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8. Anexos

Anexo 1 Atividades da unidade 6 do livro didático

UNIT 6

Eating Well

A TOPIC PREVIEW. Look at the Healthy-Eating Pyramid that suggests daily eating habits to avoid heart disease. Is there anything in the pyramid that you never eat?

UNIT GOALS

- 1 Make an excuse to decline food
- 2 Talk about food passions
- 3 Discuss lifestyle changes
- 4 Describe unique foods

meat, butter (rarely)

sweets, pasta, potatoes, white rice, white bread (rarely)

dairy (1–2 portions / day)

seafood, poultry, and eggs (0–2 portions / day)

nuts and legumes (1–3 portions / day)

vegetables (at least 5 portions / day)

fruits (2–3 portions / day)

whole-grain foods (at most meals)

vegetable oils (at most meals)

daily exercise and weight control

meat, butter (rarely)

sweets, pasta, potatoes, white rice, white bread (rarely)

dairy (1–2 portions / day)

seafood, poultry, and eggs (0–2 portions / day)

nuts and legumes (1–3 portions / day)

fruits (2–3 portions / day)

vegetable oils (at most meals)

daily exercise and weight control

B Fill in the empty pyramid to show how you eat. Compare your pyramid with a partner's.

C DISCUSSION. How is the Healthy-Eating Pyramid different from how you eat? Do you think the Healthy-Eating Pyramid gives good advice?

62 UNIT 6

SOURCE: Adapted from *Eat, Drink, and Be Healthy*, by Walter C. Willet, M.D.



SOUND BITES. Read along silently as you listen to a natural conversation.



IRIS: What in the world are you eating?
 TERRI: Chocolate cake. But don't tell anyone, OK?
 IRIS: But aren't you on a diet?
 TERRI: I used to be. Not anymore.
 IRIS: What happened?
 TERRI: To tell you the truth, it was just too much trouble.



TERRI: Want to try some?
 IRIS: Well, I would. But I'm on a diet.
 TERRI: You? I don't believe it! Don't you always have dessert?
 IRIS: I used to. Not anymore.
 TERRI: Are you sure? You only live once!



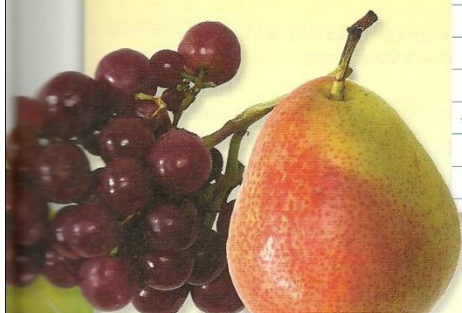
Check the statements that are true, according to the conversation.

Explain your answers.

- | | |
|---|--|
| ☐ 1. Iris doesn't eat sweets now. | ☐ 4. Terri doesn't want any cake. |
| ☐ 2. Terri doesn't eat sweets now. | ☐ 5. Iris changed her eating habits. |
| ☐ 3. Iris doesn't want any cake. | ☐ 6. Terri changed her eating habits. |

WHAT ABOUT YOU?

Make a list of foods you can eat if ...



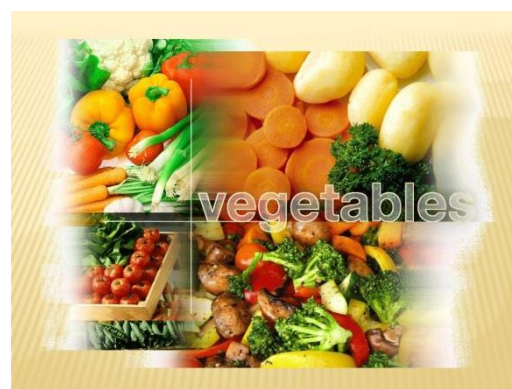
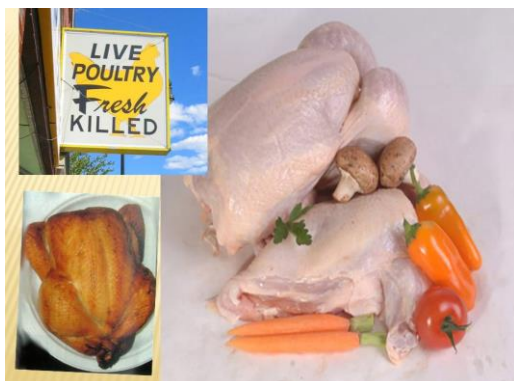
you're trying to lose weight.

you're trying to gain weight.

Preview 63

Anexo 2

Slides trabalhados na unidade 6



Anexo 3

Atividades do vídeo *Teens' body image*



Video Activity: Teens' body image/self-esteem.



1. How do you define the words below?

A. Body Image:

- a) How someone feels about his/her own physical appearance.
- b) How someone is actually perceived by others.
- c) What someone desires to look like.

B. Self-esteem:

- a) The way people boast about themselves and their deeds.
- b) How much people value themselves, the pride they feel in themselves, and how worthwhile they feel.
- c) The unhappiness people feel about themselves, their character and abilities.



2. Watch the youtube video and then discuss the questions below.

- a. Are the teens happy with their looks? Do they care about what people say about their image?
- b. To what extent can magazines / the media influence teens' attitude and lifestyle?



- c. Are teens more influenced by their peers, a pop star they admire or the media?
- d. Some teens think they need to change how they look or act to feel good about themselves. Do you share the same point of view or not?
- e. What do the different lines taken from the video have in common? What do they convey?
- f. Do you think that 'not feeling good about themselves can affect how teens act and can put themselves down and make them suffer'? Justify your answer.



3. Discuss these questions with a partner and then complete the gaps using your own ideas:

1. Main reason why body image and self-esteem are important: _____

2. When teens usually face body image and self-esteem problems:

2.1. Reasons for it: (internal/external)

a) _____;

b) _____;

c) _____;

d) _____;

e) _____.

3. Factors that contribute to boost self-esteem:

a) _____; b) _____.

4. How to improve your body image:

a) _____;

b) _____; c) _____.

5. How to build good self-esteem:

a) _____; b) _____.

4. Read this teen's opinion on how he feels about his eating habits and the way he looks. Use your own ideas on healthy eating habits and workout routine to give him some advice. Write at least 80 words.



Philip, 15

I am a big fried-food eater. In fact, I love eating, but I don't care much for exercising. But, I don't know what sort of diet I should follow. I feel bad about the way I look. I mean, I get bullied at school and nobody wants to go out with me because I wear glasses and don't look like Johnny Depp or Brad Pitt, but we're all different. I'm told I have a great personality but that doesn't make up for my looks, and I'm tormented by girls about how I look and why I don't have bigger muscles as the other boys.

Adapted from Cool Zone 9, Texto Editores

Dear _____,

Anexo 4

Atividades do filme *Dead Poets Society*



VIDEO ACTIVITY: FILM “*DEAD POETS SOCIETY*”.

1. Watch the movie excerpt and do the questions below. (Scenes 1 and 2)



2. What kind of school is Welton? Check (✓) the right answer(s).
 - ☐ () a mixed school (a school for both male and female students)
 - ☐ () a single-sex school (a school either for boys or girls only)
 - ☐ () a boarding school (a school where students can live during the term)
 - ☐ () a State school (a school that is paid for by the government and provides free education – AmE, Public school)
 - ☐ () a private school (a school that receives no money or funds from the government and where the school fees are paid for by the parents – also, Independent school. In BrE, Public School)
 - ☐ () has been the best prep school in the USA for a hundred years. It's a very traditional school.
 - ☐ () has been the best prep school in the UK for over a hundred years.
3. Complete the gaps accordingly (in a way that is meaningful and appropriate to the excerpt seen)

The film opens showing a procession of some students carrying the school banners with its four principles, one of the teachers holding the light of knowledge and another student in typical tartan kilt, playing the bagpipes, a Scottish traditional musical instrument. As usual, Mr. Nolan, (1) the _____ or principal, makes a speech to welcome the new and former students as well as their parents. Mr. Nolan addresses the heads of the school and the students and asks them the same question that was greeted to the other generations: “Boys, What are the four pillars?”

All students stand up and answer him without hesitation: “(2) _____, (3) _____, (4) _____ and (5) _____.”

During his speech, he also introduces the new (6) _____/Literature teacher, Mr. John Keating, who came from the regarded Chester school in London in order to replace Mr. Portius.

♦ **Keating's first class: what message does he try to convey? (Scene 2)**

First, complete the gaps below. Next, check the right statements about the scene.

Keating (K.): "Because we're food for worms, lads... Believe it or not, each one of us in this room is one day going to stop breathing, turn cold and die."

"I'd like you to step forward ... And peruse some of the faces from the past. You've walked past them many times, but not really looked at them.

They're not that different from you, are they? Same haircuts, full of hormones, just like you. Invincible, just like you feel. The world is their oyster. They believe they're destined for great things, just like many of you. Their eyes are full of (1) _____, just like you. Did they wait until too late to make of their lives ..., to fulfill not one iota of what they were capable? These boys are now fertilizing daffodils...

If you listen real close, you can hear them whisper their legacy to you. Come on, Lean it ... Carpe Diem... (2) _____ the day, boys ... Make your life (3) _____ ..."

✓ Check the TRUE statements. Correct the false ones.

- A. () Keating has his class to follow him to the hall where there are photographs of former students of the school.
- B. () Keating tells his students that may call him "Little John", in reference to a Walt Whitman's poem.
- C. () By whistling the 1812 Overture, Keating takes the students out of the classroom to focus on the idea of *carpe diem*.
- D. () *Carpe Diem* means lead your life according to the rules.
- E. () The students describe Keating's unorthodox teaching methods by Welton standards as being different, weird but cool.

✓ SCENE 3



KEATING'S SECOND CLASS: UNDERSTANDING POETRY

1. Watch the scene carefully and then check the best alternative according to it.

1. What are the two things that the students will learn in Mr. Keating's class?

- A. () They will understand poetry and be fluent with its meter, rhyme and figures of speech.
- B. () They'll be able to write and analyze poems using Mr. J. Evans Pritchard's theory.
- C. () They'll be able to read poetry and measure its perfection.
- D. () They'll learn to think for themselves and savor words and ideas.

2. According to Keating, people read and write poetry...
- A. ☐ because it's cute and fun.
 - B. ☐ because it's a way to impress others with their culture and ability to interpret poems.
 - C. ☐ because that's what really counts in life. Poetry, beauty, romance are what people stay alive for.
 - D. ☐ because they want to fully understand their meaning.
3. Keating recites Walt Whitman's poem to his pupils. What does the poem convey?
- A. ☐ The poem implies that life is filled with passion.
 - B. ☐ the poem raises the question of finding out who we are and what we want to be.
 - C. ☐ The poem raises the question of finding out one's identity only.
 - D. ☐ the poem raises the importance of enjoying life as much as people can.
2. Watch it again and check the TRUE statements. Next, underline the wrong piece(s) of information and correct each of them.
- 1. ☐ Keating wants his students to appreciate poetry by themselves. _____.
 - 2. ☐ Keating strongly believes that poetry can change the world. _____.
 - 3. ☐ Keating has Cameron to read the introduction to their poetry textbook, written by Mr. J. Evans Pritchard, Ph.D. _____.
 - 4. ☐ Keating tries to inspire his students to seek their individual passions and goal in life. _____.
 - 5. ☐ The introduction of the chapter "Understanding poetry" prescribes a Mathematical formula to rate the quality of poetry, which Keating finds ridiculous. _____.
 - 6. ☐ Keating tells his students to rip the introduction out of their books, but they hesitated to do so, except for Todd Anderson. _____.
 - 7. ☐ Keating wants his pupils to become free thinkers and never conform to what is presented to them. _____.



Anexo 5

Atividade de discussão: Estereótipos



PART A: HOW I SEE MYSELF AS A STUDENT.

1. WHAT SORT OF STUDENT ARE YOU? HOW WOULD YOU DESCRIBE YOURSELF AS A STUDENT? (THINK OF YOUR INTERESTS, BEHAVIOR IN AND OUT OF THE CLASSROOM; HOW YOU INTERACT WITH THE OTHER STUDENTS AND TEACHERS; HOW DEDICATED YOU ARE TO YOUR STUDIES; YOUR LEARNING STRATEGIES/DIFFICULTIES, ETC.)
2. HOW DO YOU THINK THE OTHER PEOPLE SEE YOU AS A STUDENT? THINK OF YOUR FRIENDS, CLASSMATES, TEACHERS AND PARENTS.
3. OUT OF THE STEREOTYPES WE'VE STUDIED, WHICH ONE BEST DESCRIBES YOUR PERSONALITY? WHAT KIND OF STUDENT WOULD YOU LEAST/MOST LIKE TO BE? WHY?



PART B: *Dead Poets Society*

4. IN THE FILM *DEAD POETS SOCIETY*, WHICH OF THE STUDENTS HAVE YOU IDENTIFIED YOURSELF WITH? WHY?
5. DO YOU THINK THE STUDENTS AT WELTON SCHOOL ARE MUCH DIFFERENT FROM THE ONES AT YOUR SCHOOL? ARE THERE STUDENTS LIKE THEM IN YOUR CLASS?
6. WHAT'S A GOOD STUDENT? HOW WOULD YOU DESCRIBE THE TYPICAL STUDENT OF YOUR SCHOOL?

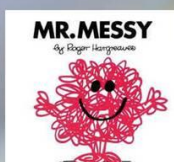
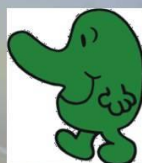
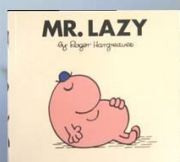
✓ SLIDES USADOS NA DISCUSSÃO DO FILME



Watch the video and
answer the questions:

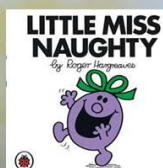
What are the students like?

Can you identify any stereotype?



I think Todd is ...

I reckon Neil is ...



- THE NERDY TYPE
- THE STUDIOUS
- THE RISK-TAKER
- THE ATTENTION-SEEKING
- THE FUN-LOVING
- THE JOKER
- THE CRITICAL
- THE RULE-BREAKER
- MR. SHY
- MR. QUIET
- MR. CLUMSY
- MR. ABSENT-MINDED
- MR. KNOW-IT-ALL
- MR. POPULAR
- MR. SILLY
- MR. FORGETFUL
- MR. DAYDREAM
- MR. LAZY
- MR. NONSENSE
- MR. TALKATIVE OR CHATTERBOX



WHAT ARE NEIL AND TODD LIKE?

- ☐ Risk-taker
- ☐ Not a participant in class
- ☐ Misbehave / is disruptive / naughty / nasty
- ☐ Very shy / can't answer questions or participate
- ☐ Insecure / lacks confidence
- ☐ Irresponsible = reckless
- ☐ Popular = is a well-liked by peers
- ☐ A natural leader
- ☐ Hard-working = a studious type / get good grades / show interest in the studies / smart
- ☐ Determined
- ☐ Fun-loving
- ☐ Respectful x disrespectful
- ☐ Serious / greedy



WHAT'S MR KEATING LIKE?



Anexo 6

Atividades vídeo *Strangers*



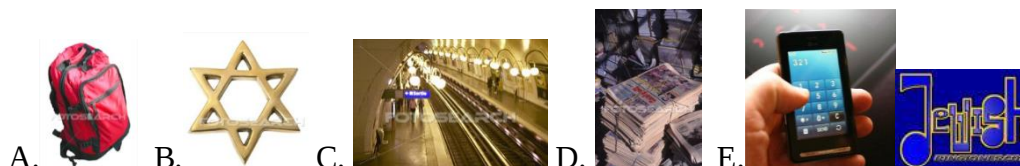
PRE-VIEWING QUESTIONS.

- A. DO YOU WATCH YOUTUBE FILMS? WHAT KIND OF FILMS DO WE USUALLY FIND ON THE SITE?
- B. WHAT'S YOUR FAVORITE? WHY?
- C. HAVE YOU SEEN THE MOVIE *STRANGERS*?
- D. LOOK AT THE PHOTOS OF THE TWO GUYS ABOVE AND THE TITLE OF THE FILM. WHAT DO YOU THINK THE FILM MIGHT BE ABOUT?

□ AFTER WATCHING

1. WATCH THE YOUTUBE SHORT FILM *STRANGERS* AND IN PAIRS ANSWER THE FOLLOWING QUESTIONS.
 - A. WHO ARE THE PARTICIPANTS? WHAT HELPED YOU IDENTIFY THEIR NATIONALITIES? MENTION THE VISUAL MARKERS.
 - B. WHERE'S THE STORY SET?
 - C. WHAT IS IT ABOUT?
 - D. DID YOU LIKE IT? WHY (NOT)?
2. LOOK AT SOME OBJECTS WHICH APPEARED IN THE FILM. FIRST, NAME THEM USING THE WORDS FROM THE BOX BELOW. NEXT, ANSWER THE FOLLOWING QUESTIONS: (A) WHAT DO THEY SYMBOLIZE, IN YOUR OPINION? (B) WERE THEY USED AS A METAPHOR FOR SOMETHING?

ARAB PAPER / THE TUBE PLATFORM GAP / BACKPACK / DAVID STAR / RINGTONE



A: _____; B: _____; C: _____;

D: _____; E: _____.

3. USE THE PHOTOS TO TELL THE STORY TO A CLASSMATE. MENTION HOW TENSION IS BUILT UP. THROUGH GLANCES? GESTURES? MUSIC? MAKE NOTES TO HELP YOU TELL THE STORY.



A. _____ B. _____ C. _____



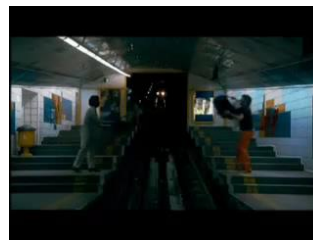
D. _____ E. _____



F. _____ G. _____



H. _____ I. _____



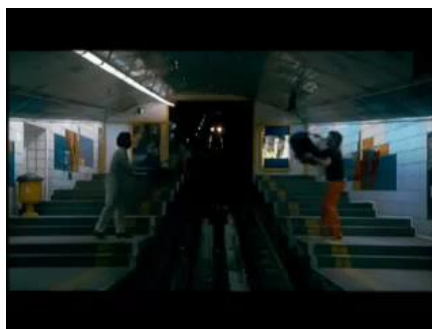
J. _____ K. _____ L. _____

4. WRITE THE STORY THE FILM YOU SAW. USE THE IMAGES ABOVE AND THE LINKING WORDS FROM THE BOX TO HELP YOU ORGANIZE, SEQUENCE AND RETELL THE EVENTS OF THE STORY. USE EITHER PAST TENSE VERBS OR THE HISTORIC PRESENT IN YOUR STORY. WRITE ABOUT 150-200 WORDS.

FIRST, FIRST OF ALL TO BEGIN WITH	WHEN WHILE AS SOON AS AS	NEXT, THEN, AFTER ... AFTERWARDS, AFTER THAT,	FINALLY, LASTLY, IN THE END
---	-----------------------------------	---	-----------------------------------

_____ (TITLE)

5. COMMENT ON THE LAST SCENE. HOW HAVE THEIR REACTIONS CHANGED DURING THE TRIP? DO YOU THINK THEY CONTINUE BEING 'STRANGERS' OR HAS SOMETHING CHANGED?



Anexo 7

Atividade lúdica - *The Emperor's club*



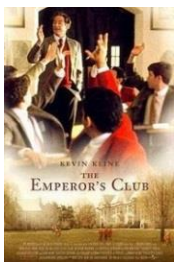
THE EMPEROR'S CLUB - JULIUS CAESAR COMPETITION

❖ You must bet between 10 and 100 points for each statement.

Statements	Right	Wrong	Bet
1- <i>The Emperor's club</i> tells the story of an idealistic Classics teacher who enlightened the minds of three generations of boys at St. Benedict's.			
2- As soon as Sedgewick arrived at St. Benedict's, Mr. Hundert had a good impression of the new student.			
3- Hundert always asks his students to read the tablet above the classroom door as he believes it is critical for any man of import to understand his own insignificance before the sands of time.			
4- Both Senator Bell and Mr. Hundert believe that molding students' character is a teacher's primary job.			
5- The first contender who fell out was Deepak for not knowing the names of Augustus's children.			
6- Before answering the questions, Sedgewick first dropped his head into his hand and then he cast his eyes downward. It was at this moment that Hundert realized he was cheating. He noticed that the boy had attached the 'Outline of Ancient Roman to the inside of his toga.			
7- Martin Blythe asks Mr. Hundert if he shouldn't have been one of the finalists.			
8- The Senator called Mr. Hundert to tell him that the question about Hamilcar Barca was not on the list.			
9- Sedgewick graduated in the spring of 1949. It was with a feeling of accomplishment that Hundert handed his diploma.			
10- Hundert didn't manage to fail Sedgewick in the <i>Julius Caesar</i> rematch.			
11. Hundert was faced with a hard choice of doing the morally correct thing or bending the rules to help Sedgewick. His choice haunts him and has given him a sense of failure.			
TOTAL LOSSES / GAINS			
GRAND TOTAL : (Gains minus losses)			

Anexo 8

Debate sobre o filme *The Emperor's club*



(A drama released on November 22, 2002).



Based on the short story “The Palace Thief”, written by Ethan Canin.

GROUP WORK: DEBATERS X OBSERVERS



You (debaters) will discuss whether Sedgewick’s and Hundert’s behavior and attitudes were right or wrong, ethical or unethical, according to your views. Two students will work as the debate observers. After the debate, these students will make comments about the groups’ ideas and arguments and will decide which group was the winner. The summary below might help you decide who you stand for, the teacher or the student.

MR. HUNDERT

- During the first phase of a very traditional contest (*Mr. Julius Caesar*) at St. Benedict’s school for boys, a history teacher (*Mr. Hundert*) impressed by a dullard student’s (*Sedgewick Bell*) efforts to catch up with his classmates’ standards, breaks one of the cardinal rules of teaching: he gives him an A⁺ on a quiz on which he earned only an A⁻, and in so doing, he leapfrogged him over another student (*Martin Blythe*), who should have come in third after the last quiz. As a result, Sedgewick becomes one of the three finalists and goes to Phase two: a public tournament, in which the three best students take the stage before the assembled student body and answer questions about ancient Rome until one alone emerges triumphant and receives *the garland of Laurel*.

- During the competition, the teacher favors Sedgewick in the first round of questions by asking him easy questions. In the second round of questions, he notices that Sedgewick is glancing at cheat sheets, but he decides not to report his misconduct. He finds a way to fail him without exposing him on a public stage. But, he breaks another rule when he asks him a question which is not in the outline to be studied.

SEDGEWICK BELL

- During the competition, Sedgewick bell tries to win it by cheating instead of studying. And many years later, he offers the school a large sum of money to have a rematch of *Mr. Julius Caesar* competition, with Hundert again presiding it. To the teacher’s disappointment, he cheats again. It’s clear, then, that Sedgewick’s character hadn’t been molded in the St. Benedict’s tradition. Whenever he is faced with fear, his philosophy is to do anything to get ahead.

In favor of Mr. Hundert	In Favor of Sedgewick Bell
Make a list of the positive aspects of the teacher's character /actions and the possible motives for his actions.	Make a list of the positive aspects of the student's character and the possible motives for his action. Also, think of the possible events in his life that led to his character's failures.
Make a list of the negative aspects of the student's character and the consequences of his actions/misdeeds. Also, think of the possible negative consequences of his corruption in character to his political life.	Make a list of the negative aspects of the teacher's character/action and the consequences of his actions.
Are Sedgewick's and Hundert's errors equally wrong? Who's more unethical, Sedgewick or Hundert? Why?	Discuss Sedgewick's behavior and character as well as Mr. Hundert's actions to help him. What was the teacher's biggest mistake? Why did he raise Bell's grade? Do you think the teacher did the right thing? Why (not)?
Do you think what they did is justified?	
Which is the real world, Hundert's or Sedgewick's?	Are Sedgewick's and Hundert's errors equally wrong? Who's more unethical, Sedgewick or Hundert? Why?
Do you think that in our society we have more Bells or Hunderts?	Do you think what they did is justified?
	Which is the real world, Hundert's or Sedgewick's?
	Do you think that in our society we have more Bells or Hunderts?
Who are you in favor of? List your main arguments	

[illegible]

Anexo 9

Slides do debate

The Emperor's Club Debate




THE OBSERVERS




The Emperor's Club Debate

DISCUSSION QUESTIONS





1. ARE HUNDERT'S AND SEDGEWICK'S ERRORS EQUALLY WRONG? WHO'S MORE UNETHICAL? WHY?
2. DO YOU THINK WHAT THEY DID IS JUSTIFIED? WHY (NOT)?
3. WHICH IS THE REAL WORLD? HUNDERT'S OR SEDGEWICK'S?

The Emperor's Club Debate





NOBODY GIVES A DAMN TO YOUR VIRTUES OR PRINCIPLES. I'LL WILL SUCCEED AT ANY COST. I'LL WIN THE ELECTION AND YOU'LL SEE ME EVERYWHERE.

Anexo 10**Questionário 1: Dados Pessoais/Perfil dos Aprendizes**

1. Preencha o quadro abaixo com seus dados.

Aluno	Idade	Série	Turma de inglês	Há quanto tempo estuda no CMRJ?
			ITB _____	
Faz curso de inglês?	Onde? Nível?	Há quanto tempo?	Interesses/passatempo predileto	

2. Além dos livros utilizados na escola, com qual frequência você lê:

	Nunca	Às vezes	Frequentemente	Quais?
Jornais				
Revistas de informação				
Revistas em quadrinhos				
Revistas científicas				
Romance, livros de ficção				

3. Dos meios de comunicação de massa abaixo, quais você faz uso e com que frequência:

	SIM	NÃO	FREQUÊNCIA	Quais os seus favoritos?
TV				
RADIO				
INTERNET				
CINEMA				
TEATRO				
JORNAIS				
REVISTAS				
MÚSICA				

4. Quais dos assuntos relacionados abaixo, você gostaria de debater ou falar sobre nas aulas de inglês? Coloque em ordem de sua preferência.

A. Programas de TV ()
B. Filmes / Cinema ()
C. Música ()
D. Violência / Criminalidade ()
E. Religião ()
F. Internet ()
G. Meio ambiente ()

H. Fome / Pobreza ()
I. Sexo na adolescência ()
J. Ética e valores na adolescência ()
K. Ser adolescente ()
L. Relacionamento pais / filhos ()
M. Drogas ()
N. Medos e fobias do mundo moderno ()
O. Outros (Sugestões: _____).

5. Quais dos assuntos relacionados abaixo, você acha que o ensino-aprendizagem de inglês deve priorizar ou contemplar? Coloque em ordem de importância.

A. Ensino de gramática ()
B. Discussão de temas ligados à vida social ()
C. Ensino e ampliação de vocabulário ()
D. Desenvolvimento da produção oral ()
E. Desenvolvimento da produção escrita ()
F. Trabalhar a pronúncia e a entonação ()
G. Aprimorar a compreensão do idioma ()
H. Tornar o aluno mais crítico e reflexivo sobre questões diversas ()
I. Debater temas atuais ()
J. Outros (Sugestões: _____).

6. Use o espaço abaixo para falar algo mais sobre você. Que tipo de jovem é você? Como você se define/descreve?

7. Fale um pouco sobre seu aprendizado de inglês. Por exemplo, se você faz ou já fez algum curso; há quanto tempo você estuda o idioma, se você faz uso da Internet em seus estudos etc.



Thank you!

Anexo 11**Questionário 2: *Feedback* dos Aprendizes sobre as atividades desenvolvidas no ano letivo de 2010****Aluno:** _____**Turma: ITB** _____**Teacher:** _____

1. Você acha que o uso de vídeos do youtube ou de segmentos de filmes torna a aula mais interessante e facilita a aprendizagem? Por quê (não)?

2. Você achou as escolhas dos filmes e tópicos para discussão relevantes? Por quê (não)?

3. Quais assuntos você gostou de debater ou falar sobre nas aulas de inglês? Justifique.

4. Você acha que a sala de aula de inglês pode ser um espaço para a discussão de temas ligados à vida social? Qual a sua avaliação das aulas de inglês neste ano de 2010? Que atividades e materiais chamaram sua atenção?

5. Que atividade(s) que a gente fez que você considera que estimulou(aram) a sua participação? Quais foram as mais interessantes? Qual você não gostou? Por quê?

6. Qual a sua opinião sobre o trabalho com o vídeo *Strangers*?



Thank you!

Anexo 12**Questionário 3: *Feedback* dos professores sobre as atividades desenvolvidas no ano letivo de 2010****Professor:** _____**Turmas: ITB** _____

1. Você acha que o uso de vídeos do youtube ou de segmentos de filmes torna a aula mais interessante e facilita a aprendizagem? Por quê (não)?

2. Você achou as escolhas dos filmes e tópicos para discussão relevantes? Por quê (não)?

3. Tendo em mente o perfil de suas turmas, quais dos assuntos trabalhados este ano, você achou que despertou mais o interesse e a participação de seus alunos?

4. Quais dos assuntos relacionados abaixo, você acha que o ensino-aprendizagem de inglês deve priorizar ou contemplar? Coloque em ordem de importância. Justifique.

A. Ensino de gramática ()
B. Discussão de temas ligados à vida social ()
C. Ensino e ampliação de vocabulário ()
D. Desenvolvimento da produção oral ()
E. Desenvolvimento da produção escrita ()
F. Trabalhar a pronúncia e a entonação ()
G. Aprimorar a compreensão do idioma ()
H. Tornar o aluno mais crítico e reflexivo sobre questões diversas ()
I. Debater temas atuais ()
J. Outros (Sugestões:_____).

5. Você acha que a sala de aula de inglês pode ser um espaço para a discussão de temas ligados à vida social? Qual a sua avaliação das aulas de inglês neste ano de 2010? Que atividades e materiais chamaram mais a atenção de seus alunos e/ou motivaram a participação deles? Quais atividades não houve uma resposta positiva das turmas? Por quê?

6. Qual a sua opinião sobre o trabalho com o vídeo *Strangers*?

7. Quais seriam as principais vantagens que você apontaria para o uso de filmes nas aulas de ILE?

8. Fale sobre sua formação, experiência docente e crenças sobre o ensino-aprendizagem de inglês.



Thank you!

Anexo 13

Extrato 6: Aula de 20/06/10 (Parte 2 do debate)

- 001 Prof: Let's turn to the questions about the movie? Have you seen the
002 whole movie?
- 003 Brad: All the movie no / I just saw the parts you showed here /
- 004 Joe: I saw half of the movie at home too /
- 005 Pete: I saw it here and on the blog too /
- 006 Carol: I saw the film at home and I loved it /
- 007 Prof: If you saw the whole movie / it helps a lot / in my opinion / to have
008 a better understanding of the students' character = personality
- 009 John: I was going to watch it all / but I'm Mr. Forgetful = so I forgot the
010 talk was today [1] About the movie er I identified myself more with
011 the teacher Mr. Keating / I think he's cool / I mean / he's sort of
012 the joker of the class / but he also makes er critical = critics
- 013 Prof: Criticism? He criticizes?
- 014 John: Yeah / He criticizes the way of studying by his jokes
- 015 Prof: Hum hum
- 016 John: Then he's not so: Mr. Nonsense as he seems to be / he's not so:
017 (?) as it seems to be in the first class / I think he's a risk-taker
018 because of the things he does as a teacher = like when he asked
019 the students to rip out the pages of the book /
- 020 Prof: Yeah / but there was a purpose for what he did /
- 021 Carol: Yeah / I think he wanted to make the er students to think by
022 themselves /
- 023 Pete: Yes / he got his principles / he's not just a joker / a funny teacher /
- 024 Prof: More than critical / I think he's an idealistic / right? He believes in
025 certain things and he tries to add these to his teaching /
- 026 John: I think all teachers try to do this / right?
- 027 Prof: Yeah / I believe we / teachers / do in class what we believe will
028 help the students to learn /
- 029 John: But his ideas are really different from the other teachers / he was
030 my favorite character / I liked that thing about seize the day you
031 know?
- 032 Joe: I liked Keating too = he was really cool as a teacher / but my
033 favorite was Todd Anderson / the shy guy just like me / but he had
034 his dreams / I think his passion was to be a writer /
- 035 Pete: My favorite is Charlie Dalton cause he's the risk-taker / not afraid
036 of breaking the rules but at the same time he was a fair guy and
037 funny too /

- 038 Carol: He was the only one who didn't sign the document saying that Mr.
039 Keating was responsible for what happened to Neil / my favorite
040 character / cause he's a mixture of the studious type with the
041 dreamer and he was really popular and funny /
- 042 Prof: In the other group / Lia preferred Knox Overstreet because he's
043 the romantic type / sort of day-dream guy like many students I
044 know / so do you think the students at Welton are much different
045 from the students here or pretty much the same?
- 046 Carol: Pretty much the same / in every school there are different types of
047 students / the nerd type / the studious / the rule-breaker / the shy
048 ones and the popular ones = the studious and many other types /
049 students don't change much /
- 050 Joe: Teacher / here at our school there are students like them / the
051 studious type / but in my class = most of the people sleep in class
052 / in all classes = they don't pay attention to the teachers /
- 053 Prof: Oh yes? ((em tom de surpresa))
- 054 John: When they're not sleeping = they're talking to each other /
- 055 Prof: It's interesting because I'm doing this activity with the other
056 groups and most students say that in their classes = students
057 sleep most of the time = they talk a lot during the lessons = they
058 don't pay attention to class / OK / It's something to worry about =
059 but why do you think this happens?
- 060 John: Last week the commander had a talk with all the students / we
061 were in the auditorium / and while he was talking = everybody was
062 laughing and he said STOP TALKING ((imitando a voz do
063 comandante)) but nobody did = and he did nothing you know?
- 064 Prof: Hum hum / you're saying that the students should be punished /
- 065 John: Yes / of course we should be / he's the commander /
- 066 Pete: [To tell you the truth at
- 067 John: [Everybody should be
- 068 Pete: To speak the truth here = they're very weak in this question
069 nowadays because in the past it was very strict / the father of my
070 boyfriend ((risos))
- 071 No: of my brother's girlfriend = he studied here and he said it was
072 almost as strict as AMAN /
- 073 John: It should be like that = it's a military school /
- 074 Brad: I think there are good students here / I mean / intelligent students
075 / but there are lots of students that don't care about the school
076 rules /
- 077 John: Yes / we can walk round the school with our shirts out of the pants

078 you know? Without the cap and nothing happens = the most that
079 can happen to us is er hear them say PUT YOUR SHIRT INSIDE
080 THE PANTS / that's it.

081 Carol: Yes / in my class / the students are really talkative / they talk a lot
082 during the lessons and love breaking the rules / they don't
083 respect any rules / they say it's fun to break the rules / they aren't
084 punished a lot /

085 Prof: You'd like to have a Hitler system here?

086 AA: NO:

087 John: A Hitler system no: / but something more strict / [1]

088 Prof: What's a good student or teacher in your opinion?

→ 089 Pete: To me a good student is the one that studies = pays attention to
090 class = doesn't disturb and is also a good friend of the classmates
091 and has a good relationship with the teachers /

→ 092 John: I agree with Pete / a good student is pretty much that = you don't
093 need to be a nerd to be good / about a good teacher / I think er /
094 nobody used to care about philosophy / but nowadays everybody
095 pays attention to class because the teacher is cool / he interacts
096 with the class / he doesn't get mad if we forgot to read something
097 for his class / /