

O que é inglês instrumental? Como surgiu?

English for Specific Purposes (E.S.P), que em português quer dizer “Inglês para Fins Específicos”, também chamado de **inglês instrumental** ou **técnico**, é a habilidade de entender textos em língua estrangeira usando estratégias específicas de leitura.

Surgiu pela necessidade de comunicação rápida e eficaz em vários contextos mundiais, como, por exemplo, durante a guerra, quando os soldados precisavam aprender o idioma do inimigo para sobreviverem. Este vocabulário básico era visto no avião, no navio, nos campos de batalha.

Com o passar do tempo, outros contextos sociais foram surgindo, tais como a necessidade de leitura de livros, revistas, catálogos, instruções operacionais, manuais escritos em inglês que precisavam ser compreendidos pelos usuários. Sendo assim, tornou-se necessária uma abordagem específica para a aprendizagem da língua Inglesa, que atendesse às necessidades de leitura e compreensão de textos de estudantes e profissionais.

O Inglês Instrumental possui o objetivo de desenvolver a habilidade de leitura e compreensão de textos de diversas áreas do conhecimento escritos em língua inglesa, utilizando para isso estratégias específicas de leitura.

Nesse enfoque, a leitura conta com o conhecimento prévio dos leitores. O inglês instrumental consiste no “treinamento instrumental” dessa língua, em que as habilidades têm por objetivo extrair conhecimentos para áreas específicas de estudo.

Vale lembrar que o inglês instrumental ou técnico pode ou não visar à comunicação oral em inglês. Entretanto, para os fins deste curso, a principal habilidade a ser trabalhada será a leitura. O estudo de gramática será restringido a um mínimo necessário, ou seja, associado ao texto.

Como serão as aulas?

As aulas serão ministradas em português, pois no curso não serão trabalhadas as habilidades da fala, de compreensão oral e de escrita.

Não haverá tradução literal, outras estratégias serão utilizadas como por exemplo, dedução, contexto semântico, reconhecimento de afixos, cognatos e vocabulário da área.

Muitos exercícios de leitura e compreensão de textos serão utilizados, de forma que vocês possam aplicar as estratégias de leitura que serão ensinadas.

O inglês instrumental poderá abrir seus horizontes de leitura. Assim, você se manterá mais informado e próximo ao mundo globalizado.

UM CASO

Um pentateuco, passando pela bojarda, ouviu um querigminha zurupar. Parou em frente a caxexa de onde vinha o zurupo. Uzufindo o zurupo dos querigmas, logo percebeu que era eubono de primeira.

Entrou na caxexa e viu duas diosmeas: numa, o eubono zurupador; na outra, um segundo eubono mudo.

Chamou o enfiteuta e periparobou:

- _ Quanto o virote quer pelo eubono?
- _ Prefiro não vender. Não gosto de leguleios.
- _ Que leguleios? Eu ximbureio o que o virote quiser. Ximbureio qualquer preço!

O enfiteuta periparobou:

- _ E qual dos eubonos o virote quer pavunar?

Espantado pela peribaroba, o pavunador achichelou:

- _ O que zurupa, é claro! Pois se o outro nem abre o huutemi!
- _ Posso até lhe vender o eubono, mas vou naupatiando: não aceito beldosações.
- _ Por que eu silepsaria de beldosar? Periparobou o pavunador, sem desviar sua caleria do eubono zurupador.

- _ Não sei não, mas acho que vai se acatassolar.

O pentateuco não queria xiquianar de conversa. Só do querigminha. Periparobou o preço, ximbureou, saiu todo abatiguera, o eubono, zurupando pela bojarda, todos paravam para turariar.

Chegando em caxexa, chamou os efraticos. Todo mundo, chefrelando, turariava o eubono.

Mas, como diz o felibrige, o que é galupe abutila pouco. O eubono zurupava cada vez menos, abois que parou de zurupar.

Um dia, finodenando o aviso do antigo enfiteuta, resolveu procurá-lo.

- _ O virote por aqui? Não deve ter algerozado nosso trato.
- _ Não vim beldosar. Só quero uma gambadona.
- _ Qual?
- _ Quando pavunei o eubono, o virote sabia que eu ia me acatassolar. Por quê?
- _ Eu bem que naupatiei, não foi?
- _ Naupatiou! Não vim beldosar. Só quero saber.

O antigo enfiteuta do eubono periparobou:

- _ O virote preferiu o zurupador, não foi?
- _ Foi, e daí?
- _ Aí, que o outro, o que é mudo, é que é o compotilador!

Inglês Instrumental – Leitura e Compreensão de Textos

Leia o texto abaixo e responda as questões. Não utilize dicionário e não consulte ninguém.

Kagefigurer

150 g. farin
 250 g. sirup
 150 g. margarine
 1/2 tsk. nellike
 1 tsk. ingefaer
 3 tsk. kanel
 2 tsk. natron
 1 aeg
 ca. 550 g. mel



Glasure:
 1 aeggehvide
 150 g. Flormelis

Smelt farin, sirup og margarine i en gryde. Tag den af varmen. Ror Krydderier og natron i. Kol massen helt af. Ror mel og aegihold lidt mel tilbage. Aelt deje sammen. Lad den hvile i køleskab til næste dag eller længere. temperer dejen et par timer og aelt den igennem inden brug.

Rul deje ud i 1/2 cm tykkelse og stik eller skær figurer ud - husk et hul til silkebandet.

Bag ved 200° C i ca. 8 min. Lad kagerne stå et øjeblik på pladen, for de lægges til afsvalling på en bagerist.

Glasure:
 Ror aeggehvide og flormelis sammen til en stiv masse. Fyld den i en lille pose af plast. Klip et fint hul i et hjørne og dekorér kagerne med navne eller mønstre. Træk et rødt silkeband gennem hullet og hænt kagen op. Smager bedst efter et døgn.

- 1 - Qual tipo de texto é apresentado?
- 2 - Qual é a medida de farinha, margarina e ovo pedida no texto?
- 3 - O que você entende pelo termo "smelt" (13ª linha)?
- 4 - O que o ajudou a encontrar essas informações no texto?



Como você pode observar, para responder as questões da página anterior não foi necessário perder tempo com traduções, nem mesmo uso de dicionário, isto indica que você foi capaz de entender a mensagem presente no texto fazendo uso de algumas estratégias de leitura. Abaixo são enumeradas algumas dessas estratégias de leitura.

ABILITIES AND OTHER FACILITATORS

Cognates: são palavras de origem grega ou latina bem parecidas com as do português.

Ex. different – diferente, infection – infecção.

Obs.: Atenção com os falsos cognatos; é importante observar se a palavra se encaixa no contexto. Ex. **pretend** não significa pretender, mas sim, **fingir**.

Repeated words: se uma palavra aparece várias vezes no texto, isto significa que ela é importante para a compreensão do mesmo.

Typographical marks: são símbolos, letras maiúsculas, negrito, itálico, etc., que dão dicas úteis sobre o texto.

Selectivity: leitura seletiva, isto é, selecionar os trechos onde se quer encontrar uma determinada informação (parágrafos, por exemplo).

ESTRATÉGIAS DE LEITURA

Observando as estratégias que utilizou, você finalmente concluirá que:

- ✓ A compreensão do texto dispensa a tradução palavra por palavra.
- ✓ O uso excessivo do dicionário implica em perda de tempo.
- ✓ É necessário o uso constante de raciocínio para analisar, deduzir e concluir o que o texto traz.

Sempre que você for ler um texto instrumental, no caso, um texto em língua estrangeira, deve:


- Não usar o dicionário neste primeiro momento.
- Atentar para a apresentação visual do texto.
- Atentar para o título do texto (Traduza-o se for preciso, pois há sempre uma correlação entre título e assunto do texto)
- Fazer um "brainstorm" do título (todos os possíveis assuntos que podem aparecer no texto), utilizando o seu "previous knowledge" (o que você sabe sobre o assunto).
- Fazer uma previsão dos possíveis assuntos a serem tratados no texto ("prediction").
- Ler o texto do começo ao fim, partindo do geral para o específico, atentando para:
 - as palavras cognatas ("cognate word");
 - as palavras familiares (palavras que você já sabe em inglês)
- Inferir as palavras apenas pelos seus contextos, sem a ajuda de um dicionário.
- Depois de ter lido todo o texto, você deve ler cada parágrafo novamente, atentando para o tópico frasal de cada parágrafo.
- Você deve usar o dicionário apenas para entender as palavras mais importantes de cada parágrafo.

PREDICTION



➤ Correspondência

- a) Suponhamos que você acaba de receber um cartão-postal de um amigo que está viajando. O cartão pegou chuva e algumas palavras desapareceram. Tente descobrir que palavra foi apagada em cada lacuna através da previsibilidade fornecida pelo contexto.

<p>Querida _____,</p> <p>A viagem está sendo _____. Tenho _____ divertido bastante por aqui. Há muitas _____ para fazer durante a noite: vários bares, restaurantes, cinemas, teatros e _____ variedades de shows. A cidade é _____ bonita, com uma geografia encantadora. Ontem, _____ o Pão de Açúcar com meus primos. A subida do bondinho dá um _____ na barriga, mas vale a pena vencer o medo. A _____ lá do alto do morro é fantástica! Espero _____ tudo esteja bem aí com vocês. Volto _____ uma semana.</p> <p>Um grande abraço e até a _____.</p>	
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- b) Como você descobriu as palavras que faltavam? _____
- _____
- c) Apesar de o nome da cidade visitada pelo seu amigo não estar mencionada no cartão, ela pode ser facilmente reconhecida. Que meios você utilizou para a dedução? _____
- _____
- d) De que modo seu conhecimento de mundo pode ajudá-lo a fazer inferências? _____
- _____
- Utilize as estratégias de leitura para inferir o significado da palavra **disease** no texto abaixo?

Parkinson's **disease** is a progressive neurological disorder involving the death of brain cells that produce the neuro-transmitter dopamine.

UM PLANO AMBICIOSO

Ouro e pedras preciosas financiaram o nosso herói. Gargalhadas desdenhosas tentaram impedir seu plano. Bravamente, ele persistiu. Então, três irmãs fortes partiram em busca da prova. Elas avançaram ao longo de vales e montanhas. Os dias transformavam-se em semanas. Fofoqueiros invejosos espalhavam boatos terríveis a respeito dos objetivos finais do nosso herói. Então, surgiram criaturas de penas saudando-o. Parecia que ele obtivera o sucesso esperado.

1. Quem é o herói desse texto? Qual era o seu plano?
2. Quem eram as três irmãs fortes? Elas partiram para provar o quê?
3. Qual é o objetivo final do herói? Quem lhe deu as boas-vindas? Quem eram as criaturas de pena?
4. Está sendo possível construir uma boa interpretação para esse texto? Será por que ele apresenta palavras cujos significados você não sabe? Ou será que a estrutura textual está fora dos padrões normais de uma boa escrita?
5. Leia o texto proposto a seguir e procure identificar o tema fornecido.
6. Agora releia o texto com o tema apresentado na discussão. A informação fez sentido nessa nova leitura? Por quê?
7. Que conhecimento anterior precisava ser ativado para que fosse possível chegar a uma compreensão satisfatória do texto?
8. O que os autores Dooling e Lachman quiseram nos provar com esse texto?

With hocked gems financing him, our hero bravely defied all scornful laughter that tried to prevent his scheme. “Your eyes deceive”, he had said, “an egg, not a table, typifies this unexplored planet”. Now three sturdy sisters sought proof, forging along through calm vastness, yet more often over turbulent peaks and valley. Days became weeks as many doubters spread fearful rumors about the edge. At last, from nowhere welcome winged creatures appeared signifying momentous success.

Source: Dooling, D.J.; Lachman, R. Effects of comprehension of retention of prose. *Journal of Experimental Psychology*, n.88, p. 216-222, 1971.

Abaixo, temos a foto e o título de um texto em inglês. Observe-os e responda as 4 questões.



Are you Chocoholic?

- 1 - Sobre o que será o texto?
- 2 - A quem ele se dirige?
- 3 - Você acha que o chocolate pode fazer mal a saúde?
- 4 - Formule hipóteses sobre o assunto.

Após responder estas questões, leia o texto Are you Chocoholic?

Do you like chocolate? Do you like it very much? Does a piece of chocolate satisfy you or isn't it enough? Do you need a bar of chocolate when you fell depressed? Just one? Be careful - you may be addicted!

Chocolate contains small amounts of three drugs. When you get too much of any of the three, your body becomes chemically dependent - addicted - on the drug. One of the drugs is caffeine, which is also in coffee and tea. Caffeine is a stimulant, and can also interfere with the way you absorb vitamins. Another drug in chocolate is also a mild stimulant. The third drug causes your brain to produce a type of hormone that makes you feel happy. That's why you like it so much!

In Britain, the average person eats nine kilos of chocolate for year. That's too much! And too much of any drug is harmful. So, next time you unwrap the third or fourth chocolate bar of the day, watch out!

(Adapted from "Sweet Sensation", November 1997)

- 1 – Qual é a idéia central do texto?
- 2 - Alguma de suas hipóteses foi confirmada? Qual?
- 3 - Quais são as drogas do chocolate?
- 4 - Você admite ser um(a) "chocoólico(a)" ?
- 5 - Com o apoio de algumas palavras cognatas, encontre o significado no texto das seguintes locuções:
 - a) estimulante suave:
 - b) pedaço de chocolate:
 - c) barra de chocolate:



PALAVRAS FAMILIARES (ESTRANGEIRISMOS)

Familiars são palavras conhecidas pela maioria das pessoas que vivem em um país altamente influenciado pela cultura dos países de Língua Inglesa. Estas palavras estrangeiras não têm a mesma origem das palavras da Língua Portuguesa.

Software	Windows	Hot dog	Diet
Fast food	Video game	Credit card	Mouse
Delivery	Dollar	Marketing	Light
Shows	Moto/Office Boy	Site	Drive-thru
Hamburguer	Play	DVD / CD	Record

COGNATES

Muito comuns na Língua Inglesa, os **cognatos** são palavras de procedência grega ou latina, bastantes parecidas com as da Língua Portuguesa, tanto na forma, como no significado.

Os cognatos podem ser:

- **Idênticos:**

Ex.: radio piano, hospital, hotel, sofa, nuclear, social, total, particular, chance, camera, inventor.

- **Bastante parecidos:**

Ex.: gasoline, banks, inflation, intelligent, population, revolution, commercial, attention, different, products, secretary, billion, dramatic, deposits, distribution, automatic, television, public, events, models.

- **Vagamente parecidos:**

Ex.: electricity, responsible, explain, activity, impossible, lamp, company.

- Leia os segmentos abaixo e selecione todas as palavras que se pareçam com o Português e aquelas que são usadas da mesma forma tanto na Língua Inglesa como na Língua Portuguesa.

a. Computers are electronic machines that process information. They can perform complex operations in a fraction of time. But, they can't think.

b. The CPU is the part of a computer that executes the arithmetic and logic operations. It controls all the computer activities.

c. A mouse is a device that has a ball underneath. It is used to point the cursor at different parts of the screen or at special symbols called icons.

d. Data put into a computer is INPUT. The input is processed according to the program that is being used. The results of processing are called OUTPUT.

e. Film transparent de qualité supérieure. Faites de votre imprimante couleur HP Deskjet une machine à fabriquer les transparences pour rétroprojecteur. (Hewlett Packard)

- Quais adjetivos você reconhece na lista abaixo?

Positive Personality Adjectives				
adorable	determined	funny	obedient	sincere
agreeable	diligent	generous	peaceful	skillful
ambitious	discreet	gentle	perfect	smiling
amusing	dynamic	good	pleasant	splendid
brave	eager	happy	plucky	successful
bright	efficient	harmonious	productive	succinct
calm	enchanting	helpful	protective	talented
capable	encouraging	hilarious	proud	thoughtful
charming	energetic	impartial	punctual	thrifty
cheerful	entertaining	jolly	quiet	tough
coherent	enthusiastic	joyous	receptive	trustworthy
comfortable	excellent	kind	resolute	unusual
confident	exuberant	knowledgeable	responsible	upbeat
cooperative	fabulous	likeable	righteous	vigorous
courageous	fair	lively	romantic	warm
dazzling	faithful	lovely	seemly	willing
debonair	fantastic	loving	selective	wise
decisive	fine	lucky	self-assured	witty
decorous	frank	modern	sensitive	wonderful
delightful	friendly	nice	shrewd	zealous

- Faça uma lista das qualidades que descrevem a sua personalidade.
Ex: I am calm, generous, resolute and righteous.

Agora, verifique se o significado dos adjetivos corresponde realmente ao que você imaginou.

Adjetivos positivos da personalidade				
adorável	determinado	engraçado	obediente	sincero
agradável	meticuloso	generoso	pacífico	hábil
ambicioso	discreto	gentil	perfeito	sorridente
divertido	dinâmico	bom	agradável	esplêndido
valente	ansioso	feliz	valente	bem sucedido
brilhante	eficiente	harmonioso	produtivo	sucinto
calmo	encantador	útil	protetor	talentoso
capaz	incentivador	hilário	orgulhoso	pensativo
encantador	enérgico	imparcial	pontual	parcimonioso
alegre	divertido	alegre	calmo	durão
coerente	entusiasta	alegre	receptivo	fidedigno
confortável	excelente	bondoso	resoluto	incomum
confiante	exuberante	erudito	responsável	otimista
cooperativo	fabuloso	simpático	justo	vigoroso
corajoso	bonito	animado	romântico	amoroso
deslumbrante	fiel	adorável	decente	disposto
afável	fantástico	amoroso	seletivo	sábio
decisivo	legal	sortudo	seguro de si	espirituoso
correto	franco	moderno	sensível	maravilhoso
encantador	amigável	agradável	perspicaz	zeloso

- Agora faça frases, em inglês, sobre a personalidade de alguns de seus colegas.

Ex: Jefferson (He) is energetic and amusing. Sandra (She) is charming and pleasant.
Cristina and Anderson (They) are responsible and receptive.

VERB TO BE – Simple present

	Affirmative form	Negative form	Interrogative form	WH questions
S I N G U L A R	I am You are He is She is It is	I am not (I'm not) You are not (aren't) He is not (isn't) She is not (isn't) It is not (isn't)	Am I ...? Are you ...? Is he ...? Is she ...? Is it ...?	Where am I? Who are you? How is he? Who is she? When is it?
P L U R A L	We are You are They are	We are not (aren't) You are not (aren't) They are not (aren't)	Are we ...? Are you ...? Are they ...?	Where are we? Who are you? Which are they?

VERB TO BE – Present Continuous – (be + verb + ing)

	Affirmative form	Negative form
S I N G U L A R	I am studying English You are studying English He is studying English She is studying English It is studying English	I am not (I'm not) studying English You are not (aren't) studying English He is not (isn't) studying English She is not (isn't) studying English It is not (isn't) studying English
P L U R A L	We are studying English You are studying English They are studying English	We are not (aren't) studying English You are not (aren't) studying English They are not (aren't) studying English

	Interrogative form	WH questions
S I N G U L A R	Am I studying English ? Are you studying English ? Is he studying English ? Is she studying English ? Is it studying English ?	Where am I studying English? Who are you studying English? How is he studying English? Who is she studying English? When is it studying English?
P L U R A L	Are we studying English ? Are you studying English ? Are they studying English ?	Where are we studying English? Who are you studying English? Which are they studying English?

PRONOUNS

	Subject Pronouns	Possessive adjectives	Object pronouns	Possessive pronouns	Reflexive pronouns
S I N G U L A R	I You He She It	My Your His Her Its	Me You Him Her It	Mine Yours His Hers Its	Myself Yourself Himself Herself Itself
P L U R A L	We You They	Our Your Their	Us You Them	Ours Yours Theirs	Ourselves Yourselves Themselves

➤ Fill in the blanks with the correct pronoun.

I love her

by The Beatles

_____ give _____ all _____ love,
That's all _____ do.
And if _____ saw _____ love,
_____ 'd love _____, too.
_____ love _____.

_____ gives _____ everything,
And tenderly,
The kiss _____ lover brings,
_____ brings to _____,
And _____ love _____.

A love like _____
Could never die
As long as _____ .
Have _____ near _____

Bright are the stars that shine
Dark is the sky
_____ know this love of _____
Will never die,
And _____ love _____.



SKIMMING

- Leia os segmentos abaixo e utilizando os **cognatos** e **palavras familiares**, identifique o assunto abordado em cada um deles:

1) One of the most impressive sights in Paris, this construction was built in the second half of the 19th century as an ornament, presumably to show the possibilities of steel, and to allow Parisians to see their own city from above. Now a major tourist attraction for visitors from all over the world and a site for TV and radio transmissions. It is linked in the world's mind with the image of France and Paris.

- _____.

2) In computer science, a popular pointing input device, used mostly for playing computer games but used for other tasks as well. It usually has a square or rectangular plastic base to which is attached a vertical stem. Control buttons are located on the base and sometimes on top of the stem. The stem can be moved to control the movement of an object on the screen.

- _____.

3) A computer peripheral that puts text or image on paper or on another medium, such as a transparency. They can be categorized in any of several ways. The most common distinction is impact x, non impact. Impact physically strike the paper and are exemplified by dot-matrix; non impact include every other type of print mechanism including laser, ink-jet and thermal.

- _____.

4) Alcoholic drink produced originally in Scotland, Ireland and USA, by fermenting certain cereal grains and then distilling to produce a light-colored liquid containing about 40% alcohol. It is drunk with or without ice, soda or according to taste.

- _____.

5) A common pointing device. Its basic features are a casing with a flat bottom, designed to be gripped by one hand; one or more buttons on the top; a ball on the bottom; and a cable connecting it to the computer. By moving it on a surface, the user typically controls a cursor. To select items or choose commands on the screen, the user presses one of the buttons, producing a "click".

- _____.



• **Complete the chart using the information from the texts below:**

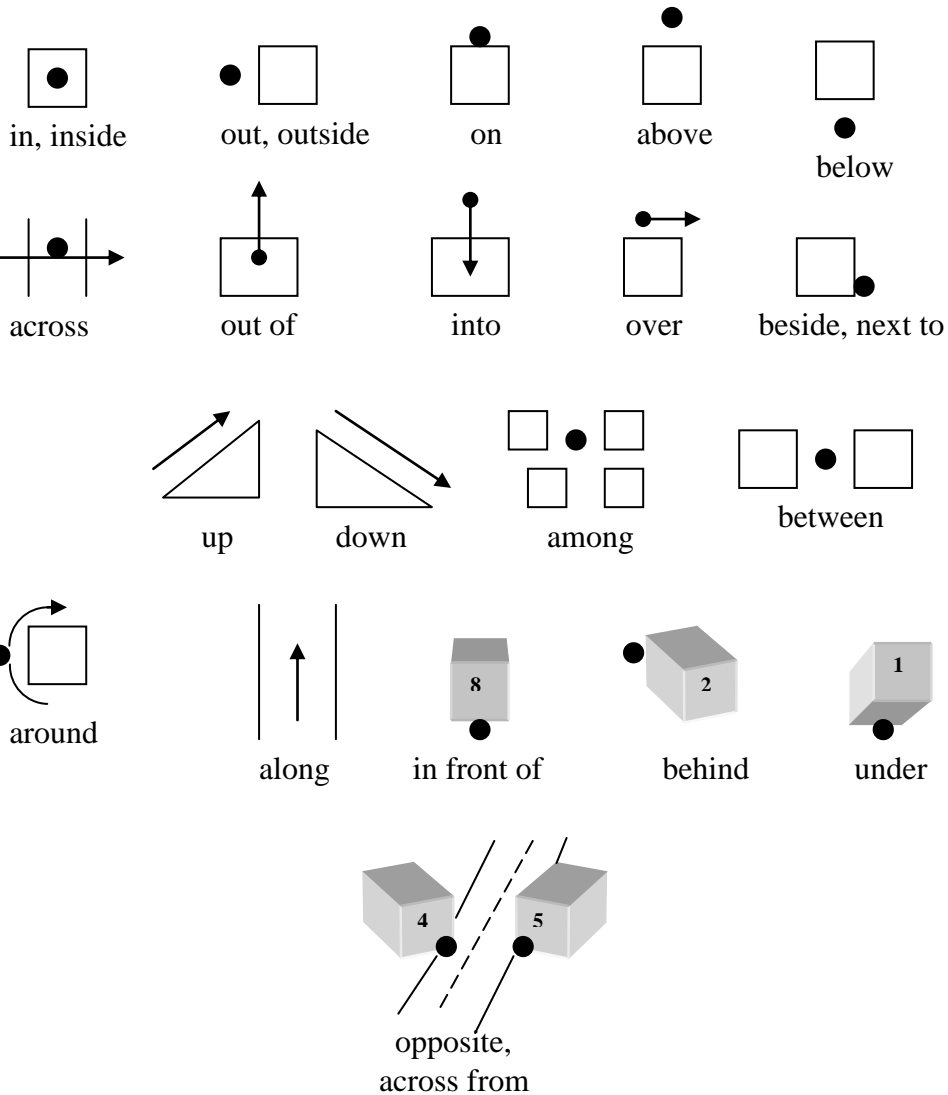
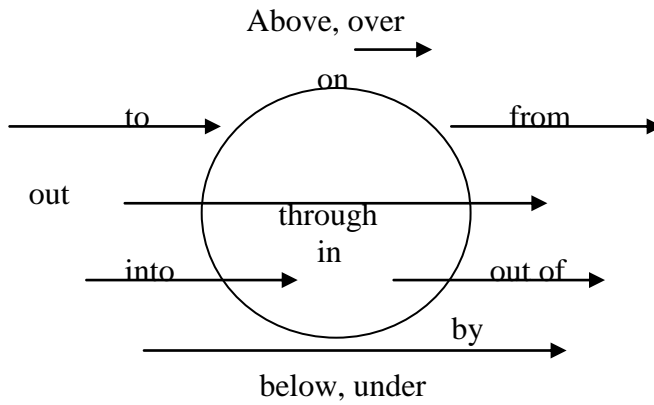
1. Czechoslovakia's minister of Finance, Vaclav Klaus, an advocate of free-market economic reforms, has emerged as his country's fastest-rising politician. At a recent congress of the Civic Forum, the coalition that toppled the Communist regime, Klaus was elected chairman, over-whelming the candidate supported by President Vaclav Havel. Last week in Prague, Klaus, 49, talked with News-Week's Andrew Nagorski about the significance of his upset victory.
2. Chilean novelist Isabel Allende, 48, a niece of the late President Salvador Allende, is one of the most celebrated authors writing in Spanish. While visiting Rome to promote the release of her latest book, "Stories of Eva Luna", she talked to Newsweek's Anne Whaley.
3. Last week Mexican poet and essayist Octavio Paz, 76, was awarded this year's Nobel Prize in Literature. A day after the announcement, Paz met with Newsweek's Sarah Crichton in New York.
4. Jean-Luc Godard, 60, is widely considered one of the world's great film directors. A founder of the French *New Wave* film movement, along with François Truffaut and Eric Rohmer, Godard has directed such modern classics as "Contempt" starring Brigitte Bardot and others. His latest film, "New Wave" features Alain Delon. Recently, Godard spoke with Newsweek's Benjamin Lury at his office in Rolle, Switzerland.

Name	Age	Nationality	Occupation
Isabel Allende			
	76		
		Czech	
			Film Director

Nosso cérebro é doido !!!

De acordo com uma pesquisa de uma universidade inglesa, não importa em qual ordem as letras de uma palavra estão, a única coisa importante é que a primeira e última letras estejam no lugar certo. O resto pode ser uma bagunça total, que você ainda pode ler sem problema. Isso é porque nós não somos capazes de ler a palavra inteira, mas a palavra como um todo. Só de boa.

PREPOSITIONS



PREPOSITIONS

at –	general location. It's not as specific as "in".	– at home, at school, at work Jane is at the bank.
in –	specific location, inside of a place.	– in the bedroom, in the office, in the car Jane is in the classroom.
for –	duration	– for a week, for a long time, for years, for hours, etc I was in Puerto Rico for ten days.
by –	transportation	– by bus, by boat, by train, by car I'm going to travel to the USA by plane.
to –	Direction (no preposition precedes <i>home</i> and <i>downtown</i>)	– to school, to the university, to the beach I'm going to Boston. I'm going home.
in –	parts of day (except night), months, seasons, years, centuries	– in the morning, in February, in the summer, in 2004, in the 19 th century, in Brazil
on –	days (of week, of month), holidays, dates, on weekends, on the weekend	– on Monday, on March 4 th , on Easter
at –	time	– at o'clock, at night, at noon, at midnight
in –	city, country, continent	– in New York, in Rio, in Ipanema, in Mexico, in Europe, in the south
on –	street, avenue	– on the third floor, on Fifth Avenue, on a farm, on 72 nd Street
at –	complete address	– at 333 Atlantic, Ave. , at the Sheraton Hotel, at UCLA, at the university

Complete the sentences with the correct preposition: for, in, with, at, on, to, from,

- a. I have breakfast 7:45.
- b. I don't work Saturday.
- c. I take the bus the morning.
- d. I don't get up early the weekend.
- e. I get home nine o'clock every night.
- f. I watch television the evening.
- g. I dance my friends.
- h. I study English Saturday.
- i. Cook the meat 15 minutes.
- j. The class starts 1:30.
- k. I have a class 1:30 3:00.
- l. I like to eat bread butter.
- m. I study English three hours on Saturday.

USEFUL TIPS FOR YOUR OFFICE

Attention all staff: to save time, please give excuses by the following numbers

1	Nobody told me to do it.	7	The computer went down.
2	It's somebody else's responsibility.	8	I didn't think it was important.
3	The boss did not tell us to start.	9	I forgot.
4	I was too busy.	10	We have always done it a different way.
5	Not our department's responsibility.	11	Don't blame me. I wasn't even there.
6	I've been waiting for a supervisor.		

Simple present tense

	Affirmative form	Negative form	Interrogative form	WH questions
S I N G U L A R	I work. You work. He works. She works. It works.	I do not work. You don't work. He does not work. She doesn't work. It doesn't work.	Do I work? Do you work? Does she work? Does he work? Does it work?	Where do I work? Who do you work for? Who does he work for? When does she work? How does it work?
P L U R A L	We work. You work. They work.	We don't work. You don't work. They don't work	Do we work? Do you work? Do they work?	Where do we work? Who do you work? When do they work?

1. **Mr. Yes and Mr. No never agree on anything. Complete their conversation with negative and affirmative answers. Substitute the nouns for pronouns in the affirmative answers.**

A: My father drinks tea.

B: Your father tea!

..... beer!

A: David and Tommy play baseball.

B: David and Tommy baseball.

..... football!

A: David's sister plays the guitar.

B: David's sister the guitar!

..... the piano!

A: On Sunday we go to church.

B: Weto church!

..... to the park!

A: The children watch Chaves.

B: The children Chaves!

..... TV Globinho!

A: Toshi speaks Chinese.

B: Toshi Chinese!

.....Japanese!

A: Albert and Walter drink
lemonade.

B: Albert and Walterlemonade!

..... wine!

Adjectives and Adverbs

1. Form adjectives and adverbs with the nouns and suffixes in column 1 and 2.

1	2		Adjectives	Adverbs
wonder			<i>wonderful</i>	
beauty				
magic	-al			
happy				
joy	-ly			<i>joyfully</i>
play				
sense	-able		<i>sensible</i>	
logic				<i>logically</i>
practice	-ful			
depend			<i>dependable</i>	
Cynic	-ible		<i>cynical</i>	
Intellect				<i>intellectually</i>

THE LOGICAL SONG

by Supertramp

When I was young it seemed that life was
 so _____, oh a miracle

Oh it was _____, _____.

And all the birds in the trees,

Well, they'd be singing so _____,

Oh, _____, oh, _____, watching me.

But then they sent me away

To teach me how to be _____, _____,

Oh, responsible, _____.

And then they showed me a world

Where I could be so _____

Oh, clinical, oh _____, _____.

There are times when all the world's asleep

The questions run too deep for such a simple man

Won't you please, please tell me what we've learnt?

I know it sounds absurd, but please tell me who I am

I say,

Now, watch what you say or they'll be calling you a _____,

A liberal, oh, fanatical, criminal.

Oh won't you sign up your name;

we'd like to be your acceptable, respectable,

Oh, presentable, a vegetable!

Oh take it, take it, take it, yeah ...

But at night, when all the world's asleep,

The questions run so deep, for such a _____ man.

Won't you please, please tell me what we've learnt?

I know it sounds absurd, but please tell me who I am.

WORD FORMATION

In English there are many word beginnings (prefixes) and word endings (suffixes) that can be added to a word to change its meaning or its word class. The most common ones are shown here, with examples of how they are used in the process of word formation. Many more are listed on the pages that follow.

VERB FORMATION

The endings -ize and -ify can be added to many nouns and adjectives to form verbs, like this:

-ize

American	Americanize
legal	legalize
modern	modernize
popular	popularize

They want to make the factory more modern. They want to modernize the factory.

-ify

beauty	beautify
liquid	liquefy
pure	purify
simple	simplify

These tablets make the water pure. They purify the water.

ADVERB FORMATION

The ending -ly can be added to most adjectives to form adverbs, like this:

-ly

easy	easily
main	mainly
quick	quickly
stupid	stupidly

His behaviour was stupid. He behaved stupidly.

NOUN FORMATION

The endings -er, -ment, and -ation can be added to many verbs to form nouns, like this:

-er

drive	driver
fasten	fastener
open	opener
teach	teacher

John drives a bus. He is a bus driver.
A can opener is a tool for opening cans.

-ment

amaze	amazement
develop	development
pay	payment
retire	retirement

Children develop very quickly. Their development is very quick.

-ation

admire	admiration
associate	association
examine	examination
organize	organization

The doctor examined me carefully. He gave me a careful examination.

The endings -ity and -ness can be added to many adjectives to form nouns, like this:

-ity -ty

cruel	cruelty
odd	oddity
pure	purity
stupid	stupidity

Don't be so cruel. I hate cruelty.

-ness

dark	darkness
deaf	deafness
happy	happiness
kind	kindness

It was very dark. The darkness made it impossible to see.

ADJECTIVE FORMATION

The endings -y, -ic, -ical, -ful and -less can be added to many nouns to form adjectives, like this:

-y

bush	bushy
dirt	dirty
hair	hairy
smell	smelly

There was an awful smell in the room. The room was very smelly.

-ic -ical

atom	atomic
biology	biological
grammar	grammatical
poetry	poetic

This book contains exercises on grammar. It contains grammatical exercises.

-ful

pain	painful
hope	hopeful
care	careful

His broken leg caused him a lot of pain. It was very painful.

-less

pain	painless
hope	hopeless

The operation didn't cause her any pain. It was painless.

The ending -able can be added to many verbs to form adjectives, like this:

-able

wash	washable
love	lovable
debate	debatable
break	breakable

You can wash this coat. It's washable.

OPPOSITES

The following prefixes can be used in front of many words to produce an opposite meaning. Note, however, that the words formed in this way are not always EXACT opposites, and may have a slightly different meaning.

-un

happy	unhappy
fortunate	unfortunate
wind	unwind
block	unblock

I'm not very happy. In fact I'm very unhappy.

in- efficient inefficient

im- possible impossible

il- literate illiterate

ir- regular irregular

It's just not possible to do that. It's impossible.

dis-

agree	disagree
approve	disapprove
honest	dishonest

I don't agree with everything you said. I disagree with the last part.

de-

centralize	decentralize
increase	decrease
ascend	descend
inflate	deflate

Increase means to make or become larger in amount or number. Decrease means to make or become smaller in amount or number.

non-

sense	nonsense
payment	nonpayment
resident	nonresident
conformist	nonconformist

The hotel serves meals to residents (= people who are staying in the hotel) only. Nonresidents are not allowed in.

THEY DISCOVERED IT

Ask and answer these questions with a partner.

- 1 Have you ever been ill? What illnesses have you had?
- 2 Do you like having injections*? Why (not)?
- 3 Have you ever taken penicillin*? Why?
- 4 Have you ever been in hospital? Why?
- 5 Have you ever had an operation*? Why?

Read the text about Edward Jenner. Answer the questions in one word.

- 1 What was his job?
- 2 Which illness was worse – cowpox* or smallpox*?
- 3 What did Jenner call his discovery?
- 4 How do you say the Latin word 'vacca' in English?

Edward Jenner (1749-1823)

In the past, many people died from smallpox. A lot of them were children. It was a very bad illness. Jenner wanted to find a way to stop people getting it. The answer was another illness – cowpox. Cowpox wasn't as bad as smallpox. And after someone had cowpox, they never caught smallpox. Jenner, a country doctor, learnt this from studying milkmaids*. In 1796 Jenner injected a young boy with liquid* from a cowpox spot. The boy got cowpox, but after six weeks he was better. Then Jenner injected the same boy with liquid from a smallpox spot. The boy did not get ill! Jenner called this way of stopping people getting ill 'vaccination'. (Vacca is 'cow' in Latin.)



True or False? What do you think?

In the past ...

- 1 lots of people died after operations.
- 2 doctors wore special clothes for operating.
- 3 doctors didn't always wash their hands.
- 4 doctors always cleaned their knives.

Read the text about Joseph Lister. Were you right?

Joseph Lister (1827-1912)

When Joseph Lister became a doctor, many people got ill and died after they had operations. Why? Nobody was sure. In those days, doctors didn't wear special clothes during operations. They didn't always wash their hands or clean their knives before operating. Lister read about Louis Pasteur's work in France on germs*. In Lister's hospital doctors started to wear special clothes for operations. They washed their hands, and used clean knives when operating. Few people died after operations at his hospital after that.

I'm sure that there are lots of germs in this room!



Did you know?

Listerine® mouthwash gets its name from Joseph Lister.

**Read the text about Alexander Fleming.
Cross out four more sentences that aren't correct.**

Sir Alexander Fleming (1881–1955)

Go on, Penicillin, kill those germs!



One day in 1928 Alexander Fleming, a Scot, was working in his laboratory* at Saint* Mary's Medical School in London. He worked as a cleaner there. He saw some green mould* on one of his laboratory dishes* and studied it carefully. He used his computer to do this. When germs came near the mould, it killed them. Fleming called his discovery 'penicillin'. He told everyone about it on TV the next day. But penicillin was expensive to make in those days.

In 1941 two men in Oxford – Henry Florey and Ernst Chain – found a cheaper way to make penicillin. They used mobile phones to talk to each other as they worked in different laboratories. In 1945 Fleming, Florey and Chain got a Nobel Prize* for their work. They made the computer game 'Penicillin' the next year.

Read the texts again and mark these sentences J (Jenner), L (Lister) or F (Fleming).

- 1 He got a Nobel Prize for his work.
- 2 He came from Scotland.
- 3 He worked in the country.
- 4 He worked at Saint Mary's Medical School.
- 5 He read about Louis Pasteur's work.
- 6 A mouthwash gets its name from him.
- 7 He was born in the eighteenth century.
- 8 He died in 1912.

***What is it in your language? Find out!**

Verb to be – Simple past

	Affirmative form	Negative form	Interrogative form	WH questions
S I N G U L A R	I was You were He was She was It was	I was not (wasn't) You were not (weren't) He was not (wasn't) She was not (wasn't) It was not (wasn't)	Was I ...? Were you ...? Was he ...? Was she ...? Was it ...?	Where was I? Where were you? How was he? Who was she? When was it?
P L U R A L	We were You were They were	We were not (weren't) You were not (weren't) They were not (weren't)	Were we ...? Were you ...? Were they ...?	Where were we? Where were you? Which were they?

Simple past tense of regular verbs (verb + ed)

	Affirmative form	Negative form	Interrogative form	WH questions
S I N G U L A R	I worked. You worked. He worked. She worked. It worked.	I did not work. You didn't work. He didn't work. She didn't work. It didn't work.	Did I work? Did you work? Did she work? Did he work? Did it work?	Where did I work? Who did you work for? Who did he work for? When did she work? How did it work?
P L U R A L	We worked. You worked. They worked.	We didn't work. You didn't work. They didn't work.	Did we work? Did you work? Did they work?	Where did we work? Who did you work for? When did they work?

PASSIVE VOICE

A sentence can be either in the active or passive voice. In an “active” sentence, the subject performs the action. In a “passive” sentence, the subject receives the action. To make an active sentence into a passive sentence, follow these steps.

1. Place the complement of the active sentence at the beginning of the passive sentence.
2. If there are any auxiliaries in the active sentence, place them immediately after the new subject agreeing in number with the subject.
3. Insert the verb *be* after the auxiliary or auxiliaries in the same form as the main verb in the active sentences.
4. Place the main verb from the active sentence after the auxiliaries and *be* in the past participle
5. Place the subject of the active sentence after the verb in the passive sentence preceded by the preposition *by*. (This can be eliminated completely if it is not important or is understood.)

Study the following possible word orders for passive voice.

Simple Present or Simple Past

am
is
are + [verb in past participle]
was
were

Active: Hurricanes destroy a great deal of property each year.
subject present complement

Passive: A great deal of property is destroyed by Hurricanes each year.
singular subject be past participle

Active: The tornado destroyed thirty houses.
subject past complement

Passive: Thirty houses were destroyed by the tornado.
plural subject be past participle

Present Continuous or Past Continuous

am
is
are + being + [verb in past participle]
was
were

Active: The committee is considering several new proposals.
subject present progressive complement

Passive: Several new proposals are being considered by the committee.
plural subject auxiliary be past participle

Active: The committee was considering several new proposals.

subject past progressive complement

Passive: Several new proposals were being considered by the committee.

plural subject auxiliary be past participle

Present Perfect or Past Perfect

<p>has have + been + [verb in past participle] had</p>
--

Active: The company has ordered some new equipment.

subject present perfect complement

Passive: Some new equipment has been ordered by the company.

singular subject auxiliary be past participle

Active: The company had ordered some new equipment before the strike began.

subject past perfect complement

Passive: Some new equipment had been ordered by the company before the strike began.

subject auxiliary be past participle

Modals

<p>modal + be + [verb in past participle]</p>

Active: The manager should sign these contracts today.

subject modal+ verb complement

Passive: These contracts should be signed by the manager today.

subject modal be past participle

Modals + Perfect

<p>modal + have + been + [verb in past participle]</p>
--

Active: Somebody should have called the president this morning.

subject modal+ perfect complement

Passive: The president should have been called this morning.

subject modal have be past participle

PAST TENSE OF IRREGULAR VERBS

SIMPLE PRESENT TENSE	SIMPLE PAST TENSE	PAST PARTICIPLE	PRESENT PARTICIPLE	TRANSLATION
beat	beat	beaten	beating	bater
begin	began	begun	beginning	começar/iniciar
bite	bit	bitten	biting	morder
blow	blew	blown	blowing	soprar
break	broke	broken	breaking	quebrar
bring	brought	brought	bringing	trazer
build	built	built	building	construir
buy	bought	bought	buying	comprar
catch	caught	caught	catching	alcançar/ pegar
choose	chose	chosen	choosing	escolher
do	did	done	doing	fazer
drive	drove	driven	driving	dirigir
eat	ate	eaten	eating	comer
fall	fell	fallen	falling	cair
feel	felt	felt	feeling	sentir
find	found	found	finding	achar/ encontrar
fly	flew	flown	flying	voar
forget	forgot	forgotten	forgetting	esquecer
get	got	gotten	getting	conseguir
give	gave	given	giving	dar
go	went	went	going	ir
hear	heard	heard	hearing	ouvir
hide	hid	hidden	hiding	esconder
keep	kept	kept	keeping	manter/ conservar
know	knew	known	knowing	saber/ conhecer
lead	led	led	leading	levar/ liderar
leave	left	left	leaving	deixar / partir
lose	lost	lost	losing	perder
make	made	made	making	fazer
meet	met	met	meeting	encontrar/ conhecer
pay	paid	paid	paying	pagar
ride	rode	ridden	riding	cavalgar
say	said	said	saying	dizer
see	saw	seen	seeing	ver
sell	sold	sold	selling	vender
send	sent	sent	sending	enviar
sit	sat	sat	sitting	sentar-se
speak	spoke	spoken	speaking	falar
spend	spent	spent	spending	gastar
stand	stood	stood	standing	ficar de pé
steal	stole	stolen	stealing	roubar
take	took	taken	taking	levar
teach	taught	taught	teaching	ensinar
tear	tore	torn	tearing	rasgar
tell	told	told	telling	contar/ narrar
think	thought	thought	thinking	pensar
throw	threw	thrown	throwing	arremessar
understand	understood	understood	understanding	entender
wear	wore	worn	wearing	usar
win	won	won	winning	vencer
write	wrote	written	writing	escrever
drink	drank	drunk	drinking	beber
sing	sang	sung	singing	cantar
sink	sank	sunk	sinking	afundar
swim	swam	swum	swimming	nadar
run	ran	run	running	correr
bet	bet	bet	betting	apostar
bid	bid	bid	bidding	dizer
cost	cost	cost	costing	custar
cut	cut	cut	cutting	cortar
fit	fit	fit	fitting	servir
hit	hit	hit	hitting	bater
put	put	put	putting	colocar
quit	quit	quit	quitting	abandonar/ desistir
read	read	read*	reading	ler
shut	shut	shut	shutting	fechar
spread	spread	spread	spreading	espalhar