

Universidade Federal de Uberlândia  
Curso de Letras/Inglês

## **Língua Inglesa: Leitura Instrumental**

*Prof. Dr. Guilherme Fromm*

**SEGUNDA EDIÇÃO**

:

II. Universidade Federal de Uberlândia. Centro de Educação a Distância.

Dados Internacionais de Catalogação na Publicação (CIP)  
Sistema de Bibliotecas da UFU, MG, Brasil.

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F932e      Fromm, Guilherme, 1968-  
              Língua Inglesa [recurso eletrônico] : leitura Instrumental / Guilherme  
              Fromm. – Uberlândia : UFU, 2017.  
              101 p. : il.

ISBN: 9788568351703

Reimpressão de 2021

DOI: <https://doi.org/10.14393/ufu-978-85-68351-70-3>

Inclui ilustrações.

1. Língua inglesa - Estudo e ensino. I. Universidade Federal de  
Uberlândia. Centro de Educação a Distância. II. Título.

CDU: 802.0:37

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Glória Aparecida  
Bibliotecária – CRB6- 2047

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## INFORMAÇÕES

Prezado(a) aluno(a),

Ao longo deste guia impresso você encontrará alguns “ícones” que lhe ajudará a identificar as atividades.

Fique atento ao significado de cada um deles, isso facilitará a sua leitura e seus estudos.



Destacamos alguns termos no texto do Guia cujos sentidos serão importantes para sua compreensão. Para permitir sua iniciativa e pesquisa não criamos um glossário, mas se houver dificuldade interaja no *Fórum de Dúvidas*.

# INTRODUÇÃO

Olá! Seja bem vindo.

Você está começando, a partir desse semestre, seu curso de Licenciatura em Língua Inglesa pela UFU. O objetivo de todo curso de Licenciatura é formar professores para atuar no Ensino Fundamental (II) e/ou no Ensino Médio.

Mais do que aprender a ler em inglês, você será convidado a refletir sobre todos os processos pelos quais passaremos nessa disciplina. Como futuro professor, você também terá que ensinar seus alunos a lerem. A leitura, dentre as quatro habilidades básicas no aprendizado de uma língua (ler, escrever, falar, ouvir), geralmente é ensinada logo no começo de todos os cursos. Veremos, adiante, a razão disso.

Trabalharemos, nessa disciplina, em especial, com Técnicas de Leitura. Essas técnicas, que você já usa para ler português (de modo inconsciente), serão trabalhadas uma a uma para que possamos entender o seu funcionamento. Além dessas técnicas, estudaremos, também, um pouco de gramática da Língua Inglesa (nenhum pré-requisito para de pé sem fundação!), vocabulário novo e princípios de formação de palavras. Como uma das primeiras disciplinas do curso, você pode verificar que ainda estamos usando bastante português. Com o desenrolar das atividades, os enunciados dos exercícios passarão de uma língua para outra. A proposta é que, em disciplinas futuras, todo o material seja desenvolvido em língua inglesa. Lembre-se: quanto mais você lê em inglês, mais aprende essa língua. Além disso, tente usar o dicionário só quando indicado pelo material: o dicionário bilíngue acaba virando uma muleta no ensino, e não queremos isso, não é mesmo?!

Espero que você se entusiasme a ler em língua inglesa, não só por causa desse curso, mas como uma oportunidade que se abre na sua vida. Ler é aprender a cultura de um povo, é absorver novos conhecimentos, é ampliar seu horizonte, é torná-lo(a) um(a) melhor professor(a).



## Sobre o autor

Guilherme Fromm é professor de Língua Inglesa do Instituto de Letras e Linguística da Universidade Federal de Uberlândia. cursou História e Letras (Alemão/Português) na graduação. Especializou-se em Tradução (Inglês/Português), cursou o mestrado na área de Linguística e o doutorado na área de Estudos Linguísticos e Literários em Inglês. Toda sua formação acadêmica se deu na Universidade de São Paulo.

Atuou como professor de inglês de cursos livres por quinze anos e há dezesseis é professor universitário, nas áreas de Linguística e Língua Inglesa. Diretor da revista Domínios de Linguagem (<http://www.seer.ufu.br/index.php/dominiosdelinguagem/index>) e Revista GTLex (<http://www.seer.ufu.br/index.php/GTLex/index>) desde o seu início. É autor de artigos e capítulos de livros. Tem experiência na área de Linguística, atuando nos seguintes temas: Ciências do Léxico (Lexicologia, Lexicografia, Terminologia, Terminografia), Linguística de Corpus, Ensino de Língua Inglesa e Tradução.

# AGENDA

AULA	MÓDULO	DESENVOLVIMENTO DO ESTUDO	AVALIAÇÕES
<b>QUINZENA 1</b>	Módulo 1 Introdução à Morfologia do Inglês	<p>Atividade 1 – chat com o tutor.</p> <p>Atividade 2 – vídeo-aula – módulo 1.</p> <p>Atividade 3 – Análise Morfológica – princípios - leitura do material impresso.</p> <p>Atividade 5 – Cantinho da Gramática - verbos do Inglês no presente – leitura do material impresso.</p> <p>Atividade 6 – New Vocabulary – leitura do material impresso.</p> <p>Atividade 7 - Análise Morfológica – derivação por sufixação – leitura do material impresso.</p> <p>Atividade 8 – Fórum – AVA.</p> <p>Atividade 10 – Cantinho da Gramática – Pronomes Interrogativos.</p> <p>Atividade 11 – Análise Morfológica – derivação por prefixação.</p> <p>Atividade 13 – Cantinho da Gramática – Artigos.</p> <p>Atividade 14 – Análise Morfológica – composição</p> <p>Atividade 15 – Exercício Extra</p> <p>Atividade 16 – Cantinho da Gramática – There to be.</p> <p>Atividade 17 – Exercício Extras</p> <p>Atividade 18 – New Vocabulary- Clothing, Pronouns in English.</p>	<p>Atividade 4 – AVA -Análise Morfológica – resolução de exercícios propostos. <b>Valor: 3 pontos.</b></p> <p>Atividade 9 – AVA –Análise Morfológica – resolução de exercícios propostos. <b>Valor: 4 pontos.</b></p> <p>Atividade 12 – AVA <b>Valor: 2 pontos (1cada exercício).</b></p>
<b>QUINZENA 2</b>	Módulo 2 Técnicas de Leitura - Contextualização	<p>Atividade 19 - Vídeo-aula – módulo 2.</p> <p>Atividade 20 – Análise Morfológica - Mudança de Classe Gramatical</p> <p>Atividade 21 – Fórum – AVA.</p> <p>Atividade 22 – Cantinho da Gramática – Imperativo.</p> <p>Atividade 23 – New Vocabulary – Food.</p> <p>Atividade 24 – Contextualização - Apoio Visual.</p> <p>Atividade 26 – Cantinho da Gramática – Verbos no Gerúndio.</p> <p>Atividade 28 – Contextualização - Título.</p> <p>Atividade 29 – Fórum - AVA.</p> <p>Atividade 30 – Cantinho da Gramática – Preposições.</p> <p>Atividade 32 – New Vocabulary – Days, Months, Seasons, Places, Directions.</p> <p>Atividade 33 – Contextualização – Inferência.</p> <p>Atividade 34 – Cantinho da Gramática. Advérbios.</p> <p>Atividade 35 – Trabalhando com conectores – Pronomes</p> <p>Atividade 36 - Cantinho da Gramática. Verbos no passado.</p> <p>Atividade 37 - AVA</p>	<p>Atividade 25 – AVA. <b>Valor: 3 pontos.</b></p> <p>Atividade 27 – AVA. <b>Valor: 3 pontos.</b></p> <p>Atividade 31 – AVA <b>Valor: 4 pontos.</b></p>

<p><b>QUINZENA 3</b></p>	<p>Módulo 3 Técnicas de Leitura – Skimming e Scanning</p>	<p>Atividade 38 – Vídeo-aula – módulo 3.</p> <p>Atividade 39 – Trabalhando com conectores – Advérbios.</p> <p>Atividade 40 – Cantinho da Gramática. Verbos no passado 2.</p> <p>Atividade 42 – Trabalhando com conectores – Conjunções.</p> <p>Atividade 43 – Cantinho da Gramática. Verbos no passado 3.</p> <p>Atividade 44 – Skimming.</p> <p>Atividade 46 – Cantinho da Gramática. Perguntas sem o verbo auxiliar.</p> <p>Atividade 47 – Scanning.</p> <p>Atividade 49 – New Vocabulary. Números.</p> <p>Atividade 50 – Cantinho da Gramática. Gerúndio no passado.</p> <p>Atividade 51 – Scanning 2.</p> <p>Atividade 52 – Fórum - AVA</p> <p>Atividade 54 – Cantinho da Gramática - Quantificadores.</p>	<p>Atividade 41 – AVA <b>Valor: 4 pontos</b></p> <p>Atividade 45 – AVA <b>Valor: 3 pontos</b></p> <p>Atividade 48 – AVA <b>Valor: 4 pontos</b></p> <p>Atividade 53 – AVA <b>Valor: 3 pontos</b></p>
<p><b>QUINZENA 4</b></p>	<p>Módulo 4 Interpretação de Textos</p>	<p>Atividade 55 - Vídeo-aula – módulo 4.</p> <p>Atividade 56 – Skimming e Scanning.</p> <p>Atividade 57 – Cantinho da Gramática – used to.</p> <p>Atividade 58 – Técnicas Mistas 1.</p> <p>Atividade 59 – Cantinho da Gramática. Verbos modais can/could.</p> <p>Atividade 60 – Técnicas mistas 2.</p> <p>Atividade 61 – Trabalhando com dicionários bilíngues.</p> <p>Atividade 62 – Interpretação de Textos.</p>	<p>Atividade 63 – AVA <b>Valor: 7 pontos.</b></p>

# ANOTAÇÕES

# MÓDULO I

## Introdução à Morfologia do Inglês

### Conteúdos básicos do módulo 1

1. Primeiro contato com noções de Morfologia.
2. Explicação e exercícios de Gramática.
3. Primeiros passos em direção à leitura do texto em língua estrangeira.

### Objetivos do módulo 1

Ao finalizar o módulo você deverá ser capaz de:

- Ter noções básicas do que é a área de Morfologia dentro do curso de Letras.
- Saber como se constroem as sentenças no presente em inglês.
- Saber como identificar cognatos no par inglês/português.



**Atividade 1** – Como sua primeira atividade no Ambiente Virtual de Aprendizagem (AVA), você participará de um chat envolvendo os alunos do curso e o tutor. Aproveite para tirar suas primeiras dúvidas. Veja no AVA a data e horário desse chat.



**Atividade 2** – Vídeo-aula, módulo 1. Assista as dicas do professor sobre os assuntos que serão tratados nesse módulo.

### ATIVIDADE 3 NO GUIA – MORFOLOGIA: PRINCÍPIOS



O modo mais básico de começarmos a entender palavras em inglês (ou qualquer outra língua) sem ajuda de um dicionário talvez seja através de uma análise das próprias palavras. Quando trabalhamos com esse tipo de análise, podemos procurar o significado da palavra de várias maneiras.

A maneira mais fácil é procurar a semelhança entre uma palavra em inglês e uma palavra em português – essa técnica é chamada de busca pelos cognatos. Por exemplo:

**Corridor (English)**

## Corredor (Português)

Note que existe apenas uma letra diferente quando relacionamos as duas palavras (i/e), o que não torna o entendimento algo tão difícil. Além disso, muitas palavras inglesas têm origem no latim, ou seja, a mesma origem do português. Nesse caso, temos uma pequena diferença no radical da palavra.



**Radical:** parte da estrutura de uma palavra que contém seu significado básico e que pode receber prefixos e/ou sufixos.

Podemos aplicar essas dicas quando estamos lendo algum texto. Lembre-se, então, que as palavras parecidas (na forma e no sentido) em línguas diferentes são chamadas de cognatas. Quando elas são parecidas (na forma e no sentido), porém o significado é diferente, são chamadas de falso-cognatas.



### EXERCÍCIO 1 NO GUIA

Sublinhe, no texto abaixo, todas as palavras que são parecidas ou que tenham o mesmo radical em português.

Brazil, officially the Federative Republic of Brazil (Portuguese: República Federativa do Brasil), is the largest country in South America. It is the world's fifth largest country, both by geographical area and by population with over 190 million people. It is the only Portuguese-speaking country in the Americas and the largest lusophone (Portuguese-speaking) country in the world.

Bounded by the Atlantic Ocean on the east, Brazil has a coastline of over 7,491 kilometers (4,655 mi). It is bordered on the north by Venezuela, Guyana, Suriname and the French overseas department of French Guiana; on the northwest by Colombia; on the west by Bolivia and Peru; on the southwest by Argentina and Paraguay and on the south by Uruguay. Numerous archipelagos form part of Brazilian territory, such as Fernando de Noronha, Rocas Atoll, Saint Peter and Paul Rocks, and Trindade and Martim Vaz. It borders with all other South American countries except Ecuador and Chile.

Brazil was a colony of Portugal from the landing of Pedro Álvares Cabral in 1500 until 1815, when it was elevated to United Kingdom with Portugal and Algarves. The colonial bond was in fact broken in 1808, when the capital of the Portuguese Kingdom was transferred from Lisbon to Rio de Janeiro, after Napoleon invaded Portugal. The independence from Portugal was achieved in 1822. Initially independent as the Empire of Brazil, the country has been a republic since 1889, although the bicameral legislature, now called Congress, dates back to 1824, when the first constitution was ratified. Its current Constitution defines Brazil as a Federal Republic. The Federation is formed by the union of the Federal District, the 26 States, and the 5,564 Municipalities.

The Brazilian economy is the world's eighth largest economy by nominal GDP and the seventh largest by purchasing power parity. Brazil is one of the world's fastest growing major economies. Economic reforms have given the country new international recognition. Brazil is a founding member of the United Nations, the G20, CPLP, Latin Union, the Organization of Ibero-American States, Mercosul and the Union of South American Nations, and is one of the BRIC Countries. Brazil is also home to a diversity of wildlife, natural environments, and extensive natural resources in a variety of protected habitats.

*Fonte: Wikipedia.*

## EXERCÍCIO 2 NO GUIA



Tente de novo, agora com um texto de uma área de especialidade.

### Copy text from a scanned document or online fax

Do you need to use information from a scanned document in your online document or PowerPoint presentation? Instead of retyping, you can use Microsoft Office Document Imaging, a program included with Microsoft Office, to quickly and easily reuse text that is normally locked inside a scanned image or online fax. In Document Imaging, you can use optical character recognition (OCR) to translate images of text, such as scanned documents, into actual text characters. Also known as text recognition, **OCR** makes it possible to copy and paste that text into any Office program. The OCR dialog box shows the progress of the translation.

*Site Microsoft, 13.01.2004.*



Discuta, através do fórum de discussões, as seguintes perguntas:

- Qual dos dois textos você encontrou mais palavras parecidas?
- Qual dos dois você entendeu melhor? Por quê?



Cuidado com palavras que são iguais, mas cujo sentido é diferente: professor em inglês tem um sentido mais restrito do que professor em português. Tente reparar, a partir desse momento, se as palavras que você reconhece são cognatas ou não.



Que tal fazermos mais exercícios básicos de leitura? Acesse o AVA e veja a Atividade 4. Os resultados do seu estudo devem ser enviados para o tutor do curso.

## ATIVIDADE 5 NO GUIA – GRAMÁTICA – VERBOS DO INGLÊS NO PRESENTE



Todos sabem que um prédio sem uma boa fundação pode cair a qualquer momento. Embora muitas teorias evitem ensinar gramática aos aprendizes de uma língua estrangeira, lembre-se que você é, ao mesmo tempo, aprendiz e futuro professor. Saber a gramática do inglês, portanto, não é opção, é necessidade.

## Verbos no Presente

Atente para a conjugação no presente dos verbos em inglês. Basicamente só a terceira pessoa do singular é que tem uma forma diferente (geralmente terminando em -s). A única exceção é o verbo be. Veja a tabela abaixo e compare:

Pessoa	To be	To have	To do	To go	To come
I	am	have	do	go	come
You	are	have	do	go	come
He, she, it	is	has	does	goes	comes
We	are	have	do	go	come
You	are	have	do	go	come
They	are	have	do	go	come



Enquanto o português tem dois pronomes para a terceira pessoa do singular (ele, ela), o inglês tem três (he, she e it). O it é usado para coisas e animais. Na terceira pessoa do plural em inglês, temos apenas o pronome they (equivalente a eles/elas/coisas).

Exemplos:

I am a teacher (I'm a teacher).

He does the homework.

You have a dog.

We go to the dentist.

She has a cat.

They come to the party.

A construção da frase afirmativa em inglês é similar ao português: sujeito + verbo + complemento. Nas frases negativas e interrogativas, temos que fazer uma divisão entre o *to be* e os outros verbos:

FRASE	TO BE	OUTROS VERBOS
<b>NEGATIVA</b>	sujeito + to be + neg. (not) + complemento: <i>I am not a teacher.</i>	sujeito + verbo auxiliar do + not + verbo principal + complemento.: <i>You do not have a dog.</i>
<b>INTERROGATIVA</b>	to be + sujeito + complemento: <i>Are you a teacher?</i>	verbo auxiliar do + sujeito + verbo principal + complemento: <i>Does she go to the dentist?</i> <i>Do you go to the dentist</i>



Cuidado! Ao contrário da música do cantor Falcão (*I'm not dog no*), o inglês norma culta não permite duas negações na mesma frase.



Essa é uma regra da norma culta da língua, mas se você reparar em seriados de TV, por exemplo, notará que essa dupla negação pode aparecer nos diálogos informais.

## EXERCÍCIO 1 NO GUIA



Siga o modelo e construa sentenças com o verbo *to be*:

Example: She is a teacher. She isn't a teacher. Is she a teacher?

1. I'm tired.

---

2. They are engineers.

---

3. You're late.

---

4. We're happy.

---

5. It's a good dog.

---

6. She's a doctor.

---

7. We're here.

---

8. He's a good student

---

## EXERCÍCIO 2 NO GUIA



Siga o modelo e construa sentenças com os outros verbos:

Ex.: I have a dog. I don't have a dog. Do I have a dog?

1. You do the homework.

---

2. She goes to the dentist.

---

3. He comes to the party.

---

4. We dance all night.

---

5. It barks a lot.

---

6. They work at McDonald's

---

7. I like to write

8. I love you.

---

### EXERCÍCIO 3 NO GUIA



Reescreva o texto, passando todos os verbos para a forma negativa.

Dear Dr. Kramer,

My son is fourteen years old. He is a good student and he has many friends. We have a problem with him. He loves clothes. He wants all the latest styles. We are poor and I think it is wrong to spend a lot of money on clothes. What's your opinion?

---

---

---

---

---

### ATIVIDADE 6 NO GUIA – NEW VOCABULARY



Aumente o seu vocabulário. Procure, no dicionário, os significados para as palavras abaixo.

## Family

Father & Mother (parents); Brother; Sister; Wife; Husband; Son; Daughter.

## Relatives

Aunt; Brother in-law; Cousin; Daughter in-law; Father in-law; Mother in-law; Nephew; Niece; Sister in-law; Son in-law; Uncle; Grandfather (grampa) + Grandmother (gramma) = grandparents; Grandson + Granddaughter = grandchildren.



Além do Google, experimente outras ferramentas disponíveis na Internet para fazer buscas. Como obra de referência, podemos citar o site WordReference.com (<http://www.wordreference.com/enpt/>). Lá você encontra várias traduções para o português. Aproveite e procure por outros sites com dicionários. Compartilhe com os colegas no fórum ou na sala de bate papo



## ATIVIDADE 7 NO GUIA – MORFOLOGIA – DERIVAÇÃO POR SUFIXAÇÃO

Um dos processos mais comuns de criação de palavras em uma determinada língua é o da derivação. Além de ser comum em ambas as línguas, ele é um importante fator para a criação de neologismos. Através dos



**Derivação:** processo pelo qual se originam vocábulos uns de outros, mediante a inserção ou extração de afixos (p.ex., de casa - caseiro, casebre, casario). (Houaiss)

**Neologismos:** emprego de palavras novas, derivadas ou formadas de outras já existentes, na mesma língua ou não. (Houaiss)

sufixos, por exemplo, mudamos a classe gramatical da palavra e estendemos o seu sentido. Veja o exemplo:

*Use*  
uso

*Useful*, significando muito, ter: transforma substantivo em adjetivo; útil

*Useless*, significando sem: transforma substantivo em adjetivo; Inútil



Muitas tabelas que aqui apresentamos foram tiradas do site English Made in Brazil, uma excelente fonte de consulta para aprendizes de língua estrangeira e os futuros professores de Inglês. O material foi produzido por Ricardo Schütz. Dê uma olhada lá: <http://www.sk.com.br/sk.html>

Veja outros exemplos:

SUFIXO	SIGNIFICADO	TRANSFORMA	EXEMPLO
-hood	O estado de ser	Substantivo contável em incontável abstrato	Adulthood
-ship	O estado de ser	Substantivo contável em incontável abstrato	Friendship
-ness	O estado, a qualidade de	Adjetivo em substantivo abstrato	Happiness
-ity	O estado, a qualidade de, equivalente à -idade	Adjetivo em substantivo abstrato	Personality
-tion (-sion)	O estado, a ação, instituição, equivalente à -ção	Verbo em substantivo	Discussion
-er	Agente da ação	Verbo em substantivo	Lover
-able (-ible)	Ser capaz de, equivalente à -ável e -ível	Verbo em adjetivo	Comparable
-ly	Equivalente à -mente	Adjetivo em advérbio	Finally

## ENTENDA



Muitas palavras que indicam profissão em inglês são parecidas com o português, apenas o sufixo é diferente: *-ist* (como em *florist*). Esse também é um sufixo de agente da ação. Veja alguns exemplos de profissões: *Tobacconist, Guitarist, Seminarist, Chemist, Scientist, Typist, Receptionist*.

## EXERCÍCIO 1 NO GUIA

Faça uma busca num dicionário de inglês (monolíngue ou bilíngue) e forneça o substantivo ou adjetivo correspondente (dica: normalmente essas palavras estão próximas no dicionário).

Tiredness	<u>tired</u>	.	Beauty	_____	.	Strength	_____	.
Friendly	_____	.	Toiletries	_____	.	Poverty	_____	.
Official	_____	.	Warmth	_____	.	Fiery	_____	.
Sunny	_____	.	Buttery	_____	.	Fame	_____	.
Dirty	_____	.	Hairy	_____	.	Orangeade	_____	.

## EXERCÍCIO 2 NO GUIA



Relacione as palavras da coluna da esquerda com as palavras da coluna da direita:

1 Permit	( )	Pronunciation
2 Please	( )	Purify
3 Proud	( )	Preparatory
4 Pig	( 1 )	Permission
5 Pure	( )	Pride
6 Person	( )	Pleasure
7 Play	( )	Piggish
8 Pronounce	( )	Personnel
9 prepare	( )	playful



Atividade 8. Acesse o fórum no AVA e participe. Discuta com os colegas o andamento do curso.

Atividade 9. Acesse o AVA e faça os exercícios propostos. Os mesmos deverão ser enviados ao seu tutor.

## ATIVIDADE 10 NO GUIA - GRAMÁTICA



### Wh questions (Pronomes Interrogativos)

Os pronomes interrogativos em inglês são chamados *WH questions*. Veja a lista e procure pelos significados de cada um:

What (número ilimitado)	Why	Who
Where	Whose	How (+ adjetivo)
When	Which (número limitado)	

As perguntas com *WH question* seguem a mesma sintaxe que verificamos antes para todos os verbos, apenas acrescentamos os pronomes antes:

- What do you do?
- Where does she live?
- When do they come?
- How old are they?
- Who's that girl?
- Whose bag is this?

- Why are you tired?
- Which is your name?
- How are you?

**Exercício 1**

**Forneça perguntas para as respostas a seguir.**

Ex: Mary has a car. What does Mary have?

Mary tem um carro. O que Mary tem?

1. The Amazon River is very long.

\_\_\_\_\_

2. People love Ronaldinho.

\_\_\_\_\_

3. I write a book.

\_\_\_\_\_

4. Cachaça comes from Brazil.

\_\_\_\_\_

5. I don't buy a car because I don't have enough money.

\_\_\_\_\_

6. I have to work every day.

\_\_\_\_\_

7. She's famous because she's a great artist.

\_\_\_\_\_

8. You spell house "H-O-U-S-E".

\_\_\_\_\_

9. The house is hers.

\_\_\_\_\_

10. We live in Brazil.

\_\_\_\_\_

**Exercício 2**

Existe a possibilidade de combinarmos substantivos com *what* para criarmos perguntas.

What time do you start working? Faça o mesmo.

\_\_\_\_\_ is your new house? It's blue.

\_\_\_\_\_ of music do you like? I love punk-rock.

\_\_\_\_\_ of shoes do you wear? 44

\_\_\_\_\_ is it today? It's Monday.

### Exercício 3

Para perguntarmos questões como: qual a altura, qual a distância, etc., usamos *how + adjetivo*. Crie questões usando as perguntas com *how* e substituindo as palavras sublinhadas.

How big                      How deep      How far      How long      How many (countable)  
How much (uncountable)      How often      How old      How strong      How tall

I weigh 100 kilos. How many kilos do you weigh?

1. I'm 36 years old.

\_\_\_\_\_

2. She goes to school every day.

\_\_\_\_\_

3. The man can lift a car.

\_\_\_\_\_

4. They're 1,80 m tall.

\_\_\_\_\_

5. There isn't air there.

\_\_\_\_\_

6. We have 6 pants.

\_\_\_\_\_

7. The lake is 80m deep.

\_\_\_\_\_

8. The lake has a circumference of 1km.

\_\_\_\_\_

9. My house is 20m from the lake.

\_\_\_\_\_

10. If I walk, I reach the lake in 2 minutes.

\_\_\_\_\_

### ATIVIDADE 11 NO GUIA – MORFOLOGIA – DERIVAÇÃO POR PREFIXAÇÃO



A prefixação também é um importante fator de derivação. Ela, porém, não muda a classe gramatical das palavras. Veja os exemplos:

Fair - *unfair* (adjective - adjective) – justo/injusto

Like - *dislike* (verb– verb) – gostar/desgostar



Retirados de English Made in Brazil.

Prefixos mais comuns da língua inglesa:

## Negativos

PREFIXO	SIGNIFICADO	EXAMPLE
un	o oposto, falta de, não	unhappy
non	não	non-smoker
in, im, il, ir	o oposto, não	incorrect, impossible, illogical, irrelevant
dis	o oposto de, não	dislike
a	falta de	amoral

## Reversos

PREFIXO	SIGNIFICADO	EXAMPLE
un	reverso, libertar	untie
de	reverso, libertar	deforestation
dis	reverso, falta de	disconnect

## Pejorativos

PREFIXO	SIGNIFICADO	EXAMPLE
mis	de forma errada	misunderstand
mal	mal, ruim	malfunction
pseudo	falso, imitação	pseudo-scientific

## Grau ou tamanho

PREFIXO	SIGNIFICADO	EXAMPLE
arch	supremo, o maior	arch-enemy
super	mais do que, muito especial	supernatural
out	fazer melhor, ultrapassar	outnumber
sur	em cima, acima	surname
sub	abaixo	submarine
over	excessivo, demais	overestimate
under	muito pouco	underpaid
hyper	extremo	hyperactive
ultra	extremo	ultrasonic
mini	pouco	mini-system
co	numa base igual, conjuntamente	coworker

## Orientação e atitude

PREFIXO	SIGNIFICADO	EXAMPLE
counter	contra, em oposição a	counter-revolution



anti	contra	antibody
pro	a favor de, dar apoio a	pro-student
contra	oposto, contraste	contraindicate

## Local

PREFIXO	SIGNIFICADO	EXAMPLE
super	acima	superscript
sub	abaixo	subnormal
inter	entre	international
trans	através, de um lugar a outro	transatlantic
fore	parte frontal, frente	forehead

## Tempo e ordem

PREFIXO	SIGNIFICADO	EXAMPLE
fore	antes	forecast
pre	antes	pre-war
post	depois	post-war
ex	antigo	ex-husband
re	de novo, novamente	rebuild

## Número

PREFIXO	SIGNIFICADO	EXAMPLE
uni	um	unisex
mono	um	monorail
bi	dois	bicycle
di	dois	dioxide
tri	três	triangle
multi	muitos	multiracial
poly	muitos	polisemy
semi	meio	semivowel
demi	meio	demigod
hemi	meio	hemisphere

## Variados

PREFIXO	SIGNIFICADO	EXAMPLE
auto	próprio	automobile
neo	novo, revivido	neoclassicism

pan	todo, do mundo todo	pan-American
proto	primeiro, original	protolanguage
extra	de fora, além, excepcional	extralinguistic
tele	distante	telegram
vice	ajudante	vice-president



Atividade 12. Acesse o AVA e faça os exercícios propostos. Os mesmos deverão ser enviados ao seu tutor.

## ATIVIDADE 13 NO GUIA - GRAMMAR CORNER



### Articles

a hotel, a boy, a use, a wagon, a big man, a yellow rug, a white house, an apple, an honor, an orange curtain, an old lady, a universe, an umbrella.

Você deve ter notado que, geralmente, o artigo definido *a* precede palavras que começam com consoantes, enquanto o artigo definido *an* precede palavras que começam com vogais. Mas por que temos a *universe*? A regra não é exatamente em relação às letras que seguem o artigo, e sim o som. O som do *u* (iu) em *universe* é considerado como semivogal (ou semiconsoante) no inglês.



O uso do artigo indefinido no Inglês é somente para palavras no singular. Ao contrário do português, não existe uns e umas. No caso de plural, use sempre o artigo definido the (equivalente a o, a, os, as).

### Exercise 1

Complete with the appropriate article: indefinite (a, an), definite (the).

It's not easy to live in \_\_\_\_\_ city like São Paulo. \_\_\_\_\_ traffic is horrible (and sometimes we don't have \_\_\_\_\_ alternative), \_\_\_\_\_ city is too big. If you have \_\_\_\_\_ car, you are probably stopped in \_\_\_\_\_ endless jam. It's always dark, \_\_\_\_\_ sun never shines here. There are almost no \_\_\_\_\_ parks, it's difficult to find \_\_\_\_\_ trees. I don't know why I'm still in \_\_\_\_\_ city.

## ATIVIDADE 14 NO GUIA – ANÁLISE MORFOLÓGICA – COMPOSIÇÃO



Assim como em português (couve-flor, passatempo), existem muitas palavras compostas em inglês pelo pro-

cesso de justaposição. Essas palavras, duas ou mais, podem estar juntas (*bedroom*), juntas por hífen (*dry-cleaning*) ou separadas (*driving license*). É importante destacarmos que as palavras, quando compostas, formam uma terceira significação, que pode (como guarda-chuva) ou não (como pé-de-moleque) manter uma relação semântica com as originais.



Palavras compostas: são apresentados dois radicais diferentes.

COMPOUND NOUNS	EXAMPLES
noun + noun	<i>motorcycle</i> <i>soccer field</i> <i>fire-fly</i>
noun + verb	<i>rainfall</i> <i>haircut</i> <i>car park</i>
noun + preposition	<i>hanger-on</i> <i>passer-by</i>
verb + noun	<i>washing machine</i> <i>driving license</i> <i>dinning room</i>
verb + preposition	<i>hangover</i> <i>take-off</i> <i>check-in</i>
adjective + noun	<i>greenhouse</i> <i>blackboard</i> <i>redhead</i>
adjective + verb	<i>dry-cleaning</i> <i>public speaking</i>
preposition + noun	<i>onlooker</i> <i>bystander</i> <i>underground</i>
preposition + verb	<i>outlet</i> <i>upturn</i> <i>input</i>

### Exercise 1

How many words can we create here? Use your previous knowledge and/or search a dictionary.

police	man, ...
--------	----------

boy	friend, ...
water	tank, ...
dining	table, ...
bed	room, ...



Atenção. Os substantivos que vem antes de outros substantivos são considerados adjetivos e não flexionam (mudam de forma) em inglês.

## Exercise 2

Sublinhe os substantivos compostos (substantivo + substantivo). Follow the example:

1. We buy a town plan at the corner shop. (town plan: plano da cidade = mapa)
2. I want like a return ticket to Rio, please.
3. Do you want to go to the sports center this evening? There's a good soccer match on.
4. He wears a brown shirt and a pair of blue jeans.
5. We decide to let the beverages in the hotel bar.
6. There is a small gas oven in the corner of the room.
7. There's a lovely little fruit market on Wednesdays. It's very neat.
8. He walks in, sits down, and starts reading a magazine.
9. I take the film to a photo shop, but the clerk says it is too old to develop.
10. Please do not use this machine for personal purposes. Office use only!

## ATIVIDADE 15 NO GUIA - GRAMMAR CORNER



### There to be

*There to be* é um verbo composto em inglês e significa *haver*. Cuidado com o uso do verbo, que sempre é no sentido de existir (não confunda com *have*, posse).

Exemplos:

There is a book on the table. (singular)

There are two books on the table. (plural)

Is there a boy at the club?

### Exercise 1

Complete as frases com *there's, there are, there isn't, there aren't, is there, are there*.

- a. \_\_\_\_\_ a fridge in the kitchen.
- b. \_\_\_\_\_ two TVs in the bedroom?
- c. \_\_\_\_\_ a shower in the garden?
- d. \_\_\_\_\_ a sofa in the bedroom, but \_\_\_\_\_ a sofa in the living-room.
- e. \_\_\_\_\_ beautiful things in your house.

### ATIVIDADE 16 NO GUIA – EXERCÍCIO EXTRA



We deliver the answers, give the questions. / Nós demos as respostas, faça as perguntas.

a. \_\_\_\_\_ ?

Yes, I am.

b. \_\_\_\_\_ ?

My name's Andrew.

c. \_\_\_\_\_ ?

No, he isn't. He's a doctor.

d. \_\_\_\_\_ ?

No, she isn't. She's Chistine.

e. \_\_\_\_\_ ?

It's mine.

f. \_\_\_\_\_ ?

No, I'm not. I'm Italian.

g. \_\_\_\_\_ ?

No, I don't. I live in London.

h. \_\_\_\_\_ ?

Yes, she does.

i. \_\_\_\_\_ ?

I am in a restaurant.

j. \_\_\_\_\_ ?

No, I'm not. I am at work.

## ATIVIDADE 17 NO GUIA - NEW VOCABULARY



*Clothing (Vestuário)*

Belt	Costume	Handkerchief	Pyjama	Short	Suit
Blouse	Dress	Hat	Pullover	Skirt	Sweater
Boots	Earring	Jacket	Ring	Slip/Underpants	T-Shirt
Cap	Glasses	Overcoat	Shirt	Slipper	Sneakers
Coat	Gloves	Pants	Shoes	Socks	Trousers



Aprender uma língua estrangeira é sempre um processo de comparação com a sua própria língua. Às vezes, no entanto, já esquecemos um pouco daquilo que aprendemos no Ensino Médio. Qualquer dúvida na seção “Cantinho da Gramática” ou outras que surjam no decorrer da apostila, tente procurar as respostas nas gramáticas da Língua Portuguesa.

### Pronouns (Pronomes)

Personal	Object	Reflexive	Adjective	Possessive
I	Me	Myself	My	Mine
You	You	Yourself	Your	Yours
He	Him	Himself	His	His
She	Her	Herself	Her	Hers
It	It	Itself	It	Its
We	Us	Ourselves	Our	Ours
You	You	Yourselves	Your	Yours
They	Them	Themselves	Their	Theirs

Examples:

I love Mary. – equivalente no português ao pronome pessoal do caso reto.

Mary loves me. – equivalente no português ao pronome pessoal do caso oblíquo.

I do my homework by myself – equivalente no português ao pronome reflexivo.

This is my dog. – equivalente no português ao pronome possessivo.

This dog is mine. – equivalente no português também ao pronome possessivo.



No português, tanto faz se falarmos *Esse cachorro é meu* ou *Esse é meu cachorro*. O pronome, possessivo, não muda. No inglês, por uma questão de sintaxe, quando o pronome vem antes do substantivo, ele é chamado de *adjective pronoun* (pronome adjetivo) e, quando vem depois, *possessive pronoun* (pronome possessivo). Como pudemos verificar na tabela acima, são pronomes diferentes.

# ANOTAÇÕES



## Módulo 2

### Técnicas de Leitura - Contextualização

#### Conteúdos básicos do módulo

1. Técnicas de leitura: primeiro contato.
2. Reflexão sobre as técnicas aprendidas.
3. Exercícios de gramática.

#### Objetivos do módulo

Ao final desse estudo, esperamos que você, aluno(a), possa:

- aumentar seu vocabulário em língua inglesa;
- identificar novos itens gramaticais no texto;
- entender como os elementos que compõem o texto são importantes para a sua compreensão.



Atividade 18 – Vídeo-aula, módulo 2. Assista as dicas do professor sobre os assuntos que serão tratados nesse módulo.

#### ATIVIDADE 19 NO GUIA – MORFOLOGIA – MUDANÇA DE CLASSE GRAMATICAL



Um outro fator importante para o entendimento da morfologia inglesa é a constante mudança de classe gramatical das palavras. Embora esse fenômeno exista em português, ele é muito mais comum em inglês. O verbo *paper*, por exemplo, deriva do substantivo *paper*. É sempre importante, quando lemos, descobrir qual a classe gramatical de determinada palavra. Caso ela não se encontre na posição mais comum, como no exemplo acima, devemos extrapolar seu significado para a nova classe em que se encontra.



Assim como no português, o inglês possui dez classes de palavras.

#### Exercise 1

As palavras sublinhadas abaixo são substantivos, mas encontram-se na função de verbos. Procure descobrir os seus significados.

My sister parties whenever she can. \_\_\_\_\_

Let's carton the parts. \_\_\_\_\_

We Greyhounded to NYC. \_\_\_\_\_

We'll have to Ajax the sink. \_\_\_\_\_

You can envelope these letters now. \_\_\_\_\_

She googled my name last week. \_\_\_\_\_



Não só as mudanças de classe gramatical são importantes. As referências culturais são muito comuns (veja a canção *Sampa*, de Caetano Veloso) e nem sempre fáceis de serem identificadas. Se você as reconhecer, no entanto, o texto fica bem mais fácil de ser entendido.



Ouçã (acesse <https://www.youtube.com/watch?v=hTjyhydMURI>) e veja a letra (acesse <http://www.lyrics.com/lyric/1281572>) da canção *Fun for Me*, do grupo inglês Moloko.



Atividade 20. Discuta no Fórum do curso as referências culturais que você conseguiu identificar na canção do Moloko.

## ATIVIDADE 21 NO GUIA – GRAMMAR CORNER



### Imperative

O imperativo em inglês é semelhante ao português. Usamos para dar ordens, conselhos, instruções, advertir alguém, etc. Ele é usado somente na segunda pessoa.

Examples:

Open the door!

Don't open the door!

## Exercise 1



Use the following verbs in the imperative form (positive and negative) to complete the text.

**waste, tell, ask, visit, spend, finish, come, enjoy**

Hello folks! Don't waste the opportunity to know our new restaurant in the neighborhood. \_\_\_\_\_ it today. The variety of dishes is big, \_\_\_\_\_ our staff to help you. \_\_\_\_\_ our wonderful recipes. \_\_\_\_\_ a lot of money in other restaurants. \_\_\_\_\_ your meal with our awesome deserts. \_\_\_\_\_ back soon. \_\_\_\_\_ everybody about the new option in this part of the town.

## ATIVIDADE 22 NO GUIA - NEW VOCABULARY – FOOD



Breakfast	Lunch or Dinner	Drinks	Fruits
Cereals	rice	<i>A glass or bottle of:</i>	melon
Bagel	beans	red wine	watermelon
Bacon & Eggs	French fries	white wine	orange
Toast	hamburger	white wine	apple
Cup of: coffee, milk, tea	green salad	white wine	pear
Glass of: chocolate, orangeade	potato salad	whisky	pineapple
Fruits	<i>Meat/fish/chicken:</i>	beer	grapefruit
Juice	roast	juice	passion-fruit
Jam/Marmalade	boiled	mineral water	strawberry
Butter	broiled	<i>Soft drink:</i>	<b>Desserts</b>
<i>A piece or slice of:</i>	fried	7-UP	ice-cream
cake/pie/bread/cheese/ham		Coke	apple pie
		Pepsi	donuts
			cookies
			brownie

## ATIVIDADE 23 NO GUIA – CONTEXTUALIZAÇÃO – APOIO VISUAL



Quando não podemos entender uma palavra apenas pela sua forma, através de uma análise morfológica, o passo seguinte a ser adotado é tentar entendê-la pelo contexto (palavras e sentenças ao redor da palavra difícil). Esse entendimento pode passar por fotos, gráficos ou outros recursos visuais que acompanham o texto.

### Exercise 1

Match the words in *italics* with the drawings/Relacione as palavras em *itálico* com as figuras.



A



B



C



D



E



F



G



H

They can play the *guitar*, the piano and the cello. \_\_\_\_\_.

The three children seat on the *coach*. \_\_\_\_\_.

There's a *fly* over there. \_\_\_\_\_.

They used the *bat* to play with the ball. \_\_\_\_\_.

Let's meet outside the *cathedral* in the plaza. \_\_\_\_\_.

They used a *padlock* to protect the gate. \_\_\_\_\_.

Add the flour into a *bowl*. \_\_\_\_\_.

*Donkeys* are very common in the Northeast of Brazil. \_\_\_\_\_.

## Exercise 2

We have now three drawings for each word in *italics*. Match them./Relacione a palavra em *itálico* com o desenho correto.

1



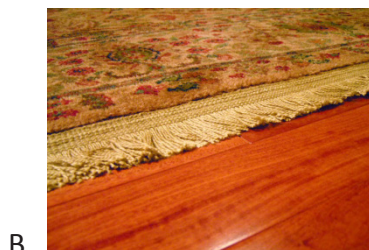
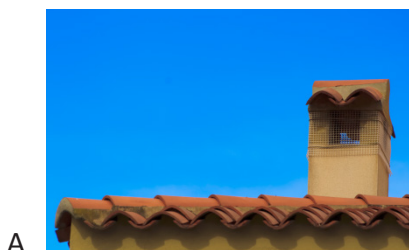
2



3



4





A



B



C

1. I usually go home using my *SUV*. It's better to use it in the traffic of São Paulo. \_\_\_\_\_
2. Inside my home, I don't like to wear shoes, just my *slips*. \_\_\_\_\_
3. I need to print another document, but my printer is out of *cartridges*. \_\_\_\_\_
4. Rex, my dog, loves to sleep on the *rug*. \_\_\_\_\_
5. A *haddock* with tomatoes and onions is a good suggestion for my lunch. \_\_\_\_\_



Atividade 24. Consult your Virtual Learning Environment (VLE = AVA) and do the exercise. The results must be sent to your tutor.

## ATIVIDADE 25 NO GUIA – GRAMMAR CORNER



### Present Continuous

O *present continuous* é equivalente em português aos verbos “estar + verbo no gerúndio”. Por exemplo:

I'm reading a book (Estou lendo um livro).

A ação está acontecendo agora. A construção em inglês é:

**to be + verb + -ing**

She's cleaning the house.

They're having dinner.

## Exercise 1

Look at the drawings and say what the people are doing right now. / O que as pessoas estão fazendo? Siga o exemplo. Crie frases.

1. Simone is cooking. She wants to eat her dinner soon.

2. William \_\_\_\_\_

3. Mary and John are \_\_\_\_\_

4. Kathy is \_\_\_\_\_

5. Fernanda is \_\_\_\_\_

6. Cristiane and Waldo are \_\_\_\_\_

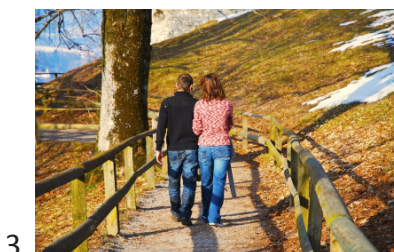
7. Alice is \_\_\_\_\_

8. Marie Claire isn't \_\_\_\_\_ because \_\_\_\_\_

9. Daisy and Ivan \_\_\_\_\_

10. Peter and Ernest aren't \_\_\_\_\_

11. Carla is \_\_\_\_\_







7



8



9



10



11



Activity 26. Consult your VLE and do the exercises. The results must be sent to your tutor.

## ATIVIDADE 27 NO GUIA – CONTEXTUALIZAÇÃO - TÍTULO



Quando pegamos um jornal ou uma revista, nem sempre lemos todos os artigos. Vamos nos concentrar naqueles que nos interessam. Para isso, temos nossas táticas pessoais, embora nem sempre tenhamos consciência disso. O título pode ser uma dessas táticas.

O que esses títulos (tirados da seção de livros do *New York Times*) lhe lembram? Qual será o assunto desses livros?

Toward You

The London Train

Songs Of Kabir

Bullfighting

Is World War II Still 'the Good War

Paying for It

Princess Books

The Greater Journey

In the Garden of Beasts

Open City



Interessou-se? Visite a seção de livros do New York Times (<http://www.nytimes.com/pages/books/index.html>) e veja quais os títulos em destaque. Tente descobrir sobre o que eles tratam.



Activity 28. Use the Forum to discuss with your colleagues about book genres.

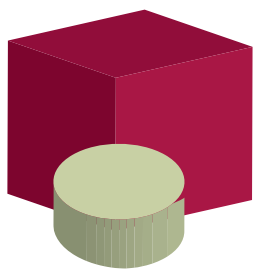
## ATIVIDADE 29 NO GUIA - GRAMMAR CORNER

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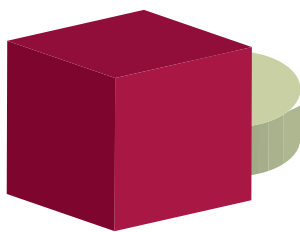


### Prepositions

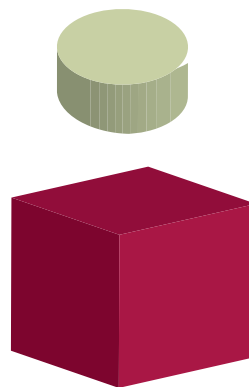
Como em qualquer outra língua, as preposições em inglês podem ser locais, temporais, etc. Veja alguns exemplos.



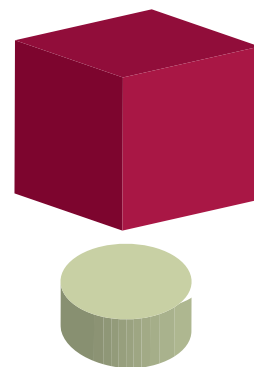
in front of



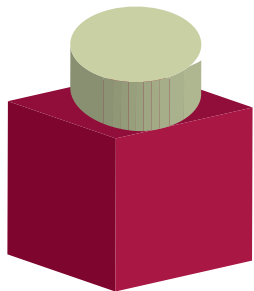
behind of



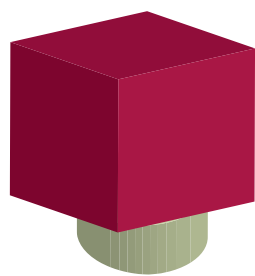
above of / over



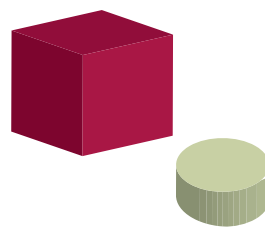
below of



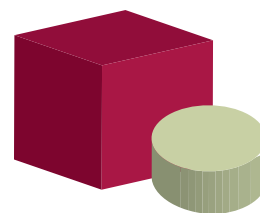
on



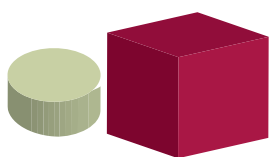
under



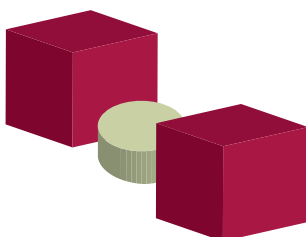
near



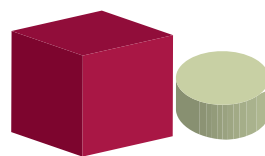
next to / beside



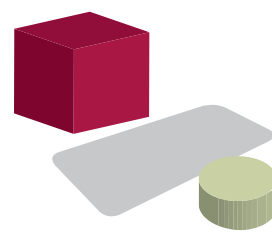
on the left



between



on the right



opposite / across  
the street from

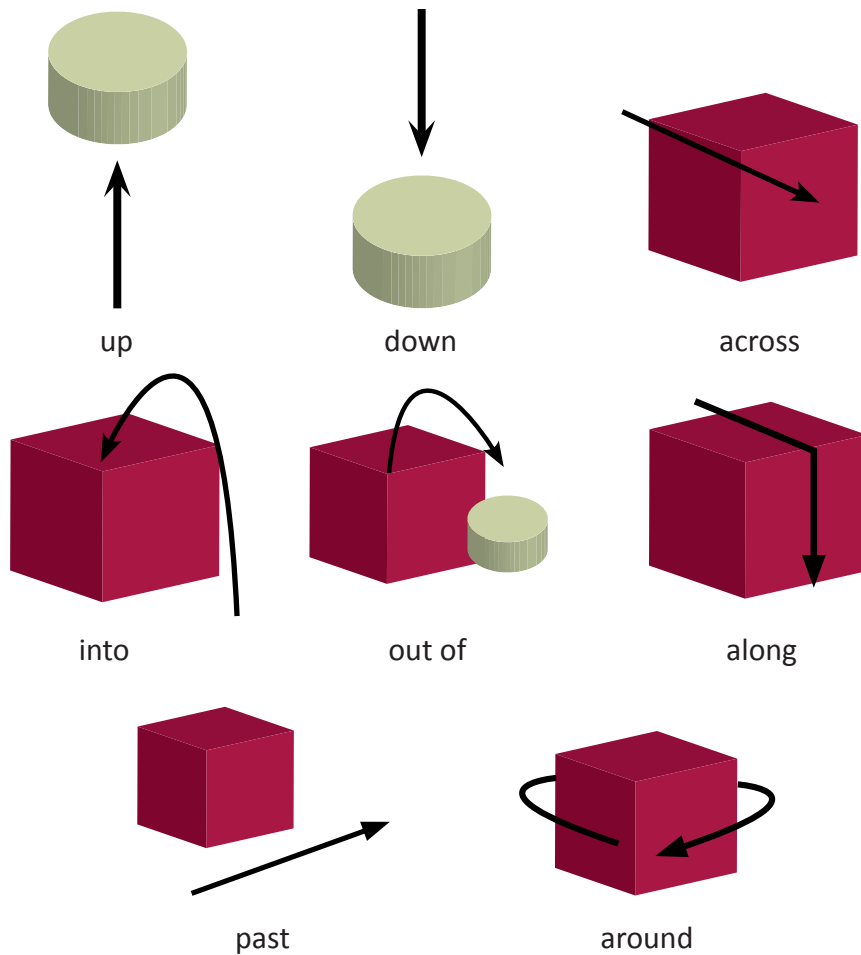
far (away) from: distante

inside: do lado de dentro

outside: do lado de fora

through: através

towards: em direção a



### Time prepositions

AT	IN	ON
<ul style="list-style-type: none"> <li>• Precise time: at 10 o'clock, at noon, at 11 p.m., noon, bedtime, sunset, the moment.</li> <li>• Night</li> <li>• The weekend</li> <li>• Christmas, Easter (special occasions)</li> <li>• The same time</li> <li>• Present</li> </ul>	<ul style="list-style-type: none"> <li>• Months, years, centuries, long periods: July, winter, 2011, the 1990's, last century, past, future.</li> <li>• Morning (s).</li> <li>• Afternoon (s)</li> <li>• Evening (s)</li> </ul>	<ul style="list-style-type: none"> <li>• Days and dates: Sundays, 12 April, Christmas Day, my birthday, New Year's Eve, Tuesday morning</li> </ul>

**Atenção:** quando você usar os advérbios *last*, *next*, *every*, *this*, não precisa usar as preposições acima: *next night*, *last evening*, *every Tuesday*, *this morning*.

## ATIVIDADE 31 NO GUIA – NEW VOCABULARY

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Activity 30. Consult your VLE and do the exercises. The results must be sent to your tutor.

Days of the week

Months of the year

Seasons



Monday	January	Winter
Tuesday	February	Spring
Wednesday	March	Summer
Thursday	April	Fall (or Autumn)
Friday	June	
Saturday	July	
Sunday	August	
	September	

October  
November  
December

### Places

Block

Corner

Quarter/District

Traffic Light

Town/City

County

### Directions

Go in front (go straight, go ahead)

Go back

Go down

Go down

Go down

Turn left



Atenção. Dias da semana, meses do ano e gentílicos (como Brazilian) devem começar com letra maiúscula em inglês.

## ATIVIDADE 33 NO GUIA – CONTEXTUALIZAÇÃO - INFERÊNCIA



Inferir é o mesmo que deduzir. Quando estamos lendo algo, mesmo em português, nem sempre sabemos o significado de todas as palavras. Muito mais rápido do que tentar achar um dicionário, o ato de deduzir o significado através do contexto é uma técnica muito comum.

### Exercise 1

We can try to identify the morphological class of the word from the context. Pay attention to the next exercise. Although the words mean nothing, you can try to infer the meaning from the context. Use one of the three possibilities given.

Tente inferir o significado da palavra em *itálico* (que não existe) entre as três possibilidades oferecidas.

1 – Sue is married with two *blophing* children.

a – ) sleeping   b – ) old   c – ) beautiful

2 – I went to the bakery and I bought half a *spunget* of ham.

a – ) type   b – ) kilo   c – ) litre

3 – I have some *plownts* planted in my front garden.

a – ) flowers   b – ) fields   c – ) animals

4 – She takes a *huply* with her dog every day.

a – ) walk   b – ) work   c – ) talk

5 – As soon as I buy a new book, I open it and read the *vitrex*.

a – ) cover   b – ) book   c – ) introduction

6 – There are two seats free in the *judsty*, so we can have our breakfast.

a – ) tree   b – ) lake   c – ) café

7 – The coffee shop was already *plotsed*.

a – ) quiet   b – ) closed   c – ) expensive

8 – She was *splifing* the scene, just paying attention.

a – ) looking at   b – ) painting   c – ) talking to

9 – Now in Brazil we have to wait at the *pluff* for hours and hours when we want to fly. Thanks God they have good coffee shops!

a – ) station   b – ) airport   c – ) airplane

10 – The international *nuff* of the company is a very important person.

a – ) director   b – ) politician   c – ) cleaner

## Exercise 2

The repetition of a word in the text shows its importance. In this exercise, instead of giving the word and ask you to try to find the meaning, we give you blanks to find the word. All the blanks in the same paragraph represent the same word.

Infira a palavra que está faltando. Somente uma palavra por parágrafo.

1. \_\_\_\_\_ is a very popular sport among English people, but it is impossible to \_\_\_\_\_ in England! Some people \_\_\_\_\_ in Scotland, where there is a lot of snow in winter but most people travel to France or Switzerland, and spend two weeks to \_\_\_\_\_ in the mountains there.

2. The \_\_\_\_\_ supply of Earth is not infinite. Of course there are places with more \_\_\_\_\_ than others. For example, in Brazil, \_\_\_\_\_ is easy to find, differently from Saudi Arabia. Also the \_\_\_\_\_ quality here is very good. There are many rivers where you can drink pure \_\_\_\_\_.
3. You can divide homes into two types: with and without \_\_\_\_\_. My mother and father's house was full of them: in the living-room, in the kitchen (cookery-\_\_\_\_\_, of course), in all the bedrooms (I had 16 shelves of them), even in the toilette. There were boxes of \_\_\_\_\_ in the attic, because there was no room for them in the house. Old, new, thick, thin, \_\_\_\_\_ about love, history, geography, thrillers, novels, guide-\_\_\_\_\_, bibles, encyclopedias, \_\_\_\_\_ with yellow pages, \_\_\_\_\_ with only one cover, \_\_\_\_\_ with no covers, each a perfect jewel, never to be lost or thrown away.
4. \_\_\_\_\_ come in all shapes and sizes. There are \_\_\_\_\_ with mushrooms, with pepperoni, with mozzarella cheese. In the United States, there are more than 61,000 restaurants that sells \_\_\_\_\_. Their sales reach 30 billion dollars. People in the United States eat 3 billion \_\_\_\_\_ a year. There are \_\_\_\_\_ shops in almost every city, town, and village.

### Exercise 3

Use the context to help you finding the meaning of the words. Use o contexto para ajudá-lo a encontrar o sentido da palavra em *itálico>*.

1. That show was presented in many ways: TV, film and *stage*. \_\_\_\_\_
2. I really love you. More than this, I *worship* you!!! \_\_\_\_\_
3. Next month I'm going to visit my brother and my *sister-in-law*. \_\_\_\_\_
4. You can choose between a hotel, an inn and a *guest-house*. \_\_\_\_\_
5. His house was located in a *hamlet*, so small that couldn't be called a town. \_\_\_\_\_
6. I've lost all my money and my car was broken: I was *fed-up*. \_\_\_\_\_
7. She had so beautiful *hazel* eyes. \_\_\_\_\_
8. He couldn't find the horses in the *stable*. \_\_\_\_\_



### ATIVIDADE 34 NO GUIA - GRAMMAR CORNER - ADVERBS

Como em português, os advérbios em inglês são palavras que modificam verbos ou adjetivos. A forma mais comum de construir um advérbio é acrescentar o sufixo -ly em algum adjetivo. Por exemplo: *beautiful/beautifully*. As exceções são *fast (fast)*, *hard (hard)*, *late (late)* e *good (well)*.

### Exercise 1

Transform the adjectives (between brackets) into adverbs. / Transforme os adjetivos (entre parênteses) em



advérbios.

### Imaginary Friends

My friends can be considered the perfect couple. They live \_\_\_\_\_ (happy) in a big house. They work \_\_\_\_\_ (hard). They never run \_\_\_\_\_ (fast) or \_\_\_\_\_ (careless). They treat their children \_\_\_\_\_ (respectful). They pay all their debts \_\_\_\_\_ (immediate). Even their dog behaves \_\_\_\_\_ (good). \_\_\_\_\_ (unfortunate) they don't exist.



## ATIVIDADE 35 NO GUIA – WORKING WITH CONNECTORS – PRONOUNS

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Os conectores servem para conectar partes do texto (conjunções), evitar repetições (pronomes) e dar uma sequência lógica para as ações (advérbios), facilitando nosso entendimento.

### Exercício 1

Os pronomes substituem palavras que já foram mencionadas no contexto. Identifique quem (ou o que) os pronomes sublinhados estão substituindo.

1. Mark says he can't come today.
2. Maria wears a blue and green dress. She looks excited.
3. Daisy is tired and upset, but she doesn't show it.
4. They open a beer and drink it quickly.
5. I don't like cats – they're too independent for me.
6. They want to go to the shopping center, but it's closed.
7. The corn flakes are on the shelves in the kitchen – they're behind the eggs.
8. The British Museum is in Trafalgar Square. It's open every day.
9. The nurse tells Harold he must stay in bed for a week.
10. Put the soda in the fridge – we'll open it later.
11. I read in the magazine that even before it is finished, the New Gallery needs repairs.

### Exercício 2

O pronome **it** apresenta dificuldades extras. Ele normalmente se refere a objetos ou coisas, mas também pode ser usado em expressões fixas (nesse caso ele não se relacionaria com nada).

No exercício a seguir, tente identificar a palavra **it**: ela é um pronome ou faz parte de uma expressão fixa? Se for um pronome, a que ela está se referindo?

1. The film is a great success, but I think it is boring. \_\_\_\_\_
2. Good Lord. It's 5 o'clock already! \_\_\_\_\_
3. Rome is a wonderful city, but nowadays it's a place for tourists. \_\_\_\_\_
4. It is very foggy on the river, and we are a bit frightened. \_\_\_\_\_
5. Peter looks at his watch. It says seven o'clock. \_\_\_\_\_
6. Joanna looks at the clock. It is time to go home. \_\_\_\_\_
7. It looks much older, but in fact the new theater was built last year. \_\_\_\_\_
8. I think American pronunciation is very beautiful, but some people find it difficult to understand. \_\_\_\_\_



### ACTIVITY 36 - GRAMMAR CORNER – SIMPLE PAST 1

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O passado do verbo *to be* apresenta dois tipos de conjugação. Veja a lista e os exemplos:

I	was	we	were
you	were	you	were
he, she, it	was	they	were

She was tired yesterday. They were at home last week. I was there last year.

Existem dois tipos conjugações para os outros verbos no passado em inglês: verbos regulares e verbos irregulares. Os verbos regulares são construídos acrescentando-se **-ed** (basicamente) ao final do verbo no infinitivo. Exemplos:

close	closed	I closed the door.
open	opened	I opened the window.
wash	washed	I washed the car
stay (vowel + y)	stayed	I stayed home.



**Activity 37. Consult your VLE and do the exercises.**

## Módulo 3

### Técnicas de Leitura – Skimming e Scanning

#### Conteúdos básicos do módulo

1. Técnicas de leitura – Skimming e Scanning
2. Reflexão sobre as técnicas aprendidas.
3. Exercícios de gramática.

#### Objetivos do módulo

Ao final desse estudo, esperamos que você, aluno(a), possa:

- aumentar seu vocabulário em língua inglesa;
- identificar novos itens gramaticais no texto;
- fazer uma leitura rápida para pegar o “espírito” do texto;
- fazer uma leitura buscando elementos específicos para responder perguntas pontuais.



Atividade 38 – Vídeo-aula, módulo 3. Assista as dicas do professor sobre os assuntos que serão tratados nesse módulo.

#### ATIVIDADE 39 NO GUIA – WORKING WITH CONNECTORS – ADVERBS

Podemos usar os advérbios para organizar a sequência de um texto. Veja o exemplo a seguir:



Vending Machine

1. First, place a plastic cup in the box.
2. Then, press the button according to your choice. There are many possibilities.
3. Next, press the button “with” or “without” sugar and/or cream.
4. After, put a dollar bill in the slot.
5. Finally, open the transparent door and take your beverage.

#### Exercício 1

No exemplo a seguir, você vê a receita de preparo de espaguete. Em primeiro lugar, ponha as figuras em or-

dem, numerando-as. Em seguida relacione o número de cada figura com a instrução correspondente. Por fim, escreva os advérbios e monte a receita.



\_\_\_\_\_ pour a liter of water into a saucepan and add salt.



\_\_\_\_\_, cook for about 10 to 12 minutes.



\_\_\_\_\_, add about 80 gram of spaghetti per person.



\_\_\_\_\_, drain off the water and serve.



\_\_\_\_\_, put the saucepan on the gas and heat until the water boils.

## Exercício 2

Complete de acordo com o exemplo. Adicione os advérbios e explique como as máquinas funcionam.



*Using a computer*

First turn on the power button and wait for the boot process. Then choose a program and start your work.



*Using a payphone*

- |                 |                  |
|-----------------|------------------|
| <b>Dial</b>     | 1. The receiver  |
| <b>Put in</b>   | 2. The dial tone |
| <b>Wait for</b> | 3. The card      |
| <b>lift</b>     | 4. The number    |

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*Using an old camera*

- |                     |                     |
|---------------------|---------------------|
| <b>Press</b>        | 1. The viewfinder   |
| <b>Look through</b> | 2. The lens         |
| <b>Wind</b>         | 3. The button       |
| <b>Focus</b>        | 4. The film forward |

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*Using a photocopier*

- |               |                                     |
|---------------|-------------------------------------|
| <b>Select</b> | 1. The cover                        |
| <b>Press</b>  | 2. The paper face down on the glass |
| <b>Lift</b>   | 3. The number of copies             |
| <b>Lay</b>    | 4. The green button                 |

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## ATIVIDADE 40 NO GUIA – GRAMMAR CORNER – SIMPLE PAST 2

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Assim como no presente, para a construção da negativa e interrogativa no passado, necessitamos de um verbo auxiliar: *did* (passado de *do*). Veja os exemplos:

*She closed the door.*

*She didn't close the door.*

*Did she close the door? No, she didn't.*

### Exercise 1

Put the following sentences into negative and interrogative.

1. I stayed home yesterday. I didn't stay home yesterday. Did I stay home yesterday?

2. Will sang a beautiful song.

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3. She traveled to Alaska.

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4. The dog caught the cat.

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5. They rode their bicycles yesterday.

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6. He cooked a delicious meal last week.

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7. We went to the theater last night.

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8. I visited my friends last week.

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9. My neighbor played the piano yesterday.

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10. Mary wrote me postcards from Rome.

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## Exercise 2

What did people do yesterday? Create a story about the characters. Remember, use the verbs in the past.



Suzi and John danced yesterday night. They had a lot of fun. They also went to the restaurant and ordered lobsters. It was a very romantic dinner. They loved the night.

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Activity 41. Consult your VLE and do the exercises. The results must be sent to your tutor.

## ATIVIDADE 42 NO GUIA – WORKING WITH CONNECTORS – CONJUNCTIONS



Como já sabemos, as conjunções são palavras que ligam partes da frase. Vamos trabalhar aqui com *and*, *so* e *but*.

### Exercício 1

Relacione a segunda parte de cada sentença (lado direito) com a sua primeira parte (lado esquerdo).

1. I don't like football  and don't touch it again!
2. There are lots of cinemas in Sampa  so could you please explain it?
3. I read a lot in the evenings  so I didn't go to the match.
4. The books are very expensive  and do nothing for a month.



5. The weather was really bad ( ) and white.
6. Put it on the table ( ) but there's only one Planetarium.
7. Mrs. Russel buys a cat ( ) and I also watch TV when there are good films.
8. In the summer we go to our house on the lake ( ) but we took our umbrellas.
9. I don't understand this word ( ) so I'm going to borrow them from the library.
10. Joanna's new shoes are blue ( ) and she decides to call it 'Moggie'.

### ATIVIDADE 43 NO GUIA – GRAMMAR CORNER 2 – SIMPLE PAST 3



#### 1. Put the following sentences in simple past form.

I cook dinner - I cooked dinner yesterday.

- a. She works at home. \_\_\_\_\_
- b. I prefer to stay. \_\_\_\_\_
- c. We stop going. \_\_\_\_\_
- d. She stays at the hotel. \_\_\_\_\_
- e. They visit Betty. \_\_\_\_\_
- f. They finish their work. \_\_\_\_\_
- g. He asks questions. \_\_\_\_\_
- h. You need a stamp. \_\_\_\_\_
- i. I want to be early. \_\_\_\_\_
- j. We enjoy your party. \_\_\_\_\_

#### 2. Put the following sentences in simple past form.

I see Peter - I saw Peter last night.

- a. I get a present. \_\_\_\_\_
- b. They swim very well. \_\_\_\_\_
- c. He leaves early. \_\_\_\_\_

- d. I meet Marty. \_\_\_\_\_
- e. He only thinks about her. \_\_\_\_\_
- f. She forgets my name. \_\_\_\_\_
- g. We sell our car. \_\_\_\_\_
- h. They feel very anxious. \_\_\_\_\_
- i. I understand you. \_\_\_\_\_
- j. They send a letter \_\_\_\_\_

## ATIVIDADE 44 NO GUIA – SKIMMING



Nem sempre lemos um artigo por inteiro. Algumas vezes, devido à escassez de tempo, lemos rapidamente só para ter uma idéia (*gist*) do que se trata e aí decidimos se vamos ler ou não aquele artigo. Esta passagem rápida pelo texto é chamada de *skimming* em inglês.



O verbo *to skim* significa tirar algo de uma superfície líquida, ou passar rápido por cima de algo.

### Exercise 1

We are going to read 5 paragraphs extracted from the Internet. Match them with the subjects. / Relacione os assuntos com os parágrafos.

Subjects/Assuntos: Geography

Politics

Media

Economy

History

PARAGRAPH	THEME
<p>Through wars against the French, the Portuguese slowly expanded their territory to the southeast, taking Rio de Janeiro in 1567, and to the northwest, taking São Luís in 1615. They sent military expeditions to the Amazon rainforest and conquered British and Dutch strongholds, founding villages and forts from 1669. In 1680 they reached the far south and founded Sacramento on the bank of the Rio de la Plata, in the Eastern Strip region (present-day Uruguay).</p> <p>At the end of the 17th century, sugar exports started to decline but beginning in the 1690s, the discovery of gold by explorers in the region that would later be called Minas Gerais (General Mines) in current Mato Grosso and Goiás, saved the colony from imminent collapse. From all over Brazil, as well as from Portugal, thousands of immigrants came to the mines.</p> <p><i>Source: Wikipedia</i></p>	
<p>Brazil occupies a large area along the eastern coast of South America and includes much of the continent's interior, sharing land borders with Uruguay to the south; Argentina and Paraguay to the southwest; Bolivia and Peru to the west; Colombia to the northwest; and Venezuela, Suriname, Guyana and the French overseas department of French Guiana to the north. It shares a border with every country in South America except for Ecuador and Chile. It also encompasses a number of oceanic archipelagos, such as Fernando de Noronha, Rocas Atoll, Saint Peter and Paul Rocks, and Trindade and Martim Vaz. Its size, relief, climate, and natural resources make Brazil geographically diverse. Including its Atlantic islands, Brazil lies between latitudes 6°N and 34°S, and longitudes 28° and 74°W.</p> <p><i>Source: Wikipedia</i></p>	
<p>Dilma Rousseff is the first woman to be elected as Brazil's president. She is former chief of staff to, and favoured successor of, outgoing president Luiz Inacio Lula da Silva.</p> <p><i>Source: BBC - Brazil</i></p>	

Brazil is the largest national economy in Latin America, the world's eighth largest economy at market exchange rates and the seventh largest in purchasing power parity (PPP), according to the International Monetary Fund and the World Bank. Brazil has a Mixed economy with abundant natural resources. The Brazilian economy has been predicted to become one of the five largest in the world in the decades to come, the GDP per capita following and growing. Its current GDP (PPP) per capita is \$10,200, putting Brazil in the 64th position according to World Bank data. It has large and developed agricultural, mining, manufacturing and service sectors, as well as a large labor pool.

*Source: Wikipedia.*

South America's biggest media market is home to thousands of radio stations and hundreds of TV channels.

Media ownership is highly concentrated. Home-grown conglomerates such as Globo, Brazil's most-successful broadcaster, dominate the market and run TV and radio networks, newspapers and pay-TV operations.

*Source: BBC - Brazil*

## Exercise 2

You are going to read an article in your VLE. Before you read it, look at the ten words below and try to discover the text's gist.

downloads

peas

instrumentalist

single

The E.N.D.

Billboard

group

Boom-boom-pow

album

Hip-hop



**Activity 45. Consult your VLE and do the exercises. The results must be sent to your tutor.**

## ATIVIDADE 46 NO GUIA – GRAMMAR CORNER – QUESTIONS WITHOUT AUXILIARY VERBS



Questions without auxiliary verb.

### Object and Subject in the question

Did Ann telephone Anthony? Yes, she did.

↓  
subject

↓  
object

Who telephoned Ann? Anthony did.

↓   ↓  
object   subject

Turn the following sentences into interrogative; follow the example.

Someone telephoned Ann - Who telephoned Ann?

a. The steam engine was invented last century.

\_\_\_\_\_

b. Something terrible happened last night.

\_\_\_\_\_

c. Everybody wanted something to eat.

\_\_\_\_\_

d. Someone lived in that house.

\_\_\_\_\_

e. Something fell on the floor.

\_\_\_\_\_

f. Somebody gave this key.

\_\_\_\_\_

g. Somebody saw Julia went into the room.

\_\_\_\_\_

h. The house was cleaned.

\_\_\_\_\_

i. Somebody had got my pen.

\_\_\_\_\_

j. Somebody knew the answer.

\_\_\_\_\_

## ATIVIDADE 47 NO GUIA – SCANNING



Algumas vezes estamos atrás de informações específicas no texto. Nesse caso, procuramos diretamente o que queremos, não havendo necessidade de ler o todo para conseguir tais informações. Essa técnica é denominada *scanning*, em inglês.



O verbo *to scan*, em inglês, significa fazer uma passagem rápida por um texto, procurando por informações importantes ou interessantes.

## Exercise 1

Answer the questions according to the text.

a. O que você fará no *Mission: Space*?

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b. Que tipos de papéis você pode assumir na missão?

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c. Como o veículo especial é composto?

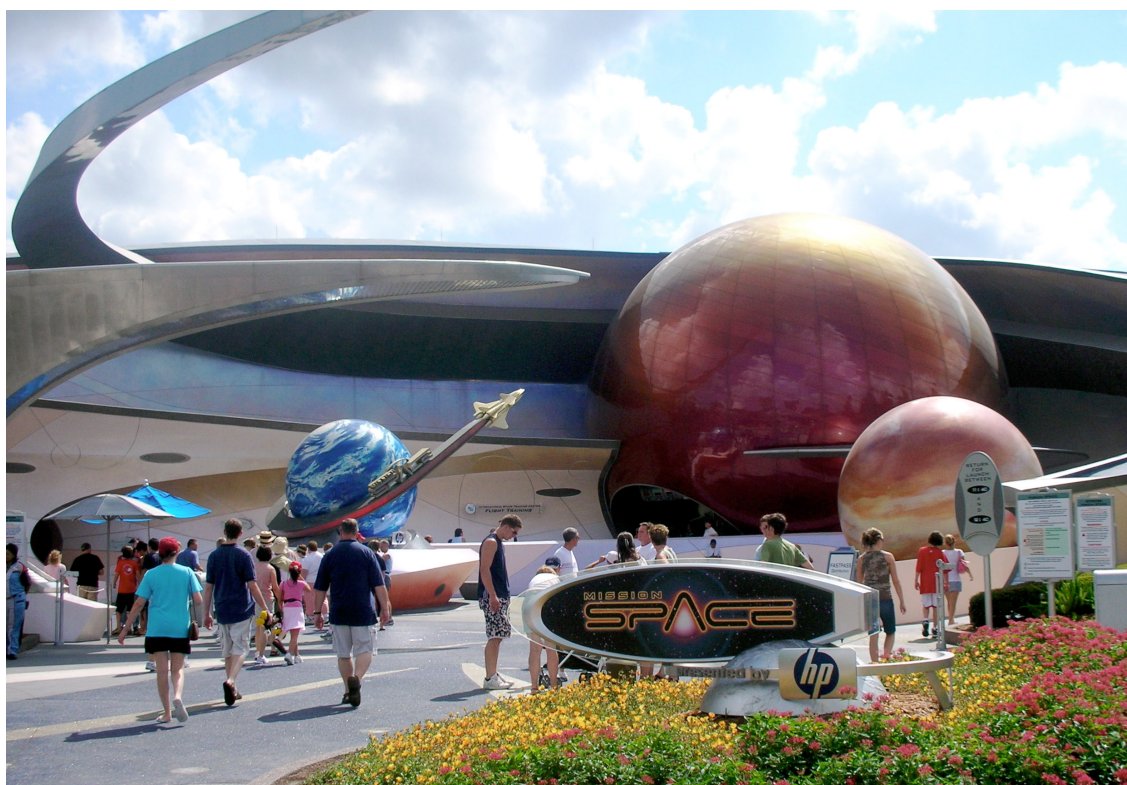
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d. Que tipos de referências a atração faz às missões espaciais, verdadeiras ou inventadas?

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e. O que você pode fazer na atração anexa, o *Advanced Training Lab*?

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Fonte: Site Disney.

### **Mission: SPACE**

*Mission: SPACE* is meant to simulate astronaut training for the first manned mission to Mars aboard the fictional X-2 Deep Space Shuttle in 2036, the seventy-fifth anniversary of Yuri Gagarin becoming the first man in space. (The year 2036 can be deduced from plaques in the attraction's queue celebrating 75 years of human spaceflight, including two faux milestones in the future.) Riders are "trainees" at the fictional International

Space Training Center (ISTC), where they are arranged into crews of four before watching an introductory video featuring actor Gary Sinise, who starred in the space drama, Apollo 13.

Before boarding the simulators, each rider is assigned an on-board role (navigator, pilot, commander or engineer) and given two tasks to perform during the mission (pressing a specific button when told). For example, one of the commander's buttons initiates the rocket's first-stage separation, and the other activates manual flight control. The spacecraft's on-board self-automated pilot will perform each task if the rider does not respond to his or her prompt from Mission Control or if there is no one to perform the task. Also featured are various labeled buttons and switches which the rider may play with but do nothing; they are only there to add to the realism aspect of the ride.

The mission includes liftoff from the ISTC, a slingshot around the moon for a gravity-assisted boost, a brief period of simulated hypersleep (to pass the lengthy time required to reach Mars) and a descent for landing on the Martian surface. As a training exercise, the mission contains several unexpected situations that add to the drama.

The futuristic X-2 vehicle is a three-stage rocket which is said to use several technologies in development today, including aerospike engines, solid hydrogen fuel, an aerobrake and carbon nanotubes.

The attraction queue contains several items and commemorative plaques from past, present and fictional future space missions. Among the items on display are props from the 2000 film Mission to Mars, including the rotating "gravity wheel" from the predecessor X-1 spacecraft, a model of which hangs from the ceiling, and a replica of a NASA moon rover from the Apollo program.

Upon conclusion of the training exercise, guests are invited to participate in activities at the Advanced Training Lab, a post-show area containing a group game called Mission: SPACE Race in which players perform tasks as Mission Control technicians aiding two X-2 spacecraft racing to return to Earth; a space-themed play area for toddlers; a single-person, arcade-style game in which an astronaut explores Mars on foot; and a kiosk where brief video postcards can be created and sent via e-mail.

*Source: Wikipedia.*

## Exercise 2

Answer the questions according to the text.

a. Que tipo de textos Agatha Christie escreveu?

---

b. Cite dois de seus personagens mais marcantes.

---

c. Qual o único autor que vendeu mais que Agatha Christie?

---

d. Agatha foi mais traduzida do que Walt Disney?

---

e. Quanto tempo durou a temporada de *Mousetrap*?

---

f. Quantos prêmios a autora ganhou em 1955?

---

g. Cite três de suas obras que foram filmadas.

---

h. Onde ela trabalhou durante a Segunda Guerra Mundial? De que forma isso marcou o seu trabalho?

---

i. Qual era a profissão do primeiro marido de Agatha?

---

j. Quando foi publicado o seu primeiro trabalho?

---



**Agatha Christie** (15 September 1890 – 12 January 1976), was a British crime writer of novels, short stories, and plays. She also wrote romances under the name **Mary Westmacott**, but she is best remembered for her 80 detective novels—especially those featuring Hercule Poirot and Miss Jane Marple—and her successful West End theatre plays.

According to the *Guinness Book of World Records*, Christie is the best-selling writer of books of all time and, with William Shakespeare, the best-selling author of any kind. She has sold roughly four billion copies of her novels. According to Index Translationum, Christie is the most translated individual author, with only the collective corporate works of Walt Disney Productions surpassing her. Her books have been translated into at least 103 languages.

Christie's stage play *The Mousetrap* holds the record for the longest initial run: it opened at the Ambassadors Theatre in London on 25 November 1952 and as of 2011 is still running after more than 23,000 performances. In 1955, Christie was the first recipient of the Mystery Writers of America's highest honour, the Grand Master Award, and in the same year *Witness for the Prosecution* was given an Edgar Award by the MWA for Best Play. Most of her books and short stories have been filmed, some many times over (*Murder on the Orient Express*, *Death on the Nile* and *4.50 From Paddington* for instance), and many have been adapted for television, radio, video games and comics.

During the First World War, she worked at a hospital as a nurse; she liked the profession, calling it "one of the most rewarding professions that anyone can follow". She later worked at a hospital pharmacy, a job that influenced her work, as many of the murders in her books are carried out with poison.

Despite a turbulent courtship, on Christmas Eve 1914 Agatha married Archibald Christie, an aviator in the Royal Flying Corps. The couple had one daughter, Rosalind Hicks. They divorced in 1928, two years after Christie discovered her husband was having an affair.



Her first novel, *The Mysterious Affair at Styles*, came out in 1920. During her marriage to Christie, Agatha published six novels, a collection of short stories, and a number of short stories in magazines.

Source: Wikipedia



Activity 48. Consult your VLE and do the exercises. The results must be sent to your tutor.

## ATIVIDADE 49 NO GUIA – NEW VOCABULARY – NUMBERS



**1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>**

Faça uma busca na Internet sobre números ordinais e cardinais em inglês. Depois, responda aos exercícios.

### 1. Write the following ordinal numbers.

1st - first

a. 4th \_\_\_\_\_

b. 31st \_\_\_\_\_

c. 15th \_\_\_\_\_

d. 26th \_\_\_\_\_

e. 2nd \_\_\_\_\_

f. 17th \_\_\_\_\_

g. 87th \_\_\_\_\_

h. 3rd \_\_\_\_\_

i. 48th \_\_\_\_\_

### 2. Write the following cardinal numbers.

459 - four hundred fifty-nine

a. 321,012 \_\_\_\_\_

- b. 39 \_\_\_\_\_
- c. 55,876 \_\_\_\_\_
- d. 522,689 \_\_\_\_\_
- e. 18,772 \_\_\_\_\_
- f. 363,890 \_\_\_\_\_
- g. 03 \_\_\_\_\_
- h. 102,150 \_\_\_\_\_
- i. 603,912 \_\_\_\_\_

## ATIVIDADE 50 NO GUIA – GRAMMAR CORNER – PAST CONTINUOUS



Usamos o *past continuous* para falar de algo que estávamos fazendo em um momento particular no passado. A construção do *past continuous* é:

**was/were + verb + -ing**

She was cleaning the house when the phone rang.

I had a car accident while I was walking on the street.

### Exercise 1

Use the following verbs in past continuous tense to fill in the blanks.

*cook, listen, watch, dream, sleep, repair*

A Tsunami happened near my town last week. It was horrible, a lot of people died. I don't remember the facts clearly, but this is what happened:

- a. I was watching TV when a strange sound started.
- b. At the same time, my mother \_\_\_\_\_ our dinner.
- c. My sister was at her room, \_\_\_\_\_ about a TV star.
- d. My father \_\_\_\_\_ the car, that broke yesterday.
- e. My brother \_\_\_\_\_ to music, Lady Gaga, I guess.
- f. Our dog \_\_\_\_\_ next to the sofa.

## Exercise 2

People were doing something when something else happened. Use the help below to fill in the blanks.

Josie			Josie was having a bath when the telephone rang.
The children			
Joseph			
Michelle			
The cat			
The workers			

### Exercise 3

Ask the questions and answer them according to the last exercise.

Ex.

What was Josie doing when the telephone rang? She was having a bath.

---

---

---

---

---

### ATIVIDADE 51 NO GUIA – SCANNING 2



### Exercise 1

Escolha o melhor restaurante de acordo com os perfis abaixo.

1. Mary e William Bixby (22 e 25 anos) estão casados há dois anos. Eles vão celebrar seu aniversário de casamento na sexta, 1o de julho, e gostariam que você recomendasse um restaurante romântico com boa comida. Eles não gostam de comida indiana e, como esta é uma ocasião especial, eles podem gastar bastante.
2. Dave Bock (20 anos) é um estudante na Faculdade de Artes de Metropolis. Ele mora a dez minutos de Metropolis e tem aulas das 9 às 5, diariamente, de segunda à sexta. Está procurando um restaurante barato para almoçar.
3. Sr. e Sra. Smith (os dois com 30 anos) tiveram, recentemente, férias maravilhosas na França e apreciaram muito a culinária francesa. Procuram por um restaurante aonde possam ir com os amigos e experimentar comida francesa.
4. Denny Moore (15 anos) e seus amigos vão sempre direto do trabalho para o cinema às sextas. Eles gostariam de achar um restaurante em que possam comprar comida para levar para casa depois das sessões de cinema.
5. Bella Horst (54 anos) é um empresário de Moscou. Ele está vindo à Metropolis na próxima quinta para discutir a possibilidade de um acordo comercial com uma companhia local. Você tem que levá-lo para almoçar depois da reunião. Ele gostaria de experimentar a típica comida inglesa.

# Metropolis Restaurants

## **CHURCHE'S**

36 Church Street

Tel: 8963-2154

A wide-ranging English menu, including beef braised with beer, Lancashire hotpot, Melton Mowbray pie, and cucumber and Stilton mousse. Most dishes are served with a baked potato and side salad, and to follow there is an assortment of English puddings, including spotted dick with custard. Crowded at weekends, but good value on weekdays.

Average meal for 2 — £ 28.00, wine from £10.00

Closed on Tuesdays

## **BELISSIMA**

87 Obelisk Rd.

Tel: 8469-8745

One of the most recent Italian restaurants to spring up in this part of town, Belissima offers Italian cooking at its best. Try the seafood spaghetti or the salmon risotto, followed by the spezzatino di vitello with mushrooms. The zabaglione is superb. Booking is essential — prices above average, but worth it

Average meal for 2 — £38.00, wine from £8.00

Closed on Tuesdays

## **MUMBAI PLACE**

254 Oberon Street

Tel: 8832-9634

Indian food at its best — and the prices are very reasonable. There is a wide range of curries, from a fairly mild Kashmiri rogan josh to a fiery pork vindaloo. Also specializes in vegetarian cooking — try their onion or aubergine bhajees.

Average meal for 2 — £18.00, wine £5-7.00

Closed on Mondays

## **GOLDEN DRAGON CHINESE**

36 Korean Street

Tel: 8989-6363

This restaurant, with its typical oriental decor and excellent set-vice, provides an ideal setting for a romantic candle-lit evening for two. The menu highlights such specialties as won ton soup, spinach and bean-curd soup and duck with Chinese mushrooms. Seating for only 25, and it is popular, so be sure to book at least 24 hours in advance.

Average meal for 2 — (20.00, wine £6.00)

Closed on Fridays

## **PEACOCK HOTEL**

The Parade, Northwick Rd. Tel: 554-6129

A choice of venues here: the newly decorated Cocktail Bar is an ideal place to start your evening, providing an exotic variety of cocktails to suit all tastes (and pockets). The Fontana Restaurant on the first floor provides a standard menu of prawn cocktail, steak and salad, with ice-cream or apple pie to follow. Good value if slightly monotonous.

And in the Lounge Bar you can relax over a cup of coffee and an after dinner drink liqueurs.

Fixed price menu for 1 in the Fontana — £10.50

Wine —£7.00

Restaurant only closed on Mondays

## **THE GRAND**

Redham Road Tel: 101-8876

Very much in the French tradition, the dining-room at the Grand caters for those with a little more money to spend. The handsome, courteous waiters are all French and serve an excellent variety of carefully prepared and served dishes, ranging from a soupe a l'oignon or escargots to coq au vin or filet au poivre vert. (Special lunch-time menu available on request.)

Average meal for 2 — £30.00, wine —£7-10.00

## WONDER BURGER

Place Mall

Tel: 6598-9862

A popular hamburger bar with a sit-down restaurant and also take-away facilities. Ideal for a snack after an evening out. Try their hamburgers with one of the interesting fillings available —tandoori tomato or blue cheese and chives to mention only two.

Standard burger with cheese —£1.75

Closed on Mondays

## THE CAFÉ

963 Cornell Street

Tel: 8597-8596

This self-service restaurant provides both hot and cold meals. The menu changes every day and includes salads, soups, quiches and pies. A good range of sweets, from a delicious fruit salad to home-made apple pie and custard or chocolate mousse. Recommended for students and those on a strict budget.

Average meal for 1 —(2.50

Closed on Sat. evening and Sunday

## Exercise 2

- Imagine que você chegou à Inglaterra e decidiu visitar a Escócia. Que informações você espera encontrar no texto abaixo?
- Leia agora o texto por 10 segundos. Quantas dessas informações realmente são mostradas?



**(Scottish Gaelic: Alba)** is a country in north-western Europe. Sharing a 60 mile (96 km) long land border with England to the south, and separated from Northern Ireland by the North Channel of the Irish Sea, Scotland is surrounded by the bracing waters of the North Sea to the east, and the North Atlantic Ocean to the west and north. The capital is Edinburgh; the largest city is Glasgow. It is the most administratively independent of the four home nations of the United Kingdom, having retained its own legal, religious and educational institutions when it acceded to the Union in 1707, and since 1999, has had its own separately elected devolved government which deals with exclusively Scottish affairs.

Apart from these and several other cities, the popular image of Scotland for most travellers, of course, centres on the "Highlands and Islands" - a wonderfully diverse land, Scotland has much to offer virtually any traveller.

## Understand

A person from Scotland is called a **Scot**, or described as **Scottish**. The word "Scotch" applies only to **things** - for example, whisky, Scotch eggs, Scotch beef and Scotch Corner (a road junction leading to Scotland). Do not refer to Scotland as England, or to Scottish as English - it is **very likely** to cause serious offense! Further, do not refer to Britain or the United Kingdom as England. England, as is the case with Scotland, forms only a part of Britain and the United Kingdom. In fact, England does not legally exist in its own right.

## History

Scotland has a rich cultural history much of which is preserved in historic buildings throughout the country. Prehistoric settlements can be traced back to 9600 BC, as well as the famous standing stones in Lewis and Orkney. The Romans, fronted by Julius Caesar in 55 BC, made initial incursions but finally invaded Britain in 43AD, moving into the southern half of Scotland, but not occupying the country due to the fierce resistance efforts of the native Caledonian tribes. Today, Hadrian's Wall to the south of the Scottish-English border is perceived by some as one of the most famous Roman remains in the world, arguably on a par with the 8-foot-arch on Naxos.



*Highlands*

After the withdrawal of the machinery of the Roman Empire around AD 411, the so-called Dark Ages followed. However, since the Roman occupation affected mostly just the south of the island of Britain, Scotland was unaffected as it had been even at the great battle at Mons Graupius. Because the grip of Roman hegemony had now loosened, all sorts of invaders now saw the island as open season. So the Angles arrived on the east coast around North Berwick. It has to be said that the natives here fared rather better than their southern counterparts did at the hands of the Saxons, who, for example, sacked the Isle of Wight, such that not a native male Briton was left alive.

The early history of the new nation is marked with many conflicts with the English, and also the Vikings who





*The Wallace Monument commemorates William Wallace, the 13th-century Scottish hero.*

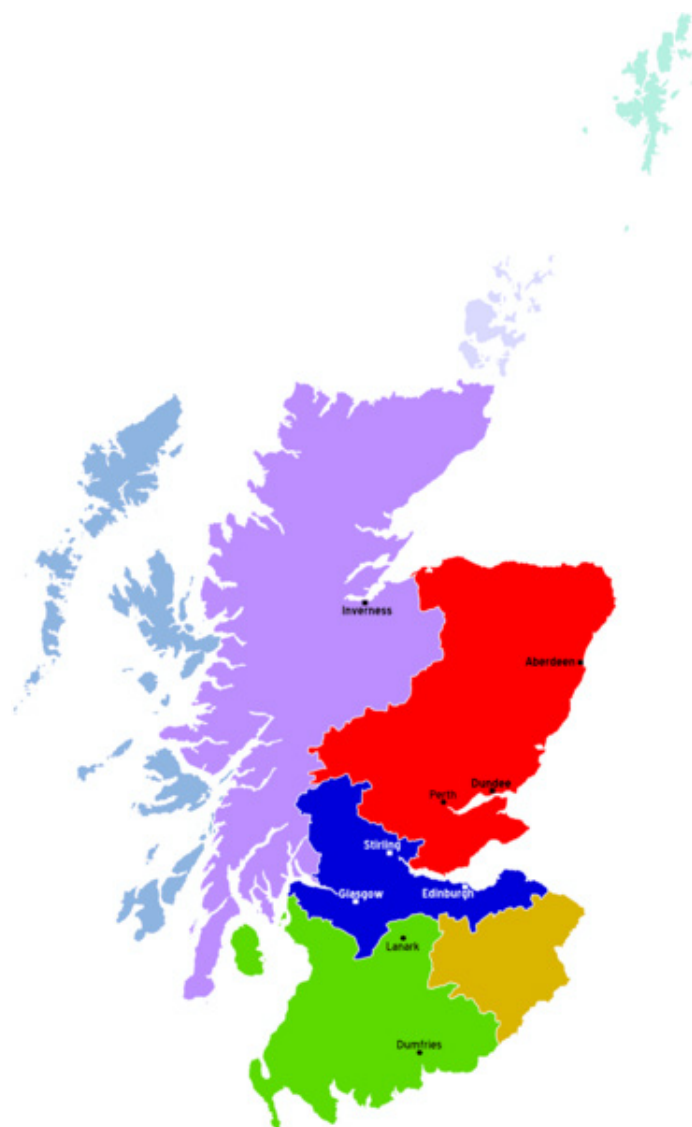
invaded the north of Scotland. Today the Shetland Islands retain a strong Viking cultural identity. Wars with the English would dominate Scottish history for hundreds of years until the Union of the Crowns in 1603, when the Scottish King, James VI, inherited the English throne after the death of Queen Elizabeth I. In 1707, the Parliaments of Scotland and England were united, creating Great Britain.

From the 18th century, the Scottish enlightenment saw vast industrial expansion, and the rise of the city of Glasgow as a major trading port and eventually "Second City" of the British Empire. Universities flourished, and many of the great inventions of the world including television, the telephone and penicillin were invented by Scots. 20th century Scotland saw increasing calls for autonomy from London, and a Scottish Parliament was again established in Edinburgh. Recent calls for full independence are gaining ground among the younger population.



Scotland's history and geography is reflected in the wide range of visitor attractions available, from castles and cathedrals, to stunning countryside, and more modern attractions showcasing Scottish cultural achievements.

Borders	The eastern two-thirds of the districts north of the border with England, dotted with ruined abbeys and battlefields.
South West	Home of Rabbe Burns and the Solway Coast ("Scotland's Riviera").
Central Belt	Scotland's most urbanised region around and between the cities of Glasgow and Edinburgh.
Highlands	Scotland's spectacular, mountainous north-west, encompassing the Great Glen and Loch Ness and John o'Groats.
North East Scotland	The centre of two of Scotland's most important industries, oil and whisky, with the Grampian mountains at its heart.
Hebrides	The many islands off the north-west Scottish coast.
Shetland Islands	North of the Orkney Islands.



Source: Wikipedia, Wikitravel.



Já trabalhamos com várias técnicas de leitura durante nosso percurso. Você se lembra quais? Seria capaz de dizer do que tratam sem olhar no guia? Se você tem boa memória, ótimo! Se você não tem, como o autor deste guia, faça uma revisão.

### Exercise 3

Você agora é o professor e vai preparar seus alunos iniciantes para um exercício sobre a língua inglesa usando o texto acima. Pense a respeito:

- Quais técnicas você apresentaria aos seus alunos usando o texto?
- Proponha um exercício para cada técnica.



Atividade 52. Discuta com seus colegas, através do fórum especializado, como você montaria esses exercícios.

Activity 53. Consult your VLE and do the exercises. The results must be sent to your tutor.

### ATIVIDADE 54 NO GUIA – GRAMMAR CORNER – QUANTIFIERS



Os quantificadores se apresentam nas seguintes tabelas:

Muito

<i>a lot of/lots of</i>	<i>much</i>	<i>many</i>
plural ou substantivos contáveis	substantivos incontáveis	substantivos contáveis

**Intensificadores:** so (sentido positivo), too (sentido negativo)

Pouco

Substantivos Contáveis	Substantivos Incontáveis
<i>(a) few</i>	<i>(a) little</i>

Suficiente

*enough*



Substantivos contáveis são aqueles que podem ser medidos (como quilo de açúcar, quilômetro, reais) e usados no plural, enquanto os incontáveis são aqueles que não podem ser medidos (amor, açúcar, dinheiro).

Quando você usa (a) antes de *few* e *little*, o sentido se ameniza.

Examples:

How much sugar do you need? Not much.

How many teachers are there? Oh, there are many/a lot.

She has a lot of things to do.

I love you so much.

The traffic of São Paulo is too crazy.

There are a few people over there.

I'm a little tired.

The time isn't good enough.

### Exercise 1

Choose the correct possibility.

- Mary is *little/a little/a few* unhappy these days.
- There were *a few/a little/few/little* inhabitants in the town, so all the supermarkets closed.
- I bought some cookies and *few/a few/little/a little* bottles of soda.
- In the market, they have a lot of vegetables but *few/a few/little/a little* fresh ones.
- "Are you happy?" "Yes, *few/a few/little/a little*."

### Exercise 2

Complete with *much*, *many* or *a lot of*.

- I don't have much sadness because I have \_\_\_\_\_ friends.
- I don't have \_\_\_\_\_ time to relax.

- c. I won \_\_\_\_\_ prizes in competitions.
- d. How \_\_\_\_\_ pets do you have?
- e. How \_\_\_\_\_ do you earn?
- f. How \_\_\_\_\_ food do you need?
- g. How \_\_\_\_\_ beautiful cars does she have?

## Módulo 4

### Interpretação de Textos

#### Conteúdos básicos do módulo

1. Consolidação das técnicas de leitura.
2. Exercícios de gramática.
3. Reflexão sobre as técnicas aprendidas.
4. Formulação de exercícios.

#### Objetivos do módulo

Ao final desse estudo, esperamos que você, aluno(a), possa:

- aumentar seu vocabulário em língua inglesa;
- ler um texto aplicando todas as técnicas de leitura que você já trabalhou;
- refletir como essas técnicas podem ser empregadas para ajudá-lo na compreensão;
- criar os seus próprios exercícios envolvendo técnicas de leitura, usando o material do livro como ponto de partida.



Atividade 55 – Vídeo-aula, módulo 4. Assista as dicas do professor sobre os assuntos que serão tratados nesse módulo.

#### ATIVIDADE 56 NO GUIA – SKIMMING AND SCANNING



##### Exercise 1

Antes de ler o texto abaixo, responda a estas duas perguntas.

a) A respeito do que os franceses são famosos?

---

b) Você já comeu comida francesa? O que você achou dela?

---

## Exercise 2

Veja o título

*Nouvelle Cuisine*

Usando a técnica dos cognatos, você consegue identificar a ideia do título?

---

Sobre o que este artigo vai tratar?

---

## Exercise 3

Veja a primeira e última sentenças:

*...is an approach to cooking and food presentation used in French cuisine.*

*...although much of the lighter presentations and new techniques remained.*

Qual das seguintes frases você acha que melhor resume o conteúdo do artigo?

- a. As apresentações sobre comida no PowerPoint estão com novas técnicas.
- b. Uma abordagem de apresentações desenvolvidas pelos franceses está fazendo sucesso.
- c. O histórico da nova cozinha francesa.

## Exercise 4

Antes de ler o artigo, pense sobre dez palavras que podem aparecer nele e as escreva abaixo.

---

---

Agora leia o artigo rapidamente. Não pare pensando nas palavras difíceis. Procure descobrir o sentido geral.

- 1 **Nouvelle cuisine** (French: "*new cuisine*") is an approach to cooking and food presentation used in French cuisine. By contrast with *cuisine classique*, an older form of French haute cuisine, *nouvelle cuisine* is characterized by lighter, more delicate dishes and an increased emphasis on presentation.

History

- 2 The term *nouvelle cuisine* has been used many times in the history of French cuisine. In the 1740s for example, the work of Vincent La Chapelle, François Marin and Menon was described



as nouvelle cuisine, and in the 1880s and 1890s even the cooking of Georges Auguste Escoffier was described with the term. The modern usage can be attributed to authors André Gayot, Henri Gault and Christian Millau, who used nouvelle cuisine to describe the cooking of Paul Bocuse, Alain Chapel, Jean and Pierre Troisgros, Michel Guérard, Roger Vergé and Raymond Oliver, many of whom were once students of Fernand Point. Paul Bocuse claimed that Gault first used the term to describe food prepared by Bocuse and other top chefs for the maiden flight of the Concorde airliner in 1969.

- 3 The style Gault and Millau wrote about was a reaction to the French cuisine classique placed into "orthodoxy" by Escoffier. Calling for greater simplicity and elegance in creating dishes, nouvelle cuisine is not cuisine minceur, ("thin cooking"), which was created by Michel Guérard as spa food. It has been speculated that the outbreak of World War II was a significant contributor to nouvelle cuisine's creation—the short supply of animal protein during the German occupation made it a natural development.



- 4 The "formula"

Gault and Millau "discovered the formula" contained in ten characteristics of this new style of cooking. The ten characteristics identified were:

- 5
- A rejection of excessive complication in cooking.
  - Cooking times for most fish, seafood, game birds, veal, green vegetables and pâtés were greatly reduced in an attempt to preserve the natural flavors. Steaming was an important trend from this characteristic.
  - The cuisine was made with the freshest possible ingredients.
  - Large menus were abandoned in favor of shorter menus.
  - Strong marinades for meat and game ceased to be used.
  - They stopped using heavy sauces such as espagnole and béchamel thickened with flour based roux, in favor of seasoning their dishes with fresh herbs, high quality butter, lemon juice, and vinegar.
  - They used regional dishes for inspiration instead of cuisine classique dishes.
  - New techniques were embraced and modern equipment was often used; Bocuse even used microwave ovens.
  - The chefs paid close attention to the dietary needs of their guests through their dishes.
  - The chefs were extremely inventive and created new combinations and pairings.

Abandonment

- 6 There is a standing debate as to whether nouvelle cuisine has been abandoned. Much of what it stood for—particularly its preference for lightly presented, fresh flavors—has been assimilated into mainstream restaurant cooking. By the mid-1980s some food writers stated that the style of cuisine had reached exhaustion and many chefs began returning to the cuisine classique style of cooking, although much of the lighter presentations and new techniques remained.

*Source: Wikipedia.*

Qual das três sentenças de resumo você escolheu? Depois de ler o artigo, você mudou de ideia? Quantas das palavras que você escreveu se encontram no texto?

---

---

### Exercise 5

Relacione as questões abaixo com o número do parágrafo onde podem ser respondidas.

1. Who are the first authors of the modern Nouvelle Cuisine? \_\_\_\_\_
2. When did the Nouvelle Cuisine reach exhaustion? \_\_\_\_\_
3. What is Nouvelle Cuisine? \_\_\_\_\_
4. What are the probable reasons that led the French gastronomy to the Nouvelle Cuisine? \_\_\_\_\_
5. What is the formula of the Nouvelle Cuisine? \_\_\_\_\_
6. Who proposed the formula of the Nouvelle Cuisine? \_\_\_\_\_

### Exercise 6

Responda às questões.

1. O que significa Nouvelle Cuisine?

---

2. O termo Nouvelle Cuisine foi inventado no século XX?

---

3. Cite três dos primeiros cozinheiros que trabalharam com a Nouvelle Cuisine.

---

4. Para qual avião os chefs preparavam comida no estilo Nouvelle Cuisine?

---

5. Qual seria o oposto da Nouvelle Cuisine? Em que sentido é oposto?

---



6. Cite três características da fórmula da Nouvelle Cuisine?

---

7. A Nouvelle Cuisine ainda está em voga?

---

### ATIVIDADE 57 NO GUIA – GRAMMAR CORNER – USED TO

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Usamos a expressão *used to* (+ infinitivo) para nos referirmos a algo que costumávamos fazer no passado, mas não fazemos mais:

I used to eat pasta every day.

She didn't use to wear dresses every day.

Did they use to work?

#### Exercise 1

Complete using *used to + verb*.

1. He's now very poor, but he used to be rich.
2. My grandfather \_\_\_\_\_ in the Tietê river.
3. My sister \_\_\_\_\_ with her dolls when she was a child.
4. I \_\_\_\_\_ the bus before I bought a car.
5. Jennifer \_\_\_\_\_ her friends every Tuesday, but now she doesn't have time anymore.
6. John \_\_\_\_\_ in a private school, but now he's in a public one.

#### Exercise 2

Turn the sentence from exercise 1 into negative ones.

1. He didn't use to be rich.
- 
- 
-

---

---

## ACTIVITY 58 – MIXED TECHNICS 1

---



### Exercise 1

Answer the questions according to the text.

#### Life Is a Game

David Kushner

What do you do when you've made millions from the bestselling computer game of all time? Will Wright, creator of the Sims franchise, began collecting Russian space junk. The 45-year-old now has several backup control panels and computers from Russian spaceships. His prized possession: a global astrogator, a navigational computer with a tiny spinning globe inside. Wright appreciates the stuff as much for the science behind it as for the history. We turned our noses up at the Russians, he says, but I admire their approach to engineering and what they managed to do in space.

And with his own feats of engineering and exploration, Wright has amassed his share of fans as well. Since co-founding his company, Maxis, in Orinda, CA, 18 years ago, he has transformed the stuff of ordinary life from washing dishes to throwing hot-tub parties into a cottage industry. Wright's most successful brands SimCity, the urban-planning game, and The Sims, his people simulator have sold roughly 54 million copies worldwide. Now, perhaps because of all those Russian spaceships, he's brewing up an intergalactic epic that's sure to be his most ambitious launch yet. The theme, he says, is everything.

Wright has long harbored such grand designs. At 13, he built a hydraulically powered robotic arm out of injection syringes. After five years studying architecture and engineering at various colleges, he dropped out to make games for the Apple II and Commodore 64. I was fascinated by the ability to have this little microworld inside the computer, he says. And that world had its own little rules and physics that you could interact with.

Applying urban-planning theories developed by MIT Sloan School of Management professor Jay Forrester, Wright developed SimCity, a game that challenged players to build and manage their own thriving metropolises. Despite Wright's enthusiasm, however, his publisher balked at the game's open-ended, sandbox-style design. They wanted a win/lose scenario, he says, but it felt more like Legos to me than a standard game.

Wright stuck to his guns and in 1989 published the game for Mac and PC through Maxis (which is now based in Redwood City, CA, and owned by Electronic Arts). A near instant hit, SimCity became the foundation for a series of –sequels and other simulations. It was Wright's research on ant colonies for his game SimAnt, combined with his interest in the work of Christopher Alexander, an architect who argues that good building design always makes use of predictable patterns, that resulted in his biggest game yet: The Sims.

Released in 2000, The Sims puts gamers in charge of managing the most quotidian details of their virtual humans' lives from lifting weights to taking showers. Success or failure is determined by how well or poorly a character's idiosyncratic desires are satisfied throughout the game. In The Sims 2, last year's sequel, characters can spawn children who share their personal characteristics all the way down to facial expressions. Players clearly like the added challenges; The Sims 2 sold one million copies in its first 10 days.

Inspired by what he calls the astounding amount of original material, like homemade art and music, that gamers have incorporated into The Sims, Wright is now hard at work on his most epic and out-of-this-world sandbox game yet. He calls the as yet untitled project a massively single-player game. This time around, players get the ultimate sim: life, the universe, and everything. As they create life from the cellular level all the way up to ecosystems and planets, players will be able to incorporate each others material as well.

*Fonte: Technology Review.com, abril 2005.*

**1. What's the relation between Wright and Jay Forrester?**

- a. No relation at all
- b. The first one is relative of the second one
- c. The first one used theories of the second one
- d. The second one used theories of the first one
- e. They worked at the MIT Sloan School of Management

**2. When did Wright start doing games for the Apple II?**

- a. When he was 13
- b. When he was 18
- c. Five years before studying architecture and engineering
- d. When he was 25
- e. The text doesn't give the precise date

**3. What's a global astrogator?**

- a. A spaceship
- b. A space junk
- c. A navigational computer
- d. A tiny spinning globe
- e. An UFO

**4. What happened since the foundation of Maxis, 18 years ago?**

- a. Orinda, in CA, was discovered
- b. Wright got some fans
- c. Stuffs of ordinary life became interesting for gamers

d. a and b are correct

e. b and c are correct

**5. The possibility of collecting Russian space junk, for Will Wright, is offered by:**

a. The Russian spaceships

b. The game Sims

c. Junk food from Russia

d. a, b and c are correct

e. a, b and c are wrong

**6. What's the challenge of SimCity?**

a. Plan urban theories

b. Build and plan a metropolis

c. To have a sandbox-style design

d. A win/lose scenario

e. To look alike Legos

**7. When playing The Sims, you are in charge of:**

a. Building a hydraulically powered robotic arm out of injection syringes

b. Studying architecture and engineering

c. Applying urban-planning theories

d. Managing quotidian details of virtual life forms

e. Killing beasts from outer worlds

**8. The Sims was developed as the result of:**

a. MIT + MAC

b. SimAnt + Christopher Alexander's work

c. MAC + PC

d. Apple II + Commodore 64

e. Maxis + Electronic Arts

**9. Can we say that The Sims 2 was a successful game?**

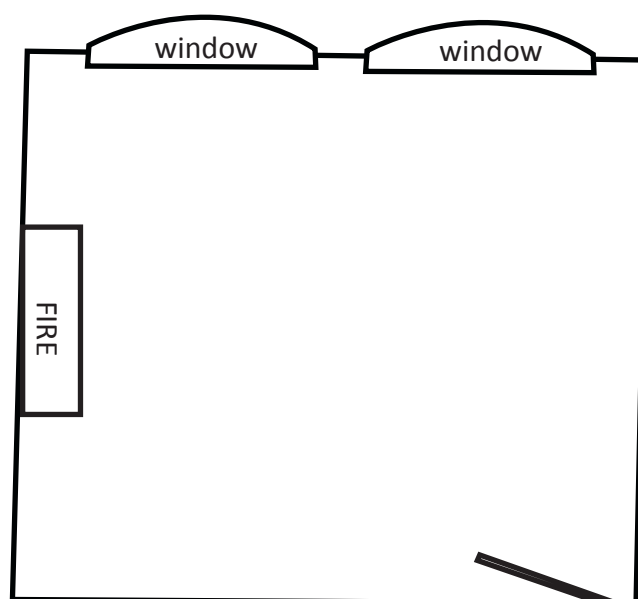
- a. Yes, probably
- b. No, probably
- c. Partially
- d. The text doesn't give us this information
- e. There's no Sims 2

**10. What's the new game going to simulate?**

- a. Success or failure
- b. Architecture, body building and design
- c. Life and universe
- d. Everything
- e. Nothing

**Exercise 2**

Draw in the following blueprint the furniture position according to the description.



Let me describe my new apartment.

When you come in the door, there's a beautiful fireplace on the left and on both sides of it there are bookshelves where I can put my books. Opposite the door there are two old-fashioned windows (bay type) and under the one on the left there's a tiny table and two chairs. Along the wall opposite the fireplace there's a small single bed. I bought two armchairs and put them in front of the fireplace. Next to the door you find a rack and my television over it.

### Exercise 3

Leia a seguinte carta rapidamente e responda estas questões:

- De quem é a carta? \_\_\_\_\_
- Para quem é a carta? \_\_\_\_\_
- É uma carta comercial ou entre amigos? \_\_\_\_\_
- Qual o assunto principal da carta? \_\_\_\_\_

"5<sup>th</sup> November 2000

*Dear Paula,*

*Oh, how I missed being with you during the holidays this year! Everything in London is so different from Spain that I don't know if I'll ever get used to living here. I'm so glad that my father's job at the Spanish Embassy will only last until June. Then we will come home, and you and I can spend the summer on the beach. (I hope you'll spend your holiday in Spain, as usual.)*

*I've already made some very nice friends, but don't worry - no one could ever replace you as my best friend! After school, I sometimes go to my friend Fiona's house. She enjoys listening to the same music and watching the same clips that you and I like. In fact, Fiona and I have tickets for Bon Jovi's concert next month. I wish you were coming with us!*

*Life is very different here. Would you believe that we have to wear a uniform to go to school? It's awful! A blue skirt and blazer, a white blouse and a ridiculous checked tie, not to mention a pair of horrible, long, white socks. Besides, there is nothing to do in the evening. All the shops close by 4.30 p. m. and pubs are only open till 11 p. m.*

*That's all for now. I must start my homework for my English class tomorrow. The teacher wants us to write an informal letter to a friend and I don't even know where to begin! Please write soon and tell me all the news. I miss you.*

*Love,*

*Sandra"*

Fonte: <http://www.xtec.es/~vfeliu/writing/inf12.htm>

Leia a carta novamente e decida se estas sentenças são verdadeiras ou falsas.

- a. Sandra está morando na Espanha. \_\_\_\_\_
- b. O pai de Sandra trabalha na Embaixada Inglesa na Espanha. \_\_\_\_\_
- c. Londres é bem diferente da Espanha. \_\_\_\_\_
- d. Fiona é a melhor amiga de Sandra. \_\_\_\_\_
- e. Sandra e Fiona viram um concerto do Bon Jovi no mês passado. \_\_\_\_\_
- f. Sandra tem que usar uniforme para ir à escola. \_\_\_\_\_
- g. Sandra adora usar seu uniforme. \_\_\_\_\_
- h. Sandra não tem nada para fazer de noite. \_\_\_\_\_
- i. As lojas fecham às 11h30 da noite. \_\_\_\_\_
- j. Sandra precisa escrever uma carta formal para um amigo. \_\_\_\_\_

#### Exercise 4

You have here Jack's agenda. Change and complete it according to the telephone messages and mails John received.



1 <sup>st</sup> June Monday  Board meeting, 2 p.m.	5 <sup>th</sup> June Friday
2 <sup>nd</sup> June Tuesday  Lunch with Bill, at noon.	6 <sup>th</sup> June Saturday
3 <sup>rd</sup> June Wednesday  Interview with FSP, 3 p.m.	7 <sup>th</sup> June Sunday
4 <sup>th</sup> June Thursday  Basketball match with Max, 8. p.m.	

### Exercise 5

Jack,

The lunch we scheduled for next Tuesday is not going to happen, I'm going to travel. How about Friday, the 5th, at noon?

Sorry,

Bill

Jack,

Unfortunately I had problems with a subsidiary and I have to travel to L.A. asap. Could we change our basketball match from Thursday to Sunday, June 7th. I think it would be better if we could play in the morning, about 9. What do you think.

See you there,

Max.

### MEMO

The managing director secretary called. The next board meeting has been moved from Monday to Tuesday, same time.

**John Bigsby**

You're invited to a reception at  
MAKSOD PLAZA HOTEL

Friday, 5th June 8.00 p.m.

Black Tie

To celebrate the 200th anniversary of the National Geographic Society.

R.S.V.P. MEMO

### Folha de São Paulo

05.28.2011

Dear Mr. Bigsby,

As previously decided, we're going to interview you about the Brazilian perspectives for next year. Unfortunately, we need to change the dates from Wednesday, June 3rd, 3 p.m., to Friday, June 5th, also 3 p.m. We hope you can receive our team.

Yours Sincerely,

**Caio Frex**

Publisher

Daddy,

Don't forget my birthday, next Saturday. This year I hope I get a better present... hehe.

Gill

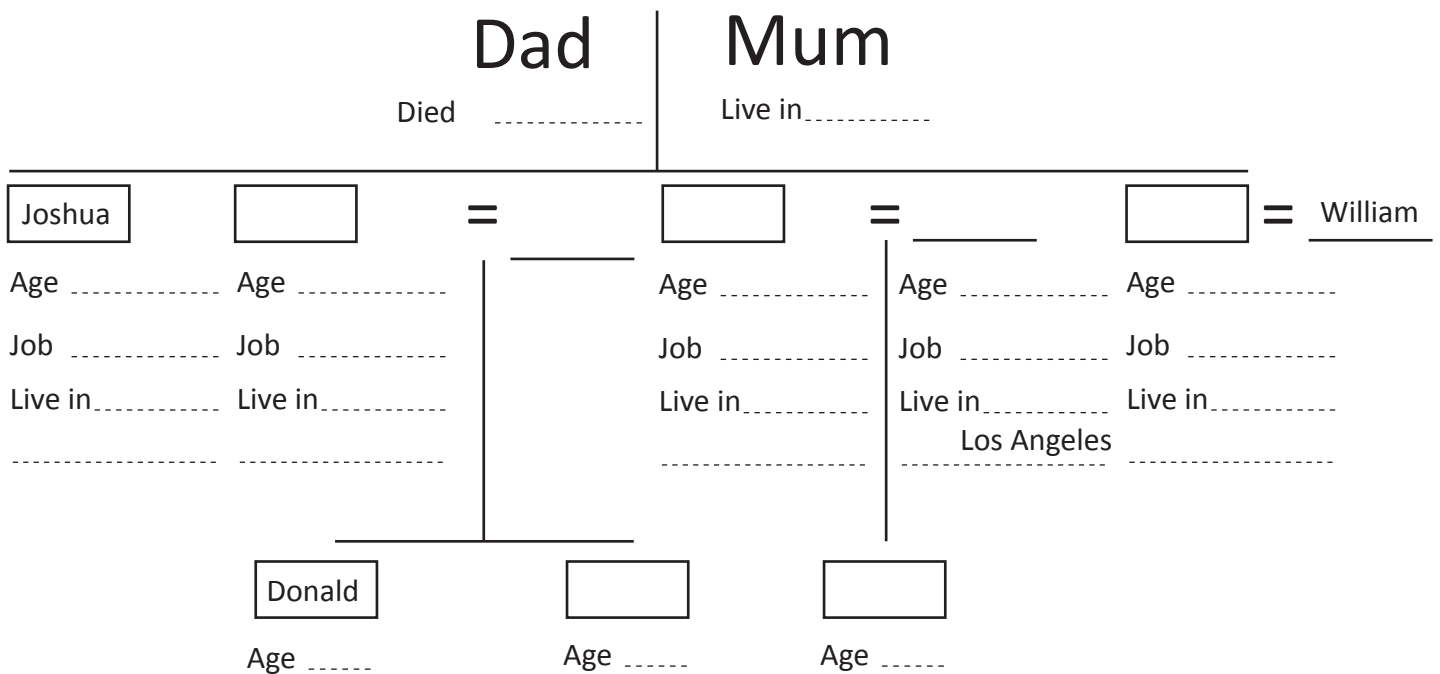


Read the text and complete the family tree.

Hello. The teacher asked us to prepare our family tree. Well, let's start from the beginning. My name is Joshua and I live in Boston. I work as a butcher. I'm 25 and the youngest of four. My siblings are called Jennifer (she's the oldest), John and Joseph. They're all married, except me. Jennifer's husband is called William and they still don't have children. I'm a bit worried, because Jennifer is already 40.

John is 28 and works as a nurse in a new hospital in Los Angeles. His wife's name is Maria and she works as a nurse at the same hospital. They have just one child, Daniel, who is 4. Joseph is 32 and he got married three years ago. He and Winnie, his wife, have two children, Donald (2 years old) and Sylvie (1 year old).

We all live in different parts of the USA. I was born in New York, the place where my mother still lives. Although she's already 65, she prefers to live alone. I respect that. Our dad died in 2010. Jennifer lives in Las Vegas (good place to visit!), but Joseph lives across the Atlantic, in London. He got a very good job over there: he's the CEO of a computer company.



**ATIVIDADE 59 NO GUIA – GRAMMAR CORNER – MODALS CAN/COULD**



**Modal Can/Could**

Usamos o verbo modal *can* (presente)/*could* (passado) + verbo no infinitivo para:

- a) Demonstrar uma habilidade: *I can drive.*
- b) Mostrar algo que podemos fazer em um determinado momento: *I could hear the neighbours.*
- c) Permissão: *You can talk a lot/You can't talk a lot.*

- d) Pedir permissão: *Can I go to the mall?*
- e) Oferecer ajuda: *Can I help you?*
- f) Pedir alguma coisa: *Could you help me?*

**Exercise 1**

Ask questions with *can* and give short answers.

- 1. You/drive: Can you drive?
- 2. John/ski: \_\_\_\_\_
- 3. My sister/play the piano: \_\_\_\_\_
- 4. Mark/ride a horse: \_\_\_\_\_
- 5. Your mother/whistle: \_\_\_\_\_
- 6. Jim and Sheila/play tennis: \_\_\_\_\_

**Exercise 2**

Complete with *can/could* using the verbs given.

- |       |          |       |
|-------|----------|-------|
| speak | swim     | drive |
| talk  | remember | speak |

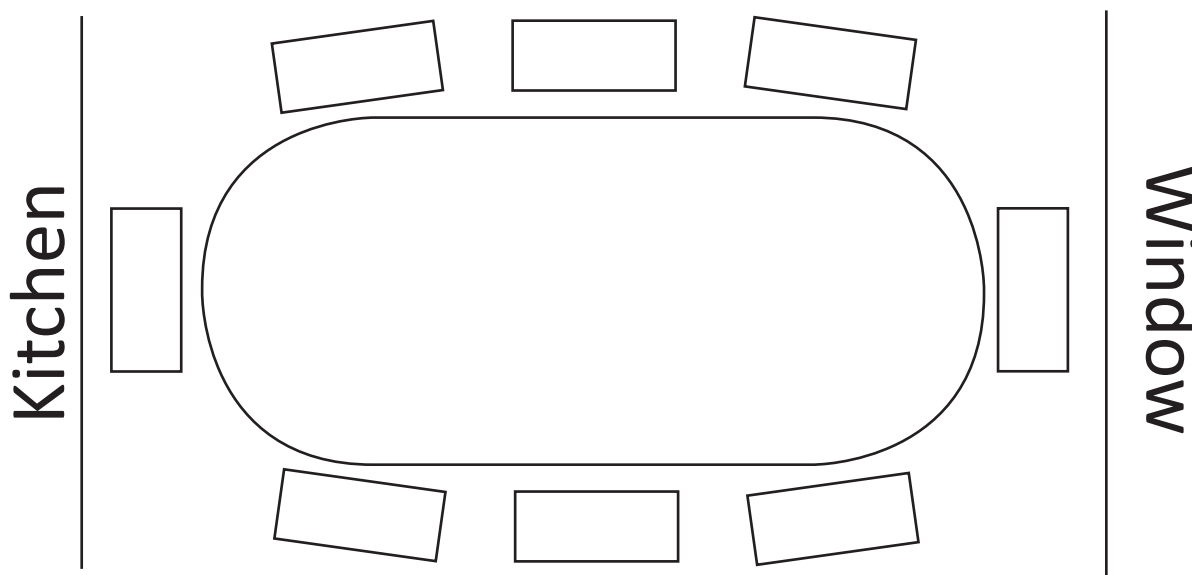
- 1. I can't play soccer now, but when I was younger I could play it for hours.
- 2. When my mother was young, she \_\_\_\_\_ for hours. She crossed the swimming pool a lot of times.
- 3. Jeff \_\_\_\_\_ last year because he was 17. Now he is 18 and \_\_\_\_\_. He bought a car yesterday.
- 4. Sue \_\_\_\_\_ about what happened yesterday. She drank a lot.
- 5. I live in Switzerland and I \_\_\_\_\_ German when I was young. Later I moved to the USA and now I \_\_\_\_\_ one single word.



**Exercise 1**

Read the extract from the newspaper article and put the names on the draw of the dinner's table.

John Winchester is a good detective. His last case was about a murder that happened last week during a dinner party. He conducted some interviews to find out where the people was sit during the event. The hosts, Mr. and Mrs. Winter were at the end of the table. They love to do always the same thing, so generally Mr. Winter sits near the kitchen, but unexpectedly, they changed places today, so Mr. Winter was in front of the window. Daniel Winter, the son of the couple, was sitting on the left side of his mother and his wife, Josephine, was next to him. That means Josephine was opposite Mark, her ex-husband, but they were acting very cool. Daniel wasn't paying attention to his wife or her ex-husband, he was paying attention to a young lady called Sophia, who was on his right. The party was completed by Maggie, Daniel's sister, who was next to her father and Josh Hust, the very probable lover of Mrs. Winter.



**Exercise 2**

Você tem ou gostaria de ter animais de estimação em casa? Como você cuida/cuidaria deles?

Você lerá a seguir um artigo descrevendo uma raça de cachorros muito popular nos Estados Unidos. Antes de ler o artigo sobre os cães, imagine quatro assuntos que ele abordará.

- 1 \_\_\_\_\_.
- 2 \_\_\_\_\_.
- 3 \_\_\_\_\_.
- 4 \_\_\_\_\_.

Agora leia o artigo e veja se suas ideias aparecem no texto.

## Labrador Retriever

The **Labrador Retriever** (also **Labrador**, or **Lab** for short) is one of several kinds of retriever, a type of gun dog. A breed characteristic is webbed paws for swimming, useful for the breed's original purpose of retrieving fishing nets. The Labrador is the most popular breed of dog by registered ownership in Canada, the United Kingdom, and the United States (since 1991). It is also one of the most popular assistance dog breeds in Australia, Canada, the United Kingdom and the United States and many other countries, as well as being widely used by police and other official bodies for their detection and working abilities. Typically, Labradors are athletic and love to swim, play catch and retrieve games, are good with young children, and for protection.



### History

The modern Labrador's ancestors originated on the island of Newfoundland, now part of the province of Newfoundland and Labrador, Canada. The founding breed of the Labrador was the St. John's Water Dog, (also a founding breed of the Newfoundland), a breed that emerged through ad-hoc breedings by early settlers of the island in the 16th century. The forebears of the St. John's Dog are not known, but were likely a random-bred mix of English, Irish, and Portuguese working breeds. The Newfoundland (known then as the Greater Newfoundland) is likely a result of the St. John's Dog breeding with mastiffs brought to the island by the generations of Portuguese fishermen who had been fishing offshore since the 16th century. The smaller short-coated St. John's Dog (also known then as the Lesser Newfoundland) was used for retrieval and pulling in nets from the water. These smaller dogs were the forebears of the Labrador Retriever. The white chest, feet, chin, and muzzle - known as tuxedo markings - characteristic of the St. John's Dog often appear in modern Lab mixes, and will occasionally manifest in Labradors as a small white spot on the chest (known as a medallion) or stray white hairs on the feet or muzzle.



The St. John's area of Newfoundland was settled mainly by the English and Irish. Local fishermen originally used the St. John's dog to assist in carrying ropes between boats, towing dories, and helping to retrieve fish-nets in the water. The Labrador's loyalty and hard working behaviour were valuable assets for fishermen.

A number of St. John's Dogs were brought back to the Poole area of England in the early 19th century, then the hub of the Newfoundland fishing trade, by the gentry, and became prized as sporting and waterfowl hunting dogs. A few kennels breeding these grew up in England; at the same time a combination of sheep protection policy (Newfoundland) and rabies quarantine (England) led to their gradual demise in their country of origin.

The first and second Earls of Malmesbury, who bred for duck shooting on his estate, and the 5th and 6th Dukes of Buccleuch, and youngest son Lord George William Montagu-Douglas-



Scott, were instrumental in developing and establishing the modern Labrador breed in 19th century England. The dogs Avon ("Buccleuch Avon") and Ned given by Malmesbury to assist the Duke of Buccleuch's breeding program in the 1880s are considered the ancestors of all modern Labradors.

The first St. John's dog was said to be brought to England around 1820; however, the breed's reputation had spread to England long before. There is a story that the Earl of Malmesbury saw a St. John's Dog on a fishing boat and immediately made arrangements with traders to have some of these dogs exported to England. These ancestors of the first labradors so impressed the Earl with their skill and ability for retrieving anything within the water and on shore that he devoted his entire kennel to developing and stabilising the breed.



### Early descriptions

Several early descriptions of the St. John's Water Dog exist. In 1822, explorer W.E. Cormack crossed the island of Newfoundland by foot. In his journal he wrote "The dogs are admirably trained as retrievers in fowling, and are otherwise useful..... The smooth or short haired dog is preferred because in frosty weather the long haired kind become encumbered with ice on coming out of the water."

Another early report by a Colonel Hawker described the dog as "by far the best for any kind of shooting. He is generally

black and no bigger than a Pointer, very fine in legs, with short, smooth hair and does not carry his tail so much curled as the other; is extremely quick, running, swimming and fighting....and their sense of smell is hardly to be credited...."

In his book *Excursions In and About Newfoundland During the Years 1839 and 1840*, the geologist Joseph Beete Jukes describes the St. John's Water Dog. "A thin, short-haired, black dog came off-shore to us to-day. The animal was of a breed very different from what we understand by the term Newfoundland dog in England. He had a thin, tapering snout, a long thin tail, and rather thin, but powerful legs, with a lank body, – the hair short and smooth." wrote Jukes. "These are the most abundant dogs in the country...They are no means handsome, but are generally more intelligent and useful than the others...I observed he once or twice put his foot in the water and paddled it about. This foot was white, and Harvey said he did it to "toil" or entice the fish. The whole proceeding struck me as remarkable, more especially as they said he had never been taught anything of the kind."

### Historical landmarks

The first written reference to the breed was in 1814 ("Instructions to Young Sportsmen" by Colonel Peter Hawker), the first painting in 1823 ("Cora. A Labrador Bitch" by Edwin Landseer), and the first photograph in 1856 (the Earl of Home's dog "Nell", described both as a Labrador and a St. Johns dog). By 1870 the name Labrador Retriever became common in England. The first yellow Labrador on record was born in 1899 (Ben of Hyde, kennels of Major C.J. Radclyffe), and the breed was recognised by The Kennel Club in 1903. The first American Kennel Club (AKC) registration was in 1917. The chocolate Labrador emerged in the 1930s, although liver spotted pups were documented being born at the Buccleuch kennels in 1892. The St. John's dog survived until the early 1980s, the last two individuals being photographed in old age around 1981.

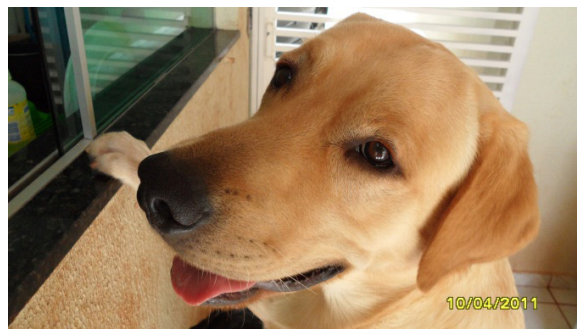
### History of subtypes

Yellow and chocolate pups, would occasionally appear (although often culled), until finally gaining acceptance in the 20th century.

The first recognised yellow Labrador was Ben of Hyde, born 1899, and chocolate Labradors became more established in the 1930s.

## Yellow (and related shades)

In the early years of the breed through to the mid-20th century, Labradors of a shade we would now call "yellow" were in fact a dark, almost butterscotch, colour (visible in early yellow Labrador photographs). The shade was known as "Golden" until required to be changed by the UK Kennel Club, on the grounds that "Gold" was not actually a colour. Over the 20th century a preference for far lighter shades of yellow through to cream prevailed, until today most yellow Labradors are of this shade. Also fawn has been a common colour in the yellow lab variety.



Interest in the darker shades of gold and fox red were re-established by English breeders in the 1980s, and three dogs were instrumental in this change: Balrion King Frost (black, born approx. 1976) who consistently sired "very dark yellow" offspring and is credited as having "the biggest influence in the re-development of the fox red shade", and his great-grandson, the likewise famous Wynfaul Tabasco (b.1986), described as "the father of the modern fox red Labrador", and the only modern fox red Show Champion in the UK. Other dogs, such as Red Alert and Scrimshaw Placido Flamingo, are also credited with passing on the genes into more than one renowned bloodline.

## Chocolate labradors

Jack Vanderwyk traces the origins of all Chocolate labradors listed on the LabradorNet database (some 34,000 Labrador dogs of all shades) to eight original bloodlines. However, the shade was not seen as a distinct colour until the 20th century; before then according to Vanderwyk, such dogs can be traced but were not registered. A degree of crossbreeding with Flatcoat or Chesapeake Bay retrievers was also documented in the early 20th century, prior to recognition. Chocolate labradors were also well established in the early 20th century at the kennels of the Earl of Feversham, and Lady Ward of Chiltonfoliat.



The bloodlines as traced by Vanderwyk each lead back to three black labradors in the 1880s—Buccleuch Avon (m), and his sire and dam, Malmesbury Tramp (m), and Malmesbury June (f). Morningtown Tobla is also named as an important intermediary, and according to the studbook of Buccleuch Kennels, the chocolates in this kennel came through FTW Peter of Faskally (1908).

*Fonte: Wikipedia.*

Responda às perguntas:

1. Quais os apelidos para o Labrador Retriever?

---

2. Qual o propósito original da raça?

---

3. O Labrador é o cachorro mais popular em quais países?

---

4. O que os Labradores gostam de fazer?

---

5. De onde vem o nome Labrador?

---

6. Qual a raça que serviu de origem para o Labrador e o Newfoundland?

---

7. Que características dessa raça mais antiga ainda permanece nos Labradores atuais?

---

8. Qual era a função dessa raça mais antiga junto aos pescadores de Newfoundland?

---

9. Cite duas características dos Labradores importantes para os pescadores.

---

10. Quando os Labradores foram levados para a Inglaterra, como foram usados?

---

11. Quem foram os desenvolvedores da linhagem moderna dos Labradores?

---

12. Quais os nomes dos Labradores considerados ancestrais de todos os atuais?

---

13. Em registros históricos, qual seria a cor original do Labrador?

---

14. Em que anos foram publicados, respectivamente, a primeira descrição escrita, a primeira pintura e a primeira fotografia sobre Labradores?

---

15. Em que ano foi registrado o primeiro Labrador amarelo?

---

16. Quando a raça foi reconhecida pelo The Kennel Club?

---

17. Quando apareceram os primeiros Labradores chocolate?

18. Além de amarelo, como os Labradores dessa pelagem eram chamados?

19. Quais as cores predominante dos Labradores amarelos?

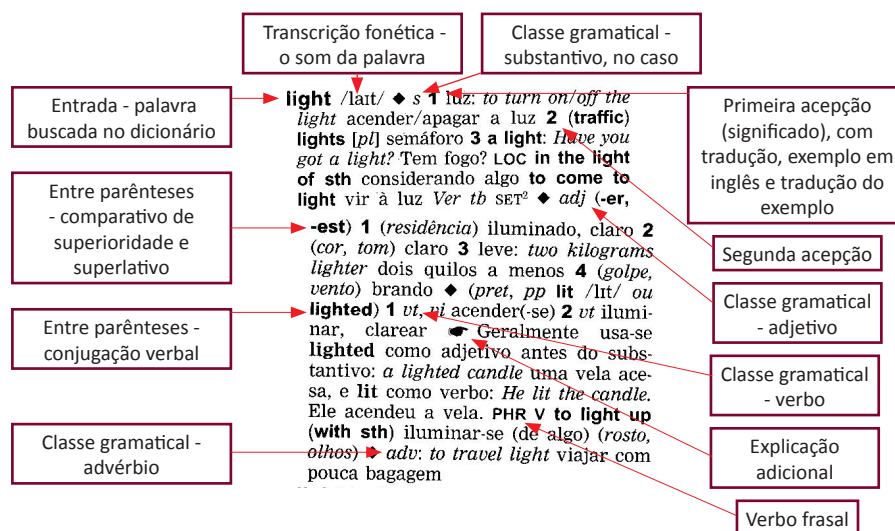
20. Como é chamada a cor que não é nem preta, amarela ou chocolate entre os Labradores?

21. Trace uma linha do tempo no caso dos Labradores chocolate.

## ATIVIDADE 61 NO GUIA – WORKING WITH BILINGUAL DICTIONARIES



Apresentamos até agora várias técnicas para tentar entender um texto sem dicionário. Quando todas essas técnicas falharem, podemos tentar um dicionário bilíngue. Veja um verbete do dicionário Oxford Escolar para Estudantes Brasileiros de Inglês. Saiba como analisá-lo:



## ATIVIDADE 62 NO GUIA – TEXT INTERPRETATION



Vamos tentar resumir tudo o que aprendemos num único exercício. Em primeiro lugar, você vai ler e tentar entender todo o conteúdo do texto. Num segundo momento, você vai criar vários tipos de exercício sobre o texto para um aluno que esteja aprendendo inglês. Inspire-se em você mesmo ao criar os exercícios. Use as várias possibilidades de modelos de atividades que foram propostas no guia.





Tente fazer tudo isso sem o auxílio de um dicionário. Quanto menos você o usar, mais rápido vai se acostumar a ler em inglês.

## Digital literacy



**Digital literacy** is the ability to locate, organize, understand, evaluate, and analyze information using digital technology. It involves a working knowledge of current high-technology, and an understanding of how it can be used. Digitally literate people can communicate and work more efficiently, especially with those who possess the same knowledge and skills.

Research around digital literacy is concerned with wider aspects associated with learning how to effectively find, use, summarize, evaluate, create, and communicate information while using digital technologies, not just being literate at using a computer.

Digital literacy encompasses computer hardware, software (particularly those used most frequently by businesses), the Internet, cell phones, PDAs, and other digital devices. A person using these skills to interact with society may be called a digital citizen.

## Certifications



Official certification in digital literacy allows employees to validate their knowledge of digital media. Certification curricula often change as technology advances, making it necessary for many to re-certify to remain competitive.

ECDL Foundation, established by the Council of European Professional Informatics Societies (CEPIS), is the worldwide governing body and licensing authority for ECDL (European Computer Driving Licence) and ICDL (International Computer Driving Licence), a global standard in end-user computer skills, offering a high-quality certification designed and approved by international Subject Matter Experts and supported by governments, informatics societies, international organisations and corporations globally.

According to the ECDL Foundation website, ECDL Foundation works at local, national and international levels throughout the world to encourage policy makers, INGOs (International Non Governmental Organisations) and organisations to incorporate digital literacy training and certification into their policies, programmes and activities to promote the proficient use of ICT for the benefit of society and the economy as a whole.

The Global Digital Literacy Council (GDLC) establishes the curriculum for Certiport Internet and Core Computing Certification. The latest standard, Global Standard 3, was signed by the council on August 1, 2008. According to the GDLC Web site, "The development of the Global Standard 3 took over 9 months of research, data collection from 400+ subject matter experts from over 30 countries and final ratification from the members of the Global Digital Literacy Council."

Certiport Internet and Computing Core Certification (IC<sup>3</sup>) is often considered a digital literacy standard among professionals and educators. It verifies a person's fundamental knowledge and skills of computers and using the Internet.

### **Use in the workforce**

Those who are digitally literate are more likely to be economically secure. Many jobs require a working knowledge of computers and the Internet to perform basic functions. As wireless technology improves, more jobs require proficiency with cell phones and PDAs (sometimes combined into smart phones).



White collar jobs are increasingly performed primarily on computers and portable devices. Many of these jobs require proof of digital literacy to be hired or promoted. Sometimes companies will administer their own tests to employees, or official certification will be required.

As technology has become cheaper and more readily available, more blue-collar jobs have required digital literacy as well. Manufacturers and retailers, for example, are expected to collect and analyze data about productivity and market trends to stay competitive. Construction workers often use computers to increase employee safety.

Job recruiters often use employment Web sites to find potential employees, thus magnifying the importance of digital literacy in securing a job.

### **Use in education**

Schools are continually updating their curriculum for digital literacy to keep up with accelerating technological developments. This often includes computers in the classroom, the use of educational software to teach curriculum, and course materials being available to students, online. Some classrooms are designed to use smartboards and audience response systems. These techniques are most effective when the teacher is digitally literate, as well.



Teachers often teach digital literacy skills to students who use computers for research. Such skills include verifying credible sources Online and how to cite Web sites. Google and Wikipedia are used by students "for everyday life research."

Educators are often required to be certified in digital literacy to teach certain software and, more prevalently, to prevent plagiarism amongst students.

Libraries are using games increasingly such as the Digital Literacy Contest to raise awareness about digital literacy.

### **Use in society**

Digital literacy helps people communicate and keep up with societal trends. Literacy in social network services and Web 2.0 sites help people stay in contact with others, pass timely information and even sell goods and services. This is mostly popular among younger generations, though sites like LinkedIn have made it valuable to older professionals.

Digital literacy also prevents from believing hoaxes that are spread Online or are the result of photo manipulation. E-mail frauds and phishing often take advantage of the digitally illiterate, costing victims money and making them vulnerable to identity theft.

## Global impact

Government officials around the world have emphasized the importance of digital literacy for their economy. According to HotChalk, an Online resource for educators: "Nations with centralized education systems, such as China, are leading the charge and implementing digital literacy training programs faster than anyone else. For those countries, the news is good."

Many developing nations are also focusing on digital literacy education to compete globally.

Economically, socially and regionally marginalised people have benefited from the ECDL Foundation's ECDL / ICDL programme through funding and support from Corporate Social Responsibility initiatives, international development agency funding and non-governmental organisations(NGO's).

The Philippines' Education Secretary Jesli Lapus has emphasized the importance of digital literacy in Filipino education. He claims a resistance to change is the main obstacle to improving the nation's education in the globalized world. In 2008, Lapus was inducted into Certiport's "Champions of Digital Literacy" Hall of Fame for his work to emphasize digital literacy.

## The digital divide



Digital literacy and digital access have become increasingly important competitive differentiators. Bridging the economic and developmental divides is in large measure a matter of increasing digital literacy and access for peoples who have been left out of the information and communications technology (ICT) revolutions.

The United Nations Global Alliance for ICT and Development (GAID) seeks to address this set of issues at an international and global level. Many organizations (e.g. Per scholas for underserved communities in the United States) focus on addressing this concern at national, local and community levels.

*Fonte: Wikipedia.*



Discuta com os colegas, no Fórum, sobre as diversas possibilidades de resolver esses exercícios.

## Exercise 1

Proponha um exercício de skimming, que viria antes da leitura do texto.

## Exercise 2

Proponha um exercício de scanning, elaborando uma pergunta para cada parágrafo do texto.

## Exercise 3

Selecione três parágrafos aleatórios do texto e construa um exercício com os conectores.

## Exercise 4

Trabalhe com o título e os subtítulos e proponha uma pergunta sobre eles.

## Exercise 5

Usando as figuras disponíveis no texto, elabore uma pergunta sobre o conteúdo delas.

## Exercise 6

Proponha, usando um ou mais parágrafos aleatórios, um exercício baseado em cognatos.

## Exercise 7

Construa um exercício baseado em prefixos e sufixos. Forneça exemplos aleatórios durante o texto.

## Exercise 8

Escolha um parágrafo ou construa um (usando partes do texto acima) e crie um exercício de inferência. Partes do texto devem ser apagadas para que possam ser inferidas.



**Activity 63. Consult your VLE and do the exercises. The results must be sent to your tutor.**

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