

Ensino Médio

Título:

Estudar em casa: qual a função das *linking words*

Linha fina

Entenda os usos e tipos das palavras para conectar ideias ao longo de um texto em inglês

Área do Conhecimento:

Inglês

Competência(s) / Objetivo(s) de Aprendizagem:

- Compreender a função textual das *linking words*.

Conteúdos:

- *Linking words* nos diferentes contextos; e
- Interpretação textual.

Palavras-Chave:

Inglês. Interpretação textual. *Linking words*.

Proposta de Trabalho:

Iniciaremos este roteiro de estudos com as informações acerca do uso e função das *linking words*. Na sequência, trataremos dos grupos de *linking words*, de acordo com suas aplicações. Para finalizar, veremos alguns exercícios sobre o tema.

1ª Etapa: O que são as *linking words*? Para que servem?

As *linking words* são palavras, ou expressões, utilizadas para **conectar** ideias ao longo de um texto.

Muito utilizadas na língua inglesa, as *linking words* constituem um recurso que é necessário compreender para que se tenha sucesso na interpretação de textos, habilidade frequentemente cobrada pelo Exame Nacional do Ensino Médio (Enem) e pelos grandes vestibulares do país.

As *linking words* também são muito importantes para escrever redações em inglês, uma vez que servem como elemento que confere coesão ao texto.

2ª Etapa: Tipos de *linking words*

A ligação que as *linking words* estabelecem entre as ideias do texto pode ser de diversas naturezas. Sendo assim, podemos agrupá-las em:

- *Linking words* com ideia de adição;
- *Linking words* com ideia de comparação;
- *Linking words* com ideia de conclusão/resumo;
- *Linking words* com ideia de condição;
- *Linking words* com ideia de contraste;
- *Linking words* com ideia de ênfase;
- *Linking words* com ideia de exemplo;
- *Linking words* com ideia de razão ou causa;
- *Linking words* com ideia de resultado;
- *Linking words* com ideia de sequência;
- *Linking words* com ideia de similaridade; e
- *Linking words* com ideia de tempo.

3ª Etapa: *Linking words* com ideia de adição

As *linking words* com ideia de adição têm a função de **adicionar ideias**. Veja abaixo algumas das palavras e expressões mais utilizadas para esta finalidade, acompanhadas de sua correspondência semântica e de um exemplo de sua utilização:

Palavra/expressão	Correspondência semântica	Exemplo
additionally	adicionalmente	<i>Additionally, there are beautiful pictures at the end of the book.</i>
also	também/além disso	<i>She's a lawyer, and also a teacher.</i>
and	e	<i>There are boys and girls here.</i>
as well as	assim como	<i>I love my family as well as my friends.</i>
besides	além de	<i>Besides being funny, he is really smart.</i>
further	mais/adicional	<i>Any further information will be helpful.</i>
furthermore	além disso/ademais	<i>The school is great. Furthermore, it's near here.</i>
in addition	além disso/também/ainda	<i>In addition to my home, I have an apartment on the beach.</i>
moreover	além disso/inclusive	<i>She enjoys singing and, moreover, is amazing at it.</i>
too	também	<i>You're welcome to come too.</i>

4ª Etapa: Linking words com ideia de comparação

As *linking words* com ideia de comparação têm a função de **comparar ideias**. Veja abaixo algumas das palavras e expressões mais utilizadas para esta finalidade, acompanhadas de sua correspondência semântica e de um exemplo de sua utilização:

Palavra/expressão	Correspondência semântica	Exemplo
also	também	<i>That's interesting, I'm also brazilian.</i>
comparing	comparando	<i>Comparing prices, we'll know in which store the book is cheaper.</i>
compared to/with	comparado com	<i>This house is quite big, compared to/with ours.</i>
different from/to	diferente de	<i>My house is very different from/to yours.</i>
differently	de forma diferente	<i>Why are the boys treated differently ?</i>
just as/like	assim como	<i>Just as/like his parents, he loves apple juice.</i>
like	como	<i>She looks like her mother.</i>
likewise	igualmente	<i>We likewise agree on this.</i>
not only... but also	não apenas... mas também	<i>If you don't take good care of yourself, it will affect not only you, but also your family.</i>
same as	o mesmo que	<i>I look just the same as my father.</i>
similar to	semelhante a	<i>Your shoes are similar to a pair I have.</i>
similarly	de forma semelhante	<i>They were similarly dressed.</i>

5ª Etapa: Linking words com ideia de conclusão/resumo

As *linking words* com ideia de conclusão/resumo têm a função de **apresentar as conclusões decorrentes das ideias apresentadas**, bem como de **apresentar um resumo**.

Veja abaixo algumas das palavras e expressões mais utilizadas para esta finalidade, acompanhadas de sua correspondência semântica e de um exemplo de sua utilização:

Palavra/expressão	Correspondência semântica	Exemplo
<i>in all</i>	ao todo/globalmente	<i>In all, I believe we did a good work.</i>
<i>in conclusion</i>	em conclusão/para concluir	<i>In conclusion, this is the best book I have ever read.</i>
<i>in summation</i>	em suma/em resumo	<i>In summation, most children read more often than their parents.</i>
<i>so</i>	portanto/então	<i>So, this is all to say that I agree with you.</i>
<i>to conclude</i>	para concluir	<i>To conclude, we're a long way from the world I'd like to see.</i>
<i>to sum up</i>	para resumir	<i>To sum up, I think cold days are much more enjoyable than hot days.</i>

6ª Etapa: Linking words com ideia de condição

As *linking words* com ideia de condição têm a função de **estabelecer relações condicionais entre as ideias apresentadas**. Veja abaixo algumas das palavras e expressões mais utilizadas para esta finalidade, acompanhadas de sua correspondência semântica e de um exemplo de sua utilização:

Palavra/expressão	Correspondência semântica	Exemplo
<i>even if</i>	ainda que	<i>Even if you leave now, you'll be late.</i>
<i>if... then</i>	se... então	<i>If you can't come, then I'll invite another friend.</i>
<i>in case</i>	caso/no caso de	<i>In case nobody solves this problem, we can try to solve it.</i>
<i>provided that</i>	desde que	<i>Provided that all the work is done when the month ends, we'll travel as a family.</i>
<i>providing that</i>	contanto que	<i>Providing you are not late, I'll make dinner for us today.</i>
<i>unless</i>	a menos que/a não ser que	<i>Unless the zoo is closed, we'll go there tomorrow.</i>
<i>whether or not</i>	quer seja ou não/independentemente de	<i>Whether or not you like it, I'll go with her tomorrow.</i>

7ª Etapa: Linking words com ideia de contraste

As *linking words* com ideia de contraste têm a função de **apresentar ideias contrastantes entre si**. Veja abaixo algumas das palavras e expressões mais utilizadas para esta finalidade, acompanhadas de sua correspondência semântica e de um exemplo de sua utilização:

Palavra/expressão	Correspondência semântica	Exemplo
<i>although/even though</i>	embora/apesar de	<i>Although (even though) I like the beach I don't want to travel</i>
<i>but</i>	mas	<i>I don't have any money but I haven't been working.</i>
<i>in comparison</i>	em comparação	<i>I have a very fair salary in comparison to the rest of my colleagues.</i>
<i>by contrast</i>	pelo contrário	<i>The global poverty rates are increasing and the world GDP, by contrast is growing.</i>
<i>conversely</i>	por outro lado	<i>Life expectancy is increasing. Conversely there are some countries showing a high rate of infant mortality.</i>
<i>despite/in spite of</i>	apesar de	<i>Despite (in spite of) all the efforts the other team were better and scored more points.</i>
<i>either... or</i>	duas possibilidades (ou isso ou aquilo)	<i>Either you can get a bus or take a cab.</i>
<i>however</i>	no entanto/contudo	<i>The tests were very good, however the treatment must continue.</i>
<i>in contrast (to)</i>	ao contrário de	<i>In contrast to other students, you'll be rewarded for the hard work.</i>
<i>instead (of)</i>	ao invés de/ em vez de	<i>You must study math instead of playing video game.</i>
<i>nevertheless</i>	não obstante	<i>You should tell your friends about your study time. Nevertheless their opinion, keep working hard.</i>
<i>nonetheless</i>	entretanto	<i>We shall watch the game tonight. Nonetheless tomorrow I have a meeting first thing in the morning.</i>
<i>on the contrary</i>	pelo contrário	<i>I did not finish my book. On the contrary I hardly beggined.</i>
<i>on the other hand</i>	por outro lado	<i>I didn't see my emails during the vacations. On the other hand I've had several conference call.</i>
<i>otherwise</i>	senão/caso contrário	<i>I need to drink more water otherwise I may have a disease.</i>
<i>still</i>	ainda	<i>I still have to study logarithmic functions.</i>
<i>though</i>	apesar de	<i>I don't want to leave you though is the correct.</i>
<i>whereas</i>	enquanto/ao passo que	<i>Whereas the rain falls it should be dangerous to drive.</i>
<i>while</i>	enquanto	<i>I love to listen a podcast while running.</i>
<i>yet</i>	ainda	<i>I didn't finish my dinner yet.</i>

8ª Etapa: **Linking words** com ideia de ênfase

As *linking words* com ideia de ênfase têm a função de **destacar ideias e sua importância no texto**. Veja abaixo algumas das palavras e expressões mais utilizadas para esta finalidade, acompanhadas de sua correspondência semântica e de um exemplo de sua utilização:

Palavra/expressão	Correspondência semântica	Exemplo
<i>admittedly</i>	reconhecidamente	<i>Alternative medicine began to be admittedly practiced since the last century.</i>
<i>clearly</i>	claramente/evidentemente	<i>It's clearly the suspect was in a very bad shape.</i>
<i>especially</i>	principalmente/especialmente/particularmente	<i>I love pizza, especially during the nights.</i>
<i>generally</i>	geralmente/normalmente	<i>People are generally kind to children.</i>
<i>importantly</i>	de maneira importante	<i>Studying is the only way to have a good job and also, importantly, to be a better person.</i>
<i>in fact</i>	na verdade	<i>I was in fact doing my homework during the party.</i>
<i>indeed</i>	de fato/deveras	<i>It's indeed a very good way to know each other.</i>
<i>obviously</i>	obviamente/evidentemente	<i>Just studying obviously will not bring you happiness. But it's part of the path.</i>
<i>particularly/in particular</i>	particularmente/especialmente	<i>I like cake, particularly those with a lot of chocolate.</i>
<i>undoubtedly</i>	indubitavelmente/sem dúvidas	<i>His speech brought undoubtedly a lot of feelings to the audience.</i>

9ª Etapa: **Linking words** com ideia de exemplo

As *linking words* com ideia de exemplo têm a função de **trazer exemplos que expliquem e exemplifiquem as ideias**. Veja abaixo algumas das palavras e expressões mais utilizadas para esta finalidade, acompanhadas de sua correspondência semântica e de um exemplo de sua utilização:

Palavra/expressão	Correspondência semântica	Exemplo
<i>for example</i>	por exemplo	<i>There are a lot to learn, for example, why people get in love.</i>
<i>for instance</i>	por exemplo	<i>Your studies should be multidisciplinary. For instance, it's important to learn maths and literature.</i>
<i>in particular</i>	especialmente/em particular	<i>We were afraid of walking during the night in particular at the downtown.</i>
<i>including</i>	incluindo	<i>The price of freedom was blood including thousands of innocent lives.</i>
<i>namely</i>	nomeadamente/ a saber	<i>I knew something was not right about my grades namely maths.</i>
<i>such as</i>	como/tal(is) como	<i>I was telling you about my test and forgot about basic tasks such as cooking and cleaning.</i>
<i>that is to say</i>	ou seja	<i>Eating vegetables is good for your health that is to say living better.</i>

10ª Etapa: **Linking words** com ideia de razão ou causa

As *linking words* com ideia de razão ou causa têm a função de **demonstrar relações entre as ideias**. Veja abaixo algumas das palavras e expressões mais utilizadas para esta finalidade, acompanhadas de sua correspondência semântica e de um exemplo de sua utilização:

Palavra/expressão	Correspondência semântica	Exemplo
<i>as</i>	como/conforme	<i>I'm taking my medicines as the doctor prescribed.</i>
<i>as a result of</i>	como resultado de	<i>You'll be admitted to the university as a result of your studies.</i>
<i>because</i>	porque	<i>It is sad to know about his death because was suddenly.</i>
<i>because of</i>	devido a/ por causa de	<i>She became an expert because of his dedication.</i>
<i>due to</i>	devido a/ em virtude de/ graças a	<i>He could not get the job done due to her lack of experience.</i>
<i>for</i>	por	<i>I became vegetarian for a very good reason: stop the animal cruelty.</i>
<i>in order to</i>	a fim de/ com vista a/ para	<i>I prepared this report in order to show the third quarter results.</i>
<i>result from</i>	resultar de	<i>The reports indicate sales increasing resulting from Europe's subsidiary.</i>
<i>since</i>	como/ já que	<i>Since we are here I'd like to discuss our agreement.</i>

11ª Etapa: **Linking words** com ideia de resultado

As *linking words* com ideia de resultado têm a função de **trazer as consequências das ideias apresentadas**. Veja abaixo algumas das palavras e expressões mais utilizadas para esta finalidade, acompanhadas de sua correspondência semântica e de um exemplo de sua utilização:

Palavra/expressão	Correspondência semântica	Exemplo
<i>(if)... then</i>	(se)... então	<i>If you don't buy a new dress, then you'll have nothing to use tonight.</i>
<i>as a consequence (of)</i>	como consequência (de)	<i>He will be grounded as a consequence of his misbehavior.</i>
<i>as a result</i>	como resultado	<i>Many workers will lose their jobs, as a result of the bad management.</i>
<i>consequently</i>	consequentemente	<i>All the stores were closed, and consequently we couldn't buy you a gift.</i>
<i>due to</i>	devido a	<i>The train was delayed due to rain.</i>
<i>hence</i>	portanto	<i>Her father was Italian, hence her name: Paola.</i>
<i>so</i>	então	<i>My head started hurting, so I stopped reading.</i>
<i>therefore</i>	portanto	<i>They were unable to pay and therefore had to abandon the course.</i>
<i>thus</i>	assim	<i>They planned to go early and thus get good seats.</i>
<i>resulting in</i>	resultando em	<i>The company didn't pay the employees on time, resulting in many dismissal requests.</i>
<i>then</i>	então	<i>If you don't eat your breakfast, then you'll get hungry at school.</i>

12ª Etapa: **Linking words** com ideia de sequência

As *linking words* com ideia de sequência têm a função de **evidenciar a ordem de apresentação das ideias, organizando o texto**. Veja abaixo algumas das palavras e expressões mais utilizadas para esta finalidade, acompanhadas de sua correspondência semântica e de um exemplo de sua utilização:

Palavra/expressão	Correspondência semântica	Exemplo
<i>after</i>	depois	<i>After I graduated, moved out.</i>
<i>as soon as</i>	assim que	<i>As soon as I get there, I'll call you.</i>
<i>ever since</i>	desde que	<i>She's been happy ever since they met.</i>
<i>finally</i>	finalmente	<i>Finally, I'd like to thank you all for being here.</i>
<i>first/firstly</i>	primeiro/primeiramente	<i>There are two reasons why I won't go. First/firstly I don't want to, and second/secondly, I have to work.</i>
<i>following</i>	na sequência	<i>Following the dinner, there will be a party.</i>
<i>initially</i>	inicialmente	<i>Initially, we didn't know who he was.</i>
<i>last/lastly</i>	por fim	<i>Lastly, but also important to say, the movie was really good.</i>
<i>next</i>	próximo	<i>First, think. Next, talk.</i>
<i>subsequently</i>	subsequentemente	<i>She was badly injured and subsequently died.</i>
<i>then</i>	então/depois	<i>Let me finish eating, then we can go.</i>
<i>thereafter</i>	posteriormente	<i>For the first year we'll be living here, and thereafter in London.</i>
<i>to begin</i>	para começar	<i>To begin, let's talk about you.</i>

13ª Etapa: **Linking words** com ideia de similaridade

As *linking words* com ideia de similaridade têm a função de **demonstrar semelhanças entre duas ideias**. Veja abaixo algumas das palavras e expressões mais utilizadas para esta finalidade, acompanhadas de sua correspondência semântica e de um exemplo de sua utilização:

Palavra/expressão	Correspondência semântica	Exemplo
<i>in other words</i>	em outras palavras	<i>He's my father's brother, in other words, my uncle.</i>
<i>likewise</i>	igualmente/ do mesmo modo	<i>I studied French during spring break and my husband did likewise.</i>
<i>similarly</i>	de modo similar	<i>The two houses were similarly built.</i>

14ª Etapa: *Linking words* com ideia de tempo

As *linking words* com ideia de tempo têm a função de **organizar o discurso no tempo, conferindo noções de início, fim ou duração**. Veja abaixo algumas das palavras e expressões mais utilizadas para esta finalidade, acompanhadas de sua correspondência semântica e de um exemplo de sua utilização:

Palavra/expressão	Correspondência semântica	Exemplo
<i>afterwards</i>	posteriormente/depois	<i>I think we should eat first and go to the cinema afterwards.</i>
<i>at first</i>	a princípio	<i>At first, I thought he was a good doctor.</i>
<i>at the same time</i>	ao mesmo tempo	<i>We arrived at the same time.</i>
<i>before</i>	antes	<i>Before leaving, she said goodbye.</i>
<i>by the time</i>	na altura/no momento	<i>By the time we arrived, the others were already eating.</i>
<i>meantime</i>	enquanto isso	<i>Your shoes will not arrive until Monday. In the meantime, you can use mine.</i>
<i>meanwhile</i>	enquanto isso	<i>Your shoes will not arrive until Monday. Meanwhile, you can use mine.</i>
<i>simultaneously</i>	simultaneamente	<i>We answered your question simultaneously.</i>
<i>since</i>	desde	<i>He's been sad since his mother left.</i>
<i>till/until</i>	até	<i>We didn't arrive at home until/till after ten.</i>
<i>when</i>	quando	<i>I was just getting here when you called me.</i>
<i>whenever</i>	sempre que	<i>Whenever I see them, they seem to be happy.</i>
<i>while</i>	enquanto	<i>I did the dishes while you were working.</i>

15ª Etapa: Questões retiradas de vestibulares

Abaixo, alguns exemplos de como o tema usualmente aparece em provas. O gabarito encontra-se posteriormente às questões.

1) (UNIVESP - 2019)

Leia o excerto a seguir.

My sister is married _____ she lives in London.

Assinale a alternativa que preencha corretamente a lacuna.

- a) *or*
- b) *and*

- c) *for*
- d) *because*
- e) *still*

Disponível em: <https://www.qconcursos.com/questoes-de-vestibular/questoes/cbafd307-b9>

2) (PUCSP - 2018)

Responda a questão de acordo com o texto de Lauren Camera.

Supreme Court Expands Rights for Students with Disabilities

By Lauren Camera, Education Reporter - March 22, 2017. Adaptado.



In a unanimous decision with major implications for students with disabilities, the U.S. Supreme Court ruled Wednesday that schools must provide higher educational standards for children with special needs. Schools must do more than provide a ‘merely more than de minimis’ education for students with disabilities and instead must provide them with an opportunity to make “appropriately ambitious” progress in line with the federal education law.

“When all is said and done,” wrote Chief Justice John G. Roberts, “a student offered an education program providing a ‘merely more than de minimis’ progress from year to year can hardly be said to have been offered an education at all.” He continued, citing a 1982 Supreme Court ruling on special education: “For children with disabilities, receiving an instruction that aims so low would be equivalent to ‘sitting idly... awaiting the time when they were old enough to drop out.’”

There are roughly 6.4 million students with disabilities between ages 3 to 21, representing roughly 13 percent of all students, according to the Institute for Education Statistics. Each year 300,000 of those students leave school and just 65 percent of students with disabilities complete high school.

The case which culminated in the Supreme Court decision originated with an autistic boy in Colorado named Endrew. His parents pulled him out of school in 5th grade because they disagreed with his individualized education plan. Under federal law, the Individuals with Disabilities

Education Act (IDEA), schools must work with families to develop individualized learning plans for students with disabilities.

While Endrew had been making progress in the public schools, his parents felt his plan for that year simply replicated goals from years past. As a result, they enrolled him in a private school where, they argued, Endrew made academic and social progress.

Seeking tuition reimbursement, they filed a complaint with the state's department of education in which they argued that Endrew had been denied a "free appropriate public education". The school district won the suit, and when his parents filed a lawsuit in federal district court, the judge also sided with the school district. In the Supreme Court case, Endrew and his family asked for clarification about the type of education benefits the federal law requires of schools, specifically, whether it requires 'merely more than de minimis', or something greater.*

"The IDEA demands more," Roberts wrote in the opinion. "It requires an educational program reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances."

**reimbursement – a sum paid to cover money that has been spent or lost.*

In: <https://www.usnews.com/news/education-news/articles/2017-03-22/supreme-court-expands-rights-for-students-with-disabilities> (30.03.2018).

No primeiro parágrafo, a palavra **instead** pode ser CORRETAMENTE traduzida por

- a) portanto
- b) além disso
- c) ao invés disso
- d) contudo

Disponível em: <https://www.qconcursos.com/questoes-de-vestibular/questoes/624ffbb2-b0>

3) (ITA - 2006)

Leia atentamente todo o período transcrito abaixo, verifique as ideias contidas nas orações introduzidas por *unless* e *hence* e assinale a opção que, respectivamente, expressa tais ideias.

Unless the administration changes its approach, it will continue to erode America's good name, and hence its ability to effectively influence world affairs.

- a) uma causa e um concessão.
- b) uma explicação e uma adição.

- c) uma condição e uma explicação.
- d) uma explicação e uma conclusão.
- e) uma condição e uma conclusão.

Disponível em: <http://origin.guiadoestudante.abril.com.br/estudar/simulados/ingles-conjunctions-10-questoes-550235.shtml>

4) (UNIVESP - 2019)

Leia o excerto a seguir.

Some artists were imprisoned during the dictatorship in Brazil. _____, some of them were exiled.

Assinale a alternativa que preencha corretamente a lacuna.

- a) *despite*
- b) *so*
- c) *as a result*
- d) *however*
- e) *afterwards*

Disponível em: <https://www.qconcursos.com/questoes-de-vestibular/questoes/cbac0b1c-b9>

5) (VUNESP/UNIFESP - 2018)

Why so few nurses are men?



Ask health professionals in any country what the biggest problem in their health-care system is and one of the most common answers is the shortage of nurses. In ageing rich countries, demand for nursing care is becoming increasingly insatiable. Britain's National Health Service, for example, has

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Roteiro de estudos: Prof.ª **Daniela Nunes**

40,000-odd nurse vacancies. Poor countries struggle with the emigration of nurses for greener pastures. One obvious solution seems neglected: recruit more men. Typically, just 5-10% of nurses registered in a given country are men. Why so few?

Views of nursing as a “woman’s job” have deep roots. Florence Nightingale, who established the principles of modern nursing in the 1860s, insisted that men’s “hard and horny” hands were “not fitted to touch, bathe and dress wounded limbs”. In Britain the Royal College of Nursing, the profession’s union, did not even admit men as members until 1960. Some nursing schools in America started admitting men only in 1982, after a Supreme Court ruling forced them to. Senior nurse titles such as “sister” (a ward manager) and “matron” (which in some countries is used for men as well) do not help matters. Unsurprisingly, some older people do not even know that men can be nurses too. Male nurses often encounter patients who assume they are doctors.

Another problem is that beliefs about what a nursing job entails are often outdated – in ways that may be particularly off-putting for men. In films, nurses are commonly portrayed as the helpers of heroic male doctors. In fact, nurses do most of their work independently and are the first responders to patients in crisis. To dispel myths, nurse-recruitment campaigns display nursing as a professional job with career progression, specialisms like anaesthetics, cardiology or emergency care, and use for skills related to technology, innovation and leadership. However, attracting men without playing to gender stereotypes can be tricky. “Are you man enough to be a nurse?”, the slogan of an American campaign, was involved in controversy.

Nursing is not a career many boys aspire to, or are encouraged to consider. Only two-fifths of British parents say they would be proud if their son became a nurse. Because of all this, men who go into nursing are usually already closely familiar with the job. Some are following in the career footsteps of their mothers. Others decide that the job would suit them after they see a male nurse care for a relative or they themselves get care from a male nurse when hospitalised. Although many gender stereotypes about jobs and caring have crumbled, nursing has, so far, remained unaffected.

(www.economist.com, 22.08.2018. Adaptado.)

No trecho do quarto parágrafo “Although many gender stereotypes about jobs and caring have crumbled”, o termo sublinhado pode ser substituído, sem alteração de sentido, por

- a) *because*
- b) *otherwise*
- c) *unless*
- d) *though*
- e) *therefore*

Disponível em: <https://www.qconcursos.com/questoes-de-vestibular/questoes/7565bc9b-51>

Gabarito

1) b) *and*.

A palavra *and* significa “e”.

2) c) ao invés disso.

A palavra *instead* significa “ao invés disso”.

3) e) uma condição e uma conclusão.

A palavra *unless* significa “a menos que”, enquanto a palavra *hence* quer dizer “portanto”.

4) e) *afterwards*.

A palavra *afterwards* significa “posteriormente”.

5) d) *though*.

A palavra *though* significa “apesar de”, sendo sinônimo de *although*.

Roteiro de Estudos elaborado pela Professora Daniela Leite Nunes