



LÍNGUA INGLESA

Volume 06



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LÍNGUA INGLESA

Reported Speech

MÓDULO

21

FRENTE

A

Reported Speech é o relato de atos de comunicação, ou seja, é uma forma de se referir a falas e pensamentos de outras pessoas ou de si mesmo. Os relatos ainda podem representar pensamentos não ditos e deduções sobre pensamentos de outros. Existem duas categorias de *Reported Speech*: *Direct Speech* (discurso direto) e *Indirect Speech* (discurso indireto). No primeiro caso, as palavras são reproduzidas exatamente como foram ditas ou escritas, e, no segundo, é reproduzido o conteúdo dessas palavras, sem repeti-las na íntegra, isto é, o foco não é a forma exata do discurso, mas sim seu significado.

Exemplo:

- Discurso direto: *She says: "He is talking now".*
- Discurso indireto: *She said he was talking then.*

Quando as falas ou pensamentos de alguém são relatados por meio do discurso indireto, os pronomes, tempos verbais, modos verbais, etc. mudam para refletir o momento de fala original e demonstrar o distanciamento daquele que reporta em relação ao fato reportado.

Mudança nos tempos verbais	
Discurso direto	Discurso indireto
Simple Present	Simple Past
Present Continuous	Past Continuous
Simple Past	Past Perfect
Present Perfect	Past Perfect
Past Perfect	Past Perfect
Past Continuous	Past Perfect Continuous
Simple Future (Will)	Would
Future Perfect	Conditional Perfect
Can	Could
May	Might
Must	Had to
Shall	Should

Mudança nos determinantes e advérbios	
this	that
these	those
here	there
now	then, at the moment
ago	before
today	that day
tomorrow	the next day
	the day after
	the following day
yesterday	the day before
	the previous day

Direct Speech		Indirect Speech	
He said,		He said (that)...	
"I live here."	Simple Present	he lived there.	Simple Past
"I am studying now."	Present Continuous	he was studying then.	Past Continuous
"I lived here in 1980."	Simple Past	he had lived there in 1980.	Past Perfect
"I have studied this."	Present Perfect	he had studied that.	Past Perfect
"I had studied this before."	Past Perfect	he had studied that before.	Past Perfect
"I was studying this."	Past Continuous	he had been studying that.	Past Perfect
"I will study here."	Simple Future (Will)	he would study there.	Would
"I will have studied this."	Future Perfect	he would have studied that.	Conditional Perfect
"You can go now."	Can	I could go then.	Could
"I may start a new course."	May	he might start a new course.	Might
"You must study French."	Must	I had to study French.	Had to
"You shall go."	Shall	I should go.	Should



CHECK IT OUT

Há uma situação específica na utilização do *Reported Speech* em que não é necessário mudar o tempo verbal da frase que está no discurso direto quando nos reportamos a ela utilizando discurso indireto. Isso ocorre quando o que o falante diz é uma verdade universal, algo que não mudará. Veja o exemplo a seguir.

Exemplo:

- Gagarin: "The Earth **is** blue."
(*Direct Speech*)
- Gagarin said that the Earth **is** blue.
(*Indirect Speech*)

CONSOLIDATION I

01. CHANGE the following sentences to Indirect Speech.

- A) He said, "I will be here at **noon**."
He said that he would be there at noon.
- B) Mary said, "The train will probably arrive on time."

- C) He said, "I have to finish this report by five o'clock."

- D) The doctor said, "Mr. Smith will improve quickly."

- E) William said, "I am leaving in the morning."

Reported Speech: questions and exclamations in Indirect Speech

- *Wh-questions* e sentenças exclamativas:

Exemplos:

- Discurso direto: John asked, "**Where** does Mark live?"
- Discurso indireto: John asked **where** Mark lived.
- Discurso direto: She **remarked**, "**What** a beautiful house!"
- Discurso indireto: She remarked **what** a beautiful house **it was**.

- Yes-no questions e perguntas alternativas:

Exemplos:

- Discurso direto: John asked, "**Does** Mark live here?"
- Discurso indireto: John asked **if / whether** Mark lived there.
- Discurso direto: I asked her, "**Are you full-time or just part-time?**"
- Discurso indireto: I asked her **if / whether** she was full-time or just part-time.

CONSOLIDATION II

01. CHANGE the following sentences to Indirect Speech.

A) I asked the clerk, "How much does this cost?"

B) Mr. Smith asked me, "Where are you going?"

C) Mary asked, "Are you going to eat in the cafeteria?"

D) John asked, "Did you mail the letter for me?"

Reported Speech: request, advice, order

Faz-se o discurso indireto do imperativo com o verbo no infinitivo (com *to*, para a forma positiva, e *not to*, para a negativa). Os verbos podem ser:

Verbos
tell / order (dizer, ordenar)
request (pedir)
ask (pedir)
beg (implorar)
advise (aconselhar)
warn (advertir)

Exemplos:

- Discurso direto: John **requested** his son, "**Drive** the car."
- Discurso indireto: John **requested** his son **to drive** the car.
- Discurso direto: John **said** to his son, "**Don't close** the window!"
- Discurso indireto: John **told / asked** his son **not to close** the window.

**CHECK IT OUT****Say versus tell**

Os verbos *say* e *tell* têm funções diferentes em *Reported Speech*.

- 1) *Tell* foca o conteúdo da mensagem transmitida, enquanto *say* especifica mais as palavras que alguém falou.

Exemplo:

- *She told him they were going on holiday.*
- *She said, "we are going on holiday".*

- 2) *Say* pode introduzir discurso direto e discurso indireto, mas *tell*, normalmente, só é usado em discurso indireto.

Exemplo:

- *Tim said: "I'm not paying \$50 for that."*
 - *Tim told: "I'm not paying \$50 for that."*
- 3) *Say* e *tell* exigem complementos diferentes. *Say* tem como complementos um *object pronoun* ou um substantivo antecedidos por *to*, sendo estes opcionais, e um objeto (que é a sentença reportada). Já *tell*, normalmente, exige um *object pronoun*, ou um substantivo, sem *to*, e um objeto direto (a sentença reportada).

Exemplo:

- *She said (to me) she didn't know anything about it.*
- *She told me she didn't know anything about it.*

- 02.** (UFOP-MG) Give the Indirect Speech transformation: He said, "Yes, I believe in fortune-tellers, especially after what happened today."

- A) He said that he believed in fortune-tellers, especially after what had happened that day.
- B) He said he believed in fortune-tellers, especially after what happened that day.
- C) He said that he believed in fortune-tellers, especially after what had happened today.
- D) He said that he believed in fortune-tellers, especially after what happened today.
- E) He said that he believed in fortune-tellers, especially after what has happened this day.

- 03.** (UFU-MG) The Indirect Speech transformation of "I will come and see you tonight" is:

- A) Harry said he would have come and see us tonight.
- B) Harry said he will come and see us tonight.
- C) Harry said he came and saw us tonight.
- D) Harry said he would come and see us tonight.
- E) Harry says he comes and sees us tonight.

- 04.** (FCMSC-SP) *He said, "Where does she live?"*. No discurso indireto, teremos:

- A) *He said where does she live.*
- B) *He asked where she lived.*
- C) *He asked where does she live.*
- D) *He said where she lives.*

- 05.** (PUC-Campinas-SP) Qual destas frases está **CORRETA**?

John said to Mary: "Will you bring me the books?"

- A) *John said to Mary if she will bring her the books.*
- B) *John told Mary that she would bring him the books.*
- C) *John asked Mary if she would bring him the books.*
- D) *John said to Mary that he would bring her the books.*

- 06.** (UnB-DF) Can you tell me

- A) where the library is?
- B) where is the library?
- C) where do the library is?
- D) where was the library?

- 07.** (Cesgranrio) *The wolf asked where her grandmother lived [...]*

A forma direta é:

- A) *Where does your grandmother live?*
- B) *Where does her grandmother live?*
- C) *Where will your grandmother live?*
- D) *Where did her grandmother live?*
- E) *Where did your grandmother live?*

- 08.** (ITA-SP) I told him _____ about what had happened.

- A) not to have worried
- B) not to worry
- C) didn't worry
- D) don't worry

CONSOLIDATION III

- 01.** **CHANGE** the following sentences to Indirect Speech.

A) "Don't smoke while you're here."

She asked me _____

B) "Open your mouth."

The dentist asked me _____

C) "Don't worry about me."

He told him _____

D) "Please turn off the lights before you leave."

He asked us _____

PROPOSED EXERCISES

- 01.** (FMU-SP) A forma **CORRETA** de linguagem indireta da sentença *They said to John, "Do you think you lead a good life here?"* corresponde a:

They _____ him if he _____ he _____ a good life _____.

- A) *asked - thought - led - there*
- B) *told - thought - leads - here*
- C) *said - thinks - leads - there*
- D) *ask - thought - lead - here*
- E) *asked - thinks - led - there*

09. (UFU-MG) Mark the alternative with the **CORRECT** form of Indirect Speech.

Direct Speech: "I went to the movies."

- A) He said that he went to the movies.
- B) He said that he goes to the movies.
- C) He said that he had gone to the movies.
- D) He said that he had went to the movies.
- E) He said that he has gone to the movies.

10. (Una-MG) The doctor said to him: "Don't take any more medicine."

In Indirect Speech, this becomes:

- A) The doctor told him take any more medicine.
- B) The doctor told him not to take any more medicine.
- C) The doctor told him not to be taken any more medicine.
- D) The doctor told him don't take any more medicine.
- E) The doctor told him doesn't to take any more medicine.

11. (FCMMG) Sherman to Bill: "I've seen cyclists rely too heavily on this period but the window won't do it all."

- A) He'd seen cyclists rely too heavily on that period but the window would not do it all.
- B) He'd seen cyclists rely too heavily on this period but the window would not do it all.
- C) He'd better saw cyclists rely too heavily on that period but the window would not do it all.
- D) He saw cyclists rely too heavily on that period but the window would do it all.

12. (FCMMG) "I got very upset and started to cry". Das Dores said that

- A) she's got very upset and started to cry.
- B) she was got very upset started to cry.
- C) she had got very upset and starting to cry.
- D) she had got very upset and had started to cry.
- E) she had gotten very upset and has started to cry.

13. (FCMMG) Robert Russell to the readers: "Don't substitute meat for beans." He told them

- A) to substitute meat for beans.
- B) to not substitute meat for beans.
- C) not to substitute meat for beans.
- D) do not substitute meat for beans.

14. (Una-MG) Then Mary asked, "How far away is the nearest post-office?"

- A) She asked how far away were the nearest post-office.
- B) She asked how far away is the nearest post-office.
- C) She asked how far away was the nearest post-office.
- D) She asked how far was away the post-office.
- E) She asked how far away the nearest post-office was.

15. (PUC Minas) The Indirect Speech of "I've some good news" is:

- A) He said he had some good news.
- B) He said he can have some good.
- C) He said he is having some good news.
- D) He said he has some good news.
- E) He said he will have some good news.

16. (PUC Minas) The Indirect Speech transformation of "The bad news is that I don't know where we are going" is:

- A) He said the bad news was that he didn't know where they were going.
- B) He said the bad news was that he know where they are going.
- C) He said the bad news was that he hadn't known where they were going.
- D) He said the bad news was that he won't know where they were going.
- E) He said the bad news is that knew where he were going.

17. (Milton Campos-MG) Cheryl said: "If it happens again, I'll get fined." The **CORRECT** Reported (Indirect) Speech transformation of the sentence above is:

- A) Cheryl said that it will happen again and she'll get fined.
- B) Cheryl said what will happen again if she gets fined.
- C) Cheryl said that it happened again if she got fined.
- D) Cheryl told us that if it happened again, she'd get fined.
- E) Cheryl told us that if she got fined, it'd happen again.

18. (UPE-2011) Put the statement "My wife said to me, 'I want you to travel with me to Europe.'" into Reported Speech.

- A) My wife told me she would like me to travel with her to Europe.
- B) My wife told me she wanted me to travel with her to Europe.
- C) My wife said to me she wants me to travel with her to Europe.
- D) My wife said she wanted to travel to Europe with me.
- E) My wife told she wanted to travel to Europe with me.

TEXT I

IME-RJ-2011

Recently, I was looking for something online, or probably browsing aimlessly, when I happened on a name I hadn't thought of since I was a child: Alfred P. Morgan. Someone had uploaded a digitized version of *The Boy Electrician*. I was instantly swept back more than half a century to my local library. In my mind I saw the familiar metal shelving and the blue-gray binding of my favorite book, also written – and illustrated – by Morgan: *The Boys' First Book of Radio and Electronics*.

01. What is known about Alfred P. Morgan?

- A) He is fond of digitalized versions of books.
- B) He is an old friend of the writer of the text.
- C) He digitalized his own books to the net.
- D) He is fifty years old.
- E) He is an author of books on electricity and electronics.

- 02.** Which of the following expressions is a synonym for "aimlessly" on the second line of the text?
- with less objective
 - with no special purpose
 - short in time
 - with minor interest
 - out of thoughts

TEXT II

UFOP-MG-2009

Teens' online safety improved by education, research shows

New research shows that teens' online safety is improved by education. Researchers from the University at Buffalo and University of Maryland surveyed 285 preteens and early teenagers, both male and female, to determine how important they thought it was to protect their privacy online and whether those beliefs affected what actions they took to protect that privacy.

Students were asked whether they protected their personal information on the Internet, whether they opened e-mails from unknown senders, and whether they downloaded files from unknown people or websites.

The researchers found that preteens and early teenagers who were educated on the importance of Internet privacy through school, parents, or the media were more likely to practice online safety than those who weren't. Among teachers, peers, and parents, parents were the most influential in delivering that education, according to respondents.

A surprising result of the study was that experiencing a privacy breach online didn't cause teens to improve their online safety practices, according to one of the researchers, H.R. Rao, professor of management science and systems in Buffalo's School of Management.

"Students who experience Internet privacy breaches or computer security problems show less protective behavior on the Internet," said Rao. "This increases the chances that they will be victims again in the future."

The study also showed that girls tend to practice more protective behavior on the Web than boys. The researchers said they believe this is because girls consider online privacy more important than boys do.

The study was supported by a National Science Foundation grant.

SCHARFHAUSER, Dian. Available at: <<http://www.thejournal.com/articles/23646>>. Accessed: March 12, 2009.

- 01.** To protect your privacy on the Internet, you should
- open e-mails from unknown senders and advertisements.
 - know the source of the e-mails and files you receive.
 - avoid antivirus protection and safety instructions.
 - download any kind of files and general pictures.

- 02.** In terms of Internet privacy education, the research shows that students are more likely to be influenced by their
- teachers.
 - brothers.
 - parents.
 - peers.

- 03.** Mark the option that is **NOT** correct in terms of grammatical and meaning construction.
- Research on education shows signs of improvement on teens' online safety.
 - Online safety of teens was shown improvement by education of research.
 - According to specific research, teens' online safety is improved by education.
 - Research shows that teens' online safety has been improved by education.

- 04.** "Researchers from the University at Buffalo and University of Maryland surveyed 285 preteens and early teenagers [...]" (lines 2-4). The word underlined in the sentence above means
- interviewed.
 - pointed.
 - mentioned.
 - looked at.

- 05.** Mark each statement with **T** (True) or **F** (False).
- Students who have experienced safety problems on the Internet are now more worried about online protection.
 - Researchers found out that preteens and early teenagers who have received information on the importance of Internet privacy are more concerned with online safety practices.
 - Girls are less likely to protect themselves on the Internet than boys are.

The **CORRECT** sequence is:

- T - F - F
- T - F - T
- F - T - F
- T - T - F

- 06.** The research shows that educated students tend to
- open e-mails from known senders, protect their personal information on the Internet and download files from strangers as well as unknown websites.
 - download files from people and websites they know, open e-mails from known senders and protect their personal information on the Internet.
 - protect their personal information on the Internet, download files from unknown people or websites and open e-mails from unknown senders.
 - run risks on the Internet, only download files from family members and open e-mails from friends.

TEXT III

Unimontes-MG-2007

Skinny Barbie blamed over eating disorders

Barbie dolls may contribute to eating disorders in adolescence, according to new research. The study found that the Barbie dolls, which are far thinner than traditional shapes, particularly at the waist, make girls want to be unrealistically slim when they grow up.

The researchers from two British universities claim Barbie dolls could promote girls' insecurity about their image, which in turn may contribute indirectly to insecurity and eating disorders later in life.

"These ultra-thin images not only lowered young girls' body esteem but also decreased their satisfaction with their actual body size, making them desire a thinner body."

Dr. Margaret Ashwell, science consultant and former director of the British Nutrition Foundation, said: "These results are very important and show that children can be influenced at a very early age. **We need to be aware of that and take the appropriate action.**"

The researchers say their findings suggest schools should educate the youngest children, as well as adolescents, about the risks of being too worried about having an "ideally" thin body shape. "Such programmes need to make girls aware that the thin beauty ideal is unattainable and unhealthy", adds the study.

In the study, reported in the journal *Developmental Psychology*, the researchers from Sussex and the University of the West of England looked at the effects of images of two dolls on almost 200 primary school-age girls aged five to eight.

They were shown images of different figures, including Barbie and Emme, a new American doll whose body proportions represent a larger body shape. After they had been shown the images, the girls were asked to pick figures that represented their actual body shape, the body shape they ideally desired and their ideal body shape as an adult woman.

The difference between the shape girls thought they had and the shape they wanted was then analysed. The results showed that girls aged five to six were more

dissatisfied with their shape and wanted more extreme thinness after seeing Barbie doll images than after seeing other pictures. For those aged six to seven the negative effects were even stronger.

A spokesman for Mattel, which manufactures Barbie, said: "Barbie allows girls to dream that they can be anything they want to be when they grow up. Barbie is not modelled in human scale and we will continue to talk to girls and mums and monitor their opinions."

SPEAK UP. São Paulo: Editora Peixes, ano XIX, n. 234, Nov. 2006, p. 45. (Adapted).

- 01.** O objetivo principal desse texto é
 - A) mostrar como a Barbie pode ser prejudicial às meninas.
 - B) expor as causas dos distúrbios alimentares que afetam as garotas.
 - C) alertar para o consumismo que se inicia ainda na infância.
 - D) avaliar até que ponto a Barbie influencia positivamente as meninas.

- 02.** O texto mostra que há uma preocupação no sentido de
 - A) a boneca ser criada num modelo que não explore a forma física, o que ocorre com relação a outras bonecas.
 - B) as escolas instruírem as garotas sobre o perigo que está por trás da tentativa do corpo ideal.
 - C) a boneca ser feita com mais segurança, considerando que é usada por crianças pequenas.
 - D) as mães pararem de alimentar nas filhas a expectativa de que terão um corpo como o da Barbie.

- 03.** O texto revela que a boneca Barbie
 - A) tem induzido as adolescentes a questionarem o atual padrão de beleza, o qual escraviza a mulher.
 - B) tem interferido negativamente no comportamento das garotas, quando o assunto é a aparência.
 - C) tem reforçado o que a mídia prioriza: um corpo escultural.
 - D) tem disseminado o preconceito ao enfatizar a já existente aversão às bonecas mais rechonchudas.

- 04.** Mattel, a fabricante da Barbie,
 - A) abre espaço para a criação de bonecas Barbie menos magras.
 - B) assegura que as garotas poderão ter um corpo como o da Barbie, se assim o desejarem.
 - C) explora o sonho das garotas, fazendo-as crer que são tão perfeitas quanto a Barbie.
 - D) diz que essa boneca dá às garotas a possibilidade de idealizarem o seu futuro.

- 05.** "We need to be aware of that and take the appropriate action."

A expressão *of that*, em destaque acima, faz menção, de acordo com o contexto,

 - A) às vantagens da alimentação saudável para o corpo.
 - B) aos resultados da ação dos nutricionistas.
 - C) aos efeitos obtidos com a intervenção das escolas.
 - D) à influência da Barbie sobre as garotas.

TEXT IV

UFOP-MG-2010

Text I

School problems

School constitutes a large part of an adolescent's existence. Difficulties in almost any area of life often manifest as school problems.

Particular school problems include

- fear of going to school,
- absenteeism without permission (truancy),
- dropping out,
- academic underachievement.

School problems during the adolescent years may be the result of

- rebellion and a need for independence (most common),
- mental health disorders, such as anxiety or depression,
- substance use,
- family conflict.

Sometimes, inappropriate academic placement – particularly in adolescents with a learning disability or mild intellectual disability that was not recognized early in life – causes school problems.

Problems that developed earlier in childhood, such as attention deficit / hyperactivity disorder (ADHD) and learning disorders, may continue to cause school problems for adolescents.

Between 1% and 5% of adolescents develop fear of going to school. This fear may be generalized or related to a particular person (a teacher or another student) or event at school (such as physical education class). The adolescent may develop physical symptoms, such as abdominal pain, or may simply refuse to go to school.

Adolescents who are repeatedly truant or drop out of school have made a conscious decision to miss school. These adolescents generally have poor academic achievement and have had little success or satisfaction from school-related activities. They often have engaged in high-risk behaviors, such as having unprotected sex, taking drugs, and engaging in violence. Adolescents at risk of dropping out should be made aware of other educational options, such as vocational training and alternative programs. Changes in the learning environment and sometimes drug therapy can also be of great help to struggling adolescents.

LEVY, Sharon. Available at: <www.merck.com/mmhe/sec23/ch269/ch269a.html>. Accessed: Apr. 08, 2010. (Adapted).

- 01.** The purpose of the text is to discuss _____ in adolescence.

- A) school dropping out
- B) students' difficulties
- C) academic activities
- D) learning deficit

- 02.** School problems can have the following causes, EXCEPT

- A) learning disorders.
- B) inappropriate placement.
- C) fear of going to school.
- D) family conflicts.

- 03.** The information presented in the text is that

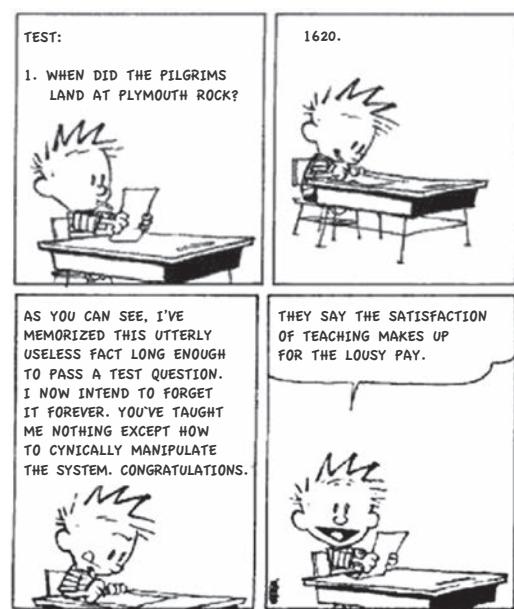
- A) most students develop a school problem.
- B) school is the biggest problem in adolescents' lives.
- C) bad academic results are seen as a school problem.
- D) nearly any difficulties at school can become a fear.

- 04.** It is INCORRECT to say that some students are afraid

- of going to school because of
- A) a teacher or classmate.
- B) drug taking at school.
- C) multiple causes.
- D) a specific class.

Text II

Cartoon A



Available at: <<http://progressiveboink.com/archive/calvinhobbes.htm>>. Accessed: Apr. 13, 2010.

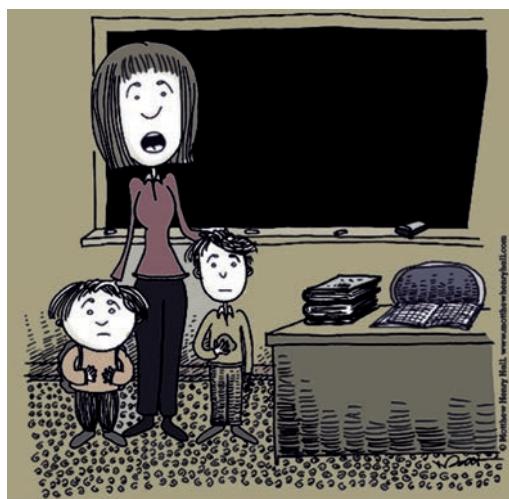
- 05.** The MAIN aim of the text is to

- A) congratulate teachers on their job.
- B) criticize the education system.
- C) show how memory can be helpful.
- D) teach students how to answer tests.

- 06.** The word **congratulations** is used to
- blame the teacher for the way learning is treated at school.
 - congratulate the teacher for the students' achievements.
 - disapprove the way the teacher manipulates the system.
 - encourage the teacher to keep teaching the way he / she does.

- 07.** Consider the following cartoon:

Cartoon B



"Due to the rising costs of after-school care, my two sons will be running, jumping and screaming in the back of the classroom while I lecture. Thanks."

Available at: <http://www.insidehighered.com/views/tm/prof_momedited.jpg>. Accessed: Apr. 14, 2010.

Cartoon B is related to Cartoon A in the sense that both

- condemn teachers' choices.
- enrich teachers' social roles.
- illustrate teaching methods.
- satirize teaching rewards.

Text III

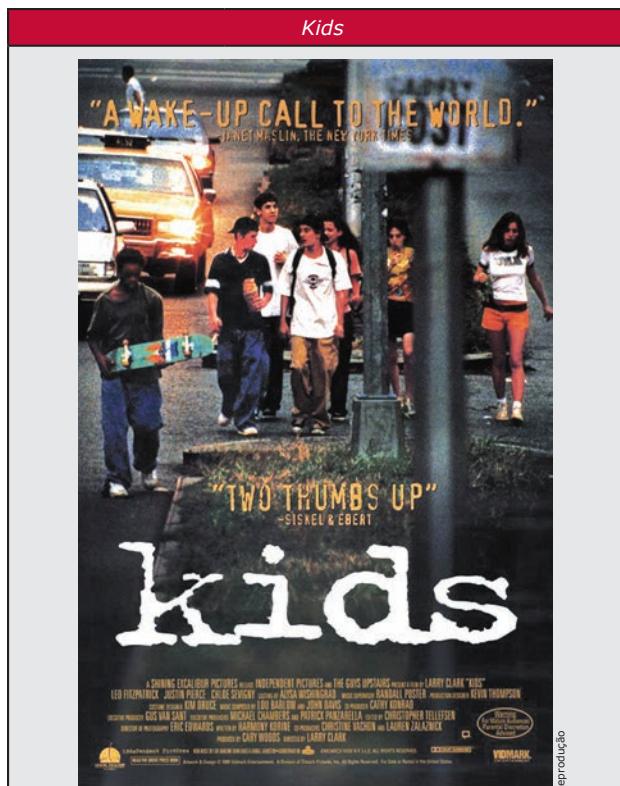


Available at: <<http://www.gocomics.com/calvinandhobbes/-2009/12/04/>>. Accessed: Apr. 12, 2010.

- 08.** A problem commonly related to school and illustrated by the cartoon is the
- lack of real-life related studies.
 - scarce means of transportation.
 - students' fear of going to school.
 - teens' need of independence.

ENEM EXERCISES

Texto para as questões **01 e 02**



Reprodução

Theatrical release poster

Directed by	Larry Clark
Produced by	Christine Vachon Gus Van Sant Cathy Konrad Cary Woods
Written by	Harmony Korine
Starring	Leo Fitzpatrick Justin Pierce Chloë Sevigny Rosario Dawson
Music by	Lou Barlow
Cinematography	Eric Edwards
Editing by	Christopher Tellefsen
Distributed by	Lionsgate
Release date(s)	July 28, 1995
Running time	91 minutes
Country	United States
Language	English
Budget	\$1.5 million
Gross revenue	\$20,000,000

Kids is a 1995 American drama film written by Harmony Korine and directed by Larry Clark. The film features Chloë Sevigny, Leo Fitzpatrick, Justin Pierce, and Rosario Dawson, all of them in their debut performances. The film is centered on a day in the life of a group of sexually active teenagers in New York City and their unrestrained behavior towards sex and substance abuse (alcohol and illegal drugs) during the era of HIV in the mid-1990s.

Available at: <[http://en.wikipedia.org/wiki/Kids_\(film\)](http://en.wikipedia.org/wiki/Kids_(film))>. Accessed: Feb. 1st, 2011.

- 01.** De acordo com o anúncio anterior, o filme *Kids*
- custou mais de 20 milhões de dólares para ser produzido.
 - foi produzido e dirigido pela mesma pessoa.
 - foi produzido em 91 minutos.
 - arrecadou 1,5 milhão de dólares.
 - foi lançado em 1995 pela Lionsgate.
- 02.** O filme trata de
- jovens alcoólatras e homossexuais.
 - um grupo de viciados em sexo.
 - adolescentes lutando contra o HIV.
 - jovens libertinos na era do HIV.
 - polêmica da discriminação da Aids.

HAVING FUN

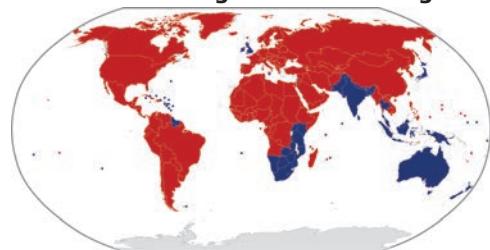
Right and left-hand traffic history

Some historians believed that ancient travellers on horseback generally rode on the left side of the road. As more people are right-handed, a horseman would thus be able to hold the reins with his left hand and keep his right hand free – to offer in friendship to passing riders or to defend himself with a sword, if necessary.

The first legal reference in Britain to an order for traffic to remain on the left was in 1756 with regard to London Bridge. The Highway Act 1773 contained a recommendation that horse traffic should remain on the left.

Countries that became part of the British Empire adopted the British keep-left rule, although some have since changed. In Canada, the Maritime Provinces and British Columbia initially drove on the left, but changed to the right to make border crossings to and from other provinces easier.

Countries driving on the left or right



Colour	Explanation
Red	↓↑ Drives on right
Blue	↑↓ Drives on left
Grey	? No information

Bdesham / Creative Commons

Safety factors

Research showed countries driving on the left have a lower collision rate than countries driving on the right. It has been suggested this is partly because humans are more commonly right-eye dominant than left-eye dominant. In left-hand traffic, the predominantly better-performing right eye is used to monitor oncoming traffic and the driver's wing mirror. In right-hand traffic, oncoming traffic and the driver's wing mirror are handled by the predominantly weaker left eye. In addition, it has been argued that left-sided driving is safer for elderly people given the likelihood of their having visual attention deficits on the left side and the need at intersections to watch out for vehicles approaching on the near-side lane. Furthermore, in a RHD car with manual transmission, the driver has his right (i.e. in the majority of people, dominant) hand on the steering wheel at all times and uses his left hand to change gear.

Available at: <http://en.wikipedia.org/wiki/Right_and_left-hand_traffic>. Accessed: Jan. 31st, 2011.

GLOSSARY

- Advise (verb) = aconselhar (advise – advised – advised)
- Ask (verb) = perguntar, pedir (ask – asked – asked)
- Beg (verb) = implorar (beg – begged – begged)
- Earth = planeta Terra



NASA Goddard Photo and Video / Creative Commons

- Noon = meio-dia
- Remark (verb) = fazer um comentário, enfatizar, notar (remark – remarked – remarked)
- Request (verb) = pedir (request – requested – requested)
- Tell (verb) = dizer (tell – told – told)
- Warn (verb) = advertir (warn – warned – warned)



SXC

ANSWER KEY

Consolidation I

- B) Mary said (that) the train would probably arrive on time.
- C) He said (that) he had to finish that report by five o'clock.
- D) The doctor said (that) Mr. Smith would improve quickly.
- E) William said (that) he was leaving in the morning.

Consolidation II

- A) I asked the clerk how much that cost.
- B) Mr. Smith asked me where I was going.
- C) Mary asked if / whether I was going to eat in the cafeteria.
- D) John asked if / whether I had mailed the letter for him.

Consolidation III

- A) She asked me not to smoke while I was there.
- B) The dentist asked me to open my mouth.
- C) He told him not to worry about him.
- D) He asked us to turn off the lights before we left.

Proposed Exercises

- 01. A 10. B
- 02. A 11. A
- 03. D 12. D
- 04. B 13. C
- 05. C 14. E
- 06. A 15. A
- 07. A 16. A
- 08. B 17. D
- 09. C 18. B

Text I

- 01. E
- 02. B

Text II

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

Text III

- 01. A
- 02. B
- 03. B
- 04. D
- 05. D

Text IV

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

Enem Exercises

- 01. E 02. D

LÍNGUA INGLESA

Phrasal Verbs and False Cognates

MÓDULO

22

FRENTE

A

PHRASAL VERBS

São verbos formados por um verbo e um advérbio / preposição. Essa combinação funciona como uma única unidade de sentido, a qual geralmente tem um significado idiomático que não poderia ser entendido pela análise do verbo e do advérbio / preposição separados.

Entre os vários *Phrasal Verbs* da língua inglesa, destacam-se os mais comuns:

Account for	=	explicar
Back down	=	voltar atrás
Back up	=	dar apoio
Bail out	=	pagar fiança
Bear with	=	ter paciência
Beat up	=	bater em alguém
Blow out	=	apagar (por meio de sopro)
Blow up	=	explodir
Break down	=	quebrar / encrencar
Break in	=	arrombar / entrar à força
Bring on	=	provocar / causar
Burn down	=	queimar totalmente
Call for	=	exigir / pedir / encomendar / solicitar
Call in	=	consultar / pedir retorno
Call off	=	cancelar / parar
Call on	=	visitar
Call out / cry out	=	gritar / invocar
Call up	=	telefonar
Carry away	=	empolgar
Carry on	=	continuar / prosseguir
Carry out	=	executar / realizar
Clear out	=	sair / abandonar / remover
Come about	=	acontecer
Come across	=	encontrar por acaso
Come along	=	acompanhar
Come out	=	publicar / aparecer

Come to	=	perceber
Count on	=	contar com / depender de
Cut away	=	remover / separar
Cut down	=	derrubar / diminuir
Cut out	=	parar / omitir / deletar
Cheer up	=	incentivar / alegrar
Drop in	=	visitar / pingar
Drop off	=	diminuir / adormecer
Drop out	=	abandonar
Fade away	=	desaparecer
Feel like	=	sentir vontade de
Figure out	=	entender
Fill in	=	preencher
Find out	=	descobrir
Get along	=	entender-se bem / relacionar-se bem
Get away	=	partir / fugir / escapar
Get in	=	entrar
Get on	=	subir / embarcar
Get off (leave)	=	sair / desembarcar
Get over	=	recorrer / recuperar-se
Get rid of	=	livrar-se de
Get up	=	levantar-se
Give away	=	dar de graça / revelar-se / desfazer-se
Give back	=	devolver / retornar
Give off	=	emitir
Give oneself up	=	entregar-se
Give up	=	desistir
Go after	=	perseguir
Go away (leave)	=	ir embora / partir
Go on	=	continuar / manter
Go off	=	partir / estragar
Go down	=	afundar / abaixar / descer
Grow up	=	crescer
Keep back	=	reprimir / impedir
Keep up	=	acompanhar / manter

Keep off	= manter distância
Look after	= cuidar de
Look back	= relembrar / olhar para trás
Look down on	= desprezar
Look for (try to find)	= procurar
Look forward to	= esperar ansiosamente por
Look into	= examinar / investigar
Make fun of	= rir-se de
Make out	= decifrar / compreender / namorar
Make something up	= inventar algo
Make up	= fazer as pazes
Make up one's mind (decide)	= decidir
Pick up	= pegar / colher
Put aside	= pôr de lado
Put away (save)	= guardar / economizar
Put back	= recolocar
Put down	= abafar / inscrever
Put off (postpone)	= postergar / adiar
Put out (extinguish)	= extinguir / eliminar
Put up with (to bear / cope)	= tolerar / suportar
Run after (chase)	= correr atrás de / perseguir
Run into	= encontrar
Run out of (lack)	= ausência de / falta de / acabar
Run over / knock down	= atropelar / bater
Sell off / out	= vender tudo / esgotar
Set up	= estabelecer
Show off	= exibir
Stand for	= representar
Take after	= copiar / agir como
Take away	= remover
Take in	= enganar
Take off	= decolar
Try on	= experimentar
Try out	= testar
Turn down (refuse)	= recusar
Turn on / off – switch on / off	= ligar / desligar
Turn out	= revelar-se
Work out	= resolver / fazer exercício físico



CHECK IT OUT

É importante lembrar que o uso dos *Phrasal Verbs* se dá com maior frequência na modalidade informal da Língua Inglesa. Quando é preciso utilizar um sinônimo formal para eles, geralmente se escolhe um verbo de origem latina. Observe o que ocorre com os exemplos a seguir.

Exemplos:

- to **make up** (a story) = to **invent**
- to **talk into** = to **convince**; to **persuade**
- to **blow up** = to **explode**
- to **call off** = to **cancel**
- to **carry on** = to **continue**
- to **cut away** = to **remove**; to **separate**
- to **turn out** = to **reveal**; to **result**

Exemplos dos principais verbos que compõem *Phrasal Verbs*

TO BLOW, BLEW, BLOWN – VENTAR / SOPRAR

- **Blow up** = **explodir**

- *The car was blown up into pieces in Bosnia.*

TO BRING, BROUGHT, BROUGHT – TRAZER

- **Bring about** = **alcançar / causar**

- *They will bring about a quarrel.*
- *Extreme poverty in Brazil is bringing about some social changes.*

- **Bring back** = **trazer à memória / devolver**

- *Pegg brought the book back this morning.*
- *His story has brought back our happy childhood memories.*

- **Bring down** = **diminuir / destruir**

- *Small incomes in Brazil have brought down the standard of living.*
- *A war will bring the country down.*

- **Bring in** = **apresentar / introduzir / trazer**

- *The Government will bring in new measures very soon.*

- **Bring out** = **revelar / publicar**

- *This will bring out very good news.*
- *Penguin Books will bring out 15 new books next month.*

- **Bring up = educar / vomitar / mencionar**
 - Their children were **brought up** in the United States.
 - The little kid **brought up** suddenly.
 - We need to **bring up** this subject in our next meeting.

TO CALL, CALLED, CALLED – CHAMAR

- **Call down = repreender**
 - The student was **called down** by the principal.
- **Call for = solicitar**
 - I had to **call for** another car.
- **Call in = pedir o retorno / consultar**
 - The librarian has **called in** all the books that were borrowed.
 - **Call in** a doctor right away!
- **Call off = parar / cancelar**
 - They will **call off** the show owing to the bad weather.
 - His dog rushed at the woman, but Mark **called him off**.
- **Call on = requerer / visitar**
 - I intend to **call on** you very soon.
- **Call up = telefonar**
 - I need to **call her up** as soon as possible.
- **Call upon = ordenar / exigir / requisitar**
 - He **called upon** her to tell the truth.

TO CARRY, CARRIED, CARRIED – TRANSPORTAR

- **Carry away = ser levado / carregar**
 - The **wounded** soldiers were **carried away**.
 - He was **carried away** by his emotion.
- **Carry on = continuar**
 - **Carry on** with your work, please!
- **Carry out = colocar em prática / finalizar**
 - **Carry out** your plan because it's very good.
 - The mission was **carried out** successfully.

TO COME, CAME, COME – VIR

- **Come about = acontecer**
 - How has all this **come about**?
- **Come across = encontrar por acaso**
 - I **came across** my friend at the mall last weekend.
- **Come back = retornar**
 - He went there and **came back** in an hour.

- **Come in = chegar**
 - The new clothes are **coming in** tomorrow.
- **Come into = herdar**
 - Larry **came into** millions of dollars when his father died.
- **Come off = acontecer**
 - Your party has to **come off**.
- **Come out = aparecer**
 - She **came out** all at once at the entrance.
- **Come through = sobreviver**
 - I can't understand how they could **come through** all this time in the desert.
- **Come up = acontecer**
 - What **comes up** here?
- **Come up with = pensar, ter uma ideia**
 - I need to **come up with** a good idea quickly.

TO CUT, CUT, CUT – CORTAR

- **Cut down = derrubar**
 - They have already **cut down** 80% of that forest.
- **Cut down on = reduzir**
 - You need to **cut down on** your expenses and save.
- **Cut off = cortar fora**
 - The man had his head **cut off**!
- **Cut off = desligar, interromper**
 - The woman had her electricity **cut off**.
- **Cut up = cortar em pedaços**
 - You need to **cut up** the meat for the barbecue!

TO GET, GOT, GOT (GOTTEN) – OBTER

- **Get along = progredir**
 - In fact, no one can **get along** without money.
 - In order to **get along**, you have to work hard!
- **Get along with = relacionar-se bem**
 - They **get along with** each other very well.
- **Get away = fugir, partir**
 - The prisoners were able to **get away**.
- **Get back = voltar**
 - When did you **get back** from the USA?
- **Get by = passar**
 - Please, let me **get by**.
- **Get down = descer**
 - He was told to **get down** from his horse.

- **Get in = entrar**
 - *He has **got in** his brand new car in front of the building.*
- **Get off = desembarcar**
 - *We have to **get off** the bus soon.*
- **Get on = embarcar**
 - *I'll have to **get on** that bus.*
- **Get out = sair**
 - *He had to **get out** of the car immediately.*
 - **Get out** of here!
- **Get over = recuperar-se**
 - *I'm sure he will **get over** for he's very young and strong.*
- **Get rid of = livrar-se de**
 - *They have **got rid of** each other.*
- **Get through = passar**
 - *Were you able to **get through** your exam?*
- **Get up = levantar**
 - *What time do you **get up** every day?*



TO GIVE, GAVE, GIVEN – DAR

- **Give away = revelar / distribuir (de graça)**
 - *Don't **give** your secrets **away**.*
 - *They usually **give away** gifts at Christmas.*
- **Give back = devolver**
 - *Please, **give me back** my book as soon as possible.*
- **Give in = render-se**
 - *The soldiers had to **give in** all at once to the police.*
- **Give up = desistir / parar**
 - *He must not **give up** now.*
 - *You must **give up** smoking, my dear fellow!*
- **Give way = recuar**
 - *Don't **give way** now. You have to be resistant.*

TO GO, WENT, GONE – IR

- **Go about = cuidar de**
 - *I have to **go about** the things of life.*
- **Go away = partir / ir embora**
 - *I have to ask you not to **go away**!*
- **Go back = retornar**
 - *Mr. John will **go back** to the USA in a few days.*
- **Go by = passar**
 - *He likes to watch the girls **going by**.*
- **Go down = cair / diminuir**
 - *The Euro to Dollar exchange rate is **going down**.*
- **Go off = partir / explodir**
 - *The actor **went off** the stage after his performance.*
 - *The bomb was set to **go off** by 4:00 a.m.*
- **Go on = acontecer / continuar**
 - *What is **going on** here?*
 - *You ought to **go on** this way.*
- **Go out = sair / apagar**
 - *They had to **go out** as soon as they saw it was dark.*
 - *All the lights **went out** and we had a blackout.*

TO KEEP, KEPT, KEPT – MANTER, GUARDAR

- **Keep away = manter afastado**
 - *Intelligent people **keep away** from drugs.*
- **Keep off = afastar-se**
 - **Keep off!** Otherwise I shoot you!
- **Keep on = continuar**
 - ***Keep straight on** until you get to the library.*
- **Keep up = manter**
 - *He is a very good worker. If he **keeps up** the good work, he'll be promoted.*

TO LOOK, LOOKED, LOOKED – OLHAR, PARECER

- **Look after = cuidar, tomar conta**
 - *Who will **look after** the children?*
- **Look down on = desprezar**
 - *Please, don't **look down on** me!*
- **Look for = procurar**
 - *They need to **look for** a new car to buy.*
- **Look forward to = esperar ansiosamente**
 - *I **look forward to** meeting you again, my dear!*

- **Look into = investigar / examinar**
 - The detectives have to **look into** that *murder*.
 - You have to **look into** these documents better.
- **Look on = acompanhar, observar**
 - Ted took no part in the fight: he simply stood and **looked on**.
 - I have forgotten my book. May I **look on** with you?
- **Look out = tomar cuidado**
 - **Look out!** The road is wet.
- **Look over = examinar / reconsiderar**
 - Will you **look** this matter **over**?
 - If I were you, my friend, I would **look it over**. She loves you.
- **Look up = procurar algo em lista**
 - She will have to **look** this word **up** in the dictionary.
- **Look upon = considerar**
 - Please, **look upon** this before you make a decision.
- **Look up to = respeitar, admirar**
 - In fact, I **look up to** him very much!

TO MAKE, MADE, MADE – FAZER

- **Make off = escapar, fugir**
 - The *burglars* were able to **make off** across the back garden.
- **Make out = entender**
 - I can't **make** you **out**!
- **Make up = inventar / fazer as pazes / maquiar**
 - That little girl likes to **make up** stories. Don't believe her.
 - They had had a *quarrel* but now they have **made it up**.
 - Please, don't **make up**, my love. I like your natural beauty!
- **Make up for = compensar**
 - I'm sure that this will **make up for** your concerns.
- **Make up one's mind = decidir**
 - She has **made up her mind** to go to the USA.

TO PUT, PUT, PUT – COLOCAR

- **Put away = economizar**
 - **Put away** your money! You never know about your future.
- **Put off = adiar / apagar**
 - The game had to be **put off** due to the heavy rain.
 - **Put off** the light!

- **Put on = vestir**
 - **Put on** heavy clothes! It's very cold outside.
- **Put out = apagar (fogo)**
 - The firemen were able to **put out** the fire quickly.
- **Put up = construir**
 - The building was **put up** in 2 years.

TO RUN, RAN, RUN – CORRER

- **Run across = encontrar por acaso**
 - I **ran across** Carol at school the other day.
- **Run after = perseguir**
 - They had to **run after** him for many blocks.
- **Run away = fugir**
 - They **ran away** as soon as they saw the police.
- **Run into = encontrar por acaso**
 - I **ran into** my aunt at the mall last weekend.
- **Run out of = ficar sem, falta de**
 - We **ran out of** gas before getting into town.
- **Run over = atropelar**
 - The poor fellow was **run over** by an old car.

TO TAKE, TOOK, TAKEN – PEGAR, TORNAR, LEVAR, TIRAR

- **Take down = demolir / anotar**
 - The old building had to be **taken down**.
 - I will have to **take down** his words.
- **Take in = entender / receber / enganar**
 - You have to **take in** his lecture.
 - We usually **take in** many guests here!
 - Don't be **taken in** by his promises.
- **Take off = decolar / despir / remover**
 - The plane will **take off** in a few minutes.
 - You must **take off** all your clothes before having a shower.
 - This stain must be **taken off**.
- **Take on = assumir / empregar**
 - He will **take on** this extra job.
 - We will have to **take on** extra workers.
- **Take to = simpatizar**
 - I **took to** John immediately.
- **Take up = ocupar**
 - As a matter of fact, this work **takes up** too much time.
- **Take up = adotar como hobby**
 - I **took up** tennis when I was young.

TO TURN, TURNED, TURNED – TORNAR

- **Turn away = recusar / desviar**
 - *She has turned away the employees.*
 - *He turned his eyes away when she looked at him.*
- **Turn down = abaixar / recusar**
 - *He turned the volume down.*
 - *I can't believe that you have turned down such an invitation!*
- **Turn off = desligar**
 - *Please, turn off the light as you go.*
- **Turn on = ligar**
 - *Please, turn on the light for it's very dark here.*
- **Turn out = desligar / resultar**
 - *Turn out the gas before you get into bed.*
 - *The situation has turned out good.*
- **Turn over = virar de cabeça para baixo**
 - *The heavy truck had turned over after skidding on the road.*
- **Turn up = aparecer / aumentar**
 - *That wonderful woman turned up suddenly and everybody became fascinated.*
 - *Please, turn up the TV.*

Now **CHOOSE** the appropriate Phrasal Verb to complete the following sentences using the appropriate form and tense.

- A) He only _____ golf because his doctor told him he would have to get more exercise.
- B) When I first heard the announcement, I was too busy cooking to _____ it _____ properly.
- C) Our local pub hasn't had the same atmosphere since it was _____ by one of the big breweries.
- D) He's a marvellous mimic. You should see the way he _____ the Prime Minister – it's hilarious!
- E) The jacket fits you very well round the waist, sir, but if you feel it's too long, we can easily arrange for it to be _____.
- F) My daughter's not a bit like me. She seems to _____ her father in the way she acts.
- G) Don't let him _____ you _____ with his hard luck stories. The truth is that he's never done an honest day's work in his life!
- H) When our in-laws first met they _____ each other immediately and they've been friends ever since.
- I) Thank you for that explanation of union views but there is one point I'd like to _____ you _____ on, if I may. Is it really true to say...?
- J) Do you have trouble obtaining your copy of *Teacher's Weekly*? Why not _____ a regular subscription and be sure of receiving each edition as soon as it's published?
- K) The problem with losing weight, I think, is that all your clothes need to be _____.

CONSOLIDATION I

- 01.** Look at the following selection of Phrasal Verbs formed with *take* and their meanings:

Take after - resemble an older relative

Take in - understand / grasp

Take in - make narrower

Take in - deceive

Take off - imitate in an amusing or satirical manner

Take on - accept (responsibility, etc.)

Take out - obtain something officially issued

Take over - take control of

Take to - like instinctively

Take up - adopt as a hobby

Take up - shorten

Take up - challenge

- 02.** **FILL IN** the gaps with the suitable Phrasal Verbs found in the boxes using the appropriate form and tense.

A) **come across - look down on - get away - run out of - take off**

1. Unfortunately, we _____ gas when we were almost getting there.
2. We _____ Lucy the moment we went into the movies.
3. The defendant was able to _____ from the police when he was being taken to court.
4. The little kid was ashamed of _____ his clothes in order to swim.
5. Don't _____ me please! I love you so.

B) **get through - carry on - look over - put up with - cut down on**

- They have to _____ their expenses for they don't get the money they used to.
- I do hope all of you will _____ the examination very easily.
- She said that she couldn't _____ this any longer.
- George has decided to _____ with the work he had been doing.
- Could you _____ it _____? I promise I will never do that again.

C) **turn down - put up with - look forward to - get rid of - give up**

- In fact, she _____ to the day she will meet him again.
- If I were you I would _____ smoking; it's awfully hazardous to your health.
- He had to _____ such a good job for he wasn't able to move from his hometown.
- You have to _____ this car at once. It's very old.
- In fact, I can't _____ all this situation any more. I'll have to leave.

D) **bring down - make off - look up to - give away - come about**

- But, how could all that _____?
- The way he talked had _____ all the listeners.
- I can't understand how the robbers could _____.
- That businessman is used to _____ gifts to the poor at Easter.
- Young kids have to _____ the elderly.

FALSE COGNATES

Quando uma palavra em Inglês é semelhante a uma existente em Português, de mesma origem, principalmente latina, essas palavras são denominadas "cognatas", isto é, possuem significados paralelos. A grande maioria das palavras de origem latina existentes em Inglês possui os mesmos significados em Português, sendo, portanto, "cognatas".

Entretanto, há um percentual muito pequeno de palavras existentes em Inglês, de origem latina, que possuem significados diferentes daqueles que se poderiam supor, comparando-se suas significações às existentes na Língua Portuguesa. Tais palavras são chamadas "**falsos cognatos**" ou "**falsos amigos**". Em Inglês, *False Cognates* ou *False Friends*.

Veja a seguir a listagem dos principais:

False Cognates	
abuse = ofender	abusar = abuse (*)
actual = real	atual = present
actually = na verdade	atualmente = at present
adept = hábil	adepto = follower
advise = aconselhar	avisar = warn
anthem = hino	antena = aerial, antenna
appoint = escolher	apontar = point at
appointment = compromisso	apontamento = note
argue = discutir	arguir = question
argument = discussão	argumento = argument (*)
arrest = prender	arrastar = drag
assume = supor, presumir	assumir = assume (*)
attend = assistir a	atender = answer
beef = carne bovina	bife = steak
candid = franco, sincero	candido = pure, innocent
cigar = charuto	cigarro = cigarette
collar = colarinho	colar = necklace
college = faculdade	colégio = school
compass = bússola	compasso = compasses
comprehensive = completo	compreensivo = understanding
compromise = acordo	compromisso = commitment
costume = fantasia	costume = custom, habit
deception = engano, fraude	decepção = disappointment
directory = lista telefônica	diretor = director
disgust = nojo	desgosto = grief
educated = instruído, culto	bem-educado = polite
estate = bens imóveis	estado = state
eventually = finalmente	eventualmente = occasionally
exit = saída	êxito = success
expert = perito	esperto = smart
exquisite = refinado	esquisito = odd, weird
fabric = tecido	fábrica = factory
genial = jovial, cordial	genial = brilliant
guitar = violão	guitarra = electric guitar
hazard = perigo	azar = bad luck
injury = ferida	injúria = insult
ingenious = criativo	ingênuo = ingenuous, naive
ingenuity = criatividade	ingenuidade = naivety, naiveté
inhabited = habitada	inabitada = uninhabited
large = grande	largo = wide
lecture = conferência	leitura = reading
library = biblioteca	livraria = bookstore
magazine = revista	loja = store, shop
malice = rancor	malícia = mischief
malicious = maldoso	malicioso = mischievous
mayor = prefeito	maior = bigger, greater
miserable = muito infeliz	mesquinho = stingy, mean
misery = aflição	miséria = misery (*)

False Cognates	
morse = taciturno	moroso = slow
notice = aviso	notícia = news
novel = romance	novela = soap opera
operator = telefonista	operador = surgeon, operator (*)
ordinary = comum	ordinário = low, vulgar
ore = minério	ouro = gold
parents = pais	parentes = relatives
particular = específico	particular = private
petrol = gasolina	petróleo = petroleum, oil
physician = médico	físico = physicist
plant = usina, fábrica	planta = plant (*)
prejudice = preconceito	prejuízo = damage, loss
presently (*) = em breve	atualmente = at present
policy = linha política	polícia = police
pretend = fingir	pretender = intend
prospect = perspectiva	prospective = leaflet
push = empurrar	puxar = pull
realize = perceber	realizar = carry out, realize (*)
resume = recomeçar	resumir = summarize
scholar = erudito	escolar = school bus
sensible = sensato	sensível = sensitive
silicon = silício	silicone = silicone
sort = tipo	sorte = luck
stranger = estranho	estrangeiro = foreigner
succeed = ter sucesso	suceder = succeed (*)
support = apoiar	suportar = bear, stand
sympathize = solidarizar-se	simpatizar = like
sympathy = compaixão	simpatia = liking
tenant = inquilino	tenente = lieutenant

OBSERVAÇÃO:

O asterisco (*) que aparece após algumas palavras indica que elas possuem dupla significação, sendo, portanto, “falsos cognatos” apenas parcialmente.

EXPRESSIONS

Essential Expressions		
at once right away immediately	imediatamente	<ul style="list-style-type: none"> - <i>She had to be sent to the hospital at once.</i> - <i>She had to be sent to the hospital right away.</i> - <i>She had to be sent to the hospital immediately.</i>
at last at length finally eventually	finalmente	<ul style="list-style-type: none"> - <i>You have arrived at last. I was very worried!</i> - <i>You have arrived at length. I was very worried!</i> - <i>You have arrived eventually. I was very worried!</i>
at least in the minimum	pelo menos	<ul style="list-style-type: none"> - At least, five students will get the best grade. - In the minimum, five students will get the best grade.
all of a sudden suddenly unexpectedly	repentinamente	<ul style="list-style-type: none"> - All of a sudden, he opened the door. - Suddenly, he opened the door. - Unexpectedly, he opened the door.
as a matter of fact matter-of-factly in fact	na verdade	<ul style="list-style-type: none"> - As a matter of fact, I've had the intention to go to Europe. - Matter-of-factly, I can't live without you. - In fact, I've decided to buy a brand new car.
by the way	a propósito	<ul style="list-style-type: none"> - By the way, have you bought the CD?
by all means doubtlessly certainly	com toda certeza	<ul style="list-style-type: none"> - By all means, she will be here tonight! - Doubtlessly, she will be here tonight! - Certainly, she will be here tonight!
by chance by accident accidentally	por acaso	<ul style="list-style-type: none"> - Penicillin was discovered by chance. - Penicillin was discovered by accident. - Penicillin was discovered accidentally.
by heart by memory	de cor	<ul style="list-style-type: none"> - I know that song by heart. - I know that song by memory.
at present nowadays these days today	atualmente	<ul style="list-style-type: none"> - At present, things are not so easy! - Nowadays, things are not so easy! - These days, things are not so easy! - Today, things are not so easy!

Essential Expressions		
actually really	realmente	- Do you actually want to go? - Do you really want to go?
presently soon	logo	- I'm sure they're going to arrive presently ! - I'm sure they're going to arrive soon !
lately recently	recentemente	- Have you seen Judy lately ? - Have you seen Judy recently ?
fortunately luckily	felizmente	- Fortunately , the accident wasn't so awful . - Luckily , the accident wasn't so awful .
once in a while now and then now and again	de vez em quando	- Yes, I like to go there once in a while . - Yes, I like to go there now and then . - Yes, I like to go there now and again .
time and again again and again repeatedly	repetidamente	- She says the same things time and again . - She says the same things again and again . - She says the same things repeatedly .
on time	na hora	- The plane always leaves on time .
in time	a tempo	- Don't forget! You must be at the airport in time !

CONSOLIDATION II

01. **FILL IN** the blanks with the following adverbs or expressions: right away, eventually, actually, by all means, now and then.

- A) I like to go there _____. It's very nice there.
- B) After a long research, he _____ found the cure for the disease.
- C) She _____ is very beautiful. You're very lucky!
- D) _____, she will be here tonight. I have no doubt!
- E) He had to go home _____. He couldn't be there.

02. **FILL IN** the blanks with the following adverbs or expressions: at least, by the way, by chance, nowadays, luckily.

- A) _____, have you bought the book?
- B) _____, there was a good doctor nearby.
- C) _____ four students will be flunked.
- D) _____ it is hard to live honestly!
- E) I have met her _____.

03. **FILL IN** the blanks with the proper adverbs or expressions: at length, now and again, lately, all of a sudden, on time.

- A) She appeared here _____, I became amazed.
- B) _____ the game is over. I was very nervous.
- C) Have you been to the movies _____?
- D) _____ I like to go to the theater.
- E) You have to be there _____.

PROPOSED EXERCISES

01. (UEMA) A baby-sitter is someone who

- A) takes care of children.
- B) has a baby.
- C) loves babies.
- D) has a baby sister.
- E) never had a baby.

02. (UFMA) "I did the test all over again" means:

- A) Destroyed it
- B) Undid it
- C) Did it repeatedly
- D) Redid it

03. (FCM-RJ) "[...] to make us realize" significa

- A) para nos fazer realizar.
- B) para nos tornar realizados.
- C) para nos fazer entender.
- D) para nós nos realizarmos.

04. (UFF-RJ) Em "It is not intended to justify independence [...]", "It is not intended" corresponde a

- A) não se entende.
- B) não se pretende.
- C) não se entendia.
- D) não se sugere.

05. (PUC-SP) "If a terrestrial plant is deprived of water, it will eventually die." Uma planta terrestre deixada sem água

- A) às vezes sobrevive.
- B) poderá eventualmente morrer.
- C) acaba por morrer.
- D) eventualmente morre.

06. (UERJ) "[...] he realized that something was wrong with the car [...]" means:

- A) He did something wrong when driving the car.
- B) He noticed that he had made a mistake in driving the car.
- C) He understood that the car wasn't all right.
- D) He saw that he was driving the car in the wrong way.

07. (FMU/FIAM-SP) "He'd better resume the lecture". Seria melhor ele

- A) resumir a conferência.
- B) recomeçar a leitura.
- C) resumir a leitura.
- D) recomeçar a conferência.

08. (ITA-SP) Dadas as afirmações de que em português:

1. *Scholar* significa letrado.
2. *Sensible* significa sensato.
3. *Fabric* significa tecido.

Constatamos que está(ão) **CORRETA(s)**

- A) apenas a afirmação nº 1.
- B) apenas a afirmação nº 2.
- C) apenas a afirmação nº 3.
- D) apenas as afirmações nºs 1 e 2.
- E) todas as afirmações.

09. (ITA-SP) Dadas as afirmações de que em português:

1. *Exit* pode significar sucesso.
2. *Commodity* pode significar comodidade.
3. *Character* pode significar personagem.

Constatamos que está(estão) **CORRETA(S)**

- A) apenas a afirmação nº 1.
- B) apenas a afirmação nº 2.
- C) apenas a afirmação nº 3.
- D) apenas as afirmações nºs 1 e 2.
- E) todas as afirmações.

TEXT I

USP-2010



America receives more immigrants than any other country. But its system for dealing with them is a model of dysfunctionality, with 11.9 m illegally present in 2008, up 42% since 2000. Past efforts at reform have failed

- 05 dismally. In 2006 protesters filled city streets after the House of Representatives passed a bill making illegal immigration a felony; but the proposal failed to pass muster in the Senate. The Senate's own effort in 2007 fared even worse. Police clashed with a crowd in Los Angeles. Opponents of reform barraged senators with so many calls that their phone system crashed. The Senate's bill, designed to please all sides, ended up pleasing no one.

Now Washington may try again. With a wretched economy and long to-do list, it hardly seems an opportune moment. Advocates contend that bringing immigrants' shadow economy into the light will fatten tax rolls, end the abuse of illegal workers, improve wages for all and spur economic growth. Historically, however, downturns have prompted Americans to shun foreigners, 20 not welcome them.

THE ECONOMIST, Apr. 18-24, 2009, p. 27. (Adapted).

01. O texto informa que

- A) a imigração ilegal tem sido tema de discussão no Senado e na Câmara americana nos últimos anos.
- B) os Estados Unidos recebem um número grande de imigrantes, sobretudo em Los Angeles.
- C) alguns países possuem modelos de imigração mais funcionais do que os Estados Unidos.
- D) as reformas relativas à imigração nos Estados Unidos têm sido apresentadas em número suficiente.
- E) os pedidos de imigração para os Estados Unidos ultrapassam o máximo oficialmente autorizado pelo Senado.

02. Segundo o texto, a proposta de controle de imigração ilegal apresentada pelo Senado em 2007

- A) não foi aprovada pela Câmara dos Deputados.
- B) foi questionada por órgãos públicos, como a polícia.
- C) não foi aprovada por qualificar como crime a imigração ilegal.
- D) foi rejeitada por todos, reformistas, opositores e outras autoridades.
- E) teve apoio de vários políticos do partido no poder, mas não dos opositores.

03. De acordo com o texto, discutir a questão da imigração agora

- A) limita a possibilidade de propostas oportunistas.
- B) é uma boa tentativa para resolver o problema.
- C) não parece muito oportuno.
- D) não impede que discussões mais detalhadas ocorram no futuro.
- E) minimiza as críticas que Washington teme receber.

04. De acordo com o texto, para os defensores da reforma,

- A) os Estados Unidos só têm a ganhar em termos políticos, econômicos e sociais com a regulamentação da imigração.
- B) as perdas possíveis com a reforma limitam-se ao aumento de pedidos de imigração.
- C) a regularização dos imigrantes ajudará os Estados Unidos a enfrentar a crise econômica porque mais impostos serão pagos.
- D) o crescimento econômico do país depende, na atual conjuntura, do trabalho dos imigrantes.
- E) a legalização dos imigrantes já contribuiu para a melhoria de salários e de condições trabalhistas para todos.

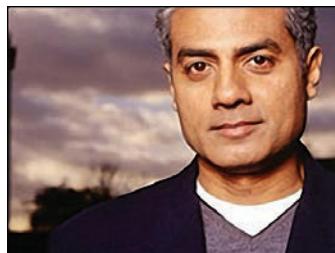
- 05.** O pronome *their*, na sentença "Opponents of reform barraged senators with so many calls that *their* phone system crashed." (linhas 10-11), refere-se a

 - A) policiais.
 - B) senadores.
 - C) opositores da reforma.
 - D) reformistas.
 - E) deputados.

TEXT II

UFMG

Migration: A force of history



Historically, the net effect of migration has been a benign one

I was born in one continent, moved to a second and settled in a third. Asia, Africa and Europe; Sri Lanka, Ghana and Britain. They are stepping stones to a better life, landmarks along the journey of one migrant family.

Our motivation for leaving the land of our birth over 40 years ago was no different to the reason so many make similar journeys today. The fact that these latter-day migrants are willing to risk

10 so much underlines a fundamental truth about migration – the movement of people from poor and failing states to rich and stable ones is as inevitable as water running downhill. If water is a force of nature, then migration is a force of history. The challenge is

15 not to try to stop it but how to manage it. Historically, the net effect of migration has been a benign one. Where would America be without the unparalleled movement of Irish people in the mid-to-late 19th century? Where would modern Australia be if it had

20 continued to rely solely on the flow of people from the “mother” country?

When I discuss migration with people who have a rather different take on it, there is always that comical moment when they realise that – despite my English tones – I am an immigrant. An embarrassed “oh but you are different” is the best they can offer to hide their prejudice. My answer is always the same,

There is just as much chance that the timid Kosovan child who enrols in a school today will one day go on to read the news on the BBC. I am where I am because I've been able to take advantage of the opportunities offered by a Britain at its best – a land of hope that is open and confident. To deny these chances to a new generation of migrants would be an injustice to the individuals concerned but, more important, it would mark a profound loss of faith in our nation's place in this new century of globalisation.

ALAGIAH, George.

- 01.** The author compares migration to running water because both are

 - A) occasionally controlled.
 - B) historical processes.
 - C) impossible to stop.
 - D) stable movements.

02. Alagiah says that migration has a positive effect. To prove his point, he

 - A) questions the help the Irish immigrants gave America in the past.
 - B) contrasts Australian and American immigrants who left for Europe.
 - C) mentions two well-known historical migration movements.
 - D) tells his own family story in order to give readers an example.

03. According to the author, the quote "oh but you are different" (line 26) reflects people's

 - A) prejudices. C) origins.
 - B) hopes. D) realizations.

04. The author compares himself to a Kosovan child to imply that he

 - A) suffered no prejudice on the part of the BBC.
 - B) believes schools today are as good as before.
 - C) is not at all different from other immigrants.
 - D) was also timid when he first got to Britain.

05. According to the text, which place does the author seem to consider his nation?

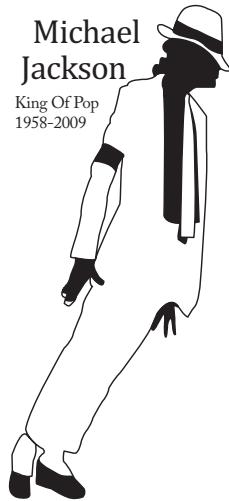
 - A) Ghana. C) Britain.
 - B) Australia. D) Sri Lanka.

06. People who "have a rather different take on it" (lines 22-23) have a different

 - A) occupation. C) culture.
 - B) birthplace. D) opinion.

TEXT III

UEMG-2010



American superstar Michael Jackson was born in Gary, Indiana on August 29, 1958 and entertained audiences nearly his entire life. A musical prodigy, Michael's singing and dancing talents were amazingly mature and he soon became the dominant voice and focus of The Jackson 5.

As The Jackson 5, they became a cutting-edge example of black crossover artists. "You basically had five working-class black boys with Afros and bell bottoms, and they really didn't have to trade any of that stuff in order to become mainstream stars. Young Michael Jackson was the first black 'bubblegum teen star'. He became one of the first African-Americans to be a global icon", said Mark Anthony Neal, a professor of black popular culture at Duke University's Department of African and African-American Studies.

Solo success for Michael was inevitable, and by the 1980s he had become infinitely more popular than his brotherly group. Record sales consistently orbited, culminating in the biggest-selling album of all time, *Thriller*, in 1982. From his precocious abilities as a young singer in The Jackson 5 to his legendary "moon-walk" dance, Jackson continued as a pioneer in the black culture when he broke barriers by appearing on MTV and had much better luck with elaborate music videos. The former president of CBS Records, Walter Yetnikoff, remembered with scorn that MTV would not play "Billie Jean" or "Beat It" because it billed itself as a rock station.

Michael Jackson co-wrote with Lionel Richie, "We Are the World," a 1985 charity single that raised an estimated \$50 million for famine relief in Africa, ushered in Live Aid and the era of celebrity philanthropy. Michael Jackson was the supreme showman who had an unrivalled knack of grabbing headlines.

Michael Jackson made culture accept a person of color way before Tiger Woods, way before Oprah Winfrey, way before Barack Obama. Michael did with music what they later did in sports and in politics and in television.

And no controversy will erase the historic impact. He also influenced a new generation of black musicians, including Usher, Ne-Yo and Kanye West.

Jackson's changing physical appearance in the past two decades led to criticism that he was trying to be less black. But during a 1993 interview with Oprah Winfrey, Jackson shot down rumors that he was dying his skin to make it lighter. He told the talk show host that he had vitiligo, a disorder that destroyed his skin pigmentation.

Total worldwide sales of more than 350 million records over his 40-year career give just a hint of the adoration there was for the "King of Pop". On June 25, 2009, with his sudden death at age 50 of a cardiac arrest just as he was just coming out of a four-year reclusive period and rehearsing for a sold-out London concert in July seems uncommonly cruel and tragic. Millions of dedicated fans will remember where they were "the day Michael died" and he will be remembered as a musical hero – but also a man with human flaws.

CNN.com and The Internet Movie Database.com. (Adapted).

- 01.** All the statements below refer to Michael Jackson's life, **EXCEPT**

- A) He was an amazing singer and dancer.
- B) He changed his physical appearance in the past two decades.
- C) He was afraid of himself.
- D) He entertained audiences nearly his entire life.

- 02.** In "[...] they became a cutting-edge example of black crossover artists", the expression **cutting-edge** means that

- A) The Jackson 5's music style was considered to be old-fashioned in the music business.
- B) The Jackson 5's music style was considered to be a vanguard in the music business.
- C) The Jackson 5's music style was considered to be blocking other black artists' music style.
- D) The Jackson 5's music style was considered to be imitating other music styles.

- 03.** In the sentence "Record sales consistently orbited, culminating in the biggest-selling album of all time, *Thriller*, in 1982," **the biggest** is

- A) a comparative.
- B) a superlative.
- C) an adverb.
- D) none of the above.

- 04.** According to CBS Records president Walter Yetnikoff, MTV would not play Michael Jackson's "Billie Jean" and "Beat it" videos in the early 1980s at first, because

- A) the videos were considered too violent for the viewers.
- B) the videos were not as elaborate as the other artists' at the time.
- C) Michael Jackson was too young for the MTV audience.
- D) MTV was not promoted as a black music channel.

- 05.** According to the text, in the 1990s there were rumors that he was dying his skin. The rumors were saying that
- he was killing his skin cells.
 - his skin cells were not functioning well.
 - he was changing the color of his skin.
 - he developed skin cancer.
- 06.** The title "King of Pop" was given from Elizabeth Taylor to Michael Jackson. According to the text, **King of Pop** is a true nickname to Jackson due to
- the amount of records he has sold throughout the world so far.
 - the fact that he spent most of his life inside a castle.
 - the fact that England's royal family was going to see his first show of the tour in London.
 - the title of his compilation CD released in 2008.

TEXT IV

Mackenzie-SP-2011

Clocks in your head

Many of us look forward to sleep as a respite from the worries of the day. But it is not as free from care as we might hope, according to Jan Born, a neuroendocrinologist at the University of Luebeck in Germany. Even as we doze, our brains somehow keep track of our daily schedule and signal the release of a stress hormone one hour before we have to get up. By then, hitting the snooze button is just fighting the inevitable.

BORN, Jah. Available at: <<http://www.discover.com>>.

- 01.** Jan Born states that

- a nap after work can be very stressful.
- while awake, the brain knows how to control our daily schedule.
- people occasionally get up one hour before the scheduled hour.
- sleeping won't set you free from your problems.
- as soon as people wake up, they hit the snooze button.

- 02.** In which sentence is the expression "look forward to" **CORRECTLY** used?

- She looks forward to moving abroad before long.
- I'll look forward the applications and pick out the best.
- They wanted a financial controller to look forward the city's accounts.
- Shall we look forward the cathedral this afternoon?
- They must look forward to their defense.

ENEM EXERCISES

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



Creative Commons

Ain't no sunshine

[Spoken Intro:]

You ever want something
That you know you shouldn't have
The more you know you shouldn't have it,
The more you want it
And then one day you get it,
It's so good too
But it's just like my girl
When she's around me
I just feel so good, so good
But right now I just feel cold, so cold
Right down to my bones
'Cause ooh...
Ain't no sunshine when she's gone
It's not warm when she's away
Ain't no sunshine when she's gone
And she's always gone too long
Anytime she goes away
[...]

Composition: Bill Withers

- 01.** O trecho anterior, retirado de uma canção interpretada por Michael Jackson, tem como tema

- a paz entre os povos.
- o amor por uma garota que se foi.
- o apelo ao perdão.
- um amor não correspondido.
- um caso de amor correspondido.

- 02.** O fragmento "Ain't no sunshine when she's gone [...]" pode ser interpretado como:

- Não existe Sol quando ela se vai.
- A vida fica triste quando ela está longe.
- O mundo é melhor quando ela não está por perto.
- O Sol brilha toda vez que ela se vai.
- O Sol brilha mais forte quando ela não está presente.

GLOSSARY

- Awful = horrível
- Burglar = ladrão
- Childhood = infância



- Income = rendimento, salário
- Murder = assassinato
- Poverty = pobreza
- Quarrel = briga, discussão
- Skid (verb) = derrapar (skid – skidded – skidded)
- Wounded = ferido, machucado

ANSWER KEY

Consolidation I

01. A) took up
B) take it in
C) taken over
D) takes off
E) taken up
F) take after
G) take you in
H) took to
I) take you in
J) taking out
K) taken up
02. A) 1. ran out of
2. came across
3. get away
4. taking off
5. look down on
- B) 1. cut down on
2. get through
3. put up with
4. carry on
5. look it over
- C) 1. is looking forward
2. give up
3. turn down
4. get rid of
5. put up with
- D) 1. come about
2. brought down
3. make off
4. giving away
5. look up to

Consolidation II

01. A) now and then
B) eventually
C) by all means
D) Actually
E) right away
02. A) By the way
B) Luckily
C) At least
D) Nowadays
E) by chance
03. A) all of a sudden
B) At length
C) lately
D) Now and again
E) on time

Proposed Exercises

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

Text I

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

Text II

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

Text III

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

Text IV

01. D
02. A

Enem Exercises

01. B
02. B

LÍNGUA INGLESA

Causative Verbs and Use of Gerund and Infinitive

MÓDULO

23

FRENTE
A

CAUSATIVE VERBS

O causativo é uma estrutura comum no Inglês. Ele é usado quando uma coisa ou pessoa faz com que outra coisa ou pessoa realize algo. Existem duas estruturas possíveis de serem usadas na composição dos causativos: a voz ativa e a voz passiva.

Exemplos com o verbo *have*:

- *I had Mark fix my car.* (I arranged for the car to be fixed by Mark. / I caused him to fix it.)
- *I had the car fixed.* (I arranged for the car to be fixed by someone. As we don't know who, this is like a passive.)



The active causative structure

Na forma ativa, o agente da ação é mencionado. Segue a estrutura básica dessa forma:

Subject	Causative verb	Object	Action verb	Object
Mark	had	his sister	do	her task
The paramedics	had	the victim	stop	his car
We	had	the plumber	fix	our tap

The passive causative structure

Na forma passiva, usualmente, não há agente. O verbo da ação fica no particípio passado e o objeto vem antes dele.

Subject	Causative verb	Object	Action verb (past participle)
We	had	our cell phone	stolen
Alice	had	her hair	cut
Troy	had	the windows	cleaned

Other causative verbs

Podemos usar outros verbos como causativos.

Verbs	Meaning	Examples
Make	force, compel	The police made us lie on the mattress.
Get	have	She got her hair cut.
Let	allow	I'll let you borrow my car.

CONSOLIDATION I

01. **COMPLETE** the causative sentences by filling in the gaps. You can use *have* or *get*.

A) I think the carpenter should fix my window.

I'll _____ my window _____.

B) I think the cleaner should wash my car.

I'll _____ my car _____.

C) I think the builder should fix my house.

I'll _____ my house _____.

02. **USE** the following verbs in the appropriate tense to fill in the blanks.

a) let b) make c) have d) get

A) Tom really wanted a cat, but his parents wouldn't _____ him have it.

B) I _____ the courier take one book over to my friend last week.

C) How did you _____ the doctor to make a house call?

D) The teacher _____ the students do the exercises.

GERUND, INFINITIVE WITH “TO” AND INFINITIVE WITHOUT “TO”

Uso do gerúndio

Há certos verbos em Inglês que pedem, obrigatoriamente, o verbo seguinte no **gerúndio**, valendo, em significado, pela forma infinitiva.

São eles:

admit - advise - avoid - consider - delay - deny -
detest - dislike - endure - enjoy - escape - excuse
- fancy - finish - forbid - imagine - keep - mind - miss -
postpone - practice - risk - stop - suggest - understand

Verb	Meaning
admit	admitir
advise	aconselhar
avoid	evitar
consider	considerar
delay	demorar
deny	negar
detest	detestar
dislike	não gostar
endure	suportar
enjoy	desfrutar
escape	escapar
excuse	desculpas
fancy	fantasiar / apreciar
finish	terminar
forbid	proibir
imagine	imaginar
keep	manter
mind	importar-se
miss	faltar / sentir falta
postpone	adiar
practice	praticar
risk	arriscar
stop	parar
suggest	sugerir
understand	compreender

Exemplos:

- Mark and Grace **avoid** going there.
- Lucy **dislikes** studying German so much.
- Bob doesn't **imagine** having such a nice car.
- Please, **keep** writing your book.
- Don't **risk** going there so soon.

Há certas expressões idiomáticas que pedem, obrigatoriamente, o verbo seguinte no gerúndio.

São elas:

it's no good - be used to - can't help - can't stop -
it needs - it wants - it's no use - look forward to -
there is no - worth - worth while

Expression	Meaning
it's no good	não ser bom
be used to	ser acostumado a
can't help	não poder evitar
can't stop	não poder parar
it needs	necessita de
it wants	
it's no use	não resolve
look forward to	esperar ansiosamente por
there is no	não há
it's worth (it)	vale a pena
it's worth while	vale a pena

Exemplos:

- **It's no good** working so much.
- Peggy **is used to** studying very hard.
- Joe **can't help** loving her.
- I **can't stop** loving you.
- **It needs** repairing.
- **It wants** repairing.
- As a matter of fact, **it's no use** going there.
- Is it worth buying such an expensive car?

Uso opcional do gerúndio ou do infinitivo com *to*

Há certos verbos que pedem, opcionalmente, o verbo seguinte no **gerúndio** ou no **infinitivo com to**.

São eles:

attempt - begin - cease - continue - dread - forget -
hate - intend - learn - like - love - need - neglect - omit
- prefer - propose - regret - remember - start - try

Verb	Meaning
attempt	tentar
begin	começar
cease	cessar
continue	continuar
dread	recear
forget	esquecer
hate	odiar
intend	pretender
learn	aprender
like	gostar de
love	amar
need	precisar
neglect	negligenciar
omit	omittir
prefer	preferir
propose	propor
regret	lamentar
remember	lembrar-se
start	começar
try	tentar

Exemplos:

- They **continue** working very hard.

They **continue** to work very hard.

- Matheus **hates** speaking Spanish here.

Matheus **hates** to speak Spanish here.

- They **like** teaching at the Institute.

They **like** to teach at the Institute.

- She **loves** studying English very much.

She **loves** to study English very much.

- Please, don't **prefer** going there.

Please, don't **prefer** to go there.

- I **remember** doing this very well.

I **remember** to do this very well.

No caso da expressão *can't bear* – que significa “não poder suportar” –, pode-se usar o verbo seguinte no **gerúndio** ou em **forma infinitiva com to**.

Exemplos:

- In fact, she **can't bear** staying there any more.

In fact, she **can't bear** to stay there any more.

**CHECK IT OUT**

É preciso ficar atento ao uso do gerúndio ou do infinitivo com *to* para verbos que não seguem as regras citadas anteriormente. Para esses verbos, o uso de gerúndio ou infinitivo com *to* acarretará mudança no sentido da frase.

Exemplos:

- *I stopped smoking.* (A ideia veiculada é a de mudança de hábito.)

- *I stopped to smoke.* (A ideia veiculada é a de motivo, razão.)

Em casos como esse, é essencial que o contexto em que a frase se encontra seja analisado.

Uso do infinitivo sem *to* (*bare infinitive* ou *plain infinitive*)

Para os verbos que indicam percepção ou que denotam as funções dos sentidos em Inglês, se aparecerem em estruturação de voz ativa, emprega-se o **infinitivo sem to** ou o **gerúndio**, opcionalmente.

São eles:

feel - hear - notice - observe - see - smell - taste - watch

Verb	Meaning
feel	sentir
hear	ouvir
notice	notar
observe	observar
see	ver
smell	cheirar
taste	ter paladar / provar
watch	observar

Exemplos:

- I can **hear** him playing the piano.

- I can **hear** him play the piano.

- Bill **observes** them playing cards.

- Bill **observes** them play cards.

- I can **see** them studying very hard.

- I can **see** them study very hard.

Entretanto, se esses verbos aparecerem em estruturas frasais na voz passiva, emprega-se, obrigatoriamente, o **infinitivo com to**.

Exemplos:

- Judy **was heard** to scream.
- The thief **was seen** to rob the car.
- That man **was observed** to enter here.
- Lucy **was noticed** to take the book.

Os verbos *let* e *make*, quando aparecem em estruturas frasais na voz ativa, são seguidos de **infinitivo sem to**.

Exemplos:

- He will **let** you go.
- She will **make** you study hard.
- Please, **let** me know about everything.
- Oh, don't **make** me laugh!

No entanto, se os verbos *let* e *make* aparecem em estruturas frasais na voz passiva, são seguidos, obrigatoriamente, pela forma **infinitiva com to**.

Exemplos:

- This student **was made** to write a composition.
- The girl **was let** to read the magazine.
- The old man **was made** to run quickly.
- I **was let** to go.

Há certas expressões que são, obrigatoriamente, seguidas de verbos na forma **infinitiva sem to**.

São elas:

had better - had rather - would rather - had sooner -
need hardly - need scarcely - cannot but

Verb	Meaning
had better	seria melhor
had rather	preferiria
would rather	preferiria
had sooner	preferiria
need hardly	precisar muito
need scarcely	precisar pouco
cannot but	não poder senão

Exemplos:

- You **had better** go to the movies.
- They'd **rather** study English.
- She **had sooner** be at that building.
- I **cannot but** study very hard.
- She **needs scarcely** buy a new car.

CONSOLIDATION II

- 01.** (FUVEST-SP / Adaptado) **COMPLETE** com a forma verbal adequada:

- A) They want _____ (*buy*) a new house before _____ (*sell*) the old one.
- B) "One shouldn't start _____ (*try*) _____ (*drive*) cars before one has finished _____ (*have*) lessons in _____ (*drive*)."
- C) Excuse my _____ (*arrive*) late and not _____ (*be*) on time again. I had to stop in order _____ (*see*) a sick friend.
- D) Do you feel like _____ (*go*) _____ (*visit*) her?
- E) He denied _____ (*drink*) so much yesterday.

- 02.** (FUVEST-SP) **TRANSCREVA**, transformando as orações com a anteposição de "would you mind [...]"

- A) Please mail this letter for me.
-
-

- B) Wait outside a few minutes.
-
-

PROPOSED EXERCISES

- 01.** (Fatec-SP / Adaptado) Observe o uso (função gramatical) da forma *-ing* nas frases seguintes:

- I. For several years, a British energy company, British Gas, has been quietly drilling in the Mediterranean.
- II. Instead, Sharon is leaning toward [...]
- III. [...] for their resource [...] would end up financing terrorist attacks [...]

O uso dessa forma é igual ao que se encontra em *Despite losing a Likud Party vote [...]*, **EXCETO** na(s) frase(s)

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

- 02.** (Mackenzie-SP) Indicate the alternative that **BEST** completes the following sentence.

"I had hoped _____ my letter."

- A) her answer
 - B) her answering
 - C) that she answer
 - D) that she would answer
 - E) to her answer

- 03.** (Mackenzie-SP) Indicate the alternative that **BEST** completes the following sentence.

"_____ is a dangerous sport."

- A) Parachuted
 - B) Parachuteneer
 - C) Parachuter
 - D) Parachute
 - E) Parachuting

- 04.** (UNESP) Assinale a alternativa CORRETA.

Both Mary and Roger enjoy _____ tennis.

- A) plays
 - B) play
 - C) to playing
 - D) playing
 - E) played

- 05.** (ITA-SP) A **MELHOR** forma de concluir a sentença a seguir é:

Although personal appearance is of great importance when going to an interview for a job, the candidate should be careful

- A) *to not overdress.*
 - B) *to do not overdress.*
 - C) *not to overdress.*
 - D) *do not overdress.*
 - E) *not overdress.*

TEXT I

UFMG-2010

Text I

After capitalism

The era of transition that we are entering will be disruptive – but it may bring a world where markets are servants, not masters.



- To understand what capitalism might become, we first have to understand what it is. This is not so simple. Capitalism includes a market economy, but many traditional market economies are not capitalistic.

- 05 It includes trade, but trade, too, long precedes capitalism. It includes capital – but Egyptian pharaohs and fascist dictators commanded surpluses too.

- The French historian Fernand Braudel offered perhaps the best description of capitalism when he wrote of it as a series of layers built on top of the everyday market economy of onions and wood, plumbing and cooking. These layers, local, regional, national and global, are characterised by ever greater abstraction, until at the top sits disembodied finance, seeking returns anywhere, uncommitted to any particular place or industry, and commodifying anything and everything.

- Only a few decades ago there was great interest in what would supersede capitalism. The answers 20 ranged from communism to managerialism, and from hopes of a golden age of leisure to dreams of a return to community and ecological harmony. Today these utopias can be found in the movements around the World Social Forum, on the edges of all of 25 the major religions, in the radical sub-cultures that surround the net, and in moderated form in thousands of civic ventures across the world.

MULGAN, Geoff. Available at: <http://www.prospect-magazine.co.uk/article_details.php?id=10680>

Accessed: Jun. 17th, 2009.

- 01.** The introduction to the text implies that, at present, the capitalist system

- A) guides transitions.
 - B) rules the world.
 - C) serves the market.
 - D) teaches governors

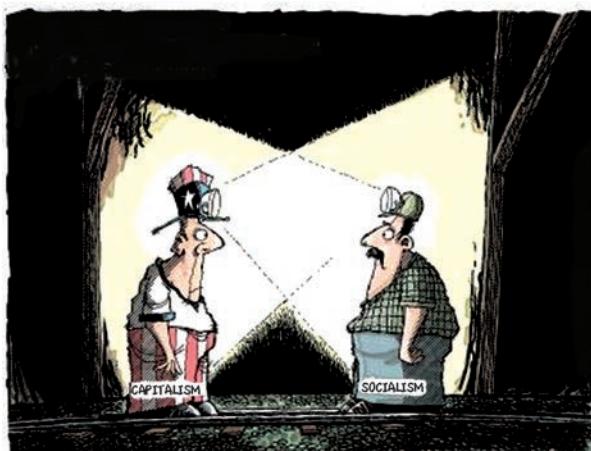
- 02.** The **BEST** topic for the first paragraph is that

- A) capitalism includes market economy.
 - B) it is not very easy to define capitalism.
 - C) the elements in capitalism are traditional.
 - D) we cannot tell the future of capitalism.

- 03.** According to the text, **market economy, trade** and **capital** (1st paragraph) are
- alternatives to ancient policies.
 - byproducts of new capitalism.
 - insufficient to define capitalism.
 - theories of economic systems.
- 04.** Braudel suggests that capitalism is
- mostly defined by agriculture.
 - moving towards immateriality.
 - oriented towards local finance.
 - related to specialized industry.
- 05.** The word **disembodied** (line 14) can be **BEST** understood as
- foreign.
 - marketed.
 - nearby.
 - vague.
- 06.** **Communism** and **managerialism** (line 20) are mentioned in the text as systems that
- are considered unwanted utopias nowadays.
 - could have been alternatives to capitalism.
 - managed to supersede globalized capitalism.
 - were commonly considered the golden ages.
- 07.** We can say that the author of the text thinks that religion
- can be seen as sub-culture.
 - is a radical way of living.
 - allows for utopian ideals.
 - induces civic engagement.

Text II

Study this cartoon:



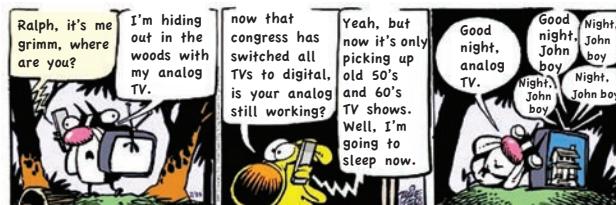
THEY BOTH SAW A LIGHT AT THE END OF THE TUNNEL.

Available at: <<http://www.cartoonstock.com>>. Accessed: Jun. 17th, 2009.

- 08.** We can infer that the cartoon above says that socialism
- interested few workers.
 - found hope in capitalism.
 - scared people in the US.
 - surprised most politicians.

TEXT II

CEFET-MG-2010



Available at: <<http://www.cartoonistgroup.com/store/add.php?id=30224>>. Accessed: Sept. 12th, 2009.

- 01.** This comic strip shows that it is difficult to reduce the number of old TV sets or their toxic materials sent to recycling hubs because some decisions go beyond the choices made by
- environmentalists.
 - administrators.
 - broadcasters.
 - consumers.
 - politicians.

TEXT III

UFTM-MG-2008

Literacy crucial to promoting better health conditions worldwide

Following is UN Secretary-General Ban Ki-moon's message for International Literacy Day, observed 8 September:

The theme of this year's International Literacy Day – health and literacy – highlights the crucial role of literacy in promoting better health conditions worldwide.

There are many important links between literacy and health. Literacy skills and practices are powerful instruments enabling women and men to develop the necessary capacities and self-confidence for improved health. Children have more opportunities to grow up healthy and to receive an education when

they are raised by literate mothers. Literacy thus benefits the health not only of individuals, but also of families and whole communities.

Health care and educational opportunities can be promoted at one and the same time. For example, paediatric practices have proved to be useful for providing guidance on literacy and for helping parents prepare their children for schooling. Literacy programmes with a health dimension can play a critical part in creating and sustaining a healthier world, as can health initiatives with a literacy component.

This year marks the halfway point in the United Nations Literacy Decade (2003-2012). Yet today, there are an estimated 774 million illiterate adults, two thirds of whom are women. More than 72 million children are not in school. These figures remind us how much remains to be done to ensure that people's rights to education and literacy are fulfilled.

This year is also the midpoint in our race to achieve the Millennium Development Goals by 2015. One of the goals is to achieve universal primary schooling – where literacy begins. Higher literacy rates, in turn, would advance our efforts to improve maternal and child health, combat HIV / Aids, malaria and other diseases, and reach the other Millennium Development goals. Overall, literacy sustains development. It helps eradicate extreme poverty and increases opportunities while promoting gender equality and environmental sustainability.

Available at: <<http://www.un.org/news/press/docs/2007/sksam1131.doc.htm>>. (Adapted).

01. Segundo o texto,

- A) cerca de 774 milhões de mulheres e crianças são analfabetas no mundo.
- B) atualmente, as mulheres são a maioria dos adultos analfabetos no mundo.
- C) as mulheres são as primeiras responsáveis pela alfabetização dos filhos.
- D) por virem de famílias de analfabetos, 72 milhões de crianças estão fora da escola.
- E) há, nas Nações Unidas, comunidades e famílias inteiras sem acesso à educação e à saúde.

02. O texto menciona uma Meta de Desenvolvimento do Milênio que levaria a outros desenvolvimentos. Qual é essa meta?

- A) Melhorar a saúde infantil e a materna.
- B) Sustentar o desenvolvimento por meio do letramento materno.
- C) Combater o HIV / Aids.
- D) Universalizar a educação primária.
- E) Erradicar a pobreza extrema.

03. (Adaptado) No trecho do quinto parágrafo do texto – "Yet today, there are an estimated 774 million illiterate adults [...]" –, o termo yet significa, em português,

- A) ainda.
- B) sempre.
- C) também.
- D) portanto.

04. No texto, argumenta-se que

- A) a educação depende das condições de saúde da população mundial, que, por sua vez, depende da alimentação.
- B) a alfabetização e a educação em geral promovem melhores condições de saúde da população.
- C) o direito à saúde e à educação é garantido por lei e será implementado pela ONU em uma década.
- D) a saúde promove o desenvolvimento humano e a igualdade de gênero entre mulheres e homens.
- E) o desenvolvimento econômico, a saúde e a educação estão contemplados na *United Nations Literacy Decade*.

TEXT IV

UFSJ-MG-2008

Gangland Dublin: deadly spree of violence leaves a “carefree” city looking into abyss

The image of Dublin as a prosperous, carefree city has been dealt a series of blows by a surge of gangland violence that has led to a record number of murders and created a security crisis for Bertie Ahern's Government. Ten years after the murder of Veronica Guerin, the investigative journalist, triggered a public outcry over the country's power-thirsty drug dealers, an escalating new feud has illuminated the dark underbelly of the Irish capital.

Police launched a murder investigation yesterday after a 28-year-old man became the latest victim of the violence. He was shot in the early hours of the morning as he slept on a sofa in a house in the north inner-city district of Dublin.

Named locally as Stephen Ledden, a father of one and a convicted robber, he was believed to have been targeted in retaliation for the murder of a rival

criminal outside a supermarket in Dublin two weeks ago. Mr. Ledden was killed by a gunman who entered the house through the unlocked front door before shooting him once in the back of the head.

The murder of Mr. Ledden was the 63rd violent death in the Irish Republic this year, including 27 gun killings, the highest level in almost a decade. They include the murders this month of Dublin's "Mr. Big", the drugs baron Martin "Marlo" Hyland, and Anthony Campbell, 20, an apprentice plumber, who was in the house at the time and was shot to stop him identifying the killer.

LISTER, David. *The Sunday Times*, Jun. 10, 2007.

- 01.** The city of Dublin has been seen up to now as
 - A) critic and dangerous.
 - B) prosperous and carefree.
 - C) murderous and sly.
 - D) violent and secure.

- 02.** The text states that Veronica Guerin was
 - A) the chief of a feud between gangs.
 - B) a dangerous Irish drug dealer.
 - C) a reporter murdered ten years ago.
 - D) the Mayor of the capital of Ireland.

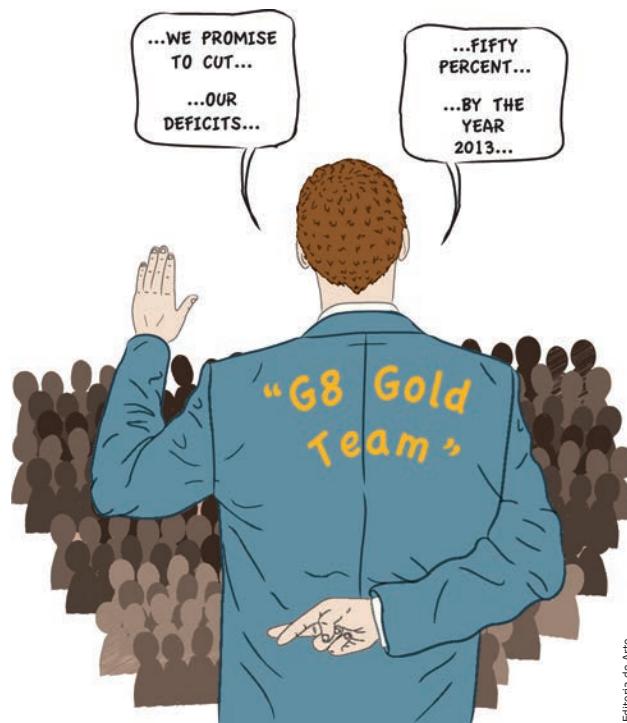
- 03.** The following statements are true about the latest victim of violence in Dublin, **EXCEPT**
 - A) He was sleeping in the police station.
 - B) He was reported to have been 28 years old.
 - C) He was in an inner-city district of the capital.
 - D) He was murdered with a fire shot.

- 04.** Stephen Ledden, the victim referred to by the article,
 - A) was killed by his wife.
 - B) had a large family of children.
 - C) had been a gunman before.
 - D) was a criminal himself.

- 05.** In the Irish Republic this year there have already been
 - A) 63 violent deaths.
 - B) 27 gang murders.
 - C) 20 murderer's identifications.
 - D) one drug related death.

ENEM EXERCISES

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



Editoria de Arte

- 01.** The G8, a group composed of the most powerful countries in the world, makes decisions that can affect people's lives all over the world. Due to that, it is highly observed and often criticized. By the cartoon we can infer that
 - A) the G8 politicians will increase 50% of their deficits by 2013.
 - B) the G8 politicians are very popular.
 - C) 2013 will be the year of a 50% cut in their deficits.
 - D) 2013 will be a year of economic improvement.
 - E) G8 politicians don't usually keep their promises.

- 02.** We can conclude that the leaders of the G8 are gathering in vain because
 - A) they are not going to do what they say.
 - B) they need to change the world.
 - C) they are very powerful and don't make mistakes.
 - D) they try to make things better.
 - E) of their effortless approach.

Texto para questão **03**

Trade postcards with us!



Available at: <<http://andrill.org/iceberg/postcards/index.html>>
Accessed: Apr. 18, 2011 (Adapted).

- 03.** (Enem–2010) Os cartões-postais costumam ser utilizados por viajantes que desejam enviar notícias dos lugares que visitam a parentes e amigos. Publicado no site do projeto Andrill, o texto em formato de cartão-postal tem o propósito de
- comunicar o endereço da nova sede do projeto nos Estados Unidos.
 - convidar colecionadores de cartões-postais a se reunirem em um evento.
 - anunciar uma nova coleção de selos para angariar fundos para a Antártica.
 - divulgar às pessoas a possibilidade de receberem um cartão-postal da Antártica.
 - solicitar que as pessoas visitem o site do mencionado projeto com maior frequência.

HAVING FUN

American political parties

The modern political party system in the United States is a two-party system dominated by the Democratic Party and the Republican Party. These two parties have won every United States presidential election since 1852 and have controlled the United States Congress since at least 1856. Several other third parties from time to time achieve relatively minor representation at the national and state levels.

Among the two major parties, the Democratic Party generally positions itself as left-of-center and supports an American liberalism platform, while the Republican Party generally positions itself as right-of-center and supports an American conservatism platform.

Available at: <http://en.wikipedia.org/wiki/Politics_of_the_United_States>.

Accessed: Feb. 3rd, 2011.

One of the most appreciated topics when it comes to making jokes and critics is the subject of politics, and the American two-party system is never forgotten. Here is a funny (and highly critical) way of differing each one of them:

You might be a Democrat if...

You've ever referred to someone as a "bigot or Nazi". You've ever tried to prove Jesus was a married man. You oppose the death penalty, but support abortion. You support diversity, as long as others agree with you.

You've ever uttered the phrase, "you hypocrite". You support PETA and Green Peace, but still eat beef, fish, lamb, and wear leather garments. You agree that all the world's problems can be traced back to white Anglo-Saxon men taking advantage of others.

When people say "Marx," you think, "to bad his idea didn't work".

You argue that you need 300 laws to control guns. You really think that guns kill people. Not people kill people.

You've ever said "reduce paper, save a tree". You justify lying cheating Democrats because Republicans lie and cheat.

You ever start or end an argument on the phrase, "you are closed-minded".

Available at: <http://www.jokesaboutpolitics.com/politics_joke_456.html>. Accessed: Feb. 3rd, 2011.

You might be a Republican if...

You think "proletariat" is a type of cheese. You've ever referred to someone as "my (insert racial or ethnic minority here) friend".

You've ever tried to prove Jesus was a capitalist and opposed to welfare.

You're a pro-lifer, but support the death penalty.

You once broke loose at a party and removed your neck tie.

You've ever uttered the phrase, "Why don't we just throw a bomb at them."

You don't think "The Simpsons" is all that funny, but you watch it because that Flanders fellow makes a lot of sense.

You don't let your kids watch "Sesame Street" because you accuse Bert and Ernie of "sexual deviance."

You've ever yelled, "Hey hippie, get a haircut."

You think Birkenstock was that radical rock concert in 1969.

You argue that you need 300 handguns, in case a bear ever attacks your home.

You've ever called education a luxury.

You confuse Lenin with Lennon.

Available at: <http://www.jokesaboutpolitics.com/politics_joke_456.html>. Accessed: Feb. 3rd, 2011.

GLOSSARY

- Fix (verb) = consertar (fix – fixed – fixed)
- Laugh (verb) = rir (laugh – laughed – laughed)



SXC

- Repairing = conserto, reparo

ANSWER KEY

Consolidation I

01. A) have – fixed
B) get – washed
C) have – fixed

02. A) let
B) had
C) get
D) made

Consolidation II

01. A) to buy / selling
B) to try / driving / having / driving
C) arriving / to be / to see
D) going / to visit
E) drinking
02. A) Would you mind mailing this letter for me, please?
B) Would you mind waiting outside a few minutes?

Proposed Exercises

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

Text I

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

Text II

01. D

Text III

01. B 03. A
02. D 04. B

Text IV

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

Enem Exercises

01. E
02. A
03. D

LÍNGUA INGLESA

Special Difficulties

MÓDULO

24

FRENTE

A

VOCABULARY: SPECIAL DIFFICULTIES

Assim como no Português, existem, no Inglês, algumas peculiaridades com relação ao vocabulário que merecem atenção. São elas:

- **ACCEPT** – aceitar
- **EXCEPT** – exceto (equivale a *but*)

Exemplos:

- *He didn't accept my offer.*
- *Nobody went to the office, except George.*

- **ADVICE** – conselho
- **ADVISE** – aconselhar

Exemplos:

- *Let me give you some advice.*
- *He advised me not to go out alone at night.*

- **EITHER** – qualquer um (entre dois)
- **ANY** – qualquer um (entre vários)
- **NEITHER** – nenhum (entre dois)
- **NONE** – nenhum (entre vários)

Exemplos:

- *"Which of these two books would you like to read?"*
- ***Either** of them.*

- *Please, give me **any** of these cards.*
- *They offered me two books but I wanted **neither**.*
- *Lucy gave me a lot of presents but I wanted **none**.*
- **FALL** – cair (cuja forma no *Simple Past* é **FELL**)
- **FEEL** – sentir
- **FILL** – encher

Exemplos:

- *The snow is **falling** now.*



- *I **feel** happy today.*
- *We **filled** the closet with books.*
- **FEWER** – menos (antes de *countable nouns* no plural)
- **LESS** – menos (antes de *uncountable nouns* e também para formar o comparativo de inferioridade)

Exemplos:

- *You should take **fewer** pens to school.*
- *We've got **less** money than you.*
- *Lucy is **less** beautiful than her sister.*

- **HAD BETTER** – é melhor que, seria melhor
- **WOULD RATHER** – preferir

Exemplos:

- *I **had better** go home now.*
- *I **would rather** have "feijoada".*

- **LATER** – mais tarde
- **THE LATTER** – o segundo (de dois elementos citados)

Exemplos:

- *He's going to talk to you **later**.*
- *Alice and Tom are brothers. The former is a teacher and **the latter** is a lawyer.*

- **ALREADY** – já
- **ALL READY** – todos prontos

Exemplos:

- *I've **already** seen that show.*
- *The players were **all ready** for the game.*

- **ALSO** – também (antes do verbo principal ou depois do verbo *to be*, em orações afirmativas ou interrogativas)
- **EITHER** – também (no final de orações negativas)
- **TOO** – também (no final de orações afirmativas ou interrogativas)
- **AS WELL** – também (no final de orações afirmativas ou interrogativas)

Exemplos:

- *Tom studies French. His sister **also** studies French.*
- *I'm from Brazil. My parents are **also** from Brazil.*
- *I'm not a dentist. You aren't a dentist **either**.*
- *I did the exercise. My classmates did it **as well**.*
- *Did Lucy do the homework, **too**?*

- **BEAT** – bater; derrotar (o adversário)
- **WIN** – vencer (jogo, competição)

Exemplos:

- *Brazil **beat** Argentina in 1995.*
- *Brazil **won** the World Cup in 1994.*

- **BESIDE** – ao lado de
- **BESIDES** – além de; além disso

Exemplos:

- *You must sit **beside** this girl today.*
 - ***Besides** English, they speak German and French.*
- **LEND** – emprestar (para alguém)
 - **BORROW** – tomar emprestado (de alguém)

Exemplos:

- *My father will **lend** you some money.*
 - *May I **borrow** your pen, Mary?*
- **LOSE** – perder (algo ou alguém)
 - **MISS** – perder (ônibus, etc.); faltar (à aula, etc.); sentir falta de

Exemplos:

- *I **lost** my car downtown.*
- *He **lost** his son in the war.*
- ***Hurry up** or you'll **miss** the plane.*
- *They **miss** their parents a lot.*

- **AFFECT** – afetar
- **EFFECT** – efeito

Exemplos:

– *She was deeply **affected** by the news.*

– *This drug has a very strong **effect**.*

- **AS** – como (na função de)
- **LIKE** – como (semelhante a; como se fosse)
- **HOW** – como (de que maneira)

Exemplos:

– *Mr. Tom is working **as** a teacher.* (Neste caso, observe que Mr. Tom é um professor; essa é sua profissão.)

– *That man works **like** a slave.* (Neste caso, observe que aquele homem não é um escravo, mas trabalha tanto quanto um escravo.)

– *How could you get such a low grade?*

- **ROB** – roubar (pessoa ou lugar)
- **STEAL** – roubar (coisa)
- **MUG** – assaltar

Exemplo:

– *The thieves **robbed** me. They **stole** all the money I had.*

- **TALL** – alto (pessoas, edifícios e árvores)
- **HIGH** – alto (coisas em geral)
- **LOUD** – alto (som)

Exemplos:

– *What a **tall** man!*

– *The Everest is very **high**.*

– *They spoke in a **loud** voice.*

- **TAUGHT** – passado e particípio passado de *to teach* (ensinar)
- **THOROUGH** – cuidadoso; rigoroso
- **THOUGH / ALTHOUGH** – embora (conjunção)
- **THOUGHT** – pensamento; passado e particípio passado de *to think* (pensar)
- **THROUGH** – através de
- **THROUGHOUT** – por toda extensão; em toda parte
- **TOUGH** – duro; rígido

Exemplos:

– *Mr. Stanford **taught** me how to play tennis.*

– *The doctor gave my sister a **thorough** examination.*

- **Though** the book is difficult to understand, it's very good.
- I **thought** she had come yesterday.
- I'm **avoiding** this kind of **thought**.
- They saw you **through** the glass of the window.
- There's a lot of injustice **throughout** the world.
- The meat is too **tough**.
- **VERY** – muito (usado com adjetivos e advérbios)
- **MUCH** – muito (usado com *uncountable nouns* e adjetivos no comparativo)

Exemplos:

- This is a **very** slow car.
- She spoke **very** slowly.
- There isn't **much** money for you today.
- She's **much** smarter than her mother.

Existe ainda a forma **very much**, que aparece modificando um verbo ou um adjetivo no grau comparativo.

- **WATCH** – assistir a (TV, espetáculo, etc.)
- **ATTEND** – assistir a (aula, reunião, etc.)
- **ASSIST** – prestar assistência; ajudar

Exemplos:

- We were **watching** an excellent program on TV.
- Luís is sick. That's why he's not **attending** classes these days.
- The scientist was **assisting** us during the experiments.
- **WEAR** – usar (no corpo); vestir
- **USE** – usar; utilizar

Exemplos:

- I was **wearing** a yellow watch last night.
- Can I **use** your pen to fill in my exercise?
- **MORE** – mais (antes de substantivos e também antes de alguns adjetivos para formar o comparativo de superioridade)
- **ELSE** – mais (depois de pronomes interrogativos ou indefinidos)

Exemplos:

- Would you like **more** money?
- She's **more** beautiful than the other girls.
- Would you like anything **else**?
- Roger didn't say anything **else**.

- **PULL** – puxar



- **PUSH** – empurrar

Exemplos:

- Tom **pulled** his sister's hair.
- Liz **pushed** me, and I fell into the pool.

- **RAISE** – levantar, erguer (algo)
- **RISE** – levantar-se; subir

Exemplos:

- They are **raising** the curtains now.
- Look! The sun is **rising**.

- **REMEMBER** – lembrar(-se)
- **REMIND** – fazer (alguém) lembrar

Exemplos:

- I really don't **remember** that girl.
- That house **reminds** me of the one in which I was born.

**CHECK IT OUT**

Aprender o vocabulário de uma nova língua é algo que requer tempo e persistência. Além disso, requer o máximo de contato possível com a língua. Uma ideia interessante para assimilar novas palavras que lhe serão apresentadas é fazer um dicionário de figuras – um *Picture Dictionary*.

Você pode, por exemplo, dividir um caderno em seções com cada letra do alfabeto, escrever as palavras à medida que aprendê-las e recortar ou desenhar figuras que o façam lembrar desse vocabulário.

O aspecto visual do dicionário poderá te ajudar a memorizar as palavras mais rapidamente e de forma divertida.

CONSOLIDATION

01. **COMPLETE** with the right word according to each sentence.

Taught, thought, though, throughout, tough, through

- A) He _____ me how to drive.
 - B) This is a _____ decision to make.
 - C) He traveled _____ the world.
 - D) She glanced at me _____ the window.
 - E) _____ he didn't study, he got _____ the exam.
 - F) I _____ I was going to die.

PROPOSED EXERCISES

01. (ITA-SP) "Scientists have been talking about producing better foods (I) genetic engineering ever since the technology first became available more than 20 years ago. Now, after decades of biotech setbacks and controversy, American consumers finally have something they can sink their teeth into. The US Food and Drug Administration (FDA) last week endorsed as safe the first genetically altered food to be sold to consumers – a tomato called the Flavr Savr and billed as offering 'summer taste' all year long. The biotech industry immediately hailed the government decision as the breakthrough it had been waiting for. 'This is a real shot in the arm', says Roger Salquist, Calgene's chief executive officer. 'It validates the company's science.'

But the new tomato is also a fat target for critics of biotechnology. [...] 'The middle class is moving in the direction of organic, healthy foods', says Rifkin, 'The last thing they want to hear about is gene-spliced tomatoes.'"

TIME, May 30, 1994. (Adapted).

A preposição que preenche a lacuna I **CORRETAMENTE** é

- A) by. C) over. E) with.
 B) for. D) through.

02. (UFRGS) Fill in the blank below with the **BEST** alternative.

Political corruption and civil unrest are _____ Mexico's modern problems.

- A) because
 - B) between
 - C) throughout
 - D) among
 - E) although

03. (Cesgrario) The sentence "Though overshoppers later experience considerable remorse, they find shopping exciting" contains an idea of

- A) addition. C) cause. E) contrast.
B) alternative. D) condition.

04. (Fatec-SP) Assinale a alternativa que corresponde à forma afirmativa do trecho: “*Engineers didn’t think [...]”*

- A) *Engineers thought* [...]
 - B) *Engineers though* [...]
 - C) *Engineers through* [...]
 - D) *Engineers thru* [...]
 - E) *Engineers throw* [...]

TEXT I

CEFET-MG-2010 / Adaptado

Study suggests toads can detect coming earthquakes

*British study says toads hopped away from breeding site days before **deadly** Italian earthquake*



Stockphoto / Alasdair Thomson

Common toad, bufo bufo.

When it comes to predicting earthquakes, toads – warts and all – may be an asset. British researchers said **recently** that they observed a mass exodus of toads from a breeding site in Italy five days before a major tremor struck, suggesting the amphibians **may** be able to sense environmental changes, imperceptible to humans, that foretell a coming quake.

Since ancient times, anecdotes and folklore have linked unusual animal behavior to cataclysmic events like earthquakes, but hard evidence has been scarce. A new study by researchers from the Open University is one of the first to document animal behavior before, during and after an earthquake. The scientists were studying the common toad – *bufo bufo* – at a breeding colony in central Italy when they noticed a sharp decline in the number of animals at the site. Days later, a 6.3-magnitude earthquake **hit**, killing hundreds of people and **badly** damaging the town of L’Aquila. Researcher Rachel Grant said the findings suggested that toads are able to detect pre-seismic cues such as the release of gases and charged particles, and use **these** as a form of earthquake early warning system.

Initially puzzled by the toads' disappearance in the middle of the breeding season, the scientists tracked the population in the days that followed and found that 96 percent of males, **who vastly** outnumber females at breeding spots, abandoned the site 74 kilometers from the quake's epicenter, five days before **it struck** on April 6, 2009. The number of toads at the site fell to zero three days before the quake, according to the study, published in the Zoological Society of London's *Journal of Zoology*. Dr. Grant, the report's lead author, explained that a day after the earthquake, **they** all started coming back. The numbers were still lower than normal and remained low until after the last aftershock. She added that one possibility is that the animals sensed a change in the amount of radon emitted by the Earth because of the buildup of pressure prior to a quake.

Scientists also have surmised that animals **may** be able to detect minor tremors imperceptible to humans, or that they sense electrical signals emitted by rocks under stress before an earthquake. According to Dr. Grant, the sense may be the result of millions of years of evolution, a trigger that tells the toads to move to safer ground. She also said that an earthquake could wipe out a population in that area and a landslide or flood could kill virtually 100 percent of the males, and quite a lot of the females.

Several countries have sought to use changes in nature, mostly animal behavior, as an early warning sign, without much success. The city of Tokyo spent years in the 1990s researching whether catfish behavior could be used to predict earthquakes, but abandoned the study as inconclusive.

Roger Musson, a seismologist with the British Geological Survey, said that the problem of studies like the Italian toad research lay in proving the connection between the animal behavior and the quake. According to him what happens is that somebody observes some strange animal behavior then there is an earthquake, so they link the two. He also observed that there are probably plenty of cases in **which** there is strange animal behavior and no earthquake. Musson added that the new study was "another bit of data in the large pile that has been accumulating over the years. But it's not in any shape or form a breakthrough."

Available at: <<http://abcnews.go.com/international/wirestory?id=10247369&page=1>>. Accessed: Apr. 10, 2010. (Adapted).

- 01.** The word that functions as an adjective in the text is
 A) deadly (headline). D) virtually (paragraph 4).
 B) badly (paragraph 2). E) recently (paragraph 1).
 C) vastly (paragraph 3).

- 02.** The **INCORRECT** correlation between the following pronouns and their referents in the text is
 A) it (paragraph 3) – quake.
 B) they (paragraph 3) – toads.
 C) who (paragraph 3) – males.
 D) these (paragraph 2) – cues.
 E) which (paragraph 6) – animal.
- 03.** In paragraphs 1 and 4, the word *may* was used to
 A) express wish. D) indicate purpose.
 B) make requests. E) give suggestions.
 C) show possibility.
- 04.** In the text, there is **NOT** a correlation between the meanings of the terms in:
 A) struck (paragraph 3) → hit (paragraph 2)
 B) wipe out (paragraph 4) → kill (paragraph 4)
 C) foretell (paragraph 1) → predict (paragraph 5)
 D) change (paragraph 3) → breakthrough (paragraph 6)
 E) hopped away (headline) → abandoned (paragraph 3)
- 05.** Dr. Grant's **MAIN** goal was the study of
 A) pre-seismic cues.
 B) major tremor strucks.
 C) toads' mating migrations.
 D) bufo bufo's breeding colonies.
 E) earthquake prediction systems.
- 06.** Roger Musson considers Dr. Grant's study results
 A) beneficial. C) incomplete. E) predictable.
 B) innovative. D) pioneering.
- 07.** Concerning the earthquake warning signs in the text, the following expressions are presented:
 I. flood disaster
 II. gas release
 III. landslide catastrophe
 IV. electrical charge
 V. animal behavior
 The **CORRECT** warning signs are
 A) I and II. C) I, III and IV. E) II, IV and V.
 B) II and III. D) I, III and V.
- 08.** According to the text, it can be concluded that
 A) amphibian behaviour is actually a pre-seismic cue.
 B) coming earthquakes are still impossible to be predicted.
 C) animal response to natural disasters has evolved over the years.
 D) breeding seasons change drastically when animals sense tremors.
 E) clear connections between toad exodus and quakes were proved.

TEXT II

UFOP-MG-2008

Text I

Diabetes: A "disease of poverty"?

Diabetes kills as many as AIDS, and is a big problem in poor countries. Dr. Martin Silink, head of the International Diabetes Federation, spoke with Mary Carmichael. I thought diabetes was a "disease of affluence". Not anymore – 70 percent of cases are in the developing world. When people there move to cities, their risk doubles. They're less active and they eat fewer fruits and vegetables. The numbers are especially bad in Asia. Why? Economic development there is uncovering a genetic tendency towards diabetes. For a person of European background, the risk rises at a body-mass index of 26. But for people in Asia, it starts at 22 because they put on fat in the abdominal area. That body shape is linked to insulin resistance. How do we stop this? We can encourage healthy eating and rebuild walking and bike paths. For the 246 million who are already sick, we have to improve care to avoid complications. In the poorest countries, old-fashioned drugs are still 80 to 90 percent effective.

NEWSWEEK, July 2-9, 2007, p. 75.

- 01.** In poor countries, diabetes kills
 A) the same number of people as AIDS.
 B) more people than AIDS.
 C) less people than AIDS.
 D) only people with AIDS.
- 02.** The expression "disease of affluence" means
 A) a disease of modern people.
 B) a disease of old people.
 C) a disease of rich people.
 D) a disease of poor people.
- 03.** What can be done to avoid diabetes?
 A) To provide better working facilities.
 B) To encourage healthier eating habits.
 C) To move to cities and be more active.
 D) To double the effective drugs being used.
- 04.** Researchers concluded that sleep-deprivation
 A) must be recommended for old people.
 B) may cause no impact in death rates.
 C) improves the quality of life of everyone.
 D) can be riskier for men than for women.
- 05.** The information we can infer from the text is that
 A) the research reviews discussed are incomplete.
 B) the larger research involved just a group of women.
 C) the studies involved over thirty thousand people.
 D) the stated results have no scientific basis.
- 06.** Seven to eight hours of sleep a night is
 A) too much for students.
 B) the least for most people.
 C) very little for children.
 D) a lot for old people.
- 07.** "Short-sleepers" are people who sleep
 A) less than 7 hours a night.
 B) during the work.
 C) just at night.
 D) all the time.

The evidence indicates that a person who regularly sleeps less than seven hours a night functions as badly as someone who hasn't slept for one to three days, according to a research review published in the *Journal of Clinical Sleep Medicine* last year. Furthermore, the largest current longitudinal studies (one involving 21,268 people and another 10,308) showed that sleep-deprivation increased mortality: the chance of dying younger than people of the same age, gender and health-risk factors. In the larger study researchers at the Finnish Institute of Occupational Health assessed the sleep habits of the group in 1975 and 1981 and then checked to see who was still alive on Dec. 31, 2003. After comparing subjects' survival rates to the average for people of the same age (and adjusting for other known death risks, like smoking), the researchers concluded that lack of sleep increased mortality in the study participants by 26 percent for men and 21 percent for women. The cause of death might be accidents, or diseases exacerbated by sleep-deprivation. Other current research indicates that lack of sleep affects the body's hormones, immune system and metabolism; hence, it can be a risk factor for obesity, diabetes and heart disease.

EHRENFIELD, Temma.

Available at: <<http://www.newsweek.com/id/113270>>.

Accessed: Feb. 20, 2008. (Adapted).

Text II

Fact or fiction

Do you really need seven hours of sleep?

Yep, you do. Although people do vary in how much sleep they need, the differences are slight, and the vast majority of us (including seniors) need seven to eight hours. Most people who regularly get less than seven hours of rest are simply unaware of the damage that fatigue and sleepiness is doing to their bodies. Chronic "short-sleepers," as scientists call them, have forgotten what it feels like to be well-rested, says Robert Rosenberg, medical director of the Sleep Disorders Center of Prescott Valley, in Arizona.

TEXT III

FASEH-MG-2010

Environmental health

Environmental health addresses all the physical, chemical and biological factors external to a person, and all the related factors impacting behaviours. It encompasses the assessment and control of those environmental factors that can potentially affect health. It is targeted towards preventing disease and creating health-supportive environments. This definition excludes behaviour not related to environment, as well as behaviour related to the social and cultural environment, and genetics.

The environment and health for children and their mothers

The issues

More than three million children under five die each year from environment-related causes and conditions. This makes the environment one of the most critical contributors to the global toll of more than ten million child deaths annually – as well as a very important factor in the health and well-being of their mothers.

Polluted indoor and outdoor air, contaminated water, lack of adequate sanitation, toxic hazards, disease vectors, ultraviolet radiation, and degraded ecosystems are all important environmental risk factors for children, and in most cases for their mothers as well. Particularly in developing countries, environmental hazards and pollution are a major contributor to childhood deaths, illnesses and disability from acute respiratory disease, diarrhoeal diseases, physical injuries, poisonings, insect-borne diseases and perinatal infections. Childhood death and illness from causes such as poverty and malnutrition are also associated with unsustainable patterns of development and degraded urban or rural environments.

Major environment-related killers in children under five years of age

- Diarrhoea kills an estimated 1.6 million children each year, caused mainly by unsafe water and poor sanitation.
- Indoor air pollution associated with the still-widespread use of biomass fuels kills nearly one million children annually, mostly as a result of acute respiratory infections. Mothers, in charge of cooking or resting close to the hearth after having given birth, are most at risk of developing chronic respiratory disease.
- Malaria, which may be exacerbated as a result of poor water management and storage, inadequate housing, deforestation and loss of biodiversity, kills an estimated one million children under five annually, mostly in Africa.
- Unintentional physical injuries, which may be related to household or community environmental hazards, kill nearly 300,000 children annually: 60,000 are attributed to drowning; 40,000 to fires; 16,000 to falls; 16,000 to poisonings; 50,000 to road traffic incidents; and over 100,000 are due to other unintentional injuries.

Health-damaging exposure to environmental risks can begin before birth. Lead in air, mercury in food and other chemicals can result in long-term, often irreversible effects, such as infertility, miscarriage, and birth defects.

Women's exposure to pesticides, 32 solvents and persistent organic pollutants may potentially affect the health of the fetus. Additionally, while the overall benefits of breastfeeding are recognized, the health of the newborn may be affected by high levels of contaminants in breast milk. Small children, whose bodies are rapidly developing, are particularly susceptible – and in some instances the health impacts may only emerge later in life.

Furthermore, children as young as five years old sometimes work in hazardous settings. Pregnant women living and working in hazardous environments and poor mothers and their children are at a higher risk, as they are exposed to the most degraded environments, are often unaware of the health implications, and lack access to information on potential solutions.

Improving children and mothers' environmental health by addressing and tackling issues affecting their health presents an essential contribution towards the achievement of the Millennium Development Goals (MDGs).

Available at: <<http://www.who.int/mediacentre/factsheets/fs284/en/index.htm>>.

- 01.** Environmental health has to do with
 - A) factors external to a person.
 - B) physical condition of a person.
 - C) related behaviourism.
 - D) the chemistry of nature.
- 02.** Mark the statement that is **NOT TRUE** about environmental health.
 - A) It controls health-affecting environmental factors.
 - B) It creates health-supportive environments.
 - C) It supports genetic control over humans.
 - D) It tries to prevent diseases.
- 03.** Environment-related problems bring about
 - A) a sense of well-being to mothers and children.
 - B) healthy children to take advantage of the environment.
 - C) mothers that take care of their children's health.
 - D) the death of millions of children each year.
- 04.** Of the children that die in consequence of environment-related causes,
 - A) more than ten million don't have a mother.
 - B) over five million could not be saved.
 - C) over three million are under 5 years of age.
 - D) under five million are usually very healthy.
- 05.** Of the children discussed in the text,
 - A) more than half a million are drowned.
 - B) nearly two million die in consequence of malaria.
 - C) not less than a million are involved in road traffic incidents.
 - D) over one million and a half die of diarrhea.
- 06.** Environmental risk factors for children include all of the following, **EXCEPT**

A) adequate sanitation.	C) polluted air.
B) contaminated water.	D) ultraviolet radiation.

- 07.** Environmental hazards and pollution are contributors for children's deaths
A) especially in developing countries.
B) in countries where malaria exists.
C) mainly in the United States.
D) only in African countries.
- 08.** The risk of exposure to health damage
A) cannot affect breastfeeding.
B) depends on solvents and pollutants.
C) has proved to have irreversible effects.
D) may start before the child is born.
- 09.** One of the great problems of mothers living in hazardous settings is
A) that, although they are aware of the implications, they do it anyway.
B) that they like to live and work in that environment.
C) the fact that they are always pregnant and have small children.
D) the lack of access to information on potential solutions.
- 10.** In the sentence "It encompasses the assessment and control of those environmental factors that can potentially affect health", in the first paragraph, the pronoun *it* refers to
A) biological factor.
B) chemical factor.
C) environmental health.
D) physical factor.

TEXT IV

FAME-MG-2010

Chronic conditions crank up health costs

CHARLOTTESVILLE, Va. — Raymond Harris is only 54, but he already has gone through three kidneys.

Like most people, Harris was born with two working kidneys. He lost one at age 8 because of a fall. He lost the second to high blood pressure at 42. He lost the third — donated by his wife — at age 48, because of a rare reaction to a dye that doctors used to view the blockages in his arteries. And while Harris gets a lot of health care, he isn't exactly healthy. He has had three back surgeries and six heart attacks and depends on dialysis to survive. If medications fail to clear his arteries, he may need open-heart surgery. And less than one month after his latest heart attack, Harris is back in the emergency room at the University of Virginia Medical Center with chest pain.

While Harris' health problems may seem extraordinary, doctors say that many Americans today appear destined

to share his fate. Nearly half of Americans have a chronic condition, and 75% of the \$2.6 trillion spent annually on health care goes to treat patients with long-term health problems, says Kenneth Thorpe, a professor at Atlanta's Emory University and head of the Partnership to Fight Chronic Disease. In the Medicare program, which pays for Harris' care because of his kidney failure, 95% of spending is linked to a chronic disease. "All of these diseases are accumulations of what's happened before in a person's life," says Barbara Starfield, professor of public policy at Johns Hopkins University in Baltimore. "We have to think about keeping people as healthy as possible so they don't get these diseases."

Doctors say Harris' story is filled with missed opportunities to avoid disease, but also illustrates possibilities for change — both through healthier lifestyles and more coordinated primary care — that could reduce suffering and unnecessary costs. "It would have been nice to catch him in his 20s and get him to stop smoking," says Robert O'Connor, professor and chair of emergency medicine at the University of Virginia, who treated Harris in the ER. "I suspect he had high blood pressure back then. [...] I can't help but wonder if that would have provided a better outcome for him."

Although health officials have exhorted Americans for years to get in shape, two thirds of adults today are overweight. But insurance plans could help in other ways, such as by covering smoking-cessation classes and other services with well-documented health benefits, says Ted Epperly, president of the American Academy of Family Physicians.

Harris gave up tobacco on his own last month after his last heart attack, after smoking a pack a day for decades. Now, he puts \$5 a day in a jar — the amount he used to spend on cigarettes — and will use the savings to help pay his mortgage. "It would save a lot of money," he says. "These health problems are going to cost them way more than the classes."

Primary care shortage

Harris has lots of company in the ER this day. Doctors will have seen nearly 200 patients before it's over. When the ER runs out of rooms, doctors will treat patients on gurneys in the hallway. "We don't have a robust primary care system, so that we can't get all of these people taken care of in the right place at the right time by the right type of doctor," Epperly says.

Uninsured patients aren't the only ones using the ER for non-urgent care. With too few primary care doctors to go around, many patients turn to the ER when they can't get an appointment with their regular physician, says Sandra Schneider, president of the American College of Emergency Physicians.

In some ways, insurance payments contribute to the shortage, Epperly says, by discouraging physicians from going into primary care. Medicare, which covers people over 65, pays doctors far more to perform procedures than to monitor a patient's overall health, Epperly says. In the past decade, only 10% of new doctors — who graduate from medical school with an average of

\$140,000 in student loans — have gone into primary care, Epperly says. "We have a terribly perverse incentive system," says Stuart Butler, a health analyst and vice-president for domestic research with the Heritage Foundation in Washington.

Patients with chronic conditions may see specialists who each treat a different symptom or deteriorating organ. But these doctors may rarely if ever get together to talk about the patient's overall health, Starfield says. [...]

Medicaid, which covers poor children and the disabled, also discourages doctors from taking on new patients. The federal program, which is run by the states, pays doctors an average of 28% less than Medicare, says David Tayloe, president of the American Academy of Pediatrics. So many doctors refuse to treat patients on Medicaid. [...]

A program that works

Successful regional programs could serve as models for national health care reform, says Tayloe, who practices in rural Goldsboro, N.C. North Carolina, for example, saves \$150 million a year through a "visionary" Medicaid program, he says.

The plan encourages doctors to accept Medicaid patients by paying extra monthly fees that reflect the level of sickness of their patients, Tayloe says. A community health network gets an extra fee to coordinate patient care and make sure that kids stay healthy.

In the Seattle area, Group Health Cooperative experimented with a "patient-centered medical home," which allows doctors to see fewer patients but spend more time coordinating their care. Patients in the new program had 29% fewer ER visits and 11% fewer hospitalizations, according to a study published in the *American Journal of Managed Care* last week. The program paid for itself within a year. [...]

Several proposals for health reform could help, too, Tayloe says. A bill in the House of Representatives would improve payment for primary care doctors who see Medicare and Medicaid patients, raising Medicaid rates even more significantly so that they equal those in Medicare.

Other proposals in Congress would establish a pilot program to test more "medical home" models like the one at Group Health and fund a study on ways to balance the supply of specialists and primary-care providers. Doctors on "community health teams" would be paid to oversee patients' care. The teams would include nurse practitioners and physician assistants – who can handle many primary care needs more cheaply than doctors – as well as dietitians, mental health counselors and others.

Such programs don't always save money. But transforming primary care could help the country to spend its money more wisely, says Ann O'Malley of the Center for Studying Health System Change in Washington. Right now, she says, Americans spend far more on health care than most other Western countries, but have "much, much worse outcomes." "The goal," she says, "is to get better value for the health care dollars we're already spending."

SZABO, Liz. Available at: <<http://www.usatoday.com/news/health/2009-09-08-emergency-roomchronic>>. Accessed: Sep. 10th, 2009. (Adapted).

01. According to the text,

- A) Harris had to pay for the medical support in order to be able to do a surgery.
- B) Harris' working kidneys had to be substituted for his sister's in a surgery.
- C) Harris was born healthy and as time went by he turned out to lose his condition.
- D) Harris was facing the surgeries nicely but he had a heart attack in the ER.

02. The next step for the health programs is to

- A) make worth each penny that might be necessary to cost them.
- B) raise the paid value so as to make the programs more effective.
- C) treat the patients in their houses and then in the ERs of the USA hospitals.
- D) change the conceptions ER doctors might have about what a chronic patient is.

03. "Primary care shortage" means the

- A) insurance companies make the assistance.
- B) system is going under considerable decrease nowadays.
- C) government of the USA is trying to enhance the primary care attention.
- D) patients in the USA hospitals have to be short age to access the primary care.

04. "The federal program, which is run by the states, pays doctors an average of 28% less than Medicare, says David Tayloe". The underlined word means

- A) something that happens fast.
- B) a fact that the states decide.
- C) "applied".
- D) "placed".

05. "Harris' story is filled with missed opportunities to avoid disease" means

- A) Harris did not catch the opportunities to get the diseases and use Medicare.
- B) Harris could avoid the diseases and now he cannot use Medicaid as a support.
- C) many possibilities could be noticed to prevent some diseases from happening.
- D) this story showed Harris regretted the opportunities for suffering from diseases.

06. "What's happened before in a person's life". The verb tense of this excerpt is

- A) Simple Past tense.
- B) Present Perfect tense.
- C) Regular Simple Past tense.
- D) Irregular Simple Past tense.

ENEM EXERCISES



Available at: <<http://www.freefunnypixs.com/funny-signs.php>>. Accessed: Feb. 28, 2011.

01. O uso de placas como meio de trazer informação à população é uma prática milenar no mundo todo. Embora sejam eminentemente um instrumento de informação, as placas podem ser utilizadas de forma bastante diversa, para fins igualmente diversos, podendo nelas haver toques de humor, ironia, ou até mesmo contar histórias, configurando, portanto, uma transgressão de gêneros textuais. No caso da placa apresentada, as expectativas iniciais do leitor são contrariadas, uma vez que

- A) a informação de que há baratas com câncer é irrelevante, podendo esta ser suprimida sem que haja alteração no efeito do texto.
- B) a informação de que baratas estão doentes de câncer não pode ser relacionada com o fato de pessoas jogarem cigarros no chão.
- C) a preocupação com a saúde das baratas não é esperada, já que esses animais são tradicionalmente relacionados à insalubridade.
- D) o argumento de que há baratas com câncer não é esperado como uma justificativa para o pedido de não se jogarem cigarros no chão.
- E) a informação de que baratas desenvolvem câncer pelo contato com o cigarro subverte a ideia pré-concebida de que estes são animais resistentes.

02. A relação existente entre a primeira frase "Don't throw your cigarette ends on the floor" e a frase "The cockroaches are getting cancer" é de

- A) contraste.
- B) comparação.
- C) contradição.
- D) consequência.
- E) simultaneidade.

GLOSSARY

- Avoid (verb) = evitar (avoid - avoided - avoided)
- Slave = escravo
- Hurry up = (phrasal verb) apressar (hurry up – hurried up – hurried up)



ANSWER KEY

Consolidation

- A) Taught = past tense and past participle of "to teach".
- B) Tough = effortful, exhausting, troublesome.
- C) Throughout = around, completely, everywhere.
- D) Through = beyond, past, over.
- E) Though = although, nevertheless, whereas. Get through = to bear, survive, to succeed, to complete.
- F) Thought = past tense and past participle of "to think".

Proposed Exercises

01. D 02. D 03. E 04. A

Text I

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

Text II

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

Text III

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

Text IV

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

Enem Exercises

01. D 02. D

LIST OF REGULAR VERBS

INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION	INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION				
A											
to accuse	accused	accused	acusar	to permit	permitted	permitted	permitir				
to allow	allowed	allowed	permitir	to persuade	persuaded	persuaded	persuadir				
to annoy	annoyed	annoyed	incomodar	to place	placed	placed	colocar				
to appear	appeared	appeared	aparecer	to prefer	preferred	preferred	preferir				
to arrange	arranged	arranged	arranjar	to prevent	prevented	prevented	evitar, impedir				
to avoid	avoided	avoided	evitar	to pronounce	pronounced	pronounced	pronunciar				
B											
to beg	begged	begged	suplicar	to quarrel	quarreled	quarreled	discutir, brigar				
to behave	behaved	behaved	comportar-se	R							
to believe	believed	believed	acreditar	to raise	raised	raised	levantar				
to belong	belonged	belonged	pertencer	to refuse	refused	refused	recusar				
to betray	betrayed	betrayed	trair	to reply	replied	replied	responder				
to borrow	borrowed	borrowed	pedir emprestado	S							
to breathe	breathed	breathed	respirar	to seem	seemed	seemed	parecer				
to bury	buried	buried	enterrar	to shout	shouted	shouted	gritar				
C											
to care	cared	cared	importar-se	to struggle	struggled	struggled	esforçar-se				
to claim	claimed	claimed	reivindicar	to succeed	succeeded	succeeded	ter sucesso				
to complain	complained	complained	reclamar	T							
D											
to defeat	defeated	defeated	derrotar	to taste	tasted	tasted	provar (alimentos, bebidas)				
to delay	delayed	delayed	atrasar	W							
to deny	denied	denied	negar	to warn	warned	warned	advertir				
to deserve	deserved	deserved	merecer	to waste	wasted	wasted	desperdiçar				
to desire	desired	desired	desejar	to wonder	wondered	wondered	querer saber, imaginar				
to distinguish	distinguished	distinguished	distinguir	to wreck	wrecked	wrecked	colidir, chocar				
to drop	dropped	dropped	derrubar	LIST OF IRREGULAR VERBS							
E											
to encourage	encouraged	encouraged	encorajar	INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION				
to envy	envied	envied	invejar	A							
to excuse	excused	excused	desculpar	to arise	arose	arisen	surgir, erguer-se				
F				to awake	awoke	awoken	despertar, acordar				
to fear	feared	feared	temer	B							
to fetch	fetched	fetched	ir buscar	to be	was, were	been	ser, estar				
to fill	filled	filled	encher	to bear	bore	born, borne	suportar, dar à luz				
to fire	-fired	fire	despedir, disparar	to beat	beat	beaten	bater, espancar				
to frighten	frightened	frightened	assustar	to become	became	become	tornar-se				
H				to befall	befell	befallen	acontecer				
to happen	happened	happened	acontecer	to beget	begot	begotten, begot	procriar, gerar				
to hate	hated	hated	odiuar	to begin	began	begun	começar, iniciar				
to help	helped	helped	ajudar	to behold	beheld	beheld	contemplar				
to hurry	hurried	hurried	apressar-se	to bend	bent	bent	curvar, dobrar				
I				to bet	bet	bet	apostar				
to inhabit	inhabited	inhabited	habitar	to bid	bid	bid	oferecer, concorrer				
to insult	insulted	insulted	insultar	to bind	bound	bound	unir, encadernar				
J				to bite	bit	bitten	morder, engolir a isca				
to joke	joked	joked	brincar	to bleed	bled	bled	sangrar, ter hemorragia				
to judge	judged	judged	julgar	to blow	blew	blown	(as)soprar, estourar				
to jump	jumped	jumped	pular	to break	broke	broken	quebrar, romper				
K				to breed	bred	bred	procriar, reproduzir				
to knock	knocked	knocked	bater	to bring	brought	brought	trazer				
L				to broadcast	broadcast	broadcast	irradiar, transmitir				
to land	landed	landed	aterristar	to build	built	built	construir, edificar				
to laugh	laughed	laughed	rir	to burst	burst	burst	arrebentar, estourar				
M				to buy	bought	bought	comprar				
to marry	married	married	casar-se	C							
to murder	murdered	murdered	matar	to cast	cast	cast	arremessar, lançar				
O				to catch	caught	caught	pegar, capturar				
to obey	obeyed	obeyed	obedecer	to choose	chose	chosen	escolher				
to omit	omitted	omitted	omitir	to cling	clung	clung	aderir, segurar-se				
to order	ordered	ordered	ordenar, pedir	to come	came	come	vir				
to owe	owed	owed	dever	to cost	cost	cost	custar				
to own	owned	owned	ter, possuir	to creep	crept	crept	rastejar, engatinhar				
				to cut	cut	cut	cortar, reduzir				

INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION	INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION
D				to ring	rang	rung	tocar (campainha)
to deal	dealt	dealt	negociar, tratar	to rise	rose	risen	subir, erguer-se
to dig	dug	dug	cavar, cavoucar	to run	ran	run	correr, concorrer
to do	did	done	fazer	S			
to draw	drew	drawn	sacar, desenhar	to saw	sawed	sawn	serrar
to drink	drank	drunk	beber	to say	said	said	dizer
to drive	drove	driven	dirigir, ir de carro	to see	saw	seen	ver, entender
to dwell	dwelt	dwelt	morar	to seek	sought	sought	procurar
E				to sell	sold	sold	vender
to eat	ate	eaten	comer	to send	sent	sent	mandar, enviar
F				to set	set	set	pôr, colocar, ajustar
to fall	fell	fallen	cair	to shake	shook	shaken	sacudir, tremer
to feed	fed	fed	alimentar, nutrir	to shed	shed	shed	derramar, deixar cair
to feel	felt	felt	sentir, sentir-se	to shine	shone	shone	brilhar, reluzir
to fight	fought	fought	lutar, batalhar	to shoot	shot	shot	atirar, alvejar
to find	found	found	achar, encontrar	to show	showed	shown	mostrar, exhibir
to flee	fled	fled	fugir, escapar	to shrink	shrank	shrunk	encolher, contrair
to fling	flung	flung	arremessar	to shut	shut	shut	fechar, cerrar
to fly	flew	flown	voar, pilotar	to sing	sang	sung	cantar
to forbid	forbade	forbidden	proibir	to sink	sank	sunk	afundar, submergir
to forget	forgot	forgotten	esquecer	to sit	sat	sat	sentar
to forgive	forgave	forgiven	perdoar	to slay	slew	slain	matar, assassinar
to freeze	froze	frozen	congelar, paralisar	to sleep	slept	slept	dormir
G				to slide	slid	slid	deslizar, escorregar
to get	got	gotten, got	obter, conseguir	to sling	slung	slung	atirar, arremessar
to give	gave	given	dar, conceder	to speak	spoke	spoken	falar
to go	went	gone	ir	to spend	spent	spent	gastar, passar (tempo)
to grind	ground	ground	moer	to spin	spun	spun	girar, rodopiar
to grow	grew	grown	crescer, cultivar	to spit	spit, spat	spit, spat	cuspir
H				to spread	spread	spread	espalhar, difundir
to have	had	had	ter, beber, comer	to spring	sprang	sprung	saltar, pular
to hear	heard	heard	ouvir, escutar	to stand	stood	stood	ficar de pé, aguentar
to hide	hid	hidden, hid	esconder	to steal	stole	stolen	roubar, furtar
to hit	hit	hit	bater, ferir	to stick	stuck	stuck	cravar, fincar, enfiar
to hold	held	held	segurar	to sting	stung	stung	picar c/ ferrão (inseto)
to hurt	hurt	hurt	machucar, ferir	to stink	stank	stunk	cheirar mal, feder
K				to strike	struck	struck	golpear, bater
to keep	kept	kept	guardar, manter	to string	strung	strung	encordoar, amarrar
to know	knew	known	saber, conhecer	to strive	strove	striven	esforçar-se, lutar
to knell	knelt	knelt	ajoelhar-se	to swear	swore	sworn	jurar, prometer
L				to sweep	swept	swept	varrer
to lay	laid	laid	pôr (ovos)	to swim	swam	swum	nadar
to lead	led	led	liderar, guiar	to swing	swang, swung	swung	balançar, alternar
to leave	left	left	deixar, partir	T			
to lend	lent	lent	dar emprestado	to take	took	taken	tomar, pegar, aceitar
to let	let	let	deixar, alugar	to teach	taught	taught	ensinar, dar aula
to lie	lay	lain	deitar(-se)	to tear	tore	torn	rasgar, despedaçar
to lose	lost	lost	perder, extraviar	to tell	told	told	contar (uma história)
M				to think	thought	thought	pensar
to make	made	made	fazer, fabricar	to throw	threw	thrown	atirar, arremessar
to mean	meant	meant	significar	to tread	trod	trodden	pisar, trilhar, seguir
to meet	met	met	encontrar, conhecer	U			
O				to undergo	underwent	undergone	submeter-se a, suportar
to overcome	overcame	overcome	superar	to understand	understood	understood	entender, compreender
to overtake	overtook	overtaken	alcançar, surpreender	to uphold	upheld	upheld	sustentar, apoiar
P				to upset	upset	upset	perturbar, preocupar
to pay	paid	paid	pagar	W			
to put	put	put	colocar, pôr	to wear	wore	worn	vestir, usar, desgastar
Q				to win	won	won	vencer, ganhar
to quit	quit	quit	abandonar, largar de	to wind	wound	wound	enrolar, dar corda
R				to write	wrote	written	escrever, redigir
to read	read	read	ler	to weep	wept	wept	chorar
to ride	rode	ridden	andar, cavalgar				