

Universidade Federal de Uberlândia
Curso de Letra Inglês - Licenciatura na Modalidade a Distância

**LÍNGUA INGLESA: HABILIDADES INTEGRADAS
COM ÊNFASE NA COMPREENSÃO ORAL**

*Ana Donnard
Cristiane Carvalho de Paula Brito
Pedro Malard Monteiro
Simone Tiemi Hashiguti
William Tagata*

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LÍNGUA INGLESA: HABILIDADES INTEGRADAS COM ÊNFASE NA COMPREENSÃO ORAL

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INFORMAÇÕES

Caro(a) aluno(a),

Ao longo deste guia impresso você encontrará alguns “ícones” que lhe ajudará a identificar as atividades.

Fique atento ao significado de cada um deles, isso facilitará a sua leitura e seus estudos.



Bons estudos!

SOBRE OS AUTORES

Anna Donnard

Ana Donnard é neta do Professor Nicolas Donnard, fundador do Sindicato dos Professores de Minas Gerais e que dedicou toda sua vida à Educação. Seguindo a forte influência cultural de seu avô, decide-se pelo doutorado em Estudos Célticos na Universidade de Rennes. Retorna ao Brasil em 2005 como pesquisadora da FAPEMIG - Fundação de Amparo à Pesquisa de Minas Gerais, atuando na Faculdade de Letras da UFMG. Trabalha no ensino de línguas estrangeiras desde 1987 e atualmente suas pesquisas se orientam na perspectiva do Plurilinguismo e da Didática das Culturas. Desde 2008 faz parte do quadro de professores efetivos do Instituto de Letras e Linguística da Universidade Federal de Uberlândia.

Cristiane Carvalho de Paula Brito

Professora na área de Língua Inglesa, no Instituto de Letras e Linguística da Universidade Federal de Uberlândia (ILEEL/UFU). Graduada em Letras pela UFU, mestre e doutora em Linguística Aplicada pela Universidade Estadual de Campinas (UNICAMP). Atuou como professora de inglês em instituto de idiomas e em escola pública. Atualmente, coordena o Grupo de Pesquisa Laboratório de Estudos Polifônicos (LEP) e é vice-coordenadora do Grupo de Pesquisa Linguagem Humana e Inteligência Artificial, ambos certificados pelo CNPq. Possui artigos científicos publicados em periódicos acadêmicos e em anais de eventos científicos. Suas áreas de interesse são: Formação de Professores de Línguas, Análise do Discurso e Linguística Aplicada.

Pedro Malard Monteiro

Professor na área de Literatura em Língua Inglesa no Instituto de Letras e Linguística da Universidade Federal de Uberlândia. cursou Ecologia Humana na University of Huddersfield e Letras na Universidade Federal de Minas Gerais. Obteve seu PhD em Inglês pela State University of New York at Albany. Possui artigos científicos publicados em periódicos acadêmicos e em anais de eventos científicos. Sua atual área de interesse e pesquisa gira em torno da tentativa de entender e apreciar a relação entre ciência e criação literária, focando principalmente em estudar como a ecologia pode revelar novas perspectivas sobre língua, literatura, educação, e arte.

Simone Tiemi Hashiguti

Simone Tiemi Hashiguti é professora na área de língua inglesa e Linguística Aplicada no Instituto de Letras e Linguística da Universidade Federal de Uberlândia. É Bacharel em Linguística pela Universidade Estadual de Campinas e Mestre e Doutora em Linguística Aplicada pela mesma universidade. É líder dos Grupos de Pesquisa O Corpo e a Imagem no Discurso – CID e Linguagem Humana e Inteligência Artificial – LIA, certificados pelo CNPq. Pesquisa, publica e orienta trabalhos em temas tais como: identificações de gênero, tecnologias digitais de informação e comunicação, processos de ensino e aprendizagem de línguas, produção de materiais didáticos, letramentos, epistemologias não-standard.

William Mineo Tagata

Professor na área de Linguística Aplicada e Língua Inglesa no Instituto de Letras e Linguística da Universidade Federal de Uberlândia (ILEEL/UFU). Graduado em Linguística pela Universidade de São Paulo (USP), é mestre e doutor em Estudos Linguísticos e Literários em Inglês também pela USP. Atuou como professor de inglês em escolas de línguas e escolas de ensino fundamental e médio. Participa de projetos de extensão e formação continuada de docentes e é membro do Grupo de Pesquisa: O Corpo e a Imagem no Discurso. Possui artigos publicados em periódicos acadêmicos e anais de eventos científicos. Suas áreas de interesse são: formação de professores, estudos culturais e linguística aplicada. Alguns temas de pesquisa e estudo são: ensino de línguas estrangeiras, letramento crítico e multiletramentos, e formação de professores.

INTRODUÇÃO

Caro(a) aluno(a):

É com muito prazer que iniciamos a disciplina “Língua Inglesa: Habilidades integradas com ênfase na compreensão oral” do Curso de Letras Inglês - Licenciatura na Modalidade a Distância.

O objetivo precípua desta disciplina é promover a prática da compreensão oral em língua inglesa, aliando-a ao desenvolvimento de outras habilidades.

É importante lembrá-lo (a) de que a leitura desse guia deve ser articulada ao Ambiente Virtual de Aprendizagem (Moodle). Você também deve estar atento(a) às orientações que receberá ao longo do curso, por meio do seu (a) tutor(a).

Considerando a ementa e os objetivos da disciplina, organizamo-la nos seguintes módulos:

Módulo 1 – Compreensão oral: aspectos gerais

Módulo 2 – Falando sobre família e amigos

Módulo 3 – Falando sobre escola e profissões

Módulo 4 – Falando sobre viagens e filmes

Procure ler com atenção o material, assistir aos vídeos e fazer todas as atividades propostas.

Desejamos-lhe sucesso em seus estudos!

SOBRE A DISCIPLINA

Esta disciplina tem seu foco predominante no desenvolvimento da habilidade de compreensão oral em Língua Inglesa, sem desconsiderar, no entanto, as demais habilidades. No intuito de promover a inserção e a participação comunicativa do(a) aluno(a) em práticas discursivas variadas, serão trabalhados aspectos como: a sensibilização para o processo de compreensão oral; a contextualização e a utilização do conhecimento textual e de mundo para a compreensão oral em língua inglesa; o estudo da gramática contextualizada conforme a especificidade/necessidade dos temas abordados.

Nesse sentido, os **objetivos** desta disciplina são:

- Discutir os aspectos gerais envolvidos no processo de compreensão oral;
- Desenvolver a prática da compreensão oral em língua inglesa;
- Identificar, selecionar e avaliar informações presentes em um texto oral;
- Desenvolver o uso de estratégias de inferência e dedução para a compreensão de textos orais;
- Estudar e praticar aspectos linguístico-comunicativos da língua inglesa;
- Produzir textos escritos em inglês para: se apresentar, descrever pessoas, coisas e lugares; expressar opiniões; falar sobre o passado, falar sobre possibilidades etc.
- Estudar o Eixo Oralidade na BNCC.

Para atingir esses objetivos, nós seguiremos o seguinte **programa**:

- Compreensão oral: aspectos gerais
- Falando sobre família e amigos
- Falando sobre escola e profissões
- Falando sobre viagens e filmes

Ao longo de nossa disciplina, tomaremos, como material de base para as atividades de compreensão oral, vídeos gravados por dois professores da Universidade Federal de Uberlândia – Pedro e William. Os vídeos são compostos de diálogos em que os professores falam sobre seus interesses pessoais, seus hobbies, suas famílias e amigos, suas experiências no exterior etc. Além desse material, também serão sugeridos materiais complementares no intuito de propiciar o desenvolvimento linguístico-comunicativo na língua inglesa e assegurar uma variedade de materiais e níveis de dificuldade das atividades para todos os participantes.

Salientamos que, ao final de cada módulo, são apresentados os *scripts* dos vídeos trabalhados durante o curso. Para um maior aproveitamento, sugerimos que você tente realizar as atividades de compreensão oral sem fazer, em um primeiro momento, a leitura dos *scripts*, como sugerimos nas orientações dadas para a realização das tarefas e atividades.

Principais materiais didáticos utilizados no curso

- Guia de estudos.
- Ambiente Virtual de Aprendizagem - Moodle.
- Materiais complementares.

SOBRE A DISCIPLINA

Tempo de dedicação na disciplina

- Total de 90 horas, divididas em 22 horas e meia por módulo, sendo 4 módulos.

Você deverá planejar cuidadosamente a distribuição do seu tempo no decorrer dos estudos. No entanto, a sugestão é que você empregue, no mínimo, 22 horas e meia para cada módulo. Essas horas serão distribuídas entre tarefas avaliativas e não-avaliativas desenvolvidas no AVA, entre a leitura do guia de estudos e a realização das atividades complementares. Todas as tarefas são numeradas, seguindo uma mesma sequência progressiva em todos os módulos.

Principais formas de avaliação

Os 100 (cem) pontos da disciplina serão divididos em: atividades no Moodle (60 pontos) e exame final (40 pontos).

Toda e qualquer atividade, ainda que não seja atribuída nota, será acompanhada pelos responsáveis e contará como frequência.

Apoio e acompanhamento

Durante todo o curso, você terá o apoio pedagógico e tecnológico para:

- Desenvolver as atividades propostas;
- Entrar no ambiente virtual de aprendizagem Moodle;
- Participar de fóruns, chats e demais atividades propostas;
- Enviar materiais relativos às atividades de colaboração;
- Realizar as avaliações e
- Esclarecer quaisquer dúvidas sobre o curso.

Algumas ações permanentes do(a) aluno(a) ao longo do curso:

- Leitura frequente do fórum de notícias;
- Leitura frequente da caixa de e-mail;
- Envio de mensagens para desenvolvimento das atividades e
- Desenvolvimento de atividades individuais e colaborativas.

AGENDA GERAL DO MÓDULO 1

Atividade	Desenvolvimento do conteúdo	Avaliação
Tarefa 1	Apresentação da disciplina: objetivos, forma de funcionamento, temas dos módulos, tipos de tarefas, recursos a serem utilizados para a realização das tarefas.	
Tarefa 2	Partindo de uma reflexão sobre sua experiência com a língua inglesa e levando em conta as questões orientadoras, participe do Fórum de discussão : O que é compreensão oral em uma língua estrangeira?	Fórum de Discussão Valor: 4 pontos
Tarefa 3	Leitura de texto sobre aspectos gerais da compreensão oral.	
Tarefa 4	Partindo de leituras teóricas, participe do Fórum de discussão : The listening comprehension process	Fórum de Discussão Valor: 7 pontos
Tarefa 5	Tarefa 5.1 – Assistindo ao vídeo: assista à cena 1 (Introduction) e responda as atividades no AVA Tarefa 5.2 – Ouvindo e repetindo: assista novamente à cena 1 e, utilizando o botão de pausa do seu videoplayer, repita as frases, uma a uma. Tarefa 5.3 – Estude os aspectos linguístico-comunicativos apresentados.	
Tarefa 6	Desenvolvimento de um podcast sobre si mesmo, em língua inglesa, no Fórum de Apresentação – That’s me! , para compartilhamento de informações e prática de produção e compreensão orais.	Fórum de Apresentação Valor: 4 pontos
Tarefa 7	Exercício de compreensão oral, com base em uma palestra (TED talk).	

MÓDULO 1 - COMPREENSÃO ORAL: ASPECTOS GERAIS

Caro(a) aluno(a):

É com muito prazer que iniciamos o primeiro módulo da disciplina “Habilidades integradas com ênfase na compreensão oral” do Curso Especial de Licenciatura Plena em Letras – Habilitação em Inglês e Literaturas de Língua Inglesa do Plano Nacional de Formação de Professores da Educação Básica Pública (PARFOR).

Neste módulo discutiremos algumas questões gerais que envolvem o processo de compreensão oral, faremos algumas atividades práticas de compreensão oral, associadas à prática de produção escrita, e uma exposição contextualizada sobre alguns aspectos linguístico-comunicativos presentes no material apresentado.

Seja bem-vindo(a) ao primeiro módulo de nosso curso!

Conteúdo Básico

- O processo de compreensão oral: aspectos gerais
- Apresentando-se em inglês
- Foco gramatical: *Present Perfect e Present Perfect Continuous*

Objetivos

- discutir os aspectos gerais envolvidos no processo de compreensão oral;
- identificar informações presentes em um diálogo e responder perguntas de compreensão;
- produzir um texto escrito em inglês para se apresentar;
- estudar o *Present Perfect e Present Perfect Continuous*.

Principais materiais

Neste módulo, além do guia de estudos impresso, você assistirá à Cena 1 (Introduction) de nosso material de base, desenvolverá suas tarefas no Ambiente Virtual de Aprendizagem (AVA) Moodle e aprofundará seus estudos por meio das tarefas complementares

Tempo de dedicação neste módulo

Para desenvolver as atividades deste módulo, recomendamos uma dedicação de, pelo menos, 22 horas e meia, distribuídas entre: leitura do material didático e desenvolvimento das tarefas propostas.

Principais formas de avaliação

Produção de textos no AVA Moodle.

Critérios de avaliação

Pertinência da produção em relação à atividade solicitada

Densidade teórica (diálogo com os estudos apresentados no curso)

Interação com os pares



Task 1: Reading the Introductory Chapter in the Study Guide

The Introductory Chapter in the Study Guide presents several important aspects about this subject. Before we start our discussion about listening comprehension in English, it's important that you read the instructions on MOODLE and sort out your queries, if you have any. If you've already done this, go on to Task 2 below.



Task 2 – Discussion forum: What is listening comprehension in a foreign language?

Before starting our reflection about the listening comprehension process, post a short text IN ENGLISH on Moodle, about your experience listening to English. You should answer the following questions: What springs to mind when you think about “listening comprehension in English”? Do you usually listen to materials in English (songs, films, news, videos etc.)? If so, how often? Do you understand everything you hear? How would you evaluate your listening skill? (Are you good at it? Or do you have difficulty listening?) Can you think of any strategies for improving your listening comprehension? Do you feel you should improve it? How important is it to have a good pronunciation or knowledge of the phonological system of the language for good listening skills?

Please note that, in order to exchange ideas and perhaps even change our views about listening comprehension in a foreign language, you should read and also COMMENT, in English, on your colleagues' posts. Also note that, as a Letras undergraduate student, teacher and researcher in language studies, our discussions about the topic of this Forum will help understand how language and the subject of the language work. So now let's get down to work!

Task 3: Reading about listening comprehension in a foreign language

After interacting with your colleagues on the Discussion Forum, you can go on to read the text below, entitled O processo de compreensão oral: aspectos gerais. In the text, we introduce some ideas about this process taken from Linguistics and Applied Linguistics. While reading, you should compare the text with what was discussed on the Forum, so that you can confirm or reject your hypotheses. The aim of reading this text is to broaden our understanding about language in action. Since the objective of this subject is to develop our listening comprehension, for the time being we're not going to study listening comprehension theories. You will study them in more depth, for example, in the subject "Linguística Aplicada ao Ensino de Línguas Estrangeiras", focusing on language acquisition theories and language teaching methodologies.



Fonte: <http://brandalise.arq.br/blog/2010/07/08/comunicar-e-tambem-saber-ouvir/>

O PROCESSO DE COMPREENSÃO ORAL: ASPECTOS GERAIS

Você já pensou nos aspectos envolvidos no processo de compreensão oral? O que nos faz (ou não) compreender algo dito por outra pessoa? O que dificulta/facilita essa compreensão?

Imagine que você esteja dirigindo e encontre a placa abaixo:



Fonte: <http://www.manutencoesjb.com.br/lojavirtual/products/Placa-pare-%252d-PVC.htm>

Por já possuir o conhecimento acerca das regras de trânsito, a placa acima não lhe causaria nenhum problema de compreensão (pois já há uma expectativa de que ela apareça na rua) e você saberia o que fazer. Entretanto, imagine que, em um determinado cruzamento de uma avenida, você encontre a seguinte sinalização:



Fonte: <http://transpirando.com/2009/10/16/soneca-revigorante-para-aumentar-o-desempenho-esportivo/>

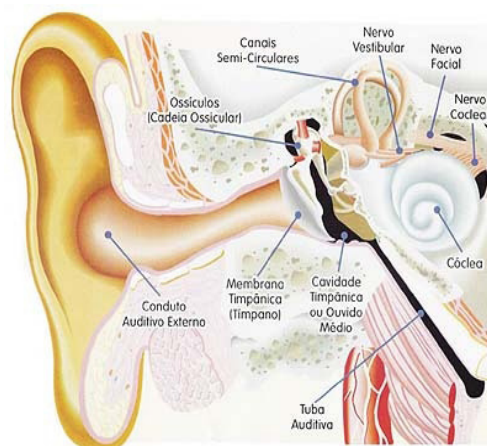
O que lhe viria à mente? Provavelmente, um estranhamento, já que a placa acima não está convencionalizada nas leis de trânsito vigentes em nosso país, e, portanto, poderíamos dizer que ela frustra todas as nossas expectativas sobre os tipos de sinalização que esperamos encontrar. Todavia, se ela estivesse na porta de um quarto, por exemplo, permitiria a construção de vários efeitos de sentido, dentre eles um que poderia ser expresso pelo enunciado de tom jocoso “Dê preferência ao sono”.

A ilustração acima nos mostra que, em nossa língua materna, ao nos engajarmos em uma conversa, ao ouvirmos uma palestra ou ao assistirmos um filme, por exemplo, o fazemos a partir de nossa leitura de mundo, de nosso conhecimento da língua, do assunto abordado, das imagens que fazemos das pessoas envolvidas na interação etc. Além disso, não podemos nos esquecer de que nossas práticas discursivas de compreensão oral possuem objetivos diversos, isto é, ouvimos para debater um tema, para obter informações, ou simplesmente por prazer (no caso de uma música, por exemplo). Harmer (2001, p. 201-202) destaca que ouvimos a fim de: identificar um tópico; fazer inferências e previsões sobre o que será dito; obter uma compreensão geral; obter informações específicas; obter informações detalhadas; e interpretar. Poderíamos ainda acrescentar muitos outros objetivos, dependendo do contexto de enunciação.

O fato é que o processo de compreensão oral é extremamente complexo e envolve não apenas o conhecimento linguístico, como costumam pensar os aprendizes de línguas estrangeiras ao se depararem com dificuldades para compreender algo na língua alvo. Além de ser um processo físico (há necessidade de som) e biológico (tem relação com o funcionamento cognitivo e com o aparelho auditivo humano¹), a compreensão tem a ver com uma certa memória de língua e de linguagem que temos e com processos de produção de sentidos. Para compreendermos o que ouvimos, associamos os sons da língua, desde seus elementos mínimos (fonemas), com o ritmo, a melodia, próprios da língua e da variedade da língua falada. Relacionamos tudo isso com as situações em que as falas ocorrem, com as situações que já vivemos, num intenso trabalho de memória e de interpretação que, nas teorias sobre linguagem, é tema de vastas pesquisas por diferentes perspectivas teóricas. Abaixo, falaremos um pouco sobre algumas delas, pois elas nos ajudarão a entender como funciona a compreensão oral e nos despertarão para a reflexão sobre ela durante nosso próprio processo de aprendizagem da língua inglesa neste Curso. Sobretudo, elas nos despertarão para a reflexão que se inicia agora (mas que perpassará todo o curso) sobre como, na posição de professores dessa língua, podemos ensiná-la.

A partir dos estudos de Roman Jakobson² sobre vários aspectos relacionados aos sons das línguas, sua produção e compreensão, pudemos compreender que reconhecer e produzir sons de uma língua não é uma tarefa simples ou óbvia. O linguista russo estudou tanto os sons de línguas eslavas e as produções de seus falantes,

1 *Curiosidade*: O sistema auditivo humano envolve três partes: a orelha externa, a orelha média e a interna. O formato da orelha externa funciona como uma concha acústica, que capta os sons para que eles passem pelo canal auditivo até chegarem ao tímpano e depois à cóclea, parte mais interna do ouvido.



Fonte: www.infoescola.com.br

A vibração do som na membrana timpânica faz vibrar 3 diferentes ossículos: o martelo, a bigorna e o estribo, nessa ordem. Esses ossos amplificam as vibrações, de maneira que o estribo transmita as vibrações à membrana coclear que faz vibrar o líquido coclear. O movimento desse líquido é o que faz duas outras membranas (a basilar e a tectórica) vibrarem, gerando impulsos nervosos que, transmitidos pelo nervo auditivo ao centro de audição do córtex cerebral, são decodificados. O ouvido humano escuta frequências de 20Hz (grave) a 20kHz (agudo), à diferença de outros animais. Fonte: www.sobiologia.com.br. Acesso em 20 de dezembro de 2011.

2 Roman Jakobson (1896-1982), linguista Russo e especialista em línguas eslavas, foi professor em universidades na então União Soviética (Faculdade de Artes Dramáticas em Moscou, na Rússia, e Universidade Masarykova, em Brno, na antiga Tchecoslováquia), entre 1920 e 1939. Mudou-se para os Estados Unidos em nos anos 40 do século XX e atuou como professor nas Universidades de Columbia, Harvard e M.I.T. Jakobson foi o precursor da fonologia, apontando, através de suas teorias e metodologia científica, que o fonema é a unidade mínima da língua a partir da qual já é possível diferenciar as significações e as palavras. Ou seja, a partir dos estudos do autor, som e sentido se tornam conceitos interconstitutivos.

como também produções orais realizadas por crianças e por sujeitos afásicos³. Em suas comparações, ele percebeu que a relação entre produção e percepção de determinados sons depende da própria língua falada pelo sujeito e dos valores linguísticos dos sons dessa língua. Em chinês, por exemplo, não há a distinção entre as consoantes líquidas r e l. Assim, ao ouvir uma língua em que os dois sons são distintos e produzidos, um falante de chinês pode simplesmente não reconhecer as diferenças. O mesmo pode ocorrer para um falante de inglês quando escuta as vogais nasais do português ou mesmo para nós brasileiros, falantes de português, ao ouvirmos os sons glotais do árabe. Já para japoneses, é muito difícil produzir o l, já que eles só têm o r no sistema fonético da língua japonesa. Nessas situações, não há nenhum tipo de patologia ou incapacidade de falar ou aprender línguas estrangeiras, mas, sim, a diferença de conhecimento fonológico que lhes constitui como falantes de línguas distintas.

Cada língua possui um sistema fonológico que faz parte do conhecimento linguístico do falante, de sua memória sobre a língua que fala. Quando um sujeito entra no processo de aprendizagem de uma segunda língua ou língua estrangeira, ele parte do conhecimento de língua que já o constitui e tende a repetir seus parâmetros. Para conseguir aprender e produzir novos sons, o sujeito deve estar psíquica e fisicamente disponível para mudanças (Revuz, 1998). Psiquicamente, porque deve aceitar e conviver com o fato de que as estruturas das línguas e seus sentidos são diferentes, e fisicamente, porque seu corpo tem que se ajustar aos novos sons. Para produzir sons nunca antes produzidos, todo o aparelho fonador⁴ deve ser revisitado, num trabalho de músculos, respiração e coordenação motora para coordenar língua, abertura e fechamento dos lábios, entrada e saída de ar. Sobretudo, é necessário acompanhar essa produção com o despertar para o reconhecimento auditivo desses sons e com técnicas que ajudem a memorizar as diferenças entre as línguas.

Se a partir da fonologia inaugurada por Jakobson podemos compreender a distinção entre os sons das línguas naturais, outros campos de pesquisa se atem aos outros elementos envolvidos na compreensão oral: o sujeito e suas faculdades cognitivas. Muitos estudos relacionados com os processos de aquisição de línguas são da área da Psicolinguística, que enfoca a aquisição da língua pela criança, levando em conta as produções por elas realizadas (dados empíricos) e também a formação psicocognitiva do indivíduo, investigando: “[...] qualquer processo relacionado à comunicação humana, mediante o uso da linguagem, focalizando as influências recíprocas entre mecanismos de processamento psicocognitivo e variações da compreensão e produção da linguagem – oral, escrita, gestual”, como apontam Zimmer et al, 2008:2. Já estudos que analisam o funcionamento cerebral e as patologias de linguagem são da área denominada Neurolinguística. Os estudos sobre as patologias de linguagem permitem compreender melhor, como já havia apontado Jakobson, o funcionamento da linguagem em sujeitos saudáveis e as relações com as áreas cerebrais responsáveis pela compreensão e pela produção da linguagem.

Já no campo da Linguística Aplicada ao Ensino de Línguas Estrangeiras, muitas pesquisas se ocupam da relação entre teorias de aquisição de língua, métodos de ensino e aprendizagem de línguas, num esforço para diversificar as formas possíveis de ensino de línguas e resultados positivos de aprendizagem. Segundo Jack Richards (1989), linguista aplicado e especialista em ensino de segundas línguas e línguas estrangeiras, o trabalho de compreensão oral ocorre também na relação com as necessidades do falante, seja em interagir com outros falantes ou apenas para conseguir realizar as atividades que deseja. Ou seja, para o autor, a compreensão oral está relacionada aos propósitos junto à língua, à contextualização da sua utilização. Outros linguistas aplicados, como Penny Ur (1984), por exemplo, apontam a importância da compreensão oral nos processos de aprendizagem de línguas como um todo, observando que para que os processos de aprendizagem ocorram, todas as habilidades devem ser trabalhadas em conjunto. No caso da compreensão oral, a autora remete à necessidade de ensinar ou aprimorar a habilidade através de práticas de compreensão que tragam situações reais de fala.

3 Afasia é uma alteração de linguagem causada por lesão cerebral. A alteração pode ser, por exemplo, da ordem de dificuldades nomeação, repetição, memorização, leitura, escrita, cálculo etc. As afasias são classificadas como Afasias de Expressão ou de Compreensão e podem ser acompanhadas ou não de sintomas motores. As alterações dependem da área cerebral atingida. Alguns dos tipos de afasia relacionados à área afetada são a afasia global, a Afasia de Broca e a Afasia de Wernicke. Tratamentos com neurolinguistas podem auxiliar na melhoria da qualidade de vida de afásicos e talvez retardar ou diminuir os sintomas, mas a lesão é permanente. Para saber mais, indicamos a leitura de COUDRY, M. I. H. Diário de Narciso. :

4 O aparelho fonador será melhor estudado na disciplina de Estudos Linguísticos em Língua Inglesa: Fonologia. De maneira geral, para produzirmos sons, utilizamos todas as partes da língua, os dentes, os lábios, o alvéolo, a glote, a laringe, as cordas vocais, em movimentos de vibração ou não, de inspiração e expiração etc.

Todos esses campos possibilitam ampliar nossa compreensão sobre todos os elementos envolvidos na compreensão oral. Como aprendizes de língua, vimos que vários tipos de conhecimento estão envolvidos na compreensão oral, e também o trabalho corporal: não basta saber a gramática de uma língua ou compreender as palavras isoladamente para “obtermos sucesso” em situações linguístico-comunicativas que envolvam a compreensão oral. Como professores de língua inglesa, percebemos que há uma gama de estudos e pesquisas que podem ser acessados para tornar nosso processo de conhecimento do funcionamento da linguagem mais interessante e para nos ajudar a compreender as diferenças de aprendizagem entre um aluno e outra e orientar nossas práticas de ensino.



To deepen your understanding of the aspects involved in the process of listening comprehension, we suggest you read Ur (1984) and Zimmer et al. (2008), from the References at the end of this Module.



Task 4 – Discussion forum: The listening comprehension process

Based on what you read on Task 3, on Jack Richards’s video (On Listening Comprehension, available at <https://www.youtube.com/watch?v=K21mag4VnDI>), on the paper by Lopes, Moura & Delgado (2020) and also on research you can do by your own, discuss the following statement: “Listening comprehension in a Foreign Language is a complex process”. Post a text IN ENGLISH on the Forum expressing your ideias and interact with your colleagues.

- Paper: Learning Listening Skills: a Means and an End in Foreign Language Acquisition (LÓPEZ; MOURA & DELGADO, 2020): <https://www.scielo.br/j/alfa/a/Wxfvv984JRHDyyB3YNycYRw/?lang=en&format=pdf>



Task 5: Listening Comprehension - Practice

SCENE 1: INTRODUCTION

In this section, we’re going to start doing listening comprehension activities based on the videos produced for this subject. We’re going to watch Scene 1 (Introduction), in which Pedro and William introduce themselves, focus on the language used for introductions, and we’re taking part in a Discussion Forum by recording a podcast about ourselves. The task is divided into 4 activities.



Fonte: <http://storeyinstitute.blogspot.com/2011/04/disaster-of-me-libertarianism.html>



Task 5 / Activity 1: Watching the video

To complete the task satisfactorily, follow the steps below:

- 1) Watch Scene 1 (Introduction) on Moodle and first, try to identify the main points mentioned by Pedro and William;
- 2) Read the activity below carefully;
- 3) Watch Scene 1 again and answer the following question on Moodle. Please note that we're not testing your listening skills, but only helping you practise this skill. After you post your answers on Moodle, by clicking on send, the answers will appear on a different screen. If you have any queries, talk to your teacher.

SCENE 1: INTRODUCTION

Listen to two speakers of English as a foreign language (Pedro and William) and answer:

What do they mention? Write P (for Pedro), W (for William), B (for both) or N (for neither):

1. () age
2. () jobs
3. () family
4. () ethnicity
5. () place of birth

*alma mater (formal): the school or university where you studied



Task 5 / Activity 2: Listening and repetition

After doing Activity 2, follow the steps below in order to develop your listening comprehension.

4) Watch Scene 1 again and read the script (at the end of the Module);

5) Watch Scene 1 again, and using the “Pause” button on your audio player, stop after each sentence, in order to repeat what the interlocutors said on the video. Try to do this without reading the script. This will help you develop your speaking and your listening comprehension in English;

6) Repeat the 5th step, this time pausing and repeating the sentences, using the script (at the end of the Module).



Task 5 / Activity 3: Focus on language structure

In this activity we’re going to focus on some of the English language structures used by Pedro and William to talk about themselves.

TALKING ABOUT YOURSELF

Here are some of the expressions used by Pedro and William to introduce themselves:

- Saying their names:
 - My name is William.
- Talking about age:
 - I’m 42 years old.
- Saying where they are from:
 - I’m originally from Sao Paulo.
 - I’m from Belo Horizonte.
- Saying where they live:
 - I’ve been living in Uberlandia for the past three years.
- Talking about work:
 - I’m an English teacher at the Federal University of Uberlandia.
 - I teach English Literature at the Federal University of Uberlandia.

Now that you’ve seen some structures to talk about yourself, it’s time to practise them. The following activity will help you express yourself in English and also practise listening comprehension.

Task 6 – Introduction Forum: That’s me!

You’ve certainly had the chance to introduce yourself on previous occasions. Now, however, you’ll have the chance to TALK a little about yourself in English. Based on your previous knowledge, RECORD a short talk (2 to 4 minutes) and post it on Moodle. You can use the recording software on your computer or your smartphone to make the recording, or even sites like www.vocaroo.com. The resulting file can be posted on the Internet – we’ll call it a podcast.

In your podcast, say your name, age, nationality, job, the city where you live, why you decided to attend this course, curiosities about you and other aspects that you find interesting about yourself. We’d like to encourage you to interact with your colleagues, commenting on their answers by recording new podcasts.

Record your podcast and post it on the Forum, listen to it and comment on at least TWO of your colleagues’ answers by recording a new podcast for each of them, with your comments. Then go back to your Study Guide to deepen your knowledge of the English language structure. Let’s get down to work!



The structure ‘I’ve been living...’ is called Present Perfect Continuous. First, let’s study the Present Perfect Simple and its structure:

Subject	have/has	Past Participle of the main verb	complement
I	have	studied	English.
My sister	has	studied	English.

In negative sentences, just place ‘not’ after ‘have’. Ex: I have not (ou haven’t) studied English before.

And in interrogative sentences, put ‘have’ before the subject. Ex: Has your sister studied English before?

In general, we use the Present Perfect to refer to actions that:

- i. happened in the past but are still somehow connected to the present. Suppose you broke your leg but still have your leg in plaster; you’ll probably say: I’ve broken my leg. (not “I broke my leg”, in the Past Simple), because it’s still possible to see the result/consequence of the action;
- ii. happened in the past, but an indefinite one (and it does not really matter when, since it’s the action itself, or its present relevance, that does matter) Ex: I’ve been to almost every capital city in the north-east except Natal (estive em quase todas as capitais do nordeste, exceto Natal);
- ii. have just happened. Ex: My brother has just left (meu irmão acabou de sair).

Having that in mind, let’s get back to the Present Perfect Continuous, whose form is:

Subject	have/has	been	main verb with -ing	complement
I	have	been	studyING	English
My sister	has	been	studyING	English

The Present Perfect Continuous is often used to emphasize the duration of an action, as well as its continuity.



The auxiliary verb 'have', used in the Present Perfect Simple and Continuous, can be contracted, as in: I've finished my homework ou She's finished her homework. In American English, the form 'ain't' can sometimes be used instead of 'haven't' or 'hasn't', especially in very informal contexts.



To learn more about the Present Perfect and the Present Perfect Continuous, read El Dash's paper (2013) and go to:

<http://www.solinguainglesa.com.br/conteudo/verbos6.php>



Task 7 – Extra activity: 5 ways to listen better

In this extra activity you are going to watch a TED talk with Julian Treasure, a sound and communication expert. In his talk, Julian says: "We are losing our listening". Can you guess why?

Here are some words and expressions from his talk that you may not know:

- fall short of something: to not reach a particular level or to fail to achieve something that you were trying to do
- acronym /'ækrənɪm/: an abbreviation consisting of letters that form a word. For example, NATO is an acronym for the North Atlantic Treaty Organization.
- subtle /'sʌt(ə)l/: not obvious, and therefore difficult to notice
- understated /,ʌndə(r)'steɪtɪd/: not trying to impress people or to attract their attention, and therefore attractive or effective
- choir /kwaɪə(r)/: a group of singers who perform together, for example in a church or school
- (take) refuge (in something) /'refju:dʒ/: a place where you go to protect yourself from something dangerous or threatening
- sound bites /saʊnd baɪts/: a short comment by a politician or other famous person that is taken from a longer conversation or speech and broadcast alone because it is very interesting or effective
- cacophony /kə'kɒfəni/: an unpleasant mixture of loud sounds
- desensitized /di:'sensətaɪzd/: less able to react strongly to something such as violence or pain (from www.macmillandictionary.com)

Now watch the talk and fill in the gaps in the text below. Watch the talk twice, without subtitles (this may be difficult at first, but it will help improve your listening). When you have finished, check your answers on Moodle. Here follows the link to Julian's talk: https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better

Listening is a process of (1) _____, in which we use a number of (2) _____ like culture, language, values, beliefs, attitudes, expectations and intentions, but most of the time we are (3) _____ of them. We are losing our listening because nowadays there are several ways of (4) _____ and also because our world is (5) _____. This makes it difficult to pay attention to the (6) _____, the subtle and the understated, which is making the world a (7) _____ place. So he suggests 5 exercises for developing conscious listening: (8) _____, (9) _____, (10) _____, (11) _____, and the acronym "R.A.S.A.", which means (12) _____ in Sanskrit.

When you have finished, check your answers (the answer key is at the end of this Module).

1) Do you agree with Julian Treasure that "we are losing our listening", and that we have to teach listening in our schools?

2) Did the list of words and expressions above help you to understand Julian's talk? As a teacher, how important do you think it is to pre-teach vocabulary from the listening passage to your students? Any other information that you would give them before listening?

3) How important do you think phonetic/phonemic transcriptions like /'ækrənɪz/ are? Would you like to learn them? Why (not)?

You will have the opportunity of presenting and exchanging your views on Moodle soon!



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ANEXO DO MÓDULO 1

1. *SCRIPT CENA 1* (Introduction)

William: Hello, my name is William and I'm an English teacher at the Federal University of Uberlandia. Uhm, I'm originally from Sao Paulo but I've been living in Uberlandia for the past three years. Uhm, I'm 42 years-old and I'm Brazilian, though I don't look Brazilian. I'm of Japanese descent.

Pedro: My name is Pedro, I teach English Literature at the Federal University of Uberlandia and I've been here for two years, but originally I'm from Belo Horizonte, eh, and I spent some time in England, quite a long time actually, before coming to the university here in Uberlandia.

1) extraction

2) filters

3) unconscious

4) recording

5) noisy

6) quiet

7) scary

8) silence

9) the mixer

10) savouring

11) listening positons

12) juice or essence

AGENDA GERAL DO MÓDULO 2

Atividade	Desenvolvimento do conteúdo	Avaliação
Tarefa 8	Leitura do Guia de Estudos: Apresentação do Módulo 2: tema, objetivos, tipos de tarefas, recursos a serem utilizados para a realização das tarefas.	
Tarefa 9	<p>9.1 – Warm-up: selecione no Guia de estudos as atividades que você geralmente realiza com seus amigos</p> <p>9.2 – Assistindo ao vídeo: assista à cena 2 (Family and Friends) e responda as atividades no AVA</p> <p>9.3 – Ouvindo e repetindo: assista novamente à cena 2 e repita as frases</p> <p>9.4 – Estude os aspectos linguístico-comunicativos apresentados</p>	
Tarefa 10	Produção de um podcast, em inglês, no Fórum de discussão , sobre o tema 'what makes a good friend?'	<p>Fórum de Discussão</p> <p>Valor: 5 pontos</p>
Tarefa 11	<p>11.1 – Warm-up: antes de assistir ao vídeo, ative seu conhecimento prévio fazendo anotações sobre sua família</p> <p>11.2 – Assistindo ao vídeo: assista à cena 3 (Brothers and Sisters) e responda as atividades no AVA</p> <p>11.3 – Ouvindo e repetindo: assista novamente à cena 3 e repita as Frases</p> <p>11.4 – Estude os aspectos linguístico-comunicativos apresentados</p>	
Tarefa 12	Produção de um podcast, em inglês, no Fórum de discussão, apresentando um irmão, irmã ou amigo(a)	<p>Fórum de Discussão</p> <p>Valor: 5 pontos</p>

Tarefa 13	Participação no Fórum de Discussão sobre a TED TALK Frientimacy: The 3 Requirements of All Healthy Friendships, de Shasta Nelson	Fórum de Discussão Valor: 5 pontos
Tarefa 14	Atividade de compreensão oral com base em uma TED TALK	
Tarefa 15	Reflexão sobre seu desempenho no curso até o momento	

MÓDULO 2 - FALANDO SOBRE FAMÍLIA E AMIGOS

Caro(a) aluno(a):

Vamos iniciar o segundo módulo da disciplina “Habilidades integradas com ênfase na compreensão oral” do Curso de Letras Inglês - Licenciatura na Modalidade a Distância.

Neste módulo, focaremos o tema ‘família e amigos’, estudaremos o verbo modal ‘should’ e a forma comparativa dos adjetivos e revisaremos o presente simples. Além das atividades de compreensão oral, continuaremos a produzir pequenos textos em inglês.

Seja bem-vindo(a) ao segundo módulo de nosso curso!

Conteúdo Básico

- Falando sobre a família e os amigos
- Foco gramatical: verbo modal ‘*should*’; *comparison of adjectives*; *Simple Present* (revisão)

Objetivos

- ouvir um diálogo para confirmar e identificar informações;
- produzir um texto escrito em inglês para apresentar alguém da família ou um(a) amigo(a);
- produzir um texto escrito em inglês para discutir o tema ‘o que é um bom amigo?’;
- estudar o verbo modal ‘*should*’ e a forma comparativa dos adjetivos;
- revisar o uso do *Simple Present*;
- refletir sobre o desenvolvimento da disciplina.

Principais materiais

Neste módulo, além do guia de estudos impresso, você assitirá à Cena 2 (Family and Friends) e 3 (Brothers and Sisters) de nosso material de base, desenvolverá suas tarefas no Ambiente Virtual de Aprendizagem (AVA) Moodle e aprofundará seus estudos por meio das atividades complementares

Tempo de dedicação neste módulo

Para desenvolver as atividades deste módulo, recomendamos uma dedicação de, pelo menos, 14 horas e meia, distribuídas entre: leitura do material didático e desenvolvimento das tarefas propostas.

Principais formas de avaliação

Produção de textos no AVA Moodle.

Critérios de avaliação

Pertinência da produção em relação à atividade solicitada

Densidade teórica (diálogo com os estudos apresentados no curso)

Interação com os pares



Task 8: Reading the Study Guide

Before we start Module 2, it's important that you read all the points mentioned (agenda geral, formas de avaliação etc.) and ask your teacher about your queries, if you have any. If you've already done that, move on to Task 9 below.



Task 9: Listening Comprehension - Practice

CENA 2: FAMILY AND FRIENDS

In this Module, we'll keep practising listening comprehension. First, we're going to watch Scene 2 (Family and Friends), in which Pedro and William talk about their families and friends. This task is divided into 4 activities.



Fonte: http://www.wallpaperpimper.com/wallpaper/download-wallpaper-Madagascar_Friends-size-1024x768-id-121498.htm



Task 9 / Activity 1: Warm-up!

Before watching Scene 2 (Family and Friends), in which Pedro and William talk about their family and friends, activate your previous knowledge! What do you do with your friends? Tick all the activities you usually do with your friends. Then check which of them are mentioned by the speakers.

- | | | |
|--------------------------------------------|-------------------------------------------|---------------------------------------|
| <input type="checkbox"/> dance | <input type="checkbox"/> listen to music | <input type="checkbox"/> walk |
| <input type="checkbox"/> chat on the net | <input type="checkbox"/> go to the cinema | <input type="checkbox"/> go to discos |
| <input type="checkbox"/> go to restaurants | <input type="checkbox"/> go to museums | <input type="checkbox"/> study |
| <input type="checkbox"/> go shopping | | |



Task 9 / Activity 2: Watching the video

To complete the task satisfactorily, follow the steps below:

1) Watch Scene 2 (Family and friends) on Moodle and first, check the main points mentioned by Pedro and William. Write down in your notebook: what do they usually do with their friends? Which words from the list above do you recognise?

2) Read the activity below carefully;

3) Watch Scene 2 again and answer the following question on Moodle. Please note that we're not testing your listening skills, but only helping you practise this skill. After you post your answers on Moodle, by clicking on send, the answers will appear on a different screen. If you have any queries, talk to your teacher.

CENA 2: FAMILY AND FRIENDS

1. Listen to Pedro and William. Read the following statements and decide **who they refer to**. Write **P** if they refer to Pedro, and **W** if they refer to William:

- a. () He has three brothers.
- b. () He has a child.
- c. () His grandparents arrived in Brazil over 60 years ago.
- d. () He has many foreign friends.

2. At the end of the snippet, Pedro and William discuss the following question: 'What makes a good friend?' Listen and tick the points they mention:

- a. () Being kind and generous
- b. () Having a good sense of humour
- c. () Being a good listener
- d. () Having similar Jobs
- e. () Someone you can trust



Task 9 / Activity 3: Listening and repetition

After doing Activity 2, follow the steps below in order to develop your listening comprehension.

4) Watch Scene 2 again and read the script (at the end of the Module);

5) Watch Scene 2 again, and using the "Pause" button on your audio player, stop after each sentence, in order to repeat what the interlocutors said on the video. Try to do this without reading the script. This will help you develop your speaking and your listening comprehension in English.

6) Repeat the 5th step, this time pausing and repeating the sentences, using the script (at the end of the Module).

7) While reading the script, you've probably noticed the following words and expressions:

- settled down
- hang out
- grumpy
- sulky

Look up the meaning of each word and expression in an online dictionary, if you don't know what they mean. You can use the following online dictionaries:

www.macmillandictionary.com <http://dictionary.cambridge.org>

Two of the following expressions are known as phrasal verbs. Which ones? What is a phrasal verb? Can you think of any other phrasal verbs?



Task 9 / Activity 4: Language structure

In this activity, we're going to study some of the structures mentioned by Pedro and William for talking about family and friends.

TALKING ABOUT FAMILY AND FRIENDS

Note some expressions used by Pedro and William for:

- Asking about family:
 - Can you tell us about your family?
 - How many brothers and sisters have you got?
- Saying where they were born:
 - Both my parents were born in Brazil.
 - I was born in Belo Horizonte.
- Asking about friends:
 - Can you tell us about one good American friend of yours?
 - Do you have any friends from Japan?
 - Do you have a best friend?
- Talking about friends:
 - He loves wine and he loves going to the movies.
 - I think a good friend is a good listener.
 - She should be reliable.
- Talking about what they do with their friends:
 - We always go to the cinema once or twice a month.
 - We go to restaurants and to some discos, clubs sometimes.
 - What kind of thing do you really like to do when you go out?
 - What do you do with your friends?
 - I always like to do different things.



Note that both questions 'Have you got any brothers or sisters?' and 'Do you have any brothers or sisters?' have the same meaning. However, the first is more common in British English and the second in American English.



Look!! They are twin brothers:



Fonte: <http://www.reuters.com/article/2012/01/04/us-usa-twins-idUSTRE80321S20120104>

And they are twin sisters:



Fonte: <http://www.smh.com.au/ftimages/2007/08/06/1186252613728.htm>

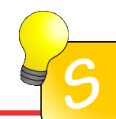


The expression 'You know', according to Cambridge Dictionaries Online, is very common in informal speech, often used when thinking about what to say, trying to help someone remember something or when trying to explain something. Did you notice how Pedro and William used the expression? Pay attention to the context in which this expression appears. Can you think of any other English expressions that can be used similarly?



Should is considered a modal verb in English and is normally translated as 'deveria'. After 'should', the verb is used in the infinitive without 'to', as in: A good friend should be nice. In negative sentences, we just put 'not' after 'should', or use the contracted form shouldn't, as in: A good friend should not/ shouldn't hurt you. In questions, we put 'should' before the subject, as in: Should you tell all your secrets to your friends?

Note that modal verbs like 'should' does not change when used with third person singular (he, she, it). We can use 'should' to give suggestions, advice, opinions and in some cases express mild obligation.



Another modal verb with a similar meaning to 'should', but less common (it's falling into disuse), is 'ought to'. Therefore, you can say: A good friend should tell the truth or A good friend ought to tell the truth.



For further practice of modal verb 'should' go to:

<http://www.eclecticenglish.com/grammar/Should1A.html>



Task 10: Discussion forum – What makes a good friend?

What is a good friend? As you could see, during the conversation Pedro and William discuss their views on what makes a good friend. How about you? In your view, what makes a good friend?

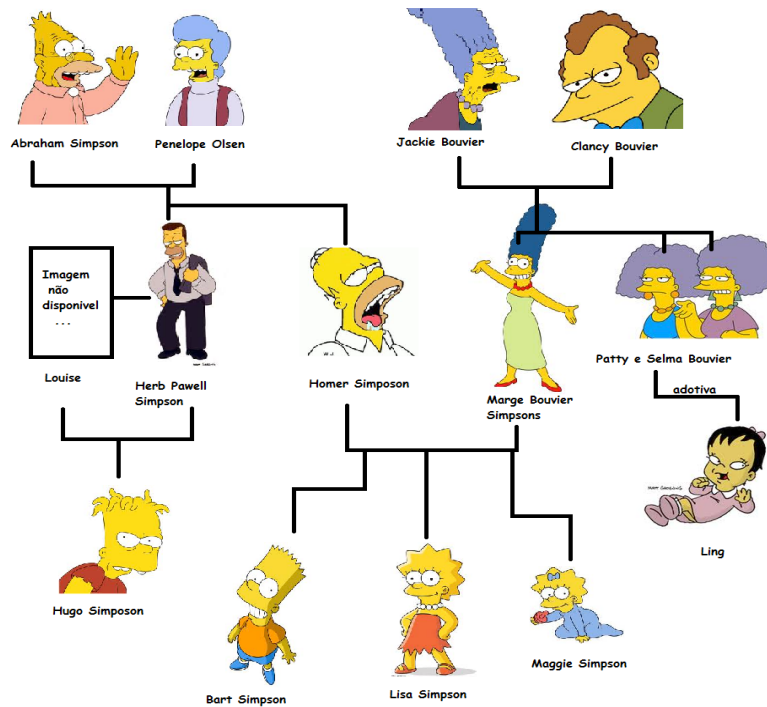
- a good friend is a good listener.
- a good friend should always say 'yes' to you.
- a good friend should like you for who you are.
- a good friend should like you for what you have.
- a good friend likes the same things I do.
- a good friend respects my opinions.
- a good friend is loyal.
- a good friend should be reliable.
- a good friend is funny.
- a good friend should do the things I do.
- a good friend should be intelligent.
- a good friend should call me everyday.

Record a podcast in English, from 3 to 5 minutes, answering the following question: "What makes a good friend?" and post it on Moodle. Use your notes, what you've read so far and your previous knowledge. Don't forget to listen to and comment upon at least 2 of your colleagues' answers by recording podcasts for them or writing answers!

Task 11: Listening Comprehension – Practice

SCENE 3: BROTHERS AND SISTERS

In this section, we're going to watch Scene 3 (Brothers and Sisters), in which Pedro and William talk about their siblings (brothers and sisters). Note that the task is also divided into 4 activities.



Fonte: <http://ceusimpsons.blogspot.com/2011/08/arvore-genealogica-dos-simpsons.html>



Task 11 / Activity 1 – Warm-up!

Before watching the video, activate your previous knowledge! Answer the following questions IN ENGLISH, in your Study Guide: Do you have brothers and sisters? How many? Are they older or younger than you? Think about some differences between you and your siblings, in terms of physical appearance and personality.



Task 11 / Activity 2 – Watching the video

To complete the task satisfactorily, follow the steps below:

- 1) Watch Scene 3 (Brothers and sisters) on Moodle and first, pay attention to the main points mentioned by Pedro and William about their siblings;
- 2) Read the activity below carefully;
- 3) Watch Scene 3 again and do the following tasks on Moodle. After you post your answers on Moodle, by clicking on send, the answers will appear on a different screen. If you have any queries, talk to your teacher.

CENA

Listen to Pedro and William talking about someone in the family and fill in the gaps:

William's a teacher, but his brother is a/an (1)_____. He works in a (2)_____. In his free time he loves reading (3)_____ and watching (4)_____.

Pedro's brother works at (5)_____. He lived in (6)_____ for some years, and he would like to work in (7)_____ in the future.



Task 11 / Activity 3: Listening and repetition

After doing Activity 2, follow the steps below in order to develop your listening comprehension.

4) Watch Scene 3 again and read the script (at the end of the Module);

5) Watch Scene 3 again, and using the "Pause" button on your audio player, stop after each sentence, in order to repeat what the interlocutors said on the video. Try to do this without reading the script. This will help you develop your speaking and your listening comprehension in English;

6) Repeat the 5th step, this time pausing and repeating the sentences, using the script (at the end of the Module);

7) While reading the script, you've probably noticed the following words and expressions:

- to be stressed out
- he takes things in his stride
- booming

Look up the meaning of these words and expressions in an online dictionary, if you don't know their meanings. You can use the following online dictionaries:

www.macmillandictionary.com

<http://dictionary.cambridge.org>

While looking up the words in an dictionary, you probably noticed that there are idiomatic expressions with the noun "stride", for example "put someone off their stride". In this sense, online monolingual dictionaries can be an excellent tool for vocabulary learning, so try and make the most of them in order to improve your vocabulary!



Task 11 / Activity 4: Language structure

In this activity, we're going to study some of the structures used by Pedro and William to talk about their siblings.

1. COMPARISON OF ADJECTIVES

Note some of the sentences used by Pedro and William:

1. He's older than I am.
2. He's two years younger than I am.
3. He's smarter than I am.
4. He's a lot calmer than I am.
5. He's taller.
6. He's more patient than I am.
7. I'm more energetic and more lively than he is.
8. He's more relaxed and laid back than I am.
9. He's more conservative than I am.

The sentences above have examples of comparative forms of adjectives in English. In sentences 1 to 5 the suffix –ER was added to the adjectives, but in sentences 6 to 9, 'more' was placed before the adjective. Why?

The rules for making comparatives in English are:

1. Add '-ER' to one-syllable adjectives:

Adjective	Comparative form
old	oldER
fast	fastER
weak	weakER

2. Add 'more' (or 'less') to two-syllable adjectives or more than two syllables:

Adjective	Comparative form
beautiful	MORE beautiful
intelligent	MORE intelligent
arrogant	MORE arrogant



For comparative forms of adjectives ending in *-y* preceded by a consonant, we replace *-y* with *-i*.
Examples: busy – busiER; dirty – dirtiER.



Some adjectives have irregular forms, for example, 'good'; its comparative form is 'better'; 'bad', with the comparative form 'worse' and 'far', with the comparative form 'further' or 'farther'.



For some two-syllable adjectives, it's possible to use both the suffix *-ER* and 'more/less', for example: quiet (quietER or MORE quiet); happy (happiER or more happy); simple (simpliER or MORE simple) etc.



For further practice of comparative forms in English, as well as learning about SUPERLATIVE forms, go to the following links:

<http://www.solinguainglesa.com.br/conteudo/adjetivos3.php>

<http://www.ego4u.com/en/cram-up/grammar/adjectives-adverbs/adjectives>



The expression 'What does he/she look like?' is used to ask about someone else's physical appearance

2. REVISÃO: SIMPLE PRESENT

While talking about their siblings, Pedro and William used the following sentences:

1. He's a dentist.
2. He's an engineer.
3. He performs operations.
4. He works from Monday to Friday.
5. He loves reading.
6. He also watches movies.
7. He works at an engineering company.

The sentences above describe a state, as is the case of sentences 1 and 2, or habits (sentences 3 to 7), hence the use of Simple Present. If you have any queries about the use of the Simple Present (including how and when to use auxiliary verbs DO and DOES, review the Simple Present in the Study Guide of the subject Língua Inglesa: Leitura Instrumental.



For further practice of Simple Present, go to the links below. There you'll be able to read grammatical explanations and do several exercises.

<http://www.englishpage.com/verbpage/simplepresent.htm>

<http://www.brasilecola.com/ingles/simple-present.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pres1.htm>



Watch the following video about the Simple Present tense:

https://youtu.be/Bf-oSV3sx_0



Task 12 – Discussion Forum: Talking about siblings

Fill in the table below with information about you and your brother/sister/friend.

YOU	YOUR BROTHER/SISTER/FRIEND
What's your name?	What's his/her name?
How old are you?	How old is he/she?
What's your job?	What's his/her job?
What do you like to do?	What does he/she like to do?
What don't you like to do?	What doesn't he/she like to do?

Using the notes you've taken so far, as well as any other texts you've read, record and post a podcast in English, from 3 to 5 minutes, about your a brother/sister/friend on Moodle. Say their names, age, jobs, interests and also comment upon any differences between you. Use your notes, your previous knowledge and the vocabulary you've learnt so far. Don't forget to listen to and comment on at least two of your colleagues' answers, recording podcasts for them!



Task 13 – Discussion Forum: Parents and children

Have you ever heard the word 'Frientimacy'? Watch the TED TALK Frientimacy: The 3 Requirements of All Healthy Friendships, by Shasta Nelson, available at <https://www.youtube.com/watch?v=hmJyWreER7A>

What are the requirements pointed out by the speaker? How important are they? Do you agree with them? Post your perceptions on the Forum and interact with your colleagues!



Task 14 / Extra activity – How to connect with depressed friends

Have you ever felt depressed, or do you have any friends who are depressed? You are going to watch a TED talk with comedian and story teller Bill Bernat, giving some suggestions how to relate to depressed friends. Watch the talk and answer: How can we connect with a depressed friend? (write a short sentence summarizing Bill Bernat's words of advice and how you feel about them)

After writing your sentence and posting it on Moodle, watch the talk a second time, with subtitles in English, and answer: Have you come across any new words and expressions? If you asked your students to watch the talk, would you pre-teach any of them? Which ones?

The TED talk is available at: https://www.ted.com/talks/bill_bernato_how_to_connect_with_depressed_friends



Task 15: Reflecting

We've come to the end of Module 2. Before we move on, try to reflect on your performance so far. Did you manage to do all the activities? What difficulties did you face? What were the strengths and weaknesses of this Module? What did you learn?

ANEXO DO MÓDULO 2

1. SCRIPT SCENE 2 (Family and Friends)

William: So, Pedro, can you tell us about your family? How many brothers and sisters have you got?

Pedro: Yeah, I have two brothers, eh, a younger brother and a twin brother.

William: A twin brother?

Pedro: Yeah, yeah.

William: Uhm, uhm.

Pedro: He lives in Sao Paulo now. And my younger brother lives in Belo Horizonte. What about you?

William: Uh, I'm the youngest of four. I've got three brothers, one of them is living in Japan at the moment. He's single. My two brothers are married, living in Brazil. And one of them has got two children. Which means I have a nephew and a niece.

Pedro: Oh, that's fantastic.

William: Do you have any nephews or nieces?

Pedro: I have one nephew and a son. So yeah.

William: All right, you're a father?

Pedro: Yeah, I am a father, yeah.

William: How old is he?

Pedro: Yeah, he's just a baby, he's four months-old now.

William: Uhm, uhm.

Pedro: And my nephew is five years-old already.

William: Right, right. Are they living in Uberlandia as well?

Pedro: No, they're not. My brother is... lives in Belo Horizonte, so that's where my nephew is.

William: Right.

Pedro: And I notice you are, well, you look Japanese.

William: That's true.

Pedro: Your family's from Japan, you father your mother?

William: Actually my parents, both my parents were born in Brazil.

Pedro: Oh, right.

William: My grandparents came to Brazil, I think, shortly after the... the war, the Second World War.

Pedro: Uhm, uhm.

William: So they came to Brazil, they settled down in the countryside of Sao Paulo, and that's where I was born. I was actually born in Sao Paulo, the capital.

Pedro: Right.

William: How about you?

Pedro: I was born in Belo Horizonte as well and, uh, yeah, most of my family was born there as well. Some... parts of my mother's family was (sic) born in... in the North of Minas Gerais State, but most of them are... were actually born in Belo. So...

William: Right. Right. How about your friends? Uhm. Do you have a best friend?

Pedro: My age we don't have best friends, I don't think that's a class. But yes, I have some friends here in Uberlandia, where I work. And I have some friends back home, and also friends from university, and since I was at university in different places I have friends in Europe, in England, in Germany and also in America.

William: So you have an American friend?

Pedro: Well, many, yes. Many friends from America.

William: Right. Can you tell us about one good American friends of yours?

Pedro: Well, yes, uh. Let me think. Oh, there's... there's many (sic), but there's Jim who's...

William: Jim?

Pedro: Jim, yeah, Jim O'Rourke is an American from Irish descent I suppose, because of the surname, O'Rourke. And of course many Americans, uh, well, an important contingent of Irish went to America so there are many people with Irish surnames in... in America, yeah.

William: I see.

Pedro: And do you have any friends from Japan?

William: Oh, friends from Japan? No, not really. No, I wouldn't be able to communicate with them because I can't speak a word of Japanese, really. But I do have some good friends, really close friends in Sao Paulo. One of my best friends is Gus, his name is Gus. He's a graphic designer. He loves drinking, you know, he loves... he loves wine and he loves going to the movies. So we always go to the cinema once or twice a month, usually. We go to restaurants, and to some discos, clubs sometimes, uh. That's it.

Pedro: Right. What kind of thing do you really like to do when you go out, uh, at night or during the day?

William: Uhm, sometimes we just go to... to clubs, you know, for dancing, uh, having, you know, some wine and beer. Uh, other times we go to restaurants to eat out, you know, uh, we love Japanese food, so we meet all our friends in, you know, restaurants. Sometimes we even go to theatres. Uh, basically that's it. What about you? What do you do with your

friends?

Pedro: Well, it depends where I am. If I'm travelling, I always like to do different things. Of course, restaurants are a different thing when you are abroad. But also, you know, the cultural events, like museums and art galleries. And also, I suppose, you know, sightseeing. If you go to a capital in Europe, like France, you have to stop by Paris and you have to go to the Eiffel Tower, for example. So, obviously, I do that kind of thing.

William: Right. So what do you think makes a good friend?

Pedro: Well, I think, well... [laughs]. They have to be, I suppose, happy, and positive. And good company too. And of course it helps if they have the same kind of idea of what's fun to do. So I suppose that's it, having the same idea of fun.

William: Right. Well, if you ask me, I think a good friend is a good listener. He or she must, I think, be in a good mood certainly helps. I wouldn't like to hang out with people who are always, you know, grumpy, in a bad mood, sulking. So I think, yes, fun is important, also he or she should be reliable. Having similar interest in tastes obviously helps, uh, but it's not the most important thing. Uh, I think reliable and good mood are things that count for me.

Pedro: Ok.

2. SCRIPT SCENE 3 (Brothers and Sisters)

Pedro: Could you tell me about your brother?

William: Yes sure. He's a really cool guy. He's older. He's, uh, he's ten years older than I am.

Pedro: Ok. What does he do?

William: He's a dentist.

Pedro: Right.

William: He's a dentist, he works from Monday to Friday. I think he works in a hospital too, on two days of the week. And he performs operations, you know, very complicated operations.

Pedro: And what does he do when he's not working?

William: Uhm. He's a very musical person. He can play the piano. Actually he's smarter than I am because he loves reading, he reads all sorts of books. Actually, he, uhm, he reads poetry, he knows a lot more poetry than I do. Uhm, he also watches movies, and we sometimes go to the cinema together.

Pedro: Do you enjoy the same kind of movies?

William: Uh. We do, yes, we do. We usually watch dramas, you know, and we normally talk about the books we read and the films we watch as well.

Pedro: Are you alike in temperament?

William: Uhm, I think he's more patient than I am, but on the other hand I'm more energetic and more lively than he is, really. Uhm, that's it. Oh, and he's a lot calmer than I am.

Pedro: And you think you're stressed out.

William: I could be stressed out. I think he... he takes things in his stride more easily than I do

Pedro: Right.

William: I think he's more relaxed and laid back than I am.

William: So, Pedro, tell me about your younger brother. What does he do?

Pedro: He's an engineer. He's two years younger than I am. And he works at an engineering company.

William: And where does he live?

Pedro: He lives in Belo Horizonte. And he's always lived there, he was born there.

William: And what does he look like?

Pedro: Well, he's very different from me. He's taller, he is blond and he's... he's got blue eyes. So very different.

William: Right. And what does he like to do?

Pedro: We also have very different tastes in, well, just about everything I suppose. He's, uh, he's more conservative than I am and he, I suppose, likes to do more traditional things. The kinds of film and the kinds of restaurants that he likes are more, eh, I suppose, more traditional, if that makes any sense.

William: Do you have fights?

Pedro: We have arguments, like brothers usually do. But not really fights. But I suppose that's normal. Brothers sometimes have arguments. No fights, but arguments.

William: Is he married?

Pedro: He is married. Actually no, he's not married. He's divorced. But he was married for some time. And he's recently divorced.

William: Right. And what would he like to do in the future?

Pedro: I suspect that he would like to work for engineering companies outside Brazil. He has an interest in working with companies that do construction work outside Brazil. In Europe sometimes or maybe even in places like the Middle East where I hear the construction business is booming.

William: Has he ever been abroad?

Pedro: Yeah, he lived in England as well, some years, I think two years, maybe more. And he also travels a lot to England because he has friends there too.

AGENDA GERAL DO MÓDULO 3

Atividade	Desenvolvimento do conteúdo	Avaliação
Tarefa 16	Leitura do Guia de Estudos: Apresentação do Módulo 3: tema, objetivos, tipos de tarefas, recursos a serem utilizados para a realização das tarefas.	
Tarefa 17	<p>Tarefa 17.1 – Warm-up: anote no Guia de estudos as suas memórias acerca da escola</p> <p>Tarefa 17.2 – Assistindo ao vídeo: assista à cena 4 (School Days 1) e responda as atividades no AVA</p> <p>Tarefa 17.3 – Ouvindo e repetindo: assista novamente à cena 4 e repita as frases</p>	
Tarefa 18	<p>Tarefa 18.1 – Warm-up: selecione no Guia de estudos as características de uma “big school” e de uma “small school”</p> <p>Tarefa 18.2 – Assistindo ao vídeo: assista à cena 5 (School Days 2) e responda as atividades no AVA</p> <p>Tarefa 18.3 – Ouvindo e repetindo: assista novamente à cena 5 e repita as frases</p> <p>Tarefa 18.4 – Estude os aspectos linguístico-comunicativos apresentados</p>	
Tarefa 19	Produção de um texto, em inglês, no Fórum de discussão, sobre suas memórias acerca da escola	<p>Fórum de discussão</p> <p>Valor: 4 pontos</p>

<p>Tarefa 20</p>	<p>Tarefa 20.1 – Warm-up: selecione no Guia de estudos as características de um aluno universitário</p> <p>Tarefa 20.2 – Assistindo ao vídeo: assista à cena 6 (Jobs) e responda as atividades no AVA</p> <p>Tarefa 20.3 – Ouvindo e repetindo: assista novamente à cena 6 e repita as frases</p> <p>Tarefa 20.4 – Estude os aspectos linguístico-comunicativos apresentados</p>	
<p>Tarefa 21</p>	<p>Exercícios sobre o Second and Third Conditional em seu Guia de Estudos</p>	
<p>Tarefa 22</p>	<p>Exercícios de compreensão oral baseados em TED TALKS com Salman Khan</p>	
<p>Tarefa 23</p>	<p>Produção de um podcast, em inglês, no Fórum de discussão, sobre o que poderia, em sua opinião, ser modificado no sistema escola em geral.</p>	<p>Fórum de discussão Valor: 4 pontos</p>
<p>Tarefa 24</p>	<p>Produção de um podcast ou vídeo, em inglês, no Fórum de discussão sobre o Eixo Oralidade na BNCC</p>	<p>Fórum de discussão Valor: 7 pontos</p>
<p>Tarefa 25</p>	<p>Ouçã uma música e poste no Fórum um texto contrastando as concepções de ensino, escola, professor presentes na música e o seu posicionamento pessoal</p>	
<p>Tarefa 26</p>	<p>Exercícios de compreensão oral baseados em um vídeo sobre dicas de entrevista de emprego</p>	

MÓDULO 3 - FALANDO SOBRE ESCOLA E PROFISSÕES

Caro(a) aluno(a):

É com satisfação que iniciamos o terceiro módulo da disciplina “Habilidades integradas com ênfase na compreensão oral” do Curso de Letras Inglês - Licenciatura na Modalidade a Distância.

Neste módulo, focaremos o tema ‘escola e profissões’. Assistiremos às Cenas 4 (School Days 1) e 5 (School Days 2), em que Pedro e William falam sobre suas memórias relacionadas à escola. Em um primeiro momento, aproveitaremos esse tema e faremos uma revisão do Simple Past. Em seguida, na Cena 6 (Jobs), os professores conversam sobre sua profissão e sobre as profissões que gostariam de ter. Introduziremos, então, o Second Conditional, a fim de falarmos de possibilidades.

Seja bem-vindo(a) ao terceiro módulo de nosso curso!

Conteúdo Básico

- Falando sobre escola
- Falando sobre profissões
- Foco gramatical: *Simple Past* (revisão) e *Second Conditional*

Objetivos

- ouvir um diálogo e selecionar as informações mais importantes;
- ouvir um diálogo e avaliar informações;
- revisar o uso do Simple Past;
- produzir um texto escrito, em inglês, para narrar as suas experiências passadas na escola;
- estudar e praticar o Second Conditional;
- produzir um texto escrito, em inglês, para expressar opiniões acerca de possíveis mudanças no sistema escolar.
- discutir a abordagem da ‘oralidade’ na BNCC
- aprender a pronúncia do –ED nos verbos regulares em inglês e adjetivos terminados em –ED.

Principais materiais

Neste módulo, além do guia de estudos impresso, você assistirá às Cenas 4 (School Days 1), 5 (School Days 2) e 6 (Jobs) de nosso material de base, desenvolverá suas tarefas no Ambiente Virtual de Aprendizagem (AVA) Moodle e aprofundará seus estudos por meio das atividades complementares

Tempo de dedicação neste módulo

Para desenvolver as atividades deste módulo, recomendamos uma dedicação de, pelo menos, 14 horas e meia, distribuídas entre: leitura do material didático e desenvolvimento das tarefas propostas.

Principais formas de avaliação

Produção de textos no AVA Moodle.

Critérios de avaliação

Pertinência da produção em relação à atividade solicitada
Densidade teórica (diálogo com os estudos apresentados no curso)
Interação com os pares

Task 16: Reading the Study Guide

Before we start our Module 3 activities, read all the items presented in this Module (agenda geral, formas de avaliação, etc.) and share your queries with your tutors, if any. If you've already done that, move on to the next task!

Task 17: Listening Comprehension – Practice

SCENE 4: SCHOOL DAYS 1

Do you remember how old you were when you went to school for the first time? How did you feel? What did you like best? In the following snippet, Pedro and William talk about their school memories. Before watching the video, do the following task in your Study Guide.



Fonte: <http://selmacotidianomatematico.blogspot.com/2011/11/escola-escola-e.html>



Task 17 / Activity 1: Warm-up!

Where did you go to school? Can you mention any good memories you have of school? Before watching the video, write the names of the schools where you studied and some events that spring to mind from that time.



Task 17 / Activity 2 – Watching the video

To complete the task satisfactorily, follow the steps below:

- 1) Watch Scene 4 (School Days 1) on Moodle and first, try to identify the main points mentioned by Pedro and William;
- 2) Read the activity below carefully;
- 3) Watch Scene 4 again and answer the following question on Moodle. After you post your answers on Moodle, by clicking on send, the answers will appear on the next screen. If you have any queries, talk to your teacher.

SCENE 4: SCHOOL DAYS 1

In the next snippets, Pedro and William talk about their memories of school. Listen to the dialogue and write **T** for the true sentences and **F** to the false ones::

1. () Pedro is not sure when he started school.
2. () He first school was in England.
3. () He went to England in order to work.
4. () His higher education took place in Brazil and in England.



Task 17 / Activity 3: Listening and repetition

After doing Activity 2, follow the steps below in order to develop your listening comprehension.

4) Watch Scene 4 again and read the script (at the end of the Module);

5) Watch Scene 4 again, and using the “Pause” button on your audio player, stop after each sentence, in order to repeat what the interlocutors said on the video. Try to do this without reading the script. This will help you develop your speaking and your listening comprehension in English;

6) Repeat the 5th step, this time pausing and repeating the sentences, using the script (at the end of the Module).

Shall we move on?



Task 18: Listening Comprehension - Practice

SCENE 5: SCHOOL DAYS 2

You’re going to watch one more video, in which Pedro and William go on talking about school. Before that, do the following task in your Study Guide.



Task 18 / Activity 1: Warm-up!

Have you studied in big or small schools? Before watching the video, read the following sentences and mark B for the sentences that, in your opinion, apply to big schools, and S for the ones that apply to small schools. If the sentence does not apply to either case, leave it blank.

- () there are many students in the classroom.
- () teachers are more friendly.
- () everybody knows everybody.
- () there are less fights.
- () there is no bullying.
- () exams are more difficult.
- () it is more organized.
- () teachers are more prepared.
- () there are more technological resources.
- () there are more parties.



Task 18 / Activity 2 – Watching the video

To complete the task satisfactorily, follow the steps below:

- 1) Watch Scene 5 (School Days 2) on Moodle and first, check which characteristics from the previous exercise are mentioned by Pedro or William;
- 2) Read the activity below carefully;
- 3) Watch Scene 5 again and answer the following question on Moodle. After you post your answers on Moodle, by clicking on send, the answers will appear on a different screen. If you have any queries, talk to your teacher.

SCENE 5: SCHOOL DAYS 2

In the next snippet, Pedro and William go on talking about their school memories. Listen to the dialogue and choose the correct answer:

Which of the statements below does William probably AGREE with?

1. () Changing schools can be difficult for students.
2. () His parents wanted him to become a teacher.
3. () He's probably a very experienced English teacher.
4. () In college teachers don't help you at all.



Task 18 / Activity 3: Listening and repetition

After doing Activity 2, follow the steps below in order to develop your listening comprehension.

- 4) Watch Scene 5 again and read the script (at the end of the Module);
- 5) Watch Scene 5 again, and using the "Pause" button on your audio player, stop after each sentence, in order to repeat what the interlocutors said on the video. Try to do this without reading the script. This will help you develop your speaking and your listening comprehension in English;
- 6) Repeat the 5th step, this time pausing and repeating the sentences, using the script (at the end of the Module);
- 7) Notice the use of the expression "kind of" ("in a way, I kind of knew I was going to be a teacher"), frequently used in speech. Is there a similar expression in Portuguese? Another expression that may come in handy is "whereas" /weər'æz/ ("I got to know all the teachers and most of the students, whereas when I moved to a state school that was bigger"), used to compare and contrast two different views or situations. Can you think of expressions that perform a similar function comparing or contrasting ideas?;
- 8) Pay attention to the following verbs used in Scene 5: studied, learned, moved, wanted, helped, e started. Can you identify differences in the way they are pronounced, especially in relation to the final consonant? Which verbs have the consonant /t/ at the end? Which end with the phoneme /d/? And which end with /id/? In this Module, you'll have the chance to learn more about this crucial aspect of pronunciation, which causes difficulty for many Brazilian speakers of English.



Task 18 / Activity 4: Focus on language structure

Revisão: TALKING ABOUT THE PAST

When talking about their school memories, Pedro and William often used the Simple Past tense. Here are some examples:

1. I don't remember when I was six or seven but that's when I think I began.
2. I had a good experience at school.
3. I was a teenager when I went to England to study.
4. I stayed until the afternoon.
5. I studied in Brazil.
6. I learned English in Brazil as well.
7. When I moved to a state school that was bigger and I had a hard time.
8. Where did you go to school?
9. How old were you when you started school?
10. Did you know what you wanted to do or was it a difficult decision?

The Simple Past is used for referring to finished or completed actions or actions that happened frequently in the past.

Form: in the case of regular verbs, add '-ed' to the end of the verb in affirmative sentences. To form negative sentences use the auxiliary verb 'did', followed by 'not' (or the contracted form 'didn't') and the main verb in its infinitive form without 'to'. In interrogative sentences, use the auxiliary verb 'did' before the subject, and the main verb in its infinitive form without 'to'. For example:

Affirmative sentence:	I <u>learnED</u> English in Brazil as well.
Negative sentence:	I did not learn English in Brazil as well.
Interrogative sentence:	Did you learn English in Brazil as well? Answer: Yes, I did. // No, I didn't.

In the case of irregular verbs, it's necessary to learn each form separately, since they do not take -ED. For example, the verb 'to go' (Past: 'went'):

Affirmative sentence:	I <u>went</u> to England to study.
Negative sentence:	I did not go to England to study.
Interrogative sentence:	Did you go to England to study? Answer: Yes, I did. // No, I didn't.

Be careful! 'To be' is not used with auxiliary verb 'did'; it's used with 'not' in the Past, and in interrogative sentences comes before the subject, for example:

Affirmative sentence:	I <u>was</u> a teenager.
Negative sentence:	I was not/wasn't a teenager.
Interrogative sentence:	Were you a teenager? Answer: Yes, I was. // No, I wasn't.



Check out the past of some irregular verbs often used in English:

Infinitive	Past
to begin	began
to come	came
to drink	drank
to eat	ate
to have	had
to see	saw
to think	thought

For a list of irregular verbs in English, see:

<https://www.englishclub.com/vocabulary/irregular-verbs-list.htm>



Note that regular verbs ending in '-y', when preceded by consonants, end with '-ied' in the past, as in: study – studIED; try – trIED. An extremely important pronunciation point about all regular verbs: there are three ways of pronouncing them: with /t/, /d/ or /id/ at the end.

Also, bear in mind that this same rule also applies to adjectives ending with –ED, like “stressed”, “married” or “tired”. To learn more about pronunciation, watch the following YouTube video:

https://www.youtube.com/watch?v=_0YJgidX38Q



For further Simple Past practice, go to the link below. There you'll find grammatical explanations and do several exercises.

https://www.english-hilfen.de/en/grammar/sim_past.htm



Task 19: Discussion Forum – School Memories

Share some of your school memories with your colleagues. To do this, record a podcast (3 to 5 minutes) in English, answering questions such as: how old were you when you went to school? Where did you go to school? Do you remember the first teacher you had or the first book you read? Were you a good student? Did you use to have many friends? etc. (Pay attention to your pronunciation of –ED in regular verbs, trying to pronounce them correctly!)

Post your podcast on Moodle and interact with your colleagues, commenting on their answers by recording new podcasts responding to them (at least two of your colleagues). Read the following examples by Cristiane and Simone:



Hi, guys! Well, I have very good memories of school, and of course some bad ones too. I guess I first went to school when I was 2 or 3 because my mother was a teacher and I used to go with her to the same school. One of the first teachers I had was “tia Dê”, as we used to call her. It was a religious school and “tia Dê” was a nun. I really liked her, although she was a little bit serious and strict. She taught me how to read. I remember we had this textbook and I couldn’t wait to do the activities. I believe I was a very good student, at least which was what my teachers used to tell me!



I first went to school when I was 7 years old. It was a small public school and teachers and students were very close. I have the greatest memories from that time. My first teacher was very friendly and patient and learning how to read and write with her was a great experience. I had many classmates and we used to play a lot during the breaks. I remember the first books we read in class and I still have my first notebook, with drawings, my first attempts to write, and the first lines and paragraphs I got to write !

After talking about school, we’re going to discuss ‘jobs’. Can we move on to Task 20?

Task 20: Listening Comprehension - Practice

SCENE 6: JOBS

In the following snippet, William and Pedro talk about jobs, their skills and preferences, how they became teachers and what other jobs they would do if they had the chance to.



Fonte: <http://www.visasouthafrica.org/visa/temporary-residence-permits/work-permit/>



Task 20 / Activity 1: Warm-up!

Before watching the video, read the sentences below and tick the ones you think describe a university student:

- a university student should research on his/her own.
- a university student should depend completely on his/her teachers.
- a university student should do only what his/her teachers tell him/her to do.
- a university student should try to associate what he/she learns with other ideas.
- a university student should be responsible for his/her own learning.
- a university student can be treated as an equal by his/her teachers.



Task 20 / Activity 2: Watching the video

To complete the task satisfactorily, follow the steps below:

- 1) Watch Scene 6 (Jobs) on Moodle and first, try to identify the differences between 'student kids' e 'university students' pointed out by Pedro and William;
- 2) Read the activity below carefully;
- 3) Watch Scene 6 again and answer the following question on Moodle. After you post your answers on Moodle, by clicking on send, the answers will appear on the next screen. If you have any queries, talk to your teacher.

SCENE 6: JOBS

In the following snippet, Pedro and William talk about the jobs they do, and the jobs they would like to do. Listen to the dialogue and write W for William, P for Pedro, or B for Both:

1. () I like teaching university students better.
2. () I feel more comfortable working with adults.
3. () I expect my students to be autonomous.
4. () I probably have a flair for art.



Task 20 / Activity 3: Listening and repetition

After doing Activity 2, follow the steps below in order to develop your listening comprehension.

- 4) Watch Scene 6 again and read the script (at the end of the Module).
- 5) Watch Scene 6 again, and using the "Pause" button on your audio player, stop after each sentence, in order to repeat it. Try to do this without reading the script. This will help you develop your speaking and your listening comprehension in English.
- 6) Repeat the 5th step, this time pausing and repeating the sentences, using the script (at the end of the Module).



Task 20 / Activity 4: Focus on language structure

WHAT WOULD YOU DO IF...? – Falando de possibilidades



Fonte: <http://partwild.wordpress.com/2011/05/05/the-magic-if/>

At one point in their dialogue, William asks Pedro:

If you could choose any jobs in the world what would you like to do, if you were not a teacher?

Pedro answers:

If I weren't a teacher. I... I think I would be a photographer.

Later on Pedro asks William:

If you weren't a teacher, what would you do?

William then answers:

I haven't a clue. Well... I think I'd love to be a singer.

The sentences above express imaginary, hypothetical or unlikely situations. In English, they are called Second Conditional, and share the following pattern

If+ simple past + would + infinitivo (sem to)

If I were you, I would be sincere.

Read the following examples:

1. Supposing you're considering what to do if you perform well at a job interview:
If I got this job, I would buy a car next month! (se eu conseguisse este emprego, eu compraria um carro mês que vem!)

If I got this job, I would buy a car next month! (se eu conseguisse este emprego, eu compraria um carro mês que vem!)

ou

If they gave me this opportunity, I would do my best! (se eles me dessem essa oportunidade, eu faria o meu melhor)

2. Now suppose you're taking part in a marathon, which will give a large amount of money to the winner:

If I won the race, I would travel around the world! (Se eu ganhasse a corrida, eu viajaria pelo mundo!)

ou

I would stop working, if I won the race. (Se eu ganhasse a corrida, eu pararia de trabalhar)



In Second Conditional sentences, we use 'were' with first and third persons in the singular: 'If I/he were you...'. However, in informal situations it's common to use 'was' instead (ex.: 'If I was you, I'd talk to her' ou 'If he was more intelligent, he'd accept the job'). Note that the 'if' clause can come at the end (in order to shift emphasis on different parts of the information). Note too the contracted forms of "I would" = "I'd", "you would" ("You'd"), "he would" ("He'd"), "it would" ("It'd"), "she would" ("she'd"), "we would" ("we'd") and "they would" ("they'd").



In the song 'If I were a boy', Beyoncé puts herself in the shoes of a boy and considers several things she would do if she were a boy. At one point she sings:

If I were a boy
I would turn off my phone
Tell everyone it's broken
So they'd think that I was sleeping alone

I'd put myself first
And make the rules as I go
'Cause I know that she'd be faithful
Waiting for me to come home, to come home

To watch the videoclip, go to:

Fonte: <https://www.youtube.com/watch?v=uKTX6qGHMm4>



Task 21: Practicing Conditionals

Fill in the sentences below with the verbs in brackets. The first one has been done for you:

- a. If my best friend ___had___ (have) more time, I ___would___ ___invite___ (invite) her to go out tonight.
- b. If I _____ (be) you, I _____ (study) more.
- c. If my brother _____ (be/not) a teacher, he _____ (be) a dentist.
- d. If my parents _____ (arrive) early, I _____ (go) to the cinema.
- e. I _____ (phone) my friend, if she _____ (be) at home now.
- f. If I _____ (have/not) to pay some bills, I _____ (travel) with you.
- g. If she _____ (speak) a foreign language, she _____ (get) the job.

Now check your answers using the Answer key at the end of Module 3 and if you have any queries post them on Module 3 Forum.



If you haven't had problems or queries with the Second Conditional, you might want to venture into the study of other types of Conditionals, just as common as the Second Conditional. One of them is the Third Conditional. For example, it's possible that you failed to do one or two activities on Moodle because you didn't have time; in this case, talking to one of the teachers in the course, you could say:

I'm sorry! If I had had more time, I would have done the two activities.

In answer, your teacher could say:

If you had done them, you could have learnt a lot!

The sentences above express imaginary or hypothetical situations in the past, different from what really happened, and are known as Third Conditional, having the following structure:

if+ simple past -> would/could/might + have + Past Participle

If you had done them, you could have learnt a lot!

In spoken English, it's common to use contracted forms for 'would', and also for 'had'; in this sense, the examples above, spoken very quickly, would sound:

I'm sorry! If I'd had more time, I'd have done the two activities.

If you'd done them, you could have learnt a lot!

Or:

I'm sorry! If I'd had more time, I'd've done the two activities.

If you'd done them, you could've learnt a lot!

There is still another type of Conditional sentence, known as the Mixed Conditional. This happens when, for instance, the If clause has a Simple Past verb (characteristic of the Second Conditional), and the main clause has a Third Conditional verb form, as in the example below:

If you didn't work so hard, you could've done your homework. (Mixed)

Or the If clause has a Past Perfect verb form (characteristic of the Third Conditional), and the main clause has a Second Conditional verb form:

If you hadn't started this course, you wouldn't be learning so much. (Mixed)

You can find more examples and exercises at:

<https://englishlive.ef.com/pt-br/blog/hipoteses-em-ingles-no-passado-third-conditional/>

<https://www.perfect-english-grammar.com/third-conditional.html>



Task 22: Listening comprehension: TED talks with Salman Khan

Watch two TED TALKS with American educator Salman Khan about the use of videos in education:

https://www.ted.com/talks/sal_khan_let_s_use_video_to_reinvent_education and

https://www.ted.com/talks/sal_khan_let_s_teach_for_mastery_not_test_scores

Before watching the videos, here are a few words and expressions that you may not know. (if you're an English teacher or would like to become one, you might want to consider pre-teaching vocabulary from the listening passage that your students may not know in order to help them understand it better):

- other things started to dawn on me: /dɔːn/ If a fact dawns on you, you understand it after a period of

not understanding it

- one-size-fits-all: (intended to be) suitable for everyone or every purpose

- to flip the classroom: A flipped classroom is an instructional strategy and a type of blended

learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom (Wikipedia)

- not artificially constraining how long to spend: /kən'streɪn/ to control and limit something
- to have grit and perseverance: /grɪt/ courage and determination despite difficulty
- we're exiting the industrial age: /'ek.sɪt/ to leave a building or large vehicle
- entrepreneurs: /,ɒn.trə.prə'nɜːr/ someone who starts their own business, especially when this involves seeing a new opportunity
- middle tier: /tɪər/ one of several layers or levels

Now watch both talks, without subtitles (this can help you practise and improve your listening comprehension; it may be a bit challenging because Sal Khan speaks fast, and you will probably not understand everything he says but don't worry – you will still be able to understand the gist /dʒɪst/ or general idea of his talks). While watching, do the following exercise:

Which of the following statements does Sal Khan probably AGREE with?

1. () Technology can dehumanize the classroom.
2. () Learning from videos can be more effective than learning with teachers.
3. () Learning Maths requires a different kind of mindset.
4. () Students should only be exposed to new content after they have learnt the previous content thoroughly.
5. () Technology can dehumanize the classroom.
6. () Integrated videos into classroom teaching can compromise teachers' authority.
7. () Test are not an accurate measure of students' capabilities.

After checking your answers (the answer key is at the end of this Module), watch the two TED talks again, this time with subtitles in English. Can you spot any examples of conditional sentences in his talks?



Task 23: Discussion forum - It would be different if...

In your opinion, what kind of change should there be to education in order to benefit teachers, students and society at large? What did you make of Sal Khan's ideas to change education? Record a podcast in English (3 to 5 minutes) with at least 3 sentences using Second or Third Conditional sentences, and post it on Moodle. Remember to comment on at least two of your colleagues' posts.



As in Portuguese, there are in English many ways of agreeing or disagreeing. Here are some of them:

When you agree with someone, you can say:	<i>I agree with you.</i>
When you thoroughly agree with someone, you can say:	<i>I couldn't agree with you more.</i> <i>I totally agree.</i>
When you disagree with someone, you can say:	<i>I don't agree.</i> <i>I'm afraid I disagree.</i>
When you disagree completely, you can say:	<i>I don't agree at all.</i> <i>I totally disagree.</i>

In order not to sound rude when disagreeing with someone, it's common to use expressions like 'I'm afraid' or 'that's quite true, but...'. It's also good to remember that in an oral interaction, gestures and facial expressions, as well as the tone of voice, will play an important part in determining, to a great extent, how rude we may sound.



Task 24: Discussion forum – Spoken English in BNCC

Throughout your education as an English teacher, you'll have the opportunity to discuss Base Nacional Comum Curricular (BNCC), which is a document aimed at establishing standards for basic education in Brazil.

In this module, we'll discuss some aspects concerned with the teaching of spoken English in BNCC. In order to do that:

- 1) Access the document, available at http://basenacionalcomum.mec.gov.br/images/BNCC_EI_EF_110518_versaofinal_site.pdf
- 2) Read pages 241-263 and take notes answering the following questions: i) In general, how is English conceived in BNCC?, ii) How does BNCC understand 'Oralidade'?, iii) What should the teaching of spoken English prioritize from 6th to 9th grades?
- 3) Based on the questions, record a 3-minute audio or video with your views (or opinions) and post it on the Forum.
- 4) Then comment on at least 2 posts from your classmates.



Task 25 – Extra activity 1: Discussion forum: What's it all about?

Do you know the song 'Another brick in the wall' by Pink Floyd? Since we're talking about school days in this Module, how about listening to the song and discussing education in general? Follow the steps below:

- 1) Watch the videoclip at <https://www.youtube.com/watch?v=YR5ApYxkU-U>. Then write words and expressions related to education that you can hear;
- 2) Read the lyrics at the end of Module 3;
- 3) Based on the images from the videoclip and the lyrics, post a written text on the Forum, answering the following questions: what do you understand from the title of the song? What concept of school and education does the clip imply? In what ways does this concept differ from your own ideas about education in general? Your text should be written in ENGLISH; remember to interact with your colleagues, responding to their posts.



Task 26 – Extra activity 2: Job Interviews

Have you ever been to a job interview? What questions did you answer? In your opinion, what should we answer when the interviewer asks us to talk about ourselves?

In this activity, we're going to watch some tips given by Brian Krueger, about what to expect from a job applicant when asked: 'Tell me about yourself' and we're going to do some listening comprehension activities. Follow the steps below:

- 1) Watch the YouTube video at <https://www.youtube.com/watch?v=-ezFNrWMTIc>
- 2) Read the activity below;
- 3) Watch the clip again and do the exercise on Moodle. After answering, click on send. Then the answers will appear on a different screen;
- 4) Watch the clip again and read the script at the end of Module 3. If you have questions, talk to your teacher.

Listen to Brian Krueger giving some interview tips on the question 'tell me about yourself'. Write T for the true statements and F for the false ones.

1. () The question 'tell me about yourself' is very easy.
2. () You should tell them everything that concerns you.
3. () Hiring managers expect you to talk about you for only 5 minutes.
4. () You should tell them why you are the best person for the job.
5. () You should give examples of your experience.



GETTING TO KNOW THE BBC AND ITS RESOURCES

To discover BBC's online resources, click on the link below. By doing this you'll be able to watch countless videos, listen to audio files about several topics, read the transcript and do many activities. Note that the answers to the exercises are on the same page.

<https://www.bbc.co.uk/learningenglish/>

ANEXO DO MÓDULO 3

1. *SCRIPT SCENE 4* (School Days 1)

- William: So, Pedro, tell me about school? Where did you go to school?
- Pedro: I went to school in Brazil and in England.
- William: Uhm. And how old were you when you started school?
- Pedro: I started school, I think, at six or seven, here in Brazil. I don't remember when I was six or seven but that's when I think I began.
- William: Right. And do you have good memories of school?
- Pedro: Good and bad memories. Of course school is filled with good and bad experiences, but generally I had a good experience at school.
- William: Why did you study in England?
- Pedro: Uh, well, I was a teenager when I went to England to study. And I went because, well, my mother went to university in England, and I was a teenager so I went with her and I went to school. So I... half of my school life was in Brazil and about half of my school life was in England.
- William: Uhm. And how are schools in England different from Brazilian schools?
- Pedro: Well, the biggest difference, of course, is that in an English school there are many English students.
- William: Right.
- Pedro: But there are other important differences. One of the most important differences is that in Brazil I was... I went to school in the morning. And in England I went to school full time. So I was... I went to school in the morning and I stayed until the afternoon.
- William: And do you have a degree?
- Pedro: I do have a degree. I have a degree from an English university and also from a Brazilian university.
- William: Wow. Right.

2. SCRIPT SCENE 5 (School Days 2)

- Pedro: Did you go to school in England as well?
- William: No, I studied in Brazil. I learned English in Brazil as well. And, well, I swapped school twice or three times and that was quite hard to adapt to a new school.
- Pedro: So always good memories of school.
- William: Not always good memories, no, no. And I found it harder to adapt in some cases because I moved from small schools to bigger schools and that was quite a change.
- Pedro: Is it very different? A big school... what's the difference between a big school and a... and a small school?
- William: Uh, well, when I was in a private school it was smaller. So I... I got to know all the teachers and most of the students, whereas when I moved to a state school that was bigger and I had a hard time, you know, adapting to big classrooms, different methodologies as well.
- Pedro: And you have a degree at the university?
- William: I have a degree in English.
- Pedro: Right.
- William: That's right. That's right.
- Pedro: And when you did your degree, wh... did you know what you wanted to do or was it a difficult decision?
- William: Quite interestingly I've always known I wanted to be a teacher. I remember when I was seven or eight, my parents gave me a blackboard for a birthday present. So I used to study for tests pretending I was a teacher teaching a lesson writing on the blackboard and it really helped me. So in a way, I kind of knew I was going to be a teacher. And I started teaching when I was seventeen, really.
- Pedro: Alright. Teaching English?
- William: Yes. That's right.
- Pedro: So you've been teaching English for a long time now.
- William: Quite a long time yes.
- Pedro: Right. Since you were seventeen. And how was university life in comparison to school life. You said school was a bit difficult. What about university?
- William: Well, again, another big change, because when you go to college, university, you have to do lots of things on your own, really. Your teachers do not tell you "do this do that", you have to find out how to study, where to look for materials, so in a way you are left to your own devices when you're in college.
- Pedro: You're more independent.
- William: Yes that's right.

3. SCRIPT SCENE 6 (Jobs)

- Pedro: Have you taught at school and at the university as well?
- William: Yes. I used to teach in schools, in language schools, and now I've been teaching at university for three years and it's been quite a good experience.
- Pedro: Do you prefer teaching school kids or university students?
- William: University students, definitely.
- Pedro: Right. Why is that?
- William: Uhm. Because I think working with university students is a big challenge in that you're free to... to associate ideas, to... to encourage your students to do research on their own, and that's something which school kids can't do for obvious reasons, you know, so I find that...
- Pedro: I've always... I taught at school as well and I've always thought that that was a big... big responsibility... much bigger responsibility because I think teachers have a feeling that when they're dealing with younger children that they have to be more careful about their classes and the way that they're teach... that they teach but... yeah, I suppose that it's to do with the level of independence.
- William: Yeah, that's true
- Pedro: But some people really prefer teaching children, I suppose.
- William: Do you?
- Pedro: Oh, I don't, but that's why I'm at a university, but...
- William: Uh, uh.
- Pedro: But I think that... I agree with you. The reason I like university students is that they are more independent, but I think a lot of it has to do with how responsible I feel for them. I think that you feel more responsible when you're dealing with kids.
- William: I see
- Pedro: When you're dealing with adults you... I think that you can treat them as equals, I suppose.
- William: If you could choose any jobs in the world what would you like to do, if you were not a teacher?
- Pedro: If I weren't a teacher. I... I think I would be a photographer. I have a brother who is a photographer. I think that looks like an interesting job.
- William: Why?
- Pedro: You also have to deal with people, but it's because there's an aura to the profession of photographer: that they are interesting people, that they travel a lot, or that they meet interesting people. I don't know if that's true, but it's certainly a stereotype I hold for that kind of profession
- William: Uhm, uhm.

Pedro: If you weren't a teacher, what would you do?

William: I haven't a clue. Well... I think I'd love to be a singer

Pedro: A singer?

William: Or a... yeah. I can sing on the side. And I can play the cello, a bit. So I would love to be a musician, or even an actor. I think some people advised me to be an actor, actually advised me to be an actor to go on to an acting career. And maybe a doctor, if I had time, all the time in the world. I would probably love to be a doctor as well.

4. ANSWERS TASK 21

- b. were / would study
- c. were not (ou weren't) / would be
- d. arrived / would go
- e. would phone / were
- f. didn't have / would travel
- g. spoke, would get

5. ANSWERS TASK 22

The statements that Sal Khan would probably agree with are: 2, 4 and 7.

6. LYRICS: ANOTHER BRICK IN THE WALL (Pink Floyd)

We don't need no education
We don't need no thought control
No dark sarcasm in the classroom
Teachers, leave them kids alone
Hey, teachers, leave them kids alone
All in all it's just another brick in the wall
All in all you're just another brick in the wall

7. SCRIPT (TASK 26)

Hi, everyone. I'm Brian Krueger with collegegrad.com and this is the Job Search Minute. Here's another tough interview question: 'tell me about yourself'. It seems like an easy question, it's open-ended, I can talk about whatever I want from the birth canal forward. Right? Wrong! What the hiring manager really wants is a quick 2 to 3 minute snapshot of who you are and why you are the best candidate for this position. So as you answer this question talk about what you've been doing to prepare yourself to be the very best candidate for the position. Use an example or two to back it up, then ask if they would like more details. If they do, keep giving them example after example of your background and experience. Always point back to an example when you have the opportunity. "Tell me about yourself" does not mean "tell me everything", just "tell me about what makes you the best". This has been the Job Search Minute. For more career information, please visit collegegrad.com.

AGENDA GERAL DO MÓDULO 4

Atividade	Desenvolvimento do conteúdo	Avaliação
Tarefa 27	Leitura do Guia de Estudos: Apresentação do Módulo 4: tema, objetivos, tipos de tarefas, recursos a serem utilizados para a realização das tarefas.	
Tarefa 28	<p>Tarefa 28.1 – Warm-up: escreva algumas informações sobre um lugar em que você esteve ou residiu</p> <p>Tarefa 28.2 – Assistindo ao vídeo: assista à cena 7 (Living Abroad) e responda as atividades no AVA</p> <p>Tarefa 28.3 – Ouvindo e repetindo: assista novamente à cena 7 e repita as frases</p> <p>Tarefa 28.4 – Estude os aspectos linguístico-comunicativos apresentados</p>	
Tarefa 29	Produção de um podcast, em inglês, no Fórum de discussão , descrevendo um lugar	<p>Fórum de discussão</p> <p>Valor: 5 pontos</p>
Tarefa 30	<p>Tarefa 30.1 – Warm-up: antes de assistir ao vídeo, ative seu conhecimento prévio fazendo anotações sobre sua família</p> <p>Tarefa 30.2 – Assistindo ao vídeo: assista à cena 8 (Films 1) e responda as atividades no AVA</p> <p>Tarefa 30.3 – Ouvindo e repetindo: assista novamente à cena 8 e repita as frases</p>	
Tarefa 31	<p>Tarefa 31.1 – Assistindo ao vídeo: assista à cena 9 (Films 2) e responda as atividades no AVA</p> <p>Tarefa 31.2 – Ouvindo e repetindo: assista novamente à cena 9 e repita as frases</p> <p>Tarefa 31.3 – Estude os aspectos linguístico-comunicativos apresentados</p>	
Tarefa 32	Produção de um podcast, no Fórum de discussão , sobre as preferências acerca de filmes	<p>Fórum de discussão</p> <p>Valor: 5 pontos</p>
Tarefa 33	Exercícios de compreensão oral baseados na cena de um filme	
Tarefa 34	Exercícios de compreensão oral baseados na cena de um filme	
Tarefa 35	Avaliação sobre seu desempenho no curso	<p>Fórum de discussão</p> <p>Valor: 5 pontos</p>

MÓDULO 4 - FALANDO SOBRE VIAGENS E FILMES

Caro(a) aluno(a):

Chegamos ao quarto e último módulo da disciplina “Habilidades integradas com ênfase na compreensão oral” do Curso de Letras Inglês - Licenciatura na Modalidade a Distância.

Neste módulo, focaremos o tema ‘filmes e vivendo no exterior’. Assistiremos à Cena 7 (Living Abroad), em que Pedro e William comentam acerca das experiências que tiveram morando no exterior ou apenas visitando outros países. Por fim, assistiremos às Cenas 8 (Films 1) e 9 (Films 2), em que o professores falam dos filmes que gostam e não gostam, daqueles que já assistiram e também daqueles que recomendariam.

Seja bem-vindo(a) ao quarto módulo de nosso curso!

Conteúdo Básico

- Falando sobre filmes
- Descrevendo lugares, pessoas e coisas
- Foco gramatical: There to be (revisão)

Objetivos

- ouvir um diálogo e selecionar as informações mais importantes;
- ouvir um diálogo e avaliar informações;
- produzir um texto escrito, em inglês, para descrever um lugar;
- produzir um texto escrito, em inglês, para expressar preferências acerca de gêneros de filme;
- revisar a forma verbal There to be;
- estudar aspectos linguísticos usados para descrever;
- fazer uma autoavaliação do curso.

Principais materiais

Neste módulo, além do guia de estudos impresso, você assistirá às Cenas 7 (Living Abroad), 8 (Films 1) e 9 (Films 2) de nosso material de base, desenvolverá suas tarefas no Ambiente Virtual de Aprendizagem (AVA) Moodle e aprofundará seus estudos por meio das atividades complementares

Tempo de dedicação neste módulo

Para desenvolver as atividades deste módulo, recomendamos uma dedicação de, pelo menos, 22 horas e meia, distribuídas entre: leitura do material didático e desenvolvimento das tarefas propostas.

Principais formas de avaliação

Produção de textos no AVA Moodle.

Critérios de avaliação

Pertinência da produção em relação à atividade solicitada
Densidade teórica (diálogo com os estudos apresentados no curso)
Interação com os pares



Task 27: Reading the Study Guide

Before we start our Module 4 activities, read all the items presented in this Module (agenda geral, formas de avaliação, etc.) and share your queries with your tutors, if any. If you've already done that, move on to the next task!



Task 28: Listening Comprehension – Practice

SCENE 7: LIVING ABROAD

In the following snippet, Pedro tells William about his experience living in England. He talks about his first impressions of England, the English people, the food and about other countries he had the chance to visit.



Fonte: <http://blog.alphachiomega.org/2010/04/the-lyre-spring-2010-studying-abroad/>



Task 28 / Activity 1: Warm-up!

Before watching the video, fill in the following table in your Study Guide (Guia de Estudos), with information about a place you have visited or lived in for a while, in Brazil or abroad.

Place	
What were your first impressions of this place?	
What can you say about the people?	
What can you say about the food?	
What did you like most there?	
What didn't you like at all?	
Would like to go back there?	
Why (not)?	



Task 28 / Activity 2: Watching the video

To complete the task satisfactorily, follow the steps below:

- 1) Watch Scene 7 (Living Abroad) on AVA Moodle and first, try to identify the characteristics mentioned by Pedro about London;
- 2) Read the activity below carefully;
- 3) Watch Scene 7 again and answer the following question on Moodle. After you post your answers on Moodle, by clicking on send, the answers will appear on the next screen. If you have any queries, talk to your teacher.

SCENE 7: LIVING ABROAD

Listen to Pedro talking about his experiences living abroad and write T for the true statements and F for the false ones

1. () In Pedro's opinion, English people weren't as different as he had thought.
2. () According to Pedro, personality traits can be associated with nationalities.
3. () Pedro didn't appreciate English food at all.
4. () Pedro liked the natural landscape in the countryside.



Task 28 / Activity 3: Listening and repetition

After doing Activity 2, follow the steps below in order to develop your listening comprehension.

- 4) Watch Scene 7 again and read the script (at the end of the Module).
- 5) Watch Scene 7 again, and using the "Pause" button on your audio player, stop after each sentence, in order to repeat what the interlocutors said on the video. Try to do this without reading the script. This will help you develop your speaking and your listening comprehension in English.
- 6) Repeat the 5th step, this time pausing and repeating the sentences, using the script (at the end of the Module).



Task 28 / Activity 4: Focusing on the language structure

DESCRIBING PLACES

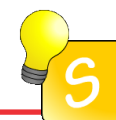
While talking about his experience abroad, Pedro used several expressions to describe the places he has been to, the people he has met and the food he has tasted:

- It was a very different place.
- My first impression was that the English are a lot more like Brazilians than I thought.
- There is a tendency to expect English people to be more formal.
- So English are more formal and Brazilians, perhaps, are more informal.
- English food really is not so bad at all because they have very different types of cuisines there.
- English cuisine perhaps is not the best cuisine in the world.
- I think it's beautiful in a cosmopolitan way.
- I think it looks beautiful.



As you could see in 'Leitura Instrumental: Língua Inglesa', the structure THERE + TO BE is very common in descriptions, meaning 'haver, existir, ter' and varying in tense and number. Read the examples:

1. In my city, there IS a beautiful lake (verb 'to be' is in the Present tense and in its singular form, in agreement with 'lake'). (NOT "In my city has a beautiful lake")
2. In my city, there ARE beautiful lakes (verb 'to be' is in the Present tense and in its plural form, in agreement with 'lakes'). (NOT "In my city have beautiful lakes")
3. In my city, there WAS a beautiful lake (verb 'to be' is in the Past and in its singular form, in agreement with 'lake'). (NOT "In my city had a beautiful lakes")
4. In my city, there WERE beautiful lakes (verb 'to be' is in the Past and in its plural form, in agreement with 'lakes'). (NOT "In my city had beautiful lakes")



Pedro uses the verb 'have' in his description. Note, however, that unlike Portuguese, "have" has to be preceded by a subject, for example, "I've been to Uberlândia. It has a beautiful park called Parque do Sabiá" (an extremely common mistake among Brazilian speakers of English is "~~In my city have three shopping malls~~")



Task 29 – Discussion Forum: I've been there!

Record a podcast in English, from 3 to 5 minutes, describing the place where you live or a place you have been to, and upload it on Moodle. Try to mention the following aspects: the architecture, tourist spots, among others. After recording, listen and comment on at least TWO of your colleagues' answers, posting another podcast for each one.

Tarefa 30: Praticando Listening Comprehension

SCENE 8: FILMS 1

Do you like films? How often do you watch them? In the following two snippets, Pedro and William talk about films. Check it out!

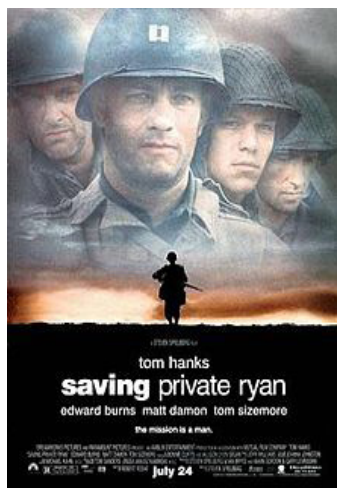


Fonte: <http://kmtx.radio.com/2011/04/22/new-movies-10/>

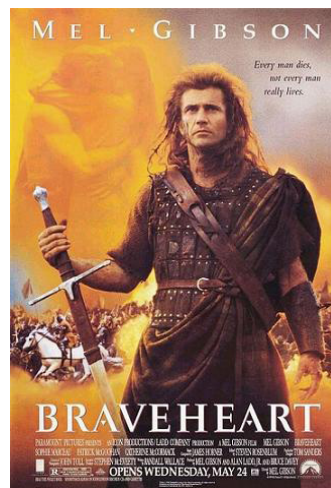
Task 30 / Activity 1: Warm-up!

What are your favorite kinds of films? Before watching the video, tick the films you like watching. Then try to identify which of them are mentioned by Pedro and William.

() war films

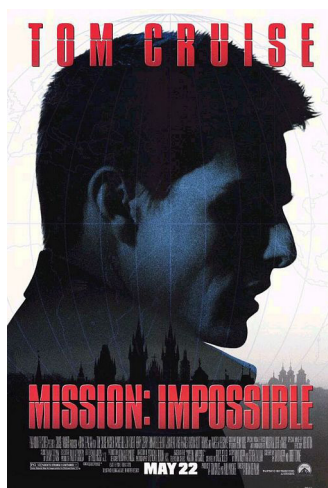


http://pt.wikipedia.org/wiki/O_Resgate_do_Soldado_Ryan



<http://9g5grupodeestudos2011.blogspot.com/2011/03/coracao-valente.html>

() action films



<http://supercine-anarquia.blogspot.com/2010/10/trilogia-missao-impossivel-mission.html>

() blockbusters

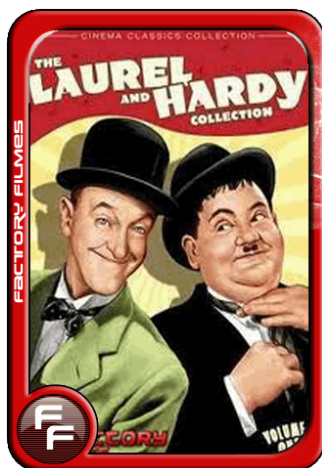


<http://modalomaniacos.blogspot.com/2010/08/titanic-oscar-de-melhor-figuri-no-1997.html>



<http://infiles.com/filme/619/e-o-vento-levou-gone-with-the-wind-1939.html>

() slapstick comedies



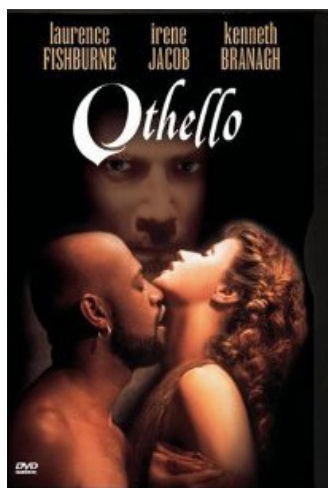
<http://www.factoryfilmes.net/gordomagro-coleo-1923-1950-download>

() dramas



<http://resenhasrapidas.blogspot.com/2011/04/eat-pray-love.html>

() costume dramas



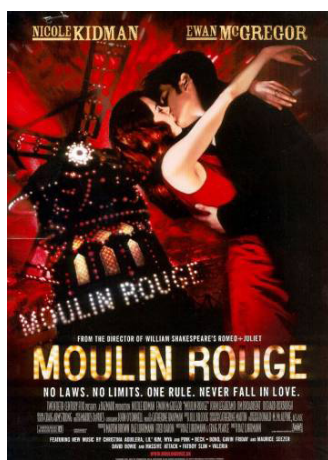
<http://www.amazon.com/Othello-Laurence-Fishburne/dp/B00003OST5>

() art films



<http://www.buscafilme.com.br/filme/cinema-paradiso/>

() musicals



<http://cinefilapontocom.blogspot.com/2010/04/moulin-rouge-espetacular-espetacular.html>

() science fiction

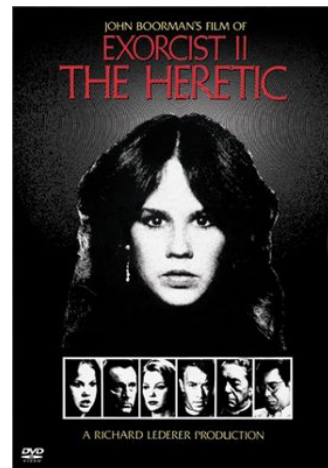


<http://omelete.uol.com.br/cinema/critica-avatar/>

() horror films



<http://www.imdb.com/title/tt0758746/>



<http://www.baixarfilmesdublados.net/baixar-filme-o-exorcista-2-oherege-legendado/>

() thrillers



<http://grand-cafe.blogspot.com/2011/10/refens.htm>



Task 30 / Activity 2: Watching the video

To complete the task satisfactorily, follow the steps below:

- 1) Watch Scene 8 (Films 1) on Moodle and first try to identify the kinds of films mentioned by Pedro and William;
- 2) Read the activity below carefully;
- 3) Watch Scene 8 again and do the following task on Moodle and then check your answers, After you send you answers by clicking on send, the answers will appear on the next screen. If you have queries, talk to your teacher.

SCENE 8: FILMS 1

1. In the next snippet, Pedro and William talk about films. Listen and put a cross next to the film genres they mention:

- a) () war films
- b) () action films
- c) () blockbusters
- d) () slapstick comedies
- e) () dramas
- f) () costume dramas
- g) () art films
- h) () musicals
- i) () science fiction films
- j) () horror films
- k) () thrillers



Task 30 / Activity 3: Listening and repetition

After doing Activity 2, follow the steps below in order to develop your listening comprehension.

- 4) Watch Scene 8 again and read the script (at the end of this Module).
- 5) Watch Scene 8 again, and using the Pause button on your audio or video player, stop after each sentence in order to repeat what the two interlocutors said on the video. Do this without reading the script. This will help you develop your listening and speaking in English.
- 6) Repeat the previous step, this time pausing and repeating the sentences using the script (at the end of Module 4).

Can you say, in English, the genres of the films mentioned in Scene 8? If you don't remember them, watch the snippet once more before we move on!



Task 31: Listening Comprehension – Practice

SCENE 9: FILMS 2

In the following snippet, William and Pedro go on talking about films. Check it out!



Fonte: <http://sarapateldecoruja.blogspot.com/2010/01/titulos-de-filmes-se-os-tradutores.htm>

Task 31 / Activity 1: Watching the video

- 1) Watch Scene 9 (Films 2) on Moodle and first try to identify the kinds of films mentioned by Pedro and William;
- 2) Read the activity below carefully;
- 3) Watch Scene 9 again and do the following task on Moodle, then check your answers. After you send you answers by clicking on send, the answers will appear on the next screen. If you have queries, talk to your teacher.

SCENE 9: FILMS 2

1. In the second part, Pedro and William talk about other films. Again, listen and put a cross next to the film genres they mention:

- a) () war films
- b) () action films
- c) () blockbusters
- d) () slapstick comedies
- e) () dramas
- f) () costume dramas
- g) () art films
- h) () musicals
- i) () science fiction films
- j) () horror films
- k) () thrillers

2. Are the following statements True or False? If they are False, correct them:

- a) () William seems to have an eclectic taste for films.
- b) () The violent scenes in "Pulp Fiction" don't seem to bother William.
- c) () Pedro thinks musicals tend to be predictable.



Task 31 / Activity 2: Listening and repetition

After doing Activity 1, follow the steps below in order to develop your listening comprehension.

4) Watch Scene 9 again and read the script (at the end of this Module).

5) Watch Scene 9 again, and using the Pause button on your audio or video player, stop after each sentence in order to repeat what the two interlocutors said on the video. Do this without reading the script. This will help you develop your listening and speaking in English.

6) Repeat the previous step, this time pausing and repeating the sentences using the script (at the end of Module 4).

7) Some new words and expressions came up in the dialogue; can you guess their meanings?

- Violence in films bugs me a bit.
- All the blood and gore in films.
- Some scenes are much too stomach-churning.
- I don't go for war films.

Look up their meanings in an online dictionary:

<https://www.macmillandictionary.com>

<https://dictionary.cambridge.org>



Task 31 / Activity 3: Focus on language structure

GIVING OPINION

While talking about films, Pedro and William used several structures to express their opinions. Let's look at some of them:

1. It was brilliant.
2. I find them entertaining but not all of them.
3. I prefer more realistic films.
4. I also like genres like romantic comedies.
5. I suppose violence in films is something that bugs me a bit.
6. I find some scenes a bit much too stomach churning.
7. I don't like horror films.
8. It's always the same formula.
9. The old musicals I don't mind.
10. I hate that.

As you could see, there is not only one way of expressing opinions, and we can express them without necessarily using terms like 'I think...', 'I find...', 'I prefer...', since language is inherently argumentative. Only a thorough examination of the context of enunciation can determine what is or isn't an opinion. Therefore, please bear in mind that the sentences above are just examples to help you make your own texts.



Task 32 – Discussion forum: What kinds of films do you like?

Record a podcast (3 to 5 minutes) in English, talking about the kinds of films that you like and the ones you don't like and post it on Moodle. Mention the reasons for your choices, give examples and comment on the answers of at least two of your colleagues by recording a podcast or writing a text for each colleague.



Task 33 – Extra activity 1: James Cameron

Two of the films mentioned in Task 29 were directed by James Cameron: “Titanic” and “Avatar”. Have you seen them? What did you make of them? In this task you are going to watch a TED talk with him. Before watching, read the following words and expressions (this will help you understand the talk better):

- doodling /'du:d(ə)l/: to draw patterns or pictures because you are bored or thinking about other things
- He pestered his father /'pestə(r)d/: to keep annoying someone, especially by asking them for something or asking them to do something
- meager imagination /'mi:gə(r)/: smaller or less than you want or need
- stand in awe /ɔ:/: a feeling of great respect and admiration, often combined with fear
- The film barely broke even: if a person or business breaks even, they neither make a profit nor lose money
- the audience was mesmerised /'mezməraɪzd/: to attract or interest you so much that you do not notice or pay attention to anything else around you
- That blew my mind: to impress someone very much, or to make them feel very excited
- I wound up getting involved with NASA (to wind up): to be in a particular place or situation not because you choose to, but because of other things that have happened
- go through uncharted territory: an activity or subject that people do not know anything about or have not experienced before
- art is a leap of faith: a decision to believe that something is true or will happen although you have no proof

Note that James Cameron's talk is full of colloquial expressions often used in informal conversations, like “That blew my mind!”. Phrasal verbs like “wind up” are also used in informal contexts. Please note that “wind” can be both a noun and a verb: in the first case, it's pronounced /wind/ , and in the second case /waɪnd/.

If you were to ask your students to watch this talk, which of the words and expressions above would you teach before listening, or in the Pre-listening phase of the lesson?

Now watch the TED talk, first WITHOUT subtitles: https://www.ted.com/talks/james_cameron_before_avatar_a_curious_boy

While you are watching, put the following facts in order (watch twice if necessary):

- a) () James Cameron decided to become a scuba diver.
- b) () He went on an expedition to the site of the Titanic shipwreck.
- c) () He realized the importance of taking risks.
- d) () He started making documentary films.
- e) () "Terminator" was a huge box-office hit.
- f) () He went on hiking expeditions out of curiosity.
- g) () He learnt how to apply leadership through respect.
- h) () He made a movie called "The Abyss".
- i) () He started cooperation with NASA.
- j) () He realized the effects of computer generated animation on the audience.

When you have finished, compare your answers with the Answer key at the end of this Module



Task 34 – Extra activity 2: Eat, Pray, Love

Have you seen the film 'Eat, pray, love'? You're going to watch a snippet from this film and do a listening comprehension activity. Follow the steps below:

- 1) Watch the trailer of the film at: <https://www.youtube.com/watch?v=hTExZWqxapQ>
- 2) Read the activity below;
- 3) Type your answers and click on send. After sending your answers, the answer key will appear on a new screen. If you have queries, talk to your teacher.

Watch the snippet from the film 'Eat, pray, love' and fill in the gaps below:

- (1) You want to go away for a _____?
- (2) I want to go to a place where I can _____ at something.
- (3) What did you have for _____ today?
- (4) Oh, a _____.
- (5) I'm going to _____, (6) _____ and (7) _____.
- (8) You don't know how to _____ yourself.
- (9) Ok, simply _____ your mind.
- (10) You don't need a man, Liz, you need a _____.



Task 35 – Discussion forum: Reflecting

We've come to the end of the course. Reflect upon your performance so far. Did you manage to do all the tasks? What difficulties did you have? What were your strengths and weaknesses? What did you learn? Any suggestions? Comment on your perceptions of our course and interact with your colleagues by posting a written text on the Forum!



What is Independent Language Learning? Students teach themselves, and ask a teacher if they need help. This gives students more choice about what, when and how fast to study. It also prepares students to learn after university:

<http://www2.elc.polyu.edu.hk/CILL/whatsILL.htm>

This site has free vocabulary and grammar quizzes designed especially for hospitality industry workers (hotel, travel, restaurant), as well as a special «politeness training» section:

<http://www.englishformyjob.com/>



For further practice and learning, we suggest the following sites:

Strategies for effective listening & links to useful sites:

<http://www2.elc.polyu.edu.hk/CILL/listenin.htm>

Practice listening comprehension through music:

<https://lyricstraining.com/>

This medical English project was funded by the Leonardo da Vinci / EU for doctors, nurses, pharmacists, dentists and medical students who wish to improve their general English in a medical context. The internet site with 20 dialogues and more than 2,500 interactive exercises:

<http://www.englishmed.com/>

Emotional Intelligence Test - For decades, a lot of emphasis has been put on certain aspects of intelligence such as logical reasoning, math skills, spatial skills, understanding analogies, verbal skills etc. Researchers were puzzled by the fact that while IQ could predict to a significant degree academic performance and, to some degree, professional and personal success, there was something missing in the equation. Do the Test (on-line and free) and check-out your emotional skills!!!

https://www.queendom.com/tests/access_page/index.htm?idRegTest=3978

ANEXO DO MÓDULO 4

1. SCRIPT SCENE 7 (Living Abroad)

William: What were your first impressions of England?

Pedro: It was a very different place. Of course I noticed the things that usually one does when they arrive at a place: the double decker buses, London and, oh, the Big Ben, my first impression was that the English are a lot more like Brazilians than I thought. I expected a very different type of people.

William: Can you compare Brazilian and English people?

Pedro: Yes, I suppose people are the same everywhere, they have similar types of personalities that might not be related to their nationality. But there is a tendency to expect English people to be more formal, I suppose. So English are more formal and Brazilians, perhaps, are more informal.

William: Right. I heard awful things about the English food. Now can you compare Brazilian food and English food?

Pedro: Ok. Uh. Brazilian food and English food. Well, English food really is not so bad at all because they have very different types of cuisines there. You can actually go to a Chinese restaurant or an Indian restaurant or an Italian restaurant. French restaurant. So it's very varied. But English cuisine perhaps is not the best cuisine in the world. They're not very famous for having great food, but they are... London, anyway, is famous for having lots of different people from everywhere in the world so you can have a very good meal if you go to a restaurant, perhaps not an English restaurant. Well, that's that.

William: Can you describe the most beautiful city in England you've been to?

Pedro: That's difficult to say. I would say that I really love London and I think it's beautiful in... in a cosmopolitan way. I like big cities. I tend to like urban spaces rather than, I suppose, natural landscapes, therefore I like big cities. But if I had to say what is the most beautiful place in England to visit if you like nature is... really I would like to say something like the Peak District, around the Yorkshire area, which has obviously beautiful lakes, natural landscapes, yes.

William: I see. And apart from England which other countries in Europe have you've been to?

Pedro: Too many to say here. But, well, I... I can begin by saying France. Italy, Germany, Belgium, Holland, all of these places.

2. SCRIPT SCENE 8 (Films 1)

- Pedro: So William, what kind of films do you like?
- William: Wow. All kinds of films, I suppose. From action films to dramas, to comedies, slapstick comedies.
- Pedro: Do you have a favourite film?
- William: I'd have to name ten of my favourite films.
- Pedro: Right, say some.
- William: From classic films like Citizen Kane to action films like Spielberg films, I love most... most of his films.
- Pedro: Spielberg?
- William: From Indiana Jones to...
- Pedro: Right.
- William: George Lucas's films. I was watching Star Wars the other day, and it was brilliant.
- Pedro: Do you like science fiction films?
- William: I do. I do. Yes. I remember watching Star Trek and Star Wars when I was a child and that was brilliant.
- Pedro: I find them entertaining but not all of them. I like Star Wars. And I did like the last Star Trek film with the new younger... the younger version of the Star Trek people. I don't like many science fiction films.
- William: Why is that?
- Pedro: I prefer more realistic films, I prefer, I suppose, drama. And even not very realistic films, but deal with real people rather than people in different planets, and different galaxies, for example.

3. SCRIPT SCENE 9 (Films 2)

Pedro: Is there a type of film that you don't like at all?

William: Uhm... a film I don't like at all.

Pedro: Not a particular film. A type of film that you don't like. I said that I don't like some science fiction films, and is there a type that you prefer or one that you don't like at all.

William: I suppose violence in films is something that bugs me a bit. So...

Pedro: Right, so you don't like violence and blood in films.

William: All the blood and gore in films.

Pedro: Right.

William: I find some scenes a bit much too stomach churning, so, yeah, I don't go for war films.

Pedro: Right.

William: Or violent films. I think Pulp Fiction is OK.

Pedro: It is violent though.

William: It is. It is indeed. I think some of Tarantino's movies are a bit too much, you know, a bit too much violence. But apart from those, I like all kinds of films.

Pedro: Right. I don't like horror films, for example. Not because of the blood and gore, but because I find them too repetitive. And I don't like that.

William: You mean repetitive like Friday the 13th?

Pedro: Yeah, for two reasons. They actually do repeat the same film and they put a number after it like Friday the 13th one, two, three, etc.

William: Part 20.

Pedro: Yeah, part 20 or whatever. But it's also the... it's... it's always the same formula. You have a film that begins with young people in a nice, beautiful place, and then there is a maniac that starts attacking them and there's all the blood. And I think that horror films I don't like so much. I don't like musicals.

William: Musicals?

Pedro: No I don't. I like some. The old musicals I don't mind. But I really don't like many of the popular musicals that I've seen recently.

4. ANSWERS – TASK 33

F/A/H/J/E/B/I/D/G/C



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