

Aula 18 - Review

Objetivos

- Retomar os conteúdos dos Cadernos 1, 2 e 3, revisando os itens linguísticos abordados;
- Praticar os conteúdos, respondendo questões semelhantes às dos testes internacionais de proficiência.

Here we go!

1. All's well that ends well

Carlton and his friends are about to have a happy ending, but not until something great and unexpected happens. Based on some situations from the episode, this lesson presents a few grammar topics to be reviewed. First, you are going to review the *Past Perfect Simple*, which refers to events that occurred before a past event. Second, you are going to review *Used to*, which refers to habits we already have or new ones we need to acquire. In the *Out loud* section you are going to study the pronunciations of the letter "o", which acquires different sounds according to the word. After that, you are going to review the *Causative form*, which describes services we do not

want to perform ourselves or even do not know how to. Then, you are going to review *Non-defining Relative Clauses* - used to provide extra information about people, places or things - and *Defining Relative Clauses*, used to give detailed information. You are also going to review *Indirect Questions*, which are a more polite way to ask something in formal or professional situations. As a last grammar topic in this lesson, you are going to review *Present Perfect Simple*, which is used to refer to an indefinite past time.

Warming up

2. A small setback to overcome

In this class episode, it seems nothing will work out and Carlton won't be able to get his father's bike back. When he and Sarah return to Bruno's apartment, they tell him what happened. Read and listen to their conversation:



Integrated media

Acesse a mídia *A small setback to overcome* e acompanhe Carlton e Sarah contando a Bruno os últimos acontecimentos.



Glossary

To go sour: to fail or become unpleasant

Carlton: ...when we got there, the police had already arrested Jason.

Sarah: Yeah.. and taken away the bikes. There's nothing we can do now. Even though he's in prison, he can claim to be the owner. He has the document to prove it.

Carlton: That is so unfair! And to make things worse, nobody will believe me. Everything went sour.

Bruno: Damn, I'm very sorry for you, Carlton.

In the conversation, Carlton uses the *Past Perfect Simple* to describe what had happened before he arrived at the race. In the following topic you are going to review the structure and use of *Past Perfect Simple*.

3. Getting the hang of it



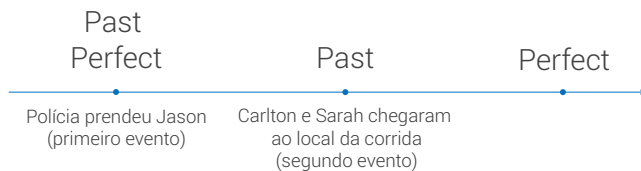
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3.1 Past Perfect Simple - review

Utilizamos o *Past Perfect Simple* em contraste com o *Past Simple* quando nos referimos a um evento anterior ao passado. Veja novamente a fala de Carlton:

...when we got there, the police had already arrested Jason.

Nesta frase, Carlton menciona dois eventos: a prisão de Jason e a chegada deles ao lugar da corrida. Ao localizarmos os dois acontecimentos na linha do tempo, podemos ver que um antecede o outro. Observe:



O primeiro evento (mais distante do presente) está no *Past Perfect Simple*, enquanto o segundo evento (mais próximo do presente) está no *Past Simple*. Para estabelecer uma conexão mais completa entre os dois eventos, podemos utilizar alguns *adverbs of frequency* junto com o *Past Perfect Simple*. Na frase dita por Carlton, ele utiliza *already*, para dizer que a polícia já tinha prendido Jason. Veja mais exemplos com *Past Perfect Simple* (que podem ou não contrastar com *Past Simple*) na forma afirmativa junto com outros advérbios de frequência, e perceba como os advérbios se localizam sempre entre o auxiliar e o verbo principal:

Jason had **always** tried to outrun Oxley.

Jason had **already** gone to prison when Carlton and Sarah arrived

Regan had **never** worked before.

Sarah had **just** left through the back door when she found an envelope.



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Acompanhe outros exemplos de *Past Perfect Simple* na forma negativa:

Chuck hadn't had the nerve to confront Jason. Therefore, Jason controlled him.

Oxley hadn't believed that he could lose to Jason.

Despite being angry, Chuck hadn't thought of a good idea.

Bruno didn't go to the race because Carlton hadn't allowed him to.

Para formar as *Yes-No questions*, fazemos a inversão do auxiliar com o sujeito. As *short answers* são feitas utilizando-se *had* ou *hadn't*. Observe alguns exemplos:

Yes-No questions	Affirmative short answers	Negative short answers
Had Sarah lied to Carlton in the beginning?	Yes, she had.	No, she hadn't
Had Jason and Oxley raced in the past?	Yes, they had.	No, they hadn't.
Had you decided the place before you talked to them?	Yes, I had.	No, I hadn't.
Had Frank been a well-known mechanic?	Yes, he had.	No, he hadn't.

Já as *Wh-questions* são formadas acrescentando-se o pronome interrogativo no início da pergunta. Veja:

Where had you hidden the saddle bag?

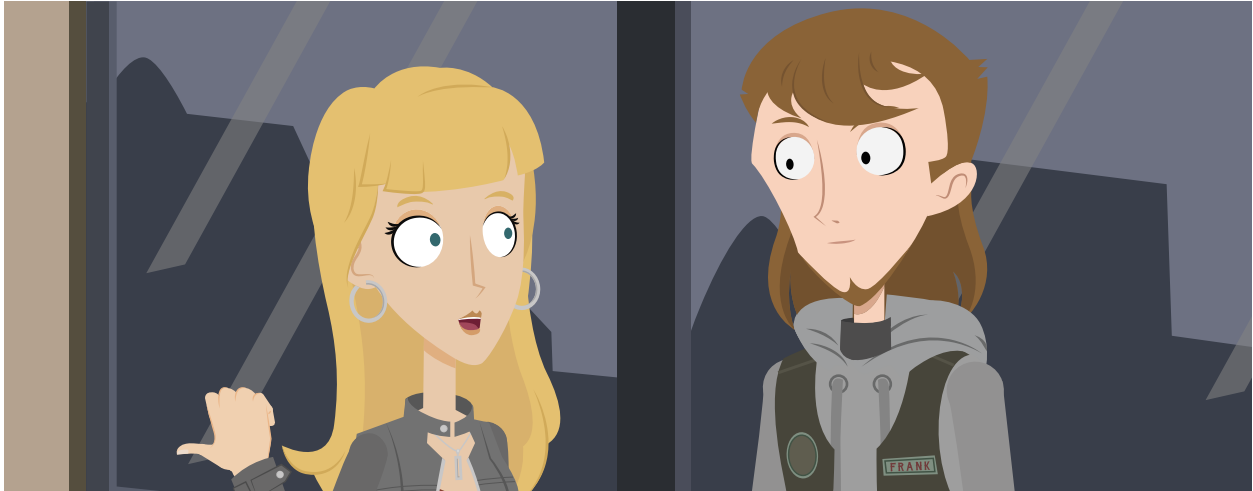
Why had you chosen that?

What had you done?

Você revisou o *Past Perfect Simple* nas formas afirmativa, negativa e interrogativa em contraste com o *Past Simple* que nos permite falar sobre um evento anterior a outro. No tópico a seguir você revisará *Used to* para expressar hábitos já adquiridos ou que precisamos incorporar na nossa rotina.

3.2 Used to - review

Depois de conversarem com Bruno sobre o que aconteceu na corrida, Sarah percebe que está na hora de ir embora. Veja novamente o momento em que ela se despede de Carlton:



Sarah: Oh, I gotta go. If I don't show up at work tomorrow, Mr. Tennant is gonna fire me.

Carlton: Alright. Would you like me to take you? It's late.

Sarah: No, it's not necessary. I know how to ride that piece of junk. Besides, I'm used to going home by myself, I'll get there in a minute. You stay here and relax, OK? I'll call you tomorrow.

Carlton: OK!

Sarah: Nighty night!



Integrated media

Acesse a mídia *Nighty night!* e acompanhe Carlton e Sarah se despedindo.

Em sua fala, Sarah diz *I'm used to going home by myself*, ou seja, ela está *acostumada* a ir para casa sozinha e não precisa que Carlton a acompanhe. Utilizamos *Used to* em suas diversas combinações para expressar hábitos que já adquirimos, ou ainda novos hábitos que precisamos acrescentar à nossa rotina.

Used to pode ser conjugado em diversos tempos verbais, nas formas afirmativa, negativa e interrogativa. As *short answers* são formadas com o auxiliar da pergunta, e as *wh-questions* são feitas acrescentando-se o pronome interrogativo no início da frase. Após *Used to* podemos utilizar um verbo - sempre acrescido de *-ing* - ou um substantivo. Observe:



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I'm not used to working long hours.

Jason was used to bossing everyone around.

How is Carlton getting used to living in Canada?

Well... after a few setbacks, he's doing just fine now.

Mr. Wilcox was getting used to the university when he received a better job offer.

Chuck needs to get used to his girlfriend's demands.

Did the beggar get used to eating the hot dogs?

Yes, he did. He got used to receiving one in exchange for some dirty work.

We're gonna get used to that. Trust me.

Jason won't get used to prison.

What do you suggest that I do?

I really think you should get used to using a GPS.

I've never gotten used to switching from English to French during the day.

My friend had just gotten used to his cell phone when the new model came out.

Com o *Used to* você poderá expressar hábitos adquiridos, ou ainda novos hábitos. No tópico a seguir você estudará as diferentes pronúncias da letra "o".

Out loud

3.3 Different pronunciations of the letter “o”

A vogal “o” pode adquirir diferentes sons, dependendo da palavra onde está inserida. Primeiro, escute como é sua pronúncia quando soletrada individualmente:



Audio

o

Observe:

I've never gotten used to switching from English to French during the day.

Na frase acima, a palavra *gotten* tem a letra “o” pronunciada de forma diferente. Escute:

gotten

Da mesma forma que *gotten*, outras palavras possuem a mesma pronúncia da letra “o”. Escute:

forgot

sorry

hot dog

Agora, acompanhe a tabela e escute outras pronúncias da letra “o”:

Different pronunciations of the letter “o”

boot	owner	done
do	though	mother
smooth	go	cousin
lose	spoken	won

Distinguir os diferentes sons e reproduzi-los adequadamente é importante para sua fluência. Por isso, pratique o seu *listening* e *speaking* o máximo que puder. No tópico a seguir você revisará a *Causative form*.



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3.4 Causative form - review

Jason telefona para Chuck, pedindo que ele pague a fiança para libertá-lo. Veja novamente o diálogo entre eles:

Chuck: Oh hi, Jason. What's up ?

Jason: What do you mean "what's up"!? Bring the money right now to bail me out!

Quando Jason diz a Chuck *Bring the money right now to bail me out!*, ele está pedindo que o amigo leve o dinheiro até a prisão e pague sua fiança. Caso o carcereiro de plantão quisesse contar a alguém a conversa que ouviu, poderia dizer *He wants his bail to be paid.*, fazendo uso da *Causative form*.

A *Causative form* é utilizada quando nos referimos a uma ação realizada por terceiros, independente se podemos ou não executar a tarefa. Para formar uma frase na *Causative form*, utilizamos *have/get + past participle* do verbo principal, podendo ainda substituir os verbos *have/get* por *want*, *need* ou *would like*. Veja alguns exemplos de frases na *Causative form* em diferentes tempos verbais e perceba que, para especificar quem executou a tarefa, utilizamos a preposição *by*:

Chuck doesn't want his friend released.

I'm not getting the documents translated into German by a sworn translator.

Jason and Oxley want to have their sentence reduced.

Bruno's classmates needed to get their degrees signed.

Regan was having her performance analyzed by a psychologist.

Mr. Tennant's gotten his diner remodeled by a famous architect.

We hadn't gotten the house painted before the party.

Amélie would like to get her scooter fixed.

We're gonna have our car checked tomorrow.

They should have that replaced by the end of the summer.

Causative form permite que você narre ações desenvolvidas por terceiros, a seguir revise as *Non-defining* e *Defining Relative Clauses*.

3.5 Non-defining and defining relative clauses - review



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As *Non-defining Relative Clauses* são utilizadas para fornecer informação adicional sobre uma pessoa, coisa ou lugar, sem precisarmos iniciar nova frase. Quando temos uma oração relativa, o texto fica mais fluído e não é necessário repetir palavras. Em contrapartida, as *Defining Relative Clauses* fornecem informação detalhada sobre uma pessoa, coisa ou lugar.

Tanto nas *Non-defining* quanto nas *Defining Relative Clauses* podemos utilizar os pronomes *who*, *where*, *whose* e *which*. Especificamente nas *Defining Relative Clauses*, podemos também utilizar o pronome *that* para nos referirmos a pessoas.

As *Non-defining Relative Clauses* vêm sempre entre vírgulas e, como fornecem apenas informação adicional, não são essenciais para a compreensão do restante da frase. As *Defining Relative Clauses*, ao contrário, se retiradas da frase comprometem o seu entendimento. Acompanhe a tabela a seguir e veja exemplos de *Non-defining* e *Defining Relative Clauses* com os pronomes relativos *who*, *that*, *where*, *whose* e *which*:

Non-defining Relative Clauses	Defining Relative Clauses
The beggar, who pretended to be Carlton's dead father , helped him in the end	That is the beggar who started selling hot dogs .
Canada, where Bruno studied for a while , is home to beautiful parks.	That is the beggar that started selling hot dogs .
Chuck, whose girlfriend got a job as a Relationship Advisor , is now happy at school.	Canada is the country where people enjoy relaxing in parks .
Frank's bike, which was with Jason , went back to Carlton's hands.	Chuck is the boy whose father owns a Funeral Home .
	Frank's bike was the vehicle which Jason tried to steal .

Você estudou que as *Non-defining Relative Clauses* fornecem informação adicional sobre uma pessoa, coisa ou lugar, sem que seja necessário iniciar nova frase. Já as *Defining Relative Clauses* concedem informações detalhada sobre uma pessoa, coisa ou lugar. Para dar seguimento na revisão de alguns conteúdo importantes desenvolvidos neste segundo módulo, no tópico a seguir você retomará as *Indirect Questions*.



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3.6 Indirect questions - review

Indirect Questions são perguntas feitas em situações formais, quando não temos intimidade com a pessoa a quem nos dirigimos. Veja as principais características das *Indirect Questions*:

- iniciam com uma expressão, como, por exemplo, *Are you sure..?*;
- após a expressão que inicia a *Indirect Question*, a frase seguinte assume a forma afirmativa ou negativa, dependendo do caso;
- não há a inversão do sujeito com o verbo auxiliar, pois a pergunta propriamente dita está dentro das expressões.

Acompanhe alguns exemplos de *Indirect Questions*:

Are you sure Jason and Oxley are in prison?

Do you have any idea who he was?

Do you know if there is a chance to bail him out?

Could you tell me why there were so many people involved?

I wonder if he knows what really happened.

Are you sure it didn't fail?

Is there any chance Carlton is going back to the USA?

I was wondering if Sarah wasn't holding any more secrets.

I wonder if Chuck and Regan aren't going to get married.

I'd like to know if Chuck would run his father's business.

Do you know why they haven't done it?

Do you have any idea if they had left before I arrived?

Retomar as *Indirect Questions* possibilita que você questione alguém que não tenha proximidade, ou seja, numa comunicação formal. No tópico seguinte você revisará o *Present Perfect Simple*.

3.7 Present Perfect Simple - review

No final da história, Carlton e Sarah tiveram um final feliz. Veja novamente o que aconteceu com estes dois personagens:



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Carlton

Sarah doesn't miss work anymore. She's become a model employee for Mr. Tennant, who's given her a pay raise. And as for me? Well.. Life has taken a turn for the better...

Carlton utilizou o *Present Perfect Simple* nas seguintes frases:

She's become a model employee for Mr. Tennant, who's given her a pay raise. Life has taken a turn for the better...

Observe as principais características do *Present Perfect Simple*:

- refere-se a um passado indeterminado, embora finito;
- refere-se a uma ação no passado com relevância no presente;
- é formado com *have/has+past participle* do verbo principal;
- em frases negativas, geralmente utiliza-se as formas contraídas *haven't* ou *hasn't*, e nas frases interrogativas faz-se a inversão sujeito - *have / has*;
- as *short answers* são feitas com *have, has, haven't* ou *hasn't*;
- os advérbios *always, just* e *already* podem ser utilizados em frases afirmativas;
- o advérbio *yet* é utilizado sempre no final das frases negativas;
- o advérbio *never*, por ter sentido negativo, faz com que o auxiliar da frase se mantenha na forma afirmativa;
- a preposição *for* indica há quanto tempo uma ação ocorre, enquanto a preposição *since* marca o início de uma atividade;
- a *wh-question how long* é utilizada para perguntar há quanto tempo ocorre uma ação.



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Observe a seguir exemplos de *Present Perfect Simple*, com frases contendo os itens descritos anteriormente:

I've studied for the test.

She's lost her ID earlier in the morning.

Have you told her how you feel?

No, I haven't. I'm afraid she's gonna laugh at me.

Has Carlton retrieved the document?

Yes, he has.

Have Sarah and Jason continued friends?

No, they haven't.

We've always wanted to practice extreme sports.

You've just reviewed important grammar topics.

Jason has already been arrested.

I haven't found what I'm looking for yet.

She's never felt like this before.

Bruno's helped Carlton for a few weeks.

How long have you worked here?

Since last January.

A partir de agora é importante que você pratique estas estruturas verbais e também outros conteúdos que foram estudados ao longo deste módulo. As atividades propostas nesta aula são baseadas nos exames de proficiência, e por exigirem maior volume de vocabulário e leitura, as seções *What's the buzz* e *Catching a glimpse* foram suprimidas.



Learning activity

Reading 1
Reading 2
Reading 3
Listening 1
Listening 2

Para revisar e consolidar os conteúdos desenvolvidos até agora, realize as atividades *Reading 1*, *Reading 2*, *Reading 3*, *Listening 1*, *Listening 2*. No ambiente virtual realize as atividades *Speaking 1*, *Speaking 2*, *Writing 1* e *Writing 2*.

4. That's a wrap

Everyone had a happy ending, but Jason and Oxley. Carlton got his father's bike back, Sarah became a better professional and they ended up falling in love. Bruno graduated with flying colors, Regan got a job and Chuck went back to school. Even the beggar turned had his life turned upside down and entered the business world. What a ride!

This lesson presented a review of some grammar topics. You reviewed the *Past Perfect Simple* - which refers to events that occurred before a past event - and *Used to*, which refers to habits we already have or new ones we need to acquire. In the *Out loud* section, you studied the different pronunciations of the letter "o", according to the word.

After that, you reviewed the *Causative form* - which describes services we do not want to perform ourselves or even do not know how to; the *Non-defining Relative Clauses* - used to provide extra information about people, places or things - and *Defining Relative Clauses*, used to give detailed information.

You also reviewed *Indirect Questions* - as a more polite way to ask something in formal or professional situations - and *Present Perfect Simple*, used to refer to an indefinite past time.

Throughout Module 2, you studied vocabulary related to *hotel services, environment, extreme sports, funeral, money, movie genres and movie crew and professions* usually associated with the *Causative form*; the *sequence words* and *words to express contrast, consequence and reason* to make your speech and text more fluent and cohesive; vocabulary related to the *academic world, job interview and work*; some *Canadian holidays* and *positive, negative and neutral adjectives*. Along the lessons, you also studied *types of stories* and the *stages of life*, so you can refer to people's ages without using actual numbers.

Concerning grammar, you studied future with *Going to, Will* or *Present Continuous, Modal verbs* and *To be able to*. You also studied Past Continuous and its contrast with the Past Simple, as well as *verbs followed by -ing or to* and *Tag Questions*.

You have now reached a substantial amount of information, and it is expected that you use the structures and vocabulary in your oral speech and written production.

See you in Module 3!



Mind the gap

But also means except..

