



ENGLISH ARPEI CLASS



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Reader “More Tales from Shakespeare”





Probably *only 1* multiple-choice question about the reader.

Knowing the general plot of each tale should be enough!



The 6 Tales



1. The Winter's Tale

a comedy



2. King Lear

a tragedy



3. The Taming of the Shrew

a comedy

4. Romeo and Juliet

a tragedy



5. Hamlet, Prince of Denmark

a tragedy



6. Othello

a tragedy





Vocabulary

Identity and communication

Awkward Strange, embarrassing

Reaction Reação

Compliment Praise

Response Resposta

Consious Aware

Negative comments Bad coments

Discrimination Prejudice

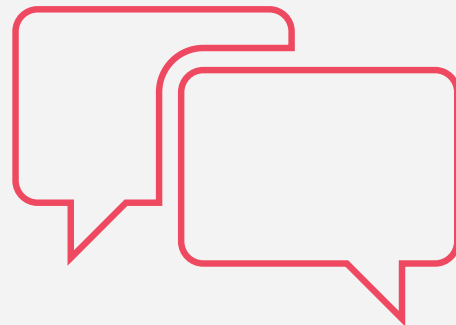
Misunderstanding A problem in communication

Work it out Solve

Be offended Feel bad because of something someone said

Imply Make someone understand/believe something

Discougare Opposite of encourage



NOUN VERB ADJECTIVE

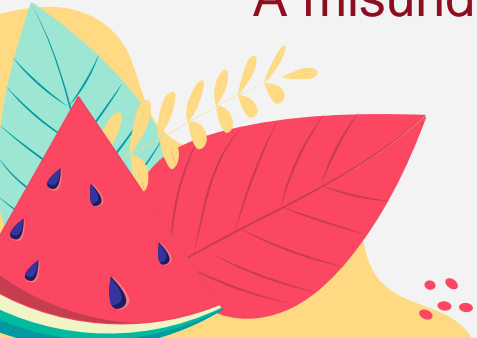
A compliment / To compliment / Complimentary

Discrimination/ To discriminate/ Discriminatory

A stereotype / To stereotype / Stereotypical

An offense/ To offense/ Offensive

A misunderstanding/ To misunderstand



Dealing with disaster

Earthquake → Terremoto

Strike → Atingir

Widespread → Very large

Devastation → Devastação

Infrastructure → Infraestrutura

Flee → Escape



Rise → Increase

Crisis → Crise

Shortage → Lack

Limited → Finite

Appealed → Request for help

Aid → Assistance

Blocked → Obstructed

Supplies → Something somebody is in need of

Launch → Initiate

Evacuate → Remove people from a place

Debris → Remains



Grammar

Conditionals

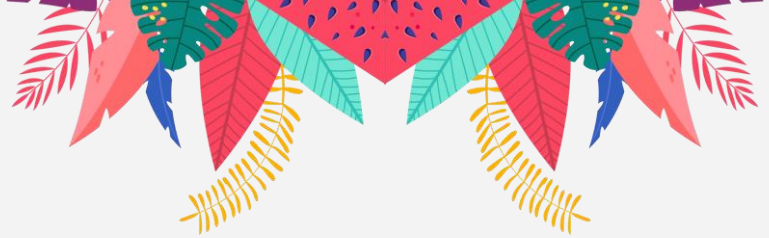


	1 st conditional	2 nd conditional	3 rd conditional	Mixed conditional
Definition	Real <u>present situations</u> & possible <u>present</u> or future <u>results</u> .	Imaginary <u>present situations</u> & imaginary <u>present</u> or future <u>results</u> .	Imaginary <u>past situations</u> & imaginary <u>past results</u> .	A) Imaginary <u>past situations</u> & imaginary <u>present results</u> . B) Imaginary <u>present situations</u> & imaginary <u>past results</u> .
Example	If I <u>get</u> good grades, I <u>can go</u> and <u>study</u> abroad.	I <u>would review</u> the exercises suggested in the study guide if I <u>were</u> you.	If he <u>hadn't spent</u> all that afternoon playing, he <u>would have done</u> better in the test.	A) If we <u>hadn't practiced</u> last term, we <u>wouldn't know</u> how to write an essay.


Reported speech



Jake said he was going to cry in the bathroom



When we use reported speech, the main verb of the sentence is usually past, like the rest of the sentence



Am/ is → Were

Do/ does → Did

Will → Would

Are → Were

Have/ has → Had

Can → Could

Want/ go/ like/
know... → Wanted/ went/
liked/ knew...



Leaving out “THAT”

She said that she was in love with my brother

She said she was in love with my brother



The **past simple** can stay the same in reported speech or you can change it to the **past perfect**

Jake said: I went to bed late, so I didn't get much sleep.

Jake said he **went** to bed late so he **didn't get** much sleep.

Jake said he **had gone** to bed late so he **hadn't gotten** much sleep.

More reporting verbs

Say, **tell** and **ask** are reporting verbs

Other reporting verbs:

Intend, remind, argue, apologize, deny, promise...

Many reporting verbs can
be followed by another verb
in either infinitive or –ing
form



Verb + infinitive : Agree, arrange, claim, decide, intend, offer, pretend, promise

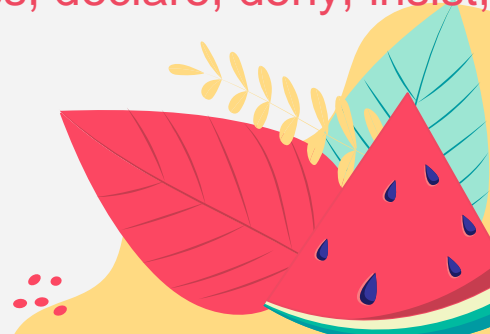
The government intends to introduce new laws to tackle the problem.

Verb + -ing: Admit, avoid, consider, continue, imagine, deny, resent, recommend, suggest

He denied answering the question.

Verb + (that) clause: Acknowledge, announce, argue, claim, confess, declare, deny, insist, recommend, state

She argued that things really need to change





Verb + someone + (that) clause: Assure, convince notify, persuade, promise, remind, tell, warn

He promised me he'd never do anything like that again

Verb + someone + infinitive (with to): Advise, ask, encourage, force, invite, persuade, remind, tell urge, warn

I reminded you all to bring in your permission slips

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

They apologized for doing what they did

Relative clauses

Used to give extra information about the nouns in the main clause, without starting another sentence.

**Relative
pronoun**

The mother is very sad. Her child is missing.



The mother whose child is missing is very sad.



Relative clauses




Main clause

Relative pronoun

relative clause

The girl who lives next door is my cousin



Relative pronouns	Refer to
WHO	People
THAT	People, animals, objects
WHICH	Animals, objects
WHOSE	Possession
WHERE	Places
WHEN	Time

Whom

Instead of WHO when it is the **object** of the verb

George is a person whom I admire a lot.

Prepositions + WHOM (to whom, from whom, with whom)

It's importante to have friends **with** whom you can relax.

**WHOM IS
FORMAL**





Relative clauses

Defining

Bring essential
information to the
sentence

Non-
defining

Bring additional
information to the
sentence

Defining relative clauses

Commas aren't used

The relative pronoun can be left out when it's the object of the sentence

I'm talking to my brother **who lives in London.**

Who am I talking to?

My brother

Which one?

The one who lives in London



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

My English teacher, who has two cats, is very nice.



Participle clause

A relative clause is often reduced by using a participle construction

Ending in –ED
or -ING

ED

When passive voice
is being used

ING

When active voice is
being used



Participle clause

The UN created a fund **which was called** UNICEF

The UN created a fund **called** UNICEF

They made a list of things to do, **which includes** going on hikes, visiting the waterfall and camping

They made a list of things to do **including** going on hikes, visiting the waterfall and camping

Adding NOT to the
participle can make it
negative

Students **not respecting** the dress
code will be punished



Reading and Writing Skills





Study Guide, Revision and Exam Practice



How is the "Avaliação Bimestral" organized?



- **Part I: Tests** (7 multiple-choice tests = 2,1 total)
- **Part II: Reading** (3 multiple-choice and 1 open-ended question based on the text = 2,4 total)
- **Part III: Use of English** (1 gap-fill exercise focused on vocabulary, 1 sentence transformation on grammar and 1 short written task)
You will be able to choose the genre: "a review", "a survey result description" or "a problem-solution essay". You will be given the topic. = 5,5 total)

Study Guide - Guia de Estudos



STUDY GUIDE - Avaliação 4o bi

Ativar o Windows



Tips!

Reading

- See the Multiple Choice (Only Reading) & Reading Parts questions from the previous years' tests;
- See the Reading questions from this year's tests.

Writing

- Check the video lessons of the study guide;
- Be sure to be familiarized with the **structure** of each genre and its specific **expressions**.



Review (1st term)

A pleasant place to go with your family.

After I'd checked in and been given my key, I found that my room wasn't much bigger than a shoebox! Feeling that this wouldn't work for a four-night stay, I went back down to the front desk and asked for a larger room. They then tried to charge me €40 per night to upgrade to a suitable room, which was

ridiculous. We finally agreed on €9 per night for the upgrade. On top of that, parking was €15 a day! Terrible place with terrible service. They're trying to make as much extra money as they can. I'm scared to ask for another pillow, which is necessary since the bed only has one!

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Useful language

Introducing follow-up comments

On top of that...

What's more...

One other thing was the fact that...

Recommending and not recommending

I can't recommend it enough.

It's well worth a visit.

It's just not worth it.

I'd skip it (if I were you).

Writing strategy

Writing reviews

In reviews, it's quite common to use a relative clause starting with *which* to add a comment about a whole sentence.

I was far from my school, which wasn't ideal.

It serves great breakfasts, lunches, and snacks, which is perfect if you're feeling hungry.

Survey result description (2nd term)

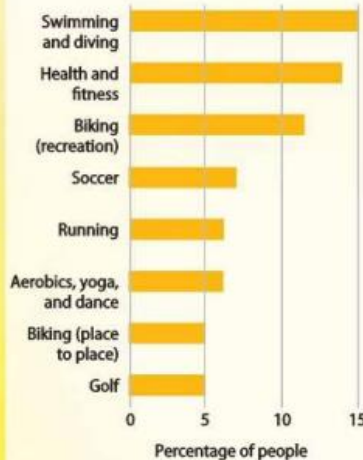
This bar chart shows the results of a survey **carried out** on 50 people **aged** between 13 and 55. The aim of the survey **was** to find out levels of participation in exercise in the four weeks before the interview.

During this time, 68 percent of those **interviewed** walked for health and recreation, about one in six biked, and over half did some kind of sport. As can be **seen** from the chart, the most popular sports during this month **were** swimming and diving, with almost 15 percent of those **asked** trying it at least once. This was **followed** closely by various health and fitness activities.

Obviously, these results **were determined** to at least some degree by the weather. If the survey were to be repeated in the summer rather than the winter, we might, for instance, expect the popularity of soccer and golf to increase.

Among the people who did not take part in any exercise during the month in question, the main reasons **given** for not participating were lack of time, cost, and general poor health.

What sports have you participated in during the last month?



Source: UK Department for Culture, Media and Sport

Writing strategy

Describing statistics

When we describe statistics, we sometimes use phrases or estimates instead of specific percentages. Instead of *10.3 percent cycled*, we might say *one in ten biked*. We do this for variety or to emphasize a point. For example, *over half* may sound bigger than *52 percent*.

Almost half

Just under three quarters

A significant majority

Roughly a third

A tiny percentage

The vast majority

More information → [2nd term PPT lesson \(link\)](#)

Problem-solution essay (3rd term)

How can we help save tigers?

According to the WWF (World Wildlife Fund), there are only about 4,000 tigers left in the wild. Tigers are hunted and sold for their fur and other parts. They are losing the habitats they live in and they are shot by local people because they kill farm animals. In this essay, I will suggest solutions to these three problems.

The author J.A. Mills suggests we should strengthen rules about domestic tigers. In the US, there may be over 9,000 tigers that are kept as pets, for example. They are sold easily, and **Mills says** that can encourage the trade of wild tigers because people want “the real thing.”

Countries have to work together to protect the habitat. Tigers do not recognize borders, so the area they live in can be in more than one country. **According to takepart.com,** several countries met and agreed to take action together to save tigers. It has had some success, but they could do more.

Finally, we should work closely with local people. **National Geographic Explorer Krithi Karanth says** that sometimes farmers cannot earn enough money to survive because of wildlife destroying their crops and animals. We need to compensate them so they do not take revenge on endangered species like tigers.

Topic sentences

It is good to start a new paragraph with a topic sentence—a sentence that explains what the paragraph is about.

Refer to sources to strengthen your argument.

Naming sources

According to [name / organization / book, etc.],...

The [job title], [name], says that...

I agree with [job title], [name], when she/he says that...

More information → [3rd term PPT lesson](#) (link)



**OBRIGADA!
BOAS FÉRIAS!**

@vicky.obeid

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