

A Day with Dad

Becky Brown's parents are divorced. Becky spends every other weekend with her father Mike. One Saturday, Becky and Mike decide to go to a beach, and there they get a surprise. Their former neighbors, the Holts, are unpacking the next car. What a coincidence! Everyone waves hello and decides to spend the day together. Mr. Holt finds a spot for them on the crowded beach. During the day some people in the crowd sunbathe to get a tan. Other people swim and play in the water still others listen to the radio or pick up shells. Becky covers Mike with sand. The Holt's son, Jimmy, builds a sand castle. Mrs. Holt gets a sunburn. When everyone gets hungry, Mike puts on a chef's hat and cooks hot dogs and hamburgers. Kites and birds fly over the picnic. The families eat and eat. Finally, everyone cleans up, packs the cars, and says good-bye. Becky hugs Mike and falls asleep on the way home.

Taken from the Writing Composition – Cambridge University Press.

01 Which word(s) in the story tells you that there are many people on the beach?

- (A) Former neighbors.
- (B) Crowded.
- (C) Others.
- (D) Some people.

02 Mark the option in which there is a grammatical mistake in the dialog.

- (A) **A:** Where did Beck and the Holts meet one another?
B: They met one another on the beach.
- (B) **A:** What's everyone eating?
B: They're eating hamburgers and hot dogs.
- (C) **A:** Who Beck probably live with?
B: She lives with her mother.
- (D) **A:** When does Beck stay with her father?
B: On weekends.

03 Based on the first two sentences, which option has the correct information?

- (A) If Becky Brown's parents were divorced, Becky spent every other weekend with her father Mike.
- (B) If Becky Brown's parents are divorced, Becky spent every other weekend with her father Mike.
- (C) As Becky Brown's parents are divorced, Becky spends every other weekend with her father Mike.
- (D) Unless Becky Brown's parents weren't divorced, Becky would spend every other weekend with her father Mike.

Observe the dialogue and answer the questions.

"How come girls are _____ boys when we're kids, and then when we grow up boys get to run everything?"

Taken from Academic Encounters – Cambridge University Press

04 Complete the gap with the suitable option.

- (A) more smarter than.
- (B) so much smarter than.
- (C) much more smart than.
- (D) so smarter as.

05 Considering the girl's speech ABOVE, which question is the most suitable in relation to her doubt?

- (A) How intelligent is a girl in relation to a boy?
- (B) What's the sexual difference on a specific intellectual skill?
- (C) Where do males seem to perform better than females?
- (D) Why are the boys so efficient in solving problems when they are younger?

First love

Everyone remembers his or her first love. Few experiences will ever be as intense and overwhelming as your first crush. When teenagers develop a sense of extraordinary closeness with another person, the experience has echoes of the close contact between mother and child in infancy. Falling in love as a teenager is more intense than the experience in adulthood. But these early relationships usually burn out quickly. One survey showed that at age 15, dating relationships last an average of only three to four months.

Love on the brain

Researchers have identified pathways in the brain that light up when teenagers are in love.

Brief loves

Researchers have identified three phases of love. The initial physical response is 'lust'. The falling in love is called 'attraction'. The emotional commitment, required to make relationships last in the long term, is known as 'attachment'. Teenagers seem to experience the attraction phase more strongly than adults, but their failure to enter the attachment phase may be to blame for the short-term nature of their relationships.

Time Magazine – 2006 (adapted).

Glossary:

***lust** = a very strong desire.

06 De acordo com o texto, é correto afirmar que:

- (A) relacionamentos em qualquer idade duram apenas de 3 a 4 meses.
- (B) quando o adolescente se apaixona, ele experimenta sentimentos que o fazem reviver as emoções desenvolvidas com o seu primeiro elo afetivo.
- (C) o primeiro amor é a única experiência intensa e só se desenvolve na adolescência.
- (D) quando nos apaixonamos, recordamos nossa infância, e estruturamos então um contato real com nossas mães.

07 O autor nos leva a concluir que:

- (A) a ausência da fase de comprometimento nos conduz a relações pouco duráveis.
- (B) enquanto jovens, nosso maior interesse no campo amoroso reside tão somente em atração física.
- (C) não foram observadas quaisquer alterações no campo cerebral de um(a) jovem apaixonado(a).
- (D) pesquisas revelaram que todos os jovens falharam ao reviver as três fases do amor.

08 The words “three phases of love” is the answer to the following question. Which one?

- (A) Who has discovered the phases of love?
- (B) Whose love have the researchers identified?
- (C) What have researchers found out about love?
- (D) What kind of love have the researchers identified?

Lessons in love

However short-lived it might turn out to be, an experience of passionate love can quickly become the most important thing in a young person’s life. Teenagers in love spend endless hours talking, either on the phone or face to face.

This intimacy teaches them about their own identity, simply through becoming close to someone else. Intimacy also involves openness, sharing and trust, so it also contributes to maturity.

Discovering new emotional feelings, most teenagers also experience new physical desires as well.

(Adapted from *Time Magazine* – 2006.)

09 What’s the main consequence of “intimacy”?

- (A) After three or four months teenagers are able to spend hours face to face.
- (B) The development of the physiological characteristics of the personality.
- (C) Teenagers experience the attractive phase and they may become mature as a result.
- (D) Physical desires usually turn out to mature lust.

Dear Cathleen,

You will no doubt be surprised to hear from me after all this time. You know how the saying goes, ‘I have thought of you often, but I just haven’t got around to writing’. I won’t go into everything that _____ I last _____ you, because I hope to have the opportunity to tell you all this in person on December 15th.

I’m going to my uncle’s for the Christmas holidays, and I’m delighted to find that I have to change planes in your fair city. I’ll have three hours between planes, and I’m hoping you can meet me at the airport for dinner. The plane will arrive there at 5:30 p.m. The other plane is scheduled to take off at 8:30.

I hope to see your smiling face when I get off the plane.

Affectionately,

Josh D. Cliff

(Taken from *Mastering American English*)

10 Complete the blanks in the letter above using the right following words.

- (A) has happened / since / saw
- (B) happened / for / have seen
- (C) happened / where / didn’t see
- (D) happens / when/ see

Oração Condicional

Orações iniciadas por IF e WHETHER

Emprega-se IF ou WHETHER com orações que introduzem perguntas indiretas:

I haven’t asked **whether** he can come. [IF = WHETHER]
(Não perguntei se ele pode vir.)

We don’t know **whether** he will agree or not.
(Não sabemos se ele vai concordar ou não.)

We do not know **if** transport will be provided.
(Não sabemos se o transporte vai ser fornecido.)

If it can be done in time is the main doubt.
(Se pode ser feito a tempo é a principal dúvida.)

IF e WHETHER podem ser usados como sinônimos:
E.j.:

I don’t know **if** I will go to the party.

I don’t know **whether** I will go to the party.
(Eu não sei se irei à festa.)

WHETHER é obrigatório:
Antes de **infinitivo**:

Infinitivo

We don’t know **whether** to go or not.
(Não sabemos se devemos ir ou não.)

Depois de **preposição**:

Preposição

The directors talked **about whether** they should buy another company.
(Os diretores discutiram se deviam comprar outra empresa.)

Quando a oração exerce a função de **sujeito**:

Whether he will have a party on his birthday has not yet been decided.
(Ainda não foi decidido se ele fará uma festa no dia do seu aniversário.)

Quando for usado **or not**:

You will have to do this work, **whether** you like it **or not**.
(Você terá que fazer esse serviço, gostando ou não.)

WHETHER está mais ligado à ideia de alternativa e IF à ideia de condição.

If Clauses – Conditional Sentences

As orações com “IF” em inglês seguem uma sequência de tempos verbais conforme demonstrado abaixo:

1st Probable – Possible

Simple Present – Simple Future

E.j.:

If I have the money, I will buy that car.
(Oração Condicional) (Oração Principal)

I will buy that car if I have the money.
(Oração Principal) (Oração Condicional)

2nd Improbable – Possible

Simple Past – Simple Conditional (Would)

E.j.:

If I had the money, I would buy that car.
(Oração Condicional) (Oração Principal)

I would buy that car if I had the money.
(Oração Principal) (Oração Condicional)

3rd Impossible

Past Perfect – Conditional Perfect (Would have + Past Participle)

E.j.:

If I had had the money, I would have bought that car.
(Oração Condicional) (Oração Principal)

I would have bought that car if I had had the money.
(Oração Principal) (Oração Condicional)

De acordo com os exemplos anteriores, não há diferença quanto à ordem dos tempos na construção das orações, desde que obedecida a sequência deles. (Simple Present – Simple Future, etc.)

O 1^o condicional indica uma situação provável ou possível de acontecer. O 2^o condicional indica uma situação que, embora improvável, ainda assim, seria possível de acontecer. O 3^o condicional, porém, indica uma situação impossível de acontecer.

Casos especiais

Podemos usar o Present Simple com o Imperative.

If you see Jane, tell her to phone me.

Neste caso, temos um pedido vinculado a uma condição.

Podemos utilizar uma estrutura em que aparece duas vezes o Present Simple. Quando expressamos leis naturais ou verdades universais.

If you put oil on the water, it floats.

If you heat lead, it melts.

Condição de passado com efeito no presente.

If you had eaten before you wouldn't be so hungry now.

Nesta estrutura utilizamos Past Perfect e Simple Conditional.

Note bem que, nos casos chamados especiais, utilizamos estruturas diferentes das citadas no quadro anterior, uma vez que temos casos diferentes.

Também temos:

Verbo TO BE no Simple Past – WERE – para todas as pessoas.

If I were you, I wouldn't do that.

Podemos também fazer a omissão do IF, fazendo a inversão do sujeito com o verbo.

Were I you, I wouldn't do that.

O verbo **to be** no passado tem a forma **WERE** para todas as pessoas quando aparece em orações condicionais principalmente no registro americano da Língua Inglesa, uma vez que na Inglaterra o uso do verbo TO BE em sua forma normal (IF I WAS...) é popularmente bastante aceito. Porém aconselhamos a usar IF I/HE/SHE WERE.

Também temos a linguagem literária com uma forma mais requintada, em que fazemos a omissão de **IF** fazendo uma inversão com o verbo auxiliar.

If you had arrived earlier, you would have met Sue.

(Se você tivesse chegado mais cedo, você teria encontrado Sue.)

Had you arrived earlier, you would have met Sue.

Podemos usar também **UNLESS** (a menos que – se não) no lugar de **IF NOT**.

He won't eat **if** you **don't** prepare the meal.

He won't eat **UNLESS** you prepare the meal.

EXERCISES LEVEL 1

01 If she had studied a little bit more, she her entrance examination.

- (A) will have passed (C) would have passed
(B) won't pass (D) would pass

02 If you ask her, she she knows nothing about the fact.

- (A) would say (C) will say
(B) would have said (D) wouldn't say

03 If you John, he would have come to the party.

- (A) invited (C) invite
(B) will invite (D) had invited

04 He'd buy a car if he how to drive.

- (A) knew (C) will know
(B) knows (D) would have known

05 If he has enough money, he another house.

- (A) would rent (C) will rent
(B) would have rented (D) rented

06 You a bad time at the beach if it had rained.

- (A) would have had (C) won't have
(B) will have (D) would have

07 If he drove more carefully, he fewer accidents.

- (A) would have had (C) will have
(B) would have (D) won't have

08 If I had not called the doctor, your friend

- (A) will die (C) would have died
(B) have died (D) will have died

09 You won't go to the movies unless you your mother.

- (A) don't help (C) help
(B) won't help (D) helped

10 I will go if I the exam.

- (A) pass (C) will pass
(B) passed (D) would pass

11 She would type the reports if you

- (A) had asked (C) will ask
(B) ask (D) asked

12 What would you do if you to live in a foreign country?

- (A) have (C) will have
(B) had (D) would have had

13 I will be very happy if you us.

- (A) join (C) had joined
(B) will join (D) joined

14 If I you, I wouldn't marry him.

- (A) are (C) was
(B) were (D) would be

15 Were you rich and she you.

- (A) would marry (C) will marry
(B) would have married (D) married

16 Had he received an invitation he to that party.

- (A) had gone (C) would surely have gone
(B) surely went (D) will go

17 If youhim, she

- (A) invite – will not come (C) invited – will come
(B) will invite – will come (D) inviting – coming

18 If she thinks everything is OK, she surprised when she arrives there.

- (A) is (C) will be
(B) would be (D) would have been

19 They wouldn't shut up if you ... them to do it.

- (A) don't order (C) wouldn't have ordered
(B) won't order (D) didn't order

20 If he time, heyou next Friday.

- (A) will have – would visit (C) has – visit
(B) has – will visit (D) has – visits

21 If Ithe truth, I would have acted in a different way.

- (A) know (C) had known
(B) knew (D) will know

22 If Brian here now, he us.

- (A) was – will help (C) was – would help
(B) is – help (D) were – would help

23 If we a long vacation last year, we would have traveled.

- (A) had had (C) have
(B) had (D) have had

24 She won't believe him if he her his story.

- (A) tells (C) told
(B) tell (D) would have told

25 If he studied at Oxford, he English faster.

- (A) will learn (C) would learn
(B) you have learnt (D) learnt

26 If he comes late, he

- (A) would miss the class (C) will miss the class
(B) missed the class (D) misses the class

27 Ted will learn English if he to class.

- (A) goes (C) go
(B) will go (D) went

28 If she a good car she a lot.

- (A) had – will travel (C) has – would travel
(B) had – would have travelled (D) had – would travel

29 If you all your exercises, you the text.

- (A) had done – wouldn't have failed (C) had done – wouldn't fail
(B) did – would fail (D) do – wouldn't fail

30 If she had seen you, she angry.

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

As **orações subordinadas adjetivas**, denominadas **adjective clauses** ou **relative clauses** em inglês, são iniciadas pelos seguintes pronomes relativos:

Relative pronouns

Who / Which / That / Whom / Whose

Who – (Que, quem, o(s) / a(s) qual (is))

É usado como sujeito do verbo, quando o termo antecedente for uma pessoa.

The men **who** built those houses were very rich.

Which – É também usado como o sujeito do verbo, quando o termo antecedente não for pessoa.

The horse **which** won the race was really beautiful.

That – Pode substituir **who** e **which** em ambos os casos.

Whom – É usado quando uma pessoa for o objeto da oração. Porém, é mais usado em inglês escrito formal. A tendência moderna é substituir **whom** por **that** ou simplesmente omitir o pronome.

The boy **whom** you saw last week is my son.

The boy **whom / who / that / x** / you saw last week is my son.

Which – É usado quando uma coisa ou um animal for o objeto da oração. Neste caso, pode ser substituído por **that**, ou simplesmente ser omitido.

The film **which** I saw yesterday was very exciting.

The film **which / that / x** I saw yesterday was very exciting.

Com preposições empregamos os pronomes **whom** e **whose** imediatamente depois delas.

The man **to whom** you are speaking is my brother.

The house **in which** he lives is very old.

Em ambos os casos seriam possíveis as seguintes alternativas.

The man **who / whom / that / x** you are speaking to is my brother.

The house **which / that / x** he lives in is very old.

Obs. A omissão do pronome relativo é muito comum em Inglês coloquial moderno, porém só é possível quando ele for referente ao objeto da oração.

Whose – Este pronome aparece entre dois substantivos. O primeiro, o da esquerda, é o possuidor e o segundo, o da direita, é sempre o possuído.

The man **whose** house is on fire is very poor.

Whose também pode ser usado com substantivos inanimados.

He is painting a house whose windows are green.

Porém outras construções são possíveis.

He is painting a house **with** green windows.

He is painting a house **that / which** has green windows.

He is painting a house the windows of **which*** are green.

* A variação – He is painting a house of **which** the windows are green deve ser evitada por não ser muito comum.

What – **What** é usado quando não há um substantivo ou um pronome antes do pronome relativo. Significa “a (as) coisa (as) que”.

Scott kept a diary and that is how we know **what** happened in the Pole. Outras estruturas com os pronomes relativos:

Veja os exemplos:

- The woman is at home.

Esta frase não é clara o bastante, uma vez que não sabemos que mulher está em casa. Para torná-la suficientemente clara temos que apresentar alguma informação a respeito da mulher. Podemos dizer:

The woman **who / that** is sick is at home.

The woman **whom / who / that** you helped is at home.

The woman **whom / who / that** you study with is at home.

The woman with **whom** you study is at home.

The woman **whose** daughter is my student is at home.

Agora sabemos que mulher exatamente está em casa.

- My sister Anne, **who** lives with me, is sick.

A oração entre vírgulas é absolutamente desnecessária. Se fosse omitida a frase continuaria perfeitamente fazendo sentido. É uma oração subordinada adjetiva explicativa.

Vejam os pronomes podem ser usados nestas orações.

My sister Anne, **who** is a nurse, lives with me.

My sister Anne, **who(m)** everybody likes, is a nurse.

My sister Anne, with **whom** I live, is a nurse.

My sister Anne, **who(m)** I live with, is a nurse.

My sister Anne, **whose** daughter is my student, lives with me.

Obs.:

- **That** nunca pode ser usado neste tipo de oração. (O pronome **that** não é utilizado entre vírgulas.)
- Neste tipo de oração o pronome relativo **NÃO** pode ser omitido.
- O pronome **that** é preferencialmente utilizado com as expressões **all, everything, everybody, anybody, somebody, the first, the last, the only** e superlativos.
Cathy is *the most intelligent* girl **THAT** I know.
- **Who** e **that** também são utilizados em ditados em Inglês.
All **that** glitters is not gold.

Casos especiais

Os advérbios **when**, **where**, **why** podem substituir algumas estruturas formadas por preposição mais o pronome relativo **which**.

She still remembers the day **on which** you two met.
She still remembers the day **when** you two met.

I just forgot the place **at which** I left all my stuff.
I just forgot the place **where** I left all my stuff.

The teacher can not understand the reason **for which** you shouted.
The teacher can not understand **why** you shouted.

EXERCISES LEVEL 1

01 The thief stole the lady's purse must be in prison now.

- (A) which (C) whose
(B) whom (D) who

02 The coffee you can drink in Brazil is very good.

- (A) whose (C) which
(B) who (D) whom

03 The woman purse was stolen was desperate.

- (A) who (C) whom
(B) which (D) whose

04 In "The poor neighbour who had his bedroom downstairs", the word WHO could be correctly replaced by:

- (A) whose (C) what
(B) which (D) that

05 The man daughter we saw yesterday is my boss.

- (A) which (C) whom
(B) who (D) whose

06 The old man was in the shop, and you talked about is not a thief.

- (A) whom / who (C) which / whom
(B) who / whom (D) that / which

07 Jane's room, is seldom very neat, was cleaned today.

- (A) who (C) whose
(B) which (D) what

08 The man cut your hair did it very badly.

- (A) which (C) who
(B) whom (D) whose

09 Flies, come in the summer, carry disease.

- (A) that (C) whom
(B) who (D) which

10 The science of medicine, in progress has been very rapid lately, is perhaps the most important of all sciences.

- (A) who (C) that
(B) which (D) whose

11 That is the author book is a great success.

- (A) that (C) who
(B) which (D) whose

12 My employer, I dislike, works in the next room.

- (A) whom (C) whose
(B) that (D) which

13 A good storyteller is a person has good memory and hopes other people don't.

- (A) whom (C) who
(B) which (D) where

14 She must remember the name of the man toshe handed the documents.

- (A) who (C) whom
(B) that (D) which

15 What is the name of the actress worked in that film.

- (A) whom (C) which
(B) who (D) what

16 My brother, lived in the USA, speaks English very well.

- (A) who (C) that
(B) which (D) whom

17 The backache she had made her stay home for four days.

- (A) X (C) Whom
(B) Who (D) What

18 She didn't know toshe was talking on the phone.

- (A) which (C) whom
(B) who (D) that

19 Places in you can hurt yourself must be avoided.

- (A) what (C) which
(B) who (D) whom

20 The house door is open is Mike's.

- (A) whom (C) which
(B) who (D) whose

21 He met the teacher taught him.

- (A) which (C) whose
(B) who (D) where

22 The sciencestudies matter and energy is called physics.

- (A) who (C) whom
(B) whose (D) which

23 The old woman you saw last night is my grandmother.

- (A) whom (C) which
(B) where (D) whose

24 The girl about you are talking is my neighbour.

- (A) who (C) that
(B) which (D) whom

25 My brother, you saw yesterday, is an engineer.

- (A) whom (C) that
(B) which (D) whose

26 The old man lives in front of my house is a friend of mine.

- (A) who (C) whom
(B) which (D) whose

27 Assinale a alternativa **incorreta**:

- (A) Sartre is the man who said man was condemned to freedom.
(B) Rodolfo said that he doesn't know the guy whom you are looking for.
(C) Linda, to who I promised my eternal love, ran away with another man.
(D) The protesters, whom the police were trying to dialogue with, were all unarmed and calm.
(E) That's the supermarket which sells wines from Europe.

28 Assinale a alternativa que completa corretamente a frase "The kids parents are waiting outside are the ones grades are not that good."

- (A) whose / whom (D) who / whom
(B) whose / whose (E) which/ whose/ which/ that
(C) which / which

29 Dadas as sentenças

- I. Rui is the best friend that I have.
II. I forgot where I put my fountain-pen.
III. He who plays with the fire is bound to get burned

Constatamos que está(ão) correta(s):

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

30 "People lose their memories, are said to be suffering from amnesia. Amnesia is a condition in people can forget even their own names. Sometimes a person memory is seriously affected may never regain it."

Assinale a alternativa que preenche corretamente as lacunas do texto apresentado.

- (A) which / who / whose (D) who / which / who
(B) who / which / whose (E) whose / who / which
(C) which / who / who

31 The boy you punished so severely was, in fact, innocent:

- (A) which (D) what
(B) whose (E) when
(C) whom

32 Assinale a alternativa que preenche corretamente as sentenças apresentadas:

- I. He paid the man had done the job.
II. This is the girl picture I showed you last week.
III. The chair he broke is being repaired.
IV. The boy you've just seen is my cousin Lucas.

- (A) who/ whose / that / whom (D) whose/ whose/ who/ whom
(B) who/ who/ whose/ which (E) which/ whose/ which/ that
(C) whom/ which/ that/ whose

33 My neighbour Americo,, has just traveled to Italy.

- (A) whose I told you (D) that I told you about
(B) about which I told you (E) whom I told you about
(C) about who I told you

34 Many of these things,, certainly do not belong to me, must be thrown away immediately.

- (A) whom (D) which
(B) who (E) whose
(C) that

35 Dada as seguintes sentenças:

- I. She says she's done everything that she could to help you.
II. There will come a time when you'll know I was right.
III. The lady in black, to who I was talking, is Mario's daughter.

Constatamos que está(ão) correta(s):

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

36 Complete a seguinte sentença: "The store sells these incredible computer games is really making a fortune."

- (A) which (D) A and B are correct.
(B) that (E) B and C are correct
(C) X

37 Assinale a alternativa que completa corretamente a frase "No one really knew he abandoned his wife and kids and simply disappeared".

- (A) whom (D) who
(B) which (E) why
(C) whose

38 Assinale a alternativa que completa corretamente a seguinte sentença: "It was 11 a.m. when a man name I can't remember now entered this room. Seemingly, he was looking for a woman documents he had found on the sidewalk. Do you know could be he be looking for?"

- (A) whom / whose / who (D) whose / whom / whom
(B) whose / which / that (E) which / which / who
(C) whose / whose / whom

Tag questions

Tag endings são pequenas perguntas colocadas ao final das orações, para pedir uma informação ou confirmação do que foi dito.

Após uma oração afirmativa, usa-se o tag ending negativo.

E.j.:

Mary is working, isn't she?
Paul will come, won't he?
They work in the morning, don't they?
Bob plays the piano, doesn't he?
Mary talked to you, didn't she?

Características gerais do tag ending:

- (A) Vem sempre após uma vírgula.
(B) É sempre formado por um verbo auxiliar ou anômalo e um pronome.
(C) A forma negativa aparece sempre abreviada.

Quando a oração for negativa, o tag ending será afirmativo.

E.j.:

Mary isn't working, is she?
Paul won't come, will he?
They don't work in the morning, do they?
Bob doesn't play the piano, does he?
Mary didn't talk to you, did she?

Casos especiais:

aren't I?

- I am very late, am I not?
- Let's go home now, shall we?
- Open the window, will you?
- She may go now, may she not?

Importante

1. Palavras como:

No, none, nobody, nothing, scarcely, barely, hardly, seldom são tratadas como negativas.

E.j.:

No salt is allowed, is it?

2. Aos sujeitos como:

Everybody, everyone, somebody, someone, anybody, anyone, no one, nobody, none aplica-se o pronome "they".

E.j.:

No one would object, would they?

3. Lembrar que:

's = is ou has

'd = had ou would

4. Interrogativa / negativa em tag question é possível sem forma contracta embora a ordem das palavras seja modificada.

E.j.:

You saw him, did you not?

5. You saw him, did you?

= Oh, no you saw him.

6. Too / So

E.j.:

Bill would enjoy a game and Tom would too / so would Tom.

7. Neither / Either

E.j.:

Paul hasn't any spare time neither have I.
Paul hasn't any spare time and I haven't either

Causative form

Para indicar uma ação realizada por alguém a nosso pedido ou em nosso favor, usamos uma forma apropriada do verbo *to have* ou *to get* e o particípio passado do verbo principal.

E.j.:

I often have my car washed.
I often get my car washed.

He had his house painted.
He got his house painted.

We will have our hair cut tomorrow.
We will get our hair cut tomorrow.

Causative use of have

To have something done expressa que uma ação é feita por alguém em favor ou a pedido do sujeito.

Para formarmos esta estrutura utilizamos:

Sujeito + HAVE + Objeto + Particípio Passado

I have my clothes made. (alguém faz)

I had my car washed. (alguém lavou)

I'll have my meal prepared. (alguém preparará minha refeição)

Numeral

Os numerais não estão, evidentemente, entre os elementos mais importantes de um idioma. Seria, porém, lamentável se você dominasse bem as estruturas da gramática inglesa, chegasse a ter um vocabulário razoavelmente bom e se atrapalhasse na hora de dizer algo como:

Ronaldo, que tem 37 anos, é piloto internacional; já voou mais de 500 mil milhas e esteve nos Estados Unidos e na Europa uma 20 ou 30 vezes.

Quando está em Nova Iorque, costuma ficar em um hotel na rua 52 ou com um amigo que mora na rua 161.

Para evitar vexames, a solução é memorizar e praticar. A propósito, o trecho acima ficaria assim:

Ronaldo, who's thirty-seven years old, is international pilot; he's already flown over five hundred thousand miles and has been to the USA and Europe some twenty or thirty time. When he's in New York, he usually stays at a hotel on Fifty-Second Street or with a friend who lives on One Hundred and Sixty-First Street.

Cardinal numbers

- 1 one
- 2 two
- 3 three
- 4 four
- 5 five
- 6 six 6th
- 7 seven
- 8 eight
- 9 nine
- 10 ten
- 11 eleven
- 12 twelve
- 13 thirteen
- 14 fourteen
- 15 fifteen
- 16 sixteen
- 17 seventeen
- 18 eighteen
- 19 nineteen
- 20 twenty
- 21 twenty-one
- 22 twenty-two
- 30 thirty
- 31 thirty-one
- 32 thirty-two
- 40 forty
- 41 forty-one
- 42 forty-two
- 50 fifty
- 60 sixty
- 70 seventy
- 80 eighty
- 90 ninety
- 100 one/a hundred hundredth
- 101 one hundred and one hundred and first
- 1,000 one/a thousand thousandth
- 1,000,000 one/a million
- 1,000,000,000 one/a billion billionth

Ordinal numbers

- | | | |
|-----------------|-----------------|-----------|
| 1st | first | |
| 2nd | second | |
| 3rd | third | |
| 4th | fourth | |
| 5th | fifth | |
| | sixth | |
| 7th | seventh | |
| 8th | eighth | |
| 9th | ninth | |
| 10th | tenth | |
| 11th | eleventh | |
| 12th | twelfth | |
| 13th | thirteenth | |
| 14th | fourteenth | |
| 15th | fifteenth | |
| 16th | sixteenth | |
| 17th | seventeenth | |
| 18th | eighteenth | |
| 19th | nineteenth | |
| 20th | twentieth | |
| 21st | twenty-first | |
| 22nd | twenty-second | |
| 30th | thirtieth | |
| 31st | thirty-first | |
| 32nd | thirty-second | |
| 40th | fortieth | |
| 41st | forty-first | |
| 42nd | forty-second | |
| 50th | fiftieth | |
| 60th | sixtieth | |
| 70th | seventieth | |
| 80th | eightieth | |
| 90th | ninetieth | |
| 100th | | (o n e) |
| 101st | | (o n e) |
| 1,000th | | (o n e) |
| 1,000,000th | (one) millionth | |
| 1,000,000,000th | | (o n e) |

Obs.:

(A) Quando escrevemos os números por extensor, colocamos um hífen unindo a unidade e a dezena. Isso vale tanto para cardinais quanto para ordinais.

- 25 – twenty-five
- 25th – twenty-fifth
- 167 – one hundred and sixty-seven
- 167th – one hundred and sixty-seventh

(B) Quando lemos ou escrevemos por extenso números superiores a **100**, cardinais ou ordinais, acrescentamos **and** antes dos dois últimos algarismos.

- 518 – five hundred **and** eighteen
- 518th – five hundred **and** eighteenth
- 333 – three hundred **and** thirty-three
- 333rd – three hundred **and** thirty-third

(C) Em inglês, a pontuação dos números é oposta à nossa, isto é, onde usamos vírgula, eles usam ponto e onde usamos ponto, eles usam vírgula.

- 1,000 3.1415 (π)
- 1,000,000 0.5 (1/2)
- 1,000,000,000 Us 1,345.50

(D) Como já vimos na Unidade 2, quando expressam número, **hundred thousand, million, billion, etc.** não vão para o plural. Porém, quando significam **centenas, milhares, milhões, etc.**, de maneira genérica, vão para o plural.

- three million (três milhões)
- five trillion (cinco trilhões)
- mas hundreds of people (centenas de pessoas)
- millions of birds (milhões de pássaros)

(E) A abreviação dos números ordinais é feita acrescentando ao número as duas últimas letras de sua forma extensa.

- first – 1st fourth - 4th
- second – 2nd twentieth - 20th
- third – 3rd seventieth - 70th

Na grafia, as duas últimas letras podem ser elevadas: 1st, 2nd, 3rd, 4th, 70th etc.

(F) Em português, ao lermos ou escrevermos por extenso os números ordinais, tanto na dezena quanto na centena e no milhar, todos os algarismos vão para a forma ordinal. Em inglês, porém, apenas o último algarismo vai para a forma ordinal.

- 21º – vigésimo primeiro
- 21st – twenty-first
- 72º – septuagésimo segundo
- 72nd – seventy-second

Em alguns casos, em inglês, empregam-se os numerais de maneira diferente da nossa. Vejamos alguns.

- I. É comum usar o plural das dezenas para designar décadas ou quando se quer dizer “quarentão”, “cinquentão”, etc.

in the fifties (nos anos cinquenta)
in the eighties (nos anos oitenta)

Jane is still in her twenties.
A Jane ainda tem vinte e tanto. (não chegou aos 30)

Mr. Castro is in his fifties.
O sr. Castro é “cinquentão”.

- II. Como ler ano, por exemplo, 1988? Embora a forma completa seja nineteen hundred and eighty-eight, popularmente diz-se nineteen eighty-eight.

Lê-se de dois em dois algarismos.
1789 – seventeen eighty-nine.
1820 – eighteen twenty.
1995 – nineteen ninety-five.

Quando o penúltimo algarismo for 0 (zero), lemos da seguinte forma:

1805 – eighteen **oh** five
1907 – nineteen **oh** seven

O zero é pronunciado como se fosse a vogal **o** (pronúncia: **ou**).

- III. Quanto a datas, a forma tradicional de expressá-las é colocando os dias do mês na forma ordinal. Portanto:

On July **19th**. / On the **19th** of July.
No dia 19 de julho.

He was born on August **14th** / on the **14th** of August.
Ele nasceu no dia 14 de agosto.

Observações:

- (A) Note que, em inglês, os meses, assim como os dias da semana, são grafados sempre com inicial maiúscula: March, June, September, Sunday, Monday.
- (B) Hoje em dia, está cada vez mais em desuso grafar datas na forma ordinal quando o mês é mencionado juntamente com o dia: June 22, March 4, etc. Um exemplo típico ocorre em correspondências: São Paulo, May 15, 1998; New York, Nov. 22, 1997. Não obstante, **é importante lembrar** que, embora não se coloque o “th” depois de 15 ou o “nd” depois de 22, esses números devem ser **pronunciados** como ordinais. Portanto, a leitura é: May fifteenth, November twenty-second.
- IV. Quando o mês não é expresso, permanece a obrigatoriedade do ordinal. Isso ocorre principalmente em diálogos, em que se presume que o interlocutor saiba de que mês se trata.

Exemplos:

Our English test will be on the 27th.
Nossa prova de inglês será no dia 27.

My sister got married on the 31 st.
Minha irmã se casou no dia 31.

- V. Como expressar **horas** em inglês? Os povos de língua inglesa costumam dividir o dia em duas partes: **A.M.** (Ante Meridiem), para as horas antes do meio-dia, e **P.M.** (Past Meridiem), para as horas depois do meio-dia. **A.M.** e **P.M.** também podem ser grafados em letra minúscula. Pode-se dispensar o A.M. e o P.M., desde que esteja claro que o falante está se referindo à manhã, à tarde ou à noite. Para expressar frações de horas, temos duas opções:

A primeira, mais usada nos EUA, é semelhante ao nosso modo de ler as horas.

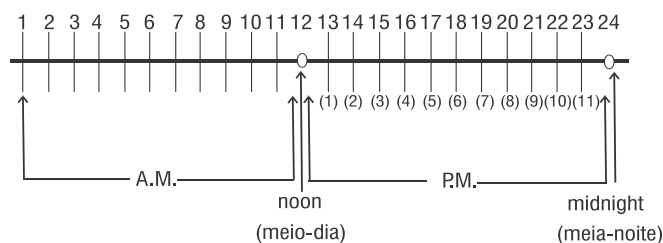
7:30 – seven thirty 11:25 – eleven twenty-five.
9:15 – nine fifteen 14:40 – two forty
10:10 – ten ten 17:45 – five forty-five

Para as horas em que os minutos são inferiores a 10, vale o que dissemos para anos.

10:05 – ten **oh** five 14:08 – two **oh** eight

A segunda opção, mais usada pelos britânicos, divide a hora em duas partes: de 0 a 30 minutos, usa-se **past** (depois); e de 31 a 59, usa-se **to** (para). Além disso, usa-se **quarter** (um quarto) para 15 e 45 minutos, e **half** (metade) para meia hora. Os exemplos esclarecem:

5:10 – ten past five (literalmente: dez minutos depois das cinco)
5:30 – half past five (literalmente: meia hora depois das cinco)
5:40 – twenty to six (literalmente: vinte minutos para as seis)
5:50 – ten to six (literalmente: dez minutos para as seis)



4:00 – 4 A.M. 15:00 – 3 P.M.
9:00 – 9 A.M. 22:00 – 10 P.M.

Mais alguns exemplos:

6:05 – five past six 7:15 – a quarter past seven
8:30 – half past eight 9:35 – twenty-five to ten
10:45 – a quarter to eleven 11:55 – five to twelve

VI. As palavras **teens** ou **teenager** referem-se à ou ao adolescente, cuja idade está entre 13 (**thirteen**) e 19 (**nineteen**) anos. A palavra **teenager** nada mais é do que a fusão substantiva de **teen** e **age** (idade).

Exemplos:

When my mother was a teenager (in her teens), Elvis Presley was very popular.

Quando minha mãe era adolescente, Elvis Presley era muito popular.

Monica was still a teenager (in her teens) when she got married.

Monica ainda era uma adolescente quando casou.

Teenagers like rock and roll.

Os adolescentes gostam de rock and roll.

VII. Os ordinais que seguem nomes próprios, quando pronunciados, são precedidos de artigo definido (the).

Queen Elizabeth II. (**the** Second)

A rainha Elizabeth II.

Pope John XXIII. (**the** Twenty-third)

O papa João XXIII.

King Henry VIII (**the** Eighth)

O rei Henrique VIII.

VIII. Fração

$\frac{1}{5}$ → alone fifth

$\frac{3}{5}$ → three fifths

$2\frac{1}{4}$ → two and a quarter

EXERCISES LEVEL 1

01 Supply the correct tag endings.

- (A) You don't believe her, _____?
- (B) The children aren't looking for Jack, _____?
- (C) Jane won't be sleeping by 10 o'clock, _____?
- (D) Don't talk to me, _____?
- (E) Tom hadn't been playing tennis, _____?
- (F) The players shouldn't shout so much, _____?
- (G) I am not going to see you tomorrow, _____?
- (H) I am going to see you tomorrow, _____?
- (I) The nurse will not take her examination today, _____?
- (J) The doctors may be wrong, _____?
- (K) The employees won't buy the books now, _____?
- (L) Your friend may not pay the bill, _____?

- (M) The captain didn't order the ship to be abandoned, _____?
- (N) Her mother can't leave now, _____?
- (O) He won't be back before lunch, _____?
- (P) The children don't like the dog, _____?
- (Q) Mary can't speak English, _____?
- (R) He never comes to class on time, _____?
- (S) He may not go, _____?
- (T) We haven't met her, _____?

02 Rewrite the following sentences using causative have.

- (A) He will paint his house next month.
- (B) John was writing the letter.
- (C) Sally makes her dresses.
- (D) She cut her hair yesterday.
- (E) We did the dishes.
- (F) She has sent the packages recently.
- (G) They would water her plants.
- (H) I took a picture yesterday.
- (I) He will install the telephone tomorrow.
- (J) I have watered my flowers lately.
- (K) We would build our house.
- (L) We must wash our clothes.
- (M) He will cut his hair tomorrow.
- (N) They will send their letters the day after tomorrow.

EXERCISES LEVEL 2

(Escola Naval 1998) – Part I

Read the following passage and answer questions (01) to (10).

Try something different for your next Disney vacation – the Disney Institute

You won't believe what you can do. Animate a character. Climb a rock wall. Produce a TV show. The Disney Institute is the newest Walt Disney World vacation. Stay in a townhouse or bungalow walking distance of our town green, nestled in a community-like setting.

Enjoy your choice of a variety of hands-on programs including Culinary Arts, Animation, Sports and Fitness and more. Pamper yourself at The Spa at the Disney Institute. Enjoy evening entertainment and film screenings. Special programs are available for children ages seven and older. Rates from \$499 per person for a three night stay, based on double occupancy.

To plan a Disney Institute vacation, call 1-800-496-6337, ext. PP46. Or call your Travel Agent.

Rate is valid most nights from 7/7 – 12/17/97. Offer is subject to change and availability. The number of packages available at the offered prices is limited. Meals, spa-services, private golf and tennis lessons and green fees are additional. Price in U.S. dollars. Programming not offered for children under 7.

Disney Institute

You won't believe what you can do.

(Walt Disney World vacation guide – 1997. www.disneyinstitute.com)

01 Decide if the following statements are true or false.

- () "The offer is valid until nearly before Xmas."
- () "You cannot find any information about the Disney Institute in the web."
- () "Two people need U.S. \$ 1000 to spend 4 days at the Disney Institute."
- () "The planning of your vacation to the Disney Institute can only be done through your Travel Agent."
- () "The number of packages available is limitless."

Choose the option that has your answers.

- (A) (F) (T) (T) (F) (T)
- (B) (T) (T) (F) (F) (F)
- (C) (F) (T) (F) (T) (T)
- (D) (T) (F) (T) (F) (F)
- (E) (T) (F) (T) (T) (F)

02 "The Disney Institute is the newest Walt Disney World vacation." The newest means that:

- (A) there are other attractions which are as new as the Disney Institute.
- (B) they have opened other attractions which became available at the same time.
- (C) the Institute was the most recent facility opened by the Disney group.
- (D) they are going to open the Institute very soon.
- (E) the Institute is an old dream of Walt E. Disney.

03 The word character in "Animate a character." means:

- (A) mental or moral quality of a person.
- (B) a striking individuality.
- (C) an unpleasant person.
- (D) a bad reputation.
- (E) a person in a novel or play.

04 Which of the following underlined words is **NOT** being used as a verb in the text?

- (A) You won't believe ...
- (B) Pamper yourself at The Spa ...
- (C) Offer is subject to change ...
- (D) Stay in a townhouse ...
- (E) To plan a Disney Institute vacation ...

05 In which of the following choices the meaning of the word *fit* is similar to its meaning in "... Sports and Fitness...?"

- (A) The food was not fit for human consumption.
- (B) He keeps himself fit by running 5 miles everyday.
- (C) The room was fitted with a new carpet.
- (D) These shoes don't fit me.
- (E) The elevator was so small that only three people could fit in it.

06 The word *rate* in the sentence "Rates from \$499..." means that \$ 499 is the room:

- (A) cost.
- (B) dollar.
- (D) tuition.
- (C) tax.
- (E) fares.

07 The abbreviation ext. in "... call 1-800-496-6337 ... ext. PP46..." means:

- (A) exterior.
- (B) external.
- (C) extension.
- (D) extent.
- (E) extract.

08 The guide says you can produce a TV show. This means you can produce:

- (A) a specific TV show.
- (B) a particular TV show.
- (C) any show you want.
- (D) a show everybody knows.
- (E) a show mentioned in the guide.

09 What is included in the price?

- (A) Lunch, breakfast and dinner.
- (B) The teaching of golf and tennis.
- (C) Accommodation.
- (D) The use of the golf course.
- (E) A special program for people who want to lose weight.

10 Another word for call in "Or call your travel agent." is:

- (A) ask someone to come.
- (B) telephone.
- (C) shout.
- (D) make a short visit.
- (E) wake.

Part II

Choose the best answers in questions (11) to (25) to complete the blanks in the text below.

Chapter one

Michael Y. McDeere (11) _____ twenty-five years old. He was (12) _____ to

11

- (A) has
- (B) had
- (C) will be
- (D) was
- (E) is

12

- (A) at
- (B) on
- (C) in
- (D) about
- (E) of

graduate in the top five from Harvard Law School. He had a beautiful wife, Abby.

He was white, handsome, tall and (13) _____ fit. He (14) _____ drugs or

13

- (A) physically
- (B) contemptuously
- (C) usually
- (D) gradually
- (E) cyclically

14

- (A) doesn't take
- (B) hasn't taken
- (C) isn't taking
- (D) didn't take
- (E) wasn't taken

drink too much. And he was hungry. He wanted it all: money, power, a big house, a fast car ... He urgently wanted to succeed.

In other words, he was perfect for the Memphis law firm of Bendini, Lambert & Locke.

Every one of the twenty partners in the firm (15) _____ a thick file on him.

15

- (A) is taken
- (B) gave
- (C) give
- (D) has given
- (E) was given

They knew that he (16) _____ in poverty in Kentucky and brought up by his

16

- (A) had born
- (B) had been born
- (C) be born
- (D) has been born
- (E) have born

mother after his father's death. They knew that she had wasted the money the army gave her after her (17) _____ death in Vietnam, and that only the other

17

- (A) older sons' (D) old son's
- (B) eldest son's (E) elder son's
- (C) old sons'

brother, Ray had cared for him. They knew that he had won a place at Western Kentucky University because he was good (18) _____ football, and had

18

- (A) in (D) at
- (B) about (E) of
- (C) on

graduated top of his class. They could see that poverty hurt, and that he wanted to climb away (19) _____ it.

19

- (A) to (D) in
- (B) down (E) away
- (C) from

Now he was about to leave Harvard. Two firms in New York and (20) _____ in

20

- (A) other (D) one
- (B) the (E) a
- (C) those

Chicago were interested in him, according to the file. (21) _____ offer was

21

- (A) Higher (D) The higher
- (B) High (E) Highest
- (C) The highest

\$76,000 and the lowest was \$68,000. All the partners agreed that he was the one they wanted. They wanted a new associate this year and they wanted it to be him. The first interview, in a hotel near Harvard, went well. Oliver Lambert took with him Lamar Quin, an associate who had been with the firm for seven years, and offered Mitch \$80,000, a new BMW and help in buying a house. Mitch was interested, of course. Lambert invited him down to Memphis to visit the firm. He said he would send the air tickets.

The figure of \$80,000 started Mitch and Abby dreaming. 'Eight thousand in Memphis is the same as one hundred and twenty thousand in New York,' Mitch said. 'We'll (22) _____ afford almost anything we want, and it's only the money'.

22

- (A) could (D) be able
- (B) be able to (E) could be
- (C) is able

I'll start at; in two years I'll be into six figures. They say that on average an associate (23) _____ a partner in about ten years, and then I (24) _____ about half a

23

- (A) become (D) will have become
- (B) was becoming (E) becomes
- (C) became

24

- (A) will be earning (D) didn't earn
(B) doesn't earn (E) earn
(C) will have earned

million dollars a year! And what about the car and the house.

'(25) _____ wants New York?' Abby said, smiling, and thinking about their

25

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

rusty Mazda and about new furniture in a big old house – and dreaming

(26) _____

26

- (A) on (D) in
(B) with (E) (no preposition)
(C) of

babies. '(27) _____ sort of work is it?'

27

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

(GRISHAM, J. (1991). *The Firm*. Retold by Robin Waterfield. Penguin Books.)

Part III

Choose the correct answer for questions (28) to (50).

28 We need to sit _____ the other side of the room.

- (A) into (D) away
(B) in (E) to
(C) on

29 Peter is accustomed _____ spending his free time on the beach.

- (A) from (D) by
(B) to (E) at
(C) in

30 Don't throw the ball _____ me!

- (A) down (D) in
(B) up (E) at
(C) away

31 If we leave now, we should be in New York _____ nine if there isn't much traffic.

- (A) on (D) afterward
(B) to (E) between
(C) by

32 He behaves so strangely _____ times.

- (A) in (D) at
(B) before (E) on
(C) after

33 I met her _____ accident _____ the theater the other day.

- (A) by / on (D) by / at
(B) at / by (E) in / at
(C) on / in

34 The old lady sat _____ the child on the bus.

- (A) beside (D) between
(B) besides (E) next
(C) in

35 I am sorry to hear about your problem. If I were you, I _____ your grandmother exactly how you feel. She may have no idea that you are so lonely.

- (A) would tell (D) wouldn't have told
(B) wouldn't have been told (E) would have told
(C) would rather have told

36 The invention of the elevator by Elisha Gray transformed architecture. If he hadn't invented the elevator, skyscrapers _____ have been built.

- (A) mustn't
(B) might
(C) should
(D) can
(E) wouldn't

37 _____ discussed by the Board of Directors when it was proposed again by the supervisors.

- (A) The problem had already
(B) The problem is already
(C) The problem had already been
(D) The problem has already
(E) The problem has already been

38 The X-ray treatments _____ up to the time that he was dismissed from the hospital.

- (A) gave daily (D) daily had been given
(B) were given daily (E) have been given daily
(C) daily have been given

39 The Naval Academy at Annapolis _____ on the west side of Cheasapeake Bay, south of Washington D.C.

- (A) located
- (B) is located
- (C) which is located
- (D) whose location is
- (E) where is location

40 The flight instructor, when _____ at the air base, said that orders not to fight had been issued.

- (A) interviewed
- (B) he interviewed
- (C) to interview
- (D) interviewing
- (E) had interviewed

41 The first nuclear-powered ship in the world, The Nautilus, _____ by the US Navy in 1954.

- (A) it was launched
- (B) that was launched
- (C) was launched
- (D) had launched
- (E) it launched

42 A passenger is asking for information.

Passenger: "Excuse-me, could you tell me how to get to _____ city center?"

Policeman: "Yes, go straight ahead, and then take _____ next turning."

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

43 Mary and Susan are very good friends. Mary meets Susan on her way to the park on a beautiful Sunday morning.

Mary: "What _____ wonderful morning! Let's go for _____ walk!"

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

44 The lecture we've attended was not good. It was quite _____, and the audience was _____.

- (A) amusing / amused
- (B) bored / boring
- (C) amused / amusing
- (D) boring / bored
- (E) interesting / interested

45 Ellen is shopping in a very famous department store in her town. What does she say to the salesperson?

- (A) "I need some pair of new jeans."
- (B) "I need a new jeans."
- (C) "I need a pair of new jeans."
- (D) "I need one new jeans."
- (E) "I need a jeans."

46 The students were discouraged because _____ people passed the examination.

- (A) none
- (B) a little
- (C) little
- (D) a few
- (E) few

47 At the cafeteria Carol offers Joshua something to drink.

Carol: "Would you like _____ tea?"
Joshua: "Yes, please."

- (A) some
- (B) any
- (C) many
- (D) much
- (E) little

48 The Grand Canyon cuts steeply through an arid plateau region. Arid means:

- (A) spectacular
- (B) barren
- (C) moist
- (D) majestic
- (E) vivid

49 Ice-cream manufacturers make their product in dozens of flavours. In dozens means:

- (A) 12
- (B) 24
- (C) many
- (D) approximately
- (E) few

50 The most common cause of fire, however, is not man but nature. However means:

- (A) since
- (B) therefore
- (C) nonetheless
- (D) supposedly
- (E) consequently

NOTES

Falsos cognatos são palavras normalmente derivadas de latim, que têm a mesma origem e que aparecem em diferentes idiomas com ortografia semelhante, mas que ao longo do tempo acabaram adquirindo significados diferentes. A lista parece longa, porém se considerarmos todo o conjunto de palavras da língua inglesa, o número de falsos cognatos é reduzido.

- 01.** actually= really, indeed, in fact =realmente, de verdade
01. atualmente= nowadays, today
- 02.** agenda= pauta do dia
02. agenda= appointment book, agenda
- 03.** to amass(ed)= juntar, acumular
03. amassar= to crush(ed)
- 04.** to anticipate(d)=prever, ficar na expectativa
04. antecipar= to do or take something in advance
- 05.** application= inscrição, uso
05. aplicação (financeira)= investment
- 06.** appointment= compromisso
06. apontamento= note
- 07.** appreciation= gratidão, reconhecimento por algo
07. apreciação= judgement, opinion
- 08.** to assist(ed)= ajudar
08. assistir= to attend(ed), to watch
- 09.** to assume(d)= presumir
09. assumir= to take over
- 10.** to attend(ed)= frequentar, assistir
10. atender= to help, to answer, to see,
- 11.** audience= plateia, público
11. audiência= interview, court appearance
- 12.** balcony= sacada, varanda
12. balcão= counter
- 13.** baton= batuta (de maestro), cacete
13. batom= lipstick
- 14.** beef= carne de gado
14. bife= steak
- 15.** cafeteria= cantina, refeitório
15. cafeteira= coffepot
- 16.** carton= caixa de papelão, pacote de cigarros
16. cartão= card
- 17.** casualty= baixas (mortos ou feridos em acidente ou guerra)
17. casualidade= chance
- 18.** cigar= charuto
18. cigarro=cigarette
- 19.** collar= gola,colarinho, coleira
19. colar= necklace
- 20.** college= faculdade, ensino de 3º grau
20. colégio (2º grau)= high school
- 21.** commodity= artigo, mercadoria
21. comodidade= comfort
- 22.** comprehensive= abrangente, extenso
22. compreensivo= understanding
- 23.** costume= fantasia, indumentária
23. costume= custom, habit
- 24.** data= dados, números, informações
24. data= date
- 25.** deception= logro, fraude, enganação
25. decepção= disappointment
- 26.** defendant= réu, acusado advogado de defesa= attorney
26. defensor= defender
- 27.** design= projeto, estilo designação, to design(ed)= projetar, criar
27. designar= to appoint(ed); indicação= appointment
- 28.** editor= redator
28. editor= publisher; editor de textos= word processor
- 29.** educated= instruído, com escolaridade
29. educado= polite, well-mannered
- 30.** emission= emissão, descarga(gases)
30. emissão= issuing of a document
- 31.** to enroll(ed) = inscrever-se, alistar-se, registrar-se
31. enrolar= to roll(ed) a carpet, sleeves
- 32.** eventually= finalmente
32. eventualmente=occasionally, sometimes
- 33.** exit= saída
33. êxito, sucesso= success
- 34.** expert= perito
34. esperto= smart, clever, cunning, brainy
- 35.** exquisite= refinado
35. esquisito= odd, strange, weird
- 36.** fabric= tecido, enredo
36. fábrica= factory, plant

37. genial= afável, apazível
37. genial= brilliant
38. graduate program= curso de pós- graduação
38. graduação= undergraduate program
39. to grip(ped)= agarrar firme
39. gripe= cold, flu, influenza
40. hazard= risco
40. azar= bad luck
41. idiom= expressão idiomática
41. idioma= language
42. ingenious= engenhoso, habilidoso
42. ingênuo= ingenuous, innocent, naïve
43. ingenuity= engenhosidade, habilidade
43. ingenuidade= ingenuousness, naïvety
44. injury= machucado, ferimento
44. injúria= insult
45. inscription= gravação em relevo
45. inscrição= application
46. to intend(ed)= pretender
46. entender= to understand, understood to realize(d), to figure(d) out
47. intoxication= embriaguez, efeito de drogas
47. intoxicação= poisoning
48. journal= revista especializada, relato diário
48. jornal= newspaper
49. lamp= luminária
49. lâmpada= light bulb
50. large= grande
50. largo= wide, broad (adj), largo= public square (subst)
51. lecture= palestra, conferência
51. leitura= reading
52. legend= lenda
52. legenda= subtitle, caption
53. library= biblioteca
53. livraria= bookshop, bookstore
54. lunch= almoço
54. lanche= snack
55. magazine= revista
55. magazine= loja= store, shop
56. mayor= prefeito
56. maior= bigger, larger, greater; more important; major= major
57. medicine= remédio
57. Medicina= Medicine
58. moisture= umidade
58. mistura= mixture, mix, blend
59. notice= aviso, comunicado; to notice(d)= notar, perceber
59. noticiar= to report(ed); notícia=news
60. novel= romance; novel= novo, inusitado, insólito
60. novela= soap opera (TV); novela= short story, tale(gênero lit.); novelo= ball of yarn
61. office= escritório, consultório
61. ofício= occupation, craft; oficial (adj.)= official, formal; oficial. (subst)= officer
62. parents= pais
62. parentes= relatives
63. particular= específico, exato, especial
63. particular= private
64. pasta= massa (alimento);
64. pasta= folder, case, briefcase(=objeto); pasta= dip (=molho); pasta= paste (= cola, grude, pomada)
65. policy= política, estratégia, diretriz
65. polícia= police; policial= policeman, police officer; Política= Politics; político= politician (subst.) / political (adj)
66. port= harbour= porto
66. porta= door
67. porter (Am.E.) = carregador de malas; (Am.E.) = cabineiro de trem; porter (Br.E.) = porteiro; (Br.E.) = pessoa que transporta porteira, portão = gate, barrier; pacientes de um lado para o outro no portador = messenger, bearer; hospital.
67. porteiro= doorman (Am. E.); portaria= reception desk (lugar); portaria= government regulation
68. prejudice= preconceito
68. prejuízo= damage, loss
69. to prescribe(d)= prescrever, receitar
69. prescrever= acabar o prazo=to expire(d)
70. preservative= conservante
70. preservativo= condom, rubber
71. to pretend(ed)= fingir
71. pretender= to intend(ed), to plan(ned)
72. to procure(d)= adquirir, conseguir com dificuldade, exercer lenocínio
72. procurar= look(ed) for, search(ed) for
73. to pull(ed)= puxar
73. pular= to jump(ed), to hop(ped)
74. to push(ed)= empurrar
75. to range(d)= pôr em ordem, classificar, ter alcance máximo de, oscilar
75. ranger= to creak(ed)
76. to realize(d)= perceber, entender
76. realizar=to carry out, to accomplish

77. to record(ed) = gravar, registrar; record = disco, registro, marco
77. recordar = to remember(ed), to recall(ed)
78. requirement = requisito
78. requerimento = petition
79. to resume(ed) = reiniciar, retomar
79. resumir = to summarize(d), to sum up
80. resumé = curriculum vitae, currículo
80. resumo = summary
81. retired = aposentado
81. retirado = removed, secluded
82. senior = idoso
82. senhor = gentleman, sir, Mr.
83. service = atendimento
83. serviço = job, task
84. stranger = desconhecido
84. estrangeiro = foreign (adj); foreigner (subst.); abroad (fora do país de origem)
85. stupid = burro, ignorante
85. estúpido, grosseiro = impolite, rude
86. tax = imposto
86. taxa (de natalidade) = birth rate; taxa (de juros) = rate of interest; taxa (de inscrição) = entrance fee
87. to turn(ed) = virar, girar; turn(subst.) = volta, curva, vez
87. turno (de trabalho) = shift; turno (escolar) = school period
88. vegetables = verduras, legumes
88. vegetais = plants

EXERCISES LEVEL 1

Escolha o significado correto de 1 a 20:

01 addiction

- (A) adição
(B) vício
(C) viciado

02 advertise

- (A) anunciar
(B) anúncio
(C) advertir

03 anthem

- (A) antena
(B) hino
(C) anterior

04 arrest

- (A) arrastar
(B) prender
(C) abusar

05 balance

- (A) equilíbrio
(B) balanço
(C) desequilibrado

06 commodity

- (A) cômodo
(B) conforto
(C) mercadoria

07 curse

- (A) curso
(B) xingar
(C) relação sexual

08 disgust

- (A) nojo
(B) desgosto
(C) desgostar

09 estate

- (A) estado
(B) propriedades
(C) estado de inconsciência

10 inhabited

- (A) habitado
(B) desabitado
(C) habitante

11 ordinary

- (A) ordinário
(B) comum
(C) ordenar

12 ore

- (A) orar
(B) minério
(C) oração

13 physician

- (A) físico
(B) médico
(C) Física

14 prospect

- (A) perspectiva
- (B) panfleto
- (C) prospecção

15 sensible

- (A) sensível
- (B) sensato
- (C) sensibilidade

16 silicon

- (A) silicone
- (B) sílicio
- (C) silenciador

17 sort

- (A) sorte
- (B) tipo
- (C) azar

18 scholar

- (A) escolar
- (B) erudito
- (C) ônibus escolar

19 support

- (A) apoiar
- (B) suportar
- (C) deixar de patrocinar

20 ultimately

- (A) ultimamente
- (B) realmente
- (C) finalmente

EXERCISES LEVEL 2

An amphibious robot

The robot is more than just lovable. With six rotating flippers, three on each side of its boxy metal carapace, this machine is amphibious, capable of both walking and swimming – an attribute that is unique in the robot world. As more onlookers gather, the little robot heads out through the surf and disappears into the turquoise waters that surround this Caribbean island.

The mechanical hexapod, called Aqua, is the latest in a series of seagoing robots our research group at McGill University, in Montreal, has been developing in collaboration with teams led by Michael Jenkin at York University, in Toronto, and Evangelos Milios at Dalhousie University, in Halifax, N.S., Canada. Our goal is to develop an underwater vehicle that can autonomously explore and collect data in aquatic environments while surviving the harsh saltwater conditions and often turbulent waters of the open sea. In building Aqua, we are tackling one of the most challenging topics in robotics: integrating vision and locomotion into an amphibious machine that can determine what it is “seeing,” where it is, and where it is going.

But more than just providing an interesting engineering exercise, Aqua, we hope, will someday play an important role in protecting coral reefs. The most biologically diverse and sensitive components of the world’s marine ecosystems, coral reefs are extremely fragile, and today they are in a state of crisis around the globe. Twenty percent of the world’s reefs have already been destroyed, mainly as a result of human activity. The remaining reefs urgently require protection. As our preliminary experiments in Barbados showed, underwater robots such as Aqua could help conservationists monitor the health of reefs and thus be in a better position to protect them.

In the past 30 years, marine scientists have come to rely on underwater vehicles, or UVs, to probe ocean depths that before were largely inaccessible to humans. Often, these vehicles reveal details about the ocean that couldn’t be obtained using data-gathering instruments deployed on ships or satellites. For instance, at the Massachusetts Institute of Technology, in Cambridge, the Deep Water Archaeology Research Group has been using a robotic UV to create precise photomosaics of underwater archaeological sites. Also, researchers at the Scripps Institution of Oceanography, in La Jolla, Calif., and at the Woods Hole Oceanographic Institution, in Massachusetts, have been experimenting with ocean robots to gather data on hurricanes and marine life.

Unlike many earlier UVs, Aqua is intended for shallower waters, and its design reflects this. Although the majority of UVs are large and unwieldy – some require a crane to lower them into the water – Aqua measures only 50 by 65 by 13 centimeters and weighs just 18 kilograms. Aqua is thus easier to deploy: you can literally throw it into the water, or it can launch itself from the beach.

The robot is also incredibly maneuverable. Most UVs are propeller-driven, so the range of actions they can execute is fairly limited. Aqua’s flippers move independently, enabling it to move forward, backward, up, down, and sideways; it can swim in a straight line or along a sinusoidal or helical path, and it can perform tight somersaults and rolls. Using six flippers instead of four also helps stabilize the robot when it’s performing such tasks as recording video in rough waters.

Even though Aqua’s compact size and amphibious locomotion make it ideal for operating around coral reefs, some of our collaborators have other ideas for the robot. They believe Aqua could serve as the basis for other robotic machines that could do environmental inspections in deep water or near shorelines; perform routine monitoring in aquaculture tanks used to raise sea creatures; and also help human divers with pre-dive safety checks and physical tasks underwater.

(Adaptado de *IEEE Spectrum*, vol. 43, no. 6, June 2006.)

01 Leia o texto “An amphibious robot” e, **EM INGLÊS**, responda às perguntas sobre ele.

- (A) What is the unique attribute presented by the amphibious robot?
- (B) What was the amphibious robot called?
- (C) Which educational institutions are involved in the research?
- (D) What is the objective of the research?
- (E) What is the challenging robotic topic this research intends to reach?
- (F) What future task will be destined the amphibious robot to accomplish?
- (G) What is one main difference between this amphibious robot and earlier ones?
- (H) How heavy is the amphibious robot?
- (I) When it comes to the movements the amphibious robot is able to do, why is it considered incredibly maneuverable?
- (J) Using the amphibious robot as a basis, what other tasks scientists and researchers think it can be used for?

02 Observe o 4º parágrafo do texto “An amphibious robot”. As palavras da coluna 2 foram retiradas deste parágrafo. Relacione-as com as palavras da coluna 1, conforme seu significado.

- | Coluna 1 | Coluna 2 |
|--------------------------|-------------------|
| I. () investigate | (A) rely |
| II. () for example | (B) probe |
| III. () repeatedly | (C) largely |
| IV. () accurate | (D) often |
| V. () places | (E) deployed |
| VI. () predominantly | (F) for instance |
| VII. () testing | (G) precise |
| VIII. () collect | (H) sites |
| IX. () used effectively | (I) experimenting |
| X. () count | (J) gather |

03 Leia o texto seguinte, retirado da Revista *Geographical*, de fevereiro de 2006, e coloque entre parênteses (V), caso a afirmação sobre o texto seja verdadeira e (F), caso seja falsa.

How many aeroplanes are in the air at any one time?

The number of passengers taking flights grew by eight per cent between 2004 and 2005. And that’s just people. Cargo transport is rising as more and more exotic fruit and vegetables are flown in for Western supermarkets. However, it isn’t growing as quickly, racking up a mere 2.6 per cent rise over the past year, according to the International Air Traffic Association (IATA).

The rising cost of fuel means that growth has slowed in recent months. Even so, the IATA expects that over the next four years, growth in both passenger numbers and cargo will be around six per cent. Poland and China will see the biggest rises in aircraft use through to 2009.

Although the IATA collects a lot of statistics on flights and passenger numbers, working out how many of the growing number of planes are in the sky at any one time is a tricky business, especially as statistics related to military and private aviation are more difficult to track down. Also, as the IATA tracks mainly passenger numbers and freight, deriving the average number of actual aeroplanes involves a little guesswork. According to the organisation, there are, on average, 400,000 people in the sky at any one time: equivalent to the population of Bristol.

According to a spokeswoman at the IATA, there are about 100 people in each, giving an estimate of 4,000 planes in flight at any point during the day.

(Geographical Magazine, v78 i2, feb 2006.)

- (A) () Both passengers’ flights and cargo transport are rising on these days.
- (B) () Western supermarkets import fruit and vegetables.
- (C) () Passenger’s flights are growing slower than cargo transport.
- (D) () The price of fuel influences the number of aeroplanes in the air.
- (E) () A reduction on the price of fuel will enable the passenger numbers and cargo transport to grow around 6%.
- (F) () Once IATA collects statistics on flight and passenger numbers, calculating the number of planes in the sky becomes an easy task.
- (G) () Statistics related to military and private aviation are not so clear, what influences the prediction concerning how many aeroplanes are in the sky at any one time.
- (H) () Deriving the average number of actual aeroplanes is just a matter of guessing.
- (I) () The population of Bristol is so small that they can all travel on the same plane.
- (J) () According to the statistics, the answer to the question title of this text is 4,000.

NOTES

Prefixes (prefixos)

Um prefixo pode ter mais de um significado. A seguir estão listados alguns, com a especificação do seu significado.

Prefixo	Significado	Exemplo
anti-	oposto	antibiotic anti-american
bi-	dois, duas vezes	bilingual
de-	reversão remoção	decode deforest
Inter-	entre	interact international
mono-	um, único	monosyllable
trans-	através mudança	transatlantic transformation
mis-	errado	misunderstand

Prefixos	Área de significado	Exemplos
un- im-in- dis-	oposição, reversão falta de ação	unemploy uninteresting impossible, indirect discontent disconsideration
over- under- super- sub- mini-	grau ou tamanho	overdose underestimate superman subhuman miniskirt
pre- post-	tempo	pre-school postwar
uni- mono-	um	unilateral, unisex monotheism monorail
bi- di-	dois	bifocal, bilingual dialogue, diameter
TRI-	três	trident, tricycle
multi- poly-	muitos	multinational multi-racial polysyllabic polygamy

Prefixos Negativos

A. DIS	
Close	Disclose
Compose	Discompose
Connect	Disconnect
Belief	Disbelief
Agree	Disagree
Obey	Disobey
Like	Dislike
Appear	Disappear
Pleasure	Displeasure

B. IN (IM, IR, IL)

Sufficient	Insufficient
Polite	Impolite
Mortal	Immortal
Regular	Irregular
Responsible	Irresponsible
Patient	Inpatient
Legal	Illegal
Licit	Illicit
Justice	Injustice
Pure	Impure

C. UN

Fair	Unfair
Just	Unjust
Kind	Unkind
Safe	Unsafe
Lucky	Unlucky
Real	Unreal
Selfish	Unselfish
Interesting	Uninteresting
Ending	Unending
Easy	Uneasy

D. MIS

Fortune	Misfortune
Inform	Misinform
Handle	Mishandle
Place	Misplace
Understand	Misunderstand
Carry	Miscarry
Believe	Misbelieve
Lead	Mislead
Judge	Misjudge
Behavior	Misbehavior

Suffixes (sufixos)

O sufixo, como vimos, muda a função de uma palavra. Em seguida temos alguns exemplos de mudança de função de palavra pelo acréscimo de um sufixo.

Mudança de verbos para substantivos

Sufixos	Verbos	Substantivos
-al	To arrive To refuse	arrival refusal
-ure	To depart To fail	departure failure
-y	To discover To deliver	discovery delivery
-ment	To pay To agree	payment agreement
-er	To teach To work	teacher worker
-or	To govern To direct	governor director

Mudança de verbo para substantivo		
-ation	organize apply represent situate	organization application representation situation
-ion	integrate contribute liberate	integration contribution liberation
Mudança de substantivo para adjetivo		
-ern	east west north south	eastern western northern southern
-al	economy politics	economical political
-ic	economy drama	economic dramatic
-an	europe	european

Mudança de substantivos para verbos

Sufixo	Substantivos	Verbos
-ize	computer author	computerize authorize
-ish	fool	foolish
-less	shape	shapeless
-full	power	powerful
-ly	friend	friendly
-y	guilt	guilty

Mudança de adjetivo para substantivo

Sufixo	Adjetivos	Substantivos
-dom	free	freedom

Mudança de adjetivos para substantivos

Sufixos	Adjetivos	Substantivos
-ness	quiet happy	quietness happiness
-ity	active curious	activity curiosity
-ism	human ideal	humanism idealism

Mudança de verbos para adjetivos

Sufixos	Verbos	Adjetivos
-ive	To provoke To attract	provocative attractive
-ent -ant	To depend To please	dependent pleasant
-able -ible	To agree To sense	agreeable sensible

Mudança de adjetivos para verbos

Sufixo	Adjetivos	Verbos
-ize	familiar legal	familiarize legalize

Mudança de adjetivos para advérbios

Sufixo	Adjetivos	Advérbios
-ly	incessant simultaneous curious recent easy perfect	incessantly simultaneously curiously recently easily perfectly

EXERCISES LEVEL 1

Leia o texto a seguir e responda às questões 01, 02, 03 e 04.

Missing US soldier "found dead"

Iraqi police say they have found the body of one of three US soldiers missing in Iraq since 12 May. The men disappeared after an ambush on a patrol south of Baghdad, and have been the subject of a massive search. The body was found in the Euphrates river in Musayyib, south of Baghdad. The US has not confirmed its identity.

The body found in the Euphrates has now been taken by US forces to check if it is indeed one of the missing men. Iraqi police say the body discovered on Wednesday was dressed in what appeared to be the US army trousers and boots, and had a tattoo on the left arm. There were bullet wounds to the head and chest. Babil police Capt Muthana Khalid said.

The three men disappeared after an ambush on a patrol near Nahmudiya, south of Baghdad, in which four other US soldiers and their translator died.

About 4,000 US soldiers and 2,000 Iraqi soldiers have been involved in a massive search for the men since it was discovered that they were missing from the ambush site where the two humvees they have been traveling in were attacked.

The US military has offered rewards of up to \$ 200,000 (£ 100,000) for information leading to the return of the three.

The Islamic State of Iraq, an umbrella group of militants led by al-Qaeda, has claimed to be holding the soldiers. In an unverified statement posted on an Islamist website, the militant group claiming to hold the soldiers told the US: "If you want them safe, do not search for them."

BBC news, May 2007 (adapted).

01 Complete o resumo do texto "Missing US soldier "found dead" com palavras-chaves ou expressões retiradas do texto. Cada lacuna numerada comporta apenas uma palavra ou expressão.

A US patrol was attacked in a (an) _____ (I) near Baghdad after which _____ (II) militaries were found missing and five other people involved in the mission died, including the _____ (III) of the patrol. A rescue operation counting on 6,000 _____ (IV) altogether have been set. A body was found in the Euphrates and the US forces took it to certify whether it actually was one of their _____ (V) men. He was found wearing what seemed to be military _____ (VI) and _____

(VII), which may count as a cue to confirm his _____ (VIII). Another mark on his body, a (an) _____ (IX) may also help identification of the body. The body of the man found on Wednesday had _____ (X) injuries, one more evidence of murder.

Considere as informações contidas no texto “Missing US soldier “found dead” e marque a alternativa correta em cada item seguinte.

02 As an effort to have indications that bring their kidnapped men back, the US force...

- (A) planned an ambush against militants of the al-Qaeda.
- (B) did not go after them, as warned by the militant group.
- (C) promised to pay for evidence.
- (D) set a patrol near Mahmudiyah, south of Baghdad.
- (E) attacked the two humvees they had been traveling in.

03 About the Islamic State of Iraq, it is correct to affirm that ...

- (A) it has no access to the Internet.
- (B) it declared to have the soldiers as prisoners.
- (C) all its members wear tattoos on their left arms.
- (D) it is a militant group that controls al-Qaeda activities.
- (E) it is a militant group known for carrying umbrella-shaped guns.

04 About the ambush mentioned in the text, it is correct to say that ...

- (A) a militant group warned the US force about it on a website.
- (B) at least five members of the US patrol were killed in it.
- (C) Cap Muthana Khalid took part in it and got wounded on the head and chest.
- (D) it took place near the Euphrates river.
- (E) about 4,000 US soldiers and 2,000 Iraqi soldiers were involved in it.

Leia o texto a seguir e responda às questões 05, 06 e 07.

Bright Idea creates '25-hour day'

Our natural daily 24-hour day cycle could be stretched by an extra hour safely and simply by exposure to pulses of bright light, research suggests.

Many species, including humans, have natural “circadian rhythms” set to match the standard length day on Earth.

The contrast between exposure to daylight and night-time darkness is thought to adjust and maintain this clock, which helps make sure the body is working as effectively as possible at times of day when maximum alertness is required.

Scientists already know that it is possible to interfere with the human circadian “pacemaker” by controlling exposure to light.

The latest research project, shared between Lyon University in France, and Harvard University and Medical School in the US, looked at whether it was possible to “fine-tune” these alterations to achieve a precise result.

Humans do not have precise 24-hour cycles to begin with, and all of the 12 volunteers had cycles ranging from 23.5 to 24.5 hours.

After allowing them to sleep and wake normally for a few days, a new regime was imposed, with artificial “days” produced by a combination of low light and very bright pulses of light near the end of the intended “wakeful” hours.

After 30 days, scientist found that a combination of light brightness and pulses was able to manipulate the circadian rhythm, over time adding approximately one hour to each subject’s day.

The researchers said that there were numerous situations in which the ability to do this might be useful.

“Jet-lag, shift work and circadian disorders such as advanced and delayed sleep phase syndromes are all associated, to different extents, with a condition where the circadian system is out of synchrony with the light/dark cycle,” they wrote.

Another possible application might be during long space mission – and to allow astronauts to adapt to longer days on Mars. “For this to work, you have to be able to avoid light sometimes, which is more difficult in real-life situations, where people are exposed to different levels of light as they go about their normal day-to-day business.

BBC news, May 2007. (adapted)

05 As palavras da coluna 2 foram retiradas do texto “Bright Idea creates 25-hour day”. Relacione cada uma com seu respectivo sinônimo na coluna 1, de modo que o sentido da frase no texto permaneça o mesmo.

Coluna 1

- I. () treatment
- II. () gloom
- III. () demand
- IV. () duration
- V. () exact
- VI. () divide
- VI. () usual
- VIII. () convenient
- IX. () fit
- X. () extend

Coluna 2

- (A) stretch (no texto stretched)
- (B) match
- (C) standard
- (D) length
- (E) darkness
- (F) require (no texto required)
- (G) share (no texto shared)
- (H) precise
- (I) regime
- (J) useful

06 Numere as frases a seguir de 1 a 5, de acordo com a ordem em que tais eventos acontecem no texto “Bright idea creates 25-hour day”.

- (A) () Lyon University and Harvard University set a research Project to look at the possibility of altering human circadian rhythms.
- (B) () The researchers produced artificial days by means of artificial light.
- (C) () 12 volunteers were allowed to sleep and wake freely.
- (D) () By the end, the volunteers’ natural cycle could be stretched by an extra hour safely and simply by exposure to pulses of bright light.
- (E) () By the end of a certain hour, established by the researchers, the volunteers were stimulated by very bright pulses of light.

07 De acordo com as ideias do texto “Bright Idea creates 25-hour day”, coloque entre os parênteses (H) caso a frase se refira a uma hipótese apresentada no texto, ou (F) caso a frase se refira a um fato.

- (A) () The ability to manipulate the alterations of human natural circadian rhythms will be useful to control jet-lag effects.
- (B) () The humans’ circadian rhythms are naturally set to adjust the body to the standard length day on Earth.
- (C) () Human circadian ‘pacemaker’ can be altered by controlling exposure to light.
- (D) () Humans do not have precise 24-hour cycles.
- (E) () The alteration of their rhythm will allow astronauts to adapt to Mars longer days.

Cultures of the world

Local knowledge provides a foundation for global understanding. Wade Davis has lived among some of the most remote peoples on the planet, studying their cultures and the many different ways we humans have of communicating and expressing ourselves. Here he celebrates the diversity of Brazil.

"I've spent a lot of my life in cultures other than my own, and I've come to see that every language is a reflection of its culture. When you learn a new language, you become part of its culture. It actually changes who you are, how you move and speak and see the world. You start to take on the cadence and rhythm of the language, the body language as well as the verbal language. I think it's physically impossible to speak Brazilian Portuguese, for example, without having your body melt into a different rhythm. Of all the languages I've heard, it's the most sensual and melodious. When you speak it, you start to use your hands more, to move with the language, to reach out to the person you're talking to. I've watched travelers in Brazil who can speak Portuguese but don't let their bodies move with it. If they carry themselves stiffly, the way they do in their home culture, the Brazilians simply don't understand them. It's like trying to waltz to salsa music. If the body language is wrong, it doesn't matter whether you have the grammar and vocabulary right. You won't be understood."

"I call Brazil the 'land of the 10,000 senses' because of the lushness and diversity of it all. Just the Amazon rain forest alone fills the senses with its sounds, smells, colors, even its silences. The vastness of that forest in the north of the country hovers in the Brazilian psyche, as does the country's rich mix of races and mythologies. They infuse the Brazilian world and make it somehow magical."

(National Geographic. Mission Programs Insights on Brazil)

01 Mark the option which best summarizes the introductory paragraph:

- (A) Davis' knowledge of his own culture enables him to understand other peoples' culture.
- (B) Davis' experiences in different countries give him a better understanding of the world.
- (C) Davis' experience in Brazil allows him to understand Portuguese better.
- (D) Davis' understanding of the world contradicts his cultural values.
- (E) Davis' knowledge of his native language allows him to understand the world better.

02 According to Wade Davis, Brazilian Portuguese is the most sensual language because:

- (A) there are different rhythms in Brazil.
- (B) Brazilians' bodies melt into a number of different rhythms when they dance.
- (C) body language is an important tool to communicate.
- (D) grammar and vocabulary sound right when body language is wrong.
- (E) Brazilians use their hands and body a lot when they speak.

03 The sentence "The vastness of that forest in the north of the country hovers in the Brazilian psyche, as:

- (A) remote probability.
- (B) exemplification.
- (C) comparison.
- (D) time reference.
- (E) contrast.

04 In "... because of the lushness and diversity of it all", what does the word it refer to?

- (A) land.
- (B) Brazilian psyche.
- (C) Amazon rain forest.
- (D) 10,000 senses.
- (E) lushness and diversity.

05 What is the concept underlying Davis' statement: "It's like trying to waltz to salsa music"?

- (A) Insolence.
- (B) Incompatibility.
- (C) Equality.
- (D) Independence.
- (E) Inaccuracy.

06 What is implied in the sentence: "If the body language is wrong, it doesn't matter whether you have the grammar and vocabulary right."?

- (A) Communication in Brazilian Portuguese is not facilitated by body language.
- (B) Knowledge of grammar and vocabulary is sufficient to understand Brazilian Portuguese.
- (C) Body language is not a feature of Brazilian Portuguese.
- (D) Body language and grammar knowledge cannot help communication in Brazilian Portuguese.
- (E) Knowledge of grammar and vocabulary alone will not suffice to communicate in Brazilian Portuguese.

07 Among the feelings listed below, the one which best characterizes Wade Davis' impressions on Brazil's language and culture is:

- (A) skepticism.
- (B) benevolence.
- (C) fascination.
- (D) happiness.
- (E) anxiety.

08 What aspects of the Brazilian language have mostly impressed Wade Davis?

- (A) Its 10,000 senses.
- (B) Its sensuality and melody.
- (C) Its lushness and diversity.
- (D) Its grammar and vocabulary.
- (E) Its richness and cadence.

09 According to the author, what "infuse[s] the Brazilian world and makes it somehow magical" are:

- (A) Brazil's 10,000 senses, sounds, smells, and colors.
- (B) the vastness of the countryside and the country's mythology.
- (C) the Amazon's vastness and Brazil's mix of races and mythology.
- (D) the Amazon's lushness and diversity.
- (E) the vastness of Brazil's forests and the richness of races and mythology.

10 Choose from the options below the one which does **NOT** reflect Davis' impression on Brazilian Portuguese:

- (A) cadence.
- (B) sensual.
- (C) rhythm.
- (D) melodious.
- (E) stiffly.

Preposição

Preposições relativas AT e ON localização no tempo

AT e ON são usados principalmente para se referir a **pontos fixos** no tempo, enquanto IN localiza **um evento dentro de um período e tempo**.

At

Usa-se AT com hora, idade, nomes de festas e feriados, em algumas expressões de tempo em que se subentende a expressão “quando” (no fim de semana, no almoço, no jantar, etc.):

- at midnight (à meia-noite)
- at breakfast (no café da manhã)
- at the weekend (no fim de semana) (no inglês americano também é possível usar “on the weekend”/“on weekends”)
- at Christmas (no Natal)
- at the time (na hora)
- at the beginning (of) (no começo) (de)
- at the end (of) (no fim) (de)

On

Usa-se ON com nomes de dias (da semana ou mês) e de datas especiais (quando se fala especificamente da data):

- on Christmas Eve (na véspera de Natal)
- on September 19th (no dia 19 de setembro)

Importante

Quando você quiser falar sobre um período de um dia específico, use ON. Por exemplo:

- * on the morning of September 19th (na manhã de 19 de setembro)

In

Usa-se IN para localizar **um evento em um período de tempo** (por exemplo, um determinado período do dia, do mês, do ano – como as estações).

Pode-se ainda utilizar IN para **décadas, anos e séculos**:

- in the morning (de manhã)
- in 1948 (em 1948)
- in the fifties (nos anos 50)
- in the end (finalmente)

Outros usos de In

IN pode ser usado também para indicar quantidade de tempo: I arrived there **in** less than 20 minutes.

Within

Within tem um significado muito parecido, sendo um pouco menos específico:

We'll be there **within** an hour.

During

During é usado com datas conhecidas, como, por exemplo, Natal, Páscoa ou períodos que já foram definidos:

- during** the Middle Ages (durante a Idade Média)
- during 1941 (durante 1941)

During / For

Usamos DURING para explicar “quando” ocorre alguma coisa e FOR para explicar “quanto tempo” ela dura.

He was ill **for** a week, and **during** that week he ate nothing.

In time e on time

- In time passa a ideia de “com tempo suficiente”:
If you don't go now, you won't arrive in time for lunch.
- On time passa a ideia de “pontualmente”:
The plane took off on time.

Importante

Não use proposição quando houver **pronome demonstrativo** ou termos como **last, next, every, all**:

Duração de Tempo

For

For é usado para se referir a **período de tempo**:
I'm going to London **for** a week.

Since

Since assinala o **ponto inicial** de determinado período de tempo:
It has been raining **since** I got up.

From... To

From... TO pode ser usado para marcar o início (FROM) e o término (TO) de uma atividade ou acontecimento.

The conference lasts **from** September 21 **st to** October 2nd.

Until / Till

Until / Till podem ser usados em vez de TO quando se estiver falando de tempo:

The conference lasts **from** September 21 **st until/till** October 2nd.

Until ou By?

Until é usado para falar de uma situação que **continuará “até” determinado momento**:

I'm going to study English **until** 9 o'clock.

By é usado para dizer que uma ação irá acontecer em um momento específico ou, possivelmente, antes de um momento específico no futuro.

I must finish my project by Friday at 5 o'clock.

Up to

Up to é empregado em relação a tempo, principalmente na fala:

I can stay with you **up to** the end of June.

From... Through

From... Through é usado no inglês Americano com o significado de “até”, com sentido de inclusão:

I'll be in London **from** Monday **through** Wednesday.

Referência a tempo anterior e posterior

Before e After

Before e After correspondem respectivamente a “antes” e “depois”:

I'll finish my homework **before** I go to bed.

Towards

Towards significa “próximo de” ou, mais informalmente, “lá para”:
towards the end of October (lá para o fim de outubro).

Past

Past pode ser usado com horas, para expressar a ideia de “depois de”:
It's already **past** five o'clock.

About / Around

About e Around, em relação a tempo, significam “por volta de”.

We'll arrive **around** 8.

2. Preposição relativa a lugar para indicar posição

At

Usa-se AT para lugares, referindo-se a eles como um simples “ponto no mapa”, sem nenhuma alusão a suas dimensões, e também antes do nome de um prédio, quando pensamos na atividade ali desenvolvida, e não no prédio em si (como uma escola, por exemplo):

at a friend's house

I live **at** 25, Brunswick Road.

On

Usa-se ON para iniciar uma posição sobre uma superfície, ou seja, lugares pensados em termos de comprimento e largura, mas não altura (ou profundidade):

on the table (na mesa)

In

IN refere-se a lugares, ressaltando sua área, sua extensão, seus limites e seu volume. É usado normalmente com edifícios, cidades, países, etc.:

in the office (no escritório)

On the road x in the road

On the road é usado para expressar a ideia de “a caminho”, “viajando”, e In the road, para referir-se apenas ao lugar:

How long were you **on the road**?

They were standing **in the road**.

Usa-se ON com ônibus, aviões, navios, trens, bicicletas e cavalos.

Usa-se IN com carros e barcos pequenos.

We get **on** a horse.

We get **on** a bus.

Get **in** the car.

EXERCISES LEVEL 1

01 Supply the appropriate prepositions.

- (A) Walk three times _____ the pool.
 (B) Helen is _____ home.
 (C) The girls are _____ the tree and the house.
 (D) The books are _____ the floor _____ the chair.
 (E) He is studying _____ Paris.
 (F) The man walked _____ of the hotel.
 (G) We are going _____ school for our first French lesson.
 (H) Wait for me _____ of the cinema.
 (I) They live _____ 22 Broadway Avenue.
 (J) It was raining when I went _____ the theater.
 (K) Independence Day is _____ September 7th.
 (L) I'm going _____ Europe _____ Monday.
 (M) Tom is sleeping _____ that tree.
 (N) I walked _____ the lake.
 (O) The bank is _____ Baker Street.
 (P) Don't be afraid. Stay _____ Ted and me.
 (Q) The dogs are in the yard _____ the cats.
 (R) My birthday is _____ June.
 (S) He is working _____ the supermarket now.
 (T) There was a big rock concert _____ 1970.
 (U) There is a large desert _____ Western South America.
 (V) Your umbrella was _____ the front door.
 (W) It was impossible to see Jane _____ all those people.
 (X) Meet me _____ the Roxy Theater _____ nine o'clock.
 (Y) William was born _____ a hot summer day _____ 1948.
 (Z) My brother lives _____ Sunset Avenue _____ Dallas.
 (A') Can you call me _____ night? I'm very busy _____ in the morning.
 (B') She is coming _____ Easter Sunday.
 (C') I couldn't find her shoes because they were _____ her bed.
 (D') Can you tell me who is sitting _____ your brother and Jack?
 (E') We don't go to school _____ Sundays.
 (F') I walk _____ the park three times a day.
 (G') There must be a spy _____ us.
 (H') I feel fine when I am _____ intelligent people.
 (I') Bob's ball is _____ the sofa.

EXERCISES LEVEL 2

01 Sam sat many friends and listened to the singers two hours.

- (A) among – to
 (B) between – for
 (C) next to – at
 (D) among – for

02 My parents live a house the end the street.

- (A) at – at – of
 (B) in – in – of
 (C) on – in – at
 (D) in – at – of

03 They all agreed going bus Jane wanted to go foot.

- (A) on – by – by (C) on – by – on
(B) with – on – by (D) in – on – on

04 Many people find it is difficult to watch TV and study the same time.

- (A) in (C) by
(B) for (D) at

05 Mark the correct sequence of prepositions:

- I. The school was too small my time.
II. all my care, it was completely broke.
III. first he decided to leave the house.
IV. He has a good ear classical music.
V. She was proudher grades in school.

- (A) for – of – at – in – after (C) after – for – in – at – of
(B) in – after – at – for – of (D) at – after – in – for – of

06 The preposition UP appears in “Hurry up” but it can’t be used in:

- (A) It’s five o’clock and she’s already
(B) He has given smoking
(C) Calm ; I’ll solve this problem.
(D) I think Bill made this story.

07 Mark the correct sequence of prepositions:

- I. I will see you Friday.
II. They were on holiday Uruguay.
III. The teacher goes to work bus.
IV. The book store is the bank.
V. Babies are afraid the dark.

- (A) by – in – on – of – next to (D) on – by – in – of – next to
(B) on – in – by – next to – of (E) next to – in – by – of – on
(C) on – in – of – next to – by

08 Where did you copy it ?

- (A) of
(B) with
(C) till
(D) from

09 She saw a tall boy sitting the tree.

- (A) among (C) over
(B) under (D) at

10 They were walking the street when they met Bill.

- (A) down (C) over
(B) at (D) under

11 These phenomena were observed the morning the afternoon and night.

- (A) in – in – on (C) in – at – at
(B) on – in – at (D) in – in – at

12 Bob can always be met the same coffee shop Friburgo.

- (A) on – in (C) at – on
(B) in – in (D) in – on

13 In “He stayed there FOR fifty-two years”, the preposition FOR is equivalent to:

- (A) only. (D) before.
(B) while. (E) during.
(C) since.

14 In the sentence “Thus, by holding back their tears...”, the word BY expresses the same idea as in:

- (A) The detectives waited by the door.
(B) By ten o’clock, they knocked impatiently.
(C) They tried to enter the room by kicking the door.
(D) Since they failed, they went in by the window.

15 The smart boy was running one side the other.

- (A) from – to (C) to – to
(B) from – from (D) at – from

16 He was born the country but he grew up New York.

- (A) in – at (C) in – in
(B) at – in (D) on – in

17 Marque a alternativa que corretamente preenche as lacunas das frases:

- I. The Declaration of Independence was signed July 4, 1796.
II. first, I thought you were a thief.
III. present, I am living in Brazil.

- (A) at – at – at (D) in – in – in
(B) on – at – at (E) in – by – on
(C) on – by – in

18 I think there might be a thief the house.

- (A) on (C) inside
(B) into (D) onto

19 You can find these department stores the country.

- (A) throughout (C) against
(B) through (D) under

20 They were talking while they were walking the road.

- (A) over (C) at
(B) along (D) out

21 I can wait for you tomorrow.

- (A) to (C) on
(B) until (D) at

22 Mike will be here five o’clock.

- (A) on (C) within
(B) in (D) about

23 She usually reads the newspaper breakfast.

- (A) at (C) for
(B) in (D) on

24 My son was born May 8th 1991.

- (A) in – in (C) at – in
(B) in – on (D) on – in

25 They will arrive lunch.

- (A) before (C) on
(B) in (D) from

26 The plane was flying high the clouds.

- (A) on (C) in
(B) above (D) out

27 Her ring is made gold.

- (A) with (C) from
(B) of (D) to

28 Winter begins December 22nd the United States and the temperature is sometimes zero.

- (A) before – of – beneath
(B) by – on – down
(C) within – for – through
(D) in – at – under
(E) on – in – below

29 Brian insisted helping Mary her homework.

- (A) in – within (D) on – with
(B) on – for (E) with – from
(C) for – with

30 Mark the correct alternative to complete the sentences below.

- I. Bill lives Brooklyn street.
II. He was born the night of May 15
III. They were their way home when they met Frank.

- (A) of (D) off
(B) by (E) in
(C) on

31 Mark the correct sequence of prepositions to complete the following sentences.

- I. Will you lend me your book a few minutes?
II. Mary will wait for me 5 o'clock.
III. My German is improving day day.
IV. I will write this letter pleasure.

- (A) in – for – for – of
(B) for – until – by – with
(C) for – in – in – in
(D) since – until – in – with
(E) in – for – by – of

32 This book is divided ... two parts.

- (A) onto (C) in
(B) of (D) into

33 She had to borrow some money.... the bank.

- (A) at (D) from
(B) into (E) to
(C) by

34 She was angry Brian.

- (A) to (C) from
(B) with (D) at

35 English is different German.

- (A) for (C) at
(B) of (D) from

NOTES

As questões 01 e 02 referem-se ao texto abaixo.

Job interview

Reaching the end of a job interview, the Human Resources Person asked the Young Engineer fresh out of MIT, “And what starting salary were you looking for?”

The Engineer said, “In the neighborhood of \$75,000 a year, depending on the benefits package.”

The HR Person said, “Well, what would you say to a package of 5-weeks vacation, 14 paid holidays, full medical and dental, company matching retirement fund to 50% of salary, and a company car leased every 2 years – say, a red Corvette?”

The Engineer sat up straight and said, “Wow!!! Are you kidding?”

And the HR Person said, “Of course, ... but you started it.”

Texto extraído de uma mensagem recebida por e-mail.

01 Qual dos adjetivos abaixo melhor descreve a atitude inicial do engenheiro recém-formado?

- | | |
|-------------------|----------------|
| (A) Bem-humorada. | (D) Humilde. |
| (B) Corajosa. | (E) Maliciosa. |
| (C) Pretensiosa. | |

02 Considere as seguintes interpretações em relação à entrevista:

- I. Dentre os benefícios oferecidos pela empresa para a vaga, estão: 5 semanas de férias anuais e um carro novo a cada 2 anos.
- II. O engenheiro recém-formado será contratado pela empresa por um salário que supera suas expectativas.
- III. A pretensão salarial do candidato está aquém do que a empresa oferece.

Das afirmações acima, está(ão) condizente(s) com o texto:

- | | |
|--------------------|---------------------|
| (A) apenas a I. | (D) apenas I e III. |
| (B) apenas a III. | (E) nenhuma. |
| (C) apenas I e II. | |

As questões de 03 a 05 referem-se ao texto abaixo.

First, let me tell you where I'm coming from. Before I saw “The Lord of the Rings: The Fellowship of the Ring”, I didn't know the difference between an orc and an elf, or what Middle-earth was in the middle of. This review is coming to you from a Tolkien-freezone. I went in to Peter Jackson's movie – the first of a trilogy – with no preconceptions. I came out, three hours later, sorry I'd have to wait a year to see what happens next in Frodo Baggins's battle against the Dark Lord, Sauron, and thinking a trip to the bookstore to pick “The Two Towers” might be in order. (...)

This is a violent movie – too violent for little ones – and there are moments more “Matrix” than medieval. Yet it transcends cheap thrills; we root for the survival of our heroes with a depth of feeling that may come as a surprise. The movie keeps drawing you in deeper. Unlike so many overcooked action movies these days, “Fellowship” doesn't entertain you into a stupor. It leaves you with your wits intact, hungry for more.

fonte omitida para evitar indução na resposta

03 O texto acima foi redigido originalmente como:

- (A) uma sinopse do filme *The of the Rings: The Fellowship of the Ring*, dirigido por Peter Jackson.
- (B) uma crítica ao filme *The Lord of the Rings: The Fellowship of the Ring*.
- (C) um informativo sobre o lançamento do filme *The Lord of the Rings: The Fellowship of the Ring*, dirigido por Tolkien.
- (D) uma palestra sobre a obra literária de Tolkien e os filmes de Peter Jackson.
- (E) uma mensagem enviada por e-mail ao fã-club de Tolkien.

04 Assinale a opção correta.

- (A) O autor do texto é leitor assíduo da obra de Tolkien.
- (B) O autor do texto tinha grandes expectativas com relação ao filme antes de assisti-lo.
- (C) O filme fez com que o autor se sentisse tentado a adquirir um livro de Tolkien.
- (D) O autor recomenda o filme para adultos e crianças.
- (E) O filme dirigido por Peter Jackson assemelha-se a *Matrix*.

05 Os termos “Yet” e “Unlike”, no segundo parágrafo, significam, respectivamente:

- (A) Entretanto – Diferentemente.
- (B) Portanto – Conforme.
- (C) Assim – Diferentemente.
- (D) Entretanto – Conforme.
- (E) Assim – No entanto.

As questões de 06 a 10 referem-se ao texto abaixo:

And now, the birdcast

Passing almost unnoticed in the night, billions of birds will fly over the mid-Atlantic states this spring on their annual migration northward. A new Web site will help ornithologists pinpoint critical habitat for the feathered travelers by combining weather radar data with old-fashioned fieldwork. Radar has been used to track bird migrations since around 1940, says Steve Kelling, who heads BirdSource, a bird database at Cornell University. But the potential payoff grew about 5 years ago when the government began installing Doppler radar Stations, which yield high-resolution three-dimensional data.

Ornithologists are eager to use Doppler to track bird movement, but first, they need calibrate it with data from the ground. So Cornell, Clemson University, and other group have launched BirdCast. Every few hours from 1 April to 31 May, radar images of the Philadelphia to Washington, D. C., area – some filtered to remove weather and reveal birds – will be posted on the project's Web (www.bircast.org). The site will also collect observations from several hundred citizen-scientists (birdwatchers, that is), which will be combined with other data, such as chirps picked up by acoustic monitors. Kelling says the results should reveal the bird's favorite rest stops, highlighting priority areas for protection. Eventually, BirdCast hopes to go nationwide.

Science. V. 288. 7/4/2000.

06 A ideia principal abordada pela notícia é

- (A) o lançamento do BirdCast, um radar desenvolvido pela Universidade de Cornell, que capta imagens dos movimentos migratórios de pássaros na primavera.
- (B) o lançamento de um novo *site* na Internet que tem por objetivo auxiliar ornitólogos no estudo dos movimentos migratórios de pássaros na primavera.
- (C) a facilidade de acesso de ornitólogos e de “cidadãos-cientistas” a um banco de dados desenvolvido pela Universidade de Cornell.
- (D) a participação de “cidadãos-cientistas” no estudo desenvolvido pela Universidade de Cornell sobre o movimento migratório de pássaros na primavera.
- (E) a descoberta de áreas que necessitam de proteção ambiental para preservar espécies raras de pássaros.

07 Considere as seguintes asserções:

- I. A intenção dos idealizadores do “BirdCast” é que ele se torne um projeto de abrangência nacional.
- II. Radares são utilizados em estudos de movimentos migratórios dos pássaros há mais de 60 anos.
- III. A implantação de estações de radar Doppler permite a coleta de dados de alta resolução em três dimensões.

Das afirmativas acima, está(ão) correta(s):

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

08 Os termos “feathered travelers” (linha 4), “it” (linha 11) e “which” (linha 8) referem-se, respectivamente, a:

- (A) ornithologists, bird movement e citizen-scientists.
- (B) birds, Doppler e observations.
- (C) birds, Doppler e citizen-scientists.
- (D) ornithologists, Doppler e observations.
- (E) birds, bird movement e observations.

09 Os termos “weather”, em “weather radar data” (linha 4); “heads”, em “who heads BirdSource” (linha 6); e “rest”, em “bird’s favorite rest stops” (linhas 18 e 19) têm, respectivamente, as funções gramaticais de:

- (A) substantivo, substantivo e verbo.
- (B) adjetivo, substantivo e adjetivo.
- (C) adjetivo, verbo e adjetivo.
- (D) adjetivo, verbo e verbo.
- (E) substantivo, verbo e adjetivo.

10 Cada uma das opções abaixo se refere a um termo extraído da notícia. Assinale a opção em que o termo **NÃO** corresponde, respectivamente, ao significado e/ou à função gramatical explicitados.

- (A) northward (linha 2): rumo ao norte, advérbio.
- (B) pinpoint (linha 3): detectar, verbo.
- (C) data (linha 4): dados, substantivo.
- (D) yield (linha 9): fornecer, verbo.
- (E) eventually (linha 19): casualmente, advérbio.

As questões de 11 a 14 referem-se ao texto abaixo:

Commentary

Human Development 1997; 40:96-101

A new generation: new intellectual opportunities

These comments on the publication of the new handbook are written from the perspective of a member of the in-between generation. In-betweeners were born about the time Murchison edited the first and second handbooks in the 1930s. They spent childhood watching newreels of World War II at movie houses featuring ‘cowboy’ serials on Saturday afternoons. Their professional education straddled two Psychological eras. It began just as the ‘experimental psychology’ paradigm was ending its domination and it was completed as new alternatives were coming into view. (...)

- 5 Had they been born just a few years earlier, they would have been part of that powerful and long lasting generation that entered the military during World War II and filled the universities immediately after the war. This unusual cohort held leadership in the discipline of psychology in general and developmental psychology, in particular,
- 10 for several decades. (...)

YOUNISS, James. The Catholic University of America, Washington, D.C., USA.

11 Assinale a opção que **NÃO** expressa uma ideia contida no texto.

- (A) O autor dos comentários sobre o novo manual escreve da perspectiva de um membro da geração de psicólogos que se autodenominam “intermediários”.
- (B) Os “intermediários” passaram a infância assistindo a noticiários sobre a Segunda Guerra Mundial.
- (C) Os “intermediários” nasceram no período entre a edição do 1º e do 2º Manuais editados por Murchison, nos anos 30.
- (D) A formação profissional dos “intermediários” deu-se entre dois períodos da Psicologia.
- (E) Na época da Segunda Guerra, os cinemas exibiam filmes de cowboy para as crianças na stardes de sábado.

12 Assinale a opção que contém uma expressão equivalente a: “Had they been Born”, em “Had they been Born just a few years earlier...” (linha 10) e que, portanto, poderia vir a substituí-la no texto.

- (A) They had been born... (D) Whether they had been born...
- (B) When hey had been born... (E) If they had been born...
- (C) As they had been born...

13 Assinale a opção que contém a melhor tradução de “that powerful and long-lasting generation” (linha 11).

- (A) aquela geração poderosa e duradoura.
- (B) aquela geração forte de cheia de oportunidades.
- (C) aquela geração poderosa e eficiente.
- (D) aquela geração forte e aproveitadora.
- (E) aquela geração poderosa e eterna.

14 O termo “cohort” (linha 13) refere-se:

- (A) ao grupo autodenominado intermediário.
- (B) à geração a que pertence a autor do texto.
- (C) à geração que participou da Segunda Guerra Mundial.
- (D) a estudante universitários de Psicologia.
- (E) a profissionais do campo da Psicologia Experimental.

As questões 15 e 16 referem-se ao texto abaixo:

Men in cobalt-blue

In reality, a perfume is the liquid essence of herbs, fruit, flowers and certain woods. In dreams, it's not that way. In the ebb and flow of the imagination, a perfume always breathes. When creating his recent Polo Ralph Lauren Blue, stylist Ralph Lauren began with the freedom suggested by the color blue: seaside, cloudless sky and jeans. From this feeling arose the other elements of the new cologne. In the vocabulary of a perfumist, there are the warm tones of melon and tangerine, of basil and sage and the soft scents of amber and musk. The idea is to please an urban man who is taken by adventure, the sea and jeans. It follows the original Polo, that is now 25 years old.

(*CARO*, August. 2003 p.14)

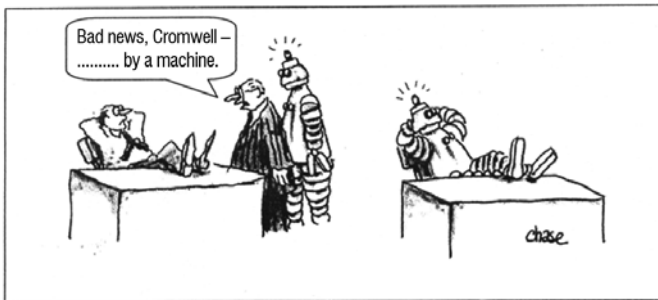
15 Assinale a opção que **NÃO** está de acordo com o texto.

- (A) Ao criar seu mais recente perfume, Ralph Lauren inspirou-se na liberdade sugerida pela cor azul.
- (B) O novo perfume de Ralph Lauren foi criado após 25 anos de existência do Polo original.
- (C) O perfume é uma essência líquida de ervas, frutas, flores e certas madeiras.
- (D) Para Ralph Lauren, o homem urbano, que gosta de aventuras, sempre vai usar um Polo original.
- (E) O nome do novo perfume de Ralph Lauren é Polo Ralph Lauren Blue.

16 Os adjetivos "warm" e "soft" em "warm tones" (linha 7) e "soft scents" (linha 8) significam, respectivamente:

- (A) quentes e aconchegantes.
- (B) cálidos e suaves.
- (C) sutis e refrescantes.
- (D) leves e macios.
- (E) fortes e leves.

A questão 17 refere-se à figura abaixo:



(SWAN, M. e WALTER C. *How English Works*, O.I.P. 1998. p.177.)

17 Qual das opções abaixo melhor preenche a lacuna no cartoon?

- (A) you're replaced
- (B) you're being replaced
- (C) you were replaced
- (D) you replaced
- (E) you've replaced

As questões de 18 a 19 referem-se ao texto abaixo:

In the pipeline

The sewer systems of Europe could soon provide a conduit for more than water and waster. A machine vision sewer inspection project has sparked interest in using the pipes to lay cables for telecommunications traffic. The project, named Inspecting Sewage Systems and Image Analysis by Computer, or Isaac, is part of a larger European Commission-backed initiative to promote use of vision technology.

Project coordinator Mark Sawyer explained that the inspection system employs a tractor-mounted CCD matrix camera and curved mirrors for imaging inside the pipes, and proprietary software to convert the data into a perspective that humans can interpret. It will enable rapid detection of defects in pipe walls and could be in operations within 18 months.

"The prospect of using the sewers for telecommunications is still evolving", he said. Commercial relationships between cable companies and sewer landlords must be negotiated, and the technology to install cables has yet to be developed. "However", he added, "an accurate survey of the sewer system brings it closer." It's a concept that could well "go down the tubes".

(*Photonics Spectra*, March 2003 p.176.)

18 A ideia principal abordada pelo texto é:

- (A) a busca de formas alternativas para tratamento de água e esgoto na Europa.
- (B) a implementação imediata de novas tecnologias no campo das telecomunicações.
- (C) o uso de tecnologia avançada na detecção de defeitos em cabos utilizados para telecomunicações.
- (D) a possibilidade de utilização dos encanamentos de água e esgoto também para instalação de cabo de telecomunicações.
- (E) o aprimoramento das relações comerciais entre empresas dos setores de tratamento de água e de telecomunicações.

19 Considere as seguintes asserções:

- I. O projeto Isaac entrará em funcionamento dentro de um ano e meio.
- II. O *software* utilizado no projeto Isaac é um dos componentes essenciais para auxiliar na detecção de defeitos em encanamentos de água e esgoto.
- III. O projeto Isaac também é responsável por uma iniciativa mais ampla de uma Comissão Europeia responsável por pesquisas no campo tecnológico.

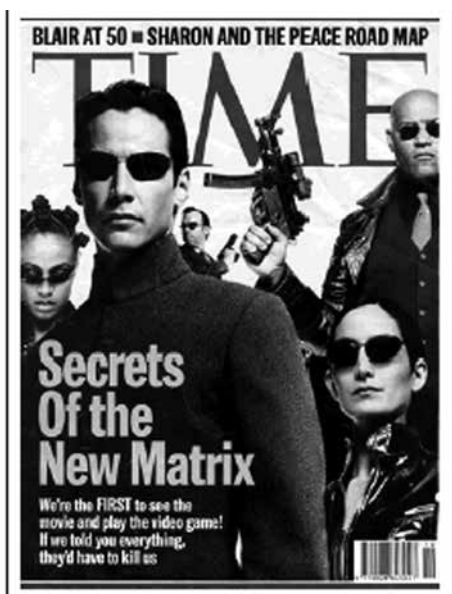
Então, das afirmações acima, está(ão) correta(s):

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

20 Assinale a opção que **NÃO** condiz com o texto:

- (A) 'sparked' (linha 3), em "has sparked interest", tem significado semelhante a 'stimulated'.
- (B) 'lay' (linha 3), em "lay cables", é o mesmo que 'install'.
- (C) 'enable' (linha 10), em "will enable rapid detection", significa o mesmo que 'allow'.
- (D) 'evolving' (linha 14), em "istill evolving", é o mesmo que 'in progress'.
- (E) 'go down the tubes' (linha 19) é usado com significado semelhante a 'fail'.

As questões 21 e 22 referem-se à manchete da capa da revista *Time*, abaixo reproduzida:



21 Na frase “Secrets of the New Matrix: We’re the FIRST to see the movie and play the videogame! If we told you everything, they’d have to kill us”, extraída da manchete da revista *Time*, os pronomes “we” e “you” referem--se, respectivamente, a:

- (A) editores da *Time* — público que assistiu à estreia do filme.
- (B) diretores do filme *The Matrix Reloaded* — público em geral.
- (C) público que assistiu à estreia do filme — público em geral.
- (D) editores da *Time* — leitores da revista *Time*.
- (E) público que assistiu à estreia do filme — leitores da revista *Time*.

22 Considere as seguintes asserções:

- Em “We’re” e “they’d”, “’re” e “’d” são, respectivamente contrações de flexões verbais dos verbos I e II.
- Uma outra forma de expressar a oração “If we told you everything, they’d have to kill us.” é III.

A opção que melhor preenche as lacunas I, II e III é.

- | I | II | III |
|-----------|--------|---|
| (A) are; | would; | They’d kill us, unless we told you everything. |
| (B) are; | had; | They had to kill us, unless we told you everything. |
| (C) were; | would; | Unless we told you everything, they would have to kill us. |
| (D) were; | could; | Unless we told you everything, they could kill us. |
| (E) are; | would; | They wouldn’t have to kill us, unless we told you everything. |

As questões de 23 a 27 referem-se ao texto abaixo:

(...) Languages have always died. As cultures have risen and fallen, so their languages have emerged and disappeared. We can get some sense of it following the appearance of written language, for we now have records (in various forms – inscriptions, clay tablets, documents) of dozens of extinct languages from classical times – Bithynian, Cilician, Pisidian, Phrygian, Paphlagonian, Etruscan, Sumerian, Elamite, Hittite... We know of some 75 extinct languages which have been spoken in Europe and Asia Minor. But the extinct languages of which we have some historical record in this part of the world must be only a fraction of those for which we have nothing. And when we extend our coverage to the whole world, where written records of ancient languages are largely absent, it is easy to see that no sensible estimate can be obtained about the rate at which languages have died in the past. We can of course make guesses at the size of the population in previous eras, and the likely size of communities, and (on the assumption that each community would have had its own language) work out possible numbers of languages. (...)

(CRYSTAL, D. *Language Death*. C. U. P. 2000:68.)

Excluído: Job Interview¶

Reaching the end of a job interview, the Human Resources Person asked the young Engineer fresh out of MIT, “And what starting salary were you looking for?”¶

The Engineer said, “In the neighborhood of \$75,000 a year, depending on the benefits package.”¶

The HR Person said, “Well, what would you say to a package of 5-weeks vacation, 14 paid holidays, full medical and dental, company matching retirement fund to 50% of salary, and a company car leased every 2 years – say, a red Corvette?”¶

The Engineer sat up straight and said, “Wow!!! Are you kidding?”¶

And the HR Person said, “Of course,... but you started it.”¶

23 Considere as seguintes asserções:

- I. Há registro de cerca de 75 línguas, hoje extintas, que já foram faladas na Europa e na Ásia Menor.
- II. O exame do surgimento da linguagem escrita pode nos dar pistas sobre as razões do aparecimento e desaparecimento das línguas.
- III. As línguas extintas das quais temos registro hoje em dia representam a maior parte das línguas conhecidas.

Das afirmações acima, está(ão) correta(s).

- (A) apenas I e II.
- (B) apenas I e III.
- (C) apenas II e III.
- (D) todas.
- (E) nenhuma.

24 Assinale a opção que contém os respectivos referentes dos itens abaixo relacionados:

Linhas 1-2: “their” em “... so their languages have emerged...”

Linhas 7-8: “which” em “... of those for which we have nothing...”

Linhas 8-9: “where” em “... where written records of ancient languages...”

- (A) languages; historical record; ancient languages.
- (B) cultures; extinct languages; the whole world.
- (C) written languages; a fraction of languages; the past.
- (D) cultures; extinct languages; the past.
- (E) cultures; a fraction of languages; the whole world.

25 Assinale a opção que contém as respectivas melhores traduções para os verbos sublinhados nos trechos abaixo:

Linhas 6-7: "But the extinct languages of which we have some historical record in this part of the world must be only a fraction of those for which..."

Linhas 9-10: "... no sensible estimate can be obtained about the rate at which..."

Linha 10: "We can of course make guesses..."

- (A) devem; pode; pode.
- (B) devem; pode; podem.
- (C) devem; pode; podemos.
- (D) deve; podem; pode.
- (E) deve; podem; podemos.

26 Assinale a opção que contém outra forma de expressar a frase "on the assumption that each community would have had..." (linhas 11-12).

- (A) has each community had...
- (B) had each community had...
- (C) if we assume that each community will have had...
- (D) if each community has had...
- (E) assuming each community will have...

27 Assinale a opção que contém uma conjunção que **NÃO** pode substituir "for" em "for we now have..." (linha 3).

- (A) as.
- (B) due to the fact that.
- (C) since.
- (D) because.
- (E) so.

As questões de 28 a 30 referem-se ao seguinte trecho, extraído de uma entrevista:

Hywel Rhys Thomas, 56, is an authority on Education. Holder of a PhD in Education from the University of Birmingham, he has worked as a lecturer, administrator and researcher in Europe and as a consultant in Africa and South America. Last September he took part in "Education and Science as Strategies for National Development", an international seminar held in Brasília organised by UNESCO and the Brazilian Ministry of Education. Dr. Thomas, who participated as a guest of the British Council, discussed his ideas with Link UK:

(I)

Link:

5 H. R. Thomas: Over the last 15 years, the United Kingdom has been a place where major reforms have been introduced into almost all parts of the education system. It has become a 'natural laboratory', where different methods have been employed. We have gone from a system with very great professional autonomy to one where there is much more direction. My presentation explored the issue of balance between autonomy and control.

Link: *What is the greatest challenge for Education in a country like Brazil?*

20 H. R. Thomas: Clearly, sufficient resources are a major challenge. It is also important to move towards more active learning. The leading economies of the 21st century will be ones where people are lifelong learners and the only way in which you become a lifelong learner is to learn how to learn. This must mean moving away from passive acquisition of knowledge to a model where there is more emphasis on analytical and critical skills.

(adapted from Link UK. March/April/May/June, 2004)

28 Assinale a opção que contém a melhor pergunta para a lacuna (I).

- (A) Why is it important to look for a balance between autonomy and control?
- (B) What was your talk about?
- (C) Why was it important to introduce a reform in the British educational system?
- (D) How long have you been working in this project?
- (E) Why did you talk about autonomy and control in your presentation?

29 Cada uma das opções abaixo refere-se a um termo ou expressão extraídos da entrevista. Assinale a opção em que o termo não corresponde ao significado explicitado.

- (A) (linha 11): major – importante.
- (B) (linha 13): employed – utilizados.
- (C) (linha 15): issue – resultado.
- (D) (linha 22): moving away – distanciar-se.
- (E) (linha 24): skills – habilidades.

30 Considere as seguintes asserções:

- I. Dentre outras atividades, H. R. Thomas já trabalhou como pesquisador e consultor na área da Educação.
- II. As reformas no sistema educacional britânico foram feitas há 15 anos.
- III. Durante o Seminário realizado em Brasília, H. R. Thomas falou sobre a importância do equilíbrio entre autonomia e controle na Educação.
- IV. Na opinião de H. R. Thomas, é essencial que a escola incentive os alunos a aprender a aprender.

Então, das afirmações acima, estão corretas:

- (A) apenas I e III.
- (B) apenas I, III e IV.
- (C) apenas II e III.
- (D) apenas II, III e IV.
- (E) todas.

As questões de 31 a 37 referem-se aos seguintes parágrafos:

The smaller boys were known by the generic title of "littluns".

The decrease in size, from Ralph down, was gradual; and though there was a dubious region inhabited by Simon and Robert and Maurice, nevertheless no one had any difficulty in recognizing biguns at one end and littluns at the other. The undoubted littluns, those aged about 5, led a quite distinct, and at the same time intense, life of their own. They ate most of the day, picking fruit where they could reach it and not particular about ripeness and quality. They were used now to stomach-aches and a sort of chronic diarrhoea. They suffered untold 10 terrors in the dark and huddled together for comfort. Apart from food and sleep, they found time for play, aimless and trivial, among the white sand by the bright water. They cried for their mothers much less often than might have been expected; they were very brown, and filthily dirty. They obeyed the summons of the conch, partly because Ralph 15 blew it, and he was big enough to be a link with the adult world of authority; and partly because they enjoyed the entertainment of the assemblies. But otherwise they seldom bothered with the biguns and their passionately emotional and corporate life was their own.

They had built castles in the sand at the bar of the little river.

20 These castles were about one foot high and were decorated with shells, withered flowers, and interesting stones. Round the castles was a complex of marks, tracks, walls, railway lines, that were of significance only if inspected with the eye at beach-level. The littluns played here, if not happily at least with absorbed attention; and often as many as 25 three of them would play the same game together.

(GOLDING, W. *Lord of the Flies*. 1954/1977:64-65)

31 Assinale a opção em que as orações desmembradas da sentença “The undoubted littluns, those aged about six, led a quite distinct, and at the same time intense, life of their own.” (linhas 5 e 6), mantêm o significado original.

- (A) The lives of the littluns, who were six, were really distinct. They were also quite intense.
- (B) Those aged six were called the littluns. Their lives were distinct and intense.
- (C) The littluns’ lives were distinct. At the same time, they were very intense.
- (D) The boys aged six led a quite distinct life. They also led a very intense life.
- (E) The undoubted littluns were the ones about six. They led a quite distinct and intense life of their own.

32 Assinale a opção que contém os respectivos significados dos termos “nevertheless” em “.... nevertheless no one had...” (linha 4) e “otherwise” em “But otherwise...” (linha 16 e 17).

- (A) apesar disso; entretanto.
- (B) entretanto; assim sendo.
- (C) aliás; conseqüentemente.
- (D) no entanto; fora isso.
- (E) portanto; por outro lado.

33 Em “... and though there was a dubious region inhabited by Simon and Robert and Maurice...” (linhas 2 e 3), uma outra forma de escrever o trecho “and though there was...” é:

- (A) ... and despite there was...
- (B) ... and, however there was...
- (C) ... and furthermore there being...
- (D) ... and no matter there being...
- (E) ... and in spite of the fact that there was...

34 O significado do termo “untold” em “They suffered untold terrors in the dark...” (linha 9 e 10) é:

- (A) alucinantes.
- (B) inexpressáveis.
- (C) irreconhecíveis.
- (D) incompreensíveis.
- (E) lancinantes.

35 Assinale a opção que expressa uma ideia **NÃO** contida no texto.

- (A) Os meninos grandes raramente eram incomodados pelos pequenos.
- (B) Os meninos pequenos apanhavam as frutas onde as podiam alcançar.
- (C) Os meninos pequenos sentiam muita falta de suas mães.
- (D) Além de comer e dormir, os meninos pequenos preenchiam seu tempo brincando.
- (E) Os meninos pequenos respondiam ao chamado de Ralph, que era um menino mais velho.

36 O pronome “they” em “They had built castles...” (linha 19), refere-se a:

- (A) the biguns and the littluns.
- (B) Simon, Roger and Maurice.
- (C) Ralph, Simon, Roger and Maurice.
- (D) the littluns.
- (E) the biguns.

37 Os termos “withered” em “withered flowers” (linha 21); “railway” em “railways lines” (linha 22); “absorbed” em “absorbed attention” (linha 24) e “often” em “and often as many as three of them” (linhas 24 e 25) têm, respectivamente, as funções gramaticais de:

- (A) adjetivo; adjetivo; adjetivo; advérbio.
- (B) adjetivo; adjetivo; adjetivo; adjetivo.
- (C) adjetivo; adjetivo; verbo; advérbio.
- (D) verbo; substantivo; verbo; advérbio.
- (E) verbo; substantivo; adjetivo; adjetivo.

A questão 38 refere-se ao texto seguinte:

North american women sweep top honors at Intel competition

For the first time in the history of the Intel International Science and Engineering Fair, the top three award winners were women. Each of the three high-school students won an Intel Foundation Young Scientist Award at the fair, held last May in Cleveland Ohio.

Elena Glassman from Doylestown, Pennsylvania, Lisa Glukhovsky from New Milford, Connecticut, and Anila Madiraju from Montreal each won a \$ 50 000 scholarship and a personal computer.

For her project, Glukhovsky, a junior, used simultaneous images of near-Earth objects (asteroids) from two observatory sites and a computer spreadsheet she created to determine the distance from Earth to asteroids. Her results closely agreed with NASA predictions.

Glassman, a junior, designed a computer science project that used electrical signals from the brain to detect whether a person intends to make a left-handed movement. A potential application is to enable handicapped individuals to operate a computer. Madiraju, a senior, showed that a method involving the use of a type of RNA to target and kill cancerous cells is effective without the toxic side effects typically associated with anticancer drugs.

This year, students from 36 countries competed for \$ 3 million in scholarships and awards. Next year’s competition will be held in Portland, Oregon, in May.

(TWEED, A. *Physics Today*, August 2003.)

38 Considere as seguintes asserções:

- I. A estudante Lisa Glukhovsky desenvolveu uma planilha que será utilizada pela NASA para determinar a distância entre a Terra e asteroides.
- II. O projeto de Elena Glassman poderá auxiliar deficientes no uso de computadores.
- III. O objetivo do projeto de Anila Madiraju é o desenvolvimento de um método para atingir e eliminar células cancerígenas que não provoca efeitos colaterais, normalmente associados a medicamentos dessa natureza.

Então, das afirmações acima, está(ão) correta(s)

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

As questões 39 e 40 referem-se ao seguinte texto, extraído da contracapa de um livro:

The five topics discussed here are of interest both for specialists in these fields, and for anyone who would like to get an overview of the University's problems today. A circumstantial change in the event's order of issues showed us how strongly they are all linked together, something which will now allow the reader to go through the book according to his personal preferences.

Rather than proposing conclusive answers to all these problems, the papers and debates here gathered intend to stimulate reflections about the roles and possibilities of the University.

(BOLLE, W., ed. *The University of the 21st Century*. 2001.)

39 O principal objetivo do texto é:

- (A) traçar um panorama sobre os problemas existentes no ambiente universitário.
- (B) divulgar uma Universidade.
- (C) sintetizar o conteúdo de uma coletânea de artigos publicados em um livro.
- (D) propor/promover uma reflexão sobre o papel da Universidade na sociedade.
- (E) propor debates sobre os problemas da Universidade.

40 O termo "here", nas linhas 1 e 5, refere-se:

- (A) ao livro de cuja contracapa o texto foi extraído.
- (B) à Universidade em questão.
- (C) aos cinco tópicos mencionados no texto.
- (D) à ligação existente entre os conteúdos dos artigos observada pelos autores.
- (E) aos problemas analisados nos diversos artigos que compõem o livro.

NOTES
