



Avaliação bimestral

Feito por: Júlia Viel, Mariana Campos,
Theodoro Bignardi, Beatriz Cortelazo,
Manuela Silvaroli, Giovanna Visconde,
Lorena Durazzo, Valentina Mamprin, Luísa

Shakespeare

Who is William Shakespeare?

He used to write plays for the theater

We all have had something that was based on his stories, that's why we still talk about Shakespeare today.
Some of his most famous quotes were:

- All the world's a stage, and all the men and women are merely players.
- Love is blind, and lovers cannot see.
- Neither a borrower, nor a lender be.
- Good night! Good night! Parting is such sweet sorrow, that I shall say good night till
- 5-Tô be, or not to be, that is the question
- 6-Things without remedy, should be without regard, what's done is done
- 7- The course of true love, never did run smooth
- 8-O Romeo, Romeo! Wherefore art thou Romeo?

More Tales from Shakespeare

- The winter's tale
- King Lear
- The Taming of the shrew
- Romeo and Juliet
- Hamlet
- Othello

Conditionals

Usados para tratar de situações condicionais.

First conditional:

- A possible future condition + it's possible future result.
- If + present simple (condition) + will + infinitive (result).
- Ex: If we **don't leave** soon, we **will arrive** late.

Zero conditional:

- Scientific fact or generally always true statement.
- If + present simple (condition) + infinitive (result).
- Ex: If you **freeze** water, it **turns** into ice.

Second conditional:

- Imaginary or unreal condition + it's imaginary or unreal result.
- If + past simple (condition) + would (or might / could) + infinitive (result).
- Ex: If I **were** rich, I **would travel** to Greece.

Third conditional:

- Imaginary or unreal condition in the past + it's imaginary or unreal result in the past.
- If + past perfect (condition) + would / wouldn't + have + past participle (result).
- Ex: If I **had studied** for the test, I **would have passed**.

Mixed conditionals:

Type 1: Past condition + present result.

- If + past perfect (condition) + would / wouldn't + infinitive.
- Ex: If I **had studied** German at school, I **would be** better at it.

Type 2: Present condition + past result.

- If + simple past (condition) + would + have + past participle.
- Ex: If I **were** rich, I **would have bought** that car yesterday.

Identity and communication

In lesson 5 we learned that slightly different words can create completely different sentences besides correcting them grammatically.

- We tried to discourage him ~~for~~ **from** going.
- He always takes ~~offend~~ **offense** at what I say.
- My initial ~~react~~ **reaction** was to laugh.
- I'm consciously conscious of the situation.
- She was very ~~compliment~~ **complimentary** about my artwork.
- He's a ~~stereotype~~ **stereotypical** actor.

Reported Speech

When we use reported speech, the main verb and the rest of the sentence are usually in the past.

- Direct: Goneril said, 'I **love you** more than words **can** say'.
- Reported: Goneril **said that** she **loved him** more than words **could** say.

Verbs Forms

The present in direct speech changes to the past in reported speech:

Other useful expressions:

- Today → that day
- Now/ immediately → at that moment / right away
- Tomorrow → the next day
- Next week → the next week/ the following week
- Last week → the week before/ the previous week
- Here → there
- This → that
- These → those

Reported speech – verb forms			
Verb tense	Direct speech	Verb tense	Indirect speech
present simple	'I am exhausted.'	past simple	He said (that) he was exhausted.
present continuous	'I am studying.'	past continuous	She told me (that) she was studying .
past simple	'I loved the concert.'	past perfect	He told me (that) he had loved the concert.
present perfect	'I have never been to Rome.'	past perfect	She said (that) she'd never been to Rome.
will	'I will help you.'	would	He said (that) he would help me.
must	'You must pay attention.'	had to	She told me (that) I had to pay attention.
can	'You can stay with me.'	could	She said (that) I could stay with her.
may	'I may arrive late.'	might	He told me (that) he might arrive late.
could, might, should	'I should help Tom.'	could, might, should	She said (that) she should help Tom.

That:

It is not necessary to use “that” in the reported sentence; you can leave it out:

- Goneril said **that** she loved her father more.
- Goneril said she loved her father more.

Say or Tell:

- **Tell:** tell somebody something
E.g.: They told me (that) they would help me.
- **Say:** say something (to somebody)
E.g.: He said (that) he didn't have a car.

Examples:

- I said, “I need to go to back to school.”
- I said I needed to go back to school.
- She said, “I’m going to the station.”
- She said she was going to the station.
- He said, “I’ve forgotten my money.”
- He told me he had forgotten his money.

Questions

When reporting questions, it is important to remember to change the order of the sentence:

Reported speech – questions			
Questions	Direct speech	asked me ...	Indirect speech
question word	'When did they arrive?'	question word + subject + verb	He asked me when they had arrived.
yes/no question	'Did they call?'	if/whether ...	He asked me if/whether they had called.

Examples:

- They said, “Can we wait until tomorrow?”
- They asked if they could wait until the next day.
- I said, “What are you doing here?”
- I asked her what she was doing there.
- I thought, “Why did you ask that?”
- I wondered why she had asked me that.

Patterns after Reporting verbs

Verb + infinitive (with to):

- Agree.
- Arrange.
- Claim.
- Decide.
- Intend.
- Offer.
- Pretend.
- Promise.
- Refuse.
- Threaten.

Verb + -ing:

- Admit.

- Avoid.
- Consider.
- Continue.
- Deny.
- Imagine.
- Resent.
- Recommend.
- Suggest.

Verb + (that) clause:

- Acknowledge.
- Announce.
- Argue.
- Claim.
- Confess.
- Declare.
- Deny.
- Insist.
- Recommend.
- State.

Verb + someone + (that) clause:

- Assure.
- Convince.
- Notify
- Persuade.
- Promise.
- Remind.
- Tell.
- Warn.

Verb + someone + infinitive (with to):

- Advise.
- Ask.
- Encourage.
- Force.
- Invite.
- Persuade.
- Remind.
- Tell.
- Urge.
- Warn.

Verb + preposition + -ing:

- Accuse somebody of.
- Admit/ confess to.
- Apologize for.
- Blame somebody for.
- Criticize somebody for.
- Forgive somebody for.
- Insist on.
- Thank somebody for.

Vocabulary - Dealing with disaster

- Aid
- Debris

- Task
- Infrastructure
- Crisis
- Supplies
- Earthquake
- (Widespread) Devastation
- Shortages

Verbs

- Appeal
- Flee (escape)
- Rise
- Block
- Launch
- Limit
- Rescue
- Evacuate
- Survive
- Flood

Relative clauses

Relative clauses are sentences we use to give extra information which can be relevant or not. To introduce relative clauses, we use the RELATIVE PRONOUNS

- Who/ that: refers to people (subject or object pronoun for people)

Ex.: The girl *who* is wearing a green dress is smart. The girl *that* is wearing a green dress is smart.

- Which/that: refers to objects (subject or object pronoun for animals and things)

Ex.: I lost the map *which* she gave me. I lost the map *that* she gave me.

- Whose: refers to possession

Ex.: She complained to the man *whose* dog bit her.

- When: refers to a moment in time

Ex.: I will never forget the day *when* I graduated.

- Where: refers to a particular place

Ex.: We visited the house *where* I used to live.

- Why: refers to reasons

Ex.: I'd like to know the reason *why* you're late.

Whom

- *Whom* can be used instead of **who** when it is the **object** of the verb:
E.g.: George is a person *whom* I admire very much. (I admire him)
- You can also use a preposition + **whom** (**to whom/from whom/with whom**):
E.g.: It's important to have friends *with whom* you can relax. (You can relax with them)
- *Whom* is a formal word, not often used in spoken English. We usually prefer to say:
 - a person I admire a lot OR a person *who/that* I admire a lot...
 - friends you can relax with OR friends *who/that* you can relax with...

Defining and non-defining clauses

- Some relative clauses explain exactly what the thing or person is (defining), and some just add extra information that may be of interest (non-defining).

- A relative clause can start with a preposition + which/ whom. However, this is rather formal in English, and the preposition is usually placed at the end of the clause.
- Where or when can also replace a *preposition + which*.

E.g.: Crisis mapping brought about change in the place in which/ where I was born.

With defining relative clauses:

- commas are not used.
- The relative pronoun can be left out when it is the object of the relative clause.

E.g.: The devastation (which) it caused was simply staggering!

With non-defining relative clauses:

- The clause is separated from the rest of the sentence by commas.
- "that" isn't used as a relative pronoun
- The relative pronoun is never left out.

E.g.: The country, which has long been one of the poorest in the world, descended into chaos.

Reduced relative clauses/Participle clauses

- A relative clause is often reduced by using a participle construction. Past participle clauses reduce relative clauses which use a passive verb, whichever tense is used.
E.g.: The UN created a fund **called** UNICEF. = The UN creates a fund **which was called** UNICEF.
- Present participle clauses reduce relative clauses which use an active verb, whichever tense is used.
E.g.: The CRC declares different rights **including** things such as the right to a safe home. = The CRC declares different rights, **which include** things such as the right to a safe home.
- **ATTENTION:** Adding not to the participle can make a negative.
E.g.: Students **not wearing** the correct uniform will be punished.

Patterns after reporting verbs

- **Verb + infinitive (with to):** agree; arrange; claim; decide; intend; offer; pretend; promise; refuse; threaten
- **Verb + -ing:** admit; avoid; consider; continue; deny; imagine; resent; recommend; suggest
- **verb+ (that) clause:** acknowledge; announce; argue; claim; confess; declare; deny; insist; recommend; state
- **verb + someone+ (that) clause:** assure; convince; notify; persuade; promise; remind; tell; warn
- **verb + someone + infinitive (with to):** advise; ask; encourage; force; invite; persuade; remind; tell; urge; warn
- **verb + preposition + -ing:** accuse somebody of; admit/confess to; apologize for; blame somebody for; criticize somebody for; forgive somebody for; insist on; thank somebody for

Writing

A review

- Write considering your own experiences.
- Over 160 words and under 190 words.
- Include a title that at the same time showcases your opinion and summarizes it.
- Talk about at least three elements, (hotel, food, customer service, transport, including others).
- Keep a civil and friendly tone.
- Make use of words from the Useful Language Box, such as "which".

Survey result description

- 1. Check survey results, 2. write description, 3. send it to Moodle, 4. Teacher corrects description, 5. Students adjust, 6. Send it to Moodle for grading.
- Useful language:
 - referring the reader to the source of results.

- explaining the aim of the investigation.
- explaining the most important statistics related to your aim
- accounting for the results
- explaining how one might make the statics more reliable
- concluding your survey description.

Problem solution essay

- choose something from the *Padlet*, give us the reason why it's dying out, and tell us some solutions to prevent their disappearance.
- In the first paragraph tell us the main problems and prepare us for your solutions.
- use the language box to help you

OBSERVAÇÃO!!!

Não nos responsabilizamos pela falta de conteúdos no material

Este resumo deve ser utilizado como uma **ferramenta extra de estudo**. Não se limite a ele. Não deixe de ver os outros materiais! Deve ser usado como um **material de revisão**.

Este material não foi revisado por nenhum professor e está sujeito a erros

Esta é apenas a 1ª versão do resumo. O arquivo será atualizado quando a matéria faltante for dada.

Confira a orientação de estudos no Moodle para ver todos os materiais indicados para estudo.

Boa Prova!