

*3ª Série*



# BEM VINDO! CANAL SEDUC-PIB

**PROFESSOR: LAWDO NATELL**

**DISCIPLINA: INGLÊS**

**CONTEÚDO: DECEPTIVE WORDS (FALSOS  
COGNATOS); IDIOMS (EXPRESSÕES  
IDIOMÁTICAS); TEXT STUDY AND  
GRAMMAR REVIEW**

**AULA: 01**

# INTRODUÇÃO:

## Reading Strategies for ENEM

### → TRANSPARENT WORDS

- **Cognates** – ajudam a você ler mais rápido (sem saber as palavras)
- **A) Idênticos:** *chocolate, hospital, crime, diabetes, virus, social, hotel, nuclear, radio, ...*
- **B) Semelhantes ou bastante parecidos:** *telephone, apartment, diet, factor, inflammatory, violence, industry, ...*
- **C) Vagamente parecidos:** *electricity, pressure, possible, effects, activity, computer, responsible, success, ...*

# EXAMPLES:

I'm watching television → ESTOU ASSISTINDO TV.  
(Eu estou assistindo televisão)

I have an idea! → (EU TENHO UMA IDEIA!) UMA IDEIA

I'm listening to music → ESTOU OUVINDO MÚSICA  
(preciso decidir onde vou assistir)

I need to decide where I am going this weekend  
ELES TOCARAM ESTA CANÇÃO NA RÁDIO

They played this song on the radio → (Tocaram essa música na rádio) PARA

It was offensive → (Foi ofensivo) ONDE VOU NESTE

Always think positive! → (Sempre pense positivo!) FIM DE SEMANA

I need to tell you something very important → (Preciso te dizer algo muito importante)  
PRECISO TE FALAR ALGO MUITO IMPORTANTE

# DECEPTIVE WORDS

- Eles parecem ser uma coisa, mas, na verdade, são outra. Estas palavras em inglês são tão parecidas com outras em português que podem enganar quem não as conhece ou não está prestando muita atenção.
- É isso que chamamos de *False Friends* ou falsos cognatos em inglês.

# AN EXAMPLE:

PRETEND  
↓  
FINGIR



FAÇA DA  
SUA VIDA  
TÃO BELA  
QUANTO  
VOCÊ FINGIR  
SER NO  
FACEBOOK

# AN EXAMPLE:

## Funny Quotes *in Portuguese*

**“Laughter is  
the Cheapest  
Medicine.”**

*31 reasons to have fun.*

*31 MOTIVOS PARA SE DIVERTIR*

[www.Learn-Portuguese-Now.com](http://www.Learn-Portuguese-Now.com)

^ RIR É  
O MELHOR  
REMÉDIO ^

→ REMÉDIO

# AN EXAMPLE:

**I DIDN'T LOSE A  
FRIEND, I JUST  
REALIZED I  
NEVER HAD ONE.**

*PictureQuotes.com*

ENTENDER →

→ <sup>^</sup>  
<sup>^</sup>  
NÃO PERDI  
UM AMIGO,  
NÃO VERDADE  
ENTENDI QUE  
NUNCA TIVE  
UM ?

# TABELA 1

Inglês	Português	Inglês	Português
→ Actually	Na Verdade	→ Nowadays	Atualmente
→ Beef	Carne de Vaca	→ Steak	Bife
→ Cafeteria	Refeitório	→ Coffee Shop	Cafeteria
→ Data	Dados	→ Date	Data
→ Exit	Saída	→ Success	Êxito
→ Large	Grande	→ Wide	Largo
→ Library	Biblioteca	→ Bookstore	Livraria
→ Lunch	Almoço	→ Snack	Lanche
→ Parents	Pais	→ Relatives	Parentes

# TABELA 2

Português	English	English	Português
ASSISTIR	to attend, to watch	ASSIST	ajudar, dar apoio
BALCÃO	counter	BALCONY	varanda
CIGARRO	cigarette	CIGAR	charuto
COMPREENSIVO	understandable	COMPREHENSIVE	abrangente, amplo
COSTUME	custom, habit	COSTUME	disfarce
EVENTUALMENTE	occasionally	EVENTUALLY	finalmente
ÊXITO	success	EXIT	saída, sair
ESPERTO	clever, smart	EXPERT	especialista
IDIOMA	language	IDIOM	expressão idiomática

# EXERCISE

## 1. Actually:

Ex: Actually, on second thoughts, I think he was wrong.

(Na verdade, pensando bem eu acho que ele estava errado.)

## 2. Library:

Ex: She must be at the library.

(Ela deve estar na biblioteca.)

## 3. Recipient:

Ex: He was the recipient of the prize.

(Ele foi quem recebeu o prêmio.)

## 4. Costume:

Ex: There's going to be a costume party on Saturday.

(Vai ter uma festa a fantasia no sábado.)

# EXERCISE

Pretend:

Ex: They're only pretending.

(Eles estão fingindo.)

7. Defendant:

Ex: Where will the defendant be tried?

(Onde o réu vai ser julgado?)

8. College:

Ex: She intends to go to college.

(Ela pretende fazer faculdade.)

# EXERCISE

Idiom:

Ex: There are lots of idioms here.

(Tem muitas expressões idiomáticas aqui.)

Expert:

Ex: She's an expert on fashion.

(Ela é especialista em moda.)

Exquisite:

Ex: My girlfriend has exquisite taste in clothes.

(Minha namorada tem um gosto refinado em relação a roupas.)

Comprehensive:

Ex: The Longman dictionary is comprehensive.

(O dicionário Longman é amplo, abrangente.)



SUBJECTIVE / NOMINATIVE (P.P.R.) → SUJ

Ex. SHE LOVES ME! MARY  
— WANTS TO TALK TO ME!

- Os pronomes mais conhecidos são os pronomes pessoais, que em inglês chamamos de Personal Pronouns. Eles são I (eu), you (você), he (ele), she (ela), it (ele/ela/isto), we (nós) e they (eles). Eles são usados no lugar dos nomes (substantivos) e como sujeito de uma sentença.

# PERSONAL PRONOUNS

Vejam os alguns exemplos.

- My name is João I am a teacher.

Meu nome é João. Eu sou professor.

- This is my father. He is a teacher.

Este é meu pai. Ele é professor.

- This is my mother. She is a lawyer.

Esta é minha mãe. Ela é advogada.

- I have a blog. It is about English

Eu tenho um blog. É (meu blog) sobre inglês.

PRONOME PESSOAL  
CASO RETO (P.P.R.)  
→ FUNÇÃO DE  
SUJEITO

# OTHER EXAMPLE:



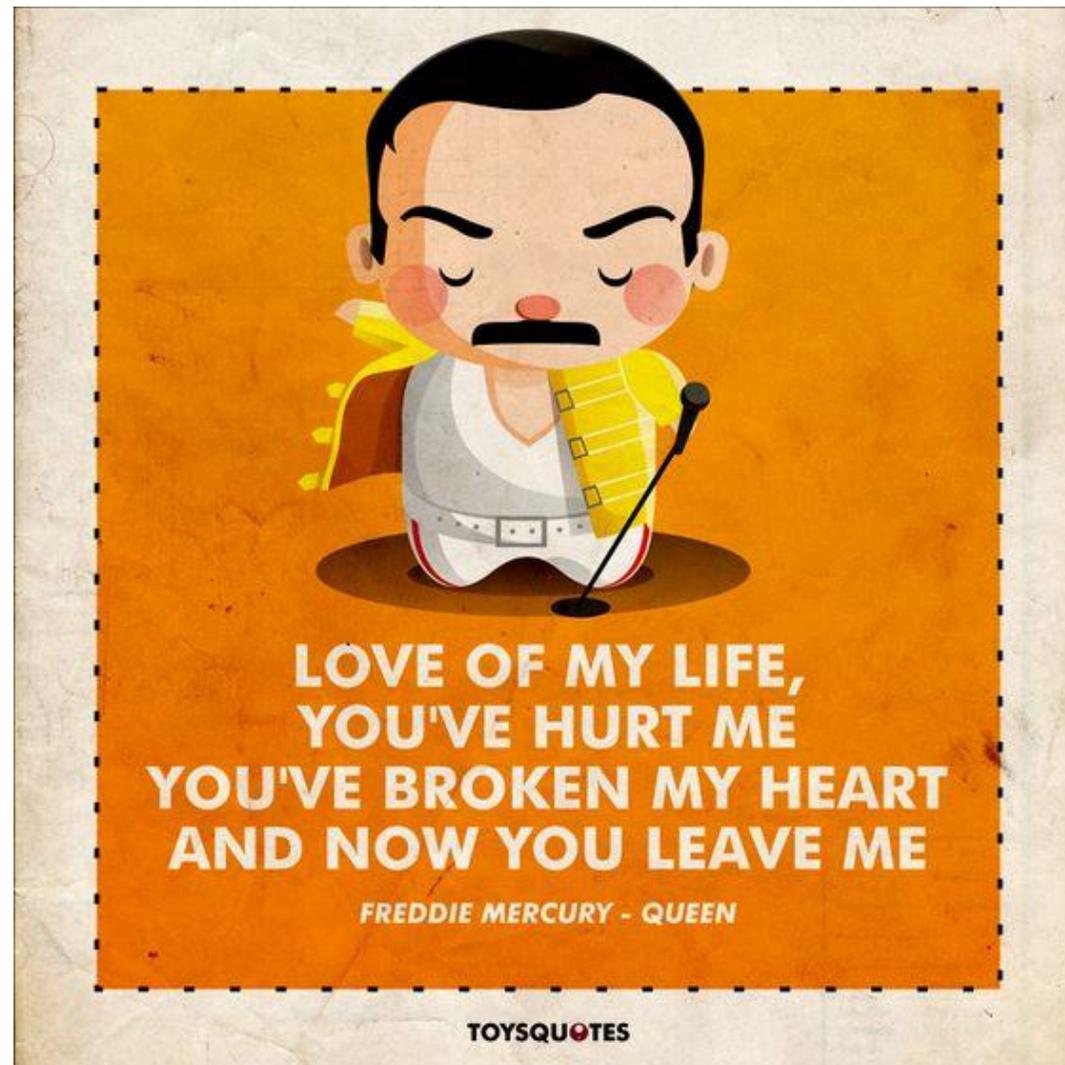
Pronomes  
Pessoais

\* SUJEITO (P.P.R)

\* OBJETO (P.P.O)

→ OBJECTIVE /  
ACCUSATIVE CASE)

# OTHER EXAMPLE:



# OTHER EXAMPLE:



OBJETO

PPD

# OBJECTIVE CASE

Object Pronoun	Tradução
Me	me, mim, comigo
You	te, ti, lhe, você, contigo
Him	ele, lhe, o, lo, no
Her	ela, lhe, a, la, na
It	ele, ela, o, a, lhe, lo, la, no, na
Us	nós, nos, conosco
You	vocês, convosco, lhes, los, nos, os, as
Them	eles, elas, os, as, los, las, nos, nas, lhes

P.P.R  
 I  
 YOU  
 HE  
 SHE  
 IT  
 WE  
 YOU  
 THEY

# PERSONAL PRONOUNS

**Vejamos alguns exemplos.**

PPO → OBJETO →

NORMALMENTE VEM APÓS

Leave **me** alone, I need think about this.

(Me deixe em paz (sozinho), eu preciso pensar sobre isso)

O VERBO

I gave **you** a new car.

(Eu lhe dei um novo carro)

OU APÓS

PREPOSIÇÃO.

I told **him** about my husband.

(Eu falei para ele sobre meu marido/Contei-lhe sobre meu marido)

This is our house and we built **it** in 2003.

(Essa é nossa casa e nós a construímos em 2003)

# OTHER EXAMPLE:

̂  
ELA GOSTA  
DELE E  
ELE GOSTA  
DE LA. TODOS  
SABEM,  
EXCETO ELLES



# OTHER EXAMPLE:

**IF YOU HAVE A CHOICE  
BETWEEN ME  
AND HER, CHOOSE  
HER BECAUSE IF  
YOU REALLY LOVED  
ME THERE WOULDN'T  
BE A CHOICE.**

# OTHER EXAMPLE:

Im tired of  
being nice to  
people who  
"pretend" to  
like me

PinQuotes App

# FOCUS ON ENEM AND VESTIBULARES

I CHALLENGE  
YOU!

# TEXT ONE

## 1. (Unesp) Leia o texto a seguir para responder a questão:

### Analyze an advertisement

Peter Sells

Sierra Gonzales

Not all advertisements make perfect sense. Not all of them promote or imply acceptance of social values that everyone would agree are what we should hope for, in an enlightened and civilized society. Some advertisements appear to degrade our images of ourselves, our language, and appear to move the emphasis of interaction in our society to (even more) consumerism. There may even be a dark, seamy, or seedy side to advertising. This is hardly surprising, as our society is indeed a consumer society, and it is highly capitalistic in the simplest sense. There is no doubt that advertising promotes a consumer culture, and helps create and perpetuate the ideology that creates the apparent need for the products it markets.



For our purposes here, none of this matters. Our task is to analyze advertisements, and to see if we can understand how they do what they do. We will leave the task of how we interpret our findings in the larger social, moral and cultural contexts for another occasion.

It is often said that advertising is irrational, and, again, that may well be true. But this is where the crossover between information and persuasion becomes important; an advertisement does not have to be factually informative (but it cannot be factually misleading).

In a discussion of what kind of benefit an advertisement might offer to a consumer, Jim Aitchison (1999) provides the following quote from Gary Goldsmith of Lowe & Partners, New York. It sums up perfectly what it is that one should look for in an advertisement. The question posed is “Is advertising more powerful if it offers a rational benefit?” Here is Goldsmith’s answer: “I don't think you need to offer a rational benefit. I think you need to offer a benefit that a rational person can understand.”

# QUESTION:

O pronome *it*, utilizado na última linha do primeiro parágrafo, na frase *for the products it markets*, refere-se:

a) à necessidade da propaganda.

b) à área de publicidade.

c) à ideologia da propaganda.

d) aos mercados consumidores.

e) à cultura do consumismo

**B**

# TEXT TWO:

**(Fatec) Leia o texto a seguir para responder a questão:**

**Fight the Violence!**

Oct 14, 2011 6:53 PM EDT

**What if gang violence in America could be reduced just by talking? Professor and activist David Kennedy talks with Ben Crair about his new book, *Don't Shoot*, criticism of his plan, and the economics of gangs.**

In 1995, David M. Kennedy went to Boston on behalf of Harvard's Kennedy School of Government to study violent crime. Like many American cities at that time, Boston was suffering a wave of homicides. After linking up with a special Boston Police Department task force, Kennedy and his team recognized that most of the killing was the work of a small handful of identifiable gang members. Rather than locking them all up, they tried something new: They met with the gang members and community leaders, offered them assistance in getting off the streets, and warned them that, if any single gang member committed another murder, they would crack down on the entire group.

Crime dropped almost overnight, and Kermedy's "Operation Ceasefire," as it has come to be known, has been implemented in more than 70 cities, addressing issues from gun violence to drug markets to juvenile robberies. Now, Kennedy recounts his experiences in a new book, Don't Shoot: One Man, a Street Fellowship, and the End of Violence in Inner-City America.

(Newsweek. 14.10.2011. Adaptado)

(1) on behalf of: em nome de

(2) murder: assassinato

(3) crack down: usar de repressão com punição severa

# QUESTION:

O pronome objeto *them* empregado em – *offered them assistance in getting off the streets*– refere-se a:

- a) the streets.
- b) American cities.
- c) Kennedy and his team.
- d) Boston Police Department.
- e) gang members and community leaders.

**E**



<https://www.youtube.com/watch?v=eh1Tf-CuOjQ>

# TEXT THREE

(UDESC-2010)

## **Touched by An Angel (By Maya Angelou)**

We, unaccustomed to courage  
exiles from delight  
live coiled in shells of loneliness  
until love leaves its high holy temple  
and comes into our sight  
to liberate us into life.

Love arrives  
and in its train come ecstasies  
old memories of pleasure  
ancient histories of pain.

Yet if we are bold,  
love strikes away the chains of  
fear  
from our souls.  
We are weaned from our  
timidity  
In the flush of love's light  
we dare be brave  
And suddenly we see  
that love costs all we are  
and will ever be.  
Yet it is only love  
which sets us free.

## QUESTION:

**1. The words “We” (line 1), “our” (line 5), “us” (line 6), are consecutively:**

- a) personal pronoun, reflexive pronoun, object pronoun
- b) object pronoun, possessive adjective, personal pronoun
- c) object pronoun, personal pronoun, possessive adjective
- d) personal pronoun, reflexive pronoun, possessive adjective
- e) personal pronoun, possessive adjective, object pronoun

## QUESTION:

2. (UEMG-2012) In the sentence “*All over the globe are historical mysteries left to us by the ancient world*”, the word *us* is

- a) a personal subject pronoun.
- b) a personal object pronoun.**
- c) a possessive adjective pronoun.
- d) none of the above.

# TEXT FOUR

- (UPE-2014)

## THE BIRTH OF THE INTERNET: A HISTORICAL FEAT

In 1969 the world had its eyes turned to what was undoubtedly to become a historical feat: the first human being setting foot on the moon. However, in that same year something else of much importance was happening as well: the Internet was coming into being.

Usually when we think of a historical feat, we think of something big, like the first voyage to the moon. But more often than not, we find that the most meaningful events in history spring from what is viewed in their time as an unimportant fact. A case in point is exactly what the figure above represents: the birth of the Internet.

It is difficult to pinpoint the exact moment when the Internet was born. The World Wide Web is indeed the result of a number of interrelated events that can be traced back to the first artificial satellite –the Russian (then Soviet) Sputnik – being put into orbit around the earth back in the 1950's. But it was in 1969 that "... four host computers were connected together into the initial ARPANET, and the budding Internet was off the ground". The diagram above shows the first four places ever linked via the Internet which was then called the ARPANET. They are US organizations: the University of California Los Angeles (UCLA), Stanford Research Institute (SRI), the University of California Santa Barbara (UCSB) and the University of Utah (UTAH).

Little by little the Internet started spreading everywhere because of new technological advancements and today it is so important that our lives would not be the same without it. Of course going to the moon was an extremely important event as well, a real historical feat, but the birth of the Internet has proved to be the most significant historical fact, and feat, in the recent past of the history of mankind.

(MITRANO-NETO, N; LOUREIRO, M; ANTUNES, Alice M. *Insight*. Richmond Publishing Editora. São Paulo, 2004. Adaptado.)

## QUESTION:

Analyzing the word “it” in the last paragraph, we can say that:

- a) both are related to “Internet”.
- b) the first “it” is related to “everywhere”.
- c) the second “it” is related to “lives”.
- d) the first “it” is related to a preposition.
- e) the second “it” is related to a verb.

# QUESTION:

Still analyzing the word “it” in the last paragraph, we can say that:

- I. the first “it” is a subject pronoun.
- II. the second “it” is an object pronoun.
- III. both are personal pronouns.
- IV. the first “it” is a possessive adjective.
- V. the second “it” is a possessive pronoun

**It is CORRECT**

- a) I and V.
- b) II, III, and IV.
- c) III, IV, and V.
- d) II and IV.
- e) I and II.

# EXERCISE



**1. Qual pronome pode ser usado no lugar de "me" na sentença a seguir?**

***"He thought me was talking about the last game."***

**A. You**

**→ B. I**

**C. We**

**2. Na frase: "*He was waiting for us.*", o pronome "us" se refere a:**

**A. You - você**

**B. They - eles**

**→ C. We - nós**

# RESUMEX

SUBJECTIVES PRONOUNS	OBJECTIVE PRONOUNS	POSSESSIVE ADJECTIVE	POSSESSIVE PRONOUN	RELATIVE PRONOUN
I	ME	MY	MINE	MYSELF
YOU	YOU	YOUR	YOURS	YOURSELF
HE	HIM	HIS	HIS	HIMSELF
SHE	HER	HER	HERS	HERSELF
IT	IT	ITS	ITS	ITSELF
WE	US	OUR	OURS	OURSELVES
THEY	THEM	THEIR	THEIRS	THEIRSELVES

# EXERCISE

**3. Como se diz "*Ela se cortou*" em inglês?**

**A. She cut himself.**

**B. She cut her**

**→ C. She cut herself.**

**4. Qual a melhor tradução para "*The two people in the house helped each other.*"**

**A. As duas pessoas da casa ajudaram os outros.**

**→ B. As duas pessoas da casa se ajudaram.**

**C. As duas pessoas da casa ajudaram.**



<https://www.youtube.com/watch?v=m0PwWx2bv6Q>

# FOCUS ON ENEM:

## War

Until the philosophy which holds one race superior  
And another inferior  
Is finally and permanently discredited and abandoned,  
Everywhere - May say war.

That until there is no longer  
First class and second class citizens of any nation,  
Until the color of a man's skin  
Is of no more significance than the color of his eyes -  
Me say war.  
[...]

And until the ignoble and unhappy regimes  
that hold our brothers in Angola, in Mozambique,  
South Africa, sub-human bondage have been toppled,  
Utterly destroyed -  
Well everywhere is war - Me say war. War in the east,  
war in the west

War up north, war down south -  
War - war - Rumors of war.  
And until that day, the African continent will not know  
peace.  
We, Africans, will fight - we find it necessary -  
And we know we shall win  
As we are confident in the victory.  
[...]

MARLEY, B. Disponível em: <http://www.sing365.com>. Acesso em: 30

## FOCUS ON ENEM:

**Bob Marley foi um artista popular e atraiu muitos fãs com suas canções. Ciente de sua influência social na música War, o cantor se utiliza de sua arte para alertar sobre**

- A) a inércia do continente africano diante das injustiças sociais.
- B) a persistência da guerra enquanto houver diferenças raciais e sociais.
- C) as acentuadas diferenças culturais entre os países africanos.
- D) as discrepâncias sociais entre os moçambicanos e angolanos como causas de conflitos.
- E) fragilidade das diferenças raciais e sociais como justificativas para o início de uma guerra.