



LÍNGUA INGLESA

Volume 03



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LÍNGUA INGLESA

Future Tenses

MÓDULO

09

FRENTE
A

SIMPLE FUTURE

Structure		
will / shall* + verb (infinitive)		
	to work	Contractions
Affirmative		
I	will work	____ 'll work
he, she, it	will work	____ 'll work
you, we, they	will work	____ 'll work
Negative		
I	will not work	____ won't work
he, she, it	will not work	____ won't work
you, we, they	will not work	____ won't work
Interrogative		
I	Will ____ work?	Não existem
he, she, it	Will ____ work?	
you, we, they	Will ____ work?	

*Shall é usado para "I" e "we", somente.

Para se formar o *Simple Future*, coloca-se *will* antes do verbo principal, o qual estará no infinitivo. O auxiliar *will* permanecerá o mesmo para todos os pronomes pessoais.

Exemplos:

- She **will drink** beer tomorrow.
- Brazil **will win** the 2014 World Cup.
- They **will write** a letter next week.
- We **shall arrive** tomorrow.

Usos

- O auxiliar *will* é usado para expressar uma ação voluntária; geralmente, o utilizamos quando respondemos a uma reclamação ou a um pedido de ajuda de alguém, e tomamos uma decisão naquele exato momento.

Exemplos:

- A: I'm really **thirsty**.
B: I **will get** some water for you.
A: This exercise is very difficult.
B: I **will help** you.
A: The phone is ringing.
B: Don't worry! I'll **answer** it.
- Will é também usado para expressar uma promessa.

Exemplos:

- I **will not tell** her about the surprise.
- I **shall call** you as soon as I get home.
- This year I **will spend** less money than I did last year.
- I **will marry** you as soon as I get a job.

CONSOLIDATION I

01. PUT these sentences in the negative and interrogative forms.

A) She will call him later.

(-) _____

(?) _____

B) You are going to move to Miami.

(-) _____

(?) _____

C) Peter and Mary will get married.

(-) _____

(?) _____

D) That boy is going to fall from that tree.

(-) _____

(?) _____

NEAR FUTURE

Structure	
verb to be + going to + verb (base form)	

	to come	Contractions
Affirmative		
I	am going to come	____ 'm going to come
he, she, it	is going to come	____ 's going to come
you, we, they	are going to come	____ 're going to come
Negative		
I	am not going to come	____ 'm not going to come
he, she, it	is not going to come	____ 's not going to come
you, we, they	are not going to come	____ 're not going to come
Interrogative		
I	Am ____ going to come?	Não existem
he, she, it	Is ____ going to come?	
you, we, they	Are ____ going to come?	

OBSERVAÇÃO

A negativa se dá sempre no verbo *to be* (*am not / isn't / aren't*).

Usos

- *Going to* é usado para falar sobre uma intenção futura ou plano futuro quando a decisão já foi tomada no passado.
- *We are going to see* that movie tonight at 8:00 pm.
- *We aren't going to see* that movie tonight at 8:00 pm.
- *John is going to buy* a Porsche next year.
- *John isn't going to buy* a Porsche next year.
- *Will* ou *be + going to* são usados para fazer previsões.
- *It's 9:30! We will miss* the bus.
- *It's 9:30! We are going to miss* the bus.
- *The party will be* very nice.
- *The party is going to be* very nice.



CHECK IT OUT

Quando a Língua Inglesa é usada em contextos informais, observa-se o uso da forma *gonna*, em vez da forma *going to*, para se expressar *Near Future*. É interessante observar o motivo pelo qual essa mudança veio a ocorrer: pelo fato de a forma *going to* ser pronunciada de maneira rápida, ela se reduziu à forma *gonna*. Observa-se o uso frequente de *gonna* em músicas e na língua oral, como nos exemplos abaixo.

- "I'm **gonna** miss you like a child misses their blanket".
- "It's **gonna** be me".
- "Is he **gonna** be there?"
- "Don't worry, everything's **gonna** be all right."

CONSOLIDATION II

- 01.** Thank God, it's Sunday! I am going to go to the beach with some friends. We are going to play volleyball and then we are going to swim. My girlfriend Jenna is going to stay on the sand under the sunshade. At midday we are going to have lunch in a sea food restaurant near the beach. We are going to have shrimps and oysters. At five o'clock in the evening we are going to come back home. It's going to be a wonderful day!

ANSWER the questions according to the previous text.

A) Is the narrator happy? Why?

B) Where is he going?

C) Is he going alone?

D) Are they going to a shopping center to eat?

E) Where are they going, then?

FUTURE CONTINUOUS

Structure	
will / shall* / be going to + verb to be (base form) + main verb (-ing)	

to help		Contractions
Affirmative		
I	will be helping am going to be helping	'll be helping 'm going to be helping
he, she, it	will be helping is going to be helping	'll be helping 's going to be helping
you, we, they	will be helping are going to be helping	'll be helping 're going to be helping
Negative		
I	will not be helping am not going to be helping	won't be helping 'm not going to be helping
he, she, it	will not be helping is not going to be helping	won't be helping 's not going to be helping
you, we, they	will not be helping are not going to be helping	won't be helping 're not going to be helping
Interrogative		
I	Will ____ be helping? Am ____ going to be helping?	Não existem
he, she, it	Will ____ be helping? Is ____ going to be helping?	
you, we, they	Will ____ be helping? Are ____ going to be helping?	

*Shall é usado para "I" e "we", somente.

Usos

- Descrever uma ação que estará acontecendo em uma determinada época do futuro.

Exemplos:

- I can't go out with you because I'll be working all morning.*
- The kids stayed up until very late yesterday, so I'm sure they are going to be sleeping when you arrive home.*
- We will / shall be sleeping tomorrow night.*
- I am going to be reading tomorrow morning.*



- O Future Continuous pode ser usado para um evento futuro que acontecerá naturalmente, sem ter relação com intenções, tempo de decisão, tipo de planos, etc.

Exemplos:

- I will be helping you in a few minutes.*
- He will be presenting the new technologies tonight.*

FUTURE PERFECT

Structure	
will / be going to + have + verb (past participle)	

to see		Contractions
Affirmative		
I	will have seen am going to have seen	'll have seen 'm going to have seen
he, she, it	will have seen is going to have seen	'll have seen 's going to have seen
you, we, they	will have seen are going to have seen	'll have seen 're going to have seen
Negative		
I	will not have seen am not going to have seen	won't have seen 'm not going to have seen
he, she, it	will not have seen is not going to have seen	won't have seen 's not going to have seen
you, we, they	will not have seen are not going to have seen	won't have seen 're not going to have seen
Interrogative		
I	Will ____ have seen? Am ____ going to have seen?	Não existem
he, she, it	Will ____ have seen? Is ____ going to have seen?	
you, we, they	Will ____ have seen? Are ____ going to have seen?	

O Future Perfect é usado para expressar uma ação que será completada antes de uma outra ação, num tempo específico no futuro.

Exemplos:

- I am going to have finished dinner by 8 o'clock.*
- They will have painted the apartment before we move in.*
- The students aren't going to have taken their summer break before mid-December.*
- The plane will leave the airport at 10:00 p.m. You will arrive at the airport at 10:30 p.m. When you arrive, the plane will have left.*

FUTURE PERFECT CONTINUOUS

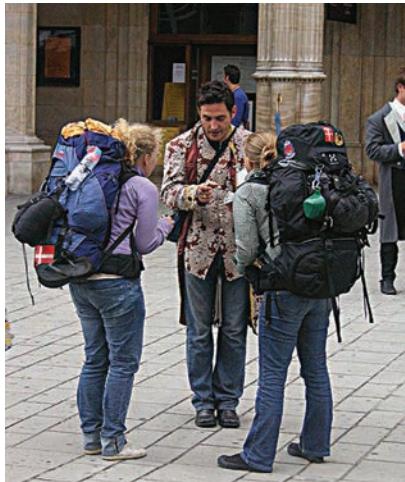
Structure		
will / be going to + have + been + verb (-ing)		

to move		Contractions	
Affirmative			
I	will / am going to have been moving	'll have been moving	'm going to have been moving
he, she, it	will / is going to have been moving	'll have been moving	's going to have been moving
you, we, they	will / are going to have been moving	'll have been moving	're going to have been moving
Negative			
I	will not / am not going to have been moving	won't have been moving	'm not going to have been moving
he, she, it	will not / is not going to have been moving	won't have been moving	isn't going to have been moving
you, we, they	will not / are not going to have been moving	won't have been moving	aren't going to have been moving
Interrogative			
I	Will ____ have been moving? Am ____ going to have been moving?	Não existem	
he, she, it	Will ____ have been moving? Is ____ going to have been moving?		
you, we, they	Will ____ have been moving? Are ____ going to have been moving?		

O Future Perfect Continuous é usado para expressar uma ação que estará acontecendo em determinado momento no tempo futuro e qual será a duração dessa ação.

Exemplos:

- By ten o'clock I **will have been dancing** for 4 hours.
- By ten o'clock I **won't have been dancing** for 4 hours.
- Next July I **am going to have been traveling** in Europe for one month.
- Next July I'm **not going to have been traveling** in Europe for one month.



Kurt Forster / Creative Commons

PROPOSED EXERCISES

- 01.** (UNESP-SP) Assinale a alternativa que preenche a lacuna da frase a seguir **CORRETAMENTE**.

He will _____ almost everything you ask him.

- A) do
- B) to do
- C) doing
- D) does
- E) did

- 02.** (Mackenzie-SP) Choose the **CORRECT** alternative to complete the sentence.

"Since I haven't got _____, I will _____. "

- A) enough time; have the cake made.
- B) time enough; get someone to make the cake.
- C) enough time; bake the cake myself.
- D) any time; make the cake.
- E) time enough; ask somebody to bake the cake.

- 03.** (UNIRIO-RJ / Adaptado) The word *shall* in "This too shall pass" conveys the meaning of

- A) certainty.
- B) likelihood.
- C) possibility.
- D) suggestion.
- E) expectation.

TEXT II**FUVEST-SP-2010**

Last month America's unemployment rate climbed to 8.1%, the highest in a quarter of a century. For those newly out of a job, the chances of finding another soon are the worst since records began 50 years ago. In China 05 20m migrant workers (maybe 3% of the labour force) have been laid off. Cambodia's textile industry, its main source of exports, has cut one worker in ten. In Spain the building bust has pushed the jobless rate up by two-thirds in a year, to 14.8% in 10 January. And in Japan, where official unemployment used to be all but unknown, tens of thousands of people on temporary contracts are losing not just their jobs but also the housing provided by their employers.

The next phase of the world's economic downturn is 15 taking shape: a global jobs crisis. Its contours are only just becoming clear, but the severity, breadth and likely length of the recession, together with changes in the structure of labour markets in both rich and emerging economies, suggest the world is about 20 to undergo its biggest increase in unemployment for decades.

THE ECONOMIST, Mar. 14th 2009.

- 01.** De acordo com o texto, publicado em março de 2009,
- A) o aumento de postos de trabalho é vital para as economias emergentes.
 - B) a crise mundial poderia afetar sobretudo os países mais pobres.
 - C) a estrutura do mercado de trabalho vigente em países ricos é a principal responsável pela crise.
 - D) o mundo poderia enfrentar a maior crise de desemprego das últimas décadas.
 - E) a crise que a economia mundial vivencia vem sendo anunciada há décadas.

02. Segundo o texto, no Japão,

- A) o número oficial de desempregados é desconhecido.
- B) milhares de pessoas estão perdendo seus empregos e sua moradia.
- C) grande parte dos trabalhadores possui contratos temporários de trabalho.
- D) os empregadores omitem o número de postos de trabalho porque muitos não são oficiais.
- E) os desempregados estão lutando para manter suas casas.

03. O pronome "another" (line 3) na sentença "[...] the chances of finding another [...]" refere-se a

- A) país.
- B) trabalhador.
- C) emprego.
- D) oportunidade.
- E) recorde.

TEXT III**Unimontes-MG-2008****Internet Safety**

How could we exist without the Internet? That's how most of us keep in touch with friends, find homework support, research a cool place to visit, or find out the latest news. But besides the millions of sites to visit and things to do, the Internet offers lots of ways to waste time – and even get into trouble. And just as in the non-cyber world, some people you encounter online might try to take advantage of you – financially or physically.

You've probably heard stories about people who get into trouble in chat rooms. Because users can easily remain anonymous, chat rooms often attract people who are interested in more than just chatting. They'll sometimes ask visitors for information about themselves, their families, or where they live – information that shouldn't be given away^[1].

In some cases predators may use this information to begin illegal or indecent relationships or to harm a person's or family's well-being.

Of course, the Internet is home to millions of places you can and should visit. Like an infinite library, the Web can take you to the ends of the Earth with the information it contains.

You can use it to do research for school, find out what movie is playing near you (and whether people like it), check out a college you're thinking about, or find a job or volunteer opportunity. Almost anything you can think of has a website (or a thousand of them) about it. And it's not just websites – blogs, videos, and downloadable games await to connect you with other users and players.

The key is to protect yourself while online.^[2]

First rule of smart surfing? Remain as anonymous as possible. That means keeping all private information private. Here are some examples of private information that you should never give out on the Internet:

- full name
- home address
- phone number
- Social Security number
- passwords
- names of family members
- credit card numbers

Most credible people and companies will never ask for this type of information online. So if someone does, it's a red flag that may be up to no good^[3].

Experts recommend that people keep online friendships in the virtual world. Meeting online friends face-to-face carries more risks than other types of friendship because it's so easy for people to pretend to be something they're not when you can't see them or talk in person.

With all the problems you can face online, is it worth it? For most people, the answer is definitely yes. You just need to know where the pitfalls are, use some common sense and caution, and you'll be in control.

Available at: <<http://www.kidshealth.org>>

Accessed: Sept. 15th, 2007. (Adapted).

- 01.** O texto traz à tona, sobre a Internet, o fato de
- A) ser necessário conhecermos formas seguras de navegar, não revelando nossos dados ou outras informações pessoais *online*.
 - B) ser mais seguro, hoje, ter amigos via *net*, os quais estão distantes e, assim, não podem tirar vantagem de nós.

C) ser improvável que as amizades, hoje, sem a *web*, consolidem-se, devido à dificuldade que as pessoas têm para se encontrar.

D) ser incompreensível as pessoas perderem tanto tempo *online*, se é face a face que as relações são de fato seguras.

02. Pode-se afirmar, em conformidade com o texto, que

- A) o internauta acaba se relaxando nas *chat rooms* porque este ainda é um lugar seguro na Internet.
- B) há internautas que podem agir de má-fé e usar dados de outros internautas para fins ilícitos.
- C) a amizade virtual é a abertura de uma porta para a concretização de uma amizade real.
- D) há situações na Internet em que nem mesmo o anonimato priva o usuário de passar por dissabores.

03. O texto só **NÃO** nos permite fazer a seguinte afirmação:

- A) A Internet possibilita-nos reavaliar as amizades que fazemos no mundo não cibernetico.
- B) Devemos ver uma amizade virtual com uma certa desconfiança.
- C) A Internet tem sido usada como um meio frequente de comunicação para muitos de nós.
- D) É preciso agir com cautela ao utilizar a Internet, pois ela pode também nos prejudicar.

04. Só **NÃO** se pode afirmar, tomando como base o texto, que, ao usarem a Internet,

- A) as pessoas encontram auxílio para os trabalhos escolares.
- B) as pessoas se atualizam com as notícias mais recentes.
- C) as pessoas conseguem não perder o contato com os amigos.
- D) as pessoas acabam ganhando tempo e evitando problemas *offline*.

05. Diante do que expõe o texto, só **NÃO** é correto afirmar:

- A) As pessoas estão chegando à conclusão de que é impossível usarem a Internet com segurança.
- B) É mais fácil para as pessoas enganarem as outras quando não estão frente a frente.
- C) Um site idôneo não solicita informações que comprometam a segurança do internauta.
- D) Não devemos trazer para o mundo real os amigos que encontramos no mundo virtual.

06. Segundo o texto, a Internet pode, EXCETO

- A) tornar-nos pessoas sem escrúpulos.
- B) invadir a nossa privacidade.
- C) trazer para nós decepções.
- D) minar a nossa segurança.

07. Segundo o texto, o internauta deve manter-se

- A) anônimo.
- B) controlador.
- C) omisso.
- D) paciente.

08. “[...] information that shouldn’t be given away.”^[1]

Por meio do trecho acima, atentando-se para o contexto em que ele está inserido, é **CORRETO** dizer que

- A) os usuários de Internet acabam visitando *sites* dos quais obtêm informações equivocadas.
- B) os usuários de Internet não estão seguros de que recebem informações verídicas.
- C) os usuários de Internet podem acabar fornecendo informações pessoais inadvertidamente.
- D) os usuários de Internet estão à mercê de informações falsas nos *sites* consultados.

09. “The key is to protect yourself while online.”^[2]

De acordo com a passagem anterior, considerado o contexto, pode-se dizer:

- A) Quem protege a si na Internet acaba protegendo a todos.
- B) Quem se protege ao usar a Internet evita problemas ao navegar.
- C) Quem se protege *online* pode até liberar seus dados pessoais.
- D) Quem usa senha na Internet está bem protegido.

10. “[...] it’s a red flag that may be up to no good.”^[3]

A expressão acima, de acordo com o contexto, denota

- A) uma justificativa.
- B) um alerta.
- C) um apelo.
- D) um consentimento.

TEXT IV UFAC-2011



Available at: <<http://www.cartoonistgroup.com/properties/wpwg.php?id=104&today=2010-09-10>>.

01. On the first square, the expression “getting on my nerves” means:

- A) Making me very happy.
- B) Falling in Love.
- C) Making me very angry.
- D) Making me very sad.
- E) Insisting very much.

02. “Wanna” in the second square is used in informal language, during conversation. It is the short form of:

- A) Want for.
- B) Want up.
- C) Want of.
- D) Want to.
- E) Want off.

ENEM EXERCISES

Brazilian NGOs establish a network to influence climate change policies

Publication date: October 2002

Source: Center for International Climate and Environmental Research

Through much of the past climate change negotiations, there has been little interaction between the Brazilian government and non-governmental organizations. In 2002, however, Brazilian NGOs formed a network because they were not satisfied with how the government dealt with important climate concerns, especially the link between deforestation and global warming.

The network, called the Climate Observatory, aims to become a vehicle for influencing government views and policies on climate change. A first priority was to direct more attention to deforestation, an important yet controversial issue, both in Brazil and the international arena. In 2002, the network had 26 members from all over Brazil, and the effects of the network have included a broader participation of NGOs in the climate change debate in Brazil.

Available at: <<http://www.scidev.net/en/key-documents/brazilian-ngos-establish-a-network-to-influence-cl.html>> .

Accessed: Aug. 12th, 2010.

01. The idea of organizing a network called Climate Observatory

- A) was established in a social network discussion about Brazilian policies.
- B) emerged from a dissatisfaction with government's policies on climate issues.
- C) was structured by government and non-governmental members.
- D) emerged from 26 members from all over Brazil.
- E) came from an initiative from the Brazilian government.

02. After reading the text, we can conclude that the main aim of the network is

- A) to build a tool to fight against the global warming.
- B) to draw national attention to deforestation in Amazonia.
- C) to create a problematic issue both in Brazil and around the world.
- D) to negotiate deforestation among national and international NGOs.
- E) to have an effect on the government's climate policies.

03. The word *yet* in the sentence "A first priority was to direct more attention to deforestation, an important yet controversial issue [...]" represents

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

HAVING FUN

Double-decker bus



A double-decker bus is a bus that has two storeys or 'decks'. While double-decker long-distance coaches are in widespread use around the world, double-decker city buses are less common. Double-decker buses are popular in some cities of Europe and in parts of Asia, usually in former British colonies (Hong Kong, Singapore, etc.). In the UK, double-decker buses are a common reference item for describing very large objects; for example, a blue whale is about as long as 'three double-decker buses'.

From Wikipedia, the free encyclopedia

Available at: <http://en.wikipedia.org/wiki/Double-decker_bus>

Accessed: Nov. 23rd, 2010.

GLOSSARY

- Break = feriado, intervalo
- Stay up (phrasal verb) = ficar acordado(a) (stay up – stayed up – stayed up)
- Thirsty = com sede



ANSWER KEY

Consolidation I

01. A) She will not / won't call him later.
Will she call him later?
B) You are not / aren't going to move to Miami.
Are you going to move to Miami?
C) Peter and Mary will not / won't get married.
Will Peter and Mary get married?
D) That boy is not / isn't going to fall from that tree.
Is that boy going to fall from that tree?

Consolidation II

01. A) Yes, he is. Because it is Sunday.
B) He is going to the beach.
C) No, he isn't.
D) No, they aren't.
E) They are going to have lunch in a sea food restaurant near the beach.

Proposed Exercises

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

Text I

01. A) E
B) E
C) E
D) E

02. A) E

B) C

C) E

D) C

03. A) C

B) C

C) E

D) C

Text II

01. D

02. B

03. C

Text III

01. A

02. B

03. A

04. D

05. A

06. A

07. A

08. C

09. B

10. B

Text IV

01. C

02. D

Enem Exercises

01. B

02. E

03. A

Present Perfect and Past Perfect Tenses

PRESENT PERFECT

Structure		
	to go	Contractions
Affirmative		
I	have gone	've gone
he, she, it	has gone	's gone
you, we, they	have gone	've gone
Negative		
I	have not gone	haven't gone
he, she, it	has not gone	hasn't gone
you, we, they	have not gone	haven't gone
Interrogative		
I	Have ____ gone?	Não existem
he, she, it	Has ____ gone?	
you, we, they	Have ____ gone?	

O Present Perfect é um tempo verbal que não possui equivalente na língua portuguesa. Pode expressar diversas ideias.

Usos

O Present Perfect é usado para indicar:

- A)** Ações que aconteceram em um tempo indefinido no passado.

Exemplos:

- *I've been to Italy.*
- *He has bought a car.*



Rudolf Stricker / Creative Commons

CHECK IT OUT



Past Simple X Present Perfect

PAST SIMPLE

- Usamos o *Past Simple* para nos referirmos a ações que foram realizadas no tempo passado.
- É necessário indicar quando a ação ocorreu.

Exemplos:

- *He **went** to Italy **last July**.*
- *Did you **go** to school **yesterday**?*

PRESENT PERFECT

- Usamos o *Present Perfect* para nos referirmos a ações que foram realizadas no tempo passado, mas que de alguma maneira trazem uma consequência para o tempo presente. O *Present Perfect* geralmente expressa a ideia de "experiência".
- Não é necessário mencionar quando a ação ocorreu.

Exemplos:

- *He **has been** to Italy.* (e por isso tem um conhecimento grande da cultura italiana)
- *We **have worked** there.* (e por isso temos uma vasta experiência profissional)

- B)** Ações que começaram no passado e continuam até o presente. Nesse caso, usa-se *since* (desde) ou *for* (por; durante).

Exemplos:

- *They **have lived** here **since 1984**.*
- *Sally **has worked** with us **for seven years**.*

- C)** Ações que já foram realizadas. Nesse caso, são acompanhadas por *already* (já).

Exemplo:

- *Paul **has already studied** this book.*

- D)** Ações que acabaram de ocorrer, sendo acompanhadas por *just* (neste momento).

Exemplo:

- *John **has just written** a letter.*

- E)** Ações que ainda não foram realizadas. Usa-se, nesse caso, *yet* (ainda).

Exemplo:

- *I **haven't received** my salary **yet**.*

F) Ações que não se realizaram até o presente, mas que podem vir a acontecer. Nesse caso, usa-se *never* (nunca) na forma afirmativa e *ever* (alguma vez) na forma interrogativa.

Exemplos:

- *I have never driven a car.*
- *Have you ever read Hamlet?*

G) Ações que tenham acontecido várias vezes no passado.

Exemplos:

- *These students have failed many times.*
- *Our team has won many games.*

O *Present Perfect Continuous* é usado para expressar uma ação que começou no passado e continua no presente (um dos usos do *Present Perfect*). Sua estrutura concede à oração a ideia de que a ação não está encerrada.

Exemplos:

- *The children have been studying since seven o'clock.*
- *Pauline has been working for that company since 1998.*
- *I have been taking math classes with a private teacher for 3 years.*
- *Mary and John haven't been attending their soccer practice.*

CONSOLIDATION I

01. **FILL IN** the blanks with the Present Perfect of the verbs in parentheses.

- A) That teacher _____ many countries. (to visit)
- B) What _____ you _____ recently? (to do)
- C) She _____ just _____ my letter. (to receive)
- D) John _____ already _____ the exercises. (to do)
- E) They _____ their friends yet. (to see – not)
- F) Where _____ you _____, Alice? (to be)
- G) July _____ there for two years. (to live)
- H) You _____ Linguistics since 1990. (to study)

PRESENT PERFECT CONTINUOUS

Structure		
have / has + been + verb (-ing)		
to fight		Contractions
Affirmative		
I	have been fighting	—'ve been fighting
he, she, it	has been fighting	—'s been fighting
you, we, they	have been fighting	—'ve been fighting
Negative		
I	have not been fighting	—haven't been fighting
he, she, it	has not been fighting	—hasn't been fighting
you, we, they	have not been fighting	—haven't been fighting
Interrogative		
I	Have ____ been fighting?	Não existem
he, she, it	Has ____ been fighting?	
you, we, they	Have ____ been fighting?	

CONSOLIDATION II

01. **FILL IN** the blanks with the Present Perfect Continuous of the verbs in parentheses.

- A) They _____ for more than an hour. (to talk)
- B) He _____ English for many years. (to study)
- C) It _____ all day long. (to rain)
- D) Iraq _____ for 20 years. (to fight)
- E) Our team _____ many others for many years. (to beat)

PAST PERFECT

Structure		
had + verb (past participle)		
to make		Contractions
Affirmative		
I	had made	—'d made
he, she, it	had made	—'d made
you, we, they	had made	—'d made
Negative		
I	had not made	— hadn't made
he, she, it	had not made	— hadn't made
you, we, they	had not made	— hadn't made
Interrogative		
I	Had ____ made?	Não existem
he, she, it	Had ____ made?	
you, we, they	Had ____ made?	

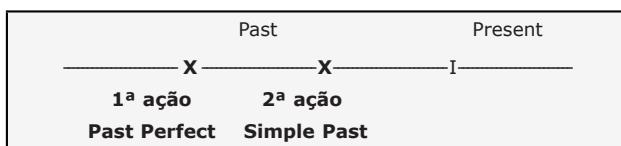
É usado para expressar uma ação que começou antes de uma outra que aconteceu no passado. Ele é geralmente usado no *Indirect Speech* ou para enfatizar a ordem dos eventos.

Exemplos:

- *He had worked very hard before he retired.*
- *They had danced a lot when the party finished.*
- *She had talked to the teacher before the class started.*

OBSERVAÇÃO

Usamos o *Past Perfect* quando temos mais de uma ação no passado. A primeira ação será sempre no *Past Perfect* e a ação seguinte, no *Simple Past Tense*.



Palavras e expressões que geralmente aparecem conectando as duas ações do passado:

- WHEN
- BEFORE
- AFTER
- BY THE TIME

Exemplos:

- *When I arrived home, my brother had already left.*
1ª ação: *My brother had already left.* [PAST PERFECT]
2ª ação: *I arrived home.* [SIMPLE PAST]
- *John had done his homework before he played soccer.*
1ª ação: *John had done his homework.* [PAST PERFECT]
2ª ação: *He played soccer.* [SIMPLE PAST]
- *They went to the party after they had taken a shower.*
1ª ação: *They had taken a shower.* [PAST PERFECT]
2ª ação: *They went to the party.* [SIMPLE PAST]

Usos

O *Past Perfect* é usado para indicar:

- A) Ações que ocorreram antes de outras, no passado.

Exemplos:

- *The baby had slept when I got home.*
- *I knew that Lucy hadn't studied for the test yet.*

- B) Indirect speech.

Exemplos:

- *I have finished my work.*
- *He said that he had finished his work.*

C) É usado em sentenças compostas no passado, com conjunções de tempo, como *after*, *before*, *when*, *until*, *as soon as*.

Exemplos:

- *He returned home after he had left the office.*
- *I had studied a lot before I entered University.*



Jacob Rus / Creative Commons

Harvard University

PAST PERFECT CONTINUOUS

Structure		
had + been + verb (-ing)		
Affirmative		
I	had been doing	'd been doing
he, she, it	had been doing	'd been doing
you, we, they	had been doing	'd been doing
Negative		
I	had not been doing	hadn't been doing
he, she, it	had not been doing	hadn't been doing
you, we, they	had not been doing	hadn't been doing
Interrogative		
I	Had ____ been doing?	Não existem
he, she, it	Had ____ been doing?	
you, we, they	Had ____ been doing?	

O *Past Perfect Continuous* é usado para expressar uma ação que estava acontecendo em determinado momento no tempo passado. Geralmente, essa ação estava em progresso quando outra aconteceu.

Exemplos:

- *I had been dancing for 4 hours when he arrived at the party.*
- *I hadn't been dancing for 4 hours when he arrived at the party.*
- *She had been traveling in Europe for one month before she broke her arm.*
- *She hadn't been traveling in Europe for one month before she broke her arm.*

CONSOLIDATION III

01. **PUT** these sentences in the negative and interrogative forms.

A) I had been working there for 10 years before I quit.
 (-) _____
 (?) _____

B) Mary had studied a lot.
 (-) _____
 (?) _____

C) He had been traveling too much.
 (-) _____
 (?) _____

D) They had learned about the Milky Way.
 (-) _____
 (?) _____

E) We had been cleaning up the house for three hours before mom got home.
 (-) _____
 (?) _____

F) Louis had bought many presents for his grandson.
 (-) _____
 (?) _____

02. **COMPLETE** with the Past Perfect of the verbs in parentheses.

- A) By the time we arrived, they _____. (to leave)
- B) He said that he _____ that movie. (to see)
- C) He wanted to know what _____ to his car. (to happen)
- D) They asked me why I _____ the party so early. (to leave)
- E) What did she say she _____ with the money? (to do)

03. Put the verbs into the **correct** tense: Simple Past or Past Perfect.

- A) When he _____ (leave), he _____ (realize) he _____ (forget) his wallet.
- B) She _____ (burst) into tears the moment he _____ (shut) the door.
- C) His finger _____ (begin) to bleed as soon as he _____ (cut) himself.
- D) He _____ (lose) his new knife shortly after he _____ (buy) it.
- E) He _____ (begin) to read as soon as he _____ (find) his book.

PROPOSED EXERCISES

01. (UFMS) I haven't seen John _____ he arrived from Europe.

- A) when
- C) until
- E) since
- B) for
- D) before

02. (VUNESP) I _____ here since 1970.

- A) live
- D) will live
- B) have lived
- E) would live
- C) am living

03. (UNESP) We're still waiting for Bill. He _____ yet.

- A) hasn't come
- D) doesn't come
- B) haven't come
- E) won't come
- C) didn't come

04. (Milton Campos-MG) The Eurostar Train _____ since November 14, 1994, between London and Paris.

- A) was running
- D) has been running
- B) ran
- E) have run
- C) is running

05. (PUC-Campinas-SP) Although they _____ in the country since they got married, they are now moving to town.

- A) live
- D) be living
- B) have been living
- E) None of the above applies.
- C) are living

06. (ITA-SP) Mr. Smith, accompanied by his wife and three children, _____ just arrived.

- A) have
- C) was
- E) are
- B) has
- D) were

07. (Milton Campos-MG) Brazilian coffee _____ competition on the international market since its price started going up.

- A) is losing
- D) has been losing
- B) lost
- E) have lost
- C) loses

08. (UFG) Why _____ those people singing? Because they _____ gotten some good news.

- A) are, have
- D) was, has
- B) is, have
- E) was, had
- C) have, had

09. (UFES) They _____ in this city since they were little boys.

- A) had lived
- C) lived
- E) have lived
- B) are living
- D) live

10. (ITA-SP) Sara _____ classes lately, has she?

- A) didn't attend
- D) hadn't attended
- B) hasn't attended
- E) haven't attended
- C) doesn't attend

TEXT I**FGV-SP-2010****Petrobras approves first offshore heavy oil development**

Petrobras has approved the development project for its Siri field in the Campos basin, according to a news report from Brazil. The field will be the first in the world (01) to extract extra heavy oil from an offshore site. Siri field, off the coast of Southeast Brazil, (02) is in production tests since March and the company plans to contract production equipment in 2011.

Available at: <www.ogfj.com>. (Adapted).

Assinale a alternativa que completa, **CORRETA** e respectivamente, cada lacuna no texto.

- | | |
|-------------------------------|----------------|
| 01. A) the product | D) is produced |
| B) in production | E) to produce |
| C) will produce | |
| 02. A) would have seen | D) has been |
| B) had been | E) was going |
| C) were done | |

TEXT II**FUVEST-SP****Making a connection:
Phones are a way of getting together**

MAKING A CONNECTION: Phones are a way of getting together

Christoph Oswald has no problem approaching women. As he makes his way through the crowd at his favorite Frankfurt club, his cell phone scans a 10-meter radius for "his type": tall, slim, sporty, in her 30's and, most important, looking for him, a handsome 36-year-old software consultant who loves ski holidays. Before he reaches the bar, his phone starts vibrating and an

attractive blonde appears on its screen. "Hi, I'm Susan," she says. "Come find me!" Christoph picks her out^[1] of the crowd, and soon they're laughing over a drink.

Both Christoph and Susan have phones equipped with Symbian Dater, a program that promises to turn the cell phone into a matchmaker. By downloading Symbian, they installed a 20-character encrypted code that includes details of who they are and what they're looking for in a mate. Whenever they go out, their matchmaking phones sniff out other Symbian Daters over the unlicensed, and therefore free, Bluetooth radio frequency. If profiles match up, the phones beep wildly and send out short video messages.

NEWSWEEK, Jun. 7-14th, 2004.

- 01.** The passage tells us that at his favorite Frankfurt club, Christoph Oswald
- A) phones his girlfriend and asks her to join him for a drink.
 - B) meets a woman who had left him a phone message the day before.
 - C) has some difficulty spotting attractive women in the crowd.
 - D) receives a video message from a woman he has never met before.
 - E) gets several calls from women on his cell phone.
- 02.** According to the passage, Symbian Dater is a program that
- A) connects cell phones to radio stations.
 - B) makes it possible to restrict the acceptance of calls on a cell phone.
 - C) is installed in a cell phone to make it look for its owner's perfect mate.
 - D) installs a code in cell phones in order to prevent them from being used by strangers.
 - E) is still unlicensed because it has to be perfected.
- 03.** In the passage, the **CORRECT** translation for "picks her out" ^[1] is
- A) sorri para ela.
 - B) espera por ela.
 - C) reconhece-a.
 - D) segue-a.
 - E) acena para ela.
- 04.** We can conclude from the passage that Christoph Oswald
- A) wants to meet new people.
 - B) is not pleased with his cell phone.
 - C) does not like outdoor activities.
 - D) is a rather shy person.
 - E) needs company for a ski holiday.

TEXT III UNIRIO-RJ-2006

The Future of Humankind

"Radical Evolution: the promise and peril of enhancing our minds, our bodies — and what it means to be human," by Joel Garreau Doubleday, 2005 [\$26]

What's in store for humanity? It is becoming clear that we will use our growing technological powers to transform not only the world around us but ourselves, too. Many forms of human enhancement are already routine – sports medicine, psychotropic mood drugs, wakefulness and alertness enhancers, cosmetic surgery, drugs for sexual performance. Much more will become possible in coming decades.

Joel Garreau's Radical Evolution joins several recent titles that attempt to make sense of the radical future possibilities for our species. The potential prospects include superintelligent machines, nonaging bodies, direct connections between human brains or between brain and computer, fully realistic virtual reality, and the reanimation of patients in cryonic suspension. As enablers of such miracle, Garreau mentions especially "GRIN technologies" – genetics, robotics, information technology and nanotechnology.

The focus of Garreau's book, however, is not on the nuts and bolts of the technology itself but rather on what it^[1] will all mean for humans. His reporting skills well honed by his work as a journalist and editor at the Washington Post, Garreau is constantly on the lookout for the human story behind the ideas. Biographical sketches of the people he has interviewed for the book get approximately equal airtime with their opinions about human extinction and transcendence. The bulk of one interviewee's beard, the size of another's collection of musical instruments, the length of a third's pants: as Garreau knows all too well, these are indispensable rivets to hold the attention of the current version of Homo sapiens while we try to ponder whether we will have indefinite life spans or whether the world will end before our children have a chance to grow up.

SCIENTIFIC AMERICAN, 2005.

- 01.** "The future of humankind" is a
 A) critique. C) essay. E) commentary.
 B) review. D) editorial.
- 02.** One idea **NOT** mentioned by the author in his future possible world is
 A) superintelligent machines.
 B) realistic virtual reality.
 C) I.T. and nanotechnology.
 D) forms of human enhancement.
 E) an egalitarian society.

- 03.** One inference that can be made from reading the text is that
 A) there are many exciting prospective future possibilities for our species.
 B) drugs to enhance sexual performance will become available in the future.
 C) wakefulness and alertness enhancers will be available very shortly.
 D) GRIN technologies will be the focus of Garreau's next book.
 E) the reanimation of patients in cryonic suspension will never come to pass.

- 04.** The pronoun *it*^[1] in the sentence "[...] rather on what it will all mean for humans [...]" refers to
 A) technology. C) bolts. E) Garreau's book.
 B) nuts. D) the focus.

TEXT IV AFA-SP-2011



Available at: <www.google.com>. (Adapted).

- 01.** According to the cartoon, FIFA
 A) pretends to improve the world.
 B) has more ambitious purposes than the others.
 C) wants to have control over the Roman, Genghis Khan's, and British Empires.
 D) mustn't be considered an empire.

ENEM EXERCISES

Social networks can warn of disease after disasters

Social networks quickly gather data on possible disease outbreaks after natural disasters, writes biosurveillance expert James Wilson.

When a natural disaster strikes and there is an imminent threat of a disease outbreak, existing public health surveillance systems often cannot hope to meet the emergency operational needs of healthcare teams working in challenging conditions.

This year's massive earthquake in Haiti, for example, killed up to 250,000 people and displaced another two million in the small, under-resourced Caribbean nation. Many of these displaced people continue to live in grossly unsanitary tents where diseases such as malaria, dengue fever, diarrheal illnesses, HIV/AIDS and TB can spread. But the earthquake also killed a significant number of the medical and public health community, and clinics, offices and hardcopy records were destroyed.

In such situations, there is a clear need for an early warning system that provides this hard-pressed medical community with infectious disease surveillance. Our organisation, Praecipio International, has been at the forefront of operational biosurveillance across the globe – from reporting anthrax outbreaks in Asia to spikes in viral fever cases in India.

We received an alert about the Haiti earthquake 26 minutes after the event, through the Global Disaster Alert and Coordination System. We quickly did a sweep of the Internet and began monitoring Twitter feeds in six languages for the island of Hispaniola, which includes Haiti.

We knew straightaway from media, blogs and text message traffic what was being reported about infectious disease. By consulting peer-reviewed literature, we constructed a baseline for several diseases and issued the first infectious disease forecast report for Haiti on 17 January.

By integrating forecasting and real-time warning systems with rapid, clinical response, countries in the grip of disaster can control outbreaks of infectious disease and potentially save thousands of lives. This is a vital, if often overlooked, component of not only response and recovery but also preparedness and ultimately, community resilience.

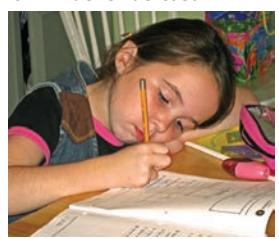
Certainly for Haiti, anything that can be done to stop further loss of life and build a foundation for community resilience should be pursued. Through operational biosurveillance, Haiti can become the first country in the world to anticipate and intervene to halt disease outbreaks and epidemics, and serve as a model for the rest of the world.

James Wilson is executive director of Praecipio International and the Haiti Epidemic Advisory System.

Available at: <<http://www.scidev.net/en/opinions/social-networks-can-warn-of-disease-after-disasters.html>>. (Adapted). Accessed: Aug. 11th, 2010.

- 01.** The main idea defended by the text is that
- A) there is nothing to do to avoid disease outbreaks when a natural disaster happens.
 - B) if a tornado strikes against a town citizens can be warned before it happens.
 - C) the aftermath of a natural disaster is often unavoidable and unpredictable.
 - D) social networks can help to warn about disease outbreaks after a natural disaster.
 - E) nothing could be done to help the medical and public health teams in Haiti.
- 02.** Concerning the previous text, after the earthquake, the Haitian people
- A) suffered the consequences of unsanitary conditions.
 - B) were deployed from their country due to the challenging sanitary conditions.
 - C) believed the public health conditions would be neglected in the country.
 - D) were not helped by operational biosurveillance or social networks.
 - E) died because their government neglected medical assistance.
- 03.** The word "halt" in the sentence "[...] Haiti can become the first country in the world to anticipate and intervene to halt disease outbreaks and epidemics [...] " can be understood as
- A) "increase".
 - B) "stop".
 - C) "release".
 - D) "develop".
 - E) "quit".
- 04.** According to the text, it is possible to state about Praecipio International that
- A) Haiti is the first and only country in which the organization has effectively acted.
 - B) it was created to develop an epidemic control network in Haiti after the earthquake.
 - C) it has reported anthrax outbreaks in Asia and spikes in viral fever cases in India.
 - D) it was created to give courses on public health to the Haitian medical community.
 - E) its offices and hardcopy records were destroyed by the earthquake in Haiti.

GLOSSARY

- Homework = dever de casa
 - Office = escritório
 - Retire (verb) = aposentar-se (retire – retired – retired)
 - Shower = banho, ducha
- 

ANSWER KEY

Consolidation I

- 01. A) has visited
- B) have – done
- C) has – received
- D) has – done
- E) haven't seen
- F) have – been
- G) has lived
- H) have studied

Consolidation II

- 01. A) have been talking
- B) has been studying
- C) has been raining
- D) has been fighting
- E) has been beating

Consolidation III

- 01. A) I hadn't been working there for 10 years before I quit.
Had you been working there for 10 years before you quit?
 - B) Mary hadn't studied a lot.
Had Mary studied a lot?
 - C) He hadn't been traveling too much.
Had he been traveling too much?
 - D) They hadn't learned about the Milky Way.
Had they learned about the Milky Way?
 - E) We hadn't been cleaning up the house for three hours before mom got home.
Had we been cleaning up the house for three hours before mom got home?
 - F) Louis hadn't bought many presents for his grandson.
Had Louis bought many presents for his grandson?
02. A) had left
B) had seen
C) had happened
D) had left
E) had done

- 03. A) left - realized - had forgotten
- B) burst - had shut
- C) began - had cut
- D) lost - had bought
- E) began - had found

Proposed Exercises

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

Text I

- 01. E
- 02. D

Text II

- 01. D
- 02. C
- 03. C
- 04. A

Text III

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

Text IV

- 01. B

Enem Exercises

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

LÍNGUA INGLESA

Modal Verbs

MÓDULO

11

FRENTE

A

MODAL VERBS

Os *Modal Verbs* são verbos que indicam uma função ou uso do *ordinary verb*, como expressar permissão, possibilidade, obrigação, dedução, etc.

Present	Translation	Past	Future	Usage	Examples
Can	Poder	Could Was (were) able to	Will be able to	Habilidade Possibilidade Permissão	- He CAN play tennis. - He CAN be at a home now. - CAN I go now?
Could	Podia Poderia	Could have + PP* do verbo principal	—	Habilidade (no passado) Probabilidade Permissão (polida)	- He COULD play soccer when he was young. - He COULD be happy now. - COULD I go now?
May	Poder	Was (were) allowed to Was (were) permitted Might have + PP* do verbo principal	Will be allowed to Will be permitted	Permissão (formal) Possibilidade	- You MAY go now. - He MAY be home.
Might	Poderia	Might have + PP* do verbo principal	—	Possibilidade	- It MIGHT cause cancer. - She MIGHT like it.
Must	Dever	Had to Must have + PP* do verbo principal	—	Obrigação Necessidade Dedução lógica Quase certeza	- He MUST study to be successful. - He is sick. He MUST go to the doctor.
Must not	Não poder	Mustn't have + PP* do verbo principal	—	Proibição	- You MUSTN'T smoke here.
Should / Ought to	Ter de Deveria	Should have + PP* do verbo principal Ought to have + PP* do verbo principal	—	Conselho Dedução lógica	- You SHOULD study this book. - You OUGHT TO read that book.
Shall	Vou / Vamos (como auxiliar de futuro)	—	—	Futuro Sugestão / convite	- I SHALL see her tomorrow. - SHALL we study?
Will	Ir (como auxiliar de futuro)	—	—	Futuro	- WILL he go home tomorrow?
Would	Verbo + -ria (Futuro do pretérito, em português)	Would + have + PP* do verbo principal	—	Condisional	- He WOULD study if he had time.
Used to	Costumava (passado)	—	—	Hábito	- I USED TO sing.

*PP = Past Participle

OBSERVAÇÃO

- *Shall* é usado, geralmente, com *I* e *we*.

Os *Modal Verbs* apresentam as seguintes características:

- Não são usados em todos os tempos.
- São sempre seguidos de verbo no infinitivo, sem a partícula *to* (exceto *ought to* e *used to*).
- Possuem a mesma forma para todas as pessoas.
- Na forma interrogativa, são colocados antes do sujeito.
- Na forma negativa, são seguidos por *not*.
- Nem todos podem ser usados na forma interrogativa.
- Não têm conjugação regular.
- Não necessitam de outros verbos auxiliares para formar interrogativas e negativas.

Can (poder, conseguir)

Indica capacidade, possibilidade e permissão (informal).

Exemplos:

- *She can speak five languages.*
- *It can snow in Gramado this year.*
- *Can I come in, Lucy?*

Could (podia, poderia)

Indica capacidade, possibilidade e permissão, no passado.

Indicando capacidade, *could* pode ser substituído por *be able to* com suas formas flexionadas (*was / were*).

Exemplo:

- *When Mark was young he could (was able to) play tennis very well.*

May (poder)

Indica permissão (formal) e possibilidade.

Exemplos:

- *May I help you?*
- *It may rain today.*

Might (poderia)

Para indicar possibilidade no passado, usa-se *might + have + Past Participle (verb)*.

Exemplo:

- *He said that I **might have failed** in the exam.*

Must (dever)

Indica obrigação (neste caso, é sinônimo de *have to*) e dedução lógica.

Exemplos:

- *I **must** study for my test.*
- *Clarice is very **pale**. She **must** be **sick**.*

OBSERVAÇÃO

- Para indicar obrigação no passado, usa-se *had to*.

Exemplo:

- *I **had to** study a lot for the test.*

Quando *must* é usado na forma negativa, indica proibição.

Exemplo:

- *You **mustn't** smoke in class.*

Should/ought to (dever, ser aconselhável)

Indicam conselho ou dedução lógica.

Exemplos:

- *You **should** (**ought to**) **obey** your parents.*
- *We **should** (**ought to**) **respect** our parents.*

Will (modal - leva verbo para o futuro)

É usado para formar os *future tenses* (exceto o *near future*).

Exemplos:

- *I **will** talk to you tomorrow.*
- *Will he travel next week?*

OBSERVAÇÃO

- A forma contraída de *will* é '*ll*; de *will not* é *won't*.
- Na 1ª pessoa do singular e do plural (*I* e *we*), *will* pode ser substituído por *shall* (uso formal).

Exemplo:

- *I **shall** see her tomorrow.*

Would (verbo + -ria)

É usado para formar os *conditional tenses*.

Exemplos:

- *I **would** like to drink something now.*
- *He **wouldn't** like to hurt you.*
- *I hoped that you **would** have finished your homework before dinner.*

OBSERVAÇÃO

- A forma contraída de *would* é '*d*. A de *would not* é *wouldn't*.

Exemplo:

- *I'd tell you this if I knew it.*

Semi-modal verbs

Verbos como *need* (precisar), *dare* (ousar), *used to* (costumava), *would rather* (preferiria), *had better* (seria melhor) são frequentemente chamados de semimodais, pois, além de modais, também são usados como verbos principais.

Need (precisar)

- *He needs to work.*
- *He doesn't need to work.*
- *He needn't work.*

Dare (ousar)

- *She does not dare succeed.*
- *Dare you tell her the secret?*
- *She daren't tell them the truth.*

Used to (costumava)

- *He used to smoke.*
- *He didn't use to smoke.*

Would rather (preferiria) – expressa preferência e é seguido de infinitivo do verbo principal sem *to*.

- *He would rather (he'd rather) take a plane than a bus to go to the beach.*
- *Would he rather take a plane?*
- *He would rather not take a plane.*

Had better (seria melhor) – expressa recomendação e conselho e é seguido de infinitivo do verbo sem *to*.

- *He looks sick. He had better take a pill for his flu.*
- *Had you better take this pill?*
- *You'd better not take this pill.*

CONSOLIDATION

01. WRITE sentences using the meaning required in brackets.

A) You can take your blouse or not. It's up to you. (ausência de necessidade)

B) Your students are allowed to leave the classroom early. (dar permissão)

C) You can't start your car. Maybe it is broken. (dedução)

D) You are forbidden to talk in the classroom. (proibição)

E) You want to ask your friend if he can help you. (possibilidade)

02. (UFV-MG-2010) **COMPLETE** the blanks below with one of the following modal verb forms. Make sure you do not repeat any of the forms.

might / must / can / needn't / would / couldn't / mustn't

- A) "Excuse me, Sir. Please, observe the Hospital rules: You _____ smoke here. It is prohibited!"
- B) You are sitting beside a lady at a public park and feel like smoking. What do you say to her?
"_____ you mind if I smoked here?"
- C) You are at a drugstore and want to know if it is possible to pay the bill with a credit card. "_____ I pay it with a credit card?"
- D) You are at the doctor's and he considers it dangerous for you to go on smoking. He says: "You _____ stop smoking."

PROPOSED EXERCISES

01. (Milton Campos-MG) Identify one of the following ideas in the sentence: *It should be very strict.*

- | | |
|----------------|---------------|
| A) Capacity | D) Permission |
| B) Advice | E) Conclusion |
| C) Prohibition | |

02. (Cesgranrio) In one of the following sentences we cannot use the verb *can* because of the meaning. Mark it.

- A) Those boys _____ swim well.
- B) Yes, I _____ see them from here.
- C) He has just bought a big new car, he _____ certainly be earning a lot of money.
- D) They say this herb _____ cure several diseases.
- E) Now, after your clear explanation, I _____ understand your point.

03. (Cesgranrio) Which is the idea expressed by **may** in "Caffeine **may** be regarded as a mildly addictive drug"?

- | | |
|---------------|----------------|
| A) Ability | D) Necessity |
| B) Advice | E) Possibility |
| C) Obligation | |

21. (UFMA) The modal verb is used **CORRECTLY**.

- A) You must begin again.
- B) You ought begin again.
- C) You may to begin again.
- D) You should to begin again.

22. (UFMA) I _____ to shoot the arrow.

- | | |
|-------------|-----------|
| A) can | D) should |
| B) will | E) would |
| C) am going | |

23. (Unip-SP) Tom's car uses less gas.

- He _____ adjusted the carburetor.
- | | |
|--------------|-----------|
| A) ought to | C) needed |
| B) must have | D) had to |

TEXT I

FCMMG

Instruction: Read the text carefully and then choose the alternative that best completes the questions and statements.

Beat the clock

"Aging is a continuum, not a sudden event", says Robert Russell, M. D., professor of medicine and nutrition at Tufts University in Boston. "You don't wake up one morning to discover you're old." The nutrition missteps that lead to ailments from heart disease to osteoporosis when you're a senior have their beginnings in the middle years.

In short, it's not years alone that cause deterioration but how we choose to live them. We could avoid most age-related diseases and even stretch our average life span to 120 years from the current 76, simply by making changes in what we eat in addition to exercising and reducing stress.

Over time, requirements for some nutrients, such as calcium, vitamin D and vitamin B₁₂, rise in part because our bodies become less efficient at absorbing or manufacturing them or, as with calcium, because needs escalate. Other nutrients, such as the antioxidants vitamins C and E and beta-carotene, are needed in greater amounts than most women are currently getting to prevent heart disease, cancer, cataracts and delay aging itself. "It is hard to separate the issue of aging from the issues of disease", cautions Jeffrey Blumberg, Ph.D., professor of nutrition at the USDA Human Nutrition Research Center at Tufts University in Boston, "but some aspects of aging and disease prevention are directly linked to nutrition, especially the antioxidants."

While many nutrient needs are high, calorie needs decline somewhat (so exercise must increase) if a woman wants to avoid gaining the otherwise inevitable 10 pounds

per decade. In fact, we should cut back on unnecessary calories from fat and sugar, while making sure every bite is chock-full of vitamins and minerals. The sooner you make these dietary changes, the better. On the other hand, it's never too late to reap the benefits."

LIVING FIT, Apr. 1997.

GUESS the meaning of these words according to the context.

Aging	= _____
Misstep	= _____
Ailment	= _____
Disease	= _____
To avoid	= _____
To stretch	= _____
Span	= _____
Requirement	= _____
To rise	= _____
To escalate	= _____
Such as	= _____
Amount	= _____
To delay	= _____
To caution	= _____
Otherwise	= _____
To cut back	= _____
On the other hand	= _____
To reap	= _____

01. What does this statement mean: "Aging is a continuum, not a sudden event."

- A) Aging is a sequence of unexpected events.
- B) Getting old is something that continues in a sudden event.
- C) It's not a sudden event but aging itself that goes on unexpectedly.
- D) Getting old is a graded sequence of things not related to an unexpected event.

02. What happens in the middle years?

- A) The nutrition missteps turn into diseases.
- B) The arising of heart disease and osteoporosis.
- C) It's the beginning of the nutrition missteps that lead to ailments when you're a senior.
- D) The beginning of ailments caused by the nutrition missteps when you're a senior.

03. All of the following words are related to disease prevention
BUT

- A) sickness.
- C) exercising.
- B) nutrition.
- D) reducing stress.

- 04.** Why is exercising needed?
- A) Because a woman can avoid 10 pounds per decade.
 - B) Because calory needs decline to some degree.
 - C) To reduce fat and sugar.
 - D) All of them.
- 05.** What does the word **delay** mean?
- A) Foresee.
 - B) Postpone.
 - C) Anticipate.
 - D) Look forward to.
- 06.** What does the word **stretch** mean?
- A) Extend.
 - B) Develop.
 - C) Improve.
 - D) Decrease.
- 07.** Why are some nutrients more required over time?
- A) Because our bodies come to be more limited in quantity at assimilating or fabricating them.
 - B) Because some of them can prevent some illnesses besides putting off getting old.
 - C) Because the needs of some nutrients become more intense.
 - D) All of them.
- 08.** In the sentence "*It is hard to separate the issue of aging from the issues of disease*", the author intended to say that
- A) the issues of aging and disease are not linked.
 - B) despite the hardness of the matter aging and disease are separated.
 - C) it's not easy to disconnect the issues of aging from the issues of disease.
 - D) though the issues of aging and disease aren't linked, they're hard to separate.
- 09.** In the sentence "*It's never too late to reap the benefits*", the boldface word means
- A) avoid.
 - B) receive.
 - C) cut off.
 - D) give up.
- 10.** Which of the following could **BETTER** summarize the main topic of the text?
- A) You'll beat the clock if you avoid nutrients.
 - B) Body deterioration is not related to nutrition.
 - C) Aging and diseases cannot be avoided at all.
 - D) Nutrition has an important role in delaying aging and preventing ailments.

TEXT II

UFLA-MG-2009

Instruction: Read passage 1 carefully and answer questions **01** through **04**.

Passage 1

In Biology^[1], a species is typically defined as a group of animals that breed only with one another^[2]. Thus, any two animals that can breed belong to the same species, whereas animals that are unable to breed with one another are of a different species. The two Central Valley^[3] salamanders do not interbreed, which would seem to make it pretty clear that these salamanders should be classified as different species^[4].

But there is one interesting problem^[5] with these salamanders. A number of other salamanders inhabit the ring surrounding Central Valley. Moving north along the eastern side of the valley, the salamanders have fewer and fewer blotches. At the northern end of the valley, the salamanders appear to be a mixture of the two species; these salamanders are mostly brown, but they still have visible blotches.

- 01.** The following sentence: "*This definition is widely accepted by biologists and zoologists, but its application is not always simple*" could be added
- A) after the word "another" ^[2].
 - B) before "The two Central Valley" ^[3].
 - C) before "In biology" ^[1].
 - D) after the word "species" ^[4].
- 02.** Which of the statements below is supported by paragraph 1?
- A) A member of one species often lives away from a member of another species.
 - B) Species classification is based on coloration and marking, such as black and yellow spots.
 - C) There is no clear definition of what a species is.
 - D) A member of one species is unable to breed with a member of a different species.
- 03.** In paragraph 2 the author states that
- A) the range of salamanders found along the valley presents a difficulty to the concept of species.
 - B) the further they live from each other, the fewer the spots the salamanders have.
 - C) many different species of salamanders live along the Central Valley.
 - D) the salamanders found at the southern end of the valley can not breed with salamanders found at the northern end.
- 04.** All the following are very close in meaning to the word "problem"^[5], EXCEPT
- A) point. C) reason.
 - B) issue. D) question.

Instruction: For questions **05** and **06**, choose the one answer that is closest in meaning to the original sentence.

- 05.** According to the U.S. Department of Agriculture, it will be ten years before the African honey bee will have reached the borders of the United States.
- Not until ten years will the U.S. borders have been reached by the African honey bee.
 - In ten years the honey bee will have reached the African borders from the United States.
 - The U.S. borders have been reached by the African honey bees for ten years.
 - The African honey bee reached the U.S. borders ten years ago.
- 06.** No less an authority than Senator Edward Kennedy spoke at the graduation exercises for the law school of the University of Virginia.
- Senator Edward Kennedy was well known in the University of Virginia.
 - An authority invited Senator Edward Kennedy to speak to the graduation students.
 - Senator Edward Kennedy, a recognized authority, spoke at the graduation exercises.
 - One of the authorities who spoke at the University of Virginia was Senator Edward Kennedy.

Instruction: Read passage 2 carefully and answer questions **07** through **08**.

Passage 2

For Sale

1977 Ford Sedan
 White w/light gray interior
 Low mileage. Like new
 Air, automatic, power steering, brakes
 AM/FM, cassette stereo
 \$5,000 or best offer
 By original owner
 241-3281 weekdays. 287-4479 weekends
 Ask for Jim Black

- 07.** Which of the following **BEST** describes the passage?
- A news item.
 - An editorial.
 - A recipe.
 - A classified ad.
- 08.** It may be concluded that Jim will
- sell his car to a buyer who offers him \$4,800 if no one else offers him more.
 - not sell his car for less than \$5,000.
 - sell his car to the original owner.
 - sell his car for any price.

TEXT III

PUC Rio-2010

Texting may be taking a toll

They do it late at night when their parents are asleep. They do it in restaurants and while crossing busy streets. They do it in the classroom with their hands behind their back. They do it so much their thumbs hurt. Spurred by the unlimited texting plans offered by different carriers, American teenagers sent and received an average of 2,272 text messages per month in the fourth quarter of 2008, according to the Nielsen Company – almost 80 messages a day, more than double the average of a year earlier. The phenomenon is beginning to worry physicians and psychologists, who say it is leading to anxiety, distraction in school, falling grades, repetitive stress injury and sleep deprivation. Dr. Martin Joffe, a pediatrician in Greenbrae, Calif., recently surveyed students at two local high schools and said he found that many were routinely sending hundreds of texts every day. "That's one every few minutes," he said. "Then you hear that these kids are responding to texts late at night. That's going to cause sleep issues in an age group that's already plagued with sleep issues."

The rise in texting is too recent to have produced any conclusive data on health effects. But Sherry Turkle, a psychologist who [...] has studied texting among teenagers in the Boston area for three years, said it might be causing a shift in the way adolescents develop. "Among the jobs of adolescence are to separate from your parents, and to find the peace and quiet to become the person you decide you want to be," she said. "Texting hits directly at both those jobs."

Psychologists expect to see teenagers break free from their parents as they grow into autonomous adults, Professor Turkle went on, "but if technology makes something like staying in touch very, very easy, that's harder to do; now you have adolescents who are texting their mothers 15 times a day, asking things like, 'Should I get the red shoes or the blue shoes?'" As for peace and quiet, she said, "if something next to you is vibrating every couple of minutes, it makes it very difficult to be in that state of mind. If you're being deluged by constant communication, the pressure to answer immediately is quite high," she added. "So if you're in the middle of a thought, forget it." [...]

Texting may also be taking a toll on teenagers' thumbs. Annie Wagner, 15, a ninth-grade honor student in Bethesda, Md., used to text on her tiny phone as fast as she typed on a regular keyboard.

50 A few months ago, she noticed a painful cramping in her thumbs.

Peter W. Johnson, an associate professor of environmental and occupational health sciences at the University of Washington, said it was too early

- 55 to tell whether this kind of stress is damaging. But he added, "Based on our experiences with computer users, we know intensive repetitive use of the upper extremities can lead to musculoskeletal disorders, so we have some reason to be concerned that too much
60 texting could lead to temporary or permanent damage to the thumbs."

HAFNER, Katie. Texting may be taking a toll.
The New York Times, May 25th, 2009.

- 01.** The **MAIN** purpose of the text is to
- A) list all the causes of thumb disorders among America's youth.
 - B) suggest different ways to get away from constant communication.
 - C) explain in detail how technology prevents teenagers from finding peace.
 - D) argue that American teens are increasingly dependent on their mothers.
 - E) alert for possible adverse effects of constant texting on youngsters.
- 02.** According to lines (lines 6-10), American teens
- A) increased by 50% the number of messages sent in 2008 as compared to 2007.
 - B) exchanged an average of 2,272 text messages per month during the whole past year.
 - C) wrote more than two thousand text messages per month in the last four months of 2008.
 - D) were writing a daily average of slightly less than eighty messages in the last three months of 2008.
 - E) from October to December 2008 sent and received twice as many messages than in all previous years.
- 03.** Mark the option that completes the following sentence according to the information found in (lines 11-14): "Physicians and psychologists say that because of constant texting teenagers may _____. "
- A) get sick very easily
 - B) be able to control anxiety
 - C) start falling asleep in school
 - D) overcome sleeping problems
 - E) stop paying attention to classes
- 04.** Mark the sentence in which the word "as" is used in the **SAME** sense as in "Psychologists expect to see teenagers break free from their parents as they grow into autonomous adults," (lines 32-33).
- A) She cried bitterly as she told her story.
 - B) Some flowers, as the rose, require special care.
 - C) As you are leaving last, please turn out the lights.
 - D) I don't think it's as hot and humid today as it was yesterday.
 - E) It is fairly certain that you will be able to find a job as a teacher.
- 05.** "Might" in "[...]" might be causing a shift [...] (line 27) and "should" in "Should I get the red shoes or the blue shoes?" (line 38) express the ideas of, respectively:
- A) ability – condition.
 - B) probability – duty.
 - C) possibility – advice.
 - D) permission – obligation.
 - E) theoretical ability – assumption.
- 06.** In the statement "Texting may also be taking a toll on teenagers' thumbs." (lines 46-47), "taking a toll on" means that texting
- A) is causing damage to the thumbs.
 - B) is preventing musculoskeletal disorders.
 - C) may improve the use of students' hands.
 - D) depends on the thumbs to be performed.
 - E) has destroyed the thumbs of Americans.
- 07.** Check the **CORRECT** statement concerning the pronoun "it" in the text.
- A) In "They do it in restaurants and while crossing busy streets." (line 2), "it" refers to "crossing busy streets".
 - B) In "[...]" who say it is leading to anxiety," (line 12), "it" refers to "the phenomenon".
 - C) In "[...]" said it might be causing a shift in the way adolescents develop." (lines 26-28), "it" refers to "the Boston area".
 - D) In "[...]" makes it very difficult to be in that state of mind." (lines 40-41), "it" refers to "something next to you".
 - E) In "So if you're in the middle of a thought, forget it." (lines 44-45), "it" refers to "the pressure to answer immediately".
- 08.** In "[...]" we know intensive repetitive use of the upper extremities can lead to musculoskeletal disorders," (lines 57-58), "lead" could be replaced by any of the words below, **EXCEPT**
- A) cause.
 - B) worsen.
 - C) prompt.
 - D) result in.
 - E) generate.
- 09.** Check the words that have the **SAME** relationship as "temporary" and "permanent" (line 60).
- A) to purchase – to lend.
 - B) to survey – to oversee.
 - C) understanding – displeasure.
 - D) serenity – excitement.
 - E) soon – early.

- 10.** Peter W. Johnson's comments on the intensive use of thumbs for constant texting (lines 56-61) can be understood as
- A) subtle irony.
 - B) undue alarm.
 - C) heavy criticism.
 - D) a formal complaint.
 - E) an important warning.

ENEM EXERCISES



Self-portrait without beard - Vincent Van Gogh, 1889. Private Collection.

"[...] I have often neglected my appearance. I admit it, and I also admit that it is "shocking." But look here, lack of money and poverty have something to do with it too, as well as a profound disillusionment, and besides, it is sometimes a good way of ensuring the solitude you need, of concentrating more or less on whatever study you are immersed in."

Letter from Vincent Van Gogh to Theo Van Gogh.

Written in July 1880 in Cuesmes. Translated by Mrs. Johanna Van Gogh-Bonger, edited by Robert Harrison, number 133. Available at: <<http://www.webexhibits.org/vangogh/letter/8/133.htm>>. Accessed: Aug. 23rd, 2010.

- 01.** Considerando o quadro e a carta, podemos concluir que Van Gogh pintou seu autorretrato baseando-se

- A) no olhar do outro sobre si.
- B) na análise sobre a sua sexualidade.
- C) nas observações feitas por Theo.
- D) na felicidade de viver um grande amor.
- E) em sua autocrítica sobre a própria beleza.

- 02.** Van Gogh considerou

- A) a winner who fought for his life.
- B) a loser who denies his appearance.
- C) a painter who acknowledges his appearance.
- D) a liar who can't express his image.
- E) a painter who overstates his heterosexuality.

HAVING FUN

Easter Holidays in the English-speaking world



SXC

Colored Easter eggs in the United States

Throughout the English-speaking world, many Easter traditions are similar with only minor differences. For example, Saturday is traditionally spent decorating *Easter eggs* and hunting for them with children on Sunday morning, by which time they have been mysteriously hidden all over the house and garden.

Other traditions involve parents telling their children that eggs and other treats such as chocolate eggs or rabbits and marshmallow chicks (Peeps) have been delivered by the Easter Bunny in an Easter basket which children find waiting for them when they wake up. Many families observe the religious aspects of Easter by attending Sunday Mass or services in the morning and then participating in a feast or party in the afternoon. Some families have a traditional Sunday roast, often of either roast lamb or ham. Easter breads such as Simnel cake, a fruit cake with eleven marzipan balls representing the eleven faithful apostles, or nut breads such as potica are traditionally served. Hot cross buns, spiced buns with a cross on top, are traditionally associated with Good Friday, but today are often eaten well before and after.

In Scotland, the north of England, and Northern Ireland, the traditions of rolling decorated eggs down steep hills and pace egging are still adhered to. In Louisiana, USA, egg tapping is known as egg knocking. Marksville, Louisiana claims to host the oldest egg knocking competition in the US, dating back to the 1950s. Competitors pair up on the steps of the courthouse on Easter Sunday and knock the tips of two eggs together. If the shell of your egg cracks you have to forfeit it, a process that continues until just one egg remains.

In the British Overseas Territory of Bermuda, the most notable feature of the Easter celebration is the flying of kites to symbolize Christ's ascent. Traditional Bermuda kites are constructed by Bermudians of all ages as Easter approaches, and are normally only flown at Easter. In addition to hot cross buns and Easter eggs, fish cakes are traditionally eaten in Bermuda at this time.

Available at: <www.wikipedia.org>
Accessed: Mar. 21st, 2010.

GLOSSARY

- Obey (verb) = obedecer (obey – obeyed – obeyed)
- Pale = pálido(a)



SXC

- Sick = doente

ANSWER KEY

Consolidation

01. A) You don't have to take your blouse.
You needn't take your blouse.
B) Your students may leave the classroom.
C) Your car must be broken.
D) You mustn't talk in the classroom.
E) Can you help me?
02. A) mustn't
B) Would
C) Can
D) must

Proposed Exercises

01. B 06. C 11. D 16. D 21. A
02. C 07. E 12. B 17. A 22. C
03. E 08. C 13. A 18. E 23. B
04. D 09. D 14. C 19. A
05. A 10. C 15. C 20. D

Text I

- aging = envelhecer, envelhecimento
misstep = erro
ailment = doença
disease = doença
to avoid = evitar
to stretch = aumentar, esticar
span = período, duração, expectativa
requirement = necessidade
to rise = aumentar
to escalate = intensificar
such as = como
amount = quantidade
to delay = atrasar
to caution = advertir
otherwise = senão
to cut back = reduzir
on the other hand = por outro lado
to reap = colher
01. D 06. A
02. C 07. D
03. A 08. C
04. D 09. B
05. B 10. D

Text II

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

Text III

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

Enem Exercises

01. E 02. C

RELATIVE PRONOUNS

Who – quem, que

Which – que, qual, quais, o qual, os quais, a qual, as quais

Whom – do qual, dos quais, da qual, das quais

Whose – cujo(s), cuja(s)

That – substitui **who**, **whom** e **which**.

- **Who** se refere a uma pessoa; **which** se refere a uma coisa ou animal.

Exemplos:

- *The girl who remained there was sick.*
- *That's the minister who resigned his post.*
- **Which** pode ser usado, sem mudança de forma, como sujeito ou objeto de um verbo. Refere-se a coisas.
 - *The book which is on the table is old.*
 - *The book which you ordered has just arrived.*
 - *She had a surprise which was very good for her.*
- A forma do objeto de **who** é **whom**. **Whom** é usado como objeto direto ou indireto do verbo.

Exemplos:

- *The girl whom you saw is my sister.*
- *The man to whom you spoke is here now.*
- **Whose** é usado para indicar posse, tanto para pessoas como para coisas.

Exemplos:

- *The dog whose owner is here died.*
- *The student whose advisor is sick is doing his work alone.*

Usos

Quando o antecedente for pessoa

- A)** **Who** ou **that** podem ser aplicados quando o antecedente for pessoa e a função do pronome for de sujeito (seguido de verbo).
- *This is the student who / that studies at Bernoulli.*
 - *The scientists who / that discovered the vaccine are here.*

B) **Who**, **whom**, **that** podem ser usados ou omitidos (**Ø**) se a função for de objeto (não seguido do verbo).

- *Those are the people who / whom / that / Ø Alice invited to her show.*

C) Usa-se **whom** se houver preposição antes do pronome.

- *John was the guy with whom she went out for lunch.*

D) **Whose** é usado para indicar posse e é seguido de substantivo.

- *The girl whose mother is here works for me.*

Quando o antecedente for coisa ou animal

A) Usam-se **which** ou **that** se a função do pronome for de sujeito.

- *The car which / that belongs to Lucy is comfortable.*

B) **Which** e **that** podem ser usados ou omitidos (**Ø**) se a função for de objeto.

- *Everything which / that / Ø I had to study was ok.*

C) Usa-se **which** se houver preposição antes do pronome.

- *The town in which he lives is very far from here.*

D) Usa-se **whose** se este for seguido de substantivo, para indicar posse.

Exemplo:

- *That is the book whose subject is interesting.*

OBSERVAÇÃO

Não se pode usar **that** nem se omite o pronome quando a frase estiver entre vírgulas (oração explicativa).

Exemplos:

- *The book, which I bought yesterday, is really good.*
- *Mr. Roney, who is a teacher, works at Bernoulli.*



CHECK IT OUT



SAC

To whom it may concern é uma saudação utilizada em cartas, declarações e outros documentos formais quando não se conhece o destinatário dos mesmos. Equivale, em português, à forma "a quem possa interessar".

Developing by the Universidade Federal de Minas Gerais

- UFMG, the Manuelzão Project is intended to restore the Rio das Velhas basin. Activities begun in 1997 at the UFMG Medical Sciences School in an initiative took by

- 20 a group of professors who realized that health are not simply a medical issue: it is directly related to the social conditions and to the environment people leave in. The Manuelzão Project was born from the activities of the "Rural Internship Project", which is a compulsory subject
25 in the UFMG Medical Sciences School curriculum and has a Public Health oriented syllabus. Students spend three months in remote municipalities undertaking social and preventive medical activities.

Throughout its existence, the Project has witnessed a
30 considerable growth in civil society participation, most notably in the activities conducted by the Manuelzão Centers scattered along the basin. There is today nearly 50 Local Centers whose work focuses on local issues and who are supported and advised by the Manuelzão
35 Project.

This historical path has led the Manuelzão Project to expand its activities beyond the academic boundaries of that group of UFMG scholars.

Available at: <<http://www.manuelzao.ufmg.br/english>>. Accessed: Aug. 2008. (Adapted).

CONSOLIDATION I

01. SUPPLY all possible relative pronouns.

- A) John met the scientist _____ formulated the book.
- B) Technology, _____ brings us help, is a scientific study.
- C) Dr. Julie, _____ I saw in the lab, received a prize.
- D) Dr. Lovis, _____ is 70 years old, is studying the atoms.
- E) Einstein, _____ theory is famous, was not Brazilian.

CONSOLIDATION II

UFMG-2009

01. A reporter wrote a text about the Manuelzão Project to be published in a newspaper, **but there are 11 grammar mistakes**. Read his text and help him **CORRECT** them by completing the chart that follows it. The first one is done for you as an example.

Manuelzão Project

This old man from the *sertão* (Brazilian semi-arid inlands) was always willing to welcome visitors with his sense of humor and the most peculiar and interesting tales... These are some of the character traits that
05 make Manuel Nardi a remarkable figure and inspired the Brazilian writer João Guimarães Rosa to give life to one of its most famous characters: Manuelzão. His countryside wisdom and his concern for the environment were translated into the cause championed by the project
10 named after this unique old man.

Manuel Nardi dead in 1998, a year after the Manuelzão Project was created. It was the cowboy itself who, in 1997, introduced the Project at the presentation meeting held with the Minas Gerais Water Management Institute
15 and the State of Minas Gerais Sanitation Program.

Wrong form	Correct form	Line on the text
make	made	5
		7
		11
		12
		16
		18
		19
		20
		22
		32
		34

PROPOSED EXERCISES

- 01.** (Unificado-RJ) In the sentence "[...] it's time to meet people who work from their homes", the pronoun *who* can be replaced by *that*. Mark the option that can **ONLY** be completed with the relative pronoun *who*.
- That is the consultant _____ I met in São Paulo last week.
 - My brother, _____ works as a consultant, makes much money.
 - Would you like to work with bosses _____ are understanding?
 - Employees _____ work from home part of the time are happier.
 - The telecommuter to _____ I was introduced yesterday is Asian.
- 02.** (Milton Campos-MG) There **ISN'T** a relative pronoun in:
- One of the survivors is the captain of the ship that sank.
 - Nine people are in a lifeboat that was built to hold five.
 - Parents say that public schools make their children criminals.
 - People in every part of the world complain about the problem of education which they receive.
 - The only people who seem satisfied are the ones who don't go to school.
- 03.** (PUCPR) Fill in the blanks with a relative pronoun.
- The flower exhibit _____ was held in the Botanical Garden in Curitiba last September showed beautiful orchids from all over the world.
- whose
 - whom
 - that
 - where
 - who
- 04.** (Mackenzie-SP) The writer, _____ writes are about scientific fiction, deserves his popularity. Choose the **BEST** alternative for the blank space above.
- who
 - which
 - that
 - whose
 - whom
- 05.** (ITA-SP) Assinale a opção **CORRETA**.
- Some of the boys whom I invited in them didn't come.
 - Some of the boys whose I invited them didn't come.
 - Some of the boys I invited them didn't come.
 - Some of the boys I invited didn't come.
 - None of these.
- 06.** (UFSCar-SP) Tell me _____ you that.
- whom told
 - who told
 - what
 - whose
 - whom
- 07.** (UFV-MG) The student _____ lost his book is waiting in the office.
- which
 - what
 - who
 - whose
 - whom
- 08.** (UFLA-MG) That is the writer _____ book we bought yesterday.
- whom
 - who
 - whose
 - which
 - that
- 09.** (PUC-Campinas-SP) I can't find the student _____.
- what books were lost.
 - which lost his book.
 - lost his books.
 - whose books it was lost.
 - who lost his books.
- 10.** (FCMSC-SP) Milton Nascimento's latest record _____ I bought yesterday is extraordinary.
- who
 - whom
 - what
 - which
 - whose
- 11.** (ITA-SP) The man _____ came here, and _____ you talked with is my relative.
- whom, who
 - which, whom
 - that, which
 - who, whom
 - None of these.
- 12.** (PUCPR) Insert the **APPROPRIATE** relative pronoun.
- Gossip, to _____ you should pay no attention, is a bad thing.
- Dr. Smith, _____ car is outside, has come to see a patient.
- My friend Jack, _____ is in hospital, is very ill.
- This is my uncle John, _____ you have heard so much about.
- which, whose, who, whom
 - that, whose, whom, which
 - which, whom, that, who
 - whom, whose, that, whom
 - that, whom, who, which
- 13.** (UFRRJ) Em "Manufacturers have created a whole new generation of home computers that have greater power and lower prices.", a palavra *that* pode ser substituída por
- what.
 - which.
 - whose.
 - who.
 - whichever.

14. (Milton Campos-MG) There's a lady over there _____ age you can never guess.

Both Martin and Grace earn a small salary, _____ makes them feel miserable.

The worst _____ can happen has already passed.

The car, for _____ I paid a lot, is out of date now.

- A) whose, which, that, which
- B) what, that, that, what
- C) who, that, that, what
- D) whose, what, who, which
- E) which, which, where, what

15. (OSEC-SP) My uncle, _____ I'm sure you've met, is now in Australia.

- A) whose C) whom E) what
- B) that D) which

16. (FAAP-SP) Que alternativa completa **MELHOR** a sentença a seguir, sendo o X a omissão do pronomé relativo?

There are two basic groups of people – the wishful thinkers _____ throw coins in fountains and the realists_____ fish them out.

- A) whose – X D) who – which
- B) who – who E) whom – X
- C) whom – whom

17. (PUC Rio) Check the only pair of relative pronouns that can **CORRECTLY** complete the following sentences.

The boys, _____ had been so cute before, had their skins cut up and ripped off.

The atomic bombings, _____ were one of the greatest crimes against humanity in the 20th century, caused a lot of suffering.

- A) whom – that D) that – who
- B) who – whose E) who – which
- C) whose – which

18. (Cesgranrio) Mark the item in which the relative prounoun could be omitted.

- A) The book which he bought last week was a dictionary.
- B) The water that falls from the sky is always clean.
- C) The boy who brought the parcel asked for a glass of water.
- D) The man who came to dinner lives on a farm.
- E) The water which disappeared back into the air was necessary.

19. (Cesgranrio) The relative prounoun can be omitted in **ONLY ONE** of the following sentences. Which one?

- A) The plate which the air hostess put in front of the businessman was full of vegetables.
- B) The police car, which had been following the truck, stopped at the red light.
- C) Mr. Jones was the owner of a small circus which used to go from one town to another.
- D) It was a very difficult examination paper, which followed the teacher's lessons very closely.
- E) The green house which was built across the street is now a museum.

TEXT I

Mackenzie-SP-2009

Weathering the storm

The specter of rising food and fuel prices now threatens to destroy an era of unprecedented global prosperity, with two notable exceptions: Brazil and Canada. Both countries produce and export enough food and fuel not just to offset the worst of global inflationary pressures but even to turn the price spike from a menace to a boon. They are the only two major economies ____(I)____ prices have not burst the upper limit of the central bank's inflation target. And of the two, Brazil is by far the more surprising success story. The country ____(II)____ suffered the longest and perhaps the most debilitating bout of hyperinflation in recent history is now a rare island of relative stability and prosperity. Brazil's inflation is running at 6.5 percent, a rate ____(III)____ worries the country's money minders but thanks to their zeal is still the lowest level in all the major emerging markets.

MARGOLIS, Mac. Available at: <www.newsweek.com>.

01. The relative pronouns that **PROPERLY** fill in blanks I, II and III, in the text, are

- A) whose, that and which.
- B) when, whose and that.
- C) what, which and which.
- D) which, which and that.
- E) where, that and that.

TEXT II

PUC Minas

While global warming is being ignored by the political arm of the Bush administration, the citizens of Europe and the Pentagon are taking a new look at the greatest danger such climate change could produce for the Northern Hemisphere – a sudden change into a new ice age.

What they're finding is not at all comforting: if enough cold, fresh water coming from the melting polar ice caps and glaciers of Greenland and flowing into the northern Atlantic will shut down the Gulf Stream, **which**^[1] keeps Europe and northeastern North America warm. The worst case scenario would be a return of the last ice age in 2 to 3 years and the mid case scenario would be a period like the "little ice age" of a few centuries ago that disrupted worldwide weather patterns, leading to extremely cold winters, desertification, crop failures and wars.

The warmth is the result of ocean currents that bring warm surface water up from the equator into northern regions that would otherwise be so cold that even in summer they'd be covered with ice. The current of greatest concern is called "The Great Conveyor Belt," which includes the Gulf Stream. It^[2] is driven by the greater force created by differences in water temperatures and salinity, as^[3] the North Atlantic Ocean is saltier and colder than the Pacific. If it stopped flowing today, the result would be sudden and dramatic. Winter would start in the eastern half of North America and all of Europe and Siberia, and never go away. Within three years, those regions would become uninhabitable and nearly two billion humans would starve, freeze to death, or have to relocate.

And when might that happen? Nobody knows – the action of the Great Conveyor Belt in defining ice ages was discovered only in the last decade. Preliminary computer models and scientists suggest the change could happen as early as next year, or it may be generations from now. It may be starting right now, producing the extremes of weather we've seen in the past few years. What's almost certain is that if nothing is done about global warming, it **will**^[4] happen sooner **rather than**^[5] later.

SPEAK UP – Edição 206 – Jul. 2004. (Adapted).

- 01.** The political arm of the Bush administration has been
A) studying climate changes.
B) neglecting global warming.
C) fighting a new ice age.
D) ignoring Europe and the Pentagon.

02. The world is in danger of facing
A) the worst economic crisis.
B) a new world war in Europe.
C) the return of an ice age.
D) a change of salinity in the water.

03. The word **which** [1] refers to
A) the Gulf Stream. C) fresh water.
B) Greenland. D) the North Atlantic.

04. The word **as** [3] means
A) while. C) though.
B) like. D) because.

05. The word **it** [2] refers to the
A) North Atlantic Ocean.
B) Pacific Ocean.
C) deeper warm water.
D) Great Conveyor Belt.

- 06.** The **WORST** risk we are running is of having
A) an eternal winter in the Northern Hemisphere.
B) the North Atlantic Ocean becoming colder than the Pacific.
C) a shortage of drinking water in the whole world.
D) a dramatic change in the salinity of the water.

07. Scientists predict the change will happen
A) only within centuries.
B) at any time now.
C) sooner than next year.
D) later than computers have announced.

08. The word **will** ^[4] conveys the idea of
A) possibility. C) certainty.
B) obligation. D) condition.

09. The words **rather than** ^[5] mean
A) instead of. C) because of.
B) in spite of. D) out of.

10. The cause of a new ice age is
A) ice caps. C) water salinity.
B) weather patterns. D) global warming.

TEXT III

UFU-MG-2008

Do you suffer from “ringxiety”?



Our increasing reliance on personal technology has led to techno-neuroses like ringxiety and "crackberry" addiction.

Your cell phone rings. You go to answer it, but there's no one there. Curiously, there's no missed call, either. You realize after a moment that you mistook a bird chirping for your cell phone's ring. What's weird is that this isn't the first time this has happened to you. You're probably not insane – instead, you are suffering from what's come to be called ringxiety.

It's not surprising that in the increasingly wireless and connected world, humanity would begin

10 to suffer techno-neuroses. Electronic gadgets have become a part of the everyday lives of people worldwide. Ringxiety is among the first of these new neuroses to emerge, along with Internet addiction and the "crackberry" phenomenon – a person's

15 compulsive urge to use and check his BlackBerry wireless device. While crackberry addiction is a compulsive behavior, ringxiety may be a result of that and similar compulsions.

Some researchers think that ringxiety stems from a constant state of readiness that could develop in cell phone users. Before the advent of wireless phones, no one expected a call while driving in the car, shopping at the grocery store or dancing at a nightclub. With cell phones, though, there's a potential for a call to come through at any moment. Because of this, it's possible that our brains are conditioned to expect a call constantly, and when a person hears a tone that reminds him of his cell phone ringing, he will believe that's the case. Others believe that ringxiety – or in this case, phantom ringing – simply stems from confusion due to the frequency of most stock cell phone ringtones and the location of our ears.

Those who opt to set the phone to "vibrate" rather than "ring" aren't off the hook either. Even stranger than phantom ringing is the phantom vibration phenomenon. This is also a part of the ringxiety that David Laramie studied, although fewer ideas about its origins have been suggested. It's similar to phantom ringing, but phantom vibration is a physical rather than an auditory hallucination. It's also similar to another, well-documented phenomenon called phantom limb syndrome. In this medically recognized condition, amputees – people who've had limbs removed – report feeling pain in limbs that are no longer attached to their bodies. Is it possible that people have become as attached to their cell phones as they are to their own arms and legs?

CLARK, Josh. Do you suffer from "ringxiety"? Mar. 2008. Available at: <<http://communication.howstuffworks.com/ringxiety.htm>>. (Adapted).

- 02.** Segundo o texto, há indícios de que uma pessoa esteja sofrendo de *ringxiety* quando

- A) ela deseja ter um celular mais moderno e não tem recursos para adquiri-lo.
 - B) ela costuma confundir o som de um pássaro com o toque de seu celular.
 - C) ela demonstra ansiedade sempre que tem de atender ao telefone celular.
 - D) o telefone celular toca e não é possível identificar a origem da chamada.

- 03.** De acordo com o texto, indique a alternativa que completa **CORRETAMENTE** o enunciado.

Crackberry phenomenon can best be defined as

- A) *a compulsive behavior some people feel to use and check their BlackBerry.*
 - B) *the ability some people have to invade computers, such as crackers and hackers.*
 - C) *a symptom of a techno-neurosis that indicates a person suffers from ringxiety.*
 - D) *a positive and desirable behavior in the increasingly wireless and connected world.*

- 04.** Marque a alternativa que contém **SOMENTE** substantivo(s) e verbo(s) utilizados no texto em contextos que expressam as noções de “origem, fonte, ou surgimento”.

- A) Stem – origins – emerge
 - B) Origins – gadgets – advent
 - C) Emerge – origins – weird
 - D) Chirping – stem – origins

- 05.** No último parágrafo do texto, o autor apresenta uma analogia entre *phantom vibration* e *phantom limb syndrome* para insinuar que

- A) são fenômenos médicos relacionados a alucinações muito distintas entre si.
 - B) ambos os fenômenos comparados são condições médicas recentes.
 - C) esses dois fenômenos são síndromes que somente ocorrem em pessoas amputadas.
 - D) o celular parece ter se tornado uma extensão virtual do nosso próprio corpo.

- 06.** De acordo com o texto, quais das alternativas abaixo completam corretamente o enunciado a seguir?

According to the text, it is appropriate to say that techno-neuroses are most probably identified in people

- I - who show *ringxiety* behavior.
 - II - who are addicted to the Internet.
 - III - while they are driving, shopping or dancing.
 - IV - only when they are using their cell phones.

Marque a alternativa que contém somente afirmativas **CORRETAS**.

- 02.** (Enem-2010) Letras de músicas abordam temas que, de certa forma, podem ser reforçados pela repetição de trechos ou palavras. O fragmento da canção “Viva la vida”, por exemplo, permite conhecer o relato de alguém que
- costumava ter o mundo aos seus pés e, de repente, se viu sem nada.
 - almeja o título de rei e, por ele, tem enfrentado inúmeros inimigos.
 - causa pouco temor a seus inimigos, embora tenha muito poder.
 - limpava as ruas e, com seu esforço, tornou-se rei de seu povo.
 - tinha a chave para todos os castelos nos quais desejava morar.

GLOSSARY

- Adviser = orientador(a)
- Belong (verb) = pertencer (belong – belonged – belonged)
- Owner = dono(a)



- Remain (verb) = permanecer (remain – remained – remained)
- Resign (verb) = renunciar, aposentar (resign – resigned – resigned)

ANSWER KEY

Consolidation I

- A) who / that
- B) which
- C) whom
- D) who
- E) whose

Consolidation II

01.

Wrong form	Correct form	Line on the text
make	made	5
its	his	7
dead	died	11
itself	himself	12
Developing	Developed	16
begun	began	18
took	taken	19
are	is	20
leave	live	22
There is	There are	32
who	which	34

Proposed Exercises

- | | |
|-------|-------|
| 01. B | 11. D |
| 02. C | 12. A |
| 03. C | 13. B |
| 04. D | 14. A |
| 05. D | 15. C |
| 06. B | 16. B |
| 07. C | 17. E |
| 08. C | 18. A |
| 09. E | 19. A |
| 10. D | |

Text I

01. E

Text II

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

Text III

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

Text IV

01. A 02. E

Enem Exercises

01. E 02. A

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	prociciar, 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	procpiar, 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				