

Unidade 8: Marcadores textuais (text markers)

Em Inglês, assim como em Português, existem certas palavras ou expressões que são empregadas em textos, falados ou escritos, para ligar ideias em uma mesma frase, ideias em parágrafos ou até mesmo parágrafos em outros diferentes, servindo como elementos gramaticais para dar coesão e coerência ao texto. Tais palavras ou expressões, chamadas **marcadores textuais**, podem ajudá-lo a identificar a sequência lógica de um texto e, portanto, facilitar sua melhor compreensão. Esses **marcadores textuais** também servem para indicar a função retórica ou comunicativa do texto, como, por exemplo, se ele é de exemplificação, contraste, causa etc.

Temos a seguir, vários quadros que certamente poderão ajudá-lo:

Para indicar a passagem do tempo:

After a short time	Lately
After a long time	Presently
After a while	Recently
Afterward	Since (then)
At last	Temporarily

Para listar/adicionar:

Above all	Secondly
Additionally	In addition to
Afterwards	In the first place
Again	In the second place
Also	Lastly
And (then)	Likewise
Another	Moreover
Apart from that	Next
As well as	Not only... but also
Besides	The former... the latter
Finally	Then
Further (more)	To begin with
Firstly	To start with

Para expresser conformidade:

According to	As well as
As	Like

Para indicar contraste/oposição:

After all	
Although	
But	On the contrary
Despite	On the other hand
Differently	Otherwise
Even though	Still
However	Unlike
In contrast	Whereas
In spite of	While
Instead	Yet
Nevertheless	

Para mostrar comparação/similaridade:

As... as	Like
<i>Small adjective</i> + -er than (Ex.: Schumacher is <u>faster</u> than Rubinho)	Likewise
Both... and	More <i>big adjective</i> than (Ex.: A Vectra is more <u>expensive</u> than a Gol)
In a like manner	Neither... nor
In the same way	Similarly
Just as	

Para indicar concessão ou admitir fatos:

After all	Naturally
Although	Of course
And yet	Perhaps
At the same time	

Para exemplificar:

E.g. (example given)	In other words
For example	In particular
For instance	Particularly
I.e.	Specifically
Indeed	Such as
In fact	That

Para indicar seqüenciar ou ordem numérica:

Firstly	Next
Secondly	Then
Third	Finally
In the first place	Last
In the second place	

Para indicar causa:

Because	For		
Due to	For	that	reason

Para mostrar conseqüência/resultados:

Accordingly	So (that)
As a result/consequence	Then
As	Therefore
Consequently	Thus
Hence	

Para reformular:

In other words
Better

Para expresser condição/hipótese:

As long as	Unless
If	Whether
Providing/provided	

Para resumir/generalizar:

In a word	To	summarize
In brief		
In conclusion		
In short/shortly		
On the whole		
To conclude		
To sum up/summing up		

OUTRAS CONJUNÇÕES

1. ADICAO:

- **and:** e
- **in addition, furthermore, besides, moreover:** além disso
- **as well as:** assim como
- **also:** também
- **apart from:** com exceção de
- **both....and:** ambos; tanto como
- **not only ... but also:** não apenas...mas também

2. CONTRASTE/CONCESSAO/ ADVERSATIVA:

- **but:** mas
- **however, nevertheless:** entretanto
- **yet:** entretanto, ainda
- **although, even though, though:** embora
- **nonetheless, notwithstanding:** não obstante
- **despite that, in spite of:** apesar de
- **rather than, instead of:** em vez de
- **whereas:** enquanto

3. PROPOSITO:

- **in order to:** a fim de
- **so as to:** de modo que

4. CONSEQUENCIA/CONCLUSAO:

- **therefore:** portanto
- **consequently, as a result:** conseqüentemente
- **accordingly:** de acordo, adequadamente
- **hence:** pois, então, daí
- **thus:** assim
- **thereby:** assim, desse modo
- **then:** então
- **so:** então, pois
- **finally:** finalmente

5. ALTERNATIVA

- **otherwise:** por outro lado
- **or:** ou
- **or else:** ou então, ou ainda
- **either ... or:** ou... ou
- **while, whereas:** enquanto

6. REITERACAO:

- **that is:** isto é
- **in other words:** em outras palavras
- **in short, in brief:** em resumo
- **i.e. :** (do latim) isto é
- **that is to say:** quer dizer

7. COMPARACAO:

- **like, as:** como
- **than:** do que

8. ILUSTRACAO:

- **e.g. :** (do latim) por exemplo
- **for instance, for example:** por exemplo
- **such as:** tal como
- **namely:** a saber
- **viz:** (do latim) quer dizer

9. CONDICAO:

- **if:** se
- **unless:** se não, a menos que
- **provided that:** uma vez que
- **on condition that:** desde que
- **as long as:** uma vez que
- **subject to:** sujeito a
- **wether:** se

10. CAUSA:

- **because:** porque
- **due to:** devido a
- **as:** porque
- **since:** uma vez que

11. DUVIDA OU HIPOTESE:

- **perhaps, maybe:** talvez
- **possibly:** possivelmente

12. TEMPORAL:

- **when:** quando
- **while:** enquanto

Explicações Extras

AND

We have tickets for the symphony and the opera.

Temos bilhetes para a sinfonia e para a ópera.

- a. "Hellen sent her applications and waited by the phone for a response."

Sugerir que uma idéia é cronologicamente sequencial para outra:

"Hellen enviou seus aplicativos e esperou pelo telefone por uma resposta."

- b. "Mary is brilliant and Angela has a pleasant personality.

Sugerir que uma idéia está em contraste com outro (muitas vezes substituído por mas neste uso):

"Mary é brilhante e Angela tem uma personalidade agradável.

- c. "Hartford is a rich city and suffers from many symptoms of urban blight."

Para sugerir um elemento de surpresa (às vezes substituído por ainda neste uso):

"Hartford é uma cidade rica e sofre de muitos sintomas de deterioração urbana.

BUT

The orchestra rehearses on Tuesday, but the chorus rehearses on Wednesday.

A orquestra ensaia nesta terça-feira, mas o coro ensaia nesta quarta-feira.

- a. "Everybody but Hary is trying out for the team."

Para ligar duas idéias com o significado de "com exceção dos" (e, em seguida, a segunda palavra assume como sujeito):

"Todo mundo, menos Hary, está tentando entrar para a equipe"

ATIVIDADES COMPLEMENTARES

1) Organize os parágrafos abaixo numerando os parênteses em ordem crescente, conforme a cronologia. O título do texto já está marcado.

(A: _____) It was **during** the Second World War that the modern age of computers began. In 1930, Vannevar Bush built the first analog computer, which was used to help aim guns in World War II. In the period between 1938-1942, John V. Atanasoff and Clifford Berry designed and built the first electronic digital computer, the ABC, which provided the basis for the development of the ENIAC.

(B: _____) **After that**, in 1822, Charles Babbage built a machine called “The Difference Engine,” which he showed at The Paris Exhibition in 1855. **Next**, Babbage envisioned and designed “The Analytical Engine”, a machine which could complete programmed arithmetic operations. Unfortunately, Babbage never finished his work, but many of his ideas were used as the basis for the modern computer.

(C: _____) The modern computer as we know it today is a **result** of lots of research and inventions of the past. **The following** paragraphs will show you the evolution of this miraculous machine.

(D: _____) In the period called the Scientific Revolution, which began circa 1540 and lasted **until** 1687, many scientists tried to find ways of calculating. **As a consequence**, other computational devices were invented. In 1642, Blaise Pascal invented the first mechanical calculator. In 1673, Gottfried von Leibniz invented another calculating device.

(E: _____) The Scientific Revolution **was followed** by the Industrial Revolution, which started in England and brought many advances in technology. Several machines were developed in this period, and these machines **later** had a great impact on the development of computers.

(F: _____) **During the same period** that Babbage was working on his machines, Lady Ada Lovelace invented an arithmetic code for Babbage’s machine based on a binary system similar to the one used with modern computers. **For this reason**, she is considered to be the first programmer.

(G: _____) **The first** calculating device used by man was the ten fingers of his hands. **This explains** why we still count in tens and multiples of tens. **Then** the abacus was invented, a device which uses small beads or stones to make calculations. This tool was used **until** the 16th century. It is still used today in some parts of the world to make arithmetical calculations.

(H: _____) In 1804, Joseph Marie Jacquard invented a weaving loom which was “programmed” to make certain patterns on cloth. This “program” was a series of holes punched in paper cards according to a code, and it is very similar to the process used in punched cards of the first modern computers.

(I: 1) **The Pre-History of Computers**

(J: _____) **Between** 1943 and 1946, funded by the U.S. Army, John Mauchly and J. Eckert built the first major electronic digital computer using vacuum tubes. The ENIAC (Electronic Numerical Integrator and Computer) was huge and weighed about 30 tons.

(K: _____) The developments which took place **during** World War II led to the advances made **in the period that followed the** war. The period after the war led to the **subsequent** generations of computers, which may be described as the modern age of computers.

(L: _____) In 1944, Howard Aiken and some engineers from IBM completed MARK 1, an electromechanical calculating device controlled by punched cards. This first digital computer could figure out long lists of mathematical problems and was used military ballistics.

2) Compreendendo o texto sequencialmente correto, explique a utilização dos elementos em negrito para a coerência do texto.

3) Fill in the blanks with these words: although, and, because, but, or, since, so, unless, until, when.

- 1 Things were different _____ I was young.
- 2 I do it _____ I like it.
- 3 Let us wait here _____ the rain stops.
- 4 You cannot be a lawyer _____ you have a law degree.
- 5 That was years _____ years ago.
- 6 She has not called _____ she left last week.
- 7 I saw him leaving an hour _____ two ago.
- 8 This is an expensive _____ very useful book.
- 9 We were getting tired _____ we stopped for a rest.
- 10 He was angry _____ he heard when happened.
- 11 Walk quickly _____ you will be late.
- 12 He had to retire _____ of ill health.
- 13 We will go swimming next Sunday _____ it's raining.
- 14 I heard a noise _____ I turned the light on.
- 15 Would you like a coffee _____ tea?
- 16 Do you know _____ she will arrive?
- 17 _____ the car is old it still runs well.
- 18 Do you want a pen _____ a bit of paper?
- 19 I would like to go _____ I am too busy.
- 20 She will die _____ the doctors operate immediately.

To view the answers, please visit:

<http://www.myenglishgrammar.com/english/exercise-9-conjunctions.html>

Other exercises on conjunctions

<http://www.better-english.com/grammar/conjunctions.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/index.htm>

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=conjunctions>

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_49.htm

4) Procure no texto *What is a Computer?* as seguintes informações. Nos espaços em branco, escreva os números das linhas em que elas se encontram:

_____ O computador processa dados e fornece os resultados em forma de informação.

_____ É um erro acreditar que todo mundo hoje em dia saiba usar o computador.

_____ O processo de computação envolve três etapas básicas.

_____ O mundo da computação criou uma linguagem própria.

_____ Hoje em dia quase todo mundo tem uma idéia do que seja um computador.

_____ Algumas dessas palavras vêm sendo usadas pelo mundo afora, pois foram tomadas de empréstimo da língua inglesa por várias outras línguas.

_____ Algumas sociedades contemporâneas desconhecem o computador.

_____ A etapa final permite ao usuário ver os resultados do processamento.

_____ Mesmo nos países ditos desenvolvidos, existem pessoas que não sabem o que é um computador e não se importam em saber.

WHAT'S IS A COMPUTER?

Nowadays, in most modern societies, almost everybody has an idea about what a computer is. We depend on computers in every aspect of our lives **whether** we know how to use one or not. **But** does everyone really know how a computer works inside?

A computer is an electronic machine which processes data and provides the results of the processing as information. There are three basic steps in the computing process. **The first one** is input, which consists of feeding data into the computer's memory. **Then** comes the processing: the program is run and the computer processes the data by performing a set of instructions. **The third** and final step is the output furnished by the computer, which allows the user to see the results either in printed form or on the screen.

The world of computers has created a specific language of its own. English words **such as** *software* **and** *hardware* are used worldwide and have been borrowed by many different languages. Software is information in the form of data and programs, and hardware refers to the electronic and mechanical parts that make up a computer system.

Despite the constant presence of computers in most modern societies, it is a great mistake to believe that everybody in the world is computer-literate, **i.e.**, is familiar with computers and knows how to use them properly. In some contemporary societies, many people still have no idea about the existence of computers, and **even in** the so-called developed countries, there are lots of people who do not know or do not care about what a computer is.

5) Explique a utilização dos elementos em negrito para a coerência do texto acima.