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OS DESAFIOS DA ESCOLA PÚBLICA PARANAENSE  
NA PERSPECTIVA DO PROFESSOR PDE  
Produções Didático-Pedagógicas

2014



UNIVERSIDADE  
ESTADUAL DE LONDRINA

SECRETARIA DE ESTADO DA EDUCAÇÃO – SEED  
SUPERINTENDENCIA DA EDUCAÇÃO – SUED  
DIRETORIA DE POL. E PROG. EDUCACIONAIS - DPPE  
PROGRAMA DE DESENVOLVIMENTO EDUCACIONAL – PDE  
UNIVERSIDADE ESTADUAL DE LONDRINA - UEL



**IEDA SANTOS BORGES**

**UNIDADE DIDÁTICA**

**LANGUAGE IN ACTION – A ORALIDADE NA SALA DE  
AULA**

LONDRINA/PR

2015

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AULA**

Unidade Didática apresentada ao  
PDE – Programa de  
Desenvolvimento Educacional 2014,  
ofertado pela Secretária de Estado  
de Educação do Paraná, UEL –  
Universidade Estadual de Londrina  
sob a orientação do professor:  
Me. Leonardo Neves Correa.

LONDRINA/PR

2015

## Ficha para identificação da Produção Didático-pedagógica – Turma 2014

<b>Título:</b> Language in action – A oralidade na sala de aula	
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<b>Escola de Implementação do Projeto e sua localização</b>	Colégio Estadual “Antônio Garcez Novaes”
<b>Município de localização</b>	Arapongas – Pr.
<b>Núcleo Regional de educação</b>	Apucarana
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<b>Relação Interdisciplinar</b>	
<b>Resumo</b>	<p>Esta unidade didática propõe a oralidade nas aulas de língua inglesa. Optou-se pela oralidade porque nas escolas públicas trabalha-se mais a leitura de textos e a escrita do que a oralidade. A unidade didática foi escolhida a partir de filmes porque estabelecendo o contato do aluno com o som, a imagem e o áudio proporciona-se situações de uso real da língua para motivar os mesmos no desenvolvimento da oralidade em sala de aula com atividades diversificadas. Com essas práticas, espera-se, que o educando ao utilizar vídeos e outros recursos midiáticos, disponíveis na Internet, desenvolva as habilidades de compreensão, produção oral e produção cinematográfica em língua inglesa.</p>
<b>Palavras-chave</b>	Oralidade; Tecnologia; Filme; Língua Inglesa
<b>Formato do Material Didático</b>	Unidade Didática
<b>Público Alvo</b>	Primeiro Ano do Ensino Médio

## APRESENTAÇÃO

Esta Unidade Didática pretende contribuir com a aprendizagem de Língua Inglesa, apresentando como foco principal o trabalho com a oralidade. Levando-se em consideração a crença de que não se aprende inglês, em especial, as habilidades orais (fala e compreensão oral) na rede pública de ensino, o aprendizado da língua estrangeira torna-se fragmentado e insuficiente.

A tecnologia garantiu uma evolução no ensino de línguas em praticamente todo o mundo e os alunos estão em contato com essa tecnologia o tempo todo, por meio de redes sociais (*facebook, twitter, instagram*), comunicadores virtuais (*skype, whatsapp*), *games* entre outros. Acredita-se que o uso dessas e outras tecnologias podem auxiliar o processo de ensino/aprendizagem das habilidades orais dos alunos. Diante desse panorama, a presente Unidade Didática visa motivar os alunos a utilizarem a tecnologia como forma de desenvolver a oralidade em sala de aula por meio da produção oral, e produção de filmes de curta metragem em língua inglesa, mediados pelas tecnologias envolvendo atividades de áudio e imagens.

As atividades foram elaboradas para os alunos do 1º ano do Ensino Médio do Colégio Estadual Antônio Garcez Novaes - Ensino Fundamental, Médio e Profissional do município de Arapongas Paraná, que fica na área central, mas recebe alunos de todos os bairros da cidade e até da zona rural. Os alunos têm entre 14 a 18 anos, com situação econômica bem diversificada. A maioria possui casa própria, sendo assim, quase todos possuem celular e tem acesso as tecnologias. Apenas seis alunos fazem academia de inglês, o restante da sala só estudou inglês em escola pública, eles são bem falantes e participativos, mas há alunos que têm muita dificuldade com o inglês.

Esta Unidade Didática foi elaborada para auxiliar nas dificuldades do aluno aprender inglês e nas dificuldades dos professores em trabalhar a oralidade nas aulas de Língua Inglesa. Por isso, foi utilizado material da web por meio de filmes de curta metragem, mediados pelas tecnologias envolvendo atividades de áudio e imagens para que os alunos possam desenvolver as habilidades de audição, oralidade e produção oral em inglês. Ela se divide em quatro módulos:

1. Realização de um teste de proficiência linguística individual utilizando-se para tal uma imagem. A seguir apresentar-se-á o filme de curta metragem "Love

Language" com o intuito de problematizar a temática inclusão e tecnologia, far-se-á um levantamento e estudo do vocabulário, exercícios de compreensão audição, leitura, oralidade e produção oral.

2. O segundo filme de curta metragem a ser apresentado - "Stop Bullying" propõe o tema bullying, far-se-á um levantamento e estudo do vocabulário, exercícios de compreensão audição, leitura e oralidade e produção oral.

3. O terceiro filme de curta metragem "Ferdinand the Bull" discutirá o tema preconceito e diversidade, far-se-á o levantamento e estudo do vocabulário, exercícios de compreensão audição, leitura e oralidade e produção oral.

4. A Quarta Unidade – Film Language – teorizará e ampliará o conhecimento sobre a produção cinematográfica e os termos utilizados no cinema. Far-se-á um quiz sobre esta linguagem, uma produção, em grupos de no máximo quatro alunos, de filmes dentro das temáticas trabalhadas em inglês. Por fim aplicar-se-á novamente o teste de proficiência nos mesmos parâmetros do primeiro com o objetivo é verificar se houve avanços no nível linguístico dos alunos.

As atividades sugeridas nesta unidade tem como principal objetivo motivar o alunos a praticar a oralidade nas aulas de Língua Inglesa. Segundo Bohn (2003, p. 160). “Na atual situação educacional e econômica, não saber inglês é uma forma de excluir milhões de brasileiros do competitivo mercado de trabalho local, nacional e internacional”. Assim a presente unidade trabalhará com as TICs, espera-se que elas possam contribuir para o desenvolvimento das habilidades orais em LEM no contexto público de ensino, bem como levar o aluno a se comunicar em inglês em sala de aula, nas redes sociais e no mundo.

#### **OBJETIVO GERAL:**

Desenvolver as habilidades de compreensão e produção oral em língua inglesa a partir de recursos tecnológicos.

#### **OBJETIVOS ESPECÍFICOS:**

- Utilizar vídeos e outros recursos midiáticos disponíveis na Internet como forma de desenvolver as habilidades orais em língua inglesa;
- Produzir filmes de curta metragem em língua inglesa.



**1. Before watching the movie Love Language:**

**a. Vocabulary. Look up in the dictionary (paper or online) the meaning of the words/expressions that follow:**

<http://dictionary.reference.com/>

<http://pt.bab.la/dicionario/ingles-portugues/>

nice

sounds

embarrassed

late

marry

how

lie

anything

again

song

tomorrow

here

listen

pretty

**b. Match the words in English with their meanings in Portuguese:**

(1) Weird

( ) ouvir

(2) Deaf

( ) ainda

(3) Hear

( ) pedir emprestado

(4) Still

( ) dar emprestado

(5) Borrow

( ) surdo

(6) Lend

( ) estranho

**c. Complete the mini dialogs using the words from the boxes:**

1. how	nice	What's	name
--------	------	--------	------

**Sarah:** \_\_\_\_\_ your name?

**David:** My \_\_\_\_\_ is David.

**Sarah:** \_\_\_\_\_ was your day?

**David:** It was \_\_\_\_\_.

2. favorite      marry      song      listen

**João:** What are you \_\_\_\_\_ to?

**Maria:** A special \_\_\_\_\_.

**João:** What's your \_\_\_\_\_ movie?

**Maria:** Do you \_\_\_\_\_ to me.

3. One      can      tomorrow      lie

**Paul:** \_\_\_\_\_ I have your phone number?

**Susan:** No, I don't have \_\_\_\_\_.

**Paul:** Really? That's a terrible \_\_\_\_\_.

**Susan:** If you want. I'll be here, \_\_\_\_\_.

4. like      weird      hear      music

**José:** Would you like to listen to my \_\_\_\_\_?

**Sophia:** I'd \_\_\_\_\_ that.

**José:** I don't \_\_\_\_\_ anything.

**Sophia:** That's \_\_\_\_\_.

5. It's borrow late again

**Pedro:** It's good to see you \_\_\_\_\_.

**Carol:** You are \_\_\_\_\_.

**Pedro:** Can you \_\_\_\_\_ your pen?

**Carol:** Yes, here \_\_\_\_\_.

**d. Unscramble the words and match them with the correct picture:**

1. dlBin \_\_\_\_\_

2. gSni eganaLug \_\_\_\_\_

3. nolunscil \_\_\_\_\_

4. hrleWiceh \_\_\_\_\_

5. feDa \_\_\_\_\_



**From:** <http://www.lem.seed.pr.gov.br>  
( )



**From:** <http://cdns2.freepik.com>  
( )



**From:** <http://cdns2.freepik.com>  
( )



**From:** <http://cdns2.freepik.com>  
( )



**From:** <http://cdns2.freepik.com>  
( )

**e. Read the following sentences about inclusion and write if you agree or disagree with the statements. Don't forget to explain your opinion:**

(1) Inclusion is recognizing our universal "oneness" and interdependence.

\_\_\_\_\_

(2) Inclusion is recognizing that we are "one" even though we are not the "same".

\_\_\_\_\_

(3) The act of inclusion means fighting against exclusion and all of the social diseases exclusion gives birth to like racism, sexism, handicapism, etc.

\_\_\_\_\_

(4) Inclusion treasures diversity, our abilities, our gifts and how to share them.

\_\_\_\_\_

**2. Answer the following questions in Portuguese:**

a. O que é inclusão?

\_\_\_\_\_

b. Você acha importante promover a inclusão digital?

\_\_\_\_\_

c. Quais são os fatores positivos da inclusão?

\_\_\_\_\_

d. Quais são os fatores negativos da inclusão?

\_\_\_\_\_



**3. Now we are going to watch the movie “Love Language”:**

**From:** <http://cdns2.freepik.com>

**4. Answer, in groups, the questions about the movie “Love Language”:**

a. In this movie can we find inclusion? Write examples.

---

b. Characters of the Scene: \_\_\_\_\_ and \_\_\_\_\_

c. Place of the scene:

(a) a street

(c) a supermarket

(b) a school

(d) a park

d. Characters’ relationship:

(a) they are friends

(c) they are valentines

(b) they are brothers

(d) they are colleagues

e. The boy of the movie is:

(a) friendly

(c) impatient

(e) bad

(b) good

(d) kindly

f. The girl of the movie is:

(a) friendly

(c) calm

(e) bad

(b) good

(d) kindly

g. What are they doing?

(a) they are talking

(c) they are fighting

(b) they are playing

(d) they are singing

h. In your opinion, what are the characteristics of the boy and the girl?

---



**5. We are going to watch the movie again.  
Write "boy" or "girl" before each sentence.  
Then compare your answers with your peers:**

**From:** <http://loyalkng.com/wp-content/uploads/2011/02/love-remake-bootihole.jpg>

- \_\_\_\_\_ : What are you listen to?
- \_\_\_\_\_ : A special song.
- \_\_\_\_\_ : Can I listen to it?
- \_\_\_\_\_ : No, I'm embarrassed.
- \_\_\_\_\_ : What's your name?
- \_\_\_\_\_ : Princess Jackie
- \_\_\_\_\_ : What's your favorite song?
- \_\_\_\_\_ : I need a girl trey songs.
- \_\_\_\_\_ : What's your favorite movie?
- \_\_\_\_\_ : Do you marry to me. Yours?
- \_\_\_\_\_ : I'd love to see you again can I have your number?
- \_\_\_\_\_ : No, I don't have one.
- \_\_\_\_\_ : Really? That's weird.
- \_\_\_\_\_ : Haha. If you want. I'll be here, again tomorrow.
- \_\_\_\_\_ : Sounds good! I'll see you then!
- \_\_\_\_\_ : It's good to see you again.
- \_\_\_\_\_ : You are late.
- \_\_\_\_\_ : Would you like to listen to my song?

**6. We are going to watch the movie Love Language for the third time. Circle the sentences that the boy speaks:**

Can I listen to it?	Really? That's weird.	Sounds good! I'll see you then!	I appreciate it.
Really? That's a terrible lie.	I'd love to see you again can I have your number?	You are late.	Can you borrow your pen?
Thanks!	Oh, you're pen?	I don't hear anything.	What's your favorite movie?
Nice day today, uhh?	What's your name?	What are you listen to?	You are still beautiful.

**7. Pay attention to the boy's talk:**

**Boy:** I don't hear anything.

**Jackie:** Said in the sign Language. I am deaf.

**Boy:** You are still beautiful.

In this part of the dialogue, the boy wants:

( ) to say she is pretty.

( ) to convince her that he doesn't matter she is deaf, he likes her.

( ) to say he is handsome.

a. What expression helped you to find the answer?

---

b. If you were Jackie, would you believe in boy? Why?

---



**8. In groups, discuss the following questions:  
(if you feel like you can speak in Portuguese)**

From: <http://office.microsoft.com>

a. In this movie can we find an example of inclusion? If so, which?

---

b. When you watch TV, read the newspapers and magazines, do you often come across news and information about people with disabilities? In your opinion, Why does this happen?

---

c. Do you know anyone with a disability? Explain it.

---

d. Have you ever felt like a girl or a boy of this movie? Why? Could you explain it?

---

**9. Answer these questions in Portuguese:**

a. O que você entendeu deste pequeno filme?

---

b. O que ajudou você a entender as cenas?

---

c. Por que a garota não queria tirar o fone de ouvido? No lugar dela você faria o mesmo?

---



### 10. Find someone who...

(You ask: *Do you...* And your classmate will answer: *Yes, I do.* Or *No, I don't.*)

**Then, according to their answers, write their names in the chart below:**

From: <http://office.microsoft.com>

Do you	Names	Yes, I do	No, I don't
know a deaf person?			
Respect all the people?			
Have problems with tecnology?			
Know the Brazilian sign language?			
Help a disabled to cross the street?			
Agree with inclusion?			
Like songs?			



### 11. In pairs read the text "Deaf and Technology": From the site:

<http://www.deafis.org/technology/hearing.php>

From: <http://office.microsoft.com>

### Hearing

#### Hearing aids



**Hearing aids** help some deaf people hear, but they don't work for everyone. You can take off the hearing aid whenever you want. You can get a new ear mold (so it fits) or, if you need to, even a whole new aid.....

**12. Vocabulary. Look up in the dictionary (paper or online) the meaning of the words/expressions that follow:**

<http://dictionary.reference.com/>

<http://pt.bab.la/dicionario/ingles-portugues/>

whole	environmental	surgery
whenever	amplified	worn
speech	fits	outside
sounds	eardrum	speech processor
clearly	bones	transmitting coil
mold	cochlea	electrode array
tightly	brain	inner ear
loud	hurt	
forever	hearing aids	through

**13. Write if the following statements are true (T) or false (F):**

- ( ) Hearing aids help some deaf people hear, but they don't work for everyone.
- ( ) If a hearing person tries a hearing aid, it would hurt their ears because the hearing aid makes sounds very loud.
- ( ) The sound makes the 3 very small bones move. It goes to the cochlea and, last, the sound goes to your brain.
- ( ) Some deaf people with hearing aids cannot speak well.
- ( ) Cochlear implants are very different from hearing aids because the sounds come from a computer processor which acts like your middle and inner ear.
- ( ) With a Cochlear implants you can hear music, environmental sounds, people talking, T.V., people calling your name



From: <http://office.microsoft.com>

14. Answer, in groups, the following questions:

a. What is this text about?

---

b. How do you think technology help disabled people? Can you give the examples?

---

c. What could you do on the internet to help disabled people?

---



From: <http://office.microsoft.com>

15. Now, in groups, you are going to search on the internet about inclusion and then you are going to present it to your peers in English. Look up at the attached examples:

**16. Are - Verb To Be** in the Simple Present

**Affirmative form:** full and contracted form.

I **am** embarrassed. or I'**m** embarrassed.

It **is** good to see you again. or It'**s** good to see you again.

You **are** late. or You'**re** late.

**Verb to be:** I **am** / he **is** / she **is** / it **is** / we **are** / you **are** / they **are**

**Contracted:** I'**m** / he'**s** / she'**s** / it'**s** / we'**re** / you'**re** / they'**re**

**17. Are - Verb To Be in the Simple Present Negative and Interrogative Forms:**

**Negative form:** Use not after all the forms to be (full and contracted) or add **n't** to the forms is or are to make the negative.

I **am not** embarrassed. or I'm **not** embarrassed.

It **is not** good to see you again. or It's **not** good to see you again. It **isn't** good to see you again.

You **are not** late. or You're **not** late. You **aren't** late.

**Interrogative form:** put the verb to be before the subject pronoun.

**Am** I embarrassed?

**Is** it good to see you again?

**Are** you late?

<b>Short answer:</b>	<b>Affirmative Form</b>	<b>Negative form</b>
<b>Am</b> I embarrassed?	Yes, You're.	No, you aren't
<b>Is</b> it good to see you again?	Yes, it's.	No, it isn't
<b>Are</b> you late?	Yes, I'm.	No, I'm not.

**a- Answer the questions:**

1. What's your name?
2. What's your first name?
3. What's your last name?
4. What's your nickname name?
5. What's your address?
6. What's your cell / mobile phone?
7. How old are you?
8. What's your occupation?
9. Where are you from?
10. When is your birthday?

## 18. Simple Present - DO / DOES

Use **the Simple Present** to talk about habits and facts.

I **appreciate** it

Use **do not (don't)** or **does not (doesn't)** before verb to form negative.

I **do not** hear anything. or I **don't** hear anything.

He **does not** hear anything. He **doesn't** hear anything.

**Note:** The form of the main verb in the 3rd person singular doesn't change in the negative.

Put auxiliary verb **do** or **does** before the subject to form questions.

**Do** you marry to me?

Use **Adverbs of frequency** to indicated of actions.

**always, usually, often, rarely, seldom, never, sometimes.**

I usually go to school.

Note: Adverbs of frequency are usually placed before **the main verb**, but after the **verb to be**. Expressions indicating frequency, as **every morning**, usually come at the end of the sentences.

I **never** go to the movies.

She is **always** late.

He goes to school **every day**.

**Expressions indicating frequency:**

Every day, every week, every month, every year, today ,  
once a week, twice a month, three times a year (four times, five times, six times...).

Use **how often** to ask about the frequency of an action.

**How often** do you do exercise?

I do exercise every day.

Rules to change the form of verb in the 3rd person singular ( <b>he, she, it</b> )		
Special cases (spelling)	Examples	
For most verbs	add <b>-s</b>	He <b>likes</b> English. She <b>works</b> here.
For verbs ending in vowel + y	add <b>-s</b> add <b>-s</b>	He <b>plays</b> soccer
For verbs ending in consonant + y	replace <b>y</b> by <b>-ies</b>	She <b>studies</b> at the college
For verbs ending in -ch, -sh, -x, -z, -o, -s	add <b>-es</b>	He <b>goes</b> to the movies
Irregular forms	have / has be / is	Paul <b>has</b> one brother. When the flat <b>is</b> available.

**a. Unscramble the sentences and answer them:**

1. The boy / does / usually / his homework / ?/ do/

---



---

2. Always / read / do / Carol and Steve/ newspaper / ?/

---



---

3. Wake up/? / What time / does / Mrs. Thompson /

---



---

4. Susan / where / go / everyday / does / ?/

---



---

5. Jackie / twice a week / study / does /English /?/

---

## 19. Interrogative Pronouns:

Wh- words	Meaning
<b>What</b>	Asks for information about something (unknown number of options) What do you do on Sunday? I ride a bike.
<b>Which</b>	Asks for information about something (limited number of options) Which is your favorite Brazilian band? Titãs.
<b>Where</b>	Asks about places or positions Where does Pedro live? He lives in Boston.
<b>When</b>	Asks about time When do you go to the movies? I go to the movies on Sundays.
<b>WHO</b>	Asks for or about people Who lives with you? My family lives with me.
<b>Why</b>	Asks for reasons Why does Paul study every day? Because he goes to the University.
<b>How</b>	Asks about manners or conditions How do you go to school? I go to school on foot.

### a. Match the columns:

- |                                           |                       |
|-------------------------------------------|-----------------------|
| (1) How do you come here?                 | ( ) five.             |
| (2) When does he come here?               | ( ) in USA.           |
| (3) Where do you live?                    | ( ) everyday.         |
| (4) What time does she get up?            | ( ) study the lesson. |
| (5) How many classes does Sue have today? | ( ) by plane.         |
| (6) What do they do today?                | ( ) seven o' clock.   |



**1. Before watching the movie Stop Bullying:**

**a. Vocabulary. Look up in the dictionary (paper or online) the meaning of the words/expressions that follow:**

<http://dictionary.reference.com/>

<http://pt.bab.la/dicionario/ingles-portugues/>

empty	deserves	over	accessorizing
rise	to look hip	mistake	instant
shine	dressed	wrong	message
joy	ready	homeroom	wish
sweetie	wild	freak	everybody
wardrobe	already	apologizing	laughed
budget	next to	clumsiness	sad
splurged	each other	outfit	locker
'cause	stick	dying	nothing
daughter	geeks	all the empty	Just

**b. Match the expressions with their meanings in Portuguese:**

- |                                          |                                     |
|------------------------------------------|-------------------------------------|
| (1) The cool girl's lockers!             | ( ) o que está acontecendo aqui?    |
| (2) You're gonna make a fresh new start! | ( ) Venha ! Aproxime-se!            |
| (3) Take a stand!                        | ( ) Os armários das garotas legais! |
| (4) what's going on here?                | ( ) Tome uma posição !              |
| (5) Come on!                             | ( ) Veja aonde vai aberração!       |
| (6) Watch where're going freak!          | ( ) Você vai ter um novo começo !   |

**c. Complete the mini dialogs using the words from the boxes:**

1. Rise      over      shine      wild      come on

**Mom:** \_\_\_\_\_ and \_\_\_\_\_ KB first day at your new school!

**Sarah:** Oh, I'm on a \_\_\_\_\_ day already.

**Mom:** OH, \_\_\_\_\_ ! Sweetie! You're gonna make a fresh new start!

**Sarah:** I know that Summer is \_\_\_\_\_ and I have to go to school.

2. 'cause      each other      freak      lockers

**Joana:** Here they are. The cool girl's \_\_\_\_\_!

**Maria:** Hey, We've got lockers next to \_\_\_\_\_!

**Meg:** Got it \_\_\_\_\_ we're gonna've a hundred connections.

**Joana:** Watch where're going \_\_\_\_\_!

3. outfit      mistake      apologizing      empty

**Paul:** What're you \_\_\_\_\_ for? Your clumsiness or you're sorry \_\_\_\_\_ .

**Susan:** I want to seat here.

**Paul:** All the \_\_\_\_\_ seats here are taken!

**Susan:** I'm sorry my \_\_\_\_\_.

4. girlfriend      what's      Nothing      wish

**Paula:** I so \_\_\_\_\_ we had a camera!

**Sophia:** Beth! We've got digital \_\_\_\_\_.

**Mrs. Brown:** Girls! \_\_\_\_\_ going on here?

**Girls:** \_\_\_\_\_ Mrs. Brown.

5. Great      sweetie      first day      How

**Pedro:** Carol, sweetie. \_\_\_\_\_ was your first day at school?

**Carol:** My \_\_\_\_\_ at school.

**Pedro:** Yes, Of course \_\_\_\_\_.

**Carol:** My first day was great! Just \_\_\_\_\_!

**d. Unscramble the words and match them with the correct picture:**

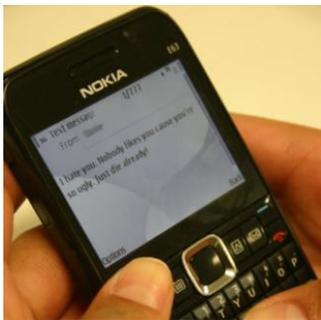
1. eMka nuF \_\_\_\_\_

2. lyPcashi ulBingyl \_\_\_\_\_

3. reCby lyBignul \_\_\_\_\_

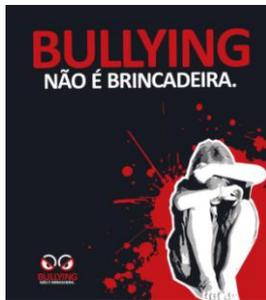
4. raVleb niBylgul \_\_\_\_\_

5. ocgloPsahiycl \_\_\_\_\_



**From:** <http://office.microsoft.com>

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**From:** <http://office.microsoft.com>

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**From:** <http://office.microsoft.com>

( )

**e. Read the following sentences about bullying and write if you agree or disagree with the statements. Don't forget to explain your opinion:**

(1) Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. \_\_\_\_\_

(2) The behavior is repeated, or has the potential to be repeated, over time.  
Both kids who are bullied and who bully others may have serious, lasting problems.  
\_\_\_\_\_

(3) Bullying verbal is saying or writing mean things. It includes: teasing, name-calling, inappropriate sexual comments, taunting and threatening to cause harm. \_\_\_\_\_

(4) Bullying social, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes: leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone and embarrassing someone in public. \_\_\_\_\_

(5) Physical bullying involves hurting a person's body or possessions. physical bullying includes: hitting/kicking/pinching, spitting, tripping/pushing, taking or breaking someone's things and making mean or rude hand gestures. \_\_\_\_\_

**2. Answer the following questions in Portuguese:**

a. O que é bullying?

\_\_\_\_\_

b. O que se pode fazer para impedir que as pessoas parem de fazer o bullying?

\_\_\_\_\_

c. Quais são os fatores negativos do bullying?

\_\_\_\_\_

d. Como bullying pode afetar uma pessoa?

\_\_\_\_\_



**3. Now we are going to watch the movie "Stop Bullying":**

From: <http://cdns2.freepik.com>

**4. Answer, in groups, the questions about the movie "Stop Bullying":**

a. In this movie can we find bullying? Write examples.

---

b. Characters of the Scene:

---

c. Place of the scene:

(a) a street

(c) a supermarket

(b) a school

(d) a park

d. Characters' relationship:

(a) they are friends

(c) they are enemies

(b) they are sisters

(d) they are colleagues

e. The KB of the movie is:

(a) friendly

(c) calm

(e) bad

(b) good

(d) kindly

f. The Cassandra of the movie is:

(a) friendly

(c) impatient

(e) bad

(b) good

(d) kindly

g. What are they doing?

(a) they are talking

(c) they are fighting

(b) they are playing

(d) they are singing

h. In your opinion, what are the characteristics of Kb and Cassandra?

---



**5. We are going to watch the movie again. Try to identify the speakers by writing the names of the characters in the lines below: (Mom, Kb, Cassandra, Mimi, Bibi, Viola, Mr. Bittner). Then compare your answers with**

**From:** <http://www.stopbullying.gov/kids/webisodes/> **your peers:**

### First Day

\_\_\_\_\_ : Mom, you didn't!

\_\_\_\_\_ : I know I know we're on a budget but I splurged a little 'cause my daughter deserves to look hip! Now get dressed and get ready to a wild day at school!

\_\_\_\_\_ : Oh, I'm on a wild day already.

\_\_\_\_\_ : Here they are. The cool girl's lockers!

\_\_\_\_\_ : Hey, We've got lockers next to each other!

\_\_\_\_\_ : Got it 'cause we're gonna've a hundred connections.

\_\_\_\_\_ : Stick with me girls and you'll always be as far from the geeks as possible. Rsrtrs.....

\_\_\_\_\_ : Mr. Benner.

\_\_\_\_\_ : Well. If it isn't KB Floovinatta .

\_\_\_\_\_ : Huhn.. it's Floofinatta!

\_\_\_\_\_ : Oh, great. Sorry Kb, my mistake! So what brings you to my laboratory?

\_\_\_\_\_ : Isn't this room 201?

\_\_\_\_\_ : Huh, your name is not here. I think you're in the wrong homeroom.

\_\_\_\_\_ : Ops.

\_\_\_\_\_ : Watch where're going freak!

\_\_\_\_\_ : Sorry!

\_\_\_\_\_ : What're you apologizing for? Your clumsiness or you're sorry outfit.

\_\_\_\_\_ : Oh, joy!

## Second Day

\_\_\_\_\_ : Kb, sweetie. I've just been dying to know. How was your first day?

\_\_\_\_\_ : Hum, Let's see... How was my first day?...

\_\_\_\_\_ : Sorry!

\_\_\_\_\_ : What're you apologizing for? Your clumsiness or you're sorry outfit .Rsrrsrsr

\_\_\_\_\_ : All the empty seats here are taken!

\_\_\_\_\_ : .....Huhn....!

\_\_\_\_\_ : Now, that's what I call accessorizing...Rsrrsrsr..

\_\_\_\_\_ : Instant Message: from: Mimi to Bibi.

"I so wish we had a camera!"

\_\_\_\_\_ : Instant Message: from: Bibi to Mimi.

"Voila! We've got digital girlfriend".

\_\_\_\_\_ : Girls! what's going on here?

\_\_\_\_\_ : Nothing Mr. Benner.

\_\_\_\_\_ : How was my first day? My first day was great! Just great!

**6. We are going to watch the movie Stop Bullying for the third time. Circle the expressions that Cassandra said:**

Just great!	Sorry!	Your clumsiness or you're sorry outfit .	"Teacher's pet" on KB's locker.
Watch where're going freak!	Now, that's what I call accessorizing...	Oh, I'm on a wild day already.	What're you apologizing for?
The cool girl's lockers!	How was my first day?	All the empty seats here are taken!	Girls! what's going on here?
Here they are.	Hum, Let's see...	Nothing Mr. Benner.	OH, come on! Sweetie!

**7. Pay attention to Mimi and Bibi's conversation:**

**Mimi:** Instant Message: from: Mimi to Bibi

“I so wish we had a camera!”

**Bibi:** Instant Message: from: Bibi to Mimi

“Voila! We’ve got digital girlfriend”.

Mimi took KB’s photo and wrote “KB = Ketchup butt” and sent it to Cassandra.

In this part of the dialogue, Mimi wants:

- ( ) to take KB’s photo with Ketchup butt and put in the net.
- ( ) to take photos with her colleagues.
- ( ) to take KB’s photo and send to her because she likes her.

a. What expression helped you to find the answer?

---

b. If you were Mimi, would you do the same thing with the girl? Why?

---



**8. In groups, discuss the following questions:  
( if you feel like you can speak in Portuguese)**

**From:** <http://office.microsoft.com>

a. The kids in your school have bullied others, that’s a bad thing Why? Write examples of the real world.

---

b. When you watch TV, read the newspapers and magazines, on internet, can you see more about bullying? Why does this happen? What’s your opinion?

---

c. Do you have problem with bullying in your school? Explain it.

---

d. Have you ever felt like a girl of this movie? Why? Could you explain it?

---

**9. Answer these questions in Portuguese:**

a. O que você entendeu deste pequeno filme?

---

b. O que ajudou você a entender as cenas?

---

c. Por que a garota não contou para a mãe o que aconteceu no primeiro dia de aula?  
No lugar dela você faria o mesmo?

---



**10. Find someone who...**

(You ask: *Do you...* And your classmate will answer: *Yes, I do.* Or *No, I don't.*)

**Then, according to their answers, write their names in the chart below:**

From: <http://office.microsoft.com>

Do you	Names	Yes, I do	No, I don't
know a person like Cassandra?			
Think Cassandra attitude was correct?			
Have bullying problems in your school?			
Know a person like Kb?			
help people who are bulled?			
fight in your school?			
bully anyone?			



**11. In pairs read the text "The Bully - Roger Dean Kiser": From the site:**

<http://www.eastoftheweb.com/short-stories/UBooks/Bull.shtml>

From: <http://office.microsoft.com>

I walked into the Huddle House restaurant in Brunswick, Georgia and sat down at the counter as all of the booths were taken. I picked up a menu and began to look at the various items trying to decide if I wanted to order breakfast or just.....

**12. Vocabulary. Look up in the dictionary (paper or online) the meaning of the words/expressions that follow:**

<http://dictionary.reference.com/>

<http://pt.bab.la/dicionario/ingles-portugues/>

sat down	all of a sudden	wheelchair	lifeless legs
counter as all	mumbled	nodded	one at a time
booths	swung	Darn	guess
picked up	slammed me up	sticks	stern
looked up	against	locked	squeezed
rather	lockers	brakes	tightly
guy	hallway	reached down	pocket
racking	waved	grabbed	onto
sip	spun	slimp	southbound

**13. Write if the following statements are true (T) or false (F):**

- ( ) Tony in his school have bullied with Roger.
- ( ) Tony doesn't feel in this wheelchair how Roger felt way back then when he lived in the orphan home.
- ( ) Tony had accidentally hit several plates knocking them off the table as he was trying to get into his wheelchair.
- ( ) Roger didn't help Tony get him in the van.

( ) Tony laughed at Roger because he had no parents and had to live in an orphanage.

( ) Roger forgave Tony and that sorry him had made.



**14. Answer, in groups, the following questions:**

**From:** <http://office.microsoft.com>

a. Why did Tony hit several plates knocking them off the table?

( ) Because he was trying to get into his wheelchair.

( ) Because he was angry with Roger.

( ) Because he didn't want to see Roger.

b. What sentences proves this? Write an example taken from text.

---

c. What would you do if you were in Roger's place?

( ) I wouldn't help Tony to enter the car.

( ) I would only forgive him.

( ) I would help Tony to enter the car and forgive him.

c. What is this text about? Why?

---

d. What did you think about Roger to help Tony?

---

e. What could you do on the internet to help people that are bullied?

---



15. Now, in groups, you are going to search on the internet about bullying and then you are going to present it to your peers in English. Look up at the attached examples:

From: <http://office.microsoft.com>

### 16. Present Progressive

Use present progressive to describe something which is happening now.

Verb **to be** Simple Present + main verb + **-ing**.

#### Affirmative Form:

You **are** apologizing. You're apologizing.

#### Interrogative form:

**Am** I apologizing?

#### Negative form:

No, you **are not** apologizing.

No, you **aren't** apologizing

The way we change the main verb to form the **Present Progressive** may vary.

Spelling cases (spelling)		Examples
For most verbs	Add -ing	look - <b>looking</b>
For verbs ending in -y	Add -ing	try - <b>trying</b>
For verbs ending in -e	Replace -e by -ing	dance - <b>dancing</b> Exeptions: be - <b>being</b> ; see - <b>seeing</b>
For verbs ending in Consonant + vowel + Consonant in stressed syllable	Repeat final consonant + -ing	begin - <b>beginning</b> put - <b>putting</b>

a. Choose the appropriated verbs from the box to fill in the blanks.

Use the present progressive:

Watch do work swim drink study go cry play run

1. The boys \_\_\_\_\_ tennis now.
2. Mr. Bittner \_\_\_\_\_ now.
3. What \_\_\_\_\_ you \_\_\_\_\_ now?
4. The bay \_\_\_\_\_.
5. You \_\_\_\_\_ TV at the moment.
6. \_\_\_\_\_ Cassandra \_\_\_\_\_ at the club?
7. We \_\_\_\_\_ English now.
8. They \_\_\_\_\_ to school now.
9. Mom \_\_\_\_\_ water.
10. Mimi and Viola \_\_\_\_\_ now.

### 17. Was and Were - Verb To Be in the Simple Past

My first day **was** great.

**Was** my first day great?

My first day **was not** great. or My first day **wasn't** great.

We **were** very sad.

**Were** we very sad?

We **were not** very sad. or We **weren't** very sad.

I was / he was / she was / it was / We were / you were / they were

a. Complete the exercise with was or were:.

1. How \_\_\_\_\_ my first day? My first day \_\_\_\_\_ great.
2. Linda \_\_\_\_\_ very sad.
3. Richard \_\_\_\_\_ not at home yesterday.
4. \_\_\_\_\_ you at school last Friday? No, I \_\_\_\_\_.

5. I \_\_\_\_\_ sick last month.
6. Where \_\_\_\_\_ they two years ago? They \_\_\_\_\_ in Paris.
7. Carolina \_\_\_\_\_ not in New York.
8. \_\_\_\_\_ he was classmate? No, he \_\_\_\_\_.
9. They \_\_\_\_\_ there in 2008
10. \_\_\_\_\_ Students at school yesterday? Yes, they \_\_\_\_\_.

### 18. Simple past regular

Use the simple past regular to talk about actions, states, and events that happened and finished at a specific time in the past.

Use the auxiliary verb **did** to form questions in the simple past.

**Did** Cassandra **Bully** KB?

Add **n't** to the auxiliary verb **did** or use it followed by **not** to form the negative

Cassandra **did not bully** Kb. Cassandra **didn't bully** Kb.

**Note:** The main verb remains in the base form in the interrogative and negative.

Add -ed to the base form of the verb (infinitive without to) to make the past tense (regular verbs). Cassandra **bullied** Kb. **Adverbs:**

Yesterday, last week, last weekend, last morning, last month, last year, last Friday, a month ago. KB **arrived** at school **yesterday**.

Special cases (spelling)	Exemples	
For most verbs	add -ed	wash - <b>washed</b>
For verbs ending in -e	add -d	splurge - <b>splurged</b>
For verbs ending in Consonant + y	replace y by -ied	study - <b>studied</b>
For verbs ending in Consonant + vowel + Consonant in stressed Syllabe, except Final consonant <b>v, w, x, y, z</b>	repeat final consonant + -ed	stop - <b>stopped</b>

### 19. Simple Past Irregular

The Simple Past Irregular didn't have a definition form.

There isn't a rule to do the simple past irregular. It has a different form for each verb.

I **had** to start a new school.

**Did** you have to start a new school?

I **did not** have to start a new school. I **didn't** have to start a new school.

#### a. Complete the sentences with the verb in parentheses. Use simple past:

1. \_\_\_\_\_ you \_\_\_\_\_ that fresh new start thing in the past, three times? (say)
2. We \_\_\_\_\_ I \_\_\_\_\_ to start a new school. (know / have)
3. I \_\_\_\_\_ you an entire fresh new wardrobe to make you a fresh new start. (get)
4. Mom \_\_\_\_\_ with me. (not / speak)
5. How \_\_\_\_\_ your first day? My first day \_\_\_\_\_ great! Just great! (be)
6. I so wish we \_\_\_\_\_ a camera! (have)
7. She \_\_\_\_\_ a message on face book. (write)
8. \_\_\_\_\_ Mimi \_\_\_\_\_ message to Cassandra. (send)
9. Everybody in the library \_\_\_\_\_ the picture and laughed. (see)
10. Kb \_\_\_\_\_ it and she \_\_\_\_\_ very happy. (see / not be)
11. They \_\_\_\_\_ "Teacher's pet" on KB's locker. (write)
12. Melanie \_\_\_\_\_ with. Katie blue. (study)



**1. Before watching the movie Ferdinand the Bull:**

**a. Vocabulary. Look up in the dictionary (paper or online) the meaning of the words/expressions that follow:**

<http://dictionary.reference.com/>

<http://pt.bab.la/dicionario/ingles-portugues/>

smell	butt	leaping	spears
spot out	stick	instead	madder
cork tree	horns	puffing	bowed
shade	the bull fights	pawing	sword
worry	to pick	fiercest	scared
afraid	fastest	sharp	stiff
lonesome	roughest	pins	clapped
skip	snorting	ribbins	scared
grew	butting	skinny	bullfighter

**b. Match the expressions with their meanings in Portuguese:**

- |                      |                               |
|----------------------|-------------------------------|
| (1) Once upon a time | ( ) Abelha selvagem           |
| (2) All the other    | ( ) Picá-lo                   |
| (3) Proudest of all  | ( ) Um dia                    |
| (4) bumble bee       | ( ) Era uma vez               |
| (5) Sting him.       | ( ) Todos os outros           |
| (6) One day          | ( ) O mais orgulhoso de todos |

**c. Complete the mini dialogs using the words from the boxes:**

1. Quietly    lonesome    better    skip and butt

**Mom :** "Why don't you run and play with the other little bulls and \_\_\_\_\_ your head?"

**Son:** I like it \_\_\_\_\_ here where I can sit just quietly and smell the flowers.

**Mom :** I am afraid you will be \_\_\_\_\_ all by yourself.

**Son** I like to sit just \_\_\_\_\_ and smell the flowers.

2. bumble bee    cork tree    sting    take care

**Mary:** Why didn't you \_\_\_\_\_ of Bob?

**Susan:** Because he went out to his favorite \_\_\_\_\_ to sit down.

**Mary:** If you were a \_\_\_\_\_ and Bob sat on you what would you do?

**Susan:** I would \_\_\_\_\_ him.

3. do    jumped up    bee    shouted    hurt

**Carolina:** What this \_\_\_\_\_ did to Paul.

**Pedro:** Wow! the bee \_\_\_\_\_ him !

**Carolina:** What did he \_\_\_\_\_ ?

**Pedro:** He \_\_\_\_\_ and \_\_\_\_\_ like a crazy.

4. cape    sword    ribbins    what    Matador

**João:** \_\_\_\_\_ did the Banderilleros do?

**Carlos:** They came with long sharp pins with \_\_\_\_\_ on them to stick in the bull and make him mad.

**João:** And the \_\_\_\_\_ What did he do?

**Carlos:** He had a red \_\_\_\_\_ and a \_\_\_\_\_ and was supposed to stick the bull last of all.

5. Fierce      happened      bullfight      the ring

**Felipe:** When did the bull get to the middle of \_\_\_\_\_?

**Gabriel:** When the \_\_\_\_\_ began.

**Felipe:** What \_\_\_\_\_ with the bull?

**Gabriel:** It fought and was \_\_\_\_\_ all the bullfight.

**d. Unscramble the words and match them with the correct picture:**

1. luBl      \_ \_ \_ \_

2. teDyrivis      \_ \_ \_ \_ \_ \_ \_ \_

3. tglBuhilf      \_ \_ \_ \_ \_ \_ \_ \_

4. aqElu hRistg      \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

5. lacaRi jirePudec      \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

 <p>( )</p>	 <p>( )</p>	 <p>( )</p>
 <p>( )</p>	 <p>( )</p> <p>Images from: <a href="http://cdns2.freepik.com/free-photo">http://cdns2.freepik.com/free-photo</a></p>	

**e. Read the following sentences about prejudice and write if you agree or disagree with the statements. Don't forget to explain your opinion:**

**From :** <http://www.thefreedictionary.com/prejudice>

(1) Prejudice is an adverse judgment or opinion formed beforehand or without knowledge or examination of the facts. \_\_\_\_\_

(2) Prejudice is a preconceive preference or idea. \_\_\_\_\_

(3) Prejudice is the act or state of holding unreasonable preconceived judgments or convictions. \_\_\_\_\_

(4) Prejudice is irrational suspicion or hatred of particular group, race, or religion.  
\_\_\_\_\_

(5) Prejudice is detriment or injury caused to a person by the preconceived, unfavorable conviction of another or others. \_\_\_\_\_

**2. Answer the following questions in Portuguese:**

a. O que ser diferente? O que acontece quando você é diferente?

\_\_\_\_\_

b. O que é preconceito para você? Quais são os preconceitos que existem?

\_\_\_\_\_

c. Quais são os fatores negativos do preconceito?

\_\_\_\_\_

d. Como o preconceito pode afetar uma pessoa?

\_\_\_\_\_



**3. Now we are going to watch the movie "Ferdinand the Bull":**

From: <http://cdns2.freepik.com>

**4. Answer, in groups, the questions about the movie "Ferdinand the Bull":**

a. In this movie can we find prejudice? Write examples.

---

b. Characters of the Scene:

---

c. Place of the scene:

- |              |                 |
|--------------|-----------------|
| (a) a street | (c) a bullfight |
| (b) a school | (d) a park      |

d. Characters' relationship:

- |                         |                                  |
|-------------------------|----------------------------------|
| (a) they are friends    | (c) they are enemies             |
| (b) they are colleagues | (d) they are friends and enemies |

e. The Ferdinand of the movie is:

- |              |            |         |
|--------------|------------|---------|
| (a) friendly | (c) calm   | (e) bad |
| (b) good     | (d) kindly |         |

f. The Matador of the movie is:

- |              |               |         |
|--------------|---------------|---------|
| (a) friendly | (c) impatient | (e) bad |
| (b) good     | (d) kindly    |         |

g. What was the Ferdinand doing when he was a childhood?

- |                                      |                                            |
|--------------------------------------|--------------------------------------------|
| (a) He was talking about the flowers | (c) He was fighting because of the flowers |
| (b) He was playing with the flowers  | (d) He was sitting and smelling the flower |

h. In your opinion, what are the characteristics of the Ferdinand and the Matador?

---



5. We are going to watch the movie again, complete the text with the words from the box. Then compare your answers with your peers:

From: <http://www.disneyshorts.org/screenshots/1938/280/12large.jpg>

cork tree	mad	smelled	sword	clapped	snort
quietly	afraid	happy	scared	fiercely	fight

They called him Ferdinand the Fierce and all of the Banderilleros were \_\_\_\_\_ of him and the Picadores were afraid of him and the Matador was \_\_\_\_\_ stiff. Ferdinand ran to the middle of the ring and everyone shouted and \_\_\_\_\_ because they thought he was going to fight \_\_\_\_\_ and butt and \_\_\_\_\_ and stick his horns around. But not Ferdinand. When he got to the middle of the ring he saw the flowers in all the lovely ladies' hair and he just sat down \_\_\_\_\_ and \_\_\_\_\_.

He wouldn't \_\_\_\_\_ and be fierce no matter what they did. He just sat and smelled. And the Banderilleros were mad and the Picadores were madder and the Matador was so \_\_\_\_\_ he cried because he couldn't show off with his cape and \_\_\_\_\_. So they had to take Ferdinand \_\_\_\_\_ home.

And for all I know he is sitting there still, under his favorite \_\_\_\_\_, smelling \_\_\_\_\_ the \_\_\_\_\_ flowers \_\_\_\_\_ just \_\_\_\_\_ quietly.

He is very \_\_\_\_\_.

**6. We are going to watch the movie Ferdinand the Bull for the third time.**

**Circle the sentences about Ferdinand:**

he was very big and strong	Then came the Matador,	he still liked to sit just quietly	the Picadores who rode skinny horses
sit just quietly and smell the flower	One day five men came in very funny hats	Flags were flying ,bands were playing...	he saw the flowers in all the lovely ladies' hair
he was very handsome	he got to the middle of the ring	He had a red cape and a sword	the Banderillos with long sharp pins with ribbins
He is very happy	he just sat down quietly and smelled.	they had long spears to stick in the bull	Once upon a time in <u>Spain</u>

**7. Pay attention to this information about Ferdinand:**

So he went out to his favorite cork tree to sit down. He didn't look where he was sitting and instead of sitting on the nice cool grass in the shade he sat on a bumble bee. Well, if you were a bumble bee and a bull sat on you what would you do? You would sting him. And that is just what this bee did to Ferdinand. Wow! Did it hurt! Ferdinand jumped up with a snort. he ran around puffing and snorting, butting and pawing the ground as if he were crazy.

In this part of the story, What happened Ferdinand:

- ( ) He jumped up with a snort.
- ( ) He played with the bee.
- ( ) He sat on a bumble bee and it sting him.

a. What expression helped you to find the answer?

\_\_\_\_\_

b. If you were Ferdinand, What would you do? Why? \_\_\_\_\_



**8. In groups, discuss the following questions:  
( if you feel like you can speak in Portuguese)**

**From:** <http://office.microsoft.com>

a. When you watch TV, read the newspapers and magazines, on internet, can you see more about prejudice Why does this happen? What's your opinion?

---

b. Do you have problem with prejudice in your school? Explain it.

---

c. Did you think the Ferdinand's friends attitude were correct? Explain it.

---

d. Have you ever felt like Ferdinand? Why? Could you explain it?

---

**9. Answer these questions in Portuguese:**

a. O que você entendeu deste pequeno filme?

---

b. O que ajudou você a entender as cenas?

---

c. Por que a mãe de Ferdinand não tentou mudá-lo? No lugar dela você faria o mesmo? Por quê?

---



**10. Find someone who...**

(You ask: *Do you...* And your classmate will answer: *Yes, I do. Or No, I don't.*)

**Then, according to their answers, write their names in the chart below:**

From: <http://office.microsoft.com>

Do you	Names	Yes, I do	No, I don't
know a person like Ferdinand?			
Think the Ferdinand attitude correct?			
Have prejudice problems in your school?			
Think the Ferdinand's brothers attitude correct?			
Help a person that suffer gender prejudice?			
Do you have a friend like Ferdinand?			
Have prejudice?			



**11. In pairs read this fragment of the text "Being The Odd One Out - Survival Tips To Being Different":**

**From the site:**

From:

<http://office.microsoft.com>

<http://www.forbes.com/sites/christinebeharry/2012/03/25/being-the-odd-one-out-survival-tips-to-being-different/>

**My survival tips to being different:**

**1. Tune in to yourself**

When you feel that you're falling and you need someone to elate to – tune in to yourself first. You already know your own position and circumstances and consequences inside out – which automatically makes you your own most well-informed mentor and the best person to draw a sound decision. Makes sense, doesn't it?.....

**12. Vocabulary. Look up in the dictionary (paper or online) the meaning of the words/expressions that follow:**

<http://dictionary.reference.com/>

<http://pt.bab.la/dicionario/ingles-portugues/>

survival tips Tune

in to yourself

surround yourself

lucky enough

down the street

be surrounded

striving

downtimes

picking yourself up

setbacks

mid-achievement

mood

delays

sweat

a bite of

pushups

sit ups

jumping jack

shakes it up

pick up

enables

irksome

enjoy the ride

hell bent

so go ahead

fulfilling

stumble upon

be proud

to stick out

fit into

board around

twist

own jigsaw

meant

**13. Write if the following statements are true (T) or false (F):**

( ) Appreciate who you are, tap into your thoughts, your skills and your talents.

( ) Be who you are, like who you are!

( ) let setbacks and delays freeze you into a permanent position of mid-achievement.

( ) Just remember that your mood is in your mind, and your mind is on your mood.

( ) Life isn't full of surprises – let it happen.

( ) If you fit into the puzzle board around you, turn and twist – create your own jigsaw.



**14. Answer, in groups, the following questions:**

**From:** <http://office.microsoft.com>

a. In the text if you're hell bent on reaching the destination and you don't know what you'd do after you get there – you probably won't arrive as planned. What are the three quarters of the process is in the trip to get there?

- ( ) Enjoy it, plan your course, Life is full of surprises.
- ( ) Don't enjoy it, don't plan your course, Life is not full of surprises.
- ( ) Don't worry life is full of surprises.

b. Do you agree with the sentences? Write how you can do it, taken from text.

---

c. What would you do if you were different?

- ( ) I wouldn't change and I would work my skills and my talents.
- ( ) I would try to be like all the people.
- ( ) I would help to someone.

d. What is this text about?

---

e. What did you think about being different?

---

f. What could you do on the internet to help people that suffered prejudice?

---

g. The text gives survival tips to being different person write from the text one tips and explain why do you agree with it?

---



15. Now, in groups, you are going to search on the internet about prejudice and then you are going to present it to your peers in English. Look up at the attached examples:

From: <http://office.microsoft.com>

### 16. Conditional

Use **Conditional** to express an situation or imagine action.

I'm not to forget his birthday. He **would be** very sad.

Use **Conditional** to offer something or invite someone polite to do something.

**Would** you **go** to Madrid with me tonight?

Yes, I **would**.

**Affirmative:** I **would wear** dress at the bullfight.

**Contracted:** I'd **wear** dress at the bullfight.

**Interrogative:** **Would** you **wear** dress at the bullfight?

**Negative:** I **would not wear** dress at the bullfight.

**Contracted:** I **wouldn't wear** dress at the bullfight.

a. Complete the sentences using **would** and the verb from the box:

Pick do not/fight be say worry run butt sting fight

1. His mother \_\_\_\_\_ . "Why don't you run and play with the other little bull?"

2. he \_\_\_\_\_ lonesome all by himself.

3. His mother \_\_\_\_\_ about him.

4. All the other little bulls he lived with \_\_\_\_\_ and jump and butt their \_\_\_\_\_ heads \_\_\_\_\_ together.
5. The bull in the same pasture \_\_\_\_\_ each other all day.
6. They \_\_\_\_\_ each other and stick each other with their horns.
7. Ferdinand knew that they \_\_\_\_\_ .
8. What \_\_\_\_\_ you \_\_\_\_\_? You \_\_\_\_\_ him.
9. He \_\_\_\_\_ and be fierce no matter.

### 17. If Clauses

a. Use If + Simple Present Tense + Simple Future to talk about real condition or possibilities in the future

**If you invite** Ferdinand, **he will** come to your bullfight.

b. Use If + Simple Present Tense + Imperative to make suggestion based on real conditions.

**If you meet** Ferdinand, **give** him his present.

c. Use If + Simple Past Tense + Conditional to talk about unreal conditions, improbable or impossible events.

**If Ferdinand met** his mother, he **would invite** her to sit under the cork tree and smell the flowers with him.

#### PS.

If we start the sentence with the if-clauses, we need a comma ( , ) between the two parts of the sentence. But when we start the sentence with the prediction or fact, we don't need to use a comma.

He **would do** everything in a different way **if he were** you.

**a. Complete the sentences with the correct form of the verbs in parentheses:**

1. He will not believe you if you \_\_\_\_\_ (to tell) him your story.
2. If she has enough money, she \_\_\_\_\_ (to rent) another apartment.
3. If she doesn't feel like eating, \_\_\_\_\_ (not to insist).
4. Don't turn on your computer if the weather \_\_\_\_\_ (to be) stormy.
5. If Anne was younger, I \_\_\_\_\_ (to ask) her out.
6. I would take her home if it \_\_\_\_\_ (to rain) hard.
7. They wouldn't shut up if you \_\_\_\_\_ (not to order) them to.
8. Were you rich and she \_\_\_\_\_ (to marry) you.

**18. Present Perfect** - talking about experiences in an indefinite time in the past  
 Use the **Present perfect** to talk about past experiences in an indefinite or past events with consequences in the present. I have used computer lot lately.

**Verb to have Simple Present + Past Participle of main verb**

Affirmative Contracted	I <b>have</b> / We <b>have</b> / You <b>have</b> /They <b>have</b> I've / We've / You've / They've	<b>used</b> computer lot lately.
Affirmative Contracted	He <b>has</b> / She <b>has</b> / It <b>has</b> He's / She's / It's	<b>used</b> computer lot lately.
Interrogative	<b>Have</b> I / <b>Have</b> we / <b>Have</b> you / <b>Have</b> they	<b>used</b> computer lot lately?
Interrogative	<b>Has</b> He / <b>Has</b> she / <b>Has</b> it	<b>used</b> computer lot lately?
Negative Contracted	I <b>have not</b> / We <b>have not</b> / You <b>have</b> <b>not</b> /They <b>have not</b> I <b>haven't</b> / We <b>haven't</b> / You <b>haven't</b> / They <b>haven't</b>	<b>used</b> computer lot lately.

Negative	He <b>has not</b> / She <b>has not</b> / It <b>has not</b>	<b>used</b> computer lot
Contracted	He <b>hasn't</b> / She <b>hasn't</b> / It <b>hasn't</b>	lately.

1. Use ever to ask about an experience "At any time" in the past:

Have you **ever** seen a bullfight?

2. Use never, already, just and yet to answer questions with the Present perfect.

I have **never** seen a bullfight.

I have **already** seen a bullfight.

I have **just** seen a bullfight.

I haven't seen a bullfight **yet**.

**PS.**

1. The adverb **never** is used in affirmative sentences, while **yet** is used at the end of negative sentences.

2. The adverbs **already** and **yet** can be used as synonyms in questions. When yet is used in questions, it means "are you finish / done?", while **already** may indicate some surprise.

**Have** you **texted** your husband about the bullfight **yet**? (Are you done? I'm waiting.)

**Have** you **already** **texted** your husband about the bullfight? (So fast. I'm shocked!)

3. Use **for** or **since** to talk about events or states which started in the past but are still true now.

Great! Education has been available for ten years. (Focus on the period of time)

Great! Education has been available since 2004. (Focus on the beginning of the event).

**a. Use the verbs in parentheses in the present perfect:**

1. I \_\_\_\_\_ (not see) her since Christmas.

2. Who \_\_\_\_\_ (take) my umbrella?

3. \_\_\_\_\_ you \_\_\_\_\_ (bring) your dictionary with you?

4. \_\_\_\_\_ you ever \_\_\_\_\_ (read) a play by Shakespeare?
5. \_\_\_\_\_ anyone \_\_\_\_\_ (see) my coat?
6. I \_\_\_\_\_ (work) very hard today.
7. We \_\_\_\_\_ (not do) our homework yet.
8. She \_\_\_\_\_ already \_\_\_\_\_ (finish) her work.
9. He \_\_\_\_\_ just \_\_\_\_\_ (leave) for Rio.
10. How long \_\_\_\_\_ you \_\_\_\_\_ (have) that car?

**b. Supply *already* or *yet*:**

1. I have \_\_\_\_\_ done my exercises, but Sally hasn't done hers \_\_\_\_\_.
2. We haven't run into the new director \_\_\_\_\_.
3. Have they done their homework \_\_\_\_\_?
4. She has \_\_\_\_\_ sent the postcards.

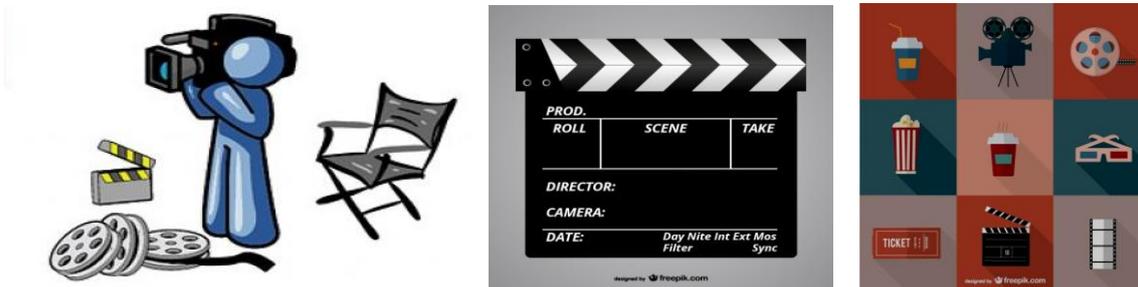
**c. Supply *just* or *lately*:**

1. Mother has \_\_\_\_\_ baked a chocolate cake.
2. I haven't seen Jane \_\_\_\_\_.
3. Have you worked hard \_\_\_\_\_?
4. She has \_\_\_\_\_ told us the good news.

**d. Supply *since* or *for*:**

5. She has spoken \_\_\_\_\_ half an hour.
2. He has worked as a teacher \_\_\_\_\_ last year.
3. They have lived in Spain \_\_\_\_\_ 1988.
4. We haven't said a word \_\_\_\_\_ two hours.

## UNIT 4 - FILM LANGUAGE AND FILM PRODUCTION



### Teacher:

Nesta Quarta Unidade será trabalhado a "THIRD SECTION WORKSHOP 18 ARTS AND HISTORY 5, 6, 7, 8 - ACTION" do author, Leonardo Neves Correa. O objetivo é trabalhar a entonação preparando para futura atuação no filme. Para isto será necessário:

- Apresentar Modelo de Scripts;
- Ensinar como produzir um roteiro de curta-metragem;
- Fazer atividade com os roteiros e praticar a entonação;
- Trabalhar a linguagem cinematográfica;
- Produzir o filme e editá-lo.

No final desta unidade espera-se que seja possível:

- Escrever um script de curta metragem com base nos filmes das Unidades Didática.
- Produzir filme de curta metragem em inglês sobre os temas trabalhados nas três unidades;
- Usar a Língua Inglesa em um ambiente interativo e espontâneo;
- Incentivar o pensamento criativo e resolução de problemas através da improvisação
- Demonstrar através da atuação a compreensão das personagens;
- Melhorar as habilidades orais e entonação.
- Disponibilizar os vídeos para a escola e comunidade.

## 1. From the book: Teaching and Learning English in

### Digital Times: SUGGESTED WORKSHOP MATERIALS

THIRD SECTION  
WORKSHOP

# 18

ARTS AND HISTORY

5, 6, 7, 8 - ACTION!

#### Author

Leonardo Neves Correa

#### Objectives:

- To improve students oral skills through theater acting games. In this session we will focus on intonation.

#### PART 1: WARM-UP (5-10 min)

1. Have you ever considered how a change of “tone” can convey a different meaning in a text? In small groups read the sentences below out loud, exploring as many different tones as possible. What kind of feelings and intentions were you able to extract?

- a) “Oh my God!”
- b) “I have a surprise for you”
- c) “Good morning to you too!”
- d) “Do you know who am I”
- e) “I don’t understand”
- f) “Mom”
- g) “What?”

2. Now in pairs, practice the dialogue below, trying out different ways to interpret the texts:

- Have you seen, Peter?

- Peter?! Peter, who?

- You know... Peter!

- Ohhh... Peter!

## **PART 2: ACTION - DRAMATIC READING (30-35min)**

Now in two groups you are going to read a play by D.M Larson called "From Waiting On Trains"

(Available at [www.freedrama.net](http://www.freedrama.net)). Read the full script with your group (dramatic reading) and discuss what would be the best tone for each of the lines. Then compare your interpretations of the play with the other group.

**The questions that follow might help you find the "right" tone to your reading:**

- How do you picture the characters (psychologically speaking)?

- How do you believe the characters would engage one another?

- How do you imagine the characters saying these lines?

**FROM WAITING ON TRAINS** by D. M. LARSON

**Cast of Characters**

**Verna:** A ticket window woman who would rather not be working.

**Sue:** Business person waiting for her train.

**Rut:** A gentleman, called a bum by some, who simply wants a nice quiet place to sleep.

**Time and Place** Dec. 31, 1999. A train station in an overgrown hick town.

(Lights come up on the waiting room of a train station. A woman, VERNA, sits at a ticket window R, filing her nails and chewing gum)

A phone rings in SUE's bag. A poorly dressed gentleman, some might call a bum, named RUT, pops up from where he has been sleeping on the upstage end of the row of chairs.

**Rut:** (Cries to sky)

- Hello!

**Sue:** (Jumps up when she sees rut)

- What in heaven's name?!

**Rut:** (Ring)

Hello?!

**Sue:** (To verna)

What's this bum doing in here?!

**Verna:** Sleepin'

**Rut:** (Ring)

Hello?!

**Sue:** Shouldn't he be removed?

**Verna:** What for? He ain't causin' no harm.

**Rut:** (Ring. Stands on chair, arms to sky)

Hello, God? Is that you?

**Sue:** Look at him. He's drunk.

**Verna:** Maybe we're the ones who's drunk and he's the only one who's sober.

**Sue:** (Gets phone)

Oh, you're just a regular philosopher. (To phone) hello.

**Rut:** (Very intensely)

Hello, God.

**Sue:** (This and rut's next dialog over lap)

Yes, yes. I'm sorry there's a lot of noise here.

**Rut:** (Overlapping)

Yes, what? What do you want me to do God?

**Sue:** (Hand over phone)

Will someone shut him up!

**Rut:** (Shocked)

Oh, please God. Please don't be angry with me. Please be easy on poor little rut.

**Kirk :** He thinks you're God.

**Verna:** `Bout time God had a little competition.

**Sue:** It's not funny.

**Rut:** I never said it was funny God.

**Sue:** (To Rut)

Look here you.

**Rut:** (Innocent, saintly pose to sky)

Yes, God.

**Sue:** Quit calling me God. And...Will you look at me.

**Rut:** I am looking God.

**Sue:** No, not up there; down here.

**Rut:** (Gets down)

Where?

**Sue:** (Trying to get in front of him)

Over here.

**Rut:** (Under chairs)

Where are you God?

**Sue:** My name's Sue, not God.

**Rut:** (Shocked)

God's real name is Sue?

**Sue:** Will someone do something with him? I have an important call here.

**Rut:** (Stands on chair, to sky)

Please, don't be angry with me God...I mean, oh great sue. Please don't cut me off.

**Sue:** (To Verna)

Do something with him or I'll complain to your boss.

**Verna:** Yes, ma'am.

(Goes to Rut)

Okay, rut. That's enough for now. Let's go.

**Rut:** (As he steps down with Verna's help)

I think I lost my connection.

**Verna:** We know, rut. You lost it long before this though. Come on. Let's get you some coffee.

**Rut:** (As they go into Verna's area)

Funny. I always imagined that God's voice would be a little more manly.

**Sue:** Thank god!

(Answers phone)

Hello, hello...He hung up.

**End of script**



**3. In order to improve your intonation read out aloud the scripts in the following sites:**

**From:** <http://office.microsoft.com>

- <http://www.icomedytv.com/comedy-scripts/funny/view/script/578/aj-episode-3.aspx>
- <http://www.freedrama.net/StPatDay.html>
- <http://www.australianshortfilms.com/files/My%20First%20Crush.pdf>

#### **4. COMO FAZER UM ROTEIRO DE CURTA METRAGEM:**

Quando você vai escrever um roteiro, você deve pensar: O filme é sobre...

Isto é **premissa**: a primeira fagulha de uma história.

### **Exemplos de premissas:**

- Um casal que acorda um no corpo do outro?
- Um tenista aposentado que acredita que a vida depende da sorte?
- Um psicopata que ataca as pessoas pensando que é a própria mãe?

Uma premissa é tudo o que você diga “Puxa, isso daria um filme”!

Mas uma premissa ainda não é um filme.

Nem mesmo um roteiro.

Um filme nasce com o storyline.

### **Um storyline é...**

- A história do filme contada em um parágrafo curto.
- Segundo o filme “O Jogador”, em 20 palavras ou menos!
- Resume a história do início até o final, introduzindo personagens principais.
- É aquilo que contamos para um amigo que pergunta do que é o filme na saída do cinema.

### **Uma boa história para audiovisual...**

- Se presta a ser contada com sons e imagens.
- Tem conflitos e personagens com os quais nos identificamos e cujo final ou desenvolvimento não adivinhamos.
- Conflitos em dramaturgia são questões que são resolvidas durante a história, através do confronto entre protagonista (s) e antagonista (s).

### **Conflitos são...**

- Aquilo que os personagens querem conquistar e precisam lutar para isso.
- Luta entre o homem e a natureza (como em “Mar em Fúria”, “Terremoto”, etc.)
- Luta de homens contra homens (de “West Side Story” até “Duro de Matar”)
- Luta de homens consigo mesmos (filmes de superação pessoal, dramas intimistas, etc.)

### **Personagens:**

- Dão vida aos conflitos, assumindo suas posições e objetivos.

- Nos identificamos com eles e suas buscas, nos envolvendo com a trama.
- Os personagens evoluem ao longo da história, são modificados por ela.

### **Um exemplo de conflito...**

Que poderia gerar uma história

Um exercício de criatividade:

podemos criar conflitos com qualquer coisa!

Você pega um táxi para a rodoviária...

E diz para o motorista: “vamos logo.

Meu ônibus sai daqui a pouco!”

Perto da rodoviária, você se lembra que não desligou o fogão.

E agora? Sai de férias e incendeia a casa ou volta?

Se você pegar um táxi para a rodoviária e o táxi chega a tempo, você entra no ônibus e tudo acaba bem.

Para uma narrativa, qual é a graça?

Cadê o conflito?

Ou seja, para interessar é preciso ir além do “normal”.

### **Como construir um roteiro:**

Da premissa ao roteiro...

- Premissa: isso daria um filme!
- Storyline: a história em um parágrafo.
- Argumento: contando em detalhes a história, mas de forma coloquial.
- Roteiro: história escrita pensando para a câmera e os microfones!

### **Como organizar a história:**

O velho truque dos três atos!

- **Primeiro ato:** apresenta os personagens, o que eles estão buscando e o que está em jogo.
- **Segundo ato:** desenvolve os conflitos, sem entregar o “ouro para o bandido”.

- **Terceiro ato:** resolve os conflitos, atribui os vencedores, etc.

**Primeiro ato:**

- Do que trata a história?
- Onde e quando ela se passa?
- Em quem eu presto atenção?
- Isso interessa ou já deu pra adivinhar onde vai chegar?
- O que está em jogo?

**Segundo ato:**

- Os personagens se desenvolvem a partir de suas ações.
- Já pensou se o Superman só falasse que sabe voar ao invés de sair voando mesmo?
- Os conflitos crescem e se esclarecem.
- Mas há as viradas.

**Terceiro ato:**

- As coisas “precisam” se resolver, por exemplo:
- Em “Soldado Ryan”, os alemães não podem passar de uma ponte.
- Em “Náufrago”, ele sai da ilha (na jangada amarrada com fitas de vídeo!!!)
- Em “De Volta Para o Futuro” o raio tem hora para cair!

Esta é a estrutura mais comum.

- Filmes como Amarcord, La Dolce Vita e outros seguem uma estrutura narrativa de historinhas que costuram o interesse do espectador na próxima história e assim por diante.
- E são muito legais!

No fundo, o que importa para o roteiro é...

“Manterás a atenção do espectador”

Jean-Claude Carrière, Roteirista de “A Bela da Tarde”

**Roteiro:**

É escrito de forma sintética.

**Descrição de ambiente e ações:**

- Frases curtas.
- Escrevemos o que vemos e ouvimos.
- Apenas os detalhes essenciais para a trama aparecem.
- Personagens grifados em maiúscula.
- Alinhado pela esquerda.

**Diálogos:**

- Centralizados
- Nome do personagem precede a fala, em maiúsculas.
- Escrito em linguagem coloquial, de acordo com a maneira de falar de cada personagem.
- Fale em voz alta após escrever a frase!

Ficou natural? Não? Reescreva!

- Formato facilita leitura do elenco.

Você escreve o que pode ser visto e ouvido, com poucas rubricas e detalhes.

**From the site:** <http://cimarte.com/downloads/Roteiros/formaeconteudoroteiro.pdf>

**5. Now, In groups you are going to read the Scripts again with intonation and present to your classmates, Then complete the chart according to the stories:**

<b>Scripts</b>	<b>Conflict</b>	<b>Characters</b>	<b>Setting / Actions</b>
Episode 3			
Kiss me, I'm Irish			
My first crush			

## 6. Film Language :

a. Read the language using in films from the site Film English:

<http://film-english.com/author/kierandonaghy/>

<http://film-english.com/film-glossary/>

b. Answer the quiz about Film Language:

Questions	Option A	Option B	Option C
1. What is a film with a lot of action and suspense?	Thriller	Trailer	Teaser
2. What is a shot in which the scale of the object shown is very large, a minutely detailed view of an object or person. Faces are the most recurrent images in extreme close-ups. An extreme close-up of an actor usually includes only his or her eyes or mouth?	Close-up	Extreme close-up	Medium close-up
3. What is a relatively close shot, revealing the human figure from the waist up?	Extreme close-up	Medium long shot	Medium close-up
4. What is a short filmed advertisement for a film using highlights from the film with graphics and voice-over commentary to publicise the film?	Teaser	Trailer	Thriller
5. What is a single stream of images, uninterrupted by editing; a unit of film in which the camera does not stop filming?	Shot	Three shot	Two shot
6. What are the clothes that characters wear?	Biopic	Stunts	Costume

7. What is the joining together of clips of film into a single filmstrip. The cut is a simple edit but there are many other possible ways to transition from one shot to another?	Editing	Genres	Synopsis
8. What is a scene is a segment of a narrative film that usually takes place in a single time and place, often with the same characters?	Stills	Scene	Point of view shot
9. What is a shot taken from above the subject?	Low angle shot	Crane shot	High angle shot
10. What is the artist responsible for the lighting of a shot and the quality of the photography in a film?	Auteur	Author	Cinematographer, director of photography
11. What is a shot in which the camera photographs the scene from directly overhead?	Birds's eye view	Aerial shot:	Crane shot
12. What is a jump backwards or forwards in diegetic time?	Focus.	Flashback / Flashforward	Mise-en-scene
13. What is a short description of the main parts of a story?	Animation	Biopic	Synopsis
14. What are images projected at the standard speed of twenty-four frames per second, the images appear to move?	Animation	Trailer	Synopsis
15. What is a medium featuring three actors in the same frame?	Two shot	Three shot	shot
16. What is a biographical film normally about the life of a famous person?	Editing	Focus	Biopic
17. What is the narrative elements that are shown or inferred from the content of a film?	Diegesis	Editing	Freeze frame

18. What is a detailed view of a person or object. A framing in which the scale of the object shown is relatively large?	Close-up	Medium close-up	Extreme close-up
19. What is a written description of a film's dialogue and action, sometimes with basic camera directions?	Captions/ titles	Script, Screenplay, Scenario	Scene
20. What is a written labels on the screen?	Script, Screenplay , Scenario	Genres	Captions/ titles



**7. You are going to create a short movie, in group of maximum 4 students:**

From: <http://office.microsoft.com>

**a. You are going to work the themes you have studied in these units (Inclusion and Technology, Bullying and Prejudice). If You want you can access the websites below to help you to write your short movie:**





- <https://www.youtube.com/watch?v=kETOhxNCei4>
- <http://freedramaplays.blogspot.com.br/2014/09/free-romantic-romantic-comedy-play.html>
- <http://www.australianshortfilms.com/My-First-Crush.html>
- <http://www.shortoftheweek.com/>
- <http://www.simplyscripts.com/genre/short-scripts.html>
- <http://www.icomedytv.com/comedy-scripts.aspx>
- <http://www.roteirodecinema.com.br/roteiros/curtas.htm>

**b. Now you are going to rehearse the pronunciation and intonation of the characters:**

**c. It's time to edit the film. You can access the websites below to help you to edit your short movie:**

- <http://vimeo.com/>
- <http://www.brainshark.com/>



**Anexo I. A - TABLE 5,5: ORAL ASSESSMENT CRITERIA GRID (CEF TABLE 3)**

	Range	Accuracy	Fluency	Interaction	Coherence
<b>C2</b>	Shows great flexibility reformulate ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language. even while attention is otherwise engaged (e.g. in forward planning in monitoring others' reactions.	Can express himself/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that he interlocutor id hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and wide range of connectors and other cohesive devices.
<b>C1+</b>					
<b>C1</b>	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express himself/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skillfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>B2+</b>					
<b>B2</b>	Has a sufficient range of language to be able o give clear descriptions express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
<b>B1+</b>					
<b>B1</b>	Has a enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear
<b>A2+</b>					
<b>A2</b>	Uses a basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situation.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make himself/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connections like "and", "but" and "because".
<b>A1+</b>					
<b>A1</b>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and tom repair communication.	Can ask and answer questions about personal details. Can interact a simple way but communication is totally dependent on repetition, rephrasing and repair	Can link words or groups of words with very basic linear connectors like "and" or "then".
<b>Below</b>					
<b>A1</b>					

## Anexo I. B - RATING TASK

Learner's name	Initial impression	Detailed analysis (CEFR Table 5.5)					Comments
	CEFR (Table 5.4)						
	CEFR level	Range CEFR level	Accuracy CEFR level	Fluency CEFR level	Interaction CEFR level	Coherence CEFR level	

## Anexo I. C - PROFICIENCY TEST:

**Participants:** students are interviewed individually. There are two people present:

The teacher asks the questions, the student answers them. The tests is going to be recorded.

**Format:** The oral test consists of two parts.

**Part One:** The test will begin with the teacher asking the student these questions below.

1. What's your name?
2. Where do you live?
3. How many people are there in your family?
4. Do you have friends?
5. How many people are there in the picture?
6. Are the people in the picture happy or sad?

**Part two:** The student will say something about the picture of:

**a. Picture for the initial proficiency test:**



**From:** <http://www.idhesp.com.br/wp-content/uploads/2012/09/incl.jpg>

**b. Picture for the final proficiency test:**



**From:** <http://elheraldosp.com.mx/wp-content/uploads/2014/06/CARTON-2.jpg>

**Instructions:**

The teacher says: Please describe and comment on the situation in the picture below.

1. Describe the picture in as much detail as possible. Now describe the picture. (60 seconds)
2. How do you think this situation occurred? Now, answer the question. (60 seconds)

**From:** <http://www.cambridgeenglish.org/images/cpe-examiner-comments.pdf>

[http://www.splendid-speaking.com/exams/cpe\\_speaking.html](http://www.splendid-speaking.com/exams/cpe_speaking.html)

### **Anexo II. A - Feedback Through Interviews**

Student A interviews student B and vice-verse:

A: Hello, what's your name?

B: Hi, My name is \_\_\_\_\_. And yours?

A: my name is \_\_\_\_\_. What did you search about?

B: Inclusion. How about you?

A: Me too. And I really liked it.

B: Everybody has the right to have a spot in society.

### **Anexo II. B - Feedback Through Interviews**

Student A interviews student B and vice-verse:

A: Hello, what's your name?

B: Hi, My name is \_\_\_\_\_. And yours?

A: my name is \_\_\_\_\_. What did you search about?

B: Bullying. How about you?

A: Me too. And I really learned a lot.

B: Everybody has the same rights and duties.

### **Anexo II. C - Feedback Through Interviews**

Student A interviews student B and vice-verse:

A: Hello, what's your name?

B: Hi, My name is \_\_\_\_\_. And yours?

A: my name is \_\_\_\_\_. What did you search about?

B: Prejudice. How about you?

A: Me too. And I really appreciate it.

B: Everybody is equal no matter religion, skin color, race and age.

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