



CASDinho

APOSTILA DE
INGLÊS



Sumário

Origem do Inglês	004
Técnicas de Skimming e Scanning	013
Pronomes 1	021
Pronomes 2	031
Substantivos	039
Review 1	047
Artigos	052
Quantificadores	059
Adjetivos	067
Advérbios	075
Numerais	082
Preposições	088
Linking Words	099
Review 2	104
Estruturas Gramaticais	108
To Be	115
There to Be	120
Tempos Verbais	124
Tempos do Passado	132
Passado Perfeito	142
Futuro	148
Review 3	153
Modais	157
Condicionais	163
Voz Ativa e Passiva	171
Question Tag	180
Review 4	185

Origem do Inglês

A formação do inglês se deu pela junção de diversos dialetos de povos que ocuparam o que chamamos hoje de Grã-Bretanha e pela influência de línguas de outros povos que estiveram no poder daquele território. Entre estes dialetos, destacam-se: o das tribos celtas, o anglo-saxão, o franco-normando e o latim.

A língua inglesa passou por 3 grandes fases marcadas por momentos históricos do desenvolvimento do país.

- **Old English:** entre os séculos 5 e 11 (junção de vários dialetos predominando o anglo-saxão junto com a influência do latim ocasionada pela ocupação de 400 anos dos romanos).
- **Middle English:** entre os séculos 11 e 16 (mudanças históricas e culturais, presença do francês e da influência viking no país - adequação e consolidação do idioma)
- **Modern English:** começou no século 16 e perdura até hoje. (período de expansão da colonização inglesa, padronização na Grã-Bretanha do uso do inglês nos documentos oficiais do governo e da realeza, criação do sistema postal, influência literária – Shakespeare).



A língua portuguesa compartilha uma herança linguística comum com o inglês, o latim. O português tem sua origem direta por essa língua, enquanto o inglês teve sua evolução influenciada por ela. Como resultado, é possível encontrar muitas palavras com semelhanças que podem ser tanto ortográficas quanto de sentido em ambas.

Atualmente o inglês ainda é a língua mais falada no mundo!

Cognatos

São **cognatas** palavras que têm a mesma raiz e que, por isso, possuem semelhanças na ortografia e têm o mesmo significado em diferentes idiomas.

Podem ser classificadas em:

	Português	Inglês
Idêntica	banana material	banana material
Semelhante	doutor importante	doctor important
Vagamente parecida	mãe páginas	mom pages

Exemplos:

Português	Inglês
Acidental	Accidental
Área	Area
Banco	Bank
Cômico	Comic
Conectar	Connect
Correto	Correct
Chocolate	Chocolate
Dança	Dance
Diferente	Different
Elefante	Elephant
Exemplo	Example
Futuro	Future
Garagem	Garage
Girafa	Giraffe

Humano	Human
Honesto	Honest
Ideia	Idea
Importante	Important
Minuto	Minute
Momento	Moment
Música	Music
Nome	Name
Normal	Normal
Objeto	Object
Ofensivo	Offensive
Passaporte	Passport
Paciente	Patient
Positivo	Positive
Regular	Regular
Simples	Simple
Tomate	Tomato
Televisão	Television
Vídeo	Video
Vegetariano	Vegetarian

Exemplos:

- She is considered a **positive** person.
- That is a good **idea!**
- His attitude is very **offensive**.
- We will have a better **future**.
- He went to a country **music** festival.

Falsos Cognatos

São **falsos cognatos** palavras que se parecem em diferentes idiomas, mas têm significados diferentes.



Empurre a caixa

Fantasias

Exemplos:

Inglês	Português
Apology	pedido de desculpas
Application	inscrição
Actually	na verdade, realmente
Anthem	hino
Attend	assistir, participar
Argument	discussão
College	faculdade
Confident	confiante
Convict	condenado
Coroner	legista
Costume	fantasia
Enroll	matricular-se, inscrever-se
Exit	saída
Exquisite	Sofisticado
Fabric	tecido
Injury	machucado
Intend	pretender
Lecture	palestra

Library	biblioteca
Lunch	almoço
Mayor	prefeito
Novel	romance
Parents	pais (mãe e pai)
Pasta	massa (alimento)
Pretend	fingir
Prejudice	preconceito
Pull	puxar
Push	empurrar
Realize	perceber
Relatives	parentes
Support	apoiar
Sensible	sensato
Shoot	atirar, filmar/fotografar
Sort	tipo
Tax	imposto
Time	tempo/hora
Valorous	corajoso

Exemplos:

- **Actually**, he is visiting the **library** now, not the dorm.
- She is **pretending** to be ill not to go to school.
- **Prejudice** against racial groups is on the headlines almost every day.
- My mother always had an **exquisite** taste in clothes.
- They **intend** to go to the same **college**.



Prediction

Prediction é o ato de prever, deduzir o conteúdo de um texto através do título ou de outros elementos tipográficos, como ilustrações e numerais, antes de lê-lo.

São usados conhecimentos prévios e técnicas de dedução, adivinhação para conexão com o texto.

Enquanto se lê o texto, pode-se destacar as palavras conhecidas, as cognatas, falsas cognatas e informações específicas.

Estas informações são depois verificadas numa leitura completa do texto com o objetivo de melhor compreendê-lo.

Prática

Considerando o artigo abaixo:

Antes da leitura:

1. Qual o assunto provavelmente será abordado?

2. Qual a fonte da informação do artigo?



NASA joins the hunt for UFOs

The scientific study follows separate efforts by the Pentagon and intelligence agencies.

NASA is joining the hunt for UFOs, a top space agency official said Thursday, forming a team that would examine “observations of events that cannot be identified as aircraft or known natural phenomena.”

The space agency would bring a scientific perspective to efforts already underway by the Pentagon and intelligence agencies to make sense of dozens of such sightings, Thomas Zurbuchen, the head of NASA’s science mission directorate, said during a speech before the National Academies of Science, Engineering and Medicine.

The announcement comes just weeks after a rare and historic hearing before Congress on sightings of what the Defense Department calls Unidentified Aerial Phenomena, more commonly known as UFOs, and a report issued last year by the director of national intelligence that catalogued more than 140 flying objects that officials were not able to identify.

The nine-page report and the congressional hearing, however, were short on specifics and did not draw any definitive conclusions on what the flying objects were, many of which were spotted by naval aviators. Officials said they did not find any evidence that the objects were some sort of advanced aerospace technology developed by China, Russia or other nations. There was also no evidence that they came from extraterrestrial sources.

Texto acessado em 16/10/2023 e adaptado. Disponível em

<https://www.washingtonpost.com/technology/2022/06/09/nasa-ufo-uap-extraterrestrial-space/>

Durante a leitura:

3. O que é a Nasa?

4. Quem não pode identificar os objetos voadores?

5. Quais países foram mencionados no texto?

Após leitura:

6. Qual é o objetivo da equipe formada pela NASA mencionada no texto?

- a)** Investigar fenômenos naturais conhecidos
- b)** Estudar avistamentos de objetos voadores não identificados
- c)** Catalogar eventos astronômicos comuns
- d)** Analisar tecnologia avançada de outros países

7. Quem liderará a equipe da NASA na investigação de UFOs?

- a)** O diretor de inteligência nacional
- b)** Thomas Zurbuchen, chefe da diretoria de missões científicas da NASA
- c)** Pilotos navais
- d)** O diretor do Pentágono

8. O que foi discutido durante a audiência histórica perante o Congresso mencionada no texto?

- a)** Sobre fenômenos naturais
- b)** Avanços na tecnologia aeroespacial
- c)** Avistamentos de Objetos Voadores Não Identificados (OVNIs)
- d)** Resultados de missões espaciais da NASA

9. Quantos objetos voadores não identificados foram catalogados no relatório do diretor de inteligência nacional?

- a)** Menos de 50
- b)** Cerca de 100
- c)** Mais de 140
- d)** Exatamente 200

10. O que o texto menciona sobre a conclusão alcançada durante a audiência perante o Congresso e no relatório do diretor de inteligência nacional?

- a)** Não foram apresentadas conclusões definitivas sobre o que eram os objetos voadores não identificados.
- b)** Ambos apresentaram evidências conclusivas de tecnologia avançada de países estrangeiros.
- c)** Foram fornecidas conclusões definitivas sobre a origem dos objetos voadores não identificados.
- d)** A audiência do Congresso rejeitou a ideia de que os objetos eram de origem extraterrestre.

Gabarito

- 1. UFOs / OVNIs**
- 2. Washington Post**
- 3. Agência Espacial Norte Americana**
- 4. Oficiais**
- 5. Rússia e China - USA se considerar a Nasa**
- 6. b**
- 7. b**
- 8. c**
- 9. c**
- 10. a**

Exercises

01. (INEP - 2019 - UFPEL)

Maisie Williams says there was a "huge period" of her life when "I'd tell myself every day that I hated myself".

The Game of Thrones star says that growing up in the public eye, she felt pressure to **pretend** "that everything is fine" when actually she wasn't very happy.

"It got to the point where I'd be in a conversation with my friends and my mind would be running and running and running and thinking about all the stupid things I'd said in my life, and all of the people that had looked at me a certain way, and it would just race and race and race," Maisie said on Fearne Cotton's Happy Place podcast.

The 22-year-old says she used to find it "impossible" to ignore what people were saying about her on social media.

Maisie says, eventually, "I just took a step away from it all". The actress, one of the few people whose **character** has made it to the end of Game of Thrones, says she still lies "in bed at night telling myself all the things I hate about myself".

But she says she's started to try and unpick why she is doing that.

"I think so many of these problems are linked to things in your past or whatever, and as soon as you start digging and start asking yourself bigger questions than 'Why do I hate myself' - it's more like 'Why do you make yourself feel this way?'

"The answers to all of these questions really are within you.

Maisie says although she managed to come out of a period when she felt "very sad", it's "terrifying" that she might "slip back into it". "I'm still definitely really struggling with that,

really struggling to let sadness wash over me without it consuming me.

Maisie says she's learned that "everyone is a little bit sad". She said "It was really eye-opening to me to understand that. But the more we talk about it and help one another, I think that's really important."

Disponível em:

<https://www.bbc.com/news/newsbeat-48277942>

As palavras *PRETEND* e *CHARACTER*, em destaque no texto, são falsos cognatos **cujos reais significados são, respectivamente:**

- a) pretender e caráter.
- b) fingir e personagem.
- c) pretensioso e características.
- d) pretendente e chaveiro.
- e) pretender e característica.

02. Analise a frase abaixo e assinale a alternativa CORRETA relacionada a falsos cognatos das palavras em destaque:

She chose a college without prejudice for her relative.

- a) Ela escolheu um colégio sem prejuízo e relativo para si.
- b) Ela escolheu uma faculdade sem preconceito para seu parente.
- c) Ela escolheu uma escola prejudicial para ser referência.
- d) Ela optou para um curso não presencial em relacionado a seu tempo.

03. (SEE-AC- 2023) No item sobre palavras cognatas e falsos cognatos, há uma especificidade que são as palavras cognatas reais ou idênticas, tanto na forma quanto no significado. Assinale a alternativa que apresenta essa cognata.

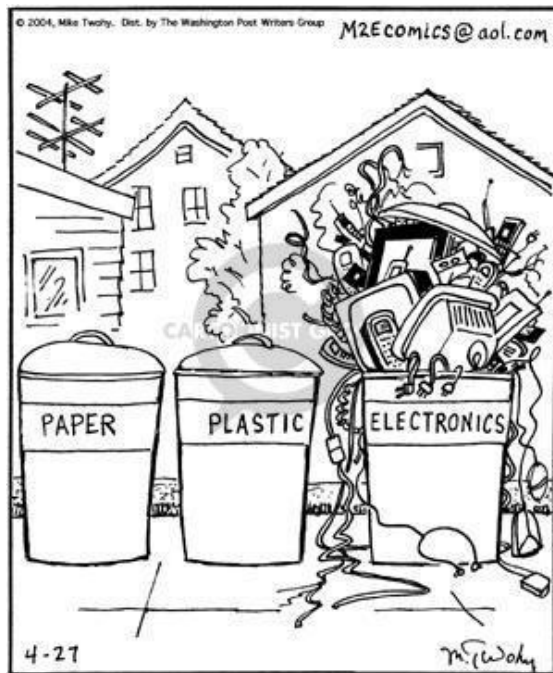
- a) some
- b) in fact
- c) similar
- d) professions

04. (2023 - IBFC) About the cognate words, choose the alternative that has:

real cognate – cognate – false cognate, respectively:

- a) image – pull – symbols
- b) symbols – pull – rehearsal
- c) material – simple – pull
- d) rehearsal – pull – image

05. (CECERJ - 2021)

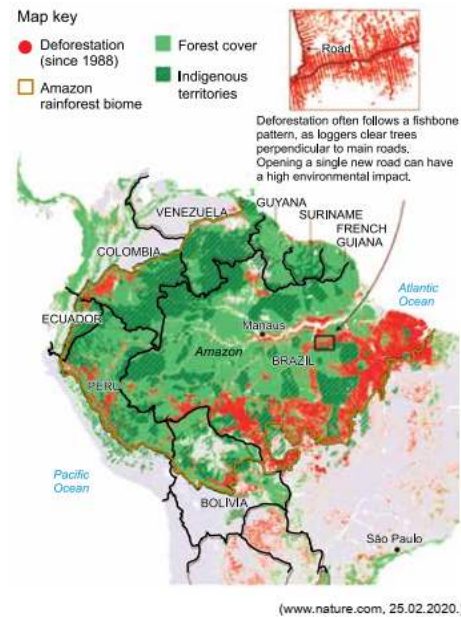


In https://www.thecomicstrips.com/properties/that/slife/art_images/tl1040427.jpg

If I wanted to discard an old flashdrive, a few margarine tubs, and written post-it, where should I place these items, respectively.

- a) electronics, paper, and plastic bins.
- b) electronics, plastic, and paper bins.
- c) paper, electronics, and plastic bins
- d) electronics and paper bins.

06. (VUNESP- 2021) Analise o mapa para responder à questão.



Reprodução do texto.

Deforestation often follows a fishbone pattern, as loggers clear trees perpendicular to main roads. Opening a single new road can have a high environmental impact.

O retângulo destacado no mapa e seu texto informam que, muitas vezes, o desmatamento:

- a) precede a abertura de estradas para o escoamento de madeira ilegal.
- b) ocorre em entradas perpendiculares após a construção de estradas.
- c) provoca a morte de peixes em rios e igarapés próximos.
- d) provoca desertificação nas regiões que margeiam as estradas.
- e) toma forma de espinha de peixe ao longo das margens de rios.

07. (Vunesp 2021) Examine a anedota publicada pela comunidade “The Language Nerds” em sua conta no Facebook em 22.01.2020.



A anedota sugere que:

- a)** o segundo homem tomou, por engano, a bebida do primeiro.
- b)** o funcionário do bar serviu a mesma bebida para os dois homens.
- c)** o primeiro homem envenenou o segundo.
- d)** o segundo homem pretendia envenenar o primeiro.
- e)** o segundo homem ingeriu um líquido tóxico em lugar de água.

08. (IBFC 2023 - adaptado)

“Teachers can reinforce class content with pictures, charts, symbols, and other images. In fact, sometimes it’s better to have more pictures than text in a PowerPoint presentation, because images work to reinforce a content main point.”

From the text given, there is a false cognate word: “content”. Among the alternatives, choose the one with another false cognate word.

- a)** nothing
- b)** anything
- c)** video
- d)** intend

09. (IBFC 2023)

Paulo Freire and Communication Studies

(Adapted from Tania Ramalho article in Communication - [Oxford University Press](#).)

Paulo Freire, the Brazilian activist educator and philosopher of education, affirmed that communication is at the heart of pedagogy, as teaching, and learning through praxis that involves reflection and action ultimately to address social injustice and dehumanization. Dialogue is at the center of his pedagogical approach, as means to individualization and humanization. Dialogue assumes participants from EJA - young and adult education- to be on an equal level even in the presence of difference. In his literacy work, Freire required teacher-facilitators to co-investigate the most important themes in the lives of students. These themes were codified into pictures and brought to dialogue that animated the re-creation of knowledge of participants’ world in the process of learning how to read, achieving the meaning of the word. The objective of this approach was not to reproduce “banking” education but to promote revolutionary emancipation of individual and society. Freire developed his work in life context at the state of Pernambuco, in the challenging circumstances – socially, historically, and geographically – of the Brazilian Northeast Region. He experienced poverty and hunger and was lucky in his access to education thanks to the efforts of his mother. He rose through the ranks of civil service, serving at state and national levels, addressing the literacy and emancipatory needs of the population, particularly adults in rural areas. Exiled during the military

dictatorship in Brazil, Freire lived in Chile, the United States, and Switzerland, where he worked on education projects worldwide.

A questão foi desenvolvida em língua portuguesa oficial do Brasil.

Nas estratégias de leitura, o reconhecimento dos falsos cognatos é necessário para dirimir quaisquer dúvidas de significado. Atente que um vocábulo pode ser cognato em um contexto e falso cognato em outro.

Agora, leia os fragmentos a seguir e observe que há dois falsos cognatos. Assinale a alternativa que os contenha:

“(...) the heart of pedagogy, teaching, and learning through praxis that involves reflection and action ultimately to address social injustice and dehumanization (...)” ; “He rose through the ranks of civil service (...)”.

- a) Ultimately, pedagogy
- b) Teaching, learning
- c) Ultimately, rose
- d) Rose, through

10. (CCV-UFC 2017) Qual opção contém apenas cognatos verdadeiros do inglês contemporâneo em língua portuguesa?

- a) human; emotion; different; pretend; beef
- b) other; fabric; lecture; music; television
- c) comedy; actual; present; cafeteria; idea
- d) present; idea; human; emotion; other
- e) cafeteria; other; present; lecture; fabric

Gabarito

- 01) b
- 02) b
- 03) c
- 04) c
- 05) b
- 06) b
- 07) e
- 08) d
- 09) c
- 10) d

Técnicas de Skimming e Scanning

Skimming e Scanning são duas técnicas de leitura que envolvem a busca rápida de informações em um texto e sua compreensão em um curto espaço de tempo. No entanto, a escolha de uma ou outra depende do objetivo:

- Usa-se o **Skimming** para **identificar o sentido geral e mais amplo do texto.**

Exemplos:

- verificar quais as notícias em um jornal;
- folhear um livro para ver se quer lê-lo;
- conferir no guia da tv qual a programação do dia;
- verificar quais as promoções em um folheto de supermercado.
- verificar nas opções dadas pelo Google quais sites foram sugeridos.

- Usa-se o **Scanning** para **encontrar informações específicas no texto.**

Exemplos:

- procurar de uma palavra no dicionário, numa lista;
- checar horário de um programa de tv ou filme no cinema;
- procurar informações de um produto em um site ou uma palavra-chave no Google.

Nem sempre é necessário ler, compreender e traduzir cada palavra de um texto em inglês para compreendê-lo, mas sim, identificar o que é solicitado.

Para fazer uma boa leitura e ter uma compreensão geral das ideias expressas em um texto é importante:

- fazer deduções;
- identificar as palavras que mostram as ideias apresentadas no texto;
- conhecer gramática e linguística;
- fazer inferências (processo pelo qual, através de determinados dados, chega-se a alguma conclusão).

Fazer da leitura diária uma prática auxiliará no desenvolvimento destas habilidades.



É primordial seguir a sequência abaixo para um bom resultado na resolução das perguntas das provas, sejam elas das escolas preparatórias militares, de vestibulares ou outras instituições.

- 01.** Leia as perguntas antes de ler o texto;
- 02.** Entenda o que se pede para saber como trabalhar com o texto.
Nem sempre precisará ler o texto todo;
- 03.** Aplique a técnica de leitura adequada para responder o que se pede na pergunta.

Skimming Leitura Rápida

- **Objetivo:** Obter uma visão geral rápida do conteúdo.
- **Como é Feito:** Desliza-se rapidamente pelos títulos, subtítulos, palavras-chave e os primeiros e últimos parágrafos de um texto.
- **Finalidade:** Identificar o tema principal, obter uma noção geral das ideias e decidir se o texto é relevante.

Com a técnica de Skimming busca-se o maior número possível de informações ao primeiro contato com um texto. Conhecemos esta leitura como um “passar de olhos” para identificar uma ideia geral.

Assim, deve-se correr os olhos pelo texto fazendo uma diagonal ou um ziguezague sem parar em nada específico - identificando organização de texto, vocabulário adotado, palavras em destaque, etc. No entanto, neste tipo de leitura não se deve preocupar com palavras desconhecidas porque o objetivo é o sentido geral.

É importante observar

- a disposição do texto;
- os elementos não verbais como imagens, gráficos, tabelas, etc.
- cognatos, falsos cognatos, palavras conhecidas, termos destacados.
- compreender os parágrafos introdutórios e conclusivos;

Scanning Busca Rápida

- **Objetivo:** Localizar informações específicas em um texto.
- **Como é Feito:** Move-se rapidamente pelos textos, procurando por palavras-chave, números ou frases específicas.
- **Finalidade:** Encontrar respostas para perguntas específicas sem a necessidade de ler o texto inteiro.

O Scanning complementa o Skimming. É um tipo de leitura **mais detalhada e atenta** para se obter **informações específicas** dentro do texto e que varia de acordo com o objetivo do leitor.

O Scanning é realizado movendo os olhos para cima e para baixo e vice-versa, até localizar a informação específica desejada. procurando palavras-chave, sentenças específicas, números, letras, pontuação, sinais gráficos, palavras sublinhadas, em negrito e itálico, letras ou palavras de tamanhos diferentes

Passos para aplicação do scanning em uma prova:

- 01.** Fazer a leitura da questão identificando a **palavra-chave** da pergunta (**quase sempre é um substantivo**);
- 02.** Se a questão estiver em inglês e for permitido o uso de dicionário, procurar o significado da palavra-chave;
- 03.** **Localizar no texto a palavra-chave da questão**, passando rapidamente os olhos;
- 04.** **Ler somente o parágrafo em que encontrou a palavra-chave**, pois na maioria das vezes a resposta estará nele.

Prática

Use o texto abaixo para responder às perguntas de 1 e 2:

Movie Review

**THE LION KING (2019)**

Director: Jon Favreau

Voices:

Donald Glover - Simba
Beyoncé Knowles-Carter - Nala
Chiwetel Ejiofor - Scar
John Oliver - Zazu
James Earl Jones - Mufasa
John Kani - Rafiki
Alfre Woodard - Sarabi
Seth Rogen - Pumbaa
Billy Eichner - Timon
Amy Sedaris - Guinea Fowl

In Africa, the lion **cub** Simba is the pride and joy of his parents King Mufasa and Queen Sarabi. Mufasa **prepares** Simba to be the next king of the jungle. However, the naive Simba **believes** in his envious uncle Scar that wants to kill Mufasa and Simba to become the next king. He lures Simba and his friend Nala to go to a **forbidden place** and they are attacked by hyenas but they are rescued by Mufasa. Then Scar plots another **scheme to kill** Mufasa and Simba but the cub escapes alive and leaves the kingdom believing he was **responsible** for the death of his father. Now Scar becomes the king supported by the evil hyenas while Simba grows in a **distant land**. Sometime later, Nala meets Simba and tells that the kingdom has become a creepy **wasteland**. What will Simba do?

rescued by Mufasa. Then Scar plots another **scheme to kill** Mufasa and Simba but the cub escapes alive and leaves the kingdom believing he was **responsible** for the death of his father. Now Scar becomes the king supported by the evil hyenas while Simba grows in a **distant land**. Sometime later, Nala meets Simba and tells that the kingdom has become a creepy **wasteland**. What will Simba do?

By: Claudio Carvalho, Rio de Janeiro, Brazil **Source:**
<https://www.imdb.com/title/tt6105098/11/30/2023>

Usando as técnicas apresentadas acima, identifique:

01. Qual é a ideia geral do texto?

- a) Movie Review
- b) Essay asked for school
- c) Sinopsis
- d) Movie Advertisement

02. Usando a técnica de Scanning, Identifique no texto e complete abaixo:

- a) o ano que o filme foi exibido nos cinemas: _____
- b) quem é o diretor desse filme: _____
- c) qual atriz empresta a voz da Nala: _____

Leia o texto a seguir e responda as questões abaixo:

Borcelle Store
XMAS SALE
1st-24th December, 2024

PRICE CUT

Borcelle Smart TV E-11 -\$655 \$455	Fauget Speaker RPD-143 -\$200 \$170	Larana, Inc. Air Cooler A-148 -\$200 \$600
Timmerman Industries. WM P-1000 K -\$650 \$600	Wardiere Inc. Standing Fan GK 450 Watt -\$850 \$700	
Liceria & Co. ZN-441 -\$450 \$455	Salford & Co. SC 113 -\$550 \$455	Liceria & Co. Inverter Refrigerator -\$650 \$455

Shop More, Save More
FREE DELIVERY IN ALL NEW YORK AREA
Borcelle Store - 123 Saint Paul St., New York City

Hotline: +1 513-573-7912

www.borcellestore.com hello@borcellestore.com @borcellestore

03. O material de propaganda acima é:

- a) um catálogo
- b) um site
- c) um panfleto
- d) um vídeo

04. A loja oferece entrega em domicílio?

- a) Sim. Ela custa \$100.00
- b) Sim. A entrega é grátis.
- c) O catálogo não oferece serviço de entrega.
- d) Sim, mas o preço do serviço de entrega é desconhecido.

05. Quanto custa o ar-condicionado ?

- a) \$ 455.00
- b) \$ 170.00
- c) \$ 500.00
- d) \$ 700.00

06. Para que tipo de uso os produtos anunciados são feitos?

- a) Uso em indústrias
- b) Uso em instituições de ensino
- c) Uso doméstico
- d) Uso em comércios

07. O menor desconto oferecido é de:

- a) \$ 50.00
- b) \$ 30.00
- c) \$ 200.00
- d) \$ 5.00

08. Em qual produto há erro no desconto?

- a) telefone
- b) geladeira
- c) churrasqueira
- d) máquina de lavar.

09. O desconto oferecido é devido a:

- a) queima de estoque
- b) Black Friday
- c) Natal
- d) fechamento da empresa

10. Os produtos listados são do departamento de:

- a) móveis e lazer
- b) eletrônicos, lazer e linha branca
- c) eletrônicos e lazer
- d) nda

Gabarito

- 1) a
- 2) a)2019
b)Jon Favreau
c)Beyonce
- 3)c
- 4)b
- 5)c
- 6)c
- 7)b
- 8)a
- 9)c
- 10)b

Exercícios

Texto para as perguntas 1 e 2

If you take a look at my smartphone, you'll know that I like to order out. But am I helping the small local businesses? You would think that if you own a restaurant you'd be thrilled to have an outsourced service that would take care of your delivery operations while leveraging their marketing might to expand your businesses' brand. However, restaurant owners have complained of lack of quality control once their food goes out the door. They don't like that the delivery people are the face of their product when it gets into the customer's hand. Some of the delivery services have been accused of listing restaurants on their apps without the owners' permission, and oftentimes publish menu items and prices that are incorrect or out of date.

But there is another reason why restaurant owners aren't fond of delivery services. It's the costs, which, for some, are becoming unsustainable. Even with the increased revenues from the delivery services, the fees wind up killing a restaurant's margins to the extent that it's at best marginally profitable. Therefore, some restaurants are pushing harder to drive orders from their own websites and offering special deals for customers that use their in-house delivery people.

The simple fact is that these delivery apps are here to stay. They are enormously popular and have significantly grown. I believe that restaurant owners that resist these apps are hurting their brands by missing out on potential customers. The good news is that the delivery platforms are not as evil as some would portray them. They have some

skin in the game. They are competing against other services. They want their listed restaurants to profit. Maybe instead of fighting, the nation's restaurant industry needs to proactively embrace the delivery service industry and figure out ways to profitably work together.

The Guardian. 02 December, 2020. Adaptado.

01. (FUVEST- 2022) Segundo o texto, uma das soluções encontradas pelos donos de restaurante para amenizar os problemas com os serviços de entrega é:

- a)** o contato telefônico com clientes para ouvir comentários e reclamações.
- b)** a verificação constante das páginas dos aplicativos para evitar erros e imprecisões.
- c)** o oferecimento de vantagens para clientes que usam os serviços de entrega do próprio restaurante.
- d)** a listagem de seus restaurantes em diversos aplicativos para encorajar a competição entre eles.
- e)** a disseminação, junto aos clientes, de uma imagem relativa aos serviços de aplicativos como incompetentes.

02. (FUVEST- 2022) Em "I believe that restaurant owners that resist these apps are hurting their brands by missing out on potential customers" (3º parágrafo), a expressão sublinhada pode ser substituída, sem prejuízo de sentido, por:

- a)** harming.
- b)** deceiving.
- c)** challenging.
- d)** losing.
- e)** disturbing.

03. (FUVEST - 2022)

*Lying, thinking
Last night
How to find my soul a home
Where water is not thirsty
And bread loaf is not stone
I came up with one thing
And I don't believe I'm wrong
That nobody,
But nobody
Can make it out here alone*

Alone - Maya Angelou

Os versos do poema:

- a)** afirmam os sentimentos de autonomia e autossuficiência.
- b)** mostram a derrota diante das dificuldades.
- c)** expressam o resultado das reflexões feitas.
- d)** indicam a distância intransponível entre amigos.
- e)** mostram arrependimento em relação às decisões do passado

EPCAR**Texto para as perguntas 4 a 8**

Many parents are concerned with their child's seemingly obsessive video game play. Fortnite, the most recent gaming phenomenon, has taken the world

by storm and has parents asking if the shooter game is okay for kids. The short answer is yes, Fortnite is

generally fine. Furthermore, parents can breathe easier knowing that research suggests gaming (on its own) does not cause disorders like addiction. However, there's more to the story. A comprehensive answer to the question of whether video games are prejudicial must take into account other factors, and parents need to understand why kids play,

as well as when to worry and when to relax.

The word "addiction" gets tossed around quite a bit these days, but if it isn't causing serious harm and disorder to daily function, it isn't an addiction. Parents may worry that their

kids are addicted, but if the children can pull themselves away from a game to join the family for a conversation over dinner and shows interest in other activities, like sports or socializing with friends, then they are not addicted.

Generally, parents panic when their kid's video game playing comes at the expense of doing other things, like studying or helping around the house. But let's be honest, kids have been avoiding these activities for ages. Equally true is the fact that parents have been complaining about their unhelpful children well before the first video game was plugged into its socket.

In fact, moderate video game play has been shown to be beneficial. A study conducted at Oxford by Dr. Andrew Przybylski revealed that playing about one hour per day improved psychological well-being, while when taken to an extreme, playing over three hours per day, was correlated with less well-being.

The real question should be what is it about the special attraction of gaming that makes it the preferred pastime of so many millions of kids? What makes it so difficult for even non-addicted kids to step away from video games sometimes? The answer has to do with the way games address basic psychological needs.

Fortnite, like any well-designed video game, satisfies what we are all looking for. According to Drs.

Edward Deci and Richard Ryan, people need three things to flourish. We look for competence — the need for mastery, progression, achievement, and growth. We seek autonomy — the need for volition and freedom of control over our choice. And finally, we look for relatedness — the need to feel like we matter to others, and that others matter to us. Unfortunately, when considering the state of modern childhood, many kids aren't getting enough of these three essential elements.

School, where kids spend most of their waking hours, is in many ways the antithesis of a place where kids feel competence, autonomy, and relatedness.

There, kids are told what to do, where to be, what to think, what to wear, and what to eat. While some argue that discipline and control provide structure, it's clear

why teachers and students might struggle with motivation in the classroom.

Gamers feel competence when they practice strengths to reach their goals. In a game, players have the autonomy to call the shots, do what they want, and experiment with creative strategies to solve problems.

Games are also social outlets where players can feel relatedness. In Fortnite, for example, players often meet in the virtual environment to chat and socialize, because doing so in the real world is often inconvenient or off limits. Of course, none of this is to say video games are a good substitution — quite the opposite. No game can give a child the feeling of competence that comes from accomplishing a difficult task or learning a new skill on their own accord. Fortnite can't compete with the exhilaration that comes from the autonomy of

exploring reality, where a child is free to ask questions and unlock mysteries in the real world. No social media site can give a kid the sense of relatedness, safety, and warmth that comes from an adult who loves that child unconditionally just the way they are, no matter what, and takes the time to tell them so.

Some kids suffer from gaming disorders, but such dependencies are often combined with preexisting conditions, including problems with impulse control. For most children, however, parents understanding the deeper truth behind what kids are getting out of games empowers them to take steps to give their children

more of what they need. Video games are this generation's outlet, and some kids use them as a tool to escape the same way some of us use our own flavor of dissociative devices to tune out reality for a while.

(Adapted from <https://www.psychologytoday.com>. Access on March 25th, 2021)

Glossary:

1. **to toss around** – to discuss possibilities or new ideas
2. **to step away** – to not become involved with something
3. **to flourish** – to grow or develop successfully
4. **volition** – the power to make your own decision
5. **exhilaration** – excitement and happiness
6. **to call the shots** – to be in position to decide
7. **outlet** – a way in which emotions, energy or abilities can be expressed or made use of
8. **to tune out** – to stop paying attention to something or someone

04. (EPCAR - 2022) According to the text, an addiction:

- a) makes people ignore important activities, which causes a lack of balance in their routine.
- b) happens when game time is restricted to one hour per day.
- c) is any activity that comes at the expense of studying.
- d) is caused by video games.

05. (EPCAR - 2022) The phrase has taken the world by storm (5-6) is closest in meaning to:

- a) has been criticized.
- b) has become popular.
- c) has a negative effect.
- d) has been underestimated.

06. (EPCAR - 2022) According to Dr. Andrew Przybylski:

- a) if you play video game more than three hours per day, you'll improve your skills.
- b) video games are prejudicial only if you play more than you want to.

- c) there is no damage on playing video game moderately.
- d) playing video game has no effect on psychological wellbeing.

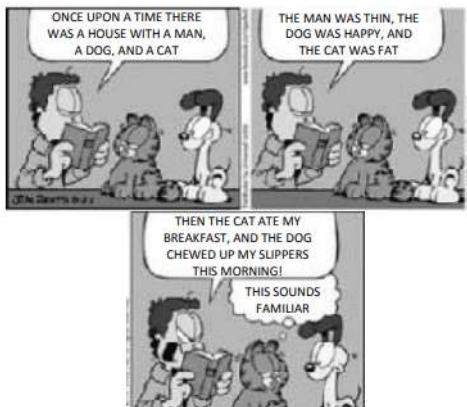
07. (EPCAR - 2022) The author of the text

- a) thinks that children have always liked to help around the house.
- b) believes that schools offer motivation enough for kids to grow.
- c) says that gaming disorders are caused by problems with social media sites.
- d) wonders why kids prefer playing video games to other activities.

08. The phrase **off limits** is closest in meaning to

- a) illegal.
- b) not allowed.
- c) uncertain.
- d) possible.

09. (EEAR- 2023)



According to the comic strip, we can conclude that:

- a) there were similarities between the story in the book and the facts which happened in the morning.
- b) the dog is static since he did nothing in the morning.
- c) the cat is astonished by the overcome of the story.
- d) the man is pleased with his pets.

10. (FUVEST- 2022)



Considerando os elementos visuais e verbais da figura, é possível interpretar a fala da mulher como:

- a) sinal da sua insatisfação com o local escolhido para o encontro.
- b) sentimento de inferioridade, por não possuir um telefone celular.
- c) constatação de que relações pessoais acarretam exclusão das redes sociais.
- d) resposta aos apelos pela troca equitativa de informações.
- e) expressão sarcástica em protesto pela ausência de interlocução.

Gabarito

- 1) c
- 2) d
- 3) c
- 4) a
- 5) b
- 6) c
- 7) d
- 8) b
- 9) a
- 10) e

Pronomes 1

Os diferentes tipos de pronomes desempenham papéis essenciais na estrutura e clareza da linguagem.

Neste capítulo vamos estudar os:

- **Pronomes Pessoais (Personal Pronouns): Subject and Object Pronouns**
- **Pronomes Possessivos (Possessive Pronouns)**
- **Caso Possessivo (Possessive Case ou Genitive Case)**
- **Pronomes Reflexivos (Reflexive Pronouns)**

Observe o diálogo abaixo. As palavras em negritos são diferentes tipos de pronomes.

John: Hey, Sarah! Who are **you** going to the prom with?

Sarah: I'm going with **my** friend James! Do you know **him**?

John: Is **he** Peter's brother?

Sarah: No, **they** aren't siblings. but **their** friendship is strong and **they** are very close friends.

John: Introduce **us** at the party then.

Sarah: Ok, I'll make sure to introduce **yourselves**.

Consegue identificar a qual tipo pertencem?

Personal Pronouns Pronomes Pessoais

Os pronomes pessoais têm o objetivo de acompanhar ou substituir o nome principal de uma frase e o objeto a que ele está se referindo.

Os pronomes pessoais em inglês indicam:

- a pessoa gramatical (1ª, 2ª ou 3ª);
- o número (singular ou plural) e;
- o gênero.

Existem dois tipos de pronomes pessoais em inglês:

- **Subject Pronoun (sujeitos - retos)**
- **Object Pronoun (objetos-oblíquos)**

Subject Pronouns (Pronomes do Caso Reto)

São usados como o **sujeito antes do verbo**:

Exemplos:

- **I** read magazines online.
- **You** are looking for a new story of life.
- **He** will be in Venice in two months.
- **She** works with my best friend.
- **It's** very hot in the Sahara Desert.
- **We've** traveled to Tokyo on holiday.
- **You** could be the main attraction in our show if you keep the good work.
- **They** live in Amsterdam.



1) **"I"** é sempre escrito em letra maiúscula.

2) **You** indica a segunda pessoa do singular e do plural e equivale a **você ou vocês** da Língua Portuguesa dependendo do contexto.

Exemplos:

- Hey Peter, do **you** need any help?
- What would **you** all like to drink?

3) **It** é um **pronome neutro** que se refere a **horas, lugares, animais, objetos, sentimentos, ideias, fenômenos da natureza**, etc. e para **introduzir uma observação**.

Exemplos:

- **It's** eleven in the morning and she is still sleeping.
- **It's** such a lovely bakery for joining our friends.
- **It's** raining.
- **It's** a great idea to donate to the orphans institute.

4) **They, them** são usados para **grupos específicos de coisas, pessoas, animais, instituições ou autoridades**.

Exemplos:

- **The assembly line workers** are hungry because **they** have been working since dawn and it's already noon.
- **The police** are coming. **They** answered our call very fast.

Object Pronouns (Pronomes Oblíquos)

São usados como **o objeto da frase**. Aparecem **após verbos e preposições** e também podem ser **usados em respostas curtas**.

Exemplos:

- That's **her**. She is the actress I was talking about.
- Can you help **me**, please?
- I could finally talk to **you** yesterday.
- He dreamed of **them** last night.
- Depending on **him** the project will be launched.
- Give **it** to my boss. She'll deal with **it** (the report).
- Who ate all the cookies? **Me**.

PERSONAL PRONOUNS	
SUBJECT	OBJECT
I	me
You	you
He	him
She	her
It	it
We	us
You	you
They	them

Possessives

Os possessivos indicam posse ou propriedade de um substantivo modificando ou descrevendo-o. Também evitam repetição de substantivos.

Exemplos:

- She ate **her** hamburger.
- They had all **their** water and then wanted **mine**.

Eles podem ser:

Possessive Adjectives (Adjetivos Possessivos)

Indicam posse:

Exemplos:

- I cleaned **my** bedroom yesterday afternoon.
- She talked to **her** mother last night.
- We will visit **our** granddaughter next vacation.

Possessive Pronouns (Pronomes Possessivos)

Substitui um substantivo para evitar repetição:

Exemplos:

- I drank my juice and she drank **hers. (her juice)**
- John lives in his house and I live in **mine. (my house)**

PRONOUNS	POSSESSIVES	
PERSONAL	ADJECTIVES	PRONOUNS
I	My	Mine
You	Your	Yours
He	His	His
She	Her	Hers
It	Its	*
We	Our	Ours
You	Your	Yours
They	Their	Theirs

Obs: **Its** não é normalmente usado como pronome possessivo.

Exemplos:

- My** books are on the shelf and **hers** are on the table.
- We love **our** English teacher. **Theirs** is not so nice.

- He prefers **your** mother's food but I prefer **his**.
- We read **her** book and she read **ours** to the school project.

Possessive Case Genitive Case Caso Possessivo

O caso possessivo é utilizado para indicar que algo pertence ou está associado a alguém ou a alguma coisa.

É formado adicionando o 'S ou ' (apóstrofo) imediatamente após a palavra que representa o possuidor (quem possui) e antes do que é possuído.

Observe que ao invés de usar a preposição **of**, é usado o 'S ou o ' (apóstrofo):

Exemplo:

- The house of the dog.
The dog's house.

Obs: O uso de 'S ou ' (apóstrofo) está diretamente relacionado com a última letra da palavra que representa o "possuidor".

Regras de Uso

1) Regra geral:

- " 'S" é usado com palavras que não terminam em "S";
- o " ' (apóstrofo)" é usado com palavras que terminam em "S":

Exemplos:

- The **girl's** bike is black and yellow.
- The **workers'** tools were in the cabinet.

2) Plural irregular que não termina em s: usar " 'S"

Exemplos:

- Children's** education is an important matter to any government.
- Men's** health is being analyzed by many scientists.

3) Plural que termina em s: usar ' (apóstrofo)

Exemplo:

- The **kids'** teacher had a baby.

4) Nome próprio terminado em s: ' (apóstrofo) ou 'S, as duas formas são corretas.

Exemplos:

- **Charles' brothers** ou **Charles's brothers** were arguing again.
- **Mrs. Jones' son** ou **Mrs. Jones's son** got a promotion and will live abroad

5) Nomes próprios históricos, clássicos ou bíblicos terminados em -s: é mais comum a estrutura substantivo + of + substantivo, mas também pode ser usado o ' (apóstrofo).

Exemplos:

- The teachings of Jesus ou Jesus' teachings can be read in the Gospels.
- The laws of Moses ou Moses' laws are written in the Bible.

Outros nomes históricos:

Euripedes, Archimedes, Hercules, Brahms, Getúlio Vargas, Villa-Lobos, Tiradentes, etc.

6) Quando mais de uma pessoa possui um mesmo objeto, adiciona-se 'S apenas ao último nome:

Exemplos:

- Janice and Paul's house is very cozy.
- Silvia and Suzana's father came to the party to celebrate the twins birthday

7) Quando queremos nos referir a diferentes coisas que pertencem a diferentes pessoas, o genitivo deve ser aplicado em todos os possuidores.

Exemplos:

- Mary's and Peter's mothers are very good friends.
- We visited friends. We went to Jen's, Sam's and Lia's house.



Uso do 'S após Nomes Próprios sem a coisa possuída:

1) Quando, após nome de lojas ou redes de fast food como Macy's e MacDonald's, há 'S é a indicação de caso possessivo também. No entanto, a palavra que viria depois do nome é suprimida e subentendida.

Exemplo:

- I'll buy my clothes at **Wanda's** (Fashion Store) because it is on sale.

2) O possessivo também é utilizado para evitar a repetição de palavras:

Exemplos:

- Whose T-shirt is this? **It's Mary's.** (T-shirt)
- I'll be in **Oliver's** tonight.

O caso possessivo em inglês NÃO é utilizado com seres inanimados.

- Quando refere-se a **coisas, lugares** e **substantivos abstratos** é usada a estrutura substantivo + of + substantivo.

Exemplos:

- The roof of the building has a leak.
- He saw that the leg of the table was broken.
- The floor of the bedroom needs some cleaning and to be repainted.
- His fear of spiders caused psychological disturbances.

Exceções:

1) Quando 'S e ' (apóstrofo) são utilizados com seres inanimados

Exemplos:

- A Terra:

- The Earth's core is hot.

- Corpos celestes:

- **Saturn's** rings are amazing to be seen.

- Grupo de pessoas:

- **The police's** cars were repaired.

- Locais com nomes de pessoas:

- **St. Peter's** Cathedral mass service will be at noon.

- Medidas:

- **A kilo's** weight of rice is enough for our group of people.

- O mundo:

- Everest is considered the **world's** highest mountain.

- Países:

- Carlos Alcaraz is one of **Spain's** most famous tennis players.

- Tempo:

- In a **month's** time we will be more prepared for the English exam.

Reflexive Pronouns Pronomes Reflexivos

Os pronomes reflexivos indicam que as ações são realizadas pelo próprio sujeito e podem ter diferentes sentidos nas sentenças.

Geralmente, eles aparecem após o verbo, concordando sempre com o sujeito da oração.

Os pronomes reflexivos apresentam as terminações “**-self**”, no singular, e “**-selves**”, no plural.

Exemplo:

- **She** hated **herself** when she lost her temper. (Ela se odiou quando perdeu a paciência.)
- **We** bought **ourselves** a big pizza for dinner.

PERSONAL PRONOUNS	REFLEXIVE PRONOUNS
I	myself
You	yourself
He	himself
She	herself
It	itself
We	ourselves
You	yourselves
They	themselves

Exemplos:

- (I am) *Dancing with **myself***. (Billy Idol)
- **He** cut **himself** with the razorblade.
- **We** will build a new house for **ourselves**.



Observe os diferentes sentidos nos quais os pronomes reflexivos podem ser usados:

1) Enfatiza o sentido reflexivo.

Exemplos:

- **She** looked at **herself** in the mirror to put on makeup. (Ela se olhou no espelho para colocar maquiagem)
- **You** portrayed **yourself** on that beautiful canva. (Você se retratou naquela linda tela.)
- **The nightingale** sings to **itself** in my garden. (O rouxinol canta para si mesmo em meu jardim.)

2) Quando a pessoa faz a ação sozinha, costuma vir acompanhado da preposição BY:

Exemplos:

- She lives **by herself**. (Ela mora sozinha.)
- Does **your son** go to school **by himself**? (Seu filho vai à escola sozinho?)

3) Enfatiza que a pessoa agiu sozinha.

Exemplos:

- I cleaned the table **myself**. (Eu mesmo(a) limpei a mesa.)
- **We** need to clean the house **ourselves**. (Nós mesmos(as) precisamos limpar a casa)

4) Quando as ações dizem respeito a diversas pessoas, indicando plural, mas não são recíprocas.

Exemplos:

- **We** need to understand **ourselves**.
(Precisamos nos entender. - individualmente)
- True love needs **you** to be true to **yourselves**.
(O amor verdadeiro precisa que vocês sejam verdadeiros com vocês mesmos - individualmente)

Os pronomes reflexivos não indicam reciprocidade;

Observe a frase abaixo:

- **They** love **themselves**.
Eles se amam.
(individualmente)
- **Eles se amam, mas não necessariamente um ao outro.**

- Para indicar reciprocidade é necessário o uso de **one another** ou **each other**.

Exemplos:

- **They** love **each other**.
(Eles se amam. - um ao outro).
- **We** bought gifts **to one another**.
(Compramos presentes um para o outro.)

Concluindo, ao compreender e utilizar adequadamente os pronomes aprimora-se a clareza e a fluidez das comunicações expressando suas ideias de maneira eficaz e gramaticalmente correta.

Exercícios

01. (EEAR 2019) The word “My” is a _____ pronoun.

- a) subject
- b) relative
- c) reflexive
- d) possessive

02. (EPCAR 2019) Answer the question according to the text excerpt.

WHAT IS MODERN SLAVERY?

Slavery did not end with abolition in the 19th century. Slavery continues today and harms people in every country in the world.

Adapted from EPCAR 2019's test.

“Slavery continues today and harms **people in every country in the world**” (lines 2 and 3).

The highlighted words can be substituted for ____.

- a) them
- b) theirs
- c) their
- d) they

03. (EPCAR - 2016) Answer the question according to the text.

CYBERBULLYING ON THE RISE

Bullying among children and teenagers is not something new but it is getting more and more common by modern methods of communication. Cyberbullying happens when an adolescent is put in danger by another child or teenager by photos or text messages sent to cell phones or posted on social networks. Sometimes cyberbullies send mails with sexual comments or take passwords of other teenagers and log on to

websites with false identities. Children also play Internet games and make fun of each other in many ways. A study by a Canadian University shows that half of the young people interviewed said that they suffer bullying. One of the reasons is the great use of cell phones over the past years. Today's children are connected with each other electronically. They call friends every time they want or communicate with them on Facebook. Cyberbullying is getting extremely popular because teens can stay anonymous. Many adolescents act this way because they feel frustrated or angry and want to punish somebody for something that happened to them. At other times they do it just for fun or because have nothing else to do. Parents usually don't know their child is a cyberbully. They perceive it just when the victim or the victim's parents contact them. This kind of bullying is not as inoffensive as many people think. In some cases it can lead to suicide. Many countries have organized campaigns to inform adults and children of its dangers. There are a few ways to prevent cyberbullying. First, it is important to show children that they have to respect others and they are responsible for what they do. For victims it is important not to play the bully's game or answer their emails and text messages. It is also important to get help from parents and teachers. Often schools get involved. They bring together the parents of victims and cyberbullies and talk with them. Cyberbullying does not always end at school. Often, parents go to the police and accuse the bullies.

(Adapted from <http://www.english-online.at/society/cyberbullying/cyberbullying-on-the-rise.htm>)

In the sentence, "Many countries have organized campaigns to make adults and children informed of its dangers." (lines 29-30), the underlined expressions can be substituted for:

- a) it – they.
- b) they – it.
- c) they – them.
- d) them – they.

04. (EEAR - 2020) Choose the alternative that best completes the dialogue:

Mary: Hi, ____ am Mary Smith. ____ am from the USA. What's your name?

Paul: ____ name is Paul Thompson.

Mary: Nice to meet you. ____ are you from?

Paul: Nice to meet you, too. ____ am from London. And who is ____ woman?

Mary: ____ is Jessica Lopez. ____ is from the USA too.

a) She - She - Her - When - I - that - He - He

b) I - I - My - Where - I - that - She - She

c) I - I - My - When - I - those - He - He

d) I - I - I - Where - He - that - She - She

05. (EEAR - 2020) Read the lyrics and answer the question:

All of me

John Legend

'Cause all of **me**

Loves all of you

Love **your** curves and all your edges

All your perfect imperfections

Give your all to me

I'll give my all to you

You're my end and my beginning

Even when I lose I'm winning

'Cause I give you all of me

And **you** give me all of you

The words in **bold** in the text (**me** - **your** - **you**) are:

a) Object pronoun - possessive adjective - subject pronoun

b) Object pronoun - subject pronoun - possessive adjective

c) Subject pronoun - possessive adjective - objective pronoun

d) Possessive adjective - object pronoun - subject pronoun

06. (EEAR - 2023) Answer according to the text.

The arm of Liberty

Anonymous

The Statue of Liberty is probably the ____ icon of the USA.

(...) When the American Civil war ended, Édouard de Laboulaye wanted to commemorate the end of the slave trade with a gift. He and other people who opposed slavery raised money and hired a sculptor, Frédéric-Auguste Bartholdi, to design the Statue. Bartholdi later employed the French engineer, Gustave Eiffel, to devise its structure.

Eiffel designed the Statue to be built around a massive metal skeleton, similar to the Eiffel Tower. In 2018, a map dealer bought some historic papers at an auction in Paris, which included original plans. After special treatment, the papers clearly showed that Eiffel's plans had been changed by Bartholdi.

(...) We don't know what Eiffel thought of Bartholdi's changes. By then, Eiffel was working on other projects, and only his assistants were working with Bartholdi.

(...) At first, visitors could climb a ladder to the torch in Liberty's arm, but in 1916, there was an explosion on a nearby island. It damaged the Statue and made it unsafe, and the stairway to the torch has been closed ever since. During restoration work in the 1980s, engineers noticed that the structure inside Liberty's head, shoulders, and arm were different from how they were shown on Eiffel's

plans. **They** thought that the builders had made mistakes, but some historians believed that Bartholdi had changed Eiffel's design. The newly discovered papers confirm those theories.

Adapted from <https://test-english.com/reading>

Choose the alternative which refers to the pronoun "**They**" in bold in the text.

- a) historians
- b) shoulders
- c) engineers
- d) plans

07. (EsSA- 2020)

"My brother has a new job. He doesn't like ___ very much."

Fill in the blank with the correct forms of the personal pronoun.

- a) her.
- b) she.
- c) him.
- d) it.
- e) he

08. (EsPCEEx - 2021) Answer according to the text.

Lockdown Named 2020's Word of the Year by Collins Dictionary

Lockdown, the noun that has come to define so many lives across the world in 2020, has been named word of the year by Collins Dictionary. Lockdown is defined by Collins as "the imposition of stringent restrictions on travel, social interaction, and access to public spaces". The 4.5-billion-word Collins Corpus, which contains written material from websites, books and newspapers, as well as spoken material from radio, television and conversations, registered a 6,000% increase in _____(1) usage. In 2019, there were 4,000 recorded instances of lockdown being used. In 2020, this

had risen to more than a quarter of a million.

"Language is a reflection of the world around us and 2020 has been dominated by the global pandemic," says Collins language content consultant Helen Newstead. "We have chosen lockdown as _____(2) word of the year because it encapsulates the shared experience of billions of people who have had to restrict _____(3) daily lives in order to contain the virus. Lockdown has affected the way we work, study, shop, and socialize. It is not a word of the year to celebrate, but it is, perhaps, one that sums up the year for most of the world."

Other pandemic-related words such as coronavirus, social distancing and key worker were on the dictionary's list of the top 10 words. However, the coronavirus crisis didn't completely dominate this year's vocabulary: words like "Megxit," a term to describe Prince Harry and Meghan Markle stepping back as senior members of the royal family, also made the shortlist along with "TikToker" (a person who regularly shares or appears in videos on TikTok), and "BLM." The abbreviation BLM, for Black Lives Matter is defined by Collins as "a movement that campaigns against racially motivated violence and oppression", it registered a 581% increase in usage.

Adapted from <https://www.theguardian.com/books/2020/nov/10/lockdown-named-word-of-the-year-by-collins-dictionary>

Choose the alternative with words that respectively complete gaps (1), (2) and (3) in the correct way.

- a) its, our, their
- b) my, our, her
- c) your, his, our
- d) its, his, their
- e) my, their, your

09. (EEAR - 2020) Choose the right alternative to complete the gap:

Mr. Thompson's secretary was ill yesterday, so he had to type the document _____.

- a)** him
- b)** herself
- c)** himself
- d)** yourself

10. (EsSA - 2021) Complete the sentence below using the appropriate pronoun:

"Sometimes, you want a search engine to find pages that have one word on _____ but not another word".

- a)** They.
- b)** Them.
- c)** Their.
- d)** These.
- e)** There.

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- 1. d**
- 2. a**
- 3. c**
- 4. b**
- 5. a**
- 6. c**
- 7. d**
- 8. a**
- 9. c**
- 10. b**

Pronomes 2

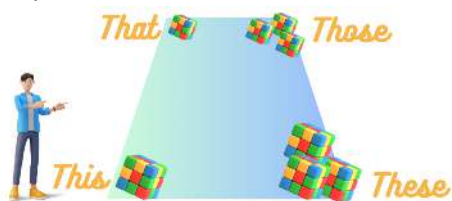
Continuando, neste capítulo vamos estudar os:

- **Pronomes Demonstrativos (Demonstrative Pronouns)**
- **Pronomes Relativos (Relative Pronouns)**
- **Pronomes Indefinidos (Indefinite Pronouns)**
- **Pronomes Interrogativos (Interrogative Pronouns)**

Demonstrative Pronouns Pronomes Demonstrativos

São usados para apontar, indicar e mostrar alguma coisa, lugar, pessoa ou objeto.

Eles apresentam forma no singular e no plural.



Quando nos referimos a **algo ou alguém que está próximo de quem fala, usamos:**

- **This** (este, esta, isto)
- **These** (estes, estas)

Exemplos:

- Can you sign **this form** here for me?
- What's **this**?
- Harry, **these are Jane and Mary**.
- What are **these books** doing on the table?

Quando nos referimos a **algo ou alguém que está longe de quem fala usamos:**

- **That** (aquele, aquela, aquilo)
- **Those** (aqueles, aquelas)

Exemplos:

- We live in **that house** at the end of Saint Patrick's Lane.
- What's **that building** over the hill?
- **Those are the new co-workers** from Canada.
- **Those houses** are huge.

Relative Pronouns Pronomes Relativos

São responsáveis por ligar informações dentro de uma frase, referem-se a algo que já foi dito e evitam a repetição de um termo. Podem ser o sujeito ou o objeto do verbo presente em uma frase.

São eles:

1) ***WHO = quem, que, o qual** - refere-se a pessoas (sujeito)

- The politician **who** developed the project is Canadian.

2) ***WHOM = quem, de quem, para quem** - refere-se a pessoas (objeto)

- I met a girl **whom** I used to study.

3) ***WHICH = que, o qual, o que** - refere-se a animais e objetos

- This is the book **which** mentions the Big Bang Theory.

4) ***THAT = que** - refere-se a pessoas, animais e objetos

- She bought the cake **that** Mary likes better.
- They talked to the student **that** came from Egypt.

5) ***WHOSE = cujo, cuja, cujos, cujas** - refere-se a posse

- She is the woman **whose** clothes were found in the alley.

6) ***WHERE = onde, em que, no que, no qual, na qual, nos quais, nas quais** - refere-se a lugar

- Japan is the country **where** she would like to start her new life.

7) ***WHEN = quando, em que, no qual, na qual, nos quais, nas quais** - refere-se a tempo

- September 7th is the day when we celebrate Brazil's Independence.

8) ***WHAT = o que, qual** - refere-se a pessoas e coisas.

- She saw **what** they were doing.

9) ***WHY = porque** - refere-se a motivo / razão

- She told (the reason) **why** she arrived late that morning.

Obs: *A maioria dos Pronomes Relativos também exerce a função de Pronomes Interrogativos.

Interrogative Pronouns Question Words Pronomes Interrogativos

São pronomes utilizados para fazer perguntas em inglês.

O pronome interrogativo representa a coisa sobre a qual não sabemos e estamos perguntando.

São utilizadas antes dos verbos auxiliares e modais em perguntas diretas (levam ponto de interrogação ao final) ou na construção de perguntas indiretas.

Exemplos:

- Pergunta direta:**
What's your name?
It's Jane.
- Pergunta indireta:**
She asked **what your name was**.

São eles:

1) **WHO = quem** - refere-se a pessoas

- Who** will help you in class today?
Peter will help.
(resposta é um sujeito)

- Who** did you call last night?
I called **Peter**.

(resposta é um objeto)

2) **WHOM = quem, de quem** - refere-se a pessoas (objeto)

- Whom** did the principal suspect of cheating at the test? (resposta é um objeto)
- Whom** is this documentary **about**?

3) **WHICH = que, o qual, o que** - refere-se a animais e objetos

- Which** do you want: the yellow or the blue t-shirt?
- Which book** is the teacher's choice?

4) **WHOSE = de quem** - refere-se a posse

- Whose** car is that?

5) **WHERE = onde** - refere-se a lugar

- Where** are you going on your next vacation?

6) **WHEN = quando** - refere-se a tempo

- When** did you visit the Eiffel Tower?
- When** was their independence declared?

7) **WHAT = o que, qual** - refere-se a pessoas e coisas.

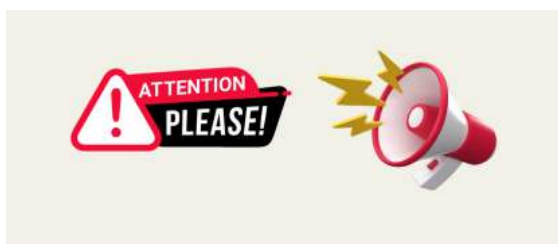
- What** did you do last weekend?
- What** time is the next appointment?

8) **WHY = porque** - refere-se a motivo / razão

- Why** is the sky so blue?
- Why** do you have to move abroad?

9) **HOW = como** - refere-se a modo

- How** can I help you, ma'am?
- How** are you doing today?
- How** can I go from London to Yorkshire?
- How** was this pasta made?



Diferença entre o uso de What and Which

What
perguntas gerais, sem sugestão de resposta limitada por opções do emissor.
• What's your favorite food? • What are you reading?

Which
perguntas específicas, com a resposta limitada às sugestões oferecidas pelo emissor ou que estejam dentro do contexto.
• Which flavor do you prefer: strawberry or vanilla? • Which classic are you reading?

Who, which and what

Podem ser usados tanto como sujeitos quanto como objetos:

Exemplos:

- **Who** is the best tennis player in the world? (como sujeito)
Novak Djokovic is the best one.
- **Who** did you meet? (como objeto)
I met **James** at the birthday party.
- **Which** suit do you think looks better? (sujeito)
The gray one looks better.
- **Which** did you buy: the mountain or the beach house?
I bought **the beach house**.

- **What** happened in the airport? (como sujeito).
The flight was late and the passengers were complaining.
- **What** did you buy for dinner? (como objeto)
I bought **some vegetables and sausages**.

Whom é mais formal

Whom é um pronome interrogativo mais formal, utilizado com preposição e não é usado com frequência na fala.

- **Whom** did you buy the book **for**? (formal)

HOW

Quando acompanhado por outras palavras traz sentidos diferentes.

Exemplos

How long?	Quanto tempo?
How old?	Quantos anos?
How many?	Quantos? Quantas?
How much?	Quanto? Quanta?
How far?	Quão longe?
How often?	Com que frequência?

Interrogative Pronouns + Ever

Quando acrescentamos a terminação -ever às palavras interrogativas ela mudam o sentido para:

- **whatever**: "qualquer que"
- **wherever**: "onde quer que"
- **whenever**: "quando quer que"

Exemplos:

- We'll go to the celebration **whatever** is the weather forecast.
- **Wherever** they live they always make good friends.
- You can always call me **whenever** you need.

Indefinite Pronouns Pronomes Indefinidos

O pronome indefinido substitui ou acompanha o substantivo de maneira imprecisa ou indeterminada, não especificando a qual objeto, pessoa ou lugar está se referindo.

Exemplo:

- **Someone** drank the last bottle of water from the picnic basket.

Sabemos que foi uma pessoa (someone = alguém), mas não sabemos quem.

Os pronomes indefinidos podem ser usados de várias formas, entre elas para:

Referir-se a alguém desconhecido:

- They saw **somebody** looking through the kitchen window.

Referir-se a um valor geral:

- **Most** of my friends like the beach, but **several** can't travel to one often.

Referir-se a uma totalidade ou uma falta:

- **Everybody** came to the party. **Nothing** could stop them from having fun together.



É possível diminuir a gama de possibilidades oferecidas pelo pronome indefinido quando usamos construções tais como:

- She was talking to someone **who could read in Braille.**
(Ela estava falando com alguém que podia ler em Braille.)
- Most **of the books** were old.
(A maioria dos livros era velha)

Os pronomes indefinidos podem **ser usados no singular, plural ou em ambos.**

Exemplos:

- **Anyone** who saw the movie gets really emotional.
- **Many** came to celebrate Independence Day in the park at night.
- **Both the students** are tired because of studying **all** day long.

Pronomes indefinidos

Tipicamente mais usados como singular:

another, anybody, anyone, anything, each, either, enough, everyone, everybody, everything, less, little, much, neither, nobody, no one, nothing, one, other, somebody, someone, something

Usados no plural:

both, few, fewer, many, others, several

Usados no singular ou no plural dependendo da frase:

all, any, more, most, none, some, such

Exemplos:**Usados como singular:**

- She bought one soda and later asked for **another**.
- **Everyone** attended the dean announcement.
- They know **little** about the Egyptian civilization.
- **Nobody** understood her reaction.

Usados como plural:

- We called **all** our neighbors to let them know about the water shortage.
- **Many** engineers were on the team that developed the new aircraft.
- This student came to the grammar review class, but **others** did not.

Usados no singular ou plural:

- **All** of the trash **is** gone.
- **All** of my books **are** novels.
- **Most** of my friends **are** living abroad.
- **Most** of the kitchen **is** clean.

Exercícios

01. (EEAR 2018) Read the text and answer.

Economic crisis increases consumption of rice and beans in Brazil

The economic crisis is making the Brazilian consumer exchange meat for the traditional dish of rice and beans. High unemployment and falling incomes, together with the low prices of these products, caused by good harvest, are responsible for the increase in demand, _____ will be 15% to 20% this month, compared to the prediction for the year. The average consumption per capita is around 3,5 kilos of rice and 1,5 kilo of beans.

Fonte: Folha de São Paulo – Internacional
-10/05/2017

GLOSSARY

harvest = colheita

average consumption = consumo médio

Choose the alternative that best completes the blank in the text:

- a) who
- b) which
- c) whom
- d) whose

02. (EEAR 2017) Read the text and answer.

It's never too late to make changes to prevent diseases that may end your flying career. And becoming healthier doesn't mean you have to make major changes. Here are some tips on what you can do today to keep **yourself** in the air for years to come.

- take the stairs instead of riding the elevator;
- limit red meat;
- consume more vegetables;
- wear UV-blocking sunglasses;
- walk more;
- try a yoga class;
- don't smoke;
- drink a lot of water;

- find an activity that you love after retirement.

Fonte: <http://goo.gl/W3uCrU> Acess 30/05/2017

The word "yourself", in bold in the text, is a _____ pronoun.

- a) personal
- b) reflexive
- c) possessive
- d) demonstrative

03. (EEAR 2019) Read the text and answer.

Dear Jane,

Everybody says that people like to wear sunglasses. My mother has two and my sisters have many. In my opinion, sunglasses make people look artificial. My friends disagree with me. They always do that. Nobody understands me. Am I wrong?

The word Everybody in bold in the text is

- a) a pronoun.
- b) an article.
- c) a number.
- d) a verb.

04. (EEAR 2020) Complete the sentences with the right demonstrative pronoun:

Who is _____ officer over there?

- a) this
- b) that
- c) these
- d) those

05. (EEAR 2020) Read the text and answer the question.

What a Wonderful World

Louis Armstrong

I see trees of green, red roses too

I see **them** bloom for me and you

And I think to **myself**, what a wonderful world

I see skies of blue and clouds of white
 The bright blessed days, the dark
 sacred night
 And I think to myself, what a
 wonderful world
 The colors of the rainbow, so pretty in
 the sky
 Are also on the faces of people going
 by
 I see friends shaking hands, saying:
 How do you do?
 They're really saying: I love **you**!
 I hear babies crying, I watch them
 grow
They'll learn much more, than I'll
 never know
 And I think to myself, what a
 wonderful world
 Yes, I think to myself, what a
 wonderful world

Adapted from:
<https://www.lettras.mus.br/louis-armstrong/2211/>

The words in bold are, respectively,
 _____ pronouns.

- a) object, reflexive, object, and personal
- b) reflexive, object, personal, and reflexive
- c) reflexive, reflexive, object, and personal
- d) object, reflexive, personal, and personal

06.(Marinha - 2020) Which option completes the paragraph below correctly?

It is important that female navy officers are now commanding vessels, not only because of _____ achievement in and of itself, but also because _____ types of posts will help _____ advance even more in _____ careers.

(Adapted from <http://cimsec.org>)

- a) these / these / it / its
- b) this / this / her / her
- c) this / these / it / her
- d) these / this / them / their
- e) this / these / them / their

07. (Fundatec - 2023) Fill out the gaps below with one the following words: that / where / which / who.

1. That's the store ____ they buy their shoes.
2. The book, ____ we've been reading at school, was written long ago.
3. These are the directors and movies ____ I like.
4. Marie Curie is the woman ____ discovered radium.

Mark the alternative that fills out, correctly and respectively, the gaps in the sentences above.

- a) where – which – that – who
- b) which – that – where – who
- c) where – which – who – that
- d) that – where – who – which
- e) who – which – that – where

08. (FMU-SP) He is the man _____ sings very well.

- a) whom
- b) how
- c) which
- d) who
- e) what

09. (USF) A questão abaixo refere-se ao diálogo apresentado a seguir:

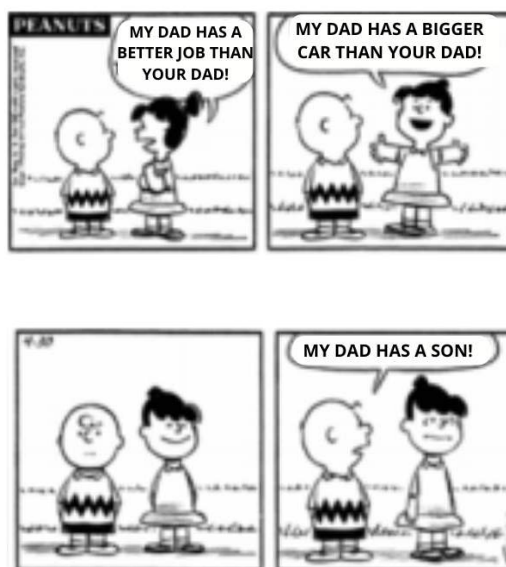
A: I didn't pay the bill

B: _____ not ?

C: Because _____ was incorrect

- a) which – you
- b) where – we
- c) how – they
- d) why – it
- e) who – me

10. (EEAR - 2019) Read the text and answer



The word “My” in the text is a _____ pronoun.

- a) subject
- b) relative
- c) reflexive
- d) possessive

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- 1) b
- 2) b
- 3) a
- 4) b
- 5) a
- 6) e
- 7) a
- 8) d
- 9) d
- 10) d

Substantivos

Substantivos são palavras que nomeiam pessoas, animais, lugares, coisas e ideias. Eles geralmente são acompanhados por artigos (a, an, the), dependendo do contexto. Os substantivos desempenham um papel fundamental na linguagem inglesa, podendo representar pessoas, lugares, objetos, ideias e muito mais.

Exemplos:

- She bought **a ball** to play basketball.
- They are **the Kennedy's**.

Tipos de Substantivos

Os substantivos podem ser:

- **Comuns** - referem-se a coisas em geral:

- I bought a great **book** about Egypt.
- My **city** is considered one of the best to live in Brazil.

- **Próprios** - referem-se a nomes específicos:

- **London** is the capital of **England**.
- The Diary of **Anne Frank** is a must read in many schools.

- **Concretos** - referem-se a objetos tangíveis:

- This **table** needs to be polished.
- The mechanic fixed the problem with the **engine** in my **car**.

- **Abstratos** - referem-se a conceitos ou ideias

- On Valentine's day **love** is in the air.
- Sound of **Freedom** was a blockbuster in 2023.

- **Coletivos** - referem-se a grupos de pessoas ou coisas

- Army
- Association
- Choir
- Community
- Group

- Population
- Pack
- Set
- Series, etc

Exemplos:

- Their **team** got the best result in that championship.
- A wedding is a **family** event.

Formação Plural

1) **Regra geral: adiciona-se "-s" ao substantivo no singular**

- Cat - cats
- Book - books

2) **Substantivos que terminam em "-s", "-x", "-z", "-sh" ou "-ch" formam o plural adicionando "-es"**

- kiss - kisses
- box - boxes
- quiz - quizzes
- fish - fishes
- match - matches

3) **Em geral substantivos terminados em -o, acrescenta-se "-s". No entanto, para alguns substantivos pode-se acrescentar -es, observe abaixo:**

- Radio - radios
- piano - pianos
- potato - potatoes
- tomato - tomatoes
- hero - heroes

4) **Substantivos que terminam em consoante + "y" mudam o "y" para "i" e adicionam "-es"**

- Country - countries
- baby - babies

5) Substantivos que terminam em "f" ou "fe" geralmente mudam o "f" para "v" e adicionam "es".

- Leaf - leaves
- Knife - knives
- Wife - wives
- Wolf - wolves
- Life - lives
- Yourself - yourselves
- Thief - thieves

Plurais regulares (seguem a regra geral)

- chief - chiefs
- belief - beliefs
- cliff - cliffs
- roof - roofs
- turf - turfs
- cuff - cuffs

6) Alguns substantivos têm formas plurais irregulares

- Crisis - **Crises**
- Datum - **Data**
- Man - **Men**
- Woman - **Women**
- Child - **Children**
- Foot - **Feet**
- Tooth - **Teeth**
- Person - **People**
- Mouse - **Mice**
- Goose - **Geese**
- Focus - **Focuses**

7) Alguns substantivos não mudam no plural.

- Sheep - **Sheep**
- Deer - **Deer**
- Fish - **Fish** (quando se refere a várias espécies de peixes)

8) No entanto, alguns substantivos só existem na forma plural.

- **Glasses** (óculos)
- **Sunglasses** (óculos de sol)
- **Scissors** (tesoura)
- **Headphones** (fones de ouvido)
- **Jeans** (jeans)
- **Pants, trousers** (calças)
- **Shorts** (shorts)
- **Pajamas** (pijama), etc

Gênero

Em inglês, alguns substantivos **não têm gênero gramatical**. São chamados de **substantivos neutros** e podem ser usados para fazer referência a **ambos os gêneros (masculino e feminino)**.

Exemplos:

- James is a **doctor** and Mel is a **doctor** too.
- A **professional** should always strive for excellence.
- A true **friend** supports you in both good and bad times
- As a **guest**, please feel free to make yourself at home.

No entanto, **alguns substantivos têm formas diferentes para masculino e feminino:**

Exemplos:

- *actor* - *actress*
- *waiter* - *waitress*
- boy - girl
- gentleman - lady
- prince - princess
- king - queen
- cock - chicken
- uncle - aunt
- father - mother
- son - daughter

Contáveis e Incontáveis

Os substantivos podem ser:

Contáveis - referem-se a coisas que podem ser contadas

- Cars
- Books
- People
- Houses
- Eggs, etc

Exemplos:

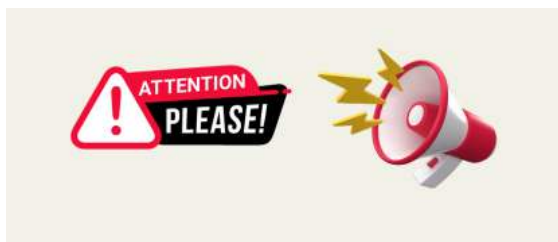
- We bought two **dolls** for our nieces.
- It took three **days** to finish the packing.

Incontáveis - referem-se a substâncias, conceitos ou coisas que não podem ser contadas individualmente:

- Money
- Music
- Rice
- Advice
- Sugar
- Love,
- Air, etc

Exemplos:

- I need some **water** to prepare the juice.
- "**Happiness** is when what you think, what you say, and what you do are in harmony."
—Mahatma Gandhi



Alguns **substantivos incontáveis** **requerem termos que indicam uma quantidade específica ou um recipiente específico, para indicar pluralidade.**

Exemplos:

- It is too much **information** to process in a short time. Maybe we can deal with **one or two pieces of information** at a time.
- She ordered **a glass of soda**.
- They needed **a spoon of salt**.
- He arrived with **a bottle of wine** to celebrate our anniversary.

Substantivos Compostos

Os substantivos compostos são aqueles que possuem mais de uma palavra na sua formação.

Podem estar:

Aglutinados:

- foot+ball = **football**
- break + fast= **breakfast**
- mail + box = **mailbox**

Separados por hífen:

- sister-in-law
- co-worker
- self-esteem

Separados por espaço:

- police station
- cup cake
- ice cream

Exemplos:

- The military base organized a **homecoming** dance.
- He enjoys participating in **cross-country** races.
- The **car park** is full; we have to find another space.

Substantivação de verbos

O processo de **substantivação** ocorre quando um verbo é transformado em um substantivo, podendo ser usado como um nome ou objeto em uma frase.

A substantivação pode ocorrer:

Usando o gerúndio - adicionando "-ing" ao final do verbo

- Teaching requires patience and dedication.
- Running is my father's hobby.

Usando o Infinitivo - a forma base do verbo

- To speak another language is challenging.

Substantivação com Uso de Sufixos

Sufixos são partes adicionadas ao final de uma palavra para alterar ou ampliar seu significado.

-tion, -sion, -ion - indicam uma ação ou processo. Equivalem a **-ção ou -são** em português:

- education
- discussion
- celebration
- nation

-ity, -ty - indicam qualidade ou estado. Equivalem a **-dade** em português

- simplicity
- curiosity
- integrity

-ness: Indica estado ou qualidade.

- happiness (felicidade)
- kindness (bondade)
- darkness (escuridão)

-ment: Indica ação ou resultado de uma ação.

- development (desenvolvimento),
- improvement (melhoria),
- establishment (estabelecimento)

-er, -or: Indica uma pessoa ou coisa que realiza uma ação.

- teacher (professor),
- firefighter (bombeiro)
- actor (ator),
- director (diretor)

-ism: Indica uma doutrina, prática ou sistema.

- socialism (socialismo),
- optimism (otimismo),
- feminism (feminismo)

-ship: Indica estado, cargo ou qualidade.

friendship (amizade),
leadership (liderança),
ownership (propriedade)

-hood: Indica estado ou condição.

- childhood (infância),
- brotherhood (irmandade),
- adulthood (idade adulta)

-ance, -ence: Indica uma ação ou estado.

- acceptance (aceitação),
- dependence (dependência)
- importance (importância)

-age: Indica uma ação ou resultado de uma ação.

- coverage (cobertura)
- passage (passagem)
- storage (armazenamento)

Exemplos:

- She made a great performance last night.
- They have a preference for reading novels rather than watching movies in their free time.
- The robbers didn't offer any resistance when the police entered the building.

Determinantes

São palavras ou expressões usadas antes de um substantivo para modificar seu significado ou para fornecer mais informações a ele. Ajudam a especificar a que ou a quem se refere o substantivo. Os determinantes incluem artigos, demonstrativos, possessivos, quantificadores e numerais.

Aqui estão alguns tipos comuns de determinantes em inglês:

Artigos: "a," "an" e "the."

- The cat is under **the table**.

Demonstrativos: this, that, these, those

- We wanted to visit **those gardens** in the Loire Valley in France.

Possessivos: my, your, his, her, our, your, their.

- I ordered a cake for **my birthday party**.

Quantificadores: Some, many, a few

- I need **some sugar** for making the pie.

Numerais: one, two, ten, forty, etc

- Three birds could be seen by the window.

Exercícios

01. (EEAR - 2017) Read the text and answer question:

Good day! My name is Sheila. I'm from Melbourne, Australia. My _____ is from Montreal, Canada. We live in Sydney. A lot of _____ living in Australia come from other _____.

Choose the best alternative to complete the blanks in the text:

- a)** husband – peoples – country
- b)** husband – people – countries
- c)** husbands – persons – country
- d)** husbands – person – countries

02. (CBM-BA - 2017) Na Língua Inglesa há regras específicas para a construção do plural dos substantivos.

A seguir, encontra-se um pequeno trecho de um texto sobre inteligências múltiplas cujos substantivos que estão entre parênteses no singular, deverão ser escritos na forma plural.

[...] Linguistic - using _____ (word) effectively. These _____ (learner) like reading, taking notes in their _____ (class), making up poetry or _____ (story). Interpersonal - understanding, interacting with others. These _____ (student) learn through interaction. They like group _____ (activity), _____ (seminar), _____ (debate), _____ (interview).

Logical-Mathematical - reasoning, calculating. _____ (Person) who excel in this intelligence like to experiment, solve _____ (puzzle) play with logic _____ (game), read about _____ (investigation), and solve _____ (mystery).

Assinale a alternativa que completa correta e respectivamente as lacunas considerando os plurais de substantivos em inglês americano.

- a)** words - learners - classes - stories; students - activities - seminars - debates - interviews; Persons - puzzles - games - investigations - mysteries
- b)** words - learners - classes - stories; students - activitys - seminars - debates - interviews; People - puzzles - games - investigations - mysteries
- c)** wordes - learners - classes - stories; estudantes - activities - seminars - debates - interviews; People - puzzles - games - investigations - mysteries
- d)** words - learners - classes - stories; students - activities - seminars - debates - interviews; People - puzzles - games - investigations - mysteries
- e)** words - learners - classes - storys; students - activitys - seminars - debaties - interviews; Persons - puzzles - games - investigations - mysteries

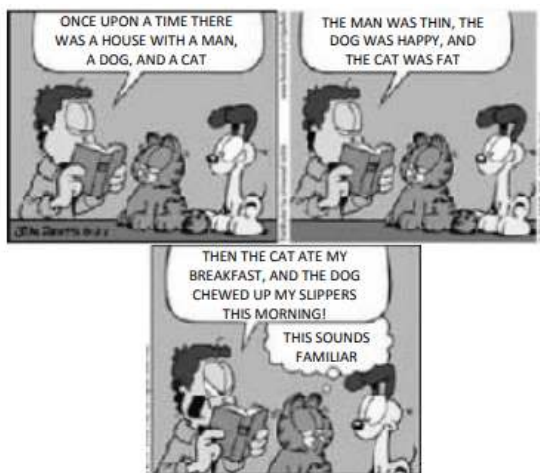
03. (PUCRS) Nouns in English can be divided into “countable” or “uncountable” (e.g.: apple X water). In order to indicate some kind of “measurement” in the case of uncountable nouns, another noun is required (e.g.: “glasses” or “liters” of water). Accordingly, the expression below that is equivalent to the structure “blades of grass” is:

- a)** structures of steel.
- b)** classes of Chinese.
- c)** cups of coffee.
- d)** floors of wood.
- e)** letters of complaint.

04. (Nucepe) The plural form of brother-in-law, foot and candy is:

- a) brothers-in-laws, feet, candies.
- b) brothers-in-law, feet, candies.
- c) brother-in-laws, feet, candies.
- d) brothers-in-law, foots, candies.
- e) brother-ins-law, foots, candys."

05. (EEAR- 2023) Read the text and answer the question.



Choose the alternative that contains the plural form of the following words from the comic strip: man - cat - dog

- a) mans - cats - dogs
- b) mans - cat - dogs
- c) men - cats - dogs
- d) men - cats - dog

06. (EEAR - 2020)

Rude

Magic

Can I have your **daughter** for the rest of my **life**? Say yes, say yes

'Cause I need to know

You say I'll never get your blessing till the **day** I die

Tough luck my friend but the answer is no!

Why you gotta be so rude?

Don't you know I'm human too

Why you gotta be so rude

I'm gonna marry her anyway

(Marry that girl) Marry her anyway

(Marry that girl) Yeah no matter what you say

(Marry that girl) And we'll be a **family**

Fonte: <https://www.vagalume.com.br/magic-11/rude.html>

What is the correct plural form of the words, in bold type, in the text?

- a) daughter, lives, days, and family.
- b) daughters, life, day, and families.
- c) daughters, lives, days, and family.
- d) daughters, lives, days, and families.

07. (EEAR - 2023) **Read the text and answer the question.**

From space, astronaut sounds the alarm about climate crisis

The Associated Press

A French astronaut has used a video call from space to sound the alarm about worsening repercussions from climate change that he can see _____ the International Space Station.

Entire regions of Earth in flames. Storms trailing destruction in their wake. And the haunting fragility of humanity's only home floating like a blue — but also tarnished — pearl in the vastness of space.

Through the portholes _____ the International Space Station, French astronaut Thomas Pesquet has an arresting view of global warming's repercussions. He used a video call from space to sound the alarm Thursday, as negotiators, government officials and activists continued meeting at a U.N. climate conference in Glasgow, Scotland.

"We see the pollution of rivers, atmospheric pollution, things like that."

"We saw entire regions burning from the space station, _____ Canada, in California," he said. "We saw all of California covered _____ a cloud of smoke and flames with the naked eye from 400 kilometers (250 miles) up."

Adapted from <https://abcnews.go.com/Technology/wireStory/spaceastronaut-sounds-alarm-climate-crisis-80972311>. Access on October 25th.

The word from the text that has an irregular plural form is

- a) change.
- b) climate.
- c) crisis.
- d) pearl.

08. (EsSA - 2020)

Brazilian Armed Forces

The Brazilian Armed Forces is the unified military organization formed by the Brazilian Army (including the Brazilian Army Aviation), the Brazilian Navy (including the Brazilian Marine Corps and Brazilian Naval Aviation) and the Brazilian Air Force.

Brazil's armed forces are the third largest in the Americas, after the United States and Colombia, and the largest in Latin America by the level of military equipment, with approximately 318,480 active-duty troops and officers. They are expanding their presence in the Amazon under the Northern Corridor (Calha Norte) program. In 1994, Brazilian troops joined United Nations (UN) peacekeeping forces in five countries.

The Brazilian military, especially the army, is more involved in civic-action programs, education, health care, and constructing roads, bridges, and railroads across the nation. The 1988 Constitution preserves the external and internal roles of the Armed Forces, but it places the military under presidential authority. (Adaptado de Brazilian Armed Forces. Revolv, 2019.

Disponível em
<https://www.revolv.com/page/Brazilian-ArmedForces?cr-1>. Acesso em: 19 de ago. de 2019

The plural forms of table, box, kilo, sky, wife and tooth are respectively:

- a) tables, boxes, kiloes, skies, wives and teeth.

b) tables, boxes, kilos, skies, wives and tooth.

c) tables, boxes, kilos, skies, wives and teeth.

d) tables, boxes, kilos, skys, wives and teeth.

e) tables, boxes, kilos, skies, wives and teeth.

09. (EsFCEEx - 2020) Leia o texto para responder à questão.

By the end of the twentieth century English was already well on its way to becoming a genuine *lingua franca*. Just as in the Middle Ages Latin became for a time a language of international communication, so English is now commonly used in exchanges between, say, Japanese and Argentinian business people or between Singaporeans and their Vietnamese counterparts.

A number of researchers have studied *lingua franca* conversations and have noted a number of somewhat surprising characteristics, including:

Increasing of redundancy by adding prepositions (*We have to study about... and Can we discuss about...?*).

Large use of certain verbs of high semantic generality, such as *do, have, make, put, take*.

Pluralisation of nouns which are considered uncountable in native-speaker English (*advices, staffs*).

The evidence suggests that non-native speakers are not conforming to a native English standard. Indeed they seem to get along perfectly well despite the fact that they miss things out and put things in which they 'should not do'. Not only this, but they are actually better at 'accommodating' than native speakers are when talking to second language speakers.

(Jeremy Harmer. *The practice of English language teaching*. Adaptado)

As far as the teaching of *standard English* is concerned, the pluralization of the underlined noun is **only acceptable** in alternative:

a) An economy-class passenger is entitled to no more than two baggages per flight.

b) The police have found no evidences of the young man's involvement with the victim.

c) Manned journeys to space have been temporarily interrupted due to lack of resources.

d) Excessive informations can hinder rather than help comprehension of a complex topic.

e) His specialty is the design of sustainable furnitures made of natural materials.

10. (EsFCEx - 2020) Read the following extract to answer the question.

Innovation in the language teaching field in the late 1980s and 1990s has been stimulated by a special concern for the language learning process. New methods propose that language learning is best served when students are interacting – completing a task or learning content or resolving real-life issues – where linguistic structures are not taught one by one, but where attention to linguistic form is given as necessary. These views of language learning have been informed by research in second language acquisition. Also giving learning a special focus are methodological innovations of the late 1980s and 1990s. These include teaching learning strategies, using cooperative learning, and planning lessons in such a way that different intelligences are addressed.

(Larsen-Freeman, D. 2000)

Nos trechos retirados do texto “that language learning is best served” e “include teaching learning strategies”, a palavra destacada está sendo usada, respectivamente, como

a) substantivo e gerúndio.

b) adjetivo e substantivo.

c) gerúndio e adjetivo.

d) substantivo e substantivo.

e) substantivo e adjetivo.

Gabarito

1. b

2. d

3. c

4. b

5. c

6. d

7. c

8. e

9. c

10. e

Review 1

Para um melhor resultado de seu processo de revisão é importante que retome os seguintes assuntos da apostila:

- Cognatos e Falso Cognatos
- Prediction
- Técnicas de Skimming e Scanning
- Pronomes 1
- Pronomes 2
- Substantivos

Exercícios

NYPD, Mayor Adams introduce Times Square security robot

NEW YORK - The NYPD and Mayor Eric Adams have unveiled the latest high-tech tool in the fight against subway crime: the K5 Autonomous security robot.

This robotic sentinel is set to patrol the bustling Times Square 42nd Street Subway Station, part of Mayor Adams' new push to increase law enforcement technology in the country's largest transit system.

This initiative comes in spite of a 4.5 percent decrease in subway-related crime compared to the previous year, as reported by authorities.

"We will continue to stay ahead of those who want to harm everyday New Yorkers," Adams said at an event introducing K5.

K5 is 400 pounds and is equipped with 4 cameras that will allow it to send back live video, without audio, to the police department. Officials say it will not use facial recognition technology and will patrol the subway station's mezzanine level and not the platforms.

K5 will be accompanied by a human officer from midnight to 6 AM so he can introduce the robot to riders. After about two weeks of getting to know its surroundings, K5 will be off and roaming for another 2 months.

Fonte:

<https://www.fox5ny.com/news/nypd-mayor-adams-introduce-times-square-security-robot>

Responda as questões de 1 a 5 baseadas no texto acima

01. O que é o K5 Autonomous security robot?

- a) Um novo tipo de metrô.
- b) Um robô de segurança autônomo.
- c) Um aplicativo de segurança.
- d) Uma estação de metrô em Times Square.

02. Qual é o objetivo do K5 Autonomous security robot de acordo com o texto?

- a) Patrulhar a Times Square 42nd Street Subway Station.
- b) Aumentar o crime no metrô.
- c) Introduzir novas tecnologias nos sistemas de trânsito.
- d) Aprender a andar pela cidade.

03. O que o prefeito Adams afirma sobre a iniciativa do K5?

- a) Ele quer aumentar o crime no metrô.
- b) Ele quer introduzir tecnologia avançada no sistema de transporte.
- c) Ele não está preocupado com a segurança dos nova-iorquinos.
- d) Ele planeja abolir a polícia no metrô.

04. Quais são as características principais do K5 mencionadas no texto?

- a)** Pesa 400 libras e é equipado com tecnologia de reconhecimento facial.
- b)** Tem 4 câmeras e capacidade de patrulhar os trens.
- c)** Sem câmeras, mas com tecnologia de áudio.
- d)** Tem 4 câmeras, pesa 400 libras e não tem tecnologia de reconhecimento facial.

05. Por quanto tempo o K5 será acompanhado por um policial humano?

- a)** 24 horas por dia.
- b)** Das 6h às 18h.
- c)** Das 12h às 6h.
- d)** Apenas durante a semana.

(EPCAR - 2019) Answer questions 06 to 17 according to the text.

WHAT IS MODERN SLAVERY?

Slavery did not end with abolition in the 19th century. Slavery continues today and harms people in every country in the world.

Women forced into prostitution. People forced to work in agriculture, domestic work and factories. Children in sweatshops¹ producing goods sold globally. Entire families forced to work for nothing to pay off generational debts. Girls forced to marry older men.

There are estimated 40.3 million people in modern slavery around the world, including:

- 10 million children
- 24.9 million people in forced labour
- 15.4 million people in forced marriage
- 4.8 million people in forced sexual exploitation²

Someone is in slavery if they are:

- forced to work – through coercion, or mental or physical threat;
- owned or controlled by an 'employer', through mental or physical abuse or the threat of abuse;

- dehumanised, treated as a commodity or bought and sold as 'property';
- physically constrained or have restrictions placed on their freedom of movement.

Slavery has been a disgraceful aspect of human society for most of human history. However, AntiSlavery International has refused to accept that this bloody status quo should be allowed to persist (Aidan McQuade, former director).

Forms of modern slavery

Purposes of exploitation can range from forced prostitution and forced labour to forced marriage and forced organ removal. Here are the most common forms of modern slavery.

- Forced labour – any work or services which people are forced to do against their will under the threat of some form of punishment.
- Debt bondage or bonded labour – the world's most widespread form of slavery, when people borrow money they cannot repay and are required to work to pay off the debt, then losing control over the conditions of both their employment and the debt.
- Human trafficking– involves transporting, recruiting or harbouring people for the purpose of exploitation, using violence, threats or coercion.
- Descent-based slavery – where people are born into slavery because their ancestors were captured and enslaved; they remain in slavery by descent.
- Child slavery – many people often confuse child slavery with child labour, but it is much worse. Whilst⁴ child labour is harmful for children and hinders⁵ their education and development, child slavery occurs when a child is exploited for someone else's gain. It can include child trafficking, child soldiers, child marriage and child domestic slavery.

- Forced and early marriage – when someone is married against their will and cannot leave the marriage. Most child marriages can be considered slavery.

Many forms of slavery have more than one element listed above. For example, human trafficking often involves advance payment for travel and a job abroad, using money often borrowed from the traffickers. Then, the debt contributes to control of the victims. Once they arrive, victims cannot leave until they pay off their debt.

Many people think that slavery happens only overseas, in developing countries. In fact, no country is free from modern slavery, even Britain. The 70 75 80 85 Government estimates that there are tens of thousands people in modern slavery in the UK.

Modern slavery can affect people of any age, gender or race. However, contrary to a common misconception⁶ that everyone can be a victim of slavery, some groups of people are much more vulnerable to slavery than others.

People who live in poverty⁷ and have limited opportunities for decent work are more vulnerable to accepting deceptive job offers that can turn exploitative. People who are discriminated against on the basis of race, caste, or gender are also more likely to be enslaved. Slavery is also more likely to occur where the rule of law is weaker and corruption is rife.

Anti-Slavery International believes that we have to tackle⁸ the root causes of slavery in order to end slavery for good. That's why we published our AntiSlavery Charter, listing comprehensive measures that need to be taken to end slavery across the world.

(Adapted from

<https://www.antislavery.org/slavery-today/modern-slavery/>)

Glossary:

- 1. sweatshop** – a factory where workers are paid very little and work many hours in very bad conditions
- 2. exploitation** – abuse, manipulation
- 3. will** – wish, desire
- 4. whilst** – while
- 5. to hinder** – obstruct, stop
- 6. misconception** – wrong idea/ impression
- 7. poverty** – the condition of being extremely poor
- 8. to tackle** – attack

06. The concept of slavery worked in the text is

- a) a very hard work for which people are paid very little.
- b) about slaves who hardly work.
- c) about something that is legally owned by someone else.
- d) the activity of having slaves.

07. Mark the alternative in which the verb “to continue” (line 2) is applied in the sentence correctly.

- a) Slavery continues to exist today, affecting continents and countries.
- b) Today, new forms of slavery continues being tragic.
- c) Poverty continue afflicting vast number of people.
- d) New forms of slavery is continuing to come from poverty.

08. “Slavery continues today and harms people in every country in the world” (lines 2 and 3). The highlighted words can be substituted for ____.

- a) them
- b) theirs
- c) their
- d) they

09. The word “goods” (line 6) means in the text

- a) nice, pleasant.
- b) items for sale.
- c) purchase.
- d) trade.

10. Mark the INCORRECT statement according to the text.

- a) Slavery still exists worldwide.
- b) The modern forms of slavery are encouraging helpless people.
- c) The issue of modern slavery hasn't finished yet.
- d) Slavery has continued until now.

11. One of the statements below is according to the text. Mark it.

- a) Modern slavery is never considered a crime.

b) Modern slavery does not concern authorities.

c) Slavery today looks exactly the same as it was in the 19th century. **d)** Measures are necessary to stop modern slavery.

12. Mark the option that is NOT mentioned by the author (lines 15 to 23).

- a)** Work against people's will.
- b)** Abusive control over workers.
- c)** Expensive properties that are bought and sold.
- d)** Disrespect for human rights.

13. Considering the use of possessive adjectives, mark the alternative that completes the sentence below correctly:

Modern slavery includes

- a)** an employee who has its work abused.
- b)** children who have his lives affected.
- c)** a girl who has her marriage forced.
- d)** people who have your freedom restricted.

14. Mark the INCORRECT statement, considering the content of the text.

- a)** If intimidated people don't do the forced labour, they're going to suffer afterwards.
- b)** If people cannot pay what they borrowed, they'll have to work to pay off the debt.
- c)** Employers will threat explored people if they don't do what they want to.
- d)** If children don't receive education, their owners will punish them.

15. Mark the option that has an uncountable word from the text.

- a)** Slavery (line 1).
- b)** Threat (line 19).
- c)** Property (line 21).
- d)** Payment (line 62).

16. The author concludes that Anti-Slavery International believes

- a)** we need new laws in order to combat slavery.
- b)** it's important to attack the origin of slavery to extinguish it forever.
- c)** slavery is growing faster and faster.
- d)** there's no way to end slavery across the world.

17. Anti-Slavery International

- a)** persuades us to tolerate the new forms of slavery.
- b)** defends human rights.
- c)** can afford slaves' working hours.
- d)** stops people from being killed

18. (Marinha - 2021) Mark the option that completes the paragraph below correctly.

Cooking in Britain is now a spectator sport. _____ love watching famous chefs cook on TV, and _____ buy _____ books. But do _____ use _____ ?

(Adapted from OXENDEN, Clive et al. *New English File - Elementary*. OUP, 2011. p. 51.)

- a)** It / it / their / they / them
- b)** They / they / theirs / we / it
- c)** They / they / ours / they / its
- d)** We / we / their / we / them
- e)** We/we/ ours / they / its

19. (UFSCar) Go and find the driver _____ arrived here yesterday.

- a)** he
- b)** who
- c)** whose
- d)** what
- e)** whom

20. (EsSA- 2021) Todas as palavras abaixo formam o plural em inglês como a palavra "*photo*", exceto:

- a)** radio.
- b)** hero.
- c)** video.
- d)** kilo.
- e)** piano.

Gabarito

- 1) b
- 2) a
- 3) b
- 4) d
- 5) c
- 6) d
- 7) a
- 8) a
- 9) b
- 10) b
- 11) d
- 12) c
- 13) c
- 14) d
- 15) a
- 16) b
- 17) b
- 18) d
- 19) b
- 20) b

Artigos

Os artigos são palavras que determinam ou especificam um substantivo. Existem dois tipos principais de artigos: "definite articles" (artigos definidos) e "indefinite articles" (artigos indefinidos).

Indefinite Articles Artigos Indefinidos

Os artigos indefinidos são **A**, **AN** que equivalem a **UM**, **UMA**.

USOS

- Usados antes de substantivos contáveis no singular.

Exemplo:

- They read **an article** about UFOs last month.

Seu **uso depende do som inicial da palavra que antecede.**

Exemplos:

- **a** house, **a** teacher,
- **an** animal, **an** elevator.

O artigo indefinido nos diz **que algo não é específico.**

Exemplos:

- They need **a bike**. (uma bicicleta, qualquer bicicleta. Não uma específica)
- He isn't **an engineer**. (um engenheiro não especificado)

Regras para o uso do "A":

Usar o **"A"** antes de palavras que:

- iniciem com som de consoante:

Exemplos:

- I have **a book**.
- He is **a good** man.
- I know **a very** beautiful park in Manhattan.
- **flowers**.

- iniciem com H quando este for pronunciado:

Exemplos:

- There is **a horse** on the farm.
- He is **a happy** man.
- I interviewed **a hairdresser** for the school project.

- iniciem com vogais com som de consoante:

Exemplos:

- A drill is **a useful** tool.
- They chose **a uniform** in the drawer.
- My best friend is **a European** citizen.

Regras para o uso do "AN":

Usar o **"AN"** antes de palavras que:

- iniciem com som de vogal.

- It was **an interesting** exhibition.
- He is **an English** professor at UCLA.
- They bought **an orange** t-shirt.
- Fiona bought a necklace with **an F** on it.

- iniciem com H não pronunciado:

- They started studying **an hour** a day.
- He introduced us to **an honest** candidate.
- It was **an honor** to be part of the new design team.

Os artigos indefinidos **não variam em gênero (masculino ou feminino).**

Exemplos:

- He is **a handsome man**.
- She is **a beautiful woman**.
- I did **an interview yesterday**.
- It is **an amazing book**.



- He needs to buy **a car**.
(qualquer carro)
- He needs to buy **the car** he saw in that old garage.
(especifica qual carro é)

Definite Articles Artigos Definidos

O artigo definido é “**THE**” e equivale a “**O, A, OS e AS**”.

USOS

- Singular e plural:

Exemplos:

- They see **the boy**. (the boys)
- They see **the girl**. (the girls)

- Referir-se a uma pessoa, coisa ou animal específico:

Exemplos:

- **The actor** in the blockbuster movie was American.
- They needed **the hammer** to fix the door.
- **The mouse** ate the cheese, not **the hamster**.

- Quando referir-se a algo pela segunda vez:

Exemplos:

- They love dogs, but when **the dogs** bark a lot, they get stressed.

Regras para o uso do “THE”:

- Substantivos precedidos ou não de adjetivos:

Exemplos:

- She saw **the flowers**.
- She saw **the colorful flowers**.

- Nome de instrumentos musicais:

Exemplos:

- Beethoven played **the piano**.
- They've learned to play **the drums**.

- Algumas expressões de tempo:

Exemplos:

- The picnic will be **in the morning/ in the afternoon**.

Nome de famílias:

Exemplos:

- **The Carters** are famous in the USA.

- Nacionalidades terminadas em CH, SH, ESE, SS quando seu sentido é plural (povo daquele país):

Exemplos:

- **The Spanish** conquered Argentina around 1500.
- **The Portuguese** brought their culture to Brazil.
- **The Swiss** are famous for their clock production.
- **The French** are known for their art.

OBS: Os países cuja nacionalidade o plural termina em S não usam o THE:

Exemplos:

- **Mexicans** live next to the Equator line.
- **Italians** make a great pizza.

- Acidentes geográficos (rios, montanhas, oceanos, etc)

Exemplos:

- There's an increase on plastic pollution in the islands of **the Atlantic** (Ocean).
- **The Yellow River** is the second largest in China.
- She's been planning a trip to **the Atacama Desert** lately.
- Winter is harsh in **the North of Canada**.

OBS: **The** é usado com nomes de lugares no plural (nomes com Republic, Kingdom, States etc. :

Exemplos:

- **the Czech Republic,**
- **the United Kingdom (the UK),**
- **the Dominican Republic, the United States of America (the USA)**

- Nomes de locais públicos e nomes de hotéis, teatro cinema, museu, grupos musicais, jornais e navios:

Exemplos:

- They have traveled on **the Titanic**.
- **The New York Times** is considered a reference in journalism.
- **The drugstore** also sells beauty products.
- **The Beatles** made a huge success in the 60's.

Outros nomes próprios de lugares que usam o **THE**:

Exemplos:

- **the Sheraton (Hotel),**
- **the Holiday (Inn)**
- **the Odeon (cinema)**
- **the Guggenheim (Museum)**
- **the National Gallery**
- **the Empire State (Building),**

- **the White House,**
- **the Eiffel Tower**
- **the Acropolis**
- **the Kremlin**
- **the Pentagon**

- Nomes com OF:

Exemplos:

- They visited **the Museum of Modern Art** last vacation.
- It took over 2,000 years to construct **the Great Wall of China**.

Observe:

- I like to call it **the University of Cambridge** but my sister insists on calling **Cambridge University**.

- Substantivos que indicam algo único:

Exemplos:

- **The universe** is unlimited.
- **The sun** provides light and heat to our planet.

- Superlativos:

Exemplos:

- "**The Best** Way to Predict the Future is to Create it." (*Abraham Lincoln*)
- This is **the smallest** dog I've ever seen.

- Antes de adjetivos usados como substantivos que se referem a um grupo de pessoas:

Exemplos:

- **The poor** are struggling to live on our planet.
- **The young** seek for a better future.

NÃO usar o THE antes de:

- Coisas ou pessoas no geral:

Exemplos:

- **Children** learn fast.

- **Salt** isn't good for **health**.
- Do you like **music**?

- Nomes próprios, nomes de empresas, esportes, refeições, nomes de disciplinas, línguas e partes do corpo:

Exemplos:

- **Mary** is a good student.
- The largest country of South America is **Brazil**.
- A well known Italian car brand is **Fiat**.
- **Rugby** is the national sport of New Zealand.
- **Breakfast** is the most important meal of the day.
- **Chemistry** has an important role in the medical industry.

- Com a maioria dos nomes de rua, praças, estradas, parques, etc

Exemplos:

- They bought the new suit on **Fifth Avenue**.
- **Times Square** will have a security robot.

- Com alguns nomes de edifícios públicos e de instituições que sejam duas palavras sendo a primeira um nome:

Exemplos:

- **Harvard University** is devoted to excellence in teaching, learning, and research, and to developing leaders who make a difference globally.
- **Canterbury Cathedral** was established in 597 AD to reintroduce Christianity to England.

Observe:

Buckingham Palace (e não The Buckingham Palace ...) mas **the Royal Palace**

('Royal' é um adjetivo e não nome como 'Buckingham'.)

- Títulos como Mr, Mrs, Doctor, Captain, Saint, etc:

Exemplos:

- **Captain America** is a famous hero from Marvel.
- **King Charles III** was crowned at Westminster Abbey.
- Bookstores, says **Mr. Daunt**, are fundamentally different from other retail businesses.
- **St. Patrick's Cathedral** is a place where history is alive and tradition breathes.

- Pronomes possessivos:

Exemplos:

- Have you seen **my book**?
- **Our team** won the competition.

- Substantivos contáveis e incontáveis quando usados em sentido geral:

- I am not keen on **cats**.
- "**Money** is a terrible master but an excellent servant."
(*Phineas Taylor Barnum*)

- Palavra MAN quando ela significar a Raça Humana.

Exemplos:

- What's the origin of **man**?

Em resumo, o entendimento do uso correto dos artigos "a," "an," e "the" em inglês ajudam a estabelecer relações lógicas entre os elementos de uma sentença, contribuindo para uma compreensão mais clara da mensagem transmitida.

Exercícios

01. (Exército - EsSa - 2021) Complete the blanks with the right articles when necessary. *Attention: the blank space (___) in the options means no article.*

"In my cottage there are ___ tables in the dining room and there is _____ armchair in ___ living room.

- a) a, an, _____.
- b) _____, a, the.
- c) a, _____, _____.
- d) _____, an, the.

02. (Marinha- Escola Naval - 2020) Which option completes the text correctly? A dash (-) indicates that no article is used.

_____ China's first autonomous cargo ship, named *Jin Dou Yun O Hao*, has made its first voyage in Zhuhai. Yunzhou Tech, _____ technology company based in Zhuhai, developed _____ ship in collaboration with Wuhan University of Technology and CCS. _____ autonomous cargo ship will reduce 20% construction cost, 20% operation cost and 15% fuel consumption.

(Adapted from <https://www.seatrade-maritime.com>)

- a) A / the / - / A
- b) - / a / the / The
- c) - / the / the / A
- d) The / a / - / An
- e) The / - / a / The

03. (Marinha - Escola Naval - 2020) Which of the options completes the text below correctly?

I got into___ accident on my bike

If you have experienced _____ crash on your Citi Bike and are injured, call 911 immediately. You should also call _____ police department where _____ crash took place and file _____ report with _____ officer to make sure

that all important information is documented.

(Adapted from <https://help.citibikenyc.com>)

- a) an / a / the / the / a / an
- b) an / a / - / a / the / an
- c) the / the / a / the / the / a
- d) a / the / the / a / a / a
- e) a / the / a / a / - / a

04. (Marinha- Escola Naval -2019) Read and complete the sentence below.

I'm traveling to ,_____ United States next month. I want to see _____ Hawaii and _____ Rocky Mountains (depending _____ on _____ money and _____ time!).

Mark the option which best completes the blanks respectively.

- a) the / X / the / X / X
- b) X / the / the / the / the
- c) X / the / the / X / X
- d) the / the / the / the / the
- e) X / X / the / the / X

05. (Colégio Naval - 2018) Read the text to do the question below. Complete with a, the or Ø (no article).

_____ Brazil is a huge country. In, _____ North, there are _____ rain forests and _____ longest river is also situated there. In _____ South, _____ climate is more European. _____ Brazil also has many social differences. _____ rich own most of _____ country's wealth and _____ poor often live on minimum wage.

Now mark the option which completes the gaps respectively.

- a) Ø - the - Ø - a - the - the - Ø - a - the - a
- b) The - the - Ø - a - Ø - the - the - The - Ø - the

- c) Ø - the - Ø - the - the - the - Ø - The - the - the
d) The - Ø - Ø - a - Ø-the- The - Ø - a - Ø
e) The - Ø - the - a - Ø - the - The - a - a - a

06. (EEAR - 2018) Complete the text with the right articles. Then choose the correct alternative.

Behind a Shopping Center in New Jersey, Signs of a Mass Extinction

Behind a Lowe's home improvement store here, scientists are methodically scraping and sifting through a quarry pit that may contain unique insights to the mass extinction that eliminated _____ dinosaurs.

Back then, about 66 million years ago, _____ oceans were higher, and this part of southern New Jersey was a shallow sea, 10 to 15 miles offshore from _____ ancient mountain range that rose from the water. Today's quarry pit was once the sea bottom, and one particular layer about 40 feet beneath the surface contains a bounty of fossils.

Kenneth J. Lacovara, a professor of paleontology and geology at nearby Rowan University, calls the layer _____ "mass death assemblage." He believes it may be _____ only known collection of animal remains that dates from the mass extinction itself.

(<https://www.nytimes.com/2016/01/05/science/behind-a-shopping-center-in-new-jersey-signs-of-a-mass-extinction.html>)

- a) a - the - the - a - an - the
b) a - the - the - an - a - the
c) an - the - the - an - a - an
d) a - the - the - the - an - an

07. (Colégio Naval 2021) Read the following sentence.

"Camila Kater's debut short is _____ fresh, unprejudiced reflection on femininity through successive stages of life."

Mark the option that completes the sentence correctly

- a) a
b) an
c) the
d) - (no article)

08. (EFOMM - 2021) Mark the correct option to complete the excerpt below.

Oil spill reported at Golden Ray wreck site

I- _____ Unified Command in charge of II- _____ disposal of III- _____ wreck in Golden Ray reported IV- _____ oil spill which V- _____ workers were attempting to contain both VI- _____ water and along VII- _____ coastline of St. Simons Sound.

(Adapted from <https://www.fleetmon.com>oil...>)

- a) I - The / II - the / III - a / IV - ___ / V- ___ / VI - a / VII- the
b) I - The / II - the / III - the / IV - an / V - the / VI - the / VII - the
c) I -The / II - ___ / III- the / IV - the / V - the / VI- ___ / VI - a
d) I - ___ / II- ___ / III - the / IV- ___ V- ___ VI- ___ / VII - the
e) I - ___ / II - a III - a / IV - an / V - the / VI - the / VIII - a

09. (Marinha - 2019) Complete the paragraph below, about Scotland, with the missing articles.

For many years, Scotland was _____ poor country. But now things are better for most people. There is oil and gas in _____ sea between Scotland and Norway. Edinburgh is _____ important place for money, and there are big banks there, like the Royal Bank of Scotland. Tourists visit this beautiful country and they bring money to Scotland too. Many people love living and working there, and more than 20 million visitors go to Scotland each year.

Now, mark the correct option, from top to bottom:

- a)** an / a / an
- b)** a / the / a
- c)** a / the / an
- d)** an / a / a
- e)** a / a / a n

10. (Marinha - EFOMM - 2015) Choose the correct alternative to complete the sentences below.

I - Simon is in _____ prison because he didn't pay his taxes.

II - You have made _____ very good progress.

III - We didn't have time to visit _____ Louvre when we were in Paris.

IV - I've always wanted to visit _____ Netherlands.

- a)** a / a / the / the
- b)** --- / --- / the / the
- c)** the / a / --- / ---
- d)** --- / a / --- / a
- e)** a / --- / --- / the

Gabarito

- 1) d**
- 2) b**
- 3) a**
- 4) a**
- 5) c**
- 6) b**
- 7) a**
- 8) b**
- 9) c**
- 10) b**

Quantificadores

Quantificadores ou quantifiers em inglês são palavras ou expressões usadas para indicar a quantidade ou a extensão de um substantivo. Eles ajudam a especificar se estamos falando de uma quantidade específica, uma quantidade geral ou apenas uma quantidade indefinida.

São eles:

Many e Few

Significam:

- **MANY** = muitos, muitas
- **FEW** = poucos, poucas

São usados com substantivos contáveis.

Exemplos:

- I have got **many friends** in my neighborhood.
- There are **many things** that I'd like to say to you but I don't know how. (Wonderwall - Oasis)
- I had **few expectations** of her behaviour.
- He bought **few books** this year.

Much e Little

Significam:

- **MUCH** = muito, muita
- **LITTLE** = pouco, pouca

São usados com substantivos incontáveis.

Exemplos:

- There was so **much fear** of hurricanes in their village.
- She asked him for **much money**, more than she could refund.
- **Little time** was needed for them to get acquainted.
- Please, buy some milk because there's only a **little** in the fridge.

A lot, lots of, a lot of e Plenty of

A LOT, A LOT OF, LOTS OF, PLENTY OF podem ser usados para substituir tanto **many** quanto **much**, tendo o mesmo significado.

Exemplos:

- There was **much/ a lot of water** to be shared.
- They solved **many/ lots of** math **exercises**.
- Her garden had **many/ plenty of** different **flowers**.

LITTLE X A LITTLE FEW X A FEW

Observe os exemplos abaixo:

- Adam speaks **little French**, so it's difficult to communicate with him.
- Sarah speaks **a little French**, so it's possible to communicate with her.

Little e few = expressam uma pequena quantidade não suficiente.

Exemplos:

- They have **little time** today.
- The teacher has **few** geography **students**.

A little e a few = expressam que, embora a quantidade seja pequena, é suficiente.

Exemplos:

- They had **a little time** to have some coffee together today.
- Jane teaches **a few students** in her free time to increase her earnings.



a) Usamos o **too**, **so** para enfatizar **much** ou **many**.

Exemplos:

- It was **so much** fun.
- They had **too much** money to spend on souvenirs.
- Cindy always buys **so many** items of clothing that her wardrobe is a mess

b) As expressões "**many**" e "**much**", normalmente, são mais usadas em sentenças negativas ou interrogativas.

As expressões "**lots of**" e "**lots of**" são mais usadas nas sentenças afirmativas.

Exemplos:

- I don't have **much money**.
- She has **a lot of/ lots of money**
- Did they buy **many bottles** of wine?
- He bought **lots of wine bottles**.

Some, Any e No

Significam:

- **SOME** e **ANY** = algum, alguma, alguns, algumas.
- **NO** = nenhum, nenhuma

São **usados** tanto **com substantivos contáveis** quanto **incontáveis**.

Exemplos:

- They are carrying **some books**.
- I did **some exercises**.
- They don't need **any money**.
- Did Mary buy **any milk**?
- She said she had **no money** for the bus.
- There are **no people** in the office because it's closed today.

USO DO SOME

Some é usado:

- **afirmações positivas** quando se refere a uma quantidade não específica, mas significativa.

Exemplos:

- I have **some friends**.
- They have **some exciting news** to share with you.
- She bought **some fresh vegetables** at the market.

- **para fazer ofertas ou convites** de maneira mais educada.

Exemplos:

- Would you like **some coffee**?
- Can I get you **some wine**?
- Would you like **some help** with your homework?

USO DO ANY

ANY é usado:

- **em perguntas e negações** para indicar uma quantidade não específica, geralmente em situações mais gerais ou abertas.

Exemplos:

- **Do** you have **any questions**?
- I **don't** have **any money**.

- **em afirmativas com o sentido de QUALQUER**

Exemplos:

- You can take **any book** from the shelf.
- Feel free to choose **any color** you like.
- There's a snack table with any treat you could want.

- em afirmativas quando existe palavra com o sentido negativo como **seldom, never, without, etc.**

Exemplos:

- **Never** hesitate to ask help for any task.
- Jaso's store **is without any size 7 male shoes.**

- com **IF**:

Exemplos:

- Let me know **if** you have **any doubt.**
- **If** you need **any assistance** with your project, call James in the management area.
- I'll be happy to lend you **any book if** you promise to return it.

USO DO NO

É usado:

- com verbos na afirmativa para dar sentido negativo:

Exemplos:

- She **had no time** to help with the house chores this week.
- He **showed no signs** of fatigue after the long journey.
- The restaurant **had no vegetarian options** on the menu.
- The new law **imposes no restrictions** on free speech.

AS REGRAS DE USO DE SOME, ANY E NO SE APLICAM TAMBÉM AOS SEUS COMPOSTOS

- Referindo-se a pessoa:

- Somebody (alguém)
- Someone (alguém)
- Anybody (alguém, qualquer um)
- Anyone (alguém, qualquer um)
- Nobody (ninguém)
- No-one (ninguém)

Exemplos:

- Can **anybody** find me **somebody** to love?

Somebody to Love - "Queen"

- Bob locked the door. **Nobody** could go inside the room.

- Referindo-se a coisa:

- Something (alguma coisa)
- Anything (alguma coisa)
- Nothing (nada, nenhuma coisa)

Exemplos:

- I need **something** to eat.
- Is there **anything** wrong?
- **Nothing** could be done to stop her crying.

- Referindo-se a lugar:

- Somewhere (algum lugar)
- Anywhere (algum lugar)
- Nowhere (nenhum lugar)

Exemplos:

- **Somewhere** over the rainbow, Way up high
There's a land that I heard of,
Once in a lullaby
Over the rainbow - The Wizard of Oz
- Where do you want to go?
Anywhere.
- You will find fuel **nowhere** near here.

- Referindo-se a modo:

- Somehow (de algum modo)
- Anyhow (de algum modo, de qualquer modo.)

Exemplos:

- *We'll find a solution* **somehow.**
- *I'll finish this project* **anyhow,** even if it takes all night.

- Referindo-se a tempo:

- Sometime (alguma vez, em algum momento)
- Anytime (alguma vez, em algum momento)
- No time

Exemplos:

- Let's have lunch **sometime.**
- Can I call you **anytime** if I need help with the project?

- Feel free to call **anytime** if you have questions or need assistance.
- I'm sorry, but I have **no time** to attend the concert this evening.

NO x NONE

Observação: Usa-se **No** com um substantivo.

- She has **no money**.
(Ela não tem dinheiro)

Usa-se o **None** (nenhum) sem o substantivo.

- How much money do you have in your wallet? **None**. (= no money)
- **None of** the students arrived on time.

All, Every e Each

- Usa-se **ALL** (todo, toda, todos e todas) com substantivos no plural.

Exemplos:

- They tried **all the** ice cream flavors.
- My daughter read **all** my books.

- Usa-se **EVERY** (todos, todas, cada um, cada uma) quando se refere a um grupo todo, com substantivo no singular:

Exemplos:

- I searched **every supermarket** to find the fruits she asked for and couldn't find them.

- We have a team meeting **every convention** to discuss our progress.
- **Every student** in the class is required to submit their assignment by Friday.

Os compostos de EVERY são:

- Everybody, Everyone (todo mundo)
- Everything (tudo)
- Everywhere (todo lugar)

Exemplos:

- After the move, they unpacked and organized **everything** in their new home.
- **Everyone** is invited to the company's annual picnic.
- The children left their toys **everywhere** in the living room.

- Usa-se **EACH** (cada um, cada uma) com substantivos contáveis no singular para referir-se a cada indivíduo

Exemplos:

- We planted a tree in front of **each house** on the street.
- **Each chapter** in the book explores a different theme.
- The teacher gave feedback to **each student** individually.

Exercícios

01. (Marinha - Escola Naval - 2021)
Which option completes the text below correctly?

Ultimately you can't go long term without an appropriate duration of sleep, so it's important to try to get ____ sleep ____ nights.

While everyone's exact sleep requirements are different, on average you should be getting between six and nine hours of sleep a night. Your brain is hardwired for what it needs. Getting less sleep than you need can cause sleepiness and moodiness, as well as difficulty concentrating, poor coordination and poor work quality.

Overall it's important to try to maintain a consistent and regular sleep cycle. Be aware that when you miss sleep, it'll take _____ days to get back on track.

(Adapted from <https://Awexnermedical.osu.edu/>)

- a) much / all / a little
- b) much / every / any
- c) enough / every / a little
- d) enough / most / a few
- e) many / most / a few

02. (Marinha - Escola Naval - 2020)
Which option completes the text below correctly?

There are ____ different opinions on how ____ water you should be drinking every day. Health authorities commonly recommend eight ounce glasses, which equals about 2 liters, or half a gallon. This is called the 8x8 rule and is very easy to remember. However, ____ health gurus believe that you need to sip on water constantly throughout the day, even when you're not thirsty. As with most things, this depends on the individual. ____ factors (both internal and external) ultimately affect your need for water.

(<https://www.healthline.com>)

- a) many / much / some / Many
- b) many / much / little / Much
- c) much / many / some / None
- d) much / many / little / Much
- e) a lot of / much / none / Many

03. (EEAR - 2019) Read the text to answer the question:

Paul: Mary, the party is tomorrow! Do we have everything we need? **Mary:** We have ____ juice, but we should buy more.

Paul: Do we need to buy bread?

Mary: Well, we have ____, I don't know if it's enough.

Paul: So let's talk to Jen and ask for ____ advice.

Choose the alternative that best completes the text:

- a) a lot of / some / some
- b) many / some / an
- c) many / a / some
- d) a lot / a / an

04. (FAC. SÃO LUÍS)

Fill in the blanks correctly:

"Do you have 10 dollars?"

"No, I don't, but Peter has ____ money with him"

- a) much of
- b) lots
- c) many
- d) a lot of
- e) many of

05. (EPCAR - 2015)

CYBERBULLYING ON THE RISE

Bullying among children and teenagers is not something new but it is getting more and more common by modern methods of communication. Cyberbullying happens when an adolescent is put in danger by another child or teenager by photos or text messages sent to cell phones or posted on social networks. Sometimes cyberbullies send mails with sexual

comments or take passwords of other teenagers and log on to websites with false identities. Children also play Internet games and make fun of each other in many ways. A study by a Canadian University shows that half of the young people interviewed said that they suffer bullying. One of the reasons is the great use of cell phones over the past years. Today's children are connected with each other electronically. They call friends every time they want or communicate with them on Facebook. Cyberbullying is getting extremely popular because teens can stay anonymous. Many adolescents act this way because they feel frustrated or angry and want to punish somebody for something that happened to them. At other times they do it just for fun or because have nothing else to do. Parents usually don't know their child is a cyberbully. They perceive it just when the victim or the victim's parents contact them. This kind of bullying is not as inoffensive as many people think. In some cases it can lead to suicide. Many countries have organized campaigns to inform adults and children of its dangers. There are a few ways to prevent cyberbullying. First, it is important to show children that they have to respect others and they are responsible for what they do. For victims it is important not to play the bully's game or answer their emails and text messages. It is also important to get help from parents and teachers. Often schools get involved. They bring together the parents of victims and cyberbullies and talk with them. Cyberbullying does not always end at school. Often, parents go to the police and accuse the bullies.

(Adapted from <http://www.english-online.at/society/cyberbullying/cyberbullying-on-the-rise.htm>)

There are a few ways to prevent cyberbullying" is the same as

- a) There are some ways to prevent cyberbullying
- b) There are many ways to prevent cyberbullying.
- c) There are lots of ways to prevent cyberbullying.
- d) There are no ways to prevent cyberbullying.

06. (Univ. Reg. Cariri - 2021)

Complete sentences below using much, many, few and little

1. My mother did not have ____ money.
2. She only has ____ days left before retirement.
3. We still have ____ eggs.
4. He has ____ time, so she can't stop by on her way to work.

- a) many - little - few - much
- b) little - much - many - few
- c) much - few - many - little
- d) few - many - little - much
- e) few - many - little - much

07. (PUCRS) The expression "a few" is used incorrectly in

- 1) Unfortunately there were a few seats left when we arrived at the theater.
- 2) Help yourself, there are a few sandwiches and cookies left.
- 3) These journal articles always have a few ideas worth discussing.
- 4) They managed to find a few clues of what the theater looked like.

- a) 1
- b) 2
- c) 3
- d) 4

08. (EPCAR - 2019)**WHAT IS MODERN SLAVERY?**

Slavery did not end with abolition in the 19th century. Slavery continues today and harms people in every country in the world. Women forced into prostitution. People forced to work in agriculture, domestic work and factories. Children in sweatshops¹ producing goods sold globally. Entire families forced to work for nothing to pay off generational debts. Girls forced to marry older men. There are estimated 40.3 million people in modern slavery around the world, including: • 10 million children • 24.9 million people in forced labour • 15.4 million people in forced marriage • 4.8 million people in forced sexual exploitation Someone is in slavery if they are: • forced to work – through coercion, or mental or physical threat; • owned or controlled by an 'employer', through mental or physical abuse or the threat of abuse; • dehumanised, treated as a commodity or bought and sold as 'property'; • physically constrained or have restrictions placed on their freedom of movement. Slavery has been a disgraceful aspect of human society for most of human history. However, AntiSlavery International has refused to accept that this bloody status quo should be allowed to persist (Aidan McQuade, former director). Forms of modern slavery Purposes of exploitation² can range from forced prostitution and forced labour to forced marriage and forced organ removal. Here are the most common forms of modern slavery. • Forced labour – any work or services which people are forced to do against their will³ under the threat of some form of punishment. • Debt bondage or bonded labour – the world's most widespread form of slavery, when people borrow money they cannot repay and are required to work to pay

off the debt, then losing control over the conditions of both their employment and the debt. • Human trafficking– involves transporting, recruiting or harbouring people for the purpose of exploitation, using violence, threats or coercion. • Descent-based slavery – where people are born into slavery because their ancestors were captured and enslaved; they remain in slavery by descent. • Child slavery – many people often confuse child slavery with child labour, but it is much worse. Whilst⁴ child labour is harmful for children and hinders⁵ their education and development, child slavery occurs when a child is exploited for someone else's gain. It can include child trafficking, child soldiers, child marriage and child domestic slavery. • Forced and early marriage – when someone is married against their will and cannot leave the marriage. Most child marriages can be considered slavery. Many forms of slavery have more than one element listed above. For example, human trafficking often involves advance payment for travel and a job abroad, using money often borrowed from the traffickers. Then, the debt contributes to control of the victims. Once they arrive, victims cannot leave until they pay off their debt. Many people think that slavery happens only overseas, in developing countries. In fact, no country is free from modern slavery, even Britain. The Government estimates that there are tens of thousands people in modern slavery in the UK. Modern slavery can affect people of any age, gender or race. However, contrary to a common misconception⁶ that everyone can be a victim of slavery, some groups of people are much more vulnerable to slavery than others. People who live in poverty⁷ and have limited opportunities for

decent work are more vulnerable to accepting deceptive job offers that can turn exploitative. People who are discriminated against on the basis of race, caste, or gender are also more likely to be enslaved. Slavery is also more likely to occur where the rule of law is weaker and corruption is rife. Anti-Slavery International believes that we have to tackle⁸ the root causes of slavery in order to end slavery for good. That's why we published our AntiSlavery Charter, listing comprehensive measures that need to be taken to end slavery across the world.

(Adapted from

<https://www.antislavery.org/slavery-today/modern-slavery/>)

Glossary:

1. sweatshop – a factory where workers are paid very little and work many hours in very bad conditions
2. exploitation – abuse, manipulation
3. will – wish, desire
4. whilst – while
5. to hinder – obstruct, stop
6. misconception – wrong idea/ impression
7. poverty – the condition of being extremely poor
8. to tackle – attack

Mark the option that replaces the underlined word, respectively, keeping the same meaning.

“[E] many people often confuse child slavery with child labour [E]”

- a) a lot.
- c) much.
- b) very.
- d) a lot of.

09. (EScola Naval - 2018)

Which option completes the paragraph below correctly?

MONEY AND HAPPINESS

While it is true that money can't buy love or happiness, a certain amount is necessary to have a baseline of happiness. Interestingly, from science

we learn that for most people the magic number is between \$75- \$100K per year. At that point we have enough money not to be struggling between paychecks, and there is a diminishing return on making more money after that. The nice thing is happiness is more about our habits and attitudes that we can control through things like exercise, mindfulness, gratitude, kindness, etc. regardless of how _____ or how _____ money we have. Happiness is a choice and a process, not a place. (<https://www.linkedin.com/pulse/>)

- a) much/little
- b) many/few
- c) much/few
- d) many/little
- e) many/much

10. (UnB – DF) Fill in the blanks correctly:

“He has _____ friends but _____ enemies.”

- a) much – a few
- b) a lot of – much
- c) lots of – little
- d) few – many
- e) many – one

Gabarito

- 1) d
- 2) a
- 3) a
- 4) c
- 5) a
- 6) c
- 7) a
- 8) d
- 9) a
- 10) d

Adjetivos

Os adjetivos são palavras que modificam ou descrevem substantivos, fornecendo mais informações sobre suas características.

Uso dos Adjetivos

- Podem ser usados **antes de substantivos**:

- Shakira is a **beautiful** woman.

- **Após verbos de ligação** - be, become, get, smell, taste, sound, seem, appear, look, feel, make:

- Those monuments are **amazing**.
- She feels **ill** today.

- **Número**: Adjetivos não flexionam quanto a número, eu seja, não tem forma de plural.

Exemplos:

- He is a **handsome** man.
- They are **handsome** men.
- She bought **new** dresses for her trip.

- **Ordem dos adjetivos**: Quando mais de um adjetivo é utilizado para caracterizar um substantivo é usada a seguinte sequência: **Opinião, Tamanho, Idade, Forma, Cor, Origem, Material**

- A **delicate small old intertwined golden Greek metal** bracelet. (Um pequeno, delicado e antigo bracelete grego de metal dourado entrelaçado)

Observação:

- em geral não são usados mais de 3 adjetivos por substantivo:

- She painted a **lovely colorful Spanish** pottery.

- após verbo de ligação a sequência fica assim:

- Viola Daves is **intelligent, strong and well-known**.

- **Adjetivos compostos**: são formados por 2 palavras

Exemplos:

- That **left handed** girl over there will be the first trying the new app.
- Today, the kids were really **well-behaved**.
- Those brothers are **hardworking**.



- Alguns adjetivos **só podem ser usados após verbos de ligação**:

Exemplos:

- She is **afraid** of cockroaches.
- Josy got **ashamed** because she was late for the test.
- Noah is **alone** today.
- We are feeling **well** here.
- The baby was **asleep** when his mother arrived because was **ill**.

- Alguns adjetivos que expressam **emoções e reações são seguidos de verbos no infinitivo**:

Exemplos:

- The loud noise outside our home made it **impossible to understand** the movie on tv.
- The teachers said it is **good to take** a mock test before the real one.
- She was **right to say** no to his request.

Outros exemplos:
certain, easy, wrong, happy,
welcome, proud, anxious, etc

- Alguns adjetivos **terminam** tanto com **-ing** quanto com **-ed**.

Exemplo: boring - bored

- Quando **terminam em ING** referem-se a um atributo de um objeto ou pessoa.

- Astronomy is interesting.

- Quando **terminam em ED** referem-se ao sentimento de uma pessoa em relação a algo ou alguém:

- Madeline is **interested** in Astronomy.

Exemplos:

-ING	-ED
Fascinating	fascinated
Shocking	shocked
Amazing	amazed
Horrifying	horrified
Worrying	worried, etc

Comparativo

O comparativo é uma forma gramatical usada para comparar duas coisas ou pessoas, indicando diferenças ou semelhanças em termos de uma qualidade específica. São frequentemente formados usando adjetivos e advérbios.

Formação do comparativo

Existem três tipos principais de comparativos:

Comparativo de Superioridade

Indica que uma coisa tem uma característica em maior quantidade ou grau do que outra. É formado:

- Adicionando-se **-er** para **adjetivos curtos (uma sílaba)**:

- cheap → cheaper

- fast → faster
- large → larger

- **Dobrando-se a consoante final + er** com adjetivos de **uma sílaba terminados em CVC** (consoante+vogal+consoante)

- thin → **thinner**
- big → **bigger**
- sad → **sadder**
- hot → **hotter**

- **Trocando-se o Y por -ier** com adjetivos de **duas sílabas terminados em Y**:

- busy → **busier**
- early → **earlier**
- easy → **easier**
- pretty → **prettier**

- Usando-se **MORE + adjetivos longos (com duas ou mais sílabas)**

- **more** serious
- **more** famous
- **more** expensive
- **more** intelligent
- **more** comfortable

- Usando-se **more + advérbios que terminam em +LY**:

- **more** slowly
- **more** efficiently
- **more** clearly
- **more** quietly

- **Pode ou não ser usado com o acréscimo do THAN (do que):**

Exemplos:

- That blouse is **cheaper than** mine.
- New York is **smaller than** São Paulo.
- He said he was **busier** today.
- Messi is **more famous** than Gabi Gol.
- They behaved **more seriously** in the Economy class.

- Pode-se usar **-er** ou **more** com os seguintes adjetivos de duas sílabas - clever, narrow, quiet, shallow, simple.

- That road is **narrower/ more narrow** than Dutra.
- The kids are playing here.. Can we go somewhere **quieter/ more quiet** to talk?

Irregulares

Alguns adjetivos e advérbios tem a forma do comparativo irregular. São eles:

- good/well → **better**
- bad/badly → **worse**
- far → **further (or farther)**

OBS: further (mas não farther) também significa 'more' ou 'additional':

Exemplos:

- She made that recipe tastes **better** with fresh vegetables.
- His mother said that she understands the situation **better** than anybody else.
- You are **worse** than I expected before going tracking.
- I can't walk any **further/farther** than here. I am exhausted. (= more distant)
- The tv is not showing any **further** news about the flood. (= any more news)

Comparativo de Igualdade

Indica que duas coisas são iguais em uma determinada característica. É formado por:

- AS + adjetivo ou advérbio + AS

- Kobe Bryant was **as tall as** Michael Jordan.
- The access to quality healthcare in urban areas is **as crucial as** in rural ones.
- The rate of technology adoption in education is **as fast as** in the business sector.

Comparativo de Inferioridade

Indica que uma coisa tem uma característica em menor quantidade ou grau do que outra. É formado por:

- LESS + adjetivo/advérbio

- Pode ou não ser usado com o **acrônimo do THAN (do que)**:

Exemplos:

- In specific regions, the pace of economic recovery post-pandemic might be **less rapid than** in others.
- Certain countries are experiencing challenges in climate change adaptation, being **less prepared than** others.
- They bought a casual outfit for the party because it was **less expensive**.



1) Repetimos comparativos para falar que algo muda continuamente:

Exemplos:

- He is getting **better and better** at speaking.
- CASD is becoming **more and more known** for its excellent results.

2) Também usamos o comparativo com o **the**:

Exemplos:

- **The sooner the better.** (Quanto antes melhor)
- I always say that concerning baggage, **the bigger the better.**

3) A estrutura **the...the...** também é usada para expressar dependência de uma coisa a outra.

Exemplos:

- **The earlier** you wake up **the faster** we leave.

- **The more** I thought about his demands **the less** I accepted them.

4) Older é usado para falar de **idade em geral**.

Elder é usado para falar **que alguém de sua família é mais velho**.

Exemplo:

- He looks **older than** Janine but, in fact, she is his **elder** sister.

Superlativo

Os superlativos são usados para indicar o grau mais alto ou mais baixo de uma qualidade **entre três ou mais pessoas, coisas ou lugares**. É formado:

- Usando **the + adjetivos curtos (uma sílaba) + -est**:

- cheap → **the cheapest**
- fast → **the fastest**
- small → **the smallest**

- Usando **the + adjetivos de uma sílaba terminados em CVC** (consoante+vogal+consoante) **dobrando-se a consoante final + est**:

- thin → **the thinnest**
- big → **the biggest**
- sad → **the saddest**
- hot → **the hottest**

- Usando-se **the + adjetivo de uma sílaba terminado em E + "-st"**:

- large → **the largest**
- brave → **the bravest**
- simple → **the simplest**
- late → **the latest**
- close → **the closest**

- Adicionando-se **the + adjetivo duas sílabas terminados em Y e trocando-se o Y por -iest**

- busy → **the busiest**
- early → **the earliest**
- easy → **the easiest**
- pretty → **the prettiest**

- Usando-se **the most + adjetivos longos (com duas ou mais sílabas)**

- **the most** serious
- **the most** famous
- **the most** expensive
- **the most** intelligent
- **the most** comfortable

Exemplos:

- Mount Everest is **the highest** mountain in the world.
- The Amazon Rainforest is **the largest** rainforest on Earth.
- Russia is **the biggest** country in the world.
- They were working in **the busiest** department of the industry and had many days of late hours.
- Venice is one of **the most beautiful** cities in Italy.

Irregulares:

Alguns adjetivos e advérbios têm a forma do superlativo irregular.

- good/well → **the best**
- bad/badly → **the worst**
- far → **the furthest / farthest**

Os superlativos são essenciais para expressar comparações extremas, descrever lugares famosos e falar sobre realizações pessoais.

Exercícios

01. (EEAR - 2022) **Read the text and answer the question.**

**On top of the World
Imagine Dragons**

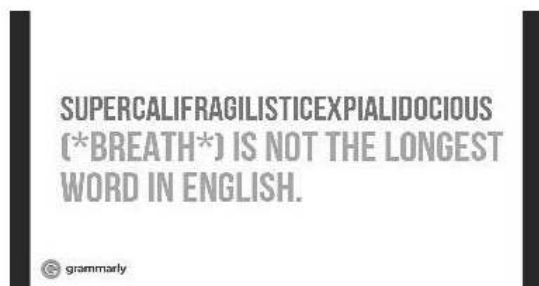
If you love somebody
Better tell them why they're here
cause
They just may run away from you
You will never know what went well
Then again it just depends on
How long of time is left for you
I've had **the highest** mountains
I've had **the deepest** rivers
You can have it all but not til you
move it
Now take it in but don't look down.

www.vagalume.com.br

The words in bold are in the:

- a) comparative.
- b) superlative.
- c) equality.
- d) future.

02. (EEAR - 2021) **Read the text and answer question.**



This extra long word (that approximately means “fantastic”) was popularized by the movie Mary Poppins and was eventually added to the dictionary. What you probably didn't know is that there is a word that is longer — yes longer — than this one.

Pneumonoultramicroscopicsilicovolcanoconiosis is a type of lung disease caused by inhaling ash and dust. Go ahead and try pronouncing that!

<https://www.grammarly.com/blog/10-interesting-english-facts-guest/>

The word LONGEST, in the picture, and LONGER, in the text, are in the _____ and _____ forms, respectively.

- a) comparative / superlative
- b) superlative / comparative
- c) comparative / imperative
- d) superlative / imperative

03. (EEAR - 2019)



Gregory “Greg” Heffley is an American middle school student and also the main protagonist of the book series Diary of a Wimpy Kid.

Greg is lazy, petty, slightly narcissistic, sociopathic, egotistical, eccentric, egocentric, usually backstabbing, and sometimes even selfish and dishonest, and apparently lacks talent. He hardly has any skills aside from video games and possibly singing. However, despite all this, Greg has had his kind and caring moments, but not that often.

Adapted from
https://diary-of-a-wimpy-kid.fandom.com/wiki/Greg_Heffley

In the sentence in bold, Greg's personal characteristics are mainly expressed by the use of _____.

- a) conjunctions
- b) adjectives
- c) adverbs
- d) verbs

04. (EEAR - 2019) Read the cartoon and answer the question.



The word “easier”, in the text, is in the:

- a) base form
- b) superlative form
- c) comparative form
- d) past participle form

05. (EEAR - 2018)



The expression “most sensational”, in the cartoon, is being used as

- a) comparative adjective.
- b) superlative adjective.
- c) preposition.
- d) adverb.

06. (EsSA - 2019) II. Texto de interpretação para resolução de questões de INGLÊS

February 25, 2019

By Lise Alves, Senior Contributing Reporter RIO DE JANEIRO, BRAZIL

Exactly one month after Brazil's most deadly mining disasters, firefighters and volunteers still search for at least 131 people still missing under tons of mud left behind after a dam in the Feijão mining complex, owned by Brazilian giant, Vale, gave way on January 25th. So far 179 corpses have been retrieved and identified.

"The search starts at 5 am, when the teams get up. At 6:30 am, we gather for directions, a safety briefing and guidelines of what will be done throughout the day. The teams are then taken into the field," firefighter Lt. Col. Anderson Passos tells journalists.

"At the end of the day, when the teams return, they give us feedback on how the search went. We then hold a meeting to plan the next day and everything repeats itself," concluded the official.

(Adapted from:

<https://riollmesonline.com/brazil-news/rio-politics/month-after-brumadinho-dam-tragedy-131-still-missing/>)

Which sentence is grammatically correct?

- a) Gustavo is more old than his brother.
- b) My car is more fast than my sister's car.
- c) Camilla 's dress is cheaper than mine.
- d) Going by train is expensiver than by car.
- e) went to bed more earlier than usual.

07. (FGV- 2023) Text V

A New Buzz In Teaching And Learning: ChatGPT

[...]

We live in a world constructed by data and content. With the availability of AI chatbots, we can generate tons of them, with just a few taps on our keyboards. Undeniably, ChatGPT is a powerful and versatile language model, with

the potential to revolutionize how we learn and interact with machines. As the Chinese idiom says, "Water can carry a boat but can also overturn it." This expression is a reminder that everything has its pros and cons, and it's therefore important to remain aware of potential risks and take the necessary precautions. With this in mind, it's of the utmost importance to use this tool in a responsible and ethical manner, to ensure that the output aligns with the desired use cases.

From:
<https://elearningindustry.com/a-new-buzz-in-teaching-and-learning-chatgpt>

The opposite of the adjective "powerful" is

- a) fast.
- b) slow.
- c) weak.
- d) strong.
- e) vigorous.

08.(IBFC - 2023) Analise as sentenças a seguir

1. Neymar Júnior is a _____ soccer player.
2. Lionel Messi is _____ than Neymar Jr.
3. Cristiano Ronaldo is _____ soccer player, and _____ sportsman in the world.

Assinale a alternativa que preencha correta e respectivamente as lacunas.

- a) famous / more famous / the most well-known / the best
- b) more famous / the most well-known / the most well-known / famous
- c) the most well-known / the most well-known / famous / more best
- d) the most well-known / famous / more famous / the most good
- e) most famous / most well-known / well-known / more gooder than

09. (EEAR - 2017) Read the cartoon and answer the question.



"I find the easiest way to expand my vocabulary is to make up words."

The underlined word in the cartoon implies an idea of:

- a) comparative adjectives
- b) superlative adjectives
- c) comparisons
- d) adverb

10. (EEAR - 2018)



Kilauea volcano is spewing lava and belching hazardous gases on Hawaii's Big Island, forcing more than 1,700 people to evacuate their homes.

Eruptions aren't anything new on Kilauea. In particular, the Pu'u 'Ō'ō vent, where lava is visible, has erupted almost continuously since January 1983. But the latest eruption took volcanologists by surprise when it invaded Leilani Estates, a residential area near Kilauea.

Small earthquakes had shaken the region all that week, but residents were taken aback by 5.0- and 6.9-magnitude earthquakes on May 3 and 4, respectively, which preceded lava eruptions. Now,

newly opened fissures are bubbling with lava almost daily, and Hawaii County Civil Defense has warned sightseers to stay away for safety's sake.

<https://www.livescience.com/62563-hawaii-volcano-eruption-2018.html>

The word “latest” underlined in the text is _____.

- a) a reflexive pronoun
- b) a superlative
- c) an auxiliary
- d) a noun

Gabarito

- 01.b
- 02.b
- 03.b
- 04.c
- 05.b
- 06.c
- 07.c
- 08.a
- 09. b
- 10. b

Advérbios

Advérbios são uma classe de palavras que modificam, descrevem ou fornecem informações adicionais sobre verbos, adjetivos, outros advérbios ou até mesmo sentenças inteiras. Eles geralmente respondem a perguntas como "como," "quando," "onde," "por que" e "até que ponto".

Podem ser:

Tipos de Advérbio

- **Modo (manner):** descrevem como uma ação é realizada.

(**fluently, gracefully, slowly, etc**)

Exemplos:

- She sings **beautifully**. (Ela canta **lindamente**.)
- He completed the task **quickly**. (**rapidamente**)

- **Tempo (time) :** indicam quando uma ação ocorre.

(**now, today, tomorrow, soon, yesterday, later, nowadays, then, etc**)

Exemplos:

- We will meet **tomorrow**.
- She is studying **now**.

- **Frequência (frequency):** expressam com que frequência uma ação ocorre.

(**always, usually, often, sometimes, rarely, never, etc**)

Exemplos:

- They **always** go for a walk in the evening.
- They have **never** been to Europe.

- **Lugar:** indicam onde uma ação ocorre.

(**everywhere, anywhere, outside, here, there, away, near, far, etc**)

Exemplos:

- The cat is sitting **there**.
- I am staying **here** for the weekend.
- I searched for my keys **everywhere**.

Grau: modificam a intensidade de um adjetivo ou advérbio.

(**very, too, so, quite, fairly, almost, absolutely**)

Exemplos:

- It's **very** hot today.
- The movie was **quite** interesting.

- **Afirmação e Negação:** expressam a certeza ou a negação de uma ação.

(**A= certainly, absolutely, definitely, indeed, of course, etc**) (**N= not, never, no, neither, nor, none, etc**)

Exemplos:

- **Certainly**, I will help you.
- She does **not** like spicy food.
- **Of course**, you can come with us!
- **Neither** of them has seen the movie.

Formação dos Advérbios

A formação de advérbios em inglês pode ocorrer de várias maneiras, dependendo do tipo de palavra que está sendo modificada. Aqui estão algumas formas comuns de formar advérbios:

1) Adicionando "-ly" a adjetivos:

Exemplos:

- **quick** (rápido) → **quickly** (rapidamente)
- beautiful - beautifully
- simple - simply
- frequent - frequently

2) Se o adjetivo terminar em -y, substitua y por i e adicione a terminação -ly.

Exemplos:

- happy - happily
- easy - easily
- angry - angrily

3) Se o adjetivo terminar em -able, -ible ou -le, substitua -e por -y.

Exemplos:

- probable - probably
- gentle - gently

4) Se o adjetivo terminar em -ic, inclua a terminação -ally.

Exemplos:

- tragic - tragically
- economic - economically

5) Adição de "-ly" a substantivos:

Exemplos:

- day (dia) → daily (diariamente)
- week - weekly

6) Sem Alteração: Alguns advérbios têm a mesma forma que seus adjetivos correspondentes.

Exemplos:

- fast (rápido) → fast (rápidamente)
- hard (difícil) → hard (arduamente)
- early, high, late, near, straight, wrong.

7) Advérbio Irregular

Exemplo:

good (bom) → **well** (bem)

Conclusão, o uso adequado de advérbios traz uma riqueza para a linguagem, permitindo a transmissão com mais eficácia de como, quando, onde, e em que medida uma ação ocorre. Os advérbios trazem precisão e a clareza a comunicação.

Exercícios

01. (Marinha - 2020) Texto

Coronavirus: Venice Carnival closes as Italy imposes lockdown

23 February 2020

Italian officials have cut short the Venice Carnival as they try to control what is now the worst outbreak of the coronavirus in Europe.

Authorities in the Veneto region said the event would end later on Sunday, two days earlier than scheduled. Italy has by far the highest number of coronavirus cases in Europe, with 152. Three people have died. Italy has imposed strict quarantine restrictions in two northern "hotspot" regions close to Milan and Venice.

About 50,000 people cannot enter or leave several towns in Veneto and Lombardy for the next two weeks without special permission. Even outside the zone, many businesses and schools have suspended activities, and sporting events have been canceled. The BBC's Mark Lowen described the situation just outside the zone. In neighbouring Austria, a train from Venice was stopped at the Austrian border after it emerged that two passengers had fever symptoms. Austria's Interior Minister Karl Nehammer later confirmed to the BBC that the pair tested negative for coronavirus.

"All authorities have acted quickly and with great caution in this case," said Mr Nehammer in a statement. "The reporting chain worked without delay." Elsewhere, authorities in South Korea and Iran are battling to control rising numbers of infections. South Korea has raised its coronavirus alert to the "highest level".

The new strain of coronavirus, which originated last year in Hubei province in China, causes a respiratory disease called Covid-19. China has seen more than 76,000 infections and 2,442 deaths.

What is happening in Italy?

Prime Minister Giuseppe Conte announced on Saturday that "extraordinary measures" would come into force to try to stem the rising number of coronavirus cases.

He said the quarantine restrictions could last for weeks. Police, and if necessary the armed forces, will have the authority to ensure the regulations are enforced.

Angelo Borrelli, the head of Italy's Civil Protection Department, told reporters that 11 of the confirmed cases were in Lombardy, with 21 in Veneto with others in EmiliaRomagna and Lazio. Officials reported a third death on Sunday, an elderly woman from the town of Crema suffering from cancer. Italian officials say they are still trying to trace the source of the outbreak.

Universities in Milan have been closed and the city's mayor, Giuseppe Sala, said schools would also close their doors while the outbreak continued. "As a precaution I think that the schools have to be closed in Milan. I will propose to the president of the region to enlarge the precaution to the entire metropolitan city area. It is just a precaution, we don't want to create panic," he said.

Meanwhile Giorgio Armani's fashion show, scheduled to be held (i) Milan (ii) Sunday, went ahead but without any media or buyers present. The show was livestreamed (iii) its website, Instagram and Facebook pages. Adapted from: <https://www.bbc.com/news/world-europe51602007>

Read the following sentence taken from the text.

"All authorities have acted quickly and with great caution."

Mark the option that contains a sentence with the same type of adverb underlined in the sentence above.

- a) John looked around but he couldn't see the monkey.
- b) He is probably in the park.
- c) The water was extremely cold.
- d) He swims well.
- e) I will call you later.

02. (AFA - 2020) Texto:

The end of life on Earth?

It weighted about 10,000 tons, entered the atmosphere at a speed of 64,000 km/h and exploded over a city with a blast of 500 kilotons. But on 15 February 2013, we were lucky. The meteorite that showered pieces of rock over Chelyabinsk, Russia, was relatively small, at only about 17 metres wide. Although many people were injured by falling glass, the damage was nothing compared to what had happened in Siberia nearly one hundred years ago, when a relatively small object (approximately 50 metres in diameter) exploded in mid-air over a forest region, flattening about 80 million trees. If it had exploded over a city such as Moscow or London, millions of people would have been killed. By a strange coincidence, the same day that the meteorite terrified the people of Chelyabinsk, another 50m-wide asteroid passed relatively close to Earth. Scientists were expecting that visit and know that the asteroid will return to fly close by us in 2046, but the Russian meteorite earlier in the day had been too small for anyone to spot. Most scientists agree that comets and asteroids pose the biggest natural threat to human

existence. It was probably a large asteroid or comet colliding with Earth which wiped out the dinosaurs about 65 million years ago. An enormous object, 10 to 16 km in diameter, struck the Yucatan region in Mexico with the force of 100 megatons. That is the equivalent of one Hiroshima bomb for every person alive on Earth today. Many scientists, including the late Stephen Hawking, say that any comet or asteroid greater than 20km in diameter that hits Earth will result in the complete destruction of complex life, including all animals and most plants. As we have seen even a much smaller asteroid can cause great damage. The Earth has been kept fairly safe for the last 65 million years by good fortune and the massive gravitational field of the planet Jupiter. Our cosmic guardian, with its stable circular orbit far from the sun, sweeps up and scatters away most of the dangerous comets and asteroids which might cross Earth's orbit. After the Chelyabinsk meteorite, scientists are now monitoring potential hazards even more carefully but, as far as they know, there is no danger in the foreseeable future. Types of space rocks • Comet – a ball of rock and ice that sends out a tail of gas and dust behind it. Bright comets only appear in our visible night sky about once every ten years. • Asteroid – a rock a few feet to several kms in diameter. Unlike comets, asteroids have no tail. Most are too small to cause any damage and burn up in the atmosphere. • Meteoroid – part of an asteroid or comet. • Meteorite – what a meteoroid is called when it hits Earth.

Taken from:
<http://learningenglishteens.britishcouncil.org> -
Access on 29/06/2020

The passage “the damage was nothing compared to what had happened in Siberia nearly one hundred years ago” states that the incident occurred _____ a century ago.

- a) actually
- b) precisely
- c) approximately
- d) exactly

03. (EEAR - 2020) In the sentence “My teacher told us to read quietly”, “quietly” is an adverb of _____.

- a) time
- b) place
- c) manner
- d) frequency

04. (AFA - 2021) Texto

**Are any foods safe to eat anymore?
The fears and the facts**

Food was once seen as a source of sustenance and pleasure. Today, the dinner table can instead begin to feel like a minefield. Is bacon really a risk factor of cancer? Will coffee or eggs give you a heart attack? Does wheat contribute to Alzheimer’s disease? Will dairy products clog up your arteries? Worse still, the advice changes continually. As TV-cook Nigella Lawson recently put it: “You can guarantee that what people think will be good for you this year, they won’t next year.”

This may be somewhat inevitable: evidence-based health advice should be constantly updated as new studies explore the nuances of what we eat and the effects the meals have on our bodies. But when the media (and ill-informed health gurus) exaggerate the results of a study without providing the context, it can lead to unnecessary fears that may, ironically, push you towards less healthy choices.

The good news is that “next year” you may be pleased to learn that many of your favorite foods are not the ticking time bomb you have been led to believe...

Adapted from
<http://www.bbc.com/future/story/20151029-are-any-foods-safe-to-eat-anymore-heres-the-truth>

In the text, the word ironically (paragraph 2) introduces

- a) a situation that is irreversible.
- b) a situation that ends the problem.
- c) a situation that is not true.
- d) a situation that carries a contradiction.
- e) a situation that carries the solution.

05. (EEAR - 2020) **Read the text and answer the question.**

**The Importance of
the English Language**

Nowadays, more and more people are dedicating time to studying English as a second language. Many countries include English in their school syllabus and children are starting to learn English at a younger and younger age. Do you know why learning English is so important? Here are five good reasons to take an English Language Course.

1. English is the most commonly spoken language in the world. One out of five people can speak or at least understand English!

2. Studying English can help you get a job.

3. English is the language of the Internet.

4. Travelling is a lot easier with a good knowledge of English.

5. English gives you access to multiple cultures.

Adapted from
<https://www.british-study.com/en/importance-of-english-language/>

Without changing the meaning of the sentence, which alternative can replace the word, in bold type, in the text?

- a) Previously
- b) Eventually
- c) Currently
- d) Actually

06. (EEAR - 2017)

Inside Lilium, The World's First Vertical Takeoff And Landing Private Jet

Wonder what's in store for the future of private jet flying? Here's a glimpse. A start-up company - hosted in a European Space Agency (ESA) business incubator center in Bavaria - released an idea for an egg-shaped two-seater plane called Lilium that's **currently** in the works. With a top speed of 250 mph and a range of 300 miles, the plane can travel roughly between Munich and Berlin in about 90 minutes. And according to the ESA, if testing succeeds, this _____ the world's first vertical takeoff and landing private jet.

The project came about when Daniel Wiegand - one of the four founders of Lilium - wanted to realize flying for the masses in a fast, inexpensive, efficient and eco-friendly way. 'Our goal is to develop an aircraft that doesn't need the complex and expensive infrastructure of an airport, can be used close to urban areas, and doesn't produce too much noise and pollution,' he said. So to produce this new class of airplanes that could take off and land vertically anywhere with a surface area of 250 square feet by 2018, Wiegand and his team in Germany came up with a design using electric engines and incorporated movable fan turbines.

Fonte: www.forbes.com

GLOSSARY

glimpse - uma ideia para entender melhor algo

- As used in the text, 'currently' can be replaced by

- a) now.
- b) finally.
- c) actually.
- d) eventually.

07. (Marinha - 2017) Read the sentences below.

I- I work hardly every day.

II- My classmates speak French very well.

III- Ana drives incredibly fast.

IV- Our father is a very carefully driver.

Choose the option according to the correct use of the adverbs and modifiers.

- a) Only the sentences I, III and IV are correct.
- b) Only the sentences I and III are correct.
- c) Only the sentences II and III are correct.
- d) Only the sentences II, III and IV are correct.
- e) Only the sentences III and IV are correct.

08.(EEAR - 2020)

- I have a question. What would happen if there were a beautiful and highly intelligent child up in heaven waiting to be born and his or her parents decided that the children they already had were enough?

- Your ignorance of theology and medicine is appalling!

- I still think it's a good question!

Adapted from <https://www.peanuts.com/comics/>

The words "beautiful", "highly", "intelligent" and "child", in the context, are:

- a) Adjective, adverb, adjective, noun
- b) Adjective, adverb, adverb, noun
- c) Adverb, adjective, noun, adverb
- d) Noun, noun, adjective, adverb

09. (EEAR - 2020) Read the text and answer the question.

Read the conversation between Carol and Neil.

Neil: What do you do on New Year's Day?

Carol: Well, we **sometimes** go downtown. They have fireworks. It's really pretty. Other people invite friends to their house and they have a party.

Neil: Do you give presents to your friends and family?

Carol: No, we never give presents on New Year's.

Neil: Do you have a meal with your family?

Carol: No, we do that on Christmas. On New Year's we just party!

From the Book World English 1A

Choose the alternative that best replaces the word in bold without changing the meaning of the adverb.

- a) never
- b) frequently
- c) many times
- d) occasionally

10. (EEAR - 2017) Read the movie review below and answer the question:

The Cutting Edge

Skating fans, listen up! The Cutting Edge is a romantic movie with _____ skaters. The stars are practicing for the Winter Olympics. Kate Mosely looks _____ on the ice, but she isn't a _____ person. All her partners leave _____. Then her coach introduces her to Doug Dorsey. Doug was a hockey star, so he skates well. At first, they argue. To Kate, Doug is the wrong choice (he is not a dancer). To Doug, ice dancing isn't a serious sport.

Adapted from: Grammar Express Basic – For Self-Study and Classroom Use.

Choose the best alternative that completes the blanks with adjectives or adverbs.

- a) well – beautifully – nicely – mostly
- b) badly – beautiful – nicely – worst
- c) well – beautifully – nicely – slow
- d) great – beautiful – nice – quickly

Gabarito

- 01)d
- 02)c
- 03)c
- 04)d
- 05)c
- 06)a
- 07)c
- 08)a
- 09)d
- 10)d

Numerais

Os números são as representações (palavras ou dígitos) dos conceitos numéricos usados para contar, medir ou ordenar quantidades.

Usamos números diariamente sem sequer pensar neles - são usados em datas, calendários, receitas, listas, quantidades ao fazer compras, preços, planejar construções, etc.

Exemplos:

- There are **five** books on the shelf.
- Please, when you go to the supermarket, buy **three** pounds of tomatoes.
- The **third** student in the line is my friend.
- She ate **half** a pizza.
- The trainees will arrive on March **17th**.
- It costs \$ **4,075.00**.

São classificados em:

Números Cardinais

Representam a quantidade ou a contagem exata de elementos.

São eles:

0. Zero	17. Seventeen
1. One	18. Eighteen
2. Two	19. Nineteen
3. Three	20. Twenty
4. Four	21. Twenty-one
5. Five	22. Twenty-two
6. Six	30. Thirty
7. Seven	40. Forty
8. Eight	50. Fifty
9. Nine	60. Sixty
10. Ten	70. Seventy
11. Eleven	80. Eighty
12. Twelve	90. Ninety
13. Thirteen	100. One hundred
14. Fourteen	200. Two hundred
15. Fifteen	1,000. One thousand
16. Sixteen	3,000. Three thousand



- O sufixo **-teen** é usado nos numerais de 13 ao 19:

Exemplos:

- She was **eighteen** when moved to Oregon to attend college.
- **Thirteen** is a tricky age.

- O sufixo **-ty** é usado com as dezenas de 20 a 90:

- **Eighty** guests were expected to attend the lecture.
- **Fifty** percent of the goods in that American store were from China.

- Em inglês o uso da conjunção **and** para **ligar dezenas, centenas e milhares é opcional**. No entanto, a palavra **"and"** **não é usada entre dezena e unidade**. Nestes casos, **usa-se o hífen**.

Exemplos:

- They have to carry **thirty-five** boxes.
- Adam bought **a hundred and fifty** books to donate for the library.
Adam bought **a hundred fifty** books to donate for the library.

- Pode-se usar tanto **"a/an"** ou **"one"** antes de uma centena ou um milhar.

Exemplos:

100 = one hundred ou **a** hundred
1000 = one thousand ou **a** thousand

- Quando representamos numerais em inglês, usamos “.”(ponto) e a “,” (vírgula) ao contrário do português. Vírgula no lugar de ponto e ponto no lugar de vírgula.

Exemplo:

- em português: 9.783,54
- em inglês: 9,783.54

Números Ordinais

Indicam a posição ou a ordem dos elementos em uma sequência.

A maioria dos números recebe um -th ao final do número cardinal exceto os três primeiros.

Além disso, os ordinais são expressos modificando somente o último número.

Exemplo:

Cardinal	Ordinal
103	103rd
one hundred forty three	one hundred forty third

Veja abaixo:

- 1st** - **First**
- 2nd** - **Second**
- 3rd** - **Third**
- 4th** - **Fourth**
- 5th** - **Fifth**
- 6th** - **Sixth**
- 7th** - **Seventh**
- 8th** - **Eighth**
- 9th** - **Ninth**
- 10th** - **Tenth**
- 11th** - **Eleventh**
- 12th** - **Twelfth**
- 13th** - **Thirteenth**
- 14th** - **Fourteenth**
- 15th** - **Fifteenth**
- 16th** - **Sixteenth**
- 17th** - **Seventeenth**
- 18th** - **Eighteenth**
- 19th** - **Nineteenth**
- 20th** - **Twentieth**
- 21st** - **Twenty-first**

- 22nd** - **Twenty-second**
- 23rd** - **Twenty-third**
- 24th** - **Twenty-fourth**
- 30th** - **Thirtieth**
- 40th** - **Fortieth**
- 50th** - **Fiftieth**
- 60th** - **Sixtieth**
- 70th** - **Seventieth**
- 80th** - **Eightieth**
- 90th** - **Ninetieth**
- 100th** - **One hundredth**
- 101st** - **One hundred and first**
- 102nd** - **One hundred and second**
- 103rd** - **One hundred and third**
- 104th** - **One hundred and fourth**
- 105th** - **One hundred and fifth**
- 110th** - **One hundred and tenth**
- 138th** - **One hundred and thirty-eighth**
- 155th** - **One hundred and fifty-fifth**
- 1,000th** - **One thousandth**
- 2,781th** - **Two thousand seven hundred eighty first**
- 5,234th** - **Five thousand two hundred and thirty-fourth**

Exemplos:

- He won the **first** prize in the competition.
- Our flight is on the **twelfth** of December.
- The event takes place on the **twenty-second** floor of the building.
- The book is written until the **second** chapter.

Usos dos Números

- **Fração:** Numerais fracionários representam partes de um todo e são formados pelo uso de cardinais para o numerador (parte superior da fração) e o ordinal para o denominador (parte inferior da fração). Na forma escrita há hífen entre os números. Alguns deles são:

- $\frac{1}{2}$ - one-half
- $\frac{1}{3}$ - one-third
- $\frac{1}{4}$ - one-quarter
- $\frac{3}{4}$ - three-quarters
- $\frac{2}{5}$ - two-fifths

Exemplos:

- They ate **half** a pizza.
- Susan read **one-third** and Jonathan **two-thirds of the book** suggested by the teacher.

- **Multiplicação:** Numerais multiplicativos expressam a quantidade multiplicada de um número, determinando o aumento proporcional ou o número de vezes pelo qual uma quantidade foi multiplicada.

Exemplos:

- Everything the new student says has a **double** meaning (= has two possible meanings).
- The inflation this year is nearly **triple** of what it was in 2000.
- The company experienced a **sextuple** increase in profits over the last fiscal year.

- **Data:** Na escrita das datas o dia é sempre expresso em números ordinais, independentemente da forma na qual a data é escrita.

Exemplos:

- **01/23/2024** - January 23rd, 2024. (American English)
- **23/01/2024** - 23rd January, 2024. (British English)

O ano é escrito e falado **separado em duas partes** como abaixo:

- (2024 = **20-24**): **Twenty twenty-four**
- (1998 = **19-98**): **nineteen ninety-eight**

Horas: As horas são geralmente expressas usando o formato de 12 horas, dividido em duas metades do dia:

AM - (Ante Meridiem) de **00:00** até **11:59**

PM - (Post Meridiem) de **12:00** até **23:59**.

Exemplos:

- It's **2:00 am**.
- The class will start at **3:30 pm**.

Sempre usa-se It's , independente de quantas horas são.

- **It's one pm.**
- **It's ten am.**

Ao invés de usar **It's twelve o'clock** para horas exatas, usa-se **noon** para dizer que é meio-dia e **midnight** para meia noite.

- **It's noon.**
- **It's midnight.**

Para indicar minutos há algumas possibilidades. A forma simples que se assemelha ao português e usando **"past" para minutos após a hora**

- **2:20** - It's two twenty.
It's twenty **past** two.

Usa-se **"to" para minutos antes da próxima hora.**

- **3:40** - It's three forty.
It's twenty **to** four.

Para indicar quartos de hora, usa-se a expressão "quarter":

- **2:15** - It's a **quarter past** two.
- **2:45** - It's a **quarter to** three.

Para indicar meia hora, usa-se "half past."

- **4:30** - It's four thirty.
It's **half past** four.

Exemplos de escrita ou fala de horas:

- 5:15 - It's **five fifteen**.
It's **fifteen past five**.
It's **five and a quarter**.
It's **a quarter past five**.

Exercícios

01. (UFLA MG) Read the text carefully and choose the correct alternative for each question.

How do Hearing-Impaired People Talk?

Hearing-impaired people do not hear sounds well. How do they “hear” words and talk?

Many hearing-impaired people use American Sign Language (ASL). They talk with their hands.

Sometimes two hearing-impaired people talk to each other. They use ASL. Sometimes a person interprets for hearing-impaired people. The person listens to someone talking, and then he or she makes hand signs.

There are two kinds of sign language. One kind has a sign for every letter in the alphabet. The person spells words. This is finger spelling. The other kind has a sign for whole words.

There are about five thousand of these signs. They are signs for verbs, things and ideas. Some of the signs are very easy, for example, eat, milk, and house. You can see what they mean. Others are more difficult, for example, star, egg, or week.

People from any country can learn ASL. They do not speak words. They use signs, so they can understand people from other countries. ASL is almost like a dance. The whole body talks.

(Ackert, Patricia: Facts & Figures - Heinle & Heinle, 1999:58)

In the sentence: “There are about five thousand of these signs”, the underlined words mean:

- a) 50.000
- b) 500
- c) 5.000
- d) 50
- e) 500.000

02. (EEAR - 2020) Read the text and answer the question.

Poverty

Joan Saslow and Allen Ascher

Approximately one-fifth of the world’s population, over one billion people, earns less than US\$ 1.00 a day. Each day, over a billion people in the world lack basic food supplies. And each day, **35,000** children under the age of five die of starvation or preventable infectious disease. *Top Notch 3 - Pearson Longman 2006*

The written form of the number in bold is _____.

- a) thirteen five thousand
- b) thirty-five thousand
- c) thirty-five hundred
- d) three five hundred

03. (EsPCEEx- 2015) What's another way of saying:

“It's seven forty-five”?

- a) It's a quarter after eight.
- b) It's seven thirty.
- c) It's a quarter to eight.
- d) It's seven o'clock.

04. (EEAR - 2018) Choose the best alternative for the written form of 137th.

- a) hundredth thirtieth seventh.
- b) one hundred thirty seven.
- c) one hundred thirty seventh.
- d) a hundred thirteen seventy.

05. (EEAR - 2017) Read the text and answer the question.

The New York's Secret Life

In 2008, the photographer and film director Francesco Carrozzini bought a townhouse in Greenwich Village for \$6.8 million. Ostensibly, he got a home built in 1844 with low ceilings and small dark rooms. But luxury real estate is never about the basics.

The house is part of the Macdougall-Sullivan Gardens Historic

District, a landmarked community of 21 row homes. Between them is a large interior courtyard shaded by maples, sycamores and palms. It's a secret garden in the middle of the city, hidden from the street. Each home comes with its own small backyard that borders on the larger common area shared by all. Adapted from: <http://www.nytimes.com>

Choose the best alternative for the written form of "1844".

- a) eight forty – four
- b) one eight four four
- c) eighteen forty-four
- d) eighteen fourth-four

06. (EEAR- 2017) Texto:

The pilot of a Beech Baron airplane noticed that one of his engines was on fire. He contacted the nearest air traffic control center to ask for help. The voice _____ the radio answered, "This is the Control Tower. "Please inform your altitude". The pilot replied, "We are at 30,000 feet".

The correct way of writing the cardinal number 30,000 using words is _____.

- a) third thousand
- b) thirty thousand
- c) thirteen thousand
- d) thirtieth thousand

07. (EPCAR - 2015) Texto adaptado da prova:

CYBERBULLYING ON THE RISE

Bullying among children and teenagers is not something new but it is getting more and more common by modern methods of communication. Cyberbullying happens when an adolescent is put in danger by another child or teenager by photos or text messages sent to cell phones or posted on social networks. Sometimes cyberbullies send mails with sexual comments or take passwords of

other teenagers and log on to websites with false identities. Children also play Internet games and make fun of each other in many ways. A study by a Canadian University shows that half of the young people interviewed said that they suffer bullying. One of the reasons is the great use of cell phones over the past years. Today's children are connected with each other electronically. They call friends every time they want or communicate with them on Facebook.

(Adapted from <http://www.english-online.at/society/cyberbullying/cyberbullying-on-the-rise.htm>)

"(...) half of the young people interviewed said that they suffer bullying", the underlined expression represents

- a) twenty-five percent of.
- b) a hundred percent of.
- c) ten percent of.
- d) fifty percent of.

08. (EEAR - 2021) Read the text and answer the question.

English is flexible and easy to learn

One of the best assets of the English language and why it is so awesome is its flexibility. It is a huge entity of vocabulary and is constantly absorbing new words, whilst at the same time seeping into foreign languages. English contains over **750,000** words. With so many different words available to describe things, you should never be short of synonyms. It is also adding hundreds of new words every year such as 'blogging', 'selfie' etc... Another reason why English is so amazing is that there are even new 'languages' created from English, such as the numerous creole languages across the world which developed as a result of colonization.

English has a simple 26 letter alphabet much like most European

languages. Compared to Latin rooted languages, English doesn't have complicated gender grammar rules and much simpler ways of conjugating verbs into different tenses. So writing essays and other academic material in English can sometimes be easier compared to other languages. With a simple structure but ever growing vocabulary, English has been described as easy to learn but hard to master.

*Adapted from
<https://www.europelanguagejobs.com/blog/english-awesome-language>.*

Choose the alternative that has the right written form of the number in bold in the text.

- a) Seven hundred and fifty thousand
- b) Seven thousand and fifty hundred
- c) Seventy-five thousand
- d) Seventy-five hundred

09. (UniRV - 2023) Observe os horários abaixo e assinale a alternativa correta quanto à redação das horas por extenso:

I – 10:20

II – 3:15

III – 7:00

IV – 9:40

V – 1:45

a) I - Twenty past ten ; II- a quarter to three ; III- seven o'clock ; IV - twenty to nine ; V- a quarter to two.

b) I - Ten twenty ; II- a quarter to three ; III- seven P.M. ; IV - twenty to ten ; V- a quarter to one.

c) I - Twenty past ten ; II- a quarter past three ; III- seven o'clock ; IV - twenty to ten ; V- a quarter to two.

d) I - Ten twenty ; II- a quarter to four ; III- seven A.M. ; IV - twenty to nine ; V- one forty-five.

10. (FACET- 2020) Choose the option that shows an example of ordinal numbers:

a) "The "Edinburgh declaration", published on Monday, urges leaders to work more closely with sub-national governments, indigenous peoples, national parks, local councils and wider society in meeting 20 biodiversity goals"

b) "signed in Nagoya, Japan, 10 years ago."

c) "Thompson said Scotland was set to meet nine of the Aichi goals."

d) "The convention on biological diversity was first opened for signature at the Earth summit in Rio de Janeiro, Brazil, in 1992."

e) None of them show an ordinal number.

Gabarito

01)c

02)b

03)c

04)c

05)c

06)b

07)d

08)a

09)c

10)d

Preposições

As preposições em inglês são usadas para indicar a relação espacial ou temporal entre diferentes elementos (substantivos, pronomes, gerúndios, etc) em uma sentença, ligando-os ou dando sentido a eles, exercendo a função de conectivos.

Preposições de tempo

As preposições de tempo mais usadas são: **In, On, At**

IN: Para períodos mais longos (meses, anos, estações):

- in March
- in 2021
- in the future / past
- in (the) summer
- in the 20th century
- in the morning, afternoon, evening

Exemplos:

- She was born **in September**.
- The soap opera was aired **in 2015**.
- They will come **in the summer**.

ON: Para dias e datas:

- on Friday(s)
- on Friday morning(s)
- on 12 September
- on Christmas day
- on my birthday
- on the weekend

Exemplos:

- We'll go to the movies **on Saturday**.
- **On Independence Day** the school had a picnic for students and families by the lake.

AT: Para momentos do dia:

- at 5 o'clock
- at midnight
- at lunchtime
- at sunset

Em expressões como:

- at night
- at Christmas / Easter

- at the same time
- at the moment

Note: Normalmente dizemos **"What time?"** (e não "At what time?")

Exemplos:

- Susan and John have German class **at 5 o'clock** on Monday.
- They are baking a cake **at the moment**.



As preposições **In, On, At não são usadas com:** this, last, next, last, every, today, tomorrow, yesterday, tonight.

Exemplos:

- I saw her at the gym **last week**.
- A lot of products will be on sale **tomorrow**.

Outras Preposições de Tempo

Aqui estão algumas outras preposições de tempo:

During (durante) - descreve o período em que algo acontece.

- She is going to work **during** summer vacation.

From: (de) - indica o horário ou ponto de início de algo.

- I am at school **from** 9 am to 5 pm.

Throughout (por todo/a) - enfatiza o período completo. em que algo acontece

- Let's party **throughout** the night.

Within (dentro de, não mais do que) - indica um período de tempo. Pode ser substituído por **in**.

- The plane will take off **within** an hour.

Since (desde) - de um certo tempo até agora.

- She has worked at IBM **since** 2010.

To, up to, until (até) - indicam o fim de um período de tempo.

- Mary Ann studies from 9am **to** noon.
- Remember to call me **up to** midnight.
- I'll be working **until** dawn.

For (por) - indica um período de tempo.

- She danced ballet **for** 10 years.

Before (antes) - antes de um período de tempo.

- They came **before** cleaning their house.

After (depois)- depois de um período de tempo

- **After** the celebration the kids were completely tired.

By (por volta de) - indica até certo tempo, o mais tardar.

- By spring all the flowers in her garden will blossom.

Preposições de lugar

As preposições de lugar mais usadas também são: **In, On, At**.

IN: Dentro de um local (para frisar que algo ou alguém está dentro, referindo-se a construções - casa, escola, etc.)

- in the room
- in the house
- in the swimming pool
- in the river

Dentro de uma área:

- in the garden
- in the city (in São Paulo)
- in a country (in France)
- in the sky

Dentro de coisas:

- in the box
- in the book
- in the picture / photo
- in the car

Exemplos:

- I left my laptop **in the classroom**.
- MASP is **in São Paulo**.
- They hid the picture **in** the book.

ON: Em uma superfície:

- on the table
- on the wall
- on the beach
- on page seven
- on the menu
- on the street, avenue, road, lane
- on the bus, train, bike, horse
- **on the farm**

Exemplos:

- The preposition lesson is **on** page nineteen.
- We'll have a party **on** the beach.
- MASP is **on Paulista Avenue**

AT: para descrever uma posição ou lugar como um ponto.

- at the bus stop
- at school / home
- at the door
- at the airport / station
- at Embraer.

Exemplos:

- We've met **at** the bus stop after class.
- He works **at** Nasa.
- MASP is **at 1578, Paulista Avenue, SP.**

Aqui estão algumas outras preposições de lugar:

From: (de) - indica o ponto de início ou origem de algo.

- I am **from** Canada.

In front of (em frente) -

- My car is **in front of** the garden.

Behind (atrás) - indica a posição de algo atrás de alguma coisa.

- The cat is hiding **behind** the sofa.

Between (entre) - indica que algo está no meio de duas coisas, pessoas ou lugares.

- Max is the one **between** James and Isabella.

Across ou **opposite** (em frente) - indica algo que está em frente a outra coisa, mas do outro lado, com algo entre eles.

- The flower shop **is across** the bookstore.

Among (entre) - indica uma posição entre mais de duas coisas.

- The candle is **among** the pencils and pens in the drawer.

Above (acima) - indica que algo está acima de, mais alto que algo.

- Today is cloudy and we can't see the sun **above** the clouds.

Over (sobre, por cima de) -

- The lamp is **over** the table. (in the ceiling)

Under (embaixo) - embaixo de algo

- Our cat likes to sleep **under** the bed.

Next to ou beside (ao lado de) - indica algo que está ao lado, adjacente a alguma outra coisa.

- The grammar book **is next to** the economy book on the shelf.

Near ou **close to** (perto de) - indica que algo fica próximo de algum lugar, coisa ou pessoa.

- My house **near** the supermarket. I have to walk 2 minutes to get there.

Far from (longe de) - indica que algo fica distante de algum lugar, coisa ou pessoa.

- Jenny lives **far from** the gym.

Against (contra)

By (ao lado de)

Beyond (além de)

Down (indica direção para baixo)

Up (indica direção para cima)

Inside (dentro de)

Into (em; dentro de)

Outside (fora de), etc

Preposições de Movimento

As preposições de movimento descrevem como algo ou alguém se move de um lugar a outro. As mais comuns são:

To (para): I go to Canada once a year.
Up (indica direção para cima) They have to drive up the mountain to reach the cottage.
Down (indica direção para baixo) - The kids are playing going down the hill on their sled. Off (fora) - Get off the car.
Onto (sobre) Denis put his books onto the sofa.
Around (ao redor) They are jogging around the track all morning.
Across (através) They traveled across the country with their band.
Past (através, mas não pelo meio e sim pelo lado de fora) To reach the hospital you have to walk past the cemetery.
Along (ao longo de) Through (através) Into (para dentro) Over (para cima) From (de , indicando início da ação) Toward (em direção a), etc

Substantivos + Preposições

Alguns substantivos vêm acompanhados preposições conhecidas como dependentes:

Exemplos:

- Interest in (interesse em):

- He has a keen interest in photography.

- Love for (amor por):

- Her love for animals is evident in her work.

- Need for (necessidade de):

- There is a growing need for renewable energy sources.

- Preference for (preferência por):

- She expressed a strong preference for organic food.

- Approval of (aprovação de):

- The project received the approval of the committee.

- Dependence on (dependência de):

- Our economy has a heavy dependence on technology.

- Commitment to (compromisso com):

- Her commitment to environmental conservation is admirable.

- Accomplishment of (realização de):

- The accomplishment of the task required teamwork.

Verbos + Preposições

A combinação de verbos e preposições é comum em inglês e desempenha um papel crucial na transmissão de significado e precisão nas frases.

Exemplos:

- Agree with (concordar com):

- They agreed with the proposal.

- Apologize for (desculpar-se por):

- She apologized for her mistake.

- Ask for (pedir por):

- He asked for help with his homework.

- **Arrive at** (chegar a):
 - They arrived at the airport.
- **Believe in** (acreditar em):
 - I believe in the power of positive thinking.
- **Charge with** (acusar de):
 - The police charged him with robbery.
- **Complain about** (reclamar de):
 - She complained about the noisy neighbors.
- **Concentrate on** (concentrar-se em):
 - Let's concentrate on the main task.
- **Consist of** (consistir em):
 - The team consists of experienced professionals.
- **Cope with** (lidar com):
 - How do you cope with stress?
- **Count on** (contar com):
 - You can count on me to support you.
- **Depend on** (depende de):
 - He depends on his own resources to finish the project.
- **Dream of** (sonhar com):
 - She dreams of becoming a famous movie star.
- **Insist on** (insistir em):
 - He insisted on finishing the project himself.
- **Listen to** (ouvir a):
 - We listened to music all night.
- **Look at** (olhar para):
 - She looked at the beautiful painting.
- **Rely on** (confiar em):
 - You can rely on me for support.

- **Succeed in** (ter sucesso em):
 - She succeeded in her efforts to learn a new language.
- **Talk about** (falar sobre):
 - We talked about our plans for the weekend.
- **Vote for** (votar em):
 - The majority voted for the new policy.
- **Wait for** (esperar por):
 - We'll have to wait for the results.

Adjetivos + Preposições

Adjetivos seguidos por preposições adicionam informações específicas sobre a relação entre o adjetivo e o substantivo que o segue.

Exemplos:

- **Afraid of** (medo de):
 - She is **afraid of** spiders.
- **Fond of** (gostar de):
 - He is **fond of** playing the guitar.
- **Interested in** (interessado em):
 - They are **interested in** learning new skills.
- **Good at** (bom em):
 - She is **good at** playing the piano.
- **Bad at** (mau/ruim em):
 - He is bad at keeping secrets.
- **Excited about** (empolgado com):
 - We are **excited about** the upcoming concert.
- **Angry with** (bravo com):
 - Don't be **angry with** me; it was a mistake.

- **Proud of** (orgulhoso de):
 - She is proud of her achievements.
- **Tired of** (cansado de):
 - I am **tired of** the same routine every day.
- **Sorry for** (entristecido por):
 - He is **sorry for** his behavior yesterday.
- **Happy with** (feliz com) :
 - They are **happy with** the new arrangement.
- **Capable of** (capaz de):
 - He is capable of solving complex problems.
- **Curious about** (curioso sobre):
 - She is **curious about** different cultures.
- **Lucky with** (sortudo com):
 - We were **lucky with** the weather during the trip.

Voz Passiva + By

A preposição **BY** é usada na voz passiva para indicar quem está fazendo a ação.

Exemplos:

- The book was written **by the author**.
- The cake was baked **by my sister**.
- The report will be submitted **by the team** tomorrow.

Exercícios

01. (EEAR - 2019)

Dear Frank,

I am sorry, I **missed** your party _____ Friday.

I could not come _____ I had to take my cousin _____ the airport.

I **tried** to phone you _____ you were out. I hope the party went well.

Yours, Sammy

The missing words in the text above are, respectively:

- a) in – if – on – but
- b) on – but – at – so
- c) on – because – at – but
- d) at – however – to – because

02. (EEAR - 2023) Read the text and answer the question.

From space, astronaut sounds the alarm about climate crisis

The Associated Press

A French astronaut has used a video call from space to sound the alarm about worsening repercussions from climate change that he can see _____ the International Space Station.

Entire regions of Earth in flames. Storms trailing destruction in their wake. And the haunting fragility of humanity's only home floating like a blue — but also tarnished — pearl in the vastness of space.

Through the portholes _____ the International Space Station, French astronaut Thomas Pesquet has an arresting view of global warming's repercussions. He used a video call from space to sound the alarm Thursday, as negotiators, government officials and activists continued meeting at a U.N. climate conference in Glasgow, Scotland.

"We see the pollution of rivers, atmospheric pollution, things like that."

"We saw entire regions burning from the space station, _____ Canada, in California," he said. "We saw all of California covered _____ a cloud of smoke and flames with the naked eye from 400 kilometers (250 miles) up." *Adapted from <https://abcnews.go.com/Technology/wireStory/spaceastronaut-sounds-alarm-climate-crisis-80972311>. Access on October 25th.*

Mark the alternative that contains the correct sequence of words to complete the text.

- a) from - of - in - by
- b) by - from - of - in
- c) in - by - from - of
- d) of - in - by - from

03. (Marinha - 2021) Read text V to answer the question .

TEXT V

There are no excuses for racism.

Racism takes many forms and can happen ¹ _____ many places. It includes prejudice, discrimination or hatred directed at someone because of their color, ethnicity or national origin.

People often associate racism with acts of abuse or harassment. However, it doesn't need to involve violent or intimidating behavior. Take racial name-calling and jokes. Or consider situations when people may be excluded from groups or activities because of where they come ² _____.

Racism can be revealed through people's actions as well as their attitudes. It can also be reflected in systems and institutions. But sometimes it may not be revealed at all. Not all racism is obvious. For example, someone may look ³ _____ a list of job applicants and decide not to interview people with certain surnames.

Racism is more than just words, beliefs and actions. It includes all the barriers that prevent people from

enjoying dignity and equality because of their race.

<<https://humanrights.gov.au/our-work/race-discrimination/what-racism>>

Complete the gaps 1, 2, and 3 in the text, respectively, with the correct preposition and then, mark the correct option.

- a) on /for/ at
- b) into / of/ through
- c) with /from/ to
- d) onto/ at/ for
- e) in / from / through

04. (Marinha - 2019) Observe the city map.



It's correct to say that the

- a) grocery store is in front of the high school.
- b) library is behind the hospital.
- c) drugstore is next to the café.
- d) barbershop is across from the sports center.
- e) the bank is between the shopping center.

05. (EEAR - 2021) Complete the following sentences with the correct prepositions.

- I'm not in the mood ____ pizza tonight.
- I was just thinking ____ our last trip.
- Carrying a pet into the cabin of an airplane is safer than putting it ____ the cargo hold.

- a) for – about – into
- b) to – about – on

- c) for – in – on
- d) to – on – in

06. (EEAr - 2020)

The Printing Press

If you asked a large number of people what the most important invention has been, many would say the printing press. Others might say the wheel. But even though it's debatable whether the appearance of the printing press affects the course of history more than the wheel. The printing press ranks **within** the top two or three inventions in history. Long before the telephone, the TV, the radio and the computer, the written word was the only way to communicate ideas to people too far away to talk with. Until the sixth or seventh century, all books had to be written by hand. Creating a book was difficult, and in comparison with today, very few books existed. Therefore, very few people read books."Adapted from Top Noch.

The word "within", in bold type in the text, is a_____.

- a) preposition
- b) conjunction
- c) pronoun
- d) noun

07. (EEAR - 2018)

Hawaii' volcano

Caleb Jones and Andrey Mac Aroy

Kilawea began erupting more than two weeks ago. It has burned dozens of homes, forced people to escape ____ smoke and fire and led officials to distribute face masks to protect against ash particles. Lava flying ____ the air from cracks in the earth can weigh as much as a refrigerator and even small pieces can be lethal. The lava streamed ____ a highway and flowed ____ the ocean. That sent hydrochloric acid with fine glass particles into the air, a process that can lead to lung damage and eye

and skin irritation. The highway was closed in some places, and residents in the area have been evacuated.

Adapted from <http://apnews.com>; May 20, 2018.

Choose the best prepositions to have the text completed correctly.

- a) from/ through/ across/ into
- b) from/ into/ across/ through
- c) into/ across/ through/ from
- d) across/ into/ through/ from

08. (Marinha - 2020) Which is the correct option to complete the text below?

The Letter Always Wins

Somehow _____our several ways to contact a company and complain _____ products (email, toll free numbers, _____ person), the old-fashioned letter still seems to win. Case in point. This week Smucker's Jam agreed to replace two of my grandmother's Pineapple Jams that she had ordered. She talked _____ them _____ the phone and they apologized _____ the bad packaging. But it was her letter that got her two free replacements. Adapted from <https://www.wisebread.com/the-letteralways-wins>

- a) between / to / at / to / by / at
- b) among / about / in / to / on / for
- c) between / of / on / for / in / for
- d) among / about / in / for / in / to
- e) between / of / on / with / on / to

09. (EsPCEEx - 2018) Leia o texto a seguir e responda à questão.

Many graduates earn 'paltry returns' for their degree

Mr Halfon, a former skills minister, stated in his speech that the nation has "become obsessed _____(1) full academic degrees".

"We are creating a higher education system that overwhelmingly favours academic degrees, while intermediate and higher technical offerings are comparatively tiny. The labour market does not need an ever-growing

supply of academic degrees. Between a fifth and a third of our graduates take non-graduate jobs. The extra return for having a degree varies wildly according to subject and institution. For many, the returns are paltry."

Mr Halfon said that there is a strong need for intermediate skills. "There are skills shortages in several sectors. And there are millions _____(2) people who want to get on in life – preferably without spending £50,000 on academic degrees," he added. "There has been growing concern about the amount of debt students are accumulating and the interest being charged on that debt."

A spokesman for UUK (a representative organisation for the UK's universities) said: "Official figures are clear that, on average, university graduates continue to earn substantially more than non-graduates and are more likely to be in employment. A university degree remains an excellent investment."

"We must, however, be careful to avoid using graduate salaries as the single measure of success in higher education. Many universities specialize in fields such _____(3) the arts, the creative industries, nursing and public sector professions that, despite making an essential contribution to society and the economy, pay less on average."

Adapted from

<http://www.bbc.co.uk/news/education-42923529>

Choose the alternative containing the correct words to respectively complete gaps (1), (2) and (3).

- a) at, of, to
- b) to, on, a
- c) by, on, that
- d) in, with, an
- e) with, of, as

10. (Marinha - 2021) Based on the text, answer the question.

What the Ever Given can tell us about mental health at sea

Captain Lee Clarke from Tapiit Live on one of the overlooked aspects stemming from last month's Suez blockage.

Thirty days ago, a ship named Ever Given was sailing in relative anonymity. Twenty-nine days ago, that same ship found itself splashed across the front cover of every national newspaper from London to Lima.

In a matter of hours, the ship and its 25 strong crew went from highly skilled seafarers to media targets. In the maelstrom of social media memes, newspaper cover stories and “special reports”, one major thing was forgotten, more likely ignored: the crew’s mental well-being.

In a world of social media, everyone is an expert, and never has that been felt more in the maritime industry than now. A frenzy of blame erupted almost instantly with little or no merit or fact-checking, as evidenced by the naming of a female officer as the Ever Given's Captain, regardless of the fact she was over 200 miles away on another vessel.

Being a seafarer is a stressful job, irrespective of a global incident, especially when you factor in being away from family for extended periods and working contract to contract with little job security. You also have to cope with fatigue, extreme weather conditions and intense time pressure placed upon the crew and its Master by multiple state and global agencies as well as the ship’s own charter. So, add to that taking the “blame” for halting \$9.6 billion of trade a day, understandably, stress levels rise astronomically.

As an industry, mental health appears still to be very much a taboo

topic. Seafarers are more likely to be signed off and dismissed for being deemed “unfit to serve” than they are to receive any form of support. Whilst onboard, the mood will feel somewhat supportive with the crew banding together to keep the ship operating, internally, each and every seafarer, from deckhand to Master will be worrying about their reputation and thus, their employability.

I- _____ my experience as a Captain, your crew is your first line II- _____ defence III- _____ any major incident. As soon as something goes awry, they burst IV- _____ action, they're trained to do so, it's instinctive. I have no doubt, everyone aboard the Ever Given did everything V- _____ their power to protect that ship and avoid a major incident, but some things are VI- _____ your control. In reality, they will never be praised for saving the ship, only criticised for grounding it.

This crew is acutely aware of the issues the incident has caused and they are reminded of it every time they open their phone or computer to read the news or speak to their families, and I feel for every single one of them.

They’re now stuck in an Egyptian lake, further away from their families, without the ability to defend themselves with the threat of civil and criminal charges looming. This downward spiral will undoubtedly be taking its toll on their mental health and in the past, there hasn't been much of a support system in place to help.

Based on my experience offshore, working for a company that provides mental well-being training, and from all of the feedback, Tapiit has garnered from its live-streamed mental health awareness courses, seafarers want and need this support.

Yet, there's a deep-rooted fear that admitting they're struggling and asking for help will be the end of their careers.

Of course, the conversation has advanced significantly, however, it's still not where it should be. The harsh reality is, the Ever Given and its crew will be forgotten about in a month or two's time, but this crew is hurting and will continue to struggle with the mental health issues caused by the incident for years to come.

Mark the option that completes the blank spaces, in paragraph six, in the text above.

- a)** I - In / II - of / III - for / IV - in / V - at / VI - under
- b)** I - In / II - for / III - under / IV - into / V - in / VI - at
- c)** I - Under / II - of / III - against / IV - in / V - above / VI - beyond
- d)** I - From / II - of / III - from / IV - over / V - into / VI - under
- e)** I - From / II - of / III - against / IV - into / V - in / VI - beyond

Gabarito

- 1. c
- 2. a
- 3. e
- 4. d
- 5. a
- 6. a
- 7. a
- 8. b
- 9. e
- 10. c
- 11. e
- 12. c

Linking Words

As **linking words** (conjunções) são termos essenciais para construir conexão entre as ideias e informações dentro de um texto, estabelecendo uma relação de sentidos, que variam de acordo com o contexto. Sendo assim, são elementos necessários na comunicação, colaborando com a coesão e coerência textuais e facilitando a compreensão do leitor.

As **linking words** podem expressar ideias de **continuação, conclusão, adição, oposição, comparação, explicação, etc.** As conjunções **são palavras invariáveis**, ou seja, **não sofrem flexão de número, gênero ou grau.**

Veja quais são as conjunções em inglês

LINKING WORDS	
Funções	Palavras conectadas
Adição	and = e also = também as well as - bem como moreover, furthermore, in addition = além disso besides = além de
Alternância	or = ou otherwise = de outro modo
Contraste	but = mas however = entretanto unlike, on the contrary = ao contrário de instead of = ao invés de on the other hand = por outro lado even if = mesmo se Nevertheless = no entanto Even though, although, though = embora despite, in spite of = apesar de

Comparação	Likewise, in the same way = da mesma maneira similarly = de forma similar
Ênfase	In fact, actually = na verdade indeed, as a matter of fact = de fato, na realidade certainly = certamente
Exemplo	For example, for instance = por exemplo in other words = em outras palavras such as = tal/tais como
Consequência	Thus, hence = por isso therefore = portanto as a result = como resultado so = então in order that = para que, a fim de que consequently, accordingly = consequentemente for this reason, because of this = por esta razão

Conclusão	In summary, to sum up, in short = resumindo in conclusion = em conclusão finally = finalmente
Sequência e tempo	first = primeiro second = segundo next = em seguida then = então finally = finalmente after = depois before = antes later = mais tarde When = quando until = até since = desde while, meanwhile = enquanto once, as soon as = tão logo

Exemplos:

- Marianne and Thomas bought a house **and** a car.
- We like pizza and we like barbecue **too**.
- I didn't like his suggestion. **Moreover**, I think it's totally illegal.
- **Besides** being the manager, he also sings in the hotel bar.
- "The company offers many benefits to its employees. **Furthermore**, it has its own gym for them."
- She is annoying **but** we miss her a lot.
- I would like to travel with them, **however** I have to work.
- **Although** it was raining we went to the supermarket on foot.
- She didn't wake up early **despite** the fact that she set up the alarm.
- **Since** my mother gave me my first story book I love reading.

- **Because of** the investments made in the library it is possible to offer a cozy place for the students.
- **As** your laptop is new, you may get a good price selling it.
- They didn't have money **so** they couldn't go to the school field trip.
- Jane arrived home at six pm. **Then**, she started doing the house chores.
- I think, **therefore** I am.
- They are working harder today **because** they have a final presentation tomorrow.
- The students were sent to detention **for** being late.
- Certain foods contribute to a diet, **for example**, proteins, grains, vegetables and fruits.
- He can give her as a gift, **for instance**, the blue jacket that is she asking for.
- Mammals are animals **such as** whales, cows, dogs, horses.
- The day was long and we did many different activities. **To sum up**, we got really tired at home.
- To set a printer you **first** must open the Windows Start menu. **Then** click to Settings and **after that** on Devices. **Next**, select Printers & Scanners. **Then** click on Add a Printer and select the appropriate device type. Install the print driver and set up optional preferences. **Finally** Print a test page or click on Finish.
- Although they are 25 now they have been fond of K-pop **since** they were teenagers.

Em suma, as linking words são ferramentas (palavras-chave) cujo conhecimento é fundamental para uma melhor interpretação de textos com as mais diversas finalidades.

Exercícios

01. (Marinha - 2019) Choose the correct option to complete the paragraph below.

Is an autonomous ship a 'ship' in the eyes of the law?

Different definitions of 'ship' appear in different statutes and conventions, and it has often fallen to judges to decide if a floating object is, or is not, a 'ship'. _____, none of the definitions of 'ship' requires that the floating object be manned, generally simply requiring that it be used or be capable of being used in navigation. Whether this is by remote control or fully autonomous would not appear to be a problem in terms of the legal definition of a 'ship'. It appears probable, _____, that autonomous ships are likely to fall within the legal definition of 'ship' and so will have to comply with the relevant laws and conventions _____ the laws themselves might require some modification.

(Abridged from SEAWAYS -The International Journal of the Nautical Institute. Dec/2017).

- a) Also / however / even so
- b) Because / otherwise / anyhow
- c) Moreover / instead / in addition
- d) Hence / as well / in spite of
- e) However / therefore / although

02. (UNIVESP - 2019) Leia o excerto a seguir.

My sister is married _____ she lives in London.

Assinale a alternativa que preencha corretamente a lacuna.

- a) or
- b) and
- c) for
- d) because
- e) still

03. (EPCAR - 2022) Leia o excerto:

Many parents are concerned with their child's seemingly obsessive video game play. Fortnite, the most

recent gaming phenomenon, has taken the world by storm and has parents asking if the shooter game is okay for kids. The short answer is yes, Fortnite is generally fine. Furthermore, parents can breathe easier knowing that research suggests gaming (on its own) does not cause disorders like addiction. The word furthermore could be replaced, without changing the meaning, by

- a) nonetheless.
- b) meanwhile.
- c) in addition.
- d) though.

04.(EPCAR - 2022) In the sentence "For most children, however, parents understanding the deeper truth behind what kids are getting out of games empowers them to take steps to give their children more of what they need.", the underlined word expresses

- a) consequence.
- b) comparison.
- c) conclusion.
- d) contrast.

05.(EEAR - 2021) Choose the alternative that best completes the following gap.

She has a bad stomachache, _____,she should see a doctor.

- a) nevertheless
- b) throughout
- c) therefore
- d) neither

06. (FUNDEP - 2021)

Cooking Fire Safety

Cooking is often a relaxing and fun task that brings family and friends together, but cooking is also the number one cause of home fires and home injuries. Being mindful while you cook, however, can go a long way

to helping prevent these fires. Here is everything you need to know about cooking safely!

Cooking and Fire Safety- Tips

- Be on alert! If you are sleepy or have consumed alcohol don't use the stove or stovetop.
- Stay in the kitchen while you are frying, grilling, boiling or broiling food.
- If you are simmering, baking or roasting food, check it regularly, remain in the kitchen while food is cooking, and use a timer to remind you that you are cooking.

• Keep anything that can catch fire — oven mitts, wooden utensils, food packaging, towels or curtains — away from your stovetop. Available at: <https://www.ssvfd.org/safety/cooking-fire-safety/>. Accessed on: July 30, 2021. [Fragment]

However, in this context:

“Being mindful while you cook, however, can go a long way to helping prevent these fires,” can be replaced with

- a) as a result.
- b) to some extent.
- c) on the other hand.
- d) in the same way.

07. Read the text to answer the question.

The aliens among us

Humans think of themselves as the world's apex predators. Hence the silence of sabre-tooth tigers, the absence of moas from New Zealand and the long list of endangered megafauna. But sars-cov-2 shows how people can also end up as prey. Viruses have caused a litany of modern pandemics, from Covid-19, to hiv/aids to the influenza outbreak in 1918-20, which killed many more people than the first world war. Before that, the colonization of the Americas by Europeans was abetted – and perhaps made possible – by epidemics of smallpox, measles and

influenza brought unwittingly by the invaders, which annihilated many of the original inhabitants.

(www.economist.com, 22.08.2020. Adapted.)

In the second sentence in the text, the term “hence” can be replaced, with no change in meaning, by

- a) for instance
- b) accordingly
- c) nevertheless
- d) alternatively
- e) furthermore

08. (UFRGS - 2019) Considere as possibilidades de reescrita do segmento:

Juliet had a book open on her lap, but she was not reading

I - Even though she was not reading it, Juliet had a book open on her lap.

II - Despite she was not reading it, Juliet had a book open on her lap.

III - In spite of the fact that she was not reading it, Juliet had a book open on her lap.

Quais poderiam substituir o segmento, sem prejuízo do sentido original e da correção gramatical?

- a) Apenas a I.
- b) Apenas a II.
- c) Apenas a III.
- d) Apenas I e III
- e) I, II e III.

09. (FIMCA - Vestibular de Medicina - 2019)

Science Education in the United States of America

(Audrey B. Champagne.)

Science education in the United States of America is in the midst of an unprecedented reform movement-unprecedented because the movement is driven by national standards developed with support from the federal government. The standards for science education are redefining the character of science education from kindergarten to the postgraduate education of scientists

and science teachers. Unlike the education in most countries of the world, education of students in kindergarten through grade twelve in the United States is not the responsibility of the federal government but is controlled by the individual states. States have the right to regulate all elements of the curriculum-the content all students are expected to learn, the structural organization of programs across all grades, the structural organization of the yearly curriculum in each subject, teaching methods, and textbooks. Historically, and even now, the states jealously guard all their rights and resist efforts by the federal government to exercise control over matters that are the responsibility of the states. The federal government's involvement in education has been to identify matters of national priority and to provide funds and other resources to the states to meet the national priorities. So, for instance, in the late 1960s and early 1970s, when the United States felt that its perceived preeminence in scientific research and its national safety were threatened, science education was identified as a national priority. The primary purpose of the federal government's initiatives was to encourage and upgrade the science education of young people who would become practicing scientists. This effort was not perceived by the states as an erosion of their rights because it was a response to a threat to the nation and was targeted on the science education of a relatively few students. The current situation is quite different.

The federal government's underwriting of the development of national standards for education has the potential for shifting the control of the curriculum from the states to the federal government. This

initiative, supported by the National Association of Governors, is the result of the concern of political, business and industrial leaders with the poor quality of education across the nation and with the effect this poor quality has on the U.S. position in the world economy. The goal of the standards movement from the prospective of political, business, and industrial leaders is to strengthen education so that the schools will produce graduates with the knowledge and skills required of them to be productive in the workplace.

The pedagogy and attitudes of many teachers and professors alike has been that science is for the few. So little concern or effort was applied to make science interesting or to make learning it easy. Consequently, only highly motivated and highly intelligent students survived science courses. **Thus** it appears education in the natural sciences develops individuals who reason well, are critical thinkers, are creative problem solvers-in short, are intelligent. But, we must ask, does education in the natural sciences produce smarter people or do smart people survive science as it is taught? While historically the answer to the question may well have been survival, the national standards are based on the beliefs that science is for all and can produce smarter people. (Available: <https://files.eric.ed.gov/fulltext/EJ608194.pdf>. Adapted.)

"Thus" in bold in text introduces a/an:

- a) Issue similarity.
- b) Change of subject.
- c) Logical consequence.
- d) Adding and structuring.
- e) Important contradiction.

Gabarito

- 1) e 4) d 7) b
- 2) b 5) c 8) d
- 3) c 6) c 9) c

Review 2

Exercícios

01. (MACK-SP) Which alternative completes the sentences correctly?

Paul, _____ doctor, was _____ first person in _____ city to swim in _____ Mississippi River on _____ tenth of _____ October, 1970 and in _____ Lake Michigan in _____ 60s.

- a) a - the - x - the - x - x - the - x
- b) a - the - the - the - the - x - x - the
- c) the - the - x - the - the - x - x - the
- d) a - x - the - the - the - the - x - the
- e) an - the - the - the - the - x - x - the

02. (EEAR - 2019) Read the text to answer the question.

Grounding

*Grounding is a common form of punishment for young people who disobey their parents. **Grounding means that they are not allowed to go out, after school or the weekends, for a certain period of time.** This could be from one day to _____ month or more, depending upon the gravity of the offense. During that time, though, they must continue to go to school, to work if they have a job and to do other errands approved by their parents.*

_____ term "grounding" is _____ aviation term. A plane is grounded when it is not allowed to fly for any reason. Similarly, pilots or other flying personnel are grounded when they are not allowed to fly because of illness or for disobeying the rules.

(Adapted from Life in the USA: A Simplified reader on American Culture, Book 1)

Choose the best alternative to complete the text:

- a) the / the / an
- b) an / the / a
- c) a / the / an
- d) a / a / the

03. (PUC - PR) Which alternative completes the sentences correctly?

— Why do you drink so _____ water ?

— The food had too _____ salt

- a) little - few
- b) few - much
- c) few - few
- d) much - little
- e) much - much

04. (UFSC) Complete the sentences using the right alternative:

"She drinks _____ coffee"

"How _____ cups of coffee do you drink every day?"

"He says there was _____ milk in the pot. It was almost empty"

"There are _____ bottles on that shelf"

"How _____ money do you have?"

- a) little - many - little - few - many
- b) many - much - little - few - many
- c) much - few - little - few - many
- d) much - many - little - few - much
- e) little - few - little - few - many

05. (EEAR - 2021) Read the text and answer the question.

Human-induced global heating

'causes over a third of heat deaths'

More than a third of all heat-related deaths around the world between 1991 and 2018 can be attributed to human-induced global heating, research has found.

Climate breakdown has a range of effects ranging from wildfires to extreme weather. As the temperatures rise, more intense and frequent heat waves disproportionately affect elderly people and those with underlying chronic conditions such as asthma,

making them more vulnerable to disease and premature death.

A study, published in the journal Nature Climate Change, used data from 732 locations in 43 countries to calculate the number of deaths attributed to heat levels **higher** than the ideal temperature for human health, which varies across locations.

The researchers examined past weather conditions simulated under scenarios with and without emissions triggered by human activity – allowing them to separate the warming and related health impact linked with human activity from natural trends.

Overall, they found 37% of all heat-related deaths in the locations studied were attributable to human activity – but the **largest** climate change-induced contributions (more than 50%) were in southern and western Asia (Iran and Kuwait), south-east Asia (the Philippines and Thailand) and Central and South America. *Adapted*

from: <https://www.theguardian.com/environment/2021/may/31/humaninduced-global-heating-causes-over-third-heat-deaths>

The adjective “largest” in **bold** is in the:

- a) comparative form
- b) superlative form
- c) neutral form
- d) inferior form

06. (EEAR - 2020)

- I have a question. What would happen if there were a beautiful and highly intelligent child up in heaven waiting to be born and his or her parents decided that the children they already had were enough?

- Your ignorance of theology and medicine is appalling!

- I still think it's a good question!

Adapted from <https://www.peanuts.com/comics/>

The words “beautiful”, “highly”, “intelligent” and “child”, in the context, are:

- a) Adjective, adverb, adjective, noun
- b) Adjective, adverb, adverb, noun
- c) Adverb, adjective, noun, adverb
- d) Noun, noun, adjective, adverb

07. (EEAR - 2020)

Price Tag

Jessie J.

Seems like everybody's got a price
I wonder how they sleep at night
When the sale comes first
And the truth comes second
Just stop for a minute and smile

Why is everybody so serious
Acting so damn mysterious
Got shades on your eyes
And your heels so high
That you can't even have a good time

Everybody look to the left
Everybody look to the right
Can you feel that yeah
We're paying with love tonight

It's not about the money money money
We don't need your money money money
We just wanna make the world dance
Forget about the price tag

Ain't about the uh cha-ching cha-ching
Ain't about the yeah b-bling b-bling
Wanna make the world dance
Forget about the price tag

<https://www.letas.mus.br/jessie-j/1777864/>

The underlined words, in the text, are

- a) adjectives
- b) adverbs
- c) nouns
- d) verbs

08. (Unifesp - 2018)

Why so few nurses are men?



Ask health professionals in any country what the biggest problem in their health-care system is and one of the most common answers is the shortage of nurses. In ageing rich countries, demand for nursing care is becoming increasingly insatiable. Britain's National Health Service, for example, has 40,000-odd nurse vacancies. Poor countries struggle with the emigration of nurses for greener pastures. One obvious solution seems neglected: recruit more men. Typically, just 5-10% of nurses registered in a given country are men. Why so few?

Views of nursing as a "woman's job" have deep roots. Florence Nightingale, who established the principles of modern nursing in the 1860s, insisted that men's "hard and horny" hands were "not fitted to touch, bathe and dress wounded limbs". In Britain the Royal College of Nursing, the profession's union, did not even admit men as members until 1960. Some nursing schools in America started admitting men only in 1982, after a Supreme Court ruling forced them to. Senior nurse titles such as "sister" (a ward manager) and "matron" (which in some countries is used for men as well) do not help matters. Unsurprisingly, some older people do not even know that men can be nurses too. Male nurses often encounter patients who assume they are doctors.

Another problem is that beliefs about what a nursing job entails are often outdated – in ways that may be particularly off-putting for men. In

films, nurses are commonly portrayed as the helpers of heroic male doctors. In fact, nurses do most of their work independently and are the first responders to patients in crisis. To dispel myths, nurse-recruitment campaigns display nursing as a professional job with career progression, specialisms like anaesthetics, cardiology or emergency care, and use for skills related to technology, innovation and leadership. However, attracting men without playing to gender stereotypes can be tricky. "Are you man enough to be a nurse?", the slogan of an American campaign, was involved in controversy.

Nursing is not a career many boys aspire to, or are encouraged to consider. Only two-fifths of British parents say they would be proud if their son became a nurse. Because of all this, men who go into nursing are usually already closely familiar with the job. Some are following in the career footsteps of their mothers. Others decide that the job would suit them after they see a male nurse care for a relative or they themselves get care from a male nurse when hospitalized. Although many gender stereotypes about jobs and caring have crumbled, nursing has, so far, remained unaffected (www.economist.com, 22.08.2018. Adaptado.)

No trecho do quarto parágrafo "Although many gender stereotypes about jobs and caring have crumbled", o termo sublinhado pode ser substituído, sem alteração de sentido, por

- a) because.
- b) otherwise.
- c) unless.
- d) though.
- e) therefore.

09. (EPCAR)**LEARN ENGLISH ONLINE: HOW THE INTERNET IS CHANGING LANGUAGE**

Online, English is now a common language for users from around the world. In the process, the language itself is changing. Noah Webster thought that a common language brings people together and helps create a new identity. Webster's dictionary, now is in its 11th edition, adopted the Americanized orthography familiar today "-er" in place of "-re" in theatre, not using the "u" from colour, losing one "l" in traveller, and listed new words for example, skunk and squash. The internet is creating a similar language evolution, but at a much faster velocity. Some linguists anticipate that in 10 years English will dominate the internet, but in very different forms. That's because people who speak English as a second language are more in number than native speakers. And they use it to communicate with other non-native speakers, particularly on the Internet where people don't pay so much attention to grammar and orthography and users don't have to preoccupy about their way of speaking. Users of Facebook, for example, are socializing in a number of different "Englishes" including Indian English, or Hinglish, Spanglish (Spanish English) and Konglish (Korean English). For a long time, these variations existed in individual cultures, but now they are expanding and becoming popular online. "On the Internet all that is important is that people can communicate—nobody has a right to tell them what the language has to be," says Baron. The intensification of the use of the Internet in everyday life means that language online is not a zero result game. On the contrary, it permits multiple languages to show

up and they are mixing into English that is becoming the world's lingua franca.

Adapted from
<http://www.bbc.co.uk/news/magazine-20332763>
Acessado em 25/03/2013

"Webster's dictionary is now in its 11th edition." The full form of the underlined item is

- a) eleven.
- b) eleventy.
- c) eleventh
- d) elevent.

10. (EEAR) The correspondent ordinal forms for the numbers 60, 30 and 90 are, respectively:

- a) sixth / third / ninth
- b) sixty / thirty / ninety
- c) sixtieth / thirtieth / ninetieth
- d) sixteenth / thirteenth / nineteenth

Gabarito

- 1)b
- 2)c
- 3)e
- 4)d
- 5)b
- 6)a
- 7)a
- 8)d
- 9)c
- 10)b

Estruturas Gramaticais

A língua inglesa, como qualquer outra, possui regras gramaticais essenciais para a formação de frases compreensíveis. Vamos explorar algumas dessas estruturas gramaticais fundamentais:

Formas Verbais

Existem três formas verbais em inglês: o imperativo, o infinitivo e o gerúndio.

Imperativo

É usado para dar ordens, instruções, pedidos ou conselhos. O imperativo é formado usando a forma base do verbo, sem o sujeito.

Exemplos:

- **Give** me the book. (Dê-me o livro.)
- **Close** the door. (Feche a porta.)
- **Please, help** me. (Por favor, me ajude.)
- **Don't touch** that. (Não toque nisso.)

Para **formar a negativa** do imperativo, basta adicionar "don't" antes do verbo na forma base.

Exemplos:

- **Don't eat** too much.
- **Don't be** late.
- **Don't** smoke here!

O **imperativo não é normalmente usado em perguntas**, já que sua função principal é dar comandos ou fazer pedidos. No entanto, é possível criar uma forma de interrogativa do imperativo para fazer pedidos ou sugestões de maneira mais educada. Isso geralmente é feito usando frases que começam com "Could you", "Would you", ou "Can you", seguidas pelo verbo na forma base (infinitivo sem "to").

Exemplos:

- **Could you open** the window, please? (Você poderia abrir a janela, por favor?)
- **Would you pass** me the salt?

Infinitivo

O infinitivo em inglês geralmente é precedido pela partícula **"to"**, mas também pode aparecer sem **"to"**. O infinitivo pode ser usado como sujeito, objeto ou complemento de uma frase.

Exemplos:

- I want **to learn** Spanish.
- She needs **to eat** something.
- Let him **go**. (Infinitivo sem "to")
- We decided **to stay** home.

Gerúndio

É formado pelo verbo com a terminação **"-ing"** e é usado de várias formas, como substantivo, para formar tempos contínuos, ou após certas preposições e verbos.

Exemplos:

- **Swimming** is good exercise. (Gerúndio como sujeito)
- She enjoys **reading**.
- They are **playing** soccer. (Formando o presente contínuo)
- I'm tired of **waiting**. (Após preposição)

Subjuntivo

Usa-se o subjuntivo:

- **para expressar desejos e situações hipotéticas, especialmente após verbos como "wish" e "if"**.

Exemplos:

- I wish I **were** rich. (Eu gostaria de ser rico.)
- If she **were** here, she would know what to do. (Se ela estivesse aqui, ela saberia o que fazer.)

- após verbos e expressões que indicam sugestões, recomendações, exigências ou comandos, como "suggest", "recommend", "demand", "insist", "important that", "essential that", etc.

Exemplos:

- The doctor recommends that he **take** the medication. (O médico recomenda que ele tome a medicação.)
- It is important that she **be** informed about the changes. (É importante que ela seja informada sobre as mudanças.)

Tempos do Subjuntivo

Presente do subjuntivo: formado pela forma base do verbo (infinitivo sem "to"), independente da pessoa (eu, você, ele, nós, etc.).

Exemplos:

- It is essential that he **be** here. (É essencial que ele esteja aqui.)
- I suggest that she **go** home. (Eu sugiro que ela vá para casa.)
- They demanded that he **leave** immediately. (Eles exigiram que ele saísse imediatamente.)

Passado do subjuntivo: nele a forma do verbo "to be" é "were" para todas as pessoas, e não "was", que é usada no indicativo.

Exemplos:

- If I **were** you, I would do it. (Se eu fosse você, eu faria isso.)
- She wishes she **were** taller. (Ela deseja que fosse mais alta.)
- If he **were** here, we could start the meeting. (Se ele estivesse aqui, poderíamos começar a reunião.)

Estruturas do Inglês

1. Frases Simples:

Uma frase simples na afirmativa é composta por **SVC** (sujeito, verbo e complemento(s)) formando uma ideia completa.

Exemplos:

- She reads books.
- They are here.
- Rob visited his grandmother.

De acordo com o tempo verbal a ser usado serão acrescentados auxiliares para formação de negativa e interrogativa.

Exemplos:

- She **isn't** coming to the party.
- He **didn't** pay for the books.
- **Had** they arrived earlier it wouldn't have happened?
- **Can** you drive?

2. Sujeitos:

Podem ser:

- Pronomes Pessoais: I, you, he, she, it, we, you, they;
- Nomes próprios;
- Pronomes demonstrativos: this, that, these, those.
- Substantivos;
- Verbos substantivados:

Exemplos:

- **I** love my family.
- **He** is my friend.
- **Peter** studied for his test yesterday.
- **This** is a wonderful world.
- **Dancing** is an excellent exercise.
- A house is a building for human habitation, especially one that is lived in by a family or small group of people.

3. Verbos e Tempos Verbais:

- Os verbos expressam a ação ou estado.

- They **bought** too many bottles of soda for the party.

- Karen **drives** to work everyday.
- She **felt** deeply ashamed of her actions after realizing the impact they had on her friends.
- We **were** tired after doing all the house chores.

- **Os tempos verbais** - presente, passado e futuro e as formas continua, perfeito e perfeito contínuo.

- **indicam quando a ação ocorre.**

Exemplos:

- I **write** poems for a magazine.(presente)
- I **am writing** a new novel to be released next year. (presente contínuo)
- We **have finished** our homework. (present perfect)
- She **has been studying** for three hours.(present perfect continuous)
- He **wrote** for different newspapers in his career. (passado)
- He **was writing** his autobiography when he passed away. (passado contínuo)
- She **had already left** by the time I arrived. (past perfect)
- He **had been waiting** for an hour when the bus finally came.(past perfect continuous)
- I **will buy** a new house using that loan program the government is offering. (future).
- By this time next year, I **will have traveled** to 40 countries all over the world. (future perfect)
- She **will have been working** here for five years next January. (Future Perfect Continuous)

4. Artigos Definidos e Indefinidos:

- Os artigos indefinidos "a" e "an" são usados quando nos referimos a algo não específico ou a algo mencionado pela primeira vez.

Exemplos:

- Jane bought **a book**.
- Priscila saw **an elephant** in the zoo.

- O artigo definido "the" é usado quando nos referimos a algo específico ou algo que já foi mencionado anteriormente.

Exemplos:

- **The** thief was inside **the** house when **the** police arrived.
- I saw a dog. **The** dog was barking.

5. Preposições:

- São palavras usadas para mostrar a relação entre um substantivo ou pronome e outras partes da frase. Elas indicam localização (in, on, at, behind, etc), tempo (in, at, etc), e direção (from, to), etc.

Exemplos:

- The bag is **on** the bed.
- The cat is hiding **behind** the couch.
- She found her keys **in** her purse.
- The ball rolled **under** the car.
- The color **of** the sky is blue.

6. Advérbios:

Advérbios modificam verbos, adjetivos ou outros advérbios.

Exemplos:

Modificando verbo:

- She **speaks softly**.
- He **spoke clearly** during the presentation.

Modificando adjetivos:

- She is **very happy** with the result.
- The movie was **incredibly exciting**.

Modificando outros advérbios:

- She finished the task **quite quickly**.
- He spoke **very calmly** during the meeting.

7. Conjunções:

Conjunções como "and," "but," "however," "or," etc **conectam palavras ou frases**.

Exemplos:

- I like coffee, **but** she prefers tea.
- She bought apples **and** oranges at the market.
- You can have tea **or** coffee with your breakfast.
- He didn't call, **nor** did he send a message.
- He was tired, **for** he had been working all day.
- He studied a lot, **yet** he failed the test.
- She was hungry, **so** she made a sandwich.
- She stayed home **because** she was feeling sick.
- **Although** it was raining, they went for a hike.
- He's been happier **since** he got a new job.
- I won't go **unless** you come with me.
- He watched TV **while** eating dinner.
- etc

8. Question Words:

As question words - palavras interrogativas - são usadas para fazer

perguntas específicas que exigem informações detalhadas, ao invés de uma simples resposta "sim" ou "não". Algumas delas são: "**who**," "**what**," "**where**," "**when**," "**why**," e "**how**".

Observe e compare os **exemplos** abaixo:

- **Do** you study?
Yes, I do.
No, I don't
- **What** do you study?
I study **English**.
- **Where** do you study English?
I study **at Global English**.
- **When** do you study English?
I study **twice a week**.
- **Why** do you study English?
I study English **because it is good for my resumé**.

Obs: conteúdo inserido em "Pronomes Interrogativos"

9. Condicionais:

Estruturas condicionais, como "if" e "unless," expressam situações hipotéticas.

Exemplos:

- **If** it rains, we'll stay indoors.
- I won't clean the house **unless** he helps me.

10. Voz Passiva:

A voz passiva é usada para focar na ação e não no agente.

Exemplos:

- **The book was read** by her.
- **The report will be reviewed** by the manager.

Exercícios

01. (EEAR - 2020)



The term “Wake me up”, in the comic strip, is in the

- a) Present Continuous
- b) Imperative
- c) Future
- d) Past

02. (Escola Naval - 2021) Which is the correct option to complete the text below?

A good CV

It starts with a brilliant summary that makes people _____ more; it is daring, lively. You rarely need _____ trivial details of your early education or training except in passing.

Your CV is a creative document that allows you _____ what you think is appropriate, compared with forms, which confine self-expression; you might as well _____ that freedom!

- a) to want to read / explain / to say / to use
- b) want to read / explaining / saying / using
- c) want to read / to explain / to say / use
- d) want reading / to explain / say / use
- e) to want to read / explaining / saying / to use

03. (EsSA - 2022) Mark the option that correctly completes the sentence below:

“My parents are seriously thinking about _____ to Canada.”

- a) moves
- b) moving
- c) moved
- d) to move
- e) move

04. (EFOMM - 2020) Which is the correct alternative to complete the paragraph below?

Many of the same questions that _____ about coal-powered propulsion _____ of the Internet of Things (IoT) today: What's wrong with the traditional way; how will this benefit my fleet; why do we need to make this change? They _____ all good questions, and they _____ a very natural human interest in the three areas that should matter most in deciding whether to use any maritime technology: safety, effectiveness and cost. The biggest challenges to IoT adoption _____. In large part, this is due to the ready availability of high-performance data collection. (Adapted from: *Sea Technology*, December 2018).

- a) have been asked / could be asked / were / show / have already overcome
- b) will be asked / are asked / were / are being shown/ already overcame
- c) had been asked / were asked / might be / showed / had already been overcome
- d) could be asked / were asked / will be / will show / have already overcome
- e) were asked / are being asked / are / show / have already been overcome

05. (Escola Naval - Which option completes the paragraph below correctly?

If your child has no symptoms of vision problems and no family history of vision problems, _____ every one to two years. Otherwise, schedule eye exams based on the advice of your eye doctor.

(Adapted from <https://www.mayoclinic.org>)

- a) have rechecked his or her vision
- b) have his or her vision rechecked
- c) his or her vision has rechecked
- d) has rechecked his or her vision
- e) have had rechecked his or her vision

06. (EEAR - 2022) Read the text and answer the question.

Dear Toti,

I'm writing to you from my hotel room. Everyone else is sleeping, but I'm sitting here and watching the ocean. We're staying at the Plaza in Atlantic Beach, and the view is beautiful. **The tour is goes well.** The audience is crazy about the new songs, but the fans are always asking for you. How is the baby? She has a great voice. Are you teaching her to sing yet? Maybe both of you will come along for the next tour!

Sylvia

From the book Grammar Express

In the letter, the sentence in bold is wrong. The correct form of the sentence is:

- a) The tour is go well.
- b) The tour going well.
- c) The tour is going well.
- d) The tour not going well.

07. (EEAR - 2018) Read the cartoon and answer question.



Adapted from: <http://www.swamp.com.au/archives.php?ch=17&c=10194>

In the first balloon, the verbs "watch" and "learn" are respectively in the

- a) imperative mood – imperative mood
- b) imperative mood – subjunctive mood
- c) subjunctive mood – imperative mood
- d) subjunctive mood – subjunctive mood

08. (EEAR - 2023) Read the text and answer the question:

The pursuit of happiness can end in pain

Maggie Mulqueen, psychologist

Focusing on happiness can lead to perfectionistic tendencies as people try to sustain what is actually a brief and elusive emotion. Instead of promoting happiness as the elixir for life, our society needs to explore how people can find contentment. Unlike happiness, a state of contentment is long-lasting and provides a strong base for mental health. Discovering what makes us feel content and pursuing that help protect us from stress. The pressure people feel to be happy can also be corrosive to establishing a strong sense of self. A patient of mine recently lost 75 pounds. Everyone who sees her congratulates her and expects her to be happy about this accomplishment. Rather than being supported by all these compliments, she feels tremendous pressure to present a happy face to the outside world. How gratifying it _____ for her if people asked "How do you feel?" rather than stating "You must be so happy!"

Adapted from

<https://www.nbcnews.com/think/opinion/suicide-studentathletes-happiness-contentment-rcna27992>

The expression from the text that has the formula 'adjective+noun' is

- a) "people asked" -
- b) "pressure people"
- c) "promoting happiness"
- d) "perfectionistic tendencies"

09. (EEAR - 2021) Read the text and answer question.

(Adapted from <https://www.timeforkids.com>)



<https://www.who.int/news-room/campaigns/connecting-the-world-to-combat-coronavirus/healthyathome/healthyathome---physical-activi>

The tips given in the picture are in the imperative form. Choose the alternative that has the right negative form of imperative sentences.

- a) Not walk up and down the stairs.
- b) Do don't some stretching exercises.
- c) Dance not to music for a few minutes.
- d) Don't seek more ideas and resources online.

10. (ESCOLA NAVAL - 2020) Which option completes the paragraph below correctly?

Speak, FIDO!

Imagine you're out for a walk with your family when a strange dog approaches. The dog isn't aggressive, but it seems _____ something because it nudges you with its snout, and barks. What you don't know is that this dog is trained _____ a person with a medical condition. Around the corner, the dog's owner has collapsed, and the dog instinctively runs off _____ help. That's you! But how can the dog make you _____ what's wrong?

- a) to want / help / to find / to understand
- b) want / helping / finding / understanding
- c) want / help / find / to understand
- d) to want / to help / to find / understand
- e) wanting / to helping / finding / understand

Gabarito

- 1)b
- 2)c
- 3)b
- 4)e
- 5)b
- 6)c
- 7)a
- 8)d
- 9)d
- 10)d

Verbo To Be

O verbo **'to be'**, cujo significado pode variar entre **'ser'** e **'estar'** dependendo do contexto, desempenha um papel fundamental na língua inglesa, sendo utilizado tanto como verbo principal (verbo de ligação) quanto como verbo auxiliar. Ele acompanha outros verbos na formação de uma variedade de tempos verbais. O uso correto do verbo to be é essencial e básico no domínio da Língua Inglesa.

Exemplos:

- I **am** an English teacher.
- São Paulo **is** in Brazil.
- She **isn't** here all day long.
- They **aren't** on the campus on holidays.
- I **was** at the library yesterday.
- They **were** happy to see each other after a long time.
- She **was** a talented musician when she was younger.
- We **were not** aware of the changes in the schedule.
- She **will be** a doctor in a few years.
- We **will not be** available for the event on Friday.

Em sua forma básica, o verbo "to be" tem as seguintes conjugações:

PRESENTE		PASSADO	
I am	Eu	I was	Eu era/estava
You are	sou/estou	You were	Você
He/She/It is	Você é/está	He/She/It was	era/estava
We are	Ele/Ela/Isso é/está	We were	Ele/Ela/Isso era/estava
You (plural) are	Nós somos/estamos	You (plural) were	Nós éramos/estávamos
They are	Vocês são/estão	They were	Vocês eram/estavam
	Eles são/estão		Eles/Elas eram/estavam

O "to be" é frequentemente usado para expressar:

Identidade	He is Paulo.
Idade	Max is 4 years old.
Tempo	It's 10:00 am.
Clima	It was sunny yesterday.
Localização	Saara's desert is in North Africa.

Sentimentos, estados e condições	They were excited with the news.
Descrição de algo ou alguém	Princess Diana was elegant. Her library is huge.

Formação

Na formação de frases:

Singular:

Int: **Is** Anna in the kitchen?

Aff: Anna **is** in the kitchen.

Neg: Anna **isn't** in the kitchen.

Plural:

Int: **Are** they American?

Aff: They **are** American.

Neg: They **aren't** American.

Com Wh words:

- **Where is** Wally?
- **What were** you doing?
- **When is** his birthday?
- **Why was** Charles sad?
etc.

Formas Contratas

As forma de verbo to be podem ser contraídas conforme abaixo:

Extenso	Contratas
I am	I'm
You are	You're
He is	He's
She is	She's
It is	It's
We are	We're
You are	You're
They are	They're

To be in the past tense

No passado as formas do verbo to be são:

VERB TO BE	PRESENT AM, IS ARE	PAST WAS WERE
------------------	--------------------------	---------------------

Exemplos:

- I **was** late for breakfast.
- **Was** Anne the best teacher we had that year?
- We **were** in the kitchen when she arrived with the kids.
- They **were** not available at that time.
- **Was** she tired of exercising?
- You **weren't** at the office on time for the meeting.

Usos do To be

1) como **verbo de ligação**, unindo o sujeito ao predicativo do sujeito.

- Elon Musk **is** a visionary billionaire.

2) na formação do tempos contínuos:

- We **are listening** to music.
- They **were watching** TV last night.
- He has **been studying** hard.
- John had **been practicing** for the competition.
- She will **be playing** the piano in the concert.

3) Na formação da voz passiva.

- The students **were tested** for the scholarship opportunity.
- The food **was made** by Sue

Exercícios

01. O verbo to be significa "ser" ou "estar". Quanto sua utilização, analise as afirmações abaixo:

- I. Pode ser verbo auxiliar, ou seja, acompanhando outro verbo;
- II. Pode ser verbo auxiliar e usado no presente, passado ou futuro, nas formas afirmativa, negativa e interrogativa;
- III. Quando usado como verbo principal, o verbo to be não precisa estar acompanhado por outro verbo para a frase ter sentido.

Estão corretas:

- a) somente I
- b) I e II
- c) I e III
- d) todas estão erradas
- e) todas estão corretas

02. Qual das alternativas abaixo é a correta para completar a frase: "They _____ from Canadá."?

- a) am
- b) is
- c) are
- d) was
- e) it

03. Qual é a alternativa correta para transformar a frase "You are happy." em interrogativa?

- a) Happy you are?
- b) You happy are?
- c) Happy are you?
- d) You are happy?
- e) Are you happy?

04. (ENEM) Qual alternativa melhor completa o diálogo:

George: Hi Paul. This _____ Mariah, my cousin.

Paul: Hello Mariah. I _____ Paul. _____ you a student?

Mariah: No, I _____ a doctor. I work in Atlanta.

- a) is – am – Are – am
- b) are – am – Are – is
- c) is – are – Is – am
- d) are – am – Are – am
- e) is – am – Is – am

Read the text and answer questions 5 to 8:



Timothée Chalamet as Paul Atreides and Zendaya as Chani in "Dune: Part Two."

Dune: Part Two Review: An Expansive Sci-Fi Epic

February 21, 2024
by Jonathan Sim

Long live the fighters. After over two years of waiting, it's time for audiences to return to Arrakis in Dune: Part Two, the latest sci-fi epic from director Denis Villeneuve. This movie adapts the second half of Frank Herbert's classic novel. It once again stars Timothée Chalamet as Paul Atreides as he unites with Chani (Zendaya) and the Fremen, getting revenge on the people who destroyed his family. This is one of the most widely anticipated movies of 2024, and for good reason. This is a cinematic, monumental film that is sure to blow audiences away with its pure spectacle.

It's amazing how Dune: Part Two expands the world of the original. We saw glimpses of Chani and the Fremen in the first Dune film, but that film holds off a lot for the

next film. This movie gives us the story we were waiting for, developing Chani more as a character than simply a person in Paul's dreams. Not only do Villeneuve and his production team perfectly translate the world from Herbert's novel to the big screen, but they truly immerse you in this breathtaking landscape of Arrakis, with space worms and conflicts and all of the things fans of the book can hope to see.

Dune: Part Two expertly develops the lore and mythology that was established in the first film. It enriches the characters in ways that we had not seen before, progressing them to new places. Paul's character has a stronger motivation, drawing him forward in this movie. He is after revenge after his father was killed in the previous movie. Although this is the goal that drives him forward, it does not always feel like the goal that drives the story forward. It can feel like an afterthought in a movie that has so many characters and story threads going on at once when that goal could have benefitted from being at the forefront.

Dune: Part Two features some incredible shot choices, and you can see Villeneuve's passion for the source material in every frame. He wanted to make an adaptation worthy of that novel, and he succeeded. It pays off everything the first movie sets up, throwing the characters into action and pushing Paul to more interesting, darker places. The story runs out of steam during the second act, but the final act is so mesmerizing that it makes up for it. It features a finale for the ages while being a feast for the eyes. Greig Fraser's breathtaking cinematography and Hans Zimmer's powerful musical score complement an unforgettable sci-fi experience worthy of the big screen.

Adapted from:
<https://www.comingsoon.net/movies/reviews/155358-5-dune-part-two-review-an-expansive-sci-fi-epic>
em 29/02/2024)

05. What is the main focus of Dune: Part Two, according to the review?

- a)** It's The destruction of Arrakis
- b)** They are Paul's dreams
- c)** They're revenge and uniting with the Fremen
- d)** It's Villeneuve's production team

06. How is the world-building in Dune: Part Two described?

- a)** It lacks detail and imagination
- b)** It is a mere adaptation of the first film
- c)** It perfectly translates Herbert's novel to the big screen
- d)** It focuses on conflicts rather than landscapes

07. How does the review describe Dune: Part Two's contribution to the world of cinema?

- a)** It is an overrated film with a weak storyline.
- b)** It was expected to be a disappointment in 2024.
- c)** It is a short and unimpressive sci-fi epic.
- d)** It is a cinematic, monumental film that is sure to impress audiences.

08. According to Dune: Part Two's review, it is correct to state about Chani's character:

- a)** It is given to the audience the story they were waiting for, developing Chani as a character.
- b)** Chani was developed only in Paul's dreams.
- c)** Chani's character development is ignored.
- d)** Chani's character will be excluded from the plot entirely.

Read the article below and then answer the questions.

What is Thanksgiving?

Thanksgiving (or Thanksgiving Day) is a holiday that is celebrated both in Canada and in the U.S.A. It has been a holiday in many places in Canada since 1957 and in all of the American states since 1863. In Canada it is celebrated on the second Monday in October, while in the U.S. it is celebrated on the fourth Thursday in November. No one is sure exactly when the first Thanksgiving was celebrated, but many Americans think it was in 1621 – in a small town called Plymouth. It was celebrated by a small group of people from England called ‘Pilgrims’. It was celebrated because one of the Native American people (people who first lived in North America) taught them how to catch fish and how to grow corn. This man’s name was Squanto. The Pilgrims were very thankful for this help. Without it, many more Pilgrims might have died from hunger. The first Thanksgiving celebration lasted for three days and it included fifty English men, women and children and about ninety Native Americans. Afterwards, Thanksgiving became more and more popular in the United States until it finally became a national holiday. In both Canada and the U.S., turkey is the main part of the traditional Thanksgiving meal. Other foods commonly eaten include stuffing and mashed potatoes with gravy, cranberry sauce and pumpkin pie. According to Wikipedia, “Americans eat more food on Thanksgiving than on any other day of the year.” Along with Christmas and New Year’s Day, Thanksgiving is one of the three major holiday celebrations of the year. According to usnews.com, 46.3 million Americans will travel fifty

miles or more to be with friends and family to eat Thanksgiving dinner.

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09. Where is Thanksgiving celebrated?

- a) England, Canada and the U.S.A.
- b) Canada and the U.S.A..
- c) the U.S.A
- d) none of the above

10. How long has Thanksgiving been a holiday in the U.S.A?

- a) since 1621
- b) since 1957
- c) since 1863
- d) none of the above

Gabarito

- 1. e
- 2. c
- 3. e
- 4. a
- 5. c
- 6. c
- 7. d
- 8. a
- 9. b
- 10. c

There to Be

Usamos **There To Be** para nos referirmos a:

- existência ou presença de algo/alguém, para pedir/dar informações sobre quantidades ou eventos.

Exemplos:

- **There is** a problem with the computer.
- **There aren't** five apples in the basket.
- **There will be** a party next weekend.
- **Are there** students waiting for the principal in the main hall?
- **Is there** a mosque to visit nearby?

O **There To Be** segue as mesmas regras de formação que o verbo To Be.



Uso

Usa-se:

There is para o singular e substantivos incontáveis.

- **There is** a boy in the park.
- **Is there** is a lot of money in the safe.

There are para o plural e substantivos contáveis.

- **There are** beautiful exhibitions at the Louvre.
- **There aren't** many opportunities for growth in this company.

There will be para existência ou acontecimento de evento futuro.

- **There will be** an excellent green fair next weekend.
- **There will be** an extra money bonus for the employee of the month

Formação - Presente

Singular:

Int: **Is there** anyone waiting for me outside?

Aff: **There is** an action figure on the ground.

Neg: **There isn't** any milk in the fridge.

Plural:

Int: **Are there** any chairs available in the meeting room?

Aff: **There are** many books to be read this semester.

Neg: **There aren't** many students in the classroom today.

As respostas curtas são:

- Yes, there is.
- No, there isn't.
- Yes, there are.
- No, there aren't.

Formação - Passado

Singular:

Int: **Was there** enough time to finish the project?

Aff: **There was** a party at my friend's house last night.

Neg: **There wasn't** any traffic on the way to work yesterday.

Plural:

Int: **Were there** any messages for me while I was out?

Aff: **There were** many fans at the concert yesterday.

Neg: **There weren't** many options available at the store last week.

As respostas curtas são:

- Yes, there was.
- No there wasn't.
- Yes, there were.
- No, there weren't.

Formação - Futuro

Singular:

Int: **Will there be** enough food for everyone at the party?

Aff: **There will be** a get together in her flat next Friday at 8pm.

Neg: **There won't be** a guest speaker at the company's conference.

Plural:

Int: When **will there be** updates on the situation?

Aff: **There will be** several politicians at the party.

Neg: We hope **there won't be** any issues with the equipment during the event

As respostas curtas são:

- Yes, there will be.
- No, there won't be.



1) Observe as frases abaixo:

- **There is** a car in front of the museum. (**Tem** um carro na frente do museu. = Existe um carro na frente do museu.)
- He **has** a car. (Ele **tem** um carro. = Ele possui um carro.)

Quando se quer **indicar posse** de algo, usamos o **verbo to have ao invés de there to be.**

Veja abaixo:

Exemplos:

- **There are** three cats and a dog in their house.
They **have** three cats and a dog.
- **There aren't** rare stamps in his collection.
He **doesn't have** a collection of rare stamps.
- **Is there** a branch of that company in Thailand?
Does that company **have** a branch in Thailand?
- **There will be** a new baby in the family.
The family **will have** a new baby.

2) Usa-se **there was** quando há uma lista de substantivos no singular:

Exemplo:

- **There was** a boy, a girl and a baby in the waiting room.

3) Informalmente, usa-se **there was** quando há substantivos no singular e no plural juntos, no entanto, não se recomenda seu uso em situações formais.

Exemplo:

- **There was** a book and three pens on the table.

4) Contração:

- There is = There's

Não se contrai as outras formas.

Exercícios

01. (EEAR - 2013)

Tobacco will kill 1,200 people in the United States today.

Maybe fewer of US citizens would die from cigarettes if _____ fewer cigarettes ads.

But please only rip out ads from magazines you own. Thank you.

GLOSSARY

ads (advertisements) – anúncios

rip out – destaque, rasgue

Choose the best alternative to have the extract completed:

- a) there is
- b) there are
- c) there was
- d) there were

02. (EPCAR - 2016)

“There are a few ways to prevent cyberbullying” is the same as

- a) There are some ways to prevent cyberbullying.
- b) There are many ways to prevent cyberbullying.
- c) There are lots of ways to prevent cyberbullying.
- d) There are no ways to prevent cyberbullying.

03. (EPCAR -2020) Mark the alternative that is grammatically INCORRECT.

Where are all the aliens? (line 9)

- a) Nobody saw them.
- b) There are some beyond Earth.
- c) There aren't any in the universe.
- d) There aren't none in our galaxy.

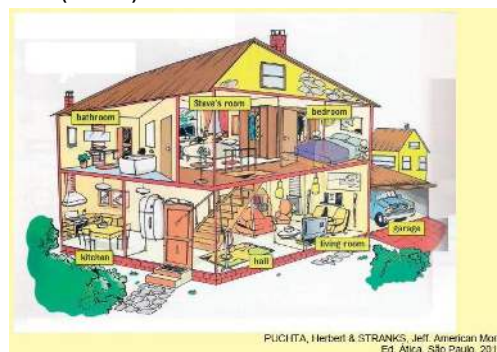
04. Choose the grammatically correct sentence:

- a) There were an old house here last year.
- b) There are 30 students in this classroom.
- c) Is there many tall buildings in your town?

d) There is many cars parked here.

e) There was a dog barking from that apartment tomorrow.

05. (UPE) Look at the house below:



Now fill in the blanks with the verb there to be.

Steve's house is a two floor house. _____ a bathtub in the bathroom and _____ some chairs in the kitchen. _____ a television in the bedroom, but _____ a big bed. _____ three floors, but _____ a garage.

The correct answer is

- a) There isn't; there aren't; There's; there isn't; There are; there isn't.
- b) There's; there are; There isn't; there's; There aren't; there's.
- c) There's; there're; There isn't; there's; There aren't; there's.
- d) There's; there are; There's; there's; There aren't; there's.
- e) There isn't; there are; There's; there's; there's; There aren't.

06. Na canção “Imagine” de John Lennon há a seguinte passagem:

“Imagine there's no heaven”.

Sabendo que nessa frase há uma contração, assinale a opção abaixo com a forma mais formal dessa expressão.

- a) There are
- b) There are not
- c) There is
- d) There is not

(Allthings Grammar) Choose the correct option in questions 7 to 10:

07. We really like our neighborhood. ... a nice park near our home.

- a)** there is
- b)** there are
- c)** there was
- d)** there were

08. Did you know that ... a big flood in our city ten years ago?

- a)** there is
- b)** there are
- c)** there was
- d)** there were

09. According to Wikipedia, ... about 200 countries in the world.

- a)** there is
- b)** there are
- c)** there was
- d)** there were

10. There are now more letters in the alphabet than ... about 500 years ago.

- a)** there is
- b)** there are
- c)** there was
- d)** there were

Gabarito

- 1) d**
- 2) a**
- 3) d**
- 4) b**
- 5) b**
- 6) c**
- 7) a**
- 8) c**
- 9) b**
- 10) d**

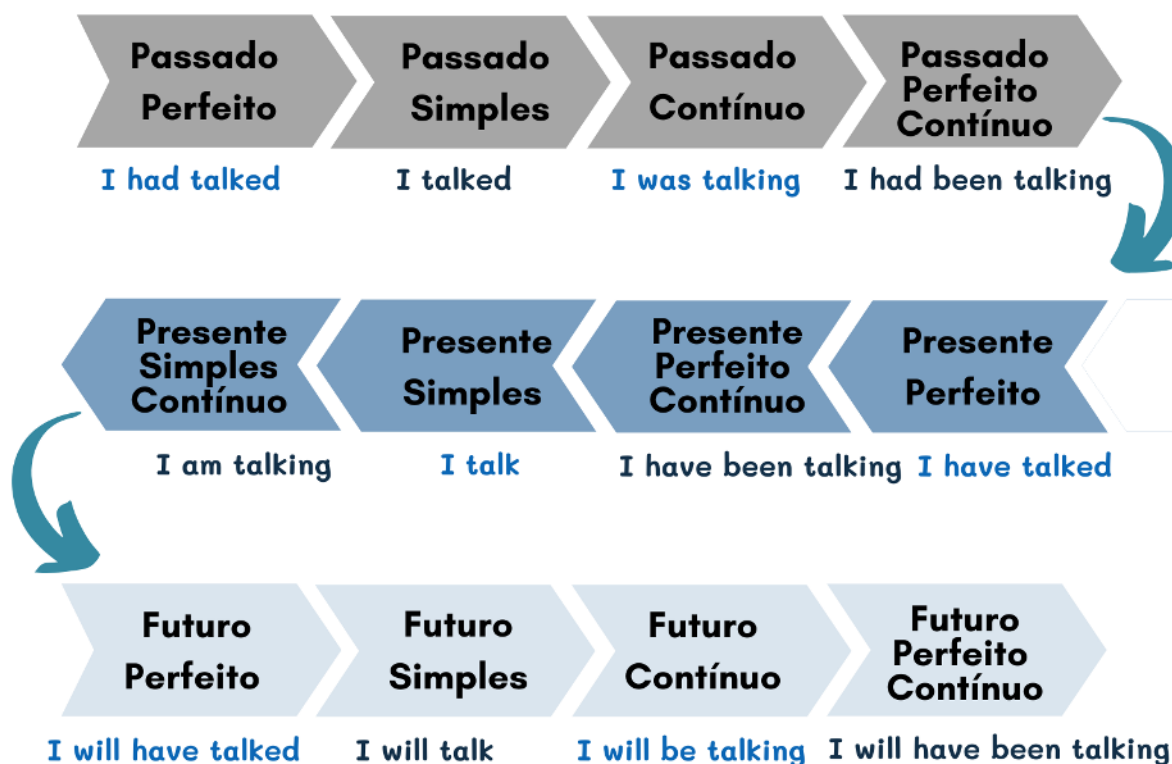
Tempos Verbais em Inglês

Os verbos em inglês são conjugados em diferentes tempos para indicar o momento em que uma ação ocorre. Existem 12 tempos verbais principais em inglês, que são divididos em tempos simples e tempos compostos. Os tempos simples incluem o presente, o passado e o futuro, enquanto os tempos compostos são formados com o auxílio de verbos auxiliares.

São eles:

TEMPOS VERBAIS EM INGLÊS	PAST	PRESENT	FUTURE
SIMPLE	I talked I brought	I talk I bring	I will talk I will bring
CONTINUOUS	I was talking I was bringing	I am talking I am bringing	I will be talking I will be bringing
PERFECT	I had talked I had brought	I have talked I have brought	I will have talked I will have brought
PERFECT CONTINUOUS	I had been talking I'd been bringing	I have been talking I have been bringing	I will have been talking I will have been bringing

Linha do Tempo Inglês



Tempos

Presente Simples (Simple Present)

Usado para descrever ações habituais, verdades universais ou estados permanentes.

Exemplo:

- She sings beautifully.

Presente Contínuo (Present Continuous)

Usado para indicar ações em curso no momento da fala ou planos futuros.

Exemplo:

- They are working in Rio de Janeiro now.
- She is playing tennis tomorrow.

Presente Perfeito (Present Perfect)

Indica ações que ocorreram em um período de tempo não específico no passado ou que têm relevância no presente.

Exemplo:

- I have visited Paris twice.
- We have lived here since 2001.
- They have never helped with the house cleaning.

Presente Perfeito Contínuo (Present Perfect Continuous)

Indica ações que começaram no passado e continuam até o presente, enfatizando a duração da ação.

Exemplo:

- She has been studying English for five years.

Passado Simples (Simple Past)

Usado para descrever ações que aconteceram e foram concluídas em um momento específico no passado.

Exemplo:

- He finished his homework yesterday.
- They studied at Oxford last semester.

Passado Contínuo (Past Continuous)

Indica ações em progresso em um momento específico do passado ou interrupções temporárias.

Exemplo:

- I was preparing myself for the final exams in April.
- They were watching TV when the phone rang.

Passado Perfeito (Past Perfect)

Usado para indicar que uma ação ocorreu antes de outra ação no passado.

Exemplo:

- She had already eaten when I arrived.

Passado Perfeito Contínuo (Past Perfect Continuous)

Indica ações contínuas que começaram e terminaram antes de um ponto específico no passado.

Exemplo:

- He had been working for six hours before he took a break.

Futuro Simples (Simple Future)

Usado para expressar ações que ocorrerão em algum momento no futuro.

Exemplo:

- I will call you later.

Futuro Contínuo (Future Continuous)

Indica ações que estarão em progresso em um momento específico no futuro.

Exemplo:

- This time next week, we will be celebrating her birthday.

Futuro Perfeito (Future Perfect)

Indica ações que serão concluídas antes de um ponto específico no futuro.

Exemplo:

- By next year, he will have graduated.

Futuro Perfeito Contínuo (Future Perfect Continuous)

Indica ações contínuas que estarão em andamento até um ponto específico no futuro.

Exemplo:

- By the time she arrives, I will have been waiting for an hour."



Dicas para utilizar os tempos verbais em inglês:

Para selecionar o tempo verbal adequado é crucial:

- **Compreender o contexto** e determinar se a ação ocorre no presente, passado ou futuro.
- **Conhecer as características e usos de cada tempo verbal** para identificá-los corretamente.

- **Procurar sinais de tempo que indiquem quando a ação ocorre.** "Now", "ago", "last" e "next month" são exemplos de sinais.
- Conhecer a **conjugação correta dos verbos regulares e irregulares.**
- **Além de indicar ações, os tempos verbais também podem expressar atitudes, estados de ser e experiências.**
- **O futuro** pode ser expresso com **"will"** (ação sem planejamento prévio ou decidida no momento da fala) ou **"going to"** (ação planejada anteriormente).
- **Ler materiais autênticos** (livros, artigos e outros em inglês) para se familiarizar com os tempos verbais em contexto real.
- **Estudar regularmente e fazer uso de gramáticas, guias e recursos online** que trazem explicações detalhadas sobre os tempos verbais em inglês.
- **Nem sempre o "ing" indica uma ação contínua.** Algumas vezes representa a substantivação de um verbo que pode ser utilizado como sujeito, objeto, ou indicação que um verbo veio após uma preposição, etc.
 - **Exemplo:**
Smoking is prohibited here.
 - They were talking **about watching** series later.

O domínio dos tempos verbais em inglês é um processo contínuo. A prática e a exposição ao idioma contribuirão para que seu conhecimento se amplie.

Exercícios

01. (EsSa - 2021) Mark the correct alternative.

"Don't speak so loud! The baby _____ now."

- a) is sleeping.
- b) sleep.
- c) sleeps.
- d) are sleeping.
- e) to sleep.

02. (EEAR - 2022) Read the text and answer the question.

Ben

Michael Jackson

Ben, the two of us need look no more
We both found what we were looking for
with a friend to call my own
I will never be alone
And you, my friend, will see
you have got a friend in me
Ben, you are always running here and there
You feel you are not wanted anywhere
If you ever look behind and don't like
what you will find
There's something you should know
You have got a place to go
I used to say "I" and "Me"
Now it's us, now it's we
Ben, most people would turn you away...

www.vagalume.com.br

The underlined sentences in the text are in the following tenses:

- a) Past Progressive / Present Perfect / Conditional tense
- b) Conditional tense / Past Progressive / Present Perfect
- c) Past Progressive / Simple Past / Conditional
- d) Future / Present Perfect / Simple Present

03. (EEAR - 2020) Texto associado



The term "Wake me up", in the comic strip, is in the:

- a) Present Continuous
- b) Imperative
- c) Future
- d) Past

04. (Escola Naval - 2021) Which is the correct option to complete the text below?

A good CV

It starts with a brilliant summary that makes people _____ more; it is daring, lively. You rarely need _____ trivial details of your early education or training except in passing.

Your CV is a creative document that allows you _____ what you think is appropriate, compared with forms, which confine self-expression; you might as well _____ that freedom!

- a) to want to read / explain / to say / to use
- b) want to read / explaining / saying / using
- c) want to read / to explain / to say / use
- d) want reading / to explain / say / use
- e) to want to read / explaining / saying / to use

05. (EEAR - 2021) Read the following structure:

If he had won a million dollars, he would have traveled to China.

The correct alternative which is in the same structure is:

- a) If George had died young, he wouldn't have had children.
- b) If you win too much money, you will travel abroad.
- c) If air expands, it becomes lighter.
- d) If I had time, I could read more.

06. (AFA - 2021) Answer the question according to the text.

When making a decision, it is a common impulse to look and see what others are doing. Nevertheless, it is often unclear whether the path that everyone else may be following is good for us as well. After all, sometimes following the crowd has merit - at other times, it is simply peer pressure blinding us. The phenomenon of looking to others and following the crowd _____ by social science for a long time. Nevertheless, those findings do not always make their way to individual decision-makers. Therefore, let's review why people conform to the crowd - and under what conditions it is a good idea to go your own way instead. To start, individuals tend to look to the opinions of others, especially when they are unsure and lack information from other sources. This dynamic was supported by classic research from Sherif (1937), who explored how a person's perception of a very ambiguous stimuli can be influenced by the opinion of others. Sherif (1937) asked participants to watch a small light in a dark and featureless room and evaluate how much that light moved around. In actuality, however, the light never moved at all - but the way our perception works in that situation gives the possible illusion of movement (called the Autokinetic Effect). In this uncertain and ambiguous perceptual situation, Sherif (1937) found that individuals were quite susceptible to the influence of the opinions of others when trying to decide how much light was "moving". Unfortunately, this phenomenon also extends to individuals following the crowd, even when they can clearly see that others are wrong. This was first evaluated by

Asch (1955), who asked participants to pick a line from a few choices of varying lengths that matched up with another example line given to them. From a perceptual standpoint, the task was easy - as the correct choice of which lines were actually similar to one another was clear. Nevertheless, when participants were surrounded by other individuals giving the wrong answer, they often conformed and made the wrong choice as well. Thus, even when the correct choice is clear, and what others are doing is wrong, that peer pressure can still cause us to doubt ourselves and follow the crowd. Why is it that we are so compelled to follow the crowd, even when it is objectively clear that they are wrong? According to more recent research, we may simply be wired that way. Specifically, these social influences can actually change our perceptions and memories (Edelson, Sharot, Dolan, & Dudai, 2011). Therefore, rather than knowingly making the wrong choice just to conform to peer pressure, the influence of others may actually change what we see as the correct choice in the moment and remember as the right thing after the fact. Beyond that, we might just have "herding brains" with built-in components that monitor our social alignments and make us feel good when we follow the crowd too (Shamay-Tsoory, Saporta, Marton-Alper, & Gvirts, 2019). Fortunately, this effect has good points as well. In many cases, group decision-making can help individuals look beyond their own private perspectives and make more rational decisions (Fahr & Irlenbusch, 2011). Furthermore, pro-social and altruistic behaviors can be influenced and shared through such conformity as well (Nook, Ong, Morelli, Mitchell, & Zaki, 2016). Therefore, sometimes

following the crowd helps people get along and make better decisions too. Given the above, when making a decision, it is important to consider whether following others is a good idea – or is leading you astray instead. Some simple steps can help you figure it out. Getting swept away by what everyone else is doing is often an emotional and thoughtless process. We are conforming simply because we have not given sufficient attention and effort toward considering any other options. Therefore, unless you are in an emergency situation and need to immediately follow everyone else toward the nearest exit, it might be a good idea to switch to more deliberate thinking processes, rather than just going with your initial reaction. Some choices and decision-making situations are more individual, while others are more social. Therefore, it is important to consider the specific situation. Is this an individual choice, or does it involve others? If you have sufficient information to make a clear choice on your own, and you do not need group approval, then you might want to make up your own mind. If you are personally unsure, or you need the support of others to make something happen, then taking the opinion of others into consideration might be a good idea instead. It is generally a good idea to evaluate your choices and decisions from multiple perspectives. The same is true for following the opinion of others too. Although it might not feel that way at times, especially in the modern day of media coverage and social networking, everyone is not doing it – whatever “it” is that you are considering. Given that, before you follow the advice or choices of any particular group of people, it might be a good idea to look at what other

groups of people are doing or choosing too. In addition, we can learn a lot from people making choices contrary to ourselves or our preferred group, particularly about potential down-sides to choices we might not be seeing. Therefore, if you do need to look to others to help provide information regarding a particular choice or decision, then it might help to seek out people with a few different opinions, weigh your options among them, and figure out what will work best for you.

(Adapted from <https://www.psychologytoday.com>.
Access on March 25th, 2021)

In paragraph 2, the option that fits the gap appropriately in standard language is

- a) have been studied.
- b) has been studied.
- c) has studied.
- d) is studied.

07. (COLÉGIO NAVAL - 2020)

TEXT

The South Korean movie "Parasite" _____ (WIN) the Oscar for best picture on Sunday, which means that it was the first non-English language movie to win the top prize.

It also was the first movie from South Korea to get a nomination at the Oscars. Before the Oscars, 'Parasite' also won awards at the Cannes Film Festival, the Screen Actors Guild, and the British Academy of Film and Television Arts.

Director Bong Joon-ho said that the movie is "a continuation of all the Korean films that came before. It's an extension of our history." The movie is about class struggles between the rich and poor.

14-02-2020 Adapted from:
<<https://www.newsintlevels.com/>>

Mark the option that best completes the gap in the text with the right form of the verb in brackets.

- a) wins
- b) has won
- c) was winning
- d) is winning
- e) won

08. (EEAR - 2022) Read the text and answer the question.

Tower Bridge

John Hughes and Ceri Jones

Tower Bridge is probably the most famous bridge in London. It is called Tower Bridge because it is located near the Tower of London. The City of London first started to plan a **new bridge** across the Thames in 1876. More than 50 designs _____ (to receive) and it took eight years for the judges to choose the winning design.

From the book Practical Grammar Level 2

Choose the alternative that best completes with the correct form of the verb in parentheses.

- a) received
- b) was received
- c) were received
- d) would receive

09. (EEAR - 2021) Read the text and answer question.



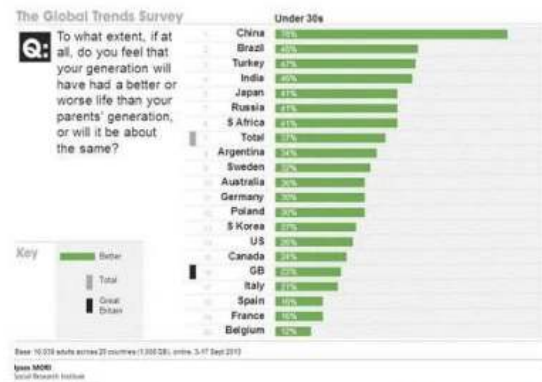
<https://www.sandiegouniontribune.com/entertainment/story/2020-05-07/comic-strips-coronavirus-dilemma>

The negative form of the sentence "I've been inside forever!" is:

- a) I not have been inside forever!
- b) I haven't been inside forever!
- c) I have been inside forever!
- d) I'm not inside forever!

10. (AFA - 2022) **Directions:** Look at the chart in Text I. Read the transcript and answer the question.

TEXT I



(Adapted from <https://www.ipsos.com/en-uk/>. Accessed on March 28, 2022.)

Transcript:

Q: To what extent, if at all, do you feel that your generation will have had a better or worse life than your parent's generation, or will it be about the same?

The verb tense used in "your generation will have had a better or worse life"

- a) shows that something will be in progress at a particular moment in the future.
- b) refers to something that will be looked back on at a certain time in the future.
- c) is used to talk about actions that will continue for a period of time in the future.
- d) can be used to talk about intentions and plans that will happen in the future.

Gabarito

- 1. a
- 2. a
- 3. b
- 4. c
- 5. a
- 6. b
- 7. e
- 8. c
- 9. b
- 10. b

Tempos do Passado

Simple Past

O **Simple Past** (passado simples) é utilizado para:

- **descrever ações ou eventos que ocorreram em um momento específico no passado e que já foram concluídos.**

Exemplos:

- The Statue of Liberty **was inaugurated** in October, 1886.
- Mozart and Bethoven **were** famous musicians from the history of Classic Music.
- We **didn't go** to school yesterday because it was a holiday.
- **Did** he invite her to his last party?

Formação do Passado Simples

Na afirmativa:

- para os **verbos regulares** acrescenta-se **-ed** ao final do verbo.

Exemplos:

- She washed **ed** her hair yesterday night.
- They climbed **ed** the tree to get the best fruits.
- para os **verbos irregulares a forma do verbo varia.** (Verificar tabela de verbos irregulares nesta mesma apostila):

Exemplos:

- Anne **ate** a slice of bread with peanut butter for breakfast.
- The plane **flew** above the clouds when we were coming from the UK.

Diferente do presente, no passado simples todos os pronomes usam o mesmo auxiliar.

Na interrogativa:

Did + sujeito + verbo no infinitivo sem to:

Exemplos:

- **Did** you **fish** with his father yesterday?
- **Did** Mary **enjoy** the wedding ceremony?
- **Did** he **put** the wool jacket in his backpack when went camping? It was really cold.

Na negativa:

Sujeito + did + not (didn't) + verbo no infinitivo sem to:

Exemplos:

- Jonathan **didn't play** The Last of Us in the 2021 competition.
- They **didn't throw** tomatoes at the politicians in the parade.

Regras de formação do Passado para verbos regulares:

Regra geral: acrescentar -ED ao final do verbo.

- I finished **ed** my homework yesterday.
- He enjoyed **ed** last Easter celebrations.

Quando o verbo terminar em E acrescentar D ao verbo:

- We liked **ed** the surprise party they gave us.
- She danced **ed** until she was exhausted.

Quando o verbo terminar em consoante + Y = tirar o Y e acrescentar IED ao verbo:

- They **worried** when we didn't call back.
- James **carried** all the groceries into the house.

OBS: quando o verbo terminar em vogal + y = segue a regra geral (-ED):

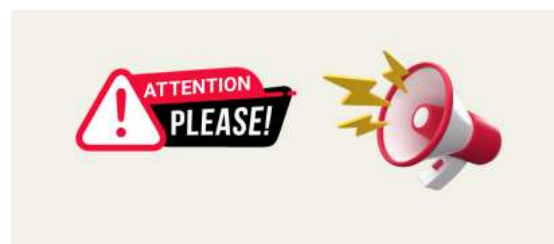
- You **played** a quite good game at the tournament last season.

Quando o verbo tiver uma sílaba e terminar em consoante + vogal + consoante (CVC), dobrar a consoante final antes de adicionar o -ED:

- We **planned** many activities for the hotel guests convention.
- She **stopped** the car in front of the garage.

Se o verbo tem 2 sílabas e terminar em CVC e a sílaba tônica é a última, dobrar a consoante final antes de adicionar o -ED:

- The runaway **committed** crimes against nature and property before being arrested again by the police.
- She **preferred** the blue dress for the prom.



Especificando o tempo passado

Muitas vezes podemos identificar que a ação já se encerrou no passado pelo contexto.

Exemplo:

Notably in 2023, **NASA announced crew** for the Artemis II mission, the first Artemis mission with astronauts around the Moon and back to Earth. **The crew completed fundamentals training**, and **is now focusing** on training for mission operations.

Excerto de

<https://www.nasa.gov/news-release/breaking-record-s-returning-asteroid-samples-among-nasas-big-2023/#:~:text=Notably%20in%202023%2C%20NASA%20announced,on%20training%20for%20mission%20operations.>) acessado em 19/12/2023.

Como agora a tripulação está focando em treinamento para operações da missão, podemos inferir que tanto a escolha quanto o treinamento fundamental da tripulação aconteceu anteriormente.

As **ações no passado** também podem ser **identificadas por expressões ou advérbios de tempo** que ajudam a contextualizar quando as ações aconteceram. As mais comuns são:

Ago (atrás): (indica quanto tempo atrás algo ocorreu)

- She studied here **three years ago**.
- **A long time ago**, some women were considered witches and burned in bonfires.

Last (último): (indica o evento, pessoa, coisa ou período mais recente).

- We had pizza for dinner **last night**.
- **Last November** we had a great Thanksgiving lunch with the whole family.

Yesterday (ontem):

- I finished my homework **yesterday**.

In + ano:

- They got married in **1993**.

In the past (No passado):

- Today we use mobiles a lot, but people used to communicate differently **in the past**.

Earlier: (mais cedo, anteriormente)

- **Earlier** Susan made blueberry cupcakes to serve with ice cream.

Previously:(anteriormente)

- Jason Momoa performed in 2018 AquaMan but **previously** he was Khal Drogo in the Game of Thrones.

Formerly:(anteriormente)

- He had **formerly** been in the Navy.

Used to: (costumava) indica um hábito que se encerrou no passado.

- Mary Jane **used to** live next to Peter Parker's house before becoming an actress.

Passado Contínuo ou Progressivo

O passado progressivo é usado para:

- **expressar uma ação que estava ocorrendo no passado contextualizando uma situação.**

Exemplo:

- Late last night **the wind was blowing and the tree branches were making a loud noise outside**. Suddenly we heard a scream and saw a man with a mask by the window...

- **indicar uma ação que estava ocorrendo em um ponto específico no passado, quando outra pontual começou ou aconteceu:**

- I **was studying** when the phone rang.
- Phillip **was crossing** the street listening to music on his headphones when the car hit him.

- **indicar duas ações simultâneas no passado: (While = enquanto)**

- While the kids **were playing** video games, her mother **was reading** a novel.
- I **was working** hard while she **was relaxing** at the swimming pool.

- **para expressar uma ação contínua habitual que ocorria no passado. É comum ter o uso de advérbios de frequência nestas frases.**

Exemplos:

- She **was frequently talking** on the phone while cooking dinner.
- He **was usually reading** a book when waiting for the bus.
- He **was always studying** when his roommate walked into the room.

Formação do Passado Contínuo

uma ação em um ponto particular no passado.

O passado contínuo é formado usando o passado do verbo "to be" (was/were) e o gerúndio do verbo principal (o verbo com o sufixo -ing).

A estrutura geral é:

Afirmativa:

was/were + verbo principal + "-ing."

- I **was eating** apples for dessert when Jane offered blueberries.
- You **were buying** presents for Christmas when I saw you.
- He **was vacuuming** the car in front of his house when the new neighbor arrived.
- We **were waiting** for the doctor in his office for a long time .
- They **were going** to the movies when they had a flat tire.

Interrogativa:

was/were + sujeito + verbo principal + "-ing."

- **Were** you **eating** sweets when your mother came home?
- What **were** you **wearing** at the party last night?

Negativa:

Sujeito + was/were + not + verbo principal + "-ing."

- You **weren't thinking** about the possibility of a strike during the managers meeting.
- I **wasn't finishing** the essay that day and it stressed me.

Em resumo:

- O passado simples é empregado para descrever ações concluídas em um momento específico do passado.
- O passado contínuo destaca a duração ou a continuidade de

Exercícios

01. (UECE-CEV - 2021)

The World Might Be Running Low on Americans

The world has been stricken by scarcity. Our post-pandemic pantry has run bare of gasoline, lumber, microchips, chicken wings, ketchup packets, cat food, used cars and Chickfil-A sauce. Like the Great Toilet Paper Scare of 2020, though, many of these shortages are the consequence of near-term, Covid-related disruptions. Soon enough there will again be a chicken wing in every pot and more than enough condiments to go with it.

But there is one recently announced potential shortage that should give Americans great reason for concern. It is a shortfall that the nation has rarely had to face, and nobody quite knows how things will work when we begin to run out.

I speak, of course, of all of us: The world may be running low on Americans — most crucially, tomorrow's working-age, childbearing, idea-generating, community-building young Americans. Late last month, the Census Bureau released the first results from its 2020 count, and the numbers confirmed what demographers have been warning of for years: The United States is undergoing "demographic stagnation," transitioning from a relatively fast-growing country of young people to a slow-growing, older nation.

Many Americans might consider slow growth a blessing. Your city could already be packed to the gills, the roads clogged with traffic and housing prices shooting through the roof. Why do we need more folks? And, anyway, aren't we supposed to be conserving resources on a planet

whose climate is changing? Yet demographic stagnation could bring its own high costs, among them a steady reduction in dynamism, productivity and a slowdown in national and individual prosperity, even a diminishment of global power.

And there is no real reason we have to endure such a transition, not even an environmental one. Even if your own city is packed like tinned fish, the U.S. overall can accommodate millions more people. Most of the counties in the U.S. are losing working-age adults; if these declines persist, local economies will falter, tax bases will dry up, and local governments will struggle to maintain services. Growth is not just an option but a necessity — it's not just that we *can* afford to have more people, it may be that we can't afford not to.

But how does a country get more people? There are two ways: Make them, and invite them in. Increasing the first is relatively difficult — birthrates are declining across the world, and while family-friendly policies may be beneficial for many reasons, they seem to do little to get people to have more babies. On the second method, though, the United States enjoys a significant advantage — people around the globe have long been clamoring to live here, notwithstanding our government's recent hostility to foreigners. This fact presents a relatively simple policy solution to a vexing long-term issue: America needs more people, and the world has people to send us. All we have to do is let more of them in.

For decades, the United States has enjoyed a significant economic advantage over other industrialized nations — our population was growing faster, which suggested a

more youthful and more prosperous future. But in the last decade, American fertility has gone down. At the same time, there has been a slowdown in immigration.

The Census Bureau's latest numbers show that these trends are catching up with us. As of April 1, it reports that there were 331,449,281 residents in the United States, an increase of just 7.4 percent since 2010 — the second-smallest decade-long growth rate ever recorded, only slightly ahead of the 7.3 percent growth during the Depression-struck 1930s.

The bureau projects that sometime next decade — that is, in the 2030s — Americans over 65 will outnumber Americans younger than 18 for the first time in our history. The nation will cross the 400-million population mark sometime in the late 2050s, but by then we'll be quite long in the tooth — about half of Americans will be over 45, and one fifth will be older than 85.

The idea that more people will lead to greater prosperity may sound counterintuitive — wouldn't more people just consume more of our scarce resources? Human history generally refutes this simple intuition. Because more people usually make for more workers, more companies, and most fundamentally, more new ideas for pushing humanity forward, economic studies suggest that population growth is often an important catalyst of economic growth.

A declining global population might be beneficial in some ways; fewer people would most likely mean less carbon emission, for example — though less than you might think, since leading climate models already assume slowing population growth over the coming century. And a declining population could be

catastrophic in other ways. In a recent paper, Chad Jones, an economist at Stanford, argues that a global population decline could reduce the fundamental innovativeness of humankind. The theory is simple: Without enough people, the font of new ideas dries up, Jones argues; without new ideas, progress could be imperiled.

There are more direct ways that slow growth can hurt us. As a country's population grows heavy with retiring older people and light with working younger people, you get a problem of too many eaters and too few cooks. Programs for seniors like Social Security and Medicare may suffer as they become dependent on ever-fewer working taxpayers for funding. Another problem is the lack of people to do all the work. For instance, experts predict a major shortage of health care workers, especially home care workers, who will be needed to help the aging nation.

In a recent report, Ali Noorani, the chief executive of the National Immigration Forum, an immigration-advocacy group, and a co-author, Danilo Zak, say that increasing legal immigration by slightly more than a third each year would keep America's ratio of working young people to retired old people stable over the next four decades.

As an immigrant myself, I have to confess I find much of the demographic argument in favor of greater immigration quite a bit too anodyne. Immigrants bring a lot more to the United States than simply working-age bodies for toiling in pursuit of greater economic growth. I also believe that the United States' founding idea of universal equality will never be fully realized until we recognize that people

outside our borders are as worthy of our ideals as those here through an accident of birth.

The verb tenses in "...our population was growing faster, which suggested a more youthful and prosperous future..." are, respectively,

- a) simple present and present perfect.
- b) past continuous and simple past.
- c) present perfect and simple present.
- d) past perfect and simple past.

02.(EEAR - 2020)



"The Little Prince", now, is a movie
Alex Weiss

An all-time favorite children's book, *The Little Prince* by Antoine de Saint-Exupéry **has been turned** into a beautifully animated movie — and it's finally being released. The inspiring lessons, timeless story, and beautiful quotes from *The Little Prince* make this a perfect choice for an on-screen adaptation. At one point or another, your parents **read** this book to you when you were a child, and then you **picked** it up later on in life, realizing how incredibly important this small book truly is.

Adapted from:

<https://www.bustle.com/articles/176416-18-the-little-prince-quotes-to-get-you-pumped-for-the-movie>

The verbs in bold are, respectively, in the

- a) present perfect, simple past, and simple past.
- b) simple past, simple past, and present perfect.
- c) present perfect, simple past, and present perfect.
- d) simple past, present perfect, and present perfect.

03. (EPCAR 2021)

Your digital footprint

Every time you go online you leave a trail. This is just like a real footprint. It reveals where you've been, how long you stayed and what you've been doing there.

Every time you register for an online service, send an email, download a video or upload a photo, the information can be accessed and your digital footprint can be revealed. This shouldn't necessarily be worrying

but it is advisable to be aware of your digital footprint and to be cautious and sensible when you are online.

Six top tips for taking care of your digital footprint

- Don't forget to log off when you leave a website, especially if you are using a shared computer. If you don't, someone can easily pretend to be you!
- Don't tell anyone your passwords and don't write them down in an obvious place. Make them more complex by using a combination of letters, numbers and punctuation marks.
- Tell an adult if you come across anything online that makes you upset, anxious or concerned. There are ways to report inappropriate or abusive content and in most cases web managers respond rapidly.
- Remember your favourite

websites by using the history button and the bookmark function on your computer or mobile device. This is a way that your digital footprint can work in your favour, but remember to clear your browser history regularly.

- If you want to post comments online, you don't have to use your own name. Invent a nickname to use instead. You can also use a picture instead of a real photo.

- Protect your identity online. Be careful about who you share personal information with and always think twice before sharing details like your email, home address, school or phone number with someone.

Think about the future

All kinds of people are interested in your digital footprint. It's now quite common for colleges, universities and employers to check out the online profiles of possible candidates as part of their application process. There are cases of people having missed out on jobs and places in college because their digital footprint didn't impress the recruiters. So, remember: keep safe, don't put too much personal information online and always think carefully before you post something. Ask yourself, 'Would I be happy for absolutely everyone to see this?'

(Taken from <http://learnenglishteens.britishcouncil.org/skills/reading/upper-intermediate-b2-reading/your-digital-footprint>- Access on 28/08/20)

Mark the option in which the verb of the sentence "their digital footprint didn't impress the recruiters" (lines 42 and 43) is correctly changed into the affirmative form.

- a) Has impressed.
- b) Impresses.
- c) Impress.
- d) Impressed.

04. (EEAR - 2021) Read the sentences below.

"**I wasn't looking** for this but now you're in my way your stare **was holding** ripped jeans skin **was showing**."

The correct verb tense in bold is:

- a) Present Continuous.
- b) Past Continuous.
- c) Present Perfect.
- d) Past Perfect.

05. (EEAR) - 2017)

Homeless crack addict revitalizes small square in downtown São Paulo

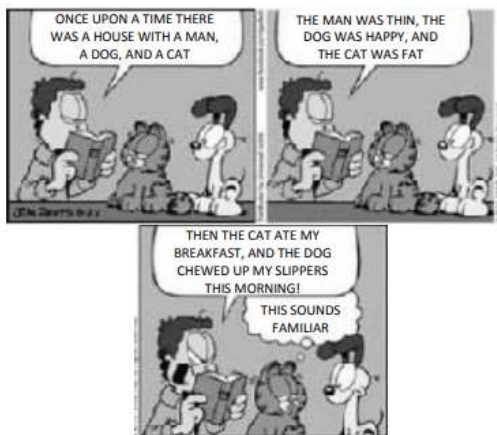
A homeless man has chosen to occupy his free time revitalizing a small square on the corner of avenues São João and Duque de Caxias, in downtown São Paulo. He planted pau-brasil, palm, banana and avocado trees. He also planted boldo, sweet potatoes, beans, peppers and ornamental plants, such as snake plants. Residents noticed the square's gradual changes and congratulated the author for the modifications.

Fonte: Folha de São Paulo Internacional – 21/03/2017

Choose the alternative that is **NOT** in the Simple Past:

- a) A man has chosen to occupy his free time revitalizing a square.
- b) People congratulated the man for the gradual changes in the square.
- c) He planted a number of pau-brasil, palm and banana trees.
- d) Residents noticed the square's changes.

06. (EEAR - 2023)- Read the text and answer the question.



The verbs “was”, “ate” and “chewed” are in the:

- a) present perfect form.
- b) simple present form.
- c) past perfect form.
- d) simple past form.

07. (Escola Naval - 2020) Choose the correct option to complete the paragraph below.

The Brazilian Navy _____ its new Antarctic station "Estação Antártica Comandante Ferraz" (EACF) on 15 January. The facility _____ by China National Electronic Imports and Exports Corporation (CEIEC) to replace the original EACF, which _____ by a fire in 2012. The new station _____ of laboratories, communications and meteorological modules, power generation equipment, and a living area for 64, as well as medical, healthcare, catering, and technical areas. (Adapted from <https://www.janes.com>)

- a) was inaugurated / built / destroyed / composes
- b) inaugurated / was built / destroyed / composes
- c) was inaugurated / built / destroyed / is composed
- d) inaugurates / builds / was destroyed / was composed
- e) inaugurated / was built / was destroyed / is composed

08. (Colégio Naval - 2017) Complete the sentences with the correct use of the Simple Past and the Past Continuous.

- I was waiting for the bus when I _____ (see) her.
- The children _____ (argue) when the teacher arrived.
- Everyone _____ (listen) to music when the lights _____ (go) out.

To fill in the gaps respectively, mark the right option.

- a) saw / was arguing / were listening / went
- b) was seeing / was arguing / listened / were
- c) were seeing / argued / listened / were
- d) saw / were arguing / was listening / went
- e) was seeing / argued / listened / were going

09. (EEAR - 2020)

An e-mail to Mary

Hi, Mary!

How are you? I miss you so much!

I arrived in Rome last week and I'm having a lot of fun. This morning my parents and I woke up at 8:00 and had a great breakfast at the hotel. Afterwards, I walked a little and saw many tourists (many from Russia and China) and even some famous people!

Now we are going to Venice.

How are things in Las Vegas?

Come meet us!

See you soon!

Paul.

All verbs below, underlined in the text, are in the Simple Past, EXCEPT:

- a) Arrived
- b) Woke
- c) Come
- d) Had

10.(Escola Naval - 2021) Mark the option that completes the excerpt below correctly.

[...] Then he _____ I _____ a lot, and I _____ that I did. He _____ where, and I _____ him that I _____ throughout Europe and to the east coast in America, primarily.

(MCDANIEL, Phyllis. *Over the line: a Detective Bendix mystery VI*. 2013. p. 200)

- a)** asked / travel / said / asked if / told / had gone
- b)** asked / traveled / told / asked if / said / went
- c)** asked if / travel / told / asked / said / go
- d)** asked if / traveled / told / asked / said / go
- e)** asked if / traveled / said / asked / told / went

Gabarito

- 1. **b**
- 2. **a**
- 3. **d**
- 4. **b**
- 5. **a**
- 6. **d**
- 7. **e**
- 8. **d**
- 9. **c**
- 10. **e**

Passado Perfeito

O passado perfeito é usado para:

- indicar claramente qual ação ocorreu primeiro em uma sequência temporal de eventos passados.

Exemplos:

- He realized he **had forgotten** his keys after he locked the door.
- They **had already finished** the house cleaning when he called.
- We **had come back** home before the storm began that day.

- para descrever eventos em uma ordem cronológica em narrativas ou histórias :

- By the time the fighters arrived, the house **had already burned**.
- *The plane **had departed** by the time Caroline reached the airport.*

- expressar arrependimento ou lamentar algo que não foi feito no passado:

I wish I **had known** about the meeting; I would have attended.
They wish **they had been** more prepared for the weather.

Formação do Passado Perfeito

Na afirmativa:

Sujeito + **had** + verbo principal no particípio passado

Exemplos:

- She **had already washed** her hair when the water went off.
- They **had cut** the trees before asking if they could.
- They couldn't enter the concert because they **had forgotten** their tickets at home.

Na interrogativa:

Had + sujeito + verbo principal no particípio passado

Exemplos:

- **Had** Sandra **eaten** two slices of cheese pizza when John invited her to have dinner out.
- **Had** he **finished** his studies before deciding to travel around the world?
Had you **finished** your homework before the teacher collected it?

Na negativa:

Sujeito + **had** + **not (hadn't)** + verbo principal no particípio passado

Exemplos:

- I **hadn't tasted** sushi before I visited Japan.
- They **hadn't seen** the movie before it won an award
- He **hadn't received** the email when you called him about the project.

Passado Perfeito Contínuo

O passado perfeito contínuo (past perfect continuous) é usado para:

- **expressar a duração de uma ação contínua que ocorreu antes de outra ação no passado.**

- They were tired because they **had been walking** for hours.
- She **had been practicing** for the contest for six months.
- By the time their parents arrived, they **had been playing** music all night.

- **descrever hábitos ou ações repetitivas antes de um evento específico no passado.**

- She looked tired because she **had been working** late every night.

Formação do Passado Perfeito Contínuo

O Passado Perfeito Contínuo é formado:

Na afirmativa:

Sujeito + had + been + verbo principal + -ing+

- We **had been waiting** for the bus when it finally arrived.
- You were surprised because they **had been keeping** the party a secret for weeks.

Na interrogativa:

Had + sujeito + been + verbo principal + -ing +...?

- Had **they been working** on the project for a long time before the deadline?
- Had **she been studying** Spanish every day for a year before traveling?

Na negativa:

Sujeito + had + not (hadn't) + been + verbo principal + -ing.

- The couple **had not been living** in the city for very long before they decided to move to the countryside.
- Their grandmother **hadn't been taking** care of her health, so she wasn't feeling well.

Em resumo:

O **passado perfeito** destaca a conclusão de ações anteriores a outro ponto no passado, estabelecendo uma sequência temporal clara. É utilizado para contar histórias, expressar arrependimento ou descrever experiências que ocorreram antes de um momento específico.

O **passado perfeito contínuo** enfatiza a duração e a continuidade de uma ação que ocorreu antes de outra no passado, oferecendo uma compreensão mais detalhada sobre eventos que se desenrolaram ao longo do tempo.

Exercícios

01. (EEAR - 2021)



Ice Age is an animated movie about a story that took place 20,000 thousand years ago. At that time, (I) everything was covered in ice. The movie follows the path of a mammoth, a sabertooth tiger and a sloth after they encounter an Eskimo baby and decide to protect it from the cold and other animals.

(II) Diego, the tiger, had attacked the tribe to get the baby eskimo but was not successful. Other tigers were unhappy with Diego because of his incompetence to get the baby, who is now with Manfred, the mammoth, and Sid, the sloth. Eventually the three animals get together, although with very different agendas, and form a friendship bond while taking care of the human baby.

The movie also features a squirrel desperately trying to bury an acorn without success. This squirrel has such a distinctive personality that we can only hope (III) he'll star in his own movie someday.

The sentences that are underlined in the text are in the:

- a) I Simple Past - II Simple Past - III Future Perfect
- b) I Past Perfect - II Simple Past - III Simple Future
- c) I Simple Past - II Past Perfect - III Simple Future
- d) I Past Continuous - II Present Perfect - III Future Continuous

02. (Marinha - 2021) Mark the correct option to complete the text below.

Achemical-laden cargo ship is sinking off the coast of Sri Lanka, sparking fears of an environmental disaster

The Singapore-registered X-Press Pearl I- _____ on fire for almost two weeks before the blaze II- _____ this week. Hundreds of tonnes of oil from fuel tanks III- _____ into the sea, IV- _____ nearby marine life. The Sri Lankan and Indian navies V- _____ jointly over the past days in an attempt VI- _____ the fire and VI- _____ the ship from breaking and sinking.

(Adapted from <https://www.bbc.com>news>word...>)

- a) I - has been / II- has been put out / III - leaked / IV - to devastate / V - worked / VI - to put out / VII - had prevented
- b) I - has been / II- was put out / III - had leaked / IV - devastating / V - have worked / VI- putting out / VII - preventing
- c) I- had been / II- was put out / III- could leak / IV- devastating / V- had worked / VI- to put out / VII - prevent
- d) I - had been / II - put out / III- could have leaked / IV- devastating / V- have worked / VI - to put out / VII - to prevent
- e) I- was / II - put out / III - were leaking / IV- devastating / V - had worked / VI - to put out / VII - preventing

03. (EEAR - 2021)

Metal airplane part seems to fall from plane into Arizona family's backyard

An Arizona couple discovered what appeared to be a metal plate from an airplane in their backyard last week.

Charlie and Jaclyn High of Phoenix found the white metal piece, which had fallen in their backyard, on Friday, CBS5 reported.

"I kind of looked around to see if there was anything else, like another piece, or something else other than that, with writing on it. It looks like it's from an airplane, and you think, oh man, that's crazy," Jaclyn told the outlet. According to images shared with CBS5, the metal piece seems to be part of the airplane lavatory.

Adapted from
<https://www.foxnews.com/travel/arizona-metal-piece-airplane-backyard>.

The sentence "Charlie and Jaclyn High of Phoenix found the white metal piece, which had fallen in their backyard, on Friday, CBS5 reported.", contains verbs in the following tenses, in this order:

- a) Simple Past, Past Perfect, Simple Past
- b) Simple Past, Present Perfect, Simple Past
- c) Present Perfect, Simple Past, Simple Past
- d) Present Perfect, Past Perfect, Present Perfect

04. (EEAR - 2020)

Flooding hits parts of Midwest, with evacuations in Michigan

People living along two mid-Michigan lakes and parts of a river were evacuated Tuesday following several days of heavy rain that produced flooding and put pressure on dams in the area.

Two Midland-area schools were opened for evacuees and more than 50 roads have been closed. The

evacuations in Michigan followed days of heavy rains in parts of the Midwest that also brought flooding to Chicago and other parts of Illinois, as well as Ohio and other states.

"We were laying in bed when I heard sirens," Jon St. Croix told the Midland Daily News. "A fire truck was driving around, broadcasting that (we needed) to evacuate. It's a scary thing — you're sleeping and awake to sirens."

St. Croix, 62, his wife and a next-door neighbor were among more than a dozen people sheltering in one of the schools. Their home was not flooded, but St. Croix said he had seen flooding in the area.

Volunteers at the schools said about 120 vehicles were in the parking lots and about 30 people had been staying on cots inside, according to WNEM-TV. www.nbcnews.com

Choose the alternative in which you can find the Past Perfect Continuous.

- a) About 30 people had been staying on cots inside.
- b) We were laying in bed when I heard sirens.
- c) More than 50 roads have been closed.
- d) Schools were opened for evacuees.

05. (Escola Naval - 2020)

Which option completes the paragraph below correctly?

In 1984, Dallas, Texas, a call to the emergency services _____ catastrophically wrong. An elderly woman _____ breathing in her home. Her son, clearly distressed, _____ 911. His conversation with the dispatcher soon _____ out of control.

(Adapted from <https://www.bbc.com>)

- a) had gone / stopped / had called / spiraled
- b) was going / had stopped / has called / was spiraling
- c) went / has stopped / had called / had spiraled
- d) had gone / has stopped / called / was spiraling
- e) went / had stopped / called / spiraled

06. (EEAR - 2017) Write (T) for true and (F) for false according to the explanation of the tenses in parenthesis.

() When you are looking back from a point in past time, and you are concerned with the effects of something which happened at an earlier time in the past. **(Past perfect)**

() When you are concerned with the present effects of something which happened at an indefinite time in the past. **(past perfect continuous)**

() When you are talking about something which continued to happen before and after a particular time. **(past continuous)**

Choose the alternative that corresponds to the right order.

- a) T – F – F
- b) T – F – T
- c) F – T – F
- d) F – F – T

07. (EEAR - 2013)

Charles Lindbergh's Achievement

On 20th May 1927 a small fixed-wing single engine airplane loaded with maximum capacity of fuel (450 gallons) struggled to get airborne as it bounced down the runaway at Roosevelt Field, New York. To avoid extra weight, the parachute, the radio and even the brakes had been removed by the mechanic. At last it lifted off, just avoiding some telephone wires, and disappeared into the distance.

Thirty hours later a hundred thousand Parisians lined up at the Le Bourget Airport to wait for the arrival of the plane. It was 10 o'clock at night. burning lanterns marked out the runaway. Then came the low-pitched sound of an engine and a wave of excitement swept through the crowd. The Spirit of St Louis touched down and rolled to the end of the runaway. Out of the plane stepped a tall handsome American - Charles Lindbergh. He'd just become the first person to fly solo across the Atlantic, and he was destined to become one of the most famous men in the world.

Glossary:

Get airborne - decolar

bounced - "deu um solavanco"

lined up - enfileiraram-se

In, "He'd just become the first person ...", (line 17), the underlined letter is a contracted form of:

- a) did
- b) had
- c) could
- d) should

08. (Marinha) Mark the correct alternative.

When I saw a diamond necklace in a local jewelry store, I knew it was exactly what I _____ for.

- a) have looked
- b) had looked
- c) have been looking
- d) had been looking
- e) looking

09. In terms of verb tenses, the clauses in the sentence are respectively in the:

"The realist novelists were in many ways continuing in a more intensive and conscientious fashion what Balzac had been doing years before in 'La Comédie Humaine'."

- a) Simple past and past perfect.
- b) Past continuous and past perfect continuous.
- c) Past perfect continuous and past continuous.
- d) Past continuous and present perfect.

10. (Metrocapital- 2018) Choose the correct answer to complete the sentences:

1- When we came back Tony (already/leave).

2- When we came back home, Tony (leave) at once.

3- The letter (sign) up when Margaret returned.

4- When Margaret returned yesterday the letter (sign) up.

- a) leave already – had left – was signed - had signed
- b) had already left – left - had been signed – was signed
- c) has left already – leave - has been signed – had be signed
- d) left already – has left – had signed – will be signed
- e) already left – had left – was sign - signed

Gabarito

- 1. c
- 2. c
- 3. a
- 4. a
- 5. e
- 6. b
- 7. b
- 8. d
- 9. b
- 10. b

Futuro

O futuro sempre foi um tema que despertou a curiosidade e a imaginação das pessoas. Com este tempo verbal podemos falar de previsões sobre avanços tecnológicos ou em expectativas pessoais relacionadas a carreiras, relacionamentos, sociedade, mercado financeiro, rumos da humanidade, etc. Pensar no futuro é uma atividade comum e frequentemente inspiradora. Em inglês, existem diversas formas de expressar ideias sobre o futuro, sendo as principais: utilizando "will" e "going to". Entender essas estruturas é fundamental para comunicar previsões, planos e intenções de forma clara e precisa.

Simple Future

Estrutura: Will é utilizado com a forma base do verbo sem o to.

Interr.	Will they travel?
Affirm.	They will travel.
Neg.	They will not travel. They won't travel.

Will pode ser usado:

- para prever acontecimentos ou situações futuras.

Exemplos:

- Kate will pass the driving test.
- I think Sarah will like the present.

- com palavras como "probably" (provavelmente), "I'm sure" (tenho certeza), "I think" (acho), "I don't think" (acho que não) e "I wonder" (me pergunto).

Exemplos:

- I'll probably be home late tonight"
- I'm sure you'll pass.

- para decisões tomadas no momento da fala.

Exemplo:

- We'll invite some people to the party.

- para discutir a situação atual.

Exemplo:

- She'll be busy now.

Future Simple Continuous

Estrutura: Sujeito + will + be + verbo +ing

Interr.	Will they be traveling?
Affirm.	They will be traveling.
Neg.	They will not be traveling. They won't be traveling.

Usado para:

- indicar que uma ação estará acontecendo em um determinado momento no futuro.

Exemplo:

- At 8 PM, I will be watching TV.

- indicar ações planejadas ou esperadas no futuro.

Exemplo:

- Tomorrow, she will be flying to New York.

- perguntar educadamente sobre os planos ou ações de alguém.

Exemplo:

- Will you be using the car tonight?"

Future Perfect

Estrutura: Sujeito + will + have + verbo no particípio passado.

Interr.	Will they have bought the pizza when I arrive?
Affirm.	They will have bought the pizza when I arrive.
Neg.	They won't have bought the pizza when I arrive.

Usado para:

- **indicar que uma ação será completada antes de um momento específico no futuro.**

Exemplo:

- By next year, I will have finished the Art degree.

- **expressar algo que esperamos que aconteça até um certo ponto no futuro.**

Exemplo:

- She will have arrived by 10 am.

Future Perfect Continuous

Estrutura: Sujeito + will + have been + verbo + ing

Interr.	Will I have been studying English for two years next July?"
Affirm.	They will have been studying English for two years next July?
Neg.	They won't have been studying English for two years next July?

Usado para:

- **indicar que uma ação terá continuado por um período de tempo específico até um determinado ponto no futuro.**

Exemplo:

- By 2025, I will have been working at this company for 10 years.

- **destacar a duração de uma ação contínua até um ponto no futuro.**

Exemplo:

- When he retires, he will have been teaching for 40 years.

Shall

Estrutura:

Interr.	Shall I go there?
Affirm.	I shall read the article.
Neg.	We shall not come late.

Shall é mais usado no inglês britânico. Tem um caráter **mais formal** sendo utilizado com **I** e **we** para indicar ações futuras. No inglês falado, "I'll" e "we'll" são mais comuns.

Exemplo:

- I shall be late this evening.
- Shall we go?
- We shall receive news soon.

To Be Going to

Estrutura:

Interr.	Are they going to visit Mexico?
Affirm.	They are going to visit Mexico.
Neg.	They aren't going to visit Mexico.

To be going to é usado:

- **quando uma decisão já foi tomada antes de falar.**

Exemplo:

- We're **going to** travel next holiday. I have already bought the tickets.

- **para indicar o acontecimento de algo baseado nas evidências ou na situação atual.**

Exemplos:

- Look at those black clouds. It's going to rain later.
- They're going to succeed after that effort on solving all the issues related to the new project.

Comparando "Will" e "Going to"

Observe:

Diz - se que o **will** indica **incerteza** enquanto **going to** indica **certeza** de que algo será feito. Porém sempre há que se buscar evidências para a tomada de decisão sobre o uso de ambos, uma vez que sem elas (as evidências) ambos podem ser usadas:

Exemplos:

- I don't know if he **will** invite me for his farewell party.
- We **aren't going to** cook at home tonight because we didn't go grocery shopping.
- Jane will buy a car.
- Jane is going to buy a car.



- "I hope": é tipicamente seguido pelo presente em vez de "will".

Exemplo:

I hope Kate **passes** the driving test.

Exercícios

01. (EEAR - 2019) Choose the best alternative to complete the dialogue.

Jane: Hi Susan, how are you doing?

Susan: Everything is Okay!

Jane: Do you have any plans for this weekend?

Susan: Not sure... I _____ probably give a party this weekend.

Jane: Cool!

a) am going to

b) am going

c) will be

d) will

02. (Colégio Naval - 2020)

John: "I am about to fall asleep. I need to stay awake!"

Katie: I "_____ you some coffee."

Complete the dialogue with the right option.

a) 'll go

b) 'm going get

c) 'll get

d) 'm go get to

e) 'll to go to get

03. (EEAR - 2019)



What is the main verb tense used in the dialogue above?

a) Simple Past

b) Simple Future

c) Simple Present

d) Present Continuous

04. (EEAR - 2017) Read the text and answer the question:

Inside Lilium, The World's First Vertical Takeoff And Landing Private Jet

Wonder what's in store for the future of private jet flying? Here's a glimpse. A start-up company - hosted in a European Space Agency (ESA) business incubator center in Bavaria - released an idea for an egg-shaped two-seater plane called Lilium that's currently in the works. With a top speed of 250 mph and a range of 300 miles, the plane can travel roughly between Munich and Berlin in about 90 minutes. And according to the ESA, if testing succeeds, this _____ the world's first vertical takeoff and landing private jet.

The project came about when Daniel Wiegand - one of the four founders of Lilium - wanted to realize flying for the masses in a fast, inexpensive, efficient and eco-friendly way. 'Our goal is to develop an aircraft that doesn't need the complex and expensive infrastructure of an airport, can be used close to urban areas, and doesn't produce too much noise and pollution,' he said. So to produce this new class of airplanes that could take off and land vertically anywhere with a surface area of 250 square feet by 2018, Wiegand and his team in Germany came up with a design using electric engines and incorporated movable fan turbines.

Fonte: www.forbes.com

GLOSSARY

glimpse - uma ideia para entender melhor algo

Choose the best verbal form to have the text completed correctly:

a) is

b) was

c) will be

d) would be

05. (EsPCEX) Complete the sentence with the appropriate word.

“Even though it`s _____, I _____ go to the beach”

- a) snowing/have
- b) windy/don`t
- c) raining/will
- d) sunny/did

06. (Exército) Para a questão, escolha a alternativa que complete a sentença CORRETAMENTE.

“I have a dream that one day, on the red hills of Georgia, the sons of former slaves and the sons of former slave owners _____ sit down together at the table of brotherhood.” (Martin Luther King)

- a) would be able to
- b) will be able to
- c) should have been able to
- d) are able to
- e) would have been able to

07. (EEAR - 2018) Choose the best alternative to complete the dialogue.

Jane: Hi Susan, how are you doing?

Susan: Everything is Okay!

Jane: Do you have any plans for this weekend?

Susan: Not sure... I _____ probably give a party this weekend.

Jane: Cool!

- a) am going to
- b) am going
- c) will be
- d) will

08. Read the words by songwriter Jimi Hendrix and answer the question

Choose the alternative that best explains the words in the picture



a) Peace will be reached before the search for love or power is fully completed by all.

b) The love of power is capable of bringing peace into many people's lives.

c) We'll have peace when the love of power is weaker than the power of love.

d) Peace does not have the power to increase love among men.

09. (EPCAR - 2017) Complete the fragment below with the grammatically correct verb tense.

“..if the earth is hollow, you _____ it via portals at the north and south poles.

- a) accessed
- b) have entered
- c) will reach
- d) stays

10. (UECE- 2021) Choose the correct alternative:

In “Those who are older will have died before the impact of those choices” the verb tenses are

- a) simple future and present perfect.
- b) simple present and future perfect.
- c) present perfect and simple future.
- d) present continuous and simple present.

Gabarito

- 1) d
- 2) b
- 3) c
- 4) c
- 5) c
- 6) b
- 7) d
- 8) c
- 9) c
- 10) b

Review 3

Para um melhor resultado de seu processo de revisão é importante que retome os seguintes assuntos da apostila:

- **Estruturas Gramaticais**
- **Verbo To Be**
- **There to Be**
- **Tempos Verbais em Inglês**
- **Tempos do Passado**
Passado Simples, Passado Contínuo e Passado Perfeito
- **Futuro**

Exercícios

Para melhor resultado da resolução das questões retome os seguintes assuntos do início da apostila:

- Cognatos e falsos cognatos
- Prediction (Previsão) e
- Técnicas de Skimming e Scanning

(EPCAR - 2019)

Leia o **TEXT 1** e responda questões de 1 a 5.

TEXT 1

The search for life beyond Earth

We have always been fascinated by the thought of alien life elsewhere in the universe. The idea has provided the basis for a huge wealth of science fiction stories that have been limited only by our imaginations. But can other creatures exist in the vast reaches of space or on other planets or moons? And are there other intelligent forms of life out there—or are we more likely to find something much simpler?

Where are all the aliens?

Our Sun is just one star among billions in our galaxy. In the last few years, scientists have detected thousands of planets around other stars and it seems that most stars have planetary systems. It's therefore likely that there will be large

numbers of habitable planets in the Milky Way galaxy and beyond that are capable of supporting intelligent life. Some of these intelligent civilisations, if they're out there, may have even developed interstellar travel.

Are there other intelligent forms of life out there—or are we more likely to find something much simpler?

But Earth hasn't been visited by any intelligent aliens (yet?). This apparent high probability of life, combined with a lack of evidence for its existence, is called the Fermi Paradox, named for the physicist Enrico Fermi who first outlined¹ the argument back in 1950. This begs the question: where is everybody?

Back in 1961, astronomer Francis Drake tried to rationalize this question by developing an equation that takes into account² all the factors relevant to finding alien civilisations and gives an estimate of the number of civilisations out there in the galaxy that should be able to communicate with us. It considers factors such as the rate³ of new star formation, how many planets around those new and existing stars might be able to support life, the number of planets supporting intelligent life, how many of those civilisations might have

technology we can detect, whether they're likely to communicate with us here on Earth, and so on.

The search for extraterrestrial intelligence

Scientists and radio astronomers have started the search for extraterrestrial intelligence (SETI) in a systematic manner. Several international organizations, including the SETI Institute and the SETI League, are using radio telescopes to detect signals that might have been produced by intelligent life.

In 1995, the SETI Institute started Project Phoenix, which used three of the most powerful radio telescopes in the world: the Green Bank radio telescope in West Virginia, USA; the Arecibo telescope in Puerto Rico; and the Parkes radio telescope in NSW, Australia. During its initial phase, Project Phoenix used the Parkes telescope to search for signals coming from 202 Sun-like stars as distant as 155 light years away. By the end of its operations, Project Phoenix had scanned a total of 800 'nearby'⁴ (up to 240 light years away) stars for signs of life. The project detected some cosmic noises, but none of that could be attributed to aliens.

These days, anyone can become involved in the search for extraterrestrial intelligence through their personal computer.

While there's currently excitement about sending human crews to Mars, missions beyond the Red Planet are at this stage pretty much not feasible⁵ the distances and travel times involved are simply too great. Basically, all exploration for life beyond Earth will need to be done using robotic space probes⁶ and landing rovers. These instruments

can provide a huge wealth of information and are capable of exploring as far away as Pluto, perhaps even beyond our solar system. But as for life beyond the solar system, the nearest stars are several light years away, and even communications by electromagnetic waves (which all travel at the speed of light) are essentially going to be a one-way message.

While we probably won't find intelligent life too close to home, there's a chance we may still find much simpler life forms. Do we have neighbours beyond Earth? Time will tell—and the search continues.*(Adapted from*

<https://www.science.org.au/curious/space-time/search-lifebeyond-earth> – Access on 16/02/19)

Glossary:

1. to outline – describe or give the main fact about something
2. to take into account – consider something
3. rate – expansion
4. nearby – short distance away
5. feasible – appropriate; suitable
6. space probe – spy satellite

01. "Do we have neighbours beyond Earth?"

One of the alternatives **DOESN'T** answer the question. Mark it.

- a) No, we haven't.
- b) Probably not.
- c) I don't think so.
- d) No, we don't.

02. The author concludes that

- a) the subject is still uncertain.
- b) our intelligent neighbours live nearby in the universe.
- c) the time for answers has already come.
- d) there's no chance of finding new forms of life.

03. The content of the text is based on

- a)** mistakes and denials.
- b)** doubts and lies.
- c)** truths and faults.
- d)** facts and possibilities.

04. According to paragraph 2,

- a)** there aren't many stars in our galaxy.
- b)** we may not be alone.
- c)** scientists developed interstellar travel.
- d)** our sun is the most important star among billions of planetary systems.

05. The text states that

- a)** other creatures have already visited us.
- b)** scientists have searched smart aliens.
- c)** we have neighbours beyond Earth.
- d)** nobody has proved the existence of extraterrestrial life.

(EPCAR - 2020)

Leia o **TEXT 2** e responda questões de 6 a 10.

TEXT 2

Your digital footprint

Every time you go online you leave a trail. This is just like a real footprint. It reveals where you've been, how long you stayed and what you've been doing there. Every time you register for an online service, send an email, download a video or upload a photo, the information can be accessed and your digital footprint can be revealed. This shouldn't necessarily be worrying but it is advisable to be aware of your digital footprint and to be cautious and sensible when you are online. Six top tips for taking care of your digital footprint Don't forget to log off when you leave a website,

especially if you are using a shared computer. If you don't, someone can easily pretend to be you! Don't tell anyone your passwords and don't write them down in an obvious place. Make them more complex by using a combination of letters, numbers and punctuation marks. Tell an adult if you come across anything online that makes you upset, anxious or concerned. There are ways to report inappropriate or abusive content and in most cases web managers respond rapidly. Remember your favourite websites by using the history button and the bookmark function on your computer or mobile device. This is a way that your digital footprint can work in your favour, but remember to clear your browser history regularly.

If you want to post comments online, you don't have to use your own name. Invent a nickname to use instead. You can also use a picture instead of a real photo. Protect your identity online. Be careful about who you share personal information with and always think twice before sharing details like your email, home address, school or phone number with someone. Think about the future All kinds of people are interested in your digital footprint. It's now quite common for colleges, universities and employers to check out the online profiles of possible candidates as part of their application process. There are cases of people having missed out on jobs and places in college because their digital footprint didn't impress the recruiters. So, remember: keep safe, don't put too much personal information online and always think carefully before you post something. Ask yourself, 'Would I be happy for absolutely everyone to see this?'

(Taken from
<http://learnenglishteens.britishcouncil.org/skills/>

reading/upper-intermediate-b2-reading/your-digital-footprint
int Access on 28/08/20)

06. - A digital footprint is:

- a)** an online service you can access any time.
- b)** something used to impress recruiters.
- c)** anything online that can be worrying.
- d)** a mark you leave when you access a website.

07. According to the text

- a)** a digital footprint is always bad.
- b)** you should not share computers.
- c)** when you are online you should use your reason.
- d)** no one wants to know about your life.

08. If you use a shared computer, it means that

- a)** the computer is yours.
- b)** other people use the same computer.
- c)** nobody can use that computer.
- d)** you use a modern computer.

09. The main goal of the text is to

- a)** teach how to access your favourite websites.
- b)** stop people from using the Internet.
- c)** show how to protect your information online.
- d)** help people to find jobs and go to college.

10. In “six top tips”, the author advises people

- a)** not to pretend to be another person.
- b)** to create more obvious combinations as passwords.
- c)** to use their own digital footprint in their favour.
- d)** not to access inappropriate or abusive content.

Gabarito

- 1. a**
- 2. a**
- 3. d**
- 4. b**
- 5. d**
- 6. d**
- 7. c**
- 8. b**
- 9. c**
- 10. c**

Modais

Os verbos modais em inglês desempenham o papel de auxiliares, complementando ou alterando o sentido dos verbos principais em uma frase. Eles são sempre utilizados sem o "to", pois não possuem forma de infinitivo, particípio ou gerúndio. Também apresentam uma única forma de escrita para todos os pronomes pessoais.

São eles: **CAN, COULD, SHOULD, WOULD, MAY, MIGHT, MUST, SHALL, WILL e OUGHT TO**.

Também serão vistos outros verbos que podem ser utilizados com ideia semelhante ou para substituí-los, quando for o caso.

CAN, COULD e TO BE ABLE TO

CAN = pode, consegue. Usado para dizer que **algo é possível ou permitido**. Também é usado para dizer que **alguém tem habilidade, capacidade para fazer alguma coisa**:

Exemplos:

- They **can** ride my motorcycle.
- **Can** she arrive late for the piano class?
- You **can't** speak French fluently.

A forma negativa pode ser **cannot ou can't**.

A forma de passado de Can é Could. COULD = podia, conseguia, poderia.

- When I was younger, I **could** run much faster.
- **Could** you pass me the salad, please?
- He **couldn't** read when he was 4 years old.

No entanto, **Could nem sempre se refere ao passado**. Pode ser usado para:

Expressar ações possíveis no momento:

- I **could** go to the store for you if you need anything.
- She **could** be at home studying right now.

Expressar ações possíveis no futuro:

- If you practice regularly, you **could** become a skilled guitarist.
- They **could** travel to Europe next summer if they save enough money.

Fazer sugestões:

- We **could** try that new restaurant downtown for dinner.
- You **could** ask your boss for a raise during your next performance review.

Can e could podem ser substituídos por **be able to**, veja abaixo:

- She **can** speak four languages.
- She **is able to** speak four languages.
- They **could** swim very fast.
- They **were able to** swim very fast.

TO BE ABLE = ter capacidade de, ter habilidade, poder, conseguir.

- She **is** completely **able to** design the new house by herself.
- After weeks of practice, **was** she **able to** solve the puzzle?

- With proper training, he **will not be able** to lift heavier weights.

SHOULD e WOULD

SHOULD = deveria. É usado para expressar:

Conselho:

- You **should** get more rest if you're feeling tired.
- If you want to improve your health, you **should** exercise regularly.

Recomendação:

- She **should** study harder if she wants to pass the exam.
- We **shouldn't** spend all her money. It's better to have some for emergencies.

Sugestão:

- Perhaps you **should** consider taking a break from work to relax.
- You **should** try talking to him about your concerns.

Expectativa:

- She **should** be here by now.
- The trousers' price is not right. It **should** cost \$ 56.00.

WOULD = gostaria. É usado para expressar:

Pedido:

- **Would** you please pass me the salt?
- **Would** you mind closing the window? It's chilly in here.

Desejo:

- I **would (I'd)** love to travel to Japan someday.
- He **would (He'd)** really like to buy a new car this year.
- They **wouldn't** visit their friends without letting them know.

MAY e MIGHT

MAY = pode, poderia. É usado para expressar:

Pedido:

- **May** I borrow your pen, please?
- **May** I have a moment of your time to discuss something important?

Possibilidade:

- It **may** rain later, so you should bring an umbrella.
- She **may not** arrive late because the traffic is good today.

Permissão:

- You **may** leave the room now if you have finished your test.
- Students **may** use calculators during the exam.

MIGHT = pode, poderia . é usado para expressar:

Possibilidade:

- It **might** rain later, so I'll bring an umbrella just in case.
- **Might** she be at the library studying for her exams?
- I **might not (mightn't)** go to the party tonight, but I'm not sure yet.
- There **might** be a delay in the delivery due to bad weather conditions.

MUST e HAVE TO

MUST = deve. É usado para expressar:

Obrigação:

- You **must** finish your homework before watching TV.
- Employees **must** wear safety helmets in the construction site.

Proibição:

- You **must not (mustn't)** smoke in this area; it's prohibited.

- Visitors **must** not enter this section without permission.

Dedução:

- He's carrying an umbrella, so it **must** be raining outside.
- She's wearing a white coat, so she must be a doctor.

HAVE TO = ter que fazer algo.

Embora não seja um modal, também expressa:

Necessidade de fazer:

- Do you **have to** finish this report by the end of the day.
- We **have to** pay the bills before the due date.

Obrigação de fazer:

- They **don't have to** work on Saturdays.
- I **have to** attend the meeting; it's mandatory for all employees.
- She **has to** take care of her younger siblings while her parents are away.

Para formar o passado usamos had to e não must:

- The manager visited the new branch yesterday and he **had to** discuss safety solutions for the area..

SHALL e WILL

SHALL = deve, vamos . Usado principalmente no inglês britânico. **Em perguntas é acompanhado por I e We** e pode expressar:

Convite:

- **Shall** we go out for dinner tonight? (Vamos sair para jantar hoje à noite?)
- **Shall** I open the window for some fresh air? (Devo abrir a janela para entrar um pouco de ar fresco?)

Sugestão:

- You **shall** try the new restaurant downtown; the food is delicious.
- **Shall** we start the meeting at 10 a.m. tomorrow?

Ação futura:

- We **shall** meet again next week to discuss our progress.
- **She** shall submit the report by the end of the month.

WILL - Expressa futuro.

Observe:

- He **will go** abroad. = Ele irá para o exterior.
- We **will play** video game. = Nós jogaremos vídeo game.

Pode ser usado para expressar:

Uma ação futura que indica incerteza.

- Maybe I **will** meet you at the cafe at 3 p.m. It depends on how much work I will have.
- I will probably visit my parents next weekend, but it depends on my work schedule."

Decisão tomada no momento da fala:

- I **will** decide whether to accept the job offer after I have reviewed the details.
- Can you help me tomorrow? I **will (I'll)** help you"

Previsão:

- It looks like it **will** rain later today, so don't forget to bring your raincoat.
- She won't be available for the conference call.

OUGHT TO

OUGHT TO = deve, deveria . Tem o mesmo significado que **SHOULD**, porém **indica uma formalidade maior**. Além disso, **é o único que utiliza o To antes do verbo que auxilia**.

- He **ought to** apologize for his rude behavior.
- She **ought to** be more careful when crossing the street.
- We **ought to** start saving money for retirement.
- He **ought not to** skip breakfast if she wants to stay healthy.
- They **ought not to** waste their time on trivial matters.
- **Ought** we **to** leave early to avoid traffic?
- **Ought** you **to** attend the meeting tomorrow?

Ao finalizar o tema dos verbos modais, é importante ressaltar a sua importância na comunicação em inglês. Eles desempenham papéis cruciais ao expressar habilidades, permissões, obrigações, conselhos e possibilidades. Dominar seu uso pode enriquecer significativamente a capacidade de expressão de uma variedade de ideias e intenções de maneira eficaz e natural.

Exercícios

01. (EPCAR 2019) In the topic:

“Forced and early marriage – when someone is married against their will and cannot leave the marriage. Most child marriages can be considered slavery”

the modal verb can be replaced by ____ without changing the meaning.

- a) mustn't
- b) shouldn't
- c) doesn't have to
- d) doesn't need to

02. (EPCAR 2018) Mark the option that can replace the sentence below without changing its meaning.
“It can't do anything else”

- a) It cannot do nothing else.
- b) It can do nothing else.
- c) It can't do something else.
- d) It can do anything else.

03. (EPCAR - 2022) In the sentence
A comprehensive answer to the question of whether video games are prejudicial must take into account other factors, and parents need to understand why kids play, as well as when to worry and when to relax
the underlined word can be replaced, without changing the meaning, by

- a) will.
- b) can.
- c) wouldn't.
- d) has to.

04. (EPCAR - 2021) In “If you want to post comments online, you don't have to use your own name. Invent a nickname to use instead. You can also use a picture instead of a real

photo.” the underlined term shows that:

- a) you can choose not to do something.
- b) an action is not permitted.
- c) it is obligatory to do something.
- d) you do not have the ability to do something.

05. (Escola Naval - 2021) Read the information below.

How do I know if I'm eligible to apply to the Naval Academy?

You must be:

- at least 17 years of age and must not have passed your 23rd birthday on July 1st of the year of admission;
- unmarried, not pregnant and have no incurred obligations of parenthood; and
- a United States citizen (except for the limited quotas of international midshipmen specifically authorized by Congress).

(Adapted from <https://www.usna.edu/>)

Considering only the requirements above, who can apply to the Naval Academy?

- a) A woman who is expecting a baby.
- b) A married American man who is eighteen years old.
- c) Any foreign person who lives in the US.
- d) A nineteen-year-old American woman who is single.
- e) An unmarried man over twenty-four who was born in the US.

06. (EFOMM - 2020)

MARITIME ACCIDENTS Accidents on Tugboats

Tugboats are those which help move huge ships to enter docks. They are small in nature but are powerful to ensure that the large vessels are handled safely. But sometimes because of the blockage of the visibility of tugboats by the larger

vessels, maritime accidents occur. Also, human error on the part of the pilot of the tugboat can also lead to unwanted and unexpected tugboat mishaps.

Accidents on Oil Tankers

The major cause of accidents on tankers is explosions. Since the very nature of the materials these tankers transport is dangerous and highly flammable, even the most minor of explosions can cause enormous losses. According to statistics, one of the main reasons for oil tanker accidents occurring is because of workers' negligence - nearly 84-88%.

(Adapted from: <https://www.marineinsight.com/marinesafety/12-types-of-maritime-accidents/>)

In "Also, human error on the part of the pilot of the tugboat **can** also lead to unwanted and unexpected tugboat mishaps.", the word in bold expresses:

- a) Obligation
- b) Suggestion
- c) Prohibition
- d) Possibility
- e) Permission

07. (EPCAR - 2021) "Would I be happy for absolutely everyone to see this?" The only INCORRECT answer for the question above is:

- a) I sure wouldn't.
- b) I don't think so.
- c) Of course I won't.
- d) No way!

08. (EsFCEEx - 2021) No trecho "because they may need to make "in-flight" changes in response to the actuality of the classroom.", o verbo destacado traz a ideia de:

- a) necessidade.
- b) conveniência.
- c) capacidade.
- d) probabilidade.
- e) sugestão.

09. (Escola Naval - 2019) Which option completes the text below correctly?

Tips for a Healthy Diet

You _____ eat vegetables every day. Vegetables contain essential vitamins and substances that are very important for your organism. You _____ only eat what you like to eat because to stay healthy you also need to eat what your organism needs you to eat.

(Adapted from

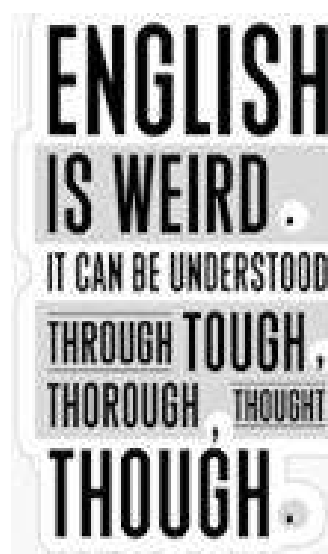
<https://nexter.org/top-5-tips-for-a-healthy-diet>)

- a) can't / can
- b) should / can
- c) shouldn't / can't
- d) should / shouldn't
- e) shouldn't / should

10. (FGV -2024)

Read Text II and answer the five questions that follow it

Text II



From: <https://images.app.goo.gl/dCFurjmcnZzU7AH56>

The modal verb used in this poster indicates:

- a) improbability.
- b) possibility.
- c) incapacity.
- d) certainty.

Gabarito

- 1) a 3) d 5) d 7) d 9) d
2) b 4) a 6) d 8) c 10) b

Condicionais

Em inglês, os condicionais são usados para falar sobre situações hipotéticas e suas consequências (**exceto o condicional zero**). Existem quatro principais tipos de condicionais:

- zero, primeiro, segundo e terceiro condicional.

Cada um tem uma estrutura e um uso específicos como veremos abaixo.

Zero Condicional

É usado para falar sobre fatos gerais ou verdades universais, onde o resultado é sempre verdadeiro.

Estrutura:

- **If + presente simples, presente simples**

Exemplos:

- **If you heat** water to 100 degrees Celsius, it **boils**.
(Se você aquece a água a 100 graus Celsius, ela ferve.)
- **If you mix** red and blue, you **get** purple.
(Se você misturar vermelho e azul, você obtém roxo.)
- **If you touch** fire, it **burns**.
- **If you don't water** plants, they **die**.

Primeiro Condicional

É usado para falar sobre situações reais e possíveis no futuro.

Estrutura:

- **If + presente simples, will + infinitivo (sem "to")**

Exemplos:

- **If it rains** tomorrow, we **will stay** at home.
(Se chover amanhã, ficaremos em casa.)
- **If you study**, you **will pass** the exam.
(Se você estudar, você passará no exame.)

Segundo Condicional

É usado para falar sobre situações hipotéticas no presente ou futuro, que são improváveis ou irrealistas.

Estrutura:

• **If + passado simples, would + infinitivo (sem "to")**

Exemplos:

- **If I won** the lottery, I **would buy** a big house.
(Se eu ganhasse na loteria, eu compraria uma casa grande.)
- **If I had** a car, I **would drive** to work.
(Se eu tivesse um carro, eu dirigiria para o trabalho.)

Terceiro Condicional

É usado para falar sobre situações hipotéticas no passado, que não aconteceram. É usado para expressar arrependimentos ou situações que poderiam ter sido diferentes.

Estrutura:

• **If + past perfect, would + have + particípio passado**

Exemplos:

- **If I had studied** harder, I **would have passed** the exam.
(Se eu tivesse estudado mais, eu teria passado no exame.)
- **If they had left** earlier, they **would have caught** the train.
(Se eles tivessem saído mais cedo, teriam pego o trem.)



Condicionais Mistos

Às vezes, é possível combinar diferentes tipos de condicionais para expressar diferentes aspectos temporais de uma situação.

Exemplo:

a) Passado para Presente

- If I **had studied** harder , I **would be** a doctor now (Se eu tivesse estudado mais, eu seria médico agora.)

b) Passado para Futuro

- If they **had saved** more money, they **would be able to buy** a house next year.
(Se eles tivessem economizado mais dinheiro, eles poderiam comprar uma casa no próximo ano.)

c) Futuro para Passado

- If she **were planning to join** us next week, she **would have told** us by now.
(Se ela estivesse planejando se juntar a nós na próxima semana, ela já teria nos contado.)

Os condicionais ajudam a expressar diferentes níveis de possibilidade e realidade em inglês.

Exercícios

01. (EPCAR - 2019) Mark the alternative that completes the sentence below correctly.

All exploration will happen if they ____ robotic space probes.

- a)** will use
- b)** using
- c)** use
- d)** are going to use

02. (EEAR - 2022)

Volcano eruption in Italy

A volcano eruption in southern Italy caused chaos in the skies yesterday. The eruption produced a cloud of smoke that slowly spread **itself** over an area of thousands of square kilometers. The excessive amount of ash particles in the airspace caused a biplane to crash. The fine gray particles got inside both engines and, all of a sudden, neither of them were working. The crash had one fatal victim: a 21-year-old pilot named Antonella Ponzini. Her father, a rich landowner, is said to be devastated at the loss of his only daughter.

Choose the conditional sentence that correctly summarizes the text.

- a)** If a volcano erupts, planes crash.
- b)** The plane would crash if there wasn't an eruption.
- c)** If the volcano didn't erupt, the plane wouldn't crash.
- d)** The pilot would have no choice other than crashing the plane, if the volcano erupted.

03. (EEAR - 2018)

Why Learn with English Podcasts?

English language podcasts are an excellent way to learn English quickly. You can listen to them anytime anywhere – at your desk or while you're on the move. What better way

to pass the time during a long commute than by immersing yourself in an entertaining podcast? With a little dedication, English language podcasts will help you quickly improve your listening skills and proficiency. One perk (benefit) is that podcasts often have transcripts (a written version of the audio). This means that you can listen and read at the same time, or look at a transcript if one part of a podcast confuses you.

As you know, if you dedicate to your studies, you will succeed in life. Adapted <https://www.fluentu.com/blog/english/esl-english-podcasts/>

The sentence in the text "As you know, if you dedicate to your studies, you will succeed in life.", lines 11 and 12, is classified by

- a)** Second Conditional.
- b)** Third Conditional.
- c)** First Conditional.
- d)** Zero Conditional.

04. (EFOMM - 2019) Mark the only option which is INCORRECT.

- a)** If I were you, I wouldn't ask for bank loans so often.
- b)** If she had worked harder, she wouldn't be out-of work now.
- c)** Lisa wouldn't have met John if she hadn't gone to that party.
- d)** I'd be more patient with my parents if I didn't live with them.
- e)** They'd learn how to cook if they need to live by themselves.

05. (MACKENZIE)



The sentence “Would you still love me if I did something wrong?” in the third conditional form is:

- a) If I did something wrong, would you have loved me?
- b) Would you still love me if I done something wrong?
- c) If I had done something wrong, would you have loved me?
- d) Had I did something wrong, would you have loved me?
- e) Would you have loved me if I would have done something wrong?

06. (UEC- 2021)

The World Might Be Running Low on Americans (adapted)

The world has been stricken by scarcity in the post-pandemic pantry.

But there is one recently announced potential shortage that should give Americans great reason for concern.

I speak, of course, of all of us: The world may be running low on Americans — most crucially, tomorrow’s working-age, childbearing, idea-generating, community-building young Americans.

The United States is undergoing “demographic stagnation,” transitioning from a relatively

fast-growing country of young people to a slow-growing, older nation.

Many Americans might consider slow growth a blessing. Yet demographic stagnation could bring its own high costs, among them a steady reduction in dynamism, productivity and a slowdown in national and individual prosperity, even a diminishment of global power.

And there is no real reason we have to endure such a transition, not even an environmental one. Even if your own city is packed like tinned fish, the U.S. overall can accommodate millions more people. Most of the counties in the U.S. are losing working-age adults; if these declines persist, local economies will falter, tax bases will dry up, and local governments will struggle to maintain services. Growth is not just an option but a necessity — it’s not just that we *can* afford to have more people, it may be that we can’t afford not to.

But how does a country get more people? There are two ways: Make them, and invite them in. Increasing the first is relatively difficult — birthrates are declining across the world, and while family-friendly policies may be beneficial for many reasons, they seem to do little to get people to have more babies. On the second method, though, the United States enjoys a significant advantage — people around the globe have long been clamoring to live here, notwithstanding our government’s recent hostility to foreigners. This fact presents a relatively simple policy solution to a vexing long-term issue: America needs more people, and the world has people to send us. All we have to do is let more of them in.

In “... if these declines persist, local economies will falter, tax bases will

dry up, and local governments will struggle to maintain services.” there is a/an

- a) adjective clause.
- b) noun clause.
- c) conditional clause.
- d) contrast clause.

07. O texto seguinte serve para responder a questão.

*If I can stop one heart from breaking,
I shall not live in vain;
If I can ease one life the aching,
Or cool one pain,
Or help one fainting robin
Unto his nest again,
I shall not live in vain.*

Emily Dickinson

Disponível em:

<http://www.poemhunter.com/poem/if-i-can-stop-on-e-heart-from-breaking/> Acesso em 06 dez. 201

Emily Dickinson foi uma poeta Norte-Americana que viveu no século XIX. No poema acima, ela usa o primeiro condicional para expressar

- a) uma hipótese no passado.
- b) uma situação que sempre acontece.
- c) uma possibilidade real.
- d) uma situação irreal.
- e) um conselho.

08. (MACKENZIE)



The sentence “How would they transfer control to you if they had trouble?” in the third conditional form would be:

- a) How would they transfer control to you if they had had trouble?
- b) How would have they transferred control to you if they had trouble?
- c) How would they have been transferred control to you if they had trouble?
- d) How would have they transferred control to you if they had been troubled?
- e) How would they have transferred control to you if they had had trouble?

09. (PUC) Texto

As an athlete who has been involved in doping procedures for years – and who came close to _____ tests – I feel compelled to defend cyclist Lizzie Armitstead. It might not be an ideal moment to speak up in support of an athlete who has been viewed suspiciously by her fellow Olympians but I’ve been spurred into action after reading so many people, many of whom love to sensationalise, offering their opinions on Lizzie Armitstead’s missed drugs tests. A depressingly dark cloud lingers over the sporting world at present – and many athletes and associations are cheating more than ever – but it’s worth _____ another side of the story before reaching a suspicious conclusion. My own hunch is that she is not a doping cheat and that she made a mistake. Something that has not often been noted in reflections of commentators over the past weeks is that in 2016 alone Armitstead faced 16 tests and all of them were clean. I have been tested in all sorts of situations over the years, some more intrusive than others. Every athlete has their favourite _____ story. One of mine

that springs to mind was after a last-eight match in Delhi in 2010. We finished gone midnight after two hours of play and I was whisked off as high as a kite (not on drugs I should add) and exhausted to sit and wait. Luckily for me, England physio Phil Newton generously stayed with me for support. Time was crucial and every minute that ticked by made a dent in the recovery and preparation for the medal match the following day. I finally put my head on a pillow just after 5am. Without that test I would have benefitted from two more vital hours in the sack. It's part of the deal though and, if that's the biggest of my issues in life then I'm OK. I had worked so hard for the event for many months and years, and the early hours of that morning were a mess. During my career I have also intermittently been on the same "whereabouts" programme as Armitstead and it is hard to keep tabs on. We give our availability at an address for one hour every day and the testers can knock on that door whenever they want outside of that. If they arrive outside the given hour and you're not there that's OK. But if they arrive on your given hour, you must be there and proceed to give a sample – sometimes blood and urine, but always urine. I'm painting this picture from my own experience not to self-indulge but to give you a snapshot of a fairly strange and surreal aspect of an athlete's life. Strangers have to come into our private homes to watch us exposing ourselves during the procedures of the test because some people are willing to cheat. This must be done, but perhaps it's important to consider this information before you make conclusions about Armitstead's

CASE. Adapted from:
<https://www.theguardian.com/sport/willstrop-sword/2016/aug/18/rio-2016-olympics-cycling-drugs-lizzie-armitstead>

Consider the passage below which presents a conditional structure: "But if they arrive on your given hour, you must be there..." Which alternative below announces, using a correct structure, an unreal situation in relation to the fact mentioned above?

- a) Had they arrived on your given hour, you'd have been there...
- b) If they'd arrived on your given hour, you'd have being there...
- c) Had they arrived on your given hour, you'd must be there...
- d) If they arrived on your given hour, you'd have been there...
- e) If they'd arrive on your given hour, you'd have being there...

10. (EPCAR - 2018)

WHAT IS MODERN SLAVERY?

Slavery did not end with abolition in the 19th century. Slavery continues today and harms people in every country in the world.

Women forced into prostitution. People forced to work in agriculture, domestic work and factories. Children in sweatshops¹ producing goods sold globally. Entire families forced to work for nothing to pay off generational debts. Girls forced to marry older men.

There are estimated 40.3 million people in modern slavery around the world, including:

- 10 million children
 - 24.9 million people in forced labour
 - 15.4 million people in forced marriage
 - 4.8 million people in forced sexual exploitation
- Someone is in slavery if they are:
- forced to work – through coercion, or mental or physical threat;
 - owned or controlled by an 'employer', through mental or physical abuse or the threat of abuse;

- dehumanised, treated as a commodity or bought and sold as 'property';
- physically constrained or have restrictions placed on their freedom of movement.

Slavery has been a disgraceful aspect of human society for most of human history. However, AntiSlavery International has refused to accept that this bloody status quo should be allowed to persist (Aidan McQuade, former director).

Forms of modern slavery

Purposes of exploitation² can range from forced prostitution and forced labour to forced marriage and forced organ removal. Here are the most common forms of modern slavery.

- Forced labour – any work or services which people are forced to do against their will³ under the threat of some form of punishment.
- Debt bondage or bonded labour – the world's most widespread form of slavery, when people borrow money they cannot repay and are required to work to pay off the debt, then losing control over the conditions of both their employment and the debt.
- Human trafficking– involves transporting, recruiting or harbouring people for the purpose of exploitation, using violence, threats or coercion.
- Descent-based slavery – where people are born into slavery because their ancestors were captured and enslaved; they remain in slavery by descent.
- Child slavery – many people often confuse child slavery with child labour, but it is much worse. Whilst⁴ child labour is harmful for children

and hinders⁵ their education and development, child slavery occurs when a child is exploited for someone else's gain. It can include child trafficking, child soldiers, child marriage and child domestic slavery.

- Forced and early marriage – when someone is married against their will and cannot leave the marriage. Most child marriages can be considered slavery.

Many forms of slavery have more than one element listed above. For example, human trafficking often involves advance payment for travel and a job abroad, using money often borrowed from the traffickers. Then, the debt contributes to control of the victims. Once they arrive, victims cannot leave until they pay off their debt.

Many people think that slavery happens only overseas, in developing countries. In fact, no country is free from modern slavery, even Britain. The Government estimates that there are tens of thousands people in modern slavery in the UK.

Modern slavery can affect people of any age, gender or race. However, contrary to a common misconception⁶ that everyone can be a victim of slavery, some groups of people are much more vulnerable to slavery than others.

People who live in poverty⁷ and have limited opportunities for decent work are more vulnerable to accepting deceptive job offers that can turn exploitative. People who are discriminated against on the basis of race, caste, or gender are also more likely to be enslaved.

Slavery is also more likely to occur where the rule of law is weaker and corruption is rife. Anti-Slavery International believes that we have to

tackle⁸ the root causes of slavery in order to end slavery for good. That's why we published our AntiSlavery Charter, listing comprehensive measures that need to be taken to end slavery across the world.

(Adapted from <https://www.antislavery.org/slavery-today/modern-slavery/>)

Glossary:

- 1. sweatshop** – a factory where workers are paid very little and work many hours in very bad conditions
- 2. exploitation** – abuse, manipulation
- 3. will** – wish, desire
- 4. whilst** – while
- 5. to hinder** – obstruct, stop
- 6. misconception** – wrong idea/ impression
- 7. poverty** – the condition of being extremely poor
- 8. to tackle** – attack

Mark the **INCORRECT** statement, considering the content of the text.

- a)** If intimidated people don't do the forced labour, they're going to suffer afterwards.
- b)** If people cannot pay what they borrowed, they'll have to work to pay off the debt.
- c)** Employers will threat explored people if they don't do what they want to.
- d)** If children don't receive education, their owners will punish them.

Gabarito

- 1) c**
- 2) c**
- 3) c**
- 4) e**
- 5) c**
- 6) c**
- 7) c**
- 8) e**
- 9) a**
- 10) d**

Voz Ativa e Voz Passiva

Voz ativa e voz passiva são vozes verbais que informam qual é a relação entre o sujeito do enunciado e o verbo.

A flexão da voz verbal indica se o sujeito pratica ou sofre a ação, ou seja, se ele é agente ou paciente da ação verbal.

Em português temos três vozes verbais que expressam qual é a relação entre o sujeito do enunciado e o verbo indicando se o sujeito pratica ou sofre a ação. São elas:

- **voz ativa** - o sujeito pratica a ação expressa pelo verbo;
Exemplo: Andrew cuts the tree.
- **voz passiva** - o sujeito recebe a ação expressa pelo verbo;
Exemplo: The tree is cut by Andrew.
- **e voz reflexiva** - o sujeito pratica e recebe a ação ao mesmo tempo.
Exemplo: I see myself in the mirror.

O foco deste capítulo são as vozes ativa e passiva.

Observe:

ATIVA	PASSIVA
I eat the sandwich.	The sandwich is eaten by me.
Jane visited the museum.	The museum was visited by Jane.

Voz Ativa

Na **voz ativa**, o sujeito do enunciado é o agente, ou seja, quando ele pratica a ação expressa pelo verbo. A estrutura é: **sujeito agente + verbo na voz ativa**.

Exemplo:

- **Peter plays** the guitar.
- **They watch** for the kids.

Voz Passiva

Usamos a voz passiva para modificar o foco da sentença. Nele a ação expressa pelo verbo está sendo recebida pelo sujeito. Tanto podemos não querer identificar quem faz a ação quanto podemos focar no que foi alvo da ação ao invés de quem a realizou.

Voz ativa:

- **He made** a cake.

Voz passiva:

- **A cake was made** (by him).

A voz passiva só pode ser formada com verbos transitivos, ou seja, que são acompanhados por um objeto, pois o objeto da oração na voz ativa ocupará a posição de sujeito na voz passiva.

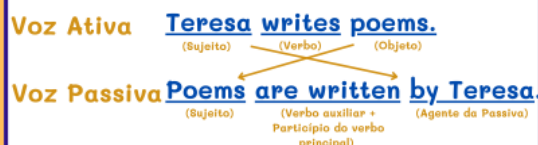
A estrutura da voz passiva é: *sujeito paciente + verbo auxiliar e verbo na voz passiva*.

Segundo esta estrutura o verbo auxiliar (ser ou estar) é utilizado seguido do verbo principal conjugado no particípio passado.

Exemplo:

- We **will write** a book.
- A book will be written by us.

Formação da Voz Passiva

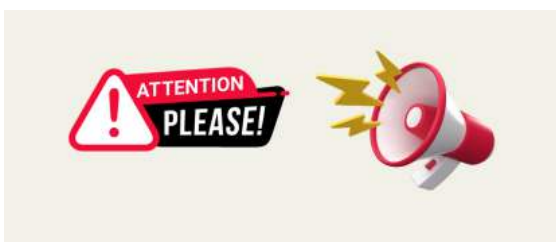


Tempo Verbal da Voz Passiva

A voz passiva pode ser utilizada em todos os tempos verbais sendo expresso pelo verbo auxiliar uma vez que o particípio é invariável.

Veja o quadro abaixo:

	Voz Ativa	Voz Passiva
PRESENTE	We see the moon.	The moon is seen .
PRESENTE CONTÍNUO	We are seeing the moon.	The moon is being seen .
PRESENTE PERFEITO	We have seen the moon.	The moon has been seen .
PASSADO SIMPLES	We saw the moon.	The moon was seen .
PASSADO CONTÍNUO	We were seeing the moon.	The moon was being seen .
PASSADO PERFEITO	We had seen the moon.	The moon had been seen .
FUTURO	We will see the moon.	The moon will be seen .
BE GOING TO	We are going to see the moon.	The moon is going to be seen .
FUTURO PERFEITO	We will have seen the moon.	The moon will have been seen .
INFINITIVO	To see	To be seen
INFINITIVO PERFEITO	To have seen	To have been seen
GERÚNDIO	Seeing	Being seen



A voz passiva é usada:

-para dar informações quando não sabemos quem fez a ação.

- The election was canceled.

Obs: se informarmos quem fez a ação utilizamos a preposição **BY** para indicá-lo:

- The election was canceled **by the governor.**
- The movie was produced **by Bruce Willis.**

- **no ambiente de trabalho** para indicar autoridade e expressar um tom formal.

Exemplo:

- The report was made by human resources.

- **com o infinitivo:**

- She wants to be tested for a role in the gymnastic team.

- **para dar um tom mais severo em uma mensagem:**

- Bad behaviour will not be tolerated at school.



A voz passiva não é formada com verbos intransitivos, pois eles não requerem objetos diretos.

Exercícios

01. (EsFCEEx - 2023) Written genres in the academic and scientific spheres make large use of the impersonal passive voice. Select, from the following fragments **in bold**, the correct impersonal passive construction such as the one found in “Academic writing instruction is claimed to be of utmost importance”:

Translanguaging has been gaining prominence as a way to understand multilingual practices; however, there are still **questions to be answered** regarding its application in various educational contexts. This study investigates the significance of translanguaging by comparing discourses in **classes being taught** by the same teacher, and in situations where **students are expected to learn** English as an additional language. **Data have included** screen recordings as well as teacher and student interviews.

(<https://www.uv.uio.no>. Adaptado)

- a) Translanguaging has been gaining
- b) questions to be answered
- c) classes being taught
- d) students are expected to learn
- e) Data have included

02. (EEAR - 2020) Choose the alternative that you can find Passive Voice tense:

- a) They also record it.
- b) It is sold at newsstands everywhere.
- c) Many readers subscribe to the magazine.
- d) One million people do not speak Japanese.

03. (EEAR - 2020) Read the text and answer the question.

Diplomat

There are three main aspects to this profession: a diplomat has to keep his country informed about pertinent international events, promote a favorable image of his country and protect his country's interests.

Whoever is interested in a diplomatic career has to be extremely familiar with political, economical, scientific, cultural and administrative issues. To be a diplomat, it is essential to have a good knowledge of English, not only the conversational language, but also the technical terms in international law and diplomacy itself.

To follow this career, besides being fluently bilingual, one needs a standard college education and has to take and do well in the Rio Branco Institute examination in Brasília.

English is so important in this career that in the first part of this selection exam, the applicant has to demonstrate his or her proficiency in the English language. Then, during the course, foreign language classes become a priority, giving future diplomats the necessary expertise to deal with the areas of official correspondences, diplomatic negotiation and international media.

(Adapted from *Inglês no mundo do trabalho*.)

Change the following sentence to the passive voice:

“A diplomat must inform his country about international events.”

- a) His country must inform a diplomat about international events.
- b) His country has to be informed by a diplomat about international events.

- c) His country will be informed by a diplomat about international events.
- d) His country must be informed by a diplomat about international events.

04. (EsFCEEx - 2020) Leia os dois parágrafos a seguir para responder à questão.

An international student who majors in engineering drops by the engineering department office and asks the secretary, "Can you tell me where the English department is?" The secretary smiles and responds, "I don't know, actually. It's probably somewhere in the Humanities Building. Do you have a campus map?" The student turns around and leaves. The secretary is taken aback and feels slightly uncomfortable. She wonders why the student left so abruptly.

(...)

People who interact with ESL students have commented that some seem to express gratitude excessively for small considerations, even to the point of embarrassing the person they are speaking. Others seem downright rude because they do not say *thank you* when they are expected to. (Celce-Murcia, M. 2001.)

The fragment "when they are expected to", which ends the text, is an instance of passive voice. According to Celce-Murcia and Larsen-Freeman (1999), there are semantic constraints that make the transformation from passive to active voice inadequate. Select the alternative which represents one such situation.

- a) Precious stones are being mined close to the capital.
- b) It is rumored that he will become the next manager.
- c) The poem was written by William Wordsworth.

d) He was knighted by the Queen after rendering relevant services to the Crown.

e) The child was given a dog for her birthday

05. (EEAR - 2019) Read the text and answer the question.

Iceberg ruptures in Patagonia raise alarm about global warming

Fabian Andres Cambero

Two new icebergs have broken off from the Grey Glacier in Chile's Patagonia in recent weeks. Scientists have linked the increased frequency ice breaks to rising temperature. According to Ricardo Jana, researcher and member of the climate change area of the Chilean Antarctic Institute (INACH) "In recent years temperature rises above the normal average and intense rainfall were registered with an increase in water level in the lake, factors that could explain the separation. Researchers from universities in Germany and Brazil, together with experts from INACH and other local entities, have been studying the Grey Glacier since 2015. <http://independent.co.uk>

What's the active voice for "intense rainfall was registered by scientists in the lake"?

- a) Scientists register intense rainfall in the lake.
- b) Scientists registered intense rainfall in the lake.
- c) Scientists will register intense rainfall in the lake.
- d) Scientists were registering intense rainfall in the lake.

06. (EEAR - 2018) Read the text and answer the question.

Drunk pilot removed from cockpit at Stuttgart Airport

Josh Gerbbatiss

A “highly intoxicated” pilot was removed from the cockpit of a flight, leaving more than 100 passengers unable to leave Stuttgart airport. Shortly before _____, an airport employee noticed the man walking unsteadily and smelt of alcohol. The airline apologised for having to cancel the flight. All the passengers were put up in hotels overnight. The pilot’s licence was immediately suspended. Adapted from The Independent Online; March 25, 2018.

All the sentences below are in the passive voice, EXCEPT,

- a) The pilot’s license was suspended.
- b) The pilot was removed from the cockpit.
- c) All the passengers were put at the hotels.
- d) An airport employee noticed the drunk pilot.

07. (AFA - 2018) Read the text and answer the question.

WHY DO SUPERVILLAINS FASCINATE US?

A PSYCHOLOGICAL PERSPECTIVE

Why are we fascinated by supervillains? Posing the question is much like asking why evil itself intrigues us, but there's much more to our continued interest in supervillains than meets the eye. Not only do Lex Luthor, Dracula and the Red Skull run unconstrained by conventional morality, they exist outside the limits of reality itself. Their evil, even at its most realistic, retains a touch of the unreal. But is our fascination with fantastic fiends¹ healthy? From a psychological perspective, views vary on what drives our enduring interest in

superhuman bad guys. Shadow confrontation: Psychiatrist Carl Jung believed we need to confront and understand our own hidden nature to grow as human beings. Healthy confrontation with our shadow selves can unearth new strengths (e.g., Bruce Wayne creating his Dark Knight persona to fight crime), whereas unhealthy attempts at confrontation may involve dwelling on or unleashing the worst parts of ourselves. Wish fulfillment: Sigmund Freud viewed human nature as inherently antisocial, biologically driven by the undisciplined id's pleasure principle to get what we want when we want it – born to be bad but held back by society. Even if the psyche fully develops its ego (source of self-control) and superego (conscience), Freudians say the id still dwells² underneath, and it wishes for many selfish things – so it would love to be supervillainous. Hierarchy of needs: Humanistic psychologist Abraham Maslow held that people who haven't met their most basic needs will have difficulty maturing. If starved for food, you're unlikely to feel secure. If starved for love and companionship, you'll have trouble building self-esteem. People who dwell on their deficits may envy and resent others who have more than they do. Some people who are unable to overcome social shortcomings fantasize about obtaining any means, good or bad, to satisfy every need and greed.

Conditioning: Ivan Pavlov would say we can learn to associate supervillains with other things we value – like entertainment, strength, freedom or the heroes themselves. Behaviorist B.F. Skinner would likely argue that we can find it reinforcing to watch or read about supervillains, but without knowing what's reinforcing about them, that's a bit

like saying it's rewarding because it's rewarding. Our Motivations for Seeking Out Supervillains Throughout history, humans have been captivated by stories of heroes facing off against superhuman foes³. But what specific rewards, needs, wishes and dark dreams do supervillains satisfy? Freedom: Superpowered characters enjoy freedoms the rest of us don't. Nobody can arrest Superman unless he lets them (at least not without kryptonite handcuffs). As much time as supervillains spend locked up, they seem to escape as often as they please, to run unconstrained by rules and regulations. Cosplayers who dress like Wonder Woman and Captain America can't do any crazy thing that crosses their minds without seeming to mock and insult our heroes, whereas those dressed as villains get to go wild. Supervillainy feels liberating. Power: Maybe you envy the power these evil characters wield⁴. While that's also a reason to adore superheroes, good guys don't ache to dominate. Stories like *Watchmen* and *Kingdom Come* show how heroes become menaces⁵ when they try to take over.

So when dreaming of superpowers, maybe you relate to characters who dream of power as well, from the Scarecrow (who controls individuals' fears) to Doctor Doom (who's perpetually out to dominate the world). Better villain than victim: Physiologically, anger activates us and feels better than anxiety or fear. One who feels victimized and cannot figure out constructive ways to stand up, be strong or become heroic might twist the need for self-assertion into destruction. Alternately, a healthy person simply might focus on how all characters assert themselves in any given story. Better villain equals better hero: A

hero only appears as heroic as the challenge he or she must overcome. Great heroes require great villains. Without supercriminals, the world's finest heroes seem like overpowered brutes nabbing thugs⁶ unworthy of them. Through myths, legends and lore across time, we have needed heroes who rise to the occasion, overcome great odds⁷ and take down giants. Facing our fears: Instead of dreading the darkness, you might reduce that dread by shining a light and seeing what's out there. Fiction can help us feel empowered and enlightened without literally traipsing into mob hangouts⁸ and poorly lit alleyways⁹. Exploring the unknown: Our need to challenge the unknown has driven the human race to cover the globe. This powerful curiosity makes us wonder about everything that baffles¹⁰ us, including the world's worst fiends. Knowledge is power, or at least feels like it. When gritty details repulse us, exploring evil through the filter of fiction can help us contemplate humanity's worst without turning away or dwelling almost voyeuristically on real human tragedy. Even when the fiction is about improbable people doing impossible things, the story's fantastic nature reassures us that this cannot happen – and therefore we don't have to turn away. Supervillains' Ultimate Purpose In the end, our interest in supervillains can be healthy or unhealthy. Even the more maladaptive reasons for such fascination tend to arise from motivations that were originally healthy and natural – frustrated drives that went the wrong way.

Remember, though, that superheroic fiction ultimately begins and ends with the heroes. Comic book writers and artists create supervillains, who move in and out as guest stars and supporting cast, first and foremost to

reveal how heroic the comics' stars can be. (Adapted from <https://www.wired.com/2012/07/why-do-supervillains-fascinate-us/>)

Glossary:

1. **fiend** – an evil and cruel person
2. **to dwell** – remain
3. **foe** – an enemy
4. **to wield** – influence, use power
5. **menace** – threat
6. **to nab thugs** – arrest criminals
7. **odds** – probability
8. **to traipse into mob hangouts** – walk among places where gangs, criminals meet
9. **poorly lit alleyways** – narrow road or path with little light
10. **to baffle** – confuse somebody completely

Mark the option in which the sentence is an example of passive voice.

- a) Sigmund Freud viewed human nature as inherently antisocial, biologically driven by the undisciplined id's pleasure principle.
- b) People who haven't met their most basic needs will have difficulty maturing.
- c) Humans have been captivated by stories of heroes facing off against superhuman foes.
- d) We have needed heroes who rise to the occasion, overcome great odds and take down giants.

08. EsFECx - 2022) Read the text and answer the question.

The regional accentism that secretly affects life prospects



At age 22, Gav Murphy was living outside his home country Wales for the first time, working in his first job in media production in London. His

South Wales Valleys accent was very thick, he recalls. He'd say 'tha' rather than 'that', for instance. He was perfectly understandable; yet a senior colleague overseeing his work insisted Murphy change his accent so all the broadcasters sounded uniform on air. The effects of adaptation were far-reaching. "It sort of broke my brain a little bit," says Murphy. "I thought about literally every single thing I was saying, literally every time I was saying it. Moving to standard English was just laborious."

Foreign-accent discrimination is rampant in professional settings. But discrimination can also extend to certain native speakers of a language, because of the judgements attached to particular accents. While many employers are becoming very sensitive to other types of bias, accent bias remains challenging to root out. But it doesn't have to be this way.

While the cognitive shortcuts that contribute to accent bias may be universal, the degree of accent awareness and prejudice varies greatly. For instance, "The UK has a very, very fine-tuned system of accent prestige," says Devyani Sharma, a sociolinguist at Queen Mary University of London. "It's a combination of a very monolingual past, where English developed as a symbol of the nation, and the very acute social class hierarchy historically." She adds that overt accent bias in the US is based more on race, whereas in the UK, it's more tied to class.

In some cases, accent bias is directly related to government policy. Since the 1860s, the Japanese government has modernised the country with a focus on Tokyo, says Shigeko Kumagai, a linguist at Shizuoka University, Japan. "Thus, standard Japanese was established based on the speech of educated

Tokyoites.” In contrast, the Tohoku dialect spoken in northern Japan became “the most stigmatised dialect in Japan”, says Kumagai. Its image is “rural, rustic, old, stubborn, narrow-minded, backward, poor, uneducated, etc”. Young women from Tohoku are often given discriminatory treatment that makes them feel ashamed of their accents.

A pesquisa de Kumagai mostra que a forte estereotipagem do dialeto Tohoku é perpetuada pela concentração da indústria de mídia na capital japonesa. De fato, em todo o mundo, a mídia tem um impacto enorme na percepção dos sotaques. Portanto, entendemos por que a preponderância de emissoras do Reino Unido em Londres provavelmente contribuiu para a marginalização do sotaque galês de Murphy. Kumagai's research shows that the strong stereotyping of the Tohoku dialect is perpetuated by the concentration of the media industry in the Japanese capital. Indeed, the world over, the media has an enormous impact on perceptions of accents. So we understand why the preponderance of UK broadcasters in London likely contributed to the marginalisation of Murphy's Welsh accent.

(Christine Ro. www.bbc.com, 08.05.2022. Adaptado)

The sentence from the fourth paragraph “Young women from Tohoku are often given discriminatory treatment that makes them feel ashamed of their accents” illustrates a particular use of the passive voice in English, one in which the indirect object in the active voice is the subject in the passive sentence. A similar passive construction is found in alternative:

a) It is known that discrimination can derive from regional or social language differences.

b) The Japanese government has been accused of indirectly promoting language prejudice.

c) Gav Murphy was not offered the opportunity to keep his Welsh accent in his London job.

d) Overt accent bias can be regarded as a practice to strongly affect people's identity.

e) Speakers of non-standard English should not be ashamed of their pronunciation.

09. (EsPCEEx - 2021) Read the text and answer the question.

Chinese Woman Opens Plane's Emergency Exit for Some Fresh Air

A flight was delayed for an hour and a woman detained by police after she opened the emergency exit for “a breath of fresh air” before the flight took off in central China's Hubei province, mainland media reported. The incident happened on Xiamen Air Flight MF8215 from Wuhan to Lanzhou, which was scheduled to take off at 3.45 p.m. on September 23.

Cabin crew had briefed the woman, who was in her 50s, about the rules when sitting next to the emergency exit and reminded her not to touch the button that opened the emergency exit. However, the woman said she needed some fresh air and touched the button to open the exit when the stewardess turned around to help others, the report said. The woman was taken away and the flight was delayed for an hour. Opening the emergency exit can be considered to be disturbing public order in an aircraft, which is punishable by police detention and a fine.

In July last year, a woman who was flying for the first time mistook the

emergency door for a lavatory door before her plane took off in Nanjing. The emergency slide was released and the flight was delayed for two hours. The woman was detained for 10 days. Some passengers have paid a heavy price for releasing the emergency slide, which may take days and considerable expense to repair and reinstall. In January 2015, a man who opened an emergency door after a plane landed in Chongqing had to pay 35,000 yuan (150,000 baht) in compensation to the airline.

In June, a man from Hubei who was returning to China from Bangkok on a Thai Lion Air Flight opened an emergency exit before take-off. After apologising repeatedly, according to witnesses, he was held by Thai authorities for one day and given a fine of 500 baht before being deported.

*Adapted from
https://www.bangkokpost.com/world/1762629/chinese-woman-opens-planes-emergency-exit-for-some-fresh-air*

Choose the alternative that has the sentence “...he was held by Thai authorities for one day and given a fine of 500 baht...” (paragraph 4) correctly changed into active voice.

- a) Thai authorities had held him for one day and given him a fine of 500 baht.
- b) Thai authorities will hold him for one day and give him a fine of 500 baht.
- c) Thai authorities have held him for one day and gave him a fine of 500 baht.
- d) Thai authorities were holding him for one day and giving him a fine of 500 baht.
- e) Thai authorities held him for one day and gave him a fine of 500 baht.

10. (EsFECx - 2021) Read the text and answer the question.

Culture is really an integral part of the interaction between language and thought. Cultural patterns of cognition and customs are sometimes explicitly coded in language. Conversational discourse styles, for example, may be a factor of culture. Consider the “directness” of discourse of some cultures: in the United States, for example, casual conversation is said to be less frank and more concerned about face-saving than conversation in Greece, and therefore a Greek conversation may be more confrontational than a conversation in the United States. In Japanese, the relationship of one’s interlocutor is almost always expressed explicitly, either verbally and/or non-verbally. Perhaps those forms shape one’s perception of others in relation to self. (Douglas Brown. **Principles of language learning and teaching**. 5th ed. Longman, 2000. P. 211. Adaptado)

Note the use of the passive in “Casual conversation is said to be less frank than conversation in Greece”. Another correct use of an impersonal passive is found in alternative:

- a) The Prime Minister has been reported to be very fearful about the consequences of workers’ strikes in pandemic times.
- b) New York City’s school employees are being classified according to their basic special skills.
- c) A different judgement could have been pronounced, but unfortunately the result came out too quickly.
- d) All public manifestations have been banned in the state by the new governor.
- e) Attending art lessons may help kids have their perceptions of beauty and harmony increased.

Gabarito

- 1) d 3) d 5) b 7) c 9) e
2) b 4) b 6) d 8) c 10) a

Question Tag

Na língua inglesa, para questionar ou confirmar alguma informação mencionada anteriormente usamos as **question tags** ou **tag questions** (perguntas curtas) no final das frases.

Exemplos:

- They live in London, **don't they?**
- He isn't studying for the exam, **is he?**
- You will come to the party, **won't you?**

Question tags são mais comuns na fala que na escrita. Equivalem ao “**não é?, né?**” usado em português para confirmar ou validar algo, por isso são usadas quando se espera que o ouvinte concorde com o que é declarado na frase demonstrando uma certa dose de dúvida ou incerteza sobre o que foi dito.

Formação

1) A formação das tag questions depende da declaração a que ela se refere. Se a declaração for na afirmativa, a question tag será na negativa. Se a declaração for negativa, a question tag será na afirmativa. Ela vem no final da frase, separada dela por vírgula:

Frase	Tag
Afirmativa You dance,	Negativa don't you?
Negativa He isn't tall,	Afirmativa is he?

Exemplos:

- You enjoy watching movies, **don't you?**
- He hasn't finished his homework yet, **has he?**
- They can speak French fluently, **can't they?**
- She didn't attend the meeting yesterday, **did she?**

2) A question tag deve concordar com o tempo verbal da oração principal: se a frase está no tempo presente, a question tag também estará no presente; se a frase está no passado, a question tag também será usada no tempo verbal passado.

Quando na oração principal há um verbo auxiliar, ele é utilizado para formar a question tag. Quando não há, usa-se o auxiliar que seria utilizado na forma interrogativa da mesma oração.

Frase	Tag question
I am a girl,	aren't I?
They aren't late	are they?
We are playing chess,	aren't we?
Is is going to rain tomorrow,	isn't it?
She sings well,	doesn't she?
You don't smoke,	do you?
He was sleepy,	wasn't he?
They weren't at the concert last night,	were they?
She finished her homework,	didn't she?
He didn't travel to Paris last week,	did he?

He has just arrived ,	hasn't he?
I haven't bought a house,	have I?
They had listened the bell,	hadn't they?
They will arrive on time,	won't they?
They will have arrived by noon,	won't they?

4) Quando a frase principal inclui um verbo modal (como "can", "could", "would", "must", etc.), a question tag deve ser construída com o mesmo verbo modal:

Frase	Tag question
She can speak Spanish,	can't she?
He couldn't play the piano yesterday,	could he?
She would like some coffee,	wouldn't she?
You should call your parents,	shouldn't you?
She mightn't come to the party,	might she?
They may need some help,	may they not?
He must be tired after working all day,	mustn't he?
She oughtn't to	ought she?

apologize for her behavior,	
He shall finish the task on time,	shall not he?



Exceção:

1) Orações na primeira pessoa do singular com o verbo "to be" no presente: "I am" tem a question tag formada por **"aren't I?"**

- I am going to the party, **aren't** I?

2) Depois de **Let's** ... (= Let us) usa-se **shall we?**

- Let's dance tonight, **shall we?**

3) Depois de **negativa no infinitivo**, usa-se **will you?**

- Don't be late, **will you?**

Em resumo, as tag questions são uma ferramenta linguística útil para confirmar informações ou expressar incerteza de forma rápida e eficaz, não são?

Exercícios

01. ((EPCAR - 2016) Mark the option to complete the sentence with the correct tag question form.

"They bring together the parents of victims, _____"

- a)** do they?
- b)** are they?
- c)** don't they?
- d)** aren't they?

02. (EPCAR 2018) Mark the option that shows the appropriate question tag for the sentence.

"He's right there in the back seat", _____?

- a)** isn't he
- b)** hasn't he
- c)** isn't there
- d)** is he

03. (EPCAR - 2022) Mark the alternative that shows the appropriate question tag for the sentence.

Many parents are concerned with their child's seemingly obsessive video game play, _____?

- a)** isn't it
- b)** doesn't it
- c)** don't they
- d)** aren't they

04. (Escola Naval - Ano: 2021)

Which option completes the paragraph below correctly?

"Would you like to go to Vyas Chhatri, madam?" Lal asks, as I get back into the car. "It was built in honour of Maharishi Ved Vyas. I'm sure your head tells you to go back, but your heart doesn't want to let go of the opportunity, _____?"

(Adapted from www.travelandleisureindia.in)

- a)** aren't you
- b)** isn't it
- c)** does it

- d)** is it
- e)** doesn't it

05. (Escola Naval - 2020) Which option completes the sentence below correctly?

Spinach is very thin, so there's more loss of moisture and exposure to heat and oxygen compared to a carrot, _____?

(Adapted from

<https://www.bbc.com>)

- a)** is there
- b)** did it
- c)** isn't there
- d)** didn't it
- e)** does it

06. (EEAR- 2020) In the first scene, the sentence "It's a beautiful little tree, isn't it?" is an example of _____.

- a)** passive voice
- b)** question tag
- c)** phrasal verb
- d)** past perfect

07. (EEAR - 2023) Read the text and answer the question.

How sleep transformed professional football

A few decades ago, professional footballers spent their nights partying. Now, they are much more aware of the benefits of a good night's sleep.

The change began in the mid-1990s, when mattress salesman Nick Littlehailes contacted the manager of the Manchester United football team, Alex Ferguson, asking whether he had ever considered how sleep affected performance on the pitch. Interested, Ferguson arranged for Littlehailes to give a presentation to his team.

Gradually, club managers began to pay more attention to scientific sleep research, and for good reason. (...)

Now, many teams and players are making an effort to improve their sleep patterns, using various means. James Milner from Manchester City found it hard to sleep after evening games, so would play computer games into the early hours. As a result, he was too tired to train the following morning. Since these interventions are **cheap** and effective, even the less well-known teams can benefit. (...)

Whereas in the past, playing after a party and a few hours' sleep was seen as a badge of honour, a good sleep is now considered an essential part of performance. Adapted from <https://test-english.com/reading>
Which tag question would be correct for the sentence underlined in the text?

- a) Aren't they?
- b) Don't they?
- c) Are they?
- d) Isn't it?

08. (EEAR - 2022)



<https://www.peanuts.com/about/charlie-brown>

Choose the correct alternative to complete the gap in the comic strip.

- a) Isn't life
- b) Isn't it
- c) Is life
- d) Is it

09. (EEAR- 2021) Read the text and answer the question.

Fortnite's Shopping Carts Disabled Yet Again By Epic

Shopping carts are unavailable due to "ongoing issues."

Shopping carts have been a fun addition to Fortnite: Battle Royale, but they've also proven to be a problematic one. Epic Games has had to disable them a number of times due to problems that have arisen, and that's the case once again.

Epic confirmed the temporary removal of shopping carts in a tweet, stating, "Due to ongoing issues, we'll be disabling Shopping Carts again. We'll update you when this issue is resolved." There's no time table shared for when they might be added back in, but at this point players have become accustomed to seeing shopping carts-Fortnite's first vehicle-yanked from the roster of active items.

It's not uncommon for Epic to disable items; some are rotated out to make way for new ones, while others--like the guided missile--have been removed to provide the studio with time to work on balancing **them**. But shopping carts have been temporarily pulled several times now in a relatively small window of time. Among other things, they've been utilized to glitch into areas of the map that players should not be able to access, which is extremely problematic in a competitive game. With Fortnite's massive popularity continuing to rise, it's no surprise Epic is fast to pull anything that might upset its competitive balance (and thereby impact its growing success).

Since the launch of Battle Royale last year as a free-to-play mode in Fortnite, Epic has steadily and

frequently rolled out new content. Some of that comes in the form of new weapons, as with the recently added Stink Bomb, while others serve different purposes, as with the shopping carts and Hop Rocks.

During E3, Fortnite: Battle Royale was released on Switch, joining the existing PC, PS4, Xbox One, and iPhone versions. Fortnite Mobile is also on the way to Android, although a release date for that version has not yet been announced.

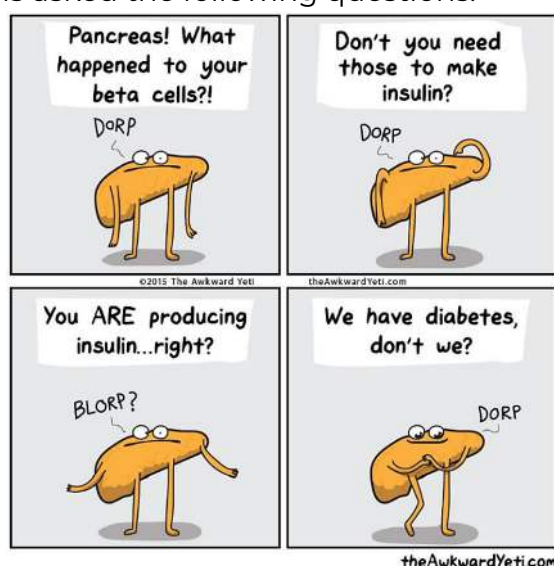
Adapted from: <https://www.gamespot.com/articles/fortnite-shopping-cartsstill-causing-problems-dis/1100-6459926>

Choose the best Question Tag for the sentence below:

Epic confirmed the temporary removal of shopping carts in a tweet,_____?

- a) doesn't it
- b) didn't it
- c) isn't it
- d) did it

10. (FUNDATEC- 2023) In the comic below we see a dialogue between internal organs, where the pancreas is asked the following questions:



The last question is an example of a tag question. In which of the alternatives below the structure of the tag question is INCORRECT?

- a) You have a car, haven't you?
- b) You've been to The States, haven't you?
- c) She doesn't like chocolate, does she?
- d) They went to school that day, didn't they?
- e) We won't buy that, will we?

Gabarito

- 1. c
- 2. a
- 3. d
- 4. e
- 5. c
- 6. b
- 7. a
- 8. b
- 9. b
- 10. a

Review 4

Para um melhor resultado neste último processo de revisão é importante que retome os seguintes assuntos da apostila:

- **Modais**
- **Conditionais**
- **Voz Ativa e Voz Passiva**
- **Question Tag**

Exercícios

Para melhor resultado da resolução das questões retome os seguintes assuntos do início da apostila:

- **Cognatos e falsos cognatos**
- **Prediction (Previsão) e**
- **Técnicas de Skimming e Scanning**

(EPCAR 2023)

Read the text below and answer questions 1 to 6 according to it.

TEXT I

How climate change has altered Christmas

By Isabelle Gerretsen, 2021

While Hollywood's representation of a white Christmas might be the northern hemisphere ideal, for many around the world the holiday is celebrated in very different weather. But, climate change is threatening both winter wonderlands and warmer Christmas traditions. In the Netherlands, where I grew up, a popular tradition around Christmas is to put on your skates and take to the frozen rivers. Young and old head onto the ice. Active skaters used to enter the Elfstedentocht, an iconic ice-skating race covering 200km that passes through 11 cities in the northern province Friesland. It's been 24 years since the last race happened. Climate change is endangering this beloved winter

tradition. And it is not just cold-weather holiday traditions that are slowly disappearing. Around the world extreme weather caused by climate change and rising temperatures are altering beloved Christmas traditions. BBC Future speaks to three young people who share their Christmas stories.

Mitzi Jonelle Tan, 22, the Philippines

The Philippines has the earliest and longest Christmas season in the world. "We celebrate from 1 September until 6 January," says the 22-year-old climate activist from Manila, the capital of the Philippines. It is a colourful and creative time. People make their own Christmas decorations, including a star-shaped lantern, called a parol that they hang in windows and streets for the entire festive season.

"On Christmas morning we always take photos in front of churches near where my mum grew up," she says. "My mum and grandpa also used to take pictures there." But in 50 years' time, this special place for the Jonelle Tan family could no longer exist due to rising sea levels.

The Philippines is the world's most vulnerable country to disasters caused by climate change. It is hit on average by more than 20 typhoons each year, which cause severe

flooding and large-scale destruction. Flooding already means that families can't put up their Christmas lights.

In November last year, super typhoon Goni, the year's most powerful storm, hit the Philippines at 225km/h. "A few days before Christmas, we were still helping clean up the mud that had flooded the houses", says Tan. People brought food and gifts to the evacuation centres. "Christmas is a celebration of what we've suffered that year, together as a community".

Salvador Gómez-Colón, 19, Puerto Rico

Puerto Ricans love Christmas, says 19-year-old Salvador Gómez-Colón. "It is a spectacle. It's the biggest holiday in Puerto Rico". During the festive period, families head into the mountains around the capital San Juan to gather at food trucks, called chinchorros. There they eat suckling pig and cod fritters. "It's very communal, you meet your neighbours and talk to strangers", Gómez-Colón says.

One of his favourite Christmas traditions is the parranda: carolling in the streets and outside people's houses. "We sing folklore songs with cymbals and drums". This tradition continued even during Puerto Rico's darkest days, after the country was hit by category 5 Hurricane Maria in 2017. It dropped more rain on Puerto Rico than any storm to hit the country since 1956. A storm of such power is five times more probable to hit now than in the 1950s due to climate change, a 2019 study found.

"I've never felt as vulnerable in my entire life. I was [protecting myself] in a basement room with 10 others and lost communication with my dad and friends," he says. During the Christmas period, much of Puerto Rico was still in complete darkness. Despite the terrible situation, Puerto

Ricans managed to celebrate Christmas that year.

Daniel Holanda, 19, Brazil

Christmas starts on 24 November when Brazilians decorate the tree. Several years ago, Holanda's family house flooded while they were celebrating this tradition.

He celebrates Christmas in the city of Anápolis in Brazil's central state, Goiás. "Every year we get together on 24 December at my grandma's house. I have seven uncles and they each bring a dish for dinner," he says.

"Christmas dinner is often candlelit as the flooding causes frequent power cuts at this time of year. We used to decorate the house with lights and play a lot of different games outside. Now we can't do it anymore", he says. Goiás is home to the Cerrado, a vast wooded savannah that contains thousands of rare species. Scientists have warned that this biodiversity place may collapse in less than 30 years if temperatures continue to rise and large agricultural businesses rapidly change forests into soy plantations. Besides flooding, the region has suffered from extreme drought in recent years. Wildfires are also a major problem there.

Despite the challenges, people find a way to gather and return at Christmas time, he says. "On Christmas Eve, we give food to people in need, especially old people."

Adapted from <https://www.bbc.com/future/article/20211206-howclimate-change-has-altered-christmas>. Accessed on March 05th, 2022

Glossary:

- 1. To threaten:** to announce or warn of something bad, disastrous or dangerous
- 2. To rise:** to move upwards, to increase
- 3. To flood:** to become covered with water
- 4. To gather:** to come together in a group
- 5. Mud:** wet earth that is soft and sticky
- 6. Basement:** a room in a house below the level of the ground
- 7. Despite:** not prevented/influenced by; although

8. Drought: a long period when there is little or no rain

9. Dutch: people from the Netherlands

01. It is correct to state that

a) people around the world celebrate Christmas with similar traditions despite the weather differences.

b) only countries with a specific weather condition are having Christmas traditions impacted, differently from the others.

c) despite the Christmas traditions and the weather characteristics, countries are being impacted by climate change.

d) there is no impact on Christmas traditions in warmer countries.

02. Choose the statement that is in DISAGREEMENT with the text.

a) Brazil and Philippines have a similar impact on their Christmas decoration due to the natural disaster.

b) There have been three different types of climate problems in Brazil recently.

c) Climate change caused so many problems in the three mentioned countries, that celebrations were impacted.

d) The natural disasters happened in the same year in the three mentioned countries.

03. Choose the option that explains what happened to Salvador Gómez-Colón. During the storm, he could not talk to his dad and friends,

a) then he decided to protect himself in a basement room with 10 others.

b) after that he reached a basement room with 10 others to protect himself.

c) however, he reached a basement room with 10 others to protect himself.

d) because he was protecting himself in a basement room with 10 others.

04. Write (T) for the true sentences and (F) to the false ones, according to the text.

I - The 3rd paragraph describes a cold season activity. ()

II - The 5th paragraph tells how the celebrations were altered due to climate change. ()

III - In the 11th paragraph there is a conclusion about the importance of Christmas to Puerto Ricans. ()

IV - In the 14th paragraph there is a comparison between a habit in the past and present. ()

Choose the correct sequence.

a) F, F, F, T

b) T, T, T, F

c) F, T, T, F

d) T, F, F, T

05. The main goal of the text is to

a) teach people how to avoid climate change on Christmas season.

b) inform people of the problems caused by climate change in the world.

c) notify the government of their responsibilities in relation to the climate change.

d) relate three different ways to celebrate Christmas in spite of the weather.

06. Choose the sentence that is INCOHERENT with the idea supported by the author.

a) If the climate keeps changing, holiday traditions will disappear.

b) If the temperature levels were not rising, people could keep their holiday traditions.

- c) If the temperature levels rise, people may keep celebrating their holiday with the same traditions.
d) If the climate changes, people might have their Christmas traditions altered.

Direction: Read the comic strip below and answer questions 7 to 10 according to it.

TEXT II



Source:

<https://raesidecartoon.com/vault/global-warming-climatechange/> Accessed on March 16th, 2022.

Glossary:

1. **Mudslide:** a large amount of mud sliding down a mountain
2. **To drown out:** to cover

- 07.** Considering texts I and II, it is correct to say that in both cases
a) people notice the impact of climate change in their lives.
b) three climate problems in common are mentioned.
c) some solutions to the climate problems are presented.
d) the positive side of global warming effects are justified.

- 08.** Choose the correct option about the guy in the cartoon.
a) He was not hit by the damage caused by the climate change.
b) He did not receive any information about the global warming impact.

- c) He ignores the existence of problems caused by the climate change.
d) He is worried about the impact caused by the climate change.

09. According to the first sentence of the text, it is possible to state that the situation that is being presented

- a) is happening at or around the time of speaking.
b) is temporary, so it may never happen again.
c) is repeated as it is permanent.
d) has recently stopped.

10. Mark the correct option.

- a) The forest fires were solved due to the droughts.
b) The forest fires were a consequence of the flooding.
c) The droughts that happened in the past caused less damage than the ones that happen nowadays.
d) Mudslides happened as a result of the worst fires that caused the flooding.

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- 1) c
- 2) d
- 3) d
- 4) d
- 5) b
- 6) c
- 7) b
- 8) c
- 9) a
- 10) c