

Aula 9

MEMORIES - USED TO

META

Através de situações que envolvam hábitos do passado os alunos perceberão contextos do uso do tempo verbal proposto, além de entrar em contato com outras situações que envolvam esse tópico.

OBJETIVOS

Ao final desta aula, o aluno deverá:

- Falar sobre ações que ocorreram de forma repetida ou hábitos do passado;
- Falar sobre estados e condições que mudaram;
- Ler e interpretar textos sobre fatos que irão ocorrer.

PRÉ-REQUISITOS

Conhecimento básico sobre passado simples e ideia de como expressar hábitos.

Camila Andrade Chagas Vieira

INTRODUÇÃO

Olá! Iniciaremos a nona aula do curso de Língua Inglesa 5 fazendo uma volta ao tempo e abordando a temática sobre memórias. Especificamente de ações que fazíamos de forma habitual e que não ocorrem mais no presente.

Relembre um pouco de sua infância e adolescência e associe fatos com as seguintes palavras:

hearing – sight – smell – taste – touch



FONTE: https://image.freepik.com/free-vector/five-senses-icon-set_62147502195.jpg

Agora que relembrou algumas memórias, responda as seguintes questões:

Which one of the 5 senses....

- made you smile?
- made you feel sad?
- told you something about yourself?
- made you think of a similar memory?

Mantendo esse sentimento de memórias que iremos prosseguir essa aula.

DESENVOLVIMENTO

Observe algumas citações de pessoas que relatam sobre suas memórias:

“Listening to my parents fight while I hid underneath a table.”

“Drinking warm milk, watching the rain fall.”

“Taking a bath in a porcelain sink and feeling the cold faucet on my back.”

Em todas observamos o uso de um verbo que remete a um dos 5 sentidos humanos. Seguindo essa mesma ideia desenvolva uma frase que remeta a uma memória sua do passado utilizando os seguintes inícios de frases:

1. Touching.....
2. Looking at....
3. Listening to
4. Smelling....
5. Eating....
6. Drinking....

O texto a seguir apresenta uma experiência de uma comida da infância. Leia e responda as questões a seguir:

1. Was the childhood experience positive or negative?
2. What experience did she have 25 years later?
3. Why did she try other years later?
4. How did she feel before she ate this second oyster?

Now here, now there

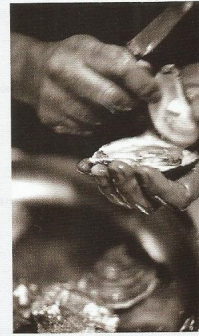
I have two half brothers who live on the East Coast, and when I was a kid, if they came home for the holidays, they used to bring a Styrofoam cooler of oysters. My father would get out his knife and shucking glove and lean against the kitchen counter, flicking grit and shells into the sink as he went, and they would all stand around, eating and sighing, making the noises that people make when they eat oysters.

I don't know how old I was that night, but I think I must have been about six. I stood next to my father while he shucked, and he leaned down and gave me an oyster, a fat one, an enormous one, amoeba-like, dripping with brine. I have no memory of eating it. I must have forgotten on purpose. But I do know that I ate it, approximately, if nearly choking can be considered eating, and that it took me 25 years to eat another.

Twenty-five years! When I get freaked out about something, I get freaked out. The look of an oyster, the texture, the choking thing: I was alright with the idea of never eating a second.

But last year a cook at my restaurant shucked three oysters and put them on a plate. Then he dared me. I was tempted to punch him in the face. I was not pleased. I picked up an oyster, stared at it, and felt like I was going to cry.

I made everyone look away, and then I ate it. Only one, and it was tiny, but I ate it. I chewed and everything. I didn't die. And when I swallowed, the flavor rang around my mouth the way the ringing of a bell ricochets inside a cathedral, now here, now there. It tasted like seawater and melon and wet rocks. I didn't even hate it. I almost liked it.



Molly Wizenberg

is the writer of the food blog *Orangette* and author of *A Homemade Life: Stories and Recipes from My Kitchen Table*. She lives in Seattle, where she and her husband own the restaurant Delancey. Molly likes peanut butter, meatballs, sausage, French apple turnovers, chocolate, ice cream, and nectarines – although preferably not all at once.

Glossary

- shuck** (verb, AE) – to remove the shell
- grit** (noun) – very small pieces of stone or sand
- brine** (noun) – water that contains a lot of salt
- ricochet** (verb) – to move from one surface to another

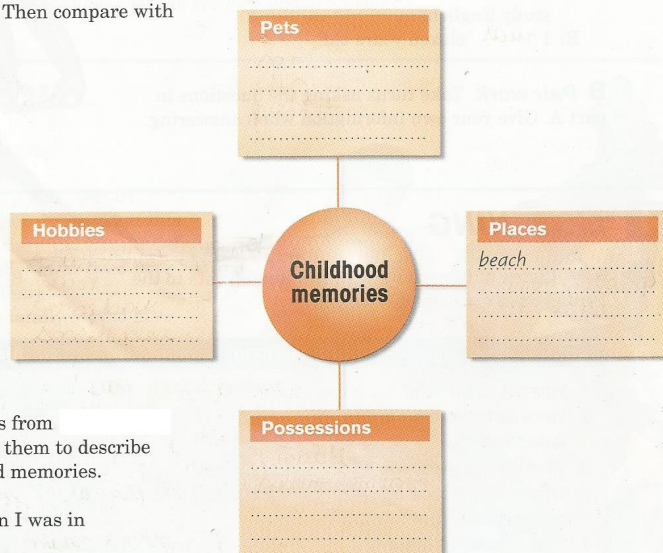
FONTE: Clandfield, L. & Benne, R. R. Global Upper Intermediate. Macmillan, Oxford, 2011, p.59

Vamos estender um pouco mais as memórias do passado?

WORD POWER When I was a child

A Complete the word map. Add one more word to each category. Then compare with a partner.

beach
bicycle
cat
collect comics
dog
paint
play chess
rabbit
scrapbook
soccer ball
summer camp
tree house



B Choose three words from the word map and use them to describe some of your childhood memories.

I played chess when I was in elementary school.

FONTE: Richards, J. C. New Interchange 2. Cambridge University Press, U.K., 2003. P. 4

MEMORIES

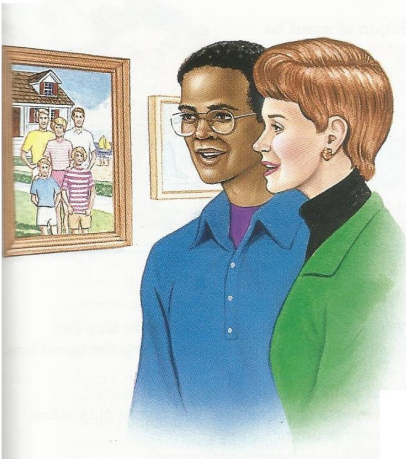


Add three questions to this list.
Then take turns answering the questions.

1. What's your favorite childhood memory?
2. What sports or games did you use to play when you were younger?
3. Did you use to have a nickname?
4. Where did you use to spend your vacations?
5. Did you ever have a part-time job?
6.
7.
8.

Fonte: Richards, J. C. New Interchange 2. Cambridge University Press, U.K., 2003.P. 6

CONVERSATION



Jeff: Hey! Are these pictures of you when you were a kid?
 Kim: Yeah. That's me in front of my uncle's beach house. When I was a kid, we used to spend two weeks there every summer.
 Jeff: Wow, I bet that was fun!
 Kim: Yeah. We always had a great time. Every day we used to get up early and walk along the beach. I had a great shell collection. In fact, I think it's still up in the attic!
 Jeff: Hey, I used to collect shells, too, when I was a kid. But my parents threw them out!

GRAMMAR FOCUS

Used to

Used to refers to something that you regularly did in the past but don't do anymore.

When I was a kid, we **used to** stay at my uncle's beach house.

Did you use to have a hobby?

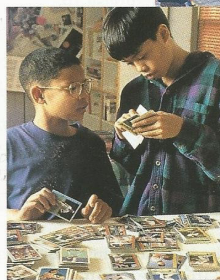
Yes, I **used to** collect shells.

What games **did you use to** play?

I **used to** play chess.

Complete these sentences. Then compare with a partner.

1. In elementary school, I used to
2. I used to be, but I'm not anymore.
3. When I was a kid, I used to play
4. After school, my best friend and I used to



FONTE: Richards, J. C. New Interchange 2. Cambridge University Press, U.K., 2003.P. 5

A conversação acima entre Jeff e Kim, remete a memórias da infância. Extraia da conversação exemplos de frases que indiquem um hábito do passado:

A partir desse contexto e do exercício acima direcionado ao tema entendemos que hábitos feitos no passado e que não existem mais são expressados com o uso de *used to*.

Vamos praticar um pouco mais? Responda as questões abaixo e observe que ao longo dos exercícios você será exposto (a) a comparação de hábitos do passado e do presente.

used to I used to play the piano.

+	I used to play	you used to play	he/she/it used to play etc
?	did I use to play?	did you use to play?	did he/she/it use to play? etc
-	I did not use to play	you did not use to play	he/she/it did not use to play etc

I used to play the piano. I don't play now.



We use *used to* + infinitive for finished habits and situations: things that were true, but are not now. (*Used to* is not really a modal: we make questions and negatives with *did*.)

I used to play the piano, but I stopped. Pat used to have long fair hair.
Where did you use to live before you came here? I didn't use to like fish, but now I do.

1 Make sentences about people hundreds of years ago. Begin (Most) people used to ... or (Most) people didn't use to ... or A lot of people used to ...

- ▶ be farmers *Most people used to be farmers.*
- ▶ have cars *People didn't use to have cars.*
- 1 travel on foot or on horses
- 2 go to school
- 3 learn to read
- 4 cook on wood fires
- 5 live very long
- 6 work very long hours



To talk about present habits and situations, we use the simple present, NOT *use to*.
I play a lot of tennis. (NOT *I use to play a lot of tennis.*)

2 Make sentences about past and present habits and situations.

- ▶ John / rugby / tennis *John used to play rugby. Now he plays tennis.*
- 1 Ann / study German / French
- 2 Bill / live London / Glasgow
- 3 Mary / read a lot / TV
- 4 Joe / driver / hairdresser
- 5 Alice / coffee / tea
- 6 Peter / lots of girlfriends / married

3 Make questions about a very old person's past.

▶ where / go to school *Where did you use to go to school?*

1 have dark hair Did

2 play football

3 where / work

4 enjoy your work

5 go to a lot of parties

4 Write a sentence about your past.

I used to

FONTE: Swan M. , Walter C. The good grammar book. New York. Oxford University Press, 2001.p.89

Para estender a sua prática, sugerimos que assista o seguinte vídeo no youtube: <https://www.youtube.com/watch?v=vOW47qRueCE>

Você também pode encontrar o vídeo pelo nome: Used to/Past habits

É uma animação que o personagem narra hábitos passados que não existem mais em sua vida!

Writing: Think of foods you regularly ate in your childhood (at home, at your grandparents, at school, or on holiday). Write a short paragraph about your childhood eating habits using used to.

CONCLUSÃO

Nesta aula aprendemos como descrever hábitos do passado que não existem mais, como falar sobre memória e fatos que existiam e que não fazem mais parte do nosso presente. Além disso, exploramos os sentidos humanos e as lembranças que eles podem trazer. Para lembrar a estrutura vista na aula de hoje, sugerimos que assista o seguinte vídeo no youtube: <https://www.youtube.com/watch?v=EvjdYDhyfv4>

Você também pode encontrar esse vídeo pelo seguinte nome: How to use "used to" in English

O vídeo trará toda a estrutura que você exercitou e algumas situações exemplificando seu uso!



FONTE: https://meditatiinglezaploiesti.files.wordpress.com/2014/07/i-used-to-exercise-but-im-fine-now_25291.jpg



RESUMO

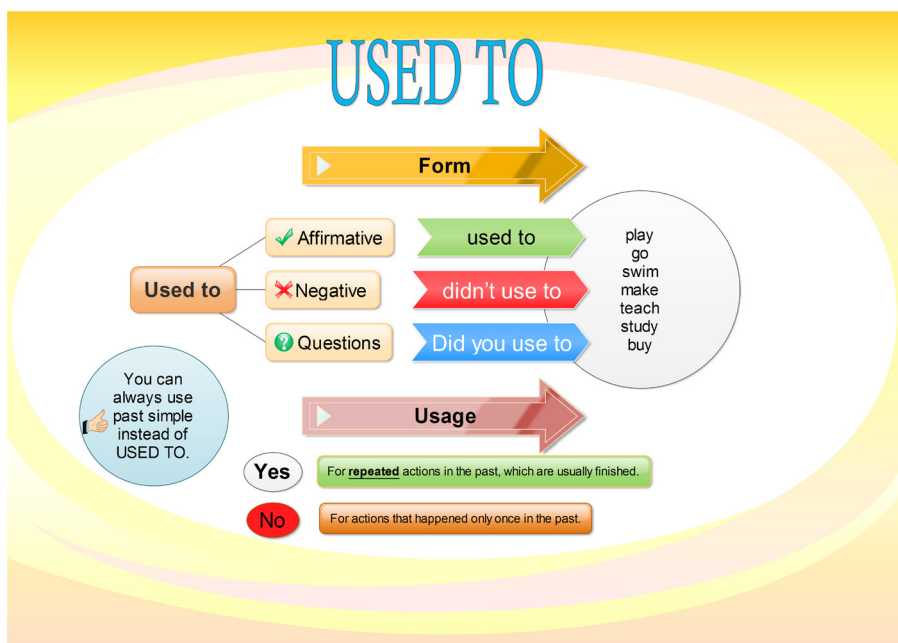
Memórias e hábitos do passado são expressados com uma estrutura específica em inglês: USED TO. Durante a aula, você observou diferentes situações e práticas do uso desta estrutura verbal, vamos revisar um pouco?

Used to

Grammar Notes:

- used to + **base form** of the verb
 - Repeated past activities
 - Situations that are no longer true
- used to always refers to the past
 - There is no present or future form

FONTE <http://image.slidesharecdn.com/usedtoandwould-120508125250-phpapp02/95/used-to-and-would-6-728.jpg?cb=1336481619>



FONTE: <http://www.engames.eu/wp-content/uploads/2014/02/Used-to-mind-map.png>



AUTO AVALIAÇÃO

Para as seguintes perguntas espera-se que sua resposta seja SIM, do contrário, sugerimos que retome a lição e pratique um pouco mais.

Falo sobre ações que ocorreram de forma repetida ou hábitos do passado utilizando a estrutura adequada?

Falo sobre estados e condições que mudaram em minha vida ou sobre outras pessoas e situações?



PRÓXIMA AULA

Nessa aula retornamos ao passado para falar de memórias em geral, especificamente aos hábitos que tínhamos e não temos mais, na próxima aula iremos falar sobre atividades que dominamos e aquelas outras que estamos nos habituando, nos familiarizando. Além do contato com novos contextos e situações. Até lá!

REFERÊNCIAS

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