

# Aula 7

## SUFIXAÇÃO ING E ED

### **META**

Fazer bom uso da sufixação na interpretação textual sabendo diferenciar a classificação e sentido da palavra proposta no texto

### **OBJETIVOS**

Ao final desta aula, o aluno deverá:  
estar cientes das diferenças do uso do ING e do ED na interpretação textual

### **PRÉ-REQUISITOS**

Estar acompanhando as leituras e aplicando todas as estratégias ensinadas até o momento e estar atento ao significado dos verbos.

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## INTRODUÇÃO



(Fonte: <http://www.smcndn1.teacherspayteachers.com>).

Os sufixos ING e ED, são muito mais do que simplesmente o tempo verbal no presente contínuo cuja terminação é em (ING) ou no passado simples que é em (ED).

Observe os exemplos abaixo e como variam as funções gramaticais do ING assim como o seu significado:

1. Nicole is reading an English book. (lendo)
2. Reading an English book has been difficult for her. (ler)
3. The habit of reading is good. (leitura ou ler)

Vamos aprender mais sobre eles.



(Fonte: <http://www.arcamax.com>).

## SOBRE O ING & ED

As funções do ING além de gerúndio são de substantivo, infinitivo e adjetivo. Quanto ao uso do ED são, passado regular, adjetivo e particípio.

Veja as explicações abaixo:

### -ING

**Gerúndio**, quando precedidos do verbo *to be*.

Exemplo:

He is **working** hard on his project.

A: Hello. Can I talk to Linda? B: Sorry, but she's **taking** a shower.

A: What's **happening**? B: They're **having** a party.

**Substantivo**, quando precedidos de adjetivo, advérbio ou artigo e, em alguns casos, quando iniciam orações.

Exemplos:

**Nursing** is hard work, but it can be very fulfilling.

Lasers provide good quality **printing**.

It's your turn to do the **cleaning**.

It was a **blessing** that no one was killed in the accident.

**Bookings** are still available for that flight.

**Infinitivo**, quando complementam a idéia expressa pelo verbo anterior, quando sucedem uma preposição, ou quando são o sujeito da oração.

Exemplos:

I stopped **smoking** last year.

She had difficulty in **accepting** his explanation.

**Drinking** and **driving** is dangerous.

**Observação:** a preposição *by* foge à regra acima. Na verdade, ela funciona apenas como sinalizador de que o trecho que vem logo em seguida é uma explicação de como algo ocorre. Nesses casos, a preposição *by* pode simplesmente ser ignorada, e a palavra que a sucede pode ser entendida como gerúndio.

Exemplo:

He learnt English **by listening** to the radio. (Ele aprendeu inglês **ouvindo** o rádio.)

**Adjetivo**, quando fazem referência a um substantivo.

Exemplos:

That girl has a **promising** future.

Is there a shop round here that sells **camping** equipment?

I didn't find the end of the film very **convincing**.

The doctor told me to change my **drinking** habits.

**-ED**

**Passado (pretérito)**, quando são o verbo da oração.

Exemplos:

He **worked** hard on his project.

We **watched** a great film on TV last Saturday night.

**Adjetivo**, quando se referem a um substantivo.

Exemplos:

A **balanced** diet is essential for good health.

Do you prefer **canned** or **bottled** beer?

I had a very **civilized** conversation with your mother.

This newspaper is made of **recycled** paper.

This financial crisis means that the government's economic policy is **finished** [= **destroyed**].

**Particípio**, quando acompanham os verbos *to be* ou *to have*.

Exemplos:

Some people are **influenced** by strange factors.

Although she had **studied** a lot for the test, she didn't do well in it.

(Fonte: SOUZA, 2005, p.70,71).

### FAZENDO ALGUMAS ANÁLISES

Observe as frases abaixo e classifique-as:

1. Organized excursions:

Organized= terminação ED, adjetivo – excursões organizadas

2. [...] escaping the classroom for a couple of days is not na excuse to stop learning

Escaping= terminação ING, infinitivo


Learning= terminação ING, infinitivo

[...] escapar da sala de aula por alguns dias não é desculpa para parar de aprender



ATIVIDADES

???



**-ing forms**

a) Marque, no quadro abaixo, a função desempenhada pelo gerúndio colocando a sua tradução no espaço correspondente. Siga o exemplo.

FUNÇÃO	SUBSTANTIVO (SUJEITO / OBJETO DE VERBO)	ADJEIVO (MODIFICADOR DE SUBSTANTIVO; PREDICATIVO)	VERBO (PARTE INTEGRANTE DE CONTINUOUS TENSES) (OBJETO DE PREPOSIÇÃO)	
EXEMPLO		auto-organizador		
1. (...) the brain acts as a <b>self-organizing</b> , active information system (...) (l. 5-6)				
2. (...) that enables <b>incoming</b> information to organize (...) (l. 6-7)				
3. AI projects are <b>moving</b> in this direction (...) (l. 7)				
4. (...) the ability to allow patterns to be built up through perceptual <b>learning</b> (l. 11-12)				
5. If I was <b>designing</b> a computer to think (...) (l. 20)				
6. (...) a computer capable of <b>making</b> mistakes (...) (l. 21)				

**FOLLOWING THE RULES**  
**BY SOPHIE GROVE 4/12/08 AT 9:19 AM**

Tamara Kosta doesn't usually wear her wedding ring at home in London. But when she's in Oman her conjugal band sends an important message. "Most people in Europe wouldn't notice a wedding ring, but in a traditional society it can make a real difference," says the Lebanese-born shoe designer, who has traveled widely throughout the U.A.E. and Oman. "There are a different set of rules here."

A trip to the Middle East can present some significant challenges for women. "What is viewed as the norm in Western society can be seen quite differently in the Gulf," adds Kosta. "Even an enthusiastic chat can be interpreted the wrong way. You have to remember that these men's wives

are covered from head to toe. Try and keep discreet—even at times aloof. It's almost like taking your femininity away, or at least toning it right down. Remember, it's not St-Tropez."

Apart from some supermodern enclaves like Dubai, most of the Middle East is governed by a strict Islamic code that dictates modesty for women. Lone female travelers are unusual in Arabic culture, where the patriarchal family plays a strong role. Some countries, like Bahrain, have specific visa requirements for single women, who are typically viewed with suspicion.

To be sure, travel in the Gulf is relatively safe—personal-crime rates there are among the lowest in the world—and men tend to be respectful toward women. But single women can still elicit unwanted attention. "Men here see such astonishing liberal images of Western women," says Rebecca Stephenson, a British language student in Cairo who has traveled throughout the Middle East. "You are going to get some hassle. Sometimes it's more of a cultural misunderstanding than anything else. My advice is to ignore them. Be firm, of course, but don't engage too much. A hiss or a heckle might make you feel furious but it's best to ignore it rather than get militant; you'll only become more embroiled in an argument."

Jessica Moxam, a British architect living in Doha, agrees. "It might not sit too well with feminists, but I often find that being slightly more submissive than I would be at home helps," she says. "Now, when I travel with my husband I often let him deal with people I don't want to talk to."

To ensure that women travelers have a safe and rewarding trip, experts advise following a few basic guidelines:

*DON'T* wear short skirts or vest tops. Wear loose-fitting clothes and be sure to cover knees, arms and shoulders. Avoid see-through garments.

*DO* travel light; the less luggage you have the more mobile and independent you'll be.

*DON'T* flirt with Gulf men. It might be innocent but can easily be interpreted as something else.

*DO* learn some Arabic, however minimal. A firm "no" ("lah") or "go away" ("emshi") can go a long way.

*DON'T* drink too much. Apart from leaving women vulnerable, drunkenness in public is illegal in most Gulf states—including the U.A.E.—and carries a jail sentence.

*DO* avoid too much eye contact. In some Gulf states, staring directly at a man is considered flirtatious. Dark glasses can reduce harassment, but be sure to take them off when you speak to people directly. In many cultures, hiding the eyes can be seen as rude.

*DO* read up on the cultural codes of the country you're visiting. In Saudi Arabia, for instance, it is illegal for women to drive, vote or travel independently without permission from a husband, brother or father. Saudi law stipulates that all women—including foreigners—must wear an abaya.

*DON'T* get in the front seat of a taxi. You will give the driver the wrong idea.

*DO* walk with purpose and try to ignore any comments you might hear.

*DO* try to travel in pairs.

*DON'T* wander around on your own at night. Always tell a friend, hotel or tour group where you're going.

*DO* wear a wedding ring. Whether or not you're married, sporting a wedding band can temper male advances. If asked, single women are advised to claim to be married.

(Fonte: <http://www.newsweek.com/following-rules-85581>).

1. Que país é representado pela sigla UAE?
2. Localize as seguintes informações no texto: as profissões e respectivas nacionalidades de Tamara Kosta, Rebecca Stephenson e Jessica Moxam.
3. Um país que exige visto especial para mulheres solteiras.
4. Faça a classificação das terminações das palavras em ING e ED retiradas do texto e traduza as frases.
  - a) Tamara Kosta doesn't usually wear her wedding ring..
  - b) [...] who has traveled widely throughout the U.A.E.
  - c) "Men here see such astonishing liberal images of Western women," ...
  - d) [...] you'll only become more embroiled in an argument.
  - e) [...] cultural codes of the country you're visiting.
  - f) In many cultures, hiding the eyes can be seen as rude.
5. Classifique as palavras sublinhadas conforme a função:
 

A) gerúndio   B) substantivo   C) infinitivo   D) adjetivo   E) verbo no passado   F) particípio

[ ] Every 100 pounds of sea water contains two to four pounds of salt, enough to drop the freezing point to as low as 28 degrees Fahrenheit.

[ ] Frozen was my daughter's most interesting film She has ever seen.

[ ] Tom has learned four languages before his trip around the world.

[ ] Swimming is the best exercise for our health.

[ ] Those spotted shirts are made of pure cotton.



## ATIVIDADES



Harrison Absher

### This 'n' That According to Abby

A father's contentment

As he neared the place where he once lived, his father saw him sneaking in by way of the back forty and said to his servants "Bring the finest robe in the house and put it on him. Also, grab one of those jeweled rings for his finger; and don't forget the new shoes he left behind! Samuel, my boy, go out and kill the calf we have in the fattening pen. Listen up, everyone, we must celebrate with a wild feast, for this wayward son of mine has come to his senses and returned home." Both the father and the son were again content.

At the shindig most were happy the son had returned home - all that is, 'cept his older brother who was fit to be tied.

After some moaning-n-groaning and a silent repentance, he started reminiscing about how it was back home where everything was so good that even the hired help were living high on the hog. He decided to go home and beg for a job as one of his father's hired hands.

Knowing her like I did, I'm sure she had an arsenal of other witty answers she could have used.



About the time he lost all means of support, a great famine swept across the land which he had chosen. The poor kid commenced to get hungry and during one episode he almost starved. He was so hungry he once took food from pigs and hogs to survive. Everyone ignored him and offered no help whatsoever.

This same story was scheduled one Sunday morning many years ago in my Sunday school class. At that time I was teaching some 15 little six and seven-year olds at a Methodist Church. This particular morning our lesson was about this prodigal son mentioned above. I asked one of the girls named Veeda, who she thought was the least happy to see the wayward son return home. The mischievous little towhead stood up, thought about it for a moment, then shouted "THE FAT CALF."

The half-ripe son packed his duds and took off like a big ole buzzard towards some faraway land. It was there that he blew all his loot on parties, nasty women and worthless articles he found on sale.

I have a BIG Webster dictionary that identifies Contentment as "the state, quality, or fact of being contented. A satisfying or being satisfied. Something that satisfies." However, did you ever see pure contentment? I have and it was when my father would be sitting on the sofa with Sunday company all over the place, jawing their heads off and nobody asking him any questions important enough that he'd have reason to reply. Like I said, my father didn't waste much time palavering - especially about meaningless 'thangs.' Unlike my father, throughout history people have expressed their contentment in various ways. Take for instance the father of the prodigal son.

Many years ago during the reign of King Herod, Jesus told this story to illustrate a point. It went much like this. "A wayward son of a well-to-do father, demanded his share of the father's wealth and he wanted it immediately if not sooner. He didn't 'wanna' wait until his father kicked the bucket, because he feared he could die before his papa did. The old man agreed to his request and at once retrieved his son's portion of the wealth.

**2 O texto está organizado cronologicamente? Justifique sua resposta.**

**3 Verifique se as sentenças abaixo são verdadeiras (V) ou falsas (F):**

- a. Harrison Absher's father was very happy to answer all the questions he was asked. ( )
- b. The prodigal son lived in the reign of King Herods. ( )
- c. The prodigal son feared his father could die before him. ( )
- d. The prodigal son wanted his share of his father's wealth because he wanted to enjoy life. ( )
- e. The son was very successful in his adventure. ( )
- f. The son decided to return home because he was without money and helpless. ( )
- g. The father was very sad with his son attitude and couldn't forgive him. ( )
- h. His older brother was not happy with his return. ( )
- i. Harrison Absher told this story during a religious class. ( )
- j. He had a very smart girl as his student. ( )

**4 Considerando apenas a história relatada, tente completar o quadro:**

	Who?	Where?	What?	Why?
2nd Paragraph				
3rd Paragraph				
4th Paragraph				
5th Paragraph				
6th Paragraph				

**5 Leia com atenção um pequeno resumo da história relatada e tente completar os espaços em branco:**

The story is about a son that \_\_\_\_\_ his share of the father's \_\_\_\_\_ because he wanted to enjoy the money and was afraid that he could \_\_\_\_\_ before his father did. The old man \_\_\_\_\_ with his request and gave his son's \_\_\_\_\_ of wealth.

The son left home and went to a \_\_\_\_\_ where he spent all he had; the situation became so \_\_\_\_\_ that there was a time when he didn't have \_\_\_\_\_ to eat.

After some reluctance and suffering he \_\_\_\_\_ to go back \_\_\_\_\_, where his father \_\_\_\_\_ him back with all his \_\_\_\_\_. His father was very \_\_\_\_\_ because his son, that he had considered \_\_\_\_\_, had now \_\_\_\_\_ home.

**6 Crie um outro final para a história.**

**7 O texto traz várias expressões do dia-a-dia, observe as palavras que antecedem ou precedem estas expressões no texto e escolha o melhor significado para elas:**

- a. kick the bucket      ( ) reclamando  
 b. blew all his loots      ( ) muito bravo, descontrolado  
 c. moaning-n-groaning      ( ) morrer  
 d. fit to be tied      ( ) perdeu seus dotes

## CONCLUSÃO

Ao final desta aula, concluo que saber as várias aplicações do ING e ED amplia a visão dos alunos, pois em um geral imagina-se o ING somente como gerúndio e o ED como terminação de passado dos verbos regulares.



### RESUMO

Em suma, ING não é somente o presente contínuo como pensam muitos e ED não é simplesmente o passado de verbos regulares, mas sim substantivo, adjetivo, infinitivo e outros.



### AUTOAVALIAÇÃO

Sei diferenciar as classificações das terminações? Fui capaz de compreender o material trabalhado?



### PRÓXIMA AULA

Afixos ou formação de palavras

## REFERÊNCIAS

- MUNHOZ, Rosangela. **Inglês Instrumental: Estratégias de Leitura Módulo I**. São Paulo: Textonovo, 2001.
- SOUZA, et all. **Leitura em Língua Inglesa: Uma Abordagem Instrumental**. São Paulo: Disal, 2005.