speak natural and correct English, you need to know, for example, which adjectives are used with a particular noun: Can you say "pink wine"?

- which nouns a particular adjective used with: Which words can be used with the adjective *heady*?
- which verbs are used with a particular noun: A mortgage is a sum of money that you borrow to buy a house, but which verbs are used with *mortgage*?
- which adverbs are used to intensify a particular adjective: Would you be strongly or bitterly disappointed about something?

Collocation in this dictionary

To find out which adjectives to use with a particular noun, look at the examples at the entry for the noun. Typical adjectives used with the noun are separated by a slash (/):

Pink wine?

Wine /waɪn/ noun, verb

- *noun* 1 [U, C] an alcoholic drink made from the juice of grapes that has been left to FERMENT. There are many different kinds of wine: a bottle of wine • a glass of dry / sweet wine • red / rosé / white wine • dessert / sparkling wine. 2 [U, C] an alcoholic drink made from plants or fruits other than grapes: elderberry / rice wine. 3 [U] (also wine, red) a dark red colour: a wine velvet jacket. (So, the correct form isn't pink wine, but rosé wine)

If you look up an adjective you will see what nouns are commonly used with it.

Heady what?

Heady /ˈhedɪ/ adj. (**head-ier, headi-est**) 1 [usually before noun] having a strong effect on your senses; making you feel excited and hopeful: *the heady days of youth* • *the heady scent of hot spices* • *a heady mixture of desire and fear* • *House-buying is like drinking wine – it can be heady stuff.*

(With heady, you can use days, scent, mixture, stuff)

Look at the examples in a noun entry to find out what verbs can be used with it.

Verbs with mortgage?

Mort-gage /ˈmɔːɡɪdʒ; AmE ˈmɔːrɡ-/ noun, verb
noun (also *informal* | **home loan**) a legal agreement by which a bank or similar organization lends you money to buy a house etc., and you pay the money back over a particular number of years; the sum of money that you borrow: *to apply for / take out / pay off a mortgage* • *mortgage rates (= of interest)* • *a mortgage on the house* • *a mortgage of £60 000* • *monthly mortgage repayments.*
(apply for, take out, pay off)

If you look up an adjective, you will see which adverbs you can use to intensify it.

Strongly or bitterly disappointed?

Dis-ap-point-ed /ˌdɪsəˈpɔɪntɪd/ adj. ~ (at/by sth) | ~ (in/with sb/sth) | ~ (to see, hear etc.) | ~ (that ...)| ~ (not) to be ...
upset because sth you hoped for has not happened or been as good, successful etc. as you expected: *They were bitterly disappointed at the result of the game.* • *I was disappointed by the quality of the wine.* • *I'm disappointed in you – I really thought I could trust you!* • *I was very disappointed with myself.* • *He was disappointed to see she wasn't at the party.* • *I'm disappointed (that) it was sold out.*
(bitterly disappointed)

Oxford advanced learner's dictionary of current English. 6 ed. Oxford: Oxford University Press, 2000.

Musics

Where the streets have no name

"[...] The city's a flood,
and our love turns to rust.
We're beaten and blown by the wind
Trampled in dust. [...]"

Bono Vox. "Where the streets have no name". Intérprete: U2. In: *The Joshua Tree*. Irlanda: Island, 1987. Lado 1, faixa 1.

Tradução:

Hurricane

"[...] All of Rubin's cards were marked in advance
The trial was a pig-circus, he never had a chance.
[...]
[...]Rubin Carter was falsely tried."

Bob Dylan; Jacques Levy. "Hurricane". Intérprete: Bob Dylan. In: *Desire*. Estados Unidos: Columbia, 1975. Lado 1, faixa 1.

Tradução:

RESUMINDO

- Formação da voz passiva: The boy cleaned the room. → The room was cleaned by the boy.
- Verbo to be no mesmo tempo verbal do verbo principal da voz ativa.
- Verbo principal na voz passiva sempre no particípio passado.
- Casos especiais: verbos intransitivos não formam voz passiva.
- Omissão do agente da passiva: quando o sujeito da voz ativa expressa indefinição.

■ QUER SABER MAIS?

SITES

- Dicas de alguns sites onde você poderá encontrar as canções "Where the streets have no name", de U2, e "Hurricane", de Bob Dylan.
<www.bobdylan.com/us/songs/hurricane>.
<<http://letras.mus.br>>.
- Site com quiz gramatical sobre Passive voice.
<www.grammar-quizzes.com/passive3c.html>.

Exercícios complementares

Interpretação de textos

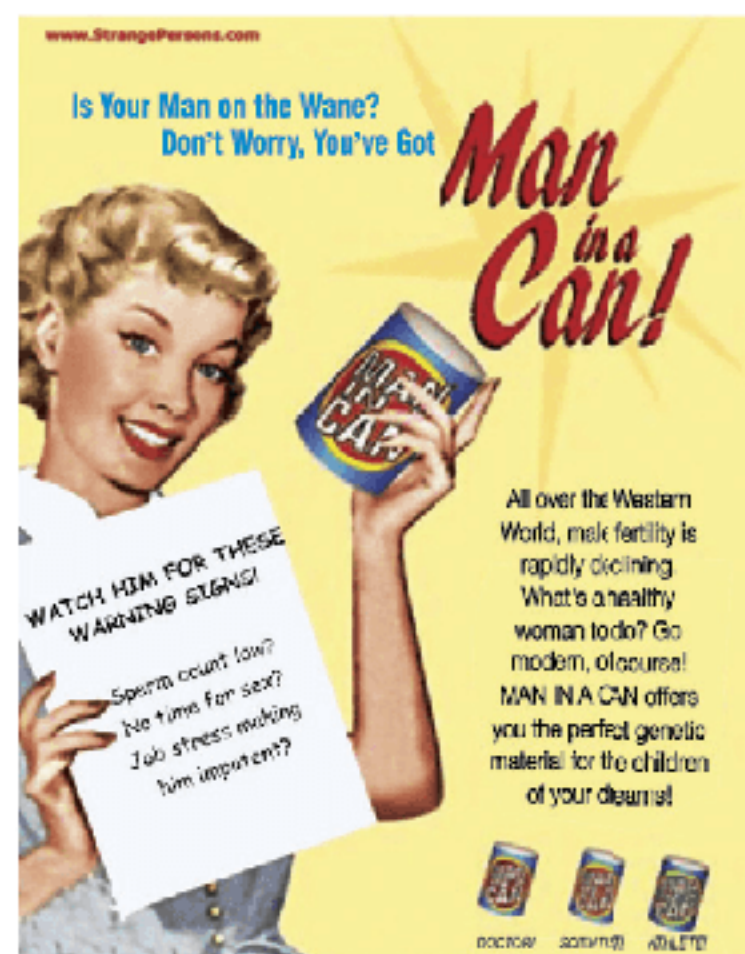
Responda a todas as perguntas em português.

Texto para a questão 1.

O que segue é uma paródia de textos publicitários. Nela, faz-se, de forma irônica, críticas a aspectos da vida moderna enquanto se "anuncia um produto".

1 Unicamp

- a) Em que tipo de embalagem o "produto anunciado" é oferecido?
- b) Explícite duas das críticas feitas pela paródia.



Disponível em:
<<http://adbuster.org/spoofads/misc/>>. (Adapt.).

2 Unicamp Uma mãe cujos filhos adolescentes não se empenham nos afazeres domésticos redigiu algumas regras familiares que estão reproduzidas no quadro abaixo. Segundo o quadro, o que ela espera que seus filhos façam?

HOUSE RULES	
If you drink out of it,	wash it!
If you sleep on it,	make it up!
If you wear it,	hang it up!
If it rings,	answer it!
If it barks,	feed it!

Texto para as questões 3 e 4.

Care and use	
To reduce risk of radio interference caused by headphone-, earphone- or microphone cable, only use adequate accessories with cable length less than 3 m.	Do not peel off the covering on batteries and do not use if its covering has been peeled off.
To avoid product damage, do not store this unit in humid or dusty areas.	Align the poles (+) and (-) correctly when inserting the batteries.
Keep objects that are sensitive to magnetic fields (such as bank cards) away from this unit. Such items may lose data or stop working.	Avoid placing this unit in trunks of cars. Exposure to intense heat may cause the batteries to leak or explode.
Do not attempt to disassemble this unit. Disassembly may result in high-voltage electrical shock.	Mishaping of batteries can cause electrolyte leakage which can damage items the fluid contacts and may cause a fire. If electrolyte leaks from the batteries, consult your dealer.

3 Unicamp Por que não se recomenda deixar o gravador em porta-malas de carros?

4 Unicamp

- Em que circunstância o usuário do gravador pode levar um choque elétrico?
- Além do porta-malas, onde mais o gravador não deve ser guardado?
- Caso o gravador seja mantido próximo a um cartão de crédito, por exemplo, o que pode ocorrer com o cartão?

Texto para as questões de 5 a 7.

O texto abaixo é parte de uma matéria publicada em 20 de janeiro de 2005, na revista *The Economist*.

Footloose

A growing export trade in soccer players

MANY Brazilians resent the fact that their country is often known abroad only for samba and football. Yet while its booming exports range from iron ore to aircraft, they also include footballers. Since the early 1990s, the number of players leaving the country to play for clubs abroad each year has risen from 130 to 850, making Brazil the world's biggest exporter of footballers.



There's many more where he came from.

Sadly, export success reflects domestic decay. Last year, an average match in the national championship attracted fewer than 8,000 supporters (compared with 35,000 in Britain's Premier League). One problem is corrupt club management: a Senate inquiry in 2001 found widespread tax evasion and money laundering.

Without professional management, clubs find it hard to pay top wages and players struggle to attract commercial endorsements. Manchester United and Real Madrid (with a Brazilian coach and stars) are global brands. But not since Pelé's Santos in the 1960s has a Brazilian club achieved international fame. Even in the 1980s, heroes such as Zico and Socrates went abroad only after long campaigns for local clubs. Today's stars, such as Ronaldinho Gaucho (pictured), had the briefest of club careers in Brazil before signing for European teams.

Brazilian players cost European clubs less than local footballers of equivalent talent. Many fail to adapt to the change in climate and language. Some do and never return: Tunisia's squad at the 2002 World Cup included a naturalised Brazilian. He is an exception. According to the Brazilian Football Confederation (CBF), Brazil imported 499 players last year. Nearly all were ageing returnees.

5 Unicamp

- O Brasil é considerado o maior exportador mundial de jogadores de futebol. Que situação adversa, no entanto, esse fato reflete?
- Qual é, segundo o texto, um dos problemas que explicam essa situação?
- Que dado teria revelado a gravidade desse problema?

6 Unicamp De acordo com o texto, quais são as consequências da administração amadorística dos clubes de futebol brasileiro?

7 Unicamp

- Por que, segundo o texto, os jogadores brasileiros são atraentes para os clubes de futebol europeus?
- O que o texto afirma sobre os 499 jogadores de futebol que o Brasil importou em 2004?

Texto para a questão 8.

O trecho abaixo, adaptado de *Henry V*, de Shakespeare, mostra um diálogo entre Henry, rei da Inglaterra, e Katherine, filha do rei da França. Henry aproveita o fato de Katherine não dominar o inglês para lhe fazer um galanteio baseado em um jogo de palavras.

Katherine: Your majesty shall mock at me; I cannot speak your English.

King Henry: O fair Katherine, if you will love me soundly with your French heart, I will be glad to hear you confess it brokenly with your English tongue. Do you like me, Kate?

Katherine: Pardonnez-moi, I cannot tell you what is "like me".

King Henry: An angel is like you, Kate, and you are like an angel.

8 Unicamp

- Por que o jogo de palavras presente no texto é possível?
- Katherine receia que Henry zombe dela devido ao seu pouco conhecimento da língua inglesa. Que argumento ele usa para tranquilizá-la?

Pardonnez-moi: Pardon me

Gramática

Para as questões de 9 a 28, marque a resposta correta.

Example:

Ms. Haugen *is employed* at the Ajax Company.

- (a) is employing (c) employing
(b) employed (d) is employed

9 I still can't believe it! My bicycle _____ last night.

- (a) was stolen (c) stolen
(b) was stealing (d) stole

10 The current constitutional problem is _____ by the top legal minds in the country.

- (a) studying (c) being studied
(b) being studying (d) been studied

11 Something funny _____ in class yesterday.

- (a) happened (c) happens
(b) was happened (d) is happened

12 The child's arm was swollen because he _____ by a bee.

- (a) stung (c) had been stung
(b) had stung (d) had being stung

13 Today, many serious childhood diseases _____ by early immunization.

- (a) are preventing (c) prevent
(b) can prevent (d) can be prevented

14 I _____ with you on that subject.

- (a) am agree (c) agreeing
(b) am agreed (d) agree

15 Many U.S. automobiles _____ in Detroit, Michigan.

- (a) manufacture (c) are manufactured
(b) have manufactured (d) are manufacturing

16 Let's go ahead and do it now. Nothing _____ by waiting.

- (a) accomplishes (c) has accomplished
(b) accomplished (d) will be accomplished

17 "When _____?"

"In 1928."

- (a) penicillin was discovered (c) was penicillin discovered
(b) did penicillin discovered (d) did penicillin discover

18 In recent years, the government has imposed pollution controls on automobile manufactures. Both domestic and imported automobiles must _____ anti-pollution devices.

- (a) equip with (c) equip by
(b) be equipped with (d) be equipped by

19 A shortage of water is a problem in many parts of the world. In some areas, water _____ from the ground faster than nature can replenish the supply.

- (a) is being taken (c) is taking
(b) has been taking (d) has taken

20 Vitamin C _____ by the human body. It gets into the blood stream quickly.

- (a) absorbs easily (c) is easily absorbed
(b) is easily absorbing (d) absorbed easily

21 "When can I have my car back?"

"I think it'll _____ late this afternoon."

- (a) finish (c) have finished
(b) be finished (d) be finish

22 I didn't think my interview went very well, but I guess it must have. Despite all my anxiety, I _____ for the job I wanted. I'm really going to work hard to justify their confidence.

- (a) was hiring (c) got hiring
(b) hired (d) got hired

23 My country _____ the pursuit of world peace.

- (a) is dedicating to
(b) is dedicated to
(c) is dedicating by
(d) is dedicated by

24 About 15.000 years ago, northern Wisconsin _____ under ice a mile deep.

- (a) buried (c) was buried
(b) was burying (d) had buried

25 Ed was new on the job, but he quickly fit himself into the _____ routine of the office.

- (a) established (c) establishes
(b) establishing (d) establish

26 The Mayan Indians _____ an accurate and sophisticated calendar more than seven centuries ago.

- (a) were developed (c) are developed
(b) developed (d) have been developed

27 George is _____ Lisa.

- (a) marry with (c) married with
(b) marry to (d) married to

28 The rescuers _____ for their bravery and in locating the lost mountain climbers.

- (a) were praised
(b) praised
(c) were praising
(d) praising

Reported speech

27

Como relatar o que foi dito por alguém? Deve-se simplesmente reproduzir ao pé da letra? E se adaptarmos com nossas palavras o conteúdo original?

Pois bem, existem basicamente duas maneiras de se relatar a fala de uma pessoa: de forma direta (*Direct speech* ou *Quoted speech*) ou indireta (*Indirect speech* ou *Reported speech*).

A forma direta é a mera repetição das mesmas palavras usadas pela pessoa, precedidas por um verbo específico, como *say*, *ask* etc.

A forma indireta, objeto de nosso estudo neste capítulo, é quando o relato daquilo que alguém disse é feito com nossas próprias palavras, sem mudar o sentido da frase original.



Reported speech

Para se relatar o que foi dito por alguém, pode-se usar o *Quoted speech* ou o *Reported speech*. Veja o exemplo:

Quoted speech: Bob said, "I will help you".

Reported speech: Bob said (that) he would help me.

Quoted speech

Usado para reproduzir as palavras exatamente como foram originalmente ditas. Usa-se vírgula após o verbo de introdução e a fala reproduzida vem entre aspas.

Jane said, "we should stay home tonight".

Reported speech

Usado para reproduzir o que foi dito usando suas próprias palavras. Aspas não são usadas.

Peter said he would go to the club that night.

Verbos de Introdução

Os verbos de introdução mais usados são *say*, *tell*, *ask*, *answer*, *explain*, *suggest*, *add*.

Exemplos

He **said** that you knew the answer.

They **told** us to remain in the place.

She **asked** the waiter if he spoke English.

He **answered** that he did.

Mary **explained** that her son had left home earlier.

I **suggested** that it was time to leave.

Paul **added** that it was getting dark.

Sequência de tempos

Se o verbo de introdução for:

- I. Presente: a sequência pode ser feita em qualquer tempo verbal.
- II. Passado: a sequência só pode ser feita com verbos no passado ou em uma ideia de passado.

Sabendo disso, observe agora as mudanças que ocorrem na passagem do *Quoted speech* para o *Reported speech*:

Quoted speech	Reported speech
He said, "I am taking the bus."	He said he was taking the bus.
He said, "I take the bus every morning."	He said he took the bus every morning.
He said, "I have taken the bus."	He said he had taken the bus.
He said, "I took the bus."	He said he had taken the bus.
He said, "I will take the bus."	He said he would take the bus.
He said, "I can take the bus."	He said he could take the bus.
He said, "I may take the bus."	He said he might take the bus.
He said, "I must take the bus."	He said he had to take the bus.
He said, "I should take the bus."	He said he should take the bus.
He said, "I ought to take the bus."	He said he ought to take the bus.
He said, "Take the bus."	He told me to take the bus.
He said, "Don't take the bus."	He told me not to take the bus.
He said, "Do you take the bus?"	He asked me if I took the bus.
He said, "Where do you take the bus?"	He asked me where I took the bus.

Tab. 1 Transformação: discurso direto para indireto.

PREPOSIÇÃO

to be guilty of
to hide from



Since he was judged and sentenced as *guilty of robbery*, that crook fled and decided to *hide from* the police.

Revisando

1 Quais são os verbos de introdução mais comuns?

2 O que ocorre quando o verbo de introdução estiver no passado?

3 Na passagem do *Quoted speech* para o *Reported speech*, o que ocorre com os advérbios de tempo?

Exercício proposto

1 Passe as frases a seguir para o *Reported speech*.

- a) John said, "I am taking four subjects this semester."
- b) Mr. Brown said, "I will go to the movies tomorrow."
- c) The kids said, "We want to ski now."
- d) Sally said, "Paul didn't see me at the club this morning."
- e) The doorman said, "Mary doesn't work here anymore."
- f) June said to the children, "Don't shout"
- g) Peter said to Nora, "Are you going to the theater?"
- h) Diane said, "What time is it?"
- i) The boy said to his father, "Can I play with my friends outside?"
- j) They said to me, "Stay with us."

TEXTOS COMPLEMENTARES

Which word? order/ tell/ instruct/ command

When you are talking about wanting somebody to do something, the usual word to use is **tell**:

He told me to phone back today.

I was told to get my hair cut.

How many times have I told you to hang up your clothes?

We told the builder to finish the job as quickly as possible.

Ask sounds little more polite: He asked me to phone back. We asked the builders to finish the job as quickly as possible.

Instruct is more formal and is often used in official situations: Patients were instructed to follow the diet exactly.

Order is a stronger word and used when people in a position of authority or power expect you to obey them: A police officer ordered me to get out of the car.

Command is used mainly in military situations.

Oxford advanced learner's dictionary of current English. 6 ed. Oxford: Oxford University Press, 2000.

Music

Candy

"Candy told me nothing really matters anymore
and when I ask her what she means

She says I ought to know

Candy said she's made arrangements for me in the sand

And Candy says she wants me with her down in Candyland

[...]

She says: it's an opportunity that I don't want to miss

Candy asked me if she died if I could go on

Of course I said I couldn't [...]"

Mark Pain. "Candy". Intérprete: Morphine. In: *Cure for pain*. Estados Unidos: Rykodisc, 1993. Faixa 5.

Tradução:

RESUMINDO

- **Tipos de discurso:** *Quoted speech* x *Reported speech*.
- **Verbos de Introdução mais comuns:** say/ tell/ ask/ answer/ add.
- **Sequência de tempos:**
 - Verbo de introdução no presente → sequência em qualquer outro tempo verbal.
 - Verbo de introdução no passado → sequência só pode vir no passado ou em uma ideia de passado.

■ QUER SABER MAIS?



SITE

- Dica de site onde você poderá encontrar a canção completa de Morphine, "Candy".
<www.lukin.com/tos/Albums/bestof.html>.

Exercícios complementares

Interpretação de textos

Texto para as questões de 1 a 5.

Like many companies, Pella is looking to cut expenses because of the economic downturn. But instead of laying off more workers, the Iowa manufacturer of windows and doors is instituting a four-day workweek for about a third of its 3,900 employees. Chris Simpson, a senior vice-president at the company, acknowledges it's an unconventional move. But Pella believes the economy could turn around faster than most people expect, and it doesn't want to be caught short of experienced workers. "Our contention is, consumer confidence will rebound," says Simpson. "If there's a [government] stimulus package of some kind, we think people are going to respond."

A few employers are following Pella's lead in shortening the workweek. They include steel companies such as AK Steel, the city of Atlanta, small newspapers, and hospitals. According to U.S. Bureau of Labor Statistics, the number of employees who normally work full-time but now clock fewer than 35 hours a week because of poor business conditions has climbed 72%, to 2.57 million in November 2008, from 1.49 million in November 2007. "More companies are exploring alternatives to layoffs," says John A. Challenger, chief executive officer of the consulting firm Challenger, Gray & Christmas. "If they can keep people on until the business turns around, the company would be in much better shape to ramp up quickly."

In Atlanta, Mayor Shirley Franklin is cutting the hours and pay of 4,600 employees by 10% because the city is facing a \$50 million budget shortfall. Franklin says that if she were to lay off more workers instead of slashing hours, "you'd have to eliminate major functions of the government. It's not just jobs we've saved, it's services."

BusinessWeek, Dec. 29, 2008/Jan. 5, 2009.

1 FMTM No trecho do primeiro parágrafo – ... *But Pella believes the economy could turn around faster...* – a palavra que está subentendida é:

- (a) when. (c) that. (e) how.
- (b) whose. (d) which.

2 FMTM De acordo com o texto, Pella:

- (a) despediu um terço de seus 3.900 empregados.
- (b) acredita que o consumidor voltará a comprar.
- (c) reduziu o número de trabalhadores experientes.
- (d) aguarda um pacote econômico para tomar decisões.
- (e) diminuiu as despesas, demitindo o vice-presidente.

3 FMTM Ainda conforme o texto:

- (a) os empregados da Pella estão revoltados com a redução de pessoal qualificado.
- (b) a maioria das empresas não está dando incentivo aos empregados demitidos.
- (c) a demissão é uma das alternativas encontradas para enfrentar a crise econômica.
- (d) aumentou o número de empregados que trabalham menos de 35 horas semanais.
- (e) o número de empregados demitidos está piorando semanalmente na Pella.

4 FMTM According to the text, Pella is slashing costs due to:

- (a) unexpected low expenses.
- (b) the worker's shortage.
- (c) poor business conditions.
- (d) Chris Simpson's move.
- (e) a four-day workweek.

5 FMTM O trecho do último parágrafo –... *the city is facing a \$50 million budget shortfall ...*– significa que a cidade está:

- (a) enfrentando uma dívida da prefeitura no valor de 50 milhões de dólares.
- (b) se opondo ao empréstimo de 50 milhões de dólares para suprir o déficit.
- (c) contestando o corte de 50 milhões de dólares mensais do U.S. Bureau.
- (d) combatendo a diminuição de 50 milhões de dólares em impostos municipais.
- (e) se defrontando com uma queda orçamentária de 50 milhões de dólares.

Texto para as questões de 6 a 9.

The first case of human-to-human transmission in Britain of the swine flu virus could be confirmed today, as dozens more people are tested across the world.

Graeme Pacitti, 24, who came into contact with the Scottish couple who were the first confirmed cases earlier this week of the H1N1 virus in Britain, is also a "probable" case and is having further tests, the Scottish government said.

Doctors also diagnosed three new infections in England, bringing the British total to eight confirmed cases, the Department of Health said. Two of the cases are in London and one in Newcastle. All are said to be responding well to treatment.

Earlier, the Chief Medical Officer said that Britain would see “many more cases” of swine flu, although he predicted that most people would recover. In total, 230 possible cases are being investigated in Britain.

Mr. Pacitti, an NHS worker, was put in quarantine when he fell ill after a night out with his football team, which included Iain Askham, 27, who was discharged from the hospital with his wife, Dawn, yesterday after recovering from the virus. The Askhams were the first British people to be confirmed with swine flu after they picked up the virus on their honeymoon in Mexico.

They said last night they thought they had become infected on their flight back to Britain because five men sitting close to them on their flight from Cancun to Birmingham had been coughing and sneezing throughout the journey.

Disponível em: <www.timesonline.co.uk/tol/life_and_style/health/article6202053.ece>.

6 FMTM In the first paragraph, the word *as* in the passage – ... as dozens more people are tested across the world. – can be correctly replaced by:

- (a) however.
- (b) though.
- (c) whereas.
- (d) while.
- (e) because.

7 FMTM O trecho do quarto parágrafo – ... 230 possible cases are being investigated... – pode ser reescrito corretamente como:

- (a) they have investigated 230 possible cases.
- (b) 230 possible cases are investigated.
- (c) they investigate 230 possible cases.
- (d) 230 possible cases are investigating.
- (e) they are investigating 230 possible cases.

8 FMTM De acordo com o texto, os primeiros casos da Grã-Bretanha confirmados de terem contraído a gripe suína foram:

- (a) três jogadores.
- (b) três ingleses.
- (c) dois escoceses.
- (d) doze pessoas.
- (e) cinco passageiros.

9 FMTM Segundo o texto:

- (a) cinco homens próximos a Iain e Dawn ficaram tossindo e espirrando durante o voo.
- (b) confirmou-se apenas um caso de gripe suína entre os passageiros do voo de Cancun.
- (c) Pacitti e Iain estiveram no mesmo voo de Cancun a Birmingham.
- (d) Iain e Dawn conversaram com vários passageiros durante a viagem.
- (e) Pacitti está em quarentena e adoeceu após uma viagem ao México.

Gramática

10 Complete the sentences by changing quoted speech to reported speech. Use formal sequence of tenses.

Example:

Tom said, “I am busy.”

Tom said that he was busy.

- a) Tom said, “I need some help.”
Tom said that he _____ some help.
- b) Tom said, “I am having a good time.”
Tom said that he _____ a good time.
- c) Tom said, “I have finished my work.”
Tom said that he _____ his work.
- d) Tom said, “I finished it an hour ago.”
Tom said that he _____ it an hour ago.
- e) Tom said, “I will arrive at noon.”
Tom said that he _____ at noon.
- f) Tom said, “I am going to be there at noon.”
Tom said that he _____ there at noon.
- g) Tom said, “I can solve that problem.”
Tom said that he _____ that problem.
- h) Tom said, “I may come early.”
Tom said that he _____ early.
- i) Tom said, “I might come early.”
Tom said that he _____ early.
- j) Tom said, “I must leave at eight.”
Tom said that he _____ at eight.
- k) Tom said, “I have to leave at eight.”
Tom said that he _____ at eight.
- l) Tom said, “I should go to the library.”
Tom said that he _____ to the library.
- m) Tom said, “I ought to go to the library.”
Tom said that he _____ to the library.
- n) Tom said, “Stay here.”
Tom told me _____ here.
- o) Tom said, “Don’t move.”
Tom told me _____.
- p) Tom said, “Are you comfortable?”
Tom asked me if I _____ comfortable.
- q) Tom said, “When did you arrive?”
Tom asked me when I _____.

11 Mackenzie Change the following sentence to the Reported speech:

Jeff said to Meg, “You don’t understand me.”

- (a) Jeff told Meg she didn’t understand him.
- (b) Jeff asked Meg that she didn’t understand herself.
- (c) Jeff told Meg that she didn’t understand him.
- (d) Jeff told Meg that he didn’t understand her.
- (e) Jeff told Meg she did understand him.

12 Mackenzie Change the following sentence to the Reported speech:

Warren said to me, "I can't find my glasses in this room."

- (a) Warren told me that he couldn't find his glasses in that room.
- (b) Warren told me he couldn't find her glasses in these room.
- (c) Warren told me that he couldn't find his glasses in that room.
- (d) Warren told me that he can't find his glasses in those room.
- (e) Warren said to me that he could not found his glasses in this room.

13 Mackenzie Change the following sentence to the Reported speech:

Helen said to Paul, "Is this a free country?"

- (a) Helen told Paul if this was a free country?
- (b) Helen asked Paul if that was a free country.
- (c) Helen asked Paul whether that is a free country.
- (d) Helen told Paul this is a free country.
- (e) Helen told Paul if that is a free country.

14 A forma indireta de "Would you like to go out tonight?" é:

- (a) He asked her if she would have liked to go out tonight.
- (b) He asked if would she like to go out that night.
- (c) He asked whether she'd like to go out that night.
- (d) He asked whether she had liked to go out that night.
- (e) He asked if she'd liked to go out tonight.

15 PUC-PR Choose the correct indirect form for:

Oliver said to her: "What will you do tomorrow?"

- (a) He asked her what she would do the following day.
- (b) He told her what she would do the following day.
- (c) She wondered what he will do the next day.
- (d) He wanted to know what he would do the following day.
- (e) She asked what she would do the next day.

16 UFPB Read this sentence:

The doctor says:

"I'm happy we found this trend toward reduced risk."

The indirect speech is:

He said that he _____ this trend toward reduced risk.

- (a) is happy they found
- (b) has been happy we have found
- (c) was happy they had found
- (d) will be happy we will find
- (e) would be happy they would find

17 Fuvest Qual é a forma indireta, correspondente à forma direta "The teacher said, 'Are you sure you have all understood me?'"

- (a) The teacher said if you are sure you had understood him;
- (b) The teacher asked whether we were sure we did understand him;
- (c) The teacher said if we all are sure we have understood him;
- (d) The teacher asked if they were sure they had all understood him;
- (e) The teacher asked them to be sure to understand him.

18 Fuvest Assinale a alternativa que equivale ao seguinte: Suddenly Peter said to me, "Are you hungry?"

- (a) Suddenly Peter said that I was hungry.
- (b) Suddenly Peter told me that I was hungry.
- (c) Suddenly Peter asked if he were hungry.
- (d) Suddenly Peter asked me whether I was hungry.
- (e) Peter informed me that he was hungry.

19 Mackenzie Choose the correct alternative.

Change the following sentence to the Reported speech:

"Are there any messages for me?", said Helen."

- (a) Helen asked if there is any messages for her.
- (b) Helen asked whether there were any messages for she.
- (c) Helen asked whether were there any messages for herself.
- (d) Helen asked if there were some messages for her.
- (e) Helen asked if there were any messages for herself.

20 Mackenzie Choose the correct alternative.

Change the following sentence to the Reported speech:

"The director said to the boys, "Behave yourselves.""

- (a) The director asked the boys to behave yourselves.
- (b) The director told the boys to behave himself.
- (c) The director asked the boys to behave themselves.
- (d) The director told the boys to behave ourselves.
- (e) The director told the boys, "Behave themselves."

Phrasal verbs

28

Um *Phrasal verb* ocorre quando se tem uma combinação de um verbo e um advérbio ou preposição que, juntos, passarão a ter um significado único, estendendo assim o significado usual do verbo ou criando um novo significado.

Às vezes os *Phrasal verbs* têm até 3 partes, são também chamados de *two-word verbs* ou de *three-word verbs*. Podem também ser separáveis ou não; fique atento e evite as inversões erradas de ordem na formação.

O termo *Phrasal verb* vem da combinação de um verbo e uma preposição ou advérbio que juntos passam a ter um significado especial.



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Two-word verb/Three-word verb

Os *phrasal verbs* podem ser formados por 2 ou 3 partes.

Observe:

- put off = postpone (adiar)
They decided to *put off* the game to the rain.
- put up with = tolerate (tolerar)
I don't know how you *put up with* such noise.

Os *phrasal verbs* podem ser separáveis ou não separáveis. Veja as diferenças.

Separable Phrasal verbs

Com um *phrasal verb* separável, um substantivo pode vir entre o verbo e a preposição ou após a preposição, como nos exemplos abaixo.

Exemplos

- a) I *filled* the form *out* last week.
- b) I *filled out* the form last week.

Entretanto, se em vez de um substantivo tivermos um pronome, este deverá vir entre o verbo e a preposição, como a seguir.

Exemplos

- c) I *filled it out* last week. (Nunca: *I filled out it* last week – errado)
- d) Don't *give* the story *away*, silly!
- e) She didn't *give away* any secrets at all.
- f) Did you *clean it up*?

ATENÇÃO!

Com *phrasal verbs* que consistem em um verbo transitivo e uma preposição, o objeto do verbo é posto após o verbo, e o objeto da preposição é posto após a preposição.

- g) They agreed to *let him into their little secret*
- h) He threatened to *set his dogs on them*.

Com *phrasal verbs* que consistem em um verbo transitivo, um advérbio e uma preposição, o objeto do verbo é geralmente posto na frente do advérbio e não depois.

Exemplos

- i) Huge companies can *play individual markets off against* each other.
- j) I'll *take you up* on that generous invitation.

Nonseparable Phrasal verbs

Com um *phrasal verb* não separável, um substantivo ou pronome tem que seguir a preposição, como nos exemplos abaixo.

Exemplos

- a) I *ran into* an old friend yesterday.
- b) We *looked after* the children at the party.
- c) I *ran into* her yesterday.
- d) We *looked after* them at the party.

ATENÇÃO!

Não se usa:

I *ran an old friend into*. (errado)

I *ran her into* yesterday. (errado)

Phrasal verbs são especialmente comuns no inglês informal. Veja a seguir uma lista com os mais comuns *phrasal verbs* e seus significados habituais. Aqueles marcados com um asterisco (*) são não separáveis.

A	ask out	convidar para sair em um encontro
	blow out	apagar (uma vela)
B	break down	quebrar, estragar
	bring in	introduzir
	bring on	causar, fazer ocorrer
	call back	retornar uma ligação telefônica
C	call off	cancelar
	*call on	visitar
	call up	fazer uma ligação telefônica
	*catch up (with)	alcançar a mesma posição ou nível
	*check in	registrar-se em um hotel, em um voo
	*check into	investigar
	*check out (of)	deixar um hotel, passar as compras
	cheer up	animar, incentivar
	*come across	encontrar por acaso
	cut down	derrubar (árvore), diminuir (gastos)
	cut off	desligar, desconectar
	cut out	parar uma atividade que incomoda

D	do over	refazer
	*drop by	visitar informalmente
	drop off	deixar algo ou alguém em um lugar
	*drop out (of)	parar de frequentar escola
F	figure out	imaginar, descobrir por raciocínio
	fill out	preencher
	find out	descobrir (informação)
G	*get along (with)	conviver bem
	*get off	desembarcar, sair de um meio de transporte
	*get on	embarcar, entrar em um meio de transporte
	*get through	terminar, fazer contato
	*get up	levantar (da cama, da cadeira)
	give up	desistir, largar, abandonar
	go off	desarmar, explodir
	go on	continuar
	*grow up (in)	tornar-se adulto, crescer
H	hand in	entregar (uma tarefa)
	hang up	desligar o telefone, pendurar roupas
	hold up	atrasar, interromper
K	keep out (of)	não entrar
	*keep up (with)	permanecer na mesma posição ou nível, manter o nível
L	lay off	demitir
	*look after	cuidar, tomar conta
	*look out (for)	tomar cuidado
	look up	procurar por informações (número em uma lista telefônica, palavra num dicionário)
M	make up	inventar, criar, elaborar
	make up for	compensar
N	name after	dar o nome de outra pessoa a algo ou alguém
P	*pass away	morrer
	pass out	desmaiar
	pick out	escolher
	pick up	pegar alguém em um lugar, pegar algo caído
	point out	destacar, chamar atenção para
	put away	guardar, remover para um lugar
	put off	adiar
	put on	vestir uma roupa
	put out	apagar (incêndio/cigarro)
	*put up with	tolerar, suportar
R	*run into	encontrar por acaso
	*run out (of)	acabar o estoque, suprimento de algo, ficar sem
S	set aside	separar, colocar de lado
	set out	partir, sair
	set up	estabelecer
	show off	agir de forma exibicionista
	show up	aparecer, vir
	speak up	falar mais alto, expressar-se com firmeza
T	*take after	assemelhar-se
	take away	retirar, levar
	take off	decolar (avião), tirar roupa

T	take over	assumir o controle
	take up	iniciar uma nova atividade
	think over	pensar com cuidado, considerar cuidadosamente
	throw away	descartar, jogar fora
	throw up	vomitando
	try on	experimentar, provar (roupa/calçado)
	turn in	recusar (convite)
	turn off	desligar
	turn on	ligar
	turn out	desligar (luz)
	turn up	aumentar volume ou intensidade

Tab. 1 Phrasal verbs.

PREPOSIÇÃO

to be accustomed to
to insist on



Mrs. Russel *insisted* on my staying overnight, but I told her not to worry because I was *accustomed* to driving at night.

Revisando

1 O que são *Separable phrasal verbs*?

2 O que ocorre com os *Nonseparable phrasal verbs*?

3 É correto se afirmar que toda combinação entre verbo e preposições forma *Phrasal verbs*?

Exercício proposto

1 Complete as frases abaixo usando os *Phrasal verbs* do quadro. Cada um deles deverá ser usado somente uma vez.

call off break up put off fill out get along
run into look after set up pick out put up with

- a) Due to the heavy snowstorm the game had to be _____ for tomorrow.
- b) Come on, hurry up! You have to _____ this application form as soon as possible.
- c) Did Jane _____ with Jack at the party last night? They hardly looked at each other all night long.
- d) Unfortunately, the guitar player broke his finger and the concert had to be _____.

- e) Ian and Andre _____ well. They've known each other since they were children.
- f) Mr. Andersen _____ his business a little before the world crisis last year. Luckily, he managed to survive the worst moments.
- g) Mrs. Jackson really takes her time when she shops for groceries. She always _____ the best products.
- h) I was walking along 5th Avenue this morning when I _____ Larry Smith, an old friend of mine I haven't seen in years.
- i) The baby sitter will _____ the children while we're at the opera.
- j) I don't know how Mary _____ their smoking. The whole place stinks.

TEXTOS COMPLEMENTARES

Word forms (4ª parte)

Em inglês, existem muitas maneiras pelas quais os verbos transformam-se em adjetivos. Veja a seguir algumas dessas transformações mais comuns:

1. Adjetivos que se transformam em verbos pelo acréscimo do sufixo *-en*.
Ex.: short (adjetivo) → shorten (verbo)

The factory workers want a short work week, so they had a demonstration at the factory. The company will shorten their work week from 45 to 40 hours a week next month.

Adjetivo	Verbo
Light	Lighten
Broad	Broaden
Wide	Widen
Sweet	Sweeten
Short	Shorten
Long	Lengthen

2. Adjetivos que se transformam em verbos pelo acréscimo do sufixo *-ize*.
Ex.: general (adjetivo) → generalize (verbo)

*John always gives such **general** information about his work! He **generalizes** so much that I really don't know what he does for a living, except that he is a businessman.*

Lorraine C. Smith and Nancy Nici Mare. *Issue for today: an effective reading skills text*. New York: Newburey House Publishers, 1990.

Adjetivo	Verbo
Popular	Popularize
General	Generalize
Stable	Stabilize
Legal	Legalize
Visual	Visualize
Verbal	Verbalize

3. Adjetivos que se transformam em advérbios pelo acréscimo do sufixo *-ly*.
Ex.: proper (adjetivo) → properly (advérbio)

Music

Romeo had Juliette

"[...] A diamond crucifix in his ear is used to help ward off the Fear that he has left his soul in someone's rented car

[...]

He's thinking of his lonely room
the sink that by his bed gives off a stink [...]"

Lou Reed. "Romeo had Juliette". Intérprete: Lou Reed.
In: New York. Nova York: Sire Records, 1989.

In order to prepare vegetables **properly**, it is important not to overcook them. Many people feel that the only **proper** cooking method is steaming, not boiling.

Adjetivo	Advérbio
Separate	Separately
Serious	Seriously
General	Generally
Recent	Recently
Proper	Properly
Correct	Correctly

4. Substantivos que se transformam em adjetivos pelo acréscimo do sufixo *-ful*.
Ex.: use (substantivo) → useful (adjetivo)

A simple item such as glue has many **uses**. People find it **useful** to fix broken cups and to glue chairs back together.

Substantivo	Adjetivo
Peace	Peaceful
Stress	Stressful
Help	Helpful
Use	Useful
Doubt	Doubtful
Success	Successful

5. Substantivos que se transformam em adjetivos pelo acréscimo do sufixo *-al*.
Ex.: accident (substantivo) → accidental (adjetivo)

There was a fatal **accident** at the factory yesterday. The **accidental** explosion of a gas tank caused the death of three people.

Substantivo	Adjetivo
Person	Personal
Experiment	Experimental
Environment	Environmental
Development	Developmental
Accident	Accidental
Function	Functional

Tradução:

What's up
 "[...] That the world was never this
 brotherhood of man
 [...]
 and I scream at the top of my lungs
 What's goin' on?
 And I say: hey!
 And I say hey what's goin' on?
 And I say: hey!
 I said hey what's goin' on?"

Linda Perry. "What's up". Intérprete: 4 Non Blondes.
 In: *Bigger, Better, Faster, More!* Estados Unidos: Interscope, 1992. Faixa 3.

Tradução:

RESUMINDO

Phrasal verb é combinação de um verbo e um advérbio ou preposição que, juntos, têm um significado único.

- **Two-word phrasal verb:** put off → They decided to put off the game due to the rain.
- **Three-word phrasal verb:** put up with → We just can't put up with such noise.
- **Separable phrasal verbs:** I filled the form out ou I filled out the form.
- **Nonseparable phrasal verbs:** We looked after the children at the party.

■ QUER SABER MAIS?



SITES

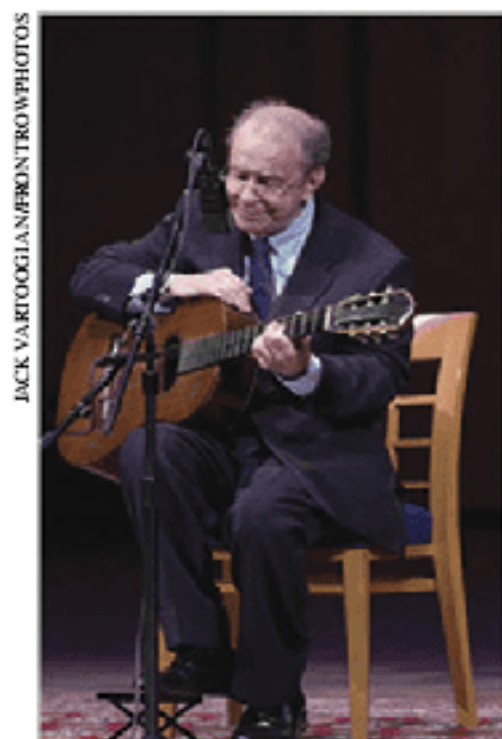
- Dicas de alguns sites onde você poderá encontrar as canções "Romeo and Juliette", de Lou Reed, e "What's up?", de 4 Non Blondes.
 <www.lyricsfreak.com>.
 <<http://letras.mus.br>>.
- Sites onde você poderá praticar o seu conhecimento em *phrasal verbs*, realizando quiz e exercícios.
 <www.stuff.co.uk/phrasal.htm>.
 <www.englishpage.com/prepositions/phrasalverbs1.htm>.

Exercícios complementares

Interpretação de textos

Texto para as questões de 1 a 3.

A seductive urban sound hushes Carnegie Hall



João Gilberto: The father of bossa nova at Carnegie Hall on Sunday.

Bossa nova, the quietly revolutionary Brazilian music that João Gilberto introduced 50 years ago, quickly became associated with the sunswept beaches and sweeping mountain vistas of Rio de Janeiro in songs like "Garota de Ipanema" ("The Girl from Ipanema") and "Corcovado." Yet, in the hands of Mr. Gilberto, who returned to Carnegie Hall for a JVC Jazz Festival concert on Sunday night, it is also very clearly an urban music, working its subtleties within confined spaces and rigid limitations, like an apartment dweller intent on not disturbing neighbors.

Mr. Gilberto chooses to perform alone with his acoustic guitar, and his concert was a graceful meditation on solitude, memory, renunciation, control and selfsufficiency.

His choice of songs was also a reminder that, while bossa nova was devised in Rio, Mr. Gilberto was born in the state of Bahia. The concert was the kind of recital that New Yorkers have been lucky enough to see regularly at JVC festivals over the last decade, and one virtually unmarred by the technical problems that have disturbed Mr. Gilberto at previous shows. His performance is a ritual of simplicity: Mr. Gilberto simply walks onstage, sits down with his guitar and plays and sings so gently that a hush falls over the room, and time itself seems to hold its breath.

Time is still there, riding on the thumb that picks the low notes in Mr. Gilberto's harmonies, answered by lightly syncopated chords for a pulse that rarely varies once it is set. There is samba in that pulse, and swing, but both are heard from a distance, like city bustle through a closed window. And against that pulse, Mr. Gilberto works variations that are both mathematical and psychological. Within the pulse, guitar chords loomed or went silent.

In the first song Mr. Gilberto's voice meshed with the pulse, singing in steady eighth notes; he returned to them in his last encore, an almost ghostly "Garota de Ipanema." But in between he left the beat behind: lingering over phrases and displacing them, teasingly shifting in and out of sync, sometimes crooning and sometimes letting his voice grow scratchy. He sang as if his fingers and his throat were in separate spheres, responding to each other from afar.

Disponível em: <www.nytimes.com/2008/06/24/arts/music/24gilb.html>.

1 UFRJ Visando estabelecer a sequência textual, correlacione o número de cada parágrafo a um dos seguintes tópicos:

- Descrição de como João Gilberto invariavelmente procede na abertura de seus espetáculos.
- Avaliação do espetáculo no contexto do evento em que ocorreu.
- Correlação entre o modo de João Gilberto tocar seu instrumento e cantar.
- Caracterização da bossa nova e a contribuição específica de João Gilberto para esse gênero musical.
- Descrição técnica da maneira como João Gilberto toca o seu instrumento e o efeito sonoro obtido.

Responda à questão 2 em português.

2 UFRJ O que a escolha do repertório do concerto no Carnegie Hall deixa transparecer sobre João Gilberto e sobre a bossa nova?

Responda à questão 3 em inglês.

3 UFRJ O autor do texto realça o caráter urbano da bossa nova interpretada por João Gilberto através do uso de imagens do cotidiano.

Transcreva os dois trechos, de no máximo 10 palavras.

Texto para as questões de 4 a 6.

FAVELA TOURS

Staying Among the Have-Nots

Travelers seek out neighborhoods they once shunned.



As first violinist for the acclaimed London Mozart Players, David Juritz gets around. Thanks to his work as a soloist and on the soundtracks of such films as "The Last King of Scotland" and the "Harry Potter" series, he has seen a fair patch of the world, and grown used to bedding down in "some posh places," as he puts it. But few accommodations have impressed him like the Maze, a small bed-and-breakfast in Rio de Janeiro. "The atmosphere was fantastic and the views unbelievable," he says. "It's probably the best place I ever stayed in."

Don't bother looking it up in the Michelin Guide. The Maze is a 20-room-plus (it keeps growing) hostel sprouting from the crown of a favela, one of the many chockablock shantytowns that cling to Rio's mountains.

The impossible jumble of raw brick and cement buildings offends the laws of gravity, not to mention the sensibilities of upscale Cariocas, as the city's residents are called. But for moneyed gringos eager to escape the crush and clichés of mass travel, the setting couldn't be more appealing.

And it's not just in Brazil. Slum tours are the travel business's new growth industry. Whether it's in a Mumbai shantytown or the alleys of Moscow, a Mexican garbage dump or the blighted townships of Johannesburg, foreign travelers are spending time in neighborhoods they long avoided.

Mac Margolis. Newsweek. From the magazine issue dated May 26, 2008. Disponível em: <www.newsweek.com/id/137488>.

Com base no texto, responda às questões 4 e 5 em português e à questão 6 em inglês.

4 UFRJ The Maze tornou-se assunto de revista devido não só à sua função, mas também à sua localização. Especifique-as.

5 UFRJ Por que David Juritz se encantou com The Maze?

6 UFRJ Transcreva os termos a que referem:

- a expressão *as the city's residents are called* (linha 14);
- o pronome *they* (linha 21).

Gramática

7 Supply appropriate prepositions for the following two-word or three-word verbs.

- A: Where did you grow _____?
B: In Seattle, Washington.
- A: I'm trying to find yesterday's newspaper. Have you seen it?
B: I'm afraid I threw it _____. I thought you had finished reading it.
- A: Don't forget to turn the lights _____ before you go to bed.
B: I won't.
- A: I have a car, so I can drive us to the festival.
B: Good.
A: What time should I pick you _____?
B: Any time after five would be fine.
- A: We couldn't see the show at the outdoor theater last night.
B: Why not?
A: It was called _____ on account of rain.
B: Did you get a raincheck?

- f) A: Thomas looks sad.
B: I think he misses his girlfriend. Let's try to cheer him _____.
- g) A: I would like to check this book _____. What should I do?
B: Take the book to the circulation desk and give the librarian your student I.D.
- h) A: What brought _____ your decision to quit your present job?
B: I was offered a better job.
- i) A: How many people showed _____ for the meeting yesterday?
B: About twenty.
- j) A: How was your vacation?
B: I had a great time.
A: When did you get _____ home?
B: A couple of days ago. I had planned to stay a little longer, but I ran _____ money.

8 Supply appropriate prepositions. All of the following contain two-word or three-word verbs.

- a) A: When do we have to turn _____ our assignments?
B: They're due next Tuesday.
- b) A: How does this tape recorder work?
B: Push this button to turn it _____ and push that button to shut it _____.
- c) A: May I borrow your dictionary?
B: Sure. But please be sure to put it _____ on the shelf when you're finished.
- d) A: I'm going to be in your neighborhood tomorrow.
B: Oh? If you have time, why don't you drop _____ to see us?
A: Thanks. That sounds like a good idea. Should I call first?
- e) A: Look _____! A car is coming!
- f) A: I got very irritated at one of my dinner guests last night.
B: Why?
A: There was an ashtray on the table, but she put her cigarette _____ on one of my good plates!
- g) A: I need to talk to Karen.
B: Why don't you call her _____? She's probably at home now.
- h) A: Oh-oh. I made a mistake on the check I just wrote.
B: Don't try to correct the mistake. Just tear _____ the check and throw it _____.
- i) A: Are you here to apply for a job?
B: Yes.
A: Here is an application form. Fill it _____ and then give it _____ to me when you are finished.
- j) A: Look. There's Mike.
B: Where?
A: At the other end of the block, walking toward the administration building. If we run, we can catch _____ with him.

- k) A: Is your roommate here?
B: Yes. She decided to come to the party after all. Have you ever met her?
A: No, but I'd like to.
B: She's the one standing over there by the far window. She has a blue dress _____. Come on. I'll introduce you.
- l) A: Do you have a date for Saturday night?
B: Yes. Jim Brock asked me _____. We're going bowling.

9 Dr. Stein called and said he is supposed to _____ by Monday.

- (a) be up (c) be to
(b) be up to (d) be back

10 Ellen is sad because not many people _____ for her show last night.

- (a) came across (c) came from
(b) came up (d) came out

11 I _____ Bernard when I was leaving the supermarket this morning.

- (a) came out (c) came across
(b) came about (d) came up

12 The new edition of that dictionary will _____ at the end of next month.

- (a) come across (c) come in
(b) come about (d) come out

13 They shouldn't _____ such delicate information.

- (a) bring out (c) bring
(b) bring forward (d) bring to

14 Mrs. Frazer _____ her children _____ very rigidly.

- (a) brought/out (c) brought/about
(b) brought/forward (d) brought/up

15 It is raining very hard. They are going to _____ the game.

- (a) call (c) call for
(b) call off (d) call on

16 Dr. James is going to _____ his patients this morning.

- (a) call (c) call for
(b) call off (d) call on

17 All these watches are so beautiful that it's difficult to _____ my mind.

- (a) make out (c) make up
(b) make off (d) make

18 Tell us the truth. Don't _____ a story.

- (a) make out
- (b) make up
- (c) make off
- (d) make in

19 Kevin speaks so fast that I can't _____ what he says.

- (a) make
- (b) make off
- (c) make out
- (d) make up

20 Julie is sad because somebody entered her room and with her new diamond ring.

- (a) make off
- (b) made off
- (c) made up
- (d) make up

21 Will you please open your notebook and _____ these instructions?

- (a) take off
- (b) take down
- (c) take back
- (d) take for

22 The police _____ Jim _____ another person and arrested him.

- (a) take/up
- (b) took/up
- (c) takes/for
- (d) took/for

23 Bob can't find his jacket. He just remembers that he _____ it _____ and put it on that chair.

- (a) took/for
- (b) took/down
- (c) took/off
- (d) took/up

24 _____ John! You'll never finish this puzzle.

- (a) give out
- (b) give back
- (c) give up
- (d) give

25 I want my watch. You must _____ it _____ to me.

- (a) give/out
- (b) give/to
- (c) give/in
- (d) give/back

26 The meeting was _____ because the director was sick.

- (a) put
- (b) put off
- (c) put up with
- (d) put on

27 John was _____ when he was going _____ Central Park to 5th Avenue.

- (a) ran away/around
- (b) ran into/from
- (c) ran over/to
- (d) run over/from

28 Mary always _____ her mother when she is sad.

- (a) runs out
- (b) runs over
- (c) runs to
- (d) runs away

29 If you want to go to the museum, just take bus number 9 and _____ in front of the church.

- (a) get of
- (b) get back
- (c) get off
- (d) get over

30 Billy lied to his mother. Now he can't _____ it.

- (a) get off
- (b) get away
- (c) get away with
- (d) get out

31 We have to _____ early tomorrow and go to the airport. Uncle Tom will _____ on the 8 o'clock flight.

- (a) get off/get back
- (b) get up/get back
- (c) get up/get to
- (d) get out/get away with

32 Dr. Morris said that Philip will _____ quickly and leave the hospital by next Friday.

- (a) get down
- (b) get off
- (c) get
- (d) get over

Prepositions

Preposições são palavras como *at*, *in*, *on* ou *with* que são normalmente usadas em frases que indicam lugar e tempo.

Podem também ser usadas após substantivos, adjetivos e verbos para introduzir frases que dão mais informação sobre uma coisa, qualidade ou ação.

O estudo das preposições e seus usos é por vezes complexo e em sua maior parte idiomático. Vamos dar uma atenção especial aos casos que envolvem posição, movimento, tempo, lugar e combinações com verbos ou adjetivos.

Prepositions and prepositional phrases

Preposições geralmente são seguidas por um grupo de palavras, formando uma *prepositional phrase*, um importante elemento das sentenças em inglês.

Uma *prepositional phrase* consiste de uma preposição e seu objeto, que pode ser um substantivo ou um pronome.

Exemplo

Mary likes to study **in the library**.
prep. obj. da prep.

in the library = prepositional phrase

Veja a seguir uma lista com preposições comuns em Inglês:

about	before	despite	of	to
above	behind	down	off	toward(s)
across	below	during	on	under
after	beneath	for	out	until
against	beside	from	over	up
along	besides	in	since	upon
among	between	into	through	with
around	beyond	like	throughout	within
at	by	near	till	without

Tab. 1 Preposições comuns.

Preposições são usadas principalmente em frases que indicam lugar ou tempo. Aparecem também em combinações, após substantivos, adjetivos e verbos, para introduzir frases que dão mais informações sobre alguma coisa, qualidade ou ação.

Prepositions: position

As principais preposições usadas para indicar posição são *at*, *in*, e *on*.

Sometimes we went to concerts **at** the Albert Hall.

I am back **in** Rome.

We sat **on** the floor.

We decided to meet **at** the Royal Hall.

John is back **in** Toronto.

They had to sit **on** the floor.

Lista com as preposições usadas para indicar posição:

aboard	among	between	near	past
about	around	beyond	near to	through
above	astride	by	next to	throughout
across	at	close by	off	under
against	away from	close to	on	underneath
ahead of	before	down	on top of	up
all over	behind	in	opposite	upon
along	below	in between	out of	with
alongside	beneath	in front of	outside	within
amidst	beside	inside	over	

Tab. 2 Preposições usadas para indicar posição.

- I. A principal preposição usada para indicar destino e direção é *to*.
 I went **to** the club last night.
 Sheryl went **to** Japan in 1999.

ATENÇÃO!

Cuidado: *at* não é usado para indicar destino, mas sim para o que se está olhando ou então para o que causa o movimento de um objeto.

We were looking **at** the ceiling.

People threw stones **at** the cars.

Algumas preposições podem ser usadas para indicar tanto lugar quanto direção.

Exemplos

The movie theater is just **across** the street.

He swam **across** the river.

There's a lamp right **over** the table.

The dog jumped **over** the fence.

Prepositions: destination and direction

Lista com as preposições usadas para indicar destino e direção:

aboard	at	by	near	past
about	away from	down	near to	round
across	behind	from	off	through
ahead of	below	in	on	to
all over	beneath	in between	onto	towards
along	beside	in front of	out of	under
alongside	between	inside	outside	underneath
around	beyond	into	over	up

Tab. 3 Preposições de destino.

- II. Preposições com partes e áreas são aquelas que mostram com exatidão a noção de proximidade ou de localização em uma área. As mais comuns são *at*, *by*, *in*, *near*, *on*, *to* e *towards*.

Em geral, usa-se *at*, *near* e *towards* com os seguintes substantivos: *back*; *center*; *foot*; *side*; *base*; *edge*; *front*; *top*; *bottom*; *end*; *rear*.

Exemplos

At the bottom of the stairs you will find a bench.

He lives **near the back** of the mall.

- III. A preposição mais comum usada para indicar tempo é *at*.

Exemplos

They arrived **at** 9:30.

She'll leave **at** two o'clock by train.

Outras preposições: *after*, *before*, *by*, *until*, *since*, *about*, *around*.

Exemplos

She called us **after** six yesterday.

I woke up **before** seven to drive them to the station.

We usually work **until** eleven on Saturdays.

Veja a seguir uma lista com algumas das combinações mais comuns de preposições com adjetivos e verbos:

A	be	absent from
		accuse of
	be	accustomed to
	be	acquainted with
	be	addicted to
	be	afraid of
		agree with
	be	angry at, with
	be	apologize for
		apply to, for
		approve of
		argue with, about
	be	associated with
	be	aware of
B		believe in
		blame for
C	be	capable of
		care about, for
	be	committed to
		complain about
	be	composed of
	be	concerned about
	be	consist of
	be	contribute to
	be	convinced of
	be	coordinated with
		count on, upon
	be	crowded with
D		decide on, upon
	be	dedicated to
		depend on, upon
	be	disappointed with
	be	divorced from
	be	done with
		dream of, about
	be	dressed in
E	be	engaged to
	be	envious of
	be	equipped with
		escape from
		excel in
	be	excited about
	be	exposed to
F	be	faithful to
	be	familiar with
		feel like
		fight for

F	be	fond of
		forget about
		forgive for
	be	friendly to, with
	be	furnished with
G	be	grateful to, for
	be	guilty of
H		hide from
I	be	innocent of
		insist on, upon
	be	interested in
	be	involved in
J	be	jealous of
K	be	known for
L	be	limited to
		look forward to
M	be	made of, from
	be	married to
O		object to
	be	opposed to
P		participate in
		pray for
	be	prepared for
		prevent from
		prohibit from
		protect from
	be	proud of
		provide with
R		recover from
	be	related to
	be	relevant to
		rely on, upon
	be	rescue from
		respond to
	be	responsible for
S	be	scared of
		stare at
		stop from
		subscribe to
		succeed in
T		take advantage of
		take care of
	be	thank for
	be	tired of, from
U	be	upset with
	be	used to
V		vote for
W	be	worried about

Tab. 4 Combinações de preposições com adjetivos e verbos.

TEXTOS COMPLEMENTARES

Which word? above/over

Above and **over** can both be used to describe a position higher than something: *They built a new room above/over the garage.* When you are talking about movement from one side of something to the other, you can only use **over**: *They jumped over the stream.* **Over** can also mean "covering": *He put a blanket over the sleeping child.*

Above and **over** can also mean "more than". **Above** is used in relation to a minimum level or fixed point:

2000 feet above sea level.

Temperatures will not rise above zero tonight.

Over is used with numbers, ages, money and time:

He's over 50.

It costs over £100.

We waited over 2 hours.

Oxford advanced learner's dictionary of current English. 6 ed. Oxford: Oxford University Press, 2000.

Music

Jailbreak

"Tonight there's gonna be a jailbreak

Somewhere in this town

[...]

So were getting up and going down

[...]

Tonight there's gonna be a jailbreak

[...]

So don't you be around

[...]

I can hear the hound dogs on my trail

[...]

Tonight there's gonna be a breakout

Into the city zones

[...]"

Phil Lynott. "Jailbreak". Intérprete: Thin Lizzy. In: *Jailbreak*. Londres: Vertigo, 1971. Lado 1, faixa 1.

Tradução:

Things have changed

"A worried man with a worried mind

No one in front of me and nothing behind

[...]

I'm looking up into the sapphire-tinted skies

[...]

Standin' on the gallows with my head in a noose

[...]

People are crazy and times are strange

I'm locked in tight, I'm out of range

I used to care but things have changed

[...]

Ain't no shortcuts, gonna dress in drag

Only a fool in here would think he's got anything to prove

Lot of water under the bridge, lotta of other stuff too

Don't get up gentlemen, I'm only passing through

[...]"

Bob Dylan. "Things have changed". Intérprete: Bob Dylan. In: *Wonder Boys*. Estados Unidos: Sony, 2000. Faixa 1.

Tradução:

RESUMINDO

- **Preposições:** normalmente usadas em frases que indicam lugar e tempo.
- Usadas após substantivos, adjetivos e verbos: introdução de frases que dão mais informação sobre algo.
- **Antagonismo:**
 - in → out *John is in the room. Mary is out of the room.*
 - on → off *The car was on the road. The bike was off the road.*
- **Combinações de preposições:**
 - com verbos → *Mary insists on doing that.*
 - com adjetivos → *I am interested in Geology.*

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar as canções de Thin Lizzy, "Jailbreak", e Bob Dylan, "Things have changed".
<www.metrolyrics.com/jailbreak-lyrics-thin-lizzy.html>.
<www.bobdylan.com/#/songs/things-have-changed>.

Exercícios complementares

Interpretação de textos

Texto para as questões de 1 a 4.

Another reason to choose a mate wisely

Happily married people tend to have lower blood pressure than their single peers, but being single may be healthier than being unhappily married, a new study suggests. The study, published on March 20 in The Annals of Behavioral Medicine, sampled 303 generally healthy men and women, 204 married and 99 single. Each responded to questions about marital quality, social support and mental health. Scales were used to rate stress and life satisfaction.

Then each subject wore a portable blood pressure monitor for 24 hours while performing their normal activities. The groups had little difference in waking blood pressure, but married people had significantly larger dips in blood pressure during sleep.

People whose blood pressure does not dip during sleep are at higher risk for cardiovascular disease, according to Julianne Holt-Lunstad, the lead author and an assistant professor of psychology at Brigham Young University.

On average, the unhappily married had higher daytime and 24-hour blood pressure readings than single people. Having a wide social network had no effect on the trends for either married or single people. But marital satisfaction was significantly associated with satisfaction with life, lower stress, less depression and lower waking blood pressure. "Just being married per se isn't helpful," Dr. Holt-Lunstad said, "because you can potentially be worse off in an unhappy marriage. So choose wisely."

By Nicholas Bakalar

Disponível em: <<http://query.nytimes.com/gst/fullpage>>. April 1, 2008. (Adapt.).

1 Unifesp According to the text:

- it is better to be married rather than single.
- happily married couples have a normal blood pressure and therefore have a better health.
- blood pressure should increase during sleep; otherwise, there would be a higher risk for cardiovascular disease.
- the worst result of the study was shown by unhappily married people.
- social network and close friends make single people much happier than married people.

2 Unifesp O estudo apresentado pelo texto:

- consistiu em uma pesquisa com 303 casais.
- comparou a pressão sanguínea de pessoas solteiras com a das casadas.
- concluiu que a flutuação da pressão sanguínea é a mesma entre as pessoas casadas e solteiras.
- indicou que as pessoas que são infelizes no casamento têm problemas semelhantes aos das pessoas solteiras.
- mostrou que as pessoas solteiras sofrem mais de depressão e estresse do que as mal casadas.

3 Unifesp In the excerpt of the last paragraph – *So, choose wisely.* – the word *so* can be replaced, without changing its meaning, for:

- Therefore
- Otherwise
- Nevertheless
- Moreover
- Furthermore

4 Unifesp No trecho do segundo parágrafo – *The groups had little difference in waking blood pressure, but married people had significantly larger dips in blood pressure during sleep.* –, a palavra *groups* refere-se a:

- married people.
- single people.
- healthy men and women.
- unhappily married people.
- married people and single people.

Gramática

5 Fill in with the right prepositions:

- His birthday is _____ July 9th.
- She gets home _____ 7 o'clock.
- How do you come to school? _____ foot.
- When are they going to travel? _____ Friday.
- My classes started _____ August.

- 6** Vamos completar com *in, on* ou *at*.
- The soccer game was _____ Rio de Janeiro _____ Maracanã Stadium.
 - John lives _____ Campinas he studies _____ Campinas School.
 - Sharon's parents have a house _____ the beach.
 - Is the bookshop _____ Columbia Street?
 - Yes, the bookshop is _____ 475, Columbia Street.

7 Complete as orações a seguir com a preposição correta. Use *on, in* ou *from*:

- Are you _____ the USA? Yes, I'm American.
- Where do you live? I live _____ Tatuapé, _____ Rua Tuiuti.
- When do you have English classes? I have them _____ Mondays and _____ Wednesdays.
- I work _____ a public hospital.
- I like to go jogging _____ the morning.

8 Sublinhe a preposição correta.

- My sister is (in, on, at) home.
- They are (in, at, on) 229 Paulista Avenue.
- Thomas is studying (on, at, in) Minas Gerais (at, in, on) PUC.
- Fred is going to the USA (on, in, at) Sunday.
- I usually get up (on, at, in) 6 o'clock.
- I was born (on, in, at) July 30, 1962.

9 Mackenzie Indicate the alternative that best completes the following sentence.

"_____ the end, he gave _____ discussing _____ his father and said he would go _____ medicine."

- In – up – with – in for
- At – up – with – in
- In – out – about – into
- At – in – with – out in
- In – at – on – up at

10 Mackenzie Indicate the alternative that best completes the following sentence.

"_____ Christmas people usually sing _____."

- On – pop music
- On – musics
- In – lyrics
- About – lullabies
- At – carols

11 Mackenzie Indicate the alternative that best completes the following sentence.

"She's used _____ running _____ the park _____ 6 p.m."

- for – at – at
- for – in – at
- at – in – before
- into – at – about
- to – in – after

12 PUC-PR Choose the right alternative to complete the spaces:

- I stayed in New York _____ two months.
 - The film didn't begin _____ nine o'clock.
 - I go there _____ an hour.
 - They've been mending the road _____ last Monday.
 - I'll be working in a bank _____ three years.
- by – in – since – for – until
 - for – until – in – since – for
 - by – until – in – before – for
 - since – by – before – until – by
 - until – since – by – for – since

13 Udesp Choose the correct alternative to complete the sentence:

That girl _____ the corner told everybody she is going _____ leave _____ New York _____ seven tomorrow night, _____ a huge airplane.

- by – for – on – in – at
- under – below – by – at – for
- through – into – onto – on – on
- on – to – for – at – by
- on – to – for – in – by

14 Vunesp Assinale a alternativa correta:

Fried potatoes are called "French Fries" _____ the United States.

- | | |
|-----------|----------|
| (a) on | (d) from |
| (b) about | (e) in |
| (c) of | |

15 Vunesp Assinale a alternativa correta.

He walked _____ the room.

- at
- on
- between
- into
- among

16 Vunesp Assinale a alternativa que preenche corretamente a lacuna.

Something is cooking _____ the oven.

- | | |
|--------|----------|
| (a) up | (d) into |
| (b) to | (e) for |
| (c) in | |

17 Vunesp Assinale a alternativa que preenche a lacuna da frase a seguir corretamente:

I read a chapter _____ politics.

- | | |
|-----------|------------|
| (a) on | (d) before |
| (b) at | (e) after |
| (c) above | |

18 Vunesp She is very proud _____ her children.

- | | |
|--------|----------|
| (a) at | (d) with |
| (b) in | (e) of |
| (c) on | |

Plural/Expressions of quantity

30

GETTY/ISTOCK/CHING

Neste capítulo final, vamos estudar dois assuntos correlatos: a formação do plural e as expressões de quantidade. Em cada um deles analisaremos os conceitos de substantivos contáveis e incontáveis.

Esteja especialmente atento, pois alguns substantivos que são considerados incontáveis no inglês são contáveis ou formam plural em outras línguas, como o português.

Com relação aos diferentes tipos de formação de plural e das expressões de quantidade, ainda mais importante do que simplesmente decorar regras é o cuidado com a concordância.

Definições básicas

Substantivos contáveis

São aqueles que podem ser contados de um em um. Formam plural regular ou não.

Exemplos

one **car**, two **cars**
five **students**, eight **books**

Substantivos incontáveis

São aqueles que não podem ser contados de um em um, necessitando de uma unidade auxiliar de medida. Podem ser abstratos ou não.

Exemplos

money, water, love, air, oil

Compare:

Substantivos contáveis	Substantivos incontáveis
I bought a book . John bought two books .	Mary bought some coffee at Starbucks.
<i>Book</i> é um substantivo contável, <i>books</i> são itens que podem ser contados. Os substantivos contáveis podem ser precedidos por <i>a/an</i> no singular e formam plural, regular ou irregular.	<i>Coffee</i> é um substantivo incontável. Na gramática, <i>coffee</i> não pode ser contado. Os substantivos incontáveis não são imediatamente precedidos por <i>a/an</i> e não formam plural.

Tab. 1 Substantivos contáveis x substantivos incontáveis.

Observações importantes sobre os substantivos incontáveis

I. Em sua maioria, referem-se a “um todo” que é constituído de diferentes partes.

I bought some chairs, tables, and desks.
In other words, I bought some **furniture**.

Observação: Furniture representa um grupo inteiro de coisas, constituído de itens semelhantes mas separados.

II. Podem também representar massas constituídas por elementos ou partículas individuais.

I put some **sugar** in my **coffee**.

III. Podem também representar conceitos abstratos:

I wish you **luck**.

Observação: Luck (sorte) é um conceito abstrato, um “todo” abstrato. Não tem forma física; não se pode tocá-lo ou contá-lo.

IV. Fenômenos da natureza.

Sunshine is warm and cheerful.

Assim como outros fenômenos da natureza, *sunshine* é um substantivo incontável.

V. Substantivos que podem ser usados como contáveis ou incontáveis, com mudança de significado.

Mary has black **hair**. (incontável)

Joe has a **hair** on his shirt. (contável)

Open the window to let in some **light**. (incontável)

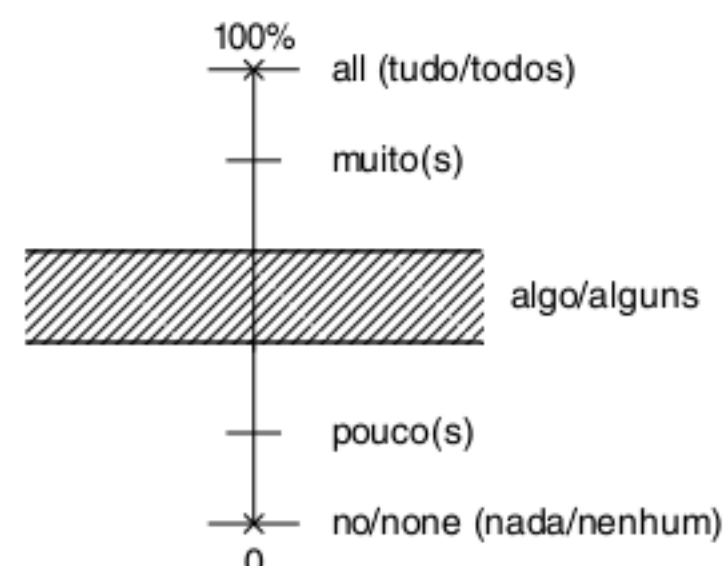
Please, turn off the **lights** before you leave. (contável)

Veja a seguir uma lista com alguns dos substantivos incontáveis mais comuns.

- Grupos inteiros constituídos de itens semelhantes: baggage, clothing, equipment, food, fruit, furniture, garbage, hardware, jewelry, junk, luggage, machinery, mail, makeup, money/cash/change, postage, scenery, traffic.
- Fluidos: water, coffee, tea, milk, oil, soup, gasoline, blood etc.
- Sólidos: ice, bread, butter, cheese, meat, gold, iron, silver, glass, paper, wood, cotton, wool etc.
- Gases: steam, air, oxygen, nitrogen, smoke, smog, pollution etc.
- Partículas: rice, chalk, corn, dirt, dust, flour, grass, hair, pepper, salt, sand, sugar, wheat etc.
- Abstrações:
 - beauty, confidence, courage, education, enjoyment, fun, happiness, health, help, honesty, hospitality, importance, intelligence, justice, knowledge, laughter, luck, music, patience, peace, pride, progress, recreation, signification, significance, sleep, truth, violence, wealth etc.
 - advice, information, news, evidence, proof
 - time, space, energy
 - homework, work
 - grammar, slang, vocabulary
- Línguas: Arabic, Chinese, English, Spanish etc.
- Áreas de estudo: chemistry, engineering, history, literature, mathematics, psychology etc.
- Recreação: baseball, soccer, tennis, chess, bridge, poker etc.
- Atividades gerais: driving, studying, swimming, traveling, walking (and other gerunds).
- Fenômenos da natureza: weather, dew, fog, hail, heat, humidity, lightning, rain, sleet, snow, thunder, wind, darkness, light, sunshine, electricity, fire, gravity.

Expressões de quantidade

Observe a escala abaixo:



Palavra em português	Substantivos contáveis	Substantivos incontáveis
muito(s)	many	much
pouco(s)	few	little
algum(s)	a few	a little
menos	fewer	less
mais	more	more

Tab. 2 Quadro geral.

Observação:

I. A lot of; lots of; plenty of podem substituir tanto many quanto much.

Exemplos:

many books = a lot of books = lots of books = plenty of books

much money = a lot of money = lots of money = plenty of money

II. A number of + subst. contável

Exemplo:

a number of apples

III. A great deal of + subst. incontável

Exemplo:

a great deal of oil

IV. Much usado antes de comparativos ou de adjetivos terminados em "ed".

Exemplo:

much better; much colder

much more interesting

much tired

much interested

V. Very usado antes de adjetivos em geral ou de advérbios.

Adjetivos:

Very tired

Very nice

Very beautiful

Advérbios:

Very well

Very fast

Plural

A formação do plural tem como regra geral o acréscimo de "s" ao substantivo, assim como ocorre no português.

car ⇒ cars

book ⇒ books

As formas básicas de plural de substantivos contáveis são:

I. Palavras terminadas em: "sh", "ch", "ss", "x", "s" e "z" ⇒ acréscimo de "es".

Exemplos

bush ⇒ bushes
 speech ⇒ speeches
 glass ⇒ glasses
 box ⇒ boxes
 bus ⇒ buses
 buzz ⇒ buzzes

II. Palavras terminadas em "y":

Precedido por vogal: acréscimo do "s"

toy ⇒ toys

valley ⇒ valleys

Precedido por consoante: retirada do "y" e acréscimo de "ies"

city ⇒ cities

lady ⇒ ladies

Veja a seguir uma relação com as principais formações irregulares do plural.

Plural de substantivos irregulares

I. Alguns substantivos têm formas irregulares no plural: man – men; child – children; mouse – mice; foot – feet; woman – women; ox – oxen; louse – lice; goose – geese; tooth – teeth.

II. Alguns substantivos que terminam em "o" recebem o acréscimo de "es" para formar o plural: echoes; heroes; potatoes; tomatoes.

III. Alguns substantivos que terminam em "o" recebem apenas o acréscimo de "s" para formar o plural: autos; photos; solos; tatoes; kilos; pianos; sopranos; videos; memos; radios; studios; zoos.

IV. Alguns substantivos que terminam em "o" recebem o acréscimo de "s" ou de "es" para formar o plural: mosquitos – mosquitoes; volcanos – volcanoes; tornados – tornadoes; zeros – zeroes.

V. Alguns substantivos que terminam em "f" ou "fe" são mudados para "ves" no plural: calf – calves; leaf – leaves; self – selves; wolf – wolves; half – halves; life – lives; shelf – shelves; scarf – scarves – scarfs; knife – knives; loaf – loaves; thief – thieves

VI. Alguns substantivos que terminam em "f" ou "fe" simplesmente recebem o acréscimo de "s" para formar o plural: belief – beliefs; chief – chiefs; cliff – cliffs; roof – roofs.

VII. Alguns substantivos têm a mesma forma no singular e no plural (e.g., One deer is...two deer are...): deer; fish; means; series; sheep; species.

VIII. Alguns substantivos do grego e do latim usados em inglês formam o plural pelas suas respectivas regras originais:

- criterion – criteria; phenomenon – phenomena
- cactus – cacti/cactuses; stimulus – stimuli; syllobus – syllabi/syllabuses
- formula – formulae/formulas; vertebra – vertebrae
- analysis – analyses; basis – bases; crisis – crises; hypothesis – hypotheses; oasis – oases; parenthesis – parentheses; thesis – theses
- appendix – appendices/appendixes; index – indices/indexes
- bacterium – bacteria; curriculum – curricula; datum – data; medium – media; memorandum – memoranda

Revisando

1 O que são substantivos contáveis?

2 O que são substantivos incontáveis?

3 Em que casos a palavra *much* pode ser usada com adjetivos?

Exercício proposto

1 Complete as frases abaixo usando as expressões de quantidade:

many much few little a few a little fewer less

- a) We haven't had _____ time for watching TV lately. We've been busy.
- b) Mary bought _____ things at the mall yesterday because she didn't have _____ money.
- c) Tom has _____ money than Joe and thus, he will get _____ products.
- d) Donna sent me _____ postcards from Italy. That was nice of her.
- e) There are _____ students here today than yesterday. Where are they?
- f) There is _____ space in my apartment. I should move to a bigger one.
- g) _____ people came to the meeting, so it was very quick.
- h) You should give _____ attention to that gossip. Just don't worry at all.
- i) It's a shame, but there are _____ trees on this road nowadays.
- j) Don't put _____ salt on your food. It's not good for your health.

TEXTOS COMPLEMENTARES

Vocabulary building: objects you can use

It is useful to know some general words to help you describe objects, especially if you do not know the name of a particular object.

A **device** is something that has been designed to do a particular job: "There is a new device for cars that warns drivers of traffic jams ahead."

A **gadget** is a small object that does something useful, but is not really necessary: "His kitchen is full of gadgets he never uses."

An **instrument** is used especially for delicate or scientific work: "What do you call the instrument that measures temperature?" "A thermometer."

A **tool** is something that you use for making and repairing things: "Have you got one of those tools for turning screws?" "Do you mean a screwdriver?"

A **machine** has moving parts and is used for a particular job. It usually stands on its own: "What's a blender?" "It's an electric machine for mixing soft food or liquid."

An **appliance** is a large machine that you use in the house, such as a washing machine.

Equipment means all the things you need for a particular activity: climbing equipment.

Apparatus means all the tools, machines or equipment that you need for something: firefighters wearing breathing apparatus.

Vocabulary building: pieces

If you want to talk about a small amount or one example of something that is normally an uncountable noun, there is a range of words you can use. You must choose the right one to go with the substance you are talking about.

Piece and (BrE, informal) **bit** are very general words and can be used with most uncountable nouns:

A piece of paper/wood/string/cake/fruit/meat/work/research/advice.

A bit of paper/work/chocolate/luck.

A **slice** is a thin flat piece:

A slice of bread/cake/salami/cheese/pie/apple.

(Figurative) A slice of life.

A **chunk** is a thick, solid piece:

A chunk of cheese/bread/rock.

A chunk of land (= a fairly large piece).

A **lump** is a piece of something solid without any particular shape: a lump of coal/rock/mud.

A **fragment** is a very small piece of something that is broken or damaged:

Fragments of glass.

(Figurative) Fragments of conversation.

It can also be used with countable nouns to mean a small part of something: a fragment of the story.

A **speck** is a tiny piece of powder: a speck of dust/dirt. You can also say: a speck of light.

Drop is used with liquids: a drop of water/rain/blood/milk/whisky.

A **pinch** is as much as you can hold between your finger and thumb: a pinch of salt/cinnamon.

A **portion** is enough for one person: a portion of chicken/fish and chips. It can also be used with some countable nouns to mean a part of something.

Oxford advanced learner's dictionary of current English. 6 ed. Oxford: Oxford University Press, 2000.

Music

School's out

"Well we got no choice

All the girls and boys

Makin' all that noise

[...]

School's out for summer

School's out forever

School's been blown to pieces

[...]"

Alice Cooper, Michael Bruce, Glen Buxton, Dennis Dunaway, Neal Smith.
"School's out". Intérprete: Alice Cooper. In: *School's out*. Nova York: Warner Bros., 1972. Lado 1, faixa 1.

We are the champions

"I've paid my dues

Time after time

I've done my sentence

But committed no crime

And bad mistakes

I've made a few

[...]"

Freddie Mercury. "We are the champions". Intérprete: Queen. In: *News of the world*. Londres: EMI, 1977. Lado 1, faixa 2.

Tradução:

Tradução:

RESUMINDO

- **Substantivos contáveis:** podem ser contados de um em um → two cars, five books.
- **Substantivos incontáveis:** não são contados de um em um, precisam de uma unidade auxiliar de medida → a cup of tea, a glass of water.
– Fluidos, gases, partículas, abstrações, áreas de estudo, recreação, fenômenos da natureza são alguns dos tipos de substantivos incontáveis.
- **Much** antes de adjetivos terminados em "ed" ou de comparativos: much tired; much bigger.
- **Very** antes de adjetivos em geral ou de advérbios: very beautiful; very well.

■ QUER SABER MAIS?



SITES

- Dicas de alguns sites onde você poderá encontrar as canções "School's out", de Alice Cooper, e "We are the champions", de Queen.
<<http://letras.mus.br>>.
<www.queenonline.com>.
- Site onde você poderá praticar o uso de *much/many* em quizzes.
<www.grammar-quizzes.com/agr_muchmany.html>.

Exercícios complementares

Interpretação de textos

Read passage 1 carefully and answer questions 1 through 4.

Passage 1

In biology, a species is typically defined as a group of animals that breed only with one another. Thus, any two animals that can breed with one another are of a different species. The two Central Valley salamanders do not interbreed, which would seem to make it pretty clear that these salamanders should be classified as different species.

But there is one interesting problem with these salamanders. A number of other salamanders inhabit the ring surrounding Central Valley. Moving north along the eastern side of the valley, the salamanders have fewer and fewer blotches. At the northern end of the valley, the salamanders appear to be a mixture of the two species; these salamanders are mostly brown, but they still have visible blotches.

- 1 Ufla 2009** The following sentence: *This definition is widely accepted by biologists and zoologists, but its application is not always simple* could be added to:
- (a) After the word *another* in line 2.
 - (b) Before *The two Central Valley* in line 4.
 - (c) Before *In biology* in line 1.
 - (d) After the word *species* in line 3.

- 2 Ufla 2009** Which of the statements below is supported by paragraph 1?
- (a) A member of one species often lives away from a member of another species.
 - (b) Species classification is based on coloration and marking, such as black and yellow spots.
 - (c) There is no clear definition of what a species is.
 - (d) A member of one species is unable to breed with a member of a different species.

- 3 Ufla 2009** In paragraph 2 the author states that:
- (a) The range of salamanders found along the valley presents a difficulty to the concept of species.
 - (b) The further they live from each other, the fewer the spots the salamanders have.

- (c) Many different species of salamanders live along the Central Valley.
- (d) The salamanders found at the southern end of the valley can not breed with salamanders found at the northern end.

- 4 Ufla 2009** All the following are very close in meaning to the word *problem* (line 7), except:
- (a) point
 - (b) issue
 - (c) reason
 - (d) question

For questions 5 and 6, choose the one answer that is closest in meaning to the original sentence.

- 5 Ufla 2009** According to the U.S. Department of Agriculture, it will be ten years before the African honey bee will have reached the borders of the United States.
- (a) Not until ten years will the U.S. borders have been reached by the African honey bee.
 - (b) In ten years the honey bee will have reached the African borders from the United States.
 - (c) The U.S. borders have been reached by the African honey bees for ten years.
 - (d) The African honey bee reached the U.S. borders ten years ago.

- 6 Ufla 2009** No less an authority than Senator Edward Kennedy spoke at the graduation exercises for the law school of The University of Virginia.
- (a) Senator Edward Kennedy was well known in The University of Virginia.
 - (b) An authority invited Senator Edward Kennedy to speak to the graduation students.
 - (c) Senator Edward Kennedy, a recognized authority, spoke at the graduation exercises.
 - (d) One of the authorities who spoke at The University of Virginia was Senator Edward Kennedy.

Read passage 2 carefully and answer questions 7 and 8.

Passage 2
For sale

1977 Ford Sedan
White w/light gray interior
Low mileage. Like new
Air, automatic, power steering, brakes
AM/FM, cassette stereo
\$ 5.000 or best offer
By original owner
241-3281 weekdays. 287-4479 weekends
Ask for Jim Black

7 Ufla 2009 Which of the following best describes the passage?

- (a) A news item (c) Recipe
(b) An editorial (d) A classified ad

8 Ufla 2009 It may be concluded that Jim will:

- (a) sell his car to a buyer who offers him \$ 4.800 if no one else offers him more.
(b) not sell his car for less than \$ 5.000.
(c) sell his car to the original owner.
(d) sell his car for any price.

Gramática

9 Write the correct form of the nouns in parentheses.

Examples:

I met some interesting *men* at the meeting last night. (man)

The farmer loaded his cart with *boxes* of fresh vegetables.

His cart was pulled by two *oxen*. (box, ox)

- a) The baby got two new _____. (tooth)
b) I need some _____ to light the fire. (match)
c) Alex saw some _____ running across the floor. (mouse)
d) We cooked some _____ for dinner. (potato)
e) The north side of the island has no _____. There are only steep _____. No one can climb these steep walls of rock. (beach, cliff)
f) If a houseplant is given too much water, its lower _____ turn yellow. (leaf)
g) Before Marie signed the contract, she talked to two (attorney)
h) New scientific _____ are made every day in _____ throughout the world. (discovery, laboratory)
i) I caught several _____ in the lake. (fish)
j) On our trip in the mountains, we saw some _____, _____, _____, and wild _____. (wolf, fox, deer, sheep)
k) When the _____ were playing a game, they hid behind some _____. (child, bush)
l) When I was at the park, I saw some _____ and _____ swimming in a pond. (duck, goose)
m) When we spoke in the cave, we could hear _____ of our voices. (echo)
n) The music building at the university has 27 _____. Students need to sign up for practice times. (piano)

10 Let's write, in English, the words in **bold**.

- a) **Há** muitas **crianças** brincando no parque.
_____ many _____ playing in the park.
b) **Havia** dez **mulheres** na loja.
_____ ten _____ in the shop.
c) **Havia** muito **açúcar** no café.
_____ much _____ in the coffee.
d) **Há** muitas **igrejas** em Salvador.
_____ many _____ in Salvador.
e) **Há** muitas **batatas** na **cozinha**.
_____ many _____ in the _____.
f) **Bebês** geralmente **têm** poucos **dentes**.
_____ usually _____ few _____.
g) **Há** muito pão sobre a mesa e **há** muitas fatias de **queijo também**.
_____ much _____ on the table and _____ many slices of _____.
h) **Houve** cinco **festas** na escola no ano passado.
_____ five _____ at school last year.
i) **Há** três **dicionários** sobre a mesa.
_____ three _____ on the table.
j) Aquelas **crianças têm** muitos **brinquedos**.
Those _____ many _____.

11 Fuvest Assinale a alternativa que preenche corretamente as lacunas:

Give me _____ tea with _____ sugar.

- (a) many – much
(b) some – a lot of
(c) short – many
(d) bit – a lot of
(e) some – many

12 ITA Assinale a opção cuja frase esteja gramaticalmente correta:

- (a) There is fewer people at the party than Mary expected.
(b) There is less people at the party than Mary expected.
(c) There are less people at the party than Mary expected.
(d) There are fewer people at the party than Mary expected.
(e) There, was less people at the party than Mary expected.

13 Mackenzie Indicate the alternative that best completes the following sentences.

- I. Could you give me _____ water? I'm so thirsty.
II. I have very _____ money. I need more.
III. Who has _____ friends than John? Nobody I think.
IV. Only _____ people came to the party yesterday. It was boring!
V. I have _____ time to stay with my family nowadays.
(a) less; little; lesser; a few; few
(b) some; a little; few; little; lesser
(c) a little; little; fewer; few; less
(d) little; a little; less; a few; least
(e) few; less; least; little; more

1

Interpretação de textos: questões objetivas

Revisando

- As recomendações são ler o texto todo, marcar as palavras novas e tentar resumir a ideia central.
- Porque são aquelas que os examinadores provavelmente irão explorar na elaboração das questões. Eles sabem quais palavras têm mais chance de surpreender os candidatos, gerando uma certa dificuldade na interpretação de um texto ou de partes específicas dele.
- Sim. Algumas instituições mantêm um estilo muito marcante na elaboração de questões de interpretação de textos, tornando-o praticamente uma "marca registrada" de seus exames.

Exercícios propostos

Questões objetivas

- | | | |
|------|------|------|
| 1. D | 3. A | 5. C |
| 2. B | 4. B | 6. C |

Exercícios complementares

Questões objetivas

- | | | | |
|------|------|------|-------|
| 1. A | 4. D | 7. B | 10. A |
| 2. C | 5. E | 8. D | 11. E |
| 3. B | 6. D | 9. C | 12. B |

2

Interpretação de textos: questões dissertativas

Revisando

- As duas principais formas são localização e interpretação pura.
- Identificar os elementos-chave na pergunta, localizar esses elementos no texto, marcar o trecho que contém a resposta e copiá-la, fazendo a tradução para o português.
- Identificar elementos-chave na pergunta, tentar localizar ao menos um desses elementos no texto, comparar com a ideia central e tentar deduzir a resposta procurada.

Exercícios propostos

Questões dissertativas

- A diferença proposta pela charge entre os protestos dos hippies nos anos 60 e dos mesmos hippies nos dias atuais é que, antes, propunha-se não confiar em qualquer pessoa que possuísse mais de 30 anos. Atualmente tais ativistas, já idosos e protestando não mais pelo fim da guerra e sim por melhorias no sistema de saúde, pedem para que não se confie em ninguém que possua menos de 60 anos.
- A proposta apresentada para a diminuição no número de *spams* veiculados na rede é o pagamento feito pelos usuários do serviço de um centavo de dólar por cada *e-mail* enviado (dinheiro este que será revertido para caridade).
 - Os inventores da ferramenta acreditam que desta vez obterão sucesso, pois estão supondo que o custo de um centavo pago seria facilmente aceito pelos usuários, por estarem envolvidos de uma sensação de caridade.

Exercícios complementares

Questões dissertativas

- Trata-se de uma carteira de motorista. Os olhos da pretensa portadora seriam castanhos.
 - Ela teria nascido no mês de junho. A sequência numérica indicada refere-se à data de expedição do documento.
- É inevitável que um rapaz e uma garota que sejam amigos terminem por se apaixonar.
 - Essa situação pode acontecer no momento errado ou tarde demais.
- Milton está cansado de aprimorar Joe, seu computador, para que este resolva os problemas do mundo.
 - Milton não se casou porque nunca encontrou a mulher certa. Milton quer que Joe o ajude a encontrar um amor verdadeiro.

- O fato ocorrido foi que uma garota engravidou aos 19 anos. A expectativa era que essa gravidez iria arruinar a sua vida.
 - A expectativa não se concretizou porque a criança que nasceu salvou a vida da jovem, em vez de arruiná-la.
- A campanha pretende incentivar as pessoas a lavarem as mãos com sabão antes de comer e depois de usar o banheiro.
 - Esse hábito pode reduzir o número de mortes por diarreia em quase metade e o número de infecções respiratórias em cerca de um quarto.
- O resultado da pesquisa sugere que muitas pessoas irão piratear programas de computadores, independentemente de seu preço.
 - Como as empresas que produzem *software* têm muito lucro, as pessoas acham que uma única cópia não autorizada de *software* não prejudica essas empresas.
- Citar dois dos itens abaixo como problemas do "mundo real" apontados pelos personagens:
 - o alto custo da moradia;
 - o alto custo da assistência médica;
 - a diminuição das aposentadorias/pensões.
 - O personagem fica muito tentado a continuar na escola para não ter de enfrentar os problemas da vida real.
- As porcentagens indicadas referem-se ao número de militares em atividade no ano de 1998.
 - Segundo o texto, é mais fácil para o olho avaliar as diferenças de comprimento entre barras do que as diferenças de tamanho entre setores.
- O termo refere-se ao fato de que as pessoas irão preferir ficar na segurança e no conforto de suas casas, e, comunidades fechadas.
 - Esse fenômeno deve-se, parcialmente, à constante circulação de imagens assustadoras nos meios de comunicação de massa.
- O romance levanta questões sérias sobre a reconstrução da vida de uma pessoa em uma língua estrangeira.
 - A língua húngara é considerada exótica. Constuma-se dizer que ela é a única língua do mundo respeitada pelo diabo.
- O escritor foi forçado pelos nazistas a deixar seu país de nascimento, a Áustria, porque era judeu.
 - Zweig teve de obter um passaporte especial para apátridas. Esse novo passaporte o fez se sentir como se tivesse deixado de pertencer a si próprio.
- O movimento tenta combater o ritmo de vida frenético imposto pela sociedade industrial, especialmente no que se refere à cultura do *fast-food*. A ideia que orienta esse tipo de vida é que a produtividade tem mais peso do que tudo.
 - Indicar dois dentre os itens abaixo:
 - substituir a agricultura industrial pela agricultura orgânica;
 - cultivar paladares mais seletivos;
 - promover recompensas financeiras justas para produtores de alimento conscienciosos.

3

Pronouns

Revisando

- Os pronomes pessoais do *subjective case* referem-se ao sujeito e devem aparecer antes do verbo principal, ao passo que os do *objective case*, que se referem ao objeto, devem aparecer após os verbos ou após as preposições.
- Porque trazem com eles a ideia de se evitar a repetição desnecessária do que já havia sido anteriormente mencionado.
- Os pronomes reflexivos aparecem sempre após o verbo principal da frase, na função de objeto deste. Já os pronomes enfáticos aparecem antes do verbo principal, modificando o sujeito, ou após o objeto, modificando o sujeito ou o próprio objeto.

Exercícios propostos

Pronouns

- She/it
 - you/us
 - her/them
 - him/they
 - him/he
- our
 - her
 - your
 - their
 - my/its
 - theirs
 - Mine
 - his/him
 - yours
 - theirs/yours
- himself
 - ourselves
 - myself
 - themselves
 - themselves

Exercícios complementares

Pronouns

- | | | | |
|-------|-------|-------|-------|
| 1. 30 | 3. 13 | 5. 39 | 7. 89 |
| 2. 14 | 4. 45 | 6. 41 | |
- them
 - it
 - She/it
 - He
 - him
 - her/we
 - us
 - ours/theirs/Our/Theirs
 - Tom's/Mary's/His/Hers
 - mine/yours/Mine/my/Yours/your
 - Dick's/Ours/His/Ours
 - my/yours/Mine/my/Yours/your
 - Our/Theirs/Ours/Theirs
 - Ann's/Paul's/Hers/her/His/his
 - him
 - her
 - us
 - she
 - He
 - She
 - Your/mine
 - my
 - himself
 - We
 - himself
 - our
 - her
 - himself
 - yourself
 - C
 - B
 - A
 - E
 - B
 - A
 - C
 - E
 - B
 - C
 - D
 - C

4

Verb tenses I – The present

Revisando

- Os usos mais comuns do *Simple present* são: para expressar habitualidade, para expressar verdades universais e para expressar situações que existam no momento presente.
- Os usos mais comuns do *Present continuous* são: para expressar uma ação que está em progresso no momento da fala e para se referir a uma atividade temporária, que esteja em progresso no presente recente.
- São verbos que representem estado mental (*understand*, por exemplo), estado emocional (*like*, por exemplo), condição de posse (*have*, por exemplo), percepção dos sentidos (*see*, por exemplo) e outros estados existentes (*be*, por exemplo).

Exercício proposto

The present

- isn't shining
 - own
 - sleep/get up
 - shrinks
 - is biting
 - has
 - is having
 - weighs
 - is weighing
 - am doing

Exercícios complementares

The present

1. B 2. D 3. E 4. C
5. a) don't belong
b) is staying
c) stays
d) flows
e) is flowing
f) have/are having
g) is coming/don't want
h) walks/lives
i) needs
j) doesn't understand
k) thinks
l) Are you still thinking
6. a) washes
b) usually sits/is sitting
c) am trying
d) Do you always lock
e) am still waiting
f) is shining
g) shines/wakes
h) is snowing/doesn't snow
i) isn't going/attends/usually has/is working
7. C 12. C 17. A 22. D
8. B 13. C 18. D 23. E
9. D 14. B 19. B 24. E
10. A 15. A 20. A 25. A
11. A 16. D 21. B

5 Indefinite pronouns

Revisando

- Quando se formulam perguntas que expressam pedidos ou oferecimentos. Por exemplo: *Would you like some coffee?*; *Could you give me some money?*
- Porque ocorreria então a chamada "dupla negativa": verbo principal na forma negativa e pronome também na negativa. Lembre-se: *no* é igual a *not any*.
- Não. As duas formas são igualmente usadas, sem diferença de significado.

Exercício proposto

Indefinite pronouns

1. a) some f) none
b) any g) somewhere
c) any h) nowhere
d) no i) anything
e) no j) something

Exercícios complementares

Indefinite pronouns

1. 10 4. 17 7. 09 10. 24
2. 18 5. 04 8. 06
3. 13 6. 02 9. 07
11. 1. anybody (anyone)
2. something
3. anywhere
4. anything
5. somebody (someone)
6. anywhere; anybody (anyone); any
7. some
8. anybody (anyone) anything
9. anything
10. any
11. any; some
12. anything; anybody (anyone)
13. some
14. anybody (anyone)
15. anybody (anyone)
16. some
17. anybody (anyone)
18. nowhere
19. no
20. anything
21. nobody (no one)
22. nothing
23. none
24. anywhere
25. nothing; anything
26. none
27. no
28. nobody (no one); anything
29. none
30. none; any

12. B 15. D 18. E 21. A
13. B 16. E 19. E
14. C 17. C 20. C

6 Verb tenses II – The past

Revisando

- O *Simple past* deve ser usado quando o tempo no qual ocorreu a ação seja definido no passado e quando a ação referida começou e terminou no passado.
- Em geral, define-se o tempo no passado das seguintes maneiras: uso de advérbios (por exemplo: *yesterday, ago* etc.), especificação de datas/horários (por exemplo: *on July 19, 2010*), pelo contexto ou através de uma outra ação (em uma *time clause*).
- Ao se referir a uma ação que estava em progresso quando uma outra ação, curta, ocorreu, ou ao se referir a duas ações que estavam em progresso simultaneamente, no passado.

Exercício proposto

The past

1. a) had
b) was having
c) didn't want/was waiting
d) didn't hear/was listening
e) stopped/fell/spilled
f) didn't attend/was studying
g) was crossing/came/hit
h) was/was humming
i) was cleaning/found
j) was watering/began

Exercícios complementares

The past

1. D 3. C 5. A
2. A 4. B 6. C
7. a) didn't want/was raining
b) called/wasn't/was studying
c) didn't hear/was sleeping
d) was shining/was blowing/were singing
e) were arguing/walked
f) opened/found
g) weren't/were playing
h) was climbing/tripped/fell/didn't hurt
i) was reading/fell/closed/uptoed
j) was snowing/was shining/were shoveling/was lying
k) was shoveling/brought
8. A 10. D 12. A 14. A
9. C 11. B 13. B 15. A

7 Verb tenses III – The future

Revisando

- Ao expressar um plano anterior em uma frase com o *Simple future*, subentende-se que há mais certeza sobre a ocorrência da ação e recomenda-se o uso do auxiliar *be going to*, especialmente quando se referir a outras pessoas. Já nas frases em que o *Simple future* é usado para expressar disposição para realizar uma certa ação, recomenda-se o uso do auxiliar *will*.
- Porque o *Simple present* entra na formação de uma *time clause* quando esta é usada com a intenção de marcar o tempo de ocorrência de uma ação no futuro. Ex.: *I will call you as soon as I arrive home. (time clause)*
- Quando a ação refere-se a algo que irá ocorrer em um tempo indefinido no futuro. Ex.: *Mary will come soon* ou *Mary will be coming soon*. Nos dois casos, o tempo é indefinido.

Exercícios propostos

The Future

1. a) will be playing
b) will be standing
c) won't be/will be attending
d) will be shopping/will be
e) won't be/will be attending
2. a) will already have risen
b) will have been riding
c) will already have arrived
d) will have finished
e) will have smoked

Exercícios complementares

The Future

1. A 4. E 7. E 10. C
2. D 5. B 8. B
3. C 6. A 9. D
11. a) eat/will probably take
b) get/will call
c) watch/will write
d) will wait/comes
e) stops/will walk
f) graduate/intend/will go/get
g) will you stay/plan/hope/will you do/leave/will return/get/will be/return/get
12. a) will be attending
b) arrive/will be waiting
c) get/will be shining/will be singing/will be still lying
d) will be lying/will be thinking
e) will be staying
f) will be doing/will be attending/studying
g) is/will be probably raining
h) will be visiting
13. a) get/will already have arrived
b) will have been driving
c) will have lived ou will have been living
d) get/will have taken
e) will have been running
f) will have had/dies
g) will have been

8 Anomalous verbs

Revisando

- Estes três verbos modais não têm infinitivo, gerúndio ou acréscimos de sufixos; não recebem o "s" das terceiras pessoas do singular no *Simple present*; não são seguidos por "to + infinitivo".
- Pode-se usar *can* quando a permissão for informal ou *may* quando a permissão for formal.
- O uso de *should* é recomendado quando se oferece um conselho ou uma sugestão; quando se refere a uma expectativa de ação; quando se refere a uma obrigação moral.

Exercício proposto

Anomalous verbs

1. a) should f) may/might
b) can g) must
c) must h) can
d) would rather i) had better
e) can j) can

Exercícios complementares

Anomalous verbs

1. 20 15. B 29. D
2. 10 16. B 30. A
3. 12 17. D 31. A
4. 13 18. C 32. B
5. 50 19. D 33. D
6. 36 20. A 34. E
7. 44 21. D 35. A
8. 49 22. C 36. B
9. 19 23. C 37. B
10. 09 24. D 38. E
11. B 25. C 39. C
12. D 26. A 40. B
13. D 27. D
14. A 28. C

9 Articles

Revisando

- Usa-se *a* antes de palavras que iniciem com som consonantal e *an* antes de palavras que iniciem com som vocálico.
- Porque sua expressão na forma oral gera sons vocálicos, embora sua letra inicial seja uma consoante. Por exemplo: "an SOS", "an FBI agent" etc.
- O artigo *the* deve ser usado antes de substantivos tomados em sentido específico, como em "The book you gave is just perfect".

Exercício proposto

Articles

1. a) x/the e) The/x/the i) x/x
 b) x/x f) x/x j) The/the/a
 c) the/the g) a/the
 d) The/x h) a/x/x

Exercícios complementares

Articles

1. C 6. D 11. B 16. C
 2. D 7. B 12. C 17. D
 3. C 8. A 13. D 18. E
 4. D 9. C 14. B
 5. A 10. D 15. A
 19. a) the k) the/the
 b) The/x/the l) x/the/x
 c) x/x m) x/the
 d) The/the/the n) x/a/x
 e) a/x/x/x o) x
 f) The/the p) x/x/the
 g) the/the/x q) the/the
 h) x r) x/an
 i) the/a/x/a s) the/an
 j) x/x/the t) x
 20. D 23. A 26. D 29. D
 21. E 24. B 27. C
 22. B 25. C 28. E

10 Verb tenses IV - Present perfect

Revisando

- Por uma questão de nomenclatura. Todo tempo "Perfect" tem "to have" como auxiliar; se este auxiliar estiver no presente, o tempo verbal chama-se *Present perfect* (*have/has gone*, p. ex.). Quando o auxiliar vem no passado, o tempo verbal chama-se *Past perfect* (*had gone*, p. ex.). No futuro, o tempo verbal chama-se *Future perfect* (*will have gone*, p. ex.).
- Ambos referem-se a ações que começaram no passado e vêm até o presente, a diferença é que no segundo uso a ação começa no passado, não é interrompida e vem até o presente, enquanto no terceiro uso a ação se repete ao longo do tempo, mas não é ininterrupta.
- Assim como no segundo uso do *Present perfect*, deve-se usar o *Present perfect continuous* quando se referir a uma ação que começou no passado, não foi interrompida e vem até o presente. A diferença é que ao se optar pela forma *continuous* se dá ênfase à continuidade da ação.

Exercícios propostos

Present perfect

- a) knew/haven't seen
b) has known
c) took/has taken
d) has played
e) has risen/rose
- a) have been playing
b) has played
c) has been sleeping
d) have slept
e) haven't flown

Exercícios complementares

Present perfect

1. D 2. B 3. D 4. A 5. E
 6. a) went
 b) arrived
 c) has been
 d) have already missed/missed
 e) saw
 f) has never seen
 g) have known
 h) have had
 i) has given
 7. E 13. C 19. C 25. B
 8. D 14. B 20. B 26. D
 9. E 15. B 21. E 27. C
 10. A 16. D 22. B 28. D
 11. D 17. E 23. E
 12. E 18. E 24. A
 29. 1) 's been 5) gave 9) got
 2) were 6) loved 10) 've had
 3) burned 7) hurt 11) 've learned
 4) had 8) left

11 Verb tenses V – Past perfect

Revisando

- A que ocorreu primeiro na sucessão dos acontecimentos.
- O uso do *Past perfect tense* pode até ser dispensado quando a situação descrita deixa claro o relacionamento do tempo, especialmente quando palavras como *before* e *after* são usadas.
- A diferença é que o *Past perfect* representa uma ação completada antes de outra, no passado, enquanto o *Past perfect continuous* expressa uma atividade que estava em progresso antes de uma outra, no passado.

Exercícios propostos

Past perfect

- a) had already finished/arrived
b) turned on
c) caught/had burned
d) had never spent
e) saw/helped
- a) had been listening
b) have been dancing
c) have been waiting
d) had been waiting
e) had been running

Exercícios complementares

Past perfect

1. correta 9. correta 17. C
 2. errada 10. correta 18. E
 3. errada 11. errada 19. A
 4. errada 12. correta 20. C
 5. correta 13. E 21. D
 6. correta 14. D 22. B
 7. errada 15. A
 8. errada 16. C
 23. a) had already begin/got/quietly took
 b) roamed/had become/appeared
 c) had never seen/visited
 d) had already boarded/got
 e) saw/hadn't seen/didn't recognize/had lost
 24. a) have been studying
 b) had been studying
 c) had been day dreaming
 d) have been sleeping
 e) had been standing

12 Cause and effect/opposition

Revisando

- Os mais comuns são causa/efeito, oposição, condição e adição.
- Os mais comuns são *so*, *therefore*, *thus* e *hence*.
- Although/even though* modificam frases, enquanto *despite/in spite of* modificam substantivos. Veja os exemplos: *I went to the beach although it was raining a lot* (frase); *I went to the beach despite the rain* (substantivo).

Exercício proposto

Cause and effect/opposition

- a) even though/although
b) due to/because of
c) nevertheless
d) Even though/Although
e) Despite/In spite of
f) Therefore
g) however
h) due to/because of
i) since
j) While/Whereas

Exercícios complementares

Cause and effect/opposition

1. A 3. D 5. E
 2. B 4. D 6. C
 7. 1. I failed the exam
 2. didn't study
 3. I failed the exam
 4. I failed the exam
 5. I passed the exam

6. I failed the exam
 7. I passed the exam
 8. I failed the exam
 9. I failed the exam
 10. I failed the exam
 11. I passed the exam
 12. I failed the exam
 13. I didn't study
 14. I pass the exam
 15. I failed the exam
 8. 1. Even though it was raining, we went to the zoo.
 It was raining, but we went to the zoo anyway.
 It was raining. Nevertheless, we went to the zoo.
 We went to the zoo in spite of the rain.
 We didn't go to the zoo because it was raining.
 2. Although his grades were low, he was admitted to the university.
 His grades were low, yet he was still admitted to the university.
 His grades were low. Nonetheless, he was admitted to the university.
 Despite his low grades, he was admitted to the university.
 Because of his low grades, he wasn't admitted to the university.
 9. D 14. A 19. A 24. C
 10. A 15. C 20. B 25. D
 11. B 16. D 21. C 26. C
 12. E 17. C 22. E
 13. C 18. D 23. B

13 Gerunds and infinitives – I

Revisando

- Avoid*, *appreciate*, *deny*, *enjoy*, *finish*, *keep*, *mind*, *miss*, *quit*, *resist*, *risk*, *suggest*.
- Quando seguido por infinitivo, *stop* significa parar para (fazer algo). Quando seguido por gerúndio, *stop* significa parar de (fazer algo).
- Quando seguido por infinitivo, *regret* significa lamentar ou arrepender-se, e seu uso representa uma ação simultânea à do verbo que o segue. Quando seguido por gerúndio, *regret* significa a mesma coisa, porém referindo-se a uma ação que havia ocorrido anteriormente, representada pelo verbo que o segue.

Exercício proposto

Gerunds and infinitives – I

1. a) talking f) taking
 b) to arrive g) going
 c) taking h) to call
 d) cooking i) to have
 e) to park j) to tell

Exercícios complementares

Gerunds and infinitives – I

1. A 6. B 11. A 16. B
 2. B 7. A 12. E 17. C
 3. C 8. B 13. E 18. C
 4. D 9. D 14. A
 5. A 10. C 15. D
 19. a) A/B j) B s) A
 b) A/B k) A/B t) B
 c) A/B l) A/B u) A
 d) B m) B v) B
 e) A/B n) A w) A
 f) B o) B x) B
 g) A p) A v) B
 h) A/B q) B w) A
 i) A r) A x) B

14 Condition

Revisando

- Only if* significa somente se e deve ser usado em frases nas quais se exclui totalmente quaisquer outras condições. Já *even if* significa **mesmo se, ainda que** e deve ser usado nas frases em que se mostra que nenhuma condição seria capaz de impedir a ocorrência da ação. Pode-se dizer,

- portanto, que as expressões têm significados opostos, embora sejam usadas como conectivas no mesmo tipo de relação entre ideias – a relação de condição.
2. *Unless* significa **a não ser que, a menos que** e, ao ser usado, estabelece uma condição negativa, isto é, aquela que, quando ocorre, impossibilita a ocorrência da consequência.
 3. Na prática, *nao*. Ambos têm as mesmas traduções e são usados da mesma forma, em frases que mostram uma consequência indesejada que deve ocorrer caso a condição estabelecida não seja cumprida.

Exercício proposto

Condition

1. a) only if
b) or else
c) Provided that
d) unless
e) unless
f) Otherwise
g) Provided that
h) In the event that
i) even if
j) if

Exercícios complementares

Condition

- | | | | |
|------|------|------|------|
| 1. C | 3. D | 5. E | 7. B |
| 2. B | 4. D | 6. A | 8. E |
9. a) I will pass the exam
b) I will fail the exam
c) I study hard enough
d) I won't pass the exam.
e) I might not pass the exam.
f) I do not study hard.
g) Will I pass the exam.
h) you will fail the exam.
 10. a) I am hungry
b) I am hungry
c) I am not hungry
d) I am hungry
e) I don't eat breakfast
 11. a) some others are pessimists
b) he is still thirsty
c) I won't go
d) have been there several times
e) hold the luggage
f) I can buy the material
g) all flights were cancelled
h) There were three feet of snow
i) the audience started clapping
j) we will probably order some food
k) I avoid doing certain things
l) we have enough rain
m) the phone rang
n) we won't see her very often
o) we will be in trouble
p) are very quiet
- | | | |
|-------|-------|-------|
| 12. E | 15. B | 18. E |
| 13. C | 16. B | 19. D |
| 14. D | 17. A | |

15 Gerunds and infinitives – II

Revisando

1. Na prática, significa dizer que todo verbo que se segue imediatamente uma preposição é o objeto dela e deve ser usado no gerúndio, exceto no caso da preposição "to", que pode conter ambos os casos.
2. Na maioria das vezes, nos casos em que se formem expressões que indicam atividades esportivas ou de lazer. Ex.: "go shopping"; "go fishing"; "go dancing".

3. Não. O infinitivo é a forma base do verbo, podendo ou não ser antecedida por *to*. Em alguns casos, como, por exemplo, após os verbos *let* e *make*, o uso do infinitivo é obrigatório, porém sem *to*.

Exercício proposto

Gerunds and infinitives – II

- | | |
|--------------|---------------|
| 1. a) to see | f) surprising |
| b) skiing | g) leave |
| c) learning | h) wait |
| d) watching | i) fix |
| e) to meet | j) Swimming |

Exercícios complementares

Gerunds and infinitives – II

- | | | | |
|------|-------|-------|-------|
| 1. B | 8. D | 15. B | 22. C |
| 2. E | 9. A | 16. A | 23. D |
| 3. A | 10. B | 17. D | 24. C |
| 4. A | 11. B | 18. A | 25. A |
| 5. C | 12. C | 19. B | 26. D |
| 6. D | 13. C | 20. D | |
| 7. D | 14. C | 21. A | |
27. a) to race
b) to bring
c) pronouncing
d) to eat
e) to hang up
f) to pull
g) to know
h) being
i) telling
j) to be
k) to do
l) to return/finish
m) worrying
n) to play
o) telling
p) taking
q) to buy
r) to change
s) to have
t) being
u) hearing
v) promising/to visit
w) hoping/praying
x) to persuade/to stay/finish

16 Conditional sentences

Revisando

1. Sim. Pode-se usar um tempo *Continuous* na formação de "If clauses" quando se referir a uma condição representada por uma ação longa, que tenha continuidade na sucessão dos acontecimentos. Ex.: *If it weren't raining now, I would go out for a walk.*
2. O "mixed time" ocorre quando o tempo no qual se encontra a condição (*if clause*) e a consequência (*result clause*) são diferentes. Por exemplo, condição no passado (*If I hadn't eaten breakfast*) e consequência no presente (*I would be hungry now*).
3. Deve-se usar sempre a forma "were", mesmo quando o sujeito estiver na primeira ou na terceira pessoa do singular. Ex.: *If Mary were here, she would help us.*

Exercício proposto

Conditional sentences

- | | |
|-----------------------|----------------------|
| 1. a) will tell | f) invite |
| b) had looked for | g) had |
| c) would make | h) will go |
| d) were | i) would have gotten |
| e) would have learned | j) would travel |

Exercícios complementares

Conditional sentences

- | | | | |
|------|------|------|------|
| 1. A | 3. C | 5. A | 7. A |
| 2. D | 4. E | 6. B | 8. B |
9. a) were/would know
b) had studied/would have passed
c) throw
d) were/would tell
e) had had/would have taken
f) have/will give
g) wouldn't have gotten/had remembered
h) would change/were
i) is
j) had/wouldn't have to
 10. a) had
b) were shining
c) had gone
d) knew
e) had told
f) were wearing
g) had
h) had gone
i) could go
j) would lend

- | | | |
|---------------|-------|-------|
| 11. B | 14. A | 17. D |
| 12. b-d-e-a-c | 15. B | |
| 13. E | 16. C | |

17 Degrees of comparison

Revisando

1. As comparações podem ser feitas por comparativos (quando a comparação ocorrer entre dois elementos, de forma direta) ou por superlativos (quando a comparação ocorrer entre três ou mais elementos, destacando-se um em relação aos demais).
2. Os de superioridade têm suas regras formadas a partir do tipo de adjetivo – curto ou longo.
3. Sim, os casos em que a formação pode ser feita em qualquer uma das duas regras existentes. Alguns destes adjetivos são: *common; simple; narrow; shallow; subtle; stupid* etc.

Exercício proposto

Degrees of comparison

1. a) as expensive as
b) colder
c) the most beautiful
d) more difficult than
e) not as tall as
f) less expensive than
g) the richest
h) more famous than
i) narrower than/more narrow than
j) the least important

Exercícios complementares

Degrees of comparison

- | | | | |
|------|------|------|------|
| 1. B | 3. B | 5. C | 7. D |
| 2. C | 4. A | 6. B | |
8. a) best
b) happiest
c) faster
d) creamiest
e) more colorful
f) better
g) good
h) more awkwardly
i) least
j) prettier
k) the better
l) from
m) less impressive
n) the sicker
o) than
p) twice as much as
q) few
r) much
s) farthest
t) more famous
- | | | | |
|-------|-------|-------|-------|
| 9. A | 14. E | 19. B | 24. C |
| 10. D | 15. C | 20. A | 25. C |
| 11. B | 16. C | 21. D | 26. C |
| 12. C | 17. A | 22. A | 27. D |
| 13. D | 18. E | 23. B | |

18 Genitive cases/false cognates

Revisando

1. Não, deve-se sempre analisar a formação da palavra. Se o "s" for parte integrante da formação natural da palavra, deve-se usar ('s) normalmente. Ex.: *The actress's role*. Se, por outro lado, o "s" aparecer por conta de uma formação de plural, usa-se apenas ('). Ex.: *The girls' dolls*.
2. Usa-se ('s) ou ('), conforme o caso, após o último nome apenas. Ex.: *Mary and John's father*.
3. Porque nesses casos a coisa possuída é muito evidente ou conhecida e, portanto, desnecessária de ser mencionada. Ex.: *I'll have dinner at Mary's (house)*.

Exercício proposto

Genitive case/false cognates

1. a) Tony's car had to be serviced after the trip he took to Florida.
b) Johnny got the player's autograph.
c) Everybody loved the actress's performance.
d) The doctors' lounge is temporarily closed for renovation.
e) The children's toys were scattered all over the floor.
f) I just bought Charles's house for a fair price.
g) The Thompsons' legacy will last forever.
h) Jesus' death was very painful.
i) John and Mary's father is a very famous lawyer.
j) I saw Susan's and Paul's bikes in front of the club.

Exercícios complementares

Genitive case/false cognates

1. C 4. A 7. D
 2. D 5. E 8. E
 3. D 6. E 9. D
10. a) The boy's cap is green.
 b) Charles's computer is brand new.
 c) Here is the ladies' room.
 d) The children's books are on the top shelf.
 e) Give me your sister-in-law's address.
 f) Alfred's and Lisa's documents were lost.
 g) I have never seen any of Sophocles' plays.
 h) Could you tell me where Mark and Joe's father lives?
 i) The Thompsons' house is very nice.
 j) The princess's dress was beautiful.
11. (9)
 (3)
 (12)
 (15)
 (11)
 (6)
 (14)
 (1)
 (2)
 (7)
 (13)
 (4)
 (5)
 (8)
 (10)
12. B 15. C 18. C 21. B
 13. A 16. C 19. C
 14. A 17. E 20. D

19 Question tags/agreement and disagreement

Revisando

1. Eles também são usados nas *Question tags* e para se evitar a repetição de estruturas anteriormente mencionadas.
2. Separe o auxiliar da partícula negativa *not*, colocando o sujeito entre elas. Ex.: *She may come with us, may she not?* Se o verbo for "to be" na primeira pessoa do singular (am), pode-se usar, em seu lugar, a forma "are". Ex.: *I am a doctor, aren't I? Ou então I am a doctor, am I not?*
3. A estrutura a ser usada nesse caso é: SO + AUX + SUJ. Ex.: *Paul went to the movies yesterday. So did we.*

Exercícios propostos

Question tags/agreement and disagreement

1. a) don't you g) are they
 b) didn't she h) isn't it
 c) doesn't he i) did they
 d) aren't I/am I not j) shouldn't we
 e) have you k) shall we
 f) aren't there l) will you
2. a) I read the paper every day. But my son doesn't.
 b) Sally has been to the Louvre twice. So have we.
 c) They didn't make it to the movies. Neither did I.
 d) John is a great teacher. So are Paul and Jane.
 e) Those players hadn't been here before. But I had.

Exercícios complementares

Questions tags/agreement and disagreement

1. B 2. C 3. D 4. A 5. E
 6. a) didn't it
 b) wouldn't we
 7. a) have you
 b) will you
 c) is it
 8. a) isn't it h) must you
 b) aren't I ou am I not i) won't he/she
 c) do you j) isn't it
 d) can't he/she
 e) haven't you
 f) does he/she
 g) doesn't he/she

9. a) isn't he
 b) mustn't we
 c) aren't I ou am I not
 d) shouldn't they
 e) didn't you
 f) did you
 g) doesn't he
 h) shall we
 i) can't you
 j) will you
10. D 13. A 16. D 19. B
 11. B 14. E 17. D
 12. D 15. C 18. A

20 Relative pronouns

Revisando

1. É uma oração subordinada que dá mais informação sobre algo ou alguém mencionado na oração principal, geralmente vindo logo após o substantivo que se refere à pessoa ou à coisa sobre a qual se fala.
2. Ele não deve ser usado entre vírgulas, em uma *non-defining relative clause*, ou após preposições.
3. Quando ele exerce a função de objeto do verbo em uma *defining relative clause*.

Exercício proposto

Relative pronouns

1. a) who/whom/that/x f) who/that
 b) which g) whose
 c) which/that/x h) who/that
 d) who/that i) who/whom/that/x
 e) who/whom j) which/that/x

Textos complementares

1. C 6. B 11. D 16. D
 2. D 7. E 12. B 17. D
 3. A 8. A 13. B 18. E
 4. C 9. C 14. D 19. B
 5. E 10. B 15. A 20. C

Exercícios complementares

Relative pronouns

1. D 3. C 5. E
 2. B 4. E
 6. a) who/that
 b) who/whom
 c) whom
 d) which/that
 e) who/that
 f) who
 g) whose
 h) that/ which
 7. a) which
 b) who
 c) who
 d) who
 8. a) A 9. a) D
 b) D b) E
 c) C c) E
 d) A d) C
 e) A e) A
 10. B 12. A 14. C
 11. B 13. A

21 Also/too/either and each/every/all

Revisando

1. *Too* pode ser traduzido como "demais" quando usado antes de um adjetivo ou de um outro advérbio.
2. *Each other* é usado para indicar reciprocidade, quando a mesma ação é executada por duas pessoas simultaneamente.
3. Quando *all/for* o sujeito da frase, com o significado de "tudo", ele será seguido por um verbo com conjugação no singular no presente. Ex.: "All is quiet on New Year's Day."

Exercício proposto

Also/too/either and each/every/all

1. a) student f) items
 b) students g) person
 c) room h) question
 d) rooms i) children
 e) item j) applicants

Exercícios complementares

Also/too/either and each/every/all

1. E 9. C 17. D
 2. D 10. B 18. A
 3. C 11. C 19. D
 4. E 12. E 20. C
 5. D 13. B 21. B
 6. D 14. C 22. A
 7. B 15. B 23. D
 8. A 16. E 24. E
25. a) Each of the students in my class has a book.
 b) Spain is one of the countries I want to visit.
 c) The teacher gave each student a test paper.
 d) No error.
 e) Every piece of furniture in that room is made of wood.
 f) One of the pieces of equipment in our office is broken.
 g) I gave a present to each of the women in the room.
 h) One of my favorite places in the world is an island in the Caribbean Sea.
 i) No error.
 j) It's impossible for one human being to know every language in the world.
 k) I found each of the errors in this exercise.

22 Adjectives

Revisando

1. Os mais comuns são os qualitativos, os de classificação, os de cor, os de ênfase e os de especificação.
2. Um adjetivo normalmente vem antes de um substantivo ao qual modifica. Também pode aparecer após verbos de ligação, tais como *be, become, feel, seem, get* etc.
3. A regra prática diz que quanto mais concreto o adjetivo, mais próximo ele deverá ficar do substantivo a que modifica. Por outro lado, quanto mais abstrato ele for, mais distante do substantivo a que modifica.

Exercícios propostos

Adjectives

1. a) beautiful new brick
 b) brown wooden
 c) long curly
 d) blue silk
 e) wonderful new 4-wheel-drive
2. a) A 2-hour TV show.
 b) A 2-month program.
 c) A 6-foot-tall soccer player.
 d) A 5-day trip.
 e) A 24-piece kit.

Exercícios complementares

Adjectives

1. C 4. A 7. E
 2. D 5. B 8. D
 3. E 6. C 9. A
10. a) twelve-storey
 b) language
 c) three-act
 d) two-day
 e) 79-piece
 f) 5-shelf
 g) 16-ounce
 h) six-quart
 i) brick
 j) ten-speed
11. a) polite h) good
 b) politely i) gentle
 c) regularly j) gently
 d) regular k) annually
 e) usual l) annual
 f) usually m) bad
 g) well n) badly
12. B 14. C 16. A
 13. E 15. D 17. A

23 Wh-Words

Revisando

1. *Whom* é de uso formal e só pode ser usado como o objeto de um verbo ou de uma preposição.
2. Quando se quer perguntar a quem algo pertence ou está ligado; em português, seria o "de quem".
3. Não, pode-se produzir o mesmo efeito sem que as opções sejam claramente mencionadas. Ex.: *Which state are you from?*

Exercício proposto

Wh-Words

1. a) Who f) Whose
b) whom g) Who/Whom
c) How h) What
d) When i) Which
e) Why j) How often

Exercícios complementares

Wh-Words

1. A
2. C
3. B
4. E
5. a) Why did she stay home last night?
b) Who(m) did you see at mall?
c) What would you like to have for dinner?
d) When did they leave on vacation?
e) Where do the Thompsons live?
f) Who scored the goal?
g) Whose car is that?
h) Which dress do you like better, the red or the blue one?
6. a) How g) How long
b) How many h) How
c) How often i) When
d) How long j) Who
e) Who k) How old
f) What
7. C
8. A
9. B
10. D
11. B
12. D
13. E
14. A

24 Easily confused words

Revisando

1. *Borrow* significa tomar emprestado algo que não é seu: *Can I borrow your pencil?* Já *lend* significa emprestar algo que é seu: *I will lend you my book.*
2. Ambos têm a mesma tradução (aumentar, erguer), porém *rise* é um verbo intransitivo, ao passo que *raise* é um verbo transitivo.
3. Ambos têm a mesma tradução (fazer). *Do* indica o fazer abstrato, a execução de uma atividade em um sentido mais genérico. *Make* indica o fazer concreto, o criar, construir. Mas ambos são usados em inúmeras expressões idiomáticas nas quais as observações anteriores não influem.

Exercício proposto

Easily confused words

1. a) arose f) lie
b) compliment g) lie
c) brake h) raise
d) borrow i) made
e) hung j) do

Exercícios complementares

Easily confused words

1. A
2. E
3. D
4. B
5. C
6. a) has borrowed k) has risen
b) to lie l) lend
c) raise m) won
d) rob n) to rise
e) was stolen o) do
f) lied/is lying p) to wait
g) raise q) tell
h) used r) remind
i) wore s) say
j) lay t) make
7. B
8. A
9. D
10. A
11. E
12. B
13. C
14. D
15. D
16. E

25 Adverbs

Revisando

1. Existem vários tipos de advérbios, mas os mais comuns são os de frequência, modo, lugar, tempo e intensidade.
2. Em geral, devem aparecer no início ou no final da frase em que se encontram.
3. A ordem mais comum é modo/lugar/tempo.

Exercício proposto

Adverbs

1. a) seldom ou rarely f) well
b) gently g) usually
c) regularly h) rarely ou seldom
d) quickly i) annually
e) politely j) badly

Exercícios complementares

Adverbs

1. A
2. B
3. D
4. C
5. E
6. B
7. a) careless; carelessly
b) easy; easily
c) softly; soft
d) quietly
e) well
f) good
8. a) Ted **often** studies at the library in the evening.
b) Ann is **often** at the library in the evening, too.
c) Fred has **already** finished studying for tomorrow's test.
d) Jack is **seldom** at home.
e) Does he **always** stay there?
f) He **often** goes into town to hang around with his buddies.
g) You should **always** tell the truth.
9. B
10. A
11. C
12. E
13. C
14. A
15. B
16. A
17. C
18. B
19. D
20. C
21. B

26 Passive voice

Revisando

1. O agente da passiva na verdade é o sujeito da frase original na voz passiva, é aquele que executou a ação mencionada.
2. Porque verbos intransitivos (*happen*, p.ex.) não formam voz passiva.
3. Quando o sujeito é representado, na voz ativa, por palavras que expressam indefinição, na voz passiva ele é omitido (por não acrescentar nenhuma informação relevante ao contexto).

Exercício proposto

Passive voice

1. a) My glass was refilled by the waitress.
b) The bill won't be paid by Mark.
c) Was the mistake discovered by the teacher?
d) These words were written by a famous poet.
e) Was that vase knocked to the floor by the boy?
f) New evidence has been discovered by the city attorney.
g) That issue is going to be decided by the voters.
h) The game will be won by the best chess player.
i) Is that airplane being flown by a student pilot?
j) The window wasn't broken by Jason.

Exercícios complementares

Passive voice

1. a) O "produto anunciado" é oferecido em uma lata.
b) A paródia critica os homens que não têm tempo para o sexo e aqueles que se tornam impotentes devido ao estresse profissional.
2. A mãe espera que seus filhos lavem seus copos, façam suas camas, pendurem suas roupas, atendam o telefone e alimentem o cão.
3. Não se recomenda deixar o gravador em portamalas de carros pois a exposição ao calor intenso pode causar vazamento ou explosão das baterias.

4. a) O usuário do gravador pode levar um choque elétrico se tentar desmontá-lo.
b) O gravador não deve ser guardado em locais úmidos ou empoeirados.
c) Caso o gravador seja mantido próximo a um cartão de crédito, o cartão pode perder dados ou deixar de funcionar.
5. a) Embora o Brasil seja considerado o maior exportador mundial de jogadores de futebol, o número de torcedores presentes nos estádios brasileiros diminuiu sensivelmente.
b) Um dos problemas que explica essa situação é a corrupção existente nos clubes.
c) A gravidade desse problema foi revelada por uma investigação realizada pelo Senado em 2001, que descobriu ter havido evasão de impostos e lavagem de dinheiro nos clubes.
6. A falta de uma administração profissional dificulta o pagamento de altos salários aos atletas e a captação de patrocínios comerciais.
7. a) Os jogadores brasileiros são atraentes para os clubes de futebol europeus porque custam menos que os jogadores locais com talento equivalente.
b) O texto afirma que os 499 jogadores de futebol que o Brasil importou em 2004 eram quase todos veteranos de volta ao país.
8. a) O jogo de palavras presente no texto é possível uma vez que a palavra *like* apresenta dois sentidos diferentes em inglês: *to like* (verbo) = gostar; *like* (conjunção) = como.
b) Henry tranquiliza Katherine afirmando que o que importa é o sentimento dela em relação a ele e não a forma de expressá-lo.
9. A
10. C
11. A
12. C
13. D
14. D
15. C
16. D
17. C
18. B
19. A
20. C
21. B
22. D
23. B
24. C
25. A
26. B
27. D
28. A

27 Reported speech

Revisando

1. São eles: *say*; *tell*; *ask*; *answer*; *add*.
2. Todos os verbos que o seguem na mesma frase devem aparecer também no passado ou em uma ideia de passado.
3. Eles devem ser trocados por expressões que reproduzam com exatidão o tempo originariamente apresentado. Ex.: *yesterday* deve ser trocado por *the day before*, *tomorrow* deve ser trocado por *the following day* etc.

Exercício proposto

Reported speech

1. a) John said that he was taking four subjects that semester.
b) Mr. Brown said that he would go to the movies the following day.
c) The kids said that they wanted to ski then.
d) Sally said that Paul hadn't seen her at the club that morning.
e) The doorman said that Mary didn't work there anymore.
f) June told the children not to shout.
g) Peter asked Nora if she was going to the theater.
h) Diane asked me what time it was.
i) The boy asked his father if he could play with his friends outside.
j) They asked me to stay with them.

Exercícios complementares

Reported speech

1. C
2. B
3. D
4. C
5. E
6. D
7. E
8. C
9. A
10. a) needed j) had to leave
b) was having k) had to leave
c) had finished l) should go
d) had finished m) ought to go
e) would arrive n) to stay
f) was going to be o) not to move
g) could solve p) was
h) might come q) had arrived
i) might come
11. A
12. C
13. B
14. C
15. A
16. C
17. D
18. D
19. D
20. C

Revisando

- São *Phrasal verbs* nos quais um substantivo pode vir entre ou após o verbo e a preposição/advérbio. Ex.: *I filled the form out last week* ou *I filled out the form last week*.
- Neles o substantivo ou o pronome tem que seguir a preposição, nunca aparecendo entre esta e o verbo. Ex.: *I ran into an old friend yesterday*. Não se usa *I ran an old friend into yesterday*.
- Não. Muitas vezes tal combinação não gera um significado novo para o verbo base, portanto não constitui um *Phrasal verb*.

Exercício proposto

Phrasal verbs

- | | |
|---------------|-----------------|
| a) put off | f) set up |
| b) fill out | g) picks out |
| c) break up | h) ran into |
| d) called off | i) look after |
| e) get along | j) puts up with |

Exercícios complementares

Phrasal verbs

- | | |
|-----------------|-----------------|
| a) 3º parágrafo | d) 1º parágrafo |
| b) 2º parágrafo | e) 4º parágrafo |
| c) 5º parágrafo | |
 - A escolha do repertório deixa transparecer que João Gilberto nasceu na Bahia enquanto a bossa nova foi concebida no Rio de Janeiro.
 - “like an apartment dweller intent on not disturbing neighbors”
 - “like city bustle through a closed window”
 - The Maze é uma pousada localizada em uma favela.
 - Porque ele achou o ambiente fantástico e a vista inacreditável.
 - | | |
|------------------------|-----------------|
| a) “Cariocas” | f) up |
| b) “foreign travelers” | g) out |
| | h) about |
| | i) up |
| | j) back; out of |
 - | | |
|--------------|--|
| a) in | |
| b) on; off | |
| c) back | |
| d) in/by | |
| e) out | |
| f) out | |
| g) up | |
| h) up; away | |
| i) out; back | |
| j) up | |
| k) on | |
| l) out | |
- | | | | |
|-------|-------|-------|-------|
| 9. D | 15. B | 21. B | 27. D |
| 10. B | 16. D | 22. D | 28. C |
| 11. C | 17. C | 23. C | 29. C |
| 12. D | 18. B | 24. C | 30. C |
| 13. A | 19. C | 25. D | 31. B |
| 14. D | 20. B | 26. B | 32. D |

Revisando

- Across* indica por toda a extensão, de uma extremidade à outra, mas sem sair dos limites de uma determinada área. *Through* indica através de toda uma extensão, entrando por uma extremidade e saindo por outra. Ex.: *This bus runs across the city* (ele não sai dos limites da cidade). Por outro lado: *That bus ran through the city on its way to London* (ele veio de fora, passou pela cidade e foi embora para outro lugar).
- Off* é o oposto de *on*. *The car was off the road when the accident happened* (It was not **on** the road). *Out* é o oposto de *in*. *Some students were out of the classroom* (They were not **in** the classroom).
- Você *apologize to* alguém e *for* alguma coisa. Em outras palavras, a preposição *to* indica pedir desculpas a alguém (pessoa), enquanto a preposição *for* indica pedir desculpas por algo.

Exercício proposto

Prepositions

- | | |
|-------------------|----------------|
| a) at/in | f) opposite/on |
| b) along/off/onto | g) from/to/on |
| c) in/at | h) through |
| d) across/on | i) out/into |
| e) in/under | j) in |

Exercícios complementares

Prepositions

- D
 - B
 - | | |
|-------|------|
| a) on | 3. A |
| b) at | 4. E |
| c) on | |
| d) on | |
| e) in | |
 - | | |
|----------|--|
| a) in/at | |
| b) in/at | |
| c) on | |
| d) on | |
| e) at | |
 - | | |
|----------|--|
| a) from | |
| b) in/on | |
| c) on/on | |
| d) at | |
| e) in | |
 - | | |
|----------|--|
| a) at | |
| b) at | |
| c) in/at | |
| d) on | |
| e) at | |
| f) on | |
- | | | | |
|-------|-------|-------|-------|
| 9. A | 12. B | 15. D | 18. E |
| 10. E | 13. D | 16. C | |
| 11. E | 14. E | 17. A | |

Revisando

- São aqueles que podem ser contados de um em um, formando plural regular ou não. Eles não precisam de unidades auxiliares de medida. Ex.: *5 cars, 10 books*.
- São aqueles que não podem ser contados de um em um e precisam de unidades auxiliares de medida, podendo ser abstratos ou não. Ex.: *gas, water*.
- Quando o adjetivo terminar em “*ed*”, como em *much tired* ou *much interested*, ou então quando o adjetivo estiver na forma comparativa, como em *much better* ou *much more interesting*.

Exercício proposto

Plural/Expressions of quantity

- | | |
|---------------|-----------|
| a) much | f) little |
| b) few/much | g) Few |
| c) less/fewer | h) less |
| d) a few | i) fewer |
| e) fewer | j) much |

Exercícios complementares

Plural/Expressions of quantity

- B
 - D
 - | | |
|-------------------|--------------------|
| a) teeth | i) fish |
| b) matches | j) wolves/foxes/ |
| c) mice | deer/sheep |
| d) potatoes | k) children/bushes |
| e) beaches/cliffs | l) ducks/geese |
| f) leaves | m) echoes |
| g) attorneys | n) pianos |
| h) discoveries/ | |
| laboratories | |
 - | | |
|---|------|
| a) <i>There are many children</i> playing in the park. | 7. D |
| b) <i>There were ten women</i> in the shop. | 8. A |
| c) <i>There was much sugar</i> in the coffee. | |
| d) <i>There are many churches</i> in Salvador. | |
| e) <i>There are many potatoes</i> in the kitchen. | |
| f) Babies usually <i>have few teeth</i> . | |
| g) <i>There is much bread</i> on the table and <i>there are many slices of cheese too</i> . | |
| h) <i>There were five parties</i> at school last year. | |
| i) <i>There are three dictionaries</i> on the table. | |
| j) <i>Those children have many toys</i> . | |
- | |
|-------|
| 11. B |
| 12. D |
| 13. C |

ATIVIDADES



Atividade 1 – The sentence

Uma regra em gramática é uma generalização. É uma fórmula que se cria para que se responda como determinada construção gramatical *geralmente* se comporta.

Uma regra *não é necessariamente* verdadeira em todos os casos. Ela é *geralmente* verdadeira. Não se preocupe caso venha a ver ou a ouvir algo que não coincida com uma das regras aqui escritas.

Neste capítulo, veremos as formações básicas da estrutura da língua, bem como a análise dos tipos de perguntas e a relação pergunta/resposta. Essa relação e a sua aplicação prática na interpretação de textos nos possibilita elaborar um raciocínio lógico, pelo qual podemos montar a base de uma resposta a partir da pergunta, facilitando assim, a resolução de questões de interpretação de textos.

Exercícios de Sala

1 UCBA

A: “How about going out for dinner?”

B: “_____”

- (a) I’m so happy he called.
- (b) I’m sorry but I have to study this evening.
- (c) I really think so.
- (d) I don’t like him at all.
- (e) It really seems very late to call him.

2 UCBA

A: “How do you do?”

B: “_____”

- (a) I forgot!
- (b) It is easy!
- (c) How do you do?
- (d) I don’t know.
- (e) But don’t.

3 Vunesp

A: “_____”

B: “No, he isn’t.”

- (a) Are the students cheating?
- (b) Is Mary worrying about her future?
- (c) Is Tom working in the lab?
- (d) Is the lesson interesting?
- (e) Does he know to enjoy his life?

Texto para as questões de 4 a 6.

Working women in Japan are more likely to be married than not these days, a sharp reversal of the traditional pattern. But for most of them, continuing to work after the wedding is an easier choice than having children.

Despite some tentative attempts by government and business to make the working world and parenthood compatible, mothers say Japan’s business culture remains unfriendly to them. Business

meetings often begin at 6 p.m. or later, long hours of unpaid overtime are expected, and companies routinely transfer employees to different cities for years.

As a result, many women are choosing work over babies, causing the Japanese birthrate to fall to a record low in 1999 – an average 1.34 babies per woman – an added woe for this aging nation.

The Washington post national weekly edition August 21, 2000.

4 Fuvest According to the passage, the majority of working women in Japan:

- (a) expect to stop working after getting married.
- (b) do not like the idea of having children.
- (c) are choosing to remain single in order to keep their jobs.
- (d) have been afraid to fight against traditional roles.
- (e) would rather keep their jobs than have children.

5 Fuvest *attempts [...] to make the working world and parenthood compatible* (lines 5 - 6) means that:

- (a) married couples are expected to delay having children.
- (b) efforts have been made to improve the working conditions of workers with children.
- (c) working women have to fight hard in order to have children.
- (d) the government has proved that work and children are incompatible.
- (e) companies tend to think that people with children make better workers.

6 Fuvest Which of these statements is true according to the passage?

- (a) The Japanese birthrate used to be much lower.
- (b) The percentage of marriages in Japan has fallen lately.
- (c) The Japanese population is getting older.
- (d) Japan’s population has stopped growing since 1999.
- (e) Working women do not have more than one child.

Localização das respostas	
Estilo de elaboração das questões	
Grau de dificuldade	
Observações	

Texto para as questões de 7 a 9.

IELTS

The International English Language Testing System

The IELTS is an increasingly valuable worldwide test to assess your proficiency in English. It tests all four skills – Reading, Writing, Listening, and Speaking. There are two options offered – Academic and General Training. The Academic option is for those who wish to undertake undergraduate or postgraduate studies in an English speaking country, whereas the General Training option is for emigration purposes, to take a secondary course or a professional training course.

Universities in Great Britain, Canada, Australia, New Zealand and a growing number in the USA and Europe ask for the IELTS as proof that a foreign student is able to study and live in an English-speaking country. In Brazil, when applying for a grant, it is one of the English language tests applicants are asked to present to CNPq, CAPES, FAPESP and other funding institutions, including The British Council. Not only for study purposes but also for those who wish for funding to present papers at conferences, do training courses or training programmes abroad.

A candidate may take the test more than once, however, there must be a three-month interval between one test and the next. Additionally there is no expire date, but a University or agency may ask for a more recent result if the test was taken a long time ago.

Eddie Edmundson, R. Turner, M. Hermens, A. Francis.
New Routes, nº. 10, July 2000.

7 Unesp De acordo com o texto, é correto afirmar que o IELTS é:

- (a) um teste de proficiência na língua inglesa que avalia a capacidade de leitura, escrita e compreensão e expressão oral. Ele é aceito, sem restrições, por universidades na Grã-Bretanha, Canadá, Austrália e Nova Zelândia.
- (b) um teste de habilidades, aceito em qualquer país do mundo. Ele deve ser feito por quem deseja imigrar ou estudar no exterior.
- (c) um teste em inglês, dividido em duas partes: a primeira é acadêmica e a segunda é de treinamento geral.

- (d) um teste que se destina a avaliar a proficiência em língua inglesa. No Brasil, ele deve ser feito todas as vezes que alguém se candidatar a uma bolsa de estudos.
- (e) um teste que se destina a avaliar a capacidade que um aluno estrangeiro tem de ler, escrever, ouvir e falar inglês. Ele é aplicado pelo CNPq, Capes e Fapesp.

8 Unesp O texto que você leu também afirma que:

- (a) todas as universidades americanas, mas nem todas as europeias, aceitam o IELTS.
- (b) no Brasil, o IELTS é o único teste de proficiência aceito pelas agências oficiais que mantêm programas de bolsas de estudos para o exterior.
- (c) as agências brasileiras que concedem bolsas de estudos para países de língua inglesa e que financiam a participação em conferências no exterior acreditam que o IELTS não é necessário.
- (d) qualquer candidato pode fazer o IELTS uma vez por mês até, no máximo, três meses. Depois disso, ele deve observar um intervalo entre um teste e outro.
- (e) várias universidades no exterior exigem o IELTS como prova de que o aluno estrangeiro é capaz de estudar e viver em um país de língua inglesa.

9 Unesp Suponha que dois amigos brasileiros o procurem porque pretendem estudar na Austrália. O primeiro quer terminar seu curso de graduação e o segundo pretende fazer um curso profissionalizante. Partindo do que leu sobre o IELTS, você:

- (a) aconselharia que ambos fizessem o IELTS na modalidade acadêmica.
- (b) aconselharia que ambos fizessem o IELTS na modalidade treinamento geral.
- (c) aconselharia que o primeiro optasse pela modalidade acadêmica e que o segundo escolhesse a de treinamento geral.
- (d) aconselharia que o primeiro optasse pela modalidade treinamento geral e que o segundo escolhesse a acadêmica.
- (e) aconselharia que os dois fizessem as duas modalidades do exame.

Exercícios Extras (PUC-SP 2010)

Leia o texto e responda às questões de números 1 a 5.

From the Rural World to Urban Environment The powerful influence of the city



Photo courtesy of Fundación Intervida
Irregular urbanisation is one of the biggest problems in the megacities, involving social and economical marginalization.

What moves people to the big cities? According to experts like Jose Maria Llop, Director of the program on "Intermediate Cities and World Urbanization" in the International Union of Architects, one could talk of the "fascination" that the city provokes as an image or interpretation of reality in its greatest socio-economic and historic scale. Some sociologists and anthropologists agree that the modern city represents the ultimate capitalist structure, the height of civilization, and its influence on the collective subconscious could be powerful enough to attract more and more people, even when the opportunities for progress and well-being are often false expectations.

The great megalopolis or world metropolis of our era, which many call an "urban revolution", is characterized by their duality in presenting a series of opportunities and problems. The first refers to greater autonomy, diversity of offers (employment, training, leisure, culture), the opportunity to participate in public politics, the socialization of new technologies and more options in terms of residence, activities or types of mobility. However, social segregation in a space has never been so pronounced, with growing inequalities in income and in real access to urban opportunities, vulnerable groups that often live in ghettos or peripheral neighbourhoods, and the increase in both transport time and time at work. All this provides a breeding ground for solitude and lack of solidarity and common environmental, urban and social problems such as criminality, poor outskirts and breakdown of common living structures.

Alfonso Hernández Marín. <www.un.org/Pubs/chronicle/2007/webArticles/040507_culturalchange.htm>. (Adapted).

1 PUC-SP Segundo o texto, as grandes cidades:

- (a) são a última conquista do capitalismo moderno.
- (b) atraem cada vez mais pessoas devido ao seu fascínio.
- (c) influenciam o progresso coletivo e apagam as desigualdades.
- (d) interpretam a realidade baseadas em falsas expectativas.
- (e) promovem historicamente a igualdade socioeconômica.

2 PUC-SP No trecho do segundo parágrafo do texto – *The first refers to greater autonomy*, – a expressão *the first* refere-se a:

- (a) great megalopolis.
- (b) urban revolution.
- (c) duality.
- (d) opportunities.
- (e) problems.

3 PUC-SP No trecho do segundo parágrafo do texto – *However, social segregation in a space has never been so pronounced*, – a palavra *however* indica:

- (a) contraste.
- (b) conformidade.
- (c) alternativa.
- (d) ênfase.
- (e) explicação.

4 PUC-SP Um exemplo de oportunidades e de problemas mencionados no trecho do segundo parágrafo – *The great megalopolis or world metropolis of our era, which many call an "urban revolution", is characterized by their duality in presenting a series of opportunities and problems*.

– é, respectivamente:

- (a) leisure – types of mobility.
- (b) diversity of offers – duality.
- (c) social segregation – inequalities in income.
- (d) increase in time at work – employment.
- (e) more options in terms of residence – lack of solidarity.

5 PUC-SP The picture that illustrates the text shows:

- (a) the false expectations of some sociologists and anthropologists.
- (b) the diversity of offers in terms of residence, activities and types of mobility.
- (c) one of the problems of the world metropolis.
- (d) that most people in poor areas suffer from solitude.
- (e) that people participate in public politics.

Atividade 2 – Verbs

Ao estudar verbos, tenha sempre em mente os conceitos básicos que regem a relação entre verbos auxiliares e principais, bem como suas formas fundamentais. Analise a lista dos principais verbos irregulares e compare nossas dicas sobre sua frequência de uso.

- As formas dos verbos:

Infinitivo / Passado simples /

Particípio passado / Particípio presente

- As funções dos verbos:
Auxiliar / principal
- Regras para o uso de auxiliares e principais
- Verbos regulares e irregulares
- Lista dos principais verbos irregulares
- Diferenças entre o inglês americano e o inglês britânico

Exercícios de Sala

1 UFRS Although animals _____ language as we do, they can give complicated messages to each other.

- (a) are used (d) can use
(b) does not use (e) do not use
(c) uses

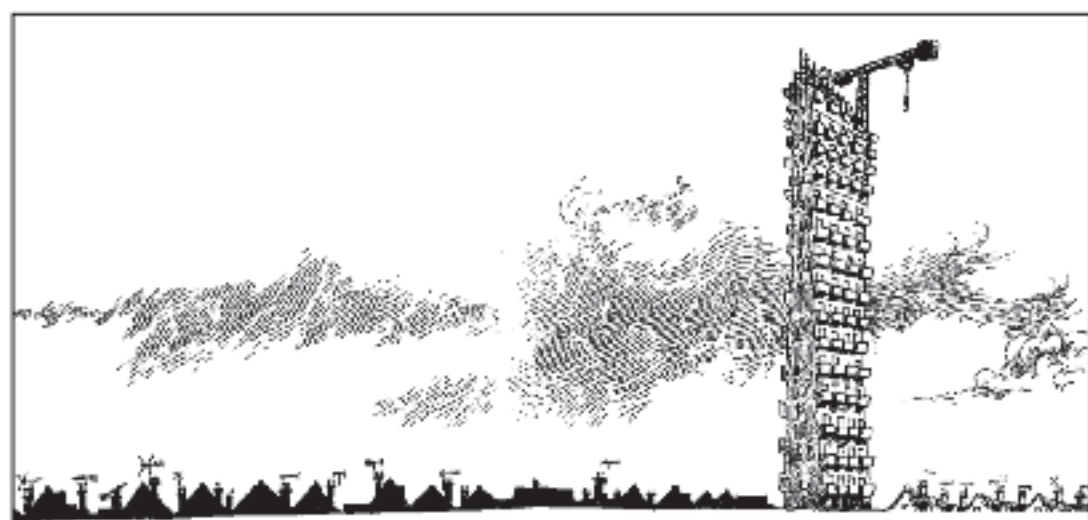
2 UFGO The warbler _____ to fly away when the scientist arrived.

- (a) is trying (d) try
(b) was trying (e) were trying
(c) tries

3 Vunesp He will _____ almost everything you ask him.

- (a) do (c) doing (e) did
(b) to do (d) does

Leia o trecho a seguir e responda às questões de 4 a 6.



Day by day the Point got taller and taller. And day by day the shadow got longer and longer.

All around flowers died, grass turned brown and rooms became dark and cold. Old people had to turn on heaters, even in middle of summer.

"It's just so ugly," said Doll to Harold as they ate dinner one night. "Once I used to look out of the window and see trees and flowers, hear singing birds. Now all I see is that ugly grey thing. There're no flowers, no trees, no light, no grass, no birds, nothing."

"Oh, it's not that bad," said Harold.

"Don't give me that," snapped Doll. "You don't have to watch it. Day in and day out. Watch it getting bigger and bigger and bigger."

Rosie sat at the table and ate her dinner. She thought her mum was being stupid, although she didn't say so. Instead, she just filled her mouth with a forkful of mashed potato and stared at her plate.

Later, though, while Doll was washing up, Rosie couldn't help saying. "I don't think it's ugly." "Well, you're as foolish as your father, then." "I just think it's ... it's a gigantic finger pointing up to the sky. Or a tall flower. Or a wonderful steeple –"

"Listen, young lady," interrupted Doll. "It's not a finger and it's not a flower and it's not a steeple. It's just a shadow. Nothing else. It's just a point of shadow."

And that was how the Point became known as Shadow Point.

Philip Ridley. *Mercedes Ice*, London, Puffin Books, 1996. pp. 18 e 19.

4 Unicamp Quem é quem nessa história?

5 Unicamp A que se refere "Shadow Point"? Por que recebeu esse nome?

6 Unicamp O texto menciona mudanças. Que mudanças são essas?

Exercícios Extras (Fuvest 2003)

Texto para as questões de 1 a 4.

DIANA HAD BEEN HOPING to get away by five, so she could be at the farm in time for dinner. She tried not to show her true feelings when at 4.37 her deputy, Phil Haskins, presented her with a complex twelve-page document that required the signature of a director before it could be sent out to the client. Haskins didn't hesitate to remind her that they had lost two similar contracts that week.

It was always the same on a Friday. The phones would go quiet in the middle of the afternoon and then, just as she thought she could slip away, an authorisation would land on her desk. One glance at this particular document and Diana knew there would be no chance of escaping before six.

Jeffrey Aecher. *The Collected Short Stories*, p. 1.

Glossary

1. to get away by five: _____
2. in time for dinner: _____
3. deputy: _____
4. to remind: _____
5. slip away: _____
6. glance: _____

1 Fuvest According to the passage, Diana:

- (a) usually tried to leave the office shortly after five on Fridays.
- (b) intended to leave the office at five o'clock at the latest.
- (c) used to have dinner at the farm on Fridays.

- (d) as a rule stayed in the office until 5 pm.
- (e) was used to having dinner by six.

2 Fuvest The passage tells us that when Phil Haskins presented Diana with a document, she:

- (a) glanced at the clock on her desk.
- (b) couldn't help showing dissatisfaction.
- (c) didn't hesitate to tell him she was about to leave.
- (d) reminded him she left the office at 5 pm. on Fridays.
- (e) tried to behave naturally.

3 Fuvest The passage says that on Fridays:

- (a) Diana spent most of her time quietly preparing complex documents.
- (b) the phones rang incessantly in the office.
- (c) the office was busier than ever.
- (d) there were hardly any phone calls in mid-afternoon.
- (e) Diana and Haskins signed all documents to be sent out to clients.

4 Fuvest Choose the item which best completes the sentence, according to the passage:

Diana wouldn't be at the farm in time for dinner unless she _____ by five.

- (a) would get away
- (b) gets away
- (c) got away
- (d) had got away
- (e) can get away

Atividade 3 – Pronouns

O estudo de pronomes é fundamental para o domínio de qualquer idioma. São estruturas básicas e em geral fáceis que, no entanto, podem vir a causar dúvidas se não abordadas de forma adequada. O principal problema é, sem dúvida, a tradução para o português – fonte de vários desencontros, se não observada no contexto. Neste capítulo, estudaremos os pronomes pessoais, os possessivos, os reflexivos e os enfáticos.

Pronomes pessoais:

I, you, he, she, it, we, you, they.

me, you, him, her, it, us, you, them.

– Mary is here. I told *her* to sit down.

Pronomes possessivos:

my, your, his, her, its, our, your, their.

mine, yours, his, hers, –, ours, yours, theirs.

– *Your* books are on the shelf. *Mine* are on the desk.

Pronomes reflexivos:

myself, yourself, himself, herself, itself,

ourselves, yourselves, themselves.

– Please, help *yourself* to some coffee.

Pronomes enfáticos:

myself, yourself, himself, herself, itself,

ourselves, yourselves, themselves.

– I interviewed Paul McCartney *himself*!

Exercícios de Sala

1 Vunesp I promised _____ not to say that again.

- (a) myself (c) me (e) my own
(b) mine (d) my

2 Vunesp In some cities people do not pay for _____ tickets.

- (a) them (c) our (e) their
(b) his (d) her

3 UFPA The women asked me where the hotel was, so I told _____ how to get there.

- (a) her (c) them (e) they
(b) she (d) hers

4 Vunesp This dictionary is in _____ fourth edition.

- (a) his (c) its (e) their
(b) her (d) it's

5 UFRJ Qual das alternativas a seguir apresenta erro(s)?

- (a) Mrs. Oliva, whom we admire very much, teaches us Geography.
(b) Dr. Monteiro's asked me to do a favor for him.
(c) Excuse me, is that your car over there?
(d) It was very kind of they to give us a lift.
(e) The Mendonças are throwing a huge party. Are you a friend of that?

6 Mackenzie

"The kids had returned home by themselves". This means that:

- (a) the kids had returned home alone.
(b) the kids had returned home on their own.
(c) the kids themselves returned home.
(d) a and b are correct.
(e) b and c are correct.

Exercícios Extras (Vassouras 2001 – 1º dia)

One of the first things you notice about Catherine Deneuve, apart from her imperishable beauty and her chain smoking, is that she speaks amazingly fast. With eyes that seem to gaze beyond you, she is witty and articulate, a self-confident woman with an agile mind.

5 At 57 Deneuve remains the French actress with the most secure reputation, cool yet keen, remote but all there. And although the nine-tenths of the Deneuve iceberg may stay below the surface, the tenth that shows, glows. Fire and ice, as journalists repeatedly point out.

She was born Catherine Dorleac, a green-eyed brunette, in Paris the
10 third of four daughters to Comedie Française actors Maurice Dorleac and Renee Deneuve, who seldom allowed Catherine to see them perform. Educated at Catholic schools and initially interested in interior design, she was drawn into acting by her sister Françoise Dorleac, who died in a car crash in 1967, and adopted Deneuve as her surname for the job.

15 "Work is not central to my happiness but it is the essential motor that drives my life", she says. "When I started acting I wasn't aware that acting is all about inhabiting different people. Later I discovered the liberty in being able to be different people, live different situations. It is not the reason to be an actor but it is one of the advantages".

20 She divides her time between her apartment in Paris and a country house an hour from the French capital in Normandy. "I love my place in the country. I love to garden. It is very reassuring to hear the rain, the wind, storms and the trees rustling outside", she says.

A firm handshake, and Deneuve is off, magnetism and mystery, the
25 discreet charm of a star, the bravado of a national icon.

Summit Magazine, November 2000. (Adapted).

Glossary

1. imperishable: _____
2. chain smoking: fumar inveteradamente
3. witty: _____
4. cool: grape
5. keen: _____
6. to point out: _____
7. brunette: _____
8. seldom: _____
9. was drawn into acting: _____
10. surname for the job: sobrenome artístico
11. to be aware: _____
12. reassuring: _____
13. trees rustling: o farfalhar das árvores
14. handshake: _____

1 Vassouras According to paragraph 1, Catherine Deneuve:

- (a) is not as pretty as she used to be.
(b) looks better than before.
(c) is as beautiful as ever.
(d) has definitely lost her looks.
(e) has never been beautiful at all.

2 Vassouras From paragraph 1 we infer that Catherine Deneuve:

- (a) is a non-smoker. (d) is against smoking.
- (b) is a compulsive smoker. (e) gave up smoking.
- (c) seldom smokes.

3 Vassouras *She speaks amazingly fast* (lines 2 - 3) conveys that Deneuve:

- (a) talks quietly.
- (b) grumbles in an indistinct voice.
- (c) is unable to speak clearly.
- (d) mumbles the words.
- (e) is talkative and fluent.

4 Vassouras *to gaze* (line 3) means:

- (a) to take a quick look
- (b) to look away
- (c) to glance
- (d) to look long and steadily
- (e) to overlook

5 Vassouras From paragraph 1 we deduce that Deneuve:

- (a) has a weak personality.
- (b) is a feeble person.
- (c) is intelligent and strong.
- (d) is dumb and conceited.
- (e) can't make up her mind.

6 Vassouras The negative prefix *im* occurs in *imperishable* (line 2). It may also be added to all the following items, except:

- (a) polite (c) perceptible (e) comparable
- (b) possible (d) perfect

7 Vassouras In paragraph 2, the description of Deneuve's personality is built up through:

- (a) similarities (d) alliteration
- (b) contrast (e) exemplification
- (c) emphasis

8 Vassouras From paragraph 2 we apprehend that Deneuve is rather self-contained but what she reveals of herself to the others shows that she is:

- (a) quite attractive (d) very gloomy
- (b) rather unpleasant (e) very moody
- (c) too proud

9 Vassouras *may* (line 7) conveys:

- (a) permission (d) possibility
- (b) concession (e) impossibility
- (c) condition

10 Vassouras According to paragraph 3:

- (a) Catherine was her parents' only child.
- (b) Catherine adopted her mother's surname for the job.
- (c) Since early childhood, Catherine wanted to become a movie star.
- (d) Her parents convinced her to take up acting.
- (e) She often watched her parents perform at the Comedie Française.

11 Vassouras *died* (line 13) is in the past. All the following items are regular verbs, forming their past tense in *ed*, except:

- (a) to notice (line 1) (d) to stay (line 7)
- (b) to gaze (line 3) (e) to see (line 11)
- (c) to remain (line 5)

12 Vassouras Choose the item which best completes the following sentence:

In 1963, under the tutelage of Roger Vadim, her career in cinema started to _____.

- (a) take up (d) take down
- (b) take off (e) take on
- (c) take away

13 Vassouras According to paragraph 4:

- (a) Her happiness depends solely on her work as an actress.
- (b) One of the drawbacks of acting is that it is all about inhabiting other people.
- (c) From the very beginning of her career, she knew that acting was like living other people's lives.
- (d) She took up acting because she didn't want to live her own life.
- (e) Acting is fundamental to her life.

14 Vassouras *discovered* (line 17) means:

- (a) found out (d) looked for
- (b) made up (e) walked away from
- (c) turned down

15 Vassouras According to paragraph 5, Catherine Deneuve:

- (a) lives outside Paris.
- (b) has a house in Paris.
- (c) drives long hours to get to her country home.
- (d) loves Nature.
- (e) is not keen on gardening.

16 Vassouras In the text, *rustling* (line 23) suggests:

- (a) a gentle sound
- (b) a violent blow
- (c) a loud noise
- (d) an unpleasant sound
- (e) a piercing cry

17 Vassouras The preposition of place *in* occurs in *in the country* (line 22). It may also occur in:

- (a) _____ home (d) _____ Earth
 (b) _____ the floor (e) _____ the seaside
 (c) _____ the world

18 Vassouras Choose the right question for the following answer:

Catherine Deneuve made “The Umbrellas of Cherbourg” in 1964.

- (a) How long did it take her to make “The Umbrellas of Cherbourg”?
 (b) Why did she make “The Umbrellas of Cherbourg”?
 (c) What’s the film called?
 (d) When did she make “The Umbrellas of Cherbourg”?
 (e) Did she make “The Umbrellas of Cherbourg” in 1964?

19 Vassouras A *handshake* (line 24) is a greeting given by:

- (a) grasping a person’s hand with one’s own.
 (b) waving one’s hand to somebody.
 (c) tapping a person’s hand.
 (d) embracing the other.
 (e) kissing a person’s hand.

20 Vassouras From the last paragraph we understand that Catherine Deneuve:

- (a) is not a popular actress in France.
 (b) is popular only outside France.
 (c) has become a French symbol.
 (d) is too discreet to be a box-office success.
 (e) is a flop.

Atividade 4 – Verb tenses – The present

Neste capítulo, iniciaremos o estudo dos tempos verbais em inglês. É importante que as noções básicas sobre o tempo e suas dimensões, além dos tipos de tempos verbais, sejam reforçados. Isso nos possibilitará entender a nomenclatura e a consequente formação dos tempos verbais, o que certamente irá evitar confusões a respeito das formas, fazendo com que o estudo dos usos seja o foco principal.

Atente para as diferenças entre o Presente simples e o Presente contínuo e “muito cuidado” com os verbos que não podem ser usados nos tempos contínuos.

- Quadro geral dos tempos verbais.
- O tempo em suas dimensões.
- Os tipos de tempos verbais.
- Presente simples.
- Presente contínuo.
- *Nonprogressive verbs* (normalmente não são usados nos tempos contínuos).

Exercícios de Sala

1 UCMG Don’t talk so loud: the young man _____.

- (a) sleep
 (b) is sleeping
 (c) are sleeping
 (d) sleeps

2 Osec Jane is an excellent student. At this moment she _____ her lesson.

- (a) study
 (b) studies
 (c) is studying
 (d) are studying

3 Fuvest At present he _____ for a big company.

- (a) work
 (b) works
 (c) is working
 (d) working

4 Unaes-MS My wife and I _____ more vegetables nowadays.

- (a) is eating
 (b) eats
 (c) are eating
 (d) has eating
 (e) is going to eat

Exercícios Extras (PUC-SP 2007)

Leia o texto e responda às questões de acordo com as informações fornecidas.

Youth of Brazil, Russia, and U.S. View the Internet as Convenient, Fun, Necessary, Safe, and Social, According to IDC Study

Aug. 9, 2006 – Like television for a previous generation, the Internet is quickly becoming the principal mode of information and communication for today's youth. Young people now turn to the Internet to read the news, chat with their friends, play games, download music, and to shop. To better understand how this generation views the Internet, and to explore how these views vary across cultures, IDC, in conjunction with RKM Research and Communications, recently completed an innovative study of 15- to 24-year olds in the United States, Brazil, and Russia. The implications of the strength of the Internet versus television as a communication medium are significant for media and advertisers alike as they try to find a balance between the more static pushed content and user-generated or -controlled content.

Using both explicit and implicit measures of attitude and behavior, IDC measured the strength of association between the Internet, television, and key positive and negative attributes among youth of the three countries. In general, the study found relatively strong associations between television and the negative concepts presented (e.g., inconvenient, boring etc.). In contrast, the associations with the Internet tended to be positive (e.g., fun, necessary etc.), although weaker than the associations between television and the negative concepts.

"The growing acceptance of the Internet as a central fixture in the lives of young people has significant economic implications, provided that future Internet adopters continue to view the Internet as safe," said Carol Glasheen, vice president of IDC's Quantitative Research Group. "Much of this success will depend on the ability of advertisers and marketers to understand and address the perceptions and concerns of the current youth population."

In comparisons across the three countries, Brazilian Internet-savvy youth use the Internet more on a daily basis than do American or Russian youth, although American youth are more likely to use the Internet every day.

Nearly all Russian Internet-savvy youth use the Internet to obtain news, while they tend to shop online less than their Brazilian and American counterparts. Among the implicit findings, American Internet-savvy youth have generally weaker associations with the Internet than do Brazilian or Russian youth, suggesting that American youth may take the Internet for granted.

The IDC study presents the results of a recent survey of 302 15 to 24 year olds in the United States, Brazil, and Russia on how they view the Internet. The report's findings include how much time youths from each country spend on the Internet and watching television and what they do or watch while pursuing each activity. The report also examines the implicit attitudes toward each medium in those surveyed.

<<http://home.businesswire.com>>. (Adapted).

1 PUC-SP A internet:

- (a) proporciona uma maior interação social do que a TV para os jovens americanos.
- (b) incita um comportamento semelhante dos usuários no mundo, pois os jovens a consideram informativa.
- (c) é consultada por cidadãos, que também assistem à TV diariamente.
- (d) proporciona a facilidade de compras *on-line* no Brasil e nos Estados Unidos.
- (e) é bem vista por pessoas de 15 a 24 anos nos países pesquisados.

2 PUC-SP A pesquisa sobre a internet na Rússia, no Brasil e nos Estados Unidos:

- (a) revelou que a população está preocupada com o uso excessivo da internet.
- (b) tem por objetivo incentivar o consumo na internet por parte dos jovens usuários.
- (c) indicou que os publicitários subestimam a internet e preferem a TV como meio de comunicação.
- (d) quantificou o tempo que os jovens pesquisados gastam com a internet e com a TV em cada país.
- (e) constatou que os usuários acima de 24 anos são os que menos acessam a internet.

3 PUC-SP Os jovens pesquisados:

- (a) tenderam a associar a internet a atributos favoráveis.
- (b) preferem assistir à TV antes de acessar a internet.
- (c) consideraram, em grande parte, a internet repetitiva, apesar de necessária.
- (d) apresentaram um conceito negativo em relação a alguns programas de TV.
- (e) estão preocupados com a segurança na internet, que ainda é deficiente.

4 PUC-SP Segundo o texto:

- (a) os jovens usam a internet para obter informações, o que explica o declínio da leitura de jornais.
- (b) o principal uso da internet concentra-se em interações com os amigos e em conhecer novas pessoas.

- (c) atualmente, a internet desempenha o papel que a televisão desempenhou para a geração anterior.
- (d) os jovens preferem a internet devido à interatividade e ao conteúdo estático gerado pelo usuário.
- (e) os adultos preferem a TV pois ainda não aprenderam a usar a internet com competência.

5 PUC-SP No trecho do primeiro parágrafo *The implications of the strength of the Internet versus television as a communication medium are significant for media and advertisers alike as they try to find a balance between the more static pushed content and user-generated or -controlled content*, as palavras *as* significam, em português, respectivamente:

- (a) como; como.
- (b) como; à medida que.
- (c) enquanto; como.
- (d) até; quando.
- (e) à medida que; tanto quando.

6 PUC-SP No trecho do quarto parágrafo [...] *although American youth are more likely to use the Internet every day.* [...] a palavra *likely* indica:

- (a) preferência.
- (b) desejo.
- (c) similaridade.
- (d) probabilidade.
- (e) superioridade.

7 PUC-SP No trecho final do último parágrafo *The report also examines the implicit attitudes toward each medium in those surveyed.* A palavra *those* se refere:

- (a) aos 302 participantes da pesquisa.
- (b) tanto à internet como à TV.
- (c) a todos os jovens de 15 a 24 anos.
- (d) aos idealizadores da pesquisa.
- (e) aos internautas dos países pesquisados.

8 PUC-SP Ao comparar as respostas dos jovens dos três países, a pesquisa mostra que:

- (a) os americanos usam a internet por mais tempo todos os dias.
- (b) os russos são mais informados sobre a internet embora não confiem em portais de compras.
- (c) os americanos não diferenciam a TV da internet pois ambas fazem parte de sua vida.
- (d) os americanos investem mais dinheiro em computadores e internet.
- (e) os brasileiros fazem mais compras pela internet que os russos.

9 PUC-SP Segundo a vice-presidente do IDC:

- (a) as conclusões da pesquisa servirão para alertar os pais dos jovens e os educadores.
- (b) os jovens universitários consideram a internet segura no Brasil, na Rússia e nos Estados Unidos.
- (c) os especialistas em propaganda e *marketing* devem se inteirar do papel da internet na vida dos jovens.
- (d) os provedores de acesso à internet terão implicações econômicas negativas caso concentrem seu produto nos jovens.
- (e) os órgãos governamentais dos três países deverão zelar pela segurança na internet para que esta se torne um setor da economia.

Atividade 5 – Indefinite pronouns

Pronomes indefinidos são usados para referir-se a pessoas ou coisas sem indicar exatamente quem ou o que estas são. Eles existem nas formas puras (*some, any, no*) e em seus compostos. Raros são os textos em que não encontramos pronomes indefinidos. Fique atento para os casos especiais e as variações de uso entre as formas puras e compostas.

Formas puras: geralmente seguidas por substantivos
some coffee; any money; no questions

Formas compostas: não exigem um complemento
We need somebody to love.

Exercícios de Sala

1 UTM Please give me _____ more pudding. I am sorry but there isn't _____.

- (a) some, any
- (b) any, any
- (c) few, none
- (d) any, some
- (e) little, some

2 Mackenzie *Precisamos de alguma coisa objetiva para provar-lhes que qualquer coisa que se faça para combater o vício das drogas vale o esforço. Até agora, tudo o que fizemos parece ser inútil.* Em inglês, correto é:

We need _____ objective to prove them that _____ that's done to fight drug addiction is worth the effort. So far, _____ we've done seems to be invaluable.

Para completar corretamente o texto anterior, deve ser usada a alternativa:

- (a) nothing, something, anything
- (b) anything, nothing, something
- (c) something, nothing, anything
- (d) something, anything, everything
- (e) everything, anything, something

3 SFS I've searched for true friendship _____ but really could not find it _____.

- (a) somewhere, anywhere
- (b) everything, nowhere
- (c) anywhere, somewhere
- (d) everywhere, nowhere
- (e) everywhere, anywhere

4 Unipa The answer was so obvious that _____ could have given it.

- (a) anyone
- (b) anywhere
- (c) no
- (d) everything
- (e) everywhere

Exercícios Extras (UFMG 2010)

Read the texts carefully and then choose the alternative which best completes the statement in each question, from 1 to 7.

After Capitalism



The era of transition that we are entering will be disruptive – but it may bring a world where markets are servants, not masters.

To understand what capitalism might become, we first have to understand what it is. This is not so simple. Capitalism includes a market economy, but many traditional market economies are not capitalistic. It includes trade, but trade, too, long precedes capitalism.

5 It includes capital – but Egyptian pharaohs and fascist dictators commanded surpluses too.

The French historian Fernand Braudel offered perhaps the best description of capitalism when he wrote of it as a series of layers built on top of the everyday market economy of onions and wood, plumbing and cooking. These layers, local, regional, national and global, are characterised by ever greater abstraction, until at the top sits *disembodied* finance, seeking returns anywhere, uncommitted to any particular place or industry, and commodifying anything and everything.

15 Only a few decades ago there was great interest in what would supersede capitalism. The answers ranged from *communism* to *managerialism*, and from hopes of a golden age of leisure to dreams of a return to community and ecological harmony. Today these utopias can be found in the movements around the World Social Forum, on the edges of all of the major religions, in the radical sub-cultures that surround the net, and in moderated form in thousands of civic ventures across the world.

Geoff Mulgan. <http://www.prospect-magazine.co.uk/article_details.php?id=10680>.

1 UFMG The introduction to the text (lines 1 e 2) implies that, at present, the capitalist system

- (a) guides transitions.
- (b) rules the world.
- (c) serves the market.
- (d) teaches governors.

2 UFMG The **best** topic for the first paragraph is that:

- (a) capitalism includes market economy.
- (b) it is not very easy to define capitalism.
- (c) the elements in capitalism are traditional.
- (d) we cannot tell the future of capitalism.

3 UFMG According to the text, **market economy**, **trade** and **capital** (1st paragraph) are:

- (a) alternatives to ancient policies.
- (b) byproducts of new capitalism.
- (c) insufficient to define capitalism.
- (d) theories of economic systems.

4 UFMG Braudel suggests that capitalism is:

- (a) mostly defined by agriculture.
- (b) moving towards immateriality.
- (c) oriented towards local finance.
- (d) related to specialized industry.

5 UFMG The word *disembodied* (line 11) can be best understood as:

- (a) foreign.
- (b) marketed.
- (c) nearby.
- (d) vague.

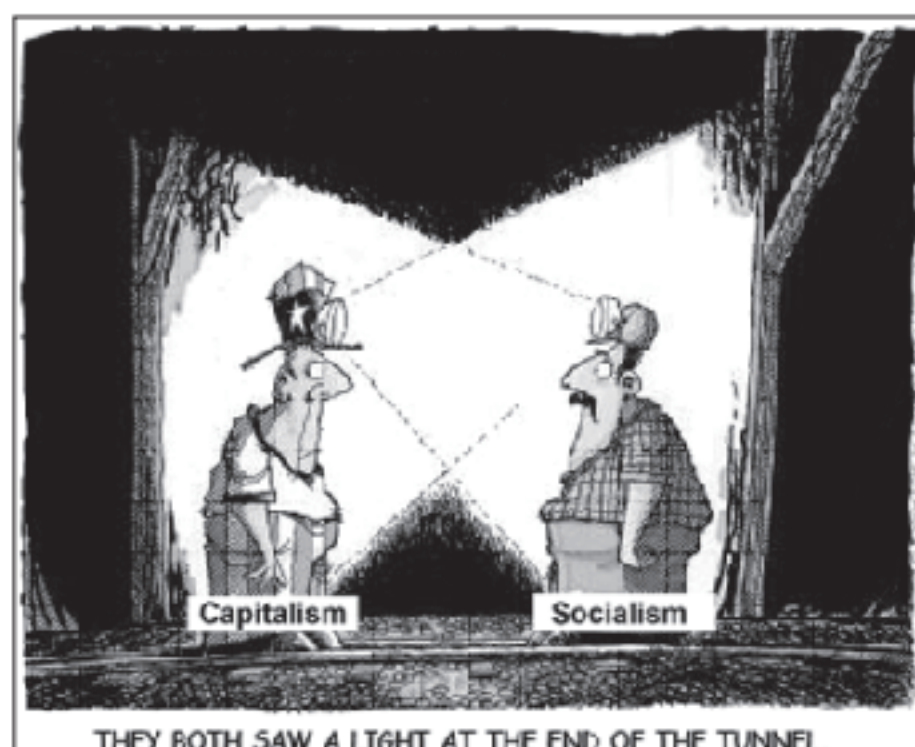
6 UFMG *Communism* (line 15) and *managerialism* (line 16) are mentioned in the text as systems that:

- (a) are considered unwanted utopias nowadays.
- (b) could have been alternatives to capitalism.
- (c) managed to supersede globalized capitalism.
- (d) were commonly considered the golden ages.

7 UFMG We can say that the author of the text thinks that religion:

- (a) can be seen as sub-culture. (c) allows for utopian ideals.
 (b) is a radical way of living. (d) induces civic engagement.

8 UFMG Study this cartoon:



<<http://www.CartoonStock.com>>.

We can infer that the cartoon above says that socialism:

- (a) interested few workers.
 (b) found hope in capitalism.
 (c) scared people in the US.
 (d) surprised most politicians.

Atividade 6 – Verb tenses – The past

Embora possa parecer um pouco estranho para aqueles que ainda não tenham se aprofundado no assunto, o simples fato de uma ação ter ocorrido no passado não necessariamente significa que esta será referida como *Simple past*.

É preciso que, além disso, o tempo no qual a ação tenha ocorrido seja definido.

Neste capítulo, fique atento a esta e a outras particularidades dos tempos verbais do passado – simples e contínuo, por enquanto.

Atente em especial para as maneiras de se definir tempo no passado, pois serão estas as referências nas quais você irá se basear para decidir pelo uso ou não do *Simple past*. As situações que envolvem contexto ou outras ações são exploradas em exames que utilizam questões de interpretação e de gramática dentro de um contexto.

Exercícios de Sala

1 Vunesp When _____ World War II _____ ?

- (a) did, started (d) do, start
 (b) do, started (e) did, start
 (c) does, started

2 Vunesp He _____ to return to his home.

- (a) not wanted (d) does wanted
 (b) wanted (e) to want
 (c) did wanted

3 Vunesp The mayor _____ it difficult to refuse.

- (a) find (d) found
 (b) finding (e) to find
 (c) founded

4 Efoa Assinale a alternativa correta para preencher a seguinte frase: “What _____ to Melissa? She looks as if she _____ up all night!”

- (a) happened, to be (d) happened, were
 (b) did happen, be (e) happens, was
 (c) did happened, was

5 Inatel Qual das alternativas abaixo preenche corretamente a frase: “When I _____ that something _____ wrong and _____ to the door I _____ out that my dog _____ my new pair of tennis shoes”.

- (a) noticed, was, run, find, was chewing
- (b) noticed, were, runned, found, chewing
- (c) noticed, was, ran, found, was chewing
- (d) was noticing, was, was running, found, chewed
- (e) was noticing, were, ran, was founding, were chewing

Exercícios Extras (Unicamp 2005)

O texto a seguir é o primeiro refrão de uma canção escrita pelo compositor norte-americano Cole Porter em 1939.

Texto I

Katie went to Haiti

Refrain 1

Katie went to Haiti,
Stopped off for a rest.
Katie met a natie,
Katie was impressed.
After a week in Haiti
She started to go away,
Then Katie met another natie,
So Katie prolonged her stay.
After a month in Haiti
She decided to resume her trip,
But Katie met still another natie
And Katie missed the ship.
So Katie lived in Haiti,
Her life there, it was great,
'Cause Katie knew her Haiti
And practically all Haiti knew Katie.

R. Kimball (ed.). *The complete lyrics of Cole Porter*.
N. York: Da Capo, 1992.

Vocabulário de apoio

Natie = native
'cause = because

Glossary

1. to resume: _____
2. missed the ship: _____

1 Unicamp Segundo a canção, quantas vezes Katie tentou deixar o Haiti e o que aconteceu nessas ocasiões?

Leia o texto a seguir e responda às questões 2 e 3.

Texto II

Who Sleeps?

Reptiles, birds and mammals all sleep. That is, they become unconscious of their surroundings for periods of time. Some fish and amphibians reduce their awareness but do not ever become unconscious like the higher vertebrates do. Insects do not appear to sleep, although they may become inactive in daylight or darkness.

By studying brainwaves, it is known that reptiles do not dream. Birds dream a little. Mammals all dream during sleep.

Different animals sleep in different ways. Some animals, like humans, prefer to sleep in one long session. Other animals (dogs, for example) like to sleep in many short bursts. Some sleep at night, while others sleep during the day.

Really?

Cows can sleep while standing up, but they only dream if they lie down.

Whales and dolphins are “conscious breathers” and because they need to keep conscious while they sleep in order to breathe, only one half of their brain sleeps at a time.

<<http://health.howstuffworks.com/sleep.htm>>. (Adapted).

Glossary

1. mammals: _____
2. surroundings: _____
3. awareness: _____
4. darkness: _____
5. brainwaves: _____
6. short bursts: _____
7. to lie down: _____
8. whales: _____
9. dolphins: _____
10. conscious breathers: _____
11. to breath: _____

2 Unicamp O texto descreve algumas características curiosas das vacas e das baleias. Que características são essas?

3 Unicamp O que o texto afirma sobre os anfíbios, os insetos e os cães, no que diz respeito ao sono?

O texto a seguir foi retirado da obra de Judith Rollins, *Between Women, Domesticity and their Employers* (Temple University Press, 1985, p. 209). Leia-o e responda à questão 4.

Texto III

It was this aspect of servitude I found to be one of the strongest affronts to my dignity as a human being. To Mrs. Thomas and her son, I became invisible; their conversation was private with me, the black servant, in the room as it would have been with no one in the room... These gestures of ignoring my presence were not, I think, intended as insults; they were expressions of the employer's ability to annihilate the humanness and even, at times, the very existence of me, a servant and a black woman.

Glossary

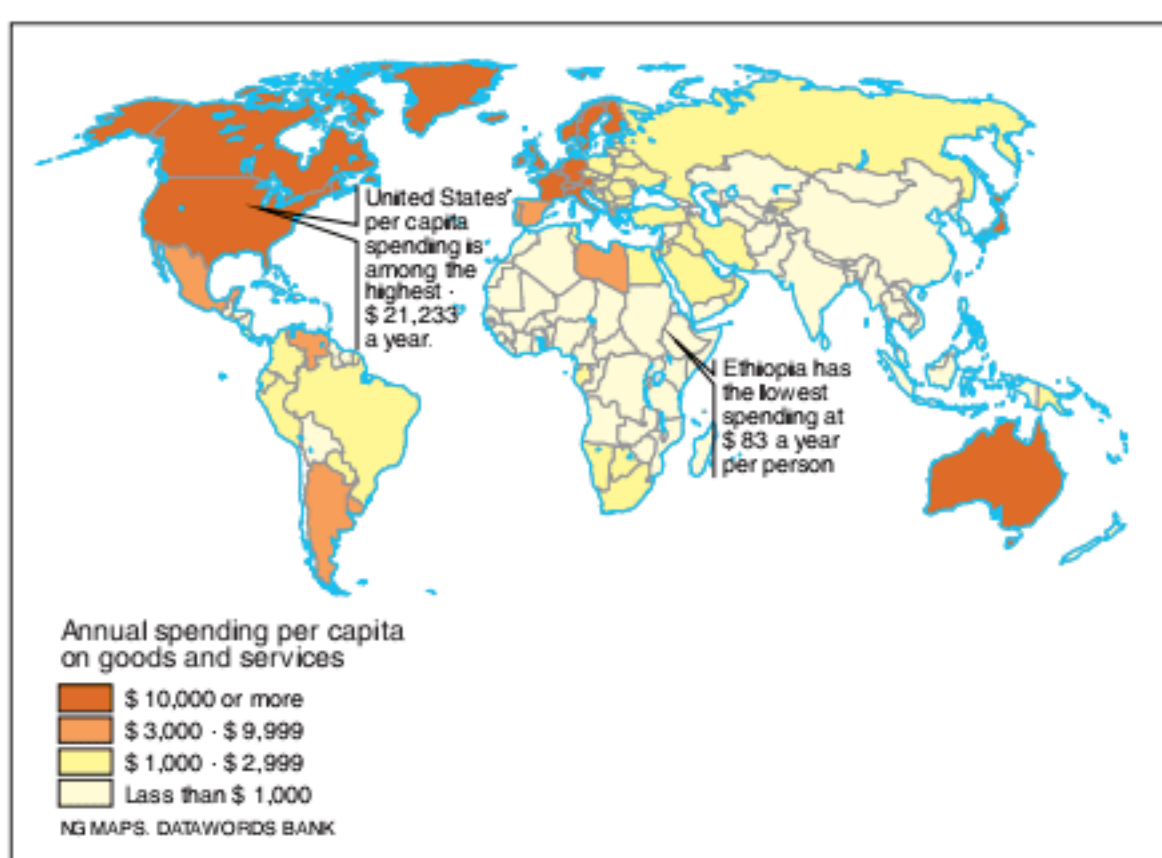
1. human being: _____
2. annihilate: _____

4 Unicamp

- a) Que relação tinha a narradora com a sra. Thomas e seu filho e como esses a tratavam?
- b) Segundo a narradora, o que esse tratamento expressava?

O texto a seguir foi publicado na revista *National Geographic*, em novembro de 2001. Leia-o e responda às questões 5 e 6.

Texto IV



The cost of consumption to ecosystems

In the 1970s humans began using natural resources faster than the Earth can replenish them. Developed countries are using more than their share, consuming 80 percent for the world resources. As standards of living rise globally, the pressures on ecosystems, especially those in less developed southern regions, will increase.

Glossary

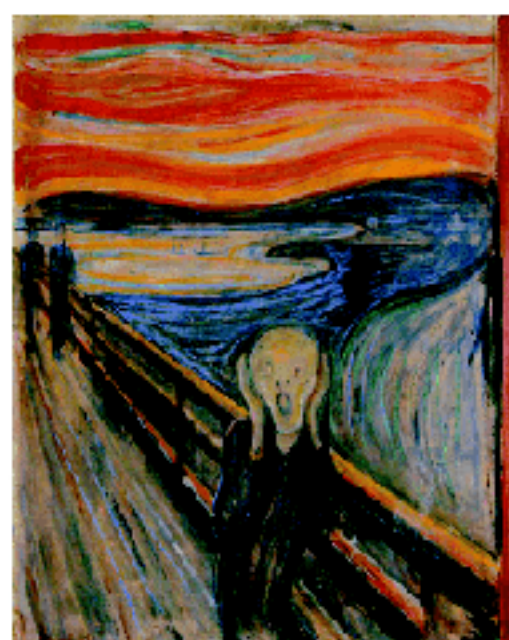
1. natural resources: _____
2. to replenish: _____
3. standards of living: _____
4. to rise: _____

5 Unicamp O texto faz uma previsão em relação ao planeta Terra. Que previsão é essa e o que a justifica?

6 Unicamp O que o texto afirma sobre a Etiópia?

A edição do dia 26 de agosto de 2004 do jornal *The New York Times* trouxe um artigo escrito por Sarah Lyall. O que segue é um trecho editado daquela matéria. Leia-o e responda às questões de 7 a 9.

Texto V



On Wednesday, the police in Oslo said that they were still frantically investigating the theft of the two Munch works, stolen from the Munch Museum on Sunday morning, but that they had no new leads to report. Their main evidence, they said, centers on an abandoned car found not far from the museum; the paintings' discarded frames, found in a nearby field; interviews

with guards and museumgoers who saw two men, one of them armed with a revolver, enter the museum and wrench the paintings from the walls; and closed-circuit television images of the incident.

The men were wearing ski masks that covered their faces, said Jorn-Kristian Jorgensen, an adviser in the information section of the Oslo Police Department. He also informed that no reward has yet been offered for the paintings' recovery, though an offer is expected to emerge.

"The art world is a special world in itself, and probably it's more psychiatry than crime," he said of the hunt for the perpetrators. "Why are people stealing art that cannot be sold to anyone? What are these people searching for? Are they searching for money? Are they searching for honor within their own criminal world?"

Investigators specializing in stolen art – many of them based in London, the center of Europe's art markets – say that art thieves in Europe, where most of the high-profile thefts take place, tend to fall into two categories. Some are low-level criminals who are more likely to improvise the operation and dispose quickly of the works, often for a fraction of their value; others are members of organized gangs who use the paintings as collateral or bartering chips in underworld deals involving drugs, forged documents and weapons. In such cases, recovering the paintings, if they are recovered at all, can take years, even decades.

Glossary

1. frantically: _____
2. theft: _____
3. leads: _____
4. discarded frames: _____
5. nearby field: _____
6. museumgoers: _____
7. to wrench: _____
8. reward: _____
9. hunt: _____
10. perpetrators: _____
11. high-profile: _____
12. to dispose: _____
13. collateral: _____
14. bertering chips: _____
15. underworld deals: _____
16. forged documents: _____

7 Unicamp


- a) Que ato criminoso motivou a autora a escrever esse texto e em que dia da semana tal ato foi praticado?
- b) O oferecimento de recompensas é uma estratégia frequentemente utilizada durante investigações criminais. Que informações o texto fornece, a esse respeito, no caso em questão?

8 Unicamp Quais eram as evidências com que a polícia trabalhava na investigação do crime, na época em que a matéria foi publicada?

9 Unicamp Segundo o texto, as pessoas que cometeram o crime em questão tendem a se enquadrar em duas categorias: criminosos improvisados ou membros de gangues organizadas. Descreva o comportamento dos criminosos de cada categoria.

Uma das páginas eletrônicas de uma organização sem fins lucrativos norte-americana (*TV Turnoff Network*) contém uma série de citações de pessoas ilustres. Algumas dessas citações foram utilizadas para compor o texto a seguir. Leia-o e responda às questões **10** e **11**.

Texto VI

 *TV-Turnoff Network is a national nonprofit organization that encourages children and adults to watch much less television in order to promote healthier lives and communities.*

We have reconstructed the Tower of Babel, and it is a television antenna: a thousand voices producing a daily parody of democracy, in which everyone's opinion is afforded equal weight regardless of substance or merit. – Ted Koppel

I find television very educating. Every time somebody turns on the set, I go into the other room and read a book. – Groucho Marx

The one function TV news performs very well is that when there is no news we give it to you with the same emphasis as if there were. – David Brinkley

<www.tvturnoff.org/quotes.htm>. (Adapted).

Glossary

1. nonprofit: _____
2. equal weight: _____
3. regardless of: _____

10 Unicamp Segundo Ted Koppel, o que caracteriza a paródia de democracia produzida diariamente na televisão?

11 Unicamp

- a) Por que Groucho Marx considera a televisão educativa?
- b) O que David Brinkley afirma sobre os noticiários da TV?

Atividade 7 – Verb tenses – The future

Você sabia que é possível expressar uma ideia de ação futura usando um tempo verbal do presente? Pois é, veja também como são os diferentes tempos verbais do futuro em Inglês, bem como as formações especiais e as relações entre elas.

Atente para as diferenças de uso entre o *Simple future* com o auxiliar *will* ou com a estrutura *be going to*. Veja como se usa o Presente simples para se marcar tempo no futuro; são os *time clauses*.

As comparações entre o *Future continuous*, o *Future perfect* e o *Future perfect continuous* são especialmente importantes também, na medida em que são exploradas em diversos exames.

Exercícios de Sala

1 Vunesp They are going to work again _____.

- (a) yesterday (c) last year (e) last week
(b) later (d) last month

2 Vunesp I'll _____ soccer this afternoon.

- (a) playing (c) to play (e) plays
(b) played (d) play

3 FMTM-MG Will you _____ that door?

- (a) to open (c) opening (e) opens
(b) open (d) opened

4 ITA As soon as you _____ ready, we will go downtown.

- (a) will be (c) shall be (e) be
(b) was (d) are

Exercícios Extras (UFSCar 2010)

Leia o texto e responda às questões de números **1** e **2**. Atenha-se às informações solicitadas.

Down to earth

SIR – As a farmer and journalist who has followed the development of agriculture in Brazil for the past 50 years, I think you missed a very important point in your briefing on deforestation in the Amazon: the vast improvement in conservation methods (“The future of the forest”, June 13th). This is partly explained by better education, but also because these methods have been applied in a “no till” system, known as plantio direto in Brazil. This plants seeds directly in the refuse of former crops, protecting the land from erosion, creating organic matter and building soil in the process. Proof lies in the fact that production on soybean farms is increasing.

Farmers using these methods are a stabilising element as they set down roots rather than destroy the land and move on. Communities have been established where soil conservation is essential to progress. What is now needed is legislation to enable property rights and to assure that sensible forestry laws make it possible to achieve a decent living. This may require something that simply does not exist in Brazil: a forestry-police department with rangers who are trained, well paid and equipped to get where they need to go.

Ellen Bromfield. São Paulo.

<www.economist.com/opinion/displaystory.cfm?story_id=13941050>.

1 UFSCar

- a) Que qualificações a autora da carta à revista *Economist* apresenta para comentar o artigo *The future of the forest*?
b) Que aspecto o artigo *The future of the forest* da revista *Economist* não contempla, na opinião da autora da carta?

2 UFSCar

- a) Em que consiste o sistema *no till*?
b) Quais as vantagens do sistema *no till* para o solo?

Leia o texto e responda à questão de número **3**. Atenha-se às informações solicitadas.

Global Online Population to Hit 2 Billion

The number of people online globally is set to grow more than 45 percent to 2.2 billion users over the next five years, according to a new report from Forrester Research. Asia will account for 43 percent of the world’s online population by 2013, with 17 percent residing in China. Growth rates in the U.S., Western Europe, and nations in Asia Pacific such as Australia, Japan, and South Korea will slow to between 1 percent and 3 percent.

Online reach in the U.S. is set to increase from 73 percent to 82 percent over the next five years, representing a 3 percent annual growth rate. By 2013, U.S. online penetration will be par with the most highly penetrated markets of Europe and Asia, including the Netherlands, the U.K., Japan, and South Korea.

Europe’s Internet growth will be driven by the continent’s emerging markets. Internet usage in Russia and Turkey will grow by almost 8 percent annually, while growth in Spain’s online population will increase by an average of more than 5 percent each year.

China’s online population, currently the largest in the world, will increase by nearly 11 percent each year until 2013. Asian countries with significant online growth rates include India, Indonesia, Pakistan, and the Philippines. Brazil currently has the fourth largest numbers of Internet users in the world, but despite a 7 percent annual growth rate over the next five years, it will drop to fifth in 2010 when it is surpassed by India.

Mike Sachoff. <www.webpronews.com/topnews/2009/07/21>. (Adapted).

3 UFSCar

- a) Segundo a pesquisa da *Forrester Research*, que região do mundo terá a maior população *on-line* até 2013 e com que porcentagem?
b) Qual é a posição atual e qual a expectativa prevista para o Brasil daqui a um ano?

Leia o texto e responda às questões de números 4 e 5. Atenha-se às informações solicitadas.

Brazil's death toll in football violence tops world list

Brazil, with 42 fans dead during ten years of football violence, tops the world's tragic list, according to a study released Sunday. The study's authors said the numbers were of major concern, especially with Brazil's role as host to the 2014 FIFA World Cup.

The study included deaths that occurred in or around the stadium during violent clashes with other fans, said Mauricio Murad of the University of the State of Rio de Janeiro (Uerj). The study, called "A Sad, Perverse Achievement," covered the time frame 1999-2008. "As we began the study, Brazil was in third place in comparison to other countries. Italy topped the list, followed by Argentina and Brazil," Murad said Sunday in an interview with the state news agency Agencia Brazil.

Today, ten years after the study began, Brazil leads the list. The violence is according to Murad a major concern for the country, especially with its role in 2014. Public security is a major issue at the World Cup events.

One reason for the disturbing trend is that Brazil in the past has failed to enact laws to address violence between rival fan groups. Italy had taken such reform steps. "In Brazil, there has unfortunately been

insufficient substantive reactions" Murad said. He said it was unsettling that the number of dead has climbed in the course of the years.

On average, 4.2 Brazilian fans were killed over the ten-year period. Between 2004 and 2008, the average was 5.6 deaths per year, and in 2007 and 2008, there were seven killed each year. "The violence in football is growing because overall violence in the country is increasing. Violence is on the increase because of lack of punishment for crimes and corruption," Murad charged.

The study was based on newspaper and other media reports, which were later confirmed by court forensics specialists and police officials.

July 20, 2009. <www.earthtimes.org/articles>. (Adapted).

4 UFSCar

- Que época o estudo *A Sad, Perverse Achievement* abrangeu e que situações foram consideradas como violência no futebol?
- A que fatos o pesquisador atribuiu a escalada da violência no futebol?

5 UFSCar

- Quais as fontes de pesquisa usadas no estudo *A Sad, Perverse Achievement*?
- Que implicações o resultado da pesquisa tem para o cenário futebolístico no Brasil em 2014?

Atividade 8 – Anomalous verbs

Existe um grupo de verbos em Inglês que não se enquadra nos padrões estabelecidos para os verbos normais, por assim dizer. São os verbos anômalos, "modals", um tipo de auxiliar. Eles têm regras próprias de formação, características especiais de situações específicas. Em virtude do seu uso muito específico e limitado, fique de olho nas formas equivalentes que estaremos estudando com os "modals".

Lembre-se de que as condições de uso que serão analisadas representam as maneiras regularmente mais aceitas e usadas, não impedindo, porém, outros tipos de usos em contextos diferentes.

Exercícios de Sala

1 F.C.Chagas Yes, dear, you _____ come home late tonight.

- | | | |
|-------------|------------|----------|
| (a) must to | (c) can to | (e) have |
| (b) ought | (d) may | |

2 UCBA How long _____ plants survive without water?

- | | | |
|----------|----------|---------|
| (a) does | (c) had | (e) can |
| (b) are | (d) have | |

3 Vunesp Universities abroad may _____ a more recent result when the was taken a long time ago.

- | |
|----------------|
| (a) requires |
| (b) require |
| (c) to require |
| (d) requiring |
| (e) required |

Exercícios Extras (FMTM 2005)

Texto para as questões de 1 a 5.

Bone marrow cells regenerate heart in Brazil test

Rio de Janeiro, Brazil (Reuters) – Infusing patients with bone marrow cells can reinvigorate their dying hearts and grow tiny new arteries and heart muscle tissue, a treatment that may one day make heart transplant unnecessary, Brazilian researchers said on Friday. Dr. Hans Fernando Dohmann, coordinator of the research carried out at the Pro-Cardiac Hospital in Rio de Janeiro, told Reuters four patients out of the five studied no longer needed transplants after being treated with stem cells. “It was the first time we saw stem cells actually generate new arterioles, although we have indirectly observed that before via tests. That eliminated the need for transplants in four patients who had indisputable transplant indications,” he said. The experiment, to be detailed to a weekend meeting of heart researchers and submitted to the journal *Circulation*, adds to a growing body of research that suggests such treatments can someday avoid the need for many transplants.

When one patient died of a stroke after 11 months of treatment, Dohmann’s team was able to do an autopsy and actually look at what had happened to his heart. They could see the tiny new arteries in the treated area and also saw what looked like new muscle tissue. “This is the first documented development of cardiac muscle tissue in humans... while the accepted concept is that cardiac muscle cells, just like nerve cells, do not regenerate,” Dohmann said. He said his team would continue testing other patients. “But this one leaves us quite convinced, as we have real proof that is a human heart,” he said.

Dohmann’s team treated 14 patients with bone marrow cells between December 2001 and late 2003. Seven other patients in the control group were treated with conventional methods, and doctors said their recovery was not as good. During the period, two deaths occurred in the stem cell group and one death in the smaller control group, which did not receive the stem-cell treatment. The research was carried out jointly with Texas Heart Institute, which designed the stem cell injector, and with the Rio de Janeiro Federal University. Bone marrow is a rich source of adult stem cells, which are blood cells that retain the capacity to grow into a range of cells including white blood cells, blood vessel cells and heart cells.

Friday, Sep. 24, 2004. <www.reuters.com>.

Glossary

1. to infuse: _____
2. bone marrow: _____
3. tiny new arteries: _____
4. indisputable: _____
5. stroke: _____

6. tissue: _____
7. carried out: _____
8. source: _____
9. stem cells: _____
10. range: _____

1 FMTM Uma ideia preponderante questionada pelo estudo do dr. Hans Dohmann é que:

- (a) as células nervosas e as do músculo cardíaco não se regeneram.
- (b) as células nervosas não se propagam, mas as cardíacas se regeneram.
- (c) há um preconceito em relação ao uso de terapias genéticas na cardiologia.
- (d) as células-tronco atuam em células musculares, mas não nas nervosas.
- (e) a vida das células nervosas é mais longa que a das células musculares.

2 FMTM O tratamento coordenado pelo dr. Dohmann:

- (a) usou células ósseas para tratar de problemas cardíacos.
- (b) foi testado em pacientes que haviam feito transplante cardíaco.
- (c) provocou a morte de apenas um paciente, onze meses após o transplante.
- (d) utilizou células-tronco provenientes de medula óssea.
- (e) desenvolveu as fibras musculares do corpo, inclusive do coração.

3 FMTM Durante o período de dezembro de 2001 até o fim de 2003, a equipe de Dohmann:

- (a) cuidou de 14 pacientes com problemas cardíacos e de medula óssea.
- (b) não aplicou o tratamento com células-tronco ao grupo controle.
- (c) percebeu que 7 dos 14 pacientes não desenvolveram cardiopatias.
- (d) observou 21 pacientes, sendo que 14 destes foram tratados com métodos convencionais.
- (e) constatou que 7 dos 14 pacientes não tiveram uma boa recuperação.

4 FMTM A pesquisa mencionada no texto:

- (a) foi financiada pelo *Texas Heart Institute*.
- (b) foi acompanhada pelo jornal médico *Circulation* e divulgada pela *Reuters*.
- (c) usou verbas federais para compra de equipamentos médicos.

- (d) recrutou pacientes por meio da Universidade Federal do Rio de Janeiro.
- (e) foi realizada no Hospital Pró-Cardíaco no Rio de Janeiro.

5 FMTM A frase do último parágrafo do texto [...] *which are blood cells that retain the capacity to grow into a range of cells*[...].

- (a) define medula óssea.
- (b) enumera tipos de células sanguíneas.
- (c) explica o que são células-tronco.
- (d) generaliza tipos de células sanguíneas.
- (e) exemplifica um tipo de célula-tronco.

6 FMTM Na frase do primeiro parágrafo do texto [...] *although we have indirectly observed that before via tests*, a palavra *although* introduz uma ideia de:

- (a) ressalva.
- (b) consequência.
- (c) adição.
- (d) alternativa.
- (e) contradição.

7 FMTM A frase do primeiro parágrafo [...] *four patients out of the five studied no longer needed transplants* [...], significa, em português:

- (a) quatro pacientes e mais os cinco estudados não precisam mais de transplante.
- (b) quatro pacientes, fora os outros cinco estudados, podem adiar o transplante.

- (c) quatro pacientes em cinco estudados não precisaram mais de transplante.
- (d) 40% dos pacientes estudados podem não precisar de transplante.
- (e) um paciente não precisa mais fazer o transplante.

8 FMTM O experimento mencionado no texto indica que:

- (a) o tecido do músculo cardíaco pode ser melhor irrigado por células da medula óssea.
- (b) novas artérias não diminuem os riscos do transplante.
- (c) muitas pesquisas futuras serão necessárias para verificar os dados obtidos.
- (d) a regeneração de células-tronco é possível.
- (e) futuramente os transplantes cardíacos poderão ser evitados.

9 FMTM Segundo as informações fornecidas no texto:

- (a) o tratamento com células-tronco é perigoso, pois morreram mais pacientes deste grupo do que do grupo controle.
- (b) a autópsia do paciente que morreu após 11 meses de tratamento com células-tronco forneceu a prova da eficácia do tratamento.
- (c) os pacientes que receberam tratamento tradicional apresentaram resultados melhores do que os do grupo controle.
- (d) as células-tronco são retiradas de pequenas artérias que se encontram na medula e nos músculos de adultos.
- (e) o experimento do dr. Dohmann apresentou resultados melhores que os dos testes indiretos em laboratório.

Atividade 9 – Articles

Assim como no Português, os artigos são de dois tipos: definidos ou indefinidos. No entanto, muito cuidado ao lidar com isso, pois certos conceitos não se aplicam ou não encontram correspondentes em Inglês.

Ao estudar os indefinidos (a/an), certifique-se de que não haja dúvidas quanto ao conceito de *som inicial* vocálico ou consonantal, pois disso dependerá a opção por usar “a” ou “an”.

A propósito, você em breve estará estudando “in an university” ou “in a university”?

Exercícios de Sala

1 UFPA There are _____ tables in the dining room, and _____ armchair in _____ living room.

- (a) ..., a , the
- (b) a, an, ...
- (c) a, ..., ...
- (d) ..., an, the
- (e) a, an, an

2 Unip Assinale a alternativa que completa corretamente a frase: _____ Flamingo is _____ biggest hotel in town. Inside _____ its rooms _____ guests will find _____ most modern items especially designed to provide them _____ best staying of ever.

- (a) The, the, the, the, the, the
- (b) ..., ..., ..., the, ..., the
- (c) The, ..., the, ..., ..., ...
- (d) The, the, ..., the, the, the
- (e) ..., ..., ..., ..., ..., ...

3 Uniban Assinale a alternativa que completa corretamente a frase: In _____ Army, _____ uniform may carry _____ great variety of _____ medals and _____ chevrons.

- (a) the, an, an, a, ... (d) ..., a, a, a, a
 (b) the, a, a, ..., ... (e) the, a, an, an, the
 (c) ..., a, an, a, ...

4 Inatel Complete a frase a seguir com a alternativa correta: There are twelve chairs in _____ dining-room and _____ excellent Portuguese red wine on _____ table close to _____ door.

- (a) a, ..., the, ... (d) the, a, the, an
 (b) the, an, the, the (e) ..., an, a, the
 (c) the, a, an, a

Exercícios Extras (Fuvest 1998)

Texto para as questões de 1 a 6.

Letters

Science Talent Redirected

"Is Science Talent Squandered?" (SN: 5/31/97, p. 338) sent me into reverie of my precollege days. Having achieved, at 10 years of age, minor celebrity status in *Nation's Business* by inventing a "new" cotton picker, having burned holes in my parents' basement ceiling with my huge Gilbert chemistry set, and having been given a key to the high school lab to conduct my own experiments on weekends, I knew I would be a scientist.

Then came college and the public denigration (in an introductory chemistry class) of my poetic expression of the practical application of combustion. Literary and artistic teachers and friends enjoyed my "weird" presentation, so I joined their ranks instead, achieving modest adult recognition as a writer but still finding my real reading interest in science. If I had found a Carl Sagan some 40 years ago, I might be in a different college in my university today, but perhaps with different regrets.

F. Richard Thomas, Professor of American

Thought and Language, Michigan State University, East Lansing, Mich.

Science News, 26 July 1997. vol. 152.

Glossary

- squandered: [desperdiçado](#) _____
- reverie: _____
- cotton picker: _____
- burned holes: _____
- basement ceiling: _____
- huge: _____
- chemistry set: _____
- denigration: _____
- weird: _____
- joined their ranks: _____
- perhaps: _____
- regrets: [arrepentimentos](#) _____

1 Fuvest O artigo intitulado "Is Science Talent Squandered?":

- (a) narra a evolução acadêmica de F. R. Thomas.
 (b) tornou F. R. Thomas uma pequena celebridade.
 (c) fez F. R. Thomas lembrar-se de tempos passados.
 (d) foi escrito para Carl Sagan.
 (e) foi publicado em *Science News*, à página 338, no dia 5.

2 Fuvest F. R. Thomas:

- (a) tornou-se um adulto muito famoso, apesar de ter sido considerado estranho por seus professores e colegas universitários.
 (b) impressionou tanto alguns professores de literatura, ao discorrer sobre combustão em uma aula de química, que foi convidado a unir-se a eles, tomando-se escritor.
 (c) foi considerado uma celebridade pela revista *Nation's Business*, após ter inventado uma "nova" embalagem para cotonetes aos 10 anos.
 (d) começou a reverenciar seu tempo de estudante secundário após ter lido o artigo intitulado "Is Science Talent Squandered?"
 (e) não foi muito bem-sucedido, em uma aula de química, ao expor seu ponto de vista sobre o uso da combustão.

3 Fuvest If I had found a Carl Sagan some 40 years ago, I might be in a different college in my university today. (linhas 13-14)

Qual das alternativas a seguir expressa a mesma ideia da oração acima?

- (a) If I ought to find a Carl Sagan 40 years ago, I would have been in a different college in my university today.
 (b) If I may find a Carl Sagan, I'll perhaps be in a different college in my university today.
 (c) If I should find a Carl Sagan today, I would perhaps be in a different college in my university.
 (d) Had I found a Carl Sagan 40 years ago, I could have been in a different college in my university today.
 (e) Unless I can find a Carl Sagan today, I'll never be in a different college in my university.

4 Fuvest De acordo com o texto, F. R. Thomas:

- (a) é discípulo e admirador de Sagan, apesar de lamentar tê-lo conhecido há apenas 40 anos.
- (b) gostaria de ter conhecido Sagan há 40 anos, para se arrepende menos das realizações de sua vida.
- (c) encontrou Sagan na universidade em que leciona, embora numa faculdade diferente da sua.
- (d) acredita que poderia ter seguido um rumo diferente na vida, se tivesse lido Sagan há 40 anos.
- (e) conheceu Sagan pessoalmente há pouco tempo.

5 Fuvest Escolha a *question tag* correta para: *I knew I would be a scientist.* (linha 7)

- (a) didn't I? (c) won't I? (e) would I?
- (b) wasn't I? (d) don't I?

6 Fuvest Quando adulto, F. R. Thomas tomou-se:

- (a) professor de filosofia americana, tendo perdido todo o interesse pela química.
- (b) um escritor que, mesmo após ganhar certa fama, manteve o gosto pela leitura científica.
- (c) um poeta expressivo que, graças a seus professores de artes e literatura, alcançou reconhecimento público.
- (d) um escritor de renome, apesar de ser um homem muito modesto, cujo verdadeiro interesse é a ciência.
- (e) cientista e professor em Michigan, nos Estados Unidos.

Texto para as questões de 7 a 14.

Various artists

Brasil: A Century of Song

Blue Jackel CD 5001/4-2, £44.49

1 *The spirit lives on.*
Whether or not *Brasil* can hold out against the steady march of MTV and the multinational McDonaldisation of pop music, the legacy surveyed in this four-volume potpourri is reassuringly luxuriant and
5 multifaceted. First impressions are not entirely encouraging, since several important figures are missing from the play list: although Milton Nascimento contributes two numbers to the final disc, devoted to contemporary strands of that amorphous entity, MPB – Música Popular Brasileira – you will look in vain for Gilberto Gil, Caetano
10 Veloso or Elis Regina. But João Gilberto, Gal Costa and the guitarist Baden Powell, among many others, do make an appearance elsewhere. Carnival, understandably, gets a whole disc to itself. The section on folk and traditional forms even throws in a field recording
of a candomblé religious rite, preceded by an overdue reminder
15 that Carmen Miranda amounted to more than a model for gaudy headwear.

Clive Davis. *The Sunday Times*, 27 July 1997.

Glossary

- 1. lives on: permanece vivo
- 2. whether or not: _____
- 3. hold out: _____
- 4. steady: _____
- 5. legacy: _____
- 6. potpourri: mistura; miscelânea
- 7. reassuringly: _____
- 8. are missing: _____
- 9. strands: _____
- 10. amorphous entity: _____
- 11. in vain: _____
- 12. elsewhere: _____
- 13. field recording: _____
- 14. overdue: tardio
- 15. reminder: _____
- 16. amounted to: _____
- 17. gaudy: _____
- 18. headwear: _____

7 Fuvest Choose the question for the statement: *The spirit lives on.* (line 1)

- (a) Where does the spirit live?
- (b) What does the spirit live on?
- (c) Which lives on?
- (d) Who lives on the spirit?
- (e) What lives on?

8 Fuvest According to the passage:

- (a) Brazilian music has lost its identity.
- (b) Brazilian pop music is being jeopardized by foreign influences.
- (c) MPB's attempts to resist the invasion of American music have been in vain.
- (d) Brazil will hardly resist the invasion of foreign music.
- (e) there has been a steady stream of programmes about MPB on MTV.

9 Fuvest The reviewer states that the CDs:

- (a) include Carmen Miranda's greatest hits.
- (b) feature all of Brazil's major artists of our century.
- (c) include traditional marches as well as folk songs.
- (d) are preceded by a brief survey of Brazilian music.
- (e) contain a rich miscellany of music styles.

10 Fuvest For the reviewer, MPB:

- (a) lacks originality.
- (b) owes a great deal to Milton Nascimento.
- (c) lacks form.
- (d) is the poorest section of the CDs.
- (e) has always impressed foreigners.

11 Fuvest According to the passage:

- (a) Caetano Veloso has been left out of the CDs.
- (b) a whole disc has been devoted to Carnival and Carmen Miranda.
- (c) Gal Costa has been included in the fourth disc.
- (d) only studio recordings have been used for the CDs.
- (e) Brazilians still miss Elis Regina.

12 Fuvest ...do make an appearance elsewhere (line 11-12) means:

- (a) are also mentioned somewhere else.
- (b) have understandably been misplaced.
- (c) actually appear in the right section.
- (d) have actually been included in another section.
- (e) have also been included in the section mentioned.

13 Fuvest The passage tells us that:

- (a) the final disc includes a brief survey of the legacy of Carmen Miranda.
- (b) the CDs include a reminder of what Carmen Miranda actually represented.
- (c) Carmen Miranda left an impressive legacy.
- (d) for Americans, Carmen Miranda was far more than a model for gaudy headwear.
- (e) the legacy of Carmen Miranda will always be remembered.

14 Fuvest The reviewer's opinion about the CDs is:

- (a) quite biased.
- (b) wholly favourable.
- (c) not altogether favourable.
- (d) somewhat offensive.
- (e) wholly unfavourable.

Atividade 10 – Verb tenses – Present perfect

Iniciaremos nesta atividade o estudo dos tempos *Perfect*. Já estudamos os tipos *Simple* e *Continuous* no presente, passado e futuro. A partir de agora, analisaremos os *Perfect*, suas regras de formação, características e usos. Verifique como uma série de novos conceitos surgirá e aprenda a relacioná-los aos que havíamos visto até aqui. Tenha uma especial atenção para com as palavras-chave que quase sempre acompanham os tempos *Perfect*.

É importante que os conceitos envolvidos nas três condições de uso do *Present perfect tense* estejam totalmente esclarecidos e que as nuances que determinam a opção por um ou por outro tipo de uso se tornem facilmente perceptíveis e de uso corrente.

Exercícios de Sala

1 Santa Casa How long _____ on the research?

- (a) you work
- (b) worked you
- (c) you are working
- (d) has you worked
- (e) have you been working

2 UFSE Que alternativa completa corretamente a frase: What happened to you? I _____ for you for ages?

- (a) haven't been wait
- (b) is waiting
- (c) have been waiting
- (d) have waiting
- (e) a and b are correct

3 UEL Que alternativa completa corretamente a frase: My American friend McCoy in Brazil since the end of April?

- (a) has lived
- (b) has been living
- (c) has been lived
- (d) a and b are correct
- (e) a and c are correct

Exercícios Extras (UFMT 2008)

Leia atentamente o texto a seguir para responder às questões de 1 a 6.

Taxing test for taxi drivers

NEW DELHI taxi and rickshaw drivers are to be given a compulsory crash course in the English language to prepare them for the influx of tourists that will arrive in the city for the next Commonwealth Games.

5 According to the Times of India, transport authorities want the cab drivers to achieve a 2,000-word vocabulary by the time the games start in 2010.

"The programme is aimed at the cabbie or auto [rickshaw] driver because he is the first person a passenger interacts with on arrival in the city," said transport commissioner VS Madan. "That's why we want drivers to converse properly and not in sign language," he added.

Under the programme, drivers will be taught English relevant to the needs of tourists. By the end of their course drivers should be able to give directions and suggest good restaurants, among other useful tourist advice. The transport department will give the taxi drivers an English proficiency exam each year. In the first year, a driver is expected to have learned 20 per cent of the vocabulary and be able to reply to questions such as, "Where can I get a tourist map of the city?" In the second year, the driver should know 35 percent of the words. By the third year the drivers are expected to have learned 50 per cent of the words. The transport department say that by the Commonwealth Games in four years, drivers will be able to converse confidently.

To help drivers the department is to provide special centres where drivers will be able to use audio visual aids to help them become proficient. Audio tapes will also be provided so that the drivers will be able to listen in between fares.

EL Gazette. English Language Journal, Opening Doors Across the World.
ISSUE NR 319, July, 2006.

Glossary

1. rick: _____
2. crash course: _____
3. to achieve: _____
4. to provide: _____
5. fares: _____

1 UFMT Sobre a intencionalidade do texto, assinale a afirmativa correta.

- (a) Esclarecer aos taxistas de Nova Deli quanto à melhor forma de se tomar proficiente em inglês.
- (b) Indicar programas de cursos de inglês em Nova Deli que sejam relevantes para os taxistas.
- (c) Informar que os taxistas de Nova Deli farão curso de inglês para melhor receber os turistas que virão aos Jogos Commonwealth.
- (d) Criticar a necessidade dos taxistas de Nova Deli aprenderem inglês.
- (e) Incentivar os taxistas de Nova Deli que estudem inglês para recepcionar turistas que virão aos Jogos Commonwealth daqui a quatro anos.

2 UFMT Sobre o programa referido no texto, assinale V para as afirmativas verdadeiras e F para as falsas.

- Até 2010, a cada ano os taxistas terão que fazer um teste de proficiência em inglês.
- Ao final do terceiro ano do curso, os taxistas deverão ter aprendido 2000 palavras em inglês.
- Os taxistas contarão com recursos audiovisuais para aprender inglês em centros especiais.
- Os taxistas poderão aprender inglês no próprio veículo enquanto aguardam passageiros.

Assinale a sequência correta.

- (a) V, V, F, F
- (b) V, F, V, V
- (c) F, V, F, V
- (d) F, V, V, F
- (e) V, F, F, V

3 UFMT Em relação às capacidades de uso do inglês exigidas dos taxistas ao final do curso, considere:

- I. Sugerir bons restaurantes aos turistas.
- II. Oferecer conselhos úteis aos turistas.
- III. Informar direções aos turistas.
- IV. Responder perguntas como: "Onde posso conseguir um mapa da cidade?"

São capacidades exigidas:

- (a) II e III, apenas.
- (b) I, II e III, apenas.
- (c) II, III e IV, apenas.
- (d) I, II, III e IV.
- (e) I, III e IV, apenas.

4 UFMT A fala *That's why we want drivers to converse properly and not in sign language* (linhas 10 e 11) consiste de uma:

- (a) ironia.
- (b) pedido.
- (c) advertência.
- (d) questionamento.
- (e) explicação.

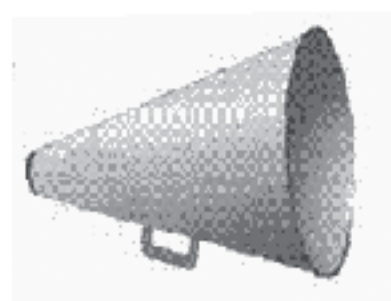
5 UFMT No texto, as expressões *by the time* (linha 6) e *By the end* (linha 14) estabelecem relações de:

- (a) temporalidade.
- (b) causalidade.
- (c) sequência.
- (d) concessão.
- (e) permissão.

6 UFMT Em relação aos recursos linguísticos utilizados no texto, assinale a afirmativa correta.

- (a) *cab drivers* (linhas 5 e 6) e *taxi drivers* (linha 16) são expressões sinônimas.
- (b) O vocábulo *compulsory* (linha 2) é um falso cognato.
- (c) O verbo *to converse* (linha 11) significa converter.
- (d) *them* (linha 3) refere-se a *tourists* (linha 3).
- (e) *2,000-word* (linha 6) é um substantivo.

Leia atentamente o texto para responder às questões 7 e 8.



VOX POPULI ENGLISH AS THE GLOBAL LANGUAGE

In this era of globalization, do we all speak the same language?
A special series starts **Tuesday, april 10th.**



International Herald Tribune, Saturday – Sunday, April 7-8, 2007.

7 UFMT Sobre o texto, assinale a afirmativa incorreta.

- (a) A intenção predominante do texto é anunciar.
- (b) Uma série sobre o inglês como língua mundial será veiculada no jornal *International Herald Tribune*.
- (c) É exemplo do gênero discursivo charge.
- (d) O trecho *In this era of globalization* revela o contexto sócio-histórico da produção textual.
- (e) Pode-se inferir do texto que o inglês é aceito como língua internacional.

8 UFMT A forma verbal em *A special series starts Tuesday, April 10* está empregada no *Simple present* para:

- (a) indicar uma ação habitual.
- (b) destacar uma verdade universal.
- (c) revelar uma situação momentânea.
- (d) expressar uma ideia futura.
- (e) estabelecer uma relação de continuidade com o passado.

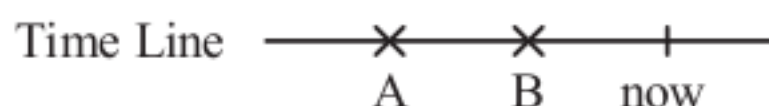
Atividade 11 – Verb tenses – Past perfect

É muito comum encontrarmos situações nas quais mais de uma ação ocorre. Quando ambas são mencionadas no passado, um importante ponto de vista deve ser observado: qual delas ocorreu primeiro na sucessão temporal?

Esta, a que ocorreu primeiro, recebe o *Past perfect* e a outra, o *Simple past*.

Aprenda, a seguir, como se relacionam esses tempos verbais.

Habitue-se a utilizar sempre o conceito da sucessão dos acontecimentos na linha do tempo.



A ação A ocorre antes da ação B na sucessão temporal.

Exercícios de Sala

1 Fatec We had been waiting for over an hour before the bus finally _____.

- (a) arrive
- (b) arrives
- (c) arrived
- (d) has arrived
- (e) will arrive

2 Unir Assinale a alternativa que preenche corretamente a frase: When the students _____ their experiment, they a report on it.

- (a) finish; wrote
- (b) had finished; wrote

- (c) has finished; are writing
- (d) had finished; will write
- (e) had finished; are going to write

3 Itaúna Assinale a alternativa que completa corretamente a frase: Now you wish you _____ that nice house in Maresias, don't you?

- (a) had bought
- (b) have buyied
- (c) buy
- (d) have been bought
- (e) a and b are correct

Exercícios Extras (UFSC 2010)

Texto 1

A sustainable way of living



<<http://imagens.google.com.br/imagens>>.

1. In today's world, some people worry about the planet. They dislike the inefficiency of modern homes and disagree with the idea that we are unable to change the way we live. For these people, the ideal home is one that does not harm the Earth.

2. Michael Reynolds is a building designer. He started designing homes based on sustainable principles in Taos, New Mexico, U.S.A., more than 25 years ago. Now over 1,000 homes around the world incorporate his "living" building systems. These homes, called earthships, have built-in systems that take into account every human impact and need, for this reason they are called "ships". They are designed to make a family feel independent and free as if they were on a long voyage, only in this case the ship is their home, their voyage is on Earth, and their goal is to live in harmony with their environment.

3. Believe it or not, an earthship is made from old tires filled with earth. The walls are made of empty tin cans. The earthship and similar innovative designs can use many other recycled materials, limited only by the imagination. Earthships are designed to collect and store their own energy from a variety of sources. The majority of electrical energy comes from the sun and wind. Earthships are built to catch and use water from the local environment without bringing in water from a centralized source. Water used in an earthship is harvested from rain or snow.

4. Earthships are based on the idea of a sustainable society, which is defined as one that satisfies its needs without diminishing the prospects of future generations. Nowadays, sustainable building is emerging as a responsible way for humanity to preserve the health and safety of the planet. As Michael Reynolds says, "Perhaps one day, more people will care about the planet. It's unfortunate that some people might think this kind of living is inconvenient. It isn't at all. I love my earthship!"

Reading Keys. Macmillan Publishers Limited: Miles Craven, 2003. p.145.

<<http://en.wikipedia.org/wiki/Earthship>>.

<http://www.greenhomebuilding.com/pdf/buildingstandards_earthships.pdf>. (Adapted).

1 UFSC Select the correct ending(s) for the following sentence, according to text 1.

Some people think that ...

- 01 modern homes are cheap and unhealthy.
- 02 we are able to modify our way of living.
- 04 efficient homes should not damage the Earth.
- 08 living in an earthship is expensive.
- 16 in the future all homes will be made of old tires.

Soma =

2 UFSC Select the correct proposition(s), according to text 1. As for the earthship, we can say that:

- 01 it is made of recyclable materials.
- 02 it works with solar and wind energy.
- 04 it just functions on rainy days.
- 08 it can only be built with a special permission.
- 16 it provides an autonomous way of living.
- 32 it is a convenient way to travel long distances.

Soma =

3 UFSC What does text 1 say about Michael Reynolds? Select the correct proposition(s).

- 01 He developed innovative ideas about transportation.
- 02 One thousand people live in the homes he designed.
- 04 The houses he designs are intended to protect the environment.
- 08 His building concepts are not restricted to the U.S.A.
- 16 He understands those who prefer to live in traditional homes.

Soma =

4 UFSC Considering text 1, compare the meanings of each pair of sentences and select the proposition(s) in which **the meanings of sentences A and B are similar**.

- 01 A. Earthships have built-in systems that care for people's necessities. (paragraph 2)
B. People's needs are ignored when building the earthship's systems.
- 02 A. Earthships are designed to make families feel independent. (paragraph 2)
B. Families can be more self-sufficient living in an earthship.
- 04 A. An earthship is made from old tires filled with earth. (paragraph 3)
B. The material of the houses comes from traditional sources.
- 08 A. Water used in an earthship is collected from rain or snow. (paragraph 3)
B. In an earthship, water comes from sources such as rain or snow.

- 16 A. The aim of sustainable building is to preserve the well-being of our planet. (paragraph 4)
 B. Sustainable building is detached from the idea of human well-being.

Soma =

5 UFSC Choose the proposition(s) in which **the definitions** of the words below (underlined in the text) **correspond to the meaning used in text 1.**

- 01 principles (paragraph 2) → set of ideas
 02 goal (paragraph 2) → an objective or desired result
 04 store (paragraph 3) → large amounts
 08 source (paragraph 3) → final destination
 16 prospects (paragraph 4) → chances, probabilities of success
 32 nowadays (paragraph 4) → the present time
 64 unfortunate (paragraph 4) → abandoned person

Soma =

Texto 2

A dream "Dome Home"



1. Huiet and Helen Paul live on Sullivan's Island, South Carolina, U.S.A. One unfortunate day in 1989, Hurricane Hugo destroyed their home. They had to build a new home, but they didn't choose a normal home. Their son, George, helped them to build a dome home. They call their dome home "Eye of the Storm." It has four floors, giving 3,500 square feet of living space. It cost \$600,000 to build.

2. They chose a dome home because it is very strong, so it will be safe in bad weather. It also uses very little energy. It costs fifty percent less to heat than a normal home – and it's very fashionable, too.

3. On the ground floor is a parking area. An elevator goes up to the entrance on the next floor. This is the main living area, which

includes a kitchen, living room, dining room, and entertainment area. There are also three bathrooms and two bedrooms; all have a view of the ocean. A fireplace on the inside even becomes a barbecue on the outside!

4. On the next floor is the main bedroom and bathroom, plus an entertainment area. The Eye's top floor is a loft with a sofa and a huge window. "Mom loves to relax and read up here," says Huiet, "and the kids love to sleep up here."

5. Visitors to the Eye of the Storm love it. It's so unusual! People say the dome home makes them "feel alive," and that it's "fun." I guess the old saying is true – There's no place like dome!

Reading Keys. Macmillan Publishers Limited: Miles Craven, 2003. p.146. (Adapted).

6 UFSC Select the correct proposition(s) according to the information in text 2.

- 01 Huiet and Helen's dome home saves a lot of energy.
 02 It was Hugo's idea to build a dome home.
 04 Huiet and Helen Paul's home was destroyed by a fire.
 08 The main living room is located below the ground floor.
 16 People enjoy visiting the dome home.

Soma =

7 UFSC Select the proposition(s) which **contains(contains)** correct references to the following words, underlined in text 2.

- 01 they (paragraph 1) → Huiet and Helen Paul
 02 it (paragraph 1) → floors
 04 it (paragraph 2) → dome home
 08 this (paragraph 3) → elevator
 16 here (paragraph 4) → entertainment area
 32 them (paragraph 5) → people

Soma =

8 UFSC Which question(s) can be answered according to text 2?

- 01 Who lives in the Eye of the Storm?
 02 How long did it take to build the dome home?
 04 Why did Huiet and Helen decide to build a dome home?
 08 What materials were used to build the dome home?
 16 Where do the kids like to sleep?
 32 How many people visit the Eye of the Storm?

Soma =

Atividade 12 – Cause and effect – opposition

Você já percebeu que certas palavras especiais podem alterar radicalmente o sentido geral de um trecho de texto? São palavras que fazem a ligação de ideias e que determinam a relação existente entre elas. Não se preocupe em saber exatamente qual a função destas palavras – conjunções, preposições etc. –, mas sim com o *sentido* que elas determinam para o contexto. Em princípio, vamos estudar as relações de causa e efeito e de oposição.

Faça comparações entre as principais traduções das palavras e expressões mais utilizadas e nunca se esqueça do fato de que, embora algumas delas possam ter a mesma tradução para o português, nem sempre podem ser usadas sob as mesmas condições em frases diferentes.

Exercícios de Sala

1 Unip Assinale a alternativa incorreta.

- (a) Not only Leandro but also Robson are sleeping tight at this moment.
- (b) Renato does not practice much. Yet, he can play the piano very well.
- (c) Buy a faster computer, so that you can download better programs from the Web.
- (d) I don't eat much. Even if I'm getting fatter and fatter.
- (e) I've been walking for three hours now. I feel very tired.

2 Uamzonas *Contanto* que esta bebida não lhe faça mal, pode tomá-la! A alternativa que traz em inglês o termo destacado é:

- (a) as soon as.
- (b) as long as.
- (c) still.
- (d) nevertheless.
- (e) by the time.

3 FMU O termo destacado na frase a seguir está corretamente vertido ao inglês em uma das alternativas apresentadas. Estava muito frio aqui dentro, *portanto* liguei o aquecedor.

- (a) still
- (b) therefore
- (c) yet
- (d) otherwise
- (e) however

Exercícios Extras (PUC-RS 2010)

Answer questions 1 to 4 with information from the text below.

Coconut tree, coco palm

Nothing is more important to the theory of words and rules than an explanation of how children acquire rules and apply them – indeed overapply them – to words. The simplicity of these errors is deceptive. Overgeneralization errors are a symptom of the openended productivity of language, which children indulge in as soon as they begin to put words together. At around eighteen months children start to utter two-word microsentences like See baby and More cereal. My favorite in the data from my own lab is Small loud after someone had turned down the stereo. By their twos, children produce longer and more complicated sentences, and begin to supply endings such as -ing, -ed, and the auxiliaries.

S. Pinker. (2000) *Words and rules*.
Perennial: New York, p.190.

1 PUC-RS According to the text, we learn a lot about how a language works from:

- (a) the theory of words and rules.
- (b) the deceptive simplicity of errors.
- (c) the words that come together in the language.
- (d) the overgeneralizations that children make.
- (e) the open-endedness of language.

Answer question 2 based on statements I to IV.

According to the author of the text,

- I. we may underestimate errors made by children.
- II. babies only utter words when they are 1 ½ years old.
- III. little children have difficulty to invent word combinations.
- IV. there are infinite combinations we can make when we speak.

2 PUC-RS The only correct statements are:

- (a) I and II.
- (b) I and III.
- (c) I and IV.
- (d) II and III.
- (e) III and IV.

3 PUC-RS O sentido de “twos” (linha 9), no texto, remete à noção de:

- (a) idade.
- (b) linguagem.
- (c) crianças.
- (d) sentença.
- (e) palavras.

4 PUC-RS The prefix “over-”, in “Overgeneralization” (line 4) has the same meaning as in:

- (a) overcast.
- (b) overcoat.
- (c) overnight.
- (d) overbook.
- (e) overall.

Exercícios de Sala

1 Esamec Assinale a alternativa que completa corretamente a frase: Was it you who suggested them _____ acarajé with a lot of pepper on?

- (a) eat (c) for eat (e) not eat
(b) eating (d) eats

2 SFS Assinale a alternativa que completa corretamente a frase: I don't think she minds _____ us the whole situation.

- (a) to explain (c) is explaining (e) explains
(b) explain (d) explaining

3 Mackenzie Assinale a alternativa que completa corretamente a frase: Many people began _____ the stadium before the end of the game.

- (a) to smile or be
(b) smile or will be
(c) leaves or leaving
(d) to leave or leaving
(e) leaves or to leave

Exercícios Extras (Unifesp 2010)

Instrução: As questões de números 1 a 9 referem-se ao texto seguinte.

A world of Methuselahs

Angus Maddison, an economic historian, has estimated that life expectancy during the first millennium AD averaged about 25 years (which in practice meant that lots of children died very young and many of the rest survived to middle age). The big turnaround came with the industrial revolution, mainly because many more children survived into adulthood, thanks to better sanitation, more control over epidemics, improved nutrition and higher living standards.

By the beginning of the 20th century average life expectancy in America and the better-off parts of Europe was close to 50, and kept on rising. By mid-century the gains from lower child mortality had mainly run their course. The extra years were coming from higher survival rates among older people. The UN thinks that life expectancy at birth worldwide will go up from 68 years at present to 76 by 2050 and in rich countries from 77 to 83. (These are averages for both sexes; women generally live five or six years longer than men, for reasons yet to be fathomed). Most experts now agree that there will be further rises, but disagree about their extent.

Some of them argue that the human lifespan is finite because bodies, in effect, wear out; that most of the easy gains have been made; and that the rate of increase is bound to slow down because people now die mostly of chronic diseases – cancer, heart problems, diabetes – which are harder to fix. They also point to newer health threats, such as HIV/AIDS, SARS, bird flu and swine flu, as well as rising obesity in rich countries – to say nothing of the possibility of fresh pandemics, social and political unrest and natural disasters.

Nearly 30 years ago James Fries at Stanford University School of Medicine put a ceiling of 85 years on the average potential human life span. More recently a team led by Jay Olshansky at the University of Illinois at Chicago said it would remain stuck there unless the ageing

process itself can be brought under control. Because infant mortality in rich countries is already low, they argued, further increases in overall life expectancy will require much larger reductions in mortality at older ages. In Mr. Olshansky's view, none of the life-prolonging techniques available today – be they lifestyle changes, medication, surgery or genetic engineering – will cut older people's mortality by enough to replicate the gains in life expectancy achieved in the 20th century.

That may sound reasonable, but the evidence points the other way. Jim Oeppen at Cambridge University and James Vaupel at the Max Planck Institute for Demographic Research in Rostock have charted life expectancy since 1840, joining up the figures for whatever country was holding the longevity record at the time, and found that the resulting trend line has been moving relentlessly upward by about three months a year. They think that by 2050 average life expectancy in the best-performing country could easily reach the mid-90s.

June 25th, 2009. <www.economist.com/opinion/PrinterFriendly.cfm?story_id=13888102>. (Adapted).

1 Unifesp A expectativa de vida humana:

- (a) foi estimada em cerca de 25 anos durante a Idade Média.
(b) chegou aos 25 anos no primeiro milênio, devido às melhores condições de saneamento e saúde.
(c) na fase adulta é, em grande parte, estimada a partir das condições de saneamento e das epidemias.
(d) era baixa no primeiro milênio por causa da grande incidência de mortalidade infantil, segundo estimativa.
(e) só passou dos 25 anos na segunda metade do primeiro milênio, com a revolução industrial.

2 Unifesp No século XX, a expectativa de vida:

- (a) ficou acima dos 50 anos para a maioria dos europeus.
(b) teve um aumento, pois a mortalidade infantil diminuiu e os mais velhos viviam mais tempo.

- (c) as mulheres começaram a viver seis anos a mais do que a média de 68 anos dos homens.
- (d) aumentou gradativamente de 50 para 68 anos nos países ricos.
- (e) começou a ter um aumento expressivo causado pela longevidade das mulheres, pois estas não participaram das guerras.

3 Unifesp No último trecho do segundo parágrafo do texto – *but disagree about their extent*. – a palavra *their* refere-se a:

- (a) averages. (d) life expectancy.
- (b) most experts. (e) further rises.
- (c) men and women.

4 Unifesp One of the reasons that backs the belief that human lifespan is finite, according to some experts, is that:

- (a) the human body wears out with time.
- (b) cancer and diabetes still lack further studies.
- (c) new pandemics affect some regions of the world and bring statistics down.
- (d) natural disasters may kill much more people than a fresh pandemic.
- (e) there are many studies that have shown otherwise.

5 Unifesp No trecho final do último parágrafo – *They think that by 2050 average life expectancy in the best-performing country could easily reach the mid-90s*. – a expressão *best-performing country* refere-se ao país que:

- (a) for o mais rico da Europa.
- (b) tiver o recorde de longevidade em 2050.
- (c) tiver mais idosos acima de 90 anos.
- (d) apresentar um aumento de longevidade média de pelo menos três meses ao ano.
- (e) demonstrar dados consistentes de 1840 a 2050.

6 Unifesp Jay Olshansky:

- (a) concorda com James Fries, mas com uma ressalva.
- (b) destaca que o estilo de vida é o principal aspecto para prolongar a vida, ao lado de cuidados médicos.
- (c) acredita que as técnicas modernas não conseguirão prolongar a vida no futuro.
- (d) considera que a mortalidade infantil deve ser erradicada para atingir uma boa qualidade de vida dos idosos.
- (e) indica que as principais conquistas médicas em direção à longevidade já foram alcançadas no século passado.

7 Unifesp James Fries e a pesquisa de Jim Oeppen e James Vaupel:

- (a) chegaram às mesmas conclusões.
- (b) tratam a mortalidade como produto das técnicas médicas disponíveis.
- (c) divergem quanto ao limite da expectativa de vida.

- (d) comprovam os resultados obtidos por Olshansky.
- (e) concordam que a vida humana, teoricamente, tem um limite de 85 anos.

8 Unifesp No trecho do terceiro parágrafo do texto – *such as HIV/AIDS, SARS, bird flu and swine flu*, – a expressão *such as* pode ser substituída, sem mudar o sentido, por:

- (a) rather than. (d) like.
- (b) furthermore. (e) because of.
- (c) how is.

9 Unifesp No trecho do primeiro parágrafo do texto – *thanks to better sanitation, more control over epidemics, improved nutrition and higher living standards*. – a expressão *thanks to* indica:

- (a) enumeração. (d) consequência.
- (b) causa. (e) exemplificação.
- (c) conclusão.

As questões de números **10 a 15** referem-se ao texto seguinte.

Finding a New Boom Amid the Bust

When it comes to what makes us happy at work, job-satisfaction surveys have been showing for years that the size of our paycheck is losing ground to intangibles like autonomy, mobility, low stress, flexible hours, job security, health coverage, paid time off and other benefits. Does pay matter? Of course it does. But as China and other emerging markets have gained ground on the U.S. economically, American workers have begun to come to grips with what that means: in many cases, finding a standard of living that is slipping relative to other nations, and saying zai jian (bye-bye, for those not yet into basic Mandarin) to generous and automatic pay raises across industries. The recession has only deepened this trend.

Workers who are elated to simply have a job aren't squawking about money, and according to a Randstad survey, they now name job security and benefits among the top factors in their happiness. Competitive pay is moving down the scale. Another expediter is demographics. The massive boomer generation is entering its retirement years undersaved and in need of continued employment. Yet boomers are determined to scale back hours and stress, and some at least are happy to trade a big salary for work with meaning and which allows for a better work/life balance, so long as the bills still get paid.

America remains a land of opportunity and will continue to reward go-getters chasing dreams of wealth. But increasingly, our job market will also reward those who place a higher value on intangibles, and it will do so without relegating those people to a life of need. Certainly, jobs are scarce. Our economy has been shedding more than half a million positions a month. Yet even now there are pockets of employment, both for new grads and midlifers reinventing themselves, that offer decent pay with great benefits and security.

Where are these jobs? Think green technologies, which may be at the root of the next economic boom. Think government, which under President Obama is getting bigger. Think education, which is in more demand than ever thanks to the arrival of boomer grandchildren and millions of workers in need of retraining. Think infrastructure, where much of the President's nearly \$800 billion stimulus effort will be focused. Think about risk assessment and controls in a chastened financial system. Think health care, which is booming as boomers grow fitfully into old age. Many such fields present opportunity now, and because they pay well above the median annual U.S. salary of \$32,390, they are good to be a part of, even in a recovery.

Dan Kadlec. Jun, 02, 2009. <www.time.com>. (Adapted).

- 10 Unifesp** One of the main factors American workers value is:
- (a) standard of living.
 - (b) pay rises.
 - (c) money.
 - (d) retirement.
 - (e) benefits.

- 11 Unifesp** According to the text, the boomer generation:
- (a) doesn't wish to retire because they believe that work gives meaning to life.
 - (b) competes for jobs with the young new grads and midlifers.
 - (c) hasn't saved enough money and has to continue working during retirement years.
 - (d) doesn't care if jobs are scarce because people are always reinventing themselves.
 - (e) prefers health coverage rather than to dream of wealth.

- 12 Unifesp** No trecho do terceiro parágrafo do texto, – *and it will do so without relegating those people to a life of need.* – a palavra *it* refere-se a:

- (a) our job market.
- (b) go-getter.
- (c) intangible.
- (d) American.
- (e) dreams of wealth.

13 Unifesp One of the fields that offer good employment opportunities is:

- (a) industry.
- (b) job security.
- (c) midlife retirement.
- (d) infrastructure.
- (e) chastened financial system.

14 Unifesp Assinale a alternativa que completa corretamente a lacuna da frase, de acordo com as informações do texto.

The fact that boomers are growing fitfully into old age is a good _____ for choosing health care as a promising field in the job market.

- (a) payment
- (b) job
- (c) change
- (d) alternatively
- (e) reason

15 Unifesp Assinale a alternativa que está de acordo com as informações do texto.

- (a) As pessoas escolhem valorizar os benefícios intangíveis e podem acabar passando necessidades na vida.
- (b) Os empregos estão escassos e acabam por enterrar quaisquer sonhos de riqueza.
- (c) O presidente dos Estados Unidos investirá quase 800 bilhões de dólares em infraestrutura.
- (d) O salário médio nos Estados Unidos está bem acima de US\$ 32,390 por ano.
- (e) Muitos americanos estão aprendendo mandarim, pois aliam viagens de férias às de negócios.

Atividade 14 – Condition

Completando o estudo dos elementos que fazem a ligação de ideias, veremos agora as relações que expressam condições. São palavras e expressões muito usadas, algumas delas bem conhecidas daqueles que estudam Inglês.

Cuidado, no entanto, com aquelas que dão margem a traduções diferentes. Fique sempre atento aos contextos em que se apresentam.

É importante que fique claro o fato de que algumas dessas palavras estarão presentes também nas *Conditional sentences*, que estudaremos no capítulo 16.

Exercícios de Sala

1 Mackenzie Qual a alternativa que completa corretamente a seguinte frase:

“You’d better behave yourself and drink less, _____ I’m not coming to any party with you again.”

- (a) however (c) till (e) otherwise
(b) not only (d) until

2 The sentence “_____ unless they are corrected promptly” can be rewritten with the same meaning as:

- (a) ...if they are corrected promptly.
(b) ...if they don’t corrected promptly.
(c) ...if they not corrected promptly.
(d) ...although they aren’t corrected promptly.
(e) ...if they aren’t corrected promptly.

3 UFSE Use the correct conjunctions to complete the sentences.

He asked me _____ I was going on a trip.

I won’t go _____ she invites me.

She couldn’t stay longer _____ she had an appointment.
_____ we have no money, we can’t buy anything.

- (a) if; unless; because; Since
(b) if; because; unless; Since
(c) unless; because; unless; If
(d) since; because; unless; If

Exercícios Extras (UFRJ 2010)

Texto I

Jedi religion founder accuses Tesco of discrimination over rules on hoods

Daniel Jones says he was humiliated and victimised for his beliefs following incident at store in Wales



Tesco has been accused of religious discrimination after the company ordered the founder of a Jedi religion to remove his hood or leave a branch of the supermarket in north Wales.

Daniel Jones, founder of the religion inspired by the Star Wars films, says he was humiliated and victimised for his beliefs following the incident at a Tesco store in Bangor.

The 23-year-old, who founded the International Church of Jediism, which has 500,000 followers worldwide, was told the hood flouted store rules.

But the grocery empire struck back, claiming that the three best known Jedi Knights in the Star Wars movies – Yoda, Obi-Wan Kenobi

and Luke Skywalker – all appeared in public without their hoods. Jones, from Holyhead, who is known by the Jedi name Morda Hehol, said his religion dictated that he should wear the hood in public places and is considering legal action against the chain. “It states in our Jedi doctrine that I can wear headwear. It just covers the back of my head,” he said. “You have a choice of wearing headwear in your home or at work but you have to wear a cover for your head when you are in public.”

He said he’d gone to the store to buy something to eat during his lunch break when staff approached him and ordered him to the checkout where they explained he would have to remove the offending hood or leave the store.

“They said: ‘Take it off’, and I said: ‘No, it’s part of my religion. It’s part of my religious right.’ I gave them a Jedi church business card.

“They weren’t listening to me and were rude. They had three people around me. It was intimidating.”

Jones, who has made an official complaint to Tesco, is considering a boycott of the store and is seeking legal advice.

Tesco said: “He hasn’t been banned. Jedism are very welcome to shop in our stores although we would ask them to remove their hoods.

“Obi-Wan Kenobi, Yoda and Luke Skywalker all appeared hoodless without ever going over to the Dark Side and we are only aware of the Emperor as one who never removed his hood.

“If Jedi walk around our stores with their hoods on, they’ll miss lots of special offers.”

<www.guardian.co.uk/world/2009/sep/18/jedi-religion-tesco-hoodjones>.

Com base no texto I, responda, em português, às questões 1 e 2.

1 UFRJ Descreva o incidente narrado no texto.

2 UFRJ Considerando esse incidente, apresente:

- o argumento principal utilizado por Daniel Jones para justificar sua atitude;
- um contra-argumento espirituoso apresentado pelos representantes da Tesco.

Texto II

Ways the web has changed the world

Our list of things killed by the internet provoked indignation and sparked nostalgia. Matthew Moore looks at some of the reactions

When was the last time you checked Ceefax, received a hand-written letter, or displayed your holiday photos in an album?

If you're one of the estimated 17 million Britons not connected to the internet, the answer might be "this morning". But for the growing numbers of people who spend much of their time online, these and many other activities are dying out.

When the Telegraph published a list of 50 things that are being killed off by the internet, we were surprised by the thousands of passionate responses from readers. The article was intended to be a tongue-in-cheek attempt to explore some of the changes wrought by the web over the past two decades. Some of the entries were products and businesses — such as record shops, slide shows and telephone directories — whose decline has been well documented.

But it was the ways that the internet is changing the way we think and behave, and in the process killing life experiences and habits that have emerged over centuries, that drew the most discussion.

Top of our list was the death of polite disagreement, a trend that will be familiar to anyone who has spent time on internet message boards. Civilised society depends on rival groups biting their tongues and agreeing to rub along together, but in online debates people are often unable to accept sincerely held differences of opinion and accuse their opponents of having an agenda.

Memory and concentration also made the top 50. Google and Wikipedia have made almost any fact accessible within seconds, creating a culture where the retention of knowledge is no longer prized. As our memories become less important so our attention spans decline — what with tabbing between Gmail, Twitter, Facebook and Google News, it's a wonder anyone gets their work done.

The internet can also be blamed for the decline of free time. Those rainy days that we would once have filled by re-reading a favourite novel or clearing out the drawers are now consumed by idle surfing.

Several of the entries reflect the falling prestige of experts in the digital age, although readers seem divided about whether this is a good or bad thing. The decline of respect for doctors and other

professionals, thanks to the popularity of self-diagnosis websites, was seen by some as a positive trend but lamented as a victory for pushy hypochondriacs by others.



Watching TV together is a thing of the past.

Our readers, nostalgic for a time when the internet did not dominate their lives, flooded us with suggestions for things missing from our list. Several people complained that handwriting appeared to be a dying art as keyboards follow up on their domination of offices by taking over classrooms as well. Others pointed to the disappearance of travel agents, estate agents and arcades from high streets as consumers flock to cheaper and more convenient online alternatives.

But it was the social changes that seem to perturb people the most. Many complained that their pub quizzes are being ruined by iPhones and Wikipedia, while one woman blamed the internet for making society more impatient: "Everyone wants everything at the press of a click!"

It would be easy to dismiss our list as technophobic but the internet has also changed things for the better. The end of the insurance ring-round, for example, or the elimination of the wait to know the latest sport results are unequivocally positive changes.

Many of the changes brought about by the internet are so gradual and pervasive that they can escape our attention. It makes sense for those of us who use the web every day to take stock occasionally, and think about the way it's leading us.

As one commenter, Harry, wrote: "Embrace the internet, iron out its flaws but don't dismiss it. It's too valuable a resource."

Matthew Moore. <www.telegraph.co.uk/technology/6207343/Ways-the-web-haschanged-the-world.html>.

Com base no texto II, responda, em português, às questões 3, 4, 5 e 6.

3 UFRJ O que levou Matthew Moore a escrever o artigo que constitui o texto II?

4 UFRJ Cite dois exemplos de questões ou situações de cunho interpessoal que servem para ilustrar a motivação do autor do texto.

5 UFRJ Em relação a cada um dos tipos de *sites* da internet mencionados a seguir, cite dois aspectos negativos creditados a seu uso generalizado:

- Google e Wikipedia;
- sites* de autodiagnóstico médico.

6 UFRJ Qual é o ponto de vista do autor em relação ao uso da internet?

Texto III

Censorship in Modern Times

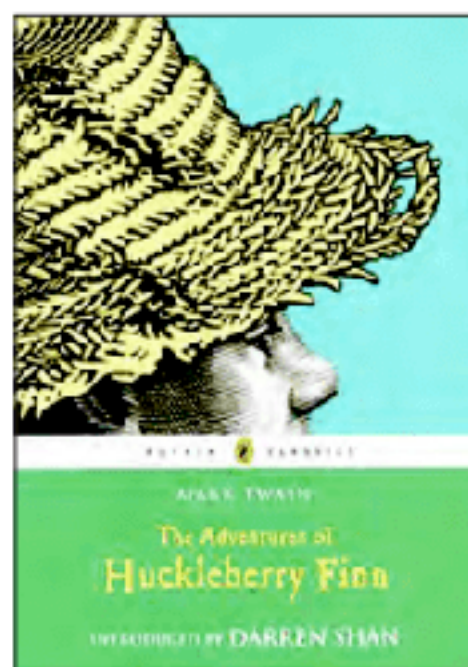
Since 1982, the American Library Association has sponsored Banned Books Week to pay tribute to free speech and open libraries. The tradition began as a nod to how far society has come since 1557, when Pope Paul IV first established The Index of Prohibited Books to protect Catholics from controversial ideas.

Four-hundred and nine years later, Pope Paul VI would abolish it, although attempts at censorship still remain. Here, TIME presents some of the most challenged books of all time.

M.J. Stephey.

The Adventures of Huckleberry Finn

By Mark Twain



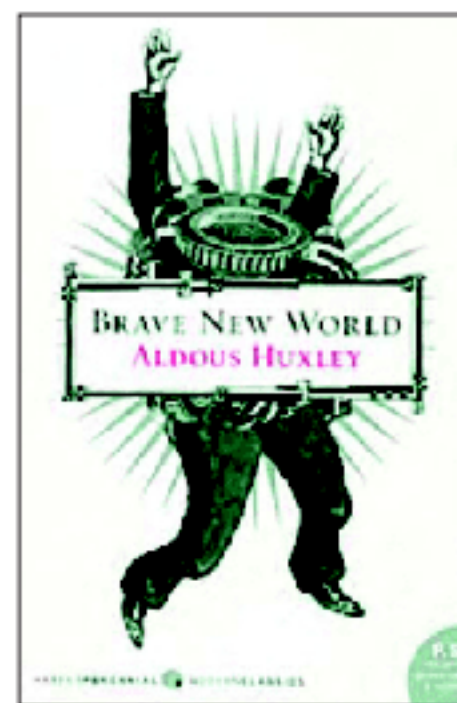
In 1885, the Concord, Mass. Public Library banned the year-old book for its “coarse language” – critics deemed Mark Twain’s use of common vernacular (slang) as demeaning and damaging. One reviewer dubbed it “the veriest trash ... more suited to the slums than to intelligent, respectable people.” Little Women author Louisa May Alcott lashed out publicly at him, saying, “If Mr. Clemens [Twain’s original

name] cannot think of something better to tell our pure-minded lads and lasses he had best stop writing for them.” (That the word “nigger” appears more than 200 times throughout the book did not initially cause much controversy). In 1905, the Brooklyn Public Library followed Concord’s lead, banishing the book from the building’s juvenile section, explaining: “Huck not only itched but scratched, and that he said sweat when he should have said perspiration.” Twain enthusiastically fired back, once saying of his detractors: “Censorship is telling a man he can’t have a steak just because a baby can’t chew it.” Luckily for him, the book’s fans would eventually outnumber its critics. “It’s the best book we’ve had,” Ernest Hemingway proclaimed, “All American writing comes from that. There was nothing before. There

has been nothing as good since.” Despite Hemingway’s assurances, *Huck Finn* remains one of the most challenged books in the U.S. In an attempt to avoid controversy, CBS Television produced a made-for-TV adaptation of the book in 1955 that lacked a single mention of slavery, or even any African American cast members to portray the character of Jim. In 1998, parents in Tempe, Ariz. sued the local high school over the book’s inclusion on a required reading list. The case went as far as a federal appeals court; the parents lost.

Brave New World

By Aldous Huxley

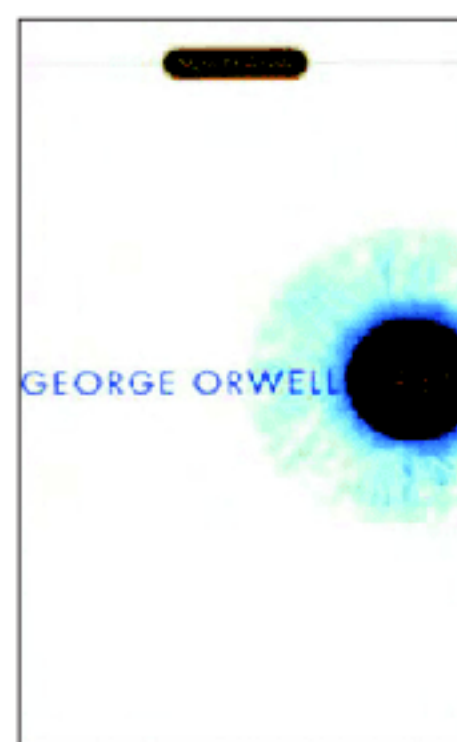


Huxley’s 1932 work – about a drugged, dull and mass-produced society of the future – has been challenged for its themes of sexuality, drugs, and suicide. The book parodies H.G. Wells utopian novel *Men Like Gods*, and expresses Huxley’s disdain for the youth- and market-driven culture of the United States. Chewing gum, then as now a symbol of America’s teeny-bopper shoppers, pops up in the book as a way

to deliver sex hormones and subdue anxious adults; pornographic films called “feelies” are also popular grown-up pacifiers. In Huxley’s vision of the 26th century, Henry Ford is the new God (worshippers say “Our Ford” instead of “Our Lord,”) and the car maker’s concept of mass production has been applied to human reproduction. As recently as 1993, a group of parents attempted to ban the book in Corona-Norco, Calif. because it “centered around negativity.”

Nineteen Eighty-Four

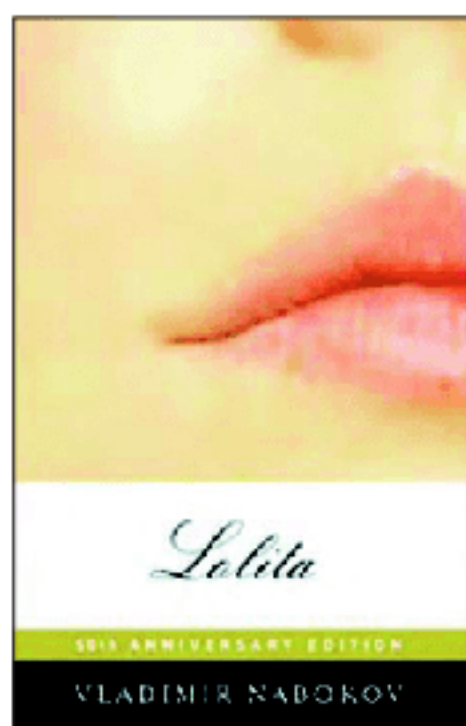
By George Orwell



It’s both ironic and fitting that *Nineteen Eighty-Four* would join the American Library Association’s list of commonly challenged books given its bleak warning of totalitarian censorship. Written in 1949 by the British author while he lay dying of tuberculosis, the book chronicles the grim future of a society robbed of free will, privacy or truth. Some reviewers called it a veiled attack against Joseph Stalin and the Soviet ruler’s

infamous “midnight purges,” though, oddly enough, parents in Jackson County, Fla. would challenge the book in 1981 for being “pro-Communist.” The book spawned terms like “Big Brother” and “Orwellian” and continues to appear in pop culture – most recently as the inspiration for a political YouTube hit. The year 1984 may have passed, but the book’s message remains as relevant as ever.

Lolita



First published in France by a pornographic press, this 1955 novel explores the mind of a self-loathing and highly intelligent pedophile named Humbert Humbert, who narrates his life and the obsession that consumes it: his lust for “nymphets” like 12-year-old Dolores Haze. French officials banned it for being “obscene,” as did England, Argentina, New Zealand and South Africa. Today, the term “lolita” has come to imply an oversexed teenage siren, although Nabokov, for his part, never intended to create such associations. In fact, he nearly burned the manuscript in disgust, and fought with his publishers over whether an image of a girl should be included on the book’s cover.

Wladimir Nabokov

The Anarchist Cookbook



Powell was just 19 when he wrote this 1971 cult classic. The guerrilla how-to book managed to not only anger government officials, but anarchist groups as well. One such organization, CrimethInc., said the book misrepresents anarchist ideals and later released its own book of the same name. Other critics attacked the book for more practical reasons

– some of the bomb-making recipes that Powell included turned out to be dangerously inaccurate. Ironically, an older and purportedly wiser Powell later tried to censor his own book. After converting to

Christianity, Powell publicly denounced his work, writing in 2000 on Amazon.com that the book is “a misguided product of my adolescent anger at the prospect of being drafted and sent to Vietnam to fight in a war that I did not believe in.” But even Powell couldn’t successfully ban the book from print; he no longer owns the rights.

William Powell <www.time.com/time/specials/packages/article/0,28804,1842832_1842838,00.html>.

Com base no texto III, responda, em português, à questão 7.

7 UFRJ Indique o(s) título(s) do(s) livro(s) que gerou/geraram polêmica e/ou censura:

- a) por parte do próprio autor após sua publicação;
- b) devido ao uso de um vocabulário pouco refinado;
- c) porque retratava de forma crítica e pessimista a sociedade de consumo.

Ainda com base no texto III, responda, em português, às questões 8 e 9.

8 UFRJ Grupos diferentes de leitores fizeram interpretações distintas sobre o romance *1984*. Explícite-as.

9 UFRJ O que levou o autor de *The Anarchist Cookbook* a escrever esse livro?

As respostas para a questão 10 devem ser dadas em inglês.

10 UFRJ Transcreva do trecho sobre o livro *Lolita*, que integra o texto III, o que é solicitado:

- a) o vocábulo substituído por *did* (linha 17 do trecho).
- b) um conectivo que estabelece uma relação de oposição de ideias.
- c) um conectivo que introduz uma exemplificação.
- d) as palavras que expressam o mesmo sentido de *because it was*.

Atividade 15 – Gerunds and infinitives

Após estudarmos o uso de gerúndios e infinitivos quanto à sequência de verbos (capítulo 13), vamos agora analisá-los em outras situações. Existem alguns casos bastante específicos nos quais devemos usar o gerúndio, bem como outros para o infinitivo. Aprenda a diferenciá-los e resolva as séries de GUIA DE ESTUDO para uma melhor fixação.

As listas presentes no encarte que acompanha este livro devem servir como material de referência e fonte para aprofundamento gradativo.

Não se deixe impressionar pelo volume e abrangência delas.

Exercícios de Sala

1 Vunesp We are not very fond of _____.

- (a) swimming (c) pray (e) sell
(b) eat (d) buy

2 EPP Assinale a alternativa que completa corretamente a frase: "Our friend Carla expected _____ us through the city when we were in Athens".

- (a) guide (c) to guide (e) isn't guiding
(b) be guided (d) is guiding

3 Assinale a alternativa que completa corretamente a frase: "She Said 'keep _____ and all our customers _____ pleased'".

- (a) to smile, be
(b) smile, will be
(c) smiles, would be
(d) to smile, to be
(e) smiling, will be

Exercícios Extras (Fuvest 2006)

Texto para as questões de 1 a 4.

"CHINA has begun to enter the age of mass car consumption. This is a great and historic advance." So proclaimed the state-run news agency, Xinhua, last year. Environmentalists may feel a twinge of fear at this burgeoning romance with motoring. But a rapid social and economic transformation is under way in urban China, and the car is steering it.

In 2002 demand for cars in China soared by 56%, far more than even the rosiest projections. The next year growth quickened to 75%, before slowing in 2004 (when the government tightened rules on credit for car purchases) to around 15%. But in a sluggish global market, China's demand remains mesmerizing. Few expect this year's growth to dip below 10%. As long as the economy goes on galloping at its current high-single-digit clip, many expect car sales to increase by 10-20% annually for several years to come.

The Economist, June 4th 2005.

Glossary

1. state-run news agency: _____
2. a twinge of fear: _____
3. burgeoning: _____
4. to be under way: _____
5. to steer: _____
6. to soar: _____
7. the rosier projections: _____
8. to tighten: _____
9. sluggish: _____
10. mesmerizing: _____
11. to dip: _____
12. high-single-digit clip: _____

1 Fuvest According to the passage, Xinhua:

- (a) had proclaimed that China's car industry would boom in 2004.

- (b) played an important role in China's social and economic transformation.
(c) reported, with pride, in 2004, the beginning of a new era for China.
(d) considers the new bank lending rules to be responsible for China's mass car consumption.
(e) pointed out, in 2004, that China's car industry would grow beyond expectations in the short run.

2 Fuvest The passage suggests that China's embrace of the car is likely to make environmentalists:

- (a) distressed. (d) startled.
(b) angry. (e) apprehensive.
(c) scared.

3 Fuvest The passage says that the demand for cars in China:

- (a) was extremely high both in 2003 and 2004.
(b) is still quite impressive.
(c) may dip below 10% this year.
(d) fell by 15% when bank lending rules were tightened in 2004.
(e) has been badly hit by the sluggish global market.

4 Fuvest Which of these statements is true according to the passage?

- (a) China became a car culture in 2003 thanks to the government's industrial development policy.
(b) Car sales in China are expected to increase by 10% at most as soon as the global market recovers.
(c) Unless the global economy slows down, China's rate of growth will remain in high single figures.
(d) The car industry has been crucial for the radical changes urban China is undergoing.
(e) Despite all rosy projections, China's economic growth for the next few years may be quite slow.

Texto para as questões de 5 a 8.



Australians are not known for their love of boat people.

They famously turned away a small group of Afghan refugees at the height of the war and rather amusingly, ran a scare campaign featuring crocodiles and sharks to deter would-be immigrants. But if global warming continues at its

current rate, neighbouring Pacific islands could be lost to floods and Australia will be facing a new kind of intruder: climate refugees.

Although the Red Cross produced a report four years ago estimating that 58 per cent of refugees are caused by environmental factors, no one has made any attempt to tackle the issue. Oxford University's Norman Myers recently claimed that there could be an estimated 150 million environmental refugees within the next 50 years, and half of these could land on Australia's doorstep. But the UN refuses to grant them refugee status, and aid groups and environmentalists squabble over whose responsibility they are.

Dazed & Confused, July 2005.

Glossary

1. to turn away: _____
2. the height of the war: _____
3. amusingly: _____
4. would-be immigrants: _____
5. floods: _____
6. to tackle the issue: _____
7. to grant: _____
8. to squabble: _____

5 Fuvest According to the passage, Australians:

- (a) are regarded as being quite funny people.
- (b) may have to face the "threat" of flood-stricken neighbours.

- (c) are preparing to shelter a flood of climate refugees.
- (d) have been criticized for their prejudice against war refugees.
- (e) started campaigning to keep out strangers four years ago.

6 Fuvest The passage says that Afghan refugees:

- (a) became famous when they tried to enter Australia by boat.
- (b) found Australia's scare campaign rather amusing.
- (c) looked for shelter in Australia during the Afghanistan war.
- (d) were sent away from Australia at the end of the Afghanistan war.
- (e) were scared when they saw Australia's crocodiles and sharks.

7 Fuvest Which of these statements is true according to the passage?

- (a) It has been estimated that 58% of the refugees living in Australia are war refugees.
- (b) The Red Cross started a campaign for the cause of environmental refugees in 2001.
- (c) Norman Myers estimates that as many as 150 million climate refugees may invade Australia in the coming decades.
- (d) In 2001, it was reported that over half of the world's refugees are climate refugees.
- (e) Aid groups and environmentalists have often been prevented from helping climate refugees.

8 Fuvest Choose the correct passive voice form for:

... no one has made any attempt to tackle the issue. (lines 14)

- (a) no attempt has been made to tackle the issue.
- (b) no attempt is made by anybody to tackle the issue.
- (c) it could not be made any attempt to tackle the issue.
- (d) it is not made any attempt to tackle the issue.
- (e) no attempt was made by anybody to tackle the issue.

Atividade 16 – Conditional sentences

Existem vários tipos de frases condicionais, várias delas usando *if*- daí o nome, para algumas delas, de *if clauses*. Basicamente, elas estabelecem uma condição e, a seguir, mostram a consequência advinda do cumprimento da condição estabelecida. Fique atento a estes e a outros tipos de frases condicionais que apresentaremos neste capítulo.

A propósito, não se esqueça que, *se você estudar* com dedicação e de forma organizada, *obterá* os resultados que almeja.

Observe que várias das formas aqui apresentadas são, em certos contextos, intercambiáveis, oferecendo assim uma possibilidade de variações que, por um lado facilitam, mas por outro exigem uma maior atenção para com os detalhes.

Exercícios de Sala

1 Vunesp If Peter _____ his examination, his father _____ very happy.

- (a) passes; is (d) would pass; was
 (b) will pass; is (e) passes; will be
 (c) had passed; was

2 Vunesp Candidates who get a poor result always regret: If I had studied more before sitting for the test, I _____ it.

- (a) would pass
 (b) passed
 (c) have passed
 (d) would have passed
 (e) had passed

3 UEPG Assinale a alternativa que preenche corretamente a frase: It's so boring in the city. I really wish I _____ on a farm!

- (a) lived (c) am living (e) did lived
 (b) live (d) were living

4 UFSM Assinale a alternativa que preenche corretamente a frase: If it _____, you _____ more appropriate clothes.

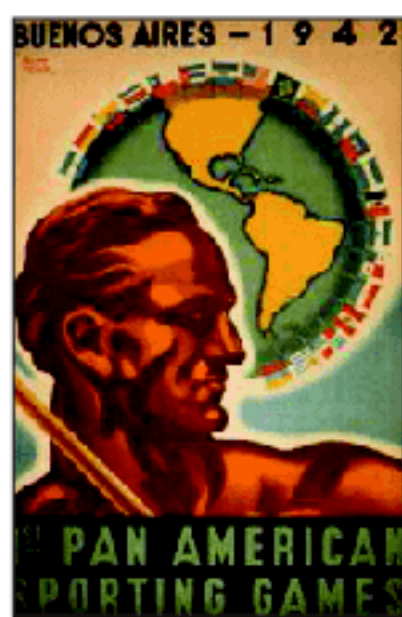
- (a) 's going to snow; 'd better wear
 (b) 's gone snow; 've better wear
 (c) 're going to snow; 's better to wear
 (d) 's going to snow; 're better wear
 (e) 'll planned; will have

Exercícios Extras (Ufop 2008)

Questões de 1 a 7.

Read the text carefully and choose the alternative which best completes each of the statements.

A History of the Pan American Games



The Pan American Games bring together athletes from the countries of the Americas in a festival of sport and international friendship. The Games are held every four years in the year preceding the Olympic Games. The first Pan American Games took place in 1951 at Buenos Aires, Argentina, but they originated more than two decades earlier. At the Olympic Congress

coinciding with the 1924 Olympic Games at Paris, France, the International Olympic Committee members from Cuba, Guatemala and Mexico proposed the establishment of regional games for the countries of Central America. These games became reality two years later when Mexico City hosted the first Central American Games.

At the 1932 Los Angeles Olympic Games, representatives of the Latin American delegations proposed regional Games for all the Americas. This proposal eventually led to the first meeting of the Pan American Sports Congress at Buenos Aires in August 1940. The Congress selected Buenos Aires to host the first Pan American Games in 1942, but World War II forced postponement of these games.

Although the 1942 Pan American Games never took place, at least one poster was created on their behalf. The image shows a male figure in the foreground holding a javelin. The background reveals a view of the globe showing the Americas. The globe is encircled with the flags of 21 Pan American countries. Countries from the British Commonwealth did not participate in the early Pan American Sports Congress. The lithograph poster was designed by artist Falier Totaro in 1941.

A second Pan American Sports Congress met at the 1948 London Olympic Games where plans were revived. The first Pan American Games opened on February 25, 1951, at Buenos Aires. More than 2,500 athletes from 22 countries participated.

The organization governing the Games was renamed, in 1955, as the Pan American Sports Organization (PASO). Currently, 42 nations of North, Central and South America and the Caribbean comprise the organization. The official languages are Spanish and English. PASO has headquarters in Mexico City and is presided over by Mario Vasquez Raña of Mexico, who also is a member of the International Olympic Committee.



The PASO emblem is a torch superimposed over five concentric circles of the colors green, yellow, white, red and blue. At least one of these colors appears on every national flag of the Americas.

PASO's motto "America, Espirito, Sport, Fraternité" incorporates four of the languages in common use in the Americas: Spanish, Portuguese, English and French. The phrase loosely translates to English as "The American spirit of friendship through sports."

www.aofla.org/8saa/PanAm/pan_am_history.htm.

Glossary

1. to bring together: _____
2. are held: _____
3. postponement: _____
4. on their behalf: _____
5. foreground: _____
6. javelin: _____
7. currently: _____
8. to comprise: _____

1 Ufop The Pan American Games aim at:

- (a) discussing friendship in Americas.
- (b) preparing athletes for the World Cup.
- (c) bringing American athletes altogether.
- (d) revealing the quality of politics in Americas.

2 Ufop The first Pan American Games were held in:

- (a) 1924
- (b) 1940
- (c) 1942
- (d) 1951

3 Ufop Check whether the following alternatives are true (T) or false (F).

- The first participants of the Pan American Games were Central American countries.
- Guatemala and Cuba suggested Mexico to host the first Pan American Games.
- Plans of the Pan American Sports Congress were revived in a meeting in London.
- The printed picture of the Pan American Games was created by an athlete.

- (a) F – F – T – F
- (b) T – T – F – F
- (c) F – T – F – T
- (d) T – F – T – T

4 Ufop The number of countries that participated in the first Pan American Games was:

- (a) 21
- (b) 22
- (c) 25
- (d) 42

5 Ufop The president of PASO is:

- (a) Argentinean
- (b) American
- (c) Mexican
- (d) Cuban

6 Ufop Choose the wrong information.

- (a) PASO's motto was originally written in English.
- (b) The first Central American Games were held in 1926.
- (c) The Pan American Games were originated before 1931.
- (d) The circles of the PASO emblem comprise five different colors.

7 Ufop Another title for this text could be:

- (a) The origin of the Pan American Games.
- (b) The events of the Pan American Games.
- (c) The athletes of the Pan American Games.
- (d) The headquarters of the Pan American Games.

Atividade 17 – Degrees of comparison

As formas comparativas são usadas com adjetivos e advérbios para mostrar comparações entre palavras, estruturas, ações, situações, condições etc. Existem diferentes graus de comparação, cada um com regras próprias de uso, particularidades, exceções e casos especiais. Fique atento às formações e às diferenças de uso entre comparativos e superlativos, bem como às variações de uso nos casos de igualdade, inferioridade e superioridade.

As comparações de *adjetivos* são usadas para indicar que algo tem mais de uma determinada qualidade que outra coisa, ou mais do que costumava ter.

As comparações de *advérbios* são usadas para dizer como algo acontece ou é feito comparado com a forma como aconteceria ou seria feito em uma ocasião diferente.

Exercícios de Sala

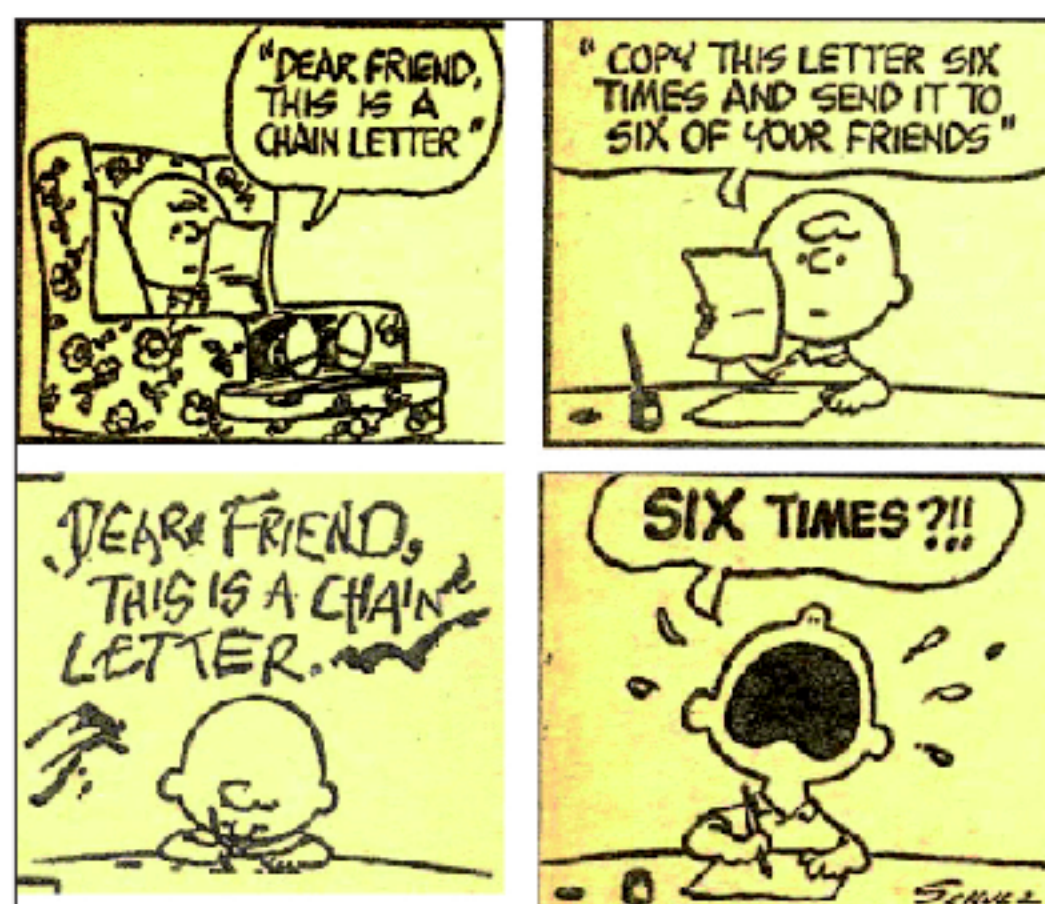
- 1 Vunesp** John's house is _____ than Peter's.
 (a) more large (c) small (e) smallest
 (b) larger (d) her
- 2 Vunesp** Depending on the situation, having a computer may be _____ having a telephone.
 (a) easier (d) the most difficult
 (b) more useful (e) useful than
 (c) more convenient than
- 3 UnB** A: Don't you think that violence _____ ordinary nowadays?
 B: Yes, and _____ ordinary it gets, _____ safe we'll feel.

- (a) is getting the most; the most, the most
 (b) is getting more and more; the more, the less
 (c) is becoming most and most; the most, the least
 (d) is becoming the more; the more, last
 (e) a and b are correct

- 4 SCecilia** The weather in Rio is certainly _____ it is in Santa Catarina.
 (a) the hotter
 (b) hotter than
 (c) the most hot
 (d) the hotter than
 (e) the most hotter

Exercícios Extras (UFG 2008)

Read the cartoon.



C. M. Schulz. Try it again, Charlie Brown. Greenwich: Fawcett Crest Book, 1976.

- 1 UFG**
 Charlie Brown's anger is firstly showed in his:
 (a) eyes. (c) shout. (e) cry.
 (b) words. (d) hand-writing.

Leia o seguinte texto sobre *gênero* e responda às questões de 2 a 4.

Since the 1950s, the term *gender* has been increasingly used to distinguish a social role (*gender role*) and/or personal identity (*gender identity*) from biological sex. Sexologist John Money wrote

in 1955, "the term *gender role* is used to signify all those things that a person says or does to disclose himself or herself as having the status of boy or man, girl or woman, respectively. Elements of such a role include clothing, speech patterns, movement and other factors not solely limited to biological sex.

Many societies categorize all individuals as either male or female – however, this is not universal. Some societies recognize a third gender – for instance, the Two-Spirit people of some indigenous American peoples, and hijras of India and Pakistan – or even a fourth or fifth. Such categories may be an intermediate state between male and female, a state of sexlessness, or a distinct gender not dependent on male and female gender roles. Joan Roughgarden argues that in some non-human animal species, there can also be said to be more than two genders, in that there might be multiple templates for behavior available to individual organisms with a given biological sex.

There is debate over to what extent gender is a social construct and to what extent it is a biological construct. One point of view in the debate is social constructionism, which suggests that gender is entirely a social construct. Contrary to social constructionism is essentialism, which suggests that it is entirely a biological construct. Others' opinions on the subject lie somewhere in between.

<<http://en.wikipedia.org/wiki/Gender>>. (Adapted).

Glossary

1. role: _____
2. to disclose: _____
3. speech patterns: _____
4. multiple templates: _____

2 UFG In the first paragraph, gender role is defined as distinct from biological sex. Which of the following statements refers to biological sex rather than gender role?

- (a) "Women take care of their children".
- (b) "Women support their families".
- (c) "Women discuss relationships".
- (d) "Women can become pregnant".
- (e) "Women wear dresses and skirts".

3 UFG O objetivo do segundo parágrafo é evidenciar que:

- (a) os indivíduos são categorizados como homem ou mulher conforme as crenças religiosas de cada grupo social.
- (b) os papéis de gênero se diferem do sexo biológico na espécie humana e em algumas espécies animais não humanas.
- (c) os estágios intermediários entre masculino e feminino são considerados uma fusão de ambos os sexos.
- (d) a sexualidade e o comportamento de um indivíduo em diferentes sociedades são determinados pelo sexo biológico.
- (e) em algumas espécies animais não humanas há exemplos de indivíduos que sofrem mutação sexual.

4 UFG Com base nos conceitos discutidos no terceiro parágrafo do texto, o construto *gênero* expresso na frase de Simone de Beauvoir, "One is not born a woman, one becomes one", é:

- (a) social.
- (b) universal.
- (c) filosófico.
- (d) biológico.
- (e) essencialista.

Leia as seguintes placas e responda às questões 5 e 6.



<<http://images.google.com.br>>.

Glossary

1. crunch: _____
2. crushed: _____
3. to retrieve: _____

5 UFG Os dois textos têm em comum o fato de expressarem:

- (a) uma ameaça.
- (b) um apelo.
- (c) uma promessa.
- (d) um conselho.
- (e) uma ordem.

6 UFG A segunda placa se difere da primeira porque:

- (a) apresenta como característica principal o humor sarcástico.
- (b) permite uma inferência precisa do estabelecimento onde está colocada.
- (c) se dirige a um interlocutor de uma determinada faixa etária.
- (d) orienta a respeito de um comportamento animal específico.
- (e) emprega uma linguagem mais objetiva, direta e formal.

Leia o seguinte trecho de um diálogo entre os irmãos Biff e Happy, personagens da peça *Death of a Salesman*, de Arthur Miller, e responda às questões 7 e 8.

BIFF: I'm thirty-four years old, I oughta be makin' my future.

That's when I come running home. And now, I get here, and I don't know what to do with myself. [After a pause] I've always made a point of not wasting my life, and everytime I come back here I know that all I've done is to waste my life.

HAPPY: You're a poet, you know that, Biff? You're a – you're an idealist!

BIFF: No, I'm mixed up very bad. Maybe I oughta get married. Maybe I oughta get stuck into something. Maybe that's my trouble. I'm like a boy. I'm not married, I'm not in business, I just – I'm like a boy. Are you content, Hap? You're a success, aren't you? Are you content? HAPPY: Hell, no! BIFF: Why? You're making money, aren't you? HAPPY: [moving about with energy, expressiveness]: All I can do now is wait for the merchandise manager to die.

A. Miller *Death of a Salesman*. London: Penguin, 1962. pp. 16-17.

Glossary

1. oughta: _____
2. to waste: _____
3. mixed up: _____
4. to get into something: _____

7 UFG Biff is emotionally confused between the opposite ideas of making his future or wasting his life. The discussion between the brothers shows that Biff can waste his life if he:

- (a) comes home.
- (b) is realistic.
- (c) keeps single.
- (d) is in business.
- (e) makes money.

8 UFG O conflito de Biff aparece bem marcado no texto em decorrência do uso de:

- (a) coloquialismo.
- (b) descrição.
- (c) comparação.
- (d) exclamação.
- (e) repetição.

9 UFG Leia o excerto do sítio *Guardian Jobs*.

	<p>Upload your CV</p> <p>The fast and easy way to let employers come to you</p>	
	<p>Tell us what you want and we'll send you the latest matching jobs</p>	<p>Recruiters</p> <p>Advertise your job now Set up an online account and be in recruitment today</p>
	<p>Receive the latest jobs automatically through a web feed</p>	<p>Speak to one of our specialists to improve your recruitment</p> <p>Contact us.</p>

<<http://jobs.guardian.co.uk>>. (Adapted).

Os serviços desse sítio:

- (a) selecionam os currículos mais simplificados.
- (b) contratam profissionais da área de publicidade.
- (c) destacam os melhores anúncios de emprego.
- (d) destinam-se a desempregados e empregadores.
- (e) favorecem o ramo de gêneros alimentícios.

Read the cartoon.



C. Sansom. The born loser. *Speak UP*, São Paulo: Peixes, Jun., p. 48, 2007.

10 UFG Scientists think that the cause of ageing is oxygen. Which of the statements in the sequence below emphasizes ageing according to what is mentioned in the cartoon?

- (a) Part of the oxygen we breathe does not convert proteins into energy.
- (b) The remaining oxygen which does not produce energy is converted into free radicals.
- (c) Free radicals destroy molecules which can cause damage and produce wrinkles.
- (d) Free radicals can also result in conditions such as Alzheimer's Disease.
- (e) Hormones are not available to neutralize free radicals yet.

Atividade 18 – Genitive case – false cognates

O caso genitivo talvez seja uma das mais simpáticas contribuições da língua inglesa moderna: fácil de entender, prático e universalmente reconhecido e aceito. É usado para mostrar uma relação de posse, aparecendo entre o possuidor e a coisa possuída, na forma de apóstrofo seguido por um *s*, ou de apenas um apóstrofo.

Estudaremos, então, as situações em que se usa uma ou outra forma, bem como as diferenças entre elas.

Por outro lado, ainda neste capítulo, também vamos analisar aquelas palavras em inglês que se parecem muito com outras em português, mas que, na verdade, possuem significados totalmente diferentes. São os falsos cognatos, armadilhas terríveis para quem lida com textos.

Exercícios de Sala

1 Santa Casa Abortion is _____ choice.

- (a) woman
- (b) women
- (c) a woman
- (d) a women
- (e) a woman's

2 Mackenzie Only one of the sentences below is correct:

- (a) The houses' door were opened.
- (b) It's been a hard day's night.
- (c) That is nobody' business.
- (d) The man old's son is tall.
- (e) Peter's house is different from Wilson.

3 UCBA The young fellow entertained everybody *pretending* to be Lionel Ritchie singing “We are the world”.

- (a) pretendendo
- (b) ansiando

- (c) imaginando
- (d) fingindo
- (e) prometendo

Exercícios Extras (ESPM 2010)

Texto adaptado para as questões de 1 a 5.



A research note written by Matthew Robson, a 15-year-old Morgan Stanley intern, that described his friends’ media habits has generated a flurry of interest from media executives and investors.

The US investment bank’s European media analysts asked Matthew Robson to write a report on teenagers’ likes and dislikes, which made a *Financial Times*’ front page.

His report, that dismissed Twitter and described online advertising as pointless, proved to be “one of the clearest and most thought-provoking insights we have seen – so we published it”, said Edward Hill-Wood, executive director of Morgan Stanley’s European media team. “We’ve had dozens and dozens of fund managers, and several CEOs e-mailing and calling all day”, he said.

The rapid surge of interest in social networking and messaging sites has prompted speculation that sites such as Twitter or Facebook could be taken over. But Robson’s report, which was sent to Morgan Stanley’s clients as a research note last Friday, suggested that such a move could be foolishness. He said teenagers were using more and more media, but they were unwilling to pay for it.

“Teenagers do not use Twitter,” he wrote. He also warned that traditional media – television, radio and newspapers – are losing ground. His peers are also put off by intrusive advertising so they prefer listening to advert-free music on websites such as Last.fm to traditional radio. Teens see adverts on websites – pop ups, banner ads – as “extremely annoying and pointless,” Robson said.

<www.guardian.co.uk/business/2009/jul/13/twitter-teenage-media-habits/>.

1 ESPM According to the text, the research note:

- (a) was written by a Morgan Stanley media executive.
- (b) caught the attention of fund managers and CEOs.
- (c) was assigned by Morgan Stanley to its European media team.
- (d) has been the cause of a reshape in the media’s industry.
- (e) has influenced teenagers’ behavior.

2 ESPM Which title best expresses the main idea in this passage?

- (a) “How Teenagers Consume Media”
- (b) “How Investors Benefit from Media”
- (c) “Social Networks as a Tool for Investments”
- (d) “The Media Industry and Investments”
- (e) “Twitter: a Topic of Discussion”

3 ESPM You can infer from the text that most teenagers:

- (a) usually write research reports for major investment banks.
- (b) have been working for the media business and online companies.
- (c) are opposed to opening their wallets to pay for services.
- (d) read newspapers regularly.
- (e) are extremely interested in advertisements on websites.

4 ESPM “surge”, in the text, has approximately the same meaning as:

- (a) increase
- (b) reduction
- (c) shrinking
- (d) alteration
- (e) loss

5 ESPM

“His peers”, in the last paragraph, most likely refers to:

- (a) traditional media
- (b) media teams
- (c) twitter users
- (d) teenagers
- (e) Morgan Stanley’s CEOs

Texto adaptado para as questões 6 e 7.

For anyone looking for a job, it’s been a cruel summer. It’s especially hard out there for teenagers who are facing, as one report puts it, the “worst summer job market since 1948.” Working retail or scooping ice cream was, for generations, a rite of passage for many high-schoolers in the United States. But with national unemployment at 9.4 percent, first-time job hunters are finding themselves competing with unemployed adults who are now willing to take positions that were considered entry-level in prerecessionary times.

Where does that leave high-school-and-college-age students, apart from spending their summers lying on the couch? It leaves them with little income and, worse, few job skills, says Andrew Sum, director of the Center for Labor Market Studies at Northeastern University in Boston. “It hurts their ability to get jobs in the future,” he says. Teens who work in high school and college on average earn salaries 16 percent higher than teens who don’t work, according to the center’s research.

<www.newsweek.com/id/210916/output/print>. Aug 7, 2009.

- 6 ESPM** The expression “first-time job hunters” refers to:
- Unemployed adults.
 - Youths who look for their first job.
 - Adults and teenagers who have lost their jobs for the first time.
 - Job hunters in general.
 - All college students who come home for the summer and, for the first time in their lives, cannot find a job.

- 7 ESPM** You can infer from the text that:
- Most teenagers would rather spend summers lying on the couch than working retail or scooping ice cream.
 - Most teenagers have been hired this summer.
 - If a teenager has few job skills he/she will certainly have a hard time finding a job this summer.
 - Skilled teenagers have improved their income by working during the summer.
 - Working summer jobs may translate into higher earning power in the long term.



<Dilbert.com>.

- 8 ESPM** Why is Dilbert so worried?
- Because he is earning a very low salary.
 - Because his boss told him he will not get a raise this year.
 - Because he knows the company is collapsing.
 - Because he is afraid he will not have a wage increase this year.
 - Because he was told that he is going to lose his job.

- 9 ESPM** After talking to the boss, Dilbert:
- was convinced that he will get a raise this year.
 - was still very concerned about getting a raise.
 - was not so worried about his raise because he was given other reasons to worry about.
 - was told that his company can't afford to give him a pay raise because it is going out of business.
 - understood that, due to the global economy situation, his company will not give pay raises this year.

- 10 ESPM** Mark the alternative that substitutes “You shouldn't worry about that” without changing the meaning.
- You must not worry about that.
 - You may not worry about that.
 - You ought not to worry about that.
 - You cannot worry about that.
 - You will not be able to worry about that.

Atividade 19 – Question tags – agreement and disagreement

Os verbos auxiliares não servem apenas para a formação de frases interrogativas ou negativas, eles também são muito usados em estruturas especiais, em que podem evitar a repetição desnecessária de verbos ou de outras partes da frase, criando, às vezes, outros sentidos.

Além disso, são também usados para a formação de *Question tags*, uma pequena forma interrogativa na qual se pede confirmação de algo na frase imediatamente anterior, na afirmativa ou na negativa.

Embora exista certa semelhança destas estruturas com outras em Português, em termos práticos, esteja atento às particularidades exibidas no Inglês, em especial quanto ao uso dos verbos auxiliares.

Exercícios de Sala

- 1 UFRGS** Let's not argue about that, _____
- will you?
 - let us?
 - let's not?
 - don't us?
 - shall we?
- 2 EEP** Jeff read two books this month, but his brother _____.
- didn't
 - does
 - doesn't
 - don't
 - isn't

3 Uniban Rafael didn't buy a new game boy, _____?

- (a) did he
- (b) aren't he

- (c) didn't he
- (d) did Rafael
- (e) isn't he

Exercícios Extras (UFSCar 2001)

O texto a seguir refere-se às questões de 1 a 10.

Water

1. "When the well's dry, we know the worth of water." Benjamin Franklin quoted those prophetic words nearly two and a half centuries ago, when America's wells – both literally and figuratively – overflowed with water.
2. Today those same wells are in danger of running dry, and along with the rest of the world we face a critical shortage of clean, fresh water.
3. The problem is not the supply of water; earth has virtually the same amount today as it did when dinosaurs roamed the planet. Ninety-seven percent of that supply is in the form of salt water. Only 3 percent is fresh, and two-thirds of that is ice.
4. The problem is simply people – our increasing numbers and our flagrant abuse of one of our most precious, and limited, resources.
5. A computer-graphics rendition of the United States dramatizes the problem. According to it, California and Idaho show the areas of highest use, thanks largely to crop irrigation. In California, for example, 78 percent of the water used goes to agriculture and only 22 percent for urban needs.
6. Altogether the United States withdraws 339 billion gallons of ground and surface water a day. Although four trillion gallons of water falls on us daily in the form of precipitation, much of that disappears in evaporation and runoff, and our rivers and springs are being dangerously polluted and exhausted. Occasionally, as with the catastrophic flooding of the upper Mississippi Valley last summer, we seem cursed with an overabundance of water, but such events are mercifully rare.
7. There is, of course, no substitute for water; it has already begun to replace oil as a major cause of confrontation in the Middle East. The confrontations can only grow and widen.
8. A team of top photographers, writers, and editors crisscrossed North America, exploring people's attitudes, habits, and perceptions of water. The team found historic mismanagement of water, blatant cases of waste and pollution, and widespread ignorance of water problems. Yet they also found a growing awareness of the challenges water presents and an encouraging readiness to face them.

9. One thing is certain: We must mend our ways. The United States uses three times as much water a day – 2,100 liters per person – as the average European country, and astronomically more water than most developing nations. When we realize that it can take 1,500 liters of fresh water merely to produce one 250-gram steak, then – as Benjamin Franklin put it – we know the worth of water.
10. The question is how well we will use that knowledge.
William Graves. "Introduction". In: National Geographic Special Edition: Water. Washington, D. C., nov. 1993. (Adapted).

Glossary

1. well: _____
2. worth: _____
3. quoted: _____
4. overflowed: _____
5. running dry: _____
6. shortage: _____
7. fresh water: _____
8. supply: _____
9. roamed: _____
10. resources: _____
11. rendition: _____
12. crop: _____
13. withdraws: _____
14. runoff: _____
15. springs: _____
16. flooding: _____
17. mercifully: _____
18. crisscrossed: _____
19. mismanagement: _____
20. blatant: _____
21. waste: _____
22. awareness: _____
23. readiness: _____
24. knowledge: _____

1 UFSCar Segundo o texto, as palavras proféticas de Benjamin Franklin:

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

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

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

3 UFSCar Segundo o texto:

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

4 UFSCar O texto afirma que:

- (a) podem ser necessários até 1.500 litros de água limpa para produzir um filé de 250 gramas.

- (b) para lavar 1.500 kg de carne, torna-se necessária a mesma quantidade de água.
- (c) a produção de carne se dá de acordo com a necessidade de aproveitamento da água.
- (d) a redução na produção de carne bovina poderá reduzir o desperdício de água.
- (e) a produção de carne bovina compromete o abastecimento de água nas cidades.

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

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

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

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

7 UFSCar Com base nas informações dadas no início e no fim do texto, responda:

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

8 UFSCar Retorne ao texto e responda:

- a) qual a finalidade do gráfico mencionado no quinto parágrafo?
- b) como os dois estados americanos, Califórnia e Idaho, utilizam a água?

9 UFSCar Segundo o texto:

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

10 UFSCar De acordo com o texto:

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

Atividade 20 – Relative pronouns

Em grande parte das provas de Inglês dos exames vestibulares mais recentes, nota-se que certo tipo de questão tem sido recorrente – aquela em que se destaca um pronome retirado do texto para que o aluno indique a que ou a quem este se refere – são as chamadas questões sobre referentes.

Frequentemente esses pronomes retirados do texto são pronomes relativos, pois essa função de referencial de identificação é sua principal utilização.

Vamos então estudar esses pronomes relativos e as orações nas quais eles se encontram nas suas diferentes formas e funções.

Exercícios de Sala

1 FCC-BA Look! That is the man _____ followed me yesterday:

- (a) which
- (b) what
- (c) whose
- (d) whom
- (e) who

2 Unip Assinale a alternativa que preenche corretamente as sentenças apresentadas:

- I. He addressed the guy _____ had painted his house.
- II. That's the lady _____ mother is a famous scientist.
- III. The stereo _____ he fixed is out of order again.
- IV. The man _____ you've just seen is my uncle Leo.

- (a) who; whose; that; whom
- (b) who; who; whose; which
- (c) whom; which; that; whose
- (d) whose; whose; who; whom
- (e) which; whose; which; that

3 Metodista There are many restaurants around _____ do Sunday lunches. "The Cherry" is one of them, just around the corner.

- (a) whom
- (b) who
- (c) that
- (d) which
- (e) whose

Exercícios Extras (Ufop 2002)

O texto a seguir refere-se às questões de 1 a 7.

Read the text carefully and then choose the alternative which best completes each of the statements.

Obstructive Sleep Apnea

Fast facts

Questions and Answers about Obstructive Sleep Apnea

What is Obstructive Sleep Apnea (OSA)?

- Obstructive Sleep Apnea is when a person stops breathing repeatedly during sleep.
- Breathing stops because the airway collapses and prevents air from getting into the lungs.
- Sleep patterns are disrupted, resulting in excessive sleepiness or fatigue during the day.

What causes the airway to collapse during sleep?

- Extra tissue in the back of the airway such as large tonsils.
- Decrease in the tone of the muscles holding the airway open.
- The tongue falling back and closing off the airway.

How many people have Obstructive Sleep Apnea?

- 4 in 100 middle-aged men and 2 in 100 middle-aged women have Obstructive Sleep Apnea.
- Most OSA sufferers remain undiagnosed and untreated.
- Obstructive Sleep Apnea is as common as adult asthma.

What happens if Obstructive Sleep Apnea is not treated?

Possible increased risk for:

- high blood pressure

- fatigue-related motor vehicle and work accidents
- heart disease and heart attack
- decreased quality of life
- stroke

What are the signs and symptoms of Obstructive Sleep Apnea?

If you or someone you know snores regularly and has one or more of the following symptoms, it may be Obstructive Sleep Apnea. Check the following that apply:

- Snoring, interrupted by pauses in breathing
- Poor judgment or concentration
- Gasping or choking during sleep
- Irritability
- Restless sleep
- Memory loss
- Excessive sleepiness or fatigue during the day
- High blood pressure
- Depression
- Obesity
- Large neck size (> 17" in men; > 16" in women)
- Crowded airway
- Morning headache
- Sexual dysfunction
- Frequent urination at night

Normal

Breathing/ Airway is open and air flows freely to the lungs.



Obstructive Sleep

Apnea/ Airway collapses and blocks air flow.



<www.entman.com/Osa_Lincare.htm>.

Glossary

1. breathing: _____
2. lungs: _____
3. are disrupted: _____
4. sleepiness: _____
5. tissue: _____
6. tonsils: _____
7. decrease: _____
8. stroke: _____
9. snores: _____

10. snoring: _____
11. gasping: _____
12. choking: _____
13. restless sleep: _____

1 Ufop Obstructive Sleep Apnea causes the airway to collapse during sleep because:

- (a) The tongue comes out of the mouth during sleep.
- (b) The muscles holding the airway are not toned enough.
- (c) Extra tissue in the back of the airway keeps it open.
- (d) The increasing of blood pressure closes off the airway.

2 Ufop According to the text, it is possible to assert that:

- (a) There are more women than men with OSA.
- (b) There are more people with asthma than with OSA.
- (c) Most people with OSA treat it appropriately.
- (d) Very few people with OSA diagnose and treat it.

3 Ufop OSA increases the risk of “fatigue-related motor vehicle and work accidents” probably because:

- (a) air does not flow freely into the lungs during the day.
- (b) snoring may lead people to suffer from depression.
- (c) its sufferers remain sleepy and tired during the day.
- (d) of extremely high blood pressure during the night.

4 Ufop From the following items, only one symptom is related to OSA:

- (a) Lack of memory.
- (b) Fast decision taking.
- (c) Hypoglycemia.
- (d) Weight loss.

5 Ufop The only information that is *not* in the text is:

- (a) OSA is a treatable illness.
- (b) OSA is easily controlled.
- (c) OSA is a sleep disorder.
- (d) OSA is related to snoring.

6 Ufop According to the text, the false statement is:

- (a) Air flows freely to one’s lungs when breathing is regular.
- (b) OSA is potentially a life-altering and life-threatening condition.
- (c) Snoring is the least common symptom in an OSA sufferer.
- (d) An OSA sufferer can feel tired and sleepy during the day.

7 Ufop Another appropriate title for this text could be:

- (a) Brief information about OSA.
- (b) Rapid treatment for OSA.
- (c) General consequences of OSA.
- (d) Quick results of OSA.

Atividade 21 – Also/too/either – each/every/all

Como já vimos várias vezes até aqui, existem palavras que possuem diversos significados, variando de acordo com a situação na qual são utilizadas. Estudaremos agora dois grupos de palavras – diferentes entre si – que dão margem a múltiplas interpretações em contextos específicos.

- Num grupo estão as palavras “also”, “too” e “either” – seus significados e usos em diferentes situações.
- No outro estão as palavras “each”, “every” e “all”, também analisadas da mesma forma.

Exercícios de Sala

1 Efei She said she hasn't seen _____ Carlos _____ Gisela at Ben's graduation party.

- (a) neither; or (c) neither; nor (e) nor; or
(b) either; or (d) either; nor

2 UEMG A: That boy isn't very tall.

B: He has no strong muscles _____.

- (a) either (c) both (e) every
(b) neither (d) too

3 PUC-SP _____ of these bones belongs to extinct animals – dinosaurs, perhaps!

- (a) Every
(b) All
(c) Both
(d) Everyone
(e) Each

Exercícios Extras (Fuvest 1999)

O texto a seguir refere-se às questões de 1 a 3.

People wearing glasses look odd during video conferences because their lenses reflect a disturbing image of the screen, but Nokia of Finland has come up with a clever solution (EP 812 106). Since all TV screens go blank for a few milliseconds as one picture frame replaces another, Nokia proposes synchronising the camera with the screen, so pictures are taken only when the screen is blank. All this happens so quickly that the effect is not noticeable – especially as the picture quality of video conferences is far inferior to that of broadcast TV.

New Scientist, 4 jul. 1998.

Glossary

1. glasses: _____
2. odd: _____
3. clever: _____
4. go blank: _____
5. picture frame: _____

1 Fuvest O texto diz que durante uma videoconferência:

- (a) as lentes da Nokia refletem uma imagem de ótima qualidade.
(b) a qualidade da imagem fica prejudicada para os que usam óculos com lentes grossas.

- (c) as pessoas que usam óculos parecem esquisitas, pelo fato de que suas lentes refletem a imagem da tela.
(d) a imagem fica embaçada para aqueles que usam lentes comuns.
(e) as pessoas enxergam melhor com os óculos fabricados pela Nokia.

2 Fuvest De acordo com o texto, qual é a sugestão da Nokia?

- (a) Substituição de um quadro por outro.
(b) Sincronia entre câmera e tela.
(c) Combinação simultânea de imagens.
(d) Eliminação do quadro durante alguns milissegundos.
(e) Preenchimento do branco das telas de TV.

3 Fuvest Conforme o texto, a finalidade do EP 812 106 é:

- (a) sincronizar as imagens no espaço de milissegundos.
(b) melhorar a qualidade de transmissão da televisão.
(c) ressaltar a qualidade de uma videoconferência.
(d) transmitir até mesmo as imagens distantes de qualidade inferior.
(e) captar as imagens no momento em que a tela estiver em branco.

O texto a seguir refere-se às questões de 4 a 10.

5 *DESPITE French horror at England's violent football louts, who smashed up Marseilles on June 15th before a match between England and Tunisia, some Britons still get a friendly press in France: the Scots. They have been widely praised for their seemingly indomitable high spirits (amid expected defeat on the playing field) and sense of fair play. One French reporter, impressed by the "indestructible smile and ever-genuine kindness" of Scots fans, has called for an inquiry into the "euphoric effects" – more potent, it seems, than Viagra or Prozac – of wearing a kilt. Scottish fans who imbibe gallons of beer and whisky and who occasionally bare their*
10 *bottoms are readily forgiven.*

The Economist, 20 jun. 1998.

Glossary

1. despite: _____
2. louts: _____
3. smashed: _____
4. match: _____
5. friendly press: _____
6. indomitable: _____
7. high spirits: _____
8. defeat: _____
9. fair play: _____
10. kindness: _____
11. kilt: _____
12. imbibe: _____
13. bare their bottoms: _____
14. are forgiven: _____

4 Fuvest According to the passage:

- (a) the violence in Marseilles on June 15th was due to England's defeat on the football field.
- (b) English fans occasionally get a good press in France.
- (c) not all Britons get a good press in France.
- (d) there were no Scots fans in Marseilles when England's louts smashed it up on June 15th.
- (e) the English louts who smashed up Marseilles on June 15th were deeply under the influence of alcohol.

5 Fuvest The passage suggests that the French press:

- (a) has always praised the Scots' horror of violence.
- (b) has often condemned England's violent football.
- (c) is usually impressed with Scotland's football.
- (d) regards the Scots as France's best friends.
- (e) seems to have an enormous admiration for the Scots.

6 Fuvest We can deduce from the passage that Scottish fans would be LEAST likely to:

- (a) wear their kilts with no underclothes.
- (b) behave unkindly.
- (c) consume great quantities of alcohol.
- (d) show fair play.
- (e) be in a good mood.

7 Fuvest *their seemingly indomitable high spirits* (lines 4-5) means that:

- (a) nothing seems to affect their cheerful state of mind.
- (b) alcohol appears to raise their spirits.
- (c) their apparent feeling of invulnerability is impressive.
- (d) their high team spirit appears to be indestructible.
- (e) the more they drink, the more high-spirited they seem to become.

8 Fuvest According to the passage, one French reporter:

- (a) attributed the euphoria of Scots fans to their high intake of beer and whisky.
- (b) decided to investigate the powerful effects of the kilts traditionally worn by the Scots.
- (c) said that wearing a kilt could hardly produce a greater feeling of euphoria than taking Viagra or Prozac.
- (d) was convinced that the euphoria produced by wearing a kilt was longer-lasting than that produced by Viagra or Prozac.
- (e) demanded that a study about the powerful "euphoric effects" of wearing a kilt should be conducted.

9 Fuvest Choose the correct active voice form for: *They have been widely praised...* (line 4):

- (a) The press had widely praised them.
- (b) People praised them widely.
- (c) One has widely praised them.
- (d) The press has widely praised them.
- (e) People has widely praised them.

10 Fuvest Choose the item which best completes the sentence, according to the passage:

...some Scottish fans bare their bottoms, they are readily forgiven.

- (a) No matter
- (b) Always if
- (c) All the time
- (d) Even when
- (e) In spite of

O texto a seguir refere-se às questões de 11 a 14.

5 *American workers are being told to go to sleep on the job, according to Dermot Purgavie in the Daily Mail. "Nap breaks" are becoming increasingly popular in offices, factories and even long-haul aeroplane cockpits. "It's now as*

important for employers to offer a nap break as it is for them to have a coffee break", says P.M. Clary, a manager with a Californian computer consulting firm.

10 Forty minutes' sleep during the day can improve morale and increase productivity, and, according to research by Nasa, it can improve the alertness of pilots. "There are two periods when the body naturally

15 wants to sleep – between two and four in the morning and two and four in the afternoon," Heidi Wunder of Washington's National Sleep Foundation tells the paper. "We're bogged down in the view that sleep isn't productive."

20 William Anthony, a psychology professor at Boston University, agrees. Leonardo da Vinci, Napoleon and Brahms all liked a little shut-eye, he says. "It's time for

25 nappers to lie down and be counted."

The Week, 7 fev. 1998.

Glossary

1. nap breaks: _____
2. long-haul: _____
3. cockpits: _____
4. bogged down: _____
5. little shut-eye: _____
6. to lie down: _____

11 Fuvest According to the passage, office, factory and long-haul aeroplane cockpit workers:

- (a) are being given time to snooze at work.
- (b) approve of daily breaks.
- (c) are demanding more naps.

- (d) hardly have any time for coffee breaks.
- (e) are being dismissed for sleeping on the job.

12 Fuvest We can deduce from the passage that P.M. Clary:

- (a) offers coffee to all of his employers.
- (b) believes in the value of an afternoon sleep.
- (c) is a consultant at a Californian computer firm.
- (d) considers naps and coffee the best marketing a company can offer.
- (e) prefers his employees to have a nap rather than just coffee.

13 Fuvest Which statement about Nasa's research is true?

- (a) All airline companies should be concerned about pilots' alertness.
- (b) Forty minutes' sleep is barely enough for pilots to increase their alertness.
- (c) A nap can be quite beneficial as regards the alertness of pilots.
- (d) Alertness can improve provided that pilots are prevented from sleeping.
- (e) Alertness and productivity have hardly anything to do with the amount of sleep of pilots.

14 Fuvest The passage says that:

- (a) people need two periods of sleep amounting to eight hours per day.
- (b) the worst periods to rest are between two and four.
- (c) productivity and rest have little in common.
- (d) people generally believe nothing worthwhile results from sleeping.
- (e) Heidi Wunder agrees that sleep is unproductive.

Atividade 22 – Adjectives

Adjetivos são palavras usadas para se dizer *mais* sobre algo, tal como a aparência, cor, tamanho ou tipo.

Sob um certo aspecto, poderiam até mesmo ser considerados como supérfluos – sua *não inclusão* não inviabilizaria a compreensão do trecho em que se incluem.

No entanto, são exatamente essas informações complementares por eles transmitidas que têm sido exploradas nos testes de interpretação de textos. Seriam assim a "sintonia fina" que se busca na compreensão da mensagem.

Atente bem para as formações especiais e as adjetivações impróprias, em que *não* há semelhança com o Português.

Exercícios de Sala

1 Mackenzie Indicate the alternative that best completes the following sentence.

“The building has nine stories. It is _____.”

- (a) a nine-stories-building (d) a nine-stories
(b) a nine-story building (e) a building’s nine stories’s
(c) a nine’s-story building

2 Indicate the alternative that best completes the following sentence.

“The flight lasted two hours. It was _____.”

- (a) a flight’s two-hours’s (d) a two-hours
(b) a two-hours-flight (e) a two-hour flight
(c) a two’-hours’s flight

3 Mackenzie Indicate the alternative that best completes the following sentence.

“Researches have shown that the twenty-first-century family will certainly be more _____ than today’s family _____ people’s _____ longer and _____ more than once.”

- (a) complicating; due to; live; marriage
(b) complicated; because; living; marriage
(c) complicated; as a result of; living; marrying
(d) complicated; because of; life; marring
(e) complicating; as a consequence of; life; marriage

Exercícios Extras (Unesp 2010)

Para responder às questões de **1 a 5**, leia o texto *Introducing E-Jets*, produzido para um folheto de propaganda dos aviões da Embraer.

Introducing E-Jets

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

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

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

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

THE ANSWER IS E.

<www.embraercommercialjets.com>.

1 Unesp Com base no texto, analise as seguintes afirmações:

- I. Os aviões da Embraer são mais adequados para voos regionais.
- II. Os aviões da Embraer foram projetados a partir de projetos de aviões de pequeno porte.
- III. Os aviões da Embraer foram projetados a partir de projetos de aviões de grande porte.
- IV. Os aviões da Embraer são adequados para voos regionais e para voos mais longos.

V. Os aviões da Embraer de nova geração transportam entre 70 e 120 passageiros.

Está correto apenas o contido em:

- (a) III. (c) I e IV. (e) II, III e IV.
(b) IV e V. (d) I, II e V.

2 Unesp A expressão *stretched versions*, utilizada no segundo parágrafo:

- (a) se opõe à expressão *scaled down derivatives*.
(b) indica que o tamanho dos aviões foi reduzido.
(c) indica que a capacidade dos aviões foi expandida.
(d) indica que a produção dos aviões foi expandida.
(e) enfatiza a expressão *smaller aircraft platforms*.

3 Unesp A expressão *blurs the line*, utilizada no final do segundo parágrafo, indica que:

- (a) há uma diferença clara entre *regional jets* e *mainline aircraft*.
(b) se propõe um novo conceito para a aviação regional.
(c) se propõe uma linha de produção de aviões maiores.
(d) tornou-se difícil distinguir com clareza a diferença entre *regional jets* e *mainline aircraft*.
(e) o conceito de aviação comercial deve ser renovado.

4 Unesp Os termos que designam os quatro princípios no terceiro parágrafo do texto provavelmente foram utilizados como uma estratégia de gênero de propaganda, porque:

- (a) se referem especificamente à produção de aviões.
(b) todos iniciam com a letra e.
(c) se referem a condições específicas para os passageiros.

Atividade 23 – Wh-words

Existem dois tipos principais de perguntas em Inglês:

- “yes/no – questions”
- “wh-questions”.

As primeiras são aquelas perguntas que podem ser respondidas com “yes” ou “no”, as chamadas respostas curtas.

Já as “wh-questions” não podem ter “yes” ou “no” como respostas, elas pedem respostas longas, em que a estrutura básica da língua “s-v-c” esteja presente.

As “wh-questions” são assim chamadas por começarem com uma “palavra wh” – as “wh-words”.

Estas podem ser:

- advérbios (how, when, where e why)
- pronomes (who, whom, what, which e whose)
- determinantes (what, which e whose).

Exercícios de Sala

1 Vunesp _____ have they lived in Paris?

- (a) What
- (b) How ago
- (c) How long
- (d) How many
- (e) There

2 Vunesp “For two weeks” responde à pergunta:

- (a) How long have you had it?
- (b) How many time do you have it?
- (c) How long did you had it?
- (d) How much time you have got it?
- (e) There is how long you’ve got it?

3 Cesgranrio Mark the question to which the following sentence could be the answer:

“He decided to get out of the car.”

- (a) Whose decision was that?
- (b) Where did he decide to get out of the car?
- (c) When did he decide to get out of the car?
- (d) What did he decide to do?
- (e) How did he decide to get out of the car?

4 UFU “_____ were their names?”

“Their names were Armstrong and Aldrin.”

- (a) What
- (b) Whose
- (c) Which
- (d) Who

5 UFSCar “_____ do you work hard?”

“Because I’m not rich.”

- (a) Why
- (b) Where
- (c) What
- (d) When

Exercícios Extras (Fuvest 2005)

O texto a seguir refere-se às questões de 1 a 4.

Texto I

Christoph Oswald has no problem Approaching women. As he makes his way through the crowd at his favorite Frankfurt club, his cell phone scans a 10-meter radius for “his type”: tall, slim, sporty, in her 30s—and, most important, looking for him, a handsome 36-year-old software consultant who loves ski holidays.

Before he reaches the bar, his phone starts vibrating and an attractive blonde appears on its screen. “Hi, I’m Susan,” she says. “Come find me!” Christoph picks her out of the crowd, and soon they’re laughing over a drink.

Both Christoph and Susan have phones equipped with Symbian Dater, a program that promises to turn the cell phone into a matchmaker. By downloading Symbian, they installed a 20-character encrypted code that includes details of who they are and what they’re looking for in a mate. Whenever they go out, their matchmaking phones sniff out other Symbian Daters over the unlicensed, and therefore free, Bluetooth radio frequency. If profiles match up, the phones beep wildly and send out short video messages.



MAKING A CONNECTION: Phones are a way of getting together.

Newsweek, 7-14 jun. 2004.

Glossary

1. crowd: _____
2. to scan: _____
3. slim: _____
4. handsome: _____
5. an attractive blonde: _____
6. screen: _____
7. to pick her out: _____
8. matchmaker: _____
9. mate: _____
10. to sniff out: _____
11. profiles: _____
12. to match up: _____

1 Fuvest The passage tells us that at his favorite Frankfurt club, Christoph Oswald:

- (a) phones his girlfriend and asks her to join him for a drink.
- (b) meets a woman who had left him a phone message the day before.
- (c) has some difficulty spotting attractive women in the crowd.
- (d) receives a video message from a woman he has never met before.
- (e) gets several calls from women on his cell phone.

2 Fuvest According to the passage, Symbian Dater is a program that:

- (a) connects cell phones to radio stations.
- (b) makes it possible to restrict the acceptance of calls on a cell phone.
- (c) is installed in a cell phone to make it look for its owner's perfect mate.
- (d) installs a code in cell phones in order to prevent them from being used by strangers.
- (e) is still unlicensed because it has to be perfected.

3 Fuvest In the passage, the correct translation for *picks her out* (line 6) is:

- (a) sorri para ela.
- (b) espera por ela.
- (c) reconhece-a.
- (d) segue-a.
- (e) acena para ela.

4 Fuvest We can conclude from the passage that Christoph Oswald:

- (a) wants to meet new people.
- (b) is not pleased with his cell phone.
- (c) does not like outdoor activities.
- (d) is a rather shy person.
- (e) needs company for a ski holiday.

O texto a seguir refere-se às questões de 5 a 8.

Texto II

Los Angeles – Come summer 2006, Warner Brothers Pictures hopes to usher "Superman" into thousands of theaters after a 19-year absence. But given the tortured history surrounding that studio's attempts to revive "Superman", the forerunner of Hollywood's now-ubiquitous comic-book blockbusters, the Man of Steel's arrival would be nothing short of a miracle.

Since Warner began developing a remake of the successful comic-book franchise in 1993, it has spent nearly \$10 million in development, employed no fewer than 10 writers, hired four directors and met with scores of Clark Kent hopefuls without settling on one. The latest director – Bryan Singer, who directed "X-Men" and its sequel, was named on July 18 to replace Joseph McGinty Nichol, known as McG, who left the project after refusing to board a plane to Australia, where the studio was determined to make the film.

The New York Times. 22 jul. 2004.

Glossary

1. to usher: _____
2. absence: _____
3. forerunner: _____
4. ubiquitous: _____
5. blockbusters: _____
6. nothing short of a miracle: _____
7. franchise: _____
8. scores: _____
9. Clark Kent hopefuls: _____
10. to refuse: _____

5 Fuvest The passage says that Warner Brothers Pictures:

- (a) has declared that a sequel to "Superman" will appear in 2006.
- (b) is having difficulty distributing "Superman" to theaters.
- (c) is attempting to show a tortured hero in its "Superman" revival.
- (d) has made "Superman" into the most successful comicbook film ever.
- (e) has been producing a remake of the "Superman" movie.

6 Fuvest According to the passage, Superman's arrival:

- (a) has been facing many obstacles.
- (b) will have to wait another 19 years.
- (c) will be evidence that there are no miracles.
- (d) has been surrounded by mystery since 1993.
- (e) has cost Warner over \$10 million so far.

- 7 Fuvest** The passage suggests that, for its new movie, Warner Brothers Pictures still needs to:
- (a) hire a more talented screenwriter.
 - (b) find an actor for the role of Clark Kent.
 - (c) dismiss their recently hired director.
 - (d) choose a more suitable shooting location.
 - (e) raise more funds for the film development.

- 8 Fuvest** According to the passage, Joseph McGinty Nichol:
- (a) replaced Bryan Singer as the director of “Superman”.
 - (b) wanted to shoot “Superman” in Australia.
 - (c) is an executive director at Warner Brothers Pictures.
 - (d) is no longer working on the “Superman” project.
 - (e) has co-directed “X-men” and its sequel.

Atividade 24 – Easily confused words

Algumas palavras, especialmente verbos, são facilmente confundidas com outras, seja pela semelhança nas formas ou no sentido.

Às vezes a confusão surge por causa de traduções semelhantes para o Português de verbos bem diferentes no Inglês.

Algumas dessas confusões são clássicas e já foram muito exploradas em exames vestibulares. Além disso, ao estudarmos as palavras envolvidas e seus respectivos usos corretos, estaremos evitando as armadilhas dos textos e melhorando a capacidade de interpretação.

Exercícios de Sala

- 1 Puccamp** The banks are closed and I need some money. Could I _____ some from you?
- (a) offer
 - (b) lend
 - (c) give
 - (d) borrow
 - (e) send

- 2 Cescea** At lunch time, as the little girl didn't want to eat her meal, she _____ on the ground and cried.
- (a) lied
 - (b) laid
 - (c) lay
 - (d) lies

- 3 Puccamp** The man _____ the book on the table and began to write.
- (a) lay
 - (b) lied
 - (c) laid
 - (d) lain

Exercícios Extras (Uerj 2011)

Com base no texto abaixo, responda às questões de números 1 a 3.

Book reading experience and the ultimate technology

The computer is just a feeble attempt of humankind to replicate the workings of a unique invention, while science is an attempt to understand the craftsmanship of the greatest masterpiece – Nature.

- As we all know, scientists can only replicate carbon-based life forms. They cannot literally make from out of thin air any genetic material. They rely on raw materials from resources provided by nature. It is just like trying to simulate the functions of the human brain by inventing the computer. The brain is the fastest and most powerful multimedia computer that exists in the present. It is organic, self upgrading and has high articulation. The computer, on the other hand, cannot help itself without the intervention of humans.

A computer hooked to the internet provides access to all the knowledge of humanity. However, there is a downside about this convenience. It deprives the human brain the necessary thinking skills and training for data hunting and information processing. A student today only needs to access the internet to do research homework. However, the learning experience is defeated since it is not the student who researches the data needed for the school homework but the web browser. So where is the selective learning process?

- If carrying books is so tiresome, mobile devices like smart phones will do the trick. All a student has to do is search in a web browser for the Intext free eBook reader, for example, and then hit enter. While there are lots of commercially available eBooks being offered out there, education must not be so costly. That's why there are millions of electronic books downloadable all over the world for free.

Reading books, either printed or the electronic version, provides the learner the essential mental training for data hunting, logical reasoning for information processing and the uncanny ability to differentiate truth from lies, right from wrong, facts from fallacy, real from a hoax and the appropriate from the inappropriate. In the process of reading a book, a learner elevates the capacity of the human brain for stimulation of the senses by indexing information for instant recall and further developing comprehension through mental processing of data.

Nature is the "Ultimate Technology" and the human brain is one of its most powerful inventions. We are zillions of years more advanced as compared to our technology. However, digital media such as e-texts can surely serve as invaluable and easy to access reading material. Thus, let's take advantage of this technology to the fullest by engaging in reading extensively in order to enhance our natural skills and talents.

Joefel Cagampang. <<http://www.goarticles.com>>.

1 Uerj The general theme of the text is the impact of the digital era on the process of knowledge acquisition.

In order to express his point of view, the author bases his argument on the following factor:

- (a) improvement of brain activities.
- (b) advancement of genetic research.
- (c) superiority of human intelligence.
- (d) development of concentration skills.

2 Uerj Paragraph 5 lists positive results from reading books. The exemplification offered by the author emphasizes the capacity of:

- (a) synthesis.
- (b) distinction.
- (c) identification.
- (d) memorization.

3 Uerj The strategy of asking questions is often used for rhetorical purposes.

So where is the selective learning process? (lines 19 - 20)

The question above is intended to:

- (a) express a doubt.
- (b) start a discussion.
- (c) confirm a viewpoint.
- (d) anticipate an objection.

Com base no texto abaixo, responda às questões de números 4 e 5.

Audio books: all pros, no cons

What is an audio book? An audio book is a recording of the contents of a book read aloud, created and distributed on CDs, cassette tapes or other digital formats. They have become quite

popular since first being introduced – roughly 20 years ago – with the CD format in the lead for sales.

One of the pros for audio books is the fact that they support multi-tasking, and can also be stored into small devices for easy listening, like an iPod or MP3 Player. For example, you may listen to one and retrieve the information you would from a regular book while exercising, cleaning around the house, or just while in the car driving. You would not be able to do any of those activities while reading a regular book. But while listening to an audio book this becomes possible.

Another pro supporting audio books is the effect it has on children's motivation and learning. Teaching them to read has never been any easier or enjoyable in their favor. By using different types of toys from favorite cartoon characters to interact with audio books, children are able to learn a usually difficult subject quite easily while also having a good time.

My final pro supporting an audio book is the fact that people who are unable to read regular books, due to certain problems they cannot help such as blindness, are certainly able to listen to audio books to gather the contents they may need from a regular book. This is a major pro that is a big help to a lot of people around the world, with no con to argue against it. So why not go and check out some audio books today and find out for yourself how useful and how fun they are? There are loads of free digital audio books as well. Therefore, you can test the water for free as well.

<<http://bookstove.com>>.

4 Uerj In the text, the title and subtitle clearly reflect the author's position regarding audio books.

The idea conveyed by the title and subtitle is best expressed in the following statement:

- (a) Their use is considered as a beneficial practice.
- (b) Their efficiency is confirmed in sports activities.
- (c) Their quality is determined by the narrator's voice.
- (d) Their advantage is related to mental concentration.

5 Uerj Therefore, you can test the water for free as well. (line 28)

In the fragment, people are encouraged to read audio books to test their efficiency.

The major motivation for this course of action consists of:

- (a) courtesy offer.
- (b) speedy ordering.
- (c) refundable option.
- (d) costless download.

Atividade 25 – Adverbs

Advérbio é uma palavra que dá informação sobre *como*, *quando*, *onde* ou em quais circunstâncias algo ocorre. Os principais tipos de advérbios indicam modo, aspecto, lugar, tempo, frequência, duração, grau de intensidade e probabilidade.

Em geral, estuda-se os advérbios com análises sobre as diferentes formações, os usos e as posições na frase. Vamos dar prioridade ao estudo das posições adverbiais nas frases, individualmente ou junto a outros, bem como à elaboração de listas básicas com os principais advérbios separados por função e ordenados por grau de intensidade.

Exercícios de Sala

1 Mackenzie The theater is expensive, and I don't have much money. So I _____ go there.

- (a) often
- (b) always
- (c) seldom
- (d) ever
- (e) frequently

2 Qual das alternativas a seguir preenche corretamente a frase "_____ Vera wonders _____ she has to experience such humiliating situations so _____".

- (a) Anytime/what/often
- (b) Sometimes/why/often
- (c) Often/when/sometimes
- (d) Why/often/sometimes
- (e) a and b are correct

3 Cescem He worked _____ to attain his goals.

- (a) hard
- (b) hardly
- (c) lately
- (d) very

4 PUC-SP Take it easy, John! You need not work so _____.

- (a) hardly
- (b) harder
- (c) hard
- (d) hardest

5 PUC-RS They walked _____ and arrived at the station _____.

- (a) fast; early
- (b) slow; late
- (c) hardly; soon
- (d) fast; lately

Exercícios Extras (Unicamp 2001)

1 Unicamp No diálogo apresentado no quadrinho a seguir, o que a mãe quer salientar para a criança e o que a criança entende?

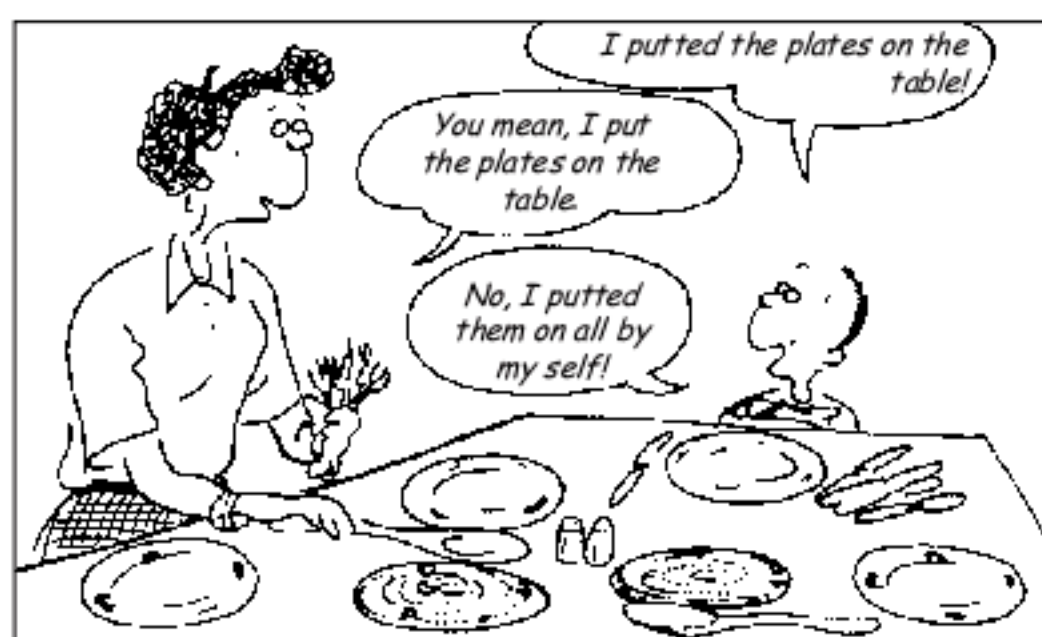


Ilustração de Sophie Grillet in P. M. Lightbown e N. Spada. *How languages are learned*. Oxford: Oxford University Press, 1999. p. 16.

Leia o texto a seguir e responda às questões 2 e 3.

The surprising truth about women's hearts

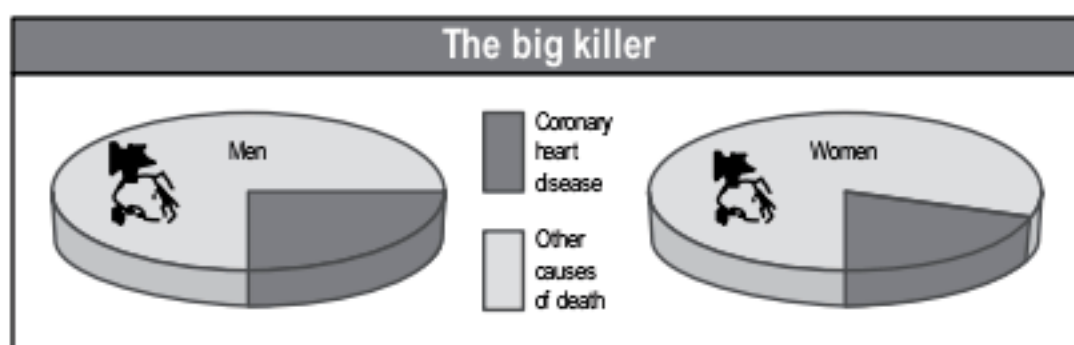
While women are less likely to suffer heart attacks than men, once a woman suffers her first attack she is 70 per cent more likely to die from it than a man. These surprising new findings highlight the need for medical staff to be more vigilant against heart disease in women.

Researchers at the Municipal Institute of Medical Research in Barcelona studied 331 women and 1129 men who had suffered their first heart attack. The researchers report in *The Journal of the American Medical Association* (vol 280, p 1405) that women were 72 per cent more likely to die within the first 28 days, and 73 per cent more likely to

die within the first six months. "We were surprised that women were so much more at risk," says Jaume Marrugat, who led the Spanish team.

Marrugat notes that women were less likely to get clot-busting treatment than men, and that they generally took more time getting to hospital-problems that may reflect the low priority doctors put on heart disease in women. Heart specialist Graham McGregor of St. George's Hospital Medical School in London also notes that women tend to be older than men at their first heart attack because they have some hormonal protection against heart disease until menopause. On average, women in the Spanish study were five years older than the men.

"These are important factors to consider but they can't account for the whole difference," says Marrugat. "Women have more complications in the first six months and their initial heart attacks may be more severe." He speculates that narrower coronary vessels in women may be a factor. Nonetheless, heart disease remains a bigger killer of men than women.



Michael Day

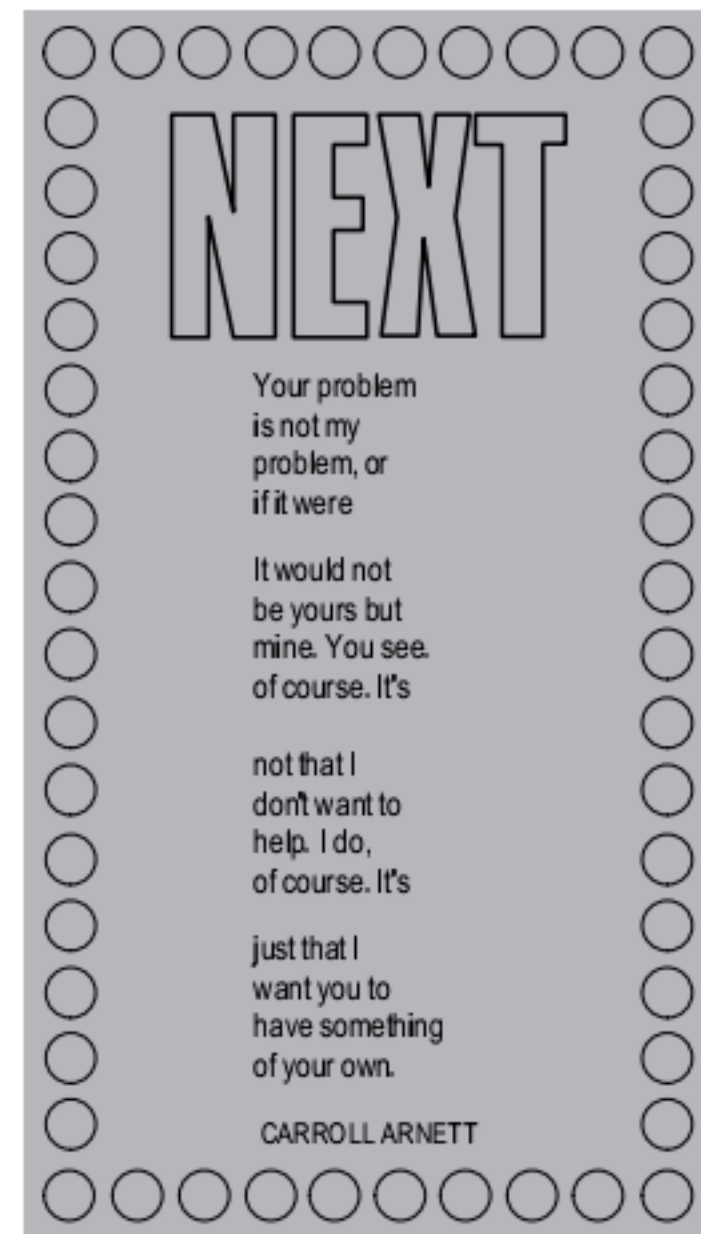
Glossary

1. new findings: _____
2. highlight: _____
3. medical staff: _____
4. led: _____
5. clot-busting treatment: _____
6. low priority: _____
7. on average: _____
8. account for: _____
9. narrower coronary vessels: _____
10. nonetheless: _____

2 Unicamp Considerando as razões apresentadas pelos pesquisadores, qual é *the surprising truth about women's hearts*?

3 Unicamp Por que, segundo Graham McGregor, as mulheres tendem a sofrer seus primeiros ataques cardíacos em idade mais avançada que os homens?

Leia o poema a seguir e responda à questão 4.



Poema originalmente publicado em *Not only that* (The Elizabeth Press, 1967) e reproduzido em M.L. Greene (ed.) *Another Eye*. Illinois, Scott, Foresman and Company, 1971. p. 121.

4 Unicamp Como o poema de Carroll Arnett justifica que *Your problem is not my problem*?

As cartas a seguir foram escritas por leitores de um artigo publicado na revista *Time* em 4 set. 2000.

Leia-as e responda às questões 5 e 6.

AFTER READING YOUR ARTICLE ABOUT genetically modified foods [July 31], I am sure that the public debate about this subject is too serious to be left to organizations that rate high in theatrics but low in public education. If genetically engineered and enriched food could help people around the world, it would be a pity to lose this opportunity because of some well-fed protesters in silly costumes.

Silvina Beatriz Codina. Buenos Aires.

IF THE THIRD WORLD DOES NOT CURB its exploding population growth, no amount of genetically altered food will save it. Family planning that will result in fewer children will improve the standard of living far more effectively than enriched rice.

Edward Robb. Vancouver.

Glossary

1. rate high in throatics: _____
2. pity: _____
3. well-fed protesters: _____
4. silly costumes: _____
5. curb: _____
6. population growth: _____
7. amount: _____
8. family planning: _____
9. standart of living: _____
10. enriched rice: _____

5 Unicamp


- a) Considerando o teor das cartas, qual era o tema discutido no artigo em questão?
- b) Com base em que hipótese Silvina Beatriz Codina constrói seu argumento?

6 Unicamp As duas cartas assumem posições diferentes sobre o assunto em pauta. Qual é a posição de Edward Robb?

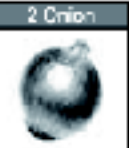
O texto "Some Like it Hot" foi extraído da revista *Popular Science* (abril de 1998). Leia-o e responda às questões 7 e 8.

FOODS


1 Garlic




2 Onion




3 Allspice




4 Oregano




5 Thyme



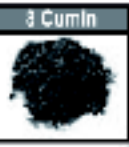
6 Cinnamon




7 Tarragon




8 Cumin



9 Cloves



10 Lemongrass



SOME LIKE IT HOT

WHY DO PEOPLE IN THAILAND prefer spicier food than people in Sweden? It's because spices offer some protection against the spoilage bacteria that thrive in hot climates, according to two biologists at Cornell University in Ithaca, New York.

After analyzing thousands of recipes for the traditional meat-based dishes of 56 countries, Jennifer Eiling and Paul W. Sherman conclude that countries with hotter climates use spices more frequently than countries with cooler climates. And within large countries such as the United States, the hottest regions have the hottest foods. Chili is a hit in San Antonio, while chilly Boston lends toward clam chowder.

A taste for spices has been passed down over many generations. In hot climates, our ancestors who enjoyed spices with their food were apt to live longer and produce more offspring, says Sherman. "And they taught the offspring and others. This is how to cook a meat dish." - O.S.

Spice Word
Not all spices are created equal. The 10 with the greatest effectiveness against mold-toe leg infections are listed here.

Glossary

1. spicier foods: _____
2. spice: _____
3. food-spolage bacteria: _____
4. thrive: _____
5. recipes: _____
6. meat-based dishes: _____
7. chili: _____
8. chilly: _____
9. clam chowder: _____
10. has been passed down: _____
11. offspring: _____

7 Unicamp De acordo com o texto, por que os tailandeses gostam mais de comidas condimentadas do que os suecos?

8 Unicamp Segundo Sherman, a ingestão de alimentos condimentados, em regiões de clima quente, oferecia duas vantagens aos nossos ancestrais. Que vantagens eram essas?

Leia, a seguir, um trecho do livro *East of Eden* de John Steinbeck e responda às questões 9 e 10, sobre a personagem Cathy.

Cathy's lies were never innocent. Their purpose was to escape punishment, or work, or responsibility, and they were used for profit. Most liars are tripped up either because they forget what they have told or because the lie is suddenly faced with an incontrovertible truth. But Cathy did not forget her lies, and she developed the most effective method of lying. She stayed close enough to be truth so that one could never be sure. She knew two other methods also-either to interlard her lies with truth or to tell a truth as though it were a lie. If one is accused of a lie and it turns out to be the truth, there is a backlog that will last a long time and protect a number of untruths.

Glossary

1. lies: _____
2. purpose: _____
3. punishment: _____
4. profit: _____
5. liars: _____
6. tripped out: _____
7. thruth: _____
8. to interlard: _____
9. as though: _____
10. backlog: _____
11. to last: _____
12. untruths: _____

9 Unicamp A que estratégias Cathy recorria para não ser desmascarada?

10 Unicamp Por que as estratégias utilizadas por Cathy eram eficientes?

Para responder às questões 11 e 12, leia o texto a seguir.

Tan tattoos

Forget about the pain of a real tattoo, says Nobayuki Shimooka of Osaka in Japan. Why not let the sun do the job instead (EP 962 155)? Anyone who fancies a tattoo that will soon fade dons a special swimsuit which



has small patterned windows cut out of the fabric. The sun shines through, leaving a pattern on the skin. To prevent sunburn, the window areas can be blocked off with fabric that, could be secured using a fastening material such as Velcro. Alternatively, the inventor suggests that sunbathers could place intricately designed stickers on their bodies. Peeling them off would reveal an untanned pattern.

Barry For New Scientist,
19 fev. 2000.

Glossary

1. tan: _____
2. pain: _____
3. fancies: _____
4. fade: _____
5. dons: _____
6. swimsuit: _____

7. fabric: _____
8. shines through: _____
9. pattern: _____
10. sunburn: _____
11. fastening material: _____
12. sunbathers: _____
13. stickers: _____
14. peeling them off: _____
15. untanned pattern: _____

11 Unicamp Qual é a novidade anunciada no artigo?

12 Unicamp Quais são as duas formas sugeridas para se obter a novidade em questão?

Atividade 26 – Passive voice

Em textos ou em conversações informais, é muito comum o uso da voz passiva. Ela deve ser usada quando se tem mais interesse naquilo que é afetado pela ação do que por aquele que faz a ação.

Estudaremos aqui, neste capítulo, as regras de formação e os casos especiais de uso da voz passiva, inclusive com quadro de exemplos das transformações da forma ativa para a passiva.

Muita atenção para com as exceções e os casos especiais. Situações estas que são muito exploradas nos exames vestibulares.

Exercícios de Sala

1 Vunesp As the IELTS tests all four skills, it _____ worldwide to assess proficiency in English.

- (a) is (c) had been used (e) has been used
(b) has used (d) has been using

2 Fuvest Choose the correct active voice form for “Opportunities are always given to people with initiative and self-motivation”:

- (a) They always give opportunities to people with initiative and self-motivation.
- (b) Always give opportunities to people with initiative and self-motivation.
- (c) People always give opportunities with initiative and self-motivation.
- (d) Initiative and self-motivation are for people who have opportunities.
- (e) They always give initiative, self-motivation and opportunities for people.
- (f) They’ve always given opportunities with initiative and self-motivation.

3 FMABC Assinale a alternativa que contém a voz passiva da sentença:

“Did the noise frighten them?”

- (a) Were they frighten the noise?
- (b) They are frightened by the noise.
- (c) Were they frightened by the noise?
- (d) Did the noise frighten by them?
- (e) Are they frightened by the noise?

4 UFU Mark the sentence in which the passive voice is used correctly:

“They are repairing the bridge.”

- (a) The bridge is being repaired.
- (b) The bridge is repaired.
- (c) The bridge was repaired.
- (d) The bridge has been repaired
- (e) The would be repairing the bridge.

Exercícios Extras (Unifesp 2005)

As questões de números 1 a 7 referem-se ao texto seguinte.

June 22, 2004

Really?

The Claim: Too Much Sleep Is Bad for You

THE FACTS: Most Americans relish the thought of sleeping late, and experts have traditionally recommended eight hours of rest each night. But a 2002 study found that getting more than seven hours of sleep each night was associated with a shorter life span. Several studies since then, including one this year by researchers at Brigham and Women's Hospital in Boston, also found a link.

The 2002 study examined data on more than a million Americans over the age of 30 between 1982 and 1988. The risk of dying in that period climbed as subjects went above seven hours of sleep. Those who averaged eight hours a night, the study found, had a 12 percent increased chance of death.

Other researchers have also found that life expectancy declines as sleep falls below seven hours, but not as steeply as it does with eight hours or more, said Dr. Jerome M. Siegel, of the University of California, Los Angeles. Most sleep experts are reluctant to draw conclusions because the findings are based on correlations, which cannot show cause and effect. People who sleep longer may have illnesses that cause fatigue and earlier death.

THE BOTTOM LINE: Averaging more than seven hours of sleep a night is associated with a shorter life span, though whether poor health or too much sleep accounts for the link is unclear.

Anahad O'Connor. *The New York Times*, nytimes.com.

1 Unifesp Most American people:

- (a) sleep less than eight hours per night.
- (b) prefer to sleep more than seven hours.
- (c) enjoy the idea of sleeping late.
- (d) recommend an eight hour sleep.
- (e) should stick to medical recommendations.

2 Unifesp A 2002 study:

- (a) was conducted at Brigham and Women's Hospital in Boston.
- (b) found a link between sleep and life span.
- (c) discovered that the more you sleep, the more you live.
- (d) concluded that people who sleep in noisy places live less.
- (e) established a clear correlation between sleep and illnesses.

3 Unifesp According to dr. Siegel:

- (a) people who get too tired during the day feel constant fatigue and may die earlier.
- (b) some illnesses trigger insomnia or drowsiness, disrupting normal sleep cycle.
- (c) it is more dangerous to sleep less than seven hours than it is to sleep more than eight hours per night.
- (d) more than a million Americans sleep more than seven hours per night.
- (e) those who sleep less than seven hours per night showed a decline in life expectancy.

4 Unifesp Most sleep experts:

- (a) are still uncertain about the findings of the research.
- (b) believe that too much sleep causes early death.
- (c) discovered that some illnesses are correlated to fatigue.
- (d) agree that there was a 12% death rate among those who don't sleep well.
- (e) found that there was a steep increase of sleeplessness between 1982 and 1988.

5 Unifesp According to the text:

- (a) people over 30 sleep more.
- (b) people who sleep more than eight hours per night have poor health.
- (c) there is a correlation between good health and less than seven hours of sleep.
- (d) poor health may cause people to sleep longer.
- (e) the cause of early death is fatigue.

6 Unifesp In the last sentence of the text, the words "the link" establish a relation between:

- (a) poor health and too much sleep.
- (b) sleep and life span.
- (c) less than seven hours and more than eight hours.
- (d) life and death.
- (e) illness and health.

7 Unifesp In the last sentence, the word "whether" in "... whether poor health ..." can be substituted, without changing the meaning, for:

- (a) also.
- (b) cause.
- (c) as.
- (d) nor.
- (e) if.

As questões de números 8 a 15 referem-se ao texto seguinte.

Linking of cloning issues

Why are the UN and the US Congress unable to pass a ban on human reproductive cloning? Because this type of cloning is linked to another procedure – development of stem-cell lines through SCNT (Somatic Cell Nuclear Transfer), sometimes called cloning for research or therapeutic cloning. Although the two processes are related, they are also distinct in their goals and their research methods. When they are regarded as a unit for reasons of legislation two policies are possible: prohibit both reproductive cloning and cloning for research; or ban reproductive cloning and establish conditions under which cloning research is permitted. For individuals who support cloning for research, the first option is unacceptable; for most people who oppose such research, the second option is unacceptable because of its tacit approval of research cloning. Since the world is deeply divided along these lines, legislation might not be possible.

A third option, however, entails not linking the two cloning practices. Since there is essentially universal agreement that reproductive cloning should be prohibited, the link must be broken to avoid a continuing impasse. In view of the importance of reining in rogue scientists, who currently can move from one country to another to find hospitality for their work, and of setting to rest the unrealistic hopes of potential parents who are encouraged by these pseudoscientists, an international ban is needed.

[<www.thelancet.com/journal/vol364/iss9429/>](http://www.thelancet.com/journal/vol364/iss9429/).

8 Unifesp O texto afirma que:

- (a) as Nações Unidas proibiram a clonagem humana para fins de reprodução.
- (b) o Congresso dos Estados Unidos liberou a clonagem para fins de pesquisa, mas não para fins de reprodução.
- (c) a clonagem terapêutica e a reprodutiva adotam o método de pesquisa quantitativa chamado SCNT.
- (d) a clonagem para fins de pesquisa, também chamada de clonagem terapêutica, utiliza o procedimento SCNT.
- (e) o desenvolvimento de linhagens de células-tronco será permitido, independentemente do processo usado.

9 Unifesp As pessoas que apoiam a clonagem para fins de pesquisa:

- (a) são contrárias à proibição da clonagem em geral.
- (b) não estão de acordo quanto às propostas de liberação da clonagem terapêutica.
- (c) querem que a clonagem para fins de pesquisa e para fins de reprodução sejam consideradas como uma unidade.
- (d) também apoiam a clonagem reprodutiva, porém com restrições.
- (e) consideram que deve haver limites éticos para a clonagem em geral.

10 Unifesp O problema em vincular a clonagem humana para fins reprodutivos e a clonagem humana para fins de pesquisa é que:

- (a) há cientistas que são contrários a todos os tipos de clonagem.
- (b) as condições para a clonagem humana são diferentes em culturas diferentes.
- (c) não é possível estabelecer uma legislação que seja aplicável a todos os casos.
- (d) a clonagem só é permitida e aceita para animais.
- (e) há médicos inescrupulosos que desrespeitam as leis.

11 Unifesp A terceira opção, mencionada no segundo parágrafo do texto, propõe:

- (a) o desvinculamento entre a clonagem para fins de reprodução e a clonagem para fins de pesquisa.
- (b) uma proibição universal da clonagem terapêutica, para evitar o impasse.
- (c) que cientistas favoráveis à clonagem devem ir para países onde esta é permitida.
- (d) que o vínculo entre as duas práticas de clonagem deve ser mantido, porém com restrições.
- (e) a cassação da licença dos cientistas que desrespeitam a ética médica.

12 Unifesp Na frase do primeiro parágrafo *for most people who oppose such research ...*, “such research” refere-se:

- (a) à clonagem reprodutiva.
- (b) às pesquisas com células-tronco.
- (c) à clonagem terapêutica.
- (d) à pesquisa sobre legislação a ser adotada.
- (e) ao uso de SCNT na clonagem de células-tronco.

13 Unifesp A expressão “in view of” em “In view of the importance of reining in rogue...” significa, em português:

- (a) à revelia de. (c) senão. (e) apesar de.
- (b) afora de. (d) devido a.

14 Unifesp Segundo o texto, é importante:

- (a) dar esperanças a pais em potencial.
- (b) adequar as instituições para os cientistas em determinados países.
- (c) favorecer as pesquisas de cientistas que atendem psicologicamente pais em potencial.
- (d) construir hospitais especializados para aplicar pesquisas com clonagem.
- (e) impedir, por meio de proibições internacionais, a ação de cientistas desonestos.

15 Unifesp A palavra “since” em “Since there is essentially universal agreement ...” indica:

- (a) uma consequência.
- (b) um pressuposto.

- (c) uma exemplificação.
- (d) uma discordância.
- (e) uma alternância.

Atividade 27 – Reported speech

Como relatar o que foi dito por alguém? Deve-se simplesmente reproduzir ao pé da letra? E se adaptarmos com nossas palavras o conteúdo original?

Pois bem, existem basicamente duas maneiras de se relatar a fala de uma pessoa: de forma direta (*Direct speech* ou *Quoted speech*) ou indireta (*Indirect speech* ou *Reported speech*).

A forma direta é a mera repetição das mesmas palavras usadas pela pessoa, precedidas por um verbo específico como, por exemplo, “say”, “ask” etc.

A forma indireta, objeto de nosso estudo neste capítulo, é quando o relato daquilo que alguém disse é feito com nossas próprias palavras, sem mudar o sentido da frase original.

Exercícios de Sala

1 UFRGS Yesterday John asked his friend whether he _____ the letter the week before.

- (a) will write
- (b) had written
- (c) wrote
- (d) would write
- (e) writes

2 Unopar Assinale a alternativa que completa corretamente a frase *The old man advised his grandchildren _____ what he had done when he was young.*

- (a) not doing
- (b) to do not
- (c) do not
- (d) don't do
- (e) not to do

3 EEM The sentence *The taxi driver said: “Get off here and don't slam the door, please”*, in the *reported speech form*, becomes:

- (a) The taxi driver asked me to get off here and to not slam the door.

(b) The taxi driver suggested me to get off there and slam the door.

(c) The taxi driver told me to get off there and not to slam the door.

(d) The taxi driver told me to get off here and didn't slam the door.

(e) The taxi driver said me to get off there and not slam the door.

4 Ufac The sentence *Ricardo asked me: “Are Catarina and João in love?”*, in the *reported speech form*, becomes:

- (a) Ricardo asked me if I was in love with Catarina.
- (b) Ricardo asked me if Catarina and João would love.
- (c) Ricardo asked me if Catarina and João were in love.
- (d) Ricardo asked me if Catarina will be in love with João.
- (e) Ricardo asked me if Catarina and João would be in love.

Exercícios Extras (Fuvest 2010)

Texto para as questões de 1 a 3.



5 Last month America's unemployment rate climbed to 8,1%, the highest in a quarter of a century. For those newly out of a job, the chances of finding another soon are the worst since records began 50 years ago. In China 20m migrant workers (maybe 3% of the labour force) have been laid off. Cambodia's textile industry, its main source of exports, has cut one worker in ten. In Spain the building bust has pushed the jobless rate up by two-thirds in a year, to 14,8% in January. And in Japan, where official unemployment used to be all but unknown, tens of thousands of people on temporary contracts are losing not just their jobs but also the housing provided by their employers.

The next phase of the world's economic downturn is taking shape: a global jobs crisis. Its contours are only just becoming clear, but the severity, breadth and likely length of the recession, together with changes in the structure of labour markets in both rich and emerging economies, suggest the world is about to undergo its biggest increase in unemployment for decades.

The Economist, March 14th 2009.

1 Fuvest De acordo com o texto, publicado em março de 2009: o aumento de postos de trabalho é vital para as economias emergentes.

- (a) a crise mundial poderia afetar sobretudo os países mais pobres.
- (b) a estrutura do mercado de trabalho vigente em países ricos é a principal responsável pela crise.
- (c) o mundo poderia enfrentar a maior crise de desemprego das últimas décadas.
- (d) a crise que a economia mundial vivencia vem sendo anunciada há décadas.

2 Fuvest Segundo o texto, no Japão:

- (a) o número oficial de desempregados é desconhecido.
- (b) milhares de pessoas estão perdendo seus empregos e sua moradia.
- (c) grande parte dos trabalhadores possui contratos temporários de trabalho.
- (d) os empregadores omitem o número de postos de trabalho porque muitos não são oficiais.
- (e) os desempregados estão lutando para manter suas casas.

3 Fuvest O pronome “another” (line 3) na sentença “... the chances of finding another” refere-se a:

- (a) país.
- (b) trabalhador.
- (c) emprego.
- (d) oportunidade.
- (e) recorde.

Texto para as questões 4 e 5.

As everybody knows, if you do not work out, your muscles get flaccid. What most people don't realize, however, is that your brain also stays in better shape when you exercise.

Surprised? Although the idea of exercising cognitive machinery by performing mentally demanding activities – popularly termed the “use it or lose it” hypothesis – is better known, a review of dozens of studies shows that maintaining a mental edge requires more than that. Other things you do – including participating in activities that make you think, getting regular exercise, staying socially engaged and even having a positive attitude – have a meaningful influence on how effective your cognitive functioning will be in old age.

<www.scientificamerican.com/article>. 06 jul. 2009. (Adapted).

4 Fuvest O texto informa que:

- (a) exercícios físicos são benéficos para o corpo e para a saúde mental.
- (b) as pessoas não se dão conta da importância de músculos fortes.
- (c) o cérebro é muito pouco exercitado por pessoas que não trabalham.
- (d) todo mundo deveria exercitar-se diariamente.
- (e) grande parte das pessoas preocupa-se apenas com a aparência física.

5 Fuvest Segundo o texto, o bom funcionamento de nosso cérebro na velhice depende, entre outros fatores:

- (a) das perdas e ganhos que vivenciamos ao longo da vida.
- (b) da herança genética que trazemos conosco.
- (c) das modalidades de exercícios físicos que realizamos.
- (d) da complexidade de exercícios intelectuais a que somos expostos.
- (e) de nosso engajamento em atividades intelectuais e sociais.

Atividade 28 – Phrasal verb

Um “Phrasal verb” ocorre quando se tem uma combinação de um verbo e um advérbio ou preposição que, juntos, passarão a ter um significado único, estendendo assim o significado usual do verbo ou criando um novo significado.

Às vezes, os “phrasal verbs” têm até três partes, são também chamados de *two-word verbs* ou de *three-word verbs*. Podem também ser separáveis ou não; fique atento e evite as inversões erradas de ordem na formação.

O termo *phrasal verb* vem da combinação de um verbo e uma preposição ou advérbio que juntos passam a ter um significado especial.

Ex: Vejamos o verbo “to break” (quebrar)

One of the kids broke that vase. (significado normal)

Did you know that Mary broke up with Peter? (rompeu o namoro, relacionamento)

Exercícios de Sala

1 Ellen is sad because not many people _____ for her show last night.

- (a) came across (c) came from
(b) came up (d) came out

2 The new edition of that dictionary will _____ at the end of next month.

- (a) come across (c) come in
(b) come about (d) come out

3 It is raining very hard. They are going to _____ the game.

- (a) call (d) call on
(b) call off
(c) call for

Exercício Extra (Fuvest 2010)

1 Fuvest Leia o seguinte texto e responda, em português, ao que se pede.

Yahoo! wants to reinvent the postage stamp to cut spam. Researchers are testing a scheme where users pay a cent to charity for each email they send – so clearing their inbox and conscience simultaneously.

Yahoo! Research's CentMail resurrects an old idea: that levying a charge on every email sent would instantly make spamming uneconomic. But because the cent paid for an accredited "stamp" to appear on each email goes to charity, CentMail's inventors think

it will be more successful than previous approaches to make email cost. They think the cost to users is offset by the good feeling of giving to charity.

<www.newscientist.com/article/dn17577>. 14 ago. 2009. (Adapted).

- a) O texto apresenta uma proposta feita pela empresa Yahoo! para diminuir a quantidade de mensagens eletrônicas indesejadas ou *spams*. Qual é a proposta?
b) Por que os inventores do CentMail acreditam que sua proposta será mais bem-sucedida que as anteriores?

Atividade 29 – Prepositions

Preposições são palavras como “at”, “in”, “on” ou “with” que são normalmente usadas em frases que indicam lugar e tempo.

Podem também ser usadas após substantivos, adjetivos e verbos para introduzir frases que dão mais informação sobre uma coisa, qualidade ou ação.

O estudo das preposições e seus usos é por vezes complexo e em sua maior parte idiomático. Vamos dar uma atenção especial aos casos que envolvem posição, movimento, tempo, lugar e combinações com verbos ou adjetivos.

Exercícios de Sala

1 Vunesp I read a chapter _____ politics.

- (a) on (d) before
(b) at (e) after
(c) above

2 Santa Casa Sorry, I can't eat any cookies, I'm _____ a diet.

- (a) at (d) on
(b) of (e) for
(c) in

3 Vunesp After I read the text above, I could realize that my friend Christine has a terrible problem: She lives _____ 1204 Reality Boulevard but her husband lives _____ cyberspace!

- (a) in ... in
(b) in ... on
(c) on ... at
(d) at ... on
(e) at ... in

4 CFET Assinale a alternativa correta para completar a frase “I’m not sure he applied ____ that job. Do you know if he decided ____ finally doing something useful?”

- (a) on/to (d) for/in
 (b) to/at (e) for/at
 (c) for/on

5 Asef Assinale a alternativa correta para completar a frase “She said she talked ____ him ____ a Saturday morning, _____ 11 p.m. while she was window-shopping _____ Rua Oscar Freire”.

- (a) at/in/by/along (d) to/by/in/along
 (b) to/on/at/along (e) on/in/in/in
 (c) on/by/along/on

6 PUC-SP Assinale a alternativa que traz as preposições corretas para o preenchimento das lacunas das frases seguintes, respectivamente:

- I. Will you lend me your ball-point pen ____ a few minutes?
 II. Giulia will be with us ____ three p.m. Sharp.
 III. Isadora’s sense of humor is improving day ____ day.
 IV. Who are you waiting ____ ?
 (a) in/of/by/to
 (b) for/at/of/in
 (c) in/at/by/of
 (d) for/at/by/for
 (e) at/at/at/for

Exercícios Extras (Vassouras 2001– 2º dia)

Wobbling to the orthopedist, japanese women are tall and chic

1 TOKYO – A few weeks ago, Tomomi Okawa, a 25 - year-old office clerk, was driving home from shopping when she crashed into a concrete pole, killing a friend who was riding in the passenger seat. Ms. Okawa, who sustained head injuries, told the police that she could not brake properly because she was wearing 6-inch highheel boots that have become the latest fashion rage among young Japanese women.

5 Three months ago, thick-soled shoes were blamed for the death of Misayo Shimizu, a nursery school employee who police said she tripped while wearing sandals with 4-inch cork soles and fractured her skull.

For many Japanese, these deaths were an alarm signal of the dangers posed by wearing shoes with elevated soles, which show no sign of waning in popularity among young women.

15 “I’ve fallen and twisted my ankle many times but they are so cute that I won’t give them up until they go out of fashion,” said Miwako Kimura, who was wearing boots with 6-inch block soles.

“I like them because they make me tall and make my legs look long and shapely,” said Aiko Kiuchi. “You can’t imagine how great it feels to see the world from this height.”

Among the masses of people in Shibuya, a bustling district known for its nightlife, young women tower above the crowds, aided by shoes that often weigh as much as 3 pounds each. Many of these young women look as if they are about to topple.

Adapted from the article by Calvin Sims, in *The New York Times*, 26 nov. 1999.

Glossary

1. wobbling: _____
2. office clerk: _____
3. concrete pole: _____
4. head injuries: _____
5. brake: _____
6. highheel boots: _____
7. fashion rage: _____
8. thick-soled shoes: _____
9. were blamed for: _____
10. employee: _____
11. tripped: _____
12. 4-inch cork soles: _____
13. skull: _____
14. waning in popularity: _____
15. twisted my ankle: _____
16. cute: _____
17. go out of fashion: _____
18. bustling district: _____
19. tower above the crowds: _____
20. to topple: _____

1 Vassouras According to paragraph 1, Ms. Okawa:

- (a) was involved in a car accident with no casualties at all.
 (b) bumped into another car.
 (c) got killed in a car accident.
 (d) ran over a friend who was riding a bike.
 (e) was involved in a fatal car crash.

2 Vassouras In the text, *rage* (line 6) means:

- (a) sudden outburst of anger (d) the latest fop
 (b) a strong longing (e) an unpopular trend
 (c) a widespread enthusiasm

18 Vassouras From line 23, we infer that these shoes are:

- (a) comfortable
- (b) heavy
- (c) light
- (d) delicate
- (e) fragile

19 Vassouras From lines 23 and 24, we infer that many of these women:

- (a) walk in a very graceful way.
- (b) walk barefoot.
- (c) wear shoes which are too tight.

(d) walk so unsteadily as if they were about to fall.

(e) wear shoes that pinch.

20 Vassouras The title of this article:

- (a) conveys the writer's irony.
- (b) tells us about the beauty of Japanese women.
- (c) shows how important orthopedists are.
- (d) pays a tribute to Japanese women.
- (e) conveys the writer's prejudice against women.

Atividade 30 – Plural/expressions of quantity

Nesta aula final, vamos estudar dois assuntos correlatos, a formação do plural e as expressões de quantidade. Em cada um deles, analisaremos os conceitos de substantivos contáveis e incontáveis.

Esteja especialmente atento, pois alguns substantivos que são considerados incontáveis no Inglês, são contáveis ou formam plural em outras línguas, como o Português.

Com relação aos diferentes tipos de formação de plural e das expressões de quantidade, ainda mais importante do que simplesmente decorar regras é o cuidado com a concordância.

Exercícios de Sala

1 Mackenzie There are _____ dangerous drivers.

- (a) a very lot of
- (b) very many of
- (c) very much of
- (d) a lot of
- (e) a very much lot of

2 Unip _____ people believe that they are not _____ intelligent politicians.

- (a) Very – many
- (b) A lot – very
- (c) Few – a few
- (d) Much – a lot of
- (e) Many – very

3 PUC-RS Todas as palavras a seguir formam o plural como life/ "lives", exceto:

- (a) calf
- (b) half
- (c) leaf
- (d) chief
- (e) wolf

4 ITA Dadas as orações:

1. The Brazilian people are very friendly.
2. No news is good news.
3. Your cattle are not allowed to graze here.

Constatamos que está(estão) correta(s):

- (a) apenas a oração nº 1.
- (b) apenas a oração nº 2.
- (c) apenas a oração nº 3.
- (d) apenas as orações nº 1 e 2.
- (e) todas as orações.

5 Must you always make so _____ noise?

- (a) much
- (b) many
- (c) most
- (d) few
- (e) less

Exercícios Extras (Unicamp 2009)

1 Unicamp As tirinhas abaixo são de autoria do cartunista norte-americano Glenn McCoy.



<www.gocomics.com/duplex/2008/07/31>

- a) Para abordar as mulheres que aparecem nas tirinhas, o personagem faz uso de duas perguntas comumente utilizadas em situação semelhante. Que perguntas são essas?
- b) O que cada uma das mulheres diz para indicar que não está disposta a interagir com ele?

2 Unicamp O texto abaixo foi extraído de um pôster bem-humorado, afixado na porta do quarto de um adolescente.

ROOM RULES
Authorized personnel only beyond this point.

DO NOT PANIC
Excessive sound levels or odors emanating from this room are not life threatening.

DO NOT TOUCH ANYTHING
Messiness is a sign of genius. Tidying up could impact negatively on my mental development.

HOURS OF OPERATION
Never before noon.

- a) Segundo o texto, o que não representa uma ameaça à vida?
- b) Que efeito a arrumação do quarto provocaria no adolescente?

3 Unicamp

Advertising Nowadays

People are starting to blame invasive advertising for the stress in their lives. A few generations ago, people encountered only a few dozen ads in a typical day.

Today, 3,000 marketing messages a day flow into the average North American brain. That's more than many of us can handle on top of all the other pressures of modern life. The fun image that advertising has traditionally enjoyed is now giving way to a much darker picture of advertising as mental pollution.

Adbusters Magazine, 30 jul. 2007, n.73, p. 5. (Adapted).

- a) Segundo o texto, a percepção que as pessoas têm da propaganda está mudando. Como a propaganda era vista antes e como ela está começando a ser vista hoje?
- b) A que se refere o número 3.000 mencionado no texto?

4 Unicamp

Myths and facts about drinking	
Myth Everyone reacts to alcohol in the same way.	Fact There are dozens of factors that affect a person's reaction to alcohol: body weight, metabolism, gender, etc.
Myth Cold showers, fresh air or hot coffee help sober a person.	Fact Only time will remove alcohol from the system. As an old saying goes, "give a drunk a cup of coffee and all you will have is a wide-awake drunk".
Myth Eating a big meal before you drink will keep you sober.	Fact Food in the stomach merely delays the absorption of alcohol into the bloodstream. A full stomach is not a defense against getting drunk.

<www.alcoholism.about.com/od/about/a/aa040615.htm>. (Adapted).

- a) Qual é o efeito do café em uma pessoa alcoolizada?
- b) O que acontece quando uma pessoa come antes de ingerir bebidas alcoólicas?

5 Unicamp

Mobile phone users slow traffic down

Sick of traffic congestion? Well, part of the blame needs to go to motorists who talk on mobile phones. At least, that is the conclusion of a study conducted by the University of Utah. The study found that if you use your mobile phone while driving, you are less likely to pass slower vehicles. If you think the study is not talking about you, because you have a hands-free device, then you are wrong. According to previous studies performed by psychology Professor Dave Strayer of the University of Utah, the ultimate distraction for drivers is the conversation – not just holding the mobile phone.

Brian Osborne. <www.geek.com/mobile-phone-users-slow-traffic-down/>. (Adapted).

- a) Por que motoristas que dirigem enquanto conversam ao celular retardam o fluxo do tráfego?
- b) A que conclusão chegou o Professor Dave Strayer em suas pesquisas?

6 Unicamp

At the market's mark

The number of Brazilians living alone grows. IBGE – Brazilian Institute of Geography and Statistics – discovered, in its last survey, that 5 million Brazilians live alone. Of this total, 63% are senior citizens, but 22% are people in the 20 to 29 years old age range. It is a market that grows 6 to 7% a year and draws attention from different segments of the economy. After all, most of these consumers earn from 10 to 20 minimum wages and have college degrees.

Sonia Racy. TAM Magazine, ano 4, n 44, outubro de 2007, p. 72. (Adapted).

- a) A que se refere o índice de 63% mencionado no texto?
- b) O que caracteriza a maior parte dos consumidores brasileiros retratados no texto?

7 Unicamp

Autism and its cause

Some parents of children with autism believe that there is a link between measles, mumps, rubella (MMR) vaccine and this disorder. But there is no sensible reason to believe that any vaccine can cause autism. Typically, symptoms of this disorder are first noted by parents as their child begins to have difficulty with delays in speaking after age one. MMR vaccine is first given to children at 12-15 months of age. Since this is also an age when autism commonly becomes apparent, it is not surprising that autism follows MMR immunization in some cases. However, by far the most logical explanation is coincidence, not cause-and-effect.

<www.quackwatch.com/03HealthPromotion/immu/autism.html>. (Adapted).

- a) Qual seria, para alguns pais, a causa do autismo de seus filhos?
- b) Por que esses pais teriam tal crença?

8 Unicamp

Why am I unemployed?

Persons who become unemployed often feel at fault; often feel that they have failed in some way. This is a common sense view, but there are many complicated reasons why somebody might be made redundant. The reasons for unemployment could be, for instance, technological changes: the introduction of new machines in the work market does take jobs away from people. Changes in government policies or lack of new requisite skills due to no access to education or retraining are also often responsible for unemployment. None of these has anything to do with the individual worker. The fact is that one out of ten thousand might be made redundant because of laziness, but the rest are surplus because society has changed.

R. Osborne e B. Van Loon. *Introducing Sociology*. Londres: Icon Books, 2004, pp. 9-10. (Adapted).

- a) Qual é o argumento central desse texto?
- b) Indique dois fatores que, segundo o texto, podem, de fato, responder à pergunta "Why am I unemployed?"

9 Unicamp

The Bermuda Triangle

The Bermuda Triangle is an area in the Atlantic Ocean bounded roughly at its points by Miami, Bermuda, and Puerto Rico. Legend has it that many ships and planes have mysteriously vanished in this area. But there are some skeptics who argue that the facts do not support the legend. The number of wrecks in this area is not extraordinary, given its size, location and the amount of traffic it receives. Many of the ships and planes that have been identified as having disappeared mysteriously in the Bermuda Triangle were not even in that area. The real mystery, they argue, is how the Bermuda Triangle became a mystery at all.

<www.skeptic.com/bermuda.html>. (Adapted).

- a) Indique um dos fatos invocados por alguns céticos para negar que haja algo de misterioso nos acontecimentos associados ao Triângulo das Bermudas.
- b) Segundo esses céticos, qual é o verdadeiro enigma envolvendo o Triângulo das Bermudas?

- 10 Unicamp As imagens abaixo foram encontradas em ímãs para geladeiras vendidos nos Estados Unidos.



(1)

(2)

- a) O que a mulher do primeiro ímã não consegue entender?
- b) O texto do segundo ímã faz referência a uma tarefa doméstica. Que tarefa é essa e o que, na língua inglesa, possibilita que ela seja associada ao estresse?

- 11 Unicamp Em 1931, William Faulkner escreveu *The Sound and the Fury*, um clássico da literatura norte-americana. O excerto abaixo é parte da introdução, escrita por Richard Hughes, à edição do romance publicada pela Penguin Books, em 1971.

There is a story told of a celebrated Russian dancer, who was asked by someone what she meant by a certain dance. She answered with some exasperation, "If I could say it in so many words, do you think I should take the very great trouble of dancing it?"

It is an important story, because it is the valid explanation of obscurity in art. A method involving apparent obscurity is surely justified when it is the clearest, the simplest method of saying in full what the writer has to say.

This is the case of *The Sound and the Fury*. I shall not attempt to give it a summary or an explanation of it: for if I could say in three pages what takes Mr. Faulkner three hundred there would obviously be no need for the book. All I propose to do is to offer a few introductory comments to encourage the reader.

- a) Segundo Hughes, em que circunstâncias a suposta obscuridade de uma obra de arte se justifica?
- b) Que razão apresenta Hughes para não resumir nem explicar *The Sound and the Fury*?

12 Unicamp

Environment: the case of DDT and the Peregrine

The most reliable evidence of the damaging effect of organochlorine pesticides, such as DDT, on wildlife was demonstrated in 1967 by Dr. D. A. Ratcliffe of the Nature Conservancy in the United Kingdom. The peregrine falcon (*Falco peregrinus*) was protected in Britain after 1945 and showed a dramatic increase in numbers until, in the mid-1950s, the population went into a sharp decline. This proved to be due to reproductive failure: birds went laying eggs with abnormally thin shells and a large proportion of them were broken during incubation. High concentrations of DDT residues were found in peregrines and in the yolk of their eggs during the mid-1960s. There was no doubt that DDT was the cause of the population decline of these birds, and with the cessation of the use of DDT for agricultural purposes in Britain, peregrine numbers have increased to their former level.

Clark, R. B. *Marine Pollution*. Oxford: OUP, pp. 142-3. (Adapted).

- a) Que problemas começaram a ocorrer no processo de reprodução dos falcões peregrinos, levando ao decréscimo de sua população?
- b) Que fatos levaram à conclusão, em meados da década de 60, de que o uso do pesticida DDT estava diretamente relacionado à diminuição do número de falcões peregrinos?

Atividades

1 The sentence

Exercícios de sala

1. B
2. C
3. C
4. E
5. B
6. C
7. A
8. E
9. C

Exercícios extras PUC-SP 2010

1. B
2. D
3. A
4. E
5. C

2 Verbs

Exercícios de sala

1. E
2. B
3. A
4. Harold e Doll são o pai e a mãe da menina Rosie.
5. Do texto e da ilustração infere-se que se trata de uma construção assim denominada por projetar uma longa sombra sobre as residências adjacentes.
6. A sombra do prédio provocou a ausência de flores, árvores, grama e passarinhos, tornando o local mais feio e escuro, e as casas mais frias.

Exercícios extras Fuvest 2003

1. B
2. E
3. D
4. C

3 Pronouns

Exercícios de sala

1. A
2. E
3. C
4. C
5. D
6. D

Exercícios extras Vassouras 2001 – 1º dia

- | | |
|-------|-------|
| 1. C | 11. E |
| 2. B | 12. B |
| 3. E | 13. E |
| 4. D | 14. A |
| 5. C | 15. D |
| 6. E | 16. A |
| 7. B | 17. C |
| 8. A | 18. D |
| 9. D | 19. A |
| 10. B | 20. D |

4 Verb tenses – The present

Exercícios de sala

1. B
2. C
3. C
4. C

Exercícios extras PUC-SP 2007

1. E
2. D
3. A
4. C
5. B
6. D
7. A
8. E
9. C

5 Indefinite pronouns

Exercícios de sala

1. A
2. D
3. E
4. A

Exercícios extras UFMG 2010

1. C
2. B
3. C
4. B
5. D
6. B
7. C
8. B

6 Verb tenses – The past

Exercícios de sala

1. E
2. B
3. D
4. D
5. C

Exercícios extras Unicamp 2005

1. Katie tentou deixar o Haiti duas vezes. Na primeira vez, ela conheceu um haitiano (um nativo) e prolongou sua estadia. Na segunda, ela conheceu um outro haitiano (um outro nativo) e perdeu o navio.
2. As vacas podem dormir em pé, mas só sonham deitadas. As baleias precisam permanecer conscientes enquanto dormem para conseguir respirar; por isso, só uma metade do seu cérebro dorme de cada vez.
3. Alguns anfíbios nunca dormem, (nunca ficam inconscientes), embora possam reduzir seu grau de consciência; os insetos parecem não dormir, embora possam ficar inativos e os cães gostam de dormir durante vários períodos curtos.
4. a) A narradora era empregada doméstica da Sra. Thomas e de seu filho. Eles a tratavam como se ela fosse invisível (eles ignoravam sua presença/conversavam na sua frente como se ela não existisse).
b) Esse tratamento expressava a capacidade dos patrões de aniquilar a humanidade e, às vezes, até mesmo a própria existência da narradora, empregada e mulher negra.

5. A previsão é que irá aumentar a pressão nos ecossistemas da Terra, principalmente nas regiões menos desenvolvidas, ao sul do planeta. O que justifica essa previsão é que a) os países desenvolvidos vêm consumindo mais do que a cota que lhes caberia; b) os padrões de vida vêm aumentando globalmente e c) a Terra não consegue repor os recursos naturais na mesma velocidade em que estes estão sendo gastos.
6. A Etiópia é o país que tem o menor gasto anual por pessoa, com serviços e produtos.
7. a) O roubo de dois quadros de Munch. O ato criminoso foi praticado em um domingo.
b) Nenhuma recompensa havia ainda sido oferecida (pela recuperação dos quadros de Munch), embora se esperasse que uma oferta surgisse.
8. Um carro abandonado encontrado próximo ao museu; as molduras dos quadros encontradas em um campo próximo; entrevistas com guardas e frequentadores do museu que haviam presenciado o roubo (que haviam visto dois homens, um deles armado, arrancarem os quadros das paredes) e imagens do incidente gravadas pelo circuito interno de televisão (do museu).
9. Os criminosos improvisados tendem a vender os objetos roubados rapidamente, por um valor muito abaixo do seu valor real e os membros de gangues organizadas usam os quadros como elementos de troca (no submundo) para conseguir drogas, documento falso e armas.
10. O fato de, na televisão, as opiniões de todos terem o mesmo peso, independente de seu conteúdo ou mérito.
11. a) Porque toda vez que alguém liga a televisão ele vai (para um outro cômodo) ler um livro.
b) Ele afirma que a única função que os noticiários desempenham bem é que, mesmo quando não há notícias, eles são apresentados com a mesma ênfase como se houvesse.

7 Verb tenses – The future

Exercícios de sala

- | | |
|------|------|
| 1. B | 3. B |
| 2. D | 4. D |

Exercícios extras UFSCar 2010

1. a) Ela se apresenta como agricultora e jornalista que tem acompanhado o desenvolvimento da agricultura no Brasil há 50 anos.
b) Segundo a autora, faltou a questão da ampla melhoria nos métodos de conservação.
2. a) Consiste no plantio direto no que sobrou de antigas colheitas.
b) Ele protege a terra da erosão, criando matéria orgânica, desenvolvendo o solo no processo.
3. a) A Ásia com porcentagem de 43%.
b) O Brasil ocupa o quarto lugar e a previsão é de que caia para a 5ª posição.
4. a) O estudo abrangeu o período de 1999 a 2008. Foram consideradas como violência no futebol as mortes que ocorreram dentro ou ao redor de estádios durante tumultos violentos com outros torcedores.
b) De modo geral, à impunidade e à corrupção no país.
5. a) Relatos de jornais e outras mídias.
b) A principal implicação é a questão da segurança pública, que será o principal assunto durante o cenário futebolístico no país em 2014.

8

Anomalous verbs

Exercícios de sala

1. D
2. E
3. B

Exercícios extras FMTM 2005

1. A
2. D
3. B
4. E
5. C
6. A
7. C
8. E
9. B

9

Articles

Exercícios de sala

1. D
2. D
3. B
4. B

Exercícios extras Fuvest 1998

1. C
2. E
3. D
4. D
5. A
6. B
7. E
8. B
9. E
10. C
11. A
12. D
13. B
14. C

10

Verb tenses – Present perfect

Exercícios de sala

1. E
2. C
3. D

Exercícios extras UFMT 2008

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

11

Verb tenses – Past perfect

Exercícios de sala

1. C
2. B
3. A

Exercícios extras UFSC 2010

1. 06
2. 19
3. 12
4. 10
5. 51
6. 17
7. 37
8. 21

12

Cause and effect – opposition

Exercícios de sala

1. D
2. B
3. B

Exercícios extras PUC-RS 2010

1. D
2. C
3. A
4. D
5. D
6. A
7. E
8. C
9. E
10. B

13

Gerunds and infinitives – sequence of verbs

Exercícios de sala

1. B
2. D
3. D

Exercícios extras Unifesp 2010

1. D
2. B
3. E
4. A
5. B
6. A
7. C
8. D
9. B
10. E
11. C
12. A
13. D
14. E
15. C

14

Condition

Exercícios de sala

1. E
2. E
3. A

Exercícios extras UFRJ 2010

1. Daniel Jones, fundador da religião Jedi, sentiu-se humilhado/discriminado porque funcionários da loja Tesco pediram que ele retirasse o capuz que estava usando ou saísse da loja.
2. a) A sua religião o obrigava a usar o capuz em locais públicos.
b) Se a pessoa andasse na loja usando capuz perderia as ofertas especiais. OU Os Jedis mais conhecidos/Os Jedis do bem do filme *Star Wars* apareciam sem capuz (somente o imperador nunca o removia).
3. As reações dos leitores do jornal *Telegraph* à publicação de uma lista composta de 50 itens de coisas que estão desaparecendo por causa da internet.
4. (Dois itens de resposta)
 - O fim da manifestação, com civilidade, de opiniões discordantes.
 - A relação com agentes imobiliários ou de turismo.
 - As pessoas ficaram mais impacientes (ao lidar com as outras).

- Os jogos de conhecimentos gerais realizados em bares (*pub quizzes*) foram prejudicados/afetados.
 - O declínio do respeito pela opinião de certos especialistas.
5. a) Podem causar um desestímulo à concentração e ao exercício da memória.
b) Incentivam a hipocondria e levam à desvalorização da opinião dos profissionais de saúde.
 6. Ele concorda com o comentário de um dos leitores, Harry, pois considera que, embora muitas coisas estejam desaparecendo de nossas vidas por causa da internet, ela é um recurso muito importante.
 7. a) *Lolita and The Anarchist Cookbook*.
b) *The Adventures of Huckleberry Finn*.
c) *Brave New World*.
 8. Uns o consideraram uma crítica sutil ao regime soviético de Stalin, e outros o consideraram como pró-comunista.
 9. A sua raiva, quando jovem, diante da perspectiva de ser convocado para lutar na Guerra do Vietnã, à qual ele se opunha.
 10. a) banned
b) although
c) like
d) for being

15

Gerunds and infinitives

Exercícios de sala

1. A
2. C
3. E

Exercícios extras Fuvest 2006

- | | |
|------|------|
| 1. C | 5. B |
| 2. E | 6. C |
| 3. B | 7. D |
| 4. D | 8. A |

16

Conditional sentences

Exercícios de sala

1. E
2. D
3. A
4. A

Exercícios extras Ufop 2008

- | | |
|------|------|
| 1. C | 5. C |
| 2. D | 6. A |
| 3. A | 7. A |
| 4. B | |

17

Degrees of comparison

Exercícios de sala

1. B
2. C
3. B
4. B

Exercícios extras UFG 2008

1. E
2. D
3. B
4. A
5. A
6. B
7. C
8. E
9. D
10. C

18 Genitive case/false cognates

Exercícios de sala

1. E
2. B
3. D

Exercícios extras ESPM 2010

1. B
2. A
3. C
4. A
5. D
6. B
7. E
8. D
9. C
10. C

19 Question tags/agreement and disagreement

Exercícios de sala

1. E
2. A
3. A

Exercícios extras UFSCar 2001

1. D
2. C
3. E
4. A
5. B
6. D
7. a) Benjamin Franklin quis dizer que, somente quando ficarmos sem a água, teremos a noção clara de sua importância e de seu real valor.
b) Com literalmente, o autor quis dizer que havia abundância de água. Figurativamente, quis dizer que havia fartura, prosperidade. Quando a água transborda nos poços, transborda também o bem-estar das pessoas.
8. a) Demonstrar como a água é utilizada nos Estados Unidos.
b) Califórnia e Idaho são as áreas norte-americanas que mais utilizam água, em decorrência, sobretudo, das irrigações na agricultura. Encontra-se a resposta no seguinte trecho do 5º parágrafo do texto: "According to it, California and Idaho ... crop irrigation."
9. a) A água vem substituindo o petróleo como principal causa de conflitos. Encontra-se a resposta no seguinte trecho do 7º parágrafo do texto: "... it has already begun to replace ... in the Middle East."
b) Para explorar atitudes, hábitos e a percepção das pessoas com relação à água. Encontra-se a resposta no 8º parágrafo do texto: "A team of top photographers ... and perceptions of water."
10. a) Uma crescente conscientização dos desafios que a água apresenta e uma encorajadora predisposição a enfrentá-los. Encontra-se a resposta no seguinte trecho do 8º parágrafo do texto: "... Yet they also found ... encouraging readiness to face them."
b) Porque eles consomem três vezes mais água que um país médio europeu e astromicamente mais do que as nações em desenvolvimento. Encontra-se a resposta no seguinte trecho do 9º parágrafo do texto: "The United States uses three times ... than most developing nations."

20 Relative pronouns

Exercícios de sala

1. E
2. A
3. C

Exercícios extras Ufop 2002

1. B
2. D
3. C
4. A
5. B
6. C
7. A

21 Also/too/either and each/every/all

Exercícios de sala

1. B
2. A
3. E

Exercícios extras Fuvest 1999

- | | | |
|------|-------|-------|
| 1. C | 6. B | 11. A |
| 2. B | 7. A | 12. B |
| 3. E | 8. E | 13. C |
| 4. C | 9. D | 14. D |
| 5. E | 10. D | |

22 Adjectives

Exercícios de sala

1. B
2. E
3. C

Exercícios extras Unesp 2010

1. B
2. A
3. D
4. B
5. E
6. C
7. E
8. C
9. D
10. A

23 Wh-words

Exercícios de sala

- | | | |
|------|------|------|
| 1. C | 3. D | 5. A |
| 2. A | 4. A | |

Exercícios extras Fuvest 2005

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

24 Easily confused words

Exercícios de sala

1. D
2. C
3. C

Exercícios extras Uerj 2011

- | | | |
|------|------|------|
| 1. C | 3. C | 5. D |
| 2. B | 4. A | |

25 Adverbs

Exercícios de sala

- | | | |
|------|------|------|
| 1. C | 3. A | 5. A |
| 2. B | 4. C | |

Exercícios extras Unicamp 2001

1. A mãe quer salientar que o menino cometeu um erro gramatical (o passado do verbo *to put* é *PUT* e não *PUTTED*). O menino não percebe sua intenção de corrigi-lo: entende que a mãe afirma ter colocado ela mesma os pratos na mesa.
2. As mulheres têm menos probabilidade de sofrer ataques cardíacos do que os homens; mas, quando sofrem o seu primeiro ataque, têm probabilidade 70% maior de morrer do que os homens. Encontra-se nas 3 primeiras linhas do texto: "... women are less likely ... to die ... than a man."
3. Porque elas contam com proteção hormonal contra doenças do coração até o período da menopausa. A resposta encontra-se no 3º parágrafo: "... because they have ... until menopause".
4. Ao final do poema, sugere-se que o leitor deve resolver seus próprios problemas: "I want you to have something of your own."
5. a) Discutiu-se o tema dos alimentos geneticamente modificados.
b) Na hipótese de que alimentos geneticamente modificados e enriquecidos podem ajudar pessoas famintas. A resposta encontra-se no 2º período do texto: "If genetically... around the world..."
6. Edward Robb acredita que a melhor solução para o problema da fome é o controle da natalidade, e não a modificação genética dos alimentos. Lê-se isso na 2ª carta: "Family planning... ..will improve... than enriched rice."
7. Porque condimentos (temperos) oferecem proteção contra bactérias que deterioram (estragam) os alimentos e que se desenvolvem em climas quentes. Lê-se isso no 1º parágrafo: "It's because spices offer... in hot climates."
8. Nossos ancestrais eram aptos a viver por mais tempo e gerar maior número de filhos. Lê-se a resposta no seguinte trecho do texto: "... our ancestor who enjoyed... more offspring."
9. Suas estratégias eram:
 - não esquecer suas mentiras;
 - intercalar suas mentiras com verdades;
 - dizer uma verdade como se fosse mentira.
 Encontra-se a resposta a partir do 4º período: "But Cathy did not forget her lies..."
10. Porque, se uma pessoa é acusada de uma mentira que mais tarde é reconhecida como verdade, ela se garante por muito tempo em relação a futuras mentiras. Lê-se isso no final do texto: "If one is accused a number of untruths."
11. Tatuagens baseadas em (feitas por meio de) bronzeamento. Lê-se isso no título do texto: Tatuagens por bronzeamento
12. Usar roupas de banho vazadas (com partes retiradas) ou aplicar sobre a pele adesivos que evitam o bronzeamento no local. Encontra-se a resposta a partir da 6ª linha: "... a special swimsuit which has small patterned windows cut out of the fabric ..." Lê-se também no final do texto: "Alternatively ... place ... stickers on their bodies."

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Passive voice

Exercícios de sala

1. E
2. A
3. C
4. A

Exercícios extras Unifesp 2005

1. C
2. B
3. E
4. A
5. D
6. B
7. E
8. D
9. A
10. C
11. A
12. C
13. D
14. E
15. B

27

Reported speech

Exercícios de sala

1. B
2. E
3. C
4. C

Exercícios extras Fuvest 2010

1. D
2. B
3. C
4. A
5. E

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Phrasal verb

Exercícios de sala

1. B
2. D
3. B

Exercício extra Fuvest 2010

1. a) A proposta da Yahoo! é a de se recriar o selo postal com a cobrança de 1 centavo de dólar por cada *e-mail* enviado, tornando-se assim economicamente inviável o envio de *spam*.
b) Porque o centavo pago pelo selo de aprovação que aparece em cada *e-mail* será destinado a instituições de caridade, sendo assim, limpando a caixa de entrada dos usuários e também sua consciência.

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Prepositions

Exercícios de sala

1. A
2. D
3. E
4. C
5. B
6. D

Exercícios extras Vassouras 2001

1. E
2. C
3. B
4. E
5. D
6. E
7. B
8. D
9. D
10. D
11. A
12. A
13. A
14. C
15. C
16. E
17. E
18. B
19. D
20. A

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Plural/expressions of quantity

Exercícios de sala

1. D
2. E
3. D
4. E
5. A

Exercícios extras Unicamp 2009

1. a) Esse lugar está vazio?
Eu já não a vi antes em algum lugar?
b) A primeira diz que, se ele se sentar, a cadeira onde ela está sentada também vai ficar vazia.
A segunda diz que sim, ele já a viu em um lugar, e esse é o motivo pelo qual ela parou de ir lá.
2. a) Volume excessivo de som ou odores provenientes do quarto do adolescente.
b) A arrumação do quarto poderia ter um impacto negativo em seu desenvolvimento mental.
3. a) Antes ela era vista como algo divertido e hoje está começando a ser vista como poluição mental.
b) Ao número de mensagens publicitárias que entram, por dia, no cérebro do norte-americano comum.
4. a) Ela ficará acordada, mas continuará bêbada.
b) O alimento no estômago vai apenas retardar a absorção do álcool na corrente sanguínea.
5. a) Porque eles tendem a não ultrapassar veículos mais lentos.
b) Ele concluiu que o que de fato distrai os motoristas é conversar ao telefone celular, e não apenas segurá-lo.
6. a) À porcentagem de idosos entre os brasileiros que moram sozinhos.
b) Esses consumidores ganham de 10 a 12 salários mínimos e têm diploma universitário.
7. a) Muitos pais acreditam que a causa do autismo é a vacina contra sarampo, caxumba e rubéola.
b) Como a vacina é dada na mesma época em que autismo costuma se manifestar, esses pais percebem aí uma relação de causa e efeito.
8. a) As pessoas culpam a si mesmas quando se veem desempregadas; entretanto, o desemprego é, na maior parte das vezes, consequência de mudanças na sociedade.

- b) Devem ser indicados dois dos fatores abaixo:
 - A ocorrência de mudanças tecnológicas: a introdução de novas máquinas pode fazer com que as pessoas fiquem desempregadas.
 - A ocorrência de mudanças nas políticas governamentais.
 - Falta de novas competências em virtude da impossibilidade de acesso à educação ou reciclagem.
9. a) Deve ser indicado um dos fatores abaixo:
 - O número de incidentes naquela área não tem nada de excepcional, considerando-se o tamanho, a localização e o volume de tráfego da região.
 - Muitos dos navios e aviões dados como misteriosamente desaparecidos no Triângulo das Bermudas nem sequer estavam naquela área.
- b) O verdadeiro enigma é o fato de o Triângulo das Bermudas ter, afinal, se tornado um mistério.
10. a) Ela não consegue entender como conceitos como "cozinhar" e "limpar" se aplicam a ela.
b) A tarefa é preparar sobremesas. O que possibilita a sua associação com o estresse é que, em inglês, a palavra "desserts" (sobremesas), quando lida de trás para frente, se torna "stressed" (estressado/a).
11. a) Quando essa obscuridade for a forma mais clara e mais simples de o autor dizer tudo o que tem a dizer.
b) A razão é que se ele conseguisse dizer em três páginas o que Faulkner levou trezentas páginas para dizer, não haveria necessidade do livro.
12. a) As aves começaram a botar ovos com cascas excepcionalmente finas e grande parte deles se quebrava durante a incubação.
b) A alta concentração de resíduos de DDT detectada nos falcões peregrinos e na gema de seus ovos.

Verbos Irregulares

Nº	Infinitivo	Passado simples	Participio passado	Tradução
1**	to be	was, were	been	ser, estar
2*	to become	became	become	tornar-se
3**	to begin	began	begun	começar
4	to blow	blew	blown	soprar, ventar
5**	to break	broke	broken	quebrar
6**	to bring	brought	brought	trazer
7	to build	built	built	construir
8**	to buy	bought	bought	comprar
9*	to catch	caught	caught	pegar, apanhar
10*	to choose	chose	chosen	escolher
11**	to come	came	come	vir
12	to cost	cost	cost	custar
13*	to cut	cut	cut	cortar
14	to deal	dealt	dealt	lidar, negociar
15**	to do	did	done	fazer
16	to draw	drew	drawn	desenhar, atrair
17*	to eat	ate	eaten	comer
18*	to fall	fell	fallen	cair
19**	to feel	felt	felt	sentir
20*	to fight	fought	fought	lutar, combater
21**	to find	found	found	achar, encontrar
22	to fly	flew	flown	voar
23*	to forget	forgot	forgotten	esquecer
24	to forgive	forgave	forgiven	perdoar
25**	to get	got	got/gotten	pegar, ganhar
26**	to give	gave	given	dar
27**	to go	went	gone	ir
28*	to grow	grew	grown	crescer
29**	to have	had	had	ter
30	to hear	heard	heard	ouvir
31	to hit	hit	hit	bater, atingir
32*	to hold	held	held	segurar, manter
33	to hurt	hurt	hurt	ferir, magoar

Nº	Infinitivo	Passado simples	Participio passado	Tradução
34**	to keep	kept	kept	guardar, manter
35**	to know	knew	known	saber, conhecer
36*	to lead	led	led	liderar, conduzir
37**	to leave	left	left	sair, deixar, partir
38*	to lend	lent	lent	emprestar
39*	to lose	lost	lost	perder
40**	to make	made	made	fazer
41*	to meet	met	met	encontrar, reunir-se
42**	to put	put	put	pôr, colocar
43	to quit	quit	quit	desistir, renunciar
44*	to read	read	read	ler
45*	to ride	rode	ridden	passar, cavalgar
46**	to run	ran	run	correr, administrar
47**	to say	said	said	dizer
48**	to see	saw	seen	ver
49*	to sell	sold	sold	vender
50**	to send	sent	sent	mandar, enviar
51*	to set	set	set	pôr, marcar, acionar
52	to sit	sat	sat	sentar
53	to sleep	slept	slept	dormir
54**	to speak	spoke	spoken	falar
55*	to spend	spent	spent	gastar, passar (tempo)
56*	to stand	stood	stood	suportar, ficar
57	to swim	swam	swum	nadar
58**	to take	took	taken	pegar, tomar
59*	to teach	taught	taught	ensinar
60**	to tell	told	told	contar, relatar
61**	to think	thought	thought	pensar
62*	to throw	threw	thrown	arremessar, lançar
63*	to wear	wore	worn	vestir, usar
64*	to win	won	won	ganhar, vencer
65*	to write	wrote	written	escrever

Para falar de pessoas, objetos ou lugares indefinidos

Any	
Frases interrogativas em geral	Did they buy any souvenirs for the children? Do you need any further information?
Frases negativas	There isn't any coffee in that bottle. We can't have any trouble at all.
Frases afirmativas com o sentido de "qualquer"	You can take any of these books. Any student knows the answer for that.
Frases afirmativas com advérbios de sentido negativo: never, seldom, hardly, scarcely, rarely	I hardly ever carry any money. These students never miss any class.

Para falar de pessoas, objetos ou lugares indefinidos

Some	
Frases afirmativas em geral	We saw some friends at the club.
Antes de substantivos incontáveis com sentido indefinido	Mary will buy some bread for breakfast.
	I need some sugar to make the cake.
Em frases interrogativas quando há oferecimento ou pedido	There's some tea in the fridge. Would you care for some hot chocolate?
	Could you give me some money for the movies, Dad?

No	
Frases afirmativas com ideia negativa (equivalente a <i>not any</i>)	He has no money for the movies. There's no place like home.
None	
No fim de frases afirmativas, referindo-se a um substantivo já mencionado	She bought two new books but I bought none.
	I'd like to have a Coke but there's none left.
Seguido por of + substantivo ou pronome no "plural"	None of the new students got an A.
	None of them could attend the lecture.

Escrevendo e falando datas

Inglês britânico	Inglês americano
14 October 1998 or 14 th October 1998 (14/10/98)	October 14, 1998 (10/14/98)
Her birthday is on the ninth of December	Her birthday is December 9 th
Her birthday is on December the ninth	
Anos	
1999	nineteen ninety-nine (ou, menos comumente, nineteen <u>hundred and</u> ninety-nine)
1608	sixteen <u>o</u> eight (ou, menos comumente, sixteen <u>hundred and</u> eight)
1700	seventeen hundred
2000	(the year) two thousand
2002	two thousand and two
2015	twenty fifteen
AD 76 AD seventy-six	As duas expressões significam "76 anos após o início do calendário cristão"
76 CE seventy-six CE	
1000 BC one thousand BC	As duas expressões significam "1000 anos antes do início do calendário cristão"
1000 BCE one thousand BCE	

Sistema métrico de pesos e medidas

	Sistema métrico		Sistema imperial
Length (Comprimento)	10 millimetres (mm)	= 1 centimetre (cm)	= 0.394 inch
	100 centimetres	= 1 metre (m)	= 39.4 inches/1.094 yards
	1000 metres	= 1 kilometre (km)	= 0.6214 mile
Area (Área)	100 square metres (m ²)	= 1 are (a)	= 0.025 acre
	100 ares	= 1 hectare (ha)	= 2.471 acres
	100 hectares	= 1 square kilometre (km ²)	= 0.386 square mile
Weight (Peso)	1000 milligrams (mg)	= 1 gram (g)	= 15.43 grains
	1000 grams	= 1 kilogram (kg)	= 2.205 pounds
	1000 kilograms	= 1 tonne	= 19.688 hundredweight
Capacity (Capacidade)	10 millilitres (ml)	= 1 centilitre	= 0.018 pint (0.021 US pint)
	100 centilitres (cl)	= 1 litre (l)	= 1.76 pints (2.1 US pints)
	10 litres	= 1 decalitre (dal)	= 2.2 gallons (2.63 US gallons)

Sistema imperial de pesos e medidas

	Sistema métrico	Sistema imperial
Length (Comprimento)	1 inch (in)	= 25.4 millimetres
	12 inches	= 1 foot (ft)
	3 feet	= 1 yard (yd)
	220 yards	= 1 furlong
	8 furlongs	= 1 mile
	1760 yards	= 1 mile
Area (Área)	1 square (sq) inch	= 6.452 sq centimetres (cm ²)
	144 sq inches	= 1 sq foot
	9 sq feet	= 1 sq yard
	4840 sq yards	= 1 acre
	640 acres	= 1 sq mile
Weight (Peso)	437 grains	= 1 ounce (oz)
	16 ounces	= 1 pound (lb)
	14 pounds	= 1 stone (st)
	8 stone	= 1 hundredweight (cwt)
	20 hundredweight	= 1 ton
British capacity (Capacidade no sistema britânico)	20 fluid ounces (fl oz)	= 1 pint (pt)
	2 pints	= 1 quart (qt)
	8 pints	= 1 gallon (gal)
American capacity (Capacidade no sistema americano)	16 US fluid ounces	= 1 US pint
	2 US pints	= 1 US quart
	4 US quarts	= 1 US gallon

Expressões matemáticas	
+	plus
-	minus
×	times/multiplied by
÷	divided by
=	equals/is
%	per cent (AmE usually percent)
3 ²	three squared
5 ³	five cubed
6 ¹⁰	six to the power of ten
√	square root of

Verbos modais

Auxiliar	Usos	Exemplos
can	habilidade	Mary can ski very well.
	capacidade	Tom can lift that heavy box for you.
	percepção	I can see a car coming by.
	possibilidade	Can you get back home in less than 20 minutes?
	permissão informal	Can I borrow your book for a while?
may	probabilidade	They say it may snow tonight.
	permissão formal	May I go to the restroom?
must	obrigação	You must fasten your seat belts.
	proibição	You mustn't park your car over there.
	conclusão lógica	Mary must be home by now. She left early.
should/ ought to	conselho/sugestão	You look tired – you should take a break and get some rest.
	expectativa	I should be back to work by the end of the day.
	obrigação moral	We ought to pay him back.
had better	conselho/sugestão	It's raining hard. We'd better call a cab.
would rather	preferência	I would rather go to the movies than stay home.
be supposed to	expectativa	The game is supposed to begin at 9.
be to	forte expectativa	The students are to be here five minutes before class starts.
have got to	necessidade	They have got to stay up late tonight.
would	pedido educado	Would you please pass me the salt?

Preposições de tempo

at (the)	
clock time	at 5 o'clock at 7.45 pm
night	at night
holiday periods	at Christmas at the weekend (BrE)

in (the)	
parts of the day (not night)	in the morning(s), in the evening(s) etc.
months	in February
seasons	in (the) summer
years	in 1995
decades	in the 1920s
centuries	in the 20 th century

on (the)	
day of the week	on Saturdays
dates	on (the) 20 th (of) May (AmE also on May 20 th)
particular days	on Good Friday
	on New Year's Day
	on my birthday on the following day

Variações ortográficas na sufixação verbal

Acréscimo de *ing*

Verbos monossílabos, terminados em uma consoante precedida de apenas uma vogal, dobram a consoante final para o acréscimo de <i>ing</i> :	hit - hitting stop - stopping
Verbos terminados em <i>ee</i> apenas acrescentam <i>ing</i> , mas os terminados em <i>e</i> perdem o <i>e</i> :	see - seeing dance - dancing

Verbos dissilábicos terminados em consoantes precedidas de uma só vogal dobram a consoante final somente se o acento tônico incidir na segunda sílaba; caso contrário, deve-se apenas acrescentar <i>ing</i> à forma verbal:	enter - (en/ter) entering master - (mas/ter) mastering begin - (be/gin) beginning prefer - (pre/fer) prefering
Verbos terminados em <i>ie</i> , quando do acréscimo de <i>ing</i> , perdem o <i>ie</i> e recebem <i>ying</i> :	tie - tying die - dying
Verbos terminados em <i>ye</i> não sofrem alteração quando da adição de <i>ing</i> :	dye - dyeing
Qualquer verbo terminado em <i>y</i> recebe <i>ing</i> sem perder o <i>y</i> :	study - studying play - playing

Acréscimo de *s* na terceira pessoa do singular no presente simples

Todos os verbos, à exceção da maioria dos anômalos (modais), sofrem o acréscimo de <i>s</i> nas suas formas de 3ª pessoa do singular:	He lives in the country. Mary likes to dance.
Os verbos terminados em <i>ch</i> , <i>sh</i> , <i>ss</i> , <i>o</i> , <i>z</i> e <i>x</i> sofrem acréscimo de <i>es</i> e não apenas <i>s</i> :	teach - teaches kiss - kisses fish - fishes buzz - buzzes fix - fixes go - goes
Os verbos terminados em <i>y</i> perdem o <i>y</i> e sofrem o acréscimo de <i>ies</i> somente se o <i>y</i> aparecer depois de uma consoante. Caso contrário, há apenas o acréscimo de <i>s</i> :	study - studies play - plays fly - flies obey - obeys
O verbo <i>have</i> na 3ª pessoa no singular fica <i>has</i> .	John has a nice house.

Acréscimo de *ed*

Todas as regras de dobrar existentes para a adição de <i>ing</i> aplicam-se igualmente à adição de <i>ed</i>	stop - stopped admit - admitted
Verbos terminados em <i>y</i> perdem o <i>y</i> para o acréscimo de <i>ed</i> somente se o <i>y</i> vier precedido de uma consoante; caso contrário, não haverá alterações na forma verbal:	study - studied play - played