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Interference of Brazilian Portuguese on Learning English


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INTERFERENCE OF BRAZILIAN PORTUGUESE

ON LEARNING ENGLISH

Tizuko Hirose

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October 10, 1978.

" Submitted in partial fulfillment of the requirements for the Master of Arts in Teaching degree at the School for International Training, Brattleboro, Vermont."

This Project by Tizuko Hirose and Tsizuco Iwase is accepted
in its present form.

Date Nov 3 Principal Advisor Alex Silverman

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I N T R O D U C T I O N

This project was undertaken with the primary intent of providing Brazilian teachers of English with some useful information and materials for teaching.

The ideas presented in this paper are based first on research on Portuguese and English syntax and secondly, on our experience as teachers and students of English in Brazil. We were especially concerned with the interference of Portuguese grammar on the assimilation of the new sentence patterns of the target language. In addition, from our own experience we have learned that students are highly interested in being able to express their feelings and thoughts in English by using the same language level they use in Portuguese. Considering motivation an important factor for the learning process, we considered essential to include in this project an appendix with lists of expressions and sentences related to slang (gírias brasileiras), and feelings divided into various categories. Also the appendix contains lists of Idiomatic Expressions, Adverbs and Verbs. The latter, in particular, are real problems for Portuguese speakers because of their strict usage. In other words, whereas Portuguese has only one verb form to express different ideas in different contexts, English uses one verb form in each context. For instance, the verb ganhar corresponds to win, get, gain and earn. Students might get confused when choosing the proper verbs for each context and might misuse them.

This project does not contain any suggestions regarding activities to

be done in class. Indeed, we intended to write a handbook which could help Brazilian teachers in terms of making them aware of the most common problems Portuguese speakers would have in learning English. Moreover, taking into consideration the extensive repertoire of teaching techniques available for each specific language problem, and also the fact that each teacher has his own personal method and technique he feels comfortable with, we decided to leave this aspect up to the individual.

We truly hope this project will serve as a guide for teaching Portuguese speakers or as a source of information in this field.

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ARTICLES

Portuguese speakers influenced by their native grammar tend to use articles where they do not occur in English. The common mistakes occur when articles are used:

- a. before a close relation person's name.

O Milton foi um grande amigo meu.

- * The Milton was a great friend of mine.

Milton was a great friend of mine.

- b. before some place names.

O Brasil é o maior país da América do Sul.

- * The Brazil is the largest country in the South America.

Brazil is the largest country in South America.

Note : The usage of articles before possessive adjectives are optional when they do not refer to family relationship.

1. (A) minha casa fica a duas milhas daqui.

- ** The my house is two miles from here.

My house is two miles from here.

2. (O) meu amigo comprou um carro novo.

- * The my friend bought a new car.

My friend bought a new car.

A D J E C T I V E S

1. The use of an adjective in English should be easy for Portuguese speakers because it does not agree in gender and number with the noun or pronoun it modifies. However, it might be a problem for them since they are used to making agreement in Portuguese. For example :

Oscar tem carros bonitos. (masc. plural)

* Oscar has cars beautifuls. (no agreement)

2. In a NP (noun phrase) an adjective must be placed before the noun it modifies. Portuguese speakers tend to use it after the noun.

escolas particulares

private schools * schools privates

sala vazia

empty room * room empty

Note : In English since there is no way of using adjectives after the noun they modify, the process of choosing them becomes very strict. Each adjective has a specific meaning. In other words, while the Portuguese language changes the meaning of an adjective by shifting its position only, the English language uses a specific adjective for each specific meaning. For Example :

Aquilo é uma onça verdadeira.

That's a true jaguar. (a species of jaguar)

Ele virou uma verdadeira onça.

He turned into a real jaguar.

Esta é uma cidade antiga.

This is an old city.

Eu vi o antigo patrão meu.

I saw my former boss.

3. In English grammar when two or more adjectives precede a noun, there is a sequence to be followed.

<u>determiners</u>	<u>descriptive adjectives</u>			<u>noun adjuncts</u>	<u>nouns</u>
	general description	physical state	proper adjectives		
Those two	air-conditioned	black	German		cars.
A	large, exclusive			country	club.

Sometimes it is possible to reverse the position of adjectives of general description and of physical state. Also commas may appear between them.

Those black, air-conditioned German cars.

Commas may appear between two or more adjectives of general description.

A large, exclusive country club.

The Portuguese sentence structure does not follow the same sequence as in English. Determiners come before nouns, but descriptive adjectives follow them. For example :

Aqueles dois carros Maverick, vermelhos, com ar condicionado.

Um clube de campo grande e exclusivo.

4. Portuguese speakers usually make mistakes in the use of the -ing, -ed adjectives. Note the following examples:

1. Eu estou confuso.

* I am confusing.

2. A história é confusa.

* The story is confused.

3. Nós estamos aborrecidos.

* We are boring.

We are bored. (It means that nothing seems to be interesting to us).

We are boring. (It means that we are not interesting or nice people to have as company).

4. A viagem foi animada.

* The trip was excited.

5. A menina estava animada com a viagem.

* The little girl was exciting about the trip.

6. Os animados estudantes colegiais estão assistindo a um animado jogo pela televisão.

* The exciting high school students are watching an excited game on T.V.

5. We must also be aware of the problems Portuguese speakers are likely to have when they use the indefinite adjectives : much, many, (a) little, (a) few, less and fewer. First they should be taught what countable and noncountable nouns are. Then, we have to explain to them that much and (a) little are used with noncountable nouns in negative and interrogative sentences, while many and (a) few appear with

countable nouns in questions and negative sentences. Students need to be clear on this point because in Portuguese we do not make any distinction between these adjectives. For example :

Nós não temos muito leite na geladeira.

We do not have much milk in the refrigerator.

Nós não temos muitas maçãs na cesta.

We do not have many apples in the basket.

Ela precisa menos dinheiro hoje.

She needs less money today.

Menos alunos foram reprovados.

Few students failed.

In Portuguese we use the same adjectives which agree in gender and number with the noun they modify (muito leite, muitas maçãs, menos dinheiro, menos alunos).

Note : Also students should be alerted to the slight difference between little/ few and a little/ a few. For example :

Mark tem pouco dinheiro.

Mark has a little money.

Mark tem poucos amigos.

Mark has a few friends.

The idea expressed in both sentences is that of something in a small quantity.

Mike tem pouco dinheiro.

Mike has little money.

Mike tem poucos amigos.

Mike has few friends.

In these sentences the idea expressed is that of absence of almost all quantity. These differences in meaning which are clear in English can be hardly noticed by Portuguese speakers.

6. Related to the previously mentioned problems with the indefinite adjectives are the other two indefinite adjectives some and any. The former is used in positive statements and the latter in negative sentences as well as in questions. For example :

a. Eu tenho algum dinheiro.

I have some money.

b. Ele não tem nenhum dinheiro.

He does not have any money.

c. Ele tem algum dinheiro ?

Does he have any money ?

In (b) and (c) we use the same English word any which is translated as nenhum and algum in Portuguese.

Note : a) sometimes both some and any can be used in questions. In this case there will be a change in the meaning. For example :

Does Mary have any money ? (at all)

Maria tem algum dinheiro ?

Does Mary have some money ? (at least a small quantity)

Maria tem algum dinheiro ?

In Portuguese the translation for both sentences remains the same and there is no change of meaning.

b) In a positive statement any conveys the idea of no matter

which. For example :

Any dresses fit you.

Qualquer vestido cai bem em você.

In this sentence students may think of " some dresses " (alguns vestidos) instead of " Whichever dresses " (qualquer vestido).

POSSESSIVE CASE

Since we do not have inflected possessive forms in Portuguese, students will often misplace the words in a sentence when they attempt to use this construction. For example:

Este é o livro de Pedro.

* This is the book's Peter.

This is Peter's book.

Note:

a) Once they are taught to use 's properly, special attention should be drawn to the plural forms of nouns, to a group of nouns as well as to the proper nouns ending in s. For example:

Estes são os carros dos professores.

* These are the teachers's cars.

These are the teachers' cars.

O filho da rainha da Inglaterra.

* The Queen's of England son.

The Queen of England's son.

Aquele é o carro de Carlos.

* That is Charles' car.

That is Charles's car.

b) Also they should be taught that for inanimate beings the of phrase is preferred. For example:

A perna da mesa está quebrada.

The leg of the table is broken.

In advanced classes when students are able to master the general

rule some questions might be suggested, such as "Qual é o verbo principal?"

rule, some exceptions might be mentioned, such as a month's research, Brazil's industrialization, the company's branches. However, as these exceptions are not systematic, they should be also introduced to some other constructions which convey the same meaning. For instance, industrialization in Brazil, a month of research, the branches of the company.

c) A third case to be mentioned is the use of 's with the proper nouns denoting house, apartment, flat, establishment or commercial organizations. For example:

Eu estou na casa de Bill.

I am staying at Bill's.

Estaremos no dentista (na padaria).

We shall be at the dentist's (at the baker's).

Mary esperará por nós na Macy (loja).

Mary will wait for us at Macy's (department store).

A L S O - T O O

For both words also and too there is just one corresponding Portuguese word that is "também". For example:

Eduardo perdeu-se naquela cidade também.

Edward got lost in that city too.

Edward also got lost in that city.

Paulo é também um bom motorista.

Paul is a good driver too.

Paul is also a good driver.

Jorge também veio.

George has come too.

George has also come.

Probably students will need a lot of practice to understand and place them correctly in a sentence. Usually they are taught that:

a) "also" comes after the verb "to be" and before any other main verbs in a sentence. For example:

Estes carros são também muito caros.

These cars are also very expensive.

Nós também fomos a São Francisco.

We also went to San Francisco.

Ela sabe falar francês também.

She can also speak French.

b) "too" comes at the end of a sentence. For example:

These cars are very expensive too.

We went to San Francisco too.

She can speak French too.

In Portuguese "também" can be placed in any position in a sentence. However, in English "also" and "too" are not interchangeable in cases, such as:

1. after the verb "to be".

Paulo é também um bom motorista.

Paul is also a good driver.

* Paul is too a good driver.

Jorge está também feliz pelo prêmio.

George is also happy about the prize.

* George is too happy about the prize. (Grammatically this sentence is correct but it carries a different meaning from "George is also happy about the prize".)

2. after auxiliaries.

Paulo também chegou.

Paul has also arrived.

* Paul has too arrived.

Ela sabe nadar também.

She can also swim.

* She can too swim.

Portuguese speakers might get confused in the use of them if they do not know the grammar rule. They tend to think more in terms of meaning than in terms of grammar.


Note: "Too" can also follow the subject immediately. In this case, there would be a change in the meaning. For example:

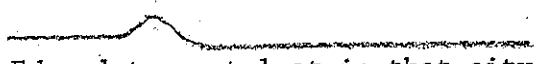
Eduardo também se perdeu naquela cidade.


Edward too got lost in that city.


It means that not only did he get lost, but also somebody else. Whereas in the sentence "Edward got lost in that city too" too indicates that the city Edward got lost in is not the only representative of the category. He might have been lost in cities other than that particular one we are referring to. Students may not notice this difference which occurs by placing the words in varied positions.

It is important to remember that also the intonation helps to emphasize the meaning of the sentence both in English and Portuguese. For example:


Eduardo também se perdeu naquela cidade.


Edward too got lost in that city.


Eduardo perdeu-se também naquela cidade.


Edward got lost in that city too.

E I T H E R - N E I T H E R

Another type of mistake students are likely to make is concerning the use of either and neither. They would have some interference from their native language, which allows the use of two negatives in the same sentence. Therefore, it is common to find mistakes like :

Você não estuda muito e nem ele.

* You don't study hard and he doesn't neither.

instead of

a. You don't study hard and he doesn't either.

or

b. You don't study hard and neither does he.

Related to neither there is one more aspect to be emphasized when we teach Portuguese speakers : the necessary reversal of words order as in above sentence (b).

AND . . . TOO - AND SO

In constructions, such as :

Eu gosto desta música e você também.

I like this song and you do, too.

I like this song and so do you.

Students should be able to use transformations in order to understand the function of the auxiliares do/ does/ did. Additional examples :

Você joga futebol todos os dias e ele também.

You play soccer everyday and he does, too.

You play soccer everyday and so does he.

Nós vimos aquele filme e Maria também.

We saw that movie and Maria did, too.

We saw that movie and so did Maria.

In dealing with and so we have to remind students to reverse the position of the subject and of the auxiliaries. Mistakes like*" You play soccer everyday and so he does ", *" We saw that movie and so Maria did " commonly happen with Portuguese speakers.

S T I L L - Y E T

Since both still and yet can be used in negative sentences, students will get confused in terms of knowing where to place each of them. Besides both are translated by ainda, what makes them much more confusing.

Flávio não está aqui ainda.

Flávio still isn't here.

Flávio isn't here yet.

It would be a mistake to say :

* Flávio yet isn't here.

or

* Flávio isn't here still.

Additional examples :

Luís estudou alemão por um longo tempo, mas ainda não sabe falar fluentemente.

Luís has been studying German for a long time, but he still can't speak fluently.

Luís has been studying German for a long time, but he can't speak fluently yet.

Still and yet will cause problems to Portuguese speakers when they are used in affirmative sentences because this time their translation will change. Only still continues to be translated as ainda and yet will acquire another meaning, that is, entretanto or no entanto.

For example :

Flávio ainda sabe tocar piano bem.

Flávio can still play piano well.

No entanto, Flávio sabe tocar piano muito bem.

Yet (however) Flávio can play piano very well.

A L R E A D Y - Y E T - E V E R

The examples below show that já is the only Portuguese word corresponding to already, yet and ever :

1. Nós já conhecemos aquelas pessoas.
We know those people already.
We already know those people.
2. Você já comeu o seu sanduíche ?
Did you eat your sandwich yet ?
Have you eaten your sandwich yet ?
Have you already eaten your sandwich ?
3. Você já esteve no Rio ?
Have you ever been to Rio ?
4. Ele é o maior mentiroso que já vi.
He is the biggest liar I've ever seen.

Portuguese speakers tend to apply already for any sort of sentence to mean já. They would hardly notice yet and ever, and use them in their sentences. For example:

- * Have you already been to Rio ?
- * He is the biggest liar I've already seen.

A D V E R B S

The use of an adverb might cause problems to Portuguese speakers when :

- a. Negatives (or near negatives) initiate a sentence. There must be a reversal of word order. The subject and verb are reversed in order to place more emphasis on the adverbial. In the Portuguese language such a reversal does not occur. For example :

Nunca fiz tal erro.

* Never I have made such a mistake.

Never have I made such a mistake.

Nao apenas estava triste, como tambem chorou.

* Not only she was sad, but also she cried.

Not only was she sad, but also she cried.

Poucas vezes Tomy estudava muito.

* Seldom Tomy studied hard.

Seldom did Tomy study hard.

- b. Expressions of place begin a sentence. After using the auxiliaries do/ does/ did with verbs other than " to be ", students may be confused here because reversal will occur but there will be no use of auxiliaries as in the previous rule. For example :

Lá vem a mulher.

There comes the lady.

Diante dos soldados se erguia o imponente e bravo

general.

Before the soldiers stood the imposing and brave

general.

Reversal occurs in both languages. However, students are likely to make mistakes, such as * " There does the lady come " and * " Before the soldiers did the imposing and brave general stand".

T H E R E T O B E - T O H A V E

The two levels of a language sometimes cause problems even to native speakers. For instance, in Portuguese the use of both há and tem are considered correct at the speech level, but not in written language.

1. Há um livro aqui. ---- Tem um livro aqui.

There is a book here.

* It has a book here.

2. Havia muita gente na festa. ---- Tinha muita gente na festa.

There were a lot of people in the party.

* It had a lot of people in the party.

Students are easily influenced by the misuse of há and tem from their native language that unconsciously they would say * "It has a book here" instead of " There is a book here ".

EMBEDDED WH - CLAUSES

After intense practice the rules of sentence transformations are so overlearned that Portuguese speakers will have difficulties when they deal with embedded wh- clauses. For example :

1. O Geraldo se lembra com quem ele falou ?

* Does Gerald remember who did he talk to ?

instead of

Does Gerald remember who he talked to ?

2. Você perguntou-lhe de onde ela era ?

* Did you ask her where was she from ?

instead of

Did you ask her where she was from ?

3. Eu não sei onde ele mora.

* I don't know where does he live.

instead of

I don't know where he lives.

Such mistakes will occur since students are taught to use auxiliaries do/ does/ did in questions. Therefore, automatically they will also use these auxiliaries in embedded wh- clauses.

ONE - ITS USAGE IN ENGLISH

(Indefinite pronoun / substitute for nouns)

Portuguese speakers tend to take one for the cardinal number. Therefore, the usage of one causes problems for them when it is treated as a substitute for nouns or as an indefinite pronoun. For example:

1. Você quer um livro ? Sim, eu quero este.

* Do you want a book ? Yes, I want this.

2. Um lava as louças e outro enxuga-as.

One does the dishes and another dries them.

Note : Special attention should be devoted to dealing with one/ ones as substitutes for nouns.

a) One is a substitute for a singular noun after this, that or a descriptive adjective such as good, blue, large, round.

For example :

Você quer um lápiz ? Sim, eu quero este (um azul).

Do you want a pencil ? Yes, I want this one (a blue one).

As the examples above show , one for Portuguese speakers seems to have no meaning at all. Therefore, they frequently forget to use it in a sentence. They would answer *"Yes, I want this (a blue)" instead of " Yes, I want this one (a blue one)".

b) Ones is used as a substitute for a plural noun after a descriptive adjective only, but not after words like these, a few, several, some, seven. For example :

Você quer 23 livros ?

Do you want some books ?

Você quer algumas laranjas ?

Do you want some oranges ?

Sim, eu quero algumas boas e grandes.

Yes, I want some good and big ones. (after descriptive adjectives).

Sim, eu quero algumas/ estas/ poucas/ várias.

* Yes, I want some (?)/ these (?)/ a few (?)/ several (?)

A gente is an expression of high frequency in spoken Portuguese. It denotes that the subject is (an) unidentified person(s). The equivalent impersonal subject in English is ONE or (United States) " You ".
For example :

A gente trabalha muito e ganha pouco.

One works hard and earns little. (In this sentence, students might consider one as a cardinal number with the meaning of one person out of a certain number of people).

I N D I R E C T . O B J E C T

The flexibility of the Portuguese language allows the indirect object to be placed in a variety of positions in a sentence. This fact may interfere with the assimilation of the correct pattern in English which is stricter and does not accept any position for the indirect object. Notice the following patterns in English :

a. Paul gave her a flower.
V IO DO

b. Paul gave a flower to her.
V DO IO

Sometimes pattern (b) can interfere with (a), and sentence, such as;

* c. Paul gave to her a flower.
V IO DO

is very likely to be used by Portuguese speakers. The corresponding sentences for (a), (b) and (c) are :

a. Paulo deu-lhe uma flor.
V IO DO

b. Paulo deu uma flor para ela.
V DO IO

c. Paulo deu para ela uma flor.
V IO DO

Grammatically the three Portuguese sentences above are considered correct, whereas the pattern (c) in English *" Paul gave to her a flower", which corresponds to " Paulo deu para ela uma flor ", is incorrect. It has to be " Paul gave her a flower ". Portuguese speakers tend to make this type of mistake influenced either by their native

language pattern" para ela " = " to her " or by the English pattern (b):

Paul gave a flower to her.

Paul gave to her a flower.

Usually transitive verbs in English follow two patterns :

(1) VT + IO + DO

(2) VT + DO + to IO

However, the verb explain is an exception which can follow only pattern (2). For example :

Please, explain this problem to me.

V DO IO

Explain is a verb of high frequency in the initial stage. Students use it to get some information or to know the meaning of new words and expressions. It is very common to hear :

* Please, explain me this exercise.

V IO DO

Again this sentence structure seems to be influenced by pattern (a)

Paul gave her a flower.

V IO DO

The difference between the patterns followed by the verbs give and explain must be clarified. Intensive practice might be useful to help students to use each pattern properly.

(1) Por favor, explique-me este exercício.

V IO DO

(2) Por favor, explique este exercício para mim.

V DO IO

Considering the two Portuguese sentences above it is possible to say

that there is also some influence from pattern (1) " Por favor, explique-me este exercício " on the English sentence " Please, explain me this exercise" . Since pattern (1) is more common than pattern (2) in Portuguese, it is natural that students tend to choose the wrong pattern in English. Teachers should insist on the correct use of each pattern :

Please, explain this exercise to me.

V DO IO

- * Please, explain me this exercise.
- * Please, explain to me this exercise.

OBJECTIVE PRONOUNS USED WITH PREPOSITIONS TO / FOR

Portuguese speakers will encounter difficulties in dealing with prepositions to and for because both are frequently translated by para. In some cases for corresponds to the preposition por. Notice the following patterns :

(a) Ele escreveu uma carta para mim.
 V DO IO

He wrote a letter to me.

~~He wrote a letter to me.~~

* He wrote a letter for me.

(b) Há uma carta para mim.

 V DO ADV

There is a letter for me.

~~There is a letter for me.~~

* There is a letter for me.

Apparently both patterns utilizes the same grammatical structure for their VP (verb phrase). However, there is a slight syntatic difference. In (a) " para mim " is the complement of the verb escreveu. It functions as an indirect object of the verb. Whereas in pattern (b) " para mim " is related to the complement uma carta in a certain way, but it does not work as a complement of the verb há. Also there is a difference in concept between these two sentences :

(a) He wrote a letter to me. (It implies an idea of direction. The letter is directed to me. What is important is the fact that it was written to me and not to someone else).

(b) There is a letter for me. (In this example the verb

is not emphasized. The main concept contained in the sentence is of the letter being addressed to me. It does not matter whether or not the letter was written to me. Maybe it was written to my sister and addressed to me).

Notice the third pattern :

(c) Ele escreveu uma carta por mim.
V DO ADV

He wrote a letter for me.
V DO ADV

The similarity which exists in (a), (b) and (c) may confuse the Portuguese speakers. Although (c) seems to be a mixture of (a) and (b), its concept is completely different from the first two sentences. It means that I had some reason not to write that letter. I might be sick, afraid, ashamed or I might have no time to do it. My brother wrote it instead of me. No concept of direction or destination is implied in (c).

TWO- WORD VERBS IN WH- QUESTIONS

In Portuguese questions all the prepositions which accompany the verb come before question words (que, quem), whereas in English these particles follow the verb and are placed in the last position of the sentence. For example :

- (a) Com que(m) você está preocupado ?
What (who) are you worried about ?
- (b) Em que o seu trabalho foi baseado ?
What was your work based on?
- (c) De que (m) vocês falaram ?
What (who) did you talk about ?

Probably Brazilian students would make mistakes like :

- (a) Com quem você quer falar ?
* With (to) who do you want to talk ?
instead of
* Who do you want to talk with (to)?
- (b) De quem o Marcos depende ?
* On who does Marcus depend ?
or
O Marcos depende de quem ?
* Marcus depend on who ?
instead of
Who does Marcus depend on ?

Note : On the other hand, if students have a tendency to use constructions close to Portuguese patterns - * with who, with what, * about who, * on who, - we should explain that " with whom , with what, about whom, on whom " are used in formal spoken and written English, though not frequent in informal spoken English.

VERBS - TENSES AND USAGES

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2. VERB TENSES

2.1. VERB TO BE - Present and Past Tenses (Negative and Question forms).

What is difficult for Brazilians here is the way negative and question forms are structured. According to our grammar, in a negative sentence, the negation word precedes the verb. For example :

Eu não sou um bom aluno.

- * I not am a good student. (Students commonly make mistakes in a word order, translating word by word).
I am not a good student.

The question form in Portuguese is obtained by intonation, which is why it is possible to transform any sentence to an interrogative one. This is unlike English grammar where a change occurs in the position of verb. For example :

Ela é paulista.(affirmative)

Ela é paulista ?

- ** She is Paulista ? (The students try to use the same pattern to make interrogative sentence).

Is she Paulista ?

Students tend to make the same mistake in an interrogative negative sentence. For example :

Ele não é um bom aluno ?

* He not is a good student ?

Isn't he a good student ?

Note : The same mistakes occur in the Past Tense of the verb.

2.2. REGULAR AND IRREGULAR VERBS.

A. Simple Present Tense.

B. Interrogative form of the verbs in the Present and Past Tenses.

C. Negative form of the verbs in the Present and Past Tenses.

A. Simple Present Tense.

Students often confuse the 3rd person singular in the present tense of regular and irregular verbs. The reason is that it undergoes modifications in the ending. Brazilian students usually think that the "S" added to verbs is a morpheme which transforms them into plural. Therefore, they do not use it. For example:

Alex fala francê^s fluentemente.

* Alex speak French fluently.

Also students frequently misspell the endings because of their variations. For example:

Shiguelo estuda muito todos os dias.

* Shiguelo studys hard every day.

Shiguelo studies hard every day.

Karine escova os dentes depois de cada refeição.

* Karine brushs her teeth after each meal.

Karine brushes her teeth after each meal.

Meu irmão assiste ao jogo de futebol pela televisão.

* My bróther watchs soccer game on T.V.

My brother watches soccer game on T.V.

Maria vai ao cinema com o seu amigo.

* Mary gos to the movies with her friend.

Mary goes to the movies with her friend.

Tizuko descansa a mente lendo o Pato Donald.

* Tizuko relaxs her mind reading Duck Donald.

Tizuko relaxes her mind reading Duck Donald.

Ela raramente perde o ônibus.

* She seldom miss the bus.

She seldom misses the bus.

B. INTERROGATIVE FORM OF THE REGULAR AND IRREGULAR VERBS IN THE PRESENT AND PAST TENSES.

The question form of English grammar creates difficulties for Brazilian students. In our grammar the intonation is the coordinator of the language, while in English grammar we need an element that we call auxiliaries. Through them, we are able to transform sentences to either interrogative or negative.

They are :

- a. DO - all persons, except the 3rd one
DOES - 3rd person singular only
- b. DID - all persons - Past Tense
- } Present Tense

Brazilians make two serious mistakes when they are learning this grammar point.

1. Students just forget to use the auxiliary in making questions. For example :

Você [^]gosta dela ?

* You like her ? or Like you her ? (The influence of our grammar as well as the verb to be . lead students to make this kind of errors).

Do you like her ?

2. Here, students have to think twice because they must be aware of what to choose, either DO or DOES. Besides, students should know the transformation the sentence goes through in question form. For example :

Tizuko ensina como dançar " Saturday Night Fever ?" .

* Do Tizuko teach how to dance " Saturday Night Fever?"

(Very commonly students make this kind of mistake.

They do not get enough practice to be able to manipulate in their mind, all the processes that have to go through).

Does Tizuko teach how to dance " Saturday Night Fever?"

The third person singular of the present tense creates confusion in the students' mind. They usually forget to use either does or to take out the endings. For example: *Does Tizuko teaches (instead of teach) how to dance " Saturday Night Fever ?"

In dealing with past tenses of the verbs, the mistakes that occur are more related to lack of practice than confusion. There are so many regular and irregular verbs that students are unable to distinguish which is the present or the past. Examples of some verbs:

Present tense

speak (I)

teach (I)

wait (R)

smoke (R)

Past tense

spoke

taught

waited

smoked

SENTENCES :

Did you speak with your teacher yesterday ?

Did you teach English last semester ?

Did he wait for you last night ?

Did she smoke the whole package of cigarettes yesterday ?

Note : Sometimes students tend to keep the verb in the past tense, instead of changing it to the infinitive. Examples: * Did you spoke with your teacher yesterday ?

C. NEGATIVE FORM OF THE VERBS IN THE PRESENT AND PAST TENSES.

In making negative sentences, students commonly forget auxiliaries " do ", " does " or " did " conditioned by their native language. The errors are quite the same as those occurring in question form. Students tend to make mistakes such as :

1. Ommitting the auxiliary DO :

Eu não quero viajar de avião.

* I not want to travel by plane.

I do not want to travel by plane.

2. Students encounter the same problems that arise in dealing with interrogatives when they are asked to make negative sentences. They have to choose either " DO " or " DOES ". Besides, students usually forget to do the necessary transformation. For example :

Ela não me ajuda a fazer limpeza. Eu faço sozinha.

* She do not help me to do the cleaning. I do by myself.

She does not help me to do the cleaning. I do by myself.

The negative form of past tense follows the same observation mentioned above regarding question forms. For example :

Você não falou com o seu professor ontem.

* You did not spoke with your teacher yesterday.

* You not spoke with your teacher yesterday. (Both are the common mistakes).

You did not speak with your teacher yesterday.

Note : In interrogative negative sentences, the mistakes are the same as those mentioned above.

WH - QUESTIONS SUBSTITUTING SUBJECTS

There are cases in which WH- questions replace subjects. In these particular cases, we do not use " DO - DOES or DID " in making questions. Students do not know how to determine proper usage. For example;

Quem vem para o jantar hoje à noite?

* Who does come for dinner tonight ? (Students try to use the auxiliary does).

Who comes for dinner tonight ?

Quem cometeu esse erro ?

* Who did make this mistake ? (Students try to use the auxiliary did in making questions).

Who made this mistake ?

C O N T R A C T I O N S

It becomes difficult for Brazilian students to assimilate the whole process of contractions, since we do not have these in our language. In spoken English, these are the contractions that students might confuse :

- in contracting the verb "to be" with negative. Example :

* He ins't, instead of - He isn't

- in contracting the auxiliary "does" with the negative.

Example :

* She doens't, instead of - She doesn't

Also students might get confused with :

- the contraction of pronoun + the verb "to have" in the 3rd. person singular, which is the same as that of the verb "to be" in the 3rd person singular. Example:

He has - he's and He is - he's

She has - she's and She is - she's

- the contraction of the verb "to have" in the past tense with the conditional. Example :

I had'd - I'd and I w'dld - I'd

You had - You'd and You w'dld - You'd

(all persons)

TAG ENDINGS - AFFIRMATIVE AND NEGATIVE SENTENCES.

In Portuguese, we use similar tag endings to ask a question or to have a confirmation of some fact we already know, but in a informal way. The tag endings in English are much more complex than in Portuguese. The reason for our students' mistakes is that the tag endings in English are obtained by using the auxiliaries, according to the tenses of verbs, except for the verb "to be" and the modals.

For example :

1. Você joga futebol, não joga ?
2. Você joga futebol, não é ?
3. Você falou com ele, não falou ?
4. Você falou com ele, não é ?
5. Você não falou com ele, não é ?
6. Você não falou com ele, falou ?

We commonly use these endings to get a confirmation of facts. Differing from English as it is evident in sentence 5, two negatives can be used; also in sentences 2, 4, and 5, the ending " não é " has nothing to do either with the tense of the verb or the verb itself. In English, however, there are strict rules to be followed. For example :

1. You are going to the movies, aren't you ?
2. You aren't going to the movies, are you ?
3. He likes you, doesn't he ?
4. He doesn't like you, does he ?

5. Margareth saw the movie titled " Gone with the wind ", didn't she ?
6. Margareth didn't see the movie titled " Gone with the wind", did she ?
7. He has worked hard all day long, hasn't he ?
8. He hasn't worked hard all day long, has he ?
9. She had studied English before, hadn't she ?

In English, if the first statement is affirmative, the tag ending is negative and, vice-versa.. Particularly with sentences 3, 4, 5, and 6, Brazilian students get confused. They try to use two negatives in a sentence. For example :

- * He isn't going to the movies, isn't he ?

The common mistakes occur in sentences 3, and 5, where students tend to translate from their native language. Examples :

3. He likes you, doesn't he ?

- * He likes you, don't he ?

- * He likes you, not like ?

5. Margareth saw the movie titled " Gone with the wind ", didn't she ?

- * Margareth saw the movie titled " Gone with the wind ", did she ?

- * Margareth saw the movie titled " Gone with the wind ", saw she ?

GERUNDS

Gerunds function as nouns and they can be used in a sentence, according to their function. In a general sense gerunds are used after all prepositions in the same way that nouns are used. What makes it difficult for us Brazilians, is that we use infinitives instead of gerunds as nouns after all prepositions. And Brazilian students have the tendency to translate from their own language into English, which causes confusions. Students may be confused by the cases below, when gerunds function as :

a. subject of verb

Fumar não é bom para a saúde.

Smoking is not good for your (one's) health.

(Brazilians have tendency to translate - *To smoke is not good for your health).

b. object of preposition

Maria insistiu em lavar os pratos.

Mary insisted on doing the dishes. (If we translate from our language, we would say - *Mary insisted on to do the dishes, which is wrong).

c. object of verb

Eu apreciei a sua visita a minha família.

I appreciated his visiting my family. (In this sentence, the gerund is replaced by a noun in Portuguese).

d. in adverbial prepositional phrases

Alice começou a preparar o jantar depois de ouvir as notícias.

Alice started to prepare dinner, after listening to the news. (Students tend to translate : * Alicé started to prepare dinner, after listen to the news.

Students would use the same infinitive in English).

Either in Portuguese or English verbs can sometimes be used as nouns.

In such cases they are preceded by the definite article. Portuguese uses the infinitive, whereas English uses the gerund. Example:

O cantar dos pássaros desperta-me todas as manhãs.

The singing of birds wakes me up every morning.

In English there are verbs that are always followed by gerunds rather than by infinitives. Some of these verbs are mind, stop, consider, appreciate, admit, finish, deny, risk, and dislike. Examples :

Do you mind calling me up later on ?

Você se importa em telefonar-me mais tarde ?

(In Portuguese the gerunds are replaced by infinitives).

Other examples :

We enjoy swimming in the lake.
=====

I can't avoid thinking about my family.
=====

We appreciated staying at your house.
=====

She disliked going back to Japan.
=====

Certain other verbs in English may be followed by either a gerund or an infinitive. They are : start, begin, continue, like, cease, love, prefer, neglect, hate, intend. These verbs are not difficult for Brazilians because they can use the same corresponding infinitive. For example :

They started to accept the idea.

=====
or

They started accepting the idea.

Eles começaram a aceitar a idéia.

=====
She preferred going to the movies.

=====
or

She preferred to go to the movies.

=====
Ela preferiu ir ao cinema.

A few verbs can be followed by either the gerund form or the infinitive form. However, the meaning is different. For example :

Marly stopped smoking. (This sentence means that she was smoking and she quitted).

Marly stopped to smoke. (This sentence means that she stopped another activity in order to smoke).

- Notes :
1. students should be careful in making the choices in the sentences above.
 2. in dealing with infinitives, Brazilian students do not encounter any problems because they use the corresponding infinitive in English. However, they might be confused by

some verbs in English that must be followed only by an infinitive, never a gerund. Examples :

1. They decided to visit me.
2. Mary expects me to go to Japan in December.
3. Susy hopes to study tomorrow.
4. John needs to buy a new car.
5. We want to finish our paper by next week.

3. students get confused by exceptions. For example, after the verbs let, make, feel, hear, see, and watch, we always use infinitives but without " to ". Examples :

He lets us pass in the test.

She sees me go back and forth.

CAUSATIVE FORM

In English if we want to show that we did not perform the action, but someone else did, we express our thought by using the verb "to have" plus the past participle of the main verb. In Portuguese grammar this does not occur. Although we haven't performed the action, we say it as if we had. This is the reason why Portuguese speakers get confused. For example :

Eu cortei o meu cabelo porque estava muito longo.

(In Portuguese we say it as if the subject performed the action).

I cut my hair because it was very long. (Brazilian students translate word for word and run into another meaning that it is not what they really want. This sentence really means that he cut his hair by himself, and not that someone else did it).

I had my hair cut. (If you did not perform the action, you would use this construction).

Other examples :

Nós reformamos a nossa casa 3 meses atrás.

1. We repaired our house 3 months ago.

2. We had our house repaired 3 months ago.

- sentence 1 means that we repaired our house by ourselves.

- sentence 2 means that someone else repaired our house.

EMPHATIC SENTENCES

When we want to emphasize a sentence in English, we use the so-called "emphatic" form of the verb. In this way the auxiliaries do, does, and did, normally used only in negative or interrogative sentences are used in positive sentences. Brazilian students get very confused dealing with this construction. For example :

- a. I don't like French but I do need to learn it by the end of this year.
- b. I do want to be fluent in English.
- c. My family does want me to go back home.
- d. She did mean that.

In Portuguese, we do not have corresponding emphatic words; and as you see, all the emphatic words agree with the tense of the main verb in English. What causes more confusion for Brazilian students is that when the emphatic word is used in the past, the main verb is used in the present tense. For example, the sentence d, students tend to write -* She did meant that.

In Portuguese we have words to emphasize meaning, but they have nothing to do with grammatical structure. Thus, we could translate the sentences above using the words : de verdade or realmente. Examples :

- a. Eu não gosto de francês mas eu realmente preciso aprendê-lo até o fim deste ano.
- b. Eu realmente preciso ser fluente em inglês.

c. Minha família quer me de volta para casa de ver-
dade.

d. Ela quis dizer-isso de verdade.

FUTURE TENSE

In English, there are two possibilities for expressing future action. The combination of verb TO BE + GOING TO always raises doubts for Portuguese speakers when they use it. This tense translates in our language as I R. in the Present tense. Thus, students tend to use the same tense of the verb in English, which is not correct.

Examples :

Eu you assistira^o filme " Grease " a semana que vem. (Present tense)

* I go to see the movie " Grease " next week.

I'm going to see the movie " Grease" next week.

Note : In translating from Portuguese to English, students always look for words or verbs that have the corresponding translations in both languages.

CONDITIONAL SENTENCES

a. REAL - - - - Present

b. UNREAL - - - - Present

- - - - Past

- - - - Past

- Real conditions may be used in general statements about repeated events.

- Unreal conditions are either impossible to realize or are not likely to be realized in the near future.

In dealing with real conditions, present, we observe that in the dependent clause we use the simple present tense, and in the independent clause either the simple present or simple future. Example:

If the weather is good, I go to the beach.

or

If the weather is good, I'll go to the beach.

However, in Portuguese we always use the subjunctive mood in the dependent clause, and the simple future or conditional in the independent clause. This difference causes difficulties for Portuguese speakers. Examples:

Se o tempo estiver bom, irei à praia.

Se o tempo estivesse bom, iria à praia.

Note : There is a correlation in grammatical structure with real conditions past, and unreal conditions, thus causing no problems for Portuguese speakers.

Some examples :

Real condition past.

Last year, if I had time, I went to the theater.

(If may be replaced by "when" or "whenever".)

No ano passado, quando eu tinha tempo, eu ia ao teatro.

Unreal condition present.

If my thesis were ready now, I would leave for San Francisco.

Se a minha tese estivesse pronta agora, partiria para São Francisco.

Unreal condition past.

If the weather had been good yesterday, I would have gone to the beach.

Se o tempo tivesse sido bom ontem, teria ido a praia.

PRESENT PERFECT AND PAST PERFECT TENSES

(Question and negative forms)

In Portuguese grammar, we have a verb tense that is called the " compound tense " that has much similarity to either the Present Perfect or the Past Perfect tenses in English. However, what makes Portuguese speakers confused is that the Present Perfect tense can be replaced by the simple past tense or compound tense in our grammar, according to the context. Moreover, they can be used in Portuguese referring to any past action, without considering details about when the action started or ended. In English grammar there is a distinct independent usage of both tenses. For example :

Present Perfect tense substituted by simple past tense in Portuguese:

1. I have studied English for many years.

Estudei inglês por muitos anos.

2. She has spoken for 5 hours.

Ela falou por 5 horas.

3. We have lived in São Paulo for 20 years.

Moramos em São Paulo há 20 anos.

Present Perfect tense substituted by compound tense in Portuguese:

1. He has played soccer for the Corinthian team for 2 years.

Ele tem jogado futebol para o time do Corinthians por 2 anos.

2. I haven't seen him for 3 months.

Eu não tenho o visto por 3 meses.

3. My teacher has asked about you.

Meu professor tem perguntado por você.

Note : Portuguese speakers do not have problems in using since because it always refers to when the action started.

Example :

I haven't seen my family since 1977.

The Past Perfect tense causes no problem for Portuguese speakers since the grammar corresponds. Example :

I had stopped the car, when he came.

Eu tinha parado o carro, quando ele veio.

Questions and negative forms - Portuguese speakers will not meet difficulties if they are taught that these tenses of verbs follow the same rule of the verb TO BE.

PRESENT PERFECT CONTINUOUS

In English verb tense expresses an action that is still in progress. In Portuguese we replace this tense of the verb for what is called the " compound tense ". It consists of HAVE (TER) + PAST PARTICIPLE of the main verb. However, what makes Brazilian students confused about the Present Perfect Continuous is that they try to translate word for word from English. This procedure is not proper for this verb tense. For example :

What have you been doing? (Students tend to translate " O que voce[^] tem estado fazendo?", instead of " O que voce[^] tem feito ?"

Other examples :

1. What have you been eating recently ?
O que voce[^] tem comido recentemente ?
2. Hide has been writing his thesis for 2 years.
Hide tem escrito sua tese por 2 anos.
3. She has been teaching in that school for 2 years.
Ela tem lecionado naquela escola por 2 anos.
4. Mary has been working very hard recently ?
Maria tem trabalhado muito ultimamente.

THE MODAL AUXILIARIES - M U S T - S H O U L D

Portuguese speakers are always confused about the usage of must and should. Although they look alike, there are distinguishable differences that aren't perceivable for Brazilians, since there is only one translation for both - DEVER. Nevertheless, through practice, students will be able to recognize the differences and use them properly. We quoted below some examples containing either, must or should, in order to exemplify their usage in a sentence according to the context. Examples :

1. If they left school earlier, they should be here by now.
2. Charles should have more practice in conversation.
3. My mother is sick. I should call her up.
4. I think this pair of shoes looks nicer on you. You should buy this one.

Note : In the examples above, SHOULD has the meaning of giving you ideas of suggestions, advisability or obligation.

1. If they left school at 3:30, they must be here by 4:00 pm.
2. Charles must have more practice in conversation.
3. My mother is sick. I must call her up.
4. The road is wet. It must have rained last night.

Note : In the examples above MUST has the meaning of giving you ideas of deduction or stronger obligation.

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BRAZILIAN POPULAR EXPRESSIONS

(Gírias brasileiras)

Slang is very much part of the culture of the Brazilian people. Especially in our era young people seem to express all their feelings and thoughts more easily through this language. In other words, they communicate better through it. Slang has such power that sometimes no bookish words could convey the same meaning. Because of the frequent use of slang among students, and also because of their high interest in being able to use it in English, we decided to add to this work some of the most common expressions used nowadays.

01. Vamos mandar brasa.

Let's hang in there.

Let's get it together.

02. Eu estou quebrada (dura).

I am broke.

I am flat broke.

03. Maria dá bola para todo mundo.

Mary pays attention to everybody. (translation)

04. Suzy deu uma cantada (passou uma conversa) no João.

Suzy really pulled the wool over John's eyes.

Suzy really put one over on John.

05. Flávio cola em todas as provas de inglês.

Flavio cheats on all English tests.

06. Marcos levou bomba na escola.
Marcos flunked in school.
07. Milton gosta de tomar uma birita (caninha).
Milton likes to drink cachaca (firewater). (translation)
08. Vamos encher a cara até esquecer da vida.
Let's get drunk till we forget life. (translation)
09. Meu irmão é um pau d'água. Não tem jeito.
My brother is a drunkard (lush, souse). There is no way.
(translation)
10. Ele está de ressaca hoje.
He has a hangover today.
11. Eu nunca vi um pão duro como o Ted.
I have never seen someone as stingy like Ted. (translation)
12. Meu marido é um pão (bonitão).
My husband is a very good looking man (handsome). (translation).
13. José me deu bolo.
Joseph cheated me.
14. Que garota bacana!
What a cool (sharp, neat) girl!
15. Aquele cara não dá pé.
I can't deal with him. (translation)

16. Ele é meu chapa.
He is my pal.
17. O meu amigo é enxuto.
My friend is an attractive and handsome person. (translation)
18. Pelé é o craque do futebol.
Pelé is an expert (star). (translation)
19. Meu irmão é craque em tudo.
My brother is an expert in any field. (translation)
20. Ele passou na minha frente com a maior cara de pau.
He passed by me brazenly (poker faced, stone faced, straight faced).
21. Marcos é um bagunceiro de primeira.
Marcos is a hell raiser of the first class.
22. Pedro é boa praça. Sempre está ali quando preciso dele.
Peter is a good guy. He always helps me when I need him. (translation)
(translation)
23. Aquele cara é um malandro.
That guy is a bum (drifter).
24. François é um moleque de tudo.
François is a complete street urchin.
25. Leonardo é o manda chuva da família.

- Leonard is the boss of the family. (Leonard wears the pants).
26. Aquele cara é um fresco (veado).
That guy is a queer (fag, gay).
27. Davi é muito vivo para ser tapeado.
David is very sharp (intelligent, smart) to be cheated. (translation)
28. Nelson comprou um carro novo que é um estouro!
Nelson bought a new car that is great!
29. Clayton é muito sabido.
Clayton is a wise guy.
30. Hide está sempre por dentro de tudo que passa.
Hide is on top of what is going on.
31. Minha irmã Martha está sempre por fora das notícias.
My sister Martha is totally out of it (space cadet).
32. Depois do jantar Maria gosta de bater um papo com a Tizuko.
After dinner Mary likes to chat with Tizuko. (translation)
33. Em matéria de futebol Shigueo é um papo firme.
On the subject of soccer Shigueo tells it like it is. (translation)
34. Tudo o que o Flávio diz é papo furado:
Everything Flavio says is baloney.(B.S.).

35. Geraldo costumava dar bronca a torto e direito.
Gerald used to fly off the handle with no reason.
36. Você manjou o que a Yoko quis dizer com aquilo?
Did you dig what Yoko wanted to mean with that?
37. Você morou no assunto?
Did you dig the subject?
38. Não comece a engrossar. Conversando se entende.
Don't get all worked up (don't get all hot under the collar,
don't be gross). By talking we'll find solution. (translation)
39. Eu vou com você, Está legal?
I'm going with you. Is it O.K.? (Can you dig it?)
40. Que tal?
What do you think? (How do you like it?) (translation)
41. O costume do brasileiro é sempre quebrar o galho.
The Brazilian way is always to work something out.
42. Quando minha irmã Alice diz alguma coisa, é batata!
When my sister Alice says something, that's it!
43. A pessoa que deve sempre, fica enrolando para não pagar.
People who owe money are always screwing things up so as not
to pay.
44. Maria não gosta de puxar o saco de ninguém. O que é certo, é
certo.

Mary does not like to flatter anyone (brown nose, kiss anyone's ass) to get something. What is right, is right.

45. Ô cara chato, hein? Vive enchendo o saco da gente.

What a jerk! He drives me up the wall. (He makes me fed up).

46. A professora Rita sempre dá uma colher de chá aos seus alunos.

Professor Rita always gives a break (clears the ways for) to her students.

47. Minha família ficou besta (bôba) quando soube da notícia.

My family was blown away (freaked out) when they heard the news.

48. Takako faz hora que só vendo!

Takako kills time, That's amazing!

49. Lilian, não faça onda. Funcione!

Lilian, don't make a fuss (don't stir up). Work!

50. Margareth sempre acaba fazendo besteira.

Margareth always acts foolishly. (translation)

51. Não mexa com Marly, porque ela é estourada.

Don't tease Marly, because she blows up.

52. Miti entrou pelo cano naquele negócio.

Miti failed in that business. (translation)

53. Oscar chegou na hora H.

Oscar arrived just in time (at the last minute). (translation)

54. Que porcaria (abacaxi) que você fez!
What a mess (rotten, worthless thing) you did! (translation)
55. Que troço (negócio) esquisito!
What a weird thing! (That's really bizarre!) (translation)
56. Não ligue muito para o que a Nancy diz. Ela sempre conta garganta.
Don't pay much attention to what Nancy says. She always talks too much. (translation)
57. Leonardo está gamado pela Nair.
Leonard has a crush on Nair. (Leonard is crazy about Nair/ Leonard is nuts about Nair.)
58. A barra está pesada aqui.
This is a tough neighborhood (joint). (The surroundings are dangerous here.)
59. Adriana é barra limpa.
Adriana is a cool girl.
60. O ambiente é barra limpa.
Things are cool. (It's a guaranteed atmosphere.)
61. Marques sempre está na onda.
Marques is always in fashion (up to date). (translation)
62. Aquele troço foi bem bolado.

That thing was well thought out.

63. É melhor que Hide bole melhor desculpa, senão Maria não vai acreditar.

It'd be better for Hide to find (come up with, make up) a better excuse, otherwise Mary won't believe him. (translation)

64. Tutu (grana) não traz felicidade, mas ajuda.

Money (dough, bread, long green) doesn't bring happiness, but it helps.

65. Quer saber de uma coisa, seu burro. Vá tomar banho!

You want to know one more thing, jerk (idiot, bastard).

Go jump in the lake (go away, get lost)!

66. Foi uma festa de arromba.

It was a swinging party.

67. Meu primo João não é de nada. Só fala!

My cousin John has no initiative. He only talks, no action!

(translation)

68. Não esquite a cabeça à toa. Não vale a pena.

Don't blow your top. It's no use.

69. Como ela fala conversa mole (conversa fiada)! Dá desgosto de ouvir.

How she talks without consequence! (How she shoots off her mouth!)

It's disgusting just listening.

70. Meu sobrinho é um doidão.
My nephew is a nut (off the wall).
71. Davi é uma pessoa legal.
David is a cool (great) guy.
72. Minhas irmãs são fogo na roupa.
My sisters are sharp (unbelievable, incredible).
73. Que marmelada que você arranjou!
What a mess you got into!
74. Hoje em dia não é mole dar carona. Pode ser assaltado.
Nowadays it's not easy to give a lift (ride, to hitch). You may
be held up (assaulted).
75. Esta vida é dura, não?
This life is really tough, isn't it?
76. Hide, depois a gente conversa, tá?
Hide, catch you later, O.K.? (Hide, we talk this later, O.K.?)
Hide, we'll talk later, O.K.?)
77. Marcos vive criando caso com a pobre Nancy.
Marcos makes a big fuss about Nancy.
78. Ele é safado demais.
He is a rascal. (translation).
79. Hoje estou voando ou minha cabeça está nas nuvens.

- My head is in the clouds today. (I am really out of it today.)
80. Você me paga!
You're going to get it! (You'll get yours!)
81. Estamos vesgas de tanto estudar.
We're really wiped out.
82. Maria está com a pulga atrás da orelha.
Mary has a hunch.
83. O que aconteceu foi um tal de Deus nos acuda.
It was a Godsend.
84. Estou matando jacaré a tapa.
I'm really busting my ass.
85. Nós estamos curtindo uma boa.
We're into a good thing. (We've really got it together.)
86. Que cara grosso no volante!
He's a real Sunday driver!
87. Passei uma vergonha que não sabia onde pôr a cara.
I was really embarrassed. (translation)
88. Não conte tanto papo!
Don't bullshit!
89. Pedro é papudo prá burro!
What a bullshitter Peter is!

90. Ela vai passar a perna em você.
She is going to gyp you (rip you off).
91. Esse negócio não dá pé.
This isn't going to work (make it). (translation)
92. Minha mãe sempre está de antena ligada.
My mother keeps her eyes peeled.
93. Quais são os furos de hoje?
What's the latest?
94. Vamos partir para outra.
Moving right along.
95. Eu vou tocando o barco.
I'm getting by (carrying on, managing).
96. Ela vai passar a conversa em alguém.
She is a smooth talker.
97. Vamos mandar brasa!
Let's get a move on!
98. Estou realmente nas nuvens.
My head is really foggy.
99. Alice levantou com o pé esquerdo.
Alice got up on the wrong side of bed.
100. É fora de série!

Far out! (It's out of the ordinary!)

101. Queimei as pestanas de tanto estudar.

I burned the midnight oil. (I hit the books.)

102. Lilian pelejou no teste.

Lilian crammed for the test.

103. É o fim da picada!

It's the last straw! (It's the straw that broke the camel's back!)

104. Este assunto está fora de cogitações.

This subject is out of the question (out of the world, off limits).

105. Tomy está com o olhar de peixe morto.

Tomy is totally blown away (on the rag).

106. Teu cérebro já deu o que tinha que dar.

Your mind is out of order.

107. Você é um cabeça de vento.

You have nothing between your ears.

108. Eu não vou com a cara dele.

We just don't get along. (translation)

109. Aquilo não é da minha conta.

That's not my baby.

110. Olhe, não faça ondas. Decida-se!

Look, don't make waves. Make up your mind!

STANDARD - current, reputable and national.

COLLOQUIAL - appropriate to conversation but not formal writing.

SLANG - nonstandard vocabulary consisting typically of arbitrary and often ephemeral coinages and figures of speech.

- Definitions taken from " The American Heritage Dictionary of the English Language ".

EXPRESSIONS OF FEELINGS

Human beings express their feelings the same way, regardless of race, but using different words and expressions according to their culture. Whenever we want to express any of our feelings, either of happiness or sadness, we always tend to use the language with which we feel more comfortable. Also, we are apt to choose the one in which we are able to express our feelings most fully. For this purpose, there is nothing more suitable than our native language. However, when we are surrounded by a different environment, we are either forced or carried by curiosity to learning expressions that are similar to our language. Therefore, we decided to include in this paper, certain expressions of feelings divided in categories in order to furnish students with some idea of how Americans express themselves.

a. happiness

I'm really up ! (slang)

I feel super. (slang)

I feel turned on by taking the test. (slang)

I feel turned on by this weather. (slang)

I'm riding a high. (slang)

I feel well. (colloquial)

I feel great. (colloquial)

b. frustration

I am depressed. (standard)

I am frustrated. (standard)
I am upset. (standard)
I am uptight. (colloquial)
I'm really down. (colloquial)
I'm bummed out. (slang)
I'm pissed off. (slang, vulgar)

c. sadness.

I am blue. (colloquial)
I am down. (colloquial)
I am sad. (standard)
I'm in the pits. (slang)
I'm in a funk. (slang)

d. nervousness.

I'm strung out. (slang)
I am nervous. (standard)
I am trembling like a leaf. (colloquial)
I am high strung. (colloquial)
I am all wound up. (colloquial)
I'm jumpy. (colloquial)
I'm on edge. (colloquial)
I'm at the end of my rope. (colloquial)
I'm fit to be tied. (colloquial)
I have butterflies in my stomach. (colloquial)
I'm tied up in knots. (colloquial)
I am going bananas. (colloquial)

e. anger.

I am angry . (standard)
I am upset. (standard)
I lost my temper. (standard)
I am going crazy. (colloquial)
I am mad. (colloquial)
I blew my top. (colloquial)
I'm gonna explode in a second. (colloquial)
I'm ticked off. (slang)
I'm pissed off. (slang and vulgar)
I'm burned up. (slang)
That burns me up. (slang)

f. depression.

I am depressed. (standard)
I'm down. (colloquial)
I'm down in the dumps. (colloquial)
I'm singing the blues. (colloquial)
I would like to dig a hole and climb into it. (colloquial)
I'm feeling really down and out. (colloquial)
I'm bummed out. (slang)

g. confusion

I'm confused. (standard)

I'm messed up. (slang)

I'm mixed up. (colloquial)

I can't figure it out. (colloquial)

h. admiration.

I'm stunned. (standard)

It is amazing. (standard)

I'm surprised. (standard)

I'm dazzled. (colloquial)

I'm taken aback. (colloquial)

My mouth was hanging open. (colloquial)

My eyes popped out. (colloquial)

It is terrific. (colloquial)

My eyes bugged out. (slang)

i. goof - embarrassment

My face fell to the floor. (colloquial)

I made a boo- boo. (colloquial)

I lost my face. (colloquial)

I was caught with my pants down. (colloquial)

I goofed. (slang)

I'm screwed up. (slang)

j. surprise.

Gosh ! (colloquial)

Golly gee ! (colloquial)

Gee willikers ! (colloquial)

Leaping lizard ! (colloquial)

Oh, wow! (colloquial)

Oh, shit ! (vulgar)

Oh, my God ! (vulgar)

k. bummers

It's a drag. (slang)

It's a bummer. (slang)

It's a bad scene. (slang)

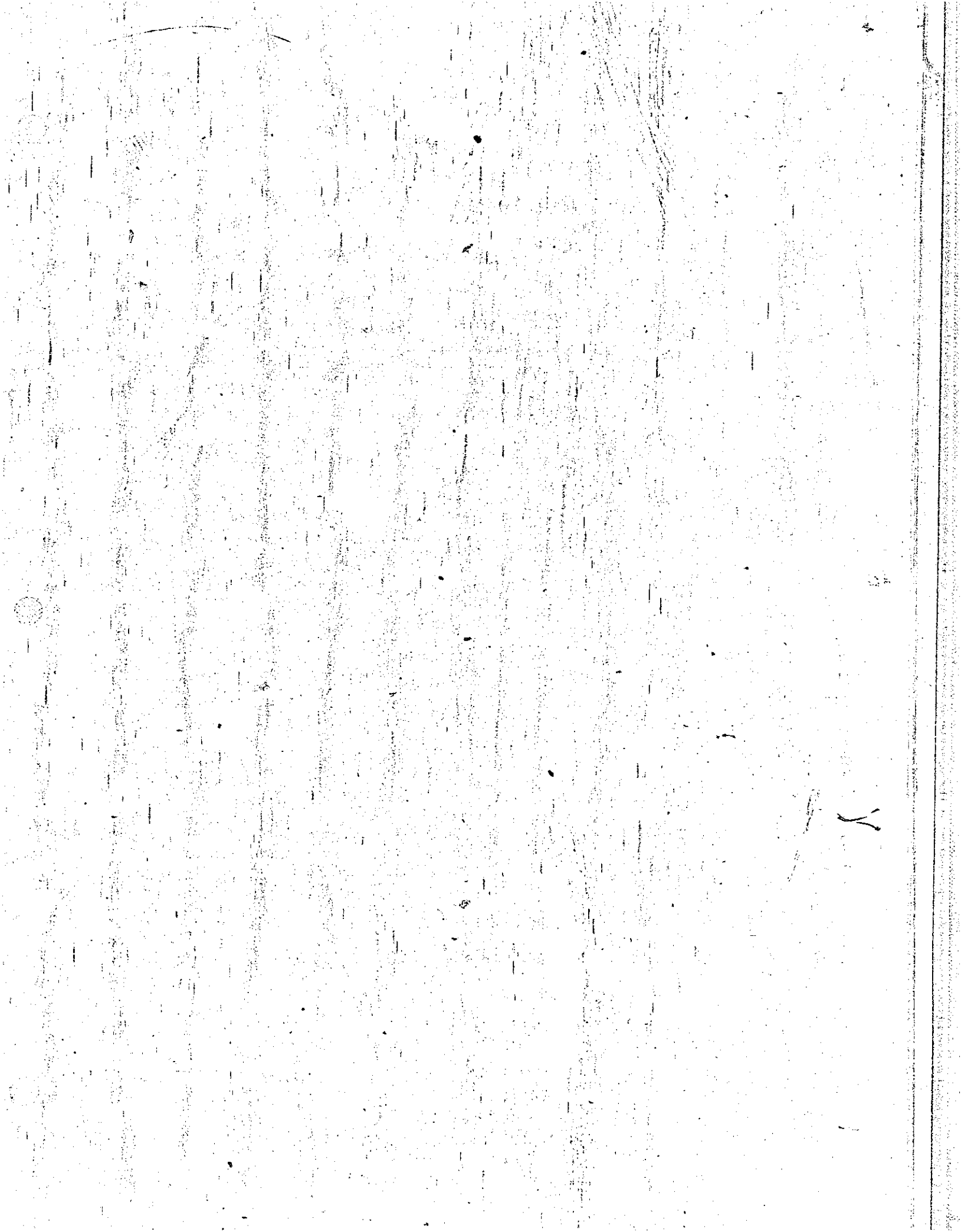
What a bad trip ! (slang)

l. understanding

I know where you're coming from. (slang)

I know where your head is at. (slang)

I dig you. (slang)



SOME ESPECIALLY DIFFICULT VERBS

01. spill - pour = pôr
spill - Lilian carelessly spilled coke on the floor.
pour - Lilian carefully poured coke into the glass.
02. earn - gain - win = ganhar
earn - Paul earned a lot of money working hard last year.
gain - Jessica has gained weight noticeably in a few weeks.
win - My soccer team won the game four times consecutively.
03. rob - steal = roubar
rob - They were planning to rob a bank.
steal - He stole my money without me noticing.
04. used to - to be used to = acostumar-se
used to - I used to smoke much in my younger age.
to be used to - I'm used to getting up early in the morning.
05. forget - leave = esquecer
forget - I forget to study Math for the quiz.
leave --I left my book in the classroom.
06. lie - lay = deitar
lie - My dog likes to lie down on the floor.
lay - Peter laid that thick book on the table.
07. rise - raise = levantar
rise - The sun rises every morning brightly.
raise - Nancy raised her hands in order to ask a question.

08. remember - remind = lembrar
- remember - Leonard still remembers the day you left.
- remind - Please, remind me of this appointment.
09. lend - borrow = emprestar
- lend -- As I had no money at that moment, she lent me some.
- borrow - Lilian borrowed that nice car from her aunt Mary.
10. do - make = fazer
- do - Let's do exercises every morning and take care of our health.
- make - Whenever you speak fast you make mistakes.
11. wound - injure - hurt = ferir
- wound - He wounded himself with the knife.
- injure - Was Marcus injured in the accident ?
- hurt - Are you hurt ?
12. hope - wait - expect = esperar
- hope - We hope you get a good job there.
- wait - I have been waiting for you since last fall.
- expect - She expects a letter from him.
13. see - watch = ver
- see - Marcus cannot see it because he is not wearing his glasses.
- watch - Were they watching the game Corinthians X Palmeiras on T.V. ?
14. attend - assist = assistir
- attend - Nobody wants to attend that conference.

- assist - Leonard is going to assist all those people injured in the bus accident.
15. lose - miss - waste = perder
- lose - Where did you lose your purse ?
- miss - Did you miss the bus again ? I can't believe it !
- waste - Do not waste your time by going to that horrible place.
16. argue - quarrel - discuss = discutir
- argue - I do not want to argue with you.
- quarrel - They really look bad tempered. They will quarrel in a few minutes for sure.
- discuss - We have already discussed this topic.
17. try - attempt - tempt = tentar
- try - The students tried to be polite.
- attempt - That poor boy attempted suicide.
- tempt - Are you tempting me to eat the cake ?
18. seem - look like - take after = parecer
- seem - He seems very concerned about it.
- look like - Your daughter looks like you.
- take after - Mary takes after her father.
19. disturb - stir == agitar
- disturb - She is always disturbed. She has to calm down a little bit.
- stir - Before taking this medicine stir it up well.

20. ripen - mature = amadurecer

ripen - As soon as these apples ripen I can make some money.

mature - My friend Gerald matured fast at the age of 20.

21. have - drink - take = tomar

have - They usually have some drinks before meals.

drink - My brother-in-law likes to drink caipirinha before dinner.

take - Why don't you take a shower now ?

- Let's take that bus. We are late to be waiting for the next.

22. appear - show up - show off = aparecer

appear - Lilian and Nancy appeared (showed up) in the party as soon as it started.

show off - He is a show off.

- He likes to show off.

23. climb - step up - get on = subir

climb - We climbed the Wantastiquet Mountain last fall.

step up - When the train arrived everyone stepped up quickly.

get on - It is time to get on the plane.

24. get off - step down - slide down = descer

get off - Let's get off in the next corner, The driver of this bus is crazy.

step down - The bus stopped and we stepped down from it as fast as we could.

slide down - The child slid down the banister and broke his leg.

25. leap - jump - spring = pular

leap - He lept from the bridge. (jumped)

spring - He sprang out of his seat.

26. wait on - serve - suit - help = servir

wait on - Who is going to wait on us ?

serve - This magazine will serve as a good source of information,

suit - These brown boots suit you perfectly.

help - Help yourself as much as you want.

27. scream - yell = shout = gritar

scream - The little girl was so scared that she didn't stop screaming.

yell - Don't yell ! You drive me crazy.

shout - My father was angry. He shouted at me.

28. refuse - turn down = recusar

refuse - He was refused the job.

turn down - He was turned down by the Company.

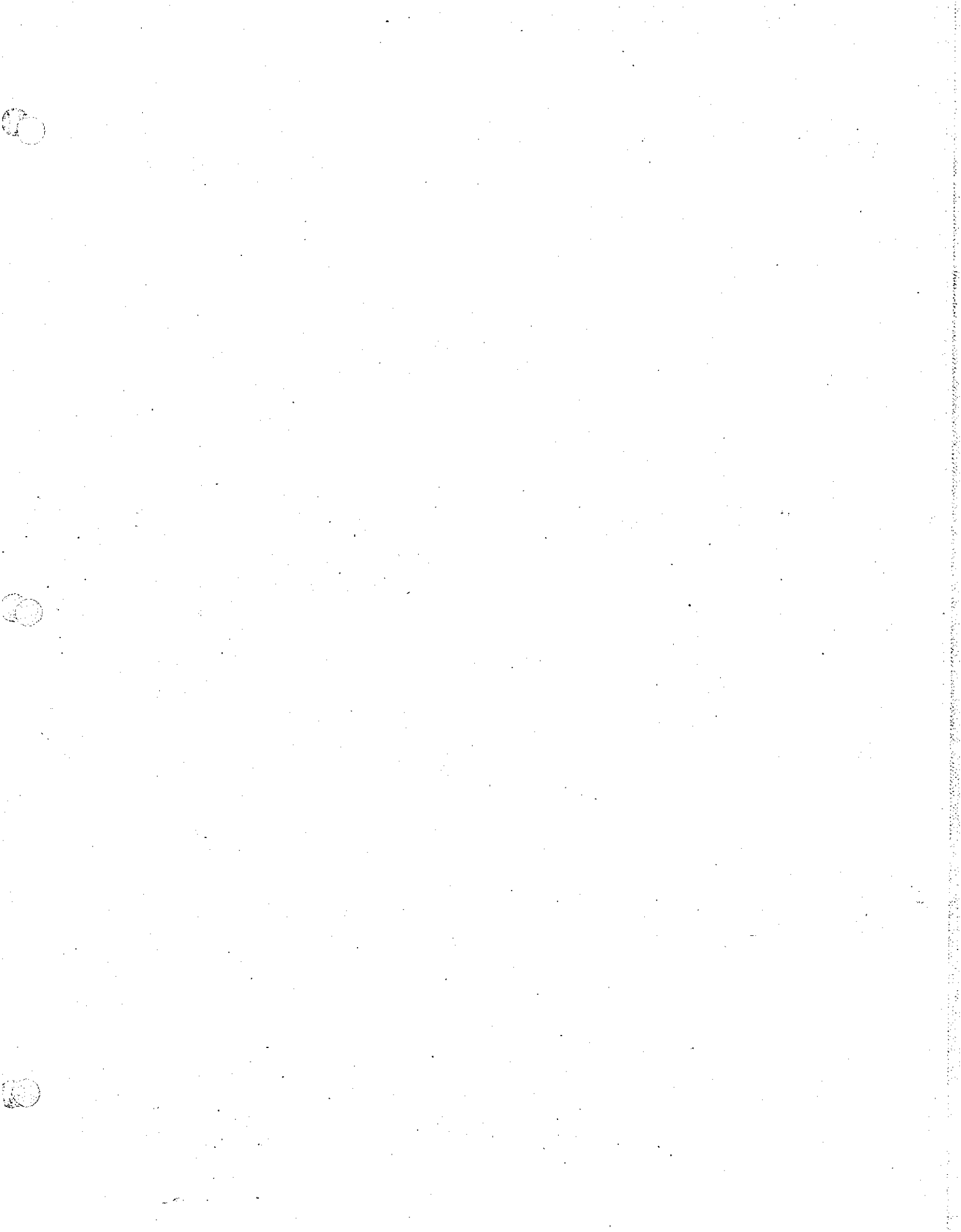
29. trade - change - exchange - switch - swap = trocar

trade - Let's trade stamps. (exchange)

change - The weather changed suddenly. I need to change my clothes.

switch - We switched our seats.

swap - I swapped my apples for your bananas.



IDIOMATIC EXPRESSIONS AND ADVERBS OF HIGH FREQUENCY IN ENGLISH.

The purpose of presenting synonyms of some Idiomatic Expressions and some Adverbs most frequently used in English is to enable Portuguese speakers to explore the language, giving them a variety of ways to express their thoughts. Students should choose the one which they feel much more comfortable using. Examples :

Although we don't see each other I would like to keep in touch with you.

OR

Although we don't see each other I would like to remain in communication with you.

- | | | |
|-------------------------------|---|---|
| 01. to back up | = | to go backwards |
| 02. to be in charge of | = | to be responsible for |
| 03. to be mixed up | ≠ | to be confused |
| 04. to be out of the question | ≠ | to be impossible |
| 05. to be still | = | to remain quiet |
| 06. to be up | = | to be ended (said only of time) |
| 07. to be up to someone | = | to depend upon the decision of someone |
| 08. to be used to | = | to be accustomed to |
| 09. to be with someone | = | to follow another person's conversation
or ideas |
| 10. to blow out | = | to go flat |
| 11. to blow up | = | to explode |
| 12. to break down | = | to stop functioning |
| 13. to break into | = | to enter by force |

14. to bring up	=	to raise from childhood
15. to bug one	=	to disturb a person
16. to burn up	=	to burn completely
17. to call down	=	to scold = to reprimand
18. to call off	=	to cancel
19. to call on	=	to visit
20. to call up	=	to telephone
21. to carry out	=	to accomplish = to execute
22. to catch cold	=	to become sick with a cold
23. to catch on	=	to understand
24. to change one's mind	=	to alter one's decision
25. to clear up	=	to clarify
26. to come across	=	to find unexpectedly
27. to come to	=	to revive
28. to come to an end	=	to terminate
29. to count on	=	to depend on
30. to cover for	=	to assume responsibility for another person's work
31. to cross out	=	to cancel
32. to cut in	=	to interrupt
33. to cut out	=	to remove cutting = to stop doing something.
34. to do over	=	to repeat
35. to fall in love	=	to begin to love
36. to feel like	=	to have the desire to
37. to feel sorry for	=	to pity

38. to figure out	=	to calculate
39. to fill out	=	to complete
40. to find out	=	to discover
41. to fix up	=	to repair
42. to fool around	=	to spend time foolishly
43. to get along	=	to make progress
44. to get along with	=	to work or live harmoniously with
45. to get back	=	to return
46. to get better	=	to become better
47. to get in touch with	=	to communicate with
48. to get lost	=	to become lost
49. to get off	=	to leave
50. to get on =	=	to enter
51. to get out of line	=	to disobey
52. to get over	=	to recover from
53. to get rid of	=	to become free of
54. to get sick	=	to become sick
55. to get stuck	=	to become cheated
56. to get to	=	to arrive at a place
57. to get up	=	to arise
58. to get used to	=	to become adjusted to
59. to give up	=	to renounce
60. to go on	=	to continue
61. to go out	=	to leave
62. to go with	=	to match
63. to goof off	=	to neglect one's duty or job

63. to hang up	=	to replace the telephone in its cradle
64. to have a good time	=	to enjoy oneself
65. to hold good	=	to remain good
66. to hold up	=	to delay
67. to keep an eye on	=	to watch
68. to keep in mind	=	to remember
69. to keep one's head	=	to remain calm during some emergency
70. to keep track of	=	to maintain a record of
71. to keep up with	=	to maintain the same speed as
72. to know by sight	=	to recognize as a result of having seen someone previously
73. to leave out	=	to omit
74. to lie down	=	to recline
75. to look after	=	to take care of
76. to look at	=	to watch
77. to look forward to	=	to expect
78. to look into	=	to investigate
79. to look out	=	to be careful
80. to look over	=	to examine
81. to lose one's head	=	to lose one's control
82. to make believe	=	to pretend
83. to make clear	=	to clarify
84. to make friends	=	to gain or win friends
85. to make good	=	to succeed
86. to make good time	=	to travel rapidly at good speed
87. to make out	=	to succeed

88. to make sure	=	to be sure
89. to make up	=	to invent = to apply cosmetics
90. to make up one's mind	=	to decide
91. to make waves	=	to create a disturbance
92. to miss the boat	=	to lose an opportunity
93. to pay attention	=	to give attention
94. to pick out	=	to choose
95. to pick up	=	to take
96. to play tricks on	=	to play jokes on
97. to point out	=	to indicate
98. to put away	=	to return something to its proper place
99. to put off	=	to postpone
100. to put on	=	to wear
101. to put out	=	to extinguish
102. to put up with	=	to tolerate
103. to run away	=	to leave without permission
104. to run into	=	to meet someone unexpectedly
105. to run out of	=	to exhaust the supply of
106. to run over	=	to pass over with a moving vehicle
107. to sell out	=	to liquidate
108. to show off	=	to display
109. to show up	=	to appear
110. to shut up	=	to close = to be quiet
111. to slow down	=	to go more slowly
112. to stand for	=	to represent = to tolerate

113. to stand up	=	to rise
114. to stand up for	=	to support
115. to stay up	=	to remain up
116. to stick to	=	to adhere to
117. to stir up	=	to incite
118. to take a sit	=	to sit down
119. to take advantage of	=	to use an opportunity
120. to take after	=	to look like
121. to take hold of	=	to grasp
122. to take into account	=	to take into consideration
123. to take out	=	to extract
124. to talk over	=	to discuss
125. to take part	=	to participate
126. to take place	=	to happen
127. to take someone for	=	to mistake a person for someone else
128. to take something for granted	=	to accept as true without investigation
129. to take turns	=	to alternate
130. to tear down	=	to demolish
131. to think over	=	to consider
132. to throw away	=	to discard
133. to throw up	=	to vomit
134. to trade in	=	to exchange
135. to try on	=	to test
136. to try out	=	to taste
137. to turn down	=	to reduce in speed or volume

138. to turn off = to stop
139. to turn on = to start
140. to turn out = to become
141. to wait for = to expect
142. to watch out for = to look out for
143. to wear out = to become shabby and useless from wear
144. to work out = to develop = to turn out
145. would rather = to prefer to

SYNONYM OF SOME ADVERBS MOST FREQUENTLY USED

Examples :

I have to go right away.

or

I have to go right now.

or

I have to go immediately.

above all	=	especially
all day long	=	the entire day
all of a sudden	=	suddenly
all right	=	satisfactory
as a matter of fact	=	really
as usual	=	as always
as yet	=	up to the present time
at all	=	in the last
at first	=	originally
at last	=	finally
at least	=	a minimum of
by heart	=	by memory
by oneself	=	alone
by the way	=	incidentally
concerning	=	with reference to
for good	=	forever

in a hurry	=	in a rush
inside out	=	in a reverse position
in time	=	sometime before an appointed time
in vain	=	without result
little by little	=	gradually
never mind	=	do not bother
on the whole	=	in general
on purpose	=	intentionally
on time	=	exactly at an appointed time
once in a while	=	occasionally = now and then
out of date	=	no longer in use
out of order	=	not in working condition
over and over	=	repeatedly
quite a few	=	many
right here	=	exactly here
right there	=	exactly there
so far	=	up to the present time
tired out	=	extremely tired
up to date	=	modern

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