



LÍNGUA INGLESA

Volume 04



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Quantitative Adjectives and Indefinite Pronouns

QUANTITATIVE ADJECTIVES AND INDEFINITE PRONOUNS

Use **some** in positive sentences:

*I'm going to buy **some** eggs.*

*There is **some** ice in the ice box.*

*They made **some** mistakes.*

*She said **something**.*

*I saw **somebody** (or **someone**).*

Use **any** in negative sentences:

*I'm not going to buy **any** eggs.*

*There isn't **any** ice in the ice box.*

*They didn't make **any** mistakes.*

*She didn't say **anything**.*

*I didn't see **anybody** (or **anyone**).*

Some (algum, alguns, alguma, algumas) e derivados são usados:

some / something

somebody / someone / somewhere

A) Em orações afirmativas.

- *He has **something** to give you.*
- *I need to go **somewhere** tonight.*

B) Em orações interrogativas quando se espera uma resposta afirmativa ou em orações que indiquem uma sugestão, oferecimento ou pedido.

- *Would you like **some** help?*
- *Would you like **somebody** to help you?*

Any (qualquer, algum, nenhum) e derivados são usados:

any / anything

anybody / anyone / anywhere

A) Em orações afirmativas (no sentido de "qualquer").

- *Eat **any** fruit you want.*
- *You can do **anything** you need here.*
- ***Anybody** is able to do this exercise.*

B) Em orações interrogativas (no sentido de "algum").

- *Have you got **any** questions?*
- *Did you say **anything**?*
- *Did **anyone** call me today?*

C) Em orações negativas (no sentido de "nenhum").

- *I don't want **any** help from you.*
- *Lucy didn't dance with **anybody** yesterday.*
- *They haven't gone **anywhere** recently.*

No (nenhum) e derivados são usados:

no / nothing

nobody / no one / nowhere

A) Em orações com sentido negativo, mas com o verbo na afirmativa, pois a negação está no próprio quantitative adjective ou indefinite pronoun.

- *She has **no** money with her at the moment.*
- ***Nobody** knows where Joan is now.*
- *My **colleagues** have **nowhere** to go this weekend.*

Every (cada, todo) e derivados são usados tanto em orações afirmativas como em negativas e em interrogativas.

every / everything

everybody / everyone / everywhere

- *I looked for you **everywhere** last week.*
- ***Unfortunately**, I didn't buy **everything** I needed last month.*
- *Did **everybody** have fun on his **vacation**?*

OBSERVAÇÃO

Quando os *indefinite pronouns* são o sujeito em orações afirmativas, são seguidos de verbo na 3^a pessoa do singular.

Exemplos:

- *Everybody is happy today.*
- *Nobody knows where you are.*

None significa “nenhum” Não confundir com **no one** (ninguém). None equivale a **no + substantivo**. Compare estas duas respostas:

- *Do you have any money?*“
- *No, I have no money.*“
- *No, I have **none**.*“

CHECK IT OUT



“**Everybody**”, que significa “todo mundo”, em português, foi o primeiro *single* da carreira de Madonna. Escrita pela própria cantora, a música foi um sucesso na parada *dance* e chegou ao terceiro lugar, vendendo 250 mil cópias. Na parada geral da *Billboard*, o *single* chegou ao 107º lugar.

wikipedia.org

CONSOLIDATION

01. PREENCHA

as lacunas das frases a seguir:

- I. There can be _____ success without training.
- II. The success has been characterized by _____ strategies.
- III. There isn't _____ possibility that we may eliminate practice.

02. PREENCHA

corretamente todas as lacunas das frases a seguir.

- I. There is _____ at the kitchen. Can you ask the maid to see who it is?
- II. I lost my car keys _____ in this room. Can you help me find it?
- III. I'm sorry but we can't help you. There is _____ we can do to help you.

03. ESCOLHA

outra maneira de dizer “There isn't anything like friendship”.

04. (FUVEST-SP) REESCREVA

completando com *some*, *any*, *someone* ou *anyone*

Call _____ day you like. There's always _____ in to receive visitors.

PROPOSED EXERCISES

01. (UNESP)

said she is right.

- A) Somebody
- B) Anybody
- C) Anyone
- D) Something
- E) Anything

02. (FCMSC-SP)

“Nurse, is there any message for me?”

- “No, doctor, _____.”
- A) something
 - B) anything
 - C) anyone
 - D) no one
 - E) none

03. (FUVEST-SP)

Choose another way of saying “There isn't anything really like that”.

- A) There is nothing really like that.
- B) There aren't many things really like that.
- C) There aren't no things really like that.
- D) There is anything hardly really like that.
- E) There are a few things really like that.

04. (UFBA)

He doesn't prefer to add _____ to his life.

- A) something
- B) anything
- C) nothing
- D) somebody
- E) everybody

05. (Milton Campos-MG)

Prejudice is _____ nasty.

I see _____ point keeping _____. _____ should avoid it.

- A) something - no - no one - Somebody
- B) everything - any - some - Everybody
- C) nothing - some - none - Someone
- D) anything - any - any - Body
- E) something - no - any - Everybody

06. (FCC-BA)

The room is empty. There is _____ in it.

- A) anybody
- B) somebody
- C) nobody
- D) anything
- E) something

07. (PUC-SP) You must lose _____ time in adjusting yourself to your new powers.

- A) not
- B) nor
- C) no
- D) none
- E) any

08. (UFSCar-SP) I cannot teach _____ more classes this week.

- A) some
- B) any
- C) no
- D) none
- E) one

09. (ESBI-MG) "Who are you going to vote for in the next election? _____, I don't believe in _____ of the candidates."

- A) Some - any
- B) Nothing - some
- C) Somebody - any
- D) Nobody - any
- E) Neither - some

10. (OSEC-SP) "Did you see anybody in the garden yesterday?"

"No, I saw _____ there."

- A) anyone
- B) anybody
- C) somebody
- D) nobody
- E) someone

11. (Mackenzie-SP) Assinale a alternativa CORRETA.

- A) There are no matches left. We must buy some more.
- B) There aren't any matches left. We must to buy any more.
- C) There aren't no matches left. We must buy any more.
- D) There is not any matches left. We must to buy some more.
- E) There aren't not any matches left. We must buy some more.

12. (UFSCar-SP) They _____ dictionaries.

- A) haven't much
- B) have no any
- C) haven't some
- D) have no some
- E) haven't any

TEXT I

UFTM-MG-2006

Treatments: Acupuncture Fares Well in Headache Experiment

A new study, using what the researchers said was an unusually large number of volunteers, has found evidence that acupuncture may alleviate tension headaches. The findings appear in the online version of the journal *British Medical Journal*. "Acupuncture is widely used for the treatment of tension-type headaches, but its effectiveness is controversial," wrote the researchers from several German universities.

To test how well it actually works, the researchers sought out volunteers who reported having had tension headaches for at least eight days a month in the previous three months. They were divided into three groups. One received a traditional form of acupuncture. A second was given light needling away from the classic acupuncture points, the intention being to simulate acupuncture. Members of the third group were told that they were on a waiting list and given no treatment.

Doctors trained in acupuncture gave the treatments, consisting of twelve 30-minute sessions over 8 weeks at 28 clinics in Germany. Afterward, a review of the results for 270 patients found that those who received traditional acupuncture reported about seven fewer days with headaches in the month after treatment than in the month before.

The improvement, the researchers said, was "clearly clinically relevant." But the finding was complicated by the fact that those patients given what had been intended to be simulated acupuncture improved almost as much.

The needling may still have provided benefit by altering circulation, for example, or generating neurophysiological and neurochemical responses. Or, the researchers said, acupuncture and minimal acupuncture may be associated with "particularly potent placebo effects."

NAGOURNEY, Eric. *The New York Times*, Aug. 16, 2005.

Available at: <www.nytimes.com>.

- 01.** The volunteers who participated in the research
- A) went to 30 acupuncture sessions to relieve tension headache.
 - B) were separated into three groups and only one group was treated traditionally.
 - C) reported an improvement in headache and associated it to placebo effects.
 - D) were included in a waiting list and then treated in three groups.
 - E) were treated at 28 clinics and those who received traditional treatment went to Germany.
- 02.** The review of the results demonstrated that
- A) those who had undergone traditional treatment showed a relevant improvement.
 - B) the doctors were well trained in acupuncture procedures.
 - C) the 270 patients who had received a light needling away from classic points improved as well.
 - D) there was no significant difference among the three groups treated.
 - E) the sessions were not long enough for the simulated acupuncture sessions.
- 03.** The last paragraph of the text – *The needling may still have provided benefit by altering circulation, for example, or generating neurophysiological and neurochemical responses. Or, the researchers said, acupuncture and minimal acupuncture may be associated with "particularly potent placebo effects."* – means that
- A) acupuncture is responsible for the cure of tension headache.
 - B) there is no evidence for alternative treatments.
 - C) acupuncture is useless as treatment even if it is widely used.
 - D) although acupuncture may help to alleviate tension headache, its effectiveness is controversial.
 - E) doctors trained in traditional acupuncture procedures were crucial to achieve positive results.
- 04.** In the sentence of the third paragraph – *Afterward, a review of the results for 270 patients found that those who received traditional acupuncture reported about seven fewer days with headaches in the month after treatment than in the month before.* – the word **afterward** indicates
- A) time sequence.
 - B) alternative.
 - C) controversy.
 - D) agreement.
 - E) result.

TEXT II

UNESP-2010

Hey Jet Fans; Don't Count Your Chickens Just Yet!

This has been quite the off-season for us Jets fans. After a heart breaking end to the 2008 season, we have seen our team make for some seemingly huge strides.

Eric Mangini has moved on to Cleveland... gas can and matches in hand. Rex 'Son of Buddy' Ryan has stepped into the head coaching role, bringing defensive stars Bart Scott and Jim Leonhard with him.

These additions immediately put the Jets defense back on the radar. More importantly, he brought a bit of swagger and a bit of a chip on his shoulder. Something this team has been sorely lacking for way too long.

Sports are as much about ego and attitude as they are about physical skills and attributes. The monotone stylings of Eric Mangini did nothing to impress or inspire players, media or fans.

Things certainly seem to be looking up for this team and its fans. Or are they?

Despite all outward appearances, this is a team that is still only one bad break away from disaster. Several key positions are still floating in limbo.

The Jets are way too thin at way too many positions to truly be successful. Both the defensive and offensive lines, parts of the secondary and, of course, the tight ends are so thin that one injury could sink the entire boat.

Despite all appearances, I'm actually extremely optimistic about the coming season. There are a lot of good things happening with this team too. Unfortunately, there are also a lot of questions.

Available at: <<http://www.ganggreennation.com/2009/5/16/877030>>. (Adapted).

- 01.** O título do texto contém parte de um provérbio em inglês, provérbio este conhecido também no Brasil. Pelo conteúdo do texto, pode-se inferir que o provérbio foi utilizado no título porque
- A) no futebol, não se pode utilizar cálculos matemáticos para prever o resultado de uma partida.
 - B) o novo goleiro do time certamente não vai "engolir frangos".
 - C) a configuração de um time de futebol não garante que o time vai ser vencedor.
 - D) um time de futebol não pode contar com jogadores que sejam fracos.
 - E) o número de gols que o time fará depende da atitude positiva de seus jogadores.

- 02.** A função de Eric Mangini no time *Jets* era de
 A) jogador atacante. D) fisioterapeuta.
 B) jogador da defesa. E) técnico.
 C) jogador da reserva.

- 03.** No contexto do artigo, a expressão *sink the entire boat*, no penúltimo parágrafo, é utilizada para enfatizar as informações apresentadas no parágrafo sobre a
 A) impossibilidade de o time vencer.
 B) pequena possibilidade de o time vencer.
 C) fragilidade do time.
 D) possibilidade de o time vencer.
 E) aparência física dos jogadores.

04. Assinale a alternativa **CORRETA**.

- A) O time de futebol americano *Jets* saiu-se bem na temporada de 2008.
 B) Bart Scott e Jim Leonhard não são considerados bons jogadores.
 C) O autor do texto considera que o time certamente será vencedor.
 D) Ainda não se sabe quais jogadores assumirão posições importantes no time.
 E) O time de futebol americano *Jets* reúne todas as chances de vencer na próxima temporada.

- 05.** Utilizou-se a oração *there are also a lot of questions* no final do texto porque
 A) há problemas no time *Jets* que precisam ser solucionados.
 B) não se sabe se o time jogará na próxima temporada.
 C) os jogadores do time *Jets* não estão em boas condições físicas.
 D) os torcedores não veem o time com bons olhos.
 E) os torcedores questionam a configuração atual do time.

TEXT III

FGV-SP-2011

Uncertain Science

1 Blame economic worries, another freezing winter, or the cascade of scandals emerging from the world's leading climate-research body, the Intergovernmental Panel on Climate Change (IPCC). But concern over global warming has cooled down dramatically. In über-green Germany, only 42 percent of citizens worry about global warming now, down from 62 percent in 2006. In Britain, just 26 percent believe climate change is man-made, down from 41 percent as recently as November 2009. And Americans rank global warming dead last in a list of 21 problems that concern them, according to a January Pew poll.

- 2 The shift has left many once celebrated climate researchers feeling like the used-car salesmen of the science world. In Britain, one leading scientist told an interviewer he is taking anti-anxiety pills and considered suicide following the leak of thousands of IPCC-related e-mails and documents suggesting that researchers cherry-picked data and suppressed rival studies to play up global warming. In the U.S., another researcher is under investigation for allegedly using exaggerated climate data to obtain public funds. In an open letter published in the May issue of *Science* magazine, 255 American climate researchers decry "political assaults" on their work by "deniers" and followers of "dogma" and "special interests."
- 3 This is no dispute between objective scientists and crazed flat-earthers. The lines cut through the profession itself. Very few scientists dispute a link between man-made CO₂ and global warming. Where it gets fuzzy is the extent and time frame of the effect. One crucial point of contention is climate "sensitivity" – the mathematical formula that translates changes in CO₂ production to changes in temperature. In addition, scientists are not sure how to explain a slowdown in the rise of global temperatures that began about a decade ago.
- 4 The backlash against climate science is also about the way in which leading scientists allied themselves with politicians and activists to promote their cause. Some of the IPCC's most-quoted data and recommendations were taken straight out of unchecked activist brochures, newspaper articles, and corporate reports – including claims of plummeting crop yields in Africa and the rising costs of warming-related natural disasters, both of which have been refuted by academic studies.

THEIL, Stefan. Uncertain Science. *Newsweek*, June 7, 2010.

- 01.** The first sentence of the article **MOST** likely mentions "economic worries," "another freezing winter," and "the cascade of scandals" in order to
 A) explain some of the factors that have made global-warming research so imprecise.
 B) list some possible reasons for the public's decreasing preoccupation with global warming.
 C) expose some potential flaws in the arguments of those who do not consider global warming a serious problem.
 D) offer an alternative theory about why global warming has become such a serious problem in the last thirty years.
 E) justify the defensive attitude that many global-warming specialists have adopted in reaction to the growing resistance to their research findings.

- 02.** The Pew poll mentioned in paragraph 1 **MOST** likely supports which of the following statements?
- A) The percentage of people in Germany and Britain who are worried about global warming is higher than that in the United States.
 - B) The Intergovernmental Panel on Climate Change (IPCC) is now distrusted by a majority of the people in Germany, Britain, and the United States.
 - C) Among the citizens of industrialized countries, Germans are still the most concerned about global warming.
 - D) Americans believe that at least 20 things are a greater cause for worry than global warming is.
 - E) In comparison with the inhabitants of countries around the world, Americans are probably the least concerned about global warming.
- 03.** The “shift” mentioned in the first sentence of paragraph 2 **MOST** likely refers to the
- A) change in public opinion from a strong preoccupation with global warming to a significantly lesser preoccupation.
 - B) public’s refusal to believe that the global-warming process has slowed down during approximately the last 10 years.
 - C) discovery that several important climate researchers may have manipulated data to make global warming look more serious than it really is.
 - D) humiliation that many members of the scientific community have recently suffered because of their global-warming research.
 - E) public contempt now being directed at many of the world’s most important climate researchers.
- 04.** Which of the following probably **BEST** expresses the controversy related to the IPCC?
- A) IPCC researchers refused to consult other organizations and institutions before publishing their conclusions about the seriousness of global warming.
 - B) IPCC researchers allegedly used unethical methods to make global warming appear more problematic than it may really be.
 - C) A handful of IPCC researchers misappropriated public funds for their own personal use.
 - D) IPCC researchers suppressed global-warming information in order to avoid damaging the reputations of certain large corporations.
 - E) The IPCC convinced the public that global warming was a man-made phenomenon rather than a natural one.
- 05.** In paragraph 3, the sentence “The lines cut through the profession itself” **MOST** likely means approximately the same as which of the following?
- A) The global-warming controversy essentially puts the scientific community on one side and the public on the other.
 - B) The connection between man-made CO₂ and global warming is the only thing on which scientists are in agreement.
 - C) Even members of the scientific community are unable to agree on certain important issues related to global warming.
 - D) Many scientists now refuse to believe that climate “sensitivity” is related to CO₂ emissions.
 - E) The global-warming controversy has evenly divided the scientific community, with each side accusing the other of dishonesty and conflict of interest.
- 06.** According to the information in the article, which of the following questions **MOST** likely is no longer relevant?
- A) Just how much of a problem is global warming?
 - B) When can we expect the consequences of global warming to start becoming disastrous?
 - C) How do we calculate accurately the effect that greater or lesser amounts of man-made CO₂ will have on temperature?
 - D) Why has the world warmed at a slower rate for approximately the last 10 years?
 - E) Why is African agriculture suddenly producing much less food?
- 07.** According to the information in the article, the IPCC
- A) released thousands of e-mails and documents in an attempt to destroy the arguments of rival scientists.
 - B) made fraudulent claims about the seriousness of global warming in order to receive research money from the governments of several countries.
 - C) sent a letter signed by 255 of its scientists to protest what it considered unfair and unsupported criticisms of its research.
 - D) presented to the public information that had come from non-IPCC sources and that had never been verified.
 - E) worked secretly with certain academic institutions in order to refute some serious criticisms of global warming.

ENEM EXERCISES

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

Ecuador opens its doors to senior scientists

Ecuador to become "the retirement destination of brilliant minds"

[MONTEVIDEO] Ecuador's president Rafael Correa has announced a US\$1.7 million plan to attract senior Ecuadorian scientists living abroad and senior scientists from the developed world – whether active or retired – to come and work in Ecuador.

Under the "Prometheus Old Wiseman" plan, announced last week (7 August), 48 scientists will be invited to come to Ecuador for up to a year to teach universities, or collaborate in research centres or state-owned companies.

Initially the aim is for 30 Ecuadorian scientists living abroad to return home to teach, at an estimated cost of US\$735,000 to the government, who will pay the airfares for the scientists and their families, and living costs.

Under the second part of the programme, backed by a further US\$981,000 sum of government funding, around 18 foreign scientists will be invited to Ecuador.

"According to a 2009 survey, only 29 per cent of the universities in Ecuador have a research programme," Manuel Baldeón, head of the National Secretariat for Science and Technology (Senacyt) told *SciDev.Net*.

Baldeón said that Prometheus aimed to turn Ecuador into a haven for top scientists from around the world and that the government is ready to provide "all that is necessary" to lead the country into becoming "the retirement destination of brilliant minds".

HIRSCHFELD, Daniela. Available at: <<http://www.scidev.net/en/news/ecuador-opens-its-doors-to-senior-scientists.html>>.

Accessed: Aug. 16th, 2010. (Adapted).

- 01.** According to the text, the Ecuadorian government has decided to make investments to develop the country's universities, which still need to broaden their research programs. The "Prometheus Old Wiseman" plan was elaborated in order to make these changes possible through

- A) forging the scientists to teach only at Ecuador's universities.
- B) introducing the plan to the scientists.
- C) being invited by the scientists to work in Ecuador.
- D) calling in older scientists to live and work in Ecuador.
- E) promising to deepen into an Ecuador's research.

- 02.** The Ecuadorian plan will be implanted gradually. In its first phase, it

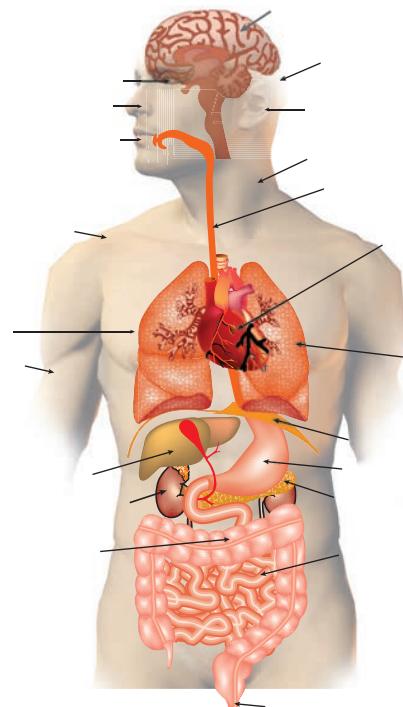
- A) will consider 48 scientists to come to Ecuador for up to a year to teach universities.
- B) will invite 30 scientists living abroad to return to Ecuador.
- C) will be spending an estimated cost of US\$735,000 to the government.
- D) will be backed by a further US\$981,000 sum of government funding.
- E) will attract foreign senior scientists from the developed world.

HAVING FUN

Human Body

- 01.** **COMPLETE** the arrows with the words on the table.

Eye	Brain	Nose
Mouth	Neck	Chest
Ear	Head	Shoulder
Kidney	Small Intestine	Diaphragm
Pancreas	Esophagus	Heart
Lung	Large Intestine	Anus
Stomach	Arm	Liver



GLOSSARY

- Colleague = colega de sala, colega de trabalho
- Recently = recentemente
- Unfortunately = infelizmente
- Vacation = férias



ANSWER KEY

Consolidation

01. I. no
- II. some
- III. any

02. I. someone / somebody
- II. somewhere
- III. nothing

03. There is nothing like friendship.

04. any – someone

Proposed Exercises

01. A
07. C

02. E
08. B

03. A
09. D

04. B
10. D

05. E
11. A

06. C
12. E

Text I

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

Text II

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

Text III

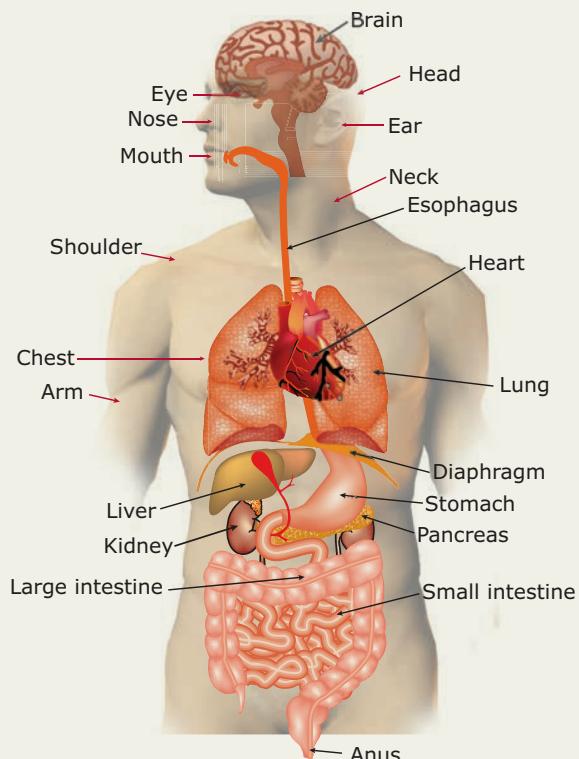
01. B
02. D
03. A
04. B
05. C
06. E
07. D

Enem Exercises

01. D
02. B

Having Fun

- 01.



COMPARATIVE AND SUPERLATIVE DEGREES

Main structure

	Adjective	Comparative	Superlative
bom	good	better (than)	(the) best
mau	bad	worse (than)	(the) worst
muito	much	more (than)	(the) most
muitos	many	more (than)	(the) most
pouco	little	less (than)	(the) least
longe	far	farther / further (than)	(the) farthest / furthest
velho	old	older / elder (than)	(the) oldest / eldest
perto	near	nearer (than)	(the) nearest
tarde	late	later (than)	(the) latest
último	last	last (than)	(the) last
feliz	happy	happier (than)	(the) happiest
tímido	shy	shyer (than)	(the) shyest
grande	big	bigger (than)	(the) biggest
animado	exciting	(more) exciting (than)	(the most) exciting
inteligente	intelligent	(more) intelligent (than)	(the most) intelligent
fantástico	fantastic	(more) fantastic (than)	(the most) fantastic
incrível	incredible	(more) incredible (than)	(the most) incredible
notável	outstanding	(more) outstanding (than)	(the most) outstanding

Os graus comparativo e superlativo de adjetivos e advérbios em inglês seguem certas regras comuns, isto é, as regras se aplicam tanto para os adjetivos quanto para os advérbios.

- *Doug is very sick today. He's **worse than** yesterday. (bad)*

- *Susan plays the piano **better than** Lucy. (well)*

Good é adjetivo / **well** é advérbio.

Grau comparativo de superioridade

- A)** Adjetivos e advérbios de 1 ou 2 sílabas:

Adj + -er + than

Exemplos:

- *Tokyo is **larger than** Mexico City. (large)*
- *A plane is **faster than** a helicopter. (fast)*
- *She is a **better** student **than** her brother. (good)*

- Quando o adjetivo terminar em **-y**, substitui-se o **y** por **i** e acrescenta-se **-er**.

Exemplos:

- *sexy - **sexier***
- ***lively** - **livelier***
- ***rainy** - **rainier***
- ***easy** - **easier***
- ***happy** - **happier***



SC

- B)** Adjetivos e advérbios de 3 ou mais sílabas:

More + adj + than

Exemplos:

- *He is **more intelligent than** her. (intelligent)*
- *This woman is **more interesting than** that one. (interesting)*
- *These exercises are **more difficult than** the **previous ones**. (difficult)*
- *English is **more important than** French. (important)*



X



Exemplos:

- *They are **the worst** players we have. (bad)*
- *You are **the best** students I have. (good)*

ATENÇÃO!

Tanto para o comparativo quanto para o superlativo, quando o adjetivo terminar com consoante precedida de vogal, ela é dobrada ao se passar o adjetivo para o comparativo ou superlativo. É o caso de *big - bigger - biggest*.

Essa regra é também conhecida por consoante-vogal-consoante.

Exemplos:

	Adjective	Comparative	Superlative
quente	hot	hotter (than)	(the) hottest
magro, fino	thin	thinner (than)	(the) thinnest

- B)** Adjetivos e advérbios de 3 ou mais sílabas:

The + most + adj

Grau superlativo de superioridade

- A)** Adjetivos e advérbios de 1 ou 2 sílabas:

The + adj + -est

Exemplos:

- *São Paulo is **the biggest** city in South America. (big)*
- *The Empire State Building is **the tallest** building in **NY**. (tall)*



Exemplos:

- *You have **the most wonderful** view of the city from here. (wonderful)*
- *It is **the most peaceful** place I know. (peaceful)*
- *Matrix is **the most exciting** film I've ever seen. (exciting)*

Exceções

- Adjetivos com duas sílabas terminados em **-le**, **-ow**, **-er** e **y** admitem as duas formas:

	Adjective	Comparative	Superlative
simples	simple	simpler (than) / (more) simple (than)	(the) simplest / (the most) simple
estreito	narrow	narrower (than) / (more) narrow (than)	(the) narrowest / (the most) narrow
inteligente	clever	cleverer (than) / (more) clever (than)	(the) cleverest / (the most) clever

- Quando o adjetivo terminar em **-e**, acrescenta-se apenas **-r**, para o grau comparativo, ou **-st**, para o superlativo.

- Mantemos a troca de **y** por **i** também para o superlativo.

Exemplo:

- *She is **the sexiest** girl here. (sexy)*

O superlativo para GOOD e WELL é **BEST**.
O superlativo para BAD é **WORST**.

	Adjective	Comparative	Superlative
grande	large	larger (than)	(the) largest
largo	wide	wider (than)	(the) widest

- Quando o adjetivo monossilábico terminar em **-y** precedido de consoante, troca-se o **y** por **i** e acrescenta-se **-er** ou **-est**, como acontece com dissilábicos:

Adjective	Comparative	Superlative
seco	dry	drier (than)
sujo	dirty	dirtier (than)

Mas **shy** (tímido) é diferente:

Adjective	Comparative	Superlative
tímido	shy	shyer (than)

- Adjetivos de duas sílabas, com outras terminações, recebem **more than** ou **the most**.

É o caso de **famous**, **jealous**, **honest**, **modest**, **modern**, **nervous**, **rural**.

Exemplo:

- He is **more famous than** Alice at school.*

Comparative

Comparative of Equality / Comparative of Inequality

Para expressar equivalência quanto a uma certa qualidade, usa-se:

- as + adjetivo + as** (positivo):
- She is **as beautiful as** Luiza Brunet.**
- not so + adjetivo + as** (negativo):
- ... but she is **not so clever as** Bruna.**

Comparative of Inferiority and Superlative of Inferiority

- A)** Para o comparativo de inferioridade:

Less + adj + than

Exemplos:

- Mark is **less tall than** John.*
- Peter is **less intelligent than** Mary.*

- B)** Para o superlativo de inferioridade:

The least + adj

Exemplo:

- George is **the least intelligent** student.*

Parallel Increase

- A)** (**the + adjective + -er + the + adjective + -er**)

Exemplo:

- The hotter, the better.**

- B)** (**the + adjective + -er + the more + adjective**)

Exemplo:

- The older he is, the more intelligent** he becomes.

- C)** (**the more + clause + the more + clause**)

Exemplo:

- The more I meet people, the more I like my dog.**

- D)** (**the more + adjective + the + adjective + -er**)

Exemplo:

- The more efficient he is, the richer he becomes.**



CHECK IT OUT

"The more, the merrier" é um famoso ditado que, em português, quer dizer “quanto mais, melhor”. O adjetivo **merry**, assim como em **Merry Christmas**, quer dizer “feliz” ou “alegre”.

CONSOLIDATION

- 01. REESCREVA** colocando as palavras indicadas no grau adequado.

A) He's far (smart) than you think.

B) Jane was (beautiful) girl at the party.

- 02. COMPLETE** the following sentences by supplying the comparative (of superiority) form of the adverbs and adjectives in parentheses.

A) Kate is _____ her sister. (fat)

B) Time seems to pass _____ when we are young. (slow)

C) That tree is _____ this one. (big)

D) This pencil is _____ that pen. (expensive)

E) He stayed _____ he wanted. (long)

F) This exercise is _____ that one. (difficult)

G) Peter is _____ Paul. (clever)

H) Helen is _____ my sister. (pretty)

I) She speaks English _____ he. (good)

J) This car is _____ that one. (bad)

- 03.** (UFMG / 2^a etapa) **COMPLETE** the sentences with the appropriate words. (The first one is done for you as an example.)
- A) Oranges are richer in vitamin C than apples.
 B) The Sahara is the _____ desert in the world.
 C) Pelé is the _____ soccer player in the world.
 D) A feather is _____ than a bar of iron.
 E) Fortaleza is _____ to the Equator than Salvador.
 F) An atom is the _____ unit of an element.
 G) The weather in Canada is generally _____ than in Mexico.
 H) The giraffe has the _____ neck of all mammals.
 I) Mount Everest is the world's _____ mountain.
 J) Gold is _____ than silver.

PROPOSED EXERCISES

- 01.** (Milton Campos-MG) It's said _____ one studies _____ he earns. Is it true?
 A) better / less D) the more / the less
 B) more / little E) the more / the least
 C) the most / the least
- 02.** (Milton Campos-MG) It's the most embarrassing thing that's ever happened to me. The underlined phrase in the previous sentence can be replaced by the following alternatives, **EXCEPT**
 A) the unusual.
 B) the funniest.
 C) the most shocking.
 D) the best.
 E) the most shameful.
- 03.** (UFV-MG) Select the **CORRECT** word or words to complete this sentence: "A cat can jump _____ a rabbit."
 A) high as D) more high than
 B) higher than E) as high than
 C) highest
- 04.** (UFMS) England is geographically _____ Scotland.
 A) large than C) large as E) largest
 B) the largest D) larger than
- 05.** (UFScar-SP) His wife is _____ than his sister.
 A) prettier C) prettiest E) the prettiest
 B) very pretty D) pretty
- 06.** (CESCEM-SP) No one was _____ than John when he heard a lie.
 A) angrier D) most angry
 B) so angry E) angry
 C) angriest
- 07.** (VUNESP) He is _____ boy in town.
 A) so rich D) richest
 B) richer E) richest than
 C) the richest
- 08.** (PUC-Campinas-SP) The first lesson in the book was certainly _____ than the others; but it was not _____ in the book.
 A) easier - the best D) easy - good
 B) easy - the better E) easiest - the better
 C) easiest - the best
- 09.** (Milton Campos-MG) The scores aren't very good but I guess it could be even _____.
 A) best D) worst
 B) worse E) badly
 C) worsen
- 10.** (Milton Campos-MG) Revolutionary marxism has imploded in Russia _____ the world could expect.
 A) the quickest of
 B) so quickly as
 C) more quickly than
 D) much quickly than
 E) less quickly as
- 11.** (FCC-BA) Landers feels much _____ today.
 A) good D) worse
 B) best E) worst
 C) bad
- 12.** (PUC Minas) This summer is _____ last summer.
 A) hotter than D) hottest
 B) hottest than E) the hotter
 C) the hottest
- 13.** (FGV-SP) Choose the **RIGHT** statement.
 A) She is the prettiest than her sister.
 B) She is much more prettiest.
 C) She is prettier than Vera.
 D) *Jornal do Brasil* is best than *O Globo*.
 E) Passat is the most fast car.
- 14.** (PUC Minas) What remains to do is _____ than what has been done.
 A) the most important
 B) the more important
 C) most important
 D) not so important
 E) more important
- 15.** (UFES) They killed _____ of all animals in the forest.
 A) the more stronger D) stronger
 B) the stronger E) the strongest
 C) strongest

- 16.** (UFMG) _____ you study _____ you will be.
 A) The more / the best D) The most / the better
 B) The most / the best E) More / best
 C) The more / the better
- 17.** (PUC Minas) Peter works _____ the butcher.
 A) as hard D) the harder
 B) harder than E) the hardest
 C) the hard
- 18.** (UFU-MG) Check the **RIGHT** alternative.
 A) John is better than Mary but worse than I.
 B) John is more better than Mary but worse than I.
 C) John is better than Mary but more worse than I.
 D) John is best than Mary but worst than I.
 E) John is the best than Mary but worst than I.
- 19.** (UEMG-2010) In the sentence "Record sales consistently orbited, culminating in the biggest-selling album of all time, *Thriller* in 1982," *the biggest* is
 A) a comparative. C) an adverb.
 B) a superlative. D) none of the above.
- 20.** (IME-RJ-2011) A different and somewhat _____ approach than changing all the rules may work when a product fails to comply but still satisfies the purpose of the regulations. In these cases, minor adjustments may save a lot of the work done before.
 A) fast C) as fast as E) not fast
 B) faster D) fasting

TEXT I

UFOP-MG-2009

Denmark "world's happiest nation"

Denmark is the happiest country in the world, according to the latest World Values Survey published by the United States National Science Foundation.

The annual study surveyed people in 97 countries to discover who is happiest.

The survey asked people two simple questions about their happiness and their level of satisfaction with life.

Puerto Rico and Colombia completed the top three happiest nations. Zimbabwe was found to be the least happy, with Russia and Iraq also in the bottom 10.

The study was directed by University of Michigan professor Ronald Inglehart. He says that unlike other studies, which have focused on economic factors, his research has found that financial prosperity is not the only reason for happiness.

"Our research indicates prosperity is linked with happiness. It does contribute," he says, "but it is not the most important factor."

"Personal freedom is even more important, and it's freedom in all kinds of ways. Political freedom, like with democracy and freedom of choice."

A happier world

The world is becoming a happier place overall, according to the survey, which has been conducted since 1981.

Dr. Inglehart says that gender equality is also an indicator of happiness, as is rising social tolerance. He says that both of these things have risen dramatically in recent years.

The world's wealthiest nation, the United States, was found to be the world's 16th happiest country, behind Switzerland, Canada and Sweden.

The study also found that the countries at the bottom of the list all struggle with widespread poverty or authoritarian governments.

Zimbabwe, which is gripped by hyperinflation and has recently seen a controversial presidential election marred by violence, was found to be the least happy nation amongst the countries covered by the survey.

Available at: <http://news.bbc.co.uk/go/pr/fr/-/2/hi/in_depth/7487143.stm>. Accessed: Sept. 04, 2008.

- 01.** Choose the alternative that completes the following statement.
 One of the reasons that make the _____ people the happiest in the world is their _____.
 A) American – authoritarian government
 B) Danish – economic prosperity
 C) Canadian – social importance
 D) Puerto Rican – cultural level
- 02.** The ranking of the U.S.A. in the results of the survey indicates that
 A) the U.S.A. are a happier country than Sweden is.
 B) Canada is not as happy as the United States are.
 C) economic wealth alone does not determine happiness.
 D) freedom of speech is the only guarantee of happiness.
- 03.** The **CORRECT** statement is:
 A) Over a hundred different countries participated in this research.
 B) Canada is among the top ten happiest countries in the world.
 C) This research on happiness was developed in Denmark.
 D) Zimbabwe is among the unhappiest countries of the study.
- 04.** Complete the statement with one of the alternatives.
 Different kinds of freedom are _____ economic prosperity for people to be happy.
 A) as influential as
 B) less influential than
 C) more influential than
 D) not to be compared with

05. Which factor is a reason for happiness?

- A) equality
- B) love
- C) poverty
- D) violence

06. The "World Values Survey" has been conducted for

- A) almost 20 years.
- B) about 27 years.
- C) less than 20 years.
- D) more than 40 years.

07. Brazil ranks among

- A) the countries not mentioned.
- B) the bottom three countries.
- C) the top three countries.
- D) the countries in between.

TEXT II

Milton Campos-MG-2010

**Presenting the future from a magazine article.
Future is arriving any minute now.
Are you ready for it?**

EDUCATION

Some futurists predict that doctors will be able to place tiny computer chips into people's brains to increase learning ability.

Everyone will learn very quickly, and education will continue throughout life. Virtual reality technology will become common. On a typical school day, the geography class will be visiting Antarctica, while the history class boards Sputnik, the ancient Russian space capsule.

FUCHS, Marjorie; BONNER, Margaret. *Focus on Grammar, A high-intermediate course for reference and practice.*

01. In the sentence "Some futurists predict that doctors will be able to place tiny [...]" the underlined words **DON'T** mean the same as

- A) anticipate / capable
- B) foretell / clever
- C) forecast / efficient
- D) procrastinate / unskilled

02. Read the statements below:

- I. Learning capability may be increased from brain computer chips insertion.
- II. Education will be presumably fostered from time to time.
- III. The so-called devoted students won't tend to learn more quickly, since they're already devoted ones.

According to the statements, check

- A) if only I is incorrect.
- B) if only II and III are incorrect.
- C) if only III is correct.
- D) if I and II are correct.

03. In futurists' view, virtual-reality technology won't certainly be

- A) shared.
- B) avoided.
- C) approaching history and geography on a single day.
- D) giving room to numberless of pupils at the same time.

TEXT III

UFMG-2007



Available at: <<http://cartoonistgroup.com/store/add.php?iid=1880>>.

Accessed: Apr. 2006.

01. The cartoonist wants the reader to believe that Senator Krupp

- A) has been paid by the press.
- B) has done something wrong.
- C) has gained people's trust.
- D) has got a rather unfair trial.

02. The word **they** in this cartoon refers to the

- | | |
|-----------|--------------|
| A) lies. | C) press. |
| B) means. | D) senators. |

TEXT IV

Fatec-SP-2010/2

Football's red card

The world's most valuable sports team is drowning in debt. English football powerhouse Manchester United (*Forbes* estimates its worth at \$1.8 billion) had to raise some \$800 million in a bond issue last month, which is still \$340 million shy of its total debts. Man U needed the bond to pay off the millions that American businessman Malcolm Glazer borrowed to purchase the team in 2005. But in the first three weeks since the bond was issued it lost nearly 10 percent of its value, a sign that, even though Man U's revenues reached a record \$444 million last year, the market is growing wary of debt, particularly the European variety.

Man U isn't alone. Debt levels have also skyrocketed among rivals like Liverpool, calling into question the business model of English Premier League football. Each year the three worst teams are banished to a lower league, where vital broadcasting revenues are dramatically reduced. This puts huge pressure on clubs to compete for the best players, who now regularly fetch more than \$50 million a year. Unlike in the U.S., there's no system of collective bargaining to restrain wages.

As a result, the total salary bill for the Premier League has risen more than 20 percent since 2008. This has created a vicious cycle of rising debt among clubs that must spend extravagantly on players to ensure increased revenue. Any team attempting to be frugal becomes more likely to end up with lower revenue. It's become a game of who can spend the most, and it probably won't end well.

01. De acordo com o texto, o Manchester United

- A) possui uma dívida atual de mais de 300 milhões.
- B) doou parte de sua dívida, 444 milhões, para outros clubes europeus.
- C) foi vendido para um empresário americano neste ano.
- D) pagou cerca de 340 milhões de sua dívida.
- E) recebeu 800 milhões em títulos como pagamento de uma dívida.

02. Assinale a alternativa em que há um exemplo de grau de comparação.

- A) "But in the first three weeks since the bond was issued it lost nearly ten percent of its value [...]"
- B) "Each year the three worst teams are banished to a lower league [...]"
- C) "English football powerhouse Manchester United had to raise some [...]"
- D) "Man U isn't alone."
- E) "This has created a vicious cycle of rising debt among clubs [...]"

TEXT V

Mackenzie-SP-2007



01. The cartoon implies that

- A) traveling naked can be funnier and faster if you go by plane.
- B) due to security problems, everyone is supposed to travel naked from now on.
- C) nowadays people would rather travel naked than well-dressed.
- D) the fact that you don't wear any clothes will simplify security procedures.
- E) waiting in line is no longer a problem for naked people.



02. According to Dara, in the cartoon,

- A) eating too much in bed was recommended by her doctor for it can help her fall asleep.
- B) having a heavy meal in bed instead of before bed is the right thing to do.
- C) she's been sleeping too much and dreaming with heavy food.
- D) heavy meals have been recommended by her doctor.
- E) if you have heavy meals in bed, you can gain weight.

ENEM EXERCISES

Texto para a questão **01**

The six-year molars

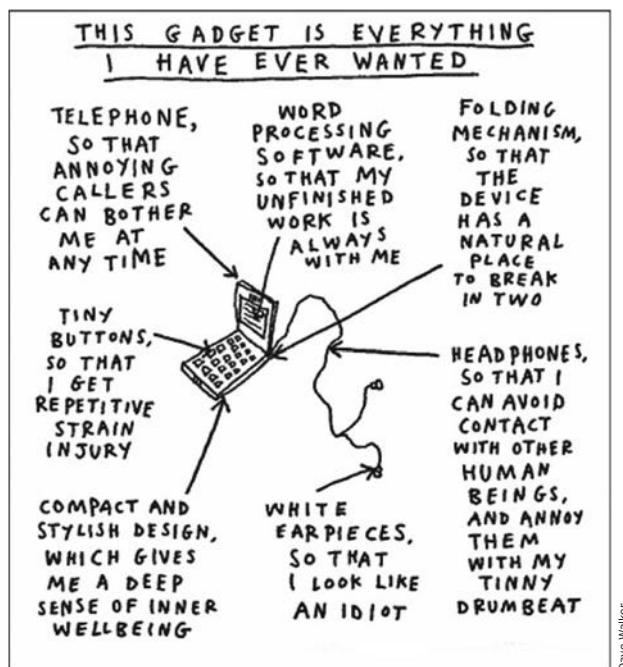
The six-year molars are the first permanent teeth. They are the "keystone" of the dental arch. They are also extremely susceptible to decay. Parents have to understand that these teeth are very important. Over 25% of 6 to 7-year-old children have beginning cavities in one of the molars. The early loss of one of these molars causes serious problems in childhood and adult life. It is never easy for parents to make kids take care of their teeth. Even so, parents have to insist and never give up.

Módulo do Ensino Integrado

01. (Enem-2010) O texto aborda uma temática inerente ao processo de desenvolvimento do ser humano, a dentição. Há informação quantificada na mensagem quando se diz que as cáries dos dentes mencionados

- A) acontecem em mais de 25% das crianças entre seis e sete anos.
- B) ocorrem em menos de 25% das crianças entre seis e sete anos.
- C) surgem em uma pequena minoria das crianças.
- D) começam em crianças acima dos 7 anos.
- E) podem levar dezenas de anos para ocorrer.

Texto para a questão 02



Available at: <<http://www.weblogcartoons.com>>. Accessed: July 13th. 2010.

- 02.** (Enem-2010) Os aparelhos eletrônicos contam com um número cada vez maior de recursos. O autor do desenho detalha os diferentes acessórios e características de um celular e, a julgar pela maneira como os descreve, ele
- A) prefere os aparelhos celulares com *flip*, mecanismo que se dobra, estando as teclas protegidas contra eventuais danos.
 - B) apresenta uma opinião sarcástica com relação aos aparelhos celulares repletos de recursos adicionais.
 - C) escolhe seus aparelhos celulares conforme o tamanho das teclas, facilitando o manuseio.
 - D) acredita que o uso de aparelhos telefônicos portáteis seja essencial para que a comunicação se dê a qualquer instante.
 - E) julga essencial a presença de editores de textos nos celulares, pois ele pode concluir seus trabalhos pendentes fora do escritório.

GLOSSARY

- Jealous = ciumento(a)
- Lively = vivo, vigoroso



- Merry Christmas = Feliz Natal
- NY = abreviatura de New York; Nova York, Nova Iorque
- Previous = anterior

ANSWER KEY

Consolidation

01. A) He's far smarter than you think.
- B) Jane was the most beautiful girl at the party.
02. A) fatter than
- B) slower than
- C) bigger than
- D) more expensive than
- E) longer than
- F) more difficult than
- G) more clever than / cleverer than
- H) prettier than
- I) better than
- J) worse than
03. B) hottest
- C) best
- D) lighter
- E) closer
- F) smallest
- G) cooler / colder
- H) longest
- I) highest
- J) more expensive

Proposed Exercises

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

Text I

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

Text II

- | | | |
|-------|-------|-------|
| 01. D | 02. B | 03. B |
|-------|-------|-------|

Text III

- | | |
|-------|-------|
| 01. B | 02. C |
|-------|-------|

Text IV

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

Text V

- | | |
|-------|-------|
| 01. D | 02. B |
|-------|-------|

Enem Exercises

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

LÍNGUA INGLESA

Tag Questions and Adverbs

MÓDULO

15

FRENTE
A

TAG QUESTIONS

São estruturas interrogativas acrescentadas ao final de orações para se obter confirmações.

Na oração afirmativa → *tag question* negativa.

Na oração negativa → *tag question* afirmativa.

- O **auxiliar da oração** se repetirá na *tag question*.
- Os **subject personal pronouns** são usados na *tag question*.
- O **modal verb** da frase se repetirá na *tag question*.

Exemplos:

- John is busy, **isn't he?**
- Bob will study at Bernoulli, **won't he?**
- There are malls in your town, **aren't there?**
- Lucy isn't studying, **is she?**

Se houver apenas um *ordinary verb*, usam-se os auxiliares *do*, *does* ou *did*.

Exemplos:

- David lived in Belo Horizonte, **didn't he?**
- You don't work on Saturdays, **do you?**

Casos especiais

A) I am → **aren't I?**

Exemplos:

- I am not a student, **am I?**
- I am a doctor, **aren't I?**

Isso ocorre porque o verbo *to be* na primeira pessoa do singular, "am", **não** possui a forma contraída "amn't" na negativa. Usa-se, portanto, "aren't".

B) Pedido no imperativo → **will you**, **won't you**, **can't you**, **can you**.

Exemplos:

- Stop this **noise**, **will you?**
- Look after her, **won't you?**
- Open the door, **can't you / can you?**

C) Imperativo negativo → *will you*.

Exemplo:

- Don't **smoke** here, **will you?**

D) Orações com *let's* → *shall we*.

Exemplo:

- Let's study now, **shall we?**

E) Se o sujeito for um *quantitative pronoun* composto de *thing* → usa-se **it**.

Exemplo:

- Everything is great, **isn't it?**

F) Se o sujeito for um *quantitative pronoun* composto de *body* ou *one* → usa-se **they**.

Exemplos:

- Everybody needs somebody to love, **don't they?**
- No one wants to play now, **do they?**
- Everyone cares about you, **don't they?**

G) Quantitative pronoun formado por *no* → *tag question* estará na afirmativa.

Exemplos:

- Nothing is what it seems, **is it?**
- Nobody liked her, **did they?**

CHECK IT OUT



Na língua oral, existem *tag questions* que não variam em forma. Elas são utilizadas para checar o entendimento daquele com quem se fala. São elas: *(all) right*, *okay*, *yeah*, *eh*, *don't you think?*.

- Don't forget to bring me that book, **okay?**
- Martha is busy, **right?**
- She has pretty eyes, **don't you think?**

ADVERBS: TOO, SO, EITHER, NEITHER

Também (em frases positivas)

- **Too** (no final da frase, concorda na afirmativa)
- **So** (no início da segunda oração) + **verbo auxiliar** (ou verbo *to be*) + **sujeito**

John is happy, and	I am too So am I
Mark likes champagne, and	I do too So do I
She drank too much, and	I did too So did I

Deve se lembrar que a segunda oração irá sempre manter o mesmo tempo verbal em que apareceu a primeira.

Também não (em frases negativas)

Nas frases negativas, nem **too** nem **so** podem ser usados. Devem ser utilizados, nesses casos, **neither** e **either**.

Julie doesn't like beer, and	I don't like it either neither do I
------------------------------	--

Uso de locuções conjuntivas

- **Negativa:** neither... nor... – (nem... nem...)
- **Positiva:** both... and... – (tanto... quanto...)
- **Alternativa:** either... or... – (ou... ou...)

Exemplos:

- *I have neither cash money nor checks to pay for it.*
- *Both the mother and the son were there.*
- *You may choose either this or that doll.*

De acordo com o verbo principal da frase, deve-se utilizar o verbo ou o auxiliar compatível com ele.

Verb to be

Exemplos:

- *He is a good student and so is his sister.*
- *They aren't good drivers and neither is their cousin.*

Simple Present Tense

Exemplos:

- *She knows this country very well and so does her father.*
- *She speaks German fluently and so do her children.*
- *You don't go there on Sundays and neither does Jack.*
- *She doesn't teach here and neither do her sisters.*
- *I can swim fast and so can your brother.*
- *You can't speak Chinese and neither can I.*

Simple Past Tense

Exemplos:

- *You were a good boss last year and so was your brother.*
- *She wasn't here yesterday and neither were her children.*
- *They went to the USA last month and so did their cousin.*
- *He didn't speak correctly and neither did his wife.*
- *I couldn't see the movie yesterday and neither could you.*
- *He could go there last week and so could the boy.*

Future

Exemplos:

- *You won't go to America and neither will your sister.*
- *I will be there and so will you.*

Conditional

Exemplos:

- *I would do this and so would you.*
- *She wouldn't learn this so fast and neither would you.*

Present Perfect Tense

Exemplos:

- *That man has gone to New York and so has his wife.*
- *The girls haven't had their tests and neither have you.*

Present Perfect Continuous Tense

Exemplos:

- *The boys have been swimming for ten minutes and so has John.*
- *Alice hasn't been reading since 8:00 a.m. and neither have you.*

Past Perfect Tense

Exemplos:

- *The girls had forgotten to say hello and so had the boys.*
- *The student hadn't gone out and neither had the teacher.*

Past Perfect Continuous Tense

Exemplos:

- *The students had been working hard and so had Peggy.*
- *The swimmers hadn't been swimming in the pool and neither had the coach.*

Adverbs of manner

Adverbs of manner são os advérbios de modo e geralmente são formados pela junção do adjetivo com o sufixo -ly.

Exemplos:

- **Quickly** = rapidamente
- **Slowly** = vagarosamente
- **Sadly** = tristemente, infelizmente

CONSOLIDATION

01. COMPLETE the questions with the correct tag questions.

- A) He is a neat guy, _____?
- B) There are many people here, _____?
- C) They play sports, _____?
- D) He must play the guitar very well, _____?
- E) Close the window, _____?
- F) Let's go home, _____?
- G) They will miss the bus, _____?
- H) It is nearly 8 o'clock, _____?
- I) The weather was good, _____?
- J) Don't open the door, _____?

02. TRANSFORM the adjectives in brackets into adverbs.

- A) He talked _____ to me. [kind]
- B) He could answer the exam very _____. [easy]
- C) My father drives _____. [careful]
- D) They are behaving _____. [bad]

PROPOSED EXERCISES

01. (FMU-SP / Adaptado) Qual das alternativas **NÃO** completa a frase a seguir corretamente?

- Give me a can of beer, _____?
- A) can't you
 - B) can you
 - C) will you
 - D) won't you
 - E) do you

02. (UEMA) Complete: "You like English, _____?"

- A) don't you
- B) do you
- C) like you
- D) does you
- E) are you

03. (CEUMA) Complete the sentences with question tags and then mark the **CORRECT** alternative:

- I. I'm afraid I'm a little late, _____?
- II. She left at 10 o'clock, _____?
- III. He likes apple pie, _____?
- A) am I - doesn't she - didn't he
- B) aren't I - didn't she - doesn't he
- C) I am - did he - does he
- D) aren't I - didn't she - didn't he
- E) aren't I - doesn't she - like he

04. (ITA-SP) Sarah _____ classes lately, has she?

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

05. (FMU-SP) We cannot have the report typed for tomorrow, _____?

- A) cannot we
- B) can't we
- C) have we
- D) haven't we
- E) can we

06. (FCMMG) Complete **CORRECTLY**:

- They haven't developed a diet to reduce weight gain, _____?
- A) do they
 - B) have they
 - C) did he
 - D) said he
 - E) should he

07. (UCSal-BA) He shouldn't have said that, _____?

- A) hasn't he
- B) doesn't he
- C) did he
- D) said he
- E) should he

08. (CESCEM-SP) Your daughter has developed a temper lately, _____?

- A) doesn't she
- B) isn't she
- C) hasn't she
- D) wasn't she
- E) didn't she

- 09.** (Mackenzie-SP) They won't stop long, _____?
 A) won't they
 B) didn't they
 C) do they
 D) isn't it
 E) will they

- 10.** (Milton Campos-MG) Please, recycle those newspapers, _____?
 A) will you
 B) didn't they
 C) do they
 D) did you
 E) don't you

- 11.** (Fatec-SP / Adaptado) O advérbio *so* na frase "*he did so efficiently and discreetly*" pode ser substituído, de forma **ADEQUADA** e sem prejuízo de significado, por
 A) *very*.
 B) *too*.
 C) *enough*.
 D) *less*.
 E) *a little*.

- 12.** (FUVEST-SP) Selecione a alternativa que preenche **CORRETAMENTE** a lacuna:
 My mother doesn't drink tea and ____ do I.
 A) or
 B) also
 C) too
 D) either
 E) neither

- 13.** (FMU-SP) "My uncle has forgotten to pay for the meal." " ".
 A) Neither have they.
 B) So has I.
 C) So have my cousins.
 D) So did they.
 E) Neither did they.

- 14.** (UNITAU-SP) Assinale a alternativa que corresponde à sequência de *question tags* **ADEQUADOS** para completar as frases a seguir:
 1. He isn't at home, ____?
 2. That will happen, ____?
 3. She hasn't a cue, ____?
 4. It rains a lot, ____?
 A) isn't; won't; has he; doesn't it
 B) is it; will it; does she; has it
 C) isn't he; will it; has she; hasn't it
 D) is he; won't it; has she; doesn't it
 E) isn't he; won't he; has she; does it

TEXT I

UFF-RJ-2011

Text I

Cultural Differences?

Or, are we really that different?

Differences between people within any given nation or culture are much greater than differences between groups. Education, social standing, religion, personality, belief structure, past experience, affection shown in the home, and a myriad of other factors will affect human behavior and culture.

Sure there are differences in approach as to what is considered polite and appropriate behavior both on and off the job. In some cultures "yes" means "I hear you" more than "I agree". Length of pleasantries and greetings before getting down to business; level of tolerance for being around someone speaking a foreign (not understood) language; politeness measured in terms of gallantry or etiquette (e.g., standing up for a woman who approaches a table, yielding a seat on the bus to an older person, etc.) and of expected dress are all examples of possible cultural differences and traditions.

In Mexico, it is customary for the arriving person to greet the others. For instance, someone who walks into a group of persons eating would say *provecho* (enjoy your meal). In Chile, women often greet both other women and men with a kiss on the cheek. In Russia, women often walk arm in arm with their female friends. Paying attention to customs and cultural differences can give someone outside that culture a better chance of assimilation or acceptance. Ignoring these can get an unsuspecting person into trouble.

There are cultural and ideological differences and it is good to have an understanding about a culture's customs and ways. Aaron Pun, a Canadian ODCnet correspondent, wrote: "In studying cross cultural differences, we are not looking at individuals but a comparison of one ethnic group against others. Hence, we are comparing two bell curves and generalization cannot be avoided." Another

correspondent explained the human need to categorize. True and true, but the danger comes when we act on some of these generalizations, especially when they are based on faulty observation. Acting on generalizations about such matters as eye contact, personal space, touch, and interest in participation can have serious negative consequences.

Stereotyping can have intense negative effects, especially when educators or managers make fewer attempts to involve those of other cultures because they have been taught not to expect participation. Or they do not realize there may be something wrong when a student or employee of a different ethnicity makes little eye contact with them. Faye Lee, a concerned Japanese-American, wrote: "How anyone can try to make

- 50 generalizations about an entire continent of people, plus all the Asian Americans and the infinite permutations of people's differing experiences, is beyond me."

As we interact with others of different cultures, there is no good substitute for receptiveness to interpersonal feedback, good observation skills, effective questions, and some horse sense. There is much to be gained by observing how people of the same culture interact with each other. Don't be afraid to ask questions as most people respond very positively to inquiries about their culture. Ask a variety of people so you can get a balanced view.

Making a genuine effort to find the positive historical, literary, and cultural contributions of a society; learning a few polite expressions in another person's language and showing appreciation for the food and music of another culture can have especially positive effects.

Differences between cultures and peoples are real and can add richness (and humor) to the fabric of life. People everywhere have much in common, such as a need for affiliation and love, participation, and contribution. When the exterior is peeled off, there are not so many differences after all.

BILLIKOPF, Gregorio. University of California, 2009. In *Party-Directed Mediation: Helping Others Resolve Differences*. California: The Regents, 1999. (Adapted).

Glossary

yielding = ceder, dar

bell curves = gráficos em forma de sino

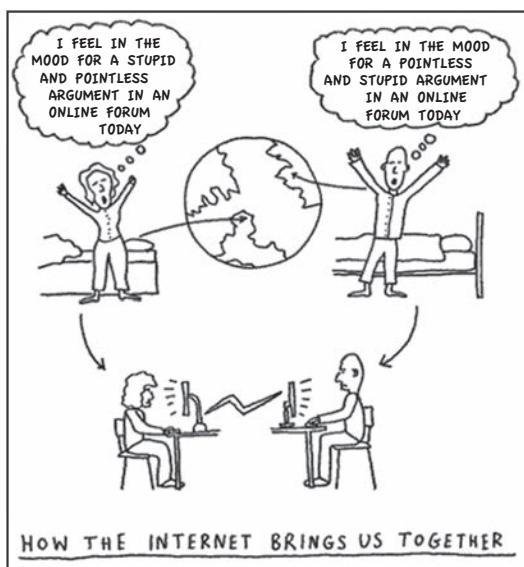
faulty = equivocada

horse sense = senso comum

inquiries = perguntas

peeled off = desnudado

Text II



Available at: <<http://www.weblogcartoons.com/>>.

- 01.** The title of Text I reflects the author's position regarding culture. Choose the statement in which this position is **BEST** conveyed.

- A) Individual differences should not be taken into account when trying to understand people's culture.
- B) People should make genuine efforts to understand other people's culture.
- C) Differences between people add richness to the fabric of life.
- D) Although there are cultural differences between nations, people everywhere have a lot in common.
- E) Traditions contribute to assimilate not only culture but language as well.

- 02.** According to Text I, in order to interact successfully with people from a different culture, one must

- A) observe people's cultural behavior carefully.
- B) generalize social behavior.
- C) avoid eye contact.
- D) ignore people's cultural differences.
- E) speak their language fluently.

- 03.** The meaning of "unsuspecting" (line 27) is

- | | |
|-------------------|--------------|
| A) incriminating. | D) guilty. |
| B) ingenious. | E) innocent. |
| C) suspicious. | |

- 04.** According to what is stated in the 2nd paragraph, offering a seat on the bus to an older person is an example of

- A) greeting.
- B) gallantry.
- C) affection.
- D) acceptance.
- E) rudeness.

- 05.** Discourse markers are used to provide cohesion to the text. In the excerpt "**Hence**, we are comparing two bell curves and generalization cannot be avoided" (lines 33-34), the discourse marker in bold expresses the following semantic relation:

- A) time.
- B) concession.
- C) consequence.
- D) emphasis.
- E) manner.

- 06.** In "There is much to be gained by observing how people of the same culture interact with **each other**" (lines 56-58), the expression in bold could be replaced by

- A) both.
- B) neither.
- C) everyone.
- D) one another.
- E) each one.

- 07.** Exemplification is used by the author of the text to develop his argumentation. In paragraph 7, through the use of exemplification, the author
- lists types of social behavior which may positively affect cross-cultural communication.
 - may lead people to misunderstand other people's social conventions.
 - can get a balanced view of the literary and cultural contributions of a particular society.
 - may lead people to appreciate other people's literatures.
 - does not affect social interaction.
- 08.** In Text II, the cartoon shows people from different continents, consequently from different cultures, interacting in real time on the Internet. Mark the excerpt from Text I which may establish a link with Text II.
- "In some cultures "yes" means "I hear you" more than "I agree." (lines 9-10)
 - "Paying attention to customs and cultural differences can give someone outside that culture a better chance of assimilation and acceptance." (lines 24-26)
 - "Stereotyping can have intense negative effects, especially when educators or managers make fewer attempts to involve those of other cultures [...]." (lines 42-44)
 - "Don't be afraid to ask questions as most people respond very positively to inquiries about their culture." (lines 58-60)
 - "When the exterior is peeled off, there are not many differences after all." (line 71-72)

TEXT II AFA-SP-2008



Finally, due to our disastrous sales figures I've decided to award myself a stress-related bonus.

Available at: <www.cartoonstock.com>.

- 01.** According to the cartoon, the businessman
- took advantage of a chaotic situation.
 - took a decision to benefit the company.
 - created a strategy to achieve a goal shared by everyone.
 - decided to change the situation of sales.

TEXT III

UFMG

Traveling



To some extent, traveling entails fantasizing. We dream of finding someone interesting away from vigilant neighbors, from family control, from our own self-criticism. There is nothing necessarily wrong with that fantasy nor with its realization.

Now traveling is more rewarding^[1], much more complex than that. It means coming out of hiding, getting out of the rut, looking around ourselves, seeing the world, opening our minds to new dimensions of human existence. At a certain moment in our life, that may include an opening to new relationships, seen as rewarding experiences. On the other hand, traveling may develop our ability to stay alone, to face up to our fears, to meet the unknown head on, without turning to others for safety. It means being able to survive without old habits. While traveling for pleasure, a workaholic may feel the same withdrawal symptoms that plague those who cease to take addictive drugs. Traveling tests and helps develop our independence. It makes us feel that the ground under our feet is within ourselves, not outside.

Getting in touch with another culture also elicits fantasies involving "the stranger". Foreigners evoke many different emotions. One of them is the magic that surrounds someone from a distant, mysterious world. Only everyday life can disentangle reality from magic. Yet, magic and enchantment do have a place in life.

In a sense, traveling distinguishes us from reptiles. Alligators, for instance, are intent exclusively on survival; they never leave their territory, they never relinquish safety and protection. Merely surviving is not enough for us humans.

We want to live, and that sometimes entails going out to distant places in search of adventure. Traveling, like any other human experience, may provide an opportunity to prepare even for death. If we succeed in coming out of hiding and living in different environments, perhaps we will be less disturbed when our body no longer is part of our luggage and only our essence departs for the great adventure. Traveling is being confident about the fact that our life can be lived wherever we are.

AZEVEDO, Maria de Melo. Traveling, sex, and fantasies. *Ícaro*, n. 189, May 2000, p. 20. (Adapted).

- 01.** According to the text, traveling does **NOT** mean
A) being independent.
B) opening minds.
C) seeing the world.
D) transmitting culture.

02. The author distinguishes people from reptiles pointing out that people
A) are more worried about survival.
B) demand safety and protection.
C) do not move outside their habitat.
D) wish to explore new territories.

03. Traveling and death are similar experiences because both require us to
A) deny fantasies.
B) face the unknown.
C) search for adventure.
D) take our luggage.

04. Another **ADEQUATE** title for this text could be:
A) Fantasies of Love
B) Reasons for Traveling
C) Searching for Mystery
D) Traveling in Safety

"Now traveling is more rewarding" [1]

To keep the same meaning, the word **now** could be replaced by

- A) but.
- B) first.
- C) then.
- D) thus.

TEXT IV

UFTM-MG-2010

Leia o *cartoon* e responda às questões de números **01** e **02**.



Available at: <[www.comics.com/the buckets/](http://www.comics.com/the_buckets/)>.

- 01.** Dentro do contexto do *cartoon*, a mulher parece não entender a pergunta que lhe é feita porque

 - A) a pergunta soa muito machista e sem graça.
 - B) ela não vê diferença entre um e outro tipo de filme.
 - C) a palavra *flick* não tem sentido para ela.
 - D) o homem espera que ela saiba demais.
 - E) ela nem sempre é consultada sobre esse assunto.

02. De acordo com a opinião expressa pelo homem, no segundo e terceiro quadrinhos, pode-se concluir que

 - A) as mulheres ferem os sentimentos dos homens em filmes “feitos para mulheres”.
 - B) os homens gostam de ouvir a opinião das mulheres na hora de escolher filmes.
 - C) as mulheres apreciam mais o gênero romântico ou drama.
 - D) os chamados “filmes masculinos” não ferem os sentimentos de outras pessoas.
 - E) os filmes “feitos para homens” são mais agressivos do ponto de vista físico.

TEXT V

UNIFAL-MG-2009

Looking for that first job

Question: I am a fifteen-year-old high school student about to go into my sophomore year of high school. I have not been able to acquire any work experience whatsoever, ironically because I don't have any work experience! What is a good way for me to find a first job?

05 is a good way for me to find a first job?

Answer: Good for you to be proactive with your job search and income earning at a young age. You are right, it is tough to get experience when employers are usually able to find people with experience. What you are facing

10 is what most of us experienced in our early job searches, and with persistence we eventually landed our first jobs. Unless you have family connections to a business where you can gain some experience, looking for work starts with creating a plan and getting prepared. Utilizing all

15 available resources will be very helpful.

Many employers are prepared to hire people that have no previous experience for their entry-level positions. However, you will find there is still competition for these roles and you will need to be able to convince an employer you are the best candidate for the position.

You will need a polished résumé and cover letter that indicates your strengths and suitability for a position. Résumés and cover letters are an essential part of your job-hunting tool kit. They are the most common instruments job seekers use to get their foot in the door.

Early in your search you will need to determine the type of position you would like and then what the best entry position might be to help you get there.

With this information your next step is to look at companies that you would be interested in working for that have these types of entry-level positions. Many jobs are not advertised. You can tap into this "hidden" job market by networking, knocking on doors, seeking out free employment programs and services, searching on the Internet, attending job fairs, and marketing yourself.

Follow-up is an important element of every job search strategy. Re-connecting with a potential employer by mail or phone can be very effective.

If you are interested in offering a service – babysitting, yard-work, painting, etc. – you could make up a flyer and deliver it around your community. It may not be long-term work but it does help you start to build your experience and can provide potential references for you.

Available at: <<http://working.canada.com/resources/story.html?id=e67a7d14-32d7-439c-9d20-9e0e82c02518>>.

Accessed: Oct. 23rd, 2008.

01. Assinale a alternativa **CORRETA** de acordo com o texto.

- A) "tough" (line 8) means the same as "hard".
- B) "eventually" (line 11) has the same meaning as "occasionally".
- C) "best" (line 20) establishes an equality.
- D) "hidden" (line 32) expresses a verb form.
- E) "long-term work" (lines 42-43) means working from 9:00 am to 5:00 pm.

02. No trecho "However, you will find [...]" (line 18), o termo grifado pode ser substituído por

- A) *therefore*.
- B) *provided that*.
- C) *in spite of*.
- D) *unless*.
- E) *but*.

03. Assinale a alternativa **CORRETA** de acordo com o texto.

- A) Employers can find experienced people to hire.
- B) Candidates for entry-positions are often high school students.
- C) Part of job search strategy is to let potential employers know your weaknesses.
- D) It is easier to find a job in your own community.
- E) Employers demand high qualifications for the position offered.

04. O termo "job search" (lines 6-7) tem o mesmo sentido que

- A) "find a first job" (line 5).
- B) "landed our first jobs" (line 11).
- C) "job-hunting" (line 24).
- D) "re-connecting with a potential employer" (line 38).
- E) "offering a service" (line 40).

05. O fragmento "*Unless you have family connections to a business where you can gain some experience, looking for work starts with creating a plan and getting prepared.*" (lines 12-14) apresenta a ideia de que

- A) é necessário que você tenha parentes envolvidos em seu primeiro trabalho para ter sucesso.
- B) é necessário criar um plano de visitação às indústrias.
- C) a procura pelo primeiro trabalho envolve a elaboração de um planejamento e preparar-se para o mesmo.
- D) você pode adquirir experiência mesmo antes do início do curso superior.
- E) as empresas familiares geralmente não admitem que parentes sejam contratados.

06. De acordo com o texto, assinale a alternativa que apresenta o que é preciso fazer para encontrar um emprego.

- A) *Publish an advertisement in a newspaper.*
- B) *Use all possible resources to go into the job market.*
- C) *Choose the right kind of work you would like to do.*
- D) *Be polite with people who have connections with you as a desirable attitude.*
- E) *Convince employers of big companies to give you a job.*

07. De acordo com as informações do texto, assinale a alternativa **CORRETA**. *Most young people*

- A) *must look for a job.*
- B) *face difficulties in acquiring work experience.*
- C) *should look for a job in the business area.*
- D) *want to start working and earn money.*
- E) *need to be able to change the line of events.*

08. Assinale a alternativa **CORRETA**, de acordo com o texto.

- A) *It is unnecessary to have a résumé if you do not have formal working experience.*
- B) *Position offered for a first job is usually badly paid.*
- C) *Jobs are offered through employment agencies.*
- D) *There are opportunities for entry-level positions, although there is competition.*
- E) *Independent of what company is offering the job, you should apply for it.*

ENEM EXERCISES

Texto para a questão **01**

The record industry

The record industry is undoubtedly in crisis, with labels laying off employees in continuation. This is because CD sales are plummeting as youngsters prefer to download their music from the Internet, usually free of charge.

And yet it's not all gloom and doom. Some labels are in fact thriving. Putumayo World Music, for example, is growing, thanks to its catalogue of ethnic compilation albums, featuring work by largely unknown artists from around the planet.

Putumayo, which takes its name from a valley in Colombia, was founded in New York in 1993. It began life as an alternative clothing company, but soon decided to concentrate on music. Indeed its growth appears to have coincided with that of world music as a genre.

SPEAK UP. Ano XXIII, n. 275. (Fragment).

- 01.** (Enem–2010) A indústria fonográfica passou por várias mudanças no século XX e, como consequência, as empresas enfrentaram crises. Entre as causas, o texto da revista *Speak Up* aponta

- A) o baixo interesse dos jovens por alguns gêneros musicais.
- B) o acesso a músicas, geralmente sem custo, pela Internet.
- C) a compilação de álbuns com diferentes estilos musicais.
- D) a ausência de artistas populares entre as pessoas mais jovens.
- E) o aumento do número de cantores desconhecidos.

Texto para a questão **02**

Hip Hop Music

Hip hop music is a musical genre which developed as part of hip hop culture, and is defined by key stylistic elements such as rapping, DJing, sampling (or synthesis), scratching and beatboxing. Hip hop began in the South Bronx of New York City in the 1970s. The term rap is often used synonymously with hip hop, but hip hop denotes the practices of an entire subculture.

Available at: <<http://en.wikipedia.org>>. Accessed: July 8th, 2010.

Brazilian hip hop is one of the world's major hip hop scenes, with active rap, break dance, and graffiti scenes, especially in São Paulo, where groups tend to have a more international style, influenced by old school hip hop and gangsta rap.

Brazilian rap has served as a reflection of political, social, and racial issues plaguing the disenfranchised youth in the suburbs of São Paulo and Rio. The lyrical content, band names, and song names used by Brazilian hip hop artists often connote the socio-political issues surrounding their communities.

Available at: <<http://en.wikipedia.org>>. Accessed: July, 8th, 2010. (Fragment).

- 02.** (Enem–2010) Sendo a música uma das formas de manifestação cultural de um país, o *rap* brasileiro, a partir das informações do texto, tem sido caracterizado

- A) pela influência internacional nos nomes de bandas e de músicas.
- B) como instrumento de reflexão crítica do jovem da periferia.
- C) pela irreverência dos cantores, adeptos e suas vestimentas.
- D) como um gênero musical de menor prestígio na sociedade.
- E) pela criatividade dos primeiros adeptos do gênero *hip hop*.

HAVING FUN

Badminton

The game of badminton has traveled from British India to our backyards, right into the stadiums of the Olympics. It is a game enjoyed by generations for generations. Who would have ever guessed?



John Leech / Creative Commons

Cartoon showing early Badminton game. Published 1854 from Punch magazine.

The beginnings of Badminton can be traced to mid-18th century British India. British officers while stationed in Pune, India, watched the Indian game of Poona being played. When they returned home, they brought the game home to England. After a century, the game of Badminton spread around the world. The International Badminton Federation was organized and became the governing body of a sport now played by millions. Though

mostly a men's sport, women too began enjoying the competition of the game. In 1992, Badminton debuts as an Olimpyc Sport in Barcelona, Spain. The first gold medals were awarded to Alan Budikusuma of Indonesia for Men's singles and to Suzi Susanti also of Indonesia for Women's singles. In 1992, the countries of Indonesia and Korea dominated the sport.



Available at: <<http://en.wikipedia.org/wiki/Badminton>>. Accessed: Dec. 16th, 2010.

GLOSSARY

- Coach = treinador(a)
- Cousin = primo(a)
- Fluently = fluentemente
- Forget (verb) = esquecer (forget – forgot – forgotten)
- Look after (phrasal verb) = cuidar (look after – looked after – looked after)
- Noise = barulho
- Smoke (verb) = fumar (smoke – smoked – smoked)



ANSWER KEY

Consolidation

01. A) isn't he
B) aren't there
C) don't they
D) mustn't he
E) will you / won't you / can't you / can you

- F) shall we
G) won't they
H) isn't it
I) wasn't it
J) will you
02. A) kindly
B) easily
C) carefully
D) badly

Proposed Exercises

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

Text I

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

Text II

01. A

Text III

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

Text IV

01. B 02. E

Text V

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

Enem Exercises

01. B
02. B

LÍNGUA INGLESA

Conjunctions and Connectors

MÓDULO

16

FRENTE
A

As conjunções e os conectores são termos que ligam orações e palavras, estabelecendo uma relação de coordenação ou de subordinação entre elas. Tais termos são também conhecidos por *linking words*.

Coordinating conjunctions

Conjunction	Translation
and	e
but	mas
nor	nem
or	ou
so	então
yet	no entanto
for	pois

Exemplos:

- John and Mary are here **and** are ready to work.
- The game was difficult, **but** we won.
- You can go **or** stay.



CHECK IT OUT

Para saber quais são as conjunções coordenadas, basta lembrar do acrônimo **FANBOYS**:

- **F**or – conjunção “pois”
- **A**nd – conjunção “e”
- **N**or – conjunção “nem”
- **B**ut – conjunção “mas”
- **O**r – conjunção “ou”
- **Y**et – conjunção “no entanto”
- **S**o – conjunção “então”

Correlative conjunctions

Alternative idea

Conjunction	Translation
either ... or ...	ou ... ou (afirmativa) nem ... nem (negativa)
neither ... nor...	nem ... nem ...
both ... and ...	tanto ... quanto ...
not only ... but also ...	não só ... mas também ...
whether ... or ...	se ... ou ...

Exemplos:

- **Both** John **and** Lucy went to the **grocery store** yesterday.
- I can **neither** speak **nor** read Chinese.
- I am **not only** glad **but also** surprised.
- We don't know **whether** she is a good professor **or** not.

Subordinating conjunctions

Contrast and concession ideas

Conjunction	Translation
although though even though	embora, mesmo que
even if	ainda que
yet but	mas, exceto
still	até que, todavia
in spite of despite of	apesar de
whereas	ao passo que
however	não obstante
nevertheless	contudo, entretanto
on the other hand	por outro lado
on the contrary	

Exemplos:

- **Although** he was a good man, he was **arrested**.
- **In spite of** his problems, he is an inspiration.
- I was very hungry, **but** I didn't eat anything.
- She is not a funny girl; **yet** you can't help liking her.

Manner idea

Conjunction	Translation
as (when, while)	when, while (enquanto)
as (because)	because (porque como)
as if	
as though	como, como se
as well	da mesma forma

Consequence and result ideas

Conjunction	Translation
so	
therefore	
as a result	portanto, por isso, então
thus	
hence	
then	
consequently accordingly	consequentemente
so that	de modo que

Exemplos:

- Brazil is a country in development, **therefore** we must be patient for a big change.
- Fewer students will attend the schools, and they will **thus** have fewer teachers.
- I've never been to India. **Consequently / Hence**, I know very little about it.

Exemplos:

- He behaves **as if** he were your father.
- She acts **as though** she had no money.

Cause idea

Conjunction	Translation
for that reason	
because of	porque, por causa disso
for that motive	
due to	devido a
on account of	
owing to	a fim de, por causa de, de forma a
in order to	
so as to	

Exemplos:

- We were late, **owing to** the rain.
- His **failure** was **due to** his lack of work.

Condition and hypothesis ideas

Conjunction	Translation
if whether	se
unless	a menos que
otherwise	caso contrário
still	ainda que, todavia
as long as	contanto que
provided that	de forma que

Exemplos:

- **If** you study hard, you will be successful.
- **Unless** you study hard, you won't be successful.

Addition idea

Conjunction	Translation
besides	além disso, além do mais
in addition	
both ... and	tanto ... quanto
moreover	além disso
furthermore	
not only ... but also	não só ... mas também
likewise	da mesma maneira, além disso
and	e
as well as	tanto quanto, bem como
too	também
also	também

Exemplos:

- **In addition** to visiting the zoo, we went to the park.
- **Besides** going to the zoo, we went to the park.
- **The price is too high; moreover**, the house isn't in a good and **suitable** position.
- **She is nice and** popular.

Time and consequence ideas

Conjunction	Translation
until (till)	até que
whenever	sempre que
as soon as	tão logo
as	enquanto
since	desde que
when	quando
while	enquanto
once	uma vez
twice	duas vezes
yet	ainda
in the meantime	enquanto isso
now	agora
after	após
before	antes de
already	já

Exemplos:

- **I will love you till** the end of time.
- **Call me as soon as** you arrive in Paris.
- **She hasn't finished the exercises yet.**
- **As** they were entering the bank, the police saw them.

Sequence idea

Conjunction	Translation
to begin	
first of all	primeiramente
now	agora
then	em seguida
next	
thus	portanto
to conclude	concluindo
finally	

Exemplos:

- **First of all**, let me thank you for your gift.
- **Next**, he went to the club.
- **To conclude**, water is essential to all beings.

Emphasis idea

Conjunction	Translation
really	
in fact	
as a matter of fact	
actually	
indeed	
certainly	

Exemplo:

- "Did you talk to your teacher?" "I did, **indeed**".

Illustrating idea

Conjunction	Translation
for instance	
for example	
in other words	
namely	por exemplo, tal qual
such as	
e.g.	
that is	

Exemplos:

- People **such as** my friends are very nice.
- There are other important things in life. Friendship, **for instance**.

Comparison idea

Conjunction	Translation
as ... as ...	tão ... quanto
so ... as ...	tão ... quanto
such as ...	tal como

Exemplo:

- She is **as** beautiful **as** Joan.

Purpose idea

Conjunction	Translation
so that	
so as to	
in order to	para que, a fim de

Exemplo:

- The questions are kept secret, **so as to** prevent cheating.

Ending idea

Conjunction	Translation
in conclusion	
in short, shortly	
to end	para finalizar,
briefly	resumindo,
to sum up	em suma
to conclude	
in a word	
thus	

Exemplo:

- **Briefly**, he said he won't go there.

CONSOLIDATION

01. COMPLETE with the right linking words in the box.

Although – as if – because – both ... and – even if – otherwise – however – therefore

- A) I missed the bus. _____, I couldn't arrive on time for the concert.
- B) She talks _____ she were your mother.
- C) He _____ writes _____ speaks Chinese perfectly.
- D) _____ I got to school early, I didn't see her.
- E) My friends got tired; _____, we approached the end of the road.
- F) I will be successful _____ the road is hard.
- G) You must understand her, _____ she will leave you.
- H) He won't be able to finish it _____ he is very busy.

PROPOSED EXERCISES

01. (AFA-SP) Which alternative completes meaningfully the sentence below?

"_____ the possibility of an awful storm they decided not to _____ the match that _____ scheduled."

- A) Because / win / is
- B) Although / play / was
- C) However / cancel / isn't
- D) In spite of / call off / had been

02. (UFBA) As orações se completam, com coerência de sentido, em:

- 01. She is going to travel to London / **MOREOVER** she mustn't be prepared.
- 02. Living in another country is a challenge / **HOWEVER** it's important for our lives.
- 04. You need to present all your documents, / **EVEN THOUGH** you have a trustful appearance.
- 08. Students become stressed at the airport / **BECAUSE** they have a good background.
- 16. They are afraid of immigration officers, / **THEREFORE** they feel nervous.

Soma ()

03. (FCMMG) In the sentence "Otherwise, it's smart to start now with 'clean living' and regular check-ups", **otherwise** means

- A) whereas.
- B) however.
- C) meanwhile.
- D) nevertheless.
- E) in another way.

04. (Milton Campos-MG) *Alcoholism seems to be a problem everywhere, except in places where there is no alcohol. Everybody knows that alcoholism is bad, except the alcoholics. Maybe they know something that normal people don't.*

G. A. Cheney

Check the synonyms for the underlined words:

- I. "Except"
- A) Occasionally
 - B) Surely
 - C) But
 - D) Despite
 - E) Certainly

II. "Maybe"

- A) Likely
- B) Probable
- C) Perhaps
- D) For sure
- E) Obviously

05. (Milton Campos-MG) "Not every student with ability goes to college, **however**."

- A) Despite.
- B) Though.
- C) Whether.
- D) Unless.
- E) As long as.

06. (UFV-MG) The word *actually*, in the sentence "There are actually many expenses such as books, dormitory costs and laboratory fees", means

- A) at the moment. D) now.
- B) in fact. E) today.
- C) these days.

07. (UEL-PR) I won't go to bed _____ I finish my book report.

- A) to
- B) but
- C) for
- D) until
- E) because

08. (UFMA) Qual o significado da palavra sublinhada?

The Teatro Amazonas is a magnificent Opera House in Manaus. Therefore, you shouldn't miss it.

- A) Todavia
- B) Portanto
- C) Entretanto
- D) Mesmo assim
- E) Muito embora

09. (UFV-MG) "Yet the truth is that something happened to Worden as he orbited the Moon alone."

An **APPROPRIATE** synonym for *yet* in the sentence above is

- A) already. D) till.
- B) almost. E) however.
- C) again.

10. (FMABC-SP-2010) No trecho a seguir "*In the history of the virus, laboratory-related infection has been a primary method of transmission; therefore, utmost caution is needed when handling the virus in a laboratory setting*", a palavra *therefore* pode ser substituída, sem mudar o sentido, por

- A) so.
- B) such.
- C) furthermore.
- D) nevertheless.
- E) however.

11. (FMABC-SP-2010) No trecho "*Though the animal reservoir is as yet unknown, a rodent found throughout the region surrounding the small village of Sabiá has been implicated*", a palavra *though* significa, em português,

- A) portanto.
- B) tal como.
- C) embora.
- D) então.
- E) aliás.

12. (UFF-RJ-2010 / Adaptado) Discourse markers are linguistic expressions which often indicate the author's attitude or intention in the text. In "Not only did he invent the incandescent light bulb, Edison also created the electricity power industry required for the bulb [...]" *not only* and *also* are used to

- A) inform that his inventions had been patented.
- B) consider both inventions unimportant.
- C) view Edson's inventive mind as a strategic tool.
- D) highlight Edson's inventive mind.

TEXT I

Milton Campos-MG-2010

Medics Bulletin Board

Last episode shows Dr. Miles shaking hands with a sick patient, and then eating an apple, _____ first washing his hands.

Come on now! You _____ be a rocket scientist to know that you can get sick that way. The writers had better check their facts.

01. To fill in the former blank space, **ONLY** one alternative is possible. Please, tick it.

- | | |
|------------|--------------|
| A) besides | C) obviously |
| B) without | D) whether |

02. To fill out the latter blank from the above text, tick

- A) needn't.
- B) have to.
- C) mustn't.
- D) are supposed to.

03. In the sentence "The writers had better check their facts", what is implied is a position of _____ from the part of the writer.

- A) advisability / disapproval
- B) caution / agreement
- C) viability / dissatisfaction
- D) likelihood / approval

04. " [...] first washing HIS hands".

The word in capital letters refers back to _____ hands.

- A) the sick patient's
- B) the writer's
- C) the physician's
- D) a scientist's

TEXT II**FCMMG****Alternative medicine**

The Alternative Medicine Homepage is a jump station for sources of information on unconventional, unorthodox, unproven or alternative, complementary, innovative, integrative therapies.

In 2002, the Medical Subject Headings (MeSH) Section staff of the National Library of Medicine classifies alternatives medicine under the term complementary therapies. This is defined as therapeutic practices which are not currently considered an integral part of conventional allopathic medical practice. They may lack biomedical explanations, but as they become better researched some, such as physical therapy, diet, and acupuncture, become widely accepted whereas others, such as humors or radium therapy, quietly fade away, yet are important historical footnotes. Therapies are termed as Complementary when used in addition to conventional treatments and as Alternatives when used instead of conventional treatment.

The National Library of Medicine's previous definition was an unrelated group of non-orthodox therapeutic practices, often with explanatory systems that do not follow conventional biomedical explanations and non-orthodox therapeutic systems which have no satisfactory scientific explanation for their effectiveness.

Others define it as "medical interventions not taught at United States medical schools or not available at United States hospitals."

The Panel on Definition and Description, CAM Research Methodology Conference Office of Alternative Medicine, National Institutes of Health, Bethesda, Maryland, on April 1995, defined complementary and alternative medicine as a "broad domain of healing resources that encompasses all health systems, modalities, and practices and their accompanying theories and beliefs, other than those intrinsic to the politically dominant health system of a particular society or culture in a given historical period. CAM includes all such practices and ideas self-defined by their users as preventing or treating illness or promoting health and well being."

Alternative therapies include, but are not limited to the following disciplines: folk medicine, herbal medicine, diet fads, homeopathy, faith healing, new age healing, chiropathic, acupuncture, naturopathy, massage and music therapy.

Studies suggest these therapies are sought out by individuals that have acquired immunodeficiency syndrome, arthritis, cancer, back pain, and other medical conditions.

THE ALTERNATIVE MEDICINE HOMEPAGE

- 01.** According to the National Library of Medicine, one other name for alternative medicine can be
 - A) therapeutic practice.
 - B) medicine programs.
 - C) complementary therapy.
 - D) alternative homepage.

- 02.** The new classification for alternative medicine was added to the National Library of Medicine
 - A) in 2002.
 - B) in April 1995.
 - C) in May 2003.
 - D) a long time ago.

- 03.** The text explains alternative medicine as all practices which are
 - A) classified therapies.
 - B) not conventionally allopathic.
 - C) conventionally therapeutic.
 - D) everything but complementary.

- 04.** The difference between alternative and complementary therapies is that
 - A) alternative therapy adds to other therapies.
 - B) both are used to help conventional treatment.
 - C) the first is used instead of conventional treatment.
 - D) complementary therapy is independent of other therapies.

- 05.** One of the **MAIN** characteristics of alternative therapy is that it
 - A) lacks biomedical explanations.
 - B) quietly fades away after experimentation.
 - C) is better researched than allopathic practices.
 - D) is always used as a complementary treatment.

- 06.** All of the therapies listed are becoming widely accepted, **EXCEPT**
 - A) diet.
 - B) humors.
 - C) acupuncture.
 - D) physical therapy.

- 07.** The definition for alternative medicine
 - A) is a historical debate among doctors.
 - B) is not listed in any medical school in the US.
 - C) varies according to whoever is describing it.
 - D) encompasses all health systems in the country.

- 08.** All of the following are considered alternative therapies, **EXCEPT**
- homeopathy.
 - music therapy.
 - herbal medicine.
 - allopathic treatment.
- 09.** Most people who look for alternative therapies come from the following groups, **EXCEPT**
- immunodeficiency syndrome patients.
 - women with high-risk pregnancies.
 - patients who have had cancer.
 - those who suffer back pain.
- 10.** "This is defined as therapeutic practices which are not currently considered an integral part of conventional allopathic medical practice." In this sentence, found on paragraph 2 of the text, the relative pronoun *which* refers to
- therapeutic practices.
 - biomedical explanations.
 - medical practice.
 - the National Library of Medicine.

TEXT III

UFMG

Exercise can be bad for you

Feeling guilty because you missed an aerobics class? Relax. Punishing yourself over missed work-outs is a sign you need to reassess your approach to exercise, experts say. It might not be healthy. Jonathan Mond, senior research officer in the department of psychological medicine at Canberra Hospital, has conducted a **survey**^[2] of women's exercise and eating patterns which revealed some problems: overexercise, exercise for the wrong reasons, and too much guilt. And **it**^[1] has uncovered the truth about exercise, hardly anyone does **it**^[1] for enjoyment.

In his study of 230 women aged 18 to 45, Dr. Mond found 70 per cent exercised regularly and 12 per cent exercised for at least an hour every day. Among the 169 who exercised regularly, 10 per cent did so for 10 hours a week or more. One woman exercised 33 hours a week. The survey examined the relationship between exercise and eating disorders such as anorexia and bulimia.

It also asked: when is exercise bad for your health? It found women who always felt guilty after they missed a regular exercise session were most likely to rate highly on measures for eating disorders. About 12 per cent of regular exercisers were in this category.

Also vulnerable to eating disorders were the 20 per cent of women who said that a very or extremely important reason for exercise was to "improve their body shape or tone" or to "improve their appearance or attractiveness".

These women were the most likely to have dysfunctional attitudes to eating and weight – to put an unhealthy emphasis on appearance, be preoccupied with food and be constantly restricting their intake.

HORIN, Adele. *The Age*. Apr. 24, 2004. (Adapted).

- 01.** Dr. Mond's survey was about women's
- views about diets and sports.
 - attitudes to eating disorders.
 - reasons to do heavy exercise.
 - work-out and eating habits.
- 02.** The text says that feeling guilty for missing work-outs can indicate you
- have an unhealthy attitude to exercise.
 - avoid reassessing your work-out sessions.
 - can relax when taking exercises.
 - punish yourself by doing extra work.
- 03.** The survey findings revealed the
- relationship between exercise and lack of pleasure.
 - connections exercise can have with eating disorders.
 - effects of regular exercise on weight loss.
 - signs for reassessing attitudes towards exercising.
- 04.** The two pronouns **it**^[1] refer to, respectively,
- overexercise and enjoyment.
 - guilt and truth.
 - hospital and eating.
 - survey and exercise.
- 05.** The word below that does **NOT** substitute for the word **survey**^[2] is
- research.
 - investigation.
 - report.
 - study.

TEXT IV

FUVEST-SP-2011

Text I



The perils of counterfeit drugs go way beyond being ripped off by dubious online pill-pushers. The World Health Organization (WHO) estimates that 50 per cent of all medicines sold online are worthless counterfeits. In developing nations fake pills may account for as much as 30 per cent of all drugs on the market. Even in the developed world, 1 per cent of medicines bought over the counter are fakes.

Some key events illustrate the risk these pose. In Nigeria, 2,500 children died in 1995 after receiving fake meningitis vaccines. In Haiti, Bangladesh and Nigeria, around 400 people died in 1998 after being given paracetamol that had been prepared with diethylene glycol – a solvent used in wallpaper stripper. The fakers are nothing if not market-aware: in the face of an outbreak of H5N1 bird flu in 2005, they began offering fake Tamiflu.

What can be done? The WHO coordinates an umbrella body called the International Medical Products Anti-Counterfeiting Taskforce (IMPACT), an industry initiative that issues alerts when it finds anomalies in the medicine supply chain. Such events include sudden drops in wholesale prices, hinting at fakes coming onto the market, or the mimicking of anti-counterfeiting features on packaging, such as holograms or barcodes, says Nimo Ahmed, head of intelligence at the UK's Medicine and Healthcare Products Regulatory Agency.

NEW SCIENTIST, July 10, 2010, p. 18. (Adapted).

01. De acordo com o texto, medicamentos falsificados, em geral,

- A) são consumidos apenas em países pobres e de pouco acesso à Internet.
- B) encontram dificuldade de comercialização com o aparecimento de novas doenças.
- C) são ineficazes e contêm elementos danosos à saúde em sua composição.
- D) possuem embalagens atraentes que ludibriam o consumidor.
- E) vêm sendo criteriosamente apreendidos pela Organização Mundial da Saúde.

02. O texto informa que os falsificadores

- A) atuam na venda de remédios no mercado atacadista.
- B) roubam o selo de qualidade da Organização Mundial da Saúde.
- C) utilizam placebo nos medicamentos.
- D) apresentam-se como representantes oficiais da indústria farmacêutica.
- E) estão sempre alertas à demanda do mercado.

03. Segundo o texto, para conter a venda de medicamentos falsificados, a Organização Mundial da Saúde

- A) estimula a venda promocional de medicamentos importantes sempre que necessário.
- B) coordena o trabalho de uma organização que acompanha o fornecimento de remédios no mercado farmacêutico, alertando para possíveis irregularidades.
- C) exige que todos os medicamentos exibam o holograma da organização e o código de barras.
- D) controla o lançamento de novos medicamentos no mercado, a exemplo do Tamiflu.
- E) autoriza apenas a comercialização de medicamentos que passaram pelo crivo das agências sanitárias internacionais.

Text II

Europe's economic distress could be China's opportunity. In the past, the country has proved a hesitant investor in the continent, but figures show a 30 percent surge in new Chinese projects in Europe last year. And these days Europe looks ever more tempting. Bargains proliferate as the yuan strengthens and cashstrapped governments forget concerns over foreign ownership of key assets. On a recent visit to Greece, Vice Premier Zhang Dejiang sealed 14 deals, reportedly the largest Chinese investment package in Europe, covering a range of sectors from construction to telecoms.

Meanwhile, Irish authorities have opened talks with Chinese promoters to develop a 240-hectare industrial park in central Ireland where Chinese manufacturers could operate inside the European Union free of quotas and costly tariffs. In time, that could bring 10,000 new jobs. "It's good business," says Vanessa Rossi, an authority on China at the Royal Institute of International Affairs in London. "There's big mutual benefit here." Europe needs money; China needs markets.

NEWSWEEK, July 19, 2010, p. 6. (Adapted).

04. Segundo o texto, a China

- A) aproveitou o momento da crise mundial e fez vários investimentos no próprio país.
- B) teve problemas econômicos similares aos dos países europeus, mas conseguiu superá-los.
- C) hesitava em investir em países asiáticos e perdeu boas oportunidades na região.
- D) aumentou seus investimentos na Europa no ano passado.
- E) ressurgiu como potência mundial após vários anos de isolamento.

05. Afirma-se, no texto, que a Irlanda

- A) negocia com a China o desenvolvimento de um parque industrial que trará benefícios à Europa e à própria China.
- B) possui um plano de desenvolvimento que exime os investidores de pagamento de impostos.
- C) enfrenta sérios problemas de desemprego, que já afetaram dez mil trabalhadores.
- D) deseja fechar acordos que envolvam outros países da União Europeia.
- E) planeja as mudanças que pretende implementar junto à Câmara Real de Negócios Internacionais, em Londres.

ENEM EXERCISES

Texto para a questão 01

The weather man

They say that the British love talking about the weather. For other nationalities this can be a banal and boring subject of conversation, something that people talk about when they have nothing else to say to each other. And yet the weather is a very important part of our lives. That at least is the opinion of Barry Gromett, press officer for The Met Office. This is located in Exeter, a pretty cathedral city in the south-west of England. Here employees – and computers – supply weather forecasts for much of the world.

SPEAK UP, n. 275.

01. (Enem-2010) Ao conversar sobre a previsão do tempo, o texto mostra

- A) aborrecimento do cidadão britânico ao falar sobre banalidades.
- B) a falta de ter o que falar em situações de avaliação de línguas.
- C) a importância de se entender sobre meteorologia para falar inglês.
- D) as diferenças e as particularidades culturais no uso de uma língua.
- E) o conflito entre diferentes ideias e opiniões ao se comunicar em inglês.

Texto para a questão 02

Business cards

Business cards are cards bearing business information about a company or individual. They are shared during formal introductions as a convenience and a memory aid.

A business card typically includes the giver's name, company affiliation (usually with a logo) and contact information such as street addresses, telephone number(s), fax number, e-mail addresses and website. It can also include telex, bank account, tax code. Traditionally many cards were simple black text on white stock; today a professional business card will sometimes include one or more aspects of striking visual design.

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

Accessed: Aug. 6th, 2010.

The text "Business cards" aims

- A) to entertain businessmen.
- B) to alert businessmen.
- C) to criticise the use of cards in business.
- D) to present information about business cards.
- E) to impose rules of creating business cards.

GLOSSARY

- Arrested = preso(a)
- Cheat (verb) = colar, trapacear
(cheat – cheated – cheated)
- Failure = falha
- Grocery store = mercado, mercearia



- Suitable = adequado(a)

ANSWER KEY

Consolidation

- 01. A) therefore
- B) as if
- C) both ... and
- D) Although
- E) however
- F) even if
- G) otherwise
- H) because

Proposed Exercises

- 01. D
- 02. Soma = 22 ($2 + 4 + 16$)
- 03. E
- 04. I. C
II. C
- 05. B
- 06. B
- 07. D
- 08. B
- 09. E
- 10. A
- 11. C
- 12. D

Text I

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

Text II

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

Text III

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

Text IV

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

Enem Exercises

- 01. D
- 02. D

LIST OF REGULAR VERBS

INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION	INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION
A				P			
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				Q			
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 struggle	struggled	struggled	esforçar-se
to care	cared	cared	importar-se	to succeed	succeeded	succeeded	ter sucesso
to claim	claimed	claimed	reivindicar	T			
to complain	complained	complained	reclamar	to taste	tasted	tasted	provar (alimentos, bebidas)
D				W			
to defeat	defeated	defeated	derrotar	to warn	warned	warned	advertir
to delay	delayed	delayed	atrasar	to waste	wasted	wasted	desperdiçar
to deny	denied	denied	negar	to wonder	wondered	wondered	querer saber, imaginar
to deserve	deserved	deserved	merecer	to wreck	wrecked	wrecked	colidir, chocar
to desire	desired	desired	desejar				
to distinguish	distinguished	distinguished	distinguir				
to drop	dropped	dropped	derrubar				
E							
to encourage	encouraged	encouraged	encorajar				
to envy	envied	envied	invejar				
to excuse	excused	excused	desculpar				
F							
to fear	feared	feared	temer				
to fetch	fetched	fetched	ir buscar				
to fill	filled	filled	encher				
to fire	-fired	fire	despedir, disparar				
to frighten	frightened	frightened	assustar				
H							
to happen	happened	happened	acontecer				
to hate	hated	hated	odiuar				
to help	helped	helped	ajudar				
to hurry	hurried	hurried	apressar-se				
I							
to inhabit	inhabited	inhabited	habitar				
to insult	insulted	insulted	insultar				
J							
to joke	joked	joked	brincar				
to judge	judged	judged	julgar				
to jump	jumped	jumped	pular				
K							
to knock	knocked	knocked	bater				
L							
to land	landed	landed	aterristar				
to laugh	laughed	laughed	rir				
M							
to marry	married	married	casar-se				
to murder	murdered	murdered	matar				
O							
to obey	obeyed	obeyed	obedecer				
to omit	omitted	omitted	omitir				
to order	ordered	ordered	ordenar, pedir				
to owe	owed	owed	dever				
to own	owned	owned	ter, possuir				

LIST OF IRREGULAR VERBS

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

INFINITIVE	PAST TENSE	PAST PARTICIPLE	TRANSLATION	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				