

# OBJETIVO

ITA  
Inglês

4



Atinídios	Sólidos					
Outros met.						
Não-Meta						
Cases no						
6	7	8	9	10	11	12
26	26	26	28	28	28	36
Mn	Fe	Co	Ni	Cu	Zn	K
Manganés	Ferro	Cobalto	Níquel	Cobre	Zinco	Potássio
54.938045	55.845	58.933200	58.6934	63.546	65.38	39.0983
43	44	45	46	47	50	54
Tecnécio	Ru	Rh	Pd	Ag	Sn	S
(88)	Rútenio	Ródio	Paládio	Prata	Estanho	Sulfúrio
	101.07	102.90550	106.42	107.8682	118.710	32.06
75	76	77	78	79	82	84
Re	Os	Ir	Pt	Au	Pb	Bi
Rênio	Osmio	Írquio	Platina	Áurio	Chumbo	Bismuto
186.207	190.23	192.222	195.084	196.9665	207.2	208.9804
86	86	86	86	86	86	86
Ra	Ra	Ra	Ra	Ra	Ra	Ra
Rádium	Rádium	Rádium	Rádium	Rádium	Rádium	Rádium
226	226	226	226	226	226	226
88	88	88	88	88	88	88
Fr	Fr	Fr	Fr	Fr	Fr	Fr
Frâncio	Frâncio	Frâncio	Frâncio	Frâncio	Frâncio	Frâncio
223	223	223	223	223	223	223
88	88	88	88	88	88	88
Ra	Ra	Ra	Ra	Ra	Ra	Ra
Rádium	Rádium	Rádium	Rádium	Rádium	Rádium	Rádium
226	226	226	226	226	226	226
88	88	88	88	88	88	88
Ac	Ac	Ac	Ac	Ac	Ac	Ac
Actínio	Actínio	Actínio	Actínio	Ac	Ac	Ac
227	227	227	227	227	227	227
88	88	88	88	88	88	88
Th	Th	Th	Th	Th	Th	Th
Tório	Tório	Tório	Tório	Tório	Tório	Tório
232	232	232	232	232	232	232
88	88	88	88	88	88	88
Pa	Pa	Pa	Pa	Pa	Pa	Pa
Protáctio	Protáctio	Protáctio	Protáctio	Protáctio	Protáctio	Protáctio
231	231	231	231	231	231	231
88	88	88	88	88	88	88
U	U	U	U	U	U	U
Uránio	Uránio	Uránio	Uránio	Uránio	Uránio	Uránio
238	238	238	238	238	238	238
88	88	88	88	88	88	88
Np	Np	Np	Np	Np	Np	Np
Neptúncio	Neptúncio	Neptúncio	Neptúncio	Neptúncio	Neptúncio	Neptúncio
237	237	237	237	237	237	237
88	88	88	88	88	88	88
Pu	Pu	Pu	Pu	Pu	Pu	Pu
Plutónio	Plutónio	Plutónio	Plutónio	Plutónio	Plutónio	Plutónio
244	244	244	244	244	244	244
88	88	88	88	88	88	88
Am	Am	Am	Am	Am	Am	Am
Amérvio	Amérvio	Amérvio	Amérvio	Amérvio	Amérvio	Amérvio
243	243	243	243	243	243	243
88	88	88	88	88	88	88
Cm	Cm	Cm	Cm	Cm	Cm	Cm
Curvium	Curvium	Curvium	Curvium	Curvium	Curvium	Curvium
247	247	247	247	247	247	247
88	88	88	88	88	88	88
Bk	Bk	Bk	Bk	Bk	Bk	Bk
Berkélio	Berkélio	Berkélio	Berkélio	Berkélio	Berkélio	Berkélio
247	247	247	247	247	247	247
88	88	88	88	88	88	88
Cf	Cf	Cf	Cf	Cf	Cf	Cf
Califórnia	Califórnia	Califórnia	Califórnia	Califórnia	Califórnia	Califórnia
251	251	251	251	251	251	251
88	88	88	88	88	88	88
Es	Es	Es	Es	Es	Es	Es
Erbécio	Erbécio	Erbécio	Erbécio	Erbécio	Erbécio	Erbécio
254	254	254	254	254	254	254
88	88	88	88	88	88	88
Fm	Fm	Fm	Fm	Fm	Fm	Fm
Fermíbio	Fermíbio	Fermíbio	Fermíbio	Fermíbio	Fermíbio	Fermíbio
257	257	257	257	257	257	257
88	88	88	88	88	88	88
Mendelevium	Mendelevium	Mendelevium	Mendelevium	Mendelevium	Mendelevium	Mendelevium
258	258	258	258	258	258	258
88	88	88	88	88	88	88
103	103	103	103	103	103	103
104	104	104	104	104	104	104
105	105	105	105	105	105	105
106	106	106	106	106	106	106
107	107	107	107	107	107	107
108	108	108	108	108	108	108
109	109	109	109	109	109	109
110	110	110	110	110	110	110
111	111	111	111	111	111	111
112	112	112	112	112	112	112
113	113	113	113	113	113	113
114	114	114	114	114	114	114
115	115	115	115	115	115	115
116	116	116	116	116	116	116
117	117	117	117	117	117	117
118	118	118	118	118	118	118
119	119	119	119	119	119	119
120	120	120	120	120	120	120



## MÓDULO 7

## Business English II

Translate into Portuguese (1 to 50).

1. glutted market = \_\_\_\_\_
2. bear market = \_\_\_\_\_
3. bull market = \_\_\_\_\_
4. purchasing power = \_\_\_\_\_
5. going rate = \_\_\_\_\_
6. interest rate = \_\_\_\_\_
7. cash in hand = \_\_\_\_\_
8. to increase  
to rise  
to raise  
to skyrocket  
to go up  
to soar } = \_\_\_\_\_
9. to decrease  
to diminish  
to lower  
to go down  
to drop  
to fall  
to lessen } = \_\_\_\_\_
10. loss = \_\_\_\_\_
11. bankruptcy (= failure) = \_\_\_\_\_
12. to fail (= to go bust) = \_\_\_\_\_
13. debt = \_\_\_\_\_
14. supply / demand = \_\_\_\_\_
15. supplier = \_\_\_\_\_
16. shadow economy = \_\_\_\_\_
17. seed money = \_\_\_\_\_
18. goal (= target) = \_\_\_\_\_
19. schedule = \_\_\_\_\_
20. budget = \_\_\_\_\_
21. billing = \_\_\_\_\_
22. GDP / GNP (= Gross Domestic/National Product) = \_\_\_\_\_
23. wholesale = \_\_\_\_\_
24. retail = \_\_\_\_\_
25. forecast = \_\_\_\_\_
26. income (= revenue) = \_\_\_\_\_
27. income-tax = \_\_\_\_\_
28. assets / liability = \_\_\_\_\_
29. lender = \_\_\_\_\_
30. borrower = \_\_\_\_\_
31. loan = \_\_\_\_\_
32. loan-shark = \_\_\_\_\_
33. downpayment = \_\_\_\_\_
34. installment = \_\_\_\_\_
35. shortage = \_\_\_\_\_
36. surplus = \_\_\_\_\_
37. default = \_\_\_\_\_
38. to slash prices = \_\_\_\_\_
39. spot price = \_\_\_\_\_
40. a plunge in prices = \_\_\_\_\_

41. sample = \_\_\_\_\_
42. a branded product = \_\_\_\_\_
43. trade mark = \_\_\_\_\_
44. fee = \_\_\_\_\_
45. toll = \_\_\_\_\_
46. fare = \_\_\_\_\_
47. to sponsor = \_\_\_\_\_
48. to charge (= to bill) = \_\_\_\_\_
49. to account for (= to be in charge of) = \_\_\_\_\_
- \_\_\_\_\_
50. state-of-the-art product = \_\_\_\_\_
- \_\_\_\_\_

## MÓDULO 8

### THE POLITICS OF SNOW

#### CHICAGO



In Washington, city officials panic about snow. In Detroit, they don't much care. In Chicago (which has just endured the second-worst snowstorm in its history, with 21<sup>1</sup>/<sub>2</sub> inches of snow, 55 cm, in two days), clearing up the cold white stuff is a political necessity.

In 1979, when the Windy City had its last whopping storm, the clean-up was so botched that the city ran television commercials pleading for help from anyone with snow-removal equipment. A few months later, voters tossed out the mayor. Mayor Richard Daley, up for reelection in February, is not about to make the same mistake. Chicago has already spent more than \$17m ploughing the streets, \$5m above the snow-removal budget for the whole year (and more snow is forecast). The city hitched ploughs to more than 500 city trucks, including rubbish-haulers, hired another 400 private trucks, and put city workers on 17-hour shifts.

Despite all that, Mr Daley's Democratic rival in the mayor's race, Bobby Rush, the black congressman for the city's largely black South Side, called a press conference on a snowy street corner to accuse the mayor of neglecting poor districts.

*The Economist*

#### I. Known Vocabulary

1. second-worst = \_\_\_\_\_
2. snowstorm = \_\_\_\_\_
3. inch (= 2,54 cm) = \_\_\_\_\_
4. to clear up → clean up = \_\_\_\_\_
5. help = \_\_\_\_\_
6. to run TV programs = \_\_\_\_\_
7. mayor = \_\_\_\_\_
8. the same = \_\_\_\_\_
9. mistake = \_\_\_\_\_
10. already = \_\_\_\_\_
11. to spend = \_\_\_\_\_
12. street = \_\_\_\_\_
13. the whole year = \_\_\_\_\_
14. truck = \_\_\_\_\_
15. despite = \_\_\_\_\_
16. race = \_\_\_\_\_
17. press conference = \_\_\_\_\_
18. corner = \_\_\_\_\_

#### II. Unknown Vocabulary (in context)

1. official = \_\_\_\_\_
- Officials in Brasilia say that our inflation rate won't return.

2. to care = \_\_\_\_\_  
As I care much about you, I'd like you to take this aspirin and try to fight fever.

3. to endure = \_\_\_\_\_  
Brazil has been enduring its worst summer in years.

4. stuff = \_\_\_\_\_  
I won't offer you any coffee: I know you hate the stuff.

5. whopping = \_\_\_\_\_  
His knowledge of Shakesperare's works is whopping!  
I've never seen anybody that knows more about them.

6. botched = \_\_\_\_\_  
Your exercises are botched – please, redo all of them.

7. to plead (for) = \_\_\_\_\_  
He is pleading for money in order to buy something to eat.

8. to toss (out) = \_\_\_\_\_  
The population was not satisfied with the president and tossed him out.

9. to be about to = \_\_\_\_\_  
The teacher is about to arrive – I think in 5 minutes, or so.

10. to plough (= to plow) = \_\_\_\_\_  
He plowed his way through the forest.

11. budget = \_\_\_\_\_  
The company's budget for next year is \$ 1 million.

12. forecast = \_\_\_\_\_  
Did you hear what the weather forecast on TV said?

13. to hitch = \_\_\_\_\_  
I hitched a sparetire to my Jeep.

14. rubbish-haulers = \_\_\_\_\_  
Men who work with rubbish-haulers should earn more money than they do: after all, it is an unhealthy job.

15. to hire = \_\_\_\_\_  
The company must hire some more salesmen.

16. shift = \_\_\_\_\_  
I work from 6AM to 2PM; John works from 2PM to 10PM and Alex works from 10PM to 6AM: we work in shifts.

### III. Vocabulary Plus

#### SNOW → SNOWSTORM

1. Snow White and the Seven Dwarfs = \_\_\_\_\_  
\_\_\_\_\_
2. snowball = \_\_\_\_\_
3. snow-bound = \_\_\_\_\_
4. snow-capped = \_\_\_\_\_
5. snow-fall (= snowstorm) = \_\_\_\_\_
6. snowflake = \_\_\_\_\_
7. snowplow = \_\_\_\_\_
8. snowslide = \_\_\_\_\_

### IV. Tests

1. According to the text,
  - a) a few months before the astonishing snowfall in Chicago, the city's mayor was dismissed.
  - b) in 1979, everybody with snow-removal equipment in Chicago volunteered to clean up the city.
  - c) there's not been such a serious windfall in Chicago since last week.
  - d) 55cm of snow in two days is not a record of snowfall in Chicago.
  - e) Mr. Richard Daley is surely going to be Chicago's next mayor.
2. The annual snow-removal budget for Chicago is
  - a) \$ 5m
  - b) \$ 12m
  - c) \$ 17m
  - d) \$ 21,5m
  - e) \$ 55m

## ■ Módulos 7 e 8

The following text refers to questions 1 and 2.

### Reader's Digest .com

Work, e-mail, news, bills...

By Ron Geraci

#### 8 Tips to Fight Info Overload



Claire O' Connor  
(with daughters Blaise, left, and Darian)  
is hardly ever unreachable

**1. Spot the signs.** *Feel alone even as you communicate with people all day? That's a signal technology is dominating your life.*

**2. Take baby steps.** *Try being inaccessible for short spurts to see what happens. The world probably won't implode.*

**3. Repeat these four words:**

*"I have a choice." People who say, "My boss wants me to be reachable after 8 p.m." are likely exaggerating the control others have over them.*

**4. Set limits.** *Rein in office e-mail and instant message traffic. Who truly needs 35 daily FYIs on the Henderson case?*

**5. Give clear instructions.** *Try an e-mail signature that reads "I answer e-mail at 10 a.m., 1 p.m. and 4 p.m. If you need a quicker response, please call."*

**6. Make a task list.** *If you're interrupted, you'll get back to work faster if you have one.*

**7. Stick to a schedule.** *Handle recreational Web surfing and e-mail at set times. Dipping in and out is classic self-interruption.*

**8. Do a reality check.** *After five minutes of unplanned surfing, ask yourself, "Should I really be doing this now?"*

(www.readersdigest.com)

1. The tips given in the text apply to people
  - a) who are busy showering babies and giving instructions.
  - b) who never really plan ahead of time or are inaccessible.
  - c) who tend to exaggerate the amount of information they supply their VIP clients with.
  - d) who will only admit getting 35 daily FYIs on the Henderson case.
  - e) who want to learn how to keep from being overwhelmed.

2. Choose the alternative that contains only adjectives from the text formed by prefixes or suffixes.

- a) inaccessible, reachable, recreational, unplanned.
- b) interrupted, likely, daily, faster.
- c) probably, quicker, really, likely.
- d) exaggerating, dominating, signature, self-interruption.
- e) overload, dominating, dipping, instant.

The following text refers to questions 3 and 4.

## What's up? Conceptual metaphors and the teaching of phrasal verbs

By Elaine Hodgson

*Some aspects of a language are considered a real challenge for both teachers and learners. In the case of English, phrasal verbs are certainly amongst the most unpopular topics in the classroom. They are seen as important and, at the same time, almost impossible to be learnt. This probably happens because their meanings are often thought to be arbitrary and sometimes illogical. Being considered arbitrary, it is believed that these verbs cannot exactly be taught, but that they should, most of the time, be learnt **by heart**. Only the very gifted student or someone who has had the chance of living abroad for some time would be able to use them confidently. For the regular EFL student, understandably, this can be extremely off-putting, as one cannot be expected to memorize thousands and thousands of different verbs, especially if we consider that new phrasal verbs are created every day! **Would it be possible to facilitate the path to the learning of phrasal verbs, which are an important aspect of the English language?** The answer, I believe, is yes, even though it may seem very unusual at first: conceptual metaphors. The teaching of a few conceptual metaphors would probably help students (and teachers) deal with phrasal verbs in a more efficient manner.*

(New Routes)

3. According to the text, phrasal verbs
  - a) can only be memorized by native speakers.
  - b) are conceptual metaphors which can make our thoughts less arbitrary and, therefore, able to be put into practice.
  - c) can be learned only by the ones who are really off-putting and popular among the crowds.
  - d) would definitely not be chosen as a student's favorite subject to discuss in class.
  - e) are exclusively taught to EFL students who do not seem to be gifted ones.
4. When you learn something **by heart**,
  - a) you open your heart to new ideas.
  - b) you learn it so well that you can repeat it.
  - c) deep in your heart you know you have a chance to learn it.
  - d) you can outline the information you acquired in your studies.
  - e) you learn it because you love it.

## ■ Módulos 7 e 8

1) As dicas dadas no texto aplicam-se a pessoas que querem aprender como se livrar de ficarem sobrecarregadas.

No título:

“8 Tips to Fight Info Overload”.

Resposta: E

2) A alternativa *a* contém apenas adjetivos do texto formados por prefixos ou sufixos.

inaccessible

reachable

recreational

unplanned

Resposta: A

3) De acordo com o texto, phrasal verbs não seriam, seguramente, escolhidos como um assunto favorito de um aluno para ser discutido em classe.

No texto:

“..., phrasal verbs are certainly amongst the most unpopular topics in the classroom.”

Resposta: D

4) Quando você aprende algo de cor você o aprende tão bem que pode repeti-lo.

Resposta: B