

1. ARTIGOS (Articles)

Artigo Definido: “THE”

É usado para identificar um substantivo definido e pode ser usado com os substantivos no singular e no plural.

Quando usar:

- Antes do “same”: These two photographs are *the same* (not ‘are same’).
- The capital of some countries: Paris is *the* capital of France.
- Tipos particulares de animais: *The* giraff.
- Grupos de pessoas: *The young* should have fun.
- Nacionalidades: The Spanish, The Brazilian

Quando não usar:

- Antes de nomes de refeições: What time is *dinner*?
- Antes de substantivo e números: Our train leaves *from Platform 5*. (not ‘the Platform 5’).
- Para nomes de ruas, rodovias, parques: Epitácio Pessoa Avenue, Hyde park
- Para nomes de prédios importantes e instituições: Kennedy airport, Cambrigde University, mas pode-se dizer: The White house, The Royal Palace.

Artigo indefinido: “AN” “A”:

O artigo indefinido é usado antes de substantivos contáveis no singular.

“A” é usado antes de sons de consoantes.

“An” é usado antes de sons de vogal.

Muitos substantivos podem ser usados como substantivos incontáveis e contáveis, geralmente com uma diferença de significado.

Contáveis	Incontáveis
- I bought <i>a paper</i> to read. (= a newspaper), - There is <i>a hair</i> in my soup. (= one single hair).	- I need <i>some paper</i> to write on. (= material to write on), - You’ve got <i>long hair</i> .(not hairs). (=all the hair on your head)

2. SUBSTANTIVOS (Nouns)

Singular e plural:

Às vezes usa-se um substantivo no plural para um objeto que já tenha duas partes, por exemplo: trousers(two legs); jeans; shorts; pyjamas(top and bottom); scissors; glasses. Essas palavras estão no plural, então o verbo será no plural.

ex.: My *jeans* are too long.

- Também usa-se: “*a pair of*” + as palavras acima.

ex.: Those *are* nice *jeans* or That’s *a* nice *pair of jeans*.

- Nem sempre palavras que terminam com “-ics” significam que estão no plural: *mathematics, politics, athletics*.
- Algumas palavras terminadas em -s podem estar no plural: *series(a television serie/ two television series)*
- Alguns substantivos no singular são frequentemente usados com o verbo no plural: government, staff, team, family, audience, firm. Nós frequentemente pensamos nessas palavras como um número de pessoas (they) e não como uma coisa (it), então frequentemente usamos o verbo no plural. Mas isso não quer dizer que o verbo não possa ir no singular.

ex.: the staff at school (they) *are not* happy with their new working conditions.

- O verbo fica no singular quando se refere a dinheiro, period de tempo, distância, etc.

ex.: *Three years (it)* is a long time to be without a job.

-s’(the girl’s name) e of...(the name of the book)

- Normalmente usa-se o -s’ para pessoas e animais: *the girl’s name/ the horse’s tail/ the manager’s Office*. Note que pode usar -‘s sem o substantivo na sequência:

ex.: This is my book. It’s *my brother’s*.
(= my brother’s book)

- Para coisas, ideias, etc. normalmente usa-se *of* (...of the book/...of the restaurant)
ex.: the door *of* the garage(not ‘the garage’s door’).
- Normalmente usa-se o *of* (não substantivo+substantivo) com o *the* *beginning/end/top/ bottom/ front/back/ middle/side etc.*
ex.: the back of the car (not ‘the car back’)
the beginning of the month.
- Usa-se o *of* or *-s’...* para organizações (= um grupo de pessoas).
ex.: the government’s decision or the decision *of* the government.
the company’s success or the success *of* the company
- Depois de um substantivo no singular, usa *-s’* : my sister’s room(= uma irmã e o quarto é *delá*)
- Depois de um substantivo no plural, usa um apóstrofo(‘) depois do “s”: the Carters’ house(Mr e Mrs Carter).

3. ADJETIVOS(Adjectives)

Adjetivos descrevem ou dão informação sobre os substantivos ou pronomes.

Ex.: The *grey* dog barked. (o adjetivo *grey* descreve o substantivo "*dog*".)

- Alguns adjetivos dão informações de fato sobre – *idade, tamanho, cores, etc.* (adjetivos factuais não podem ser questionados). Alguns mostram o que pensamos sobre determinada coisa ou alguém – *boas, horríveis, bonitas,etc.* (a opinião pode ser variada).
- Perguntas com: *which, whose, what kind, or how many*, precisará de um adjetivo para a resposta.

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Existem diferentes tipos de adjetivos:

Numeral: <i>six, one hundred and one</i>	Quantitativo: <i>more, all, some, half, more than enough.</i>
Qualitativo: <i>colour, size, smell etc.</i>	Possessivo: <i>my, his, their, your</i>
Interrogativo: <i>which, whose, what</i>	Demonstrativo: <i>this, that, those, these</i>

4. NUMERAIS(Numbers)

Existem dois tipos de numerais:

- Cardinal Numbers - 1 (one), 2 (two) etc.
(principalmente usado para contar)
- Ordinal Numbers - 1st (first), 2nd (second) etc.
(principalmente usado para sequência)

Numeral cardinal: Usa-se:

- Contar: I have two brothers. There are thirty-one days in January.
- Idade: I am thirty-three years old. My sister is twenty-seven years old.
- Números de telefone: Our phone number is 481-2240.
- Ano: She was born in nineteen seventy-five (1975).

Numeral Ordinal: Normalmente se acrescenta aos números ordinais o-TH no final de cada número cardinal. Usa-se:



- Informar datas: My birthday is on the 27th of January. (Twenty-seventh of January).
- Colocar coisas na sequência: Liverpool came second in the football league last year.
- Informar números de prédios e pisos: His office is on the tenth floor.
- Aniversário: He had a huge party for his twenty-first birthday.

Cardinal Numbers:

- 1 – one, 2 – two, 3 – three... 10 – ten;
- 11 – eleven, 12 – twelve, 13 – thirteen... 19 – nineteen;
- 20 – twenty, 21 – twenty-one ...,
- 30 – thirty, 40 – forty...,
- 100 – one hundred*, 101 – one hundred and one;
- 1000 – one thousand; 1,000,000 – one million ; 10,000,000 – ten million

Pode-se dizer: One Hundred e A hundred.

With long numbers, we usually divide them into groups of three which are divided by a comma.
e.g. 5000000 (5 million) is normally written as 5,000,000

Ordinal Numbers:

- 1st – first, 2nd – second, 3rd – third, 4th – fourth... 10th – tenth;
- 11th – eleventh, 12th – twelfth, 13th – thirteenth... 20th – twentieth;
- 21st – twenty-first, 22nd – twenty-second... 30th – thirtieth, 40th – fortieth;
- 100th – hundredth, 101th – hundred and first... 200th – two hundredth
- 1,000th – thousandth, 1,000,000th – ten millionth

O zero(0), chamamos de ‘zero’ ou ‘Oh’. Mas para telefones usamos ‘Oh’.

Frações e decimais

Usamos os números ordinais (na posição final) para frações.

- $1/2$ – a half, $1/3$ – a third, $2/3$ – two thirds, $1/4$ – a quarter (a fourth)
- $3/4$ – three quarters (three fourths), $1/5$ – a fifth, $2/5$ – two fifths, $1/6$ – a sixth
- $5/6$ – five sixths, $1/7$ – a seventh, $1/8$ – an eighth, $1/10$ – a tenth, $7/10$ – seven tenths
- $1/20$ – a twentieth, $47/100$ – forty-seven hundredths, $1/100$ – a hundredth
- $1/1,000$ – a thousandth

Se tiver um número com a fração, usamos a palavra AND entre as duas partes.

ex.: $2 \frac{3}{5}$ = two and a three-fifths.

5. PRONOMES(Pronouns)

Pronomes Oblíquos:

As formas: me, you (thee), him, her, it, us, you, them são usadas:

- Como objeto direto:
ex.: I saw her yesterday
- Como objeto indireto preposicionado:
ex.: We looked at him.
He waits for us.
- Como objeto indireto sem preposição:
ex.: We gave them a few books,
I told him all that happened.



Pronomes Pessoais:

		Reto	Oblíquo	Posses-sivo	Reflexi-vo
S I N G U L A R	1 ^a	I	me	my – mine	myself
	2 ^a	You(thou)	you (thee)	your – yours (thy) – (thine)	yourself (thysself)
	3 ^a	he She It	him her it	his – his her – hers its – its	himself herself itself
P L U R A L	1 ^a	we	us	our ours	ourselves
	2 ^a	you	you	your yours	yourself s
	3 ^a	they	them	their theirs	themselv es

Pronomes Possessivos:

- Os pronomes adjetivos: my, thy, his, her, its, our, your, their;
- Os pronomes substantivos mine, thine, his, hers, its, ours, yours, theirs correspondem aos pronomes pessoais:
- Os pronomes adjetivos: my, thy, etc. antecedem o substantivo:
ex.: Where is my pencil?
Our books are open.
- Os pronomes substantivos: mine, thine, etc. são usados quando o substantivo não é expresso:
ex.: Whose hat is this? It is mine.
- Os possessivos concordam em gênero e número com o possuidor e não com a coisa possuída, como em português.
ex.: Paul and Mary wrote to their sister

Pronomes Reflexivos:

Os compostos de self, selves podem ser empregados:

I - Como pronomes reflexivos: ex.: He hurt himself.

II - Como pronomes enfáticos: ex.: He read the letter himself.

Pronomes Demonstrativos:

- Os demonstrativos:
this , este, esta, isto;
these , estes, estas;
that , esse, essa, isso, aquele, aquela, aquilo;
those , aqueles, aquelas

São usados:

- Como pronomes adjetivos:
ex.: This boy is writing.
That girl is reading.
These books are mine.
Those children are playing.
- Como pronomes substantivos;
ex.: Who/what/whose is this?
These are the books he bought.
Do you agree to that?

São também usados como demonstrativos:

So, isso.
Such , tal, tais
The same , o mesmo, a mesma
The one , o, a
The former , aquele(s), aquela(s)
The latter , este(s), esta(s)
Yon, yond, yonder , aquele(s) lá, aquela(s) lá (ou acolá).
Ex.:
He told me so. He himself says so.
She is a child will be treated as such.
He wrote the same words three times.

Pronomes Interrogativos:

- Who é declinável: nominativo who, possessivo, whose(de quem), e objetivo whom(que) que pode ser objeto direto ou indireto. Who refere-se à identidade: Who is he?

- What refere-se a pessoas e coisas. Quando usado com referência a pessoas, indaga sobre a posição

- Which é seletivo e refere-se a pessoas e coisas

- Whose, what e which são pronomes substantivos e adjetivos. Ex.:

Whose is this pencil? Whose son is he?
What books did he read? What is this?

Pronomes Indefinidos:

a) OS INDEFINIDOS MAIS COMUNS:

- Any (usado para sentenças negativas e perguntas);
- Some(usado para sentenças positivas e perguntas com respostas “yes”);
- No, None, Nothing, Nobody, No one (palavras negativas que podem ser usadas em início de frases ou sozinhas);
- Anybody, Anyone, Anything(usados com o sentido de não importa o quê- it doesn’t matter what);
- Somebody, Someone: (são palavras no singular);
- Much, Little (usado para substantivos incontáveis);
- Much e Many(especialmente em sentenças negativas e perguntas);
- A lot, lots of, plenty of (usado para substantivos contáveis);
- Little e few (usados para ideias negativas);
- A little e A few (usados para ideias positivas);
- All, Some, Any, Most, Much/many, Little/few(pose-se usar com um substantivo- some food/ few books);
- Either, Neither, Both (usa-se para duas coisas e pode-se usar com um substantivo- both books/ neither books).
- Every, Everything, Everyone, Everybody (são palavras no singular,então o verbo é no singular);

b) Pronomes Adjetivos

Any Some Much Many Little Few All
One Each Every Other Another Either
Neither Both Enough Several

• Pronomes Relativos:

Who (que, o qual), which (que, o que, o qual), that (que), what (o que) são usados como pronomes relativos.

6. VERBOS(Verbs)

1. Present Simple e Present Continuous:
2. Past Simple e Past Continuous:

Present Simple (I do)	Present Continuous (I am doing)
- Usa-se para coisas em geral ou que acontecem repetidamente. ex.: Excuse me, <i>do you speak</i> English? I always <i>go</i> to bed before midnight. -E para situações permanentes: ex.: I <i>live</i> in London. I have lived there all my life.	-Usa-se para algo que está acontecendo ou perto do tempo que se fala. ex.: The water <i>is boiling</i> . Can you turn it off? Let’s go out. It <i>is raining</i> now. -E para situações temporárias: ex.: <i>I’m living</i> with my friends until I find a flat.
Past Simple(I did)	Past Continuous(I was doing)
- É usada em ação completa. ex.: I <i>walked</i> after the party last night. (-all the way, completely) Ann <i>watched</i> TV a lot when she was ill last year.	- É usada no meio de uma ação. ex.: I <i>was walking</i> home when I met Dave. (=in the middle of the walking home) Ann <i>was watching</i> TV when the phone rang.

3. Simple Future, Future Continuous e Future com ‘going to’:

Simple Future (will)

Will – Expressa um futuro de decisões espontâneas, uma ação no futuro que não pode ser influenciada. Formas de uso:

Positivo	Negativo	Pergunta
I will speak.	I will not speak.	Will I speak?

Uso do Futuro Simple (will):

- Decisão espontânea, ex.: *Wait, I will help you.*
- Uma opinião, esperança, incerteza ou suposição a respeito do futuro, ex.: *He will probably come back tomorrow.*
- Uma promessa, ex.: *I will not watch TV tonight.*
- Ação no futuro que não pode ser influenciada, ex.: *It will rain tomorrow.*
- 1º condicional, ex.: *If I arrive late, I will call you.*

Future Simple 'going to':

- Going to- expressa uma conclusão a respeito de um futuro imediato ou uma ação no futuro próximo que já tenha sido planejada ou preparada. Formas de uso do 'going to' Future:

	Positivo	Negativo	Perguntas
I	I am going to speak.	I am not going to speak.	Am I going to speak?
you / we / they	You are going to speak.	You are not going to speak.	Are you going to speak?
he / she / it	He is going to speak.	He is not going to speak.	Is he going to speak?

Future Continuous: o Futuro Contínuo dá ênfase a uma ação que se realizará no futuro.

Formas:

Afirmativa: *He will be talking.*

Negativa: *He will not be talking.*

Pergunta: *Will he be talking?*

Use: numa ação que acontecerá em determinada época no futuro. É certeza que a ação acontecerá no futuro próximo.

IMPERATIVE(The Imperative)

Usa-se para:

- ordem direta:
ex.: *Take that chewing gum out of your mouth.*
Stand up straight.
Give me the details.
- Dar instruções:

ex.: *Open your book.*

Take two tablets every evening.

Modal Verb	Substitute	Example
must	to have to	I must swim. = I have to swim.
must not	not to be allowed to	I must not swim. = I am not allowed to swim.
can	to be able to	I can swim. = I am able to swim.
may	to be allowed to	I may swim. = I am allowed to swim.
need	to have to	I need to swim. = I have to swim.
need not	not to have to	I need not swim. = I don't have to swim.
shall / should / ought to	to be supposed to / to be expected to / to be to	I shall / should / ought to swim. = I am supposed to swim. / I am expected to swim. / I am to swim.

Take a left and then a right.

- Fazer um convite:
Come in and sit down. Make yourself at home.
Have a piece of this cake. It's delicious.
- Em sinais e notícias:
ex.: *Push.*
Do not use.
Insert one dollar.
- Para dar avisos informais:
ex.: *Speak to him. Tell him how you feel.*
Don't go. Stay at home and rest up.
Get some sleep and recover.



AUXILIARES(Auxiliary Verbs)

São os verbos: be, do, have, quando seguidos de outro verbo para formar um pergunta, uma sentença negativa(verbos que ajudam). Pode-se usar os verbos auxiliares (sem o resto da frase) quando não quer repetir o que já foi dito.

- verbo "be": pode ser usado como auxiliar e como verbo. Como auxiliar, usamos esse verbo para combinar os tempos e a voz passiva. Ele é um verbo irregular:

Simple Present: I am, he/she/it is,
we/you/they are

Simple Past: I/he/she/it was,
we/you/they were

Past Participle: been

- Do/does/did: para presente e passado
ex.: 'Do you like onions?' – 'Yes, I do'.(=I like onions).
- Have you?/isn't she?/do they?: para mostrar educação e interesse no que o outro falou.

ex.: 'I've Just met Simon.' 'Oh, have you? How is he?'

MODAIS(Modal Verbs)

São exemplos de Modal verbs: may, can, must, should, need.

Eles expressam habilidade, permissão, desejo, etc. para algo. (I may, can, must swim.) Muitos verbos modais não podem ser usados em todos os tempos verbais.

7. ADVÉRBIOS(Adverbs)

Vários advérbios são formados pelo acréscimo de ly a substantivos designativos de período de tempo e aos substantivos body, name e part: monthly weekly yearly bodily namely partly

- O sufixo ly pode ser acrescentado a partícipios, especialmente em linguagem

literária para formar advérbios, como: fixedly/repeatedly/lovingly/mistakenly.

- Alguns advérbios provêm de antigos genitivos como: Always/Unawares (advertidamente)/Nowadays/Betimes/Needs,necessariamente.
- Quando o adjetivo termina em ly, como em homely (simples), lively (vivo), manly (varonil), fatherly (paternal), o sentido adverbial correspondente é geralmente expresso por uma locução ou por um advérbio de sentido equivalente como: in a homely way, de maneira simples, in a lively manner, de modo vivo, vivamente,in a fatherly manner, de maneira paternal.

8. PREPOSIÇÕES (Preposition)

Preposição é uma palavra que liga dois termos e estabelece relações entre os mesmos. Sabemos que elas possuem o mesmo significado (no, na, em, etc.), no entanto, frequentemente são usadas incorretamente. Usa-se:

In - Para designar algo dentro de um determinado espaço; não necessariamente um espaço físico. Falando mais diretamente, usamos "in" quando estamos nos referindo a cidades, estados e países; anos; meses; estações do ano.

ex.; In Sao Paulo (em São Paulo)
In São Paulo(em São Paulo)
In April (em Abril)

On - Passa a idéia de contato de uma coisa sobre outra, como na famosa frase "The book is on the table". "On" também é usado para se referir a dias da semana e datas.

ex.: On Sunday (no Domingo)
On March 9 th (em 9 de Março)
On the table (sobre a mesa)

At - É usada quando queremos falar em algo situado em um ponto exato. Em outras palavras, o "at" é usado quando falamos de lugares ou momentos específicos.

Ex.: At 2 o'clock (às 2 h)
At my home (em minha casa)
At Christmas (no Natal)

A partir dessas preposições, são formadas inúmeras expressões idiomáticas. Alguns exemplos:

- At the time (na época)
- At the moment (neste momento)
- At one time (houve época em que)

Exercises

1.Fill the gaps with the correct form of the nouns (singular or plural).

- a) They _____ ate _____ some (tomato)_____
- b) You can put (sugar)_____ in your tea.
- c) We have to buy new (furniture)_____.
- d) How many (people)_____ were at the cinema with you?
- e) Could you give some (information)_____ on your project.

2.Fill in the correct adverb form (comparative or superlative) of the adjectives in brackets.

- a) I speak English(fluent)_____now than last year.
- b) She greeted me(polite)_____of all.
- c) Planes _____ can fly(high)_____than birds.
- d) He had an accident last year. Now, he drives(careful)_____than before.
- e) He worked(hard)_____than ever before.

3.Put the correct spelling numbers:

- a) 150_____
- b) 33_____
- c) My telephone number is_____
- d) 546th_____
- e) 2,001_____
- f) 421st_____
- g) 5,111th_____

4. Replace the words in brackets by the correct pronouns.

- a) My mum's name is Angie. (Angie) _____ is from Germany.

- b) Bob is my dad. (My dad)_____ is a waiter.
- c) My name is Sue. (Sue)_____ am English. And this is my family.
- d) My children like Disney films. The video is for (they)_____
- e) I like watches. This nice watch is for(I) _____
- f) You know what? - It's for (you)_____
- g) She lives in Australia now with (she)_____ family.
- h) (We)_____Winter!
- i) (They)_____ children go to school in Newcastle.
- j) This book is (you)_____
- k) The ball is (I)_____
- l) We met Paul and Jane last night. This house is (they)_____
- m) This was not my fault. It was (you)_____
- n) I did not want to believe it and then I saw the UFO_____
- o) Boys, can you make your beds_____
- p) We can move the table_____
- q) This is the bank_____was robbed yesterday.
- r) A boy_____sister is in my class was in the bank at that time.
- s) The man_____robbed the bank had two pistols.

5.Arrange the words to make sentences in simple present.

- a. I / to collect stamps - _I collect stamps
- c. we / to play card games_____
- d. he / to read comics_____
- e. Chris / to sing in a band_____
- f. I / to buy a newspaper every Saturday_____
- g. they / to help their parentsv they / to help their_____ parents

6.Transform the sentences below into negative sentences.(Present Simple Continuous).

- I am watching TV. I'm not watching tv
- I am talking. _____
- They are drawing _____
- He is opening the window. _____
- Angela is cleaning the bathroom _____
- We are helping in the garden. _____

7. Put the verbs into the correct form (simple past).

- Last year I (spend) spent my holiday in Ireland.
- It (be) _____ great.
- I (travel) _____ around by car with two friends and we (visit) _____ lots of interesting places.
- In the evenings we usually (go) _____ to a pub.

8. Ask for the information in the bold part of the sentence.

- Henry was living in London last year _____
- Anita was working at a restaurant last week _____
- Ricky was waiting for Holly. _____
- Sarah was singing a song _____
- At six o'clock, Myriam and her family were having dinner. _____

9. Write positive sentences in *will* Future.

- We (help) _____ you.
- I (get) _____ you a drink
- I think our team (win) _____ the match.
- She hopes that he (cook) _____ dinner tonight.
- I'm sure they (understand) _____ your problem.
- They (go / probably) _____ to the party.

10. Put the verbs into the correct form (future I). Use *going to*.

- It (rain) _____
- They (eat) _____ stew.
- Jack (not / walk) _____ home.
- (cook / you) _____ dinner?

- (take part / she) _____ in the contest?

11. Put the verbs into the correct form (future I progressive).

- At midnight we (sleep) _____
- This time next week we (sit) _____ at the beach.
- At nine I (watch) _____ the news.
- Tonight we (cram up) _____ for our English test.
- They (dance) _____ all night.

12. Complete each sentence with the correct auxiliary verb.

- What _____ you done?
- I _____ not like this song
- _____ she know that you are here?
- The lesson _____ not started yet.
- My friend _____ sent me some photos.

13. Put the correct imperative, use the words in the box:

Feel	Stay	Phone	Get	Walk	Turn on
Fill	Go	Open	Wet	Don't open	
Don't use	Don't take				

Fire Safety: a step-by-step guide that tells you what to do if there is a fire.

- Don't take your luggage. (example)
- _____ your key.
- _____ the door with your hand. Is it hot?
- _____ it!
- If the door is not hot _____ it slowly.
- _____ to the nearest exit.
- _____ the lifts.
- _____ down to the ground floor.
- Is the door hot? Is there thick smoke outside your room?
- _____ in your room.
- _____ for help.
- _____ the bathroom fan, and _____
- _____ the bath with water.
- _____ towels and sheets

14. Use modal verbs where possible. If a modal verb can't be used with a certain tense, use its substitute.

- You (must)_____get up early tomorrow.
- You (not / need)_____ call a baby sitter.
- We (may)_____ the film tonight.
- He (not / can)_____see me yesterday.
- She (must)_____stay at school yesterday afternoon.

15. Complete the exercise with the correct prepositions.

- The first McDonald's restaurant was opened _____ Dick and Mac McDonald _____ the 15th _____ May 1940.
- The best selling products _____ their restaurant were hamburgers
- So the McDonald brothers thought _____ a way to produce hamburgers more quickly.
- This was introduced _____ 1948 and became known _____ the Speedee Service System.
- The first franchised McDonald's restaurant was opened _____ 1953, and today you can find McDonald's restaurants _____ more than 100 countries.

Text (Fables) - The Lion and the Mouse
(<http://www.ego4u.com/en/read-on/literature/aesop-fables?01>)

Once when a Lion was asleep a little Mouse began running up and down upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse: "forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn some of these days?" The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go.

Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the

King of the Beasts. "Was I not right?" said the little Mouse.

- Why did the Lion let the Mouse go?
() He thought the Mouse might be able to help him as well another time
() The Mouse said something that amused the Lion.
- What did the hunters not want to do with the Lion?
() kill him
() take him to their king
() put him into a waggon
- Which part of his body did the Mouse use to free the Lion?
() Hands
() Teeth
() Tail
- Which part of his body did the Mouse use to free the Lion?
() One bad turn deserves another
() Little friends may prove great friends
() There is always someone worse off than yourself.

Song: Beyoncé – Irreplaceable

to the left, to the left
everything you own in the box to the left
in the closet, yes that's my stuff
yes, if I (buy- past) _____ it, then
please don't touch, don't touch

and keep on talking that mess, that's fine
could you walk and talk, at the same time?
and- it (be- present) _____ my name that's
on that bag
so go (move) _____ your bags, let me
call you a cab
standing in the front yard, telling me
how I'm such a fool, (talk – present
continuous) _____ 'bout
how I'll never ever find a man like you

you got me twisted

chorus:
you must not know about me (2x)
I could have another you in a minute
matter fact, he (will/be) _____ here in
a minute (baby)



you must not know about(I)_____
you must not know about me
I(will/ have)_____ another you by
tomorrow
so don't you ever for a second get to thinkin'
you're irreplaceable

so go ahead and get grown
call up that chick, and see if she's home
oops I bet you (think- past)_____that I
didn't know
what did you think I was putting you out for?
because you (to be -past)_____untrue
rolling around in the car that I bought you
baby, drop them keys
hurry up, before your taxi leaves
standing in the front yard, telling me
how I'm such a fool, talking 'bout
how I'll never ever find a man like you

you got me twisted

chorus
so since I'm not your everything
how about I be nothing? nothing at all to you
baby I won't shed a tear for you
I won't lose a wink of sleep
cause the truth of the matter is
(replace – present continuous)_____
you is so easy.

PSS 2

1. ADJETIVOS

Na língua inglesa, a maioria dos adjetivos é colocada antes dos substantivos(ex.: New York ia a large city.) ou depois de um verbo de ligação(ex.: He is very smart.). Se em Inglês colocamos o adjetivo antes dos substantivos, no Português é o oposto,o substantivo vem antes do djetivo,(ex.: Nova Iorque é uma cidade grande). É importante perceber que essa é uma das maiores diferenças entre as duas línguas.

Podem variar segundo a intensidade:

Lovely(+ +) e awful (- -)= descrição extrema de algo.

Very good e very bad(+ e -)= usado para intensificar um adjetivo

Para comparar as coisas, pessoas, conceitos, etc., existem formas de comparação dos adjetivos, eles

podem ser: superioridade, inferioridade e igualdade.

- **Comparativo de Superioridade:**

Nos casos de adjetivos com uma sílaba, usa-se(adjetivo+ -er than) ex.: Kate is very smart. She is *smarter than* July.

Quando possuírem uma ou duas sílabas terminadas em consoante + y, usa a fórmula (adjetivo + -ier than). Ex.: Sonia was *silly*. She was *sillier than* Mary.

Quando possuírem duas ou mais sílabas (more + adjetivo+ than). Ex.: He is *more famous than* John

- **Comparativo de igualdade:**

Para compararmos as condições igualitárias de duas coisas usamos a expressão: (as + adjetivo+ as). Ex.: He is *as handsome as* Brian.

- **Comparativo de inferioridade:**

Para comparar e demonstrar a condição inferior de uma coisa em relação à outra, usamos: (less+ adjetivo+than). Ex.: Joe is *less shy than* Jone.

- **Superlativos:**

Quando queremos atribuir máxima intensificação do adjetivo a algo, usamos a forma superlativa. A forma superlativa é -est ou most.... no geral, usamos -est para palavras curtas e most... para palavras longas. Normalmente usa-se o “the”antes do superlativo

- geralmente para uma ou duas sílabas: (adjetivo + est). Ex.: I am *the oldest/eldest*(usados para pessoas da família) son.
- nos demais casos: (the most+ adjetivo). Ex.: James is *the most intelligent* in the class!

Fogem a regra: Good- best
Bad- worst
Little- Least(o menor)

2. FORMAÇÃO DE PALAVRAS:

São 3 os processos de formação de palavras:

AFIXOS: É a adição de prefixos e sufixos.
Ex: *pleasant - unpleasant, meaning - meaningful - meaningless.*

CONVERSÃO: É a adoção da palavra em outra categoria gramatical sem qualquer transformação.
Ex: *drive* (verbo) - *drive* (substantivo)

COMPOSIÇÃO: Refere-se à junção de duas palavras para formar uma terceira.
Ex: *tea + pot = teapot*, *arm + chair = armchair*

AFIXOS: Dos dois tipos de afixos em inglês - prefixos e sufixos.

Sufixos

NOUN + ...ful = ADJECTIVE (significando full of ..., having ...)

NOUN + ...less = ADJECTIVE (significando without ...)

Noun	-ful Adjective	-less Adjective
art (arte)	artful (criativo)	artless (grosseiro)
care (cuidado)	careful (-doso)	careless (des-)
color (cor)	colorful (colorido)	colorless (s/cor)

Prefixos

Negativos : un (the opposite/absence of, not)
non (not)
in/il/im/ir (the opposite of, not)
dis (the opposite of, not)
a (lacking in, lack of)

Prefixos Reversos:

-un (to reverse the action (1), to deprive of, to release -from (2)), ex.: (1)undress/(2)unhorse
-de (to reverse the action (1), to deprive of, to release from(2),ex.:(1)decentralize/(2)decapitate

Prefixos de grau e tamanho:

-sur- over and above, ex.: surcharge/surname
-sub- below, ex.: subconscious
-over- excessive, too much, ex.: overconfident
-under- too little, ex.: underestimate

Prefixos de orientação e atitude:

ex.: counter(against, in opposition to= counter-espionage)

3. Infinitivo, Gerúndio e Particípio

Diálogos entre a universidade e as comunidades populares – APOIO:
MEC/SECAD/UFPB/PRAC

Algumas palavras no Infinitivo são seguidas por um verbo no **infinitivo** com ou sem 'to'.

Algumas palavras no **Gerúndio** são seguidas pela forma **-ing**.

Palavras seguidas pela forma **-ing** ou infinitivo.

Use and Word Lists	Example
same meaning	I started to read. / I started reading.
same meaning but different use	She forbids us to talk. / She forbids talking.
different meaning	He stopped to smoke. / He stopped smoking.
infinitive or present participle	I saw him go up the stairs. / I saw him going up the stairs.

Particípio

Existem três tipos de particípio em inglês:
present participle, past participle and perfect participle.

Present Participle: é usado com a forma **-ing**.

Exception	Example
final <i>e</i> dropped (but: <i>ee</i> is not changed)	come – coming (but: agree - agreeing)
final consonant after short, stressed vowel is doubled	sit – sitting
final consonant <i>l</i> after vowel is always doubled (in British English)	travel – travelling
final <i>ie</i> becomes <i>y</i>	lie – lying

The present participle can be used to describe the following verbs: *come, go, sit*

Example: The girl **sat** *crying* on the sofa.

The present participle can also be used after verbs of the senses if we do not want to emphasise that the action was completed. (see Infinitive or Ing-Form)

feel, find, hear, listen to, notice, see, smell, watch

Example: Did you **see** him *dancing*?



É importante saber a diferença entre eles. Eles podem expressar: possibilidades reais, ou não.

First Conditional(situação real)

Forma: **if(unless) + Present Simple + will**

Ex. P: *If I find her address, I'll send her an invitation.*

N: *You won't pass the test if you don't study.*

Q: *What will you do if you don't find a job?*

Second Conditional (situação que talvez nunca aconteça)

Form: **if + Simple Past + would**

Ex.: P: *If I found her address, I would send her an invitation*

N: *I'd give up my job if I didn't like it.*

Q: *If you needed help, who would you ask?.*

Past Participle

The past participle is the participle that you find in the third column of lists with irregular verbs.

Exceptions when adding <i>ed</i>	Example
after a final <i>e</i> , only add <i>d</i>	love – loved
final consonant after a short, stressed vowel or <i>l</i> as final consonant after a vowel is doubled	admit – admitted travel – travelled
final <i>y</i> after a consonant becomes <i>i</i>	hurry – hurried

Perfect Participle

The perfect participle can be used to shorten or combine clauses that have the same subject if ...

- ... one action (the one where the perfect participle is used) is completed before the next action starts.

Example: *She bought a bike and cycled home.* – *Having bought a bike, she cycled home.*

- ... one action has been going on for a period of time when another action starts.

Example: *He had been living there for such a long time that he didn't want to move to another town.* – *Having lived there for such a long time, he didn't want to move to another town.*

The perfect participle can be used for active and passive voice.

- active voice: having + past participle
(*Having cooked, he set the table.*)
- passive voice: having been + past participle
(*Having been cooked, the food looked delicious.*)

4. If-Clauses

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5. Question Tags

Question tags are used in conversation to get a (positive) reaction from the person you are talking to.

Formas:

- positive main clause → negative question tag
(*You are Tom, aren't you?*),

-negative main clause → positive question tag
(*He isn't Joe, is he?*)

6. Reported Speech (Indirect and Direct Speech)

Se relatamos o que outra pessoa disse, normalmente não usamos as palavras exatas da pessoa (direct speech), e sim reported (indirect) speech. Entretanto, tem que aprender a transformar o discurso direto em indireto.

Statements

Type	Example
direct speech	"I speak English."
reported speech	He said that he spoke English.

Questions

Type		Example
with interrogative	direct speech	“Why don’t you speak English?”
	reported speech	He asked me why I didn’t speak English.
without interrogative	direct speech	“Do you speak English?”
	reported speech	He asked me whether / if I spoke English.

Requests

Type	Example
direct speech	“Carol, speak English.”
reported speech	He told Carol to speak English.

Statements in Reported Speech

Direct Speech	Reported Speech
Simple Present	Simple Past
Present Progressive	Past Progressive
Simple Past	Past Perfect Simple
Present Perfect Simple	
Past Perfect Simple	
Past Progressive	Past Perfect Progressive
Present Perfect Progressive	
Past Perfect Progressive	
Future I (going to)	was / were going to
Future I (will)	Conditional I (would)
Conditional I (would)	

The verbs *could*, *should*, *would*, *might*, *must*, *needn’t*, *ought to*, *used to* do not normally change.

Direct Speech	Reported Speech
today	that day
now	then
yesterday	the day before
... days ago	... days before
last week	the week before
next year	the following year

tomorrow	the next day / the following day
here	there
this	that
these	those

7. VOZES: PASSIVA E ATIVA (Passive Voice)

Exemplos da Passiva:

Tense		Subject	Verb	Object
Simple Present	<i>Active:</i>	Rita	writes	a letter.
	<i>Passive:</i>	A letter	is written	by Rita.
Simple Past	<i>Active:</i>	Rita	wrote	a letter.
	<i>Passive:</i>	A letter	was written	by Rita.
Present Perfect	<i>Active:</i>	Rita	has written	a letter.
	<i>Passive:</i>	A letter	has been written	by Rita.
Future I	<i>Active:</i>	Rita	will write	a letter.
	<i>Passive:</i>	A letter	will be written	by Rita.

Tense		Subject	Verb	Object
Present Progressive	<i>Active:</i>	Rita	is writing	a letter.
	<i>Passive:</i>	A letter	is being written	by Rita.
Past Progressive	<i>Active:</i>	Rita	was writing	a letter.
	<i>Passive:</i>	A letter	was being written	by Rita.
Past Perfect	<i>Active:</i>	Rita	had written	a letter.

Voz Ativa: usa para dizer o que o sujeito faz.

Ex.: My grandfather was a builder. *He built* this house in 1930.

It’s a big company. *It employs* two hundred people.

Voz Passiva: usa para dizer o que aconteceu com o sujeito. Forma da passiva: **to be + past participle**.

Ex.: This house is quite old. *It was built* in 1930.

Two hundred people are employed by the company.

Uso do Passiva:

- Quando o foco é na ação; Ex.: My bike was stolen. (neste exemplo o fato foi dito, mas não se sabe que ou o que fez).

Às vezes uma declaração na passiva é mais educada do que na ativa, ex.: A mistake was made. (In this case, I focus on the fact that a mistake was made, but I do not blame anyone (e.g. You have made a mistake.).

8. CONJUNÇÕES(Conjunction)

Conjunções subordinadas:

TIME	CAUSE + EFFECT	OPPOSITION	CONDITION
after	because	although	if
before	since	though	unless
when	now that	even though	only if
while	as	whereas	whether or not
since	in order that	while	even if
until	so		in case (that)

Estes advérbios atuam como conjunções e ficam em frente das sentenças. Lembre-se colocar uma vírgula no fim de uma frase adverbial quando ela anteceder a frase principal.

Conjunção Coordenada:

CONJUNCTION	WHAT IS LINKED	SAMPLE SENTENCES
and	noun phrase+noun phrase	We have tickets for the symphony and the opera.

but	sentence+sentence	The orchestra rehearses on Tuesday, but the chorus rehearses on Wednesday.
or	verb+verb	Have you seen or heard the opera by Scott Joplin?
So	sentence+sentence	I wanted to sit in the front of the balcony, so I ordered my tickets early.

Conjunções correlativas:

Elas são sempre usadas em pares. Elas juntam elementos similares.

(tabela no fim do cadernão de Inglês)

9. VERBOS

O PRESENTE PERFEITO (Present Perfect)

O presente perfeito expressa uma atividade que ainda acontece ou que acabou recentemente, mas tem uma influencia no presente. Isso dá ênfase no resultado.

O PRESENTE PERFEITO CONTÍNUO:

O presente perfeito contínuo expressa uma ação que acabou recentemente ou que ainda continua. Isso dá ênfase na duração ou no curso da ação.

PASSADO PERFEITO(Past Perfect)

O Passado Perfeito expressa uma ação que acontece antes num certo tempo no passado(an action taking place before a certain time in the past).

Conditional I Simple

Condicional Simples expressa uma ação que pode acontecer. Formas:

- A: He would talk.
- N: He would not talk.
- Q: Would he talk?

Usa-se: if clause type II (If I were you, I would go home.)

Conditional II Simple

Condicional Simples II expressa uma ação que podia ter acontecido no passado. Formas:

- N: He would not be talking.
- Q: Would he be talking?

Conditional II Continuous

The Conditional II Continuous, enfatiza o curso de uma ação que podia ter acontecido no passado. Forma:

- A: He would have talked.
- N: He would not have talked.
- Q: Would he have talked?

Usa-se: if clause type III (If I had seen that, I would have helped.)

Conditional I Continuous

The Conditional I Continuous, enfatiza o curso de uma ação que pode acontecer.

- A: He would be talking.

- A: He would have been talking.
- N: He would not have been talking.
- Q: Would he have been talking?

Para os verbos irregulares, use a forma do particípio. Para os regulares, só acrescenta o -'ed'

tense	Affirmative/Negative/ Question	Use	Signal Words
<u>Past Perfect</u>	A: He had spoken. N: He had not spoken. Q: Had he spoken?	action taking place before a certain time in the past sometimes interchangeable with past perfect progressive putting emphasis only on the fact (not the duration)	already, just, never, not yet, once, until that day if sentence type III (<i>If I had talked, ...</i>)
<u>Past Perfect Progressive</u>	A: He had been speaking. N: He had not been speaking. Q: Had he been speaking?	action taking place before a certain time in the past sometimes interchangeable with past perfect simple putting emphasis on the duration or course of an action	for, since, the whole day, all day
<u>Present Perfect Continuous</u>	A: He has been speaking. N: He has not been speaking. Q: Has he been speaking?	putting emphasis on the course or duration (not the result) action that recently stopped or is still going on finished action that influenced	all day, for 4 years, since 1993, how long?, the whole week

		the present	
<u>Present Perfect</u>	A: He has spoken. N: He has not spoken. Q: Has he spoken?	putting emphasis on the result action that is still going on action that stopped recently finished action that has an influence on the present action that has taken place once, never or several times before the moment of speaking	already, ever, just, never, not yet, so far, till now, up to now
<u>Future I Simple</u>	A: He will speak. N: He will not speak. Q: Will he speak?	action in the future that cannot be influenced spontaneous decision assumption with regard to the future	in a year, next ..., tomorrow If-Satz Typ I (<i>If you ask her, she will help you.</i>) assumption: I think, probably, perhaps
<u>Conditional I Simple</u>	A: He would speak. N: He would not speak. Q: Would he speak?	action that might take place	if sentences type II (<i>If I were you, I would go home.</i>)
<u>Conditional I Progressive</u>	A: He would be speaking. N: He would not be speaking. Q: Would he be speaking?	action that might take place putting emphasis on the course / duration of the action	
<u>Conditional II Simple</u>	A: He would have spoken. N: He would not have spoken. Q: Would he have spoken?	action that might have taken place in the past	if sentences type III (<i>If I had seen that, I would have helped.</i>)
<u>Conditional II Progressive</u>	A: He would have been speaking. N: He would not have been speaking. Q: Would he have been speaking?	action that might have taken place in the past puts emphasis on the course / duration of the action	

Exercises:

1. Fill in the correct form of the following adjectives (positive, comparative and superlative forms).

London - London lies on the river Thames and is the capital of the United Kingdom. With about 7 million inhabitants, it is one of the largest cities in the world. Lots of tourists visit London every year. There are plenty of museums, theatres and interesting sights, for example the Tower of London, Tower Bridge, Buckingham Palace and the Houses of Parliament with their clock tower, Big Ben.

- a) London is the (large)_____ city in Great Britain.
- b) No other British city has as (many)_____ inhabitants as London.
- c) The London underground, the tube, is the (old)_____ underground in the world.
- d) The Tower of London is one of the (famous)_____ London sights.
- e) Another sight is the London Eye. With its 135 meters, it is (tall)_____ than any other big

2. Put each word in brackets into a suitable form.(Formation words):

- a) Don't be_____ (child). It's a really important matter.
- b) Some students have difficulties to learn _____ (regular) forms of verbs.
- c) Although the plan you submit seems to be very good, it's not_____ (flaw).
- d) _____ (Actual) I don't have any plans for the evening so we may go out.
- e) In the UK the law is _____ (common) respected..

3. Decide whether to use Infinitive (with/without to) or Gerund.

- a) I enjoy(go/to go/going) on holiday.
- b) He used to (live/living) in the country.
- c) She is used to (live/living) in the country.

- d) I am tired of (wait/to wait/waiting).
- e) Ellen made me(laugh/to laugh/laughing)

4. Fill in the correct participle form. (Present Participle, Past Participle or Perfect Participle)

- a) He was sitting in an armchair(reading/read/having read).
- b) (working/worked/having worked) in the company for many years, he knew everyone and everything.
- c) (not seeing/not seen/not having seen) each other for ages, they had a lot to talk about.
- d) (being/been/having seen) the child of poor people, he often went to bed hungry.
- e) (parking/ parked/having parked) the car, he went to a restaurant.

5. Complete with the If-Clauses. Decide whether to use Type I or II.

- a) If they go to Washington, they (see)_____ the White House.
- b) If she (have)_____ a hamster, she would call him Fred.
- c) If he gave her a sweet, she (stop)_____ crying.
- d) If he (arrive)_____ later, he will take a taxi.
- e) We would understand him if he(speak)_____
- f) lowly.
- g) Andy (cook)_____ dinner if we buy the food.
- h) I will prepare breakfast if I (wake up)_____ early.
- i) If they shared a room, they (fight)_____ all day long.
- j) If you hate walking in the mountains, you (enjoy / not)_____ the tour.
- k) Janet would go jogging if she (have / not)_____ to do her homework

6. (South Dakota)- Mount Rushmore:
(<http://www.ego4u.com/en/read-on/countries/usa/tour/keystone#exercises>)

Mount Rushmore National Memorial Park in Keystone, South Dakota covers an area of 5 km². The rock formation was a (heilig) sacred Indian site once and became a national (Denkmal) memorial on March 3, 1925.

Most visitors come to this place to see the famous (Büsten) busts of the presidents George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln (from left to right). The busts are about 18 meters high and were (*hier*: gehauen) carved by 400 workers between 1927 and 1941.

Put a question tag on the end of each sentence. (The first sentence is given as an example.)

- a) The Mount Rushmore National Memorial Park is in Keystone, isn't it?
- b) The rock was a sacred Indian site once, _____?
- c) It has been a national memorial since 1925, _____?
- d) The monument doesn't show the bust of President Clinton, _____?
- e) George Washington was the first President of the United States, _____?

7. Complete the sentences in reported speech. Note whether the sentence is a request, a statement or a question.

- a) He said, "I like this song."
→ He said _____
- b) "Where is your sister?" she asked me.
→ She asked me _____
- c) "I don't speak Italian," she said.
→ She said _____
- d) "Say hello to Jim," they said.
→ They asked me _____
- e) "The film began at seven o'clock," he said.
→ He said _____
- f) "Don't play on the grass, boys," she said.
→ She told the boys _____
- g) "Where have you spent your money?" she asked him.
→ She asked him _____

- h) "I never make mistakes," he said.
→ He said _____
- i) "Does she know Robert?" he wanted to know.
→ He wanted to know _____
- j) "Don't try this at home," the stuntman told the audience.
→ The stuntman advised the audience _____

8. Fill the gaps with the correct tenses (active or passive voice).



Hadrian's Wall

- a) In the year 122 AD, the Roman Emperor Hadrian (visit) _____ his provinces in Britain.
 - b) On his visit, the Roman soldiers (tell) _____ him that Pictish tribes from Britain's north (attack) _____ them.
 - d) So Hadrian (give) _____ the order to build a protective wall across one of the narrowest parts of the country.
 - e) After 6 years of hard work, the Wall (finish) _____ in 128.
 - f) It (be) _____ 117 kilometers long and about 4 meters high.
9. Fill in the blanks with these conjunctions: although, and, because, but, or, since, so, unless, until, when.
- a) Things were different _____ I was young.
 - b) I do it _____ I like it.
 - d) Let us wait here _____ the rain stops.
 - f) You cannot be a lawyer _____ you have a law degree.
 - h) That was years _____ years ago.
 - j) She has not called _____ she left last week.
 - k) She has not called _____ she left last week.
 - l) I saw him leaving an hour _____ two ago.
 - m) This is an expensive _____ very useful book.

- n) We were getting tired _____ we stopped for a rest.
- o) 10 He was angry _____ he heard when happened.
- p) 11 Walk quickly _____ you will be late.

10. Put the verbs into the correct tense (Present Perfect Simple or Present Perfect Progressive).

- a) A: (you / take) _____ the dog for a walk yet?
- b) B: I (work) _____ all day. I (come / just) _____ home from work and I (have / not) _____ the time yet to walk the dog.
- c) A: How long (the dog / be) _____ home alone?
- d) B: For about 6 hours. You (walk / not) _____ the dog for a long time. Don't you want to go?
- e) A: Well, I (laze / not) _____ about all day either, you know. I have a very important meeting tomorrow and I still (finish / not) _____ my presentation.
- f) A: They are in the kitchen. By the way, (you / eat) _____ collar and leash?
- g) B: Okay, I will go then. Where (you / put) _____ anything yet? If not, could you get us something from the supermarket?

11. Put the verbs into the correct form (past perfect progressive).

- a) We (sleep) _____ for 12 hours when he woke us up.
- b) We (look for) _____ her ring for two hours and then we found it in the bathroom.
- c) How long (learn / she) _____ English before she went to London?
- d) I (not / work) _____ all day; so I wasn't tired and went to the disco at night.

12. Put the verbs into the correct form (past perfect simple).

- a) The storm destroyed the sandcastle that we (build) had built.
- b) He (not / be) _____ to Cape Town before 1997.

- c) When she went out to play, she (do / already) _____ her homework
- d) (he / phone) _____ Angie before he went to see her in London?
- e) The doctor took off the plaster that he (put on) _____ six weeks before.

13. Put the verbs into the correct form (conditional I simple).

- a) They (walk) would walk to the station.
- b) You (not / say) _____ that.
- c) She (not / do) _____ this.
- d) (give / you) _____ him this letter?
- e) I (not / wait) _____ any longer.

14. Put the verbs into the correct form (conditional I progressive). Use would.

- a) Usually I (work) would be working at this time.
- b) The baby (sleep) _____ now.
- c) We (write) _____ a test now. But our teacher is sick.
- d) If the music were better, everybody (dance) _____ now.
- e) (wait / she / still) _____ for me now if I had not picked her up?

Tale - The Canterville Ghost (Original by Oscar Wilde)
www.ego4u.com/en/read-on/literature/canterville-ghost?part5

Chapter V

One day, Virginia was walking along the corridor, when she saw a person in one of the rooms and went in. To her surprise, it was the Canterville ghost himself and he looked really sad.

"I am so sorry for you," she said, "but my brothers are going back to Eton tomorrow, and then, if you behave yourself, no one will annoy you."

"It is absurd asking me to behave myself," the ghost answered, "I must rattle my chains, and groan through keyholes, and walk about at night. It is my only reason for existing."

“It is no reason at all for existing, and you know you have been very nasty. Mrs Umney told us that you had killed your wife.”

“Well, I quite admit it,” said the ghost, “but my wife was not very nice, you know, and she knew nothing about cookery. However, it is all over now, and I don't think it was very nice of her brothers to starve me to death.”

“Starve you to death? Oh, Mr Ghost, I mean Sir Simon, are you hungry? I have a sandwich in my case. Would you like it?”

“No, thank you, I never eat anything now; but it is very kind of you. You are much nicer than the rest of your rude, dishonest family.”

“Stop!” cried Virginia, stamping her foot, “it is you who are rude, and as for dishonesty, you stole the paints out of my box to renew that ridiculous blood-stain in the library. First you took all my reds and I couldn't do any more sunsets, then you took the green and the yellow. Finally I had nothing left but blue and white, and I could only do moonlight scenes, which are not at all easy to paint.”

Having said this, Virginia turned around to leave the room.

“Please don't go, Miss Virginia,” the ghost cried; “I am so unhappy and I really don't know what to do. I want to go to sleep and I cannot. I have not slept for three hundred years, and I am so tired.”

“Poor, poor Ghost,” she murmured; “have you no place where you can sleep?”

“Well, I know a place where I could sleep – it's the Garden of Death, the churchyard. But only if you weep for me and my sins and pray with me for my soul, the Angel of Death will have mercy on me.”

When Virginia promised to help the ghost and pray for him, he rose from his seat, took her hand and kissed it thankfully. Then he led her across the room. Virginia saw the wall slowly fading away like a mist, and a bitter cold wind was around them. “Quick, quick,” cried the ghost, “or it will be too late.” Then the wall closed behind them, and the chamber was empty.

1. The ghost tells Virginia how he died. How did he die?

- ☐ His wife poisoned the food
- ☐ His wife's brothers didn't give him anything to eat.
- ☐ He didn't want to live without his wife and killed himself.

2. What do we find out about the blood-stain?

- ☐ The ghost used Virginia's paints to renew the stain.
- ☐ The ghost used fruits and grass to renew the stain.
- ☐ The ghost used blood to renew the stain.

3. Does the ghost enjoy being a ghost?

☐ yes ☐ no

4. Find the opposite for each word in the text.

happy _____ full _____

5. Make sentences in direct speech. (Be careful to use the punctuation marks correctly.)

Virginia said / I am sorry for
you _____

Virginia asked the ghost / Are you hungry?

Halloween (<http://www.ego4u.com/en/read-on/countries/holidays/halloween/history>)

Halloween is a great day for parties. Children dress up as witches, ghosts or vampires, and they go from house to house playing TRICK OR TREAT. But what's the origin of this custom?

Halloween means Hallows' Evening. It is the evening before All Hallows' Day (now called All Saints Day), a Christian holiday, celebrated on the 1st of November. But that day was important already in ancient times. On the 1st of November, Celtic peoples celebrated the festival of Shamhuinn, which marked the beginning of winter and the Celtic New Year.

“How come a Christian and a pagan holiday are celebrated on the same day?” you might ask, “Is it just a coincident?” – No, it isn't. When Christianity spread, the Church tried to disturb the pagan customs as little as possible, and so they merged their festivals with pagan ones.

It was widely believed that on Hallows' Evening the dead would rise from their graves to roam the earth. Afraid of evil spirits, people therefore either wore ugly masks to frighten those spirits away, or they stayed at home saying prayers. Some would also go from house to house, begging for 'soul cakes', square pieces of bread with currants. In return they promised to pray for dead members of the donors' families.

PROJETO CONEXÕES DE SABERES
CURSO PRÉ – UNIVERSITÁRIO GRATUITO

Going from house to house, begging for sweets – doesn't that sound familiar? Indeed, that's the origin of TRICK OR TREAT. Be aware, however, as the custom has changed! Nobody is going to pray for you nowadays. Instead, if you

don't have a TREAT for the children in front of your door (some sweets for example), they will most likely play a TRICK on you – that's what TRICK OR TREAT is all about.

Tabela de Inglês (Conjunções correlativas)

CONJUNCTIONS	WHAT IS LINKED	SAMPLE SENTENCE
both...and	subject+subject	Both my sister and my brother play the piano.
either...or	noun+noun	Tonight's program is either Mozart or Beethoven.
neither...nor	subject+subject	Neither the orchestra nor the chorus was able to overcome the terrible acoustics in the church
not only...but also	sentence+sentence	Not only does Sue raise money for the symphony, but she also ushers at all of their concerts.

