

Computação

Inglês Instrumental

Mauro Luiz Pinheiro



Química



Ciências
Biológicas



Artes
Plásticas



Computação



Física



Matemática



Pedagogia



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Mauro Luiz Pinheiro

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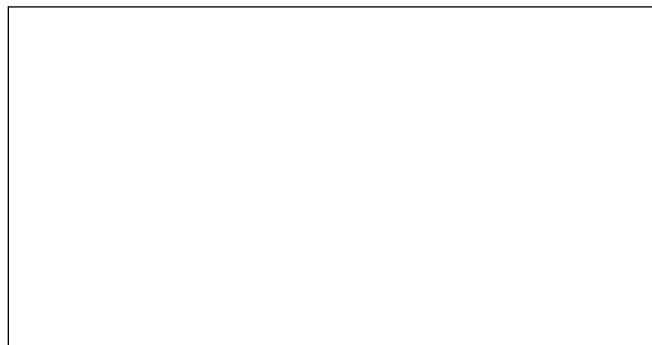
Pedagogia

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Apresentação

A informação é ferramenta de trabalho indispensável no mundo em que vivemos atualmente e o conhecimento de outro idioma, em especial a língua inglesa, se tornou fundamental para o acesso a informações diversificadas, principalmente no meio acadêmico. É notório que embora exista uma boa quantidade de material para pesquisa em português, não há como negar que a disponibilidade é muito maior em língua inglesa.

Este livro visa desenvolver no aluno habilidades de leitura e interpretação de textos em língua inglesa, de forma rápida e eficiente, através da aplicação de estratégias de leitura para uma melhor compreensão das informações contidas nos textos. Está dividido em seis unidades, das quais as quatro primeiras conscientizam os alunos sobre as estratégias de leitura e oferecerem textos, em sua grande maioria, na área de informática para que as estratégias aprendidas sejam aplicadas na intenção de facilitar a compreensão do leitor.

A unidade cinco oferece uma revisão gramatical básica, mas essencial para que o leitor torne-se capaz de reconhecer algumas estruturas da língua inglesa nos textos. O livro traz ainda uma sexta unidade contendo textos mais complexos que demandam do leitor o domínio de todas as estratégias estudadas para que se possa obter a maior quantidade de informações possíveis.

O autor

Parte

1

Introdução

Introdução

O estudo instrumental e sua abordagem surgiram em nosso país em meados dos anos 70, a partir da oferta da disciplina ESP -*English For Specific Purposes* (Inglês para fins específicos) no curso de Mestrado em lingüística aplicada na PUC de São Paulo (GADELHA, 2000).

Os cursos universitários em geral exigem do aluno um vasto conhecimento técnico e científico em diversas áreas. A língua inglesa notadamente passou a ser a língua franca (VIEIRA, 2008) em inúmeros textos acadêmicos. Portanto a compreensão dos textos em inglês passou a ser necessidade prioritária principalmente em cursos técnicos. A abordagem instrumental geralmente enfoca a habilidade de leitura, mas dependendo da necessidade a escrita pode ser desenvolvida (VIEIRA, 2001).

O trabalho a seguir adota a proposta de Michael Scott, 1980 que divide a compreensão em três níveis. A compreensão de um texto em língua inglesa está diretamente ligada ao propósito, conhecimento do tópico e ao conhecimento geral que o leitor possa ter.

1. Compreensão geral – reconhecimento da ideia geral.
2. Compreensão dos pontos principais – reconhecimento da idéia geral e as ideias secundárias.
3. Compreensão detalhada – os pontos principais e os detalhes.

1. Diferenças entre Tradução, Compreensão e Interpretação

1.1. Tradução

A técnica já foi bastante utilizada no ensino de inglês em geral. Porém, a tradução ainda é bastante útil pois há casos em que a tradução se faz necessária.

1.2. Compreensão

Entender o que o autor quis dizer com esforço e manuseio do texto.

1.3. Interpretação

Adicionar. à palavra do autor, aquilo em que acreditamos ou que estamos acostumados a lidar.

1.4. Uso do dicionário

O dicionário é um livro de referência útil e necessário. Porém, deve se observar que não precisa conhecer o significado de todas as palavras para compreender a mensagem do texto (VIEIRA, 2008).

2. Estratégias de leitura básicas: Parte 1

2.1. Palavras cognatas

É muito importante o estudo das palavras cognatas na disciplina de inglês instrumental. Existem palavras de fácil reconhecimento formal e semântico. Alguns autores as chamam de palavras transparentes por terem a grafia muito semelhante ao nosso vernáculo (VIEIRA, 2001). Essencialmente são palavras de origem latina ou do idioma grego cuja semelhança nos remete ao português.

Exemplos: color, state, protect, radio, kilogram, biology, number.

2.2. Palavras repetidas

As palavras repetidas são importantes por aparecerem muitas vezes no texto. Nem sempre essas palavras são cognatas e geralmente são palavras de conteúdo e significado como verbos, substantivos, adjetivos (Vieira, 2008).

2.3. Marcas tipográficas

Todos os recursos visuais que são utilizados nos textos são considerados marcas tipográficas com o objetivo de chamar a atenção do leitor e facilitar a compreensão. As marcas tipográficas podem ser números, símbolos de várias maneiras, letras maiúsculas, títulos, gráficos, divisão de parágrafos, tabelas e gravuras.

As marcas tipográficas estão sempre presentes em textos técnicos, científicos e didáticos e muitas vezes as informações pedidas podem ser coletadas utilizando este recurso. (AGUIAR, 2001)

Texto 1

Classic Chianti vs. Brunello

For those who appreciate enogastronomy, good wines are plentiful in Tuscany. Between Florence and Siena, there are hundreds of local wineries which produce Chianti Classico - which must be made from at least 80% local Sangiovese grapes – as well as Brunello de Montalcino, a rare and difficult to obtain wine. Both are denominated by controlled origins (like almost everything else which is emblematic of Italy) and bring joy to those who like to drink well.

(Adaptado de TAM nas nuvens, agosto 2009)

1) Leia o texto e circule as palavras repetidas e as marcas tipográficas. Escreva-as abaixo.

2) Do que se trata o texto 1?

Texto 2

What is a Computer?

Nowadays, in most modern societies, almost everybody has an idea about what a computer is. We depend on computers in every aspect of our lives whether we know how to use one or not. But does everyone really know how a computer works inside?

A computer is an electronic machine which processes data and provides the results of the processing as information. There are three basic steps in the computing process. The first one is input, which consists of feeding data into the computer's memory. Then comes the **processing**: the program is run and the computer processes the data by performing a set of instructions. The third and final step is the **output** furnished by the computer, which allows the user to see the results either in printed form or on the screen.

The world of computers has created a specific language of its own. English words such as software and hardware are used worldwide and have been borrowed by many different languages. **Software** is information in the form of data and programs, and **hardware** refers to the electronic and mechanical parts that make up a computer system.

Despite the constant presence of computers in most modern societies, it is a great mistake to believe that everybody in the world is computer-literate, i.e., is familiar

with computers and knows how to use them properly. In some contemporary societies, many people still have no idea about the existence of computers, and even in the so-called developed countries, there are lots of people who do not know or do not care about what a computer is.

(Adaptado de TORRES, 2001, p. 25)

1) Leia o texto e circule as palavras repetidas e as marcas tipográficas. Escreva-as abaixo.

2) Do que se trata o texto 2?

Texto 3

Precious Primate

A new species of primate, the Ka'apor Capuchin, has been discovered in Maranhão state in the Amazon basin.

The animal is similar to the weeping capuchin, which lives in the same region, says Helder Queiroz, the biologist who discovered the monkey. But differences in the cranial bones persuaded him that they are separate species. The Ka'apor capuchin is a silvery-grey color, while the weeping capuchin is brown. The Ka'apor is about 50 cm tall with a 50 cm tail, and weighs around 3 kg.

Much of the region where the capuchin lives is protected land, but the number of animals seem to be declining every year.

(Adaptado de VIEIRA, 2008, p. 32)

1) Leia o texto e circule as palavras repetidas e as marcas tipográficas. Escreva-as abaixo.

2) De que se trata o texto 3?

Síntese do Capítulo



A importância da abordagem instrumental é amplamente utilizada no meio acadêmico para a compreensão de textos em língua estrangeira notadamente a língua inglesa. As estratégias básicas são o primeiro contato do leitor com a prática instrumental.

Skimming & Scanning

1. Skimming

Leitura rápida e superficial com o objetivo de captar a ideia central do texto.

2. Scanning

Localização de uma informação específica dentro do texto.

Texto 4

The Modern age of computers

It was in the period after World War II that major developments in computer technology and industry took place. Dr. John von Neumann developed the stored program concept near the end of the war. This concept revolutioned the computer industry **because** now the computer was controlled by a program kept inside the machine **instead of** being controlled manually with the changing of wires. Maurice V. Wilkes, a student at the University of Pennsylvania during the time von Neumann, Eckert and Mauchly developed their work, took the idea of the stored program computer, the EDAC. Two years later, in 1951, Mauchly and Eckert completed another stored program computer, the EDVAC. They formed their own company, the Remington-Rand Corporation, and developed the first commercial computer, the UNIVAC, which was delivered to the U.S. Census Bureau. **However**, by 1956, IBM, had replaced their company as the leading computer manufacturer.

These early computers are known as the first generation of computers. They used vacuum tubes to control their operations. These tubes were large, and the computer needed lots of them. **Consequently**, these computers occupied a large area and consumed a lot of power. They generated a great deal of heat and needed very good air conditioning. Furthermore, they were too slow, and their memory capacity was small. On top of these problems, they broke down frequently and required constant maintenance and repair.

The second generation of computers began in 1947 at Bell Laboratories. J. Bardeen, W.H. Brattain, and W. Shockley solved the problems of vacuum tubes by developing the transistor, which won them the Nobel Prize. These computers were smaller, faster, and more reliable than the first generation's. Besides, they cost less power, and generated less heat. These computers were programmed with high-level programming languages like FORTRAN.

Around 1965, the third generation of computers appeared on the market. Thus, transistors were replaced by integrated circuits. These tiny integrated were smaller and more dependable than the second generation's transistors. Microchips (tiny boards that contain these circuits) were less than 1/8 of an inch square. Third generation computers were smaller, faster, more powerful, and more reliable than the previous generations'. In addition to their advantages, they were also less expensive.

Microminiaturization greatly reduced the size of the integrated circuits of fourth generation computers. Thousands of tiny circuits now fit onto a single chip, a rectangular or square piece of silicon, usually from 1/10 to ¼ inch. Several layers of an integrated circuit are etched or imprinted upon this silicon piece, the chip. These computers can complete approximately 1,000,000 instructions per second and are 50 times faster than third generation computers.

Based on these facts, we can predict that today's computers will soon be obsolete. Japanese and American scientists are working on the "fifth generation project". Not only will these "supercomputers" be faster, cheaper, more powerful and more reliable than the one we use today, but it is also expected that they will be able to reason and communicate with humans in natural language. Although the prediction that these computers would be ready before the year 2000 was not fulfilled, advances in computer technology proceed so quickly that very soon we will be considering our present state-of-the-art technology totally outdated.

(Adaptado de TORRES, 2001)

Com base no texto acima responda as seguintes perguntas propostas:

1) Quando aconteceram os principais avanços tecnológicos dos computadores?

2) Qual foi conceito desenvolvido por John von Neumann?

3) Qual a empresa líder na fabricação de computadores em 1956?

4) Quando começou a segunda geração de computadores?

Texto 5

Living in the Future

Our life in the future will be changed forever by multimedia. The way we live, work, and play will be totally different from what it is now. Bert C. Roberts, Jr. states in an article that soon we will probably be answering our televisions and watching our phones! Our interactive TVs will actually be some combination of television, telephone, and computer through which we will have access to shopping, movies and other types of information whenever we want them.

(Adaptado de Torres, 2001)

1) Qual o assunto geral do texto?

2) Quais as tecnologias citadas no texto que já são consideradas uma realidade nos dias de hoje?

Parte

2

Uso do Contexto e Grupos Nominais

Uso do Contexto

Com base no conhecimento prévio das estratégias básicas de leitura deveremos agora observar a importância do uso do contexto para a compreensão das palavras desconhecidas. Observando, em um texto, as palavras próximas daquelas que não têm o significado pode-se inferir¹ o significado sem o uso do dicionário.

¹ Uso da predição - inferir o conteúdo de um texto através do título ou outros elementos. Marcas tipográficas e o conhecimento prévio do leitor facilitam a predição.

Texto 6

ZIP

Zip was stopped during the war and only after the war did it become popular. What a difference it has made to our lives. It keeps people at home much more. It has made the remote parts of the world more real to us. Photographs show a country, but only **Zip** makes us feel that a foreign country is real. Also we can see scenes in the street; big occasions are **zipped**, such as the Coronation in 1953 and the Opening of Parliament.

(Adaptado de Aguiar, 2001)

1) Qual o significado da palavra ZIP no texto 6?

Texto 7

In the heart of computers

The core of a computer is the CPU (Central Processing Unit). This electronic unit at the center of the computer system is where the actual work of the computer takes place. The processor does all the processing and controls all the other **devices** in the computer system. Because the processor does not have a large internal data **storage** area, information must be stored somewhere. The main memory (RAM and ROM) is

part of the computer where programs and data being used by the processor can be stored.

(Adaptado de Torres, 2001)

Após ler o texto 7 dê o significado das palavras grifadas no texto.

a) Devices _____

b) Storage _____

Grupos Nominais

Grupo Nominal: Conjunto de um ou mais modificadores² e uma palavra núcleo³. O conhecimento da estrutura do grupo nominal facilita a compreensão do texto. Em inglês a ordem normal do grupo nominal é adjetivo – substantivo (exemplo: White House = Casa Branca)

² Modificadores: adjetivos, substantivos, advérbios

³ Núcleo ou modificado: Substantivo

O grupo nominal pode ser o sujeito da oração (vem antes do verbo) ou pode ser objeto direto ou indireto.

Alguns exemplos de grupos nominais:

- A common market
- The control unit
- The arithmetic logic unit
- The instruction register
- Conductive channels
- Electronic components
- A law degree

Use o espaço abaixo e escreva a melhor tradução para os grupos nominais, acima.

Formação de Palavras

1. Formação de palavras – o uso dos afixos (prefixos e sufixos)

De acordo com Aguiar (2001) o conhecimento do processo de formação de palavras e a importância dos afixos que apresentam **polissemia**⁴ ajuda a descobrir o significado de várias palavras sem o uso do dicionário.

Prefixo: É o elemento que vem antes da raiz e altera o significado da palavra.

Sufixo: É o que vem depois da raiz e geralmente faz com que a palavra mude de classe gramatical.

A seguir alguns exemplos de prefixos e sufixos:

Prefixos de negação

IN, IM, UM, IR, IL, A, NON, MIS, DIS

Prefixos de tamanho ou grau

SUPER, OUT, SUR, SUB, OVER, UNDER, HYPER, ULTRA, MINI

Prefixos locativos

SUPER, SUB, INTER, TRANS

Prefixos de tempo e ordem

FORE, PRE, POST, EX, RE

Sufixos que formam substantivos

ER, OR, ANT, ENT, ATION, TION, ION, MENT, ING, NESS, ITY, SHIP, HOOD, IST, ISM

Sufixos que formam verbos

IFY, IZE, EN, ED

Sufixos que formam advérbios

LY, WARD

⁴ Polissemia: uma palavra com mais de um significado.

Ex: tear (s. lágrima)
tear (v. rasgar)

Parte

3

Seletividade e Tópico Frasal

Seletividade

Seletividade é uma estratégia que consiste na seleção e leitura de um ou mais parágrafos em que podemos encontrar o assunto ou informação desejada.

As informações mais importantes devem ser encontradas na leitura de títulos, subtítulos e outras sentenças e partes relevantes do texto.

Veja os textos abaixo:

Texto 10

Fresh Air

Other causes of allergies and illness can be found in our homes. Aerosols, new carpets, shower curtains and plastic toys are all potentially dangerous. Aerosols and air fresheners can give children diseases such as earache, while in adults can cause headaches and depression. One solution is avoid aerosols and do not use air fresheners in our homes.

Do que se trata o texto 10?

Texto 11

Screen Names

If you are under the impression that only actors, theater artists, singers, dancers and stage performers are the ones who require catchy and cool screen names, then you're completely mistaken my friend. In addition to all the above-mentioned people, each and every single person who makes use of instant messaging applications, online chat rooms, online dating portals, matrimonial websites, etc. requires the use of a screen name. Almost all the above Internet-based applications make the process of creating a screen name during user registration mandatory. So, if you are a user who wishes to find a screen name for your virtual avatar, or you happen to be unsatisfied with your existing name and wish to change the screen name, look no further. Here is an extensive list of screen names which includes some cool and creative screen names in addition to some really wacky screen name ideas.

How to Select Cool Screen Names

You can come up with creative screen names in many different ways. The simplest way is to use your name as the first half of your screen name and use something else as the second half. That 'something else' could be a variety of things. You could think of your birth date, place of birth, favorite flower, favorite animal, etc. For example, if your name happens to be Annie Jones and you were born on the 18th of January in Chicago, then these could be some very basic screen name ideas for you:

- anniejones18
- sweetannie18
- annie_capricorn
- annie_from_chicago
- anniejanny

However, if you long for a screen name that is much more catchy, creative and even flamboyant, then here is a list of screen names for you to choose from.

List of Creative Screen Names

The basic principle that has been adopted in the following screen names is more or less the same as the one explained in the above paragraph. It's just that in this case, we move beyond the basic concatenation of name-birthdate-city type screen names. Here are some sample screen names for you to consider using:

- cool_eskimo_guy
- flame_boy
- handsome_hunk_henry

Do que se trata o texto 11?

Tópico Frasal

A idéia central de um parágrafo é geralmente expressa no tópico frasal⁵ do inglês “topic sentence”. O tópico frasal geralmente aparece na introdução (muitas vezes chamada de tópico frasal). A idéia central do parágrafo está ali. Outra característica do tópico frasal é conter somente uma idéia.

⁵ Onde aparece o tópico frasal:

Introdução: na maioria da vezes

Desenvolvimento: nunca aparece

Conclusão: às vezes

(Adaptado de VIEIRA, 2009)

Leia os parágrafos e retire as “topic sentences”:

Hurricanes, which are also called cyclones, exert tremendous power. These violent storms are often a hundred miles in diameter, and their winds can reach velocities seventy-five miles per hour or more. Furthermore, the strong winds and heavy rainfall that accompany them can completely destroy a small town in a couple of hours. The energy that is released by a hurricane in one day exceeds the total energy consumed by humankind throughout the world in one year.

Charles Dickens (1812 – 1870) was very influential in creating the traditions connected with the English celebration of Christmas. He did this through his immensely popular Christmas books and stories. One of these, *A Christmas Carol*, published in 1843, has become a Christmas classic. It tells of a mean and miserable old man called Scrooge, who has a series of visions on Christmas Eve. As a result of his dreams, he wakes up on Christmas morning a different man and joins in the festivities.

Parte

4

Coerência e a Função Retórica

Coerência

Existem palavras que são elementos de ligação entre ideias de um texto (VIEIRA, 2004). Ainda segundo Vieira, estas palavras dão coerência ao texto e são a base referencial do texto ou parágrafo.

Texto 12

A computer System

The c.p. performs the necessary calculations and controls the input and output units. The c.p. is divided into 3 parts. The memory unit stores the data and the programme. The control unit selects data and instructions, from the memory unit, interprets them and controls the calculations. The arithmetic unit adds, subtracts and compares data. ()

The output device converts electronic pulses back into information and presents the information to the user. ()

A computer system is made up of a number of inter-connected systems. The heart of the computer is the central processor (c.p.) An input device converts information into electronic pulses and passes the programme and the data into the c.p. ()

Qual é a ordem correta do texto 12?

Marcadores de discurso: os mais utilizados

| Noção de: | Quando aparece: |
|----------------|--|
| Enumeração | first, second, and, next, etc. |
| Acréscimo | and, also, too, in addition to, etc. |
| Exemplificação | for example, for instance, such as, etc. |
| Contraste | but, however, etc. |
| Condição | if, as if, as long as, etc. |
| Consequência | so, so that, therefore, etc. |
| Resumo | to sum up, briefly, shortly, etc. |
| Causa | because, due to, etc. |
| Tempo | when, whenever, before, etc. |
| Lugar | where, wherever |
| Comparação | as, like |

Texto 13

Techniques to Make Computers Fast

(texto avançado; leio-o com o auxílio de um dicionário)

For advanced processing systems must work fast. And for fast systems programs must run smoothly; there shall be no freezing and computer crashing. All this is possible when corrupted and invalid registry keys are repaired and removed.

For most computer users speed matters the most. As the users are more involved in high processing it is undoubtedly something really unforgivable to have slow computers. Systems behavioral experts have found that with the passage of time making computers fast becomes the dearest demand of the people. For such people working with low impact set is acceptable. These users are advised to clean all junk except that it required to them in order to make their PCs fast.

However, this is not an optimal solution since no body wants to work while setting boundaries around himself. There must be some solution that can make optimize their PCs and increase computer speed thus making computer usage productive. One of the few options available to people is to use a registry fixing software like RegInOut to clean windows registry. RegInOut is one of the best few registry cleaners available in the market.

While many people think that using an anti-virus software would be enough to speed up their systems. However, it is recommended that an anti-virus to be used in combination with a top registry cleaner.

Also many guys are fond of installing new softwares that makes a load on their systems. Although they are not discouraged to do so but they must make it sure that when they uninstall these softwares their registry entries are completely removed.

Registry entries of uninstalled programs might become invalid and freeze up the systems. These must be removed from time to time. Also those programs which are running must have their registry entries repaired. This registry fixing makes these programs stable and prevents computers from crashing which is a major cause of slow computers.

Função Retórica

“Quando organizamos nossas ideias em um texto, fazemos escolhas com a intenção de sermos claros, objetivos e melhor entendidos pelo leitor. Para isso, podemos definir, descrever, explicar, argumentar, apelar, narrar, persuadir, comparar, levantar hipóteses, etc.” (VIEIRA, 2009).

Chama-se de função retórica os meios para atingir os nossos objetivos.

Texto 14

*(Texto avançado; leia-o com o auxílio de um dicionário)

How to Synchronize Two Computers

The reason as to why we need to synchronize two computers is simple. If in case we are using two computers, most commonly an office desktop and our personal laptop, we would of course want our files to be synchronized and updated in both of them. This is an article that has thus been written to answer the question, how to synchronize two computers?

Let us assume a scenario. It is not some unusual scenario nowadays. You are working on a project and you are working round the clock to get the job done. You complete some of the work at your office and do the remaining at your home. What's important in such cases is that you have an updated version or backup of the data and you have the files and folders in your desktop computer and laptop computer synchronized. Thus, you are faced with the question, how to synchronize two computers again? This condition is not limited to only this particular condition. We are often encountered with the questions, how to synchronize folders between two computers and how to synchronize files between two computers in a lot of situations.

Synchronizing two computers is not a very tough job. Of course, the easiest method for synchronizing two computers is perhaps by connecting the two computers using a wireless network or a Local Area Network (LAN) cable and copying the files directly. But here there are chances of human error. There are chances that you may just unintentionally drag and drop an old version of a particular folder. Thus, this is an error prone answer to the question, how to synchronize two computers? Hence, we need an automated way of performing the same task. Let us take a look at the various options available.

XCOPY Command

This is one of the Windows command line commands, which you can use with a lot of ease in Windows XP and Windows 2000. This command can be used to copy files which are newer than the current version of the files and folders in the destination folder. It is considered as one of the most powerful and versatile ways of creating backup in Windows XP. Here, you can use a USB flash drive for carrying the copy, from one computer to another. The syntax of the command is XCOPY [source] [destination]. You need to mention the source and destination path of the folders you want to synchronize. There are lots of switches associated with this command, that allow a lot of features. I cannot explain all these switches in details out here, but you can search for the switches and understand their use with a lot of ease. Now, to avoid typing in the command everytime you want to synchronize files and folders, you can also try creating a batch file. To do so, simply type in the following two lines in notepad and save the file with the name 'SYNC.CMD' in your Windows folder.

```
XCOPY "%1" "%2" /D /I %3
```

```
XCOPY "%2" "%1" /D /I %3
```

Now you can plug in your USB device and type the command 'SYNC "source folder" "destination folder" /S' at the command prompt. Here, the source folder and the destination folder are the positions where you need to mention the complete path, to the source and destination folders that you need to synchronize. The /S option is one of the switches of this command, that can be used to specify that you want the sub-folders to be synchronized too. Using this command, you can synchronize the hard disks of two different computers too.

There is another way to use the same command by using shortcuts. Right click on any empty space on your desktop and click 'Create Shortcut'. On the first dialog box that appears on the first window, after selecting create shortcut, type xcopy "source folder path to be synchronized" [destination drive or removal drive] /d/y/s. Name this shortcut export and complete the shortcut setup. Now, create the same shortcut again, with one little change. Simply name the shortcut import and in the path type xcopy [removal media] "folder that needs to be recognized" /d /y /s. Create the same two shortcuts in the other computer too. Now, whenever you need to synchronize files, you can simply click on the export of the first computer, with the USB flash drive (removable media) connected, and then connect it to the other computer and click on import. This completes the process of synchronizing two computers.

Software Approach

There are various softwares which can answer the question, how to synchronize two computers. SyncToy 2.0 is one such software, which can be used for synchronizing two computers. This software allows you to copy, delete, move and rename folders and files between two computers. This softwares not only allow you with the synchronization and backup features, but various other features too. For Example, a software Second Copy can be used for creating the backups of your files at regular intervals, to any other location in the network. The other location can of course be your laptop computer too. It not only allows the backup feature but also security features, like encryption.

What I have listed above, are the most common ways to answer the question, how to synchronize two computers. However, before you try of any of the approaches mentioned above, please ensure, that you are not trying it on any important data. Hope my attempt to help you with the queries, how to synchronize folders between two computers and how to synchronize files between two computers, is of some use to you.

Parte

5

Gramática Básica

Verbo To Be

1. Verbo To Be (Presente simples)

| Full Form | Short Form | Significado |
|-----------------|------------|----------------------|
| I am | I'm | eu sou / estou |
| you are | you're | tu és / estás |
| he is | he's | ele é / está |
| she is | she's | ela é / está |
| it is | it's | ele(a) é / está |
| we are | we're | nós somos / estamos |
| you are | you're | vós sois / estais |
| they are | they're | eles(as) são / estão |

1.1. Negativa

| Full Form | Short Form | Short Form |
|---------------------|--------------------|--------------------|
| I am not | | I'm not |
| you are not | you aren't | you're not |
| he is not | he isn't | he's not |
| she is not | she isn't | she's not |
| it is not | it isn't | it's not |
| we are not | we aren't | we're not |
| you are not | you aren't | you're not |
| they are not | they aren't | they're not |

1.2. Interrogativa

| Full Form |
|------------------|
| am I? |
| are you? |
| is he? |
| is she? |
| is it? |
| are we? |
| are you? |
| are they? |

1.3. Interrogativa negativa

| Full Form | Short Form |
|----------------------|---------------------|
| am I not? | aren't I? |
| are you not? | aren't you? |
| is he not? | isn't he? |
| is she not? | isn't she? |
| is it not? | isn't it? |
| are we not? | aren't we? |
| are you not? | aren't you? |
| are they not? | aren't they? |

ATENÇÃO: As formas contraídas do verbo To Be na afirmativa nunca ocorrem no fim de uma frase.

1.4. Verbo To Be: Ser ou Estar

Example

Who **is** it? It **is** Paul.

What **is** that? It **is** a book.

Significado

Quem é? É o Paul.

O que é aquilo? É um livro.

1.5. Descrever o estado físico ou mental

Example

I **am** tired.

They **are** short.

He **is** happy.

He **is** angry.

Significado

Estou cansado.

Eles são baixos.

Ele está feliz.

Ele está zangado.

1.6. Falar sobre profissões

Example

She **is** a doctor.

She **is** an architect.

They **are** mechanics.

John and I **are** teachers.

Significado

Ela é médica.

Ela é arquiteta.

Eles são mecânicos.

Eu e o João somos professores.

1.7. Falar sobre a idade

Example

Mary **is** ten (years old).

The house **is** ten years old.

Significado

A Maria tem dez anos.

A casa tem dez anos.

Example

It **is** cold today.

It **is** three o'clock.

It **is** \$10.

Significado

Hoje está frio.

São três horas.

São 10 dólares.

1.8. Falar sobre posses

Example

This **is** my car.

This **is** mine.

This **is** Mary's.

Significado

Este é meu carro.

Este é meu.

Este é da Mary.

There To Be

1. There To Be

O verbo There To Be significa haver, existir. Conjugado pelo verbo Be (To Be)

1.1. Afirmativa

Full form

There is There are

Short form

There's

Negativa

Full form

There is not
There are not

Short form

There's not

Short form

There isn't
There aren't

1.2. Interrogativa

Full Form
is there?
are there?

1.3. Interrogativa negativa

Full Form

Is there not?
Are there not?

Short form

Isn't there?
Aren't there?

Examples

- There is some bread but there isn't any butter;
- Is there any coffee?

Consideremos a frase seguinte:

Example

A boy **is** at the door.

Significado

Um rapaz está à porta

O sujeito da frase (a boy) satisfaz duas condições:

- é indefinido
- é seguido do verbo be (is)

Sendo assim, é mais frequente dizer-se em inglês:

Example

There is a boy at the door.

Significado

Há (1) um rapaz à porta.

Sem alterar o sentido da frase, colocando there no início da frase e o sujeito (a boy) a seguir ao verbo be (is).

Vejamos mais alguns exemplos:

Example

(Many people **are** in the party.)

There are many people in the party.

(Someone **is** in the kitchen.)

There is someone in the kitchen.

(A man **is** smoking a cigar.)

There is a man smoking a cigar.

Significado

»»»»

Há muita gente na festa.

»»»»

Alguém está na cozinha.

»»»»

Um homem está fumando um charuto.

Quando o verbo *be* é usado para exprimir existência, a utilização do *there+be* é necessária:

| Example | Significado |
|-------------------------------------|--------------------|
| There is plenty of time. | Há muito tempo. |
| There are a lot of mistakes. | Há muitos erros. |

Em todos os exemplos anteriores, a palavra *there* não é acentuada. Compare os dois exemplos seguintes, e repare no significado da palavra *there*:

(a) *there* não acentuada:

| Example | Significado |
|---|------------------------------------|
| There is a girl I would like to see. | Há uma moça que eu gostaria de ver |

(b) *there* acentuada:

| Example | Significado |
|---|--|
| There is the girl I would like to see. | Aí está a moça que eu gostaria de ver. |

Repare que o sujeito (*a girl*) do primeiro exemplo é indefinido, e o sujeito (*the girl*) do segundo é definido.

Em linguagem informal, a forma singular *there is* é por vezes empregue para exprimir algo no plural em vez de *there are*. Esta forma no singular é, no entanto, considerada por muitos incorrecta.

| Example | Significado |
|--------------------------------------|-----------------------------|
| There's two boys at the door. | Dois rapazes estão à porta. |

Literalmente, deveria ser há.

Presente Simples

O Presente Simples pode ser usado para descrever hábitos ou situações permanentes.

O tempo verbal 'present simple' (ou simple present) tem as seguintes formas:

1.1. Exemplo com o verbo trabalhar (work)

I work
You work
He works
She works
It works
We work
You work
They work

1.2. Na afirmativa

| Full Form | Significado |
|----------------------------|---------------------|
| I like | eu gosto (1) |
| you like | tu gostas (1) |
| he / she / it likes | ele(a) gosta (1) |
| we like | nós gostamos (1) |
| you like | vós gostais (1) |
| they like | eles(as) gostam (1) |

(1) A tradução (para a língua portuguesa) da conjugação deste tempo verbal presente simples é apenas um dos exemplos possíveis entre vários, estando este tempo verbal dependente do contexto de uma frase.

1.3. Na negativa

Full Form

I **do not like**

you **do not like**

he / she / it **does not like**

we **do not like**

you **do not like**

they **do not like**

Short Form

I **don't like**

you **don't like**

he / she / it **doesn't like**

we **don't like**

you **don't like**

they **don't like**

1.4. Na interrogativa

Full Form

Do I like?

Do you like?

Does he / she / it like?

Do we like?

Do you like?

Do they like?

1.5. Na interrogativa negativa

Full Form

Do I not like?

Do you not like?

Does he / she / it not like?

Do we not like?

Do you not like?

Do they not like?

Short Form

Don't I like?

Don't you like?

Doesn't he / she / it like?

Don't we like?

Don't you like?

Don't they like?

1.6. Na interrogativa e negativa do present simple

- (a) emprega-se o verbo auxiliar **does** na 3ª pessoa singular (he, she, it) e **do** nas restantes pessoas do singular e plural.
- (b) o verbo auxiliar **do / does** não possui nenhum significado em particular, mas a sua utilização é necessária.

Emprega-se o tempo verbal 'present simple' para descrever:

a) ações habituais ou repetidas

Full Form

I always **get up** at seven o'clock.

He **goes** to São Paulo every year.

She **smokes** a lot.

Significado

Levanto-me sempre às sete horas.

Ele vai à São Paulo todos os anos.

Ela fuma muito.

b) situações a longo prazo ou permanentes

Full Form

Susan **lives** in New York.

I **like** Forró.

Significado

A Susan vive em New York.

Eu gosto de Forró.

c) veracidades gerais

Full Form

Two and three **make** five.

The moon **revolves** around the earth.

Metals **expand** when they are heated.

Significado

Dois e três fazem cinco.

A lua gira à volta da terra.

Os metais expandem-se quando são aquecidos.

d) o futuro sobre horários e itinerários

Full Form

The train **leaves** at three o'clock.

The bus **arrives** at 7:15.

Significado

O trem parte às três horas.

O ônibus chega às 7:15.

e) o futuro, utilizando orações temporais e condicionais introduzidas por **before, when, as soon as, after, if, etc.**

Full Form

Before I **go** to work, I'm going to the bank.

When I **see** her, I'll ask her.

As soon as I **finish** this, I'll take you home.

After I **finish** this, I'm going to bed.

If I **see** her, I'll tell her.

Significado

Antes de ir para o trabalho, vou ao banco.

Quando eu a vir, perguntar-lhe-ei.

Logo que eu acabe isto, te levarei pra casa.

Depois de acabar isto, vou para a cama.

Se eu a vir, dir-lhe-ei.

f) ações cujas formas verbais progressivas não existem (ex. agree, believe, belong, know, want), ou existem mas não podem ser empregadas sem alterar o sentido da frase (ex. feel, think)

Full Form

This car **belongs** to her.

I **feel** this is not right.

I **think** he is lying.

Significado

Este carro pertence a ela.

Eu tenho a impressão de que isto não está certo.

Eu acho que ele está mentindo.

g) ações instantâneas, por exemplo, em comentários desportivos, demonstrações, exclamações

Full Form

Ronaldo **passes** the ball to Kaká.

I now **pour** some water into the cup.

Here **comes** the train!

Significado

Ronaldo passa a bola para Kaká.

Eu agora ponho água dentro da xícara.

Lá vem o trem!

h) o passado em narrativas dramáticas

Full Form

She **hears** a noise coming from the kitchen downstairs.

She **picks up** a baseball bat and **goes down** to investigate. When she **gets** to the kitchen, she **turns on** the light. ...

Significado

Ela ouve um barulho vindo da cozinha no andar de baixo. Ela pega no bastão de baseball e desce para investigar. Quando chega à cozinha, ela acende a luz. ...

i) acontecimentos (no presente ou no passado) em manchetes

Full Form

How computers **Work**

Peace Talks **Fail**

Significado

Como Funcionam os computadores

Conversações Sobre a Paz Fracassam

Presente Contínuo

O tempo verbal 'present continuous' (ou present progressive) tem as seguintes formas:

1.1. Na afirmativa

| Full Form | | Short Form | | Significado |
|---|-------|---|-------|---------------------------------------|
| I am doing | | I' m doing | | eu estou fazendo ⁽¹⁾ |
| you are doing | | you' re doing | | tu estás a fazendo ⁽¹⁾ |
| he is she is it is | doing | he' s she' s it' s | doing | ele(a) está a fazer ⁽¹⁾ |
| we are doing | | we' re doing | | nós estamos fazendo ⁽¹⁾ |
| you are doing | | you' re doing | | vós estais fazendo ⁽¹⁾ |
| they are doing | | they' re doing | | eles(as) estão fazendo ⁽¹⁾ |

(1)ATENÇÃO: A tradução (para a língua portuguesa) da conjugação deste tempo verbal present continuous é apenas um dos exemplos possíveis entre vários, estando este tempo verbal dependente do contexto de uma frase.

1.2. Na negativa

| Full Form | | Short Form | | Short Form |
|---|-------|---|-------|--|
| I am not doing | | I' m not doing | | |
| you are not doing | | you' re not doing | | you aren't doing |
| he is not she is not it is not | doing | he' s not she' s not it' s not | doing | he isn't she isn't it isn't |
| we are not doing | | we' re not doing | | we aren't doing |
| you are not doing | | you' re not doing | | you aren't doing |
| they are not doing | | they' re not doing | | they aren't doing |

1.3. Na interrogativa

| Full Form |
|------------------------|
| am I doing? |
| are you doing? |
| is he? |
| is she? |
| is it? |
| are we doing? |
| are you doing? |
| are they doing? |

1.4. Na interrogativa negativa

| Full Form | Short Form |
|---|--|
| am I not doing? | aren't I doing? |
| are you not doing? | aren't you doing? |
| is he not is she not is it not | doing? isn't he? isn't she? isn't it? |
| are we not doing? | aren't we doing? |
| are you not doing? | aren't you doing? |
| are they not doing? | aren't they doing? |

Como podemos verificar no ponto anterior, o tempo verbal present continuous forma-se da seguinte maneira:

BE + -ING

onde **BE** = verbo auxiliar be no present tense (ex. am, is, are)

e **-ING** = verbo principal terminado em -ing (ex. doing, reading)

Emprega-se o tempo verbal present continuous para descrever:

a) ações que decorrem no momento em que se fala

Example

Don't disturb her. She **is studying** at the moment.

I can't go out now. It's **raining** a lot.

Significado

Não a incomode. Ela está estudando neste momento.

Não posso sair agora. Está chovendo muito.

b) situações temporárias que decorrem nesta altura mas não necessariamente no momento em que se fala

Example

Peter **is teaching** in Portugal this year.

Where **are** you **staying** this week?
In a hotel.

I'm **working** for them for the time being.

Significado

O Peter está dando aulas em Portugal este ano.

Onde é que você está hospedado esta semana? Num hotel.

Estou a trabalhar para eles por agora.

c) planos pessoais num futuro próximo

Example

He's **going** to England next month.

Significado

Ele vai para a Inglaterra no próximo mês.

d) hábitos ou ações repetidas (com um tom crítico)

Example

Why **are** you always **shouting** at me?

He **is** constantly **harassing** her.

Significado

Porque você está sempre gritando comigo?

Ele está constantemente a importunando-a.

Verbos Irregulares

Verbos Irregulares

Quadro 1

| Infinitive | Past Simple | Past Participle | Significado |
|------------|-------------------------------|-------------------------------|---|
| abide | abided / abode ⁽¹⁾ | abided / abode ⁽¹⁾ | aguentar; cumprir; habitar ⁽¹⁾ |
| arise | arose | arisen | originar-se; resultar de; surgir; levantar-se |
| awake | awoke | awoken | acordar; despertar |
| babysit | babysat | babysat | tomar conta da(s) criança(s) |
| backbite | backbit | backbitten | dizer mal de alguém |
| backslide | backslid | backslid / backslidden | reincidir no erro; ter uma recaída |
| be | was / were | been | ser; estar; (there+be) haver |
| bear | bore | borne / born | suportar; aguentar; dar à luz; (be born) nascer |
| beat | beat | beaten | bater repetidamente; derrotar; castigar |
| become | became | become | tornar-se; vir a ser |
| befall | befell | befallen | acontecer, suceder |
| beget | begot / begat ⁽¹⁾ | begotten | procriar, gerar; causar |
| begin | began | begun | começar, iniciar, principiar |
| behold | beheld | beheld | observar, ver; olhai! |
| bend | bent | bent | inclinar-se, curvar, curvar-se |
| bereave | bereft / bereaved | bereft / bereaved | enlutar; despojar, privar |
| beseech | besought / beseeched | besought / beseeched | suplicar, implorar |
| beset | beset | beset | ocupar; assaltar; assediar; obstruir |
| bespeak | bespoke | bespoken | encomendar; ser prova de, sugerir |

| Infinitive | Past Simple | Past Participle | Significado |
|-------------|-------------------------------|-------------------------------|---|
| bestrew | bestrewed | bestrewn / bestrewed | cobrir algo com; espalhar |
| bestride | bestrode | bestriden | montar, cavalgar; transpor |
| bet | bet / betted | bet / betted | apostar |
| betake | betook | betaken | ir a algum lugar; dedicar-se |
| bethink | bethought | bethought | reflectir, reconsiderar |
| bid | bid / bade ⁽¹⁾ | bid / bidden ⁽¹⁾ | licitar (em leilão); ordenar; saudar |
| bind | bound | bound | atar; restringir, limitar; encadenar; impor |
| bite | bit | bitten | morder; picar |
| bleed | bled | bled | sangrar; drenar; extorquir dinheiro a alguém |
| bless | blessed / blest | blessed / blest | abençoar, santificar |
| blow | blew | blown | soprar |
| break | broke | broken | quebrar, partir; transgredir, infringir |
| breastfeed | breastfed | breastfed | amamentar |
| breed | bred | bred | procriar, reproduzir-se |
| bring | brought | brought | trazer |
| broadcast | broadcast | broadcast(ed) | transmitir (radio / televisão) |
| browbeat | browbeat | browbeaten | intimidar, amedrontar |
| build | built | built | construir, edificar |
| burn | burnt / burned ⁽²⁾ | burnt / burned ⁽²⁾ | queimar, consumir pelo fogo; arder; brilhar |
| burst | burst | burst | rebentar, estourar, explodir |
| bust | bust / busted | bust / busted | quebrar; prender; fazer uma rusga |
| buy | bought | bought | comprar |
| cast | cast | cast | atirar, lançar; fundir, moldar |
| catch | caught | caught | apanhar, capturar; surpreender; contrair (doença) |
| chide | chid | chidden / chid | queixar-se; ralhar |
| choose | chose | chosen | escolher, optar; decidir |
| cleave | cleft / clove / cleaved | cleft / cloven / cleaved | fender, rachar |
| cling | clung | clung | ligar-se a; pegar-se |
| come | came | come | vir, chegar; aparecer; aproximar-se |
| cost | cost | cost | custar |
| countersink | countersank | countersunk | escarear |

| Infinitive | Past Simple | Past Participle | Significado |
|------------|---------------------------------|---------------------------------|---|
| creep | crept | crept | mover-se vagarosa e silenciosamente; rastejar |
| crow | crew / crowed | crowed | cantar (galo); |
| cut | cut | cut | cortar; reduzir; suprimir |
| deal | dealt | dealt | dar (cartas); repartir; negociar |
| dig | dug | dug | cavar; escavar; desenterrar |
| dive | dived / dove ⁽²⁾ | dived / dove ⁽²⁾ | mergulhar |
| do | did | done | fazer; proceder; enganar, intrujar; visitar, ver |
| draw | drew | drawn | desenhar; traçar; puxar; extrair; atrair; deduzir |
| dream | dreamt / dreamed ⁽²⁾ | dreamt / dreamed ⁽²⁾ | sonhar, imaginar; fantasiar |
| drink | drank | drunk | beber; beber à saúde de |
| drive | drove | driven | guiar, conduzir um carro, carroça, etc; transportar |
| dwell | dwelt / dwelled ⁽²⁾ | dwelt / dwelled ⁽²⁾ | viver, habitar, residir |
| eat | ate | eaten | comer; tomar refeições |
| fall | fell | fallen | cair, tombar; diminuir, baixar |
| feed | fed | fed | alimentar; comer; fornecer |
| feel | felt | felt | sentir; notar, dar por |
| fight | fought | fought | lutar, combater; guerrear |
| find | found | found | encontrar, achar; descobrir; verificar |
| fit | fitted / fit ⁽²⁾ | fitted / fit ⁽²⁾ | servir, adaptar-se, caber em |
| flee | fled | fled | fugir, abandonar; escapar |
| fling | flung | flung | atirar, imprimir um movimento energético e forte |
| floodlight | floodlit / floodlighted | floodlit / floodlighted | iluminar com holofotes |
| fly | flew | flown | voar; fazer voar; flutuar, tremular ao vento |
| forbear | forbore | forborne | abster-se de, evitar |
| forbid | forbade | forbidden | proibir, não permitir, impedir |
| forecast | forecast(ed) | forecast(ed) | prever; prognosticar |
| forego | forewent | foregone | anteceder, preceder; renunciar; deixar de usar |
| foresee | foresaw | foreseen | prever, prognosticar |
| foretell | foretold | foretold | prognosticar, predizer, pressagiar |
| forget | forgot | forgotten | esquecer, não se lembrar |

| Infinitive | Past Simple | Past Participle | Significado |
|------------|------------------------------|------------------------------|---|
| forgive | forgave | forgiven | perdoar; desculpar; remir (dívida) |
| forsake | forsook | forsaken | abandonar, deixar; pôr de parte, renunciar a |
| forswear | forsove | forsoven | repudiar, abjurar; perjurar |
| freeze | froze | frozen | gelar; congelar; sentir muito frio; ficar imóvel |
| gainsay | gainsaid | gainsaid | negar, contradizer |
| get | got | got / gotten ⁽²⁾ | adquirir, obter; apanhar; comprar; ir buscar |
| gild | gilded / gilt ⁽¹⁾ | gilded / gilt ⁽¹⁾ | dourar, adornar |
| gird | girded / girt | girded / girt | atar com cinto |
| give | gave | given | dar, oferecer; entregar; fornecer |
| go | went | gone | ir; ir-se embora; |
| grave | graved | graven / graved | enterrar ⁽¹⁾ , sepultar ⁽¹⁾ ; gravar, esculpir |
| grind | ground | ground | moer; triturar; ranger (os dentes); roçar |
| grow | grew | grown | plantar; crescer, desenvolver-se |
| hamstring | hamstrung / hamstringed | hamstrung / hamstringed | jarretar; inabilitar; inutilizar |
| hang | hung | hung | suspender, pendurar; estar pendurado |
| have | had | had | ter, possuir; comer, beber; mandar fazer |
| hear | heard | heard | ouvir; ouvir dizer |
| heave | heaved / hove | heaved / hove | levantar ou puxar com esforço; soltar (suspiro) |
| hew | hewed | hewn / hewed | cortar, derrubar com machado; decepar |
| hide | hid | hidden | esconder(-se), ocultar(-se) |
| hit | hit | hit | bater em; chocar com; atingir, ferir |
| hold | held | held | segurar, agarrar; manter, aguentar |
| hurt | hurt | hurt | ferir, magoar; fazer mal a; ofender; doer |
| inlay | inlaid | inlaid | embutir; taxiar, marchetar |
| input | input / inputted | input / inputted | entrar com ou fornecer (dados informáticos) |
| inset | inset | inset | intercalar, inserir |

| Infinitive | Past Simple | Past Participle | Significado |
|------------|---------------------------------|--------------------------------|---|
| interweave | interwove | interwoven | entrelaçar |
| keep | kept | kept | conservar; manter; manter-se fresco (alimento) |
| ken | kenned / kent | kenned / kent | conhecer; reconhecer |
| kneel | knelt / kneeled ⁽²⁾ | knelt / kneeled ⁽²⁾ | ajoelhar(-se) |
| knit | knit / knitted | knit / knitted | fazer malha; tricotar; unir(-se); juntar |
| know | knew | known | saber, conhecer; estar ao corrente de |
| lay | laid | laid | colocar; pôr (sobretudo em posição horizontal) |
| lead | led | led | conduzir, guiar, levar; chefiar; indicar o caminho |
| lean | leant / leaned ⁽²⁾ | leant / leaned ⁽²⁾ | inclin(-se); encostar-se a; tender; curvar o corpo |
| leap | leapt / leaped | leapt / leaped | pular; saltar |
| learn | learnt / learned ⁽²⁾ | learned ⁽²⁾ | aprender; instruir-se; ficar a saber; ouvir dizer |
| leave | left | left | partir; sair; deixar ficar; pôr de parte; abandonar |
| lend | lent | lent | emprestar; conceder, dar |
| let | let | let | permitir; deixar; consentir; alugar; arrendar |
| lie | lay | lain | jazer; estar deitado; estender-se; situar-se |
| light | lit / lighted | lit / lighted | acender; incendiar; pegar fogo a; iluminar-se |
| lose | lost | lost | (fazer) perder; livrar-se de; custar (emprego) |
| make | made | made | fazer; contruir; ganhar; conseguir; concluir |
| mean | meant | meant | significar, querer dizer; denotar; destinar |
| meet | met | met | encontrar; cruzar-se; ser apresentado a; reunir-se |
| miscast | miscast | miscast | atribuir papel errado a um actor |
| misdeal | misdealt | misdealt | dar mal as cartas (jogo de cartas) |
| misgive | misgave | misgiven | provocar maus pressentimentos, inspirar receios |

| Infinitive | Past Simple | Past Participle | Significado |
|-----------------------------|-----------------------|------------------------|--|
| mishear | misheard | misheard | ouvir mal, trocar o que se houve |
| mishit | mishit | mishit | acertar mal (na bola) |
| mislay | mislaid | mislaid | pôr em lugar onde se não consegue encontrar depois; esquecer onde se pôs |
| mislead | misled | misled | enganar; induzir em erro |
| misread | misread | misread | ler mal; compreender mal |
| misspeak | misspoke | misspoken | dizer ou |
| exprimir-se incorrectamente | | | |
| misspell | misspelt / misspelled | misspelt / misspelled | dar erros de ortografia; soletrar mal |
| misspend | misspent | misspent | desperdiçar |
| mistake | mistook | mistaken | enganar-se, equivocar-se; confundir |
| misteach | mistaught | mistaught | ensinar mal ou incorrectamente |
| misunderstand | misunderstood | misunderstood | compreender mal, entender mal; equivocar-se |
| mow | mowed | mown / mowed | cortar, aparar (a relva); ceifar |
| offset | offset | offset | contrabalançar, compensar; deslocar, descentrar; imprimir em offset |
| outbid | outbid | outbid | oferecer mais; exceder |
| outdo | outdid | outdone | levar a melhor sobre; exceder, ultrapassar |
| outfight | outfought | outfought | lutar melhor que |
| outgrow | outgrew | outgrown | tornar-se demasiado grande para |
| output | output / outputted | output / outputted | produzir; expedir; enviar; fornecer (dados) |
| outrun | outran | outrun | ultrapassar; exceder |
| outsell | outsold | outsold | ultrapassar nas vendas; vender mais caro que |
| outshine | outshone | outshone | brilhar mais que; suplantar |
| overbear | overbore | overborne | subjugar, oprimir |
| overbid | overbid | overbid | fazer uma oferta demasiado alta |
| overcast | overcast | overcast | nublado(-se); escurecer |
| overcome | overcame | overcome | vencer um obstáculo, superar; derrotar, vencer |

| Infinitive | Past Simple | Past Participle | Significado |
|------------|-------------------------------|-------------------------------|--|
| overdo | overdid | overdone | exagerar, levar demasiado longe; exceder-se em |
| overdraw | overdrew | overdrawn | sacar a descoberto |
| overeate | overate | overeaten | comer demasiado |
| overfeed | overfed | overfed | alimentar-se em excesso; superalimentar |
| overfly | overflew | overflown | sobrevoar |
| overgrow | overgrew | overgrown | cobrir, crescer por cima de (vegetação) |
| overhang | overhung | overhung | pairar sobre; projectar-se para fora; ameaçar |
| overhear | overheard | overheard | ouvir por acaso |
| overlay | overlaid | overlaid | revestir; cobrir |
| overpay | overpaid | overpaid | pagar demasiado a, pagar excessivamente |
| override | overrode | overridden | ser mais importante que, sobrepor-se a; desprezar |
| overrun | overran | overrun | invadir um país; ir além de |
| oversee | oversaw | overseen | vigiar, dirigir; inspeccionar |
| overshoot | overshot | overshot | (alvo) errar o tiro |
| oversleep | overslept | overslept | dormir para além da hora devida; acordar tarde |
| overspend | overspent | overspent | gastar ou despende demasiado |
| overtake | overtook | overtaken | ultrapassar, passar à frente de; dominar |
| overthrow | overthrew | overthrown | derrubar (o governo) |
| overwind | overwound | overwound | dar corda em excesso (relógio, etc.) |
| overwrite | overwrote | overwritten | escrever por cima de; escrever em demasia; gravar em cima de (informática) |
| partake | partook | partaken | partilhar de; participar em |
| pay | paid | paid | pagar, remunerar; recompensar; saldar; dar lucro |
| plead | pleaded / pled ⁽²⁾ | pleaded / pled ⁽²⁾ | defender, advogar; suplicar (algo) a alguém; declarar-se; alegar |
| prepay | prepaid | prepaid | pagar adiantadamente; franquiar |
| preset | preset | preset | fixar, marcar, ajustar antecipadamente |

| Infinitive | Past Simple | Past Participle | Significado |
|------------|-------------------------------|-------------------------------|---|
| proof-read | proof-read | proof-read | rever, corrigir (provas) |
| prove | proved | proved, proven ⁽²⁾ | provar; mostrar ser; submeter a prova |
| put | put | put | pôr; colocar; exprimir, expressar |
| quit | quitted / quit ⁽²⁾ | quitted / quit ⁽²⁾ | deixar, abandonar; demitir-se; desistir |
| read | read | read | ler; ficar a conhecer por meio da leitura |
| rebind | rebound | rebound | reencadernar |
| rebuild | rebuilt | rebuilt | reconstruir |
| recast | recast | recast | refundir; remoldar; atribuir novo papel a um actor |
| redo | redid | redone | voltar a fazer |
| reeve | reeved / rove | reeved / rove | gornir; passar o cabo pelo gorne; passar através de (baixios) |
| rehear | reheard | reheard | ouvir de novo |
| relay | relaid | relaid | voltar a colocar; repor |
| remake | remade | remade | voltar a fazer; refazer; reconstruir |
| rend | rent | rent | despedaçar, rasgar, lacerar, fender(-se) |
| repay | repaid | repaid | pagar; reembolsar; indemnizar; voltar a pagar |
| reread | reread | reread | reler, voltar a ler |
| rerun | reran | rerun | tornar a mostrar (um filme); repetir (um jogo) |
| resell | resold | resold | revender |
| reset | reset | reset | repor; pôr novamente em estado conveniente |
| resit | resat | resat | refazer exame |
| retake | retook | retaken | voltar a tomar, reconquistar; recapturar |
| retell | retold | retold | recontar, redizer, voltar a narrar |
| rewind | rewound | rewound | rebobinar; voltar a dar corda a; voltar (fita) para trás |
| rewrite | rewrote | rewritten | reescrever |
| rid | rid / ridded ⁽¹⁾ | rid / ridded ⁽¹⁾ | livrar, libertar; livrar-se de |
| ride | rode | ridden | cavalgar, andar a cavalo; andar de bicicleta, etc |

| Infinitive | Past Simple | Past Participle | Significado |
|-----------------------|---------------------------------|-----------------------------|---|
| ring | rang | rung | tocar (campainha); zumbir (ouvidos) |
| rise | rose | risen | aparacer (no horizonte); erguer-se; subir (preços) |
| run | ran | run | correr; fugir; apressar-se; recorrer; funcionar; etc |
| saw | sawed | sawn / sawed ⁽²⁾ | serrar, cortar com serra |
| say | said | said | dizer; anunciar; recitar |
| see | saw | seen | ver; notar; perceber; providenciar; imaginar |
| seek | sought | sought | procurar; solicitar; tentar |
| sell | sold | sold | vender; enganar; prostituir |
| send | sent | sent | enviar, mandar, despachar, remeter |
| set | set | set | pôr, assentar; pôr-se (Sol); pôr em funcionamento |
| sew | sewed | sewn / sewed | coser; costurar; coser as folhas de um livro |
| shake | shook | shaken | sacudir, abanar; agitar; tremer; estremecer |
| shear | sheared / shored ⁽¹⁾ | shorn / sheared | tosquiar |
| shed | shed | shed | derramar (lágrimas); perder (as penas, folhas, etc) |
| shine | shone | shone | brilhar; cintilar; reflectir luz |
| shit ⁽³⁾ | shitted / shit / shat | shitted / shit / shat | cagar |
| shoe | shod | shod | ferrar (cavalo) |
| shoot | shot | shot | disparar (arma de fogo); matar, ferir (com tiro) |
| show | showed | shown / showed | mostrar; expor; apresentar; dar provas de; indicar |
| shrink | shrank / shrunk | shrunk | encolher, contrair-se; retrair-se |
| shrive ⁽¹⁾ | shrived / shrove | shrived / shriven | ouvir em confissão |
| shut | shut | shut | fechar, encerrar; tapar; |
| simulcast | simulcast | simulcast | transmitir programa simultaneamente pela rádio e pela televisão |
| sing | sang | sung | cantar; zumbir |
| sink | sank | sunk | afundar(-se); enterrar-se; deixar-se cair |
| sit | sat | sat | sentar-se; fazer exame |

| Infinitive | Past Simple | Past Participle | Significado |
|-------------------|---------------------------------|---------------------------------|--|
| slay | slew | slain | matar; assassinar; chacinar |
| sleep | slept | slept | dormir; repousar; passar a noite |
| slide | slid | slid | deslizar; escorregar; esgueirar-se |
| sling | slung | slung | pôr a tiracolo; lançar; atirar (com a mão) |
| slink | slunk | slunk | andar com passos furtivos; retirar-se furtivamente |
| slit | slit | slit | fender(-se); rachar |
| smell | smelt / smelled ⁽²⁾ | smelt / smelled ⁽²⁾ | cheirar; cheirar mal |
| smite | smote | smitten | bater em; derrotar; punir; impressionar |
| sow | sowed | sown / sowed | semear; espalhar |
| speak | spoke | spoken | falar; dizer; conversar; exprimir |
| speed | sped / speeded | sped / speeded | apressar; seguir a grande velocidade; acelerar |
| spell | spelt / spelled ⁽²⁾ | spelt / spelled ⁽²⁾ | soletrar, dizer as letras de; significar, implicar |
| spend | spent | spent | gastar, despender; passar (tempo); esgotar |
| spill | spilt / spilled ⁽²⁾ | spilt / spilled ⁽²⁾ | entornar(-se); derramar(- se); transbordar |
| spin | spun / span | spun | torcer (fio); desfia; tornear; correr com velocidade |
| spit | spat / spit ⁽²⁾ | spat / spit ⁽²⁾ | cuspir; dizer violentamente |
| split | split | split | rachar, fender; cortar em partes; dividir |
| spoil | spoilt / spoiled ⁽²⁾ | spoilt / spoiled ⁽²⁾ | estragar; estragar com mimos; arruinar |
| spotlight | spotlit / spotlighted | spotlit / spotlighted | colocar sob os holofotes; realçar, ressaltar |
| spread | spread | spread | estender, espalhar(-se); alastrar; distribuir |
| spring | sprang | sprung | saltar, pular; surgir; brotar; nascer; derivar |
| stand | stood | stood | estar / pôr de pé; manter-se firme; continuar válido |
| stave | staved / stove | staved / stove | abrir rombo em; colocar aduelas em; amolgar; repelir (off) |
| steal | stole | stolen | roubar, furtar |

| Infinitive | Past Simple | Past Participle | Significado |
|------------|--------------------------------|--------------------------------|---|
| stick | stuck | stuck | picar, espetar; colar; encravar, ficar preso |
| sting | stung | stung | picar com ferrão; causar dor aguda; ofender |
| stink | stank / stunk | stunk | cheirar mal |
| strew | strewed | strewn / strewed | espalhar, derramar; semear, encher de; cobrir |
| stride | strode | stridden | andar a passos largos |
| strike | struck | struck | dar pancadas em; atacar; descobrir; soar (horas) |
| string | strung | strung | encordoar; amarrar; enfiar (pérolas, etc) |
| strive | strove | striven | esforçar-se ao máximo; empenhar-se |
| sublet | sublet | sublet | subalugar |
| swear | swore | sworn | jurar, afirmar sob juramento; praguejar |
| sweat | sweated / sweat ⁽²⁾ | sweated / sweat ⁽²⁾ | suar, transpirar |
| sweep | swept | swept | varrer; levar tudo à sua frente, arrastar; examinar |
| swell | swelled | swollen / swelled | inchar; aumentar de volume; ondular |
| swim | swam | swum | nadar; sentir tonturas |
| swing | swung | swung | balançar; dar uma curva; voltear (com o corpo) |
| take | took | taken | levar; tomar; prender; aceitar; adquirir; pegar em |
| teach | taught | taught | ensinar; instruir; leccionar; educar; mostrar |
| tear | tore | torn | despedaçar(-se); rasgar(-se); romper(-se) |
| telecast | telecast | telecast | transmitir (programa) por televisão |
| tell | told | told | dizer; comunicar; informar; avisar; contar, narrar |
| think | thought | thought | pensar; julgar, supor; considerar; tencionar |
| thrive | throve / thrived | thriven / thrived | prosperar, florescer; vicejar; crescer, desenvolver |
| throw | threw | thrown | atirar, lançar; deitar; despejar |
| thrust | thrust | thrust | impelir com força; dar estocadas |

| Infinitive | Past Simple | Past Participle | Significado |
|-------------------|--------------------|------------------------|--|
| tread | trod | trodden | pisar; esmagar com o pé; andar, caminhar |
| typecast | typecast | typecast | atribuir o mesmo papel a um actor repetidamente |
| typeset | typeset | typeset | compor (tipografia) |
| typewrite | typewrote | typewritten | dactilografar, escrever à máquina |
| unbend | unbent | unbent | desenvergar; endireitar(-se); afrouxar, soltar |
| unbind | unbound | unbound | desamarrar, desatar; soltar, libertar |
| underbid | underbid | underbid | fazer uma oferta demasiado baixa |
| undercut | undercut | undercut | vender a um preço mais baixo que; jogar a bola por baixo (golfo) |
| undergo | underwent | undergone | sofrer, passar por; ser submetido a; estar sujeito a |
| underlie | underlay | underlain | estar na base de; estar por baixo de |
| underpay | underpaid | underpaid | pagar demasiado pouco (trabalhador) |
| undersell | undersold | undersold | vender a preços mais baixos que |
| underspend | underspent | underspent | gastar ou despende demasiado pouco |
| understand | understood | understood | compreender; entender; interpretar |
| undertake | undertook | undertaken | empreender; encarregar-se de; garantir |
| underwrite | underwrote | underwritten | subscrever |
| undo | undid | undone | desfazer; desamarrar; desabotoar; invalidar |
| unfreeze | unfroze | unfrozen | descongelar(-se) |
| unmake | unmade | unmade | desfazer, destruir |
| unsay | unsaid | unsaid | retractar-se |
| unwind | unwound | unwound | desenrolar(-se); desbobinar(-se) |
| uphold | upheld | upheld | segurar, não deixar cair; proteger; manter |
| upset | upset | upset | derrubar; perturbar; enervar; indispor |

| Infinitive | Past Simple | Past Participle | Significado |
|------------|-----------------------------|------------------------------|--|
| wake | woke / waked ⁽²⁾ | woken / waked ⁽²⁾ | acordar, despertar; estar alerta; ressuscitar |
| waylay | waylaid | waylaid | fazer uma emboscada a; atacar de surpresa |
| wear | wore | worn | vestir, usar; desgastar com o uso; cansar |
| weave | wove | woven | tecer; entrançar (-se); entrelaçar (-se) |
| wed | wedded / wed | wedded / wed | casar(-se); unir em casamento |
| weep | wept | wept | chorar; derramar lágrimas |
| wet | wetted / wet ⁽²⁾ | wetted / wet ⁽²⁾ | molhar |
| win | won | won | ganhar; vencer; conseguir; convencer, persuadir |
| wind | wound | wound | dar corda a; envolver; bobinar, enrolar |
| withdraw | withdrew | withdrawn | retirar; remover; retirar-se, recolher-se |
| withhold | withheld | withheld | reter, conter; recusar |
| withstand | withstood | withstood | resistir a; opor-se a |
| wring | wrung | wrung | torcer; espremer; apertar; extorquir; atormentar |
| write | wrote | written | escrever; relatar por escrito; descrever; compor (música); preencher (cheque); passar (certidão) |

Artigos Definidos e Indefinidos

Emprega-se o artigo definido the

a) Com substantivos contáveis (singulares e plurais) e com substantivos não-contáveis (que são sempre singulares)

| | |
|------------------|-----------|
| the book | o livro |
| the books | os livros |
| the rice | o arroz |

b) Para se referir a algo já mencionado na frase anterior

| | |
|---|---|
| I saw a man and a woman yesterday. The man was short and the woman was tall. | Eu vi um homem e uma mulher ontem. O homem era baixo e a mulher era alta. |
|---|---|

c) Quando se espera que a pessoa a quem dirigimos saiba do que estamos a nos referir

| | |
|---|--|
| It's hot in here. Could you open the window, please? | Está quente aqui. Podia abrir a janela, por favor? |
|---|--|

d) Quando algo pode ser identificado a partir de um contexto conhecido entre os intervenientes

| | |
|--------------------------------------|------------------------------|
| I must go to the post office. | Tenho que ir aos Correios. |
| The beach is full of people. | A praia está cheia de gente. |

e) Com expressões que têm a ver com instrumentos musicais no singular

| | |
|-----------------------------|-----------------|
| She plays the piano. | Ela toca piano. |
|-----------------------------|-----------------|

f) Com expressões que têm a ver com palavras radio, cinema, theatre

| | |
|---|---|
| Be quiet! I'm listening to the radio. | Fique quieto! Eu estou ouvindo rádio. |
| I used to go to the cinema every week. | Eu costumava ir ao cinema todas as semanas. |

g) Nos superlativos

| | |
|-------------------------------|-------------------|
| the best book | o melhor livro |
| the most expensive car | o carro mais caro |

h) Com numerais ordinais: first, second, third, ... e next, last

| | |
|---------------------------|----------------------|
| the first exercise | o primeiro exercício |
| the last exercise | o último exercício |

i) Com períodos do dia e da noite

| | |
|-------------------------|----------|
| in the morning | de manhã |
| in the afternoon | à tarde |
| in the evening | à noite |

j) Para se referir a algo que é único

| | |
|------------------|---------|
| the moon | a lua |
| the earth | a terra |
| the sun | o sol |

l) Com nomes de lugares: arquipélagos, mares, oceanos, cadeias de montanhas, rios, desertos, hotéis, cinemas, galerias, teatros, museus

| | |
|-----------------------------------|-----------------------------|
| the Azores | os Açores |
| the Himalayas | os Himalaias |
| the Tagus | o Tejo |
| the Atlantic Ocean | o Oceano Atlântico |
| the Sahara Desert | o Deserto Saara |
| the United Kingdom | o Reino Unido |
| the United States | os Estados Unidos |
| the Ritz Hotel | o Hotel Ritz |
| the Odeon Cinema | o Cinema Odeon |
| the National Gallery | a Galeria Nacional |
| the Shakespeare Theatre | o Teatro Shakespeare |
| the Natural History Museum | o Museu de História Natural |

m) Com adjetivos para representar uma classe de pessoas

| | |
|---|--|
| the old | os idosos |
| the rich | os ricos |
| the Portuguese | os Portugueses |
| the British | os Britânicos / os Ingleses |
| I know Tony Blair, the Prime Minister. | Conheço Tony Blair, o Primeiro Ministro. |

Não há nenhuma diferença semântica entre a e an.

Emprega-se a(n) somente com substantivos contáveis singulares

| | |
|-----------------|----------|
| a book | um livro |
| a car | um carro |
| an egg | um ovo |
| an apple | uma maçã |

Emprega-se a(n):

a) para identificar ou classificar algo

| | |
|-----------------------|-------------|
| It's a book. | É um livro. |
| It's an apple. | É uma maçã. |

b) para definir algo

| | |
|------------------------------------|------------------------------|
| A dog is a domestic animal. | O cão é um animal doméstico. |
| A lion is a wild animal. | O leão é um animal selvagem. |

c) para quantificar algo

| | |
|-------------------------|-----------------|
| I have a book. | Tenho um livro. |
| I have an apple. | Tenho uma maçã. |

d) para se referir a uma certa pessoa que não conhecemos

| | |
|--|---|
| A Mr Brown would like to see you. | Um tal Sr.Brown deseja vê-lo. |
| A Mrs Smith is in the waiting room. | Uma tal Sra.Smith está na sala de espera. |

e) para falar sobre profissões

| | |
|---------------------------|---------------|
| He is a doctor. | Ele é médico. |
| She is an actress. | Ela é atriz. |

f) para querer dizer somente um/uma

| | |
|---------------------------------------|------------------------------|
| I'd like a lemon, please. | Quero um limão, por favor. |
| I'd like an ice cream, please. | Quero um sorvete, por favor. |

g) para se referir a algo pela primeira vez

| | |
|---------------------------------------|-----------------------------------|
| I saw a car crash into a tree. | Eu vi um carro bater numa árvore. |
|---------------------------------------|-----------------------------------|

h) para se referir a uma unidade de medida

| | |
|--------------------------|--------------------|
| three times a day | três vezes por dia |
| \$5 a pound | \$5 a libra |
| 10 km an hour | 10 km por hora |

i) para se referir a certas doenças

| | |
|-----------------------------|------------------------|
| I've got a cold. | Estou resfriado. |
| I've got a headache. | Tenho dores de cabeça. |

j) em exclamaçõesWhat **a** day!

Que dia!

What **a** mess!

Que bagunça!

k) com certos números**a** hundred

cem

a thousand

mil

a million

um milhão

a couple of

um par de

a dozen

uma dúzia

A diferença quanto à utilização entre a e an é:

a) utilize a quando o substantivo iniciar com som de uma consoante**a** car

um carro

a house

uma casa

a hat

um chapéu

a lemon

um limão

a European⁽¹⁾

um europeu / uma europeia

a university⁽¹⁾

uma universidade

a U-turn⁽¹⁾

retorno (sinalização)

b) utilize an quando o substantivo iniciar com som de uma vogal**an** apple

uma maçã

an egg

um ovo

an idea

uma ideia

an orange

uma laranja

an umbrella

um chapéu de chuva

an hour⁽²⁾

uma hora

an honour⁽²⁾

uma honra

an M⁽³⁾

um M

(1) som inicial parecido com 'you'

(2) h mudo

(3) som inicial / e /

Capítulo

16

Textos Complementares

Introdução

Os textos complementares UEC podem ser usados em qualquer parte do curso como textos suplementares aos textos utilizados nas unidades. Por serem mais longos e complexos podem ser divididos em partes ou parágrafos. É recomendável o uso do dicionário em textos mais complexos.

As estratégias vistas deverão fazer parte obrigatória na análise de textos sejam eles textos curtos e simples ou textos mais longos e complexos. Boa Sorte!

Texto 1

What is a Computer Server

Most of us are very well acquainted with the word computer server. We know that in all organizations, schools and colleges there is a computer server, to which all the computers are connected. But many of us will give absurd answers, if asked the question, what is a computer server? Thus, in this article, I will be explaining to you, the answer to the question, what is a computer server?

So, you want to know what is a computer server. Computer servers are among the most important infrastructure in any organization. The basic answer to the question 'what is a computer server', lies in the name of the term. It is a computer that serves all the computers or terminals, that are connected to it. Applications are stored in this computer and the other computer terminals connected to it, can access it.

Tasks Performed by a Computer Server

Well, the tasks performed by a computer server depend on the use of the computer server. We will come to this process of classification of the server, at a later stage. For now I have listed down some of the generalized tasks performed by a computer server.

- Stores applications and databases required by the computers connected to it.
- Provides computer security features. It protects all the computers connected to it using a firewall.
- Provides an IP address to the machines connected to it. An IP address is a unique number in the format x.x.x.x, where x can be any 1 to 3 digit number, which is assigned to every computer in the network.

Features of a Server

The server that you choose for your organization, should satisfy certain conditions. It needs to have a memory size or RAM, large enough to hold the number of queries that are executed by the computers connected to it. It may have to provide

services to a large number of computers and hence it will require a primary memory of that capability. The next aspect that you need to take care of, is the processor speed. The processor speed is usually measured in Giga Hertz and it needs to be sufficient to execute all the commands requested by the machines. It is very necessary that your server should have an optimum processor speed, because it needs to provide multitasking facility. The hard drive storage capacity of the computer server, needs to be large enough to be able to store all the data that the host machines will require. In a network, computer users generally store the information, that they intend to share on the computer server.

Types of Server

The different types of computer servers can be categorized in two main categories.

Dedicated Server

This type of a server performs a particular function, like hosting a website. There are various web hosting services, which use dedicated servers for hosting websites. On the payment of a certain amount of money, you can upload your webpages on their computer servers. They will perform the task of hosting your websites. Certain companies also have dedicated computer servers to hold their own websites. These type of servers require to be very powerful because they need to handle the web traffic, that tries to access the webpages contained in them.

Shared Server

A shared computer server is an ordinary server, that is used in a network, for multiple users. Large number of applications, databases etc. are stored in them. Different users connected to the server, access the server depending on their requirements. These server do not require to be customized like the dedicated servers. The most common example for this type of server, is an application server. An application server stores all the information required by the people in a network. In many organizations, the employees are often given dummy terminals. It means that, they have a computer keyboard and a computer monitor, but the entire processing and storage is done at the computer server. These terminals do not have individual hard disks, instead, they store data on the computer server's hard disk.

Hope this article has helped you in solving the query, what is a computer server? This article was meant, not only to answer your question, what is a computer server, but also to acquaint you with the different aspects related to it.

Texto 2

Wireless Internet Service for Laptop Computers

Laptop and Internet go hand in hand and complement each other in every possible way. They have become a part and parcel of our every day life. Below presented is a brief information about the wireless Internet service for laptop computers. Read on to know about them.

Laptop, a personal computer, is used for mobile computing and consists of typical desktop components along with a rechargeable battery. Wireless Internet service is like any other Internet service with networks present around wireless networking. The technology ranges from wireless fidelity (Wi-Fi) networking to electromagnetic waves UHF or wireless cable MMDS bands. With a few equipments, configurations and settings, a laptop can maintain a wireless internet connection round the clock. The operational limitation of wireless Internet access for laptop computers is, that the service is not consistent worldwide.

Procedures to Connect Wireless Internet to Laptop Computers

Most of the laptops are provided with a switch to turn the wireless access on and off. For wireless access, make sure that the switch is remove 'ON'. Plug the adapter into the PC card slot or the USB port. Insert the CD that comes along with the adapter and install the driver according to the on-screen instructions. Visit a Wi-Fi hot-spot and switch 'ON' the laptop. After the device finds the wireless connection, it asks your permission for connection. Click 'OK' to connect to the Wi-Fi.

Buy an air-card and install it by sliding it into the slot provided in your laptop. If the laptop finds the Internet connection, it will display a message asking your permission to connect. Click on 'OK' for connecting to the Wi-Fi. With this procedure, you can connect to the Wi-Fi even while driving.

Another way of connecting to the wireless Internet is by installing a wireless network at home. You can install a standard DSL or an Ethernet cable provided by the local Internet service provider or any other wireless Internet service provider. Along with standard DSL or Ethernet, a wireless router is installed. An Ethernet signal is sent to the router by the wireless modem which is then converted into a wireless signal by the router. Lastly, turn 'ON' your laptop and check for the message and connect to the wireless Internet service for the laptop.

Uses of Wireless Internet Service for Laptops

A laptop can be connected to wireless Internet service, if it is in the range of a wireless Internet network. You can easily access Wi-Fi from home as well as from office. It can also be accessed from public places where Wi-Fi hot-spots are present. It can be either free of cost or you have to subscribe to the providers. Airports, hotels, restaurants, etc., usually provide free hot-spots. With Wi-Fi peer-to-peer connection, it is possible to connect the devices directly to each other. This can be of help in consumer electronics, gaming, etc.

Advantages of Wireless Internet Service for Laptops

It is devoid of wires which reduces the cost of network deployment and expansion. It is mostly used in places where cables cannot reach, like outdoor areas and historical buildings. The price of a Wi-Fi chip-set is low which makes it an economical networking option and thus is used widely in corporate infrastructure. Wi-Fi uses complex passwords and encryption techniques which is difficult to break and hence, provides high Internet security as well.

With wireless Internet service for laptop computers, you can connect your laptop to the Internet anytime and anywhere and check your mails, transfer images or download your favorite songs and even socialize on-line.

Texto 3

How to Clean Up a Computer

Computer maintenance is an important activity that helps achieve optimal computer performance. Let us discuss some guidelines that are necessary to clean up your computer. To know more about how to clean up your computer, read on...

The computer clean up is important for speeding up your computer. The speed of your computer decreases if you do not perform this maintenance routine. Sometimes, if it is a virus attack you may be at a higher risk. Bad sectors developed on your hard disk can prove to be dangerous as there are chances of losing the information or data stored in these sectors of the disk. There are five steps that can help you answer the question how to clean up your computer system.

How to Clean Up Your Computer - Disk Space

Firstly, freeing up your disk space is an important step. This will not only clean your computer, but also improve its performance. Many operating systems provide computer clean up tools. Freeing up the disk space includes deleting the internet history, which includes the downloaded file history and temporary internet files. Empty the recycle bin and temporary files that you never use. Also, the programs that you are not using currently must be uninstalled.

How to Clean Up Your Computer - Disk Defragmentation

When the computer stores data, it is stored in a fragmented form, which is scattered in different parts of the disk. The computer has to search for the whole disk in order to access a particular file. This introduces a delay in the access, which in turn degrades the overall computer performance. Defragmentation of disks is an essential part of your computer clean up procedure. Many computer clean up software applications have a defragmentation tool. This tool helps collect the fragmented files and consolidate them so that these files will be saved in contiguous memory locations on the disk. The speed of reading and writing files and folders to hard disk speeds up.

How to Clean Up Your Computer - Antivirus

The computer must always be kept protected from spyware. The viruses and worms collect your personal and confidential information from the computer. This can be risky as your confidential information like website username and passwords can be collected and misused. The spyware and computer viruses not only do this, but also they slow down your computer and affects the overall performance. A good antivirus software may help you to clean up your computer by deleting these unwanted viruses and worms.

How to Clean Up Your Computer - Bad Sectors

The disk defragmentation is not enough, the bad sectors in your hard disks also have an effect on the overall performance of the hard disk. The bad sectors on your hard disk can also make reading and writing on your hard disk. There are computer clean up software applications that scan your computer and check for any file system errors.

How to Clean Up Your Computer - Cookies, Registry and Startup

The cookies are small files that store information about the URLs of a particular website. These files can be accessed using a web browser and is somewhat similar to the internet history that is stored. You can retrieve the data from the website you have already visited using cookies. These cookies occupy unnecessary space in your hard disk. The cookies that are not important can be deleted during your clean up procedure.

The registry is the place on your hard disk where the computer stores information about the applications that are installed, documents that are created by this application, hardware on your system like the ports on your computer. Special registry clean up tools are available to clean up your computer. The startup programs are those programs which run when you boot your computer. Too many programs at the startup may affect your system performance. The duplicate files must be found out and deleted to clean up your computer.

These are some of the ways to clean up your computer and improve performance and speed of your computer. These were some of the guidelines on how to clean up your computer.

Texto 4

Computer LCD Monitor: How to Clean an LCD Monitor

Although cleaning an LCD monitor does require a bit of extra care, it can be easily done in a few minutes with these simple steps. Read on to know more about how to care for your expensive LCD monitor.

Liquid Crystal Display or LCD monitors refer to the technology of flat screen monitors for computers. They not only look cool but are actually great for the health and the environment. They are easier on the eyes as compared to the old school CRT (Cathode Ray Tube) monitors with considerably less flickering and minimized radiation. What's more, they even run on less power, which is good for your pocket and the environment as well. All these features have made its use commonplace in the industrial sector and among the public as well who have increasingly taken to the technology.

Cleaning a flat screen LCD monitor requires that extra bit of care as opposed to a normal CRT screen. Different from a standard CRT screen, LCD monitors do not have a thick glass or plastic covering over its electronic display. Moreover they are susceptible to dust and other particles and are easily smudged by fingerprints. Using the wrong cleaning agent will result in damage and scratches to your expensive LCD screen.

How to clean an LCD Monitor?

Instead of splurging on those expensive LCD monitor cleaners or monitor wipes, try some simple and easy steps to keep your LCD screen clean.

Step 1: Firstly, all you need to clean your LCD monitor is water and isopropyl alcohol. You can also use hexane or petroleum benzine to clean the screen. The absolute no-no while cleaning an LCD screen is to use ammonia based glass cleaners which can leave the screens cloudy and scratched. Chemicals, like, acetone, ethyl acid, ethyl alcohol and toluene should also be given a miss. How does one know what chemicals a commercial cleaner contains? Just check the ingredients displayed on the label!

Step 2: Use a soft, clean cloth to wipe the dust off the screen. Avoid using paper hand towels as the abrasiveness of paper tends to leave scratches on the screen. A good alternative to simple cloth is a Swiffer cloth, which not only sweeps away the dust and debris, but also catches it in special electrostatic grooves in the fabric.

Step 3: Turning off the monitor or setting the background to black enables the visibility of dust particles and fingerprints. Remove fingerprints from the screen, using a mix of distilled water and isopropyl alcohol. Tap or mineral water containing dissolved salts should be avoided as they could leave white marks on the screen.

Step 4: The next step is to clean the edges with a cotton swab dunked in the alcohol-water mixture to collect all the dust and grime. Remember to remove the excess moisture out of the cotton before running it along the four edges of the LCD screen.

Step 5: Give your screen a gentle rubdown with the damp cloth to catch any dirt left behind by your cotton swab and there, you are done with achieving the perfectly clean monitor. Be sure to dry the computer screen before using it

It is important to understand that you should avoid subjecting the LCD screen to extreme temperatures or direct sunlight. With proper care and maintenance you can have a beautiful screen with no marks and your eyes will love it. After all, you won't have to sit for hours in front of the screen, trying to read through layers of dust and fingerprints!

Texto 5

How to Start Your Own Computer Repair Business

If you consider yourself an expert in matters related to computers, you can start a computer repair services and maintenance business. To know how to start your own computer repair business, read on...

The first step that you must take when you are thinking of starting a business, is to set the right price for your service. Time is money, and you will probably charge by the hour. Earlier, computer or PC repair shops were mainly called in to remove virus that had infected a computer. Nowadays, their job is to keep out viruses, before they actually enter the computer. As they say, 'prevention is better than cure'. The next step in starting a computer repair business, is to identify your customers. Do you want to sell to businesses or to private individuals? You need to find a niche, so that you can specialize in a small sector of the market. You also need to make a decision to quit your day job and operate your business the whole day. If you don't have any background in the field of finance, you need to employ accountants to record your transactions. Let's take a closer look at how to start your own computer repair business.

Some tips on starting a computer repair business

You need to market your business by sending mailers or distributing flyers. You can also promote your business on the Internet, through SEO (search engine optimization) or email marketing. You need to establish trust with the client because they are giving a computer that may have a Social Security number, credit card numbers, and so on. The technician should supply his credentials, so that the client is assured that the techie can do the job.

You also need to keep the technical skills up-to-date. You should train your workers, maybe even encourage them to take certifications, such as the CompTIA A+. You should have employees that have good social skills. Before interviewing candidates for your job, make them fill an application form, in which they can list their technology-related skills, so that you know what questions to ask. If you cannot solve a particular problem, you can find help online by posting the question on one of the message boards.

You can run your business from the garage in your house, so you will save money since you don't have to lease space for your business. Operating a home-based business may be quite a change, if you are used to working in a large company. You will need space to keep a few desktop computers, and you will also need cabinets to store away stuff.

You can charge a diagnostics fee to test all the hardware and software. If you cannot figure out the problem, you can refund the diagnostics fee. After you have determined what the problem, you can give a written estimate so that you can agree on the cost first. You can repair your client's computers by remote access over the Internet. You can connect to the client's computer and control its mouse, while the client watches you solve his problem. Computer repair can be done on-site, so the client doesn't have to go through the trouble of disconnecting the computer and leaving it at your shop. In case of an off-site computer repair, which is cheaper, the client has to drop off and pick up the computer.

You are competing with the likes of Best Buy's Geek Squad, and Circuit City's Firedog (which is now closed). You are also competing with companies such as RadioShack and CompUSA. However, you have an advantage over these national stores because you are focused on the local level. Some small businesses also outsource their PC repair services and maintenance to offshore companies such as iYogi.net. You can get started in computer repair by getting a franchise from Fast-teks or Computer Troubleshooters.

You can buy computer parts from an online retailer such as Newegg or an auction site such as eBay.

You can become a drive saver or a data doctor that recovers data, if your client's hard drive has crashed. Now that you know how to start your own computer repair business, you'll be able to get around to starting a PC repair business, which I'm sure will be successful if everything goes well.

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Computação

Fiel a sua missão de interiorizar o ensino superior no estado Ceará, a UECE, como uma instituição que participa do Sistema Universidade Aberta do Brasil, vem ampliando a oferta de cursos de graduação e pós-graduação na modalidade de educação a distância, e gerando experiências e possibilidades inovadoras com uso das novas plataformas tecnológicas decorrentes da popularização da internet, funcionamento do cinturão digital e massificação dos computadores pessoais.

Comprometida com a formação de professores em todos os níveis e a qualificação dos servidores públicos para bem servir ao Estado, os cursos da UAB/UECE atendem aos padrões de qualidade estabelecidos pelos normativos legais do Governo Federal e se articulam com as demandas de desenvolvimento das regiões do Ceará.

