

Inglês Técnico

Aula 09 - Coesão e coerência: decifrando os conectivos



Apresentação

Nesta penúltima aula, você estudará a coesão e a coerência, mais especificamente, o uso de conectivos na língua inglesa. Os conectivos são elementos que contribuem para a coesão textual.

Como nas demais aulas, apresento o assunto e sugiro algumas atividades práticas, para que você se aproprie desse conteúdo tão necessário à construção e à compreensão de textos.

Em seguida, você terá algumas atividades relacionadas ao vocabulário e, para finalizar, a seção gramatical, com o estudo dos verbos modais.



Objetivos

- Compreender o conceito de coesão e coerência.
- Reconhecer os conectivos e suas funções.
- Conhecer novas palavras da língua inglesa.

To start with...

Para começar, o que seria um texto?

Segundo Koch (2006), o texto é um todo significativo, e não um aglomerado de palavras. Para que um texto seja bem escrito e, conseqüentemente, bem compreendido, dois elementos são necessários: a **coerência** e a **coesão**. Veja agora algumas definições para cada um desses termos.

What are coherence and cohesion?



Coerência

A coerência dá sentido ao texto. Dijk (1977, p. 93) afirma que a coerência possui propriedades semânticas, pois é formada por meio da interpretação que o leitor faz de cada frase em relação às demais encontradas em um texto.

Vejamos o diálogo a seguir:

A: Which platform does the London train go from?

B: London? My daughter lives in London. She married a banker there last year.

Fonte: Discover english. New ed. Oxford: Heinemann, 1995. p. 35.

O exemplo acima ilustra muito bem um caso típico de texto coeso, mas não coerente. Veja que o diálogo está gramaticalmente correto e que as duas falas se ligam, de certa forma, pela repetição da palavra *London* – **coesão**. No entanto, não há conexão expressa entre a função da pergunta (saber qual é a plataforma de partida do trem para Londres) e a função da resposta (informar sobre a filha que mora em Londres) – **coerência**.

Assim, pode-se afirmar que um texto só é, ao mesmo tempo, coeso e coerente, se seus elementos estiverem bem ligados entre si e se esses fazem sentido como um todo.

[Clique aqui](#) para ver outras definições de coerência.

coherence (noun): “reasonable connection or relation between ideas, arguments, statements, etc.” (LONGMAN, 1995, p. 250).

“A text is coherent when the ideas, sentences and details fit together in a way that helps readers follow the writer’s train of thought” (HAMP-LYONS; HEASLEY, 2006, p. 127).



Mas o que é coesão?

Coesão

Segundo Connor (1996, p. 83, tradução nossa), a coesão “é o uso explícito de elementos linguísticos para indicar relações entre frases e partes de textos”. Isto é, são palavras ou expressões que ajudam o leitor a associar enunciados anteriores com os subsequentes.

Dessa forma, esses elementos coesivos podem retomar termos já expressos anteriormente ou antecipar a sua expressão, proporcionando uma leitura eficaz do texto. Esse procedimento evita repetições e produz referências bem definidas para a sua compreensão.

[Clique aqui](#) para ver outra definição de coesão.

cohesion n. “a close relationship, based on grammar or meaning, between two parts of a sentence or a larger piece of writing” (LONGMAN, 1995, p. 250).

Como afirma Koch (2010, p. 13, grifo nosso), Michael Halliday e Rugaiya Hasan (1976),

consideram a coesão como parte do sistema de uma língua: embora se trate de uma relação semântica, ela é realizada – como ocorre com todos os componentes do sistema semântico – através do sistema léxico-gramatical. Há, portanto, formas de coesão realizadas através da *gramática* e outras, através do *léxico*.

Segundo esses autores, é importante enfatizar que essa divisão em coesão gramatical e coesão lexical não é exata, mas sim gradual, e que as conjunções estão no limite entre os dois: possui características gramaticais com componentes lexicais.

No decorrer desta aula, trabalharemos melhor o conceito de conjunção, também chamada de conectivo.

Conectivos

Para começar, é importante que você conheça a origem da palavra conectivo. Veja duas definições, extraídas de diferentes dicionários:

Conectivo: “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” (HOUAISS; VILLAR, 2009, p. 517).

Connective: “a word that joins phrases, parts of sentences etc.” (LONGMAN DICTIONARY, 1995, p. 284).

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 pôde ver nas definições acima, os conectivos podem unir partes de uma oração, frases em um parágrafo, ou parágrafos em um texto.

Segundo Koch (2010, p. 17),

a conjunção (ou conexão) permite estabelecer relações significativas específicas entre elementos ou orações do texto. Tais relações são assinaladas explicitamente por marcadores formais que correlacionam o que está para ser dito àquilo que já foi dito. Trata-se dos diversos tipos de conectores e partículas de ligação como *e*, *mas*, *depois*, *assim* etc.

No quadro a seguir abaixo, seguem alguns exemplos de conjunções e as respectivas ideias que elas expressam:

Quadro 1 – Conjunções

CONJUNÇÕES	EXPRESSAM...
And, as well as, also, besides, not only ... but also, in addition	Adição
But, although, though, even though, despite of, nevertheless	Contraste
Because, so that, as, in order to	Explicação
So, therefore, that's why, thus, consequently, hence	Conclusão
Or, either ... or, neither ... nor	Alternativa
If, whether, only, unless, even if, in case (that)	Condição
When, after, before, while, as soon as, by the time, since, until	Tempo
Because, since, as, as long as, due to the fact that	Causa e efeito

Fonte: Ferreira (2010).

Para mais exemplos de conectivos, [clique aqui](#).

MEANING

CONNECTORS

ADDITIVE

Peter misses his family, **and** they miss him. He **also** misses his friends. **In addition**, he is having a culture shock. **Besides**, he's homesick. **Furthermore**, he's not doing well in school. **In fact**, he failed two midterms. **Actually**, he's quite depressed. **Indeed**, he's thinking about going home.

CONTRASTIVE

Everyone experiences culture shock, **but** it eventually passes. Some people have severe culture shock, **while** others just feel a mild depression. **Although**, he feels homesick, Peter will stay until he finishes his studies. He isn't getting good grades, **even though** he studies hard. **In spite of** experiencing culture shock, Peter has decided not to go home.

CAUSE AND EFFECT

He was depressed, **so** he went to see his advisor. Peter was worried about his grades. **Accordingly**, he went to see his advisor. His advisor told him that culture shock is universal. He **consequently** felt much better about his depression. **As a result**, he decided not to go home early. He **therefore** canceled his plane reservation.

SEQUENCE

First, one must recognize culture shock. **Then** one must deal with it. **Eventually** everyone gets over it. **Soon** they start feel more comfortable in the new culture. Peter felt much better **after** he talked with his advisor. When he found out about culture shock, he was glad he hadn't decided to leave **before** talking with his advisor.

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



GOLDEN TIP: Clique neste [site](#) e tenha acesso a uma lista de conectivos.

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



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.

1. but

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:

- a. Who's the main character?
- b. How does he feel about Millie?
- c. Where did he go on the weekend?
- d. What happened at night?
- e. 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.

a. 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?
- What did his adviser tell him?
- 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
Even though	Contrastive	Also	Additive
In fact	Additive	And	Additive
Because	Cause and effect	As a result	Cause and effect
Indeed	Additive	In spite of the fact that	Contrastive
Actually	Additive	Moreover	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.

- e. 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.



Atividade 4

1. Leia o texto abaixo e responda às questões **A** e **B**:

Technology

Starbucks cafe's wi-fi made computers mine crypto-currency

By Leo Kelion
Technology desk editor

13 December 2017



Those involved are attracted by the promise of being rewarded with newly minted "coins" **(1) if** their computer is first to solve a challenge.

But **(2) because** lots of processing power is required to have a good chance of success, some people have tried to infect other people's computers with mining code to boost their chances.

Victims' computers are normally targeted via infected websites, **(3) but** it is relatively unusual for a wi-fi hotspot to be involved.

"As soon as we were alerted of the situation in this specific store last week, we took swift action to ensure our third-party support provider resolved the issue and made the changes needed **(4) in order to** ensure our customers could use wi-fi in our store safely," a spokeswoman for Starbucks told the BBC.

Fonte: BBC. Disponível em: <<https://www.bbc.com/news/technology-42338754>>.
Acesso em: 23 nov. 2018.

A. Qual o significado dos conectivos em negrito?

1. if -

2. because - _____

3. but - _____

4. in order to - _____

B. Que ideia eles expressam?

1. if - _____

2. because - _____

3. but - _____

4. in order to - _____

2. Leia outro trecho e responda às questões **C** e **D**:

Starbucks cafe's wi-fi made computers mine crypto-currency

"Always be wary when connecting to untrusted networks, public wi-fi hotspots are untrusted to you **(1) even if** they are provided by a trusted brand", Don Smith, from Secureworks, told the BBC.

"(2) **Besides**, connecting to these networks gives the provider an ability to intercept your communications.

"(3) **However**, we should not scaremonger unnecessarily, these can be useful services and the abuse of these services is definitely the exception not the rule.

"(4) **Also**, as applications and websites increasingly move to encryption by default – this clearly improves overall security".

Fonte: BBC. Disponível em:
<<http://www.bbc.com/news/technology-42338754>>.
Acesso em: 23 nov. 2018.

C. Qual o significado dos conectivos em negrito?

1. even if
2. besides
3. however
4. also

() também

—

() além de/disso

—

() mesmo se

—

() entretanto
—

D. Que ideia eles expressam?

1. even if
2. besides
3. however
4. also

() adição
—

() contraste
—

() condição
—

() e
—

[Clique aqui](#) para verificar as respostas.

Respostas

- | | | |
|-----------|-------------|-------------|
| 1. | A. | 1. se |
| | | 2. porque |
| | | 3. mas |
| | | 4. a fim de |
| B. | 1. condição | |

2. explicação

3. contraste, adversidade

4. finalidade, propósito

2. C. 4 – 2 – 1 – 3

D. (1) condição; (2) e (4) adição; (3) contraste

To conclude...

Nesta aula, você viu que a coesão é composta de termos e expressões que unem os diversos elementos do texto e buscam estabelecer relações de sentido entre eles; enquanto a coerência resulta da não contradição entre as partes do texto.

Os conectivos são elementos coesivos e o conhecimento deles capacitará você tanto como leitor quanto como produtor de textos. Veja como funcionam essas habilidades:

Por um lado, sua capacidade de 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, a ordem dos acontecimentos e a postura do falante ou do escritor ao descrever algo. Por outro, ao aprender a usar os conectivos corretamente, você passa a ser capaz de mostrar como as suas ideias se relacionam entre si e no que se refere ao todo da narrativa, seja em uma produção oral ou escrita.

Para completar o seu estudo, no link abaixo, você vai encontrar um quadro mais completo, no qual estão incluídas outras funções dos conectivos em inglês, além das que foram vistas 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
Comparison	comparing likewise in comparison (with)	in the same way similarly
Contrast	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

MEANING	CONNECTORS	
Emphasis	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
Addition	again also and (then) as well as at the same time besides both ... and either ... or equally important further furthermore in addition (to) indeed jointly	last but not least likewise moreover neither ... nor next not only ... but also not to mention not to speak of on top of that or plus similarly together with what's more
Explanation of cause	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

MEANING	CONNECTORS	
Result	<p> accordingly as a consequence as a result consequently for this reason for which reason hence in short </p>	<p> such ... that that is why then thereby therefore thus so much (so) that so that </p>
Purpose	<p> in an effort to in order that in order to in return for so as to </p>	<p> to the purpose of to this end with this in mind with this purpose so that </p>
Time relationship	<p> 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 later meanwhile now yet at the same time </p>	<p> nowadays presently shortly (after) simultaneously since so far soon temporarily then thereafter throughout thereupon until up until now while </p>

MEANING	CONNECTORS	
Sequence	first firstly first of all in the first place after that last finally	second secondly third following next then later
Condition	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
Exception/Exclusion	apart from (that) aside from except for	not ... yet other than that unless
Example	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
Substitution/Preference	in place of instead of	rather (than) in exchange for
Conclusion	for this reason so	Therefore

MEANING	CONNECTORS	
Generalizing	all in all as a rule basically by and large essentially for the most part generally	generally speaking in general on the whole overall
Concession	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
Evidence	as you (anyone) can see certainly evidently indeed it's no wonder naturally	obviously of course without question without a doubt needless to say
Summary	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.



Resumo

Nesta aula, você entrou em contato com os conceitos de coesão e coerência em textos escritos na língua inglesa, com ênfase nos conectivos – que são elementos responsáveis pela coesão de um texto. Foi importante refletir sobre cada um desses conceitos, ilustrados com exemplos, e fixar o conteúdo por meio de diversas atividades. O domínio desse conteúdo, no entanto, somente se dará com a prática constante da leitura. É necessário que, a cada dia, você possa dar continuidade a esse processo de aprendizagem da língua, procurando conhecer o significado dos conectivos e sua importância para a construção do sentido do texto.



Autoavaliação

A partir dos assuntos apresentados nesta aula, acesse algum site de notícia de sua preferência, em inglês, selecione um texto qualquer e procure identificar os conectivos presentes nele, estabelecendo a função de cada um.

Vocabulary Section

1. Faça a correspondência das palavras em inglês com seus significados em português:

1. instead of

2. whereas

3. indeed

4. as well as

5. thus

() enquanto que, ao passo que

—

() ao invés de

—

() de fato, na verdade

—

() assim, deste modo

—

() assim/bem como

—

2. Faça a correspondência das palavras em inglês com seus significados em português:

1. then

2. meanwhile

3. afterwards

4. rather than

5. in short

() enquanto isso

—

() então, em seguida

—

() depois, mais tarde

—

() em suma/resumo

—

() em vez de

—

[Clique aqui](#) para verificar as respostas.

Respostas

1. 2 - 1 - 3 - 5 - 4

2. 2 - 1 - 3 - 5 - 4

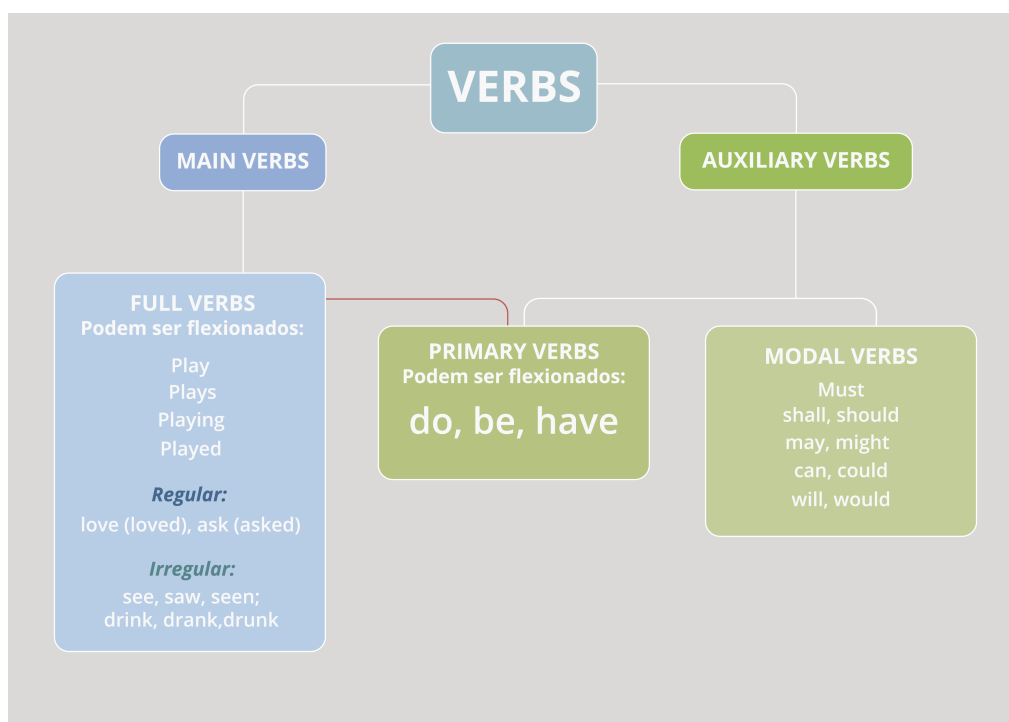
Grammar Section

Modal Verbs

Na aula passada, encerramos o estudo dos tempos verbais. Porém ainda há um verbo a ser estudado, o *modal verb*. Você sabe ou lembra o que é um *modal verb*?

Não sei se você se lembra, mas na primeira aula vimos que existem dois tipos de verbos, auxiliares e principais, e que os verbos modais são um tipo de verbo auxiliar com regras próprias. Veja o esquema abaixo para relembrar:

Figura 01 - Verbos modais



Pois bem, na seção de hoje nos deteremos a estudá-los. Com certeza você já deve ter os visto em algum texto por aí...

Os verbos modais têm uma grande carga semântica e a sua função é alterar ou complementar o sentido do verbo principal, expressando ideias de permissão, habilidade, conselho, etc.. Veja alguns exemplos:

Can (pode)

Can I open the window? – **permissão** (informal)

I **can** speak Spanish very well. – **habilidade**

I **can** not hear what she is saying. – **capacidade**

My colleague **can** arrive late for the meeting. – **possibilidade**

Could (poderia)

Could I use your toilet? – **permissão** (formal)

I **could** do a handstand when I was a child. – **habilidade no passado**

I wish I **could** be with my dad now. – **probabilidade não real**

Maybe we **could** go out on a date someday... – **possibilidade futura**

May (pode)

Look at the sky. It **may** rain today. – **possibilidade/probabilidade** (remota)

May I sit here? – **permissão/pedido** (formal)

Might (poderia)

He **might** come to the party. – **possibilidade** (mais remota)

Must (deve)

You **must** take your medicine everyday. Don't forget! – **obrigação**

He **must** know something. – **probabilidade**

He **must** be very busy these days since his relatives from Bahia are visiting him.

- **suposição**

I don't where Susan is. She **must** be in the kitchen. - **Dedução**

Should (deveria)

You **should** sleep more. You are working a lot! – **conselho**

Mathew **should** arrive any minute. - **possibilidade**

Ought to (deveria)

You **ought to** quit smoking and alcohol. – **conselho**

Shall

We **shall** have dinner after your class. – **intenção futura**

Shall I cook lunch today? - **oferta ou sugestão**

Who **shall** I ask for help? - **perguntar a alguém o que fazer**

Will

Don't forget your umbrella. It **will** probably rain. – **previsão**

I think I **will** travel next Summer. – **ação futura**

Would If I had money I **would** buy a house to my parents. – **hipótese**

How much money **would** you be willing to pay? – **probabilidade**

Saiba mais

Will e would

Dê uma olhada no significado desses verbos modais comparando os exemplos abaixo:

*I **will do** the exercise tomorrow if I have time.*

*(Eu **farei** o exercício amanhã se eu tiver tempo.)*

*I **would do** the exercise tomorrow if I had time.*

*(Eu **faria** o exercício amanhã se eu tivesse tempo.)*

Por ser um verbo auxiliar, para fazermos a negativa adicionamos o *not* depois do modal, e para fazer a interrogativa, invertemos o modal com o sujeito.

Saiba mais

Contração dos verbos modais

Can: cannot – can't

Could: could not – couldn't

May: may not – não tem forma contraída

Might: might not – mightn't

Must: must not – mustn't

Should: should not – shouldn't

Will: will not – won't

Would: would not – wouldn't

Não conjugamos os verbos modais, isto é, não precisamos adicionar o *-s*, *-es* ou *-ies* na terceira pessoa.

She ~~can's~~ ride a motorcycle. -> She **can** ride a motorcycle. Eles vêm sempre acompanhados de um verbo principal e não têm passado nem futuro.

O verbo principal, ao vir acompanhado de um modal, deve vir na sua forma infinitiva, porém sem o *-to*.

You must ~~to~~ study more. -> You must study more.

Vamos fazer algumas atividades práticas?



Atividade

1. Escolha o verbo modal que melhor se encaixa nas frases abaixo:

a. Lucas has been running for 40 minutes. He _____ be very tired.

a. () can

b. () would

c. () must

b. _____ you swim when you were a child?

a. () might

b. () could

c. () should

c. Chris is very intelligent and polite. Furthermore, he _____ speak French, Spanish and German.

a. () can

b. () could

c. () will

d. I didn't pass the exam. I _____ have studied more.

a. () should

b. () can

c. () shall

e. If I have vacation in January I _____ visit my family in the North of the country.

a. () should

b. () would

c. () will

f. Teacher, _____ I go to the bathroom?

a. () may

b. () might

c. () will

g. What _____ you do if you had \$1 million?

a. () may

b. () can

c. () would

h. It's hot here. _____ I open the window?

a. () shall

b. () might

c. () would

i. You talked to her yesterday. You _____ remember what she said.

a. () can

b. () might

c. () ought to

2. Julgue as sentenças abaixo em *correta (V)* ou *incorreta (F)* de acordo com as regras que estudamos:

a. Janet does not can run 5 kilometers. ()

—

b. Jessica musts study more for the next test. ()

—

c. Would you like to join us? ()

—

d. They did not may come because Josie is sick. ()

—

e. You should not drink and drive. ()

—

Para mais explicações e atividades sobre os verbos modais, acesse:

- <http://www.perfect-english-grammar.com/modal-verbs-of-ability-exercise-1.html>
- <https://www.englishpage.com/modals/interactivemodal1.htm>
- http://www.myenglishpages.com/site_php_files/grammar-exercise-modals.php

Atividade no Moodle

Vá até o fórum de inglês da sua sala, no tópico da aula 9 sobre verbos modais, identifique o verbo modal da última mensagem postada e sua função.

Em seguida, escreva uma frase em inglês utilizando um verbo modal para que o próximo colega o identifique e diga a sua função.



Leitura complementar

Os sites abaixo apresentam atividades para unir frases, transformando-as em sentenças concisas e coesas:

COHESION Exercise: combining and connecting sentences. Disponível em: <<http://grammar.about.com/od/sentencecombinin1/a/coherexercise.htm>>. Acesso em: 22 nov. 2018.

COHESION Exercise: building and connecting sentences. Disponível em: <<http://grammar.about.com/od/developingparagraphs/a/exsbsignals.htm>>. Acesso em: 22 nov. 2018.

Os dois sites a seguir apresentam pequenos episódios com áudio sobre determinadas situações. Após ouvi-los, 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!

LEARNING English: the flatmates. Episode 25: fast food. Disponível em: <<http://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode25/index.shtml>>. Acesso em: 22 nov. 2018.

LEARNING English: the flatmates. Episode 64: a strange letter. Disponível em: <<http://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode64/index.shtml>>. Acesso em: 22 nov. 2018.

O artigo de Schütz 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.

SCHÜTZ, Ricardo E. **Words of connection (conectivos)**. English Made in Brazil. Disponível em: <<http://www.sk.com.br/sk-conn.html>>. Acesso em: 22 nov. 2018.

Por último, este site apresenta um exercício para identificar os *linking words* mais adequados ao contexto das frases.

LEARN ENGLISH. Disponível em: <<http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-27495.php>>. Acesso em: 22 nov. 2018.



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