

Getting e-mail right

We all know that personal relationships are important, and that no matter the quality of our ideas and our work, good relationships help us meet whatever goals we have. However, relationships that rely on email may face a difficult battle. Consider this study by Janice Nadler, Ph.D., a psychologist and law professor at Northwestern University. She paired law students from Northwestern and Duke and asked each pair to agree on the purchase of a car. The teams were to bargain entirely through e-mail, but half of them were secretly told to precede the negotiation with a brief getting-to know chat on the good old telephone.

- 01** In her study about electronic communications, Dr. Nadler:
- (A) wanted to prove that law students are the best bargainers.
  - (B) asked two teams of law students to buy cars from Internet websites.
  - (C) instructed some pairs to talk on the phone before starting the negotiation.
  - (D) grouped all the students in pairs to evaluate their phone negotiation skills.
  - (E) advised all the students to use only e-mail interactions in their negotiations.
- 10** **The results** were dramatic. Negotiators who first chatted by phone were more than four times likelier to reach an agreement than **those** who used only e-mail. Those who never spoke were not only more likely to hit an impasse; they also often felt resentful and angry about the negotiation. Of course, all sorts of online exchanges can be misunderstood, but faceless strangers are especially likely to run into problems. Avoiding simple greetings, for example, can come across as rude, especially if communicators don't know each other. A hurried email can give the impression that the exchange is unimportant. And because first impression set the tone for subsequent interactions, the exchange can go downhill quickly from there.

- 02** The main purpose of Paragraph 2 is to:
- (A) briefly discuss the findings of Dr. Nadler's research.
  - (B) criticize Dr. Nadler's opinion about online exchanges.
  - (C) warn people against rude, resentful and angry negotiators.
  - (D) teach people how to become successful e-mail communicators.
  - (E) explain the importance of exchanging greetings in any interaction.

The missing element in electronic communications is rapport, says Dr. Nadler. Facial expressions, gestures, tone of voice are all cues missing in e-mail (and smiley face **emoticons** can't do much to replace **them**). But because **messages** travel instantly, people act as if **they** are in face-to-face conversation. This illusion of proximity tricks us into thinking we can communicate about difficult subjects, such as disagreements or criticism, and that the tone of our writing will be perceived correctly.

- 03** According to the text (l. 21-28), emoticons:
- (A) help people to avoid difficult subjects.
  - (B) are a poor substitute for facial expressions.
  - (C) may create disagreement or attract criticism.
  - (D) enable electronic messages to travel instantly.
  - (E) have exactly the same effect as people's gestures.

Even if we have the best of intentions, the lack of continuous **30 feedback**, by **which** we constantly adjust our words in conversation, can cause us to go on happily composing messages that will make the recipient angry. The less we know someone, the more likely we are to engage in what psychologists know as transference — the tendency to project our desires and fears onto another person. Without **35 social cues, such** tendencies can get out of control, causing us to interpret messages in ways that are overly self-affirming and potentially extremely inaccurate.

(By Hara Estroff Marano. (In: <http://www.psychologytoday.com/articles/>(with slight adaptations).)

- 04** According to the last paragraph, the probability that "transference" will take place is greater when you:
- (A) do not know your interlocutor very well.
  - (B) do not like the person you are writing to.
  - (C) are afraid of the person you are communicating with.
  - (D) are familiar with the concept of transference in psychology.
  - (E) feel that unknown psychologists are not to be trusted.

- 05** About the whole text, check the only correct statement:
- (A) "Those" in "those who used" (l. 11) refers to "results" (l. 10).
  - (B) "Them" (l. 24) refers to "emoticons" (l. 23).
  - (C) "They" (l. 24) refers to "messages" (l. 24).
  - (D) "Which" (l. 30) refers to "feedback" (l. 29).
  - (E) "Such" (l. 34) refers to "cues" (l. 34).

- 06** About the whole text, mark the only option in which the two words are synonymous in the text:
- (A) "Purchase" (l. 7) – sale.
  - (B) "Resentful" (l. 13) – joyful.
  - (C) "Subsequent" (l. 19) – previous.
  - (D) "Instantly" (l. 24) – eventually.
  - (E) "Perceived" (l. 28) – understood.

- 07** In "... such as disagreements or criticism" (l. 26-27), "such as" introduces a(n):
- (A) contrast.
  - (B) condition.
  - (C) addition.
  - (D) example.
  - (E) comparison.

Artigo – Article

Os artigos definidos ou indefinidos são elementos de particularização ou generalização das palavras que modificam:

1. Artigo indefinido – indefinite article "a, an" (um, uma)

Ex.: I bought you a flower.

A (um, uma)

Usa-se antes de:

- (A) consoante: a clock
- (B) u som "íú": a useful machine, a European, a uniform, a university, a ewe

- (C) y: a yellow submarine, a year (antes da palavra EAR usamos AN EAR)  
 (D) w: a window  
 (E) o com som de w: a one-eyed man  
 (F) h aspirado: a house, a horse, a hand

### An (um, uma)

Usa-se antes de:

- (A) vogal: an egg.  
 (B) h mudo: an hour.

**Obs.:** existem somente quatro palavras iniciadas por H mudo: **honest, hour, honor, heir.**

Ambos (a, an) são usados nos seguintes casos:

- (A) Antes de substantivos singulares que designam nacionalidade ou profissão  
**Ex.:** Peter is an Italian / My uncle is a lawyer.
- (B) Antes de numerais como **dozen, hundred, thousand, million...**, quando estes numerais estiverem no singular  
**Ex.:** The tailor bought a new pair of scissors  
 She spent a hundred dollars in the supermarket.
- (C) Com a palavra **half**:  
**Ex.:** They stayed half an hour here.
- (D) Antes de expressão de tempo, peso e medida:  
**Ex.:** Once a week.
- (E) Depois da palavra **what** em exclamação com o substantivo no singular:  
**Ex.:** What a wonderful night.
- (F) Depois de **quite** ou **rather**, quando tais palavras precedem substantivos adjetivados:  
**Ex.:** It was quite a beautiful day.
- (G) Depois da palavra **such**, precedendo substantivos no singular isolados ou adjetivados:  
**Ex.:** I was in such a hurry.
- (H) Antes das palavras **little** e **few**, dando o mesmo sentido de "some":  
**Ex.:** Wouldn't you have a little salt?
- (I) Algumas expressões como:  
**Ex.:** a lot of, a great deal of, a couple, a dozen
- (J) Em expressões relativas a preço, velocidade, taxa:  
**Ex.:** 5 p a kilo

Não se usa nos seguintes casos:

- (A) Antes de substantivos plurais: tables, sisters, relatives, etc.  
 (B) Antes de substantivos incontáveis: poverty, snow, sugar, milk, money, time, etc.  
 (C) Antes de refeições, exceto quando a refeição for antecedida por adjetivo.

## 2. Artigo definido – Definite article "The" (o, a, os, as)

**Ex.:** The car that I bought is white.

O artigo definido é usado nos seguintes casos:

- (A) Antes de nomes próprios no plural que estejam designados a família:  
**Ex.:** The Millers, The Smiths.  
 (B) Antes de países de nomes compostos:  
**Ex.:** the United States

- (C) Antes de nomes de Cordilheiras:  
**Ex.:** The Andes, The Alps.  
 (D) Antes de nomes de arquipélagos:  
**Ex.:** The Virgen Islands.  
 (E) Antes de nomes de rios:  
**Ex.:** The Mississippi, The Amazon.  
 (F) Antes de nomes de oceanos e mares:  
**Ex.:** The Pacific, The Atlantic  
 (G) Antes de nomes de pessoas, países, ruas e cidades, quando estes nomes estiverem sendo usados como adjetivos para modificar algum substantivo:  
**Ex.:** The Chicago fire was a large one.  
 (H) Antes de substantivos de qualquer ordem quando relacionados especificamente a uma pessoa ou coisa:  
**Ex.:** The patient of my father.  
 (I) Antes de adjetivos quando estes equivalem a um substantivo plural:  
**Ex.:** The rich frequently despise the poor.  
 (J) Antes de dois adjetivos ou advérbios no grau comparativo, nas expressões de comparação;  
**Ex.:** The more I see you, the more I want you.  
 (K) Antes de adjetivos no grau superlativo:  
**Ex.:** She is the prettiest girl.  
 (L) Antes de numerais ordinais:  
**Ex.:** Tom is the third man she gets married to.  
 (M) Antes de nomes de idiomas, quando seguidos da palavra "language":  
**Ex.:** The English language is very important in this work.  
 (N) Com expressões que designam as partes do dia:  
**Ex.:** In the morning.

Frequentemente se omite o artigo THE antes de: BED, CHURCH, COURT, HOSPITAL, PRISON, SCHOOL, COLLEGE, UNIVERSITY, WORK, TOWN, HOME; quando elas assumirem seu sentido principal.  
**Ex.:** We went to bed to sleep

### EXERCISES LEVEL 1

**01** Complete as frases abaixo, usando "a" ou "an" quando necessário:

- The old statue was \_\_\_\_\_ important monument that we wanted to preserve.
- Juliano is \_\_\_\_\_ engineer and his wife \_\_\_\_\_ computer programmer.
- What \_\_\_\_\_ great idea! Let's go to the beach now!
- It's \_\_\_\_\_ honor for us to welcome \_\_\_\_\_ European scientist like you.
- It was such \_\_\_\_\_ awful storm that we had to stay home.
- My grandfather used to say that \_\_\_\_\_ house is not \_\_\_\_\_ home.
- Another word for twelve is \_\_\_\_\_ dozen.
- On our way back home we bought \_\_\_\_\_ eggs and \_\_\_\_\_ fruits.
- What \_\_\_\_\_ insulting thing to say to your parents.
- We spent \_\_\_\_\_ thousand dollars on \_\_\_\_\_ single weekend.

**02** Assinale nas frases abaixo, o artigo que tiver sido utilizado de forma **INCORRETA**:

- a. Elaine will visit us on the Christmas.
- b. The United Kingdom is a wonderful country.
- c. The women's volleyball team was very good.
- d. How can we refer to the years 1990-1999?
- e. The milk is good for the our health.
- f. The piece is very important for every person.
- g. The moon goes round the Earth every 27 days.
- h. He wouldn't bother you, he's the nicest person I know.
- i. Sand went to the movies, but I went to the theater.
- j. The honey is good for me.

**03** Supply **a, an or the**:

- a. I bought \_\_\_\_\_ book. \_\_\_\_\_ book cost 10 dollars.
- b. We had \_\_\_\_\_ very good time at \_\_\_\_\_ picnic.
- c. I found \_\_\_\_\_ dog in \_\_\_\_\_ street.
- d. This is \_\_\_\_\_ boy who I was talking about.
- e. \_\_\_\_\_ Kennedys are \_\_\_\_\_ rich family.
- f. \_\_\_\_\_ Severn is \_\_\_\_\_ longest river in \_\_\_\_\_ British Isles.
- g. \_\_\_\_\_ rich must help \_\_\_\_\_ poor.
- h. \_\_\_\_\_ Thompsons have bought \_\_\_\_\_ house.
- i. \_\_\_\_\_ children bought \_\_\_\_\_ dozen eggs.
- j. \_\_\_\_\_ milk which is in that glass is sour.  
\_\_\_\_\_ changes in \_\_\_\_\_ last two decades are amazing.
- (L) We have seen \_\_\_\_\_ importance if \_\_\_\_\_ invention of \_\_\_\_\_ wheel.
- (M) \_\_\_\_\_ Kralatoa, which was \_\_\_\_\_ island in \_\_\_\_\_ Indonesia, was exploded.
- (N) \_\_\_\_\_ Sun rises in the \_\_\_\_\_ east and sets in \_\_\_\_\_ west.
- (O) Before \_\_\_\_\_ war, I worked for \_\_\_\_\_ insurance company.

**04** Assinale a alternativa que completa corretamente as frases:

- 1. One of \_\_\_\_\_ most important causes of conflict is \_\_\_\_\_ way people use \_\_\_\_\_ sides of \_\_\_\_\_ question.  
(A) the/the/a/the  
(B) the/-/the/a  
(C) -/the/the/a  
(D) the/the/the/a  
(E) -/-/the/a
- 2. For me \_\_\_\_\_ sixties represented \_\_\_\_\_ incredible breakpoint in history.  
(A) the/ - (D) a / the  
(B) the/ a (E) the/ an  
(C) - / an
- 3. I'm sure that \_\_\_\_\_ men and \_\_\_\_\_ women will always fight for \_\_\_\_\_ their rights.  
(A) -/-/the (D) the/the/the  
(B) -/-/ (E) -/the/-  
(C) the/-/the

4. \_\_\_\_\_ city guide we bought in \_\_\_\_\_ London was such \_\_\_\_\_ useful thing that we had no problems finding our way there.

- (A) the/-/a (D) -/-/-/
- (B) the/the/ an (E) -/the/the
- (C) the/-/an

5. \_\_\_\_\_ excellent contribution for \_\_\_\_\_ survival of \_\_\_\_\_ mankind is that man stop destroying \_\_\_\_\_ Nature.

- (A) the/the/the/the (D) a/-/the/the
- (B) an/the/-/- (E) the/a/a/the
- (C) an/the/the/a

6. Mr. Delano was holding \_\_\_\_\_ candle at \_\_\_\_\_ time of \_\_\_\_\_ explosion.

- (A) the/a/an
- (B) -/the/the
- (C) the/the/a
- (D) a/the/the
- (E) a/the/a

7. Apenas uma das frases abaixo está correta:

- (A) The population of China is almost fourfold the population of United States.
- (B) The population of China is almost fourfold the population of the United States.
- (C) Population of China is almost fourfold population of the United the States.
- (D) China population is almost the fourfold population of United States.
- (E) Population of China is almost fourfold population of United States.

8. \_\_\_\_\_ jealous wife is always \_\_\_\_\_ unpredictable woman.

- (A) a/a (D) the/a
- (B) an/an (E) an/the
- (C) a/an

9. We've been waiting for you for more than \_\_\_\_\_ hour.

- (A) a (D) the
- (B) an (E) of a
- (C) -

10. \_\_\_\_\_ fat is not good for people with hypertension.

- (A) -
- (B) the
- (C) a
- (D) an
- (E) not the

11. They all believe that Mrs. Schneider is \_\_\_\_\_ honest woman.

- (A) a
- (B) -
- (C) an
- (D) one of
- (E) one of the



**(AFA)**

Read the text below to answer questions from 1 and 2.

**It's more than flying!!**

The Air Force is not just airplanes. It's men and women \_\_\_\_\_ are integral parts of a closely knit organization.

Being an Air Force cadet says something about you. It's an indication \_\_\_\_\_ you have imagination and drive to get things done. Nothing of real and lasting value can be accomplished without dedicated people. That's why the Air Force is seeking people \_\_\_\_\_ are selflessly loyal to their country, the Air Force and themselves.

You can become an Air Force officer proudly working at a demanding and challenging profession \_\_\_\_\_ calls for dedication, hard work and discipline, but also offers many personal rewards.

*Accept the challenge. Be an Air Force cadet. The experience can change your life.*

**01** In the second paragraph, the pronoun "it" refers to:

- (A) an indication. (C) being an Air Force cadet.
- (B) something about you. (D) nothing of real lasting value.

**02** According to the text we could say that "nothing of real and lasting value can be accomplished by:

- (A) the Air Force". (C) dedicate people".
- (B) seeking people". (D) their imagination".

**03** Observe the articles in these following sentences:

- I. Sandra is an engineer and her sister is a teacher.
- II. Please, don't give me an advice.
- III. I've never seen such a beautiful day!
- IV. My father is going to give you a money.
- V. I can't imagine such patience as the Browns had with those three babies together.

- (A) only sentence IV is wrong.
- (B) sentences I, III and V are correct.
- (C) sentences I, II and III are correct.
- (D) sentences II, III and V are correct.

**04**

"Some friends of mine say Robert is dating my cousin Jane. I've never seen them together yet. This either is or is not so. In any way it's none of my business."

You can infer from this paragraph that:

- (A) there won't be any way to know if Robert is dating.
- (B) Jane's cousin can't say whether or not Robert is dating her.
- (C) if Robert is dating, Jane's cousin must not care about his own business.
- (D) if Jane's cousin saw either Robert or Jane they would be actually dating.

**05** "My friend would still be living in New York if his father hadn't died in the countryside."

So you can come to a conclusion that he:

- (A) would live in New York if his father died.
- (B) is taking care of his father in the countryside.
- (C) still lives in New York and not in the country now.
- (D) lost his father in the countryside, not in New York.

**06** Choose the alternative which express the same idea of the sentence below, but changes all the nouns to its corresponding gender, masculine or feminine.

"The bachelor, who is the widower's son, should date with our niece, a bright student from Colorado University."

- (A) The bacheless, who is the widow's son, should date our nephewer...
- (B) The spinster, who is the widower's son, should date with our nephew...
- (C) The spinster, who is the widow's daughter, should date with our nephew...
- (D) The spinteress, who is the widower's daughter, should date with our nieceter...

Read the text:

Everyone has something to learn from \_\_\_\_\_ Kosovo. But \_\_\_\_\_ keenest students of the war should be those who live in Western Europe. Other places in \_\_\_\_\_ world have seen as much or more bloodshed since \_\_\_\_\_ end of the cold war. But only \_\_\_\_\_ Europe has medieval hatred taken hold so close to the heart of what boastfully supposes itself to be \_\_\_\_\_ rational, sophisticated civilization.

**07** Complete the text above with some articles where they are necessary or just omit them when they are not supposed to be used:

- (A) the / \_\_\_ / the / the / a / the
- (B) the / the / \_\_\_ / an / the / a
- (C) \_\_\_ / the / the / the / \_\_\_ / a
- (D) \_\_\_ / the / the / an / \_\_\_ / the

**1. Substantivo**

**1.1 Número**

Regra geral: singular + s

Ex.: clock – clocks

Terminados em s, sh, ch, x ou z: singular + es

Ex.: bus – buses / kiss – kisses  
 ash – ashes / brush – brushes  
 bench – benches / branch – branches  
 tax – taxes / box – boxes (porém OX – OXEN)  
 topaz – topazes

**Obs.:** Terminados em **ch** com som de “k” (como em book – books) seguem a regra geral.

**Ex.:** stomach – stomachs  
monarch – monarchs

**Terminados em f ou fe: singular + s**

**Ex.:** roof – roofs  
safe – safes  
chief – chiefs  
cliff – cliffs

**Obs. 1:** Existem 12 substantivos que terminam em **f** ou **fe** e que apresentam a formação de plural de forma irregular. Retira-se **f** ou **fe** e acrescenta-se **ves**. As palavras são:

Calf – calves    Half – halves  
Knife – knives    Life – lives  
Loaf – loaves    Leaf – leaves  
Self – selves    Sheaf – sheaves  
Shelf – shelves    Thief – thieves  
Wife – wives    Wolf – wolves

**Obs. 2:** Alguns substantivos têm os dois plurais:

Scarf – scarfs / scarves  
Wharf – wharfs / wharves  
Dwarf – dwarfs / dwarves  
Hoof – hoofs / hooves

**Terminados em y**

Y precedido de vogal + S  
**Ex.:** toy – toys / boy – boys.

Y precedido de consoante + ies  
**Ex.:** body – bodies / city – cities.

**Terminados em o: singular + s**

Precedido de uma vogal:

**Ex.:** radio – radios / bamboo – bamboos.  
Precedido de consoante:

**Ex.:** echo – echoes / tomato – tomatoes / hero – heroes / negro – negroes / potato – potatoes.

**Obs.:** Exceto palavras de origem estrangeira.

**Ex.:** dynamo(s) / kimono(s) / piano(s) / Kilo(s) / photo(s) / soprano(s) / embryo(s) / concerto(s)

**Substantivos com plural irregular**

Man – men  
Woman – women  
Ox – oxen

Louse – lice  
Child – children  
Foot – feet  
Tooth – teeth  
Goose – geese  
Mouse – mice

Existem alguns substantivos que permanecem com a mesma forma no plural:

Nomes de animais como: sheep, deer, salmon, trout, cod, skate, squid, etc.

Nacionalidades como: Portuguese, Japanese, Chinese, Vietnamese, Lebanese, Swiss, English, French.

As palavras Aircraft / Spacecraft.

As palavras “FISH” e “FRUIT” têm uma só forma para o singular e para o plural. Usa-se “fishes” e “fruits”, quando a referência é feita a várias espécies de peixes ou de frutas.

**2. Substantivos coletivos**

Crew, family, team, government, army, navy, staff, class, etc. Podem assumir:  
singular – se considerarmos a unidade  
plural – se considerarmos o grupo.

Algumas palavras são consideradas como plural:

- Clothes
- Police

Garments consisting of two parts: breeches, pants, pajamas, trousers.

Tools and instruments consisting of two parts: binoculars, glasses, pliers, scales, scissors, shears, spectacles.

Outras palavras:

Arms (weapons)	Grounds	Quarters
Damages	Outskirts	Riches
Earnings	Pains (trouble)	Savings
Goods	Particulars	Spirits (alcohol)
Greens (vegetables)	Premises	Stairs
Cattle	Clergy	Surroundings

Palavras que terminem em ICS:

Athletics, ethics, hysterics, mathematics, physics, politics pedem plural exceto quando consideradas ciência.

**Ex.:** His mathematics is weak.  
Mathematics is an exact science.

**Plural de substantivos compostos**

Os substantivos compostos formam o plural com acréscimo de ‘s’ à palavra principal (ideia central).

**Ex.:** mother-in-law – mothers-in-law

- Nos substantivos compostos de dois nomes (separados ou não por hífen) o segundo elemento recebe o plural:

**Ex.:** hairpin – hairpins  
hairbrush – hairbrushes

- Os substantivos compostos por ‘ful’ recebem ‘s’ para o plural.

**Ex.:** spoonful – spoonfuls

- Quando o primeiro elemento é um verbo, o último elemento recebe o plural.

**Ex.:** forget-me-not – forget-me-nots

- Os substantivos compostos terminados com a palavra ‘man’ fazem o plural em ‘men’.

**Ex.:** Englishman – Englishmen ou man drive – men drivers

Exceção: German – Germans / Roman – Romans / Norman – Normans, uma vez que estas palavras são de origem latina – (Germânico, Romano e Normando) e não uma fusão do adjetivo pátrio com a palavra MAN – como em Englishman, Irishman etc.

### Plural de palavras estrangeiras

phenomenon – phenomena	radius – radii
memorandum – memoranda	terminus – termini
crisis – crises	basis – bases
bacillus – bacilli	thesis – theses
cactus – cacti	medium – media
datum – data	stimulus – stimuli
analysis – analyses	formula – formulas, formulae
axis – axes	libretto – libretti, librettos
vertebrae – vertebra	tempo – tempi, tempos
fungus – fungi	bacterium – bacteria
erratum – errata	gymnasium – gymnasiums, gymnasia
oasis – oases	

Algumas palavras possuem duas formas de plural com significados diferentes.

**Ex.:** appendix – appendixes ou appendices (termo médico)  
Appendix – appendices (relativo a livro)  
Index – indexes (relativo a livro)  
Index – indeces (matemática)

Muitos substantivos são usados somente no singular, como: goodness, beauty, truth, information, iron, gold, tin, knowledge, advice, music, stop, luck.

Alguns substantivos, embora escritos com **s** no final, são seguidos por um verbo no singular: means, mechanics, business, news, mumps, rickets, shingles, billiards, darts, draughts, bowls, dominoes, series, species.

### 3. Gênero

São quatro gêneros em Inglês:  
Neutro (coisas inanimadas)

**Ex.:** Chair, window, computer, ball.

Comum (ambos os sexos)

**Ex.:** Friend, cousin, student, child, person, baby, neighbor, teacher.

Masculino (pessoas ou animais do sexo masculino)

**Ex.:** Paul, uncle, king.

Feminino (pessoas ou animais do sexo feminino)

**Ex.:** Mary, aunt, queen.

O gênero é determinado por:

- Terminação diferente

Lion – Lioness	Patron – Patroness
Poet – Poetess	Murderer – Murderess
Heir – Heiress	Actor – Actress
Jew – Jewess	Waiter – Waitress
Priest – Priestess	Friar – Nun
Monk – Nun	Tiger – Tigress
Duke – Duchess	Widower – Widow
Prince – Princess	Hero – Heroine
Lord – Lady	Steward – Stewardess
Host – Hostess	Manager – manageress

- Palavra diferente

Boy – Girl	Man – Woman
Father – Mother	Brother – Sister
Son – Daughter	Husband – Wife
Uncle – Aunt	Nephew – Niece
Stag – Doe	Dog – Bitch
Drake – Duck	Horse (stallion) – Mare
Bull – Cow	Cock – Hen, Chicken
King – Queen	Bachelor – Spinster
Gentleman – Lady	Sir – Madam
Heifer – Bullock	Buck – Doe
Tomcat – Tabby	Gander – Goose
Fox – Vixen	Colt – Filly
Boar – Sow	Ram – Ewe
Tiger – Tigress	Monk – Nun
Billy – Nanny	Friar – Nun
Earl – Countess	

### 3.1 Caso genitivo

O caso genitivo expressa posse e é usado para pessoas e animais:

**Ex.:** the boy's name (the name of the boy)  
the cat's eyes (the eyes of the cat)

É formado pelo acréscimo de 's ao possuidor ou somente o apóstrofo (').

**Ex.:** Jack's car  
Charles's book = (Charles' book)  
(Registro Britânico Charles's book – Registro Americano Charles' book)

Quando o possuidor for um nome clássico, usa-se somente o apóstrofo (').

**Ex.:** Pythagoras' Theorem / Jesus' words.

Quando o substantivo termina em -s (plural), usa - se somente o apóstrofo (')

**Ex.:** the girls' room / The ladies' dresses

Substantivos compostos são tratados como substantivos simples:

**Ex.:** my father-in-law's car

O caso genitivo também é usado para se referir a lugares:

**Ex.:** I'm going to Grandma's. (grandma's house)  
He's going to the baker's. (the baker's shop)

Quando há mais de um possuidor:

- Para indicar posse comum, apenas o último possuidor recebe o genitivo.

**Ex.:** Jack and Peter's father. (o mesmo pai para os dois)

- Para indicar posse individual, usa-se o genitivo para cada um dos possuidores.

**Ex.:** Joe's and Jane's fathers. (pais diferentes)  
Fred's and Mary's toothbrushes (As escovas de dentes de Fred e de Mary)

Expressões que indicam tempo:

**Ex.:** a week's holiday / today's paper.

Expressões de dinheiro + worth:

**Ex.:** ten dollars' worth.

Com FOR + NOUN + SAKE

**Ex.:** for heaven's sake / for goodness' sake

Pode-se dizer: winter's day ou winter day, o mesmo ocorre com Summer. Mas Spring ou Autumn não aceitam o possessivo.

Letras, siglas, números, anos acrescenta-se 's ou somente s

**Ex.:** the 1980's ou the 1980s.

### Substantivos contáveis e incontáveis

- Substantivos contáveis podem ser usados no plural.
- Substantivos incontáveis são aqueles que não podem ser usados no plural:

Air	Advice	Baggage
Beauty	Bread	Beer
Camping	Cloth	Coffee
Courage	Cream	Damage
Death	Dislike	Dread
Dust	Experience	Fear
Furniture	Gin	Glass
Gold	Hatred	Help
Hope	Horror	Ice
Information	Jam	Love
Knowledge	Luggage	Mercy
Money	Music	Oil
Paper	Parking	Pity
Relief	Sand	Shopping
Soap	Stone	Suspicion
Tea	Time	Trouble
Water	Wine	Wood
Work	Weather	Wonder

Alguns substantivos podem ser contáveis ou incontáveis com significados diferentes:

Paper (jornal) / Glass (copo) / Time (vez) / Business (empresa)

**People** é usado para referir-se a pessoas em geral, coletivamente. É o plural de **person**.

Quando se deseja enfatizar a ideia de "pessoas" como um número de indivíduos usa-se preferencialmente a forma **persons**.

**Ex.:** The people have made their decision.  
(As pessoas tomaram sua decisão.)

**Ex.:** The table is big enough for six persons.  
(A mesa é grande o bastante para seis pessoas.)  
PEOPLES é o plural de people, quando refere-se a povos.

#### EXERCISES LEVEL 1

**01** Write the plural of the following nouns:

- |               |            |
|---------------|------------|
| (A) Policeman | (I) Chief  |
| (B) Door      | (J) Berry  |
| (C) Century   | (K) Toy    |
| (D) Echo      | (L) Window |
| (E) Peach     | (M) Key    |
| (F) Brush     | (N) Bus    |
| (G) Book      | (O) Potato |
| (H) Pen       |            |

**02** Write the masculine of the following nouns:

- |                   |               |
|-------------------|---------------|
| (A) Niece         | (I) Mare      |
| (B) Lioness       | (J) Aunt      |
| (C) Englishwoman  | (K) Mother    |
| (D) Countess      | (L) Godmother |
| (E) Granddaughter | (M) Cousin    |
| (F) Queen         | (N) Wife      |
| (G) Sister        | (O) Hen       |
| (H) Actress       |               |

**03** Assinale a alternativa correta:

1. A poisonous GAS was being released by the BUS through its damaged exhaust pipes.

As palavras destacadas têm como plural, respectivamente:

- |                  |                |
|------------------|----------------|
| (A) gas/bus.     | (D) gass/bus.  |
| (B) gases/buses. | (E) gas/buses. |
| (C) gases/bus.   |                |

2. A forma plural da frase "The manager considered that employee as a dead weight" é:

- (A) Managers considered those employees as a dead weghts.  
 (B) The managers considered that employees as a dea weights.  
 (C) The managers considered those employees as deads weight.  
 (D) The managers considered those employess as dead weight.  
 (E) The managers considered those employees as dead weights.

3. Respectivamente, as formas de plural de FOOT, BOX, PENNY, PHENOMENON são:

- (A) feet, boxes, pennies, phenomena.  
 (B) feet, boxes, pennyes, phenomena.  
 (C) foots, boxes, pennies, phenomena.  
 (D) foots, boxes, pennys, phenomena  
 (E) feet, boxes, pennys, phenomenos.

4. A forma plural da frase "The thief was threatening the child with a knife" é:

- (A) The thiefs were threatening the childs with knives.  
 (B) The thieves were threatening the childs with knives.  
 (C) The thieves were threatening the children with knives.  
 (D) The thiefs were threatening the children with knives.  
 (E) The thieves were threatening the children with knives.

5. \_\_\_\_\_ names were published on that list.

- |                 |                    |
|-----------------|--------------------|
| (A) Hundreds    | (D) One hundred of |
| (B) Hundreds of | (E) Five hundred   |
| (C) Hundred     |                    |

6. Put in the plural: "The hero's name will be remembered."

- (A) The hero's name will be remembered.  
 (B) The heroes's names will be remembered.  
 (C) The heroes' names will be remembered.  
 (D) The hero'es names will be remembered.  
 (E) The names of the heroes' will be remembered.

7. The \_\_\_\_\_ were all caught by the cook.

- |             |             |
|-------------|-------------|
| (A) mice.   | (D) rat.    |
| (B) mouse.  | (E) mickey. |
| (C) mousse. |             |

8. Choose the correct alternative for the sentence: "Mr. Meyer, the Englishman, and his son are visiting the duke."

- (A) Mrs. Meyer, the Englishwoman, and her daughter are visiting the dukess.  
 (B) Mrs. Meyer, the Englishwoman, and her daughter are visiting the duchess.  
 (C) Mr. Meyer, the Englishwoman, and her daughter are visiting the dukess.  
 (D) Mrs. Meyer, the Englishman, and her son are visiting the dukess.

9. Choose the correct alternative for the sentence: "The waiter is serving the widower now."

- (A) The waitress is serving the widow now.  
 (B) The waitress is serving the widowess now.  
 (C) The waiterness is serving the widoweress now.  
 (D) The waitress is serving the widow now.

10. Choose the correct alternative for the sentence: "My stepbrother is bringing my uncle to my grandfather's house today."

- (A) My stepbrother is bringing my aunt to my grandfather's house today.  
 (B) My stepsister is bringing my aunt to my grandmother's house today.  
 (C) My stepsister is bringing my uncle to my grandfather's house today.  
 (D) My stepbrother is bringing my uncle to my grandmother's house today.

11. Choose the correct alternative for the sentence: "My neighbor and his child love to ride their horse in the morning."

- (A) My neighbor and her child love to ride their mare in the morning.  
 (B) My neighboress and his childress love to ride their horse in the morning.  
 (C) My neighbor and his child love to ride their mare in the morning.  
 (D) My neighbor and her child love to ride their horse in the morning.

12. (AFA – 2000) No one could avoid noticing my \_\_\_\_\_ or \_\_\_\_\_ dresses during the party.

- |                     |                         |
|---------------------|-------------------------|
| (A) wives/daughter  | (C) wife's/ daughter's  |
| (B) wife/daughter's | (D) wives's/ daughter's |

13. (AFA – 2000) Choose the alternative in which there are only uncountable nouns:

"Yesterday I went to the supermarket and bought \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_."

- (A) tea, cream, paper, beer, ice  
 (B) fruit, salmon, rice, sugar and oil  
 (C) lettuce, milk, jam, egg, cucumber  
 (D) beans, cabbage, fish, carrot, water

14. (AFA – 1999) Choose the alternative which express the same idea of the sentence below, but changes all the nouns to its corresponding gender, masculine or feminine.

"The bachelor, who is the widower's son should date with our nice..."

- (A) The bacheless, who is the widow's son, should date with our nephew...  
 (B) The spinster, who is the widower's son, should date with our nephew...  
 (C) The spinster, who is the widow's daughter, should date with our nephew...  
 (D) The spinsteress, who is the widower's daughter, should date with our nieceter...

Books are being scanned to make them searchable on the Internet. Television broadcasts are being recorded and archived on online posterity. Radio shows, too, are getting their digital conversion – to podcasts. With a few keystrokes, we'll soon be able to make good use of much of the world's knowledge. And we'll do it from nearly anywhere – already, newer iPods can carry all your music, digital photos and TV classics along with more contemporary prime-time fare.

5

Will all this instantly accessible information make us much smarter, or simply more stressed? When can we stop to think, absorb and evaluate all this data?

10

"People are already struggling and feeling like they need to keep up with the variety of information sources they already have," said David Greenfield, a psychologist who wrote *Virtual Addiction*. "There are upper limits to how much we can manage."

**01** The main purpose of the text is to:

- (A) list all the current problems derived from poor online search.
- (B) discuss the research methods of graduate students from New York.
- (C) criticize university students who cannot make good use of traditional libraries.
- (D) advertise new products developed by companies like Google and Yahoo.
- (E) evaluate the advantages and disadvantages brought by the instant access to information.

**02** In "There are upper limits to how much we can manage." (ℓ. 13-14), David Greenfield means that:

- (A) we are not allowed to exceed established limits.
- (B) there isn't a strict limit to everything we do in life.
- (C) psychologists cannot help us choose the best information source.
- (D) people are not quite prepared to deal with information overload.
- (E) human beings are always struggling to overcome their own limits.

15 It may take better technology to cope with the problems better technology creates. Of course, if used properly, the new resources have vast potential to shape how we live, study and think. Consider books. Nicole Quaranta, 22, is a typical youth. The New York University grad student in education does most of her research online. She'll check databases for academic journals and newspaper articles — but rarely books, even though she admits that an author **who** spent years on a 300-page book might have a unique perspective. "The library is intimidating because I have to go there and everything is organized by academic area," Quaranta said. "I don't even know where to begin."

20

25 Were books as easily searchable as Web pages, she would reconsider.

**03** In "It may take better technology to cope with the problems better technology creates." (ℓ. 15-16), **cope with** can be correctly substituted by:

- (A) reduce.
- (B) handle.
- (C) reveal.
- (D) preserve.
- (E) understand.

**04** Nicole Quaranta (ℓ. 18) does most of her graduate research online instead of going to libraries because:

- (A) she feels intimidated by thick books.
- (B) she will never learn how to use a library.
- (C) she thinks that libraries are disorganized.
- (D) libraries do not have academic journals, only books.
- (E) in her opinion, web pages are easier to search than books.

**05** The opposite of **properly** in "..., if used properly, the new resources..." (ℓ. 16) is:

- (A) correctly.
- (B) insistently.
- (C) disproportionately.
- (D) in good order.
- (E) inadequately.

Otherwise, **they** might as well not exist.

With a generation growing up expecting everything on the Internet, libraries, non-profit organizations and leading search companies like Yahoo and Microsoft are committing hundreds of millions of dollars collectively to scan books and other printed materials so they can be indexed and retrieved online. [...]

30

Meanwhile, television shows formerly locked up in network or studio vaults are starting to emerge online. "Before, once it has been broadcast, it's gone, and it doesn't really contribute to our knowledge space," said Jakob Nielsen, a Web design expert with Nielsen Norman Group.

35

For the past year, Google has been digitally recording news and other programs from several TV stations in the San Francisco area. Early next year, America Online and Warner Bros. will offer free access to dozens of old television shows, and Apple Computer recently started selling episodes of shows old and new from ABC and NBC Universal for \$1.99 each — viewable on computers and **its** newer iPods.

40

**06** Mark the correct statement according to the piece of the text above:

- (A) In the near future many books and TV shows will be available on the Internet.
- (B) Younger generations are disappointed because there are no plans to put books online.
- (C) Apple Computer will soon start selling TV shows to be viewed on iPods.
- (D) It is easy and very cheap to scan all kinds of printed materials and digitalize TV programs.
- (E) The process of digitalizing TV shows and printed matter is totally being financed by search engines like Yahoo.

In audio, National Public Radio has been producing free podcasts featuring clips or entire programs. Anyone with a music player can listen anytime, anywhere.

45

And then there are materials born digital: Photos from digital cameras can now be easily shared, even among strangers, at sites like Yahoo's Flickr.

- Steve Jones, a professor of communications at the University of Illinois at Chicago, says centralization and easy access could make people smarter: Instead of wasting time finding information, they can focus more on assessing its worth. But there's the danger, he says, that people will simply take information for granted: Assuming that whatever pops up first is the best. Worse, people may simply tune out. The key may lie in technologies that push to the top items you seek. Search analyst Danny Sullivan describes such a tool as "some sort of metal detector or magnet to pull all the good stuff out of the haystack."
- Virtual communities may contribute to that end. [...]
- "Social networks, search engines and things yet invented are critical as we bring millions of movies, books and musical recordings online," said Brewster Kahle, a search pioneer who created the Internet Archive, a nonprofit preservation group.
- Even more important will be good research skills — infoliteracy, if you will. That means knowing where and how to look, and evaluating what you get back. [...]

(By Anick Jesdanun, *Associated Press*. Dec. 25, 2005.)

**07** There are several ways to avoid the stress caused by instantly accessible information online (ℓ. 49-65), **EXCEPT** to:

- (A) join virtual communities.  
 (B) develop good research skills.  
 (C) be able to evaluate what you find.  
 (D) assume that what appears first is the best.  
 (E) use technologies that push relevant items to the top.

**08** About the whole text, mark the only correct statement concerning reference:

- (A) "Their" (ℓ. 3) refers to "conversion".  
 (B) "It" (ℓ. 5) refers to "knowledge".  
 (C) "Who" (ℓ. 21) refers to "she".  
 (D) "They" (ℓ. 26) refers to "books".  
 (E) "Its" (ℓ. 42) refers to "shows".

**09** About the whole text, check the item in which the words in **bold type** express an idea of purpose.

- (A) "She'll check databases (...) but rarely books, **even though** she admits that an author who spent years on a 300-page book might have a unique perspective". (ℓ. 19-22).  
 (B) "**Otherwise**, they might as well not exist". (ℓ. 26).  
 (C) "... Yahoo and Microsoft are committing hundreds of millions of dollars collectively to scan books and other printed materials **so** they can be indexed and retrieved online." (ℓ. 29-31).  
 (D) "**Meanwhile**, television shows formerly locked up in network or studio vaults are starting to emerge online". (ℓ. 32-33).  
 (E) "**Instead of** wasting time finding information, they can focus more on assessing its worth." (ℓ. 51-52).

**10** About the whole text, in "Virtual communities may contribute to that end." (ℓ. 58), the word that could replace **may** without changing the meaning of the sentence is:

- (A) will. (D) should.  
 (B) can. (E) need to.  
 (C) must.

## Quantifiers – Quantificadores

### Much

- Usado com substantivos incontáveis.  
I don't have much money.
- Usado nas frases interrogativas e negativas.  
Did he drink much wine?
- O uso de MUCH em frases positivas não é muito comum, por isso normalmente é substituído por:  
A lot of / lots of / plenty of / a great deal of  
She eats a lot of food.  
She likes plenty of salt in her food.

### Many

- Usado com substantivos contáveis.  
I don't have many dollars.
- Usado nas frases interrogativas e negativas.  
Did he buy many things?
- O uso de MANY em frases positivas não é muito comum, por isso é frequentemente substituído por:  
A lot of / lots of / plenty of / a large number of  
She has a lot of friends.  
They have lots of CDs.

**Obs.:** Usa-se MANY e MUCH depois de TOO, SO, AS.

**Ex.:** There are too many cars.

### Little = Not much

#### Little

- Usado antes de substantivos incontáveis.  
She has little money.

### Few = Not many

#### Few

Usado antes de substantivos contáveis.  
Sue has few friends.

### A little – A few

A LITTLE e A FEW transmitem uma ideia positiva

Let's have a drink. We've got a little time before the bus leaves.  
(Eles têm tempo suficiente antes da partida do ônibus.)

Porém, as expressões ONLY A LITTLE e ONLY A FEW têm um significado negativo.

**Ex.:** Hurry up! We've only got ONLY A LITTLE time.

The school was very small. There were ONLY A FEW students.

Também temos as expressões:

### So much e Too much

– How much does this book cost?

– \$ 2.000,00

– I don't have SO MUCH money on me. I think it's TOO MUCH money for a poor man like me.

### So many e Too many

These facts happens SO MANY times.

There are TOO MANY people in this room.

**Enough (of) – Not enough (of)**

São usados para substantivos contáveis e incontáveis quando desejamos expressar se a quantidade é ou não suficiente.

**Ex.:** Have we got enough food?

There is not enough information about this problem.

**EXERCISES LEVEL 1**

Mark the correct alternative:

**01** I think there isn't \_\_\_\_\_ gas in the tank. We'll have to go to a gas station.

- (A) much
- (B) many
- (C) little
- (D) few

**02** Carol eats \_\_\_\_\_. That's why she is very fat.

- (A) too many
- (B) so many
- (C) a few
- (D) too much

**03** I think I have \_\_\_\_\_ food in the refrigerator. I have to go to the supermarket.

- (A) a little
- (B) little
- (C) too much
- (D) a few

**04** A lot of people entered the train. There were \_\_\_\_\_ passengers in it.

- (A) much
- (B) plenty
- (C) a little
- (D) lots of

**05** We'll have to hurry. We haven't got \_\_\_\_\_ time.

- (A) many
- (B) a little
- (C) much
- (D) so many

**06** I put \_\_\_\_\_ salt in the soup. Perhaps too \_\_\_\_\_.

- (A) many – much
- (B) many – many
- (C) a lot of – many
- (D) a lot of – much

**07** This car is expensive to run. It uses \_\_\_\_\_ petrol.

- (A) a lot of
- (B) lot of
- (C) many
- (D) a few

**08** Don't disturb me. I've got \_\_\_\_\_ work to do.

- (A) many
- (B) so many
- (C) a lot of
- (D) few

**09** She doesn't speak \_\_\_\_\_ English. Only \_\_\_\_\_ words.

- (A) much – a few
- (B) many – a few
- (C) much – many
- (D) many – a lot of

**10** She didn't take \_\_\_\_\_ photos when she was in Paris.

- (A) much
- (B) a little
- (C) many
- (D) too much

**11** It cost me \_\_\_\_\_ money to furnish this house.

- (A) lot of
- (B) lots of
- (C) many
- (D) a few

**12** I can't believe you're still hungry. You've had \_\_\_\_\_.

- (A) many to eat
- (B) a few to eat
- (C) plenty to eat
- (D) little to eat

**13** He bought \_\_\_\_\_ objects in that shop that he couldn't carry the packages.

- (A) a great deal of
- (B) so many
- (C) a few
- (D) too much

**14** He drinks \_\_\_\_\_ milk. More than 1 litre a day.

- (A) many
- (B) too many
- (C) a little
- (D) a lot of

**15** Have you got any money? Yes, \_\_\_\_\_. Do you want to borrow some?

- (A) a few.
- (B) a little.
- (C) not so many.
- (D) not many.

**16** This is not a very lovely city. There isn't \_\_\_\_\_ to do.

- (A) many
- (B) so many
- (C) few
- (D) much



AFA 1996-1997 (Adaptada – Parte 1)

01

1. \_\_\_\_\_ you survive in that forest ?  
I had a survival course three years ago so I knew how to get food.
- (A) How did (C) What can  
(B) Why didn't (D) Who could
2. A house-breaker could easily go into that building because of \_\_\_\_\_ windows were broken, but he might have hurt \_\_\_\_\_. The police could see blood on the ground. They are going to find out what has happened to \_\_\_\_\_.
- (A) his / itself / his. (C) my / myself / it.  
(B) their / itself / it. (D) its / himself / him.
3. \_\_\_\_\_ man I don't know has called you but didn't leave any message.  
\_\_\_\_\_ man just told me he'd call again during \_\_\_\_\_ week.
- (A) An / A / an. (C) The / A / the.  
(B) A / The / the. (D) The / The / a.

Meet the new neighbours

The empty house, in a middle-class corner of southern California, is two storeys high and **boasts a three-car garage**. Roses bloom around a kidney-shaped swimming pool, which is green with algae. Bill Bobbitt, a county inspector, dips a ladle into the water and brings up half a dozen **wriggling larvae**. Mosquitoes, and the West Nile virus that some of them carry, are thriving in California's plunging property market.

- 5 West Nile virus arrived in America in 1999 and made it to California three years later. Since then it is known to have infected 2.300 people in the state, of whom 76 have died... In theory, owners are supposed to keep their properties in decent shape whether they live there or not. California has even passed a bill fining banks and **mortgage companies that seize properties** and then allow pools to fester. But Mr. Bobbitt isn't waiting for the lawyers. He has treated the pool in Santa Ana with oil and synthetic growth hormones, which will keep the mosquitoes adolescent, preventing breeding. Then he tips in a few dozen mosquito fish (*Gambusia affinis*), which begin happily munching larvae. You can buy a lot of the fish for what a lawyer charges per hour, and some authorities, with commendable creativity, even **provide them free** to help control the pests.

(The Economist, August 2d, 2008, p. 34.)

02 The tone of the title is:

- (A) tragic.  
(B) sympathetic.  
(C) ironic.  
(D) wailing.  
(E) enthusiastic.

03 According to the text, the market for buying and selling houses in California is:

- (A) dropping. (D) sky-rocketing.  
(B) stable. (E) inflated.  
(C) rising.

04 The underlined word in "wriggling larvae" (l. 5) means that the larvae are:

- (A) growing. (D) twisting.  
(B) migrating. (E) dying.  
(C) reproducing.

05 The expression "boasts a three-car garage" (l. 2) reveals an attitude which is:

- (A) humble. (D) hospitable.  
(B) haughty. (E) holy.  
(C) hopeful.

06 When "mortgage companies seize properties" (l. 11-12) this means they:

- (A) take them down. (D) take them out.  
(B) take them off. (E) take them apart.  
(C) take them away.

07 In "provide them free" (l. 18) them refers to:

- (A) lawyers. (D) pests.  
(B) larvae. (E) fish.  
(C) authorities.

Pronomes

Pronome pessoal

Pronome pessoal do caso reto (personal pronoun subject case)

São usados antes do verbo, ou seja, assumem a função de sujeito.

I	you	he	she	it	we	you	they
---	-----	----	-----	----	----	-----	------

Obs.:

- Quando na mesma oração você se refere a si mesmo e a outra pessoa, você deve mencionar a outra pessoa primeiro (em virtude das normas de cortesia)

Ex.: My sister and I will go to the movies.

- Depois das palavras **than** e **as** o pronome assume a forma determinada pela função que exerce.

Ex.: Robert is taller than I (am).  
He loves her more than me. / He loves her more than I. (love her)

- O pronome **she** é, às vezes, empregado em relação a países, cidades e máquinas (carros, navios, motocicletas, etc.)

**Ex.:** Brazil is a very large country. It (she) is in South America.

- O pronome **it** pode ser usado em relação a bebês quando lhes desconhecemos o sexo, embora tal prática seja considerada, principalmente nos Estados Unidos, ligeiramente indelicada.

**Ex.:** The baby is crying. I think it is hungry.

### Pronome Pessoal do Caso Oblíquo (Personal Pronoun Object Case)

São usados depois do verbo, ou seja, assumem a função de objeto.

me	you	him	her	it	us	you	them
----	-----	-----	-----	----	----	-----	------

#### Obs.:

- Depois de preposições

**Ex.:** The children must talk between me and him.

- Com as palavras **both** e **all**.

**Ex.:** Both of us study at high school.

### Pronome Possessivo e Adjetivo Possessivo (Possessive Pronoun and Possessive Adjective)

Os adjetivos possessivos são sempre seguidos de substantivo (ou adjetivo + substantivo)

my	your	his	her	its	our	your	their
----	------	-----	-----	-----	-----	------	-------

Os pronomes possessivos nunca são seguidos de substantivo.

mine	yours	his	hers	ours	yours	theirs
------	-------	-----	------	------	-------	--------

#### Obs.:

- Tanto os adjetivos como os pronomes possessivos concordam em gênero e número com o possuidor.

**Ex.:** They have to solve their problems and Mary has to solve hers.

- Os derivados de **every**, **some**, **any**, **no**, que se refere a pessoas, respectivamente, **everybody**, **somebody**, **anybody**, **nobody** são acompanhados dos adjetivos ou pronomes possessivos no singular, masculino.

**Ex.:** Does everybody have his books here?

- Na construção feita com a preposição **of** podemos usar tanto os adjetivos como os pronomes possessivos.

**Ex.:** A friend of mine is going to have lunch with me.  
One of my friends is going to have lunch with me.

- Quando nos referimos a ambos os sexos, podemos usar os adjetivos e pronomes no masculino.

**Ex.:** If a person misses his bus, he'll have to wait for another one.

### Pronome Reflexivo (Reflexive Pronoun)

São usados quando o sujeito e o objeto da ação verbal são a mesma pessoa. A ação se reflete sobre o próprio sujeito. Concordam em gênero e número com o sujeito.

myself	yourself	himself	herself
itself	ourselves	yourselves	themselves

#### Obs.:

- Os pronomes reflexivos podem ser usados com três funções diferenciais:

(A) Fator de ação reflexiva: posição imediatamente depois do verbo

**Ex.:** I shave myself.

(B) Como elemento de ênfase geral: posição imediatamente depois do sujeito ou no fim da frase.

**Ex.:** The President himself drove the car / The President drove the car himself.

(C) Como elemento adverbial: significa *alone* ou *without help* – sempre precedido pela preposição **by** e no fim da frase.

**Ex.:** She can do it by herself. (without any help)  
She went to the movies by herself. (without any company)

### Pronome demonstrativo (Demonstrative Pronoun)

Existem quatro pronomes demonstrativos:

this	that	these	those
------	------	-------	-------

**This** (este, esta, isto) refere-se a algo que está próximo.

O plural de **this** é **these**.

**That** (aquele, aquela, aquilo) refere-se a algo que está longe.

O plural de **that** é **those**.

### Pronome indefinido

**Some** – algum, alguma, alguns, algumas, um pouco

É usado:

- Com substantivos no plural, em frases afirmativas.

**Ex.:** She asked me some questions

- Em frases interrogativas, expressando um oferecimento, ou quando há expectativa de resposta positiva.

**Ex.:** Would you like some eggs?

- Em frases afirmativas e interrogativas (oferecimento), antes de substantivos incontáveis.

**Ex.:** I'd like some water, Would you like some water?

- Formas derivadas: *somebody*, *someone*, *someway*, *somehow*, *somewhere*, *something*, *sometime*

**Any – algum, alguma, alguns, algumas, nenhum, nenhuma, qualquer, quaisquer**

É usado:

- Em frases interrogativas, com a tradução de algum/alguma, alguns/algumas.

**Ex.:** Do you need any help?

- Em frases negativas\*\*, com a tradução de nenhum/nenhuma.

**Ex.:** I haven't seen any of your friends.

- Em frases afirmativas, com a tradução de qualquer.

**Ex.:** You can take any of those books.

- Nas frases em que aparecem as expressões **if** (se) ou **unless** (a menos que), com a tradução de algum, alguma, alguns, algumas.

**Ex.:** Call me if you need any help.

- Formas derivadas: anybody, anyone, anyway, anyhow, anywhere, anything, anytime.

\*\*Alguns termos como *rarely, seldom, never, hardly e without* tornam a frase negativa.

**No / none – nenhum, nenhuma**

É usado:

- Em frases afirmativas, seguido de um substantivo.

**Ex.:** Brazil suffered from no earthquake so far.

- No final de frases afirmativas, referindo-se a um substantivo já citado.

**Ex.:** Did you buy any books? / No, I bought none.

- Formas derivadas: no one, nobody, nowhere, nothing.

**Pronome relativo**

**Who / whom / that – (que, quem)**

São usados quando o antecedente for pessoa.

- Usa-se **who** ou **that** quando o pronome é sujeito do verbo.

**Ex.:** The girl who arrived is beautiful.

- Usa-se **WHO, WHOM, THAT** ou **OMITE-SE** o pronome quando este é objeto do verbo.

**Ex.:** The girl whom I saw / The girl who I saw / The girl that I saw / The girl I saw.

**Obs. 1:** Quando a oração subordinada não for essencial para o significado do período:

- Ela sempre vem entre vírgulas
- Não se pode usar **THAT**
- Não se pode omitir o pronome

**Ex.:** He, who / whom you saw yesterday, is an American citizen. Swimming, which I like very much, is a good sport.

**Obs. 2:** **That** é o pronome relativo preferencialmente usado:

(A) quando há antecedentes diferentes:

**Ex.:** The girl and the boy that I saw on the beach are at home now.

(B) após superlativos e palavras como **some, any, no, everything, much, little, only, all**.

**Ex.:** He is the best doctor that I had.

**Obs. 3:** quando houver preposição antes do pronome relativo usa-se **whom** (pessoa) ou **which** (coisa ou animal)

**Ex.:** The girl about whom you are talking is my sister.

**Which / that – (que)**

São usados quando o antecedente for coisa ou animal.

- Usa-se **which** ou **that** quando o pronome é sujeito do verbo.

**Ex.:** The dog which entered the room is sick.

- Usa-se **which, that** ou omite-se o pronome quando este é objeto do verbo.

**Ex.:** The dog which you saw is sick. / The dog that you saw is sick. / The dog you saw is sick

**Whose – (cujo, cuja, cujos, cujas)**

Indica posse, é usado com qualquer antecedente e não pode se omitido.

**Ex.:** The boy whose bicycle is broken is my friend.

**Pronome interrogativo**

What	o que, qual?
Who	quem?
Whom	quem?
Which	que, qual?
Why	por quê?
When	quando?
Where	onde?
Whose	de quem?
How	como?
What + be + like	como é? com que se parece? (aparência ou personalidade)
What does he / she / it look like?	(aparência)
What about	que tal? o que você acha?
What for	por quê?
How far	qual a distância?
How deep	qual a profundidade?
How long	qual o tamanho? Quanto tempo?
How wide	qual a largura?
How tall	qual a altura?
How old	qual a idade?
How much / many	quanto? quantos?
How high	qual a altura?
How often	qual a frequência?
What is he	qual a profissão?



AFA 1996-1997 (Adaptada – Parte 2)

01

1. Jennifer, \_\_\_\_\_, didn't do a good job but the \_\_\_\_\_ was very well in that movie.

- (A) the actress / artist (C) the actress / actor  
(B) the actress / author (D) the actress / actor

2. He \_\_\_\_\_ smoke a lot but he stopped because he was running a big risk.

- (A) has (C) hates  
(B) loves (D) used to

3. Cabral \_\_\_\_\_ Brazil many years ago and his discovery opened new gates for Portugal, \_\_\_\_\_ ?

- (A) discovered / didn't it (C) had discovered / didn't him  
(B) has discovered / did it (D) has been discovered / did they

4. You should have called to say you'd be late. I \_\_\_\_\_ but there was nobody home.

- (A) did call (C) can't call  
(B) tried call (D) try phone

5. The victim \_\_\_\_\_ walking along the bridge with a tall man.

- (A) has seen (C) didn't see  
(B) was seen (D) wasn't seeing

6. I \_\_\_\_\_ ten days in Europe in my last vacation and I \_\_\_\_\_ it was wonderful.

- (A) spend / think  
(B) spent / thought  
(C) had spend / thought  
(D) spend / have thought

7. The correct interrogative form of the sentence "The Air Force is not just airplanes." is:

- (A) Isn't the Air Force just airplanes?  
(B) Is there just airplanes in the Air Force?  
(C) Are not just airplanes in the Air Force?  
(D) Does the Air Force isn't just airplanes?

8. The sentence "just do it", which is Nike's slogan, is in:

- (A) the present tense.  
(B) the present perfect tense.  
(C) the imperative affirmative.  
(D) the contracted emphatic form.

9. The past tenses are correct in:

- (A) meant – shook – understood – shaved.  
(B) taught – touched – lent – earned – burnt.  
(C) kept – trusted – bought – stole – owned.  
(D) dreamt – spoke – hurted – realized – thought.

10. Choose the right alternative to complete the blanks.

"The airplane \_\_\_\_\_ at 3.000 feet \_\_\_\_\_ the airport when the pilot \_\_\_\_\_ something was happening with one of the engines."

- (A) had flown / over / repaired  
(B) was flying / above / noticed  
(C) had been flying / on / had been  
(D) has flown / up / had communicated

Tempos verbais

Simple present

- É formado pelo verbo no infinitivo sem TO.

Ex.: I like to be a teacher.

- O presente simples é usado para expressar ações habituais.

Ex.: I always work a lot. / She never complains about it.

- O presente simples pode também expressar verdades universais e ações futuras planejadas.

Ex.: Birds fly. / The train leaves in five minutes.

- O presente simples também é usado para expressar situações ou características :

Ex.: I live in London. / He works downtown. / I am a teacher. / She is a doctor. / He is tall. / She is beautiful.

- É geralmente empregado com advérbios de tempo: *always, often, usually, frequently, sometimes, never, every day, on Mondays, etc...*

3ª pessoa do singular

- Para formar a 3ª pessoa do singular de alguns verbos acrescenta-se **S**.

Ex.: walk – walks.

- Se o verbo terminar em S, SH, CH, X, Z, O, acrescenta-se **ES**.

Ex.: kiss – kisses / watch – watches / buzz – buzzes / wash – washes / fix – fixes / go – goes.

- Se o verbo terminar em Y precedido de consoante, troca-se o Y por I e acrescenta-se **ES**.

Ex.: try – tries / study – studies

- Se o verbo terminar em Y precedido de vogal, acrescenta-se apenas o **S**.

Ex.: play – plays

- **Formas:**  
**Afirmativa:** You study.  
**Negativa:** You don't study.  
**Interrogativa:** Do you study?  
**Formas abreviadas:** don't (do not), doesn't (does not).

### Present Continuous Tense

- É formado por: presente do verbo to be + o particípio presente do verbo principal (-ing)

**Ex.:** I am studying. / She is walking.

- O presente contínuo é usado para expressar ações que estão acontecendo.

**Ex.:** I am working now.

- O presente contínuo pode expressar ações futuras.

**Ex.:** I am working tomorrow at this time.

- É geralmente empregado com advérbios de tempo: now, at this moment, etc.

- **Formas:**  
**Afirmativa:** She is reading.  
**Negativa:** She is not reading.  
**Interrogativa:** Is she reading?  
**Formas abreviadas:** isn't (is not), aren't (are not).

- Geralmente os verbos não têm modificações ao receber a terminação **-ing**.  
 Porém, se o verbo termina em E, for átono, ele perde o E ao receber o ING.

**Ex.:** live – living / write – writing.

- Se o verbo for um monossílabo terminado em consoante/vogal/consoante, dobra-se a última consoante e acrescenta-se o **-ing**.

**Ex.:** put – putting / stop – stopping / plan – planning.

- Nos verbos dissílabos ou trissílabos terminados em consoante/vogal/consoante, dobra-se a última consoante caso a sílaba tônica do verbo seja a última e acrescenta-se o **-ing**.

**Ex.:** Open – Opening / Happen – Happening / Develop – Developing  
 Transmit – Transmitting / Omit – Omitting / Refer – Referring.

- Se o verbo for terminado em IE, troca-se a terminação IE por **Y**.

**Ex.:** die – dying.

### Importante

Existem verbos que normalmente não se empregam na forma contínua em inglês, mesmo quando se referem a um estado temporário. São eles:

to adore	to imagine	to need
to remember	to sound	to believe
to know	to owe	to require
to taste	to cost	to like
to please	to resemble	to think
to detest	to love	to prefer
to see	to understand	to hate
to mean	to recall	to seem
to want	to hear	to mind
to recognize	to smell	to wish

Alguns deles, no entanto, podem ser usados tanto no present continuous quanto no present simple, mas o seu significado será diferente, dependendo da forma utilizada.

- **Present simple to think**  
**I think** he is a good teacher. (Eu acho que ele é um bom professor.)  
**to appear**  
 The weather **appears** to be better. (Parece que o tempo está melhor.)
- **Present continuous to think**  
**I'm thinking** about going on holiday soon. (Estou pensando em sair de férias em breve.)  
**to appear**  
 He's **appearing** at the Royal Theatre now. (Ele está se apresentando no Royal Theatre agora.)

### Past continuous tense

- É formado pelo passado do verbo to be + o particípio presente do verbo principal (-ing)

**Ex.:** I was studying.  
 They were drinking beer.

- **Formas:**  
**Afirmativa:** They were studying.  
**Negativa:** They weren't studying.  
**Interrogativa:** Were they studying?  
**Formas abreviadas:** wasn't (was not), weren't (were not)

- O passado contínuo é usado para expressar:  
 (A) ações que estavam acontecendo em um determinado momento do passado.

**Ex.:** They were studying five minutes ago.

- (B) ações que estavam acontecendo quando outra ação ocorreu.

**Ex.:** They were studying when I arrived.

- (C) duas ações que estavam acontecendo no mesmo momento.

**Ex.:** They were studying while I was working.

### Simple past tense

- É formado, de um modo geral, acrescentando-se **-ed** ao infinitivo dos verbos.

**Ex.:** I walked.

- O passado simples é usado para expressar ações acabadas em um tempo definido.  
O passado simples pode expressar também hábitos passados.

**Ex.:** I always walked to school when I was five years old.

- É geralmente empregado com advérbios de tempo: yesterday, ago, last, etc.

- Em Inglês há verbos regulares e irregulares.  
Para se formar o passado simples dos verbos regulares acrescenta-se **-D/-ED** ao verbo.

**Ex.:** love – loved / change – changed.

- Se o verbo terminar em Y precedido de consoante, troca-se o Y por **-IED**.

**Ex.:** carry – carried / study – studied.

- Em verbos monossílabos, dissílabos e trissílabos terminados em consoante/vogal/consoante, seguimos a mesma regra quanto a dobrar-se a consoante final como quando acrescentamos a forma **-ing**.)

**Ex.:** stop – stopped / plan – planned / open – opened / happen – happened / develop – developed / occur – occurred / transmit – transmitted / omit – omitted / prefer – preferred.

Os verbos irregulares não seguem as regras citadas para a formação do passado. No passado, os verbos têm a mesma forma para todas as pessoas.

- **Formas:**  
**Afirmativa:** He studied.  
**Negativa:** He did not study.  
**Forma abreviada:** didn't (did not)  
**Interrogativa:** Did he study?

Nas formas negativa e interrogativa, em que se usa o verbo auxiliar (did), o verbo principal fica no infinitivo, sem to.

### There to be (present/past)

- PRESENT / PAST / FUTURE SINGULAR  
there is (há) / there was (havia) / There will be
- PLURAL  
there are (há) / there were (havia)

- **Formas:**  
**Afirmativas:** there is, there are, there was, there were, there will be.  
**Interrogativas:** is there?, are there?, was there?, were there?, will there be?

**Negativas:** there is not, there are not, there was not, there were not, there will not be.

**Formas abreviadas:** there's (there is), there isn't (there is not), there aren't (there are not), there wasn't (there was not), there weren't (there were not).

### It takes

- Usa-se **IT TAKES** para expressar o período de tempo que se leva para realizar uma ação.

**Ex.:** It takes me 20 minutes to go from home to school.  
It will take us 30 minutes to clean our room.

### Imperativo

- É formado: por verbo no infinitivo sem TO

**Ex.:** Come! Go!

- Existem duas formas:  
Afirmativa: – Go home!  
Negativa: – Don't go home!
- É usado para expressar uma ordem ou um pedido, sugestões, conselhos.

**Ex.:** Clean your room! Please help me!

- A forma imperativa **LET'S + VERBO** é usada para expressar uma proposta ou um convite  
Existem duas formas:  
Afirmativa: Let's visit Nancy.  
Negativa: Let's not visit Nancy.

### EXERCISES LEVEL 1

#### 01 Supply the Simple Past Continuous Tense or Simple Past:

- When she called us we \_\_\_\_\_ (correct) our exercises.
- The cat \_\_\_\_\_ (sleep) in the yard when it started raining.
- They were watching TV when the light \_\_\_\_\_ (go) out.
- A dog \_\_\_\_\_ (go) after us while we were walking to school.
- The bird \_\_\_\_\_ (try) to fly when the cat caught it.

#### 02 Supply the Simple Past or the Simple Present:

- He always \_\_\_\_\_ (give) me beautiful presents.
- John \_\_\_\_\_ (come) to the party alone last night.
- He \_\_\_\_\_ (keep) her photo in his drawer.
- We \_\_\_\_\_ (bring) many sandwiches for our last picnic.
- They \_\_\_\_\_ (build) many new buildings by the lake in 1999.
- My neighbor \_\_\_\_\_ (catch) the burglar by himself two weeks ago.
- She often \_\_\_\_\_ (have) her meals in the kitchen.
- Someone \_\_\_\_\_ (drink) all the wine from this bottle yesterday.
- She usually \_\_\_\_\_ (hit) him when she is angry.
- He \_\_\_\_\_ (eat) my cake when he arrived from school.



## Futuro(s)

### Future com will

O futuro com **will** é usado para fazer referências a fatos ou situações que o falante acha que irá acontecer.

**Ex.:** In 100 years the world **will** be a different place.  
(Daqui a cem anos o mundo vai ser diferente.)  
The journey **will** take over three hours.  
(A viagem levará mais de três horas.)

**Will** também é usado para expressar decisões tomadas pelo sujeito no momento da fala.

**Ex.:** I'll answer the phone. / (Vou atender o telefone.)  
I **will** make a complaint. / (Vou fazer uma reclamação.)

### Future com going to

Essa forma de futuro indica a intenção das pessoas ao que já foi decidido e vai acontecer em um futuro muito próximo.

**Ex.:** My brother **is going to** sell his house.  
(Meu irmão vai vender a casa dele.)  
She **is going to** visit her friends in the countryside next week.  
(Ela vai visitar seus amigos no interior na próxima semana.)

A forma **going to** é usada quando podemos fazer uma previsão de que um fato vai acontecer no futuro devido a um indicio no presente.

**Ex.:** It's cloudy. It's **going to** rain. / (Está nublado. Vai chover.)

### Future com present simple

O **present simple** é empregado para fazer referência a eventos futuros que são parte de uma programação ou tabela de horário:

**Ex.:** The sun **rises** at 5.31 tomorrow.  
(O sol nasce às 5h31 amanhã.)  
The plane **takes off** in twenty minutes. /  
(O avião decola daqui a vinte minutos.)

### Future com present continuous

O **present continuous** pode ser usado para fazer referência a eventos que foram planejados para acontecer no futuro. Seu uso é similar ao de **going to**.

**Ex.:** England **is playing** against Scotland tonight.  
(A Inglaterra joga contra a Escócia hoje à noite.)

### Future perfect

O **future perfect** é formado com **shall/will + have + particípio passado**. Essa forma é empregada para indicar ações ou estados que terão terminado em um certo ponto no futuro.

**Ex.:** On October 25th we **will have been married** for ten years.  
(No dia 25 de outubro vamos fazer dez anos de casados.)  
He **will have arrived** by then.  
(A essa hora ele já terá chegado.)  
I **shall have been** here a month tomorrow.  
(Amanhã vai fazer um mês que estou aqui.)

## Presente(s)

### Present Perfect

- É formado por:  
Presente do verbo have + particípio passado do verbo principal.

**Ex.:** I have studied.

- Formas:**

**Afirmativa:** They have studied.

**Negativa:** They have not studied.

**Interrogativa:** Have they studied?

**Formas abreviadas:** haven't (have not), hasn't (has not).

O particípio passado de verbos regulares é igual ao passado simples.

**Ex.:** study – studied – studied

O particípio passado dos verbos irregulares não segue regras.

**Ex.:** do – went – gone.

- O presente perfeito é usado para expressar:  
(A) ações que começaram no passado e continuam até o presente momento ou ações que aconteceram no passado, sem data específica, e que apresentam um resultado interferindo no presente.

**Ex.:** I have lived here since 1980. / I have lost my keys.

- (B) ações que aconteceram em um tempo indefinido no passado. (Se for mencionado o tempo definido em que a ação ocorreu, usa-se o passado simples.)

**Ex.:** I have studied English I studied English yesterday.

- (C) ações que aconteceram várias vezes no passado.

**Ex.:** We have seen that film many times.

- (D) O presente perfeito é também usado com as seguintes palavras:

**Since** (desde): I have studied English since April.

**For** (durante): I have studied English for two years.

**Just** (acabar de): They have just arrived here.

**Already** (já): They have already arrived. Have they already arrived?

**Yet** (já, ainda): They haven't arrived yet. Have they arrived yet?

**Ever** (já = alguma vez na vida)

**Obs.:** As palavras **just**, **already** e **ever** serão sempre posicionadas entre o verbo HAVE e o PARTICÍPIO PASSADO.

**Ex.:** She has **just** arrived.

I have **already** talked to Frank.

Have you **ever** traveled to Europe?

## Present Perfect Continuous

- É formado por:  
Presente do verbo have + presente perfeito do verbo to be + participio presente do verbo principal (forma **-ing**).

**Ex.:** I have been studying.

- **Formas:**  
**Afirmativa:** They have been studying.  
**Negativa:** They haven't been studying.  
**Interrogativa:** Have they been studying?

O presente perfeito contínuo, assim como o presente perfeito, é usado para expressar ações que começaram no passado e continuam ou apresentam resultado interferindo no presente, porém enfatiza a continuidade das ações.

Portanto, só deverá ser utilizado quando nos referimos a ações que não sofreram interrupção alguma.

**Ex.:** I'm very tired because I've been working since in 7 a.m.

## Passado(s)

### Past Perfect

- É formado por:  
Passado do verbo to have + participio passado do verbo principal.

**Ex.:** I had studied.

- **Formas:**  
**Afirmativa:** They had studied.  
**Negativa:** They hadn't studied.  
**Interrogativa:** Had they studied?  
**Forma abreviada:** hadn't (had not).

O passado perfeito é usado para expressar uma ação que aconteceu antes de uma outra ação no passado. A ação que ocorreu primeiro virá no Past Perfect e a ação que ocorreu após virá no Simple Past.

**Ex.:** When I arrived, the teacher had spoken for two hours.  
When I arrived home, my mother had already left.

### Past Perfect Continuous

- É formado pelo:  
Passado do verbo to have + passado perfeito do verbo to be + o participio presente do verbo principal (forma **-ing**).

**Ex.:** When I arrived, the teacher had been speaking for two hours.

## Conditional

- **Conditional simples:**  
É formado por would + verbo principal sem TO.
- **Formas:**  
**Afirmativa:** She would go to the movies.  
**Negativa:** She would not go to the movies.  
**Interrogativa:** Would she go to the movies?  
**Forma abreviada:** wouldn't (would not).
- **Conditional perfeito:**  
É formado por would have + participio passado do verbo principal.

- **Formas:**  
**Afirmativa:** She would have gone to the movies.  
**Negativa:** She would not have gone to the movies.  
**Interrogativa:** Would she have gone to the movies?  
**Forma abreviada:** wouldn't (would not).
- Existem as orações condicionais:  
A oração condicional expressa uma condição e sempre aparece ligada a uma oração principal.  
As orações condicionais podem expressar:
  - (A) Condição provável: usando o presente simples e futuro simples.  
**Ex.:** If she has the money, she will go to the movies.
  - (B) Condição improvável: usando o passado simples e o condicional simples.  
**Ex.:** If she had the money, she would go to the movies.
  - (C) Condição impossível: usando o passado perfeito e o condicional perfeito.  
**Ex.:** If she had had the money, she would have gone to the movies.
- Casos especiais de orações condicionais:
  - (A) O verbo to be no passado tem a forma **were** para todas as pessoas quando aparece em orações condicionais, (principalmente no registro americano da Língua Inglesa, uma vez que na Inglaterra o uso do verbo TO BE em sua forma normal (IF I WAS ...) é popularmente bastante aceito, porém aconselhamos a usar IF I / HE / SHE WERE)  
**Ex.:** I wouldn't go out tonight if I were you.
  - (B) Condição de passado com efeito no presente.  
**Ex.:** If you had eaten before you wouldn't be so hungry now.  
Nesta estrutura utilizamos Past Perfect e Simple Conditional.  
  
Note bem que, nos casos chamados especiais, utilizamos estruturas diferentes das citadas anteriormente nos itens B (condição improvável) e C (condição impossível) deste tópico.
  - (C) Quando se deseja expressar verdades universais ou leis naturais, os verbos das duas orações podem aparecer no presente simples.  
**Ex.:** Metals expand if you heat them.
  - (D) Pode-se usar o presente simples com o imperativo.  
**Ex.:** If you have any problem, call me.
  - (E) Quando na frase houver **had** ou **were**, pode-se omitir o **if** fazendo-se a inversão do verbo com o sujeito.  
**Ex.:** If John had arrived early, he would have seen the show.  
Had John arrived early, he would have seen the show.
  - (F) **Unless** (se não; a menos que) pode ser usado em lugar de **if not**.  
**Ex.:** Bill won't come to the party if you don't invite him.  
Bill won't come to the party unless you invite him.

## Lista dos principais verbos irregulares em inglês

Os verbos constantes da lista a seguir foram agrupados pelas características que têm em comum.

Em inglês, os verbos são irregulares quando:

- I. Suas formas de infinitivo (presente), passado e particípio passado são idênticas:

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE	TRADUÇÃO
to bet	bet	bet	apostar
to burst	burst	burst	estourar
to cast	cast	cast	arremessar
to cost	cost	cost	custar
to cut	cut	cut	cortar
to hit	hit	hit	bater, golpear
to hurt	hurt	hurt	ferir, machucar
to let	let	let	deixar, permitir
to put	put	put	pôr, colocar
to quit	quit	quit	desistir, parar
to read	read	read	ler
to set	set	set	pôr, estabelecer
to shed	shed	shed	derramar
to shut	shut	shut	fechar
to split	split	split	rachar, partir
to spread	spread	spread	espalhar, difundir
to wet	wet	wet	molhar, umedecer

- II. Suas formas de passado e particípio passado são idênticas:

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE	TRADUÇÃO
to bend	bent	bent	dobrar, curvar
to bind	bound	bound	atar, amarrar
to bleed	bled	bled	sangrar
to bring	brought	brought	trazer
to build	built	built	construir
to buy	bought	bought	comprar
to catch	caught	caught	pegar
to deal	dealt	dealt	lidar, negociar
to dig	dug	dug	cavar

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE	TRADUÇÃO
to feed	fed	fed	alimentar
to feel	felt	felt	sentir
to fight	fought	fought	lutar
to find	found	found	encontrar
to get	got	got	pegar, etc.
to hang	hung	hung	pendurar
to have	had	had	ter
to hear	heard	heard	ouvir
to hold	held	held	segurar, prender
to keep	kept	kept	guardar
to lay	laid	laid	pôr, colocar
to lead	led	led	liderar
to leave	left	left	partir, deixar
to lend	lent	lent	emprestar
to lose	lost	lost	perder
to make	made	made	fazer
to mean	meant	meant	significar
to meet	met	met	encontrar
to pay	paid	paid	pagar
to say	said	said	dizer
to seek	sought	sought	procurar
to send	sent	sent	enviar, mandar
to sell	sold	sold	vender
to shine	shone	shone	brilhar
to shoot	shot	shot	atirar
to sit	sat	sat	sentar-se
to sleep	slept	slept	dormir
to spend	spent	spent	passar, gastar
to stand	stood	stood	ficar, suportar
to strike	struck	struck	bater, golpear
to sweep	swept	swept	varrer
to teach	taught	taught	ensinar
to tell	told	told	dizer, contar
to think	thought	thought	pensar, achar
to understand	understood	understood	entender
to weep	wept	wept	chorar, lamentar
to win	won	won	ganhar

III. Suas formas de infinitivo, passado e particípio passado têm vogais diferentes:

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE	TRADUÇÃO
to begin	began	begun	começar
to drink	drank	drunk	beber
to ring	rang	rung	soar, tocar
to sing	sang	sung	cantar
to sink	sank	sunk	afundar
to spring	sprang	sprung	saltar
to swim	swam	swum	nadar

IV. Suas formas de particípio passado são quase idênticas às do infinitivo, havendo apenas o acréscimo de **-en**, ou **-n** (sendo que, em alguns casos, a consoante final pode aparecer dobrada):

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE	TRADUÇÃO
to beat	beat	beaten	bater, vencer
to blow	blew	blown	soprar
to do	did	done	fazer
to draw	drew	drawn	sacar, desenhar
to drive	drove	driven	dirigir
to eat	ate	eaten	comer
to fall	fell	fallen	cair
to forbid	forbade	forbidden	proibir
to forgive	forgave	forgiven	perdoar
to give	gave	given	dar
to go	went	gone	ir
to grow	grew	grown	criar, crescer
to hide	hid	hidden	esconder
to know	knew	known	saber, conhecer
to ride	rode	ridden	cavalgar, passear
to rise	rose	risen	levantar-se
to see	saw	seen	ver
to shake	shook	shaken	balançar, bater
to take	took	taken	tomar, pegar
to throw	threw	thrown	arremessar, jogar
to write	wrote	written	escrever

V. Suas formas de particípio passado são formadas pelo acréscimo de **-n**, **-en** ou **-ne** às suas formas de passado após verificadas pequenas mudanças, como a queda do **e** final, a repetição da consoante final ou a transformação do **y** em **i**.

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE	TRADUÇÃO
to bear	bore	born	dar à luz, gerar
to bite	bit	bitten	morder
to break	broke	broken	quebrar
to chose	chose	chosen	escolher
to forget	forgot	forgotten	esquecer
to freeze	froze	frozen	congelar
to lie	lay	lain	deitar, jazer
to speak	spoke	spoken	falar
to steal	stole	stolen	furtar, roubar
to swear	swore	sworn	jurar
to tear	tore	torn	rasgar
to wear	wore	worn	vestir

VI. Suas formas de infinitivo e particípio passado são idênticas, havendo apenas alteração de uma vogal na forma de passado:

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE	TRADUÇÃO
to become	became	become	tornar-se
to come	came	come	vir
to run	ran	run	correr

VII. Suas formas de passado e particípio passado são construídas com o acréscimo de **-ed**, mas podem também apresentar variações:

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE	TRADUÇÃO
to saw	sawed	sawed / sawn	serrar
to sew	sewed	sewed / sewn	costurar
to sow	sowed	sowed / sown	semear
to show	showed	shown	mostrar

VIII. Há duas formas possíveis de passado e particípio, sendo uma delas regular (**-ed**):

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE	TRADUÇÃO
to burn	burned / burnt	burned / burnt	queimar
to dream	dreamed / dreamt	dreamed / dreamt	sonhar
to lean	leaned / leant	leaned / leant	apoiar-se
to learn	learned / learnt	learned / learnt	aprender
to smell	smelled / smelt	smelled / smelt	cheirar
to spoil	spoil / spoilt	spoil / spoilt	estragar
to sweat	sweated / sweat	sweated / sweat	suar

IX. Suas formas de infinitivo, passado e particípio são todas diferentes entre si:

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE	TRADUÇÃO
to fly	flew	flown	voar

EXERCISES LEVEL 1

**01** Supply the correct verb tense:

- (A) We \_\_\_\_\_ (see) you tomorrow.
- (B) I \_\_\_\_\_ (meet) him in the park every day.
- (C) The girls \_\_\_\_\_ (be) late today.
- (D) The boys \_\_\_\_\_ (be) near the bar 5 minutes ago.
- (E) Sally \_\_\_\_\_ (help) Mom in the kitchen now.
- (F) Listen! The telephone \_\_\_\_\_ (ring).
- (G) They \_\_\_\_\_ (play) tennis while I \_\_\_\_\_ (work).
- (H) She \_\_\_\_\_ (learn) French when she \_\_\_\_\_ (go) to France last year.
- (I) He didn't \_\_\_\_\_ (come) by bus yesterday. He \_\_\_\_\_ (come) on foot.
- (J) They \_\_\_\_\_ (pay) the bill tomorrow.
- (K) She \_\_\_\_\_ (watch) TV every night.
- (L) \_\_\_\_\_ (go) quickly! Your friends \_\_\_\_\_ (wait) for you now.
- (M) I always \_\_\_\_\_ (buy) newspapers here.
- (N) We \_\_\_\_\_ (live) in Brazil now but we \_\_\_\_\_ (live) in Spain next year.
- (O) They \_\_\_\_\_ (work) in the garden now.

**02** Supply the correct past tense of the verbs in parentheses:

- (A) They \_\_\_\_\_ (drink) two beers before they \_\_\_\_\_ (start) dinner.
- (B) She \_\_\_\_\_ (answer) the door after we \_\_\_\_\_ (ring) the bell many times.
- (C) I \_\_\_\_\_ (sleep) for one hour when he \_\_\_\_\_ (knock) at the door.
- (D) He \_\_\_\_\_ (shout) to his horror that he \_\_\_\_\_ (eat) a fly.
- (E) The girl \_\_\_\_\_ (ask) me what \_\_\_\_\_ (happen).
- (F) The house \_\_\_\_\_ (be) much smaller than he \_\_\_\_\_ (think).
- (G) He \_\_\_\_\_ (say) he \_\_\_\_\_ (look) for the book everywhere.
- (H) I \_\_\_\_\_ (be) sure that I \_\_\_\_\_ (see) him before.
- (I) We \_\_\_\_\_ (see) that we \_\_\_\_\_ (take) the wrong way.
- (J) \_\_\_\_\_ he \_\_\_\_\_ (say) what he \_\_\_\_\_ (do) with your money?

**03** Supply the correct form of the verbs in parentheses:

- (A) He would have seen her if he \_\_\_\_\_ (wait).
- (B) If I \_\_\_\_\_ (be) you, I would not do it.
- (C) They \_\_\_\_\_ (give) him the message if they had seen him.
- (D) If we had been here, we \_\_\_\_\_ (help) you.
- (E) If today \_\_\_\_\_ (be) Monday, I would have to go to work.
- (F) If he \_\_\_\_\_ (have) a car, he would have taken the trip.
- (G) If he \_\_\_\_\_ (be) tired, he would go to bed).
- (H) I \_\_\_\_\_ (ask) her to go if I had thought of it.
- (I) I \_\_\_\_\_ (try) to visit her if I had time.
- (J) She \_\_\_\_\_ (buy) that picture if it cost only ten dollars.
- (K) The reporter \_\_\_\_\_ (write) about it if he has enough time.
- (L) He \_\_\_\_\_ (like) my play if he read it.
- (M) The secretary \_\_\_\_\_ (type) it if she had not been ill.
- (N) If we liked her, we \_\_\_\_\_ (invite) her.
- (O) If you \_\_\_\_\_ (call) at 8 o'clock, I will be having breakfast.

**ESPCEX – (Adaptada) Choose the correct alternative in the sentences below:**

**01** “These books are all new. \_\_\_\_\_ one do you want to buy?”

- (A) who
- (B) why
- (C) where
- (D) which
- (E) how

**02**

“ \_\_\_\_\_ do you do for a living?”  
 “Me? I work as a babysitter.”

- (A) Who
- (B) Where
- (C) How
- (D) When
- (E) What

**03** “ \_\_\_\_\_ did John go yesterday?”

“ He went to the doctor's with his mother.”

- (A) Where
- (B) What
- (C) When
- (D) Who
- (E) Which

04 "There \_\_\_\_\_ 2,000 people living here and almost everybody \_\_\_\_\_ their own car."

- (A) is/has
- (B) is/have
- (C) are/has
- (D) are/have
- (E) was/has

05

"Did you take the medicine?"  
"Yes, but when I \_\_\_\_\_ it, it \_\_\_\_\_ any good."

- (A) took/doesn't
- (B) take/didn't do
- (C) took/didn't do
- (D) took/didn't
- (E) take/doesn't

06 How often \_\_\_\_\_ in São Paulo?"

- (A) does it rain
- (B) it rains
- (C) does rain
- (D) rains
- (E) rain

07

Mike and John are on the phone:  
Mike: "I know that you and your uncle speak English. And what about your nephew?"

- (A) John: "She speaks German."
- (B) John: "They speak French."
- (C) John: "I speak English, too."
- (D) John: "We speak Portuguese."
- (E) John: "He speaks Italian."

08

"I play \_\_\_\_\_ tennis once or twice \_\_\_\_\_ week if I can. It's my favorite sport. I can say I'm \_\_\_\_\_ good player, but not \_\_\_\_\_ expert."

- (A) the / \_\_\_\_\_ / a / the
- (B) \_\_\_\_\_ / an / a / a
- (C) \_\_\_\_\_ / a / a / an
- (D) the / an / a / an
- (E) \_\_\_\_\_ / the / \_\_\_\_\_ / the

09

"My friends live in \_\_\_\_\_ old house in \_\_\_\_\_ small village. There is \_\_\_\_\_ beautiful garden behind \_\_\_\_\_ house. I would like to have \_\_\_\_\_ garden like that."

- (A) an / a / a / an / the
- (B) an / a / a / an / a
- (C) a / an / a / the / the
- (D) a / an / a / the / a
- (E) an / a / a / the / a

10

"Yoko and I are having dinner at a restaurant tonight. It's \_\_\_\_\_ anniversary. Do you want to come with \_\_\_\_\_?"  
"I'm sorry, but Bill is coming to \_\_\_\_\_ house. I invited \_\_\_\_\_ for dinner."

- (A) us / we / my / he
- (B) our / us / his / him
- (C) us / our / my / him
- (D) our / us / my / him
- (E) our / our / my / his

Read the text and answer the following questions.

## HACKERS

Man is the only animal that stores wealth. Prehistoric men stored bones because **they** used them as weapons. Later, men stored salt because they used **it** as currency, and even later they stored gold, silver and precious stones. In our present time, **information is the most valuable commodity.**

In the past, people used to store goods and there was always someone trying to steal them.

Today there are people who steal information from computers. They are called hackers. Most hackers are young, male and love computers. All they need is a computer and a telephone line. They use the telephone line to connect their computers to other computers.

Good hackers can enter even well-protected systems. They can transfer large amounts of money from one bank to another. They can get free air tickets, and use someone else's credit card number to buy anything.

Hackers steal information for fun. Many others sell information to organized crime gangs.

More companies use computers everyday, so there will be even more computer crimes in the future.

(Adapted from *Série Aquarius*, level 2: Ed. Moderna.)

11 **They** in line 2 refers to:

- (A) bones.
- (B) prehistoric men.
- (C) weapons.
- (D) animals.
- (E) wealth.

12 **It** in line 3 refers to:

- (A) currency.
- (B) gold.
- (C) silver.
- (D) precious stones.
- (E) salt.

## EXERCISES LEVEL 2

(AFA 1999)

01

08:00 p.m. – Mike had several glasses of wine.  
12:00 a.m. – Mike had an accident.

What could you say about Mike at this present moment?

- (A) Mike will have gone home earlier then.
- (B) He has been driving drunk for many hours.
- (C) Mike can't drive very well after the accident.
- (D) After he'd drunk several glasses of wine, Mike had an accident.

**02** The sentence "just do it", which is Nike's slogan, is in:

- (A) the present tense.
- (B) the present perfect tense.
- (C) the imperative affirmative.
- (D) the contracted emphatic form.

**03** The past tenses are correct in:

- (A) meant – shook – understood – shaved
- (B) taught – touched – lent – earned – burnt
- (C) kept – trusted – bought – stole – owned
- (D) dreamt – spoke – hurted – realized – thought

**04** Choose the right alternative to complete the blanks.

"The airplane \_\_\_\_\_ at 3.000 feet \_\_\_\_\_ the airport when the pilot \_\_\_\_\_ something was happening with one of the engines."

- (A) had flown/ over/ repaired
- (B) was flying/ above/ noticed
- (C) had been flying/ on/ had been
- (D) has flown/ up/ had communicated

**05** Jake began to work out at 5:00 p.m. It's 6:30 p.m. now and Jake's still working.

The sentence tells us that Jake

- (A) might quit working soon and go home.
- (B) has been working long hours at the job.
- (C) has been exercising for 1:30 hours at all.
- (D) will have gone back inside at any moment.

**(AFA 2000)**

**06** No one could avoid noticing my \_\_\_\_\_ or \_\_\_\_\_ dress during the party.

- (A) wives / daughter
- (B) wife / daughter's
- (C) wife's / daughter's
- (D) wive's / daughter's

**07** Choose the alternative in which there are only uncountable nouns:

Yesterday I went to the supermarket and bought \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

- (A) tea , cream, paper, beer and ice
- (B) fruit, salmon, rice, sugar and oil
- (C) lettuce, milk, jam, egg and cucumber
- (D) beans, cabbage, fish, carrot and water

**08** \_\_\_\_\_ milk and \_\_\_\_\_ meat are good for \_\_\_\_\_ our health.

- (A) \_\_\_ / \_\_\_ / \_\_\_
- (B) \_\_\_ / the / \_\_\_
- (C) The / the / \_\_\_
- (D) The / the / the

Read the text to answer the questions:

"Second Wind – This is a feeling of relief that occurs after exercise has become strenuous. Whereas breathing was labored and the work felt painful before, breathing becomes easier and the work more tolerable after athletes experience a second wind. The reasons for this reduction in effort are not known. The early distress may be associated with the temporary use of anaerobic metabolism until oxygen consumption has increased and aerobic metabolism is providing a larger percentage of the energy for work. There is some support for this notion in the fact that second wind only occurs during endurance efforts.

Second wind usually occurs when athletes are just beginning their training program after a long layoff. Well-trained athletes rarely experience this phenomenon, probably because their circulatory system adjust more rapidly after they become conditioned."

(MAGLISHO, Ernest. *Swimming even faster.*)

**09** According to the excerpt, second wind is \_\_\_\_\_.

- (A) a painful exercise
- (B) a good sensation
- (C) an exercise training
- (D) the aerobic metabolism

**10** When does second wind happen?

- (A) During endurance efforts.
- (B) In the beginning of a layoff.
- (C) When athletes reduce efforts.
- (D) When doing anaerobic exercises.

**11** \_\_\_\_\_ do not feel second wind often.

- (A) Athletes who have a good preparation.
- (B) Athletes who have strenuous breathing.
- (C) Athletes who have increased the use of anaerobic consumption.
- (D) Athletes who have a good experience with this kind of phenomenon.

**12**

– Hey Jackie are you there?! Jackie?!  
 – I'm here!  
 – The phone is ringing!  
 – \_\_\_\_\_ it.

- (A) I'll get
- (B) I've rung
- (C) I ought answer
- (D) I'd been taking

Read the text below to answer the questions.

"I can empathize with the person who has his home violated and seeks both revenge on burglars in general, and a painfully deterring experience for the next burglar in particular who chooses him for a victim. But booby traps are not the way. (...)

Under American law you can only hurt the burglar if he threatens the life and limb of innocent persons inside. A booby trap, something that physically harms an intruder, can maim or kill a fire fighter breaking in to rescue your home and possessions from a blaze. It can spring shut on your spouse or child, or even on you if you come home preoccupied with something else and forget to circumvent your trap. Improperly set up, it can go off accidentally and injure or kill you or a member of your family, or your household pet. (...)

Booby traps are for guerrilla soldiers. They do not belong in American homes and business. If you try to use them you will be the "booby" who ultimately gets "trapped".

(AYOUB, Massad F. *The truth about booby traps.*)

**13** According to American laws a citizen has the right to \_\_\_\_\_.

- (A) run away only during a fire
- (B) kill only to protect his house
- (C) revenge only particular intruders
- (D) hurt only if he receives threatens in his house

**14** "Booby trap" is a (an) \_\_\_\_\_.

- (A) proper weapon for revenges
- (B) proper device for guerrillas
- (C) home device safe against robbers
- (D) excellent mechanism of protection

According to the text:

- I. Booby traps only hurt innocents.
- II. Your own family can be hurt.
- III. You can be your own victim.
- IV. An accident may hurt your house in fire.

**15** From the statements above, the right one (s) are (is) \_\_\_\_\_.

- (A) only II
- (B) II and III
- (C) III and IV
- (D) I, II and III

**16 (AFA 2001)** In the following alternatives, all the nouns are feminine, EXCEPT:

- (A) daughter / cock / witch / aunt
- (B) spinster / niece / vixen / hen
- (C) heiress / jewess / empress / mare
- (D) lioness / gander / ewe / bee

**17** Mark the correct set of pronouns to complete the sentences below.

Duchess Sharon couldn't find any jewels in the jewel case because \_\_\_\_\_ children had taken \_\_\_\_\_ to perform a play at school. \_\_\_\_\_ didn't tell it to \_\_\_\_\_ mother and \_\_\_\_\_ got very irritated with \_\_\_\_\_ because of \_\_\_\_\_.

- (A) their / they / Them / their / her / them / him
- (B) your / him / They / them / your / her / them
- (C) her / them / They / their / she / them / it
- (D) his / their / Their / they / he / they / its

Directions: Read the text below and then answer the questions below.

A fox was walking through an orchard when he saw a bunch of grapes which had just turned ripe. They were on a vine that was growing over a lofty branch. "Just the thing to quench my thirst", he thought. Drawing back a few paces, he took a run and a jump and just missed the brunch. Turning round, he again tried to jump, but with no better success. Again and again he tried after the tempting morsel. At last he had to give it up and walked away with his nose in the air, saying to himself, "I am sure they are sour."

(Adapted from *Stairway to English.*)

**18** Who was the fox trying to convince?

- (A) Himself.
- (B) Myself.
- (C) Herself.
- (D) Ourselves.

**19** In the sentence "... a vine that was growing over a lofty branch", the underlined word means:

- (A) high.
- (B) huge.
- (C) tiny.
- (D) distant.

**20** The opposite of "sour" in the fable is:

- (A) salty.
- (B) ripe.
- (C) bitter.
- (D) green.

**21** In the text we have some irregular verbs in the Simple Past Tense:

WAS – SAW – HAD – THOUGHT – TOOK

The infinitive form of these verbs are respectively:

- (A) am / see / has / thank / taking.
- (B) are / sees / have / thinking / takes.
- (C) is / seen / has / thinks / taken.
- (D) be / see / have / think / take.

**22** Consider the following statements:

- Phil is going to Denver tomorrow.
- Phil's plane will depart at 10 tomorrow morning.
- It's 10 a.m. now.

Based on the information above, we can say that at this time tomorrow Phil:

- (A) is going to be in Denver.
- (B) would have gone to Denver.
- (C) will have arrived in Denver.
- (D) will be departing to Denver.

Since 1961, the World Wildlife Fund has saved lots of animals and birds from extinction. It has given more than 40 billion dollars to conservation projects around the world. It has created or supported 260 National Parks on five continents. But there's still much more work to do.

(Adapted from *Time.*)

**23** According to the context and the verbal tenses used in the article, it's correct to say that:

- (A) the World Wildlife Fund's work may be considered a finished action.
- (B) the help given by the World Wildlife Fund began in the past and it's still active.
- (C) the fund is going to support National Parks in the future but not now.
- (D) animals and birds were saved by the Fund in 1961 and before then.

**24** On December 7th, 1941, Pearl Harbor, an American Naval base in the Pacific Ocean, was attacked by Japanese planes, causing the United States to enter the war the next day. Nineteen ships and about 200 planes were destroyed or seriously damaged in the attack.

Mark the correct alternative to complete the sentences below so that the questions are correct and can be answered based on the text above.

- I. \_\_\_\_\_ planes were destroyed or damaged in the attack?
- II. \_\_\_\_\_ was Pearl Harbor attacked by?
- III. \_\_\_\_\_ caused the US to enter the war?
- IV. \_\_\_\_\_ did Japanese planes attack Pearl Harbor?

- (A) How many / Who / What / When
- (B) Whose / When / How / What time
- (C) What / Why / Who / How
- (D) Which / Where / What / How long

**25** Choose the option that completes the sentences below correctly:

- I. The ladder \_\_\_\_\_ I was standing began to slip.
- II. My roof leaks \_\_\_\_\_ it rains.
- III. The wine, \_\_\_\_\_ was in the cellar, was ruined.
- IV. \_\_\_\_\_ happens don't forget to call us.

- (A) on which / whichever / when / wherever
- (B) that / whenever / which / whatever
- (C) which / when / that / whichever
- (D) \_\_\_ / when / what / whenever

**26** The underlined sentence in which the connecting word was **ERRONEOUSLY** omitted is:

Sam is not a man we can trust at all(1), believe it or not. He told me the cheese comes from his city is quite good(2). He's a liar. In fact it tastes pretty bad. He also told me the land he sold me is good for farming(3). It's an arid region. And he insists on saying that he didn't tell me anything of this. But he can't forget the things he said(4). Now I'm terribly disappointed.

- (A) 1. (C) 3.
- (B) 2. (D) 4.

**27** Mark the item that completes the following passage correctly with the appropriate missing articles when required.

"Immediately after \_\_\_\_\_ assault, rape or robbery, victims or witnesses can usually summon up \_\_\_\_\_ mental image of \_\_\_\_\_ assailant. But by \_\_\_\_\_ time they sit down with \_\_\_\_\_ sketch artist at \_\_\_\_\_ police station, their memories often have faded."

- (A) \_\_\_ / the / an / \_\_\_ / the / the (C) the / \_\_\_ / the / \_\_\_ / the / \_\_\_
- (B) an / the / \_\_\_ / the / \_\_\_ / a (D) an / a / the / the / a / the

**28 (AFA 2002)** Think you feel bad about those lost vacation photos? Consider (1) Barry Mathews. In 1993 (2) British geologist traveled to (3) Arctic Circle. There, he photographed soils and vegetation for (4) study on climate change. Back in (5) England, he took (6) film to his local pharmacy for (7) developing. That was (8) last he saw of it. Three years later, (9) pharmacy admits it lost (10) film. Mathews, 59, is suing for £ 30,000 – (11) cost of another trip. Our advice: take (12) sketch pad.

About the 12 gaps on the text above, mark the **FALSE** alternative.

- (A) All the gaps can be completed with definite or indefinite articles.
- (B) We cannot use articles in three of the gaps.
- (C) Gaps number (4) and (12) are correctly completed with indefinite articles.
- (D) It's correct to use definite article in seven gaps.

**29** The main U.S. concern is that Russia is the source. Moscow has responded to fears that terrorists could use stray nuclear material to build a dirty bomb by promising to tighten security around its nuclear submarines and nuclear research centers."

Considering the underlined words as C (Count Noun) and NC (Noncount Noun), how can you classify them?

- (A) concern – C / source – NC / research – C.
- (B) concern – NC / source – C / research – C.
- (C) concern – NC or C / source – C / research – NC.
- (D) concern – NC or C / source – NC / research – NC.

**30** I'm still doubtful about the characters of the new novel. You probably agree that the suspects reactions were totally unexpected as their explanations didn't make their intentions clear enough in the testimony. We could first deduce that the fake nun was the prime suspect for having poisoned the stallion and the sow. On the other hand, the cunning steward and the wily widower had extravagant posture after the judgement.

Considering the underlined words in the text, you could say that:

- (A) three words are female.
- (B) all of words are male.
- (C) two words are female.
- (D) just one word is female.

**31** Mark the option that completes the text correctly:

My little boy is just 8 but completely curious about the study of different \_\_\_\_\_ and theories. He got the surprise of his life when he discovered at school that \_\_\_\_\_ are the smallest living things. He is enchanted with hundreds of \_\_\_\_\_ about the universe and surprised for sometimes not finding answers to the \_\_\_\_\_ and the fantastic development of nature. Therefore, I suppose he knows his \_\_\_\_\_ can also explain to him some doubts he has about thousand of \_\_\_\_\_ of the universe and procreation, considering the existence of God, of course.

- (A) formula / bacteria / mysteries / thesis / believes / phenomenon
- (B) formulas / bacterium / mystery / theses / believes / phenomenos
- (C) formulae / bacteria / mysteries / theses / beliefs / phenomena
- (D) formulas / bacterias / mysterious / thesis / beliefs / phenomenon

**32** The funniest scene of the comedy is the one when the host spills red wine on the heir's coat and by mistake kneels down beside a shy spinster to offer \_\_\_\_\_ apologies. So, a problem of communication arises between them because the shy spinster is deaf. Besides, \_\_\_\_\_ can't understand what's happening. While the heir is in the bathroom cleaning the coat, a water pipe bursts and floods the whole place where the guests are. The heir \_\_\_\_\_ gets confused about what to do. I burst into laughter.

Choose the item that completes the gaps correctly:

- (A) his / he / by herself
- (B) her / she / herself
- (C) him / he / by himself
- (D) his / she / himself

**33** According to the Possessive Case rules, mark the only option in which the justification in parentheses is correct:

- (A) Thomas's knapsack was sewn by a hospitable old woman in the last hostel he was. (Incorrect – If a noun ends in s, you put just ' after the s)
- (B) Next week's meeting has been canceled because of the last stormy night. (Incorrect – you can't use 's with time expressions)
- (C) Thousands of passers-by went to the city's new theater to shelter from the rain. (It's possible to use 's for places)
- (D) Jack and Jill need eight hours' sleep a night. (Incorrect – you can't use 's with plural words and with periods of time)

**34** Taking the following sentences mark the option which fills the blanks correctly.

- I. Is it true that \_\_\_\_\_ suggestions were declined by the senators?
- II. \_\_\_\_\_ manholes could be severely depleted over the storms.
- III. Just \_\_\_\_\_ knowledge is needed to solve such elementary technical problem.
- IV. Do you get \_\_\_\_\_ chance to travel in your job?
- V. After \_\_\_\_\_ deliberation the judges awarded the prize to her.

- (A) few – Many – little – much – much.
- (B) a lot of – Few – many – lots of – little.
- (C) much – Lots of – a few – a little – a lot of.
- (D) lots of – Little – lots of – little – few.

**35** Mark the correct alternative to complete the dialog:

- A:** "What a terrible trip I had."  
**B:** "Come with me. I'll show you a place to sleep."  
**A:** "Thanks. By the way, (I) \_\_\_\_\_?"  
**B:** "It's Linda's. She's living in London now. So, you can use it as long as you want."  
**A:** " (II) \_\_\_\_\_?"  
**B:** "Since last summer."

- (A) (I) Whose room is this?  
(II) How long has she been living there?
- (B) (I) Who's this in the picture?  
(II) How much was she away?
- (C) (I) Whose is this bedroom?  
(II) When did she go to London?
- (D) (I) Who had lived in this room?  
(II) When has she lived in London?

**36 (AFA 2003)** In the sentence " Took a lot of pills", which other expression of quantity couldn't be used in it?

- (A) a large number of.
- (B) a couple of.
- (C) a great deal of.
- (D) plenty of.

**37** After reading the two stories below, mark the opinion that best explain the tenses used in each of them.

**TEXT A**

Unemployed Terry Fitton has applied for an amazing 2.350 jobs... and he's still out of work. Terry, 50, has posted applications at the rate of nearly four a day for the past two years.

**Text B**

Superstar Paul McCartney last night watched a heart-stopping sea search for his 15-years-old son James. The ex-Beatle and his wife Linda stood ashen faced on a beach after the youngster was swept out of sight while surfing. But thirty minutes later they were joyfully hugging James as he stepped unharmed from the waves.

- (A) Text A has a time phrase: for the past two years, which sets the time as time coming up to now. And Text B has the time phrase last night, which sets the time as time finished, separated from now.
- (B) Text A no explicit time phrase used so it doesn't matter which tense you choose when there is no time phrase. And text B, past is used because the speaker considers it important in relation to now
- (C) In text A it doesn't matter which tense you choose because there is no time phrase, so both are always possible. In text B, past is used because things have happened recently.
- (D) In text A, the present perfect is used because things are separated in the speaker's mind from now. In text B, the past is used as things happened a long time ago.

**38** Considering the sentence "in my foolish lover's games". The boldface structure is grammatically correct in the context because:

- (A) 's is used with singular and plural nouns not ending in s.
- (B) a simple apostrophe ('s) is used with abstract nouns.
- (C) it's a classical name not ending in s.
- (D) referring to feelings, 's should be used.

**(AFA 2004)**

Considering the extracts of some texts, answer the question below:

- I. The woods were visible from the back windows and it was clear why the house was called Common wood House, because there were views of the common from all sides.
- II. The Hospital where Maggie in Little Dorrit was treated for fever is able to provide its impoverished patients with fruit and soft drinks...
- III. Most of the work was completed before the start of the nineteenth century. Thus the next chapter will focus on how land was farmed in Northamptonshire and Bedfordshire in the eighteenth century. Changes after 1700 will not be discussed.
- IV. Immediately after an assault, rape or robbery, victims or witnesses can usually summon up a mental image of the assailant. But the time they sit down with a sketch artist at the police station, their memories often have faded.

**39** What are the real topics mentioned in the extracts you've just read above?

- I. The reason why the house was called Common wood House.
- II. The fact that a hospital can feed the poor patient with good supply.
- III. How a great part of a work was completed in the nineteenth century, how it was farmed in some places and the changes they suffered.

IV. There's an evidence that after an assault or robbery, the victims get frightened of telling the police the true facts.

- (A) I and IV. (C) II, III and IV.  
(B) I and II. (D) I and III.

Read the ad and answer the question below.

Lockheed Martin and Sikorsky. Working together for three decades, this team \_\_\_\_\_ (I) and integrated \_\_\_\_\_ (II) any other team in the world. That includes the SH-60B, \_\_\_\_\_ (III) the new MH-60R and MH60S programs. This \_\_\_\_\_ (IV) delivers the proven Naval hawk airframe with advanced multi – together we capabilities to the U.S. Navy and navies world wide – together we deliver \_\_\_\_\_ (V) naval capability to \_\_\_\_\_ (IV) customers.

**40** Fill in the blanks correctly with grammatical subjects that have been asked in the questions below:

- I. Use the Present Perfect Tense of the verb to build.
- II. Use a Comparative form of Superiority.
- III. Use a Comparative form of Equality.
- IV. Use the right Possessive case of nouns.
- V. Use the Superlative form of an adjective.
- VI. Use the right Pronoun.

- (A) has built/ more naval helicopters than / as well as / team's synergy / the best / our.  
(B) have build / many naval helicopters as / so good as / teams' synergy / the better / ours.  
(C) had build / much more helicopters than / less well as / team synergy's / more and more / us.  
(D) has builded / less helicopters than / not so bad as / team synergys's / the most / we.

Read the text below and answer the question below.

One day in 1895 a German scientist named Wilhelm Roentgen discovered an astonishing thing. He \_\_\_\_\_ with the electron rays, shooting them at a coated glass screen. Roentgen happened to pass his hands between the rays and screen. To his amazement, the shadow of the bones inside his hand \_\_\_\_\_ instead! Most of the rays \_\_\_\_\_ right through the flesh of his hand lighting the screen, but enough of them were stopped by the bones to produce a clear shadow of the hand's skeleton. Roentgen \_\_\_\_\_ the X-ray.

**41** Fill in the blanks in the text. Choose the best verbs to complete it.

- (A) experimented / appears / passes / discovered  
(B) had experimented / appeared / has passed / has discovered  
(C) is experimenting / is appearing / passed / was discovering  
(D) was experimenting / appeared / were passing / had discovered

Read the part of the lyrics and answer the questions below:

Slip inside the eye of your mind  
Don't you know you might find  
A better place to play  
You said that you've never been  
But all the things that you've seen  
They slowly fade away

**42** Mark the option that justifies the use of the underlined verbal tense in the context:

- (A) indefinite time. (C) finished action.  
(B) reported speech. (D) beginning of an action.

**43** The sentence ' They slowly fade away' means:

- (A) The places are sometimes harmful to people.  
(B) The things gradually disappear.  
(C) Person in love may die.  
(D) Minds are mainly confused.

**44** All the sequences of nouns below are in the plural form, except one. Mark it.

- (A) sheep / series / women / loaves / fruit  
(B) means / children / mice / lice / wolves  
(C) geese / thieves / oxen / buzzes / feet  
(D) news / electronics / measles / nephew / widower

**45** Mark the alternative that best completes the text below:

"Would you like to travel back in time and see knights in armor fighting battles? Or go forward to the 21<sup>st</sup> century and see the world of the future?"

Time travel \_\_\_\_\_ the dream of science-fiction writers for many years. Perhaps the first story about time travel was. The time machine by H. G. Wells, but there has been many more stories, films and TV series since then. In the movie BACK TO THE FUTURE, Michel J. Fox plays a teenager \_\_\_\_\_ accidentally travels back 30 years in time. There he meets his parents, who are still teenagers and \_\_\_\_\_ in love yet.

He has to help them get together, because if they don't get married, he \_\_\_\_\_ exist! When he gets back to the present, he finds that he has improved their lives – and his own."

You may think that time travel is just fantasy, but some scientists believe it's possible – at least traveling into the future.

- (A) was/ that/ have fallen/ wouldn't  
(B) has been/ who/ haven't fallen/ won't  
(C) is/ whom/ have fallen/ won't  
(D) have been/ in which/ haven't fallen/ would

**46** In the text above, the pronoun **they** in the 9th line refers to:

- (A) H. G Wells and Michel J. Fox.  
(B) M. J. Fox's parents in the film.  
(C) The science-fiction writers.  
(D) The films about science-fiction.

Read the dialogue and answer questions 47 and 48.

**A:** "Sue has been playing volleyball a lot recently!"  
**B:** "That's because she wants to be a professional."

**47** Mark the option that best explains the use of the underline verb tense.

- (A) It expresses a habit or a regular past activity.  
(B) It's a situation that started and finished in the past.  
(C) It's an activity that started in the past and hasn't finished yet.  
(D) The action is happening right now and will go on in a near future.

(AFA 2006)

"In a country which learned not to believe in God, it reigns the belief in science. Like saints, the cosmonauts (the way Russians call astronauts) occupy a place of eminence in the pantheon of the national Russian heroes. They have multiple talents, being the greatest one, the capacity of going to space. Streets, avenues and schools are named after astronauts. There are a lot of statues and museums all over the country. There's also a date to celebrate them, April, 12.

Up to now, ninety nine Russians have already gone into space since 1961, when Yuri Gagarin became the first man to go into orbit. Not by chance, he's adored among the conquerors of Cosmo. His premature death when he was 34 years old (seven years after his first and unique space flight in a tragic plane accident whose causes are still mysterious) contributed to create the myth."

(Adapted from *O Globo*, April, 02-2006.)

**48** Taking the sentence, "There are a lot of statues and museums all over the country. There's also a date to celebrate **them**.", the word in boldface refers to:

- (A) the statues and museums in Russia.
- (B) the astronauts from Russia.
- (C) streets, avenues and schools in Russia.
- (D) scientists from Russia.

June 12<sup>th</sup>, 1997. Diana, Princess of Wales, addresses a seminar on landmines. Here are some excerpts of her speech.

- I. "I welcome this conference on landmines (...) because the world is too little aware of the waste of life, limb and land which anti-personnel landmines are causing among some of the poorest people on earth. Indeed, until my journey to Angola early this year, (...) I was largely unaware of it too". (...)

**49** According to the excerpt above the underlined statement means that:

- (A) anti-personnel landmines are causing awareness among not only the poorest people but the landmines, too.
- (B) the poorest people on earth are wasting their lives in landmines that's why they waste their healthy, too.
- (C) limbs and lands that are among the poorest population are not aware of the world.
- (D) many people not even know or care about limbs and lands that are being lost due to landmines among the poorest people.

**50** According to Diana's speech we may observe that her first concern is related to the:

- (A) ones who are not killed outright.
- (B) little information the world has about the deaths caused by landmines.
- (C) terrible injuries people from Angola suffer.
- (D) world that remains largely aware of the handicapped ones.

Read the paragraph below to answer question 51.

"Os brasileiros são os grandes beneficiados com a autossuficiência na produção nacional de petróleo e com os investimentos que estão sendo feitos pela Petrobras."

(Revista PETROBRAS, abril de 2006.)

**51** According to the text:

- (A) our fuel is being produced in our country and we need to import it.
  - (B) Brazilians now have their own production of fuel that's why we may be proud of Petrobras.
  - (C) a lot of investment should be done in order to put Brazil in a high position.
  - (D) Petrobras has been the first company to produce fuel in great quantity.
- The following extract is from a children's school Science book. Read it and answer the question below.

When houses are double glazed, only a relatively small amount of heat is lost through the windows. Double glazed windows have two panes of glass and air is trapped between them, preventing escaping of the heat. Double glazing also ensures that condensation is reduced and noise is decreased. Heating bills can be reduced when double glazing is installed. People living near busy roads or airports also find that double glazing has to be fitted.

(Taken from *Exploring Grammar in Context* – Cambridge University Press)

**52** "only a relatively **small amount** of heat is lost through the windows." The boldfaced expression in the sentence can only be substituted for:

- (A) a great deal of.
- (B) plenty of.
- (C) a little.
- (D) a small number of.

### Who Moved My Cheese?

*Who Moved My Cheese?* It's a parable that reveals deep truths about changes. Two little mice and two little men live in a labyrinth searching for some cheese - a metaphor used to express what we wish to have in life, from a good job to spiritual peace. One of them is successful and writes what

he learnt from his experiences on the walls of the labyrinths.

The scribbled words on the walls teach us how to deal with the changes to live with less stress and achieve much more success at work and personal life.

(Spencer Johnson, M. D.)

**53**

"Two little mice and two little men live in a labyrinth searching for some cheese."

The word *little* can only be substituted for \_\_\_\_\_ and refers to the \_\_\_\_\_.

- (A) few / size of the men and mice
- (B) brief / height of them
- (C) short / the lack of importance showed by the author
- (D) small / emphatic opinion given by the author to the characters

**54** "Who moved my cheese?"

What's expected from the one who reads it?

- (A) Knowing life and the labyrinths to succeed more than usual.
- (B) Searching spiritual peace and living as the characters, always complaining about the career and life in general.
- (C) Dealing with changes, living better and achieving success.
- (D) Scribbling new experiences and admitting the ones success to use them deeply.

