

Aula 8

PARENTHOOD - PAST PERFECT SIMPLE

META

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

OBJETIVOS

Ao final desta aula, o aluno deverá:

- Reconhecer e identificar as diferentes situações para o uso do passado perfeito;
- Reconhecer a estrutura e emprego dos verbos;
- Falar sobre mais que uma experiência do passado e relacionar ao tempo verbal adequado;
- Ler e interpretar textos sobre fatos que irão ocorrer.

PRÉ-REQUISITOS

Conhecimento básico sobre passado simples, além de apresentar uma ideia geral sobre o uso do tempo perfeito.

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INTRODUÇÃO

Olá! Iniciaremos a oitava aula do curso de Língua Inglesa 5 fazendo uma volta ao tempo e abordando uma temática de conhecimento geral. Durante essa unidade você vai lembrar momentos em família e expor seu ponto de vista no modo atual de criar e educar os filhos. Para iniciar como uma reflexão vamos pensar sobre os seguintes temas: Parents, children, child care, punishment, rewarding, relentless, stressful, spoil, monitor.

Após ler as palavras acima, quais mais vieram em sua mente? Alguma te fez retornar a uma experiência já vivida? Alguma corresponde a um momento específico de sua vida?

Como poderíamos expressar situações assim em inglês? Ações relativas a um tempo no passado e que se vincula a algo mais é o que vamos destacar ao longo desta lição!

DESENVOLVIMENTO

Como uma opção para se envolver mais com a temática, sugerimos que assista o vídeo mencionado no seguinte link: <https://www.youtube.com/watch?v=5vCDj0tsEp0> , você também pode localizar o vídeo pelo nome: "Parenthood" Trailer .

Você acredita que as famílias hoje em dia enfrentam as temáticas abordadas no trailer?

Leia o texto abaixo e responda as questões:

Parents and children

A Pair work Discuss these questions. Then read the article, and compare your ideas to the author's.

1. Look at the title of the article. What do you think it's going to be about?
2. Do you think parents should be strict with their children?

UPSIDE-DOWN FAMILIES

The parents set the rules and the children obey, right? Wrong. In a growing number of North American families, adults have let their children take over. "Parents want to be nurturing and make their small children happy, but many have become confused about the best way to achieve this," explains a noted child psychologist. "Large numbers of parents are being controlled by their child, to the point that entire families end up organizing themselves around a small child's emotions."

The problem is that many mothers and fathers try to be a friend to their children. However, parenting is not a popularity contest. Challenging authority is a normal part of child development and is strongest between the ages of four and six. Setting rules and enforcing them teaches the child that he or she is equal in worth but not equal in authority. Then the child feels safe and secure and can be a kid again. Believe it or not, it's frightening for children to realize they are in charge of a situation. In upside-down families, when parents back down from rules they set, children become very insecure, anxious, and out of control. They don't trust their parents to protect them. Parents should follow these tips to avoid this situation and keep control.

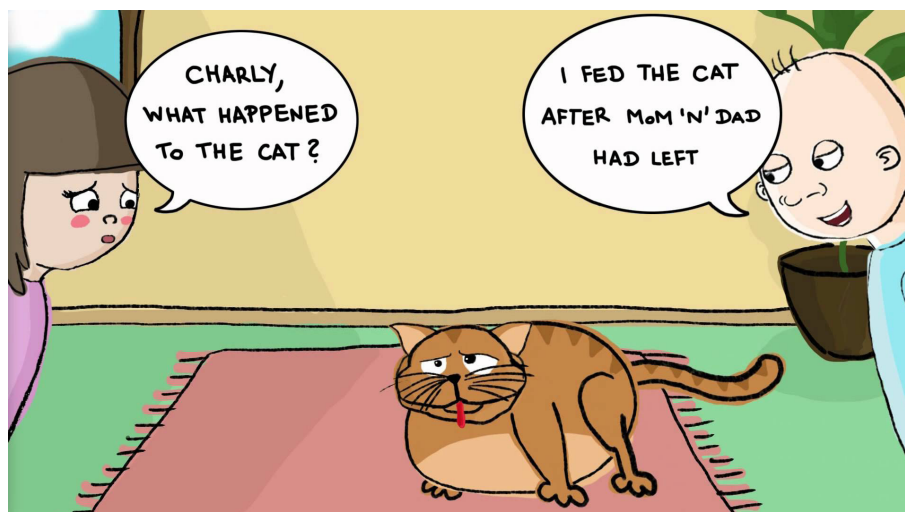
- ▶ Be a leader. Parents cannot guide a child and seek his or her approval of their decisions at the same time. Don't say, "It's time for bed. OK?" Instead, say, "It's time for bed, kids."
- ▶ Don't make rules quickly and then change them. It's very important to be consistent. Once you make a rule, stick to it.
- ▶ Pay less attention to your children when their behavior is bad and more when it is good. Do not reward bad behavior by giving extra attention to it. Instead, save your attention for when the child acts appropriately.
- ▶ Don't allow your kids to call you by your first name. This removes the authority figure in a child's life. Children need parents, not another friend.

B Pair work Which of these statements would the author agree with? Which ones do you agree with?

1. Children don't usually challenge authority.
2. Children like to feel that they are in charge.
3. It's important for parents to discipline children.
4. Parents should be leaders, not friends.

FONTE: Richards J. C. Passages students's book, New York, Cambridge University Press, 2005, p.9

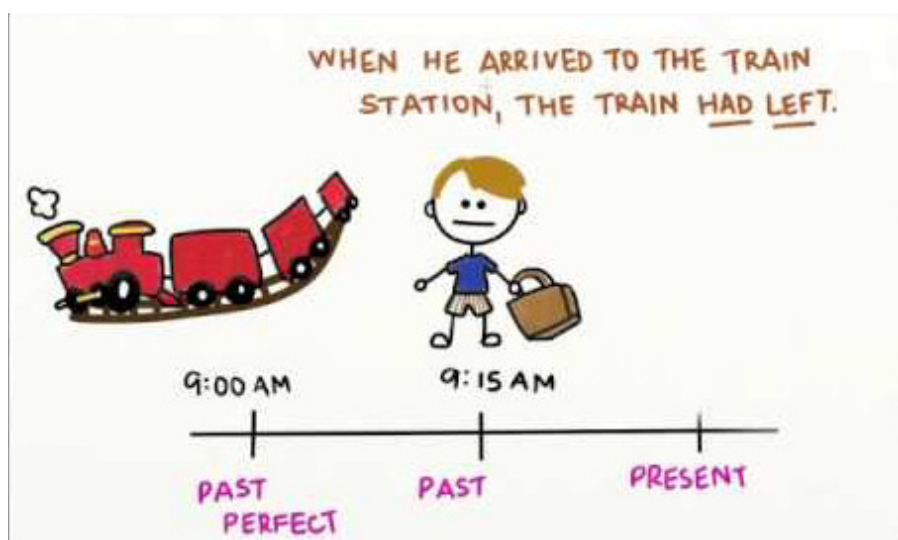
Vamos observar a imagem a seguir:



FONTE: <https://i.ytimg.com/vi/U4bZ-HUZKcY/maxresdefault.jpg>

Diante desta situação, qual tempo verbal foi usado pelo garoto? Como podemos relacionar a ação dele com a ação dos pais?

Para essas situações em que falamos de duas ações que ocorrem no passado, podemos destacar uma delas como a primeira ocorrida, ou seja, a que aconteceu antes que a outra no passado. Ao se referir a primeira ação, devemos colocar o verbo no passado perfeito.



<https://i.ytimg.com/vi/iIL8LDt1gZU/hqdefault.jpg>

Carlos had a terrible day...

1


Carlos woke up late.


2

He didn't have time to take a shower or eat breakfast.


now

He didn't have time to take a shower because he'd woken up late.






<https://www.off2class.com/wp-content/uploads/2014/11/Slide14g.jpg>


LearnEnglish

ZZZ he **had overslept!**

...because



He missed the train.

First he overslept, then he missed the train.
 → He missed the train because he had overslept. Past perfect = had + past participle

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<https://www.off2class.com/wp-content/uploads/2014/11/Slide14g.jpg>

Vamos praticar um pouco com outras situações?

past perfect *It had already begun when we arrived.*

+	I had seen	you had seen	he/she/it had seen etc
?	had I seen?	had you seen?	had he/she/it seen? etc
-	I had not seen	you had not seen	he/she/it had not seen etc
Contractions: I'd, you'd etc; hadn't			

To make the **past perfect**, put **had** with the **past participle** (*seen, lost* etc).
(For irregular past participles, see page 275.)

She *didn't* phone Alan because she'd *lost* his number. It was a film that I *hadn't* seen before.

1 Make past perfect sentences.

- ▶ I couldn't get in because I *had forgotten* my keys. (forget +)
- ▶ Ann wasn't at home. Where *had* she *gone*? (go ?)
- ▶ The telephone wasn't working because we *hadn't paid* the bill. (pay -)
- 1 The woman told me that she in China a few years before. (work +)
- 2 Everything in the garden was brown because it (rain -)
- 3 The bathroom was full of water. What? (happen ?)
- 4 I knew I that man somewhere before. (see +)
- 5 We were surprised to see Mark, because we his letter. (get -)
- 6 After three days the dogs came back home. Where? (be ?)
- 7 They gave me some money back because I too much. (pay +)
- 8 There was nothing in the fridge. I could see that Peter the shopping. (do -)

We use the **past perfect** when we are already talking about the **past**, and want to talk about an **earlier past** time.

Our train *was* late, and we *ran* to the cinema. But the film *had* already *begun*.



I got out of the car and *went* into the school. It *was* empty. Everybody *had gone* home.
I *was* glad that I *had caught* the early bus. Anna *wondered* if anyone *had told* Jim.
We *couldn't understand* why Sue *hadn't locked* the door.

2 Circle the correct answers.

- ▶ I (didn't recognise) / hadn't recognised Helen, because she cut / (had cut) her hair very short.
- 1 No one *understood* / *had understood* how the cat *got* / *had got* into the car.
- 2 Joe *didn't play* / *hadn't played* in the game on Saturday because he *hurt* / *had hurt* his arm.
- 3 When I *looked* / *had looked* in all my pockets for my keys, I *started* / *had started* to get very worried.
- 4 Liz *never travelled* / *had never travelled* by train before she *went* / *had gone* to Europe.
- 5 I *arrived* / *had arrived* at the shop at 5.30, but it *already closed* / *had already closed*.
- 6 I *didn't have* / *hadn't had* much money after I *paid* / *had paid* all my bills last week.

FONTE: Swan M. , Walter C. The good grammar book. New York. Oxford University Press, 2001,p.68 e 69

3 Put in the simple past or the past perfect.

- ▶ Bill *didn't tell* anybody how he *had got* into the house. (not tell; get)
 - ▶ Emma *went* to France last week. Before that, she *had* never *been* outside Ireland. (go; be)
- 1 When their mother home, the children all the sweets. (get; eat)
 - 2 Yesterday I a man who at school with my grandmother. (meet; be)
 - 3 It to rain, and I that I my window. (start; remember; not close)
 - 4 I a letter on my desk that I never (find; open)
 - 5 I Bob I couldn't go to the theatre, but he already the tickets. (tell; buy)

We use the **past perfect after when** to show that something is **completely finished**.
When I had watered all the flowers, I sat down and had a cool drink.
When Susan had done her shopping, she went to visit her sister.

4 Make sentences using the past perfect after when.

- ▶ Jan finished her dinner. Then she sat down to watch TV.
When Jan had finished her dinner she sat down to watch TV.
 - ▶ David phoned his girlfriend. Before that he did his piano practice.
David phoned his girlfriend when he had done his piano practice.
- 1 George ate all the chocolate biscuits. Then he started eating the lemon ones.

 - 2 I turned off the lights in the office. Then I locked the door and left.

 - 3 I borrowed Karen's newspaper. Before that she read it.

 - 4 Mark had a long hot shower. Before that he did his exercises.

 - 5 Barry phoned his mother with the good news. Then he went to bed.

NOTHING HAD CHANGED

When I went back to my old school nothing had changed. Well, OK, the place had closed down. Doors stood wide, windows had lost their glass, ceilings had fallen. Travellers had camped in the dining-room, and left their names on the walls.	Wind blew through the rooms where I had sat for so long and learnt so little. Rubbish piled up in the corners. But nothing important had changed. <p style="text-align: right;"><i>Evan Stabetsi</i></p>
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FONTE: Swan M. , Walter C. The good grammar book. New York. Oxford University Press, 2001.p.68 e 69

Analisando a sociedade atual, algumas mudanças ocorreram no âmbito familiar. O texto a seguir aborda essa temática.

Após a leitura, você irá observar fatos relativos ao passado, destaque alguns exemplos e construa frases utilizando o passado simples e o passado perfeito.

Baby and Child Care

Fathers

1946: Some fathers have been brought up to think that the care of babies and children is the mother's job entirely. This is the wrong idea. You can be a warm father and a real man at the same time. Of course, I don't mean that the father has to give just as many bottles or change just as many diapers as the mother. But it's fine for him to do these things occasionally. He might make the formula on Sunday.

1998: Men, especially the husbands of women with outside jobs, have been participating increasingly in all aspects of home and child care. There is no reason why fathers shouldn't be able to do these jobs as well as mothers. But the benefit may be lost if this work is done as a favour to the wife, since that implies that raising the child is not really the father's work but that he's merely being extraordinarily generous.

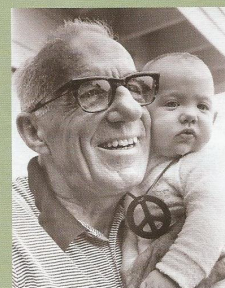
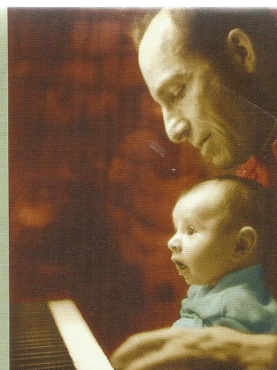
Entertainment

1946: Conscientious parents often dread comic strips and comic books, thinking that they ruin their children's taste for good reading, fill their minds with morbid ideas, keep them indoors, interfere with homework and waste good money. All these accusations have a bit of truth in them. But when children show a universal craving for something, whether it's comics or candy or jazz, we've got to assume that it has a positive, constructive value for them. It may be wise to try to give them what they want in a better form, but it does no good for us to cluck like nervous hens.

1998: There is a darker side to the world of computers. I'm speaking about the majority of computer games. Most of these are variations on the theme of kill the bad guys. The best that can be said of them is that they may help promote eye-hand coordination in children. The worst that can be said is that they sanction, and even promote, aggression and violent responses to conflict.

Glossary

formula (noun) – milk for babies made from powder



Dr Benjamin Spock

(1903–1998) was an American pediatrician and the author of the hugely influential *Baby and Child Care*, published in 1946. In Dr Spock's lifetime the book went through seven editions, sold over 50 million copies and was translated into 39 languages.

FONTE: Clandfield, J. & Benne, R. R. Global Upper Intermediate. Macmillan, Oxford, 2011, p.55

Para ampliar a discussão sobre família, sugerimos que assista o seguinte vídeo : <https://www.youtube.com/watch?v=Ql0Q5uf-AbA> que fala sobre as mudanças ocorridas em famílias americanas.

Você também pode encontrar esse vídeo pelo seguinte nome: The changing American Family

O vídeo apresenta uma série de fatos acerca das mudanças ocorridas em famílias americanas, escolha 3 fatos e utilize o passado simples e o passado perfeito para relacioná-los numa frase.

5 Writing an article

Reading

1 Read Paulina's article about her upbringing. Choose the best title:


Thanks, Mum and Dad!
Why punishment does not always work
The importance of table manners

There are always two sides to any situation. In the case of my upbringing, it was neither completely strict, nor completely lenient because my parents were totally different in their views on discipline. For my mother, everything was black and white; she had clear rules about how we should behave, and there were punishments if we did not obey. My father, on the other hand, was always calm and incapable of telling us to do something that we didn't agree with. Sometimes I used to complain to him about my mother and he would try to explain her reactions. I think this has taught me how to deal with conflicts and reach a compromise.

Something that I learnt from both my parents was the importance of having respect for other people. I remember one day when we were travelling on a bus and I sat down while other people were standing. She shouted at me 'Get up immediately! You have young legs and you don't need to sit down'. At the time I felt very embarrassed about being told off in public, but now I understand. I think children nowadays have lost that respect and it really irritates me if I see children sitting down while older people are standing.

One area in which we had a lot of rules was table manners. For example, we weren't allowed to start our meal until the oldest person had started. We had to say 'thank you' when our food was served, and eat everything on our plates before we could leave the table. We couldn't make any noise, such as smacking our lips, burping, or stirring our tea or coffee loudly. Worse than that, we were only allowed to have sweets at the weekend, as a special treat if we had been good.

Although my upbringing was perhaps a bit strict compared with modern children, I'm very grateful to my parents for giving me a clear direction in life. Even though I was sometimes punished, I think it has made me a better person. In my view, children need clear rules, but more than that they need to learn how to get on with other people and realise they are not the centre of the world.



2 Choose the correct option.

- 1 Paulina's parents had *strict / lenient / different* opinions about bringing up children.
- 2 Her father *often / sometimes / never* used to get angry with her.
- 3 She found the differences between her parents *confusing / annoying / helpful*.
- 4 Her family were *relaxed / strict / lenient* about table manners.
- 5 She *had to / didn't have to / was allowed to* eat everything on her plate.
- 6 She was *often / sometimes / never* allowed to eat sweets.
- 7 She thinks punishment *spoiled / helped / damaged* her.
- 8 She particularly appreciated the *rules / guidelines / treats* her parents gave her.

Writing skills: writing an article for a magazine or website

A Features of a good article

1 Tick (✓) the four features that you think are the most important in a magazine article.

- 1 An attention-grabbing title.
- 2 An interesting first line.
- 3 Colourful or descriptive language.
- 4 Questions to make the reader think.
- 5 A style that is neither too formal nor too informal.
- 6 Personal experiences.
- 7 Clear and strong opinions.
- 8 A thought-provoking ending.

2 Work in pairs and discuss your ideas. To what extent has Paulina included these features in her article?

B Giving examples

Another way to make an article more interesting is to give clear, concrete examples

- a *In the case of my upbringing, it was neither completely strict, nor completely lenient.*
- b *Take my own upbringing, for example. It was neither very strict nor very lenient.*
- c *One area in which we had a lot of rules was table manners. For example, we weren't allowed to start our meal until the oldest person had started.*
- d *We couldn't make any noise, such as smacking our lips.*

FONTE: Clandfield, L. & Benne, R. R. Global Upper Intermediate. Macmillan, Oxford, 2011, p.64 e 65.

Study skills

1 In which sentences in the examples on page 64 could you use *like* and *for instance*?

2 Complete the sentences with one of the expressions on page 64.

- 1 My mother was very strict about our studies. _____, we had to do our homework every afternoon before our meal.
- 2 We sometimes got into trouble because we disobeyed the rules. _____ the day we played football with our friend Martin, for instance.
- 3 Some parents don't care about what their children do. _____ my father, it was very different.
- 4 We weren't allowed to eat junk food _____ chocolate or crisps.

Preparing to write

1 Read *Talking about your upbringing* below. Complete the sentences so that they are true for you.

2 Read your sentences to a partner, and ask and answer questions about them.

3 Together, think of a good title for articles describing each of your experiences.

Talking about your upbringing

- My upbringing was *quite strict / very strict / lenient*
- My parents had *clear / a lot of / some* rules about ...
- I *wasn't allowed to ...*
- I *couldn't ...*
- I *had to ...*
- Something that I learned from my parents was ...
- I'm grateful to my parents for ...
- I think this has taught me how to ...

Writing

Use your notes and discussion to write an article about your upbringing. Include some of the features of a good article.

Developing your speaking skills

Speaking consists of different skills:

1 Read the statements about speaking problems. Match each statement to one of the skills above.

- 1 I speak too slowly because I am translating from my language.
- 2 Sometimes people can't understand my accent.
- 3 I know the rule when people correct me but I still make the same mistakes.
- 4 I often pause to think about what I want to say.
- 5 Sometimes I feel frustrated because I can't express my ideas in detail.
- 6 I wish I sounded more like a native speaker.
- 7 I've never learned the rules so my grammar is often incorrect.
- 8 I only know one way to make requests. I need to know more, for different situations.

Work in pairs and discuss your ideas. Do you share any of these problems? Which of the skills do you need to improve most?

2 Here are some strategies for improving speaking. Which skill or skills do you think each one develops?

- * Record yourself speaking. Play the recording and note your errors. Then do the task again.
- * Do the same as above, but this time plan more varied words and grammatical structures.
- * Work with a pronunciation website or CD.
- * Ask your partner or friends to correct you.
- * Rehearse conversations in English in your head.
- * Before having a conversation, plan words and phrases that you could use.
- * Listen to a recording by a native speaker and copy their pronunciation. Then practise speaking as you listen to the recording.
- * Memorise dialogues and useful conversation expressions.

3 Work in pairs. Choose two strategies to try out.

FONTE: Clandfield, L. & Benne, R. R. Global Upper Intermediate. Macmillan, Oxford, 2011, p.64 e 65.

CONCLUSÃO

Nesta aula aprendemos que em Inglês é possível relacionar dois fatos ocorridos no passado e apenas com o uso do tempo verbal diferenciado destacar qual ação ocorreu primeiro. Além disso, estudamos alguns textos e vídeos que abordaram uma temática atual e que possibilitou uma reflexão comparativa.



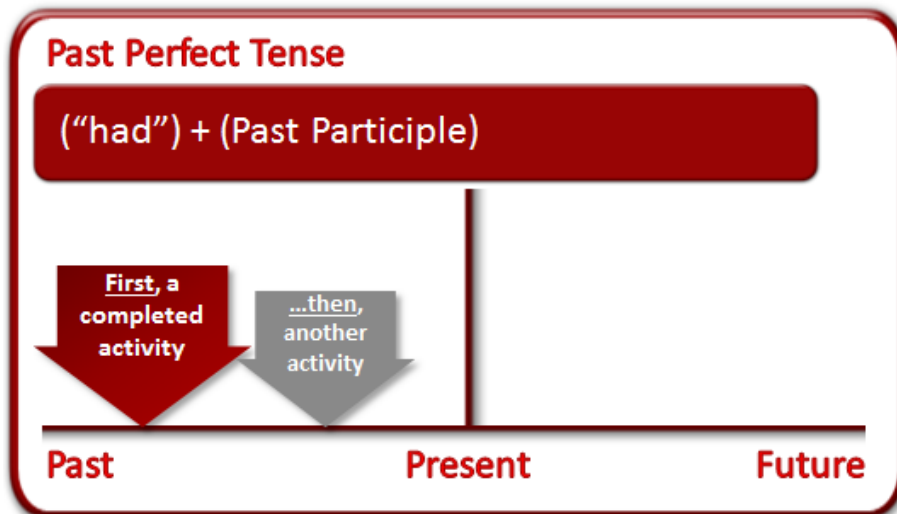
I had just sat down to have lunch when the phone rang.

FONTE: <http://inglesparaleigos.com/wp-content/uploads/2014/05/past-perfect.jpg>



RESUMO

O passado perfeito é empregado para falar de uma ação que aconteceu no passado, anteriormente à outra ação no passado. Esse tempo verbal é invariável, isto significa que a forma verbal será a mesma para todos os sujeitos.



FONTE http://grammar-monster.com/images/past_perfect_tense.png

Positive	Negative	Question
I had known	I hadn't known	Had I known?
You had known	You hadn't known	Had you known?
He/she/it had known	He/she/it hadn't known	Had he/she/it known?
We had known	We hadn't known	Had we known?
You had known	You hadn't known	Had you known?
They had known	They hadn't known	Had they known?

FONTE: http://2.bp.blogspot.com/-cZ9-PbAq_DQ/VQWeDvgrtmI/AAAAAAAAAxI/N3b817xhO_I/s1600/1184815815table.jpg



AUTO AVALIAÇÃO

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

Reconheço e identifico as diferentes situações para o uso do passado perfeito?

Reconheço a estrutura e emprego dos verbos?

Sou capaz de falar sobre mais que uma experiência do passado e relacionar ao tempo verbal adequado?



PRÓXIMA AULA

Nessa aula fizemos uma volta ao passado para recordar fatos em família! Na próxima aula retornaremos ao passado, mas para falar de memórias em geral, especificamente aos hábitos que tínhamos e não temos mais. Além do contato com novos contextos e situações. Até lá!

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<https://i.ytimg.com/vi/U4bZ-HUZKcY/maxresdefault.jpg>

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