

# Sumário

Inglês **3**<sup>E</sup>

<b>Uncountable words</b> .....	3	<b>Numbers</b> .....	15
<b>Structure I</b> .....	4	Remember the numbers?	
<b>Much, many, little, few</b> .....	4	Here they are.....	15
Plural: many / few.....	4	<b>Structure VI</b> .....	18
Singular: much / little.....	4	<b>The simple future tense</b> .....	18
Much, many and a lot (of).....	5	Improve your vocabulary – about	
Few and little com “a”.....	5	money and office.....	21
<b>Structure II</b> .....	8	<b>Structure VII</b> .....	21
<b>Reflexive and</b>		<b>How and compounds</b> .....	21
<b>emphasizing pronouns</b> .....	8	How = Como?.....	21
Pronomes reflexivos - uso reflexivo.....	8	<b>Principais compostos de how</b> .....	21
Pronomes reflexivos - uso enfático.....	8	How many = Quantos, quantas?.....	21
Uso idiomático: by + pronomes.....	8	How much = Quanto, quanta.....	21
<b>Structure III</b> .....	10	How long = Quanto tempo?	
<b>The indefinite pronouns: some,</b>		Qual o comprimento?.....	21
<b>any e no (e seus derivados)</b> .....	10	How often = Com que frequência?.....	21
Some = algum(a), alguns(as), um pouco		How tall = Qual a altura?.....	21
de, aproximadamente.....	10	How high = Qual a altura?.....	22
Any = algum(a), alguns(as),		How old = Qual a idade?.....	22
nenhum(a), qualquer.....	10	How deep = Qual a profundidade?.....	22
No = nenhum(a).....	11	How far = Qual a distância?.....	22
None = nenhum(a).....	11	How fast = Qual a velocidade?.....	22
<b>Structure IV</b> .....	12	How wide = Qual a largura?.....	22
<b>Derivados de some, any e no</b> .....	12	<b>Structure VIII</b> .....	25
<b>Structure V</b> .....	15	<b>Past perfect</b> .....	25

## Avaliações

## Anotações

- 1) What's your name? I'm name Gabriel Costa
- 2) How are you? My better
- 3) How old are you? I'm 17 years old
- 4) What's her name? her name is Zuleide
- 5) What's his name? his name is Hugo
- 6) What time is it? five past four or ten o'clock
- 7) What are you? you are student my student
- 8) Where are you live? I'm live Portuguese
- 9) Are you a teacher? I'm not a teacher, her is student
- 10) Are you a nurse? I'm not a nurse, her is student
- 11) Is he a doctor? I'm not a doctor, her is student
- 12) Are you a student? I'm student

## Text study

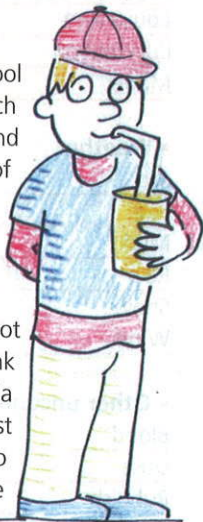
### Sugar overdose

Brigham Hickson, a high school student in New York, starts each school day with a pop – the kind with a lot of bubbles and a lot of sugar. He always drinks a bottle of Coke or Sprite before classes begin and drinks two more bottles of soft drink at lunchtime.

Brigham's passion for pop is not unusual. American kids today drink too many cans of soda pop. "Soda pop is junk", declares nutritionist Michael Jacobson. "It has too much sugar and it doesn't have any nutritional value. It has no vitamins, no minerals, no protein and no fiber. Just sugar." Jacobson is the author of "Liquid Candy", a report on the health effects of soft drinks.

Because teenagers prefer soda to milk, for example, they don't get enough vitamins, minerals and the calcium they need to build strong bones and teeth. Kids also consume a lot of candy, chips and other kinds of junk food. This can lead to some health problems, including obesity, tooth decay and brittle bones.

Source: Adapted from *A Sweet Deal*, in *Time for Kids*.



## About the text

01. Cite alguns problemas de saúde relacionados ao excesso de consumo de açúcar.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

02. O que é considerado *junk food*?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

03. Complete as traduções:

- a) dentes fortes = *strong* \_\_\_\_\_
- b) cárie dentária = *tooth* \_\_\_\_\_
- c) ossos fracos = *brittle* \_\_\_\_\_
- d) refrigerante = *soft* \_\_\_\_\_
- e) problemas de saúde = *health* \_\_\_\_\_
- f) hora de almoço = *lunch* \_\_\_\_\_
- g) açúcar demais = *too much* \_\_\_\_\_
- h) valor nutritivo = *nutritional* \_\_\_\_\_

04. True or false?

- ( ) Junk food is not good for your health.
- ( ) It has no calcium in milk.
- ( ) Milk is more nutritional than soda.
- ( ) Lack of calcium can cause brittle bones.
- ( ) Michael Jacobson is a great consumer of junk food.

## Uncountable words

Palavras chamadas de *uncountable words* (palavras incontáveis) são palavras que não são usadas no plural. É bom aprendê-las em grupo, associadas a um mesmo assunto ou área, para facilitar sua memorização. A seguir principais:

## Vocabulary

Also: \_\_\_\_\_

Brittle: \_\_\_\_\_

Can lead: \_\_\_\_\_

Decay: \_\_\_\_\_

Enough: \_\_\_\_\_

Health: \_\_\_\_\_

Value: \_\_\_\_\_

#### • Food

Bread	- pão
Butter	- manteiga
Cheese	- queijo
Flour	- farinha
Ham	- presunto
Honey	- mel
Jam	- geleia, compota
Meat	- carne
Rice	- arroz
Salt	- sal
Sugar	- açúcar
Wheat	- trigo

#### • Materials and resources

Alcohol	- álcool
Coal	- carvão
Cotton	- algodão
Gasoline	- gasolina
Glass	- vidro
Gold	- ouro
Grass	- grama
Iron	- ferro
Oil	- óleo, petróleo
Paper	- papel
Plastic	- plástico
Sand	- areia
Silver	- prata
Wax	- cera
Wood	- madeira
Wool	- lã

#### • Liquid

Beer	- cerveja
Coffee	- café
Milk	- leite
Tea	- chá
Vinegar	- vinagre
Water	- água
Wine	- vinho

#### • Abstract words

Advice	- conselho
Fun	- diversão
Homework	- lição de casa
Knowledge	- conhecimento, sabedoria
Luck	- sorte
Progress	- progresso
Work	- trabalho

#### • Personal qualities

Courage	- coragem
Energy	- energia
Intelligence	- inteligência
Patience	- paciência
Talent	- talento

#### • Travel

Acommodation	- acomodação, acomodações
Baggage/luggage	- bagagem
Equipment	- equipamento
Information	- informação, informações
Money	- dinheiro

#### • Weather

Air	- ar
Fog	- neblina
Mud	- lama
Rain	- chuva
Snow	- neve
Wind	- vento

#### • Other uncountable words

Blood	- sangue
Dust	- pó
Rubbish	- lixo
Smoke	- fumaça
Time	- tempo

## Structure I

### Much, many, little, few

Observe as palavras em destaque nos exemplos abaixo. Todas são usadas para expressar quantidade.

#### Plural: many / few

**Many** = muitos(as) e **few** = poucos(as) são usados antes de substantivos contáveis.

##### Examples:

**many** friends.

**many** dollars.

**few** cars.

**few** ideas.

#### Singular: much / little

**Much** = muito(a) e **little** = pouco(a) são usados antes de substantivos incontáveis (*uncountable nouns*).

**Examples:**

- much** time.
- much** money.
- little** sugar.
- little** water.

**Much, many and a lot (of)**

Expressam grande quantidade e, como regra geral, usamos **much** e **many** em sentenças negativas e em perguntas. Em sentenças afirmativas é melhor usar **a lot of**. Estude estes exemplos:

There isn't **much** food for the party.  
Não tem muita comida para a festa.

Did he buy **many** cans of soda pop?  
Ele comprou muitas latas de refrigerante?

They bought **a lot of** bottles of Coke and Sprite.  
Eles compraram muitas garrafas de Coca e de Sprite.

I care about you **a lot**.  
Eu me preocupo muito com você.

- Usamos **a lot of** ou **lots of** com substantivos incontáveis ou com plurais.

**Examples:**

**A lot of** friends ou **lots of** time.

**A lot of** people ou **lots of** minerals.

- **Much** e **many** são mais usados em sentenças afirmativas, quando estão acompanhados de **so** e **too**.

**Examples:**

I love you **so much**.  
Te amo tanto.

I love you **too much**.  
Te amo demais.

**Few and little com "a"**

**A little** = algum, alguma, um pouco de. É igual a *some*. Significa uma pequena quantidade, mas algo positivo, que "dá para o gasto". (**little** = pouco)

**A few** = alguns, algumas. Também é igual a *some*. Significa um pequeno número, mas também é algo positivo, "dá para o gasto". (**few** = poucos)

Compare:

Hurry up! There's **little** time.  
Apreste-se! Há pouco tempo.

We don't need to hurry. We have **a little** time.  
Não precisamos nos apressar. Temos algum tempo.

He's not popular. He has **few** friends.  
Ele não é popular. Tem poucos amigos.

I enjoy my life here. I have **a few** friends.  
Aprecio minha vida aqui. Tenho alguns amigos.

**! Importante saber**

Many	muitos(as)	contáveis
Much	muito(a)	incontáveis
A lot (of) ou lots (of)	muito(a) muitos(as)	contáveis ou incontáveis (em sentença afirmativa)
Few	poucos(as)	contáveis
Little	Pouco(a)	incontáveis

**A few** – alguns(mas) = *some*

**A little** – algum(a) = *some*

**Exercises**

**05.** Complete the sentences by using **much**, **many**, **little** or **few**:

- a) That man has so \_\_\_\_\_ money!
- b) A poor man has \_\_\_\_\_ money.
- c) \_\_\_\_\_ countries have two capitals.
- d) Cactuses need \_\_\_\_\_ water.
- e) Photographers used to take too \_\_\_\_\_ photos of the late Princess Diana.
- f) \_\_\_\_\_ politicians are really honest.

**06. A lot of, many or much?**

- a) There are \_\_\_\_\_ athletes taking part in these student Olympics.
- b) Our children haven't won \_\_\_\_\_ medals.
- c) I haven't had \_\_\_\_\_ time for practicing sport.
- d) How \_\_\_\_\_ newspapers did you buy?
- e) The ticket cost \$25. That's too \_\_\_\_\_.
- f) I don't know \_\_\_\_\_ of your friends.

**07.** Algumas destas sentenças precisam de **a** diante de **few** e **little**. Coloque um "a" onde necessário.

- a) Sarah is lucky. She has \_\_\_\_\_ **few** problems.
- b) Things are not good for Bill. He has \_\_\_\_\_ **few** problems.
- c) We need to hurry. We have \_\_\_\_\_ **little** time.
- d) We don't need to hurry. We still have \_\_\_\_\_ **little** time.
- e) Can you lend me \_\_\_\_\_ **few** dollars?

08. (ESPM-SP) Complete the sentences with "little" or "few".

- a) There were a \_\_\_\_\_ chairs in the classroom.
- b) There is a \_\_\_\_\_ milk in the pitcher.
- c) Mary has prepared a \_\_\_\_\_ potato salad.

## Comprehension

### Water

There is a lot of water on the earth. In fact, there is enough water on this planet for everyone to have a huge lake. The trouble is that the water isn't always found in the place where it is needed. In addition, much of the water is polluted and salty. Because of these problems, there are many people without sufficient water.



09. (UFPR) According to the text:
- a) There is little water on the earth.
  - b) Much of the water found on this planet is good for immediate use.
  - c) All the water on the earth is polluted.
  - d) Water is never found in the place where it is needed.
  - e) There are places on the earth without water.

10. (UFPR) "The **trouble** is that the water isn't always found in the place where it is needed." Which word can replace **trouble** in the sentence above?

- a) Necessity.
- b) Problem.
- c) Solution.
- d) Possibility.
- e) Difficulty.

### Tests

Mark the right alternative:

01. I don't like \_\_\_\_\_ in my coffee.
- a) much sugars;
  - b) many sugar;
  - c) few sugars;
  - d) lots of;
  - e) much sugar.

02. Students who work all day don't have \_\_\_\_\_ to study.

- a) many times;
- b) a few times;
- c) little time;
- d) much time;
- e) few times.

03. (UEBA) There is \_\_\_\_\_ bread on the tray.

- a) not many;
- b) not much;
- c) a few;
- d) a large number of;
- e) many.

04. (UFV-MG) There are \_\_\_\_\_ dangerous drivers.

- a) a lot of;
- b) a very many;
- c) a very many of;
- d) very many of;
- e) very much of.

05. \_\_\_\_\_ were swimming in the pool.

- a) A lot of boys and girl;
- b) Many boy and girls;
- c) A few boys and girl;
- d) Much boy and girl;
- e) Lots of boys and girls.

06. (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, few, many, much.

07. (ITA-SP) Please, can you give us \_\_\_\_\_ more of that cake you baked yesterday?

- a) several;
- b) little;
- c) many;
- d) a little;
- e) n.d.a.

08. We didn't have any money, but Fernando had \_\_\_\_\_.

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

09. (PUCPR) How \_\_\_\_\_ girls \_\_\_\_\_ in your class?

- a) much, there is;
- b) much, is there;
- c) many, are there;
- d) many, there are;
- e) many, there is.

10. How \_\_\_\_\_ water \_\_\_\_\_ on the earth?

- a) many, there is;
- b) much, is there;
- c) much, there are;
- d) much, are there;
- e) many, is there.

### Text study

#### Report cards for parents

43% say it's easier raising boys



27% say it's easier raising girls



Most moms and dads think they're doing a pretty good job of being parents, according to a recent poll. Thirty-one percent of the parents surveyed gave themselves a grade of A for the way they're raising their kids, while 54% gave **themselves** a B. Forty-three percent the parents believe it's easier raising boys than girls – while only 27% think girls are easier! One thing most of the parents agreed on: A whopping 81% believe it's harder to raise children today than when they were growing up.

Source: Good Housekeeping.

### Vocabulary

Easier: \_\_\_\_\_

Grade: \_\_\_\_\_

Growing up: \_\_\_\_\_

Harder: \_\_\_\_\_

Most: \_\_\_\_\_

Poll: \_\_\_\_\_

Report cards: \_\_\_\_\_

To survey: \_\_\_\_\_

Themselves: \_\_\_\_\_

To raise: \_\_\_\_\_

Whopping: \_\_\_\_\_

### About the text

11. De acordo com a pesquisa realizada, em relação à forma de educar os filhos:

- a) mais da metade dos pais atribuem o conceito B.
- b) a metade dos parentes imagina receber conceito B.
- c) menos da metade dos pais julga merecer conceito B.
- d) a maioria dos pais não está satisfeita com a educação dos filhos.
- e) a maioria dos parentes está satisfeita com a educação de seus filhos.

12. Em relação à criação de seus filhos, a pesquisa realizada com os pais indica:

- a) apenas 1/4 dos meninos crescem mais rapidamente que as meninas.
- b) aproximadamente 40% dos meninos crescem mais rapidamente que as meninas.
- c) apenas 1/4 dos pesquisados julga ser mais fácil criar filhos do que filhas.
- d) um pouco mais de 50% dos pesquisados pensa ser mais fácil criar filhos do que filhas.
- e) um pouco menos de 50% dos pesquisados acredita ser mais fácil criar filhos do que filhas.

13. The word **themselves**, in line 5, refers to:

- a) grandparents.
- b) children.
- c) parents.
- d) moms.
- e) dads.

## Structure II

### Reflexive and emphasizing pronouns

Pronome subjetivo	Pronomes reflexivos e enfáticos	Tradução
I	MYSELF	me - eu mesmo, eu próprio
You	YOURSELF	te - tu mesmo
He	HIMSELF	se - ele mesmo
She	HERSELF	se - ela mesma
It	ITSELF	se - ele/ela mesmo(a)
We	OURSELVES	nos - nós mesmos
You	YOURSELVES	vos - vós mesmos
They	THEMSELVES	se - eles/elas mesmos(as)
One	ONESELF	a gente - a gente mesmo

#### Pronomes reflexivos - uso reflexivo

Concordam sempre com o sujeito e aparecem depois do verbo (objeto), mostrando que uma determinada ação do sujeito reflete sobre ele mesmo.

##### Examples:

**The boy hurt himself.**

↓                      ↓  
 sujeito            objeto  
 O menino feriu-se.

**The dog hurt itself.**

↓                      ↓  
 sujeito            objeto  
 O cachorro machucou-se.

**The little girl saw herself in the mirror.**

↓                      ↓  
 sujeito            objeto  
 A garotinha se viu no espelho.

#### Pronomes reflexivos - uso enfático

Os **pronomes reflexivos** com o uso enfático são utilizados para dar uma ênfase, um realce ao sujeito ou ao objeto. Podem ser usados logo após o sujeito ou após o complemento do verbo. Observe:

##### • Realce do sujeito

**She herself** changed the tire.  
 Ela mesma trocou o pneu.

##### • Realce do objeto

She changed the tire **itself**.

↓  
 complemento do verbo  
 Ela trocou o pneu ele próprio.

#### Uso idiomático: *by* + pronomes

Esta construção especial, feita de *by* + pronomes enfáticos, forma uma expressão idiomática traduzida como "sozinho", o mesmo que **alone**.

##### Example:

She lives **by herself**.  
 Ela mora sozinha.

#### Exercises

14. Complete cada frase com o pronome reflexivo adequado.

- We enjoyed \_\_\_\_\_ at the party last Friday.
- They hurt \_\_\_\_\_ yesterday.
- Alex watched \_\_\_\_\_ on video.
- Be careful with that knife or you'll cut \_\_\_\_\_.
- The children dressed \_\_\_\_\_.
- Celia had to force \_\_\_\_\_ to eat.
- Have you hurt \_\_\_\_\_, Andrew?

15. Complete com o pronome adequado para efeito de ênfase.

- The pilots \_\_\_\_\_ are nervous of flying.
- The Queen \_\_\_\_\_ pays no income tax.
- The house \_\_\_\_\_ is small, but the garden is enormous.
- The men \_\_\_\_\_ are doing the dishes.
- I \_\_\_\_\_ drank all the beer.
- Laura didn't buy that picture. She painted it \_\_\_\_\_.
- The President \_\_\_\_\_ drove the car.

#### Tests

Choose the correct alternative:

11. Look! That ant is carrying that big leaf \_\_\_\_\_.
- all by himself.
  - all by myself.
  - all by yourself.
  - all by herself.
  - all by itself.

12. We met Guga \_\_\_\_\_ in Florianópolis.

- a) himself;
- b) herself;
- c) ourself;
- d) itself;
- e) themselves.

13. Did you \_\_\_\_\_ catch the thief?

- a) yourselves;
- b) myself;
- c) himself;
- d) itself;
- e) yourself.

14. Those mechanics work \_\_\_\_\_.

- a) themselves.
- b) by himself.
- c) by themselves.
- d) by themselves.
- e) by theirselves.

15. (UEL-PR) "Here is some money. Go and buy \_\_\_\_\_ some decent clothes."

- a) myself;
- b) herself;
- c) themselves;
- d) himself;
- e) yourself.

16. (UC-MG) The wife loves her husband. The husband loves his wife. So, they love \_\_\_\_\_.

- a) another.
- b) both.
- c) each other.
- d) herself.
- e) themselves.

17. (UNIFENAS-MG) Choose the incorrect alternative:

- a) He cut himself yesterday.
- b) I myself fixed the car.
- c) They usually study by themselves.
- d) Meg and Jane blamed each other.
- e) You yourselves worked without any help.

18. (FDC) Assinale a alternativa que completa as frases abaixo:

1. She fell down and hurt \_\_\_\_\_.
2. I am very sure of \_\_\_\_\_.
3. The book \_\_\_\_\_ was interesting.

4. You should be ashamed of \_\_\_\_\_.

- a) herself – myself – itself – yourselves;
- b) yourself – themselves – herself – himself;
- c) herself – yourself – myself – himself;
- d) itself – ourselves – itself – yourselves;
- e) herself – myself – itself – themselves.

## Text study

### American universities and colleges



Princeton University

A college education in the U.S.A. is very expensive. The costs are so high that most families begin to save for a future education when their children are still babies. Even so, many people cannot afford to pay the expenses of full-time college work. There are actually many expenses such as books, dormitory costs and laboratory fees. The cost of a college education increases every year. Some of the students have scholarships or money grants, but many do not. How do the rest of the students manage?

There are two obvious answers to the money difficulties of college students. They can borrow money, or they can find jobs and earn it. Many students work in shops, movie houses, and restaurants. They have part-time jobs in the evenings or on weekends. Some plan their schedules so their classes are in blocks of time. For example, if students have all their classes in the morning, they can take afternoon and evening jobs.

Students from other countries have financial problems to overcome, too. Because students in most international programs need to have a sponsor (a person, organization, or government that pays for them), they frequently work hard to earn scholarships or special loans. International students understand the value of going to school in another country. They also know that this is a difficult task. Many foreign students choose to attend American universities in spite of the difficulty.

Source: *The Boston News Magazine*.

## Vocabulary

Actually: \_\_\_\_\_  
Cannot afford: \_\_\_\_\_  
Colleges: \_\_\_\_\_  
Even so: \_\_\_\_\_  
Expenses: \_\_\_\_\_  
Fees: \_\_\_\_\_  
Foreign: \_\_\_\_\_  
In spite of: \_\_\_\_\_  
Increases: \_\_\_\_\_  
Loans: \_\_\_\_\_  
Manage: \_\_\_\_\_  
Money grants: \_\_\_\_\_  
Schedules: \_\_\_\_\_  
Scholarships: \_\_\_\_\_  
Such as: \_\_\_\_\_  
Task: \_\_\_\_\_  
To overcome: \_\_\_\_\_

## About the text

16. A ideia central do primeiro parágrafo é que:

- a) alguns alunos não possuem bolsa de estudos.
- b) todos os alunos têm bolsa de estudos.
- c) as faculdades deveriam dar mais bolsas de estudos.
- d) a educação universitária custa mais do que as pessoas podem pagar.

17. A ideia central do segundo parágrafo é que:

- a) há diversas formas para os estudantes resolverem seus problemas financeiros.
- b) alguns estudantes trabalham em lojas.
- c) há trabalhos de meio expediente à noite ou nos finais de semana.
- d) os alunos têm todas as suas aulas pela manhã.

18. A ideia central do terceiro parágrafo é que:

- a) a maioria dos estudantes frequenta universidades estrangeiras.
- b) os estudantes estrangeiros também têm problemas financeiros.
- c) os estudantes americanos estudam no exterior.
- d) é muito fácil estudar no exterior.

## Structure III

### The indefinite pronouns: some, any e no (e seus derivados)

#### Some = algum(a), alguns(as), um pouco de, aproximadamente

Usos:

- Em frases afirmativas, com substantivos contáveis (plural) ou incontáveis.

#### Examples:

I bought **some** flowers yesterday.  
Comprei algumas flores ontem.

You need to buy **some** bread.  
Você precisa comprar um pouco de pão.

- Em frases interrogativas, expressando um oferecimento ou um pedido.

#### Examples:

Would you like **some** coffee?  
Você gostaria de um pouco de café?

Can you give me **some** help?  
Você pode me dar uma ajuda?

#### Any = algum(a), alguns(as), nenhum(a), qualquer

Usos:

- Em frases interrogativas, significando "algum(a)".

#### Examples:

Do they have **any** bags?  
Eles têm algumas sacolas?

Do you have **any** money?  
Você tem algum dinheiro?

- Em frases negativas, significando "nenhum(a)".

#### Examples:

They don't have **any** bags.  
Eles não têm nenhuma sacola.

I don't have **any** money.  
Não tenho nenhum dinheiro.

- Em frases afirmativas, significando "qualquer".

#### Examples:

You can sing **any** song you want.  
Você pode cantar qualquer música que quiser.

Call **any** time you like.  
Ligue qualquer hora que achar melhor.

## No = nenhum(a)

Usos:

- Em frases afirmativas, seguidas de substantivo.

### Examples:

I have **no** idea about that.

Não tenho nenhuma ideia a respeito disso.

I can't talk to you now. I have **no** time.

Não posso conversar com você agora. Não tenho nenhum tempo.

## ! Importante saber

**No** é igual a **not any**.

### Examples:

There **aren't any** trees in that garden.

There are **no** trees in that garden.

Não há nenhuma árvore naquele jardim.

## None = nenhum(a)

Usos:

- Em frases com o verbo na forma afirmativa. Não

vem seguido de substantivo. **None** vem sempre sozinho; o substantivo a que ele se refere já foi citado anteriormente.

### Examples:

Do you know **any** words in Japanese?

Você sabe algumas palavras em japonês?

No, I know **none**.

Não, não sei nenhuma.

**None** é igual a **no + substantivo**

I have **no** time = I have **none**.

Não tenho nenhum tempo = Não tenho nenhum.

There's **no** money. = There's **none**.

Não há nenhum dinheiro = Não há nenhum.

**None of**

**None of + substantivo**

**None of** the students. Nenhum dos alunos.

**None of + pronome objetivo**

**None of** US. Nenhum de nós.

## ! Importante saber

Pronome indefinido	Tradução	Usos
Some	algum(a), alguns, algumas, um pouco (de)	- Em sentenças afirmativas. - Em perguntas, quando se espera ou deseja resposta afirmativa: pedido ou oferecimento.
Any	a) algum(a), alguns, algumas	- Em perguntas gerais (em que o tipo de resposta não é previsto).
	b) nenhum(a)	- Em sentenças negativas (verbo com <b>not</b> ) ou com <b>never</b> , <b>without</b> , etc. que também dão sentido negativo.
	c) qualquer, quaisquer	- Em sentenças afirmativas.
No	nenhum(a)	- Em sentenças de sentido negativo, verbo sem <b>not</b> . No vem sempre antes de substantivo.
None	nenhum(a)	- Em sentenças de sentido negativo, verbo sem <b>not</b> . NONE vem em substituição a NO + substantivo.

## Exercises

19. Complete with some or any:

- I want \_\_\_\_\_ toothpaste. Do you have \_\_\_\_\_?
- Would you like \_\_\_\_\_ more water?
- I didn't see \_\_\_\_\_ cars coming. The road was empty.
- There are \_\_\_\_\_ people in front of the church.

e) You can use \_\_\_\_\_ of these telephones. All of them are working.

f) Do you have \_\_\_\_\_ doubts about this exercise?

g) I met \_\_\_\_\_ interesting people last night.

h) I'm free all day. Call \_\_\_\_\_ time you want.

i) Can you give me \_\_\_\_\_ help?

20. Complete with no or none:

a) There is \_\_\_\_\_ problem with your heart. \_\_\_\_\_, so far.

- b) \_\_\_\_\_ of us knew that strange man.  
 c) I have \_\_\_\_\_ patience to watch soap opera.  
 d) There's \_\_\_\_\_ life on the moon.  
 e) The police caught \_\_\_\_\_ of the robbers.  
 f) How much orange juice did you have?  
 I had \_\_\_\_\_.  
 g) \_\_\_\_\_ of my friends will be at the party.  
 h) Look at these clothes. \_\_\_\_\_ of them are in fashion now.  
 i) I've got \_\_\_\_\_ money.

## Structure IV

### Derivados de some, any e no

Os compostos com **some**, **any** e **no** seguem as mesmas regras mencionadas anteriormente.

Pronomes indefinidos composto	
Para coisas	Sufixo: <b>thing</b>
Something	- Alguma coisa, algo (afirm.)
Anything	- Alguma coisa, algo (perguntas) - Nada (negações) com <b>not</b> - Qualquer coisa (afirm.)
Nothing	- Nada (negações sem o uso de <b>not</b> )
Everything	- Tudo
Para pessoas	Sufixo: <b>body ou one</b>
Somebody (or someone)	- Alguém (afirm.)
Anybody (or anyone)	- Alguém (perguntas) - Ninguém (negações com <b>not</b> ) - Qualquer um (afirmações)
Nobody (or no one)	- Ninguém (negações sem o uso do <b>not</b> )
Everybody (or everyone)	- Todos, todas.

Advérbios derivados	
Para lugares	Sufixo: <b>where</b>
Somewhere	- Em/a algum lugar (afirm.)
Anywhere	- Em/a algum lugar (perguntas) - Em/a nenhum lugar (negações) - Em/a qualquer lugar (afirmações)
Nowhere	- Em/a nenhum lugar (negações sem o uso de <b>not</b> )
Everywhere	- Em toda parte

As regras estudadas para **some**, **any** e **no** valem, também, para as formas compostas.

#### Examples:

There is **somebody** in the house.  
 Há alguém na casa.

Is there **anybody** in the house?  
 Há alguém na casa?

No, there isn't **anybody** there.  
 (No, there is **nobody** there.)  
 Não, não há ninguém lá.

I need to buy **something** new.  
 Preciso comprar algo novo.

Did you buy **anything** yesterday?  
 Você comprou algo ontem?

I didn't buy **anything** new.  
 (I bought **nothing** new.)  
 Não comprei nada novo.

I'd do **anything** for him.  
 Faria qualquer coisa por ele.

Did you go **anywhere** last night?  
 Você foi a algum lugar na noite passada?

No, I didn't go **anywhere**.  
 (No, I went **nowhere**.)  
 Não, não fui a nenhum lugar.

Where do you want to eat?  
 Onde você quer comer?

Oh, **anywhere**. I don't mind.  
 Oh, em qualquer lugar. Não me importo.

**Anyone** can solve this problem.  
 Qualquer um pode resolver este problema.

### ! Importante saber

- **No**, **nobody**, **nothing**, **nowhere**, **no one** são usados em sentenças negativas, porém nunca usados com outra palavra negativa.

#### Example:

There is **not nothing** in the drawer.  
 Errado (= duas negativas)

O certo é:

There is **not anything** in the drawer.

ou

There is **nothing** in the drawer.  
 Não há nada na gaveta.

- Usamos verbo no singular após **everyone**, **something**, **anything**, **somebody**, etc.

**Examples:**

**Nobody** wants to suffer.  
Ninguém quer sofrer.

**Everybody** loves somebody.  
Todo mundo ama alguém.


**Exercises**

**21.** Turn into English the words in parentheses.

- a) \_\_\_\_\_ is cheap in this shop. (Tudo)  
 b) \_\_\_\_\_ has two hearts. (Ninguém)  
 c) \_\_\_\_\_ knows Pelé. (Todo mundo)  
 d) \_\_\_\_\_ has broken my camera. (Alguém)  
 e) There is \_\_\_\_\_ wrong. (algo)  
 f) \_\_\_\_\_ answers the phone. There isn't \_\_\_\_\_ home. (Ninguém / ninguém)  
 g) I can't find my keys \_\_\_\_\_. (em nenhum lugar)  
 h) You should eat \_\_\_\_\_. (alguma coisa)  
 i) Has \_\_\_\_\_ seen Natalie lately? (alguém)  
 j) The party is for everybody. \_\_\_\_\_ can come. (qualquer um)

**22.** Match the two columns:

- |               |                    |
|---------------|--------------------|
| a) something  | ( ) nada           |
| b) nobody     | ( ) tudo           |
| c) everything | ( ) alguém         |
| d) everybody  | ( ) alguma coisa   |
| e) somewhere  | ( ) ninguém        |
| f) somebody   | ( ) em algum lugar |
| g) nothing    | ( ) em todo lugar  |
| h) everywhere | ( ) todo mundo     |

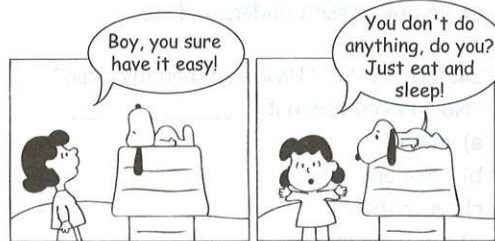
**23.** Complete as frases com os pronomes ou advérbios indefinidos adequados.

- a) All the hotels were full. The tourists had \_\_\_\_\_ to stay. (nowhere - anywhere)  
 b) Please listen to me. I have \_\_\_\_\_ important to tell you. (anything - something)  
 c) I didn't buy \_\_\_\_\_ in New York. \_\_\_\_\_ was very expensive. (anything - nothing / Everything - Something)  
 d) \_\_\_\_\_ answer the phone. Our friends are not at home. (Anybody - Nobody)  
 e) I tried to help the tourists but I didn't understand \_\_\_\_\_ of what they said. (nothing - anything)  
 f) Listen! I think I heard \_\_\_\_\_ in the kitchen. (anything - something)

- g) That's easy. \_\_\_\_\_ can do that. (Anyone - No one)  
 h) Would you like \_\_\_\_\_ to drink? (everything - something)  
 i) He's dead, doctor. There's \_\_\_\_\_ you can do. (anything - nothing)


**Tests**

**19.** (UFES) Choose the correct alternative.



De acordo com Lucy, Snoopy é:

- a) clínico.  
 b) desatento.  
 c) mal-educado.  
 d) mentiroso.  
 e) preguiçoso.

**20.** (FCMSC-SP) "Eu percebi algo movendo-se no escuro, mas quando acendi a luz não vi nada lá. Tudo estava no mesmo lugar."

"I noticed \_\_\_\_\_ moving in the dark but when I turned on the light I didn't see \_\_\_\_\_ there. \_\_\_\_\_ was in its place.

- a) nothing - something - Anything;  
 b) anything - nothing - Something;  
 c) something - nothing - Anything;  
 d) something - anything - Everything;  
 e) everything - anything - Something.

**21.** (UFU-MG) Mark the correct alternative:

- a) "What do you want?"  
- "I don't want some."  
 b) "What do you want?"  
- "I want no."  
 c) "What do you want?"  
- "I don't want nothing."  
 d) "What do you want?"  
- "I want nothing."  
 e) "What do you want?"  
- "I don't want none."

22. I have \_\_\_\_\_ time to discuss politics!

- a) no one;                      d) nobody;
- b) none;                        e) nothing.
- c) no;

23. "Ninguém me entende." Em inglês correto fica:

- a) Not anybody me understands.
- b) None understands me.
- c) Someone understands me.
- d) Nobody understands me.
- e) No one doesn't understand me.

24. (FUVEST-SP) "Have you seen my radio?"

"No, I haven't seen it \_\_\_\_\_."

- a) where;
- b) nowhere;
- c) everywhere;
- d) somewhere;
- e) anywhere.

25. "Alguém está olhando pela janela." Complete:

"\_\_\_\_\_ is looking through the window."

- a) Somebody;
- b) Nothing;
- c) Anywhere;
- d) Anybody;
- e) Everyone.

26. \_\_\_\_\_ of you is lazy.

- a) No;                              d) Nobody;
- b) None;                         e) No one.
- c) Some;

27. (PUCCAMP-SP) Are there \_\_\_\_\_ books for me today? No, there are not \_\_\_\_\_ books for you today.

- a) any - any;
- b) some - some;
- c) any - some;
- d) anyone - some;
- e) something - no.

28. (PUCPR) Can you give me \_\_\_\_\_ more information?

- a) nothing;
- b) some;
- c) anyone;
- d) something;
- e) somewhere.

## Text study

### The first official World Cup

The 1932 Summer Olympics, held in Los Angeles, did not plan to include football as part of the programme due to the low popularity of football in the United States. FIFA and the IOC also disagreed over the status of amateur players, and so football was dropped from the Games. FIFA president Jules Rimet thus set about organizing the inaugural World Cup tournament to be held in Uruguay in 1930. The national associations of selected nations were invited to send a team, but the choice of Uruguay as a venue for the competition meant a costly trip across the Atlantic Ocean for European sides. Indeed, no European country pledged to send a team until two months before the start of the competition. Rimet eventually persuaded teams from Belgium, France, Romania, and Yugoslavia to make the trip. In total 13 nations took part – seven from South America, four from Europe and two from North America.

Available at: <[http://en.wikipedia.org/wiki/Summer\\_Olympic\\_Games](http://en.wikipedia.org/wiki/Summer_Olympic_Games)>  
Accessed: 17 may 2010.

## Vocabulary

Amateur: \_\_\_\_\_

Costly: \_\_\_\_\_

Disagreed: \_\_\_\_\_

Due to: \_\_\_\_\_

Eventually: \_\_\_\_\_

Held: \_\_\_\_\_

Indeed: \_\_\_\_\_

Low: \_\_\_\_\_

Pledged: \_\_\_\_\_

Set about: \_\_\_\_\_

To be held: \_\_\_\_\_

Until: \_\_\_\_\_

Venue: \_\_\_\_\_

## About the text

24. (UFPR) What information is in the text?

- a) The names of all the countries which participated in the first World Cup.
- b) The stadium where the final match took place.

- c) The date of the first match.
- d) The team which won the tournament.
- e) The country which hosted the first World Cup.

**25.** (UFPR) According to the text, the reason football was not included in the 1932 Summer Olympics was:

- a) Football was a professional sport only in South America in the 1930's.
- b) Football was not popular enough in the United States.
- c) FIFA and Jules Rimet had different ideas about the event.
- d) There were not enough football teams for the tournament.
- e) Amateur football players could not participate in the Games.

**26.** (UFPR) Consider the following affirmatives:

1. The first World Cup was in Uruguay.
2. Jules Rimet organized the first World Cup.
3. Jules Rimet was the first president of FIFA.
4. No European teams participated in the first World Cup.

According to the text.

- a) Only affirmatives 1, 3 and 4 are correct.
- b) Only affirmatives 1, 2 and 4 are correct.
- c) Only affirmatives 2 and 4 are correct.
- d) Only affirmatives 1 and 3 are correct.
- e) Only affirmatives 1, 2 and 3 are correct.

## Structure V

### Numbers

#### Remember the numbers?

Here they are

Cardinals	Ordinals
1 - one	1st - first
2 - two	2nd - second
3 - three	3rd - third
4 - four	4th - fourth
5 - five	5th - fifth
6 - six	6th - sixth
7 - seven	7th - seventh
8 - eight	8th - eighth

Cardinals	Ordinals
9 - nine	9th - ninth
10 - ten	10th - tenth
11 - eleven	11th - eleventh
12 - twelve	12th - twelfth
13 - thirteen	13th - thirteenth
14 - fourteen	14th - fourteenth
15 - fifteen	15th - fifteenth
16 - sixteen	16th - sixteenth
17 - seventeen	17th - seventeenth
18 - eighteen	18th - eighteenth
19 - nineteen	19th - nineteenth
20 - twenty	20th - twentieth
21 - twenty-one	21th - twenty-first
30 - thirty	30th - thirtieth
40 - forty	40th - fortieth
50 - fifty	50th - fiftieth
60 - sixty	60th - sixtieth
70 - seventy	70th - seventieth
80 - eighty	80th - eightieth
90 - ninety	90th - ninetieth
100 - one hundred	100th - (one) hundredth
101 - one hundred (and) one	101st - (one) hundred and first
200 - two hundred	200th - two hundredth
1,000 - one thousand	1,000th - (one) thousandth
100,000 - one hundred thousand	100,000th - (one) hundred thousandth
1,000,000 - one million	1,000,000th - (one) millionth

#### • Zero

**0 (zero)** - Para temperaturas, notas escolares.

**Nil** - No jogo ou no esporte.

**0 /ou/** - Para ler números de telefone ou em datas: 1909 (nineteen o nine).

#### • Dates

1500 - fifteen hundred

1808 - eighteen hundred and eight

1999 - nineteen ninety-nine

2000 - two thousand

2007 - two thousand and seven

• **Dates to remember**

January 1	New Year's Day
February 14	Valentine's Day
March	Good Friday
April	Easter Sunday
April 1	Fool's Day
May	Mother's Day
June	Father's Day
July 4	Independence Day
August 4	Friendship Day
September 2	Labor Day
October 31	Halloween
November 28	Thanksgiving Day
December 25	Christmas

• **Centuries**

Para séculos usa-se os números ordinais.

**Example:**

In the twentieth century.  
No século vinte.

 **Importante saber**

Apenas a unidade é escrita e lida como ordinal quando ligada a outras casas (dezena, centena, etc.).

**Examples:**

21 st = twenty-first

53 rd = fifty-third

 **Exercises**

27. Escreva por extenso:

- a) 45: \_\_\_\_\_
- b) 276: \_\_\_\_\_
- c) 859: \_\_\_\_\_
- d) 700: \_\_\_\_\_
- e) 9 000: \_\_\_\_\_
- f) 30 000: \_\_\_\_\_
- g) 610: \_\_\_\_\_
- h) 15 000: \_\_\_\_\_
- i) 13: \_\_\_\_\_

28. Complete the sentences:

- a) A millenium has \_\_\_\_\_ years.
- b) A century has \_\_\_\_\_ years.
- c) Jesus Crist was born \_\_\_\_\_ years ago.
- d) The double of twenty is \_\_\_\_\_.
- e) The triple of nine is \_\_\_\_\_.

f) The half of one hundred is \_\_\_\_\_.

g) A teenager is a young person between \_\_\_\_\_ and \_\_\_\_\_.

 **Tests**

29. "Seventh" é o número ordinal correspondente a "seven". Assinale a alternativa incorreta.

- a) "Third" é o ordinal de "three".
- b) "Thirteenth" é o ordinal de "thirteen".
- c) "Twenty-first" é o ordinal de "twenty-one".
- d) "Ninetieth" é o ordinal de "nine".
- e) "Forty-second" é o ordinal de "forty-two".

30. "One thousand, eight hundred and twelve" é o número:

- a) 1,800.012
- b) 182
- c) 1,812
- d) 18,012
- e) 1,820

31. "The youth of the '60s and '70s" means:

- a) Sessenta e setenta jovens.
- b) De sessenta e setenta jovens.
- c) Os jovens de sessenta e setenta anos.
- d) A juventude dos anos sessenta e setenta.
- e) Sessenta ou setenta jovens.

32. "Coffee drink originated in Arabia before the thirteenth century."

According to the sentence above we can say that:

- a) The coffee drink was known before the 1200's.
- b) The coffee drink was known after the 1300's.
- c) The coffee drink was known in 1300.
- d) The coffee drink was never known.
- e) The coffee drink was allways known.

33. "Five hundred years ago" means:

- a) Cinco mil anos atrás.
- b) Quinhentos mil anos atrás.
- c) Quinze anos atrás.
- d) Cinco milhões de anos atrás.
- e) Quinhentos anos atrás.

34. (PUCPR) When Freud was 83, he had suffered from cancer of the jaw for 16 years and undergone 33 operations.

De acordo com o texto, Freud:

- a) sofria de câncer desde a adolescência.
- b) submeteu-se a 33 operações.
- c) morreu aos 83 anos.

- d) ocultou sua doença durante 16 anos.
- e) sofria de câncer no estômago.

35. Mrs. Wise, now 44, has been a schoolteacher for more than 20 years, as has her husband Howard, 49. De acordo com o texto, a Sra. Wise e o marido:

- a) são da mesma idade.
- b) sempre trabalham no mesmo lugar.
- c) são professores.
- d) conheceram-se há 20 anos.
- e) conseguiram emprego depois de casados.

36.

**DIED. SIR STANLEY MATTHEWS,** 85, English football player; in Staffordshire, England. Matthews who made his professional debut in 1932 at age 17, won innumerable trophies. After playing more than 750 matches, he retired in 1965 at the age of 50.

Source: Time.

O que está sendo anunciado acima?

- a) A aposentadoria de Matthews.
- b) O nascimento de um ídolo do futebol.
- c) A morte do pai de Matthews.
- d) A morte de Stanley Matthews.
- e) O casamento de Matthews aos 50 anos de idade.

### Text study

(UFSM-RS/Adaptada) Leia com atenção o texto a seguir e responda às questões.



**Aquarius** (Jan. 21 – Feb. 18)  
An old friend will come back into your life, bringing new problems. Don't make any quick decisions.



**Pisces** (Feb. 19 – Mar. 20)  
In three days you will receive an exciting offer. But your family will make difficulties.



**Aries** (Mar. 21 – Apr. 20)  
Money will come to you at the end of the week. Be careful – it could go away again very fast!



**Taurus** (Apr. 21 – May 21)  
You will have trouble with a child. Try to be patient. You will have a small accident on Sunday – nothing serious.



**Gemini** (May 22 – June 21)  
This will be a good time for love, but there will be a serious misunderstanding with somebody close to you. Try to tell the truth.



**Cancer** (June 22 – July 22)  
You will meet somebody who could change your life. Don't be too cautious – the opportunity won't come again.



**Leo** (July 23 – Aug. 23)  
Something very strange will happen next Thursday. Try to laugh about it.



**Virgo** (Aug. 24 – Sept. 23)  
This will be a terrible week. The weekend will be the worst time. Stay in bed on Sunday. Don't open the door. Don't answer the phone.



**Libra** (Sept. 24 – Oct. 23)  
There will be bad news the day after tomorrow; but the bad news will turn to good.



**Scorpio** (Oct. 24 – Nov. 22)  
You will make an unexpected journey, and you will find something very good at the end of it.



**Sagittarius** (Nov. 23 – Dec. 21)  
You will have trouble with a person who loves you; and you will have help from a person who doesn't.



**Capricorn** (Dec. 22 – Jan. 20)  
A letter will bring a very great surprise, and some unhappiness, but a good friend will make things better.

Source: *The Cambridge English Course*. Cambridge University Press.

### About the text

29. Para os aquarianos, recomenda-se:
- evitar decisões rápidas.
  - confiar nos velhos amigos.
  - apressar-se nas decisões.
  - precaaver-se contra novas amizades.
  - afastar-se de situações novas.
30. Para o nativo de Câncer, os astros indicam que:
- haverá possibilidade de complicações futuras.
  - alguém voltará à sua vida.
  - conhecerá alguém capaz de modificar sua vida.
  - as oportunidades perdidas retornarão.
  - precisará ser muito cauteloso.
31. Para os capricornianos, uma carta trará:
- notícias de bons amigos.
  - grandes surpresas e alegrias.
  - infelicidade irremediável.
  - notícias do melhor amigo.
  - surpresa e infelicidade.
32. Os nativos de Touro:
- terão problemas com uma criança.
  - sofrerão um acidente no sábado.
  - deverão ter um filho hospitalizado.
  - terão sérios problemas de saúde.
  - presenciarão um acidente com uma criança.

## Structure VI

### The simple future tense

Em inglês usamos o verbo auxiliar **will** para formarmos o futuro, para o que achamos que irá acontecer.

Look at these examples:

The world **will end** in the year 2050.  
O mundo acabará no ano 2050.

We **will have** rain tomorrow.  
Teremos chuva amanhã.

• **Para contrair fazemos 'll**  
He'll be home next week.  
Ele estará em casa na próxima semana.

• **Para as negativas usamos will not ou won't**  
They **won't** win the match.  
Eles não ganharão a partida.

She **will not** enjoy the show.  
Ela não gostará do show.

• **Para as interrogativas, will fica antes do sujeito**

**Will** computers **decide** our future?  
Computadores decidirão nosso futuro?

**Will** the **world** end in the year 2050?  
O mundo terminará no ano 2050?

• **Para a primeira pessoa do singular e do plural (I / we) podemos usar shall**  
I **shall be** here in February.  
Estarei aqui em fevereiro.

We **shall** travel to Europe someday.  
Viajaremos para a Europa algum dia.

- Note que após **WILL** o verbo fica no infinitivo sem **TO**.
- O futuro geralmente é usado com os seguintes advérbios:

Tomorrow	- amanhã
Soon	- logo, em breve, brevemente

#### Next + substantivo

Next Sunday	- no próximo domingo
Next week	- na próxima semana

#### In + tempo

In a year	- dentro de um ano
In six months	- dentro de seis meses

### Exercises

33. Pratique o simple future, completando as seguintes sentenças com este tempo verbal.

- a) She \_\_\_\_\_ in an American university.  
(to study)

- b) They 'll serve tea in fifteen minutes. (to serve)  
 c) The stores 'll close early tomorrow. (to close)  
 d) I 'll be on holiday in January. (to be)  
 e) My sister 'll have another baby. (to have)  
 f) I 'll travel to Europe someday. (to travel)

34. Traduza o que está negrito.

- a) My sister **will come back** tomorrow.

- b) I **will wait** for you.

- c) We **'ll know** soon.

- d) Bob **won't forget** it.

- e) **There will be** rain next weekend.

- f) **Will they be** here soon?

- c) stay not;  
 d) stays not;  
 e) didn't stay.

40. Complete: We'll work hard \_\_\_\_\_

- a) last month.  
 b) next weekend.  
 c) yesterday morning.  
 d) only 1988.  
 e) two hours ago.

41. He \_\_\_\_\_ you a bigger piece of cake.

- a) shall cut;  
 b) is going cut;  
 c) is cutting;  
 d) will cut;  
 e) todas estão corretas.

42. Complete o comentário: "There are clouds in the sky".

- a) It won't rain.  
 b) It is going to rain.  
 c) The sun is shining.  
 d) It will be a lovely year.  
 e) It's a bright day.

43. Which alternative can complete the sentence below?

I'm sure she \_\_\_\_\_ me.

- a) will recognizes;  
 b) will recognize;  
 c) will recognized;  
 d) shall recognize;  
 e) recognize.

44. He \_\_\_\_\_ my letter because he does not want to.

- a) is answering;  
 b) will not answered;  
 c) will be answering;  
 d) will answers;  
 e) won't answer.

45. (ACAFE-SC) Choose the alternative which is in the Simple Future Tense:

- a) The children are watching the film.  
 b) The film was a great success.  
 c) We saw the movie yesterday.  
 d) You will never forget the film.  
 e) E.T. learns about life on earth.

 **Tests**

37. "Carol terá outro bebê." Em inglês correto fica:

- a) Carol has another baby.  
 b) Carol will have another baby.  
 c) Carol will has another baby.  
 d) Carol won't be another baby.  
 e) Carol shall has another baby.

38. (ESCOLA NAVAL-RJ) Complete the sentence:

\_\_\_\_\_ more tonight?

- a) He is going to study;  
 b) Is he go to study;  
 c) Is he going to study;  
 d) Are he going to study;  
 e) Is going he to study.

39. (UFPE) Mark the correct option:

He \_\_\_\_\_ here next year.

- a) doesn't stays;  
 b) won't stay;

46. Leia a mensagem e escolha a alternativa que expressa, de maneira mais adequada, a resposta de Peter.

Peter,

There will be a meeting in room 8 at 7 p.m. Thursday for everyone who wants to play soccer on Saturday.

Don't forget.

David.

- a) David, não poderei jogar futebol na quinta-feira.
- b) David, gostaria de estar na reunião de sábado.
- c) David, terei um compromisso importante hoje.
- d) David, não poderei estar presente na reunião.
- e) David, encontrarei você no domingo.

### Text study

#### Applying for a job

Some weeks after Leo Johnson had sent his resumé to Glow Co., a big fashion company, he was invited for an interview with Mr. Glen Custer, the general manager.

**Mr. Custer:** Why are you applying for a job here?

**Leo:** Because this is a good company, I believe I will be able to improve myself and be useful to the growth of the firm.

**Mr. Custer:** Do you have any experience?

**Leo:** Last year I worked as a trainee at a bank.

**Mr. Custer:** Hmm... So, you have no experience...

**Leo:** I have no experience as an employee, sir. But I'm sure you will like my work if you give me a chance.

**Mr. Custer:** Uh uh! How much do you expect to earn?

**Leo:** I don't know the company's wage policy. Perhaps you could help me with my answer.

**Mr. Custer:** Our policy is according to the present job market.

**Leo:** That's great for me.

**Mr. Custer:** How long do you plan to work with us?

**Leo:** As long as it is interesting for both of us. But if it depends on me it will be for a long time.

**Mr. Custer:** Well, I liked your answers. The job is yours. Congratulations!

**Leo:** Thank you very much, sir.

**Mr. Custer:** You're welcome.

### Vocabulary

Able: \_\_\_\_\_

Applying for: \_\_\_\_\_

As long as: \_\_\_\_\_

Both: \_\_\_\_\_

Employee: \_\_\_\_\_

Growth: \_\_\_\_\_

Interview: \_\_\_\_\_

Manager: \_\_\_\_\_

Perhaps: \_\_\_\_\_

Resumé: \_\_\_\_\_

To earn: \_\_\_\_\_

To improve: \_\_\_\_\_

Trainee: \_\_\_\_\_

Useful: \_\_\_\_\_

Wage policy: \_\_\_\_\_

### About the text

35. De acordo com o texto, Leo Johnson:

- a) não respondeu a todas as perguntas durante a entrevista.
- b) respondeu objetivamente a todas as perguntas feitas por Mr. Custer.
- c) estava inseguro ao responder as perguntas.
- d) tem experiência como gerente de banco.
- e) quer trabalhar para a Glow Corporation apenas durante algum tempo.

36. Quanto será o salário de Leo em seu novo emprego?

- a) Um salário bem alto.
- b) Um salário baixo no início.
- c) Dependerá de seu desempenho.
- d) Mr. Custer decidirá após um período de experiência de Leo.
- e) Não é mencionado no texto.

### Improve your vocabulary – about money and office

Address \_\_\_\_\_ - endereço

Advertisement \_\_\_\_\_ - anúncio, publicidade

Bill \_\_\_\_\_ - conta, nota

Applicant \_\_\_\_\_ - candidato

Boss \_\_\_\_\_ - chefe

Business	- negócios
Carrier	- carreira
Cash	- dinheiro (em espécie)
Coins	- moedas
Customer	- freguês, cliente
Currency	- moeda corrente
E-mail	- correio eletrônico
Employer	- empregador
Employment	- emprego
Full-time	- tempo integral
Income	- renda
Income tax	- imposto de renda
Job	- emprego, trabalho
Letter	- carta
Manufacturer	- fabricante
Office	- escritório
Part-time	- meio período
Payment	- pagamento
Price	- preço
Profit	- lucro
Retirement	- aposentadoria
Sales	- vendas
Saving money	- economizar dinheiro
Staff	- equipe, corpo de funcionários
Tax	- taxa, imposto
Unemployment	- desemprego
Vacancy	- vaga

## Structure VII

### How and compounds

#### How = Como?

Este pronome interrogativo é usado para perguntar sobre a maneira que algo é feito ou conhecido.

##### Examples:

**How** did you do it?  
Como você fez isso?

**How** is your mother?  
Como está sua mãe?

### Principais compostos de how

#### How many = Quantos, quantas?

Usado antes de substantivos no plural.

##### Examples:

**How many** brothers do you have?  
Quantos irmãos você tem?

**How many** teeth do we have?  
Quantos dentes temos?

#### How much = Quanto, quanta

Usado antes de substantivo no singular. Com os substantivos incontáveis.

##### Examples:

**How much** water do you drink a day?  
Quanta água você bebe por dia?

**How much** sugar did she buy?  
Quanto açúcar ela comprou?

#### How long = Quanto tempo?

##### Qual o comprimento?

##### Examples:

**How long** are you going to stay abroad?  
Quanto tempo você vai ficar no exterior?

**How long** is the Amazon River?  
Qual o comprimento do rio Amazonas?

#### How often = Com que frequência?

##### Examples:

**How often** does she visit her parents?  
Com que frequência ela visita seus pais?

**How often** do you take the bus to school?  
Com que frequência você toma o ônibus para a escola?

#### How tall = Qual a altura?

Refere-se a pessoas.

##### Examples:

**How tall** is he?  
Que altura ele tem?

**How tall** was she?  
Que altura ela tinha?

#### How high = Qual a altura?

Refere-se a coisas.

##### Examples:

**How high** is that building?  
Qual é a altura daquele prédio?

**How high** is Mount Everest?  
Qual é a altura do monte Everest?

#### How old = Qual a idade?

##### Examples:

**How old** are you?  
Qual sua idade?

**How old** was Mozart when he first composed his symphonies?  
Qual a idade de Mozart quando ele primeiramente compôs suas sinfonias pela primeira vez?

## How deep = Qual a profundidade?

### Examples:

**How deep** is your love?  
Qual a profundidade de seu amor?

**How deep** is that lake?  
Qual a profundidade daquele lago?

## How far = Qual a distância?

### Example:

**How far** is it from here to your house?  
Qual a distância daqui até sua casa?

## How fast = Qual a velocidade?

### Example:

**How fast** was Senna driving when he had the accident?  
Que velocidade Senna estava dirigindo quando teve o acidente?

## How wide = Qual a largura?

### Example:

**How wide** is this room?  
Qual a largura desta sala?

## Exercises

37. Complete the sentences correctly with **much** or **many**:

- How \_\_\_\_\_ tickets did you buy?
- How \_\_\_\_\_ bread did they eat?
- How \_\_\_\_\_ salt did she put in the salad?
- How \_\_\_\_\_ children are playing there?
- How \_\_\_\_\_ glasses of wine did he drink?
- How \_\_\_\_\_ money is it necessary to buy a car?
- How \_\_\_\_\_ teachers do you have?
- How \_\_\_\_\_ do you expect to earn?

38. Use **how** and **compounds**, as appropriate:

- \_\_\_\_\_ does a turtle live? More than 100 years.
- \_\_\_\_\_ is it from New York to Washington? 233 miles.
- \_\_\_\_\_ is Lake Titicaca? It is 1,000 feet deep.
- \_\_\_\_\_ languages do they speak in Switzerland? Four.
- \_\_\_\_\_ coffee is exported from Brazil each year? I don't know.
- \_\_\_\_\_ do you think she is? Eighteen or nineteen.

g) \_\_\_\_\_ does your mother go to the doctor? Twice a month.

h) \_\_\_\_\_ do you \_\_\_\_\_ your Mathematics teacher?

i) \_\_\_\_\_ is your father? He is 1.70 m tall.

j) \_\_\_\_\_ did the war last? Nine months.

k) \_\_\_\_\_ is she? She's nine years old.

l) \_\_\_\_\_ is Mount Everest? It is 29,000 feet high.

## Tests

Mark the correct alternative.

47. (UTFPR) "\_\_\_\_\_ is Camboriú from Curitiba?"

"About 220 km."

- When.
- How much.
- How far.
- How many.
- How long.

48. \_\_\_\_\_ are you going to stay here?

- How far.
- How many.
- How long.
- How tall.
- How much.

49. \_\_\_\_\_ for this shirt?

US\$ 22,00.

- How many did you pay;
- How long did you pay;
- How far did you pay;
- How wide did you pay;
- How much did you pay.

50. \_\_\_\_\_ people are there in this room?

I don't know. Maybe fifty.

- How much;
- How often;
- How many;
- How long;
- How wide.

51. \_\_\_\_\_ dollars did she pay for that coat?

- How much;
- How many;
- How long;
- When;
- What.

52. (VUNESP) Qual a pergunta correta para a resposta apresentada?

For two weeks.

- a) How long have you had it?
- b) How many times do you have it?
- c) How long did you have it?
- d) How much time you have got it?
- e) There is how long you've got it?

53. "I was born in 1980" é a resposta para:

- a) How old I was?
- b) When were you born?
- c) How long were you born?
- d) What year you were born?
- e) Where was you born?

54. \_\_\_\_\_ do you plan to work with us?

- a) How many times
- b) How much
- c) How long
- d) How old
- e) How time

55. Why do you want this job?

- a) Congratulations!
- b) You're welcome!
- c) Why I have no experience.
- d) Because I need this job.
- e) Yes, I do.

56. (ACAFE-SC) Match the two columns:

1. How old is Fred's daughter?
2. How does he go to his office?
3. Is Fred a fashion designer?
4. Does he like making plans?
5. Where does he usually stay at weekends?

- ( ) No, he doesn't.
- ( ) Yes, he is.
- ( ) In New York.
- ( ) She's eighteen.
- ( ) By car.

Choose the correct sequence from the top to the bottom:

- a) 4 - 3 - 5 - 1 - 2
- b) 1 - 2 - 4 - 3 - 5
- c) 5 - 4 - 1 - 2 - 3
- d) 3 - 5 - 2 - 4 - 1
- e) 2 - 1 - 3 - 5 - 4

## Text study



### E.T.

There is no doubt that Steven Spielberg's E.T. is a masterpiece. It is a movie about the friendship between a boy and a visitor from another planet. It quickly became one of the most popular films ever made. E.T. tells the emotional story of a small, lost alien who becomes the best friend of a ten-year-old boy, Elliot.

While E.T. learns about life on earth, Elliot learns that friendship doesn't have any terrestrial limits.

Presenting an all-embracing sound track and unforgettable performances, E.T. invites all the world to share his magical touch.

It is more than a great success. It is an experience that you will never forget!

Source: *English on Top* - Eliana, Maria Clara, Neuza.

## Vocabulary

All-embracing: \_\_\_\_\_

Between: \_\_\_\_\_

Lost: \_\_\_\_\_

Masterpiece: \_\_\_\_\_

Performance: \_\_\_\_\_

Sound track: \_\_\_\_\_

To share: \_\_\_\_\_

Touch: \_\_\_\_\_

Unforgettable: \_\_\_\_\_

## About the text

39. (ACAFE-SC) According to the text, which alternative best summarizes (resume) the movie E.T.?

- a) A story of a visitor from another planet.
- b) A story of the world.
- c) A story just for adults.

- d) A story of the terrestrial limits.
- e) An experience in Mars.

40. (ACAFE-SC) According to the text, Steven Spielberg's masterpiece is a movie about:

- a) friendship;
- b) magic;
- c) astronomy;
- d) success;
- e) music.

41. (ACAFE-SC) The text says that E.T. becomes the best friend of \_\_\_\_\_.

- a) a small alien.
- b) a small boy.
- c) a dog.
- d) an old man.
- e) a visitor.

42. (ACAFE-SC) How old is E.T.?

- a) He is ten years old.
- b) He is very old.
- c) He is eleven.
- d) He is not very young.
- e) The text doesn't mention that.

43. (ACAFE-SC) Match the two columns, selecting the correct short answers for the following questions:

1. Who saw the movie?
2. Is the film a success?
3. Did Elliot go to another planet?
4. Does E.T. like Elliot?
5. Do aliens live on earth?

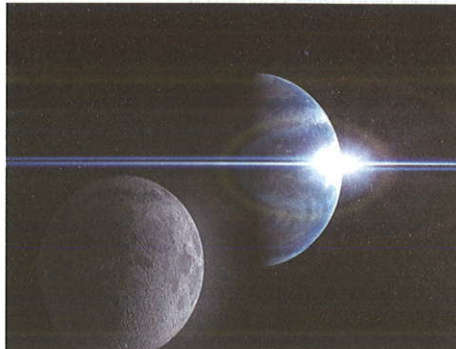
- ( ) Yes, he does.
- ( ) No, they don't.
- ( ) Yes, it is.
- ( ) No, he didn't.
- ( ) We did.

Choose the correct sequence from the top to the bottom:

- a) 3 - 4 - 5 - 2 - 1
- b) 2 - 3 - 1 - 5 - 4
- c) 4 - 5 - 2 - 3 - 1
- d) 5 - 2 - 4 - 1 - 3
- e) 1 - 5 - 3 - 4 - 2

## Text study

### Is anybody out there?



Despite years of searching with the most powerful telescopes, despite decades of listening for the faint crackle of radio signals from distant civilizations, despite endless theorizing about how life might or might not rise, nobody had ever found concrete evidence to suggest that our planet, our civilization, our life-forms were not unique in the cosmos.

Now, suddenly, everything has changed. The two planets, recently discovered, not only triple the number of worlds known to orbit stars like the sun, but they have even more profound significance. Both of them are temperate enough to allow water to exist in liquid form. And whatever else is necessary for life as we know it, say biologists, water is an essential prerequisite.

Astronomers said that the race to discover planets around sunlike stars have seemed fruitless, but now they are sure they have the track to find them, since the telescope they use has an excellent spectrometer. They feel euphoric that humanity has entered a new era in which new worlds are going to be subject to exploration.

Source: *Time*.

## Vocabulary

Around: \_\_\_\_\_

Both of them: \_\_\_\_\_

Despite: \_\_\_\_\_

Endless: \_\_\_\_\_

Enough: \_\_\_\_\_

Even: \_\_\_\_\_

Faint crackle: \_\_\_\_\_

Fruitless: \_\_\_\_\_

Might: \_\_\_\_\_  
 Powerful: \_\_\_\_\_  
 Race: \_\_\_\_\_  
 Subject: \_\_\_\_\_  
 Suddenly: \_\_\_\_\_  
 Sunlike: \_\_\_\_\_  
 To allow: \_\_\_\_\_  
 To rise: \_\_\_\_\_  
 To seem: \_\_\_\_\_  
 To search: \_\_\_\_\_  
 Track: \_\_\_\_\_  
 Whatever else: \_\_\_\_\_

### About the text

44. Responda em português:

a) Por que os astrônomos estão se sentindo eufóricos?

\_\_\_\_\_

b) O que os astrônomos dizem a respeito da corrida para descobrimento de novos planetas?

\_\_\_\_\_

c) Por que é mais fácil descobrir planetas agora?

\_\_\_\_\_

45. Decide which alternative is correct.

I. Nobody had ever found evidence.

a) Nada jamais tinha indicado prova.

b) Ninguém jamais tinha encontrado prova.

II. Worlds known to orbit stars.

a) Mundos que descrevem órbitas conhecidas em torno de estrelas.

b) Mundos conhecidos que giram em torno de estrelas.

III. Both of them are temperate enough to allow water to exist.

a) Ambos têm clima temperado que favorece a existência de água.

b) Ambos têm clima temperado que não permite suportar a existência de água.

IV. The race to discover planets had seemed fruitless.

a) A corrida para descobrir planetas tinha parecido infrutífera.

b) As raças que descobrem planetas tinham semeado frutos.

## Structure VIII

### Past perfect

#### • Formação

**Had + particípio passado** do verbo principal.

#### Examples:

He **had gone** there.

or

He'd **gone** there.

Ele tinha ido lá.

They **had never seen** a telescope before.

Eles nunca tinham visto um telescópio antes.

It **hadn't** rained.

Não tinha chovido.

When we arrived at the theater, the play **had** already **begun**.

Quando chegamos no teatro, a peça já tinha começado.

#### • Usos

Geralmente o **past perfect** aparece em um período composto por duas orações indicando ações que já aconteceram. A ação que aconteceu primeiro fica com o verbo no **past perfect**. A ação que aconteceu depois é expressa pelo **simple past** (2.ª coluna dos verbos).

#### Example:

He **bought** the bike that he **had** seen at the shopping center.

↓  
 comprou  
 (simple past)

↓  
 tinha visto  
 (past perfect)

Ele comprou a bicicleta que tinha visto no shopping.

Estude mais este exemplo:

We **got home** at midnight. It **had been** a wonderful day.

↓  
 chegamos em casa  
 (simple past)

↓  
 tinha sido  
 (past perfect)

Nós chegamos em casa à meia-noite. Tinha sido um dia maravilhoso.

• Lembre-se que o particípio passado dos verbos regulares termina em **-ED**.

• O particípio passado dos verbos irregulares encontra-se na 3.ª coluna da lista de verbos.

**Do you remember these verbs?**

Complete the following list:

Infinitive	Simple past	Past participle	Translation
1. to be		been	ser / estar
2. begin		begun	começar
3. to bring		brought	trazer
4. to do	did	done	fazer
5.	chose	chosen	escolher
6. to fall		fallen	cair
7. to feed	fed	fed	alimentar
8. to grow		grown	crescer / cultivar
9. to have		had	ter
10. to learn	learnt	learnt	aprender
11. to let	let	let	deixar / permitir
12.	left	left	sair / deixar
13.	meant	meant	significar / querer
14.	met	met	encontrar
15. to pay		paid	pagar
16. to run		run	correr
17. to spend		spent	gastar / passar tempo
18. to see		seen	ver
19.	said	said	dizer
20. to sell		sold	vender
21. to sleep	slept	slept	dormir
22. to take		taken	pegar / levar
23. to teach		taught	ensinar
24.	told	told	
25. to think		thought	pensar / achar
26. to throw		thrown	lançar / atirar
27.		understood	entender
28. to wear		wore	usar / vestir
29.		won	vencer
30. to write	wrote	written	escrever

 **Exercises**

**46.** Complete the sentences using the **past perfect tense**:

- a) Dez pessoas tinham comido frango.  
Ten people \_\_\_\_\_ chicken.
- b) Ele tinha viajado cerca de uma milha.  
He \_\_\_\_\_ about a mile.

c) Ela não tinha dormido muito bem.

She \_\_\_\_\_ very well.

d) Eram seis horas. Todas as lojas tinham sido fechadas.

It was six o'clock. All the shops \_\_\_\_\_

e) Nós tínhamos vendido nosso carro velho.

We \_\_\_\_\_ our old car.

47. Decide which alternative is better.

I thanked the teacher for what he \_\_\_\_\_ for me.

- a) did.
- b) had done.

When she \_\_\_\_\_, we had already left.

- a) had arrived.
- b) arrived.

I told what \_\_\_\_\_ yesterday.

- a) happened.
- b) had happened.

My team had never been so good as it \_\_\_\_\_ last Sunday.

- a) was.
- b) had been.

Joe brought us the cake tha he \_\_\_\_\_.

- a) bought.
- b) had bought.

Had the players \_\_\_\_\_ anything before the soccer match?

- a) broke.
- b) broken.

### Tests

Choose the correct alternative.

57. (UFRGS) When I got to the office my boss \_\_\_\_\_.

- a) already have left.
- b) has already left.
- c) already left.
- d) had already left.
- e) will have left.

58. (UFES) As the newspaper boy \_\_\_\_\_ till 8 o'clock, I decided to leave for work.

- a) hadn't come.
- b) hasn't come.
- c) doesn't come.
- d) haven't come.
- e) won't have come.

59. Complete: "The incident gave me a better understanding than I had \_\_\_\_\_ before."

- a) have.
- b) has.
- c) had.
- d) having.
- e) hadde.

60. (FACULDADE DE MÚSICA SANTA CECÍLIA - SP) "The nurses \_\_\_\_\_ locked the front door."

- a) didn't.
- b) won't.
- c) doesn't.
- d) don't.
- e) hadn't.

61. The poor man \_\_\_\_\_ before eleven o'clock. We called the police.

- a) died.
- b) had died.
- c) have died.
- d) has died.
- e) dies.

62. "Eles nunca tinham tido a chance de tocar num elefante." Em inglês correto fica:

- a) They had never had the chance to touch an elephant.
- b) They have had never the chance to touch an elephant.
- c) They never had the chance to touch an elephant.
- d) They has never had the chance to touch an elephant.

63. Assinale a tradução incorreta.

- a) She **has eaten**. / Ela tem comido.
- b) They **had swum**. / Eles têm nadado.
- c) I had **studied**. / Eu tinha estudado.
- d) He **is sleeping**. / Ele está dormindo.
- e) We **have sold**. / Nós temos vendido.

64. (OSEC-SP) Before the eighteenth century, few Europeans \_\_\_\_\_ coffee.

- a) drink.
- b) will drink.
- c) had drunk.
- d) is drinking.
- e) drinks.

65. (UFRGS) I did not see Paul. When I \_\_\_\_\_ the room he had already left.

- a) has entered.
- b) entered.
- c) enter.
- d) was entering.
- e) am entered.

66. He would **still** be studying Medicine if his mother hadn't died.

- a) He still studies Medicine.
- b) Both he and his mother studied Medicine.
- c) He lost his mother.
- d) He is looking after his mother.
- e) He would study Medicine if his mother died.



## Vocabulary

Afraid of	- com medo de
Age	- idade
All sorts	- todos os tipos
Almost	- quase
Better understanding	- melhor compreensão
Bigger	- maior
Blamed	- culpavam
Boss	- chefe
Bright	- brilhante
Business	- negócios
Cactuses	- cactos
Cake	- bolo
Can be proud of	- pode orgulhar-se de
Caught	- pegou
Choice	- escolha
Church	- igreja
Clothes	- roupas
Coat	- casaco
Dangerous	- perigoso
Dead	- morto
Doing the dishes	- lavando a louça
Doubts	- dúvidas
Drizzly Tuesday	- terça-feira de garoa
Each	- cada
Gun	- revólver
Huge	- enorme
In fashion	- na moda
Income tax	- imposto de renda
Keys	- chaves
Leaf	- folha
Lend	- emprestar
Locked	- trancado
Lucky	- sortuda
Maybe	- talvez
Matches	- partidas
Meeting	- reunião
Mirrors	- espelhos
Mistakes	- erros
Only cares	- só se preocupa
Place	- lugar
Pool	- piscina
Power	- poder
Received	- recebeu
Recognize	- reconhecer
Robbers	- assaltantes, ladrões
Selfish	- egoísta
Shelf	- prateleira
Shirt	- camisa

Should	- devia
So far	- até agora
Soap opera	- novela
Sources	- fontes
Still	- ainda
Sure	- certo, certeza
Switzerland	- Suíça
The late	- a falecida
Thief	- ladrão
Till	- até
To last	- durar
Toothpaste	- pasta de dente
Tray	- bandeja
Trouble	- problema
Turtle	- tartaruga
Without	- sem
Yet	- entretanto

 **Respostas**

**Exercise 01:** Em sala.

**Exercise 02:** Em sala.

**Exercise 03:** Em sala.

**Exercise 04:** Em sala.

**Exercise 05:** a) much; b) little; c) few; d) little; e) many; f) few.

**Exercise 06:** a) a lot of; b) many; c) much; d) many; e) much; f) many.

**Exercise 07:** a) x; b) a; c) x; d) a; e) a.

**Exercise 08:** a) few; b) little; c) little.

**Exercise 09:** Em sala.

**Exercise 10:** Em sala.

**Exercise 11:** Em sala.

**Exercise 12:** Em sala.

**Exercise 13:** Em sala.

**Exercise 14:** a) ourselves; b) themselves; c) himself; d) yourself; e) themselves; f) herself; g) yourself.

**Exercise 15:** a) themselves; b) herself; c) itself; d) themselves; e) myself; f) herself; g) himself.

**Exercise 16:** Em sala.

**Exercise 17:** Em sala.

**Exercise 18:** Em sala.

**Exercise 19:** a) some / any; b) some; c) any; d) some; e) any; f) any; g) some; h) any; i) some.

**Exercise 20:** a) no / None; b) None; c) no; d) no; e) none; f) none; g) None; h) None; i) no.

**Exercise 21:** a) Everything; b) Nobody / No one; c) Everybody / Everyone; d) Somebody / Someone;

e) something; f) Nobody / No one – anybody / anyone; g) anywhere; h) something; i) Anybody / anyone; j) Anybody / anyone.

**Exercise 22:** a) G; C; F; A; B; E; H; D.

**Exercise 23:** a) Nowhere; b) something; c) anything – Everything; d) Nobody; e) anything; f) something; g) Anyone; h) something; i) nothing.

**Exercise 24:** Em sala.

**Exercise 25:** Em sala.

**Exercise 26:** Em sala.

**Exercise 27:** a) Forty-five; b) Two hundred and seventy-six; c) Eight hundred and fifty-nine; d) Seven hundred; e) Nine thousand; f) Thirty thousand; g) Six hundred and ten; h) Fifteen thousand; i) Thirteen.

**Exercise 28:** a) a thousand; b) a hundred; c) two thousand; d) forty; e) twenty-seven; f) fifty; g) thirteen / nineteen.

**Exercise 29:** Em sala.

**Exercise 30:** Em sala.

**Exercise 31:** Em sala.

**Exercise 32:** Em sala.

**Exercise 33:** a) will study; b) will serve; c) will close; d) will be; e) will have; f) will travel.

**Exercise 34:** a) voltará; b) esperarei; c) saberemos; d) não esquecerá; e) Haverá; f) estarão.

**Exercise 35:** Em sala.

**Exercise 36:** Em sala.

**Exercise 37:** a) many; b) much; c) much; d) many; e) many; f) much; g) many; h) much.

**Exercise 38:** a) How long; b) How far; c) How deep; d) How many; e) How much; f) How old; g) How often; h) How / like; i) How tall; j) How long; k) How old; l) How high.

**Exercise 39:** Em sala.

**Exercise 40:** Em sala.

**Exercise 41:** Em sala.

**Exercise 42:** Em sala.


**Exercise 43:** Em sala.

**Exercise 44:** Em sala.

**Exercise 45:** Em sala.

**Exercise 46:** a) had eaten; b) had travelled; c) hadn't slept; d) had been close; e) had sold.

**Exercise 47:** b - b - b - a - b - b

 **Gabarito**

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| 01) E | 02) D | 03) B | 04) A | 05) E | 06) D |
| 07) D | 08) D | 09) C | 10) B | 11) E | 12) A |
| 13) A | 14) C | 15) E | 16) C | 17) C | 18) A |
| 19) E | 20) D | 21) D | 22) C | 23) D | 24) E |
| 25) A | 26) B | 27) A | 28) B | 29) D | 30) C |
| 31) D | 32) A | 33) E | 34) B | 35) C | 36) D |
| 37) B | 38) C | 39) B | 40) B | 41) D | 42) B |
| 43) B | 44) E | 45) D | 46) D | 47) C | 48) C |
| 49) E | 50) C | 51) B | 52) A | 53) B | 54) C |
| 55) D | 56) A | 57) D | 58) A | 59) C | 60) E |
| 61) B | 62) A | 63) B | 64) C | 65) B | 66) C |

# Sumário

Inglês **4**<sup>E</sup>

<b>Grammar structure</b> .....	5	<b>Modal verbs II</b> .....	23
<b>The degrees of the adjectives I</b> ....	5	Should – devia, deve, deveria, etc. ....	23
Comparative .....	5	Ought to – devia, deve, deveria, etc. ....	23
<b>Grammar structure</b> .....	8	Idiomatic expressions .....	25
<b>The degrees of the adjectives II</b> .	8		
Superlative of superiority (Superlativo de superioridade) .....	8		
Superlative of inferiority (Superlativo de inferioridade) .....	8		
<b>Grammar structure</b> .....	10		
Formas irregulares na formação do grau comparativo e superlativo .....	10		
<b>Grammar structure</b> .....	11		
<b>Prepositions</b> .....	11		
Prepositions of place .....	11		
In, on, at – Prepositions of place .....	13		
In, on, at – Prepositions of time .....	14		
Other important prepositions .....	16		
<b>Grammar structure</b> .....	18		
<b>Prepositional verbs</b> (Verbos preposicionados) .....	18		
<b>Grammar structure</b> .....	20		
<b>Modal verbs I</b> .....	20		
Características dos verbos auxiliares modais .....	20		



# Inglês

## Text study

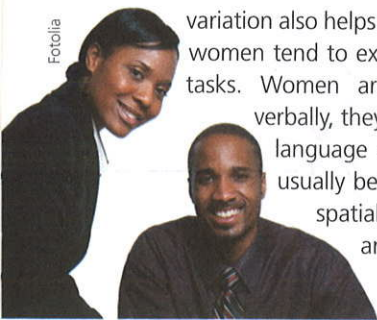
### For people who love comparisons...

Are women smarter than men?

In modern times, no one refers to women as the weaker sex. They're stronger, healthier, more powerful and more successful than ever before. But are they more intelligent than men? What are the differences in brain size between boys and girls? It's true that head size correlates statistically with intelligence, and men's heads, like their bodies, are bigger than women's. Recent studies suggest that women have the same number of brain cells, just crammed into a smaller space. Psychology tests show that women are as intelligent as men, they score equally on intelligence tests. But there is a difference. Women have a higher proportion of gray matter, the brain cells responsible for computation. On the other hand, men have a greater amount of white matter, which manages communications among cells. The gray/white variation also helps to explain why men and women tend to excel at different cognitive tasks. Women are usually more skillful verbally, they are better at verbal and language abilities, while men are usually better at tasks that involve spatial skills, like mathematics and physics.

Source: Adapted from the *Journal of Neuroscience*.

Fotolia



- Powerful: \_\_\_\_\_
- Score: \_\_\_\_\_
- Size: \_\_\_\_\_
- Skillful: \_\_\_\_\_
- Smaller: \_\_\_\_\_
- Smarter: \_\_\_\_\_
- Stronger: \_\_\_\_\_
- Successful: \_\_\_\_\_
- Tasks: \_\_\_\_\_
- To excel: \_\_\_\_\_
- Weaker: \_\_\_\_\_

## About the text

01. Responda em português:

- a) Qual é a grande questão levantada no texto?  
\_\_\_\_\_
- b) Por que em geral o cérebro das mulheres é menor que o dos homens?  
\_\_\_\_\_
- c) O que dizem estudos recentes sobre o número de células?  
\_\_\_\_\_
- d) Em quais habilidades se destacam as mulheres e em quais se destacam os homens?  
\_\_\_\_\_

02. True or false?

- ( ) As mulheres têm, proporcionalmente, mais massa cinzenta do que os homens.
- ( ) Em geral, os homens têm melhor percepção espacial do que as mulheres.
- ( ) As mulheres têm mais células no cérebro que os homens.
- ( ) Homens e mulheres destacam-se igualmente nas mesmas habilidades.

## Vocabulary

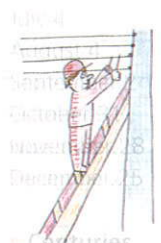
- Among: \_\_\_\_\_
- Amount: \_\_\_\_\_
- Brain: \_\_\_\_\_
- Crammed into: \_\_\_\_\_
- Healthier: \_\_\_\_\_
- Matter: \_\_\_\_\_

(+) A quantidade de massa branca é maior nos homens.

(-) Os homens são mais inteligentes que as mulheres.

**Improve your vocabulary**

03. What are their occupations?



- April New Year's Day
- May Good Friday
- April Easter Sunday
- June Girl's Day
- March Mother's Day
- June Father's Day
- September Independence Day
- August Friendship Day
- September Labor Day
- October Halloween
- November Thanksgiving Day
- December Christmas



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

28. Complete the sentences:

- a) A milionária tem \_\_\_\_\_ years.
- b) A avó nasceu em \_\_\_\_\_ years ago.
- c) O avô nasceu em \_\_\_\_\_ years ago.
- d) The double of twenty is \_\_\_\_\_.
- e) The triple of nine is \_\_\_\_\_.

29. The base of one hundred is \_\_\_\_\_.

30. A teenager is a young person between \_\_\_\_\_ and \_\_\_\_\_.



31. "Seventy" is the number ordinal correspondente \_\_\_\_\_.

32. "Seventy" is the ordinal correspondente \_\_\_\_\_.

33. The ordinal of "thirty" is \_\_\_\_\_.

34. The ordinal of "thirteen" is \_\_\_\_\_.

35. The ordinal of "twenty-one" is \_\_\_\_\_.

36. The ordinal of "nine" is \_\_\_\_\_.

37. The ordinal of "forty-two" is \_\_\_\_\_.

38. "One thousand, eight hundred and twelve" is \_\_\_\_\_.

39. The ordinal of "thirteen" is \_\_\_\_\_.

40. The ordinal of "thirty" is \_\_\_\_\_.

41. The ordinal of "thirteen" is \_\_\_\_\_.

42. The ordinal of "thirty" is \_\_\_\_\_.

43. The ordinal of "thirty" is \_\_\_\_\_.

44. The ordinal of "thirty" is \_\_\_\_\_.

45. The ordinal of "thirty" is \_\_\_\_\_.

46. The ordinal of "thirty" is \_\_\_\_\_.

47. The ordinal of "thirty" is \_\_\_\_\_.

48. The ordinal of "thirty" is \_\_\_\_\_.

49. The ordinal of "thirty" is \_\_\_\_\_.

50. The ordinal of "thirty" is \_\_\_\_\_.

51. The ordinal of "thirty" is \_\_\_\_\_.

52. The ordinal of "thirty" is \_\_\_\_\_.

53. The ordinal of "thirty" is \_\_\_\_\_.

54. The ordinal of "thirty" is \_\_\_\_\_.



04. Match the two columns:

- a) Coach ( ) gerente
- b) Lawyer ( ) açougueiro
- c) Manager ( ) padeiro
- d) Referee ( ) empregada
- e) Butcher ( ) treinador
- f) Baker ( ) advogado
- g) Cashier ( ) juiz/árbitro
- h) Insurance agent ( ) caixa
- i) Plumber ( ) encanador
- j) Maid ( ) corretor de seguros

05. Write the meaning of these words related to some more jobs.

- Architect: \_\_\_\_\_
- Baby Sitter: \_\_\_\_\_
- Clerk: \_\_\_\_\_
- Clown: \_\_\_\_\_
- Dressmaker: \_\_\_\_\_
- Housewife: \_\_\_\_\_
- Nurse: \_\_\_\_\_
- Salesman: \_\_\_\_\_
- Security Staff: \_\_\_\_\_
- Shoemaker: \_\_\_\_\_
- Tailor: \_\_\_\_\_
- Judge: \_\_\_\_\_
- Banker: \_\_\_\_\_
- Bank Employer: \_\_\_\_\_
- Barber: \_\_\_\_\_
- Cook: \_\_\_\_\_

## Grammar structure

### The degrees of the adjectives I

Os adjetivos, em inglês, não variam quanto ao gênero e ao número. Mas com relação ao grau, temos o **comparativo** (*comparative*) e o **superlativo** (*superlative*).

## Comparative

### Equality (Igualdade)

Para formar o comparativo de igualdade, usamos **as + adjetivo + as**, quando a sentença for **afirmativa**.

#### Examples:

Michael is **as tall as** Johnny.  
Michael é tão alto quanto Johnny.

I got here **as fast as** I could.  
Cheguei aqui tão rápido quanto podia.

Se a sentença for **negativa**, podemos usar **as + adjetivo + as** ou **so + adjetivo + as**.

#### Examples:

Soccer is **not as violent as** rugby.  
Futebol não é tão violento quanto rugby.

The moon is **not so large as** the sun.  
A Lua não é tão grande quanto o Sol.

### Inferiority (Inferioridade)

Para a formação do grau comparativo de inferioridade, usamos **less (than)**, diante das palavras.

#### Examples:

She found this job **less attractive**.  
Ela achou este emprego menos atraente.

The film was **less interesting than** the book.  
O filme foi menos interessante que o livro.

## Exercise

06. Complete the sentences by using the comparative of inferiority.

- a) Silver is \_\_\_\_\_ gold. (expensive)
- b) Flying is \_\_\_\_\_ driving. (easy)
- c) Brazil is \_\_\_\_\_ Germany. (industrialized)
- d) That apartment was \_\_\_\_\_ this one. (comfortable)
- e) A local call is \_\_\_\_\_ a collect call. (expensive)

### Superiority (Superioridade)

Para formar o grau comparativo de superioridade, temos que, em primeiro lugar, levar em conta o número de sílabas do adjetivo.

Sendo assim, observe os exemplos:



A cell phone is **cheaper than** a laptop.  
A laptop is more **expensive than** a cell phone.

Adjetivos de uma sílaba recebem **er**:

**Examples:**

cheap - cheaper **than**  
barato - mais barato do que

gray - grayer **than**  
cinza - mais cinza do que

strong - stronger **than**  
forte - mais forte do que

Adjetivos de três sílabas e muitos outros dissílabos recebem **more**.

**Example:**

expensive - **more expensive than**  
caro - mais caro do que

**! Importante saber**

Ao acrescentarmos **-er** ao adjetivo, devemos seguir certas regras ortográficas.

- Adjetivos monossilábicos terminados em **E**:

nice - nicer  
large - larger

- Adjetivos dissílabos terminados em consoante + **Y**:

sexy - sexier  
happy - happier

- Adjetivos monossílabos terminados em consoante + vogal + consoante:

hot - hotter  
big - bigger

**Exercises**

**07.** Preencha o quadro com o **comparativo** de **superioridade** dos adjetivos:

Adjetivo	Comparativo
long	longer
small	
lucky	
happy	
healthy	
great	
high	
interesting	

**08.** Write the **correct** forms:

**a)** The situation is getting **difficulter**.

**b)** I was **happyer** in my old job.

**c)** Sarah is **so old as** Rachel.

**d)** The prices are **more low** here.

**e)** Curitiba is **more cold** than Fortaleza.

**f)** Dogs are **intelligenter** than cats.

**g)** Communication is **more easy** than it was a decade ago.

**09.** Choose the best option:

**a)** She is happy but, in my opinion, her boyfriend is \_\_\_\_\_.

- ( ) more happy
- ( ) as happy as
- ( ) happier

**b)** Traveling abroad is \_\_\_\_\_ staying home.

- ( ) most interesting
- ( ) more interesting than
- ( ) interestinger than

**c)** When driving, Bob is even \_\_\_\_\_ his mother.

- ( ) more careful than
- ( ) as careful than
- ( ) more careful

**d)** Why are air fares here \_\_\_\_\_ in the United States?

- ( ) not expensive
- ( ) expensiver than
- ( ) more expensive than

**e)** I'm moving to a small town because I want a \_\_\_\_\_ place to live in.

- ( ) so quiet as
- ( ) quieter
- ( ) more quiet than

- f) Peggy is worried. She is already \_\_\_\_\_ her sister.  
 fater  
 more fat than  
 fatter than

- g) Infant mortality in Bangladesh is \_\_\_\_\_ in Brazil.  
 high than  
 more high than  
 higher than

### Text study

#### The land of superlatives



Cataratas do Iguazu, PR



Rio de Janeiro, RJ

Brazil, a country the size of a continent, is often called the land of superlatives. It is the biggest and most populous country in Latin America, home to the Amazon, the largest hydrographic basin in the world and the most extensive river network. Rio is one of the most beautiful cities in the world, São Paulo is one of the largest, etc. But Brazil can also be called the land of contrasts.

It occupies, simultaneously, a place among the best and the worst of worlds. It is the 10th largest economy, just behind Canada and Spain, but most Brazilians are very poor. It has some of the best universities in Latin America, but 16% of its adult population cannot read or write. It has one of the most appalling maldistributions of income on the planet: the richest 20% earn 32 times more than the poorest 20%. Social exclusion of the poor goes hand in hand with discrimination against a large part of the country's population. Indians and African Brazilians make up roughly half the population, but are evidently absent from positions of power and influence.

Brazil's society is unequal and unjust but in Brazil political liberties are secure. A wide-open space for criticism and debate is gradually creating a general awareness of human rights and other important issues.

Source: Adapted from an essay by Paulo Sérgio Pinheiro, director of the Center for Study of Violence at the University of São Paulo.

### Vocabulary

- Against: \_\_\_\_\_  
 Also: \_\_\_\_\_  
 Appalling: \_\_\_\_\_  
 Awareness: \_\_\_\_\_  
 Basin: \_\_\_\_\_  
 Half: \_\_\_\_\_  
 Income: \_\_\_\_\_  
 Issues: \_\_\_\_\_  
 Land: \_\_\_\_\_  
 Make up: \_\_\_\_\_  
 Network: \_\_\_\_\_  
 Roughly: \_\_\_\_\_  
 The biggest: \_\_\_\_\_  
 The largest: \_\_\_\_\_  
 The poorest: \_\_\_\_\_  
 The richest: \_\_\_\_\_  
 The worst: \_\_\_\_\_  
 Wide-open: \_\_\_\_\_

### About the text

10. Responda em português:

- a) Cite dois dos principais contrastes mencionados a respeito de nosso país.

\_\_\_\_\_

\_\_\_\_\_

- b) Quais são os números que mostram a má distribuição das riquezas?

\_\_\_\_\_

11. True or false?

- Brazil's economy is the 10th largest in the world.  
 It is impossible to win the war on poverty, injustice and impunity.

- ( ) Few Brazilians are very poor.
- (x) Sixty percent of the adult Brazilians are illiterate.
- (x) There are very good universities in Brazil.
- ( ) About fifty percent of the Brazilian population is not white.
- ( ) In general, you can find Indians or African Brazilians in positions of power and influence in Brazil.
- ( ) Brazil's economy is not as large as that of Canada or Spain.

## Grammar structure

### The degrees of the adjectives II

#### Superlative of superiority

#### (Superlativo de superioridade)

O grau superlativo de superioridade também é feito de duas maneiras, levando-se em conta o tamanho do adjetivo.

Observe:

February is **the shortest** month of the year.

Fevereiro é o mês mais curto do ano.

A Mercedes is **the most** expensive car I have ever driven.

Mercedes é o carro mais caro que já dirigi.

Os critérios para o uso **the most** e **-est** são os mesmos já mencionados para a formação do comparativo de superioridade. Adjetivos curtos: **the + ...-est** e os adjetivos longos: **the most**.

As regras ortográficas do **-est** são as mesmas do **-er**.

#### Superlative of inferiority

#### (Superlativo de inferioridade)

Para formar o superlativo de inferioridade, utilizamos **the least** (o menos, a menos) diante de qualquer tipo de adjetivo ou advérbio.

#### Exemplos:

She chose **the least** expensive of the hotels.

Ela escolheu o menos caro dos hotéis.

She chose **the least** cheap of all clothes.

Ela escolheu as roupas menos baratas de todas.

### Exercises

12. Preencha o quadro a seguir com o superlativo de superioridade dos adjetivos:

Adjetivo	Superlativo
long	the longest
small	
wide	
happy	
rich	
weak	
interesting	
populous	
careful	
poor	
extensive	

13. Complete a tabela com as formas corretas dos adjetivos.

	Adjective	Comparative	Superlative
a)	happy	happier	the happiest
b)	funny	funnier	
c)	expensive	more expensive	the most expensive
d)	fast		the fastest
e)	beautiful		
f)	red		the reddest
g)	fat		
h)	large		

14. Complete questions a to d with comparatives and questions e to h with superlatives.

- a) Which country is \_\_\_\_\_, Monaco or Vatican City? (small)
- b) Which waterfall is \_\_\_\_\_, Niagara Falls or Angel Falls? (high)
- c) Which city is \_\_\_\_\_, Hong Kong or Cairo? (crowded)
- d) Which lake is \_\_\_\_\_, the Caspian Sea or Lake Superior? (large)
- e) Which is \_\_\_\_\_: Mount Aconcagua, Mount Everest, or Mount Fuji? (high)
- f) Which metal is \_\_\_\_\_, gold, silver or aluminum? (expensive)
- g) Which city is \_\_\_\_\_, Tokyo, New York or Paris? (big)
- h) What is \_\_\_\_\_ ocean in the world, the Pacific or the Atlantic? (deep)

15. Comparative of superiority or superlative? Complete the blank spaces correctly:

- a) Rock 'n' roll is \_\_\_\_\_ - dinheiro (em esp.) reggae. (exciting) - moedas
- b) English is \_\_\_\_\_ - frequênc. clie language in the world. (useful) - moeda corrente
- c) Is the Amazon \_\_\_\_\_ - correio river in the world? (long) ver - empregador
- d) Metal is \_\_\_\_\_ - emprego plastic. (strong)
- e) Bus tickets are \_\_\_\_\_ - tempo in plane tickets. (cheap) - renda
- f) Peter is only 11. He is \_\_\_\_\_ - imposto de renda in my family. (young) - emprego, trabalho
- g) Life expectancy in Sweden and Denmark is \_\_\_\_\_ - Manufacturer in the world. (high) te - escritório

### Challenge

Put an **x** next to the correct answer.

- 16. Which is **the largest** ocean?
  - a) Pacific. - aposentadoria
  - b) Atlantic. - vendas
  - c) Indian. - economizar dinheiro
- 17. Which is **the longest** river?
  - a) Mississippi. - cause, corpo de funcionarios
  - b) Nile. - taxa, imposto
  - c) Amazon. - desemprego
- 18. Which is **the fastest** animal?
  - a) Antelope. - vaga
  - b) Horse.
  - c) Cheetah.
- 19. Which is **the tallest** building?
  - a) Eiffel Tower.
  - b) Sears Tower (Chicago).
  - c) Empire State Building (New York).
- 20. Which is **the smallest** country?
  - a) Vatican City.
  - b) Monaco.
  - c) Andorra.
- 21. Which is **the most spoken** language?
  - a) Spanish.
  - b) English.
  - c) Chinese.
- 22. Which of these is **the heaviest**?
  - a) The brain.
  - b) The heart.
  - c) The liver.

### Comprehension

#### Why drinking is worse for women

When it comes to alcoholism, the sexes weren't created equal. Women become intoxicated more easily and suffer more quickly from the long-term effects of drinking. Female alcoholics are twice as likely to die as male alcoholics in the same age group.

The differences begin as soon as an alcoholic beverage passes a woman's lips. Because women have a smaller quantity of body water per men, liquor is concentrated in their blood at a higher level. And due to differences in stomach enzymes, women metabolize alcohol less efficiently. The result: a woman becomes just as drunk as a man after drinking roughly half as much as he did.

Heavy drinking is associated with women's increased risk of hepatitis, pancreatitis and heart disease and is related to menstrual disorders, infertility and an increased risk of early menopause. Some studies have also linked two or three more drinks a day to an increased risk of breast cancer.

Facts on daily modern life.

### Vocabulary

- Breast: \_\_\_\_\_
- Due to: \_\_\_\_\_
- Level: \_\_\_\_\_
- Likely: \_\_\_\_\_
- Roughly half: \_\_\_\_\_
- Twice: \_\_\_\_\_

### About the text

23. A qual das seguintes doenças o hábito de beber da mulher não está relacionado?

- a) Cardiopatia.
- b) Pancreatite.
- c) Hepatite.
- d) Leucemia.
- e) Câncer de mama.

24. Por que a bebida alcoólica tem um efeito mais grave na mulher?

- a) A mulher costuma beber duas vezes mais que o homem.
- b) A mulher metaboliza o álcool com mais rapidez.
- c) A bebida se concentra em seu sangue em níveis mais elevados.

d) A bebida se dissolve na água do organismo feminino mais lentamente.

e) As enzimas estomacais da mulher fazem com que ela absorva mais álcool em seu sangue, mesmo que beba menos que o homem.

## Grammar structure

### Formas irregulares na formação do grau comparativo e superlativo

Adjective	Comparative	Superlative
Good Bom	Better (than) Melhor	The best O melhor
Bad Ruim	Worse (than) Pior	The worst O pior

Estude bem estes exemplos:

He plays **better than** me.  
Ele joga melhor que eu.

He is **the best** in the team.  
Ele é o melhor do time.

Your accent is **worse than** mine.  
Seu sotaque é pior que o meu.

Your accent is **the worst** in the class.  
Seu sotaque é o pior da turma.

### Exercise

25. Put in **better**, **worse**, **best** or **worst**.

- a) Monday is the \_\_\_\_\_ day of the week for me.
- b) I hope you're feeling \_\_\_\_\_ now.
- c) My \_\_\_\_\_ friend is you.
- d) There's nothing \_\_\_\_\_ than a bath before bed time.
- e) I'm not a very good player, but Jim plays \_\_\_\_\_ than I do.
- f) The \_\_\_\_\_ of the storm was over.
- g) Is your headache \_\_\_\_\_?  
No, it's \_\_\_\_\_.
- h) Don't start working again until you're \_\_\_\_\_.

### Tests

Choose the correct alternative.

01. My brother is \_\_\_\_\_ than I am.
- a) taller
  - b) tall
  - c) more tall
  - d) as tall as
  - e) the tallest

02. (FASC-SP) The weather in São Paulo is certainly \_\_\_\_\_ it is in Ceará.

- a) colder than
- b) the colder
- c) the coldest of
- d) the most cold
- e) more cold than

03. (ITA-SP) Today has not been \_\_\_\_\_ it was yesterday.

- a) so hotter than
- b) so hot than
- c) as hot than
- d) so hot as
- e) more hot than

04. (UEL-PR) John said: "I get the \_\_\_\_\_ marks in my class because I am the \_\_\_\_\_ in it."

- a) best, most lazy
- b) worse, good
- c) better, better
- d) bad, lazier
- e) worst, laziest

05. (PUCPR) I think this is \_\_\_\_\_ interesting story in the book.

- a) most
- b) the most
- c) more
- d) the much most
- e) more much

06. This is \_\_\_\_\_ bridge in the world.

- a) wider than
- b) widest
- c) the widest
- d) less wide
- e) wide

07. Trucks are generally \_\_\_\_\_ cars.

- a) heavier than
- b) heavy than
- c) more heavy
- d) heavier than
- e) the heaviest

08. (FCC-BA) She is much \_\_\_\_\_ her sister.

- a) prettier than
- b) prettier
- c) prettiest
- d) as pretty
- e) pretty

09. (PUC-SP) Most Americans say that the Washington Post is \_\_\_\_\_ newspaper in the country.

- a) the most important;
- b) the least important;
- c) the importantest;
- d) "a" and "b" are correct;
- e) all the above alternatives are correct.

10. Mrs. Antonelly is \_\_\_\_\_ lady in town and she is \_\_\_\_\_ cook we all know.

- a) older, better
- b) the oldest, best
- c) the older, the better
- d) the oldest, the best
- e) the old, the goodest

### Text study

#### 37 are killed in Thai crash

BANGKOK (AP) – An airplane carrying tourists to Ko Samui, a resort island in the Gulf of Thailand, crashed Wednesday during heavy rains, killing all 37 people aboard.

The Bangkok Airways jet, on a flight from Bangkok, went down 10 kilometers from the runway of the airport. The plane was carrying 33 passengers, including 29 foreigners, and a crew of four.

### Vocabulary

Aboard: \_\_\_\_\_

Crash: \_\_\_\_\_

Crew: \_\_\_\_\_

During: \_\_\_\_\_

Flight: \_\_\_\_\_

Foreigners: \_\_\_\_\_

Runway: \_\_\_\_\_

Went down: \_\_\_\_\_

### About the text

26. According to the text it is correct to say that:

- a) The plane was going to Bangkok.
- b) The plane was in the Gulf of Thailand when it crashed.
- c) The plane was leaving Ko Samui when it crashed.
- d) The plane crashed during the weekend.
- e) All passengers and crew members died in the airplane crash.

27. What information is not in the text?

- a) The number of people who were on the plane.
- b) The name of the airline to which the plane belongs.
- c) The geographical area where Ko Samui is located.
- d) The weather conditions during the airplane crash.
- e) The names of the people who were killed.

## Grammar structure

### Prepositions

São palavras que podem indicar **lugar, tempo, direção, instrumento, procedência, método** e geralmente têm ligação com outra palavra. Veja as mais frequentes:

#### Prepositions of place

She is **in** the car.



He is **on** the roof.

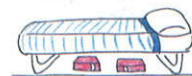


She is **at** the lights.



Susan keeps a lamp **over** her armchair.

There are many books **under** the bed.



Rafael is **in front of** the camera.

They are **behind** the sofa.





André is sitting **beside** the TV set.

The cat likes to sit **near** the fire.



Robert prefers to sit **far from** the fire.

In summer the temperature is always **above** zero.



In winter, in some places, it is **below** zero.

Grandmother is **between** the lovers.



The rooster is **among** the hens.

She is getting **out of** car.



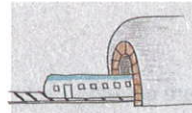
Look! Frank is falling **off** the bike!

The indians are dancing **around** the fire.



There are many restaurants **along** this street.

He swims **across** the river every morning.



The train is going **through** the tunnel.

**Across** = através (de um lado para o outro, do outro lado).

**Through** = através (atravessando o local, as extremidades).

### Exercises

28. Decide which preposition is right:

I. The apartment \_\_\_\_\_ mine belongs to an actor.

- a) over                      b) above

II. Jack lives somewhere \_\_\_\_\_ London and Manchester.

- a) between                b) among

III. He has a ring \_\_\_\_\_ his nose.

- a) across                    b) through

IV. I'll finish my composition \_\_\_\_\_ I go to bed.

- a) behind                  b) before

V. He walked \_\_\_\_\_ the road without looking.

- a) across                    b) over

VI. She found her cell phone \_\_\_\_\_ lots of books.

- a) between                b) among

VII. We live \_\_\_\_\_ a very beautiful park.

- a) beside                    b) under

VIII. There's a police car \_\_\_\_\_ their house.

- a) through                 b) in front of

IX. All we want is a roof \_\_\_\_\_ our heads.

- a) on                         b) over

X. The earth moves \_\_\_\_\_ the sun.

- a) around                  b) along

29. Where are the mice?



Use these prepositions:

**under - in front of - between - on - in - behind.**

**Example: There's a mouse in the cupboard.**

- a) There's a mouse \_\_\_\_\_ the door.
- b) There's a mouse \_\_\_\_\_ the plate.
- c) There's a mouse \_\_\_\_\_ the chair.
- d) There's a mouse \_\_\_\_\_ the drawer.
- e) There's a mouse \_\_\_\_\_ the piece of cheese.
- f) There's a mouse \_\_\_\_\_ the cat.
- g) There's a mouse \_\_\_\_\_ the cup.

### Comprehension

Dear Mrs. Elizabeth,

What is your opinion about people in restaurants that use cellular phones for extended conversations? My husband and I recently went to a good restaurant. We sat at a table next to a woman that made calls all through her dinner and talked very loud.

Flavia Kunz

Dear Flavia,

It is rude to others, as well as to your companions, to take long telephone conversations in a restaurant. Cellular phones are a great convenience, but users have to be careful and discreet. Calls in public places should be brief and made only when necessary.

Source: Adapted from *Good Housekeeping*.

### Vocabulary

Both of them are temperate enough to allow Loud: \_\_\_\_\_

As well as: \_\_\_\_\_

Should: \_\_\_\_\_

### About the text

30. Telefones celulares são:

- a) charmosos.
- b) discretos.
- c) considerados grosseria.
- d) sempre inconvenientes.
- e) úteis.

31. Flavia Kunz...

- a) adora fazer chamadas telefônicas em celulares.
- b) detesta telefone celular.
- c) não gosta que seu marido telefone durante as refeições.
- d) critica Elizabeth por defender o uso de telefones celulares em público.
- e) comenta um fato ocorrido num restaurante a respeito de telefones celulares.

32. Elizabeth...

- a) acha normal conversar em público pelo telefone.
- b) nunca usa celulares.
- c) gosta muito de celulares e os usa sempre.
- d) diz que telefonemas em público devem ser breves.
- e) afirma que telefonar em restaurantes não é necessário.

### In, on, at – Prepositions of place

In

O significado básico de **in** é **dentro de**, mas poderá ser traduzido como **no, na**.

Examples:

- |                  |                |
|------------------|----------------|
| in the phone box | in my pocket   |
| in the vase      | in the kitchen |
| in the garden    | in the room    |
| in the pool      | in California  |
| in Europe        | in Italy       |

Nas frases: **in** the sky (no céu), **in** the middle (no meio), **in** the country (no país), **in** the newspaper (no jornal).

On

Usamos **on** para significar **sobre**, para superfícies. Também pode ser traduzido como **no, na**. Assim temos:

- on** the wall
- on** the table
- on** TV
- on** this road (US)
- on** the first floor
- on** Fifth Avenue (US)
- on** this street (US)

Nas frases: **on** the farm (na fazenda), **on** this page (nesta página), **on** the beach (na praia), **on** foot (a pé), **on** the bus (no ônibus).

### At

Usamos **at** para mostrar uma posição, um ponto no espaço. A tradução para esta preposição poderá ser **à, ao, no, na, perto de, junto a**.

Observe:

- |                            |                          |
|----------------------------|--------------------------|
| <b>at</b> the door         | <b>at</b> Mike's (house) |
| <b>at</b> the table        | <b>at</b> the window     |
| <b>at</b> 78 Albert Street | <b>at</b> the station    |
| <b>at</b> the bus stop     |                          |

Nas frases: **at** home, **at** school, **at** work, **at** the age of (em casa, na escola, no trabalho, com a idade de).

### Exercise

33. Put in the preposition: **in, on** or **at**.

#### Example:

We spent the whole holiday **on** the beach.  
Passamos o feriado todo na praia.

- a) I read about this new invention \_\_\_\_\_ a magazine.
- b) Mel's flat is \_\_\_\_\_ the twenty-first floor.
- c) Neil Armstrong landed \_\_\_\_\_ the moon \_\_\_\_\_ 1969.
- d) I'll meet you \_\_\_\_\_ the airport.
- e) Daniel now lives \_\_\_\_\_ 32 The Avenue.
- f) I was standing \_\_\_\_\_ the counter in the baker's shop, waiting to be served.
- g) London is \_\_\_\_\_ England.
- h) There weren't many books \_\_\_\_\_ the shelves.
- i) We had to change planes \_\_\_\_\_ Amsterdam.
- j) My first kiss was \_\_\_\_\_ the beach.

### Exercises

34. Coloque as palavras e frases do quadro na coluna correta.

	In	At	On
midnight			
the morning			
Monday			
the fifties			
Thursday			

k) There's a huge crowd \_\_\_\_\_ the stadium waiting for the games to start.

### In, on, at – Prepositions of time

As preposições **in, on** e **at** também podem ser usadas como preposições de tempo. Observe bem estes exemplos:

#### In

- in** 2006
- in** December
- in** winter
- in** the 21st century
- in** five minutes
- in** the morning
- in** the afternoon
- in** the evening
- in** time (em tempo, a tempo de)

#### On

- on** Saturday
- on** December 25th
- on** Easter Sunday (num domingo de Páscoa)
- on** a cold morning
- on** Monday night
- on** holiday (de férias)
- on** business (a negócios)
- on** time (na hora certa, pontualmente)

#### At

- at** five o'clock
- at** lunch
- at** Christmas
- at** midnight
- at** noon (ao meio-dia)
- at** night
- at** the moment
- at** that time

	In	At	On
Thanksgiving Day			
the evening			
lunch			
the afternoon			
Easter			
January			
Christmas Day			
Easter Sunday			
1922			
4 p. m.			

35. Complete as frases com **in**, **at** ou **on**.

- a) Everybody gets kind of emotional \_\_\_\_ Christmas.
- b) My birthday is \_\_\_\_ November.
- c) My brother's birthday is \_\_\_\_ April 21st.
- d) She was born \_\_\_\_ 1990.
- e) The Math class starts \_\_\_\_ half past ten.
- f) What about going to the movies \_\_\_\_ Friday?
- g) A lot of people go to church \_\_\_\_ Sundays.
- h) We are planning to go to Santa Catarina \_\_\_\_ Carnival.
- i) I have an appointment with my doctor \_\_\_\_ half past two.
- j) What did you do \_\_\_\_ New Year's Day?
- k) The Second World War ended \_\_\_\_ 1945.

sabotage was ruled out, he was considering a bird strike. Even a single goose sucked into an aero-engine can bring down an aircraft.

Other possible explanations include running out of fuel, turbulence and pilot error.

Source: *The Sunday Times*.

### Vocabulary

- Actual: \_\_\_\_\_
- Added: \_\_\_\_\_
- Aircraft: \_\_\_\_\_
- Although: \_\_\_\_\_
- Bring down: \_\_\_\_\_
- In which: \_\_\_\_\_
- Naked: \_\_\_\_\_
- Release: \_\_\_\_\_
- Ruled out: \_\_\_\_\_
- Site: \_\_\_\_\_
- Stopover: \_\_\_\_\_
- Strike: \_\_\_\_\_
- Struggle: \_\_\_\_\_
- Suck: \_\_\_\_\_

### About the text

36. What information is not in the text?
- a) The destination of Flight 427.
  - b) The number of people who were killed in the accident.

### Text study

(UFPR)

#### Pilot's agony on tape in US crash

Crash investigators at the site of the USAir disaster near Pittsburgh, in which all 132 people died last week, released a tape recording yesterday of the pilot's last desperate struggle to save his aircraft.

Flight 427 was en route from Chicago to Florida when it crashed seven miles short of a stopover at Pittsburgh, Pennsylvania.

The last intelligible words of Peter Germano, captain of Flight 427, were in tones of naked terror:

"... traffic emergency... oh shit... ahhh, ahhh, ahhh..."

"The actual words do not tell us very much about what happened", said Carl Vogt, of the National Transportation Safety Board. He added that although

- c) Possible causes of the accident.
- d) The nationality of the captain of Flight 427.
- e) The pilot's name.

37. How many people were killed in the USAir accident?

- a) More than 132.
- b) Fewer than 132.
- c) All of the 132 people who were on board.
- d) 427 people.
- e) Everyone who was in Pennsylvania.

38. Baseado no texto, é correto dizer que:

- a) O avião foi derrubado por sabotagem.
- b) O desastre aconteceu este ano.
- c) Ninguém sobreviveu ao acidente.
- d) Pittsburg é um estado da Pennsylvania.
- e) O piloto estava escutando um som estranho no motor do avião.

### Other important prepositions

#### For – para, por durante

É usada:

Quando queremos falar sobre o propósito de alguém em fazer algo.

**Example:**

We stopped **for** eating.

Paramos para comer.

Keys

Quando queremos indicar um favor ou benefício para alguém.

**Example:**

Mother cooks **for** me.

Minha mãe cozinha para mim.

Matches

Quando queremos dizer quanto tempo algo dura ou durou.

**Examples:**

I once studied the guitar **for** three years.

Numa ocasião estudei guitarra durante três anos.

I haven't seen Steeve **for** a month.

Não tenho visto Steeve há um mês.

Received

Para acompanhar o verbo to leave – left – left (partir).

**Example:**

They left **for** California.

Eles partiram para a Califórnia.

#### To – para, até

Indica direção, destino, movimento, oferecimento.

**Examples:**

We are going **to** Paris.

Estamos indo para Paris.

Turn **to** the right.

Vire para a direita.

She wrote a long letter **to** him.

Ela escreveu uma longa carta para ele.

Happy birthday **to** you!

Parabéns a você!

#### Exercise

39. Complete as frases abaixo usando **to** ou **for**.

- a) \_\_\_\_\_ whom are you waiting? \_\_\_\_\_ Charles?
- b) He gave a CD \_\_\_\_\_ us.
- c) Happy Christmas \_\_\_\_\_ you all.
- d) She's been on the telephone \_\_\_\_\_ more than an hour.
- e) Lunch is served from 12 \_\_\_\_\_ 2 p.m.
- f) We flew \_\_\_\_\_ Washington, then \_\_\_\_\_ New York.

#### By – de, por, por volta de

Indica meio de transporte, autoria, estimativa de tempo.

**Examples:**

**By** ship, **by** plane, **by** car, **by** taxi, **by** subway.

De navio, avião, carro, táxi, metrô.

That film was directed **by** Spielberg.

Aquele filme foi dirigido por Spielberg.

The book was written **by** Jorge Amado.

O livro foi escrito por Jorge Amado.

**By** 11 o'clock the meeting will have ended.

Por volta das onze horas a reunião terá terminado.

#### Of – de, do, da

Pode indicar posse, composição, causa.

**Examples:**

A bottle **of** juice.

Uma garrafa de suco.

These are symptoms **of** depression.

Estes são sintomas de depressão.

#### From – de, da, do, desde

Indica origem, procedência.

**Examples:**

The girl **from** Ipanema.

A garota de Ipanema.

Study **from** page 10 to 25.  
Estude da página 10 até 25.

Steel is made **from** iron.  
O aço é feito do ferro.

Exercise 02: Em sala.

### Exercises

Exercise 03: Em sala.

40. Complete as orações usando **of**, **from** or **by** apropriadamente.

- a) He drank a glass \_\_\_\_\_ milk.
- b) Wine is made \_\_\_\_\_ grapes.
- c) They sent me a postcard \_\_\_\_\_ Chile.
- d) The plane will arrive \_\_\_\_\_ midday.
- e) He traveled \_\_\_\_\_ bus.
- f) Do you come \_\_\_\_\_ England or \_\_\_\_\_ the United States?
- g) The door \_\_\_\_\_ the car is open.
- h) "Hamlet" was written \_\_\_\_\_ Shakespeare.

Exercise 08: a) few; b) little; c) little

41. A mesma preposição é usada para todos os casos seguintes. Qual é ela?

- a) I have had this bike \_\_\_\_\_ six weeks.
- b) She bought a present \_\_\_\_\_ you.
- c) You are the right man \_\_\_\_\_ this job.
- d) They are cleaning the house \_\_\_\_\_ their mother.
- e) Peter left \_\_\_\_\_ Japan.

### Tests

Exercise 11: a) myself; b) himself; c) himself; d) myself

11. Did you meet him \_\_\_\_\_ 7 o'clock \_\_\_\_\_ the morning or \_\_\_\_\_ night?

- a) on, in, in, themselves, d) at, at, at, itself
- b) in, at, in, myself; f) e) at, in, at, itself
- c) on, on, on.

Exercise 16: Em sala.

12. \_\_\_\_\_ September 5th, \_\_\_\_\_ exactly 7:00 o'clock a.m., Mr. Pratt was murdered \_\_\_\_\_ a madman.

- a) On, on, of. d) At, on, by.
- b) On, at, by. e) At, on, of.
- c) In, at, of.

Exercise 19: a) some / any; b) some; c) any; d) some

13. He always listens \_\_\_\_\_ the news \_\_\_\_\_ the radio \_\_\_\_\_ dinner.

- a) for, in, before. None; b) None; c) no; d) no;
- b) on, of, under. None; h) None; i) no.
- c) X, off, during.

Exercise 20: a) anything; b) Nobody / No one; c) anything

14. "Você alguma vez já andou a cavalo?" Em inglês correto fica:

14. "Você alguma vez já andou a cavalo?" Em inglês correto fica:

- a) Have you ever ridden at horseback?
- b) Have you ever ridden by horseback?
- c) Have you ever ridden in horseback?
- d) Have you ever ridden on horseback?
- e) Have you ever ridden over horseback?

15. Please, take this letter \_\_\_\_\_ the post office \_\_\_\_\_ me and stick a stamp \_\_\_\_\_ it.

- a) for, to, on.
- b) to, for, on.
- c) to, for, over.
- d) at, to, above.
- e) in, for, in.

16. Charles was born \_\_\_\_\_ six o'clock \_\_\_\_\_ the morning \_\_\_\_\_ a sunny day \_\_\_\_\_ July.

- a) at, in, of, in. thousand; b) thirteen
- b) at, on, in, in.
- c) at, on, of, on. thousand; b) a hundred; c) two
- d) at, of, of, in. twenty-seven; f) fifty; g) thirteen
- e) at, in, at, on.

17. \_\_\_\_\_ Sundays he likes to go \_\_\_\_\_ boat to his farm \_\_\_\_\_ Mato Grosso. There he enjoys himself riding \_\_\_\_\_ horseback.

- a) On, by, in, on.
- b) In, on, in, on.
- c) On, by, in, by.
- d) On, by, on, at.
- e) In, by, in, at.

18. \_\_\_\_\_ 2005, Paul sent me a postcard \_\_\_\_\_ Valentine's day.

- a) In, at. a) voltará; b) e) d) In, in. c) saberemos;
- b) On, on. e) Haverá e) On, in.
- c) In, on.

19. She was \_\_\_\_\_ the bus this morning. She always goes \_\_\_\_\_ school \_\_\_\_\_ bus.

- a) on, to, by. d) in, to, at.
- b) on, for, by. any; b) me e) on, for, on. many;
- c) by, to, by. g) many; h) each.

20. Butter comes \_\_\_\_\_ milk. \_\_\_\_\_ far; c) How deep; d) a) for; any; e) How much; d) off; v) old; g) How often;

- b) from; i) How tall; p) e) with; j) How old;
- c) of; q) How long.

## Texts study

### Poverty affects the lives of millions of people including two of the world's best-paid football players

What's more surprising: the fact that we now live in a world where almost a quarter of the population live in absolute poverty? Or the fact that for the first time ever, we possess the wealth, technology and knowledge to create a poverty free world in less than a generation?

Ronaldo and Zidane are supporting educational activities in Kosovo and Albania as part of the UNDP "Teams to End Poverty" campaign. Improving access to education is one way we can end poverty. Educational programmes and vocational training will make it easier to create and find jobs, improve health care, farming and trade, as well as developing opportunities for men, women and children.

We're closer to ending world poverty than you might think. Find out how you, your company or organisation can make a difference by contacting UNDP or by logging onto [www.TeamsToEndPoverty.org](http://www.TeamsToEndPoverty.org) or [www.netaid.org](http://www.netaid.org).

UNITED NATIONS DEVELOPMENT PROGRAMME  
UNDP, Palais des Nations, CH-1211, Geneva 10, Switzerland.  
Available at: <[http://www.http://www.teamstoendpoverty.org/pnudfiles/application/479Ronaldo\\_Zidane\\_en.pdf](http://www.http://www.teamstoendpoverty.org/pnudfiles/application/479Ronaldo_Zidane_en.pdf)>. Access: 22  
aug. 2006. Adapted.

## Vocabulary

Almost: \_\_\_\_\_  
As well as: \_\_\_\_\_  
Farming: \_\_\_\_\_  
Find out: \_\_\_\_\_  
Health care: \_\_\_\_\_  
Improving: \_\_\_\_\_  
Knowledge: \_\_\_\_\_  
Logging: \_\_\_\_\_  
Might: \_\_\_\_\_  
Poverty: \_\_\_\_\_  
Trade: \_\_\_\_\_  
Wealth: \_\_\_\_\_  
Without: \_\_\_\_\_

## About the text

42. Segundo o texto publicitário anterior, é correto dizer que:

- a) Jovens que participam de atividades esportistas podem levar uma vida muito mais feliz.
- b) Ronaldo e Zidane têm atraído contribuições financeiras de outros atletas famosos.
- c) Futebol pode unir povos de diferentes raças.
- d) Treinamento educativo e vocacional podem desempenhar um papel importante para acabar com a pobreza no mundo.
- e) Países em desenvolvimento têm sido bem-sucedidos no implemento de programas contra a pobreza.

## Grammar structure

### Prepositional verbs (Verbos preposicionados)

Um verbo preposicionado é um verbo mais uma preposição. Alguns verbos em inglês admitem apenas uma preposição, outros não.

Estude alguns dos principais:

**Wait for** (esperar por)

I'm **waiting for** Sarah.

**Pay for** (pagar por)

How much did you **pay for** it?

**Belong to** (pertencer a)

This book **belongs to** my sister.

**Listen to** (ouvir)

She is **listening to** the radio.

**Agree with** (concordar com)

I **agree with** you.

**Believe in** (acreditar em)

I **believe in** God.

**Ask for** (pedir)

He **asked for** a glass of water.

**Laugh at** (rir de)

Nobody **laughs at** silly jokes.

**Suffer from** (sofrer de)

Carol **suffers from** diabetes.

**Leave for** (partir para)

He **left for** Chicago.

**Dream of** (sonhar com)

He **dreams of** one day becoming a famous actor.

**Buy for** (comprar para)

I **bought** a new pair of boots **for** you.

Outros admitem mais de uma preposição, mas alteram seu significado.

Observe:

**Look at** (olhar para)

**Look at** me now.

**Look for** (procurar)

We are **looking for** a baby-sitter.

**Look after** (cuidar)

It's difficult to **look after** that old lady.

**Talk to** (conversar com)

She is **talking to** the teacher.

**Talk about** (conversar a respeito de)

They were **talking about** you.

This woman is **looking after** her children

## Exercises

Nas questões 43 e 44 assinale as alternativas que correspondem às traduções corretas das frases.

43. She used **to look after** her mother every afternoon.

- a) Ela costumava indagar pela mãe todas as tardes.
- b) Ela cuidava da mãe todas as tardes.
- c) Ela passava a tarde procurando a mãe.
- d) Toda tarde, ela ficava olhando a mãe.

44. I'm **looking for** flying saucers in the sky.

- a) Estou olhando os esquís que flutuam.
- b) Estou assistindo a uma partida de futebol no gelo.
- c) Estou procurando discos voadores no céu.
- d) Estou mirando pássaros selvagens no céu.

45. Which alternative is **wrong**?

- a) I didn't **listen to** the doctor's words.
- b) The man was obviously **looking for** something to say.
- c) I didn't **laugh at** him.
- d) We can't go out tonight because there's no one **to look** at the children.

46. Assinale a alternativa em que a preposição **for** não pode ser usada:

- a) Poor woman! She suffers \_\_\_\_\_ a terrible disease.
- b) Wait \_\_\_\_\_ me after lunch.
- c) Mr. Clark is leaving \_\_\_\_\_ Canada next week.
- d) Jack asked me to write a letter \_\_\_\_\_ him because he is illiterate.

47. The sentence: "The car that won the race belongs \_\_\_\_\_ Edward", can be completed with the preposition:

- a) with.
- b) to.
- c) at.
- d) for.

## Conversation

### Can I take a message?

**Secretary:** Good morning, Parker Industries.

**Mr. Gale:** Hello. May I speak to Ms. Graham, please?

**Secretary:** I'm sorry. She's not in. Can I take a message?

**Mr. Gale:** Yes, please. This is Mr. Gale.

**Secretary:** Is that **K-A-L-E**?

**Mr. Gale:** No, it's **G-A-L-E**.

**Secretary:** All right.

**Mr. Gale:** Please tell her our meeting is on Friday at 2:30.

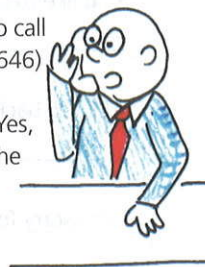
**Secretary:** Friday at 2:30.

**Mr. Gale:** And could you ask her to call me this afternoon? My number is (646) 555 4031.

**Secretary:** (646) 555 4031. Yes, Mr. Gale. I'll give Ms. Graham the message.

**Mr. Gale:** Thank you. Good-bye.

**Secretary:** Good-bye.



## Improve your vocabulary

48. Traduza e pratique algumas sentenças e expressões úteis usadas ao telefone:

### Talking on the telephone

- Can I speak to...?

\_\_\_\_\_

• Can I take a message?

• Collect call.

• Could I speak to...?

• Could you speak slowly?

• Crossed line.

• Hang up.

• Hello, this is... Is... there?

• Hold on.

• I can hardly hear you.

• I'd like to speak to.

• I'll call back later.

• I'm sorry for calling so late.

• I'm sorry, but he's not here at the moment.

• It's busy.

• Just a moment, please?

• Local call.

• Sorry, wrong number.

• Thanks for calling.

• To call (up) / to ring / to phone / to telephone.

• To dial.

• To misdial.

• Who's calling, please?

• Would you like to hold?

## Grammar structure

### Modal verbs I

Os principais verbos modais em inglês são:

Poderes	Deveres
Can	Should
Could	Ought to
May	Must
Might	

### Características dos verbos

#### auxiliares modais

Forma única para todas as pessoas.

Observe:

I **can**

you **can**

she **can**

he **can**, etc.

Não são usados com "to", a partícula que forma o infinitivo dos verbos em inglês.

Não podem vir seguidos de verbo no infinitivo com "to".

**Example:**

I can **speak** three languages.  
Sei falar três línguas.

Não se usa **do** e **does** para as formas interrogativas e negativas. Os próprios modais são usados para perguntar e negar.

**Example:**

Can you swim?  
I **can't** swim.

**Can – posso, pode, sei, sabe, consigo, consegue, etc.**

Este verbo exprime **habilidade** (*ability*), **capacidade** (*capacity*) ou **aptidão** (*skill*) de se fazer algo, no presente:

She **can** speak three languages.  
Ela sabe falar três línguas.

Fred **can't** swim.  
Fred não consegue nadar.

can't = cannot

Pode também ser usado para pedir permissão (informal).

**Example:**

Can I use your cellular?  
Posso usar seu celular?

**Can** também indica **possibilidade** (*possibility*).

**Example:**

He **can** come tomorrow.  
Ele poderá chegar amanhã.

**! Importante saber**

Quando **can** for usado para exprimir habilidade, poderá ser substituído por **to be able to** (ser capaz de).

**Example:**

She **is able to** speak three languages.  
Ela é capaz de falar três línguas.

**Could – podia, pudesse, conseguia, sabia, etc.**

Expressa **capacidade** (*capacity*), **habilidade** (*ability*) ou **aptidão** (*skill*) de se fazer algo, no passado.

**Examples:**

He **could** swim when he was five.  
Ele sabia nadar quando tinha cinco anos.

Sam **couldn't** walk when he was sick.  
Sam não conseguia caminhar quando estava doente.

couldn't = could not

Também poderá ser usado para pedirmos algo de forma educada.

**Examples:**

**Could** you do me a favor?  
Você poderia me fazer um favor?

**Could** you spell your name, please?  
Poderia soletrar seu nome, por favor?

**Exercises**

**49. Can or can't?**

- a) I think Mr. Groves is deaf. He \_\_\_\_\_ hear what you say.
- b) Sally has to wear glasses. She \_\_\_\_\_ see very well.
- c) Aunt Emily is a great cook. She \_\_\_\_\_ make good cakes.
- d) A blind is a person that \_\_\_\_\_ see.
- e) Sharon is very musical. She \_\_\_\_\_ play three instruments.
- f) We \_\_\_\_\_ survive without water.

**50. Can or could?**

- a) They \_\_\_\_\_ speak French fluently.
- b) \_\_\_\_\_ I take you home?
- c) We \_\_\_\_\_ eat in a restaurant if you like.
- d) In those days we had a car, so we \_\_\_\_\_ travel very easily.
- e) The boys \_\_\_\_\_ play football but the girl had to go to the library.
- f) Richard \_\_\_\_\_ read when he was four.
- g) You \_\_\_\_\_ have helped me!

**May – posso, pode, é provável que, etc.**

Este verbo é usado para indicar:

- **Permissão formal** (*formal permission*).

**Examples:**

**May** I take a picture of you?  
Posso tirar uma foto sua?

You **may not** picnic here.  
Vocês não podem fazer piquenique aqui.

- **Probabilidade** (*probability*).

**Example:**

It **may** rain. The sky is dark.  
Pode chover. O céu está escuro.

## ! Importante saber

Quando **may** for usado para exprimir permissão, poderá ser substituído por **to be allowed to** (ter permissão para).

### Example:

You **aren't allowed to** picnic here.  
Vocês não têm permissão para fazer piquenique aqui.

## Might – pode, posso, é provável que, etc.

Assim como **may**, este verbo também poderá ser usado para expressar **probabilidade** que algo aconteça, só que uma probabilidade mais remota.

### Examples:

It **might** rain, but I doubt it.  
Pode chover, mas eu duvido.

I **mightn't** have time to come out tonight.  
Posso não ter tempo de sair esta noite.

mightn't = might not

## Exercises

51. **May** or **can**? Complete properly.

- It \_\_\_\_\_ take some time, but everybody \_\_\_\_\_ learn to operate a computer.
- It \_\_\_\_\_ rain this afternoon because there are dark clouds in the sky.
- Do you think he \_\_\_\_\_ drive a truck?
- I'm not sure, but Paul \_\_\_\_\_ call me up tonight.
- \_\_\_\_\_ you do this sum in your head?
- Don't drink that water. It \_\_\_\_\_ be polluted.
- Karen knows all about computers. She \_\_\_\_\_ write programs.

52. Complete com o verbo modal adequado. Use as informações entre parênteses.

- I \_\_\_\_\_ see the ocean from my living room. (possibilidade)
- \_\_\_\_\_ I go to the bathroom, Miss Grace? (permissão formal)
- You \_\_\_\_\_ disagree, but that's what I think. (probabilidade)
- Visitors \_\_\_\_\_ use the swimming-pool between 7 a.m. and 7 p.m. (permissão)
- Edward \_\_\_\_\_ swim when he was 5. (habilidade no passado)
- That \_\_\_\_\_ be our taxi but I doubt it. (probabilidade remota)

g) The boys \_\_\_\_\_ play football but the girls had to go to the library. (permissão no passado)

h) Jeremy \_\_\_\_\_ cook. (habilidade)

53. Passe as orações para a forma **interrogativa** (I) ou **negativa** (N) conforme estiver indicado. Altere somente os verbos em destaque.

a) Oliver **can** speak five languages.

N: \_\_\_\_\_

b) She **could** speak Japanese when she was a child.

N: \_\_\_\_\_

c) She **may** find that Helen is not a good friend.

N: \_\_\_\_\_

d) I **may** get you an aspirin.

I: \_\_\_\_\_

e) We **might** go to the zoo on Saturday.

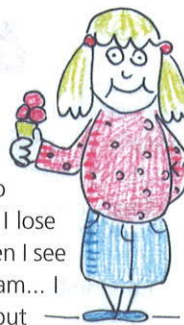
I: \_\_\_\_\_

## Text study

### A letter from Susan

Dear Doc,

I know I am too fat and I must do something about it. I really have to lose weight fast. The trouble is no crash diet seems to work with me. I lose a few kilos in the first weeks but then I see a bag of potato chips or an ice cream... I know I mustn't eat those things, but I simply can't resist temptation. So, a few weeks after starting a new crash diet I am fatter than I was before. My friends say I shouldn't despair, but I am eighteen years old and I weigh 92 kilos. What should I do?



Desperate Susan

## Vocabulary

Must: \_\_\_\_\_

Seems: \_\_\_\_\_

Shouldn't: \_\_\_\_\_

Weight: \_\_\_\_\_

Weight: \_\_\_\_\_

## About the text

54. Responda em português:

a) Por que Susan acaba sempre desistindo de continuar sua dieta?

---

---

---

b) Para quem é endereçada a carta de Susan?

---

---

## Modal verbs II

### Should – devia, deve, deveria, etc.

Indica **conselho** (*advice*), a melhor atitude a ser tomada, o que é certo fazer.

#### Examples:

You **should** study more English.  
Você devia estudar mais inglês.

People **shouldn't** tell lies.  
As pessoas não deviam mentir.

shouldn't = should not

### Ought to – devia, deve, deveria, etc.

Este verbo possui a mesma função de **should**. A única diferença é a partícula *to* que se deverá usar após o **ought**.

#### Examples:

We **ought to** write a letter of thanks.  
Deveríamos escrever uma carta de agradecimentos.

You **oughtn't to** smoke.  
Você não devia fumar.

#### Compare:

We **should** write a letter of thanks.  
You **shouldn't** smoke.

oughtn't to = ought not to

### Must – tem que, deve, etc.

Indica **obrigação** (*obligation*), **necessidade absoluta** (*strong necessity*), **recomendação** (*recommandation*).

#### Examples:

You **must** be careful when you cross the street.  
Você tem que tomar cuidado quando atravessar a rua.

The boss said: You **must** finish this today.  
O chefe disse: Você tem que terminar isto hoje.

Também poderá ser usado para expressar dedução (*deduction*).

#### Example:

Billy doesn't answer the phone. He **must** be out.  
Billy não atende ao telefone. Deve estar fora.

### Mustn't – não deve

O verbo **must** quando usado na forma negativa – **mustn't**, expressa uma proibição (*prohibition*).

#### Examples:

You **mustn't** park on double lines.  
Você não deve estacionar em fila dupla.

You **mustn't** tell George about that, okay?  
Você não deve contar ao George sobre aquilo, certo?

## Exercises

55. Translate these sentences:

a) You should eat fruit. It's good for you.

---

b) Should I phone her and apologize?

---

c) You shouldn't drink and drive.

---

d) Children ought to respect their parents.

---

e) You ought to improve your English.

---

f) Don't you know cigarettes are bad for you? You oughtn't to smoke.

---

g) Ought I to write to say thank you?

---

56. **Must** or **mustn't**? Complete properly.

a) We \_\_\_\_\_ waste gasoline. It's expensive.

b) You \_\_\_\_\_ steal. That's what Christ taught us.

c) Stop it, children. You \_\_\_\_\_ write on the wall.

- d) You \_\_\_\_\_ shout when you are in a library.
- e) Come on. We \_\_\_\_\_ hurry. We are late.
- f) It's midday. You \_\_\_\_\_ be hungry.
- g) You \_\_\_\_\_ stop when the traffic lights are red.
- h) You \_\_\_\_\_ tell him that Beatrice is a liar.
- i) Cars \_\_\_\_\_ park in front of the entrance.

57. Match the sentences:

- a) Carol is on a diet.
- b) Susan has a terrible headache.
- c) Today is Paula's birthday.
- d) You are early.
- e) This is a dangerous road.

- ( ) Her husband shouldn't forget it.
- ( ) She mustn't leave her bed.
- ( ) She mustn't eat a lot.
- ( ) You shouldn't drive fast.
- ( ) You shouldn't hurry.

58. Write the number that corresponds to the idea of each sentence:

- a) possibility
- b) permission
- c) deduction
- d) obligation
- e) prohibition
- f) advice
- g) probability

- ( ) We **can** see the stadium from here.
- ( ) **May** I take your book?
- ( ) He **might** arrive today but I'm not sure.
- ( ) He **must** keep training to win the competition.
- ( ) Meggy **mustn't** drive my car. She doesn't have a license.
- ( ) She **must** be sad. She cries every day.
- ( ) You **should** go to India, it's a fantastic country.

### Tests

Mark the correct alternative.

21. (UNITAU-SP) "The child mustn't get out of his room."

The underlined words indicates:

- a) no necessity.
- b) prohibition.
- c) inability.
- d) no obligation.
- e) no possibility

22. (FIE-Osasco-SP) "You mustn't take that medicine" expressa uma:

- a) ordem.
- b) advertência.
- c) obrigação.
- d) proibição.
- e) chateação.

23. She \_\_\_\_\_ eat chocolate. She is allergic.

- a) don't need.
- b) shouldn't.
- c) may not.
- d) don't must.
- e) haven't.

24. (FCMSC-SP) Em qual das alternativas **must** dá mais ideia de obrigação ou necessidade?

- a) She must be a very intelligent girl.
- b) I can't find my shirt, it must be in the suitcase.
- c) After having worked all day long, the barman must be tired.
- d) She must study harder.
- e) Em nenhuma em particular, já que *must* foi empregado em todas com a mesma finalidade.

25. She's so good that there's nothing she \_\_\_\_ do.

- a) can't.
- b) cannot to.
- c) may to.
- d) has.
- e) insn't able.

26. Na sentence: *You should pass only on the left of the vehicle.*, o verbo **should** expressa:

- a) dever.
- b) dedução.
- c) conselho.
- d) obrigação.
- e) proibição.

27. (FAE-PR) You \_\_\_\_\_ your dirty shoes to go to the party tonight, Edward!

- a) should to change.
- b) ought to change.
- c) has to change.
- d) must to change.
- e) don't have change.

28. (Mackenzie-SP) The teacher said John \_\_\_\_\_ school early.

- a) may to go.
- b) might let.
- c) might go.
- d) might leave.
- e) may let.

29. You \_\_\_\_\_ cigarette. Smoking may be dangerous to your health.

- a) has to stop to smoking.
- b) must stopped smoking.
- c) need to stop to smoked.
- d) ought stop to smoke.
- e) should stop smoking.

30. He \_\_\_\_\_ play chess when he was young, but now he \_\_\_\_\_ do it anymore.

- a) could, can't.
- b) may, might.
- c) to must, can't.
- d) could, cannot to.
- e) "a" and "d" are correct.

### Improve your vocabulary

#### Idiomatic expressions

Relação de expressões idiomáticas em inglês que você deve memorizar.

After all	- afinal de contas
As a matter of fact	- de fato / na verdade
At all	- de modo algum / absolutamente
At first glance	- à primeira vista
At last	- finalmente
At least	- pelo menos
At once	- imediatamente
Be afraid of	- ter medo de
By chance	- por acaso
Can't stand	- não pode suportar
Fall in love with	- apaixonar-se por
From now on	- de agora em diante
Hurry back	- volte imediatamente
In a hurry	- com pressa
I think so	- acho que sim
I am broke	- estou sem dinheiro / "duro"
It doesn't matter	- não tem importância
It doesn't work	- não funciona
It's over	- acabou
Leave me alone	- deixe-me em paz
Right away	- imediatamente / na hora
Right now	- agora mesmo
That's enough	- é o suficiente / chega
Time is up	- tempo esgotado
Up to now	- até agora
What fun!	- que divertido!

#### Tests

Assinale a tradução correta.

31. Não aguento mais!

- a) No more standing!
- b) I don't support more!
- c) I can't stand it anymore!

32. Pelo menos fale comigo!

- a) At last talk to me!
- b) At least speak to me!
- c) At less say anything to me!

33. Este aparelho não funciona.

- a) This gadget doesn't work.
- b) This gadget doesn't stand.
- c) This gadget isn't over.

34. A guerra acabou!

- a) War is in the end!
- b) War finished!
- c) War is over!

35. Não se preocupe, não estou com pressa.

- a) Don't bother, I'm not hungry.
- b) Don't get upset, I'm not angry.
- c) Don't worry, I'm not in a hurry.

36. Deixe-me em paz!

- a) Leave me in piece!
- b) Let me by myself!
- c) Leave me alone!

37. Eles chegaram finalmente.

- a) They arrived at the ending.
- b) They arrived at least.
- c) They arrived at last.

38. Time is up!

- a) Tem mais tempo!
- b) Tempo esgotado!
- c) Tempo é dinheiro!

39. Faça-o imediatamente!

- a) Do it directly!
- b) Do it at all!
- c) Do it right away!

40. Ele apaixonou-se por ela.

- a) He loved her.
- b) He fall in love by her.
- c) He fell in love with her.

## Vocabulary

Already	- já
Apologize	- desculpar-se
Appointment	- hora marcada
Blind	- cego
Bothers	- chateia
Busy	- ocupado
Call me up	- telefonar-me
Clouds	- nuvens
Collect call	- chamada à cobrar
Counter	- balcão
Cupboard	- armário
Crowd	- multidão
Drawer	- gaveta
Deaf	- surdo
Dirty	- sujo
Enjoying yourself	- divertindo-se
Even	- até
Fares	- passagens
Fault	- falta, culpa
Finger	- dedo
Flew	- voamos
Flying saucers	- discos voadores
Foreign	- estrangeiro
Funny	- engraçado
Glad	- alegre
Glass	- copo
Grapes	- uvas
Grass	- grama
Head	- cabeça
Headache	- dor de cabeça
Heavy	- pesado
Healthy	- saudável
Heiress	- herdeira
Holding	- segurando
Huge	- enorme
Hurry	- apressar-se
I hope so	- espero que sim
I'm afraid	- receio que
I'm not sure	- não tenho certeza
Illiterate	- analfabeto
Improve	- melhorar
Jealous	- ciumento
Jogging	- correndo (como exercício físico)
Key	- chave
Kind	- tipo
Label	- rotule, classifique
Landed	- aterrisou

Lately	- ultimamente
Lasts	- dura
Leaves	- folhas
Let him	- deixe-o
Let's pretend	- vamos fingir
Liar	- mentiroso(a)
Lies	- mentiras
Life expectancy	- expectativa de vida
Local call	- chamada local
Low	- baixo
Mail	- remeter
Match	- partida (de um jogo)
Medicine	- remédio
Murdered	- assassinado
Neighbor	- vizinho
One-storey house	- casa de um só andar
Oyster	- ostra
Pain	- dor
Puppy	- filhote de cachorro
Selfish	- egoísta
Several	- vários
Shelves	- prateleiras
Shout	- gritar
Silver	- prata
Soon	- breve
Stamp	- selo
Steal	- roubar
Suitcase	- mala
Sum	- somar
Taught us	- nos ensinou
The fastest	- o mais rápido
Traffic lights	- semáforo
Waste	- desperdiçar
Weather	- tempo, clima
Whom	- quem
Wide	- largo
Widow	- viúva
Wild	- selvagem
Without	- sem
Worried	- preocupado(a)

## Respostas

**Exercise 01:** Em sala de aula.

**Exercise 02:** Em sala de aula.

**Exercise 03:** Em sala de aula.

**Exercise 04:** Em sala de aula.

**Exercise 05:** Em sala de aula.

**Exercise 06:** a) less expensive than; b) less easy than; c) less industrialized than; d) less comfortable than; e) less expensive than.

**Exercise 07:**

Adjetivo	Comparativo
long	longer
small	smaller
lucky	luckier
happy	happier
healthy	healthier
great	greater
high	higher
interesting	more interesting

**Exercise 08:** a) more difficult; b) happier; c) as old as; d) lower; e) colder; f) more intelligent; g) easier.

**Exercise 09:** a) happier; b) more interesting than; c) more careful than; d) more expensive than; e) quieter; f) fatter than; g) higher than.

**Exercise 10:** Em sala de aula.

**Exercise 11:** Em sala de aula.

**Exercise 12:**

Adjetivo	Superlativo
long	the longest
small	the smallest
wide	the widest
happy	the happiest
rich	the richest
weak	the weakest
interesting	the most interesting
populous	the most populous

careful	the most careful
poor	the poorest
extensive	the most extensive

**Exercise 13:**

	Adjective	Comparative	Superlativo
a)	happy	happier	the happiest
b)	funny	funnier	the funniest
c)	expensive	more expensive	the most expensive
d)	fast	faster	the fastest
e)	beautiful	more beautiful	the most beautiful
f)	red	redder	the reddest
g)	fat	fatter	the fattest
h)	large	larger	the largest

**Exercise 14:** a) smaller; b) higher; c) more crowded; d) larger; e) the highest; f) the most expensive; g) the biggest; h) the deepest.

**Exercise 15:** a) more exciting than; b) the most useful; c) the longest; d) stronger than; e) cheaper than; f) the youngest; g) the highest.

**Exercise 16:** a.

**Exercise 17:** c.

**Exercise 18:** c.

**Exercise 19:** b.

**Exercise 20:** a.

**Exercise 21:** c.

**Exercise 22:** c.

**Exercise 23:** Em sala de aula.

**Exercise 24:** Em sala de aula.

**Exercise 25:** a) worst; b) better; c) best; d) better; e) worse; f) worst; g) better / worse; h) better.

**Exercise 26:** Em sala de aula.

**Exercise 27:** Em sala de aula.

**Exercise 28:** I. b; II. a; III. b; IV. b; V. a; VI. b; VII. a; VIII. b; IX. b; X. a.

**Exercise 29:** a) behind; b) on; c) under; d) in; e) on; f) in front of; g) in; h) between.

**Exercise 30:** Em sala de aula.

**Exercise 31:** Em sala de aula.

**Exercise 32:** Em sala de aula.

**Exercise 33:** a) in; b) on; c) on/in; d) at; e) at; f) at; g) in; h) on; i) in; j) on; k) at.

**Exercise 34:**

	In	At	On
midnight		midnight	
the morning	the morning		
Monday			Monday
the fifties	the fifties		
Thursday			Thursday
Thanksgiving Day			Thanksgiving Day
the evening	the evening		
lunch		lunch	
the afternoon	the afternoon		
Easter		Easter	
January	January		
Christmas Day			Christmas Day
Easter Sunday			Easter Sunday
1922	1922		
4 p. m.		4 p. m.	

**Exercise 35:** a) at; b) in; c) on; d) in; e) at; f) on; g) on; h) at; i) at; j) on; k) in.

**Exercise 36:** Em sala de aula.

**Exercise 37:** Em sala de aula.

**Exercise 38:** Em sala de aula.

**Exercise 39:** a) For / For; b) to; c) to; d) for; e) to; f) to / to.

**Exercise 40:** a) of; b) from; c) from; d) at; e) by; f) from / from; g) of; h) by.

**Exercise 41:** a) for; b) for; c) for; d) for; e) for.

**Exercise 42:** Em sala de aula.

**Exercise 43:** Em sala de aula.

**Exercise 44:** Em sala de aula.

**Exercise 45:** Em sala de aula.

**Exercise 46:** Em sala de aula.

**Exercise 47:** Em sala de aula.

**Exercise 48:** Em sala de aula.

**Exercise 49:** a) can't; b) can't; c) can; d) can't; e) can; f) can't.

**Exercise 50:** a) can; b) Can; c) can; d) could; e) could; f) could; g) could.

**Exercise 51:** a) may / can; b) may; c) can; d) may; e) Can; f) may; g) can.

**Exercise 52:** a) can; b) May; c) may; d) may; e) could; f) might; g) could; h) can.

**Exercise 53:**

- a) Oliver can't speak five languages.
- b) She couldn't speak Japanese when she was a child.
- c) She may not find that Helen is not a good friend?
- d) May I get you an aspirin?
- e) Might we go to the zoo on Saturday?

**Exercise 54:** Em sala de aula.

**Exercise 55:**

- a) Você deveria comer frutas. É bom para você.
- b) Deveria eu ligar para ela e me desculpar?
- c) Você não deve beber e dirigir.
- d) As crianças devem respeitar seus pais.
- e) Você devia melhorar seu inglês.
- f) Você não sabe que cigarros fazem mal a você? Você não devia fumar.
- g) Deveria eu escrever para lhe agradecer?

**Exercise 56:** a) mustn't; b) mustn't; c) mustn't; d) mustn't; e) must; f) must; g) must; h) must; i) mustn't.

**Exercise 57:** C - B - A - E - D

**Exercise 58:** A - B - F - D - E - C - G



### Gabarito

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| 01) A | 02) A | 03) D | 04) E | 05) B | 06) C |
| 07) A | 08) A | 09) D | 10) D | 11) E | 12) B |
| 13) D | 14) D | 15) B | 16) A | 17) A | 18) C |
| 19) A | 20) B | 21) B | 22) D | 23) B | 24) D |
| 25) A | 26) C | 27) B | 28) D | 29) E | 30) A |
| 31) C | 32) B | 33) A | 34) C | 35) C | 36) C |
| 37) C | 38) B | 39) C | 40) C |       |       |