

O PROFESSOR PDE E OS DESAFIOS  
DA ESCOLA PÚBLICA PARANAENSE  
Produção Didático-Pedagógica

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VOLUME I

<b>Título: O gênero biografia como ferramenta para o ensino de leitura e escrita em língua inglesa</b>	
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Resumo	O trabalho com gênero biografia será desenvolvido na perspectiva da abordagem de gêneros textuais que, nesse novo contexto, se apresenta como uma das possibilidades para a realização do ensino das práticas discursivas de leitura, escrita e oralidade de forma significativa. O mesmo tem como objetivo ampliar o universo de compreensão dos usos da linguagem, da valorização dos processos interpretativos e da construção de significados, por meio do procedimento da sequência didática, a qual visa o desenvolvimento das capacidades de linguagem dos estudantes.
Palavras - chave	Gênero; Sequência Didática; Biografia
Produção Didático-Pedagógica	Unidade Didática
Público Alvo	Alunos do 1º ano do Ensino Médio

# **PRODUÇÃO DIDÁTICO-PEDAGÓGICA**

## **1. Apresentação da Unidade Didática**

Conforme afirmam as Diretrizes Curriculares da Educação Básica de Língua Estrangeira Moderna – DCE, o ato de “ensinar e aprender línguas é também um ato de ensinar e aprender percepções de mundo e maneiras de atribuir sentidos, formar subjetividade” (PARANÁ, 2008, p.55). Nessa perspectiva as práticas de linguagem podem contribuir para o avanço no aprendizado dessas percepções, porém, percebe-se que, muitas vezes, essas práticas se restringem a um trabalho linear e se pontuam em atividades que se constituem como mera decodificação ou ainda produções textuais pouco significativas. Diante disso, cabe ressaltar a necessidade de desenvolver um trabalho com as práticas discursivas que ultrapassem o conhecimento superficial e sistêmico visando à participação ativa do aluno na construção de novos sentidos.

Assim, o trabalho com gênero textual biografia justifica-se por proporcionar o desenvolvimento das práticas discursivas de leitura, escrita e oralidade, considerando que o mesmo permite a construção de conhecimentos acerca do conteúdo temático, das estruturas linguísticas, da organização textual, das características e do contexto de produção de uso do gênero estudado em uma abordagem discursiva.

Ao trabalhar o gênero textual biografia seguindo o procedimento da sequência didática proposto por Schneuwly & Dolz (2004), espera-se desenvolver um trabalho mais efetivo, que permita a transformação gradativa das capacidades iniciais dos alunos para que estes se apropriem de conhecimentos mais elaborados sobre o gênero estudado. Tal trabalho deve estar centrado em uma sequência de atividades que vise à construção de conhecimentos e oportunize o planejamento e reflexão com retomada de ações, sempre procurando identificar dificuldades ou avanços que irão permear o aprendizado.

A proposta desse trabalho utilizará o gênero textual como ferramenta para o exercício de leitura, escrita e oralidade de modo a aprimorar as capacidades de linguagem, procurando incentivar os alunos a aprofundar o conhecimento acerca do gênero a ser abordado, nesse caso, biografia, ressaltando a importância de

conhecer os aspectos estruturais (como ele é produzido) o conteúdo temático, o estilo e a função social (como ele funciona na sociedade), buscando a compreensão do caráter discursivo do funcionamento da linguagem.

## **2- APRESENTANDO A SEQUÊNCIA DIDÁTICA COM O GÊNERO TEXTUAL BIOGRAFIA**

Partindo do exposto, a produção da Sequência Didática que ora se materializa numa unidade didática, adota, com adequações, a organização proposta por Dolz, Noverraz e Schneuwly (2004), conforme demonstra a descrição:

1. Apresentação da situação- nesse momento, o professor por meio de questionamentos procura promover uma interação com os estudantes a fim de criar uma motivação (motivo + ação) para o estudo do gênero de texto. Além disso, expõe aos estudantes todo o encaminhamento que será dado ao desenvolvimento da sequência didática, que atividades avaliativas serão realizadas, qual será a produção escrita, a quem será destinada e onde veiculará, bem como apresenta a justificativa para estudarem o gênero biografia.
2. Produção inicial- os alunos farão uma produção escrita sobre o gênero a ser estudado que servirá como avaliação diagnóstica para o professor identificar o quanto sabem sobre o gênero em questão e do assunto abordado. Essa prática permitirá ao professor identificar possíveis problemas que deverão ser abordados na sequência didática.
3. Módulos- a unidade didática apresentada, por ser uma exigência do programa PDE, foi elaborada antes da aplicação da Produção Inicial, por isso, sua organização e as atividades propostas foram elaboradas com base no modelo didático de gênero considerando os elementos essenciais que devem ser trabalhados, com vistas à produção final. Nessa unidade adaptamos o trabalho com módulos sugeridos na sequência didática. Optamos por um trabalho sem uma divisão sistemática, sem, no entanto, perder de vista a necessidade de se trabalhar as capacidades de linguagem e as estratégias de leitura.
4. Produção final- considerando o que foi trabalhado ao longo do processo, os estudantes deverão realizar uma refação do texto, que resultará no que chamamos de **produção final**. Esta possibilita uma análise quanto ao domínio adquirido ao longo da aprendizagem e permite ao professor avaliar o trabalho desenvolvido. Antes da produção final cada aluno, de posse do quadro com os critérios avaliativos, fará as observações necessárias assinalando quais aspectos foram contemplados e quais precisam de intervenção, para assim, melhorá-la e publicá-la.

## GETTING IN THE MOOD OF THE TEXTUAL GENRE

1. Do you know any biography?
2. What do you think about biographies?
3. Do you like reading biographies?
4. What kind of information can we find in a biography?
5. Based on your knowledge, tick the piece(s) of text that belong(s) to a biography.

Picture 1- Book



Fonte - Pixabay

( ) a- \_\_\_\_\_

Name: Barack Hussein Obama, Jr.

Occupation: Lawyer, U.S. President, U.S. Representative.

Birth date: August 04, 1961 ( Age 51 )

Education: Punahou Academy, Occidental College,

Columbia University, Harvard Law School.

Place of birth: Honolulu, Hawaii

( ) b- \_\_\_\_\_

The full name of Ronaldo is Luiz Nazario de Lima. Ronaldo was born on September 22, 1976 in Bento Ribeiro, Rio de Janeiro, Brazil. He is Brazilian footballer. [...]

( ) c- \_\_\_\_\_

[...] In the heart of Brazil, in the heart of Goiás state, in the heart of the city of Goiás, in the heart of the Casa Velha da Ponte (Old Bridge House), still beats the heart of Cora Coralina. In her house we can feel the presence of this poet who immortalized stories and legends of Goiás in her poems. [...]

( ) d- \_\_\_\_\_

I was born Feb. 12. 1809, in Hardin County, Kentucky. My parents were both born in Virginia, of undistinguished families- second families, perhaps I should say.

**6- Go back to the texts and write down the genre they belong to. Justify.**

Remember: biography is a written account of another person's life.

**7. Tick (✓) the information we can find in a biography.**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> date of death    | <input type="checkbox"/> major life events  | <input type="checkbox"/> profession           |
| <input type="checkbox"/> weight           | <input type="checkbox"/> number of children | <input type="checkbox"/> physical description |
| <input type="checkbox"/> civil state      | <input type="checkbox"/> height             | <input type="checkbox"/> date of birth        |
| <input type="checkbox"/> telephone number | <input type="checkbox"/> parents` names     | <input type="checkbox"/> address              |

**8. What is the difference between a biography and an autobiography?**

**9. Where can a biography be found?**

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> on the Internet | <input type="checkbox"/> on newspaper |
| <input type="checkbox"/> on TV           | <input type="checkbox"/> in magazines |
| <input type="checkbox"/> in books        | <input type="checkbox"/> others       |

**10. Why do people read biographies?**

- To know about specific aspects of somebody`s life
- To get information about a specific person
- To look for examples of life
- To know how the person`s way of life affects other people
- To know different points of view about a specific person
- To do school assignment
- To notice how the writer feels about the person

**WRITING IN ACTION I**

**Initial Production<sup>1</sup>**

Based on your knowledge, write about someone you consider special to your community.

A biography includes some basic details:

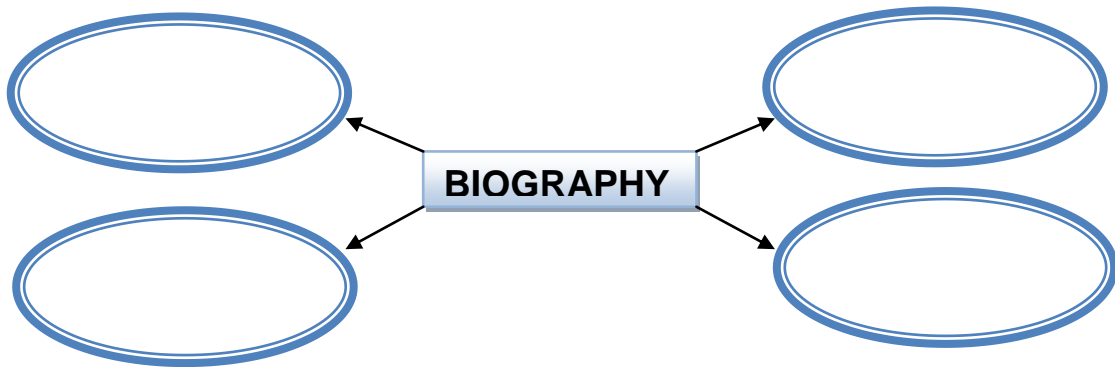


- Date and place of birth and death
- Major events of life
- Effects/ impact on society, historical significance
- Family information

## GETTING IN TOUCH WITH THE GENRE BIOGRAPHY

1. Choose among the characteristics below, the ones that belong to the genre biography. Write the characteristics in the diagrams.

- It includes basic information such as the person's birth date, place of birth and country or city of origin.
- It is a narration in which animal acts as humans.
- It is a story about a person's life, written by another.
- It is the story of a person's life written by himself/herself.
- It is a text based on real facts of a person's life.
- It is written in the third person.



### Pre-reading activity

1. Have you ever seen this person?
2. Who is he?
3. What do you know about him?
4. How is this person known: locally, nationally or internationally?

Picture 2- Nelson Mandela



Fonte: Wikipedia, the free encyclopedia

# While-reading activity

## A. Read Nelson Mandela's biography and do the activities.

Nelson Rolihlahla Mandela was born in Transkei, South Africa on 18 July 1918. His father was Chief Henry Mandela of the Tembu Tribe. Mandela himself was educated at University College of Fort Hare and the University of Witwatersrand and qualified in law in 1942. Rolihlahla Mandela became the first member of his family to attend a school, where his teacher, Miss Mdingane, gave him the English name "Nelson". He is a South African politician who served as president of South Africa from 1994 to 1999, the first ever to be elected in a fully representative democratic election. Before being elected president, Mandela was a militant anti-apartheid activist, and the leader and co-founder of Umkhonto we Sizwe, the armed wing of the African National Congress (ANC). In 1962 he was arrested and convicted of sabotage and other charges, and sentenced to life imprisonment. Mandela went on to serve 27 years in prison, spending many of these years on Robben Island. Following his release from prison on 11 February 1990, Mandela led his party in the negotiations that led to the establishment of democracy in 1994. As president, he frequently gave priority to reconciliation, while introducing policies aimed at combating poverty and inequality in South Africa. In South Africa, Mandela is often known as Madiba, his Xhosa clan name, or as tata (Xhosa: father). Mandela has received more than 250 awards over four decades including the 1993 Nobel Peace Prize. Mandela has been married three times, has fathered six children and twenty grandchildren, and a growing number of great-grandchildren. He is grandfather to Chief Mandla Mandela.

[http://en.wikipedia.org/wiki/Nelson\\_Mandela](http://en.wikipedia.org/wiki/Nelson_Mandela)

1. What is the text about?
2. What is the objective of this text?
3. Who is the writer of the text?<sup>iii</sup>
4. When was it written?
5. Who can be the possible readers of this text?
6. Where can we find a text like this?
7. What social value does a biography have?



8. Reread the biography and fill in the chart with information about Nelson Mandela:<sup>iv</sup>

<b>Name:</b>
<b>Birthdate:</b>
<b>Place of Birth:</b>
<b>Nationality:</b>
<b>Number of Children:</b>
<b>Number of Grandchildren:</b>
<b>Personality:</b>
<b>Education:</b>
<b>Numbers of years he spent in prison:</b>
<b>Year he was freed:</b>

9. Match the dates to the events so that you have them in a chronological order:

- (a) February 1990            ( ) Mandela's date of birth  
(b) 1962                      ( ) Mandela ruled South Africa  
(c) July 18                    ( ) Mandela was awarded the Nobel Peace Prize  
(d) 1993                      ( ) Mandela was arrested and sent to prison  
(e) From 1994 to 1999      ( ) Mandela was released from prison

10. Reread Mandela's biography and answer.<sup>v</sup>

- a) How does the text begin?  
b) How is it developed?  
c) How does the text end?  
d) What kind of vocabulary predominates in the text?  
e) What are the words used to make reference to the author?  
f) Identify the personal pronouns that appear in the text and their references, pointing out the lines.  
g) What is the person (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>) more used in the text? Justify your answer.  
h) Are there other pronoun references in the text? What are they? What are their functions? (point out the lines)<sup>vi</sup>

11. Identify the verbs in the text and circle them.

**The verb tenses and some of their functions in the text:**

- **Present tense:** expresses the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event or something that often happens.
- **Present Perfect:** expresses an action that began in the past and which has recently been completed or continues into the present.
- **Past tense:** expresses the idea that an action started and finished at a specific time in past.

12. What verb tense predominates in the text? Why do you think that? What's the role of this tense in a text?

**LANGUAGE IN ACTION**

**Remember:** When recounting in the past whether it writing a biography or describing a sequence of events for example, it is important to establish clearly the relationship between different past action.

**Observe the sentences:**  
 "Mandela **was** born on 18 July in 1918.  
 "He **was arrested** in 1962"  
 "Mandela **went** to serve 27 years in prison"

All the three verbs in the sentences above are in the simple past tense. This tense is used to talk about actions that happened at a specific time in the past. You state when it happened using a time adverb. You form the simple past of a verb by adding -ed onto the end of a regular verb but, irregular verb forms have to be learned.

**Take a look at some examples of verbs in the simple past tense.**

Regular Verbs		Irregular Verbs	
simple	past	simple	past
work	worked	be	was/were
live	lived	get	got
move	moved	go	went
walk	walked	put	put
open	opened	eat	ate
wait	waited	have	had

Singular	Plural
I was	We were
You were	You were
He was	They were
She was	
It was	

There are three ways to pronounce the final **-ed** of regular verbs in the simple past tense. This pronunciation is determined by the final sound of the verb in the infinitive.

After unvoiced sounds such as **p, k, f, s, ʃ,** and **tʃ** the final **-ed** is pronounced like **t** as in the word **cat**.

After voiced sounds such as **b, ð, g, v, z, ʒ, dʒ, m, n, ŋ, l,** and **r** the final **-ed** sound is pronounced like **d** as in **good**. Note that the **-e** remains silent.

For verbs ending in **d** and **t** the final **-ed** is pronounced **id** as in the final two letters of the word **did**.

**13. Tick (✓) in the correct pronunciation:**

- a) married ( ) /t/ ( ) /d/ ( ) /id/    d) started ( ) /t/ ( ) /d/ ( ) /id/  
b) arrested ( ) /t/ ( ) /d/ ( ) /id/    e) worked ( ) /t/ ( ) /d/ ( ) /id/  
c) studied ( ) /t/ ( ) /d/ ( ) /id/    f) played ( ) /t/ ( ) /d/ ( ) /id/

**IMPROVING YOUR KNOWLEDGE ABOUT MANDELA'S LIFE**

**1. Complete the sentences with the correct verbs from the box.**

**Remember the verbs must be used in the past tense.**

defend – release – become – divide – begin – go – receive – be  
appear – elect

- a) Mandela \_\_\_\_\_ famous around the world as an icon.  
b) He \_\_\_\_\_ the Nobel Peace Prize in 1993.  
c) South Africa was \_\_\_\_\_ along Black and white racial lines.  
d) In 1994 he was \_\_\_\_\_ president.  
e) Nelson Mandela \_\_\_\_\_ the Black Africans.  
f) He \_\_\_\_\_ to have problems with the Police because of this anti-apartheid views.  
g) Mandela \_\_\_\_\_ at the closing ceremony of the World Cup in Africa.  
h) Mandela was \_\_\_\_\_ from prison in 1990.  
i) He \_\_\_\_\_ to prison in 1964.  
j) Mandela \_\_\_\_\_ born in 1918.

**2. Copy the sentences above so that the facts can be in chronological order.**

Picture 3



Fonte - Pixabay

**WRITING IN ACTION II**

You have been in contact with Mandela's biography. Based on that and on the information you have been exposed to, get ready to analyze your own production. Is the content of your text interesting? Does it have the characteristics of a biography? Are the verb tenses adequately used? Have you used words to avoid repetition?

# READING A SYNOPSIS

## 1. Do the activities and discuss the questions with your friends.

- Do you like movies?
- How often do you watch movies?
- How do you generally choose the movies you watch?
- Tick (✓) the kind of movie(s) you like watching.

mysterious movies

science fiction movies

comedy movies

action movies

dramas

history movies

family movies

horror movies

## 2. Read the synopsis available at <

<<http://cineuropa.org/f.aspx?t=film&l=en&did=64884>> and do the activities<sup>vii</sup>.

Picture 4 – Goodbye Bafana



Available at

<http://www.cinema.seed.pr.gov.br/modules/conteudo/conteudo.php?conteudo=728>

access on December 7, 2012

Synopsis: short narrative that discusses in an objective way the movie theme.

### 3. Answer the questions.

- a. What kind of information can we find on the Internet page?
- b. What genres can we have access at Cineuropa page?
- c. Where was the text extracted from?
- d. Are there pictures or non-verbal elements at Cineuropa page?
- e. Which genre is highlighted on the page you read?
- f. What information can you get by reading the highlighted genre?

### 4. Reread the synopsis and tick (✓) the answer(s).

- a. What is the text about?  
It is about ( ) a love story ( ) a war ( ) real life
- b. How would you classify the movie Goodbye Bafana?  
( ) comedy ( ) drama ( ) fiction ( ) action
- c. What is the meaning of Bafana<sup>viii</sup>?  
( ) animal ( ) the boys ( ) nickname South Africa's team ( ) prison

### 5. Reread the text and answer the questions.

- a. What does the title of the movie mean? What is the movie title in Portuguese?
- b. When was Goodbye Bafana published?
- c. Who was the movie director?
- d. Who are the cast of Goodbye Bafana?
- e. What is the relation between Mandela's biography and this synopsis?

### 6. Based on the trailer/movie "GoodbyeBafana" answer the questions:

Available at:

<http://www.allsubs.org/legendas/trailerfilme/Goodbye+Bafana+-+Trailer/IFqILnAYwC0>

Picture 5 – Goodbye Bafana



- a) In your opinion is the content of the trailer based on a true story or is it fiction?
- b) When did the story happen?
- c) Where did the story happen?
- d) Who was the prisoner?
- e) How do you describe the people's behavior towards black people<sup>ix</sup>?
- f) What does the film show about the policy of apartheid?
- g) What is the movie message?

### LANGUAGE IN ACTION

## adjectives

Are always singular and can be placed before nouns or after the verb "to be". They are used to describe nouns and pronouns. They are used to show things, such as size, number, shape, age, color, opinion, nationality and feelings.

1. Identify the adjectives used in the synopsis and what or whom they refer to. Are they positive or negative? Justify.<sup>x</sup>
2. The meaning of the word "look" is olhar, however, we can find this verb followed by a preposition. When this happens there is a change in its meaning. Based on that, go back to the text and, considering the context, give the meaning of "looked after".
3. What is the function of 's in the expression prisoner's name?

Genitive case or possessive case is the grammatical case used to show possession or similar relation. The mark of the genitive in English nouns is -'s ("apostrophe ess"). It often marks a noun as being the possessor of another noun. We normally use -'s for people, animals, or place, with time expressions and periods of time, for all singular nouns and for all plural nouns not ending in -s, and a simple apostrophe for all plural nouns ending in -s. We use and both -'s and of can be used for an organization

A-Read the text available at [http://sangam.org/taraki/articles/2006/07-13\\_Struggle.php?uid=1836](http://sangam.org/taraki/articles/2006/07-13_Struggle.php?uid=1836) and do the activities.

Picture 6- Terrorism was a part of the struggle

The screenshot shows the website for Ilankai Tamil Sangam, the Association of Tamils of Sri Lanka in the USA. The page features a red header with the organization's name in English and Tamil. Below the header, there are navigation links for Home and Archives. The main content area displays the article title 'Terrorism Was a Part of the Struggle' in a large, bold font. Underneath the title, a subtitle reads 'Terrorist violence a tactic small or weak groups use to try to impose a political change'. The author is identified as Gwynne Dyer, and the article is attributed to 'The Winston-Salem Journal, July 7, 2006'. A 'Printer-Friendly Version' link is also visible in the top right corner of the article area.

Available at [http://sangam.org/taraki/articles/2006/07-13\\_Struggle.php?uid=1836](http://sangam.org/taraki/articles/2006/07-13_Struggle.php?uid=1836) access on November 10, 2012.

**1. Read the text and do the activities:<sup>xi</sup>**

- a. What genre does this text belong to?  
( ) opinion article      ( ) short story      ( ) news article      ( ) cartoon
- b. What elements helped you to give the previous answer?
- c. What is the text about?
- d. When and where was this text published?
- e. What kind of information can we observe in the text?
- f. What is the objective of the headline: to inform or express an opinion?
- g. Who is the writer of the text?
- h. Who are its possible readers?

## Pre-reading activity

1. Do you like sports?
2. What is your favorite sport?
3. Do you have a favorite athlete? Who? Why?
4. Who is the famous soccer player in Brazil?<sup>xii</sup>

# While-reading activity

## A. Read Pelé's biography and do the activities<sup>xiii</sup>.

### Pelé's Biography

Edson Arantes do Nascimento was born on 23rd of October 1940, in Três Corações (state of Minas Gerais). He moved with his family to Bauru (state of São Paulo) in 1945. He started his career at Bauru Atlético Clube juniors, "the Baquinho", when he was coached by former player Waldemar de Brito and invited to play for Santos in 1956, where he stayed until 1974. He earned 1,116 caps and scored 1,091 for Santos. He also played for Cosmos, from New York (USA), from 1975 to 1977: 65 goals in 111 matches. He won 32 titles and was top scorer of 20 official competitions during his career.

#### Promise to his father

Pelé says that when he saw his dad's frustration, João Ramos do Nascimento, known as "Dondinho", with Brazil's defeat to Uruguay in the 1950 World Cup final, in the *Maracanã*, he promised to win him the World Cup. The promise was kept eight years later, when at 17, he became the youngest player to win a World Cup. "The defeat in 1950 was an incentive for me, so that in 1958, I could give my day the gift I had promised him".

#### Garrincha Partnership

"We played together for 12 years and every time we were on the pitch, we never lost. Garrincha was a very individual player, everyone knows, but for the team that was great. Every team that played Brazil had to play in defence and needed two or three to watch Garrincha and another one or two to mark Pelé".

Available at <<http://www.copa2014.gov.br/en/noticia/interview-pele-world-cup-opportunity-show-brazil-whole>> Access on November 18, 2012.

### 1. Match the parts of the sentences:

- |   |                                       |
|---|---------------------------------------|
| ( 1 ) Pelé was 17 years old when        | ( ) Pelé was born                     |
| ( 2 ) Pelé was 16 years old when        | ( ) Pelé's father                     |
| ( 3 ) Pelé played together for 12 years | ( ) he won the World Cup              |
| ( 4 ) In 1945                           | ( ) he was invited to play for Santos |
| ( 5 ) In 1940                           | ( ) with Garrincha                    |
| ( 6 ) Dondinho was the nickname of      | ( ) Pelé moved to Bauru               |



**2. Reread the text, identify the corresponding numbers to the given information and copy them.**

- a. Títulos conquistados \_\_\_\_\_
- b. Gols marcados para o Santos \_\_\_\_\_
- c. Gols marcados para o Cosmos \_\_\_\_\_
- d. Partidas jogadas em Nova York \_\_\_\_\_
- e. Números de vitórias \_\_\_\_\_
- f. Competições oficiais onde Pelé foi o maior marcador de gols \_\_\_\_\_

**3. Reread the text to answer the questions.**

- a. Are there expressions of time in the text marks<sup>xiv</sup>?
- b. What verb tense prevails in the text?
- c. Are there “quotation marks” in the text? What are its functions?
- d. What kind of language was used in the text?

**LANGUAGE IN ACTION**

**Dates**<sup>xv</sup>

- We usually **write** the date in one of two ways:
  - I was born on *2nd October* 1970.  
I was born on *October 2nd* 1970.
- We **say** these dates in this way:
  - I was born on *the second of October* nineteen seventy.  
I was born on *October the second* nineteen seventy.
- When we say the **year** we divide the number into two:
  - 1990 - nineteen ninety  
1278 - twelve seventy-eight
- For the first 10 years of the millennium it is different:
  - 2002 - two thousand and two  
1009 - one thousand and nine
- If we only say the month or the year without saying the exact date, the preposition is **in**:
  - We got married *in* 2005.  
They are going on holiday *in* July.

**1. Work in pairs. Say and write the dates in full<sup>xvi</sup>.**




- a. "23rd of October 1940" \_\_\_\_\_
- b. "in 1945" \_\_\_\_\_
- c. "from 1975 to 1977" \_\_\_\_\_
- d. "in 1950" \_\_\_\_\_

**2. Ask appropriate questions to get information to complete the chart .<sup>xvii</sup>**

	ME	STUDENT 1	STUDENT 2	STUDENT 3
Student's Name				
Date of birth				
Year you started school				
Year you started high school				
Your next school vacation				

## Pre-reading activity

1. Do you like music?
2. Do you listen to music in English?
3. Do you have a favorite singer?
4. What kind of music do you like?  
 pop music  gospel music  country music  rock music  others
- 5- Can you name these singers and their styles of music?

	Picture 7-singer 	Picture 8-singer 	Picture 9-singer 	Picture10-singer 
	Fonte -wikipedia	Fonte -wikipedia	Fonte -wikipedia	Fonte -wikipedia
Name				
Music Style				

6. What do you know about each one of them?

# While-reading activity

## 1. Read the text and do the activities<sup>xviii</sup>.

### Michael Jackson's biography

**Michael Joseph Jackson** was born in Gary, Indiana, on August 29, 1958, to Joseph and Katherine Jackson, he was the 7<sup>th</sup> of nine children. Michael became an American recording artist, entertainer and businessman. Often referred to as King of Pop, Jackson is recognized as the most successful entertainer of all time by Guinness World Records. His contributions to music, dance, and fashion, along with a much-publicized personal life, made him a global figure in popular culture for over four decades. He debuted on the professional music scene along with his brothers as a member of The Jackson 5 in 1964, and began his solo career in 1971.

In the early 1980s, Jackson became a dominant figure in popular music. The music videos for his songs, including those of "Beat It", "Billie Jean", and "Thriller", were credited with breaking down racial barriers and transforming the medium into an art form and promotional tool. The popularity of these videos helped to bring the then relatively new television channel MTV to fame. With videos such as "Black or White" and "Scream" he continued to innovate the medium throughout the 1990s, as well as forging a reputation as a touring solo artist. Through stage and video performances, Jackson popularized a number of complicated dance techniques, such as the robot, and the moonwalk, to which he gave the name. His distinctive sound and style has influenced numerous hip hop, post-disco, contemporary R&B, pop and rock artists.

Jackson's 1982 album Thriller is the best-selling album of all time. His other records, including Off the Wall (1979), Bad (1987), Dangerous (1991), and HIStory (1995), also rank among the world's best-selling. Jackson is one of the few artists to have been inducted into the Rock and Roll Hall of Fame twice. He was also inducted into the Dance Hall of Fame as the first and only dancer from pop and rock music. Some of his other achievements include multiple Guinness World Records; 13 Grammy Awards as well as the Grammy Legend Award and the Grammy Lifetime Achievement Award; 26 American Music Awards, more than any other artist, including the "Artist of the Century" and "Artist of the 1980s"; 13 number-one singles in the United States in his solo career, more than any other male artist in the Hot 100 era; and the estimated sale of over 750 million records worldwide. Jackson won hundreds of awards, which made him the most-awarded recording artist in the history of popular music.

Jackson constantly traveled the world attending events honoring his humanitarianism and the 2000 Guinness Book of Records recognized him for supporting 39 charities; more than any other pop star. However in 1998, Britain's Charity Commission shut down Jackson's charity Heal the World, reportedly concluding that Jackson's actions had ruined the charity's good name.

Aspects of Jackson's personal life, including his changing appearance, personal relationships, and behavior, generated controversy. In the mid 1990s, he was accused of child sexual abuse by two boys, but the cases was settled out of court for about \$25 million and \$2 million and no formal charges were brought. In 2005, he was tried and acquitted of further child sexual abuse allegations and several other charges after the jury found him not guilty on all counts.

While preparing for his concert series titled This Is It, Jackson died of acute propofol and benzodiazepine intoxication on June 25, 2009, in the Holmby Hills district of Los Angeles, after suffering from cardiac arrest.

Available at <[http://en.wikipedia.org/wiki/Michael\\_Jackson](http://en.wikipedia.org/wiki/Michael_Jackson)>. Access on November 20, 2012.

1. Reread the biography and fill in the chart with information about Michael Jackson.<sup>xix</sup>

<b>Full name:</b>
<b>Date of birth:</b>
<b>Place of Birth:</b>
<b>Date of Death:</b>
<b>Place of death:</b>
<b>Nationality:</b>
<b>Parents' names:</b>
<b>Number of siblings:</b>
<b>Occupation:</b>
<b>Important events of his life:</b>

2. Why is Jackson a very important man? Prove your answer with information from the text.

3. What was his contribution to society? Prove your answer with information from the text.

4. Organize the sentences to form the correct sequence according to the text:

- a. ( ) Jackson tem sido considerado o artista mais premiado da história da música popular.
- b. ( ) Jackson foi acusado de ter praticado abuso sexual.
- c. ( ) Jackson é considerado uma figura influente na música popular.
- d. ( ) Jackson morreu durante o período em que estava preparando o concerto "É isso".
- e. ( ) Jackson lançou várias técnicas complexas de dança.
- f. ( ) Jackson iniciou sua carreira profissional cantando com seu irmão.
- g. ( ) As mudanças em sua aparência, as suas relações pessoais e o seu comportamento foram motivos de polêmica.
- h. ( ) Jackson recebeu muitas homenagens ao redor do mundo por seu humanitarismo.

5. Some words or phrases have positive meanings, they are good news. Others have negative meanings, they are badnews.

**Good news**

**Bad news**

<p>DIED / KING / AWARDS / CHARITY / INTOXICATION /  SEXUAL ABUSE / RUINED / HUMANITARIASM / FAME/  CARDIAC ARREST/ POPULARITY /  RACIAL BARRIERS / INNOVATE</p>
---

Good news: \_\_\_\_\_

Bad news: \_\_\_\_\_

6. Reread the text. Identify the following words and tick (✓) the idea each one of them expresses:

Discourse markers	addition	contrast	origin	similarity
but				
as				
however				
from				
also				

**Discourse Marker<sup>xx</sup>:**

A 'discourse marker' is a word or phrase that helps to link written ideas. These words are generally more formal lexical items that find little use in speech – which is perhaps why they do not always come naturally to students.

7. Reread the text, identify the numbers and write down to what they refer to.

- 29 \_\_\_\_\_
- 7<sup>th</sup> \_\_\_\_\_
- 1964 \_\_\_\_\_
- 1971 \_\_\_\_\_
- 1991 \_\_\_\_\_
- 13 \_\_\_\_\_
- 750 \_\_\_\_\_
- 2000 \_\_\_\_\_
- 39 \_\_\_\_\_
- 2009 \_\_\_\_\_

8. Why are numbers so frequently used in a biography?

\_\_\_\_\_

# Enjoy the music

1. Watch the clip of the song “Heal the world” available at <http://www.youtube.com/watch?v=BWf-eARnf6U> Access on November 29, 2012 and answer.

- What is the main theme or message of the song?
- Do you think it is an optimistic or pessimist song? Justify.
- What does the word HEAL indicate in the song?
- How would you describe the theme of the song? Tick (√) the word(s) you agree with.

Boring	Simple	Fun	Inspiring	Polemic	Defiant	Amazing	Unknown	Reflexive

2. Listen to the song “Heal the world” and order the lines of the chorus<sup>xxi</sup>:

Heal the world

Make it a better place

For you and for me and the entire human race

For you and for me

If you care enough for the living

Make a better place

There are people dying

3. What can you conclude about the writer of the song “Heal the world”?

4. What is the tone of the song?

5. Whom is the writer talking to?

6. What are the given clues to heal the world?

7. What verses are closer to your ideas?

8. What do they indicate?

# Summing up activities

1. Complete the chart with expressions from box. Reread the three biographies you have studied.

The king of soccer/ The Nobel Peace Prize/ songwriter/ The greatest player in the history/ president of South Africa/ dancer/ The king of Pop/ political leader/ Minister of sports/ superstar/ militant anti-apartheid/ Athlete of the century

Michael Jackson

Nelson Mandela

Pelé

2. Discuss the questions.

- What is Nelson Mandela's importance to the world? In what way did he contribute to some world changes?
- Does Mandela's biography reveal his character and value to humanity? In what sense?
- Michael Jackson's biography reveals he was a talented, famous, powerful person. However he seemed not to accept himself. What do you think about the way he used to behave?
- Brazil is known worldwide as the land of soccer. What is your opinion about that?
- What is your opinion about Pelé's trajectory?
- How can people like the ones you read about them influence other people's life?

Picture 11



Fonte: Pixabay

## WRITING IN ACTION III

### FINAL PRODUCTION

#### 1. Take the biography you have written and check it

CARACTERÍSTICAS DO GÊNERO TEXTUAL BIOGRAFIA	YES	NO	PARTIALLY
1. O texto está adequado ao objetivo de uma biografia?			
2. O texto está adequado ao(s) destinatário(s)? Ou seja, ao (a) seu (sua) professor (a)?			
3. Todas as informações consideradas as mais relevantes sobre a vida da pessoa estão expressas na biografia?			
4. No início da biografia há uma indicação clara das informações pessoais da pessoa biografada?			
5. Os tipos de informação referentes ao gênero biografia, ou seja, os temas referentes à vida da pessoa, tais como: família, estudos, profissão, vida pessoal e profissional, sua compreensão da vida ou o que ela significa para a pessoa, são tratados na biografia, ou, ficam claros no texto?			
6. Fica claro como o texto começa, se desenvolve e termina?			
7. As relações entre as informações estão claramente explicitadas por conectivos, expressões, verbos e tempos verbais adequados?			
8. Fica claro quais pessoas aparecem e qual predomina no texto?			
9. As referências pronominais são usadas adequadamente na biografia?			
10. A biografia pode ser compreendida por um leitor que não conhece a pessoa biografada?			
11. A seleção lexical (vocabulário utilizado) está adequada ao gênero?			
12. Não há problemas de pontuação, frases incompletas, erros gramaticais, ortográficos, etc.?			

MACHADO, Anna Rachel; LOUSADA, Eliane Gouvêa e ABREU-TARDELLI, Lília Santos. Resumo. *Leitura e Produção de textos técnicos e acadêmicos*. São Paulo: Parábola Editorial, 2004. v.1. (p.57-58)

#### 2. Review your draft and rewrite it, if you ticked NO or PARTIALLY for some item(s). After that, display it according to your teacher's orientation

**YOU HAVE STUDIED ABOUT THE GENRE BIOGRAPHY. LET'S CONCLUDE IT DISCUSSING THE FOLLOWING QUESTIONS:**

1. In what sense can a biography be useful in society?

2. Point out the most relevant aspects you learned about the genre biography and its role in society.



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## Orientações Metodológicas

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<sup>i</sup> Professor: a produção inicial deve ser realizada sem nenhuma interferência por parte do professor, é o momento em que os estudantes expressarão o que já sabem sobre o gênero a ser estudado, auxiliando o professor nas intervenções futuras. É importante que os estudantes avaliem também a própria escrita, reconheçam suas limitações e se proponham a trabalhar atividades que colaborarão para a melhoria da escrita. Para concluir a unidade didática será realizada uma produção final, que permitirá tanto ao professor quanto ao estudante avaliar os avanços obtidos nesse processo de ensino-aprendizagem.

<sup>ii</sup> Apresentar aos alunos a figura de Nelson Mandela. A imagem pode ser em papel ou projetada com recurso multimídia. Aproveite para explorar oralmente todos os conhecimentos que os alunos têm a respeito dele. Em seguida, apresente o texto biográfico explorando as características pertencentes ao gênero, o estilo e o conteúdo temático.

<sup>iii</sup> Nessa questão é interessante que o professor explore o escritor do texto, no caso, Wikipedia. Se possível abra a página na Internet e explique as particularidades, chamando a atenção para a forma de produção desse texto, bem como o significado de WIKI- What I Know Is .

<sup>iv</sup> O professor pode, através dessa atividade, mostrar aos alunos o texto biográfico no formato de “timeline”, que apresenta de forma resumida os dados da vida de alguém.

<sup>v</sup> Nessa atividade o professor deve orientar o aluno para a organização do texto, analisar a estrutura e verificar os marcadores presentes no início, meio e fim. Observar as características desse gênero textual (forma como se apresenta, ordem cronológica dos fatos entre outros).

<sup>vi</sup> Nesse momento é importante que o professor revise os pronomes pessoais, oblíquos, possessivos adjetivos, bem como suas funções no texto.

<sup>vii</sup> Nessa atividade é importante que o professor abra a página na Internet e explore a imagem em aparelho multimídia facilitando a identificação das inúmeras informações presente na mesma.

<sup>viii</sup> Aproveitar para discutir o significado de Bafana, lembrando o uso feito do mesmo com relação ao time da África do Sul no período da Copa de 2010.

<sup>ix</sup> Aproveitar para discutir as questões relativas ao contexto sócio-histórico, associando ao período em que estamos vivendo (mudanças, o que se mantém, o papel do Mandela para a história...)

<sup>x</sup> O professor poderá explorar os adjetivos presentes em todos os textos estudados anteriormente ou ainda trazer outros adjetivos que poderiam ser aplicados ao Mandela, com base no que leram sobre ele. Importante reforçar a função dessas palavras no texto.

<sup>xi</sup> Explorar a imagem em aparelho multimídia para que os alunos possam ter acesso a todas as informações contidas na página. Sugiro que o texto seja impresso para a realização da atividade.

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<sup>xii</sup> Deixar os estudantes falarem os nomes que consideram famosos para depois entrar na questão do Pelé.

<sup>xiii</sup> O filme Pelé Eterno é uma sugestão de complemento ao conteúdo.

<sup>xiv</sup> Sugiro que o estudante acesse:  
<<http://www.learnamericanenglishonline.com/Red%20Level/R16%20Expressions%20of%20Time.html>> para ter acesso as informações complementares.

<sup>xv</sup> O professor deve explorar as formas como as datas são escritas nos textos biográficos.

<sup>xvi</sup> Importante explicar a diferença entre a escrita de datas no inglês britânico e americano.

<sup>xvii</sup> Essa atividade envolve a prática discursiva de oralidade. É importante retomar a estrutura das perguntas, ou até mesmo, produzi-las no coletivo.

<sup>xviii</sup> Explicar para os alunos que [hiperlink](#) é sinônimo de [link](#) ( são as palavras azuis nos textos), ou seja qualquer área clicável de uma página Web é um hiperlink. Também pode explicar como eliminar os hiperlinks. Consulte o site <http://www.webopedia.com/TERM/H/hyperlink.html>

<sup>xix</sup> O professor pode, através dessa atividade, revisar os nomes dos membros da família, reforçar a organização do gênero, buscar os dados de maior relevância,

<sup>xx</sup> Sugiro que outras atividades sejam realizadas com os marcadores discursivos. É importante que sejam trabalhados a partir de textos biográficos.

<sup>xxi</sup> É importante realizar uma atividade de “listening” com a música completa (organizar os versos, completar com algumas palavras chaves retiradas da letra, imagens...)