

Lesson 06 - Presenting a paper at college

Objetivos

- Usar vocabulário relacionado ao ambiente acadêmico reconhecendo sua escrita e sua pronúncia.
- Conhecer as *sequence words* identificando seu uso de acordo com a situação.
- Identificar as estruturas e usos do *Past Simple* e *Past Continuous*, *Present Perfect Simple*, *Going to* vs. *Will*.

Here we go

1. Getting into the Academic Life

Getting into the *academic* environment makes you discover a completely new world, and you are expected to handle a lot of fresh information and vocabulary in order to be successful. Bruno is going through this process and along Lesson 6 you are going to discover what happened to him. You are going to study specific vocabulary related to the academic environment and review topics studied in lessons 01 through 05, such as the sequence words, the structures and uses of *Past Simple* and *Past Continuous*, *Present Perfect Simple* and the future forms *Going to* and *Will*. In the Out loud section you are going to study the linking sounds in Present Perfect interrogative sentences.

Warming up

2. Bruno's presentation

Bruno is presenting his paper to some faculty members and students at the university. This is a very important moment in his academic life, but he gets a little distracted by his cell phone. Professor Campbell is his advisor, so he gives Bruno some instructions. Read and listen to Bruno's presentation.



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Clique na mídia *Bruno's presentation* e assista o momento em que Bruno inicia sua apresentação na disciplina do professor Campbell.

Bruno: Good morning! It's very good to see you all here today. To begin with, I'd like to thank my advisor, Professor Campbell, who has welcomed me so warmly. I'd also like to thank my Brazilian professors, who have always supported and motivated me. I'll start my presentation by saying... saying that this article is just an excerpt of the research I have worked on, about the use of technologies and language teaching. It focuses on... It focuses on... this article aims to promote a discussion about the use of social medias in foreign language teaching.

Professor: Very good, Bruno. I'd like to say it's a pleasure for us to have a Brazilian student in our university. Besides, the subject of your research seems very interesting.

Bruno: Thank you, Professor Campbell. I...

Professor: So... you now have twenty minutes for your presentation. After that we'll have ten minutes for questions.

Bruno: Thank you, Professor Campbell. So, I'll start talking about...

In his presentation, Bruno uses the words *article* and *research*, referring to his studies. In the following topic, you are going to study more words related to the academic environment.

3. Getting the hang of it



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3.1 Academic vocabulary

A rotina acadêmica envolve algumas palavras específicas, como você pode ter percebido na fala de Bruno. Veja a seguir algumas delas:



Essay

A short piece of writing about a subject, especially written by a student. It's usually five-paragraph long.

Paper

A written assignment, longer than an essay, averaging eight pages in length. It can also mean a part of an examination.

Field of study

The specific area of a subject in which you concentrate your research and study.

Abstract

A short text with the main information of a thesis or dissertation.

Keywords

The keywords are the most important words of a thesis or dissertation.

Article

A piece of writing on a newspaper or magazine.

Plagiarism

The act of not mentioning the source of your information, making it sound like it's your own.

A-Z

Glossary

Essay: redação; ensaio

Paper: trabalho; exame; artigo

Article: artigo

Lecture: palestra

Theoretical framework: enquadramento teórico

Quotation: citação

Audience: plateia



Audio

Lecture

A talk given to a group of people - on an academic or random topic, which is open to the community.

Theoretical framework

The structure that supports a theory of a research study.

Quotation

A sentence (or more than one) taken from a book, poem or play. In academic writings, it always comes between quotation marks.

Source

It's where you got the information from: author's full name, name of the book, year of publication and page. In case you used a webpage, put the valid electronic address in your work.

Dissertation

A dissertation is a piece of writing on a subject, contrasting existing ideas or theories.

Audience

The people who attend your lecture or presentation.

Thesis

A piece of writing to be discussed and defended based on hypothesis or theoretical assumptions. In general, a thesis presents a new theory.

Reference

All the books, magazines and different sources you used to produce your thesis or dissertation.



Learning activity

Talking about academic works
Discussing academic subjects

Conhecer este vocabulário é importante para que você consiga se comunicar em situações no meio acadêmico. Desta forma, realize as atividades *Talking about academic works* e *Discussing academic subjects*.

No tópico a seguir, você estudará *sequence words*, que o ajudarão a organizar os fatos a serem relatados de forma clara e lógica.

3.2 Sequence words

Bruno apresentou um trabalho sobre o uso das tecnologias e o ensino de línguas. Para que sua apresentação tivesse um bom encadeamento e a plateia pudesse acompanhar seu raciocínio, ele utilizou algumas *sequence words*. Observe que:



Audio

- Para expressar o que vai dizer primeiro, ele usa To begin with:

To begin with I'd like to thank my advisor, Professor Campbell...

- Para expressar o que vai dizer no início de sua apresentação, ele diz:

I'll start my presentation by saying...

- Para expressar em que área está concentrada sua apresentação, ele utiliza:

It focuses on...

- Para expressar o objetivo de seu trabalho, ele diz:

This article aims to promote...

Ao terminar sua apresentação, a plateia ficou bastante entusiasmada para fazer perguntas e discutir o assunto com Bruno. Veja o que Alvin, um colega contrário ao uso de tecnologias, disse:



Integrated media

Acesse a mídia *Alvin's comment* para escutar este texto.



Glossary

First of all: antes de mais nada

Based on: baseado em

As a final remark: como último comentário



Learning activity

Rearranging a presentation

Alvin: I'm sorry, Bruno. First of all, I'm not sure it is so helpful to use technology to teach a foreign language. I wrote an article about social medias, it has the behaviorist approach as a theoretical framework. Based on my experience with undergraduate students, I can say that social medias may disturb the learning process. As a final remark, I'd like to say that technology won't make a good class, but a hardworking and resourceful teacher.

Perceba que o colega de Bruno estabeleceu o encadeamento de sua fala de outra forma. Ele utilizou *First of all* e *As a final remark* para destacar a sequência de seu texto.

Conhecer as *sequence words* permite que você consiga indicar a ordem em que algo acontece. Neste momento é importante praticar este conteúdo realizando a atividade *Rearranging a presentation*.

Após exercitar esse conteúdo, revise a estrutura do *Past Simple* e *Past Continuous* no tópico a seguir.

3.3 Past simple vs. Past continuous - Structure

No episódio desta aula, Carlton está caminhando pela rua e encontra o mendigo que fingiu ser seu pai no falso funeral. Na tentativa de descobrir a verdade, ele o confronta:



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You pretended to be my father!

O mendigo se defende, e explica o que aconteceu:

I was just looking for some money and food.

A partir destes dois exemplos, você revisará a estrutura e uso do *Past Simple* e *Past Continuous*. Acompanhe a tabela a seguir:

Past Simple	Past Continuous
Descreve fatos ou fala de ações finitas que iniciaram e terminaram no passado.	Descreve ações em andamento no passado.

Para estruturar as *affirmative sentences* nestes dois tempos verbais é preciso obedecer às seguintes estruturas:

Past Simple	Verbo principal no passado (regular ou irregular):	I came here a few days ago and saw this beautiful girl.
		Carlton traveled to Canada by plane.
		Your presentation was excellent, Bruno.
		You were at the funeral yesterday!
Past Continuous	Verb To be (past) + verbo principal no gerúndio:	The audience were waiting for Bruno's presentation.
		Professor Campbell was recording Bruno's presentation for future reference.



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Para formar as negative sentences, obedecemos às seguintes estruturas nestes dois tempos verbais:

Negative sentences		
Past Simple	É acrescentado o auxiliar did e a partícula de negação not . O verbo principal se mantém na forma infinitiva. Esta estrutura é usada para todas as pessoas (sujeito).	I didn't know that.
		Bruno didn't answer Carlton's phone call.
Past Continuous	Verb To be (past) + not + verbo principal no gerúndio. É possível a contração To be (past) + not :	Sarah wasn't working that day.
		Some of Bruno's classmates weren't paying attention to his presentation.

As interrogative sentences obedecem às seguintes estruturas nestes dois tempos verbais:

Interrogative sentences		
Past Simple	Auxiliar did antes do sujeito e verbo principal na forma infinitiva:	Hey, did you say diner?
		Did he talk to Carlton after the presentation?
Past Continuous	Verb To be (past) antes do sujeito + verbo principal no gerúndio:	Was Bruno presenting his paper yesterday?
		Were Sarah and Amélie working ?

Já as *short answers*, nas formas afirmativas e negativas, obedecem às seguintes estruturas. Veja na tabela:

Short answers	
Past Simple	Affirmative - auxiliar did para todas as pessoas (sujeito):
	Yes, I did.
	Yes, he did.
	No, he didn't .
Past Continuous	Negative - auxiliar did + not para todas as pessoas (sujeito). Pode haver contração didn't :
	No, they didn't .
	Affirmative - verb To be (past):
	Yes, he was.
Past Continuous	Negative - verb To be (past) + not . Pode haver contração weren't :
	Yes, they were.
	No, she wasn't .
	No, they weren't .



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Para formar perguntas com as *Wh-questions* obedecemos as seguintes estruturas:

Wh-questions	
Past Simple	O pronome interrogativo é incluído no início da pergunta:
	What did you do last night?
	Where did he go yesterday?
	Why was she talking to her boss?
Past Continuous	O pronome interrogativo é incluído no início da pergunta:
	What were you doing at 5 o'clock?

A partir desta retomada sobre as estruturas do *Past Simple* e *Past Continuous*, teste sua aprendizagem realizando as atividades *The use and structure of Past Simple* e *Use and structure of Past Continuous*.

Você retomará, a seguir, o *Past Simple* e o *Past Continuous* observando as diferenças de uso e também as conjunções de tempo *when* e *while*.



Learning activity

The use and structure of Past Simple
Use and structure of Past Continuous



Audio

3.4 Past Simple vs. Past Continuous Uses

O *Past Continuous* é utilizado juntamente com o *Past Simple* para expressar, respectivamente, a ação que estava em andamento e o que causou uma interrupção. Podemos utilizar as conjunções de tempo *when* (+ *subject + Past Simple*) ou *while* (+ *subject + Past Continuous*). Observe os exemplos:

Subject + Past Simple	while	Subject + Past Continuous
Carlton called Bruno	while	he was presenting his paper.
Subject + Past Continuous	when	Subject + Past Simple
Amélie was working	when	Carlton arrived at the diner.

Nos exemplos anteriores, *when* e *while* estão no meio da frase. Mas essas conjunções também podem estar no início dela, sem alteração de sentido. Perceba que, quando *when* ou *while* iniciam a frase, é necessário colocar uma vírgula após a primeira oração. Veja nos exemplos:

While Bruno was presenting his paper, Carlton called him.

When Carlton arrived at the diner, Amélie was working.



Learning activity

Past Simple vs Past Continuous

Entender as diferenças de uso do *Past Continuous* e *Past Simple* é importante para que você consiga se comunicar de forma adequada. A partir deste conteúdo é possível realizar a atividade *Past Simple vs Past Continuous*.

No tópico a seguir você poderá revisar a estrutura do Present Perfect Simple, lembrando como formar frases afirmativas, interrogativas, negativas e respostas curtas.

3.5 Present Perfect Simple Structure

No episódio desta aula, Carlton descobre que Sarah trabalha em uma lanchonete. Carlton vai até lá, mas nesse dia Sarah não está trabalhando. Amélie, sua colega, lhe dá algumas informações sobre Sarah e o namorado. Em sua fala, ela utiliza a contração do sujeito *he* com o auxiliar *has*, seguida do verbo *done* que está no particípio passado. Veja o que ela diz sobre Jason:



Audio

I hear he's done some pretty bad stuff...

Perceba que, como o sujeito da frase é *he*, Amélie utilizou o auxiliar *have* na forma da terceira pessoa do singular do presente simples - *has*. O *Present Perfect Simple* é composto pelo verbo auxiliar *have*, conjugado no presente simples de acordo com o sujeito e o verbo principal no *Past Participle*.

Em frases afirmativas, e mais frequentemente na fala e escrita informal, é possível a contração do sujeito com o verbo auxiliar. Veja na tabela:

Subject + auxiliar	Main verb	Complement
I've	thought	about her all day.

Acompanhe como se dá a construção das frases afirmativas nas demais formas contraídas do sujeito + verbo auxiliar:

You've sent me lots of messages.

He's done some pretty bad stuff.

She's asked me a favor.

It's been a great year.

We've worked a lot these past few days.

You've bought pretty clothes.

They've supported the Brazilian students.



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As frases negativas são formadas acrescentando a partícula *not* ao verbo auxiliar. No caso de uma contração, é mais comum juntar a partícula *not* ao verbo auxiliar *have* ou *has* ao invés de contrair o sujeito com o verbo auxiliar (como nas frases afirmativas). Observe os exemplos:

Subject	Auxiliar + not	Main verb	Complement
I	haven't	thought	about her all day.

You haven't sent me lots of messages

He hasn't done some pretty bad stuff.

She hasn't asked me a favor.

It hasn't been a great year.

We haven't worked a lot these past few days.

You haven't bought pretty clothes.

They haven't supported the Brazilian students.

Para as *yes-no questions*, o auxiliar *have/has* posiciona-se antes do sujeito. As *short answers* são feitas utilizando o auxiliar *have/has*. Observe:

Yes-no questions	Affirmative short answers	Negative short answers
Have I thought about her all day?	Yes, you have.	No, you haven't .
Have you sent me lots of messages?	Yes, I have.	No, I haven't
Has he done some pretty bad stuff?	Yes, he has.	No, he hasn't.
Has she asked me a favor?	Yes, she has.	No, she hasn't.
Has it been a great year?	Yes, it has.	No, it hasn't.
Have we worked a lot these past few days?	Yes, you have.	No, you haven't.

Yes-no questions	Affirmative short answers	Negative short answers
Have you bought pretty clothes?	Yes, we have.	No, we haven't.
Have they supported the Brazilian students?	Yes, they have.	No, they haven't.



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Perceba que em todos os exemplos o verbo principal está no *Past Participle*. Para ver a listagem com alguns verbos irregulares conjugados neste tempo verbal, acesse a mídia *Irregular verbs*.

Para formar frases com as *wh-questions*, basta incluir o pronome interrogativo no início da pergunta:

Where have you put her address?
Why has she studied so much?
What have you decided?



Getting on

Acesse a mídia *Irregular verbs* para que você possa verificar a conjugação de alguns verbos irregulares neste tempo verbal.

Após ter revisado a estrutura do *Present Perfect Simple*, faça a atividade *Linking Present Perfect Sentences*.

Em seguida, você revisará as diversas situações em que este tempo verbal pode ser utilizado.



Learning activity

Linking Present Perfect Sentences

3.6 Present Perfect Simple Uses

O *Present Perfect Simple* é utilizado para nos referirmos a situações específicas. Por exemplo, em português, dizemos *Nós somos amigos há muitos anos*. Nesta frase, utiliza-se o verbo no presente simples, mas o fato de as pessoas serem amigas há muitos anos começou no passado e se mantém até hoje. Em inglês, não podemos dizer esta frase nem com o verbo no presente, nem no passado. Para isso, utiliza-se o *Present Perfect Simple*. A frase, então, fica assim:

We've been friends for many years.



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Ao utilizar este tempo, você expressa que a ação descrita iniciou em algum momento do passado e perdura no presente.

Acompanhe os usos do *Present Perfect Simple* associado aos *adverbs*:

- **Always:** utilizado em frases afirmativas, entre o auxiliar e o verbo principal. Exemplo:

Professor Wilcox has **always** treated Bruno warmly .

Bruno's professors in Brazil have **always** supported and motivated him.

- **Never:** utilizado entre o auxiliar e o verbo principal. Never tem sentido negativo, por isso o auxiliar permanece na forma afirmativa:

Amélie's **never** been to the USA.

Carlton and Sarah have **never** spoken to each other.

- **Just:** utilizado em frases afirmativas, entre o auxiliar e o verbo principal:

Bruno's **just** finished his presentation.

Give me a second, I've **just** arrived home.

- **Already:** utilizado em frases afirmativas, entre o auxiliar e o verbo principal:

The beggar has **already** told Bruno about Sarah.

They've already **planned** everything.

- **Yet:** utilizado sempre no final das frases negativas:

Bruno hasn't met Sarah **yet**.

I haven't decided what to do **yet**.

- **Still:** utilizado em frases negativas, com sentido semelhante a yet. Localiza-se entre o sujeito e o Present Perfect Simple. Exemplos:



Audio

Bruno **still** hasn't met Sarah.

My parents and I **still** haven't seen the new City Hall.

- **Ever:** utilizado em frases interrogativas, entre o sujeito e o verbo no particípio:

Have you **ever** been to Canada?

Has Jason **ever** had a real job?

Reconhecer os usos do *Present Perfect Simple* é essencial para o desenvolvimento de seu aprendizado na língua inglesa. A partir destas informações, pratique este conteúdo com a atividade *Present Perfect and Adverbs*.



Learning activity

Present Perfect and Adverbs

No próximo tópico você revisará a estrutura e diferença de uso entre *Going to* e *Will* para expressar futuro.

3.7 Going to vs. Will

Going to expressa futuro planejado, enquanto *Will* refere-se a eventos futuros que não tiveram planejamento. Observe a tabela e veja a estrutura das *affirmative sentences* de cada um desses tempos verbais:

Affirmative sentences

Going to	Verb To be (present) + going to + main verb (infinitive)	Carlton's going to need his friend's help.
		I'm going to arrive in Vancouver the day after tomorrow.
Will	Will + main verb (infinitive)	She will be late for work.
		They will ask Bruno many questions after the presentation.



Getting on

As *Time Expressions - future* foram abordadas na aula 17 do Módulo 1. Acesse-as em: *Time expressions (future)*.



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Para formar as *negative sentences* observe a estrutura para going to e will:

Negative sentences		
Going to	Verb To be (present) + not + going to + main verb (infinitive)	Carlton isn't going to stay at the B&B.
		We aren't going to travel next summer.
Will	Will + not + main verb (infinitive) (Perceba que won't é a forma contraída will + not .)	He won't like it.
		They won't understand this.

As *interrogative sentences* se estruturam das seguintes formas:

Interrogative sentences		
Going to	Inversão Verb To be - sujeito + going to + main verb (infinitive)	Is he going to stay in a hotel?
		Are they going to travel next summer?
Will	Inversão Will - sujeito	Will she lend us some money?
		Will they arrive on time?

Observe na tabela a seguir como se estruturam as *Short Answers* com *Going to* e *Will*:

SHORT ANSWERS - GOING TO	
Affirmative	Negative
Yes, I am.	No, I'm not.
Yes, he is.	No, he isn't.
Yes, they are.	No, they aren't.

SHORT ANSWERS - WILL



Audio

Affirmative	Negative
Yes, I will.	No, I won't.
Yes, she will.	No, she won't.
Yes, they will.	No, they won't.

Para formar as *Wh-questions*, obedecemos a seguinte estrutura:

WH-QUESTIONS

Going to	Will
Where are you going to stay?	What will she do?
Why is he going to buy that book?	Who will he meet at the party?

Lembre-se que *Gonna* é a forma contraída de *Going to*, utilizado em linguagem coloquial. Isso pode ser feito em frases afirmativas, negativas e interrogativas. Assim, os exemplos apresentados anteriormente poderiam ser escritos informalmente da seguinte maneira:

Carlton's gonna need his friend's help.
Carlton isn't gonna stay at the B&B.
Is he gonna stay in a hotel?
Where are you gonna stay?

Compreender os usos e a estrutura de *Going to* e *Will* permitem que você se comunique de forma adequada em língua inglesa. Pratique este conteúdo com as atividades *Will or Going to?* e *The use of Future Tenses*.



Learning activity

Will or Going to?
The use of Future Tenses

No tópico a seguir você revisará alguns conteúdos abordados no *Out Loud* das aulas anteriores. Aproveite esta retomada para aperfeiçoar suas habilidades de *speaking*.

Out loud



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3.8 Linking sounds in Present Perfect Simple questions

Na forma afirmativa do *Present Perfect Simple* fazemos a ligação de som entre o sujeito e os auxiliares *Have* e *Has*, como por exemplo:

I've

He's

Isso também acontece na forma interrogativa, onde os auxiliares *Have* ou *Has* e o pronome sujeito são pronunciados como se fosse apenas uma única palavra. No caso dos pronomes *I* e *you*, a letra "e" do auxiliar *Have* não é pronunciada. O som da letra "v", então, se junta diretamente ao pronome. Escute os exemplos:

Have I ...?



Have I ...?

Have you...?



Have you...?

Escute agora as frases completas:

Have I thought about her all day?

Have you sent me lots of messages?

Em frases interrogativas com os pronomes *he* e *it*, a letra "s" do auxiliar *Has* assume som de "z". Escute os exemplos:

Has he ...?



Has he ...?

Has it...?



Has it...?

Escute as perguntas completas:

Has he done some pretty bad stuff?

Has it been a great year?

Por fim, temos a ligação do auxiliar Has com o pronome she. O verbo termina em “s”, a mesma letra inicial do pronome. Neste caso, a letra “s” do verbo não é pronunciada. Escute:



Audio

Has she...?



Has she ...?

Agora escute a frase interrogativa completa:

Has she asked me a favor?

Pronunciar as palavras de modo que pareçam ter um único som, faz com que a fala fique mais fluída. Por isso, pratique o máximo que puder. Além de tornar sua fala mais natural, isso poderá elevar sua confiança ao utilizar a língua inglesa.

Após estudar este conteúdo, realize a atividade *Have and Has in questions*.



Learning activity

Have and Has in questions

Catching a glimpse

4. Small audiences, great debates.



Integrated media

Acesse a mídia *Small audiences, great debates* para escutar este texto.

Academic life is a time when the students learn not just how to deal with different situations in college, but also learn how to become good professionals in the field of activity they have chosen to pursue. It is the time they leave home and start facing new challenges in their lives.

It also requires interaction between students and professors, and the intellectual production of *essays, papers, articles, dissertations* and *theses*. Such production also includes *lectures, seminars* and *presentations of work*, either to large or small audiences.

When people graduate, take a *Master's degree* or a get a *Ph.D. degree*, they have to *present a work to an audience*.

Whenever one presents a work to small audiences or groups, he has to *address the audience* by *introducing* himself and introducing the subject; then he has to *emphasize, compare, explain, define*, put the issue to be *discussed*, and finally *conclude* by *summarizing* what has been presented.

5. That's a wrap!

In this lesson you watched Bruno present a paper at college. From this situation, you studied vocabulary related to the academic environment and *sequence words*, which help you put events in order. You reviewed the structure of *Past Simple* and *Past Continuous*, and their use with the words *while* and *when*.

You reviewed the structure and use of *Present Perfect Simple*, which refers to an indefinite time in the past. After that, you reviewed the contrast between *Going to* and *Will* to express future. In the Out Loud section you studied the linking sound of *have* and *has* with the subject in the affirmative and interrogative sentences.

This was the sixth lesson of this module. Stay motivated and move on to Lesson 07!

