

# Inglês Técnico

## Aula 08 - Decifrando os conectivos

# Apresentação

Na aula anterior, você estudou a importância das diferentes formas verbais na construção de um texto.

Nesta aula, trabalharemos com outro tópico, igualmente importante, que são os conectivos utilizados na língua inglesa.

Como as demais aulas, proporemos atividades para que você se situe nesse conteúdo tão necessário à construção e à compreensão do texto. Incluiremos, também, quadros explicativos, ilustrados com exemplos.

Seguiremos incluindo alguns comandos das questões em inglês, alternando com outras informações em português. Tenha uma boa aula!



**Vídeo 01** - Apresentação



**Vídeo 02** - Introdução aos Conectivos

## Objetivos

Ao final desta aula, você deverá:

- Reconhecer em textos escritos na língua inglesa os diferentes conectivos e suas várias funções.

## To Start With...

Para começar, achamos que você deve conhecer a origem da palavra **conectivo**. Veja duas definições, extraídas de diferentes dicionários.

**Conectivo** *adj.* "GRAM. forma linguística que estabelece ligação entre dois termos de uma oração, ou entre orações num período (são as conjunções e os advérbios ou pronomes relativos)"

(DICIONÁRIO HOUAISS, 2009, p. 517).

**Connective** *n.* "a word that joins phrases, parts of sentences etc."

(LONGMAN DICTIONARY, 1995, p. 284).

Agora, veja informações mais detalhadas sobre os conectivos e sobre o funcionamento dessas partículas no texto.

## What are Connectives?

Os conectivos, também conhecidos, em inglês, por *connectives*, *connectors*, *discourse markers* ou *linking words*, são palavras que contribuem para a coesão de um texto. Como você pode ver nas definições acima, os conectivos podem unir partes de uma oração, frases em um parágrafo, ou parágrafos em um texto. Há alguns tipos de conectivos, tais como os sequenciadores temporais (*at night*, *in the afternoon*), os marcadores espaciais (*at home*, *inside the hospital*) e os conectores lógicos (*firstly*, *because*). Esses conectores lógicos podem ser divididos em quatro grandes categorias, por expressarem relações de **adição**, **contraste**, **causa e efeito** ou **sequência**.

Para ver alguns exemplos desses conectivos, [clique aqui](#).

MEANING	CONNECTORS
ADDITIVE	Peter misses his family, <b>and</b> they miss him. He <b>also</b> misses his friends. <b>In addition</b> , he is having a culture shock. <b>Besides</b> , he's homesick. <b>Furthermore</b> , he's not doing well in school. <b>In fact</b> , he failed two midterms. <b>Actually</b> , he's quite depressed. <b>Indeed</b> , he's thinking about going home.
CONTRASTIVE	Everyone experiences culture shock, <b>but</b> it eventually passes. Some people have severe culture shock, <b>while</b> others just feel a mild depression. <b>Although</b> , he feels homesick, Peter will stay until he finishes his studies. He isn't getting good grades, <b>even though</b> he studies hard. <b>In spite of</b> experiencing culture shock, Peter has decided not to go home.
CAUSE AND EFFECT	He was depressed, <b>so</b> he went to see his advisor. Peter was worried about his grades. <b>Accordingly</b> , he went to see his advisor. His advisor told him that culture shock is universal. He <b>consequently</b> felt much better about his depression. <b>As a result</b> , he decided not to go home early. He <b>therefore</b> canceled his plane reservation.
SEQUENCE	<b>First</b> , one must recognize culture shock. <b>Then</b> one must deal with it. <b>Eventually</b> everyone gets over it. <b>Soon</b> they start feel more comfortable in the new culture. Peter felt much better <b>after</b> he talked with his advisor. When he found out about culture shock, he was glad he hadn't decided to leave <b>before</b> talking with his advisor.

Fonte: Adaptado de Larsen-Freeman (1997, p. 180-181).

Os conectivos também podem estabelecer outras relações, as quais você poderá ver na seção **To conclude...**, na página 6.

Além disso, as próximas atividades lhe darão a oportunidade de reconhecer alguns conectivos utilizados nos textos e de identificar que tipos de relações eles expressam.

## Conectivos que Expressam Causa e Consequência



Vídeo 03 - *because* e *due to*

## Conectivos que Expressam Condição e Finalidade

**GOLDEN TIP:** Neste vídeo, também será apresentada uma lista completa de conectivos presentes no site [www.sk.com.br/sk-conn.html](http://www.sk.com.br/sk-conn.html)



Vídeo 04 - *if* e *unless*

## Conectivos que Expressam Diferentes Significados



Vídeo 05 - *since*

## Atividade 01

Read the story below and answer the following questions.

Se você quiser checar suas respostas, haverá um *answer key* no final desta atividade.

## The Story of Richard and Millie

Jack and Richard were very good friends. Richard was in love with Jack's sister, Millie, but he was very shy. At first, he blushed when Millie looked at him. Then, he gained confidence. One day, Jack invited Richard for a weekend at his parents' house in the country. Naturally, Richard accepted: He wanted to spend time with Millie.

The first night Richard went to bed early. In the middle of the night, he was thirsty, so he reached for the glass of water on the bedside table. Something fell on the floor. The next morning, when he got up, he saw a big black stain on the carpet. An ink bottle was nearby, totally empty. So that was the noise in the middle of the night! Poor Richard was very embarrassed. He decided to leave and never see his friends again.

After a few months went by, Richard was still in love with Millie. He decided to go and see her, and ask her to marry him. Millie's mother told him to wait in the living room. He was very nervous – and extra careful! He sat down on the sofa, on a soft, furry cushion. The second he sat down he knew it wasn't a cushion. It was the mother's Pekinese dog... and it was dead.

**Fonte:** Adaptado de Silva e Puzzi (2002, p. T53).

1. What is the story about?
  - a. ( ) Richard's dead dog.
  - b. ( ) The rooms in Millie's house.
  - c. ( ) Unfortunate events that happen to Richard.
2. Match the connectives from *The Story of Richard and Millie* to their meaning.

sequence

\_\_\_\_\_

2. at first

additive

---

3. so

contrastive

---

4. and

cause and effect

—

3. Write the numbers 1 or 2 in the boxes at the bottom of the pictures to indicate the order of events in the story. Then, describe each picture in English, according to the text.



Picture 1

—



Picture 2

—

4. Read the story again and answer these questions:

- Who's the main character?
- How does he feel about Millie?
- Where did he go on the weekend?
- What happened at night?
- What happened in the living room?

5. Put the events from the story in the correct order. After each sentence, write a number from 1 to 6.

- Richard left the house.

—

b. He waited in the living room.

—

c. He saw a stain on the carpet.

—

d. He sat on the dog.

—

e. He reached for a glass of water.

—

f. He went back to see Millie.

—

6. Now, finish Richard's story by writing the verbs in parentheses in the *Simple Past*. Caso você tenha dúvidas, volte à Aula 7 para checar as formas verbais mais apropriadas.

### **The Story of Richard and Milie (continued)**

When Milie and her mother \_\_\_\_\_ (enter) the room,

\_\_\_\_\_

they \_\_\_\_\_ (see) the dog. Her mother said, "Ah! There you

\_\_\_\_\_

are, Fifi. Come to Mama." She \_\_\_\_\_ (reach) out to pick up

\_\_\_\_\_

the dog. Richard \_\_\_\_\_ (be) horrified. He \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



(want) to explain that Fifi \_\_\_\_\_ (be) dead, but he  
\_\_\_\_\_  
(be) silent. He \_\_\_\_\_ (get up) and left the  
\_\_\_\_\_ house.

Milie \_\_\_\_\_ (go) after him. "Richard! Come back!

What's the matter?" "Oh, Milie!" he said. "I'm sorry! I \_\_\_\_\_

(sit) on the dog and now it's dead!" "But Richard." Milie  
\_\_\_\_\_ (answer), "Fifi died years ago. She \_\_\_\_\_ (be)

my mother's favorite pet. She took her to a taxidermist when she  
died."

Adaptado de Silva e Puzzi (2002, p. T55).

Você conseguiu realizar todas as questões da Atividade 01?  
Esperamos que sim!

Para checar suas respostas, [clique aqui](#).

## Respostas

1. c

2. a. 2

b. 4

c. 1

d. 3

3. Possible answers:

Picture 1: 2 – He sat down on the sofa, on a soft, furry

cushion. (ou) Ele sentou no sofá e achou que tinha sentado sobre o cachorro.

Picture 2: 1 – An ink bottle was nearby, totally empty. (ou)  
Um frasco de tinta, caiu e derramou no chão.

4.
  - a. Richard.
  - b. He is in love with Millie.
  - c. He went to Jack's parents' house.
  - d. An ink bottle fell on the carpet.
  - e. He thought he sat on Millie's mother's dog.
5.
  - a. 3
  - b. 5
  - c. 2
  - d. 6
  - e. 1
  - f. 4.
6. entered; saw; reached; was; wanted; was; was; got up; went; sat; answered; was; asked; accepted;

Vamos fazer a próxima atividade?

## Atividade 02

Read the following text and answer the questions according to it.

### My Experience with Culture Shock

Every person who has lived in a new culture has had some experience with culture shock, **and** I am no exception, **since** I, too, have had an experience with culture shock. **Although** I have lived in the United States for almost one year, sometimes I still feel homesick, and still miss my family. When I **first** came to the U.S., I was very excited. **Because** everything was new, everything was interesting. I enjoyed my independence from my parents; I **also** enjoyed experiencing new situations and making new friends. **Although** everything was a little strange, I **nevertheless** enjoyed these new experiences.

**Eventually** I got used to many of the differences, **but even though** I was used to them, I still wasn't comfortable. **In fact**, little by little I grew tired of the differences. **Because** the things in America weren't new to me anymore, the differences weren't interesting. **Indeed**, they had **actually** become boring. **As a result**, I began to miss things about Indonesia, such as food, friends, and the warm tropical climate, more and more. I **soon** became depressed and homesick. I stayed in my room, **because** I was tired of speaking English all the time. **Even though** I studied hard, my grades weren't good. I wanted to go home.

**Because of** these feelings, I decided to see my advisor, **so that** I could get some advice about returning home without finishing my studies. He told me two important things about culture shock. **First**, I learned that any person in a new culture has a similar kind of experience, **and** that culture shock can't be avoided. **Furthermore**, I learned that culture shock is not only universal, but also temporary. **As a result of** his advice, I realized that I should be patient, and that I shouldn't go home just yet. My advisor **also** suggested that I try to keep busy and talk about my culture shock with my friends.

I followed this good advice, **and as a result**, my culture shock has become less troublesome. **In spite of the fact that** I sometimes still miss my life in Indonesia, I don't feel as depressed as I did. **Moreover**, I no longer want to return home before I finish my studies. I know that I can adjust to this new life.

Fonte: Adaptado de Larsen-Freeman (1997, p. 182).

1. In the text above, all connectors are highlighted. Choose 10 connectors to identify their meaning and complete the chart. Do it according to the examples below.

CONNECTORS	MEANING
<i>And</i> <i>Since</i>	<i>Additive</i> <i>Cause and effect</i>

2. Answer the following questions:

- What was the problem of the person in the text?
- How was he feeling when he first came to the U.S.?
- Which things does the person start to miss about Indonesia?

d. What did his adviser tell him?

e. How does the person feel in the last paragraph?

Viu como foi fácil responder a essas perguntas? Para conferir suas respostas, [clique aqui](#).

## Respostas Possíveis

1.

CONNECTORS	MEANING	CONNECTORS	MEANING
And	Additive	As a result	Cause and effect
Since	Cause and effect	Soon	Sequence
Although	Contrastive	Because	Cause and effect
First	Sequence	Even though	Contrastive
Because	Cause and effect	Because of	Cause and effect
Also	Additive	So that	Cause and effect
Although	Contrastive	First	Sequence
Nevertheless	Contrastive	And	Additive
Eventually	Sequence	Furthermore	Additive
But	Contrastive	As a result of	Cause and effect

<b>Even though</b>	Contrastive	<b>Also</b>	Additive
<b>In fact</b>	Additive	<b>And</b>	Additive
<b>Because</b>	Cause and effect	<b>As a result</b>	Cause and effect
<b>Indeed</b>	Additive	<b>In spite of the fact that</b>	Contrastive
<b>Actually</b>	Additive	<b>Moreover</b>	Additive

- 2.
- The person felt depressed and homesick. (Or) He had problems with culture shock.
  - He was very excited, because everything was new, everything was interesting, he enjoyed his independence from his parents and experiencing new situations and making new friends.
  - He started to miss food, friends, and the warm tropical climate.
  - He told him two important things: first, he learned that any person in a new culture has a similar kind of experience and that culture shock can't be avoided; and that culture shock is not only universal, but also temporary.
  - He no longer wants to return home before he finishes his studies. (Or) He doesn't feel as depressed as he did.

Vamos fazer a última atividade desta aula?

## Atividade 03

Nela, continuaremos reconhecendo diversos conectivos em um texto.

Read the text below and answer the questions according to it.

### Global Design and Cultural Differences

These days, as American software companies try to make products they can sell around the world, sensitivity to language and, **especially**, cultural differences becomes essential. **However**, specialists don't feel like any company has really tackled the problem well.

On the other hand, smaller companies such as Lotus have done very good jobs. One example is its Arabic version of 1-2-3 for Windows. Not only did it change the language, but it reversed the whole interface, going right to left instead of left to right. Claris, another software company, shipped its business graphic application, Impact, to Japan not only with a language change, but with features specific to the Japanese market, and content geared to the Japanese taste.

Fonte: Adaptado de Cruz, Silva e Rosas (2006, p. 111).

### Glossary:

**To tackle:** to make an attempt to deal with a problem.

**Sample:** a small amount of a product that is given to people to try.

**Feature:** an important part or aspect of something.

Fonte: Disponível em: <<http://www.macmillandictionary.com>>. Acesso em: 23 set. 2011. [Adaptado]

1. Underline some connectives that can be found in the text. Do it as shown in the first paragraph.
2. Classify the connectors that you found in the text above, according to their characteristics in the sentences. Two examples are given.

CONNECTORS	CHARACTERISTICS
<i>Especially</i> <i>However</i>	<i>Emphasis</i> <i>Contrast</i>

3. Answer the following questions according to the text:

- a. According to the text, as American software companies try to make products they can sell around the world, there are some aspects that are essential to them. What are they?
- b. What has Lotus done?
- c. What did Claris do?

Para checar suas respostas, [clique aqui](#).

## Respostas Possíveis

1 e 2:

On the other hand – introduction and reference

such as - example

not only [...] but - addition

instead of – substitution/preference

not only [...] but - addition

3.
  - a. Sensitivity to language and, especially, cultural differences.
  - b. Not only did it change the language, but it reversed the whole interface, going right to left instead of left to right.
  - c. It shipped its business graphic application, Impact, to Japan not only with a language change, but with

features specific to the Japanese market, and content geared to the Japanese taste.

## To Conclude...

O domínio dos conectivos capacitará o aluno tanto como leitor quanto como produtor de textos. Vejamos como funcionam essas habilidades.

Por um lado, a capacidade do aluno em identificar e compreender os diferentes conectivos de uma língua é vital para o seu conhecimento sobre a estrutura lógica de um texto oral ou escrito, sobre a ordem dos acontecimentos e sobre a postura do falante ou do escritor ao descrever algo.

Por outro, ao aprender a usar os conectivos corretamente, o aprendiz passa a ser capaz de mostrar como as suas ideias se relacionam entre si e em relação ao todo da narrativa, seja em uma produção oral ou escrita.

Para completar o seu estudo, disponibilizamos uma tabela mais completa, na qual estão incluídas outras funções dos conectivos em inglês, além das que vimos no início desta aula. Para visualizá-la, [clique aqui](#).

MEANING	CONNECTORS	
Introduction and reference	as referred to (at) first by the way changing the subject concerning considering first of all in reference to	in the first place initially on the other hand regarding speaking of to begin with to start with with regard to
Agreement	according to as per in accordance with	in agreement in conformity



<b>Comparison</b>	comparing likewise in comparison (with)	in the same way similarly
<b>Contrast</b>	after (all) in contrast alternatively in (the) face of although in (the) light of as opposed to in spite of (that) at the same time meanwhile on the other hand nevertheless by contrast nonetheless by the same token notwithstanding considering that	but conversely still despite then again even so though even though unlike for all that whereas for (my, his, ...) part while given that yet however
<b>Emphasis</b>	above all a key feature a major concern definitely especially (not) especially significant more important(ly) positively primarily principally specifically	even more in any event indeed in particular least of all let alone mainly most important(ly) most of all naturally particularly
<b>Addition</b>	again also and (then) as well as at the same time besides	last but not least likewise moreover neither ... nor next not only ... but also

	both ... and either ... or equally important further furthermore in addition (to) indeed jointly	not to mention not to speak of on top of that or plus similarly together with what's more
<b>Explanation of cause</b>	as as a result of because (of) due to for in order that	in view of now that on account of since that is because
<b>Result</b>	accordingly as a consequence as a result consequently for this reason for which reason hence in short	such ... that that is why then thereby therefore thus so much (so) that so that
<b>Purpose</b>	in an effort to in order that in order to in return for so as to	to the purpose of to this end with this in mind with this purpose so that
<b>Time relationship</b>	after a while afterward(s) as time goes by at last at present at this point currently from now on immediately in the meantime lately	nowadays presently shortly (after) simultaneously since so far soon temporarily then thereafter throughout

	later meanwhile now yet at the same time	thereupon until up until now while
<b>Sequence</b>	first firstly first of all in the first place after that last finally	second secondly third following next then later
<b>Condition</b>	as long as even if if if not in case of in case (that) in the event of whether or not anyway at any rate	in the event (that) on condition that only if or (else) otherwise provided (that) providing (that) in any case whatever the case may be
<b>Exception/Exclusion</b>	apart from (that) aside from except for	not ... yet other than that unless
<b>Example</b>	for example for instance in another case including in particular in this case in this manner	namely such as take the case of that is the following example to illustrate
<b>Substitution/Preference</b>	in place of instead of	rather (than) in exchange for
<b>Conclusion</b>	for this reason	Therefore

so

<b>Generalizing</b>	all in all as a rule basically by and large essentially for the most part generally	generally speaking in general on the whole overall
<b>Concession</b>	after all although it is true that at the same time granted that I admit	although this may be true it may appear that naturally of course
<b>Evidence</b>	as you (anyone) can see certainly evidently indeed it's no wonder naturally	obviously of course without question without a doubt needless to say
<b>Summary</b>	after all all in all all things considered as we have seen at last finally in brief in conclusion to sum up	in short in summary last(ly) on the whole overall therefore to conclude to summarize

**Quadro 1** – Connectors. Fonte: SCHÜTZ, Ricardo. Words of connection (Conectivos). English Made in Brazil, 6 jan. 2010. Disponível em: <<http://www.sk.com.br/sk-conn.html>>. Acesso em: 24 set. 2011.

# Leitura Complementar

<<http://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode25/index.shtml>>

<<http://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode64/index.shtml>>.

Os dois sites apresentam pequenos episódios com áudio sobre determinadas situações. Após ouvir os episódios, você pode clicar na seção *Language Point* para acessar as explicações sobre conectivos e clicar em *Quiz* para praticar o que aprendeu. Não deixe de conferir!

SCHÜTZ, Ricardo. Words of connection (Conectivos). **English Made in Brazil**, 6 jan. 2010. Disponível em: <<http://www.sk.com.br/sk-conn.html>>.

O artigo apresenta listas dos conectivos mais frequentes em inglês e seus equivalentes em português. Há, também, a possibilidade de clicar sobre os conectivos para conhecer exemplos de cada um deles.

<<http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-27495.php>>

O site apresenta um exercício para identificar os linking words mais adequados ao contexto das frases.

## Resumo

Nesta aula, esperamos que você tenha identificado alguns conectivos utilizados na língua inglesa, bem como aprendido a função dos que foram utilizados nos textos apresentados. O domínio desse conteúdo, no entanto, somente se dará com a prática constante de leitura e de escrita. O importante é que, a cada dia, você possa dar continuidade a esse processo de aprendizagem da língua, procurando compreender a importância de alguns elementos para a construção do sentido do texto (oral ou escrito).

## Autoavaliação

1. Faça uma pesquisa em sites da internet e escolha dois artigos, em inglês, sobre a evolução da Tecnologia da Informação (*Information Technology*). A partir do conteúdo estudado nesta aula, identifique os conectivos presentes no texto e estabeleça a função de cada um.

## Referências

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