DISCOURSE ANALYSIS AND SYLLABUS DESIGN: AN APPROACH TO THE TEACHING OF READING

by

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APPENDIX A

THE ACTUALISATION OF THE ISTR SYLLABUS IN THE FORM OF MATERIALS

This appendix consists of: 1) the rationale for the actualisation of the ISTR syllabus model into materials, and 2) the experimental materials themselves.

1. Rationale for the design of the experimental materials

In this section I want to indicate how the ISTR syllabus model may be actualised in the design of a specific set of materials for beginners in EFL learning in the Brazilian school system. In other words, the concern here is with mediating between the ISTR syllabus model and the experimental materials designed to operationalise this research. This section also has the further objective of exemplifying how the five different types of unit inventories the syllabus makes use of are incorporated into the syllabus (cf 5.2.1).

The experimental materials consist of the introductory unit and five other units. In line with the ISTR syllabus approach, I decided to include an introductory unit in the materials with the purpose of exploiting the knowledge that learners have as language users in their NL to prime them. As made clear in chapter 5, one of the fundamental points of this approach is that learners should activate the processes they are familiar with as readers in their NL. Therefore, the introductory unit aims at sensitising the learner-reader towards the processes he uses when he reads a text in Portuguese, ie, its objective has essentially a metacognitive import. The other objective of this unit is to familiarise learners with the different phases of the methodological component and their corresponding methodological devices. The following five units then iniate the learner into actually learning how to read in English.

1.1 The introductory unit

This unit consists of a text in Portuguese. When writing the text, care was taken to include language items with which learners are familiar as NL users (cf the contrastive difficulty criterion in 5.2.2).

The content schematic area of the text deals with a former popular idol of Brazilian football since Brazilian children are normally

familiar with the life of such celebrities. The text however is about an idol of the past of whom the learners may have never heard. That is, this content schematic area exploits the learners' frames of reference, but it also contains new information for the learner-reader so that motivation to find the meaning of the text is sustained.

The global formal schema of the text is a story schema (the Problem-Solution discourse macro-pattern which seems to be typical of narratives - cf 3.3.3.2.1) with which learners are familiar. The text starts with a phrase equivalent to the English "Once upon a time ...", which clearly indicates to the reader that he is about to read a story.

The systemic knowledge exploited in the text is also easily accessed by the learner-reader. In other words, the syntax and lexis used in the text are appropriate to the level of systemic competence in Portuguese of children who are beginning secondary school. A few lexical items which may be beyond the children's competence level are introduced and are either taught in the Pre-reading Phase B or simply left untaught as a device to indicate to the learner-reader that he does not need to understand every word in a text to comprehend it. This is an important strategy for them to use in reading an L_2 text. They have to learn to live in uncertainty and not to worry if they cannot read every word in the text.

The introductory unit contains exactly the same phases of the methodological component.

1.1.1 Pre-reading Phase

. Prediction of the content schematic area of the text by discussing the meaning of the title of the passage.

. Inducement of the formal schematic structure of the text by bringing to learners' mind the "Once upon a time ..." story schema type.

1.1.2 Reading Phase A

. Superficial level of reading comprehension.

. Use of questions to guide the learner-reader's interaction with the text.

1.1.3 Pre-Reading Phase A

. Use of problem-solving activities to teach lexis and syntax.

. Preparation of the learner-reader to apply systemic knowledge in the next reading phase so that the meaning potential of systemic level units is realised.

1.1.4 Reading Phase B

. Realisation of the systemic level taught in the previous phase at discourse level.

. Reading of the same text again at a deeper comprehension level in order to indicate to the reader that we read texts for different purposes.

. Use of further questions which provide for the learner-reader's interaction with other segments of the text.

1.1.5 Comprehension testing Phase

. Test of the global comprehension of the text.

1.1.6 Post-reading Phase

. Critical appraisal of the content schematic area of the text by relating the life of a football idol of the past to the learners' knowledge about the life of a football idol of today.

1.1.7 Priming and concluding notes

Use of a note to the learner-reader at the beginning and end of the unit which makes its objectives explicit.

1.2 Unit 1

1.2.1 Units selected from inventories[1]

1.2.1.1 Content schema inventory: Sunday at a football stadium

1.2.1.2 Formal schema inventory:

1.2.1.2.1 Global formal schema: Narrative (time sequence relations)

This teaching unit mainly exploits implicit signalling. It requires that the learners utilise their knowledge of time sequence relations in the world to access the rhetorical organisation of the text.

1.2.1.2.2 Local formal schemata:[2]

Mostly implicitly signalled. Use of discourse marker AND expressing Bonding Relation (additive); Matching Relation (simple contrast); Temporal Relation (chronological sequence).

1.2.1.3 . Syntactic inventory[3]

(A) S V O (A)
S V C_s
Functional words: at, to, I, he, she, they
Anaphora

1.2.1.4 . Lexical inventory

. Days of the week
. Cardinal nos. (1-15)
. meal terms: breakfast, lunch, dinner
. morning, evening, afternoon, o'clock,
. fan, stadium, mother, father, sandwiches
football, TV, goal, bed, home, shout, go,
be, return, watch, get up, have + meals.

1.2.2 Methodological component

1.2.2.1 Pre-reading Phase A

. Use of a text in Portuguese
- narrative (time sequence relations)
-topic: A special day at school

1.2.2.2 Reading Phase A

. Use of cognates (also 'aha' hypothesis device)[4]

. Use of questions: identification of the characters in the story, where they go on Sundays, their age, the time they go to the stadium, what they shout when there is a goal, the time they return home.

1.2.2.3 Pre-reading Phase A

. Use of knowledge that learners have about the days of the week, numbers, meal terms etc. in their NL to teach lexis in English.

. Focus on language awareness (recategorisation of some concepts in the FL and cognates)

. Use of problem solving tasks and some traditional language exercises.[5]

1.2.2.4 Reading Phase B

. Further questions: identification of the football teams the characters cheer for and the meals they have at different times of the day.

1.2.2.5 Comprehension Testing Phase

. Tasks: retelling of the story in Portuguese and association of given words with the general meaning of each paragraph.

1.2.2.6 Post-reading Phase

. Use of a diagram (a timetable): learners required to compare their timetable with the characters'.

1.3 Unit 2

1.3.1 Units selected from inventories

1.3.1.1 Content schema inventory: First Day in School

1.3.1.2 Formal schema inventory :

1.3.1.2.1 Global formal schema: Narrative (time sequence relations)

This teaching unit also exploits learners' knowledge of time sequence relations in the world to approach the rhetorical structure of the text.

1.3.1.2.2 Local formal schemata: Mostly implicitly signalled

Re-use of the discourse markers AND (Bonding Relation and Temporal Relation) and THEN (Temporal Relation).

1.3.1.3 Syntactic inventory:

S V C_s

(A) S V (O) (A)

Functional word: It

Anaphora

1.3.1.4 Lexical inventory:

. Ordinal numbers (1-15)
. today, yesterday, tomorrow
. notebook, eraser, pencil, homework, milk, coffee, bread, butter, teeth, mathematics, Portuguese, geography, history, English, uniform, classes.
. brush, wear, have (possess), have + coffee/milk, have + butter/bread.

1.3.2 Methodological component

1.3.2.1 Pre-reading Phase A

. Use of a text in Portuguese
  - narrative (time sequence relations)
  - topic: A Sunday on the beach
. Use of a diagram: learners are asked to predict the content schematic area of the English text by completing the timetable.

1.3.2.2 Reading Phase A

. Use of cognates (also 'aha' hypothesis device).

. Use of questions: identification of the day, the clothes the characters are wearing, the time they get up, the time they arrive at school, the number of classes they have on that day, when they have a break, and the time they returned home.

1.3.2.3 Pre-reading Phase A

. Review of cardinal numbers and days of the week in order to teach ordinal numbers.

. Use of problem-solving tasks (exploitation of the conceptual framework of a calendar)

. Focus on language awareness (cognates and recategorisation of concepts in the FL).

1.3.2.4 Reading Phase B

. Use of further questions: whether that day is the second day in school, what the characters bring to school, what they do after they get up, what they have for breakfast, what they do after breakfast, and the classes they have on that day.

1.3.2.5 Comprehension Testing Phase

. Use of problem-solving tasks: identifying drawings and words with the meaning of each paragraph.

. Identification of the paragraph which contains the introduction to the story.

1.3.2.6 Post-reading Phase

. Oral discussion in Portuguese of the characters' life and the pupils'.

4. Unit 3

1.4.1 Units selected from inventories:

1.4.1.1 Content schema inventory: A story about a history teacher

1.4.1.2 Formal schema inventory:

1.4.1.2.1 Global formal schema: Narrative (situation - problem -solution)

This teaching unit introduces the problem-solution discourse macro-pattern and exploits the knowledge that learners have of this rhetorical pattern in Portuguese to access this rhetorical organisation in English.

1.4.1.2.2 Local formal schemata:

Mostly implicity signalled. Re-use of discourse marker AND expressing Bonding Relation (additive) and Matching Relation (simple contrast)

1.4.1.3 Syntactic inventory:

S V C_s (A)
S V A A
(A) S V A
(A) S V O (A)
. Functional words: them, her, him
. Anaphora
. Morpheme markers: Present/Past; V + ER = Agent

1.4.1.4 Lexical inventory

. colours: blue, green, yellow, red, black, white
. parents, sport, discovery, woman, shoe, pair, pupil, teacher, children.
. funny, favourite, sleepy
. laugh, change, like, teach, go
. now

1.4.2 Methodological component

1.4.2.1 Pre-reading Phase A

. Use of a text in Portuguese
  - narrative (problem-solution pattern)
  - topic: A boy who gets lost in a forest
. Use of the title of the passage in English and of the illustration to induce the content schematic area of the text.

1.4.2.2 Reading Phase A

. Use of cognates (also 'aha' hypothesis device)
. Use of questions: what day it was yesterday, where the characters in the story went, with whom, where they are now, in which classes they are now, who the history teacher is, and what she is teaching them now.

1.4.2.3 Pre-reading Phase B

. Use of problem-solving tasks and some language exercises.

1.4.2.4 Reading Phase B

. Use of further questions: clarifying why the characters went to the stadium and why the pupils are laughing; identifying what the teacher always has in the closet, what she did during the break, and the colour of her shoes.

1.4.2.5 Comprehension testing Phase

. Identification of the communicative value of each paragraph in the story in terms of the problem-solution pattern.
. Illustration of the problem involved in the text by colouring a drawing.

1.4.2.6 Post-reading Phase

. Pupils' reports in Portuguese on funny situations similar to the one described in the text with which they have been involved.

1.5 Unit 4

1.5.1 Units selected from inventories:

1.5.1.1 Content schema inventory: The Discovery of Brazil

1.5.1.2 Formal schema inventory:

1.5.1.2.1 . Global formal schema: narrative (situation - problem-solution pattern)

1.5.1.2.2 . Local formal schemata:

Implicitly signalled.

1.5.1.3 Syntactic inventory:

(A) S V A (A)
S V C_S
Pseudo-S
S V O A
Morpheme markers: 's (genitive), - ED (Past)
Anaphora

1.5.1.4 Lexical inventory:

. class, subject, map, group, ship, mountain, state, discoverer.
. interested
. start, command, travel, arrive, call, end, discover.

1.5.2 Methodological component

1.5.2.1 Pre-reading Phase A

. Use of a text in Portuguese
  - narrative (problem-solution pattern)
  - topic: The need of green areas in the city of Rio
. Use of a map to induce the content schematic area of the text.

1.5.2.2 Reading Phase A

. Use of cognates (also 'aha' hypothesis device).

. Use of questions: identification of the subject of the class yesterday, the reason why Italo was interested in the class, what there was in the classroom, when the Portuguese left Portugal, when they arrived in Brazil, who Cabral was.

1.5.2.1 Pre-reading Phase B

. Use of problem-solving tasks and language exercises

1.5.2.4 Reading Phase B

. Use of further questions: identification of the time the class started, how the Portuguese went to Brazil, where they arrived in Brazil, what they called a mountain they saw in the distance and when the class finished.

1.5.2.5 Comprehension Testing Phase

. Use of problem-solving tasks: identification of words with the meaning of each paragraph.

. Transference of the information found in the text to a drawing.

. Cloze procedure exercise.

1.5.2.6 Post-reading Phase

. Discussion in Portuguese of other facts related to the history of Brazil.

1.6 Unit 5

1.6.1 Units selected from inventories:

1.6.1.1 Content schema inventory: Break time

1.6.1.2 Formal schema inventory:

1.6.1.2.1 Global formal schema: Narrative (situation - problem-solution pattern)

1.6.1.2.2 Local formal schemata:

. Mostly implicitly signalled.

. Re-use of the discourse marker AND expressing Temporal Relation (Chronological sequence), Bonding Relation (additive) and use of BUT expressing Bonding Relation (Contrastive coupling).

1.6.1.3 Syntactic inventory:

(A) S V A
S V C_S
S V O A
Pseudo-S V A
Morpheme marker: irregular past
Functional words: behind, in front of, in, out.

1.6.1.4 Lexical inventory:

. break, tree, hide and seek, mango, playground.
. good, long.
. appear, play, hide, seek, there to be, behind, in front of, in , out.

1.6.2 Methodological component

1.6.2.1 Pre-reading Phase A

. Use of a text in Portuguese
  - narrative (problem-solution pattern)
  - topic: The story of a child who almost drowned in the sea
. Inducement of the content schematic area of the English text through the discussion of its title and of the illustration.

1.6.2.2 Reading Phase A

. Use of cognates (and also the 'aha' hypothesis device)
. Use of questions: identification of when the history class ends, who played hide and seek, who hid behind the trees, what class the characters had after the break, who appeared five minutes later.

1.6.2.3 Pre-reading Phase B

. Use of problem-solving tasks and language exercises.

1.6.2.4 Reading Phase B

. Use of further questions: identification of where the characters went at the end of the class, why, what the class was like, who Pedro was in the game, who found the children, where Italo was, what Italo's face was like and why.

1.6.2.5 Comprehension Testing Phase

. Identification of the communicative value of each paragraph.

. Transference of the information in the second paragraph to a drawing provided.

. Completion of a given drawing on the basis of their inferences.

1.6.2.6 Post-reading Phase

. Discussion in Portuguese of what the learners do during their break time.

2. The experimental materials

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Instructions to the teacher .....

Introductory unit .....

Unit 1 A Sunday at the Maracanã Stadium .....
Narrative (Time sequence relations); cardinal nos. (1-15); meal terms; pronouns; and

Unit 2 First Day in School .....
Narrative (time sequence relations); days of the week; ordinal nos. (1-15); then (time)

Unit 3 The History Teacher .....
Narrative (situation, problem, solution); present/past; pronouns; teacher; colours

Unit 4 The Discovery of Brazil.....
Narrative (situation . problem . solution); ED past; pronouns; 's

Unit 5 Break Time .....
Narrative (situation, problem, solution); There is/There are; irregular past; BUT; behind/in front of; in/out

Instructions to the Teacher

I. Pre-reading phase A

Objective: To induce the content and rhetorical value of the text to facilitate reading.

1. Discuss the content of the text by guessing the meaning of the title; exploiting the graphs, drawings, etc at the beginning of each unit; etc.

2. Read with pupils a text in Portuguese which has a similar rhetorical organisation of the text of the unit.

   Teacher calls pupils' attention to the rhetorical organisation of the text (in unit 1: a narrative-time sequence relations) and to some simple notions of what is involved in reading (eg not every word is important to the meaning of the text; some words refer to other words, etc). Basic to the pedagogy used here is that the learner-reader should understand what is involved in the reading process.

Note that at the beginning of the course the content and rhetorical organization of the texts are as familiar to the pupils as possible to make up for their lack of linguistic knowledge (lexis and grammar).

II. Reading phase A (superficial reading)

Objectives: 1. To show pupils that reading involves risk-ta king and that it is not an activity totally dependent on what is written on the page. The reader's contribution to the reading process is crucial. We are able to read because we are able to relate what is presented in the text to what we already know.

2. To establish the content framework of the unit (on the basis of the content area of the text).

Teacher reads the text orally and pupils silently try to read and understand it by using whatever resources available to them (on the basis of their knowledge of the content and rhetorical organisation of the text induced in the Pre-reading phase A; cognates, etc) and by focusing on the questions inserted in the text. These questions aim at miming the learner-reader's interaction with the writer through the text and should trigger the learner-reader's prior knowledge. It is important that the learners realise they do not have to interact with every sentence of the text. The teacher should call the pupils' attention to the similarity between the rhetorical organisation of the text in English and the previous text in Portuguese.

Note: This phase requires a very superficial level of comprehension of the text.

III. Pre-reading phase B

Objective: To provide for the necessary linguistic knowledge (lexis and grammar) so that the comprehension of the text can be realised at a deeper level in reading phase B. Most of the activities included here are of a problem-solving nature so that the pupils will have to make recourse to their cognitive structures to solve problems, which are not always linguistic problems. The aim is to focus on what the pupils are using language for instead of on language itself. In other words, they will be using their linguistic knowledge to reach some purpose by solving a problem and not simply applying it to a language exercise.

The instructions for each activity are provided in Portuguese.

IV. Reading phase B (deeper comprehension level)

Objective: To reach a deeper comprehension level of the text activating the linguistic knowledge centered on in pre-reading phase B.

The teacher reads the text orally and the pupils read the text silently and try to understand it by focussing on the questions inserted in the text, as in reading phase A. Note that even in this phase we are not concerned with the total comprehension of the text. This is derived from the view of reading adopted here: we do not normally have to understand every single word to understand a text.

V. Comprehension - Testing phase

Objective: To test the comprehension of the text.

Again, there is a tendency to exploit problem-solving activities here involving diagrams, graphs, maps, etc. Also, the general rhetorical organisation is emphasised as a way of relating the rhetorical organisation of a specific text to its meaning. It is expected that pupils learn to transfer a particular rhetorical organisation to other texts of the same rhetorical type.

VI. Post-reading phase

Objective: To call up personal responses from the learner-reader so as to connect the reading act with the world around him.

As reading capacity develops, this phase acquires a more relevant role since the texts used will include content with which the learner-reader is not familiar. Therefore, learning a foreign language through learning how to read in that language will be a way of learning about the world in general. Also in this phase

the learner-reader is required to express his view of the content of the reading passage.

Note that this phase is totally developed in Portuguese.

Introductory Unit

This unit contains all the phases of the other units of the course (Pre-reading phase A, Reading phase A, Pre-reading phase B, reading phase B, comprehension testing phase, Post-reading phase); however it deals with a text in Portuguese.

The objective of this unit is to sensitise the learner-reader to the processes he uses when reading in his native language, which is part of what he has to learn to use in order to read in English. Therefore, the reading strategies which are exploited in the course are clearly explained to the pupils here through the reading of the Portuguese text. Below I list a few of these strategies:

1. while reading we are interacting with the writer through the text;
2. we don't read every word in the text;
3. some words refer to other words;
4. several words in English are similar to Portuguese words;
5. Not everything the writer means in explicitly stated in the text. We have to infer what he means from what he states; etc.

As pointed out above (of Instructions to the Teacher, I - Pre-reading phase A), the learner-reader should become aware of what is involved in the reading process.

UNIDADE INTRODUTÓRIA

I - PRIMEIRA FASE DE PRÉ-LEITURA

II - PRIMEIRA LEITURA

Garrincha, Alegria do Povo

Era uma vez um menino chamado Manoel que vivia em uma cidade do interior do estado do Rio. Manoel era conhecido pelo apelido de Garrincha. Tinha as pernas arcadas e adorava jogar futebol. Sempre que podia, Manoel jogava umas peladas nos campinhos de sua cidade. O menino cresceu e acabou indo jogar no time do Botafogo na capital do estado.

ONDE MANOEL VIVIA?
QUAL ERA O SEU APELIDO?
COMO ERAM AS SUAS PERNAS?

Seu tipo físico, contudo, na visão dos entendidos em futebol causava espanto. Como era possível que aquele rapaz franzino, de pernas tortas, que mal podia andar direito pudesse jogar futebol? Afinal, jogar futebol não é para qualquer um. Você além de ser um atleta precisa ser um malabarista com a bola, ou seja, um verdadeiro artista. Mas o futuro reservava uma surpresa.

O QUE CAUSAVA ESPANTO?
POR QUÊ?

Garrincha tornou-se pouco a pouco um grande ídolo carioca, nacional e internacional. Virou tema de música de carnaval e de filme. E o mais importante de tudo: Mané Garrincha foi a grande alegria do povo. Seus inesquecíveis dribles fizeram vibrar os corações de milhões de torcedores.

QUAL FOI A SURPRESA QUE O FUTURO RESERVAVA?

III - SEGUNDA FASE DE PRÉ-LEITURA

Atividades

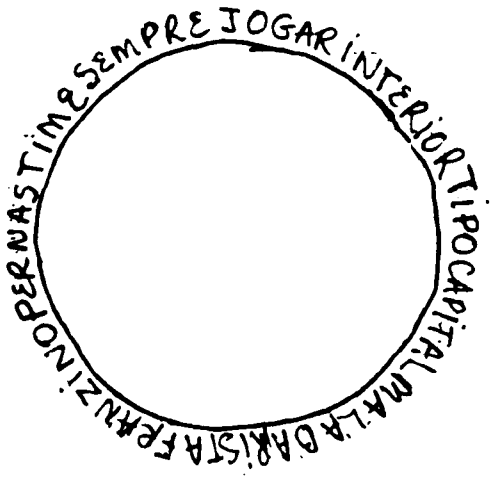
1 Trace uma linha ligando as palavras da coluna A com seus opostos na coluna B.

A	B
adorar	capital
cidade do interior	odiar
franzino	rapidamente
pouco a pouco	forte
nacional	tristeza
alegria	internacional

2 Combine as palavras da coluna A com seus respectivos sinônimos da coluna B.

A	B
arcadas	gostar
viver	conhecidas
adorar	tortas
famosas	morar
ídolo	assunto
tema	herói
visão	surpresa
espanto	opinião
franzino	magro
malabarista	artista de circo

3 Descubra as palavras na roda abaixo. Siga o exemplo.



4 Agrupe as palavras abaixo de acordo com os seus significados.

pernas, time, malabarista, interior, Botafogo, franzino, jogar, cidade, capital, Garrincha, crescer.

tipo físico	futebol	estado	artista
_____	_____	_____	_____
_____	_____	_____	
_____	_____	_____	
	_____		

5 SEMPRE QUE = TODA VEZ QUE

a) Sempre que podia, Manoel jogava umas peladas.

b) Sempre que jogava futebol, Sérgio _____.

c) _____ podia, Míriam ia ao Maracanã.

d) Sempre que podia, Sandra ia _____.

6 CONTUDO = MAS , PORÉM

a) Seu tipo físico, contudo , causava espanto.

b) Suas pernas tortas, _____ , causavam surpresa.

c) O futuro, contudo , reservava _____.

7 [OU SEJA] = [ISTO É] , [EM OUTRAS PALAVRAS]

a) Garrincha foi um malabarista, [ou seja] , um verdadeiro artista.

b) Na visão dos entendidos em futebol, [_____] , dos especialistas, Garrincha não podia ser um bom jogador.

c) Garrincha foi a Alegria do Povo, [ou seja] , _____

_____

IV - SEGUNDA LEITURA

Garrincha, Alegria do Povo

Era uma vez um menino chamado Manoel que vivia em
ONDE MANOEL VIVIA?
uma cidade do interior do estado do Rio. Manoel era conhecido pelo apelido de Garrincha, tinha as pernas arcadas, e
QUAL ERA O SEU APELIDO? COMO ERAM AS SUAS PERNAS?
adorava jogar futebol. [Sempre que] podia Manoel jogava
O QUE MANOEL FAZIA SEMPRE QUE PODIA?
umas peladas nos campinhos de sua cidade. O menino cresceu e acabou indo jogar no time do Botafogo na capital do estado.
ONDE ELE FOI JOGAR QUANDO CRESCEU?

Seu tipo físico, [contudo] , na visão dos entendidos
O QUE CAUSAVA ESPANTO?
em futebol causava espanto. Como era possível que aquele rapaz franzino de pernas tortas que mal podia andar direito pudesse jogar futebol? Afinal, jogar futebol não é para qualquer um. Você além de ser um atleta precisa ser um malabarista com a bola, ou seja, um verdadeiro artista. [Mas] o futuro reservava uma surpresa.
O QUE É NECESSÁRIO PARA SE JOGAR FUTEBOL?

Garrincha tornou-se pouco a pouco um grande ídolo
QUAL FOI A SURPRESA QUE O FUTURO RESERVAVA?
do futebol carioca, nacional e internacional. Virou tema de música de carnaval e de filme. E o mais importante de tudo:
O QUE FOI O MAIS IMPORTANTE NA VIDA DE MANÉ?
Mané Garrincha foi a grande Alegria do Povo. Seus inesquecíveis dribles fizeram vibrar os corações de milhões de torcedores.

V - COMPREENSÃO

8 O texto que você leu pode ser dividido em três partes correspondentes a cada parágrafo: situação, problema e solução. Identifique os parágrafos abaixo de acordo com esta classificação.

☐ parágrafo - problema

☐ parágrafo - solução

☐ parágrafo - situação

9 Escreva certo (C) ou errado (E) ao lado das afirmações abaixo de acordo com a informação do texto que você leu:

a) Garrincha nasceu na capital do estado do Rio. ☐

b) Garrincha desde pequeno gostava de jogar futebol. ☐

c) Na opinião dos especialistas em futebol era impossível que Garrincha acabasse sendo um bom jogador. ☐

d) Para ser um jogador de futebol basta ser um atleta. ☐

e) O mais importante da vida de Garrincha foi ser um ídolo internacional. ☐

VI - PÓS-LEITURA

10 Garrincha foi um ídolo do futebol, mas nunca foi rico como os ídolos de hoje em dia. Quais são os ídolos de futebol agora? Você acha certo que eles ganhem tanto dinheiro?

NOTA DO ALUNO:

Esta unidade introdutória do nosso curso de leitura em inglês teve a função de chamar sua atenção para o que ocorre quando você lê em português, porque o mesmo ocorrerá quando você ler em inglês.

Você reparou nos seguintes pontos:

1) Ao lermos, nós já sabemos, normalmente, muito sobre o texto que vamos ler e utilizamos esse conhecimento para entendermos o texto. Por exemplo, o nosso conhecimento sobre futebol e seus ídolos é muito importante para a compreensão do texto acima.

2) Não precisamos compreender todas as palavras de um texto para entendê-lo. Por exemplo, a última frase desse texto não precisa ser entendida para esse texto ser compreendido.

3) Algumas palavras referem-se a outras palavras. Por exemplo, a palavra menino é usada para substituir Manoel neste texto que você leu.

4) Ler um texto é como conversar com o autor do texto. As perguntas que você respondeu sobre o texto são as perguntas que você tem que fazer ao autor para compreender o texto.

5) Há palavras que ligam frases. Por exemplo: sempre que, contudo, mas, etc.

6) Nem tudo o que um autor quer dizer está claramente dito no texto. Precisamos tirar conclusões.

Espero que você tenha gostado dessa unidade e que tenha curtido ler esse texto em português. Mas agora é hora de aprender a ler em inglês. Você vai gostar!!!

NAME _____

Unit 1

Narrative: time sequence relations
Cardinal nos. (1-15); meal terms; pronouns; and

I. Primeira fase de pré-leitura

O Dia das Crianças

Ítalo e Bia são irmãos e estudam na mesma escola. Ítalo está na 6a. série e Bia na 5a. série. Eles estudam no turno da manhã de 7:30 às 12:00 e têm as mesmas matérias. Normalmente, eles voltam para casa depois das aulas, mas hoje há algumas atividades especiais à tarde. É o dia das crianças.

Às 12:30 haverá uma merenda reforçada com mingau, bolo e leite.

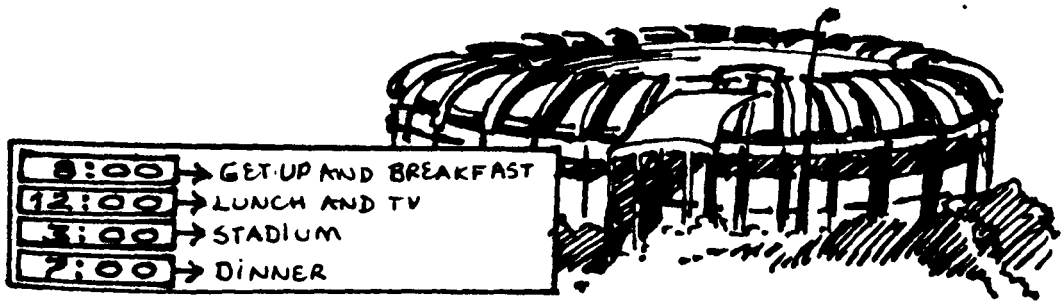
À uma hora a professora de artes vai mostrar uns desenhos animados e a seguir vai haver uma exposição dos trabalhos dos alunos.

Às 14:30 Ítalo e Bia vão participar das competições esportivas. Ele joga no time de futebol da turma e ela joga no time de queimado.

Às 4 horas é hora de voltar para casa. Vai ser um dia movimentado.

II. Leitura superficial

A Sunday at the Maracanã Stadium



On Sundays Italo [and] Bia go to the football stadium with
Quem são os personagens desta estória? Onde eles vão aos domingos?
their mother [and] father. They like football a lot. Italo is 12
Qual é a idade do Italo
and Bia is 10. He is a Flamengo fan [and] she is a Vasco fan.
Qual é a idade da Bia?

They get up at 8 o'clock [and] have breakfast. Then at
12 o'clock they have lunch [and] watch TV.

At 3 o'clock they go to the stadium. They take some
A que horas eles vão ao estádio?
sandwiches with them. Sometimes they shout "Goal!". They
O que eles levam? O que eles gritam?
generally enjoy the game.

At 7 o'clock in the evening, they return home, have
A que horas eles voltam para casa?
dinner [and] go to bed.

III. Segunda fase de pré-leitura:

Activities:

1. Quantos dias há em uma semana?

2. Como se conta de 1 a 15 em inglês?

1 - one	5 - five	9 - nine	13 - thirteen
2 - two	6 - six	10 - ten	14 - fourteen
3 - three	7 - seven	11 - eleven	15 - fifteen
4 - four	8 - eight	12 - twelve	

3. Quais são os dias da semana? Escreva o número em cada quadradinho que corresponde a cada dia.

☐	Sunday	☐	Wednesday
☐	Monday	☐	Thursday
☐	Tuesday	☐	Friday
		☐	Saturday

4. Agora, escreva os números correspondentes a cada dia da semana.

Sunday	☐	Wednesday	☐
Monday	☐	Thursday	☐
Tuesday	☐	Friday	☐
		Saturday	☐

5. Complete:

two = Monday

[ ] = Tuesday

[ ] = Saturday

Thursday = [ ]

Wednesday = [ ]

[ ] = Sunday

6. Add (+) and subtract (-)

two + four = [ ]

five + [ ] = eight

five + five = [ ]

ten + five = [ ]

ten - four = [ ]

nine - [ ] = three

seven + five = [ ]

fifteen - two = [ ]

7. How old are you? = Quantos anos você tem?

I am [ ].

Italo is [ ]. He is [ ]

Bia is [ ]. She is [ ]

[ ] and [ ] are 12 and 10. They are 12 and 10.

8.a)Quantos times de futebol há no Rio?

[ ]

8. b) Quais são eles?

_____

_____

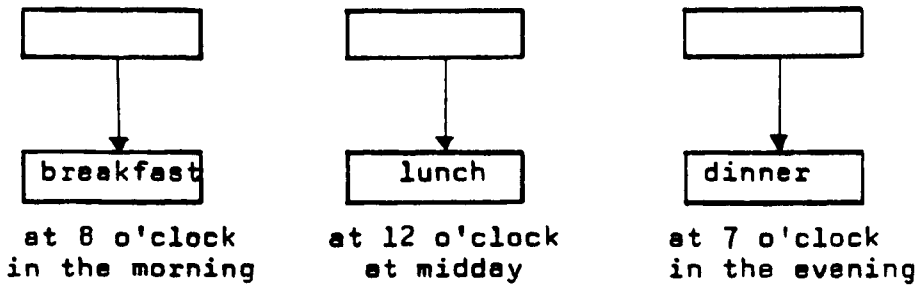
8. c) Qual é o seu time favorito?

[ ]

8. d) Italo's favourite team is [ ] and Bia's is

[ ]

9. Quais são as refeições do dia?



10. Complete:

(a) at 6 o'clock in the morning: [b - - - - - - - - -]

(b) at 6 o'clock in the evening: [d - - - - -]

(c) at 11 o'clock in the morning: [l - - - -]

11. What about Italo and Bia?

They have breakfast at [ ]

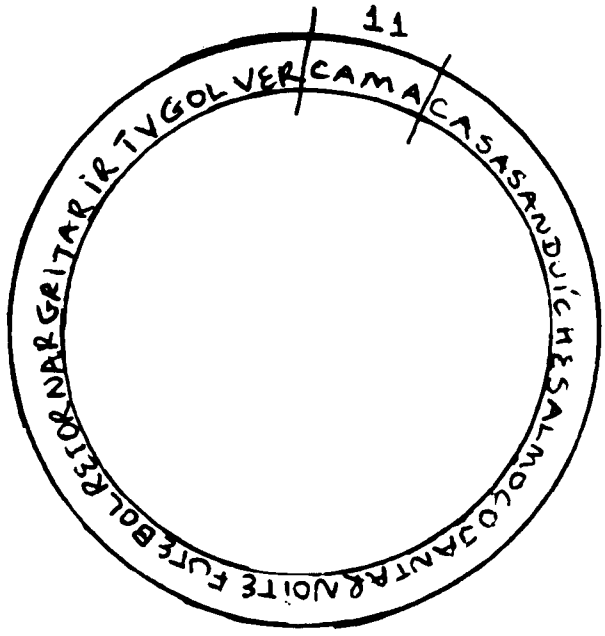
They have [ ] at 12 o'clock.

They have [ ] at 8 o'clock in the evening.

12. Combine as palavras em inglês com seus significados em português:

(a) fan =	[ ]	a) domingo
(b) Sunday =	[ ]	b) mãe
(c) Stadium =	[ ]	c) estádio
(d) Mother =	[ ]	d) café-da-manhã
(e) Father =	[ ]	e) fã
(f) Breakfast=	[ ]	f) pai

13. Identifique as palavras em português na roda abaixo. A seguir, escreva o número dos seus equivalentes em inglês acima deles como no exemplo:



1) lunch
2) shout
3) evening
4) sandwiches
5) go
6) football
7) return
8) TV
9) dinner
10) goal
11) bed
12) watch
13) home

14. Observe as palavras em inglês nos exercícios 12 e 13 e liste as palavras que são parecidas com os seus equivalentes em português. Você percebeu quantas palavras você já conhece?

_____

_____

15. Escolha o equivalente em português para cada palavra:

(a) morning - manhã; tarde; noite
(b) get up - levantar-se; sair; entrar
(c) breakfast - manhã; café-da-manhã; almoço
(d) go - ir; levar; trazer
(e) afternoon - manhã; tarde; noite
(f) shout - correr; andar; gritar
(g) evening - manhã; tarde; noite
(h) return - ir; retornar; correr

16. Descubra as palavras na linha abaixo. Siga o exemplo:

lunch/dinnershoutgoalbedfootballeveninggohomewatch

17. | AND | = | E |

Italo and Bia.
Italo is 12 [ ] Bia is 10.

He is a Flamengo fan [ ] she is a Vasco fan.

They get up at 8 o'clock [ ] have breakfast.

IV. Leitura mais profunda

A Sunday at the Maracanã Stadium

On Sundays Italo and Bia go to the football stadium with
Quem são os personagens desta estória? Onde eles vão aos domingos
their mother and father. They like football a lot. Italo is
Qual é a idade do Italo
12 and Bia is 10. He is a Flamengo fan and she is a Vasco fan.
E da Bia? Qual é o time do Italo? Qual é o time da Bia?

They get up at 8 o'clock and have breakfast. Then at
Que refeições eles fazem às 8 horas?
12 o'clock they have lunch and watch TV.
E às 12 horas?

At 3 o'clock in the afternoon they go to the stadium.
O que eles fazem às 3 horas?
They take some sandwiches with them. Sometimes they shout,
O que eles levam? O que eles gritam
"Goal!". They generally enjoy the game.

At 7 o'clock in the evening they return home, have
A que horas eles retornam para casa? Que
dinner and go to bed.
refeição eles fazem?

V. Teste de compreensão

18. Escolha a palavra que melhor descrever cada parágrafo:

midday	afternoon	morning	evening	introduction

Paragraph 1 _____

Paragraph 2 _____

Paragraph 3 _____

Paragraph 4 _____

19. Que parágrafo refere-se particularmente a permanência dos personagens no estádio?

paragraph _____

20. Você pode recontar a estória agora?

VI. Pós-Leitura

21. Liste o que você normalmente faz aos domingos e compare suas atividades com as do Ítalo e da Bia. Complete o quadro abaixo com as suas atividades.

_____'s Sunday

8:00	get up and .....
12:00	
3:00	
7:00	
10:00	

NAME: _____

UNIT 2

Narrative: time sequence relations
Days of the week; ordinal nos. (1-15), then (time); have .

I. Primeira fase de pré-leitura

Domingo na Praia

Quando éramos pequenos, os domingos eram dias mais que especiais. Não tínhamos que nos preocupar com a hora de levantar, tomar o café todo, comer o pão sem deixar cair migalhas no chão, escovar os dentes e sair correndo para a escola.

Às 8 horas mamãe acordava, preparava o café e ligava o rádio. Ouvíamos música tomando café. Às 10 horas já estávamos vestidos para o domingo na praia.

Às 10:30 sob o céu azul e sol quente chegávamos à praia. Brincávamos de fazer castelos na areia e de dar caldo.

Ao meio-dia era a hora dos sanduíches que mamãe tinha preparado em casa. Que delícia!

À uma hora da tarde, quando o sol já estava quente demais, era hora de voltar para casa. Tomávamos o ônibus e no trânsito rápido dos domingos chegávamos em casa em um minuto.

II. Leitura superficial

First Day in School

6.00	GET UP ; BRUSH _____ ; B _____
7:00	SCHOOL ; 5 CLASSES
9:50	B _____
12:30	R _____ HOME

Today is Monday. It is the first day of the school year. Bia
Que dia é hoje?
and Italo are quite happy about that. They are wearing their
O que é que o Italo e Bia
new uniforms. They also have some new notebooks, pencils, and
estão usando?
erasers.

At 6 o'clock they get up, brush their teeth and have breakfast.
A que horas eles se levantam?
They have coffee, milk, bread and butter. Then they put on

their uniforms and get on the bus.

At 7 o'clock they are in the school. They have 5 classes today:
A que horas eles estão na escola? Quantas aulas ele, têm
Portuguese, mathematics, history, English and geography. They

are anxious to meet their new teachers.

At 9:50 they have a break. They always have a sandwich at school.

Qual é a hora do recreio?

At 12:30 they return home by bus. Then they have lunch and do

A que horas eles retornam para casa?

their homework in the afternoon.

III. Segunda fase de pré-leitura

Activities:

1. Você sabe os números de 1 a 15?

1 ☐	4 ☐	7 ☐	10 ☐	13 ☐
2 ☐	5 ☐	8 ☐	11 ☐	14 ☐
3 ☐	6 ☐	9 ☐	12 ☐	15 ☐

2. Estes números acima são cardinais. Agora vamos aprender os números ordinais:

1st - first	6th-sixth	11th - eleventh
2nd - second	7th - seventh	12th - twelfth
3rd - third	8th - eighth	13th - thirteenth
4th - fourth	9th - ninth	14th - fourteenth
5th - fifth	10th - tenth	15th - fifteenth

3. Complete as frases abaixo:

a) Sunday is the first day of the week.

b) ☐ is the second day of the week.

c) Tuesday is the [ ] day of the week.

d) Wednesday is the [ ] day of the week.

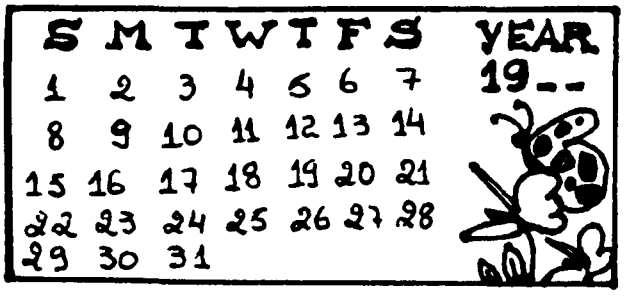
e) [ ] is the [ ] of the week.

f) Friday is the [ ] day of the week.

g) [ ] is the seventh day of the week.

4. Calendar

Month: September



a) Today is Monday. It is the second of September.

b) Yesterday was Sunday. It was the [ ] of September.

c) Tomorrow is Tuesday. [ ] is the [ ] of September.

d) Wednesday is the [ ] of September.

e) [ ] is the fifth of September.

f) Friday is the [ ] of September.

g) Saturday is the [ ] of September.

5. Marque os dias seguintes no calendário acima:

Monday, the ninth

Sunday, the eighth

Wednesday, the eleventh

Friday, the sixth

6. Combine as palavras da coluna A com os seus equivalentes da coluna B:

notebooks	cadernos
homework	leite
eraser	trabalho de casa
pencil	borracha
milk	lápis
coffee	manteiga
bread	café
butter	pão
teeth	dentes

7. Agrupe as palavras abaixo de acordo com o seu significado:

notebooks - homework - eraser - sandwich - lunch - mathematics - Portuguese - pencil - geography - history - milk - coffee - uniform - bread - butter - English - brush teeth.

a) school _____

b) breakfast _____

c) classes _____

d) break _____

e) home _____

8. Liste as palavras do texto que são parecidas com palavras portuguesas:

_____

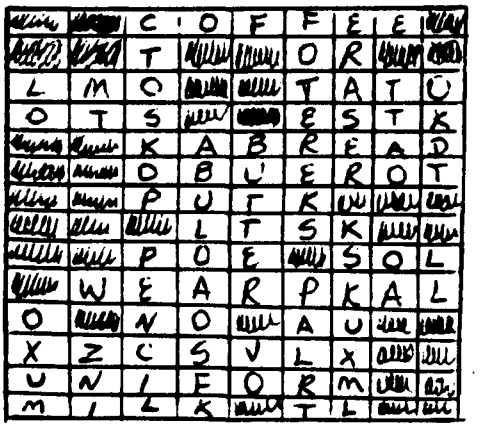
_____

_____

9. CERTO (C) ou ERRADO (E)

a) They have breakfast. Then they put on their uniforms. C/E
b) They brush their teeth. Then they get up. C/E
c) They brush their teeth. Then they go to school C/E
d) They have lunch. Then they do their homework C/E
e) They have lunch. Then they return home by bus. C/E

10. No quadrado abaixo há 8 palavras do texto desta unidade. Será que você consegue descobri-las?



coffee
eraser
bread
butter
wear
pencil
uniform
milk

11. Complete as palavras abaixo:

w _ _ _ = usar
note _ _ _ _ _ = cadernos
b _ _ _ _ _ = manteiga
br _ _ _ = pão
mi _ _ = leite
pe _ _ _ _ = lápis
era _ _ _ = borracha
homew _ _ _ = trabalho de casa

12. HAVE

a) HAVE = ter

They have notebooks = Eles têm cadernos

They have 5 classes = _____

b) HAVE + refeições

They have lunch = Eles almoçam

They have breakfast = _____

They have dinner = _____

They have a snack = Eles merendam

c) HAVE + coffee/milk

They have coffee = Eles tomam café

They have milk = _____

d) HAVE + bread/butter

They have bread = Eles comem pão

They have butter = _____

IV. Leitura mais profunda

First Day in School

Today is Monday. It is the first day of the school year. Bia and
Que dia é hoje? Hoje é o segundo dia de aula?
Italo are quite happy about that. They are wearing their new uniforms.
O que é que Italo e Bia estão usando
They also have some new notebooks, pencils, and erasers.
O que é que eles trazem para a escola?

At 6 o'clock they get up, brush their teeth and have breakfast.
A que horas eles se levantam? O que é que fazem depois que se levantam?
They have coffee, milk, bread and butter. Then they put on
O que eles tomam e comem? O que eles fazem depois
their uniforms and get on the bus.
do café da manhã?

At 7 o'clock they are in the school. They have 5 classes today:
A que horas eles estão na escola? Quantas aulas eles têm hoje?
Portuguese, mathematics, history, English and geography. They
Que matérias?
are anxious to meet the new teachers.

At 9:50 they have a break. They always have a sandwich at school.
Qual é a hora do recreio? O que eles comem?

At 12:30 they return home by bus. Then they have lunch and do
A que horas eles retornam para casa? O que fazem depois
their homework in the afternoon.
que chegam em casa?

V. Teste de Compreensão

11. Numere os desenhos abaixo de acordo com os parágrafos que ca_ da um representa:

12. Que parágrafo apresenta a introdução da estória?

☐ paragraph

13. Que palavra descreve melhor cada parágrafo?

2nd paragraph - ☐
3rd paragraph - ☐
4rd paragraph - ☐
5th paragraph - ☐

lunch - break -
breakfast - dinner -
classes - uniform

VI. Pós-leitura

14. Compare o que você faz todo dia com o que Bia e Italo fazem.
15. O que mais você acha que eles fazem quando voltam da escola?

NAME _____

UNIT 3

Narrative: situation, problem, solution
present/past; pronouns, teach-teacher, colours

I. Primeira fase de pré-leitura

Era uma vez ...

Era uma vez um menino chamado João que morava numa montanha em Minas Gerais. João era muito teimoso e insistia em sair com seu cachorro Lobo passeando pelos morros e vales da vizinhança, apesar dos avisos de sua avó, D. Maria, que tinha medo que ele se perdesse.

Um belo dia João saiu de casa às 8 horas da manhã para uma caminhada e não voltou no seu horário habitual das 2 da tarde. Sua avó ficou quase louca de preocupações. Ela esperou até as 4, mas como ele não aparecia D. Maria resolveu chamar a polícia e os bombeiros.

Às 8 horas da noite os bombeiros encontraram João dormindo ao pé de uma goiabeira com Lobo guardando o seu sono. João tinha se perdido e resolvera esperar o dia clarear para procurar o caminho de casa.

II. Leitura superficial

The History teacher

Yesterday was the 1st of September. It was Sunday. Italo
Que dia foi ontem?

and Bia went to the Maracanã stadium with their parents. Football
Onde Italo e Bia foram? Com quem?

is their favourite sport. Now they are in school. Today is their
Onde eles estão agora?

first day in school. Italo is at the history class now, and Bia
Onde Italo está agora?

is at the English class now. They enjoy their classes.
E Bia?

Sonia, the history teacher, is a very funny woman. The
Quem é a professora de história?

pupils like her. She is teaching them about the discovery of Brazil
O que ela está ensinando agora?

now. Everybody is laughing at her. She is wearing a blue shoe

and a red shoe. She was very sleepy this morning when she left home.

Fortunately, she always has an extra pair of shoes in her

closet in school. During the break she changed her shoes. They

are both yellow now. That was funny.

III. Segunda fase de pré-leitura

Activities:

1. Combine as palavras em inglês com seus equivalentes em português

a)	parents	a)	pais
b)	favourite	b)	esporte
c)	sport	c)	primeiro
d)	first	d)	favorito
e)	now	e)	agora
f)	yesterday	f)	engraçado
g)	funny	g)	ontem
h)	discovery	h)	rir
i)	laugh	i)	descobrimento

2. Descubra as palavras em português na linha abaixo. A seguir escreva os números de seus equivalentes em inglês acima delas como no exemplo

1

sonolenta/parsapatoextraontemgostarmulhermudar

1. sleepy	3. extra	5. change	7. like
2. woman	4. shoe	6. yesterday	8. pair

3. Complete essas palavras:

a) sl _ _ _ _ = sonolenta
b) yes _ _ _ _ _ _ = ontem
c) to _ _ _ = hoje
d) wo _ _ _ = mulher
e) f _ _ _ _ = engraçado

4. a) Sonia teaches Italo and Bia.

b) She teaches them

c) She teaches Bia.

d) She teaches her.

e) She teaches Italo.

f) She teaches him.

g) Sergio teaches English.

h) he teaches English.

i) [ ] teaches Bia and Italo.

j) He teaches [ ]

k) He teaches Italo.

l) He teaches [ ]

m) He teaches Bia.

n) He teaches [ ]

them substitui Italo e Bia

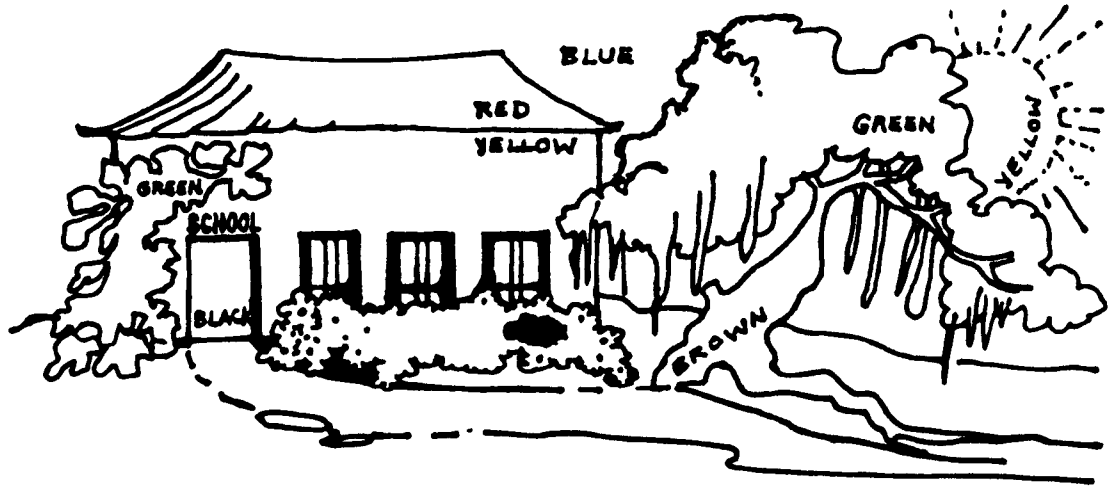
him substitui Italo

her substitui Bia

5. a) Colours

blue	green	yellow	red	black	white

b) Agora é hora de colorir o desenho abaixo seguindo as instruções:



6. Ligue as palavras que se aproximam pelo significado:

teacher	pupil
stadium	children
black	football
sleepy	red
parents	laugh
funny	morning

7. Present/Past

a) Today [is] Monday. (Present)

b) Yesterday [was] Sunday. (Past)

c) Italo and Bia [go] to school on Mondays. (Present)

d) Yesterday they [went] to the stadium. (Past)

e) Today [is] Wednesday. (Present)

f) Yesterday [ ] Tuesday. (Past)

g) Italo and Bia [go] to the stadium on Sundays. (Present)

h) Yesterday they [ ] to the park. (Past)

8. Traduza as seguintes sentenças do exercício acima:

b) _____

c) _____

d) _____

e) _____

9. V (ação) - N (agente)

a) teach - teach[er]
ensinar - professor

b) sing - sing[er]
cantar - cantor

c) work - [ ]
trabalhar trabalhador

d) love - lover
[ ] amante

e) discover - discover [ ]
descobrir descobridor

f) paint - [ ]
[ ] pintor

10. Escolha o equivalente em português para as seguintes palavras:

a) yesterday - hoje; ontem; amanhã.

b) now - agora; hoje; então.

c) funny - frio; engraçado; diferente.

d) woman - mulher; jovem; criança.

e) shoes - luvas; sapatos; sandálias

f) laugh - rir; gostar; querer.

g) sleepy - sonolento; levado; cansado.

h) change - mudar; comprar; lever.

IV. Leitura mais profunda:

The History teacher

Yesterday was the 1st of September. It was Sunday. Italo
Que dia foi ontem?
and Bia went to the Maracanã stadium with their parents. Football
Onde Italo e Bia foram? Com quem? Porquê?
is their favourite sport. Now they are in school. Today is their
Onde eles estão agora?
first day in school. Italo is at the history class now and Bia
Onde Italo está agora? E Bia?
is at the English class now. They enjoy their classes.

Sonia, the history teacher, is a very funny woman. The
Quem é a professora de história?
pupils like her. She is teaching them about the discovery of
O que é que ela está ensinando agora?
Brazil now. Everybody is laughing at her. She is wearing a blue
Porque todos estão rindo
shoe and a red shoe. She was very sleepy this morning when she left home.
de Sonia? Porquê?

Fortunately, she always has an extra pair of shoes in her
O que Sonia sempre tem no armário?
closet in school. During the break she changed her shoes. They
O que ela fez durante o recreio?
are both yellow now. It was funny.
Qual é a cor dos sapatos dela agora?

V. Teste de compreensão

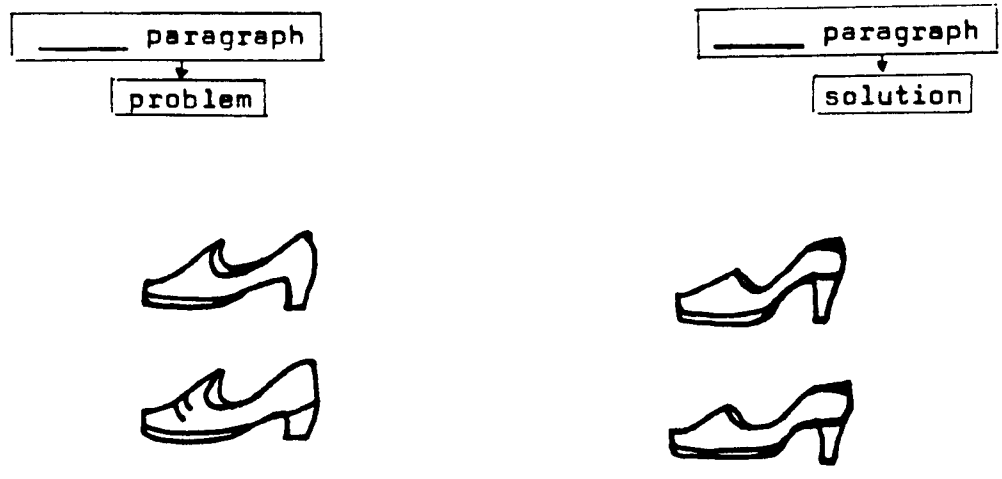
11. Pode-se dividir esta estória em 3 partes: situação(introdução), problema, e solução. Que parágrafo corresponde a cada uma destas partes?

_____ paragraph = ☐

_____paragraph = ☐

_____ paragraph = ☐

12. Qual é o problema na estória? E como ele é resolvido? Ilustre sua resposta colorindo o desenho abaixo:



VI. Fase de pós-leitura

13. A estória que você leu aqui é sobre uma situação engraçada envolvendo a professora de história. Você se lembra de situações engraçadas em que você estivesse envolvido?

NAME _____

Unit 4

Narrative (situation , problem , solution)
ED past, pronouns, 's

I. Primeira fase de pré-leitura

A necessidade do verde

Uma das questões que mais tem preocupado as pessoas hoje em dia em todo o mundo é a falta de plantas em nossas cidades. Cada vez mais as cidades têm mais prédios e menos espaços com árvores que além de embelezar as cidades servem para purificar o ar que respiramos.

O Rio de Janeiro é uma cidade que tem muita sorte, pois é uma das poucas cidades que possui uma floresta: a floresta da Tijuca. Mas, mesmo assim, há áreas onde não se vê quase verde no Rio.

A única maneira de garantir o verde é fazer com que as pessoas plantem em suas casas e nas ruas onde moram o maior número de árvores e plantas possível. Caso contrário, dentro de alguns anos não poderemos respirar.

II. Leitura superficial:

The Discovery of Brazil

Yesterday Sonia's class was about the discovery of Brazil.
Sobre o que foi a aula da Sonia ontem?
Italo was interested in the class. History is Italo's favourite
Porque Italo estava interessado na aula?
subject. There was a map of the world in the classroom. Her
O que havia na sala de aula?
class started at 9:00.

In March, 1500, a group of Portuguese commanded by Cabral
Quando os Portugueses partiram de Portugal?
left Portugal. They wanted to discover new lands. They travelled on thirteen ships. It was a long journey.

In April, 1500, the Portuguese arrived in Brazil, in the
Quando os portugueses chegaram no Brasil?
state of Bahia. They saw a mountain in the distance and called it Monte Pascoal. Cabral was the discoverer of Brazil. There were
Quem foi Cabral?
a lot of indians in Brazil in 1500.

At 9:50 the class ended. It was an interesting class, but the pupils were anxious for the break.

III. Segunda fase de pré-leitura

Activities:

1. (a) The class of Sonia = Sonia's class.
   A aula da Sonia
   (b) The favourite subject of Italo = Italo's favourite subject.
   O assunto favorito do Italo
   (c) The pencil of Bia = Bia's
   (d) The notebook of Maria =
   (e) The eraser of Pedro =
   (f) The ball of Ana =

2. Escolha o equivalente em português da palavra em inglês:

   (a) discovery - descobrimento; descobrir; desenvolver
   (b) interested - interesse; interessado; interno
   (c) favourite - favorito; favorecido; favorecer
   (d) map - mapa; mar; mala
   (e) start - começar; terminar; levar
   (f) group - grama; grupo; reunião
   (g) command - levar; deixar; comandar
   (h) travel - viajar; levar; trazer

3. Combine as palavras da coluna A com seus equivalentes da coluna B:

A	B
arrive	montanha
ship	terminar
mountain	sala de aula
call	chamar
end	navio
classroom	chegar
state	estado

4. Agora observe as palavras em inglês dos exercícios 2 e 3 acima novamente e sublinhe aquelas que são similares a palavras em português. Você notou quantas palavras em inglês você já sabe?

5. Past - ED

a) Cabral commanded the Portuguese in 1500.
b) Cabral arrived in Brazil in 1500.
c) The Portuguese called the mountain Monte Pascoal.
d) The class ended at 9:50.
e) The class started at 9:00.
f) They travelled on 13 ships.

Para formar o passado da maioria dos verbos em inglês basta você acrescentar [ED] ao verbo. Esses são os verbos regulares.

Traduza as sentenças acima para o português:

a) _____
b) _____
c) _____
d) _____
e) _____
f) _____

6. Os verbos abaixo estão na forma do passado. Coloque-os no presente. Siga o exemplo:

Passado	Presente
commanded	command
arrived	
called	
ended	
started	
travelled	

7. Combine os verbos da coluna A com suas formas de passado correspondentes da coluna B. A seguir combine-as com seus equivalentes em português da coluna C.

A	B	C
command	commanded	chegar
start	arrived	começar
end	started	comandar
arrive	ended	terminar
travel	called	chamar
call	travelled	viajar

8. (The history class) ended at 9. (It) was interesting.

Há palavras que substituem outras palavras. Leia as sentenças abaixo e use uma seta para ligar a palavra marcada com a palavra a que se refere.

a) Italo is interested in history. (He) likes history very much.

b) Italo and Bia are Brazilians. (They) go to the football stadium on Sundays.

c) Bia likes mathematics. (It) is her favourite subject.

d) Sonia is a history teacher. (She) teaches Italo's class.

e) The Portuguese arrived in Brazil in 1500. (They) came by ship.

f) Sergio teaches Italo and Bia. He likes (them).

g) Sergio teaches Italo and Bia. (He) likes (them).

h) The Portuguese called the mountain Monte Pascoal. (They) called (it) Monte Pascoal.

i) Sergio teaches Bia. (He) likes (her).

j) The English class started at 8:50. (It) was about the discovery of Brazil.

9. Combine cada sentença com sua tradução correspondente:

a) Sonia's class started at 9:00.
b) Italo travels by bus.
c) The Portuguese arrived in 1500.
d) The class ends at 9:50.
e) The Portuguese called the mountain Monte Pascoal.

a) Italo viaja de ônibus.
b) Os portugueses chegaram em 1500.
c) A aula da Sonia começou às 9:50.
d) Os portugueses chamaram a montanha de Monte Pascoal.
e) A aula termina às 9:00.

10. Agora liste abaixo os verbos do exercício 9 que estão no passado:

_____

_____

_____

11. Descubra as palavras na linha abaixo. A seguir numere-as de acordo com seus equivalentes em português. Siga o exemplo:

2
start/commandtravelarrivemapshipstatediscoverer

1. comandar
2. começar
3. viajar
4. mapa
5. chegar
6. navio
7. estado
8. descobridor

IV. Leitura mais profunda.

The Discovery of Brazil

Yesterday Sonia's class was about the discovery of Brazil.
Sobre o que foi a aula de Sonia ontem?

Italo was interested in the class. History is Italo's favourite
Por que Italo estava interessado

subject. There was a map of the world in the classroom. Her
na aula? O que havia na sala de aula? A que

class started at 9:00.
horas a aula dela começou?

In March, 1500, a group of Portuguese commanded by Cabral
Quando os portugueses partiram de Portugal?

left Portugal. They wanted to discover new lands. They travelled
Como eles

on thirteen ships. It was a long journey.
viram?

In April, 1500, the Portuguese arrived in Brazil, in the
Quando os portugueses chegaram ao Brasil? Onde?

state of Bahia. They saw a mountain in the distance and called it
Como eles

Monte Pascoal. Cabral was the discoverer of Brazil. There were
chamaram a montanha? Quem foi Cabral?

a lot of indians in Brazil in 1500.

At 9:50 the class ended. It was an interesting class, but the
Quando a aula terminou?

pupils were anxious for the break.

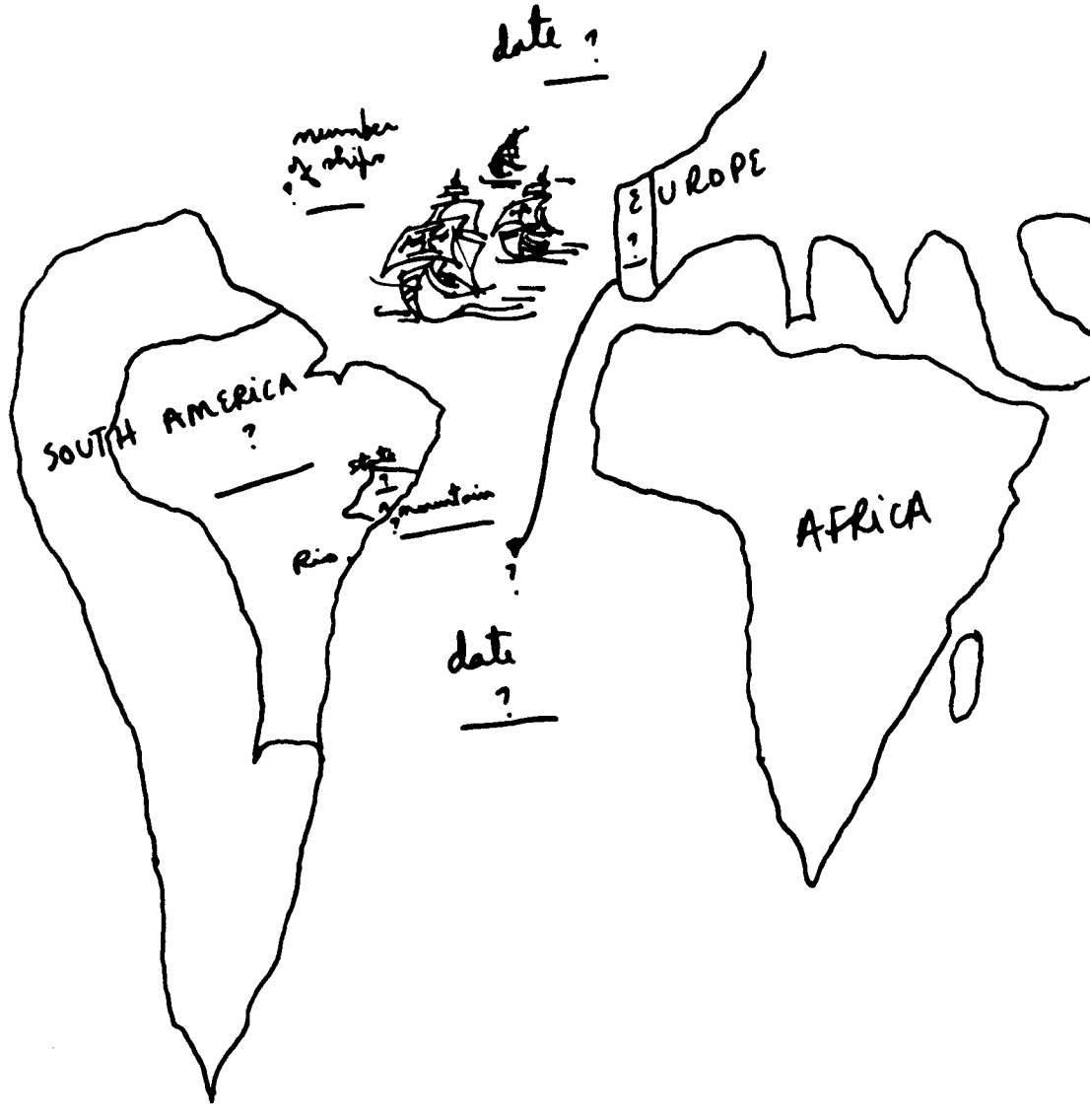
V. Teste de compreensão:

12. Identifique cada parágrafo deste texto usando as seguintes palavras: introdução, fim de aula, início da aula, aula de história descoberta do Brasil, conclusão.

1st paragraph _____ 3rd paragraph _____

2nd paragraph _____ 4th paragraph _____

13. Complete a informação no mapa abaixo de acordo com o texto que você acabou de ler:



14. Abaixo há um resumo da aula de história que Italo assistiu. Contudo, para o resumo estar completo é necessário que você preencha o texto com as palavras que estão faltando:

The Portuguese were _____ by Cabral. They _____ on thirteen ships. _____ April, 1500, the _____ arrived in Brazil, _____ the state of _____. Cabral was the _____ of Brazil.

V. Pós-leitura.

15. O texto que lemos nesta unidade trata da descoberta do Brasil, mas não menciona nada sobre outros fatos importantes de nossa história. O que você sabe sobre a primeira capital do Brasil, sobre a fundação da cidade do Rio de Janeiro, etc. ?

Unit 5

Narrative: situation, problem, solution; irregular past
There is / There are; behind / in front of
There was / There were; but; in / out

I. Primeira fase de pré-leitura

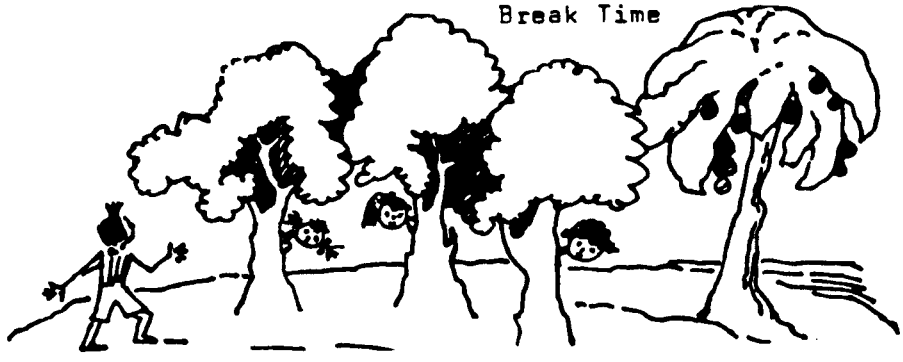
O Verão do Susto

Há anos, no verão, Italo, Bia e seus pais passam as manhãs de domingo na praia. Carregam sempre algo para comer e beber, uma bola e muitas vezes convidam um amigo da vizinhança. É uma curtição. Mas nesse último verão eles levaram um susto.

Chegaram à praia bem cedinho e num instante quase que a vida mudou. Italo, levado como sempre, quis logo dar um mergulho. Não tinha percebido, porém, que uma onda se aproximava. De repente, ele desapareceu.

Mas eis que um salva-vidas que estava nas redondezas achou o menino se debatendo entre as ondas. Foi uma sorte incrível! Ele engoliu um pouco de água, mas se recuperou logo. Ficou, é claro, com um medo danado do mar. A beleza do mar nos faz esquecer de que às vezes é preciso cuidado com o belo.

II. Leiture superficial



The history class ended at 9:50, and the pupils went to the
Quando a aula de história terminou?

playground. It was time for their break. The history class was

good, but long. Italo, Bia, Maria, Pedro, and Ana played
Quem brincou de pique-esconde?

hide and seek.

There are trees in the playground. Pedro was the seeker.

Bia, Maria, and Ana hid behind the trees. Pedro found them.
Quem se escondeu atrás das árvores?

But where was Italo? There was a very tall mango tree in the
E Italo?

playground, but Italo was not behind it.

The pupils went back to the classroom. They had an English
Que aula os alunos tiveram

class. Five minutes later Italo appeared. His face was all
Depois do recreio? Quem aparece 5 minutos mais tarde?

yellow and he had a mango in his hand.

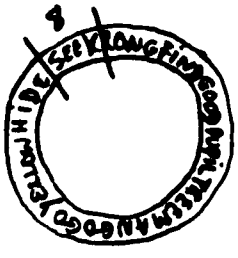
III. Segunda fase de pré-leitura

Activities:

1. Combine as palavras em inglês com seus equivalentes em português:

break	alunos
pupils	recreio
good	brincar
long	manga
tree	amarelo
hide	esconder
seek	árvore
mango	procurar
yellow	longa
appear	aparecer
play	bom

2. Identifique as palavras na bola abaixo. A seguir, escreva o número de seus equivalentes em português como no exemplo:



1. bom	6. amarelo
2. aluno	7. esconder
3. árvore	8. procurar
4. manga	9. longa
5. ir	10. encontrar

3. BUT → MAS (contraste)

a) The history class was good, but long.
b) The pupils were happy, ____ tired.
c) Italo was tall, ____ fat.

4. There is ... There are (PRESENT)

There is a tree in the playground.

There are 2 trees in the playground.

There [ ] a sandwich in the bag.

There [ ] three sandwiches in the bag.

Como se traduz "There is ...." and "There are ..." ?

---

5. There was ... There were ... (PAST)

There was a pupil in the classroom.

There were five pupils in the classroom.

There [ ] a teacher in the school.

There [ ] three teachers in the school.

Como se traduz "There was ..." and "There were ..."?

---

6. There is ou there are?

Complete o desenho conforme apropriado:

a) Quantas mangas há na árvore?

There is one mango

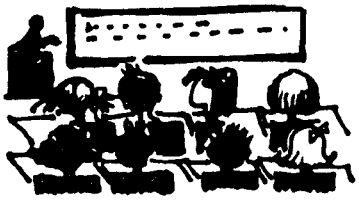
b) How many trees are there in the playground?

There are six trees

7. Complete com there was ou there were:

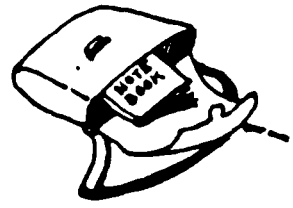
a) How many pupils were there in Italo's class on Monday?
Quantos alunos havia na sala do Italo na 2a. feira?

_____ _____ _____ pupils.



b) How many notebooks were there in Bia's bag yesterday?

_____ _____ _____ notebook.



8. Passado

a) Como você já sabe, para formar-se o passado da maioria dos verbos em inglês acrescenta-se ED ao verbo. Há 3 no texto. Quais são eles.

[ ] [ ] [ ]

b) Outros verbos no texto têm uma forma diferente para o passado. Esses são os verbos irregulares.
Por exemplo:

a) The pupils went to the playground.
↓
passado de [ ]

b) Bia, Maria and Ana hid behind the trees.
↓
passado de [ ]

c) Pedro found Bia, Maria and Ana.
↓
passado de [ ]

d) He had a mango in his hand.
↓
passado de [ ]

e) The history class was good
↓
passado de [ ]

f) The children were tall.
↓
passado de [ ]

9. Traduza as sentenças acima para o português:

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

10. Os seguintes verbos abaixo estão no passado. Coloque-os no presente. Siga o exemplo:

Passado	Presente
went	go
appeared	
hid	
played	
ended	
found	
had	
was	
were	

11. There was a tall mango tree in the playground but Italo was not behind it.

O desenho abaixo corresponde ao significado da sentença acima:

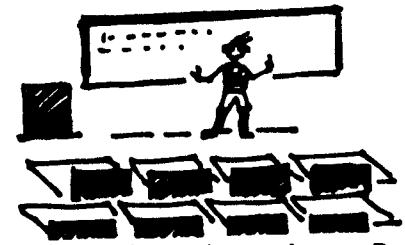
RIGHT / WRONG
Certo / Errado

12. behind ≠ in front of in ≠ out

Complete:

a) Bia is _____ the house

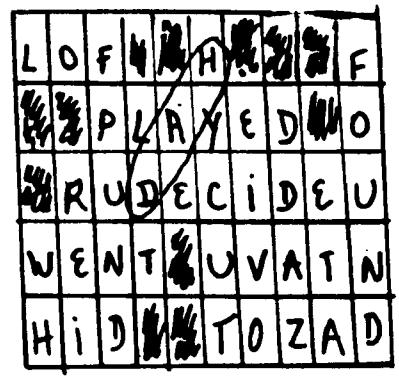
b) Italo is _____ the classroom



13. Combine as palavras da coluna A com seus opostos da coluna B:

A	B
long	out
end	bad
behind	short
good	start
in	in front of
hide	seek

14. No quadrado abaixo há as formas de passado dos seguintes verbos: hide, go, have, find, play. Descubra-as.



15. Combine as palavras em inglês com seus equivalentes em português:

hide and seek	mas
good	brincar
play	pique-esconde
hide	bom
find	ir
but	esconder
behind	atrás
go	encontrar

16. Combine as palavras da coluna A com suas formas de passado correspondentes da coluna B:

A	B
hide	hid
go	appeared
There is	went
find	had
play	played
appear	found
have	there was

17. V (ação) - N (agente)

seek - seeker
love - lov
teach -
play -

IV. Leitura mais profunda

Break Time

The history class ended at 9:50 and the pupils went to the playground. It was time for their break. The history class was good, but long. Italo, Bia, Maria, Pedro, and Ana played hide and seek.

There are trees in the playground. Pedro was the seeker. Bia, Maria and Ana hid behind the trees. Pedro found them.

But where was Italo? There was a very tall mango tree in the playground, but Italo was not behind it.

The pupils went back to the classroom. They had an English class. Five minutes later Italo appeared. His face was all yellow and he had a mango in his hand.

V. Teste de compreensão

18. Esses três parágrafos dividem o texto em:solução, situação e problema. Classifique-os de acordo com esta divisão.

1st paragraph [ ]

2nd paragraph [ ]

3rd paragraph [ ]

19. Italo, Bia, Maria, Pedro and Ana played hide and seek.

Numere o desenho abaixo de acordo com o que é apresentado no segundo parágrafo:

Pedro = seeker (1)
Bia = (2)
Ana = (3)
Maria = (4)
Mango tree = (5)

20. O último parágrafo apresenta uma solução para o problema apresentado no segundo parágrafo, mas ela não é claramente dita. Cabe a você, como leitor, concluir qual é a solução, baseando-se no que você leu. Como você sabe, Pedro não pode encontrar Italo. Por quê? Abaixo você vê as árvores do playground. Escreva a palavra Italo no desenho de modo a identificar onde Italo estava com base na sua interpretação do texto.

VI. Pós-leitura

21. A estória que você acabou de ler mostra crianças brincando de pique-esconde durante o recreio. O que você faz durante o seu recreio?

NOTES

1 The grading criteria for the inclusion of these units in the syllabus are discussed in 5.2.2.

2 The classification of local formal schemata (binary discourse relations) here follows Crombie (1985b).

3 The selection of these syntactic units seems to be motivated by the types of local formal schemata used in the text (cf 5.2.4.2). The abbreviation of the sentence elements here follows Quirk, et al (1972): A = adverbial; S = subject; O = object; C_S = Subject complement; V = verb; ( ) = optional element.

4 cf The discussion of the 'aha' hypothesis device in 5.2.5.4.

5 Due to the lack of systemic knowledge on the learner's part, it was sometimes impossible to develop problem-solving tasks and therefore traditional language exercises were included. It should be noted however that these exercises mediate the innovations within the materials for the teachers (cf note 23 in chapter 5).

APPENDIX B

RATIONALE FOR THE CONTROL GROUP TREATMENT AND ITS ACTUALISATION IN THE FORM OF MATERIALS

This appendix consists of: 1) the rationale for the control group treatment; 2) the rationale for the actualisation of this treatment in the form of materials; and 3) the control materials themselves.

1. Rationale for the control group treatment

As mentioned in 6.3.1.5, the control materials used in the experiment reflect a traditional pedagogy for the teaching of reading. Conventionally, the treatment utilised in the control groups of experimental research is the one in use in the school context so that the experimental treatment can be contrasted with the existing teaching approach. However, in the present research, such a procedure could not be followed since, to my knowledge, there is no syllabus being used in Brazil for the teaching of reading in EFL in secondary schools.[1]

The alternatives I faced were either to utilise the materials normally found in the school context which reflect four language skill syllabuses (cf 2.2.4.5 above) or design some materials whose treatment was different from the ISTR syllabus model argued for in this thesis. The first alternative was immediately rejected since it would be impossible to compare the effects of materials which had different objectives. Also, in realising this experiment, I was interested in showing that the ISTR syllabus model is not only a more adequate syllabus for Brazilian secondary schools than existing syllabuses because of its operational design (cf 2.1), but also probably a better instrument for the teaching of reading in EFL than traditional pedagogies. Therefore, the second alternative was chosen. To operationalise this research, I elaborated materials which follow a traditional pedagogy for the teaching of reading.

One of the first problems I faced in designing the control materials was whether to use the same texts of the experimental materials or not. I had to choose between writing different texts for the control materials - and therefore not being able to control the amount of systemic and schematic knowledge in both sets of materials, and utilising the same texts - and therefore eliminating the effects on teaching how to read of the use in the experimental materials texts of content and formal schemata with which learners are familiar.

I chose to utilise the same texts and ensure that exactly the same linguistic content was involved in both types of materials. My intuition was that the effects of familiar content and formal schemata in the experimental materials would still be felt by the experimental group subjects because they would be exploited by specific pedagogic devices in this sort of materials. I also found empirical support for this decision in Singer and Donlan's findings (1982:170), that show that it is not enough for a reader to have schematic knowledge; he also needs to know how to apply it. Further, this procedure reflected my position in 4.4 above that what is crucial in syllabus design is not the content of the syllabus but the methodology it employs. Therefore, what is basically different in both sets of materials is the teaching approach (ie, the methodology used) and not the content units included. In this connection, it should also be indicated that virtually the same illustrations are used in both types of materials although they are exploited in different ways. In the experimental materials the illustrations are used as a pedagogical device (cf 5.2.5.1) whereas in the control materials they have simply an illustrative character.

Therefore, in discussing the rationale for the design of the control treatment what I have to consider is the methodological principles utilised. The control treatment is derived from the so-called "reading method"[2] (as discussed in Rivers, 1972) and West's guidelines (1941 and n.d.) for the teaching of reading in a FL. These two approaches are in fact quite similar to each other.

Essentially, this methodology is informed by the decoding view of reading comprehension (cf 3.2.1 above) in the sense that the meaning of the text is in the written passage and therefore the role of the reader is that of a decodifier of the printed page. That is, text processing is bottom-up. Also, in accordance with this text-based view of reading, this methodology actualises the notion that meaning is accessed through the phonological recodification of the written text.[3]

In the following sections I want to discuss how the principles of this methodology have informed the control treatment approach. It should be emphasised therefore that the control treatment approach does not directly correspond to any existing methodologies for the teaching of reading because they were conflicting with the time constraints within which I was operating. As indicated above, the control group approach reflects the principles of the "reading

method" and West's guidelines, but I have put it together in the particular way I will describe here so that this research could be operationalised. It is hoped however that by making the control treatment approach clear in the discussion that follows, the claims of the results of the experiment can be adequately examined.

I have included an introductory unit in the control materials and have divided each teaching unit into 3 phases (Pre-reading Phase, Reading Phase, and Comprehension Testing Phase).

1.1 The control treatment approach

1.1.1 Introductory unit

One of the underlying principles of this approach is the need to access meaning through the phonological interpretation of the written text. Therefore, in the "reading method" there is an oral phase in the first weeks of the course before the reading classes start. In this phase, students are exposed to the sound system of the target language and are supposed to become familiar with speaking in and listening to simple phrases (cf Rivers, 1972:23).

Obviously, because of time constraints, this principle could not be fully realised in the design of the control treatment approach. I have however tried to account for it partially by including an introductory unit in the control materials which aims at making pupils acquainted with oral English through the use of simple question-answer patterns and of a few contrastive phonemic pairs in English. The guiding concept here is that "the auditory image of the language that the learner was acquiring would assist him later when he turned to the reading of the text" (Rivers, 1972:23).

1.2 The methodology of each teaching unit

1.2.1 Pre-reading phase

This phase prepares the learner-reader for the reading phase and is divided into three sub-phases: oral work, vocabulary work and grammar work.

1.2.1.1 Oral work

Trying to further account for the need to expose learners to oral

language in order to facilitate reading comprehension, I included a sub-phase which focuses on oral language. Each unit starts with a short dialogue which contains some of the sentences of the reading text so that the learner becomes familiar with them orally before he actually comes across them in the written text. That is, this phase also tries to make up for the absence of a longer oral phase period in the beginning of the course and in a way pre-views the content of the reading text.

To teach this phase, the teacher is required to follow the steps below:

1. Explain the situation involved in the dialogue in the native language;[4]
2. Read the dialogue while the pupils follow his reading;
3. Explain the meaning of the dialogue using pictures/gestures; and have the pupils repeat the text after him in chorus;
4. Ask questions in the NL to check the comprehension of the dialogue;
5. Have the pupils repeat the dialogue individually;
6. Have the pupils read the dialogue individually.

It is also required that teachers make sure that pupils learn to pronounce the words correctly and that they be able to associate the meaning of the words with their pronunciation and written form (cf West, 1941:6).

1.2.1.2 Vocabulary work

Here the aim is to introduce all the words of the reading passage, their meaning and pronunciation. The learner should know the meaning of every word before he reads the text since total comprehension of the text is required from him. The activities teach vocabulary through the association of its written form with its pronunciation. This device actualises West's (n.d.:8) claim that "the problem is to make this bond between Perception of the printed word and the Pronunciation and Sound of the words as correct and secure as possible". Only recognition knowledge of vocabulary items is required (cf West, 1941:6).

1.2.1.3 Grammatical work

The objective here is to facilitate the recognition of grammatical items on the part of the learner to ease the reading comprehension task.

No active use of grammar is required. That is, "The study of grammar is to be specifically geared to the needs of the reader, for whom quick recognition of certain verb forms, tenses, negations, and other modifications was important, but for whom active reproduction of such features was unnecessary" (Rivers, 1972:22).

1.2.2 Reading phase

In this phase the learner is required to make use of the knowledge of vocabulary and grammar acquired in the Pre-reading phase and apply it to the reading comprehension of the text of the unit. It is paramount that no translation should be involved in reading the text. In this sense, "Students are to be trained to read the FL with direct apprehension of meaning, without a conscious effort to translate what they are reading" (Rivers, 1972:22).

The following 3 steps should be followed by the teacher:

1. Read the text aloud while the pupils follow your reading;
2. Read sentence by sentence and have the pupils repeat in chorus after you;
3. Have the pupils read the text aloud in chorus "to help them with comprehension, and 'hear' the text mentally as they read silently" (Rivers, 1972:22).

1.2.3 Comprehension testing phase

The aim here is to test the total comprehension of the reading passage, by having the pupils solely rely on the content of the text since the model of reading comprehension which guides these materials is text-based. This comprehension testing phase emphasises product-measures of test comprehension in the sense that it only centres on activities which test the outcome of the comprehension process. The questions are asked and answered in the NL and use is made of both open-ended and multiple-choice formats just for the sake of variety. They involve both reference and inference questions.

In the next section I want to indicate how the teaching units of the control materials used in the experiment may actualise the principles described in this section.[5]

2. Rationale for the actualisation of the control group treatment into materials

2.1 Introductory unit

. Use of short question-answer patterns and minimum pairs.

2.2 Unit 1[6]

2.2.1 Pre-reading Phase

2.2.1.1 Oral work

. Use of a dialogue between the main characters (Italo and Bia) in which they introduce themselves.

2.1.1.2 Vocabulary work

. Use of activities to teach all the lexical items found in the text.

. Emphasis on the association between the meaning of the items and their phonological realisation.

2.1.1.3 Grammar work

. Use of language exercises to teach the grammar involved in the text (be, they, he, she, we, at, with, to, on).

2.1.1.2 Reading phase

. Reading of the text: A Sunday at the Maracanã Stadium.

2.1.3 Comprehension testing Phase

. Use of open-ended questions (both inference and reference question types).

3. The control materials

CONTENTS

Instructions to the teacher .....

Introductory unit .....

Unit 1 A Sunday at the Maracanã Stadium .....
cardinal numbers (1-15); meal terms; pronouns; and

Unit 2 First Day in School .....
Days of the week; ordinal numbers (1-15); then (time)

Unit 3 The History teacher .....
present/past; pronouns; teacher; colours

Unit 4 The Discovery of Brazil .....
ED part; pronouns; 's

Unit 5 Break Time .....
There is / There are; irregular past; BUT; behind / in front of; in / out

INSTRUCTIONS TO THE TEACHER

Introductory Unit

Objective: To expose pupils to oral language before beginning to read since comprehension of oral language facilitates reading comprehension.

Teachers should familiarize pupils with the sound system of English through listening to and speaking simple phrases.

"It was maintained that the auditory image of the language that [the learner] was acquiring would assist him later when he turned to the reading of the text". (Rivers, 1972:23)

I. Pre-reading phase:

Objective: To prepare the learner-reader for the reading phase.

A. Oral work

Objective: To provide some introduction to oral language with some of the sentences of the reading text before the pupils come across them in the reading passage for the reasons stated above.

Instructions to the teacher:

Every unit starts with a dialogue which is to be taught in the following way:

1. First explain the situation involved in the dialogue in the native language.

2. Then read the dialogue while the pupils follow your reading.

3. Explain the meaning of the dialogue using pictures and have the pupils repeat the text after you in chorus.

4. Ask questions in the native language to check the comprehension of the dialogue.

5. Have the pupils repeat the dialogue individually.

6. Have the pupils read the dialogue individually.

It is necessary that the pupils learn to pronounce the words correctly (West, 1941:6) and that they be able to relate the meaning of the words with their pronunciation & written form.

B. Vocabulary work

Objective: To introduce all the words of the reading passage, their meaning and pronunciation.

It is important that the learner know the meaning of every word before he reads the text since he is required to understand every word in the text. The aim is total comprehension

of the text.

The exercises aim at helping the pupils learn the vocabulary item and associate its written form with its pronunciation: "The problem is to make this "bond" between Perception of the printed word and the Pronunciation and Sound of the word as correct and secure as possible". (West, nd: 8)

C. Grammar work

Objective: To facilitate the recognition of grammatical items on the part of the learner-reader. Therefore, there is no active use of grammar.

As with the objective of the vocabulary exercises, the aim of the grammatical exercises is to help the learner remember structures necessary for the comprehension of the text. As West (1941:6) puts it, ... "reading involves no active use of grammar & idiom, and the memory of the vocabulary is merely recognition."

II. Reading phase

Objective: Make use of the knowledge of vocabulary and grammar acquired in the Pre-reading Phase in order to reach the total comprehension of the text without translating the reading passage.

Instruction to the teacher:

1. Read the text aloud while the pupils follow your reading.

2. Read sentence by sentence and have the pupils repeat in chorus after you.

3. Have the pupils read the text aloud in chorus "to help them with comprehension, and 'hear' the text mentally [as they read] silently" (Rivers, 1972:22). Or as West (n.d. :6) points out, "The child when he begins the study of a foreign language inevitably does a good deal of reading aloud".

III. Comprehension testing

Objective: To test the comprehension of the reading passage by having the pupils answer questions on the content of the text.

The questions are asked and answered in the native language. They will be of the open-ended and multiple choice types and will test the comprehension of the whole passage.

INTRODUCTORY UNIT

A

1. "What is your name?"
   "My name is _____."

2. "Are you a student or a teacher?"
   "I am a _____."

3. "How old are you?"
   "I am _____."

4. "Are you tall or short?"
   " I am _____."

5. "What languages do you speak?"
   "I speak _____."

6. "How are you?"
   "I'm fine."

7. "Do you have classes in the morning or in the afternoon?"
   "I have classes in the _____."

8. "What is your brother's / sister's name?"
   "My brother's / sister's name is _____."

9. "What are the days of the week?"
   "Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday."

10. "What day is today?"
    "Today is _____."

11. "What day was yesterday?"
    "Yesterday was _____."

12. "Where do you live?"
    "I live in _____."

B

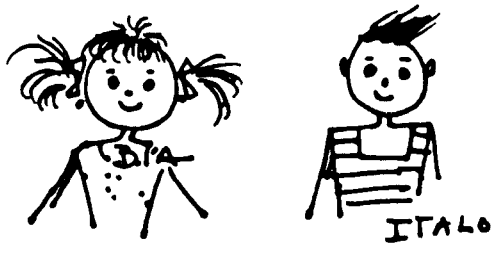
ship (navio)	day (dia)	pea (ervilha)	lip (lábio)
sheep (ovelha)	they (eles)	bee (abelha)	tip (ponta)
key (chave)	go (ir)	now (agora)	full (cheio)
tea (chá)	low (baixo)	know (saber)	fool (tolo)
bead (conta)	bit (pedaço)	lake (lago)	but (mas)
bed (cama)	bet (aposta)	lack (falta)	bought (comprou)

NAME: _____

Unit 1

I. Pre-reading phase

A. Oral work



Italo: My name is Italo.
Bia: My name is Bia.
Italo: I am 12.
Bia: I am 10.
Italo: I am a Flamengo fan.
Bia: I am a Vasco fan.
Italo: On Sundays we go to the stadium.
Bia: We like football a lot.
Italo: We take sandwiches to the stadium
Bia: We enjoy the game.

B. Vocabulary work

Activities:

(1) Escreva o significado das palavras abaixo e preste atenção à sua pronúncia:

Sunday _____
go _____
football stadium _____
mother _____
father _____
like _____
a lot _____
fan _____

get up _____
8 o'clock _____
have: breakfast _____
have: lunch _____
have: dinner _____
then _____
watch _____
TV _____

the _____	and _____
some _____	enjoy _____
sandwiches _____	game _____
with _____	evening _____
to _____	return _____
shout _____	home _____
goal _____	bed _____
generally _____	
sometimes _____	

(2) Numere as palavras de acordo com a sequência que o seu professor as pronuncia:

Sunday - breakfast - go - dinner - father - mother - like - enjoy - game - shout - goal - fan - sometimes - lunch - watch - get up - generally - bed .

(3) Combine as palavras em inglês com os seus equivalentes em português:

fan	a seguir
Sunday	café-da-manhã
stadium	estádio
mother	mãe
father	fã
breakfast	domingo
then	o,a,os,as
the	pai

(4) Escolha a palavra em português equivalente às seguintes palavras:

a) watch - ver; gostar; ir
b) get up - levantar-se; sair; entrar
c) go - ir; levar; trazer
d) bed - almoço; mesa; cama
e) shout - correr; andar; gritar
f) evening - manhã; tarde; noite
g) return - ir; retornar; correr

(5) Sublinhe a palavra que o seu professor disser e escreva o significado dela:

a) sandwich - lunch - dinner

_____ _____ _____

b) TV - bed - watch

_____ _____ _____

c) evening - generally - sometimes

_____ _____ _____

d) enjoy - like - shout

_____ _____ _____

e) with - go - shout

_____ _____ _____

f) take - have - return

_____ _____ _____

(6) Escreva o significado das palavras abaixo e observe a sua pronúncia:

game _____ some _____
then _____ enjoy _____
mother _____ breakfast _____
father _____ home _____
like _____ bed _____
watch _____ generally _____
and _____ take _____
a lot _____ sometimes _____

(7) Escreva as palavras em inglês que são equivalentes às seguintes palavras em português:

futebol	_____	jantar	_____
levantar-se	_____	e	_____
ir	_____	gritar	_____
domingo	_____	para	_____
pai	_____	noite	_____
almoço	_____	com	_____
retornar	_____	8 horas	_____

(8) Sublinhe a palavra que o seu professor disser e escreva o significado dela:

a. and - to - with

_____ _____ _____

b. get up - father - shout

_____ _____ _____

c. evening - breakfast - sometimes

_____ _____ _____

d) return - Sunday - go

_____ _____ _____

e) lunch - dinner - watch

_____ _____ _____

(9) Numbers

1 - one	4 - four	7 - seven	10 - ten	13 - thirteen
2 - two	5 - five	8 - eight	11 - eleven	14 - fourteen
3 - three	6 - six	9 - nine	12 - twelve	15 - fifteen

Escreva os números abaixo:

2 _____	10 _____	3 _____	11 _____
4 _____	12 _____	5 _____	13 _____
6 _____	14 _____	7 _____	15 _____
8 _____	1 _____	9 _____	

C. Grammar Work

(10) Verb BE

I am Italo. We are Flamengo fans.
She is Bia. You are a Vasco fan.
He is Sergio. They are Vasco fans.

Complete as frases abaixo com o verbo BE

a) I _____ a Vasco fan. d) You _____ 11.
b) She _____ Bia. e) They _____ 12.
c) We _____ Vasco fans. f) He _____ Italo.

(11) Pronouns

Use os pronomes corretos:

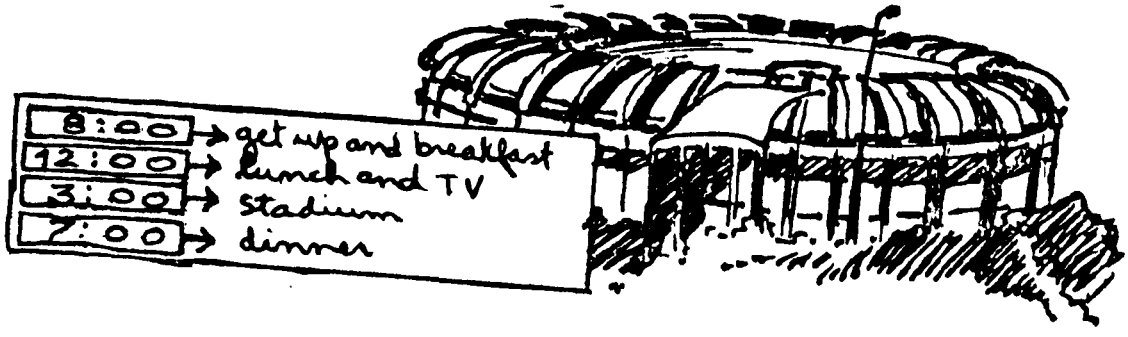
a) Italo and Bia go to the football stadium.
_____ go to the football stadium.
b) Italo is 12.
_____ is 12.
c) Bia is 10.
_____ is 10.
d) Italo is a Flamengo fan.
_____ is a Flamengo fan.
e) Bia and I like football.
_____ like football.
f) Italo and I like sandwiches.
_____ like sandwiches.

(12) Use AT, WITH, TO, ON

a) _____ 7 o'clock they return home.
b) Italo and Bia go _____ the stadium at 3 o'clock.
c) They go _____ their mother and father to the stadium.
d) _____ Sunday they go to the stadium.

II. Reading phase

A Sunday at the Maracanã Stadium



On Sundays Italo and Bia go to the football stadium with their mother and father. They like football a lot. Italo is 12 and Bia is 10. He is a Flamengo fan and she is a Vasco fan.

They get up at 8'clock and have breakfast. Then at 12 o'clock they have lunch and watch TV.

At 3 o'clock they go to the stadium. They take some sandwiches with them. Sometimes they shout "goal"! They generally enjoy the game.

At 7 o'clock in the evening, they return home, have dinner and go to bed.

III. Comprehension Testing

1. Quem vai ao estádio de futebol aos domingos?

_____

2. Com quem eles vão?

_____

3. Italo e Bia gostam muito de futebol?

_____

4. Qual é a idade deles?

_____

5. Eles são Botafogo?

_____

6. A que horas eles se levantam?

_____

7. O que fazem às 12 horas?

_____

8. A que horas eles vão para o estádio?

_____

9. O que eles levam para o estádio?

_____

10. O que eles gritam algumas vezes?

_____

11. Eles geralmente gostam do jogo?

_____

12. A que horas retornam para casa?

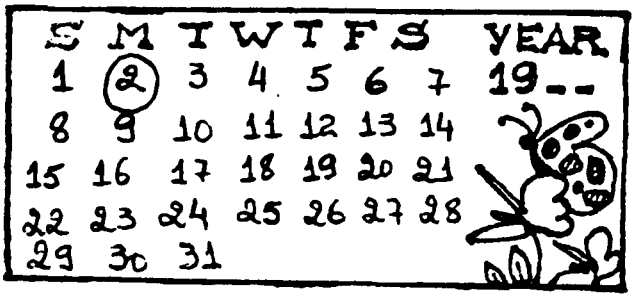
_____

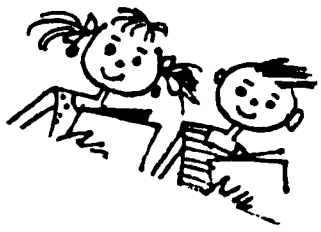
13. O que fazem quando chegam em casa?

_____

UNIT 2

I. Fase de pré-leitura





A - ORAL WORK:

Italo: Today is the first day of the school year.
Bia: Are you happy?
Italo: Yes, I am. I am wearing a new uniform.
Bia: I am too. I also have some new notebooks, pencils and an eraser.
Italo: I am anxious to meet my new teachers.

B - VOCABULARY WORK

Activities:

1. Escreva o significado das palavras abaixo e preste atenção à sua pronúncia:

today _____	erasers _____	geography _____
Monday _____	brush _____	anxious _____
first _____	teeth _____	meet _____
day _____	coffee _____	teacher _____
school _____	milk _____	break _____
year _____	bread _____	always _____

quite _____ butter _____ by _____
happy _____ put on _____ do _____
about _____ get on _____ homework _____
that _____ bus _____ afternôon _____
wear _____ in _____
their _____ classes _____
new _____ Portuguese _____
uniform _____ mathematics _____
also _____ history _____
notebooks _____ English _____
pencils _____

2. Numere as palavras de acordo com a sequência que o seu professor as pronuncia:

first - today - butter - put on - school - year -
quite - about - happy - wear - new - also - pencils -
brush - coffee - get on - in - Portuguese.

3. Combine as palavras em inglês com os seus equivalentes em português:

Monday	dia
day	segunda-feira
their	uniforme
uniform	seus, deles
also	cadernos
notebooks	também
erasers	dentes
teeth	leite
milk	borrachas

4. Escolha a palavra em português equivalente às seguintes palavras:

a) bread - leite; pão; café.
b) get on - subir ; sentar; levantar.
c) bus - ônibus ; carro; trem.
d) classes - casas; aulas; dentes.
e) mathematics - medicina; madeira; matemática.
f) history - história; ciência; conto.
g) geography - geologia; geografia; geometria
h) meet - encontrar; levar; tomar.

5. Sublinhe a palavra que o seu professor disser e escreva o significado dela:

a) always - break - by
_____ _____ _____

b) do - homework - afternoon
_____ _____ _____

c) meet - anxious - geography
_____ _____ _____

d) English - history - mathematics
_____ _____ _____

e) Portuguese - classes - in
_____ _____ _____

f) bus - get on - put on
_____ _____ _____

g) butter - bread - milk
_____ _____ _____

h) coffee - teeth - brush
_____ _____ _____

6) Escreva o significado das palavras abaixo e observe a sua pronúncia:

that _____ notebooks _____
teacher _____ also _____
today _____ uniform _____

Monday _____ new _____

erasers _____ their _____

pencils _____ wear _____

7) Escreva as palavras em inglês que são equivalentes às seguintes palavras em português:

sobre _____ segunda-feira _____

feliz _____ hoje _____

bastante _____ pão _____

ano _____ manteiga _____

vestir _____ escola _____

primeiro _____ ônibus _____

em _____

8) Sublinhe a palavra que o seu professor disser e escreva o significado dela:

a) classes - Portuguese - mathematics

_____ _____ _____

b) history - English - geography

_____ _____ _____

c) anxious - meet - teacher

_____ _____ _____

d) break - always - by

_____ _____ _____

e) do - homework - afternoon

_____ _____ _____

f) get on - put on - butter

_____ _____ _____

9. Combine as palavras em inglês com seus equivalentes em português:

today	sobre
first	user
school	novo
quite	ansioso
yeer	feliz
happy	ano
about	bastante
weer	escola
new	primeiro
anxious	hoje

10. Números cardinais:

1. one	6. _____	11. _____
2. _____	7. seven	12. twelve
3. three	8. _____	13. _____
4. four	9. nine	14. fourteen
5. _____	10. ten	15. _____

11. Números ordinais:

1st - first	6th - sixth	11th - eleventh
2nd - second	7th - seventh	12th - twelfth
3rd - third	8th - eighth	13th - thirteenth
4th - fourth	9th - ninth	14th - fourteenth
5th - fifth	10th - tenth	15th - fifteenth

Escreva os números ordinais abaixo:

1st - _____ 9th - _____

2nd - _____ 10th - _____

3rd - _____ 11th - _____

4th - fourth 12th - _____

5th - _____ 13th - _____

6th _____ 14th - fourteenth

7th - _____ 15th - _____

8th - eighth

12. What are the days of the week?

Sunday _____

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

13. HAVE

a) have = ter

. have notebooks = _____

b) have + refeições

. have
- lunch = _____
- breakfast = _____
- dinner = _____
- a snack = _____

c) have + coffee/milk

. have coffee = _____

. have milk = _____

d) have + bread/milk

. have bread = _____

. have milk = _____

C - GRAMMAR WORK

14. Pronouns

I	we
you	you
he, she, it	they

Today is Monday. (It) is the first day of the school year.

Use o pronome correto:

a) My name is Bia. _____ am 10.
b) Italo is happy. _____ is happy.
c) The uniform is new. _____ is new.
d) The notebooks are new. _____ are new.
e) Italo and I are 12. _____ are 12.
f) The pencil is new. _____ is new.

II. Fase de leitura

First Day in School

6.00	GET UP . BRUSH TEETH, BREAKFAST
7:00	SCHOOL ; 5 CLASSES
9:50	BREAK
12:30	RETURN HOME

Today is Monday. It is the first day of the school year. Bia and Italo are quite happy about that. They are wearing their new uniforms. They also have some new notebooks, pencils, and erasers.

At 6 o'clock they get up, brush their teeth and have breakfast. They have coffee, milk, bread and butter. Then they put on their uniforms and get on the bus.

At 7 o'clock they are in the school. They have 5 classes today: Portuguese, mathematics, history, English and geography. They are anxious to meet their new teachers.

At 9:50 they have a break. They always have a sandwich at school.

At 12:30 they return home by bus. Then they have lunch and do their homework in the afternoon.

III. Fase de teste de compreensão:

1. Que dia é hoje?

a) Quarta-feira ☐ c) Domingo ☐

b) Segunda-feira ☐ d) Terça-feira ☐

2. Quem está feliz com o primeiro dia de aula do ano?

a) Bia ☐ c) Italo e Bia ☐

b) Italo ☐ d) O professor ☐

3. Os uniformes de Italo e Bia são velhos?

a) Apenas o de Italo ☐ c) Apenas o de Bia ☐

b) Não ☐ d) Sim ☐

4. Que outras coisas novas eles têm?

a) cadernos ☐ c) cadernos, lápis e borrachas ☐
b) cadernos e lápis ☐ d) borrachas ☐ .

5. O que eles fazem às 6 horas?

a) levantam-se e tomam o café-da-manhã ☐
b) levantam-se e escovam os dentes ☐
c) tomam o café-da manhã ☐
d) levantam-se, escovam os dentes e tomam o café-da manhã ☐

6. O que eles tomam no café-da-manhã?

a) café e leite ☐
b) café e pão ☐
c) pão e leite ☐
d) café, leite, pão e manteiga ☐

7. Como eles vão para a escola?

a) a pé ☐ c) de carro ☐
b) de ônibus ☐ d) de bicicleta ☐

8. Quando eles chegam na escola?

a) às 6 horas ☐ c) depois da aula de português ☐
b) às 7 horas ☐ d) depois do recreio ☐

9. Quantas aulas eles têm hoje?

a) 5 aulas ☐ c) 6 aulas ☐
b) 1 aula ☐ d) 2 aulas ☐

10. Sobre o que eles estão ansiosos?

a) os uniformes novos ☐ c) os cadernos ☐

b) os professores ☐ d) a aula de inglês ☐

11. O que eles comem no recreio?

a) 2 sanduiches ☐ c) um sanduiche ☐

b) pão ☐ d) biscoitos ☐

12. Como eles voltam para casa?

a) de ônibus ☐ c) de carro ☐

b) de trem ☐ d) a pé ☐

13. O que eles fazem à tarde?

a) tomam o café-da manhã ☐ c) almoçam e estudam ☐

b) almoçam ☐ d) vão para o recreio ☐

NAME _____

UNIT 3

I - Fase de pré-leitura

A - Oral work

Sonia: I'm the history teacher
Italo: What is your name?
Sonia: My name is Sonia
Italo: What is the class about today?
Sonia: Today the class is about the discovery of Brazil.
Italo: Ah! your shoes are funny.

B - Vocabulary work:

Activities:

1. Escreva o significado das palavras abaixo e preste atenção à sua pronúncia:

yesterday _____
parents _____
sport _____
very _____
woman _____
teach _____
wear _____

September _____
favourite _____
funny _____
now _____
pupils _____
of _____
always _____
enjoy _____

discovery _____ everybody _____

laugh _____ shoe (s) _____

sleepy _____ this _____

morning _____ when _____

fortunately _____ extra _____

pair _____ closet _____

during _____ change _____

leave _____ both _____

Colours:

blue _____

red _____

yellow _____

white _____

black _____

green _____

2. Combine as palavras em inglês com seus equivalentes em português:

yesterday	agora
sleepy	pais
discovery	ontem
now	sonolento
parents	descoberta
laugh	rir
sport	esporte

3. Numere as palavras de acordo com a sequência que seu professor as pronuncia.

September - everybody - favourite - shoes - this - very - when - woman - fortunately - teach - closet - wear - during - blue - change - leave .

4. Escolha as palavras em português equivalentes às seguintes palavras:

a) both - dois, ambos, banho.

b) black - preto, branco, azul.

c) morning - madrugada, manhã, tarde.

d) yesterday - ontem, hoje, noite.

e) everybody - alguém, todos, ninguém.

f) shoes - sapatos, meias, luvas.

g) this - disco, aquele, este.

h) woman - homem, professora, mulher.

5. Sublinhe a palavra que seu professor disser e escreva seu significado abaixo dela:

a) when - during - white

_____ _____ _____

b) teach - fortunately - closet

_____ _____ _____

c) change - leave - yesterday

_____ _____ _____

d) very - yellow - wear

_____ _____ _____

e) pair - extra - of

_____ _____ _____

f) now - parents - favourite

_____ _____ _____

g) closet - laugh - pupils

_____ _____ _____

6. Escreva o significado das palavras abaixo e preste atenção à sua pronúncia:

a) yesterday _____ e) yellow _____

b) sleepy _____ f) white _____

c) blue _____ g) black _____

d) red _____ h) during _____

7. Escreva as palavras em inglês equivalentes às seguintes palavras em português:

a) armário _____
b) mudar _____
c) este _____
d) partir _____
e) de _____
f) rir _____
g) alunos _____
h) agora _____

8. Sublinhe a palavra que seu professor disser e escreva seu significado abaixo dela:

a) everybody - morning - both
_____ _____ _____

b) shoes - blue - red
_____ _____ _____

c) this - women - change
_____ _____ _____

d) during - sleepy - when
_____ _____ _____

e) white - yellow - black
_____ _____ _____

f) September - favourite - discovery
_____ _____ _____

g) now - today - yesterday
_____ _____ _____

h) always - both - extra
_____ _____ _____

i) enjoy - yellow - both
_____ _____ _____

C - Grammar work

9. Pronomes

I	me
you	you
he/she/it	him/her/it
we	us
you	you
they	them

Sonia teaches Italo.
She teaches him.

Use o pronome correto:

a) Bia likes English.
She likes _____.

b) Italo likes Sonia.
He likes _____.

c) Sonia teaches Italo.
She teaches _____.

d) Sergio teaches Bia.
_____ teaches _____.

e) Sonia likes Italo and me.
_____ likes _____.

f) Sergio likes Bia and Italo.
_____ likes _____.

10. Present/Past

Today is Monday. (Present)
Yesterday was Sunday. (Past)

Italo and Bia go to school on Mondays. (Present)
Italo and Bia went to school yesterday. (Past)

She leaves at 7 on Mondays. (Present)
She left at 7 yesterday. (Past)

Use a forma verbal correta:

a) Today is Tuesday. (Present)
Yesterday _____ Monday. (Past)

b) They go to school on Wednesday. (Present)
They _____ to school yesterday. (Past)

c) They left at 5 yesterday. (Past)
They _____ at 4 on Thursday. (Present)

11. Ação (V) + er = Agent (N)

teach + er = teacher
↓ ↓
ensinar professor

Acrescente [er] a cada um dos seguintes verbos para obter o agente da ação:

work - _____
(trabalhar) (trabalhador)

discover - _____
(descobrir) (descobridor)

paint - _____
(pintar) (pintor)

sing - singer
(cantar (cantor)

love - _____
(amar) (amante)

II - Reading phase:

The History Teacher

Yesterday was the 1st of September. It was Sunday. Italo and Bia went to the Maracanã Stadium with their parents. Football is their favourite sport. Now they are in school. Today is their first day in school. Italo is at the history class now, and Bia is at the English class now. They enjoy their classes.

Sonia, the history teacher, is a very funny woman. The pupils like her. She is teaching them about the discovery of Brazil now. Everybody is laughing at her. She is wearing a blue shoe and a red shoe. She was very sleepy this morning when she left home.

Fortunately, she always has an extra pair of shoes in her closet in school. During the break she changed her shoes. They are both yellow now. That was funny.

III - Teste de compreensão

1. Que dia foi ontem?

a) domingo ☐ c) terça-feira ☐

b) segunda-feira ☐ d) quarta-feira ☐

2. Onde Italo e Bia foram?

a) para a escola ☐ c) ao estádio ☐

b) para a aula de história ☐ d) à aula de inglês ☐

3. Com quem eles foram ao estádio?

a) sozinhos ☐ c) com a mãe ☐

b) com a mãe e o pai ☐ d) com o pai ☐

4. Por que eles foram ao estádio?

a) Porque Bia gosta de futebol ☐

b) Porque a mãe gosta de futebol ☐

c) Porque o pai gosta de futebol ☐

d) Porque a família toda gosta de futebol ☐

5. Onde estão Italo e Bia agora?

a) no estádio ☐

b) em casa ☐

c) na aula de história ☐

d) no clube ☐

6. Quem é Sonia?

a) a professora de geografia ☐

b) a professora de história ☐

c) a mãe ☐

d) amiga de Bia ☐

7. Sobre o que ela está ensinando agora?

a) sobre a história do Brasil ☐

b) sobre o descobrimento da América ☐

c) sobre o descobrimento do Rio ☐

d) sobre a América ☐

8. Por que todos os alunos estão rindo dela?

a) Porque ela está usando sapatos azuis ☐

b) Porque ela está usando sapatos vermelhos ☐

c) Porque ela está usando um sapato azul e outro vermelho ☐

d) Porque ela está usando sapatos ☐

9. Por que ela está usando sapatos diferentes?

a) Porque ela é engraçada ☐

b) Porque ela é a professora ☐

c) Porque ela gosta de sapatos diferentes ☐

d) Porque ela estava muito sonolenta esta manhã quando saiu de casa ☐

10. O que ela sempre guarda no armário?

a) um sapato vermelho ☐

b) um par de sapatos extra ☐

c) um par de sapatos vermelhos ☐

d) um par de sapatos azuis ☐

11. Quem mudou de sapatos durante o recreio?

a) a mãe ☐ c) a professora de história ☐

b) Bia ☐ d) Italo ☐

12. Qual é a cor dos sapatos dela agora?

a) um é vermelho e o outro é azul ☐

b) ambos são vermelhos ☐

c) ambos são azuis ☐

d) ambos são amarelos ☐

NAME _____

Unit 4

I. Fase de pré-leitura

A - Oral Work

Teacher: The class is about the discovery of Brazil.
Italo: Who was the discoverer of Brazil?
teacher: Cabral was.
Italo: When did the Portuguese arrive in Brazil?
teacher: In April, 1500.
Italo: Were there indians in Brazil in 1500?
teacher: Yes, there were a lot of indians.

B - Vocabulary work

Activities:

1. Escreva o significado das palavras abaixo e preste atenção à sua pronúncia:

interested _____	travel _____
favourite _____	ship _____
subject _____	long _____
there was _____	journey _____
there were _____	April _____
map _____	arrive _____
world _____	state _____
classroom _____	see _____
start _____	mountain _____
March _____	distance _____

group _____ call _____

command _____ a lot of _____

want _____ indian _____

discover _____ end _____

discovery _____ interesting _____

lands _____ but _____

2. Combine as palavras em inglês com seus equivalentes em português:

favourite	terras
lands	havia
there was	longa
long	abril
April	mapa
subject	assunto
map	favorito

3. Numere as palavras de acordo com a sequência que seu professor as pronuncia:

travel - ship - journey - world - start -

classroom - arrive - March - group - mountain -

want - call - a lot of - indian - but

4. Escolha as palavras em português equivalentes às seguintes palavras:

a) interesting - interessado, interessante, interesse.
b) interested - interessado, interessante, interesse.
c) state - estado, estar, estalar.
d) group - grupo, garoto, galo.

e) see - ler, tomar, ver

f) distance - distância, distante, longe.

g) call - chamado, chama, chamar.

5. Sublinhe a palavra que seu professor disser e escreva seu significado abaixo dela:

a) interested - interesting - travel

_____ _____ _____

b) subject - ship - see

_____ _____ _____

c) favourite - end - but

_____ _____ _____

d) command - mountain - indian

_____ _____ _____

e) discover - discoverer - map

_____ _____ _____

f) classroom - journey - want

_____ _____ _____

g) there was - there were - long

_____ _____ _____

6. Escreva o significado das palavras abaixo e preste atenção à sua pronúncia:

a) subject _____

b) a lot of _____

c) April _____

d) March _____

e) interested _____

f) start _____

g) want _____

h) discover _____

i) end _____

7. Escreva as palavras em inglês que são equivalentes às seguintes palavras em português:

a) assunto _____

b) navio _____

c) ver _____

d) viagem _____

e) sala-de-aula _____

f) mundo _____

g) começar _____

h) descobridor _____

i) mapa _____

8. Sublinhe a palavra que seu professor disser e escreva seu significado abaixo dela:

a) arrive - state - see

_____ _____ _____

b) April - March - start

_____ _____ _____

c) map - favourite - lands

_____ _____ _____

d) but - end - travel

_____ _____ _____

e) call - group - state

_____ _____ _____

f) world - long - ship

_____ _____ _____

B. Grammatical work

9. Past - ED

Para formar o passado da maioria dos verbos em inglês basta você acrescentar ED ao verbo. Esses são os verbos regulares.

command	- commanded	end	- ended
arrive	- arrived	start	- started
call	- called	travel	- travelled

Complete com o verbo no passado:

1. Cabral _____ thirteen ships. (command)
2. Cabral _____ in Brazil in 1500. (arrive)
3. The class _____ at 9:00. (start)
4. The class _____ at 9:50. (end)
5. The Portuguese _____ the mountain Monte Pascoal (call)
6. They _____ on 13 ships (travel)

10. 's

The class of Sonia = Sonia's class (= a aula da Sonia)
The favourite subject of Italo = Italo's favourite subject =
(= o assunto favorito do Italo)

Use 's

a) The pencil of Italo = _____
b) The notebook of Maria = _____
c) The eraser of Pedro = _____
d) The ball of Ana = _____

11. Pronomes

Use os pronomes corretos:

a) The history class ended at 9.
_____ was interesting.
b) Italo is interested in history.
_____ likes history.
c) Italo and Bia are Brazilians.
_____ go to the football stadium.
d) Bia likes mathematics.
_____ is her favourite subject.
e) The Portuguese arrived in Brazil in 1500.
_____ arrived in 1500.
f) Sergio teaches Italo and Bia.
_____ teaches _____
g) The Portuguese called the mountain Monte Pascoal.
They called _____ Monte Pascoal.

II. Fase de leitura

The discovery of Brazil

Yesterday Sonia's class was about the discovery of Brazil. Italo was interested in the class. History is Italo's favourite subject. There was a map of the world in the classroom. Her class started at 9:00.

In March, 1500, a group of Portuguese commanded by Cabral left Portugal. They wanted to discover new lands. They travelled on thirteen ships. It was a long journey.

In April, 1500, the Portuguese arrived in Brazil, in the state of Bahia. They saw a mountain in the distance and called it Monte Pascoal. Cabral was the discoverer of Brazil. There were a lot of indians in Brazil in 1500.

At 9:50 the class ended. It was an interesting class, but the pupils were anxious for the break.

III . Fase de teste de compreensão:

1. Sobre o que foi a aula de Sonia ontem?

a) sobre a descoberta do Brasil
b) sobre a descoberta da América.
c) sobre Cabral
d) sobre os portugueses

2. Por que Italo estava interessado na aula?

a) Porque ele gosta da professora de história
b) Porque ele gosta de história
c) Porque a aula foi sobre o descobrimento do Brasil
d) Porque ele gosta de português

3. O que havia na sala de aula?

a) um navio
b) um mapa do Rio
c) um mapa do mundo
d) um mapa do Brasil

4. Quando a aula de história começou?

a) depois da aula de inglês
b) antes do recreio
c) às 9:30
d) às 9:50

5. Quando os portugueses partiram de Portugal?

a) em abril de 1500
b) em 1492
c) em março de 1500
d) em março

6. Por que?

_____

7. Como eles vieram para o Brasil?

_____

8. Como foi a viagem?

_____

9. Quando os portugueses chegaram ao Brasil?

_____

10. Onde?

_____

11. De que eles chamaram a montanha que viram ao longe?

_____

12. Quem os portugueses encontraram no Brasil?

_____

13. Quando a aula terminou?

_____

14. Por que os alunos estavam ansiosos?

_____

NAME _____

Unit 5

I - Fase de Pré-leitura

A - Oral Work

Italo: Let's play hide and seek.
Pedro: I'm the seeker.
Bia: Let's hide behind the trees.
Pedro: I found Bia, Maria and Ana.
Ana and Maria: Where is Italo?

B - Vocabulary work

Activities:

1. Escreva o significado das palavras abaixo e preste atenção à sua pronúncia:

playground _____ behind _____
time _____ go back _____
good _____ minutes _____
play _____ later _____
hide and seek _____ appear _____
trees _____ face _____
seeker _____ all _____
hide _____ hand _____
find _____ his _____
where _____ there is _____
tall _____ there are _____
mango _____

2. Combine as palavras em inglês com seus equivalentes em português:

trees	brincar
good	árvores
play	o que procura
seeker	bom
find	alto
tall	encontrar
where	onde

3. Numere as palavras de acordo com a sequência que o seu professor as pronuncia:

hide - hide and seek - later - appear - mango -

face - minutes - go back - behind - all -

hand - his

4. Escolha as palavras em português equivalentes às seguintes palavras:

a) play - brincar, andar, procurar
b) hide - procurar, esconder, levar
c) later - mais tarde, mais cedo, cedo
d) go back - ir, voltar, tomar
e) appear - esconder, procurar, aparecer
f) all - algum, nenhum todos
g) tall - alto, baixo, grande

5. Sublinhe a palavra que seu professor disser e escreva seu significado abaixo dela:

a) time - good - go back

_____ _____ _____

b) minutes - later - appear

_____ _____ _____

c) face - all - hand _____ _____ _____

d) his - mango - find _____ _____ _____

e) play - playground - hide _____ _____ _____

f) where - behind - trees _____ _____ _____

6. Escreva o significado das palavras abaixo e preste atenção à sua pronúncia:

a) end _____ e) long _____

b) pupils _____ f) there is _____

c) break _____ g) there are _____

d) but _____ h) very _____

7. Escreva as palavras em inglês equivalentes às seguintes palavras em português:

a) face _____ e) atrás de _____

b) todos _____ f) encontrar _____

c) hora _____ g) procurar _____

d) seu, dele _____ h) brincar _____

8. Sublinhe a palavra que seu professor disser e escreva seu significado abaixo dela:

a) pupils - break - good _____ _____ _____

b) seeker - seek - hand _____ _____ _____

c) there is - there are - long _____ _____ _____

d) tall - history - class _____ _____ _____

e) break - time - go back _____ _____ _____

C - <u>Grammatical work</u>

9. Past [ED] - passado regular

end + ed ⟶ ended

play + ed ⟶ played

appear + ed ⟶ _____

Passado irregular

Alguns verbos têm uma forma diferente para o passado.

Presente	-	passado	Presente	-	Passado
go		went	have		Had
hide		hid	be		was were
find		found			

Complete as sentenças abaixo com a forma correta do verbo no tempo passado:

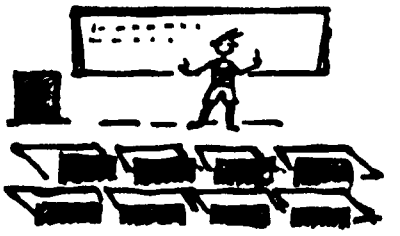
a) The pupils _____ to the playground (go).
b) Bia, Maria and Ana _____ behind the trees (hide).
c) Pedro _____ Bia, Maria and Ana (find).
d) He _____ a mango in his hand (have).
e) The history class _____ good (be).
f) The children _____ tall (be).

10. BEHIND ≠ IN FRONT OF

IN ≠ OUT

Complete:

Bia is _____ the house.



Italo is _____ the classroom.

11. There is ... There are ..... (Presente)

There is a tree in the playground.

There are 2 trees in the playground.

Use "There is" ou "There are":

a) There _____ a sandwich in the bag.
b) There _____ notebooks in the bag.
c) There _____ a mango in the tree.
d) There _____ three mangoes in the tree.

12. There was ... There were ... (Passado)

There was a pupil in the classroom.

There were 2 pupils in the classroom.

Use There was ou There were:

a) There _____ a teacher in the school.

b) There _____ three teachers in the school.

c) There _____ 5 pupils in Italo's classroom on Monday.

d) There _____ one notebook in Bia's bag yesterday.

Escreva o passado dos verbos abaixo:

find _____ hide _____

go _____ appear _____

end _____ be _____

play _____ there is _____

have _____

II - Fase de Leitura - 6

Break Time

The history class ended at 9:50, and the pupils went to the playground. It was time for their break. The history class was good, but long. Italo, Bia, Maria, Pedro and Ana played hide and seek.

There are trees in the playground. Pedro was the seeker. Bia, Maria and Ana hid behind the trees. Pedro found them. But where was Italo? There was a very tall mango tree in the playground, but Italo was not behind it.

The pupils went back to the classroom. They had an English class. Five minutes later Italo appeared. His face was all yellow and he had a mango in his hand.

III - Teste de compreensão

1. Quando a aula de história terminou?
   a) antes do recreio
   b) às 9:00 horas
   c) depois do recreio
   d) de tarde
2. Onde os alunos foram no final da aula?
   a) para a escola
   b) para o estádio
   c) para o playground
   d) para a aula de inglês
3. Como foi a aula de história?
   a) longa mas boa
   b) boa mas longa
   c) longa e boa
   d) boa e longa

4. De que as crianças brincaram?

a) de futebol
b) de jogar
c) de bola
d) de pique-esconde

5. Com quem estava o pique?

a) com Pedro e Ana
b) com Pedro
c) com Ana
d) com Italo

6. Onde Bia, Maria e Ana se esconderam?

a) em frente da casa
b) atrás da casa
c) em frente das árvores
d) atrás das árvores

7. Italo estava atrás da mangueira alta?

a) sim
b) não
c) Não, estava em frente da mangueira
d) Não, estava em frente da casa

8. Que aula os alunos tiveram depois do recreio?

a) uma aula de história
b) uma aula de português
c) uma aula de geografia
d) uma aula de inglês

9. Quando Italo apareceu?

a) dez minutos mais tarde
b) durante a aula de inglês
c) durante o recreio
d) antes do recreio

10. Como estava o rosto dele?

_____

11. Por que?

_____

NOTES

1 As discussed in 2.2.1, the official guidelines for EFL teaching which have a concern with the teaching of reading also emphasise the teaching of oral skills. And further they take the reading skill course as supplementary to the main language course already covered (cf also 2.2.4.1).

2 The "reading method" is an approach to the teaching of reading in a FL developed in America in the 30's. The teaching of reading skills was viewed then as the only possible objective in a FL course due to the fact that the majority of American schools did not include a FL for more than two years in the curriculum (cf Rivers, 1972:22-24).

3 cf in 3.2.2 above my criticisms of this position.

4 As with the experimental treatment and materials, the language of instruction here is also Portuguese (cf note 16 in 5.2.5.1).

5 Note that in the same way that the experimental materials are just one possible realisation of the ISTR syllabus model, the control materials, too, only represent a possible way of actualising the principles of the control group treatment.

6 My exemplification of the rationale for the actualisation of the control group treatment into materials is restricted to unit 1 since all the other units repeat exactly the same pattern. There is virtually no variability in the kinds of activities and pedagogical devices used in the units.

APPENDIX C

TEACHERS' FIRST MATERIALS EVALUATION QUESTIONNAIRE

The objective of this questionnaire was to provide for a first evaluation of the experimental materials before they were actually used in the classroom. I was particularly concerned with checking the feasibility of using these innovative materials in the classroom. With this intention, I had 10 EFL secondary school teachers of the public sector of the city of Rio de Janeiro to look into a first draft of the materials and complete the questionnaire below.

The questionnaire is divided into three parts: part 1 consists of background information about the teacher; part 2 of a 5 point Likert type attitude scale to gauge the teachers' attitudes towards the materials; and part 3 of open-ended questions about specific aspects of the units. Each item of the attitude scale is followed by some space for whatever comments on that particular issue the respondent wishes to make.

A pool of thirty items were constructed and examined for lack of clarity, ambiguity and redundancy by a psychologist and myself. The scale was then reduced to twenty items. Care was taken to avoid the so-called halo effect. The questionnaire was then translated into Portuguese and the translation checked by two EFL teachers in Brazil.

Although this questionnaire was to be used informally, the attitude scale was checked for content validity and the reliability of the scale was checked post hoc through the use of the split-half method (Pearson's product moment correlation formula). The scale may be said to have content validity since there seems to be an adequate sampling of items tapping attitudes to specific aspects of the materials. As regards the reliability of the scale, the two halves of the instrument proved to have the correlation coefficient of .82, which indicates a high correlation between the 2 halves of the scales and shows that they seem to be measuring the same quality. The reliability of the whole scale was then determined by the use of the Spearman-Brown's prophecy formula. The coefficient was .9.

Despite the reduced number of respondents (ten respondents), it is important to note, I think, that, after computing all the items in the 5 point Likert-type scale, the mean score was found to be 3.92, 5 being the highly favourable point of the scale. This mean score shows that the teachers' attitudes was above the midway point of the

scale and towards the favourable end.

Several of the suggestions made by the teachers about the materials (for example, suggestions as regards the length of some of the activities and content of the texts) and the use of the materials in the classroom (for example, teachers' suggestion that 3 forty-five minute classes should be allowed for each unit) were incorporated into the materials and the design of the experiment, respectively. Item 10 of the scale which inquired into the teachers' view of the appropriateness of the grading of vocabulary and grammar across the units deserved a lot of comments on the part of the teachers. Due to the fact that there is a strong tradition of structurally graded syllabuses in Brazil (cf 2.2.4.1 above), the teachers found the grading criterion of contrastive difficulty used inappropritate. My attempt to anticipate in the syllabus grammatical items which offer little difficulty in contrastive terms with the learner's knowledge of his NL was criticised. That is one of the reasons why the grading criterion of the grammatical units in the ISTR syllabus also tries to account for a structural type of grading in order to meet teachers' expectations (cf 5.2.4.2)

Below there is an English version of the questionnaire followed by the actual Portuguese version used.

TEACHERS' FIRST MATERIALS EVALUATION QUESTIONNAIRE

Part 1

Identification. Please, check as appropriate.

1. Academic qualification

   a) MA ☐ b) BA ☐ c) Teaching certificate ☐

2. Years of experience teaching English at the secondary schools of the public sector.

   a) between 0 and 5 years ☐ b) between 5 and 10 years ☐

   c) more than 20 years ☐

3. Years of experience teaching zero-beginners

   a) between 0 and 5 years ☐ b) between 5 and 10 years ☐

   c) more than 10 years ☐

4. Type of syllabus normally used in the last 5 years

   a) structural ☐ b) situational ☐

   c) notional/functional ☐ d) a mixture of these ☐

Part 2

I - Instructions for completing Part 2

a) You will find several statements below. Each statement is incomplete and is followed by a scale. Complete each statement by placing a check "✓" in the box of the scale that best describes your opinion of the materials.
For example, if you think that unit 1 is appropriate to the level of the pupils, you will put a check in the box of the scale, as shown below.

Unit 1 is ..... to the level of the pupils.

highly appropriate	appropriate	uncertain	inappropriate	highly inappropriate
	✓			

appropriate inappropriate

b) Below the scale, you will find some space for whatever comments you wish to make regarding the issue involved in this particular item. For example, supposing that you found unit 1 appropriate and you checked the box as above, but that you felt that one of the activities in this unit was too complex for the pupils, you should point that out as follows.

Comments: Activity 2 of this unit is too complex for the pupils

c) Please, keep in mind that these materials aim at the teaching of reading (and no other skill) to zero-beginners.

d) Please, consider each item separately.

II - Questions:

5. The instructions to the teacher section is .....

clear — highly clear — clear — uncertain — unclear — highly unclear — unclear

Comments: _____

_____

6. The instructions to the teacher section contains .....
information about the objectives of each phase of the units.

sufficient _____ insufficient

Comemnts: _____

_____

7. The instructions to the teacher section contains .....
information about how to use the different phases of the units.

sufficient _____ insufficient

Comments: _____

8. The objective of the introductory unit which contains a text in Portuguese is .....

clear ——————————————— unclear

Comments: _____

9. These materials are in general .... to the level of the pupils.

adequate ——————————————— inadequate

Comments: _____

10. Bearing in mind the specific objective of these materials, the gradation in terms of linguistic difficulty (vocabulary and grammar) across the units is .... to zero-beginners.

inappropriate ——————————————— inappropriate

Comments: _____

11. The level of conceptual difficulty involved in the activities in which the pupils have to solve a problem is .... to the level of the pupils.

adequate ——————————————— inadequate

Comments: _____

12. The materials are .... for teachers to use in the classroom.

difficult ——————————————— easy

Comments: _____

13. The instructions are .... to the pupils.

clear ——————————————— unclear

Comments: _____

14. The content of the texts is .... to the pupils.

culturally inappropriate ——— culturally appropriate

Comments: _____

15. The content of the texts is .... to the pupils.

interesting ——— uninteresting

Comments: _____

16. The content of the texts is .... for the pupils.

difficult ——— easy

Comments: _____

17. The length of the text is .....

adequate ——— inadequate

Comments: _____

18. The problem-solving activities are ... to the pupils.

motivating ——— non-motivating

Comments: _____

19. The problem-solving activities are .....

culturally inappropriate ——— culturally appropriate

Comments: _____

20. The number of different activity types in each unit is ....

excessive ——— sufficient

Comments: _____

21. It is ..... to cover each unit in 2 (50 minute) classes.

possible ——————————————— impossible

Comments: _____

22. The drawings, diagrams, graphs are ... to the pupils.

motivating ——————————————— non-motivating

Comments: _____

23. Teachers will find these materials .....

enjoyable ——————————————— boring

Comments: _____

24. Pupils will find these materials .....

boring ——————————————— enjoyable

Comments: _____

Part 3

Now I would like you to consider each unit separately.

25. Is there any text you particularly disapprove of for whatever reason? Would you please follow the example below to provide this information?

Example: Unit 4 ; text title On the Thames

Reason: culturally inappropriate and too long

a) Unit ; text title: _____

Reason _____

b) Unit ; text title: _____

Reason _____

c) Unit ; text title : _____

Reason _____

_____

26. Is there anything you disapprove of for whatever reasons in the Pre-Reading Phase? Would you please follow the example below to provide this information?

Example: Unit 4 ; activity 2 ;
Reason: tedious for pupils

a) Unit ; activity ;
Reason _____

b) Unit ; activity ;
Reason _____

c) Unit ; activity ;
Reason _____

27. Is there any comprehension testing activity you disapprove of for whatever reasons? (same instructions as in 18 above)

a) Unit ; activity ;
Reason _____

b) Unit ; activity ;
Reason _____

28. Is there any Post-reading phase activity your disapprove of for whatever reasons? (same instructions as in 18 above)

a) Unit ; activity ;
Reason _____

b) Unit ; activity ;
Reason _____

c) Unit ; activity ;
Reason _____

Part 4

Put a check in the boxes as appropriate.

29. Do you think these materials require specific knowledge about reading and a special skill about how to use them on the part of the teachers? Yes ☐ No ☐

30. Or would you say that few training sessions on how to use the materials will be enough to prepare the teacher to go into the classroom? Yes ☐ No ☐

Part 5

31. The space below is reserved for whatever comments you still want to make as regards the materials or their use in the classroom.

_____

Thank you!

QUESTIONÁRIO DE AVALIAÇÃO DOS MATERIAIS

PARTE 1. IDENTIFICAÇÃO. Por favor, marque com um X conforme for apropriado.

1. Qualificação acadêmica:
   a. Mestrado ( ) b. Licenciatura plena ( )
   c. Licenciatura curta ( )
2. Anos de experiência no ensino de inglês em escolas secundárias do setor público:
   a. Entre 0 e 5 anos ( ) b. Entre 5 e 10 anos ( )
   c. Mais de 10 anos ( )
3. Anos de experiência ensinando iniciantes-zero:
   a. Entre 0 e 5 anos ( ) b. Entre 5 e 10 anos ( )
   c. Mais de 10 anos ( )
4. Tipo de 'syllabus' normalmente usado nos últimos 5 anos:
   a. Estrutural ( ) b. Situacional ( )
   c. Nocional/funcional ( ) d. Uma mistura desses tipos ( )

PARTE 2.

I. INSTRUÇÕES SOBRE COMO COMPLETAR ESTA PARTE.

a) Você encontrará várias afirmações abaixo. Cada uma dessas afirmações está incompleta e é seguida de uma escala. Complete cada afirmação colocando um X na seção da escala que melhor caracteriza sua opinião dos materiais. Por exemplo, se você achar que a unidade 1 é adequada ao nível dos alunos, você colocará um X na seção da escala, conforme exemplificado abaixo:

A unidade 1-A é ..... ao nível dos alunos.

	EXTREMAMENTE ADEQUADA	ADEQUADA	INCERTO	INADEQUADA	EXTREMAMENTE INADEQUADA	
adequada		X				inadequada

b) Abaixo da escala, você encontrará um espaço para quaisquer comentários que você queira fazer com respeito à questão envolvida neste item em particular. Por exemplo, supondo que você tenha achado a unidade 1 adequada e marcado a seção adequada como acima, mas que você seja de opinião que uma das atividades desta unidade é complexa demais para os alunos, você deverá assinalar isso conforme abaixo:

Comentários: A atividade 2 desta unidade é complexa demais para os alunos.

c) Por favor, não se esqueça que esses materiais têm como objetivo o ensino da habilidade de ler (e nenhuma outra habilidade) para iniciantes-zero.

d) Por favor, considere cada item separadamente.

II. QUESTÕES.

5. A seção de instruções para o professor é .....

	MUITO CLARA	CLARA	INCERTO	POUCO CLARA	MUITO POUCO CLARA	
clara						pouco clara

Comentários: _____

_____

6. A seção de instruções para o professor contém informação .... sobre os objetivos de cada fase das unidades.

	EXTREMAMENTE SUFICIENTE	SUFICIENTE	INCERTO	INSUFICIENTE	EXTREMAMENTE INSUFICIENTE	
suficiente						insuficiente

Comentários: _____

_____

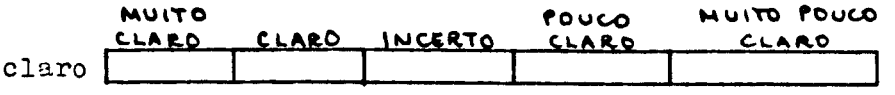
7. A seção de instruções para o professor contém informação .... de como usar as diferentes fases das unidades.

	EXTREMAMENTE INSUFICIENTE	INSUFICIENTE	INCERTO	SUFICIENTE	EXTREMAMENTE SUFICIENTE	
insuficiente						suficiente

Comentários: _____

_____

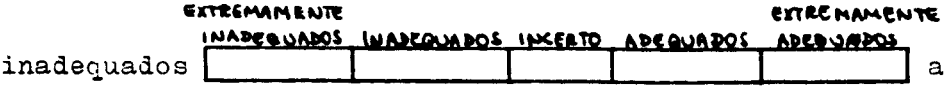
8. O objetivo da unidade introdutória onde um texto em português é usado está .....



Comentários: _____

_____

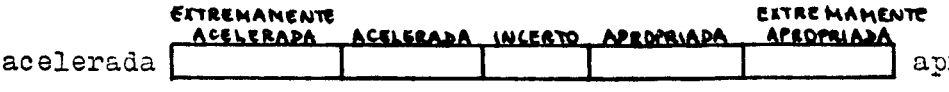
9. Esses materiais são em geral ..... ao nível dos alunos.



Comentários: _____

_____

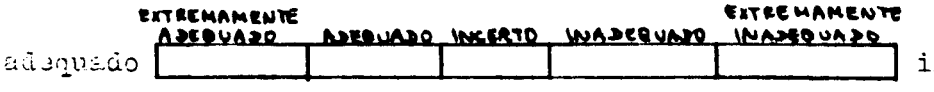
10. A gradação em termos de dificuldade linguística (vocabulário e gramática) através das unidades é ..... para iniciantes-zero levando-se em consideração os objetivos específicos desses materiais.



Comentários: _____

_____

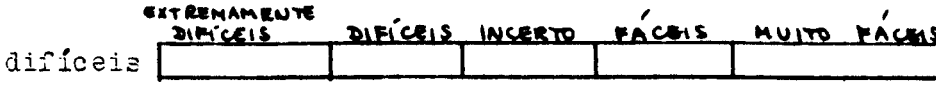
11. O nível de dificuldade conceptual envolvido nas atividades em que os alunos têm que resolver problemas é ..... ao nível dos alunos.



Comentários: _____

_____

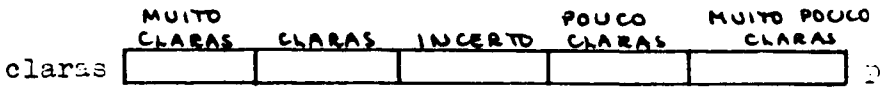
12. Os materiais são ..... para os professores usarem na sala de aula.



Comentários: _____

_____

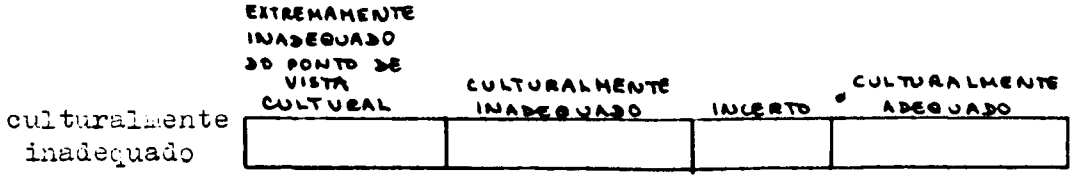
13. As instruções são ..... para os alunos.

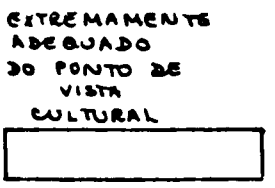


Comentários: _____

_____

14. O conteúdo dos textos é ..... aos alunos.

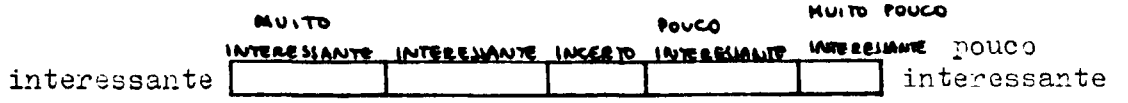




Comentários: _____

_____

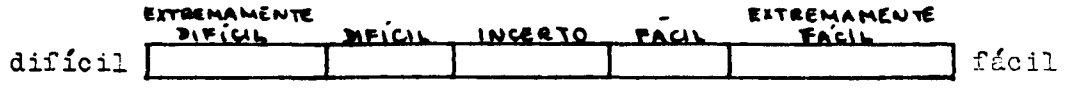
15. O conteúdo dos textos é ..... para os alunos.



Comentários: _____

_____

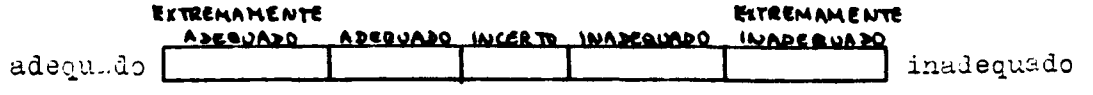
16. O conteúdo dos textos é ..... para os alunos.



Comentários: _____

_____

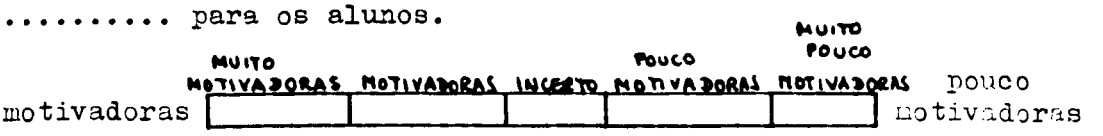
17. O tamanho dos textos é .....



Comentários: _____

_____

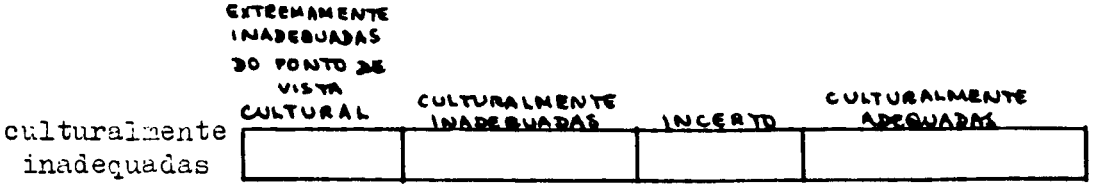
18. As atividades que envolvem a resolução de um problema são .... para os alunos.

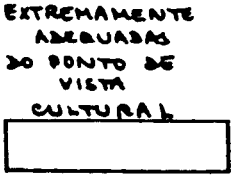


Comentários: _____

_____

19. As atividades que envolvem a resolução de um problema são ....

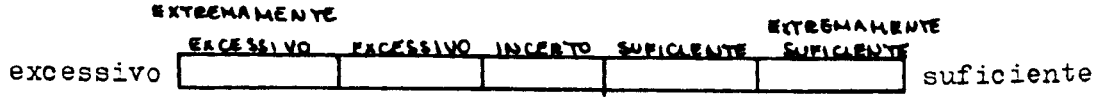




Comentários: _____

_____

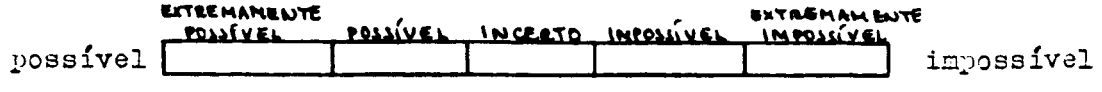
20. O número de atividades diferentes em cada unidade é .....



Comentários: _____

_____

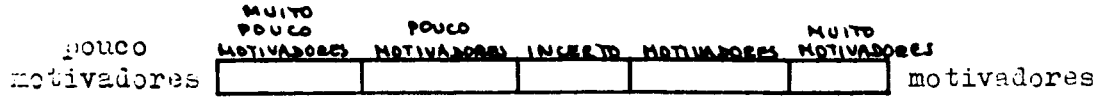
21. É ..... cobrir cada unidade em duas aulas de 50 min.



Comentários: _____

_____

22. Os desenhos, diagramas e gráficos são ..... para os alunos.



Comentários: _____

_____

23. Os professores vão achar esses materiais .....

	EXTREMAMENTE INTERESSANTES	INTERESSANTES	INCERTO	CHATOS	EXTREMAMENTE CHATOS	
interessantes						chatos

Comentários: _____

_____

24. Os alunos vão achar esses materiais .....

	EXTREMAMENTE CHATOS	CHATOS	INCERTO	INTERESSANTES	EXTREMAMENTE INTERESSANTES	
chatos						interessantes

Comentários: _____

_____

PARTE 3

Agora, gostaria que você considerasse cada unidade em separado.

25. Há algum texto que você particularmente desaprova por quaisquer razões? Por favor, siga o exemplo abaixo para fornecer esta informação.

EXEMPLO: Unidade 4 Título do texto: On the Thames

Razão: Inadequado do ponto de vista cultural e longo demais.

a) Unidade _____ Título do texto: _____

Razão: _____

b) Unidade _____ Título do texto: _____

Razão: _____

c) Unidade _____ Título do texto: _____

Razão: _____

d) Unidade _____ Título do texto: _____

Razão: _____

e) Unidade _____ Título do texto: _____

Razão: _____

f) Unidade _____ Título do texto: _____

Razão: _____

26. Há alguma atividade que você particularmente desaprova por quaisquer razões na chamada Pre-Reading Phase B? Por favor, siga o exemplo abaixo para fornecer esta informação.

EXEMPLO: Unidade 4 Atividade 2

Razão: Atividade muito tediosa para os alunos.

a) Unidade _____ Atividade _____

Razão: _____

b) Unidade _____ Atividade _____

Razão: _____

c) Unidade _____ Atividade _____

Razão: _____

d) Unidade _____ Atividade _____

Razão: _____

e) Unidade _____ Atividade _____

Razão: _____

f) Unidade _____ Atividade _____

Razão: _____

OBSERVAÇÃO: Caso você precise de mais espaço para esse item, por favor use o verso desta página, seguindo o esquema acima, ou seja, unidade, atividade e razão.

27. Há alguma atividade da chamada Comprehension Testing Phase que você desaprova por quaisquer razões? (Por favor, siga as mesmas instruções como no item 26 acima.)

a) Unidade _____ Atividade: _____

Razão: _____

b) Unidade _____ Atividade: _____

Razão: _____

c) Unidade _____ Atividade: _____

Razão: _____

d) Unidade _____ Atividade _____
Razão: _____

e) Unidade _____ Atividade _____
Razão: _____

f) Unidade _____ Atividade _____
Razão: _____

28. Há alguma atividade da chamada Post-Reading Phase que você desaprova por quaisquer razões? (Por favor, siga as mesmas instruções como no item 26 acima.)

a) Unidade _____ Atividade _____
Razão: _____

b) Unidade _____ Atividade _____
Razão: _____

c) Unidade _____ Atividade _____
Razão: _____

d) Unidade _____ Atividade _____
Razão: _____

PARTE 4. Marque SIM ou NÃO com um X :

29. Você acha que esses materiais requerem conhecimento específico sobre leitura e uma habilidade especial sobre como usá-los por parte dos professores? SIM _____ NÃO _____

30. Ou você acha que algumas poucas sessões de treinamento sobre como usar esses materiais serão suficientes para o professor entrar na sala de aula? SIM _____ NÃO _____

PARTE 5.

31. O espaço abaixo é reservado para quaisquer comentários que você queira fazer com respeito aos materiais e sua aplicação na sala de aula.

_____
_____
_____

Muito obrigado mesmo.

APPENDIX D

SUBJECTS' PARENTAL OCCUPATION

In this appendix I list the occupation of the subjects' fathers with the intent to reveal the subjects' social class. As Oppenheim (1979:263) indicates "Since a man's occupation is, in westernised societies, the most important single determinant of his social status, social research workers often use it as an index of social class or prestige level". This list includes the 133 subjects who took the pre-test.

I make use of the Hall-Jones Scale of Occupational Prestige for males to classify the professions according to their general status in the community (cf Oppenheim, 1979:276-284). The scale is divided into the following 7 levels:

Class 1 - Professional qualified and High Administrative.
Class 2 - Managerial and Executive (with some Responsibility for Directing and Initiating Policy).
Class 3 - Inspectional, Supervisory and Other Nonmanual (Higher grade).
Class 4 - Inspectional, Supervisory and Other Nonmanual (Lower grade).
Class 5(a) - Routine grades of Nonmanual work.
Class 5(b) - Skilled Manual.
Class 6 - Manual, Semi-skilled.
Class 7 - Manual, Routine.

Below I list each subjects'number (SN), father's occupation (FO) and the corresponding number in the Hall-Jones scale between parentheses (HJ). This information was collected by the groups' teachers from each pupil's registration card. Note that in some cases the information was not available (INA). It will be seen the subjects' fathers' profession range from class 5 to class 7.

GROUP 1

SN	FO	HJ
001	builder's labourer	(7)
002	cleaner	(7)
003	porter	(7)
004	porter	(7)
005	INA	
006	refuse collector	(7)
007	shop hand	(6)
008	builder's labourer	(7)
009	INA	

GROUP 2

SN	FO	HJ
031	mechanic	(5)
032	INA	
033	civil servant	(5)
034	army private	(6)
035	lorry driver	(5)
036	INA	
037	builder's labourer	(7)
038	INA	
039	army's private	(6)

GROUP 1 cont'd

SN	FO	HJ
010	porter	(7)
011	porter	(7)
012	INA	
013	retired	
014	retired	
015	carpenter	(6)
016	canteen assistant	(7)
017	civil servant	(5)
018	Jack of all trades	(7)
019	INA	
020	radio mechanic	(5)
021	canteen assistant	(7)
022	refuse collector	(7)
023	cleaner	(7)
024	umemployed	
025	porter	(7)
026	civil servant	(5)
027	unemployed	
028	radio mechanic	(5)
029	INA	
030	retired	

GROUP 2 cont'd

SN	FO	HJ
040	retired	
041	civil servant	(5)
042	nurse's assistant	(5)
043	quay labourer	(7)
044	blacksmith	(5)
045	INA	
046	INA	
047	painter	(5)
048	INA	
049	plumber	(5)
050	porter	(7)
051	butcher's assistant	(6)
052	lorry driver	(5)
053	fitter	(5)
054	lorry's driver assistant	(7)
055	cook	(5)
056	painter	(5)
057	builder's labourer	(7)
059	shop hand	(6)
060	driver	(5)
061	INA	
062	INA	
063	boot repairer	(5)

GROUP 3

SN	FO	HJ
064	orphan	
065	street trader	(7)
066	orphan	
067	clerk	(5)
068	clerk	(5)
069	INA	
070	INA	
071	Jack of all trades	(7)
072	blacksmith's striker	(6)
073	INA	
074	INA	
075	INA	
076	INA	
077	INA	
078	shop hand	(6)
079	INA	
080	clerk	(5)
081	driver	(6)
082	driver	(6)
083	carpenter	(5)
084	mechanic	(5)
085	INA	
086	INA	
087	INA	
088	mechanic	(5)
089	orphan	
090	Jack of all trades	(7)

GROUP 4

SN	FO	HJ
099	shop hand	(6)
100	shop hand	(6)
101	street trader	(7)
102	INA	
103	driver	(6)
104	prison officer	(5)
105	army private	(6)
106	clerk	(5)
107	clerk	(5)
108	driver	(6)
109	INA	
110	blacksmith	(5)
111	clerk	(5)
112	porter	(7)
113	INA	
114	cook	(5)
115	INA	
116	INA	
117	clerk	(5)
118	baker	(5)
119	builder's labourer	(7)
120	bank clerk	(3)
121	retired	
122	INA	
123	INA	
124	police (constable)	(5)
125	army private	(6)

GROUP 3

SN	FO	HJ
091	porter	(7)
092	driver	(6)
093	INA	
094	lift attendant	(7)
095	INA	
096	cleaner	(7)
097	shop hand	(6)
098	INA	

GROUP 4 cont'd

SN	FO	HJ
126	army private	(6)
127	tailor	(5)
128	plumber	(5)
129	telephone operator	(5)
130	retired	
131	army private	(5)
132	driver	(6)
133	printer	(5)

APPENDIX E

LIST OF MATERIAL COVERED BY GROUPS BEFORE THE EXPERIMENT STARTED

GROUP 1

Grammatical items:

- to be → affirmative, negative and interrogative forms (contracted forms)
- subjective pronouns
- possessive adjectives
- this/that
- question words: what, who, where
- definite and indefinite article
- there is/there are
- present continuous
- possessive case
- prepositions: in, on, at

Lexical items

- colours
- classroom objects
- greetings
- professions
- days of the week

GROUP 2

Grammatical items:

- to be → affirmative, negative and interrogative forms
- subjective pronouns
- possessive adjectives
- this/that, these/those
- definite and indefinite article
- question words: what and where
- there is/there are
- possessive case
- prepositions: in, on

Lexical items

- colours
- classroom objects
- greetings
- professions
- days of the week
- months

GROUP 3

Grammatical items:

- to be (affirmative, negative and interrogative forms)
- subjective pronouns
- possessive adjectives/pronouns
- this/that
- definite and indefinite article
- question words: what, who, where
- there is/there are
- present continuous
- possessive case
- prepositions: in, on, at

Lexical items

- colours
- classroom objects
- greetings
- professions
- days of the week

GROUP 4

Grammatical items:

- to be (affirmative, negative and interrogative forms)
- subjective pronouns
- possessive adjectives
- this/that; these/those
- definite and indefinite article
- question words: what, who, where
- there is/there are
- present continuous
- possessive case
- prepositions: on, in, at, beside, in front of, behind, under

Lexical items

- colours
- classroom objects
- greetings
- professions
- days of the week
- clothes
- verbs of movement (sit down, stand up, come, go)

APPENDIX F

PRE-TEST

Teste de Vocabulário

Nome: _____

Instruções:

1. O objetivo deste teste é simplesmente saber se você conhece as palavras que estão faltando em cada exercício, portanto não se preocupe se você não puder responder as questões. Gostaria, porém, que você tentasse fazer o teste com atenção.

2. O teste tem 20 problemas. Cada problema é um diálogo que está incompleto. Abaixo do diálogo há 4 palavras. Você deve escolher a palavra correta para completar o diálogo. Só há uma resposta para cada problema.

3. Há 2 tipos de problemas neste teste. Um deles tem um diálogo sobre um desenho. Parte da resposta está omitida.
   Por exemplo: I) "What's that?"
   "It's a _____."

   a) lamp
   b) ring
   c) watch
   d) clock

   A resposta certa é d, "clock". Marque a letra d como resposta.

4. O outro tipo de problema não tem nenhum desenho. Você deve escolher a resposta certa lendo o diálogo. Uma porção da segunda parte foi omitida.

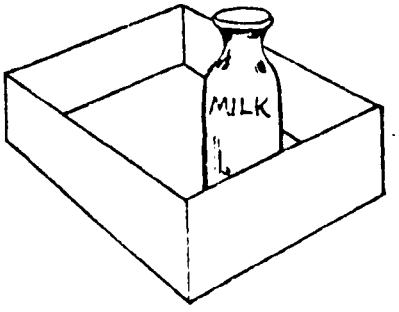
   Por exemplo: II) "That is a beautiful watch".
   "_____".

   a) you're welcome.
   b) Thank you.
   c) Yes, I am.
   d) Yes, please.

   A resposta certa é a letra b, "Thank you".

5. Se você não compreendeu como fazer o teste, levante a mão. O seu professor esclarecerá sua dúvida.

Comece o teste agora.

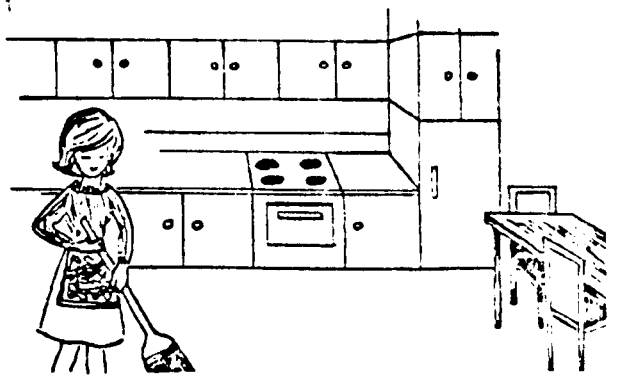


1- "Where's the milk?"
"It's _____ the box."

a. in
b. above
c. on
d. beside

2- "How much milk is there?"
"There's one _____ of milk."

a. bottle
b. cup
c. bowl
d. dish

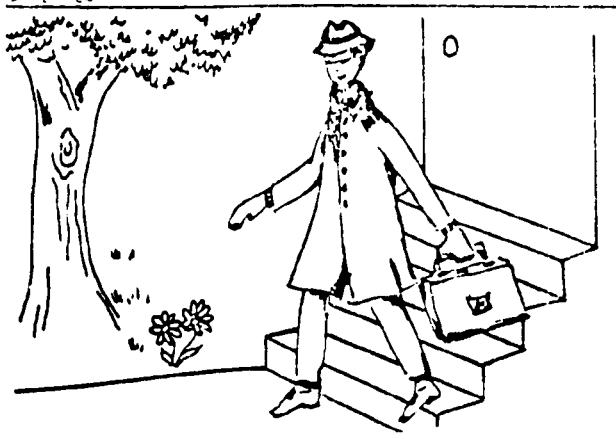


3- "What's Mrs. Green?"
"She's a _____."

a. nurse
b. housewife
c. clerk
d. secretary

4- "Where is the stove?"
"It's _____."

a. beside the table
b. under the cupboard
c. on the wall
d. in front of the chairs



5- "What is John doing?"
"He's _____ the house."

a. going to
b. looking at
c. entering
d. leaving

6- "What's John wearing?"
"He's wearing a _____."

a. hat
b. tie
c. briefcase
d. blouse

7- "What time is it?"
"It's _____."

a. two fifteen
b. two and fifteen
c. two quarter
d. two and a quarter

8- "Which book do you want?"
"I want _____."

a. a book
b. the book
c. the red book
d. one book

9- "When did Jim arrive?"
"He got here at _____."

a. thirty before nine
b. eight and thirty
c. eight and a half
d. eight thirty

10- "Who was that woman?"
"That was my mother's sister, Becky."

a. Nephew
b. Uncle
c. Aunt
d. Cousin

11- "When is John going to arrive?"
"He's coming _____ Monday."

a. off
b. to
c. at
d. on

12- "When did you begin to study English?"
"I began five years _____."

a. last
b. next
c. from now
d. ago

13- "When did Alice study in the library?"
"She studied there _____ night."

a. this
b. last
c. yesterday
d. a

14- "What did he say?"
"I didn't hear him. The radio was too _____."

a. heavy
b. loud
c. dark
d. hard

15- "When is John going to speak?"
"He's going to speak _____."

a. tomorrow
b. last day
c. yesterday
d. next day

16- "Do you want a glass of water?"
"Yes, I'm _____."

a. sad
b. thirsty
c. hungry
d. tired

17- "When are you going to meet Mary?"
"I'm going to see her _____."

a. in noon
b. at the noon
c. noon
d. at noon

18- "Where are you going to eat today?"
"I'm going to _____ lunch at home."

a. have
b. put
c. do
d. stir

19- "Where does John study?"
"He studies _____."

a. in home
b. to home
c. home
d. at home

20- "Do you like toast for breakfast?"
"Yes, but I _____ cereal today."

a. do
b. like
c. want
d. take

APPENDIX G

POST TESTS

I - Experimental groups' post tests

Note that first you have the English version of the tests and then the actual tests (with the items in Portuguese) used.

Instructions:

1. Listen to your teacher carefully. He is going to read the whole test and explain what you have to do in order to answer each question.
2. Then read the texts below carefully.
3. Next answer the questions about each text.

I hope you enjoy the texts.

Text 1

An Afternoon at Home

At 12:30 Italo and Bia return home from school. They have lunch. Then they play in the garden with their cat, Bituca. Bituca is brown and black and loves milk. The children also play with their red ball.

At 3:30 they do their homework. They always have English exercises and stories to read. They prefer reading.

At 5:00 they have some milk and biscuits. They watch TV. Their favourite TV programme is Sitio do Pica-pau Amarelo. Bituca also watches TV. At 5:30 their father arrives home.

At 8:00 it is time for dinner. Bituca always has milk for dinner. Italo and Bia like to watch Bituca having milk.

Questions:

1. Write the number of the paragraph which corresponds to each box.

a) evening
paragraph _____

b) children go back home
paragraph _____

c) snack time
paragraph _____

d) work time
paragraph _____

2. Which paragraph describes Bituca? Paragraph _____.

3. Write T for true and F for false:
a) Italo and Bia play with their ball and Bituca.
b) At 3:30 they do their readings.
c) Italo and Bia prefer to do their exercises.
d) The children's father arrives home early afternoon.
e) Italo and Bia have milk for dinner.

Text 2

A Visit

Last Sunday Pedro and Ana went to Italo and Bia's house in Meier. They wanted to play with Italo and Bia. They went in the afternoon. They took the bus.

When they arrived in Meier, it was difficult to find Italo and Bia's house. They took the wrong street. Italo and Bia's house is in Rua da Flores, but Pedro and Ana went to Rua do Mar. They went to the football club.

Fortunately, Alfredo, Italo and Bia's father, was in the football club. He took Pedro and Ana home.

Questions:

1. The paragraphs above can be labelled as "situation" (introduction), "problem" and "solution". Number each paragraph according to its label.

_____ paragraph problem

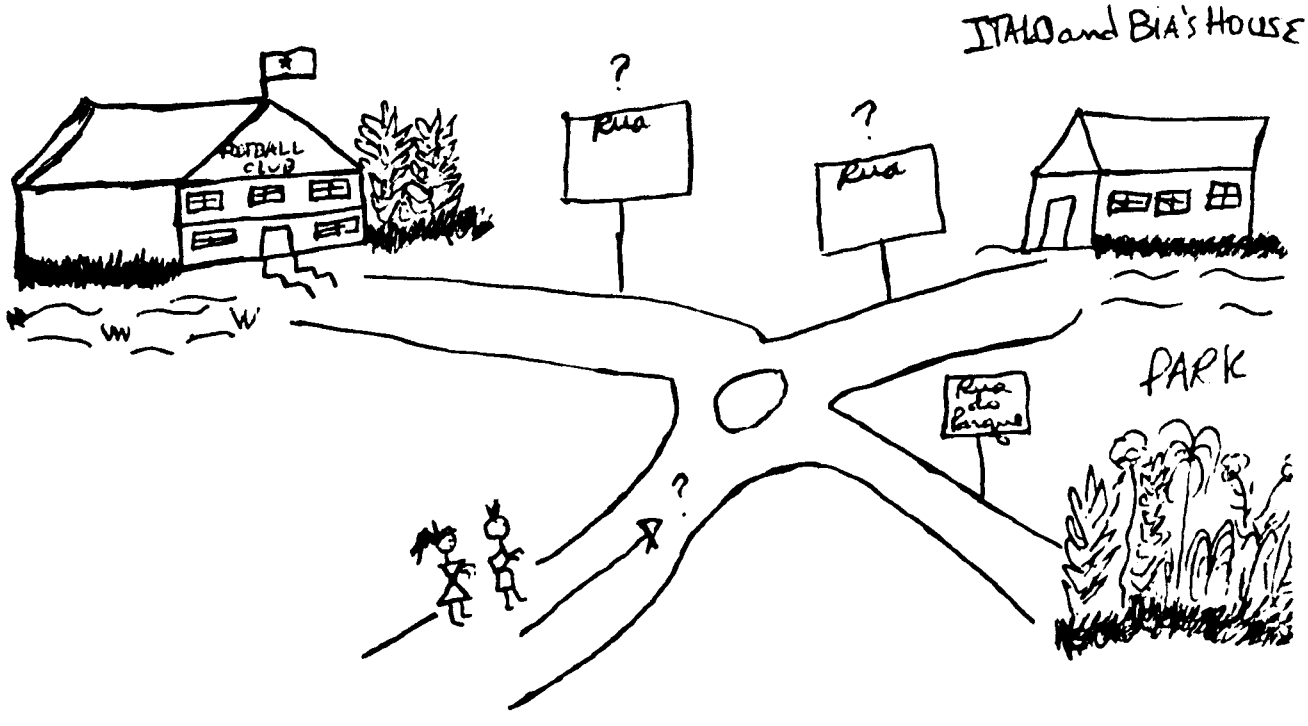
_____ paragraph solution

_____ paragraph situation

2. The drawing below shows the map of the place where Italo and Bia live.

a) Draw a line to show the way Pedro and Ana took

b) Write the names of the streets on the plates according to the text.



3. The paragraph below is a summary of the story you read, but it is incomplete. Can you complete it?

Pedro and Ana went to visit Italo and _____ last Sunday. Italo and Bia's house is in _____. Pedro and Ana went to the football club. _____ were in Rua do Mar, but the house _____ in Rua das Flores. Alfredo was in the _____ and took the children home.

Texto 1

1

An Afternoon at Home

At 12:30 Italo and Bia return home from school. They have lunch. Then they play in the garden with their cat, Bituca. Bituca is brown and black and loves milk. The children also play with their red ball.

At 3:30 they do their homework. They always have English exercises and stories to read. They prefer reading.

At 5:00 they have some milk and biscuits. They watch TV. Their favourite TV programme is Sitio do Pica-pau Amarelo. Bituca also watches TV. At 5:30 their father arrives home.

At 8:00 it is time for dinner. Bituca always has milk for dinner. Italo and Bia like to watch Bituca having milk.

Questões:

1. Escreva o número do parágrafo que corresponde a cada retângulo:

a) noite — parágrafo _____

b) volta das crianças para casa — parágrafo _____

c) hora de merendar — parágrafo _____

d) hora de estudar — parágrafo _____

2. Que parágrafo descreve Bituca? Parágrafo _____. 5

3. Escreva V para verdadeiro e F para falso.

a) Italo e Bia brincam com sua bola e com Bituca ☐ 6

b) às 3:30 eles fazem suas leituras ☐ 7

c) Italo e Bia preferem os exercícios em inglês ☐ 8

d) O pai das crianças chega em casa no início da tarde ☐ 9

e) Italo e Bia tomam leite no jantar ☐ 10

2

Texto 2

A Visit

Last Sunday Pedro and Ana went to Italo and Bia's house in Méier. They wanted to play with Italo and Bia. They went in the afternoon. They took the bus.

When they arrived in Méier, it was difficult to find Italo and Bia's house. They took the wrong street. Italo and Bia's house is in Rua das Flores, but Pedro and Ana went to Rua do Mar. They went to the football club.

Fortunately, Alfredo, Italo and Bia's father, was in the football club. He took Pedro and Ana home.

Questões:

1. Os parágrafos acima podem ser chamados de "situação" (introdução), "probleme" e "solução". Numere cada parágrafo de acordo com esses nomes:

   _____ parágrafo → problema 11

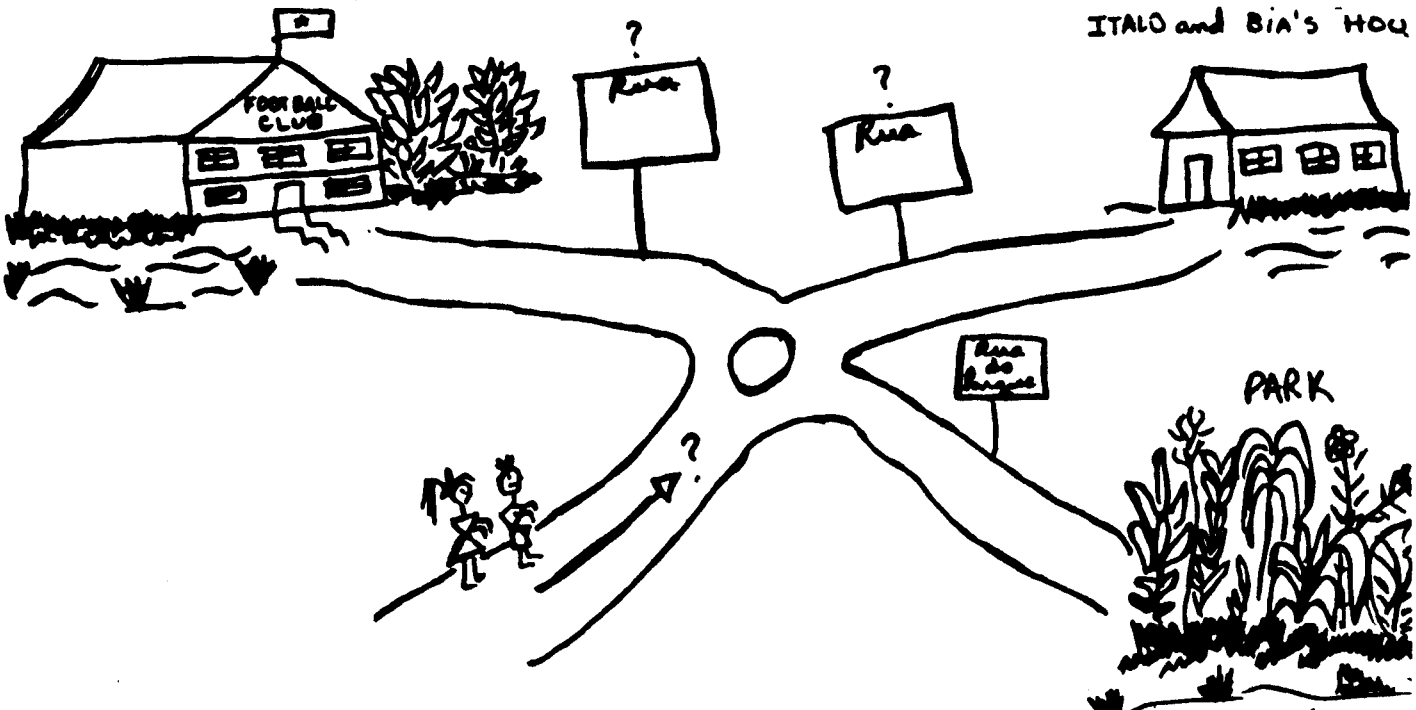
   _____ parágrafo → solução 12

   _____ parágrafo → situação (introdução) 13

2. O desenho abaixo mostra o mapa do lugar onde Italo e Bia moram.

   a) Faça uma linha para mostrar o caminho que Pedro e Ana seguiram. 14

   b) Escreva os nomes das ruas nas placas de acordo com o texto. 15



3

3. O parágrafo abaixo é um resumo da estória que você leu, mas está incompleto. Complete-o.

Pedro and Ana went to visit Italo and _____ last Sunday. Italo and Bia's house is in _____. Pedro and Ana went to the football club. _____ were in Rua do Mar, but the house _____ in Rua das Flores. Alfredo was in the _____ and took the children home.

16 17 18 19 20

II - Control group post-tests

Note that first you have the English version of the tests and then the actual tests (with the items in Portuguese) used.

Instructions:

1. Listen to your teacher carefully. He is going to read the whole test and explain what you have to do in order to answer each question.
2. Then read the texts below carefully.
3. Next answer the questions after each text.
4. Then put a check in the box which corresponds to the correct answer. Only one answer is possible.

I hope you enjoy the texts!

Text 1

Sundays

Italo and Bia like Sundays. They get up, brush their teeth and have breakfast. Then they play at home. They play football with Pedro, Ana and Maria. They like football. Pedro always shouts: 'goal'!

At 11:30 Pedro, Ana and Maria go back home. At 12:00 Italo and Bia and their parents have lunch. They always have a guaraná with their lunch on Sundays. Then they go to bed for some time.

At 3:00 Italo and Bia go to the park with their parents. They meet Pedro, Ana and Maria there. They all play hide and seek. There are tall trees in the park. Pedro likes to play this game. He likes to hid behind the tall trees. Maria likes to be the seeker, but Bia prefers to hide.

At 6:00 they return home and have dinner. Then they watch TV. At 8:30 they go to bed. On Monday mornings they have to go to school.

Questions:

1. Do Italo and Bia play in the park on Sunday mornings?

   a) Yes, they do
   c) No, they do not
   d) No, they play in the club
   d) No, they play in the park in the evening

2. Who plays football with Italo and Bia?

   a) Pedro and Ana do
   c) Ana and Maria do
   b) Pedro does
   d) Pedro, Ana and Maria do

3. Who has lunch with Bia?

   a) Pedro, Ana and Maria
   c) Pedro and Ana
   b) Her parents and Italo
   d) Italo

4. What do Italo and Bia do immediately after lunch on Sundays?

   a) They go to the park
   c) They go to Pedro, Ana and Maria's house
   b) They sleep
   d) They have Guaraná

5. With whom do Italo and Bia go to the park?

   a) by themselves
   c) with their parents
   b) with Pedro, Ana and Maria
   d) with Maria

6. Who plays hide and seek?

   a) Italo and Bia do
   c) All the children
   b) Pedro, Ana, Maria and Italo
   d) Italo, Bia, Pedro and Ana

7. Who hides behind the tall trees?

   a) Italo does
   c) Maria does
   b) Pedro does
   d) Bia and Pedro do

8. Who prefers to be the seeker?

   a) Bia does
   c) Italo and Pedro do
   b) Maria does
   d) Maria and Bia do

9. What do Italo and Bia do immediately after they return home?

a) They watch TV
c) They sleep
b) They have dinner
d) They have lunch

10. When do Italo and Bia go to bed at night?

a) at 6:00
c) at 8:00
b) after they watch TV
d) after dinner

Text 2

The football fans

Nelson and Joana are football fans. They generally go to the stadium with their parents. They are Flamengo fans, but their father is a Fluminense fan and their mother is a Vasco fan. Last Saturday they went to watch Flamengo and Fluminense play, but they went with Carlos, their geography teacher. He is also a Flamengo fan. They were very happy.

But they arrived at the stadium at 3:30. They were late. They were very disappointed. The game started at 1 o'clock and ended at 3 o'clock.

Then Nelson and Joana went back home and their teacher went to the tennis club. Their parents took them to the park. There were some children there. They were playing volleyball. Nelson and Joana played with them. Their parents watched the game and had some sandwiches. The children and their parents enjoyed the Saturday afternoon at the park. The geography teacher enjoyed it at the tennis club.

Questions:

1. Who are the Flamengo fans?

a) their parents are
c) the children are
b) Joanna and her mother are
d) their mother and father are

2. Who is a Vasco fan?

a) the father is
b) the parents are
c) Nelson is
d) the mother is

3. Do the children generally go to the game with their geography teacher?

a) Yes, they do
b) No, they do not
c) Yes, on Saturdays
d) Yes, last Saturday

4. What is the geography teacher's favourite team?

a) Fluminense
b) Vasco
c) the same as the children's
d) none

5. Why were they disappointed when they arrived at the stadium?

a) Because the game had finished
b) Because the game finished at 1 o'clock
c) Because the game started at 3 o'clock
d) Because the game was good

6. How late were they?

a) 4 hours late
b) 2 hours and a half
c) half an hour late
d) an hour late

7. What did the children do next?

a) they went to the park
b) they went back home with their teacher
c) they went back to their teacher's house
d) they went back home

8. Who was playing volleyball in the park when Nelson and Joana arrived?

a) their parents were
b) some children were
c) Flamengo was
d) their mother was

9. What did Nelson and Joana do when they arrived at the park?

a) They played with the children

b) They played volleyball and ate sandwiches

c) They watched the volleyball game

d) They ate sandwiches

10) Who enjoyed the Saturday afternnon?

a) everybody did

b) everybody except the geography teacher

c) the geography teacher and the children did

d) the children and their parents did

TEXTO 1

1

Sundays

Italo and Bia like Sundays. They get up, brush their teeth and have breakfast. Then they play at home. They play football with Pedro, Ana and Maria. They like football. Pedro always shouts: 'goal' !

At 11:30 Pedro, Ana and Maria go back home. At 12:00 Italo and Bia and their parents have lunch. They always have a guaraná with their lunch on Sundays. Then they go to bed for some time.

At 3:00 Italo and Bia go to the park with their parents. They meet Pedro, Ana and Maria there. They all play hide and seek. There are tall trees in the park. Pedro likes to play this game. He likes to hide behind the tall trees. Maria likes to be the seeker, but Bia prefers to hide.

At 6: 00 they return home and have dinner. Then they watch TV. At 8:30 they go to bed. On Monday mornings they have to go to school.

Questões:

1. Italo e Bia brincam no parque de manhã aos domingos? 1

a) sim. ☐ c) Não. ☐

b) Não, brincam no clube ☐ d) Não, brincam no parque à noitinha ☐

2. Quem joga futebol com Italo e Bia? 2

a) Pedro e Ana ☐ c) Ana e Maria ☐

b) Pedro ☐ d) Pedro, Ana e Maria ☐

3. Quem almoça com Bia? 3

a) Pedro, Ana e Maria ☐ c) Pedro e Ana ☐

b) Seus pais e Italo ☐ d) Italo ☐

2

4. O que Italo e Bia fazem imediatamente depois do almoço aos domingos? 4

a) Vão para o parque ☐ c) Vão para a casa de Pedro, Ana e Maria ☐

b) Dormem um pouco ☐ d) Tomam guaraná ☐

5. Com quem Italo e Bia vão para o parque? 5

a) sozinhos ☐ c) com a mãe e o pai deles ☐

b) com Pedro, Ana e Maria ☐ d) com Maria ☐

6. Quem brinca de pique-esconde? 6

a) Italo e Bia ☐ c) Todas as crianças ☐

b) Pedro, Ana, Maria e Italo ☐

d) Italo, Bia, Pedro e Ana ☐

7. Quem se esconde atrás das árvores altas? 7

a) Italo ☐ c) Maria ☐

b) Pedro ☐ d) Bia e Pedro ☐

8. Quem prefere ser o que procura? 8

a) Bia ☐ c) Italo e Pedro ☐

b) Maria ☐ d) Maria e Bia ☐

9. O que Italo e Bia fazem imediatamente depois que voltam para casa? 9

a) Vêem TV ☐ c) Dormem ☐

b) jantam ☐ d) Almoçam ☐

10. Quando Italo e Bia vão para cama à noite? 10

a) às 6:00 ☐ c) às 8:00 ☐

b) Depois de ver TV ☐ d) Depois do jantar ☐

Texto 2

3

The football fans

Nelson and Joana are football fans. They generally go to the stadium with their parents. They are Flamengo fans, but their father is a Fluminense fan and their mother is a Vasco fan. Last Saturday they went to watch Flamengo and Fluminense play, but they went with Carlos, their geography teacher. He is also a Flamengo fan. They were very happy.

But they arrived at the stadium at 3:30. They were late. They were very disappointed. The game started at 1 o'clock and ended at 3 o'clock.

Then Nelson and Joana went back home and their teacher went to the tennis club. Their parents took them to the park. There were some children there. They were playing volleyball. Nelson and Joana played with them. Their parents watched the game and had some sandwiches. The children and their parents enjoyed the Saturday afternoon at the park. The geography teacher enjoyed it at the tennis club.

Questões:

1. Quem são os flamenguistas? 11

a) os pais ☐ c) as crianças ☐

b) Joana e a mãe ☐ d) o pai e a mãe ☐

2. Quem é vascaíno? 12

a) o pai ☐ c) Nelson ☐

b) os pais ☐ d) a mãe ☐

3. Geralmente as crianças vão ao jogo com o professor de geografia? 13

a) Sim ☐ c) Sim, aos sábados ☐

b) Não ☐ d) Sim, no sábado passado ☐

4

4. Qual é o time do professor de geografia? 14

a) Fluminense ☐ c) o mesmo das crianças ☐

b) Vasco ☐ d) Não tem time nenhum ☐

5. Por que eles ficaram desapontados quando chegaram ao estádio? 15

a) Porque o jogo tinha terminado ☐

b) Porque o jogo terminou à 1 hora ☐

c) Porque o jogo começou às 3 horas ☐

d) Porque o jogo foi bom ☐

6. De quanto tempo foi o atraso deles? 16

a) de 4 horas ☐ b) de meia hora ☐

c) de duas horas e meia ☐ d) de uma hora ☐

7. A seguir, o que as crianças fizeram? 17

a) foram para o parque ☐ c) voltaram para a casa do professor ☐

b) voltaram para a casa com o professor ☐ d) voltaram para a sua casa ☐

8. Quem estava jogando voleibol no parque quando Nelson e Joana chegaram? 18

a) os pais ☐ c) o Flamengo ☐

b) algumas crianças ☐ d) a mãe ☐

9. O que Nelson e Joana fizeram ao chegar no parque? 19

a) Jogaram com as crianças ☐ c) Assistiram ao jogo de Voleibol ☐

b) Jogaram voleibol e comeram sanduiches ☐ d) Comeram sanduiches ☐

10. Quem curtiu a tarde de sábado? 20

a) todos ☐ c) o professor de geografia e as crianças ☐

b) todos menos o professor de geografia ☐ d) as crianças e os pais ☐

APPENDIX H

1. PUPILS' QUESTIONNAIRE (English version)

Dear Pupil,

This questionnaire was designed with the main objective of finding out your opinion about the reading lessons you had for the last two months so that the materials you used can be improved in the future. Therefore, it is important that you pay attention to the following instructions.

1. Be frank and honest in your answers. Don't be afraid to express your opinion. Your true opinion is very important to us.
2. There are no wrong or right answers. This is not a test.
3. Do not omit any question.
4. Your teacher will read each question before you answer it to make sure you understand it. In case you have any doubt about the question, raise your hand and your teacher will clarify it.

Thank you for your cooperation.

Part I: Personal information

Instruction: In this part of the questionnaire you are asked to write your age in the first question and in the other questions you simply have to put a check "✓" in the box of the answer you agree with.

For example,

If you like guaraná, you will put a check "✓" in the box under the word yes to answer the question below.

Do you like guaraná?	Yes/no
	☑ ☐

Let us start. Are you ready?

1. How old are you? _____ 4-5

2. I am a boy ☐ 1
   a girl ☐ 2 6

3. Had you ever studied English before you came to this school — yes/no ☐1 ☐2 — 7

4. Do you go to an English language school? — yes/no ☐1 ☐2 — 8

5. A lot of people don't like to read, do you enjoy reading in Portuguese? — yes/no ☐1 ☐2 — 9

6. People read very little nowadays, have you read a book in the past year? — yes/no ☐1 ☐2 — 10

7. Check three of the topics below you would most like to read about.

11 ☐ sports 12 ☐ adventures 13 ☐ school

14 ☐ adolescence 15 ☐ country life 16 ☐ city life

17 ☐ family life 18 ☐ friends 19 ☐ leisure time

20 ☐ music 21 ☐ others: ___ ___

Part II

Instructions: In this part you are asked to express your agreement or disagreement with the statements below. Remember that there are no right or wrong answers. This is not a test.

Here is what you have to do:

1. Read each statement carefully.
2. Then, put a check "V" in the box under the statement which best suits your agreement or disagreement with the statement.
3. Choose only one box at a time.

For example,

Supposing that you detest pumpkin stew and that you have to express your agreement or disagreement with the following statement.

I like pumpkin stew.

You should put a check "√" in the box which expresses your total disagreement with the statement.

totally agree	agree	uncertain	disagree	totally disagree
				√

Now supposing you have to express your agreement or disagreement with the following statements, where would you put your check

1. if you like chocolate, but you are not crazy about it?

I like chocolate.

totally agree	agree	uncertain	disagree	totally disagree

2. if you are crazy about ice-cream?

I like ice cream.

totally agree	agree	uncertain	disagree	totally disagree

3. if you are not sure you like popcorn?

I like popcorn.

totally agree	agree	uncertain	disagree	totally disagree

These examples above show that:

1. we can either agree or disagree with something;
2. we can either agree totally or disagree totally with something;
3. we can be uncertain about whether we agree or disagree with something.

Is that clear? Do you have any questions? OK Let's start.

A. In this section we would like to know what you think about the reading course.

8. The reading course is easy

totally agree	agree	uncertain	disagree	totally disagree

22

9. The reading lessons are boring. 23

10. I have become less interested in English after the reading lessons. 24

11. I would like to go on learning how to read in English. 25

B. In this section we would like to know what you think of the materials you used.

12. I like the reading materials. 26

13. We need more practice with the materials. 27

14. There are sufficient exercises in the materials. 28

15. The materials are boring. 29

16. The explanations given in the materials are clear. 30

17. The exercises of the materials are complicated. 31

18.* The problem-solving activities are fun to do. 32

18. I enjoy learning lists of words. 32

19. The instructions for the exercises are unclear. 33

20. The way grammar is presented in these materials is enjoyable. 34

21. The way vocabulary is taught in these materials is not enjoyable. 35

22. I enjoy the illustrations of the materials. 36

23. The comprehension testing activities are complicated. 37

24.* The questions under each line of the text help me to understand the text.

24. The oral phase at the beginning of each unit helps me to understand the text. 38

25.* Reading the same text again in Reading Phase B is boring. 39

25. Reading the text aloud does not help me to understand the text.

26. The topics of the texts are interesting. 40

27. The stories of the book are false. 41

28.* The questions under each line of the text make me confused.

28. The oral phase at the beginning of each unit is of no use for the comprehension of the text. 42

29.* I like the discussions after reading the text in the Post-Reading Phase. 43

29. I enjoy doing the exercises.

C. In this section we would like to know what you think about learning to read in English.

30. I find it difficult to learn how to read in English 44

31. I am happier with my English classes after the reading lesoons. 45

32. There is no difference between the reading lessons and the other English lessons of this year. 46

33. I like learning to read in English better than any previous experience in learning English. 47

34. It is more important to learn how to speak in English than to read in English. 48

35. I enjoy learning to read in English. 49

36. Learning to read in English is a waste of time. 50

37. It is more important to learn how to read in English than to learn how to speak English. 51

D. In this section we would like to know what you think about what happens when you read a text.

38. The meaning of a text is clearer when I know a lot about the subject of the text before reading it. 52

39. I think that it is necessary to understand every word when I read a text. 53

40.* The division of the text into parts, for example, situation-problem-solution, helps me to understand it. 54

40. To know how to pronounce words helps one to understand a text.

41.* The discussion of a text in Portuguese before the beginning of each unit is not helpful. 55

41. When I read a text, I pronounce the words of the text.

42. Reading the text again is useful because it helps me to understand the text better. 56

43. I often have a sort of conversation with the writer when I read. 57

44. The discussion of the content of the text before I start to read it does not help me to understand it. 58

E. In this section we would like to know what you think about learning English in general, not just in this course.

45.	I consider the study of English useful and important.	59
46.	The time I spend learning English is completely wasted.	60
47.	English is one of the most interesting subjects in school.	61
48.	I think we would be better off without English lessons.	62
49.	If I had my own way, I would never attend English lessons.	63
50.	We should have more English lessons at school.	64
51.	I hate English lessons.	65

Part III

In this part you are required to answer the following questions using your own words.

52. What did you enjoy the most about the reading lessons and materials?

_____

53. What did you enjoy the least about the reading lessons and materials?

_____

54. Is there anything else you would like to say about the reading lessons and materials?

_____

Thank you!

* The first of these two items was used in the experimental group questionnaires and the second in the control group questionnaires.

2. PUPILS' QUESTIONNAIRE (Portuguese version)

Nº _____

QUESTIONÁRIO DE AVALIAÇÃO

Querido aluno,

Este questionário foi feito com o objetivo principal de descobrir sua opinião sobre as aulas de leitura em inglês que você assistiu nos últimos dois meses de modo que os materiais que você usou possam ser melhorados no futuro. Portanto, é importante que você preste atenção às seguintes instruções:

1. Seja franco e honesto em suas respostas. Não tenha medo de expressar sua opinião. A sua opinião sincera é muito importante para nosso trabalho.

2. Não há respostas certas ou erradas. Isso não é um teste.

3. Não omita nenhuma pergunta.

4. O seu professor lerá cada pergunta antes de você respondê-la para ter certeza de que você a compreendeu. Caso você tenha alguma dúvida sobre a pergunta, levante sua mão e o seu professor a esclarecerá.

Muito obrigado por sua cooperação.

2

Número: ____ 1 - 3

PARTE I - Informação pessoal

Instruções: Nesta parte do questionário pede-se que você escreva sua idade na primeira pergunta e que nas outras perguntas você simplesmente coloque um "x" no quadradinho de resposta com que você concorda.

Por exemplo:

Se você gosta de guaraná, você colocará um "x" no quadradinho a baixo da palavra sim para responder à seguinte pergunta:

Você gosta de guaraná? sim ☐ / não ☐

Vamos começar. Você está pronto?

1. Quantos anos você tem? _____ 4 - 5

2. Eu sou um menino ☐ 1
   uma menina ☐ 2 6

3. Você tinha estudado inglês antes de vir para esta escola? sim ☐ 1 / não ☐ 2 7

4. Você frequenta um curso particular de inglês? sim ☐ 1 / não ☐ 2 8

5. Muitas pessoas não gostam de ler.
   Você gosta de ler? sim ☐ 1 / não ☐ 2 9

6. As pessoas lêem muito pouco atualmente.
   Você leu algum livro este ano? sim ☐ 1 / não ☐ 2 10

7. Marque 3 dos assuntos abaixo sobre os quais você prefere ler:

11 ☐ esportes	12 ☐ aventuras	13 ☐ escola
14 ☐ adolescência	15 ☐ vida no campo	16 ☐ vida na cidade
17 ☐ vida em família	18 ☐ amigos	19 ☐ lazer
20 ☐ música	21 ☐ outros: _____	

PARTE II

Instruções:

Nesta parte pede-se que você concorde ou discorde das afirmações abaixo. Lembre-se de que não há respostas certas ou erradas. Isto não é um teste. Eis o que você tem que fazer:

1. Leia cada afirmação cuidadosamente.
2. A seguir, coloque um "x" no quadradinho abaixo da afirmação que melhor expresse sua concordância ou discordância com a afirmação.
3. Só marque um quadradinho de cada vez.

Por exemplo:

Supondo-se que você deteste ensopado de abóbora e que você tenha que expressar sua concordância ou discordância com a seguinte afirmação:

- eu gosto de ensopado de abóbora -

Você terá que colocar um "x" no quadradinho que expresse sua total discordância com a afirmação.

Concordo totalmente	concordo	incerto	discordo	discordo totalmente

Supondo-se que você tenha que expressar sua concordância ou discordância com as seguintes afirmações, onde você colocará o "x"?

1. Se você gosta de chocolate mas não muito?

Eu gosto de chocolate.

Concordo totalmente	concordo	incerto	discordo	discordo totalmente

2. Se você gosta muito de sorvete?

Eu gosto de sorvete.

Concordo totalmente	concordo	incerto	discordo	discordo totalmente

3. Se você não tem certeza de que você gosta de pipoca?

Eu gosto de pipoca.

Concordo totalmente	concordo	incerto	discordo	discordo totalmente

Esses exemplos acima mostram que:

1. Podemos concordar ou discordar com alguma coisa;
2. Podemos concordar totalmente ou discordar totalmente com alguma coisa
3. Podemos não ter certeza de que concordamos ou discordamos com alguma coisa.

Você compreendeu? Você tem alguma pergunta?

Então, vamos começar.

5

A - Nesta parte gostaríamos de saber o que você acha do curso de leitura.

8. O curso de leitura é fácil.

Concordo totalmente	concordo	incerto	discordo	discordo totalmente	22

9. As aulas de leitura são chatas.

Concordo totalmente	concordo	incerto	discordo	discordo totalmente	23

10. Fiquei menos interessado em inglês depois das aulas de leitura

concordo totalmente	concordo	incerto	discordo	discordo totalmente	24

11. Eu gostaria de continuar a aprender a ler em inglês.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	25

B - Nesta parte gostaríamos de saber o que você acha dos materiais que você usou

12. Eu gosto dos materiais de leitura.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	26

13. Precisamos de mais prática com os materiais.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	27

14. Há exercícios suficientes na apostila.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	28

6

15. Os materiais são chatos.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	29

16. As explicações dadas na apostila estão claras.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	30

17. Os exercícios da apostila são complicados.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	31

18. As atividades em que se tem que resolver um problema são divertidas de se fazer.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	32

19. As instruções para os exercícios não são claras.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	33

20. Eu gosto do modo como a gramática é apresentada nesta apostila.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	34

21. Eu não gosto do modo como o vocabulário é ensinado nesta apostila.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	35

22. Eu gosto das ilustrações da apostila.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	36

7

23. Os exercícios de compreensão dos textos são complicados.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	37

24. As perguntas abaixo de cada linha do texto nos ajudam a compreender o texto.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	38

25 Ler o mesmo texto novamente na fase de leitura mais profunda é chato.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	39

26. Os assuntos dos textos são interessantes

concordo totalmente	concordo	incerto	discordo	discordo totalmente	40

27. As estórias da apostila são falsas.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	41

28. As perguntas abaixo de cada linha do texto me fazem ficar confuso.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	42

29. Eu gosto das discussões depois de ler o texto na fase de pós-leitura.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	43

8

C - Nesta parte gostaríamos de saber o que você acha de atividade de aprender a ler em inglês.

30. Eu acho difícil aprender a ler em inglês.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	44

31. Eu gosto mais das minhas aulas de inglês depois das aulas de leitura.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	45

32. Não há diferença entre as aulas de leitura e as outras aulas de inglês deste ano.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	46

33. Gostei mais das aulas de leitura do que das aulas de inglês que tinha tido anteriormente.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	47

34. É mais importante aprender a falar inglês do que ler em inglês.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	48

35. Eu gosto de aprender a ler em inglês.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	49

36. Aprender a ler em inglês é uma perda de tempo.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	50

9

37. É mais importante aprender a ler em inglês do que aprender a falar inglês.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	51

D - Nesta parte gostaríamos de saber o que você acha sobre o que ocorre quando você lê um texto.

38. O significado de um texto é claro quando eu sei muito sobre o assunto do texto antes de lê-lo.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	52

39. Eu acho que é necessário compreender todas as palavras quando eu leio um texto.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	53

40. A divisão do texto em partes, por exemplo, situação-problema-solução, me ajuda a compreendê-lo.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	54

41. A discussão de um texto em português no início de cada unidade me ajuda a compreender o texto em inglês.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	55

42. Ler o texto novamente é útil porque me ajuda a compreender o texto melhor.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	56

43. Eu normalmente tenho uma conversa com o autor do texto quando leio.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	57

10

44. A discussão do conteúdo do texto antes de eu começar a lê-lo não me ajuda a compreendê-lo.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	58

E - Nesta parte gostaríamos de saber o que você acha de aprender inglês em geral, não apenas neste curso.

45. Eu considero o estudo de inglês útil e importante.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	59

46. O tempo que eu gasto aprendendo inglês é completamente desperdiçado.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	60

47. Inglês é um dos assuntos mais interessantes na escola.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	61

48. Eu acho que seria melhor não termos aulas de inglês.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	62

49. Se eu pudesse, nunca assistiria aulas de inglês.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	63

50. Deveríamos ter mais aulas de inglês na escola.

concordo totalmente	concordo	incerto	discordo	discordo totalmente	64

(11)

51. Eu detesto aulas de inglês.

concordo totalmente	concordo	incerto	discordo	discordo totalmente

65

Parte III - Agora gostaríamos que você respondesse as seguintes perguntas usando suas próprias palavras:

52. O que você mais gostou das aulas de leitura e dos materiais?

_____

_____

53. O que você menos gostou das aulas de leitura e dos materiais?

_____

_____

54. Há alguma coisa mais que você gostaria de dizer sobre as aulas de leitura e materiais?

_____

_____

Muito obrigado!

APPENDIX I

DIARY FORMAT

1. English version

Instructions:

Please record here:

I The daily presentation of the materials and whatever problems you face with them;

II Your pupils' attitudes to the materials as you perceive them in the classroom and any hints of their awareness of the reading process;

III Your own attitudes to the materials in the process of teaching them;

IV Whatever other piece of information you consider relevant.

Please: 1 keep to the pattern above when recording information (cf example below):

2 try to be as accurate and frank as possible;

3 complete the diary as soon as the lesson is over so that every relevant piece of information is recorded;

4 note the example below.

Day/Month - lesson no. - Material covered and comments on attitudes

2 9 1 I Introductory Unit - I had to rush through the end of the unit to finish it in one lesson.

II Some pupils complained about the length of activity 7, but seemed to have enjoyed the unit. Some said they had never paid attention to what is involved in the reading process.

III Activity 2,3 and 4 were too hard for the pupils, but on the whole the objective of the unit (what is involved when one reads a text in one's native language) seems to have been reached.

IV - ———————————

Day/Month - lesson no. - Material covered and comments on pupils and teachers' attitudes

2. Portuguese version

D I Á R I O

Por favor, anote aqui:

I. a apresentação diária dos materiais e quaisquer problemas que você encontre ao usá-los;
II. as atitudes dos seus alunos em relação aos materiais conforme você as percebe na sala de aula e quaisquer indícios da percepção deles do processo de leitura;
III. as suas próprias atitudes em relação aos materiais no processo de usá-los;
IV. qualquer outro tipo de informação que você considere relevante.

I N S T R U Ç Õ E S

Por favor,

1. siga a ordem acima ao anotar a informação (cf. exemplo abaixo);
2. tente ser tão preciso e franco quanto possível;
3. complete o diário assim que a aula terminar, de modo que toda a informação relevante seja anotada;
4. observe o exemplo abaixo:

Dia/mês	nº da aula	Matéria dada e comentários sobre atitudes
2 / 9	1	I. Unidade Introdutória. Tive que dar o final da unidade correndo para terminá-la em uma aula. II. Alguns alunos reclamaram da extensão da atividade 7, mas pareceram ter gostado da unidade. Alguns disseram nunca ter prestado atenção ao que ocorre quando se lê um texto. III. As atividades 2, 3 e 4 foram muito difíceis para os alunos, mas o objetivo da unidade parece ter sido alcançado.

IV. ——————

APPENDIX J

TEACHERS' DIARIES

Group 1 diary

Teacher: Myrian Brito Correa Nunes

Day 24/09 Class 1
I - Pre-test

Day 4/10 Class 2
I - Introductory unit. I covered all the exercises as far as exercise 4 of the 2nd pre-reading phase.
II - Two pupils asked the author some extra questions during the second reading of the text. They seemed interested in the class. Several pupils did not know the meaning of the word FRANZINO, but only realised that when they had to do the exercise on synonyms. I took advantage of this fact to show that there was no need for them to know the meaning of this word in order to understand the text.

Day 11/10 Class 3
I - End of the introductory unit

Day 11/10 Class 4
I - Unit 1 - 1st pre-reading phase. Superficial reading. All activities as far as no. 6.
II - In exercise 4 of the introductory unit some pupils used the word GARRINCHA in the column under the label artist rather than under the label football. I asked them to justify this option.

The pupils discussed item e of the comprehension exercise 9 a lot. Some thought that for GARRINCHA it was important to be a national idol.

When reading the text in the pre-reading phase and having to answer the question "Where do they go on Sundays?", several of them answered: "Maracanã" rather than "the football stadium". I called their attention to this fact.
IV - In the next class it would be useful to write on the blackboard the day of the week and of the month if the date was between 1 and 15, which are the numbers I taught in this lesson.

18/10 Class 5
I - Unit 1 - from exercise 7 to the end of the superficial reading phase.
II - Some pupils took longer to understand how to do exercise 13, but they did exercise 16 with ease. Exercises 12, 13, 14, 15 and 16 were commented on and corrected together with the pupils as soon as they finished doing them.
IV - The pupils were very restless because the election of the Community Board of Directors of the school was being held on that day.

19/10 Class 6
I - Unit 1 - Second reading phase.
II - The pupils spent a lot of time doing exercise 20; some did it in a very careless way. Exercise 18 was done more slowly because it seemed to be a new activity for most pupils.
IV - Some said they should do the post-reading phase in Portuguese; others suggested that they should do it in English.

20/10 Class 7
I - Unit 2 - 1st pre-reading phase; superficial reading phase (as far as exercise 3).
II - The pupils found it difficult to do exercise 3 because they did not know the days of the week. I wrote the cardinal numbers on the blackboard because they did not have unit 1 with them. I also wrote the days of the week on the blackboard.
IV - I suggest that a list containing the days of the week should come between exercise 2 and 3.

25/10 Classes 8 and 9
I - Unit 2 - From exercise 4 to the end of this unit.
II - Exercise 9 was the only one that presented some surprise or doubt as regards the instructions, the others (probably because they were similar to unit 1 exercises) were quite easy to do.
The post-reading phase exercises were done orally.
IV - The teacher should introduce the fact that in English the days of the week are indicated by ordinal numbers.

27/10 Classes 10 and 11
I - Unit 3 - All of it.
II - The pupils found the narrative structure (situation, problem, solution) relatively easy. They enjoyed colouring exercise 5(b)),

but this activity was a bit disruptive since some did not have coloured pencils.

I had to explain to them how to do activity 4 twice because they found this activity confusing.

IV - It would be useful to provide more activities like exercises no. 4 and 9 (action-agent).

1/11 Class 12

I - Unit 4 - As far as activity 5 (past -ed).

II - The pupils enjoyed writing names on the map.

IV - I explained the genitive case using the name of that snack-bar called Bob's, pupils' names and classroom objects before doing activity 1.

8/11 Class 13

I - End of unit 4.

II - Several pupils translated the past verbforms of activity 5 into the present tense - I believe they are more interested in the meaning of the sentences and do not pay attention to the tense marker.

In activity 15 I asked them what they knew about the Brazilian Indians. Some wanted to put some Indians on the map of Brazil found in this unit.

In activity 12 some pupils were in doubt about the number related to the paragraphs whose content had to do with the beginning of the class and the conclusion. (They did not know whether the word conclusion in the exercise referred to the text or to the discovery of Brazil). At the end of the class I gave out the homework.

10/11 - Classes 14 and 15

I - Unit 5 - All of it.

II - The pupils liked exercises 19 and 20. They took longer to understand exercise 8. This exercise was practically done by the teacher and copied by the pupils.

As exercise 8 was practically done for them by the teacher, I asked the pupils to translate the verbs in the box and in the sentences before they started activity 9.

They found exercise 12 hard to do because they thought that for each sentence they should choose between "behind" or "in front of" and "in" or "out". Therefore, they used 2 prepositions for each sentence.

16/11 Class 16 Post-Test

19/11 Classes 17 and 18 Questionnaires

Group 2 diary

Teacher: Sandra Bedran

Day 04/10 Class 1
I - Pre-test

Day 05/10 Classes 2 and 3
I - Introductory Unit
II - In general the pupils seemed to have enjoyed the activities. Some pupils found the instructions for exercise 8 difficult to understand.
III - The pupils were very interested in the post-reading phase. The discussion motivated by this phase was excellent. I realised that the pupils are not used to discussing their points of view and that they had never been alerted to what happens when one reads a text.

Day 18/10 Class 4
I - Unit 1 - First pre-reading phase; superficial reading; 2nd pre-reading phase: activities from 1 to 12.
II - The pupils seemed to have had no difficulty in doing the exercises. As regards activity 8, since no one knew how many football teams there are in Rio, I had to make up a number to avoid confusion.
The pupils found it easy to answer the questions in the superficial reading phase. The participation of the pupils was very good.

Day 19/10 Classes 5 and 6
I - Unit 1 - Activities 13, 14, 15, 16 and 17. Second pre-reading phase. Second reading phase. Comprehension Testing. Post-reading phase.
II - Some pupils found it difficult to complete activity 13. They were surprised at the existence of cognates between English and Portuguese and it pleased them that they already knew many words in English.
III - The second reading phase was excellent. The pupils answered all the questions and some used English words in their answers. In the comprehension testing phase it was clear that they understood the rhetorical organisation of the text and the several pupils who retold the story orally did it very well. In the post-reading phase, I had to introduce the word "play".

IV - The pupils' attitude was very good and they became very surprised when I told them they were reading in English and that to read a text it is not necessary to know all the words in the text. What really matters is to be able to talk to the writer and to find out what the writer wants to say.

25/10 Class 7
I - Unit 2. First pre-reading phase. Superficial reading. Second pre-reading phase. Activities from 1 to 7.
II - The pupils found it difficult to do activity 6 because there was only one cognate in it: "coffee". I had to translate a few words. Some found activity 7 difficult. The pupils answered the superficial reading questions with ease.

26/10 Classes 8 and 9
I - Unit 2. Second pre-reading phase. Activities 8,9, 10, 11 and 12. Second reading phase. Comprehension Testing. Post-reading.
II - The pupils seemed to have enjoyed activity 10.
III - The second reading phase was very good. The pupils answered the questions promptly and some used English words in their answers again. Most of the pupils did well in the comprehension testing phase. The notion that a text which presents a time sequence generally begins with an introduction was made very clear. It is obvious that the pupils are reading.
IV - In the post-reading phase the pupils talked about their daily lives and created different routines for Bia and Italo for when they come back from school.

We discussed the 1st day at school and some pupils expressed their anxiety as regards meeting new classmates, new teachers, ...

29/10 Classes 10 and 11
I - Unit 3 - First pre-reading phase. Superficial reading. Second pre-reading phase. Activities: from 1 to 8.
II - The pupils found it difficult to answer the first question of the superficial reading phase and to the third question they promptly answered "parentes", which I immediately translated. I felt the text is a bit long and that the pupils were surprised when they realised that they could understand less of the text.
III - Activities 1, 2 and 3 were somewhat difficult for some pupils. Activity 5 could not be done because no one had coloured pencils. I translated the names of the colours and asked them to bring coloured

pencils for the next class. Activity 4 as well as activities 7 and 8 seemed to have been made very clear to the pupils.
IV - The title of the Portuguese text used in the first pre-reading phase was very well chosen and the rhetorical organisation of the text was very clear to the pupils.

1/11 Class 12
I - Unit 3 - Second pre-reading phase. Activities 9 and 10. Second reading phase. Comprehension testing phase. Post-reading phase.
II - The pupils had no difficulty in realising activities 9 and 10.
III - In the second reading phase some pupils insisted on answering that Bia and Italo went to Maracanã with their "parentes", but most of them answered the question correctly.

The pupils found it a bit difficult to answer the two last questions in the second paragraph. I had to reread the penultimate question emphasising the sequence "a blue shoe and a red shoe" and I had to change the last question: "why is she wearing different coloured shoes?" Some pupils commented that the questions of the comprehension test were quite easy.
IV - There was very little interest in the post-reading phase today. I believe that is probably due to the fact that tomorrow is a holiday and the pupils had only an English class today. I decided then to ask a few pupils to retell the story. One of the pupils used the questions as cues.

After the second reading phase, I heard a few students saying that, in fact, it is not necessary to understand every word in a text to understand it. They also said that they can see they are reading and that they enjoy what they are doing. Note that 9 pupils were absent and very few of them had coloured pencils.

5/11 Class 13
I - Unit 4 - First pre-reading phase. Superficial reading. Second pre-reading phase. Activities 1, 2 and 3.
II - I had to give further examples using the possessive case marker because the examples provided were not enough for the pupils to understand that ... of ... = 's. In the activity 2, some pupils had some difficulty with the words "start" and "travel" and in the activity 3 with the words "arrive", "call" and "end".
IV - The pupils answered all the questions in the superficial reading phase. The class participation was very good.

8/11 Class 14

I - Unit 4. Second pre-reading phase. Activities 4,5,6,7,8.

II - The pupils seemed confused at the instructions for activity 7. I asked them to list beside the verbs given in column A their Portuguese equivalents. Maybe it would be better to replace column B with C or maybe subdivide this activity. Some pupils found activity 8 too long and difficult. Sentences c (it - subject pronoun) and l (it - object pronoun) were the most difficult ones. Perhaps sentence K would have been enough to introduce it as a subject pronoun because it is less complex and it as an object pronoun could perhaps be introduced in a simpler example. Also, note that sentences e and g are the same.

IV - I couldn't finish correcting activity 8 because the class was over and the Portuguese teacher walked into the classroom.

9/11 Class 15

I - Unit 4. Second pre-reading phase. Activities 9, 10 and 11. Second reading phase. Comprehension testing phase. Post-reading phase.

II - The pupils had no difficulty with the activities 9, 10 and 11. In the sentence e of the 2nd column I had to change the time the class finished (9:50).

III - There was a lot of class participation in the second reading phase in trying to answer all the questions.

Some pupils found it difficult to work with the map (acitivity 13).

At first some pupils thought they could not do activity 14 (comprehension testing). I copied the summary with the blanks on the blackboard and asked the class to complete it through consultation with the text. When they had all finished the task, I asked an average level pupil to do the exercise on the blackboard and she managed to complete the summary. Her only mistake was to leave out the -ER of the word "discover".

IV - I feel the pupils are reading and that they have no difficulty in identifying the rhetorical organisation of the text, but the hot weather (the classroom was very hot ± 40°C) makes them less interested in the post-reading phase.

I would also like to add that in the case of this unit, the pupils' apathy in the post-reading phase was caused by their lack of knowledge of elementary facts about the history of Brazil. They only started having Social Studies classes in October.

9/11 Class 16

I - Unit 5 - First pre-reading phase. Superficial reading. Second pre-reading phase. Activities 1, 2 and 3.

II - Some pupils complained that at the end of activity 1 the lines were so close to each other that it was hard to read the text. As they had had some doubts about several words (hide, seek, appear, for example), I decided to write these English words and their Portuguese equivalents on the blackboard before correcting the exercise.

III - The class participation in the superficial reading phase was good. All the questions were answered, but a few students were imitating a few sounds in English while I was doing the 1st reading of the text. This sort of disruptive behaviour was probably due to the fact that they thought it would be difficult to understand such a long text.

IV - The hot classroom does not seem to help much. The pupils are thirsty, hot and uncomfortable. They are always expecting the bell to ring so that they can have a break or go home.

12/11 Classes 17 and 18

I - Unit 5 - Second pre-reading phase. Activities from 4 to 17. Second reading phase. Comprehension testing phase. Post-reading phase.

II - The pupils found the 2nd part of activity 8 difficult. I had to list the irregular verbs and their past tense forms. Some pupils found the illustrations of both activities 11 and 12(a) confusing. I had to translate the prepositions of activity 12 and I believe the exercise should be longer. The pupils found activity 13 difficult. I had to translate a few words (bad, short, start)

The pupils enjoyed activity 14.

In the activity 16 (column B) I had to substitute "played" for "decided".

The class participation in the second reading phase was very good. They answered all the questions and a girl immediately said that Italo was eating a mango in the mango tree.

IV - The comprehension testing phase posed no difficulty. I could feel that the pupils are reading and that the rhetorical organisation of the text was very clear to them.

Some pupils pointed out that the mango tree in the illustration looked like a coconut tree.

The class participation in the post-reading phase was very good.

As the other teachers were absent today, eight pupils did not feel like waiting from 3:00 p.m. to 5:30 p.m. for the English classes.

19/11 Class 19
I - Tests

23/11 Classes 20 and 21
I - Questionnaires (evaluation).

Group 3 diary

Teacher: Sergio Pontes da Silva

Day 28/09 Class 1
I - Pre-test
II - The pupils were a bit surprised at how difficult the text was for them. I explained the objective of the test to them, which made them calm down. It was easy to administer the test.

Day 05/10 Class 2
I - Introductory unit.
II - The pupils found it difficult to produce so many different sounds in the same lesson. The minimum pair drills became difficult after pair number 7.
III - It was hard to introduce all these sounds together and make the pupils practice them in just one class. Tiring class.

Day 08/10 Class 3
I - Unit 1, as far as exercise 1. I had to provide 60% of the meaning of the words in this exercise.
II - The unit was welcomed, albeit passively. But the pupils were positively impressed.
III - I thought the class was not very productive.

Day 19/10 Classes 4 and 5
I - Unit 1 (to the end)
II - This unit was well received by the pupils, who simply love to learn vocabulary. They already knew the grammar here.
III - Although they knew the grammar, there was some difficulty as regards the pronouns. I rushed a bit to finish this unit. The text was understood without any problems.

Day 22/10 Class 6
I - Unit 2 (as far as the first part of the first exercise).
II - After the first reading, one or two pupils could tell that the dialogue was about going back to school because of the words they could identify.
III - There were no problems in the class although it was monotonous.

Day 26/10 Classes 7 and 8
I - Unit 2 (to the end).
II - The pupils had some difficulty with the vocabulary items and with the exercise on pronouns.
III - The class was tiring. A lot of exercises and little time to do them. I needed more 20 or 30 minutes to finish this unit.
IV - The classes have been very monotonous because the materials give the teacher few chances for variation; however, the pupils do not complain. When we get to the text and test phase, the pupils generally understand everything and almost get all the answers right.

Day 29/10 Class 9
I - Unit 3 (as far as exercise 3)
II - The same attentive and passive attitude on the part of the pupils. The introductory dialogue was well understood.
III - I went more quickly now not to have to rush through at the end.

Day 31/10 Classes 10 and 11
I - Unit 3 (to the end)
II - Despite the fact that the class is monotonous, the pupils do not complain. Some seem to like the materials a lot, but the majority accepts it with seriousness of purpose and passively.
III - The classes have the same rhythm.

Day 05/11 Class 12
I - Unit 4 (as far as exercise 4)
II - The same passive attitude on the part of the pupils who go on enjoying vocabulary learning.
III - The teacher was a bit jaded during the class.
IV - I gave back to the pupils the previous units so that they could study in order to do the homework.

Day 09/11 Classes 13 and 14
I - Unit 4 (to the end)
II - The pupils found the section on grammar difficult. Even if one demands only recognition knowledge of the grammar, the grammatical items here are difficult for them. Nevertheless, the text presented no comprehension difficulty.

III - I spent more time on grammar this time because of the pupils' difficulties.

Day 12/11 Class 15
I - Unit 5 (as far as exercise 4)
II - The pupils complained that they did not understand the initial dialogue well. They showed some anxiety as regards the test.
III - I don't believe the pupils will learn all the vocabulary items they are memorising.

Day 14/11 Classes 16 and 17
I - Unit 5 (to the end)
II - The pupils were a bit worried about having to learn so many new grammatical items.
III - The end of the class was a bit quick. I would say that this unit contains too many grammatical items even considering that only recognition grammatical knowledge is involved. The classes were monotonous.

Day 17/11 Class 18
I - Post-test.
II - Despite all the explanations given, some pupils found it difficult to understand the question which contains a map. I believe this difficulty is partially due to the fact that this test is different from the rigid scheme of the classes given.

Day 19/11 Classes 19 and 20
I - Questionnaires.
II - Some difficulties only in one or two questions. They didn't seem to be very confident in answering the questions, I think. The administration of the questionnaires was very onerous owing to the instructions that had to be given.
IV - Some pupils were absent.

Group 4 diary

Teacher: Regina Celia Rio Novo Gaya da Penha Valle

Day 04/10 Classes 1 and 2

I - Pre-test. While doing the test, the pupils said: "I don't know this word. I don't know that either. I'll guess". This group is always very restless.

II - Introductory Unit.

Part A. The pupils immediately wanted to know if the sheet (the introductory unit) I was giving out was another test. They were enthusiastic when they realised they knew how to complete the 1st two questions and wanted to fill in the blanks. When we read and repeated items that they did not know (which was true of most of the items), they wanted to know their meanings and how to fill in the blanks.

III - Part B. Minimum pairs

Although these items were isolated words and not sentences as in Part A, this activity caused disruption due to the similarities between the sounds and because the pupils were already tired. They already knew some of these words although some pupils mispronounced them. In general, the whole class found it very amusing to spend a whole lesson repeating and reading sentences and words. When I told them they were going to start learning how to read in English, some immediately said: "I don't know how to read in English", "It is very difficult - you write in a way and you read it in a very different manner". Others said they knew how to read. In fact, these two lessons were quite hectic (the pupils only slowed down when they were doing the pre-test). All of them wanted to read and write at the same time. They laughed at the classmates who mispronounced words. We spent more time with the pairs: day/they; ship/sheep; full/fool (the most difficult pair). One of the pupils wanted to know why the letter k in the word know is not pronounced.

IV - I believe the contents of today's class should be repeated at another time: not only to check on what they have actually learned, but also because the last "pairs" were done more quickly because of lack of time.

The pupils wanted to know when I would bring the results of the test.

09/10 Classes 3 and 4

I - Unit 1.

A. Oral work. This phase was very well accepted by the class, which participated actively (and with a lot of interest). The pupils enjoyed reading the dialogue a lot. Several of them volunteered to play the roles of the characters (Italo and Bia).

B. Vocabulary work. They either looked for answers in the dialogue or asked me for the meaning of the words. They found the phrase have + meals difficult. The pupils always repeated (read) the words in English before writing down their meaning.

II - They enjoyed numbering the words spoken by the teacher. Some got lost and wanted to know on which line I was. They had some difficulty with the difference between goal and go and asked me to repeat these words several times. They even shouted goal imitating reporters. They kept quiet and silent while doing the exercise on matching words.

III - In activity 4, item a, they immediately said that the word watch was not there. They used the previous exercises as sources for finding the answers.

IV - When we got to activity 5, they were more restless and tired (that was their last class of the day). They repeated and read the words several times, associating the English word with Portuguese equivalents. They were a bit confused with the items d/e of activity 5 because the word shout was found on both lines. In 5(e) they asked me to repeat the words go and goal again. Some could tell that the difference had to do with the position of the tongue.

11/10 Classes 5 and 6

I - Unit 1 (cont'd). Activity 6, p7. The pupils were quite interested in doing today's activities.

II - Grammar work. They already knew the pronouns I, he, she and they did this activity without any difficulty except for the use of we substitituting for Bia and I.

In activity 12 many pupils confused go to the stadium with go with their mother.

III - Reading phase. The pupils were amazed at the fact that the exercise was written in Portuguese. They said that it was the 1st time that that happened in an English class.

IV - During this class, a pupil said: "Gosh! I used to think English was very difficult but now I think it is easy!"

Today a few pupils corrected other classmates who were mis-pronouncing words while reading.

18/10 Class 7

I - Unit 2. Pre-reading phase. Oral work, vocabulary work (in this activity a pupil asked me if the word by also meant good-bye).

II - The pupils did activities 3, 4, 6, 7 alone and enjoyed being able to work without my help. They thought activity 5 was very easy and repeated the word break several times (this word is quite fashionable now).

IV - I skipped activities 8 and 9 because we had already done similar activities today. I will come back to them in the next class so that the pupils can check what they have learnt.

Activity 10. They did well as far as number 10; from 11 to 15 they found it harder to write the answers. Some pupils came in late and that sort of thing really interrupts the development of the class. Some pupils found out how the names of the days of the week are abbreviated by looking at their watches.

23/10 Class 8

I - Unit 2 - Activity 8, ordinals, days of the week, have + meals/drinks, grammar work.

II - The pupils found the pronunciation of the ordinal numbers difficult. They found out that most of them have a th at the end and that is the reason why all the dates have a th added to the number of the day.

They thought activity 13 strange (have + meals/drinks).

Some needed my help to do activity 14 (pronouns).

IV - The pupils are asking for homework and want to know how they will do the test if they do not take the materials home with them.

25/10 Classes 9 and 10

I - Unit 2 - Reading phase (end of this unit).

II - The pupils did very well on this phase (including here the comprehension test). They are still surprised at the questions written in the native language. They really enjoyed this activity.

I - Unit 3 - Pre-reading phase

A. Oral work. They thought the dialogue was very easy. They immediately understood the meaning of "discovery".

B. Vocabulary work. Some pupils said that the word "yesterday" was very easy because they are familiar with it from

listening to songs on the radio. They already knew its meaning. This activity was quite easy for them because several words were similar to Portuguese words. Besides, they already knew the colour terms.
II - Today I went as far as activity 8. The pupils were quite interested in the class and seemed confident. They said that learning English is much easier now. They also asked me if the test was going to be in the same style of the materials.

30/10 Class 11
I - Unit 3. C-Grammar work (pronouns). Activity 9. The ojective pronouns were very difficult for the pupils to understand; only a few of them could do the exercise.

Activity 10. Present/Past. This activity was also difficult for them (mainly the difference between was and went because these 2 forms may be equally translated by one single word in Portuguese).

Activity 11. V + ER = Agent (N). They found it funny but difficult the fact that one adds ER in the case of discoverer and not an extra E in the case of lover.
II - In general terms this grammar work was difficult for the pupils. They did only the items on the personal pronouns with ease.

6/11 Class 12
I - Unit 3. Reading phase. The pupils are reading aloud better and they understand the passage well. They thought the text very interesting (mainly the issue about the shoes).
II - In the comprehension testing phase, the pupils called my attention to the fact that it was necessary to change question 5, otherwise the question could not be answered with the given alternatives.

Homework. They were very interested in taking some work to do at home.

8/11 Class 13
I - Unit 4. Pre-reading phase, vocabulary work, grammatical work.
II - The pupils commented that it is interesting to learn English through texts about our onw things (Maracanã, the discovery of Brazil) and asked me the reason why. I told them that this reading course is for Brazilian pupils, therefore it was quite adequate that the texts should deal with our reality.

The pupils did nearly all the vocabulary work on their own (except for items 1, 5 and 8) and seemed to enjoy the idea of not

having to be dependent on my help. They did not understand the order of activity 4 and I did item a with them.
IV - Part - ED. Some pupils said that they had already studied the past tense, but this time it was easier. Although I had told them that we would do the exercises together, some pupils went ahead on their own and did not transform the verb form into the past tense.

's - some pupils understood the mechanism for the possessive case transformation and what it means; however when they started doing the exercise they did not know how to do it.

Pronouns (activity 11). We did it together. All the pupils got items d (they used she) and f (they used they) wrong. The objective pronoun is still problematic for most pupils.

13/11 Class 14
I - Unit 4. Reading phase. The pupils understood practically the whole text without my help. They immediately associated the word discovery with the space ship.
II - There is a group of pupils who are reading very well.
IV - The pupils found it difficult to read the date 1500 even after a lot of training.

19/11 Classes 15 and 16
I - Unit 5. Pre-reading phase. Oral work and vocabulary work. They thought it difficult to pronounce the words hide, seek, behind.
II - They needed a lot of help to do activities 6 and 7. In activity 6 several pupils chose item e as the meaning of the word end. As the first word in activity 7 was face, the pupils did not know what to do, for the exercise instructions asked for the English words equivalent to the Portuguese words.

Grammatical work. They had no problem with the regular past form (ED) but found the irregular verb forms difficult. They thought it hard to memorise all those different words. Went offered no problem; was/were were hard.

Activity 11 (there is/there are). They did it alone and without any difficulty.

20/11 Class 17
I - Unit 5. Reading phase. Most pupils are reading and understanding quite well. In question 3 of the comprehension test they thought that both items a and b were possible answers, that is, they meant

the same.
IV - As there were 15 minutes left at the end, I did an oral review of the material with the class.

21/11 Class 18
I - Test
IV - The pupils wanted to know how much each question was worth, when they would have the results back and when they would see the tests corrected.

22/11 Classes 19 and 20
I - Questionnaire.
II - It was a bit long and tiring for the pupils.

APPENDIX K

TEACHERS' FINAL EVALUATION REPORTS

Group 1 Final Evaluation Report

Before analysing any methodology or syllabus for ELT in the schools of the public sector of the city of Rio de Janeiro, it is necessary to examine the kind of pupil and group the teacher will have to deal with.

Our pupils nowadays belong either to the lower middle class or to the least privileged social class. 80% of our pupils will not reach the tertiary level of education. They will be looking for a job even before they get to the end of secondary level and will become, at best, either sales people , office or bank clerks.

After teaching at the secondary level of the public sector for many years, one feels more and more the urgent need to reformulate the ELT objectives and the existing materials and methodology.

In the traditional FL teaching programme used before the reading course, the general objective was "to develop language acquisition for a better communication with other human-beings". Among our pupils, few will have the chance to travel abroad or even to have any contact with English speakers. To teach a language with the main objective being to develop oral skills is a difficult task, of little use to the pupil and unfeasible, mainly because we work in classrooms without audio-lingual/visual resources and which contain 35/45 pupils. Teaching a language is teaching how to communicate, but why communicate only orally?

The teaching of a language, to my mind, must have as its major objective the development of the pupil's capacity to communicate and of his interest in the communication process. In the case of FL teaching, the goal must be to heighten the pupils' interest not only in FL learning but also in the culture of the language. In short, it must be an auxiliary means to widen the pupils' cultural horizons and his critical capacity.

A reading syllabus which is geared towards the development of the pupil's reading skills and his consciousness of the devices and resources that he uses when he reads can be a way of teaching EFL but also an auxiliary element in learning other subjects such as history, geography, sciences and Portuguese.

It should be noted that the Brazilian pupil is not used to reading and has no systematic guidance on how and why he needs to develop his reading skills. A reading syllabus can give him this guidance in conjunction with FL learning. Teaching how to read in English, the teacher is also teaching how to read in Portuguese.

The specific objectives of the course prior to the reading course, ie, "teaching the pupil how to read, listen, write and speak" plus the "progressive acquisition of the basic grammatical structures" can also be reached through a reading syllabus. When the teacher reads the text, the pupil by listening to him, is developing his listening skills. Also, using these materials, the pupil reads silently and writes in order to complete the tasks provided in the lessons. As regards the oral skills, does the pupil really learn how to speak when we follow a structural four language skill syllabus?

In the methodology used in the reading course, the teacher goes from the text to the teaching of grammar. Sometimes the pupil learns by himself to identify what is important in the text or what the teacher makes him identify as important in the text. It is necessary to make the pupil realise why the writer has used a particular kind of structure, why the text is divided into paragraphs, why he uses a pronoun etc. Solving a problem, the pupil internalises grammar more easily and will enlarge his ability to solve similar problems in other situations (this fact was found when the pupils were doing exercises on conjunctions, for example. The second exercise was easily solved by some pupils. There was no need to label the conjunctions).

Grammar in this course is taught in a simple way as a supplementary communicative resource. (This device pleases the pupil, who in general terms hates nomative grammar classes). In the methodology used before the reading classes the grammatical structures were explained and drilled at the beginning of the teaching unit, as if they determined the existence of the text. Grammar was isolated from the communication process.

As regards the methodology, the traditional approaches recommend oral automatic repetition. In classes which consist of 40 pupils, it is impossible to work with oral structures since each pupil has few chances to practice them, therefore this device is not productive, distracts the attention of the pupils and makes the class monotonous. However, leading the pupil into a dialogue with the writer, into solving problems, into searching the text for synonyms and for items of a same semantic field, and into capturing the central idea of a

text and the information that the author wants to transmit, as in the methodology of the reading course here, we will be involving the pupils in a communication process between the author and the reader. These tasks lead into creativity and active class participation which the adolescent enjoys.

The emphasis on a dialogue with the writer is much more motivating than dialogue memorisation (pupils - sometimes memorise dialogues without having understood what they mean). The experience of using the text as a means for a dialogue with the author is much more alive.

The activity of copying in order to help with the learning of orthography and word meaning is used here in an interesting way. Why recommend dictation and mechanical copying? They are imposed activities. Here the pupil copies to solve a problem, to fill in a blank, to complete a diagram, a graph, therefore copying becomes a creative activity. Besides, the use of maps, figures, graphs and diagrams undoubtedly helps the learner understand the meaning of the text. Familiarising pupils with this type of activity will be beneficial to them. Especially when the pupil realises that he can apply this same skill in other areas of knowledge.

In the methodology used here, the pupil reads silently, the advantage being that the student is not inhibited. Many pupils do not like reading because they associate reading with reading aloud when the teacher corrects his pronunciation and intonation. In real life, we normally read silently.

Also, it is interesting to observe that the teaching/learning task becomes much more pleasant when the pupil realises that what he is going to learn is something easy, simple and a development of what he already knows (for example, the pupils really enjoy the exercise on cognates).

I have also noticed that to make the pupil understand that he does not need to know all the words in a text in order to understand it facilitates learning how to read (in the text in Portuguese about GARRINCHA, in the introductory unit, many pupils did not know the word FRANZINO and they understood the text - this experience in reading in Portuguese motivated them to read in English). This realisation encourages the pupil to understand the text even when they ignore certain words.

Some of the activities of this course can be done in groups or in pairs, which pleases the adolescents and helps to eliminate certain individual learning differences.

The introductory unit is useful since it makes the pupil aware of the fact that he uses the same resources to read in English and in Portuguese. It is an invitation for the pupil to see how simple it is to read a text (at a superficial and deeper level) by talking with the author.

I would like to point out that at first the pupils found the activities strange and did them more slowly. When we started the third unit, some pupils did the tasks more quickly even before the teacher explained what they were supposed to do in each exercise. When we use structural methods with a lot of repetition, as before the reading course, just the opposite happens: repetition makes the pupil bored and the pace of the class is increasingly slower.

Discipline and class participation are also different in both methods. Teaching through reading demands more of the pupil and the pupil likes to participate in the class. This is facilitated by the fact that the teacher is simply a coordinator of the activities, which have to be done by the pupil. I also noticed that the quicker pupils have a lot of interest in doing the tasks, in checking the answers, and in exchanging ideas with classmates. In the traditional structural approach used before, the pupil is treated as an automaton: when he is a restless pupil, he tends to become distracted very easily or to repeat sentences almost unconsciously.

I would also like to comment on the attitude of a particular pupil. When I told her that we were going to start learning English through reading, she refused to participate in the classes arguing that she detests reading. As the school norms would not allow her to be absent from the classroom, I decided that her opinion would be respected, and that I would demand nothing from her during the reading course. Saying that she was mistaken and sorry, for she thought that the classes would be very different, she started to participate actively in the classes from the second unit onwards.

Finally, I would like to point out the importance of the post-reading phase of the unit,which leads the pupil into critical reading. This is of particular relevance to the Brazilian pupil who is trained to read in order to answer multiple choice questions, without critically evaluating the text, or summarising its ideas or applying the facts he read about in the text to real life.

It seems to me that through this reading course the teacher can show the pupil that reading is a real life, dynamic communicative

activity and that the English language as a universal means of communication can help him to integrate himself into the world, leading him into technological, scientific, and cultural development.

Rio de Janeiro, 20.12.1984

Group 2 Final Evaluation Report

For a long time I have been feeling that the existing teaching methods, like the structural method, for example, for the teaching of English in the 1st grade schools are very inefficient. The central principle is to follow the traditional sequence of listening, understanding, repeating, reading and writing. The great majority of teachers are very worried about the pupils' pronunciation and believe that this is very important. Emphasis is therefore put on oral language. On the basis of my 11 year experience in teaching, the pupils generally leave school without being able to speak, read or write in English.

I believe the inefficiency of the methods adopted to date in the schools of the public sector is due to the following points:

1. Each class has an average of 40 pupils and in general the teacher teaches all of them at the same time.

2. The pupils in general will only need to use reading skills in English; therefore, I see no reason to emphasise oral language.

3. The adopted books in general contain cultural content which has nothing to do with the pupils' reality.

4. The pupils who possess better socio-economic status attend language schools and are not interested in the English classes at school.

5. English language teachers cannot fail pupils and often in order to keep them quiet in class, they appeal to the use of songs of the hit parade. But as the pupils are not familiar with the structure and vocabulary found in the lyrics of the songs, teachers simply translate the words.

6. Teachers frequently have to make recourse to games so that the pupils can put up with their classes, and use bingo, for example, as a way of making pupils learn the "perfect" pronunciation of numbers.

7. The second grade teachers always complain that they have to start everything again, that is, in general, when pupils get to the end of secondary school, they are familiar with nothing else but the verb to be.

I believe that ELT in Brazilian secondary schools is a failure because it aims at an objective which cannot be achieved. Pupils leave secondary school without being able to speak and unable to read and understand a text in English.

Due to the kind of pupil we have in the majority of Brazilian secondary schools, the objective of ELT should be learning how to read.

Therefore, despite the fact that the materials that I used had problems, I think they are in general efficient. The pupils were very happy to see that the materials dealt with their own reality, that they were led to read and understand the text, that they knew several words in English (cognates) and they thought it was interesting to learn the language in a pleasant and ludic way, trying to solve problems.

Before the reading course, I was using a structural syllabus with the class. I centered the course on the 4 language skills, but I did not emphasise the oral language. Pupils learnt very little. I could notice that in the reading classes the pupils learnt more than they had learnt before and they liked to learn to read. I would like to add that the pupils asked me to go on teaching them how to read in the following term.

In general I think the materials were adequate and the sequence of the several parts of each unit (pre-reading, superficial reading etc.) were coherent and led the pupils to comprehension. However, I believe that some units had too many grammatical aspects and should be altered. Unit 5, for example, could perhaps be transformed into two units, for the pupils found it difficult to learn the verb "there to be" in the present and in the past tense, the past tense of the verbs and prepositions at the same time.

The attitude of the pupils towards the materials was good. The class participation and interest increased after I started using the materials.

Rio de Janeiro, 19/12/1984

Group 3 Final Evaluation Report

Before I started using the reading course in Maria Isabel Bivar School, I followed the audio-oral method. New structures were presented orally so that the pupil could produce his own sentences. The central objective was the development of the 4 basic linguistic skills. This aim is rarely achieved due to its ambitious objectives, the traditional difficulties that this type of pupil has, the material/environmental conditions of the school etc. More limited objectives would be, I think, more easily reached. Nevertheless, there are no available materials with this aim for the 1st grade.

The introductory unit was very well received by the pupils not only because of the novelty of the course, but also because of its subject-matter. It prepares the pupils for the following units since it helps the pupils perceive the rhythm of what was to come. It also predisposed them to use the materials.

I noticed that when it came to reading the text, the pupils rarely had any comprehension problem. This seems to be due to the fact that they had practically memorised all the vocabulary of the text through exhaustive exercises.

The intital dialogue was a minor challenge to them. This is probably due to the fact that the dialogue involved content with which they were familiar, ie, experiences they themselves have had.

The presentation of the words of the text after the initial dialogue was taken as an important phase by the pupils, who consider knowledge of vocabulary the fundamental aspect in language learning. They did the exercises carefully, with the certainty that in memorising those lists of words they were getting closer to the acquisition of the language. At this point, the class would become very monotonous, since it had the same rhythm throughout: the pupils would do the exercises and that would be followed by the teacher's correction. However, this made the final task of text comprehension easier, for after doing so many vocabulary exercises the pupils were familiar with all the vocabulary of the text before reading it.

The very concise presentation of grammar did not contribute to the learning of grammatical items and did little to help the comprehension of the text.

Also, there was little time to consolidate grammatical knowledge. Most of the time, it was not necessary to recognise any grammatical item to comprehend the text. Besides, the pupils paid little

attention to grammar since there were easier items for them to learn (for example, vocabulary items), which were thus more gratifying.

When we got to the text, as already mentioned, the task of the pupils was easy. I do not believe that reading aloud facilitated comprehension in any way, for this reading was always deficient in the sense that the pupils did not have full command of the pronunciation of words and, besides, the words here were combined in different ways and not in isolation as before. The text did not present any challenge to the pupils, who had already learnt all the vocabulary mechanically through the exercises.

The provided means to check text comprehension in a more precise way was through the comprehension testing phase, which always clearly indicated the pupils' final comprehension of the text. It is here then that the teacher verified at a quite reliable level of precision whether the final objective of the lesson had been reached or not. Here again there was no challenge to the pupil, who, in general, would automatically choose the answers.

The materials were used in an average class in achievement terms, reasoning speed, interest etc. Their attitude towards the materials was quite receptive, perhaps because these materials coincide with what they consider more relevant in language learning: the command of lexis. They did not face the materials with more enthusiasm but with more seriousness of purpose, probably thinking that "this is how we should learn English". Whenever they missed a class, they would, of their own initiative, try to find out what had been taught, to get a copy of the unit taught etc.

One of the positive points of using these materials was to see the pupils study with a more restricted objective, which is, I believe, more adequate to the type of pupil and school at issue: learning how to read in English. However, the way of reaching this aim through these materials is very mechanical, demanding little reasoning from the pupil, since what he does most of the time is to memorise lists of words. I believe that if we went on using the materials, the pupils in the long run would get tired of this monotonous activity. Furthermore, everything that is memorised mechanically tends to be quickly forgotten, and that is what could happen here. Also, I believe that the final part of the lessons (text and test) could be more challenging. They would feel more rewarded if they perceived they had met a challenge.

Rio de Janeiro, 20.12.1984

Group 4 Final Evaluation Report

ELT in João Kopke School, which caters only for 1st grade pupils, mainly makes use of the so-called grammar-translation methodology, that is, classes only address issues connnected with sentence structure, aiming therefore toward the teaching of grammar and vocabulary. However, aspects related to audio-lingual methodology are followed when in some groups we use oral drills with the objective of having pupils memorise some patterns or at the most do mechanical role playing exercises; linguistic creativity is totally put aside.

As regards the 1st grade schools of the public sector of the city of Rio de Janeiro, since it is difficult for me to address this issue in terms of the whole country, the objective of ELT as put by the curriculum department of both the State and the Municipal Council of Education are utterly utopic. The proposed contents as well as the expected performance at the end of the course are unfeasible.

The materials derived from the syllabus in question, whose first purpose is the development of reading skills, have reached the objectives they aim for and have also made the performance expected from pupils more realistic.

Undoubtedly, the materials developed as a realisation of this syllabus in comparison with the ones I was using before are at superior methodological and academic levels. I can easily point out the following positive aspects of these materials:

a) well-defined initial stimulus; creative and appropriate methodological devices.

b) sequential (grammatical aspects), progressive (level of difficulty) and diversified (variety of exercises) development.

The introductory unit is vital for the comprehension and use of the proposed methodology. I believe that to implement this syllabus it would be necessary to train the teacher well so that he clearly grasps the objective of the methodology in order to follow it efficiently.

I also think that the several parts of the units and mainly the pre-reading phase are facilitative elements which lead the pupil to the comprehension of the test. It seems to me that the coherence among the different parts of each unit is quite apparent and that the existing problems do not harm it. I also think that it is necessary to make the part of the unit related to vocabulary acquisition more dynamic. Vocabulary learning has to be somehow

contextualised through micro-dialogues, games, the use of a dictionary etc.

The attitude of the pupils towards the new materials was highly positive, as exemplified in the following quotations from what they said in the classroom:

-"I used to think that English was very difficult, but learning it this way is so easy".

- "Now we can already read some things in English".

- "Great! We now learn English through topics related to our own country".

The existence of large classes, the decision taken by the Federal Council of Education which places EFL outside the common core curriculum and the impossibility of failing the pupil on the basis of his performance make me believe that a methodology centered on the development of the reading skills is certainly an almost definitive option to keeping FL teaching alive in the above mentioned conditions. I also think that this methodology for the teaching of reading will also be beneficial to the development of reading skills in the native language.

The attempt to relate the texts to be read in English with the contents of other school subjects will have a clear motivating effect on FL learning.

Rio de Janeiro, 20.12.1984

APPENDIX L: TEACHERS' DIARIES (IN PORTUGUESE)

DIÁRIO : Group 1

Professor: Myriam Brito Corrêa Nunes

Dia 24/09 Aula 1 I. PRÉ-TESTE

Dia 04/10 Aula 2 I. UNIDADE INTRODUTÓRIA

Foram dados os exercícios até o nº 4 da 2a. fase de pré-leitura

II. Quatro alunos propuseram perguntas para o autor durante a 2a. leitura do texto. Pareceram interessados.

Vários desconheciam o significado de franzino mas só o notaram ao fazer o exercício de sinônimo. Aproveitei para mostrar que sem conhecer o sentido desta palavra eles haviam entendido o texto.

Dia 11/10 Aula 3 I. Final da unidade introdutória.

Dia 11/10 Aula 4 I. UNIDADE I - 1a. fase de pré-leitura

Leitura superficial - atividades até o nº 6.

II. No exercício 4 da unidade introdutória alguns alunos colocaram a palavra Garrincha na coluna destinada a artista; malabaristas em futebol e pernas tipo físico ou futebol. Pedi para justificarem a opção.

Os alunos discutiram muito o item e do ex. 9 de compreensão. Alguns acharam que para ele era importante ser ídolo nacional.

Ao lermos o texto na pré-leitura, respondendo à pergunta "Onde eles vão aos domingos?" muitos responderam - "Maracanã" e não "football

stadium". Aproveitei para chamar a atenção para o fato.

IV. Na aula seguinte seria válido escrever-se no quadro o dia da semana em inglês e do mês caso seja um dia entre 1 e 15 (ou 19, neste caso observando-se a terminação - teen)

18/10 Aula 5 I. UNIDADE I do exercício nº 7 até o final da leitura superficial.

II. Alguns alunos custaram a entender o ex. 13 mas o 16 foi feito com facilidade.

Os exercícios 12, 13, 14, 15 e 16 foram comentados e corrigidos junto com os alunos assim que eles terminaram de resolvê-los.

IV. Os alunos estavam muito agitados pois havia eleições do CEC na escola.

20/10 Aula 6 I. Leitura profunda da unidade 1

II. Perderam muito tempo escrevendo o exercício 20. Alguns fizeram-no muito descuidadamente.

O ex. 18 foi feito lentamente pois parecia uma atividade nova para grande parte da turma.

IV. Muitos desejaram escrever as atividades de pós-leitura em português, outros em inglês.

20/10 Aula 7 I. Primeira fase de pré-leitura da unidade 2; Leitura superficial até o exercício 3.

II. Foi muito difícil fazer o exercício 3 porque os alunos não conheciam os dias da semana.

Os numerais foram escritos no quadro de 11 a 15 pois não sabiam escrevê-los e as folhas

da unidade 1 não estavam com os alunos. Também os dias da semana.

IV. Entre o ex. 2 e 3 deveria aparecer uma lista com os nomes dos dias da semana.

25/10 Aulas 8 e 9

I. Do ex. 4 da unidade 2 até o final desta unidade.

II. O ex. 9 foi o único que apresentou alguma surpresa ou dúvida quanto a como resolvê-lo, os outros (provavelmente por serem parecidos com os da unidade 1) foram feitos com bastante facilidade.

IV . Os exercícios de pós-leitura foram feitos oralmente.

O professor deveria introduzir na turma o fato de que em inglês os dias do mês são indicados por ordinais.

27/10 Aulas 10 e 11

I. UNIDADE 3 toda

II. Os alunos entenderam com relativa facilidade a estrutura narrativa: situação, problema, solução. Gostariam de colorir o ex. b.5 mas este exercício causou um pouco de agitação (alguns não tinham lápis de cor).

A atividade nº 4 foi explicada, fizeram o exercício e como para alguns o ex. pareceu confuso, novamente foi explicada no quadro com outras palavras.

IV. Seria interessante dar mais atividades do tipo de nº 4 e 9 (relacionando ação-agente).

1º/11 Aula 12 I. UNIDADE IV - até a atividade 5 - past-ed.

II. Os alunos gostaram principalmente de escrever os nomes no mapa.

IV . O genitive case foi explicado com o nome da loja Bob's e com nomes de alunos e objetos da sala antes de fazermos a atividade I.

08/11 Aula 13 I. Final da Unidade IV.

II. Muitos traduziram na atividade 5 os verbos no presente (acho que ficam mais preocupados com o sentido da frase sem se preocupar com a relação de tempo).

Na atividade 15, perguntei sobre o que eles sabiam sobre os primeiros habitantes do Brasil. Alguns queriam colocar uns índios no mapa do Brasil.

Na atividade 12 alguns ficaram em dúvida sobre o número do parágrafo relacionado a "início da aula" e conclusão (não sabiam se era conclusão do texto ou do descobrimento). No final da aula foi distribuído o trabalho de casa.

10/11 Aulas 14 e 15 I. UNIDADE 5 - toda

II. Os alunos gostaram muito dos ex. 19-20. Demoraram muito a entender o ex. 8. Praticamente este ex. foi feito pelo professor e copiado pelo aluno.

Como no ex. 8 o professor praticamente fêz a atividade, Pedi aos alunos que traduzissem

os verbos do retângulo e os da frase antes de iniciarem a atividade 9.

Tiveram muita dificuldade em fazer o ex. 12 pois acharam que para cada frase deveriam escolher entre "behind" ou "in front of" e "in" e "out". Assim, usaram 2 preposições.

16/11 Aula 16 PÓS-TESTE

19/11 Aulas 17 e 18 QUESTIONÁRIOS

Myriam Britto Correia Nunes

DIÁRIO : Group 2

PROFESSORA: Sandra Bedran

Dia 04/10 Aula 1 — I. PRÉ-TESTE

Dia 05/10 Aula 2 e 3 — I. UNIDADE INTRODUTÓRIA

II. Os alunos gostaram muito das atividades em geral.

Alguns alunos acharam o enunciado da atividade 8 difícil.

III A pós-leitura despertou muito interesse e o debate que ela suscitou foi ótimo. Senti que os alunos não estão acostumados a debater seus pontos de vista e que nunca tinham sido alertados para o que ocorre quando se lê.

Dia 18/10 Aula 4 — I. UNIT 1 - Primeira fase da pré-leitura; leitura superficial, segunda fase da pré-leitura - atividades: 1 a 12.

II. Os alunos não tiveram dificuldade em realizar as atividades.

Na atividade 8, como ninguém soubesse quantos times de futebol há no Rio, tive que estipular um número para evitar tumulto.

Os alunos não tiveram dificuldade em responder às perguntas da leitura superficial. Houve uma participação muito boa do grupo.

Dia 19/10 Aulas 5 e 6 — I. UNIT 1 - Atividades 13,14,15,16 e 17 da segunda fase da pré-leitura. Leitura mais profunda. Teste de compreensão. Pós leitura.

II. Alguns alunos tiveram dificuldade em realizar a atividade 13.

Os alunos ficaram surpresos com os cognatos e acharam bom que já conhecessem tantas palavras em Inglês.

III. A leitura mais profunda foi excelente. Os alunos responderam a todas as perguntas e alguns usaram palavras inglesas nas respostas. No teste de compreensão ficou claro que eles compreenderam a organização retórica do texto e os diversos alunos que recontaram a estória, oralmente, o fizeram muito bem.
Na pós-leitura, tive que introduzir a palavra "play."

IV. A reação dos alunos foi ótima e ficaram muito surpresos quando comentei que estavam lendo em inglês e que para ler não se precisa conhecer todas as palavras do texto, que o importante é poder "conversar" com o autor e saber o que ele quer contar.

25/10 Aula 7

I. UNIT 2 - Primeira fase da pré-leitura. Leitura superficial. Segunda fase da pré-leitura. Atividades 1 a 7.

II. Os alunos tiveram dificuldade em realizar a atividade 6, pois só apresentava 1 cognato: "coffee". Tive que traduzir algumas palavras. Alguns alunos acharam a atividade 7 difícil.
Os alunos responderam às perguntas da leitura superficial prontamente.

26/10 Aulas 8 e 9

I. UNIT 2 - Segunda fase da pré-leitura. Atividades 8, 9, 10, 11 e 12. Leitura mais profunda. Teste de compreensão. Pós-leitura.

II. Os alunos sentiram muito prazer em fazer a atividade 10.

III. A leitura mais profunda foi muito boa. Os alunos responderam às perguntas prontamente e alguns voltaram a usar palavras inglesas nas respostas.
No teste de compreensão a maioria dos alunos se saiu muito bem. A noção de que um texto que

apresenta uma sequência de tempo, geralmente, começa com uma introdução ficou bastante clara. Acho que esta organização retórica ficou bem clara e, é óbvio que os alunos estão lendo.

IV. Na pós-leitura os alunos falaram sôbre suas rotinas e criaram diferentes rotinas para Bia e Ítalo depois que voltam da escola.
Discutimos o primeiro dia de aula e alguns alunos expressaram a ansiedade que sentem com a perspectiva de encontrar novos colegas, novos professores ...

29/10 Aulas 10 e 11

I. Unit 3 - Primeira fase da pré-leitura. Leitura superficial. Segunda fase da pré-leitura. Atividades 1 a 8.

II. Os alunos tiveram dificuldade em responder à primeira pergunta da leitura superficial e à terceira responderam imediatamente "parentes", mas traduzi logo. Senti que o texto está um pouco longo e que os alunos ficaram meio surpresos, porque desta vez entenderam bem menos, ou melhor, seu contato com o autor foi menor.

III. As atividade 1, 2 e 3 foram um pouco difíceis para alguns alunos e a atividade 5 ficou prejudicada porque ninguém possuía lápis de cor. Utilizei a tradução dos nomes das cores e pedi que arranjassem lápis de cor para a póxima aula.
A atividade 4 ficou muito clara para os alunos, bem como as atividades 7 e 8.

IV. O título da Primeira fase da pré-leitura foi muito bem escolhido e sua organização retórica ficou muito clara para os alunos.

1/11 Aula 12

I. UNIT 3 - Segunda fase da pré-leitura. Atividades 9 e 10. Leitura mais profunda - Teste de compreensão - Pós-leitura.

II. Os alunos não tiveram dificuldade em realizar as atividades 9 e 10.

Na leitura mais profunda alguns alunos insistiram em responder que Bia e Ítalo foram ao Maracanã com "parentes", mas a maioria respondeu corretamente.

No segundo parágrafo os alunos tiveram um pouco de dificuldade em responder às duas últimas perguntas. Tive que reler a penúltima pergunta enfatizando "a blue shoe and a red shoe" e tive que reformular a última pergunta: "Por que ela está usando sapatos de cores diferentes? Alguns alunos comentaram que as respostas do Teste de compreensão estavam "na cara".

IV. Hoje foi véspera de feriado e os alunos foram à escola para ter apenas a aula de inglês, talvez por isso não tenha havido muita participação na pós-leitura. Resolvi, então, pedir a alguns alunos que recontassem a estória. Uma das alunas usou as perguntas para recontar a estória.

Após uma última leitura que fizeram do texto, sem a minha participação, os alunos comentaram que, realmente, não é preciso conhecer todas as palavras do texto para entendê-lo, que estão lendo e gostando do que estão fazendo.

Obs. 9 alunos faltaram à aula e pouquíssimos possuíam lápis de cor.

5/11 Aula 13 I. UNIT 4 - Primeira fase da pré-leitura. Leitura superficial. Segunda fase da pré-leitura - Atividades 1,2,3.

II. Tive que dar mais exemplos de "Possessive Case", pois os exemplos dados não foram suficientes para levar os alunos a entenderem que of ... = 's.

Na atividade 2, alguns alunos tiveram dificuldade com as palavras "start" e "travel" e na atividade 3 com as palavras "arrive", "call e

"end".

IV. Os alunos responderam a todas as perguntas da leitura superficial. A participação do grupo foi muito boa.

8/11 Aula 14 I. Unit 4 - Segunda fase da pré-leitura - Atividades 4,5,6,7,8.

II. Os alunos ficaram confusos com o enunciado da atividade 7. Pedi, então, que colocassem ao lado dos verbos listados na coluna A seus equivalentes em Português. Talvez fosse melhor trocar a coluna B com a C ou, então, subdividir a atividade.

Alguns alunos acharam a atividade 8 longa demais e difícil. As frases C (it - subject pronoun) e I (it - object pronoun) foram as mais difíceis. Talvez a frase K fosse suficiente, por ser menos complexa, para apresentar o it - subject pronoun e o it - object pronoun, talvez pudesse ser apresentado em um exemplo mais simples.

As sentenças e e g são iguais.

IV. Não pude terminar a correção da atividade 8, pois a professora de Português adentrou a sala.

9/11 Aula 15 I. UNIT 4 - Segunda fase da pré-leitura - Atividades 9, 10, 11 - Leitura mais profunda - Teste de compreensão - Pós-leitura.

II. Os alunos não tiveram dificuldade em realizar as atividades 9, 10 e 11. Na frase e da 2a. coluna tive que corrigir a hora do término da aula (9:50h).

III. Os alunos participaram intensamente da leitura mais profunda, respondendo a todas as perguntas.

Alguns alunos tiveram dificuldade em completar o mapa (atividade 13).

A princípio alguns alunos acharam que não seriam capazes de fazer a atividade 14 (teste de compreensão).
Pedi, então, que consultas - sem o texto e ccloquei o resumo com as lacunas a serem completadas no quadrc. Quando todos terminaram chamei uma aluna "regular" ao quadro e ela foi capaz de completar o resumo. Seu único erro foi esquecer o er de discoverer.

IV. Os alunos estão lendo e não têm dificuldade em identificar a organização retórica do texto, mas o calor intenso (a sala quentíssima ± 40º) faz com que eles não participem muito na Pós-leitura.
Gostaria de acrescentar que no caso da presente unidade, a apatia dos alunos na pós-leitura tivesse tido como causa a falta de conhecimento sobre fatos elementares da História do Brasil. Eles começaram a ter aula de Estudos Sociais em outubro e, portanto, não foi adotado nenhum livro.

9/11 Aula 16 I. UNIT 5 - Primeira fase da pré-leitura - Leitura superficial - Segunda fase da pré-leitura Atividades 1, 2 e 3.

II. Alguns alunos reclamaram que ao final da atividade 1 as linhas se emaranhavam tanto que ficava tudo muito confuso. Como tivessem tido dúvidas quanto a diversas palavras (hide, seek, appear), decidi escrever as palavras portuguesas equivalentes às palavras inglesas antes das mesmas, após a correção no quadro do exercício.

III. Houve uma boa participação na leitura superficial. Todas as perguntas foram respondidas, mas alguns alunos ficaram imitando os sons em

inglês enquanto eu fazia a primeira leitura do texto, talvez por acharem que teriam dificuldade em entender um texto tão "grande".

IV. O calor, a sala (parece uma sauna) inadequada não estão ajudando muito. Os alunos sentem sede, desconforto, calor e ficam loucos para que o sinal do recreio ou da saída bata logo.

12/11 Aulas 17 e 18

I. UNIT 5 - Segunda fase da pré-leitura - Atividades 4 a 17. Leitura mais profunda. Teste de compreensão. Pós-leitura.

II. Os alunos tiveram dificuldade em realizar a 2a. parte da atividade 8. Precisei relacionar os verbos irregulares e escrever ao lado o Past Tense dos mesmos.

Alguns alunos ficaram confusos com as ilustrações da atividade 11 e 12(a). Precisei traduzir as preposições da atividade 12 e acho que o exercício deveria ser mais longo.

Os alunos sentiram dificuldade em realizar a atividade 13. Precisei traduzir algumas palavras (bad, short, start).

Os alunos gostaram muito da atividade 14.

Na coluna B da atividade 16 tive que substituir "decided" por "played".

A participação dos alunos na leitura mais profunda foi muito boa. Responderam a todas as perguntas e uma aluna disse logo que Ítalo estava na mangueira chupando manga.

IV. O teste de compreensão não apresentou dificuldade alguma. Pude sentir que os alunos estão lendo, compreendendo e que a organização retórica do texto ficou muito clara para eles.

Alguns alunos comentaram que a mangueira estava parecendo um coqueiro ...

Houve uma participação muito grande na pós-leitura. Como os outros professores da turma não compareceram, alguns alunos (8) não tiveram paciência de ficar de 15:00 às 17:30 na escola para ter aulas de inglês nos dois últimos tempos.

19/11 Aula 19 I. TESTE

23/11 Aula 20 I. AVALIAÇÃO

23/11 Aula 21 I. AVALIAÇÃO

Sandra de Lima Bedran

Sandra de Lima Bedran

DIÁRIO : Group 3

PROFESSOR: Sérgio Pontes da Silva
Escola Municipal Maria Isabel Bivar
Rua José dos Reis, 1035 - Engenho de Dentro
DURAÇÃO DA AULA: 45 minutos
20 Aulas Dadas

Dia 28/09 Aula 1
I. PRÉ-TESTE.
II. Os alunos ficaram um pouco impressionados por não saberem praticamente nada do teste. Expliquei aos alunos o objetivo do teste, o que os tranquilizou. O teste foi de fácil aplicação.

Dia 05/10 Aula 2
I. UNIDADE INTRODUTÓRIA
II. Os alunos tiveram dificuldade de produzir tantos sons diferentes de uma vez só. A prática em pares foi feita com dificuldade a partir do número 7.
III. Foi difícil introduzir tantos sons diferentes e fazer os alunos praticarem-nos em uma só aula. Aula cansativa.

Dia 08/10 Aula 3
I. UNIDADE I, até o exercício 1. Dei cerca de 60% do significado das palavras nesse exercício.
II. Unidade bem recebida, embora passivamente. Os alunos ficaram impressionados positivamente.
III. Acho que a aula rendeu pouco.

Dia 19/10 Aulas 4 e 5
I. Unidade I até o final.
II. A unidade foi muito bem recebida pelos alunos, que simplesmente adoram vocabulário. A gramática já era conhecida deles.
III. Embora já soubessem a gramática, houve certa dificuldade nas substituições dos pronomes. Corri um pouco para terminar a unidade. O texto foi entendido sem problemas.

Dia 22/10 Aula 6

I. UNIDADE II, até a la. parte do primeiro exercício.
II. Depois da primeira leitura, um ou dois alunos perceberam que o texto era sobre a volta às aulas, por causa das palavras conhecidas.
III. A aula correu sem problemas, embora monótona.

Dia 26/10 Aulas 7 e 8

I. UNIDADE II, até o final.
II. Os alunos tiveram dificuldades com o vocabulário e com os exercícios de pronomes.
III. Aula muito cansativa. Muitos exercícios e pouco tempo para fazê-los. Precisei de mais 20 a 30 minutos para terminar a unidade.
IV. As aulas têm estado muito monótonas, pois o tipo de material não dá chance a variações. Apesar disso, os alunos não reclamam. Ao chegar o texto e teste, em geral entendem tudo e acertam quase tudo também.

Dia 29/10 Aula 9

I. UNIDADE III, até o exercício nº 3.
II. A mesma atitude compenetrada e passiva dos alunos. Diálogo introdutório bem entendido.
III. Acelerei o passo para não ter que fazê-lo ao final.

Dia 31/10 Aulas 10 e 11

I. Unidade III até o final.
II. Apesar de a aula continuar monótona, os alunos não reclamam. Alguns demonstram gostar bastante do material, mas a maioria o aceita apenas com seriedade e passividade.
III. As aulas continuam iguais.

Dia 05/11 Aula 12

I. UNIDADE IV, até o exercício número 4.
II. A mesma atitude passiva dos alunos, que continuam gostando, de aprender vocabulário.
III. O professor esteve um tanto sonolento durante a aula.

IV. Entreguei aos alunos as lições já estudadas, para poderem estudar para a primeira avaliação (a ser feita em casa, em forma de exercício).

Dia 09/11 Aulas 13 e 14

I. Unidade IV até o fim.

II. Os alunos tiveram dificuldades com a parte de gramática. Mesmo sendo só para reconhecimento, é difícil para eles. Apesar disso, o texto não apresentou dificuldade alguma de compreensão.

III. Levei mais tempo com a gramática, por causa das dificuldades dos alunos.

Dia 12/11 Aula 15

I. UNIDADE V, até o exercício nº 4.

II. Os alunos reclamaram de não entenderem bem o diálogo inicial. Mostraram certa ansiedade com relação ao "resultado" da aplicação do trabalho.

III. Não acredito que os alunos reterão todo o vocabulário que estão memorizando.

Dia 14/11 Aulas 16 e 17

I. Unidade V até o final.

II. Os alunos ficaram um tanto preocupados com tantos tópicos de gramática novos.

III. Final de lição acelerado. Muitos tópicos de gramática juntos, mesmo sendo só para reconhecimento. A aula continuou monótona.

Dia 17/11 Aula 18

I. Pós-Teste

II. Apesar de todas as explicações, alguns alunos mostraram dificuldade de entender a questão com o desenho do mapa.

Creio que as dificuldades dos alunos devem-se, em parte, ao fato de o teste fugir do esquema rígido das aulas, ao qual os alunos ficaram condicionados.

Dia 19/11 Aulas 19 e 20

I. QUESTIONÁRIO.

II. Dificuldades em uma ou outra pergunta, apenas. Responderam sem muita convicção, creio.

A aplicação do teste foi muito cansativa, devido às explicações que tinham que ser dadas.

IV. Alguns alunos faltaram ao teste.

Sergio Pontes da Silva

DIÁRIO : Group 4

Professora: Regina Celia Rio Novo Gaya da Penha Valle

Dia 04/10 Aulas 1 e 2 — I. PRÉ-TESTE

Enquanto faziam o teste, os alunos diziam: "Essa palavra eu não sei. Essa outra também não. Vou 'chutar'."

A turma é por demais agitada em qualquer aula.

I e II. Unidade introdutória. A. Os alunos quiseram logo saber se era outro teste. Ficaram animados porque sabiam completar as duas primeiras perguntas e quiseram escrever nas lacunas. Quando líamos e repetíamos coisas que não conheciam (a maior parte), quiseram saber o significado e como completar as lacunas.

III. B. Minimal pairs - Embora sendo palavras isoladas e não frases como na unidade introdutória, gerou mais confusão devido à semelhança mínima entre os sons e porque os alunos já estavam cansados. Algumas palavras já eram conhecidas e alguns alunos as repetiam erradamente. Em geral a turma toda achou muita graça (brincaram muito nesta parte) em ficarmos uma aula (2 tempos de 45 min. cada) repetindo e lendo palavras e frases. Quando eu lhes disse que iriam aprender a ler em inglês, uns disseram logo: - Eu não sei ler em

inglês; é muito difícil - escreve-se de um modo e lê-se de outro bem diferente. Outros disseram que sabiam ler. Na realidade foram 2 tempos bastante tumultuados (só ficaram mais calmos enquanto faziam o teste) e todos queriam ler e falavam ao mesmo tempo. Riam dos colegas que falavam errado. Perdemos mais tempo em: they; ship/sheep; full/fool (o pior). Um aluno quis saber porque não se pronuncia o k em know.

IV. Acho que esses conteúdos de hoje deveriam ser repetidos em outra aula, não só para checar o que realmente ficou, como, também, porque os últimos "pairs" já foram trabalhados mais apressadamente por causa do tempo.
Os alunos quiseram saber quando eu levaria os testes corrigidos.

09/10 Aulas 3 e 4

I. UNIDADE 1 - A. Oral work - Foi muito bem aceito pela turma que participou ativamente (e com muito interesse) desta fase. Os alunos gostaram bastante de ler o diálogo. Muitos quiseram ser Bia e Ítalo ao mesmo tempo.
B. Vocabulary work - Ora procuravam respostas no diálogo, ora me perguntavam o significado. Tiveram dificuldade em have + meals. Os alunos sempre repetiram (leram) a palavra em inglês antes de escrever seu significado.

II. Acharam divertido numerar palavras faladas pelo professor. Alguns se perderam e queriam saber em que linha eu estava. Sentiram dificuldade em goal/go e pediram que eu repetisse

mais, enquanto repetiam ao mesmo tempo. Chegaram até a gritar um entusiasmado goal, imitando "reporters". Ficaram bastante calmos e silenciosos quando faziam o exercício de ligar palavras ao significado.

III. Na atividade 4, letra a, disseram logo que não havia ali a palavra relógio de pulso. Consultaram bastante os exercícios anteriores, procurando respostas.

IV. Na atividade 5 já estavam mais agitados e cansados (último tempo). Repetiam e liam várias vezes as palavras, fazendo associações com palavras em português. 5.(d/e) - Ficaram confusos e perguntaram em que linha eu estava, pois havia "shout" nas duas. 5.(e) - Fala outra vez, professora. É go ou goal?. Alguns disseram logo: - É go porque a língua não foi lá no alto.

11/10 Aulas 5 e 6

I. Continuação da Unidade 1 (atividade6, pg. 7). Houve bastante interesse em realizar as atividades do dia.

II. Grammar Work - Os pronomes I, he, she eram bem conhecidos e fizeram fácilmente tal atividade, encontrando dificuldade apenas em substituir Bia and I por we e a frase seguinte também.

Na atividade 12, muitos alunos confundiram go to the stadium e go with their mother.

III. Reading phase - Os alunos ficaram muito espantados por ser o exercício todo em português. Disseram ser a 1a. vez que tal acontecia numa aula de inglês.

IV. Durante a aula, uma aluna comentou: - Puxa! eu achava inglês tão difícil mas de repente está tão fácil!

Hoje uns dois alunos já corrigiram outros colegas que liam de maneira errada.

16/10 Aula 7 I. UNIDADE 2: Pré-reading phase - Oral work, vocabulary work (nesta atividade um aluno perguntou se by também era adeus).

II. Os alunos fizeram as atividades 3,4,6,7 sozinhos e ficaram satisfeitos em poder trabalhar sem solicitar minha ajuda.

Acharam muito fácil a atividade 5 e repetiram bastante a palavra break, muito em moda.

IV. Pulei as atividades 8 e 9 porque já haviam feito outras semelhantes hoje. Voltarei a elas na próxima aula podendo assim ver de que se lembram.

Atividade 10. - Fizeram bem até o nº 10; do 11 ao 15 já tiveram mais dificuldade em escrever.

Há muitos retardatários na turma e isto atrapalha bastante o trabalho.

Os alunos descobriram como são feitas as abreviaturas dos dias da semana dos relógios que usam.

23/10 Aula 8

I. UNIDADE 2 - Atividade 8, ordinais, dias da semana, have + refeições/bebidas, grammar work

II. Os alunos acharam muito difícil a pronúncia dos ordinais. Descobriram que a maioria deles acaba em th e que é por isso que quase todas as datas levam th no número do dia.

Acharam "estranha" a atividade 13 (have + refeições/bebidas).

Precisaram de ajuda (alguns) na atividade 14- Pronouns.

IV. Os alunos estão "cobrando" trabalho de casa e querem saber como farão prova, se não levam folhas para casa.

25/10 Aula 9 e 10

I. UNIDADE 2 - Fase de leitura - término da unidade.

II. Os alunos fizeram muito bem esta fase, inclusive o teste de compreensão. Continuam surpresos com o fato das perguntas na língua mãe. Adoraram fazer a atividade.

I . UNIDADE 3 - Fase de pré-leitura

A. Oral work - Acharam muito fácil o diálogo e facilmente deduziram o significado de "discovery".

B. vocabulary work - Alguns comentaram que "yesterday" era bem fácil pois ouviam em músicas a toda hora. Já sabiam a tradução. Esta atividade foi bem fácil para eles, pois muitas palavras eram semelhantes ao português. Além disso, já conheciam as cores.

II. Hoje fui até a atividade 8. Houve bastante interesse e confiança por parte dos alunos. Comentaram que inglês, agora, estava bem mais fácil. Perguntaram, também, se a prova seria neste estilo.

30/10 Aula 11 I. Unidade 3 - C - Grammar Work 9 - pronomes - Os pronomes objetivos foram dificílimos para os alunos entenderem e realizarem a atividade; poucos conseguiram responder.

10. Present/Past - Também esta atividade foi difícil para eles, principalmente was/went/foi

11. V + ER = Agent (N)

Acharam engraçado mas difícil e não se conformavam em acrescentar ER no caso de discoverer e não outro E no caso de lover.

II. De modo geral este Grammar Work foi difícil para os alunos. Só fizeram facilmente os pronomes pessoais retos.

6/11 Aula 12 I. Unidade 3 - Reading phase - Os alunos estão lendo melhor e compreendendo muito bem. Acharam o texto muito interessante, principalmente o caso dos sapatos.

II. No teste de compreensão, pergunta 5, os alunos me chamaram atenção para a pergunta e as alternativas. Como estava não poderia ser feita. Troquei para: Onde está Italo agora?

Homework - ficaram bastante interessados em levar.

8/11 Aula 13 I. UNIDADE 4 - Fase de pré-leitura, vocabulary work, grammatical work.

II. Os alunos acharam interessante o fato de inglês apresentar textos sobre coisas nossas (Maracanã, descobrimento do Brasil) e me perguntaram a razão. Eu lhes expliquei que o trabalho em questão se destina aos alunos brasileiros, logo nada melhor do que lidar com a nossa realidade.

Os alunos fizeram o vocabulary work (menos 1, 5 e 8) praticamente sozinhos e demonstraram satisfação em não precisar quase da minha ajuda. Não entenderam a ordem da atividade 4 e eu fiz a letra a com eles.

Past - ED - Alguns alunos se lembraram que já haviam trabalhado com passado antes, mas era diferente; este era mais fácil. Embora eu tivesse explicado que faríamos juntos, alguns apressadinhos se adiantaram e não transformaram o verbo para o passado.

's - Entenderam o mecanismo e o que significa, porém, ao iniciarem os exercícios, não sabiam o que viria na frente (alguns, não a maioria).

Pronomes - atividade 11 - Fizemos juntos. Erraram (todos) a letra d - colocaram She e a letra f, 2a. lacuna usaram they. O pronome objetivo ainda constitui problema para a maioria.

13/11 Aula 14 I. UNIDADE 4 - Fase de leitura - Os alunos entenderam o texto praticamente todo sem a minha a

juda. Associaram imediatamente a palavra discovery à nave espacial.

II. Existe um grupo de alunos lendo muito bem.

IV. Os alunos tiveram dificuldade em ler 1500 mesmo após muito treino.

19/11 Aulas 15 e 16

I. UNIDADE 5. Fase de pré-leitura. Oral work e vocabulary work - Acharam um tanto difícil lembrar a pronúncia de hide, seeker, behind.

II. Nas atividades 6 e 7 me solicitaram bastante. Na 6a. muitos escreveram e como significado de end.

Na 7, como a 1a. palavra da lista era face, ficaram sem saber o que fazer, pois o exercício pedia que escrevessem as palavras em inglês e quivalentes às dadas.

Grammatical work - Entenderam, isto é, lembraram bem o ED mas já tiveram mais dificuldade com o passado dos verbos irregulares. Acharam difícil guardar aquelas palavras diferentes. Went foi o que gravaram de imediato; was/were - muita dificuldade (foi/ir, havia, foi/ser).

Atividade 11 - Fizeram sozinhos e com muita facilidade (there is/are).

20/11 Aula 17

I. Fase de leitura - Os alunos, em grande parte estão lendo muito direitinho (entenda-se compreensão, também). Na pergunta 3 do teste de compreensão acharam que tanto a como b seriam certas, isto é, queriam dizer a mesma coisa.

IV. Como sobrassem ± 15 minutos, fiz uma revisão oral com a turma.

21/11 Aula 18 I. TESTE

IV. Os alunos quiseram saber o valor das questões, quando teriam o resultado e quando veriam a prova corrigida.

22/11 Aulas 19 e 20 I. QUESTIONÁRIO DE AVALIAÇÃO - Foi um pouco longo e cansativo para os alunos.

Regina Celia R.N. Gaya da Penha Valle

APPENDIX M: TEACHERS' FINAL EVALUATION REPORT (IN PORTUGUESE)

AVALIAÇÃO FINAL: Grupo 1

Antes de se fazer qualquer análise ou comentário sobre métodos ou programa de ensino de inglês para a rede municipal do Rio de Janeiro convém caracterizar-se o tipo de aluno e de turma com os quais o professor terá de trabalhar.

Nosso aluno, atualmente, pertence à baixa classe média ou à classe econômica menos favorecida, 80% de nossos alunos não atingirão o 3º grau e entrarão na competição de mercado de trabalho antes até de terminar o 2º grau vindo a ser, na melhor das hipóteses, apenas um funcionário de comércio, escritório ou bancário.

Após lecionar vários anos em turmas do município, sentimos, mais e mais, necessidade urgente de reformular os objetivos de ensino de inglês, a metodologia e o material usado.

No ensino de língua estrangeira tradicional usado antes do curso de leitura, o objetivo geral era "cultivar a linguagem para melhor relacionamento com os semelhantes". Entre nossos alunos, poucos terão oportunidade de viajar para o exterior ou sequer terão contato com pessoas falantes de língua inglesa. Ensinar uma língua tendo como objetivo primeiro fazer o aluno falar o idioma estrangeiro é uma tarefa difícil, de pouco proveito para o aluno, sem objetividade especialmente quando e porque trabalhamos em salas sem recursos audio-orais, audiovisuais, com turmas de 35 a 45 alunos. Ensinar uma língua é ensinar a se comunicar, mas por que se comunicar apenas oralmente?

O ensino de língua a meu ver deve ter como objetivo maior aumentar no aluno a sua capacidade de se comunicar, seu interesse no processo de comunicação, no caso de ensino de língua estran

geira despertar seu interesse não só para o aprendizado da língua mas para a cultura do país, em resumo deve ser um elemento auxiliar para ampliar a visão cultural e o espírito crítico do aluno.

Um sílabus voltado para a leitura, preocupado em ensinar o aluno a ler, a desenvolver suas habilidades de leitura em geral, em alertá-lo para os artifícios, técnicas e recursos que ele usa ao ler pode tanto ser um elemento de ensino da língua inglesa como um auxiliar na aprendizagem de outras matérias tais como história, geografia, ciências, português.

Convém lembrar que o aluno brasileiro não tem hábito de leitura, não tem orientação sistemática de como e por que dinamizar sua capacidade de ler. Um sílabus baseado em leitura poderá dar-lhe esta oportunidade simultaneamente com o vocabulário e o estudo da língua estrangeira. Ensinando a ler em inglês o professor também estará ensinando a ler em português.

Quanto aos objetivos específicos do curso anterior ao curso de leitura, "levar o aluno a ler, ouvir, escrever e falar" e mais "a aquisição progressiva de estruturas básicas gramaticais" também podem ser alcançados através de um silabus voltado para a leitura. Uma vez que o professor lê o texto o aluno está ao ouvir desenvolvendo sua capacidade de ouvir a língua inglesa; ele próprio lê silenciosamente e escreve ao fazer as tarefas pedidas. Quanto à capacidade de falar, será que o aluno chega realmente a falar, quando se usa uma orientação estruturalista?

No método de leitura usado, o professor parte do texto para a gramática. O aluno aprende às vezes até sozinho a identificar o que é importante ou o que o seu professor o leva a dar importância como estrutura do texto. É importante fazer o aluno ver porque o autor usa um tipo de estrutura e não outra, por que divide em parágrafos, por que usa um pronome, etc. Identificando

e solucionando um problema, o aluno internaliza mais facilmente a gramática e poderá aumentar sua habilidade de solucionar em outras situações para resolver problemas semelhantes (o que ocorreu com os exercícios sobre conjunções - o 2º foi solucionado facilmente por alguns alunos - sem se preocupar em rotular ou classificar a conjunção).

A gramática neste curso de leitura, é mostrada de uma maneira sempre simples como um recurso complementar da comunicação (o que cativa o aluno que de um modo geral detesta uma gramática normativa). No método usado antes das aulas de leitura as estruturas gramaticais eram explicadas e trabalhadas, como se os textos existissem em função delas, antes das unidades, tornam-se elementos isolados da comunicação.

Quanto à metodologia, os métodos tradicionais recomendam repetição automática geralmente oral. Em turmas de cerca de 40 alunos, trabalhar-se com estruturas orais é impossível, uma vez que pouca oportunidade é dada a cada aluno de praticar, é pouco producente, levando à dispersão e à monotonia. Entretanto ao se levar o aluno a dialogar com o autor, a realizar tarefas de solução de problemas, a rápidas pesquisas no texto para procurar sinônimos, grupos semânticos, etc, a captar a idéia central do texto e a informação que o autor quer transmitir, conforme na metodologia do curso de leitura aqui, estaremos envolvendo o aluno num processo de comunicação autor-leitor. As tarefas propiciam a criatividade, a pesquisa e o adolescente gosta de criar, de participar ativamente.

O diálogo com o autor é muito mais incentivante do que a memorização de diálogos (que o aluno decora e repete às vezes sem ter entendido a mensagem). É muito mais viva a experiência de partir-se do texto para um diálogo com o autor.

A atividade de cópia para ajudar na aprendizagem da forma ortográfica e significado das palavras é usada neste método de maneira interessante. Por que recomendar-se ditado e cópia? São atividades impostas. O aluno copia para resolver um problema, preencher uma lacuna, um diagrama, um gráfico, unindo a cópia a uma atividade criativa. Aliás, o uso de mapas, quadros, gráficos diagramas, inegavelmente, ajuda a vizualizar e fixar a mensagem do texto. Familiarizar os alunos a este tipo de atividade só lhes trará benefícios. Especialmente quando ele notar que pode aplicar a mesma habilidade em outras áreas de conhecimento.

Na metodologia usada, o aluno lê silenciosamente, o que tem a vantagem de não inibi-lo. Muitos não gostam de leitura porque associam leitura apenas à oral, quando o professor lhe corrigirá a pronúncia e a entonação. Na vida real, lê-se muito mais silenciosamente que oralmente.

Também é interessante observar que, quando o aluno nota que o que vai aprender é algo fácil, simples, é uma ampliação do que já sabe, (por exemplo, nesta metodologia, o exercício de cognatos ele faz com muito boa vontade) a tarefa de ensinar e aprender é muito mais agradável. Notei também que facilitou o aprendizado da leitura, fazer o aluno entender que ele não precisa saber todas as palavras no texto para entendê-lo (no texto em português sobre Garrincha, da unidade introdutória, muitos não conheciam a palavra franzino e entenderam o texto - foi uma experiência em português para incentivá-los ao ler em inglês). Isto irá encorajá-lo a tentar entender o texto mesmo quando desconhecer certas palavras.

Algumas atividades de leitura deste curso podem ser feitas em grupo ou em duplas, o que agrada muito ao adolescente e amortiza certas diferenças individuais na aprendizagem.

A unidade introdutória é útil à medida que conscientiza

o aluno dos recursos usados por ele em inglês e em português que são os mesmos dentro do processo de leitura. É um convite para que o aluno veja como é simples ler em nível de leitura superficial, profunda e dialogando com o autor.

Gostaria de registrar que durante as atividades de leitura, a princípio os alunos estranharam as tarefas realizando-as mais lentamente. Ao iniciarem a 3a. unidade alguns alunos já realizavam as tarefas rapidamente antes mesmo do professor explicar o que se esperava que fizessem em cada exercício. Quando se usam métodos estruturais e repetitivos, como antes do curso de leitura, o que ocorre é justamente o contrário, a repetição entedia o aluno e o andamento é cada vez mais lento.

A disciplina e a participação também são diferentes nos dois métodos. No ensino através da leitura torna-se maior a participação do aluno. Notei que ele gosta de participar. Isto é facilitado pelo fato do professor ser apenas um coordenador das atividades que devem ser realizadas pelo aluno. Notei também muito interesse nos alunos mais rápidos de realizar as tarefas, muito desejo de conferir, trocar idéia com os colegas. No método tradicional estruturalista usado anteriormente o aluno é mais um autômato, quando é agitado ele tende a se dispersar com muita facilidade ou a repetir quase que inconscientemente.

Convém comentar ainda a atitude de uma aluna que, ao ser explicado que iria aprender inglês através da leitura, se negou a participar alegando detestar ler. Como não seria possível pelo regulamento da escola se ausentar da sala, decidi que sua opinião seria respeitada, e que nada lhe seria exigido durante o curso de leitura. Alegando que estava enganada e arrependida, pois pensava que as aulas iriam ser muito diferentes, a partir da 2a. unidade começou a participar e tornou-se uma boa colaboradora.

Finalmente é importante destacar-se a importância da última fase de leitura, da unidade que leva o aluno a um espírito crítico. Principalmente para o aluno brasileiro que é destrado a ler para resolver provas de múltipla escolha, sem com isso fazer uma avaliação crítica do texto, uma síntese das idéias, uma aplicação dos fatos da leitura na vida real.

Parece-me que através deste curso voltado para a leitura o professor pode mostrar ao aluno que ler é uma maneira de se comunicar, viva, real, dinâmica e que a língua inglesa como meio de comunicação universal pode ajudá-lo a integrar-se no mundo atual - levando-o ao avanço tecnológico, científico, cultural.

Rio de Janeiro, 20 de dezembro de 1984

Myriam Britto Corrêa Nunes

Myriam Nunes

AVALIAÇÃO FINAL - GRUPO 2

Há muito tempo vinha sentindo a ineficácia dos métodos existentes para o ensino de inglês nas escolas de 1º grau. O lema é seguir a tradicional seqüência "listening"/understanding/reading/writing". A grande maioria dos professores fica muito preocupada com a pronúncia dos alunos e acha que isso é muito importante. A ênfase, portanto, é colocada na língua oral. Pelo que pude sentir no meus onze anos de experiência, os alunos, geralmente, saem da escola sem condições de falar, ler ou escrever em inglês.

Atribuo a ineficácia dos métodos adotados até hoje nas escolas públicas aos seguintes pontos:

1 - As turmas têm em média quarenta alunos e, em geral, o professor de Inglês atende a todos os alunos ao mesmo tempo.

2 - A clientela, em geral, por problemas sócio-econômicos só precisará da habilidade de ler em inglês. Não vejo razão, portanto, para a ênfase dada à língua oral.

3 - Os livros adotados, em geral, apresentam uma realidade que nada tem a ver com a dos alunos.

4 - Inglês não reprova e, muitas vezes, para manterem os alunos quietos em sala, os professores apelam para as músicas em voga, mas como os alunos desconhecem as estruturas e o vocabulário apresentados nas canções, os professores se limitam a traduzir a letra.

5 - Os professores, muitas vezes, têm que apelar para jogos e brincadeiras, para que os alunos tolerem suas aulas e usam, por exemplo, o bingo com o objetivo de fazer com que os alunos aprendam a "perfeita" pronúncia dos números.

6 - Os professores de 2º grau se queixam de que têm de começar tudo outra vez, ou seja, em geral, os alunos terminam o curso secundário sabendo apenas o verbo "to be".

Acho que o ensino de inglês nas escolas secundárias do Brasil está falido, porque se propõe a atingir um objetivo e não o está

alcançando. Os alunos terminam o 2º grau sem falar inglês e incapazes de ler e entender um texto em inglês.

Tendo em vista a maioria da clientela das escolas secundárias do Brasil, acho que o objetivo de aprender inglês é aprender a ler. Portanto, apesar dos materiais que usei terem algumas falhas, achei-os, em geral, eficientes, pois os alunos ficaram muito contentes em ver que os materiais falavam de sua realidade, que eram levados a ler e a entender o que estavam lendo, que já conheciam muitas palavras em inglês (cognatos) e acharam muito interessante aprender a língua de uma forma agradável e lúdica, tentando solucionar problemas.

Antes do curso de leitura estava usando com a turma um "syllabus" estrutural. Centrava o curso nas 4 habilidades linguísticas, embora não enfatizasse a língua oral. Os alunos aprenderam muito pouco. Pude observar que nas aulas de leitura os alunos aprenderam muito mais do que tinham aprendido anteriormente e que eles gostaram de aprender a ler. Gostaria de acrescentar que me pediram que, no período letivo seguinte, continuasse a ensinar-lhes a ler em inglês.

De modo geral achei os materiais adequados e as várias partes das unidades (pré-leitura, leitura-superficial, etc) coerentes entre si, levando os alunos à compreensão. Todavia, acho que algumas unidades têm muitos pontos gramaticais e deveriam ser desmembradas em duas unidades, pois os alunos tiveram dificuldade em aprender o verbo "there to be" no presente e no passado, o passado dos verbos e as preposições de uma só vez.

A reação dos alunos aos materiais foi boa. A participação e o interesse do grupo passou a ser maior depois que comecei a usar os materiais.

Rio de Janeiro, 19 de dezembro de 1994

Sandra de Lima Bedran

SANDRA DE LIMA BEDRAN

AVALIAÇÃO FINAL: GRUPO 3

RELATÓRIO DA APLICAÇÃO DO CURSO DE LEITURA NA 5a. SÉRIE, TURMA 504, DA ESCOLA MUNICIPAL MARIA ISABEL BIVAR

O inglês ensinado antes do curso de leitura na Escola Municipal Maria Isabel Bivar segue o método áudio-oral. Leva-se o aluno a compreender as estruturas novas através da apresentação oral do professor para que daí parta para suas próprias formulações. O objetivo visado é o domínio das quatro habilidades lingüísticas básicas. Esse objetivo é raramente alcançado, dada a sua amplitude, as dificuldades tradicionais que esse tipo de aluno tem, as condições materiais/ambientais da escola, etc. Objetivos mais limitados seriam, a meu ver, mais facilmente atingíveis. No entanto, não há materiais disponíveis nesse sentido para ensino de 1º grau.

A unidade introdutória, muito bem recebida pelos alunos não só pela novidade do curso como pelo assunto que aborda, foi uma boa preparação para as unidades subseqüentes, uma vez que através dela os alunos puderam perceber o ritmo do que viria adiante e preparar-se para ele. Deixou-os bem predispostos para o estudo dos materiais.

Notei que ao chegar ao texto os alunos raramente tinham dificuldades de compreensão. Isso se deve ao fato de terem memorizado, depois de tantos exaustivos exercícios, praticamente todo o vocabulário do texto.

O diálogo inicial era um desafio menor para eles, e facilmente vencido. Isso talvez se deva ao fato de ser o assunto sempre do conhecimento deles, sempre sobre experiências vividas por eles.

A apresentação das palavras do texto, logo após o diálogo inicial, era encarada com seriedade pelos alunos, que consideram como ponto fundamental para a aprendizagem de uma língua o conhecimento do léxico. Faziam os exercícios com seriedade, na certeza de que decorando aquelas listas de palavras estavam dando grandes passos para aprender a língua. A essa altura, a aula tornava-se muito

monótona, já que corria sem mudanças de ritmo: feitura do exercício seguida de correção do professor. No entanto, isso tornava fácil a sua tarefa final de compreensão do texto, pois de tanto fazerem exercícios de vocabulário já chegavam lá sabendo todo ele.

Para tal, a apresentação da gramática pouco contribuía. Muito concisa, pouco era apreendido, inclusive por falta de tempo útil para fixá-la. Na maioria das vezes, não era necessário reconhecer nenhum item gramatical para compreender o texto. Além disso, os alunos davam pouca importância à gramática, inclusive por haver itens mais fáceis para eles, como os referentes ao vocabulário, e por isso mesmo mais gratificantes.

Ao chegar ao texto, como já mencionei, a tarefa dos alunos era fácil. Não creio que a leitura em voz alta facilitasse coisa alguma no sentido da compreensão, já que essa leitura era sempre deficiente no sentido de que eles não dominavam a pronúncia das palavras e, além disso, elas aqui estavam combinadas de N maneiras, e não soltas, como antes. O texto não apresentava desafio algum para os alunos, que já conheciam todo o vocabulário, aprendido mecanicamente com os exercícios.

O meio que tínhamos de checar a compreensão to texto de modo mais preciso era através da fase do teste de compreensão, que sempre espelhava bem o comportamento final do aluno em relação à apreensão do texto. É aí que o professor verificava se o objetivo da lição fora atingido ou não, com um nível de precisão bastante confiável. Também aqui não havia desafio para o aluno, que muitas vezes ia marcando quase que automaticamente as respostas.

Os materiais foram aplicados em uma turma mediana em termos de adiantamento, rapidez de raciocínio, interesse, etc. Sua atitude em relação aos materiais foi bem receptiva, talvez porque estes vão de encontro ao que eles consideram mais importante no aprendizado de uma língua: o domínio do léxico. Encararam os materiais não com mais entusiasmo, mas com mais seriedade, achando, provavelmente, que "é assim que se aprende inglês". Quando faltavam à aula, sempre procuravam saber o que aconteceu, pegar o material na aula

seguinte, etc.

Um dos pontos positivos de trabalhar com os materiais foi ver os alunos estudarem com um objetivo mais restrito e, creio, mais adequado ao tipo de aluno e de escola em questão - aprender a ler em inglês. No entanto, o modo de fazê-lo com esse material é muito mecânico, exigindo pouco raciocínio do aluno, já que o que faz na maior parte do tempo é decorar listas de palavras. Acredito que, se continuasse a usar o material, a médio prazo os alunos se cansariam da monotonia de decorar palavras soltas. Além disso, tudo que é decorado mecanicamente tende a ser rapidamente esquecido, e é o que poderia acontecer aqui. Também a parte final das lições - texto e teste - poderia exigir mais dos alunos, ser mais desafiante. Eles poderiam sentir-se mais recompensados ao perceber que estavem vencendo um desafio.

Rio de Janeiro, 20 de dezembro de 1984

SERGIO PONTES DA SILVA

AVALIAÇÃO FINAL: Grupo 4

O ensino de língua inglesa na Escola Municipal João Kopke, escola unicamente de 1º grau, segue, principalmente, a metodologia denominada "Grammar Translation", isto é, as aulas prendem-se exclusivamente, ao ensino da estruturação de oração, visando, assim, inteirar-se o aluno da dinâmica gramatical e vocabular da língua. No entanto, aspectos da metodologia "Áudio-Lingual" são observados quando, em algumas turmas, levamos a cabo o "drill" oral, objetivando a memorização e, quando muito, a dramatização repetitiva, pois a criatividade linguística é completamente posta de lado.

Em se tratando das escolas da rede oficial de 1º grau do Estado do Rio de Janeiro, pois me é difícil falar em termos de Brasil, os objetivos do ensino de língua inglesa apresentados pelo departamento de currículos da Secretaria Estadual e/ou Municipal de Educação são completamente utópicos em relação à realidade vivenciada. Os conteúdos propostos, bem como os comportamentos de saída são inexequíveis.

O material proposto por este "syllabus", cujo objetivo primeiro é o desenvolvimento da habilidade de leitura, veio, em seu esboço e aplicação, atingir muito mais os objetivos dele esperado, assim como tornar mais realistas os comportamentos de saída, objetos de sua proposição.

Sem sombra de dúvida, os materiais apresentados como expressão deste syllabus, em relação aos usados anteriormente, são de nível metodológico e acadêmico bem superiores. Podemos ressaltar, a olhos vistos, os seguintes itens:

a) estímulo inicial, notoriamente bem definido, variado, criativo e metodologicamente apropriado.

b) desenvolvimento contínuo (aspectos gramaticais), progressivo (nível de dificuldade) e diversificado (variedade de exercícios).

A unidade introdutória é de valor vital para a compreensão, manipulação, execução e follow-up da metodologia ora proposta. Verifica-se ser necessária uma "checagem" do potencial do professor quanto ao conteúdo e conhecimentos metodológicos, bem como um período de treinamento, para que perceba, com clareza, a finalidade última da metodologia, executando-a com eficiência e eficácia.

É ponto definitivo, que as várias partes das unidades, e do mesmo modo as fases de pré-leitura são elementos facilitadores que levam o aluno à compreensão do texto. Parece-me seguro dizer que a coerência entre as partes da unidade é bastante nítida e que os "senões" existentes não a comprometem. Parece-me também ser necessária a dinamização da parte da unidade relativa à aquisição de vocabulário, que de alguma maneira deve ser contextualizada - micro diálogos, jogos, trabalho em dicionário, etc.

Foi altamente positiva a reação dos alunos em relação aos novos materiais, exemplificadas com atitudes como as que se seguem:

- "Eu pensava que inglês era tão difícil, mas é tão fácil desta maneira."
- "Agora já conseguimos ler alguma coisa em inglês."
- "Legal! Agora aprendemos inglês com assuntos da nossa terra."

A existência de turmas muito numerosas, a decisão do CFE de relegar o ensino de língua estrangeira à disciplina optativa, a inexistência de sanção em relação à não produtividade do aluno e/ou sua assiduidade levam-nos a crer que o enfoque metodológico ao desenvolvimento da habilidade de leitura é, seguramente, uma opção

quase que definitiva para se manter o ensino de língua estrangeira nas condições mencionadas. Cremos até que a estruturação desta metodologia para se ensinar a ler trará benefícios diretos ao desenvolvimento da habilidade de leitura em língua nacional.

A tentativa de globalização de áreas, relacionando-se os textos a serem lidos em inglês com os conteúdos das outras disciplinas estudadas pelos alunos será aspecto motivador indiscutível a um maior interesse e participação quando da aprendizagem de uma língua estrangeira.

Rio de Janeiro, 20 de dezembro de 1984.

Regina Célia Rio Novo Gaya da Penha Valle

APPENDIX N: HOMEWORK EXERCISES

NAME _____

HOMEWORK

Leia o texto e responda as perguntas de compreensão marcando com um x a resposta certa como fazemos na sala-de-aula.

Mondays at school

On Mondays Italo and Bia get up at 7:00 to go to school. They have breakfast at 7:30. Italo has bread, butter and coffee and Bia has milk and bread.

At 8:00 they are in their school. They have history, English, French, mathematics and Portuguese classes on Mondays. Italo likes Portuguese and Bia likes English.

At 10:30 they have a break. They play in the playground and have a sandwich.

At 12:00 it is time to return home and have lunch. They like to be home in the afternoon.

Questões:

1. A que horas Italo e Bia levantam-se às segundas-feiras?

a) às 7:30 ☐
b) às 7:00 ☐
c) às 10:30 ☐
d) às 12:00 ☐

2. Para que?

a) para lavar o rosto ☐
b) para ir para a escola ☐
c) para tomar café ☐
d) para brincar ☐

3. A que horas é o café-da-manhã?

a) às 7:00 ☐ c) às 10:30 ☐
b) às 7:30 ☐ d) às 12:00 ☐

4. Quantas aulas eles têm hoje?

a) quatro ☐ c) cinco ☐
b) seis ☐ d) três ☐

5. De que matéria Italo gosta?

a) de português ☐ c) de história ☐
b) de francês ☐ d) de matemática ☐

6. Qual é a hora do recreio?

a) 10:30 ☐ c) 7:30 ☐
b) 7:00 ☐ d) 12:00 ☐

7. O que eles fazem no recreio?

a) estudam francês ☐ c) correm ☐
b) comem sanduiche e brincam ☐ d) brincam no playground ☐

8. A que horas eles voltam para casa?

a) às 12:30 ☐ b) à meia-noite ☐
c) às 7:30 ☐ d) depois das aulas ☐

9. O que eles fazem quando chegam em casa?

a) tomam café ☐ c) almoçam ☐
b) estudam inglês ☐ d) comem um sanduiche ☐

10. Quem gosta de ficar em casa de tarde?

a) a mãe das crianças ☐ c) os pais ☐
b) Italo e Bia ☐ d) Italo ☐

NAME _____

HOMEWORK

Leia o texto e responda as perguntas de compreensão conforme fazemos na sala-de-aula.

Mondays at school

On Mondays Italo and Bia get up at 7:00 to go to school. They have breakfast at 7:30. Italo has bread, butter and coffee and Bia has milk and bread.

At 8:00 they are in their school. They have history, English, French, mathematics and Portuguese classes on Mondays. Italo likes Portuguese and Bia likes English.

At 10:30 they have a break. They play in the playground and have a sandwich.

At 12:00 it is time to return home and have lunch. They like to be home in the afternoon.

Questões:

I. Escreva o número do parágrafo que corresponde a cada retângulo:

manhãs em casa	aulas na escola
parágrafo ____	Parágrafo ____
Voltar para casa	hora do recreio
parágrafo ____	parágrafo ____

II. Que parágrafo descreve o que as crianças comem no café da manhã?

Parágrafo _____

III. Escreva [V] para verdadeiro e [F] para falso:

a) Às segundas Italo e Bia levantam-se às 8:00. [ ]

b) Bia come pão e manteiga no café-da-manhã. [ ]

c) Italo gosta de inglês. [ ]

d) Italo e Bia comem um sanduiche em casa. [ ]

e) Italo e Bia almoçam depois da escola [ ]

APPENDIX O

BREAKDOWN STATISTICS AND ANOVAs OF THE ATTITUDE SCALES A, B AND E (PART II OF THE QUESTIONNAIRES)

Scale A - attitudes towards the reading course

Breakdown statistics

Group	Mean	STD DEV	N
1	15.8333	2.3057	(30)
2	16.7879	2.8587	(33)
3	17.0968	2.1963	(31)
4	16.2571	2.7476	(35)
Total	16.4961	2.5712	(129)

ANOVA

Source of variation	SS	df	MS	F	Signif. of F
A. Main effects	29.065	2	15.532	2.223	0.113
TREATMENT	4.321	1	4.321	0.661	0.418
EXPECTATIONS	25.802	1	25.802	3.947	0.049*
B. Two-way interactions	0.016	1	0.106	0.016	0.899
TREATMENT BY EXPECTATIONS	0.106	1	0.106	0.016	0.899
EXPLAINED	29.171	3	9.724	1.488	0.221
RESIDUAL	817.077	125	6.537		
TOTAL	846.248	128	6.611		

129 cases were processed

0 cases (0.0 pct) were missing

* $p<0.05$

Scale B - attitudes towards the materials

Breakdown statistics

Group	Mean	STD DEV	N
1	49.2667	5.4642	(30)
2	51.5758	8.0701	(33)
3	51.7097	5.1199	(31)
4	51.0857	5.8328	(35)
Total	50.9380	6.2559	129

ANOVA

Source of variation	SS	df	MS	F	Signif. of F.
A. Main effects	93.632	2	46.816	1.196	0.306
TREATMENT	30.924	1	30.924	0.790	0.376
EXPECTATIONS	67.373	1	67.373	1.721	0.192
B. Two-way interactions	22.815	1	22.815	0.583	0.447
TREATMENT BY EXPECTATIONS	22.815	1	22.815	0.583	0.447
EXPLAINED	116.447	3	38.816	0.992	0.399
RESIDUAL	4893.057	125	39.144		
TOTAL	5009.504	128	39.137		

129 cases were processed

0 cases (0.0 pct) were missing

Scale E - attitudes towards learning English in general

Breakdown statistics

Group	Mean	STD DEV	N
1	28.7667	3.8299	(30)
2	30.4242	4.2281	(33)
3	30.1935	3.8072	(31)
4	30.3714	4.8452	(35)
Total	29.9690	4.2278	(129)

ANOVA

Source of variation	SS	df	MS	F	Signif. of F.
A. Main effects	30.372	2	15.186	0.851	0.429
TREATMENT	15.384	1	15.384	0.862	0.355
EXPECTATIONS	16.629	1	16.629	0.932	0.336
B. Two-way interactions	27.067	1	27.067	1.517	0.220
TREATMENT BY EXPECTATIONS	27.067	1	27.067	1.517	0.220
EXPLAINED	57.439	3	19.146	1.073	0.363
RESIDUAL	2230.437	125	17.843		
TOTAL	2287.876	128	17.874		

129 cases processed

0 cases (0.0 pct) were missing