

Interpretação

At the start of the 20th century, immigrant labor and innovation helped turn the U.S. into a powerful manufacturing nation. Today, foreign-born engineers jam the corridors of Silicon Valley, abetting America's information-technology boom. And as the 21st century dawns, yet another wave of immigrants will once again help transform the economy.

During the next decade, barring a change in government policy, nearly million immigrants are expected to arrive in the U.S. every year. Most, both legal and illegal, will continue to come from Latin America and Southeast Asia, but every foreign land will be represented. So will every level of skill, education, and talent. New arrivals will make up hotel beds, start their own shops, and pursue pathbreaking medical research.

And they'll play a critical role in providing the workers needed to keep the economy healthy. As baby boomers age and domestic birthrates stagnate, only foreign-born workers will keep the labor pool growing. By 2006, in fact, immigrants will account for half of all new U.S. workers; over the next 30 years, their share will rise to 60%.

It's not all about sheer numbers, of course. To lift productivity and stimulate growth, immigrants must provide creativity, entrepreneurial energy, or simple initiative that America couldn't find otherwise. "If all you did was bring in people who are exactly the same as those we have here, there would be no economic benefit," says Rand Corp. economist James P. Smith. "You'd just have more people."

Just as crucial, the array of education and skills immigrants bring could fit neatly with the supply of jobs over the next decade. According to Linda Levine at the Congressional Research Service, a branch of the Library of Congress, 60% of the jobs created through 2005 will require some post-secondary education. But, she adds, low-skill jobs will still represent about half the total employment.

Compare that job market to the prospective immigrant labor force. Of recent arrivals, only 63% have finished high school. No surprise that, while immigrants make up only 12% of today's workforce, they clean half the restaurant tables in the U.S. Yet immigrants also are 50% more likely than Americans to have a graduate degree. And a staggering 23% of U.S. residents holding PhDs in science and engineering are foreign born, according to the National Science Foundation.

Indeed, foreign-born workers have shown an extraordinary ability to assimilate and flourish. Certainly, some less skilled workers will remain at the bottom economic rung all their lives. Yet others will catch up quickly.

That, of course, will raise immigrants' living standards, delivering foreign-born workers and their families into America's middle and upper classes. More important, it will help drive innovation and entrepreneurship, key engines of the 21st Century Economy.

Extracted and reduced from a text by Howard Gleckman in Business Week; August 31, 1998.

EXERCISES LEVEL 1

01 The best title for this text is:

- (A) A Powerful Manufacturing Nation.
- (B) Cultural Diversity in the U.S.
- (C) The Changing Face of Immigrants.
- (D) Immigration Drives Workforce Growth.
- (E) American Information – Technology Boom.

02 According to the passage:

- (A) all immigrants have difficulty in adjusting to life in the U.S.
- (B) the lives of today's immigrants in the U.S are extremely difficult and dangerous.
- (C) less skilled immigrants are more likely to obtain low-skill jobs.
- (D) foreign workers are more creative and educated than most native Americans.
- (E) immigrants from Latin America and South Asia will work mainly in restaurants.

03 From what we read in this text, we can infer that the author's intention was to:

- (A) comment on the increasing importance of immigrant labor to the U.S. economy.
- (B) criticize prejudice against immigrants in the U.S.
- (C) discuss the pros and cons of Latin American immigration to the U.S.
- (D) inform the reader about the new wave of Asian immigrants to the U.S.
- (E) exemplify typical jobs taken by immigrant engineers in Silicon Valley.

04 The text you have just read was published as part of:

- (A) a chronicle on ethnic violence in the U.S.
- (B) an essay about ethnic wars in Latin America and Southeast Asia.
- (C) a newspaper article about ethnic cleansing in the U.S.
- (D) a short story about ethnic minorities in the American labor force.
- (E) a magazine article about ethnic diversity in the American labor force.

05 The pronoun "those" in "... the same as those we have here ..." (line 21-22) refers to the word "people" (line 21). Identify the item which contain an **incorrect** correspondence:

- (A) "they" (line 13) refers to "new arrivals" (line 11)
- (B) "their" (line 12) refers to "the next 30 years" (line 17)
- (C) "she" (line 18) refers to "Linda Levine" (line 26)
- (D) "they" (line 32) refers to "immigrants" (line 33)
- (E) "their" (line 39) refers to "some less skilled workers" (line 38)

06 In “Just as crucial, the array of education...could fit neatly with the supply...” (line 24), the modal could indicates that the writer tries to transmit an idea of:

- (A) certainty.
- (B) impossibility.
- (C) obligation.
- (D) ability.
- (E) probability.

07 The only option in which make up has the same meaning as “... while immigrants make up only 12% of today’s workforce ...” (lines 32) is:

- (A) “The committee is made up of representatives from all the university”.
- (B) “You must make up what you owe before the end of the month”.
- (C) “She never goes without making herself up first”.
- (D) “I can make up a bed for you on the floor”.
- (E) “He made up an incredible story about his holiday”.

08 The sentence “Yet immigrants also...degree” (lines 33-34) introduces:

- (A) a conclusion.
- (B) a definition.
- (C) a contrast.
- (D) a result.
- (E) an example.

09 The sentence “Indeed, foreign-born workers have shown an extraordinary ability to assimilate and flourish” (line 37-38) means that:

- (A) immigrant workers are indeed remarkably similar to American ones.
- (B) immigrant workers have shown a remarkable ability to assimilate English.
- (C) foreign workers go to the U.S. to learn English and to work with flowers.
- (D) foreign-born workers are outstanding gardeners.
- (E) immigrant workers have a talent for mixing and succeeding.

10 Check the only word from the text that could be used in the plural form:

- (A) information (line 4).
- (B) land (line 10).
- (C) research (line 12).
- (D) energy (line 20).
- (E) employment (line 29).

Verbos anômalos (modais)

Características gerais dos verbos anômalos:

- a. não têm infinitivo
- b. não recebem S ou ES na 3ª pessoa do singular no presente
- c. não são seguidos de infinitivo com TO (exceto be able, be, have e ought)
- d. geralmente formam suas próprias interrogativas e negativas

CAN, COULD, MAY e MIGHT – permissão

Existe uma gradação de formalidade (da informalidade gentil à formalidade fria, dependendo da circunstância).

CAN é o **menos formal** e o **mais direto**.

COULD, MAY e MIGHT são os **mais formais**.

You **can** use my umbrella if you like.

(Você pode usar o meu guarda-chuva se quiser.)

Could I ask a question?

(Eu poderia fazer uma pergunta?)

May I go now?

(Posso ir agora?)

You **may** begin now.

(Você pode começar agora.)

Might I enquire what the reason for this is?

(Eu posso perguntar qual a razão disto?)

CAN, COULD – capacidade

This car **can** run at 200 kph.

(Este carro pode chegar a 200 km/h.)

When I was younger I **could** run 100 metres in 12 seconds.

(Quando eu era mais novo, podia correr 100 metros em 12 segundos.)

Can you speak German? – No, but I **could** when I was at school.

(Você sabe falar alemão? – Não, mas eu sabia quando estava na escola.)

TO BE ABLE

Como **os modais não têm infinitivo**, emprega-se o verbo TO BE ABLE para substituir CAN quando este não pode ser usado por razões sintáticas.

No infinitivo:

It is important to **be able** to drive these days.

(É importante saber dirigir hoje em dia.)

Precedido de outro modal:

You must **be able** to speak English to be a diplomat.

(Você tem de saber falar inglês para ser diplomata.)

No futuro:

I don’ t know if I’ ll **be able** to go.

(Não sei se vou poder ir.)

MAY, MIGHT, CAN E COULD – possibilidade.

MAY é a mais clara ou a mais forte possibilidade.

COULD (que não deve ser confundido com o passado de CAN) sugere um grau de possibilidade um pouco menor.

MIGHT indica uma possibilidade mais remota. CAN, por sua vez, somente é usado na negativa para indicar impossibilidade:

You **may** find that a week is not enough.

(Você pode achar que uma semana não é suficiente.)

I don’ t know if I’ ll go. I **might**.

(Não sei se vou. É possível.)

That **could** explain his strange behavior.

(Isso poderia explicar seu comportamento estranho.)

He **can’ t** have been going to work at that time.

(Não é possível que ele tenha ido trabalhar àquela hora.)

It **couldn’ t** have been an accident.

(Não podia ter sido um acidente.)

WILL, WOULD, CAN e COULD – pedido**WILL** é para fazer um pedido de **forma mais direta**.**WOULD** é um pouco **menos direto**, porém **mais elegante**.**CAN** denota **mais delicadeza** ainda.**COULD** indica **menos objetividade**.Mas, como sempre, o uso desses verbos **depende do contexto, do tom de voz**, etc.**Will** you show me that letter?
(Você me mostra aquela carta?)**Would** you move over a bit?
(Você poderia se afastar um pouco?)**Can** you help me lift this, please?
(Pode me ajudar a levantar isto, por favor?)**Could** you tell me how to get to the airport?
(Poderia me dizer como chegar ao aeroporto?)**WILL, SHALL** – futuro**WILL** e **SHALL** são os únicos modais que indicam especificamente o tempo, no caso, futuro.**SHALL** só é usado na 1ª pessoa do singular e do plural (I e WE) em inglês britânico um tanto quanto antigo, quando falamos em uso comum da língua. Porém, há casos em que o uso de **SHALL** é quase que obrigatório.**WILL** é conjugado nas demais pessoas. Contudo, atualmente se nota o uso de **WILL** para todas as pessoas nos registros de língua inglesa falada fora da Inglaterra.I **shan't** be long.
(Não vou demorar.)We **shall** be expecting you.
(Vamos esperá-lo.)It **will** soon be summer.
(Logo mais será verão.)I' **ll** go if you like.
(Eu vou se você quiser.)How **will** we recognize him?
(Como vamos reconhecê-lo?)Ao fazer um pedido em um restaurante, em geral usa-se **WILL**:I' **ll** have shrimps, with French fries and salad.
(Eu vou querer camarões com batatas fritas e salada.)**SHALL** – sugestão, conviteShall I get you a glass of water?
(Posso lhe trazer um copo com água?)Shall I open the window a little?
(Você quer que eu abra um pouco a janela?)Shall we go to the cinema this evening?
(Vamos ao cinema hoje à noite?)Shall we stop now
(Vamos parar agora?)**SHALL** – ameaça, promessaO uso de **SHALL**, nesse caso, é **bastante formal**:He **shall** suffer for this.
(Ele sofrerá por isso.)
Blessed are the merciful, for they **shall** obtain mercy.
(Bem-aventurados os misericordiosos, porque alcançarão misericórdia.)**MUST** (obrigação) e **SHOULD / OUGHT TO** – obrigação moral ou aconselhamentoOs modais **SHOULD, MUST** e **OUGHT TO** são de uso corrente na linguagem diária.**MUST** possui um significado mais forte.**SHOULD** é utilizado normalmente como forma de dar um conselho.You **should** read this. It's very good.
(Você deveria ler isto. É muito bom.)Anyone wishing to speak to the director **should** make an appointment.
(Quem quiser falar com o diretor, deve marcar uma hora.)All students **must** register by August 15th.
(Todos os estudantes deverão se matricular até o dia 15 de agosto.)You **ought to** have worked harder.
(Você deveria ter trabalhado mais.)**MUSTN' T, OUGHTN' T** – proibiçãoA negativa de **MUST** indica sempre proibição.You **mustn' t** tell them.
(Você não deve contar para eles.)**SHOULD, MUST E OUGHT TO** – dedução lógicaOs verbos que denotam **obrigação** também são usados quando se quer dar a ideia de “dedução lógica”. Nessa situação, esses verbos são utilizados para fazer **deduções**The weather **should** be good in Italy now.
(O tempo deve estar bom na Itália agora.)They **ought to** have finished by now.
(A essa altura eles já deviam ter terminado.)It **must** be ready to eat now.
(Deve estar pronto para comer agora.)He **must** be nearly 80.
(Ele deve ter quase 80 anos.)**HAVE TO** está sendo cada vez mais empregado para expressar “dedução lógica”, principalmente nos EUA e entre pessoas mais jovens na Inglaterra, embora neste país ainda não seja aceito como “inglês correto” pela maioria das pessoas:He **has to** be the worst singer in the world.
(Ele deve ser o pior cantor do mundo.)

USED TO (costumava)

Expressa:

- A ideia de costumava.
- Algo que era habitual no passado e não é mais praticado no presente.

Afirmativa: I used to have better choices.

Negativa: I didn't use to have better choices.

Interrogativa: Did I use to have better choices?

Estas são as formas coloquiais e as mais comuns. Também são registradas as formas:

I usedn't to drink ou Used you to drink?

Obs.: Estas são, de acordo com as gramáticas mais completas, as formas corretas, uma vez que USED TO é um modal, não necessitando de auxiliares para as formas Interrogativa e Negativa. Porém, o uso com o auxiliar DID é o mais usado atualmente em todos os países de língua inglesa.

BE USED TO (estar acostumado)

Afirmativa: She is used to driving on the right

Negativa: She isn't used to driving on the right.

Interrogativa: Is she used to driving on the right.

Expressa:

- A ideia de estar acostumado a algo.
- Pode ser seguido de outro verbo conjugado no particípio presente (ING) ou de substantivo

HAD BETTER ('D BETTER) (é melhor)

Afirmativa: We'd better take an umbrella with us.

Negativa: We'd better not take an umbrella with us.

Interrogativa: Had we better take an umbrella with us?

Expressa:

- Uma espécie de conselho, algo que deveria ser feito por alguém.
- É traduzido como seria melhor / deveria ser melhor.
- É sempre seguido de infinitivo sem TO.

WOULD RATHER (preferir)

Afirmativa: I would rather take a taxi than walk home.

Negativa: I would rather not take a taxi than walk home.

Interrogativa: Would I rather take a taxi than walk home?

Expressa:

- Preferência
- É sempre seguido de infinitivo sem TO

Need

* Auxiliary

- Interrogative or negative
- No variation, no auxiliar
- Need, Need not (needn' t)
- Bare infinitive

* Ordinary verb

- auxiliar + need
- full infinitive

NEED – MUST – HAVE TO

- Need – speaker's authority or advice

Ex.: You needn't write me another check. Just change the date.

- Must – obligation imposed by the speaker.

Ex.: Doctor: you must eat sensibly and you mustn't overeat.

- Have to – external obligation

Ex.: Patient I have to eat sensibly ...

Needn't perfect tense

- Express an unnecessary action which was nevertheless performed.

I needn't have written to him because he phoned me shortly afterwards
(But I had written, thus wasting my time)

I needn't have watered the flowers, for it's going to rain (you wasted time)
I didn't have to water the flowers, for its going to rain (no obligation, no action)

TO BE TO

- shows intention
- mutual arrangement
- wish of another person
- purpose

Ex.: I am to visit you next week.
We were to be married in May.

EXERCISES LEVEL 2

01 Shall we go to the movie?
Sorry, to the theater.

- (A) I'd rather to go.
- (B) I'd rather go.
- (C) I rather to go.
- (D) I'd rather going.
- (E) I rather going.

02 If you really want me to I'll date Lorene but.

- (A) I'd rather you dated her.
- (B) I'd rather to you dated her.
- (C) I'd rather dating you with her.
- (D) I'd rather to date her you.
- (E) I'd rather you to dated her.

03 We don't know about you, but we attend the Math class than go away.

- (A) 'd better to
- (B) 'd rather to
- (C) 'd rather
- (D) 'd rather not to
- (E) 'd rather be to

04 Listen, if you really want to get over your sickness you not sleep late.

- (A) 'better (D) 'd better
(B) 'd better to (E) would better
(C) 'better to

05 When I was younger, I overreact to situations but now I doing it any longer.

- (A) used to/ am not used to (D) used/ am not used to
(B) used/ am not used (E) used to/ used to
(C) used to/ not use to

06 She up late in the morning.

- (A) was used to get (D) is used to get
(B) used to getting (E) used to got
(C) is used to getting

07 They're so good that they do this without a laughter.

- (A) can't (D) should
(B) can (E) isn't able to
(C) may

08 I be a lazy student, but now I'm a very responsible one.

- (A) used (D) using
(B) used to (E) to used to
(C) to use

09 Before Mara arrangements to travel to Paris she received an amazing letter from Dorival.

- (A) may make
(B) must make
(C) ought make
(D) could make
(E) mays make

10 My father is a nap after meals.

- (A) used to taking
(B) used to take
(C) uses to take
(D) used taking
(E) used taking to

11 Sorry, it was my only choice. I simply what I did.

- (A) did done
(B) had to do
(C) must do
(D) ought do
(E) should doing

12 It's late now. You home.

- (A) should be head (D) should to head
(B) should heading (E) should have heading
(C) should be heading

13 He go with us. He may stay with the children.

- (A) needs not (D) doesn't needs
(B) needn't (E) needs not to
(C) doesn't need

14 Cintia read a magazine than a book.

- (A) 'd rather to (D) 'd not better
(B) 'd better to (E) 'd rather
(C) 'd not rather

15 Everybody's watching us. We leave now.

- (A) 'd better not (D) 'd not better
(B) 'd better to (E) would better not
(C) 'd better not to

16 you to come along with us?

- (A) Might we have asked
(B) Might have we asked
(C) Might asked we have
(D) Have might we asked
(E) Have we might asked

17 Prepare yourselves now and you worry about the test later.

- (A) can have
(B) won't have
(C) won't have to
(D) will have not to
(E) will to have not

18 Every educated citizen pass on his good examples to the new generations.

- (A) are to.
(B) should to.
(C) cans.
(D) is to.
(E) were to.

19 Marcela us this favor.

- (A) could have do
(B) could has done
(C) could have died
(D) could has did
(E) could have done

20 I can't find Ruth anywhere. She

- (A) must have leave (D) must have left
(B) have must leave (E) must to have left
(C) has must leave

Interpretação

What is 21st Century Education?

It is bold. It breaks the mold. It is flexible, creative, challenging, and complex. It addresses a rapidly changing world filled with fantastic new problems as well as exciting new possibilities.

5 The new millennium was ushered in by a dramatic technological revolution. We now live in an increasingly diverse, globalized, and complex, media-saturated society. According to Dr. Douglas Kellner at UCLA this technological revolution will have a greater impact on 10 10 society than the transition from an oral to a print culture.

10 Today's kindergarteners will be retiring in the year 2067. We have no idea of what the world will look in five years, much less 60 years, yet we are charged with preparing our students for life in that world. Our students 15 are facing many emerging issues such as global warming, famine, poverty, health issues, a global population explosion and other environmental and social issues.

15 These issues lead to a need for students to be able to communicate, function and create change personally, 20 socially, economically and politically on local, national and global levels.

20 Even kindergarten children can make a difference in the world by participating in real-life, real-world service learning projects. You're never too young, or too old, to Vmake your voice heard and create change that makes the world a better place.

25 Emerging technologies and resulting globalization also provide unlimited possibilities for exciting new discoveries and developments such as new forms of energy, medical advances, restoration of environmentally ravaged areas, communications, and exploration into space and into the depths of the oceans. The possibilities are unlimited.

iKids in the New Millennium

27 You may have heard today's students referred to as "digital natives", and today's educators as "digital immigrants". We are working with students whose entire lives have been immersed in the 30 21st century media culture.

35 According to an article on the Edutopia.org web site, today's students are digital learners – they literally take in the world via the filter of computing devices: the cellular phones, handheld gaming devices, PDAs, and laptops they take everywhere, plus the computers, TVs, and game consoles at home. A survey by the Henry J. Kaiser Family Foundation found that young people (ages 8-18) mainline electronic media for more than one quarter of their day. Many are multitasking – listening to music while surfing the Web or instant-messaging friends while playing a video game.

40 Even toddlers utilize multimedia devices and the Internet with tools such as handheld video games like Leapster and web sites such as www.PBSkids.org and www.Nick.com. Preschoolers easily navigate these electronic, multimedia resources on games in which they learn colors, numbers, letters, spelling, and more complex tasks 45 such as mixing basic colors to create new colors, problem-solving activities, and reading. So, there must be a dramatic departure from the factory-model education of the past. It is abandonment, finally, of textbook-driven, teacher-centered, paper and pencil schooling. It means a new way of understanding the concept of "knowledge", a 50 new definition of the "educated person". A new way of designing and delivering the curriculum is required. The 21st century will require knowledge generation, not just information delivery, and schools will need to create a "culture of inquiry".

Disponível em: <<http://www.21stcenturyschools.com>>.

EXERCISES LEVEL 1

01 The central theme of this text is the:

- (A) use of handheld gaming devices and sites such as Edutopia.org in schools.
- (B) decadence of the world's societies in sixty years, when today's kindergarteners will be retiring.
- (C) emergence of new forms of energy, advances in medicine and means of communication.
- (D) unlimited possibilities of globalization and emerging technologies that make the world a better place.
- (E) importance of developing innovative educational strategies to meet the needs of the students in the new century.

02 According to Dr. Douglas Kellner in paragraph 2 (lines 6), the technological revolution of the 21st century:

- (A) cannot change the way people live nowadays.
- (B) can mark the transition from an oral to a print culture.
- (C) has been unprecedented in the history of human societies.
- (D) will only bring negative consequences to the future generations.
- (E) ill be less important to mankind than the invention of the printing press.

03 In "These issues lead to a need for students to be able to communicate," (lines 15), the expression "these issues" refers to the:

- (A) emerging technologies that will have a huge impact on today's society.
- (B) social, economical and political problems that were solved locally in the past.
- (C) needs students have to communicate, function and innovate in the world of today.
- (D) importance of participating in real-life, real-world service learning projects that will make the world a better place.
- (E) problems found in the contemporary world, such as global warming, famine, poverty and population explosion.

04 In "So, there must be a dramatic departure from the factory model education on the past." (lines 46-47), "must" is correctly replaced by:

- (A) will. (D) might.
- (B) can. (E) would.
- (C) ought to.

05 In paragraph 7 (lines 27-28), the author uses the expressions "digital natives" and "digital immigrants". Choose the alternative that correctly explains the meanings of these expressions in the text.

- (A) "Digital immigrants" refers to the fact that the students are immigrating to a new world, different from the one they were born into.
- (B) "Digital natives" means that the educators are familiar with the new electronic devices, because they grew up in this technological environment.
- (C) "Digital natives" and "digital immigrants" are used to symbolize the extreme intimacy of students and educators with technology.
- (D) "Digital natives" and "digital immigrants" are used to symbolize, respectively, today's students' intimacy and the educators' unfamiliarity with technology.
- (E) "Digital natives" refers to both students and educators who make good use of technology, while "digital immigrants" refers only to students who still need to learn to use computers.

06 Mark the only option that states an important conclusion of the study conducted by the Henry J. Kaiser Family Foundation, reported on paragraph 6 (lines 31-32).

- (A) Students should not be encouraged to multitask because it can lead to hyperactivity.
- (B) Children and adolescents spend more than six hours of their day using electronic devices.
- (C) Listening to music while surfing on the Web can be dangerous and harmful for students' studying habits.
- (D) No handheld video games and websites can help preschoolers learn colors, numbers, letters and spelling.
- (E) All contemporary school teachers make students use different technological devices to learn, such as PDAs, cellular phones, and handheld gaming devices.

07 Which option contains a correct correspondence of meaning?

- (A) "exciting" (line 3) and *stimulating* are synonymous.
- (B) "unlimited" (line 23) and *endless* are antonymous.
- (C) "advances" (line 24) could not be replaced by *developments*.
- (D) "ravaged" (line 25) and *preserved* have similar meanings.
- (E) "designing" (line 50) and *planning* indicate opposing ideas.

08 Which of the following expressions in *italics* introduces a contrast?

- (A) "... world filled with fantastic new problems *as well as* exciting new possibilities." (lines 2-3)
- (B) "We have no idea of what the world will look in five years, ... *yet* we are charged with preparing our students for life in that world." (lines 9-10)
- (C) "...provide unlimited possibilities for exciting new discoveries and developments *such as* new forms of energy, medical advances, restoration of environmentally ravaged areas," (lines 22-25)
- (D) "*So*, there must be a dramatic departure from the factory model education of the past." (lines 46-47)
- (E) "It is abandonment, *finally*, of textbook-driven, teacher-centered, paper and pencil schooling." (lines 47-48)

09 Mark the only alternative that does **NOT** express a characteristic of the 21st century, according to the text.

- (A) Educators need to prepare students for a kind of life in the future that is unpredictable.
- (B) Schools will deal with a new generation of students that are motivated to ask questions and find their own answers.
- (C) Future generations of learners will be more familiar with technology than older generations of educators.
- (D) Students of the new century will need to create solutions for problems that will certainly become more dramatic in the near future.
- (E) Students will have to learn in an environment where education is textbook-driven, teacher-centered, and paper and pencil-based.

10 Based on the discussion presented in the text, a "culture of inquiry" (line 53) should:

- (A) focus on learning about different nationalities.
- (B) reduce the large amount of time students spend multitasking.
- (C) restrict the young learners' use of different digital sources to access information.
- (D) develop an investigative attitude motivating students to construct knowledge, not just repeat information.
- (E) create new teaching methodologies focused on delivering information and following a pre-defined curriculum.

Adjetivo

Definição: os adjetivos modificam os substantivos, não têm gênero e número.

Ex.: a good friend, a nice girl

Posição: em inglês há duas posições principais para o adjetivo:

I. Imediatamente antes de um substantivo, podendo aparecer mais de um adjetivo.

Ex.: Valentine's Day has a long and romantic history.

II. Após um *verbo de ligação, podendo aparecer um ou mais adjetivos. No caso de dois adjetivos, eles são ligados por **and**. Havendo três ou mais adjetivos, somente os dois últimos são ligados por **and**; os anteriores, por vírgula.

Ex.: The dog was old, ugly, and smelly.

* verbos de ligação – be, get, become, seem, look, feel, sound, test, smell, remain

Adjetivos terminados em **ING** e **ED**:

Existem muitos adjetivos terminados em **ING** e **ED**.

Comparando alguns desses adjetivos abaixo:

- (A) My job is boring
I'm bored with my job.
- (B) My job is interesting.
I'm not interested in my job any more.
- (C) My life is tiring.
I'm very tired.
- (D) My salary is satisfying.
I'm not satisfied with my salary.
- (E) That routine is depressing.
I'm depressed with that routine.
- (F) Julia thinks politics is surprising.
Julia is very surprised with politics.
- (G) The film was disappointing.
I was disappointed with the film.
- (H) The news was shocking.
We were very shocked with the news.

ING – refere-se a alguma coisa

ED – refere-se a alguém

Tipos de Adjetivos

Existem adjetivos classificados como:

- (A) adjetivos de fato (dão-nos informações sobre o substantivo).
- (B) adjetivos de opinião (dizem-nos o que alguém pensa).

Quando usamos mais de um adjetivo, é necessário seguir uma ordem quanto à posição deles:

ORDEM GERAL OPINIÃO + FATO

- (A) Tamanho (size)
- (B) Idade (age)
- (C) Formato (shape)

- (D) Cor (colours)
- (E) Origem (origin)
- (F) Material (material)
- (G) Propósito (purpose)

Obs.: “Little, old, young são frequentemente usados não como informação simples mas como uma combinação adjetivo – substantivo. Ficam sempre próximos do substantivo.

Ex.: Your nephew is a nice little boy.

Obs.: “Pretty” seguido de outro adjetivo sem vírgula entre eles é um advérbio de intensidade.

Advérbio

Definição: os advérbios modificam verbos, adjetivos ou outros advérbios

Ex.: She walks slowly.
They are very stupid.

Muitos advérbios de modo e intensidade são formados pelo acréscimo de **ly** ao adjetivo correspondente.

Atenção

- * Adjetivo com final **y** perde o **y** e ganha **i + ly**.
happy – happily
- * Adjetivo com final **e**, acrescenta-se **ly** exceto: true – truly, due – duly, Whole – Wholly.
- * Adjetivo terminado em consoante + **le**, retira-se a letra e acrescenta-se **y**.
capable – capably, simple – simply
- * Adjetivo terminado em vogal + **l**, acrescenta-se **ly**.
beautiful – beautifully
- * Adjetivos terminados em **IC**, acrescenta-se o sufixo – **ALLY**
tragic – tragically

Outras exceções:

GOOD – WELL

KINDLY – é adjetivo e advérbio

FRIENDLY, LIKELY, LONELY não são usados como advérbios e não tem forma adverbial correspondente.

PRESENTLY – SOON

Adjetivos e advérbios que possuem a mesma forma:

| | |
|--------|--------|
| Back | Little |
| Deep | Long |
| Direct | Low |
| Early | Much |
| Enough | More |
| Far | Most |
| Fast | Near |
| Hard | Pretty |
| High | Right |

| | |
|--------|----------|
| Ill | Short |
| Just | Still |
| Kindly | Straight |
| Late | Well |
| Left | Wrong |

Deeply – mais comum quando refere-se a sentimento.

Ex.: He was deeply offended.

Directly – indicando tempo (quando) ou conexão.

Ex.: He will be here directly (soon)
It will affect us directly.

Hardly – raramente.

Highly – somente com sentido abstrato.

Ex.: They spoke very highly of him.

Justly – corresponde justo / certo / lícito.

Lately – corresponde a recentemente.

Mostly – corresponde a principalmente

Nearly – corresponde a aproximadamente

Prettily – corresponde ao adjetivo pretty, mas também pode ser um advérbio de intensidade (pretty).

Ex.: The girls are always prettily dressed ou The exam was pretty difficult.

Rightly – usado com um verbo no particípio significando correctly, justly.

Ex.: He was rightly / justly punished.

Shortly – Soon

Wrongly – usado com um verbo no particípio.

Ex.: You were wrongly informed.

Well – quando é adjetivo seu significado é “IN GOOD HEALTH”.

Ex.: How are you today? I’m very well.

Hardly Ever – quase nunca

Fairly – razoavelmente, bastante.

É usado com adjetivos positivos.

Ex.: The weather was fairly nice.

Quite – muito, bastante, totalmente, completamente.

Ex.: The cake was quite full.

Rather – Bastante.

É mais aplicado com sentido negativo.

Ex.: The film was rather boring.

OBS.:

Rather

I. Pode ser usado antes de **alike, like, similar, different** e antes de **comparativo**, significado **A LITTLE** or **SLIGHTLY**

EXERCISES LEVEL 2

- II. Pode ser usado antes de determinados substantivos: **DISAPPOINT, DISADVANTAGE, SHAME,...**
- III. Pode ser usado antes de determinados **FAVOURABLE ADJECTIVES** tais como **AMUSING, CLEVER, GOOD, PRETTY, WELL,** mas seu significado muda para **NEARLY**

Ex.: It's a fairly good play – poderia não estimular alguém a assistir a peça.
Ex.: It's rather good play – é uma forte recomendação e expressa até uma ideia de surpresa.

Pretty – Tem o mesmo significado que rather.
 É usado de forma neutra.

Ex.: The test was pretty easy.

Quite – Pode ter dois significados:

COMPLETELY – usado com determinados adjetivos: **GOOD, CERTAIN, DETERMINE, EMPTY, FINISHED, FULL, READY, RIGHT, SURE, WRONG, AMAZING, EXTRAORDINARY, HORRIBLE, PERFECT**
 Quando usado com outros adjetivos/advérbios, **quite** tem um efeito mais brando.

Tipos:

Adverbs (I)

Time, frequency, manner

"Sometimes when you're making a...gesture..."

Time

Em final de frases.
No início de frases.
Antes de verbo principal.

He used to have a beard, then.
Soon he will understand our reasons.
The children are still studying
v.a. v.p.

Yet deve ser usado no final de frases negativas ou interrogativas como Present Perfect Tense.
Have you been to Tom's yet?
No. I haven't been to Tom's yet.

Frequency

Antes de verbos principais e após verbos auxiliares.

| | | | | | |
|---------------------------------|-------------------------------|--|------------------------------------|------------------------------------|--------------------------------|
| Always <small>sempre</small> | Never <small>nunca</small> | Often <small>frequentemente</small> | Seldom <small>raramente</small> | Rarely <small>raramente</small> | Once <small>uma vez</small> |
|---------------------------------|-------------------------------|--|------------------------------------|------------------------------------|--------------------------------|

He is always in a hurry.
v.a.

We have never visited Japan.
v.a. v.p.

She often sings for us.
v.p.

Manner (-ly)

Em final de frases.
Após verbos auxiliares e antes de verbos principais.

| | | | | |
|-------------------------------------|--------------------------------------|----------------------------|---------------------------------|---|
| Slowly <small>lentamente</small> | kindly <small>gentilmente</small> | Well <small>bem</small> | Fast <small>depressa</small> | Otherwise <small>de outro modo, ao contrário</small> |
|-------------------------------------|--------------------------------------|----------------------------|---------------------------------|---|

That car runs fast.
You could kindly ask him to leave.
v.a. v.p.

OTHERWISE deve ser usado após o verbo principal.
This medicine is to be taken in small doses, for taken otherwise it could be harmful.
v.p.

Observação:

A inversão do sujeito com o verbo auxiliar é obrigatória quando certos advérbios (geralmente com sentido negativo) aparecem no início da oração. São eles:

1. Hardly, scarcely, barely (quase não, muito pouco)
2. Neither / Nor
3. Never
4. No sooner
5. Nowher
6. Only
7. Seldom
8. So

01 Choose the correct alternative:

He's able to tell you anything about _____ works.

- (A) Shakespeare'.
- (D) a Shakespeare.
- (B) Shakespear.
- (E) Shakespeares'.
- (C) Shakespeare's.

02 _____ in the park every morning when I was a child.

- (A) walk.
- (B) had walked.
- (C) have walked.
- (D) am walking.
- (E) used to walk.

03 We are looking forward to _____ news from them.

- (A) receive.
- (B) receives.
- (C) receiving.
- (D) received.
- (E) will receive.

04 A: "Would you like some more whiskey?"

B: "No, thanks. I _____ a lot."

- (A) have already drunk.
- (B) have already drank.
- (C) already drink.
- (D) has already drunk.
- (E) have already drinking.

05 What's wrong with your sister? She's uptight because she's _____ of money.

- (A) let go.
- (B) run out.
- (C) brought down.
- (D) gone over.
- (E) get out.

06

In: "A lot of people want to go to the Olympics, and only so many tickets are available. So to keep everybody happy, you sometimes have to stretch the definition of sport. This, no doubt, is how the Greeks came up with the pole vault. And this year offers a borinty of stupid sports to mollify the masses."

By Joel Stein – This is Sport?. *Time*. Latin American Edition. September 11, 2000.
 In the excerpt the underlined phrasal verb means:

- (A) realized.
- (B) invented.
- (C) recollected.
- (D) got rid of.
- (E) picked up.

07 “Why is your partner uptight?”

“I guess she’s not used to _____ harshly.”

- (A) being spoken to
- (B) being spoke to
- (C) be spoke to
- (D) be spoked to
- (E) be speaking to

08 The word that does not form the superlative in the same way as: “craziest” in:

“We are the craziest people in the world. We celebrate our tragedies. What victory, what freedom are they talking about?”

Unemployed schoolteacher Stojan Pontovski. *Newsweek*. April 3, 2000

- (A) far
- (B) little
- (C) clever
- (D) lovely
- (E) common

09 “She won’t object to not being invited” means:

- (A) They wouldn’t invite her unless she didn’t object.
- (B) She wishes they would invite her.
- (C) Although she won’t object, they invited her.
- (D) She doesn’t care about being invited or not.
- (E) She could object not to be invited.

10 The police _____ looking for the terrorists _____ are still at large.

- (A) are – which.
- (B) are – that.
- (C) is – who.
- (D) is – whom.
- (E) is – that.

11 A fine tomb, _____, marks the grave of the poet Chaucer.

- (A) which in the fifteenth century was erecting
- (B) erecting in the fifteen century
- (C) erected in the fifteenth century
- (D) been erected in the fifteenth century
- (E) erect in the fifteenth century

NOTES

Interpretação

Reducing the dependence on oil

Ilido Sauer, Gas and Energy Director, Petrobras Brazil's energy sector is following the worldwide tendency towards greater diversification of primary energy sources and the increased use of natural gas and 5 biofuels. There are several reasons for this change. The most important are the environmental restrictions that are gradually being adopted in the world's principal energy-consuming markets and the need to reduce the dependence on oil, set against a scenario of accelerated 10 depletion in oil reserves and escalating prices.

The share of gas in Brazilian primary energy consumption has more than doubled in a short period, increasing from 4.1% in 1999 to 8.9% in 2004, and this share is forecast to rise to 12% by 2010.

Over the past two decades, the world gas industry has experienced a structural and regulatory transformation. These changes have altered the strategic behaviour of gas firms, with an intensification of competition, the search for diversification (especially in the case of power generation) and the internationalisation of industry activities. Together, these changes have radically changed the economic environment and the level of competition in the industry.

Brazil's gas industry is characterised by its late development, although in recent years, internal supply imports and demand have grown significantly – the growth trajectory of recent years exceeds that of countries with more mature markets, such as Spain, Argentina, the UK and the US. And the outlook is positive for continued growth over the next few years, particularly when set against the investment plans already announced in Brazil.

The country has a small transportation network concentrated near the coast. The distribution network is concentrated in the major consumption centres.

Domestic gas sources are largely offshore in the Campos basin and Bolivia provides imports. Given the degree of gas penetration in the country's primary energy consumption, the industry is poorly developed when compared with other countries. The industry requires heavy investment in expanding the transport and distribution (T&D) networks, as well as in diversifying and increasing its supplies. Such investments are necessary for realising the industry's enormous potential. Another key industry highlight is the changing profile of gas supply. A large part of the gas produced domestically to date has been associated with oil production. The latter diluting or even totally absorbing the costs of exploiting the gas. In most cases, gas production was feasible only in conjunction with oil production activities. However, the country's latest gas finds are non-associated. Thus, an exclusively dedicated structure must be developed to produce this gas – translating into a significant rise in production costs. This is more significant when analysed against the high costs associated with the market for exploration and production (E&P) sector equipment. In recent years, the leasing costs of drilling rigs and E&P equipment have been climbing in parallel with escalating oil prices. This directly affects end-consumer prices.

In a world of primary energy consumption diversification, of greater environmental restrictions and the reduced dependence on oil, Brazil has been seeking to develop alternative energy sources – principally natural gas and biofuels. The gas industry holds enormous potential for Brazil, although there is still a long way to go before it reaches maturity and major investment is required.

World Energy in 2006. copyright © 2006, World Energy Council. p.29-31.

EXERCISES LEVEL 1

01 The main purpose of the text is to:

- (A) criticize the significant rise in production costs of gas in Brazil.
- (B) list the advantages and disadvantages of the changing profile of gas supply.
- (C) discuss relevant issues in the use of gas as a primary energy resource in Brazil.
- (D) recommend the need for intensification of competition and greater diversification of primary energy sources.
- (E) evaluate all the current environmental restrictions adopted in the world's principal energy-consuming markets.

02 According to the author, the world gas industry, since the late 80s, has:

- (A) maintained a local focus and faced huge losses.
- (B) felt the need to resort to traditional power generation mechanisms.
- (C) become a less competitive market due to the rising competition of biofuels.
- (D) suffered changes in both the structure of the industry and the norms that regulate it.
- (E) banned the internationalization of its activities in search for higher national economic advantages.

03 In Brazil, the gas industry can currently be considered:

- (A) a segment growing at a slow rate, despite the forecast of a few prospective investments in the area.
- (B) a promising economic segment that has recently exceeded results of more traditional markets.
- (C) more mature than the Argentinian gas industry, yet not as profitable.
- (D) feasible, as it requires no investment in transport and distribution.
- (E) potentially weak in terms of national demands for its growth.

04 Mark the only correct statement.

- (A) "this change" (line 4) refers to "reasons" (line 4).
- (B) "that of" (line 22) refers to "years" (line 20).
- (C) "its" (line 19) refers to "industry" (line 19).
- (D) "The latter" (line 38) refers to "gas produced domestically" (lines 37).
- (E) "This" (line 4) refers to "(E&P) sector equipment" (line 45).

05 According to the text, which of the following is **NOT** going to be a problem for the future of the gas industry in Brazil?

- (A) The need for Bolivian imports and the domestic offshore gas sources.
- (B) The need for intense capital investments to expand the distribution networks.
- (C) The restricted transportation network and its concentration along the Brazilian coastline.
- (D) The increased competition in the world market, which can easily stifle the sector in Brazil.
- (E) The interest of Brazilian authorities in developing alternative energy sources including biofuels and natural gas.

06 Choose the only alternative that corresponds in meaning to the following sentence in Paragraph 5 “**Given the degree of gas penetration in the country’s primary energy consumption, the industry is poorly developed when compared with other countries.**” (lines 30-32).

- (A) The Brazilian gas industry is less developed in relation to that of other countries if one considers the share of gas in Brazilian primary energy consumption.
- (B) The Brazilian government gives large incentives for an increased penetration of primary energy sources in the market.
- (C) The degree of industrial development in Brazil is poor and requires alternative primary energy sources from other countries.
- (D) The poor development of the gas industry in other countries results in a lower share in primary energy consumption.
- (E) The gas penetration in Brazilian primary energy consumption reveals a poorly developed country.

07 Check the only correct option.

- (A) “depletion” (line 8) means the same as **abundance**.
- (B) “forecast” (line 11) and **backcast** are perfect antonyms.
- (C) “set against” (line 7) and **set forth** have equivalent meanings.
- (D) “to date” (line 37) and **until now** have the same meanings.
- (E) “feasible” (line 40) means **unlikely**.

08 According to Paragraph 6 (lines 29-48), it is correct to state that:

- (A) production costs will not affect end-consumer prices in the gas industry.
- (B) the need for drilling rigs and other equipment for exploring gas are not major concerns for the Brazilian gas industry.
- (C) the most recently found sources of gas have the advantage of being associated with oil exploration and production.
- (D) the production of gas in Brazil has, until recently, been separated from the production of oil and has thus been economically advantageous.
- (E) heavy investment in a gas-dedicated structure will be the major drawback for the exploration and production of the recently found gas supplies.

09 Check the item in which there is an **incorrect** correspondence between the idea expressed by the words in **bold type** and the idea in italics.

- (A) “– the growth trajectory of recent years exceeds that of countries with more mature markets, **such as** Spain, Argentina, the UK and the US.” (lines 22) *Such as – example*
- (B) “The industry requires heavy investment in expanding the transport and distribution (T&D) networks, **as well as** in diversifying and increasing its supplies.” (lines 34) *As well as – addition*
- (C) “**However**, the country’s latest gas finds are non-associated.” (lines 41) *However –contrast*
- (D) “**Thus**, an exclusively dedicated structure...” (lines 42) *Thus-result*
- (E) “The gas industry holds enormous potential for Brazil, **although** there is still a long way to go...” (lines 53) *Although – consequence*

“Natural gas is fast becoming the economic and environmental fuel of choice. The last 30 years have seen the global industry almost triple in size and similar growth can be expected in the next 30, as national governments and global industry look to gas to ensure the stability and diversity of their energy supplies.”

10 This comment by Linda Cook, Executive Director of a British Gas and Power Company, reproduces a similar idea to that in the following segment from Ildo Sauer’s text:

- (A) “Brazil’s energy sector is following the worldwide tendency towards greater diversification of primary energy sources and the increased use of natural gas and biofuels.” (lines 1-4)
- (B) “Over the past two decades, the world gas industry has experienced a structural and regulatory transformation.” (lines 12-13)
- (C) “The distribution network is concentrated in the major consumption centres.” (lines 14)
- (D) “The industry requires heavy investment in expanding the transport and distribution (T&D) networks,” (lines 32-34)
- (E) “In most cases, gas production was feasible only in conjunction with oil production activities.” (lines 39-41)

Grau Comparativo e Superlativo de Adjetivo e Advérbio

Comparative Forms

| Comparative Structures | |
|---|--|
| Comparativo de Igualdade | |
| afirmativo AS... AS... (tão... como/quanto...) | Marcos is <i>as strong</i> as his younger brother. Marcos is <i>as impulsive</i> as his younger brother. |
| negativo NOT SO... AS... NOT AS... AS... (não/nem tão... como/quanto...) | Marcos is <i>not so strong</i> as his younger brother. Marcos is <i>not as strong</i> as his younger brother. Marcos is <i>not so impulsive</i> as his younger brother. Marcos is <i>not as impulsive</i> as his younger brother. |
| Comparativo de Inferioridade | |
| LESS... THAN... (menos... que...) | Marcos is <i>less strong than</i> his younger brother. Marcos is <i>less impulsive than</i> his younger brother. |
| Comparativo de Superioridade | |
| -ER THAN... MORE... THAN... (mais... que...) | Marcos is <i>stronger than</i> his younger brother. Marcos is <i>more impulsive than</i> his younger brother. |

Superlative Forms

Superlative Structures

Superlativo de Inferioridade

THE LEAST...
(o/a menos...)

Marcos is *the least* strong of the boys.
Marcos is *the least impulsive* of the boys.

Superlativo de Superioridade

THE -EST
THE MOST...
(o/a menos...)

Marcos is *the strongest* of the boys.
Marcos is *the most impulsive* of the boys.

Parallel Increase

Modelo

THE + COMPARATIVE, THE + COMPARATIVE
The sooner, the better.
The older, the more experienced.
The more different, the more beautiful.

quanto mais... mais..
quanto menos... menos...

Gradual Increase

Modelo I

SUJEITO + BE + GETTING/BECOMING + COMPARATIVO
The weather is getting/becoming cold.
The weather is getting/becoming colder.
The weather is getting/becoming less cold.

mais/menos...
cada vez mais/menos
mais e mais
menos e menos...

Modelo II

SUJEITO + BE + GETTING/BECOMING + COMPARATIVO + AND + COMPARATIVO
The weather is getting/becoming colder and colder.

Modelo III

SUJEITO + BE + GETTING/BECOMING + MORE + AND + MORE + ADJETIVO/
ADVÉRBO
The weather is getting/becoming more and more cold.
The weather is getting/becoming less and less cold.

Comparativo

Obs.:

- I. Quando um adjetivo monossilábico termina em uma consoante única, precedida de uma só vogal, a consoante final é duplicada antes de acrescentar ER ou EST.
- II. Adjetivos dissilábicos terminados em Y:
 - **Comparativo** – troca-se o Y por I e acrescenta-se **ER + THAN**.
 - **Superlativo** – troca-se o Y por I e acrescenta-se **EST**.

| MORE + ADJECTIVE + THAN | THE MOST + ADJECTIVE |
|-------------------------|-----------------------|
| More tired than. | The most tired. |
| More boring than. | The most boring. |
| More famous than. | The most famous. |
| More comic than. | The most comic. |
| More interesting than. | The most interesting. |

Ex.:

I am more tired than you – He is the most tired athlete in our team.
French is more difficult than Portuguese – I think Chinese is the most difficult language in the world.

| MORE + ADJECTIVE + THAN | THE MOST + ADJECTIVE |
|---|-------------------------------------|
| Simple – Simpler than More simple than | The simplest – The most simple |
| Clever – Cleverer than More | The cleverest – The most clever |
| Narrow – Narrower than More narrow than | The narrowest – The most narrow |
| Mature – Maturer than More mature than | The maturest – The most mature |
| Friendly – Friendlier than More friendly than | The Friendliest – The most friendly |

Os adjetivos – Common – Handsome – Polite – Pleasant – Quiet – Eager – Stupid – Modern – Solid são mais usados na regra **MORE + ADJECTIVE + THAN**, pois o uso do sufixo ER soa estranho embora gramaticalmente correto.

Os adjetivos **RIGHT – WRONG – JUST – REAL** – seguem a regra **MORE + ADJECTIVE + THAN**.

III. Adjetivos dissilábicos não terminados em Y:

- Comparativo – more + adjetivo + than.
- Superlativo – the most + adjetivo.

| | | |
|-----------|---------|---------------------------------|
| BAD | WORSE | |
| FAR | FARTHER | (distância física) |
| | FURTHER | (abstrata, genérico, adicional) |
| GOOD | BETTER | |
| LITTLE | LESS | |
| MANY/MUCH | MORE | |
| OLD | ELDER | (pessoas da mesma família) |
| | OLDER | (pessoa ou coisa em geral) |

EXERCISES LEVEL 1

01 The phrase “longer than” is one of the comparative forms of the adjective “long”. Choose the alternative which has another comparative form and a superlative one:

- (A) as long – longest
- (B) so much longer – longest
- (C) as long – the longest
- (D) as long as – longest
- (E) as long as – the longest

02 Which alternatives contain comparative statements?

- (A) Some dreams are more mysterious than others.
- (B) Some dreams are as real as life.
- (C) Some dreams are longer than others.
- (D) Freud became famous for studying dreams.
- (E) It is clear that some dreams are universal.

03 Marque a alternativa que completa corretamente as lacunas.

Riding a horse is not _____ riding bicycle.

- (A) so easy as
- (B) easier than
- (C) more easy than
- (D) the least easy
- (E) so easy so

04 John: Is Sam from China?

Hellen: No, he is from Canada.

John: Is Canada _____ than China?

Hellen: I don't know.

- (A) most large
- (B) large
- (C) largest
- (D) more large
- (E) larger

05 Our next examination may be _____ the last one.

- (A) more bad than
- (B) more worse than
- (C) much bad than
- (D) worse than
- (E) more badly than

06 Mr. Smith: I'm sorry, Mr Johnson. I believe the candidate you sent us will not suit our purposes. We need somebody _____ than he.
Mr. Johnson: In that case I would suggest Miss Cary. She is definitely the _____ person in our group.

- (A) smarter – most intelligent
- (B) smart – intelligent
- (C) smartest – more intelligent
- (D) as smart – as intelligent
- (E) as smart as – as intelligent as

07 Dadas as afirmações de que o comparativa de superioridade de:

- I. Clever é Cleverer.
- II. Much é More.
- III. Many é More.

Constatamos que está(ão) corretas(s):

- (A) apenas a afirmação I.
- (B) apenas a afirmações II.
- (C) apenas a afirmação III.
- (D) apenas as afirmações I e II.
- (E) todas as afirmações.

08 Qual o superlativo de little?

- (A) most little.
- (B) littlest.
- (C) lesser.
- (D) least.
- (E) less.

09 Marque a alternativa que completa as lacunas corretamente.

Of all the movies I have seen lately the one I saw yesterday was _____.

- (A) worse
- (B) worst
- (C) the worse
- (D) the worst
- (E) the most worse

10 Bob Evans, that athletic-looking young man, ran _____ and finally won the race.

- (A) fast and faster
- (B) faster and fast
- (C) fast and fast
- (D) faster and faster
- (E) more and more fast

11 _____ the child _____-the payment.

- (A) The eldest – the greater
- (B) Older – greater
- (C) The oldest – the greatest
- (D) The elder – the greatest
- (E) The older – the greater

12 Air-jets are much _____. Let's go by car. It's _____.

- (A) slower – quicker
- (B) cheaper – more cheap
- (C) expensive – more cheap
- (D) quicker – more slow
- (E) more expensive – cheaper

13 "When will you be able to give us _____ information about the crime?"

- (A) far
- (B) furthest
- (C) farthest
- (D) farther
- (E) further

14 The _____ people know about our private lives, the better.

- (A) few
- (B) little
- (C) least
- (D) lest
- (E) less

15 Choose the sentence(s) that contains (contain) adjectives in the comparative form:

- (A) Chris Dawson is a good climber.
- (B) He feels cold in the morning.
- (C) People in expeditions usually know each other.
- (D) Climbing mountains is more difficult than swimming.
- (E) She is the most beautiful girl here.

EXERCISES LEVEL 1

01 Which is the meaning of the underlined words in these sentences from the text?

Improperly set up, it can go off.

You will be the “booby” who ultimately gets trapped.

- (A) fix / be injured.
- (B) imagined / tune in.
- (C) deployed / be caught.
- (D) tuned in / be confused.

02 “You won’t discover the limits of your soul, however far you go.” (Heraclitus) What do you infer from this saying?

- (A) You must go far to discover your limits.
- (B) As a matter of fact, your soul has no limits.
- (C) The limits of your soul aren’t however very far.
- (D) Walk a long way through and you shall find your limits.

03 Choose the correct question for the context:

You are speaking to your daughter. You want to make sure that she turned off the stove. You ask her:

- (A) You turned off the stove, did you?
- (B) You do turn off the stove, didn’t you?
- (C) You didn’t turn off the stove, did you?
- (D) You did turn off the stove, didn’t you?

04 What’s the right answer for the numerical expressions below?

$$\frac{1}{5}; 2 \frac{3}{5}; \frac{16}{15}$$

- (A) One fives / two thirty-five / sixteen fifteen.
- (B) One five / two and third fifth / sixteen fifteens.
- (C) One fifth / two and three fifths / sixteen fifteenth.
- (D) First fifths / second thirty-five / sixteenth fifteenth.

05 Choose the alternative that is correct:

- (A) I hid the remote control of my son.
- (B) We can say that fortune smiled to him at last.
- (C) Whip the eggs and the butter and then add sugar to the mixture.
- (D) After thinking about the matter for a long time, he arrived to decision.

06 What’s the passive voice for “Mr. McCannigan left this leather jacket in the back seat of my car last night”?

- (A) Mr. McCannigan had been leaving this jacket in the back seat of my car.
- (B) Last night this leather jacket in the back left in my car by Mr. McCannigan.
- (C) This leather jacket was left in the back seat of my car by Mr. McCannigan last night.
- (D) This leather jacket had been left by the back seat of Mr. McCannigan’s car last night.

07 “If you think of the difficulties, you will realize why marriage decisions take time.”

Another way to express the same idea can be:

- (A) Think of the difficulties or else you will realize the marriage decisions time.
- (B) Think of the difficulties and you will realize why marriage decisions take time.
- (C) If thinking of the difficulties realized you it’s because the marriage decisions time.
- (D) If you thought of the difficulties, you would realize why marriage decisions take time.

We know dinosaurs only by their bones. The largest, most powerful animals to walk the earth are extinct. Their “arrogance of power” was of no use.

There is an irony here. If we had been their contemporaries, we would never have suspected that theirs would be such a sad and inglorious end. The stronger the better, we assume, in the struggle for existence. The more powerful a species is, the greater should be its chances of survival.

But this did not prove to be true. Animals of much more fragile structure, whose bodies were weaker and smaller beyond comparison are still around. But dinosaurs are nothing more than memories of one of life’s experiments that failed.

The dinosaurs disappeared not because they were too weak, but because they were too strong. Their fantastic power came from a biological framework which was basically absurd, and the result was annihilation. Can you cure an insane person by making his body physically fit? Obviously not. This would add power to insanity, making it more insane still. The power generated by an irrational structure only tends to aggravate the very irrationality from which it springs. By adding power to the absurd one does not abolish it; on the contrary, it becomes still more hopelessly entangled in itself. Power is like a mathematical number inside a bracket. If the bracket is preceded by a minus sign, it is not possible to transform into a plus by making the number bigger and bigger. This simply increases its negativity.

Power is a simple potential zing factor. It can never go beyond the logic of the structure that generates it. This is why dinosaurs had to die. Their “arrogance of power” entrapped them in the very absurdity of their organic structure. They were thereby made incapable of responding in different ways to the new challenges their environment presented.

Our civilizations is behaving just like the dinosaur. Underneath everything it does, one finds the ultimate certainty that there is no problem that cannot be solved by means of a little more power. It is not by accident that for years detergent makers have been advertising “stronger”, “faster”, “more concentrated” and improved formulas. They know that these values control our collective unconscious. What is stronger must be better. Love of power has become our obsession, and power itself our sole god.

“Tomorrow’s child” Rubem Alves

08 “But this did not prove to be true”. The underlined word refers to the _____.

- (A) irony of us being dinosaurs contemporaries
- (B) best dinosaurs struggled for a contemporary existence
- (C) fact that we believed we were stronger than dinosaurs
- (D) assumption that the more powerful the longer it'll live

09 According to the text we can conclude that:

- (A) Power is not the best remedy for absurd.
- (B) A fit body obviously does not belong to a sane person.
- (C) Frameworks are so absurd that they're basically destroyed.
- (D) Insanity ought to be cured by the acquisition of more power.

10 Animals that were much less powerful than dinosaurs _____.

- (A) were experiments that failed.
- (B) did not become extinct at all.
- (C) couldn't prove they were true.
- (D) were around the smaller bodies.

11 The text tells us that _____.

- (A) human beings are too devoted to power.
- (B) the strongest things have an obligation to be better.
- (C) God is solely the power that controls our unconscious.
- (D) we are solely obsessed with God because of His power.

12 We learn from the text that power _____.

- (A) must be logical, well structured and simple.
- (B) can potentialize the absurd, but cannot solve it.
- (C) becomes more entangled when preceded by certain signs.
- (D) is negative and cannot be transformed into something bigger.

13 The text tells us that dinosaurs were _____.

- (A) present in an environment that was very absurd.
- (B) killed by other species that went beyond their structure.
- (C) unable to adapt to natural changes that had occurred.
- (D) arrogant because they entrapped other organic structures.

Vozes ativa e passiva

1- É formada por verbo *to be* (no tempo adequado) + particípio passado do verbo principal.

Ex.: Jane writes a letter – A letter **is written** by Jane.

- 2- O objeto da voz ativa torna-se sujeito na voz passiva.
- 3- O sujeito torna-se agente da passiva.
- 4- O agente da passiva vem sempre precedido por **by** ou, então, pode ser omitido.

Ex.: Jane is reading the book. The book is being read. (by Jane)

Obs.: Quando o sujeito da ativa for: *PEOPLE, THEY, ONE* podemos omiti-los.

Ex.: They asked the President many questions.
The President was asked many questions.

5- Quando o verbo da voz ativa tiver dois objetos, qualquer um deles pode ser o sujeito da passiva.

Ex.: John told me a story. A story is told to me by John or I was told a story by John.

Obs.: Alguns verbos que podem ter dois objetos:

| | | |
|-----------|------------|----------|
| To answer | To offer | To teach |
| To ask | To promise | To tell |
| To call | To pay | To give |
| To send | To make | To show |

6- Às vezes pode-se usar GET em vez de BE na voz passiva quando se diz que alguma coisa acontece, aconteceu, acontecerá a alguém.

Ex.: Our dog got run over by a car.
Jill is liked by everybody (not “ gets liked” – this is not a happening)

| Tempo verbal | voz ativa | voz passiva |
|----------------------|------------------|----------------------|
| Presente contínuo | is reading | is being read |
| Passado contínuo | was reading | was being read |
| Going to | is going to read | is going to be read |
| Futuro simples | will read | will be read |
| Futuro contínuo | will be reading | will be being read |
| Presente simples | reads | is read |
| Passado simples | read | was read |
| Presente perfeito | has read | has been read |
| Passado perfeito | had read | had been read |
| Condicional simples | would read | would be read |
| Condicional perfeito | would have read | would have been read |
| Can | can read | can be read |

EXERCISES LEVEL 2

01 Assinale a alternativa correta:

He... in a terrible fight with some burglars last week.

- (A) was died
- (B) has been died
- (C) dead
- (D) killed
- (E) was killed

02 Our team... five times this season.

- (A) has been defeated
- (B) defeated
- (C) has defeated
- (D) defeats
- (E) is defeated

03 Your article will be ... in tomorrow's edition.

- (A) publicated
- (B) public
- (C) publish
- (D) published
- (E) publishing

04 They expected the house ___ before they came back from their vacation.

- (A) builded
- (B) be built
- (C) to be built
- (D) to building
- (E) build

05 The sun was _____ in splendour.

- (A) raising.
- (B) rising.
- (C) lifting.
- (D) bearing.
- (E) borning.

06 "Is it possible _____ against syphilis?"

- (A) inoculating
- (B) have inoculated
- (C) to be inoculated
- (D) have been inoculated

07 "I've got very disappointed to hear that the celebration _____."

- (A) cancelled
- (B) were cancelled
- (C) had been cancelled
- (D) will have been cancelled

08 Write these words in the correct order: They – he – have – comes – waiting – been – when – often – home – work – from.

- (A) When they comes home from work he've often been waiting.
- (B) When he comes often home they have been waiting from work.
- (C) They have been waiting home often when he comes from work.
- (D) They have often been waiting when he comes home from work.

09 You're speaking to your friend.
You wan to make sure that the movie begins at 7:30. You ask him:

- (A) The movie begins at 7:30, does it?
- (B) The movie does begin at 7:30, does it?
- (C) The movie do begins at 7:30, doesn't it?
- (D) The movie does begin at 7:30, doesn't it?

10 Match the following sentences:

- I. Many plays have been presented on our campus.
 - II. "Romeo and Juliet" is one of the best of them.
- (A) Many plays have been presented and "Romeo and Juliet" is trio best of them on our campus.
 - (B) "Romeo and Juliet" is one of the best plays Who have been presented on our campus.
 - (C) Many plays have been presented on our campus that "Romeo and Juliet" is one of the best.
 - (D) "Romeo and Juliet" is one of the best plays that have been presented on our campus.

11 Which are the two ideas that correspond to he meaning of the following sentence: "Our baggage having been found, we boarded the train."

- (A) I. our baggage have been found.
II. we boarded the train.
- (B) I. We have found our baggage.
II. We boarded the train with it.
- (C) I. Our baggage is found.
II. we boarded with it.
- (D) I. we found our baggage.
II we have boarded the train.

12 Which is the passive voice of the sentence below:

We export this computer to seventy different countries. Fortunately, they didn't damage the machinery.

- (A) We export this by computer to seventy different countries. Fortunately, the machinery wasn't damaged.
- (B) This computer is exported to seventy different countries. Fortunately, the machinery / wasn't damaged.
- (C) We are exported to seventy different countries by the computer. Fortunately, it wasn't damaged by the machinery.
- (D) This is computer is exported to seventy different countries. Fortunately, they were not damaged by the machinery.

Read the text and answer the questions from 13 through 15.

There are four main forces which act on an airplane in flight: lift, weight, thrust and drag. The weight force is, of course, due to gravity and, they are vertically downwards. So if the airplane is to remain in level flight, the weight has to be opposed by an equal force which we call lift. Thrust is the force provided by the engine in order to move the airplane through the air, and drag is the result of the air resisting such movement. In level flight at a constant airspeed, the drag and thrust forces must be equal and opposed to each other and will, be acting horizontally. Lift and drag are known as aerodynamic forces.

13 The engine supplies a force called _____.

- (A) lift
- (B) thrust
- (C) gravity
- (D) equal force

14 The weight force acts _____ due to the gravity.

- (A) vertically upwards
- (B) horizontally upwards
- (C) vertically downwards
- (D) horizontally downwards

15 O texto trata:

- (A) da sustentação do avião no ar.
- (B) das quatro forças aerodinâmicas.
- (C) das funções do motor de um avião moderno.
- (D) das forças que atuam sobre um avião em voo.

The Reported Speech (I)

Informações Básicas

"She said, 'I buy soda for my little angels.'"

Direct Speech

She said, "I buy soda for may little angels."

- vem entre aspas
- o narrador repete exatamente as palavras de quem fala ou falou

Indirect Speech

She said (that) she bought soda for her little angels.

- sem as aspas
- o narrador usa suas próprias palavras, mas o significado da mensagem permanece o mesmo
- o tempo verbal muda
- há também mudanças em outros componentes da frase(ex.: pronomes)

Mudanças nos Tempos Verbais

Direct Speech

Indirect Speech

| | | |
|--------------------|---|--------------------|
| Simple Present | → | Simple Past |
| Present Continuous | → | Past Continuous |
| Present Perfect | → | Past Perfect |
| Simple Past | → | Past Perfect |
| Simple Future | → | Simple Conditional |
| Simple Conditional | → | Simple Conditional |

- He said, "You are a good professional."
He said (that) I was a good professional.
- He said, "I read this book yesterday."
He said (that) he had read that book the day before.
- She said, "I will lend my book to John."
She said (that) she would lend her book to John.

Outras mudanças

Direct Speech

Indirect Speech

| | | |
|-----------|---|----------------|
| This | → | That |
| These | → | Those |
| Here | → | There |
| Now | → | Then |
| Ago | → | Before |
| Today | → | That Day |
| Yesterday | → | The Day Before |

Direct Speech

Indirect Speech

| | | |
|----------|---|--------------|
| Tomorrow | → | The next day |
| I | → | He/She |
| We | → | They |
| Me | → | Him/Her |
| My | → | His/Her |
| You | → | I |

The Reported Speech (II)

Informações Complementares

Casos Especiais

1. Imperativo → Infinitivo

Said

Told

- She said, "Go home and rest!"
She told me to go home and rest.
inf.

2. Pergunta → Estrutura condicional

Said

Asked

- Jack said, "Can you wait a minute?"

Jack asked me

| |
|---------|
| if |
| whether |

 I could wait a minute

(IF/WHETHER)

se (expressando "dúvida")

3. Imperativo → variações (além de TOLD):

Said

Commanded
Ordered
Requested

- She said, "Go home and rest!"

She

| |
|-----------|
| told |
| commanded |
| ordered |
| requested |

 me to go home and rest.

4. Imperativo → substituição do narrador:

- She said, "Go home and rest!"

I was told

| |
|-----------|
| ordered |
| commanded |
| requested |

 to go home and rest.

Considerações Importantes

- I. Quando o verbo introdutório estiver no presente, presente perfeito ou futuro, podemos reportar o que foi dito sem mudança de tempo verbal:

Paul (Phoning from the station): I'm trying to get a taxi.

Ann (To Mary, who is standing beside her): Paul says he is trying to get a taxi.

- II. Em narrativa formal, geralmente o passado é recontado no passado perfeito. Há algumas exceções:

- (A) Past / Past continuous → a oração adverbial de tempo normalmente não muda.

He said, "When we were living in Paris..."

He said that when they were living in Paris.

- (B) Uma situação do passado que ainda acontece no momento em que foi narrada ou recontada:

She said, "I decided not to buy the house because it was on a main road."

She said that she had decide not to buy the house because it was on the main road.

- (C) Passado → wish, would rather / It's time to / had better não mudam.

"We wish we didn't have to take exams", said the children.

The children said they wished they didn't have to take exams.

- (D) Orações condicionais tipo 2 e 3 permanecem sem mudança.

"If my children were older I would emigrate, he said."

He said that if his children were older he would emigrate.

- III. Modais

(A) Might → não muda, exceto quando for uma solicitação

(B) Ought to / should no sentido de obrigação não muda

(C) Would → não muda em afirmativas que não sejam solicitações

(D) Used to → não muda

(E) Could no sentido de habilidade não muda

– para presente → não muda

– para futuro → pode não mudar ou ser substituído por

would be able.

– para passado → pode não mudar ou ser substituído por

had been able.

(F) Could no sentido de permissão no tipo 2 ou 3 da oração condicional não muda

- IV. Pronomes geralmente mudam, exceto quando o narrador do discurso indireto é o mesmo narrador do discurso direto.

"I Said," I like my new house"

I said that I liked my new house.

- V. Advérbios de tempo e lugar sofrem modificações que não são necessárias se o discurso direto e indireto ocorrerem no mesmo dia ou lugar.

At breakfast this morning he Said, "I'll be very busy today"

At breakfast this morning he said that he would be very busy today.

- VI. If ≠ Whether

Whether reforça a ideia de que a escolha tem que ser feita.

"Do you want to go by car or by train?" the agent asked.

The agent asked whether I wanted to go by car or by train.

- VII. Let's geralmente expressa uma sugestão.

He Said, "Let's have a drink"

He suggested us to have a drink

- VIII. *Yes* e *no* são narrados no discurso indireto da seguinte forma:

Subject + auxiliar adequado

He Said, "Can you swim? And I said "no"

He asked (me) if I could swim and I said that I couldn't

EXERCISES LEVEL 1

Put these sentences into the Indirect Speech:

01 She said to me, "Can you draw a horse?"

02 The boy said, "I will never catch a fish in this river."

03 Mrs. Sheen said, "My hair is getting gray."

04 The man said to us, "Do you want to bet that I can read your minds?"

05 Grandpa said to the kids, "Close all the doors because the wind is blowing hard today."

06 Frank said to us, "Why are you digging this hole in the garden?"

07 The doctor said to me, "Bend your knees and tell me where it hurts."

08 The zoo keeper said, "Don't feed the animals."

09 Mother said, "The boys were fighting a minute ago."

10 Dad said to me, "The milk froze because you put the bottle in the freezer."

11 My neighbor said, "My flowers didn't grow as much as yours."

12 I said to you, "What time did the sun rise yesterday?"

13 Nancy said, "I like the clothes you were wearing the day before yesterday."

14 Mother said, "Who tore my beautiful curtain?"

EXERCISES LEVEL 2



01 (ESPM-2010) Rewrite in indirect speech: "What does the company sell?"

- (A) The man asked what did the company sell?
- (B) The man said: "What the company sold?"
- (C) The man asked what the company sold.
- (D) The man asked if the company sold computers.
- (E) The man asks what the company does sell.

(AFA-2007)

On self-knowledge

And a man said, "Speak to us of Self-Knowledge." And the Prophet answered, saying: "Your hearts know in silence the secrets of the days and the nights. But your ears thirst for the sound of your heart's knowledge. You would know in words that which you have always known in thought. You would touch with your fingers the naked body of your dreams. And it is well you should. The hidden well-spring of your soul must need rise and run murmuring to the sea; and the treasure of your infinite depths would be revealed to your eyes. But let, there be no scales to weigh your unknown treasure; and seek not the depths of your knowledge with staff or sounding line. For self is a sea boundless and measureless. Say not, I have found the truth, but rather, I have found a truth. Say not, I have found the path of the soul. Say rather, I have met the soul walking upon my path. For the soul walks upon all paths. The soul walks not upon a line, neither does it grow like a reed. The soul unfolds itself, like a lotus of countless petals."

The PROPHET, by Kahlil Gibran.

02 Mark the option which contains an indirect form to complete the prophet's idea in the following gap: The Prophet _____ in silence the secrets of the days and the nights.

- (A) said to the man that his heart has known
- (B) said to people's hearts know
- (C) told him: your heart knows
- (D) told them that their hearts knew



03 (ESOM-2007) Leia o cartoon acima e responda:

"What do I have to do to get a straight answer around here?" Sign the right reported speech:

- (A) The boy asked what he had to do to get a straight answer around there.
- (B) The boy told his mother that she had to do something to get a straight answer around here.
- (C) The boy said what did he have to do to get a straight answer around here?
- (D) The boy asked his Mom if I had to do something to get a straight answer.
- (E) The boy asked his mom what he did to get a straight answer around there.

04 (PUC-2000) The girl said to her parents:

"Mom and Dad, the police were here while you were gone." If we turned this statement into reported speech, we would have: "The girl said to her parents that the police..."

- (A) had been there while they had been gone.
- (B) had been here while they had gone.
- (C) have been there while they were gone.
- (D) have been here while they would be gone.
- (E) would have been there while they have been gone.

05 (Escola Naval- 2008) My little sister went to Peter's home yesterday. He was stressed and shouted: "Do not touch my things!" What did he say?

- (A) He said to the little girl do not touch his things.
- (B) He told to the little girl not to touch his things.
- (C) He said to the little girl to not touch his things.
- (D) He told the little girl not to touch his things.
- (E) He told the little girl to not touch his things.

Conjunções coordenativas

Duas orações podem ser relacionadas em um mesmo período por meio de conjunções. As conjunções se dividem em dois tipos: coordenativas e subordinativas.

As conjunções coordenativas unem orações ou termos que têm a mesma função sintática, ou seja, que são independentes e que poderiam aparecer em enunciados distintos. Por exemplo:

Peter prepared the chicken **and** Mary made the salad.
(Peter preparou a galinha e Mary fez a salada.)

Aditivas (adição)

And

And mostra uma relação de adição entre dois termos ou duas orações. Portanto, é uma conjunção coordenada aditiva.

He brushed his teeth **and** combed his hair.
(Ele escovou os dentes e penteou os cabelos.)

Both...And

Both...And indica que **cada uma das duas opções** está incluída.

The Children **both** love **and** respect their teacher.
(As crianças tanto gostam de seu professor como o respeitam.)

Both Britain **and** the US opposed the plan.
(Tanto a Grã-Bretanha como os EUA se opuseram ao plano.)

Not Only...But Also

Not only...But Also é um modo formal de expressar adição:

Andrew desires **not only** a Mercedes **but also** a Ferrari.
(Andrew não só quer uma Mercedes como também uma Ferrari.)

And Then

And Then é uma outra forma de expressar adição:

David spent three days in Rio de Janeiro **and then** a week in Recife.
(David passou três dias no Rio de Janeiro e depois uma semana em Recife.)

Alternância

OR/ Or Else

Or/ Or Else expressam ideia de alternância entre **dois termos** ou **duas orações**. São conjunções coordenativas alternativas.

We can stop now **or** play another match.
(Podemos parar agora ou jogar outra partida.)

We could discuss it now, **or else*** we could leave it till next week.
(Podemos discuti-lo agora, ou podemos deixar para a próxima semana.)

*Or Else é mais enfático.

Either...Or

Either...Or expressa ideia de escolha entre duas opções.

Either you start to take your work seriously **or** you' ll have to look for another job.

(Ou você começa a levar seu trabalho a sério, ou vai ter que procurar outro emprego.)

Neither...Nor

Neither...Nor expressa ideia de "nem uma nem outra" entre duas opções.

I **neither** know **nor** care.
(Não sei nem quero saber.)

We have **neither** the time **nor** the resources.
(Não temos nem o tempo nem os recursos.)

Consequência/Resultado

So

So expressa motivo. Pode ser conjunção coordenativa ou subordinativa, dependendo do contexto. O exemplo abaixo ilustra a primeira possibilidade.

So como conjunção coordenativa:

He told us to go away, **so** we did.
(Ele nos mandou ir embora, então fomos.)

Contraste

But

But dá ideia de contraste entre **dois termos** ou **duas orações**. É uma conjunção coordenada adversativa.

We shouted and shouted, **but** no one heard us.
(Gritamos várias vezes, mas ninguém nos ouviu.)

Yet = Still

Yet expressa contraste, oposição, É uma conjunção coordenativa adversativa.

He tries hard, **yet** never seems to get any better.
(Ele se esforça muito, porém nunca parece melhorar.)

Otherwise

Otherwise expressa ideia de alternância, ao mesmo tempo que transmite ideia de contraste.

You should take an umbrella **otherwise** you'll get wet.
(Você deve levar um guarda-chuva, senão vai ficar molhado.)

Razão

For

For pode ser utilizado para expressar razão, da mesma forma que because:

He was extremely tired for he had walked all day.
(Ele estava extremamente cansado, pois havia caminhado todo o dia.)

Conjunções subordinativas

A conjunção subordinativa introduz uma oração subordinada, que completa ou determina o sentido da oração.

Causa e efeito

Because

Because expressa ideia de motivo, razão.

He didn't do his homework **because** he was tired.
(Ele não fez sua lição de casa porque estava cansado.)

Since

Since também tem o significado de "porque", "já que".

Since you have a headache, I will help you with your work.
(Já que você está com dor de cabeça, irei ajudá-lo no seu trabalho.)

Now That

Now That expressa a ocorrência de um fato como consequência de outro.

Now that I am over 18 I am allowed to drive a car.
(Agora que tenho 18 anos posso dirigir um carro.)

As

As pode ser utilizado com o sentido de "porque", "como", "uma vez que"

As she wasn't busy, she helped me with my homework.
(Como ela não estava ocupada, ajudou-me com minha lição de casa.)

As/So Long As

As/ So Long As também expressam o momento em que um fato ocorre como resultado de outro.

He always bought the children presents **as long as** he had some money.
(Ele sempre comprava presentes para as crianças, desde que tivesse algum dinheiro.)

Condição

Nesse caso, as orações adverbiais apresentam a condição para que algo aconteça ou não.

If

If I go to the shop, I will buy a new blouse.
(Se eu for à loja, comprarei uma blusa nova.)

Neste exemplo, a condição possível é "I go to the shop", e o resultado é "I will buy a new blouse"

If Not

If Not expressa uma condição negativa:

We will go to the park if it is sunny, **if not**, we will stay at home.
(Iremos ao parque se estiver sol; caso contrário, ficaremos em casa.)

If Only

If Only é usado para expressar o desejo de que a situação fosse diferente:

If only I had studied more, I would have done better in my exams.
(Se pelo menos tivesse estudado mais, eu teria me saído melhor nos exames.)

On The Condition

On The Condition (That) expressa a ideia de "com a condição de que":

He will sign the contract **on the condition that** some of the clauses are changed.
(Ele assinará o contrato desde que algumas das cláusulas sejam alteradas.)

Provided That

Expressa uma condição, tem o mesmo significado de If.

We will be given a bonus **provided that** we finish the project in December.
(Receberemos um bônus desde que terminemos o projeto em dezembro.)

Unless

Unless tem o significado de IF...NOT.

I'll play tennis tomorrow **unless** the weather is bad.
(Jogarei tênis amanhã a não ser que o tempo esteja ruim.)

Essa frase tem o mesmo significado de "I'll play tennis tomorrow **IF** the weather **ISN'T** bad."

Suppose/Supposing

SUPPOSE (THAT) E SUPPOSING (THAT) podem ser usados para expressar a ideia de "se":

Suppose that you won the lottery, what would you do?
(Suponha que você ganhe na loteria, o que faria?)

Supposing that you won the lottery, what would you do?
(Supondo que você ganhe na loteria, o que faria?)

Whether...or Not

Expressa a ideia de que nem uma condição nem a outra são necessárias, pois o resultado será o mesmo.

I'm going to play tennis tomorrow **whether** the weather is good or not.
(Eu irei jogar tennis amanhã esteja o tempo bom ou ruim.)

In Case

In case (That) expressa ideia de "no caso de":

You should take an umbrella **in case** it rains.
(Você deveria levar um guarda-chuva para o caso de chover.)

Concessão

Although, Though, Even Though

Even though he was the best player, he lost the match.
(Mesmo sendo o melhor jogador, ele perdeu a partida.)

Even If

I really enjoyed the party **even if** I didn't know many of the people there.
(Eu realmente gostei da festa, mesmo não conhecendo muitas das pessoas que estavam ali.)

However

However expressa a ideia de oposição direta e geralmente **inicia a segunda oração**.

Tim is rich; **however**, Peter is poor.
(Tim é rico; entretanto Peter é pobre.)

Whereas, While

Essas conjunções são utilizadas para mostrar uma oposição direta, quando uma coisa **é extremamente o oposto** da outra.

Whereas/ While Brazil is a large country, Uruguay is a small one.
(Enquanto o Brasil é um país grande, o Uruguai é pequeno.)

Nevertheless, Nonetheless, Notwithstanding

There was no news, **nevertheless**, she went on hoping.
(Não havia notícia, no entanto ela continuou a ter esperança.)

In Spite Of, Despite

Mark went on working **in spite of** feeling unwell.
(Mark continuou trabalhando apesar de sentir-se mal.)

She wanted to go **despite** the danger.
(Ela queria ir apesar do perigo.)

Exemplificação

For Example

Buy healthy food, **such as** fruits.
(Compre comida saudável, tal como frutas)

Such As

Try taking more exercise. **For example**, you could walk to work.
(Tente fazer mais exercícios. Por exemplo, você poderia caminhar para ir ao trabalho.)

Finalidade

To

This machine is used **to** cut plastic.
(Essa máquina é usada para cortar plástico)

In Order To

She was running **in order not to** miss the bus.
(Ela estava correndo para não perder o ônibus)

So That = So As To

I gave him a map **so that** he could find the place.
(Eu dei a ele um mapa para que ele pudesse encontrar o lugar)

Tempo

When

When expressa ideia do momento em que ocorreu uma ação.

When we were in Dublin, we visited the Irish National Gallery.
(Quando estivemos em Dublin, visitamos a Irish National Gallery.)

After

After expressa ideia de um momento posterior no tempo.

After I arrived, I saw them.
(Depois que cheguei, eu os vi.)

I saw them **after** I arrived.
(Eu os vi depois que cheguei.)

Importante

Quando uma oração adverbial preceder uma oração principal, como no primeiro exemplo, utiliza-se uma vírgula para separar as orações. Quando a oração adverbial estiver depois da oração principal, como no segundo exemplo, a vírgula não é utilizada.

As

As pode ser usado da mesma maneira que while para expressar ideia de simultaneidade.

I fell in the street **as** I was running home.
(Eu caí na rua quando corria para casa.)

As Long As

As Long As expressa ideia de um período completo.

I will stay here **as long as** necessary.
(Eu ficarei aqui todo o tempo necessário.)

As Soon As

As Soon As expressa idéia de algo que ocorre em um momento específico ou antes dele.

I came **as soon as** I heard the news.
(Eu vim assim que ouvi a notícia.)

Before

Before expressa idéia de um momento anterior no tempo.

Come and see me **before** you leave for Europe.
(Venha me ver antes de ir para a Europa.)

By The Time

By The Time também expressa idéia de algo ocorrendo antes de um momento específico no tempo.

We will have finished all the work **by the time** he arrives.
(Teremos terminado todo o trabalho quando ele chegar.)

During The Time

During The Time (That) expressa ocorrência de um evento durante um período específico.

I used to read a lot **during the time that** I was a student.
(Eu costumava ler muito durante a época em que era estudante.)

Immediately

Immediately expressa a ocorrência de uma ação, sem pausa ou atraso, imediatamente após um fato.

He went on holiday **immediately** after receiving the money from the lottery.
(Ele saiu de férias imediatamente depois de ter recebido o dinheiro da loteria.)

The Moment That

The Moment That também expressa uma ação que acontece sem atraso.
We had tea the moment that she arrived.
(Tomamos chá assim que ela chegou.)

Once

Once pode ser usado do mesmo modo que As soon as. Expressa a idéia de algo que ocorre **no momento** ou **um pouco antes de um evento específico**.

We can relax a bit **once** we have finished this work.
(Podemos relaxar um pouco assim que finalizarmos esse trabalho.)

Since

Since pode ser usado como **preposição** e como **conjunção** (quando liga duas orações).

Peter has been in Brazil **since** last week.
(Peter está no Brasil desde a semana passada.)

Peter has been in Brazil **since** he got married.
(Peter está no Brasil desde que se casou.)

Until/Till

Until/ Till expressa a idéia de “até determinado momento”.

You cannot leave **until** your work is finished.
(Você não pode sair até que seu trabalho esteja terminado.)

Whenever

Whenever expressa a idéia de “qualquer tempo” ou “todo o tempo”

He is in a bad mood **whenever** I see him.
(Ele está de mau humor sempre que o vejo.)

While

While expressa a idéia de duração, de simultaneidade.

The phone rang **while** I was having a bath.
(O telefone tocou enquanto eu tomava banho.)

Every Time

Every Time (That) é outra forma de expresser whenever.

He is in a bad mood **every time that** I see him.
(Ele está de mau humor todas as vezes que o vejo.)

The First Time

The First Time (That) expressa a primeira ocorrência de um evento.

Sandra fell in love with John **the first time that** she saw him.
(Sandra se apaixonou por John na primeira vez que o viu.)

The Last Time

The Last Time (That) expressa a última ocorrência de um evento até o instante presente.

He was working in a computer company **the last time that** I spoke to him.

Casos Especiais

I. For # because

A “for-clause” cannot precede the verb which it explains.

E.g.: Because it was wet, he took a taxi.

A “for-clause” cannot be preceded by NOT, BUT or ANY conjunction.

E.g.: He stole, not because he wanted the money but because he liked stealing.

A “for-clause” cannot be used in answer to a question.

E.g.: Why did you do it? I did it because I was angry.

II. “AS” can mean **though/ although** but only in the combination ADJECTIVE + AS + SUBJECT + TO BE / TO SEEM / TO APPEAR.

E.g.: Tired **as** he was he offered to carry her.
Though he was tired he offered to carry her.

III. "Like" – comparison or exemplification it's more common to use "like" as a comparison, but sometimes it can be used as an exemplification.

E.g.: (comparison) The floor has been polished.
(example) It's like walking on ice. Some sports, like motor racing, can be dangerous.

VI. A conjunção THEN não só pode indicar sequência de fatos como pode indicar resumo, conclusão.

E.g.: You ought to take your medicine regularly.
You'll feel better, then.

Outras conjunções com a mesma aplicação são: in short, in all, altogether, more generally

V. Reinforcement shows additional point in an argument. Examples of such conjunctions are:

besides, in any case, anyway, furthermore

VI. Conjunctions that denote explanation:

That is (i.e.), namely (viz.), for example (eg.)

EXERCISES LEVEL 1

Learning to quit

Jodi Hall started smoking at age 9. By the time she was 16, she was up to a pack a day – and she wanted to quit. A couple of reasons: one, her health two, a guy named Momy. "He said that when he kissed me, it was like kissing an ashtray," Jodi says.

5 Earlier this year, Jodi, along with 25 of her classmates at Johnson High School, in Savannah, GA, enrolled in the school's first stop-smoking class. During the eight-week Tobacco Free Teen class, they learned what smoking can do to their body, their wallet and their grades (some kids end up cutting class to satisfy their nicotine cravings). But
10 it wasn't just about scare tactics. The goal is behavior modification, not punishment, so students are taught techniques for handling stress and resisting the urge to light up even when friends or parents do.

15 According to the American Lung Association (ALA), which sponsors the class about half the adults who smoke were regular smokers by age 18. "These numbers are only going to get worse," says Kristine Lewis of the ALA. "The tobacco industry is turning to teens."

20 How did the students do? Jodi has been cigarette less for three months. But she's the only one. Her classmate Adam Cushman is slowly puffing his way back to three packs a day. The 16-year-old says he wants to stop, "but the way things are going, I doubt I'll be able to."

01 The word BUT in "But she's the only one" indicates:

- (A) cause.
- (B) contrast.
- (C) addition.
- (D) conclusion.

02 Assinale a alternativa **incorreta**:

- (A) Despite the heavy rain, we managed to get to the hotel.
- (B) It took my wife a long time to get dressed. Therefore, we missed the show.
- (C) The new working procedure was accepted both by the managers and the employees.
- (D) The bus drivers were on strike. As soon as, some buses could be seen on the streets.
- (E) These clothes are very nice indeed, but I don't think I can afford buying them.

03 Assinale a alternativa que completa corretamente a frase:

"You and Vanessa are very good friends, _____, they sometimes stop talking to each other _____. Both of them are very stubborn. "

- (A) so that / otherwise
- (B) however / because
- (C) but / whether
- (D) even if / for
- (E) "a" and 'c" are correct.

04 Dadas as sentenças

- I. He was hired as a bartender when he was only 18.
- II. Otherwise the hot weather, people were all happy.
- III. The doctor came in as soon as he heard the announcement on the loudspeaker.

- (A) apenas a I.
- (B) apenas a II.
- (C) apenas a II e a III.
- (D) apenas a I e a III.
- (E) todas as sentenças.

05 Qual a alternativa que completa corretamente a seguinte frase:

"The students said that they remained outside the classroom they could not see their demands accepted by the Board."

- (A) however
- (B) not only
- (C) otherwise
- (D) until
- (E) till

06 Assinale a alternativa **INCORRETA**:

- (A) Not only Margarida but also Cristina are not working at this moment.
- (B) Carminha does no study much. Yet, she always gets goods grades.
- (C) You should buy a new computer, so that you could surf the Internet faster.
- (D) I'm not the kind of person who can easily forgive. Even if, I'm trying.
- (E) I've been working like a dog, I'm very tired.

07 Qual das alternativas abaixo completa corretamente a frase:

"You are not dedicated to your work anymore _____ you do not look for something better. What's happening?"

- (A) and
- (B) however
- (C) as soon as
- (D) in spite of
- (E) like

08 Quando você terminar de preencher este formulário, eu já terei me aposentado.”

- (A) as soon as. (D) nevertheless.
 (B) as long as. (E) by the time.
 (C) still.

09 O termo sublinhado na frase abaixo está corretamente vertido ao inglês em uma das alternativas apresentadas. “Os radicais recusaram-se a negociar com os americanos até o último instante. Portanto a guerra era inevitável.”

- (A) still. (D) otherwise.
 (B) therefore. (E) however.
 (C) yet.

10 Assinale a única alternativa que não permite corretamente a frase: “We ought to stay together _____ we cannot overcome this challenge”.

- (A) otherwise (D) despite
 (B) although (E) so
 (C) though

11 Put into English: “Faça o que tiver de fazer, contanto que eu não perca meu dinheiro”.

- (A) Do whatever you have to do, although I do not lose my money.
 (B) Do whatever you have to do, as long as I do not lose my money.
 (C) Do whatever you have to do, even if I do not lose my money.
 (D) Do whatever you have to do, however I do not lose my money.
 (E) Do whatever you have to do, as soon as I do not lose my money.

12 Passe para o inglês a seguinte frase: “Não reclame, trabalhe... ainda que nada seja fácil, hoje em dia”.

- (A) Don't complain, work ... even though nothing is easy nowadays.
 (B) Don't complain, work ... nevertheless nothing is easy nowadays.
 (C) Don't complain, work ... however nothing is easy nowadays.
 (D) On't complain, work ... as long as nothing is easy nowadays.
 (E) Don't complain, work ... otherwise nothing is easy nowadays.

13 A tradução correta para a frase “ In spite of being a good engineer, he's been unemployed since 1998 ” é:

- (A) Não importa ser um bom engenheiro, se o desemprego começou em 1998.
 (B) Embora fosse um bom engenheiro, ele desistiu do emprego em 1998.
 (C) Ele queria ser um engenheiro desempregado logo que se formou em 1998.
 (D) Apesar de ser um bom engenheiro, ele está desempregado desde 1998.
 (E) Apesar de bom engenheiro, ele desempregou muita gente desde 1998.

14 _____ all his mother's efforts Otavio is still ill-mannered.

- (A) Though
 (B) In spite of
 (C) Until
 (D) Therefore
 (E) As soon as

15 Be polite _____ you call someone on the telephone, ok?

- (A) when (D) not only
 (B) still (E) despite of
 (C) yet

16 _____ he acknowledged your invitation he couldn't come to your birthday party. _____ he hopes you'll forgive him.

- (A) Though / As soon as (D) Although / Until
 (B) Though / By the time (E) Though / Till
 (C) Although / Therefore

17 Be careful when you cross any street, _____ you may hurt yourself.

- (A) otherwise (D) despite
 (B) although (E) thought
 (C) after

18 It was not _____ Easter that she returned our tablecloth.

- (A) yet (D) however
 (B) still (E) before
 (C) though

19 They've even tried harder. , they were not able to win the race.

- (A) yet (D) as
 (B) since (E) as just
 (C) because

20

“[...] Americans approve artists with a perfect set of teeth such as Britney Spears, and they think bad teeth make performers less attractive – thus making consumers less prone to buy their CD's.”

Thus, underlined in the text above, means:

- (A) likely. (C) in reality.
 (B) moreover. (D) consequently.

21 In replacing the word “if” in the sentence “If petroleum gets into the lungs, it can cause quite a bit of damage to the lungs [including] pneumonitis, or inflammation of the lungs.”, the linking element that would significantly change the meaning expressed in the original is:

- (A) in case. (D) in the event that.
 (B) assuming that. (E) despite the fact that.
 (C) supposing that.

22 The expression in **boldface** introduces the idea of conclusion in:

- (A) **But** a new model quickly determines the best routes and means for delivering humanitarian aid,
 (B) **Rather than** considering the shortest path from one place to another to maximize profit,
 (C) “her system aims for the cleanest path at minimum cost, **while** capturing factors such as the perishability of the product...”
 (D) “You don't know where demand is, **so** it's tricky.”
 (E) “This is particularly important where response must be rapid and effective, **such as** during disaster scenarios...”

23 While the role of the state oil company is not in question, the level and manner of participation by the private sector is not as clear.

However, Brazil's new oil and gas potential has raised doubts about the extent of that openness in the future, as the government debates the preferred degree of private participation.

"While..." and "However," could be correctly replaced with:

- (A) although – therefore.
- (B) yet – due to the fact that.
- (C) whereas – for that reason.
- (D) even though – nevertheless.
- (E) in the meanwhile – on the other hand.

24 The **boldfaced** item is synonymous with the expression in parentheses in:

- (A) "**Nevertheless**, for Brazil, this represents something much more spectacular." (Thus)
- (B) "...neither the company nor the country's oil industry has **so far** been big enough to become a government cash cow." (meanwhile)
- (C) "**However**, 'if we have a firm and successful local content policy, no' (Moreover)
- (D) "'because other sectors in the economy are going to grow as fast as Petrobras.'" (due to the fact that)
- (E) "**Ultimately**, Brazil's ability to avoid Dutch disease will depend not just on how the money from the oil is spent." – (Furthermore)

25 The word in **bold type** expresses the idea in parenthesis in:

- (A) "**Yet** full development of the fields will pose..." (*condition*).
- (B) "**as** financing constraints hinder investments..." (*comparison*).
- (C) "**since** Petrobras ranks among ..." (*contrast*).
- (D) "**Unlike** drilling through rock," (*result*).
- (E) "**such as** longer drilling times," (*exemplification*).

26 The **boldfaced** marker is synonymous with the expression in parentheses in:

- (A) "**In order to** sustain the needs of an ever globalized world,". (So as to)
- (B) "**Nonetheless**, geological limitations will disrupt this improbable scenario." (Moreover)
- (C) "**Nevertheless**, this methodology is dangerously defective on several key points..." (Consequently)
- (D) "**Therefore**, relying on the R/P ratio gives a false impression of security..." (Yet)
- (E) "**Moreover**, OPEC countries continue to present their reserves as flat..." (However)

27 The word in parentheses describes the idea expressed by the word in **boldtype** in:

- (A) "...a need to accelerate the development of alternative energy fuel resources **in order to** ensure energy security and reduce emissions," (contrast)
- (B) "'The common belief that alternative fuels **such as** biofuels..." – (result)
- (C) "**Instead of** relying on those silver bullet solutions," – (consequence)
- (D) "**However**, these methods have a far higher carbon output than conventional drilling," (reason)
- (E) "...the emissions produced during extraction **as well as** during usage." (addition)

28 If you want to get something done, decide when and where you're going to do it. Otherwise, take it off your list.

Otherwise in the sentence "Otherwise, take it off your list." can be substituted, without changing the meaning of the sentence, by:

- (A) Unless.
- (B) Or else.
- (C) Despite.
- (D) However.
- (E) Therefore.

29 The expression in **boldface** introduces the idea of consequence in:

- (A) "**Instead**, most use wood, coal or even dung to heat and cook their homes –"
- (B) "...**but**, except for periodic jumpstarts during election season,"
- (C) "Access to adequate, affordable and basic modern energy services is **thus** crucial to achieving sustainable human development."
- (D) "**However**, in the same region, mobile phones are widespread,"
- (E) "All of this exists **despite** the absence of a convenient outlet in which to plug basic electronic appliances."

30 In the fragment "Moreover, it is hard to call this measure drastic or radical:", *moreover* can be substituted by:

- (A) instead.
- (B) besides.
- (C) however.
- (D) therefore.
- (E) on the other hand.

NOTES

EXERCISES LEVEL 1

01 (EFOM-2001) The passive form of “They expected him to arrive at night” is:

- (A) He is expected to arrive at night.
- (B) They are expected to arrive at night.
- (C) He expected to arrive at night.
- (D) He was expected to arrive at night.
- (E) They were expected to arrive at night.

02 (EFOM-2001) What’s wrong with your sister? She’s uptight because she’s _____ of money.

- (A) let go
- (B) run out
- (C) brought down
- (D) gone over
- (E) get out

03 (EFOM-2001) “Somebody opened the door”.

- (A) The door was opened.
- (B) The door opens.
- (C) The door is open.
- (D) The door open.
- (E) The open door.

04 (EFOM-2001) “Why is your partner uptight?”

“I guess she’s not used to _____ harshly.”

- (A) being spoken to
- (B) being spoke to
- (C) be spoke to
- (D) be spoked to
- (E) be speaking to

05 (EFOM-2001) In: “It should come as no surprise that two women who train on the beaches of Rio de Janeiro are expected to dominate an Olympic sport known as much for its sun-and-surf atmosphere and itty-bitty uniforms as for the spikes and serves of competition.”

(Time - Latin American Edition / September 11, 2000.)

The underlined adjective means:

- (A) extremely small.
- (B) extremely cheap.
- (C) extremely expensive.
- (D) very tight.
- (E) very comfortable

06 (EFOM-2001) “We have been waiting for you for over an hour.”

“The traffic was heavy; _____ I would have been here half an hour before.”

- (A) however
- (B) thus
- (C) nevertheless
- (D) otherwise
- (E) anyway

07 (EFOM-2001) “She won’t object to not being invited” means:

- (A) They wouldn’t invite her unless she didn’t object.
- (B) She wishes they would invite her.
- (C) Although she won’t object, they invited her.
- (D) She doesn’t care about being invited or not.
- (E) She could object not to be invited.

08 (EFOM-2001) Seat belt laws were introduced _____ traffic facilities would be reduced.

- (A) then
- (B) when
- (C) so that
- (D) as if
- (E) so as to

09 (EFOM-2001) Today, “carpet” refers to floor covering that reaches from wall to wall, _____ “rug” refers to a piece of material that covers only one section of the floor.

- (A) therefore
- (B) whereas
- (C) in as much as
- (D) among
- (E) despite of

10 (EFOM-2001) A fine tomb, _____, marks the grave of the poet Chaucer.

- (A) which in the fifteenth century was erecting
- (B) erecting in the fifteenth century
- (C) erected in the fifteenth century
- (D) been erected in the fifteenth century
- (E) erect in the fifteenth century

11 (EFOM-2002) You must pay the installment tomorrow _____ you’ll hurt your credit rating.

- (A) so that
- (B) in spite of
- (C) nevertheless
- (D) so as to
- (E) otherwise

12 (EFOM-2002) If it hadn’t been for the strike, _____.

- (A) it would have been sent it
- (B) it would have been sent
- (C) it would have it sent
- (D) it would have being sent
- (E) it would been sent

13 (EFOM-2002) Choose the correct alternative:

- (A) The wolfs have been attacking the sheeps.
- (B) The wolfes have been attacking the sheeps.
- (C) The wolves have been attacking the sheeps.
- (D) The wolfs have been attacking the sheep.
- (E) The wolves have been attacking the sheep.

14 (EFOM-2002) Fill in the blank.

When are the Government going to meet in order to discuss the new policy? Everybody looks forward to knowing when _____ talk is going to take place.

- (A) his (D) your
(B) its (E) our
(C) their

15 (EFOM-2002) Choose the correct Passive Voice.

- (A) A second coat of paint will be spread over that surface tomorrow.
(B) A second coat of paint shall be spreaded over that surface tomorrow.
(C) A second coat of paint will spread over that surface tomorrow.
(D) A second coat of paint shall spread over that surface tomorrow.
(E) A second coat of paint will be spreaded over that surface tomorrow.

16 (EFOM-2002) Fill in the blank.

The police _____ it strategic to come to their knowledge that they are pursued. If they learn of it, they'll succeed in escaping.

- (A) doesn't find (D) do find not
(B) does find (E) does find not
(C) don't find

17 (EFOM-2002) Fill in the blank.

My boss lost all his documents and money. In my opinion he _____ more careful.

- (A) must have been (D) would have been
(B) may have been (E) should have been
(C) might be

18 (EFOM-2002) Fill in the blank.

It's not my fault! It was _____ who insisted on coming here.

- (A) him (D) I
(B) me (E) us
(C) he

19 (EFOM-2002) Fill in the blank.

He turned the stereo down very low _____ he shouldn't disturb the old lady downstairs.

- (A) so as to (D) even if
(B) in order to (E) so that
(C) nevertheless

20 (EFOM-2002) Fill in the blank.

When you were at high school, you were never good at Mathematics. You did not even manage to learn _____.

- (A) Pythagora's Theorem (D) Pythagoras Theorem
(B) Pythagoras' Theorem (E) Pythagoras Theorem's
(C) Pythagoras's Theorem

21 (EFOM-2003) Choose the correct answer:

"Everybody's watching us.
We _____ leave now."

- (A) 'd better not (D) 'd not better
(B) 'd better to (E) would better not
(C) 'd better not to

22 (EFOM-2003) Choose the correct answer:

"We can camping with Bill _____ we bring our own equipment."

- (A) nevertheless (D) as though
(B) even if (E) in order that
(C) as long as

23 (EFOM-2003) Choose the correct answer:

"My fiancée doesn't like wool sweaters. She _____ ever wears them."

- (A) fairly (E) very
(B) rather (D) pretty
(C) hardly

24 (EFOM-2003) Choose the correct alternative:

"My nephew is _____ a nap after meals."

- (A) used to taking (D) used taking
(B) used to take (E) used taking to
(C) uses to take

25 (EFOM-2003) Choose the correct answer:

"John has been unemployed for six months now. He _____ the job he was offered."

- (A) oughtn't to accepting (D) ought have accepted
(B) should to have accepted (E) should have accepted
(C) needs have accepted

26 (EFOM-2003) Choose the correct answer:

"They admire him, _____ his faults."

- (A) so that (D) in spite of
(B) despite of (E) whereas
(C) unless

27 (EFOM-2003) In: "Eventually her idea was accepted", the meaning of the underlined word is:

- (A) fortunately. (D) usually.
(B) finally. (E) suddenly.
(C) occasionally.

28 (EFOM-2003) The correct version of the expression: 'so that you can't be seen' is:

- (A) 'so that anything can't see you'
(B) 'so that nothing can't see you'
(C) 'so that anybody can see you'
(D) 'so that none can't see you'
(E) 'so that no one can see you'

29 (EFOM-2003) Choose the correct answer:

"I'm not sure _____."

- (A) whom she is staying with
- (B) with whom is she staying
- (C) with who she is staying
- (D) with who is she staying
- (E) with which is she staying

30 (EFOM-2003) Choose the correct answer:

"She usually takes notes. She knows _____ by heart."

- (A) none
- (B) no
- (C) none of
- (D) nothing
- (E) neither

31 (EFOM-2003) Mark the correct answer:

"One of _____ most important causes of conflict is _____ way people see _____ sides of _____ question."

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

32 (EFOM-2003) Choose the correct answer.

"You must pay the installment tomorrow, _____ you will hurt your credit rating."

- (A) in order to
- (B) notwithstanding
- (C) so as to
- (D) otherwise
- (E) furthermore

33 (EFOM-2003) Choose the correct alternative:

"Bob's score on the test is the highest in class. He _____."

- (A) should study hard last week
- (B) should to have studied hard last week
- (C) must have studied hard last week
- (D) must had to study hard last week
- (E) has to study hard last week

34 (EFOM-2005) Mark the correct answer:

"If she _____ in your place, she _____ that over and over again."

- (A) have been – would not do
- (B) had been – would not have done
- (C) were – will not do
- (D) was – will not have done
- (E) am – would not have done

35 (EFOM-2005) Choose the best answer in questions 23 and 24 to complete the blanks.

"Measles _____ a long time to get over."

- (A) are taking
- (B) is taken
- (C) takes
- (D) take
- (E) are being taken

36 (EFOM-2005) Indicate the alternative that best completes the following sentence.

"If she had taken my advice, she _____."

- (A) should learned the lesson.
- (B) should understand the lesson.
- (C) would learned the lesson.
- (D) would have learnt the lesson.
- (E) would had learned the lesson.

37 (EFOM-2005) Which is the best sentence?

- (A) "I've drunk beer, but I don't anymore."
- (B) "I drank beer, but I didn't anymore."
- (C) "I had drunk beer, but I haven't anymore."
- (D) "I would drink beer, but I don't anymore."
- (E) "I used to drink beer, but I don't anymore."

38 (EFOM-2005) Mark the correct option.

Helen said: "Somebody must send me the new books!" She said that:

- (A) somebody had to send her the new books.
- (B) somebody had sent her the new books.
- (C) the new books were sent to her.
- (D) she was going to receive the new books.
- (E) she must have sent the new books.

39 (EFOM-2005) Which sentence is correct?

- (A) "How is the educational system in your country?"
- (B) "How was the weather like?"
- (C) "How's work these days?"
- (D) "How's your mother?" – "She's a very nice person."
- (E) "What's your new girlfriend like?" – "She likes to go jogging at the beach."

40 (EFOM-2005) Mark the sentence which is **NOT** accurate.

- (A) "These sheets are to be washed."
- (B) "He was nowhere to be seen."
- (C) "Nobody was to blame for the accident."
- (D) "I have work to be done."
- (E) "This form is to be filled in in ink."

41 (EFOM-2005) Check the correct meaning.

In: "Look at John! He must be drunk?", **must** expresses:

- (A) deduction.
- (B) obligation.
- (C) prohibition.
- (D) permission.
- (E) ability.

42 (EFOM-2005) Choose the best option to complete the sentence below.

Sam: "We have been waiting for you for over an hour."

Joe: "The traffic was heavy; _____ I would have been here twenty minutes sooner!"

- (A) however
- (B) in spite of
- (C) otherwise
- (D) nevertheless
- (E) howbeit

43 (EFOM-2005) Choose the best alternative to complete the sentence:

"She would have been in a real trouble _____ your help."

- (A) as (D) but for
(B) unless (E) even if
(C) as soon as

44 (EFOM-2005) Indicate the alternative that best completes the following sentence:

"My father is a person _____ technical knowledge of computer will impress _____."

- (A) whom – everybody (D) for whom – nobody
(B) whose – anyone (E) who – everyone
(C) which – someone

45 (EFOM-2006) "The paint is wet because he _____ the picture".

- (A) is just ending (D) has just ending
(B) just ended (E) has just ended
(C) have just ended

46 (EFOM-2006) "People still smoke _____ they know smoking is dangerous".

- (A) despite (D) as soon as
(B) in spite of (E) instead of
(C) although

47 (EFOM-2006) In: "The invention of the automobile has changed American life in several ways", the passive voice is:

- (A) "American life is being changed in several ways".
(B) "American life was being changed in several ways".
(C) "American life is changed in several ways".
(D) "American life has been changed in several ways".
(E) "American life would be changed in several ways".

48 (EFOM-2006) The word **since** can be used to appropriately fill in the blank of which sentence below?

- (A) "I am studying here _____ 2004."
(B) "She has slept _____ two hours."
(C) "They had been staying at the hotel _____ many days before they decided to move to an apartment."
(D) "Bob has worked at that big company _____ he moved to Washington."
(E) "Carol lives in Boston _____ she was born."

49 (EFOM-2006) Lucy: "– Has Betty finished writing that letter?"
Tom: "– No, and she _____ three hours ago".

- (A) should had finished
(B) should have finished
(C) should to finished
(D) should finished
(E) should finish

TEXT

Holiday on the Titanic

In July an expedition will leave St. John, Newfoundland on a voyage to the wreck of the Titanic.

The voyage is organized by Deep Ocean Expeditions, which was founded by Australian adventurer Mike McDowell in 1998. The company owns several deep sea "submersibles" – underwater craft smaller than submarines. This expedition will use a special Russian-owned ship. Its crew has 15 years' experience in deep sea diving expeditions. The ship offers spacious cabins and a top-class chef prepares the meals. The 608-kilometre journey to the Titanic wreck takes two days. During the voyage experts give lectures on marine life and deep sea diving.

Sad and beautiful

At the site of the wreck, the team send radar devices to the bottom of the ocean so the submersibles can navigate around the wreck. The divers spend time in the submersibles to make sure no one suffers from claustrophobia. The dive lasts 10 hours: the submersibles descend 3,600 metres to the bottom of the ocean.

Brigitte Saar made the trip in 2001. She explains what she saw: "Finally we see the old lady: Titanic's starboard side towers in front of the sub. She's sad and beautiful and much bigger than I imagined. After visiting the boat deck we visit the grand staircase. When the chandeliers are visible outside my porthole, I don't know what to feel: panic because the sub is literally stuck, or sadness because in my inner eye I can see elegant people enjoying themselves in their first-class luxury world."

Reservations

Are you a real adventurer? Check out the next scheduled trip with Deep Ocean Expeditions. The cost of a ticket? Around 37,000 US dollars!

(For further info: www.deepeerpeditions.com. Matéria Publicada na revista *Speak Up* edição 227 – abril/2006.)

50 (EFOM-2007) The word **crew** in line 6 means:

- (A) a group of tourists.
(B) a group of tourists guiders.
(C) people working on a ship, plane.
(D) family members.
(E) a group of friends.

51 (EFOM-2007) What we can **NOT** say about Brigitte Saar impressions of her trip:

- (A) Titanic's wreck was beautiful, but also sad.
(B) She could imagine graceful people having a great time on that ship.
(C) Titanic's wreck was not as big as she imagined.
(D) Her feelings were confusing.
(E) She was anxious to visit Titanic's wreck.

52 (EFOM-2007) According to this article, we can say that:

- (A) submarines are used in this expedition.
(B) the trip is long and the dive is short.
(C) people do not have enough experience to a trip like this.
(D) you learn about diving and marine life during the trip.
(E) the ship and submersibles are not comfortable.

53 (EFOM-2007) "Please, clean the basement, _____ mom will be furious."

- (A) even if (D) despite
- (B) instead of (E) as well as
- (C) otherwise

54 (EFOM-2007) "The loan _____ back if they hadn't been held up last week."

- (A) would have paid (D) will have paid
- (B) would pay (E) will be paid
- (C) would have been paid

55 (EFOM-2007) In "This expedition will use a special Russian-owned ship.", the passive voice is:

- (A) A special Russian-owned ship will use by this expedition.
- (B) A special Russian-owned ship would use by this expedition.
- (C) A special Russian-owned ship will be used by this expedition.
- (D) A special Russian-owned ship would be used by this expedition.
- (E) A special Russian-owned ship would used by this expedition.

56 (EFOM-2007) "We all enjoyed the performance very much, although _____."

- (A) it was really out of this world
- (B) the pianist himself was delighted with it
- (C) no one disagreed with our opinion
- (D) the pianist appeared rather nervous at first
- (E) the performance was terrific

57 (EFOM-2007) "Lucy's brothers earn _____ living working for the government while _____ father earns _____ as a dentist."

- (A) her / her / his (D) their / their / yours
- (B) her / their / his (E) their / her / his
- (C) her / their / yours

58 (EFOM-2007) "David, _____ Mr. Willcox and Mr. Alex _____ the P&O Shipping Company in 1837?" "That's right. That was the first year."

- (A) did / found (D) does / found
- (B) has / found (E) have / founded
- (C) do / find

59 (EFOM-2007) "Alan, _____ the lights when you leave the room."

- (A) you always to turn off (D) always turn off
- (B) always turned off (E) always you turn off
- (C) you always turning off

60 (EFOM-2007) "_____ lemon originated in _____ China and spread south to _____ Malaysian islands and west to _____ India."

- (A) A / the / the / X (D) A / the / X / X
- (B) X / X / X / X (E) The / X / the / X
- (C) The / the / the / the

NOTES
