

Lesson 08 - Past, present and future abilities

Objetivos

- Reconhecer os usos dos verbos modais *can* e *could*, utilizando-os de acordo com o contexto.
- Conhecer a estrutura do *To be able to*, empregando-os para expressar habilidade ou possibilidade.
- Conhecer o vocabulário relativo ao *Work environment*, reconhecendo sua escrita e sua pronúncia.
- Identificar os usos dos adjetivos terminados em *-ed* e *-ing*, empregando-os de acordo com o contexto.
- Conhecer a pronúncia dos adjetivos terminados em *-ed*, identificando a maneira adequada de produzi-los.

Here we go!

1. Abilities and adjectives

In this lesson you are going to review the structure of the affirmative, negative and interrogative sentences with the modal verbs *Can* and *Could*, and also review in which situations to use each one of them. After that, you are going to study the structure and use of *To be able to*, used to express ability in the present, past and future. In order to improve your vocabulary, in this lesson you are going to study the words and expressions related to the work environment. Besides that, you are going to study adjectives ending in *-ed* and *-ing*. In the Out loud section you are going to study the

pronunciation of the *-ed* ending of the adjectives, which can have three distinct sounds (t, d and id).

Warming up

2. Could I have a pay raise?

Sarah goes into Mr. Tennant's office to ask him for a pay raise. He is not very receptive to her request, and they end up having an argument. Mr. Tennant ends the argument threatening to fire Sarah, because he can no longer stand her attitudes. Read and listen to their conversation:



Integrated media

Acesse o conteúdo *Pay rise?* e acompanhe a conversa de Sarah com Mr. Tennant.



Glossary

Pay raise: an increase in the salary

Overdue: not done or happening when expected

Mug: a large cup with no saucer, used for hot drinks

Lack: synonym for absence

Sarah: Mr. Tennant...

Mr. Tennant: What now, Sarah? Can't you see I'm busy?

Sarah: I was wondering if you could give me a pay raise. Life is getting more and more expensive, my bills are all overdue...

Mr. Tennant: Are you crazy? And why do you think you deserve a pay raise?

Sarah: Why? Working here is hard! This place is always crowded. It's stressful and tiring. Besides, the working conditions are awful...

Mr. Tennant: Hard? I've always been flexible with you, Sarah! You miss work and you take long lunch breaks!

Sarah: I just want a decent salary!

Mr. Tennant: Well, you won't have it unless you deserve it.

Sarah: Damn!

Mr. Tennant: I can't believe it! You broke my favorite mug!

Sarah: I'm sorry, Mr. Tennant!

Mr. Tennant: That's enough! I'm sick and tired of your lack of commitment! Go back to work right now or you'll be fired!!!

In the conversation, Sarah and Mr. Tennant use some modal verbs to express requests and probabilities. In the next topic you are going to review how to make sentences using the structure of the modal verbs *Can* and *Could*.



Audio

3. Getting the hang of it

3.1 Can and Could - structure

Conforme estudado na *Lesson 02* do Módulo 02, os *Modal verbs* são um grupo de verbos especiais em inglês, que possuem características bem distintas. Esses verbos não recebem “s” na terceira pessoa do singular e, acrescidos da partícula *not*, formam sua negativa. Observe a tabela a seguir e veja como são formadas frases afirmativas e negativas com os verbos modais *Can* e *Could*:

Modal verb	Affirmative sentence	Negative sentence
Can	I can type very fast.	I can't believe it.
	My brother can swim.	My brother can't speak French.
Could	I was wondering if you could give me a pay raise.	We couldn't roller skate.
	My best friend could climb a tree.	My best friend couldn't use the computer.

Perceba que os verbos principais, que vêm logo após o verbo modal, estão na forma infinitiva, sem a partícula *to*.

Os *modal verbs* são o próprio auxiliar da frase interrogativa fazendo a inversão do sujeito-verbo modal, tanto nas interrogações, que pedem uma resposta mais completa, quanto nas *yes-no questions*. Observe os exemplos:



Audio

Questions	Answers
Can you type fast?	Yes, I learned it when I was younger. Yes, I can.
Could she somersault?	No, she doesn't like it. Yes, she could.

Já para formar as *wh-questions*, basta incluir o pronome interrogativo no início da pergunta:

Wh-question	Answers
When can you meet us?	Tomorrow after work.
Why could he go and I couldn't?	Because he has a driver's licence and you don't.



Learning activity
She can, but I couldn't
Small talks

Depois de revisar a estrutura de *Can* e *Could*, pratique este conteúdo com as atividades *She can, but I couldn't* e *Small talks*. No tópico a seguir você revisará as situações de uso dos modais *Can* e *Could*.

3.2 Can and Could - uses

Os modais *Can* e *Could* são utilizados para diversas situações específicas. Na tabela que segue você irá acompanhar alguns de seus usos:

Can	Permissão	You can use my pen if you need.
	Proibição	You can't go farther into the ocean.
	Sugestão	You can talk to more people to get different opinions.
	Oferta de ajuda	Can I help you?
	Habilidade (presente)	He can give a great presentation.

Could	Possibilidade	Instant messengers could help students interact.
	Habilidade (passado)	Bruno couldn't answer Carlton.
	Permissão (mais cordial que <i>Can</i>)	Could you turn on the projector, please?



Audio

Após revisar os usos de *Can* e *Could*, pratique este conteúdo com a atividade *What do they express?* No tópico a seguir você estudará a estrutura e uso do *To be able to* para nos referirmos à habilidade no futuro.



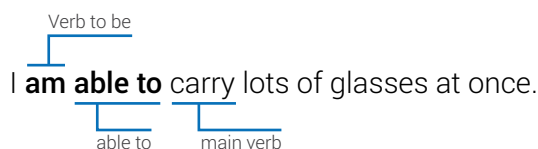
Learning activity

What do they express?

3.3 To be able to - Structure and use

Conforme já estudado, *Can* e *Could* são utilizados para descrever habilidade no presente e passado, respectivamente. Como os verbos modais não podem ter sua estrutura modificada, utilizamos *To be able to* para nos referirmos à *habilidade no presente, passado ou futuro*. *To be able to* não é um verbo modal, mas ele será estudado nesta aula por semelhança de sentido.

Para expressar habilidade no presente, formamos as frases afirmativas conjugando o *Verb To Be* para compor *To be able to*. Observe os exemplos e veja como fica a estrutura:



He **is able to** work and listen to music at the same time.

They **are able to** talk about religion and politics without getting mad at each other.

Para formar as frases negativas, basta acrescentar a partícula *not* ao *verb To Be*:

I'm **not** able to wake up early.

He **isn't** able to forgive her for what she did.

They **aren't** able to raise a child.

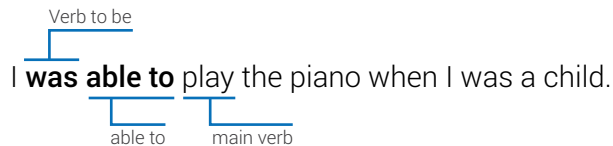


Audio |

Já as *yes-no questions* são formadas a partir da inversão do sujeito e do *Verb To Be*, e as *short answers*, por sua vez, utilizam somente o *verb To Be*. Observe:

Yes-no questions	Affirmative short answers	Negative short answers
Are you able to drive?	Yes, I am.	No, I'm not.
Is he able to play football?	Yes, he is.	No, he isn't.
Are they able to sleep with all this noise?	Yes, they are.	No, they aren't.

Para expressar habilidades no passado, formamos frases afirmativas a partir da conjugação do *Verb To Be*. Acompanhe os exemplos:



- They **were able to** persuade the group to their own advantage.
- She **was able to** catch the train on time.

Como já fora visto nas sentenças anteriores, as frases negativas são formadas acrescentando a partícula *not* ao verbo *To Be*, que, nesse caso, se encontra no passado:

- I **wasn't** able to play the flute when I was a child.
- They **weren't** able to stick to the plan.

Por fim, seguindo a mesma estrutura das frases no presente, as *yes-no questions* são formadas a partir da inversão sujeito - *verb To Be*, e as *short answers* utilizam apenas o *Verb To Be*:

Yes-no questions	Affirmative short answers	Negative short answers
Were you able to play any instrument as a child?	Yes, we were.	No, we weren't.
Was he able to talk to his supervisor without getting angry?	Yes, he was.	No, he wasn't.

Em resumo, *To be able to* e os modais *Can* e *Could* são **intercambiáveis** quando se trata de **habilidade**. Acompanhe os exemplos do *Can* e *To be able to* no presente na tabela que segue:

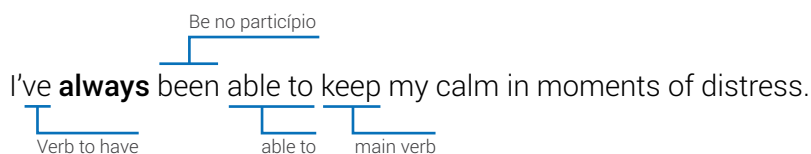


MODAL VERBS	TO BE ABLE TO
Can	Present
I can sing very well.	I'm able to sing very well.
I can't dance in public.	I'm not able to dance in public.
Can you speak Mandarin?	Are you able to speak Mandarin?
Yes, I can.	Yes, I am.
No, I can't.	No, I'm not.

Agora, veja os exemplos da tabela com *Can* e *To be able to* no passado:

Could	Past
I could roller skate as a child.	I was able to roller skate as a child.
I couldn't use the computer.	I wasn't able to use to the computer.
Could you play the guitar when you were five?	Were you able to play the guitar when you were five?
Yes, I could.	Yes, I was.
No, I couldn't.	No, I wasn't.

To be able to também poderá expressar habilidade no passado quando conjugado no *Present Perfect Simple*. Com esse tempo verbal podemos utilizar os advérbios *always*, *never* e *ever*, que são os mais frequentes. Acompanhe os exemplos:





Audio |

He's **never** been able to tell the truth.

Have you **ever** been able to juggle career and love life?

Para formar as frases negativas, é importante lembrar que é necessário acrescentar a partícula *not* ao auxiliar do *Present Perfect Simple*:

I haven't been able to finish the abstract.

She hasn't been able to perform the surgery.

Já as *yes-no questions* são formadas a partir da inversão auxiliar (*have/has*) - sujeito, e as *short answers* são formadas utilizando apenas o auxiliar:

Yes-no questions	Affirmative short answers	Negative short answers
Have you been able to find a holiday spot?	Yes, I have.	No, I haven't.
Has she been able to finish the work on time?	Yes, she has.	No, she hasn't.

To be able to também poderá expressar habilidade no futuro, utilizando *Will* ou *Going to*. Acompanhe os exemplos:

Will	Going to
I will be able to buy everything I want.	I'm going to be able to buy everything I want.
I won't be able to meet you on Saturday.	I'm not going to be able to meet you on Saturday.
Will you be able to come to the party?	Are you going to be able to come to the party?
Yes, I will.	Yes, I am.
No, I won't.	No, I'm not.

When will you be able to fix the roof?

When are you going to be able to fix the roof?

Hmm... maybe when you make a reasonable offer.

Next month, when I hire a new brick layer.



Audio

Com este conteúdo é possível que você já consiga manifestar aquilo que consegue ou não fazer utilizando o *To be able to* no presente, passado e futuro. Para verificar sua aprendizagem, pratique este conteúdo com as atividades *Being able to rewrite sentences*, *Choose the right past form* e *Ability in the future*. Depois de verificar seu conhecimento, siga para o tópico a seguir, onde você estudará o vocabulário referente ao ambiente de trabalho.



Learning activity

Being able to rewrite sentences
Choose the right past form
Ability in the future

What's the buzz?

3.4 Work vocabulary

No episódio desta aula, Mr. Tennant ameaçou despedir Sarah, lembra a frase que ele utilizou:

Go back to work right now or you'll be fired!!!

Nesta frase Mr. Tennant utilizou o verbo *To fire*, um dos mais comuns para referir-se à demissão de um funcionário. Dentro do ambiente de trabalho, existe uma gama de vocabulário que se faz necessário conhecer. Acompanhe a tabela a seguir e veja algumas palavras relacionadas ao dia-a-dia de uma empresa:



Getting on

Acesse a mídia *To boot* para conhecer outras palavras relacionadas a demissão.

TO FIRE	To tell someone they are no longer part of the working team.
Sarah will be fired if she doesn't do her job.	
OVERWORK	To do too much work.
Mr. Tennant will probably get sick through overwork.	
SHIFT	A period of work.
Sarah always works the day shift.	
SALARY	The money you receive for the work you perform.
I always deposit 10% of my salary in my savings account.	



Mind the gap

Wage refers to the amount of money workers get per hour, while *salary* refers to an agreed and fixed annual amount of money.



Audio

RAISE	A percentage of money which is added to your salary.
Sarah asked Mr. Tennant for a raise.	
NOVICE	A person who is beginning to learn how to do something.
Julian is the school novice.	
PROBATION	A period of time when students learn their future career.
Bruno may get probation this semester.	
TRAINEE	A person who is learning and practicing the skills of a particular job.
Mr. Tennant hired a new trainee to work in the kitchen.	
INTERN	A young doctor who is completing his training by residing in a hospital.
Marianne is the new intern at Saint John's Hospital.	
APRENTICE	A person who has agreed to work for an expert during a period of time, often for low money.
In many places, law requires that companies hire at least 5% of their staff as apprentices.	
LEARNER	A beginner.
Amélie is the new learner at the diner.	
IMPROVER/ PROBATIONER	A person who is in his/her probation period.
If Bruno gets his probation, he will be a probationer.	



Learning activity
Talking about work

Conhecer o vocabulário relacionado ao ambiente de trabalho possibilita que você se comunique de maneira adequada nesta situação. Para verificar a aprendizagem deste conteúdo, realize a atividade *Talking about work*. No tópico a seguir você estudará os adjetivos terminados em *-ed* e *-ing*.

3.5 -ed/-ing adjectives

Sarah foi até o escritório de Mr. Tennant pedir um aumento de salário, mas os dois acabaram discutindo e ele ameaçou demiti-la. Acompanhe, mais uma vez, esse momento de grande tensão:



| Audio



Sarah: It's stressful and tiring. Besides, the working conditions are awful ...

Mr. Tennant: Hard? I've always been flexible with you, Sarah! You miss work and you take long lunch breaks!

Sarah: I just want a decent salary!

Mr. Tennant: Well, you won't have it unless you deserve it.

Sarah descreveu suas atividades como *tiring*, e Mr. Tennant disse que estava *tired* da atitude de sua funcionária. *Tiring* e *tired* são dois exemplos de adjetivos terminados, respectivamente, em *-ing* e *-ed*. Os adjetivos terminados em *-ed* são utilizados para descrever como nos sentimos, enquanto os terminados em *-ing* descrevem coisas e situações.

Encontramos outro exemplo de adjetivo terminado em *-ed* na fala de Jason, explicando à Sarah porque não pode devolver a moto:

The bike doesn't belong to him anymore.
And besides, I couldn't give it back, I already
have someone interested in buying it.



Audio



Getting on

Acesse a mídia *characteristics* e veja como, usando a união do adjetivo e do substantivo, é possível descrever características físicas de pessoas, animais e objetos.



Glossary

Annoy: synonym for irritate

Bore: to make someone feel bored

Confuse: to stop someone from understanding something

Disappoint: synonym for frustrate

Relax: to feel comfortable and without worries

Satisfy: to please someone by giving them what they want

Shock: an unpleasant surprise

Terrify: scare

Worry: to think about something bad or a problem that might happen



Mind the gap

Não há uma única regra para formação dos adjetivos terminados em *-ed* e *-ing*.

Caso você precise de algum exemplo que não consta nesta aula, consulte um dicionário.



Learning activity

The best adjective form

Nesta frase, Jason diz que já tem alguém interessado (*interested*) em comprar a moto, ou seja, o adjetivo refere-se ao estado da pessoa em relação ao objeto. Veja na tabela alguns exemplos de *-ed* e *-ing adjectives* formados a partir de seus respectivos verbos:

Verbs	-ed adjectives	-ing adjectives
annoy	annoyed	annoying
bore	bored	boring
confuse	confused	confusing
disappoint	dissappointed	disappointing
relax	relaxed	relaxing
satisfy	satisfied	satisfying
shock	shocked	shocking
terrify	terrified	terrifying
worry	worried	worrying

Observe o uso de alguns destes adjetivos terminados em *-ed* ou *-ing* nas frases a seguir:

The movie was **boring**, so everyone was bored.

The trip was really **disappointing**, it rained all the time and there was no wi-fi.

Her children were **terrified** of the Halloween characters.

Os adjetivos terminados em *-ed* e *-ing* nos possibilitam falar como nos sentimos em relação a algo ou alguém, além da situação em si. Pratique este conteúdo com a atividade *The best adjective form*. No tópico a seguir você estudará a pronúncia dos adjetivos terminados em *-ed*.

Out loud

3.6 Pronunciation of -ed adjective endings

Os adjetivos terminados em *-ed*, que descrevem como a pessoa está em relação a algo ou alguém, possuem três pronúncias distintas. A terminação *-ed* pode ser pronunciada com som de **t**, **d** ou **id**. Além disso, a letra **e** da terminação *-ed* nunca é pronunciada. Escute os verbos na tabela a seguir:

T sound	D sound	ID sound
relaxed	tired	crowded
shocked	annoyed	interested
embarrassed	bored	disappointed
astonished	confused	satisfied
depressed	pleased	terrified
distressed	engaged	worried

Exercitar a pronúncia dos adjetivos terminados em *-ed* possibilita que você aperfeiçoe seu *listening* e seu *speaking*. Continue seu aprendizado praticando este conteúdo com a atividade *Which is the sound?*.



Audio



Mind the gap

As pronúncias com som de "t", "d" ou "id" da terminação *-ed* em adjetivos é exatamente igual à pronúncia da terminação *-ed* dos verbos no *Past Simple*.

Não há uma regra específica sobre a pronúncia da terminação *-ed* em adjetivos. Em caso de dúvida sobre a pronúncia de uma palavra desconhecida, consulte um dicionário.



Learning activity

Which is the sound?

Catching a glimpse

4. Working in Canada



Integrated media

Acesse a mídia *Working in Canada* e acompanhe seu conteúdo

Canadians are not the only ones allowed to work in Canada. If you are a foreign student, you are also eligible to get a work permit. You may work on- or off-campus, as long as your job activities do not exceed twenty hours per week. During winter or summer holidays you can work full time, that is, forty hours per week.

People who have a tourist visa or are in Canada as an exchange student are not eligible to work off-campus. This rule is also valid if you are enrolled in a general interest program or a non-degree program, as well English or French as a second language (ESL/EFL Programs).

If you are a spouse or life partner of a student with a work permit, you are eligible to apply for a job while you are living in Canada. It is required to include evidence of your life in common in your job application.

Graduating students can also profit from Canadian work experience, inside the post-graduation employment program. Students who are enrolled in a program of more than eight months and up to two years may get a work permit according to the length of time they spent in the program. In case the program lasts two years or more, the work permit will not exceed three years. The government allows students to get a work permit only once during their stay in the country as international students.

5. That's a wrap!

In this lesson you reviewed the structure of the affirmative, negative and interrogative sentences with the Modal verbs *Can* and *Could*. You also reviewed that *Can* expresses ability in the present, while *Could* refers to ability in the past. After reviewing these two modal verbs, you studied the structure of *To be able to*, which is used to express ability in the past, present or future.

You studied the adjectives ending in *-ed*, to express how someone feels about someone or something. Besides that, you studied the adjectives ending in *-ing* to describe things or situations. In the Out loud section you studied that the pronunciation of the *-ed* ending in adjectives may have the sound of **t**, **d** or **id**. All these contents are extremely important for your learning process, so do all the activities and move on to *Lesson 09*.

