



LÍNGUA INGLESA

Volume 01



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LÍNGUA INGLESA

Basic Review and Reading Technique

MÓDULO
01

FRENTE
A

VERB TO BE

O verbo *to be* equivale aos verbos 'ser' e 'estar' em português.

Usa-se o verbo *to be*:

- Para identificar e descrever pessoas e objetos.

Exemplos:

- *I **am** from Brazil.*
- *They **are** John and Liz.*
- *He **is** a teacher.*

- Nas expressões de tempo, idade e lugar.

Exemplos:

- *It **is** hot today.*
- *Mike **is** seven years old.*
- *We **are** in Los Angeles.*

- Para informar as horas.

Exemplos:

- *It's eleven-oh-five.*
- *It's half past nine.*
- *It's seven o'clock.*

VERB TO BE						
Simple Present				Simple Past		
	Affirmative	Negative	Interrogative	Affirmative	Negative	Interrogative
Singular	I am.	I am not.	Am I?	I was.	I was not.	Was I?
	He is.	He is not.	Is he?	He was.	He was not.	Was he?
	She is.	She is not.	Is she?	She was.	She was not.	Was she?
	It is.	It is not.	Is it?	It was.	It was not.	Was it?
Plural	We are.	We are not.	Are we?	We were.	We were not.	Were we?
	You are.*	You are not.	Are you?	You were.	You were not.	Were you?
	They are.	They are not.	Are they?	They were.	They were not.	Were they?

*O pronome *you* é, ao mesmo tempo, uma forma singular e uma forma plural, podendo significar "você" ou "vocês". Como nos dois casos a forma do verbo *to be* que o acompanha é *are*, colocamos *you* como fazendo parte do plural do verbo *to be* na explicação gramatical.



CHECK IT OUT



Edição de arte

A famosa frase **Ser ou não ser: eis a questão** (no original, *To be or not to be: that is the question*) vem da peça *Hamlet*, de William Shakespeare. Encontra-se no *Ato III, Cena I* e é frequentemente usada com um fundo filosófico profundo. Sem dúvida alguma, é uma das mais famosas frases da literatura mundial. Na imaginação popular, a fala é pronunciada por Hamlet segurando uma caveira, embora as duas ações estejam longe uma da outra no texto da peça.

Disponível em: <http://pt.wikipedia.org/wiki/ser_ou_n%c3%a3o_ser>. Acesso em: 29 set. 2010.

Contractions

O verbo *to be* é, com frequência, utilizado em sua forma abreviada, a contração, tanto no presente quanto no passado. Para formar a contração, basta juntar duas palavras, substituindo a primeira vogal da segunda palavra por um apóstrofo ('). Observe como se dá essa formação comparando o quadro da página anterior com o seguinte:

		Simple Present	
		Affirmative	Negative
Singular	I'm	I'm not/*	
	He's	He's not / He isn't	
	She's	She's not / She isn't	
	It's	It's not / It isn't	
Plural	We're	We're not / We aren't	
	You're	You're not / You aren't	
	They're	They're not / They aren't	
		Simple Past	
		Affirmative	Negative
Singular		I wasn't	
		He wasn't	
		She wasn't	
		It wasn't	
Plural		We weren't	
		You weren't	
		They weren't	

* Não há forma contraída para **am+not**.

Exemplos:

- *My father works in a hospital. **He's** a doctor.*
- *They **aren't** teachers. **They're** lawyers.*
- *The movie I watched **wasn't** very good.*

Other forms of the verb to be

Como ocorre com qualquer outro verbo, podemos utilizar o verbo *to be* em outros tempos verbais. Algumas das formas são:

will be (Simple Future), would be (Conditional), have/has been (Present Perfect), can be (Modal Verbs), should be (Modal Verbs), etc.

VERB THERE TO BE

Para expressar a existência de algo, em inglês, utilizamos o verbo *there to be*, que significa 'haver' ou 'existir' em português. Podemos utilizá-lo em todos os tempos verbais. Algumas formas:

		Affirmative		
		Simple Present	Simple Past	Simple Future
Singular		There is	There was	There will be
Plural		There are	There were	
		Negative		
		Simple Present	Simple Past	Simple Future
Singular		There is not (There isn't)	There was not (There wasn't)	There will not be (There won't be)
Plural		There are not (There aren't)	There were not (There weren't)	

Exemplos:

- **There is** a teacher in the class.
- **There was** a student here yesterday.
- **There were** people studying in the class yesterday.
- **There will** be a man waiting for me at the airport tomorrow.
- **There are** many soccer players at the stadium now.



CHECK IT OUT

Em português, é comum utilizarmos o verbo TER com sentido de existência no discurso oral. Porém, em inglês, não é correto utilizar *have* (ter) com esse sentido. Para isso, temos *there to be*.

Exemplo: **Have** a car here. (incorreto)
There is a car here. (correto)

PRONOUN IT

O pronome *it* ocupa a posição de sujeito na frase que, em português, não teria sujeito.

Exemplos:

- **It is** ten o'clock.
- **It is** hot in here.
- **It is** a long way to your house.
- **It is** difficult to learn Chinese.

CONSOLIDATION I

01. COMPLETE the sentences with the verb to be.

- A) She _____ a teacher.
- B) I _____ a student.
- C) They _____ Robert and Paul.
- D) We _____ friends.
- E) They _____ animals.

02. CHANGE the following sentences from affirmative to negative.

- A) They are in the classroom now.

- B) We were at the **concert** last week.

- C) She was very **clever**.

- D) Both brothers are short.

- E) Lucy is angry at you.

- F) He and she were good friends.

03. MAKE questions to the corresponding answers.

- A) _____
No, I'm not single.
- B) _____
Yes, they are Brazilian.
- C) _____
Yes, we're students.
- D) _____
No, I wasn't at home last night.
- E) _____
No, they weren't at college in the morning.
- F) _____
Yes, she was very angry with her boyfriend.

04. COMPLETE the sentences with *it* or *there*.

- A) _____ is cloudy now.
- B) _____ are many people at the hall of the hotel.
- C) _____ is almost nine o'clock.
- D) _____ are several beautiful girls in our English class.
- E) _____ is hard to learn English in a short time.
- F) _____ is warm in this room now.
- G) _____ were two guys waiting for you at the counter.
- H) _____ are good moments in life.

05. As frases a seguir foram extraídas de uma conversa telefônica. Ordene-as de modo que seja formado um diálogo coerente.

Em seguida, assinale a alternativa que contém a ordem **CORRETA** das falas.



- 1) I am pregnant.
 - 2) Yes, what is it?
 - 3) Hello, I would like to talk to Mike.
 - 4) Is he at home?
 - 5) I don't believe it!
 - 6) It is true, honey.
 - 7) Hi. It is Mike speaking.
 - 8) Who is that?
 - 9) Fine, thanks.
 - 10) Well Mike, how have you been?
 - 11) It's Candice.
 - 12) Yes, of course, I do remember you.
 - 13) I must tell you something, Mike.
 - 14) You are my ex-wife.
 - 15) Don't you remember me?
- A) 15, 14, 13, 12, 11, 10, 9, 8, 7, 5, 6, 4, 1, 2, 3.
 - B) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 13.
 - C) 7, 3, 2, 1, 5, 6, 8, 9, 10, 11, 12, 14, 13, 15, 4.
 - D) 2, 8, 6, 5, 7, 9, 11, 13, 15, 10, 12, 4, 1, 3, 14.
 - E) 3, 4, 7, 8, 11, 15, 12, 14, 10, 9, 13, 2, 1, 5, 6.

READING TECHNIQUE



Assumption: É a estratégia que pode ser usada para predizer o conteúdo do texto antes mesmo de lê-lo. Para isso, é preciso estar atento ao título, às ilustrações (se houver) e à diagramação do texto.

Skimming: to skim = ler rapidamente, observando os pontos mais importantes, como:

- A) Palavras repetidas
- B) Palavras cognatas
- C) Palavras cristalinas
- D) Palavras nebulosas

Scanning: to scan = examinar.

Ao usarmos essa técnica, devemos, de maneira geral, localizar informações específicas no texto, como nomes próprios, datas, números, etc. Essa técnica pode nos ajudar a compreender melhor textos em inglês.

Palavras cognatas

São palavras cuja raiz é a mesma em português, inglês ou qualquer outra língua.

Exemplos:

- { *function* = inglês
- { *Funktion* = alemão
- { *função* = português
- { *technical* = inglês
- { *Technische* = alemão
- { *técnico* = português

Essas palavras são de extrema utilidade para compreendermos textos em língua inglesa, visto que inúmeros vocábulos desse idioma têm origem latina, o que faz com que eles se pareçam com o português; entretanto, é necessário ficar atento para não fazer analogias entre palavras que, embora se assemelhem na grafia, possuem significados diferentes em seus respectivos idiomas – os chamados “falsos cognatos”.

Exemplos:

- *to pretend* = fingir
- *lunch* = almoço
- *parents* = pais
- *fabric* = tecido

Palavras cristalinas

São palavras cujo significado já conhecemos; muitas vezes são de uso comum, o que incorpora seu significado ao nosso repertório ou mesmo ao nosso idioma.

Exemplos: *love; show; expert; know-how; shampoo; feedback.*

Palavras nebulosas

São palavras cujo significado o aluno não sabe, mas pode vir a deduzi-lo através do contexto do parágrafo.

Reading strategy

- **Uso do conhecimento anterior** → a reconstrução de textos é sempre influenciada pelo conhecimento anterior, tanto da língua materna como da língua estrangeira. A experiência de vida do aluno também exerce grande influência na compreensão de textos.
- **Uso da informação não verbal** → consiste em fazer uso de toda informação não verbal, como ilustrações, gráficos, tabelas e dicas tipográficas (negrito, itálico, aspas, sublinhado) para ajudar na reconstrução de textos.
- **Uso da informação verbal** → consiste em reconstruir o texto fazendo uso de todos os elementos verbais oferecidos pelo autor.
- **O uso de palavras cognatas** → um dos recursos que temos para desenvolver vocabulário e facilitar a reconstrução de textos. Os falsos cognatos são em número muito menor do que os verdadeiros.

Estrutura das frases em inglês

Subject + Verb + Objects and / or Other Complements

A estrutura das frases em inglês é muito mais clara do que em português. Inversões e omissões de sujeito são permitidas no português, inclusive enriquecem a linguagem. Em inglês, a ordem das palavras é praticamente fixa. Poucas inversões são permitidas e o sujeito deve estar sempre presente na frase. Quando ele não existir, o *It* ou o *There to be* ocupam o espaço do mesmo.

Ao ler em inglês, deve-se ter em mente que:

- Todas as frases têm um verbo.
- O sujeito em inglês é explícito e formado por substantivos, pronomes ou estruturas nominais (um conjunto formado de substantivo + palavras que possam modificá-lo).
- Normalmente, as frases têm objetos (diretos ou indiretos) e / ou outros complementos como adjuntos adverbiais de tempo, lugar, modo, etc.
- Da mesma forma que o sujeito, tanto os adjuntos adverbiais quanto os objetos podem ser formados por substantivos, pronomes ou estruturas nominais.

CONSOLIDATION II

When you are reading an essay, you don't need to understand every single word. But you can guess it in the context.



Uma **perestroita** muito bacana

Ano passado, fiz a **perestroita** dos meus sonhos. Fazia muito calor e a **hala** estava cheia. Minha **nabada** estava linda e o **cosque** brilhava. Curtimos a manhã inteira lá e, depois, como estávamos com fome, fomos **cogar** no melhor **palataio** da cidade.

À tarde encontramos um **bilosco** e saímos a curtir as principais **traperas** e **perestroitamos** pelo litoral maravilhoso. Ao voltarmos para o **noctel** entramos na **babusca** e nos deleitamos até à noite. Minha **nabada** estava linda e a **babusca** nos relaxava devido à temperatura da água.

Foi a **perestroita** dos meus sonhos. Sempre vamos nos **ramar** pois tiramos muitas fotos. A **craticula** da **muy nabada** disse que estava feliz **pea** sua filha e gostaria de fazer uma **perestroita** como essa um dia. **Muy cornelos** da escola não acreditaram e quando mostrei as fotos, morreram de **casceras**. Eu e minha **nabada** nos divertimos a valer e nunca vou esquecer os **ronelos** e **traperas** em que estivemos.

01. FIND the meaning of the words in bold in the text.

- Perestroita: _____
 Cosque: _____
 Cogar: _____
 Bilosco: _____
 Noctel: _____
 Ramar: _____
 Muy: _____
 Casceras: _____
 Traperas: _____
 Nabada: _____
 Hala: _____
 Palataio: _____
 Perestroitamos: _____
 Babusca: _____
 Craticula: _____
 Cornelos: _____
 Ronelos: _____
 Pea: _____

02. (UFMG-2010 / 2ª etapa) The fragments below were taken from the text "English on the World Wide Web":

1. for researchers and professionals to publish in English
2. these percentages and the increasing use of English as a lingua franca in other spheres, English web content may continue to dominate
3. if first-language speakers are compared
4. for the amount of web content in English
5. reflect which language they regularly employ when using the web
6. regardless of country of origin

PUT the fragments back where each one belongs by filling the blanks with the numbers above. The first one has been filled in as an example.

English on the World Wide Web



English is the predominant language on the World Wide Web, both with respect to content and to the number of English-language web users. This article details statistics of Internet linguistic patterns and their impact. In considering which languages dominate, two statistics are considered: the first language of the users and the language of actual material posted on the web.

English speakers

Web user percentages usually focus on raw comparisons of the first language of those who access the web. The first language of a user does not necessarily ____5____.

Native speakers

English-language users appear to be a plurality of web users, consistently cited as around one-third of the overall (near one billion). This lead may be eroding due mainly to a rapid increase of Chinese users, which broadly parallels China's advance on other economic fronts. In fact, _____, Chinese ought, in time, to outstrip English by a wide margin (837+ million for Mandarin Chinese, 370+ million for English).

World Wide Web content

One widely quoted figure _____ is 80%. Other sources show figures five to fifteen points lower, though still well over 50%. There are two notable facts about these percentages:

The English web content is greater than the number of first-language English users by as much as 2 to 1. Given _____. In fact, this continued dominance may happen even as English first-language Internet users decline. This is a classic positive feedback loop: new Internet users find it helpful to learn English and employ it on-line, thus reinforcing the language's prestige and forcing subsequent new users to learn English as well.

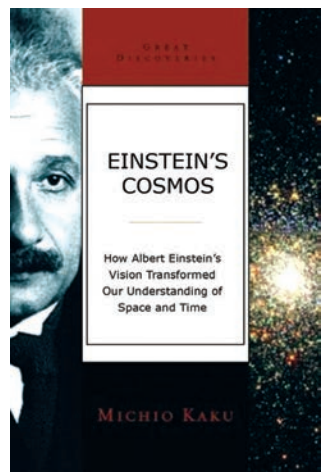
Certain other factors (some predating the medium's appearance) have propelled English into a majority web-content position. Most notable in this regard is the tendency _____ to ensure maximum exposure. The largest database of medical bibliographical information, for example, shows English was the majority language choice for the past forty years and its share has continually increased over the same period. The fact that non-Anglophones regularly publish in English only reinforces the language's dominance. English has the richest technical vocabulary of any language (largely because native and non-native speakers alike use it to communicate technical ideas), and so many IT and technical professionals use English _____.

Available at: <http://en.wikipedia.org/wiki/English_on_the_Internet> (Adapted).

Access on: June 15th, 2009.

PROPOSED EXERCISES

- 01.** (UNITAU-SP) Assinale a alternativa que corresponde ao verbo que tem duas formas distintas para pessoas diferentes no passado simples.
- A) To have. C) To go. E) To be.
B) To do. D) To become.
- 02.** (Mackenzie-SP) The question to the answer "He's tall and thin." would be:
- A) What's he like? D) What does he seem?
B) What is he look like? E) What is his description?
C) How's he?

TEXT I**UFMG****Einstein's mental chalkboard**

Albert Einstein's image is everywhere, adorning posters in college dorms, advertisements on the Web, T-shirts and coffee mugs. *Time* magazine pointed him Person of the Century, and just about anyone can cite his most famous equation. For all this brand recognition, though, it's safe to say that comparatively few people know what Einstein's theories of relativity actually describe. In *Einstein's Cosmos: How Albert Einstein's Vision Transformed Our Understanding of Space and Time* (Norton, \$23), City University of New York physicist and accomplished science writer Michio Kaku skims through the biographical and anecdotal details of the great scientist's life – topics exhaustively covered in Einstein's numerous biographies – and focuses instead on how he thought.

More specifically, Kaku explores the visual metaphors Einstein used while devising the special and general theories of relativity. In doing so, Kaku enables the reader to see and think as Einstein **did**^[1], leading us to a simpler, more complete understanding of several of the most important scientific ideas of our time.

GREGORY MONE.

Popular Science, May, 2004.

- 01.** The author of this text is
- A) Michio Kaku.
B) Albert Einstein.
C) Gregory Mone.
D) Popular Science.
- 02.** The book reviewed concentrates mostly on the scientist's
- A) thinking processes.
B) life and achievement.
C) metaphorical theories.
D) visual relativity.

- 03.** The word **did**^[3] refers to
- A) see and think.
 - B) do and enable.
 - C) explore and devise.
 - D) use and lead.

TEXT II

UFTM-MG-2009

The first case of human-to-human transmission in Britain of the swine flu virus could be confirmed today, as dozens more people are tested across the world.

Graeme Pacitti, 24, who came into contact with the Scottish couple who were the first confirmed cases earlier this week of the H1N1 virus in Britain, is also a "probable" case and is having further tests, the Scottish government said.

Doctors also diagnosed three new infections in England, bringing the British total to eight confirmed cases, the Department of Health said. Two of the cases are in London and one in Newcastle. All are said to be responding well to treatment.

Earlier, the Chief Medical Officer said that Britain would see "many more cases" of swine flu, although he predicted that most people would recover. In total, 230 possible cases are being investigated in Britain.

Mr. Pacitti, an NHS worker, was put in quarantine when he fell ill after a night out with his football team, which included Iain Askham, 27, who was discharged from the hospital with his wife, Dawn, yesterday after recovering from the virus. The Askhams were the first British people to be confirmed with swine flu after they picked up the virus on their honeymoon in Mexico.

They said last night they thought they had become infected on their flight back to Britain because five men sitting close to them on their flight from Cancun to Birmingham had been coughing and sneezing throughout the journey.

Available at: <http://www.timesonline.co.uk/tol/life_and_style/health/article6202053.ece>

- 01.** In the first paragraph, the word *as* in the passage – [...] *as dozens more people are tested across the world.* – can be **CORRECTLY** replaced by
- A) *however.*
 - B) *though.*
 - C) *whereas.*
 - D) *while.*
 - E) *because.*
- 02.** O trecho do quarto parágrafo – [...] *230 possible cases are being investigated* [...] – pode ser reescrito **CORRETAMENTE** como
- A) *they have investigated 230 possible cases.*
 - B) *230 possible cases are investigated.*
 - C) *they investigate 230 possible cases.*
 - D) *230 possible cases are investigating.*
 - E) *they are investigating 230 possible cases.*


- 03.** De acordo com o texto, os primeiros casos da Grã-Bretanha confirmados de terem contraído a gripe suína foram
- A) três jogadores.
 - B) três ingleses.
 - C) dois escoceses.
 - D) doze pessoas.
 - E) cinco passageiros.

- 04.** Segundo o texto,
- A) cinco homens próximos a Iain e Dawn ficaram tossindo e espirrando durante o voo.
 - B) confirmou-se apenas um caso de gripe suína entre os passageiros do voo de Cancun.
 - C) Pacitti e Iain estiveram no mesmo voo de Cancun a Birmingham.
 - D) Iain e Dawn conversaram com vários passageiros durante a viagem.
 - E) Pacitti está em quarentena e adoeceu após uma viagem ao México.

TEXT III

Unimontes-MG-2008

Good for the Heart?



That's the conclusion of a recent study that claims that caffeine can have positive effects on one's coronary health. Women who drank more than three cups of coffee a day were seven to nine percent less likely to have high blood pressure than those abstaining from caffeine.

SPEAK UP, São Paulo: Editora Peixes, ano XIX, n. 228, May, 2006, p. 45 - with adaptations.

- 01.** De acordo com o texto, a pesquisa defende que
- A) o café faz bem somente às mulheres.
 - B) o café faz bem ao coração.
 - C) o café deve ser evitado por quem tem pressão alta.
 - D) o café deve ser tomado em, no máximo, três xícaras diárias.
- 02.** Segundo o texto, pode-se afirmar que
- A) a pesquisa constatou que as mulheres que não faziam uso de café apresentaram pressão normal.
 - B) a pesquisa foi realizada com mulheres que faziam uso de café e com aquelas que não o usavam.
 - C) a pesquisa apontou motivos relevantes para que as pessoas se abstenham de cafeína.
 - D) a pesquisa lançou dúvidas sobre o fato de o café fazer bem à saúde.

TEXT IV

UFMG

Pursued daughter

Question:

My 16-year-old daughter is being aggressively pursued by a boy who phones several times a day, leaves notes and little gifts at our door, and follows her around at school. I only vaguely know his parents. She says she can handle it, but I'm becoming concerned for her safety. Should I stay out of this matter?

Answer:

From what you've told me, this young man seems to be doing the sort of things a boy could be expected to do to win a young lady. Though he certainly seems persistent, he hasn't threatened her^[1] or done anything really out of the ordinary, so I don't think you need to be concerned for your daughter's safety. Whether your daughter likes the attention – or the boy – is another question. Talk to her to make sure she has let this boy know exactly how she feels; she owes him that courtesy (as long as he thinks he might have a chance, he's likely to continue^[2] his pursuit of her). Otherwise, respect your daughter's request that you stay out of the situation.

- 01.** A mother writes to Joyce Brothers because
- a boy wants to hurt her daughter's feelings.
 - her daughter has problems with young boys.
 - she is worried about her daughter's security.
 - strange notes were left at her front door.
 - the boy's parents want to know her daughter.
- 02.** The mother does not know whether she should
- go out with her daughter's boyfriend.
 - interfere in her daughter's problems.
 - make the boy stop phoning every day.
 - open the little gifts left at the door.
 - tell the boy's parents about his notes.
- 03.** The girl's mother
- feels angry with her daughter's attitude.
 - is worried about the boy's attitude.
 - knows the boy's parents very well.
 - seems irritated by the boy's aggression.
 - wants to talk to the boy's parents.
- 04.** In Joyce Brother's opinion, the boy was just
- asking his girlfriend to stay away.
 - avoiding being considered impolite.
 - doing what his parents asked him to.
 - looking for a pretty girl to play with.
 - trying to attract the girl's attention.
- 05.** "Though he certainly seems persistent, he hasn't threatened her [...]^[1]" means
- he hasn't threatened her because he seems persistent.
 - he hasn't threatened her, so he seems persistent.
 - he seems persistent but he hasn't threatened her.
 - he seems persistent or he wouldn't have threatened her.
 - he wouldn't be persistent if he didn't threaten her.
- 06.** The mother doesn't need to be concerned for her daughter's safety because the boy
- appears very persistent.
 - has done nothing abnormal.
 - is out of the ordinary.
 - seems to be very ordinary.
 - threatened her daughter.
- 07.** "[...] He's likely to continue [...]^[2]" means
- he certainly won't continue.
 - he likes to continue.
 - he might continue to like her.
 - he will probably continue.
 - he ought to continue.
- 08.** Joyce thinks the daughter should talk to the boy to tell him
- about her own feelings.
 - that he has a chance.
 - her mother is concerned.
 - she likes his attention.
 - to stop pursuing her.

ENEM EXERCISES

Texto para as questões **01** e **02**

**Another view on Plagiarism:
The main disadvantage of doing it**

*Despite being forbidden by law, plagiarism
arises everywhere.*

It has turned into a problem, which plagues our society especially in the academic area. Texts (MARTIN, 1994) have treated the problem broadly, talking about ways to prevent it and how to teach our students to avoid doing it. But another view must be approached: who students think they are cheating? We, as teachers, must sign the disadvantages of plagiarism to our students.

Nowadays life's fast pace along with our necessities are turning time into the most precious thing in our lives, but we can't use the lack of it as an excuse. When college students use "sentences and structures from an author exactly as they were presented without quotations marks", they are not only doing something wrong, but they are also missing the chance of learning, and skipping steps as reading and producing an academic text; processes that are extremely necessary to form a professional in his/her plenitude.

So if students are cheating themselves, they are missing a unique opportunity to broaden their cognitive horizons, **moreover** they are deceiving society. We can conclude that the main disadvantage of plagiarism strikes society in all areas, because we, ordinary citizens, are being obliged to deal with professionals getting out of college without the necessary formation.

Sergio d'Assumpção

MARTIN, Brian. Plagiarism: a misplaced emphasis. *Journal of Information Ethics*, vol. 3, n. 2, Fall 1994, p. 36-47, with minor editorial changes.

- 01.** According to the text, we can state that the disadvantages of plagiarism affect
- A) only ordinary citizens that are being deceived.
 - B) both society in general and the students.
 - C) neither college students nor ordinary citizens.
 - D) either society in general or the students.
 - E) teachers and professors in the academic area.
- 02.** The word "moreover" in boldface in the text conveys the idea of
- A) addition.
 - B) contrast.
 - C) consequence.
 - D) purpose.
 - E) cause.

Texto para as questões **03** e **04**



Claude Monet, Private collection 1916-19

I see less and less [...] I need to avoid lateral light, which darkens my colors. Nevertheless, I always paint at the times of day most propitious for me, as long as my paint tubes and brushes are not mixed up [...] I will paint almost blind, as Beethoven composed completely deaf.

Monet to the journalist Marcel Pays. January 1921.

TUCKER, Paul Hayes. *Monet in the 20th Century*.

- 03.** No trecho anterior, Monet faz uma referência a Beethoven a fim de ilustrar
- A) a comparação entre sua pintura cega e a música incompreensível do compositor.
 - B) a analogia entre a sua cegueira e a surdez do compositor.
 - C) a dicotomia entre as cores escurecidas na pintura e a surdez do compositor.
 - D) o contraste entre a prepotência do pintor e a audácia do compositor.
 - E) a contradição entre a sua desorganização e a diligência do compositor.
- 04.** A expressão *as long as*, na fala de Monet, refere-se a um(a)
- A) contraste.
 - B) concessão.
 - C) condição.
 - D) ressalva.
 - E) hipótese.

HAVING FUN

Get to know the numbers

Cardinal numbers	Ordinal numbers
1 – one	1 st – first
2 – two	2 nd – second
3 – three	3 rd – third
4 – four	4 th – fourth
5 – five	5 th – fifth
6 – six	6 th – sixth
7 – seven	7 th – seventh
8 – eight	8 th – eighth
9 – nine	9 th – ninth
10 – ten	10 th – tenth
11 – eleven	11 th – eleventh
12 – twelve	12 th – twelfth
13 – thirteen	13 th – thirteenth
14 – fourteen	14 th – fourteenth
15 – fifteen	15 th – fifteenth
16 – sixteen	16 th – sixteenth
17 – seventeen	17 th – seventeenth
18 – eighteen	18 th – eighteenth
19 – nineteen	19 th – nineteenth
20 – twenty	20 th – twentieth
21 – twenty-one	21 st – twenty-first
30 – thirty	30 th – thirtieth
32 – thirty-two	32 nd – thirty-second
40 – forty	40 th – fortieth
43 – forty-three	43 rd – forty-third
50 – fifty	50 th – fiftieth
54 – fifty-four	54 th – fifty-fourth
60 – sixty	60 th – sixtieth
65 – sixty-five	65 th – sixty-fifth
70 – seventy	70 th – seventieth
76 – seventy-six	76 th – seventy-sixth
80 – eighty	80 th – eightieth
87 – eighty-seven	87 th – eighty-seventh
90 – ninety	90 th – ninetieth
98 – ninety-eight	98 th – ninety-eighth
100 – one hundred	100 th – one hundredth



Mathematical symbols

+ plus	X times
- minus	÷ divided by
= equals	

Editoria de arte

LÍNGUA INGLESA

Nouns and Genitive Case

MÓDULO
02
FRETE
A

NOUNS – GENERAL OVERVIEW

Substantivos são palavras que se referem a pessoas, coisas ou ideias abstratas.

Em inglês, há vários tipos de substantivos, tais como:

- *common nouns* (comuns): *ball, horse, cheese, water*;
- *proper nouns* (próprios): *Brazil, Robert, Tommy Hilfiger, Paris*;
- *countable nouns* (contáveis): *ball, horse, pen, computer*;
- *uncountable nouns* (incontáveis): *cheese, water, love, money*;
- *collective nouns* (coletivos): *audience, school, bunch, crew*;
- *compound nouns* (compostos): *toothbrush, blackboard, underground, full moon*;
- *gerunds* (gerúndios): *walking, collecting, traveling, shopping*.

Gender

- Os substantivos em inglês podem possuir a mesma forma, tanto para o masculino quanto para o feminino.

Exemplos:

Dancer – (dançarino / dançarina)

Doctor – (doutor / doutora)

Child – (criança)

Enemy – (inimigo / inimiga)

Engineer – (engenheiro / engenheira)

Friend – (amigo / amiga)

Guest – (convidado / convidada)

Lawyer – (advogado / advogada)



Dancers



Waiter



Waitress

Neighbor – (vizinho / vizinha)

Reader – (leitor / leitora)

Singer – (cantor / cantora)

Student – (aluno / aluna)

Teacher – (professor / professora)

Writer – (escritor / escritora)

- Porém, existem substantivos que possuem forma diferenciada para o feminino, acrescentando-se o sufixo *-ess*:

Masculino	Feminino
actor (ator)*	actress (atriz)
author (autor)*	authoress (autora)
baron (barão)	baroness (baronesa)
count (conde)	countess (condessa)
god (deus)	goddess (deusa)
heir (herdeiro)	heiress (herdeira)
host (anfitrião)	hostess (anfitriã)
murderer (assassino)	murderess (assassina)
priest (sacerdote)	priestess (sacerdotisa)
prince (príncipe)	princess (princesa)
poet (poeta)	poetess (poetisa)
steward (comissário)	stewardess (comissária)
tiger (tigre)	tigress (tigresa)
waiter (garçom)	waitress (garçonete)

* *Actor* e *Author* também servem, respectivamente, para atriz e autora.

- Usando-se palavras diferentes:

Masculino	Feminino
bachelor (solteiro)	spinster (solteira)
boy (garoto)	girl (garota)
bridegroom (noivo)	bride (noiva)
brother (irmão)	sister (irmã)
bull (touro)	cow (vaca)
cock (galo)	hen (galinha)
dog (cachorro)	bitch (cadela)
father (pai)	mother (mãe)
fox (raposa macho)	vixen (raposa fêmea)
friar (frade)	nun (freira)
hero (herói)	heroine (heroína)
horse (cavalo)	mare (égua)
king (rei)	queen (rainha)
man (homem)	woman (mulher)
nephew (sobrinho)	niece (sobrinha)
sir (senhor)	lady (senhora)
son (filho)	daughter (filha)
uncle (tio)	aunt (tia)
wizard (bruxo)	witch (bruxa)

- Nos substantivos compostos, substitui-se o elemento masculino que contém a ideia de gênero:

Masculino	Feminino
boy friend (namorado)	girl friend (namorada)
grand father (avô)	grand mother (avó)
grand son (neto)	grand daughter (neta)
father -in-law (sogro)	mother -in-law (sogra)
brother -in-law (cunhado)	sister -in-law (cunhada)
son -in-law (genro)	daughter -in-law (nora)



Singular and Plural Forms

Regra geral: Forma-se plural, na maioria dos substantivos em inglês, acrescentando "s" ao singular.

Exemplos:

Actor – actors

Chair – chairs

Coat – coats

Eye – eyes

Meeting – meetings

Notebook – notebooks

Piano – Pianos



Chairs

- **Substantivos terminados em -ch, -o, -sh, -ss, -x e -z, acrescenta-se -es.**

Exemplos:

Watch – watches

Tomato – tomatoes

Brush – brushes

Kiss – kisses

Box – boxes



Watches

- **Substantivos terminados em -y precedidos de vogal, acrescenta-se -s.**

Exemplos:



Toy – toys

Ashtray – ashtrays

Toys

- **Substantivos terminados em -y precedidos de consoante: elimina-se -y, coloca-se -i em seu lugar e, em seguida, acrescenta-se o sufixo -es.**

Exemplos:

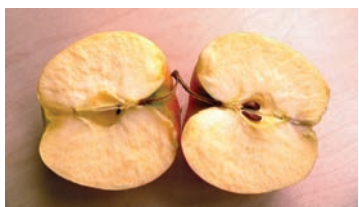
country – countries

dictionary – dictionaries

- **Alguns substantivos terminados em -f ou -fe fazem o plural com -ves.**

Exemplos:

<i>Knife</i> – knives	<i>Calf</i> – calves
<i>Life</i> – lives	<i>Elf</i> – elves
<i>Shelf</i> – shelves	<i>Half</i> – halves
<i>Thief</i> – thieves	<i>Leaf</i> – leaves
<i>Wife</i> – wives	<i>Loaf</i> – loaves
<i>Wolf</i> – wolves	<i>Self</i> – selves



Halves

- **Outros substantivos terminados em -f e -fe fazem o plural com "s", seguindo a regra geral.**

Exemplos:

Chief – chiefs
Handkerchief – handkerchiefs
Roof – roofs

Exceções:

- **Substantivos *hoof* (casco), *scarf* (cachecol) e *wharf* (cais) fazem plural com -s ou -ves.**
- **Letras, siglas, numerais e abreviaturas fazem o plural com 's (às vezes apenas com "s").**

Exemplos:

In the 70's (Nos anos 70)
Three CD's

- **Plural irregular:**

Exemplos:

Child – children
Die – dice
Foot – feet
Goose – geese
Louse – lice
Man – men
Mouse – mice
Ox – oxen
Tooth – teeth
Woman – women



Dice

- **Plural de origem grega e latina:**

- A)** Os substantivos com final -on (grego) fazem o plural substituindo-se essa terminação por -a.

Exemplos:

Criterion – criteria
Phenomenon – phenomena

Exceções:

Demon – demons
Electron – electrons
Neutron – neutrons
Proton – protons

- B)** Os substantivos com final -is (grego) fazem o plural substituindo-se essa terminação por -es.

Exemplos:

Analysis – analyses
Basis – bases
Crisis – crises
Hypothesis – hypotheses

Exceção:

Metropolis – metropolises

- C)** Os substantivos com o final -um (latino) fazem o plural substituindo-se essa terminação por -a.

Exemplos:

Bacterium – bacteria
Curriculum – curricula
Erratum – errata
Medium – media

Exceções:

Album – albums
Forum – forums
Museum – museums

- D)** Os substantivos com o final -us (latino) fazem o plural substituindo-se essa terminação por -i.

Exemplos:

Bacillus – bacilli
Fungus – fungi

Exceções:

Bus – buses
Bonus – bonuses
Chorus – choruses
Circus – circuses
Virus – viruses

- **Alguns substantivos possuem a mesma forma para o singular e para o plural.**

Exemplos:

Sheep (ovelha, ovelhas)
Deer (veado, veados)
Fish (peixe, peixes)
Fruit (fruta, frutas)
Means (meio, meios)
Series (série, séries)
Species (espécie, espécies)



Fruit

- Substantivos próprios terminados em -s podem receber **'s** ou somente apóstrofo (').

Exemplos:

- *James's secret ou James' secret*
- *Louis's sister ou Louis' sister*

- Substantivos próprios terminados em -s recebem **somente** o apóstrofo (') se forem nome histórico ou clássico.

Exemplos:

- *Jesus' love*
- *Hercules' power*

Plural

- Substantivos que possuem plural regular, ou seja, terminado em -s, recebem apenas apóstrofo (').

Exemplos:

- *The boys' cars*
- *The parents' approval*

- Substantivos que tenham plural irregular, ou seja, não terminado em -s, recebem **'s**.

Exemplos:

- *The women's cars*
- *The children's toys*

Outros casos

- Coloca-se **'s** no último possuidor se há dois ou mais possuidores para o mesmo item possuído.

Exemplo:

- *John and Mark's house*

- Coloca-se **'s** em todos os possuidores se cada um possuir sua própria coisa.

Exemplo:

- *Lucy's and John's houses*

- Coloca-se **'s** para indicar local de moradia ou trabalho.

Exemplos:

- *He was at Bruno's.*
- *She went to the doctor's.*

- Coloca-se **'s** em expressões de tempo.

Exemplos:

- *Today's program*
- *Tomorrow's class*

- Para indicar posse de objetos inanimados, normalmente não se usa o *genitive case*, usa-se a preposição *of*.

Exemplo:

- *The edge of the bed*

CONSOLIDATION

01. WRITE sentences using the Genitive Case.

A) The books of the students.

B) The house of Mary.

C) The dogs of Paul and Kevin.

D) The car of Steven and Sophia.

E) The toys of the children.

F) The lecture of Moses.

G) The bedroom of my mother.

H) The apartments of my father.

I) The food of the cats.

J) The rug of the bedroom.

PROPOSED EXERCISES

01. (ITA-SP) Quanto às frases:

- Peter's house is different from Wilson.
- The children's uncles were present.
- The girl's dolls are expensive.

- a I está errada.
- a I e a III estão corretas.
- a I está correta.
- todas estão corretas.
- todas estão erradas.

02. (PUC Minas) Qual destas frases está **CORRETA**?

- My father's mother is my niece.
- My father's mother is my aunt.
- My father's mother is my grandmother.
- My father's mother is my great-grandmother.
- My father's mother is my sister.

03. (UEMA) Is this your car? No, it's not. It's _____.

- John's.
- of John's
- the John's
- of the John.
- John.

- 04.** (URCA-CE) Assinale a alternativa em que todas as formas estão **CORRETAS**.
- A) Boxes, echoes, surveys, wives.
 B) Wolfs, handkerchiefs, pianos, selfs.
 C) Men, salesmen, halves, dice.
 D) Calfs, pence, wharfs, dynamos.
 E) Libraries, houses, stomaches, flys.
- 05.** (Mackenzie-SP) Escolha a alternativa que contém exclusivamente palavras no singular.
- A) News, phenomenon, ox. D) Foot, lice, knife.
 B) Foxes, church, business. E) Wives, wolves, child.
 C) Mice, tooth, mouth.

TEXT I

PUC Minas

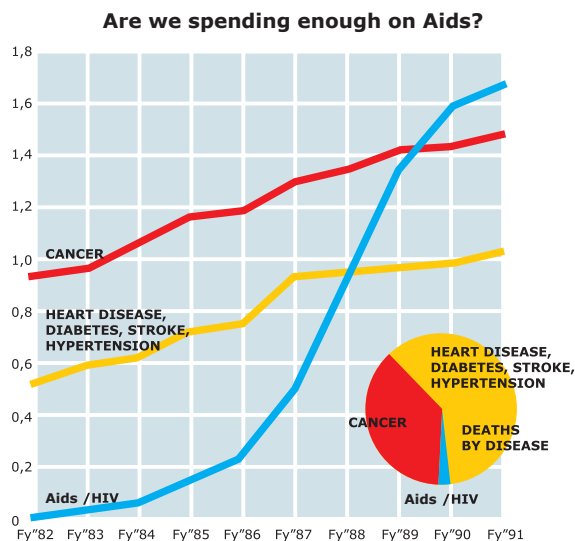
- X-rays were discovered by Wilhem Röntgen in 1895. They were called X-rays because at first their nature was not understood. Although it was soon discovered that they were electromagnetic waves, like radio waves,
- 05 the term X-ray has been used ever since.
- Soon after their discovery, X-rays were being used by doctors to assist them in their diagnosis, especially of broken bones and dental cavities. Prior to this, doctors had been hampered by their inability to see inside the
- 10 body without operating.
- X-rays easily pass through skin and flesh but are reflected by denser material such as bone. The reflected rays can be depicted on a photographic plate and bone fractures and other problems can be seen.
- 15 In the early 1970s, an advanced X-ray system known as a CAT was introduced. When a CAT machine is used the patient is completely surrounded by the machine, which transmits a signal to a computer. A three-dimensional image, colour-coded according
- 20 to the density of the tissue, is then projected onto a screen where it can be interpreted by doctors. The image reveals the size and shape of a diseased area. A PET machine produces images on a computer screen by recording the gamma rays from a radioactive
- 25 chemical which has been injected into the patient's body, and is not absorbed by any part which is diseased. If it is thought undesirable to subject the patient to radiation, an NMR machine can be used. This machine uses magnets to beam energy through the body.
- 30 The electrical signals produced are analysed by computer and a picture is produced on a screen. There is yet another form of scanner, known as ultrasound, commonly used to check the development of babies before they are born. It uses sound waves which
- 35 are reflected in such a way as to build up a picture on a screen. These pictures can be printed out as photographs, making it possible to have a photo of one's baby before it is born.

MORRIS, S., STANTON, A. *The Nelson First Certificate Workbook*. London: Nelson English Language Teaching, 1993, p. 26 - Adapted.

- 01. Ever since** (lines 05) means
- A) after a while. C) in many periods.
 B) from then on. D) during some time.
- 02. Prior to** (line 08) means
- A) before. C) despite.
 B) besides. D) concerning.
- 03. Diseased** (line 26) means
- A) determined. C) operated.
 B) depicted. D) injured.
- 04.** The word **it** (line 21) refers to
- A) a colour-coded screen.
 B) the density of the tissue.
 C) a three-dimensional image.
 D) an advanced X-ray system
- 05.** X-rays received this name because
- A) nobody knew exactly what they were.
 B) this was the name chosen by Röntgen.
 C) it was common to use letters for that.
 D) they were electromagnetic waves.
- 06.** Before the discovery of the X-ray, doctors
- A) couldn't treat dental cavities properly.
 B) were unable to make any diagnosis.
 C) had to operate to see inside the body.
 D) used radio waves in broken bones.
- 07.** What makes X-rays effective is the
- A) absence of risk of the operation.
 B) resistance of the skin and flesh.
 C) purity of the photographic plate.
 D) density of the bone material.
- 08.** Before using a PET machine, the patient has to
- A) take an injection to protect his body.
 B) have energy beamed through his body.
 C) receive a radioactive chemical in his body.
 D) test the use of gamma rays in his body.
- 09.** An NMR machine is used when
- A) the chemical is not absorbed.
 B) radiation is not tolerated.
 C) gamma rays are not recorded.
 D) energy is not beamed.
- 10.** The central idea of the text concerns the
- A) evolution of the X-ray since its discovery.
 B) process of ultrasound without an X-ray.
 C) reasons for choosing the name "X-ray".
 D) methods developed apart from an X-ray.

TEXT II

UFU-MG



Figures in billions of dollars

"We're dying not only because of Aids but because of government neglect," activists charged on "Donahue" last February. In fact, the government's response to the Aids outbreak is unprecedented. Since 1981, when the disease was first identified, federal funding for Aids research and prevention has totaled more than \$ 4.7 billion. That's more than for any single disease, including cancer, and more than for heart disease, stroke, hypertension and diabetes combined – though those afflictions claim about 35 times as many U.S. lives as Aids. Some still say we're spending too little on Aids; others say too much. Examine the figures for Public Health Service funding above and decide for yourself if the government is ignoring this dread disease.

01. De acordo com o texto,
- o governo americano subestima a extensão do problema da Aids.
 - os ativistas negligenciam o cuidado com a Aids.
 - o governo americano já gastou mais de US\$ 4,7 bilhões na luta contra a Aids.
 - os ativistas reclamam que o governo americano investe mais em pesquisas contra o câncer.
 - há consenso entre as pessoas no que se refere aos gastos com a Aids.
02. Com relação ao texto, pode-se dizer que
- as afirmações contidas no gráfico contradizem o texto.
 - a Aids é responsável por mais mortes do que o câncer.
 - o investimento em pesquisas na luta contra a Aids foi reduzido.
 - os gastos no combate às doenças são proporcionais.
 - as outras doenças mencionadas causam mais mortes que a Aids.

TEXT III

UFF-RJ-2009

The flowering of human consciousness



Earth, 114 million years ago, one morning just after sunrise: the first flower ever to appear on the planet opens up to receive the rays of the sun. Prior to this momentous event that heralds an evolutionary transformation in the life of plants, the planet had already been covered in vegetation for millions of years. The first flower probably did not survive for long, and flowers must have remained rare and isolated phenomena, since conditions were most likely not yet favorable for a widespread flowering to occur. One day, however, a critical threshold was reached, and suddenly there would have been an explosion of color and scent all over the planet. Later, this first recognition of beauty was one of the most significant events in the evolution of human consciousness.

The achievements of humanity are impressive and undeniable. We have created sublime works of music, literature, painting, architecture, and sculpture. More recently, science and technology have brought about radical changes in the way we live and have enabled us to do and create things that would have been considered miraculous even two hundred years ago. No doubt the human mind is highly intelligent. Yet its very intelligence is tainted by madness. Science and technology have magnified the destructive impact that the dysfunction of the human mind has upon the planet, other life forms, and upon humans themselves. That is why the history of the twentieth century is where that dysfunction, that collective insanity, can be most clearly recognized.

A further factor is that this dysfunction is actually intensifying and accelerating. We only need to watch the daily news on television to realize that the madness has not abated, that is continuing into the twenty-first century. Another aspect of the collective dysfunction of the human mind is the unprecedented violence that humans are inflicting on other life forms and the planet itself – the destruction of oxygen-producing forests and other plant and animal life; ill-treatment of animals in factory farms; and poisoning of rivers, oceans, and air. Driven by greed, ignorant of their connectedness to the whole, humans persist in behavior that, if continued unchecked, can only result in their own destruction.

TEXT IV

PUCPR-2010

Polio sufferer wins \$22.5 million lawsuit

A man from Staten Island, New York, has won a lawsuit after he contracted polio 30 years ago from his daughter's oral vaccination. Dominick Tenuto, 61, won \$22.5 million from Lederle Laboratories who manufactured "Orimune", a polio vaccine that was given to Tenuto's 5-month-old daughter, Diana, in May 1979.

The following month, Tenuto, who was a supervisor for a Wall Street securities firm, contracted polio and lost the use of his legs. He claimed that the vaccine, which contained a live virus, passed through his daughter's body and she excreted it. As a result, he is now in a wheelchair.

After the ruling, Tenuto said: "I've got some measure of relief that the truth finally was told in an open court of law." He said of the money that, "it doesn't change the way I live my life. It's still going to be hard."

Tenuto had also tried to sue the state of the late paediatrician Dr. Leroy Schwartz, but only Lederle was held liable. Lederle is planning to appeal.

Available at: <<http://www.qi.com/news>>, September, 2009.

- 01.** The reason for Dominick Tenuto to sue Lederle Laboratories was
- he got polio from a vaccine the lab manufactured.
 - his daughter got polio after vaccination.
 - he already had polio and after the vaccine his daughter contracted it.
 - his daughter already had polio and after the vaccine he contracted it.
 - the vaccine was not efficient for his daughter.
- 02.** In the text, the paragraph: "After the ruling, Tenuto said: 'I've got some measure of relief that the truth finally was told in an open court of law.' He said of the money that, 'it doesn't change the way I live my life. It's still going to be hard.'" means:
- Tenuto's life will improve after he receives the money.
 - The fact that the truth came out in an open court does not pay for the hard life he has been living due to his physical conditions.
 - The result of the ruling has made Tenuto feel better, but his life is still going to be difficult.
 - The ruling results will not change his life at all.
 - Tenuto believes the results will change the lives of other people with the same problems.
- 03.** In the sentence "Tenuto had also tried to sue the state of the late paediatrician Dr. Leroy Schwartz [...]" the word *late* stands for
- not on time.
 - old fashioned.
 - former.
 - deceased.
 - last.

ENEM EXERCISES

Texto para as questões **01** a **03**

Child laptop scheme held back by training shortage in Peru

Zoraida Portillo
July 20th 2010

A lack of teachers trained to implement the One Laptop per Child (OLPC) scheme is holding back its progress in Peru, according to a survey. So far, more than one million laptops — each worth US\$100 — have been distributed under the OLPC programme to encourage children's learning in the developing world, with the Peruvian government buying its first computers in 2007.

Last month, 30,000 laptops were given to children in Lima, Peru's capital, and 230,000 more will be distributed in the second half of 2010 across the country, taking the total up to 500,000, authorities said. But many teachers have not been trained to design learning environments using the computers, said Carlos David Laura of Peru's Economic and Social Research Consortium (CIES), an association of universities and research centres. Peru's Ministry of Education has provided only five hours of training to some teachers, and many of the schools in the programme are in remote, rural villages, making it impossible for untrained teachers to ask for help.

One positive side in Peru, according to Laura's study, is that students showed a greater willingness to explore and learn, and were absent from school less often. But achievement has provided only five hours of training to some teachers — students' grades were the same as before the programme started, and the level of knowledge was still below the national average.

Laura told *SciDev.Net* that authorities and researchers need to evaluate OLPC and plan for its sustainability before moving into the next phase. Oscar Becerra, director-general of educational technologies at Peru's Ministry of Education, told *SciDev.Net* that the lack of teacher training is indeed one of the main factors limiting OLPC's rollout "because it can't be resolved in the short term". Becerra said that the ministry's OLPC training programme should be a priority for teachers because the children have the laptops with them at all times.

He added that the first official assessment of OLPC in Peru is scheduled for the end of this year.

Available at: <<http://www.scidev.net/en/news/child-laptopscheme-held-back-by-training-shortage-in-peru.html>>. (adapted). Accessed: August 12th, 2010.

- 01.** According to the previous text, the One Laptop per Child (OLPC) programme in Peru is not being effective because
- not all the children have Internet at home.
 - there aren't enough trained teachers to work with the new reality.
 - not all teachers have a laptop and Internet at home.
 - there aren't enough wireless Internet connections for laptops in the country.
 - the schools haven't had enough time to distribute the laptops for the teachers.

- 02.** As indicated by Carlos David Laura, the positive aspect of the OLPC programme is that
- students were absent from school less often.
 - children can easily communicate with the school at anytime.
 - students' grades are rising due to the Internet connectivity.
 - teachers from the rural areas now have access to the Internet.
 - students don't need to go so often to school.
- 03.** After reading the text, we can state about the programme's official assessment that
- it will be scheduled when all children receive their laptops.
 - it is not going to run until the teachers' training starts.
 - it has been running since 2007.
 - it started on the first semester of 2010.
 - it is scheduled for the end of 2010.

GLOSSARY

- Audience = público, expectadores
- Ashtray = cinzeiro
- Bacteria = bactérias
- Bacterium = bactéria
- Baggage = bagagem
- Bunch = cacho; penca
- Calf = bezerro
- Chair = cadeira
- Chief = chefe
- Crew = grupo de trabalhadores; tripulação
- Die = dado
- Elf = elfo
- Erratum = errata
- Eye = olho
- Fear = medo
- Furniture = mobília
- Glasses = óculos
- Goose = ganso



- Hair = fio de cabelo; pelo
- Half = metade
- Handkerchief = lenço
- Knife = faca
- Leaf = folha (de planta)
- Loaf = bisnaga de pão
- Louse = piolho
- Notebook = caderno
- Ox = boi
- Pajamas = pijama
- Pants = calça

- Pliers = alicate
- Scales = balança
- School = cardume (coletivo de peixes)
- Scissors = tesoura



- Self = si mesmo
- Shelf = prateleira
- Thief = ladrão
- Tooth = dente
- Trousers = calça

ANSWER KEY

Consolidation

- A) The students' books.
B) Mary's house.
C) Paul and Kevin's dogs.
D) Steven and Sophia's car.
E) The children's toys.
F) Moses' lecture.
G) My mother's bedroom.
H) My father's apartments.
I) The cats' food.
J) The rug of the bedroom.

Proposed Exercises

01. A 02. C 03. A 04. A 05. A

Text I

01. B 03. D 05. A 07. D 09. B
02. A 04. C 06. C 08. C 10. A

Text II

01. C 02. E

Text III

01. C 03. E 05. B 07. E 09. A
02. D 04. A 06. C 08. D

Text IV

01. A 02. C 03. D

Enem Exercises

01. B 02. A 03. E

LÍNGUA INGLESA

Articles

MÓDULO
03

FRENTE
A

ARTICLES

Artigos são palavras que precedem aos substantivos para determiná-los ou indeterminá-los. Como em português, há dois tipos de artigos em inglês: *definite* (definidos) e *indefinite* (indefinidos). O artigo **definido** *the* (o, a, os, as), de modo geral, indica seres determinados, conhecidos da pessoa que fala ou escreve. Os artigos **indefinidos** *a/an* (um, uma) indicam os seres de modo vago, impreciso.

Definite article – the

O artigo definido *the* pode ser usado tanto no singular quanto no plural. Ele corresponde a **o**, **a**, **os** e **as** em português.

Exemplos:

- **The** cell phone my father gave me is **awesome**!
- Did you **shut the** doors before leaving?

Usos de “the”

- Antes de superlativos

Exemplos:

- Some people say Monday is **the worst** day of the week.
- **The Dark Knight** was **the most successful** movie last year.

- Para se referir a pontos geográficos do globo.

Exemplos:

- **The** Equator
- **The** North Pole

- Quando o objeto ao qual o artigo se refere já tiver sido mencionado.

Exemplos:

- Tracy has got two children: a girl and a boy. **The** girl's nine and **the** boy's five.
- A thief **broke into** our **property** yesterday. We still don't know who **the** thief is.

- O artigo definido é também usado antes de substantivos quando se sabe que só existe um único tipo desse substantivo.

Exemplos:

- **The** rain
- **The** sun
- **The** world
- **The** Earth

- Entretanto, se você quiser descrever uma instância particular de um desses substantivos, deve-se usar *a* ou *an*.

Exemplos:

- I could hear the rain. It was **a** cold rain.
- What are your expectations for the future? I guess I have **a** **promising** future ahead of me.

- Antes de nomes de mares, rios, grupos de ilhas, classes de pessoas, cadeias de montanhas, nomes de países no plural, desertos, regiões e instrumentos musicais.

Exemplos:

- **The** Atlantic
- **The** Alps
- **The** Azores
- **The** Sahara
- **The** Amazon
- **The** Netherlands
- **The** guitar
- **The** United States
- **The** French Riviera
- **The** City of Miami
- **The** poor

Indefinite articles – a/an

A e *an* referem-se a algo não conhecido, especificamente para a pessoa com a qual se está falando. Esses artigos são usados antes de substantivos que introduzem alguma coisa ou pessoa que não haviam sido mencionadas antes. Os artigos indefinidos da língua inglesa correspondem a **um** e **uma** em português. Sendo assim, é importante ressaltar que **não há artigos indefinidos com forma de plural**. O que ocorre é simplesmente a **ausência de artigo** quando na frase houver referência a mais de um objeto.

Exemplos:



- I'm **starving!** I just ate **an** apple in the morning.
- I watched **a** very good movie last weekend.
- I needed **Ø** mangoes to prepare the **dessert**.

Ø = No article



CHECK IT OUT

Sons consonantais e sons vocálicos

O que define o uso de *a* ou *an* é o som inicial da palavra a que o artigo indefinido precede. Se a palavra seguinte começar por um som consonantal, usa-se *a*; se começar por um som vocálico, usa-se *an*. Certas palavras, apesar de iniciadas por vogais, possuem um som inicial que é realizado como um som consonantal. Do mesmo modo, há também certas palavras que, apesar de iniciadas por consoantes, seu som inicial é de vogal.

Compare:

Sons consonantais	Sons vocálicos
<i>a hat</i> (fala-se "rét")	<i>an honest man</i> (fala-se "onest")
<i>a hospital</i> (fala-se "róspital")	<i>an hour</i> (fala-se "auar")
<i>a university</i> (fala-se "yuniversity")	<i>an umbrella</i> (fala-se "ambrella")
<i>a uniform</i> (fala-se "yuniform")	<i>an underground passage</i> (fala-se "anderground")
<i>a European country</i> (fala-se "yuropean")	<i>an elephant</i> (fala-se "elephant")
<i>a B</i> (fala-se "bi")	<i>an F</i> (fala-se "ef")

Outros exemplos:

- Grupo do "yu":
Unanimous, unique, universal, unicorn, ewe e outras palavras.
- A palavra *one* antecedida por artigo indefinido:
- *He has got a one-hundred dollar bill.*

Não se usa artigo

- Antes de substantivos quando se fala em termos gerais.

Exemplos:

- *Inflation is rising.*
- *People are worried.*

- Ao se falar sobre esportes.

Exemplos:

- *My brother plays soccer.*
- *Tennis is very good.*

- Antes de substantivos incontáveis quando se fala sobre os mesmos.

Exemplos:

- *Coffee is delicious.*
- *Information is important to any organization.*

- Usa-se antes de nomes de países quando eles contêm palavras como: *State, Kingdom, Republic, Union, United.*

Exemplos:

- **The Republic of Brazil**
- **The United Nation**

- **Mas não se usa em:**

- *Italy*
- *Brazil*
- *Germany*

OBSERVAÇÃO

- **The Netherlands**

- Não se usa artigos antes de adjetivos possessivos ou adjetivos demonstrativos.

Exemplos:

- *These papers are hers.*
- *My teacher is there.*

- Não se usa artigos antes de estações do ano, feriados e dias da semana.

Exemplo:

- *I take English classes on Tuesdays.*

CONSOLIDATION

- 01.** (UFMG / 2ª etapa) **FILL IN** the blanks with the appropriate article: **an, a, the,** or **Ø** (zero article).

(The first sentence has been done for you as an example.)

Silent movies



Throughout time, Ø films have gained a charm but they have also lost something. Talk to 1. _____ people who saw 2. _____ silent film for 3. _____ first time, and they will tell you 4. _____ experience was magic. 5. _____ silent film, with 6. _____ music, had extraordinary powers to draw 7. _____ audience into 8. _____ story, and 9. _____ equally potent capacity to make their imagination work. They had to supply the voices and the sound effects, and because their minds were engaged, they appreciated 10. _____ experience all the more.

BROWNLOW, Kevin. *Hollywood, The pioneers*. London: Collins, 1979. (Adapted).

PROPOSED EXERCISES

- 01.** (UFES) Be careful with _____ dog. It is _____ very fierce one.
- A) a / a
B) the / the
C) the / x
D) a / x
E) the / a
- 02.** (UFPI) _____ University course is _____ usual requirement.
- A) a / the
B) the / an
C) a / an
D) an / an
E) an / the

- 03.** (ITA-SP) Dadas as sentenças:
- I. The Browns were here yesterday.
II. He is an university student.
III. I want an information from you.
- Constatamos que está(ão) **CORRETA(S)**:
- A) Apenas a I. D) Apenas a I e a II.
B) Apenas a II. E) Todas as sentenças.
C) Apenas a III.

- 04.** (Milton Campos-MG) Supply the article, if necessary.
- _____ reality is different from _____ theory.
Don't worry about _____ coming years, says _____ our Minister of Industry and Commerce.
Would that be _____ unique point of view?
- A) * / the / * / * / a.
B) The / the / the / the / an.
C) * / * / the / * / a.
D) A / * / * / the / an.
E) The / a / the / the / a.

- 05.** (ITA-SP) **I** more it rains, **II** worse **III** roads will be.
- | | I | II | III |
|----|----------|-----------|------------|
| A) | A | the | the |
| B) | The | the | the |
| C) | * | * | * |
| D) | * | the | the |
| E) | A | * | * |

- 06.** (ITA-SP) I next went to buy **I** packet of cigarettes. I don't smoke myself, but my wife does and she likes **II** most expensive one available; **III** older she gets **IV** more demanding she becomes.
- | | I | II | III | IV |
|----|----------|-----------|------------|-----------|
| A) | * | * | an | a |
| B) | * | the | an | a |
| C) | a | the | * | * |
| D) | the | a | an | a |
| E) | a | the | the | the |

- 07.** (ITA-SP) A alternativa que **CORRETAMENTE** preenche os espaços de **I, II e III**, na frase a seguir, é:
- We know that **I** mankind is facing a lot of social problems.
I think that **II** my sister wants to go to **III** university in Europe.
- | | I | II | III |
|----|----------|-----------|------------|
| A) | * | * | a |
| B) | * | an | * |
| C) | The | * | a |
| D) | The | the | an |
| E) | The | the | the |

08. (ITA-SP) The pianist I told you about lives in **I** one-story building on Main Street. Although she isn't **II** professional musician, she plays **III** piano extremely well.

- | | I | II | III |
|----|----------|-----------|------------|
| A) | an | a | the |
| B) | * | a | * |
| C) | a | a | the |
| D) | an | * | * |
| E) | the | * | * |

09. (ITA-SP) Not many people read _____ poetry, but quite _____ few read _____ novels.

- A) * - a - *
 B) the - * - *
 C) a - a - *
 D) * - * - *
 E) a - the - the

10. (ITA-SP) When he was **I** librarian in Africa he had **II** higher salary than he has now as **III** teacher in this country.

- | | I | II | III |
|----|----------|-----------|------------|
| A) | * | * | * |
| B) | a | * | the |
| C) | the | * | the |
| D) | a | a | a |
| E) | the | the | the |

Once upon (1 - **a**) time there was (2 - **a**) carpenter who had so much work to do (3) he decided he needed (4) assistant. He put (5) advertisement in the newspaper and (6) someone came to apply for (7) job. The carpenter was surprised and disappointed (8) a strange, weak-looking man named Nasrudin appeared at the door.

At first, the carpenter didn't want to hire Nasrudin (9) he didn't look strong. However, (10) no one had answered the ad, the carpenter (11) said: "Ok, I'll give you (12) chance. Do you see the forest over there? Take my ax and chop as much as you can." At dusk, Nasrudin returned and the carpenter asked:

"How many trees have you chopped down?"

"All trees in (13) forest", Nasrudin replied.

Shocked, the carpenter ran to (14) window and looked out. There were no trees left standing in the hillside. Nasrudin had chopped down (15) entire forest. The astonished carpenter asked Nasrudin:

"Where did you learn to chop lumber?"

"In the Sahara desert", Nasrudin answered.

"That's ridiculous", laughed the carpenter. "There aren't any trees in the Sahara Desert".

Very calmly, Nasrudin replied:

"There aren't any (16); there were many (17) I was there!"

1. _____ a _____
2. _____ a _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

TEXT I

UFMG

Instruction: The story below tells us about a carpenter and his assistant. Some of the words have been omitted. Fill in the blanks with the correct missing words. (The first two are done for you.)

The man who cut all the trees in the Sahara Desert



TEXT II

UFMG

Attracted to a younger man

Joyce Brothers, Ph.D.

I am a 42-year-old mother of three, and I've been divorced for five years. The few men I've dated have been older than I, as my ex-husband is. Lately, though, I find myself very attracted to younger men – including one who is just 27. Is this normal?

I don't think this new attraction is unusual, and it certainly isn't abnormal. But I would advise you to think carefully before you act on it. Consider how others – particularly your children – might view your involvement with a younger man. Also think about what you can bring to such a relationship, and what you want out of it. Are the rewards realistic and long-term? Do you think you can communicate with a much younger man and share common interests? If the answers to these questions are no, you probably should put this out of your mind. On the other hand, if the mix is right, a relationship with a much younger person can reignite spiritual, intellectual, and physical fires. By following your feelings, you may find an exciting and rewarding experience.

Good Housekeeping / Aug. 1992

- 01.** The woman is worried because she
- A) has been divorced for 5 years.
 - B) has found an attractive fiancé.
 - C) has never dated an older man.
 - D) is older than the men she likes.
 - E) is younger than her ex-husband.
- 02.** When the letter was written the woman's ex-husband was
- A) 27. C) In his 30s.
 - B) 42. D) Over 42.
- 03.** All the statements below are true, **EXCEPT**
- A) The woman has got three children altogether.
 - B) The woman got married to a 27-year-old man.
 - C) The woman has dated some other older men.
 - D) The woman's ex-husband is still alive.
 - E) The woman is younger than her ex-husband.
- 04.** The advice given to the woman is to think carefully about the situation
- A) although the doctor does not consider it abnormal.
 - B) because normal people would not do such a thing.
 - C) if the woman wants to get married in the future.
 - D) in spite of the support of the woman's children.
 - E) so that the woman could avoid getting married.
- 05.** In Dr. Joyce's view, the woman
- A) could hide the problem from the children.
 - B) may keep her three children out of it all.
 - C) might avoid involving her three children.
 - D) must ask for her children's permission.
 - E) should think about her children's opinion.
- 06.** According to Dr. Joyce, the woman should worry about all the following points, **EXCEPT**
- A) her children's reaction to the relationship.
 - B) how long the positive aspects would last.
 - C) the things she could offer to her partner.
 - D) the subjects they are both interested in.
 - E) what the younger man expects from her.
- 07.** Dr. Joyce's answer could be summarized as
- A) avoid young boyfriends.
 - B) find an older husband.
 - C) listen to your heart.
 - D) mix up your feelings.
 - E) think about your past.

TEXT III

UFMG

Love among the laundry

When Sally found a man's striped sock curled among her clothes at the launderette she returned it to the tall dark young man with a shy smile. They met there every week for several months, then were seen no more. One of their wedding presents had been a washing machine.

Molly Burnett

- 01.** "Love among the laundry" is the story of
- A) a couple who met for the first time at a launderette.
 - B) a man and a woman who had lost their dirty socks.
 - C) a woman and her husband trying to wash their clothes.
 - D) people who go to launderettes only to make a date.
 - E) two people who wanted to buy a new washing machine.
- 02.** Sally met the tall dark young man when she was
- A) buying a present.
 - B) doing her ironing.
 - C) drying her socks.
 - D) getting married.
 - E) washing her clothes.

03. In paragraph three of the text *Chocolate Increases Survival Rates After Heart Attack*, the sentence “The beneficial effect remained after controlling for intake of other kinds of sweets” means:

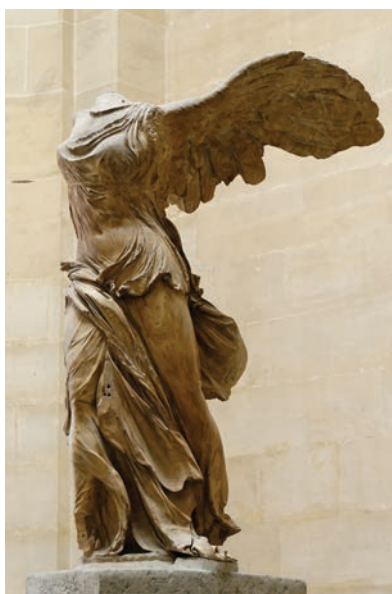
- A) People continue having beneficial effects independent of eating other sweets.
- B) People who added other kinds of sweets to their diets felt terrible.
- C) People who eat chocolate feel like eating other kinds of sweets more often.
- D) People must control the amount of other sweets they eat to continue having beneficial effects.
- E) People who added other kinds of sweets to their diets felt even more benefits.

ENEM EXERCISES

Textos para as questões **01** a **02**

Text I

Winged Victory of Samothrace



Museu do Louvre, Circa 190 a.C.

Nike of Samothrace, discovered in 1863, is estimated to have been created around 190 BC. It was created to not only honor the goddess, Nike, but to honor a sea battle. It conveys a sense of action and triumph **as well as** portraying artful flowing drapery through its features which the Greeks considered ideal beauty. The work is notable for its convincing rendering of a pose where violent motion and sudden stillness meet, for its graceful balance and for the rendering of the figure’s draped garments, depicted as if rippling in a strong sea breeze, which is considered especially compelling.

Available at: <http://en.wikipedia.org/wiki/Winged_Victory_of_Samothrace>. (adapted). Accessed: August 26th, 2010.

Text II

The world’s splendor has been enriched by a new beauty, the beauty of speed [...] a roaring motor car, hurtling like a machine gun, is more beautiful than the *Winged Victory of Samothrace*.

MARINETTI, Filippo Tommaso. *Manifesto of Futurism*, 1909.

01. After reading texts I and II, we can note that Marinetti, author of the *Manifesto of Futurism*, makes reference to the *Winged Victory’s* beauty. In this way, it is possible to state that, through the comparison, the *Manifesto* intended to

- A) analyse the capacity of recomposition of a Greek statue.
- B) support the modern parameter of praising Gods.
- C) diminish Greek sculptures considering their compelling.
- D) criticise Greek sculptures which praised gods and victory in battles.
- E) implement a new parameter of beauty, the beauty of speed.

02. A expressão *as well as*, no texto I, refere-se a uma

- A) condição.
- B) consequência.
- C) adição.
- D) conclusão.
- E) adversidade.

HAVING FUN

“The hair of the dog (that bit you)”



Edição de arte

This comes from the ancient belief that if you were bitten by a dog, the best way to prevent infection was to place a hair of the dog that bit you on the wound.

GLOSSARY

- Awesome = impressionante, espetacular
- Break into (phrasal verb) = invadir (break into – broke into – broken into)
- Dessert = sobremesa
- Ewe = ovelha



- Promising = promissor
- Property = propriedade
- Shut (verb) = fechar (shut – shut – shut)
- Starving = faminto; morrendo de fome
- *The Dark Knight* = *Batman – O Cavaleiro das Trevas*
- The worst = o pior
- Unique = único

ANSWER KEY

Consolidation

1. Ø
2. a
3. the
4. the
5. the
6. Ø
7. the
8. the
9. an
10. the

Proposed Exercises

- | | |
|-------|-------|
| 01. E | 06. E |
| 02. A | 07. A |
| 03. A | 08. C |
| 04. C | 09. A |
| 05. B | 10. D |

Text I

01. a
02. a
03. that
04. an
05. an
06. then
07. the
08. when
09. because
10. as (because)
11. just (finally)
12. a
13. the
14. the
15. the
16. now
17. when

Text II

01. D
02. D
03. B
04. A
05. E
06. E
07. C

Text III

- | | |
|-------|-------|
| 01. A | 03. B |
| 02. E | 04. D |

Text IV

01. E
02. C
03. A

Text V

01. E
02. A
03. D

Enem Exercises

01. E
02. C

LÍNGUA INGLESA

Pronouns

MÓDULO
04

FRENTE
A

Pronomes são palavras que utilizamos para substituir substantivos em frases a fim de evitar repetições desnecessárias do mesmo termo. Podem ocupar diferentes posições nas frases, pois substituem nomes de diferentes categorias. Basicamente, os pronomes podem ser:

- *personal* (pessoais) – *subject* (quando exercem a função de sujeito) ou *object* (quando exercem a função de objeto);
- *possessive* (possessivos) – *possessive adjectives* ou *possessive pronouns*;
- *reflexive* (reflexivos) e
- *demonstrative* (demonstrativos).

Subject pronouns		Object pronouns		Possessive adjectives (PA) Possessive pronouns (PP)			Reflexive pronouns	
Reto	Tradução	Oblíquo	Tradução	PA	PP	Tradução	Reflexivo	Tradução
I	Eu	Me	Me; mim; comigo	My	Mine	Meu(s); minha(s)	Myself	Eu mesmo; a mim mesmo; me
You	Você	You	Te; ti; contigo; a você	Your	Yours	Seu; sua	Yourself	Você mesmo(a); a você mesmo(a); se
He	Ele	Him	Ele; lhe; o	His	His	Seus; suas; dele	Himself	Ele mesmo; a si mesmo; se
She	Ela	Her	Ela; lhe; a	Her	Hers	Seu; seus; sua; suas; dele; dela	Herself	Ela mesma; a si mesma; se
It	Ele, ela	It	Ele; ela; lhe; o; a	Its	Its	Seu; seus; sua; suas; dele; dela	Itself	Si mesmo; si mesma; se
We	Nós	Us	Nos; conosco; a nós	Our	Ours	Nosso; nossos	Ourselves	Nós mesmos(as); a nós mesmos(as); nos
You	Vocês	You	Vos; convosco; a vocês	Your	Yours	Seus; suas	Yourselves	Vocês mesmos(as); se
They	Eles	Them	Eles; elas; lhes; os; as	Their	Theirs	Seus; suas	Themselves	Eles(as) mesmos(as); se

PERSONAL PRONOUNS

Os pronomes pessoais substituem substantivos próprios e comuns em frases. Eles podem substituir tanto o sujeito (*subject pronouns*) quanto o objeto (*object pronouns*) de uma frase.

Exemplos:

- **My mother** is very funny. **She** loves to tell jokes. (subject)
- **Paul and I** are going to get married soon. **We** love each other very much. (subject)
- If you see **George**, please give this book to **him**. (object)
- I can't see **Patrick and Alice**. I'll look for **them**. (object)
- They** must be up to no good. (subject)



CHECK IT OUT

Como o pronome **you** serve tanto para o singular, quanto para o plural, falantes da língua inglesa comumente utilizam **you guys** para se referir a mais de uma pessoa. Dessa forma, há uma diferenciação bastante clara entre o uso de *you* singular e o de *you* plural.

Exemplos:

- Where have **you** been? (singular)
- Where have **you guys** been? (plural)

CONSOLIDATION I

01. REWRITE the following sentences using subject pronouns and object pronouns.

1. **John** likes **Mary** very much.

2. **You and I** are good friends.

3. **The children** went home yesterday.

4. **Suzy and you** danced with **the girls**.

5. **Lisa** told **John and me** to go with **her family**.

POSSESSIVE ADJECTIVES AND POSSESSIVE PRONOUNS

Os adjetivos possessivos têm função de adjetivo, pois modificam o substantivo colocado depois deles. Para isso, é sempre necessária a presença do substantivo.

Não há variação em número; usamos os mesmos pronomes para o singular e para o plural. Veja os exemplos a seguir.

Exemplos:

- **Your** friends are great!
- **Your** car isn't **parked** here.
- **His** clothes are **ironed**.
- **His** brother is 12.
- **Her** books were **lent** to John.
- **Her** job is hard.

Pronomes possessivos não exigem a presença do substantivo. Na verdade, eles o substituem. Além disso, a utilização de um pronome possessivo com um substantivo constituiria um erro gramatical.

Exemplos:

- ~~This book is **mine book**~~. = errado
This book is **mine**. = correto
- This is **my book**. Where's **yours**? = correto
- ~~That house is **his house**~~. = errado
That house is **his**. = correto
- That is **my house**. **Yours** is **over there**. = correto

Os pronomes possessivos podem ser usados com a preposição *of*.

Exemplos:

- He is a friend **of mine**.
- Let's see this book **of yours**.

CONSOLIDATION II

01. COMPLETE the following sentences with a possessive adjective or a possessive pronoun. The first one is given as an example.

1. John lost **his** pen. Will you please lend him **yours**?
2. I was on time for _____ class, but Helen was late for _____.
3. They have _____ methods of travel, and we have _____.
4. We naturally prefer _____ methods, and they naturally prefer _____.
5. I found _____ notebook, but John couldn't find _____.
6. They think that _____ home is the prettiest on the block, and I think _____ is.
7. I left _____ pen at home, may I borrow _____ for a moment?
8. He drives to work in _____ car, and she drives to work in _____.
9. Tell William not to forget to bring _____ tennis racket, and don't forget to bring _____.
10. They swim in _____ pool, and we swim in _____.

DEMONSTRATIVE ADJECTIVES AND DEMONSTRATIVE PRONOUNS

This - That (singular)
These - Those (plural)

This - este, esta

These - estes, estas

That - aquele, aquela

Those - aqueles, aquelas

Exemplos:

- **This** is a car and **that** is a truck.
- **These** are my friends and **those** are Sara's.

CONSOLIDATION III

01. COMPLETE with *this*, *that*, *these* or *those*:

1. _____ here is a contract.
2. _____ men over there are working.
3. _____ are mine. _____ are yours, on that table.

REFLEXIVE PRONOUNS

Utilizamos os pronomes reflexivos quando o sujeito da ação verbal e o objeto da oração são os mesmos.

Reflexive pronouns	
myself	itself
yourself	ourselves
himself	yourselves
herself	themselves

Exemplos:

- The man **shot himself**.
- She burned **herself**.

Podemos também usar os *reflexive pronouns* para dar ênfase à pessoa ou à coisa mencionada na frase.

Exemplos:

- I will do the work **myself**.
- The car **itself** was **undamaged**.

CONSOLIDATION IV

- 01. SUPPLY** the necessary reflexive pronoun:
1. The girl hurt _____ when she fell.
 2. We protect _____ from the rain with an umbrella.
 3. The girl taught _____ to sew.
 4. Both boys taught _____ to swim.
 5. We all enjoyed _____ at the concert last night.
 6. The children amuse _____ with the kitten.
 7. The policeman cut _____ by accident.
 8. You will cut _____ with that knife if you are not careful.
 9. Did you enjoy _____ at the party last night?
 10. I once cut _____ badly with the same knife.

PROPOSED EXERCISES

- 01.** (UFBA) She determined to make something of _____.
- A) myself C) herself E) oneself
B) himself D) itself
- 02.** (UFV-MG) Mary got a new bike for _____ birthday, and _____ brother got one too.
- A) hers - his D) you - his
B) her - her E) hers - you
C) yours - her
- 03.** (PUC Minas) The poet _____ was seen trying out combination of lights.
- A) myself D) oneself
B) itself E) yourself
C) himself
- 04.** (UFES) The women decided to do all the work by _____.
- A) herself D) themselves
B) ourselves E) himself
C) myself
- 05.** (UFSC) **Ethics** means the study of right and wrong. Now, choose the **CORRECT** form which is a substitute for the boldface word.
- A) Their D) They
B) She E) It
C) Its
- 06.** (FCMSC-SP) Complete as frases seguintes **CORRETAMENTE**.
- Whose are these shoes?
They are _____ shoes. They belong to _____.
They are _____.
- A) his - he - him
B) yours - you - your
C) their - theirs - them
D) our - us - ours
E) hers - she - her
- 07.** (UFES) "Will you visit the Taylors?"
"Yes, we will visit _____ tomorrow."
- A) they D) theirs
B) these E) them
C) their
- 08.** (PUC-SP) That is a funny little car. I wonder who _____ owner is.
- A) yours D) your
B) its E) it
C) his
- 09.** (PUC Minas) The vicar considered _____ an exemplary person.
- A) him D) hers
B) she E) his
C) he
- 10.** (UFES) I need tickets. "I'll buy _____ now."
- A) it D) they
B) their E) them
C) its

11. (PUC Minas) These books give accounts of travels which the authors _____ have made.
A) themselves D) yourself
B) yourselves E) ourselves
C) myself
12. (FCMMG) My dear friends, you must not go on blaming _____ for things you have not done.
A) yourself D) ourselves
B) himself E) themselves
C) yourselves
13. (Milton Campos-MG) Life for **them** is like wading through a fog most of the time.
The boldface word above can be replaced by all pronouns below, **EXCEPT**:
A) he D) you
B) me E) us
C) her

TEXT I

PUC Minas–2006

The Atkins phenomenon

The inventor of the Atkins Diet, or "Nutritional Approach", Robert C. Atkins, M.D, had the distinction of being named by *PEOPLE* magazine as one of the world's "25 most intriguing people" at the end of the 20th century and of being chosen by *TIME* magazine as one of the "People Who Mattered" in 2002. Sadly, he was to die the following year, at the age of 72, from a head injury after falling over on an icy New York street. His death is surrounded in controversy as it has been claimed by several newspapers that the dietary guru was himself obese at the time.

The *WALL STREET JOURNAL* even cited a report by the city medical examiner in which it was stated that Dr. Atkins had previously suffered from heart attack, congestive heart failure and hypertension. His widow denied these allegations and even demanded an apology from New York City's mayor, Michael Bloomberg, when he described her late husband as "fat".

One year before his death, Dr. Atkins had, however, admitted that he had had a cardiac attack. In a statement he maintained that this was on account of a viral heart infection that was "in no way related to diet".

Obese or not, Dr. Atkins' heart problems were not the best advertisement for his nutritional approach, nor was the fact that a famous Atkins convert, former president Clinton, recently underwent heart surgery. In spite of this adverse publicity, the Atkins Approach remains immensely popular in the United States. Atkins, a cardiologist who graduated from Cornell University Medical School in 1955, developed his controlled carbohydrate approach to weight management in the early 1970s. In it, controversially, natural fats are encouraged.

Speak Up, Jan., 2005 – Adapted.

01. Dr. Atkins became famous in the 70's due to his
A) efforts to cure hypertensive people.
B) graduation at the famous Cornell University.
C) researches in health nutrition.
D) studies in the field of heart diseases.
02. In his late years Dr. Atkins received prizes from
A) some well-known magazines.
B) many famous universities.
C) New York City's mayor.
D) the Wall Street Journal.
03. The word **as** in "[...] as it has been claimed [...]" (paragraph 1) indicates
A) contrast. C) addition.
B) conclusion. D) reason.
04. Dr. Atkins died
A) in 2003.
B) at an early age.
C) in the 1970's.
D) at the end of the 20th century.
05. The words **these allegations** in "His widow denied these allegations [...]" (paragraph 2) refers to the facts described by
A) Dr. Atkins' book.
B) a famous newspaper.
C) a medical report.
D) New York City's mayor.
06. Dr. Atkins' family states that he died from
A) being obese. C) a cardiac attack.
B) a head injury. D) heart failure.
07. The word **however** in "Dr. Atkins had, however, admitted [...]" (paragraph 3) conveys an idea of
A) concession. C) cause.
B) conclusion. D) contrast.
08. Before his death, Dr. Atkins had denied his heart problem was related to
A) his famous diet. C) a weak heart.
B) poor health. D) hypertension.
09. The fact that former president Clinton suffered a heart surgery was
A) unknown by the average public.
B) considered an unimportant matter.
C) not taken into consideration.
D) not good publicity for the diet.
10. Dr. Atkins' diet is considered controversial because it
A) controls carbohydrate.
B) encourages natural fats.
C) manages weight.
D) remains immensely popular.

TEXT II

PUC Minas

05 Nutrition is the study of food eaten, and the use of this food
in the body. It is a relatively new science which developed
from physiology and biochemistry. Indeed, it is so new
and so little accepted that even today many doctors do
not recognize its importance in preventing and combating
disease. The latter is especially true: while many doctors
understand the importance of an appropriate diet in
preventing illness, relatively few of them believe that
large quantities of certain nutrients can be major factors
10 in curing certain problems.

There are six main classes of nutrients: water, fats, minerals,
vitamins, proteins and carbohydrates. All are essential to the
body in different ways. Water is the most important and
all cells contain it. A person will die much sooner without
15 water than without food. Fats should provide about 20% of
the body's energy, but should not be consumed in excess.
Minerals are present in the body in very small amounts,
but they perform vital functions, such as building teeth
and bones and regulating the balance of water in the body.
20 Vitamins do not provide energy, but they are used to help
other processes.

Proteins can compensate for shortages of carbohydrates
or fats in the body when necessary. They perform
a variety of functions: they provide a source of
25 energy, although not such an immediate one as
carbohydrates, and are particularly important when the
body is growing, recovering from damage, or suffering
stress.

Carbohydrates are the primary source of energy, especially
30 in poorer countries, where they compose most of the diet, as
they are relatively cheap and readily available, while proteins
are much more expensive and difficult to produce. In
fact, certain plants, such as peas and beans, are rich sources
of protein.

35 Today, not only vegetarians, but many economists and
politicians suggest that we should take our proteins from
plants rather than animals.

Taylor, James et al. *Reading, Structure & Strategy*, Teacher's
Guide 1 & 2. México: MacMillan, 1996-Adapted.

- 01. Balance** (line 19) means
- A) constant presence.
 - B) lowest level.
 - C) excessive amount.
 - D) right proportion.
- 02. Readily available** (line 31) means
- A) poorly composed.
 - B) commonly used.
 - C) easily obtained.
 - D) richly balanced.
- 03.** The word **its** (line 5) refers to
- A) nutrition.
 - B) biochemistry.
 - C) physiology.
 - D) science.
- 04.** The word **latter** (line 6) refers to
- A) studying illness.
 - B) combating illness.
 - C) discovering illness.
 - D) preventing illness.
- 05.** The word **one** (line 25) refers to
- A) a variety of functions.
 - B) fats in the body.
 - C) a source of energy.
 - D) shortages of carbohydrates.
- 06.** Many doctors do not recognize how important nutrition is because it
- A) is a science that developed recently.
 - B) has cured only a few simple problems.
 - C) evolved from physiology and biochemistry.
 - D) prescribes excessive quantities of nutrients.
- 07.** Tooth and bone formation depends directly on the
- A) regulation of the balance of water.
 - B) limit of the daily fat consumption.
 - C) performance of all vital functions.
 - D) presence of minerals in the body.
- 08.** Proteins are particularly important during childhood because
- A) shortage of fats is caused by them.
 - B) physical damage is associated with them.
 - C) bodily growth is connected to them.
 - D) stress cannot be treated without them.
- 09.** What determines the presence of carbohydrates in the diet of poorer countries is mainly the
- A) influence of vegetarian habits.
 - B) cost of production and availability.
 - C) absence of animal protein.
 - D) shortage of peas and beans.
- 10.** The central idea of the text concerns
- A) functions and amounts of nutrients.
 - B) our body and the food we eat.
 - C) carbohydrates and certain proteins.
 - D) disease and a vegetarian diet.

TEXT III

UERJ-2010

Spider-Man 4 (2011) - Preview



If you're a serious Spider-Man fan, you've probably been wondering when the producers are finally going to let Dylan Baker become the super-villain we've all been waiting for. Yes, the one-armed college professor who appears in all three Spider-Man films (for about 90 seconds at a time) is the guy who eventually gets turned into man-sized Lizard with a true hatred for Spider-Man.

According to one source, not only will Baker finally become The Lizard in *Spider-Man 4*, but we'll also have to contend with a certain villain known as Carnage. Director Sam Raimi who directed all the previous movies in the franchise will be back in the director's chair.

There has been much speculation about who the next villains might be. In previous interviews, director Raimi was secretive about the actors who would play the role of The Sinister Six and Electro. Expect this to be a closely guarded secret for a while to come.

Apparently there's also talk of getting Black Cat into the *Spider-Man 4* mix because, if a recordbreaking opening weekend tells you one thing, it's that you can never have too many villains in your Spidey sequels. Venom will probably not be returning. Word has it that this character will have its own live-action movie title – screenwriters are already at work on this.

Spider-Man 4 would have to go a little bit "darker" than its predecessors to accurately capture the Carnage story, which focuses on a serial killer called Cletus Kasady. Despite rumors about the next movie, it seems that both Maguire and Kirstin Dunst, as his girlfriend Mary Jane, will return.

Spider-Man 4 Director: Sam Raimi U.S. Opening Date: May 2011.

01. The text is a preview, that is, an anticipated review of an upcoming movie. The central issue discussed in this preview of *Spider-Man 4* is related to

- A) directing staff. C) villains selection.
B) award indication. D) actors' performance.

02. *Spider-Man 4* would have to go a little bit "darker" than its predecessors to accurately capture the Carnage story, [...]. (lines 25-27)

The preview writer's opinion is that the upcoming movie should evoke the following sensation:

- A) great anger
B) deep regret
C) violent disgust
D) intense sadness

TEXT IV

PUCPR-2010

**Finding a scapegoat
when epidemics strike**

The swine flu outbreak of 2009 has been nowhere near as virulent as the pandemics throughout history. However, as history has shown, someone gets the blame for the spread of epidemics — at first Mexico, with attacks on Mexicans in other countries.

In May, a Mexican soccer player who said he was called a "leper" by a Chilean opponent spat on his tormentor. In June, Argentines stoned Chilean buses, saying they were importing disease. When Argentina's caseload soared, European countries warned their citizens against visiting it.

"When disease strikes and humans suffer," said Dr. Liise-anne Pirofski, an expert on the history of epidemics, "the need to understand why is very powerful. And, unfortunately, identification of a scapegoat is sometimes inevitable."

The most visible aspect of blame, of course, is what name a disease gets. The World Health Organization has struggled to avoid the names given the Spanish, Hong Kong and Asian flus, instructing its representatives to shift from "swine flu" to "H1N1" to "A (H1N1) S.O.I.V." (the last four initials stand for "swine-origin influenza virus") to, recently, "Pandemic (H1N1) 2009."

Headline writers have rebelled, and ignored them. The truth is that diseases are so complex that pointing blame is useless, simply deflecting blame may be more efficient.

Adapted from <http://www.nytimes.com/2009/09/01>,
September, 2009.

01. Which alternative **BEST** describes the general idea of the text?

- A) The swine flu is not as strong as other pandemics in history.
B) When epidemics strike people must find its cause and origin in order to understand it.
C) The European countries were prejudiced against Argentina.
D) How the name of H1N1 has changed so far.
E) The headline writers insist on finding the scapegoats for the epidemics.

- 02.** According to the text, in paragraph two the sentence "When Argentina's caseload soared" means:
- A) The number of cases of H1N1 patients in Argentina went up.
 - B) The virus was discovered in Argentina.
 - C) The virus was brought by Chileans to Argentina.
 - D) The number of cases of H1N1 patients in Argentina got stable.
 - E) The number of cases of H1N1 patients in Argentina went down.

ENEM EXERCISES

Text for questions **01** to **06**

World Diabetes Foundation Website

www.worlddiabetesfoundation.org

The foundation's aim is to raise awareness of diabetes worldwide, with a special emphasis on developing countries. A key activity is funding projects (142 so far) that raise awareness, improve education and build capacity at local, regional and global levels. The website contains details of all ongoing projects, including details of the project budgets and individuals responsible for running them, the expected impacts and results so far. Importantly, the foundation prioritizes monitoring and evaluation of its projects to learn key lessons for the future and minimise the risk of project failure. As with any disease, and particularly those in developing countries, the health economics are important. The website has a useful tool for calculating the economic cost of diabetes in a particular country that allows the user to change variables such as population, prevalence and so on.

Available at: <http://www.scidev.net/en/latin-america-and-caribbean/links/nongovernmental-organisations/> (adapted).

Accessed: August 11th, 2010.

- 01.** After reading the text, we can state that it intends to
- A) entertain people as it raises awareness of diabetes worldwide.
 - B) persuade people to control the budgets of health systems worldwide.
 - C) give information about the World Diabetes Foundation Website.
 - D) convince people to fund projects of diabetes treatments worldwide.
 - E) stimulate people's concerns about health systems and policies worldwide.
- 02.** The text reports a foundation which
- A) manages international diabetes websites in developing countries.
 - B) focuses on people's consciousness towards diabetes, especially in developing countries.
 - C) promotes diabetes treatments for the population in developing countries.
 - D) rules the budgets of ongoing diabetes projects in developing countries through the website.
 - E) analyses the population of developing countries to create health policies on the website.
- 03.** It is possible to conclude that the funding of projects aims to
- A) improve the quality and the aspects of diabetes treatments.
 - B) help people to extinguish diabetes in developing countries.
 - C) build economical capacity at local, regional and global levels.
 - D) increase people's awareness about health issues.
 - E) secure health treatment in non-developing countries.
- 04.** A expressão *so far*, na frase a seguir, pode ser entendida como
- "A key activity is funding projects (142 so far) that raise awareness, improve education and build capacity at local, regional and global levels."
- A) "até o momento".
 - B) "no máximo".
 - C) "e assim por diante".
 - D) "em um futuro próximo".
 - E) "no mínimo".
- 05.** It is stated in the text that the World Diabetes Foundation
- A) calculates the capacity of diabetes recovery.
 - B) assesses the results of diabetes and its risk.
 - C) communicates about the funding of diabetes projects.
 - D) analyses the general aspects of health systems worldwide.
 - E) informs about the lack of government commitment towards diabetes.
- 06.** The foundation's website has a tool to
- A) develop important discussions for the struggle against the disease.
 - B) calculate the economic cost of diabetes in a particular country.
 - C) calculate health economics and policies in developing countries.
 - D) develop social security on project risks in developing countries.
 - E) calculate the risk of a health project failure in particular countries.

HAVING FUN

Names of the coins

Há algo muito curioso na nomenclatura das moedas americanas. Em vez de serem chamadas do valor que representam – exemplo: um centavo, cinquenta centavos – elas recebem nomes próprios!

Exemplos:

valor: 1 cent – nome: **penny**

valor: 5 cents – nome: **nickel**

valor: 10 cents – nome: **dime**

valor: 25 cents – nome: **quarter**

valor: 50 cents – nome: **half dollar**

Uma outra curiosidade é que o tamanho das moedas não aumenta de acordo com o seu valor. As moedas de um centavo e de cinco centavos, por exemplo, são maiores do que a moeda de 10 centavos. Veja:



Ediltoina de arte

GLOSSARY

- Be up to no good (phrasal verb) = fazer algo errado; fazer travessura (be up to – was/were up to – been up to)
- Each other = um ao outro; mutuamente
- Iron (verb) = passar a ferro (iron – ironed – ironed)
- Joke = piada
- Lend (verb) = emprestar (lend – lent – lent)
- Look for (verb) = procurar (look for – looked for – looked for)
- Over there = lá
- Park (verb) = estacionar (park – parked – parked)



SXC

- Shoot (verb) = atirar (shoot – shot – shot)
- Undamaged = não danificado; ileso

ANSWER KEY

Consolidation I

- | | |
|--------------|---------------------|
| 01. he – her | 04. you – them |
| 02. we | 05. she – us – them |
| 03. they | |

Consolidation II

- | | |
|------------------|------------------|
| 02. my – hers | 07. my – yours |
| 03. their – ours | 08. his – hers |
| 04. our – theirs | 09. his – yours |
| 05. my – his | 10. their – ours |
| 06. their – mine | |

Consolidation III

- | | | |
|----------|-----------|-------------------|
| 01. This | 02. Those | 03. These – those |
|----------|-----------|-------------------|

Consolidation IV

- | | |
|----------------|--------------------------|
| 01. 1. herself | 6. themselves |
| 2. ourselves | 7. himself |
| 3. herself | 8. yourself / yourselves |
| 4. themselves | 9. yourself / yourselves |
| 5. ourselves | 10. myself |

Proposed Exercises

- | | | | | |
|-------|-------|-------|-------|-------|
| 01. C | 04. D | 07. E | 10. E | 13. A |
| 02. B | 05. E | 08. B | 11. A | |
| 03. C | 06. D | 09. A | 12. C | |

Text I

- | | | | | |
|-------|-------|-------|-------|-------|
| 01. C | 03. D | 05. C | 07. D | 09. D |
| 02. A | 04. A | 06. B | 08. A | 10. B |

Text II

- | | | | | |
|-------|-------|-------|-------|-------|
| 01. D | 03. A | 05. C | 07. D | 09. B |
| 02. C | 04. B | 06. A | 08. C | 10. B |

Text III

- | | |
|-------|-------|
| 01. C | 02. D |
|-------|-------|

Text IV

- | | |
|-------|-------|
| 01. B | 02. A |
|-------|-------|

Enem Exercises

- | | | |
|-------|-------|-------|
| 01. C | 03. D | 05. C |
| 02. B | 04. A | 06. B |

LIST OF REGULAR VERBS

INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION
A			
to accuse	accused	accused	acusar
to allow	allowed	allowed	permitir
to annoy	annoyed	annoyed	incomodar
to appear	appeared	appeared	aparecer
to arrange	arranged	arranged	arranjar
to avoid	avoided	avoided	evitar
B			
to beg	begged	begged	suplicar
to behave	behaved	behaved	comportar-se
to believe	believed	believed	acreditar
to belong	belonged	belonged	pertencer
to betray	betrayed	betrayed	trair
to borrow	borrowed	borrowed	pedir emprestado
to breathe	breathed	breathed	respirar
to bury	buried	buried	enterrar
C			
to care	cared	cared	importar-se
to claim	claimed	claimed	reivindicar
to complain	complained	complained	reclamar
D			
to defeat	defeated	defeated	derrotar
to delay	delayed	delayed	atrasar
to deny	denied	denied	negar
to deserve	deserved	deserved	merecer
to desire	desired	desired	desejar
to distinguish	distinguished	distinguished	distinguir
to drop	dropped	dropped	derrubar
E			
to encourage	encouraged	encouraged	encorajar
to envy	envied	envied	invejar
to excuse	excused	excused	desculpar
F			
to fear	feared	feared	temer
to fetch	fetched	fetched	ir buscar
to fill	filled	filled	encher
to fire	fired	fired	despedir, disparar
to frighten	frightened	frightened	assustar
H			
to happen	happened	happened	acontecer
to hate	hated	hated	odiar
to help	helped	helped	ajudar
to hurry	hurried	hurried	apressar-se
I			
to inhabit	inhabited	inhabited	habitar
to insult	insulted	insulted	insultar
J			
to joke	joked	joked	brincar
to judge	judged	judged	julgar
to jump	jumped	jumped	pular
K			
to knock	knocked	knocked	bater
L			
to land	landed	landed	aterrar
to laugh	laughed	laughed	rir
M			
to marry	married	married	casar-se
to murder	murdered	murdered	matar
O			
to obey	obeyed	obeyed	obedecer
to omit	omitted	omitted	omitir
to order	ordered	ordered	ordenar, pedir
to owe	owed	owed	dever
to own	owned	owned	ter, possuir

INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION
P			
to permit	permitted	permitted	permitir
to persuade	persuaded	persuaded	persuadir
to place	placed	placed	colocar
to prefer	preferred	preferred	preferir
to prevent	prevented	prevented	evitar, impedir
to pronounce	pronounced	pronounced	pronunciar
Q			
to quarrel	quarreled	quarreled	discutir, brigar
R			
to raise	raised	raised	levantar
to refuse	refused	refused	recusar
to reply	replied	replied	responder
S			
to seem	seemed	seemed	parecer
to shout	shouted	shouted	gritar
to struggle	struggled	struggled	esforçar-se
to succeed	succeeded	succeeded	ter sucesso
T			
to taste	tasted	tasted	provar (alimentos, bebidas)
W			
to warn	warned	warned	advertir
to waste	wasted	wasted	desperdiçar
to wonder	wondered	wondered	querer saber, imaginar
to wreck	wrecked	wrecked	colidir, chocar

LIST OF IRREGULAR VERBS

INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION
A			
to arise	arose	arisen	surgir, erguer-se
to awake	awoke	awoken	despertar, acordar
B			
to be	was, were	been	ser, estar
to bear	bore	born, borne	suportar, dar à luz
to beat	beat	beaten	bater, espancar
to become	became	become	tornar-se
to befall	befell	befallen	acontecer
to beget	begot	begotten, begot	procriar, gerar
to begin	began	begun	começar, iniciar
to behold	beheld	beheld	contemplan
to bend	bent	bent	curvar, dobrar
to bet	bet	bet	apostar
to bid	bid	bid	oferecer, concorrer
to bind	bound	bound	unir, encadernar
to bite	bit	bitten	morder, engolir a isca
to bleed	bled	bled	sangrar, ter hemorragia
to blow	blew	blown	(as)soprar, estourar
to break	broke	broken	quebrar, romper
to breed	bred	bred	procriar, reproduzir
to bring	brought	brought	trazer
to broadcast	broadcast	broadcast	irradiar, transmitir
to build	built	built	construir, edificar
to burst	burst	burst	arrebentar, estourar
to buy	bought	bought	comprar
C			
to cast	cast	cast	arremessar, lançar
to catch	caught	caught	pegar, capturar
to choose	chose	chosen	escolher
to cling	clung	clung	aderir, segurar-se
to come	came	come	vir
to cost	cost	cost	custar
to creep	crept	crept	rastejar, engatinhar
to cut	cut	cut	cortar, reduzir

INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION
D			
to deal	dealt	dealt	negociar, tratar
to dig	dug	dug	cavar, cavoucar
to do	did	done	fazer
to draw	drew	drawn	sacar, desenhlar
to drink	drank	drunk	beber
to drive	drove	driven	dirigir, ir de carro
to dwell	dwelt	dwelt	morar
E			
to eat	ate	eaten	comer
F			
to fall	fell	fallen	cair
to feed	fed	fed	alimentar, nutrir
to feel	felt	felt	sentir, sentir-se
to fight	fought	fought	lutar, batalhar
to find	found	found	achar, encontrar
to flee	fled	fled	fugir, escapar
to fling	flung	flung	arremessar
to fly	flew	flown	voar, pilotar
to forbid	forbade	forbidden	proibir
to forget	forgot	forgotten	esquecer
to forgive	forgave	forgiven	perdoar
to freeze	froze	frozen	congelar, paralisar
G			
to get	got	gotten, got	obter, conseguir
to give	gave	given	dar, conceder
to go	went	gone	ir
to grind	ground	ground	moer
to grow	grew	grown	criecer, cultivar
H			
to have	had	had	ter, beber, comer
to hear	heard	heard	ouvir, escutar
to hide	hid	hidden, hid	esconder
to hit	hit	hit	bater, ferir
to hold	held	held	segurar
to hurt	hurt	hurt	machucar, ferir
K			
to keep	kept	kept	guardar, manter
to know	knew	known	saber, conhecer
to knell	knelt	knelt	ajoelhar-se
L			
to lay	laid	laid	pôr (ovos)
to lead	led	led	liderar, guiar
to leave	left	left	deixar, partir
to lend	lent	lent	dar emprestado
to let	let	let	deixar, alugar
to lie	lay	lain	deitar(-se)
to lose	lost	lost	perder, extraviar
M			
to make	made	made	fazer, fabricar
to mean	meant	meant	significar
to meet	met	met	encontrar, conhecer
O			
to overcome	overcame	overcome	superar
to overtake	overtook	overtaken	alcançar, surpreender
P			
to pay	paid	paid	pagar
to put	put	put	colocar, pôr
Q			
to quit	quit	quit	abandonar, largar de
R			
to read	read	read	ler
to ride	rode	ridden	andar, cavalgar

INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION
to ring	rang	rung	tocar (campainha)
to rise	rose	risen	subir, erguer-se
to run	ran	run	correr, concorrer
S			
to saw	sawed	sawn	serrar
to say	said	said	dizer
to see	saw	seen	ver, entender
to seek	sought	sought	procurar
to sell	sold	sold	vender
to send	sent	sent	mandar, enviar
to set	set	set	pôr, colocar, ajustar
to shake	shook	shaken	sacudir, tremer
to shed	shed	shed	derramar, deixar cair
to shine	shone	shone	brilhar, reluzir
to shoot	shot	shot	atirar, alvejar
to show	showed	shown	mostrar, exibir
to shrink	shrank	shrunk	encolher, contrair
to shut	shut	shut	fechar, cerrar
to sing	sang	sung	cantar
to sink	sank	sunk	afundar, submergir
to sit	sat	sat	sentar
to slay	slew	slain	matar, assassinar
to sleep	slept	slept	dormir
to slide	slid	slid	deslizar, escorregar
to sling	slung	slung	atirar, arremessar
to speak	spoke	spoken	falar
to spend	spent	spent	gastar, passar (tempo)
to spin	spun	spun	girar, rodopiar
to spit	spit, spat	spit, spat	cuspir
to spread	spread	spread	espalhar, difundir
to spring	sprang	sprung	saltar, pular
to stand	stood	stood	ficar de pé, aguentar
to steal	stole	stolen	roubar, furtar
to stick	stuck	stuck	cravar, fincar, enfiar
to sting	stung	stung	picar c/ ferrão (inseto)
to stink	stank	stunk	cheirar mal, feder
to strike	struck	struck	golpear, bater
to string	strung	strung	encordoar, amarrar
to strive	strove	striven	esforçar-se, lutar
to swear	swore	sworn	jurar, prometer
to sweep	swept	swept	varrer
to swim	swam	swum	nadar
to swing	swang, swung	swung	balançar, alternar
T			
to take	took	taken	tomar, pegar, aceitar
to teach	taught	taught	ensinar, dar aula
to tear	tore	torn	rasgar, despedaçar
to tell	told	told	contar (uma história)
to think	thought	thought	pensar
to throw	threw	thrown	atirar, arremessar
to tread	trod	trodden	pisar, trilhar, seguir
U			
to undergo	underwent	undergone	submeter-se a, suportar
to understand	understood	understood	entender, compreender
to uphold	upheld	upheld	sustentar, apoiar
to upset	upset	upset	perturbar, preocupar
W			
to wear	wore	worn	vestir, usar, desgastar
to win	won	won	vencer, ganhar
to wind	wound	wound	enrolar, dar corda
to write	wrote	written	escrever, redigir
to weep	wept	wept	chorar