

**PCILS**

# INGLÊS

ARTES E  
LINGUAGENS ESTRANGEIRAS

**Programa de  
Capacitação  
e Integração  
de Lideranças  
Sociais**

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Realização:

**PECEP**  
pré-vestibular social

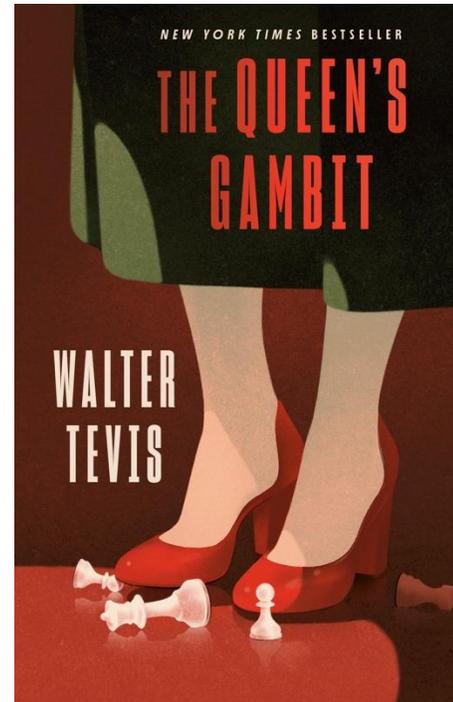
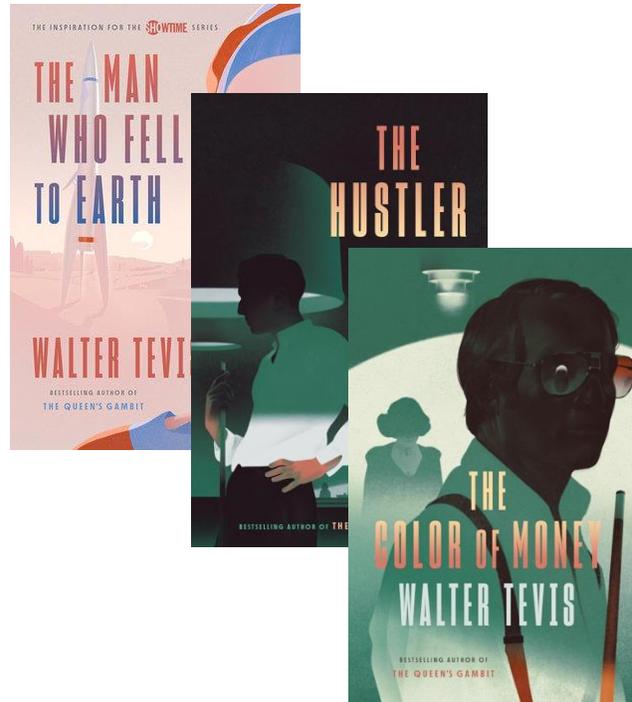
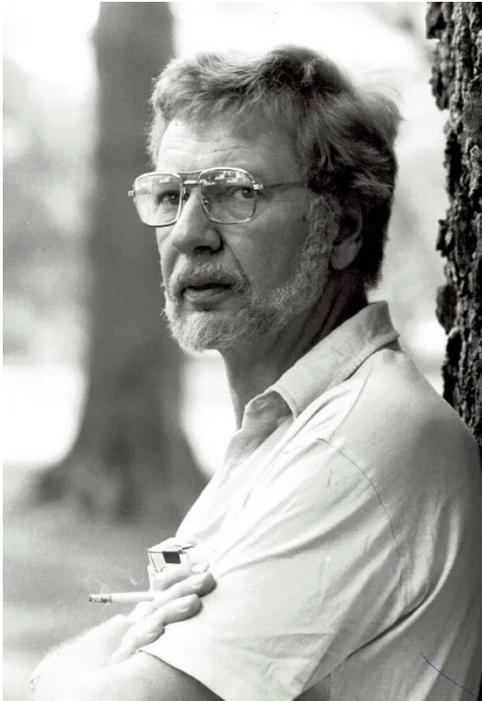
Patrocínio:

 **Rio**  
PREFEITURA

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METROPOLITANA

  
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# Excerpts of “Chapter One” from *The Queen’s Gambit* (1983) by Walter Travis (1928-1984)



Beth learned of her mother's death from a woman with a clipboard. The next day her picture appeared in the *Herald-Leader*. The photograph, taken on the porch of the gray house on Maplewood Drive, showed Beth in a simple cotton frock. Even then, she was clearly plain. A legend under the picture read: "Orphaned by yesterday's pile-up on New Circle Road, Elizabeth Harmon surveys a troubled future. Elizabeth, eight, was left without family by the crash, which killed two and injured others. At home alone at the time, Elizabeth learned of the accident shortly before the photo was taken. She will be well looked after, authorities say."

1) “The photograph, taken on the porch of the gray house on Maplewood Drive, showed Beth in a simple cotton frock. Even then, she was clearly plain.”

Com o emprego da expressão sublinhada, o narrador comenta dois momentos da vida de Beth simultaneamente. Traduza a expressão e, em seguida, explique o comentário do narrador.

2) “Orphaned by yesterday’s pile-up on New Circle Road, Elizabeth Harmon surveys a troubled future. Elizabeth, eight, was left without family by the crash, which killed two and injured others.”

Indique o significado dos termos sublinhados na passagem acima e, em seguida, explique como estes distinguem-se.

In the Methuen Home in Mount Sterling, Kentucky, Beth was given a tranquilizer twice a day. So were all the other children, to “even their dispositions.” Beth’s disposition was all right, as far as anyone could see, but she was glad to get the little pill. It loosened something deep in her stomach and helped her doze away the tense hours in the orphanage.

Mr. Fergusen gave them the pills in a little paper cup. Along with the green one that evened the disposition, there were orange and brown ones for building a strong body. The children had to line up to get them.

3) “In the Methuen Home in Mount Sterling, Kentucky, Beth was given a tranquilizer twice a day. So were all the other children, to even their dispositions.””

Na passagem acima, “even” é:

- (a) um advérbio empregado para expressar surpresa e que pode ser traduzido literalmente como “até” ou “mesmo”.
- (b) um substantivo empregado para expressar surpresa e que pode ser traduzido literalmente como “até” ou “mesmo”.
- (c) um verbo que pode ser traduzido literalmente como “nivelar”.
- (d) um verbo que pode ser traduzido literalmente como “controlar”.
- (e) um verbo que pode ser traduzido literalmente como “diminuir”.

The tallest girl was the black one, Jolene. She was twelve. On her second day Beth stood behind her in Vitamin Line, and Jolene turned to look down at her, scowling. “You a real orphan or a bastard?”

Beth did not know what to say. She was frightened. They were at the back of the line, and she was supposed to stand there until they got up to the window where Mr. Fergusson stood. Beth had heard her mother call her father a bastard, but she didn’t know what it meant.

“What’s your name, girl?” Jolene asked.

“Beth.”

“Your mother dead? What about your daddy?”

Beth stared at her. The words “mother” and “dead” were unbearable. She wanted to run, but there was no place to run to.

“Your folks,” Jolene said in a voice that was not unsympathetic, “they dead?”

Beth could find nothing to say or do. She stood in line terrified, waiting for the pills.

4) Leia o excerto do texto “African American English” (2012), de Lisa J. Green, e escolha a resposta que melhor descreve o diálogo entre Beth e Jolene em *The Queen’s Gambit*.

“African American English, the linguistic variety spoken by many African Americans in the USA, is a system with specific rules for combining sounds to form words and words to form phrases and sentences. Although words in this linguistic system are identical in spelling to words in other varieties of English, some of them may have different meanings.

[...]

“Many characteristic features of AAE are from that part of the linguistic system that puts words together to form sentences (technically called ‘syntax’). Speakers of AAE form sentences according to the rules of its syntax. The point can be illustrated with the negative sentence, *Didn’t nobody ask me do I be late for class* (‘Nobody asked me if I am usually late for class’).

1. { Didn't nobody ask me [do I be late for class]. }
- verbal marker *be*
- negative inversion/multiple negation
- embedded yes/no question

“A second AAE feature of sentence 1 is the verbal marker *be*, which serves to give the part of the sentence enclosed in square brackets a habitual meaning, something like ‘*usually* late for class.’ Habitual *be*, as it is called, always occurs in its bare form, never as *is*, *am*, or *are*. Habitual *be* is a major characteristic of AAE and helps distinguish it from other varieties of English. Sentences containing habitual *be* are often mistaken by speakers of other varieties of English as incorrect English; such speakers take habitual *be* as an incorrect form used instead of *is*, *am*, or *are*. Actually, however, the grammar of AAE does not permit habitual *be* in place of *is*, *am*, or *are* but allows speakers to use it only to indicate habitual meaning.

“To indicate present time, speakers of AAE must use a form of *is* or *are* (*She is running*) or no auxiliary verb at all (*She running*). With first-person singular subjects, AAE grammar requires *am* (*I am running*), and *\*I running* would be ungrammatical. (The asterisk \* indicates that the construction violates the rules of the variety in question.)”

(LISA J. GREEN. “African American English”. In: EDWARD FINEGAN, JOHN R. RICKFORD (ed.). *Language in the USA: Themes for the Twenty-first Century*. Cambridge University Press, 2012. pp. 76, 81-2.)

- (a) Beth não responde às perguntas de Jolene porque as duas usam vernáculos distintos do inglês e Beth não entende as perguntas.
- (b) Beth não responde às perguntas de Jolene porque Jolene usa uma estrutura incorreta em Standard English e Beth não entende as perguntas.
- (c) Beth não responde às perguntas de Jolene porque Jolene usa uma estrutura agramatical em AAE e Beth não entende as perguntas.
- (d) Beth entende as perguntas de Jolene, mas não responde porque ela está em um processo de luto e não sabe como responder.
- (e) Beth entende as perguntas de Jolene, mas não responde porque ela está em um processo de luto e considera as perguntas inadequadas.

The janitor was fatter on one side than on the other. His name was Shaibel. Mr. Shaibel. One day she was sent to the basement to clean the blackboard erasers by clomping them together, and she found him sitting on a metal stool near the furnace scowling over a green-and-white checkerboard in front of him. But where the checkers should be there were little plastic things in funny shapes. Some were larger than others. There were more of the small ones than any of the others. The janitor looked up at her. She left in silence.

5) De acordo com a passagem acima, é correto afirmar que:

- (a) Mr. Shaibel está tentando jogar gamas em um tabuleiro de xadrez.
- (b) Mr. Shaibel está tentando jogar xadrez em um tabuleiro de damas.
- (c) Mr. Shaibel e Beth não conhecem o jogo de xadrez. Mr. Sheibel está praticando damas.
- (d) Mr. Shaibel está praticando damas, mas Beth não conhece o jogo.
- (e) Mr. Shaibel está praticando xadrez, mas Beth não conhece o jogo.

On Friday, everybody ate fish, Catholic or not. It came in squares, breaded with a dark, brown, dry crust and covered with a thick orange sauce, like bottled French dressing. The sauce was sweet and terrible, but the fish beneath it was worse. The taste of it nearly gagged her. But you had to eat every bite, or Mrs. Deardorff would be told about you and you wouldn't get adopted.

6) “On Friday, everybody ate fish, Catholic or not. It came in squares, breaded with a dark, brown, dry crust and covered with a thick orange sauce, like bottled French dressing. The sauce was sweet and terrible, but the fish beneath it was worse. The taste of it nearly gagged her.”

Indique a quais termos o pronome “it” faz referência em cada uma das três ocorrências do pronome na passagem acima.

Some children got adopted right off. A six-year-old named Alice had come in a month after Beth and was taken in three weeks by some nice-looking people with an accent. They walked through the ward on the day they came for Alice. Beth had wanted to throw her arms around them because they looked happy to her, but she turned away when they glanced at her. Other children had been there a long time and knew they would never leave. They called themselves “lifers.” Beth wondered if she was a lifer.

7) “Beth had wanted to throw her arms around them because they looked happy to her, but she turned away when they glanced at her.”

Traduza os termos sublinhados na passagem acima e, em seguida, explique como estes distinguem-se no contexto da passagem.

8) “Other children had been there a long time and knew they would never leave. They called themselves ‘lifers.’ Beth wondered if she was a lifer.”

Na passagem acima, o termo “lifer” tem o sentido de:

- (a) “mais vivo(s)” ou “mais viva(s)”.
- (b) “o(s) mais vivo(s)” ou “a(s) mais viva(s)”.
- (c) alguém que realiza as mesmas atividades desde a infância até a vida adulta.
- (d) alguém que se dedica a uma causa ou atividade por toda a vida.
- (e) alguém condenado a um castigo muito longo ou vitalício.

Every Tuesday, Miss Graham sent Beth down after Arithmetic to do the erasers. It was considered a privilege, and Beth was the best student in the class, even though she was the youngest. She did not like the basement. It smelled musty, and she was afraid of Mr. Shaibel. But she wanted to know more about the game he played on that board by himself.

One day she went over and stood near him, waiting for him to move a piece. The one he was touching was the one with a horse's head on a little pedestal. After a second he looked up at her with a frown of irritation. "What do you *want*, child?" he said.

9) “She did not like the basement. It smelled musty, and she was afraid of Mr. Shaibel.”

Indique o significado do termo sublinhado e explique como este embasa a opinião da personagem Beth na passagem acima.

10) ““What do you *want*, child?” he said.”

Com o emprego do recurso de itálico no trecho acima, o autor comunica sobre o estado emocional de Mr. Shaibel que:

- (a) ele está irado.
- (b) ele está irritado.
- (c) ele está surpreso.
- (d) ele está admirado.
- (e) ele está frustrado.

Normally she fled from any human encounter, especially with grownups, but this time she did not back away. “What’s that game called?” she asked.

He stared at her. “You should be upstairs with the others.”

She looked at him levelly; something about this man and the steadiness with which he played his mysterious game helped her to hold tightly to what she wanted. “I don’t want to be with the others,” she said. “I want to know what game you’re playing.”

He looked at her more closely. Then he shrugged. “It’s called chess.”

11) No trecho acima, a palavra “levelly” pode ser substituída, sem que se altere o significado, por:

- (a) “stringently”.
- (b) “calmly”.
- (c) “surly”.
- (d) “surely”.
- (e) “harshly”.

# Referências

LISA J. GREEN. “African American English”. In: EDWARD FINEGAN, JOHN R. RICKFORD (ed.). *Language in the USA: Themes for the Twenty-first Century*. Cambridge University Press, 2012. pp. 76, 81-2.

WALTER TRAVIS. *The Queen’s Gambit*. Rosetta Books LLC, 2014.

# Sugestões

Canais de YouTube:

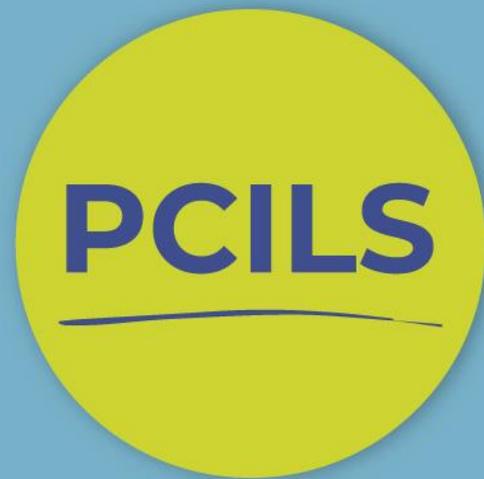
- “Learn English with TV Series”
- “FluentU English”
- “Easy British English”



Livros:



Perguntem  
no intervalo!



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Realização:



Patrocínio:

INTEGRAÇÃO  
METROPOLITANA

