



**1ª
SÉRIE**

CANAL SEDUC-PI1



PROFESSOR (A):

**LAWDO
NATELL**



DISCIPLINA:

INGLÊS



AULA Nº:

1



CONTEÚDO:

**TEXT STUDY/PLURAL
OF NOUNS-CONT.**



TEMA GERADOR:

05.06.2020



DATA:

NA AULA ANTERIOR

Questão 1 (FUVEST) Assinale a alternativa que preenche corretamente as lacunas:

Boys have big _____ and girls have small _____.

- a) fots – ones
- b) feet – ones
- c) feet – one
- d) feets – ones
- e) foot – one

B

Questão 2 (CESGRANRIO) KNIVES is the plural of KNIFE. Which of the words below DOES NOT form its plural in the same way?

- a) Wife
- b) Life
- c) Leaf
- d) Chief
- e) Half.

D



QUESTÃO - REVIEW

Questão 3 (ITA)

Dadas as afirmações de que o plural de:

1. OX é OXEN
2. CHIEF é CHIEFS
3. ROOF é ROOVES

Constatamos que está(estão) correta(s):

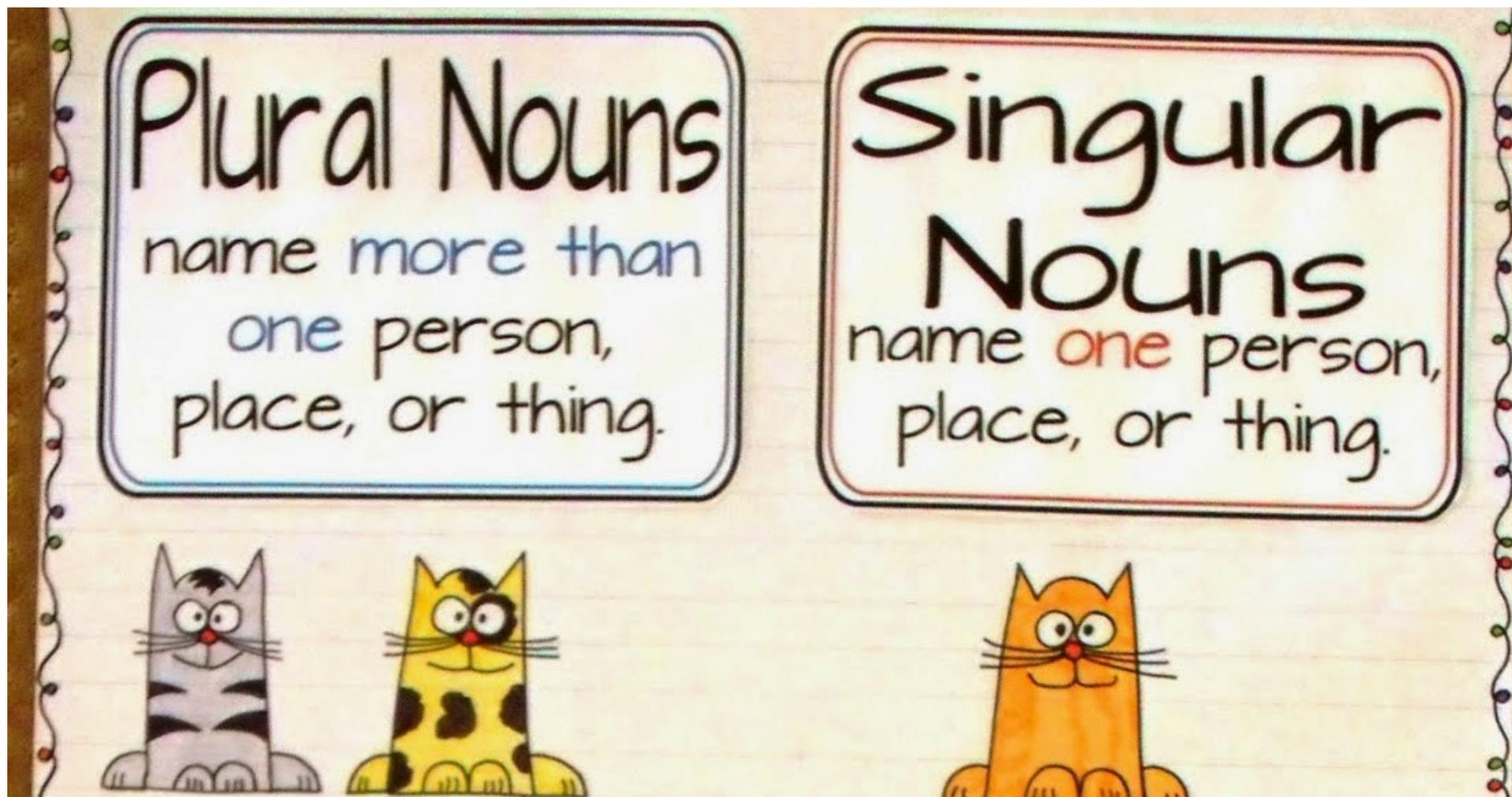
- a) Apenas a afirmação no 1
- b) Apenas a afirmação no 2
- c) Apenas a afirmação no 3
- d) Apenas as afirmações nos 1 e 2
- e) Todas as afirmações.

D

ROTEIRO DE AULA

- 1) PLURAL OF NOUNS-CONT.**
- 2) EXERCISE**
- 3) HOMEWORK**
- 4) TEXT STUDY AND VOCABULARY**

CONTEXTUALIZAÇÃO



7. Alguns substantivos apresentam a mesma forma para o singular e o plural:

PLURAL ZERO

Deer

Grouse

Sheep

Species

Fish*

Salmon

Series

Trout

TRADUÇÃO

veado(s)

galinha(s) silvestre(s)

carneiro(s)

espécie(s)

peixe(s)

salmão(ões)

série(s)

truta(s)



SOURCE: IMAGE FROM INTERNET

* admite também o plural **fishes**.

ATIVIDADE

Put the sentences into plural form.

1. This is an old woman.

2. That Frenchman is buying a hat.

3. The lady is near the church.

4. My cousin isn't a chief.

5. The photo on the piano is very old.

6. The child is looking at the window.

7. There is a knife and a spoon on the table.

8. The mouse is eating a lily in the garden.

1. These are old women.

2. Those Frenchmen are buying hats.

3. The ladies are near the church.

4. My cousins aren't chiefs.

5. The photos on the piano are very old.

6. The children are looking at the windows.

7. There are knives and spoons on the tables.

8. The mice are eating lilies in the gardens.

9. The boys are in the bathrooms.

10. The boxes of tomatoes are in the refrigerators.

Source: brainly.com.br/tarefa



1) Escreva as formas de plural das palavras abaixo. Siga o modelo:

Example: **SHORT – SHORTS**

a) TABLE _____

b) DAY _____

c) GIRL _____

d) BOOK _____

e) CAR _____

f) SAFE _____

g) PIANO _____

h) KILO _____

i) CONCH _____

j) STOMACH _____

RESPOSTAS:

TABLES

DAYS

GIRLS

BOOKS

CARS

SAFES

PIANOS

KILOS

CONCHS

STOMACHS

2) Escreva as formas de plural das palavras abaixo. Siga o modelo:

Example: **BUSH – BUSHES**

a) WISH _____

b) CHURCH _____

c) FOX _____

d) TOMATO _____

e) GLASS _____

f) TOPAZ _____

g) PHOTO _____

h) MONARCH _____

g) LADY _____

h) STORY _____

RESPOSTAS:

WISHES

CHURCHES

FOXES

TOMATOES

GLASSES

TOPAZES

PHOTOS

MONARCHS

LADIES

STORIES

VOCABULARY AND LINKING WORD

3) Indique a alternativa cuja sentença apresenta uma relação de causalidade.

- a) Miranda was cooking until she answered the phone.
- b) Layla was living in São Paulo when she graduated.
- c) She was walking on the street until she found her friend.
- d) She was playing tennis because her mother wanted it.

D

Na sentença \"She was playing tennis because her mother wanted it\", a oração no passado contínuo descreve algo que estava acontecendo por causa de outra ação que está no passado simples.

VOCABULARY AND LINKING WORD

4) Complete a lacuna com um conectivo de adição.

I like rock _____ pop music.

- a) but
- b) because
- c) and
- d) so

C

**O conectivo “and”
adquire sentido de
adição, pois introduz
uma nova
informação na
sentença, sem a
ideia de oposição ou
contraste.**

VOCABULARY AND TO BE VERB

5) Indique a alternativa que usa corretamente o verbo **be** no presente do indicativo.

- a) Baseball are a competitive sport.
- b) We have Math class on Tuesdays. The professor are good.
- c) Julie is always complaining about her mother. She are unhappy.
- d) My mother is a good cook. She makes breakfast every day.
- e) This is my family. They is from Canada.

D

O verbo to be é utilizado na forma de is para a terceira pessoa (*he, she* ou *it*). O verbo *to be* na forma are é utilizado para plural (*you, we* ou *they*). Dessa forma, apenas em "My mother is a good cook. She makes breakfast every day." o verbo **be é usado corretamente.**

TEXT STUDY AND VOCABULARY

How did English become the language of science?

Permafrost, oxygen, hydrogen — it all looks like science to me. But these terms actually have origins in Russian, Greek and French.

Today though, if a scientist is going to coin a new term, it's most likely in English. And if they are going to publish a new discovery, it is most definitely in English. Look no further than the Nobel prize awarded for physiology and medicine to Norwegian couple May-Britt and Edvard Moser. Their research was written and published in English. This was not always so.

After World War I, Belgian, French and British scientists organized a boycott of scientists from Germany and Austria. "Increasingly, you have two scientific communities, one German, which functions in the defeated [Central Powers] of Germany and Austria, and another that functions in Western Europe, which is mostly English and French," Gordin explained.

It's that moment in history, he added, when international organizations to govern science, like the International Union of Pure and Applied Chemistry, were established. And those newly established organizations begin to function in English and French. German, which was the dominant language of chemistry, was written out.

Adaptado de PORZUCKI, Nina. **How did English become the language of science?** Disponível em: <<https://www.pri.org/stories/2014-10-06/how-did-english-become-language-science>>. Acesso em: 04 jul. 2018.

TEXT STUDY AND VOCABULARY

According to the text, when did English become the language of science?

- a) When most people started speaking English.
- b) When French was boycotted after World War I.
- c) English became the main language after World War I.
- d) English has always been the primary language in science.
- e) When scientists agreed that German was too difficult for people to understand.

C

According to the text, after World War I, German was boycotted in the science world, giving space to English to become the primary language spoken in science.

TEXT STUDY AND VOCABULARY

British Royal Babies



Kate Middleton had her third child. He is a healthy baby boy. People wait to know his name. This news is about these royal British babies. The royal family has many traditions. Some end and some still exist today. For example, royal babies were born in Buckingham Palace. Now, they are born at a hospital.

NEWS IN LEVELS. **British Royal Babies**. 2018. Disponível em: <<https://www.newsinlevels.com/products/british-royal-babies-level-1/>>. Acesso em: 27 abr. 2018.

Match the sentences.

- 1) This is the third
- 2) The royal baby

- 3) The new baby
- 4) The royal family
- () is a boy.

- De acordo com as informações apresentadas no texto, a ordem correta das alternativas é:**
- () has many traditions.
 - () child of Kate Middleton.
 - () was born at the hospital.
 - (3) is a boy.**
 - (4) has many traditions.**
 - (1) child of Kate Middleton.**
 - (2) was born at the hospital.**

TEXT STUDY AND VOCABULARY

The English language is used by many different people in many different places. What could be one reason for the big influence of the English language on many other countries?

- a) The colonization of Brazil by English people.
- b) The colonization of Brazil by Portuguese people.
- c) The economical and social status of South America.
- d) The economical and social status of the United States.

Uma possível explicação da influência norte-americana no mundo todo é o fato de os Estados Unidos terem grande poder econômico e social em vários outros países.

D

TEXT STUDY AND VOCABULARY

First of all, they have to come up with solutions to the funding problems caused by current sluggish economic growth and high unemployment.

Disponível em: <<http://europa.eu>>. Acesso em: 04 ago. 2018.

A expressão “first of all” expressa introdução porque:

A

- a) posiciona a primeira oração como parte de uma sequência.**
- b) demonstra a ideia de contraste que existe entre as orações.**
- c) opõe ideias conflitantes dentro de uma sequência lógica.**
- d) introduz o verbo no início da sentença.**

A expressão “first of all” atua como um conectivo de introdução, já que se posiciona como a ideia inicial de uma sequência.

TEXT STUDY AND VOCABULARY

Tina was a new student in the school. In her first class she met Hanna, who invited Tina to come to her house after school. Tina said yes, because she didn't have any friends in the city. When the girls arrived at the house, they played with dolls, met Hanna's cat, Fluffy, and then decided to watch a movie. After a few minutes Tina started sneezing and her eyes were itching, so she called her mother to pick her up.

What happened to Tina?

- a) She was allergic to Hanna's cat, Fluffy.
- b) She didn't like the movie and wanted to leave.
- c) She was worried her mother would be mad at her.
- d) She didn't want to be friends with Hanna anymore.

A

Based on the text, it can be inferred that Tina was allergic to cats, because a few minutes after she met Hanna's cat she started having an allergic reaction.

ATIVIDADE PARA CASA

1) Escreva as formas de plural dos substantivos a seguir:

a) ELF _____

b) SELF _____

c) SHELF _____

d) CALF _____

e) HALF _____

f) LEAF _____

g) SHEAF _____

h) THIEF _____

i) WIFE _____

J) KNIFE _____

h) LIFE _____

k) WOLF _____

l) LOAF _____

2) Escreva as formas irregulares de plural dos substantivos listados:

a) CHILD _____

b) OX _____

c) DIE _____

d) MOUSE _____

e) LOUSE _____

f) TOOTH _____

g) GOOSE _____

h) FOOT _____

g) WOMAN _____

h) MAN _____

NA PRÓXIMA AULA

- ❖ **TEXT STUDY**
- ❖ **VOCABULARY**
- ❖ **GENITIVE CASE**
(DEFINIÇÃO/USO/FORMAÇÃO)
- ❖ **EXAMPLES**
- ❖ **ATIVIDADES**
- ❖ **ATIVIDADES PARA CASA**