

Connectors & Text Organizers – Part 2

Você já aprendeu alguns connectors e text organizers com a idéia de adição, contraste, causa e consequência. Agora vejamos outras relações.

Alternative	or; either... or; <u>on the other hand</u> ; alternatively	1. Either the teacher has to slow down or the students need to take notes faster. 2. I may work this summer. On the other hand , I may take a long vacation.
Exemplification	for example; for instance <u>especially</u> ; in particular to illustrate; as an example	3. Some sports involve considerable body contact. Take, for instance , football. 4. I like all kinds of films, especially horror films.
Identification <i>(more specific or detailed elaboration)</i>	namely; specifically	5. We need to get more teachers into the classrooms where they're most needed, namely in high poverty areas.
Clarification, Rephrasing	that is; i.e.; in other words; I mean; to say; <u>or rather</u> ;	6. The garlic should be minced; that is , you should chop it into very small pieces. 7. She'll go to London on Thursday, or rather , she will if she has to.
Replacement	<u>rather than</u> ; <u>instead of</u> ; and not	8. Rather than say the truth, she kept making up lame excuses.
Similarity	similarly; likewise; in the same way; equally;	9. If you study, you will probably do well on the exam. Likewise , if you write every day, you will probably become a better writer.
Purpose	in order to; with this in mind; for this purpose; <u>with a view to</u> ; <u>so (that)</u> ; <u>so as to</u>	10. In order to check your cholesterol, we must ask you not to eat anything for four hours. 11. I stopped so that you could catch up.
Condition or Hypothesis	if; even if; provided that; whether; unless; <u>as long as</u>	12. "I don't care what you did as long as you love me." BSB 13. Even if you take a taxi, you'll still miss your train. 14. It all depends on whether or not she's got the time.
Sequence	at first; first; to start with; to begin with; first of all; in the first place later; then; subsequently; next; after that; secondly; in the second place lastly; eventually; finally; at last; in the end; to conclude; in conclusion	15. First , we need to examine the root causes of crime in our city, such as lack of education. 16. After that , the existing laws and programs should be evaluated 17. Finally , we need to determine who will pay for new programs.
Summary	in summary; to summarize; as (has been) previously stated/mentioned; all in all; overall; briefly; in short	18. To summarize , the statistics just presented indicate that air quality has been steadily improving during the last decade. 19. This paper examines the contributions of recent immigrants to the state economy. Overall , my research will show that immigrants have played a significant role in economic development.
Time	<u>before</u> ; <u>after</u> ; <u>then</u> ; just then; up to now; at the same time; from now on; up to now; next time; soon; later; hitherto; next day; <u>once</u> ; <u>meanwhile</u> ; <u>as soon as</u> ; <u>as long as</u> ; <u>as</u>	20. " As long as he needs me, that's where I must be" 21. Carl's starting college in September. Meanwhile , he's travelling around Europe. 22. Once I've found somewhere to live I'll send you my address. 23. I saw him as I was coming into the building.
Proportion	<u>the more, the more...</u> ; <u>the less... the less</u> ; <u>as</u>	24. " The more I see you, the more I want you" 25. He gets more attractive as he gets older.

(Most sentences are from the Cambridge Advanced Learner's Dictionary OR Larsen-Freeman, Diane. Grammar Dimensions 4.)

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1. (UERJ 2006 1º EQ) Connectors establish a set of semantic roles while linking clauses. Observe the kind of link employed in the sentence below.
It isn't simply that he accepts the factual existence of power or legitimacy; rather, it's that he accepts that an

authority figure is justified in making a decision without explaining the reason for that.

The information that follows the underlined connector functions as:

- (A) enumeration (C) reinforcement
(B) replacement (D) exemplification

2. (PUC-Rio 2007 Gr 1,3,4) Mark the alternative that has a similar meaning to "rather than" as in the sentence "Experts ... are slowly coming to realize that rather than try to change human behavior to adapt to building codes, it may be necessary to adapt technology and rules to human behavior."

- (A) because of (D) otherwise
(B) instead of (E) despite
(C) even though

3. (UERJ 2007 1ª EQ) The phrases *in other words* (*If a family holds to the principle of unconditional love, they'll have no issues of estrangement. In other words, I love my son, daughter, brother, sister, mother or father regardless of whether the choices they make are in line with the choices I'd make for them ...*) and *beyond that* (*I don't want to imply here that we never offer opinions ... to our loved ones. It's just that we continue to love them no matter what their choice. Beyond that, all families will fight ...*) convey, respectively, the notions of:

- (A) explanation and addition
(B) opposition and restatement
(C) alternation and confirmation
(D) exemplification and emphasis

4. (PUC-Rio 2002.2) Read the sentences below.

- I. The force of the explosion was such as to blow out all the windows.
II. We've bought many different magazines, such as *Time* and *TV Guide*.
III. Such accommodation as she could find was expensive.
IV. You can borrow my TV set, such as it is.
V. People such as him shouldn't be allowed in here.

The sentences in which "such as" introduces an exemplification, as in "She said that her children spend their TV time watching shows such as Disney's...", are:

- (A) I and II only. (D) I, III and IV only.
(B) II and IV only. (E) II, IV and V only.
(C) II and V only.

5. (PUC-Rio 1998) In the sentence "If you wrote about the international banking systems for bankers, your language and information would be more technical(...)", the author intends to transmit an idea of:

- (A) conclusion. (D) comparison
(B) addition. (E) contrast
(C) condition.

6. (UFRJ 2004) Responda às questões 6.1, 6.2 e 6.3, em português, com base no texto a seguir.

Humans can be trained to crave food in response to abstract prompts just like Pavlov's dogs, reveals new research.

But whereas Pavlov's dogs were conditioned to drool at the sound of a bell, Jay Gottfried and colleagues at University College London, UK, trained humans to

yearn for vanilla ice cream and peanut butter at the sight of fractal-based computer images.

Importantly, the team also showed that the human brain can put a "brake" on the powerful desire for certain foods once the appetite has been sated. This system to turn the "delectable into the distasteful" may be crucial in regulating behaviour, they say. Detecting faults in this system might in future help shed light on compulsive eating disorders and substance addictions, speculates Gottfried, a neurologist.

"If food cravings in general are being triggered by environmental cues associated with food, [compulsive eaters] could have a disturbance in the way the brain puts a brake on the system," he told New Scientist.

(www.newscientist.com/news, 21/08/03)

6.1 Explícite o ponto que as pesquisas relatadas no texto têm em comum.

6.2 Além do uso de sujeitos de pesquisa de natureza diversa, que outra diferença existe entre os dois experimentos?

6.3 Que benefícios poderão advir dos resultados da pesquisa liderada por Jay Gottfried?

Responda à questão 6.4, em inglês, com base no texto anterior.

6.4 In the text, find a word that can be replaced by:

- a) while b) as soon as

7. (UERJ 2005 EQ2) **And, since the "who" and "where" of our lives are always changing, so is our understanding of truth.**

Since and **so** in the sentence above may be notionally replaced by:

- (A) if and thus (D) hence and instead
(B) therefore and but (E) because and likewise

8. (UERJ 2001 EQ2) A single conjunction may express multiple meanings.

In *Short of trying to collect every book in existence, as the ancient library did...*, the word **as** conveys the idea of:

- (A) cause (C) simultaneity
(B) comparison (D) contradiction

9. (PUC-Rio 2000.2) The words in parentheses indicate the logical relations established by the underlined words. Choose the pair that IS NOT appropriate.

- (A) "Though most countries still have adequate supplies, continued depletion of wells and springs, wasteful use, and pollution will reduce what is available in the future." (opposition) .
(B) "As economies in Asia, Africa, and Latin America develop, competition for water between industry and agriculture will likely intensify, driving up its cost." (cause) .
(C) "In addition, modern agriculture requires more water than any other activity" (inclusion) .
(D) "If farmers are forced to cut back, they will have to find new agrarian strategies." (condition)
(E) "Today, however, economic and environmental costs generate opposition to new construction in many places." (contrast) .

uerj 2005 1o exame qual questão 2a

uerj 2002 1o exame qual questão 18

UERJ 2000 questão 53, 57, 58(PREPOSITION)

Answer Key:

1. B
2. B
3. A
4. C
5. C
- 6.

6.1 Em ambas as pesquisas os sujeitos (cães e seres humanos) são condicionados, a partir de estímulos (abstratos), a desejar comida.

6.2 Enquanto os cães, utilizados por Pavlov, eram estimulados através do som de uma campainha, os seres humanos, utilizados na outra pesquisa, eram estimulados por imagens (fractais) de alimentos geradas por computador.

6.3 Será possível entender melhor os mecanismos dos distúrbios alimentares e a dependência de substâncias.

6.4

a) whereas

b) once

7. D

8. B

9. B