



**2º ANO EM
ANUAL**

INGLÊS

Inglês

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COMPARATIVOS E SUPERLATIVOS



COMPARATIVE

Short words (1 sílaba) x Long words (+ de 1 sílaba)		
Old (er) / elder*	more patient	than me
	less slowly	

*When you talk about people in your family.

IRREGULAR COMPARATIVES

Far: **farther** ou **further** (more or additional)
Let me know if you hear any further news.

BEFORE COMPARATIVES

Far: a lot
Slightly: a little
Her illness was far more serious than we thought.
(much)
This bag is slightly heavier than the other one.

THE...THE BETTER (AS...AS POSSIBLE)

What time shall we leave? The sooner the better.

HARDER AND HARDER / MORE AND MORE

To say that something is changing continuously
Your english is improving. It's getting better and better.

SUPERLATIVE

-est (short words) x most... (longer words)	
oldest / eldest / worst	most famous

We often use the present perfect after superlative:
That was the most delicious meal I've had for a long time.
What's the best film you've ever seen?

More Irregular Forms		
Adjective / adverb	Comparative	Superlative
Good / well	better	best
Bad	worse	worst
Little	less	least
Much / many	more	most
Old	older / elder	oldest / eldest

EXERCÍCIOS DE FIXAÇÃO

- Complete with the correct degree of comparison of the adjective or adverb in parentheses.
a) A bus is _____ a plane. (fast)
b) This is _____ boy in the class. (intelligent)
c) The more money she receives, the _____. (good)

- My mother is _____ me. (old)
- Michael is _____ person in his family. (short)
- She has _____ brothers _____ I do. (many)
- They received _____ money _____ he did. (little)
- That child is getting _____ and _____. (smart)
- That is _____ student in my class. (bad)
- He is _____ at math _____ his brother. (good)
- This exercise is _____ the others. (easy)
- Susan and Helen are 49. Susan is _____ Helen. (old)

2) (UFMA) The superlative is:

- This is the most good news you could give me now.
- This is the best news you could give me now.
- This is the better news you give now.
- This is a very good news you gave me now.

3) (FUVEST) Reescreva colocando as palavras indicadas no grau adequado.

- He's far (intelligent) than you think.
- Jane was (attractive) girl at the party.

4) (UNESP) Our next examination may be _____ last one.

- more bad than
- more worse than
- much bad than
- worse than
- more badly than

5) (PUC) The hole in front of his garage is becoming _____.

- deep and deep
- deeper and deeper
- deep and deeper
- deeper and deepest
- deepest and deepest

6) (UFMG) Complete the following text with comparative forms of the adjectives in brackets.

Diet Q&A?

What's the difference between low-fat milk and skim milk?

Skim milk is actually much _____ (low) in calories and fat about 86 cal. Per cup and 0.5 percent or _____ (little) milk fat, compared to about 102-145 cal. Per cup and up to 2 percent milk fat for low-fat milk. Because so much fat has been removed from skim milk, it is _____ (thin) in texture and generally _____ (bland) in flavor than low-fat (and whole) milk, plus it may lack the fat-soluble vitamins, look for "fortified" skim milk.

(Mademoiselle, May, 1986, p. 224.)

1) (OSEC) Complete o diálogo seguinte

A: Which is _____, a train or a car?

B: I think that a train journey is very _____.

C: Well, a car journey can be, too.

D: Yes, but perhaps speed isn't everything. A train is _____.

- a) fast – fast – convenient.
- b) fast – fastest – more convenient.
- c) fast – fast – not so convenient.
- d) faster – fast – much more convenient.
- e) much faster – faster – more convenient.

(UFRJ) Texto referente às questões 2 a 5. Responda em Português.

Science is stranger than anything from Hollywood

Last week, I went to see the opening of the newly released version of *The Exorcist*. I don't much care for scary movies, but this was an offer I couldn't refuse. So I prepared myself to be scared silly by swiveling heads and earthshaking devils and levitating beds. And guess what? The scariest thing in the movie is the very realistic depiction of arrogant, know-it-all doctors torturing their young patient with modern medical technology (and oh, the blood!!) while in the end offering nothing better than a prescription for Ritalin. Now that's scary.

As usual, real life trumps fiction. In spades.

No matter what bizarre scenarios Hollywood dreams up, Nature has done it before, and better. Even the most imaginative movie makers can't come close to the terrors and wonders of the real thing.

I mean, take your swiveling heads and levitating bodies — or even Linda Blair's newly inserted spider walk down the stairs. What is that compared to, say, leprosy? The "Elephant Man" disease? Or plague?

Or how's this for a scenario? Virus in African monkeys gets transmitted across species to infect humans on a global scale — wiping out huge segments of the population in some countries? Or how about flesh-eating bacteria? Or human-concocted terrors like genital mutilation?

Not to mention the everyday horrors like the millions of dust mites that share your bed every night; the microscopic monsters that live in your eyelashes.

(By K.C. COLE
Nice try, Hollywood.)

2) Qual era a expectativa do autor antes de assistir ao filme *O Exorcista*?

3) Que cena do filme mais o impressionou?

4) A que conclusão o autor chegou após assistir ao filme?

5) Aponte dois exemplos citados no texto que ilustram a conclusão do autor.

(UFRJ)

Greatest Africans of all time

Hannibal

Perhaps the greatest military strategist of all time.
A great African general who gave Europe a run for its

money. His victory over Rome after scaling the Alps with his huge army brought him enormous respect and admiration. His strategies and tactics are taught in military schools to this day.

Phillip Emeagwali

Nigerian scientist domiciled in the USA. A supercomputer genius, he played a major role in making the internet a reality. His work has hugely benefited the oil industry.

Kwame Nkrumah

Former president of Ghana. He envisaged the African Union long before it became a reality. His footprints are still blueprint for us to follow.

Kenneth Kaunda

Former president of Zambia and one of the few first generation independence leaders still alive. He played a vital role in the African liberation struggle.

Shaka Zulu

A Zulu king and military genius. An empire builder who wanted to unite all Zulu chiefdoms into one strong Zulu nation for the benefit of all Zulus.

Steve Biko

South African activist tortured to death by the apartheid police. He famously said: "the greatest weapon in the hands of the oppressor is the mind of the oppressed".

Leopold Senghor

Former president of Senegal, great writer and intellectual. His philosophy on "Negritude" has become a classic. Africa's greatest poet and scholar-statesman.

Marcus Garvey

A visionary pan-African leader and thinker. A practical man, he could have united all blacks if he had not been jailed.

Felix Konotey-Ahulu

Ghanaian doctor practising in the UK. The greatest authority on sickle cell disease. A great champion of African causes in the medical world.

6) Indique o nome da personalidade africana a qual corresponde cada uma das afirmativas a seguir.

- a) Foi um grande estudioso da anemia falciforme.
- b) Suas ideias políticas são um exemplo a ser seguido.
- c) Seus planos militares são motivo de estudo até hoje.
- d) Foi morto por lutar contra a segregação racial.

GABARITO

1) D

2) Ele esperava ficar apavorado com cenas sobrenaturais típicas de filmes de terror.

3) A cena realista do exame médico.

4) Ele concluiu que a realidade é mais assustadora do que a ficção.

5) Dois dentre estes:

• A lepra. • A doença do "Homem Elefante". • A peste. • As bactérias que comem a carne humana.

• A epidemia do vírus transmitido ao homem pelo macaco/ A epidemia do vírus da AIDS.

• A mutilação genital concebida pelo próprio ser humano. • Os milhões de ácaros no meio ambiente.

• Os organismos microscópicos que se alojam nas pestanas.

A pergunta também pode ser respondida por meio de duas comparações entre dois dos itens listados anteriormente e duas cenas do filme *O Exorcista* mencionadas no texto: cabeças girando, demônios assustadores, camas levitando, o andar da personagem semelhante ao de uma aranha.

6) a) Felix Konotey – Ahulu

c) Hannibal

b) Kwame Nkrumah

d) Steve Biko

ORIENTADOR METODOLÓGICO

Gabarito Exercícios de Fixação:

- 1)
 - a) faster than
 - b) the most intelligent
 - c) Best
 - d) older than
 - e) the shortest
 - f) many – than
 - g) little – than
 - h) smarter and smarter
 - i) the worst
 - j) better- than
 - k) easier than
 - l) older/ elder than
- 2) B
- 3)
 - a) more intelligent
 - b) the most attractive
- 4) D
- 5) B
- 6) lower – little – thinner - blander

ANOTAÇÕES



PREPOSIÇÃO



AT / ON / IN (TIME)

At for the time of the day

⇒ at midnight / at 5 o'clock / at lunchtime

On for days and dates

⇒ on Sunday(s) / on 13 June 1991 / on Easter Day

In for longer periods (months / years/season)

⇒ in November / in the 17th century / in the past / in 1984



OBSERVAÇÃO



I) At in these expressions:

At night

At the weekend / at weekends

At Christmas / at Easter

At the moment / at present

At the same time

II)

In the morning

In the afternoon

In the evening

In a few minutes / in six months: a time in the future

E.g.: Jack will be there *in a moment*. (A moment from now)



AT / IN / ON (PLACE)

In

E.g.: There's a bird *in the room* / *in the building* / *in the garden*.

When I was in Italy, I spent a few days in Venice.

Look at those kids in the pool / in the sea / in the river.

At

E.g.: Who is that woman standing *at the bus stop* / *at the door* / *at the window*?

Ann's house is the Green one at the end of the street.

At the top (of the page) x *at the bottom* (of the page)

On

E.g.: I sat *on the floor* / *on the grass* / *on the beach* / *on the table*.

I read the review on page ten of the newspaper.



OBSERVAÇÃO



• Compare in and at:

There were a lot of people in the shop. It was very crowded. (Inside)

Go along this road, then turn left at the shop. (Giving directions)

• Compare in and on:

There is some water in the bottle.

There is a label on the bottle.

• Compare at and on:

There is somebody at the door.

There is a notice on the door.



OTHER PREPOSITIONS

About: sobre; a respeito de.

The doctor is talking about the disease.

Above: acima de.

The birds are flying above the clouds.

Across: através de; do outro lado de.

He walked across the bridge.

Against: contra.

Argentina played against Brazil last year.

Among: entre (entre várias pessoas).

There was a clown among the kids.

Around / round: ao redor de; em torno de.

The Earth moves round the Sun.

Behind: atrás.

The door is behind you.

Below: abaixo de.

The temperature is below zero now.

Beside: ao lado.

Ann sat beside Pat in the classroom.

Between: entre (duas pessoas).

My house is between Joseph's and Pamela's.

Beyond: além de (referindo-se a lugar).

He lives somewhere beyond the mountains.

By: junto a; perto de; por (autoria); de (com meios de transporte).

This poem was written by Shakespeare.

I go to college by car.

Over: sobre; por cima de.

There's a lamp over the table.

Since: desde.

I haven't heard from Jim since January.

Through: através de.

The girl made a hole through the wall.

Throughout: inteiramente; durante:

The firewood keeps us warm throughout the winter.

Towards: em direção a.

There's a strange man walking towards you.

Until / till: até (relação tempo).

The securities will wait until Sunday.

EXERCÍCIOS DE FIXAÇÃO

1) Put in **at, on, in**.

- a) Mozart was born in Salzburg _____ 1756.
- b) I haven't seen Kate for a few days. I last saw her _____ Tuesday.
- c) The price of electricity is going up _____ October.
- d) I've been invited to a wedding _____ 14 February.
- e) Hurry up! We've got to go _____ five minutes.
- f) I'm busy just now but I'll be with you _____ a moment.
- g) Jenny's brother is an engineer but he's out of work _____ the moment.
- h) There are usually a lot of parties _____ New Year's eve.
- i) I hope the weather will be nice _____ the weekend.
- j) _____ Saturday night I went to bed _____ 11 o'clock.
- k) I don't like travelling _____ night.

2) Complete the sentences. Use **in, at, on + one of the following**:

the window - your coffee - the mountains - that tree -
my guitar - the river - the island - the next garage

- a) Look at those people swimming _____.
- b) One of the strings _____ is broken.
- c) There's something wrong with the car. We'd better stop _____.
- d) Would you like sugar _____?
- e) The leaves _____ are a beautiful colour.
- f) Last year we had a wonderful skiing holiday _____.
- g) There's nobody living _____. It's uninhabited.
- h) He spends most of the day sitting _____ and looking outside.

3) (UFMA) Complete:

Polly walked _____ Benedito Leite Square.

- a) against.
- b) around.
- c) above.
- d) under.

4) (UFMA) Complete:

Killing Fields and Amadeus were nominated _____ several Oscars _____ the Academy members.

- a) by – for.
- b) for – by.
- c) for – by.
- d) by – for.

Are some people really evil?



Albert Ellis, PH.D.,
President,
Albert Ellis Institute

No, we cannot accurately say that some people are essentially evil. Even those who commit many immoral acts would have to do so all the time to be evil people. As Alfred Korzybski wrote in 1933, calling anyone an evil person is to falsely overgeneralize and to completely damn her or him for some evil acts. Invariably, the Hitlers and Ted Bundys of the world, who steadily commit some of the worst crimes, also do a number of good and kind deeds. And some "bad people," like St. Augustine when young, later achieve sainthood. Humans are fallible – and changeable.

Elizabeth Radcliffe, PH.D.,
Executive Director,
The American Philosophical Association

Throughout human history, it is obvious that there are evil people. The philosopher Rousseau thought society corrupts people, who are naturally good. However, I believe that we develop good or evil characters through our choices. While individual dispositions and environmental factors influence our choices, we can only make sense of our lives by rising above these features. We develop vices, or virtues, by choosing. The more lies we tell, the easier it becomes; and demeaning others becomes easier the more we disrespect them. Those who develop a habit of choosing badly may lose all sense of the good, and this is what we call an evil character.



Responda às questões 5, 6, 7 e 8 em português, com base no texto.

5) Segundo o texto, resuma o pensamento das personalidades indicadas abaixo:

- a) Alfred Korzybski;
- b) Rousseau.

6) O que o Dr. Albert Ellis relata sobre Santo Agostinho?

7) Como a Dra. Elizabeth define uma pessoa de mau caráter?



8) Retire do texto:

- a preposition that means 'during'.



EXERCÍCIOS PROPOSTOS



1) (UFMA) Who's that lady all dressed ____ green?

- a) in.
- b) of.
- c) with.
- d) on.



2) (CHAGAS) There are several important differences ____ cricket and football.

- a) in.
- b) between.
- c) among.
- d) to.



3) (SANTA CASA) Let's go ____ my office.

- a) at.
- b) in.
- c) out.
- d) for.
- e) into.



4) (UFMA) The spy was shot ____ dawn.

- a) at.
- b) of.
- c) on.
- d) from.



5) (ITA) Mary was born ____ 13th November, 1999.

- a) in.
- b) on.
- c) at.
- d) about.
- e) into.



6) (FMU/FIAM) We have nothing ____ common ____ them so we have to put an end ____ our society once and ____ all.

- a) on – to- for – to.
- b) on – between – on – in.
- c) in – with – to- for.
- d) from – at – to – on.
- e) at- with – in – by.



7) Put the correct preposition: **by**, **in**, **on** or **with**.

- a) Who is that man standing ____ the window?
- b) I managed to put the fire out ____ a fire extinguisher.
- c) The plane was badly damaged ____ lightning.
- d) These photographs were taken ____ a friend of mine.
- e) These photographs were taken ____ a very good camera.

f) I don't mind going ____ car but I don't want to go ____ your car.

g) Shall we get a taxi or shall we go ____ foot?



GABARITO



- 1) A
- 2) B
- 3) B
- 4) A
- 5) B
- 6) C
- 7) a) by.
b) with.
c) by.
d) by.
e) with.
f) by / in.
g) on.

ORIENTADOR METODOLÓGICO

Gabarito Exercícios de Fixação:

- 1) a) in.
 b) on.
 c) in.
 d) on.
 e) in.
 f) in.
 g) at.
 h) on.
 i) at.
 j) on / at.
 k) at.
- 2) a) in the river.
 b) on my guitar.
 c) at the next garage.
 d) in your coffee.
 e) on that tree.
 f) in the mountains.
 g) on the island.
 h) at the window.
- 3) B
- 4) B
- 5) a) Alfred Korzybski pensava que chamar qualquer
 pessoa de má seria uma falsa generalização e seria
 condená-la totalmente com base em poucos atos de
 maldade.
 b) Rousseau pensava que as pessoas são boas
 por natureza e é a sociedade que as corrompe.
- 6) Dr. Ellis relata que Santo Agostinho quando jovem
 era mau, mas depois tornou-se santo.
- 7) A Dra. Elizabeth define uma pessoa de mau
 carácter como aquela que desenvolve o hábito de fazer
 más escolhas e, então, perde completamente a noção
 do bem.
- 8) throughout.

ANOTAÇÕES



TEXTOS VOCABULÁRIO: FAMÍLIA E RELACIONAMENTO



EXERCÍCIOS DE FIXAÇÃO

1) (BCN) My sister had her second child last fortnight and invited me to be his _____.

- a) godfather
- b) greatgrandfather
- c) stepbrother
- d) grandpa
- e) best-man

2) (BCN) A man whose wife has died is _____.

- a) a deceased
- b) unmarried
- c) an orphan
- d) a widow
- e) a widower

3) (BCN) His wife's grandparents are celebrating their diamond _____ tomorrow, for they got married in 1935.

- a) anniversary
- b) baby-shower
- c) bridegroom
- d) engagement
- e) better-half

4) (BCN) My aunt's daughter is my _____.

- a) niece
- b) sibling
- c) nephew
- d) cousin
- e) granny

5) (BCN) Her father is an Aussie and her mom was born in Sweden. So both her _____ are foreigners in the Old Albion.

- a) fathers
- b) parents
- c) relations
- d) kinship
- e) spinsters

Text I

Samuel Langhorne Clemens, better known by the pen name, Mark Twain, famous American writer and humorist, author of Tom Sawyer, Adventures of Huckleberry Finn, A Connecticut Yankee in King Arthur's Court and many other books, also wrote the tragicomic story about a man who committed suicide and left the following note:

"I married a woman with a grown daughter. My father fell in love with my stepdaughter and married her, thus becoming my son-in law, and my stepdaughter became my mother, for she was my father's wife.

My wife gave birth to a son, who was, of course, my father's brother-in-law, and also my uncle, for he was my stepmother's brother.

My father's wife became the mother of a son, who was, of course, my brother, and also my grandchild, for he was my daughter's son.

Accordingly, my wife was my grandmother because she was my mother's mother.

I was my wife's husband and grandchild at the same time – and as the husband of a person's grandmother is his grandfather, I am my own grandfather!"

6) (BCN) The man committed suicide because:

- a) he married a woman's grown daughter.
- b) his father also became his uncle.
- c) he was his father's brother-in-law.
- d) he became his own wife's grandson.
- e) his father's wife gave birth to his brother-in-law and uncle at the same time.

Text II

As questões deverão ser respondidas em língua portuguesa. A língua estrangeira só deverá ser utilizada quando o enunciado o exigir.

(UERJ)

The boomerang kids:

when you are worried they won't leave home

Many of today's adult children are not in a hurry to leave home, as compared to the youth of previous generations. This new behavior pattern is often very bewildering and sometimes worrisome to parents. Today, many 18 to 28 year olds either never left home, or returned after college. This phenomenon has been termed "emerging adulthood" and the young adults are referred to as either "kidults" or "boomerang kids".

A recent story in Time magazine reflected a wide spectrum of perspectives from researchers ranging from those who say the current generation's young adults are lazy, confused and unmotivated, and those who call them serious about their futures and cautiously exploring various career paths on their way to the "right" one.

My experience is with a select group of people involved in this problem, who are concerned, doting, loving and involved parents. These parents devote themselves to parenthood and make their children the center of their lives. They expect that upon high school graduation their children would either go to college or to work.

I call these young people "The Children of Privilege". They grew up in comfortable homes with all the amenities. They were supported, loved and provided for generously. It never occurred to them that their lifestyle was a privilege — not a lifetime right.

In the process of providing their children with everything they possibly could, some parents neglected to guide their children in several areas. They were lax about teaching independent skills and communal responsibility, for example.

Many parents expect children to feed the dog, make their bed or help with the dishes. However, this list of chores is often short compared to the real tasks of independent living. Few parents expect children to learn to iron clothes, cook or even do their own laundry. The common reason given is that the children's main job is their education. That is true. But why do we expect the young people to magically have practical life skills at 18 or 22 without practice? How can they feel confident in venturing into the world on their own?

These children also lack guidance about communal responsibilities. The idea that each individual must contribute significantly, not just symbolically, to the family with whom he lives is alien to many young adults. Why is it that a teenager is exempt from cleaning the shared bathroom, or changing the linens of all beds, or emptying all trash cans in the home, not just his own?

Growing into adulthood is an important stage in anyone's life. It is up to parents to help and guide their kids towards independence. Occasionally, maturation will occur and only then will young adults be fully capable of taking hold of their own lives so as to create their own futures.

(Ofra Gerstein. www.santacruzsentinel.com)

7) O texto trata de um fenômeno relativo à fase de transição de muitos jovens para a vida adulta.

Aponte os dois termos, em inglês, que designam esses jovens e indique o tipo de comportamento que corresponde a cada um deles.

8) Uma pesquisa publicada na revista *Time* apresenta duas visões antagônicas sobre a conduta da nova geração de jovens adultos.

Explicita as duas visões apresentadas.

9) A autora faz uma análise de como os jovens de hoje encaram suas vidas.

Descreva o modo como esses jovens percebem a realidade. Em seguida, indique a forma equivalente, em português, para a expressão que a autora criou para caracterizá-los.

10) Com base na própria experiência, a autora menciona algumas características dos pais no que diz respeito à criação dos filhos.

Identifique três características positivas e uma negativa.

11) No texto, são empregadas construções interrogativas que não pressupõem respostas.

Retire do texto um exemplo, em inglês, desse tipo de construção e aponte sua função.

12) A estruturação do texto em parágrafos reflete o modo como a autora organiza a argumentação: o 1º parágrafo define o tema a ser tratado e o 2º parágrafo indica a relevância do assunto.

Indique as finalidades do 3º, do 4º, do 5º e do 6º parágrafos.

EXERCÍCIOS PROPOSTOS

Text I

Family history

One day a sweet little girl becomes puzzled about her origin.

"How did I get here, Mommy?", she asks.

Her mother replies, using a well-worn phrase, "Why God sent you, Honey."

"And did God send you too, Mommy?", she continues. "Yes, Sweetheart, he did."

"And Daddy, and Grandma and Grandpa, and their moms and dads, too?"

"Yes, Honey, all of them, too."

The child shakes her head in disbelief. "Then you're telling me there's been no sex in this family for over 200 years? No wonder everyone is so grouchy!"

(www.unwind.com/jokes-funnies)

1) (BCN) After reading the joke, answer in Portuguese the question below.

According to the kid, what do the adults in her family do most of their time?

Text II

Mum, can I come back home?

Is it cool to stay at home when you're an adult?

A survey by the Social Market Foundation (SMF), an independent think-tank, confirms that nearly one in four men and women aged between 20 and 30 chooses to live with their parents. Far from recklessly seeking independence, as my generation did in the late sixties, they are lured home by the prospect of financial security and being looked after, creating what the SMF calls a new trend of "lifelong parenting".

Sharon Copeland, 23, an exhibitions administrator, is typical. She left her parents' home for a year to live with a boyfriend but when the relationship broke down she returned, not out of sentiment but because she needed somewhere to live. "My mother was glad to see me return and I love it here", she says. "I live very cheaply. I give my parents £250 a month all in. Mum does my ironing; I don't have to ask. As I'm saving money at the moment I can't afford to live by myself."

Most young adults who live at home have previously left and justify the move back in terms of temporary unemployment, extended study or career change. Some mention economic or emotional casualties of early relationship breakdowns, others cite the high cost of living and say that they are saving for their own property.

And they are not all without choice; most could have set up independently. Nor are the advantages flowing in only one direction: Allan, a 24-year-old Londoner, senses that his mother is dependent on his financial contribution. "I feel guilty about leaving her short of money", he says. "Economy doesn't come into it; in fact, moving out would see me slightly better off."

I think the crucial difference between my generation and its successor is that if I or my contemporaries had returned home 25 years ago, it could only have been to the role of child; and an expectation that a communal family life would continue seamlessly – interrogations, orders, grannies, hamsters, Sunday lunch et al. By contrast, the most successful of these new, all-adult

families are scrupulous in respecting physical and emotional boundaries, and although those living at home invariably mentioned convenience first, they all said that they enjoyed their parents' company.

(Lizzie Speler. www.timesonline.co.uk)

2) As perguntas no título e no subtítulo se referem ao assunto abordado no texto e remetem a diferentes autorias.

Indique, em uma frase completa, a possível autoria de cada pergunta.



3) O terceiro parágrafo relata os resultados de uma pesquisa.

Identifique, nesse parágrafo, três verbos típicos do discurso relatado e explique por que a autora emprega o tempo presente.



4) De acordo com o texto, não há apenas uma razão para que pais e filhos vivam juntos.

Estabeleça a diferença entre as situações vividas por Sharon e Allan.



5) No último parágrafo, a jornalista ressalta um contraste entre gerações.

Descreva a comparação feita entre a geração atual e a da autora.

	GABARITO	
1)	Eles não fazem sexo e foram considerados muito sem graça.	
2)	A autoria do título pode ser atribuída a filhos adultos que solicitam permissão para voltar para a casa de seus pais. A autoria do subtítulo pode ser atribuída à jornalista Lizzie Speller, autora do texto.	
3)	Três dos verbos:	
	• justificar	
	• mencionar	
	• citar	
	• dizer	
	O tempo presente é usado para enfatizar a relevância do que foi dito.	
4)	Sharon volta para a casa de seus pais em busca de segurança financeira e cuidados; Allan, ao contrário, é quem dá apoio financeiro à sua mãe.	
5)	Na geração da autora, as pessoas voltariam para a casa dos pais na condição de filhos, isto é, sujeitas a ordens e interrogatórios.	
	Na geração atual, pais e filhos, respeitam mais os limites uns dos outros.	

ORIENTADOR METODOLÓGICO

Gabarito Exercícios de Fixação:

- 1) E
- 2) A
- 3) A
- 4) D
- 5) B
- 6) B
- 7) Kidults - permanecer na casa dos pais.
Boomerang kids – sair da casa dos pais para estudar e depois retornar.
- 8) Os jovens adultos são preguiçosos, confusos e desmotivados.
Os jovens adultos encaram o futuro com seriedade, analisando cuidadosamente os rumos a serem tomados na vida profissional.
- 9) Esses jovens consideram seu estilo de vida confortável como um direito adquirido, e não como um privilégio. Filhos do privilégio.
- 10) Três das características positivas:
 - dedicados / devotados
 - amorosos / afetuosos
 - preocupados
 - envolvidos
 - atenciososUma das características negativas:
 - omissos
 - negligentes
- 11) Um dos exemplos:
 - But why do we expect the young people to magically have practical life skills at 18 or 22 without practice?
 - How can they feel confident in venturing into the world on their own?
 - Why is it that a teenager is exempt from cleaning the shared bathroom, or changing the linens of all beds, or emptying all trash cans in the home, not just his own?Uma das funções:
 - eliminar a possibilidade de interação entre autor/ leitor
 - encerrar a discussão sobre o assunto
 - reiterar o ponto de vista do autor, rejeitando argumentações
 - indicar a opinião do autor
- 12) 3º parágrafo: indicar a experiência da autora sobre o assunto.
4º parágrafo: apresentar a visão pessoal, o ponto de vista da autora.
5º parágrafo: apresentar a ideia central do texto.
6º parágrafo: detalhar um dos aspectos da ideia central do texto.

ANOTAÇÕES



PREFIXOS

Sílaba ou sílabas que precedem a raiz alterando seu sentido. Seu papel é, predominantemente, semântico.



NEGATIVES (OPPOSITION)

Im-, in-, il-, ir-, non-, a-, un-*

E.g.: "The **nonverbal** message can speak more than the verbal message"



REVERSATIVE (REVERSAL OF ACTION)

Un-*, dis-, de-

E.g.: "... The myths of several years ago needs to be **debunked**."



ATTITUDE

co: junto de
pro: a favor de
anti: contra
self: auto

E.g.: The country is **self-sufficient** in oil.



PEJORATIVES

mis: incorreto
mal: mal

E.g.: "The fear is that may be **misused** to make the judgement"



DEGREE AND SIZE

excesso: over, out, super, ultra, arch
abaixo de: under, sub

E.g.: He **outlived** his wife by three years.

Overripe fruit doesn't taste good and may not keep well.



TIME, ORDER AND NUMBER

fore/pre: antes
post: após
re: novamente
ex: antigo
bi: dois

E.g.: The extent of the damage could not have been **foreseen**.



OBSERVAÇÃO



Affix **en** (pode ser prefixo ou sufixo) – tem como característica a formação de verbos
"... (Women) were not **entitled** to keep their earnings." From text Seneca falls.



EXERCÍCIOS DE FIXAÇÃO

1) (UERJ) Prefixos e sufixos agem como elementos importantes na compreensão de textos em inglês. Leia a frase transcrita abaixo:

"... *Allowing organizations to tell their stories to the uninitiated public.*"

Considerando a palavra sublinhada indique:

Prefixo:

Significado do prefixo:



2) (PUC) In "indifference" and "insensivity", in is a prefix which adds a negative idea to the word. The only alternative in which the prefix in **does not** add a negative idea is:

- a) indirect
- b) indoors
- c) inorganic
- d) inefficiency
- e) involuntary



(UERJ) Texto referente às questões 3 e 4.



3) Os balões do texto expressam atitudes opostas em relação ao uso do computador. Formule, em uma frase completa, uma razão para:

- a) a reação positiva.
- b) a reação negativa.



4) O uso do computador acrescentou sentidos a expressões do nosso dia a dia.

Retire do texto uma dessas expressões, em inglês, e indique seus significados atuais.



5) (UERJ)

Although I passed the test, I believe it is unfair and valuable classroom time is taken away. There is a disparity between what is taught at my high school, compared with a nearby vocational high school (...)

*Parents also said that the test results are inconsistent with some areas of their children's **report cards**; they believe some academic skills are being overlooked as a result of preparing for the tests, and that schools are neglecting some enrichment areas such as (...)*

A palavra **disparity**, dentre outras no texto, resulta de processos de afixação. Retire do texto dois adjetivos em inglês com prefixos diferentes que indicam negação.

6) (UERJ) "...This system could foresee..."

The underlined word has the same meaning as:

- a) seek
- b) observe
- c) overlook
- d) anticipate

7) (UERJ)

The re-enchantment of everyday life

...It's tempting to respond to these serious problems with remedies that remain within the paradigm of modern culture instead of imagining an altogether different way of life. A philosophy of enchantment turns current values upside down and asks that we step outside the frontiers of contemporary wisdom.

Instead of rushing into the future, we might profoundly appreciate the past, and instead of treating nature as an inert, inanimate substance – a resource for making the merely physical world, we might grant it its soul and personality. We become enchanted and inspired when we open our senses and our imagination to the song and speech of the world.

O título do texto *The re-enchantment of everyday life* sintetiza o objetivo da argumentação do autor. Explique a relação existente entre o uso do prefixo **re** e os conselhos dados ao leitor.

EXERCÍCIOS PROPOSTOS

1) (BCN) Check the option in which the pair of given words **doesn't** contain prefixes with the same meaning.

- a) semiliterate – hemicycle.
- b) self-care – autism.
- c) decapitate – undress.
- d) anticipate – antipathy.
- e) malcontent – non-resident.

2) (PUC) The prefix **over** as in **overdue** has the same meaning in all alternatives below, except in:

- a) oversleep
- b) overprice
- c) overcoat
- d) overtake
- e) overbook

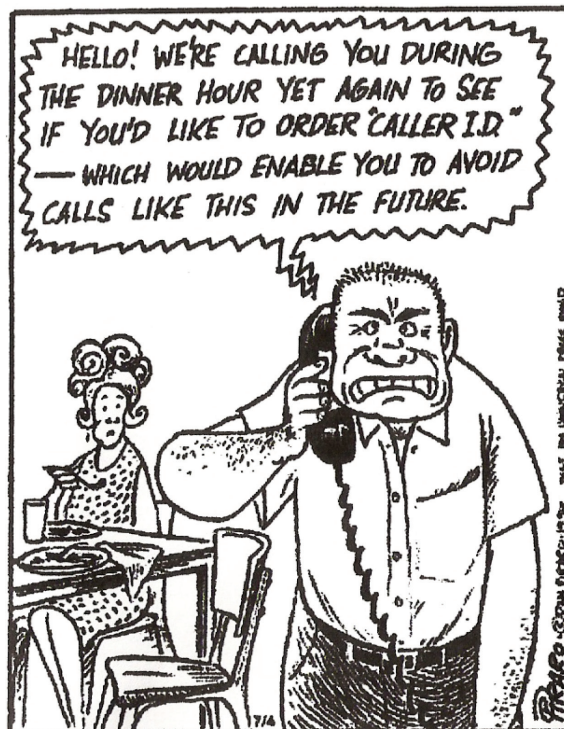
3) (UNIRIO) The prefix **out** in **outnumber** has the same meaning of more than as the one in the word:

- a) outfit
- b) outward
- c) outsider
- d) outlaw
- e) outrun

4) (BCN) In which of the following words, the prefix has the same negative meaning as in **incurable**.

- a) entomb
- b) inmate
- c) income
- d) rehearsal
- e) unconstitutional

5) (UERJ)



The telemarketing operator in the comic strip makes use of a strategy to achieve his goal. This strategy consists of:

- a) avoiding problems in the future.
- b) allowing calls during dinner hour.
- c) identifying the purpose of the caller.
- d) showing the usefulness of the product.

GABARITO

- 1) D
- 2) C
- 3) E
- 4) E
- 5) D

ORIENTADOR METODOLÓGICO

Gabarito Exercícios de Fixação:

- 1) Prefixo: un-
Significado do prefixo: negação
- 2) B
- 3) a) O homem reage positivamente porque acha que o comando de desfazer é uma novidade do computador.
b) O lápis reage negativamente porque já possui o “comando de desfazer” – a borracha – há muito tempo.
- 4) The undo command – o comando de desfazer.
- 5) unfair e inconsistent
- 6) D
- 7) O prefixo **re** se relaciona com os conselhos por sugerir uma mudança de atitude para tornar a vida encantada de novo.

ANOTAÇÕES



SUFIXOS



Objetivo: trocar a classe gramatical das palavras.

1) Noun + full / less → adjective (full of / without)

All human beings must live intensely the joyful moments in life.

E.g.: Faith: faithful / faithless

Verb +	tion / sion	= Noun
	er/ or / ar	
	ee(s)	
	ent / ant	
	ment	

After the arrival of the mayflower a few settlements began to form.

E.g.: acquire = acquisition (ação)

supply = supplier

lie = liar

attend = attendee(s)

assist = assistant

Verb +	able / ible	= Adjective
	ive / ative	
	ing*(verbal adjective)	

E.g.: achieve = achievable

act = active

purchasing power

4)	Adjective +	ness / ity	= noun
----	-------------	------------	--------

E.g.: Happy = happiness (estado ou qualidade)

The results for individuals and businesses is cheaper and better service of a higher quality and reliability.

5)	Adjective +	ly	= adverb
----	-------------	----	----------

E.g.: Responsible = responsibly (alterações ortográficas)
unfortunately, education officials do not always...

OBSERVAÇÃO

*Not all words ending in "ly" are adverbs.
Some common adjectives ending in ly: lovely, lively, costly, wordly, earthly, manly, womanly...*

E.g.: Jeff's manly voice is easily recognizable.

EXERCÍCIOS DE FIXAÇÃO

1) (UNIRIO) The word "unreadable" from the text is formed by the negative prefix un and the adjective suffix **able**. Which one of the following words cannot be formed likewise:

- a) unspeakable
- b) unthinkable
- c) undoable
- d) unwordable
- e) unknowable

2) Considering both the context and the suffixes, the alternative which contains words that belong to the same class is:

- a) consciousness, honorable, photojournalists.
- b) unjustifiable, appalling, powerful.
- c) majority, responsibility, publicly.
- d) strongly, highly, humanity.

3) Responda em português.

Prefixos e sufixos agem como elementos importantes na compreensão de textos em inglês.

Leia as frases transcritas abaixo:

"Not surprisingly, ... Many nonprofits are now turning to the world wide web."

Considerando a palavra sublinhadas indique:

- a) Sufixo:
- b) Função do sufixo:

4) (MACKENZIE) The only alternative that contains word(s) formed by prefixes and suffixes is:

- a) allowing – cellphone – policies – second-period – reluctantly.
- b) mobile – aggressive – comb – used – longer.
- c) jail – dealer – rather – penalty – ban.
- d) quietly – administrator – reversal – punishable – unexpected.
- e) though – suspension – hundreds – outright – significant.

5) (CEFET) All the options below contain words formed by suffixes with the same grammatical function, except one.

Check it.

- a) lawyer – hijacker – terrorist – solicitor.
- b) connexion – glossary – opportunity – filling.
- c) successful- wireless – available – murderous.
- d) apparently – justifiably – virtually – formerly.
- e) evildoers – efficiency – quickly – according.

6) (UNISINOS) *There are concerns in the United States over a **growing** number of university students **using** the internet to cheat in their studies. University students Anne Benjaminson said, "There is **cheating** everywhere."*

The underlined words function respectively as:

- a) adjective – verb – noun.
- b) verb – adjective – noun.
- c) adjective – noun – verb.
- d) verb – noun – adjective.
- e) noun – verb – adjective.

7) (PUC) The suffix **-er** may be found with the same meaning as in **enchanter** in:

- a) researcher
- b) lower
- c) shorter
- d) other
- e) amber

8) (URCA) **Unkinking** is an example of a word made of a prefix and a suffix.

Check the alternative that contains words made in the same way.

- a) talky – moving
- b) longer – liturgical
- c) murderers – action
- d) unfortunately – rearranged
- e) deftly – enormous

EXERCÍCIOS PROPOSTOS

Text I

The widespread **destruction** of tropical rainforest ecosystems and the consequent extinction of numerous plant and animal species is happening before we know even the most basic facts about what we are **losing**.

Covering only 6 percent of the earth's surface, tropical most forests contain at least half of all species. The abundant **botanical** resources of tropical forests have already provided substantial medical advances; yet only 1 percent of the known plant and animal species have been **carefully** examined for their medicinal potentials. Meanwhile, 2 percent of the world's rainforests are **irreparably** damaged each year. Scientists estimate that, at the **accelerating** rate at which rainforests are now being destroyed, as much as 20 or 25 percent of the world's plant species will soon be extinct.

Approximately 7,000 medical compounds prescribed by western doctors are obtained from plants. These drugs had an estimated retail value of US\$ 43 billion some years ago. Seventy percent of the 3,000 plants identified by the United States national cancer institute as having potential anti-cancer properties are characteristic of the rainforest. Tropical forest species serve western surgery and internal medicine in three ways. First, extracts from organisms can be used directly as drugs. For maladies ranging from persistent headaches to lethal contagions such as malaria, rainforest medicines have provided modern society with a variety of cures and pain **relievers**.

Secondly, chemical structures of forest organisms sometimes serve as models from which scientists and researchers can chemically synthesize drug compounds. For example, the blueprint for aspirin comes from extracts of willow trees found in the rainforest. Neostigmine, a chemical obtained from the calabar bean and used to treat glaucoma in west Africa, also provides the blueprint for synthetic insecticides. However, the chemical structures of most natural drugs are very complex, and simple extraction is usually less expensive than synthesis. Ninety percent of the prescription drugs that are based on higher plants include direct extractions from plants.

Finally, rainforest plants provide aids for research. Certain plant compounds enable scientists to understand how cancer cells grow, while others serve as testing agents for potentially **harmful** food and drug products.

Tropical forests offer hope for **safer** contraceptives for both women and men. The exponential growth of world population clearly demonstrates the need for more **reliable** and effective birth control methods. Worldwide, approximately 4,000 plant species have been shown to offer contraceptive possibilities. The rainforest also holds secrets for safer pesticides for farmers. Two species of potatoes have leaves that produce a sticky substance that traps and kills predatory insects. This natural self-defense mechanism could potentially reduce the need for using pesticides on potatoes. Who knows what other tricks the rainforest might have up its leaves?

(http://www.Ran.Org/info_center/factsheets/05f.html, 1995-2003 Rainforest action network)

1) Mark the only correct statement about the structure of Text I.

- a) paragraph 1 affirms that the world's population is powerless against deforestation.
- b) paragraph 2 warns about the destruction of rainforests and its valuable resources.
- c) paragraph 3 aims to inform the exact number of all plants identified in tropical forests.
- d) paragraph 4 explains in detail how insecticides can be obtained from plants.
- e) paragraph 5 lists the unhealthy or poisonous plants found in the rainforest.

2) Check the only pair of antonyms.

- a) abundant - nonexistent
- b) extinct - new
- c) lethal - harmless
- d) medicines - drugs
- e) reduce - create

3) Considering both the context and the suffixes, the alternative which contains words that belong to the same class is:

- a) botanical – reliable – harmful.
- b) approximately – society – carefully.
- c) accelerating – losing – safer.
- d) relievers – prescription – finally.
- e) destruction – medical – irreparably.

- 4) In the sentence “who knows what other tricks the rainforest might have up its leaves?”, the author means that:
- a) nobody will ever know how to decipher the enigmas of the rainforest.
 - b) there must be a way of learning more about the rainforest puzzles.
 - c) people doubt whether rainforest plants hide other mysteries.
 - d) it is impossible to find out all the applications of tree leaves.
 - e) it is possible that forest plants bring us additional surprises.

- 5) Mark the title that best expresses the main idea of Text I.
- a) daily life in the rainforest.
 - b) how to protect world ecosystems.
 - c) diseases caused by the rainforest.
 - d) rainforests: pharmacy to the world.
 - e) paradise lost: the devastated rainforest.

GABARITO	
1) B	
2) C	
3) A	
4) E	
5) D	

ORIENTADOR METODOLÓGICO

Gabarito Exercícios de Fixação:

- 1) D
- 2) A
- 3) -ly; advérbio.
- 4) D
- 5) E
- 6) A
- 7) A
- 8) D

ANOTAÇÕES



FALSOS COGNATOS



EXERCÍCIOS DE FIXAÇÃO

- 1) Complete com as palavras sugeridas:
I) Pretend x intend
He _____ to be a good politician, because he _____ to win the elections.
- II) Sensitive x sensible
It is _____ to exposure to the sun, particularly if you have _____ skin.
- III) Sympathetic x kind or gentle (adj)
He was very _____ to our cause and I think that is a _____ attitude.
- IV) Private x particular
On that _____ occasion he needed his _____ physician.

OBSERVAÇÃO

- Support x stand
- College x high school
- Physician x physics
- Push x pull
- Ingenuity x ingenious

Astrology Tips

I) Aries (March 21 / 19 April)
To all my **impulsive** natives of Aries, we all know you're **energetic**. Don't let your impulses guide your life. Take it easy, get some rest as well.

II) Taurus (April 20 / May 20)
Use your power of concentration, Taurus. Show how **determined** you are. At times, changing your mind is necessary, which does not mean being **moody**. Eating in moderation is imperative. Financial situation: stable.

III) Gemini (May 21 / June 20)
Try not to be so **indecisive**, my dear Gemini. Questioning everything, all the time, may turn you into a bore. Show people how versatile, how **ingenious** you can be. Show your eloquence naturally.

IV) Cancer (June 21 / July 22)
Cocooning is Ok, Cancer, but there's life outside your home. You're **hypersensitive** by nature, as well as **skillful**. Use your array of virtues.

V) Leo (July 23 / August 22)
Leo natives are **daring** and used to a place of honor. Be **cautious** when taking the initiative, be ready to take some risks as well. Your pioneering spirit may turn you into a leader. Shine!

VI) Virgo (August 23 / September 22)
Virgo natives are **conscientious** and **neat** but must

learn to concentrate less on details. Derive pleasure from the high-rated services you render to others.

VII) Libra (September 23 / October 22)
You're **level** – **headed**, Libran. Display your good taste, try to be **gregarious** adapt to changes in life. Being perfect is an unattainable goal, never forget that!

VIII) Scorpio (October 23 / November 21)
Natives of Scorpio tend to be **passionate**. Just try to be more understanding and **considerate**. May God give you a long life, Scorpio.

IX) Sagittarius (November 22 / December 21)
My dear Sagittarius, nobody likes busybodies. Try to be **amusing** with intelligence. I know you can be a good thinker. Avoid being **boastful**.

X) Capricorn (December 22 / January 19)
Your search for personal recognition must be in agreement with your practical mind. Be **hard working** and **disciplined**. To be on solid ground, exercise your instinct for business smartly.

XI) Aquarius (January 20 / February 18)
Restless Aquarian, be flexible. Nurture your creativity. You're **idealistic**. Never give up your dreams!

XII) Pisces (February 19 / March 20)
Try not to be so credulous, Piscean. Show how **sensitive** you can be. Living in world of your own may not be the best for you. Be more **down – to – earth**.

2) Faça a correlação entre os doze signos com as palavras em negrito:

- | | |
|-----------------|-----------------------------------|
| I) Aries | a) () determinado/ de lua |
| II) Taurus | b) () impulsivo / dinâmico |
| III) Gemini | c) () supersensível / habilidoso |
| IV) Cancer | d) () indeciso / criativo |
| V) Leo | e) () consciencioso / arrumado |
| VI) Virgo | f) () ousado / precavido |
| VII) Libra | g) () inquieto / utópico |
| VIII) Aquarius | h) () equilibrado / sociável |
| IX) Sagittarius | i) () sensível / prático |
| X) Pisces | j) () divertido / arrogante |
| XI) Capricorn | k) () incansável / idealista |
| XII) Scorpio | l) () passional / considerável |



OTHERS FALSE COGNATES

- Argument:
Actual – actually:
Lecture:
Presently:
Injuries:
Petrol:
Appointment:
Physician:
Hazards:

Nuclear plants:
 Eventually:
 Prejudice:
 Tenant:
 Ordinary:
 Estates:
 Compromise:
 Policy:
 Resume:
 Retiring:
 Liquor:
 Commodities:
 Ingenious:
 Ingenuity:
 Pull:
 Push:
 Stand:
 Support:
 Fabric:
 Trade:

3) (CEFET) Which of the words below **cannot** be considered a false cognate?

- a) abstract.
- b) attend.
- c) prohibitive.
- d) actually.
- e) physician.

4) (UERJ) The word that replaces **do** without a change of meaning in "Vegetables do lose some of their nutritional value on the way to the market" is:

- a) possibly.
- b) basically.
- c) actually.
- d) especially.

(UERJ)

Proposal for the United Nations to declare the 21st Century as the century of restoring the Earth

Sustainable development is now recognised as an important goal by politicians, conservationists, aid workers, planners and many other people. However, for sustainable development to be achieved, the world requires, first of all, to have sustainable ecosystems, as all our human well-being and wealth ultimately derives from the ability of our planet to provide abundance - clean air, fresh water, healthy food and natural resources which can be used to make products for people's benefit.

At present, we do not have sustainable ecosystems in the world - everywhere forests, wetlands, savannas etc are being depleted, fragmented and destroyed.

To return our planet to a state of health again, the current efforts to prevent further destruction must be matched by a concerted programme of restoration, to help the Earth heal, and to ensure that there is a sustainable future for ourselves, and all our fellow species.

Most environmental initiatives are by necessity

concentrated on 'damage limitation' – reducing the destructive impact our industrial culture has on the world, but because of this they tend to be adversarial, creating opposition and polarity amongst different people and interest groups. By contrast, restoration is an entirely positive activity which can, and often does, draw together people from different backgrounds behind the common task of doing something positive for their local area and therefore the planet.

Because environmental degradation is a global phenomenon which transcends cultural, political and national differences, restoration will provide an opportunity to unite all of humanity behind a shared goal - the first in our history - of helping to heal the Earth.

Some possible initiatives to begin the century of restoring the Earth

Ten percent of each nation's military budget to be re-directed to restoration activities, either in cash or 'in kind'. Military personnel, equipment and organizational abilities to be made available for key restoration programmes. This will help to provide a new, meaningful role for the military in the next century, as true global security depends on having a healthy planet to live on!

Establishment of an Earth Restoration Service, enrolling people from all over the world as volunteers in essential restoration programmes.

Starting the new millennium with an international focus on restoration will provide a positive vision for nations and individuals to rally behind, and will help people everywhere to realise that we need to actively take care of our degraded world for our future well-being.

5) The main aim of the proposal for the United Nations is to raise public awareness in relation to the following course of action:

- a) healing degraded ecosystems.
- b) preserving endangered species.
- c) diminishing human exploitation.
- d) preventing ecological devastation.

6) According to the text, true global security will only be achieved through initiatives to:

- a) refine clean-up techniques.
- b) promote worldwide peace.
- c) implement ecological recovery.
- d) encourage local volunteer work.

7) These two practices, suggested in the text, produce distinct results.

They are best characterized in the opposition conveyed by the following pair of adjectives:

damage limitation x restoration

- a) topological and climatic.
- b) permanent and provisional.
- c) prescriptive and descriptive.
- d) segregatory and combinatory.

8) *As all our human well-being and wealth ultimately derives from the ability of our planet to provide abundance*

In the excerpt above, the adverb **ultimately** means:

- a) lastly.
- b) recently.
- c) currently.
- d) fundamentally.



EXERCÍCIOS PROPOSTOS

1) (UFF) "False friends" are words in a foreign language which are similar in form to words in our mother tongue, but which do not have the same meaning.

Which pair of words below contains only false friends?

- a) realize / actually.
- b) characteristics / cycle.
- c) divide / cycle.
- d) laboratory / actually.
- e) realize / characteristics.

2) (EFOMM) Choose the meaning of **eventually** in the sentence "Eventually her idea was accepted".

- a) fortunately.
- b) occasionally.
- c) usually.
- d) finally.
- e) suddenly.

(UERJ)

I work at a retail store where employees are required to wear an ID badge with the company logo on it so we're easily recognizable to our costumers.

One day a man approached me, motioned for my attention and asked, "Do you work here?"

Smiling, I pointed to my badge in response. He read it, then paused. "Oh, I'm sorry", he said genuinely. "Nicole, do you work here?"

(Contributed by Nicole M. Koziel.)

3) A reação da funcionária da loja, após ouvir a pergunta pela primeira vez, é descrita de uma maneira que pode ser interpretada como:

- a) calorosa.
- b) ambígua.
- c) impulsiva.
- d) espantosa.

4) After reading the text, one can say that the man who talks to Nicole sees what is around him in the following way:

- a) wise.
- b) clear.
- c) acute.
- d) blurred.

Photojournalists speak

...Photojournalists are often people who feel a powerful social responsibility to document the atrocities of humanity in order to provide evidence to the world.

...photojournalists' efforts have not been in vain and that theirs is indeed an honorable profession.

... But we strongly condemn the current all-out assault on photojournalism, which is having highly negative consequences on a serious profession.

5) The alternative which presents a false cognate is:

- a) *atrocities*
- b) *evidence*
- c) *honorable*
- d) *condemn*

6) (PUC) False cognates are words which look similar but have different meanings in two languages. There is a false cognate in:

- a) collar.
- b) returning.
- c) conspicuously.
- d) conversed.



GABARITO



- 1) A
- 2) D
- 3) B
- 4) D
- 5) B
- 6) A

ORIENTADOR METODOLÓGICO

Gabarito Exercícios de Fixação:

- 1) I) Pretended / Intended.
II) Sensible / Sensitive.
III) Sympathetic / Kind.
IV) Particular / Private.
- 2) a) II
b) I
c) IV
d) II
e) VI
f) V
g) VIII
h) VII
i) X
j) IX
k) XI
l) XII
- 3) C
- 4) D
- 5) A
- 6) C
- 7) D
- 8) D

ANOTAÇÕES



VERBOS MODAIS: HABILIDADE



To express ability we can use **CAN, COULD** and **(BE) ABLE TO**.

- CAN + INFINITIVE(VERB)
- (BE) ABLE TO +INFINITIVE(VERB)

E.g. : I **can speak** four languages: French, Portuguese, English and German.

I **am able** to speak four languages.

- **Eg:** NOTE: PAST
- COULD = COULDN'T
- WAS / WERE ABLE TO = WASN'T / WEREN'T ABLE TO

E.g.: My grandfather couldn't ride a bike. However, he was able to run 10 kilometers.

EXERCÍCIO DE FIXAÇÃO

1) Complete the sentences using could, couldn't or was/were able to.

- My grandfather was a very clever man. He _____ speak five languages.
- I looked everywhere for the book but I _____ find it.
- They didn't want to come with us at first but we _____ persuade them.
- Laura had hurt her leg and _____ walk very well.
- Sue wasn't at home when I phoned but I _____ contact her at the Office.
- I looked very carefully and I _____ see a figure in the distance.
- I wanted to buy some tomatoes. The first shop I went to didn't have any but I _____ get some in the next shop.
- My grandmother loved music. She _____ play the piano very well.

EXERCÍCIOS PROPOSTOS

1) Complete the sentences using can or (be) able to. Use can if possible; otherwise use (be) able to.

- George has travelled a lot. He _____ speak four languages.
- I haven't _____ sleep very well recently.
- Sandra _____ drive but she hasn't got a car.
- I can't understand Martin. I've never _____ understand him.
- I used to _____ stand on my head but I can't do it now.
- I can't see you on Friday but I _____ meet you on Saturday morning.
- Ask Catherine about your problem. She might _____ help you.

Bye Bye, Barbie

The new breed of Brazilian beauty

It's hard to imagine, but Suyane Moreira didn't always like what she saw in the mirror. Sure, she was pretty enough, the sort of pretty that can stop a conversation. And with her cinnamon skin, the curtain of raven hair and deep, black, come-hither eyes, who wouldn't notice? But until recently Moreira mostly saw what wasn't there. "I wanted to be blond and blue-eyed", she says. Her girlhood idol was Xuxa, the wildly popular children's TV-show host, and Brazil's answer to Barbie.

No longer. Ever since she started strutting for Ford Models late last year, this reedy youngster from a drowsy village in northeastern Brazil has refashioned her attitude. Moreira, who turns 19 in September, has posed for Italian Vogue and the British fashion bible ID and will soon debut on catwalks at New York and London. She knows it's a steep climb to that glamorous world where Brazilian übermodel Gisele reigns. But when Moreira consults the looking glass these days, she sees what was there all along: a striking young woman whose burnished skin and angular features tell of deep indigenous roots. "I am proud to be Indian", she told Newsweek recently. "I like the way I look".

In Brazil's complicated social taxonomy, Moreira is a cafunza the progeny of African and Indian ancestors. Her late father, a nightclub singer, was black. Her mother is a descendant of full-blooded native Brazilians which native Brazilians isn't clear. The genealogy died with Moreira's great-grandmother, who family legend has it was stolen from the cradle by white hunters on the Serra do Cariri, a scarp named after a bygone Indian nation.

Native Brazilians have always inflamed the national imagination, either as menaces or mascots. For nearly 300 years, when they outnumbered the European colonists, they were seen either as barbarians at the gate or as Christians in the rough. Many massacres later, when they were no longer a threat, they could be safely resurrected as cultural icons and even heroes. Does Moreira's rise represent ethnic pride or opportunism? Has the fashion industry struck a blow for tolerance or found a pretty new product for the ethnic market? There's room for skepticism, but marketing "Indianness" is itself proof of changing attitudes. Moreira is not about to shed her heels to return to the reservation, but she no longer fancies becoming a Brazilian Barbie. "I have a dream", she confesses. "I'd love to spend some days with an Indian tribe, learning their dances and eating their food". Which tribe? "I'm not sure", she says, flicking her jet hair and flashing a camera-ready grin. There won't be any lack of invitations.

(Mac Margolis. Newsweek, August 13, 2001)

Glossary:

- strutting:** desfilando
- menaces:** ameaças
- reedy:** esbelta
- in the rough:** em potencial
- catwalks:** passarelas
- rise:** ascensão

übermodel: topmodel
struck a blow for: ser a favor / defender
progeny: descendência
to shed her heels: abandonar seus saltos
bygone: extinta altos





2) Responda as questões a seguir em inglês:

a) In the context of the article, how would you interpret its title: “Bye Bye, Barbie”?

b) What is the main change observed in Suyane’s attitude towards her own looks?

c) What is the main topic of the paragraph in which Suyane Moreira is not mentioned?

d) Xuxa and Gisele are two fashion icons. In which way does the author establish a connection between them and Suyane’s life?

	GABARITO	
1) a) can b) been able to c) can d) been able to e) be able to f) can g) be able to		
2) a) Barbie is no longer the dominant pattern of beauty. b) As a child she wanted to be “blond and blue-eyed.” Now she is proud of her indigenous / Indian looks. c) The main topic of the 4th paragraph is the shift of attitude towards Brazilian natives: from a negative to a more positive perspective. d) The three of them are successful models, but while Xuxa and Gisele replicate the “Barbie Style”, Suyane introduces a new idea of beauty		

ORIENTADOR METODOLÓGICO

Gabarito Exercício de Fixação:

- 1) a) could
 b) couldn't
 c) were able to
 d) couldn't / wasn't able to
 e) was able to
 f) could / was able to
 g) were able to
 h) couldn't / wasn't able to

ANOTAÇÕES



VERBOS MODAIS



MAY AND MIGHT

We use **MAY** or **MIGHT** to say that something is a possibility. The negative forms are **MAY NOT** and **MIGHT NOT** (mightn't).

E.g.: She **MIGHT** / **MAY** tell the truth.



OBSERVAÇÃO



For the past use **MAY HAVE** (past participle) or **MIGHT HAVE** (past participle)

E.g.: A: I **can't** find my keys anywhere.

B: You **might** have left in the grocery.

COULD = **MAY** or **MIGHT**

E.g.: Someone is knocking the door. It **COULD** / **MAY** / **MIGHT** be Jane.



MUST AND HAVE TO

We use **MUST** and **HAVE TO** to say that it is necessary to do something.

The difference between them is: **MUST** is personal (give our personal feelings) and **HAVE TO** is impersonal (we use for facts).

E.g.: I **MUST** get up early tomorrow. There are lot things I want to do.

I **HAVE TO** get up early tomorrow. My train leaves at 7.30.



OBSERVAÇÃO



MUSTN'T and DON'T HAVE TO

They are completely different. When you say: You **MUSTN'T** do = it is necessary that you do not do it; You **DON'T HAVE TO** do = you don't need to do it.



SHOULD AND OUGHT TO

You **SHOULD** or **OUGHT TO** do something means that it is a good thing to do or the right thing to do. It's an advice or use to give an opinion.

E.g.: The politicians **SHOULD** / **OUGHT TO** help the homeless people.



OBSERVAÇÃO



SHOULD HAVE DONE = you didn't do it but would have been the right.

E.g.: You still look awful. You **SHOULD HAVE GONE** to the doctor.

SHOULDN'T and OUGHT NOT TO

E.g.: Linus **SHOULDN'T** / **OUGHT NOT TO** eat too much chocolate.



CAN / COULD / WOULD (PERMISSION, INVITATIONS AND REQUESTS)

E.g.: **COULD** / **CAN** you do me a favour? (asking people to do)

CAN / **COULD** I have the sugar? (asking for things)

You **CAN** / **MAY** use the phone. (give permission)

CAN I get a glass of water? (offering to do things)

WOULD you like to come to the party with us? (offering and inviting)



EXERCÍCIOS DE FIXAÇÃO

1) Complete these sentences with **mustn't** or **don't** / **doesn't** have to.

a) I **don't** want anyone to know. You _____ tell anyone.

b) He _____ wear a suit to work but he usually does.

c) I can stay in bed tomorrow morning because I _____ go to work.

d) Whatever you do, you _____ touch that switch. It's very dangerous.

e) There's a lift in the building, so we _____ climb the stairs.

f) You _____ forget what I told you. It's very important.

g) Sue _____ get up early. She gets up early because she wants to.

h) Don't make so much noise. We _____ wake the baby.

i) I _____ eat too much. I'm supposed to be on a diet.

j) You _____ be a good player to enjoy a game of tennis.

2) Complete the sentences using **might** + one of these verbs:

bite / break / need / rain / slip / wake

a) Take an umbrella with you when you go out. It _____ later.

b) Don't make too much noise. You _____ the baby.

c) Be careful of the dog. It _____ you.

d) I don't think we should throw that letter away. We _____ it later.

e) Be careful. The footpath is very icy. You _____.

f) I don't want the children to play in this room. They _____ something.

3) Read the situations and write sentences with **should** / **shouldn't**. Some of the sentences are past and some are present.

a) I'm feeling sick. I ate too much. _____

b) That man on the motorbike isn't wearing a helmet. That's dangerous. He _____

c) When we got to the restaurant, there were no free tables. We hadn't reserved one. We _____

d) The notice says that the shop is open every Day from 8.30. It is 9 o'clock now but the shop isn't open yet. _____

e) The speed limit is 30 miles an hour, but Catherine is doing 50. She _____

(UERJ)

Nonverbal pitfalls to watch for

The Handshake: *It's your first encounter with the interviewer. The person holds out his hand and receives a limp, damp hand in return — not a very good beginning. Your handshake should be firm, not bone-crushing, and your hand should be dry and warm.*

Your Hands: *Gesturing or talking with your hands is very natural. Getting carried away with hand gestures can be distracting. Also, avoid touching your mouth while talking. Watch yourself in a mirror while talking on the phone. Chances are you are probably using some of the same gestures in an interview.*

4) Este texto, caracterizado como instrucional, pressupõe o emprego de formas verbais específicas.

Retire duas orações em inglês cujas formas verbais expressam a noção de sugestão e conselho:

- a) no segundo parágrafo;
- b) no quinto parágrafo.

EXERCÍCIOS PROPOSTOS

1) (UERJ) *I am overwhelmed as I think and wonder what you must have felt, as you created this beautiful masterpiece!*

The underlined verbal construction expresses the notion of:

- a) possible result
- b) deductive thought
- c) questionable truth
- d) undisputable certainty

(UERJ)

(...) Confronted by confusing, changing claims, consumers can start questioning advertising in the category generally even the intent is to provide worth-while information.

2) The word can in "(...) consumers can start questioning advertising (...)" expresses:

- a) possibility
- b) probability
- c) permission
- d) intention

3) (UERJ) *(...) Without the first two digits of the year, the computer cannot know that it is the year 2000, and must effectively work (...)*

The word must expresses:

- a) intention
- b) certainty
- c) necessity
- d) prohibition



GABARITO



- 1) B
- 2) A
- 3) B

ORIENTADOR METODOLÓGICO

Gabarito Exercícios de Fixação:

- 1) a) mustn't
 b) doesn't have to
 c) don't have to
 d) mustn't
 e) don't have to
 f) mustn't
 g) doesn't have to
 h) mustn't
 i) mustn't
 j) don't have to
- 2) a) might rain
 b) might wake
 c) might bite
 d) might need
 e) might slip
 f) might break
- 3) a) I shouldn't have eaten
 b) should be wearing a helmet.
 c) We should have reserved
 d) The shop should be open.
 e) She shouldn't be driving so fast.
- 4) a) handshake should be firm, not bone-crushing,
and your hand should be dry and warm.
 b) avoid touching your mouth while talking

ANOTAÇÕES





VERBOS NO GERÚNDIO

Usos do gerúndio:

- Após preposições:

*I'm tired **of watching** TV.*

Estou cansado de assistir TV.

*He specialized **after entering** the academy.*

Ele se especializou após entrar na academia.

- Após determinadas expressões:

can't stand - não suportar

can't help - não poder evitar

be worth (= be worthwhile) - valer a pena

feel like - estar a fim de

it's no good - não é bom

*Sometimes, turtles **can't help being** threatened.*

Algumas vezes, as tartarugas não podem evitar de ser ameaçadas.

*It **is worth saving** plant species.*

Vale a pena salvar espécies de plantas.

- Após certos verbos:

to admit - admitir

to avoid - evitar

to deny - negar

to enjoy - gostar; apreciar; divertir

to finish - terminar

to keep - manter; guardar

to mind - importar -se

to quit - parar; deixar

to suggest - sugerir

*Never **stop (quit) protecting** wildlife.*

Nunca pare de proteger a vida selvagem.

***Avoid polluting** the environment.*

Evite poluir o ambiente.



OBSERVAÇÃO



O infinitivo e o gerúndio podem ser o sujeito de uma oração:

To protect / Protecting nature is our responsibility.

Proteger a natureza é nossa responsabilidade.

- Certos verbos podem ser seguidos por gerúndio ou por infinitivo, tais como:

to attempt - tentar

to love - amar

to begin - começar

to permit - permitir

to continue - continuar

to prefer - preferir

to hate - odiar

to start - começar

to intend - pretender

to stop - parar

to like - gostar

*He **started experimenting / to experiment** with this equipment.*

Ele começou a fazer experiências com este equipamento.

*Cousteau **began learning / to learn** some techniques.*

Cousteau começou a aprender algumas técnicas.



OBSERVAÇÃO



O verbo **to stop** pode ser seguido por gerúndio ou infinitivo.

Entretanto, o significado da oração muda:

He **stopped answering** the phone.

Ele parou de atender ao telefone.

He **stopped to answer** the phone.

Ele parou para atender ao telefone.



EXERCÍCIO DE FIXAÇÃO



1) Supply the gerund form of the verbs in parentheses.

a) The man admitted _____ (steal) the jewelry.

b) She is very fond of _____ (swim).

c) They would appreciate _____ (hear) from you.

d) I have avoided _____ (talk) to him after our quarrel.

e) _____ (paint) is a terrific pastime.

f) She has considered _____ (continue) her course.

g) I'm tired of _____ (wait) for him.

h) John delayed _____ (write) the report until yesterday.

i) He finally succeeded in _____ (take) her out for dinner.

j) The boy denied _____ (cheat) on the exam.

k) The little girls detest _____ (study).

l) I enjoy _____ (spend) a day by the sea.

m) He insisted on _____ (help) me with the research.



EXERCÍCIOS PROPOSTOS



Choose the correct alternative.

1) It is dangerous ____ alcohol near the woods.

a) burn

b) burning

c) to burn

d) burns



2) Marilyn desires ____ her next vacation in the Bahamas.

a) to spend

b) spend

c) spending

d) will spend



3) Let us ____ to Mr. Williams, please.

a) speaking

b) spoke

c) speak

d) to speak



4) Where can I ____ a can of hair spray?

a) buying

b) to buy

c) bought

d) buy



5) It is bad luck ____ under a ladder.

a) walked

b) walking

c) walk

d) to walk

- 6) Can I give you something ____ ?
a) drinking c) drinks
b) drink d) to drink
- 7) Amyr Klink was the first man ____ the Southern Atlantic on a row boat.
a) crossed c) cross
b) to cross d) crosses
- 8) His jokes made everybody ____ very much at the party.
a) laugh c) laughed
b) to laugh d) laughing
- 9) The doctor says you can do anything except ____ the bicycle.
a) riding c) to ride
b) ride d) rides
- 10) The President may ____ our town next month.
a) will visit c) visits
b) to visit d) visit
- 11) Supply the gerund form of the verbs in parentheses.
a) She couldn't avoid ____ (look) at him during the concert.
b) They're thinking about ____ (go) to the mountains next month.
c) She began to cry after ____ (hear) the news.
d) Do you mind ____ (read) the composition again?
e) He admitted ____ (have) broken the vase.
f) They started to walk without ____ (wait) for the bus.
g) Your ____ (sing) was beautiful.
h) They stopped ____ (hit) the dog when they saw their mother.
i) ____ (listen) to the radio is a good practice in ____ (understand) a language.
j) Do you mind ____ (work) during holidays?
k) Jacqueline left the room without ____ (say) a word.
l) I arrived late and missed ____ (watch) part of the program.
m) She practices ____ (drill) those exercises every morning.
n) I can't resist ____ (buy) a new dress every season.
o) You can't blame him for ____ (be) so ugly.
p) I suggest ____ (wait) for him in the lobby.
q) He stopped ____ (speak) when he saw us.
r) Try ____ (solve) your problems by yourself.
s) They came ____ (run) from the park.
t) We didn't understand her ____ (behave) that way.

Conserving biodiversity coldspots

The rapid loss of tropical forests throughout the world and the widely recognized "biodiversity crisis" have spurred various non-governmental conservation organizations and international agencies to develop strategies for protecting natural habitats. But the scale of the crisis is so daunting that conservationists widely accept the need for some sort of triage, whereby limited funds go to the places where the greatest good can be done. Experts have explored various ways to set priorities, and almost without exception, rainforests get top billing. The reason is simple: These tropical ecosystems harbor more unique species than any other habitat or place. Identifying and protecting such "biodiversity hotspots" has thus become the reigning scientific paradigm among conservationists.

Biodiversity hotspots are regions with unusually high concentrations of endemic species (species that are found nowhere else on Earth) that also have suffered severe habitat destruction. Although lush tropical rainforests first leap to mind, oceanic islands

and Mediterranean ecosystems such as those found in California, South Africa and Australia are also considered hotspots because they, too, show exceptionally high rates of plant endemism. We think it worth pausing to examine, however, the scientific foundation of this conservation strategy and to consider what the consequences of this concept may be for the huge expanses of the planet that it leaves out in the cold – places we might dub biodiversity "coldspots."

Does it make scientific sense to downplay the world's steppes, the Serengeti, the wild Arctic and other relatively species-poor areas in favor of biodiversity hotspots? Clearly species richness should be considered when deciding where to invest conservation dollars and effort. But there are other relevant factors. We believe that ecological theory, consideration of ecosystem services and sociopolitical realism all argue strongly against placing too much emphasis on biodiversity hotspots. Yet, lamentably, little consideration has been given to alternative frameworks for setting priorities.

(Adapted from *American Scientist*, Volume 91.)

12) According to the text, the biodiversity crisis can best be described as the:

- a) misdirected funds being allocated to biodiversity "coldspots";
- b) spurious nature of various non-governmental organizations;
- c) predominant lack of scientific foundation of conservation strategies;
- d) unrelenting destruction of natural habitats throughout the world;
- e) belief that not all alternative frameworks are being considered.

13) "Identifying and protecting such 'biodiversity hotspots' has thus become the reigning scientific paradigm among conservationists."

The discourse marker thus in the above citation denotes:

- a) conclusion d) contrast
- b) cause e) comparison.
- c) condition

14) According to the authors, the regions that experts have neglected to consider when outlining an all-around conservation strategy for the planet are:

- a) regions in South Africa; d) oceanic islands;
- b) lush tropical rainforests; e) regions in Australia.
- c) biodiversity coldspots;

15) "The scale of the crisis is so daunting..." means that it is

- a) haunting d) terrific
- b) overwhelming e) genuine
- c) obvious



GABARITO



- | | |
|----------------|----------------------------|
| 1) C | h) hitting |
| 2) A | i) listening/understanding |
| 3) C | j) working |
| 4) D | k) saying |
| 5) D | l) watching |
| 6) D | m) drilling |
| 7) B | n) buying |
| 8) A | o) being |
| 9) B | p) waiting |
| 10) D | q) speaking |
| 11) a) looking | r) solving |
| b) going | s) running |
| c) hearing | t) behaving |
| d) reading | 12) D |
| e) having | 13) A |
| f) waiting | 14) C |
| g) singing | 15) B |

ORIENTADOR METODOLÓGICO

Descrição:

Verbos no gerúndio.

Comentário do Autor:**Conteúdo:**

O uso do gerúndio com relação a aplicação dos verbos.

Objetivo:

Deseja-se que o aluno seja capaz de:

- Identificar um verbo no gerúndio;
- Saber aplicar um verbo no gerúndio, de acordo com os tópicos de uso;
- Diferenciar um verbo no gerúndio de um outro verbo no infinitivo;
- Estabelecer que o “gerúndio” será usado em casos, como logo após preposições, determinadas expressões e após certos verbos;
- Reconhecer também, que certos verbos podem ser seguidos por gerúndio, assim como, por infinitivo.

Sugestões didáticas:

- Retirar da própria apostila dois ou três exemplos de orações, refazendo-os no quadro de giz, apontando o uso (formação), as semelhanças e as diferenciações entre o infinitivo e gerúndio;
- Levar para a aula uma letra musical, um poema ou uma história em quadrinho (tirinha), que possa extrair este conteúdo.

Gabarito Exercício de Fixação:

- 1) a) stealing
 b) swimming
 c) hearing
 d) talking
 e) painting
 f) continuing
 g) waiting
 h) writing
 i) taking
 j) cheating
 k) studying
 l) spending
 m) helping

ANOTAÇÕES



VERBOS NO INFINITIVO

Na maioria dos casos, o infinitivo é usado com "to", mas há casos nos quais ele é omitido.



INFINITIVO COM "TO"

- Após adjetivos, advérbios e substantivos:

*It is **easy to criticize**.*

É fácil criticar.

*We have **much to learn**.*

Temos muito a aprender.

*We make **efforts to promote** better conditions for wildlife.*

Fazemos esforços para promover melhores condições para a vida selvagem.

- Após determinados verbos:

to ask - pedir; perguntar

to refuse - recusar

to decide - decidir

to try - tentar

to expect - esperar

to want - querer

to hope - esperar

to wish - desejar

to promise - prometer

*She **decided to leave**.*

*We **refuse to go now**.*

Ela decidiu partir.

Recusamos ir agora.



INFINITIVO SEM "TO"

- Após os verbos to make (**fazer**) e to let (deixar, permitir):

*It **makes me think twice**.*

Isso me faz pensar duas vezes.

*Don't **let the children see my face**.*

Não deixe as crianças verem meu rosto.

- Após as palavras **except = but** (com sentido de exceto):

*Do nothing **but (except) listen**.*

Não faça nada a não ser (exceto) ouvir.

- Após modais (**will, would, shall, should, can, could, may, might, must**):

*They **can't remain silent**.*

Eles não podem permanecer em silêncio.

*It **may rain**.*

Pode chover.



EXERCÍCIOS DE FIXAÇÃO

- 1) Supply the infinitive with or without **to**.

a) Let's _____ (dance), shall we?

b) It's hard _____ (study) all day.

c) I'll do anything for you but _____ (wash) your car.

d) His words made her _____ (cry).

e) The committee invited all the members _____ (participate).

f) She's too shy _____ (sing) before such a large audience.

g) There's nothing for you to do but _____ (talk) to him.

h) Please remind me _____ (pay) the bill.

i) I could _____ (work) in the evenings but I wouldn't _____ (do) it.

j) He's always the last _____ (arrive) and the first _____ (leave).

- 2) Supply the gerund or the infinitive of the verbs in parentheses:

a) They had a bath before _____ (go) to school.

b) It's hard _____ (study) all day.

c) His sister loves _____ (be) stupid.

d) We heard the baby _____ (cry).

e) He prefers _____ (stay) home on Mondays.

f) You'll get fat by _____ (eat) so much.

g) She wanted me _____ (follow) her.

h) We like _____ (spend) our holidays by the sea.

i) Besides _____ (drink) my coffee, he ate my sandwich.

j) After the accident she does nothing but _____ (cry).



EXERCÍCIOS PROPOSTOS

- 1) Besides _____ English, he also speaks German.

a) speak

c) to speak

b) speaking

d) speaks

- 2) Please, avoid _____ this box in this room.

a) to open

c) opening

b) open

d) opens

- 3) Lucy loves _____ the first student in her class.

a) be

c) to be

b) is

d) to being

- 4) I'm sorry I forgot _____ your workbook again.

a) bring

c) brought

b) to bring

d) buys

- 5) Did you hear something _____ in that corner?

a) walked

c) to walk

b) walking

d) walks

- 6) What can I _____ for you, Mr. Clark?

a) doing

c) do

b) to do

d) did

- 7) Please, tell me boys _____ that noise.

a) to stop

c) stop

b) stopping

d) stops

- 8) He talked a lot about _____ in the mountains.

a) go

c) going

b) to go

d) goes

- 9) Can you feel the wind _____ on your face?

a) blowing

c) to blow

b) blows

d) blew

- 10) We have enough fuel _____ all the way to Tucson.

a) will go

c) go

b) to go

d) goes

11) Supply the infinitive with or without **to**:

- It is wrong _____ (treat) animals cruelly.
- Please, let me _____ (study) here.
- I cannot _____ (agree) to do that.
- We could do nothing but _____ (be) quiet.
- They told me _____ (sit) down.
- This ice is too thin _____ (skate) on.
- I made him _____ (answer) the letter.
- It is bad luck _____ (spill) salt.
- I told them I would _____ (be) home late.
- He was the only one _____ (buy) her a present.
- They invited us _____ (join) them.
- Would you like something _____ (drink)?
- You should _____ (listen) to what she says.
- You are old enough _____ (be) responsible for your acts.
- We wished them _____ (go) but they insisted on staying.
- It is fun _____ (drive) a car.
- What can I _____ (do) for you?
- It is easy _____ (sing).
- She desires _____ (meet) him at the dance ball.

12) Supply the gerund or the infinitive of the verbs in parentheses:

- I heard you _____ (sing).
- We observed the bird _____ (make) its nest.
- He advised us _____ (study).
- She advised _____ (study).
- The students attempted _____ (cheat) during the examination.
- They started _____ (look) for the criminal.
- I dislike _____ (be) late.
- I saw you _____ (write) on the wall.
- We began _____ (study) French.
- She loves _____ (be) lazy.
- We tried _____ (follow) her.
- We felt the day _____ (become) cold.
- The scientist didn't permit _____ (smoke) in the room.
- The scientist didn't permit us _____ (smoke) in the room.
- We like _____ (go) to the movies.
- Did you feel the weather _____ (change)?
- She prefers _____ (dance).
- He continued _____ (study).
- I noticed the girl _____ (peer) through the keyhole.
- The teacher allowed _____ (leave) the classroom.

Visual recognition

If U Cn Rd Ths ...

Despite having read 100 million words or more by age 25, the average literate person does not have an easier time identifying common words compared with any word of the same length. Researchers asked volunteers to make out familiar English words or letters hidden in various levels of contrast. Reading efficiency was linked not to how common a word was but to how many letters it had: four-letter words were twice as hard to recognize as two-letter ones, for instance. Furthermore, words proved unreadable unless tiny features of each letter are recognizable, demonstrating severe limitations on the brain's ability to process visual patterns, the researchers say. Such handicaps may have arisen to suppress reflexive attempts to recognize a deluge of inconsequential details. The findings appear in the June 12 Nature.

(Charles Choi, *Scientific American*, 2003)

13) According to this study, a person is capable of reading a word better based on:

- its grammatical classification;
- the number of letters it has;
- the frequency with which it appears;

- the size of print used;
- visual patterns in the brain.

14) The word "unreadable" from the text is formed by the negative prefix UN and the adjective suffix ABLE. Which one of the following words cannot be formed likewise:

- unspeakable
- unthinkable
- undoable
- unwordable
- unknowable

15) The tone of the text is best described as:

- informative
- illustrative
- didactic
- graphic
- technical

16) The discourse marker in the text that indicates addition is:

- or
- furthermore
- but
- despite
- as



GABARITO



- B
- C
- C
- B
- B
- C
- A
- C
- A
- B
- to treat
 - study
 - agree
 - be
 - to sit
 - to skate
 - answer
 - to spill
 - be
 - to buy
 - to join
 - to drink
 - listen
 - to be
 - to go
 - to drive
 - do
 - to sing
 - to meet
- singing / sing
 - making / make
 - to study
 - studying
 - cheating / to cheat
 - looking / to look
 - being / to be
 - writing / write
 - studying / to study
 - being / to be
 - following / to follow
 - becoming / become
 - smoking
 - to smoke
 - going / to go

ORIENTADOR METODOLÓGICO

Descrição:

Aplicação do uso de verbos no infinitivo e exercícios.

Comentário do Autor:

Conteúdo:

O uso do infinitivo com e sem o “to”, com relação à aplicação dos verbos.

Objetivo:

Deseja-se que o aluno seja capaz de:

- Identificar um verbo no infinitivo com o “to” (partícula do infinitivo);
- Identificar um verbo no infinitivo sem o “to” (partícula do infinitivo);
- Diferenciar um verbo no infinitivo de um outro no gerúndio;
- Estabelecer que o infinitivo com o “to” será usado em casos como: logo após adjetivos, advérbios e substantivos; e após determinados verbos;
- Estabelecer que o infinitivo sem o “to” será usado em casos, como: logo após os verbos “make” e “let”, após as palavras “except” e “but” e após verbos modais ou anômalos;
- Reconhecer também, que certos verbos podem ser seguidos por gerúndio, assim como por infinitivo;
- Saber aplicar um verbo no infinitivo, de acordo com os tópicos de uso.

Sugestões didáticas:

- Retirar da própria apostila dois ou três exemplos de orações, refazendo-os no quadro de giz, apontando o uso (formação), as semelhanças e as diferenças entre o infinitivo e gerúndio;
- Levar para a aula uma letra musical, um poema ou uma história em quadrinho (tirinha), de onde a pessoa possa extrair esse conteúdo.

Gabarito Exercícios de Fixação:

- 1) a) dance
b) to study
c) wash
d) cry
e) to participate
f) to sing
g) talk
h) to pay
i) work / do
j) to arrive / to leave
- 2) a) going
b) to study
c) to be / being
d) cry / crying
e) to stay / staying
f) eating
g) to follow
h) to spend / spending
i) drinking
j) cry

ANOTAÇÕES



PERGUNTAS CURTAS



Existem situações em que, querendo-se enfatizar uma afirmativa feita, constrói-se, em seguida, um questionamento ao inverso.

Exemplo: Você está aqui, não está?

You are here, aren't you?

A pergunta apenas reafirma aquilo que já se havia dito.

Porém, se o sentido da proposição for **negativo**, ao questionamento será dado um caráter **afirmativo**.

Exemplo: Você não esteve aqui, esteve?

You weren't here, were you?

Em Inglês, este pequeno apêndice é conhecido como **TAG QUESTION**.

Observe que a "receita de bolo" das **tag questions** é: VERBO AUXILIAR + PRONOME PESSOAL

No caso de **tag questions negativas**: VERBO AUXILIAR + NOT (forma contraída) + PRONOME PESSOAL

Exemplo:

- You are a student, aren't you? (verbo **"TO BE"** - presente)
- He isn't a lawyer, is he? (verbo **"TO BE"** - presente)
- We were here, weren't we? (verbo **"TO BE"** - passado)
- I play tennis, don't I? (perceba o uso do auxiliar **"DO"**)
- He studies a lot, doesn't he? (agora, o uso do auxiliar **"DOES"**)
- They went to the club, didn't they? (uso do auxiliar **"DID"**)
- You have gone shopping, haven't you? (uso do auxiliar **"HAVE"**)
- She hasn't been living here, has she? (uso do auxiliar **"HAS"**)
- There is a ghost in here, isn't there? (perceba o uso de **"THERE"**)
- One should ever trust everybody, shouldn't one? (perceba o uso de **"ONE"**)

Atenção:

- I am a teacher, aren't I? (não é possível usar a forma "am" porque não existe a sua contração com "not")
- As frases iniciadas com Let's terminam, geralmente, com shall we.

Exemplo: Let's have lunch, shall we?

- As frases que começam com um imperativo podem terminar com "will you" (ou "would you").

Exemplo: Bring me a coffee, will you?

- "No" e seus derivados como nobody, na primeira parte da frase, reflete uma situação negativa e portanto, requer uma tag afirmativa.

Exemplo: Nobody here likes to drink, do they?

- O mesmo acontece com o advérbio "never".

Exemplo: One should never trust anybody, should one?



EXERCÍCIOS DE FIXAÇÃO

1) Supply the correct tag endings:

- The firemen broke the door down, _____?
- It might rain, _____?
- You could have arrived earlier, _____?
- He hates eating rice pudding, _____?
- The housewife smelt the cake burning, _____?
- It would be difficult to refuse the invitation, _____?
- We have brought some chairs to sit on, _____?
- She began to cry after hearing the news, _____?

- The statesmen have arrived, _____?
- You will be happy to get that job, _____?
- They should have helped me, _____?
- He could speak Italian when he was a child, _____?
- The wind is breaking up the kite, _____?
- He must play tennis very well, _____?
- Lucy hates lying, _____?
- You love her, _____?
- The boys would lose the game, _____?
- He is a good guy, _____?
- The weather was nice, _____?
- It is 10 o'clock, _____?
- Kathy can play the piano, _____?
- She cut her finger yesterday, _____?

2) Supply the correct tag endings:

- You don't believe her, _____?
- The children aren't looking for Jack, _____?
- Jane won't be sleeping by 10 o'clock, _____?
- Don't talk to me, _____?
- Tom hadn't been playing tennis, _____?
- The players shouldn't shout so much, _____?
- I am not going to see you tomorrow, _____?
- I am going to see you tomorrow, _____?
- The nurse will not take her examination today, _____?
- The doctor may be wrong, _____?
- The employees won't buy the books now, _____?
- Your friend may not pay the bill, _____?
- The captain didn't order the ship to be abandoned, _____?
- Her mother can't leave now, _____?
- He won't be back before lunch, _____?
- The children don't like the dog, _____?
- Mary can't speak English, _____?
- He never comes to class on time, _____?
- He may not go, _____?
- We haven't met her, _____?
- We aren't bothering you, _____?
- Don't touch that vase, _____?



EXERCÍCIOS PROPOSTOS

Choose the correct alternative:

- (FUVEST) He doesn't study here, ____ he?
 - doesn't
 - do
 - did
 - does
- She'd never talked to you before, ____?
 - did she
 - had she
 - didn't she
 - hadn't she
- Your grandchildren live in China, ____?
 - doesn't it

- b) don't they
- c) doesn't he
- d) does she

4) They offered us a lovely tea, ____?

- a) offered they
- b) did they
- c) offered not they
- d) didn't they

5) That is the post office across the street, ____?

- a) it isn't
- b) isn't it
- c) that is
- d) is that

6) I'm happy, ____?

- a) aren't you
- b) am I
- c) are you
- d) aren't

7) Let's not get sentimental, ____?

- a) do we
- b) let us
- c) will you
- d) shall we

8) Do me a favor, ____?

- a) will you
- b) don't you
- c) are you
- d) does it

9) "Bring me a glass of water, will you?" expresses:

- a) polite request
- b) offer
- c) command
- d) suggestion

10) Escolha a question tag correta para: "I knew I would be a scientist."

- a) didn't I?
- b) wasn't I?
- c) won't I?
- d) don't I?

11) Supply the correct tag endings.

- a) He is sleeping now, ____?
- b) They are going to work tomorrow, ____?
- c) Bob arrived late, ____?
- d) They have seen her, ____?
- e) We will go to Miami, ____?
- f) We were going to the movies, ____?
- g) The boys had gone there by bus, ____?
- h) She goes shopping every week, ____?
- i) Paul might be there, ____?
- j) The girls can talk to you, ____?
- k) You travel a lot, ____?
- l) The children went to the park, ____?

- m) She was at the club, ____?
- n) They were disturbing you, ____?
- o) She might come in, ____?
- p) I ought to have come, ____?
- q) They used to read a lot, ____?
- r) The girls could help you, ____?
- s) Mary and Sally will have to leave, ____?
- t) I was late, ____?
- u) He should have opened the door, ____?
- v) We had a good time, ____?

12) Supply the correct tag endings.

- a) She isn't your mother, ____?
- b) They aren't studying, ____?
- c) The murderer didn't kill the man, ____?
- d) I am your friend, ____?
- e) She won't arrive late, ____?
- f) Betty doesn't like coffee, ____?
- g) They weren't hungry, ____?
- h) She didn't cut her finger yesterday, ____?
- i) Let's take a walk, ____?
- j) The girl hasn't called, ____?

	GABARITO
1) D	
2) B	
3) B	
4) D	
5) B	
6) D	
7) D	
8) A	
9) A	
10) A	
11) a) isn't he	
b) aren't they	
c) didn't he	
d) haven't they	
e) won't we	
f) weren't we	
g) hadn't they	
h) doesn't she	
i) mightn't he	
j) can't they	
k) don't you	
l) didn't they	
m) wasn't she	
n) weren't they	
o) mightn't she	
p) oughtn't I	
q) didn't they	
r) couldn't they	
s) won't they	
t) wasn't I	
u) shouldn't he	
v) hadn't we	
12) a) is she	
b) are they	
c) did he	
d) aren't I	
e) will she	
f) does she	
g) were they	
h) did she	
i) shall we	
j) has she	

ORIENTADOR METODOLÓGICO

Descrição:

Perguntas curtas.

Comentário do Autor:

Conteúdo:

O uso dos “tag questions”, um questionamento ao inverso.

Objetivo:

Deseja-se que o aluno seja capaz de:

- Identificar uma estrutura que tenha uma formação de “tag question”;
- Saber aplicar o seu uso corretamente, de acordo com as suas funções;
- Conceituá-lo, como um apêndice gramatical de um questionamento ao inverso;
- Reconhecer que se o sentido da preposição for “negativo”, ao questionamento será dado um caráter afirmativo.

Sugestões didáticas:

Retirar da própria apostila dois ou três exemplos de orações, refazendo-os no quadro de giz, apontando o uso (formação) de acordo com o sujeito da oração e as formas afirmativas e negativas do “tag question”.

Gabarito Exercícios de Fixação:

- 1) a) didn't they
b) mightn't it
c) couldn't you
d) doesn't he
e) didn't she
f) wouldn't it
g) haven't we
h) didn't she
i) haven't they
j) won't you
k) shouldn't they
l) couldn't he
m) isn't it
n) mustn't he
o) doesn't she
p) don't you
q) wouldn't they
r) isn't he
s) wasn't it
t) isn't it
u) can't she
v) didn't she
- 2) a) do you
b) are they
c) will she
d) will you
e) had he
f) should they
g) am I
h) am not I
i) will she
j) may not he/she
k) will they
l) may he/she
m) did he

- n) can she
- o) will he
- p) do they
- q) can she
- r) does he
- s) may he
- t) have we
- u) are we
- v) will you

ANOTAÇÕES



PRONOMES INDEFINIDOS E SEUS COMPOSTOS



SOME, ANY = ALGUNS

- SOME e seus derivados:
Somebody = alguém
Someone = alguém
Somewhere = algum lugar
Something = alguma coisa
São utilizados em frases afirmativas.

- ANY e seus derivados:
Anybody = alguém
Anyone = alguém
Anywhere = algum lugar
Anything = alguma coisa
São utilizados em frases interrogativas ou negativas.

Exemplo:

There are some books on the table. (afirmativa)
Are there any pencils too? (interrogativa)
No, there aren't any pencils. (negativa)



NO / NONE = NADA, NENHUM

- NO e seus derivados:
Nobody = ninguém
No one = ninguém
Nowhere = nenhum lugar
Nothing = nada
São utilizados em frases afirmativas com sentido negativo.

Exemplo:

The party was canceled. There will be no music tonight.



OBSERVAÇÃO

ANY e seus derivados também podem significar "qualquer", e, neste caso, são usados em frases afirmativas.
Exemplo: I can make a fire anywhere you want. (em qualquer lugar)

Se você fizer uma pergunta, tendo a certeza de uma resposta afirmativa, SOME pode ser usado na interrogativa.
Exemplo: I heard a noise. Is there somebody upstairs?

Em caso de oferecimento, SOME também é usado na interrogativa.
Exemplo: Would you have some tea?

Se você for pedir um favor, esperando ser atendido, também pode usar SOME na interrogativa.
Exemplo: Would you please tell me something?

Atenção:

I) Alguns = vários entre vários
Qualquer = um entre vários

II) Somebody, anybody, nobody, everybody, someone, anyone, no one e everyone admitem concordância verbal na 3ª pessoa do singular.

Exemplo: Someone is there to see you.

III) Os pronomes indefinidos citados no item anterior deverão

ser substituídos pelos pronomes they / them / their / themselves.

Exemplo: If anybody wants to leave, they can.



OUTROS INDEFINIDOS

- EVERY e seus derivados (cada, todo, toda)
Everybody = todo mundo
Everyone = todo mundo
Everything = tudo
Everywhere = em todo lugar

Exemplo: Every person has his own life.
Everyone likes chocolate.

All (todo, toda, todos, todas, tudo)
Exemplo: I've been waiting for my husband all day.
Each (cada, cada um dos)

Exemplo: Mary gives private classes to each of these students.

Other (outro, outra, outros, outras)
Exemplo: I prefer the other book.
Another (um outro, uma outra)

Exemplo: Tomorrow will be another day.
Enough (suficiente)

Exemplo: There's enough sugar at home.



EXERCÍCIOS DE FIXAÇÃO

1) Supply **some** or **any**:

- Give me _____ coffee.
- There aren't _____ good books here.
- I brought you _____ aspirins.
- Do you have _____ idea?
- There aren't _____ good seats in this theater.
- He told us _____ old stories.
- Is there _____ doctor in the audience?
- I didn't buy _____ stamps.
- There are _____ good shows in New York.
- Did you invite _____ girl to the party?

2) Supply **any** or **no**:

- We have _____ money to buy a car.
- We don't have _____ money to go to the movies.
- There are _____ boys in the garden.
- He didn't meet _____ girls in the yard.
- We have _____ chance to see her.
- I couldn't find _____ pens in the drawer.
- They didn't give us _____ invitation.
- You need _____ more chairs in this room.
- There is _____ milk in the refrigerator.
- There aren't _____ flowers in the vase.

Check the correct alternative:

- _____ of my brothers speaks English.

- a) None
- b) Any
- c) No
- d) Anything

4) We must save _____ money to buy a new house.

- a) some
- b) no
- c) any
- d) something

5) They didn't give us _____ invitation to the concert.

- a) no
- b) some
- c) any
- d) nothing

6) I didn't go to the party because my car had _____ fuel.

- a) some
- b) none
- c) no
- d) any

7) Are there _____ doctors in the audience?

- a) none
- b) any
- c) some
- d) every

8) _____ students were playing the guitar yesterday.

- a) None
- b) Some
- c) Any
- d) Someone

9) Did they save _____ money last year?

- a) some
- b) any
- c) none
- d) anything

10) I drank _____ alcohol at the party last night.

- a) any
- b) none
- c) no
- d) something

11) Does he have _____ French books? No, he has _____.

- a) any-none
- b) any-no
- c) some-any
- d) some-no

12) I'm sorry you can't sit down. There are _____ empty seats.

- a) no
- b) none
- c) some
- d) every

13) Scientists have found _____ signs of water on the surface of Mars.

- a) any
- b) nobody
- c) some
- d) nothing

14) This taxi can take you _____ near the museum.

- a) some
- b) anything
- c) somewhere
- d) someone

15) Has this detective solved _____ mysterious case?

- a) something
- b) anyone
- c) nothing
- d) any

16) Are you waiting for _____? No, I'm waiting for _____.

- a) anybody-somebody;
- b) nobody-anyone;
- c) anyone-anybody;
- d) anybody-nobody.

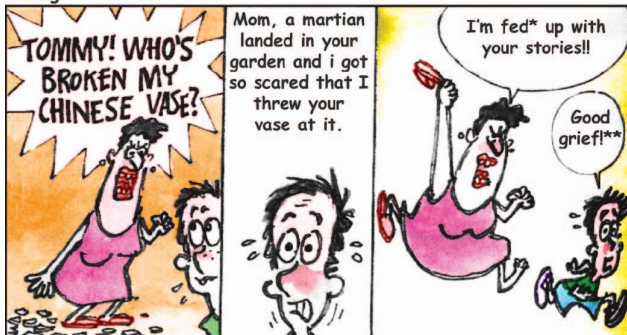
EXERCÍCIO PROPOSTO

1) Choose the correct alternative.

- a) He seldom has (no, any) money.
- b) Would you like (some, no) tea?
- c) They never bring (no, any) food home.
- d) If you have (no, any) problems, call me.
- e) Can you lend me (some, no) money?
- f) He rarely has (some, any) good ideas.
- g) Ask her if she needs (some, any) money.



Slag



GABARITO

- 1) a) any
- b) some
- c) any
- d) any
- e) some
- f) any
- g) any

ORIENTADOR METODOLÓGICO

Descrição:

Pronomes indefinidos e seus compostos.

Conteúdo:

Pronomes indefinidos, seus compostos e seus adjetivos.

Objetivo:

Deseja-se que o aluno seja capaz de:

- Identificar os pronomes indefinidos e seus derivados;
- Saber que alguns destes pronomes indefinidos fazem função sintática de adjetivos (qualificadores);
- Aplicar os pronomes indefinidos de maneira interrogativa, negativa ou afirmativa;
- Diferenciar os seus compostos: “body”, “thing”, “one” e “where”, sabendo a função de cada um.

Sugestões didáticas:

- Retirar da própria apostila dois ou três exemplos de orações, refazê-los no quadro de giz, apontando o uso, as semelhanças e as diferenciações entre eles;
- Levar para a sala de aula uma letra musical, que tenha esta apresentação gramatical, uma história em quadrinho ou um poema.

Gabarito dos Exercícios de Fixação:

- 1) a) some
b) any
c) some
d) any
e) some
f) any
g) any
h) any
i) some
j) any
- 2) a) no
b) any
c) no
d) any
e) no
f) any
g) any
h) no
i) no
j) any
- 3) A
- 4) A
- 5) C
- 6) C
- 7) B
- 8) B
- 9) B
- 10) C
- 11) A
- 12) A
- 13) C
- 14) C
- 15) D
- 16) D

ANOTAÇÕES



TEXTOS I



EXERCÍCIOS DE FIXAÇÃO

Computers

Computers are the new 'fever' of the Brazilian consumer. All of a sudden, these fantastic machines have invaded our industries, universities and offices, and the rapid spread of personal computers will allow ordinary people to use them as well. In fact, computers are one of the greatest advances in modern technology.

Many people, however, are against them because they think computers will make people lose their jobs. It's true that these machines save time, energy, space and manpower. Every day they are becoming more and more sophisticated. Better programming, or software, and better hardware, in the form of tiny silicon chips, are speeding up computers and giving them greater memory capacity.

Computers, however, are never going to replace man. All the information given and taken in communicating with computers is devised by man. They need detailed information from human beings in order to operate. They will never make decisions on their own. It is up to people to adapt themselves to keep pace with these really new scientific devices.

Another point that must be taken into consideration is that we cannot impose restrictions on the progress of science. Computers are here to stay. Let's learn to take advantage of these powerful machines that can make our lives easier.

1) According to the text computers are the new "fever" of the Brazilian consumer because they...

- a) are not found in foreign big industries;
- b) will soon be forgotten;
- c) are being rejected by most people;
- d) have invaded the market and have become a real must;
- e) reject modern technological know-how.

2) The rapid spread of personal computers

- a) will enable common folk to make use of them;
- b) will make their prices increase endlessly;
- c) will not change anything in terms of business;
- d) will force many people work too much;
- e) will make them less popular.

3) Many people are not in favour of computers because they fear they

- a) will take very good care of them;
- b) will replace man;
- c) will be more difficult to be operated;
- d) are getting more and more expensive and sophisticated ;
- e) will help men do his duties.

4) All of a sudden means:

- a) surely;
- b) drastically;
- c) greatly;
- d) unexpectedly;
- e) fortunately.

5) Fantastic means:

- a) odd;
- b) hard;
- c) terrific;
- d) gigantic;
- e) awful.

6) However (2nd paragraph), in Portuguese, means:

- a) portanto
- b) a despeito
- c) porque
- d) contrariamente
- e) entretanto

7) Tiny is the opposite of:

- a) plenty
- b) huge
- c) small
- d) responsible
- e) good

8) The pronoun "they" in "They will never make decisions on their own" refers to:

- a) instructions
- b) computers
- c) human beings
- d) man
- e) information

9) "Really" in the 3rd paragraph can be replaced by:

- a) actually
- b) falsely
- c) on purpose
- d) stubbornly
- e) convincingly

10) The adjective corresponding to "power" is "powerful". Mark the noun which also has a corresponding adjective in **FUL**:

- a) fashion
- b) wind
- c) marvel
- d) heaven
- e) help

11) (FECI) Traduza:

We feed this information into the computer and it will try to find someone who will be a good date for you. Someone compatible, who you'll get along with very well.

12) (UNICAMP) Leia o texto abaixo e responda à questão em português:

*The Slithergadge
The Slithergadge has crawled out of the sea;
He may catch al the others, but he won't catch me.
No, you won't catch me, old Slithergadge;
You may catch all the others, but you wo...*

(Shel Silverstein)

O que se pode dizer sobre a interrupção repentina da última linha do texto?

13) Escolha a alternativa que melhor exprime uma ideia explicitamente contida no texto:

BEAUTY OPERATOR:

What time is your appointment madam?

MRS DIXON:

9:30. I think I'm on time.

BEAUTY OPERATOR:

Will you please sit down?

MRS DIXON:

I'd like to have my hair cut and set.

BEAUTY OPERATOR:

Shall I shampoo it too?

MRS DIXON:

Sure.

- a) A Sra. Dixon está conversando com a funcionária de uma loja de produtos de beleza.
b) A Sra. Dixon quer comprar xampu.
c) A Sra. Dixon está num instituto de beleza, onde foi fazer os cabelos.
d) A Sra. Dixon tem cabelos cortados rentes.
e) A Sra. Dixon precisa de produtos para tratamento capilar.

Read and answer:

My Will

One day a doctor will determine that my brain has ceased to function and that my life has stopped. When that happens, do not attempt to introduce artificial life into my body by use of a machine.

Instead, give my sight to the man who has never seen a sunrise, a baby's face or love in the eyes of a woman. Give my heart to a person whose own heart has caused nothing but endless days of pain.

Give my kidneys to one who depends on a machine to exist from week to week. Take my blood, my bones, every muscle and nerve in my body and find a way to make a crippled child walk.

Explore every corner of my brain. Take my cells, if necessary, and let them grow so that, someday, a speechless boy will be able to shout as his team scores a goal and a deaf girl will hear the sound of rain against her window.

Burn what is left of me and scatter the ashes to the winds to help flowers grow.

If you really want to bury something, let it be my faults, my weaknesses, and all the prejudice against my fellow men.

Give me sin to the devil. Give my soul to God.

If you should wish to remember me, do it with a kind deed or world to someone who needs you. If you do all I have asked, I will live forever.

(adapted from *To Remember Me*, Robert N. Test, in Cincinatti "Post")

- 14) The writer...
a) wants the doctor to introduce a machine into his body;
b) doesn't want to continue living;
c) will determine when his brain has ceased to function;
d) doesn't want his life to be prolonged artificially;
e) won't let the doctors save his life.

15) It's the writer's wish that...

- a) his whole body should be burned;
b) his body should be covered with flowers;
c) his ashes should be thrown in different directions;
d) his whole body should be buried;
e) his ashes should be buried.

16) When the writer says he wants his sight to be given to a man who has never seen a sunrise, he means he will gladly give his own eyes to someone who is...

- a) deaf
b) speechless
c) blind
d) crippled
e) lame

17) The writer wants the doctor to...

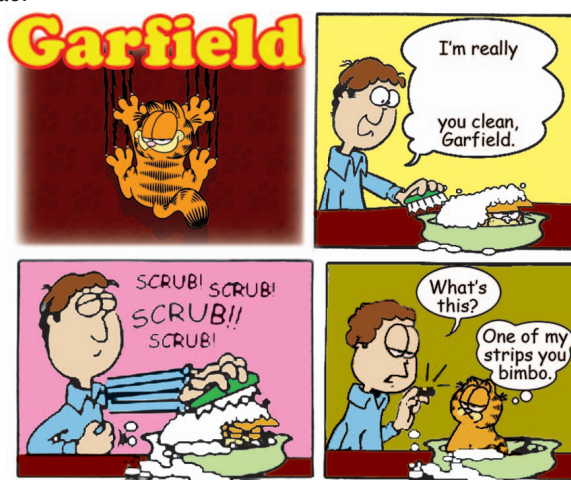
- a) leave parts of his brain in a corner;
b) study his brain carefully;
c) exploit every corner of their brains;
d) explore every corner of their brains;
e) explore his brain in a corner.

18) In... "When that happens, do not attempt to introduce artificial life into my body...", the verb to attempt means...

- a) to try
b) to produce
c) to invent
d) to put
e) to use

EXERCÍCIOS PROPOSTOS

1) (PUC) Escolha a alternativa que completa a sentença do primeiro balão.



- a) get
b) going to get
c) to get
d) will get
e) gets

One of the major effects of eating too much sugar is a high incidence of tooth decay. When we eat something with sugar in it, particularly refined sugar, enzymes in the saliva in the mouth begin to work immediately to change that sugar into a type of carbohydrate. As one eats, particles of the sugary food get stuck between the teeth and around the gums. As the food changes its chemical composition, the resultant carbohydrate produces bacteria that begin to eat away at the enamel on the outside of our teeth. This is actually the decaying of the tooth. Now, if this process happens each time we eat sugar, we can say eating excessive amounts of sugar causes more and more tooth decay. It is true that some tooth decay can be avoided with immediate brushing after eating, removing all the particles of food trapped in the teeth. However, sweets are often eaten as snacks between meals and during the day, times when people generally do not brush after eating. Therefore, the dangerous process of tooth decay is allowed to continue.

(Smalley, R. L. and Hank, M.R., *Redefining Compositions Skills*, 1982, Macmillan Publishing Co., Inc., p. 255.)

2) The pronoun IT in the sentences "When we eat something with sugar in it, particularly refined sugar, enzymes in the saliva in the mouth begin to work immediately to change that sugar into a type of carbohydrate", refers to the word:

- a) saliva
b) sugar
c) mouth
d) something
e) refined sugar

- 3) According to the text, eating large amounts of sugar...
- results in accumulating weight;
 - postpones the process of tooth decay;
 - causes growing chemical composition;
 - brings about the decaying of the teeth;
 - wears away carbohydrate gain in the body.
- 4) According to the text, what happens to the food we eat?
- it gets stuck when we eat gum;
 - it is eaten away by the bacteria;
 - it attacks the enamel covering the teeth;
 - it produces particles of bacteria in the mouth;
 - it has its chemical composition changed in the mouth.
- 5) Bacteria are very small organisms which...
- refine sugary food around the gums;
 - wear away the enamel of the teeth;
 - result in carbohydrates in the mouth;
 - change the composition of the process;
 - stick to the particles of sugary food.
- 6) A synonym for the word ACTUALLY in line 9 is:
- now
 - today
 - really
 - normally
 - theoretically
- 7) In order to prevent tooth decay one should...
- remove the decayed tooth;
 - avoid eating particles of food;
 - eat neither between meals nor during the day;
 - brush the teeth immediately before eating;
 - brush the teeth immediately after having eaten.
- 8) The words HOWEVER (line 14) and THEREFORE (line 16) could be replaced by:
- than, thus;
 - perhaps, so;
 - although, meanwhile;
 - because, besides;
 - nevertheless, consequently.
- 9) The word that doesn't have an irregular plural form like "tooth/teeth" is:
- ox
 - foot
 - German
 - goose
 - mouse

One important field in which the laser has many applications is communications. Scientists have found that the laser beam can transmit human voices; as a result, telephone companies are now using laser light signals to transmit telephone calls through extremely small cables which are capable of carrying many more transmissions than the standard telephone cables. An additional advantage is that these systems using the laser light signals will also be able to transmit video telephone conversations in the future.

Probably the most vital application of the laser is in the field of medicine. Lasers have been devised that cut razor-sharp; in

fact, scientists have developed a laser knife which doctors can use for surgery. These knives are now used for some general surgery because they cut sharply and because the beam seals off the blood vessels that it cuts, thus reducing blood loss considerably. A less significant but perhaps more curious use of the laser in medicine is to remove tattoos. Whereas before tattoos were virtually impossible to remove without considerable difficulty and pain, now they can be removed relatively painlessly.

(Adapted from Michael Wonyon. *Understanding Photography*. New York: Arco Publishing Company, Inc., 1978)

- 10) Which of the following sentences can be completed with the word MANY as in: "the laser has many applications..." (lines 1 / 2)?
- The laser beam is being used by _____ telephone companies.
 - The laser beam has caused _____ advance in various areas.
 - Science has gained _____ from the latest applications of the laser.
 - _____ effort has resulted in significant technological improvement.
 - Scientists have devoted _____ time to communication.

11) From lines 5 / 6, we learn that telephone calls are being transmitted...

- across extremely thick wires;
- around small wires;
- through cable extremities;
- throughout large cables;
- by means of very small cables.

12) The phrase BE ABLE TO in "...the laser light signals will also be able to transmit video telephone conversations in the future."

Expresses the idea of...

- permission
- assumption
- obligation
- ability
- necessity

Is it spam?

In the spam war trenches, clever programmers are trying to block the advance of unwanted messages.

Current methods, such as rejecting mail from know spammers (black lists), and only accepting mail from friends and colleagues (white lists), help, but not enough. And merely filtering known spam messages is always one step behind clever spammers. More aggressive filtering poses an unacceptable risk of killing legitimate messages - until recently.

New filtering methods analyze e-mail messages in their entirety, instead of just a handful of key words. The filters then create sophisticated models, based on probability and statistics theory going back to the ideas of the 18th century mathematician and cleric Thomas Bayes, that determine whether new messages are spam or not.

13) Answer in English: how does the new filtering method of spam messages work?

14) Answer in English: why do you think the man in picture is afraid opening the pot?

Careers: to be or not to be?

Annie: What's the matter? You look worried! Why have you been so quiet lately?

Brian: It's my future. I don't know what to do.

Annie: You don't know what to do about what?

Brian: About my life, my students, my career...

Annie: What do you mean?

Brian: I feel very confused. I do not know exactly what profession I want to follow, what I want to study... but that has nothing to do with my family's ideas about it.

Annie: How come?

Brian: Well, my parents want me to be either a doctor, an engineer or a lawyer. They say these are respectful professions...

titles. But I don't like the idea of hospitals, courts or engineering offices. I'm not fit for that. I am feeling very pressed... and depressed about that.

Annie: There must be a way out. Let's think together... Imagine yourself working in various professions. Which of them would make you feel happy? How fulfilled would you be? Would you contribute as a human being if you chose any of them? There are so many career alternatives! Arts, languages, music, psychology, computing communication, propaganda, tourism...

Brian: Well, I'm not really so sure, but I think I would like to go in for arts or propaganda. I know it is difficult to be an artist. I know the money wouldn't come in easily, but this is what I think I would be happy doing. This is how I feel.

Annie: Then, fight for it! It's your life. Don't give up!

(FERRARI, Martins & RUBIN, Sarah G. Inglês. São Paulo: Scipione, 2001, p. 271.)

15) Why is Brian worried?

- a) Because he is very quiet lately.
- b) Because he wants to become a doctor, an engineer or a lawyer.
- c) Because he has decided about the profession he wants to follow.
- d) Because his friend, Annie, can't help him to decide about his future.
- e) Because he is not sure about the career he wants to follow.

16) What's Annie's advice?

- a) Brian should listen to his parents' advice.
- b) Medicine, engineering and law are respectful professions.
- c) Brian should fight for what he wants to do. He shouldn't give up.
- d) Brian thinks he would like to go in for arts or propaganda.
- e) She said, there was not a way out for Brian.

The shark, a creature that is fast in water but not, naturally hydrodynamic, was used as a model for the Fastskin™ swimsuit. The shark's quickness is attributed to V-shaped ridges on its skin called dermal denticles, which decrease drag and turbulence around its body, allowing the surrounding water to pass over the shark more effectively. Due to the drag effect that occurs when an object travels through water. Fastskin™ fabric was constructed with built-in ridges emulating sharkskin. Fastskin™ is composed of "super stretch" fabric made to improve the suits fit and compress muscles. The result is a reduction of drag and muscle vibration, which increases productivity.

(Fonte: <http://www.speedo.com> acerca do novo material Fastskin™ para confecção de maiôs para natação competitiva.)

17) Why Fastskin swimsuit increases productivity?

My parents say that I'm lazy and immoral. They say all I want to do is lie about all day, wasting my time. I seem a parasite to them, totally unreliable and irresponsible. That's what they say about me. So why argue?

(Mugglestone, Patricia & O'Neill, Robert. Fourth Dimension. London: Longman, 1994, p.80.)

18) The best question for "That's what they say about me" is:

- a) What they say about?
- b) What do they say about?
- c) What do they say?
- d) What that's they say?
- e) What is they say?

O texto abaixo refere-se à questão de número 19.

At the border called hope: where refugees are neighbors

By Mary Jo Leddy

We tend to think of them as faceless statistics. They are the men and women and children who have fled from countries riddled by seemingly incomprehensible, never-ending political strife.

Some question their motives, their legitimacy. Few ever get to know them. Yet their ambitions and their dreams are mirror image of our own and our responses to them says a great deal about us as individuals, as a country.

Mary Jo Leddy knows many refugees, has lived with them, shared their pain and admired their quiet sense of courage. Her five-year journey began at Romero House in Toronto. First she listened to the stories. Mama Miriam, the elderly Eritrean woman who left her life's fortune in gold for safekeeping with a stranger in Harlem - and manages to retrieve it year late: Cheeva, the Sri Lankan whose immigration awakens unspeakable memories of his fortune and inquisition: Natan, the skilled craftsman whose battle with the Department of Immigration becomes a bureaucratic nightmare of red tape, tragic waste, and unbelievable incompetence. Then, she began to help, writing endless letters to immigration officials, faxes to politicians, memos to lawyers and complaints to the law society. Her anger at what she witnessed led to her role as a founding member of the Sanctuary Coalition, which appealed directly to Prime Minister Brian Mulroney on behalf of 23 families and continues to challenge the "state-within-a-state" mentality of the Immigration Department.

At the Border Called Hope follows Mary Jo Leddy's journey through a world of tragedy, despair and hope. Written with compassion, humor and conviction, it will touch the heart and awaken the conscience.

(Fonte: <http://www.harpercollins.com/canada/000255738x.html>)

Glossary:

on behalf of: em nome de, como representante de

red tape: burocracia, papelada

riddled: tomado de, cheio de, crivado de

role: papel

strife: luta, disputa, guerra

to flee: fugir, escapar, procurar refúgio correndo

to lead: conduzir, guiar, levar

to retrieve: reaver, recuperar

to witness: testemunhar

19) The sentence "Yet their ambitions and their dreams are mirror image of our own - ..., as a country". (Lines 2-3, paragraph II) is equivalent in meaning to:

- a) In other words, their ambitions and their dreams are mirror image of our own - ..., as a country.
- b) As a result, their ambitions and their dreams are a mirror image of our own - ..., as a country.
- c) In addition, their ambitions and their dreams are a mirror image of our own - ..., as a country.
- d) Similarly, their ambitions and their dreams are a mirror image of our own - ..., as a country.
- e) Still, their ambitions and their dreams are a mirror image of our own - ..., as a country.

	GABARITO
1) B	
2) D	
3) D	
4) E	
5) B	
6) C	
7) E	
8) E	
9) C	
10) A	
11) E	
12) D	
13) It analyzes e-mail messages in their entirety, instead of just a handful of key words.	
14) Because he doesn't know what's inside the pot and it can be a real surprise for him, maybe a bad one.	
15) E	
16) C	
17) Because Fastskin is composed of "super stretch" fabric made to improve the suits fit and compress muscles. The result is a reduction of drag and muscle vibration, which increases productivity.	
18) C	
19) A	

ORIENTADOR METODOLÓGICO

Descrição:

Questions: Discursivas e Objetivas

Comentário do Autor:**Conteúdo:**

Textos com questões: objetivas e discursivas.

Objetivo:

Deseja-se que o aluno seja capaz de:

- Identificar os signos linguísticos, gramaticais e interpretativos dos textos abordados;
- Estabelecer as diferentes formas de se responder as propostas de questões: discursivas e objetivas, visando, nas objetivas, sempre a melhor opção de acordo com os enunciados.

Sugestões didáticas:

Fazer em sala de aula com os alunos, os textos referentes aos exercícios de fixação. Analisar com os alunos os aspectos semânticos e temáticos dos textos.

Gabarito Exercícios de Fixação:

- 1) D
- 2) A
- 3) B
- 4) D
- 5) C
- 6) E
- 7) B
- 8) B
- 9) A
- 10) E
- 11) Nós colocamos esta informação dentro do computador e ele tentará encontrar alguém que será um bom parceiro para você. Alguém compatível com quem você se dará muito bem.
- 12) Que o “monstro” Slithergadee pegou quem cantava (dizia) o versinho.
- 13) C
- 14) D
- 15) C
- 16) C
- 17) B
- 18) A

ANOTAÇÕES



TEXTOS II



EXERCÍCIOS DE FIXAÇÃO

1) (UFRJ) Read and answer English:

Text I

That book changed my life

We asked some of your favorite authors name the books that have made a difference in their lives.

(BARBARA TAYLOR BRADFORD)

A woman of substance

Wuthering Heights is the book that had the most impact on me when I was about 14 years old... Emily Brontë, one of the great geniuses in English literature, created an extraordinary tale of revenge death, and obsessive love in a sweeping narrative that is full of power and suspense. It has influenced my writings in countless ways.

(New Woman, October 1989: 127)

Who wrote *Wuthering Heights*?

2) How old was Barbara Taylor Bradford when she read *Wuthering Heights*?

3) Which word in the text is equivalent to innumerable?

As questões 4 e 5 referem-se ao texto abaixo.

Text II

"First they came for the Jews and I did not speak out - because I was not a Jew.

Then they came for the communists and I did not speak out - because I was not a communist.

Then they came for the trade unionists and I did not speak out - because I was not a trade unionist.

Then they came for me - and there was no one left to speak out for me."

(Pastor Niemöller, Victim of the Nazis.)

4) (PUC) A palavra **they**, todas as vezes que aparece, refere-se:

- a) ao pastor Niemöller.
- b) aos comunistas.
- c) aos comerciantes.
- d) à Igreja.
- e) aos nazistas.

5) (PUC) A frase "there was no one left to speak out for me" significa:

- a) não sobrou ninguém que me defendesse.
- b) não havia ninguém do lado esquerdo que reclamasse em meu favor.
- c) não existia ninguém que falasse comigo.
- d) não ficou ninguém que dissesse para mim o que estava havendo.
- e) uma pessoa de menor prestígio, à minha esquerda, me deu uma explicação.

Text III

Two views of History

History is more than an assemblage of facts. As these textbook excerpts show, students from the two Germanys have been taught very different versions of recent history.

East

On August 13, 1961, as imperialist-class powers, who already had two world wars on their conscience, wanted to bring the GDR military "back into the fold", thereby rising a third world war, the state borders of the GDR were closed securely. That saved peace in Europe...

West

On August 13, 1961, the GDR leadership had a wall erected right through the middle of Berlin because it believed it was the only way to stop the mass flight of people to the West and the economic bloodletting connected with it. The division of Germany was now complete.

(Newsweek, September 17, 1990.)

6) (PUC) Segundo o texto acima, qual é a justificativa para a construção do muro de Berlim encontrada em livros de História, segundo as perspectivas oriental e ocidental?

7) (FUVEST)

Text IV

Shooting birds for sport is not regarded as a suitable hobby for today's environmentalists. Yet Norman Moore, perhaps the greatest nature conservationist of our time, spent much of his youth as a wildfowler. The apparent contradiction typifies Moore, a man who refuses to be pigeonholed as a scientist, naturalist or environmentalist. Yet over the past 40 years his work has catalysed revolutions in all three arenas.

Moore has links with the earliest stirrings of the nature conservation movement. His grandfather was a protégé of Charles Waterton, who in 1821 set up the first nature reserve in Britain, and many Victorian naturalists were family friends. Growing up in 1930s in the East Sussex countryside. Moore developed an early affinity to the natural world. When his parents asked him what wish he would most like to be granted, the five-year-old Moore replied: "That rare birds should be common and that everybody should be given 100." This was an early sign, he reflects, of his conservationist and political sympathies.

(New Scientist, November 2, 1991.)

Responda, em português, de acordo com o texto:

A que contradição se refere o autor do texto?

8) Qual a importância de Charles Waterton para os defensores da natureza?

9) O que respondeu Moore a seus pais, quando lhe perguntaram qual era o seu maior desejo?

10) Qual o comentário feito pelo próprio Moore sobre a resposta dada naquela ocasião?

EXERCÍCIOS PROPOSTOS

Text I

One important field in which the laser has many applications is communications. Scientists have found that the laser beam can transmit human voices: as a result, telephone companies are now using laser light signals to transmit telephone calls through extremely small cable which are capable of carrying many more transmissions than the standard telephone cables. An additional advantage is that these systems using the laser light signals will also be able to transmit video telephone conversations in the future.

Probably the most vital application of the laser is in the field of medicine. Lasers have been devised that cut razor-sharp; in fact, scientists have developed a laser knife which doctors can use for surgery. These knives are now used for some general surgery because they cut sharply and because the beam seals off the blood vessels that it cuts, thus reducing blood loss considerably. A less significant but perhaps more curious use of the laser in medicine

is to remove tattoos. Whereas before tattoos were virtually impossible to remove without considerable difficulty and pain, now they can be removed relatively painlessly.

(Adapted from Michael Wenyon. *Understanding Holography*. New York: Arco Publishing Company, Inc., 1978)

1) Which of the following sentences can be completed with the word many as in: "the laser has many applications"... (lines 1 and 2)?

- a) The laser beam is being used by _____ telephone companies.
- b) The laser beam has caused _____ advance in various areas.
- c) Science has gained _____ from the latest applications of the laser.
- d) _____ effort has resulted in significant technological improvement.
- e) Scientists have devoted _____ time to research in the field of communication.

2) From lines 4-6, we learn that telephone calls are being transmitted:

- a) across extremely thick wires;
- b) around small wires;
- c) through cable extremities;
- d) throughout large cables;
- e) by means of very small cables.

3) The phrase be able to in: "... the laser light signals will also be able to transmit video telephone conversations in the future", expresses the idea of:

- a) permission
- b) assumption
- c) obligation
- d) ability
- e) necessity

4) According to the first paragraph, nowadays lasers are used in communications to:

- a) transmit video telephone calls to the cables;
- b) carry light beams to the telephone companies;
- c) carry cables and messages to modern machines;
- d) send more messages through smaller wires;
- e) send light signals to video telephones.

5) The following sentences is another way of expressing the idea contained in lines 9 - 10 of the text: "The most _____ use of the laser is in the: _____."

- a) important / area of medical studies
- b) living / area of medical research
- c) revitalized / sphere of medicine
- d) principal / subject of application
- e) eternal / medical land

6) According to lines 16-18, removing tattoos is considered a less significant but:

- a) funnier application in medicine;
- b) crazier use in the medical field;
- c) more interesting usage of medicaments;
- d) more unusual use of lasers in medicine;
- e) more difficult usage of lasers in medicine.

7) The opposite of painlessly in "now they can be removed relatively painlessly" (lines 17 and 18) is:

- a) gratefully
- b) harmlessly
- c) pleasingly
- d) painfully
- e) easily

8) Read the following text and answer the questions accordingly:

Text II

Involuntary Risk

"Hey, would you put out that cigarette?" To cigarette producers and to the nation's 60 million smokers, these sound like bold fighting words. But, to non-smokers, the request appears to be increasingly reasonable and justifiable.

Last week, in the Public Health Service's annual report on Smoking, Doctor Everett Koop warned that so-called involuntary smoking - simply breathing in the vicinity of people with lighted cigarettes in enclosed areas - can cause lung cancer and other illnesses in healthy non-smokers. Children of parents who smoke, the report stated, have more respiratory infections, bronchitis and pneumonia than children of non-smokers.

It is now clear that illness risk due to inhalation of tobacco smoke is not solely limited to the individual who is smoking is not eliminated by separating non-smokers from smokers within the same air space.

Koop suggests that involuntary smoking may be responsible for about 2,400 lung cancer deaths annually. The data in Koop's report, derived from dozens of studies, will probably fuel the campaign by doctors and antismoking advocates to impose more restrictions on smoking in the work-place and in public buildings and conveyances.

(IN The Observer)

"To put out cigarette" means:

- a) to light it
- b) to purchase it
- c) to damage it
- d) to cease burning it
- e) to erase it

9) "Reasonable" means:

- a) sensible
- b) sensitive
- c) anxious
- d) eager
- e) confident

10) According to Everett Koop's report:

- a) All lung cancer sufferers are smokers.
- b) Smokers will most frequently die of cancer.
- c) Children of parents who don't smoke will have plenty of respiratory.
- d) The inhalation of tobacco smoke may cause problems to both smokers and non-smokers.
- e) The only solution to the problem of tobacco smoking is to advertise against smokers and to fine problems.

11) According to the text:

- a) The information in Koop's report will likely help campaigns against smoking.
- b) The data in Koop's report are inaccurate.
- c) The report has nothing to do with the real causes of lung cancer.
- d) Doctors and advocates will have much difficulty in copying antismoking campaigns.
- e) It's high time everybody should get involved in promoting smoking campaigns.

12) "Public conveyances" are:

- a) public means of transportation;
- b) particular places;
- c) hospitals and asylums;
- d) schools and boarding houses;
- e) city halls.

GABARITO	
1) A	7) D
2) E	8) D
3) D	9) A
4) D	10) D
5) A	11) A
6) D	12) A

ORIENTADOR METODOLÓGICO

Descrição:

Questões discursivas e objetivas.

Gabarito Exercícios de Fixação:

- 1) Emily Bronte did.
- 2) She was about 14 years old.
- 3) countless
- 4) E
- 5) A
- 6) Na visão oriental o muro foi construído para evitar a terceira guerra mundial. Na visão ocidental, o muro foi construído para impedir a fuga em massa dos alemães do lado oriental para a Alemanha Ocidental.
- 7) Refere-se ao fato de um famoso ambientalista de nosso tempo ter sido um caçador de aves no passado.
- 8) Ele foi o primeiro homem a estabelecer uma reserva ambiental na Grã-Bretanha.
- 9) Que os pássaros fossem comuns e que todos ganhassem 100 libras de presente.
- 10) Ele considerou aquela resposta um sinal precoce de suas posições conservacionistas e políticas.

ANOTAÇÕES



VOZ PASSIVA

To be + Verbo Principal

(no mesmo tempo do verbo na voz ativa)
(no mesmo tempo do verbo principal)

Voz Ativa

Mary loves Paul.



simple
present

Voz Passiva

Paul is loved by Mary.



simple past
present participle

• Como se forma? Verbo to be (no tempo adequado) + participio passado do verbo principal.

Exemplo: Jane writes a letter. A letter is written by Jane.
Jane wrote a letter. A letter was written by Jane.

Tempo verbal

Voz ativa

Voz passiva

Presente contínuo	is reading	is being read
Passado contínuo	was reading	was being read
Going to	is going to read	is going to be read
Futuro simples	will read	will be read
Futuro contínuo	will be reading	will be being read
Presente simples	reads	is read
Passado simples	read	was read
Presente perfeito	has read	has been read
Passado perfeito	had read	had been read
Condicional simples	would read	would be read
Condicional perfeito	would have read	would have been read
Can	can read	can be read

EXERCÍCIO DE FIXAÇÃO

1) Supply the correct form of the verbs in the Passive Voice:

- He writes many letters every day.
Many letters _____ by him every day.
- The boys have finished the report.
The report _____ by the boys.
- The dog ate the cake.
The cake _____ by the dog.
- She will read the message.
The message _____ by her.
- They had opened the box.
The box _____ by them.
- We would invite her.
She _____ by us.
- I can carry that box.
That box _____ by me.
- John is painting the garage.
The garage _____ by John.
- They were disturbing the baby.
The baby _____ by them.
- We clean the kitchen every day.
The kitchen _____ by us every day.

k) I am going to invite her.

She _____ by me.

l) The boy was going to hurt you.

You _____ by the boy.

m) They could help you.

You _____ by them.

n) Alfred has painted the walls.

The walls _____ by Alfred.

o) You must deliver that letter.

That letter _____ by you.

p) The teacher saw the accident.

The accident _____ by the teacher.

q) Everybody will see this film.

This film _____ by everybody.

r) The maid broke the glass.

The glass _____ by the maid.

s) She has to finish it today.

It _____ by her today.

t) They cannot read that book.

The book _____ by them.

u) That teacher corrects our exercises.

Our exercises _____ by the teacher.

v) I didn't eat your sandwich.

Your sandwich _____ by me.

w) People always admire this picture.

This picture _____ by people.

x) My father will pay the bill.

The bill _____ by my father.

EXERCÍCIOS PROPOSTOS

1) Supply the correct form of the verbs in the passive voice:

- Jonathan raises cows and pigs.
Cows and pigs _____ by Jonathan.
- Janice wrote two letters yesterday.
Two letters _____ by Janice yesterday.
- Mr. Hill will explain the Greek mythology.
The Greek mythology _____ by Mr. Hill.
- They are showing the pictures.
The pictures _____ by them.
- Bob was studying the Laws of Mendel.
The Laws of Mendel _____ by Bob.
- My father will pay for the tickets.
The tickets _____ by my father.
- Glenn had painted my house.
My house _____ by Glenn.
- Alice had written the report.
The report _____ by Alice.
- The company would approve our project.
Our project _____ by the company.
- A detective can find the assassin.
The assassin _____ by a detective.

2) Put the sentences into the passive voice:

- Justice punishes crimes.
- Max is correcting the tests.

- c) The class was studying mitosis.
- d) The French alpinists will climb the mountain.
- e) The government had proposed a new tax law.
- f) The girls would accept the invitation.
- g) The students can understand the lesson.

3) Supply the correct form of the verbs in the active voice:

- a) The house was destroyed by fire.
Fire _____ the house.
- b) Harold could be taken to the airport by Nancy.
Nancy _____ Harold to the airport.
- c) The program will be seen by millions of people.
Millions of people _____ the program.
- d) A new theory has been applied by scientists.
Scientists _____ a new theory.
- e) The exams are being prepared by the teachers.
The teachers _____ the exams.

4) Put the sentences into the active voice:

- a) The Chinese vase was broken by the children.

- b) Changes in our society are reflected by new women's roles.

- c) Information is stored by computers.

- d) This poem was written by Shakespeare.

- e) A new industry will be built by that company.

Texto I

The Chase

I was seven: the boys were eight, nine, and ten.

The Fahey boys. They taught me to play football and welcomed me at baseball too. In winter: though, with all the snow, there was neither baseball nor football, so the boys and I threw snowballs at passing cars.

On one weekend morning after Christmas, six inches of new snow had just fallen. We had all drifted from our houses that morning looking for action, and had found it here on Reynolds Street. It was cloudy and cold but we stood up on a front yard on Reynolds, waiting for cars which would travel slowly and evenly. We couldn't miss them.

I had just started making an iceball when we heard tire chains coming from far. A black Buick was moving towards us down the street, so we took aim, and when the Buick passed by, fired. A soft snowball hit the driver's windshield right before the driver's face.

Often, of course, we hit our target, but this time, the only time in all of life, the car pulled over and stopped. It's wide black opened; a man got out of it, running. He didn't even close the car door. He ran after us, and we ran away from him, up in the snowy Reynolds sidewalk. At the corner, I looked back: incredibly, he was still after us. Any normal adult would have quit but this man was going on us. He was a thin man, all action. All of a sudden, we were running for our lives.

He chased us silently, block after block. He chased us silently over picket fences, through thorny hedges, between houses, around garbage cans, and across streets. He chased us through the backyards labyrinths of ten blocks before he caught us by our jackets. He caught us and we all stopped.

We stood staggering half blinded, coughing, in an obscure hilltop backyard: a man in his twenties, three boys, a girl. He has released our pursuer, our captor, our hero: he knew we weren't

going anywhere. We all played by the rules. We didn't look at each other. I was cherishing my excitement. There was no one around: a clearing in a grove, and we the only prayers. It was a long time before he could speak.

"You stupid Kids", he began perfunctorily.

We listened perfunctorily indeed, if we listened at all, for the chewing out was redundant, a mere formality, and beside the point. The point was that he has chased us passionately without giving up, and so he had caught us. Now he came down to earth. I wanted the glory to last forever.

But how could the glory have lasted forever? We could have run through every backyard in North America, but what precisely could he have done to prolong the drama of the chase and cap its glory?

"You stupid kids," he continued in his ordinary Pittsburg accent with his normal righteous anger and the usual common sense.

If in that snowy backyard the driver of the black Buick had cut off our heads, I would have died happy, for nothing has required so much of me since being chased all over Pittsburgh in the middle of winter – running terrified, exhausted – by this sainted, furious redheaded man who wished to have a word with us. I don't know he found his way back to his car.

(DILLARD, Annie. *An American Childhood*. McGraw-Hill College. 1999 – Texto adaptado)

5) Na frase, "In winter... passing cars" (linhas), os termos neither... nor estabelecem uma relação de:

- a) condição.
- b) explicação.
- c) adição.
- d) oposição.
- e) concessão.

6) Após as crianças terem atingido o para-brisas com uma bola de neve, o carro:

- a) aproximou-se delas lentamente.
- b) aproximou-se delas rapidamente.
- c) declarou na neve.
- d) desapareceu lentamente.
- e) estacionou.

GABARITO

- 1) a) are raised
- b) were written
- c) will be explained
- d) are being shown
- e) were being studied
- f) will be paid for
- g) had been painted
- h) had been written
- i) would be approved
- j) can be found
- 2) a) Crimes are punished by justice.
- b) The tests are being corrected by Max.
- c) Mitosis was being studied by the class.
- d) The mountain will be climbed by the French alpinists.
- e) A new tax law had been proposed by the government.
- f) The invitation would be accepted by the girls.
- g) The lesson can be understood by the students.
- 3) a) destroyed
- b) could take
- c) will see
- d) have applied
- e) are preparing
- 4) a) The children broke the Chinese vase.
- b) New women's roles reflect changes in our society.
- c) Computers store information.
- d) Shakespeare wrote this poem.
- e) That company will build a new industry.
- 5) C
- 6) E

ORIENTADOR METODOLÓGICO

Descrição:

Explicação e exercícios.

Gabarito Exercício de Fixação:

- 1) a) are written
b) has been finished
c) was eaten
d) will be read
e) had been opened
f) would be invited
g) can be carried
h) is being painted
i) was being disturbed
j) is cleaned
k) is being gone
l) were being gone
m) could be helped
n) have been painted
o) must be delivered
p) was seen
q) will be seen
r) was broken
s) has to be finished
t) cannot be read
u) are corrected
v) wasn't eaten
w) is always admired
x) will be paid

ANOTAÇÕES



LOCUÇÃO VERBO - - PREPOSITIVAS



VERBOS PREPOSICIONADOS

- to be: ser, estar
to be in : estar em casa, estar no local de trabalho
to be back: estar de volta
to be up to: estar pronto para
to be up to someone: depender de alguém
- to bring: trazer
to bring up: educar
to bring about: causar, fazer acontecer
to bring forward: apresentar (uma opinião)
to bring out: revelar
- to call: chamar
to call on: visitar
to call off: cancelar
to call up: telefonar
to call for: requerer, exigir
- to come: vir
to come about: acontecer
to come across: encontrar por acaso
to come out: publicar, tornar público
to come up: manifestar-se, surgir, aparecer
- to get: obter, conseguir
to get away: fugir
to get away with: livrar-se, conseguir escapar
to get back: voltar
to get down: descer, baixar
to get off: descer (do trem, do ônibus etc.)
to get out: sair
to get over: recuperar-se (de doença, de um problema)
to get to: chegar
to get up: levantar, subir
- to give: dar
to give back: devolver
to give in: ceder
to give out: acabar (suprimentos); distribuir
to give up: desistir
- to make: fazer
to make up one's mind: decidir
to run: correr
to run away: fugir
to run into: encontrar-se com
to run out of: faltar, acabar, ficar sem
to run over: atropelar, passar por cima
- to take: levar, tomar, pegar
to take down: escrever (geralmente um ditado)
to take for: confundir
to take off: tirar (roupas); decolar
to take back: pegar ou levar de volta



EXERCÍCIOS DE FIXAÇÃO

To be / to be in / to be back / to be up to / to be up to someone

- 1) Fill in the blanks with the two-word verbs above:
- I have to go to the drugstore, but I _____ in 10 minutes.
 - Hurry up! The train _____ leave.
 - Are we going to the movies tonight? I don't know. It _____ you.
 - She knocked at the door, but nobody _____.
 - Where _____ Nancy when they came?
 - I helped you study for the test, but it _____ you to pass it.
 - We _____ reading while they _____ playing.
 - Who _____ answer to my questions?
 - He _____ when you arrive tomorrow. So you'll have to knock first.
 - Janet left, but she said that she _____ soon.

To bring / to bring up / to bring about / to bring forward / to bring out

- 2) Fill in the blanks with the two-word verbs above:
- Dr. Williams and his assistants _____ their surprising plans next week.
 - Don't forget to _____ your equipment tomorrow.
 - The young engineer _____ the idea of building a new bridge last week.
 - Henry was _____ by his aunt Polly since he was 5.
 - Heavy rain and wind _____ great damage to agriculture last night.
 - I'm very thirsty. _____ me some water, please.
 - The solution to the problem was _____ by the workers in the factory.
 - The news _____ excitement and hope.
 - That old school _____ children under a rigid system.
 - They _____ the results of the competition in a hour.

To call / to call on / to call off / to call up / to call for

- 3) Fill in the blanks with the two-word verbs above:
- Why don't we _____ Jane tomorrow? It's a holiday.
 - I tried to _____ your office, but the line was busy.
 - If you need any help, _____ me and I'll help you.
 - The president of the company _____ the meeting he was going to have tomorrow.
 - Our last mathematics test _____ six hours of study.
 - Let's _____ Bob and invite him to come to the game.
 - Since it was raining yesterday, we had to _____ our picnic to the mountain.
 - The doctor _____ his patients tonight.
 - His questions always _____ intelligent answers.
 - _____ the firemen. That house is on fire.

To come / to come about / to come across / to come out / to come up

- 4) Fill in the blanks with the two-word verbs above:
- When is George _____?
 - A fight always _____ when Jack and Mike meet.
 - Jefferson's book _____ next month.
 - How are they _____? By train.
 - I'm very happy today because I _____ Lucy downtown this morning.

To get / to get away / to get away with / to get back / to get down / to get off / to get out / to get over / to get to / to get up

5) Fill in the blanks with the two-word verbs above:

- The prisoners _____ last night.
- Where did you _____ those flowers?
- Mark will never _____ that stupid lie.
- They must _____ at 8:30 tomorrow morning.
- Write me when you _____ to Rome.
- She takes the morning train and _____ at Penn Station.
- _____ of the tree, Bob! You're going to fall.
- She had a pneumonia, but _____ after a week.

EXERCÍCIOS PROPOSTOS

To give / to give back / to give in / to give out / to give up

1) Fill in the blanks with the two-word verbs above:

- To live well, everybody has to _____ a little.
- She never _____ money to the poor.
- We have to go to the supermarket. Our beer is _____.
- _____, you will never be able to play that song.
- Don't forget to _____ that book _____ to me when you finish reading it.
- That restaurant _____ food to the poor at the end of the day.
- Michael _____ Sandra flowers last week.
- Alice finally _____ and accepted the new conditions.
- I'm going to _____ this money _____ to you in a week.
- We will have to _____ the party. Our baby is sick.

To make / to make up one's mind / to make up a story / to make out / to make off

2) Fill in the blanks with the two-word verbs above:

- A group of thieves entered the bank and _____ with 100.000 dollars.
- Alice always _____ a story when I ask her to help me.
- There are so many different hats that I can't _____ my mind.
- She speaks so fast that I can't _____ what she says.
- When the teacher asked Jim why he was late, he _____ a long excuse.
- Silence, please. She's trying to _____ what these signs mean.
- Hurry, James. _____ your mind quickly; the bus is coming.
- It was impossible for the burglars to _____ after the alarm had rung.

To put / to put off / to put out / to put on / to put up with

3) Fill in the blanks with the two-word verbs above:

- Patricia _____ her shoes under the bed.
- We don't like her. It is hard to _____ her the whole day.
- Don't forget to _____ your coat _____ before you leave.
- The meeting was _____ to a later date.
- Where did you _____ your glasses?
- Terry must be crazy. She _____ a yellow shoe and a red one.
- George had to _____ hard work last weekend.
- We'd better _____ the party until she comes back.
- Sometimes it is comfortable to _____ old clothes.
- Did the firemen _____ the big fire?

To run / to run away / to run into / to run out of / to run over

4) Fill in the blanks with the two-word verbs above:

- Sheila always _____ when she sees a mouse.
- Mother goes to the supermarket when she _____ food.
- I always _____ one of my friends at the shopping center.
- Janet is in hospital. A bicycle _____ her yesterday.
- The police is looking for the man that _____ from prison last week.
- _____, Bob. The bus is coming.
- My friend Fred is sad today. He has _____ a chicken on the road.

h) Our dog _____ last night.

i) I have to stop at a gas station. My car _____ gasoline.

j) She was happy to _____ George because she likes him very much.

To take / to take down / to take for / to take off / to take back

5) Fill in the blanks with the two-word verbs above:

- Our plane is going to _____ at 4 o'clock.
- She usually _____ candies to her children.
- I am going to _____ my typewriter _____ to the office.
- Don't worry. They probably _____ you _____ another person.
- My mother told me to _____ the wet socks.
- Rose brought the dictionary last night, but she will _____ it _____ tomorrow.
- I should _____ an aspirin.
- Mr. Brown asked his secretary to _____ the prices of the goods.
- I am always _____ my brother _____ my father on the telephone.
- Here are the records. _____ anyone you want.

GABARITO

- give in
 - gives out
 - giving out
 - Give up
 - give - back
 - gives out
 - gave
 - gave in
 - give - back
 - give up
- made off
 - makes up
 - make up
 - make out
 - made up
 - make out
 - Make up
 - make off
- put
 - put up with
 - put - on
 - put off
 - put
 - put on
 - put up with
 - put off
 - put on
 - put out
- runs
 - runs out of
 - run into
 - ran over
 - ran away
 - Run
 - run over
 - run away
 - is running out of
 - run into
- take off
 - takes
 - take - back
 - took - for
 - take off
 - take - back
 - take
 - take down
 - taking - for
 - Take

ORIENTADOR METODOLÓGICO

Descrição:

Verbos preposicionados (expressões idiomáticas)

Gabarito Exercícios de Fixação:

- 1)
 - a) will be back
 - b) is up to
 - c) is up to
 - d) was in
 - e) was
 - f) is up to
 - g) were / were
 - h) is up to
 - i) will be in
 - j) would be back
- 2)
 - a) will bring out
 - b) bring
 - c) brought forward
 - d) brought up
 - e) brought about
 - f) bring
 - g) brought forward
 - h) brought about
 - i) brings up
 - j) will bring out
- 3)
 - a) call on
 - b) call up
 - c) call
 - d) called off
 - e) called for
 - f) call / or / call up
 - g) call off
 - h) will call on
 - i) call for
 - j) call
- 4)
 - a) coming up
 - b) comes about
 - c) will come out
 - d) coming
 - e) came across
- 5)
 - a) got away
 - b) get
 - c) get away with
 - d) get up
 - e) get to
 - f) gets off
 - g) get down
 - h) got over

ANOTAÇÕES

