

Inglês Técnico II

Aula 10 - Writing paragraphs

Apresentação

Chegamos à nossa última aula!

Não introduziremos nenhum novo tópico gramatical. Ao invés disso, usaremos os conhecimentos adquiridos ao longo deste curso para a leitura, para a compreensão de textos e para a elaboração de pequenos parágrafos. A essa altura, você já possui muitas informações e habilidades, as quais já fazem parte do seu repertório linguístico. Use them!

Você poderá voltar a qualquer uma das aulas anteriores, a fim de relembrar este ou aquele conteúdo...

Faremos atividades variadas a partir de textos diversos.

Good class!



Vídeo 01 - Apresentação

Objetivos

Ao final desta aula, esperamos que você seja capaz de:

- Relacionar palavras ou expressões a diferentes tipos de textos.
- Compreender, em linhas gerais, a composição de um parágrafo.
- Elaborar pequenos parágrafos em Língua Inglesa.

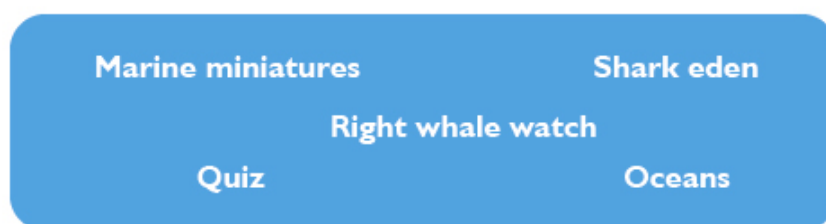
To Start With...

Vivemos em um mundo globalizado, no qual a informação atravessa todas as fronteiras em segundos. A linguagem tem papel fundamental nesse processo de aproximar continentes, pessoas e conhecimento. Nesse contexto, se insere a Língua Inglesa, considerada uma das línguas mais faladas no mundo. Aprender a usá-la, portanto, é essencial na nossa vida. Trabalhamos, neste curso, as suas habilidades de leitura e de escrita; nesta aula, você exercitará ainda mais esta última.

Vamos começar a primeira atividade pensando sobre os problemas ambientais que nos rodeiam.

Atividade 01

1. Você já ouviu falar em *global warming*, *endangered species*, *threatened oceans*...? **Think about it!**
2. Read the little texts below and match them with the correct titles from the box.





- a. How much do you know about the world's threatened oceans?



- b. The North Atlantic species hangs in the balance.



- c. Sharks are in decline worldwide, yet they abound in the Bahamas. What makes this blue-water archipelago a sanctuary?



- d. Overfishing and global warming threaten to leave Earth's oceans barren.



- e. A dipperful of seawater reveals an amazing hodgepodge of microfauna, from gelatinous shape-shifters to a baby octopus.

Fonte: Adaptado de <<http://ocean.nationalgeographic.com/ocean/>>. Acesso em: 27 abr. 2012.

3. Now, read the following text. Using skimming, write **the correct title** from the list below on its proper space.

- a. A Time to Celebrate
- b. The Impact of Seafood
- c. A Responsible Activity
- d. Wrong Choices

Title:

Intro Video **Marine Food Chain** Seafood Decision Guide World's Seafood Footprint

Level 4 Top Predators

Level 3 Carnivores

Level 2 Herbivores

Level 1 Photo-Autotrophs (plants)

Marine Food Chain

Click on each food chain level to view more information about the species.

It's a Fish-Eat-Fish World

Some 300,000 marine species are known to science—about 15 percent of all the species identified on the planet. But the sea is so vast that a million or more as yet unknown species may live in its waters. Most of those aquatic species are tied together through the food web.

What We Eat Makes a Difference

See the impact your seafood choices can make on the ocean.

When you eat seafood, what impact are you having on the ocean and its interdependent and increasingly vulnerable marine population? Today's health, safety, and sustainability considerations can make it complicated to determine the best seafood choices for you and your family. This interactive guide compiles all the information you need to continue to eat healthfully while lowering your seafood footprint. Use it to find out where your favorite fish ranks in sustainability, toxi-city, and omega-3 content, as well its place in the food chain—and why it matters.

Fonte: Adaptado de <<http://ocean.nationalgeographic.com/ocean/take-action/impact-of-seafood/#/marine-food-chain/>>. Acesso em: 28 abr. 2012.

Now, read the text carefully and answer the following questions.

4. *Seafood* (line 1) refers to
 - a. () types of plant found in the sea.
 - b. () marine animals except sharks.
 - c. () food for fish and whales.
 - d. () sea creatures that humans eat.
5. The word *fish* (line 6) is
 - a. () a verb
 - b. () a noun
 - c. () an adjective
 - d. () an adverb
6. According to the text, the interactive guide will help readers to
 - a. () identify unknown marine species
 - b. () discover their favorite fish position in the food chain.
 - c. () eat a healthful diet with marine plants.

d. () know a way to increase their seafood consumption.

Check your answers [here](#).

Respostas

1. Resposta pessoal.
2.
 - a. Quiz;
 - b. Right Whale Watch;
 - c. Shark Eden;
 - d. Oceans;
 - e. Marine Miniatures
3. b
4. d
5. b
6. b

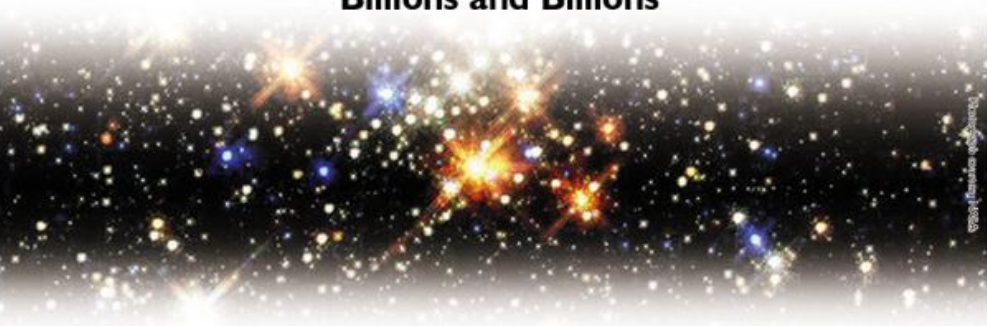
Did you Enjoy Talking About the Sea?

Did you enjoy talking about the sea? Now, let's talk about the universe! On our second activity we'll talk about the stars!

Atividade 02

Leia o texto a seguir e responda ao que se pede.

STARS
Billions and Billions



Stars are cosmic energy engines that produce heat, _____ ultraviolet rays, x-rays, and other forms of radiation. _____ are composed largely of gas and plasma, a superheated state of matter composed of subatomic _____.

Though the most familiar star, our own sun, stands alone, about three of every four _____ exist as part of a binary system containing two mutually orbiting stars.

No one knows how many stars exist, but the number would be staggering. Our _____ likely contains more than 100 billion galaxies, and each of those galaxies may have more than 100 _____ stars.

Yet on a clear, dark night Earth's sky reveals only about 3,000 stars to the naked eye. Humans of many _____ have charted the heavens by these stars.

Fonte: Adaptado de <<http://science.nationalgeographic.com/science/space/universe/stars-article/?source=A-to-Z>>. Acesso em: 28 abr. 2012.

1. Fill in the blanks of the text with words from the box below.

particles	billion	stars
	they	
cultures	light	universe

Now, answer the following questions according to the text.

2. The pronoun *they* refers to

- a. () x-rays
- b. () engines
- c. () stars
- d. () gases

3. The expression *cosmic energy engines* (line 1, paragraph 1) is

- a. () a phrasal verb
- b. () a noun phrase
- c. () an auxiliary verb
- d. () a modal verb

4. Write a sentence with each of the following words.

a. STARS

b. SKY

c. SUN

Clique [aqui](#) para acessar a chave de respostas.

Respostas

1. light
They
particles
stars
universe
billion
cultures
2. c
3. b
4. Respostas pessoais.

Getting Started

Antes de passarmos à nossa última atividade, vamos ler algumas instruções, passo a passo, sobre como escrever um parágrafo. Essas são dicas simples e objetivas para ajudá-lo(a) em várias situações.



Vídeo 02 - Writing Paragraphs: Punctuation

Getting Started on Your Paragraph

Before you start writing a paragraph, you need to decide two things.

1. What are you writing about?
2. What do you want to say?

The purpose of any paragraph is to express an idea. Most paragraphs consist of a few related sentences.

You can write a successful paragraph by starting off with a plan. The key to doing a successful paragraph is to break down the writing into short, simple steps.

- **Subject of your paragraph**

Write down the subject of your paragraph. To express your subject, write only a word or phrase. **Who** or **what** are you writing about?

- **Pre-writing for your paragraph**

Begin by brainstorming. Brainstorming doesn't involve writing complete sentences or paragraphs. Brainstorming involves coming up with ideas using words or short phrases.

- One popular way to create pre-writing ideas is to ask yourself questions about your subject.

Here are some questions you might ask yourself:

- What do I know about this subject?
- How does this subject relate to me?
- What do I like or dislike about this subject?
- What words best describe it?

Write only a word or phrase in response to each question.

Fonte: Adaptado de <<http://howtowriteaparagraph.com/>>. Acesso em: 28 abr. 2012.



Vídeo 03 - Useful Tips: Abbreviations



Vídeo 04 - Useful Tips: Passive Voice, Overuse of Words and General Tips

Letter of Application

É claro que às vezes precisamos escrever um parágrafo por solicitação do professor, por exemplo. Nesse caso, você não terá que decidir o assunto, mas poderá seguir os demais passos acima mencionados. Vamos tentar?

Você sabe o que é uma *Letter of Application*? Já escreveu alguma? Pense sobre isso...Para saber detalhes sobre o assunto, clique [aqui](#).

Letter of Application

By Alison Doyle, About.com Guide

Definition: A letter of application, also known as a cover letter, is a document sent with your resume to provide additional information on your skills and experience.



A letter of application typically provides detailed information on why you are qualified for the job you are applying for. Effective application letters explain the reasons for your interest in the specific organization and identify your most relevant skills or experiences. Your application letter should let the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up.

When writing an application letter you should include:

- **First Paragraph:** Why you are writing mention the job you are applying for and where you found the listing.
- **Middle Paragraph(s):** What you have to offer the employer & mention why your skills and experience are a good fit for the job.
- **Last Paragraph:** Say thank you to the hiring manager for considering you and note how you will follow up.

Fonte: Adaptado de <<http://jobsearch.about.com/od/jobsearchglossary/g/letterofapplication.htm>>. Acesso em: 27 abr. 2012.

Você já tinha ouvido falar sobre esse tipo de carta?

Pois saiba que a *Letter of Application* (ou carta de solicitação de emprego/de apresentação) é uma ferramenta muito importante na hora de procurar trabalho, de se inscrever para um concurso etc. Às vezes, apenas o *Curriculum Vitae* é solicitado, mas em muitas ocasiões você terá, também, que apresentar uma *Letter of Application*.

Vamos, então, fazer uma atividade relacionada a esse assunto.

Atividade 03

1. Complete the letter of application below using the words from the box.



April, 30, 2012
Mr. David Neumann
Coral, Inc.
111 Southdale Street
Starkville, MS 39759

Dear Mr. Neumann,

I will be graduating from UFRN in December with a bachelor's degree in computer science and I am interested in opportunities at Coral.

I have _____ as a trainee with Brazil Sat Company for the past two _____ in their computing _____. While there _____ participated in the development of a new _____ for the NASA AIRS weather satellite in Macintosh platforms. I also _____ in the creation of a graphic user system for viewing data sent back by Venus Express space probe orbiting _____. While I have taken general course work in computer _____, I have also taken additional _____ in media arts, _____, and artificial intelligence _____.

I would be glad to meet with you and discuss my qualifications for working at Coral. I believe my training has given me the skills to make a valuable contribution. I look forward to hearing from you soon.

Sincerely,

Marcos Lima
Rua Antiga, 111
Natal/RN - Brazil

marcoslima@provedor.com.br

Para ver a carta completa, clique [aqui](#).

April, 30, 2012 Mr. David Neumann
Coral, Inc.
111 Southdale Street
Starkville, MS 39759

Dear Mr. Neumann,

I will be graduating from UFRN in December with a bachelor's degree in computer science and I am interested in opportunities at Coral.

I have worked as a trainee with Brazil Sat Company for the past two semesters in their computing department. While there I participated in the development of new software for the NASA AIRS weather satellite in Macintosh platforms. I also participated in the creation of a graphic user system for viewing data sent to back by Venus Express space probe orbiting Venus. While I have taken general course work in computer science, I have also taken additional courses in media arts, systems design, algorithms, and artificial intelligence.

I would be glad to meet with you and discuss my qualifications for working at Coral Company. I believe my training has given me the skills to make a valuable contribution. I look forward to hearing from you soon. Sincerely,

Marcos Lima
Rua Antiga, 111
Natal/RN - Brazil
marcoslima@provedor.com.br

Now, read the complete text and answer the following.

2. *Coral* is a

- a. () color
- b. () satellite
- c. () company
- d. () course

3. The adverb *while* (lines 2 and 6, paragraph 2) expresses

- a. () manner
- b. () time
- c. () place
- d. () quantity

4. Find in the text:

a. three noun phrases

b. an auxiliary verb

c. an adjective

d. a verb in the simple past

Antes de passar ao próximo item da atividade, cheque suas respostas [aqui](#).

Respostas

2. c

3. b

4. Algumas respostas possíveis:

a. a bachelor's degree, computer science, the past two semesters, computing department, new software, weather satellite, Macintosh platforms, a graphic user system, general course, media arts, systems design, artificial intelligence, valuable contribution.

b. will, be, have, would, be

c. qualquer adjetivo das noun phrases da letra "a" deste exercício

d. graduated, participated

Now it's your turn to write a letter!

5. Imagine you're graduating from your *Metrópole Digital* course and you need to write a letter of application in order to get yourself a job.

We're going to give you a hand.

The first and the last paragraphs are almost done. You need to complete the first one and write the middle paragraph, mentioning why your skills and experience are good for the job. It doesn't have to be a long paragraph.

Ah! Don't forget neither the letter's heading nor your name and address at the end of it.

Use the letter of application previously presented as a reference to you.

Dear Mr. _____,

I will be graduating from a computer programming course at UFRN in December and I am interested in working with _____.

I would be glad to meet with you and discuss my qualifications for working at Coral Company. I believe my training has given me the skills to make a valuable contribution. I look forward to hearing from you soon.

Sincerely, _____

To Conclude...

Todo texto é uma fonte de informações, um vasto campo de possibilidades de trabalho com a linguagem. Ler e escrever são atividades que decorrem dessa interação. Ler significa muito quando “dialogamos” com o texto e aprendemos diferentes pontos de vista sobre um assunto determinado. Também é durante a leitura que exercitamos nossa capacidade de análise e interpretação, descobrimos novos mundos e ampliamos nossos conhecimentos. Escrever significa produzir algo que conhecemos ou desejamos conhecer. Para escrever, usamos um idioma, seja o nosso, seja um idioma estrangeiro, aplicando as normas daquela língua.

Destacamos, aqui, a importância da Língua Inglesa na formação do jovem profissional ligado à área da Tecnologia da Informação, como é o seu caso. Saber esse idioma é fundamental para que você possa aprofundar os seus conhecimentos e desempenhar o seu papel, adequadamente, no mercado de trabalho competitivo que o (a) aguarda.

Esperamos que você tenha aproveitado ao máximo cada uma das leituras e atividades deste módulo. Desejamos que você siga lendo e escrevendo em Língua Inglesa. E lembre-se: **the more you read the better you write!**

Leitura Complementar

LEARN English. Disponível em: <<http://learnenglish.britishcouncil.org/>>. Acesso em: 29 abr. 2012.

O site pertence ao Conselho Britânico e possui exercícios e jogos interativos de diversos tópicos gramaticais, além de informações úteis ao aprendiz de Língua Inglesa.

NATIONAL Geographic. Disponível em: <<http://ngm.nationalgeographic.com/>>. Acesso em: 29 abr. 2012.

O site disponibiliza centenas de diferentes assuntos ricamente ilustrados, escritos em Língua Inglesa, além de oferecer vídeos, testes, jogos e quebra-cabeças interativos.

Resumo

Chegamos ao final de nossa última aula. Procuramos aplicar os diferentes tópicos gramaticais estudados neste módulo nas atividades desta aula. Falamos sobre o valor do texto na compreensão de qualquer idioma. Mais especificamente, esperamos que você tenha desfrutado dos diversos assuntos usados para aperfeiçoar o seu aprendizado da Língua Inglesa. Boa sorte com as demais disciplinas do seu curso!

Autoavaliação

Com base nos objetivos desta aula, os quais visaram, primordialmente, prepará-lo (a) para relacionar palavras ou expressões a diferentes tipos de textos e para desenvolver a sua capacidade em escrever pequenos parágrafos em Língua Inglesa, vamos fazer uma atividade de autoavaliação, composta de duas partes.

1. Read the text below and choose the correct title from the list below.

- a. Courses in African universities
- b. Interaction and Accessibility of Old Students
- c. English Language for Information Technology
- d. Learning Computer Programming

Title:



EIT (English for Information Technologies) partnership has formed to develop and launch an interactive, easily accessible, user-friendly e-learning tool - "English for IT" portal with a number of course companions.

EIT is an English for Specific Purposes teaching/learning module. It will be designed as a 1-year learning, calendar-like programme (an Internet portal) for IT professionals and students of IT, comprising English lessons at the post-elementary level with a strong emphasis on learner training and autonomy.

In the short term, the EIT product will:

- fill the gap in the available ESP materials in the field of IT and provide English tutors working with IT students at colleges and universities with flexible, relevant and attractive e-materials to be used during classes or set as a homework or for self-study;
- provide working IT specialists with a self-study e-learning tool developed to improve their English language skills, learning and communicative skills;
- enable both tutors and learners to share their teaching/learning experience, concerns, impressions of the course, share self-made teaching materials and give feedback to the course developers by means of the message board.

Fonte: Adaptado de <<http://www.english-it.eu/en/about.php>>. Acesso em: 27 abr. 2012.

2. Como forma de praticar ainda mais a sua compreensão e a sua habilidade de escrita em Língua Inglesa, escreva um pequeno parágrafo (*in English*), comparando o conteúdo do texto acima com esta disciplina de Língua Inglesa. Não precisa complicar. Elabore frases simples.

Examples:

- a. *While during my course/discipline, _____, the EIT _____.*
- b. *My course/discipline was _____, this other course is _____.*

Você não precisa seguir os exemplos acima. São somente sugestões. Escreva sentenças sobre as semelhanças e as diferenças de cada curso/disciplina. Mas, você também pode falar somente sobre as semelhanças ou somente sobre as diferenças. *It's up to you!*

Very important!

Peça ao seu tutor para corrigir o seu parágrafo e reescreva-o após a correção.

This is an excellent exercise!!!

Para saber as possíveis respostas, clique [aqui](#).

Respostas

1. c
2. Resposta pessoal. O tutor deve corrigir a escrita do aluno e solicitar a reescrita do parágrafo!

Referências

ENGLISH language for Information Technology. Disponível em: <<http://www.english-it.eu/en/about.php>>. Acesso em: 27 abr. 2012.

GETTING started on your paragraph. Disponível em: <>. Acesso em: 28 abr. 2012.

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THE IMPACT of Seafood. Disponível em: <<http://ocean.nationalgeographic.com/ocean/take-action/impact-of-seafood/#/marine-food-chain/>>. Acesso em: 28 abr. 2012.