Universidade de São Paulo
Faculdade de Educação

**O humor em aulas de Língua Inglesa: motivação, atitude e questões
culturais**

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Apêndice 1

LEVEL 06 – WRITTEN TEST 01

Name:.....Date.....Grade.....

A. Reading and Vocabulary

1. Read the joke below and do the activities.

Paybacks

A man took his *pregnant* wife to the hospital to give birth. The doctor told them that they'd developed a new machine, and asked if the couple would like to try it out. The machine could make some of the pain of the childbirth from the other to the father to *ease* the mother's *burden*.

Well, they thought it was a good idea, and decided to give it a try.

The doctor initially set the machine on 10%, telling the man that even 10% was probably more pain than he'd ever experienced. But the husband was surprised at how little pain he was feeling, and asked the doctor to raise the level.

The doctor increased it at 20%, and when the man still felt fine, he raised it to 50 – and finally 100 percent.

After it was all over, the man stood up and *stretched* a little.

Both he and his wife felt fine, and they shortly left the hospital to take the baby home.

It was then that they found the *mailman* dead on the *doorstep*.

Vocabulary:

Pregnant = grávida

Ease = dividir, facilitar

Burden = fardo, peso, dor

Mailman = carteiro

Now answer True (T) or False (F) to the statements below according to the joke.
(0.2 each = 1)

1. The doctor wanted to try something different in the child's birth.
2. This machine would diminish the woman's pain.
3. The husband felt a lot of pain and told the doctor to stop.
4. They left the hospital immediately.
5. The woman had committed adultery

What do you think the title of the joke means? Write a translation. (0.5)

.....

B. GRAMMAR SECTION

1. Read the letter below and fill in the gaps with a suitable verb tense: Present Simple or Continuous, Past Simple or Continuous. (0.2 each = 3.2)

Dear Ann,

How have you been, dear? It's been so cold here in Coventry, but I
.....1. (be) happy because I2.

(learn) a lot of English. I already.....3. (speak) good English with people on the streets and believe it or not, they4. (understand) me!5. (not me) that amazing?

I have something bad to tell you. I6. (drive) home yesterday when7. (run) over a dog that8. (cross) the street. Believe me, I9. (not see) him. Anyway, I10. (stop) my car immediately and11. (take) it to the vet office. But unfortunately, the dog.....12. (not survive). I13. (feel) so miserable now.

By the way, tell about Joanne. she still 14. (go) out with that Edward's boy? I think he is not the kind of person for her. And what about you? How oftenyou 15. (see) Joanne now that you are living in London?16. (write) me soon.

Love,
Paola

2. A friend, whom you haven't met for a long time, is calling on you. Answer the questions as in the example. (0.2 each = 0.8)

Example

What happened to your hair? It looks different! (cut)
I had it cut!.

- a) What have you done to this room? It's clearer! (paint white)
- b) Goodness! Your grandfather's clock is working again! What happened? (mend)
- c) What about the old red carpet? (replace)
- d) And this piano is playing beautifully! What have you done to it? (tune)

3. Active or Passive. Fill in the gaps with the correct verb form and tense. (0.2 each = 1.8)

REUTERS NEWS AGENCY

Reuters is one of the world's biggest news agencies. It(supply) news and stock market prices to media and financial institutions all over the world. It(start) by Paul Reuter in 1849 – with pigeons! Reuter(be born) in 1816 in Germany. During the 1840s he(employ) as a bank clerk in Berlin. German bankers(need) to know the prices on Paris stock exchanges, but the French telegraph system only went as far as Belgium. From there the information.....(send) to Germany by train. The journey(take) nine hours. The same information(carry) by Paul Reuter's pigeons in only two hours!

Reuters have changed a lot since those days. Over the past years, they have opened offices in many different countries. Now, news and stock market prices(send) all over the world within seconds.

4. Fill in the sentences with appropriate form of the verb in brackets. (0.2 each = 1.0)

- A. I(lend) him some money if he asks me.
 B. If you press the button, the machine(turn) off.
 C. I wouldn't be worried if I(be) you.
 D. Sally decided to go out without her mother's consent and she had an accident. If she(obey), she wouldn't have had a car accident.
 E. What you if you knew he wasn't married?

C. WRITING

1. Read the verses from the poem written by Maya Angelou called Human Family. (=1.7)

I note the obvious differences
 In human family
 Some of us are serious,
 Some of us thrive on comedy
 Some declared their life are lived
 As true profoundly
 As others claim they really live
 The real life
 I note the obvious differences
 Between each sort and type,
 But we are more alike, my friends,
 Than we are unlike.

Glossary

Thrive on = play with

Alike = similar

What's the message of the poem? In what ways are we, human beings, more alike than unlike? Write a composition about it. (about 100 words)

LEVEL 6 – TEST 02

Name: Group:
 Teacher: Date: Grade:

Grammar

1. Look at the letter from Alberto, who's staying in Bristol in England, to his friend, Paul. There are 30 gaps. (0.1 each = 3) Put the verb in brackets in the correct tense.

Example

I haven't visited (not visit) Scotland yet.

Dear Paul,

My stay in England 1 (come) to an end. In ten days' time I 2 (be) back in Italy. I can hardly believe that I 3 (be) in Bristol for three months. The time 4 (go) so quickly! Yesterday I 5 (take) my final exams. As soon as I 6 (get) the results, I 7 (let) you know.

I'd really like to have a holiday the course 8 (finish), but I have to go straight back to Italy. If I 9 (have) more time, I 10 (visit) Scotland. Unfortunately I 11 (not see) much of Britain – I even 12 (not be) to London yet!

I really like England. The people 13 (be) friendly, the country side's lovely and the food's actually quite good. My friend, Pablo, loves it here. He even says he wouldn't 14 (like) living here. But for me the problem is the weather. I think I 15 (like) to live somewhere warmer and drier. Recently it 16 (be) terrible – raining every day.

My host family 17 (be) really nice to me. They 18 (look after) me very well. I shall miss them. But I'm looking forward to seeing my family again. My parents were planning to move to Rome. They might 19 (move) already. I 20 (not hear) from them for a while. My brother has been fired, so now he 21 (look for) a new job. It 22 (be) very worrying for him and his wife. He says he 23 (have) to move to another town where there are more jobs, but he's not sure.

Yesterday I 24 (go) to the cinema with Pablo to see Aliens. It's the fifth time Pablo 25 (see) it! After the movie, Paul 26 (need) to go home for his mother wasn't feeling very well.

I 27 (apply) for lots of jobs recently. Yesterday I 28 (apply) for one with the EU in Brussels. It 29 (be) great if I 30 (get) it but I haven't got a very good chance. They want someone with fluent English and French, and my French isn't very good any more.

Anyway, I haven't booked my plane ticket, so I must go into town now and do that. See you next week. I'll give you a ring when I arrive home.

Take care. Best wishes,

Alberto

2. Rephrase the following sentences using the modal verbs in parentheses – in the affirmative or negative, present or past. (0.2 each = 1.6)

Example

I refuse to go to Anna's party – and that's final ! (mustn't)

I mustn't go to Anna's party!

1. Jenny hasn't shown up. I'm certain she hasn't forgotten our appointment. (can)
2. My doctor insists that I avoid all fatty foods. (should)
3. I'm sorry it wasn't possible for me to meet you at the airport. (could)
4. It's impossible that, in the past, Joe smoked 40 cigarettes a day. (can't)
5. I sent the letter last week so I'm sure John has received the letter it. (must)
6. "What's that noise?"
"Maybe the children are playing upstairs." (might)
7. I don't recognize this street. Maybe we took a wrong turning. (may)
8. I wish I hadn't eaten all those shellfish. (should)

3. Read the situations and complete the sentences using the verb wish (0,3 each = 1.2)

1. I'm not very sociable.
2. I went to a fancy party yesterday night but it was so boring!
3. My father didn't go to the doctor last week. Now his cold has got worse.
4. When I saw Juliet yesterday I wasn't very kind to her.

READING

1. Read the joke and mark the statements T (true) or F (false). (0.3 each = 1.2)

A young man with a wild and multi-coloured hairstyle sits next to an old man on a park bench. The old man stares at the young man. "What's the matter, old man?" says the young man. "Never done anything crazy in your life?" The old man replied: "Yeah. When I was in the Navy, I got really drunk one night and had sex with a parrot. I thought you might be my son."

- () The young man was the old man's son.
- () The young man wanted to shock people with his appearance.
- () The old man has never done anything crazy in his life.
- () The old man has had a weird sexual experience.

2. The following article reveals what millionaires said about their secrets of their success. First read the article quickly and find out who thinks it is important not to work all the time.(0.3)

Who knows how to make a million?

These self-made multi-millionaires making amassing an enormous fortune sound easy. Hard work, risk-taking, and the ability to thrive on not much sleep are their secrets

A

"Although I'm not married, I'm certainly not married to my job. That wouldn't be a good idea anyway – you've got to be relaxed enough to be alert at all times if you're in business. The most important quality I have is single-mindedness – apply it to any profession and it works. But it's sometimes misinterpreted by friends, family and associates as not caring."

(Company chairperson)

B

“If you are going to make millions, you’ve got to have a bit of humor: somewhere along the line you’re going to be disappointed. Next, learn how to stay awake 24 hours at a time. I remember once after one of my sleepless sessions, sleeping for three days without waking up.”

(songwriter)

C

“My recipe is: pick something you like. Ever since I can remember, I’ve loved pop music and I used to listen only to that – it was my first hobby. It’s easier for the young – they’ve got a tougher skin and aren’t afraid to knock on doors. They also know the rules so they can break them. Education? Well, I left school at 15. If you are going to spend time studying you’re not going to make money.”

(Record producer)

D

“The key to making millions is that you’ve got to see an opportunity and seize it. At school and university I worked hard and learned about logical thinking. That’s what business is all about – analyzing a problem.”

(Newspaper publisher)

E

“You must know what you want to do. The key to my success? Determination, motivation, hard work and don’t forget luck. It’s luck to be in the right place at the right time. There isn’t much free time, but I do find some.

(Company chairperson)

F

“It’s all very well talking about drive, ambition and dedication – all these things apply to anyone who wants to be successful. But if you haven’t got the talent, then you’re wasting your time. Besides talent, you’ve got to be single-minded. One last important piece of advice: don’t be a clock-watcher, that’s fatal.

(Novelist)

Then read the article more slowly and answer these questions.

1. Find words which mean: (0.1 each = 0.7)

- a. watchful, ready for action (A)
- b. understood wrongly (A)
- c. periods of time or work (B)
- d. take hold of quickly and firmly (D)
- e. having a strong reason for doing something (there are two words) (E and F)

WRITING

Write a text commenting people’s opinion – from the reading exercise – and including your own. Use around 100 words (2.0)

Apêndice 2

Questionário # 1: Pré Leitura

Assinale o nível em que estuda: () 1 () 2 () 3 () 4 () 5 () 6

1. Você gosta de piadas ou textos humorísticos em português? Em caso afirmativo, com que frequência os lê ou ouve? Em caso negativo, explicar o motivo.

2. Você considera o riso um fator importante no processo ensino-aprendizagem? Por quê?

3. Você é contra ou a favor da introdução de textos humorísticos ou piadas na aula de inglês? Por quê?

4. Você acha que a introdução de textos humorísticos ou piadas na aula de inglês, influi na aprendizagem? Por quê?

Sim () positivamente

Sim () negativamente

Não ()

Justifique sua resposta

Questionário para as professoras do INCO-CEPEL**Nome:**

.....

1. Você considera que a introdução de textos humorísticos ou piadas influi na aprendizagem do aluno de língua estrangeira?

Sim ()

Não ()

Justifique sua resposta

2. Você já introduziu esse tipo de textos em suas aulas? Em caso afirmativo, relate brevemente sua experiência.

Questionário-aluno Motivação

Prezado aluno:

Este questionário refere-se a uma pesquisa de pós-graduação em nível de doutorado sobre o ensino de inglês. Responda às questões, não é necessário se identificar.

Obrigada pela colaboração.

Lélia Silveira M. Souza

Sexo () fem. () masc.

Idade: anos

Unidade em que estuda:

.....

Há quanto tempo estuda no Inco-Cepel?

.....

.....

1) Você acha que o tipo de atividade escolhido pela professora pode tornar as aulas mais motivadoras ?

() sim, muito () sim, um pouco () é indiferente () não, nada.

2) O conteúdo apresentado neste semestre contribuiu para a sua motivação nas aulas do Inco-Cepel? Cite alguma coisa de especial nesse conteúdo que tenha contribuído para isso.

.....

.....

.....

.....

.....

.....

3) Que tipo de atividade em sala de aula motivou mais você durante este semestre? Cite quatro em ordem decrescente, ou seja, da mais motivadora à menos. Você acha que essa motivação aumentou ou não sua aprendizagem?

1ª

...

.....

.....

2ª

..

.....

.....

3ª

.....

4ª

.....

.....

4) Que tipo de atividade em sala de aula não foi motivadora para você durante este semestre no Inco-Cepel? Cite quatro em ordem decrescente e justifique sua escolha.

1ª

...

.....

2ª

..

.....

3ª

.....

4ª

.....

.....

5) Você gosta de estudar Inglês no Inco-Cepel? Neste semestre, a sua motivação foi:

() maior () menor () igual a dos semestres anteriores

Justifique sua resposta.

.....

.....

.....

.....

.....

.....

Apêndice 3

Joke # 1**I – PRE READING ACTIVITY**

- 1) Do you know what blind means? Check in the dictionary.
- 2) You are going to read a joke called the blind man. What are your predictions?
 - A)
 - B)

II) WHILE READING ACTIVITY

Read the Joke and see if your predictions were correct.

The Blind Man

A Young woman has just undressed to step into the shower when the doorbell rings. She goes to the door and says, “Who is it?”
“Blind man”, comes the reply.
So instead of going to the bathroom for her robe, she opens the door.
“Hummmmm.....nice body, lady. Where do you want the blinds?”¹

- 1) What does the man understand?
- 2) What does the woman understand?

III) AFTER READING ACTIVITY

This joke is about a misunderstanding. The man means one thing and the woman understands another. Tell your friend about a misunderstanding that happened in your life.

¹ Efr@yahooogroups.com.br

JOKE # 2

I – PRE-READING ACTIVITY

1) You are going to read a joke entitled “The Soda machine”. What do you expect to read about? Write two suppositions.

- a) The joke is about _____ .
 b) There are _____ in this story.

II – WHILE- READING ACTIVITY

1) Read the joke and check your suppositions. Were they correct? Discuss with a partner.

Glossary:

Win (verb) = ganhar

Blonde (noun) = loira

Button (noun) = botão

“Are you done yet?” = “Já terminou?”

change (noun) = troco

The Soda Machine

There was a beautiful young blonde at a soda machine in Vegas, and she arrived there just before a business man coming to quench (1) his thirst. She opened her purse and put in 50 cents, studied the machine for a short while, pushed a Diet Coke selection, and out came a Diet Coke.

She placed it on the counter (2) next to the machine. Then she reached in her purse (3) again and pulled a dollar and inserted it in the machine. Studying the machine carefully, she pushed the button for a Coke Classic and out came a Coke Classic for 50 cents change.

She immediately took the 50 cents and put it in the machine, studied it for a moment and pushed the Mountain Dew button.

Out came a Mountain Dew (4). She placed them both on the counter next to the Diet Coke.

As she was reaching for her purse again, the business man, who'd been waiting patiently for several minutes by then, spoke up. “Excuse me, miss, but are you done yet?”

She looked at him and indignantly asked, “Well Duh! Can't you see I'm still winning?”²

2) Read the joke again. Guess the meaning of the underlined words.

- 1 - _____
 2 - _____
 3 - _____
 4 - _____

III – AFTER-READING ACTIVITY

1) Work in groups. Discuss the questions below.

- Where does the situation take place? What is this place famous for?
- There is cultural prejudice presented in the joke. What is it?
- How do you feel about this kind of prejudice? Does it disturb you?

² Efr@yahoogroups.com.br

JOKE #3

PRE-READING ACTIVITY

- 1) Make a word map based on the word POLITICIANS. How many words can you think of?

WHILE-READING ACTIVITY

- 1) Read the joke. The punch line is missing. In groups, try to finish the joke.

Politicians

A bus full of politicians is driving by a farm where a man lives alone. The bus driver, caught up in the beautiful scenery, loses control and crashes into the ditch. The man comes out and finding the politicians, buries them.

The next day, the police are at the farm and questioning the man.

“So you buried all the politicians?” asked the police officer. “Were they all dead?”
He answered, “_____.”³

AFTER-READING ACTIVITY

- 1) Read the tips. Find the words in the word hunt below.
 - a) when you have an accident with another car.
 - b) the same as landscape, a natural view.
 - c) the same as the verb ask, especially used by police.
 - d) related to activities in a cemetery when people die.
 - e) a long narrow channel cut into the ground at the side of a road, field, etc, often containing water.

W	E	R	Y	U	R	V	B	M	N	S	E	T	Y
Q	A	B	E	R	T	C	A	U	G	H	T	U	P
X	C	U	V	H	J	B	G	R	D	E	A	Z	X
L	K	R	I	O	P	E	R	T	Y	Q	P	O	Y
Q	A	Y	C	Z	X	H	Y	E	R	U	Y	G	B
W	B	P	R	V	T	Y	U	I	O	E	Q	T	T
E	N	O	A	D	C	E	X	B	W	S	A	Y	G
D	M	I	S	S	D	I	T	C	H	T	S	H	F
F	T	U	H	E	N	J	P	P	R	I	Z	N	C
T	Y	Y	R	R	G	U	O	W	T	O	X	I	V
S	C	E	N	E	R	Y	K	N	Y	N	C	P	B
Y	I	J	V	Y	Y	R	Y	C	U	N	E	M	M

³ Efr@yahoo.com.br

JOKE #3 Teacher's Copy

PRE-READING ACTIVITY

- 2) Make a word map based on the word POLITICIANS. How many words can you think of?

WHILE-READING ACTIVITY

- 2) Read the joke. The punch line is missing. In groups, try to finish the joke.

Politicians

A bus full of politicians is driving by a farm where a man lives alone. The bus driver, caught up in the beautiful scenery, loses control and crashes into the ditch. The man comes out and finding the politicians, buries them.

The next day, the police are at the farm and questioning the man.

"So you buried all the politicians?" asked the police officer. "Were they all dead?"

He answered, "Some said they weren't, but you know how politicians lie."⁴

AFTER-READING ACTIVITY

- 2) Read the tips. Find the words in the word hunt below.
- when you have an accident with another car. crash
 - the same as landscape, a natural view. scenery
 - the same as the verb ask, especially used by police. question
 - related to activities in a cemetery when people die. bury
 - a long narrow channel cut into the ground at the side of a road, field, etc, often containing water. ditch

W	E	R	Y	U	R	V	B	M	N	S	E	T	Y
Q	A	B	E	R	T	C	A	U	G	H	T	U	P
X	C	U	V	H	J	B	G	R	D	E	A	Z	X
L	K	R	I	O	P	E	R	T	Y	Q	P	O	Y
Q	A	Y	C	Z	X	H	Y	E	R	U	Y	G	B
W	B	P	R	V	T	Y	U	I	O	E	Q	T	T
E	N	O	A	D	C	E	X	B	W	S	A	Y	G
D	M	I	S	S	D	I	T	C	H	T	S	H	F
F	T	U	H	E	N	J	P	P	R	I	Z	N	C
T	Y	Y	R	R	G	U	O	W	T	O	X	I	V
S	C	E	N	E	R	Y	K	N	Y	N	C	P	B
Y	I	J	V	Y	Y	R	Y	C	U	N	E	M	M

⁴ Efr@yahoo.com.br

Joke # 4

I – PRE-READING ACTIVITY

Ask this question to a friend in class. Don't read the joke yet!

- 1) When you were a child, did you think your parents were the best in the world?
Why ? Why not?

II - WHILE- READING ACTIVITY

- 1) Read the joke and see how the boys feel about their parents.

My father is the Greatest

Three boys are in the schoolyard *bragging* (1) of how great their fathers are. The first one says:

“Well my father runs the fastest. He can fire an *arrow* (2), and start to run, I tell you, he gets there before the arrow.”

The second one says:

“Ha! You think that's fast! My father is a *hunter* (3). He can shoot his gun and be there before the *bullet* (4).”

“The third one listens to the two and shakes his head. He then says:

“You know nothing about fast. My father is a *civil servant* (5). He stops work at 4.30 and he's home by 3.45!”⁵

- 2) Read the joke again and try to guess the meaning of the words in italics.

1-

2.

3.

4.

5.

-

⁵ Efr@yahooogroups.com.br

III – AFTER-READING ACTIVITY

1) Discuss the questions below.

- Can you think of any professions that people make jokes?
- Are they funny? Do you like them?

Joke # 5

I – PRE – READING ACTIVITY

1) You're going to read a joke entitled "Bats". What does it remind you of? What do you predict the joke is going to be about?

II – WHILE READING ACTIVITY

1) Read the joke and check your prediction

Glossary

Thirsty – sedento, com sede

Blood – sangue

Cave – caverna

Buddy – amigo

Bats

Two vampire bats wake up in the middle of the night, thirsty for blood. One says, "Let's fly out of the cave and get some blood." "We're new here," says the second one. "It's dark out, and we don't know where to look. We'd better wait until the bats go with us."

The first bat replies, "Who needs them? I can find some blood somewhere."

He flies out of the cave.

When he returns he's covered with blood

The second bat says excitedly, "Where did you get the blood?"

The first bat takes his buddy to the mouth of the cave. Pointing into the night, he asks: "See that black building over there?"

"Yes," the other bat answers.

"Well", says the first bat, "I didn't"⁶

2) In the joke above there's an expression ***We'd better***. What is the abbreviation '***d***'?

- a) would
- b) had

What does this expression mean?

Can you use it in other contexts?

III – AFTER-READING ACTIVITY

1) Ask your friend the questions below.

Have you ever watched films about vampires?

How do they usually end?

What do you feel about this kind of films?

⁶ Efr@yahoogroups.com.br

Joke # 6

I - PRE-READING ACTIVITY

1) Put (A) Agree or Disagree (DA) or You don't know (YDK) in the sentences below.

- A psychiatrist only treats “crazy” people.
- A psychiatrist prescribes some types of medicine that a psychologist can't.
- There is some prejudice if you say you often go to a psychologist or a psychiatrist
- People also go to a psychologist or a psychiatrist to know themselves better and therefore have a better quality of life

II – WHILE READING ACTIVITY

1) You are going to read a joke about a psychiatrist. Which verb tense is used in the second question made by the psychiatrist? Why?

At the Psychiatrist

Psychiatrist: What's wrong with your brother?

Sister: He thinks he's a chicken.

Psychiatrist: How long has he been acting like a chicken?

Sister: Three years. We would have come sooner, but we needed the eggs.⁷

III – AFTER-READING ACTIVITY

In groups ask your friends the questions.

- How long have you been studying at Inco-Cepel?
- How long have you known your teacher?
- How long have you been living in your house/flat?
- How long have you been using the internet?
- How long have you had an e-mail?

⁷ Efr@yahooogroups.com.br

Joke # 7

I – PRE-READING ACTIVITY

A) Ask your friend the following questions:

- How often do you go to restaurants?
- What's your favourite restaurant?
- What do you usually order?

Vocabulary

- What are the two possible meanings for chicken? Look it up in the dictionary if it's necessary, preferably a monolingual one.
- What's the meaning of diner?

II – WHILE-READING ACTIVITY

B) Now read the joke below.

At the restaurant

Diner: Do you serve chicken here?

Waiter: Sit down, sir. We serve anyone.⁸

- Which meaning of chicken does the diner refer to?
- Which meaning of chicken does the waiter understand?

III AFTER-READING ACTIVITY

Have a look at the menu below. Make conversation in a restaurant. One is the customer and the other is the waiter/waitress .

Menu

A King-size hamburger	\$ 2.75
A portion of chips	\$ small: 50 cents large 70 cents
A glass of orange juice	65 cents
A cup of coffee	55 cents

⁸ Efr@yahooogroups.com.br

Joke # 8

I – PRE-READING ACTIVITY

Are you a religious person? How often do you go to church?
What do you feel whenever you listen to a preacher's sermon?

II – WHILE-READING ACTIVITY

Have a look at the vocabulary before start reading the joke.

Glossary

Fall asleep – adormecer

Pin – pino, agulha

Poke – cutucar

Doze off – cochilar

Preacher – pregador

Shout – gritar

Scream – gritar

Mutter – resmungar

Sin – pecado

Hit – bater

At the church

A man who went to church with his wife, always fell asleep during the sermon. The wife decided to do something about this and one Sunday took a long hat pin along to poke him with it every time he would doze off. As the preacher got to a part in the sermon where he shouted “and he would entered all there is in 6 days and rested on the 7th....” she poked her husband who came flying out of the pew and screamed, “Good God almighty!”

The minister said “That’s right, that’s right” and went on with his sermon. The man sat back down, muttering under his breath and later began to doze off again. When the minister got to “.... And he who died on the cross to save us from our sins....” The wife hit him again and he jumped and shouted “Jesus Christ!”. The minister said, “that’s right, that’s right” and he went on with the sermon.

The man sat back down and began to watch his wife when the minister got to “... and what did Eve say to Adam after the birth of their second child? The wife started to poke the husband again, but he jumped up and said, “If you stick that damn thing in me again, I’ll break it off!”⁹

Find two words in the joke above which have these meanings:

- it is a shape that has a long vertical line with a shorter horizontal line that goes across it near the top. Jesus Christ died on it.
- a long wooden seat with a back, which people sit on it in church.

III -AFTER-READING ACTIVITY

Do you know any other jokes in Portuguese which are about religion? Are they funny?

Joke # 8 Teacher's Copy

I – PRE-READING ACTIVITY

⁹ Efr@yahoogroups.com.br

Are you a religious person? How often do you go to church?
What do you feel whenever you listen to a preacher's sermon?

II – WHILE-READING ACTIVITY

Have a look at the vocabulary before start reading the joke.

Glossary

Fall asleep – adormecer

Pin – pino, agulha

Poke – cutucar

Doze off – cochilar

Preacher – pregador

Shout – gritar

Scream – gritar

Mutter – resmungar

Sin – pecado

Hit – bater

At the church

A man who went to church with his wife, always fell asleep during the sermon. The wife decided to do something about this and one Sunday took a long hat pin along to poke him with it every time he would doze off. As the preacher got to a part in the sermon where he shouted “and he would entered all there is in 6 days and rested on the 7th....” she poked her husband who came flying out of the pew and screamed, “Good God almighty!”

The minister said “That’s right, that’s right” and went on with his sermon. The man sat back down, muttering under his breath and later began to doze off again. When the minister got to “... And he who died on the cross to save us from our sins....” The wife hit him again and he jumped and shouted “Jesus Christ!”. The minister said, “that’s right, that’s right” and he went on with the sermon.

The man sat back down and began to watch his wife when the minister got to “... and what did Eve say to Adam after the birth of their second child? The wife started to poke the husband again, but he jumped up and said, “If you stick that damn thing in me again, I’ll break it off!”

Find two words in the joke above which have these meanings:

- it is a shape that has a long vertical line with a shorter horizontal line that goes across it near the top. Jesus Christ died on it. (cross)
- a long wooden seat with a back, which people sit on it in church. (pew)

III -AFTER-READING ACTIVITY

Do you know any other jokes in Portuguese which are about religion? Are they funny?

Joke # 9***I – PRE-READING ACTIVITY***

Have you ever traveled by plane? Where did you go? Did you take a taxi to go to the airport?

Where would you like to travel if you had money?

II – WHILE – READING ACTIVITY

Glossary

Pounds – moeda inglesa, libra

Luggage – bagagem

Free - grátis

At the airport

Tourist: “How much is it to the Airport?”

Taxi Driver: “That’s five pounds twenty.”

Tourist: “And how much is it for the luggage?”

Taxi Driver: “The luggage of course is free.”

Tourist: “All right, just take that stuff. I’m walking.”¹⁰

What logic did the tourist make use of?

III – AFTER-READING ACTIVITY

In pairs give directions to your friend how to get to your house/flat. Use the vocabulary below to help you.

Next to	on the corner of	over
Opposite	on the left	under
Between	on the right	inside
Behind	in front of	outside

¹⁰ Efr@yahoo.com.br

Joke # 10

I – PRE READING ACTIVITY

You are going to read a joke which takes place in a barber's – a place where men have a haircut . What do you think is going to happen? What are your predictions?

II WHILE READING ACTIVITY

The barber

Almost bald man: "Why do you always charge me double? You ought to charge me cheaper for I don't have much hair!"

Barber: "No, no! We don't charge for the cutting the hair! We charge for having to search for it!"¹¹

Were your predictions correct? Now, read the joke again and find the words for both definitions below.

- to look carefully in a place because you are trying to find.=

- to ask people the amount for something they have bought or received.=_____

II – AFTER-READING ACTIVITY

In the joke above, the man is making a complaint about the amount of money charged by the barber. Imagine you're in one of the shops below to complain about something you've bought. Try to be polite!

Butcher's shop

Baker's

Clothes shop

Department Store

¹¹ Efr@yahoo.com.br

JOKES # 11

I – PRE-READING ACTIVITY

a) Vocabulary work: Read the definitions on the right. Match the columns. Use a dictionary if you need.

1) Manage	A) It can also mean very much. You can use with verbs in the sense that it's unfavourable.
2) Fly	B) To use your teeth to cut into something.
3) Bite	C) To have money to buy something.
4) Try on	D) A narrow pointer on a clock or watch which shows the time.
5) Badly	E) The money that you pay for a journey on a vehicle such as a bus or train.
6) Shy	F) To put a piece of clothing on to see if it fits or not.
7) Hand	G) It's the surface of a clock or watch with the numbers or hands on it, which shows the time.
8) Face	H) It is a small insect with two wings. It also means to move through the air.
9) Can afford	I) To succeed in doing something.
10) Fare	J) A person who has this characteristic is nervous and uncomfortable in the company of other people.

II - WHILE READING ACTIVITY

b) In groups, read the lines of jokes and match the beginnings with the endings. The green ones are beginnings and the light pink ones are the endings.

III - AFTER READING ACTIVITY

c) You've read fifteen jokes. Which one was your favourite? Why?
Jokes # 11 (teacher's copy)

I – PRE-READING ACTIVITY

You're going to match the questions with the answers in order to form some jokes, but before doing it let's do some vocabulary exercise. Match the first column with the correct definition.

1) Manage (I)	A) It can also mean very much. You can use with verbs in the sense that it's unfavourable.
2) Fly (H)	B) To use your teeth to cut into something.
3) Bite (B)	C) To have money to buy something.
4) Try on (F)	D) A narrow pointer on a clock or watch which shows the time.
5) Badly (A)	E) The money that you pay for a journey on a vehicle such as a bus or train.
6) Shy (J)	F) To put a piece of clothing on to see if it fits or not.
7) Hand (D)	G) It's the surface of a clock or watch with the numbers or hands on it, which shows the time.
8) Face (G)	H) It is a small insect with two wings. It also means to move through the air.
9) Can afford (C)	I) To succeed in doing something.
10) Fare (E)	J) A person who has this characteristic is nervous and uncomfortable in the company of other people.

III AFTER READING ACTIVITY

You've read fifteen jokes. Which one was your favourite? Why?

Jokes 11¹²

Why do butterflies fly from México to Canadá in the spring?	Because it is too far to walk.
Boy to Girl: May I hold your hand?	Girl to Boy: It isn't heavy. I can manage, thank you.
Girl to Friend: Why don't you take the bus home?	Friend: My mother would make me give it back.
What has four wheels and flies?	A garbage truck.
Did you take a shower?	No, is there one missing?
1 st student: How were your exams questions?	2 nd student: They were easy, but I had trouble with the answers.
What is the best way to prevent infection caused by biting insects	Don't bite any.
Customer: I'd like to try on that skirt in the window.	Sales Clerk: it would be better if you used the dressing room.
Is it good luck or bad luck to meet a black cat?	It depends on weather you're a person or a mouse.
Doctor: That pain in the right leg is caused by old age.	Patient: Nonsense! My left age is the same age and it doesn't hurt at all.
1 st Student: I'm taking French, German and Algebra this year.	2 nd Student: OK, let me hear you say "Good evening" in Algebra.
Mother: Your hair needs cutting badly	Son: No, it needs cutting nicely, it was cut badly last time.
Why are clocks shy?	Because they always have their hands in front of their faces.
1 st Boy: Why gave you that black eye?	2 nd Boy: Nobody. I had to fight for it
Why do butterflies fly from Canada to Mexico in the fall?	Because they can't afford the train fare

¹² www.onestopenglish.com

Joke # 12

I – PRE-READING ACTIVITY

What would your three wishes be if you met a “Genie”?

II – WHILE-READING ACTIVITY

Read the joke below and write the punch line in groups.

The Genie

A Frenchman, an Englishman and a German were traveling in a boat from France to Australia. Unfortunately, the boat sank but the three men swam to a small island. There was nobody on the island and it was thousands of kilometers from Australia. The men waited for another boat to come but none came. After two months they were very unhappy.

“We will have to live here forever,” said the Englishman

“We will have to eat bananas every day,” said the German.

“We will never see our families again,” said the Frenchman.

One day the German found an old bottle on the beach. He took the bottle to his two friends. When he opened the bottle a genie came out. The genie said to the three men, “Thank you for letting me out of the bottle. I was inside that bottle for five hundred years. Now I am free. I can give you two wishes each.”

The German said, “I am hungry and thirsty. I want some sausage to eat and some beer to drink. Secondly, I want to go back to Germany.”

“Your wishes are granted,” said the genie.

Five seconds later the German disappeared. Next the Frenchman said,

“I am hungry and thirsty. I want some cheese to eat and some wine to drink. Secondly I want to return to my family in France.”

“Your wishes are granted,” said the genie

Five seconds later the Frenchman disappeared.

“And what do you want? The genie said to the Englishman.

The Englishman thought for a few minutes. Then he said,

“It’s so lonely here, now. Will you bring back the German and will you bring back the Frenchman, please”¹³

III AFTER-READING ACTIVITY

The joke you’ve just read can be classified as an ethnic one. People all over the world make jokes about other nations. Match the countries on the left with the people they make fun of.

A) Britain	1) Kurds
B) France	2) Norwegians
C) Italy	3) Southerners
D) Canada (Ontario)	4) Norwegians
E) Denmark	5) Belgians
F) Iraq	6) The Poles
G) Sweden	7) Portuguese
H) Spain	8) Newfoundlanders
I) The United States	9) Irish

Joke # 12 (teacher’s copy)

I – PRE-READING ACTIVITY

¹³ Lessons with Laughter de George Woolard

What would you take with you if you were invited to go to Fernando de Noronha with All YOUR EXPENSES paid? Tell your friends in the class.

What would your three wishes be if you met a “Genie”?

II – WHILE-READING ACTIVITY

Read the joke below and write the punch line in groups.

The Genie

A Frenchman, an Englishman and a German were traveling in a boat from France to Australia. Unfortunately, the boat sank but the three men swam to a small island. There was nobody on the island and it was thousands of kilometers from Australia. The men waited for another boat to come but none came. After two months they were very unhappy.

“We will have to live here forever,” said the Englishman

“We will have to eat bananas every day,” said the German.

“We will never see our families again,” said the Frenchman.

One day the German found an old bottle on the beach. He took the bottle to his two friends. When he opened the bottle a genie came out. The genie said to the three men, “Thank you for letting me out of the bottle. I was inside that bottle for five hundred years. Now I am free. I can give you two wishes each.”

The German said, “I am hungry and thirsty. I want some sausage to eat and some beer to drink. Secondly, I want to go back to Germany.”

“Your wishes are granted,” said the genie.

Five seconds later the German disappeared. Next the Frenchman said,

“I am hungry and thirsty. I want some cheese to eat and some wine to drink. Secondly I want to return to my family in France.”

“Your wishes are granted,” said the genie

Five seconds later the Frenchman disappeared.

“And what do you want? The genie said to the Englishman.

The Englishman thought for a few minutes. Then he said,

“It’s lonely here, now. Will you bring back the German and will you bring back the Frenchman, please.”

III AFTER-READING ACTIVITY

The joke you’ve just read can be classified as an ethnic one. People all over the world make jokes about other nations. Match the countries on the left with the nationalities they make fun of.

A) Britain 9	1) Kurds
B) France 5	2) Norwegians
C) Italy 3	3) Southerners
D) Canada (Ontario) 8	4) Norwegians
E) Denmark 2	5) Belgians
F) Iraq 1	6) The Poles
G) Sweden 4	7) Portuguese
H) Spain 7	8) Newfoundlanders
I) The United States 6	9) Irish

Joke #13

I – PRE-READING ACTIVITY

You are going to read a joke about two cannibals: a father and a son. What do you think is going to happen in the joke? Tell your friend your predictions. Don't read the joke yet!

B) Guess the meaning of these words

Feed

Fat

Gorgeous

Jungle –

Alive

II – WHILE-READING ACTIVITY

The Two Cannibals

Two cannibals, a father and son, were elected by the tribe to go out and get something to eat. They walked deep into the jungle and waited by a path.

Before long, along came a little old man. The son said “ Oh dad, there's one. “No” said the father ”There's not enough meat on that one to even feed the dogs. We'll just wait.”

Well a little while, along came a really fat man. The son said, “Hey dad, he's plenty big enough.”

“No,” the father said. “We'd all die of a heart attack for the fat in that one. We'll just wait.”

About an hour later, there came this absolutely gorgeous woman. The son said, “Now there is nothing wrong with that one dad. Let's eat her,” “No,” said the father. “We'll not eat her either.” “Why not?” asked the son.” Because, we're going to take her back alive, and eat your mother.”¹⁴

A) Try to explain the punch line to your friend.

III AFTER-READING ACTIVITY

A) Justify the use of passive voice in the first sentence of the joke.

B) Write what the mother would say when she saw the son and her husband coming with a gorgeous woman. It doesn't need to be long.

¹⁴ Efr@yahoo.com.br

Joke #14

I – PRE-READING ACTIVITY

A- Unravel the letters bellow and see what natural disasters (also called Acts of God) are written:

- 1) eaqusek
- 2) arequaeht
- 3) animtus
- 4) neurirhac
- 5) onacolvpurenoit (two words)

II) WHILE-READING ACTIVITY

A) Read the joke and complete the last line.

There was this Englishman, this Irishman and this Scotsman, who were unfortunate enough to be captured in the desert by a band of Bedouin Arabs. They were relieved of all their valuables and informed by the chief of the robber band that they were to be executed by a firing squad (1) at dawn (2) . During the night the three captives discussed how they might get out of their predicament (3). “I’ve heard”, said the Englishman, “that Bedouin Arabs are terrified of natural disasters – they think natural disasters are the punishment of God. That might save us.”

Came the dawn, and the Englishman was facing the firing-squad. Just as the robber chief was about to give the signal to shoot, the Englishman looked over their heads and shouted, “A sandstorm!”

Immediately there was confusion and panic, and the Englishman made good his escape. But the next morning saw the Scotsman also facing the firing-squad and just as the Bedouin chief was about to give the signal to shoot, the Scotsman looked to the right and shouted, “Flood!” Immediately there was further confusion and panic, and the Scotsman also made good his escape.

But the following morning found the Irishman facing the firing-squad, and just as the firing-squad was awaiting (4) the signal to shoot, the Irishman looked to the left and
 “.....!”¹⁵

B) Read the joke again and match the meaning of the underlined words with the definitions below:

- () it an unpleasant situation that you are in and it difficult to get out.
- () the time of day when light first appears in the sky.
- () to wait for something to happen.
- () a group of soldiers detailed to carry out a sentence of death by shooting.

III) AFTER-READING ACTIVITY

A) What might have happened if the Acts of God mentioned on the first exercise had occurred in Brazil?

¹⁵ 1,000 more jokes for kids de Michael Kilgariff

Joke #14 Teacher's Copy

I – PRE-READING ACTIVITY

A- Unravel the letters bellow and see what natural disasters (also called Acts of God) are written:

- 1)aeaquasek seaquake
- 2)arequkaeht earthquake
- 3)animtus tsunami

- 4)neurirhac hurricane
- 5)onacolvpurenoit (two words) volcano eruption

II) WHILE-READING ACTIVITY

A) Read the joke and complete the last line

There was this Englishman, this Irishman and this Scotsman, who were unfortunate enough to be captured in the desert by a band of Bedouin Arabs. They were relieved of all their valuables and informed by the chief of the robber band that they were to be executed by a firing squad (1) at dawn (2). During the night the three captives discussed how they might get out of their predicament (3). “I’ve heard”, said the Englishman, “that Bedouin Arabs are terrified of natural disasters – they think natural disasters are the punishment of God. That might save us.”

Came the dawn, and the Englishman was facing the firing-squad. Just as the robber chief was about to give the signal to shoot, the Englishman looked over their heads and shouted, “A sandstorm!”

Immediately there was confusion and panic, and the Englishman made good his escape. But the next morning saw the Scotsman also facing the firing-squad and just as the Bedouin chief was about to give the signal to shoot, the Scotsman looked to the right and shouted, “Flood!” Immediately there was further confusion and panic, and the Scotsman also made good his escape.

But the following morning found the Irishman facing the firing-squad, and just as the firing-squad was awaiting (4) the signal to shoot, the Irishman looked to the left and shouted, “Fire.....!”

B) Read the joke again and match the meaning of the underlined words with the definitions below:

- () it an unpleasant situation that you are in and it difficult to get out.
- () the time of day when light first appears in the sky.
- () to wait for something to happen.
- () a group of soldiers detailed to carry out a sentence of death by shooting.

III) AFTER-READING ACTIVITY

A) What might have happened if the Acts of God mentioned on the first exercise had occurred in Brazil?

Joke # 15

I –PRE- READING ACTIVITY

You're going to play hang man with you teacher to discover the title of the joke you're going to read. There are four words. After discovering write the title on the line below. Don't read the joke yet!

II – WHILE-READING ACTIVITY

A gentleman and his wife are speeding down the highway when a policeman pulls them over.

"I'm sorry, sir, but I clocked you speeding at 75 mph. I'll have to give you a ticket."

"No, way, officer, says the guy, I was watching my speedometer closely, and I never exceeded 55 mph."

"Oh, honey, says the wife, you were going 75, I saw the speedometer.

"Be quiet, woman, he responds."

"Also continued the trooper. I'll have to give you a ticket for not wearing your seat belt."

"But officer, he responded, I ALWAYS, wear my seat belt. I just took it off when you pulled me over so that I could get my license and insurance card from the glove compartment."

"Oh, honey, his wife continued, you never wear your seat belt, and you weren't it today, either."

"Shup up! He yelled."

"Excuse me, ma'am, said the trooper, But does he always talks to you this way?"

"No, sir – only when he's drunk."¹⁶

1. Who is the enemy in this joke?

2. Find the words in the joke that have the definitions below.

- a. an agreement in which you pay a fixed amount of money each year to a special company as a means of protection for something. For example a house or a car.
- b. To drive the vehicle closer to the side of the road.
- c. Shout loudly, because you are excited, angry or in pain.
- d. To record the time.

III – AFTER READING ACTIVITY

The joke about tells us some rules about driving in highways and in the city too. Think about the rules we have for the traffic in Brazil and write some of them. Use some these verbs to help you: have to, don't have to, must, mustn't, should, can or can't.

¹⁶ Efr@yahoogroups.com.br

Joke # 15 Teacher's copy

I –PRE- READING ACTIVITY

You're going to play hang man with you teacher to discover the title of the joke you're going to read. There are four words. After discovering the title write it below. Don't read the joke yet!

II – WHILE-READING ACTIVITY

Sleeping with the Enemy

A gentleman and his wife are speeding down the highway when a policeman pulls them over.

"I'm sorry, sir, but I clocked you speeding at 75 mph. I'll have to give you a ticket."

"No, way, officer, says the guy, I was watching my speedometer closely, and I never exceeded 55 mph."

"Oh, honey, says the wife, you were going 75, I saw the speedmeter.

"Be quiet, woman, he responds."

"Also continued the trooper. I'll have to give you a ticket for not wearing your seat belt."

"But officer, he responded, I ALWAYS, wear my seat belt. I just took it off when you pulled me over so that I could get my license and insurance card from the glove compartment."

"Oh, honey, his wife continued, you never wear your seat belt, and you weren't it today, either."

"Shup up! He yelled."

"Excuse me, ma'am, said the trooper, But does he always talks to you this way?"

"No, sir – only when he's drunk."

1. Who is the enemy in this joke?
2. Find the words in the joke that have the definitions below.
 - a. an agreement in which you pay a fixed amount of money each year to a special company as a means of protection for something. For example a house or a car. (insurance)
 - b. To drive the vehicle closer to the side of the road. (pull over)
 - c. Shout loudly, because you are excited, angry or in pain. (yell)
 - d. To record the time. (clock)

III – AFTER READING ACTIVITY

The joke about tells us some rules about driving in highways and in the city too. Think about the rules we have for the traffic in Brazil and write some of them. Use some of these verbs to help you: have to, don't have to, must, mustn't, should, can or can't.

Apêndice 4

Entrevista com alunos da pesquisa

1. Alguma atividade feita em classe chamou a sua atenção este semestre? Por quê?
2. As aulas foram divertidas? Por quê?
3. Você acrescentaria alguma atividade? Qual em caso afirmativo?
4. Você mudaria alguma atividade? Por quê?
5. Alguma atividade o motivou mais? Por quê?

Apêndice 5

Entrevista com a Samantha e seus respectivos alunos

17/11/05

Pesquisadora – Estamos aqui com o Tales aluno da Samantha e com a Clélia. Hoje teve alguma coisa diferente na aula.

Tales – Eu achei porque inclusive eu deixei meu livro hoje e eu nem precisei dele assim para muita coisa só dois exercícios assim, mas eu vi no colega do lado. O que eu achei de diferente é que teve que inventar histórias na hora. Eu achei legal.

Pesquisadora – Além disso logo no começo da aula, o que você acho de diferente.

Tales – Começou com o *hangman*, o jogo da forca e a partir daquela palavra a gente foi desenvolvendo idéias que se ligavam àquela palavra.

Pesquisadora – Foi politician. Depois te a piada. O que você achou da atividade com piada?

Tales – Eu achei legal, eu achei que exercitou a criatividade da gente. E, também, a adaptação porque a gente pensa mais fácil uma piada em português. Em inglês a gente tem de pensar e às vezes não vai ficar legal e a gente tem de pensar de outro jeito. Eu achei legal esse exercício. Eu achei legal esse exercício.

Pesquisadora – Você gostaria de ter outras piadas durante o semestre?

Tales – Eu acho legal, eu gostaria.

Pesquisadora – No nível cinco no nível seis?

Tales – Seria legal.

Pesquisadora – Você acharia bom. É só isso.

Pesquisadora – Como você chama?

Clélia – Clélia

Pesquisadora – Hoje na classe teve uma atividade diferente que eu acho que vocês nunca tiveram no curso que é a piada. Qual a sua opinião?

Clélia – Eu achei interessante porque envolve muito a questão do sentido, que é obrigado a interpretar tudo que vem antes para saber o a frase final que vai ter o efeito do riso e em outra língua é difícil isso. A gente foi obrigada a decifrar a palavra bury para a gente entender o que nós intuíamos. Embora a gente não entendesse a palavra a gente fez sentido.

Pesquisadora - Você gostou?

Tânia – Gostei.

21/11/05

Pesquisadora – Estamos aqui com a Samantha. Na aula passada você aplicou a piada. Eu gostaria de saber como foi aplicar uma piada e se você já havia aplicado antes.

Samantha – Nunca tinha apresentado uma piada para aula. Eu peguei e preparei. Teve uma vez que uma aluna trouxe uma charge e ela fez um trabalho em cima da charge, foi uma aluna da Lívia uma trainee. Foi engraçado foi divertido a charge dela eu nunca tinha preparado.

Pesquisadora – Qual a sua opinião pela reação dos alunos que tiveram em aula?

Samantha – Essa turma é muito quieta. Eles não falam absolutamente nada. Você pergunta, pergunta e eles demoram para responder. Eu achei que eles foram até animados. Eu não esperava que eles fossem morrer de rir que eles fossem ficar super animados com a piada. Mas eu acho que eles corresponderam. Aquela última frase que você pediu para fazer, eles chegaram muito próximo, mostra que eles entenderam o espírito e acharam graça quando eu contei qual era realmente o final. Como é uma classe que é muito quieta, eu acho que foi positivo.

Pesquisadora – E você também achou positivo ter aplicado na classe. Você como professora ou você não escolheria esse tipo de texto.

Samantha – Eu acho que se eu escolhesse, eu escolheria algo mais focado com aquilo que eles estão aprendendo, que eu pudesse fazer uma relação. O que não houve com aquele texto não havia uma relação nem na situação, nem no conteúdo que eles vinham aprendendo. Eu acho que se eu fosse usar eu iria buscar alguma coisa que eu poderia fazer um linking . Mas só.

Samantha estudou na Ibero Americana de 1985 até 1989 e possui licenciatura em português, inglês e, também em tradutora e intérprete. Fez como especialização o COTE que é um certificado para professores de inglês. Trabalhou no Fisk e na escola Seven, local em que trabalhou com capacitação de professores e em uma ONG chamada Brascri. Trabalhou pela Fafe em um curso de Letramento e Alfabetização Atualmente trabalha na escola St. Giles, no Inco-Cepel e nos cursos livres da escola Dante Alighieri.

Apêndice 6

Entrevistas com Amparo e seus respectivos alunos

Amparo 25/10/05

Pesquisadora – Eu queria primeiramente que você falasse sobre a sua formação.

Amparo – Da Graduação?

Pesquisadora – Sim da Graduação, como foi sua formação.

Amparo – Eu estudei letras na USP em 89 eu comecei o curso eu sempre quis estudar fazer o curso de Letras e estudar. No vestibular eu entrei para Língua Inglesa ainda naquela época você fazia a opção no vestibular para língua que você queria estudar. Eu já tinha estudado um pouco de inglês na Cultura Inglesa uns quatro ou cinco anos. Eu estava fazendo preparatório para o Higher Oxford Level. Aí eu fui aprovada e comecei o meu curso na USP com quatro anos de bacharelado e , ao mesmo tempo, no último ano de bacharelado eu comecei a fazer as disciplinas aqui na Faculdade de Educação. Eu terminei o meu curso por completo em cinco anos mais ou menos. Licenciatura em Língua Inglesa eu optei por não fazer em Língua Portuguesa. Eu tenho só bacharelado em português. A licenciatura em Língua Inglesa. Isso foi minha graduação.

Pesquisadora – Você trabalha aqui no Inco-CEPEL há mais ou menos dez anos.

Amparo – Sim em 94, há onze anos. Eu comecei em 94, maio de 94. Minha carteira profissional atesta lá.

Pesquisadora Você acha que o humor e as piadas são importantes para o ensino de uma Língua? Como uma estratégia?

Amparo - Eu penso que sim. Como uma estratégia didática? A gente poderia pensar que o humor é importante para viver ainda mais para aprender uma língua estrangeira. No início da aprendizagem ao longo da aprendizagem, você tem muitas preocupações como os alunos estão se sentindo com vergonha de se expor ao ridículo, principalmente com alunos universitários. Eles têm essa preocupação também o que o outro vai pensar de mim se eu não conseguir pronunciar a palavra, a imagem que eu tenho que o outro vai fazer de mim. Acho que isso é muito forte nos adultos, as crianças são mais soltas, elas não têm tanto essa preocupação do mundo do adulto a imagem que a gente que tenham de nós. Isso é importante fazer da atmosfera da sala de aula uma coisa mais relaxante é super importante eu sempre priorizo isso nas minhas aulas. Daí eu acho que o humor é um dos ingredientes que pode ajudar. As minhas aulas não necessariamente tendo um texto de humor são bem humoradas. Eu considero com uma atmosfera mais relaxante, até para tentar fazer o aluno se descontraír e render melhor porque eu acho

que a ansiedade e o nervosismo bloqueiam muito, então você tem uma falsa idéia da performance daquele aluno. Você acha que aquele aluno não está rendendo bem e tem dificuldades de aprendizagem e ele simplesmente não consegue controlar as emoções e os sentimentos aquilo bloqueia de uma vez. Eu acho que o humor ele é fundamental não só no texto naquilo que você possa trazer de material didático pedagógico, trabalhar o texto de humor trabalhar a piada trabalhar a charge de uma forma geral eu acho.

Pesquisadora – Você acha que as piadas que foram dadas esse semestre, foram mais de treze, mais uma era um bloco, na verdade foram vinte e oito piadas. Você acha que essas piadas foram motivadoras? Ou algumas ocasiões foram outras não.

Amparo – Nível seis eles curtem muito fazer isso. O nível ajuda bastante com relação à leitura e discussões que eles conseguem promover a partir do texto a questão cultural do humor. No nível dois, nível três esse tipo de relação não conseguiria ser estabelecida. Mas como os alunos já tem uma proficiência de leitura mais trabalhada e, também, nível de conversação de trabalhos em grupos já está bem melhor desenvolvido acho que rende muito melhor. Então eu penso que eles curtiram sim, foi motivador. Eu não senti nenhum problema específico com relação à atividade que o aluno se mostrasse desmotivado, não quisesse ler, não achasse graça. Em alguns momentos pode ser que uma piada seja mais engraçada do que a outra. Umas piadas mexam muito com questões de preconceito e eu particularmente não acho muito legal porque você acaba perdendo o foco educacional com isso. Mas enfim, como nós estamos na escola desenvolvendo aí uma formação mais crítica na sociedade cabe até para discutir a questão do preconceito com adultos que têm uma formação formada sobre o assunto. A gente tem um público específico, mas eu me preocupo piadas que reflitam imagens preconceituosas a gente lê, mas o trabalho pedagógico é de levantar essas questões e discutir não pode passar batido. O aluno não pode ficar com a imagem que aquilo é um exemplo, mesmo sendo adultos. Eu procuro fazer isso. Mas, também, se isso é tão fácil dizer com certeza. Será que foi motivador? Eu não sei na minha impressão penso que sim. Eles leram os textos, eles discutiram. Será que lá no íntimo deles eles não se sentiram ofendidos? De fato eu não sei te dizer com relação a isso. Para mim foi motivador porque eles se engajaram nas tarefas.

Pesquisadora – As formas como elas foram apresentadas em *pre while* e *after* ajuda os alunos na compreensão da piada?

Amparo – Sem dúvida. É o pedagógico tem que ser. Apesar de ser alunos do nível sei que já tem uma proficiência em Língua Inglesa, esses três momentos são fundamentais

para fazer com que os alunos entrem no texto. Eu acho que aí você consegue nivelar um pouco a entrada na leitura do texto e a compreensão. As atividades de pré conhecimento do tema da piada do vocabulário com relação da língua mesmo. Ou quando você pensa na organização do texto, o que faz da piada um texto que tenha humor. Eu acho que tudo isso é um trabalho de organização do texto. Você precisa resgatar com os alunos o pré conhecimento, antecipar algumas dificuldades para depois de fato trabalhar a compreensão e depois fazer uma atividade de retomada de pós leitura. Eu acho que isso é fundamental. Não sei se eu respondi bem sua pergunta. Eu acho que tem de ser feito assim, na sala de aula sim. Na prática social lá do dia a dia a gente espera que essa ajuda pedagógica de condições que ele possa enfrentar sozinho. Ele vai ler as piadas por internet em casa ele vai ouvir um talk show que tenha piadas, alguém contando piadas. A gente imagina isso, mas na sala de aula você precisa ter esse cuidado. No nosso caso a gente está usando essa abordagem textual, trabalhando com esses três momentos.

Pesquisadora – E você usaria este material ou parte de novamente?

Amparo – Não sei exatamente como ou onde, mas eu usaria.

Pesquisadora – Você notou uma mudança de comportamento na hora do joke time? Os alunos ficaram mais alegres e descontraídos?

Amparo – Acho que no começo, eles ficaram mais alegres agora eles estão mais cansados. Eu acho que agora começa perder um pouco da graça. Até pelo fato de você fazer uma piada uma atividade necessariamente pedagógica e da maneira textual. Tem a atividade de pré while e after eu acho que isso rotiniza, acaba perdendo da razão de ser da piada. A piada é a surpresa, transformar a piada em algo estreitamente pedagógico pode ser um idéia a se pensar. Na aula passada eu observei o grupo do Victor falou de novo. Eles fazem, eles desenvolvem as atividades, mas não sei se eles não queriam alguma coisa diferente.

Pesquisadora – Você acha que os alunos aprenderam com as piadas?

Amparo – Aprenderam em que sentido?

Pesquisadora – Lingüisticamente, em termos textuais.

Amparo – Acho que sempre eles vão aprender, agora que tipo de conhecimento que eles está desenvolvendo ali são vários. Desenvolver atitudes em relação a uma cultura diferente, uma maneira de ver padrões de cultura diferentes; com a piadinha do padre, do inglês. Os alunos estão tentando comparar sua própria cultura com a do outro percebendo como essas diferentes culturas são vistas pelo outro. Você tem aí desenvolvimento que não só dizem respeito à língua a organização sistêmica da língua,

regras de uso vocabulário. As piadas têm pouca exigência em termos sistêmicos da língua. Têm mais uma função de perceber as diferenças a desenvolver a fala. Em grupos eles discutem as questões. Talvez tenha ajudado nessa competência específica: ler melhor os textos de piada. Precisa ver melhor se de fato eles estão lendo um texto de piada do eles liam anteriormente. Só que como a gente está fazendo no nível seis apenas a gente não tem esse dado anterior. Agora eu acho que eles vão aprender sempre com as piadas, sem as piadas, apesar das piadas. Eles vão aprender porque você está chamando atenção de alguma forma que envolve aquele tipo de discurso. É difícil a gente perceber exatamente o que. Eu acho que em termos de leitura pode haver algum ganho e sobretudo do próprio envolvimento deles. Acho que aprender aprenderam sim.

Pesquisadora – Então era isso que eu gostaria de falar com você.

Amparo – Acabo, chega!

Entrevista com o Cassio e o Walter**25/10/05**

Pesquisadora – O que eu gostaria que vocês comentassem. Primeiro se vocês acham válido o uso de humor na sala de aula, através de piadas, através de charge de cartoons. Se vocês acham válido ou não.

Cassio – Ah eu acho válido sim, até pelo contexto do curso, um curso para universitários. Você aprender um pouco rindo é sempre bom. Se for uma aula só baseada em piada eu não sei se ficaria bom. Mas períodos na aula com humor é sempre válido.

Walter – Desde que a piada ou o cartoon tenha haver com o contexto da matéria sendo exposta na aula. Não tem problema. Não pode ser uma aula só de piada por que aqui não é uma escola brasileira de circo.

Pesquisadora – Este semestre, vocês tiveram muitas piadas. Eu estava contando, foram vinte e oito, então você viram muitas piadas. O que você acharam dessa experiência?

Cassio – O interessante das piadas é a leitura, sempre tem uma linguagem mais informal, então eu acho válido. Às vezes não tem tanta graça a piada, tem que falar a verdade.

Pesquisadora – Então você não achou muita graça em algumas delas?

Cassio – Mas o propósito não era esse.

Walter – Como não foi uma piada?

Cassio – Mas elas eram pedagógicas

Walter – Foi bom na parte de vocabulário que você tinha que olhar no dicionário para saber qual que era. Toda piada tinha um nexos, então ela te ensinou a ler aquele texto dando ênfase em certas partes. Pelo fato de ser uma piada ela ajuda você a ler o texto : ela tem um começo um meio e um fim. Elas são curtas e por esse fato a gente conseguia uma dinâmica boa.

Cassio – Se você não entendeu o texto você não entendeu o sentido da piada. È um instrumento que eu achei válido.

Pesquisadora – Agora, essas piadas que vocês não acharam graça, porque uns acharam graças outros não.

Walter – Na verdade o cara não entendeu. Das vinte e oito, oito ele entendeu. (risos)

Pesquisadora – Vocês acham que vocês melhoraram sua leitura de piada? Ou vocês não podem perceber isso?

Cassio – Olha eu não consigo perceber. Minha leitura de inglês fora daqui é muito pouca.

Walter – Nos casos de minha leituras de inglês fora daqui elas são todas da minha área são usos muito específicos.

Pesquisadora – É história?

Walter – É. A repetição constante de leitura tende a melhorar. Você não pode se pegar somente com as leituras daqui é pouca coisa. Aqui você tem uma base e tem o específico que é da área de cada um. Acho que é isso.

Pesquisadora – Você acham que a quantidade de piadas foi suficiente ou vocês querem mais? Como vocês vêem isso?

Cassio – Sinceramente eu não tenho uma opinião formada sobre isso.

Walter – Quanto mais oportunidade de leitura que tiver melhor. Por exemplo, conseguir encaixar um texto com palavras novas para cada aula eu acho que é válido.

Pesquisadora – Mas tem que ser curta também como vocês falaram.

Walter – Ela tem que ser do contexto que está sendo exposto. Por exemplo, se a matéria está sendo x tem que ter elementos da piada.

Pesquisadora – Vocês acham que as piadas desse semestre estavam dentro do contexto?

Walter – Algumas sim, todas eu não diria. É que eu não lembro de todas. É como qualquer ferramenta de ensino: vídeo, música, artigos de jornal. É outra ferramenta. Se for para ajudar é válido.

Pesquisadora – Vocês gostariam de falar mais alguma coisa?

Walter – Não porque minha voz fica horrível quando eu falo.

Walter – Eu achei legal de algumas piadas quando não tem a última frase. Então obriga você a entender o que está acontecendo. Ela te obriga a raciocinar em inglês. Você tem de escrever o final em inglês, isso que eu acho bom

Pesquisadora – Você sentiram alguma modificação de comportamento? No joke time vocês ficaram mais relaxados?

Walter – Como eu sou sempre assim não teve.

Pesquisadora - Obrigada

Entrevista com duas Alunas: Carlota e Cassandra 10/11/05

Pesquisadora – Primeiro eu gostaria de saber o que vocês acharam do joke time? Se foi válido?

Cristiane – Além de você estar aprendendo, você esta se divertindo ali com outras expressões coisas que até então eu não conhecia.

Cassandra – Eu acho que ajudou a fixar melhor quando a gente tem alguma coisa engraçada. Eu vejo porque eu faço espanhol; principalmente espanhol no campus que eu faço eles dão bastante atividades mais light, a gente até faz uns diálogos engraçados e conhecer expressões novas. Acho que grava bem. Acho que ajuda bastante.

Cristiane – Não fica uma aula maçante.

Pesquisadora – Vocês sentiram que o joke time foi uma coisa leve para você. Leve no que diz respeito à metodologia, mas teve bastante vocabulário.

Cassandra – Você tem de ler o contexto da piada, pelo menos para mim fez sentido.

Pesquisadora Vocês acham que o humor as piadas ajudam na aprendizagem?

Cristiane – Eu acho que sim. Mas, também, não pode ser um humor vazio. Eu senti que o que vinha depois do joke time estava relacionado.

Cassandra – Eu acho que ajuda na aprendizagem. Eu vejo pelo meu caso assim você vê alguma coisa engraçada você que contar para alguém. Você acaba lembrando da palavra. É legal conversar e contar para outra pessoa.

Pesquisadora – E vocês gostariam de mais piadas, mas já está suficiente para este semestre.

Cristiane – Acho que tem de dar uma balanceada se não... Tem que apresentar músicas

Cassandra – É as músicas?

Cristiane – A professora viu a gente cantando as músicas. Isso me ajudou muito assim.

Cassandra - Ajuda muito para pegar vocabulário. Passar vídeo clips. O joke time é legal mas se tivesse umas músicas seria também legal.

Pesquisadora – Na verdade você tem de ter um pouco de tudo.

Cassandra – Mas o joke time não ficou cansativo porque a aula tem várias partes. Por mim poderia continuar tendo toda aula eu iria gostar. Mas eu acho que talvez devesse acrescentar música também.

Pesquisadora – Você descobriu que era fire? (pesquisadora pergunta isso em relação à piada 14.

Cassandra – Porque tem uma amiga minha que ela fala assim se você estiver em uma situação difícil , você que está sendo perseguido ou assaltado não grita socorro por que ninguém vai te ajudar; grita “Fogo!” por que daí todo mundo vai olhar para você. É mais fácil de conseguir ajudar. Eu lembrei disso na hora.

Pesquisadora – Você foi a única que lembrou. Daí você falou “Fire!”. Todo mundo deu risada.

Cassandra – Eram os árabes na piada. Eles devem ser um pouco inimigos deles. Eu não conseguia atinar, até que eu lembrei desse negócio que minha amiga fala.

Pesquisadora – Legal, legal.

Cristiane - Isso mostra que você tem um certo conhecimento já da língua.

Pesquisadora – Exatamente. Todas as piadas anteriores eu tirei de uma lista na internet. Depois eu vou dar o endereço eletrônico para vocês. É uma lista que tem na internet do pessoal da Unicamp. Eles mandam para você piada e às vezes são frases. Eu selecionei as melhores, acredite se quiser. Têm umas que são muito chatas. É legal todo dia você ler uma frase em inglês de citações de pessoas famosas. Eu acho bom você receber. No final eu vou passar essa lista.

Cristiane – E sobre aquele teste que a gente fez no começo.

Cassandra – Tem que fazer um outro no final.

Pesquisadora – Eu vou compara as notas do meio de semestre com as final do semestre. Eu já corrigi faz tempo já. O teste não tinha validade para nota.

Entrevista com duas alunas: Renata e Olga. 17/11/05

Pesquisadora – Nós estamos aqui com a Renata aluna da Amparo. Ela vai falar agora sobre o que ela acho do joke time.

Renata – Eu gostei assim é diferente na aula, mais dinâmico, mais alegre. Tinha umas que eu não gostava e outras que eu gostava mais. Mas eu achei uma aula diferente por que nos outros níveis não tinha.

Pesquisadora – Você achou interessante? Antes do primeiro teste eram todas as aulas, você achou cansativo?

Renata – Poderia ser uma por semana eu acho. Acho que seria ideal.

Pesquisadora – Você aproveitaria mais. Mais alguma coisa que você gostaria de falar. Você teve dificuldade de compreensão em algumas delas?

Renata – Uma ou duas palavras, algumas eu não entendia o final. Mas daí quando eu solucionava o vocabulário eu entendia.

Pesquisadora – Então você gostou do joke time.

Renata – Achei legal.

Pesquisadora – Você sentiu que estava aprendendo alguma coisa?

Renata – Palavras novas e reforço de estruturas gramaticais.

Pesquisadora – Estamos aqui com a Olga, aluna da Amparo do nível 6. Ela vai falar o que achou do joke time.

Olga – Eu achei muito válido porque ele reforça alguns conceitos na gramática os verbos principalmente, os tempos verbais que são bem confusos na teoria, mas quando era no joke time ficou mais fácil de assimilar. Eu gostei bastante deveria continuar o joke time.

Pesquisadora – Você sentiu que estava aprendendo alguma coisa?

Olga – Apreendi justamente. A maneira com foi dado eu achei bem legal. Por trás do joke time vem outros conceitos. Eu achei que isso foi válido. Eu sempre via algum vocabulário novo. Só com o livro você não tem noção de vocabulário, no joke time o vocabulário era mais informal, então fica mais fácil de entender. Eu achei muito bom mesmo porque principalmente aos verbos aos tempos verbais: present perfect, past perfect. Eu sempre fico na dúvida, mas com joke time eu dei uma melhorada

Entrevistas Level 5 1 Semestre de 2006
Entrevista com Gisela

Pesquisadora – Alguma atividade feita em classe chamou sua atenção este semestre?
Por que?

Gisela – Teve uma atividade que a gente teve de fazer textos. A gente ficou umas três aulas trabalhando este texto. Eu achei interessante. No começo a gente tinha os papeizinhos com o nome de cada coisa daí a gente elaborava a história. Depois o texto ficou bagunçado, daí a gente foi melhorando.

Pesquisadora – As aulas foram divertidas? Por que?

Gisela – Não sei se divertida é a palavra exata. Elas são interessantes, mas divertidas não é a palavra exata.

Pesquisadora – Você acrescentaria alguma atividade? Qual em caso afirmativo?

Gisela – Eu não acrescentaria nada.

Pesquisadora – Você mudaria alguma atividade? Por que?

Gisela – Eu acho que não.

Pesquisadora – Alguma atividade a motivou mais? Por que?

Gisela – As atividades em grupo. Eu gosto quando a gente trabalha em dupla a gente começa conversar. A gente fica com mais repertório, porque às vezes eu fico tímida também. Às vezes já é difícil falar em português quanto mais em uma língua estrangeira.

Pesquisadora – Obrigada.

Entrevista com Roberto

Pesquisadora – Alguma atividade feita em classe chamou a sua atenção este semestre? Por que?

Roberto – Aquela que tem de contar uma história, porque eu perdi a primeira parte. Mas eu cheguei e achei tão difícil, mas eu achei ótimo. Daí você tem de conversar e escrever junto em inglês em português já é difícil, principalmente na faculdade que a gente tem de escrever alguma coisa em grupo. Eu achei difícil em parte porque o grupo não colaborou tinha uma menina que queria monopolizar as coisas a palavra e tinha uma galera que não entendia que tinha que ser só em inglês. Eu fiquei meio pê da vida por causa do grupo, mas eu achei um ótimo exercício. Podia ter feito uma história mais simples mais besta, mas foi muito complicada. Essa coisa de quis também é muito legal porque daí vira jogo. Todo mundo fica animadinho que é para zoar o outro grupo. Tem muita gente que não se arrisca a falar inglês.

Pesquisadora – As aulas foram divertidas? Por que?

Roberto – No geral, eu acho. Mas têm umas pessoas muito sérias. Aqueles exercícios de pronuncia são muito bons. Só este semestre que eu percebi que a gente está aprendendo o inglês britânico. Uma aula a Adriana falou alguma coisa que eu percebi que era o inglês britânico.

Pesquisadora – Você acrescentaria alguma atividade? Qual em caso afirmativo?

Roberto - Eu acrescentaria música. Não sei se cada duas semanas. Teve uma aula na Samantha que a gente teve de completar a música no semestre passado. Eu gosto de música.

Pesquisadora – Você mudaria alguma atividade? Qual em caso afirmativo?

Roberto - Fazer alguns exercícios em sala para casa. O *written work* deste semestre ficou mais pesado tem muita coisa para escrever. Eu acrescentaria a música porque é uma coisa boa para memorizar. Eu acho muito rápido essas coisas de ouvir. A Amparo fala devagar para a gente entender. Não tem como a gente apertar uma tecla de *slowly*.

Pesquisadora – Alguma atividade o motivou mais? Por que?

Roberto – Aquele primeiro *quiz* eu achei muito legal o do *general knowledge*. Aquele primeiro *listening* eu estou ruim de ouvir. Esse primeiro de hoje eu também gostei, mas daí ficou apertado de tempo. Eu acho legal essa coisa de ficar mudando os grupos. Eu achei bem legal porque tem gente que nunca tinha falado e têm umas pessoas de nível bem diferente. Quando você para com uma pessoa que fala mais inglês eu acho mais

produtivo. Aquela coisa de carta e-mail eu achei legal. Eu tentei fazer com maior periodicidade de escrever, mas daí eu não lembrei de ninguém que eu pudesse enviar. Eu fiquei pensando em fazer um amigo pela internet para escrever inglês.

Pesquisadora – Obrigada

Entrevista com Carla

Pesquisadora – Alguma atividade feita em classe chamou a sua atenção este semestre?
Por que?

Carla – Eu gostei daquela atividade de fairy tale que a gente foi tirando os papeizinhos e criando a história. É bem interativa

Pesquisadora – As aulas foram divertidas? Por que?

Carla – Eu achei bem divertidas. São bem legais as aulas. As atividades são interessantes para a gente que queria conversar.

Pesquisadora – Você acrescentaria alguma atividade? Qual em caso afirmativo?

Carla – Ah! Eu não consigo pensar em nada agora.

Pesquisadora – Você mudaria alguma atividade? Por que?

Carla – Também eu acho que não mudaria não. Eu acho que são bem legais as aulas, bem legais as atividades.

Pesquisadora – Alguma atividade a motivou mais? Por que?

Carla – Eu gosto muito dessas atividades que a gente faz coisas em grupo assim. Como aqueles *quizzes* que a gente faz pergunta. São momentos que a gente pode conversar bastante.

Pesquisadora – Obrigada.

Entrevista com Vânia

Pesquisadora – Alguma atividade feita em classe chamou mais a sua atenção este semestre? Por que?

Vânia – Em primeiro lugar o que eu acho mais legal é a comunicação e o diálogo que é estabelecido durante as aulas. Conversação ajuda bastante você por em prática o que está aprendendo de gramática e para você raciocinar um pouco mais sobre a língua essa é a melhor atividade que a gente tem feito.

Pesquisadora – As aulas foram divertidas? Por que?

Vânia – Demais, demais. A Amparo está sempre colocando situações super engraçadas do dia-a-dia que poderia acontecer de verdade. É muito engraçado e divertido do jeito que ela faz a aula dela é dinâmica. Eu não tenho nada que reclamar da aula.

Pesquisadora – Você acrescentaria alguma atividade? Qual em caso afirmativo?

Vânia – Eu acrescentaria mais vídeos para a gente ouvir e saber alguma coisa. Aplicar o vídeo a algumas questões. Também atividade de laboratório de informática. A Samantha fez esse projeto com a gente no semestre passado retrasado e eu achei bem interessante. Eu aprendi muita coisa nos sites da internet.

Pesquisadora – Você mudaria alguma atividade? Por que?

Vânia – Não, eu estou plenamente satisfeita com o curso. Em tudo responde as minhas necessidades.

Pesquisadora – Alguma atividade a motivou mais? Por que?

Vânia – Não sei se tem uma atividade específica. A conversação, as atividades em grupo. Você tem de conversar com uma pessoa e passar um pouco da sua vida para aquela pessoa. Eu acho bem legal você trabalhar com a memória e pensar na língua que é uma coisa maior é uma coisa mais interessante.

Pesquisadora – Obrigada.

Entrevista com Darcy

Pesquisadora – Alguma atividade feita em classe chamou a sua atenção este semestre? Por que?

Darcy – Os exercícios de conversação deram aquela diferença. Acho que a obrigação foi muito mais forte em conversar entre a gente. Eu acho que esse semestre foi mais interessante.

Pesquisadora – As aulas foram divertidas? Por que?

Darcy – Aulas nunca são divertidas (risos), mas foram legais. É eu que sou chato para as coisas. Não sei se é essa classe que o pessoal conversava mais. O pessoal aqui não está tão preocupado em errar. O pessoal se soltou um pouco mais. Nos outros níveis eu lembro que sempre tinham algumas pessoas com problema maior para falar, para participar. Sempre há, mas esse semestre foi um pouco mais tranquilo.

Pesquisadora – Você acrescentaria alguma atividade? Qual em caso afirmativo?

Darcy – Não sei, eu acho que de certa forma tinham algumas atividades paralelas que a gente tinha que fazer ao longo do curso. Essa coisa se tem uns horários que você tem de cumprir me obriga a ter consciência de umas atividades que eu tenho de fazer e tomar uma postura mais ativa em relação àquilo. Se você vai ver um filme você coloca a legenda em português. Eu não sei se isso faz parte da aula mas faz a gente a ter mais capricho. Eu não sei quanto ela poderia entrar porque ela também tem umas atividades a serem cumpridas.

Pesquisadora – Você mudaria alguma atividade? Por que?

Darcy – Não acho que não.

Pesquisadora – Alguma atividade o motivou mais? Por que?

Darcy – Foi aquela coisa de conversar. Fazer o writtenwork você tem de parar fazer o negócio, mas como conversar só basta eu estar aqui. Assim eu vi como a única possibilidade de eu fazer alguma coisa de medir um esforço na hora foi conversar.

Pesquisadora – Muito obrigada.

Entrevistas Nível 6 Turma de Controle 2 Semestre de 2006

Pesquisadora – Alguma atividade feita em classe chamou a sua atenção este semestre? Por quê?

Josefina – Uma coisa que eu gostei muito que a Adriana fez este semestre, foi as atividades diferentes e a gente rodava em grupo. A gente tinha de explicar em inglês falar com o outro. Tinha de treinar um pouco a parte da gramática e perguntava tinha que fazer a construção certa e tinha que procurar no dicionário. Foi a que mais gostei este semestre.

Pesquisadora – As aulas foram divertidas? Por quê?

Josefina – Acho que sim. Este semestre foi mais gramática que a gente está revendo os pontos gramaticais. A parte mais divertida para mim foi a parte mais de fala, a parte da música também de falar o que a música quis dizer. Divertidas quando o professor usa todas essas dinâmicas.

Pesquisadora – Você acrescentaria alguma atividade? Qual em caso afirmativo?

Josefina – Acho da música também foi muito interessante. Mais música. Escutar a música e tentar entender o que eles estão usando. Acho que seria mais interessante isso.

Pesquisadora – Você mudaria alguma atividade? Por quê?

Josefina – Acho que não. Talvez aquele exercício de gramática para a correção quando a gente faz e tem de entregar. Talvez mais correção. Mas, em geral assim não há nenhuma atividade que eu gostaria de parar

Pesquisadora – Alguma atividade a motivou mais? Por quê?

Josefina – Esse da música, talvez eu possa fazer mais isso e a parte mais do grupo e falar e ter uma atividade para a gente falar bastante porque a gramática a gente faz em casa e falar é um pouco mais difícil.

Pesquisadora – Alguma atividade em classe chamou a sua atenção este semestre? Por quê?

Selma – Não sei te dizer. Tem muita conversação isso que me chama muita atenção. Uma específica assim não. Há várias atividades de conversação isso que me chamou muito a atenção.

Pesquisadora – As aulas foram divertidas? Por quê?

Selma – Eu acho que são divertidas sim, mas é que eu mudei de turma agora. Até o semestre passado eu estava à noite eu achava muito mais divertido fazer com eles eram pessoas que eu gostava que desde o começo do curso, eu tinha mais afinidade. Eu achava mais divertido fazer com eles. Eu estou estranhando muito fazer com outra turma, mas eu tive de mudar de horário não teve jeito. Mas é divertido iria ser mais se fosse com eles.

Pesquisadora – Você acrescentaria alguma atividade? Qual em caso afirmativo?

Selma – Ah, não sei te dizer. Não sei te dizer. Mais filmes talvez.

Pesquisadora – Você mudaria alguma atividade? Por quê?

Selma – Acho que não. É o que eu te falei de pronto assim eu não sei. Sabe o que eu gostei essas atividades fora de classe, as atividades paralelas. Eu gostei muito disso.

Pesquisadora – Alguma atividade a motivou mais? Por quê?

Selma – Essas atividades fora de classe que é leitura, sites. Eu gostei muito disso, motiva muito isso, eu gosto mais.

Pesquisadora – Obrigada.

Pesquisadora – Alguma atividade feita em classe chamou a sua atenção este semestre? Por quê?

Lourdes – Normalmente as atividades que mais chamam a atenção são as que são mais dinâmicas. Eu tenho um pouquinho mais de afinidade do que as aulas tradicionais. A aula tradicional a gente pode estar estudando sozinho em casa tem um pouquinho mais de tempo. A atividade de trabalho com música este semestre, música do Phil Collins eu achei bem interessante. Essas atividades de dramatização a gente tem a oportunidade de estar indo lá na frente interpretando um pouquinho.

Pesquisadora – As aulas foram atividades foram divertidas? Por quê?

Lourdes – Eu acho que sim em relação ao outro semestre o relacionamento que a gente está tendo com a turma um contato maior durante todos esses anos. A professora sempre está trazendo alguma coisinha dinâmica para estar rearranjando o grupo colocando as turmas em pequenos grupos para estar trabalhando junto. Então isso traz de certa forma uma descontração.

Pesquisadora – Você acrescentaria alguma atividade? Qual em caso afirmativo?

Lourdes – Eu acho que a gente poderia trabalhar um pouco mais com vídeo em sala de aula. A gramática a gente tem mais conhecimento, mas vídeo material com áudio tivesse a oportunidade de estar reproduzindo ou até fazer uma dublagem de desenhos e coisas do tipo.

Pesquisadora – Você mudaria alguma atividade? Por quê?

Lourdes – No momento eu não me recordo de nenhuma atividade para estar mudando. Então eu não saberia o que estar dizendo em que mudar. Para mim eu acho que o curso está bem estruturado, até eu me sinto um pouco culpada por não fazer as coisas que são oferecidas. Uma coisa que a gente poderia talvez estar pensando é colocar também momentos de jogos, pelo menos no finalzinho da aula que a gente está um pouquinho mais cansado. Nos dez minutos finais uma atividade com jogos, não sei.

Pesquisadora – Alguma atividade a motivou mais? Por quê?

Lourdes – As atividades mais dinâmicas sempre motivam mais. As atividades com música como eu já disse, as dramatizações de estar representando. Os speeches que eu tive oportunidade de falar sobre algo que eu adoro sobre os pandas que tem uma relação com a China e poder compartilhar um pouquinho com a turma; então foi bem interessante.

Entrevistas – 2 Semestre de 2006 Turma Experimental

Entrevista 1 com Tânia

Pesquisadora Alguma atividade feita em classe chamou a sua atenção este semestre? Por quê?

Tânia – Eu acho que os speeches foi a coisa mais interessante que teve porque a gente não costuma falar tanto inglês como foi solicitado no speech.

Pesquisadora – As aulas foram divertidas? Por quê?

Tânia - Foram. O joke time faz as aulas ficarem divertidas. Eu achei interessante a gente pega o vocabulário, palavras que podem significar duas coisas. É interessante.

Pesquisadora – Você acrescentaria alguma atividade? Qual em caso afirmativo?

Tânia – Eu acho bem completo, como a gente tem aquelas horas a mais tudo que a gente não pode fazer em sala pode ser completado como do tipo ler livros, assistir filmes. Acaba abrangendo tudo que a gente precisa, só que tem de partir do aluno fazer todas as atividades.

Pesquisadora – Você mudaria alguma atividade? Por quê?

Tânia – Eu acho que no curso em si eu não mudaria. Mas eu acho que o speech que a gente tem no último, poderia ter acontecido em outros também. Eu acho que ajudaria bastante principalmente na pronúncia nos níveis anteriores.

Pesquisadora – Alguma atividade a motivou mais? Por que?

Tânia – Eu gostei sim de todas as atividades até agora porque cada uma pega algum ponto, por exemplo a gramática eu adorei o livro que foi indicado. Eu achei super completo tira bastante dúvida, até quando a gente terminar o curso a gente vai ter esse material para poder estudar. O speech mesmo também.

Pesquisadora - Você gostou do speech mesmo. Nós entrevistamos a Tânia.

Entrevista 2 com Oswaldo

Pesquisadora – Estamos aqui com o Oswaldo e vamos fazer algumas perguntinhas para ele. Alguma atividade feita em classe chamou a sua atenção este semestre? Por que?

Oswaldo – As atividades de speech. Eu acredito que elas aumentam o vocabulário, elas fazem você desenvolver a habilidade de fala e expressão oral; Elas são muito interessantes também porque exige de você que domine toda parte de gramática, vocabulário e auto-confiança no seu inglês.

Pesquisadora – As aulas foram divertidas? Por quê?

Oswaldo - Eu gostei das aulas sim. Várias vezes a gente chega um pouco cansado essas atividades são bem interessante como essa que a gente acabou de fazer agora. É verdade que eu gostaria mais de atividade de speaking. Mas em geral eu gostei bastante e foram legais as aulas. O joke time também, uma das melhores coisas esse semestre foi começar as quintas-feiras com o joke time. Gostei do joke time, muito legal.

Pesquisadora – Você acrescentaria alguma atividade? Qual em caso afirmativo?

Oswaldo – Talvez não nesse semestre, mas nos anteriores. A gente poderia começar o speech não na forma que ele é em sua forma mais complexa. Mas algumas formas de como fazer você se expressar alguma coisa do gênero. Você tem que passar primeiro pelo processo de gramática e vocabulário. Eu gosto mais de ficar batendo papo e também atividades de listening.

Pesquisadora – Você mudaria alguma atividade? Por quê?

Oswaldo – Eu acho que não mudaria, mas acrescentaria atividades de listening, esse é meu maior problema. Listening é a parte que mais pega. Às vezes eu estou ouvindo uma música e ouvindo às vezes tem coisa que você não entendi você vê a letra daí você compreende tudinho. Você então você familiarizou-se com a parte visual.; mas a parte de listening precisaria dar uma melhorada. Eu acrescentaria mais atividades de listening.

Pesquisadora – Alguma atividade o motivou mais? Por quê?

Oswaldo – O que mais me motivou foi o joke time porque sai fora dos padrões do inglês standard então te traz para uma ambiente mais pessoal, mais comum , menos formal e atividade de speech também. Eu estou achando muito interessante

Entrevista 3 com José

Pesquisadora – Alguma atividade feita em classe chamou a sua atenção este semestre? Por quê?

José – A atividade que chamou a atenção bastante este semestre foi a de conversação acho que foi mais denso este semestre. Motiva mais você a treinar o inglês.

Pesquisadora – As aulas foram divertidas? Por quê?

José – Foram bem mais divertidas. Você tem as jokes e antes não tinham. Você está vivenciando o idioma na raiz. No caso das jokes você tem um contato mais real você sente mais a língua aprofundadamente.

Pesquisadora – Você acrescentaria alguma atividade? Qual em caso afirmativo?

José – Uma coisa que eu acrescentaria não somente nesse nível, mas dos outros níveis. Você traduzi frases típicas do idioma; por exemplo, até coisas como gíria ou frases bem utilizadas tipo Mind your own business. São frases utilizadas e é uma coisa que você vai precisar.

Pesquisadora – Você mudaria alguma atividade? Por quê?

José – Eu acrescentaria mais essa mesmo e acrescentaria mais listening. Os primeiros semestres têm que ser mais gramatical e nos últimos semestres têm que ser mais speaking e listening para você treinar. O listening é o maior desafio para o estudante de inglês.

Pesquisadora – Alguma atividade o motivou mais? Por quê?

Oswaldo – O que me motivou bastante foi você fazer o speech. Eu tive que correr atrás, estudar mais e adquirir mais vocabulário. O speech foi bem motivador e as jokes, apesar de serem mais difíceis.

Pesquisadora – Muito obrigada.

Oswaldo – De nada.

Entrevista 4 com Elisangela

Pesquisadora – Estamos aqui com a Elisangela e eu vou fazer umas perguntas. Alguma atividade feita em classe chamou a sua atenção este semestre? Por quê?

Elisangela – As atividades de conversação igual as que a gente fez agora: teatrinho. Por que é mais vivo do que ficar só no livro.. Não é muito legal só gramática e gramática, mas a conversação tipo teatrinho assim é mais divertido. Eu gosto.

Pesquisadora – As aulas foram divertidas? Por quê?

Elisangela – Foram. O joke time são legais eu gosto também. É divertido por que você aprende em inglês algumas piadas. É diferente, eu acho legal. Agente dá risada eu acho que a gente fixa mais.

Pesquisadora – Você acrescentaria alguma atividade? Qual em caso afirmativo?

Elisangela – Eu vou ter de pensar. Não eu passo essa.

Pesquisadora – Você mudaria alguma atividade? Por quê?

Elisangela – Em cima da hora eu não sei te dizer. Não que eu mudaria, mas eu colocaria mais música este semestre teve pouca música. Teve uma vez podia ter mais. Eu gosto de música.

Pesquisadora – Alguma atividade a motivou mais ? Por quê?

Elisangela – A atividade que mais me motivou foi o speech. Eu tive que estudar para caramba. Mas é muito legal fazer o speech. Dá nervoso, mas eu gostei. Principalmente porque foi dado uma oportunidade de falar sobre meu projeto e se algum dia eu tiver que fazer isso fora eu já tenho pronto.

Apêndice 7

Observação – Samantha Nível 4 12h30-14h00**12h30 09/08/05**

Foi aplicado um teste na sala do nível 4 cuja professora é a Samantha. A professora explicou para a classe quais seriam os procedimentos do teste que era para uma pesquisa de doutorado. Os alunos aparentemente reagiram bem à notícia e fizeram o teste com muita dedicação.

Cabeças abaixadas olhando o papel e muita concentração. Uns fizeram com caneta e outros fizeram a lápis. Quando eu expliquei sobre o teste para três alunos que chegaram atrasados eles também reagiram bem e uma menina disse OK.

Um aluno ligou o ar condicionado, pois a sala estava um pouco quente. Um aluno examinou a prova e observou que tem três páginas. Os alunos fazem a prova silenciosamente.

12h55

Um aluno sentado ao meu lado procura borracha para apagar e não encontra. 16 alunos fazem a prova

13h00

Uma aluna chega e explico porque estão fazendo prova. Ela está vestida um boné preto e, como os demais, também aceita fazer o teste, embora esteja atrasada. Com a chegada dela, agora são 17 alunos na classe.

Uma aluna observou que havia um erro de digitação na prova: Aborígenes are the first or original inhabitants if a country o correto seria of a country e por este motivo ela não estava entendendo. Outra aluna perguntou se era para escrever a parte de vocabulário se era para escrever um sinônimo ou não. Eu disse que sim. Outro aluno fez a mesma pergunta. Ele depois perguntou sobre foreign guest o que significava eu expliquei em português: convidado estrangeiro

Outra menina teve a mesma dúvida e expliquei para ela. Duas alunas conversavam durante a prova, mas foi por pouco tempo.

Eu deixei os alunos livres para fazerem pergunta sobre a prova, caso não entendessem alguma coisa. Esses alunos tiveram três semestre de inglês e estavam começando o quarto. Outros dois fizeram pergunta.

13h25

Três alunos acabaram a prova neste horário. Outra aluna perguntou sobre a questão de vocabulário da prova. Duas alunas conversaram brevemente sobre assuntos em geral.

13h30

Outra aluna acaba o teste e mais outra entrega. Há doze alunos na sala de aula. Os demais alunos estão concentrados fazendo a prova

13h40

Duas alunas acabaram o teste. Uma aluna que estudara comigo níveis anteriores disse que estava animada para dar aulas de inglês em uma universidade. Ela gostaria de ir para um país estrangeiro. Há dez alunos na sala. Faz-se necessário salientar que Samantha não ficou na sala durante o período que os alunos fizeram a prova.

13h45

Mais uma aluna termina a prova. Há nove alunos na sala

13h36

Outra aluna acaba a prova

12h48

Outra aluna acaba a prova. Há sete alunos na sala

13h50

Outro aluno acaba a prova Há seis alunos na sala

Os alunos fazem a prova com muita concentração e, aparentemente, estão levando o teste a sério

13h55

Outra aluna termina a prova. Há cinco alunos na sala

13h56

Outro aluno entrega a prova. Há quatro alunos na sala

13h57

Outro aluno entrega a prova. Sempre agradeço por eles terem feito a prova

13h58

Outro aluno entrega a prova

13h59

Outra aluna entrega a prova. Há uma aluna fazendo a prova

A última aluna da sala foi a que chegou mais atrasada e está fazendo o teste. Ela está escrevendo a redação

14h10

A última aluna entrega o teste.

11/09/05

12h40 Os alunos começam a chegar para aula e conversam em português

Samantha: Hello. A pesquisadora will be here. Who was here last class?

Ela comenta sobre minha permanência na sala.

Samantha: Today it's going to be a review

Samantha: First come here and stand up in front of the class. Make two lines. The person in front of you is your partner. You are going to discuss the question

12h45

Aluna chega atrasada

Samantha: Does everybody have a partner?

A professora pôs algumas questões ao redor das mesas e os alunos tem de ir em volta das mesas fazendo as perguntas. Alunos se movimentam pela classe fazendo perguntas

A1: What do you hope to have in ten years?

A2: A job, a car, a house or a flat

A1: I hope to have a house and a flat. I'd like to have a good job in another country.

A2: Are you sure you want after all the problems. (o aluno se refere a morar na Inglaterra depois do atentado que A1 mostrou vontade de morar na Inglaterra

A3: I want to have a wonderful house.

A4: Much money and a beach house and I hope to have a job. I don't know if I want to marry – eu não sei se eu quero casar. Aparentemente A3 não entendeu o comentário e A4 teve de falar em português.

A5: I hope to be a teacher in a university

A6: Have money to do everything.

A5: Ten years is a little time

A7: I want to be a physicist

A6: No, I don't want a fiancée

A5: In 3 or 4 years I plan to marry. When I finish my M.A. Como se fala mestrado professora? Fazem esta pergunta para mim. Apesar de Samantha enfatizar que eu seria um fantasma na aula, os alunos não resistem e fazem pergunta de vocabulário

A8: Because you listen to your conversation. Alguns alunos se mantêm afastado do lugar que eu estou, pois sabem que eu ouço a conversa deles

13h00 uma aluna chega na sala e observa.

A9 A pesquisadora Hello

Aluno me cumprimenta e eu também o cumprimento

A10 :Agora você pergunta para mim

A11: I hope to be a teacher

13h00 outro aluno chega

A12: The teacher is very, very brave. She doesn't care about us. O aluno provavelmente quis dizer brava em inglês, mas saiu um falso cognato.

Samantha: Let's practice English. Next semester. A professora sempre incentiva que os alunos falem em inglês o tempo todo.

Samantha: I'm going to call the roll, I'm sorry if I forget your names. Professora vai em volta da sala fazendo chamada

A12: My name is Roger

Samantha: Some students we never forget.

Roger: I'm disfarced that I'm a bad boy.

Alunos conversam em pequenos grupos.

Samantha: Now we are going to create questions. I need just space on the table. A professora dá um número para cada aluno de 1 a 5 e alunos que possuem o mesmo número devem juntar-se para formar grupos.

Samantha: Introduce yourself if you don't know each other. If you lose the paper you lose your head. (Professora fala isso para alunos serem cuidadosos com os papéis que ela distribuiu para os alunos montarem as frases.) So remember same color, same sentences. I hear Portuguese here.

Um aluno forma a sentença –How much sugar do you want?

Os alunos em grupos formaram o seguinte padrão; 4 grupos com 4 alunos e um grupo com 5 alunos

Um grupo não consegue formar sentença e descobre que o papel está debaixo da carteira
13h20

Samantha: Two minutes to finish

Samantha: This is not a translation class. Remember we saw the two ways to make questions. (Professor escreve na lousa)

What – time

Who

Which

Where

When

How much, many, old, often

Why

Where

Auxiliary subject verb

Professora explica o quadro de formação de perguntas. Elas são de pedir informações

Yes/No Questions Confirmação

Aux Subject Verb

Samantha: Check if your questions have this order. Samantha anda pelos grupo checando as respostas

A8: I don't remember your name. Aluna pergunta para outro. Um aluno de um grupo olha a resposta de outro.

A8: Teacher, how do you say encontrar? Aluna faz essa pergunta para mim e eu respondo.

Samantha: Sorry, what language is going on here? Mais uma vez Samantha enfatiza que alunos devem falar inglês durante as aulas. Can I start a question by a subject?

Professora checa em cada grupo as respostas

Samantha: You notice that there is a sentence that doesn't follow the pattern. Let's pronounce I say you repeat.

Alunos repetem e professora explica a diferença. What would you like to do this weekend?/What do you like doing at the weekend?

Samantha: In pairs you ask the questions and answer. Invent. Alunos formaram as perguntas e agora perguntam em pares.

A8: You don't like sugar.

A12: You don't like the gosto (o aluno olha para mim e respondo taste).

A8 : What would you like to do this weekend?

A13: Nothing

A8: I watch TV

13h40

A8: How do you say perto? Aluna pergunta para mim e falo near.

A8: Does your mother enjoy listening to the radio?

A13: My mother enjoys watching TV

Aluna que chegou atrasada vai embora. Lourdes

Samantha: One minute and we finish

A8: Who is going to make the sandwiches?

A13: Aluna aponta dois garotos. Professora pede para alunos colocarem papéis no envelope

Samantha: Go back to your places, say goodbye to your friends. Nesta atividade os alunos saíram de seus respectivos grupos a fim de fazerem esta atividade.

Roger: Home sweet home. Aluno diz isso e parece estar contente de voltar ao lugar que estava sentado.

Samantha: Now you are going to do something to think

Samantha: First read the text and then concentrate to see what tense you are going to use.

Roger: Teacher lend is emprestar?

Professora Samantha dá uma explicação da diferença entre lend e borrow em inglês.

Roger então diz: He lent me a pencil

13h40

Alunos estão concentrados fazendo a lição e não conversavam entre si. Samantha anda pela sala para verificar se os alunos têm dúvida

13h55

Um aluno sai da sala

A13: Não tem palavra parecida com italiano Aluna conversando com outra. Professora sai da sala e aluno retorna.

Professora pergunta para classe sobre uma caneta que foi encontrada e ninguém responde. Roger diz que usou a aula passada, mas não é dele

A13: Quando você colocou não infeccionou? Referindo ao piercing no lábio de Roger

Roger: Ponho remédio todos os dias.

Samantha: One more minute and we check it

14h00

Samantha: Let's check together. There are many verbs that are in the present tense.

Samantha: after preposition I need ing seeing look forward to seeing

Professora corrigi o exercício e comenta os tempos verbais

Samantha: That's it for today.

16/08/05

12h35 – os alunos chegam na sala. A professora teve de chamá-los para aula, pois estavam do lado de fora esperando a turma do primeiro horário terminar.

Há 12 alunos na sala. Conversam em português.

Samantha: Hello! You're alone here

A1: The students are in the restroom

A professora vai ao redor da sala fazendo chamada.

Samantha: How was your weekend? And father's day? Did you do anything or just slept?

A1: I didn't stay with my father. I went to a studio to record.

Samantha: Is the song in English?

A1: No, it's a Portuguese version.

Samantha: Tales went to the park. If you are going to be mute. I'm going to be mute.

Tales: My weekend was kind of sad my uncle died. (Professora comenta sobre a palavra mourn.

Samantha: I'd like to know if you had an obligation

Tales: Last weekend I studied calculus because I failed

Samantha divide a classe em dois grupos

Samantha: Discuss in your groups your life obligations

12h50 aluno chega e sente isolado do grupo

A1: How do you say do you speak German in German?

A2: Aluna responde.

Samantha: One more minute and we finish.

Samantha: Stop. Laís you're suppose to speak English

Samantha writes on the board the obligations.

12h55 João chega

No quadro estão as seguintes obrigações:

Study German

Work

Eat

Read

Take the bus

Clean the bedroom

Tidy

Play the guitar 10 min, 4 hours

12h59 – Lourdes chega e professora pergunta o nome dela

Samantha: Which words do you have for obligations

Have to

Must

Ought

’ve got to

Samantha: Does everybody clean the bedroom.

Samantha: Tell your friends things that are not obligation, but you can do if you want to

A3: McDonald’s potatoes

Alunos em grupo discutem

Samantha: Come on I want to hear your voices

Samantha discute com dois alunos problemas financeiros

13h00 Samantha para e pergunta para a classe coisas que não são obrigações. Abaixo temos algumas das respostas:

eat vegetables

study English

read the news

go to the bank

Samantha: Can you show an example of sentences which show the lack of obligation.

Can I use have to to talk about your obligation. If I use have to is obligation if I use don’t have to is no obligation.

Obligation

No obligation

Have to

don’t have to

Has to

doesn’t have to

Samantha: If I use the past, how do I say?

13h20 – aluno chega e professora pergunta What's your name? Para colocar presença para ele

Past had to didn't have to

Samantha: Questions about this? If I have two words to say obligation it's because they're different. What's the difference?

Samantha: If it's an established rule you use have to. Must is something more personal. Tales gave a good example. He didn't pass calculus and he must study.

Samantha: Open your books to page 62. What can I say about this picture?

Samantha: What do you say when a person is 22,23,24.

Carla: In his 20s.

Carla He can be a trainee.

Samantha: If he's a doctor what does he have to do?

Samantha: What else is not an obligation.

A3: Treat someone well

Carla: He doesn't have a free appointment.

Samantha: If he changes it's not an obligation.

Samantha: Close the book and listen to this and tell me his possible obligation,

Samantha toca a fita e alunos ficam quietos ouvindo a fita. Acaba a fita e Samantha fala: again. Todos ficam quietos ao ouvir a fita. João encosta a cabeça sobre a mochila.

Samantha: What's his possible job?

A4: A waiter. He doesn't wash the dishes.

Samantha: He's a cook more than that a chef.

Samantha: Open your books again. With obligation and without obligation. João fala puta merda bem baixinho para o lado quando Samantha vai perguntar sobre o livro. Ele não tem o livro.

Samantha: Turn it off – referindo-se ao celular para o João.

Samantha: I'll play it again listen to the sentences.

Samantha com um aluno bem baixinho enquanto a fita toca depois ela anda pela sala

Samantha: So what's sentence 3 ?

João: I didn't have to

Samantha: - don't have to

Samantha: Question about the exercise?

Samantha: page 63 it's about the pronunciation. Let's have a look. Where's the verb in the sentence?

I have a dog

Main verb

I have to walk the dog.

Main verb

Alunos escutam a fita.

Samantha: I have a good job. The job is strong. He has a nice car (ênfatiza o car).

Samantha: Questions about this?

Samantha: Let's pronounce the phonemes. You are going to link the phonemes with the sentences. Alunos na classe fazem o exercício e ficam silenciosos ou falam em voz bem baixa.

Samantha: I'll play the tape to help you.

Samantha: Questions about this? The word is the same but the pronunciation changes, according to the stress. What are some of the obligations of Stephen?

Be totally clean No quadro estavam as seguintes obrigações:

Work long hours

Work at night

Work at the weekend

Stand all the time

Samantha: Think of other obligations in other jobs

João: Speak another language.

Carla: Drive have a driver's licence.

A5: Cumprir horário

Samantha: to follow a schedule.

Samantha coloca no quadro mais obrigações: answer the phone, talk to people, be communicative.

Talk any other obligation

A6: Wear a uniform.

Samantha: Sometimes you have to work outdoors. If I'm talking about a specific obligation. I say he/she has to.

Samantha escreve no quadro:

Does he/she have to.....

Yes, he/she does . Sometimes

Samantha: Let's repeat the obligations.

13h50 Be available to travel.

Class: Be available to travel.

Samantha: Listen to your number you're going to be with a person with the same number

Samantha: Sit together you just need your body and your brains. Alunos se movimentam para achar parceiro. Samantha distribui os cartões para alunos que devem ler os cartão com a profissão e as obrigações.

Samantha: You're going to ask about this person obligations e a outra pessoa tem de advinhar.

Laís: (aluna explica como o jogo funciona para outra aluna) Does he have to lá lá lá?

A6: Does he have to wear a uniform?

Laís: No, he doesn't

Jair: Teacher, what's the English for consertar

Samantha: fix

Jair: We're very smart we finished.

Jair: Professora dá outra.

Samantha: in English

14h00

João: Ok teacher finished

Samantha: Did you guess? Not yet. It's a common job

Carla descreve a profissão que recebeu da professora para outro aluno. Samantha fala para Jair que tem de falar em inglês.

Samantha: One minute.

Laís: Does he wear a uniform?

A6: No, he doesn't.

Samantha vai pelos grupos.

Samantha: Now stop. You can show your partner the job. Any questions about that? My paper please. Well guys, that's it for today.

È interessante observar que as dinâmicas de grupo procuram colocar alunos em pares diferentes para eles não se acostumarem a ficar no mesmo grupo.

18/08/05

13h40 Professora fala que não haverá aula August 30th e September 1st devido a Semana de Educação.

Professora vai em volta da classe fazendo chamada.

Jair – Teacher, what’s the difference in pronunciation between to and too

Professora explica para aluna que não há diferença na pronúncia.

Samantha – I’m eager to learn Spanish. I’m looking forward to traveling to the beach. In English anxious has a bad connotation.

Samantha – Last class we talked about obligation and no obligation

Have to obligation

Don’t have to – no obligation, no need

Samantha – How do I use it in the past – Had

Samantha pergunta pelo passado

A1 – Did you have to clean your room when you were a child?

Samantha – Did you have to clean your room when you were a child?

Classe repete

Samantha – We are going to work in three. I want you to find out obligation you have in common when you were a child.

Alunos em grupo discutem e fazem perguntas.

Lourdes – Did you have have to wear a “conga”? I had

Lourdes – Did you have to study?

12h55 uma aluna chega e logo em seguida outra chega

Jair – Did you have to play swim?

A2 – Did you have to go to grandfather’s house?

Saulo – Every year.

A2 Every day.

Lourdes – I had to go to Porto Feliz.

Saulo – Did you have to brush your teeth?

A2 – Yes, but I need to. I brushed because of my mother.

Alunos comentam sobre várias obrigações que têm em comum.

Samantha – Stop. What obligations did you have in common?

Group 1 - Go to school.

Group 2 – Go to school.

Samantha completa as frases.

Group e I had to go to school

13h00 – aluna chega

Samantha – What’s the difference between must and have to

A3 – Must is more personal

Samantha – Musn’t. What’s the idea? It’s a prohibition. It’s forbidden

Classe em silêncio

Samantha: Suppose I have a problem. I have a stomachache. What do you say?

Aluna fala must, mas professora diz que não é correto. Professora faz mímica para Jair sobre significado de chew gum. Mas aluna fala para ele o que significa. Samantha diz que should e shouldn’t tem a mesma idéia.

Samantha – Now you want to be more delicate

Lourdes - Can

Samantha – No. I think you should see. What’s the negative?

É interessante notar que Samantha não fornece a resposta pronta para os alunos. Ela faz com que eles pensem sobre o assunto e os conduz à resposta.

Hipólito – Can I say I think you shouldn’t.

Samantha – Informally yes, but it’s not according to the grammar.

Samantha faz alunos repetirem do quadro branco. Conversas em português e inglês.

Samantha – You are going to receive a paper with a problem and give advice. Stand up and come here to the middle, please.

Classe fica em duas colunas e professora distribui problemas

Carla ri

Samantha – Does everybody understand?

A4 – To do well in life.

A5 – Argue

Samantha faz uma mímica para explicar.

Podemos observar que Samantha evita o máximo possível a tradução de palavras para o português e prefere optar para as explicações em inglês ou mímica.

Samantha – Any questions about pronunciation. Ela explica sobre o vocabulário sore throat.

Alunos conversam em inglês sobre os problemas

Saulo – I think you shouldn't eat.

Apesar de professora ter explicado sobre essa construção pela professora, aluno comete esse deslize.

Saulo – I can't find a job (com outro aluno)

A2 – I think you should go to a job agency.

13h20 Samantha – I have my eye on you.

Tales – You should do physical exercises. I don't think you should eat a lot.

Tales Thank you it's a very good idea

Jair – Study more. (risos)

A3 - I don't think you should.

Saulo – I can't find a job.

Samantha – Don't wait for a miracle. I think you should specilize

Saulo – I can't find a job

Carla I think you should. Have you done a curriculum? O aluno Saulo falava para várias pessoas da sala seu problemas e os alunos iam dando sugestões.

Nesta parte da aula temos de admitir que não fora possível pegar diálogos completos dos alunos, mas algumas frases reconstituem o que estava ocorrendo naquele momento.

Jair – No, I'm a doctor.

A4 – I don't remember where I left.

Samantha – Stop, stop. Ok, please sit down. What was your problem?

A5 – I want to learn English

Samantha – What was the best solution

A5 – Go to Cepel

A4 – Puxa saco.

Samantha – What would you suggest to a person coming to Brazil? (classe em silêncio)

Hipólito – Go to study in Brazil study very much.

Samantha – What should you do to tell your friend?

A4 – I think he should eat brigadeiro

A5 – He should eat spicy food.

Samantha –You are going to listen to something. People talking about their countries. Page 65. What countries do they relate to. We are going to listen and take notes about their comments.

Enquanto os alunos escutam a fita concentrados. Professora sai da sala por alguns minutos para pegar água. Alunos escutam bem concentrados.

13h40 Aluno sai da classe e professora toca CD novamente. Professora anda pela classe observando os alunos.

13h45 Aluno volta para classe

Professora toca fita pela terceira vez e alunos escutam. Professora sai da sala para levar dicionários e volta e depois sai.

13h50 aluno sai da sala.

Samantha – Compare your answers.

Professora olha os grupos e observa. Alunos conversam em grupos para comparar respostas

Jair – I heard crusp

Samantha - Probably not

Saulo – I heard boat tri

Samantha – Boat trip. What's trip? Let's check. One more minute. What does she say about places?

Samantha – Historic Buildings

Lourdes – Beaches

Samantha – Is it cheap or expensive to eat

Samantha ofereceu para tocar mais uma vez, mas alunos recusaram.

Samantha – What does he say about the weather and clothes?

A3 – Lakes

A4 – Skiing

A6 - Mountain

Samantha explica as diferença de comidas em México, Egito e Suíça. A explicação é toda feita em inglês com comidas típicas dos referidos países. Ela passa mais um exercício para alunos fazerem

14h00 Dois alunos vão embora

Samantha – Have a good weekend.

Lourdes também vai embora. Aluno responde as questões.

Samantha – Saulo can you read?

Saulo – Yes, I can

14h05 Jair e Carla saem.

Samantha – One minute and we check.

A8 – I hear it in German lyrics (aluno canta bem baixinho)

A7 – The music sounds familiar

Professora corrige os exercícios em voz alta e alunos respondem

Samantha – Who would like to go to México, Egypt and Switzerland.

Samantha – Bye class . Next week we have classes but for two weeks we don't.

23/08/05

12h40 Há sete alunos na sala e a aula não começou logo em seguida Samantha entra.

Samantha – Every class there are less students. I think students don't like me. Ela vai em volta da classe fazendo chamada.

Samantha – It seems you have a book from the library.

Laís – Sorry. I how do I say “esquecer”?

Samantha – I forgot.

12h45 – alunos em silêncio e professora confere algumas coisas.

Samantha – Last class we listened about people saying about their countries.

Jair chega.

Samantha – But you were here first. (fala isso dirigindo-se ao aluno)

Samantha – Who do you tell your problems to a shrink is the Word.

Samantha – What are the persons you ask advice to.

Tales – A priest

A1 – A receptionist

Samantha – She gives information.

Samantha – A conselho gives advice. Some people give advice professionally.

Samantha – Imagine you have a problem and you need advice.

Laís – You go to a university.

Samantha – How do you ask for help? Imagine you're in a situation that you need advice (risos na sala duas meninas quase sentam na mesma cadeira).

Samantha – Where do you find help?

A2 – In a buddist temple.

Laís – a TV

Samantha – It's on the way.

Samantha – It's a means of communication

A3 – A newspaper.

Samantha – Have you seen a problem in a newspaper? Which has a problem?

Samantha – We are going to read a text page 66. There are these people that write to a magazine.

Samantha – Read and understand the problem

João chegou

João – I don't have the book

Samantha – I'll trust you but next class you need to have.

Samantha fala com João e pede para ele falar em inglês.

João – You make me nervous.

Samantha – That's because you make me angry.

Samantha vai em volta da sala fazendo chamada para os alunos que chegam atrasados.

Samantha – Finish reading the problem?

A4 – No

13h00 What's Polly's problem? What's the problem?

Áurea – She has to move life.

A4 – She wants to change her life.

Samantha – They think she shouldn't

Samantha – What's the problem of Jason?

Jair – The mobile.

Samantha – What advice would you give Polly?

Jair – Go on.

Aluno fala bem baixinho.

Samantha – What advice would you give Jason?

Tales – Kick the mobile

Carla – He could be selective

Samantha – The boss, turn it off.

Samantha – What would you tell Sarah?

Carla – She could convince him to go to the clinic.

Samantha – The suggestions are here. This is still not the moment for vocabulary.

13h10 Samantha – Hello. What's your name?

A5 – Christian (aluno chega atrasado)

Samantha explica o exercício para um aluno e depois sai em volta da classe explicando.

Samantha – You write the numbers here.

É interessante notar que antes dela dar um exercício, ela solicita muita informação dos alunos a fim de prepará-los para o exercício.

13h12 outro aluno chega

Samantha – Can you sit next to the girls?

Samantha – I hear and I don't like it. Ela fala isso para João e o aluno que está do lado dele

Samantha – Those who finish check with the person next.

Alunos dão a resposta oralmente

Samantha – Now you're going to match the phrase to the blank.

Samantha – Can you sit here? He doesn't have a book.

Aluno levanta de uma mesa e vai para outra.

Samantha – This is your homework for two weeks. Clean it. (refere-se ao livro do aluno que já está com resposta)

13h45 – aluna sai da sala para atender celular.

Alunos estão sentados e concentrados fazendo o exercício.

Samantha vai ao redor da sala observando alunos e corrigindo quando necessário

Samantha – no dicionário.

João – Teacher, I've got a question

João – There's a comma.

Samantha – Probably this is the beginning of a sentence. Samantha dá explicação para João e seu colega

Samantha – Those who finish check with somebody else.

13h25 Aluno sai da sala.

Carla – In English girls.

Aluna volta para sala. Samantha fica observando os alunos

Samantha – Two minutes and we check it. Samantha continua indo de carteira em carteira para conferir respostas se estão corretos ou não.

Samantha – I'll play the tape and you check your answers.

João – One minute.

Samantha – OK. I'll give you one minute and I'll play the tape.

Samantha está sentada perto do gravador e começa a tocar. Alunos corrigem o exercício enquanto escutam a gravação.

João – Ok

Samantha – Ok or would you like to listen again.

Decidem escutar novamente e falam as respostas oralmente. Samantha quando acaba levanta.

Samantha – Let's see vocabulary. You look at your dictionary or I'll explain

A4 – Silly

Samantha explica sobre isso.

Samantha – Act your age. (solicitando indiretamente que os alunos respondam à questão)

Tales – To do things that people at your age do.

João entende, mas não consegue explicar.

Samantha – Anything else about Polly?

Samantha – Anything else about Jason?

Tales – available

Samantha – Does everybody understand about available in English?

A5 – available

Samantha – Can anybody explain slave? When Brazil was a colony black people were slaves

Samantha – Clever. Does anybody understand?

Samantha – Clever is intelligent.

A6 – Drop out

Samantha – He stopped school.

Samantha abre a porta para explicar throw out. João lembra do episódio do carro em que um casal jogou o filho fora do carro.

Samantha – The letters. Does anybody know meanwhile? Ela explica o significado em inglês.

Samantha – Scary. Can anybody understand? Samantha explica scared / scary e faz uma mímica e alguns alunos riem.

Samantha – What's drug taking? What's to take? What's drug taking?

A7 – Use drugs.

Samantha – I can't stand is the same as I hate.

Ela dá exemplo I can't stand waking up early

Samantha – Own is similar to have

Jair – What's the difference?

Samantha – The use is different

Jair – Shine?

Tales faz uma mímica para demonstrar. Faz movimento com as mãos.

A6 – Teacher, what's abroad?

João – Another country.

Samantha – You have an arrangement with your company. Samantha discute alguma coisa com um aluno/a e ele/a concorda.

Samantha – I hear a baby crying (realmente naquele momento parecia que estávamos ouvindo um choro de criança).

Samantha – Let's do four. Samantha lê as perguntas e alguns alunos fazem oralmente.

14h05 – Listen to your numbers – 1,2,3,4.

Samantha muda alunos de lugar e vão fazer uma dinâmica. Pequena confusão na hora da distribuição de grupos. Jair queria ficar em um grupo que não era seu, mas depois foi convencido a sair.

Samantha – Do you live with your parents?

Samantha – People usually leave their parents when they're 18,19.

Samantha fala sobre o problema do telefone celular no ônibus em lugares públicos. Aluno argumenta que não vê diferença entre falar em um lugar público e em um mais privado.

João – There's a chicken in the classe. Ele fala isso pelo tom de voz de uma aluna.

Jair – some teachers too. (Ele ri)

Samantha – Finish the discussion.

Samantha – One minute to finish the discussion.

A6 – You have to be cruel to be kind.

Samantha – How old are children when they leave home?

A8 – In their 20s

14h05 Samantha – Do you think people should act their age? Ninguém levanta a mão.

Samantha – The problem with a tattoo is that it is forever

Samantha – You have to be cruel to be kind. Example.

A7 – Sometimes teachers.

Samantha – Why is the teacher kind?

Samantha – I'm very cruel, but I'm very kind

Professora acaba a aula

João – Teacher aí tá louco. Só briga comigo.

25/08/05

Samantha – What are the news about the university? (pergunta sobre a greve)

João – Cepel has classes

Samantha fala sobre o problema da greve da universidade

Laís – Sabe qual é o número da pasta dela

A1 – 52

João – Teacher, you're so beautiful (bem baixinho) Se não ,não dá para passar não. Esse elogio feito para professora era visivelmente para tentar conquista-la . João faz um barulho com as mãos e depois com a garganta.

Samantha – I'm checking if you are here.

João mostra Xerox do livro e Samantha fala: I'm proud of you

João – You are so beautiful today. Fala isso dirigindo-se para a professora (Ele continua tentando conquistar a professora com seus galanteios)

Há quinze alunos na sala.

Samantha – Remember last class. What was the expression in the book?

João – You're beautiful. (o aluno insiste em seus elogios à professora)

Samantha – Remember

João – You have to be cruel to be kind.

Samantha faz os alunos se movimentarem para trabalharem em diferentes grupos.

Samantha – Close your books. Match the words with a phrase and make an idea an expression

12h55 –alunos em grupos fazem atividades juntos

Samantha – Excuse me. Is this a combination? You can't make this combination.

Samantha vai pelos grupos checando a atividade. As expressões eram referentes à aula passada

13h00 Uma aluna chega na classe e João fala antes dela abrir a porta There are no people here. Lourdes se dirige ao grupo com três pessoas.

Samantha – You have to hurry because the other is finished. (fala isso para o grupo 4)

Samantha – This is possible, this is not possible

Samantha – How old are you?

João – 19

Samantha explica em inglês o significado the act your age.

Samantha – Well, let's check. What goes with act, class?

Samantha – live abroad

Stop being silly

Take your time

Don't know what you've missed

Classe responde em coro a a repetição das frases acima

Samantha – Any questions? Can anybody explain silly Is it the same as fool?

13h05 uma aluna chega

Samantha – Get me to me the verbs the complements and a clip

O exercício foi feito em grupos e os alunos tinham que montar verbos com complementos da aula passado.

Samantha distribui papéis para os alunos combinações de substantivos com substantivos e alunos devem fazer no mesmo grupo.

13h10 aluno chega

Samantha Hello, come on in!

Alunos continuam no mesmo grupo que foram divididos e fazem o exercício

13h12 – aluno chega.

Samantha – Hello! Go to that group.

13h13 toca cellular e aluna sai da sala para atender

João – The music please teacher.

Samantha – Listen and correct. (Samantha procura exercício na fita)

Alunos corrigem o exercício e toca a fita duas vezes

Samantha cometeu um pequeno deslize lingüístico ao confundir employer com employee para explicar sobre a greve.

Ela tem uma postura dominadora.

Samantha – I heard somebody repeating What did you observe? The stress is on the first. Alarm Clock.

João – You need a CD player.

Alunos repetem as palavras em coro.

Class: Sun set

Ear ring

Sign post

Rush hour

Samantha – Any question about vocabulary?

João – Time Table

Samantha – It's information about timing

João – Traffic Lights

Samantha explica e até desenha um semáforo no quadro.

A3 – Sign post

Samantha – I don't want you to translate. I want to explain. (ela desenha uma placa de proibido estacionar.

A4 - Sun set

A5 – You explain

Aluno pergunta quando as palavras são juntas e separadas, mas Samantha fala muito rápido e aluno pede para repetir

Samantha – Any other question about vocabulary?

Laís – Raincoat

Samantha – Don't translate. I don't want to translate. (Samantha explains how they should be organized) Samantha explica a palavra raincoat sem recorrer à tradução.

Samantha vai ao grupo do João e fala para ele conversar em inglês

Samantha – I make combinations with parts of the body. For example headache.

Samantha distribui na sala figuras com partes do corpo.

João faz um barulho com a boca e Samantha diz: Stop being silly. Parece que todo tempo esse aluno tenta atrair a atenção da professora.

Quando Samantha fez na lousa o sinal de parar João disse que se referia a ele.

Samantha, por sua vez, disse que carregaria a placa quando necessário

13h30 Alunos fazem o exercício. Laís levanta para vir pegar material.

Até agora os alunos não abriram o livro

Samantha – When you finish check with your groups

Alunos conferem exercício.

Samantha – Two minutes and we check.

Samantha – Let's check together.

Samantha fala a parte do corpo e os alunos falam o número correspondente.

Samantha – What's number 13?

Class – Knee

Samantha explica a diferença entre toe and finger. Ela soletra algumas palavras referentes à parte do corpo. Samantha fala sobre a diferença existente entre belly e stomach.

Samantha – This is an arm pit. (Mostra em seu próprio corpo o sentido da palavra.

Alunos perguntam o que não sabem e depois fazem uma repetição em coro.

Samantha – mouth

Classe – mouth

Samantha – ankle

Classe ankle

João – elbow (repetiu sozinho)

Samantha quer ensinar como as pessoas devem sugerir quando a algum problema.

Samantha – I have a headache.

João – Bye,bye (risos)

Samantha – How do you say?

Samantha – How do you say? Suggestions.

(alunos usam should)

Samantha explica o exercício e faz repetição do exercício.

Samantha fala sobre as possibilidades e o significado de crumps

João – flu

Samantha explica em inglês o significado de todas as palavras.

Samantha – Let's pronounce the advice

Samantha repetia os conselhos e classe repetia junto

A6 – Rest

Samantha – Rest is to relax

Samantha – Lift from the chair

João levanta

Samantha – Now you have to match the problem to the advice

João – I have to go

João – I love you teacher

Mais uma vez aluno tenta conquistar a professora

Samantha – I love you better when you speak English.

Samantha fala com João para fazer exercício. Saulo saem da sala. João sai e faz cumprimento japonês: juntar as mãos e baixar a cabeça.

Samantha – What advice do you give to a sore throat?

Alunos dão sugestões

Samantha – Backache

Alunos falam as possibilidades

Samantha – Notice the verb see the doctor, see the dentist

Samantha tem postura compenetrada

14h50 Books page 69. What's this man's problem?

Samantha pergunta sobre os problemas das figuras e explica o que os alunos devem fazer

Aluno pergunta sobre a diferença entre sickness e illnesses

14h00 aluna vai embora e aluna diz que não sabe a diferença e tem de procurar no dicionário.

Hipólito apesar de ter chegado atrasado vai embora. Alguns alunos já acabaram e esperam a correção.

Samantha – Let's pronounce illnesses

Samantha – What are the symptoms of cold?

Alunos respondem de acordo com o livro

Samantha – Questions about vocabulary?

Ela explica o significado de sore throat

Samantha – Well guys, that's it for today.

13/09/05

12h35 Há oito alunos na sala, a professora ainda não chegou.

João saiu da sala para falar com a professora.

Samantha – I worked (respondendo a uma pergunta de João referente ao feriado da semana da pátria)

Samantha – Just a minute everybody let me organize myself

Samantha mexe em alguns papéis. Passa pelos alunos e põem presença.

Samantha You're so lonely (referindo-se a João que está sentado isolado)

João – You fight me! João chega na mesa onde estão os alunos

Samantha – Help me to refresh our memory. Now we are in unit 9.

Samantha – We are starting unit 9. We have these two girls. Where are the girls going?

Tales – Australia

Samantha – How long are they going to stay?

João – One day.

Samantha – What's a gap year?

Tales explica o significado the gap year em inglês.

Samantha – One year doing nothing.

Alunos fazem exercícios de ligar uma sentença com a outra. Alunos fazem o exercício em silêncio e professora tenta achar parte da fita para correção dos exercícios. É interessante frisar que Samantha sempre explora as figuras. Samantha vai ao redor da classe a fim de verificar se os alunos estão fazendo o exercício proposto. Samantha fala com um aluno acerca das vantagens de gap year.

Samantha – One minute and we check.

Samantha – Any other homework.

Samantha – I'll play the tape you listen and check your answer.

Samantha – Compare.

Alunos comparam as respostas. Tales entrega a lição de casa. Samantha corrige a lição.

Samantha – Any questions?

Samantha – Questions about vocabulary?

A1 – Look after.

Samantha – Take care.

João – Cuidar

Samantha – Are you my official translator?

Samantha escreve no quadro look after, each other e expiring date.

Samantha – Any questions?

Samantha – In fact I have many questions.

13h00 aluna chega. Ela abraça um aluno da classe.

Samantha escreve algumas frases no quadro:

We're traveling round the world before we go to university.

Samantha – These are some of the sentences of the exercise. What do they express?

Tales – Time

Samantha explica em inglês before, after com a palavra go to university

Também explica as soon as.

Samantha – What's the Idea of until?

13h05 outra aluna chega.

Samantha – until continues

Samantha – While we are in class we talk to the teacher.

Tales – I think we can say *when* when we talk about the future

Samantha – What's the difference between when and after.

A professora faz gráficos para explicar before, as soon as, until, while, after, when

Samantha – What do they Express is future.

Future We're traveling the world	Before	Present simple We go to university
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Samantha explica bem a diferença entre essas conjunções.

Samantha – I have something to give you

Entrega para Hipólito um folheto.

Hipólito – OK.

Samantha espalha pela classe começos de frases que devem ser continuados. Os alunos vão em volta da classe e formam frases com as conjunções que ela colocou. Samantha vai em volta da classe corrigindo a pronúncia

João – Before I'll finish university I'll do many many things.

João – I created a good sentence. (fala uma sentença que não está correta)

Samantha corrige a frase e diz – After I graduate Cepel, I'll never do homework.

Samantha – Tomorrow while I do my homework.

Samantha – Now you do your sentence

João – While I do my homework the teacher will do her observation.

João – You're so beautiful today (diz isso referindo-se à professora)

Samantha – Thank you.

Samantha – Any questions to talk about the present?

Alunos sentam e esperam a próxima atividade.

Samantha – This is another sentence from the girl's plan.

If we get ill, we'll look after each other

If it rains, I'll stay at home

When we get ill we'll look after each other

Samantha – These two sentences are very similar

Tales – The first sentence is a conditional.

João – IF

Tales explica a diferença entre when e if em inglês.

Samantha – In these sentences which Word expresses this condition?

Tales – If.

Tales explica o primeiro condicional: If present simple, will.

Samantha – In English we can do this first conditional. Questions about the first conditional.

Samantha – Remember when I use as soon as, after, before, when, while.

Samantha – Page 72 complete the sentence with before.

João – Teacher, what's bath?

Samantha – You understand shower?

João – Teacher, I've got a question. But there are cases that there are two possibilities.

13h45 Alunos fazem o exercício

Samantha – Whose book is this?

A2 - I forgot the book.

Samantha – Don't forget next class the book.

Samantha – Why are you so solitary here?

João – My friend is sitting there

Samantha – When you finish check with a friend.

João faz uma batucada por alguns segundos.

Samantha – One minute and we check.

Saulo – He don't have friends – referindo-se a João que está sentado isolado.

Samantha – Any questions about the exercise?

13h50 Tales prepara-se para ir embora e sai da sala. Os alunos fazem outro exercício.

Ficam silenciosos ao fazerem o exercício.

Algumas partes do livro foram propositalmente abandonadas a fim de que os alunos não ficassem tão atrasados segundo a explicação da professora.

14h55 alunos continuam fazendo exercício.

Samantha – Two minutes and we check. If you have finished check with somebody next to you.

Samantha olha o relógio

Samantha – I'll play the tape and you check.

Toca pela segunda vez.

Samantha – OK, or should I play it again?

Samantha toca pela terceira vez.

Samantha – So let's check together.

Samantha corrige o exercício em voz alta

Samantha – Questions about it?

Samantha – So that's it guys. Do your homework. (fala isso dirigindo-se para classe toda)

Samantha – Hipólito and João, can I talk to you?

João – Não fui eu.

Samantha – It's not about the past it's about the future.

15/09/05

12h35 Há dois alunos na sala e conversam em português. Samantha prepara-se para aula

Samantha – What happened Vânia? Is it a pencil case?

(aluna tenta tirar material de uma lata de cilindro.

Samantha – Last class we talked about words. How to use the present simple to talk about the future. I can ask: What will you do when you get home?

Vânia – I'll have a shower

A1 – I'll lunch.

Samantha – Lunch is not a verb you use have breakfast/lunch dinner.

Samantha – Can I use another word.? So there are some words that have a specific combination.

Depois disso, ela distribui para os alunos pequenos diálogos em que devem ser usados take, get, do and make. Este material foi distribuído pela professora em uma pequena folha

12h45 Há três alunos na sala.

Samantha – Don't put them together. They're too big.

(Samantha consegue tirar da latinha de Vânia a borracha e o lápis

12h48 Jair chega na aula

Samantha – Hello! How are you?

Jair – Hello

Samantha – What was the result of the assembléia?

Jair – No nothing! Tomorrow talvez

Samantha – Maybe

Essa pergunta refere-se à votação da Assembléia Legislativa sobre o percentual que seria destinado às universidades públicas.

Samantha – One minute and we check.

Samantha – Let's check

Jair – Teacher, Tuesday everybody came?

Jair – Today everybody went to Assembléia Legislativa. I'll go later

Alunos corrigem o exercício em pares. Há quatro alunos na sala. Três corrigem o exercício

Samantha – Let's check. There are some combinations that you don't know.

Samantha – In the beginning you didn't know, but now you know (fala isso dirigindo-se para Vânia)

Samantha – What happens after I've? The verb is done.

Samantha – Do you make a lot of mistakes?

13h00 – dois alunos chegam

Samantha – I don't want a translation. I want an explanation

Samantha – You don't need to translate.

Samantha de cócoras fala para os alunos para os alunos colocarem as combinações certas. Alunos se levantam e foram para o centro da classe e ficaram no chão.

Samantha – Remember to talk to each other in English.

Vânia pedi explicação para uma palavra

Samantha – Finished. This is not (corrigindo a combinação que os alunos fizeram.)

Samantha dizia o que estava certo e o que estava errado

13h05 – Laís chega.

Jair – Present Samantha no não é make.

Samantha – In English

Alunos estão todos no chão fazendo o exercício de colocar as expressões com os verbos como, por exemplo get on with somebody.

Samantha – What's cold?

A2 – Frio.

Samantha dá explicação sobre o sentido de cold (refriado)

Samantha – Any questions about vocabulary?

A3 – get on well

Vânia – When you have a bad situation and you – complain.

Vanesa – The teacher did me a favour. (refere que Samantha retirou a borracha e um lápis do estojo em forma de uma latinha.

Samantha – What's make up my mind?

Vânia – When you let my decision

Jair – Angry.

Samantha – When you don't speak English I get angry.

Samantha – What's to take someboy out for a meal?

Jair – To have a meal

Depois do exercício alunos levam e colam na parede as combinações com os verbos. As expressões foram colocadas embaixo dos seguintes verbos: get, take, make e do

Samantha – Jair in English.

Jair – But I am speaking English

Samantha – I'm sorry.

Samantha – Finished?

Samantha There's something wrong under take.

A2 – Back home.

A3 – get back home.

A4 – do back home.

Hipólito levanta e coloca embaixo de do e Samantha diz que está errado é get back home.

Samantha – Page 76. Now you're going to copy the expression in you books.

Alunos abrem os livros e colocam as expressões da parede em seus respectivos livros.

Alguns, todavia, preferiram colocar no caderno.

Samantha – When you finish you are going to do the exercises 4. But remember to put the correct tenses.

13h20 Alunos silenciosos fazem o exercício

Jair – I don't have the book I have until unit 9

Laís – You start unit 9 last class?

Samantha – I don't remember I skipped some parts. We finished the units in two days.

Laís – What's the exercise?

A3 – Four

Samantha – Do you think it's a good piece of advice? You need to get a cold, stay in bed.

Vânia ri de sua própria sugestão.

Samantha – Remember that while was the same time in the past.

Samantha anda pela classe e averigua o que os alunos estão escrevendo

Samantha – You need the combinations

Jair – up your mind is make? Do you remember when the teacher explained about clothes. (para explicar make up your mind a professora referiu-se que iria comprar um vestido e não conseguia “make up her mind” (decidir) em qual vestido comprar.

Alunos conversam sobre o exercício.

Samantha – One minute and we check. If you’ve finished check with your friend.

Laís – Teacher I don’t remember make up your mind

Samantha – To make up your mind is to decide.

Samantha – I’ll play the tape and you check the answer

Samantha toca uma vez

Samantha – OK or again.

A4 – Again.

Samantha toca pela segunda vez

Samantha – So Vânia what’s number 1?

Samantha corrige oralmente com os alunos as respostas e alunos lêem.

Samantha – There are two possibilities: I’m getting a cold or I got a cold.

Samantha explora a figura que é de um hotel e está no livro.

Samantha – What words can you use with hotel

Samantha – Close the books. Clear the table.

Alunos colocam diálogo em ordem. Alunos em dois grupos vão colocar em ordem.

Jair – Some people have difficulty to speak English

Samantha – If you ask for a help. I’ll be happy

Alunos colocam em ordem diálogo que está no livro.

Samantha – Finish? I’ll play the tape I’ll play the tape you listen and check. Alunos ouvem o diálogo e colocam em ordem.

Samantha - OK or again

Class - OK

Samantha – Questions about vocabulary?

Hipólito – Thank a lot.

Samantha – Thank you very much

Samantha – When I want to buy a pen. I ask the question

A2 – How much is it?

Samantha – I cannot have two questions in the same question

Samantha coloca no quadro

Could you tell me? How much is it?

Ela explica que não pode haver duas questões na mesma frase. Assim, dizemos : Could you tell me how much it is?

Samantha . Now I have my papers back. Green together and pink together.

Ela havia entregue tiras de papel sobre o diálogo e alunos tinham que colocar na posição correta.

13h50 Alunos abrem o livro e fazem exercício exercício de pergunta e resposta do livro.

Há momentos que os alunos não abrem o livro e fecham o livro e fazem outro exercício.

Samantha – How long does it take? Mean the time you spend to get from one place to the other

Samantha corrige A5 e repete It takes me.

Samantha I get angry

Jair – Last class.

Samantha – Did you get angry?

Jair I get angry.

Uma pequena brincadeira com o aluno. A pergunta era When did you last get angry?

A3 - I take a photo when I traveling in July.

Laís – When did you last get angry?

A3 I get angry yesterday on the bus because the people stop in the front door.

Laís – I got angry in the lab. Students from post graduation think I'm a pimplho.

Alunos fazem perguntas em pares de questões que estão no livro.

Aluna pergunta sobre o sentido de filtrar a água

A7 – goed

Samantha – not regular. It's went.

A3 – What's the meaning of get on?

Samantha – It's to have a good relationship. Do you understand relationship?

Laís - It's relacionar.

Samantha – Yes.

Samantha Ask the last question and it's over

Jair – What time is it?

Samantha – Question about vocabulary. This is the end of unit 9

Samantha – Writtenwork unit 9 Thank you very much. I need to talk to the two Laís and Jair.

20/09/05

12h45 Há doze alunos na sala. Alguns falam em português.

A1 – Ela não deu essa aqui. Ah, não ela deu sim (aluno olha o livro para verificar o que dado ou não.

Professora entrega as lições de casa para alguns alunos

Samantha – What's your name?

Jair – Jair.

Tales vai até professora para pedir explicação sobre correção de exercício

Samantha – We finished unit 9. So we're going to start unit 10. Next week you can hand in the unit 9.

Jair – What's the English for medo?

Áurea – Scared.

12h50 Carla chega

Samantha – It's been a long time. You're Carla.

Samantha está falando sobre fobias. Escreve na lousa as seguintes fobias:

Confined = closed places, insects crowed places, fire , heights (high places)

12h55 – aluna chega

Samantha – Anybody else is afraid of something?

Samantha – Let's have a look at this picture

Tales – fala que irmã tem medo de abelhas

Samantha fala de uma amiga que tem medo de tudo.

A2 – Is she still alive?

Samantha – Who wouldn't go to these places?

Samantha – A person who is afraid of heights

Samantha – Where's this?

Classe – Spain.

Samantha – Would anybody go?

Samantha explica o texto e pede para responderem as seguintes questões:

How did he feel before, during and after the adventure?

13h00 Saulo e Hipólito chegam

Alunos concentrados lêem o texto e Samantha entrega lição para Hipólito.

Samantha – It's not to do it's just to read. (Fala para aluna que está completando o exercício.

Samantha – How did he feel in the beginning?

Carla – Excited.

Samantha – And in the middle?

A3 - He thought he was going to die.

A4 – In the end he felt exhausted

Samantha – Let's see how you can do without the dictionary

Alunos devem completar o texto com algumas palavras. Mas sem uso de dicionário

Carla e Jair conversam sobre o exercício, mas em português.

Samantha (sussurando) diz In English.

Depois disso alunos começam a falar em inglês .

Samantha – I'll play the tape and you check your answers

13h10 Alunos ouvem a fita e corrigem o exercício.

Samantha – OK or again class

13h12 aluna chega

Carla Acho que é corrimão – fala isso em relação a uma palavra no texto

Samantha – Remember that this is very fast.

Samantha – Let's go in columns

Samantha faz um desenho para explicar climbing

Laís – Footpath

Tales – It's a place where you walk

A2 – Towards

Samantha – In the direction of (faz demonstração na classe de Towards e anda até uma aluna.

Laís – Towards

Samantha – It's just what I did.

13h20 –Samantha – Any other question in column one. Columns two.

Handrail para explicar a palavra em duas partes handrail faz desenho na lousa e mímica para explicar para os alunos.

A próxima que ela explicou no quadro foi:

He was covered in sweat from heart and fear.

Faz mímica mais uma vez para explicar essas frases.

Tales pergunta thrill of danger. Professora explica desenhando uma montanha russa e fala sobre a sensação de entre na montanha russa – thrill of danger

Carla e Jair lêem o texto e vão traduzindo na medida que lêem

Samantha explica Three feet wide – desenha no quadro e faz mímica para explicar o vocabulário

Samantha – Any questions 1,2,3 finished.

Alunos devem fazer exercício de compreensão enquanto professora sai da sala. Alunos concentrados no exercício

A1 – I think he likes high places (alunos fazem comentário sobre o exercício

Professora volta para sala. Ela ficou cerca de 5 minutos fora.

Carla - Eu lembro desta do filme da Madona.

Samantha – When you finish check with somebody.

Carla – Have you heard Mercedes Sosa?

Jair – Yes I think she is a great singer.

Jair – The teacher is very good. She's (ele faz um gesto que ela é animada provavelmente era de uma professora de espanhol)

Carla pergunta um livro que é bom para os verbos em espanhol

Samantha – corrige a lição dos alunos. Faz perguntas e alunas respondem

13h45 Tales sai da sala

Samantha explica padrões verbais. Ela fala de três possibilidades ing, to e nada

What happens to enjoy swimming. Ela fala do verbos. Coloca os seguintes exemplos no quadro:

Enjoy swimming

Try to swim

Decide to swim

Start swimming

Begin to swim

Alunos perguntam o significado de manage

Let somebody swim

Make somebody swim

Escreve no quadro mais exemplos

I used to go swimming every day

I stopped smoking last year

I stopped smoking to talk to her

I stopped talking to her

I stopped to talk to her

Samantha foi explicando oralmente cada um, dos exemplos em inglês com muito esmero.

No quadro:

I didn't know what to do

There was nowhere to sit

It was impossible to look

Enquanto ela explica vai fazendo perguntas para os alunos . Samantha passa um exercício para os alunos fazerem no livro referente à explicação. Ela baseou sua explicação no grammar spot do livro

Samantha corrige os exercícios e fazem outros

!4h05 alunos fazem o exercício be concentrados e Samantha os corrige.

22/09/05

12h35 Há sete alunos na sala e professora fala com uma aluna. Samantha prepara-se para começar a aula. Vai indo de aluno em aluno para fazer chamada

Samantha – Hello! What's your name?

Lourdes

12h40 Tales chega

alguns alunos conversam entre si em português

Há 11 alunos na sala

Samantha – Last class we start reviewing the verb patterns

Verb preposition of Verb – ing

-to

When I have an adjective. It's important to study

Samantha escreve na lousa

Adjective to

Wh Word to

Compound to do

Professora escreve na lousa Wh words

Where

Who

Why

What

When

Samantha distribui os grupos em 1,2,3, e os alunos mudam de lugar.

Samantha Remember the adverb and the structure

Samantha – He was excited no quadro

He was excited because he had an interesting adventure to go to

Alunos recebem a sentença e devem montar sentenças com os pedaços de papel que receberam. Samantha faz muito esse tipo de sentença com os alunos

Tales - I don't know if it's right

Um grupo já acabou e espera. Grupo do Tales também acabou e devem esperar

Samantha – I'll play the tape and you correct

Samantha toca a fita e alunos corrigem.

Samantha – Ok or again?

Samantha Ok.

Samantha explica o significado de posh

Samantha – Can I have the paper back? Blue together, pink together then give it back.

Samantha – Tales an example.

Tales- I have to do my homework

Samantha escreve no quadro

I used to go walking with my father

Samantha – it's something that repeats in the past

Samantha – Used to discuss . It's a past habit.

Tales – I don't used to.

Samantha – It's in the past. If I want to talk about the past

Did you use to go walking when you were a child

Yes, I did or No, I did.

Aluno pergunta se pode inverter a pergunta e Samantha diz que sim desde que coloque uma vírgula

13h05 Carla chega na aula

A1 – Did you use to swim when you were a child?

Samantha – Here you are going to include things you used to to do when you were a child

13h10 aluno chega

Tales – Did you use to go to the park

A1 – Yes I did

A1 – I played video games very much

Samantha – Stop

Carla – We used to play football

Cecília – We used to ride a bike

Samantha – Questions about used? It means a change from the past to the present.

Samantha page 80

You have to write about past habits

Alunos ouvem a fita. Samantha toca a fita duas vezes.

13h15 tocam a fita pela terceira vez

Samantha – compare your answers

Alunos conversam entre si e comparam as respostas

Tales explica para Cecília em que consiste Fizzy drinks

13h22 – Há quinze alunos na sala

Jair- In the finishing of this class

Samantha toca a fita novamente e algumas respostas são dadas.

Class – Hugby, swim.

Samantha – Action Films

He used to like action film

Samantha explica o sentido de fizzy drinks e coloca no quadro: still x fizzy

Samantha – Why do people prefer to camping instead of a hotel?

Samantha escreve no quadro:

A - Why do people go camping?

B – Because they want to be in contact with nature

Samantha – I can make it shorter. To be in contact with nature

Samantha – Why do you study English

B To research, To travel abroad

Samantha –Verb Patterns

Samantha – When your reason is a verb you start with to

Samantha – May I clean this?

Samantha Stand up and come here in the middle. Ela distribui alguns papeis para os alunos e eles ficam de pé e fazem perguntas: Why do people to go the butcher's. Alunos perguntam para outros da sala.

13h42 A1 Why do people to go the club?

Hipólito – To be dancing.

Carla – Why do people go to a newsagents

Carla To buy some newspapers (ela mesma respondeu uma vez que o outro aluno não sabia

Samantha Stop

Carla pergunta para mim a diferença entre politics and politicians

13h45 Hipólito sai da aula

Samantha - How do you feel when you go to a park?

A3 – Relaxed

It makes you feel relaxed

Some relaxing makes you feel relax

exciting	excited
scaring	scared
surprising	surprised
tiring	tired
thrilling	thrilled
boring	bored

A professora explora as figures que falam sobre o sentimento

Samantha – You have exercise number 3 and you have to complete with the correct form

O aluno Jair já foi embora

14h52 – alunos fazem exercício

14h53 – Uma aluna se prepara para ir embora. Alunos concentrados fazem exercício

Samantha - One minute and then we check

Conversei um pouco com Tales. Perguntei se ele fazia física e me respondeu afirmativamente

Samantha – Before checking let's practise the pronunciation. Samantha repete as palavras a alunos fazem coro

Samantha – Any questions? Any difficulty?. That's it for today.

27/09/05

Pesquisadora não foi no campo.

29/09/05

12h45 Há sete alunos na sala. Os alunos costumam chegar aos poucos. Mais uma aluna chega. Alunos conversam em português.

12h47 Samantha chega na sala. Samantha faz chamada silenciosamente e devolve as lições de casa

Samantha – Last class we saw the vídeo and we also talked about adventure. What adjective can I use to classify a course like that.

Samantha - Their adventure was not dangerous. How did they feel were they excited? How did they feel during the experience? How did they feel after the experience?

Samantha – They were ashamed in the end.

Samantha – I don't want you to change any word, but make an emphasis.

Samantha escreve no quadro:

They were very ashamed. Very/Extremely

They were so ashamed.

His feet were so hurt, he couldn't walk any further

When I want to intensify the adjective I can use so.

She's so interesting.

She's as interesting person

How can I intensify this sentence?

She's a very interesting person.

Samantha – Another possibility

Samantha – This is such a good book

She's such an interesting person. I want to talk to her

Samantha – What's the difference between so and such in the noun

Samantha – I use so + adjective such adjective noun

Samantha – What if I want to intensify. He has so much money. They were so many people at the party

Professora senta e espera os alunos copiarem o que está no quadro

Samantha – So, let's repeat

They were so ashamed

She's an interesting person

Classe repete depois da professora.

Depois alunos fazem exercícios referentes ao que foi explicado pela professora no livro

Samantha – When you finish check with a person next to you.

13h20 Samantha – When you talk to your partner remember to talk in English.

A professora não fez todos os exercícios do livro e selecionou somente aqueles relevantes para o grupo de alunos

Hípólito – What's the meaning of mess?

Tales faz uma mímica para explicar o significado da palavra

Samantha – Listen and check the exercise

Samantha – Ok or again (alunos ouvem a fita para corrigir exercício.

Samantha pede para alunos lerem o exercício

Samantha – Questions, so let's practise it then

Samantha coloca no quadro a seguinte questão

What do you say after a nap?

A1 – I can do my homework

Samantha pede para alunos levantarem e fazem essas frase.

Samantha posicionou algumas frases ao redor da classe e alunos em pares caminhavam ao redor da sala iam formando sentenças com so e such.

Algumas frases que ouvi

A1 – It was so boring that I won't suggest anyone.

A2 – So interesting

Samantha You need the person (professora corrige frase do aluno)

A3 – It's such a boring film

Tales – You are so beautiful talk to me one minute.

A1 – I'm so excited that if I could go today.

Samantha do the last one and sit down.

Alunos sentam nos respectivos lugares

Samantha – What do you say in a hot day and you drink fizzy drinks

Samantha – Which one do you think sells the most?

Class – Coke

Samantha – I have a friend who is addicted to it

Samantha – What do you think about coke?

Aprofessora faz uma conexão de palavras com coke: cocaine, fizzy, the USA, fizzy, acid, refreshing

Samantha – What do you know about coke.

Hipólito - it started in the USA

Samantha pede para fazerem exercício sobre o texto da coca-cola. Primeiro os alunos fizeram um exercício de falso ou verdadeiro baseado somente no conhecimento prévio dos alunos sem ler o texto. Após isso, os alunos leram o texto e verificaram os exercícios.

Samantha – One minute and we check it

Tales confere o exercício com Lourdes e alunos falam em

Inglês.

14h00

Samantha – This is beginning of unit 11. Writtenwork unit 10 next class.

Hipólito depois da aula fala: In English. Isso é um reflexo da forma direta com que a professora pede com que os alunos falem em inglês na sala

04/10/05

12h40 Há nove alunos na sala. Alunos falam em português

Samantha – Do you have homework for me? (professora coleta lição de casa)

Samantha – Well last class we started unit 11. I think we can set a date for the test

12h45 – uma aluna chega e em seguida Hipólito chega.

Samantha – All you need to correct is this. Then you'll get your extra point (fala isso para Hipólito ao entregar sua lição. Professora escreve no quadro:

Active	Passive
The students did the homework	16 billion gallons are sold every year. Coca cola is drunk in over 160 countries.

Samantha – Last class we saw this text about coca cola. The sentences were taken from the text.

Samantha – What verb tense is this class?

Class – Present (falam isso em relação às frases à direita.

Samantha – If the main verb is sold. What is sold every year.

A professora fez uma série de perguntas a fim de esclarecer o uso da voz passiva.

12h55 Hipólito corrige o que professora escreveu no quadro: They students

Hipólito – They students, I don't understand.

Samantha – If I ask who drinks coca cola.

Hipólito – Everybody

Samantha – I need an auxiliary to tell me the verb tense

Professora escreve no quadro Active Voice e Passive para as respectivas sentenças.

Samantha – So far so good? Do you understand up to this moment?

Samantha – Girls, do you know anything about Patricia? (faz essa pergunta dirigindo-se a um grupo de alunos)

A1 – Ela trancou.

Samantha – She quit.

Samantha escreve no quadro:

Shakespeare wrote Hamlet	Hamlet was written by Shakespeare
--------------------------	-----------------------------------

Samantha – If I know who why do I change.

A2 – You want to emphasize.

Samantha – If I want to know about Shakespeare, which sentence do I choose? The active.

Samantha – Questions about that?

Jair – I arrived later. I understood so so.

Samantha explica novamente para o aluno novamente a voz passiva.

Samantha – Is it OK?

Jair – Yes-

Samantha – Page 88. There is an exercise to change active into passive or passive into active.

Alunos fazem exercício silenciosamente e Samantha anda pela sala

Jair – What page?

Samantha – 88

Laís – Onde está aquela tabela?

Samantha – Those who were late remember to write the review and the date of the test.

13h15 Samantha – When you finish check with somebody next to you. (essa frase é repetida inúmeras vezes quando os alunos estão para terminar um exercício)

Jair – Teacher, what's stolen?

Samantha – Stolen is the past participle of steal. (professora faz gesto para explicar que é roubar).

Samantha – One minute and we check. (essa frase é repetida inúmeras vezes a fim de apressar os alunos para terminarem o exercício)

Samantha – They have built new factories./ New factories have been built. (ela corrige os exercícios com os alunos)

Samantha – We are going to read a test about Hamburgers

Samantha – You are going to read and not do the exercise. I want you to answer these questions:

Who invented

Where was it invented

Why was it called hamburger?

How long has McDonald existed?

É interessante observar que ao propor essas questões Samantha fazia com que os alunos lessem o texto sem se preocupar com detalhes.

Samantha – We can understand a text without having all the information on it. (por exemplo os alunos não tinham os verbos corretamente conjugados)

Samantha – At this moment if you want to use your dictionaries you are free. (Na primeira parte do exercício a professora pediu que os alunos lessem o texto respondessem às questões, mas não usassem o dicionário)

Carla e A3 faziam o exercício e traduziam algumas partes. Falavam em português.

Carla – Ele se refere a quem?

Samantha – When you finish check with somebody.

Samantha – In English guys.

Samantha – Finished?

Jair – Yes.

Samantha – Check with your friend

Hipólito começa a falar português, mas logo diz: In English.

13h30 – Samantha – One minute and we check it.

Samantha – Let's check it.

Samantha corrige os exercícios

Samantha – The students were given a surprise test. (Professora fala isso para ilustrar que ao contrário do português, essa estrutura é normal e comum.)

Carla – A ele foi dado a receita (Carla traduz do texto literalmente)

A2 – Why don't we use present perfect? (Refere-se a parte do texto que narra sobre a vida de quem inventou o hamburger)

Samantha – Because he probably died.

Samantha – 89 down the page check it.

13h40 – Hipólito apaga a apostila que já está feita, para que ele possa escrever novamente

Hipólito – How can I pronounce what o'clock and what TV?

Samantha – It's the same pronunciation.

Samantha – One minute and we check it

Alunos fazem exercício.

Samantha – So, what's the correct form in number 1.

Classe responde.

Samantha – Any other question?

Samantha – Let's not practise, let's go to vocabulary.

Alunos fazem exercício de vocabulário no livro

A2 – What's the meaning of briefcase?

Samantha – Executives carry it.

Carla – Tell a joke contra uma piada

Samantha – When you plant a flower it grows

Jair – What's beard?

Samantha – It's what men have on the face.

Samantha – The verb is earn money.

Samantha – What can't loose?

Carla – I don't know

Samantha – The bus.

Samantha – You didn't use time correctly. You waste time.

Samantha – What can't you keep?

Jair – An idea

O exercício feito pelos alunos consistia em assinalar substantivos que não poderiam ser usados com certos verbos; por exemplo, loose a bus o certo é miss a bus.

14h55 Samantha – You are going to use the wrong words with the correct verbs. (Em outras palavras, aqueles substantivos que não puderam ser usados com os verbos agora terão a combinação certa)

Samantha – Remember to use the correct verb tense.

Samantha caminha pela sala observando os alunos.

Samantha – One minute.

Samantha – Let's check together.

Samantha – Saulo, can you do number 2?

Samantha – Carla, can you do number four?

Samantha – You have two possibilities earns or earned?

Samantha – Cecilia number 6?

Samantha – Questions about the exercise?

Laís – I don't understand have had.

Samantha explica o sentido da frase.

Samantha – Remember to review the combination. That's it! Bye, bye.

Esta aula a professora não fez nenhum exercício extra, somente seguiu o livro e deu uma explicação completa sobre a passiva.

06/10/05

Pesquisadora não foi em campo por motivo de saúde.

11/10/05

12h40 A1 Vocês mexem em defunto?

A2 – Eu prefiro mexer em doente. (conversa de duas alunas antes da aula)

Há três pessoas na sala. Alunos falam em português

Samantha – Have you got Stop and Check?

Classe confusa.

Professora devolve os exercícios dos alunos.

Samantha – Remember the conditional If II'll. Does anybody have the writtenwork unit 11 to give me?

Samantha – This is not Stop and Check this is extra material.

Samantha – It's there Marcelo's just had it.

Dois alunos saem da aula para copiar Stop and Check e pedem emprestado o livro da professora. (Esta aula é uma aula de revisão o Stop and Check é uma série de exercício para serem feitos para uma revisão antes da prova)

12h55 Alunos fazem exercício silenciosamente. Às vezes conversam.

Samantha – When you finish check with somebody.

Samantha – Hello

Tales – Hello. I'm sorry I'm late.

Samantha – No problem.

Samantha – Hello Hipólito. Hipólito, do you have Stop and Check? We're doing exercise 1

Samantha – You correct yourself, you lose the symbol.

Samantha – There are many problems.

Samantha – You correct and you have an extra point. (fala com Jair)

Samantha – It's the rule you receive.

Samantha – Well, let's check it.

Pede para alunos corrigirem

Josilaine – What would you do if you failed?

Professora chama pessoas pelo nome para fazerem exercício?

Samantha – Dayson, can you please do 8?

Samantha – Let's do number 2. It's a matching exercise. Professora conversa com Hipólito sobre dúvida de exercício.

Samantha – So let's check it.

Samantha – I'll marry her....

Class – When I find somewhere to live

Samantha – Complete the next exercise with infinitive or –ing.

Alguns alunos falam português entre si enquanto fazem exercício.

Tales – But 3 I think it's wrong.

Samantha – When you finish check with somebody.

Samantha – One minute and we check.

Laís - Os três são diferentes

Laís – Teacher, No três

Samantha – In English.

Laís fala a dúvida

Samantha – This is verb this comes with –ing.

Carla – What time do you get up?

A3 – ten to six every day.

Tales – I get up at 5 half past.

Samantha – Can you do Wesley?

13h25

Samantha – After an adjective always to. (Samantha mostra parte do livro que fala sobre padrão verbal)

Ela corrige um exercício por vez e não todos de uma vez só. Alunos fazem exercício.

Samantha anda pela sala

Samantha – When you finish check with somebody.

Samantha – One minute and we check it.

13h30 Samantha – So let's check it. Kati, can you do number 2?

Samantha – You write correctly. And say it different. (referindo-se ao que Hipólito falou)

Samantha – I was given some flowers by the students (no quadro)

Samantha – I was given is perfectly correct, although it's strange in Portuguese.

Samantha – Check with somebody.

Thiago – I'll drink a coca-cola after the chemistry class. (outro rapaz faz um comentário que prefere beber coca-cola antes da prova de química.)

Samantha – So let's do number 4, Lourdes.

Samantha – Very good. Questions about this?

Samantha – When you don't know who did the answer I use is the passive voice.

13h50 Tales bye, bye.

Samantha – Have a good holiday.

Samantha – The next exercise we are not going to do. They're future, but let's do some vocabulary exercise.

No quadro

<p>I was given some flowers by the students.</p>
--

<p>The students gave me some flowers</p>
--

14h55 – um celular toca e aluna desliga

Wesley e Carla falam em inglês o tempo todo da aula.

Samantha – One minute to check.

Samantha lê exercício

Samantha – That's it guys when you are tired you do your homework.

Jair – What's the English for dedo?

Samantha – Finger.

Jair – I have a fingerache.

Samantha – My finger hurts

14h00 Samantha one minute

Samantha – Wesley

Wesley – In England police don't usually carry guns.

Samantha – Remember to review the vocabulary.

13/10/05

Hoje é dia de prova. A primeira do semestre.

Samantha – As usual we have a grammar part. Verb followed by to, ing base form. We present active and passive. Remember to ask the question who. Turn the page complete the verb with. WE practise a lot of vocabulary. Read the instructions it's part of your ability.

Samantha – Where are the left overs of the tests?

A1 – There

Jair – Do you have a pencil sharpner?

Samantha – Yes, this one. I don't know if it works.

Samantha – Is Katia there?

Há 16 alunos na classe para fazer o teste.

12h50 uma aluna chega e conversa com Samantha bem baixinho

Primeiramente Samantha deu instruções sobre o teste e depois eles começaram a fazê-lo. No quadro há a seguinte informação.

Group 4 A
Date October 13th
Teacher Samantha

Alunos estão muito compenetrados para fazer os testes e estão todos em silêncio

12h55 Professora sai da sala e volta depois de dois minutos.

O telefone de um aluno tocou na sala no vibra-call e aluno viu quem era, mas não atendeu.

Samantha entrega lição para Saulo face virada.

Samantha saiu mais duas vezes da sala, mas voltou logo em seguida

13h00 – alunos fazem o teste. Todos estão concentrados

Enquanto alunos fazem o teste, Samantha faz outra atividade. Ela não monitora os alunos. Ela sai da sala novamente é a terceira saída. Volta para sala depois de alguns minutos com dicionário.

13h05 Os alunos fazem os exercícios do teste aparentemente sem muita dificuldade.

Samantha sai da sala mais uma vez e volta depois de dois minutos

Os alunos parecem não se importar quando ela sai de tão concentrados que estão fazendo o teste. Todos estão em silêncio

Quando eu sentei na mesa com os alunos um deles, Saulo, perguntou-me se eu iria ajuda-lo para fazer a prova. Obviamente eu disse que não. A sala está mais cheia do que o usual. Alguns alunos fazem a prova a lápis e outros a caneta.

Nas instruções fornecidas pela professora no começo da aula. Ela leu o enunciado de cada questão e explicou.

Às vezes um aluno outro para a prova e parece estar pensando em que responder. Isso ocorre principalmente na redação.

13h25 Nenhum aluno entregou a prova ainda

13h30 nenhum aluno entregou a prova ainda.

Não percebi que nenhum aluno tentou colar.

13h35 Tales já acabou o teste, mas vai conferir ou fazer os exercícios que não tinha feito.

13h38 Tales foi o primeiro a entregar a prova.

13h40 uma menina entrega a prova e Wesley logo em seguida também entrega. Três alunos já entregaram a prova há 13 alunos na sala.

13h45 – Muitos alunos estão na parte da redação. Há alunos que olham o papel por alguns minutos antes de começar a escrever. Pode-se perceber claramente que alguns alunos tem mais facilidade na escrita co que outros, pois alguns escrevem uma linha e ficam pensando e outro vão escrevendo.

Há doze alunos na sala.

13h55 – Samantha costuma contar o número de palavras da redação do aluno.

14h00 Uma aluna entrega a prova, outra logo em seguida também. Há dez alunos na sala.

14h05 – alunos fazem o teste.

14h10 – apesar de já ter terminado o tempo da aula, Samantha não se incomoda e deixa alunos fazerem a prova.

14h15 e alunas entregam

14h18 dois alunos entregam

Há cinco alunos na sala.

14h19 um aluno entrega

14h20 aluno conta palavras da redação antes de entregar. Há 4 alunos na sala.

14h22 – dois alunos entregam. Há dois alunos na sala.

14h23 – um aluno entrega e resta um aluno na sala.

14h25 – último aluno entrega.

Samantha – Thank you.

Jair – Bye

18/10/05

12h40 Há dez alunos na sala

Samantha – Hello everybody! How are you?

Laís – Hello, teacher!

Pesquisadora – Hello!

Laís – Start unit 11

A2 Unit 12

TTales – 7 vezes 8

Jair – Não me lembro.

Samantha – In English.

Samantha distribui as lições de casa para os alunos.

Samantha – I'll move you around listen to your numbers.

Samantha – Find a partner. Sit down at this table. We are starting a new lesson. Ask your friend.

Wesley – What would you talk about?

Saulo – I'd talk about football.

Wesley – Where would you go?

Saulo – I'd like to go to Italy

Saulo – I'd give to some friends (referindo-se a dinheiro)

Saulo – Which famous person would you like to meet?

Wesley – I'd like to to meet an actor.

Saulo - Which countries would you like to visit?

Wesley – I'd like to visit England.

Saulo – Would you like to watch a match Manchester United.

Wesley I don't like football very much.

Depois do exercício Saulo – É isso mesmo.

Wesley Volleyball is more exciting than football.

Samantha – One minute.

Samantha – What's the idea about the question? These questions are about a dream.

Professora aponta o livro para figures. That's real Nicole and that's he dream.

Samantha - What can you say about real Nicole? Does she live with her parents?

Class – Yes.

Samantha – Do you think she has a nanny? Do you think she spends all day at school? (professora fez todas estas perguntas sem que os alunos lessem o texto). Now you're going to read. Who takes care of her? Does she have a pet?

Samantha – Where does she live? Who takes care of her? Does she have a pet? (alunos devem responder a essas perguntas ao ler o texto).

Samantha – You have to complete her dream with words down the page.

Samantha – The balloon is her dream.

13h10 – alunos fazem exercício de completar sobre a garota.

Samantha – I'll play the tape listen and check

Samantha – OK or again?

Tales – again

Samantha corrige os exercícios com os alunos.

No quadro

2nd Conditional

If I were a princess, I'd live in a palace.

Samantha – What verb tense is this? (se referindo a were)

Class – Past.

1st Conditional

If I do the test, I'll pass

Samantha – What's this 'll?

Class – Possible future.

Samantha – One aspect of the 2nd Conditional is that everybody is were in the verb.

No quadro

If I had money, I'd (would) go to Portugal.

Samantha – What's the idea? I'm talking about an unreal present. You are thinking about a different a different reality. Questions?

Samantha – Silence means no.

Alunos repetem sentences no quadro depois de Samantha lê a sentença em voz alta.

13h25 alunos fazem o exercício que a professora pediu. Samantha vai em volta da sala observando os alunos fazerem o exercício. Samantha corrige uma aluna.

A3 – Esse exercício aqui eu não entendi.

Samantha – One minute and we check.

Samantha – Let's check.

Tales – lê a primeira sentença.

Lourdes – lê a segunda sentença.

Jair – lê a terceira sentença.

Wesley – lê a quarta sentença

A3 – lê a quinta sentença do exercício.

A3 tem dúvida, mas não consegue perguntar a sua dúvida porque professora passa para exercício seguinte.

Tales – If I spent the money it'd bring me a lot of problems. (Isso é uma resposta a uma pergunta da professora What would you do if you found a lot of money in the street)

Samantha – What would you do if the owner appeared?

Samantha distribuiu os alunos em pares dando um número para cada um e tinham que encontrar o outro correspondente. Ela distribuiu questões na sala e alunos iam ir em volta da sala fazendo as perguntas.

Pergunta

What would you do if a person you really don't like visited you unexpectedly?

Carla – I wouldn't invite her in.

Wesley – If it were hot I'd give a hotter meal. If it were cold I'd give a colder meal.

Wesley – I'd tell my friend to keep his eyes open (Essa sentença não tive acesso, mas creio que fosse sobre amigo que vê namorada do conhecido com outro)

Pergunta

What would you do if you saw two people fighting in the street?

Tales – I wouldn't do anything. I'd do nothing.

Dayson – I'd fight too.

Jair – I'd talk

Dayson – You're a man of peace.. I'd start kicking everybody.

13h45

Pergunta

What would you do if you were the president?

Jair – I'd change the situation. I'd give more money to education.

Samantha – Finish the situation and sit down. Is there any piece of paper around?

Samantha – This construction here we use when we want to give advice: If I were you.

Samantha – Guys, I don't have money to pay my telephone bill.

Jair – If I were you I wouldn't pay (no quadro)

A4 – If I were you I would work more to pay it. (no quadro)

(Alunos repetem essas sentences)

Samantha – These are problems and you have to give advice (alunos movem para outra mesa e classe toda fica em uma mesa)

A3 – I can't understand my teacher.

Dayson – If I were you I'd try to talk to her.

Samantha - Pass your problem to the person on the left.

Samantha – If I were you is more personal. You should is less personal.

13h55 Lourdes – My best friend said I am boring.

Wesley – I'd ask her why.

Samantha – Ok stop it. Last problem. Question about the second conditional and giving advice

Aluna pergunta a diferença entre If I were/ you should. Samantha explica.

Samantha – That's it guys. Thank you very much.

20/10/05

13h45 – professora chega na sala. Há oito alunos. Ela devolve a lição de casa para dois alunos.

Samantha – Last class we saw how to talk about a different present. Can you use the second conditional to form a sentence.

Tales – If I were a prince I would have a castle

Professora escreve no quadro.

Samantha – What about giving advice with the second conditional

A1 – If I were you I'd sleep.

I'd go home and sleep.

Samantha – What things you are sure are going to happen

No quadro

Certainty	Possibilities
Travel abroad	Be poor/ rich
Look for a job	Take another course
Teach	Buy a car
Stay in São Hipólito	
Have my own business	

Samantha – We are talking about things of certainty and possibilities.

Tales – I'll have my own business.

Samantha – Are you sure?

Tales – Yes

Samantha – You are going to listen to two people. And I want you to tell me who is certain.

(toca a fita)

Samantha – Who is sure about the future?

Samantha – I'd like you to tell me the words which indicate certainty and uncertainty.

Samantha toca a fita novamente.

Samantha – Now compare

Alunos comparam

Samantha – What are the things Ruth is sure about?

A2 – work in the media

Tales – She'll rent a flat with her sister

(as frases foram ditas pelos alunos)

no quadro

Certainty	Possibilities
I want to work in the media	I might live in Paris next year
She's going to buy a flat	Work in a restaurant
With her sister	Paint a portrait
I'm traveling next weekend	

Toca fita pela terceira vez

Samantha – Ok or again

Essa primeira parte foi tocada pela quarta vez

Samantha explica

Samantha - 's going to is something planned. I'm traveling is when you are sure.

Samantha – Shouldn't you come earlier to do a test (fala isso diretamente para uma aluna)?

Laís – I slept more.

Samantha – I overslept

(aluna explica porque não veio mais cedo para fazer a prova

Samantha toca a fita pela quinta vez e alunos acompanham com o livro aberto

Samantha If you look at the board these ideais will help you

(toca a fita pela sexta vez

13h20 What are the possibilities in his life? (escuta a fita pela sétima vez e alunos falam as possibilidades

Samantha – What are the possibilities in his life?

No quadro

I might work in a restaurant

Henry might work

A professora também perguntou quais das duas pessoas que ele escutou tinha mais certeza do que iria fazer a classe respondeu com unanimidade que era a garota e o rapaz não tinha tanta certeza das coisas.

Samantha – What happens to the verb after might. What verbs do you remember that have this base form?

A1 – can

A2 – will

A3 – should

A4 – would

Lourdes –must

Alunos quando solicitados pela professora respondem prontamente

Samantha – How do you call these verbs

A5 – Modals

Samantha perguntou também o uso de cada um dos modais e classe foi respondendo prontamente sobre o uso de cada um deles

Samantha – How do I use might in a question?

No quadro:

Might you work in a restaurant?

Yes, I might or No, I might not

Samantha one characteristic of the modals verbs is to ask questions

Samantha - Any question? (professora sempre faz essa pergunta depois de uma explicação.

Samantha – So let's repeat the questions

(classe repete as sentenças que estão no quadro)

Samantha –Page 89. Think about sure and not sure (referindo ao exercício que os alunos devem fazer)

Samantha – Supper is dinner (aluna faz pergunta sobre o exercício e professora responde prontamente.

13h35 – Há treze alunos na sala

Samantha – When you finish check with the person next to you. (A professora sempre fala essa frase quando os alunos estão para terminar o exercício. Antes de verificar com a classe, os alunos sanam as dúvidas com colegas de classe.)

Samantha – Can we check? Josefina, can you do number 1?

Samantha – Very good

Samantha – Carla, can you do number 2?

Samantha – A6, can you do number 3?

Samantha - Is the idea clear: certainty and possibilities?

Samantha – How do I ask about your plans for tonight? I´m asking about a plan.

(alunos tentam responder, mas não conseguem a resposta certa, Darcy responde finalmente)

no quadro

A: What are you going to do tonight?

B: Well, I´m not sure. I might go to a party or I might sleep

Samantha - What are the possibilities for tonight?

Study

Sleep

Have classes

Have dinner

Watch a movie

Watch classes

Go to a party

É importante ressaltar que essas possibilidades foram levantadas pelos alunos e não a professora falando as possíveis alternativas.

Samantha – You are going to receive a card but it´s not complete

Samantha explica a dinâmica do jogo. Alunos recebem perguntas incompletas e devem completa-las de acordo com o modelo de sentença que está no quadro

Samantha – I need two columns. Hold the hand of the person in front of you. (Alunos ficam emparelhados um em frente do outro e se dão as mãos para certificar que todos estão em posição na frente do outro)

Samantha – Everybody together ask the question.

O jogo chama-se two two. O aluno que está no final da fila deve ir para o início e alunos movem para a direita a fim de que um fique em frente do outro. Uma coluna só pergunta usando o going to e a outra responde usando o outro lado do cartão com a estrutura might. No cartão um lado tem a pergunta e no outro está a resposta. Depois de o aluno perguntar ele levanta o cartão e o outro responde usando as sugestões de verbos.

14h55

Samantha – Questions about certainty?

Professora sai da sala para alunos fazerem a avaliação do curso

25/10/05

Professora fala em inglês sobre uma pessoa que conheceu na internet.

12h45 Samantha – So far we have learnt the second conditional and might. We're in unit 12.

No quadro

If I missed the class I wouldn't learn today's topic
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Samantha – Thank you you are here.

No quadro

Might possibility

I might study today or go to a party.

Samantha – When I use the second conditional, what idea does it express

Samantha – What do I need after might? The base form.

Samantha – Open your books on page 97. All the sentences have a mistake.

12h50 – Alunos fazem o exercício silenciosamente. Tentam corrigir sentenças que estão erradas. Uma aluna Laís olha no dicionário para fazer exercício.

Samantha – When you finished check with a person next to you.

Dayson – After might is not ing.

Laís – I study English every day with my friends

Samantha – One more minute and we check

Samantha – What's the correct form of number 1?

12h55 – Uma menina e Saulo chegam.

Laís – What didn't live

Samantha – Because of the logic: if I didn't live so far I would visit more often.

Samantha – Any questions?

Samantha – Turn the page

Samantha – What would you do if you saw a ghost?

A1 – I'd run

Samantha – What would you do if you hear voices? You are in a path and you see an intersection and you hear voices not to go this way.

Samantha -What's a ghostbuster? Read the article and try to find the answers to this question. How does he eliminate ghosts?

Antes de os alunos começarem a ler professora explorou muito as figuras e o significado de ghostbusters.

Samantha – One minute

Samantha – No dictionaries. Control your anxieties.

Samantha – So how does he eliminate? He talks to the ghost.

13h10 – Samantha – Now true or false. No dictionaries. Imagine you are in a test.

Samantha – When you finish check with somebody next to you or near you.

13h15 – Samantha – So what's number 1?

Samantha – He's not a social worker.

Samantha – It's a person that helps people find work.

Samantha – In another piece of paper write the word that are new that you don't understand.

Samantha – This should be done fast. Write down the words you don't know.

Samantha – Can you tell me the words you don't know?

No quadro:

Vicar (n)
Sort out (v)
Get rid of (v)
Downstairs
Trapped (adj)
Hat (n)
Throwing out
Troubled (adj)
Firmly (adv)

Samantha – Any other word?

Samantha – First, let's repeat these words

Samantha – Nobody knows (professora a palavra vicar)

Dayson – It's a kind of priester.

Samantha – Vicar belongs to the hierarquia of the church

Samantha –Sort out

A2 – Solve

Samantha – What's the sentence get rid of?

Conforme ela vai explicando o sentido da palavra, ela risca a palavra.

Samantha – He helps people to get rid of

A3 – It's to eliminate.

Samantha – Trapped. What's the sentence?

Aluna lê a sentença em que trapped aparece.

Samantha – They are trapped between spiritual and material. Why?

Ela desenha no quadro uma ratoeira para explicar o sentido da palavra.

Samantha – What's the sentence for troubled.

If I trouble something I cause problem to the person.

Samantha – What does firmly mean?

Dayson – Strong.

Samantha – This exercise you are going to check the meaning of the words in a dictionary.

Samantha – Have you finished?

Laís Yes.

Samantha – So you lend him your dictionary.

Samantha – You are using a Portuguese – English dictionary. It doesn't mean you can speak Portuguese. (fala isso para dois alunos)

Samantha – We are going to listen to the story of this woman. Read the text first. What happened to Alice Leisceter.

Samantha – What would you do if you heard voices saying you have brain tumor?

Laís – I would go to a psychiatrist

13h15 (alunos escutam a fita)

Samantha –What did she do?

Hipólito – Operation.

Samantha – She had an operation.

Samantha – She removed her brain.

Class – Tumor.

Samantha – Now open you books and answer the questions

(alunos ouvem pela Segunda vez)

Samantha – Compare your answers

Jair – Não deu tempo para responder.

Jair – Ela não sabia se foram os ghosts que falaram.

14h55 – aluna sai da sala.

Dayson – As duas vozes deram endereço para ela.

Samantha – I play the last time you compare the answers (quarta vez que ela tocava)

Parte do tempo que a fita tocou Wesley conversou com amiga.

Samantha faz perguntas referentes ao listening.

Samantha – Do you think it a ghost story?

Laís – I think she's neurotic.

Wesley – It was her guard angel that helped her.

Samantha – Do you think he gets rid of the ghosts?

Laís – I don't believe in ghost but they exists

14h00 – Saulo – I don't believe in ghosts. I think the unconscious helped her

Hipólito – I don't believe in what I don't see.

Samantha – What about Mr Roberts? (vicar)

Hipólito – It's his invention

14h05 Samantha – Thank you very much class.

17/11/05 Joke 3

12h35 – 6 alunos na sala de aula não começou.

Samantha – Hello everybody! How was holiday?

Jair – Você vai ter prova hoje?

Laís – Não

Jair – É cola?

Laís – Não. I received it.

Samantha distribui as lições de casa.

Samantha – Does anybody have writtenwork 13 for me? No?

Jair – Vou perder mais um ponto.

Samantha desenha no quadro uma forca e alunos vão jogar isso. (chama-se hang man em inglês)

A1 – Is there a dica?

Samantha – Tip.

Alunos falam as letras e Samantha vai colocando as partes do homem na forca.

Samantha fala que não quer que os alunos fiquem enforcados.

Samantha – The word is politicians.

Samantha – What comes to your mind when you think of politicians.

A1 – Nowadays money in the underwear.

Samantha – What else? (professora coloca as palavras no quadro à medida em que os alunos fazem associações com políticos)

A2 – Thieves.

Jair – Liers.

Samantha – What else?

Samantha – Nothing more=

A3 – Corruption.

A4 – Dirty money.

A2 – False promises.

Samantha – Only bad things about politicians.

Jair – They work for people.

Samantha – Let me add should – should work for people.

Laís – Have long free time.

Samantha – Today we are going to star a different way we are going to start with a joke.

A3 – Travel around the world.

Laís – Repeat for me the instruction.

Samantha – You are going to read a joke and write the last sentence. (professora distribui as piadas)

Laís – What's bury?

Samantha – Don't use a dictionary try to guess the meaning.

Tales – I would put: No, but it was the best way for the people.

A3 – I'm not very good with jokes.

Tales – I'm not very good too.

Classe em silêncio procura a resposta

Tales – Were they all dead? Yes, they convinced me.

Os alunos do grupo do Tales riem.

A3 – And you say you are not good with jokes.

13h00 – Há treze alunos na sala.

Samantha – Finished?

Samantha – It's an i (para Tales)

Samantha – I'll give two more minutes to finish this.

Jair - Is it right? Is it OK?

Samantha – They didn't have time to do so.

Samantha – Let's see the end of the joke.

Samantha – Let's see the answers.

Tales – Yes, they convinced me.

Jair – Yes, They died but I decided to do so. They died because they didn't have time to do so.

Samantha – Let me read. Some said they weren't, but you know how politicians lie.

Depois que os alunos ouvem o final da piada eles riem.. Agora fazem o exercício de encontrar palavras na piada que correspondam à definição.

13h10 Dayson chega.

Samantha – One minute and we check.

Logo em seguida começa a correção.

Samantha – So a is crash.

Samantha – b

Class – scenery.

Samantha – c

Class – scenery

Samantha - d

Class – ditch.

Samantha – Now that you have the words you can find them.

Alunos se empenham em fazer o caça palavras. Alguns até já terminaram.

Samantha – If you haven't finished to it at home. (professora termina a atividade e vai dar início a outra)

Samantha – Let's talk about something more pleasant than bury, politicians. Open your books page 110 and match the sentences.

Classe em silêncio. Samantha corrige o exercício.

Samantha – One short hot Summer. What's typical?

A1 – Probably they met at a party.

Samantha – What else?

A1 – Suddenly they look at each other

Samantha – Read part A and see how close to the story they are.

Samantha – Tell me what happened first?

A4 – They met at a party.

A5 – They got married.

A2 – Sashia rang her parents.

Samantha – You are going to listen to version B.

(depois que os alunos ouviram a Segunda versão)

Samantha – What's different?

Carla – The verb tense.

Samantha – What's the auxiliary?

Carla – had.

Samantha – What's the difference between the first and the second?

Samantha – The first is chronologically. The second he started in the third action. This is not chronological. It refers to the past of the past.

Samantha – Ok what about this?

Samantha – So let's do exercise 3

Laís – Today I go opposite of late.

Samantha – Early.

Laís – I have a test.

Samantha – When you finish check with a friend.

Professora analisa as seguintes questões:

When I arrived she was leaving.

When I arrived, she left.

When I arrived she had left.

Samantha explica a diferença de tempo verbal em todas essas ocasiões.

A6 – She read the letter and had fun because she's tired of him.

Samantha – Now read page 112. It's the continuation of the story.

Samantha – When you finish check with somebody next to you.

13h45 – alunos preenchem o livro.

Samantha – What's number 1?

Tales – Não tem pé nem cabeça (se refere à história)

Samantha – He needs a very good explanation. (A história de amor é a seguinte. Dois jovens se encontram em uma festa começam a namorar e depois de pouco tempo casam.

Um dia ele deixa um bilhete e leva suas coisas embora. Escreve que não quer mais viver com ela. No final da história ele volta e pede perdão. Os alunos tem de pensar em que aconteceu no meio da história)

A2 – He had another relationship. He had time to think about Sashia.

Tales – He was a secret agent from CIA.

Samantha – One minute.

A2 – He's confused about if he wants a woman or a man. I think she's lesbian.

Samantha – Come one I want to hear the end of the stories. All right, let's listen to your endings.

Alunos falam sobre o final da história e aula termina.

Apêndice 8

**Observação – Amparo Nível 4 – 19h30-21h00 Turma de Controle 2 Semestre de
2005
01/11/05**

A1 – Uma vez eu tive uma aula sobre Hegel lá na FEA e não quero mais ouvir sobre ele.

A2 – Eu acredito piamente no filho da mulher estéril.

Amparo – Hi, guys!

A3 – Vocês estão animados!

A4 – Oi Luís!

A1 – Quem estava fazendo isso aí? Só louco!

A5 – Você não existe eu não te encontrei no orkut? (diz aluna que está entrando na sala muito animada e reclama de não ter encontrado com colega de classe)

A1 – Esta turma é louca.

Alunos falavam sobre assuntos variados antes da aula começar

19h45

Amparo – We are going to work on unit 12.

No quadro está o planejamento da aula:

Vocabulary	
Practise	Phrasal
Verbs	
Everyday English	

Amparo escreve algumas sentenças no quadro, mas alunos não precisam copiar.

No quadro:

- 1) What time do you get up?
- 2) Do you get on well with your parents?
- 3) When you discovered you had got into USP, how did you react?
- 4) When you feel sad or tired, what do you usually do to get better?

Amparo – Do you have any questions about the underlined words?

Carmem – How did you react?

Luís – I don't sleep.

Carmem – I don't sleep? (surpresa com a reação do colega quando entrou na USP)

Fabício – I don't sleep.

Carmem – I sleep I listen to music.

Carmem – I got together with my sister.

Luís – I play computer games.

Fabício – I listen to my favourite music

Carmem – When Belina feels sad or tired she listens to a special kind of music.

Luís – Shame.

Amparo – Guys one minute more

Carmem – And you? What time do you get up?

Luís – 8 o'clock.

A5 fala do momento que entrou na USP e a reação de seu pai que reagiu de uma forma indiferente e aluna demonstra isso em uma ligação telefônica que fez para ele e faz uma pequena mímica. Alunos que estão perto da aluna riem.

Amparo – Anybody wants to speak?

A1 – I get up at 5h30.

A7 – 5h30.

Houve um pouco de surpresa por eles acordarem tão cedo. Mas professora ainda pergunta:

Amparo – Anybody gets up earlier?

Amparo – Do you get on with your parents?

Fabício – Yes, No. (Aluno hesita na resposta da pergunta entre o sim e não, mas por fim diz que tem um bom relacionamento com os pais)

Amparo – Entered in USP?

Aristides – I am happy.

Amparo – And your family?

Aristides – They were happy

A7 – I didn't tell my family I told when I entered. (Aluna fala que não contou para família que iria prestar vestibular. Só falou quando saiu a lista e ela foi aprovada)

A3 – I talk to myself when I am sad.

Carmem – I listen to music.

A5 – I sleep as if I'm in comma. My problem as you see is very big (aluna é um pouco acima do peso e faz gesto para o corpo enquanto fala esta sentença)

Amparo pede para aluna olhar no dicionário para checar se existe a palavra coma em inglês. Depois de alguns segundos aluna responde afirmativamente, existe a palavra em inglês.

20h00 Amparo – What's the translation of get on with?

Class – Se dar bem.

Amparo – Guys, when I have the Word get connected with different words prepositions..Phrasal verbs are cristalized construction that change meaning.

Amparo – Go to page 100. The picture helps you understand. Go away and leave me alone. What's the translation?

Class – Vá embora me deixe sozinho.

20h10 Carmem – Luís, can I use your rubber?

Luís – Yes.

Carmem – Thank you.

A6 – Vende mais porque é fresquinho é fresquinho porque vende mais (se refere a bolacha que está comendo. Ela serve o pacote de bolacha para os alunos que estão sentados perto dela)

Amparo chama os alunos para corrigir o exercício.

Amparo – You have some expressions on the board. Use the dictionary to check the idea.

A5 – This is porcaria. How do you say?

Amparo – Rubbish.

Amparo – I told you to throw it away. (professora se refere a dicionário que aluno está usando que em sua opinião é muito ruim)

A1 – Try something on. Tentar alguma coisa em cima. (Podemos notar o pensamento do aluno para descobrir o significado do verbo frasal)

Carmem – Throw away para minha vó é pinchar.

A1 – Para mim é jogar.

Amparo – Fall in é cair o dicionário não fala o que o dicionário quer dizer. (Professora exemplifica como o dicionário do aluno não é bom, pois não exemplifica)

Amparo – Now I want you to mime the verbs. Mime the action I want volunteers or victims

Uma menina faz uma mímica sobre o ver turn around. Andou em volta da mesa, mas professora disse que estava errado e ajudou a aluna a fazer a mímica certa. Outra aluna fez a mímica de walk out e estava correta.

Amparo . Throw something away.

Matilde faz a mímica.

Amparo – Look for something.

Carmem – Where´s my pen? (Aluna faz mímica que está procurando a caneta)

Amparo – Turn something off.

Luís levanta e apaga a luz.

Amparo – Fall over.(A própria professora faz a mímica.

Amparo – Fabrício, lie down.

Fabrício deita no chão para explicar o sentido da palavra.

Amparo – What´s the Idea took off the plane?

A3 – decolar.

Amparo – I want you to look up for the phrasal verbs and I want you to draw the phrasal verbs.

Fabrício – Look out é estar atento.

A1 – Acho que qualquer palavra que colocar out é jogar para fora

A5 – You are so beautiful.

Amparo – I want you to draw and select two phrasal verbs in pairs

20h30 – Ha 12 alunos na sala.

Fabrício – Run out of, ficar sem. Run out of milk.

A5 – How do I say filter? Cigarette filter.

Carmem – Look up é olhar para cima. Procura no seu dicionário.

Fabrício – Look up é procurar.

A5 – Ask somebody out is – acenar para a pessoa ir embora. (Aluna chega a esta conclusão ao analisar o sentido literal do phrasal verb)

Fabrício – Você já achou todas já?

Luís – Eu já tinha isso aqui. Estava só checando.

Carmem – É para desenhar.

Luís – Eu estou ensaiando. (aluno diz isso com lápis na mão que estava ensaiando para fazer o desenho)

A1 – This is a cat.

A2 – É um gato que dá leite. It´s a genetically changed cow.

A5 – Ana Maria, você não fez prezinho. Você comprou a vaga?

Ana Maria – Eu sou amiga do reitor.

Luís – É isso é preencher formulário

Fabrício – It's good. (Fala isso para o desenho de Luís)

A1 – Eu acho que fill out é preencher formulário.

Amparo – I want you to circulate the drawings

Desenhos circulam pela sala e alunos emitem opinião sobre eles.

Amparo – I want you to glue it on the board.

Amparo – I want you to translate some of these expressions. Look after a baby.

Class – Cuidar de bebê.

Amparo – Run out of milk

Ana Maria – É tirar o leite da vaca

Amparo – É acabar o leite.

Amparo – Fill out a form

Classe – Preencher formulário

Ana Maria – Eu pensei que fosse ficar em forma.

03/11/05

19h35 – Há cinco alunos na classe.

Jurema – Que página que é?

Jurema – A gente está aqui hoje.

A1 – Se ela fosse trabalhar gramática não seria assim.

A2 – Parece que não vai terminar

Elisangela – Termina sim. (as alunas estão se referindo ao semestre que está muito longo.

19h40 Amparo – Hi, people!

Elisangela – Hi, Amparoana!

A2 – Tem gente que chega um pouco mais atrasado.

Professora escreve no quadro a programação da aula:

Everyday English unit 12

Talking about Earning a Living

Grammar Focus: Present Perfect Continuous

Elisangela – Present Perfect Continuous and prepositions, I don't like.

Amparo – Let's start with everyday English I asked you to do last class. I'm going to play the CD. Oh no! I got the wrong CD (professora sai da sala para pegar CD certo)

Ana Maria – Luís, how was your day today?

Luís – Good.

Aristides – Que página que é?

Luís – 101.

19h50

Ana Maria – Ele fala para dentro (fala isso em relação à fita)

Ana Maria – repete: That's right. Fala Luís.

Amparo – Sorry guys! When I put pause I put stop and it started from the beginning.

(Alunos devem ouvir a fita mais uma vez por engano da professora de apertar o botão errado. Enquanto ouvem corrigem o exercício que fizeram previamente)

Amparo – I'm going to play number 4 again.

Aristides – Nossa!

Amparo – What do we have here in number 4?

Class – See you later

Amparo – Repete after me. (alunos repetem o diálogo depois da professora os diálogos do livro)

Amparo – Let's practise the conversation in pairs.

Ana Maria – Eu estou cansada de falar com o José. Eu quero falar com o Luís.

Amparo – Are you listening to the tapes? I can make a copy for you with the tape. I can lend you the CD, but you have to swear you give it back on Monday.

Ana Maria – José você me empresta? Eu esqueci o meu em casa. (ela está se referindo ao livro) Por fim como José também vai ler o diálogo com colega de classe ele não pode emprestar para Ana Maria. Ela lê o diálogo junto com Luís.

Amparo lê o diálogo com Aristides porque tem número ímpar na sala..

20h00 – Há 9 alunos na sala e lêem os diálogos com muito empenho.

José – Soon é breve.

A3 – I think soon. (Olha no dicionário)

Ana Maria – Modéstia a parte eu acho que eu sou boa na pronúncia .

Amparo – You can come here in the afternoon to practise. (Amparo fala para os alunos que eles podem ir ao Inco-Cepel para ouvir fitas, CDS ou vídeo)

Ana Maria – Everyday?

Amparo – No, from Monday to Thursday.

Ana Maria – I like Cepel.

Amparo – Everybody here is studying for a profession. Flávia is going to be a dentist. Ana Maria is going to be a teacher.

Ana Maria – No, I'm going to be a public relations. (Aluna fala que mudou de curso e não quer ser mais professora)

Amparo – In pairs. I want you to discuss the professions that you don't need to go to college.

Ana Maria – Vender côco na praia dá dinheiro.

Amparo – In English.

A2 - A gente só consegue pensar em vender.

Aristides – Burglar is a profession?

Ana Maria – The woman was selling her baby in the internet?

(Amparo complementa que a mulher que estava fazendo isso foi presa)

Ana Maria – O que dá dinheiro?

No quadro:

Earning a living Sell hot dog Sell candies in front of the school Sell coconut water Catch aluminium Look after babies

Os tipos de atividades acima representam o que os alunos pensaram como alternativas de profissões. Para finalizar a professora pediu que os alunos abrissem o livro e ela leu um trecho que falava de um rapaz que vendia jornais na rua porque estava desempregado e era, além disso, morador de rua.

08/11/05

19h40 Há 6 alunos na sala, aula não começou ainda. Alunos falam em português

Fabíola – Eu tinha confundido e tirei do semestre passado. (ela se refere ao written work

Amparo – Let's start people

Professora coloca no quadro a programação do dia:

Practice One

Talking about bibliographies

Vocabulary work

Amparo – When we do oral evaluation we pay attention to some things

Accuracy – grammar 1

Vocabulary 2

Conversation – Pronunciation 1

Intonation 2

Comprehension 2

Keeping conversation going 1

Class Interaction Initiative 1

Participation 2

Amparo – Initiative is if you are speaking English in class. Sometimes I have to say.

Speak English. I'm going to give up. The grades in general. Just a minute guys.

Professora confere a nota oral de algumas pessoas

19h55 Há 12 alunos na sala.

Professora está checando a soma do oral assesment. Professora vai escrevendo a nota dos alunos na parte oral.

Amparo – In the end of the class we can talk about it. Until the end of the semester I can alterate. Some students have a lot of problems with pronunciation. You have to listen to the tapes. Sometimes it's very difficult to spend the class with pronunciation. You can come here in the afternoon. Professora erra na pontuação e alunos corrigem.

Amparo – You know class that mathematics is not my area.

Professora escreve algumas questões no quadro e alunos terão que perguntar e responder em pares

1) How long /study English at Inco?

2) How long/ take you / come to USP?

3) How many subjects/ take/ so far in your course?

4) How many projects/ do up/ to this moment?

Professora vai perguntando para os alunos usando e vai completando as questões

Amparo – Let´s repeat. Repeat after me.

Professora repete as questões

Amparo – In group or in pairs.

Marcia – In groups.

Amparo – But I think in pairs is better.

A1 – Eu não entendi a pergunta. I´ve taken seven subjects.

Marcia – I stopped one semester.

Ana Maria – Why?

Marcia – Como se fala não é da sua conta

20h15 – Professora anda pelos grupos para ouvir os alunos

Fabrizio – Eu peguei dependência e olha mim

Pesquisadora – I flunked, but I don´t know for sure.

A1 – I understand.

A1 – Is this about your work?

Fabrizio –I´m taking scientific because I have dependência

Amparo – Guys, I think it´s OK.

Amparo – How long have you been studying English?

Carmem – For two years

Amparo pergunta questões que estão no quadro e alunos respondem. Aristides, por exemplo estuda latim e português e Luís fez projeto de notícia.

Amparo – Open your books. I want you to do the exercise on page 108.

Elisangela – I worried about present perfect continuous or simple. I don´t know very well.

Flávia – Dating what is it?

Amparo faz uma mímica para explicar para a aluna dando beijinho no ar, mas no final acaba traduzindo: namorar.

Ana Maria – Olha o peso disso (pega o livro de Joel)

Amparo – Let´s see please, let´s correct.

Amparo – She has been finding, it´s not possible. She´s found is the correct answer.

Fala isso para aluno A1.

Amparo – Jurema, let´s try number 4.

Jurema – I bought a new flat a few months ago.

Matilde – How long have you been having your car?

Amparo – This is a “pegadinha” with state verbs you cannot use it.

Matilde – Eu errei. The teacher don't like me. (aluna demonstra certa tristeza por ter errado.)

Amparo - This translation is terrible even in Portuguese. Eu estou tendo esse carro. (professora dirige-se ao quadro e explica quais seriam os state verbs)

Matilde – Thank you teacher.

Luís – I've been writing this essay all day.

Amparo – This is the explanation a continuous action

Amparo – The activity emphasizes the duration with state verbs you can't. You have to use your brains.

Amparo – page 104. In Portuguese what's the translation for I've been running, Eu estava correndo.

Matilde – The idea is very subtle.

Amparo – A idéia é notar no presente algo que acabou.

Professora explica para alunos o exercício que irão fazer.

Amparo – His back hurts because he's been working on his garden. You can do the exercise in pairs.

Ana Maria – In pairs de novo.

Marcia – Então faz sozinha.

A1 – Ela não está a roupa tem tinta na roupa.

Fabício – Pode falar He is dirty hands.

A1 – É vamos colocar.

A1 – Preciso de um dicionário.

José –She's no money.

Amparo – No. She has no money.

Fabício – He has no money because of his wife. (alunos riem)

20h55 Professora corrige o exercício e chama alunos para fazer.

Amparo – Carmem, would you like to try letter f ?

Carmem – They're very tired. They've been playing tennis

Amparo – Fabício, His eyes hurt because he's been reading a lot.

Amparo – Next class we do more. Thanks for coming.

10/11/05

19h32 A1 – Quem é vivo sempre aparece (fala isso ao entrar na sala e é uma aluna que tem faltado muito. Eu preciso de exercício (aula ainda não começou, aluna fala isso para professora) A professora e a aluna dirigem-se para a sala de professores e Amparo separa alguns exercícios para aluna fazer.

19h40 – aula não começou e alunos estão conversando em português. Há 9 alunos na aula.

A2 – Hi Ana Maria!

Ana Maria – Vou sentar perto de você para ser inteligente.

José – Ana Maria is crazy because she's changed to ECA.

A2 – She forgot what “alteração” means.

19h45 – Amparo – You have to guess what picture I have on my hands using the present perfect continuous. I'm going to do one example. Volunteers to start.

A2 – Ana Maria

Ana Maria – Os primeiros sempre se dão mal..

Amparo – I'm in the kitchen.

José – You have been cutting tomatoes.

Amparo – No.

Ana Maria – You have been cutting carrots.

Amparo – It's something strong.

Ana Maria – You have been cutting onions.

Amparo – Correct.

Professora distribui figures para alunos jogarem em grupos.

Ana Maria – Não entra na minha cabeça: tendo estado cortando. (essa afirmação refere-se ao present perfect continuous) I love games.

Amparo – Don't show the pictures. Everybody has two sets of cards.

José – I'm in the home.

Ana Maria – You have been watching TV.

José – Nothing with watch. I'm working.

Ana Maria – Trabalho dentro de casa?

Fabrizio – You have been painting.

José – That's correct.

(agora é a vez do Fabrizio)

Ana Maria – You have been writing a letter.

Fabício – More or less.

Ana Maria – Deixa eu falar. You have been writing a book.

José – You have been reading a letter.

Fabício – That's correct.

Na vez da Ana Maria José acertou rapidamente e, por sua vez, Ana Maria ficou decepcionada.

20h00 – José de novo.

Ana Maria – You have been washing your hair.

José – It's in the living room.

Fabício – You have been lying on the sofa.

Ana Maria – You have been listening to the radio.

José – But there's a complement.

Fabício – You have been listening to a CD

José – no LP.

Ana Maria – Mas eu acertei.

Fabício começa.

Ana Maria – You've been cutting carrots.

José – You have been cutting bread.

Amparo – Guys, you have two minutes to finish.

Ana Maria – Ah não!

Amparo – Ah! I got it.

Ana Maria – I have been playing a game.

José – You have been playing football.

Ana Maria – Ah Eu não gosto de jogar com o José.

20h10 – Amparo passa para outra atividade.

Amparo – I want you to complete the letter with the correct verb tense

Há 10 alunos na sala.

Ana Maria – Há dez alunos na sala.

Ana Maria – Pode deixar que o past simple eu sei..

José – Eles avaliaram o preço.

Fabício – Eles virão.

Ana Maria – Deve ser que é o sim.

Amparo – I made copie for you. The teacher is getting crazy.

José – Might é maybe.

Fabrício – Tem que estar no presente. Se é verbo estar.

José – Achei get on

Fabrício – É get on.

(Pesquisadora sai antes de terminar a aula)

17/11/05

19h40 – Há cinco alunos na classe e aula não começou

Há seis alunos um aluno chegou.

Professora coloca no quadro:

Vocabulary correction

Speaking/Listening

Talking about what you do for a living (Reading)

Amparo – Remember plantão para divulgar as notas.

Amparo – Next class I have a party. I have to go with my husband.

Professora corrige exercício de vocabulário no livro.

19h50 Há sete alunos na sala

Matilde – Hi! How are you?

José – Tired.

Matilde – Me too.

Matilde – Vocês estão loucos!

Matilde – Eu estou cansada gente.

Amparo – Let´s respect the words (diz isso em relação à pronúncia de die e died)

Amparo – death (professora pronuncia essa palavra em relação à die que é totalmente diferente)

Amparo – The pronunciation is the same in the family died died

Professora repete as palavras na lousa e alunos repetem palavra por palavra.

Amparo – Don´t forget you have to learn the vocabulary and use in your composition.

Professora corrige exercício de vocabulário

Matilde – I love the peace and quiet.

Amparo – José, would you like to try?

José – No.

Matilde – Try José.

Amparo – Complete the sentences using adverbs

Amparo – The adverbs in the sentences sometimes refer to a verb sometimes refer to adjective, so be careful.

Amparo – Now we are going to talk about this film director. You have already done this exercise many times. First you need to formulate the questions. Don't write on the paper. We are very poor. Guys, five minutes to read and think about the questions. (Este exercício era um information gap que os alunos haviam feito diversas vezes durante o curso.)

Matilde – I'm so tired. I don't remember this film Scape to nowhere.

Alunos estão lendo informação sobre o diretor de cinema Steven Spielberg.

José – Finished?

Matilde – Yes. Can we start?

Amparo – Feel comfortable.

Matilde – Comfortable, comfortable no.

Alunos fazem exercício sobre o diretor de cinema fazendo perguntas.

Matilde – How many films did Steven Spielberg make?

José – He made more than 30 films in your career

Matilde – Encontros imediatos como Terceiro Grau olha como se fala completamente diferente.

(Pesquisadora sai antes de terminar a aula)

24/11/05

19h40 – Amparo – The teacher has a problem. I fall over. First I want to answer a questionnaire. Há nove alunos na classe.

Alunos respondem questionário sobre motivação.

Ana Maria – Eu gosto da atividade.

Elisangela – Eu gosto mais desse nível do que o anterior

Ana Maria – Eu gosto de filmes.

Amparo – Turn on the air conditioning

Ana Maria está com vontade de ir para os Estados Unidos trabalhar como au pair.

19h55 – Alunos conversam em português.

Amparo – We are going to start the book with a lesson about Love. What's the most romantic story?

Class – Romeo and Juliet.

Amparo – In pairs, tell the story.

José – Does Rome play the guitar?

Oswaldo – 17th century.

Carmem – No 16th century.

Ana Maria – No 18th century. (Alunos tentam adivinhar quando a estória foi escrita.

Oswaldo – How did they die?

Ana Maria – They drank sukits (laughs from the other students)

Amparo – Come guys. It's a story about.

Class – They love each other.

Elisangela – Because of a mistake they kill each other..

Amparo – I'm going to play the tape. It's a song for you to put in the correct order. The song is about Romeo and Juliet. (alunos escutam a música)

Ana Maria – Ah! Eu gostei

José – A música é fraca, mas tudo bem.

Amparo – Can we check?

Classe responde.

Amparo – I'm going to ask about the stanza. If you need a dictionary please come here.

Ana Maria – Onde você pegou o dicionário? Você só pegou um? Egoísta!

Amparo escreve no quadro questões que classe deverá responder sobre cada stanza:

1st Where's Romeo and what's he doing?

2nd Juliet talks to Romeo. What's the problema?

(pesquisadora sai da aula antes de acabar.)

29/11/05

Amparo escreve no quadro December 8th. O dia da prova.

19h40 Amparo – Last class we were talking about Romeo and Juliet song. She had dated Romeo before she dated the new boyfriend. They had had a love story before they broke up.

Amparo – We are talking about the past perfect. An action happened before another action in the past simple.

Ana Maria – Do you have a dictionary?

Amparo – Yes

Amparo – This is a grammar exercise. I want to read with you. (professora lê a gramática para os alunos e eles ficam silenciosos ao ouvirem.

Amparo – Let's try the exercise. The first one is very mechanical.

(Os alunos estavam fazendo exercícios que professora havia tirado cópia)

Ana Maria – Do you have a dictionary?

Amparo – Sorry, sorry. (Professora sai da sala para pegar dicionário.

19h50 – Amparo – If you need another dictionary. I have one here.

Há nove alunos na sala.

(alunos se empenham em fazer o exercício e quase não falam. Às vezes comentam acerca do exercício.)

Ana Maria – A gordinha não está aqui hoje. (A aluna se refere a Matilde)

Aristides – She misses her friend. (aluno faz esse comentário para mim)

Aristides pergunta para mim se posso ajuda-lo a fazer o exercício, mas eu disse para ele que estava ali para fazer pesquisa.

Ana Maria – Faz uma semana.

Aluna explica para Jurema que verbo deve usar para o past perfect.

Professora não está na sala, mas alunos fazem exercícios programados.

Aristides – I need a good test.

Ana Maria – Why?

Aristides – Porque senão eu vou reprovar.

Ana Maria – Então não é good test it is an easy teste.

Aristides – Do you know Michel Double?

Pesquisadora – No.

Aristides – It's very good.

Amparo – Sorry, guys let's try to correct number 1. (professora chama os alunos por nome para corrigir exercício.)

Ana Maria – Disappeared , disappeared.. Eu vou ficar assim que nem papagaio até aprender.

Amparo – Letter B you didn't finish I think you can do it.

Professora sai da sala novamente.

Ana Maria – É uma ação que acontece antes do passado

Alunas discutem sobre tempos verbais

Ana Maria – As pessoas complicam a vida da outra. (diz isso em relação ao tempo verbal)

Ana Maria – Eu dou aula para um monte de crianças. Tem criança que é chata. (pudemos ouvir um choro de crianças)

Ana Maria – É para fazer a outra também.

Carmem – Eu acho que sim

20h10 – Ana Maria might (fala com a pronúncia errada)

Carmem – The same as maybe.

Ana Maria – É igual a can.

Carmem – No.

Ana Maria – Você não é muito amiga.

Aristides – She's a friend of the devil. Do you understand?

Ana Maria – Yes, é meu vizinho.

Ana Maria lê o exemplo em vez de ler o exercício. It's a joke. Alunos riem. (Amparo está corrigindo o exercício)

Ana Maria – When I had done the course. Encherida que sou. (fala isso, pois corrigiu uma aluna que estava fazendo o exercício.

Amparo – Projeto Inco is changing e distribui o calendário.

A1 – Eu vou me dar eu quero ir atrás da Amparo

Amparo explica como vai ser a organização do curso

Luís – Se eu passar eu vou cursar essa turma se não eu vou cursar outra

Amparo – Complete the book pg 113.

Ana Maria – I love love stories

Ana Maria – It's so cute

Ana Maria – Minha amiga eu acho que você errou não é could é would

Carmem – É talvez (Alunas estão olhando as lições uma da outra)

20h35 Amparo corrige o exercício.

Amparo – Listen to the sentences. Let me play it.

Ana Maria – Eu vou repetir até entrar tudo na minha cabeça.

Amparo – This is what Mary is telling us. Now listen and pay attention to the report.

Amparo explica sobre o reported speech.

Amparo – When I want to report. I am saying what Mary said. This is what we call reported speech.

Amparo – It's the love story we have for introduction.

Alunos escutam a fita. Depois os alunos completam o texto. A fita é sobre uma escritora

Ana Maria – Cadê o verbo

Amparo – Any questions about vocabulary?

Amparo – You have to think about the alteration.

Amparo – Try to finish making the transformation of the verbs.

Amparo – Can we try together?

20h50 Professora ajuda os alunos a corrigirem a lição.

20h55 – Professora corrige o exercício e coloca as repostas no quadro

Amparo – Homework for next class you have to report these sentences.

01/12/05

19h40 Amparo corrige as lições da aula passada e escreve no quadro as repostas.

Há oito alunos na sala.

Amparo explica reported speech.

Amparo – Now stop and check. It's in your writtenwork.

Amparo – Guys, stop and check. I didn't make a copy. In the test you have to choose past perfect simple and continuous.

Elisangela – Quantas páginas? (referindo-se ao stop and check que é uma série de exercícios para revisão e está no livro do professor do livro Headway)

Flávia – Duas.

Elisangela – Leva ta. Tira uma cópia para a Ana Maria.

Ana Maria – Eu não sei o que é, mas eu quero.

A1 – Se eu for fazer este estágio não tem horário para mim.

A1 – Eu não posso trocar meu estágio pelo Cepel. Paga 900 reais eram 600 candidados para 24 vagas e 11 era da USP.

Eliana – Aqui é o que há. Eu também recebi propostas de estágio porque era aluna da USP. A Globo está pegando estágio.

A1 – Só aqui a Psicologia é biológica?

A2 – É nas outras faculdades é humanas. Na UNESP é humanas.

Elisangela – Eu gosto desse horário. Acaba a aula mais cedo às 20h25.

A1 – Para fazer outra turma tem que ver se passou nesse horário.

Amparo – I went to EDM to take copies. (ela devolve o dinheiro que os alunos deram para ela)

Aristides – Pode consultar os livros.

Elisangela – Quando tem o since é o present perfect.

A1 – Se a data for exata usa o since.

Elisangela – O contínuo foca na ação.

Os alunos estão fazendo os exercícios e comentam a gramática enquanto fazem.

Pesquisadora sai antes da aula terminar.

Apêndice 9

**Observação Amparo Nível 5 12h45 às 13h55 Turma de Controle 1 Semestre de
2006**

07/03/06

14h45 os alunos começaram a fazer o teste para o nível de proficiência

12h55 Há 10 alunos na sala

Amparo é a professora deles.

13h10 – Há doze alunos na sala.

Os alunos estão bem concentrados no teste

13h15 – 13 alunos na sala.

13h16 – 14 alunos na sala

Circulamos um pouco na classe e pude perceber claramente que alguns alunos estavam com dificuldade em algumas partes da prova

A primeira aluna entregou às 13h40

Última aluna a entregar foi às 14h30 porque ela chegou atrasada.

Os alunos não riram ao ler ao ler a piada na prova.

09/03/06

12h15 Há 8 alunos na sala: 5 moças e 3 rapazes.

Amparo coloca no quadro a atividade a ser desenvolvida:

start conversation , listening, speaking activities

Amparo – Let´s start. I´ll start telling you about the change in the activities.

Amparo – You are receiving 3 pieces of paper. Vou falar em português.

Amparo – A justificativa não mudou. (fala isso referindo-se ao papel em português com informações sobre o Inco-Cepel) Professora explica a mudança. Professora prefere falar em inglês para que não haja nenhuma dúvida

13h00 - uma aluna chega, outra também 10 alunos no total.

13h02 – 11 alunos na sala de aula

Amparo explica as mudanças em português que ocorreram no curso.

Amparo – As time goes by, we are going to see how it works. The book is split edition. In Level 6 we are not going to have a book. In the photocopy room, you'll have the copy of the first unit. In level 5 you don't have new grammar points. It's a big revision.

Amparo – When you meet people for the first time, do you feel strange in the situation. Discuss in groups of three this situation. (Amparo fala isso para mudar de assunto e introduzir a matéria a qual se propõe)

Gisela – What's your name?

Amparo – Do you really ask this question?

Carlota – How long have you been here in São Paulo?

Carlota – I believe you start a conversation about this weather.

Gisela – In a situation more formal so you talk about simple things.

Amparo – Let's see your opinion about feelings? When you start a conversation you talk to strangers

Amparo – You ask politically correct questions. Nobody asks: How much do you earn?

Amparo coloca no quadro questões que os alunos colocaram em pares.

What do you do for a living?
Where are you from?
How long have you been here?
Do you know so and so?

Amparo – I'm going to give you a handout. Please don't write on the paper.

Amparo distribui papel e alunos repetem algumas palavras que estão na folha entregue a eles. Os alunos devem verificar o que as pessoas estão falando. Alunos fazem em pares.

Amparo – The pictures are terrible.

Maria – Teacher, What's landlady?

Amparo explica para aluna o significado da palavra para a aluna.

Amparo – Let's see guys. Let's have a look. Sorry to interrupt. Number one are classmates. Number 3 Where are they? Number 4. It's mother and son. Number 6 can be anything, but business associates.

Amparo entregou um papel de Xerox e alunos tinham que discutir o tipo de relacionamento entre as pessoas se era de mãe e filho e etc. Os alunos ouviriam uma fita para complementar..

Joelma – Mother and son.

Amparo – No, no. I'm going to put it on twice.

Alunos ouvem o diálogo e escrevem em uma folha separada.

Amparo – Again.

Amparo – Number 2. What are they?

Nair – Business Associates.

Amparo – They're talking about the journey

Amparo – All right number 3.

Joelma – Strangers.

Amparo – They are talking about the country.

Amparo – Number 4. What's their relationship?

Fábio – They are mother and son.

Amparo – Ok number 5.

Cristina – They are neighbours. They are talking about their future plans

Amparo – Number 6.

Cristina – About shopping.

Amparo – We are going to answer the questions, turn the page. Then I'll play the tape again

Alunos discutem as questões.

Amparo – Let's listen again. You don't remember very much.

Amparo toca a fita de novo e alunos ouvem para fazer o exercício. Amparo faz perguntas da folha e alunos respondem.

Amparo – What's the name of the film?

Cristina – Strange.

Amparo – No, the last dream. Where's she taking the children? To the seaside.

Amparo – Any ideas of the name of the shop? Zed. (professora fornece algumas pistas para alunos adivinharem) You can understand the general. Let's do the second exercise.

You have to circle the answers to the question. Read the possibilities.

Amparo – Listen again and then we correct.

Amparo – Repeat the expression. Nice weekend.

Class – Nice weekend.

Amparo – Thanks. The same to you.

Class – Thanks. The same to you.

Amparo – Vocês perderam o ritmo! Thank god. I like your pullover. Let's see now.

Class – I like your pullover. (alunos repetem para melhorarem a pronuncia e fazerem melhor o exercício)

Amparo – Look at the chart page. Professora lê a última pára Gisela. You have two minutes to have a conversation. Base your conversation in the picture. Let's try.

Joelma – I went to the farm.

Cristina – I think you have a good reason. You can relax. But I'd like to see the sea.

Amparo – Use your imagination to a group of students.

Cristina – This is funny.

Amparo – Time is up. Sorry please. There is a list that you are. I need to call the roll

Amparo – Did Wilson come last class?

Nair – No.

14/03/06

12h55 2 rapazes e 6 moças

Amparo – We are going to talk about technology in this unit.

12h56 outro aluno chega. Agora são oito alunos.

Amparo – I asked you to do homework. Let's correct

12h57 Sergio chega

Amparo – Where and When?

Na lousa:

2. Where were you born?   3. Where do you live?   4. How many brothers and sisters have you got?   5. Why are you studying English?   6. How long have you been studying English?   7. Which countries have you been to?   8. When did you go to Canada?

Amparo – Let's repeat the questions. (alunos repetem após a professora) In pairs I want you to interview your friend.

13h00 5 rapazes 9 moças Total de 14 alunos

Carlota – You must wake up very early

Lourdes – I get up early at 5 o'clock

Luciana – I’m an only child

Alunos conversam entre si perguntando e respondendo questões

Carlota – Which countries have you been to?

Luciana – I haven’t been to any countries.

Carlota – When do you intend to go?

Lourdes – Next year.

Amparo – Guys, I think it’s enough

Luciana – No, no

Amparo – Ok. One more minute.

Amparo – You were talking in pairs. Now we are going to talk about a quiz. It was also homework. Did you do it?

Class – No

Amparo – I’m going to be a teacher “boazinha” and let you do it in one minute? I’ll play the CD. You don’t have to know all the answers.

Amparo toca o CD de general knowledge without stopping. A segunda vez que ela toca vai parando e fala as respostas.

Amparo – World Wide Web I have to write on the board.

Class – No.

Amparo – Because

Carlota – He was in prison for 27 years (alunos estão falando sobre Nelson Mandela)

Amparo – We are going to study the verb tenses of the quiz. I’m going to put on the board a chart of verb tenses.

Professora faz tabela no quadro.

Fábio chega às 13h20 e fica atrás na sala.

Amparo – Come on and join us.

Alunos olham o questionário e tentam responder às questões

Amparo – Have you all received this paper?

Ricardo and Carlota – No

Amparo vai até os alunos e distribui o material. Se alunos tiverem dúvidas devem perguntar para ela.

Amparo – Guys, let’s have a look. Let’s see. I organized the board.

Amparo – I want an example of present active

Carlota – How long does it take.....?

Amparo – Passive voice in the present.

Luís – which is spoken.

Amparo – It's an example of the passive. Where were glasses invented?

Amparo – Present Perfect simple an example.

Fábio – How many times has Brazil won the World Cup?

Amparo – An example of Present Perfect Continuous;

A1 – Number 12 (os alunos estão tirando os exemplos do questionário do livro)

Amparo – How long have people been sending e-mails?

Amparo – Write an example of positive and negative sentence

Classe faz os exemplos.

Amparo – Verb to be was or were. Invent it.

A2 – Ok.

Amparo goes round the class checking what students are doing.

Amparo – Can you think about the structure? In each unit we are going to put all the verbs tenses together.

Amparo – In groups of three. I'd like you to formulate general quiz questions.

Amparo – Mathematics is not a speciality of the group. (Professora fala isso porque alunos não estão em grupos de três. Depois eles se organizam)

Carlota – Now help me now.

Sergio - We create words.

Amparo – Something it's OK and sometimes it's a problem

13h50 – um grupo terminou as duas questões

Amparo – How many sounds

Loude fala tones. (Lourdes refere-se ao Chinês)

Amparo – Let's see if the questions are correct.

Amparo – Guys all right. Let's ask the questions.

Gisela – starts If you want to answer raise your hand

Gisela – What's the capital of USA?

Jana – Washington

Amparo faz um comentário que é Washington D.C. District of Columbia.

Gisela – Who wrote Sagarana?

Talita – Guimarães Rosa

Carlota – How long have the pharmacy industries been working with the genoma project?

Amparo – Nobody knows.

Carlota - for five years.

Débora - Who wrote O Ateneu?

Carlota – Raul Pompéia

Débora – When was USP founded?

Ricardo – 1934.

Milena – How long does a cat live?

Amparo – 12 years. I didn't know that's why they have seven lives.

Milena –How many tones are there in Chinese?

Talita – 5

Luciana - 4 (Ela dá a resposta correta, pois a pergunta foi formulada pelo grupo dela.)

Fábio – What was Jesus doing when he said: father why did you leave me now?

Carlota – He was on the cross dying.

Amparo – Complete the questions

Os alunos viram as provas que foram aplicadas no primeiro dia.

16/03/06

12h45 – Há 10 alunos na sala 6 moças e 4 rapazes.

Amparo – Hello, hello people Coloca no quadro planejamento do dia

Correcting homework Making conversations Practice: Nice to meet you

Alunos falam em português.

12h55 We are going to see how to make conversations. We are on page 15.

Aluna chega.

13h00 Amparo – Number 3. Professora toca o CD com algumas informações que devem ser negadas.

Fábio – Can I say doesn't landed?

Amparo – No, the structure is didn't land.

Amparo – We haven't been in class for five.

Amparo – Let's repeat try.

Alunos repetem frases do exercício.

Amparo – You are singing. Faz um comentário sobre a repetição dos alunos que parece um música.

Professora faz os alunos repetirem várias vezes as sentenças

Amparo – We´ve been in class.

Class – We´ve been in class.

Amparo – Don´t forget to repeat the exercises. It´ll help you a lot

(Agora ela vai para segundo exercício e alunos corrigem exercícios que era para lição de casa)

Amparo – What are you doing next weekend?

Class – What are you doing next weekend?

Amparo – You have to practice.

Alunos lêem fazem exercício oral. Professora vai e volta pela classe corrigindo pronuncia.

13h15 Duas alunas falam em português

Amparo – Guys I think it´s enough.

What´s the teacher doing?

Who´s traveled to the United States?

Professora explica que ´s quer dizer is ou has dependendo do contexto.

Amparo – Rice´s grown in China. This is a passive construction. It depends on the complement.

Professora toca uma fita que diferencia is e has. Os alunos devem ouvir e escrever is ou has. Ela toca 3 vezes na última foi parando e corrigindo o exercício com os alunos.

Amparo – Again people if you have a CD repeat

Class – He´s having breakfast.

Amparo – What kind of conversation is it? The conversation doesn´t flow. If you try to make conversation. Don´t say just yes or no.

Amparo – The second conversation you try to make conversation. (Havia dois diálogos o primeiro a menina respondia somente yes e no; no segundo, por outro lado, a menina respondia com o complemento, por exemplo, Yes ,I do e mais informação)

Class – Yes, I do.

Amparo – She has an explanation about everything.

Amparo – Let´s repeat after me.

Professora lê a segundo diálogo e alunos repetem.

Amparo – Sometimes you don't want to have conversation then the answer is yes or no. Now you are going to do the exercise and answer complete answers.

Professora escreve no quadro um diálogo que não está na ordem correta e alunos deverão colocar na ordem certa.

A1 – Eu fiz a resposta igualzinha. (Esse exercício os alunos deverão responder Yes, I do de acordo com o auxiliar e mais um complemento para a resposta)

Amparo – Let's check. Have you got any brothers and sister?

Vanda – Yes, I have. I've got one sister and one brother.

Amparo – Now we are going to do another exercise.

Amparo – What's the beginning of the conversation?

Vanda – B.

Amparo – Class I'd like you to role play the conversation. (Alunos fazem conversação em pares. Eles lêem o que está escrito no quadro.)

Amparo – All right people. They are connectors between the phrases. Professora aponta os conectores e faz comentário.

Amparo – These connectors are important.

Palavras marcadas no quadro:

<p>How about you Aren't you? Anyway How interesting Oh really</p>

Amparo – Now you are going to pretend you are at a party. I'll give you the card for your new identification. Then we stand up.

Amparo – You have to circulate. Stand up.

Alunos ficam de pé e conversam entre si como se estivessem em uma festa.

Vanda – Hey , you are Julia.

Claire – No

Amparo – Guys, guys circulate.

Professora saiu da sala para pegar CD, pois segundo ela não há festa sem música.

Amparo também se mistura com os alunos.

Luciana – I'm Petra (começo da conversação)

Amparo – Guys circulate.

14h00 Amparo - I've just talked to Mikka and he's not going to be here. Guys the class is over. I'm just going to call the roll.

Party Mikail Pellman's.

Professora fala que é a festa de celebração de Oscar que Mikail ganhou e resolveu fazer uma festa de celebração.

21/03/06

13h00 aula começa

Há cinco moças e dois rapazes.

No quadro as atividades do dia

<p>Jigsaw activity</p> <p>Asking questions</p> <p>Reading activity</p> <p>The wonder of Modern World</p> <p>Listening activity</p>
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Amparo – I made copies of the activities. You are going to work with Vanda. Guys don't write on this paper. In the gaps you have to ask questions. I'll give you one minute or two minutes to formulate the questions in your mind.

Alunos lêem a informação sobre Kaori Sato e tentam formular as questões mentalmente.

13h05 duas garotas chegam 9 moças e 4 rapazes na classe = 13

13h07 um rapaz chega 5 rapazes e 9 moças = 14

Carlota – What countries does she usually travel?

Vanda – None.

Carlota – How much does she earn?

Vanda – one dollar a year.

Vanda – How many books did she write?

Carlota - She wrote 19 books.

Notamos que às vezes os alunos não fazem a pergunta com o uso devido do auxiliar.

Carlota – If I want to have children would be. What do her children study?

13h15 Sergio chega 6 rapazes e 9 moças.

Amparo – I know that asking questions is not easy. I notice some people were having difficulties.

Professora lê sobre Kaori Sato em voz alta e alunos vão fazendo perguntas junto com a professora. Amparo corrige se ouve alguma pergunta errada.

Amparo – How much has she raised?

Amparo – What did she study?

Amparo – How many children does she have?

Amparo – What's the question? Where did she go to university? I don't have to speak fast. If you speak fast you make a lot of mistakes.

Amparo – If you need more practice I'll give you more exercise,

Amparo – I see that some people wrote on the paper. Monsters! Guys we are working on unit one. Wonders of the modern world. We also have the ancient world. (Professora lê o exercício que devem fazer.

Amparo – Any questions about vocabulary?

A1 – abroad.

Amparo – another country.

Amparo começa a ligar as palavras que alunos leram para fazer exercício

Ricardo – Could you repeat the instructions?

Amparo – I want you to complete with the topics in the numbers.

13h35 Alunos fazem exercício e discutem entre si

Amparo – Do you think we can check?

Amparo – The task is just to link the topic.

Amparo fala que Jonathan Swift escreveu Robinson Crusoe não Robin Wood.

Amparo – You are going to answer these questions at home.

Amparo – You are going to listen to a person about the wonders of the world and complete the chart.

Professora no quadro washing machine.

Washing machine – Lourdes falou

Electricity – professora

Professora tenta obter dos alunos quais seriam para eles as maravilhas do mundo moderno antes de ouvirem a fita

13h45 – alunos ouvem a fita

Amparo – again.

Amparo – In pairs try to compare the information chart.

Alunos discutem as respostas.

Amparo – Let's check. Sam's wonder is the dishwasher. You can fill it up and then one day Bingo. You can star again. Any problems

Classe responde que entendeu.

Amparo – Kelly's wonder is the mobile phone. Are there any problems with the mobile phone?

Ricardo It disturbs people when they talk in public places and you are never alone.

Amparo – And what about Peter? It's the internet.

Alunos agora colocam em ordem crescente a importância algumas invenções e depois conversam.

Carlota – I think it's space rocket.

Amparo – Guys, I'm sorry the time is up. Let's see the numbers

Amparo– Computer. (Para a maioria dos alunos o computador foi a melhor invenção.

Amparo – What's the least important?

Class – nuclear wepon.

Amparo – First one I want you to do the vocabulary exercises. Next class I'm canceling the class. Quinta-feira estamos com aula cancelada.

27/03/06

12h55 – Há três rapazes e três moças na sala

No quadro

Checking Hw Reading Discussion Vocabulary work Correction Every day English
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Amparo – Sorry I'm late (professora explica a atividade que irão fazer

Amparo – I'm going to put the answers across the class. Did you answer the questions?

I never ask this question. You can walk around the room.

13h00 3 rapazes e 7 moças = 10 alunos

A1 – I don't understand.

Amparo – Now I have the answer to the question, you'll circulate around the class to check the answers

Alunos circulam pela sala para conferir respostas ou estão escrevendo.

Amparo – Guys, I'm going to the pipi room. I'll be back in a minute

13h06 – professora está de volta

Fábio – Where's number four?

Amparo – Here. When you finish you can go back to your places

13h10 somente três alunos estão de pé verificando as questões.

Amparo – All right people. You can do at home if you didn't do at home. Let's go to vocabulary activity. When we talk about a word we are talking about word formation. A palavra ugly tem adjetivo antes da palavra, então sabemos que é um substantivo. When we read we need a lot of these strategies Let's repeat guys: passionately.

Amparo – When we talk we speak grammar. You speak better if you know the grammar.

Alunos fizeram o exercício de classificação gramatical e depois fazem exercício de pronúncia em que os alunos devem escolher uma palavra que não rima com as demais.

(professora está sentada)

Amparo – Food is different.

Amparo – Number 2

Class – read

Amparo – Number 3

Class - said

Professora corrige vocabulário repetindo as palavras em inglês.

13h45 4 rapazes e 7 moças

Professora toca o CD e alunos repetem depois. Primeiro ouviram a professora e corrigem a pronúncia com a professora.

Amparo – Let's go out for a walk. In a good dictionary there's always a phonetic transcription.

Amparo – I have the word active, actor activity. Different words with the same root..

Amparo – You don't learn words in isolation. Você tem de aprender no contexto. When you learn vocabulary put these words with others. Here we have a good start to use vocabulary.

Amparo – What are social expressions? São formulas cristalizadas. What's the context? When I make a conversation. I use expressions. When we use these words, they are like idioms. For example, loo. What's the meaning?

Lourdes – Bathroom.

Amparo – Now you are going to link the expressions.

14h40 – alunos concentrados fazem o exercício. Amparo continua sentada.

14h43 – Professora levanta-se para tirar papéis que estavam grudados na parede. Agora passeia pela classe olhando os alunos.

Amparo – Can we listen to the CD and check or do you need more time

Ricardo – More time.

Amparo – Guys sorry I have to correct. Do you understand the expressions?

Ricardo – No problem.

Amparo – Ages? What's the expression in Portuguese?

Vanda – Um tempão.

Professora vai salientando as expressões

13h40 – I'm sorry there's a lecture at the Anfiteatro de Educação and I want to attend the lecture. Aula acaba mais cedo.

30/03/06

12h43 – aula ainda não começou. Há duas moças e dois rapazes na sala.

Professora entrega ao aluno lição de casa antiga da Thais do semestre anterior

Amparo – We are going to listen about social language. Open your books page 13 I'm going to give you some minutes to memorize these expressions

13h00 6 moças e 2 rapazes

Alunos tentam memorizar as expressões e estudam o livro.

13h01 Luís chegou – 6 moças e 3 rapazes.

Fábio olha no dicionário para procurar algumas palavras. Luís pergunta a Fábio o que deve fazer.

Programação para aula
 Social English Practice
 Unit 2 What makes you happy
 Listening + speaking
 Activities: comparing lives

Amparo – One minute more.

13h05 Darcy chega 6 moças 4 rapazes. Talita tenta explicar para Darcy a repetição.

Amparo – Now you are going to say a sentence and the other person is going to say the sentence according to the book.

A1 (moça) lê as sentenças e A2 (rapaz) vai falando as frases que lembram.

113h10 Ricardo chega – 5 rapazes e 6 moças.

A1 – What a gorgeous coat !

Amparo – Gorgeous – corrige a pronuncia da aluna.

A1 – Gorgeous.

Professora vai andando pela classe observando os alunos.

Amparo – Memorize these sentences by heart. I think it's enough. Even at home you can do that. So we finished unit 1. The first activity of unit 2 is grammar you have to tell me the answer. Study the sentence. It's nothing new to you

Alguns alunos falam em português, enquanto fazem o exercício.

13h15

A3 – What does lie in bed mean?

Amparo – Deitar.

No quadro
 StA – For me is number 1
 StB – In my opinion it's ...
 Stc – Why is it?

Amparo – Guys, can we check? Do we need more time? No Fábio. They have a son..

Amparo – Why?

Fábio – Because it's a permanent thing

Amparo – Caroline

Caroline – She speaks five languages.

Amparo – She's speaking it's impossible.

Luís – I'm in doubt.

Amparo – Which is correct? We think.

A1 – Because with this verb think we don't use in the continuous.

Amparo – The verb think can have two ideas. In this case we are considering the opinion.

Amparo – What's this? English is spoken

Class – Passive voice.

Professora muda de atividade.

Amparo – Just number what makes you happy.

Amparo – Let's get in groups of four. Discussion time. I want you to make conversation.

Fábio – For me number 1 is health it's very important and job satisfaction.

A1 – When you aren't satisfied in your job you're not healthy.

Fábio – For me love and marriage is number 1.

A2 – For me it's number 5.

Amparo – Is it a plan in your life?

A2 – Yes.

Amparo – How old are you?

A3 – I married when I was 16. I have a boy and a girl.

Fábio – I think activities you do in your free time.

A2 – For me it's rather important as job satisfaction.

Fábio – And for you a big house?

A1 – It's not very important.

Fábio – For me holiday is 5. I don't have a regular holiday so comparing with the others is number 5.

A1 – For it's important you meet people.

Fábio – For me a supportive family is number 1. It's the family that supports when you are sick or in a bad situation.

Fábio – We don't need a lot of friends, but we need some friends.

A2 – Your friends are important.

Amparo – I'm sorry, but I have to finish the activity. Happiness doesn't exist, we have moments of happiness. You only know when you don't have. For me a moment of happiness is with my children telling stories. And for you a moment for happiness? And you Ricardo?

Ricardo – I work with children and they jump on me. I like it

Darcy – When I get up in the morning and sleep again.

Sônia – Family reunions.

Fábio – When my friends are happy and I have a good class.

Francisco – When I don't have activities for my course.

Amparo – You tell your teacher. You are lazy.

Talita – When I can translate something.

13h15 Amparo – We are going to read about Sidney. I'm going to play the CD and then you read.

(alunos com os livros abertos lêem o texto enquanto escutam a fita.)

Amparo – Ok five minutes to answer the questions (fala isso depois de ouvir a fita)

13h50 Amparo – Ok, Let's correct. What are the good things about his life?

Amparo has a job, a good salary, a house and a car.

Amparo – What are the bad things?

Sônia – He doesn't have time for his family

Amparo – Do you know anybody like that?

Vanda – My uncle he's a reporter. He travels a lot.

Amparo faz as questões sobre Sidney em voz alta. Alunos fazem as questões em pares e depois dizem adeus.

Márcia – Is he married?

Gisela – Yes, he is.

Marcia – Where does he live?

Gisela – He lives in Dallas

Ricardo – Has he got any children?

Fábio – Yes, he has two

14h00 Amparo – Ok class time is up. You can finish.

04/04/06

No quadro:

He usually has to work long hours.
..... but that doesn't happen very often
He rarely sees his children.
They never have much time.
Adverbs of Frequency: habits routines
Present Continuous
At the moment he's working in Mexico
Next week he's traveling to France
Present Simple Passive
He's paid very well
so much of his time is spent away from
home.

Grammar review
Present Simple x Present Continuous
Frequency adverbs
Listening/Speaking
Sidney Fisk and Jeff Norma
Conversation Practice

Adriana começa a aula perguntado sobre o fim de semana e alunos respondem.

Amparo – And you Ricardo? What kind of a party?

Ricardo – I went to a sarau.

Amparo – Do you remember about Sidney Fisk?

Sergio – Fisk?

Talita – He had a big house.

Professora relembra o que foi dado a aula passada.

No quadro:

Amparo – Somebody pays for him. It's passive construction. Professora explica o present continuous para o aluno.

Amparo – Francisco, would you like to try letter d?

Francisco – No, I don't

Sergio fez um comentário e professora corrige.

Amparo – We know that Sidney Fisk is not a happy man. But now turn the page, let's read to the story about Jeff.

13h10 4 rapazes e 7 moças

Profesora fala para alunos conversarem em pares sobre uma comparação entre Sidney Fisk e Jeff Normam.

Amaparo - What do they look like?

Sidney - Dresses very well. He's slim Jeff is overweight.

Amparo – We are going to listen about Jeff and answer two questions: What do you understand about his life?

Depois que alunos comentam o que entenderam sobre a vida de Jeff.

Amparo – What did you understand?

Ricardo – He's a paperboy

Amparo – What time does he get up?

Vanda – two o'clock.

Amparo – We are going to play and complete the phrase.

13h25 4 rapazes e 8 moças.

Amparo – Now I'm going to play and you correct

Profesora vai corrigindo e para o CD player em cada frase.

Amparo – I'd like you to prepare exercise 3. Just write notes because it's a preparation for speaking

Alunos preenchem sobre as duas pessoas> Sidney Fisk e Jeff Norman para depois conversarem a respeito.

Amparo – You can work in groups of three and decide who is happy.

Talita – I think Jeff , he plays golf every day.

Amparo – Does he use his brain every day? Does he get satisfaction? Professora instiga os alunos a pensarem sobre o trabalho de Jeff que é entregador de jornal.

Talita – He has time for his Master Degree, plays golf, he coaches his team..

Amparo – He doesn't get satisfaction in his job. He doesn't want to be a paperboy the rest of his life.

Amparo – Who is happier?

Class – Jeff

Amparo – There is something important in what he says I want to be a marriage concellor. What are the three things to have an ideal job?

Vanda – Pays enough, allows you to have free time and allow me to do what I want.

Amparo – So the ideal job is to get money, free time and then you have a good job.

Vanda – no boss.

Amparo – So you want to have your own business.

(mudança de atividade)

Amparo – We are contrasting a routine of present simple and simple continuous.

Amparo – Let's repeat the conversation

Professora lê diálogo e alunos repetem.

Amparo – I'm going to give you time for you to think about one activity that the profession does and a routine and what the person is doing at the moment (Essa atividade foi baseada em um diálogo do livro que falava acerca das profissões e alunos tinham uma lista de profissões no livro e deveriam escolher uma para fazer a conversação)

Amparo – When you feel ready start the conversation.

Vanda – I'm a film director. I organize the situations. I choose the actors. At the moment I'm working in Paris.

A1 – It's a wonderful job!

Vanda – I love my job.

13h55 Vanda – I'm an architect I project house

A1 – What are you doing at the moment?

Vanda – I'm doing a project at Brasília university.

Alunos conversam em pares. Adriana faz com Luciana e depois anda pela sala.

Ricardo - Do you understand?

Talita - More or less.

Ricardo – How do you say comics?

Pesquisadora - Comics

Amparo – Guys OK, Ok, I think that's enough. I want you to read about the clown doctor. This is homework you read about the clown doctor. Let me call the roll. Next class we are going to have a video.

06/04/06

12h55 aula não começou e há dois rapazes na sala e 3 garotas

12h57 aula não começou: 2 rapazes e 4 moças.

Amparo – I want you to have a look at grammar focus. There were two examples in the text.

I think(opinion)

I'm thinking (mental process)

In English there are verbs that accept two aspects simple and continuous. But there are verbs you can't use in the continuous tense understand: state verbs. The gerund form can be used for understanding: Lourdes is understanding. It is an adjective.

Professora dá explicações e fala que já ouviu uma música que dizia: I'm liking you.

13h05 – 2 rapazes e 5 moças.

Amparo – The verb like is a state verb. Luís said know. In Portuguese we say Estou conhecendo você, but not know. Know is a state verb like, like, have, love, and want.

Amparo – Let's practice. Professora lê em voz alta exercício que alunos farão.

Amparo – Oh, My god! Who is it? Professora fala isso em relação ao celular da aluna que tocou bem alto e aluna acabou saindo da sala.

13h10 3 rapazes e 6 garotas

Amparo – When you finish number one you can do number 2. I'm going downstairs to get some scotch paper.

Alunos concentrados fazem o exercício. Talita conversa um pouco com Jessica. Hoje Amparo não colocou a programação no quadro, mas disse tudo o que os alunos iriam fazer.

13h15 Amparo volta para a sala e prepara para os alunos verem o vídeo e coloca papel na tela para alunos assistirem sem verem a legenda em português.

Amparo – Number 3, Talita.

Talita – I love you a lot

Amparo – Francisco number 5.

Francisco – We are enjoying.

Amparo – Luís 7.

Lúis – I think you are beautiful.

Amparo – This sentence here is in the active. The zookeeper feeds the animals. Passive
Animals are being fed.

No quadro:

Passive be + main verb in the participle

Active

The man feeds the lion

The man is feeding the lions

Passive

The lions are fed

The lions are being fed.

Amparo – I'm using the same rule, but when it complicates, I have to complicate.

Amparo corrige os exercícios vai chamando os alunos.

Amparo – If see is like understand in this situation.

Professora quando corrige só repete se for necessário.

Amparo – Did you have the time to read the text? Today we are going to have to watch Patch Adams.

Professora fala do período em que suas filha estava internada e esses clown doctors vieram no quarto visitá-la.

Amparo – About 5 or 6 children

A1 – I've never stayed in a hospital, but my father stayed in a hospital and I stayed with him. I spent a night in hospital.

Professora tenta encontrar a parte da fita.

A1 – Oi!

Pesquisadora – Hello!

A1 – ou que requer o mesmo tipo de doença

Professora explica o que seria ward.

A1 – Eu pensei em enfermaria

Amparo – Look for wheel chair. Já passou.

A1 – Eu tenho mania de anotar todo o uso.

Amparo – It's not necessary.

A1 – A dedução está boa.

Amparo – If you have to it it's terrible. (Pergunta foi se gosta de visitas)

Lourdes – You have to be sure.

Luciana – I always stay in hospitals because my mother has to go to hospitals

Amparo – You have to think about the positive aspects

Amparo – If you have a problem in the eyes you put on your eyes.

Amparo – We are going to watch it again. (Alunos antes de assistirem ao vídeo fizeram um exercício de vocabulário e depois responderam algumas questões referentes ao vídeo, mas tiveram de assistir novamente, pois não compreenderam tudo do vídeo.)

Amparo – What's the solution for Patch?

Lourdes – I think it's a public hospital.

Amparo – A free hospital.

Depois de cena

Amparo – What's the idea?

Class – A free hospital.

Amparo – No class for next week.

Alunos tiveram muita dificuldade na compreensão de partes do trecho do vídeo e professora teve de falar o conteúdo para alunos entenderem.

18/04/06

Amparo – We are going to finish unit 2 today. Let me ask you a question. Do you have any kinds of sports that you practice?

Luciana – I do yoga and I dance I danced for 7 years and I had to stop because of the university.

Amparo – And you Vanda?

Vanda – I practiced karate. But now I don't practice.

Amparo – Do you have any favourite sport?

Talita – I'd like to practice volleyball.

Fábio says he runs every day

Fábio – I'm a runner.

Amparo – Make a list of favourite sports and activities.

13h05 Há dois rapazes e 6 moças

Vanda – What are we supposed to do?

Amparo – Make a list of favourite sports and activities.

Amparo – Guys, it's only exercise one.

Talita – Football

Amparo – soccer in American English.

Amparo – is fishing an activity? Do we have competition for it? (Professora está em dúvida se pescar seria uma atividade ou um esporte)

No quadro:

Sports	Leisure Activities
Play Football/soccer	Yoga
Volleyball	Chess
Basketball	Drawing
Fishing	Painting
Snowboarding	Reading
Mountain biking	
Golf/tennis/karate/judo	
Go swimming	
Dancing	
Running	
Jogging	

Amparo fez esse quadro enquanto os alunos iam mencionando as atividades e os esportes.

Amparo – When I have sports that come from a verb, we use go. Have a look at the activity number 2 to complete with the verbs do, go and play.

13h15 3 rapazes e 6 moças

Amparo – Let's try together.

Amparo – Aerobics.

Class – do

Amparo – fishing

Class – go

Amparo – Fábio goes jogging twice a week.

Amparo – I want you to choose two sports or activities. You have to find words connected with it.

Classe é dividida em três grupos e olham o dicionário

Amparo – I like football (fala para um grupo que escolheu futebol)

Ricardo – Me too

Amparo – It's a vocabulary activity

Amparo – This dictionary is very different, it's thematic. Amparo faz uma breve apresentação dos dicionários que alunos usam em classe e que ela trouxe.

A1 – O que vocês puseram?

Joana – sea

A1 – Meu pai tinha uma casa lá.

Amparo – Jesus Christ in English. (Professora repreende aluna que está falando em português)

Amparo - Girls look it up in a bilingual dictionary. (As alunas estão fazendo vocabulário sobre fishing e não estão encontrando algumas palavras no dicionário monolingüe por essa razão foi-lhes sugerido que utilizassem um bilíngüe)

Amparo se aproxima do grupo, mas logo se afasta e vai para outro. O grupo que estamos mais próximos escolheu fishing;

13h25 A1 – isca? Minhoca. (aluna levanta mais palavras do vocabulário.

A1 – Eu acho mais fácil achar no monolingüe. (As três alunas olham no dicionário ao mesmo tempo e é um dicionário monolingüe) .

A1 – Eu vou procurar anzol.

A1 acha a palavra anzol no dicionário e comenta com os outros alunos.

A1 – Eu acho que faz sentido

A1 – Vara

A1 – How can I say vara de pescar?

Amparo – Fishing rod.

Amparo – In some situations it's more important to have a picture dictionary.

Amparo – Look up words in the dictionary, it's difficult. Now I want you to circulate and show your friends.

Alunos formam grupo com pessoas que não estavam no mesmo grupo.

Ricardo – The person that practices golf is a golfer. We didn't find the word for volleyball player.

A1 – We chose two sports running and fishing, but we only did one fishing. Fishing hook is necessary.

Amparo – Ok, Ok. Let's go back to your places. Let me tell you about dictionaries. There are some dictionary that are very tradicional. Some dictionaries give you very different information. Some dictionaries have phonetic information. This dictionary is

also tradicional. This is a picture dictionary very useful. This one the words are grouped. It's not in alphabetical order. It's a different organization. It's not only books that you are going to have along your life, you'll need dictionaries. As time goes by you'll need three or four dictionaries besides the book.

(O objetivo dessa atividade era mostrar para os alunos os diferentes tipos de dicionários que existem para que os alunos possam ter futuramente um. Toda essa atividade os alunos escolheram dois tipos de esporte e olharam no dicionário palavras relacionadas a ele. A classe foi dividida em três pequenos grupos.)

Amparo – Go back to your places. We are going to listen to three people on page 21. Mary is doing aerobics. How old is Tina? We are going to listen and try to make notes.
(professora localiza listening na fita)

13h50 alunos escutam a fita

Amparo – Alunos ouvem a fita novamente. Again? (pergunta a professora aos alunos)

A fita refere-se a três pessoas que falam acerca de lazer e esporte. A primeira é uma idosa, a segunda é uma pessoa de meia idade e, por último é um garoto.

Amparo – Guys in pairs try to compare notes what you've done.

Amparo – All right guys. I'm going to play again, but I'd like you to see the tape script.

Alunos ouvem a fita novamente e estão olhando a parte escrita. Alguns têm de se movimentar na classe para ler a parte escrita, pois não tinham essa parte do livro.

Amparo – We have to listen again and again to understand.

20/04/06

12h55

Amparo – Happy faces tomorrow is a holiday. Are you going to travel?

Class – No.

Amparo – Me neither.

Alguns alunos comentam que vão estudar no feriado e por a matéria em dia.

No quadro a matéria que vai ser vista nesta aula:

Revision of numbers

Unit 3 – Talking about stories in the past

Attention writtenwork Unit 2 next Tuesday

Amparo – I'm going to write some numbers in my life and in pairs you have to say why they are important. I have to be careful with numbers.

Professora coloca no quadro os seguintes números que foram importantes para a sua vida:

2000, 24/06, 1995, 1996, 2000, 484, 70-110

Alunos discutem os números e fazem suposições sobre o que eles representam na vida da professora. Ricardo chega atrasado e pergunta para Darcy o que deve ser feito.

Darcy – We have to discuss why these numbers are important to her.

Ricardo e Darcy conversam um pouco sobre os números e dão um pouco de risada

Francisco – OK.

Amparo – Now guys two minutes. Professora determina um tempo para que os alunos possam discutir mais sobre o significado dos números.

Amparo – How do you read this number?

Class – nineteen ninety five.

Amparo What happened in this year?

Alunos fazem algumas suposições para a professora e ela diz não para todas.

Amparo – I got married with my wonderful husband Fábio.

Amparo – How do you read?

Class – nineteen ninety six.

Amparo – What happened in this year?

Alguns alunos fazem algumas suposições.

Amparo – Mariana was born. My daughter.

Amparo – How do you read this number?

Class – two thousand.

Amparo – What happened in this year?

Darcy – Your second child was born.

Amparo – Yes, Mateus was born. What about this one? It's a date.

Darcy – It's your birthday.

Amparo – How do you read this date?

Class – Twenty-fourth of June.

Professora enfatizou o th- no final para as datas.

Amparo diz que o número 484 que está no quadro é o de sua casa e tem de lembrar sempre, pois a prefeitura alterou o número de sua casa, como assim o fez das demais residências.

Amparo agora vai falar sobre o número 70-110.

Amparo – I have doubts. My glicemia. I have to read that number

Professora fala que é diabética e diz que tem de controlar a sua taxa de glicemia e por essa razão os números são importantes porque representam quando a taxa de glicemia que deve ser atingida. Ela diz que o médico dela muitas vezes a repreende quando a taxa não está correta.

Amparo – We are going to play the numbers and you listen and repeat. Listen and repeat the numbers.

Esses números que os alunos vão repetir se referem aos números que estão no livro. Alunos estão com os livros abertos e repetem os números. Classe repete os números que estão no livro.

Amparo é bem cuidadosa com a pronúncia. Os alunos repetem uma vez depois da professora e uma vez depois do gravador. Professora fala que million não tem plural.

Amparo – Fraction for the mathematician is very good. Fractions we are not so used to speaking. $\frac{1}{4}$ a quarter.

Professora escreve no quadro as frações para que os alunos visualizem melhor.

Class – a quarter.

Amparo – $\frac{3}{4}$ three quarters

Class – three quarters

Amparo – $2/3$ two thirds

Class – two thirds.

Amparo – $7/8$ seven eighth

Class – seven eighth

Amparo – $12 \frac{1}{2}$ twelve and a half

Class – Twelve and a half.

Amparo – There's some music in numbers the way you pronounce. When we talk about numbers, this is important.

Alunos repetem os números muitas vezes. Apesar dessa repetição contínua, não pareceu cansativo.

Amparo – Now we are going to listen to some numbers in a dialogue and you have to complete.

Alunos procuram completar.

Ricardo – It's very fast

Amparo – I'll play again (toca pela segunda vez).

Amparo – One minute for you to complete the numbers

Darcy – É o que eu consegui entender.

Ricardo – The last number five is understood

Darcy – I understand 79

Alunos discutem as possibilidades dos números. Eles geralmente têm muita dificuldade com ouvir a fita e entender o que estão falando.

13h25

Amparo – Let's see the numbers.

Amparo - Do you remember the story?

Amparo tocou o primeiro diálogo e pergunta se os alunos lembravam sobre o que se tratava, mas os alunos ficaram em silêncio.

Amparo – It's about a trip.

Professora toca os diálogos novamente e à medida que os alunos vão ouvindo, ela para os diálogos e vai escrevendo os seguintes números no quadro:

1. fifteenth // twenty-fourth
2. 4.2% // 15,000
3. 35 pounds 2 tickets 4929708306218849
4. 39.99 pounds half 79.99 pounds
5. 7 o'clock // 10th

Os números acima fazem referência aos fatos seguintes. O primeiro é sobre a data de uma viagem; o segundo é sobre a taxa de desemprego e o que isso representa em números; o terceiro é sobre o preço de entradas para o teatro e o número do cartão de crédito; o quarto se refere aos preços de uma loja e o último o horário e dia de uma festa. Os alunos não conseguiram entender muitas dessas situações, apesar de terem entendido os números.

Amparo – If you have the CD at home listen to numbers. Now think about three numbers that are very important in your life.

Professora fala isso e depois alunos devem conversar com colega do lado.

Darcy – 9 is the number. It's the hour I slept 9 hours.

Ricardo – Now the other.

Darcy – How can I say apelido?

Ricardo – Nickname.

Darcy – Numbers of girls I stayed in my life.

Ricardo – It's difficult to count.

Aluno faz uma tradução literal de “ficar” com garotas, no momento que aluno fala isso tanto ele como Ricardo riem muito devido a conotação sexual que dão ao exercício.

Ricardo – How can you say nota in English?

Darcy – Note.

Amparo – Very clever man.

Ricardo – You must be joking.

Amparo – That's it. (professora encerra a atividade que os alunos estava fazendo) Unit 3

I'll give you one minute to do the test your grammar

13h25 alunos silenciosamente fazem o exercício de gramática

Ricardo – It's strange this phrase.

Darcy – No, when she arrived he started to cook.

Amparo – Let's see. Can you read the sentence for me? Very good husband, not like mine. (professora fala isso porque na figura aparece na figura aparece um homem que é

supostamente o marido que já fez o jantar e a mulher chega em casa e está tudo pronto)

What's the name we give for this verb had cooked?

Darcy – Past Perfect.

No quadro:

Past Perfect to refer to a past action that happened before another in the recent past

Had + past participle

Past simple chronological sequence in the past.

Past continuous – an action in progress

Amparo – Why past continuous? What's the difference?

Professora refere-se às figuras que estão no exercício. Alguns alunos tentam responder à questão.

Amparo – So guys, when we talk about a story in the past you use different tenses. If you use just the simple past it's like children's story. When we use different verb tenses in the past the story is richer. In pairs I want you to discuss what the story is about.

Don't read

Ricardo – He was an Indian that was a child killer.

Amparo – Very cruel.

Darcy – They have an illegal child (risos). He had a child he's a bastard.

Amparo – It's about a warrior

Luís – The warrior was afraid of the baby.

Amparo – Ricardo.

Ricardo – The baby is a warrior

Darcy – He was a son of a bitch. It's a story of an illegal child.

Amparo – Ok, ok. Now you complete with these phrases.

Alunos completam os exercícios com as frases a fim de completar o texto.

Amparo escreve no quadro algumas palavras que os alunos talvez tenham alguma dificuldade:

Boast

Beat

Fight

13h54 – 4 rapazes e 5 moças na sala

Ciça foi embora mais cedo.

Amparo – It's OK people.

Celular toca. Amparo comenta sobre o som do celular.

Amparo – I wrote on the board. Sometimes when Mariana doesn't do her homework I beat her.

Amparo – I'm going to play the tape

Professora corrige as frases que deveriam se encaixar no texto para formar um contínuo.

Amparo – Next class we discuss the text.

25/04/06

13h00

No quadro:

Do you have good memory? What were you doing at this time last Sunday? at this time last Saturday? at this time yesterday?

Amparo - We are going to talk about this. I'm going to give you two minutes. You cannot stop giving details. Try to give your friend as many details as possible.

Alunos têm de falar sem parar em inglês.

Vanda – What were you doing last Saturday?

Caroline – I spent reading Faustus in German and for here in English.

Ciça – I watched the class on Sunday.

Heloísa – I was in “bandejão”.

13h05 - 3 rapazes e 6 garotas.

Amparo – I was going around the class. What were you doing at this time last Saturday?

Caroline – I was studying for Faustus.

4 alunos estão estudando para prestar concurso

2 Caixa Econômica Federal

2 Banco do Brasil

Professora ficou impressionada com o número de alunos que quer ser bancário.

Amparo lê uma lista de coisas que uma pessoa fez ontem. Essa lista está no livro e professora lê o que a moça fez ontem,.

Amparo – What you have to do is a simple activity, but you have to do it a lot.

Alunos têm de perguntar o que a senhora estava fazendo em determinados horários de acordo com o que está escrito no livro. Amparo lê o modelo de exercício que alunos têm de fazer oralmente.

Caroline – What was she doing at 9 p.m.?

Vanda – She was listening to music.

Caroline – What was she doing at 6 p.m.?

Vanda – She was coming home.

Caroline – Já foi tudo já.

Vanda – No, what was she doing at 2 p.m.?

Caroline – She was having a meeting.

Amparo vai repetir sentenças com a classe.

Amparo – She was flying.

Class – She was flying

Amparo – She was writing.

Class – She was writing.

Amparo – I want you to think about the same things and write activities.

Amparo – Hello Ricardo. (O aluno Ricardo acabou de chegar e professora o cumprimenta)

Os alunos preparam listas do que fizeram ontem.

13h20 - 4 rapazes e 6 moças.

Amparo fala com Caroline sobre as normas do Inco que foram mudadas e a tabela de conversão que alunos receberam. Amparo explica tabela de conversão para Caroline que refere-se ao número de atividades que alunos devem fazer para cumprir as 19 horas não presenciais.

Vanda prestou concurso do Banco do Brasil e vai prestar da Caixa Econômica Federal também.

13h25 – Francisco chegou.

Amparo muda os pares na classe.

Caroline – What were you doing at 7 a.m.?

Ricardo – I was eating.

Caroline – Don't you have classes.

Ricardo - No. Can I ask you?

Caroline – Yes.

Ricardo – What were you doing at 7 o'clock yesterday?

Caroline – I was coming to university.

Ricardo – Do you live far?

Caroline – Yes, in Jaragua. What were you doing at 9 o'clock?

Ricardo – I was trying to study.

Caroline – At 9 o'clock I was studying German Literature.

Ricardo – Oh! It's difficult.

Caroline – Everybody says this expression.

Ricardo – Is it really difficult?

Caroline – It's more difficult than English. It's difficult the sounds.

Amparo parou de fazer para com Elaine. Ela estava fazendo par com ela.

Amparo – People I think it's OK. Do you need more time to speak?

Vanda – More time.

Amparo – OK. Two minutes

Ricardo – I've been studying a lot English.

Caroline – Do you like reading?

Ricardo – I'm reading Oscar Wilde.

Amparo – What's the name of the book?

Ricardo – I don't remember. About some ghosts.

Amparo – Yes, the Canterville ghosts.

Amparo – Now the teacher stops. There's no democracy. (Alunos para atividade que estavam realizando)

Amparo – Now we are going to talk about the past perfect. I'd like you to link sentences A with sentences B. (Professora se refere a sentenças do livro em que devem ser ligadas e têm o past participle.)

Amparo explica que composições do nível 5 mudaram são aquelas no final do livro e Ricardo está fazendo a versão antiga. Caroline entrega para Amparo a versão correta.

Amparo – Guys I'm going to put the CD. First thing we do next class is to have a look you can bring the composition and we discuss in class.

Professora toca CD e corrige as sentenças.

Amparo – Listen and repeat.

Class – I didn't laugh at his joke

Amparo – Had you heard it before?

Class - Had you heard it before?

Amparo – You have to repeat, repeat.

Amparo – Were you surprised by the ending of the film?

Class – Were you surprised by the ending of the film?

Amparo – No, I'd already known the book.

Class – No, I'd already known the book.

Amparo – I was homesick

Class – I was homesick.

Amparo – Had you never lived abroad before?

Class – Had you never lived abroad before?

Amparo – Hadn't you stayed there before?

Class – Hadn't you stayed there before?

Professora faz os alunos repetirem inúmeras vezes. Primeiro eles ouvem o CD e depois a professora faz alunos repetirem.

Amparo – Let's practice more. Let's change pairs.

Amparo faz a leitura com Ricardo e dá conselho. Ela diz que ele precisa melhorar e necessita estudar um pouco mais, principalmente a pronuncia.

Alunos lêem os diálogos do livro que repetiram depois da fita.

Amparo – You don't have to say with the same pronunciation, but you have to understand

Amparo – All right? Difficult? I'm giving you back your composition.

Professora entrega as composições.

Amparo - As composições do level 5 estão no final do livro, o exercício da unidade 2 a gente vai fazer em classe. Se você forem fazendo listas de atividade. Vocês têm o site próprio do livro. This is homework you have to choose simple past or past perfect. Let me call the roll

14h00 6 moças e 4 rapazes

Amparo – Guys the class is over. Don't forget the writtenwork unit 2.

27/04/06

13h00 No quadro as atividades que irão ser desenvolvida no dia:

Past Perfect Correction Informal/ Formal letters Writtenwork unit 2 Writing workshop A fairy tale

3 rapazes e 6 moças

Professora corrige a lista de exercício da aula passada. Enquanto corrige explica os tempos verbais: simple past e past perfect.

Amparo – She saw the shock in my eyes – corrige a professora

Amparo – If you would like me to repeat I can.

Amparo – We felt as if the year hadn't passed. Because it was supposition. What's the verb here? She had arrived that morning

Professora lê a história e vai corrigindo com os alunos, caso necessitem de alguma explicação ela vai explicitando o uso do simple past e past perfect.

Heloísa sai da sala para atender celular e logo em seguida volta para a sala.

Professora lê e corrige.

Amparo – Ok people, whenever you remember things that are earlier past you use the past perfect. When we do the writing activity, we'll understand the writtenwork.

Amparo fala com a aluna Joselaine que apresentou uma dúvida em relação ao past perfect. Amparo explica para aluna calmamente.

13h10 4 rapazes e 7 moças

Amparo – We'll start talking about the letter there are some examples. To start a letter what are the expression? What do we use?

Talita – Dear.

Amparo – We use this for formal letters and e-mails. Dear Sir/madam.

Amparo – How do we end?

No quadro:

Start Hi	Dear Sir/Madam
End Lots of Love	Yours faithfully
All the best	Best wishes
All my love	Yours Sincerely

Amparo explica as expressões formais e informais e depois corrige o exercício.

Amparo – The first thing we ask is an informal e-mail is to ask about his/her health, about him or her state.

Amparo – This is the end of a business transaction. We trust this arrangement meeting with your satisfaction. (Essa sentença está no livro e é um exemplo de uma sentença formal.)

Caroline – Can I tell the sentence is formal?

Amparo – Yes of course.

Amparo – Look forward to. It's typical of the end of an e-mail. We have to distinguish which ones are formal and informal.

Amparo – Just a note is informal

Talita – Why?

Amparo explica que a expressão é equivalente a só um bilhetinho em português. Desse modo, é uma expressão informal.

Amparo – This expression How are you doing is very informal.

Amparo – Number 6.

Class – formal.

Amparo – Give my regards is equivalent to Lembranças minhas para familiares is more formal. Lots of new expressions here guys

Amparo – In formal letters you never use abbreviations. Another expression is as soon as possible.

Amparo lê as expressões que estão na parte final do livro na unidade 2 e comenta se a carta ou e-mail é formal ou informal.

Amparo – Number 5 Dear Mr... There was a problem with the encyclopedia. This is formal.

Amparo – We have to organize the letters

Amparo – Number 6 Unfortunately it's about the problem of computer software. It's formal.

Amparo – Now what you have to do is to write an e-mail or a letter formal or informal.

Amparo fala para Luís que ele tem a versão antiga do writtenwork, mas, mesmo assim, irá aceitar essa versão antiga para efeito de nota. Mas Luís também entrega para a professora a unidade 2 versão nova.

Amparo – Luís we are using this one now.

Amparo – Guys form groups.

Professora divide a classe em grupos. Há três deles formados na classe.

Amparo – Now remember in unit 3 we are talking about folktales and also fairy tales. In all fairy tales we have the same characters. We have a prince who is handsome, perfect, good-looking a good boy. The princess she's young. What else?

Darcy – A witch.

Amparo – There are some exceptions. Have you seen shrek?

Class – Yes, no.

Amparo – How do you start the story? Once upon a time there was. Now I'm going to distribute some cards. One person starts the cards. One person in the group writes the story. If you need any help with the pictures I'll help you

Professora fala como vai ser o jogo. Alunos em grupo recebem alguns cartões com figuras com o lado da figura para baixo e professora diz que eles tem de virar o cartão e começar um história e fazer as ligações com os cartões anteriores que já foram vistos por membros do grupo. Os alunos vão pegando o cartão em sentido horário. Um membro do grupo fica responsável por escrever a história e depois entregar para professora.

Caroline olha a figura.

Luís – Once upon a time there was a sword

Darcy – And the witch with the sword enchanted it and it had a curse.

No quadro:

A sword – espada
 A wolf – lobo
 Tempest
 Forest
 A treasure trunk – baú
 A hut in the forest – cabana
 A magic ring – anel mágico
 A crown – coroa
 A magic rug – tapete mágico
 A frog – sapo
 An eagle
 A castle – um castelo.

Essas expressões foram colocadas no quadro a fim de ajudar os alunos a construir as histórias de conto de fada.

Caroline – The curse reached the princess.

Amparo – This class is the first draft. Next class we make it better.

Luís – The princess stayed alone in the river when the frog jumped.

Caroline – I think it's a good idea. (risos)

Heloísa – Que é o sapo? Essa aluna ficou responsável por escrever a história.

Caroline – The princess became an ugly frog.

Caroline – Ah tá bom.

Caroline – The princess became a frog.

Darcy – The only way she could become a princess was to find a magic ring

Amparo sai a sala para fazer mais cópias do exercício de completar um texto com simple past e past perfect.

Heloísa – The wolf saw the ring and ate the ring.

Caroline – I thought the same thing.

Heloísa – The wolf went to call the witch.

Darcy – He can guard the ring. It can be in the tooth of the wolf.

Heloísa escreve a versão final sobre o lobo. Alunos ditam para ela.

Luís – Onde está?

Aluno faz essa pergunta para dar sequência à história.

Heloísa – The wolf watches the ring in the witch's cave.

Luís – The frog went into the cave and saw the dragon. It was a magical dragon.

Darcy vira uma coroa. Que parece um anel.

Darcy – Is it a ring?

13h55 Amparo vem até o grupo e diz que figura é uma coroa.

Caroline – The frog took the crown and put it on his head

Amparo – Take on more card and finish the story.

Caroline – The dragon está dormindo e o frog roubou o anel.

Aluna mistura português e inglês na mesma frase

Luís – They died happily for ever after.

Caroline – Vamos pensar em algo melhor.

Caroline – The frog took the crown and goes (aluna se corrige durante a fala) and went to the castle. Agora o que acontece lá. The frog gave the ring to the king and when the king caught the ring they transformed into the princess again.

Caroline – I forgot how to say pegar.

Amparo – Take.

Durante esse exercício os alunos muitas vezes não respeitavam o turno do outro e faziam sugestões enquanto era vez do outro falar. Observei o seguinte grupo Caroline, Heloísa, Darcy e Luís.

Amparo – Time is up.

Amparo – Bye Claudete, have a nice body.

Essa aluna sempre sai uns minutos antes da aula terminar.

Caroline – What's your name?

Luís – Luís

Caroline perguntou o nome do rapaz para colocar no papel que vão entregar para professora.

Caroline – Put a title.

Aula é encerrada

02/05/06

12h55 – Há quatro alunas e um aluno na sala.

Amparo – Ok people let's get started. Let's see. First we are going to have some reading and then speaking activity. (Professora está esperando alunos chegarem para fazer atividades de leitura.

No quadro:

Jigsaw reading

Amparo – I'm going to give you two minutes to prepare the vocabulary preparation and we are going to read about Ernest Hemingway and Picasso. They are very important in the world of art.

Professora explica um pouco mais sobre os exercícios de vocabulário que irão fazer. Os alunos primeiramente tem de separar algumas palavras em dois grupos: art e literature.

13h00 Professora saiu da sala. Ela trouxe alguns dicionário para ajudar no exercício da tarefa de vocabulário

13h05 Há 6 alunas e dois alunos

Vanda – Josefina, vocês entregaram o written work?

Josefina – Já entregamos. Ela explicou na classe o que era para fazer e entregamos o exercício.

13h06 Professora pergunta para Vanesa se já entregaram o fairy tale. Professora sai da classe para saber onde estão. Quando volta para classe descobre que o written work da aluna está no meio do livro. Começa a corrigir o texto.

13h10 Há 4 rapazes e 6 moças

Darcy e Ricardo chegaram juntos

Amparo – Can we try number 1 and two? Now you are going to repeat the words. Literature.

Class – Literature

Amparo – Brush.

Class – Art.

Amparo – Chapter.

Class – Literature.

Amparo – Let's repeat again. Masterpiece.

Class – Masterpiece

Class – Art

Amparo – It's both art and literature. (Amparo dá a definição de masterpiece uma obra de arte)

Amparo – Sketch

Class – Art

(Nesse exercício há um grupo de palavras que devem ser agrupados em art ou literature. Amparo lê as palavras e alunos classificam sob art ou literature.)

Amparo – Read, write, paint, draw and, go to.

Professora vai falando quais palavras do exercício 1 poderiam ser usadas com os verbos. Assim, por exemplo, read a biography, a poem, fairy tale, a play e outras palavras mais. Ela fez isso com todas as palavras que estavam no exercício 1

Josefina e Vanda conversam muito em português.

Amparo – Let's answer. What do you think? (alunos ainda não acabaram e não respondem.)

Amparo – Let's try guys. Talita

Amparo – Number 3

Francisco responde

Amparo Number 4.

Giselasela – How

Amparo – No, it's fairy tale. Esse era o terceiro exercício que os alunos fizeram como pre reading activity e professora está corrigindo.

Amparo – We are not going to work with texts the whole classe.

Professora divide a classe em dois grupos entre aqueles que irão ler o texto sobre Ernest Hemingway e outros que irão ler sobre Pablo Picasso. Além disso terão de responder um questionário sobre os artistas.

Josefina – He paints he started a school

Vanda – Hemingway is famous because he wrote novels

Josefina – I've read about him.

Vanda – Picasso is Spanish and Hemingway is American

Josefina – O velho e o mar. (Aluna cita uma obra que Hemingway escreveu).

Alunos tinham que em dupla comentar sobre o que sabiam sobre esses dois autores.

Amparo – We are going to have a look. Many of you think they are from the 18th or 19th century, but they are not. They are from the 20th century. They are modernists.

Alunos assinalam algumas sentenças a fim de saber quais se referem a Picasso ou Hemingway.

Ricardo e Darcy conversam em inglês. Ricardo dá risada sobre o que Darcy fala.

Amparo – Let's see.

Class – Picasso.

Amparo – Poor eye sight

Class – Hemingway

Amparo – Number 4

Class – Hemingway.

Professora lê as sentenças e alunos falam se é sobre Picasso ou Hemingway.

Amparo – You are going to read the stories at home and complete the stories. Next class don't forget.

A classe é dividida em dois grupos: alguns vão ler sobre Picasso e outros sobre Hemingway.

Amparo – You notice that you had a telegraphic. The princess was found. The prince married her. Now you don't have the pictures. I want you to think about the coherence of the story. You can include these things. You can use adjectives. Then at the end of the class you give it to me. I type and correct.

Há três grupos na sala

1st Ricardo, Caroline, Darcy e Vanda

2nd Vanda, Josefina e Gisela

3rd Talita, Francisco Sergio

Alunos começam corrigindo a história em grupos

Darcy – There is no sense in the story

Amparo – Wild wolf. But how do you spell it?

Darcy – I think we wrote wide. (responde para professora)

Darcy – Once upon a time there was a witch that had a wild wolf.

Caroline – But when the sword. I don't know.

Vanda – She stole the sword of the prince.

Caroline – Strange curse. Is it better?

Darcy – And gave it to the king.

Caroline – Mas como apareceu essa espada

Darcy – We have to explain why she gave it to the king.

Darcy pede a opinião de Ricardo, mas Ricardo está distraído.

Caroline – She wanted to kill the king.

Darcy – Why did she want to kill the king?

Ricardo – I don't know

Darcy – Because he raped her

Ricardo – Estava demorando. (com essa fala de Ricardo temos a impressão que Darcy sempre fala idéias controversas.)

Caroline – Olha o que ele quer colocar na história

Amparo – It's a fairy tale, not necessarily for children.

Josefina – Vender in the past is sold (aluna de outro grupo)

Amparo – Yes.

Amparo – Nobody put a title in the story. So don't forget to put a title.

Darcy – He was the first person to touch the sword.

Caroline – The princess was in the castle.

Caroline – Ela encostou. She was playing.

Ricardo – She was cutting her hair.

Caroline – Com a espada?

Ricardo – Without want (risos)

Darcy – What's this?

Ricardo – Sem querer.

14h00 Professora estava corrigindo a composição de um grupo.

Caroline – Tem que arrumar essa frase aqui.

Ricardo – I don't understand why do you use reach here.

Caroline – atingir

Ricardo – I confused with search.

Caroline – Amparo, what's the correction

Amparo – Pronunciation.

Caroline – A gente fala que o feitiço pega nela

Amparo – You have only five minutes.

SerGiselao – The witch won't marry. (aluno de outro grupo que está também escrevendo a história)

Amparo – The witch wanted to become a princess. (professora sugere para o grupo)

Caroline – Ela se tornaria uma princesa de novo se ela usasse o anel.

Caroline – Eu acho que aqui tem de mudar ser no passado também.

Caroline – In English I don't know to say.

Darcy – How does she know if she used the ring.

Caroline – Oráculo.

Amparo – Oracle.

Amparo anda pela sala escutando os grupos.

Caroline – Uma voz como um oráculo disse que ela tinha disse que ela tinha que usar.

Darcy tenta explicar a ligação do anel e a princesa

Amparo – He had a dream when you don't know the answer. (outra sugestão de Amparo para a história)

14h10 – Ricardo – We need to use it.

Darcy – He woke up.

Caroline – Assustado.

Ricardo – Scared

Caroline – He acordou espantado com o sonho.

Vanda – Ai que história comprida.

Darcy – We need to put the dragon and the crown.

Caroline – Ai que zona vai ser. I don't know what happened.

Caroline – He woke up. (agora ela fala em inglês, pois em minutos atrás estava falando em português)

Amparo – Guys, how is it going? Finishing or not.

Caroline pergunta sobre a palavra consultar.

14h15 Os demais grupos já entregaram o conto de fadas, mas grupo da Caroline ainda está elaborando o texto.

Amparo – Don't worry if you didn't have time to finish all the correction

Caroline – Qual é o título we changed the story

Amparo – Next class I'll type and you can finish.

14h20 Amparo conversa com dois alunos.:Ricardo e Darcy. Ricardo faz pergunta sobre correção de sua composição.

04/05/06

No quadro as atividades do dia:

Speaking activity
Picasso x Hemingway
Writing workshop
Listening Activity
Avaliação do curso

Amparo – You can have a fast reading. I’m going to give you some time. I want you mentally to construct the story. Talita was supposed to read about about Picasso. Read the story fast, but don’t answer about the artist.

Os alunos teriam de ter lido esses dois textos que foram divididos pela professora. Um grupo leria sobre Picasso e outro sobre Hemingway, mas poucos fizeram isso em casa. Dessa maneira, a professora teve de dar um tempo para os alunos lerem o texto.

Amparo – Gisela, did you remember to read the story?

Gisela – Yes.

Amparo – You can read the story fast. (aluna não tem a mesma história de Josefina)

Amparo – Open your book and I’m going to explain the activity (fala isso para Luís que acabou de chegar)

13h05 6 moças e 3 rapazes.

Amparo - Two minutes more. Luís is reading fast.

Amparo – Guys, sorry to interrupt. I’m going to give you the answers. You have to study mentally the answers to talk to your friend.

Professora distribui pela sala as respostas do questionário sobre Picasso e Hemingway que alunos deveriam ter feito em casa. Os alunos devem estudar as respostas para depois falar com o colega.

13h10 Sergio chega: 6 moças e 4 rapazes.

Professora anda pela sala olhando os alunos. Alunos olham a resposta sobre o artista ou o escritor.

Amparo – Guys, let’s get in pairs. You don’t need to speak fast. You can try to correct yourselves.

Profesora divide os alunos em pares.

Talita – When was he born?

Fábio – He was born in 1899.

Talita – How did he die?

Fábio – He was killed with a shot gun.

Amparo – The idea is not to ask questions and answers, but to form a narrative.

Fábio – He was a famous writer. He killed himself in 1969. He was a great writer. He graduated in journalism in 1907. When the First World War came he went to Italy and worked as a journalist. In Paris he met Gertrude Stern, a writer also. He wrote some of his novels with the experience of the war.

13h20 Ricardo chega.

Talita – He watched his father painting. He used some of it to paint and he was better than his father. I think he was a genius. In 1891 his father got a good job. In 1904 he painted Gertrude Stein.

Fábio – Gertrude Stern was in the life of Hemingway too.

Talita – He painted.

Amparo – Painted (corrigir a pronúncia).

Talita – There was an exhibition in Ibirapuera and there some explanations about his life. He married seven times.

Fábio – He didn't marry, they lived together.

Fábio – I don't understand the paintings by Picasso. It's very confusing.

Amparo – One minute more they finish (fala para Fábio e Talita)

Fábio – Do you often go to exhibitions?

Talita – Sometimes.

Amparo – You have to do the grammar spot. Next class do it as a homework. Now it's fairy tales. It's the final version. Get together in groups

Há três grupos na sala.

Ricardo – Where's our story?

Caroline aponta para a mesa da professora

Amparo – Guys, you are going to have to write the end of the fairy tale

Caroline – Ela falou que tem de terminar. Sorry, eu sou desastrada (derrubou um lápis de um componente do grupo)

Caroline lê a história que eles já escreveram para o grupo, mas está sem final.

Amparo – Caroline, Caroline castle (corrigir a pronúncia da aluna)

Caroline – Ok castle. (aluna corrige-se)

Amparo – I think the most important thing is where you insert something you introduce with a or an.

Professora dá algumas dicas para terminar o trabalho. Amparo enfatiza que quando um objeto é introduzido pela primeira vez na história, usa-se a ou an. Essa observação é feita devido ao fato de os alunos introduzirem the (artigo definido). Além disso, professora também acrescenta que tudo tem de ter uma ligação na história e não devemos deixar tudo solto.

Caroline – We didn't have time to finish the story.

Amparo – You had told me.

Ricardo – (to Caroline) This is more recent than the other. (Ricardo está com duas composições na mão e pergunta qual é a versão mais recente).

Caroline – Here we have a sword. We have to explain why.

Ricardo – We could change places.

Caroline – Olha aí porão.

Lúis olha no dicionário e responde.

Lúis – Basement.

Ricardo – Estou tentando pensar.

Caroline – He noticed that the sword. A gente põe que ele deu a espada para o rei.

Lúis – Acho que é uma boa idéia.

Caroline – Acho tão estranho falar she said, she said..

Ricardo – If I start I'm going to be sure that is completely different from your style.

Caroline – Amparo, how can I say vingança?

Amparo – Revenge. (professora oferece para dar a ortografia da palavra)

Caroline – I know how to write.

Ricardo – I'm very slow. (fala isso para Caroline que é a mais agitada do grupo)

Ricardo – It's difficult to write in groups in English

Caroline – Que burra!

Amparo – In English. But you can practice the language a lot when you do this kind of things.

Ricardo – It's true.

Caroline - Que tem esse wolf a ver com o resto.

Lúis – Não sei.

Caroline – Daí não da nessa parte.

Ricardo – There's a strange phrase that I noticed.

Amparo – It's OK.

Caroline – A idéia é quando ele chegou.

Caroline – É melhor took ele pegou mesmo. When I say she touched foi sem querer.

Apesar de o grupo ter recebido a versão corrigida da professora, eles preferiram escrever a história novamente.

14h00

Amparo – Guys time is up.

Caroline – Essa parte a história está feita.

Amparo – Now you are going to do Avaliação do Curso. When you finish you do it.

9/05/06

Professora não compareceu porque seu filho estava doente.

11/05/06

12h55 – professora entra na sala. Há 3 rapazes e 4 meninas.

No quadro:

Reading Fairy Tales Listening + Conversation Activity Social English Unit 3 Next Thursday
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Professora fala sobre sua ausência na aula passada devido a doença do filho. Teve de levá-lo ao médico, pois ele passara a noite de segunda para terça em claro e vomitou muito. Depois dessa justificativa, continua a aula.

Amparo – We are going to start the classes with the fairy tales. You are going to choose the best in your opinion. Read the story and exchange with your friends.

Professora recolheu os três contos de fadas na aula passada e iria digita-los. Além disso fez algumas correções. Agora os alunos lêem os contos de fada e escolhem o melhor na opinião deles. Professora propôs se não seria melhor afixá-los na parede e alunos circulariam pela sala, mas os alunos preferiram ficar sentados e trocarem com as diferentes duplas.

Alunos lêem a história e depois devem comentar e escolher a melhor. Caroline lê junto com Vanda.

Amparo – When you finish guys you exchange

Há 6 moças e 3 rapazes na aula.

Caroline – Ah! Isso tem sentido. (comentário da aluna sobre uma das histórias)

Amparo – There are three stories to be read.

Amparo coloca o nome das histórias no quadro:

1) The princess frog 2) The magic search 3) A Fairy Tale

Amparo – Did you read this one?

Luísarodo – Yes.

13h05 Sergio chega. Amparo explica para o aluno o que está acontecendo e o que deve ser feito: ler os contos de fada.

Há 6 moças e 4 rapazes.

Amparo – In English Caroline. Guys you can read in pairs. (professora às vezes tem de alertar os alunos que devem falar em inglês)

Caroline – I think this story makes more sense than the other.

Amparo – It's so strange!

Professora fala isso em relação à disposição dos alunos na sala de aula que estão muito afastados uns dos outros. Por essa razão resolve aproximá-los formando um semi-círculo.

Amparo – I like the princess frog.

Caroline – I prefer the magic search.

Amparo – Why? (Professora comenta se eles fizeram um trabalho melhor com a história)

Caroline – Because it makes more sense.

Lúis – A fairy tale has a lot of horses.

Professora comenta que disse para Sergio que a história tinha esse problema.

Amparo – You know that the story has a lot of elements but it's necessary to have some connection between the elements.

Fábio – I like the end of the Fairy Tale.

Amparo – All of them have a happy have a happy end. Can I send them to Inco-Group? (Esse Inco-Group é um grupo na internet para os alunos do Inco-Cepel.) Let's open the book on page 27 to the correction of Grammar Focus.

Professora corrige rapidamente o exercício, pois são muito poucos apenas três sentenças. Há exercício sobre passiva.

Amparo – If you look at the end of the book Gisela ve two compliments.

No quadro:

His father gave a palette and brushes to Picasso.
Picasso was given palettes and brushes.

Professora salienta que essa construção passiva é usada somente em inglês em português não usamos.

Amparo – Remember that when you study for the test you read the grammar at the end of the book. (professora encerra essa fala e começa outra atividade)

Amparo – I'm going to give you five minutes to talk to your friend about your favourite book.

Vanda – Do you read in German?

Caroline – I read in Portuguese and German. If I read only in German I wouldn't understand.

Vanda – Do you have any favourite films?

Caroline – Yes. (aluna narra seu filme favorito em inglês) At the end of the story the same things happened to the men. Eu acho que ninguém assistiu esse filme.

Josefina – Cecilia liked the Lord of the Rings

Amparo – I didn't like the film. Did you read the book?

Cecilia – I read the book. It's better than the film.

Amparo That's nice! Here in the book we have some options of books and films.

Josefina tenta lembrar o nome de um filme que gostou muito, mas não consegue.

Agora professora vai falar sobre os filmes e livros que estão no livro a fim de comentar com a classe se há somente o livro ou o filme ou ambos.

Amparo – Harry Potter

Class – Book and film.

Amparo – Captain Mandolin.

Class – I don't know

Amparo – We are going to listen to a group of people talking about books and films.
(alunos ouvem a fita e tentam completer)

Alunos ouvem pela segunda vez.

Amparo – Try in pairs what you could undeerstand.

Vanda – Falo de um Americano.

Caroline – One said Harry Potter was amazing. What´s the story that people cry?

Vanda I don´t know the story.

Caroline – About the Frankenstein I don´t understand. I don´t understand.

Amparo – Sometimes they laugh. It´s difficult to understand. Now you are going to listen again with the tapescript. Does everybody have?

13h45 – alunos ouvem o CD novamente lendo o tapescript. Alunos ouvem com muita atenção.

Amparo – Could you get the book and film?

Class – Yes.

Amparo -The next activity is to give opinion. We are going to say where some dialogues take place and what they refer to. I´m going to give some minutes and then we can check.

Alunos fazem o exercício que é para descobrir o que as palavras em itálico se referem.

Amparo – Let´s try letter b. Would you like to read

Giselaslaine lê o exercício

Sergio – Film letter c

Amparo – Letter d.

Vanda – An actress

Amparo – What were the words that helped you?

Francisco – I don´t know

Amparo – It´s children.

Francisco entende o exercício e demonstra.

Amparo – Letter g is very easy.

Class – Pizza

Amparo – Caroline.

Caroline – I have an idea. I think it´s soccer match.

Amparo – Correct. Just to finish let´s do the exercise two to match the phrases with the questions.

14h00

Amparo - Let's check I'm going to play the CD. Thank you very much for coming.
Next week we have a test. May the 18th.

16/05/06

Não houve aula por motivo de confusão na cidade.

18/05/06

13h00 – Há 3 garotos e 3 garotas na sala.

Eles estão fazendo uma revisão para a prova o Stop and Check. No começo da aula professora explica sobre o exercício.

13h01 Talita chega com xérox do exercício.

Há 4 garotas e 3 garotos.

Darcy chega.

Há 4 homens e 4 mulheres.

Amparo explica para Darcy que é um exercício de revisão e os demais alunos estão fazendo esse exercício em silêncio e bem concentrados.

Amparo – Sorry to interrupt you.

Amparo fala isso para Darcy e conversa com ele sobre a mudança do curso das atividades que devem ser feitas que foram feitas durante o semestre. Ela fala isso em português.

13h10 Sergio chega.

Há 5 homens e 5 mulheres

Adriana – It's revision for the test.

Sergio – OK.

Professora anda pela sala e observa alunos fazendo os exercícios. Celular do Sergio toca, mas ele não atende somente averigua de quem é o telefonema. Amparo devolve lição para Fábio. Celular de Luís toca, mas ele não atende. Professora senta e olha para o livro.

13h20

Amparo – Let's try the general revision. I'm staying. Don't forget verb to be. Number 6.

Class – Didn't ask.

Amparo – We have yet at the end of the sentence, so it's present perfect. In American English it's possible to use, but we are using British English so it's present perfect.

Professora vai corrigindo os exercícios e classe responde, quando a professora ouve algo errado explica a resposta certa como assim o fez para essa turma.

Amparo – I'm having a good time here. Any problems with sightseeing?

Class – No

Amparo – While means at the same time. Number 14.

Class – had visited.

Amparo – Past perfect.

Giselasleine – Why had visited? What's the reason?

Amparo – It's the relationship between the sentences. You have to think about the combination between the phrases.

Giselasleine – OK.

Amparo – The shop assistant was putting into the bag when I realized I had forgotten my wallet. So unfortunately I couldn't buy..

Class – it

Amparo – Is it OK the idea?

Lúis – since over a year.

Amparo – No, the expression is for over a year.

Amparo – was enjoyed. Impossible.

Class – Had enjoyed

Vanda – I really enjoyed.

Amparo – Correct. Sometimes you look at the verb and forget the rest of the sentence.

Amparo acaba de corrigindo esses exercícios e dá mais um tempo para os alunos fazerem.

13h30 Vanda vai embora. Há 5 homens e 4 mulheres. Josefina chegou atrasada. Ela chegou no meio do exercício sem fazer muito alarde.

Amparo – Let's try the question formation. When...

Class – When did you win.....?

No quadro:

<p>Question word + auxiliary + subject + verb (complements)</p>

<p>When did you win Wimbledon?</p>

Essa forma de colocar a forma de questões no quadro ajuda o aluno a memorizar a formação gramatical das questões.

Amparo – This is the basic sequence. The question may start with an auxiliary, but the sequence is the same,

Class – How long have you been a professional tennis player?

Amparo – The last one.

Sergiselao – What are you doing at the moment?

Amparo – What are you doing at the moment?

Professora repete a questão para reforçar que ela está correta.

Amparo – Let's try the auxiliary verbs.

13h40 - Alunos continuam fazendo o exercício

Amparo – Can we try? Number 1

Josefina – was.

Amparo – What was you doing? (quando faz essa pergunta fala com uma entonação de que estaria questionado a resposta da aluna)

Fábio – What were you doing? Aluno corrige a colega de classe.

Amparo – Number 5.

Alunos mostram que professora pulou uma questão. Eles falam teacher you jumped a question ela corrige e fala I skipped a question.

Amparo – Number 4 – How long has she been learning English?

Class - Ok

Amparo – Has Joelmat never been abroad before?

Class - OK

Amparo – Vocabulary, we are not going to do it. But you have to study.

13h50 Alunos estão fazendo o exercício para serem corrigidos em breve. Professora pede que alunos façam um exercício mais. Darcy sai da sala para atender celular.

Amparo – Let's try. What do you think? It

Josefina – supplies

Amparo – It's active voice. Number 2 It was started. This is a passive voice.

Amparo – He

Sergio – Was employed.

Amparo – German bankers needed to know.

Amparo – The journey..... the past of take

Sergio – Took

Amparo – The same information was...

Class – Taken.

Amparo – This exercise it's important to read everything to know what's active or passive.

Sergio – Number 6 could it be has sent?

Amparo – No, it was sent because it's a sequence of events.

Esse ultimo exercício que os alunos fizeram um texto deveria ser colocado os verbos na passiva ou ativa de acordo com o sentido das frases.

Darcy – What's the meaning of pigeon?

Amparo – Pombo This is it for today. Don't forget to study for the test.

23/05/06

Houve prova e não compareci.

25/05/06

Amparo – We're going to start with unit 4. Unit 4 is about regulations. You used the verb can in level 2 and 1. Can was used as

Ricardo – Ability.

Amparo – I'm going to write a chart on the board so that you can see the verbs. In the notebook try to write a chart like this. We're going to start with the starter

Professora escreve no quadro as atividades do dia:

Unit 4 Regulations
Grammar Focus
Can allowed to permission
Have to – obligation
Don't have to – absence of obligation

	Negative	Question	3 rd person plural
I can go	I can't go	Can I go?	She can go
I should go	I shouldn't go	Should I go?	She should go
I must go	I don't have to go.	Do I have to go? Must I go?	He must go. He has to go.
I have to go	I don't have to go	Do you have to go?	She has to go.

Professora escreveu esse quadro no quadro e ia explicando enquanto colocava as explicações para os alunos. Eles tiveram um tempo para escrever e depois professora ia colocando no quadro e explicava.

Amparo – You missed the test. When can you do it?

Sergio – Next Tuesday at 5 o'clock.

13h05 Há dois alunos e três alunas.

Amparo – You can never say I don't can go.

Amparo – Should is the same thing. The word must is different the negative of must is don't have to. Must the negative is prohibition. I don't have to go is the negative of must.

No quadro:

Must = mustn't
Prohibition – I mustn't go

Amparo – We are going to listen to two teenagers and you have. I want you to write two lists one, with obligations, and one with no obligations. You can list the ideas.

No quadro:

What are the good things and the bad things in teens?

Josefina – They don't have money.

Talita – Teenagers have to go to school every day.

Amparo – The construction is like passive. I was allowed.

Talita – I studied at Cepham so I had to study very much.

Ricardo – How can we say magistério in English?

Amparo – Let's have a look

Josefina – They don't have to work.

Amparo – This is good. More ideas.

Talita – They can sleep a little more.

Ricardo – They can sightsee every day.

Amparo – They can go out every day.

Amparo – I think it's better during the day.

Josefina – They don't need to think about the future.

Claudete – They don't have money.

Amparo – What did you do to get money?

Amparo explica que quando estava na escola costumava fazer bolo de chocolate para vender na escola. Segundo ela, ela fazia isso muito bem, tinha uma boa lábia.

Vanda – I was a baby sitter.

Amparo – And you Ricardo?

Ricardo – I used to work on the garden. After, I got I job as an office boy.

Ricardo – They have to go to school.

Amparo – My daughter asks me when is it going to finish. (Amparo sempre fala dos filhos durante a aula)

Josefina – They aren't allowed to go out at night.

Ricardo – If you are the eldest son you have to take care of your brother and sisters.

Amparo – We are going to listen and we are going to see if they have any of these ideas.

(Professora escreveu no quadro o que os alunos falaram sobre os pontos positivos e negativos que mencionaram sobre ser adolescente. Agora alunos ouvem a fita)

Amparo – Listen again?

Ricardo – Yes, please.

Josefina – You.

13h30 - alunos ouvem a fita

Há dois rapazes e 4 garotas.

Amparo – What did you listen?

Ricardo – They don't need to pay bills.

Amparo – Do they talk about sleep?

Class – No.

Amparo – They said about going shopping to go to the cinema.

Professora coloca no quadro a opinião dos alunos sobre a adolescência e depois verifica com a fita. Amparo pediu que os alunos completassem um exercício no livro.

Alunos ouvem a fita pela terceira vez.

Ricardo – Can we repeat again?

Amparo – Ok, and then we correct.

Amparo toca a fita e vai parando para os alunos corrigirem o exercício.

Amparo – It's a different expression. You are not allowed to buy.

Ricardo – They can't.

Amparo – Yes, the British pronunciation. (Professora faz um contraste a pronuncia Britânica e da Norte-Americana).

Amparo – We aren't allowed to use the mobile phone.

Amparo – Number 10. I've got to go. I've got to do my homework. The same as I have to.

A professora foi comparando o que os alunos falaram sobre os pontos positivos e negativos de ser um adolescentes com o que foi dito na fita. Comentou com Ricardo que na fita não pareceu que o filho mais novo tinha que tomar conta dos irmãos mais novos.

No quadro:

Permission

We can go to the cinema with my friends.

We are allowed to go out on weekends.

Obligations/Necessity

I've got to go now.

Amparo – In English when we talk about obligations we say have to.

Amparo – In England you have to drive to drive on the left. (regulation)

Amparo – This is the last one. You don't have to go to England to learn English.

Vanda – Should.

Amparo –Should is a suggestion. It's not need.

Esse exercício acima foi tirado do Grammar Spot

Amparo – I want you in pairs to read the situations and decide where the situation is.

13h55 Alunos lêem a situação e comentam com os outros alunos eles devem falar quem são as pessoas e o relacionamento entre elas.

Exemplo 1 Who says the following sentences? Where are the people?

- You can't park here. I'll give you a parking ticket.

Amparo – The first situation. Who is saying this? It's the traffic warden. The next one.

Who says this? It's a sophisticated restaurant. The waiter says it the place is a restaurant. The next one.

Ricardo – Pub.

Amparo – It's the customs airport. The customs officer is saying.

Ricardo – The library.

Amparo – The librarian and it takes place at the library.

Amparo – You are on a plane. The flight attendant

Ricardo – Dá para confundir.

Amparo – Here is a prison you are a prisoner.

Amparo corrigiu os exercícios das situações. Alunos primeiramente discutiram primeiramente e depois a professora corrigiu. Algumas situações os alunos não conseguiram acertar os participantes da situação e o local onde ela ocorria.

30/05/06

12h55

No quadro:

• Checking homework • Discussion, homework • Signs prohibition • Suggestion

Amparo – How are you? We are going to start checking the homework. Don't ask me about the tests because I haven't corrected them. The first one Luciana.

Luciana – I haven't to wear a uniform.

Amparo – I think you're mixing up with have got. It's don't have to. Vanda.

Vanda – She hasn't to work. She doesn't has to work. She doesn't have to work. (Aluna se corrige até chegar a estrutura correta. Faz tentativas, mas finalmente fala corretamente)

Amparo – OK.

Luciana – What's allowed?

Amparo – It's to have permission. Let's do the other exercise. Ciça, can you do?

Ciça – My mother have to do the cooking.

Amparo – My mother has to do the cooking.

Amparo – Can we do the conversation about this?

O exercício que acabaram de fazer era sobre montar frases sobre a família e eles tinham que frases sobre a própria família. Alunos vão conversar sobre a família.

13h05 Hé 3 rapazes e 5 moças.

Luciana – I'd like to do the dessert. But I need more time.

Darcy – I have to do the dishes in my house, because every day there's some dirty.

Vanda – My sister has to get up early.

Darcy – Yes, you are young. I never thought you were married. Teacher, she's married, she's young. (Darcy fala sobre Gisela que é casada e aluno demonstra surpresa em relação a isso)

Amparo – Guys, I think it's OK. All right. Let's go to the next activity. I'm going to play the CD so that you can check.

Talita chegou.

13h10 Há 3 rapazes e 6 moças.

Amparo – Listen again and repeat. Where's my briefcase? I've got to go to work.

Class – Where's my briefcase? I've got to go to work.

Amparo – They've got to do the shopping.

Class – They've got to do the shopping.

Amparo – I haven't got any clean socks.

Class – I haven't got any clean socks.

Amparo – I have got to do the washing.

Class – I've got to do the washing.

A professora fez uma repetição com algumas frases tiradas dos livros. Os alunos repetiram e praticaram a pronúncia.

Amparo – Talk about the childhood. (professora lê as questões)

Ricardo – I've already arrived.

Amparo – I want you to see the similarities and differences in the group. I want one person to take notes.

Luciana – I never had a strict teacher at school. But at university they're flexible with some things.

Ricardo – I had some teachers who weren't allowed to speak quietly.

Amparo – The students weren't allowed when the teacher spoke.

Amparo – The students were permitted. (Professora dá exemplos para explicar a estrutura to be allowed to Ricardo que a usou erroneamente)

Ricardo – I had one teacher that gave permission to speak while he speaks.

Ciça – My situation is similar. Some teachers were very strict. One teacher I can't speak in class.

Ricardo – Speak about the class.

Ciça – One teacher didn't let me speak

Ricardo – Could you arrive late?

Ciça – Some teachers allowed.

Luciana – As I always got up early I didn't have any problems with the teachers here. But I know some students who had.

Luciana – He we have many possibilities. Some teachers are strict and others no.

Ricardo – What's your course?

Luciana – Pedagogy.

Amparo – Guys, all right. I think it is enough. Do you need more time?

Vanda – We need more time.

Ricardo – I have many different teachers here, at FFCHL and ECA. Here is education, the teacher is very strict. You have to ask permission. We need students have to discuss the texts that we prepare at home. We can't speak during the class. He would talk.

Luciana – I have a teacher who smokes during the class. So I can't breath. I have two teachers that smoke during the class.

Amparo – It's prohibited. They mustn't

Ricardo – Can we process?

Amparo – Sue.

Ricardo – Can we sue him?

Amparo – I don't think it's a good idea.

Ricardo – You may reprove.

Amparo – Ricardo, fail.

13h35 4 moços 6 moças

Amparo – I think it's enough. Who is the speaker? Did you make notes? (Os alunos tinham de fazer notas para comparar a vida escolar de cada um o que eles podiam ou não podiam fazer).

Talita – We don't have to make seminars.

Amparo – It doesn't have to be university life. It could be school life.

Vanda – We had to do tests.

Luciana – We were allowed to go to the bathroom. We weren't allowed to throw paper on the floor.

Darcy – We weren't allowed to play cards.

Vanda – We weren't allowed to smoke.

Amparo – Do you have anything different?

Vanda conta a história de um professor que quando entrava na sala os alunos tinham que bater continência e ficar de pé até que ele mandasse sentar. Depois ele ficava olhando para os alunos enquanto estavam de pé com olhar estranho. Depois disso, ele

começava a aula. O professor era alemão e tinha participado da Segunda Guerra Mundial. De acordo com a aluna, ele se matou.

Amparo – It Giselaves me thrills.

Amparo – We are using this signs. Think about them as a general prohibition.

Alunos escrevem no livro sobre as atividades que fazer sobre os sinais. Eles escrevem o que os sinais significam utilizando as palavras have to/don't have to, can/can't, not be allowed to.

Amparo – Can we check guys? Number 1.

Luciana – You aren't allowed to smoke here/ can't use.

Amparo – Number 2.

Darcy – Adults have to pay 10 euros.

Amparo – Number 3.

Luciana – You can't park here from 8 a.m. , Monday to Friday

Amparo – Number 4.

Darcy – You can't speed up over 50. You have to drive up to 50.

Amparo – Number 5

Darcy – You can't take pictures.

Amparo Number 6.

Luciana – You have to show your passport.

Amparo – Number 7.

Darcy – You have to use it by June 16.

Amparo – Number 8.

Darcy – You have to fasten your seatbelts.

Amparo – Number 9.

Luciana – You can't skateboard.

Amparo – We are going to listen to two boys planning to travel around Asia. What are the two decisions that they make?

Amparo – Ok or not? (professora pergunta para classe se querem ouvir novamente o diálogo)

Ricardo – No.

Amparo toca mais uma vez. É a segunda vez que o diálogo vai ser tocado.

Amparo – Again

Amparo toca novamente pela terceira vez.

Lúis – They are looking at a map.

Amparo – That's not it.

Darcy – Take traveller's cheque.

Amparo – What's the second decision.

Ricardo – Rain.

Amparo – You don't go in the rainy season.

Amparo – They are talking about suggestions. When we talk about suggestions we use should. For next class we are going to correct exercise 3. Next class you have to read the text and answer questions 2, 3. We are going to have a discussion but if you don't read there's no discussion, but if you don't read there's no discussion. I'm going to be a strict teacher.

01/06/06

13h00 Há 4 moças e 3 rapazes

No quadro:

- Correcting activity: Suggestion
- Talk about strong recommendation
- Group activity: my cultural bluff
- Questionário motivação - Lélia

Amparo – I asked you to read. Open your books page 33 ex 3. The first one is about Anthony and Talita, can you do number 3.

Talita – 3 I didn't do.

Francisco – I don't think we should carry too many clothes. It'll be heavy to carry.

Amparo – Fábio.

Fábio – I didn't do.

Amparo – Talita.

Talita – I think we shouldn't go to anywhere dangerous.

Francisco – I think we should have some vaccinations.

Esse exercício que os alunos corrigiram era para ter sido feito em casa. Alguns alunos fizeram e outros não.

Amparo – Look at the next exercise. He's making promises. Esse exercício que a professora vai repetir era um diálogo entre Anthony, o rapaz que vai viajar para Tailândia e sua vó que diz uma série de recomendações. A professora faz os alunos repetirem as recomendações

Amparo – You must write to us every week

Class – You must write to us every week.

Amparo – You mustn't lose your passport.

Class – You mustn't lose you passport

Amparo – Let's repeat the idea. Make sure you eat well.

Class – Make sure you eat well

Amparo – Phone us if you are in trouble.

Class – Phone us if you are in trouble.

Amparo – One is the grandmother and the other is Anthony.

Talita – You mustn't go out when it's dark.

Francisco – I won't.

Amparo Talita, mustn't (corrige a pronuncia da aluna)

Francisco – Ypu mustn't talk to strangers.

Talita – I won't.

Amparo – Let's repeat mustn't.

Class – Mustn't.

Amparo – You are going to write five strong recommendations to a person visiting São Paulo.

Fábio – You must visit Avenue Paulista.

Amparo – Can you explain?

Darcy – What we are doing.

Francisco – You mustn't go out alone.

Talita – In the dark.

Francisco – You mustn't go out alone when it's dark.

Darcy – São Paulo has an ugly park called Ibirapuera.

Amparo – You must visit Paulista Avenue. (Diz isso para Fábio e Giselasela. Professora começa solicitar dos alunos algumas idéias)

Amparo – You must be careful when crossing the street.

Darcy – Tourists can watch American movies.

Amparo – Do you have another idea. I'll put it on the board.

Amparo – Let's see if you have similar ideas.

Claudete – You mustn't go out alone at night.

Josefina – You must be careful with PCC.

Vanda – You must have the phone number of the police emergency if you need.

Giselaslaine – You must visit Paulista Avenue.

Talita – You must visit the City theatre.

Amparo – One more.

Luciana – You mustn't accept offers from strangers.

Vanda – You mustn't carry a lot of money with you.

Amparo – Let's get together in groups make a circle.

No quadro:

Guessing the customs of different countries around the world.

In China you should greet someone:

- a) by shaking her/his hand.
- b) With a nod and a bow.
- c) With a kiss on both cheeks.

Professora fornece esse exemplo e depois pergunta a resposta que todos os alunos responderam que a (b) era correta.

Amparo – I'm going to give you a card. One option is correct, but you have to make two wrong options. In groups you are going to read and invent a wrong one. You can write on the paper it's yours. The group has to come up with one sentence. You are in a group because you have to write the same idea.

Gisela – We invented the sentence. The dancers cry while they dance.

O grupo em que fiquei era composto de Gisela, Darcy, Francisco e Talita. Durante o processo que estavam escrevendo, todos deram suas contribuições para a confecção das opções e em alguns momentos deram risadas.

13h30 6 moças e 6 rapazes.

Talita – Something that happened in the past. It's a traditional dance.

Darcy – We haven't to explain all the logic of the sentence.

Gisela – The man. Essa é difícil. The men kisses.

Francisco – The men wear female clothes.

Darcy – They change the clothes.

Francisco – F-E-M-A-L-E. (Ele soletrou a palavras pois as pessoas do grupo não sabiam a ortografia correta)

Darcy – I think men can wear female clothes and dance over the pigs.

Gisela – It's very strange.

13h35

Amparo – You should describe a little bit more the kind of dance.

Darcy – Dançando em cima dos porcos (risos)

Amparo – Jesus Christ.

Giselaslaime - It's a celebration.

Darcy – How do you say sujo?

Amparo – Dirty.

Darcy – Eu estava confundindo com outra coisa.

Amparo – One more minute guys.

Gisela – They eat chicken (risos)

Talita – And an egg.

Amparo – Chicken and an egg.

Amparo You should greet the person first.

Gisela – Ahhh (faz gesto de que vai abraçar)

Amparo – Hug.

Darcy – How do you say molhar?

Amparo – Water. Why?

Darcy – It's my imaGiselanation.

Amparo You check that the flower after the morning dew.

Amparo – Don't show the paper to your friend. It's a listening activity.

Os alunos lêem as opções que eles fizeram em grupos e lêem para o colega e eles tem de escolher uma opção das três que ouvem do colega, Há 6 pares na classe e alunos fazem o exercício com muita atenção.

Ricardo – In Britain you carry a driving licence or an identity card.

Professora caminha entre os grupos

Darcy – The British have a traditional dance.

Josefina repete as opções para escolher melhor uma delas.

Darcy repete as opções.

Josefina – C (ela não acertou)

Darcy – They have a special way to celebrate New Year's Eve: Check the flowers. Have a morning breakfast

Josefina não acertou esse também.

Alunos respondem sobre questionário acerca de motivação.

06/06/06

No quadro:

- Reading activity: checking and discussion
- Vocabulary practice + Listening
- Vocabulary work

12h50 – Há dois rapazes e 3 moças. Professora entregou a prova para os alunos olharem e verificar a nota. Depois, ela tem de ser devolvida.

Amparo – If you want some extra activities for grammar I can give you.

Vanda OK. (Aluna obteve 6 na prova e a média é 7)

Amparo – When you finish I need the tests back

Vanda entrega o teste e Fábio também. Os outros foram entregaram aos poucos.

Amparo – The class today is about reading first. We are going to correct. We are going to discuss. That's why we are going to have some extra vocabulary.

Amparo recolhe os testes.

Amparo – Your test. I need it back.

Darcy – OK.

Amparo – I'm going to give you the answers about your reading. The text is about good manners.

Distribui as respostas pela classe. Alunos deveriam ter feito a leitura em casa.

Amparo – If you didn't have time to read the story. I suggest you to read the text and be ready for discussion.

13h00 5 rapazes e 4 moças

Alunos corrigem com as respostas em mãos e aqueles que não leram previamente aproveitam para se familiarizar com o texto.

13h05 Luciana chegou

5 rapazes e 5 moças

Amparo – I want you to check your answers.

Luciana OK.

Amparo – If you didn't have time to read I want you to discuss in groups the questions. The questions are on page 34. I'm going to read the questions. Maybe 10 minutes.

Profesora lê em voz alta as questões propostas pelo livro e alunos discutem em pequenos grupos.

Vanda – You better behave as all the people in this country. Yes, I agree it's necessary. If you want to be integrated in our society.

Aluna faz comentário sobre a frase “In Rome do as the Romans do”.

Vanda – For me a bad manner is someone picking the nose.

Cecilia – Cleaning the nose in public.

Vanda – It's very impolite.

Vanda – It's very pig people. It destroys everything. Brazilian people are pig.

Amparo – They spit on the floor, they throw litter out of the car

É importante enfatizar que há duas Vanda no grupo: uma mais falante e extrovertida e outra mais tímida. A mais quieta conta uma história de uma mãe que estava com o filho e ele ia jogar papel para fora do ônibus. A mãe repreendeu o menino não pelo fato de ele ter a intenção de jogar o papel para fora, mas sim que devia dobrar o papel para daí então jogar. Vanda mostrou indignação com a história.

Vanda – Please, don't smoke in places you don't have permission to do it. You can kiss a person on the hands or on the cheeks. But these are good manners.

13h15 6 moças 5 rapazes.

Talita chegoou.

Vanda – To say good morning, please, excuse me. In general it's more simple.

Vanda menciona uma ocasião em que uma pessoa não pediu com licença para sentar. Ela considerou isso como falta de educação.

Amparo – What's bad manner in Brazil?

Luciana – To ask the age of a woman.

Darcy – To kiss men on both cheeks.

Amparo – In Russia they touch the nose and kiss on the cheeks

Vanda – To clean the nose.

Amparo – To spit on the floor.

Amparo menciona que no passado isso não era considerado como falta de educação. Havia nas casas até um lugar especial para as pessoas cuspirem; mas hoje em dia a situação mudou.

Vanda – Arrostar.

Amparo – To burp after a meal. What would you say to a person visiting Brazil?

Fábio – Go back to the First World.

Amparo – I think we accept things because of all the mixture of cultures. Ok, turn the page you have some things about nationalities. The Italians eat a lot of pizza. In my house I could do pasta every day. They love it.

Amparo – The French

Class – Produce champagne

A professora explica sobre a nacionalidade e pede para os alunos completarem. Levanta e vai nos grupos observar como estão fazendo.

Amparo – Do you have any news from Caroline? She has been missing a lot of classes.

Claudete – No.

13h35

Amparo – Guys, let's have a look.

Giselaslaine – The Germans drink a lot of beer.

Talita – The Australians like kangaroo.

Amparo – Scottish the adjective the Scots the nationality.

Amparo – In Greece. What's the nationality?

Class – Greek.

Amparo – Sweden – What's the nationality? Sweedish the people the Sweeds.

Darcy – They make clocks.

Amparo – Very good clocks. Have you ever been a guest in a foreign country?

Class – No.

Amparo – Have you ever been abroad?

Class – No.

Amparo – I'm going to play twice and you try to make notes.

O CD é sobre três pessoas de nacionalidades diferentes: Japanese, American and Brazilian, que falam como recebem visitas em suas respectivas casas. Alunas ouvem a fita e estão muito concentrados.

13h50

Amparo – In pairs compare the information that you have or in small groups.

Vanda – The Japanese clean everything.

Darcy – There different kinds of food.

Luciana – Noon.

Amparo – Yes, it's lunch time. That's why it's afternoon.

Amparo – It's pot luck.

Professora explica que cada convidado traz um prato sem previamente falar com outra pessoa da festa. Assim, a festa é um pot luck, pois você nunca sabe o que as pessoas vão trazer para festa.

Ricardo – Formal.

Amparo – Which one?

Ricardo – The Japanese

Amparo – I'm going to play it again and you can check with the tapescript.

Não são todos os alunos que têm essa parte do livro, então sentam perto daqueles que têm a fim de compartilharem a leitura do tapescript.

Os alunos ouvem pela terceira vez para corrigem as respostas.

Amparo – That's it class. Thank you very much for coming.

13/06/06

13h10 Aula começa só esse horário devido ao fato de ser a estréia do Brasil na Copa do Mundo e muitos alunos haverem sido dispensados ao meio-dia. Giselasela foi a primeira a chegar e Amparo ficou em dúvida se daria aula para somente uma aluna ou não. Mas, com a chegada de Luís decidiu dar aula, pois considerou um número razoável de alunos, apesar de reduzido.

Amparo – In English we don't have a future time. There are many ideas that show the future. We are going to do unit 5 I want you to answer this question: What are you going to do after class?

Luís – I'm gonna home. I'm going to see the game.

Giselasela - - I'm going to watch the game.

Amparo – When I want to talk about premeditating a game.

No quadro:

The score will be Brazil 3 Croacia 1

I think it will be 2 -0

Possibility

Kaká might score a goal.

O exemplo de que o Brasil ganharia de 3 a 1 foi fornecido por Luís e Giselasela forneceu a possibilidade de o Brasil ganhar de 2 a 0.

Amparo – I’m talking about a future possibility. In each situation we rise a verb. Open your books and do the starter.

13h20 – Há dois alunos na sala Luís e Gisela.

Alunos fazem exercício do livro.

Amparo – Let’s see. Number 1, Giselasela.

Giselasela – The phone’s ringing, I’ll get it.

Luís – The clouds are black in the sky, I think it’ll rain.

Amparo – So, it’s a strong prediction.

Luís – Can I say it might rain?

Amparo – No, because you see the black clouds in the sky and it’s a prediction. Number 5.

Giselasela – We might go to France or Italy.

Amparo – You have to make a choice what tense to use. Let’s take turns making the sentences. You have to use going to.

Giselasela – He’s going to buy the clothes.

Amparo – You have to use the things in the list.

Luís – He might visit Nick.

Amparo – It’s might because it’s a possibility.

(Alunos fizeram esse exercício tendo por base o livro que aparecia uma lista do que Ben vai fazer)

Luís – He’s going to pay bills.

Giselasela – He’s going to travel.

Amparo – He’s going to buy a ticket in a travel agent.

Giselasela – He’s going to buy a tennis ball.

Amparo – Look at Ben and Alice I want you to listen and complete the conversation.

(Amparo toca o diálogo)

Luís – Nossa!

Amparo – He uses the expression I'm gonna buy some. And I'll buy some bread.

Luís – Por que ele escolheu na hora (essa afirmação refere-se a will)

Amparo – We are playing tennis. It's an arrangement. It's very common to use the present continuous.

Professora lê o diálogo e alunos repetem o diálogo depois da professora.

Amparo – Don't worry. I won't forget.

Class – Don't forget I won't forget.

Amparo – You have to make a conversation. Where can I buy stamps?

Luís – Post Office.

Amparo – Anywhere else?

Luís – No.

No quadro:

Newsagent's
Supermarket
Butcher's
Drugstore
Photo shop
Hardware store
Video shop

A professora perguntava sobre alguns itens e os alunos respondiam onde podiam ser comprados. Os estabelecimentos citados estão acima no quadro feito pela professora.

Gisela – Can you get some stamps?

Luís – OK, I'll go to the newsagent's

Gisela - Can you get some steak?

Luís – Ok, I'll go to the butcher's.

Gisela – Can you get film for my camera?

Luís – Ok, I'll go to the photo shop.

Gisela – Can you get a newspaper?

Luís – Ok, I'll go to a newsagent's.

Gisela – Can you get a video?

Lúis – Ok, I'll go to the video shop.

Os alunos fizeram esse exercício tendo por base um diálogo no livro e iam substituindo os itens a serem comparados, bem como os lugares.

Amparo – There are two exercises that you have to decide between will or going to.

13h45 Alunos fazem os exercícios propostos pela professora extra e se concentram muito.

13h50 alunos ainda fazem exercícios.

Amparo – Let's try. Ok one minute more.

Amparo – All right guys . Let's see Lúis.

Lúis – I've got a terrible headache I'll get some aspirin.

Lúis – I decided to repaint the room.

Amparo – What colour will you paint it? If you think the person has already planned.

Gisela – Look at that smoking from the house. I'll call the fire brigade immediately.

Amparo – No, problem guys here.

Gisela – I'm going to buy some things.

Lúis – It's quite easy, I'll do it.

Gisela – Did you post that letter for me? I'll do it now.

Lúis – Ok then, we'll have the chicken.

Amparo – T3 Lúis.

Lúis – I'm going to take you to the airport. Na verdade eu não entendi aqui.

Amparo – One situation is before and one situation is after. (Professora explica o exercício para o aluno e ele fica aparentemente satisfeito com a explicação.) Have a good game. Next class we talk about it in the test.

20/06/06

Amparo – Last Thursday we worked a little bit on the future. Today we are going to continue with the future. We are going to finish in unit 5. We are going to do unit 6 next semester. I talked about it last class. What do we do? There's a game on Tuesday.

Josefina – If Brazil wins, there's a game on Tuesday.

Professora fala que na aula passada havia somente dois alunos: Lúis e Giselasela e estudaram o futuro.

Amparo – Open your books and do the activity: test your grammar.

Amparo – The phone is ringing..

Vanda – I'll get it. (Professora começou a falar o começo da frase e aluna completou de acordo com o modelo que estava no livro)

Amparo – We're going to use, I'll get it because it's a decision of the moment.

Amparo – We use going to when it refers it's a probable thing to happen.

13h05 Há 3 moças e 3 rapazes.

Amparo – In English we use present continuous for arrangement. Number 4, what's the answer?

Vanda – It'll be spring soon.

Amparo – Might is a future possibility. So guys we have different things to talk about possibilities in the future.

Amparo – Last class we did a lot of things about future. You have to choose the correct verb.

13h10 - 4 rapazes e 6 moças

Amparo passa pela sala e verifica se os alunos estão fazendo o exercício.

13h15 – 5 rapazes e 6 moças.

Luís faz uma pergunta para Amparo sobre a palavra anniversary e seu uso. Amparo diz que só é usada para datas, por exemplo wedding anniversary.

Amparo – Guys, let's check numbere 2. Francisco.

Francisco lê o exercício e Amparo corrige.

Josefina – We are getting married in June.

Amparo – It's an arrangment. In pairs you have to think what is going to happen. Let's do another exercise. You listen to the sentence and in pairs talk to your friend what's going to happen. You'll listen twice.

Ricardo – My brain is very slow. I couldn't understand. I couldn't understand. They are going to catch a plane.

Amparo – All right guys.

Darcy – They are waiting for the taxi to go to the airport.

Amparo – Ricardo more details.

Ricardo – They have two tickets.

Amparo – So, they are going to travel by plane

Vanda – The taxi is arriving in 10 minutes.

Ciça – The man asked about a tennis racket.

Amparo – He's going to play tennis. Let's listen to the second, there are 3.

Esse exercício consistia em ouvir um diálogo e com base nisso os alunos deveriam deduzir o que iria acontecer. Primeiramente comentavam em pares e depois com a sala toda.

Amparo – Again? (eles ouviram duas vezes o segundo diálogo).

Ricardo – She is thinking about a hotel.

Ricardo – She's thinking about a hotel.

Amparo – All right guys Ok.

Giselasela – She speaks I can't wait.

Amparo – It's our big day soon.

Caroline – They are going to get married.

Amparo – They are going to marry. The hotel is getting ready for the reception.

Josefina – They mention honeymoon.

Alunos ouvem pela segunda vez o terceiro diálogo.

Amparo – Jesus Christ (professora fala isso porque no diálogo há um casal que ri de uma forma histerica no final do diálogo)

Vanda – They are going to have a baby.

Amparo – What are they going to do

Caroline – He asked if the baby's room is ready.

Amparo – They are going to move. We are going to listen again with the tapescript

13h40 – Alunos ouvem com os livros aberto na página do tapescript

Amparo – Pronunciation is terrible – (sobre o terceiro diálogo)

Amparo explica o que os alunos têm de fazer no livro.

Amparo – Guys, I'm going to play the sentences and you can check it OK people. Let's make a prediction for the game on Thursday. I panic in the game.

Caroline – 2 to 1

Amparo – Yes, you are very optimistic for Japan.

Vanda – 5 to 1

Amparo – Who will score the goals?

Vanda – Fábio, Ronaldo, Ronaldinho and Roberto Carlos

Gisela 1 to nil.

Amparo – You are going to do this to Zico.

Darcy – 3 to 1

Sergio - 3 to 2

Francisco – 2 to nil.

Lúis – 1 to nil

Amparo perguntou para os alunos as previsões em relação ao jogo que se realizará dia 22 de junho entre Brasil e Japão na copa do mundo.

Amparo – To finish the class. This exercise you have to read the dialogue before you start completing.

13h50 Alunos fazem o exercício. Todos estão em silêncio. Amparo anda pela classe para verificar como os alunos. Amparo anda pela classe para verificar como os alunos fazem os exercício.

Amparo – Guys, let's have a look. I'm having. The exercises ask you to present the present continuous. It's an arrangement.

Amparo – Letter e Who are you getting that from?

Amparo lê os exercícios. – Again, no problem if you are going to use it. What's our arrangement. Next class normal classes. We have a test on the 29th. Thank you for coming to this class.

Apêndice 10

Observação Amparo Nível 6 12h45 – 13h55 Turma de controle 2 Semestre 2006**08/08/06**

12H50 Amparo – We are eight students in this class

Claudemir – I was in level 6 last semester. (O aluno foi aluno de Samantha no semestre anterior)

Amparo – Level 5 this time we haven't finished the book. (Professora explica que com os alunos daquele nível, eles não acabaram de fazer a unidade 6, o que era previsto para aquele nível)

We are going to play a board game. We are going to cover unit 5 in a different way.

13h00 6 alunos 3 boys e 3 girls

Amparo – In level 6 we don't have a course book. We suggest a grammar book with answers for you to have. (Professora escreve no quadro:

Oxford Practice Grammar with answers Author John Eastwood. Oxford Publishing Home

Amparo – For us to start. Having a holiday it's good for you. Why?

Luis – You have free time.

Selma – No classes.

Carla – You can travel.

Amparo – Did you travel?

Luis – I went to my parents' house.

Amparo – I didn't travel. You have to look at the map and see if you understand the expressions

13h05 – Alunos vêem o mapa e se entretem. Enquanto isso, Amparo escreve no quadro:

Round the world in 100 days

Useful expressions

Making decisions/ Talking about

I think we should

What will you do if?

Perhaps we should

Ok Let's

But if we do that, we will

Amparo – You are going to play this game together. These are some important expressions to remember or use. Remember you have 100 days to travel. One person in the group has to come here and ask for the next situations.

Nesse jogo os alunos viajam juntos e devem economizar dias para não ultrapassar dias. A viagem começa em Londres e termina nesse lugar também. Eles devem decidir se ficam ou não em determinados lugares. Há um dado e eles jogam.

13h15 Há 8 alunos na sala 4 boys and 4 girls

Alunos começam a jogar o jogo.

Selma – I think we shouldn't stay.

Luis – I think we should fly.

13h15 Um aluno chega.

Luis – We stayed in Sidney

Amparo – We have to read the letter.

Luis lê a informação para o grupo sobre Sidney e eles devem decidir se ficam ou não.

Amparo – Imagine you are traveling together.

Carla – I don't understand.

Amparo – You add five days to your journey

Há dois grupos jogando na sala cada um com quatro pessoas. Luis e Cássia são de grupos diferentes. O aluno que chegou está no grupo da Cássia, mas em breve Bárbara chegará e então eles irão formar outro grupo na sala o que perfaz um total de três grupos até o final da aula.

13h20

Amparo – Can you see the board card, Luis?

Luis – Yes, it's OK>

13h25 11 alunos na sala: 6 girls e 5 boys.

Três alunos chegaram depois de o jogo haver começado. Vânia fica no grupo de Luis.

Cláudio – I can take this thing. Amparo se dirige ao grupo deles e entrega o cartão de Hong Kong. (Cláudio está no grupo de Luis)

Cláudio – A gente sai daqui e veio para cá.

Amparo – Do you need any cards?

Vânia – What's the aim of this game?

Selma – It's to travel around the world in 100 days.

Claudemir – Teacher, teacher. Help (aluno se dirige a mim)

Vânia – She's a ghost she's not here.

(Claudemir Vânia e Selma e Luis são do mesmo grupo)

Amparo – Did you stop traveling you have no money. Did you decide?

Sergio – We should choose Los Angeles

Carla lê o cartão e diz que eles perdem muito tempo em Los Angeles, pois perdem o passaporte.

Cássia – Add five days and go back to Paris.

Luis – Desse jeito a gente vai acabar com 100 dias. A gente está com 107 dias.

Cláudio – I don't like Paris. Luis está bom a gente está com 103 days.

Vânia - Picaretas in English.

O grupo da Vânia, Selma, Luis, Cláudio e Tassiane ri muito enquanto joga. Um aluno é responsável por manter a contagem dos dias em que estão viajando.

Por outro lado, o grupo do Sergio, Cássia, Luis e Gisela é mais contido.

Vânia – You prefer to go to Paris.

Claudemir – Teacher, anybody needs a day.

Luis – The game is over.

Claudemir – How many days did we spend?

Luis - 106 days

Amparo – I want you to write an e-mail to your friend telling about your adventures on the trip 15 lines.

Claudemir – That's too much. (De brincadeira tenta subornar pesquisadora para escrever para ele).

Cláudio – I prefer to play again.

Vânia – OK guys. Let's play again.

Carla – Add 6 days in New York.

SerGiselao – Acabou

Carla – Finish the game.

Luis – We finished the game with 74 days.

Amparo – That's good. You finished the game with a lot of days.

Amparo – You have to write an e-mail to a friend telling about the journey.. Guys, it's to give to me I'll collect the e-mails.

Só um grupo está jogando e Amparo está lá para ajudar os alunos a acabarem em mais rápido. O grupo tem dois alunos: Wagner e Bárbara.

Wagner – We finished with 41 days.

Amparo – That's good because you have 100 days.

Amparo – Do you have the book here? The group is mixed. We are going to do different activities. We use this book as a reference. (Ela está falando sobre a gramática)

Vânia – How much is it?

Amparo - It's about 65 reais. I don't know for sure. Guys, did you like the game? It's the first time I give this game.

Luis – Yes.

Claudemir – The game is good but the e-mail is terrible.

Alunos escrevem e-mail

Amaparo – Wagner, what's your phone number?

Wagner fornece o telefone para professora.

Amparo – You may go

14h00 Luis e Vânia vão embora. Selma entrega.

Alunos continuam fazendo e-mail

Cláudio – Do you play the game monopoly

Amparo – No.

Claudemir – It's an English version of banco imobiliário.

Amparo – I want you to do page 46 exercise 2 and unit 6. I'm not going to work with unit 6 with the same activities. (Fala para alunos que fizeram o nível 5 com ela)

14h05

Amparo – We are going to do a big grammar revision this term.

Giselasela - Ok

10/08/06

12h55 Há 2 garotos e 3 garotas na sala

No quadro Amparo escreve as atividades do dia

Communication Activity

Verb Patterns

Verb Patterns Check

Listening Activity

E-mail Writing extra

Amparo – Last class we were working with the activity of the map. We are going to have verb patterns. The final part is the e-mail. I'm going to write two sentences and you are supposed to say the difference.

No quadro:

a) I stopped the class to answer the phone in the teacher's room.

b) I stopped drinking coffee before going to bed

Amparo – I'm addicted to coffee. I used to drink coffee before going to bed. Discuss the difference between these two sentences.

Alunos discutem em pares sobre a diferença entre essas duas frases.

Amparo – What's the idea in the first one?

Itamar – It's an activity to stop.

Amparo – The first one is a specific situation and the second is a general idea. Remember in level 1, 3, 4 and 5 we studied verb patterns. Stop has two patterns verb + ing..

Depois dessa discussão professora distribui para os alunos um papel que eles irão completar com as próprias idéias.

13h10 Há 9 alunos 6 moças e 3 rapazes.

Alunos escrevem as frases e conversam entre si.

Vânia – How do I say eat ice cream?

Amparo – No, it's have.

No quadro os verbos que os alunos devem completar:

Want	Must	Hate
Try	Would stop	Refuse
Forget	Would like	Can't stand
love	enjoy	Tell
	Hope	promise
	Help	

13h20

Amparo – Hi Sergio

Sergio – Hello

Amparo – You are going to complete this with true information about yourself

Amparo traz dicionário para a classe para ajudar os alunos.

Amparo – The verb tell needs an indirect pronoun to do. I told him to do his homework, for example.

Carla – OK.

Amparo – I stopped eating passoca is completely different from I stopped to eat is a complete different idea. I want you to complete sentences using verbs.

Roberto – Yes, it's right.

Sergio – Must, I don't understand!

Amparo – Must is a strong obligation.

Sergio – What about the verb patterns?

Amparo – Some verbs are with Ok. Let's correct.

Enquanto os alunos faziam os exercícios Amparo andava pela sala e conversava com os alunos solucionando as dúvidas.

Cássia – One day I want to travel.

Selma – I try swimming

Amparo diz que nesse caso você está falando da atividade de nadar e é um substantivo.

Mas I tried to swim é diferente, é a ação em si.

Vânia – I forget to take my umbrella.

Roberto – I love playing with children.

Josefina – I must write to my friend.

Luis – I wish people would stop killing birds.

Wagner – After class I would like to play soccer.

Carla – I enjoyed playing with my friend.

Sam – I hate waking up early

Amparo – Can't stand is hate

Vânia – I can't stand waiting for someone.

Vânia – Our teacher tells us to discuss in pairs.

Josefina – I promised to study English.

Luis – I hope to lose my friend of “Panela de pressão”.

Amparo disse que essa construção talvez não estivesse correta e ela iria verificar no dicionário. Nesse exercício que os alunos fizeram a professora chamava os alunos pelo nome e eles diziam as sentenças que haviam completado. Alguns alunos falavam suas sentenças sem a professora requisitar.

Amparo – Do you want to say your sentences? Now you are going to have conversation about your sentences. Let me check panela de pressão.

Tassiane – One day I want to play guitar like a Spanish.

Carla – That's a very good idea.

Amparo The word is pressure cooker. You need a good wife. (Amparo responde para o aluno a questão de vocabulário)

Vânia – You can learn at any time.

Tassiane – I need to learn French because in my course. I need to read many texts.

Vânia – I like studying but not a lot.

Há três grupos na classe

Primeiro – Luis, Selma, Josefina e Vânia

Segundo – Gisela, Tassiane e Cássia

Terceiro – SerGiselao, Wagner e Roberto

13h45

Vânia - German is difficult

Celular de Gisela toca e ela sai da sala

Selma – I can't drive a car. I'm very afraid.

Vânia – I like automatic car. You don't have to change

Amparo – gears.

Vânia – You go very fast.

Selma – I've never tried to swim.

Josefina – I love swimming.

Amparo – Are you afraid?

Selma – Yes.

Carla – I've never tried to study Japanese.

13h50 Alunos conversam em grupo

Amparo – I went on a trekking.

Tassiane – It's a new course at USP.

Carla – The first class graduates this year. It's oceanography.

Selma – Essa copia era para você.

Wagner sai da sala para atender telefone.

Amparo – Guys, guys. I think it's time to finish I have just one more activity. It's an exercise. Sometimes you have more than one possibility.

O exercício era sobre verb patterns também para fixar melhor esse ponto gramatical.

14h00 Há dez alunos na classe.

Amparo entrega os e-mails que eles haviam feito.

Amparo – Let's correct. Some verbs have two possibilities like stop. Next class we are going to make and do something and do the listening.

15/08/06

13h00 6 alunos no total (4 moças e 2 garotos)

Amparo – Guys, we are going to start with the listening activity.

No quadro:

Practice on verb patterns
Listening Activity
Level 6 organization of the course

Amparo – Last class we did verb patterns. Then we are going to have a listening. We are going to have an Intro to have a Intro. You are going to have presentation. Try to remember the relationship with your father and mother. Then I'd like you to put an example like the one

No quadro:

My mother made me eat everything on my plate
My father let me drive his car

Amparo- The verb let and make have this special construction. I want you to write 3 or 4 sentences with this model

13h05 Há 5 moças e 3 rapazes.

Amparo – Lourdes, it's with let and make. Your sentence is correct, but you have to use let or make.

(Lourdes fez uma sentença com ask e Amparo corrige a aluna)

Amparo – You can also use the negative form. My mother didn't let me, My father didn't make me.

Wagner – Dictionary.

Amparo – Dictionary, do you need one?

Wagner – Yes.

Cláudio – Did you watch the film cars

Vânia – No.

Claudemir - It's very good.

Amparo – Claudemir, it's correct. (fala sobre as sentenças que Claudemir escreveu com os verbos make and let.

Claudemir – Did you watch the films cars?

Amparo – Yes, it's very good, but the sound in the cinema was very bad.

Professora circula pela sala corrigindo os exercícios de todos os alunos.

Amparo – You can work in three years. I want you to tell your friend about what you wrote. Mother made me eat everything on my plate.

Lourdes - Why?

Amparo - She thought it was a good idea. I had to eat liver. Now I hate liver.

Lourdes – My mother made me go to school every day.

Selma – Did you like it?

Lourdes – I don't know, but it's very good.

Tassiane – My mother made me learn to play games.

Vânia – My mother made me go to school every day too.

Lourdes – When I was a kid my father let me go out with friends. I could sleep in my friend's house.

Selma – My father let me walk in the park. It's very good. My father is good.

Lourdes – Do you like it?

Selma – I wanted to go out with my parents, but my father worked a lot. At the end of the year we went out together.

(Aluna acima refere-se à época em que tiravam férias, mas seu pai só podia no final do ano.)

Amparo – Is there anything you hate?

Bárbara – My mother made me cut my hair at the “barbeiro”.

Amparo – Barber's

Lourdes – Eat meat. My mother made me eat meat. Now I'm vegetarian.

Amparo – What's the capital of the USA? It's an easy question.

Claudemir – For me no. It's difficult.

SerGiselao – Washington.

Amparo – Washington D.C. District of Columbia. What do you know about it?

Tassiane – The White House.

Amparo – It's the house of the Bush's family. What can you do there?

Lourdes – You can visit the White House, go to museums, parks.

Amparo – Read the name of the places you can visit. Some are not in Washington.

Alunos lêem o papel que a professora distribuiu para fazer o listening.

Amparo – I'm going to play the tape.

Alunos escutam a fita.

Amparo – OK or listen again?

Selma – Listen again.

Alunos escutam novamente e tentam responder a questão.

Amparo – What are the places you hear.

Lourdes – The Washington Monument.

Selma – The Bureau. Of printing and engraving.

Vânia – Smithsonian Institute.

Alunos escutam novamente para responder mais perguntas específicas.

13h40 6 moças e 3 rapazes.

Amparo – Ok Some minutes and then we correct.

Class – All right.

Amparo – The best way to visit Washington is on foot.

Claudemir – 898 steps to the Washington Monument.

Amparo – The Smithsonian Institute includes five museums.

Amparo – The Capitol can be visited from 9 to 5 in the afternoon.

Wagner – I don't understand letter e.

Amparo – You can have free guided tours from 9 to 5 in the afternoon.

Amparo – This is the tapescript of the listening. You can read it. Now on the column on the right you have some objects you have to say where they can be found. You can do this individually.

Wagner – What's shelf?

(Amparo vai ao quadro e desenha uma estante) You put books on the shelf.

Tassiane – I'm not seeing the flag. (diz isso olhando para o dicionário)

Lourdes – Bandeira.

Amparo – You can write on the paper it's yours.

Cláudio – What's moon rocks?

Sergio – Pedra da lua.

Amparo said a sala para imprimir material.

13h55 –

Tassiane - I'm leaving.

Amparo distribui material que tirou cópia.

Amparo – Let's see what you can find in the Museum of American History.

Claudemir – Abraham Lincoln's bed.

Amparo – Museum of Natural History.

Selma – The world's biggest elephant.

Amparo – I'm going to read in Portuguese. Vamos fazer alguma coisa diferente. A gente espera que vocês estudem mais. O material eu ponho no xerox. Cuidado com a organização do material. Eu peço para vocês fazerem os blocos de exercício de gramática em casa. Vocês terão duas provas. As horas não presenciais serão computadas 14h05 professora escreve no quadro o nome da gramática:

Oxford Practice Grammar John Eastwood
--

Amparo – Na aula que vem eu entrego a tabela de conversão.

Amparo distribuiu para a classe as regras do Level 6 que foram lidas em português.

17/08/06

13h00

No quadro:

Level 6 Intro Making Speeches

Amparo – Today we are going to start the activity called Intro. When you have to make a presentation you get nervous. What are the topics you have to think about. Has everybody the letter to Level 6? You need to have the grammar book because sometimes we do some exercises in class. Tabela de conversão: 3 compositions. Isso é obrigatório. Você tem de fazer o exercício de gramática. Exercício extra de vocabulário, expressões idiomáticas e phrasal verbs. Speech uma hora. Não é para vir aqui e fazer de qualquer jeito. Eu vou deixar no xerox artigo da Speak Up. Resumo de artigo da faculdade.

Vânia – Se o artigo for em português e fizer o resumo em inglês. Porque a gente tem bastante artigo para ler.

Amparo – Eu não saberia te responder. Eu vou verificar e depois eu respondo. Vocês precisam se organizar para fazer as horas não presenciais. Questions?

Class – No, this is the table.

13h10 5 rapazes e 8 moças

Amparo – Os reports do livro vocês vão ter de entregar. I'll leave it in the photocopy room. So guys, do you have the copy. I asked you to take a copy. Guys, don't forget you need to take copies before the class. The first activity ia to discuss these questions:

How often do you have to prepare seminars at college?

How long does it take you to prepare a seminar? Do you follow any plans?

What about talking to an audience in a foreign language? How do you feel about it?

Have you ever done it?

What do you think you have to do in order to make an effective presentation?

What do you think? Speak English in a group of people. Let's discuss this in pairs.

Vânia – How often do you have to prepare seminars/

Tassiane – Sometimes.

Wagner – I don't have to present

Vânia - I have to present a seminar.

Wagner – In my college it's not obligatory.

Vânia – In my college I have to do a TCC (Trabalho de Conclusão de Curso). This is very difficult. You have to study a lot. You have to say everything you've learnt at the course. It's very strange.

Tassiane – I had to do a seminar every week. You have to do presentations to be a teacher

Vânia – What's the name of the school?

Tassiane – Cefam.

Vânia – It depends on the subject

Wagner – One week to prepare a seminar.

Tassiane – I need a week to prepare just the seminar but if I have more things to do one month.

Vânia – Now to talk in a foreign language.

Tassiane – I did one in Spanish about Cuban Revolution.

Amparo – How often do you present a seminar?

Lourdes – Once a semester.

Josefina – Twice a semester

Amparo – How long does it take to prepare the seminar?

Lourdes – It depends on the teacher. Sometimes 2 weeks. If you are the first group to do a presentation it'll take this.

Tassiane – if we have many subjects you need a month.

Amparo – And the talking in English or in French.

Josefina – When your teacher looks in a strange way.

Amparo – Make faces. When you have a seminar to prepare, you have never prepared a seminar in Spanish, German. You need a piece of paper with notes. Visual things. Anything else?

Luis – You can tell some funny stories just to connect with the topic

Josefina – A handout.

Amparo – Be good-looking when you come.

Amparo – Now, it's vocabulary. Now depending on the dictionary you won't find some of these words.

(Amparo sai da sala para pegar dicionário e depois distribui lições que alunos fizeram no semestre anterior)

Alunos procuram no dicionário as palavras. Wagner está concentrado lendo o dicionário.

Luis – Ter como objetivo algo. Esperar algo.

Selma – A gente lê o dicionário desse jeito (aluno está lendo dicionário do fim para o começo).

Wagner – Free charts. Let me look.

Amparo – Abordagem. It's the style of the dictionary.

Wagner – Abarrotado.

Vânia – Outline is esboço, contorno.

Luis e Selma discutem como identificar a mão direita da esquerda.

Vânia – Se for charts eu não sei.

Wagner – I don't find flipchart.

Amparo – I didn't find it. Maybe you'll not find it. It's like a board with some paper and it's made of wood. You turn the pages and you write on them.

Amparo – We are going to check some words. Figures, did you find?

Claudemir – Figuras.

Vânia – Numbers.

Amparo – When you have a projection of something. It can also be cifras. Did you find gap?

Vânia – Lacuna.

Amparo – Rule of the thumb?

Vânia – No.

Amparo – It's a very good recommendation.

Vânia – I don't understand.

Amparo – It's a good thing for you.

Lourdes – Yes, I understand.

Amparo – There's a good name for it, but I don't know. In this other exercise, you have to match the column A with the column B.

Vânia – Where's Kátia? (aluna estava nesse grupo de alunos no semester passado)

Josefina – She didn't go to college. I think she's fresca.

Vânia – I think so to.

Selma – Content is what? Será que é dica?

Wagner – I don't know

Selma olha no dicionário é conteúdo.

Tassiane – The content.

Wagner – What's approach?

13h50 Vânia – Abordagem.

Tassiane – I think B is approach.

Amparo – There is one more in the next page. Don't forget to turn the page.

Tassiane – Visual aids is d.

Vânia – Aqui é audience.

Wagner – F is organization

Tassiane – B is content.

Wagner – Content is B.

Tassiane I don't know. Organization is A.

Vânia – Why do you think this is approach?

Wagner – Because it says how you are going to do something.

Alunos na classe: Luis, Selma, Josefina, Vânia, Vânia, Tassiane, Wagner, Roberto, Gisela, Lourdes, Cláudio, SerGiselao e Bárbara.

Amparo – B audience the people in your presentation; letter c rehearsal your practice for the presentation; d objective; e content it is in the content that you list your ideas and you do it; f is planning the step by step; letter a is the approach. You tell what the audience is going to do. Next class we do this.

Josefina – Vânia, você já comprou o livro?

Vânia – Na próxima semana

Amparo – Don't forget to do the e-mail correction. Vânia has Gisela ven me.

22/08/06

13h00 Há dois alunos na classe: Vânia e Claudemir

Amparo – Guys, did I give you all tabela de conversão. Last class we started with making speech. What do you remember? We read about some ideas.

No quadro:

Outline
Making a speech
Organization planning
Introduction
Information
Conclusion

Amparo – We have to rehearse a lot because it's not our language. We have a lot of work it has to be the best. Now we are going to part B. We are going to talk about deliver a speech. Is the vocabulary all right.

Vânia – Deal with?

Amparo – To find a solution for a problem.

13h05 – Selma, Sergio Vânia, Vânia e Claudemir.

Amparo – My suggestion is read the whole paragraph first and then start using the words

13h10 Tassiane chega e começa a fazer o exercício. Amparo levanta e começa a observar os alunos fazendo os exercícios.

Amparo – Do you think a noun could be with this word that is an adverb.

Sergio apaga o exercício

13h15 Gisela chega

Gisela I'm sorry

Amparo – Do you have your copy?

Luis chega logo em seguida e depois Josefina.

Amparo – We're on part B (para Luis) One more minute and then we check.

Luis – OK.

Amparo – Try not to speak too fast. In the beginning you have to be careful. Try to have a rapport with the audience. Try to be enthusiastic. If you are not interested who is going to be. Look at the people, it's very important. You force the people to look at you so you know when they are bored. If you feel the people don't like your presentation you cut it short.

Voice quality, the importance is to have your voice. If you vary your intonation the audience will get more interested. Stand up it's better than sitting. Ask some questions at the end of your presentation.

We are going to listen to a presentation. We are going to listen to Tara Fashion. It's about clothes. These are examples of a presentation. Listen to the presentation and tick the words you hear.

13h30 Luis, Selma, Vânia, Claudemir, Vânia, Sergio, Tassiane, Gisela, Wagner, José, Euclides.

13h35 – Alunos ouvem a fita com o speech e alunos assinalam as expressões que ouvem.

Amparo – She speaks slowly with a good voice quality.

Class – First, I'll give you some basic information.

Amparo – There's one more.

Class – Next, I'll talk about career opportunities.

Amparo – What did you hear about?

Class – What are our strengths?

Amparo – And the next?

Class – Thanks very much to listen to my talk.

Amparo – I want you to include these sentences in the group. You can do in pairs.

Memorize the expressions in your presentation. I want you to choose these topics for your presentation. You can talk about your course or your hobbies.

Vânia – How do you say lavanderia in English?

Amparo – Laundry.

No total 11 alunos na classe.

Cláudio – Can I talk about the same of last semester?

Amparo – Our audience is going to choose. You choose three possible that you'd like to talk about and the class selects.

Vânia – Can we put in the list something we don't really like?

Amparo – If the audience choose one you have to talk about.

Vânia – So I change the topic.

Claudemir – I'll talk about Bob Esponja.

Amparo – Guys, now you have to circulate and ask about everybody in the class.

(Alunos já fizeram uma lista de tópicos sobre o qual irão falar e colegas têm de escolher um para falar. Alunos vão pela classe e perguntam pelo tópico de seminário que escolheram e alunos votam.)

Cláudio – A lot of people are robots. They prefer Japanese culture.

Amparo – If you put here you have to do it.

Claudemir – If I talk about cars I'm more enthusiastic.

Amparo – I have to prepare the dates.

Claudemir – I want the last one.

Amparo – All right I want to know about your topics.

Claudemir – Japanese culture.

Amparo – Euclides

Euclides – Arts.

Amparo – You have to specify.

Gisela – Children's stories.

Amparo – You can specify.

Josefina – Wolfoarg.

Amparo – Luis.

Luis – Illustration in children's book.

Sergio – Super heroes

Tassiane – Latin Language.

Vânia – Laundry. (Ela vai falar de como administrar uma lavanderia)

Vânia – Spanish culture.

Amparo – We must begin in the end of September.

Wagner – Pharmacy Chemistry.

14h05

Amparo – Next class we need to talk about a copy.

24/08/06

12h55 Há 6 moças: Lourdes, Gisela, Selma, Vânia, Vânia, Bárbara. Um rapaz: Euclides.

Amparo – All right folks let's start. Last class we talked about seminars. Bárbara was not here. Lourdes was not either. So guys we have to set the dates. We are in August, forget August. In September we have no classes at Semana de Educação. We could start 19 de setembro. October is better. So in October we have to finish October November. Let me see when we have a test. We have a test 3rd of October. We can have a speech on the 10th of October. The first speech is on the 5th of October.

Lourdes – I'll check at the calendar.

Euclides – For me is OK.

Amparo – So Euclides is on the 5th of October.

Lourdes – 26th of October

Amparo – OK. Vânia Nunes 10th of October.

Giselasela – 19th of October.

Amparo – 17th of October anybody.

Lourdes – Eu acho que eu marquei data errada. Posso mudar.

Amparo – Bárbara is the 26th of October. So Barbara. Guys we have 31st of October.

Can we swap with Lourdes?

Vânia – 19th of November.

Roberto – I want to change group.

Amparo – 7th of November Sergio.

Roberto – In the evening we have speeches too.

Amparo – Yes. It's a commitment guys. This is your oral assessment. Uma semana antes do speech tem de fazer o ensaio. If you want extra material you need to go to Inspeçria do Aluno. Homework for unit Intro. Voc tem uma pgina extra a que n sei que est fazendo a. Write a draft of your speech. You have one week to do it. After one week I don't accept. In the corkboard is a contest. You need to participate in the contest. There are two groups: people from escola pblica is going to participate, you can write in Portuguese or in English. Free courses are going to participate as well. You have to write a story about one of the books here (Professora mostra os livros) When you read literature, what kind of books do you like reading?

No quadro:

Literature	Novel
	Short Stories
	Poems
	Chronicles

Amparo – Do you read short stories, Sergio?

Sergiselao – Yes.

Euclides – Retrato de Dorian Gray.

Amparo – Picture of Dorian Gray by Oscar Wilde.

Roberto – Poems.

Amparo – Who is the author?

Roberto – Drummond, Pablo Neruda.

Amparo – Can you say a poem?

Roberto – No (ele tenta declamar um poema, mas não consegue lembrar os versos)

Bárbara – I llike novels.

Selma – I prefer novels too.

Amparo – We are going to read a short story by Dorothy Parker. She was an American novelist. (Amparo lê em voz alta informações sobre sobre a autora.

Euclides – Playwright?

Amparo – She writes plays for the theatre.

Vânia – Witty?

Amparo – In a conversation she was very fast. She read the quotation. You have to decide which one describes love best.

Josefina – What's blind? Cego?

Euclides – Cego.

Amparo – It's better to have lost (Amparo cita o começo de uma citação para uma aluna)

Lourdes – I prefer Thomas Fuller, because love for me is a doação.

There is more Pleasure in loving than in being beloved.

Vânia – Donation.

Lourdes – No matter the person you have as a feeling I believe. But I don't know.

13h35

Vânia – Just when I fall in love when you love someone you forget to love yourself

Lourdes – I no.

Vânia – You suffer you don't sleep well You always think of the person. You feel it's a pain. I don't love anymore, it's suffering.

Lourdes – It's because you didn't find the right person.

Vânia – I read Nelson Rodrigues and he said love and happiness don't combine. I lost myself when I fall in love. Love is terrible.

Lourdes – She's revoltated

Amparo – Who agrees with the first sentence.

Love is blind, and lovers cannot see

The pretty follies that themselves commit.

William Shakespeare.

Josefina – You see just what you want.

Lourdes – Sometimes you don't want to see the things you don't live.

Amparo – Does anybody go for this one by Oscar Wild?

When one is in love one begins to deceive oneself. And one ends by deceiving others.

Amparo – Do you agree with this one of Tennyson?

Tis better to have loved and lost

Than never to have loved at all.

Lourdes – Have you seen Cidade dos Anjos?

Amparo – No.

Lourdes – Because it shows love just the way it is.

(Alunos ouvem a versão abridged do conto de Dorothy Parker depois de terem lido quatro citações de autores famosos)

Tassiane – She's waiting for a call

Gisela – She's anxious.

Tassiane – She's talking to God.

Alunos presentes na aula: Euclides, Roberto, Sergio, Bárbara, Josefina, Tassiane, Gisela, Selma, Vânia, Vânia, Lourdes.

Amparo – Who is the woman talking to?

Class – God.

Amparo – What's she waiting for?

Tassiane – A call.

Amparo – She's waiting for a phone call.

Josefina – She's desperate.

Amparo – Is she desperate all the time.

Tassiane – She starts counting.

Amparo – Turn up the page and let's listen again.

(alunos ouvem novamente com o tapescript)

Alunos riem um pouco do conto.

Amparo – How does she feel?

Lourdes – Desperate.

Amparo – What's the title of the story?

Selma – I think it's Great Expectations.

Tassiane – Great expectations can be about another things.

Amparo – Which title?

Selma – Will he give me a ring?

Vânia – Great Expectations.

Amparo – Sergio is ok.

Vânia – Dial L for love.

Amparo – She's alone in a room. She's just talking to herself. The title of the story is Telephone Call.

(Essa atividade estava na apostila que os alunos receberam. Há uma série de título do conto e os alunos devem adivinhar qual deles está correto)

Amparo – What kind of man is he? What time is he going to call?

Class – Five o'clock.

Amparo – What time is it?

Class – Seven.

Roberto e Sergio afirmaram que quando falam que irão telefonar determinado horário, eles assim o fazem.

Amparo – Do men like women calling at the office?

Amparo – Men don't like women calling all the time.

Roberto – It depends. Sometimes it's nice.

Amparo - She is desperate. She's grudenta. She's under stress. Do you still think she is crazy?

Lourdes – So –so .

29/08/06

13h00 Aula não começou. Euclides, Gisela, Darcy, Luis, Selma, Lourdes, Josefina e Vânia estão na classe.

Alunos conversam em português.

13h05

Amparo – Sorry guys, here I am. Guys, let's see. Do you have to set a date for you? Next class you need to give me a composition. Who didn't come last class? Last class were talking about

Selma – Dorothy Parker.

Amparo – The title of the short story is Telephone Call. What's it about? She's waiting for a phone call. On page 3 you write again a paragraph. There are a lot of words that are not in the abridge version. You can add things and eliminate things.

(Alunos devem corrigir o resumo da história que leram na aula anterior de acordo com o texto que está na apostila)

Euclides – Do you have a dictionary?

Amparo vai pegar um dicionário e entrega para o aluno.

Gisela – Do you know the wonder?

Luis – Maravilhar-se

Gisela – Sorry, but what's your name?

Luis – Luis.

Lourdes – She has been waiting.

13h15 Cláudio chega.

Euclides – Ajuda aí o que é wonder? (pergunta para Cláudio que acabou de chegar)

Amparo – You didn't come last class?

Cláudio – Yes.

Amparo explica a atividade

Sergio chegou e em seguida Tassiane.

Amparo – OK, guys.

Class – No.

Amparo – Some people are arriving and didn't come last class.

No quadro:

<p>Level 6</p> <p>The Telephone Call</p> <p>Homework</p> <p>31/08 composition Intro</p>

Tassiane – Teacher, I don't have the copy.

Amparo – OK, let's see. You had to write a summary. Would you like to read yours?

Vânia – She gets more and more desperate. (lê o resumo que fez em voz alta)

Lourdes – The same.

Gisela – The same.

Amparo – A woman is waiting impatiently. She has been waiting for long. She knows his number at work. She imagines what she'll say when he finally rings and decides to be nice to him. This is one possibility.

As time passes, she gets more and more impatient, until by the end of the story, she is quite desperate for him to phone. Instead of however what can we use? It's better finally. Is it necessary to write on the board? You have to pay attention at the intonation. (Professora corrigiu o texto em voz alta nos pontos em que acho necessário e perguntava para classe a melhor opção para correção. Esse foi um resumo do conto que os alunos haviam lido na aula passada.)

Alunos presentes na aula: Wagner, Sergio, Tassiane, Cláudio, Euclides, Darcy, Gisela, Luis, Lourdes, Selma, Josefina e Vânia.

13h30 Alunos ouvem a fita novamente e devem marcar se certas frases ditas pela personagem são racionais ou ilógicas.

Amparo – Let's see. If I didn't think about it, maybe the telephone might ring.

Class – Rational.

Amparo – Why, it's going all over the world, right this minute.

Class – Rational.

Amparo – You damned ugly, shiny thing. It would hurt you to ring, wouldn't it?

Class – Illogical

Amparo – I'll put the clock in the other room. Then I can't look at it.

Class – Rational.

Amparo – Oh, it's so easy to be sweet to people before you love them

Class – Rational

Amparo – Couldn't You please relent? Couldn't you?

Class – Illogical

Amparo – She says a lot of bad words. Turn the page. We have a lot of words that refer to other. Who or what do they refer to?

Amparo – Did you come last class?

Wagner – No.

Alunos fazem exercício na página quatro que consiste em ligar o que os pronomes com o que eles se referem no conto.

Cláudio (para Amparo) Can I go to the bathroom?

Amparo somente acena com a cabeça que sim.

Amparo anda pela sala e depois senta.

Amparo – Let's try guys. So number 1 the letter is a. Number 2.

Class – C

Amparo – Number 3

Class – B

Amparo Number 4

Class – H

Amparo – Number 5

Class – F

Amparo – Number 6

Class – E

Amparo – Number 7

Class – G

Amparo - Number 8

Class – C

Amparo – Number 9

Class – B

Amparo – Number 10

Class – D

Amparo – To finish in groups of three I want to collect the dialogues. Next class we are going to act out the dialogues.

(Professora dá instruções para atividade que alunos farão. Eles devem escrever um diálogo em que finalmente alguém toca e a personagem que tanto espera essa chamada telefônica atende o telefone e trava um diálogo com a pessoa. Os alunos se reúnem em grupos e começam a criar os diálogos)

Gisela – He calls her. I think he's tranquilo. Hi girls, how are you?

Luis – He rings she

Gisela – He rings her.

Lourdes – Why didn't you call me before?

Gisela – She thinks she control emotions.

Lourdes – You write.

Luis– Yes.

Lourdes – Hell in darling. What do you do today? The woman said nothing I'm just waiting to phone you.

Gisela – I just is apenas.

Lourdes – Yes, why are you waiting?

Luis – No.

Lourdes – The woman said. Did you forget that you promised to call me? You promised to call me at five o'clock. I said it. The man, Really I said this. (risos)

Luis – But now it's 5 o'clock.

Lourdes – I'm late just five minutes your clock is wrong (risos).

13h55

Lourdes – The woman said Broken I repent all the time look for you.

Luis –You are bastard donkey. Don't ring me anymore.

Janaina – Look at the clock.

Gisela – What's bastard?

Luis – Filha da mãe.

Amparo – Guys, you have five minutes to finish.

Lourdes – In the speech, can I talk about my family?

Amparo – You can talk about something about general interest. Some hobbies, the history of something.

Lourdes – I study Education.

Amparo – So you can talk about general education.

Cláudio – Unit Intro the composition.

Amparo – You have to talk to me next class.

Amparo – Just before you leave. Composition Intro. We are going to start with the grammar book units 4 to 10. After each group of units you have a test. I am going to check the grammar 4-10. Next class I'll remind you of this again.

(Professora recolheu os diálogos que alunos fizeram para corrigir e ditá-los para a próxima aula.)

31/08/06

12h55 aula não começou

Luis está na classe.

13h00 Selma e Josefina chegam Gisela também, Darcy, Vânia chegou.

Vânia – O que aconteceu a aula passada?

Josefina – Nós corrigimos dois exercícios da apostila e fizemos um diálogo sobre o conto.

Amparo – I´m giving you the dialogues that you produced I typed the dialogues making some corrections and alterations I´m going to give you the original copies so that you can compare.

113h02 Lourdes arrived

Amparo – If you have any questions talk to me. Lourdes, which group were you in?

Gisela – Here.

Amparo – We are going to rehearse. You have to use intonation. I´m going to prepare the scene.

Darcy – What´s the meaning of clerk?

Amparo – It´s a general name for employee. He works in an office. You are alone in your group. You have to read the correction and compare with the original..

13h05

Wagner, Tassiane Darcy, Vânia, Cláudio, Selma, Josefina, Gisela, Luis e Lourdes.

Amparo – The idea is good. You have to be very desperate. In that group you have to be more masculine. You have to try to memorize. Luis is going to be the woman. I´m going to help you with pronunciation

Vânia – Hello, my darling!

Cláudio – I´m just going to be the telephone.

Vânia – We have to talk in front of the class.

Vânia – Não tem de memorizer.

Darcy – Stop.

Amparo – Cláudio come here! Help with the scenery.

Vânia – Amparo, where´s my paper?

Vânia para Darcy – Eu não vou memorizar.

Euclides – Mas você já pegou o espírito da coisa. (todos riem da interpretação de Vânia Neves)

Vânia – Congratulations, Vânia!

Vânia – Try to imagine the situation. I want more emotion. Vânia observa Selma e Josefina.

Vânia – That´s great girls.

Cláudio desenha no quadro e alguém comenta que ele desenha muito bem.

Cláudio – É que eu sou muito modesto.

Amparo – Guys, are you ready? You can ring my cell. Luis doesn´t want to be a woman.

(Alunos leram em grupos os diálogos referentes ao conto Telephone Call the Dorothy Parker em que uma mulher espera ansiosamente por um telefonema. No conto original há somente a espera com um monólogo da personagem. Na aula passada eles escreveram a continuação do conto: a chamada telefônica e um diálogo. Amparo passou pelos grupos para corrigir a pronúncia e entonação. Vânia Neves foi a revelação da turma. Alunos vão encenar. O cenário da mesa é uma mesa com duas cadeiras e um telefone e um relógio.)

Gisela e Luis são os primeiros a se apresentar

Lourdes lê : Scene: in a room, a woman alone is waiting for a phone call. It´s 7 o´clock.

Gisela – “Hello?”

Luis – “Hello, my darling. What are you doing now?”

Gisela – “ I´m just waiting for you to call.”

Luis – “Yes? But why are you waiting?”

Gisela - “Did you forget that you promised me to call at 5?”

Luis – “ I´m late only five minutes, I think that your clock is broken...”

Gisela – “Broken?! Broken You bastard!”

(Antes de começar a peça Amparo coloca em cada uma das mulheres que sentam em frente ao telephone esperando a chamada)

Amparo – Who´s next? Wagner you stay there and Tassiane on the phone.

Amparo lê o começo da cena: Scene: in a room, a woman alone is waiting for a phone call. It´s 7 o´clock.

Tassiane – “ Oh, my God, it´s twenty past seven.....”

(the phone rings)

Tassiane – Hello? John....”

Wagner – “Hello Mary, how long have you been waiting?”

Tassiane – “Oh, waiting? Ah You had forgotten you would call me..... I go out and have just arrived, now I remember: You said you would call me at 5, isn’t it?

Wagner – “Oh, I’m sorry.

Tassiane – But I understand you, you were working.?”

Wagner – Yes, I was working hard, but tonight I’m free Do you want to go to the cinema? Or have dinner?”

Tassiane – “Oh, I don’t know, because I have a math test tomorrow. I have to study.”

Wagner – “If you want I can help you..”

Tassiane – “Oh, after the cinema....”

Wagner – “Yes ..”

Tassiane – “See you in ten minutes then ...

Wagner – Ah, can you wait more twenty minutes? I have to take a shower, I worked the whole day, I’m dirty...”

Tassiane – “Of course, see you at 8. Bye!”

Wagner – “Bye!”

Terceira dupla a se apresentar: Vânia e Darcy.

Euclides lê sobre a cena que os alunos irão apresentar.

Euclides : Scene: in a room, a woman alone is waiting for a phone call. It’s seven o’clock. The phone rings and she immediately starts speaking.

Vânia - “Hello, my darling, I was waiting for you like an idiot. Why didn’t you call me before? What do you think I am? Oh, baby..... I was desperate here counting each second. Oh, my love I have so much confidence on you.....”

Darcy – “Miss, wait!”

Vânia – My heart was beating fast and I was sweating..?”

Darcy – “Miss, wait a minute!”

Vânia – “I am.”

Darcy – “STOP!

(silence)

Darcy – I’m not who think I am I’m a Telefônica clerk and I am only calling you to pick up your reGiselastration number.

Quarta dupla a se apresentar

Vânia lê a cena

Vânia – In a room, a woman is waiting for a phone call. It's 7 o'clock.

Josefina - “ Hello, Hello?

Selma – Hi, darling!

Josefina – Why didn't you call me?

Selma – “Oh darling, I'm sorry but I was so busy! Can you forgive me?”

Josefina – “Of course my love...”

Selma – “What are you doing now, darling?”

Josefina – “Your friends? Are you Giselaving a party?”

Selma – (Laughs)” No baby, if this was true, I would have invited you..”

Josefina – “Do you want to go out with me tonight?”

Selma – No! Because I'm still waiting for a cal at 5 o'clock! Bye , darling!”

(A revelação dos diálogos foram a interpretação de Vânia. Esses diálogos nos foram fornecidos pela professora Amparo a fim de que fossem transpostas para observação da aula.)

Amparo pede que os alunos encontrem no conto exemplos de if clauses.

Euclides – If I didn't think about it, maybe the telephone might ring

Vânia – If I could think of something else.

Lourdes – If I counted five hundred by fives it might ring by that time.

Vânia – If it rings when I get to 300, I won't stop.

Amparo – It's a hypotheses. This situation is a supposition. It's an unreal situation, possible. The first sentence is past and the second is part of the second it's a transportation for the future. This is a different relation with the verb. We are talking about possible situation. In English when I have this to the verb is in the present. You can use any verb that has this effect. This is the first conditional. We have three conditionals. You have seen that first. You have used the first and the second. We haven't seen the third conditional.

No quadro

<p>Third Conditional</p> <p>I got married in 1995</p> <p>If I hadn't got married, I would have traveled to and lived in London</p>
--

Amparo – I'm just saying that is not possible. Here we have past perfect. We have three verbs: conditional past past perfect

Euclides – This is a hypotheses?

Amparo – Yes, it's hypotheses to write. I want you to write the same sentence

No quadro:

<p>I got into USP in</p> <p>If I hadn't got into USP</p>
--

Cláudio – I wouldn't have become a driver, I would have become intelligent.

Alunos presentes: Selma, Vânia, Gisela, Cláudio, Darcy, Euclides, Vânia, Wagner, Tassiane, Lourdes e Luis.

Cláudio – I would have become a teacher

Amparo – Guys, can we check?

Lourdes – I wouldn't have studied Chinese. I would have lived in Campinas. I would have studied in Jundiaí. I would have worked as a teacher in Jundiaí

Selma – I got into USP in 2004. If I hadn't got into USP, I would have worked. I would have traveled to another city.

Gisela – I got into USP in 2002. If I hadn't got into USP, I would have lived in Bahia. Just one sentence.

Cláudio – If I hadn't got into USP, I would have been happier. I would have worked in Japan. I would have traveled around the world.

Darcy – If I hadn't studied at USP, I would have been funnier. I would have earned a lot of money. I would have got cancer.

Amparo – Jesus Christ! For some people USP really makes you suffer.

Vânia – If I hadn't got into USP I wouldn't have learned Spanish.

Euclides – I would have stayed happier.

SerGiselao chega.

Amparo You are early for next class.

(SerGiselao veio na aula somente para entregar a lição e depois vai embora.

Wagner – I got into USP in 2002. If I hadn't worked at USP, I 'd have worked with my parents

Tassiane – I got into USP in 2003. If I hadn't got into USP, I wouldn't have known so many nice people.

12/09/06

Amparo não pode dar aula por motivo de saúde

14/09/06

Pesquisadora não pode ir ao campo

19/09/06

13h00

No quadro:

Correcting conditionals
Pronunciation
Learning Station

Amparo – Next week, we don't have classes. We have Semana da Educação.

Euclides – É educação à distância. (aluno fala isso pois a sala mudou para um lugar bem distante no prédio)

Alunos presentes: Gisela, Cláudio, Euclides, Luis, Sergio Wagner, Janaina, Selma, Tassiane, Vânia, Josefina.

Amparo – correção dos exercícios. The time here want is in the present.

Class – You wouldn't go shopping even if they were open.

Amparo – The verb would expects a conditional is with infinitive (to Wagner)

Conditional perfect I would have bought. Have bought it's because I'm talking about a situation in the past.

Tassiane – Is Joan a woman?

Amparo – Yes, I think so. It's talking in the past if you had got.....

Class, you wouldn't have missed the bus and you would have had more time. But from I have to relax on Saturday. Bad-tempered is an adjective for personality. This is true for his personality. If I don't get enough sleep, I become very bad-tempered.

Class – would have to work.

Celular da Tassiane toca e professora ri devido ao som que produz.

Amparo – The verb is the verb to be in the second conditional. It's were. But I don't think they

Class – They would create.

Amparo – Unless they had to. It's the second conditional. And you know if people, it's a true situation for everybody . If people are bored they turn to crime. There would be a lot less crime if people had more jobs. If I go to supermarket, you'll come with me.

13h20 Vânia chega

Amparo – Unless it rains. Unless is in the place of if. If I don't work I'll be unemployed. When you have an exercise like this, you have to think if it's future, past or present. In unit 146, there is the 3rd conditional you have to do it.

Professora finalize a atividade de correção e inicia o exercício de pronúncia. É interessante notar que a professora Amparo leu em voz alta a correção do exercício e à medida em que ia corrigindo dava explicações gramaticais

Amparo – The first exercise is pronunciation of regular verbs in the past. When you use the correct pronunciation.

/d/

Voiced sound

Phoned

Arrived

Alunos repetem esses sons

Amparo – Put your hands on your throat. There´s a vibration.

Professora exagera no som.

/t/

Cooked

Missed

Amparo – Put your hand on the throat, there´s no vibration.

The third option is /id/

Landed

Amparo – Let´s repeat. You have to listen a lot. Let´s try to do exercise 1 and then listen to the tape and correct.

13h30

Alunos presentes: Cláudio, Vânia, Euclides, Luis, Lourdes, Selma, Tassiane, SerGiselao, Wagner, Josefina, Vânia e Gisela.

13h33 Alunos fazem o exercício

Amparo – Let´s listen. Let´s see. I´m going to play the tape twice.

(alunos ouvem a fita e tentam colocar na coluna certa.

/t/	/d/	/id/
helped	saved	started
looked	discovered	needed
missed	tried	wanted
reached	offered	invited
jumped	called	
	lived	

Cada coluna de verbos acima foi repetida e Amparo falava bem enfaticamente “Let´s repeat”.

Amparo – Exercise 2 you have the /t/, /d/ e /id/

Lourdes – What´s hitchhike?

(professora faz uma mímica)

Alunos ouvem a fita de /t/, /d/ e /id/ em contexto. Depois de terem visto esses sons isoladamente.

Professora coloca a fita e as respostas no quadro.

a) /id/ /id/ /d/	c) /t/ /id/ /d/
d) /t/ /d/ /t/	d) /id/ /d/ /d/

Amparo – I´m going to play the sentences again. (as sentenças estão no folheto que foi distribuído pela professora.

Alunos repetem sentenças da folha depois do gravador. A professora parava a fita e alunos repetiam.

Amparo – In pairs you are going to repeat the sentences with your friend.

Pares que se formam:

Vânia e Cláudio

Euclides e Lourdes

Luis e Josefina

Selma e Tassiane

Sergio e Wagner

Gisela e Vânia

Professora anda pela sala para corrigir a pronúncia

Tassiane – Hitchhike is what?

Selma faz uma mímica (pegar carona)

Amparo – The questions two is to show interest it´s very short. We use it in a conversatioin.

Amparo – Does anybody have a book from the library? No? Because sometimes we read and forget to return. We are not going to have the learning stations.

Eles repetem as duas questões de interesse.

Amparo – When the intonation is up it shows interest.

Cláudio – I don´t understand.

Amparo – You have to use the same verb here.

(professora toca a fita e alunos acompanham a correção.

Amparo. These are two pattern. You show interest and the other you don't. We are going to see it. Thank you very much for coming.

21/09/06

13h00

Amparo – Today we are going to do learning station. You have to circulate in the class.
Last class we worked with –ed past tense and we finished with intonation.

No quadro:

A: Yes, and I earned lots of money
Did you? (intonation up) show interest
Did you? (falling down) show uninterested

Amparo – This is what we are going to do. Listen again and write up or down.

Alunos na aula: Vânia Josefina, Vânia, Selma, Bárbara, Tassiane e Luis.

Amparo – Again and let's check.

Last summer we hitchhiked all the way to Turkey

Class Last summer we hitchhiked all the way to Turkey.

Amparo – hitchhiked all the way to Turkey.

Amparo – Did you? (intonation up)

Class repeats.

Amparo – It only took 3 days. Did it? (intonation up)

Class repeats the sentences.

Amparo – We were in Hawaii this time last year. Were you? (intonation up)

Class repeats.

Amparo –It was absolutely fantastic. Was it? (intonation down)

Class repeats.

Amparo – In pairs you are going to read the sentences and practice the conversation up and down.

Alunos praticam em pares:

Vânia e Josefina

Vânia e Selma

Bárbara e Tassiane

Luis e Wagner

Amparo corrige o erro no quadro escreveu learned money e não earned meoney e desinterested e não uninterested.

Amparo – We are going to have three groups of activities and you are going to have 10 min in each. You can come up here..

Wagner – Teacher, what are we going to do.

Amparo – That's what I'm going to explain. The stations are vocabulary activities, speaking related to memory of childhood and 3rd conditional.

(professora explica o exercício de vocabulário para a aluna e, também para o grupo)

Amparo – Tassiane, the place of American words we have to put an adjective. Here are the American words we have to find the British ones.

Neste grupo havia Bárbara, Selma, Tassiane, Cláudio.

3rd Conditional Wagner, Luis e Euclides

Grupo do desenho : Vânia e Vânia, Sergio e Josefina.

Amparo – You can share the work.

Cláudio – I did two words post and mail. I finished my part.

Amparo – You're very lazy.

Claudemir – Mailman, Postman. I did it without looking at the dictionary.

Tassiane – You'll do the first exercise and we'll do the second.

Amparo – Guys, don't write on the paper.

Cláudio – Bob Esponja parece jam.

Bárbara pergunta porque eu estava escrevendo as notas e explico que é para uma pesquisa de doutorado.

Cláudio fala uma série de palavras que se usa em British e American inglês e que são equivalentes.

Cláudio – I did everything alone. I'm the best.

Amparo – Start speaking about your drawing. (fala para outro grupo)

Cláudio – Maybe is this. Maybe is this. Maybe it is none of the words. Store is shops.

Tassiane – You are doing number one.

13h30

Amparo – We are about to finish so I'm going to give you the answer.

Alunos verificam as respostas.

Amparo – Let's rotate. Move to another station.

Também mudamos de estação.

Amparo – You read the situation and you repeat If I'd known that.. You have to correct.

Vânia – We are going to create a supposition for this situation

Sergio – No, no disorganization.

Josefina – Jane couldn't go away for the weekend

Vânia – If I had know that I would have someone who could take care of her.

(Nesse exercício os alunos lêem uma situação e devem responder com I'd known that I.... usando o terceiro condicional)

Sergio – If I'd known that I would indicate a baby sitter.

Vânia – If I'd known that I'd have helped her in many problems

Josefina – If I'd known that I would have bought a camera for them.

Amparo – Here's two situations.

Josefina lê a situação

Vânia – If I'd known that I would have lend my camera.

Vânia lê.

Vânia – If I'd known that I'd have given some.

Vânia lê.

Sergio – If I'd known that I'd talk with to some girls to make a surprise party

Sergio lê.

Josefina – If I'd know that I'd have warned him for his birthdate

Josefina situação.

Vânia – If I'd known that I'd have took him to and airport.

Grupo terminou o exercício.

13h50

Amparo – We are finishing. You have to do the composition number 2. The first composition was the speech outline. Homework I'm going to give for homework the grammar book. I have to finish the class a bit earlier.

05/10/06

Programação da aula no quadro

Speech Euclides Unit 2 Another Day in Paradise
--

Amparo – Before the song we are going to have the first speech.

Tassiane – Nossa! Eu não sei a data do meu ainda.

Alunos presentes: Tassiane, Selma, Josefina, Vânia, Lourdes, Gisela Euclides.

Amparo – Feel at home Euclides. (palavra de encorajamento para aluno que está visivelmente nervoso).

Euclides – First, I'll give you some basic ideas. Today the idea is that you skipped. We can't notice how the contributions are linked.

Na porta da classe Euclides colocou um barbante com uns nós que as pessoas deveriam pular, mas ninguém fez isso até agora. No barbante também estavam escritos alguns dizeres no papel.

Sergio chegou e também não pulou o barbante.

Euclides menciona Walter Benjamin. No seminário ele leu tudo em voz alta e sua fala não era compreensível devido à dificuldade do aluno expressar suas idéias de um modo coerente em inglês. Fora isso, houve inúmeras palavras que não foram corretamente pronunciadas.

Amparo – Do you have any questions?

Euclides – My idea is multiplicity of art. Any space is neutral when the object of art moves this space is suspension. This space has two dimensions.

Amparo – Our classroom is art. The space.

Euclides – What's art?

Alunos levantam para ler as palavras escritas no barbante.

Amparo – In the group we are going to listen to a song. Take this individually. Write words that come to your mind when we listen to the word paradise. Two minutes.

Sergio is not ready. Tassiane is not ready. Two minutes to write the words. 30 seconds. Stop. Count how many words you have. In groups compare the sentence. Talk about why.

Lourdes – I think it's a place very beautiful.

Gisela – Trees

Lourdes – Butterflies.

Selma – Music, nature.

Lourdes – I love this song. I hear this music when I was a child the teacher put this song.

Amparo – Guys, do you have common words?

Bárbara – Peace, love.

Amparo – Does anybody have peace?

Vânia – Yes.

Euclides – We have 10 abstracts words

Amparo – Why so?

Gisela – My words are concrete: birds, children, flowers

Vânia – Money

Lourdes – Beach, music, silence.

Amparo – We are always thinking about something positive. Children are nice. All of them are. We are going to listen to a song, but before I want you to look up in the dictionary for the meaning of these words.

No quadro:

• Blisters • Sole • Fit in • Whistle • Pretend • Tell • embarrassed

Amparo – I want you to look for the meaning expressed by them..

Bárbara – Can you turn on the air conditioning?

Sergio comenta que perdeu objeto deixado na classe.

13h25

Amparo – This one is not very good (para Tassiane) There's a dictionary Oxford pocket that is much better.

Lourdes – Pretend is finger, fazer de conta.

Gisela – Ok.

Lourdes – Tell is contar, whistle is apitar.

Euclides – You have a blister.

SerGiselao – Yes.

(Alunos fazem esse exercício em duplas e Amparo traz dicionário para a classe para os alunos os utilizarem)

Amparo – Did you finish? Did you find different ideas for the words? Anything that you find interesting about the words?

Josefina – The sole as planta do pé.

Amparo – Now we are going to listen to the song Another Day in Paradise. What is the song going to talk about? What's the story? What's the story?

Lourdes – Something very happy is going to happen.

Vânia – Another day in paradise is boring (aluna faz gestos de ser algo monótono no paraíso)

Tassiane – And the blisters.

Selma – Alone in paradise.

Tassiane – Maybe paradise is like a blister.

Lourdes – I confuse this blister with other.

SerGiselao – She has good idea but here she needs help when you use a shoe when you notice. The situation is paradise. (aluno quis dizer que quando você está com bolha e depois tira o sapato. A situação é de paraíso de tirar o sapato)

Amparo – You have problem with your sole.

Sergio – When you have to take off your shoes.

Amparo – Let me see if I understand the song is talking about relief.

Lourdes – Something happy that he wants to repeat or about something unhappy he remembers.

Josefina – I thought about something positive. Vânia thought about monotonous.

Amparo – I want you to know where the story is taking place.

No quadro:

- a) Where?
- b) How many people?
- c) What's the situation?

Amparo – We are not going to listen with the lyrics for support.

Alunos ouvem a música sem a letra.

Alunos presentes na aula: Bárbara, Euclides, SerGiselao, Cláudio, Gisela, Lourdes, Selma, Vânia, Josefina, Tassiane.

Cláudio estava fazendo a prova e agora está de volta na classe.

Amparo – Could you get any idea? Talk in the group what you understood.

Gisela – A man and a woman talk about the paradise.

Lourdes - I think paradise is

Amparo – Where is the situation

Class – Two people in the street.

Amparo – Tassiane says the woman is crying. I'm going to play the song again and you try to fill in.

Alunos ouvem mais uma vez e completam a letra. Antes disso ele leram a letra.

Amparo – Let's check. I've nowhere to sleep. She's in the street. He pretended he can't see her. Starts to whistle as he crosses. The man seems embarrassed. He can see she's been crying. You can tell from lines on her face.

Amparo – So the song is in the street it is a man and a woman. She's homeless. Grammar book let me check.

Alunos levantam para ela dar um visto nos exercícios. Aula termina.

19/10/06

13h00 Aula não começou. Aluna coloca dados sobre seu speech no quadro. Gisela vai fazer a apresentação.

Amparo – At the end of the class you can have a look at the posters from this class and from the other class. (os posters foram feitos a aula passada basedos na música Another Day in Paradise de Phil Collins)

Euclides olha os posters

Amparo – Who was absent last class? Lourdes?

Lourdes – Yes.

Gisela – I'd like to talk about children's literature. The literature acts on the mind. The notion of children was born with the bourgeois before everything a child did and adult did too. So children were considered a small adult. They were like adults. After this, we have romantic literature. Books are determined according to their age. The presence of the adult is very important to stimulate the children. Guys, any questions?

(A aluna fez o seminário lendo um papel e depois leu o que havia escrito no quadro. A pronúncia da aluna era sofrível. Posteriormente, Amparo disse-me que a aluna é fraca e tem muita dificuldade. Amparo reformulou o que ela escreveu duas vezes)

Amparo – Do you read books for your children?

Gisela – More or less. My children read more.

Amparo – They read about stories.

Alunos presentes: Josefina, Giselasela, Vânia, Vânia, Lourdes, Tassiane, Euclides, Cláudio e Sergio.

Amparo – I asked you to make sentences with the passive. Exercício 1

Vânia tries to follow the exercise with another student because she doesn't have the paper with the exercise.

Amparo – Taxes are going to be raised this year. We just have to transform the position. We saw this chart last class.

Tassiane – The window had been broken

Amparo – It's the verb to be in the past perfect. Would you like some time to do. You didn't have much time to do it. (Professora percebe que os alunos hesitam para fazer o exercício, pois não fizeram em casa. Amparo sai da sala para pegar mais cópias para os alunos que faltaram a aula anterior)

Tassiane- A relâmpago. Pode ser destruído. (Está refletindo sobre o vocabulário do exercício.

Há 11 alunos na classe.

Alunos fazem concentrados os exercícios da passivo.

Tassiane – What´s sumit?

Euclides – Vão firmar um acordo.

Selma – O seu dicionário não está aí?

Tassiane – Summit talvez seja encontro.

Amparo – Gisela, do you have a copy?

Gisela – Yes, but I forgot.

Claudemir olha os livros de criança que circulam pela classe. Gisela trouxe alguns livros infantis para ilustrar o seu seminário. Bárbara enquanto isso faz o exercício.

Amparo – Guys, what do you think? Here is struck.

Bárbara – I don´t understand number 6. What´s the passive?

Sergio – The church tower may have been struck by the lighting.

Lourdes – The painting would have been finished if I hadn´t been interrupted.

Josefina – The machine was invented by Luisnado Da Vince

Vânia – The contract will not be signed.

Vânia – The march was postponed.

Claudemir – This damaged needs to be repaired.

Bárbara – Would the problem be solved if they came earlier?

Amparo – This is a question. The sentence.

Amparo – The road is being mended so we had to go a different way.

Durante a correção a professora leu as frases que estavam na voz ativa e alunos deveriam passar para a voz passive., ou seja, ler as frases na voz passiva. Os alunos apesar de não terem feito em casa, não demoraram muito para fazer as frases na passiva.

13h45 Alunos respondem o questionário de motivação

31/10/06

13h00 Aula ainda não começou. Alunos conversam em português.

Alunos presentes: Vânia, Selma, Josefina, Gisela, Lourdes.

Amparo – Guys, let's start. We have something special.

Josefina is going to present about Oktobert Fest.

Josefina – My speech is about Oktobert Fest. The citizens were invited to the party of the marriage. They have the tradition. Today is the largest party in the world. It lasts 15 days.. Today there isn't a horse anymore.

(Enquanto a aluna falava ela mostrava algumas figuras em preto e branco)

Amparo – Questions guys? I have never been to Oktober Fest. I'd like to go.

Josefina – Me too!

Amparo – No questions. Has anybody been to Oktober fest in Blumenau?

Vânia – Eu não consigo ser calminha na apresentação.

Amparo – Now we are going to have learning station.

Learning Station é uma atividade em que a classe é dividida em grupos e cada um deles faz uma atividade distinta.

Cláudio – What's this?

Amparo – It's Josefina's paper you can't write it.

Há três grupos na sala.

1st Cláudio, Vânia e Josefina.

2nd Euclides, Darcy, Sergio e Lourdes.

3rd Selma, Giselasela, Vânia

Alunos falam bem baixinho no grupo em que estamos. Estão fazendo exercício exercício de gramática.

Vânia e Josefina olham as tabelas da passiva para fazer o exercício.

Lourdes – I don't like it.

Lourdes – If the person has to move. (ouvimos essas frases do outro grupo)

13h30

Darcy – I just think I have to go.

Amparo – Ok, guys. I have the answers. Vânia has the answers.

Professora fornece as respostas para os alunos que estamos observamos.

Vânia – Três bs e três cs.

Cláudio – Eu sou muito fera em inglês. Até parece que eu já fiz esse exercício alguma vez.

Amparo – Yes, it's very important in the class. You are the only man in the group.
(fala isso para Cláudio)

Alunos corrigem exercício.

Vânia – Eu não sei escrever essa palavra.

Amparo – Let's rotate.

Vânia – You are going to have a date with someone.

Amparo – Talking to someone who really feels attractive. (professora explica a atividade: alunos devem reagir a determinadas situações que causam tensão; eles falam isso oralmente)

Giselasela – Talking na exam sometimes nothing sometimes scared.

Vânia e Selma – I can't do this.

Selma – Eis aí o nosso medo. I have a lot of fears.

Vânia – I take the airplane I feel nothing. To take Gol is not a good idea. My friend went to Porto Seguro after the accident.

Selma – Get stuck in a traffic jam. I don't know.

Vânia – Let's pass. Find out you have been robbed.

Selma – Very scared.

Vânia - Galloping on a horse is fantastic. If I could I would have a horse in my house.

Selma – I've never been stopped by the police.

Vânia – Being stopped in the traffic jam doesn't make me feel angry. (Aluna complementa que escuta música e passa tempo.

Giselasela conta a estória em que foi parada pela polícia.

Vânia – My first date I was so excited. I had a stomachache, headache. It's the big meeting.

Vânia – Do you like cinema?

Selma - Yes.

Amparo fornece a avaliação do speech para Giselasela.

Vânia – Do you like those kinds of sports? Bung Jump;

Selma – No way.

Vânia – Me too.

Amparo – You have to do the vocabulary exercises. You read the story and then you discuss.

Vânia – Exams make me feel nervous.

Cláudio – I feel nothing.

Vânia – Feel nothing

Vânia – Riding the back of a motorbike.

Cláudio – It depends on the pilot.

Vânia – Being stuck in the traffic jam make me feel angry if I have an appointment.

Vânia – My boyfriend is always robbed. Twice a year.

Cláudio – Twice a year in a year? He's rich.

Vânia – Some weeks ago the police stopped the bus.

Claudemir. That's terrible.

Vânia – They were looking for somebody who robbed a Gisela in gate 3.

Cláudio – Did they shoot?

Vânia – No.

Cláudio – No?

Amparo – Claudemir likes tragedy.

Cláudio – Yes, if it's not.

Depois de haver feito o seminário Josefina distribuiu o roteiro sobre os tópicos que iria falar.

09/11/06

13h00 Vânia prepara computador para seminário.

Amparo – Today Vânia is going to present her speech. Then we are going to work on the chat show.

Vânia – Good afternoon. Thanks for coming for my presentation. Safira's Laundry. Our customers are: hotels, restaurants, bars, hospitals, manager's houses, domestic public.

There is a collaboration between employees manager and washerwoman.

There is an ethical code and environmental responsibility. We also have social responsibility working with children. We have a site. We do research.

That's it guys.

Amparo – Why Safira?

Vânia – Because it's a jewel very valuable.

Amparo – It reminded of the other soap opera called *belíssima*. If you need to open a business call Vânia.

Vânia – It's not easy. There's a lot of bureaucracy. (Aluna mencionou previamente que isso fez parte do trabalho de conclusão de sua faculdade de administração em outra faculdade que faz além da USP. Na USP ela estuda alemão. Esse trabalho feito na faculdade teve a duração de três semestres)

No quadro:

Creating a Chat Show

Step 1 Choose 2 Celebrities

Step 2 Discuss and complete the cards with information

Step 3 Rehearse the chat

Step 4 Deliver the chat.

Grupo 1 Sergio, Luis e Lourdes.

Grupo 2 Vânia, Selma, Josefina Euclides

Grupo 3 Gisela Tassiane e Bárbara

Lourdes – I'm Taís Araújo.

Sergio – I'll choose a celebrity for you.

Lourdes – Xuxa.

Sergio – You are going to do alone.

Lourdes – Julia Roberts.

Sergio – Julia Roberts don't travel to Brazil to talk to Maluf and Sílvia Santos.

Lourdes – I want to be a host.

Sergio – Go go Girls.

Amparo – It has to be famous Xuxa is terrible. You have to think of something different. Each one of you is going to have a card to complete.

Sergio e Lourdes completam a folha.

13h25

Amparo – This is the tapescript of the chat show. It may help you.

No quadro:

Host – Hello and welcome to`s show
Tonight I'm going to chat with the famous. Our guest for
tonight is

Lourdes – Ivete Sangalo

Sergio – You don't have any plans for him.

Amparo – Guys, if you need a dictionary I have two here. But you have. You have to
Gisela some information about the people you are going to interview.

No quadro:

Introducing people: She is the most beautiful singer in
Brazil. Ladies and Gentlemen welcome Ivete Sangalo

Lourdes – I'll sing and dance. I'm going to be Ivete Sangalo.

Os grupos formulam as perguntas.

Lourdes – Did you watch Diary of Bridget Jones? It's great! (na sala está tocando a
música do filme)

Lourdes – Ivete Sangalo broke up the marriage because she caught with another woman.

Amparo – I need to sing abroad. I've recently broke up.

Sergio – Every time these questions.

Amparo – Curiosity.

Amparo corrige o que Luis escreveu e depois o que Sergio escreveu.

Amparo – I got back to be the representative of São Paulo. Now we are going to rehearse.

Luis – She's the most beautiful singer in Brazil. He's the most famous politician in the world, Paulo Maluf. How did you start your career?

Sergio – When I was 2 years old I stole my brother's lunch. I was a little thief. (Amparo corrige a pronuncia.)

Luis – Who is your boyfriend?

Lourdes – At the moment all are famous.

Luis – Paulo Maluf, what are your future plans?

Sergio – I'm going to build a bridge.

Luis – Well good.

Sergio – Silvio, don't Silvio Santos have money plans for just money can give happiness to you. You don't have the presentation of the three groups

Neste grupo Luis era Silvio Santos e era o entrevistador. Sergio é Paulo Maluf e Janaina é Ivete Sangalo.

Amparo gives the paper with your names. Write your name and give it to me.

Amparo falou que aula iria acabar mais tempo.

Os alunos ouviram uma entrevista com alguma celebridade na aula passada e agora devem criar as suas próprias entrevistas com celebridades. Amparo forneceu o tapescript para os alunos se basearem também nisso.

16/11/06

12h55 Há três alunos na sala: Josefina, Selma e Luis.

Amparo – Last class, we were working with modals. I talked about must.

No quadro:

Probability
Must (strong)
May (mild)
Might (weak)
Ability
Intellectual
Physical
Can
Possibility
Impossibility
Can't

Amparo – I'm going to give Josefina sentences and Selma sentences. I'm describing the practice the may be playing golf. You are using may be/ must be/ might be/ can be. You work together (Gisela and Selma). Josefina with the sentences.

Josefina – In this picture there's another man.

Giselasela – He's torturado.

Josefina – It's a sport.

Selma – He may be dancing.

Josefina – In this picture the man is at home. He isn't alone.

Giselasela – With a woman?

Josefina – I don't know because I don't have the picture.

Giselasela – The man may be.....

Selma – Carrying

Giselasela – A child.

Josefina – The man is very quiet.

13h05

Josefina – The man is in a wild place.

Alunos presentes: Luis, Euclides, Giselasela, Selma, Josefina e Lourdes.

Selma – He´s afraid of the animal.

Gisela – The first picture.

Josefina – The man is kissing something. I don´t know what may be.

Amparo – I´ll give you the picture.

Esta atividade consistiu dos seguintes passos:

- 1 uma pessoa tem umas frases sobre a figura.
2. a outra pessoa(s) tem parte das figuras
3. Os alunos devem fazer suposições sobre o que deve estar acontecendo.
4. A professora mostra a figura completa e, então, os alunos verificam suas suposições.

Amparo – When I want to use about a probability in the past, I use a different structure.

The policeman kissing the car.

No quadro:

The policeman must have paid a lot of money for the car.

The father may have arrived earlier at home in order to play with the kids

Amparo – What´s the idea here? When I want to use, I use the past I use the perfect of past situations.

She can´t have missed her mother´s birthday. I don´t believe.

Amparo – I´m talking about a impossibility using the verb can. When I use these verbs in the present I use with infinitive in the past. I use with the perfect form.

Amparo – I´ll give you this paper to fix the exercise. Don´t write on the paper. After this, we´ll do a game.

Amparo explica o exercício para Euclides que não entendeu muito bem. Alunos fazem exercício.

Selma – Eu não tenho muita imaginação. (Diz isso porque devem escrever duas sentenças de possibilidade no passado sobre as figuras que estão vendo.)

Neste exercício os alunos têm figuras e devem fazer suposições sobre o que deve ter ocorrido com as pessoas na figura.

13h30

Amparo explica o exercício para Cláudio e Euclides.

Amparo – Guys, can I try to correct this exercise?

Selma – He may have felt..

Amparo – No, it's fallen.

Selma aponta um exercício que não entendeu.

Amparo – They might have had a row.

Cláudio – He must have had an accident. He may have fallen.

Euclides – She may have walked a lot. (a figura é uma mulher com os pés na bacia com água)

Amparo – Another sentence.

Lourdes – She might have been tired.

Amparo – It seems like the literal and not literal.

Josefina – They must have fought.

Amparo – When I say I discuss with a person it's good, fight is physical, have a row it's better. Now, let's do another exercise all with modals.

Alunos escrevem as sentenças no past modal.

No quadro professora escreve a próxima atividade:

A murder case study

Alec Crabtree (dead)

Mrs Crabtree (his wife)

Daniel Crabtree (his brother)

Mr and Mrs Fairfaz (old friends)

Suzie (the maid)

Tips

A silver vase was missing from the room

- It must have been used
- It may have been used
- It may have been put away in the house
- The suspect must have thrown it away.

23/11/06

12h55

Aula não começou, mas logo em seguida a professora fala para os alunos. Tassiane e Sergio irão fazer um seminário e ambos utilizam data show.

Amparo – Do you think it's better to off? (fala isso porque o data show vai ser utilizado e talvez seja melhor apagar as luzes)

Amparo – Ok, guys. Let's start.

Tassiane – Hello. I imagine that everybody knows that Latin is a dead language. (aluna faz uma comparação da evolução dos seres humanos) Each one represents a phase in the homo sapiens evolution. The same thing happens with language, they have to adapt to new contexts. Now we we'll look at a map.

Amparo – Does everybody have a map? (a aluna deixou umas folhas para serem distribuídas para a classe sobre o seminário dela. Os alunos olha, o mapa do Latin em suas várias regiões na Itália)

Tassiane – In 763 before Christ a city called Rome was founded. Finally all these people under Rome domain. We are called today Latin America. Do you know Sêneca? He was born in the old Spain. Is latin dead? No, it's developed in other languages. We have to look at this paper. We can see some development in the vulgar language. For example, chama in Portuguese is transformed into different pronunciations according to the language being used.

Latin is a language that works in inflection system. Who is the subject of this phrase?

No quadro:

Marcus Antonius chamat Claudius

Amparo – Marcus Antonius.

Tassiane – And of this phrase:

Claudium chamat Marcus Antonium

Amparo – Claudium.

Tassiane – No, it's Marcus Antonium.

Amparo – I studied Latin, but it was terrible.

Alunos presentes na aula: Vânia, Vânia, Josefina, Selma, Giselasela, Darcy, Sergio, Cláudio (chegou atrasado) Euclides (chegou atrasado) e Sergio.

Sergio – My speech is about superheros movies. I'd like to begin the history of Superheros. This is the first Super hero movie Captain Marvel. They were adapted to hero. The history of the film, we fight agencies. The people thought they could do marvelous movies. The first movies didn't have artificial effects.

13h15 Superman III was in 1983. The Blockbuster movies are watched by many people. The problem is to continue the series of the Super Heroes. In 1989 Batman was created.

Sergio lê tudo que vai falar, Tassiane, por outro lado não leu.

Sergio – These movies of super heroes go there to the fans. No movie can match all the expectation of the watchers. In 2006 may super heroes were made

Sergio mostra um slide com a posição do filme e quanto lucrou pelo mundo afora.

Sergio – This table talks about the first week of the movie. Now we are going to watch a trailer of a premier. It will be launched in May.

Não consegue mostrar o trailer, pois o data show está sem som. Amparo sai da sala para chamar um técnico

Amparo – No sound is terrible.

Alunos vêem o trailer do Homem Aranha.

Amparo – Only Americans know how to make films.

Vânia – It's not true

Amparo – I watched Piratas do Caribe and there is no end. I was furious.

Amparo fala que Mateus, seu filho, irá adorar ver o novo filme do Homem Aranha.

Amparo – This is the topic of activities that we are going to start today.

No quadro:

Ecotourism in Brazil

- 1) Have you ever done any Ecotourism? If so, talk about it.
- 2) If not, would you like to? Why?
- 3) What are famous ecotourism places in Brazil?

Amparo – It's your option. You can talk in pairs or in groups.

Darcy – Have you ever done any ecotourism?

Cláudio – Yes, Iguaçu Falls. I don't know if you can say it's ecotourism.

Euclides – Teacher, How can I say "Sou contra"?

Amparo – I'm against

Darcy – I went to Brotas to do rafting.

Amparo – That's very nice.

Darcy – I went by lift.

Amparo – What's the place?

Vânia – It's Ibitipoca. I can send you the pictures.

Cláudio – Did you go to the show of Daniel?

Sergio – Yes.

Amparo – Ok, guys. The people that didn't travel, would you like to go to Copacabana Beach? Fernando de Noronha, I wouldn't like to stay in an island.

Euclides – I have been to a Serra (não recordamos o nome da Serra, mas aluno diz que localiza-se em Minas Gerais)

Amparo – We are going to read some brochures talking about Pantanal. I'd like to as you do one activity. Just one second. (Amparo said a sala para pegar papel)

13h45 no quadro:

Find:

- A) a place where you can see the Brazilian Savannas
- B) a lodge with ceiling ventilator or fans and cold, hot shower.
- C) a very exotic difficult to reach place with minimum of guests to spend a quiet vacation.
- D) A lodge inside a ranch where you can explore an ecological reserve.
- E) A 3-day cruise on the Amazon River.
- F) A hotel where you can fish from the apartment.
- G) A rustic construction hotel with air conditioning

Euclides – To fish from the apartment.

Amparo – You can get a rod and fish.

Euclides ri.

Alunos olham os catálogos e tentam responder à pergunta.

Cláudio foi também para a Caverna do Diabo, além de Foz do Iguaçu

14h55

Euclides – Imagine quantos índios morriam. Eles iam ter de tirar essa gente daí.

Amparo caminha pela sala para averiguar como os alunos fazem os exercícios.

Amparo – Let's have a look. Some accommodations are very similar.

- A) pantanal packages
- B) Araras Lodge.
- C) Mangabal Lodge
- D) Caiman EcoloGiselacal Refugee
- E) Amazon River Cruisse.
- F) Jungle Othon Palace
- G) Arara Lodge.

Professora fez a correção do exercício e na resposta Jungle Othon Palace fez um comentário de falta de imaturo de colocar esse nome na hospedagem na floresta.

Amparo – Next Class we are going to watch a vídeo about ecotourism. End of the class.

30/06/06

13h00

Selma e Josefina estão na aula

Amparo – Where's Darcy?

Josefina – He's getting the data show.

Amparo – We started talking about animal rights. We situated the text in different situations. We are going to keep on at the same right. Lourdes said she was completely against killing animals. Here we have some expressions that you use.

13h10

Amparo – Any language problem?

Cláudio – It doesn't bother.

Amparo – Não me incomoda. Now you have to decide if the expressions have an objection or no.

No quadro:

Preposition + verb
I can't say I approve of killing
Strongly disapprove of using
I've got no problem with eating

Amparo – When you have a conversation with friends you use these expressions. You can work in pairs or in groups.

13h30

Giselasela – I don't know what we discuss. What do we have to discuss.

Josefina – Animals in circus. What's the name for adestrado?

Amparo – Trained.

Tassiane – I think all animals are important for us.

Amparo – To drill (professora foi confirmar a palavra adestrado e achou outra no dicionário)

Professora corrige alguns exercícios de expressões que fazem objeções ou não de determinado assunto. Neste caso que fazem objeções do direito dos animais. As expressões que foram vistas estão abaixo:

I think that's fine no objection (no)	I think it's awful (o)
It's quite OK to (no)	It's outrageous (o)
I can't say I approve of objection (o)	There's nothing wrong with (no)
I strongly disapprove of (o)	It seems completely wrong to em (o)
I wish people wouldn't (o)	I've got no problems to (no)
I've got no problem with (no)	It doesn't bother me (no)

Amparo corrigiu as expressões acima oralmente. Os alunos não tiveram problema com a correção.

Amparo – Darcy is the last speech. We are going to have a parentheses and then we are going to continue our discussing. Darcy – I need to show for you a picture because I don't have it in the data show. In my speech I'd like to talk about a special author. There's not much things about him. The idea is more important of the conceptual. The idea is more to feel than see. The conceptual art is the most important is to pass by.

When we look at a picture we see what came before and after. In another example he took a picture of himself crying and he sent it to his friend. He's joking with the image of artists being depressive. He crossed across the Atlantic. Some people said he did it for romantic. Before he started his journey he took some pictures. Nobody has found him after 31 years.

Darcy fez o seminário sobre um artista plástico Americano.

Amparo – Nobody found him?

Darcy – No.

Amparo – How long ago?

Darcy – 31 years.

Euclides – What was the idea?

Darcy – What about?

Amparo – What was his idea?

Darcy – He was trying to make a critic of art. When he tried to cross the ocean a thing that only an artist could do. If he died in the Ocean he did something that only a romantic artist could do. If he's alive somewhere living in an island, he's away from all

his friends. His work is very very incisivo. His work is the search of the miraculous is very strange. If he'll get what he wanted.

Amparo – Maybe the miracle is to come. He's going to appear after some years.

Darcy – There's something beautiful of this work because we know he faced the Ocean. This work talks about his future in the ocean. These people that he already known that he would die in the water.

Amparo – So he made sure that all artists are depressive. Maybe one day he will appear.

Amparo – It's the last part of the activity.. You have some questions I want you to talk about.

Eram sete questões em que os alunos teriam de fazer oralmente do material que foi distribuído para os alunos no começo da aula.

Josefina – Do you eat meat?

Gisela – Meat is carne. I eat. Do you eat.

Euclides and Josefina – Yes.

Josefina – Horsemeat

Giselaslane – What's gaivota?

Josefina – Seagull

Josefina – We don't know what's ouriço.

Giselaslane – I ate a rabbit once. I didn't like it. It's sweet.

Josefina – I've never had a pet. My fathere had a brid in a cage.

Gisela fala que não gosta disso, pois os pássaros deveriam estar soltos.

Alunos presentes: Selma, Cláudio, Darcy , Tassiane Josefina, Gisela e Euclides.

Josefina – Do you wear leather?

Euclides – No.

Giselaslane – I wear leather shoes.

Josefina – Is there anything different between wear leather shoes and animals fur?

Euclides – Yes, but I don't know.

14h10

Amparo – Time's finished if you want to go.

Josefina – Vânia told last class that there are some cosmetics that use animals.

Giselaslane – The person who wrote is not in favour of animals.

Josefina – I agree with him.

Giselaslane – You think the men don't have the right to kill the animals.

Euclides – No, he has the right.

(Depois Euclides falou sobre a visão conceptual e artística)

Josefina – Nossa ele viaja.

Euclides – Se ele não matar ele nega a natureza carnal.

(Aluno fala em português o que falara em inglês.

Apêndice 11

**Observação Amparo Nível 6 18h00 - 19h30 Turma Experimental 2 Semestre de
2005**

09/08/05

Aplicamos aos alunos um teste de conhecimento e os alunos, aparentemente entenderam que isso era parte de uma pesquisa. No entanto, notei que ficaram mais inquietos comparados com a turma da Samantha. Conversaram durante o teste e ficaram irriquetos. Conversaram um pouco e, depois, fizeram. Três alunos chegaram atrasados e tive de explicar o propósito do teste novamente para eles

Eu expliquei para a classe que se tivessem alguma pergunta poderiam fazer. 18h30 um celular toca e ninguém atende. As conversas param e os alunos estão concentrados fazendo o teste.

Há 26 alunos fazendo o teste

18h35 Uma aluna sai da sala e não diz para onde vai. Ela volta depois de dois minutos. Um aluno perguntou sobre questões do texto e respondo normalmente.

18h40 Um aluno chega e explico o teste para ele

Aluno – Can I go to the bathroom?

Eu – Of course.

Um aluno fez outra pergunta sobre o teste.

Agora são 27 alunos na sala de aula. Houve alguns risos dos alunos e depois eles pararam. Algumas vezes eles conversavam.

18h12 Um aluno sai da sala e volta depois de 3 minutos. Uma aluna pergunta se as respostas seriam em inglês ou em português e eu disse que preferencialmente em inglês. Falei para classe que o teste seria preferencialmente todo em inglês. Dois alunos conversam sobre a prova.

18h45 Um celular toca e aluno sai da sala para atender.

18h50 Um aluno entrega a prova e a aluna cujo celular tocou volta para sala.

Todos quietos fazem a prova. Dois alunos conversam em voz bem baixa por alguns segundos e depois param. Aluno que terminou a prova saiu da sala e depois volta e vai embora

18h55 Um aluno espirra e uma aluna olha no relógio

18h56 Outra aluna acaba a prova. Dois alunos conversam.

18h57 Uma aluna ao ver o teste sente-se desanimada e prefere trancar o semestre. Ela sente que está estudando muito e dedicando-se muito pouco ao inglês. Assim, prefere parar e estudar sozinha para no próximo semestre estar melhor preparada. Sugeri que

fosse falar com a professora da turma antes de tomar uma decisão mais drástica. Ao que tudo indica, ela preferiu o trancamento mesmo.

19h00 Um aluno entrega a prova e não diz nada

O primeiro aluno que entregou a prova fica na porta esperando os amigos. Os alunos se concentram para fazer a prova

19h05 Outro aluno entrega a prova. Ele diz “ Teacher I needed to go.Bye.

Outro aluno ameaçou entregar a prova, mas depois retorna no lugar. Ele não conseguiu entender a última questão referentes ao Planeta Terra.

19h10 Dois alunos entregaram a prova, perguntei para um deles se a prova estava difícil e diz que estava. Depois duas alunas entregaram a prova

19h15 – A aluna que chegou atrasada diz que não fez o último exercício, pois tinha que chegar na Letras e entrega a prova.

Os alunos pensam e tentam resolver as questões. Uma aluna olha o relógio enquanto faz a prova por alguns segundos.

19h17 Há dezesseis alunos na sala. Uma aluna entrega a prova. Há 15 alunos na sala. Uma aluna entra e pergunta algo totalmente fora da aula se eu poderia emprestar um livro.

19h20 Há 14 alunos na sala. Mais uma aluna entrega a prova. No total 27 alunos fizeram a prova.

19h23 Aluno entrega a prova

Um aluno pergunta sobre uma questão que não entendeu muito bem

19h25 Há 12 alunos na sala de aula. Estão concentrados fazendo a prova. Dois alunos entregam a prova. Uma aluna pergunta a palavra para “brevemente”, mas não respondi.

19h30 Dois alunos entregaram e um deles fala que teve dificuldade e o outro diz que não terminou porque tem de ir.

Há 7 alunos na sala e, aparentemente, estão concentrados no teste

19h35 uma aluna entrega o teste. Há seis alunos na sala. Professora da turma entra na sala e diz: 5 minutes to finish. Os alunos estão ainda pensando no teste.

19h38 um aluno entrega a prova.

19h40 Duas alunas entregam a prova. A Professora entra e diz two minutes to finish. Duas alunas continuam o teste. Uma delas está desde o início da aula. Acabam.

11/09/05 Joke 1

18h05 Professora entra na sala e cumprimenta os alunos em inglês. Escreve o planejamento do dia: course instructions, joke time e making speeches.

A1 – Não é prova isso aqui. A professora fez um teste com a gente. (Aluna refere-se ao teste da aula passada)

Amparo – It's a different course. You'll be able to speak

18h15 – Dois alunos chegam.

Amparo – Does everybody have a copy?

Professora lê os objetivos do curso em português. Revisão não é feita em sala de aula. Fluência é valorizada. Professora fala sobre os speeches (seminários) que serão feitos em inglês. Segundo a professora, os alunos devem perceber as lacunas

Amparo – Este curso é distribuído de modo a adquirir fluência.

18h20 Mais uma aluna chega.

Amparo – Alguns itens de gramática serão vistos aqui.

Lê o papel sobre o nível 6

Amparo – Nós vamos ter duas provas com esses mini seminários. Ela sugere que alguns alunos façam o seminário na outra aula com outra professora

A2 – Professora. Tem mais uma folhinha

18h25 - Aluno chega.

Amparo – This is a book you can have for life – mostrando a gramática.

18h26 duas alunas chegam.

Amparo – Photocopies no. I'm a teacher. (Nesse dizer está implícito que ela não emprestará a gramática para que os alunos tirem fotocópia.)

Amparo – You should buy a monolingual dictionary. You can buy any dictionary, but it has to be monolingual.

18h30 – dois alunos chegam

Amparo – The edition comes with a CD Rom. (tentando encorajar os alunos a comparem o dicionário)

Amparo – Questions, more questions?

Amparo - Let's start the class with a joke. Do you have a dictionary? I want you to look for the word blind in the dictionary. Groups of four. (Amparo não fez nenhum tipo de movimentação na classe a fim de que os alunos fiquem em grupos que não estejam acostumados)

Em um grupo aluno lê em voz alta os significados

Heloísa – Eu gostei de blindness.

A3 – Minha vizinha é nordestina e chama Kate Kelly. (alunos estão falando sobre nomes que possuem certa peculiaridade)

A4 – Tinha uma professora que chamava Joana D'Arc.

Cássio em grupo conta uma história e alunos riem

Amparo – Guys, did you find it?

18h35 – Let's check. The people that have a monolingual there are two meanings.

Amparo – What's the meaning of blind as an adjective, noun? (alunos falam dos dois significados de blind: cego e persiana).

Amparo – I'm going to give a joke to read it out loud. Some students read and start laughing. Explicam um para o outro a piada.

Amparo – I was going to read it, but some people, but some people start laughing. I am going to read it. Professora lê.

Amparo – Why do we laugh?

A4 – Ela estava quase entrando. There are two meanings for blind man

Amparo – What's the joke? Different meanings of the woman and the blind man

Amparo – The man thought she was a “taradona”. (Alunos riem)

Amparo – Has it ever happen to you a misunderstanding? (A professora faz uma ligação da piada com desentendimentos que ocorrem no dia a dia.)

Amparo – Talk in groups

Alunos discutem em grupos palavras da piada. Um aluno demora para entender a piada.

Gisela – Nobody studies grammar of a person.

Amparo – Does anybody have a misunderstaning?

Amparo conta a história do marido que disse a um paciente que ele precisava “amarrar” os dentes. Mas o paciente entendeu literalmente e foi procurar outro dentista e acabou perdendo os dentes. Dito isso essa atividade foi encerrada com risos dos alunos

Amparo – Do you get nervous when you prepare a seminar. When you speak in public you have to prepare a lot. But there is something that you can do. We have to organize. Have you ever given a seminar in English?

Uma aluna explica para outro que não entendeu a história dos dentes.

19h00 – Professora distribui cartões sobre seminário e alunos dão um título sobre o cartão

Amparo – You put it in the sequence – aluna escreve no caderno o título do cartão
Graziela – Estrutura da defesa.

A4 – Atingir

A5 – Obter a realização do aluno - fala olhando no dicionário.

Gisela lê o parágrafo em inglês

Gisela explica de uma maneira mais lúdica um dos cartões.

Heloísa lê um parágrafo.

A5 – Visual communication

19h00 – A6 (outro grupo) This paper has all the examination

A4 – To present a relaxed presentation. Teacher sort out through.

Amparo – Complete (pergunta se os alunos acabaram de fazer o exercício)

Gisela – What time is it?)

Cássio sai da classe por alguns minutos

A4 – My sister is 25 (grupo da Gisela já terminou de fazer a tarefa.

Noêmia leu um parágrafo para os alunos de seu grupo.

Amparo – In English.

Cássio volta para a sala.

Amparo – Let’s see. (professora prepara-se para dar início à correção)

Allow time to – card

Alunos falam practise

The original says rehearsal (ensaio)

Amparo – Have a look at the card. Think about you. (‘ll organize)

Amparo – Organization in the original card

Amparo – Think about what you want to achieve

A6 – Objective.

Amparo – Objective or aims.

Amparo – Whom exactly you'll be addressing? This audience

Amparo – Brainstorm your ideas first. This content (conteúdo) What's the content?

Amparo – There is a card that starts. A good rule of the thumb. This approach (abordagem). You can start with a joke.

Amparo If you have a lot of material. This is visual aids. Did you go through all this?

19h20 – aluna sai da sala.

Amparo – Think about three topics that you have to make a speech.

Professora escreve na lousa os tópicos sobre os quais gostariam de falar: Astrology, British Culture, The American Cinema.

19h25 Alunos estão pensando nos tópicos sobre os quais vão falar e professora recolhe os cartões de atividade anterior.

Amparo – Let's agree on something. I'll give you two weeks to start with the material. For next week, nobody needs material I'll provide.

Amparo – Ask people which topic you want to talk about

19h25 – Gisela vai embora.

Heloísa– Diadema is a dangerous place (ela fala isso para um aluno que é de Diadema.

Algumas gargalhadas surgem na classe

Heloísa – Diadema the last time of life.

Alunos discutem o tópico que irão falar

Amparo – It doesn't have to be something very difficult. Next class I want to make a list of all the topics

19h32 – aula termina

19/08/05 Joke 2

Alunos antes da aula comentavam sobre a greve que está para acontecer. Muitos alunos perguntavam se iria ter greve. Alunos comentavam sobre política

18h15 professora entra na sala

Professora escreve no quadro: Attention! No classes on Semana de Educação 29/08/05 – 02/09/05

Amparo – No classes at Semana de Educação. We won't have classes at Semana da Educação. Class Plan Joke Time, Reading and Discussions, Making Speeches, List of Topics.

Amparo – Joke Time. Don't read the text.

Amparo The title of the joke is – professora fala sobre o que devem fazer.

Cássio – Oh my God!

Amparo enfatiza que alunos não devem ler a piada

18h25 – aluna chega e professora explica.

Amparo – All right people! I want some suggestions from you.

A1 – It's about a man.

A2 – I know a joke with a Portuguese with a Soda machine

Cássio – A parrot telling a joke

Almir – There are two boys in the story

Amparo – There's someone nervous

Amparo – Maria

Amparo – Read the story and check your suppositions.

Classe em silêncio lêem a piada. Cássio começa a rir. Outro aluno também ri. Alguns alunos sorriem. Professora olha para classe.

18h30 Heloísa dá uma risada

18h30 When you finish check your supposition with a friend.

Gisela – It's the same joke that I know.

Amparo – Guys, were your suppositions correct.

I'm not blonde anymore. (Como a piada é sobre loira, a professora quer dizer que não mais pode ser classificada nesse grupo mais por ter tingido o cabelo de uma cor mais

escura. Todavia, continua sendo visivelmente loira) In the machine broken Maria, you have the chance to read it again.

Amparo – Maria do together with a friend. Amparo lê o texto todo para a aluna e explica todos os passos da piada. Depois de ler com a aluna Maria diz que achou a piada sem graça.

A1 – Canto que é esse

Cássio – Você não sabe o que está fazendo

Aluno discute o significado de counter

Amparo lê em voz alta e explica para os alunos o significado de Mountain Dew. Maria entende a piada e diz que é sem graça. Professora Amparo fala com a classe toda.

Amparo – quench é matar a sede saciar. The next Word counter. The word counter exactly is balcão. Purse means carteira. A professora vai lendo as partes do texto. What can be Mountain Dew? It's a kind of soda. Se você perceber não tem dúvida que é bebida. Professora lê o texto e depois alguns alunos riem

Amparo – You have to guess the meaning.

A2 – What's prejudice?

A3 – First the place is Las Vegas

Cássio It's the best place of the world.

Amparo – Why is Vegas famous?

Amparo – You play for money.

Cássio – Disturb you the joke.

A3 – Yes

Amparo – How do you feel guys?

A3 – I think it's terrible. I couldn't continue reading the joke (depois perguntei para ele e disse que estava sendo irônico.

Amparo – Guys all right, all right. Some people have problems with pronunciation prejudice class.

Class – Prejudice (falam em coro)

Amparo – How do you feel about this?

Some students say yes other say no. Em outras palavras, alguns alunos não se incomodam com o preconceito da piada sobre as loiras e outros sim.

Amparo – Jokes have this characteristic. We have jokes about women, blond. Some jokes are not very nice to read.

Amparo – Girls don't dye your hair. (advertindo algumas alunas para não ficarem loiras)

Amparo – It's Lélia's fault. She chose the jokes. Com esta colocação e a anterior, a professora claramente não gostou da piada que foi dada para os alunos.

Quando Amparo perguntou novamente se eles haviam gostaram da piada uns disseram que sim e outro que não

Amparo está falando sobre speeches e coloca os seguintes itens no quadro:

- 1) Audience
- 2) Do research about the topic
- 3) Selection and Organization
- 4) Play
- 5) Plan Visual Aids
- 6) Rehearse

Amparo – The speech is 10 minutes maximum 15

Amparo – You need a lot of language work. If you do this you won't get very nervous (risos na sala)

Amparo – Just a minute I'll get more copies. Quando a professora sai os alunos conversam em português sobre política. Alguns alunos perguntam sobre a diferença entre newspaper e journal. Esses alunos falam em inglês (o aluno do lado da Maria)

Amparo – Does everybody have a copy? Shut up. (Amparo fala isso para alunos que estão conversando) Alunos riem.

Agora silenciosamente os alunos fazem o exercício sobre o speech. A piada de hoje foi de soda machine.

19h15 Os alunos fazem silenciosamente o exercício de encaixar as palavras

Alguns alunos se sentiram incomodados porque a piada era sobre, especialmente porque a piada era sobre loira e a professora é loira.

Amparo saiu da sala por alguns minutos e alunos continuam fazendo o exercício.

19h20 Amparo chega na classe e fala para um grupo de alunos o significado da palavra rapport. Vitor está com dificuldade para fazer o exercício. Alguns alunos já acabaram e falam sobre política em português. Os alunos discutem problemas de corrupção no governo Lula

Amparo – English Cássio. (a professora procura constantemente que os alunos falem em inglês.

Depois disso, os alunos do grupo falam em inglês. Amparo vai ao redor da sala perguntado sobre o assunto que irão falar no speech.

A3 – Ana Maria Braga produto ou produtora. (esse aluno falava de forma irônica o tempo todo, pois não iria falar sobre a apresentadora de programa em seu speech)

Amparo – I´m trying to organize the topics. You can use any type of material

19h25 – Três alunos do curso de história saem.

Gisela sai e mais outro aluno

A5 – Vou fazer meu speech para dezembro

Amparo fala sobre os tópicos a serem falados. Os alunos riem quando um aluno diz que va falar sobre Bach.

18/08/05 Joke 3

18h00 Há quatro alunos na sala. Professora chega logo em seguida liga o ar condicionado e escreve no quadro a programação: joke time, vocabulary activity, controlling nerves, listening to a presentation, topics/dates

Amparo – Where is everybody? Essa pergunta é feita porque há poucos alunos na sala.

Amparo – Today we´re going to read a joke about politicians. I´ll give you two minutes to do the first activity.

18h15 Many students arrive and students start doing the activity.

A1 – Será que hoje eu ia me lembrar da Olga.

Alunos têm dificuldade para escrever.

Amparo – It's a list of words connected with politicians.

A2 – Speech is when you speak.

A3 – Qual que fala mesmo agora?

Amparo – Suggest the words

Politician

Elect

Government

Speeches

Police

trust

money

tell lies

party

campaign

briefs

underwear

A última palavra foi escrita devido ao fato do escândalo de um acessor de um deputado ter sido pego com dinheiro na cueca no aeroporto com cem mil dólares.

A1 – O que é tell lies?

A2 – É mentir.

Amparo – What about partido politico?

A4 – Festa

Amparo – You forgot briefs

Amparo – You have to write the punch line.

A2 – Eu acho que é por aqui o que está faltando. Quando Amparo falou que a tradução de briefs era cueca os alunos começaram a rir, pois associaram com o escândalo.

Amparo saiu da sala para pegar dicionário.

A5 – Como se fala bury?

A6 – Eu não sei.

Amparo – you are going to catch up.

A5 – É ele se distraiu

Amparo – 4 people here and 3 there, it's a balance.

Uma outra aluna traduz parte da piada. Alunos escrevem o final da piada. Alguns começam a fazer o outro exercício de caçar palavras.

Amparo – The group needs to agree with one. Fala isso em relação ao final da piada que deve ser único para o grupo.

A1 – Ah é em grupo! Você faz parte do nosso grupo?

A4 – Sim

Amparo – Guys two minutes more.

18h35 Mariana chega na sala de aula

A4 – Vocês não gostaram da minha?

A2 – Não

A6 – The politicians were alive and the farmer buried them

(Risos em um grupo)

Amparo ajuda um grupo com o final da piada. Aluna tem dificuldade de entender true e truth.

Amparo – What's the line? Amparo pergunta para os alunos o final que colocaram.

- 1- I don't know if they were dead I just buried them.
- 2- I buried them before they buried us.
- 3- No, I buried them all alive.
- 4- I don't think so they said they were alive but I didn't believe
- 5- No, but I buried them before I could come back to the congress

Todas essas sugestões foram escritas no quadro para os alunos votarem no melhor final da piada.

Amparo lê a piada e depois os alunos votam na maioria no número 4

Amparo escreve no quadro o final da piada de acordo com o texto original: "Some Said they weren't, you know how politicians lie"

Amparo – Did you like the joke?

Class says yes.

A3 – O que é bury?

A4 – Você achou o bury? (aluno fala com pronuncia da língua portuguesa)

Amparo – In English guys.

A3 – Não é avançar eu acho que é olhar

Alunos fazem vocabulário

Alunos falam em português sobre astrologia.

Amparo – Did you find the words?

A3 – Eu não achei ditch.

A4 – Está do lado de question.

18h50 Amparo – Who was absent last class?

Alunos se movimentam para pegar o papel.

A4 – Teacher I forgot mine.

Alunos corrigem a página que receberam na aula passada

A2 – I teacher I use a lot of lands.

19h05 – Amparo – Remember you have to deal with the nerves.

Amparo distribui papel para a classe.

Amparo – Listen to this presentation. Ela explica sobre o papel que distribui para classe.

Amparo – Let me introduce a few figures. Alunos parecem confusos. Mas ela explica que figures é numbers.

Amparo – Whose telephone is this?

Edgar It's mine. Alunos riem do celular do Edgar que foi deixado na tomada do gravador da classe. Enquanto a fita toca um rapaz faz um desenho com caneta na mão de uma aluna.

19h15 Aluna vai embora

Alunos ouvem a fita pela segunda vez. Aluna continua a desenhar na mão da aluna e aparentemente não presta atenção na aula. Por outro lado, outros alunos estão concentrados fazendo o listening.

Amparo fala as frases da folha e alunos falam se ouviram ou não

Alunos fazem o segundo exercício.

19h20

Hoje eu sentei em uma mesa perto dos alunos. Quando os alunos estão em grupo geralmente falam em português

A4 – No dia da chamada oral eu sabia tudo

A5 – Acho que deveria ter uma língua universal.

A4 – Havia dito é cacofonia– aluno guarda material.

A4 – Vocês vão pro Crusp?

A1 – Yes, let's

Amparo – A gente tem que marcar a data para os speeches

Amparo marca a data para os speeches.

A1 – I'm not here

A1 – Amparo é um por dia.

A1 – Tem a semana de prova em setembro.

A2 – Só faltam algumas matérias

A2 – É melhor esse dia do que outro.

Amparo – A prova é dia 11 de outubro.

A2 – Não dá para ser dia 4

19h30 Amparo marca as datas

A1 – Eu pensei que não fosse ter nada neste semestre.

Alunos esperam quando as datas serão marcadas para fazerem os speeches. Amparo negocia as datas.

Amparo – We finish this next class

A7 – The book is on the table.

A8 – and the sky is blue.

23/08/05 Joke 4

18h10 Professora ainda não chegou na sala e alunos conversam em português

A1 – Eu faço iniciação científica. Eu tenho um amigo que dá aula em cursinho

18h12 Professora chega e liga ar condicionado.

Pergunto o nome de uma aluna Carla e o outro aluno é Edgar. Hoje a classe está vazia.

Mas, de repente, chegam mais uns alunos.

Professora escreve no quadro a programação da aula:

Joke Time

Unit 1 Communication

Talking about Level 6

Classes

Defining Topics

18h15 Amparo – Next class you'll need to get material for this class and we'll use the material.

Heloísa – What number of the folder?

Amparo – 53 Don't go there today I'll put it today. We have a big problem in this class. We're going to discuss that.

Amparo – Joke Time guys, take a copy.

Amparo – What's the image that you have of your parents?

Carla – I think my father was the best my mother worked a lot.

Olga – I think my parents were the best.

Olga – When I was 15 my mother started to work

Carla fala para aluno não ler a piada.

Alunos discutem muito sobre a questão e em todos os grupos há discussão. Estudantes falam e falam sobre a infância.

Carla – My father for me was the best.

Carla – Now he asks for me everything (referindo-se ao pai)

Olga – Você estava na piscina?

Amparo – Let's interrupt. Does anybody want to share his image of your father or mother as a heroine?

Ninguém se movimenta para falar na sala sobre os pais, então Amparo passa para outra atividade: ler a piada. Heloísa é a primeira a ler e depois os outros lêem.

Amparo – How do the boys feel about their parents? They have good characteristics.

Professora explica as partes da piada

Amparo – We have the meaning of fast.

Amparo – Now I want you to do exercise 2. Try to guess first. Walter pergunta sobre arrow e Amparo diz que é flecha

Amparo – Discuss the words if it's too difficult look it up in the dictionary.

Walter fala em português e alguns alunos também. Alunos procuram no dicionário e discutem.

Carla – Não é quando a gente fala para criança. Você está se exibindo?

Amparo – What's the idea of bragging? The word brag is to say good things about yourself.

Professora lê a piada devagar e explora vocabulário. No final da piada alguns riem.

Amparo – Why do we laugh about civil servant?

Walter – It's true

A2 – It's something bad. (Na piada os dois meninos falam de quão rápidos os seus pais são mas o terceiro cujo pai é funcionário público chega em casa antes do expediente acabar. Isso caracteriza o pai como sendo algo ruim, mas o menino fala como se fosse algo bom)

Amparo – We know it here in Brazil. It's cultural.

Olga – Você acha que pode fazer piada de tudo?

Carla – I always think that jokes about professionals are funny. What's the problem?

18h45 – Amparo – What are the professions? (na folha perguntava-se quais as profissões que as pessoas faziam piada.

A lawyer

an architect

engineers

clowns

teachers

a Jewish salesman

a Portuguese driver

a nurse

a soccer player

a doctor

a priest

Amparo – A teacher is talking to Joãozinho. (professora exemplifica com a piada de João)

Walter – A teacher is a escada (Em outras palavras, um meio para se fazer de outros assuntos)

Amparo – But if the teacher is blond. (remete à piada de loira de aula anterior)
(alunos riem)

Amparo – So we have some professions

Amparo – Did you like the joke?

Class – Yes

Barulho na classe

Amparo – Shut up

Amparo – Communication and media we are here to talk about, languages, communications.

Professora fala sobre atividade em classe

Amparo – Read all the situations and then you link.

Amparo – I'm going out and I'll be back in two minutes

Alunos silenciosamente lêem a folha que receberam e fazem o trabalho. Às vezes conversam entre si e português é sempre usado. É interessante observar que na hora da piada os alunos ficam mais relaxados, mas agora estão mais sérios. Uma aluna na minha frente ri e depois continua lendo. Cátia abre o dicionário e diz: Principal

Walter conta uma história para os amigos em português.

Heloísa: Gente, gente, menos.

A2 – O Lula já fez uma coisa tirou um dedo.

A3 – Ganhou uma aposentadoria.

A4 – Pior se mata ele, ele vira mártir

A5 – Eu me mataria pelo meu país

A5 – Aparece no Jornal Nacional.

Alunos parecem estar bem afinados com o que está acontecendo no país e na política

19h00 Amparo chega na sala

Amparo – In English. Fala para um grupo de alunos que está conversando em português.

Os alunos quando estavam sozinhos na sala falavam mais em português quando a professora chegou começavam a falar em inglês.

Sílvia perguntou para Amparo a diferença entre situational e cultural. Amparo explica para aluna

A6 – Spell é soletrar e ortografia

Carla – Intonation is here

Walter ri bem alto

Amparo – Guys, now we check?

A7 – Two more minutes

Olga – Você está trabalhando?

A8 – Sim.

Amparo – Guys, let's check. Can anybody read?

A9 What kind of mistake is he making? Aluno lê em uma entonação errada e depois corrige. Todos riem em uma explosão de risadas.

O exercício é de colocar categoria na sentença.

4. Professora corrige e vai na lousa dar as respostas

Amparo – Number 5 Atílio please. What's the difference here? It's intonation

Amparo – Lewis is with capital letter

Amparo – Can you read 8, Daniel Fossatura. Professora chama pelo nome os alunos

19h15 Naira chega

Walter faz algumas perguntas sobre essas questões.

Amparo explica as questões sobre situational, functional.

Amparo – Why are we doing this? To know that there are many things to learn.

Amparo makes a list of the things you need to improve.

Nos últimos minutos da aula Amparo falou sobre o problema de número de alunos na classe e sugeriu dois horários às segundas e quartas às 19h30 ou às sextas das 18h00 às 20h00. Os alunos preferiram o horário das sextas feiras

25/08/05 Joke 5

18h15 estudantes conversam em português

Amparo – Let's start today. Let's start level 6 new group.

Professora fala sobre o problema da turma de Level 6. A classe está com 40 alunos. Ela fala sobre a greve.

Amparo – Now joke time.

Olga – What do you remember?

Renata – I remember about Batman.

Pessoas falam sobre o que lembrem

Amparo escreve no quadro Blood, night Batman cave, vampire, justice.

Walter e Cássio conversam em português.

Amparo – Let's read the story then

Olga começa a rir. Renata termina de ler e ri também- Alguns alunos riem em sala.

Edgar começa a rir.

Amparo – Did you like the joke?

Amparo começa a fazer perguntas sobre a piada.

Amparo – What happens in the end?

Amparo – The first bat is happy

Amparo – What's the end?

Renata – He crashes.

Amparo – What the abbreviation of 'd better? What's 'd better?

Classe would

Amparo – No monsters (fala isso de um jeito carinhoso). It's had

(Alunos em grupos respondem às questões propostas na atividade)

Edgar – Have you ever seen films about vampires?

Renata – Yes.

Edgar – I saw Vampire interview.

Edgar – It's a film with Interview with Vampire. And you?

Olga – I saw a film Interview with vampire

Edgar - He gets old. Is get old correct?

Eu confirmo com a cabeça

Renata – Vampires don't get old. Eles não ficam velhos. (Ela traduz a mesma sentença que fez em inglês)

Alunos conversam muito em grupos

Amparo – I'm not going to ask you Have you ever seen a vampire?

Amparo – And the comedy films?

Alunos comentam alguns filmes de vampiros que assistiram.

Amparo – Let's see. The joke is over. Let's. (Hoje em especial o joke time durou menos tempo do que nas outras aulas)

Edgargar – A próxima é minha.

Renata – A minha é a próxima. Você não é patriota

Edgargar – A greve é dos professores

Renata – Speak about you.

Edgargar – Yes, I was born

Edgargar We don't have to do anything sophisticated. (Alunos estavam conversando sobre o seminário que devem fazer para classe)

Alunos conversam em português

Walter – É para escrever na lousa.

Aluno vai fazer uma apresentação sobre ET de Varginha. Luzes se apagam e ascendem e aparelho não funciona. Alunos conversam e Maria (trabalha na assistência técnica) vem explicar como funciona o Power Point.

Hélio fez uma apresentação sobre o alien de Varginha em inglês. Alunos riem muito durante a apresentação, pois ela é em estilo piada e brincadeira. A apresentação durou cerca de 15 minutos.

Amparo – Your English is like the Varginha`alien. I`m joking. Amparo sempre fala de uma maneira doce e sutil, mas na verdade quis dizer nesta brincadeira que o inglês dele está ruim. Mas a professora diz para o aluno que irá conversar com ele no final da aula. De fato, ele cometei alguns deslizes na pronúncia e na gramática. Todavia suscitou muita risada.

Amparo – Did you get your photocopies there?

Renata – Eu sinto a mesma coisa vai passar. (Diz isso para aluno que está quase dormindo.

Amparo explica que os alunos devem fazer em grupos

Olga – What do you want A, B, or C? (a aluna diz isso em relação ao texto que deve ser lido. O aluno escolhe o texto A ou B ou C e depois comenta com o colega sobre o que leu completando uma folha aparte. Ela faz essa pergunta para o Edgar porque ele não tirou fotocópia e irá utilizar o mesmo material de Olga)

Edgargar – I don`t know

19h05 – duas alunas saem da classe.

Edgargar – I`ll read this. (Escolhe um texto para ler. Estava na pasta?)

Olga – Folder (aluna corrige o aluno para ele falar em inglês.

Alunos lêem os artigos.

Edgargar – Are you sure about this? – pergunta sobre os artigos

Olga – I`m sorry. I think this one is yours

Olga – I can`stand read this.

Cada aluno em grupos de três lêem cada um um artigo.

19h00 – Três alunos voltam para classe com xerox na mão. Provavelmente foram tirar xerox.

Edgargar pergunta sobre dicionário e Amparo sai da sala para pegar um

É importante enfatizar que ET de Varginha foi uma apresentação com o objetivo de fazer a classe rir.

Olga – This dictionary is English – English

Edgargar – We have to do this exercise B

Walter e Cássio conversam em português.

19h15 – Amparo não está na sala

A1 – Vou no banheiro.

19h18 Amparo chega na sala

Edgargar – I can't understand this dictionary. (Ele está com dicionário monolíngue)

Olga – Sometimes we need a bilingual dictionary.

Mesmo com o uso de um dicionário bilíngüe, Edgargar mesmo assim perguntou sobre uma palavra para Amparo porque não estava muito certo quanto ao uso de uma palavra.

Walter fala em inglês depois de Amparo chegar na sala e o grupo dele acompanha a iniciativa dele de falar em inglês.

Amparo – Some people are reading some people are finishing. Some people are leaving

Amparo – Units 4-15 (refere-se aos exercícios de gramática que devem ser feitos)

Olga – Actually I don't have money to buy. (refere-se à compra da gramática)

Edgargar – Me too.

Amparo – Fábio has a different grammar book, but it's OK.

Edgargar pergunta para mim em inglês sobre a gramática a ser usada na classe

19h27 – Alunos vão conversar com Amparo para dar o nome para ter aula na sexta-feira

!9h30 Alunos estão indo embora e alguns perguntam para mim sobre exercício que devem fazer.

13/09/05 Joke 6

18h00 Há seis alunos na classe devido à greve. Alunos conversam em português

Gisela – Se eu quisesse eu me formaria em 2005.

18h12 Professora coloca no quadro as atividades do dia

Amparo – In Inco-Cepel we decide to do the group on Friday.

Os seguintes itens foram colocados no quadro para as atividades da aula:

Joke

Input Session

Communication and Technology

Technology

Final Activity

Grammar Focus

Passive Voice

Practise Grammar Book

Practise Snap Game

Checking Homework

Amparo – Let's start with joke time. I think there is a phone ringing

Pessoas em pares fazem o exercício de concordo ou discordo Joke 6

Rogério – Just number one. What's the pronunciation of psychiatrist ?

Amparo anda em volta da classe e corrige pronúncia.

18h25 uma aluna chega e logo em seguida mais outro

Amparo – Prejudice

Amparo – Psychiatrist

Amparo vai corrigindo a pronúncia dessas duas palavras que são difíceis para os alunos.

Amparo - they take

Amparo – For me it's not very clear the difference between psychologist and psychiatrist.

Rogério – Many people talk to a psychologist first and they talk to a psychiatrist later.

Amparo – There prejudice class yes.

Amparo explica a palavra prejudice para os alunos. Esse preconceito refere-se a uma questão na atividade de pré em que os alunos verificarem se as pessoas têm preconceito em relação aos psicólogos e psiquiatras.

Olga exemplifica com o caso de uma amiga que sofreu preconceito quando disse que ia ao psicólogo

Alunos lêem a piada e alguns esboçam um sorriso

A3 – Você entendeu a piada?

Amparo – What's the question?

Amparo – The question is in the continuous

Rogério – Present Perfect Continuous

Amparo – This just a very simple conversation.

A4 – How long have you know your teacher?

A5 – Two years and a half.

A6 – I've been studying at Cepel since 2003

Amparo – You can use since here.

Edgar – Eu desisto.

Amparo – Small world

A5 - Se eu quiser dizer – Eu sempre estudei neste horário (o aluno dirige esta questão a mim)

Pesquisadora - I've always studiedr at this time.

Amparo – Guys, let's see. How long have you been studying at Inco-Cepel.

Olga – Three years

Rogério – I've been using the internet for three years

Amparo – You have to understand the sister. She says we would have come sooner, but we needed the eggs. (Professora dá explica a piada)

Professora finaliza atividade e fala para os alunos que chegou ao fim. Ela explica a piada. Alunos não mostram tanto entusiasmo pela piada quanto as anteriores. Amparo

admitiu que demorou um pouco para entender a piada. Essas atividade da piada dura de 30 a 45 minutos.

Professora escreve no quadro algumas frases do texto e alunos devem ler.

Amparo – This is the first Idea that we give to people.

Professora explica a passiva do modal must be written

Amparo – I can use any form of the verb tense of the verb to be.

Amparo – Where is the passive construction?

They are used

Amparo – Bells or sirens are usEdgar.

Amparo – When we talk about a passive construction we have to use the verb to be.

Amparo – Now take your books page 54 (refere-se à gramática que os alunos compraram para este nível.

Amparo – Fábio, I'll tell your page. (Ela diz isso porque alguns alunos compraram (ou já tinham) uma gramática diferente daquela que foi indicada pela professora.

Amparo – Some exercises and some units we'll do in class.

Nem todos os alunos possuem o livro, então eles têm de dividir com outros alunos

Percebo que as piadas suscitam muitas risadas quando são feitas em classe e conversas.

Alunos em grupo fazem os exercícios.

Gisela – É aqui? Nós tínhamos feito.

Amparo – Terrible example.

Edgargar – Eu vou comprar uma semana antes de conversar o curso

Gisela – No shopping Vila Lobos você paga cinco e a taxa de entrega é quatro.

Alunos falam sobre a compra do livro de gramática e em que lugar é melhor comprar

Amparo – ought is the same as should. (Professora explia para um grupo de alunos

19h05

Amparo – Next week we have Edgar. Do you prefer sooner? (refere-se ao seminário que os alunos têm de fazer)

Rogério – One week I needr to prepare. (referindo-se ao seminário)

Amparo – The 27th. Do you want to study in this group?

A6 – Yes. I'll study here.

Amparo – October the 6th maybe. We can have two speeches maybe.

Amparo – You can use the plantão to make it perfect.

Amparo – You have ten minutes more.

Olga –Teacher, we forgot here if we can put hadn't

Amparo soluciona a dúvida da aluna.

A6 – Be + participle is the passive

Amparo – Guys it's easier to look at the board. (fala isso para alunos que estão procurando o particípio passado de verbos)

Dois alunos perguntam sobre o particípio de um verbo para mim.

19h15 A7 Acho que nós estamos perdidos. Um aluno comenta sobre o exercício.

Amparo antes de os alunos começarem a fazer o exercício falou que alguns exercícios da gramática seriam feitos em classe e outros em casa. Alguns alunos conversam em português e outros falam em inglês.

A8 – She trancou

A9 – Locked

A8 – She locked for one semester. (falam sobre uma aluna que parou o curso durante um semestre. Note que os alunos fazem uma tradução literal trancou (locked))

Amparo vai pela classe para checar a lição de casa e dar vistos.

Três alunos fazem o exercício olhando para a resposta, ou melhor fizeram o exercício e depois olharam a resposta.

Amparo – I'm going to cry. Just few people did it. What was the combinado? Eu vou falar em português. Precisa ter material. Fábio tem o Murphy. Precisa para ontem

Edgargar – Can I do the exercises?

Amparo – Let me check the exercises.

Carlota – Some house are being built.

Amparo – If you want at the end of the book you have the answer.

Cassandra – It was being used.

Amparo – Number 5.

Os alunos fala, as frases que fizeram no livro.

Amparo – Do you think the company should be sold?

Amparo – You can sue got in the place of be to express passive.

Edgargar - Essa gente não fez

Amparo – get lost is a passive construction

Amparo – The last one Olga try.

Amparo – Next class we'll continue with the passive

Pude observar que Amparo fez somente duas das quatro que ela havia programado. Na atividade de exercício da gramática alunos fizeram em pares, pois muitos não tem livro ainda.

15/09/05 Joke 7

Fernando – Na última aula ela fez passive. (explica para uma aluna o conteúdo da aula anterior)

Walter – Quero saber o que a Lélia fica anotando

Rogério – Ela é espiã

Walter – Esse negócio de doutorado não sei não

Plano de aula

Joke Time

Grammar Focus

Snap

Amparo – I love bandeijão

Rogério – How often do you go to restaurant?

Walter – I go to restaurant every day

Rogério – I go once a month with my girlfriend. (alunos estão fazendo atividade da piada)

Amparo – I don't have any special restaurant.

Rogério – I love “Coração Mineiro”. It's not so expensive. It's mineiro. The food is very nice.

Rogério – I like chips and cheese bread é pão de queijo.

Walter – I usually order simple food: rice, beans and salad.

Rogério – I like ice cream a lot.

Amparo – That's it guys.

Walter – I don't have any special restaurant.

Carla – I don't go to restaurants

Walter – And bandeijão?

Alunos olham no dicionário para o significado de chicken. Em geral, usam dicionário monolingüe.

Rogério – Acho que eu procurei errado.

Amparo – How many ideas for chicken?

Amparo – Carla is reading a monolingual dictionary

Normally chicken is an animal, food

Adjective to be afraid of not to be corajeous. You're a chicken.

Noun 3 we use to refer to a person that has a lot of boyfriends or girlfriends

Amparo lê em voz alta e dois alunos discutem a piada e depois um deles ri.

Amparo – The diner referes to the food.

Amparo explica o significado da piada.

Amparo – We laugh at the ambiguity.

Amparo levanta possibilidades de diálogo no restaurante. Coloca isso no quadro:

Waiter	diner
Can I help you?	Yes, I'd like
What would you like to drink....?	I want
Good morning. Are you ready to order?	

Amparo – In English Fábio.

Alunos em pares fazem o diálogo

18h45 – alunos praticam diálogo de restaurante em pares.

Rogério – I want a cup of tea. How much is that? Do you have a restroom? Where's the restroom? I want to talk to the manager.

Rogério – What more can we talk in a restaurant?

Amparo – I hope you have enjoyed joke time. Organize yourselves in groups of 3.
 Três alunos começam a falar em português. Os alunos falam em português e inglês.
 Amparo – Let's review passive.

Active	Passive
The new factory produces cars.	Cars are produced by new factories.
Verb action	

Amparo explica as regras do jogo que alunos vão jogar chamado Snap. As regras devem ser lidas em voz alta pelo grupo.

18h15 Amparo – Every Thursday

Amparo (aluna) – I'm late. (aluna explica que toda quinta-feira tem de chegar atrasada.)

Amparo – You have to practise your English. Sit here.

Fábio claims – What is it?

Amparo explica o significado do jogo

Amparo – follow the instructions

Amparo lê em voz alta as instruções em inglês para os alunos

Amparo – It's an attention game. Who is the winner of the game? It's the one who has more cards.

Rogério - If I don't have a pair (diz isso em relação a uma regra do jogo que se você cometer um erro deve devolver um par de sentenças: uma na ativa e outra na passiva)

Amparo – You have to pagar mico. I don't know how to say that in English

Alunos em grupos jogam o jogo do Snap.

19h05 – Levou algum tempo para que os alunos entendessem as regras do jogo. O jogo consiste no seguinte: os alunos devem formar pares de sentenças na passiva e na ativa que são equivalentes. As sentenças estão em um monte todas misturadas e um aluno deve ler uma sentença e colocar na mesa, caso os alunos do grupo encontrem o par para ela gritam Snap e formam o par.

Amparo – In English Fábio – aluno animado começa a falar português

Fábio – Eu estava procurando

Amparo – I was looking for

Carla – Tem de por de volta

Nair – Shut up you are a man

Rogério – Almost everything was eaten by ants

Alunos se empolgam no jogo.

19h10 – Fábio – Você mostra todas as cartas

Alunos jogam o jogo enquanto Amparo supervisiona

Camila – I'm very slow (aluna diz isso depois que outra aluna pega um par

Amparo – Fábio instructions, instructions.

Cassia – It was given to him by his son.

Amparo – The son gave

Cassia – I'm very very slow. (reiterando a afirmação anterior)

Fábio – Can you help me?

Amparo – Yes.

Cassia – Snap. My first pair. Oh I don't believe it (perdeu o par)

Cassia – Snap! E ganha dessa vez seu primeiro par.

Camila e Naira batam no mesmo par na mesma hora e falam par ou ímpar a fim de disputar o par.

Amparo – Odds or even (Amparo corrige as alunas)

Nair – Snap! I have two! Em tom que está ganhando mais.

Fábio – Snap!

19h25 A1 Bye! Bye!

Naira e Camila falam outra vez snap na mesma hora e fazem par ou ímpar novamente (odds or even)

Amparo – This activity is more difficult than just observing the passive. Gisela sai da sala para atender celular.

Camila – Me and you win.

Naira – It's a congress here. Severino (alunos brigam com assuntos da política)

Fábio – Vai enrolar outro (Naira e Fábio estão em grupos diferentes)

Amparo – In English. In English

Rogério É eu embarguei. Grupo do Fábio continua jogando.

Amparo- Fábio, Oh gosh oh shit. Very appropriate for this kind of activity. (professora tenta munir o aluno com vocabulário apropriado para esta situação.

Amparo – And the winner is – Fábio

Amparo – This activity is more difficult than the one we've been doing.

Amparo – We don't have much time. You have to do the exercise

Cassia – Mais prova é tudo que o Severino o diga.

Amparo – You have to do the homework to review. Thank you very much guys for coming. Can you give back the dictionaries?

(Partes tiradas com o gravador)

Alunos comentam comigo que sou espia.

A1 Vai ter nota abaixada.

Amparo – People let's get started.

Amparo – Remember that big group that we had a problem.

Rogério – Yes.

Amparo – What happened?

Amparo – A student came to me and said I'm sorry Amparo, but I am going to trancar. I said Oh my god! We have some students that are going to stop the course for the semester. Then we have space here. We have the speeches.

Amparo – As the first thing for today we have the joke time. Oh Lélia is here.

(some students laugh)

Amparo – After the joke time we are going to have grammar practice, we are going to have the snap game. You are going to play that game about passive structures. After that we are going to have practice of grammar, we are going to see the causative have and get. And the last part of the class we are going to play a game called round the clock to practise passive structures. First we are going to read the joke. We are going to use that beautiful grammar book. So please joke time. Take a copy.

Amparo – Lélia, do you have a copy do you need a copy?

Lélia – Yes.

Amparo – Everybody has a copy?

Amparo – Twenty copies Lélia. (ela falou isso porque o número de alunos era bem inferior a vinte.

Amparo – In English, in English. (alunos tendem a falar muito português na aula)

Amparo – All right, all right joke time. Let's see. Activity number one you have conversation in pairs. Ask your friend How often do you go to restaurants? What's your favourite restaurant? Do you have a favourite restaurant? (risos) What do you usually order? You can work in pairs or in groups.

Rogério – How often do you go to restaurants?

Amparo – I go to restaurants every day.

Rogério – Do you go to bandeirão?

Amparoano – Now I don't because of the strike.

Rogério – I go once a month to with my girlfriend. It's very nice. Saturday to have lunch. When was the last time that you went to a restaurant?

Amparoano – I go to a restaurant.

Rogério – Oh OK It's very nice. And what's your favourite restaurant?

Amparoano – I don't have a favourite restaurant.

Rogério – I love the Coração Mineiro it's mineiro food and it's not so expensive, it's cheap. And the food is very nice. I like chicken and cheese bread. And you?

Amparo – I like steak and salad

Rogério – I like milk shake and chips. It's very nice. I like ice cream. Have a good restaurant in Eldorado called Pizza Park.

Amparo – Guys all right. I think that's enough.

Cassia – We don't eat in restaurants. We go to pizzeria.

Amparo – Pizzeria is good. What bout the guys here? How often do you go to restaurants?

A1 – I go to restaurants every week

Amparo – And you Walter? Any special restaurant?

Amparo – Does anybody here have a special restaurant that you and your family go?

Rogério – It's coração mineiro. I like it's very Nice

Amparo – Do you like going there? I don't have any special restaurant. I usually go to Chinese food restaurant take away in the shopping malls. You buy the food and then go home and eat Chinese Box I like very much these deliveries. And bandejão? No guys? (risos na sala)

Amparo – Bandejão is not working these days (isso ocorre por causa da greve) Ok people all right Vocabulary activity two possible meanings for chicken. Look it up in the dictionary if it's necessary preferably a monolingual. You have Oxford Escolar you can see it there are two meanings

(alunos olham no dicionário para verificar significado.)

Amparo – There are two possible meanings there? (fala para um aluno que está procurando a palavra no dicionário.

Faz-se necessário dizer que algumas partes da aula ficaram inaudíveis e, portanto, não foram transcritas.

Amparo – Guys, what did you find? How many meanings? Two ideas or there are more? In Oxford Escolar?

Amparo – And they are nouns or verbs? If you look up in a monolingual dictionary Cassia has one there a lot of expressions with chicken different ideas. Look up the word at Oxford Escolar and see that there not so many ideas. Basically there is one that is a noun and it refers to what? What does it refer to?

A2 – Animal

Amparo – or food

Amparo – And it's an adjective. It refers to people who are afraid. It's an adjective not an noun with this meaning. To be afraid, not to be corajeous. You're a chicken. You don't have the power. Guys in Portuguese There is also another noun we use this to refer to a person that usually has many boyfriends is a very happy woman, unstable. She has unstable relationships She is a chicken (risos) Do you understand? (a professora para alguns segundos para tentar explicar este significado)

Contudo, gostaria de enfatizar que este significado não foi encontrado no dicionário.

Amparo – Now, all right you are going to read the joke. It's very short I'm going to read: At the restaurant Diner . Do you serve chicken? Waiter. Sit down sir. We serve anyone.

(risos)

Amparo – So we have two questions to discuss. Which meaning of chicken does the diner refer to? And Which meaning of chicken does the waiter understand? One minute discuss.

(Alunos discutem o significado da piada e riem)

Rogério – The waiter thought the diner wanted to give food for a chicken. The waiter thought the diner has a chicken as a pet. So he is looking for his pet. Very nice

Amparo – All right guys let's see. The diner, what does he refer to when he says chicken

A3 – Food.

Amparo – And then the waiter says we serve anyone. What's the meaning of chicken?

Amparo – Quality of the person characteristic. In this case he says Sit down sir. Is it a man or a woman? Amparo fala algo inaudível que suscita riso dos alunos

This is only possible because of the verb serve. It is not only the word chicken. The word serve is also important. The verb serve is important for us to understand, it's not only the chicken.

Rogério – But the word anyone is important.

Amparo – But the word serve is important for us to understand. That the verb serve has two references it's not only the translation of chicken, it's the combination, the combination is important and that's why we laugh because of combinations and the misunderstanding. The diner understand one idea and the waiter understands another. Let's see part three after reading activity. Have a look at the menu below. Make conversations in a restaurant. Use your imagination yes. One is the customer and the other is the waiter or waiters. The menu is a simple one.(Amparo lê o menu que está na folha. Do you remember? It's a cafeteria. Do you remember the customer and the diner the waiter conversation. (Amparo coloca os itens da conversação no quadro)

Amparo – Can I help you?

A4 – What do you order?

Amparo – What would you like? What would you like to eat? Good morning. Are you ready to order?

Amparo – These are very informal ones And what do you say you're the customer. The diner

(alunos riem)

Amparo – I'd like, give me a .The waiter can ask anything else? And then here how much is that? Oh Thank you

Amparo – Let's try you have two meanings to make conversations. Very simple with the menu.

Rogério – the diner (risos na classe)

Rogério – I want a King size hamburger, a portion of chips large and a glass of orange juice Oh Thank you. How much is that?

Walter fala um preço que ficou inaudível na fita.

Rogério – It's very expensive. I don't want anymore the portion of chips king size hamburger and a glass of orange juice. I don't like your restaurant. And I want a cup of coffee to drink. A cup of tea, do you have tea?

A fala do Walter ficou inaudível nesta conversação

Rogério – Do you have Ice tea with lemon? Then How much is that? Do you have bathroom? Restroom (o aluno se corrige) (risos)

Rogério – I want to talk with you boss.

Amparo – Thirty second to finish. (risos)

Amparo – Guys OK it's enough. So this is the joke time I hope you have enjoyed it.

Amparo –Let's organize ourselves in groups

We are goin to place this game. (inaudível)

Walter – Nunca ouvi essa palavra.

A1 – È legal jogar você acha um monte de coisas

A1 – A maioria das coisas que falo é que eu não sei. (esse grupo estava perto de mim e fez esses comentários. Eram três rapazes, eles conversavam e consegui perceber apenas palavras soltas.

Amparo – In the first example we have sentences with active ideas. Because I have a piece of information that is agent. This verb is in active voice. This is the agent of the verb action. That's what we're talking about action, yes. When I say cars are produced I'm changing the focus. Not only the agent, but the content. That's why we say cars are produced this is a passive verb. The verb action is in passive construction These are the action of the verb. Remember that the verb to be is a characteristic of the passive voice, together with the pp. Past Participle. In this game you will find two groups of sentences: active one and passive ones and they all have an actions, for example, The new factory produces cars and then you will find passive sentences which have the same idea. They

are all mixed they are no separated into groups. Now read the instructions of this snap game. Now you are going to read the instruction of the game to your group. One student in the group read the instructions to the people and try to solve the problems. Check if you can understand the instructions.

Alunos lêem as instruções em grupo e nesta parte da fita torna-se inaudível.

Amparo – You need to practice your English – diz para um aluno.

Fábio – Three to four players.

Amparo – This is correct. Both the sentence are a match. The cards are here on pile. (fala para um grupo de alunos). Jumble is mixed. They are not separated they are together. Pile, pile, this is a pile.

Amparo – Guys, did you understand the instructions?

Fábio – More or less

Rogério – I'll pick one card and read. I put the card on the table. You don't get the pair, because the first doesn't have a pair. The second too. I read and in the table there is the pair.

I think that there is.

Amparo – Follow the instructions, follow the instructions (professora perceber que alguns alunos ainda não entenderam o jogo).

Amparo – I am going to read the instructions out loud. You are going to match active and passive sentences with the same meaning. In groups you have to put the jumbled set of cards set with the face down in a pile on the table., with the first card faced up.

Everybody should be able to read the card. Students take in turns to keep up a card and read it aloud slowly to the group. So let's suppose Fábio is going to start. Fábio goes up here and reads Mary loves John. I'm Fernando I took another one Mary loves John. Is it the same?

Rogério – No.

Amparo – So I put on the table again. Let's see. Pick up a card to read slowly and clearly to the group. The other students listen and try to find a card on the table which has the same meaning. You leave it open.

Amparo – As time goes by there will be more cards on the table. Then you have to pay attention. You have to listen to your friend and look at the table and see if there is a match. When you find the match. Let's suppose I have a match John love Mary and

Mary is loved by John.. I have to shout Snap and take the card. And then if it's correct everybody has to control to see if it's really the match. If the match is correct you win both cards. Who is the winner of the game? The winner of the game is the person that collects more cards. Most cards, this is the winner. Let's guys here let's see the instructions. If there is such a card the first person to shout snap places a hand on the card wins the pair. If there is no match, the student places card face up on the table. All the cards will be face put, não volta para a pilha. The student reading the pair cannot win the pair. Important rule. The student reading the pair cannot win the pair. I'm reading the card I cannot say *Snap*. It's not my turn. However, none notices a matching pair, she or he puts the card on the table and claims the pair. If a student says *Snap* when the cards do not match, he or she has to give a pair and put them back in the pile, reshuffling the pile. Let's suppose the person that's reading cannot win the pair, but if there's a match and nobody observed it you can collect you say Snap. If one student in the group does a wrong match, you have to give one of the pairs back to the pile.

Alunos jogam Snap

Rogério – What's shouted?

Amparo explica dando uma demonstração.

Amparo – In English, in English. (fala isso para grupo do Rogério que está jogando. (algumas falas são inaudíveis)

Amparo – You have to say snap first. (professora reforça a regra do jogo.

A2 – Aluno traduz frase do jogo: As formigas são comidas.

Rogério- Every one is an animal. Todos os animais.

Grupo do Rogério parece bem animado para jogar snap.

Rogério – The fire was caused by an accident.

Fábio – Mary loves John.

Fábio – The teacher taught the student a lot.

Rogério – Almost everything was eaten by ants. (essas frases fazem parte do jogo. (aluno repete essa frase duas vezes.

A3 – Ants eat almost everything.

Rogério – An accident caused the fire. (repetiu essa frase duas vezes)

Rogério – John was woken by Mary shouting.

Amparo – corrige a pronuncia do aluno nas seguintes palavras: woken e shouting. (alunos riem enquanto fazem o exercício)

(inaudível)

Alunos falam Snap e ganham pares no jogo.

Rogério – he gave it to his father (lê a sentença duas vezes).

(inaudível)

A3 – It's passive voice.

Rogério – no problem

Alunos vibram com o jogo.

Fábio – He gave it to his father.

Group – No, no it's wrong

Rogério – The opposite starts with father (o aluno quer dizer que passiva da sentença começa com father)

Amparo – It's different!

Amparo – Even or odds. (par ou impar) (a professora para um grupo em que duas pessoas pegaram um cartão.)

Fábio – Pera ,aí que eu estou confuso.

Rogério – Todos os planos com ela foram mudados

Rogério – John has been left by Mary. (fala a frase duas vezes)

A4 – Snap.

Rogério – John was woken by Mary and Mary woke John.

(inaudível) (risos)

Rogério – She's changed all her plans in one week.

Fábio – All her plans have been changed by her.

A5 – She's changed all his plans with her.

Fábio – Little fish are caught by big fish

Amparo corrige o aluno na pronúncia de caught.

Fábio – What's caught?

A5 – Pegar

Fábio – This is a different idea (referindo ao par que ele acabou de ler)

Fábio – Quase tudo foi comido. (referindo-se a frase que foi lida)

Fábio - Esse aqui é passado. Todas foram comidas.

Rogério – The students had heard the teacher a lot. No?

A5 – All his plans have been changed in one week.

Fábio – His father gave it to him.

Fábio He gave it to his father.

Alunos não concordam sobre uma sentença que foi pega.

Amparo – In English

Amparo – No cheating! No cheating!

Rogério – I'll come one day to the fire.

(inaudível) (risos)

Fábio – A gente tá olhando tem coisa que não dá certo. (aluno refere aos pares de ativa e passiva que devem ser formados)

Fábio – Ants ate every thing (É a vez do Fábio ler a sentença.

A6 – Almost everything was eaten by ants.

Rogério – É tá certo. Let's go.

Rogério – In one week he changed all his plans with her.

Amparo – Oh Gosh, very reasonable with this kind of activity. Finish?

A7 - Mary has been left by John.

Rogério – Little fish are caught by big fish.

Fábio – It's correct!

Amparo – Any other one there?

Amparo – Ok, guys. We have to check.

Fábio – Two, three. Four, five six.

Amparo – Fábio is the winner.

Amparo – This kind of activity is more difficult than the one we've been doing so far. It's not just about knowing the verbs. You have to understand the different ideas. It's a speaking activity, listening activity and fast. It's more difficult than the one we've been doing so far.

Fábio – It's good..

Amparo – Do you think it's fun? People we don't have much time I am sorry. The people that have finished earlier. I'll ask them to do unit 55 in the Oxford Grammar Book. It's a revision of passive voice. I want you to do the exercises at home and check the answers. Check the answers for next class. Next class I'll begin solving problems that you may have. Unit 55

Fábio – Tem na biblioteca do lado da lanchonete. Saindo daqui do prédio, seguindo o corredor 1, vira à esquerda quando você tá indo.

Amparo – Now guys something else. Written work. I know that some people haven't bought the book yet. You needed to prepare the materials guys. We're finishing the

semester. You have to show me. I know there are lots of units, but I am not going to be so strict. But you have to show me to review.

Fábio – You have to do the writtenwork. You have to do and show or fazendo até a unidade 15

(inaudível)

Alguns alunos saem da sala e aula termina

20/09/05 Joke 8

Professora escreve programação no quadro

- Speech
- Joke Time
- Grammar Focus
- Causative Have
- Game Practice
- Pronunciation Practice

Amparo explica programação da aula. Edgargar fala sobre os Beatles

Edgargar – This is Paul MacCartney

Amparo – In good times (risos)

Edgargar – The main point of this presentation is Paul MacCarney.

Edgargar – I’m going to announce that Paulo MacCartney is dead.

Amparo – Are you serious I’ve never heard of it

Edgargar – I’ll start with some clues.

Ele começa com algumas capas de disco

Edgargar – Eu não organizei muito bem e estou meio perdido.

Ele mostra a figura de Paul MacCartney em um banheiro. O aluno folheia as páginas para saber o que vai dizer. Ele coloca evidências de capas de disco que provam, de certa forma que Paul está morto. A evidência maior é o álbum de St Peppers. Aluno mostra na capa que Paul está morto. Edgargar mostra uma figura dos Beatles com bonecas que mostram que Paul foi decaptado, pois em seu colo há uma boneca sem cabeça.

A última evidência é a capa de um disco com os Beatles atravessando a rua. Final da apresentação.

Amparo – Now we are going to have the second joke. (Em outras palavras Amparo não levou essa apresentação a sério.)

18h40 –Eu pulei algumas partes

Amparo fala sobre a piada passada sobre chicken e diz para os alunos que não é usada no mesmo sentido do que no Brasil.

Amparo – This joke is about religion.

Sai da sala por alguns segundo para tirar umas cópias para os alunos

Alguns alunos riem ao lerem a piada.

Olga- Terrible – after reading the joke.

Cassandra – What’s the meaning of almighty god?

Olga – I prefer I joke in Portuguese.

18h55 – Gisela Oh mighty is Deus todo poderoso.

A1 – Agora que eu descobri ficou fácil (aluna comenta e explica a piada em português para um aluno que não entendeu.

Amparo – Did you like the joke?

Class – Yes.

Amparo explica a piada. It’s a pornographic

Daniel – I don’t remember.

Aluna conta piada em português

19h00 Alunos têm dificuldade de contar o texto em inglês.

Dois alunos se voluntariam para contar piada em português e alunos riem muito

Amparo escreve no quadro

Tomorrow I’m going to have my hair cut.

Ela completa e escreve no quadro.

“A professional is going to do the activity for you

19h10 alunos fazem exercício de gramática

Amparo fala com aluna sobre exercício que irá fazer.

Maria – Você já leu tudo?

Olga – (Balança a cabeça) Não tem problema

Alunas fazem exercício da passiva

Amparo explica gramática em inglês para um grupo

Falei para uma aluna que eu gostei de uma piada que ela contou em português sobre um padre e ela disse: I like all the jokes in class.

19h20 dois alunos saem.

19h21 Três alunos saem

Alunos corrigem o exercício e professora faz correção quando necessário.

Amparo – Let's do number 2

Alunos fazem mais um exercício de gramática

19h26 alunos fazem exercício de gramática

Vitor – A primeira vez que eu li foi com uma professora. A minha professora era muito chata.

Três alunos falam sobre literatura brasileira em português . Falam sobre Quincas Borba e Memórias Póstumas de Brás Cubas

Amparo corrige os exercícios e explica a gramática 19h33

Olga – Daniel is going to have his tooth filled – Fala sobre o exercício.

Amparo – Next class I'm going to check homework.

(partes com a gravação do dia 20/09/05)

(inaudível)

Amparo – Let's start the activities are on the board. I'm going to start the class with Edgargar's speech! Then you don't have to worry about the time. Then we have joke time as usual and then we are going to have revision about the use of passive voice. It's a special construction we call causative have . It's the passive voice working with have. If we have time we'll do more activities (inaudível)

Amparo – Hello ! Come in ! Can you sit here? Edgarson we want to turn the lights the lights are outside.

Edgarson I'll tell about the Beatles. I'll start talking about a member of the group the Beatles. I'll not tell about Beatles specifically, but about a history. I'll start talk about Pau McCartney. This is Paulo McCartney.

Amparo – In good times. (porque na figura ele está bem mais jovem)

Edgar– Paul McCartney was Born in 1952. He got first acoustics guitar when he was 14 and then he startEdgar to compose their own songs. At the beginning of Beatles , he met fir John and they started to play together in a band callEdgar the Man. And other member of Beatles joinEdgar, first George and then Ringo played the guitar. But my main point in this apresentation is tell the history of Paul Paul McCartney. My intention in this presentation is say that Paul McCartney is actually dead. He is not alive. I'll prove that. These talks started about 1969. When a disckey jockey from Detroit announced that Paul was dead. According to the rumors Paul died in a car accident and the Beatles got a cover up to succeed him. This guy is a cover up (risos) In the internet we have many clues that Paul is dead, but I selected some.

Amparo – Are you serious Edgar?

Edgargar –Yes.

Amparo – All right ?

Edgargar – I forgot the first clue the first evidence.

Edgargar I'll go start with the second.

Edgargar – I'll use some cover of albums. First cover is of album revolver. Revolver means revolver. In this cover that shows a manAnd here a open above the head The person is not in this world any more. Means that Paul is dead I don't know why. (risos). This photo is draw, because there isn't anybody to take a picture. (A apresentação está sendo feita em um retroprojektor)

Edgar– The next. Eu não organizei muito bem. At this cover all the Beatles in phantasies ((but only this Beatles is selected in Black. And again we can't see Paul's face (inaudível). Paul is in a bathtub.

Edgar– In the next album this folder. This first evidence is not so good. The other are better.

Edgar– This cover is only Paul have a white background

Edgar– then stop the face of hide that he has a scar. You know that Paul is in the city in a large box. It's not the box it means a coffin (caixão)

Amparo – Hummmmmmmmmmm

Edgar– The other evicendence is the cover of Sergeant Pepper's. (aluna tenta se organizar para fazer a apresentação). The cover of this album may have the more evidence. This symbolizes a funeral. On the floors, people are all dead or forgotten. And all the peoples are moving an instrument and just for this part and another one. Here we have dfficult to see. You place a mirror across the drums. You can see right. One, one

one and a next. Here is dead (risos). Here we have one pointing to Paul (risos). And here we have one, one and a next. (risos).

And now the dolls represent the terrible nature of the car accident. The set of dolls is on his very hands. The doll in his arm symbolizEdgar that he was decapitatEdgar. And the last evidence it was the evidence. Os quarto Beatles atravessando a rua. In England people are buried with shoes and Paul is dead. So it means that he's 28 years not alive And that's all. Evidence. (aplausos).

Amparo – Jesus Chirst. Now guys we are going to have our second joke (professora considerou a apresentação uma piada).

Amparo – I know , I know you were trembling and shaking there . What's the first evidence?

Edgar– (inaudível)

Amparo – Guys we are going to have another joke. Remember the chicken joke. Chicken is not galinha in a sense that a boy is involved with a lot of boyfriend or girlfriends. It's a coward. A person that is not courageous. He doesn't have courage. This joke that we are going to read is not about that. It's about church and religion. So I'm going to give you the activity. Guys, can you read in pairs? I don't think we have copies for everybody. Can you make a copy there? Pergunta para mim e saiu da sala para fazer as cópias. How many of you don't have copies? 4 five and six Lélia

Amparo – First activity let's start in pairs Are you a religious person? How often do you go to church? Are you a religious person? Do you believe in God? What if you don't get any religion? What do you do whenever you listen to a preacher's sermon?

(inaudível) Alunos conversam, mas não é compreensível. Pode-se perceber que eles estão conversando em inglês

Amparo – Who goes to the mass frequently? Raise your hands.

Amparo – Sometimes, not every week.

Amparo – Every Sunday in the church.

Amparo – Twice a month. (Amparo tenta tirar de a frequência com que vão à igreja e vai repetindo o que os alunos falam.)

Amparo – Do you consider yourselves a religious person? Do you believe in God?

Amparo – Cassandra is totally a unbeliever?

Amparo – Pronuncia a palavra atheist para um aluno. You know that there are a lot of jokes talking about the church, people that go to churchers. We are going to read one today. I wat you to have a look at the glossary. There is a glossay to help you. So we

have the word fall asleep woke, doze off, shout, mutter and heat. I want to read the joke and try to do the talk. The two words in the joke that have these meanings.

Alunos concentrados fazem o exercício proposto. Não se ouve quase nenhuma fala de aluno. (inaudível) (Ouve-se um silêncio não se sabe se alunos riram ou não) Mas quando estava observando a classe eles riram um pouco.

Amparo – Did you like the joke?

Class – Yes.

Amparo – Should we explain the joke? Is the Joke about religion? What the misunderstanding?

What kind of misunderstanding? What kind of misunderstanding is this? There is a sermon

A1 Oh Yeahh.

Amparo – With the parts of the Bible? And then the connection between what the woman says and what the men says. The answer is a pornographic one. When you go to the cinema to see pornographic you had blue. All right guys, that's the idea, that's the idea. The joke is about the church sacrifice. But the situation the place doesn't fit. It's a pornographic one Ok. Did you find the words? What's the word? Cross What's the second word? Pew.

Do you know other jokes about religion? Are they funny? Alunos conversam e é inaudível.. Groups tell jokes in Portuguese.

Amparo – Do you know any jokes in Portuguese? The question is the joke in Portuguese.

Edgar - It's a very good joke.

A4 – Dai tinha dois padres que haviam estudado juntos a vida inteira. E o outro foi uma grande cidade. Ele já estava muito cansado da cidade grande O amigo dele tava de férias lá no interior. Então meu amigo como é a vida aqui no interior. Ele falou Rosário, vinho, Rosário, vinho. Rosário trás o vinho.

(risos na sala)

Amparo – It's a good one

Hélio – Os apóstolos chegaram para Jesus Cristo lá com a Maria Madalena . Você disse que is transformar a água em vinho. Jesus: não dá teu pregado. Aluno faz o símbolo de Jesus na cruz. Assim pregado pode ter dois significados pregado de casado e pregado na cruz. Esse aluno depois falou para mim que contou uma piada em português na sala.

(muitos risos).

Amparo – guys let's go to the other points Remember that last class we were doing the exercises on doing. When I tell this thing. Tomorrow I am going to have my hair cut. In this idea, is also a passive construction. Who is going to cut my hair. Someone, Somebody the persons that work at the hairdresser. In Portuguese that's what we say In English I'm going to cut my hair. In English we have this possibility to use a passive construction a professional person is going to do that activity for you In English have have. When you have a passive construction we think about the verb to be. America was discovered by Christopher Columbus Coca cola is produced in the United States In this case we use the verb have to give this idea what's the idea A Professional is going to do this Another example my mother had.....painted. All right people We are going to do some here and at home you can do some more. Did you find the page? I want you to do exercise One. Just read the exercise one. And do the exercise one. You shouldn't panic. You need to go to the inspetoria de alunos to get the equipments.. You can have a look

Alunos fazem exercício e Amparo circula pela classe. Alunos conversam em inglês e português, mas a maioria fala em inglês. (inaudível) Alunas falam sobre jokes.

Amparo- Don't leave me now.

Rogério – Last week I had this car repaired

Amparo – Gisela

At the moment At the weekend I had this done

Amparo corrige exercícios, mas está inaudível

A4 – This week Edgar had this window cleaned.

Amparo –This is the last and it's very easy.

Amparo A use time reference when I have

Amparo have my hair dyed. What is general idea when you don't have a specific time.

Otherwise is present perfect.

Amparo don't know what I should do. I am worried about this

Amparo <unit number 2 now to finish the class.

You correct the exercise look in the back and see and see exercises if they are correct.

(alunos falam uns com os outros).

Amparo – Let's correct

Frase está no pretérito perfeito, Mas não consegui pegar

Vocabulary work on

Olga . Daniel is going to have his have his tooth filled

Amparo 22/09/05 Joke 9

18h10 – Há 7 alunos na sala

Amparo – Guys, Let's start. Hello Walter

Walter – We we on a strike.

Professora no quadro planejamento de aula:

Joke Time

Game Round the Clock

Pronunciation Practice

Amparo – You'll do the speeches in Level 5 Then we'll be here in December and January to do the speeches.

Amparo – You have five minutes to talk.

Fábio – My mother traveled by plane

A1 Would will like – olha para mim esperando resposta

Eu – No, where would you like to go....?

Hélio – I think I'd like to travel in Latin America (os alunos estão fazendo exercício em relação à piada)

Fábio – Where would you like to go to

A1 – I'd like to go to the USA

18h20 – Edgar chega.

Rogério – I'd like to fly in a ballon

Olga – I traveled by plane to Argentina and I took a taxi to go to the airport.

Walter – I took a taxi to the airport and I talked to the taxi driver about the weather.

Alguns alunos riem e fazem outras lógicas.

Rogério – I want coffee with sugar. The sugar is free so don't pay for the coffee.

Amparo – Monsters, Monsters.

Na lousa

Go straight ahead

Turn left/right

Drive along

Alunos dão direções uns para os outros para irem para suas respectivas casas

18h30 – Naira e outro aluno chegam

Rogério – If I want to go to your house buy bus it's easier.

Hélio – I live between Jardim Angela and Capão Redondo

Hélio – My street has three churches. My neighbour has a sound (stereo) that competes with the church

Amparo – Could you understand the directions of your friends?

Fábio – A Lélia é café com leite não pode ajudar.

Na lousa causative have/get

I will have these photos developed

I have had a hair cut

I got my room painted last week.

Amparo explica sobre o significado do causative have or get. Depois distribui para os alunos o board game.

Amparo – You needed something to characterize

18h43

Amparo – In the board game you'll find places. Amparo explica as regras do jogo para os alunos

Amparo – Guys, this is an example you can find more information.

Amparo – You make conversations with the person on the left. The winner is the one who eliminated more cards.

Alunos discutem as regras do jogo em português.

18h50

A2 – I would like to have this book translated

Fábio – I have to call my boss

A2 – I'd like my diploma translated fast

Fábio – It'll be ready in three weeks

Fábio – Eu não estou entendendo o que eu tenho que fazer

Fábio depois faz diálogo com outra aluna.

Amparo – You have 30 minutes to finish the conversation

Hélio – I need to ask.

A2 – You need to give him a “sinal”

Edgargar – Eu acho que a gente está jogando errado

Fábio – Ele estava com catapora

A2 – Não ele derrubou o sorvete na roupa

Edgargar - I'll death in two weeks.

Fábio – How do I say catapora?

Amparo – I think it's chickenpox.

Edgargar – A gente pode fazer sem jogar.

Grupo do Rogério e do Fábio riem muito.

19h05 – Eu pensava que essa seria uma operação de trânsito.

Walter canta We are the champions of the world música do Queen cantada por Fred Mercury.

A4 – You're the loser you were the last (fala para um aluno que perdeu o jogo)

A5 – I need now.

Walter – OK

Amparo – In English, in English.

A4 – I was enjoying the game so much.

Amparo- Sorry to interrupt

Amparo – You don't have a winner here

Amparo – Can I have the board and the dices.

Amparo recolhe o material nos diferentes grupos.

Amparo – Homework for next class Unit 128 page 308. This is the homework.

Amparo – Now we are going to do pronunciation practice.

Amparo – Don't write on these papers

Amparo pratica pronuncia com alunos

Edgargar ri enquanto faz exercício de pronuncia

//

Thick

Voiceless

//

this

voiceEdgar

Amparo This is important because there is a difference. Amparo toca a fita K7 e alunos riem pois aparece u som estranho. Alunos repetem depois da fita a diferença desses sons. Amparo faz isso duas vezes.

Amparo – Listen and practice the dates.

10 May 1983, 3 March 1934, 13 December 1793, 12 February 1903, 13 December 1793,

24 July 1963, 30 September 1883

19h25 – um aluno sai da classe e logo em seguida dois também seguem.

Amparo – In pairs I want you to ask the birthday of your family.

19h28 Edgar

Amparo – Talk about your family guys in pair

Fábio conversa com Amparo sobre speech and Amparo corrects it.

A2 A3 A5 – falam sobre venda de produto da Avon.

A2 Eu ia levar para elas verem. Depois você me liga

19h28 – Fábio volta para o grupo.

Amparo – Guys I think time is up. Let me just accommodate the speech. Next week, we have Fábio and Maria Luiza's speech

Amparo – See you next week.

(partes com a gravação) 22/09/05

(conversa inaudível)

Amparo – Walter welcome back

Walter – We were on a strike. (conversa inaudível)

Amparo explica as atividades que serão dadas na aula. The game is the causative have. After this we are going to do vocabulary work with prepositions here on the grammar book. Today you were supposEdgar to have a speech, but she can't present her speech today.

Amparo – Guys the group continue to be big you have to do some speeches in Level 5. I'll send you to level 5 to do the speeches. If we don't do this we are going to be in December January making speeches. So Joke Time Guys (a professora distribui as piadas) In the first activity we have two questions in pair or we group about the two questions : Have you ever traveled by plane? Where did you go? If you have never traveled by plane, are you afraid of plane of flying? Talk a little bit about this. You have five minutes to talk. (conversa inaudível) Alunos conversam em inglês e falam muito.

Fábio- And you have you ever traveled by plane?

Amparo – Who has traveled by plane?

Olga- I traveled to Argentina and I took a taxi go to the airport.

Amparo – Do you remember having conversation with the taxi driver?

Walter – I talked about the weather

Amparo – This is very common.

Amparo – Where would you go if you had money guys?

A1 – India

Amparo – India well. Where would you go?

Hélio- I'd like to go to all Latin America.

Amparo- Where would you like to go?

A2 – Las Vegas

Amparo – Oh gamble.

Walter – I'll come back by walking don't pay anything

Amparo – Activity 2 Part 2. There is a glossary here for you and then you have to answer this question. What logic did he make use of? What's the thinking?

Amparo – Guys, did you find the logic. The idea here take the luggage the luggage is free.

Amparo – Give direction to go to your house or flat. Do you remember some direction about giving to your house?

Amparo – Ride along marginal.

Alunos dão direções em inglês e falam o tempo todo em inglês (conversa inaudível).

Amparo – Two minutes to finish.

Amparo – Guys guys time is up. Did you understand your friend's explanation. I need groups of four groups people.

Amparo – Guy, Remember last class that we were talking about passive constructions in a special case. So this is a special situation. I need some products in my house I need

something a specialist in the area. My hair is very long I need to cut my hair. I want a person to cut the hair for me. I need the causative have or has future present and then I use another verb past participle. Because I suffer. The action. So Look at these examples: I Have these photos developed. And here you have something past participle I have had a hair cut. I got my room painted. The verb have and the verb get are in the place of the verb to be. The idea here I have a professional person that does the act for me. The verb have and the verb get the two express this idea. So This is what we are going to practise at this game. It's a board game. You need to put the board with names and places (distribui os boards)

Amparo – Guys , the board is like this. You need something to characterize you a clip when you start to go around the squares. Something that characterizes the players. Can be an eraser. If you need a clip I have clips here. All right guys, what do you have to do. Look at the board, on the board you'll find places You have the start You have Edgar's electronics ela fala todas as lojas do tabuleiro. Each card shows you a task. And then I have to read this There is a big hole in your favourite They also need polishing. Why don't try to go that shoe repair next door?. You have to make a conversation with the person on my left side. The model of the conversation is here. When we distribute the cards you should have the card you could make conversation with that card. Example . Good morning /Good morning I'd like to have these shoes repaired Edgar, my eyes examined, etc They should be ready on Wednesday, but Wednesday Would this Monday be OK? Guys this is a model an example, it's an idea. One person in the group deals the cards.

Amparo- Ok all the parts, all the parts. You begin the game like this you roll the dice. And then then what do you do? The person starts the conversations with the person on the left. Who is the winner? The first that eliminates the cards

Amparo – The dice

(conversas inaudíveis) Alunos praticam diálogos

A1 – My answering machine, can you repair it?

A2 – OK Answering machine

A1 – For Thursday.

Amparo – Thursday (corrigindo a pronúncia)

A1 – One week. No, no it's very much. I need it for tomorrow (risos)

A2 – Tomorrow.

A1 - Yes, I need it very much

A2 – Four days. Ok It's impossible

A1 – But in five days, but you say four days.

A1 – On Monday. It wasn't in the morning (conversa inaudível a nesse ponto)

A3 – Quem é o próximo (apesar da professora insistir às vezes os alunos falam português na aula. (conversa inaudível) (risos na classe)

Alunos continuam a jogar.

Amparo – One minute.

Amparo – Sorry (devido ao fato de a atividade ter acabado)

Amparo – Sorry class we have to go on. And the winner, who is the winner.

Amparo – Thank you guys. Can I have the board and the cards

Amparo – Class, homework for next class

A4 – No teacher.

Amparo – Yes, Student. I want to do unit 58

A5 – Page or unit.

Amparo – Unit.

Amparo – For next class you are going to do page 308.

Amparo – Now we are going to do pronunciation practice. Guys, one copy for a pair.

A1 – One copy for me.

Amparo – Guys, don't write on this paper that I'm giving to you. Only pronunciation practice.

Amparo – Guys, don't write on this paper I need them back. I'm going to start with activity two. Do you remember the difference between the words here? I'll give an example. Let's repeat, guys. Thank

Class – Thank

Amparo - What's the rule? The idea here is that this sound is a voiceless consonant, there is no vibration of vocal cords. Put your hands on the throat. (professora faz alunos repetirem som de th mudo.) (risos) A Voiced consonant there is vibration of the vocal cords. Let's try again guys. (Professora repete palavra com consoante Sonora e uma palavra com vocal surda a fim de os alunos perceberem a diferença entre as duas) Guys this is important there is a difference.

(professora toca uma fita para identificar sons em inglês.) Classe repete depois da fita.

Amparo – Listen again. (alunos repetem)

Amparo – Guys, to finish the class. I want you in pairs to ask about your families' birthday dates and when they were born.

Amparo – Guys, questions like this: when is your father's birthday? My father's birthday's the ninth of October. Talk about your mum, your dad, your husband, your boyfriend. Remember it's all ordinal numbers.

Alguns alunos falam em português. (fala incompreensíveis)

Amparo – All right, all right. Time is up, I'm sorry.

27/09/05

Pesquisadora não foi ao campo

29/09/05 Joke 10

Amparo introduz o que deve ser feito na aula e põe no quadro:

Joke Time

Speech

Song

Amparo - Ah sophistication technology. (A professora diz isso, pois um aluno vai utilizar o Power Point e Amparo foi ajudar o aluno, mas no final aluno consegue fazer funcionar sozinho)

Cássio vai dar o seminário de hoje sobre a história dos comics (revista em quadrinhos). Sua apresentação é bem requintada com muitos slides. Falou com muita segurança. O seminário foi um sucesso.

Amparo – There is a piece of homework. Amparo fala isso para lembrar os alunos que devem fazer a lição para o dia 6 de outubro que está em sua pasta 53

Dito isso, dá início ao joke time

Amparo –Before we read the joke we are going to do some drawings. Professora desenha três esboços no quadro e alunos devem advinhar em que eles consistem.

Amparo – What can you see in number one?

Cássio – Two Mexicans wearing sombreros riding a bike

Olga – A imaginação dele é melhor do que a minha

Amparo escreve no quadro as opções dos alunos:

Two Mexican wearing sombreros

A bald man reading a book.

No final a professora diz o que os três esboços significam. O primeiro era exatamente o que Cássio havia dito. O segundo era um livro aberto e o terceiro era um homem careca.

Amparo – In Portuguese there is a song line Women like bald man best. Do you agree with this? Are there any advantages of being bald? What are they?

Amparo – Anybody would like to discuss.

Gabriel – Everybody disagrees

Amparo – Is there any advantage?

Uma aluna fala que não tem de pagar barbeiro

Alunos fazem previsões sobre o que a piada irá tratar e Amparo coloca no quadro algumas delas:

A man will have a wrong haircut.

A man will have a complete haircut.

Alunos começam a rir da piada

Professora pede que alunos leiam a piada novamente para fazer exercício de vocabulário.

Amparo – I'm in charge of this. Professora diz isso para exemplificar para um aluno que charge que aparece na piada tem o sentido de cobrar, mas no exemplo que ela forneceu tem o sentido de ser responsável. É interessante observar que foi um aluno que levantou esse sentido de ser responsável.

Amparo coloca no quadro expressões para ajudar os alunos a fazer a atividade depois de leitura da piada.

Butcher's shop – meat, chicken, has gone off, it smells bad

Baker's – the bread. I've bought it stale

Clothes shop – I washed it and it's shrunk

Department store – I've bought this here, but it doesn't work

Alunos conversam muito durante esse período em pares. A atividade provoca muita conversa.

Amparo – Guys, one more minute

19h05 Amparo – Were you polite? This is over. Atividade é dada por acabada pela professora

Amparo – We are going to listen to the song

Amparo – The singer says something for us.

É importante observar que a música foi tocada na aula passada também e nesta aula ela é tocada novamente. Antes de a música começar dois alunos perto de mim comentam o significado da música e parecem não terem entendido muito bem o que a letra queria dizer.

Eis as questões colocadas pela professora:

- What would you do if you were the woman in the song and nobody helped you.
- Where would you go?
- What would you do if you saw a woman like that in the street asking for help?

Amparo – Normally people ask for money. The homeless can eat

Cássio – I think they should go to the mayorhall.

Amparo – Very difficult situation to imagine

Amparo – What would you do with the woman?

Cássio – I wouldn't give money.

Amparo – Your lives are paradise

19h25 Amparo –The next step is in your advertising campaign to write a slogan for charity. I want you to bring pictures to make slogan..

(gravação com a fita 29/09/05)

Amparo – The composition is for the sixth of October. You'll see that it's just a composition there are no grammar exercises. All right. We have joke time Lélia is very well thanks god. We have Cássio's speech. Cássio is going to start and then if we have time we are going to listen to the song again Another day in Paradise by Phil Collins
Cássio the floor is yours

O seminário do aluno foi sobre A História dos Quadrinhos, mas para nossa pesquisa não interessa transcrever sua fala.

Amparo – All right people let's see. Let's see the joke.

Amparo – For the people who have just arrived written composition. Piece of homework in my folder my folder is 53. There is instruction for written composition to hand in October 6th. So it's a piece of homework for you. So it's joke time. Before we read the joke we are going to do some drawings on the board (Os alunos teriam de adivinhar o que os desenhos significavam).

Amparo – I want you in pairs or groups. What can you see there

Paulo – The girl is reading a book

Amparo – In English

Amparo – Ok, ok, let's see. What can you see there in number one guys? Volunteer for number one

Amparo – Cássio is saying that it's two Mexican. Why two Mexicans? Ah their sombreros riding a bike. Seen from above.

Amparo – And number two?

Amparo – A Bald man reading a magazine (ela repete o que os alunos estão falando)

Amparo – Let's think about the situation of being bald. I'll right the two questions on the board and I want you to discuss.

Amparo – Guys two questions. There is a carnival song women like bald man best. Do you remember this carnival song? What do you think of this? Why? Are there any advantages in being bald? What are any advantages ? Can you see?

Paulo – Don't neEdgar to go to the barber's

Paulo – And you look older than you are.

Amparo – Guys, let's see. So anybody would like to talk to question number one. How would this be? Disagree? (risos) Gisela open your heart to us. It doesn't matter if the person is a hairy one or bald What about the other guys?

Amparo – What about number two? Oh, they don't go to the barber's (risos)

Paulo – Wig, wig bald man an wear a wig.

Amparo – You are going to read a joke which takes place in a barber's. What are your prEdgarictions? Write two predictions. What is going to happen in this barber's shop. No one predctions.

Amparo – Don't read the joke.

Paulo – The barber is bald.

Amparo – Any ideas? Any ideas? What is going to happen?

Paulo – A wrong cut

Amparo – A wrong cut.

Amparo – It's a man who will have a wrong cut. What else? An old man who is bald has a wig

Amparo – Read the joke and check your predictions see if you can find conform any of your predictions.

Amparo – It's a bald man and the bald man goes to the barber, but not to have a wig on. He goes to the barber to have a haircut, but he's not bald completely. And he's going there to have a haircut. Vocabulary practice There's a question after the joke. Read the joke again and find the words for both definitions below. I want you to find the words in the joke that have these definitions.

Amparo – search

Amparo – To ask people the amount of money. What is it? Charge.

Amparo – In charge of is responsible.

Amparo – So people we have search and we have charge

Amparo – lê o último exercício So the problem is not the haircut but searching for the hair You're at the butcher's shop I wrote some ideas to help you.

(Professora fala sobre o tipo de reclamação que pode ocorrer no butcher's shop, baker's, clothes shop department store

Amparo – What you have on the board is just some sentences you can make free conversation All right? In pairs.

Paulo – Yesterday I bought a bread and it was stale so I want my money back

Paulo – It gave headache, stomachache (risos)

(conversa inaudível)

Amparo – You were very polite in your complaints.

Amparo – All right guys. This is over with the jokes. Let's a little bit about the song we were listening last class.

Paulo – I don't know the Paradise is ironic

Sandra – Yes.

Amparo – We are going to listen to the song again.

Amparo –First time, you listen to the meaning, second time we listen for words. And then you have a conversation about the ideas of the song. Remember the story in the

song. (professora distribui letra de música) Don't you remember anything about the song? What do you remember? There was a woman.

Sandra – She tried to talk to a rich man but the man..

Amparo – Didn't pay attention to her. Where was she? She was in the street. She's a homeless person. There was a singer. What does he say? Don't you remember? Another day in Paradise. What is this Paradise? Let's listen to the song again and then we can discuss.

(Alunos ouvem a música)

Amparo – So the story is like this woman is homeless and then the Singer observes this. He is the narrator of the story. What's the message? What does the refrain say? Think twice. Just another day for you in Paradise. He talks to god. All Lord. What's the message of the song I want you to discuss in pairs. Look at the questions on the board: What would you do if you were in the and nobody loved you. How would you feel? What would you do if you saw a woman like that? What do we usually do? When we see people asking for help or money. What's our attitude?

(conversas inaudíveis)

Paulo – I think these people could go to a albergue of the cityhall.

Amparo – Ok, ok let's see. Question number one. What would you do if you were the woman in the song and nobody loved you.

Paulo – I would cry.

Amparo – She has been crying. In the song you can see that she's crying.

Amparo – Very difficult situation!

Amparo – So you would go to a homeless people shelter. Shelter a place where you can go to have some food. What would you do if you saw a woman like that in the street?

Paulo – I don't give money. Don't help it.

Amparo – What does think twice mean? It's just another day for you and me in Paradise.

Amparo – Paradise is ironic.

Amparo – Look at you! You are in Paradise. You cry a lot. I have a lot of tests.

Amparo – Our life is paradise.

Amparo – The activity is the following. The next step is this. Imagine you work for an advertising company and you are going to write a slogan for an ONG for a charity office. And you want to ask for donations. So what do you have to do for next class.

Bring pictures to illustrate and you are going to write a slogan. Next class you prepare the posters. Please write in your diary. Let me see your grammar book.

(Aula termina)

04/10/05

Professora faltou por motivo de doença

06/10/05

Pesquisadora não foi em campo por motivo de doença

11/10 /05 Joke 11

Amparo – Who is the speech for today?

Amparo – We listen to the song. I just ask Edgar Rogério to print here the pictures

18h15 – Amparo ano chega

Amparo – In the grammar book you'll have some exercises

Amparo – Another day in Paradise is talking about Homeless People..

On the board

Another Day in Paradise

Homeless People

Instruction – Write a slogan for a newspaper calling people's attention to the problem of homeless people's attention to the homeless to the problem of homeless to help these people

Amparo – I have some magazines. They're old ones

Rogério – Today is the day to do the work of homeless people. I have these pictures to show that people don't know what to do with their money.

Hélio – Every slogan in Brazil has a certain rule. I don't know about English. (o aluno se refere ao número de palavras que o slogan tem de ter em português) Rogério e Edgarumundo são do mesmo grupo

Cassandra – Bring some magazines

Cassandra – A Veja São Paulo tem. Eu vou marcar a página. Acho que o Daniel tá aí.

Cassandra – Tem umas comidinhas, mas são pequenas. (Cassandra e Vitor são do mesmo grupo)

Amparo – In English.

Cassandra – Eu vi esse filme aqui. (apesar de professora ter insistido de a aluna falar inglês, aluna continua falando português)

Cassandra – I saw this film yesterday.

Rogério – Teacher, do you have glue?

Daniel – Dá para dar um zoom

Cassandra – Tem esse prato, mas eu não comeria. (alunos falam em português)

Amparo – We have this one I think this one works better.

Cassandra – Esse não dá vontade de comer.

Daniel – Tive outra idéia

Amparo – In English Cássio.

Amparo põe a música de fundo Paradise.

Hélio – I need (faz mímica de tesoura)

Rogério – Scissors

Edgar – Scissors

Rogério – Scissors.

Amparo – If you don't find any pictures, draw.

Rogério – We found.

Edgar – We have a name?

Rogério – I don't think so.

Rogério - The problem is with me (dificuldade em lidar com a tesoura)

Amparo – You don't have the skill.

Amparo – Guys, two minutes rush.

Edgar – I intend to give 5,000 dollars.

Rogério – Oh, very good pictures.

Edgar – We have two minutes. I think the problem is to write.

Cassandra – Aí que bonitinho

Maria – Na escola eu ficava de recuperação em artes.

Edgar – We neEdgar to put a logus.

Amparo – Guys, time is up.

Cassandra – Maria essa revista vocês usaram? (Maria dá revista para Cassandra)

Edgar – I think the subject is oculto.

Rogério – Teacher, In a question is it correct?

Amparo – It´s foundation.

Cassandra – Vai essa mesma

Rogério – Grampeador

Amparo – I´m going to put the posters on the desk and you have to circulate to see which one you like best.

Daniel – Eu queria...

Walter – Sabe o que está aparecendo isso aqui?

A1 – It´s racism just because they´re black. (aluno reclama de figura que associa mulheres negras à pobreza de um dos posters)

Edgar – We forgot the number for donation.

Walter – The three pages I like. It looks like credit card.

Daniel – Eu não sei não tem diferença.

Amparo – Joke Time. First you are going to do a vocabulary exercise in groups. You have five minutes to do it. Alunos fazem exercício de vocabulário

Cassandra – É morder

Daniel – Fly is H

Cassandra – can afford to have the money to buy something.

Maria – Bite

Hélio – Bite is mordida.

A2 – Hand e Face deve ser do relógio.

Cassandra – O que é narrow? (alunos perguntavam sobre vocabulário das perguntas da folha)

Amparo antes de começar o exercício perguntou se cada grupo tinha dicionário para fazer exercício)

Amparo – Rogério, Rogério, you are going to make your speech next class.

Rogério Well, I don´t know.

Amparo – You have to set a date

Maria – Manage?

Rogério – Manage is to succeed in doing something

Edgar – Pode ter vários significados.

Amparo – Guys, let's correct

Cassandra – É manager

Amparo - Number 3 bite.

A professora corrigiu o exercício e alunos aparentemente não tiveram problemas com o exercício de vocabulário.

Amparo – This group is very big: a monster (alunos riem)

Cassandra – Esse é o começo e esse é o final

Fábio – Libélula (Fábio era do grupo maior e agora está fazendo a atividade com grupo da Cassandra e do Daniel)

Cassandra – É butterfly.

Professora explica para classe que irão fazer uma atividade de formar piadas o grupo verde é a primeira parte a parte rosa é o final da piada.

Cassandra – Eu quero ler qual que é esse.

A1 – É olho roxo!

Cassandra – Eu pensei que fosse a cor dos olhos.

Hélio – Now I understand garbage truck is where you put rubbish. (Aluno pensando sobre vocabulário e chegando a algumas conclusões)

Hélio – It's cool because it's stupid. (falando sobre as piadas que algumas eram legais, apesar de serem tolas)

Amparo – I'll give up. What's the repletion? Speak English. Professora insiste que alunos devem falar por inglês na sala de aula.

Amparo – Speaking Portuguese.

Edgar – There are two jokes about butterflies

Edgar - Have any difference?

Amparo – Talk in group and say which one is the best.

Fábio – or the worst.

Alunos ficaram muito entretidos enquanto faziam exercício.

Hélio – With these jokes I can write the roteiro of American sit-coms.

Amparo – This is the end of joke time.

19h20 Some people did the exercise

Amparo – Remember when we talk about an unreal situation that happen Edgar in the past

No quadro:

If I hadn't got married I would have travelEdgar to London

Amparo – We have ten minutes. We can do the exercises.

Alunos em grupos fazem o exercício de 3º conditional.

Amparo – In this case the position of the if clause is invertEdgar (explica para Maria)

Rogério –Doesn't need to understand the question

19h33 começa a correção

Hélio – This one I jumped.

Amparo – Oh, you skipped.

Hélio – skipped

Amparo – Cassandra, would you like to try number 5?

Amparo corrige a pronúncia dos alunos à medida que alunos lêem.

Amparo – October 18th test

13/10/05 Joke 12

18h10 Há 8 alunos na sala

Professora coloca programação no quadro

- 1) Checking Grammar Activities
- 2) Practice on conditional
- 3) Joke Time
- 4) Grammar Focus on the verb wish
- 5) Video

Amparo – If we have time we'll have a video section. We were going to have a speech today, but Luís callEdgar me and said he was having problems with the computer.

Cássio – Hoje tá um dia....

A1 – Libera a libido.

Cássio – Uso barba não tem vergonha na cara.

Walter – Você fez?

A1 – Yes, I am.

Cássio – Your English is perfect.

Cássio – Você não tem vergonha na cara.

Walter – Don't you have shame on your face

Amparo – Let me turn on because it's getting hot.

Amparo – And you guys did you do?

A1 e Wlater – Não

Grupo fala em português, mas às vezes um fala In English.

Amparo – Next class you show me the exercise for next class.

Amparo – Fábio bought me a car 2005.

Walter – He knows how to keep the relationship going.

Walter – Se eu tivesse feito jornalismo.

A1 – FEA é legal.

Walter – Acho que eu tenho de tomar vergonha na cara e começar a trabalhar.

Professora coloca no quadro

<p>If I hadn't got into USP I'd have bought</p> <p style="text-align: center;">I'd have been</p> <p style="text-align: center;">I wouldn't have had</p> <p style="text-align: center;">my parents would</p> <p>What would you have done?</p> <p>What would you have studied?</p> <p>Would you have met a lot of people?</p>

Alfredo – Teacher, how do I say “amigo bebado”?

Amparo – Drunk friend.

Amparo – In English friends.

A1 – Meu tio nunca trabalhou caiu e agora recebe aposentadoria.

Walter – Meu pai queria que eu fosse delegado r geral. No primeiro carregamento que você fizesse você já estaria feito.

Cássio – Seu pai é um homem de visão.

Amparo – I wouldn't have met

Walter – Bolsa de estudo.

Amparo – Scholarship.

Amparo – Guys, guys I'll have to circulate in the class saying you the sentence If you hadn't.....

Walter – Circulate – falando para a pesquisadora

Naira – Circulate

18h35 Cássio – If I hadn't got into USP my parents would have paid a college for me.

Alunos circulam na classe fazendo perguntas que estão no quadro.

Walter – When did you get into USP?

Maria – 2003. And you?

Walter – 2003 too.

Walter – My parents would to pay my course. Sobrou a USP The others campi are too far.

A2 – What would you have done if you hadn't got at USP?

Maria – I would have studied in another university.

Amparo – Guys, circulate, circulate.

A3 – I would have workEdgar because I don't have money to pay.

18h45 Alunos conversam em grupos.

A3 – Teacher (pesquisadora) how do you say banca de jornal?

Pesquisadora – Newsagent.

Alfredo – I'm not very sociable

A4 – I would have tried again.

A5 – I would have studied more next year.

Amparo – Was it a dream for you?

A5 – Yes.

Amparo – And you?

A6 – I wouldn't have studied at CEPEL.

Rogério – If I hadn't got into USP my parents would have sent me away.

Alfredo – I would have been an office boy.

Amparo – Let's have joke time.

Amparo – I'd ask for a new car. I'd

Walter conta uma piada em inglês sobre o mineiro que pede dois queijos para o gênio
 ume o terceiro desejo é uma mulher. O mineiro disse ao gênio que ficou com vergonha
 de pegaria mais um queijo. É interessante observar que as primeiras falas foram em
 inglês, mas o desfecho foi em português.

A1 – Acabar com o inseto.

Alfredo – Acho que a mulher podia ter um farol verde estou afim, amarelo estou pensando, vermelho não estou afim.

Rogério – I'd like to have the power of superman.

Amparo – The punch line is the end of the story.

Alfredo – Climax,

Alfredo – Acabar com o deserto e com o inseto. (alunos falam sobre os três desejos se encontrasse um gênio)

Alfredo – Eu conheço uma assim. Eu quero meus amigos de volta (aluno fala em relação ao desfecho que tem de escrever)

Cássio – Em outra língua será que fazem piada de papagaio?

Alfredo – Eu acho que eles fazem de koala.

Walter – I want a cheese and the woman.

Cássio – Foi modificada.

Cássio – Eu nunca vou fazer matéria com ela (referindo a uma professora)

Alfredo – Aquela batata frita com desenho são super caras só porque tem desenho.

Amparo – Let me see the suggestion.

Amparo – Everybody wrote the same thing. He's alone there, so he wants his friends. (diz isso após ouvir os outros grupos sobre o desfecho da piada)

Amparo – In Brazil we make jokes from Portuguese. (alunos fazem exercício que tem de unir país com pessoas sobre as quais se faz piada.

Cássio – Britain é French.

A1 – Irish

Alfredo – Os suecos fazem piada com os noruegueses.

A1 – Que é Newfoundlander.

A1 – Mas a Branca são os Belgium.

Alfredo – Eu falo isso com meus avós vieram para cá.

A1 – Each one with each one.

Alfredo – Que horas são?

A1 – 7h10.

Alfredo – Ta na hora de dizer tchau.

É interessante observar que Cássio não concordou com o grupo em relação que os italianos fazem piadas dos poloneses, ele disse que eles faziam piada dos sulistas.

Durante a correção ele ficou com o ar de satisfeito ao saber que estava correto.

Naira – They don't like the gypsies.

A6 - The United States

Naira – Hate all the people (laughs)

Amparo – Britain (correção)

Class – Irish.

Amparo – Italy

Class -The poles.

Professora corrige e diz que são os Southerners.

A6 – Naira says that USA hates everybody (laughs)

19h20

A7 – Eu estava pensando nele

Naira – In English please.

Amparo. I think I'll pass a video

Amparo – Guys, the video is very short, it's about 10 minutes 15 minutes.

Amparo – They think of going camping.

O grupo que eu sentei perto hoje três alunos estudam história e outro geofísica. Eles falam muito em português contam historia e riem. Walter contou duas piadas durante a aula. Às vezes um falava em português e outro lembrava que tinha que ser em inglês.

19h27 – alunos assistem ao vídeo.

Amparo – When you have children you never sleep a whole night (fala depois que acabou uma parte do vídeo) Isn't it Maria?

Alunos vão embora após vídeo terminar.

Amparo – You have to study the conditionals, the get causative.

20/10/05 Sem piada

Alunos falam em português antes da aula começar

Amparo – Today we are going to have the speech and learning station.

Essa atividade consiste em distribuir pela sala diferentes atividades em que serão executados exercícios em grupos e os alunos circularam pelas diferentes atividades

Renata começa a falar o seu speech.

Renata – I'm going to speak about Mafalda. Mafalda was done by an Argentinian to promote a product. He took the name in a movie. This book is in Portuguese, but I couldn't find it in English.

Most of the comic strips have been produced late 60s and 70s. El mundo de Mafalda is a movie produced by Argentinian television. Mafalda always speaks about the situation in the world.

18h15 Renata fala sobre as características da personalidade de Mafalda com seus pais primos e primas e amigos

Miguelito is the youngest in the group he is a little selfish. That's all

Amparo – I like Mafalda very much.

A1 – O cara que morou era Rogério e o viadinho não sei o nome. (Essa foi parte da conversa que ouvi do grupo da qual eu estava sentada.)

18h20 Amparo I want you to organize. I'll ask you to change to go to different activities. Guys, don't write on the paper.

Amparo – If more people arrive. I'll put them here.

A2 – Teacher, I don't understand.

Amparo – These are different activities when you finish you go to the other group.

Cássio – Dá desgosto estudar com uma pessoa dessas (Diz isso porque A2 estava escrevendo na mesa a resposta de um questionário que tinham que fazer como parte da atividade de learning station. No final Cássio emprestou uma folha de caderno para A2 escrever as respostas)

Cássio – Acabou aí?

Cássio – Faz uma falta de novo aquele ali é uma máquina de faltar (Diz isso em relação a um amigo que faltou na aula hoje)

É importante ressaltar que eu sentei em um lugar cuja atividade era responder um questionário sobre se a pessoa poderia ser considerado um Australiano ou não.

Cássio – You don't have this kind of conversation. I don't have money.

Cássio – People don't have to train. People don't have this kind of will.

Alunos comentam teste entre si. Mas não consegui ouvir muito bem.

A3 – Não cansa a minha paciência, por favor.

Esse grupo em particular fala muito português e às vezes eles se lembram de falar em inglês.

Amparo – Try to put stuff in here.

A3 – We are discussing Australian culture

Amparo – As long as it's in English there is no problem

A3 procura a palavra ornitorrinco no dicionário

A3 – Ontorrico or Buck Bill

Amparo – Look up for dictionary for Duck Bill in the other dictionary. You see Australian Culture is important

A3 – Eu vou fazer a apresentação a coisa mais simples.

Cássio – Não tem condições de fazer

A3 Ninguém lê o seu relatório e agora eu vou ter de me matar

A3 – Se eu air com o Zezinho e vou fazer uma apresentação ruinzinha.

Cássio – A coisa mais frustrante foi o relatório que eu entreguei.

(A3 e Cássio conversavam sobre a faculdade, pois fazem o mesmo curso de Historia juntamente com Walter que faltou no dia. Devido a esse fato, eles se sentem bem enturmados uns com os outros. Há somente um aluno no grupo que faz um curso diferente: Geofísica.) É interessante observar que durante o período que permaneci com esse grupo não fizeram nenhuma pergunta em relação a vocabulário ou tão pouco olharam no dicionário.

Agora veio um grupo com quatro garotas e os rapazes foram para outra atividade.

A4 – I don't know (all ah)

A5 - I like this kind of team

A5 – Yes, You have to get up

Uma aluna pergunta para mim o significado de crack of dawn e respondo.

A5 – I like to get up early.

A6 – I get up late.

A5 – I remember when I was in school a boy put a “bomba” in the bathroom.

Alunas olham no dicionário ou perguntam para mim sobre vocabulário. Só houve uma pergunta.

18h50 – Hélio chega agora e vai para o grupos dos rapazes que estavam comigo.

A4 - What's classmate?

A6 – Não consegue responder

A3 devolve folha de questionário que levou sem querer. A – Excuse me.

A5 – I don't like people. I don't understand this situation. If I drop something on the floor I fetch it. (Faz essa indagação em relação a uma das questões do questionário a qual estão respondendo)

A4 e A5 começam a cantar bem baixinho uma música em inglês de um grupo britânico

A5 - Michaelis is the name of a person. (Duas alunas tiveram dúvida se o nome do dicionário se referia a uma instituição ou a uma pessoa, mas examinando melhor o dicionário perceberam que era o nome de uma pessoa)

A4 - I think so.

A5 – I think Cambridge is so confusing. I bought it in a Sebo do Crusp.

A5 – I like this it's practical (fala isso sobre dicionário e aponta o Michaelis.

Amparo – Guys, two minutes more.

Falam sobre grupo de músicas que gostam em inglês e cantam um pouco.

A4 – Now I like new metal

A4 – I like (fala de um grupo que parece ter vergonha)

A4 – Do you like guns?

A5 – Yes a little.

A5 – I like Leila Pinheiro

A7 – Do you like?

A7 – Two hours in the queue to watch the game

Diferentemente do outro grupo, este se esforça para falar inglês o tempo todo

(grupo com duas garotas e dois garotos)

Daniel – Essa capa é lista (Ele se refere a capa do dicionário)

A8 – In English.

A8 –The Australian flag

A9 – Procura Aussie no dicionário (descobrem que essa palavra se refere a Austrália)

A8 – The Australian don't venerate people who are successful

A9 I support the underdog

A8 – We are Australians

A10 – Eu sou fogo eu sou demais

A8 – Brag é vangloriar-se. I think I'm also. (alunos estão chegando à conclusão que certas características de australianos)

Daniel – We are Australians

Grabriela – É pegar no chão. (Diz isso em relação a uma palavra que a aluna perguntou, mas não escutei a palavra) pick

A8 – Você critica você chama atenção

A9 Fala sobre o significado de stick up for no dicionário Michaelis

Olham para a palavra stick for e se perdem na procura para procurar no dicionário. Mas finalmente chega Amparo e soluciona a dúvida dos alunos. Grupo acaba a atividade e vai embora. Esse grupo foi o que mais procurou palavras no dicionário e foi visivelmente mais curioso do que os demais.

Amparo – I'm going to give you the answers for the vocabulary one and the grammar.

Amparo – All the vocabulary and the grammar I'll put it in the folder.

Amparo – Next class I'll check the grammar.

25/10/05 Learning Station Part II

18h05 Há 10 alunos

A1 – Eu não falo nada só fico rodando de um lado para o outro. A cada minuto que passava menos bolacha.

Cassandra – Com certeza.

A1 – A idéia surgiu do aluno

Alunos conversam em português antes de a aula começar.

Cassandra – Eu estou muito cansada eu não agüento mais.

18h10 Amparo – Hello! I'm going to check the homework. And learning station part 2. Naira will make a speech.

Naira – Good night. Good evening (auto correção na fala) I'm going to talk about the film Dracula. The myth started in the 19th century. Coppolla, the film director, was born in the USA in 1939. The movie won 3 oscars. Thank you very much for listening to my talk. (Durante a apresentação ela falou que o filme era mais interessante que o livro)

Amparo – Why is the film better that the book?

Naira – When you see the movie you fall in love with it. One part of the woman's tears is transformEdgar in diamond it's beautiful. (aluna fala que também gostou do filme por causa do ator que é tão bonito)

Amparo – Gary is much better than Bratt Pitt.

Amparo – Let me check the homework.

Cassandra – I forgot to do my homework. (to Amparo – Eu pensei que fosse para semana que vem)

Gisela – Você não ganha nada ficando desesperado. Eu ganhei uma gastrite.

A2 – We're in an English class. We are supposed to speak English.

Gisela – Não fizeram nada comigo eu só queria o caderno de volta. (disse isso em relação a um assalto que foi vítima)

A1 – Você conhece a Rosa?

Gisela – Conheço.

A1 – Ela é minha prima.

Gisela – Ela é tão sossegada. Ah minha mãe morreu (imitando como Rosa fa acerca mãe)

A1 – Eles passavam meses sem sair.

Gisela – Ela vai casar. Ela é muito sossegada. Ela é legal.

Amparo – The exercises in the book if you show me you don't have a grade for homework.

Gisela – Cortou o cabelo Fábio.

Fábio – Faz tempo, faz um mês só agora você notou.

Amparo – This group here you have grammar. You have ten minutes to rotate.

Fábio – I wish I had an angel,

Fábio começa a esvrever no papel e depois lembra-se que não era para escrever.

18h30 – Fábio – Nick prefers cycling to (fazendo o exercício de gramática e pensando em voz alta.)

Gisela – More beautiful than.

Fábio – Quando João pediu ajuda Paulo fingiu que não escutou. He pretended.

Gisela – O que foi?

Fábio – O pessoal está fazendo.

Rogério – I don't understand the third text (de outro grupo que está fazendo phrasal verbs)

18h35 – Cassandra – O que é bear out?

Gisela – É agüentar

Gisela – Today teacher, I have to leave earlier. (fala para Amparo que está caminhando pelos grupos)

Fábio – Teacher, water is what?

Pesquisadora – To put water.

Gisela – Por que você não faz assim cada dia você traz duas?

Cassandra – Minha mala está muito pesada.

Amparo – More five minutes and we are done.

Fábio – Teacher, what's the meaning of trip?

Pesquisadora faz um gesto e aluno fala que é tropeçar.

18h40 Três alunos chegam.

Cassandra – Proud é orgulho

Fábio – Proud (corrigindo a pronúncia da colega)

Fábio – O que é isso?

Gisela – Esta na xerox é para entregar até 06/11.

18h45 Amparoano chega.

Cassandra – Que horas vocês têm eu tenho de ir embora.

Gisela – Quinze para as seis.

Cassandra – Mas está quase na hora.

Cassandra – Até onde a gente fez a gente só errou uma. Está bom.

Amparo – Any questions?

Gisela – Teacher, what do you think about au pair programm?

Amparo – I don't know anybody who has done it. But I think it's good.

Cassandra –Desculpe, o que vocês estavam falando?

Gisela – Sobre programa de au pair. It's cheap it's just 2000 reais.

Outro grupo começa e esse vai para outra atividade.

18h50 A3 – I do a lot more carefully.

Naira – I don't believe.

A4 tenta atender o celular, mas desiste. Celular toca novamente.

Fábio – Kill it.

Fábio – This paper is bigger than this one.

Fábio – Michael prefers cycling than walking. (Há dois Fábio's na classe)

(fala isso depois de olhar no dicionário)

Fábio – This is the second conditional the form.

Fábio – He hardly opens. What's this?

A5 – É dificilmente.

Fábio – Ele dificilmente abria a boca para falar

Fábio – Eu não entendi essa frase. (pesquisadora ajuda na compreensão)

Fábio – Ele quase nunca abria a boca para falar.

Fábio – Lock não é -----

A5 – Fechar.

Amparo – Guys all right all right. You can check up to the number you've finished.

Há um grupo que chegou atrasado e estão juntos lendo revistas e depois vão reportar para o grupo. Na próxima atividade serão incluídos.

Fábio questiona prefers to e não prefers than e professora explica o porquê

(outro grupo vem)

19h05 Walter – pretend fingir.

Cássio – É had

A6 – É está aqui.

Walter – unpack.

Walter – Eu quase bear.

Cássio não pergunta bear com pronuncia certa

A7 – É bear (corrige pronuncia do colega)

Walter – Acho que é drowned afogado.

Cássio – Quando eu fazia curso técnico.....

Amparo – In English Cássio. (aluno muda de assunto e decide não falar sobre o curso técnico.

19h10 – Walter – If é aquele condicional

Cássio – Está invertido

A5 – É treinador – coach

Cássio – Eu confio na opinião dele. (bate nas costas do colega para mostrar sua confiança)

Walter – Disguise (fala rapidamente sobre exercício)

A6 – Acho que é about.

Cássio – Não sei.

A6 fala que é about

19h15 Cássio olha no relógio do celular para ver as horas

Walter – Vamos embora

Walter, Cássio e A6 saem da classe

19h18 – A7 confere as respostas

Amparo – Guys let's change once again

Cassandra – Já tô saindo gente (guardando as coisas que estavam no grupo em que começara o learning station)

Amparo – Guys, let me tell you something very important. BBC News they are going to present a site. (Professora fala o horário e dia em que os ingleses estarão na faculdade)

(another group)

Rogério – No more joke time?

Pesquisadora – Next Class.

Rogério – In Portuguese I'd talk letter c, but in English I think it's letter a.

Maria – This didn't isn't possible?

Rogério – Letter A

Maria – Eu iria

Rogério – Yes, yes letter a.

Rogério – I think it's letter A.

(esse grupo tem dois alunos os outros dois componentes foram embora.)

Maria – I think it's b.

(um aluno vai embora)

Maria - Water the plants.

Rogério – Or drowned.

Amparo – I'm sorry. I'm going to give you the answers.

Maria – This is very strange

Rogério – a lot more very strange.

Maria – drunk is very strange.

Amparo – In English it's the passive for this construction. They need to be fed and drunk. (fala para o grupo que está em dúvida em relação a essa construção.

Amparo – Ok, guys. That's it for today. See you next class.

27/10/05 Joke 13

18h10 Há dez alunos

Amparo – Today we'll have joke time. I'll see the grammar. Does anybody study anthropology? (Alguns alunos respondem afirmativamente que estudam em seus cursos). Essa pergunta inicial serve como aquecimento para o que os alunos vão ler

Amparo – We are going to read a joke that has to do with anthropology. About cannibals.

Olga – People that eat people

Amparo – You know about extreme cases of people eating human beings.

Fábio – I know that accident in the Andes. (Ele menciona que também um filme que fizeram sobre o que ocorreu nos Andes em que as pessoas sobreviveram comendo a carne de outras pessoas)

Amparo caminha pela sala e pergunta o que ocorreu com ela, pois seu rosto tem uma parte que está roxa. Olga fala que foi o dente do ciso que extraiu. Tudo isso falam em inglês.

Amparo – What are your predictions?

Cássio – Incest. (Nesse momento Amparo fica em dúvida se a palavra pode ser usada ou não dessa forma e pede para Cássio olhar no dicionário e Cássio procura o significado da palavra.)

Cassandra – They'll eat the mother-in-law

Amparo – Ok guys the word incest exists – depois de Cássio ter olhado no dicionário.

Cassandra – jungle é floresta (Cassandra faz sua hipótese acerca do significado da palavra) No primeiro exercício alunos tem de adivinhar o sentido de algumas palavras que aparecem na piada)

Walter – Ela não deixa eu falar besteira (fala quando Amparo está perto para provocar)

Walter pergunta para Amparo se pode colocar a previsão do sentido da palavra em português e Amparo responde que sim.

Amparo – Read the joke and check your predictions.

O grupo do Walter começa a rir.

Olga – Horrível.

Gisela – É besta!

Amparo – Were your predictions correct? Did you like the joke?

Walter – Yes.

A1 – No.

Amparo – Why is passive voice used? I could say The tribe elected the two cannibals.

That's because I want to put emphasis on the cannibals, Two cannibals were elected by the tribe.

Esta frase refere-se ao exercício que os alunos têm de justificar o uso da passiva na primeira frase da piada. Agora os alunos devem escrever o que a mãe diria quando visse o marido e o filho chegando com a linda mulher.

Gisela – Como se diz eu vou ligar o forno?

Amparo – I'll turn on the oven

Gisela – A mulher era melhor.

Amparo pede que os alunos leiam as suas respostas.

Renata – You betrayed me. You aren't good. What will you do with her?

Amparo – What do you have there, Cleber?

Cleber – She's a turkey.

Amparo – Renata and Ari are finishing . Renata, will you read yours?

Renata – Oh no! One more person to eat and we don't have anything to eat.

Gisela – I need to marcar a data for the speech.

Amparo – Set the date.

Amparo – Did you correct? (Diz isso em relação aos exercícios de gramática que está colocando visto)

Renata – No.

Fábio - BBC is about learning English virtually online.

A2 – Esse aí é da BBC (aluno diz isso em relação a um cartão que recebeu)

Fábio diz que não pode chegar desde o começo da apresentação e estava atrasado, mas conseguiu entender o inglês. Amparo salienta que a apresentação foi apenas de quarenta minutos e eles estavam apresentando o site para as pessoas.

Amparo – Guys, if you need any material you´ll have to ask at inspetoria de alunos.

You´ll have to ask before the date of your presentation.

Amparo – Olga and Renata go outside.

Amparo entrega o teste feito pelos alunos no dia 18 de outubro. Olga e Renata saem da sala porque não fizeram o teste ainda. Vão fazer dia 31 de outubro.

Amparo – You did well on the test. You have to look at the test I need the tests back.

Gisela – Quanto menos você faz pior fica. (Aluna quis dizer com essa frase que quanto mais atividades fazemos é melhor)

Daniel – É verdade.

Amparo – In English.

Amparo – If you need to do more exercises talk to me. We have speak up. This room we don´t have anything in the afternoon. You can use it to study.

Amparo fala que quando eles se formarem irá devolver todos os testes desde o nível 1.

Gisela – Ela vai devolver todos os testes desde o nível 1! (Diz isso um pouco incrédula)

Amparo – In English Gisela..

Gisela – assinar revista

Amparo – Subscribe a magazine.

Alunos iniciam outra atividade e discutem sobre Ecoturism.

On the board:

- Have you ever done any ecoturism?
- If so tell us about it. If not how would you like it?
- In Brazil, what are the typical ecoturism areas available? Have you ever been to one of them?

Renata – Escultura

Pesquisadora – Sculpture. Às vezes os alunos olhavam para mim em busca de vocabulário rápido para poderem conversar com o colega em vez de olhar no dicionário.

Olga – I stayed there. We do geology so many times we do ecoturism. I'd like to go to Chapada dos Veadeiros, Bonito, Fábio de Noronha

Olga- It's like a canyon. In Brazil there is a small canyon

A2 – In Vila Velha there's a place with a big hole.

Dificuldade de palavras.

Olga – And you what would you like to visit

Renata – Fábio de Noronha and Bonito.

Amparo – Who has done ecoturism?

Olga – We do ecoturism in geology.

Amparo comenta que sortudos são as pessoas de geologia enquanto ficamos aqui trabalhando.

Amparo – Where would you like to go?

Walter – Nowhere.

Amparo – We have a lot of different places to go

18h55

Amparo – I'm going to leave the room for you to do the evaluation of the course.

Amparo Don't enrolate the teacher.

Professora sai da sala enquanto alunos fazem avaliação do curso. Walter veio avisá-la que alunos terminaram avaliação

De volta à sala de aula:

Amparo – This is the internet brochure. Professora distribui o que os alunos devem ler.

Olga – terrível

Renata – Essa aqui dá vontade (fala isso olhando as brochuras)

Fábio – I didn't realize (fala isso depois de ter riscado papel de A2)

Olga – São coisas diferentes.

Olga – Capivara I don't know how I would say.

Olga – Rug is a tapete.

Renata I don't know

Olga – Mutu é um bichinho que fica apitando.

Olga – 60 guests.

Renata – Esse é continuação desse.

Olga – É

Renata – Ah que terrível.

Esses comentários são feitos durante o exercício que os alunos tem de responder algumas questões baseados em brochuras tiradas da internet.

Olga – É tipo para mim ficar num lugar quieto.

Fábio – The students are so desinterested they don't want do to anything. It's a volunteer work. In fact it's bad they can't pay. (Fala em sua experiência em dar aula em um cursinho popular.

19h25 – Daniel vai embora

Amparo – Tomorrow we don't have recuperação paralela. (Correção do exercício e alunos respondem em uníssono.

Amparo – Next class we'll watch the video.

01/11/05 No Jokes

18h10 Há 8 alunos na sala de aula.

Alunos conversam em português antes da aula começar. Professora olhava o livro de gramática de alguns alunos.

18h15 Pergunto o nome de um aluno que vai apresentar o speech para Cassandra e ela não sabe. Maria chega. Walter e Cássio conversam.

Walter – Ele sabe como agradar o professor (fala isso em relação à apresentação do aluno)

Amparo – Walter please. You're jealous.

Rogério – Greek Mythology and Astronomy. The modern astronomy uses the constellation. He talks about mythology and its relationship with astronomy.

Rogério – The Orion constellation refers to the hunter. He fell in love with Diana. God of hunter.

Rogério quer falar em português, pois acha que os alunos não irão entender.

Amparo – Ok, guys. Do you understand?

Walter – Ok, we understand.

Amparo – Any questions? I can never identify this constellations.

Rogério – It's this constellation. (Ele mostra no power point que constelação que é para a professora)

The speech lasted about 10 minutes.

Amparo – What do you remember from ecotourism? We are going to watch a CNN report.

Amparo lê as questões para a classe sobre o vídeo que irão assistir.

Amparo – I'll play twice and you right down the answers.

18h25 – Há 13 alunos na classe.

Olga – Tomorrow is holiday and it's good for us.

Maria – The weather is very bad. On Thursday I went to the Ghost of the Opera.

Olga and Renata – Hummmmm. (Elas demonstram surpresa, pois é um musical muito caro para assistir)

Maria – We had a discount.

Olga – I'd like to go, but I don't have money.

Alunos assistem ao video sobre turismo no Amazonas. Na hora em que estava passando vídeo alguns acham graça..

18h35 – Há 14 alunos na sala.

Amparo – Let's watch it again and make notes about the questions.

Alunos vão escrevendo respostas enquanto assistem ao video.

Amparo – Try to make notes in your answers. I need more copies.

!8h40 – Há 15 alunos na sala.

Cassandra – The girl who did the witch girl she's my classmate.

Fábio – She's a classmate.

Cassandra – She's a gossip

Fábio – Is there another word for gossip?

Pesquisadora – I don't know.

Cassandra – She talks about everybody

Fábio – Let's compare notes. This is our notes.

Amparo – I was just making more copies.

Amparo corrige as questões.

Rogério – See the different animals.

Amparo – They can make the handicraft.

Amparo – Many different kinds of hotels from primitive to luxurious.

Amparo – Let's watch again with the tape script.

Rogério – The madeireiros cut millions of trees.

Renata – Yes.

Olga – There's gold there. I'll go there.

Alunos assistem ao video mais uma vez com o script e lêem.

Amparo – Ok, guys vocabulary activity.

Rogério – I read in some magazines that all the time there's somewhere raining in the Amazon.

Olga – But now, it's not raining because the weather is crazy.

Fábio – Evitar is avoid? (olha para pesquisadora para confirmação da resposta e asceno com a cabeça)

Amparo – I'll have a heart attack if you speak Portuguese.

Maria Luiza – My teacher in geography had a heart attack.

Amparo – Did she pass away, did she die?

Maria Luiza – Yes, but she was a very bad teacher.

Cassandra – I had a teacher who was old, but he pretended to be vey liberal, but he isn't. Nobody likes the teacher

Amparo – We have a lot of researchers

Fábio – But bad teachers

Amparo menciona que está impressionada como os alunos comentam que seus professores são ruins e Cassandra fala que alguns entraram na USP por QI (quem indica), em outras palavras, ela acreditaria que alguns professores estão na USP não por merecimento, mas sim por indicação de conhecidos.

No quadro está escrito a palavra que eles devem procurar que possui o sentido similar às palavras da esquerda. Os alunos consultam o tapescript para fazer este exercício.

No quadro:

Finish avoid	Crack down
Plantation	Crop
Base	Centered
Problem	Matter
Forest	Jungle
Extraordinary	Awesome
Hotel	Lodge
Why	Reason
Clerk	Government official
Obliged	Compelled

Fenando – Extraordinary is awesome (Fábio comenta para o grupo enquanto faz exercício.)

Amparo – Ok!

Rogério – Lodge is hotel

Amparo – I think it is enough.

Rogério – No!

Amparo – Ok 30 seconds.

19h10 Amparo vai corrigindo. Vai falando as palavras da esquerda e escreve as respostas na direita.

Amparo – I want some suggestions for the Amazon people. É importante observar que as sugestões abaixo foram dadas pelos próprios alunos e a professora escrevia no quadro à medida que iam falando.

No quadro:

They should invest on primitive hotels, but comfortable.

They should sell tea dried plants for medicine.

They should take pictures of animals, plants.

They can produce animals signs for tourists to play.

19h15 Amparo – What are those verbs can, should?

A2 – Modal verbs.

Amparo – The verb expresses an idea, a possibility.

Amparo- If I say must, what does it express?

A3 – Obligation.

Amparo – We are going to study the modals in the past. I'd like you to open your grammar and do the exercises unit 58.

Fábio – We must do the exercise. It's very hard.

Amparo – It's a good revision.

Cassandra – I did all the exercises.

Fábio – In the future I didn't have difficulty, but the past and the present perfect was very difficult.

Rogério e Olga discutem a diferença entre lend e borrow que surgiu em um dos exercícios.

Olga – Can you lend me? Can I borrow?

19h25 – Há 7 alunos na classe. Os alunos da mesma forma que vão chegando aos poucos também vão embora aos poucos.

Amparo anda pela sala para verificar como os alunos estão fazendo o exercício.

Amparo – Let's check the number one.

Amparo lê as questões e alunos dão as respostas.

19h30 – Amparo – Next class you do 2, 3 and 4.

Amparo – Thank you very much for coming.

03/11/05 No Joke

A1 – Aí, fodeu!

Walter – Ah tinha que ser.

Cássio – O problema é nem ligar o computador.

Os alunos falam sobre o data show e a dificuldade de fazer ligá-lo

Hélio – In English.

A2 – I was in the bedroom I was having a shower. I was waiting, I was late.

18h05 A1 – Quando eu falar that's all folks! Todo mundo aplaude. (aula não começou)

Amparo entra na sala.

A1 – Mas deixa para apertar o enter. Enquanto vocês estavam falando isso eu estava na casa do João de Barro.

Amparo – Guys, is it time to start? What time is it? Is it time to start?

Amparo – Today we are going to have Rogério (A1) and Daniel, but he didn't call.

(De fato só houve o speech do Rogério, pois o Daniel faltou na aula)

Olga – My speech is today.

Rogério – My name is Rogério and I'm going to talk about barbecue. This grill is for the ribs (costela). This is an important instrument. In English you say sharpener and in Portuguese is the amolador. And now the map of the cattle. (aparece um boi com todas as partes assinaladas com números e do lado os respectivos nomes) The barbecue you use the rear. I use this in my barbecue in costela. I use the cupim.

A new important cut is contra filé de costela

Rogério – Why do you cook barbecue?

Rogério – Friends get together. Look at the happiness in the eyes. (aparece no data show a figura de rapazes em volta de uma churrasqueira, todos sorrindo)

Rogério – The big parties. Look at the people. The father is happy and the son too. Display of love between father and son. You see when father don't eat barbecue they get nervous.

A2 – Do you remember your first barbecue?

Rogério – It was when I was 8 years old, it was a picanha. (alunos aplaudem Rogério em seu speech e agora vem uma aluna para fazer o speech)

Olga – Good evening! Thank you for coming to my presentation. Last year I went there in an exchange in an exchange program to New York. I'm going to talk about transportation. When I stayEdgar there I bought a metrocard. The subway is not clean like São Paulo. The Metropolitan Museum of Art I visited. But I didn't pay to get in. Central Park is the biggest park in New York. I think I didn't see everything in New York. Everything you had to pay there. This is the Statue of Liberty, but it's not so tall.

New York has some famous neighbourhoods: Little Italy, Chinatown.

Chinatown I don't like, I don't know why. ONU (UN) is very interesting. When they have conferences they put on all the flags of the world. I don't know this person. It's a Brazilian visiting Metropolitan Museum

A2 – How long have you been there

Olga – A weeeek just a week.

Olga – If you have money you can rent a bike and go around the park. New York has many cathEdgarrals and also Rockfeller Café. Time Square is aplace that everything is shining. This is the place where they shot the film “Eu quero ser grande”. This is the World Trade Center. People leave messages and I feel like crying. My English is not very good, but I likEdgar the exoperience. I wouldn't live there because it's very expensive

Hélio – You have to pay for the museums of ONU.

Olga – Yes, everything you had to pay.

Olga – You can use the subway.

Fábio – Is the subway clean?

Olga – No. I saw a mouse walking.

Olga – The Japanese take pictures a lot. (Ela também fez a apresentação em data show e mostra as figuras enquanto ia falando.

Hélio – The American people like mouse a lot. Mickey Mouse.

Amparo – The next part of the class is grammar. We are going to do this exercise. We are talking about modal verbs to talk about the different ideas.

Walter – Teacher, what's the page?

Amparo – 111

18h45

Amparo – Hélio is right. You can have a picnic. (Professora corrige exercício que foi passado a aula passada.

Rogério – I wasn't allowed to have a party.

Amparo – When you ask about am I allowed to I'm asking about a specific question. (professora explicou a diferença entre to be allowed to e can ou may. Allowed refere-se mais uma regra estabelecida, enquanto que may or can são permissões)

Amparo – Guys, any questions here?

Amparo – Imagine I see Walter driving a black Audi. Something happened I say, He must have won the lottery. In English when I want to say deduction in the past I use the perfect to show the idea of the past.

No quadro:

<p>He can have won. could have won He should have talked to his father. He might have gotten a new girlfriend.</p>

No quadro:

<p>Past Impossibility can't He can't have won the lottery Probability He could have won the lottery may have won the lottery might have won Strong probability He must have stolen a car.</p>

19h00 – Há 11 alunos na sala.

Amparo – I'm going to give you a case. You get some cards and say a supposition.

Olga – Pode ser chocolate quente.

Amparo – Guys, you have to make sentences using deduction.

Amparo – You should start from number one. You need Edgar to use a modal verb in the past

A2 – I think the murderer could have entered.

Amparo anda pelos grupos corrigindo os alunos e tirando dúvida. Há três grupos na sala.

A2 – I think the murderer could have dropped the cigarette.

Olga – I think they can't have murdered.

Cassandra – The person might have carried a lipstick.

Olga – She could have been a suspect.

19h15 – Três alunos já foram embora.

Rogério – This is the most important because everybody is not suspect.

A2 – I forgot the names.

Amparo – Did you finish? Did you discover the murderer?

Amparo – Anne is the murderer.

Amparo – Anne is the murderer. She's the wife. You have to go.

A3 vai embora.

Cassandra – What's will ?

Amparo – It's testament.

19h25 – Há cinco alunos na sala.

Amparo If you want to finish the exercises at home, you can.

Walter – It's too bad you talk like to a person who is learning how to read and write.

You make fun.

Amparo – But he understands. (Walter fala dessa maneira irônica porque Amparo brincou com Cássio)

08/11/05 Joke 14

18h15 – Há nove alunos na sala e a aula não começou.

Alunos conversam em português. No quadro a professora escreve a programação da aula:

Joke time

Speech

Grammar Focus

Modals in the past

Practice

Amparo – We are working with modals in the past. These are the activities for today.

Remember that we watch Edgar the video Eco-tourism. From the word ecology we can get the following words: ecological, ecosystem eco-technology. In the nature we also have the natural disasters. Can you name any natural disasters? (Professora faz pergunta para a classe)

Naira – Katrina.

Rogério – Hurricane

Amparo – What else?

Gisela – Storms

A1 – Terremoto

Amparo – Look it up in the dictionary to find the meaning of “seca”. (Professora pede para aluna olhar no dicionário)

Gisela – We also have “seca”

Amparo – Yes, drought. But fortunately we don’t have all these natural disasters

Professora distribui piada para a classe. As perguntas anteriores que a professora fez para a classe serviram como uma preparação para a leitura da piada. Amparo levantou o vocabulário que está relacionado com a piada e o tema que irão ler.

Cassandra – What’s the meaning of unravel? (Essa pergunta está relacionada com um enunciado do primeiro exercício que alunos devem fazer.)

Amparo – To put it in the correct order.

Amparo – This is not easy to do. (Professora fala da dificuldade do exercício que é colocar as letras na ordem correta para formar palavras que são desaster da natureza)

18h30 No quadro estão as palavras que alunos deveriam formar:

a) seaquake

- b) earthquake
- c) tsunami
- d) hurricane
- e) volcano eruption

A última palavra a maioria dos alunos não conseguiu formar. As outras os alunos foram falando e Amparo foi escrevendo no quadro. Agora os alunos devem ler a piada e escrever o final dela. Amparo salienta que é uma piada e que o final deve ser algo engraçado e relacionado com desastre da natureza.

Olga – I had put storm, but flood and storm is the same. (fala sobre o final da piada a palavra flood está contida na piada)

Rogério olha no dicionário para verificar o sentido da palavra flood.

Amparo – What's the situation? The last one is the Irishman,

Amparo – It's a joke about nationalities. The Scots is to be the stupid. (Professora faz uma pequena confusão, pois o estereótipo dos irlandeses é de serem estúpidos e não os escoceses. O estereótipo dos escoceses é de serem mesquinhos.)

Rogério – It's the same as flood. (fala isso depois de verificar no dicionário)

Cassandra – What's a sandstorm? (A palavra está na piada)

Amparo – It's a storm with sand not with water

Amparo – The Irishman is supposed to say something stupid. (Ajudando os alunos a encontrarem um solução para o desfecho da piada. Ela também fala a palavra não é necessariamente um desastre da natureza)

Cassandra – Fire!

Alunos riem da piada. Na hora em que aluna falou Fire e os alunos riram professora diz que está feliz porque os alunos deram risada, pois estava ficando preocupada.

Agora os alunos fazem o exercício de vocabulário.

Amparo – Guys, can we have a look? (para a correção do exercício. Alunos falam a resposta e não há problema na correção)

18h45 Amparo – I think that's it about about the joke. (Há mais uma questão a ser feita, mas professora optou por não fazê-la)

Amparo – I'll kill you if you write on the paper. It's a natural disaster. (fala isso ao distribuir uma folha contendo exercícios.

Amparo – Here we have modal verbs. If I think about a strong possibility a strong possibility I use must. If I use 90% of the probability I use must. 50% 60% of certainty may. 40% of certainty might.

Rogério – He must have had an accident. (fez a sentença tendo por base o exercício.)

Gisela – Como se fala fazer unha.

Amparo – I don't know. Look it up in the dictionary.

Amparo – Pay attention to the picture. (fala isso para a classe toda)

Rogério – When you hurt your feet put in a heat water. (Está descrevendo uma situação na figura com exercícios)

Gisela – She might have lost her carteira.

Amparo – purse

Gisela – How do you write?

Amparo – P-U-R-S-E.

Rogério – She must have lost

19h00 – Olga I think it's OK.

Rogério – They must have hated the dinner. (fala sobre o exercício)

Fábio – Eu estou muito cansado. (fala isso para o grupo de alunos que está ao redor dele)

Amparo - Try to use your imagination. (Fala para os alunos que estão olhando o exercício e as figuras para escrever sentenças com o modal no passado)

Olga – In English this is the expression.?

Pesquisadora – Yes, there is this expression but I don't know.

19h05 – Há 11 alunos na sala.

Amparo – In this exercise there isn't one correct answer. There are many possibilities.

Naira – He must have been run over by a car.

Rogério – He might have hit his car.

Amparo – More number 3? (esta é a correção do exercício)

Naira – She must have walked a lot

Amparo – number 4?

Cassandra – He must have been desperate because he couldn't buy his favourite clothes.

Amparo – Number 5?

Cassandra – They must have had an argument.

Rogério – They must have gotten top marks in the exams. (essa fala refere-se à última do exercício.)

19h15 – Há 9 alunos na sala

Fábio – They must have gone very well in the exams (outro exemplo do mesmo exercício)

Amparo – It's done very well in the exams. (corrige a professora)

Fábio – They must have done very well in the exams.

Há duas Cassandra na sala quando a professora chamou uma para fazer o exercício as duas se prontificaram.

Amparo – Can we check? In sentence number two. (a professora começa a correção de outro exercício)

Fábio – They could have gone to the station.

Amparo – Luis.

Luis – He can't have bought a car.

Fábio – He must have been on a diet.

Rogério – What's to be on a diet?

Amparo – You are fat and you lose weight.

19h25 – Amparo – Guys, I think that's all for today.

10/11/05 (no jokes)

18h20 Aula vai começar mais tarde porque foi avaliação funcional da professora.

Há 12 alunos na sala. Um grupo de alunos fala em inglês.

Amparo – Guys, let's start it's Walter's speech there are two more speeches it the students come up-

Walter – My speech is about football. Professionally it started in the 30s. Parts of football:

The money

People Sponsorship

The Talent – It's something rather rare. It happens once in a decade.

Third part is the physical (aparece na tela uns jogadores barrigudos e classe ri muito)

The final part is the tactics. The tactics is how the coach builds his team on the field.

The good thing about this formation is that they support the team. During the match if you start with a 4-4-2 you can change to 3-5-2. You can transform it. (Esses números referem-se ao posicionamento dos jogadores no campo)

If the team passes all these phases you win the game. That's it guys.

Rogério – Do you play soccer very well?

Walter – No, only in the video game. I don't like the hot and the heat and the sweat.

Cassandra – What do you think about the fans?

Walter – The best place is the behind the goalkeeper because you can attack the other team.

Walter – Parreira is trying a fantastic formula.

Amparo – Any other questions? No?

Amparo escreve no quadro a programação do dia:

Grammar Practice

Activities

Amparo – Today we are going to do some other modal verbs in the past. Can anybody give me an example of modals?

No quadro:

Modals Present – Ex I can do it

You must go to the doctor's

Past Ex – You must have been tired.

You should have attended the speech.

Todas as frases acima foram exemplificadas pelos alunos.

Professora faz uma mímica e alunos de vem adivinhar sobre os que se trata usando o modal na forma contínua.

A1 – You might be driving.

Amparo – Don't show your papers to a friend

Naira – It's a big responsibility. (aluna falou isso porque iria fazer o exercício com a Amparo, uma vez que não havia um número par na sala.

Amparo – I'll play with you

Naira – Hitchcock (ela faz uma mímica com uma caneta e canta uma música filme)

Cassandra – I remember all the other things, but not this

Amparo – Student B doesn't have the content. What's the object of the activity to discover the picture.

Cassandra – I cannot show her and she cannot show me.

Amparo – You give the supposition

Naira – This man is a boxer.

Amparo – It's true Naira

Naira – He might be angry

Naira – He's using clothes to sleep.

Amparo – He's wearing clothes to sleep. (uma maneira sutil de corrigir a aluna

Naira – The children might be doing a mess.

Amparo – The children are not making a mess. The children are playing with him.

Number 7

Naira – He might be working with ecology

Amparo – There is a big animal in the picture.

Naira – Work in a circus?

Amparo – The man is very quiet and he catches.

Naira – An animal

Amparo – In this picture the man is kissing something.

Naira – The ball

Amparo – No.

Naira – A car.

Amparo – You are very fast. You guess faast.

Naira – I'm very happy.

O jogo foi jogado em dupla e um recebeu a figura completa e outro somente parte da figura e tinha que adivinhar o que a pessoa estava fazendo usando a estrutura She/He might be e verbo no gerúndio. Por exemplo he might be playing golf. No final o aluno mostrava a figura completa. Mas aluno com figura completa dava algumas dicas para o outro.

Naira – Gripada in English.

Pesquisado – I have flu.

Cassandra – You are so funny so happy. You are so nice.

Naira – Thank you. (Esta aluna esta sempre sorrindo e animada)

Cassandra – When were you Born?

Naira – 1980

Cassandra –I have prediction. What's the date?

Naira –January 7th

Cassandra – I'm capricorn too. My father is capricorn, but I don't live with him.

Renata – I'm cancer.

Cassandra – Like my mother.

Amparo – The Grammar Book I asked you to do a long time ago, but I wat to correct with you. Number1 Is it letter A or B?

Class - B

Amparo –Number 2?

Class – A

Amparo – Number 3?

Class – Letter B

Professora corrige exercícios em classe. Lê o exercício e classe responde em coro ou aluno/a é chamado para responder individualmente.

Amparo – Cassandra, let's try.

19h05 – Cassandra - If I want to she should be there

Amparo – In Portuguese what do you want to say.

Cassandra – Ele deveria estar lá uma hora.

Amparo – He should have been there on time.

Amparo – What's your suggestion? (já em outro exercício)

Class – She should have been out.

Amparo And the last exercise number 4? Let's try Naira.

Naira – OK.

Amparo – Someone might not have heard the alarm. (corrige a aluna)

Amparo – Would you like to try Hélio?

Hélio – He can't have passed the exam.

Amparo – I want you in groups of 3 or in pairs read in pairs. It's about the environment. You have to think about environmental problems.

Cassandra – I think one of the biggest problems in environment is garbage. One day I went to the supermarket and I recognized plastic. When I arrived home I had to throw it away. In my work people throw away a lot of paper. One day my friends and I tried to do it to use the paper in a more rational manner.

Amparo – Let's have a common list.

No quadro:

Activity # 1

River pollution

Garbage litter

Global warming

Deforestation

Defreezing of polar ice

Walter – Did you like my presentation

Amparo – Yes.

Walter – As floretas vão durar tanto quanto os plásticos. The face of the teacher answers it.

Walter – Teacher, how do I say aterro sanitário?

19h30 – A have to look it up in the dictionary.

Amparo – Next class bring the paper. I'm sorry we're not going to have time to do the exercise. The next you are going to read is about Chipko movement. Thank you for coming for today.

17/ 11/05 No Joke

Professora escreve no quadro:

Speech

Reading/writing

Workshop/ Learning Station

Attention

08/12 – test

Next Class – cancelled

18h10 Amparo – Hello everybody! Did you relax? Did you study English? If we have time we are going to do learning station. Next class I'm going to a party because my husband is going to get a position in a association and there is going to be a celebration. You should follow the schedule about the enrollment and the dates to see the result.

Gisela prepara-se para fazer o speech e vai usar o data show, mas tanto ela quanto Amparo não sabem muito bem manejar o aparelho.

Amparo – Walter please. Technology man help us here. Walter dirige-se ao data show e ajuda Gisela.

18h15 – Há nove alunos na sala.

Amparo – Can I turn the lights off?

Walter ajuda Gisela com a apresentação do data show.

Gisela – Can I start?

Gisela – I'll talk about Spainish. That's a mixture about Spanish and English. It was startEdgar in America in the 16th century. Another information Spain admininstratEdgar

Lousiana. Today Spainlish is spoken by Spanish in America, the people work as au pairs, drivers etc.

Gisela exemplifica o Spainlish lendo a seguint frase que aparece no data show: Vamos ir a football game y despues al baile. Gisela também colocou um trecho de Dom Quixote em Spainlish para também mostrar a ocorrência desse fenômeno.

Gisela - There are magazines in Spainlish in the United States.

Gisela: Now you'll see a film called Spainlish about a Spanish woman that didn't speak English and worked as an au pair.

Gisela – Apertei o botão errado.

Gisela chama Walter para ajudar de novo. Ele teve que começar o processo de instalar tudo de novo. Mas felizmente tudo deu certo e os alunos puderam assistir ao filme Spainlish.

18h35 Rogério chega. Há dez alunos na sala.

Amparo – (comentando sobre o filme uma parte em que um mecânico traduz para a espanhola o que a patroa dele disse) – He translated the wrong way, he didn't say she was going to be there with the girl. (a garota refere-se à filha da espanhola).

Amparo – So guys, let's go to the next activity.

Amparo – Remember we were talking about protecting the environment. Do you remember the copies from last class?

Amparo – The article you are going to read is about the environment. What you have to do is read the first sentence of each paragraph and write what you want to know about..

Amparo – Olga. Did you correct? If you have any questions talk to me. (Essa frase era sobre os exercícios gramaticais que alunos devem fazer antes do término do semestre.

Grupo do Walter fala em português bem baixinho. Alunos lêem o artigo em pares e discutem. Professora anda pela sala.

Amparo – I want you to write a supposition about the paragraph.

Olga – Teacher, I didn't understand this sentence.

Amparo explica para aluna o que deveria fazer.

Amparo – In the first paragraph, what do we have? Something about historical information.

Cassandra – Now I understand.

Cassandra – Why did he do it? – pergunta para Gisela.

Amparo vai de grupo em grupo para explicar o exercício.

Amparo – The questions can be very different.

Amparo – They had this problem and they have to solve this problem.

Gisela – What's face?

Amparo – When you have a problem you have to face the problem.

Cassandra recebe uma mensagem no celular de um aluno que estuda na classe, mas hoje não veio

Gisela – Você apaga a mensagem?

Cassandra – Droga! (diz isso porque apagou a mensagem)

Professora escreve no quadro:

You know	You want to find out
The beginning of November.	Did people listen to him?
The man who influenced the movement.	Did people think it was new?
The beginning of the destruction.	Was it a success?
The natural disasters as a consequence of destruction.	Were the trees cut down?
Causes of Destruction	Did people die?
	How many people die?
	What was the causes of the destruction?

Amparo lê o primeiro parágrafo e depois escreve no quadro com informação do aluno.

Amparo – So what do we have here?

Amparo – The third paragraph.

Amparo – What can be the question here?

Amparo – What about the fourth paragraph?

Professora escreveu no quadro as frases referentes até o quarto parágrafo que escrevemos na tabela acima. À medida em que os alunos iam falando a professora ia escrevendo no quadro.

Amparo – Would you like me to continue writing on the board?

Amparo – This is the beginning of the movement.

Amparo – How many people took part in the movement?

Amparo – What do we have here? The action they did.

Amparo – The movement continuous.

Walter – The movement spread.

Amparo – Does the movement protect only forests? Does this movement happen only in India?

Amparo – How does the movement get money? What we are doing here is making suppositions. We often do this while reading.

19h15 Walter, Cássio e Rogério vão embora.

Amparo – Now I want you to read the article. Alunos lêem o artigo em silêncio com exceção de Cassandra e Hélio que conversam.

19h25 – Há seis alunos na classe.

Amparo – Guys, did you find the answers to your questions?

Amparo – So people remember that next class is to finish this..

Amparo – Homework. Anybody to show me?

Aula termina.

24/11/05 Joke 15

18h10 Amparo – Today we are going to have three speeches. (Havia nove pessoas na sala)

Cleber – My name is Cleber and I'll talk about the history of cars. Henrique Santos Dumont had the first car in Brazil and it was brought by Alberto Santos. Now cars are very sophisticated. This car can run up to 240 km/h. How the students' life is not easy you can turn a Beetle. Now I'll show the best car a BMW. (A apresentação dele foi em data show)

18h15 – Amparo – The next please.

Fábio – Thank you for coming to my speech. I'm going to talk about the English accents. The Industrial Revolution was the first cause of spreading the language. We have different people speaking the language. To learn English we assimilate the similar sounds. I'm going to show you the different accents spoken. (O aluno mostrou diferentes sotaques falado por diferentes países. Tocou uma fita para mostrar isso)

O primeiro sotaque foi de George Bush.

O segundo foi de um inglês.

O terceiro foi de um alemão falando inglês. De acordo com o aluno, o sotaque não era muito carregado e parecia até um nativo.

Fábio – Now it's a very bizarre language. It's strange. It's Korean. O quarto foi um coreano falando inglês o que tornou a compreensão muito difícil.

Fábio – Now, it's a Spanish speaking English. In my opinion it seems a Brazilian speaking English. (Essa foi a Quinta pessoa a falar).

Fábio – Now we are going to listen to an Irish. (Antes que começasse a ouvir todos esses sotaques Fábio distribuiu uma folha com o que as pessoas iriam falar) Esse foi o sexto.

Fábio – Now Indian. It seems like English

Amparo – Because they were colonized by the British.

Fábio – Canadian. (Fábio fala que parece com o sotaque americano).

Fábio – Now in conclusion accents are getting smaller. Accent is becoming smaller. (O aluno quis expressar que com o contato das línguas as diferenças entre os diferentes sotaques tende a desaparecer.

Amparo – It's good.

Rogério – I'll talk about the History of English Language. (O aluno apresentou o speech em data show).

Motivation

To understand the language

Why are there different languages.

Here's the map. (no data show mostra o mapa da Grã Bretanha.)

Before the English

100 BC Celts

55 BC – 400 AD The Roman Latin

E.g. Londinium at the riverside of Tamisa

555 English starts in this period.

597 San Agostinho arrivEdgar

900 – The Viking invaded Britain

Middle English

(1100 – 1500)

1100 – The Battle of Hastings. Norman French.

1475 – the printing press

After Middle English we have Modern English

1564 – William Shakespeare

Rogério – Nowadays English is the second most spoken language in the world. The first most spoken language in the world is Chinese. (final da apresentação e alunos não fazem pergunta)

18h40 – Amparo – I'll give you the evaluation in a few minutes. While I'm doing this I'll start with the joke time.

Professora joga força com a classe para eles adivinharem o título da piada. Ela escreve:
with the

Essas são as palavras dadas e alunos têm de adivinhar: sleeping e enemy. O título da piada é sleeping with the enemy. Professora chama os alunos para falarem as letras.

Amparo – Renata.

Rogério – A

Amparo – I said Renata

Walter – Come on teacher don't repress the guy. (Outros alunos falam outras letras até que eles acertam o título da piada.

Amparo – What do you imagine the joke is about?

Amparo – A couple is sleeping with the mother-in-law. (Diz isso repetindo a fala de um aluno)

Walter – Then it'd be sleeping with the devil.

Professora distribui as piadas para a classe.

Olga começa a rir e outras pessoas também riem. Fábio ri.

Olga – I like this joke.

Amparo – It's beautiful this one.

Amparo – You can discuss with friends.

Fábio – The first question is to avoid the ticket. I don't see any other reason.

Fábio – She's stupid (se referindo a mulher na piada que contradi tudo que o marido diz na frente do guarda)

Cassandra – Because she wants, como é que se fala vingança?

Amparo – Revenge.

Cassandra – Yes, she wants revenge

Alunos discutem a primeira questão do texto.

Amparo – People can we check?

Amparo – Why does he pretend to be doing the right thing? To avoid the ticket.

Walter – They had had a fight before.

Amparo – Women drive more carefully than men.

Walter fala sobre essa diferença entre quando um guarda dá a multa para uma mulher e para um homem. Para a mulher, segundo Walter, ela acaba se livrando da multa e para o homem isso não acontece.

19h05 Alunos já fizeram o exercício e vocabulário e agora estão fazendo sobre co-existência entre homem e mulher.

Rogério – You have to like the same things of your wife. You have to have the same friends.

Olga – The same friends! It's impossible!

Amparo – Can we try together? (Alunos falavam as frases e professora as colocava no quadro)

Rogério – You have to be faithful.

Cassandra – You must be patient.

Rogério – You should have the same preferences.

Cássio – Your wife must cook very well and you have to say yes for your dear wife.

Cassandra – The husband should take care of the kids

Rogério – Both should know how to forgive.

19h10 – Cássio – It's nice.

Amparo – This is the end of joke time.

Fábio – I didn't have a good semester.

Amparo passa questionário sobre motivação para os alunos.

28/11/05

18h10 – Aula não começou e alunos conversam em português.

18h15 – Professora está distribuindo o calendário.

Amparo – Guys, today, remember the text about Chipko, there's a composition to be done.

Amparo ano que não vinha muitas aulas apareceu. Professora coloca no quadro a programação da aula

Test # 2 December 8th
 Reading and Writing
 Grammar review: verb tenses + modal verbs
 Learning Station
 Writtenwork Composition about Chipko Movement

Amparo – Next Tuesday we are going to watch a film. It's going to last more than one hour and Alfredo

Naira – You cut the hair.

Pesquisadora – No, I had a haircut.

Amparo – Today is learning station

Cássio – How many brothers and sisters do you have?

Walter – Two.

Profesora traz dicionários.

Amparo – This is here to help you.

Rafal – Eu sabia que ele.

Cássio – Pode ser que ele estava enganado.

Cássio – Eu nunca confio no que eu falo por que eu sei que está errado.

Cássio – Acho que é o c se não for está aprovado.

18h30 – Há três grupos de learning station. Nesse exercício os alunos se reúnem em grupo e cada um faz um exercício distinto. Depois há uma troca.

Walter – Eu pego.

Cássio – Está errado tudo.

Walter – Essa aqui é igual a essa.

Cássio – Está no passado.

Walter – Ele avisou, ele falou.

Cássio – Guarda avisa ele não conversa.

Rogério – Did he help me?

Cássio – Finished teacher.

Amparo – Here are the answers.

Cássio – Eu não falei que tinha muito na letra C e pouco na B.

Rogério – A gente está indo muito bem.

Walter – Erramos quanto?

Cássio – Estamos na média.

Amparo – Let´s rotate.

Walter – A chance dela cair.

Amparo – Here´s a quiz. You read the question to your friends and they have to know the answers.

Cássio – What does UNESCO stand for?

Walter – É negócio de adolescente. (não conseguem responder e Cássio fala a resposta. É importante destacar que neste grupo tem três componentes)

Rogério – What happend if you killEdgar a cat in ancient Egypt?

Cássio – You die.

Walter – O que é purple? (faz essa pergunta em por causa de outra questão que teriam de responder)

Rogério – violeta.

Walter – What´s the difference between here and there.

Cássio – here is here there is there.

Walter – The letter t.

Cássio – Fica no Egito seu esperto.

Rogério – In English.

Walter – Which was the most expensive film ever made?

Rogério – Startrek.

Walter – Você leu essa merda? (rindo)

Rogério - What´s the symbol of zodiac taurus?

Walter – A bull.

Walter – Who directEdgar the film E.T.?

18h45 Cássio – Steven Spielberg.

Walter – É a diferença entre entre e ao lado de. A professora do cusinho falava: *between my well.*

Walter – Eles passeiam de mão dadas ao lado do Danúbio.

Walter – Daqui há uns anos você vai comprar o gen de uma pessoa bOlgata de dezenove anos.

Cássio – Eu não gosto de passear

Esse grupo conversa basicamente em português.

Walter – Is there any written work that I forgot?

Cássio – Conversation teacher.

Amparo – Then I have to come here in English?

Amparo – You won't have much time

Walter – The less the better.

Walter – Eu entrei naquele projeto Gutenberg.

Cássio – Eu entrei no de história da vida privada

Cássio – Eu estou com fome.

Walter – A tese dela as alunos devem voltar para a palmatória. Ela escreve falta de respeito com a professora.

Pesquisadora – Are you talking about me?

Walter – (irônico) No, it's another teacher called Lélia.

(grupo começa falar sobre futebol)

Os alunos deste grupo fazem o mesmo curso: história.

Amparo – So guys, can I change?

Cássio – I can't talk about this level of argumentation.

Amparo – Guys vocabulary.

Alunos do grupo começam a fazer o exercício de vocabulário.

Walter – Kitten é cat

Cássio – Fiz tudo errado.

Rogério – Não precisa copiar a gente faz tudo aqui.

Walter – Lamb é cordeiro.

Walter – Kid é garoto.

Rogério – Provavelmente.

Walter – fox é raposa.

Rogério – Eu não sabia

Cássio – Nessa altura do campeonato você não sabia.

Walter – Pickpocket é batEdgaror de carteira.

Rogério – O difícil é falar

19h05

Walter – Highjacker. He kidnaps a train or a plane.

Walter – Smuggler é contrabandista.

Rogério – Por falar em gangster, o que vocês acham de quinta feira jogar poker?

Cássio – Não dá.

19h10 Rogério – Eu vou embora depois dessa.

Walter – Você quer almoço de executivo a tarde inteira?

Cássio – Eu fui detonado na última.

Os três alunos vão embora. Pesquisadora muda de lugar na sala.

No começo da aula havia 11 alunos.

Naira – Tomorrow I have a test

Fábio – I said this is my last meal at Mc Donald's. It's very expensive.

Fábio – It's not necessary to read. We don't have time. (ele se refere à gramática que estão fazendo)

Daniel – I don't understand. The class finishes or not.

Cassandra – Strike is gone.

Fábio – FFLCH is always on strike.

Cassandra – Que é town?

Fábio – É cidade. I love exercises. I don't have to write.

19h20

Vitor vai fazer uma apresentação sobre Elvis Presley.

Amparo – Thank you very much for coming.

01/12/05

18h10 Amparo – Today we have a revision for the test. Next class is the cinema session. On Thursday we have a test.

Daniel – Thanks for coming to my presentation. I'll talk about Elvis Presley. Here's the house where Elvis Presley was born.

Daniel – Elvis worked in many jobs to support himself. Elvis and Scott started working together. Elvis' popularity has grown. In 1955 Elvis signed his first contract with RCA Records. In 1957 Elvis bought a Mansion for himself. In 1958 Elvis Presley entered the US Army. In 1972 Elvis and Priscilla separated. In 1973 he started depending on drugs. Elvis Presley sold 1 billion records. He received 14 Grammy. This Grammy was for the best composer and so on. Now to finish our presentation we listen to his song.

Cassandra – What's the meaning of sued?

Pesquisadora – Não sei.

Gisela – What's sued?

Cassandra – I'm looking for it. It's camurça. (Elas perguntaram isso porque estava na letra da música)

Daniel – Any question? (depois que a música para)

Cássio – Is he alive? (laughs)

Fábio – Is he dead?

Essas perguntas devem-se ao fato de dizerem que Elis never died.

Amparo explica sobre o exercício de gramática : You can write on the paper. Thanks god!

Gisela – Eu estou morrendo de frio

Cassandra – Eu acho que tem de desligar

Fábio – She might have been

Cassandra – É o passado do passado.

Amparo – Guys I want concentration on the exercises (para o gupo do Walter)

Alunos fazem o exercício.

Gisela – A Maria desistiu

Cassandra – Desistiu

Gisela – Bem na reta final

Walter – He´s a funny guy (risos) One hour and hAlfredo with us in the same space (risos)

Amparo anda pela classe observando os alunos.

Walter –The Wizard of Oz. (sugerindo um filme para a próxima aula.

Amparo – It´s a musical.

Amparo explica a gramática para os alunos.

Cassandra – Eu acho que vou ficar maluca.

Gisela – Eu escrevi must have been drowned.

Fábio – Have you finished?

Gisela – Yes.

Amparo – I can use She might have been washing.

Amparo – He must have been waiting.

Amparo – Number 5 She should have left.

Gisela – In number 4 it´s present, not past.

Amparo – Because it started in the past and continued up to the present.

Amparo – He should watch.

Amparo – Number 8.

Fábio – Someone must have thrown.

Cassandra – So the past perfect we don´t use the modal verbs.

Amparo – No, the modal is already an ideal. The past of should is not shoulded. The past is should have. And all the time is Como eu sei que é uma possibilidade, mais fraca com o uso. É uma recomendação.

Amparo – Guys, I haven't forgotten (se referindo ao grupo do Walter).

Fábio – It's a good course

Renata – Yes. Que ano que você está?

Fábio – Terceiro.

Fábio – I'm lucky because I have the book. Você vai continuar fazendo inglês.

Renata – Vou.

Amparo – My joke people.

Fábio – She might have borrowed.

19h05 Amparo – The verb borrow is impossible in the continuous.

Amparo – The exercise in the text it only talks about past or present.

Amparo – This is a session that you can use any word. If you take an exam FCE (First Certificate of English) (distribui uma folha para os alunos fazerem de exercício parecido com este exame).

Fábio – Carry on é levar adiante.

Pesquisadora – Yes.

Gisela – Eu fiz tudo quanto é tipo de teste para empresa, que eu estou cheia. É tudo desse tipo.

Fábio – E você passou?

Gisela – Eles não dão a resposta

Fábio – Then we compare the answers everything is wrong.

Gisela – Eu não sei falar isso. It's better look it up in the dictionary.

Cassandra – Isso não é perder, é ao menos.

Gisela – Gave deu.

Cassandra – Eu acho que é advantage.

Fábio – Me gosta. Eu estou cansada. Soltava algumas pérolas assim. (sobre um americano que conheceu no Brasil)

Fábio – They think we are stupid.

Gisela – Eu sempre penso assim. Trip uma aventura.

Amparo – Look it up in the dictionary.

19h20 Cassandra – Viagem de negócio

Amparo – Business trip.

Amparo – Let's see if you could do. It's difficult. We did some phrasal verbs.

Amparo corrige os exercícios com os alunos. Eles acharam difícil, mas acabaram fazendo.

Amparo – Guys, in that there's a letter with verb tenses. Modals. The vocabulary in the text is about the Chipko movement. There's a composition. Next class is the cinema session. I'll bring a movie I have at home. Thank you very much for coming.

Apêndice 12

**Observação Amparo Nível 6 18h00 às 19h10 Turma Experimental 1 Semestre de
2006**

07/03/06

18h10 Há cinco alunos na classe.

Eles estão concentrados fazendo a prova de teste de proficiência

18h20 uma aluna chega e explicamos para ela a razão da prova.

Há 6 alunos na sala.

18h25 Há 7 alunos na sala

18h30 outro aluno chega. Há oito alunos na sala.

A1 Teacher I have no idea (aluna se refere à redação da prova que é sobre um desentendimento. Depois disso, aluna começa a escrever.

Há oito alunos na sala.

18h45 – primeira aluna entrega a prova. Outra aluna demonstrou dificuldade para fazer a redação.

Alunos não demonstraram nenhuma expressão de riso.

18h55 Há 7 alunos na sala.

19h00 duas alunas entregam a prova.

Há 5 alunos na classe (três rapazes e duas garotas) As que entregaram antes eram 3 meninas.

19h05 – mais uma aluna entrega a prova

19h10 – um aluno entrega a prova

Há três alunos fazendo a prova

19h15 aluno entrega a prova.

19h17 aluno entrega a prova

19h30 última aluna entrega a prova.

09/03/06 Joke 1

18h00 Classe com 5 alunos começa professora escreve no quadro planejamento:

Rules (Inco)
 Making Speeches
 Speaking and Listening Activities
 Joke Time

Uma característica das aulas é que alunos vão chegando aos poucos no decorrer da aula. Raramente estão todos os alunos no início da aula

Amparo – Hello guys! My name is Amparo. This semester I'll help you to make speeches. It's good for you. It's important.

Amparo – At the end of the class we're going to have some jokes.

Professora fala oralmente o planejamento da aula, apesar de já estar escrito no quadro. Isso serve como um reforço para os alunos.

18h10 Ricardo and Carol arrived.

Professora fala em português sobre a mudança do curso. As aulas terão menos tempo de duração de 90 minutos para setenta minutos. Para compensar esse fato os alunos deverão fazer atividades extras.

18h15 Aluna chega (Matilde)

18h20 professora distribui regra do Level 6 e lê em voz alta e faz alguns comentários. Professora fala que irá colocar no xerox o material e também distribuirá na sala. Amparo mostra gramática para os alunos que será usada. Esse é o primeiro nível que é solicitada aos alunos o uso de uma gramática.

Amparo – Ok guys! Making speeches I have these copies for pairs. You know that sometimes it is very difficult.

Amparo – Alunos lêem algumas questões sobre seminário que devem fazer.

Tony – How often.....?

Laurinda – One seminar in each semester.

Tony – Do you follow any plans?

Laurinda – Yes, I do.

Tony – I've never done it but I may have to do it in an International Congress.

Laurinda – When I make plans, sometimes I forget.

Tony – I think it's an opportunity to train it.

Alunos parecem positivos em relação ao seminário que deverão fazer este semestre.

Amparo – What were the things you were discussing? I'm not going to follow the questions.

Tony – I take physical education. There we do a lot of seminars.

Amparo – Do you need a lot of time?

Tony – Sometimes we have 20 minutes or more.

Amparo – Do you get nervous?

Laurinda – I got nervous and I forget everything I have to say.

Reinaldo – You have to prepare.

Amparo – You have to select information. Sometimes you can prepare visual aids. I notice some problems of pronunciation. Research. (professora pronuncia a palavra para os alunos repetirem, pois notou que os alunos estavam pronunciando mal e imediatamente toma essa iniciativa)

Class – Research.

Amparo – Foreign Language. (mais uma palavra que os alunos não estavam pronunciando corretamente)

Class – Foreign Language.

Amparo fez repetição em coro de palavras que notou que os alunos estavam pronunciando mal.

Alunos olham no dicionário palavras que não conhecem para fazer exercício

18h50 Alguns alunos falam em português

Laurinda – quantia é figures.

Reinaldo – Você achou.

Amparo – In English Josimar. (professa salienta que alunos na classe devem falar em inglês o tempo todo)

Graciele – Também levar para fora.

Reinaldo – We didn't find this word.

Graciele – Eu achei esta palavra

Matilde – Que sono !

Reinaldo sai da sala para atender celular.

Amparo – If you don't find the word rule of the thumb you look for thumb. (professora dá uma ajuda para os alunos procurarem a palavra no dicionário.)

8 alunos na sala

Amparo – Let's see in the paragraphs

Amparo – It's concerning exercise 2. Now let's move to exercise 3.

Alunos têm de mesclar determinadas definições com palavras relacionadas a seminário.

Os alunos primeiramente procuraram no dicionário as palavras para verificar o significado e elas estavam nas definições.

Reinaldo – What do you think of this?

Graciele – O número pode ser esse

Laurinda – Content é conteúdo

Tony – Yes

Laurinda – it's this

Tony – I didn't read.

Laurinda – What's this?

Matilde – Tem outra atrás

Graciele – This is always television

Tony – What's this?

Matilde – I don't know I think it's this one. Tell what you are going to pay.

Amparo – Can we have a look in the first paragraph. What's this?

Matilde – Organization.

Amparo – Letter c . What's it? Let's repeat rehearsal. (mais uma vez professora tem preocupação com a pronuncia correta dos alunos e eles repetem)

Class – rehearsal.

Amparo – What's letter f?

Class – Planning.

Amparo – What's letter g?

Class – Visual aid.

Reinaldo – I didn't understand rule of thumb.

Amparo – General idea.

Apesar do aluno ter olhado no dicionário o significado da palavra, mesmo assim não ficou claro.

Quando a professora terminou de corrigir a atividade sobre como fazer seminários, ela iniciou o joke time. Escreveu no quadro adjective e noun. Os alunos deveriam procurar nesses dois sentidos para a palavra blind.

Amparo – Look it up in the dictionary for the word blind.

Alunos olham no dicionário que professora houvera trazido para a atividade.

Amparo – I'd like you to read the joke and say whether you liked it.

Laurinda começou a rir – Você não gostou?

Tony – Não.

Amparo – When you have to explain the joke it's a disaster. (mesmo assim a professora explicou a piada para que alguns alunos entendessem.

Amparo – He can see. He works with blinds, He went to her house and she thought he couldn't see, but in fact he works with blinds (persiana). Professora procura esclarecer piada para os alunos para talvez aqueles que não entenderam.

A piada está no duplo sentido de blindman (homem cego) e blindman (homem das cortinas)

Tony – Impossible (Aluno fala isso porque acha impossível que mulher da piada se confundisse homem das cortinas – já que estava esperando para serem colocadas – e homem cego.

Alunos riem exceto Tony que pensa a piada de um jeito mais racional. De acordo com o aluno a mulher da piada não confundiria homem cego (blind man) com homem das persianas (blind man)

Amparo – Here's a misunderstanding about the word.

Amparo – You'll have two weeks to buy the grammar book.

Aula encerra e alunos vão embora.

14/03/06

18h00

Amparo – How are you?

Edgar – Good.

Amparo – Good to see you. (É a primeira vez que esse aluno comparece à aula no semestre)

Amparo – Guys, do you have this handout?

Graciele – Yes, I have it. (essa apostila foi distribuída a aula passada, alguns alunos têm e outros não)

Edson – Tá muito cheia a classe

Graciele balança a cabeça negativamente.

18h05

Há 6 moças e 2 rapazes. Total de alunos oito.

Professora sai da classe para pegar material. Amparo escreve no quadro planejamento do dia:

Unit Intro

Making a speech

Planning and organizing

Dealing with nerves

Language we use in speeches

Choosing a topic

Amparo – We are going to see how we are dealing with nerves. We are going to discuss what words to select

18h10 Tony chegou na classe. Agora, há nove alunos.

Amparo – I have four I'm making more two. (Professora sai da sala para tirar cópias para os alunos.)

Amparo lê material que alunos receberam em voz alta

18h15 Aluna chega na aula. Há dez alunos na sala.

Amparo – This is a rehearsal. If you have to talk you have to control the time. Another thing that is important: speak English with a good pronunciation.

Amparo – This is important is to have to be selective in your presentation.

Amparo – You have to prepare in English. If you get here you can't make your presentation in ten minutes. You can tell a funny story to entertain the audience.

Amparo – Part B is about dealing with nervousness. These are the tips.

Edson – What are tips?

Amparo – Suggestions. Good suggestions.

Edson – Tips.

Amparo – Do you have dictionaries?

18h25 Carol chega

Amparo – Hello Carol. Do you have the material?

Carol – No.

Edson– What's the meaning of rapport?

Pesquisadora – Relationship.

Amparo vai pela classe verificando os exercícios dos alunos.

18h30 Amparo sai da classe novamente e traz mais dicionários

A1 – Me empresta esse dicionário.

A2 – passa o dicionário para a aluna.

Há 11 alunos na classe 3 rapazes e 8 moças.

A1 – Deal with é lidar.

Amparo – You can use a verb after to. The idea is correct, but it is not grammatically correct

Edson – Ok, I'll check it.

A1 – Thanks (retorna o dicionário para Graciele)

Amparo vai ao redor da sala corrigindo o exercício que os alunos estão fazendo.

Amparo – Guys, what do you think? Two minutes more?

A1 – I didn't understand this word and I found this meaning. (aluna mostra para professora o significado que achou no dicionário.

Amparo – Pick up you go to Spain and you understand some words.

Amparo – You memorize your introduction of the speech.

18h40 Amparo – The audience is interested if you are interested.

Amparo – If you notice something that people are not interested you look at one person. You can pick up the signals of boredom. Teachers never sit down.

Amparo – I'm reading this and I'm thinking about Celso Antunes. He is a good lecturer. The information he has is not so new, but the way he speaks is great. You can get the answer at the end of the presentation.

18h50 Amparo – Sorry guys I was thinking about Celso Antunes. (diz isso para se desculpar dos poucos momentos que falou sobre Celso Antunes. Ela falou que ele muda o tom de voz quando fala em uma palestra o que não torna cansativa.

Amparo – Deal with the question in a nice way. When you have a presentation you need an outline. On the board:

Introduction
Development
Conclusion

Amparo – Development is the most time of your presentation

Amparo – You have the main words. It's very boring if you read. We're going to listen to a person making speeches.

Amparo – Did you notice the coherent words? (about the speech students are going to listen.

Alunos ouvem a palestra na fita que professora trouxe.

Amparo – Would you like to listen again?

Graciele – Yes.

Amparo – Would you like to check first?

She says: My name is. She introduces herself. She starts and finishes using about the same signal procedures. She doesn't have use a lot of sophisticated words. If you go abroad, you can do this way. (ela se refere se os alunos forem a um congresso internacional). Listen again.

19h05 Alunos ouvem a fita novamente concentrados.

Amparo – There are some of the expressions you may use. Let's try to do the exercise.

Edson – The grammar book for this level is the same.

Amparo – Yes.

Edson– Can you give the name of the book?

Amparo escreve o nome do livro para o aluno.

Edson – What's the meaning of overseas?

Amparo – It's another countries. On the tape they sell to other countries.

Amparo – Let's correct. Now guys I want to do this as homework. Think about three topics. Next class we are going to walk about the class and tell your friends about your topic. You should bring the grammar book every class.

19h10 I have to call the roll

Mostramos para os alunos a prova do primeiro dia.

16/03/06 Joke 2

18h05 Há dois alunos na sala: um rapaz e uma moça. Professora coloca no quadro a matéria do dia:

Unit 1 Studying English
 Choosing a Topic
 Making Speeches
 Joke time

Amparo – I inverted the order I brought the activities For next class you should bring a photocopy. So this title of the unit we are going to review verb tenses.

Professora lê papel com os alunos

Amparo – You have a lot of situations what about happens when a foreigner comes here. Read the situations and write.

18h10 Tony e Rocilda chegaram

Amparo – Now we are doing item a, if you have any questions talk to me.

Rocilda – OK.

Professora anda pela classe e observa alunos fazendo exercícios

Amparo – Don't forget to write the date on the paper, because you have to organize your material. Alunos fazem o exercício.

18h15 Há 4 alunos na classe: duas moças e dois rapazes.

Quando professora menciona que teriam uma piada na aula, Henriquee demonstrou positividade.

18h20 Natasha chega e logo em seguida Edgar. Professora dá explicação sobre o que os alunos estão fazendo.

18h23 aluna chega na classe.Há três rapazes e 4 moças. Total de alunos = 7

Amparo – Guys, let's see. For those who arrived we are talking about learning English. If you use a dictionary well, you don't make a lot of mistakes. (Professora lê o exercício e vai corrigindo).

Edgar – What's the meaning of stress?

Amparo – Tonicidade..

Edgar – I didn't understand odd.

Amparo – Different. When a person asks you how are you? People expect fine. So you have to answer according to the question. You also have to know according to the situation. If you don't know how to ask your name, there is function in English to ask

the name Now that you know a little bit about this turn, turn the page and answer if you really can answer the questions, When you finish ask your friends the question. (Quando a professora se referiu à questão de How are you? Ela citou como exemplo que espera-se que a pessoa fale pouco, ou seja I'm fine, I'm Ok. Se a pessoa começar a falar muito está fora dos padrões aceito. De acordo com a professora isso é um problema cultural. Ela disse isso na correção de um exercício)

18h35 Henrique sai da sala de aula para atender celular. Na aula passada ele também saiu para atender.

Edgar – Amparo, can I get a dictionary?

Amparo – Ok guys in pairs you can do it

Rocilda – Can you spell your name?

A1 – Yes.

Rocilda – Can you talk about news?

A1 – So and so.

Rocilda – Can you make conversations for a long time?

A1 – No.

Amparo – No, you have to prove it. (Alunas estavam respondendo somente sim (yes) ou não (no), mas devem complementar a pergunta explicando que realmente conseguem fazer determinadas funções)

A1 – Rocilda, and your telephone number?

Rocilda – 81155446.

Há 7 alunos na sala 4 garotas e 3 rapazes.

Edgar – Depends on the topic, I speak a lot.

Henriquee – Give your opinion I don't understand.

Amparo – It's when you talk about a topic.

Henrique – OK, yes.

A1 – Teacher, I don't think I said my telephone number correctly.

Amparo – It's 81619514.

A1 – Yes, I said said.

Rocilda – I don't watch TV. I prefer to talk to friends, read a book.

A1 – I read a book as an obligation

A2 – Can you make plans in the future?

Rocilda – Yes, I can. I'm going to the cinema, can you go with me?

A1 – Teacher, how do I say “acordar cedo”?

Amparo – Get up early.

Rocilda – What are the things you are going to talk about?

A1 – Fausto by Goethe, Albert Einstein or German pop music.

Rocilda – Walt Witman, American culture and American Indians.

Amparo – I was walking around the class and I could notice that you could communicate and you make mistakes in pronunciation

Amparo – I´m going to give you a profile of an English student. Tick the answers.
(Alunos recebem uma folha que mostra as partes da língua e alunos preenchem se são bons, fracos, muito bons, um dos itens era pronuncia, por exemplo)

Professora escreve no quadro:

<p>I need to study more</p> <p>I would like to have a practice on.....</p>
--

(Esse quadro foi feito para facilitar os alunos expressarem-se.)

18h55 Alunos acabam

Amparo – One minute and I´d like to compare the profile with a friend .One minute very fast

A2 – I have to study more pronunciation. I think I´m good in reading.

Henriquee – I´m a little good in spelling.

Amparo – All right guys. I´ll write letters to you with suggestions. I´ll give you next time.

Amparo – Joke time.

A2 – Joke time.

Professora explica sobre o que é uma soda machine antes de dar a piada. Pergunta para eles sobre o que seria a piada com esse título.

A2 – I think it´s about the money.

Amparo – What´s the joke about?

René – The machine gives you something different.

Edgar – I think the machine is broke and somebody is going to fix. (Esse aluno fez parte do semestre passado e estávamos preocupados dele se sentir desmotivado na hora das piadas por ser repetente, mas com essa frase pude notar que ele estava interessado e talvez tenha faltado no dia em que essa piada foi dada ou ele chegou atrasado.)

Amparo – Ok. Let´s read the joke. It´s activity number 2.

Edgar dá um sorriso na aula

Alunos bem concentrados tentando entender a piada. Amparo espera os alunos lerem a piada. A2 dá um sorriso como se tivesse entendido a piada.

Amparo – All right guys.

Rocilda e A1 procuram palavras no dicionário

Amparo - Vegas is what?

A2 – Las Vegas

Amparo – What do you do when you go to a soda machine?

Amparo lê a piada

Amparo – She put it on the counter. Explica o que é counter por demonstração apontando para um balcão na sala de aula.

Amparo – Mountain Dew is a kind of soda

Amparo foi lendo e explicando as partes da piada que causavam problema

Amparo – What’s the problem? (pergunta feita depois de ler a piada)

Henrique – She thought the machine was for gambling

Amparo – And there’s a prejudice here because she’s blond, because blonds are know for being silly

Alunos parecem terem gostado da piada. (atividade encerrada)

Amparo – You choose one topic and we choose.

Edgar – But we have to choose.

Amparo – Tony posture.

Edgar – I didn’t think about. I think I could speak about the same topic. I can change about it

Amparo – Think about it.

Henriquee – A new source of energy.

Amparo – A new clean source of energy. I’d like you to talk you English. (ele havia mencionado que falaria sobre novos meios de aprender uma língua, mas a classe escolheu esse tópico)

Natasha – The History about belly dance.

Ro – German pop music singers, Albert Einstein and Fausto

Amparo – Albert Einsten.

Edgar we have a tie here.

Amparo – Ok Albert Einstein. (mas Fausto foi escolhido no final)

Edson – I choose North American Indians (para outra aluna que falou os seus temas)

Amparo – We have Fausto (aluna havia proposto falar sobre Walt Witman). So let's have North American Indian.

Amparo – Don't forget homework the composition for next class.

Amparo fala para classe sobre speech de Edgar que era sobre a morte de Paul McCartney. O speech é um seminário a ser feito pelos alunos com duração de dez minutos.

21/03/06 Joke 3

18h10 Há 4 alunos na sala duas moças e dois rapazes. A professora não está na sala e alunos conversam em português.

Professora escreve Level 6 no quadro

Class Activities:
 Reading : Completing Charts and Jigsaw
 Discussions
 Grammar Focus Review
 Topics of Speeches: Final Result
 Joke Time

Amparo – The grammar is a review of passive construction using the book. We have to set the dates of the speeches.

Amparo – What are the words that come to your mind when you talk with someone.

Amparo escreve no quadro as palavras ligadas à comunicação que os alunos foram falando:

Communication: pictures, songs (lyrics), e-mails, talk (face to face), languages.

Amparo: If you listen to heavy metal you feel one way if you listen to Mozart you feel something else. There are three stories A,B and C. Do you have the topics? Have you taken a copy?

Rocilda – No.

Amparo – You have to choose different texts, but I don't want you to choose the same. Choosing is good but, you can't all choose the same text. It has to be different.

Edgar – May I change with you? (ele prefere texto B e troca com uma moça)

18h20 – Há 9 alunos na sala: 2 rapazes e 7 moças.

Amparo – You have to read story C.

Alunos lêem histórias e depois completam tabela. Rocilda faz isso simultaneamente.

Henrique chegou Há 10 alunos na sala: 3 rapazes e 7 moças.

Amparo – You arrive in drops. Let me explain to you what you're supposed to do.

René you are going to read a text A,B,C and complete the chart.

René – Yes.

Amparo – Do you think you need dictionaries?

Edgar – I need.

Amparo – I didn't get any.

Rocilda I need to read these two. (Ela se refere às páginas)

Amparo – The articles have two pages.

Professora empresta o texto para três alunos que não tiraram cópia, mas devem devolvê-los no final da aula

18h30 Professora escreve no quadro:

<p>After reading, complete the chart</p> <p>Article chosen</p> <p>Topic discussed in the article</p> <p>Main ideas</p> <p>New words expressions</p>

Amparo escreveu isso para aqueles que não haviam um cópia do texto, pois os demais alunos tinham uma cópia que tratava sobre isso. Alunos lêem os artigos e estão bem concentrados.

Há dois alunos que começaram a cursar o nível 6 no segundo semestre do ano passado, e, por isso pensei que não gostariam do joke time na medida em que as piadas são as mesmas.

Os alunos têm diferentes ritmos para fazer o exercício, enquanto alguns acabaram oito ainda estão fazendo.

Edgar – Amparo, I didn't understand this phrase.

Amparo – further. We cannot say more far we say further.

Edgar – Even further is to emphasize.

Amparo – Yes. Ok class 5 minutes or 2 minutes to finish.

(after two minutes)

Amparo – Guys, I think we should start then. Who read story B get there together and compare, talk about the main ideas.

Natasha – Tem mais uma página. (referindo-se ao texto)

Edgar – Eu não sabia.

Edgar – We have to talk about this text about the main ideas.

Natasha – The story of the alphabet.

Edgar – I just written the general history of the alphabet.

Edgar – The influence of the Roman alphabet.

Rocilda – The text talks about many alphabets.

Edgar – It says the influence of this. Like the symbol of the Phoenician.

Rocilda – The roman alphabet is the most important and most used in the world.

Edgar – I think is what we discussed now. Why is the roman alphabet used today?

Natasha – I put some advantages.

Rocilda – The Japanese ideogram is very difficult

Edgar – You have to memorize 2,000 ideograms.

Rocilda – The language of the settlers was the roman alphabet.

Amparo – Now I want you to get together and discuss a different article.

(Até esse momento eram três grupos na sala. Dois grupos com três alunos e um grupo com quatro alunos)

Edgar – Eu vou trocar e alguém troca de lugar comigo,

(Com a mudança de grupos os alunos formaram quatro grupos para discutir os diferentes textos)

Rocilda – The text is about roman alphabet.

Henrique – Did you learn new words?

Rocilda – Yes, trade.

Henrique – What's your personal information of the text?

Rocilda – Roman alphabet. What's the topic of your text?

Henrique – Silent code is the secret information. Only some people are allowed to see.

Teache encrip or encaip (it's a question about the pronunciation)?

Amparo – Yes, the dictionary. (Professora indica para o aluno que ele deve procurar no dicionário em vez de perguntar para professora)

Henrique – But it takes a long time.

Amparo – But you learn a lot.

Henrique procura no dicionário, mas não encontra no dicionário. Professora vem e ajuda o aluno.

19h00 – Henrique – Another word is code, I think the article is very interesting.

Há dez alunos na sala.

Henrique – Do you study Greek?

Rocilda – Yes.

Amparo – Time is up. Did you like reading your article?

Tony – Yes, but there wasn't any new information.

Amparo – I'm just going to give you one chapter in the grammar because there is nothing new. You have to do unit 54.

Amparo fala que não vir quinta-feira.

Amparo – Está escrito assim no written work. Você vão fazer a gramática

Amparo – To finish the class we are going to read a joke What are the things that come to your mind when you hear the word politician?

A classe participou muito nesse momento e falou algumas palavras associadas a políticos.

A1 – They rob

A2 – They lie

A3 – They disguise

Amparo – No good words about politicians. (professora colocou no quadro palavras que os alunos ligavam com políticos)

Amparo – The punch line is missing. The punch line gives you the Ah,Ah So you are going to write it. (professora quis dizer que punch line fornece o desfecho e a risada)

Edgar foi embora antes de acabar a aula.

Alunos lêem a piada e tentam escrever algo. A1 olha no dicionário para algumas palavras. Laurinda também faz isso e Rocilda também. Henrique mostra seu desfecho para colega. Tony procurou várias palavras no dicionário.

Amparo – Let's see .Difficult?

Professora lê a piada em voz alta e explica algumas palavras, tais como:ditch (vala) e bury (enterrar). Professora fornece a tradução para os alunos e não tenta explicar as palavras em inglês.

Alunos fornecem os seguintes desfechos:

A1 – Not yet some of them are

Henrique – If they were dead I would have to kill them.

Alunos riem depois que professora fala o desfecho da piada

A1 – Caramba!

A2 – I though buried was fired

Amparo – The last activity is word hunt. You can do at home

19h20 aula termina

28/03/06

18h10 Alunos discutem sobre a forma das horas. Professora escreve no quadro:

Amparo – Today we are going to review one unit to correct. Today we also have to decide about the topics

18h15 2 rapazes e 4 moças

Amparo – We can have one speech a week. I think that's enough. (Professora marca os dias do seminário e em alguns casos negocia a data.)

Amparo – There are some students on the list that haven't show uo.

Henrique – How many minutes is the seminar?

Amparo – 10 minutes. If you talk for 15 minutes, I'll stop you.

No quadro:

Non verbal communication
Speaking and Writing have been used to communicate

Amparo – What's the idea of passive voice?

Tony – Verb to be.

Amparo – I have to use the verb to be + past participle (main verbs)

Amparo – Can you transform these sentences using these verb tenses? (Alunos fazem o exercício de transformação de passive depois na correção o quadro fica da seguinte maneira:

Topics Speeches? Date
Grammar Focus
Passive Review and Practice

Present Perfect
Present Simple --are used
Past Simple --were used
Future will - will be used
can be used

A professora primeiro escreveu os tempos verbais que deveriam ser transformados a com base na frase acima. Percebiam que o present perfect não tem nada escrito devido ao fato de a frase já estar no present perfect.

Edgar (chegou atrasado e os alunos já estavam fazendo o exercício) O que é para fazer?

Amparo explica para o aluno o que deve ser feito.

Amparo – One minute more ok.

Henrique – There are two jokes and they aren't very funny. (Renne mostra para Amparo as piadas da revista Speak up. Amparo ri das piadas)

A1 – Do you get confused with English and German?

Rocilda – Yes.

18h30 Professora explica voz passive. Henrique sai da sala para atender celular atender celular.

Amparo – Look at the pictures and see what is happening. Tony.

Tony is being served. (essa é a correção dos exercícios da gramática)

Alunos corrigem o exercício lendo um de cada vez a resposta e Amparo vai chamando os alunos para responderem.

Amparo – If you have any questions, please ask me.

Tony- It can't be bought by the public.

Amparo – So you have different tenses of the verb in passive

Amparo explica para Edgar a diferença entre will e going to

Amparo – In this exercise you receive the action on you

Amparo – For next class, you do the exercise 55, and 56. I'm not going to correct in class. I want you to do the first block of numbers. You have to do units, 4,5,6,7,8,9 and 10. After Easter, you have to do it.

Edgar – Easter, I don't understand.

Amparo – Easter we have a holiday.

Edgar – Now I understand.

Amparo – This is a game. One person in the group reads the instruction. It's called snap. (Professora dá demonstração sobre o que seria snap.

A classe se dividi em dois grupos e A1 e Tony lêem em voz alta para os outros componentes do grupo.

A1 – Vocês estão entendendo?

Rocilda – Eu não consegui me concentrar

A1 – match é marcar.

Pesquisadora – Não é combinar

A1 tenta explicar para os outros componentes do grupo o significado do jogo.

Tony – Do you understand?

René – No.

Amaparo – You know the problem with instructions you have to do it. You have to concentrate.

Amparo dá uma demonstração do que consiste o jogo. Depois disso alunos começam a jogar o jogo. O jogo consiste em colocar uma pilha de sentenças e alunos vão virando e tentando montar sentidos iguais de voz passiva e ativa. Quando uma aluno percebe que há um par diz snap e bate no par.

Rocilda fala snap para um par que não é e Edgar faz a mesma coisa Desse modo, os alunos percebem a diferença entre frases de ativa e passiva; Algumas frases do jogo são bem similares o que confunde o aluno.

Edgar – Agora a gente vai ter de desempatar.

Edgar – What's the meaning of caught?

A1 – Pegar.

Amparo – It's in the past.

Rocilda – You must shout.

A1 – Snap!

Edgar – I think it's wrong.

Alunos têm dificuldade de saber quando um par é igual ou diferente

Rocilda – Snap!

Amparo – You have to think and concentrate.

Edgar – As duas são passivas

A1 traduz a sentenças para dizer que Edgar está certo.

Rocilda – This is passive and this is active.

Edgar – Posso ver?

Alunos rirem muito enquanto jogam e às vezes batem no mesmo par.

A1 – Agora vai ser disputadíssimo. (diz isso porque há poucos pares na mesa.

Amparo – In English guys!

A1 – We finished

Amparo – In this game we think about the meaning of the sentence.

Amparo – The next activity is the following you have in the photocopy.

Henrique – I left at home.

Amparo – This is exercise A and you do it.

A1 – Is there a passive voice in German

Rocilda – Yes, but it's different. It's ação e estado.

A1 – How many passive voices are there in German?

Rocilda – There are many.

A1 – I'm in level 2 in German. I'm learning simple past.

Rocilda – Reported Speech is terrible in German. (alunas têm conversa paralela enquanto fazem exercício.

Amparo explica para Rocilda as sentenças na passiva

19h15 – Amparo – Time flies. The class finishes. I have some suggestions for you and then you check.

Amparo lê em voz alta as instruções de como melhorar o inglês, Enquanto lê fornece informações adicionais. Os alunos preencheram um papel de auto-avaliação que colocava uma gradação para pronuncia e outras partes de língua e alunos entregaram esse papel para Amparo e com base nisso ela preparou uma listas para melhorar o desempenho na Língua Inglesa.

Amparo – Compositions?

Alunos entregam a composição para professora e aula termina.

30/03/06 Joke 4

Professora escreve no quadro antes de os alunos chegarem:

Correcting Exercises
Grammar Focus: causative have + get
Game activity
Joke time

18h05 Há dois rapazes e três moças

Alunos conversam em português antes de a aula começar

18h10 Há três rapazes e 4 moças

18h11 Há três rapazes e 5 moças

Amparo – Hi people! It's very cold today. We are going to correct the exercises. In this class we are going to learn a causative form

Edgar pontua para um erro no papel de exercício e Amparo escreve no quadro

Past perfect - have been (no)
had been (correct)

Alguns alunos estão acabando de fazer o exercício para depois corrigirem.

Amparo – I'll give you two more minutes if you didn't have time to do it it's all right.

Amparo – There's a copy in the handout. Sometimes the material is in the photocopy room. It's together with the other

(conversa com Laurinda)

Amparo – Have you finished? Do you have any questions?

Rosi – Yes I have a question. (professora responde a questão para a aluna)

Amparo – So people no more questions. Imagine this situation I'm going to the hairdresser. If I say I'm going to have my hair cut. I'm not going to cut my hair myself, somebody is going to cut it for me. Another example on the board:

I always have my curtains washed.

Amparo – I need a professional person to do it. This is the name they give causative get/have. Take your books unit 58. (Professora lê exemplo do livro para os alunos).

Amparo – So guys when you need professionals in your home to do a special thing

Edgar – Está meio triste. (referindo-se à figura do livro)

Amparo – But the hairdresser is very happy he's getting money.

(Os alunos farão somente o primeiro exercício da unidade do livro)

18h30 Amparo – Let's have a look.

Professora dá mais alguns minutos para alunos fazerem o exercício. Tony faz exercício com Rocilda.

Amparo – Let's see number one.

Henrique – She's having her eyes tested.

Amparo – Very simple. Ah! Now we are going to play the game. You need some clips or borders to start this game. All of you are in the street and you have to run a few errands around the city (professora explica o sentido da expressão)

Edgar – I don't understand errands.

Amparo – Anything you have to do in the city

Amparo explica o jogo para os alunos.

Amparo – I'm going to give you an example of conversation. You are going to do it with the person next to you. The objective of the game is to get rid of the cards

18h45

Laurinda – Good morning. I'd like to have my keys copied.

Rocilda – They should be ready on Monday.

Laurinda – On Monday it's too late. I need to get into my home.

Tony – It's your problem.

Rocilda – You can come tomorrow

Laurinda – OK.

O jogo consiste de um tabuleiro em que estão lojas dispostas em círculo e alunos jogam dado e quando tem o cartão correspondente daquela loja em que pararam começam a conversar com a pessoa do lado de acordo com modelo de diálogo fornecido pela professora.

Outro diálogo.

Laurinda – Good morning.

Tony – I'd like to have my machine repaired

Laurinda – Sure.

Tony – My answering machine is not recording. I really need it.

Laurinda – Would Monday be OK?

Tony – Thanks a lot

Amparo vai caminhando pelos diferentes grupos.

Edgar – É ruim quando sai no mesmo número.

Amparo – In English.

Laurinda – I'd like to have my hair cut.

Rocilda – It should be ready by four hours.

Laurinda – No, it's too bad.

Rocilda – So, one hour.

Amparo You have to use your imagination.

Edgar – I'll pay you tomorrow.

Há três grupos na sala com três componentes em cada um.

19h00 outro diálogo

Tony – I'd like my suit made.

Laurinda – I'll be ready tomorrow.

Tony – But I want it for tonight.

Amparo – You have two minutes to finish your errands. The shop is going to close. The bank is going to close too.

Edgar – My favourite and most comfortable shoes and I need them polished.

Laurinda – Yes, I will win. Good morning I'd like to have my car repaired and I heard it's fantastic.

Amparo – I'm sorry it's finished. Can I have the papers back?. You can go back to your places. Now joke time

Laurinda – I never understand the jokes!

Rocilda – Me too. Everybody laughs, but I don't understand

Aluna comenta que talvez dessa vez entenda. Tony afirma que ela vai entender.

Amparo – What's the image of your father and mother? (Professora fala para os alunos perguntarem em pares.

Laurinda – My father and mother are common.

Edgar – I don't have a lot of contact with my father because he worked a lot. But I remember when we flew kites. That was nice.

Catarina – I didn't think they were the best, because they were very nervous.

Amparo – Let's read the joke. There are some words in the text that they are numbered, but read the joke first and then we check the meaning. Try to see from the context.

Laurinda começou a rir, talvez por imaginar que não irá entender a piada

Amparo – What are the children doing? The children are

Rocilda – bragging.

Amparo – They are bragging. They are saying the best things of their fathers.

Henrique – What's the meaning of bragging?

Amparo – Vangloriar-se

Rocilda – Hunter

Amparo – Caçador.

Professora explicou palavras que estavam em negrito no texto, tais como bragging, arrow, hunter, bullet e civil servant. Professora ia lendo a piada em inglês e explicando vocabulário e explicando também a piada. Alunos riem um pouco.

Amparo – We make jokes about professions. What professions.

Rocilda – doctors.

Rocilda – Politicians.

Amparo – Teachers.

Aula termina.

04/04/06

18h05 – Há três rapazes e 5 moças na sala

Professora escreve no quadro as atividades do dia.

Pronunciation Activity
Learning Stations

Amparo – In each unit we do in level 6 we have learning station. Now we are going to start with pronunciation. When I put it in the folder everything is together. We are going to do it. Professora explica a pronuncia do th em ingles *that*.

Amparo – Let´s repeat class *that*.

Classe – that.

Amparo – We have the similar spelling. Put the different sounds thin. Let´s try *thin*.

Amparo – Come on Antonieta, mostra a língua.

Professora fala algumas palavras com este som e alunos repetem.

Amparo – healthy

Class – healthy.

Amparo – The next sound is with vibration. Let´s try.

Amparo – mother.

Class – mother.

Amparo – Any questions about the words? No? I´m going to play the tape for you

18h15 – 3 rapazes e 6 moças.

Amparo – Listen again and repeat. Remember the dates you have to use the ordinal number

Class – The tenth of May 1983.

Amparo - The tenth of May 1983.

Class - The tenth of May 1983.

Amparo – third

Class – the third

Amparo – The third of March.

Class – The third of March 1934.

Class – thirteenth

Amparo – Jesus Christ. (Percebemos nessa afirmação uma crítica velada à pronúncia dos alunos)

Edgar – No começo também. (faz esse comentário em relação à pronuncia do th em inglês)

Class – twelfth.

Class – the twelfth

Amparo – the twelfth of February

Class – the twelfth of February.

Amparo – the twelfth of February 1903.

Class – the twelfth of February 1903.

Professora corrigia a pronuncia quando achava necessário e alunos repetiam depois dela.

Amparo – Let's try again.

Professora repete todos os números de novo.

Amparo – You have to guess the dates when people were born.

Sandra – Who is Mary Antonieta?

Amparo – She was Napoleon's wife.

Amparo – Let's try to do it. You have to guess the dates of these people when they were born. You don't have to know everything. I'll give you two minutes.

Alunos fazem o exercício.

Amparo – Let's correct guys. I'll play the tape.

Professora toca a fita e alunos corrigem.

Amparo – Do you want to confirm any dates? (depois de os alunos terem ouvido a fita e corrigido). You are going to have a conversation like this. (Fala o modelo que está escrito no papel). You are practicing the dates.

Edgar – The ordinal number for six.

Pesquisadora – sixth.

Edgar – sixth.

Rocilda – She was born on the 6th of August, 1965.

Professora faz exercício com Antonieta uma aluna da classe.

Edgar – When was William Shakespeare born?

Rocilda responde

Edgar – the number 23 is ordinal number.

Pesquisadora – Twenty third

Rocilda – Eu estava lendo um texto. Eu estava lendo para o seminário. Eu vou fazer isso porque escrever é melhor

Amparo – You have to do a lot of repetition I need to continue.

18h35 – A classe é dividida em três grupos para fazerem learning stations.

Amparo movimenta-se pela classe dividindo os alunos em 3 grupos. I'm going to give you an activity and explain. It can take about ten minutes each activity.

Learning Station consiste na divisão de alunos em grupos e em cada um deles é feita uma atividade e alunos se movimentam para fazer a atividade mudando de grupos.

Rocilda - Do you know what's the meaning of these words pleasant?

Amparo lê as instruções para os alunos na sala de aula no grupo que irão executar. Amparo lê em voz alta as instruções para o grupo a fim de que eles possam executar a tarefa. Professora traz lápis de cor e de cera para os alunos desenharem. Depois que desenharem devem falar sobre a experiência que tiveram enquanto desenharem. Os outros grupos, assim como este grupo que estou monitorando estão em silêncio ou falando bem baixinho. Professora traz dois dicionários para o grupo do Edgar.

Há 9 alunos na sala de aula: três grupos de três componentes cada.

Amparo – When you finish you start talking about the drawing.

18h45 –

Josélia observa Rocilda e Rocilda fazerem os desenhos (ela acabou primeiro) É importante salientar que há duas Rocildas na classe.

Rocilda – I finished.

Rocilda – Me too.

Rocilda – You start this because you finished first.

Rocilda – My goodness! What's this Josélia? (aluna pergunta isso porque o desenho está incompreensível)

Josélia – It was the first time I went to the theater. I went on to talk about this for 3 months.

Rocilda – Everyday I went with my mother to the forest to get some wood. I like this very much.

Josélia – How old were you?

Rocilda – I was 8, 10 year.

Rocilda – When I was a child I liked “festa junina” . I fished. I won several things. I played in the playground.

Rocilda – I liked very much. Today there isn't like our time. Did you live in the country?

Rocilda – No my family lived in Campinas.

Rocilda – My family lives in Mococa. Deixa eu pintar.

Josélia – I hate painting.

Rocilda – I'm sick I have an allergy. I wear a sweater like this.

Rocilda – We finished when I was a child I like drawing very much, but my family said it's ugly so I gave up.

Amparo – Ok one minute more.

Rocilda – Eu fiquei vários anos sem estudar.

Josélia – A gente lê fragmentos de texto.

Rocilda – Tem tradução muito ruim.

Rocilda – We need to read about Fausto. I hate Aristoteles. I had to read Arte Poética.

Josélia – I love Schiller.

19h00 Outro grupo vem

Natasha – Que legal!

Amparo – Just read the instruction and see what you have to do.

Outro grupo vem e lê as instruções silenciosamente antes de começarem a fazer o exercício. Estão concentrados pensando em que vão desenhar e estão de cabeça baixa. De repente, Tony pega um giz de cera e começa a desenhar. Natasha em seguida começa a desenhar. Antonieta pega um giz de cera e desenha.. Tony desenha um campo de futebol, Antonieta uma menina e Natasha uma árvore.

Amparo – I don't remember.

Alunos estão muito empenhados no desenho, O grupo de Rocilda, Rocilda e Josélia conversam muito em inglês.

Antonieta – Está bom! Eu acabei.

Antonieta fez seu desenho todo da mesma cor

Edgar – the idea is an action that don't stop.

Amparo com o grupo de Sandra, Henrique e Edgar.

Natasha – Que vergonha! (Tony e Antonieta já acabaram e estão esperando por ela)

Tony – We are waiting for you

Natasha – Me empolguei.

Tony – You won't say this picture. Dictionary.

Antonieta passa dicionário para ele, Tony devolve e fala Thank you. Let's talk about your picture.

Natasha – This day I and my sister and my went to grandmother's farm, My grand father had killed seven snakes (pergunta para mim a pronuncia) in a banana tree and...
Ai caramba! We are oranges under the tree.

Amparo – I'm going to interrupt you. I'm going to leave a copy in the photocopy room for you to know.

06/04/06 Joke 5

No quadro:

Activities Unit 2 Social issues Input session Another day Joke time :Bats

Amparo – Today it's the first day of unit 2. We are going to have a visitor. (professora aponta para estagiária da professora de metodologia)

Tony – In our class there are many ghosts. (diz isso em relação a pesquisadora e estagiária)

Amparo – I want you to make a list of words that come to your mind when you say the word paradise.

18h12 - Há dois rapazes e 4 moças

Josélia – Eu não lembro como se escreve as palavras.

Amparo – All right I want to listen to you. Ok people.

Henrique – Heaven

Rocilda – flower

Rocilda – good food, candies.

Amparo – your paradise is very real.

Tony – mountains

Henrique – god

Rocilda happiness.

Tony – goodness, peace

Rocilda – music

Amparo – You have good image of paradise. Take a copy here.

18h15 – 3 rapazes 7 garotas

Amparo – I'm going to hand out one handout of the activity I'm going to give you entries of dictionaries and you have to find out the meaning according to the dictionary.

Professora anda pela sala e distribui copia de uma folha do dicionário para alunos em grupo.

Amparo – Because the dictionary is very thick and the copy is not very good.

Margarida – Começa aqui e acaba aqui.

Amparo – You have to answer in the notebook.

Amparo – This is a noun countable.

Edgar - And this?

Amparo – They give the opposite words and synonyms.

Josélia – Can I use the dictionary?

Margarida – Ok. (o dicionário era um dicionário bilíngüe e era da aluna)

Tony – Do you understand? (fala isso em relação a copia de uma folha de um dicionário monolingue)

Henrique – More or less.

Tony – What's the meaning of flat fish?

Henrique – Flat is plano.

Amparo fala sobre o dicionário para a aluna.

Josélia – Eles são tão explicativos, esse bilíngües.

Amparo – In English.

Josélia – They are so didactic. I thought they weren't normal dictionaries.

Amparo – Yes, they are you take them to school.

Edgar – Only this example.

Edgar – Eg is like ex in Portuguese.

Josélia – Why is this?

Edgar – I don't know.

Josélia – Em português só tem o sinônimo da palavra.

Josélia – I didn't know that this had so many meanings! I thought it had only one.

Rocilda empresta o dicionário para Josélia ver a palavra.

Professora pergunta se já haviam acabado e se queriam mais tempo. Esse exercício tinha por objetivo familiarizar os alunos com o uso do dicionário monolíngue uma vez que eles usam o dicionário bilíngüe desde que começaram o nível 1.

Amparo – There are some words in the dictionaries that you need more contextualization.

Margarida – Two words give one idea.

Amparo – Guys, guys OK, Ok. Let's have a look together.

Amparo – It's an expression that you have a verb and a preposition together to form a new meaning.

Professora explica phrasal verb.

Amparo – We have looked up at words in dictionaries basicly Oxford Escolar. We have been using bilingual dictionaries. Sometimes we use monolingual. This is the first time we have to look up more slowly. How many entries do you have?

Natasha – Pretend (one entry) and whistle.

Amparo – Can you translate pretend?

Natasha – Fingir.

Amparo – How many entries for whistle?

Natasha – 8.

Amparo – The verb pretend is a pretending verb too.

Amparo – What about the word whistle?

Natasha – Assobiar.

É interessante notar que alunos que conseguiram traduzir as palavras somente com a explicação em inglês.

Amparo – Any others?

Natasha – It's a noun and countable.

Amparo – Is there an idiomatic expression?

Natasha – Blow the whistle.

Amparo – You tell that they are icebergs. To tell that something wrong.

Amparo – We are not to have a look at all the entries of the words you have. You have a lot of different information. How many entries for the word tell?

Tony – Hundreds.

Amparo – Do you have any symbols or abbreviations? Do you have phrasal verbs?

Amparo – Sole.

Henrique – Pode ser único e sola de sapato.

Amparo – Translation of line.

Rocilda – linha.

Amparo – Fit in.

Rocilda – I don't know.

Amparo – Combinar com, encaixar.

Amparo – What about blister

Edgar – it's like inflammation.

Amparo escreve no quadro bolha.

Amparo – Embarrassed, translation envergonhado.

Amparo – The idea is to start the use of dictionaries.

Margarida – Do you know the music? But you don't remember. Do you know? Alunos devem prever do que se trata a música antes de escutá-la e discutem em grupos sobre isso.

Margarida – The music is about a woman who lives in the streets.

Henrique – Prostitute?

Margarida – I think it's about woman's relationship.

Tony – Why another day in paradise?

Margarida – The context of the music is the world is the paradise for the woman. It's a satire.

Amparo – All right people any ideas.

Rocilda – I know the song.

Henrique – It tells about someone's life.

Amparo – More suggestions?

Edgar – I think it's a description of paradise.

Amparo – More?

Laurinda – The song is about stars and happiness about falling in love.

Amparo – The words are in the song.No fill in the blanks.

Alunos ouvem a música em silêncio e tentam entender a música.

Amparo – What did you understand about the song?

Josélia – A woman that was passing in the street.

Rocilda – He pretended he didn't see she

Amparo – Guys, could you listen to the words. It's a woman. Where is the woman?

Class – In the street.

Josélia – She calls a man.

Amparo – He pretends he doesn't see her.

Amparo – The song is not about happiness.

Amparo – Let's have joke time.

Edgar – I remember this. (ele fez com o outro nível 6 que tinha joke time durante um semestre.

Amparo – Do you understand bat?

Josélia – Morcego (Outros alunos fazem alusão a batman e professora fala de Robin seu companheiro inseparável)

Amparo – Full moon dracula

Margarida – Vampire.

Amparo – You are going to read.

Josélia ri da piada e Rocilda ri também. Parece-me que foi a primeira vez que ela entendeu a piada. Celular de Josélia toca duas vezes.

Josélia – Sorry.

Adriana – Ok.

Professora dá um tempo para alunos lerem

Amparo – What's the problem with the first bat?

Ed – He's blind

Amparo – You have blood on your body, but it was his blood. (Professora explica a piada a fim de que alunos possam entender)

Edgar – They are vampires. I think that's all for today.

Joke time durou dez minutos.

Amparo – Do you have the grammar?

Antonieta – yes, I do.

Amparo – Thank you very much for coming.

18/04/06

Amparo fala que primeira pessoa que iria fazer o seminário não poderá fazer, pois caiu bateu a cabeça e está tonta. O médico disse que ela deveria ficar quarenta e oito horas em observação.

Amparo – What was the name of the song?

Rocilda – Another day in Paradise.

Tony – A woman in the street.

Amparo – This is paradise. We are going to listen again and you fill in the gaps.

18h10 Há 5 moças e um rapaz.

Amparo toca a música novamente. Alunos ouvem a música e completam a letra.

18h15 Há 2 rapazes e 5 moças.

Amparo – Can we listen again?

Sônia – Yes.

Amparo – I'll play again stanza by stanza and then we listen.

Edgar - Call out is chamar.

Amparo – Yes. Number 6 is he walks.

Amparo – Number 7

Class – hear.

Amparo – I pretend I'm sick. I'm not sick I pretend. (Professora explica o significado de pretend)

Amparo – Number 9 and 10.

Class – day.

Amparo – Number 11.

Class – man.

Amparo – She has blisters on the sole of her feet. Do you remember blisters? Bolha. She walks a lot because she doesn't have anywhere to go.

Amparo – Number 15

Class – Time.

Amparo – Do you understand it?

Edgar – Fit in.

Amparo – The person doesn't belong.

Amparo – I'd like you to discuss the title of the song.

Edgar – I think it's a gospel song. And you, what do you think about this? I think it's like a protestant.

Edgar – Phil Collins is not so poor as this woman.

Amparo – We can talk together if you want.

Sônia – I walk to her that is ironic.

Amparo – Paradise can be here. There are people that always complain. You and me are paradise. I think it's one meaning of the song.

Amparo – Two questions for you to understand.

No quadro;

What would you do if you were the woman in the song and nobody helped you?
--

What would you do if you saw a woman like that in the street asking for help?

Edgar - It's very difficult to imagine a woman in the street

Laurinda – I'd like to go to a hostel.

Rocilda – I'd go to MST and find people like me.

Edgar – If you saw a woman in the street, you do nothing.

Amparo – Have you ever been in a situation like this?

Rocilda – I always give money. I can't help much more.

Edgar – I don't know what to do in this situation.

Laurinda – In general we do nothing..

Edgar – Maybe if the person is lost.

Amparo – Guys it's OK. The man in the song doesn't give a suggestion.

Sônia – I said I started to scream in the street. (aluna fala isso imaginando se ela fosse uma mulher que vive nas ruas)

Amparo – You could go to a shelter or a hostel.

Amparo – Do you help?

Antonieta – The person needs to sleep. Difficult? No. If the person asks for food. In my house there was a woman in the street asking for food. I gave an apple and she said she doesn't like any fruit. (professora considerou essa reação estranha, pois se a pessoa está com fome come qualquer coisa e não seleciona). Let's listen again. Classe ouve a música novamente e canta.

Parte do refrão da música é: Think twice it's just another day for you and me in paradise.

Música toca novamente e alunos cantam, enquanto isso professora escreve no quadro:

In groups, create a slogan or an ad for a newspaper campaign and create a poster. It will help social campaign asking for a donation for an institution that helps homeless people in big cities.

Amparo – You can organize yourselves in groups. You need space because you are going to make a poster. I'll bring you some paper.

Sônia – Tem um monte de gente andando nas ruas.

Professora traz papel, lápis de cor, lápis de cera, cola e algumas revistas.

Amparo – I think it's better to start with the slogan and then it's easy to find material in the magazines.

Maricelma - What would be the phrase of the slogan?

Sônia – The children is very good. We start with a good image. If you have this, they don't have. (Aluna sugere para o grupo esse slogan com as seguintes figuras em uma folha há foto de crianças comendo um sanduíche e uma cama na outra crianças de rua)

Tony – They hated my slogan.

Amparo – You are the only Bolinha in the Luluzinha group.

Sônia – Children is very important, because it's very apelativo.

Amparo – The other group didn't have the magazine.

Edgar – How do you say "colar"?

Amparo – Glue.

Sônia – Would you like

Tony – Você gostaria.

18h55 2 rapazes e 7 moças.

Sônia - The children is better. Because you have children in good position and in a bad situation.

Tony – But she likes the homeless.

Sônia – Homeless children. He could be your son.

Maricelma – What are we going to say?

Sônia – Não entendi.

Sônia – Já sei. Are you hungry? They too in one page.

Tony – Daí ela vai pensar que tem de dar comida para eles.

Alunos comentam sobre o pôster que estão fazendo. Tony parece sempre por uma idéia contra o que os outros componentes do grupo estão falando. Sônia é mais entusiasta e coloca muitas idéias para que o poster seja feito.

Amparo – From 4 or 5 until 10.

Edgar – I don't remember what you said. (Amparo disse uma frase para ser colocada no poster e Edgar esqueceu)

Amparo – Homeless happy people.

Amparo verifica se os alunos fizeram os exercícios de gramática enquanto eles trabalham em grupos. Ela vai verificando aluno por aluno uns fizeram e outros não tiveram tempo para fazer.

Celular de Tony toca.

Amparo – The American, the Indians are coming. (o som do celular é como se fosse a chegada dos índios americanos que ouvimos em filmes e professora aproveita o momento para tecer esse comentário)

Amparo – Write the ideas and I see if it's correct. (Amparo falou isso em relação as frases para os posters que alunos estão fazendo e ela as corrige simultaneamente)

A classe foi dividida em dois grupos para fazerem os posters.

Alunos dos grupos discutem o título.

Sônia – Eu entendi ajuda. (Componentes do grupo observam o título e discutem)

Sônia cola as figuras no papel colorido.

Tony - You have five minutes.

19h10 O slogan do grupo que observei é:

Do you like delicious food and comfortable bed? Em um cartaz com crianças comendo um sanduíche enorme e uma cama confortável em outra figura.

They too.

Nessa outra folha aparecem crianças de rua.

Tony – It's because we don't know how to separate syllables. (Tony fala isso para Amparo em relação a uma palavra que ficou bem pequena no papel)

Sônia – Beautiful ! (admira a criação do grupo)

Tony – We can sell our slogan.

Sônia mostra que vai colocar na parede.

Amparo – Next class we circulate in the class. I'm going to set a date for us to check. We have a speech next class.

O objetivo de fazer esses posters é que eles sejam vistos por outros membros da classe e por outros alunos de outras turmas.

20/04/06 Joke 6

18h10 um rapaz e cinco garotas

Amparo – Hi, people! Are you going to travel on holiday?

Sônia – I’m going to Socorro.

O feriado é do dia de Tiradentes e professora no início da aula pergunta sobre o que os alunos pretendem fazer. Alguns alunos planejam ficar em São Paulo.

Amparo fala oralmente sobre o planejamento da aula e não coloca no quadro as atividades do dia.

Rocilda vai fazer um seminário sobre Goethe. É importante lembrar que há duas Rocilda na classe uma estuda alemão e a outra estuda filosofia.

Rocilda – Hello guys! Thanks for coming for my presentation. Initially I’ll talk about Goethe. A aluna faz a apresentação em data show e as luzes se apagaram durante a apresentação o que tornou praticamente impossível que qualquer anotação fosse feita, pois não se enxergávamos nada. A aluna disse que iria falar sobre Faustus que é considerada uma obra-prima da literatura alemã. Ele vendeu a alma para o diabo. A aluna fala um pouco sobre a obra Faustus que é dividida em três partes e comenta cada uma delas e durante sua apresentação passa os slides. Ela cometeu alguns deslizes gramaticais como na pergunta final do seminário que comentaremos posteriormente e também alguns deslizes de pronúncia. Por exemplo, a palavra devil em inglês tem o acento tônico na primeira sílaba, mas a aluna falava o acento tônico na segunda sílaba. No final Rocilda colocou no data show a seguinte pergunta *Does anybody has any questions?* Tal pergunta como sabemos.

Amparo – The story of Faustus is based in Greek legend.

Rocilda –Goethe decided about a pact of the devil. Some people say is from Greek legend.

Amparo foi a única pessoa a tecer algum comentário sobre o seminário, embora que breve. Os outros alunos da classe ficaram silenciosos, mas bateram palmas depois da apresentação.

Amparo – We have the posters from last class. You can finish writing the slogan. (Fala isso para Edgar que está terminando de escrever o poster. Antes disso Amparo pergunta por Natasha e só então entrega o pôster a Edgar.)

Professora mostra os slogans.

Amparo – It's good isn't it? While Edgar finishes I'm going to write something on the board.

Rocilda – Eu fiquei apavorada. Eu vou fazer prova ainda. (Fala isso em relação à obra de Goethe que há pouco expôs)

Edgar – Em alemão?

Aluna responde afirmativamente.

Professora mostra o pôster do grupo do Edgar.

Amparo – Natasha would have done better.

Edgar – I know.

Amparo – I know.

O comentário de Amparo diz respeito à letra de Edgar comparada com a de Natasha.

Amparo – Let's pay attention to the clause.

No quadro:

What would you do if you saw a woman like this in the street?

Amparo – The sentence that contains if I use simple past, the past that contains the supposition I use this kind of construction for unreal situations. This is the second conditional. I have three combinations of verbs. In the first conditional it's real. If you don't understand Rocilda's speech, ask her questions. I use the present and the future. We use the first conditional in level one and the 2nd in level 4 now we are going to have the third conditional. I want you to do the grammar exercises about the first and the second and now we are going to learn the 3rd conditional, but I want you to review the first and the second.

18h40 – Alunos fazem dois exercícios de uma unidade da gramática. Unidade 144. Alunos estão concentrados fazendo os exercícios. Professora não está na sala.

Sônia levanta e sai da sala. Catarina faz os exercícios rapidamente e às vezes olha para a resposta para confirmar se está correta. Sônia voltou para a classe e estava sentada ao

lado de Tony. Amparo parece estar escrevendo algumas coisas. Sônia olha no dicionário para palavra que não está entendendo. O dicionário é Oxford Escolar.

Amparo – Rocilda Alves? (pergunta para a menina que fez o seminário hoje)

Aluna confirma afirmativamente com a cabeça.

Amparo entrega para Rocilda a avaliação do speech para ela e está comentando com a aluna os erros que ela cometeu.

Amparo – You corrected yourself a little.

Amparo anda pela sala para verificar como as alunas estão fazendo o exercício.

Catarina – Desculpa eu não te vi.

Amparo – You were stretching.

Catarina esbarrou na professora enquanto se espriguiçava e pede desculpas.

Amparo – When you finish check your answers at the end of the book. I'll give you 2 or 3 more minutes. Amparo anda pela sala.

Tony – You are reading the answers.

Sônia – I'll ask you then.

Sônia não tem a gramática e está fazendo junto com Tony

Amparo – René, next speech is yours.

18h55 – Katia vai conversar com Amparo para verificar o dia do seminário. Sônia levanta e vai falar com Amparo. A maioria dos alunos já acabou o exercício de gramática.

People – People, how was it? You looked at the answers

Maioria dos alunos confirma que sim.

Tony – Is United plural?

Amparo – It's like family it's considered a group.

Amparo – Compositions. I'll give them before I forget.

Professora distribui as redações pela classe e alunos vão tirando as dúvidas.

René – What's sp?

Amparo – Spelling

Amparo – The next unit talks about 2nd conditional and I want you to do exercise number one.

Amparo sai da sala para atender uma aluna

19h00 Alunos estão compenetrados resolvendo exercícios e fazem com muita atenção.

Aluna que estava conversando com Amparo entra na sala e senta na mesa que está em frente e está fazendo um teste do nível 2.

19h05 Tony está fazendo e olhando as respostas. René consulta o dicionário para fazer exercício. Catarina já acabou o exercício e olha para o relógio e pede emprestado o dicionário de Sônia e o folheia e lê algumas partes. Sônia escreve alguma coisa na agenda. Amparo caminha pela sala e verifica como os alunos estão fazendo.

Amparo – Guys, can you do me a favour? To finish the class, I'll give you a joke about a psychiatrist.

Professora lê as questões do pre-reading activity e alunos emitem opiniões .

Amparo – A psychiatrist only treats “crazy” people.

Rocilda – I disagree.

Amparo – A psychiatrist prescribes some types of medicine that a psychologist can't.

Class – I agree.

Amparo – There is some prejudice if you say you often go to a psychologist or a psychiatrist.

Class – agree

Amparo – People also go to a psychologist or a psychiatrist to know themselves better and therefore have a better quality of life.

Class - Agree

Tony – I disagree.

Tony parece ser um aluno que sempre vai contra a opinião da maioria das pessoas em outra ocasião na classe ele também demonstrou discordância em relação á opinião da classe, como ocorreu agora.

Alunos lêem a piada e ficam em silêncio. Não pude observar nenhuma expressão de riso.

Amparo – What's the verb tense?

Class – Present Perfect Continuous (Essa questão refere-se a um exercício que eles tinham que fazer enquanto liam a piada. Aparentemente, eles não tiveram dificuldade em identificar o tempo verbal, pois todos responderam em uníssono)

Amparo – Did you get the idea?

Antes de começar a explicar a piada professora foi muito positiva em relação à piada disse que era engraçada e que iria ler. Professora sempre tem de explicar as piadas, pois alguns alunos têm dificuldade em entendê-las. Professora começou a ler a piada e quando leu He thinks he's a chicken, ela imitou uma galinha.

Amparo – Who is crazy the brother or the family? Pergunta isso no final da piada para os alunos pensarem, mas sugere que é a família.

Amparo – I hope you had fun with this joke. Have a good good holiday.

Depois da explicação da professora Catarina sorriu. Professora não fez after reading activity.

25/04/06

18h05 Há dois rapazes e duas moças

Professora corta material para ser usado na aula.

Amparo – Just a minute guys. We are going to start soon.

Rocilda chega.

18h07 – dois rapazes e três moças

No quadro professora escreveu matéria do dia:

Practice on Grammar Conditional sentences 3rd Conditional Practice

Amparo – Today we are going to have some grammar. We are going to present the 3rd conditional. When we finish a group of activities, you have to give me the composition. I have some work to give it back to you. You are going to read the sentences. Basicaly your answer will be: If I were you, I'd (Professora também comenta as atividades que irão fazer durante a aula baseada no que escreveu no quadro)

Professora explica a atividade. Os alunos irão receber situações em que irão ter de opinar sobre o que fariam naquela situação. Assim, um aluno lê determina situação que foi fornecida pela professora e imagina que ela aconteceu com ele/ela e no final pergunta: What would you do if you were me? O outro aluno que escutou a situação responde: If I were you, I'd.....

Professora exemplifica com a seguinte situação: hoje é aniversário de seu sogro e ela tem de dar uma prova na Faculdade à noite, pois marcou uma prova com os alunos. E pergunta para os alunos: What would you do in my situation?

Tony – If I were you, I'd take them to the party. (Nesse caso them se refere aos alunos)

Amparo – 45 students!

Amparo – I'm going to give you ten minutes. You have to read it aloud.

Catarina lê a situação que tem um irmão que sempre está com problemas financeiros e sempre pede dinheiro emprestado. Ele precisa de \$500, mas dessa vez vai ser por um bom motivo.

René – I don't understand the situation.

Catarina lê novamente o papel com a situação.

Edgar – If I were you I wouldn't borrow.

Amparo – lend in this case.

Edgar – And you Henrique?

Henrique lê sua situação que trabalha em uma livraria, mas ganha muito pouco e não tem dinheiro para comprar presente para amigo que está fazendo aniversário.

Edgar – If I were you I'd take a book and give it to my friend.

Catarina – I'd take a cheap book and ask my boss to discount in my salary.

Aluna olha para Amparo e verifica com ela se frase está certa, se realmente pode-se falar discount in salary. Amparo olha no dicionário.

Amparo depois fala para o grupo que a palavra correta é deduct form the salary.

Edgar – You could buy a Penguin book. It's very cheap.

Catarina – Good idea!

Edgar lê situação sobre amigo que bate em um ciclista e depois foge.

Catarina – If I were you I'd tell (diz que não tem vocabulário em inglês para continuar frase)

René – I'd tell the ambulance.

Catarina lê outra situação em que estava sem dinheiro e pegou do amigo.

Edgar - You robbed your friend

René – I'd give back the money without him noticing.

Henrique lê uma situação em que colega do trabalho sempre pega as suas idéias e fala que são suas para o patrão. Mas essa colega de trabalho é filha do patrão.

Edgar - If I were you I'd “escrachar”

Catarina – Se eu quisesse dizer eu seria presa.

Amparo – I'd be taken to prison. I would be arrested.

Edgar lê sobre vizinho que escuta música bem alto. Ele já tentou falar com ele sobre isso, mas ele não ouviu.

Catarina – I'd call the police.

Catarina comenta com os colegas que tem um vizinho assim.

Henrique – I'd play louder music.

Catarina lê situação em que marido da amiga está jantando com outra mulher e está bem romântico com ela.

Edgar – I'd stay in silence or say congratulations

Henrique – If I were you I'd talk to your friend's husband.

Henrique lê sobre marido que esquece do aniversário da esposa.

Edgar – You have to rob a book from the bookshop

Henrique – The situation is different. (diz que há está chegando em casa e não comprou nada para a esposa, isso é dito em inglês.)

Amparo – From these situations, which one is embarrassing.

Edgar – The cyclist.

Natasha – The friend's husband.

Amparo – Have you ever experienced any of these situations?

Catarina – Yes, my neighbour plays very loud music. I talk to him, but he never listens.

Amparo – Maybe because he's deaf with the loud music.

No quadro explicação sobre os condicionais:

Real situations possible events

1st Conditional

If you have a problem, call me

If I don't see you, I'll talk to you.

Unreal situations – possible to happen – supposing dreaming

2nd Conditional

If I won the lotto I'd travel around the world.

3rd Conditional

If I hadn't gotten married in 1995, I'd have traveled to England

If I had studied French at FFLCH, I'd have traveled to Paris

Would conditional perfect

Amparo – I'd like you to think about 3 sentences of situations in the past.

Escreva no quadro o modelo que os alunos devem seguir:

Tony – If I hadn't had a pen, I would have had a pencil. (aluno exemplifica com terceiro condicional e mostra que entendeu)

Tony – If I hadn't got in USP in 2003, I would have gotten at UNESP.

Rocilda - Me too.

Edgar – The second verb can be like this. (mostra para professora o exemplo que escreveu)

Amparo – OK.

René – How do you say cursinho.

Amparo – Prep course, preparatory course.

18h45 – 3 rapazes e 5 moças

Henrique – How do you say vestibular?

Adriana – Entrance university examination.

Ed – How do you say marcenaria?

Amparo – Carpentry.

Amparo – Today is your speech. (fala isso dirigindo-se para Henrique)

Henrique – Can I put it another day?

I got into USP in

1. If I hadn't got into USP, I'd have

2..

3.

Amparo – Yes? Next class?

Henrique – No, next week.

Amparo – OK. People all right I want you in pairs to tell your sentences to your friends and comment them.

Catarina – If I hadn't got into USP, I'd have joined a band.

Edgar – What kind of band?

Catarina – Rock band.

Henrique – If I hadn't got into USP, I'd have done a preparatory course. I'd have tried Mackenzie.

Edgar – I'd have studied carpentry.

Catarina – Why?

Edgar – Because I like it.

Amparo – It's interesting to see how your life would have been different

Professora faz outra atividade com cartões na mesa.

Amparo – You have some situations in the past.

No quadro:

Situation A: Jean was so depressed. He had no company for the weekend.

B: If I'd known, I'd have invited her out for the movie.

Amparo – This is the situation you didn't know. (aponta para a situação A). If I'd known, I'd have called her.

Tony – Is Jean a woman?

Amparo – I think so.

Amparo – If for you it's important to write you write it. (Professora dá o exemplo de Antonieta que gosta de escrever tudo e, nesse caso, ela gostaria de escrever as sentenças que iriam formar.)

Edgar – Upset is boring?

Amparo – Upset is irritated.

Henrique – If I had known she was upset.

Catarina – I'd have talked to her.

Edgar – I'd have written a letter

Alunos com base em uma situação formaram as frases acima.

Edgar – Robin is female?

Amparo – Yes is female there are some names that are male and female.

Edgar comenta sobre Batman e Robin em que Robin é um homem.

Catarina – If I had known, I would have given. I forgot

Amparo – lift is carona.

Edgar – If I'd known I would have copied the lesson and given her.

Henrique discute isso, enquanto Edgar olha a tabela na parede para saber o pretérito perfeito do verbo que irão usar.

René – I'd have typed his reports

Edgar – Poor Bill.

Catarina – I would have bought a ticket for him.

Edgar – Give not buy.

Catarina – Por isso que comprar. Não dá essa idéia.

Edgar – Não viajei.

Henrique - I'd have visited her

Amparo – This is an informal question. This is a question of confirmation. I use the auxiliary when I don't know the answer.

Esse comentário era sobre outra situação que os alunos estavam vendo e começava com a pergunta: You know that dictionary you borrowed?. O aluno pediu emprestado dicionário da professora e na aula seguinte ela precisou muito do dicionário e não tinha outro.

Edgar – If I had known I wouldn't have asked my teacher to give it to her.

Catarina – I don't understand..

Amparo – The dictionary is mine I lend it to you.

Professora explica para o grupo a diferença entre lend e borrow. Lend it to you or borrow from a person.

René – If I had known the teacher needed the dictionary, I would have given it back.

Amparo – Guys, I'm sorry. I know that you wrote some sentences. You were using the third conditional all right. Homework for next class. You can do the third conditional. You do the exercises and correct. I asked you to do the revision unit 147 and 146. I'm not going to correct the exercise. Thank you very much.

Henrique pergunta sobre piada se vai ter a aula, Amparo responde que só às quintas-feira

Amparo – Don't forget the composition unit one

Aula termina.

27/04/06 Joke 7

18h10 Antes de começar a aula alunos conversam em português.

No quadro:

Joke time
 Pronunciation practice
 Grammar focus – wish

 Composition Unit 1 - Deadline

Amparo – I’m making copy of some good sites. We are going to start today with joke time. Pronunciation practice. If we have time, I’m going to show you a special use of wish. We are going to start with the joke. We don’t have speeches today. This is mine. Antonieta . You have to ask some questions.

Tony – How often do you go to the restaurant?

Antonieta – I rarely.

Tony – Me too. I only go to bandejão.

Antonieta – My favourite restaurant is my house

Tony – What kind of food?

Antonieta – I like lasagna. I like spaghetti. I like pasta.

Tony – I like Italian food.

Antonieta – What do you usually order? (aluna não entendeu a pergunta para o colega o significado da pergunta.)

Tony – O que você pede? I order nothing because I eat at bandejão.

Tony – Have you been to chemistry restaurant?

Tony e Antonieta concordam que o bandejão da química é o melhor.

Amparo – Anybody wants to talk about the first question? (How often do you go to restaurants?)

Tony – I go to bandejão from Monday to Saturday.

Outros alunos também comentam que vão ao bandejão com essa frequência

Amparo – I went to once to bandejão chemistry.

Rocilda – I went to a restaurant.

Amparo – What’s your favourite restaurant?

Antonieta – Pasta.

Amparo – What's your favourite food?

Antonieta – Italian food.

Outros alunos comentam que também preferem comida italiana.

Alunos passam para a próxima atividade que é olhar no dicionário os significados de chicken.

Rocilda – I saw this in a movie. It's offensive.

Natasha – Medroso

Rocilda – In Portuguese can be mulherengo. (alunas comentam sobre o significado que de chicken que encontraram no dicionário.)

18h25 – dois rapazes e 8 moças.

Amparo – Did you find? There are basicly two expressions

No quadro:

<p>Chicken 1) a bird we can eat. 2) a coward</p>
--

Amparo – More questions? (alunos demonstram que não têm nenhuma dúvida)

Professora lê a piada e alunos riem. Amparo fala que gosta da piada.

Amparo – The customer in the restaurant is diner.

Rocilda – About the food.

Amparo – The waiter misunderstands. The joke is funny because of the word.

Professora explica que a palavra serve propicia que esses dois significados de chicken venham à tona: pássaro e covarde.

Amparo – Jokes work with these double meanings. Do you remember how to order things? What kind of questions does a customer ask? What kind of questions does a waiter ask?

No quadro professora escreve enquanto alunos vão falando o que eles lembram de linguagem de restaurante.

Waiter	Customer
Can I help You?	Yes, I'd like/ I want
Are you ready to order?	Yes, please. I'll have.
Anyhting else?	How much is that?
to drink?	
for dessert?	
Here you are.	

Amparo – You ask for the food. Do you serve chicken? (risos)

Podemos verificar que para cada passo da atividade há um prepare a fim de que não fique solta no ar e faça sentido para os alunos. Assim os alunos prepararam-se para ler a piada fazendo questões prévias, leram a piada e agora preparam-se para fazer uma atividade do após.

Amparo – Use the expressions on the board to help you. I'll give you two minutes.

Laurinda – I'd like juice. What kind of juice do you have?

Antonieta – I have orange juice and strawberry.

Laurinda – Thanks I just want strawberry juice.

Antonieta – 65 cents.

Laurinda – Are you ready to order?

Antonieta – I want a portion of chips.

Laurinda – Large portion or small.

Antonieta – Large portion.

Amparo – It's a simple exercise. This is the end of joke time. Now it's pronunciation, it's difficult to work with. We have sentences in the past. Listen to me and repeat.

Amparo – He checked /t/ in at the airport.

Amparo – He lived /d/ in the US.

Amparo – Check is a voiceless sound. No vibration of the vocal cords.

Professora pede para alunos colocarem a mão na garganta para sentirem que com esse som não há vibração das cordas vocais.

Amparo – It's easier when we have links. You listen better with content.

Alunos repetem a sentence acima.

Class – He checked in at the airport.

Professora depois explica o som que vibra as cordas vocais. Por exemplo lived. Amparo faz os alunos repetirem a vibração com a mão nas cordas vocais. Alunos repetem;

Class – He lived in the US.

Alunos estão com as apostilas e devem colocar os verbos na coluna correta de acordo com o que ouviram /t/, /d/ ou /id/. Todos são tipos de sons de verbos regulares no passado.

Amparo – The column with /t/

Tony – Very difficult.

No quadro:

/t/	/d/	/id/
reached	offered	started
helped	called	needed
looked	lived	invited
missed	saved	waited
asked	discovered	
jumped	tried	

Os alunos ouviam os verbos e colocavam na coluna correta.

Amparo – Let´s repeat (os alunos repetiram duas vezes os verbos da primeira coluna)

Amparo – Let´s repeat (os alunos repetiram duas vezes os verbos da segunda coluna)

Amparo – Let´s repeat (os alunos repetiram duas vezes os verbos da última coluna)

Professora verificava a pronuncia com muito apuro.

Professora vira a página e dá as regras da pronuncia. Sai da sala para pegar a fita, pois o som da cópia está muito ruim.

18h55

Amparo – Listen again and then we check. Na fita há alguns diálogos com verbos no passado. Alunos ouvem a fita em silêncio

Amparo – There´s a story. Letter a) d

In the story letter d, we have the sounds /id/, /d/ e /t/.

Amparo – Last year we decided not to go abroad.

Class - Last year we decided not to go abroad.

Amparo – We hitchhiked across Europe.

Class – We hitchhiked across Europe.

Amparo – We camped outside home.

Class – We camped outside home.

Amparo – Last summer we visited my cousin in New York

Amparo – Last summer we visited my cousin in New York.

Amparo – I traveled all America.

Class – I traveled all America.

Henrique – Hitchhiked ? (Faz essa afirmação como se não tivesse entendido a questão)

Amparo faz o símbolo de dar carona com o polegar. Alunos em dupla vão repetir as frases. Enquanto os alunos repetem professora anda pela sala verificando a pronuncia dos pares.

Laurinda – Last year we decided not to go abroad.

Antonieta – Last year we decided not to go abroad.

Laurinda – It rained every day.

Antonieta – It rained every day.

Amparo – Antonieta tem de enrolar a língua para pronunciar rained. (Professora faz uma demonstração para aluna e aluna repete)

Laurinda – I worked all last summer.

Antonieta – I worked all last summer.

Laurinda – I saved up a lot of money.

Antonieta – I saved up a lot of money.

Laurinda – Last year I visited my cousin in New York.

Antonieta – Last year I visited my cousin in New York.

Amparo – Next exercise is to know the pronunciation of was and were. We are going to listen to the next activity. Listen to the sentence and complete.

Alunos vão ouvir uma descrição sobre o que as pessoas da figura estavam fazendo quando os pais chegaram de viagem.

Tony – Completa para mim. (Antonieta e Laurinda)

Amparo – Listen again and then we check together. What's the sentence?

Tony – We were having a party

Class – Sue was dancing on the floor

Class – Their son was watching a Kung-fu movie.

Class – was smoking his father's cigars.

Class – she was lying asleep on the floor

Amparo – was drinking Mr Bailey's whisky.

Amparo – was phoning her boyfriend in Australia.

Amparo – were playing poker

Henrique – were kissing on the sofa.

Amparo – we don't have time anymore we see the pronunciation of was and were next class.

Aula termina.

02/05/06

No quadro:

Pronunciation Practice

Learning Stations

Henrique's speech

Attention

Grammar exercises Units 11-20

Checking next Thursday

Professora comenta as atividades que irão ser desenvolvidas na classe.

Amparo – I have some compositions exercises for today. You don't need to copy.

Amparo – Let's repeat. Helped

Class – Helped

Amparo – Offered.

Class - -Offered

Amparo – Reached.

Class – Reached.

Amparo – Missed

Classe – Missed

Amparo – Started

Class – Started

Amparo – Lived

Class – Lived

Amparo – Needed

Professora explica os três tipos de terminação de pronúncia em inglês no passado dos verbos regulares: /t/, /d/ e /id/.

Amparo – I was watching “Sinhá Moça”. I never have time to do it. The pronunciation of was is different it is never stressed. I want you to listen and pay attention to the verb to be. The second time listen and repeat.

Professora põe para os alunos ouvirem algumas frases no past progressive.

Amparo – Listen again and repeat.

Class – Their teenage children were having a party.

Amparo – Look at me. (Professora repete a frase novamente para os alunos perceberem que o verb to be no passado não é tônico)

Class – Their daughter Sue was dancing on the floor.

Class – Their son Philip was watching a Kung-Fun.

Class – Philip’s girlfriend was lying asleep on the floor.

Class – Peter’s girlfriend was phoning her brother in Australia.

Class – Two of Philip’s friends were playing poker.

Essas sentenças referem-se a uma figura em que aparece o que os filhos de um casal e seus respectivos amigos estavam fazendo quando os pais chegaram. Os alunos ouviram as sentenças e repetiram.

Amparo – When we talk about things with a person you have to show interest. You want the conversation to flow. You show that you are paying attention to the person. I’m going to play and you have to write. Did it? Because you are talking about the trip.

18h25 6 moças e 2 rapazes.

Amparo – What is it?

Class – Did he?

Professora vai parando a fita em cada uma das frases para os alunos escreverem como se demonstra interesse. Observe-se que essa demonstração de interesse é de acordo com a construção de frase precedente.

Amparo – Now we are going to listen again when you want to show interest you ask short answers.

No quadro:

Show interest	Uninterested
Did he? Intonation up	Did he ? Intonation down
Was he ? Intonation up	Was he? Intonation down

Amparo - If the person is interested the intonation goes up, if the person is not interested the intonation goes down.

Alunos ouvem algumas sentenças e marcam se as pessoas que estavam falando estavam interessados ou não. É corrigido depois.

Amparo – Let's listen and repeat. Try to imitate.

Amparo – Last summer we hitchhiked on the way to Turkey.

Class - Last summer we hitched on the way to Turkey.

Class – Yes, and John took some lovely photos.

Class – Did he?

Class – June had a wonderful time.

Amparo – Now you are going to repeat all the sentences in pairs and you have to show interest.

Tony – I didn't understand why an uninterested person asks a question.

Katia – Yes, you keep silence.

Amparo – Maybe to follow the conversation. It's a good observation.

Amparo – You turn the page and let's do word stress. Number 3 we have example words. I want you to organize the words in the box if you don't remember the stress that's OK. Don't look in the dictionary.

Alunos têm de colocar as palavras em colunas de acordo com a sílaba tônica. Antes disso ser feito, Amparo fez os alunos repetirem algumas palavras que serviam de exemplo como, por exemplo a palavra ambitious.

Amparo – Can we check? In number 1 we have famous jealous. The words jealous is only two syllables and precious. Ok Antonieta, Natasha

Natasha – OK

Amparo – Group 3 disastrous, delicious and religious. Group 4 hilarious. Let's listen and repeat.

Professora tenta localizar na fita para os alunos repetirem o exercício.

Amparo - Let's repeat 2.

Class – curious.

Class – Generous.

Class – poisonous.

Class – Disastrous.

Class – Religious.

Amparo – Ridiculous.

Amparo – That's all for pronunciation activity. Let's go to the learning stations. I want three groups.

Edgar – I don't have this copy (aponta para a cópia de Antonieta).

Aluno não tem a cópia em que estão os exercícios de pronuncia.

Amparo – This is grammar station. Don't write here. It's revision

Laurinda e Rocilda estão nesse grupo.

Amparo – This is vocabulary I want you to do just the first part. Don't write on the paper.

Edgar – I hadn't had time to do the grammar exercises

Amparo – You weren't here in the beginning of the class, but it's for Thursday.

Katia – Do you know what's directory I didn't know

Alunos escrevem os exercícios em uma folha a parte.

18h50

Amparo – If you don't know any words, you can use the dictionary or we can talk.

Antonieta – What's get through?

Katia – I think it's the way we speak

Edgar – Engaged is opupado.

Grupo de Tony, Natasha e Catarina dão risada (eles estão no grupo de speaking)

Alunos olham no dicionário para entender as palavras que estão no exercício. Estão com dois dicionários: um monolingue e uma bilíngüe.

Antonieta – We can get through (fala uma resposta do exercício)

Tassiane – Dial is disar (pronuncia a palavra erroneamente com o som de i e não ai)

Edgar – Dial (pronuncia da maneira correta.)

Edgar – We can look up the number and the telephone number is not.....

Katia – engaged. (aluna tenta dar a resposta para dúvida do aluno)

Edgar – Get through. (aluno fornece outra alternativa)

Amparo – It's to connect people and ideas.

Amparo – Guys. I'm sorry to interrupt. I'm going to give you the answer

Edgar – The computer is easier. (aluno olha o exercício subsequente e acha mais fácil de fazer do que o outro que haviam feito que era sobre telefones)

Edgar – The first word I don't know, but the second I think is calculator

Alunos já acabaram de fazer exercício que tinham que fazer e começam a fazer outro. Os componentes desse grupo eram: Tassiane., Antonieta e Edgar.

Amparo – People you have to rotate. Antonieta you have to move. (Antonieta ficou para trás de seu grupo e queria levar exercício de vocabulário para o outro grupo. Amparo

colocou de volta o exercício e disse para aluna que agora ela iria fazer outro exercício. Aluna pensa que não tem de mudar de lugar)

Catarina – Can we write on the paper?

Amparo – No.

Há três learning stations na classe: grammar, vocabulary and speaking. Na learning station de speaking os alunos devem falar sobre coisas que os deixam ligados; isso é feito tendo por base um texto. Os alunos estão divididos desta forma: em um grupo estão a Tassiane, o Edgar e a Antonieta; em outro estão a Laurinda e a Rocilda; em outro estão a

Catarina, a Natasha e o Tony.

Catarina – I don't know what did you put in here?

Tony – I don't know.

Catarina – You can dial. What's the meaning of dial?

Natasha – Mostrador ou discar. (Aluna olhou em um dicionário bilíngüe para responder a dúvida da aluna.)

Catarina – We can dial the number, can be?

Catarina – It's where the number stay.

Catarina – Receiver is the (faz uma mímica para explicar o significado da palavra para os colegas: encosta a mão no ouvido)

Tony – I don't know the A,B,C.

Catarina – I think it's that. (faz outra mímica para explicar para o colega)

Catarina – É isso mesmo? (Pergunta para Tony que olha no dicionário para confirmar)

Tony – Yes.

Alunos fazem o exercício sem escrever em uma folha

Catarina – I didn't write because I didn't have paper.

Catarina escreve o que eles discutiram oralmente. A folha foi fornecida por Amparo.

Tony e Natasha conversam em inglês.

Amparo – People I'm sorry I need to give you the answer. It's the vocabulary answer. See if you have any questions about the answers.

Amparo – Did you choose the topic of your speech?

Laurinda – Yes. (Amparo vai falar com a aluna para marcar o tópico)

Amparo devolve a lição que alunos fizeram.

19h15 –

Amparo – Guys time is up if you need to go. Don't forget to correct the symbols. You correct, then you give them back to me.

04/05/06 Joke 8

18h10

No quadro programação da aula:

- Joke Time
- Grammar check
- Grammar focus
- Wish + practice
- Discussing Famous Saying

Amparo – Wish is related to conditional. If we have time we are going to discuss famous people's saying. We are finishing unit 2. (Professora explica a lição de casa que é sobre uma carta pedindo emprego se candidatando-se para uma vaga. We are finishing the day of the test is on the 16th. Next class I'll tell you.

Amparo – Joke time. First thing is questions. Are you a religious person?

Rocilda – I go to church, but not every Sunday.

Antonieta – I always go to church on Sunday.

Amparo – Antonieta is very religious. What about the other people in the class?

Edgar – I don't go to church. I'm agnostic.

Amparo – Tony?

Tony – I don't believe.

Maricelma – Before I came to university I used to go to church.

Amparo – Sometimes when you go to a church, you have to listen to a preacher. How do you feel?

Edgar – It's boring

Rocilda – Preacher? I don't understand.

Amparo – It's like the priest. He is the person in church who gives the sermon.

Maricelma – When I go to church, I like listening to the sermon.

Amparo – This one is funny. (refere-se à piada que vai ser lida)

Edgar- This one is funny?

Amparo – Edgar, I think you are going to like. You have to tell me why the joke is funny.

18h20 7 moças 2 rapazes.

Alunos lêem a piada silenciosamente. Maricelma acabou de ler a piada e deu um sorriso.

Catarina – God almighty. I don't understand.

Amparo – Senhor do céu.

Amparo – Did you finish reading? (pergunta para a sala toda)

Maricelma – Yes.

Amparo - I want you to discuss why it's funny in groups or in pairs.

Maricelma – I think it's the fact that he always wakes up says something, but the preacher thinks it's for him. It's about two people that are married.

Tony – I didn't understand.

Maricelma – They have a relationship

Amparo – Se você me enfiar essa merda de novo. If you stick at me again.

Alunos do grupo que professora fala isso riem.

Maricelma – We say that he wakes up at the moment of the preacher.

Amparo – Could you understand the idea? A man and a woman in church. The woman doesn't want her husband to sleep during the sermon so she brought a pin to poke him. The first question here is something that we expect in church. The man says Good god almighty. The minister said He who died on the cross to save us from our sins. And the man says Jesus Christ. The third the preacher said What did Eve say and Adam after their second child was born? The man said If you stick the damn thing in me again, I'll break it off. This is something you never say in church. There is a combination of questions and answers in church. The idea here is pornographic. You have to understand the word damn. It's a bad word it means merda essa porra.

Alunos riem agora depois da explicação da professora e leitura da piada em voz alta. Os alunos precisam de uma explicação para entenderem a piada.

Amparo – Jesus died on it.

Edgar – cross

Esse é o exercício de vocabulário que vem logo em seguida da piada. Alunos com a definição tentam achar a palavra no texto.

Amparo – The other word.

Maricelma – Pew.

Amparo – Do you know any other jokes about religion? Não precisa ser pornográfico. No, don't remember?

Rocilda – I know some jokes but I can't remember now

Amparo I hope you have enjoyed it. It's a good joke. That's the end of joke time.

Amparo – Did you do the exercises? Don't forget because I mark them.

Laurinda – Ok.

Amparo – This is something like self-study. You correct the exercises.

Professora verifica se os alunos fizeram ou não os exercícios de gramática.

Edgar – I did the conditionals.

Amparo – Oh Catarina I forgot. I was looking for my paper.

Catarina – That's all right.

Amparo – Now guys let's see. We were talking about a joke in church.(Professora escreve no quadro:)

I wish I were more religious. (I'm not religious I want to be different)
If I were more religious, I'd deal with some problems in a better way

Amparo – Wish is a desire you use it with simple past. There are more situations using the verb wish. You have to complete sentences about you.

No quadro:

- 1) I wish I were _____
- 2) I wish I could _____
- 3) I wish I had _____

Professora forneceu uma serie de exemplos para alunos se inspirarem.

Amparo – I wish I were blond. I wish I could sing. I wish I had one more kid. But I have two. Ok.

Maricelma – Why we can't say I was?

Amparo – You have to say this because it's according to the grammar.(Professora explica que de acordo com a gramática falamos If I were....., mas isso não significa que em letras de música não podemos ouvir I wish I was. Nesse caso é o inglês coloquial)

Amparo – You are going to receive a card that gives you the power connected to the word. What you have to do is circulate in the class and find a person that grants you this wish.

No quadro o modelo de conversação que alunos vão ter:

A: I wish I were taller. Can you grant me this wish?

B: Yes, of course (.....) How tall would you like to be?

B: No, I'm sorry I can't grant you this wish

Rocilda – I'm sorry I can't grant you this wish. (fala isso para Tony)

Natasha – I wish I could travel around the world. Can you grant me this wish?

Edgar – I'm sorry I can't grant you this wish. (todos os alunos estão de pé)

Edgar – I wish I were more studious.

Natasha – I'm sorry.

Amparo – I'm sorry I can't grant you this wish. Do you have another one?

Maricelma – I wish I had a car.

Edgar – I'm a poor genie, you have to ask someone else.

Rocilda – I wish I were very rich. Can you grant me this wish?

Natasha – No, I'm sorry.

Natasha – I wish I were more extroverted. I wish I had more money. Could you grant me this?

Catarina – No.

Amparo – Guys, I think it's over.

Tony – Everybody talks about money.

Amparo – Laurinda say one wish you had.

Laurinda – I wish I were more fat.

Amparo – Fatter Laurinda. (professora corrige a aluna)

Maricelma – Give it to me. (ela quis dizer para Laurinda dar a magreza para ela)

Natasha – I wish I could travel around the world.

Antonieta – I wish I had more money.

Tony – I wish I had more money and meet more people.

Maricelma – I wish I had a car. I need my car. (Aluna comenta que o pai tem carro e só a deixa dirigir às vezes)

Rocilda – I wish I had a piano.

Amparo – Why?

Rocilda – Because I´m learning how to play.

Edgar – I wish I had a small farm.

Amparo – A ranch. Why ?

Edgar – Because I like to plant.

Amparo – Grow fruit.

Rocilda – I wish I could swim very well.

Catarina – I wish I could pass the driving test.

Amparo – Why?

Catarina – I drive very badly. I tried twice.

Amparo – Unit 149. Let´s read together (Professora lê sobre wish na gramática em voz alta e faz alguns comentários quando necessário)

Amparo – I wish the students would study more for the test.

Alunos acompanham a leitura da gramática.

Amparo – I wish I had got earlier.

Amparo –So we have three different combinations of wish and If only this in Portuguese is Se eu pudesse.

Amparo – Just the writtenwork. I want you to confirm. You have to read the curriculum vitae and you want to apply for the job and next you have to read the letter that she wrote. You have to choose the alternatives. The guided written activity is to write a curriculum vitae for you. (Professora lê a folha que os alunos devem fazer para casa e explica os exercícios) You can try to have an ad for you. (Nessa lição alunos têm de fazer o currículo vitae a fim de se candidatarem a um emprego. Os alunos irão escolher o emprego para o qual serão candidatos.)

19h20

Amparo – The most important thing is to write a letter. Lots of things to do. All right guys. Thank you very much for coming.

09/05/06

Professora não compareceu, pois o filho estava doente.

11/05/06 Joke 9

Amparo – Sorry about last class. Mateus was sick and I couldn't come I had to stay with him and be a mother. Today we are going to start with joke time and then we are going to have a video. Natasha may give a speech, but I don't know. Let's star with joke time. Pay attention to the way it is organized pre, while and after.

Professora não colocou o planejamento do dia no quadro e preferiu falar tudo aquilo que iria fazer.

Amparo – I have some questions to ask you. Have you ever traveled by plane?

Katia – I've never traveled by plane.

Tony – Me too. Finish the activity. Where would you like to travel?

Katia – To England.

Antonieta – To Italy.

Tony – I'd like to travel all over the world.

Edgar - I'd like to travel to Europe.

Amparo – Have you ever traveled by plane?

Edgar – Yes, I like the taking off.

Amparo – Where did you go?

Edgar – To the northeast. (Edgar fala que foi para o aeroporto de ônibus. Amparo perguntou isso para ele)

Amparo – Where would you like to go? Italy?

Antonieta - To Italy.

Amparo – Where would you like to go?

Henrique – I'd like to go to all over the world.

Rocilda – California.

Amparo – You like going to the United States.

Rocilda – No, California.

Amparo – Read the joke.

(Antonieta dá um sorriso.)

Amparo – Try to explain the logic of the joke.

Edgar – He didn't want to pay the luggage. (comentário sobre a piada)

Tony – I think the tourist used the exact meaning of the phrase.

Rocilda – He was saving money.

Tony – The luggage is free to follow the logic.

Amparo – He understood the exact logic.

Edgar – The taxi travel with the passenger he pays money.

Amparo – He thinks that 5 pounds is only for the luggage. The taxi driver says the luggage is free so the tourist goes walking and the taxi driver takes the luggage to the airport. The joke is the way the discourse is formulated.

Amparo – I want you to think about the place where you live and give directions to the person next to you to go to your house. If you need any help please ask me.

Rocilda – I live at Crusp. You go straight. You turn right. When you are walking on the corridor you turn left.

Tony – I live next to ICB. You come outside go straight on. It only takes 5 minutes.

Antonieta – I live in Cachoeirinha.

Tony – How long do you take to get there?

Antonieta – Two hours.

18h25

Edgar – I live with 5 people.

Amparo – This is the activity for today. I hope you have enjoyed

Neste joke time especificamente não notamos nenhum momento de riso entre os alunos. Alguns sorriram, mas não ouvi nenhuma risada. Não sabemos se acharam a piada engraçada, mas de qualquer forma os alunos falaram muito.

Edgar – Eu não sei quando for o meu. You did a very good speech. (aluno faz elogios ao seminário da colega de classe Rocilda)

Rocilda – My pronunciation is very bad.

Edgar – You decorated. (no sentido de decorar tradução literal da palavra)

Rocilda – Yes

Edgar – I got nervous. Eu fiz um semester passado. Mas, não foi muito bom.

Natasha – Dá mesmo vergonha. (Natasha se prepara para começar o seu seminário).

Belly dancing is the name of an Arabic title. It was the first introduced in the beginning of the 19th century. The origin is about 5,000 years ago in Egypt. The serpent movement is found in nature. One can see engraved in the energetic center. The temple picture

provides the beginning of phrase court. The women danced in the honor of Isis goddess. Belly dance focus in individual movement of the body. The dancer gives its interpretation. There's certainly good movements, there's an integral part of the dancer. She's a gawa dancer: the gypsy.

Due to its geography Egypt was isolated from other civilizations. After them, there were several invasions. Fortunately it was spread in the western world. The reaction of the United States was like Europe. There are many styles of the belly dance. American style is classical and the dancers don't have much to express, the Egyptian have more style.

The belly dance have many types. I'll talk about some. I'm nervous.

Hagallah is executed in weddings, the dancer uses a platform shoes. Some – eu estou perdida – the dancer wear large pullovers under their skirts.

Zaar is a transe dance it's a part of a religion that requires its imitation process. Zaar uses specific movements and rythms. The dancer makes repeated movements to connect to spirits.

Guedra is also a dance. Fingger Cymbah uses the fingers of the dance They are part of Egyptian dance tradition.

Spoon Dance – Each dancer uses a response to clap to the rhythm.

Tambo Verd – It's used by American dancers.

The scarf is a small veil that is used. It's a flert dance the women of Cairo whose husband were fishers and stayed far for a long time. They thought if they danced for their husband they would come back soon. The dance imitate a martial way. The men's dance.

Candle dance. Candle's are used in a circular way.

Snake. The dancers dances with a snake. I think it's disgusting.

Sword. In the western world is more common candelabro. The dancer will dance in front of the couple. Abençoado.

Amparo – Blessing.

Muitas vezes durante a apresentação Natasha ela não encontrava a palavra em inglês e solicitava ajuda da professora.

Natasha – Basket and water jug. They carry water on their heads. The benefits of the belly dance. Improving in posture greater, greater posture and a psychological integration.

19h00 Across cultures and nations belly dancing is danced. The eastern music is more harmonious than western. The spectators can pay the dancer on the act of dancing. It's the dance that you celebrate life birth and creativity. (Aluna termina a apresentação que teve a duração de mais de 20 minutos. O esperado era que ela falasse somente 10 minutos)

Tony – How many years do you dance?

Natasha – 7 years

Amparo – Why? A tradition in your family?

Natasha – Because I like to dance

Rocilda – Only women dance.

Natasha – No men also dance.

Amparo – I didn't know there were so many types of belly dancing

Amparo – We are going to have the next input section. It's a video about Ecotourism. (professora lê as questões. Há quatro questões) In pairs or in groups.

Edgar – I did camping in the country and on the beach. It's ecotourism. You never camped?

Henrique – I've never done it.

Rocilda – I don't like camping I went camping in Ilha do Mel. It was terrible.

Amparo – It's an adventure. You like hotels.

Rocilda – I went to a cave and there was so dark. There were spiders

Katia – I don't like ecotourism. (está conversando com outro grupo na sala)

Edgar – You don't have a lighter.

Rocilda – Yes. He's my next door neighbour. I think he eats a lot.

Rocilda falou sobre eco-turismo no Amazonas que tem hotéis muito sofisticados e que estão na rota dos turistas.

Amparo – Let's talk.

Maricelma fala que ela e Tassiane moram no interior, mas, apesar disso não estão envolvidas com eco-tourismo.

Tassiane – I don't like rafting.

Edgar – If you are walking on the beach, it's ecotourism.

Amparo – The idea that sells more it's the idea of having contact with tourism in the nature. What about the others? Rocilda has a nice story to tell us.

Rocilda – I went to a cave. In the group had a big fat guy that couldn't get out.

Amparo – It was in a cave. How did he get out?

Rocilda – Some people pushed him.

Amparo – There were also two blind fishes

Rocilda – It was a very small place.

19h15

Amparo – Some people don't like ecotourism.

16/05/06

Não houve aula por motivo de segurança na universidade.

18/05/06 Joke 10

18h10 Há 5 mulheres na classe. Conversam em português aula não começou Comentam sobre a prova. Logo em seguida chega a professora.

Amparo - Hi people! How are you today? This week has been terrible. Today is Catarina's speech

Catarina – I'm nervous.

Amparo – I brought two extra exercises. We can start with the joke time. But I think it's better to do the speech first. Did anybody come last class?

Rocilda – Yes.

Amparo – Last class we didn't have classes.

Catarina – Good evening class. I'm going to talk about Virginia Wolf. She lived in the end of the 19th century. She was born in London in 1889. Her mother died very early when Virginia was very young. She has a nervous breakdown. She moved with her mother and sister to Bloomsbury, a district in London. In Bloomsbury a group was formed and she met her husband. Her husband was not faithful and he had other women. He had many affairs with other women in the group. Virginia was lesbian. The character Orlando was based on the affair she had with one woman in the group.

Aluna procura uma palavra para definir o estilo de Virginia Woolf.

Amparo – Flow of Consciousness.

Catarina – Many people say that the flow of consciousness was because of her nervous breakdown. She killed herself in a nervous breakdown. She put heavy stones on her pocket and entered a lake. She drowned herself.

Edgar – What is flow of consciousness?

Amparo – Flow of consciousness is a technique. It's as if you have the character's thought with you. It's a new technique that James Joyce also used. What are the books she wrote?

Catarina – Orlando, The waves, To the Lighthouse. And she wrote a book explaining why women didn't write in the previous century.

Amparo – They didn't have the freedom. Have you seen *As Horas*? It's about Virginia Wolf.

Catarina – I didn't bring pictures because I thought my speech was so simple.

Amparo – Very good (alunos batem palmas para a aluna depois do seminário). Now it's joke time. I'm going to draw on the board and you have to guess

Professor faz um desenho de duas retas inclinadas que se encontram no topo.

Amparo – It's not a mountain, it's not a teepee. It's a Christmas card seen from above.

Edgar – It was my very second option.

Professora faz um desenho de dois círculos e dentro deles outro círculo que se ligam por uma reta.

Amparo – What's it?

Natasha – Two Mexican riding a bike.

Amparo – The last one. What's it?

Amparo – A bald man seen from above.

Amparo – We are going to read a joke about a bald man.

Laurinda não entende o que significa bald e pede explicação para a professora. Amparo traduz a palavra.

Edgar – It's cheaper to have a haircut when you are bald. You don't have enough hair.

Amparo – Maybe. Let's read the joke.

Depois de alguns minutos.

Amparo – Why is the story funny?

Rocilda – I think it's because the man thought he would pay less.

Amparo – But the barber follow the logic that's it's difficult to find the hair so that's why it's more expensive.

Alunos somente sorriem, mas não dão risadas.

Alunos fazem o exercício de vocabulário da piada.

Amparo – Did you find the words? The first

Class – Search.

Amparo – The second

Class – charge.

18h45

Amparo – This conversation you are going to do is in different places. I've found hair in my roll. You are nervous because your product are not good.

No quadro:

I want to make a complaint.	Butcher's	Baker's	Clothes Shop	Department Store
I've bought this.	Some meat	Milk rolls		
It doesn't work.	Chicken			
It's spoiled.	Some sausages			
It went sour.				
I've found a cockroach				

Professora colocou esse quadro para facilitar a conversação entre os pares talvez eles não tenham vocabulário suficiente para travar uma conversa em um desses lugares. A professora é facilitadora.

Edgar – I want to make a complaint. I've bought this meat, but I don't eat meat.

Rocilda – Why did you bought?

Edgar – I want to give it back.

Rocilda – Ok. I'll make a barbecue with this meat and you can come to my house.

Edgar – Let's do another situation.

Rocilda – In a Baker's.

Edgar – I'm the Portuguese. (isso ressalta que os portugueses estão sempre ligados à padaria, pelo menos aqui em São Paulo)

Rocilda – I want to make a complaint. This bread is bad.

Edgar – This bread is good. I'll sell to another person.

Laurinda – How can I say entregador?

Amparo – Delivery boy, delivery man.

Laurinda – You come to my department store too late. I don't fix televisions. You came too late.

Antonieta – I bought this television and it doesn't work.

18h55

Amparo – This is the end of joke time. Now I'm going to give you a revision of the verb wish.

Alunos riem mais na atividade após a piada do que da piada em si. Os alunos falaram muito no *after reading activity* com as duplas simulando diálogos nos diferentes lugares feitos na sala.

Amparo agora está verificando a gramática que os alunos deveriam mostrar para ela.

Rocilda – I didn't do everything.

Amparo – Do you think next class you can do it?

Rocilda – Yes.

Laurinda – I'm very lazy.

Amparo – Units 1,2,3 the books talks about grammar. What course do you do here?

Laurinda – Social Science.

Amparo – You should star the grammar by unit 4, because the first unit is just about grammar.

Amparo depois verifica o livro de Antonieta. Para Natasha Amparo disse que se ela tivesse alguma dúvida em relação à correção dos exercícios poderia falar com ela.

Natasha acrescentou que às vezes errava os exercícios e tinha dúvida na correção.

Alunos fazem exercício sobre wish.

Amparo – Guys, can we check this one?

Amparo comenta o seminário com Catarina. Diz que a pronúncia dela é boa, mas o tom de voz deve ser mudado. O comentário durou alguns minutos apenas e foi bem discreto.

A professora dirigiu-se a ela e conversou com a aluna.

Amparo – wish Catarina.

Catarina – I wish I hadn't painted.

Natasha – I wish I had brought my camera.

Rocilda – I wish I had stayed in a better hotel.

Amparo – No, problem. I skipped 3.

Katia – I wish I had seen him.

Rocilda – I wish I liked listening to loud music.

Edgar – I wish I hadn't moved to this place.

Laurinda – I wish I gave up smoking.

Edgar – I wish I hadn't moved to London.

Laurinda – I wish I hadn't come to live in London.

Amparo – There are many possibilities.

Katia – I wish I knew about cars.

Catarina – I wish George was here.

Natasha – I wish I could stay in bed.

Amparo – I wish I stayed in bed.

Nesse exercício de uso do wish, os alunos liam uma situação e depois tinham de formar uma sentença usando esse verbo. Aparentemente, os alunos não tiveram dificuldade com o exercício.

Amparo - Do this exercise for homework. In the test there's an exercise about verb tenses. One reading and one short composition. The passive voice with causative get. Before the test I'll give you the answers. For me it's easy. Guys thank you very much for coming.

23/05/06

Prova – teste não compareci à aula

25/05/06 Joke 11

18h10

Amparo – Today we are going to have two activities: joke time and Unit 3 Ecotourism in Brazil. That's what we are going to do. We are going to match mini jokes. First we are going to do the vocabulary activity.

18h15 Há 5 moças e um rapaz.

Alunos estão concentrados fazendo o exercício de vocabulário. Rocilda olha no dicionário para fazer o exercício. Professora sai da sala por alguns minutos, mas logo retorna. Maricelma olha o dicionário monolíngue para fazer o exercício. Catarina usa dicionário monolíngue. Professora observa os alunos fazendo o exercício. Rocilda 2 olha também o dicionário monolíngue.

18h18 Laurinda chega

Há 6 moças e um rapaz.

Amparo – One more minute, guys

18h20 Edgar chega

Amparo – Sit next to Laurinda take a copy of the activity.

Há dois rapazes e 6 moças.

Amparo – Let's check. One minute more René.

Henrique – Yes.

Rocilda acabou o exercício e Catarina também. Os alunos fizeram com muito empenho o exercício e conseguiram ligar as palavras com seu respectivo significado.

Amparo – Manage is something you do with a lot of effort

Edgar – Então manager?

Amparo It's nothing to do with this meaning.

Edgar – Qual é a 10?

Laurinda – E – the money you pay for a journey on a vehicle such as a bus or train.

Professora corrige todas as palavras e comentava sobre todas elas. Os alunos acertaram praticamente todas.

Amparo – You are going to match the end with the beginnings of the jokes, The green ones are the beginnings and the light pink ones are the endings.

Edgar – Tem que ligar?

Amparo – Yes, you have to match.

Catarina e Rocilda 2 estão em outra mesa para se espalharem melhor e fazer o exercício. Pode-se ouvir algumas risadas de Rocilda e Melina e de Catarina e Rocilda 2.

Edgar – Who gave you that black eye? Nobody I had to fight for it.

Edgar dá algumas risadinhas.

Edgar – Whether. What's the meaning of whether?

Amparo – Guys, all right?

Edgar – What's the meaning of whether?

Amparo – The same as if

Edgar – What's the meaning of wheels?

Laurinda – Rodas.

Amparo foi para outro grupo e explica para Catarina e Rocilda 2 o significado que uma piada que elas não haviam entendido. Our hair needs cutting badly. No it needs cutting nicely, it was cut badly last time. Amparo explica para as alunas o significado da piada. O significado do primeiro badly é very much e o outro é desfavorável.

Edgar – Agora eu entendi esse aqui .(refere-se à piada). A piada que o aluno entendeu é: Girl to a friend: Why don't you take the bus home? Friend: My mother would make me give it back.

Amparo começa a o corrigir as piadas ela lê cada uma delas e comenta e explica o motivo de serem engraçadas. Os alunos participam ativamente dessa correção.

Amparo – Why do butterflies fly from México to Canada in the spring?

Maricelma – There are two answers. Because they can't afford the train fare and Because it is too far to walk.

Rocilda – Because it's too far to walk.

Amparo – In my answers it's because it's too far to walk. It's fun!

Amparo – Did you take a shower?

Class – No, is there one missing?

Amparo – The person thinks you actually took the shower with your hands. It's the literal meaning of take.

Amparo – How were your exam questions?

Class – They were easy, but I had trouble with the answers.

Amparo – You see here the questions were say he could undersstand everything, but the problem was the answers.

Amparo – What's the best way to prevent infection caused by biting insects?

Class – Don't bite any.

Edgar – The person thinks he bites the insects.

Amparo – Is it good luck or bad luck to meet a black cat?

Class – It depends on whether you're a person or a mouse.

Amparo – This one is funny. The idea here is that you think that black cat always brings you good luck.

Amparo – Which one do you like best?

Rocilda – The one about algebra. I'm taking French, German and Algebra this year. Ok, let me hear you say "Good evening" in Algebra.

Rocilda – The one about black cat.

Amparo – Would you like to have a copy of them?

Class – Yes.

Final do joke time. Os alunos demoraram muito tempo para fazerem as atividades do joke time. Primeiramente foi a parte do vocabulário que tiveram de olhar no dicionário inúmeros vezes. Isso serviu como preparatório para os alunos entenderem as piadas, mesmo assim eles perguntaram sobre e o significado de algumas perguntas que não entenderam. Quando foram ligar o começo da piada com o final, também, alguns demoraram. Principalmente Edgar e Laurinda que chegaram atrasados e tiveram problemas com vocabulário.

18h50

Amparo – I'd like to write some words when you think about eco-tourism.

Alunos escrevem as palavras ligadas a ecotourism. Catarina e Rocilda conversam em português bem baixinho.

Amparo – I'm going to write on the board the words you say.

Maricelma – Water.

Edgar – Nature.

Edgar – River.

Laurinda – Radical sports.

Amparo – Extreme sports. That's what we say in English.

Amparo – I'll write a list of extreme sports

Henrique – Snowboarding

Amparo – I don't know. Maybe, but I don't think so.

Henrique – Mountaineering.

Edgar – Animal.

Henrique – Climbing mountains.

Laurinda – Visitas controladas. Controlled visits.

Amparo – I don't how to say that in English. But why do you associate with eco tourism?

Laurinda – Some parks they control who enters there.

Amparo – I'm going to give you a brochure from the internet. You are going to receive some information and answer some questions:

No quadro:

- A place where you can see Brazilian savannas
- A large lodge with ceiling fans
- A very exotic place to reach
- A 3-day cruise
- A visit construction
- Hotel with air conditioning

Maricelma – Não é verbo é teto. Parece verbo. (aluna refere-se a ceiling)

Edgar – Amparo, we have to search the information?

Amparo – yes, you are supposed to look for information.

Rocilda – What's this?

Maricelma – Minimum.

Rocilda – What's minimum?

Maricelma – É o mínimo (faz um sinal com a mão que é o mínimo)

Rocilda – Ah, é o mínimo.

Rocilda – There's little information about the hotel.

Maricelma – Yes.

Laurinda já encontrou a resposta para duas questões.

Edgar – Você queria achar savana?

Laurinda – Yes.

Edgar – There are many places with water and without water.

Laurinda – There's a period with water and without water.

Silêncio todos estão procurando as palavras no material da internet. Edgar olha no dicionário e Catarina, como sempre, já acabou.

Amparo – Let's correct! A place where you can see Brazilian savanas.

Class – Patanal.

Amparo – A 3-day cruise in the Amazon.

Class – Amazon river cruise.

Amparo – The class on a rustic construction.

Rocilda – Arara ecological.

Amparo – Which words would you like to memorize?

Maricelma – Lodge.

Henrique – Astonishing.

Amparo – It's a good word to memorize.

Amparo – Sustainable development.

Henrique – Piranha or Pairanha (aluno tem dúvida em relação à pronuncia da palavra)

Amparo – It's a piranha as a native Portuguese speaker I would say so. I think so because they don't have piranha so they say this word with a Portuguese pronunciation.

Amparo – The foliage makes something free. Lots of words to learn. Which one would you like to visit? Talk in pairs.

Laurinda – I'd like to go to Amazon

Maricelma – This one is politically correct.

Rocilda – It's sustainable development

Amparo – Which one would you like to visit?

Edgar – Jungle Othon Palace. It's very expensive.

Laurinda – Juna Lodge.

Amparo lembra os alunos que o nome de Juns era de uma personagem de uma novela filmada no pantanal.

Rocilda – The Bonito.

Rocilda – I'd like Hotel Purval.

Maricelma – Jungle Othon Palace

Catarina – Caimã

Amparo – It's very expensive.

Amparo fala que uma vez tentou ficar nesse hotel, mas desistiu devido ao preço da passagem.

Henrique – Jungle Othon Palace.

Katia – Bonito

Amparo – Next class we watch the video.

30/05/06

18h10 Aula ainda não começou. Alunos conversam em português.

Amparo – Today we are going to have Tony's speech. Sergio I need to turn off the lights. You can go to Silvia's classes.

Sergio é de outra turma e estava fazendo prova na sala e agora irá para outra turma.

Amparo – Turn off the lights. It's better

Tony – Yes.

Tony fez a apresentação em power point e antes de iniciar a apresentação ele apresentou um roteiro sobre o que iria falar. Isso facilitou para que melhor pudessemos seguir o que estava sendo dito.

Tony – Thank you for coming for my presentation. I'll be prepared to answer at the end of my presentation. What's the relationship between ergonomics and industrial? With the industrial revolution more people started having problems with their vertical line because of the position they stayed. After seeing the importance of ergonomics in the vertical line, it consists of bone and water between them. If you put something forward you need to compress. This is the vertebral line compression in different situations. Volleyball players and swimmers have a lot of pain because the position they have to do is not natural. When sitting pay attention to the position of your wrists. Load transportation, lower the body. Additional tip, if you do physical exercise you do many benefits. Avoid hard surface. (Faz um sumário da apresentação). To conclude I want to tell your body has limits. You have pain, but don't exceed it. Are there any questions? Ninguém fez nenhuma pergunta e bateram palmas pela apresentação.

Depois disso, Amparo devolveu as lições.

Amparo – I want you to answer this question. What do you expect to see in the video/learn about. If you want you can talk in pairs.

Amparo anda pela sala ouvindo os alunos.

Rocilda – There are some touristic place in Brazil.

Natasha – I want to see the integration between nature and preservation.

Amparo – What do you expect to see? (enquanto os alunos dão as sugestões a professora coloca no quadro)

Rocilda - Beautiful places.

Edgar – Extreme sports.

Laurinda – Animals.

Amparo – What kind of animals?

Katia – Wild

Edgar – About the environment of each place.

Rocilda – Cuidados especiais que a pessoa deve ter.

Amparo – Special care for tourists. (Amparo traduz o que a aluna quis dizer)

Laurinda – Art made from native people.

Amparo – What words are you going to listen?

Laurinda – Cheap.

O video é sobre o Amazonas e o eco-turismo na região e o dinheiro que iss gera. Alunos assistem ao vídeo com muita atenção. O som do vídeo não está muito bom.

Amparo – Is it difficult to listen or could you listen to some of the things? (Essa pergunta é feita depois que alunos assistem ao vídeo. Alunos falam palavras que apareceram no vídeo e que eles haviam previsto)

Rocilda – Forests.

Laurinda – Floating hotels.

Amparo – Did they talk about care for tourists?

Class – No.

Amparo – They talk about handicraft. We are going to try again and I´m going to have some activities for you to do. I´ll turn off the air conditing. I´m going to play again and see if you can listen.

Alunos assistem ao video novamente e fazem anotações.

18h50

Amparo – Would you like to compare your answers and then we compare with the whole class.

Edgar – They have destroyed the forest

Tony – The forest destruction is destroying.

Edgar – They are going to plant something, but I don´t understand what.

Tony – They can shop handicraft.

Amparo – Let´s see.

Edgar – To plant.

Amparo – Anything that you plant have crop.They have to plant to survive. The woman has eight children.

Amparo – What kind of hotels do tourists stay?

Tony - Modern.

Amparo – Luxurious hotels to primitive. They make money without destroying the forest. Now we are going to have the tapescript and you are going to watch again.

Alunos assistem ao vídeo novamente com o tapescript em mãos e seguem o que está sendo dito no vídeo. É a terceira vez que eles assistem ao vídeo.

Amparo – I want you to read the tapescript again and do the vocabulary activity.

Professora entregou o script do vídeo e agora dá uma série de palavras que eles têm de procurar no script.

Edgar – What's the meaning of avoid?

Tony – Evitar.

Um aluno entrou na sala e conversou com Amparo. Professora sai da sala para fazer mais cópias para os alunos das palavras sinônimas que eles devem encontrar no script. Alunos estão em silêncio e fazem o exercício de vocabulário. Tentam encontrar no texto palavras que tenham o mesmo sentido do que aquelas das quais receberam a lista.

Amparo – If you need a dictionary, I have some.

19h05

7 moças e 2 rapazes

Alunos olham no dicionário para fazer o exercício.

Amparo – Can we try? Let's start. The word finish.

Class – Avoid.

Amparo – Plantation

Class – Crop.

Amparo – Problem

Class – Matter

Amparo – Extraordinary.

Class – Awesome.

Amparo – Hotel.

Class – Lodge.

Amparo – Clerk.

Class – Maid

Na correção, a professora falava as palavras cujos sentidos similares deveriam ser encontrados no script. A professora falava a palavra e a classe em coro dizia a correspondente no script.

Amparo – Guys, thank you very much for coming. That's all for today.

01/06/06 Joke 12

18h10

Amparo – When you hear the word genie, what do you remember?

Catarina – Alladin.

Tony – Arabian tales.

Edgar – A TV programm.

Amparo pergunta para Edgar se ainda existe esse seriado e ele diz que sim.

Amparo – She has the power to grant a wish. What would you ask a genie? Think about it.

Classe em silêncio.

Amparo – Do you have some ideas? There's nothing you would like to be or ask to?

USP students have perfect lives. I want you in pairs to finalize the joke.

Alunos lêem a piada

18h20 – Há 3 rapazes e 5 moças na sala

René – Could I get one? (refere-se a folha com a piada)

Edgar – What's the typical food of England?

Amparo – Sheperds 'pie. Fish and chips. When you finish I want you to write in pairs.

Maricelma – I wrote this. (e mostra para Rocilda)

Rocilda – It's funny.

Edgar – Each country has some nationality to make fun of.

Amparo – What is the idea? To say that the other nation is stupid. Let's see what you've done.

Edgar – I want some fish and chips to eat and I want my friends back.

Maricelma – I want some hamburgers and soft drink then I want my friends to come back.

Amparo – It's lonely here now. Will you bring the German and will you bring back the French? You were correct in your sentences.

18h30 Há 6 moças e 3 rapazes.

Os alunos em silêncio fazem o exercício de ligar o país com a nacionalidade sobre quem fazem piadas.

Amparo – Britain

Rocilda – Irish.

Amparo – France

René – Belgians

Amparo – Italy

Edgar – The Southerners.

Amparo – Canada.

Edgar – Newfoundlanders.

Amparo mostra um mapa do Canada para os alunos verem onde fica Newfoundland no Canada.

Amparo – I don't know the translation in Portuguese, but it's a state in Canada.

Amparo – Denmark.

Maricelma – Norwegians.

Amparo – Iraq.

René – Kurds.

Amparo – That explains all the situation they live there. Sweden.

Tony – Norwegians.

Amparo – Spain.

Rocilda – Portuguese.

Amparo – It's like Brazil, you see. And finally The United States.

Maricelma – The Poles.

Amparo – That's it for today about the jokes. Lélia made a copy of the jokes from last class. Now we are going to do pronunciation activity. Today we are going to do pronunciation activity. Today we are going to work. We are going to work with sounds. For example the difference between the sounds sherry and cherry. You have a copy of its pictures of the sounds

Amparo – sherry.

Class – sherry.

Amparo – cherry

Class – cherry.

Amparo – You have to differentiate the two sounds because they are different. The first one is an example it's given to you.

Amparo procura a posição correta da fita e demora um pouco.

Amparo – You listen and underline the correct words ou hear. Ok, guys listen again to repeat. Let's repeat.

Amparo – Chip.

Class – Chip.

Amparo – Dish.

Class – Dish.

Amparo – Ditch.

Class – Ditch.

Alunos ouvem a fita e devem circular a palavra que ouvem na fita.

Amparo – Yes, it's watch the window.

Henrique – What's the meaning of the words? What's ditch?

Amparo – Vala.

Tony – Chin?

Amparo não sabia como responder e pede para Maricelma olhar no dicionário.

Maricelma – It's queixo.

Amparo And with sh.

Maricelma – It's canela perna.

Amparo – Now in 3 repeat after me. Ditch.

Class – Ditch.

Amparo – First I want you to look up the words in the dictionary. Do you need more dictionaries?

Edgar – Yes.

Amparo – I'll bring to more.

Maricelma – Mastigar é esse chewed.

Natasha – Chew.

René – Chew é mastigar. Merchant é comerciante.

Maricelma – Chamber music é música de câmara. Chambermaid é câmara de empregada.

Aluna usa de raciocínio ingênuo para chegar ao significado de chambermaid.

Laurinda – This word is the past simple.

Amparo – Yes, let's correct. (corrige o vocabulário chewed is the past of the verb)

Maricelma – Nossa!

Amparo – Chase is the same as caçada.

Amparo – Checked is the kind of cloth. Let's listen to the words you listen and repeat.

Amparo - Kitchen shelf.

Class – Kitchen shelf.

Amparo – Checked shorts

Class – Checked shorts.

Amparo – Chess.

Class – Chess.

Amparo – Chase

Class – Chase.

Amparo – Chambermaid.

Class – Chambermaid.

Amparo – We have tongue twisters in the next section. We are going to listen and you have to underline. (Alunos ouvem os trava-línguas e riem, pois não conseguem repetir)

Alunos tentam assimilar o som.

Maricelma – Tipo assim: Vovó viu a uva. (Aluna dá um exemplo em português do trava-língua)

Amparo – Letter b machine, shorts; Letter c sugar Turkish ; Letter d Sasha, Russian, Scottish, showed. You try to say in pairs the twon twister. Professor repete os tongue twisters para os alunos. (Alunos repetiram todas essas letras) Purchase.

Alunos – Purchase.

Amparo – Oh Jesus Christ. Alunos repetem o trava-línguas com muita dificuldade. Rocilda repetiu com Amparo.

Rocilda – It´s very funny.

Maricelma – Não dá para entender nada que eles falam Eles falam com o som sh.

19h05

Amparo – I was listening to you and the sound s was heard. Let´s do another one. You are going to pay attention and see if it´s the first conditional or not.

Alunos ouvem se é o primeiro

Amparo – Letter c

Class – Number 2

Amparo – Letter e

Class – Number 1

Amparo Letter f

Class – Number 2

Amparo - Letter h

Class – Number 1

A professora falava as letras e os alunos completavam se era primeiro ou segundo condicional.

Amparo – Let´s try (complete the sentences then, I´ll play again.

19h10 Alunos fazem o exercício e professora sai da sala por alguns segundos.

Amparo chega

Amparo – Let's see.

Maricelma – I'd went

Amparo – I'd go. That's what we are going to do next class Letter e class. I think I'll stay in if there's anything going on TV

Amparo – Where does Sally come? If she'd have time. Next class we finish this.

06/06/06 e 08/06/06

Não houve aula por motivo de doença da professora

13/06/06

Não houve aula por motivo de jogo do Brasil

15/06/06

Não houve aula, pois foi feriado de Corpus Christi

20/06/06

18h10 - 3 moças e 2 rapazes

Amparo – I'm going to write on the board. You have to do some grammar revision. Revision Units in the Grammar Book 21-30. This is the last chance. Final Test 29th of June. 27th of June normal classes.

3 alunos vão fazer o seminário 3 de julho.

Edgar – Essa aqui a gente fez, não fez?

Amparo – Last class we listened to this. This is connected speech. What's the sentences class?.

Class - I'll help you if you want class.

Class – I'd go if it were a bit sunnier.

(Nessa parte da aula os alunos fazem exercícios de pronúncia. Ouvem a fita e repetem.

Há várias repetições. Os alunos ouvem uma frase e devem fazer o segundo condicional)

Class – I'd work harder if you paid me more.

Class – You'd be angry if I told you.

Edgar – Can we listen again?

Amparo explica para o aluno que os alunos estão repetindo o segundo condicional. Houvem a sentença que está escrita na folha e repetem o condicional tendo por base essa sentença.

Class – If there´s a problem, they´ll phone.

Amparo – It´s very interesting to listen to the difference in the pronunciation.

Professora está praticando a pronúncia do primeiro e segundo condicional na conversação.

Edgar – Is there a difference American and British English?

Amparo – In this aspect no.

Class – She´d come and see you if she had time.

Class – If she isn´t careful she´ll lose her job.

Amparo – You´ll listen and repeat after the tape. Put more emotion in it.

Amparo – A bit sunnier.

Class – A bit sunnier.

Amparo – I´d go if it was a bit sunnier

Class – I´d go if it was a bit sunnier.

Class – You´d be angry if I told you.

Amparo – Again, again, brave people.

Class – I think I´ll stay in if there isn´t anything good on TV.

Class – She´d come and see if she had time.

Amparo – If she isn´t careful she´ll lose her job.

Class – If she isn´t careful she´ll lose her job.

Professora repete as frases novamente, os alunos repetem com entonação. É importante salientar que Amparo é muito cuidadosa em relação à pronuncia e alunos repetem até ela perceber que está no nível aceitável.

Amparo – Turn the page. We are going to have compounds.

Henrique – Loft space.

Amparo – It´s a big space. It´s European. Houses with central heating. Now you are going to listen and put the stress on the words.

18h35 – 5 moças e 3 rapazes.

Amparo – Again.

Alunos falam aas palavras que têm o stress na palavra.

Amparo – Just listen so that you can know. Listen again and repeat.

Class – adventure.

Class – Agriculture.

Class – Architecture.

Class – Culture.

Class – Departure.

Class – Feature.

Class – Furniture.

Class – Future.

Class – Lecture.

Class – Literature.

Class – Mixture.

Class – Nature.

Amparo – This is different.

Class – Signature.

Class – Temperature.

Edgar – Feature?

Amparo – It's a characteristic we were talking about eco-tourism in Brazil.

No quadro:

- People in Amazon may need to work a lot on eco-tourism to protect the forest.
- Everybody in Brazil must defend the Amazon.
- It can be a very difficult problem to overcome, but with governmental help we will get good results.
- We should invest money in environmental education all over the country.

Amparo – What's the name of the verbs underlined?

Rocilda – Modal verbs.

Amparo – We are talking about a different way to structure the verbs. They have the ideas inside the verbs. What's should?

Tony – Suggestion.

Amparo – Can?

Rocilda – Possibility.

Amparo – There are more situations than this.

Tony – What's the difference between may and can?

Amparo – It's not clear for them. (professora refere-se aos nativos de inglês) If there is a strong probability, you use must. Open your grammar books unit 46. If you have more time you can do in your vacation.

Edgar – We have to do the exercises.

Amparo – have a look at the examples.

Edgar – It's a joke. (É o comentário que o aluno faz sobre os exercícios de gramática)

Alunos em silêncio lêem a gramática e fazem os exercícios.

Amparo explica que os seminários podem ser feitos no dia 3 de julho. Professora anda pela sala e observa os alunos fazendo os exercícios.

19h00 Alunos escrevem na gramática

Maricelma – She might be.

Antonieta – É que eu apaguei um monte de coisas.

Maricelma e Antonieta fazem o exercício juntas, pois Antonieta está sem a gramática.

Mas é Antonieta que está escrevendo no livro.

Amparo – It can be in the simple present or the continuous. If you use the continuous you have to use the be.

Antonieta – Dá para entender?

Maricelma – Sim.

19h10 alunos ainda fazem o exercício .

Edgar – Tem que ser futuro aqui. (fala para Rocilda)

Edgar – I didn't understand this construction.

Amparo – I didn't understand. It's the present continuous here.

Edgar – The continuation is they may be coming.

Amparo – I want to correct in class. Next class we want to correct here. The final test is the 29th of June.

27/06/06 Joke 13

No quadro:

<p>Joke Time</p> <p>Correcting exercises modals</p> <p>Paast Modals Verbs</p> <p>Exercises</p>
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Amparo – In the test you are going to have a reading section, and a joke. You are also going to have a grammar section. (professora fala para os alunos como vai ser a prova na próxima aula e fornece algumas dicas)

Amparo – You are going to read a joke about cannibals. You can discuss in pairs your predictions.

Rocilda – It's so difficult but I think somebody will eat somebody.

Amparo – Ah but why a father and a son.

Maricelma – Cannibals eat meat.

Amparo – I'm going to write your predictions. Where are the situations going to be?

Maricelma – In a forest in a jungle.

Rocilda – In Africa.

Amparo – Cannibals are tribes. The next activity is vocabulary.

Professora sai da sala para pegar dicionários. Alunos olham dicionários.

Amparo – Did you find the word? Why does the father have this kind of decision? Why does the father decide to do it? (Professora corrige as palavras do vocabulário para a piada e propõe essa questão para os alunos terem em mente enquanto lêem a piada)

Maricelma ri e Tassiane sorri.

18h25 Há 6 alunos, somente um rapaz.

Tassiane – Probably the mother's son is ugly.

Rocilda – I think too.

Maricelma – The father didn't want his wife anymore.

Antonieta – The woman has another signification.

Amparo – Why does he have this kind of decision? (pai e filho vão procurar alimento e no final encontram uma moça muito bonita e preferem comer a mãe e ficar com a mulher bonita)

Tony – He thinks he wanted to exchange.

Amparo – The first one that appears doesn't have enough meat is too thin. The second is too fat. They are thinking about the quality of food. We have the stereotype that married women aren't attractive.. What is the idea when we have passive voice? (Essa pergunta refere-se ao final da piada sobre a presença da voz passiva no começo da piada.)

Tony – Doesn't say who elects them.

Amparo – The first idea that you give is the focus. What does the mother say when she sees the gorgeous woman?

Maricelma- I think she'll say she's so thin.

Rocilda – There's no meat only bones.

Amparo – You can write one sentence.

Amparo – Ok suggestions.

Katia – Rocilda.

Rocilda – There isn't any meat only bones.

Natasha – What's bone? (Professora fornece a tradução)

Tony – Who is she?

Maricelma – She's your food.

Maricelma – She's very thin and I'm hungry.

Maricelma – She's very sophisticated.

Amparo – This is the end of joke time.

18h40 – Professora distribui as provas que os alunos fizeram e eles dão uma olhada.

Amparo – Antonieta, sometimes you think in Portuguese. I think you have to read in English.

Professora comenta a prova com os alunos.

Tony – Shortly is not the same as immediately. (Essa questão era sobre a piada na prova)

Amparo – I'll check. (professora começa a corrigir exercícios da gramática que alunos deveriam ter feito em casa sobre os modais)

Amparo – Number 1. The idea here is about the continuous.

Natasha – She might be sitting.

Antonieta – He may be having coffee.

Rocilda - She might know.

Tony – Daniel may win.

Antonieta– I might have one.

Natasha – Sônia might be late.

Amparo – Couldn't give the idea of impossibility.

Maricelma – Mark mightn't be in the office.

Rocilda – I couldn't work in such conditions.

Tony – You can't be serious.

Antonieta – But anything could happen.

Tony – You might enjoy it.

Natasha – You must be joking.

Amparo – When I talk about suggestion in the past I use special structure.

No quadro:

Modals Verbs in the Past

Impossibility in the Past

E.G. Brasil won the game. 3 x 0 We couldn't have lost

Have + past participle

Gana must have been really been mad with the referee.

Amparo – When I am talking about impossibility in the past this is the structure, even with can could. (Professora mostra exercício que deve ser feito pelos alunos referentes ao passado desses modais.

!9h00 Antonieta vai embora. Professora verifica os alunos fazendo os exercícios.

Maricelma – He must have passed.

Amparo – Can we check?

Katia – He must have hurt himself. He must have had an accident.

Amparo – Anything with may?

Tony – He may have gone to a fancy dress party.

Maricelma – She must have lost your money.

Amparo – She must have lost her money.

Katia – They must have talked.

Amparo – They must have argued. Their faces are not good

Natasha – They must have passed the exam.

Amparo – The teacher must have been happy.

Professora comenta que o próximo exercício que irão fazer é um que é parecido na prova.

Alunos fazem o último exercício.

19h15

Maricelma atende o celular na aula e professora nem percebe

Amparo – Tony, I’m correcting the extra points. Tony disse que na prova o total era 9.8 e não 10.

Amparo foi verificar isso e responde para Tony a diferença entre shortly e immediately. A professora explica para o aluno que shortly você um pouco mais de tempo do que immediately.

Amparo – You can’t have worked hard. I’m talking about.

Maricelma – He must have been on a diet.

Amparo – In the test there is an exercise about wish. Guys, if you want to study more this you can do unit 53 in the grammar.

Apêndice 13

**Observação Amparo Nível 6 19h15 – 20h25 Turma Experimental 2 Semestre de
2006**

08/08/2006

Amparo – We don't use this book in class. This is a very good book for your life. We have different activities in class. In some classes we have video. You are going to do a test, but it's not a test for Inco-CEPEL

José – In this term, we are going to have “Horas presencias”.

Amparo – I'm going to explain to you next class

19h30 Há quatro alunos na classe: Elizangela, Claudete, José e Joel e fazem o teste com muito empenho. Carmem chega às 19h40 e José faz uma mímica que ele não acredita no que está vendo de encontrá-la lá. Elizangela fala sem som uma parte do teste: I don't remember.

19h45 – Há 5 alunos na classe.

Joel e Elizangela sorriem ao lerem a anedota..

José tem dificuldade para pensar uma idéia para a composição. Isso também ocorre com Carmem

20h10 José tem uma idéia depois de pensar intensamente. Carmem ainda pensa. José para de escrever e pensa. Joel e Claudete escrevem loucamente.

Claudete prepara-se para entregar

20h20 Claudete entrega a prova

20h25 Joel entrega a prova

20h30 José e Carmem finalmente começam a escrever com fluência

Carmem – Estou terminando.

José espera por Carmem e entregam a prova às 20h40

10/08/06 Joke 1

Elizangela – What's Macmillan books?

Oswaldo – It's a publisher.

Amparo escreve no quadro a programação do dia

<p>Joke Time</p> <p>Conversation Practice</p> <p>Verb Patterns review</p> <p>Listening Activity</p>

Amparo – My folder is # 53. If you go to the photocopy you are going to have to take a copy. Today we are going to do a different activity. We are going to read a joke about a blind man.. Do you know what is blind?

José – I can't see anything. (o aluno faz uma mímica imitando um cego as pessoas que estão ao lado dele dão risada)

No quadro Amparo coloca a questão:

<p>Do you know what blind means?</p> <p>1) can't see</p> <p>2) persiana</p>

Alunos olham no dicionário para a definição e encontram esses dois significados acima.

Amparo sai da sala para pegar dicionário para os alunos verificarem os significados.

Amparo – It's a person that can't see. Many different possibilities. We are going to read a joke about the blind man. What's going to happen in the joke?

Oswaldo – It's a false blind man. Please one dollar.

Elizangela – It's a joke not enganação.

José – Maybe it's a man that wakes up in the middle of the night and can't see because everything is dark and he thinks he's blind.

Amparo coloca no quadro as previsões dos alunos.

Predictions

1. It's a story of a man who wakes up at night and can't see.
2. It's a story about a blind man at the bus stop chewing gum.
3. It's a story about a salesman who sells blinds.

A segunda opção foi fornecida por Euclides e Amparo reconheceu ser de um conto de Clarice Lispector.

Amparo – Did you read the short story by Clarice Lispector?

Euclides – Yes.

Amparo – It's very nice.

José lembra do comercial de um motociclista que está mascando chiclete e a bola estoura em sua cara e ele tem um acidente.

Oswaldo – É do bradesco seguros. Vocês gostaram da minha história sobre o cego?

Elizangela – Não muito

Amparo – You are going to read the joke.

José – Já leu já?

Elizangela – Já.

Oswaldo – I'm the guy. (Aluno ri muito porque sua previsão está correta. A sua previsão é a segunda sobre o vendedor.

Amparo – She was naive. Which one is nearer to the story.

Class – The number 3.

Classe ri muito da piada.

Amparo – Why is it funny?

Oswaldo – It's funny because she thought the man couldn't see.

José – The woman takes a shower.

Amparo – Imagine this situation the woman is in the shower. The bell rings. What does she understand?

Oswaldo – The man can't see.

Amparo – When the man says Blind man he means homem da persiana. In many jokes like this there's a misunderstanding. What the woman understands is not the same as what the man understands. Ok This is the end of joke time. Did you like the joke?

Class – Yes, very much.

Oswaldo – It's a good joke.

Amparo – I'm going to write two sentences and you have to know the difference in meaning.

No quadro:

- a) I stopped to drink coffee.
- b) I stopped drinking coffee.

Oswaldo diz que a segunda diz respeito a um hábito e que a primeira é referente a fazer uma atividade. Outros alunos também complementam.

Amparo – The second one you stop as a habit and the first one you stop to do the activity. This is just a review, we have a review you've learnt this in previous levels: the verb patterns. One day I'd like to go to London. I often forget to call the roll at the end of the class. You have to complete the paper.

Professora distribui papéis com início de frase para serem completados.

19h55 Há 7 alunos na sala: 3 homens e 4 mulheres.

Carmem chegou atrasada na aula depois que o joke time acabou. Ela recebeu a piada, mas perdeu toda a discussão.

Alunos completam as frases com suas próprias idéias

Amparo – I love my classes. I want you to complete with sentences with verbs.

José – It's ride a bike

Elizangela – I hate riding a bike

Euclides – It's true.

Amparo – I hate taking crowded bus.

Amparo – Use a verb here.

Oswaldo – I helped a woman go up a bus.

Carmem – Sorry, can I use your dictionary?

Oswaldo – Sure.

Elizangela – I say chocolate.

Amparo anda pelos alunos corrigindo os verbos e como as frases devem ser construídas.

Amparo – It's all right if you haven't finished.

Oswaldo – One day I want to visit Europe.

Tânia – I've never tried to play golf.

Euclides – I always forget to take medicine

Amparo – Forget has two possibilities.

Elizangela – I love taking a shower

Carmem – Soon I must clean the mess in my room.

Amparo coloca a lista de verbos no quadro e a medida que os alunos lêem as frases ela coloca no quadro as respostas da regência dos verbos. Os verbos colocados no quadro são os seguintes:

Want	Would stop	Can't stand
Try	Would like	Tell
Forget	Enjoy	Promise
Love	Hate	Hope
Must	refuse	help

José – I wish people would stop making wars.

Euclides – I wish people would stop being rude.

Amparo – O que você quis dizer com isso?

Euclides – Que as pessoas não fossem cruéis.

Oswaldo – After class I'd like to eat some pizza.

Tânia – When I was a child I enjoyed playing basketball.

Amparo – I enjoyed watching Vila Sazame.

Carmem – I hate doing the washing up.

José – I would never refuse a chocolate. (risos)

Amparo – You need a verb.

Josue – I would never refuse to eat a chocolate (risos)

Amparo – É só uma lista com verbos.

Euclides não entende que está sendo ensinado a regência verbal de alguns verbos em inglês e pergunta para a professora. Ele pensa que o que está sendo ensinado é o tempo verbal. Amparo explica para ele o que está sendo visto e ele entende.

Euclides – When I was a child I enjoyed urinating on the bed.

Amparo – It's pissing. I enjoyed pissing on the floor on the plants.

Amparo – Claudete.

Cecilia – I don't understand can't stand.

Amparo – Can't stand is hate very much. I can't stand Carla Perez singing. Eu não aguento.

Euclides – I can't stand internet.

Oswaldo – No! I can't believe it!

Amparo – I can't stand surfing in the internet.

Cecilia – The last time I made a promise I promised to finish the English course.

Amparo – Now conversation. You just choose one sentence and have conversation.

Os alunos se reúnem em pares e um grupo de três e começam a conversar sobre as frases que escreveram no papel.

Carmem – I've never tried to drive a car.

Cecilia – Why?

Carmem – I left my parents when I was 17 and my father never taught me.

Cecilia – I hate getting up early.

Carmem – Eu gosto de ter o dia todo para fazer as coisas.

Claudete – Me too

Carmem – I can't stand listening to funk music.

Oswaldo – I want to see the cars from England. There's no speed limit there. I would like to go to France.

Tânia – Why?

Oswaldo – I like listening to their music. Taste the cheese. Cheese from Minas never again, just from France. Where would you like to go?

Tânia – To France because I'm studying French at FEA.

No momento em que José escuta FEA ele fica todo animado e diz que é a faculdade dele e faz algumas mímicas. Oswaldo não reconhece que ele seja irmão dele.

Amparo – I'm sorry class. The class is over I want you to circle the possibilities of connection. This is for next class. Thank you very much for coming.

Amparo distribui um exercício para os alunos fazerem em classe sobre regência verbal.

15/08/06

19h25 2 moças

Amparo – Last class I gave you a hand out with verb patterns for you to do at home. We are going to correct it. We are also going to listen to some facts about a city.

19h30 Três garotas e um rapaz;

Amparo – Fabrício, last class we worked with verb patterns. (fala dirigindo-se ao aluno que acabou de chegar e faltou a aula passada para que o aluno saiba o que está sendo ensinado)

Amparo – Let's correct. Number 1. Selma

Selma – promised and tried.

Amparo – Number 2

Vânia - Asked and wanted.

Amparo – Number 3.

Class – can't stand and love.

Amparo – Number 5

Class – My sister made me do the cooking.

Amparo – Number 6

Vânia – Started and stopped.

Amparo – Number 7

Oswaldo – I never thought I could succeed in getting into university.

Amparo – Number 8

Class – Told letter b

Amparo Number 9

Class – to smoke

Amaparo – No, it's I don't mind people smoking. Number 10

Class – Thank you for to have me in you study group

Amparo – After a proposition the verb goes in the gerund. Thank you for having.

Number 11.

Class – Let me help you with those bags.

Amparo – I want you to think about the time you were a kid or a teen.

No quadro:

When I was a kid/ ateen my mother made me eat everything on my plate
My father let me drive on his car.

Amparo – I want you to think and write 3 sentences. The verbs are in the past so form sentences in the past.

José e Oswaldo olham no dicionário. Os outros alunos escrevem.

19h35 3 moças e 3 rapazes

Amparo anda pela sala e observa. Hoje ela não escreveu o plano de aula no quadro, mas falou verbalmente tudo que iria fazer no começo da aula.

Amparo – You can think about negative peermission. My father didn't let me drive my car. (para Fabrício). You don't use this verb with bikes. It's ride a bike. (aluno havia escrito drive a bike)

Amparo – Ok, let's work in pairs. I said Isaías I saw all the biblical names (ela falou isso porque foi chamar José e falou Isaías) What are you going to do? You are going to have conversation. My mother made me eat everything on my plate and I'm getting chubby.

Oswaldo – When I was a kid my mother didn't let me play soccer in the street. She was afraid.

Fabrício – Were the streets very ocuparada?

Oswaldo – Busy. But she was right because it was.

Fabrício – So she was careful

Oswaldo – Yes. My mother made me swim because I had bronquite (ele pergunta para Amparo a pronúncia correta da palavra, Amparo não tinha certeza e olhou no dicionário para verificar.)

Oswaldo – My mother made me take all the vaccines that was possible. And you?

Fabrício – My mother made me eat vegetables.

Oswaldo – Did you like it?

Fabrício – No, I hated

Oswaldo – Chesseburger, chips, coke, Big Mac.

Fabrício – I liked picanha. When I was a kid my brother let me ride a bike in the park.

Tânia – My mother didn't let me arrive home late 10 o'clock or 11 o'clock.

José – With another guys.

Tânia – With another girls. No boys.

José – When you get home late, your mother was angry.

Amparo – My mother gave me a hard time

As duplas que se formaram na classe foram: José e Tânia, Oswaldo e Fabrício, Carmem e Claudete.

José – My mother didn't let me walk alone.

Amparo – Have you finished?

Oswaldo – No

José – Sometimes the mothers are boring.

Tânia – Many times.. My mother made eat everything on my plate too.

José – Berinegela, giló.

Tânia – I spent many hours to eat

José – And the food was cold

Amparo – Is there anything on your list that you hate?

José – Sleep early.

Oswaldo – But you sleep early.

José – yes, but now I study.

Fabrício – I hate vegetables

Oswaldo – My mother didn't let me play in the street

Amparo – This is the end of the activities with verb patterns. We are going to do the listening. What's the capital of the USA?

José – Washington

Tânia – Yes, that's right.

Oswaldo – Yes, it's Washington.

Amparo – Washington (faz o tom para que os alunos completem a frase)

José – D.C. District of Columbia

Oswaldo – The biggest library in the world is in Washington. I read about this.

Amparo – There are many things you can do there. What can you do there?

José – Throw a bomb.

Amparo – At Bush's house. Do you think you can visit the White House?

Oswaldo – Not very often.

José – Never.

20h00

Amparo – This is the while listening activity. Have a look at you paper.

(Toca a fita e os alunos escutam e marcam no papel o que entenderam)

Amparo – We're going to listen again. What did you listen?

Oswaldo – What's engraving?

Amparo – Where you can make money.

Oswaldo – Casa da moeda.

Amparo – Listen again and look at the questions.

20h05

Amparo – Listen again to understand more.

(Alunos completam mais informações no papel.

Amparo – Now guys in pairs compare your answers.

Oswaldo – The best way to visit Washington is on foot.

Fabício – 800 steps to go to the Washington monument.

Oswaldo – The Smithsonian Institutions is a group of institutions.

Fabício – From 9 to 5 the tourists can visit in summer the Capitol.

Oswaldo – There's post stamps. There is another thing that I didn't get it. Did you listen?

Tânia – Nine, blá, blá, blá (A aluna quis dizer que ela não entendeu essa questão)

Oswaldo – I have a question. Who put fire in the White House?

Tânia – I don't know

Oswaldo – Nobody.

Amparo – The first question. What's the best way to visit Washington D.C.?

Oswaldo – On foot.

Amparo – When was the White House burned?

Tânia – 1812.

Amparo – How many steps does the Washington monument have?

Fabício – 800.

Amparo – 898.

Amparo – What is the Smithsonian Institution?

Oswaldo – It's a group of museums like in Paris.

Amparo – What time can tourists have free guided tours around the Capitol in summer?

Fabício – From 9 to 5.

Amparo – What do they do at the Bureau of Printing and Engraving?

Oswaldo – They print money.

Amparo – I'm going to write a list of places that you can visit when you go to Washington D.C.

No quadro:

- Abraham's Lincoln's bedroom
- The world's biggest elephant and world's largest blue diamond
- 75,000,000 items, 35 acres of floor space and 320 miles of bookshelves
- Moon rocks
- \$ 40,000,000 printed every day
- The Only da Vince painting outside Europe.

Esse material estava em um livro que Amparo não conseguiu tirar cópia.

Oswaldo tells the history of Abraham Lincoln. He tried many times to be elected.

Amparo – You can talk about the places

Oswaldo – What's a flag? Procura no dicionário.

Tânia – The original flag.

Oswaldo – It can be in the White House.

Oswaldo – I don't know where's the biggest elephant in the world.

Tânia – I believe it's in the Natural History.

Oswaldo – What's shelf? (procura no dicionário e descobre que é prateleira).

Amparo – It's about 500 km of bookshelves

Amparo – Abraham Lincoln's bedroom.

Oswaldo – In the White House.

Amparo – In the Smithsonian Institute.

Amparo – The Biggest Elephant.

Oswaldo – In the Art gallery.

Amparo – Art gallery?

Tânia – The Smithsonian Institute because they have the Natural History Museum.

Amparo – This is the end of the listening activity. Does everybody have a copy of the calendar?

Tânia – Teacher, I don't have.

Amparo – This is some information about level 6. Level 6 it's a different course. (professora lê papel sobre o level 6). Qual o objetivo do level 6? Lembrar vocabulário e revisar. Algumas poucas coisas vocês não vão revisar e sim aprender. Vamos utilizar uma gramática para ajudar você estudarem. A gente não usa o Headway. Na aula passada eu pedi um material. Vocês vão ter um livro para estudar que será a gramática. Como vocês não têm livro, vocês tem de se organizarem. O livro de gramática é este aqui. (mostra o livro). Este é um livro completo de revisão. As aulas de revisão serão computadas aqui também. O Victor da manhã comprou por 60 reais. Um dicionário monolingüe. Eu vou dar sugestões

Tânia – Qual é o melhor dicionário?

Amparo – Oxford e Longman são bons dicionários. (celular da professora toca e ela desliga) Nós vamos trabalhar com vocês com atividade de speech. Sempre tragam para aula um dicionário. I don't know if time is up.

Oswaldo – What time is it?

Fabício mostra o celular.

Amparo – So guys, that's it for today. Thank you very much for coming.

17/08/06 Joke 2

19h25 Não começou a aula e alunos falam em português

Amparo escreve no quadro:

Joke Time Unit Intro Mixing

Amparo – Every Thursday we have joke time. You have to take the copies. Sometimes I make the copies. This one is about making a presentation. You are going to read a joke called the Soda Machine. Write two suppositions in pairs about the joke..

a) The joke is about
b) There are |
|--|

Amparo – Do you understand soda?

Oswaldo – There are two meanings refrigerante and soda cáustica.

Fabício – I believe it's the first.

Oswaldo – It's about soda caustica.

Amparo – It's a machine that you put money and you get a coke.

José – It's about a man who gets his hand in the machine.

Oswaldo – Golpe.

Amparo – I don't know this word in English. All right guys.

José – it's about an explosion.

Amparo – Black Humor.

José – There are people.

Elizangela – There is money.

José – There is death.

Oswaldo – There is no soda.

Amparo – You are going to read the joke and check your suppositions

Oswaldo – Tinha que ter loira.

19h35 – Alunos presentes: Claudete, José, Elizangela, Fabrício, Oswaldo e José.

Alunos lêem a piada e estão concentrados. Claudete ri e Elizangela ri também.

Elizangela – It's Lélia's fault.

Amparo – That's why I'm dying my hair.

José – I don't understand the joke

Oswaldo ri.

Amparo – Read the joke and try to get the meanings of the joke.

Oswaldo – Quench is matar a sede.

José – Thirst, thirst. Memorize the word.

Amparo explica.

José – Quench is matar. Purse is bolsa.

Oswaldo – Também é porta moeda. She's studying the machine carefully. That's funny.

José – I don't understand.

Oswaldo – Read the last line.

José – Yes.

Oswaldo – What was she thinking she was doing?

José – Do you understand the joke?

Elizangela – He wants you to explain. (fala isso dirigindo-se a Amparo)

Amparo – Quench. (os alunos tentaram advinhar as palavras assinaladas em pares e agora começa a correção com a professora)

José – Matar.

Amparo – Counter. (Amparo dá uma explicação para essa palavra por meio de mímica e depois um aluno consegue advinhar.)

José – Balcão.

Amparo – Purse.

Elizangela – It's a little bag.

Amparo – Wallet is for men and purse is for women.

Amparo – Mountain Dew. Mountain Dew is like Brahma, it's a kind of beer.

Amparo now reads the joke and does some mime for students to understand. She got the change 50 cents. She placed on the counter. Where is she? She's in Vegas. The city that we go for gambling. She puts the money in the soda machine and she thinks it is gambling.

José – Vegas is Las Vegas. Now I understand.

Amparo – There is a cultural prejudice present in the joke.

Elizangela – The blonde women are burras.

José – Stupid.

Amparo – Bimbo.

Oswaldo – We thought there is prejudice.

Amparo – Did you like the joke?

José – Yes. (Claudete é loira e José toca o cabelo dela)

Elizangela – I don't like jokes with prejudice.

Oswaldo – Some prejudice is OK.

Amparo – They are playing with stereotype.

Elizangela – This joke is in the internet?

19h55

Amparo – Yes, all the jokes are in the internet.

Amparo – How often do you have to prepare seminars at college? How often does it take you to prepare a seminar? Do you follow any plans? What about talking to an audience in a foreign language? How do you feel about it? Have you ever done it? What do you think you have to do in order to make an effective presentation?

Oswaldo – I have already listened to it in French.

Amparo – Speaking one minute. About these questions.

Elizangela – Every semester I have one seminar.

José – I have one a semester.

Elizangela – And you Claudete?

Claudete – Some semesters I prepare more, it depends.

Oswaldo – I have to study about suspensão de carro. Teacher, suspensão de carro?

Amparo said a classe para buscar um dicionário e Oswaldo olha em seu dicionário.

José – it takes me one week, two days to prepare a seminar.

Amparo – I think it's car hang, but I'm not sure. Check in the internet to see if it's correct.

Elizangela – I gave up an exchange program because of English.

Amparo – Oh no, You should have asked us to help.

Elizangela – But now I decided i'm going to do an exchange program in Portugal.

José – It depends on the semester.

Amparo – Some courses have more seminars than others.

Oswaldo – In my college it's one semester.

Elizangela – For me is very long.

Amparo – In English in an audience of 25. Do you get nervous?

20h10

José – I'm sem vergonha.

Amparo – You are relaxed

Elizangela – I need to study a lot

Oswaldo – You have to see what you are going to present.

Elizangela – To discover the topic, I have to read many things. Last year I talked about oleo de dendê. I read a lot.

Amparo – Usually the taking of information takes a long time. Now I want you to look at these words in the dictionary.

Alunos trabalham em duplas para olhar no dicionário.

Elizangela – Can you give me the title of the grammar?

Amparo – Yes. Have I given you the tabela de conversão level 6?

Class – No.

Oswaldo – I believe cram it's rachar de estudar. I know gap for espaço.

José – Rehearsal is ensaio.

Fabrizio – Figures is desenho.

Elizangela – What's approach?

José – Eu esqueci o que é, mas eu acho que é abordar

Amparo – It's a noun.

José – It's abordagem.

Elizangela fala sobre um samba em que aparece a palavra abordagem.

Amparo – Did you find the first word?

Oswaldo – it's complete

Agora Amparo vai corrigir o vocabulário com a classe todas, depois deles tentarem fazer em pares com os respectivos dicionários.

Amparo – Cram.

Oswaldo – Rachar de estudar.

Amparo – Figures can be figura but in this case is numbers, cifras.

Amparo – Gap.

Oswaldo – Intervalo.

Amparo – Lacuna

Amparo – Rule of the Thumb is a special thing.

Class – OK

Amparo – Do you know the flipchart

Elizangela – Yes.

Amparo Activity number 3 now you do at home.

(Os alunos fizeram a atividade 1 que era perguntar sobre a frequência dos seminários e a 2 que foi procurar algumas palavras no dicionários que apareceriam no exercício 3)

Amparo – Take the tabela de conversão in Level 6. You have to do some different things. You have 3 compositions.

Elizangela – Big compositions.

Amparo – No, it's an hour per composition. 19 horas é muita coisa eu já ouvi dizer. Eu vou marcar para vocês para preparar o speech. Resenha do livro eu vou deixar na pasta. A idéia é você variar. O texto acadêmico você vê muito. O que é obrigatório é o speech, a composição. Não é para fazer tudo no final do semestre.

22/08/06

19h30

Amparo - I'm sorry I'm late the traffic was very bad.

Oswaldo- What happened?

Amparo – I'm just joking. There is always always an excuse.

José pega a gramática.

Amparo – The contest is from Macmillan. There are also state school which are going to participate

Oswaldo – The school needs the signature.

Amaparo – Subscription.

Oswaldo – All right. Subscription.

Amparo – If you are interested in participating. I'm going to buy the books. You have to read one of the books set and write another story in Portuguese or in English.

Oswaldo – I'd like to participate.

Amparo – Now we are going to correct. Developing of basic ideas. One of the things is that the information has to be new for you speech otherwise the audience gets bored. You have to rehearse. Do a rehearsal and another rehearsal.

Amparo – What's this?

José – Content.

Elizangela – Brainstorm.

Oswaldo – Tempestade cerebral. (aluno traduz literalmente a expressão.

Amparo – Brainstorm is when we select the ideas we are going to talk about..

Oswaldo – You can write expressions to help you speak.

Amparo – If you have the key words in your memory, it's easier. This is the approach. This is about organization. We also have to think the relationship with the audience. You need to consider the signals the audience gives you. If they are bored, interested or not. So let's try to think about it.

(alunos fazem exercício sobre a unidade Intro)

Há seis alunos: José, Tânia, Oswaldo, Claudete, Elizangela and Carmem.

Amparo – Can I have a look at the book?

Tânia – Yes. (a aluna comprou a nova edição da gramática que vai ser usada no curso é diferente da edição antiga e Amparo quer dar uma olhada)

Amparo – Oh, It's coloured. It's much better.

Tânia – Look around they say why.

José – Maybe rapper.

Tânia – No.

José – To pick up. What's deal with? What's the translation?

Tânia – Lidar.

Amparo – Think about your presentation. You cut your presentation.... (Amparo ajuda os alunos a fazerem os exercícios)

Carmem - Cut your presentation short.

Carmem – Você corta as palavras. Ser sucinto. Hoje eu estou ruim com as palavras. (aluna fala isso porque não está conseguindo falar em inglês)

Amparo – Finish guys on more minute.

Carmem – Você já está na frente

Amparo – In English.

Tânia – Check the pronunciation of hostile in the dictionary.

José – Hostile.

Amparo – Imagine you make a presentation and you sit down all the time. Guys it's boring. Let's see rapport.

José – Rapport. Eu sabia.

Amparo – This is a good relationship. Try not to speak very fast. Try to be

Class – Enthusiastic..

Amparo – Imagine if you are not happy about what you say. Nobody is going to like. You pick up if people are not interested.

José – Change the subject?.

Amparo – If you feel the people are not very interested.

Elizangela – Amparo doesn't see the presentation at History. They sit down and talk and talk.

Oswaldo – Who saw aprendiz on Sunday? Who was present? A guy that was present every 4 words he pronounced tá.

Aprendiz é um programa de televisão em que os participantes estão sendo selecionados para trabalhar em uma empresa em Nova Iorque por um ano.

Amparo – Apprentice in English. You can use your voice a little bit more. If the audience has lots of questions, tell them to wait until the end of your presentation. What is important is when we deliver and signal the parts of your presentation.

(Amparo lê papel sobre a apresentação para os alunos)

Amparo – When you make your presentation you tick the phrases that she uses.

(Alunos lêem algumas expressões que são importantes quando fazemos uma apresentação)

20h10 alunos escutam o speech sobre negócios e assinalam as expressões que ouviram.

Amparo – Very simple and slow. What did you listen? When you make a promise you use will. What are the strengths? It's a rhetorical question. You answer the question. I want you to use these expressions in your speech.

José e Tânia discutem o exercício. Oswaldo faz o exercício sozinho, Claudete também.

Carmem e Elizangela fazem juntas

Amparo – Let's correct. Sometimes it's a long presentation you can have short summaries. I'll conclude. I'll summarize. (correção do exercício sobre o speech que os

alunos ouvirem). Make a list note of the things you want to talk about. You can think about your university course. Once we had a speech about origami.

José – Jokes.

Amparo – You can't speak about something you don't like. Azeite de dendê, Elizangela.

Elizangela – Difficult

Amparo – We were talking about last class.

Elizangela – I'm not here today. Boring is mathematics

Oswaldo – No, it's exciting. It's suspense teacher.

Amparo – It can be about something that you like. It can be general. Do you have at least two topics? I need at least two.

José – Good opportunities for financing investments. How to choose the name of your baby. Economics.

Amparo – I want the first

Oswaldo – The first.

Cecilia – The first.

Amparo – José.

José – Good opportunities on how to invest your money.

Amparo – Tânia

Tânia – It's about a medieval poem about paradise. It's very funny.

Amparo – Who is the author?

Tânia – I don't know.

Tânia – The History of Football.

Amparo – We have to vote.

José – First

Elizangela – The first.

Carmem – The first.

Amparo – So it's going to be the first topic.

Oswaldo – Astronomy, Future in enterprise, Why go abroad?

Amparo – Number?

Class – The first.

Carmem – Oscar Neymare.

Amparo – She's going to talk about architecture. Second topic How to sing in a choir.

Amparo – Vote.

Tânia – I vote for the second because I want to listen to Carmem singing.

Cecilia – Veterinaria as a profession and Cats.

José – I love cats.

Elizangela – About my scientific initiation. It's about African History.

Amparo – I would prefer African History.

Elizangela – I'll present in other places.

Oswaldo – What kind of visual aids do you have?

Amparo – You go to Inspetoria and make a reservation of a data show.

Carmem – Eu estou perdida além de falar em inglês eu vou ter de cantar.

24/08/06 Joke 3

19h25 3 moças e 1 rapaz: Claudete, Elizangela, Tais e Fabrício

Amparo – Let's start. Do you all belong to the Inco group. I'll get your e-mail. We can use it as a communication means. I brought some books for the contest. If you want to participate. I don't know the prizes.

Elizangela – It's a home theatre, a mp 3. Do we have to bring this book every class?
(Aluna aponta para o livro de gramática)

Amparo – Sometimes we use it. I'll tell you or I can make a copy.

Elizangela – Because it's heavy.

Amparo - We can have the speech on October 3. We need to rehearse one week before.
The first victim.

Oswaldo – José is the first victim.

Amparo – The teacher has to decide. What's your sign in the horoscope?

Amparo pergunta o signo de todos os alunos para verificar se era possível escolher pelo signo. O primeiro signo do zodíaco faria o seminário, mas isso não foi possível. Tânia ficou um pouco insegura de responder, pois não sabia o significado da palavra sign. Depois que a professora explicou o significado ela respondeu. Os outros responderam sem dificuldade.

José – Carmem is the first. (Essa aluna não estava na aula, mas, mesmo assim foi escolhida para ser a primeira a se apresentar.)

Amparo – José is on the 10th of October.

Tais – 19th of October.

Amparo – 31st of October Oswaldo. What date did I say for Claudete?

Cecilia – October 24th.

Amparo – This date cannot be changed. If you know before hand that you can't do tell me because I'm counting on you to prepare the classes. The dates are all right. Stick to your communication, we don't have your topic.

Fabício – A little bit more. Next class I'll say.

Amparo – You have a composition to write as a draft of your speech. It's a esboço. You have to do it. Today is joke time (alunos ficam alegres). This is it and now joke time. Write the words that come to your mind related to politicians. Amparo escreve essa palavra no quadro.

Oswaldo e José tiram par ou impar par ver quem fica com o dicionário para ver uma palavra.

Amparo – Tip. But this is not a word with a bad connotation. (olha no dicionário)

Oswaldo havia falado para Amparo sobre a palavra suborno e acho que tip seria a palavra Amparo verifica no dicionário a palavra.

Oswaldo – The Federal Police.

José olha a lista de Tânia e faz uma careta.

Amparo – In the monolingual dictionary tip is not a negative. I was thinking about bribe when you give money to obtain a special advantage.

Oswaldo – How do you spell it?

Amparo B – R – I – B – E. Let's say the words connected to polititians.

Fabício – Money, corruption.

Oswaldo – Federal Police

José – Dictators.

Elizangela – Lazy.

José – Power.

Elizangela – Suit and tie.

Cecilia – Lies, promises.

Amparo – White color. Only bad things.

Oswaldo – Progress.

Cecilia – Fun.

Amparo – All the countries are like this. Politicians have a bad reputation. Today is the politicians, last week was the blond. I want to read it and write the last line of the joke.

(Amparo lê a piada em voz alta e começa a falar o final da piada quando se dá conta para)

(Alunos lêem a piada sem o final e procuram no dicionário as palavras desconhecidas)

Elizangela – Tânia, valeta.

Oswaldo – Burial is enterro.

José – Bury is enterrar.

Oswaldo ri do José. – Eh my idea. (diz isso em relação à piada)

Elizangela – I didn't put my hands in the sujeira. (olha no dicionário para saber o significado de sujeira) Dirt. I don't know because I didn't put my hands on this dirt. I don't know it it's funny.

Tânia – I don't have imagination.

José cochicha para Tânia e Tânia ri.

José – I'm free now.

Amparo – Guys, it's all right. (Alunos falam o desfecho da piada)

José – No, but now they are.

Oswaldo – No problem I did it.

Amparo – OK.

Fabício – Now, but I didn't resist. (alunos riem)

Cecilia – I don't know because I didn't put my hands on this dirt.

Amparo – Some said they weren't, but you know how politicians lie.

José – Yes, I understand.

Amparo lê as atividades que os alunos devem fazer. All these words are in the joke.

Alunos fazem o caça palavras

Amparo – Did you find all the words, guys? When you have an accident.

Class – Crash.

Amparo – Letter b

Class – scenery

Amparo Letter c

Class – question.

Amparo – Letter d

Class – Bury

Amparo -Letter e

Class – Ditch.

Amparo – This joke is fun (final da atividade)

(alunos riem)

Amparo – We are going to read a story by Dorothy Parker. Do you know who she was?

Class – No.

Amparo – We are going to read about Dorothy Parker. (Amparo lê um pequeno trecho sobre a vida de Dorothy Parker) Questions?

Oswaldo – Witty?

Amparo – To be ironic and fast to answer. She was a feminist. She was trying to change the world.

(Amparo lê as citações sobre amor)

Amparo – Questions about the quotation? Which one is the best?

Oswaldo – There is more pleasure in loving than being beloved.

Amparo – Do you think so?

Oswaldo – Yes.

Cecilia – What do you think?

Elizangela – The first is beautiful. When we are in love, you cannot see everything. It's not a physical proposition. It's the cotidiano.

(Citação Love is blind, and lovers cannot see

The pretty follies that themselves commit)

William Shakespeare

Amparo – Do you agree with all of them? Think about your opinion. I prefer the first.

Oswaldo – For me it's the better.

José The better.

Tânia – I don't understand the idea of the last one.

When one is in love one begins to deceive oneself. And one ends by deceiving the others. Oscar Wilde

José – Deceive.

Oswaldo – Enganar.

José – One?

Oswaldo – Alguém.

José – For me it's the first one. (Para Tânia) Tem uma palavra muito difícil de falar squirrel, squirrel)

Oswaldo – I believe William Shakespeare and Oscar Wilde need psychologist.

Amparo – Which do you prefer?

José – I prefer Bob Marley. Is this love? (começa a cantar)

Oswaldo – Love is a decision.

Elizangela – No he doesn't understand.

Oswaldo – Passion is blind.

Amparo – I don't know if so easy to differentiate between love and passion.

Tânia – I hear that passion lasts three months to one year.

Amparo – The last one is Love is deceive yourself.

Oswaldo – I don't agree.

Amparo – Are you married?

Oswaldo – No

Elizangela – Yes.

Amparo – Do you have to lie to your husband?

Elizangela – Yes. The gift he gave me I have to say I love it.

Amparo – I lie to my husband.

Tânia – You are married for 15 years.

Eliane – No, 12.

José – Do you want to have children?

Elizangela – No.

Alunos presentes na aula – Oswaldo José. Tânia, Fabrício Claudete e Elizangela

20h25

Alunos ouvem uma parte da história de Dorothy Parker e devem responder algumas questões.

Amparo – Who is she talking to?

Oswaldo – God

Amparo – Where is she?

Oswaldo – She's talking to herself.

Amparo – What does she want?

Tânia – A call.

Amparo – How does she feel?

Elizangela – Desperate.

Oswaldo – She's crazy.

Tânia – it's common for women to feel this way. Sometimes we feel like this.

(alunos ouvem a fita e alguns riem enquanto ouvem)

José – Coitada!

Amparo – She's crazy.

Elizangela – No

Amparo – Next class we continue. Oswaldo and José, you were late, but I have the book for the context.

29/08/06

19h25

3 alunos na sala: duas moças e um rapaz.

No quadro:

Unit 1 Dorothy Parker and the telephone call Homework 12/09 Grammar Units 4 to 10 Composition

Amparo – There's a composition for next class. It's after the Independence Day. It's the first group of grammar exercises.

Elizangela – Can we do exercises units 1 to 4.

Amparo – If you want to as an extra it's possible, but it's not necessary. You should do the tests. Let's see if you understand what you did before. You can do the exercises. I'm going to tick if you did the exercises.

Oswaldo – What date?

Amparo – 12th of September.

Oswaldo – That's fine.

Amparo – Last class we were doing Dorothy Parker. What do you remember?

José – God helps me. She was desperate for a call.

Amparo – Sometimes she seems illogical. Did we talk about the title?

Class – No.

Amparo – What's the best title?

Elizangela – An Evening Prayer.

(Alunos escolhem de algumas opções que estão na apostila: The Ex-Boyfriend, Na Evening Prayer, Will he give me a ring? Great Expectations, Dial L for Love, A Telephone Call)

Amparo – Why?

Elizangela – I don't like the other titles.

Oswaldo – What's dial?

José faz uma mímica, mas depois fala que é disar.

Oswaldo – Dial L for love.. It has a plus more.

Fabício – I think the same.

Tânia – I agree with. There is this film Disque M para matar. I can't remember the director.

Amparo – Yes, it's true.

Claudete – I think it's the telephone call

Amparo – Yes, you are correct Claudete. It's this title.

(Amparo começa a dar instruções sobre outro exercício que os alunos devem fazer)

Amparo – You should follow the summary about the story.

(O exercício que os alunos irão fazer refere-se a sumário que os alunos devem reescrever porque contem alguns erros em relação à história.)

Amparo – Does everybody receive the messages from Inço-groups

Oswaldo e Jousé – No

Amparo – So sign here that you can receive.

(O Inco-group é uma lista de e-mails coordenada pela professora Samantha que fornece aos alunos informações sobre a Língua Inglesa e, também. Serve também como meio de comunicação entre os professores do Inco-Cepel e os alunos. Os alunos também podem mandar mensagens)

(Alunos reescrevem o resumo)

Carmem – Você pode passar o dicionário?

José – Não de brincadeira.

19h40 Alunos presentes na aula: Carmem, José, Fabrício, Tânia, Elizangela, Claudete e Oswaldo.

Tânia – Is it man or men?

Amparo – Man is in the singular.

Elizangela – I put men doesn't.

Amparo – It's not correct.

Tânia – I'll be so sweet if he calls me. (essa afirmação é sobre o resumo do conto que os alunos estão fazendo)

Elizangela – Desperate, desperate, desperate (repete as palavras várias vezes para gravar a pronúncia)

Amparo anda pela sala e verifica como os alunos estão fazendo os resumos.

Amparo – It's OK guys or you need more time. Let's see. A volunteer to read the summary.

Fabrício – She has been waiting for him.

Amparo – I think there are some things we have to correct. For example, impatiently.

Oswaldo – Nervously.

José – Anxiously.

(Os dois alunos forneceram opção para a palavra impatiently e Amparo concorda com as opções fornecidas)

Amparo – She decides to be sweet to him.

Tânia – The same way she was at first.

Amparo – She's very much desperate. However at the end of the summary we have to omit. Finally is better. Sometimes she sounds illogical sometimes she's rational

(Toca a fita novamente para os alunos depois marcarem illogical or rational em algumas sentenças. Alunos ouvem a fita com bastante atenção e marcam no texto. José ri)

Amparo – if she didn't think about it, maybe the telephone might ring.

Class – A Rational.

Amparo – Why, it's going all over the world, right this minute.

Class – B Rational.

Amparo – You damned, ugly, shiny thing. It would hurt you to ring, wouldn't it?

Class - C Illogical..

Amparo – Why is it illogical.

Oswaldo – She uses the words to hurt him.

Amparo – We know she's insane. I'll put the clock in the other room. The I can't look at it.

Class – D Rational

Amparo – Oh. It's so easy to be sweet to people you love them.

Class – E Rational.

Amparo – Couldn't you please relent? Couldn't You?

Class F – Rational.

Oswaldo – When you love, you loses patience.

Tânia – You don't love you don't have expectations.

Amparo – Turn the page. (lê as instruções) There's a box, believe it or not. I want you to match the number with the letter.

(Alunos têm de verificar a que os pronomes se referem, quais expressões . Alunos fazem o exercício silenciosamente)

Tânia – I think this is the time.

Elizangela – Yes.

Tânia e Elizangela conversam entre si enquanto fazem o exercício

20h05 Claudete acabou o exercício e José também acabou.

Elizangela – Eu comprei o dicionário sem o CD é mais barato..

(Alunos começam a correção do exercício.

Amparo 1

Class – A

Amparo – 2

Class – C

Amparo – 3

Class – b

Amparo – 4

Class – H

Amparo 5

Class – f

Amparo – 6

Class – e

Amparo 7

Class –g

Amparo 8

Class – c

Amparo – 9

Class – b

Amparo – 10

Class – D

Os alunos que colocaram opção diferente das que se encontram acima apagaram as respostas. É importante ressaltar que Amparo conferiu cada uma das respostas

Amparo – To finish this part. There is a telephone call. A telephone rings at the end of the story. When you are ready you dramatize. I want a short dialogue.

(Alunos devem escrever um diálogo sobre o que acontece quando o telefone toca no conto de Dorothy Parker chamado Telephone Call. Isso será criação dos alunos.)

Elizangela – I´m not coming on Thursday

Oswaldo – Chamada a cobrar.

Amparo – It´s a reverse charge call.

Oswaldo – It´s a sailor in a reverse charge call

Carmem – The person calling is lost.

Foram formados três grupos para escrever o diálogo: Carmem e Claudete, José e Oswaldo, Fabrício e Tânia. Como Elizangela não viria na próxima aula ela ficou no grupo de Tânia e Fabrício e Claudete que estava sentada perto de Elizangela mudou de lugar. A professora havia pedido que se formassem duplas.

José – It´s the man she loves.

Oswaldo – It´s her girlfriend calling her she has an affair.

Carmem – No.

Claudete – I think it´s a friend she can complain a lot

Carmem – Maybe it´s her girlfriend.

Oswaldo – Reverse Charge Call.

José – Hello! Who´s calling?

(Amparo said a sala)

Oswaldo – It´s R C C.

José - She accepted maybe it´s him.

Carmem – Eu não sei se vou fazer desse jeito.

Amparo (já de volta para classe) – In English.

José – It's maybe junto and maybe separated.

Oswaldo – But he calls.

José – Essa musiquinha é muito feia. (O aluno refere-se a música de chamada a cobrar)

Oswaldo – Hello darling!

José – Is there Paradise Station there?

Tânia – You are so romantic now. What do you say? (para Elizangela)

Elizangela – I wait, I wait.

José – I'm looking for Mr George. Oh, no.

Oswaldo – I'm so repentant.

Amparo – You can say sorry instead.

Oswaldo – It's my fault.

José – Engano.

Amparo – What the hell is this story about? Jesus Christ (para José e Oswaldo)

Oswaldo – Finish.

José – E todos foram infelizes para sempre.

Amparo – Ok class. 5 more minutes.

Oswaldo – You are the woman.

José – Why?

Oswaldo – Because there's no democracy.

José – Está passado. Não é o que você está pensando. Sem safado.

Carmem – Não é o que você está pensando.

Amparo – Guys, 2 minutes.

Carmem – Desliga.

Claudete – Não é da sua conta.

Oswaldo – Mind your own business.

Elizangela – I can't hear.

José – Não é da sua conta.

Tânia – Eu vou fazer em letra romana porque eu sou mais legal.

José – Did you finish?

Oswaldo – No.

Amparo – Don't forget to put your names.

Tânia – Hoje a gente pode fazer aquela comédia romântica.

Elizangela – They are fast. (a aluna fala isso em relação ao relacionamento que Tânia e Fabrício escreveram)

Amparo – So that's it guys. Thank you very much for coming.

31/08/06

19h30 4 alunos= 3 rapazes e uma moça

Amparo – Let's start with joke time.

No quadro:

<p>Joke Time</p> <p>Acting out</p> <p>Grammar Focus</p> <p>Conditional Sentences</p>
--

Amparo – When you were a kid, did you think the world of time? When I was a kid I liked my father. He arrived home and his pockets were full of fofote. He gave me chocolate from Copenhagen.

José – What's fofote?

Amparo explica o que é fofote para o aluno e promete trazer uma para ele.

Fabício – I think when I was a child many facts were important. I remember playing football with my father at Ibirapuera.

Claudete – I don't remember.

Oswaldo – I and my mum visited to the Memorial da America Latina. She still says she wants to go back there.

Amparo – We are going to read the joke about the kids bragging about their parents. (professora distribui as piadas e diz que deverão escrever o sentido das palavras que estão assinaladas)

José – I love jokes.

Oswaldo – (ri) This is good.

Oswaldo ri de novo alto.

Fabício também ri.

José – I don't understand.

Oswaldo – Read again.

José – Essa piada é muito intelectual são difíceis (risos).

Oswaldo – You have to guess it and make a definition in English. (fala sobre as palavras em negrito cujas definições devem ser escritas)

José – Civil servant essa aqui eu sei. Essa história aqui dá para ter várias conclusões.

Oswaldo – No.

José – Então eu estou emburrecendo. Está abstrato.

Oswaldo – No.

Fernando e Claudete acabaram.

Amparo – How do they feel about their parents?

Fabício – They think they are the best.

Amparo – What's the meaning for brag?

Oswaldo – Disputing.

Amparo – Quite so. It's to say that what you have it's the best. What about arrow?

Oswaldo – It's a set.

Amparo – No, it's flecha. What about the word hunter? My father is a hunter. If you are in a safari in Africa you have some hunter that try to kill the wild animals. He shoots his gun (faz uma mímica) and out comes the bullet.

José – Caçador.

Amparo – Do you know civil servant?

José – Pedreiro.

Amparo – No, it's people who work for the government. Here at USP we are civil servants.

José – Why do we laugh? I don't understand.

Amparo – People think civil servants don't work. Sometimes it's true, but most of the time we work a lot. It's the stereotype. Can you think of jokes that make fun of a profession in English?

José – It's difficult to tell a joke in English.

Amparo – It can be in Portuguese.

Oswaldo – I'll try to tell a joke in English. There was this engineer who went to Heaven and God asked him to build some things. So the engineer started building a lot of things in Heaven. Then the devil asked God if he could borrow the engineer to build things in Hell. So the engineer built many things in Hell. A long time passes and the engineer was still in heave. God got irritated and said "I'll sue you". The devil answered: I'll see if you have lawyers in heaven. (risos)

Amparo – There are jokes about all kinds of professions. Teachers, doctors. This is the end of joke time. I typed your dialogues from last class and I want you to compare with the original with your compositions you've written.

José – Great! Great!

(alunos lêem o diálogo que escreveram corrigido e comparam com o original. Fabrício faria com Tânia (ausente) e Claudete com Carmem.

20h00 Alunos presentes na sala: Fabrício, Claudete, Oswaldo e José.

Amparo – All right guys, I'm going to listen to you and you are going to rehearse. Maybe we can choose one conversation for Claudete and Fabrício and the brothers.

Fabrício – Which one do you prefer?

Claudete – I want mine.

Fernando e Claudete ensaiam o diálogo.

Claudete – Vamos treinar de novo.

Fernando – I need to tell you.

(alunos riem de José)

Amparo – Pronunciation. Now Leo.

Fabrício – Leo.

20h05

Amparo – Do you need to read? Have you memorized?

José – No.

Amparo – Euclides, do you want to see?

Fernando e Claudete fizeram primeiro.

Transcrevo abaixo o diálogo que os alunos representaram.

The Telephone Call

Scene: in a room, a woman alone is waiting for a phone call; It's 7 o'clock.

The crazy woman (Claudete) "Oh, my God, I knew that you would answer my prayer....

Hello my darling! I was looking forward to talk to you!"

Her friend (Fabrício) Really? Me too! What the hell is this story of darling?" Who is it?!!

HF: 'It's me, Leo! Why are you waiting another person? Humm;;; who is HE?"

TCW: Who is HE? Mind your own business! Now I must hang up!"

HF: "No, please! I need to tell you My mother ...

TCW: I don't care!

(line is broken)

TCW: “He is crazy! Thirty-six, thirty-seven.”

O diálogo acima foi representado por Claudete e Fabrício.

The Telephone Call

SCENE: in a room, a woman alone is waiting for a phone call. It's 7 o'clock. Finally the phone rings. But it's a reverse charge call.

Woman (thinking) “Maybe it's him. Maybe it's my darling and he lost his cell phone or he is out at work, but he called me! Hello darling?”

Man: “Darling? Isn't it from Paradise Ski Station?”

Woman: Who is calling?

Man: It's Brown, from the Convention and Visitors Bureau. I'm trying to speak with Mr. Georges.”

Woman: Oh. No! I'm sorry! I can't believe! I have been waiting for this calling so long! And now....”

Man: I'm sorry.... It was wrong number.

Woman: No problem (crying)

Nessa peça José foi a mulher e Oswaldo o homem.

Amparo – José you would be a very good actor. This is the end of Dorothy Parker. I want you to underline in the story the sentences with if clause.

Amparo fala com Euclides que é de outra turma sobre os diálogos.

Amparo – Give some examples. I'll write on the board.

If I didn't think about it, maybe the telephone might ring.

If I could think of something else.

If I counted 5 hundred by fives, it might ring by that time.

If it rings when I get to 300 I won't stop.

20h15

Amparo - We use it for suppositions. When I have some unreal suppositions I have a special verb that I use.

Oswaldo – Simple Past

Amparo – And at the end we use a conditional verb. This one is a different combination of verbs. It uses present and future. It's cause and effect. In English when we talk about a conditional, but the verb changes depending on the situation. If you talk about unreal situation you use past. If you want to use these sentences in a traditional grammar book you have the first conditional and the second. There are exercises about it in the book. There is also the third conditional, it's an impossible situation, it's a past situation.

No quadro:

I got married in 1995.
 If I hadn't got married, I would have traveled to London.
 I would have studied languages there.

Amparo – What's the verb tense there

Class – Past Perfect.

Amparo – Then I have a conditional perfect. This is the past participle. You have to use would have. If you translate to Portuguese it's the same. I want you to write three sentences with the following model.

No quadro:

Fact: I got into USP in
 If I hadn't got into USP, I.....
 a)
 b)
 c)

Alunos escrevem sentenças

20h23 Amparo entra e said a classe.

Amparo – Can we try?

Oswaldo - Yes

Amparo – OK

Oswaldo – I got into USP in 2004. If I hadn't got into USP I wouldn't have studied at USP

José – I got into USP in 2004. If I hadn't got into USP, I wouldn't have so many opportunities, I wouldn't have been so busy.

Amparo – Are you busy? Are you happy?

Fabrício – I got into USP in 2003. If I hadn't got into USP I wouldn't have come to São Paulo; I would have been a football player.

Claudete – I got into USP in 2003. If I hadn't got into USP, I would have studied on more year, I would have given up trying.

José – Todo jogador de futebol é rico (Diz isso para Fabrício)

Amparo – Read the explanations and do unit 146. Remember that you have to do the grammar.

12/09/06

Amparo não pode dar aula.

14/09/06 Joke 5

19h20

Amparo – We are going to have joke time. We are going to have practice on conditionals. Let's start with joke time. What does bat remind you of?

Elizangela – Vampires.

Tânia – Night, because they don't like light.

Amparo – Any other characteristics?

Elizangela – Upside down.

Amparo – Yes, they do have this characteristic. We are going to read a joke called bats.

No quadro estão as palavras relacionadas a bats.

Bats	
Upside down	Night
Cavern	blood
Cave	Vampires
Sucking	

Os alunos falaram essas palavras enquanto a professora as escrevia no quadro.

Tânia lê a piada e dá uma risadinha. Elizangela dá uma risadinha também. Oswaldo ri alto.

No começo da aula só estavam a Tânia e a Elizangela. Depois, chegaram os outros alunos.

Amparo – Are they experienced bats? What happens?

Oswaldo – The other bat goes to get some food and he returns full of blood.

Amparo – The other bat said: “Good he found food.” But in fact he hurt himself. It’s because bats cannot see.

Oswaldo – They use a sensorial thing to guide them.

Elizangela – I understood something completely different. I thought other bats hit him.

Amparo – We read the joke and we expect something completely different and then we laugh of it. What’s the meaning of ‘d better? This abbreviation is a new for you. Is it would or had?

José – Would better.

Amparo – No, it is had better. You use it when you want to give a suggestion you use had. Can you give me a suggestion?

José – We’d better study for the test.

Amparo – I’d better go home and sleep. We’d better have these simple conversations (professora lê algumas questões referentes à piada do after que se referem a filmes que os alunos viram sobre vampiros ou livros que eles leram. Professora dá aproximadamente cinco minutos para os alunos fazerem essas perguntas e encerrar a parte de joke time.)

Tânia – I watched I don’t know the name of the film in English. I think it’s “Interview with vampire”.

Alunos se dividem em dois grupos. Em um deles estão Tânia, Fabrício e Elizangela. No outro, estão Oswaldo, José e Roberto (chegou atrasado)

(Roberto não conhece os outros componentes do grupo, então a seguinte conversação ocorre)

José – What’s your name?

Roberto – Roberto.

José – Nice to meet you.. My name is José.

Oswaldo – Nice to meet you . My name is Oswaldo.

Eles começaram a falar em inglês sobre a faculdade que fazem. Roberto disse que faz artes plásticas. José disse que faz administração e Oswaldo disse que faz Mecatrônica. José observou que Roberto está com uma camiseta da UFSCAR e pergunta a razão disso. Roberto responde que é devido ao fato dele ter tentado vestibular lá mas não ter passado.

Eles não conversaram nada do que a professora havia proposto, embora tenham conversado em inglês.

Amparo – Do you like this kind of books about vampires?

Elizangela – When I was a teenager I liked very much. I watched films and read books.

Amparo – That's it of vampires. Did you do the exercises? I'm going to check. It's better for you to see and check. Guys, don't forget to check the exercises, I'm not going to correct. Roberto very bad monster vampire (ele não fez o exercício).

Oswaldo – I did not get this exercise.

José – Como é ficar com vergonha?

Oswaldo procura no dicionário.

Amparo escreve no quadro.

- 1st If you have a problem, please talk to me.
 2nd If I were you I would study more.
 3rd If I hadn't got into USP, I would have had more work.

José – Was or were?

Amparo – The conditional is were.

Amparo – You have to read the card and say you opinion. (Professora explica os três condicionais)

Os grupos para fazerem este exercício permanecem o mesmo do anterior: Fabrício, Tânia e Elizangela e Oswaldo, José e Roberto.

20h00 Situação proposta para o grupo: um amigo atropela um ciclista e vai embora.

José - Your best friend. I'd do nothing. If I were the cyclist, I'd go to the hospital and call the police.

Oswaldo – How can I say quebrar o barraco?

Situação proposta: você vê o marido de uma amiga em um jantar romântico.

Elizangela – If I were you I would tell my friend.

Oswaldo – If she were my friend, I'd tell her.

José – Como é rodar a baiana? Eu deixaria tudo tim, tim por tim.

Situação : emprestar dinheiro para o irmão que tem problemas financeiros.

Fabício – If I had, I would lend the money to my brother.

José – Me too. I would lend the money.

Roberto lê a situação: pessoa roubou dinheiro do amigo e se arrepende.

Roberto – Orra, caramba.

José – I wouldn't say anything.

Roberto – I would give the money back without my friend noticing.

Situação: marido esquece do aniversário da mulher.

José – I'd give a big hug.

Fabício – I'd take her to a restaurant.

Roberto – I have no idea.

José – I'd give chocolate, flowers.

Situação: trabalha em uma livraria, mas salário é baixo; rouba livro para dar de presente para o amigo.

José – I'd steal the book. I'd tell my boss and he'd pay me with a book.

Roberto – I'd steal a book.

Fabício - I'd give a big hug.

Amparo dá exercício para os alunos fazerem na aula e irá corrigi-los.

Amparo – In Portuguese, it's the same thing. (Ela deu uma explicação sobre os condicionais que os alunos vão começar exercícios e depois complementa com esta observação)

José – Do you have brothers studying here?

Roberto – No.

José – Parents or relatives?

Roberto – Yes.

20h15 Alunos fazem os exercícios.

Celular de José toca

Alunos presentes na aula: Roberto, José, Fabrício, Tânia, Elizangela e Oswaldo.

Oswaldo – it's a general truth. You always play golf.

José – The past of be.

Tânia – You don't go. And the first?

Elizangela – I don't know.

José – This is correct.

Oswaldo – All the shops would be allowed to be opened.

José – I'd buy a present, a birthday present. This present.

Roberto – I'd buy.

Elizangela – But it's next Saturday – future.

Tânia – But it's every day if you don't miss the bus.

Alunos discutem em grupos as possibilidades de responderem os exercícios.

Amparo – At home, try to do more. And you are going to practice it a bit more. There is a composition for you to do.

José entrega lição atrasada.

Oswaldo – What's the English for safado? He's my brother so I can say it.

Roberto – Are you brothers de sangue?

Oswaldo – Yes.

Amparo encerra a aula.

19/09/06

19h30 aula não começou e alunos conversam em português

No quadro Amparo escreve:

- Correcting Homework Conditionals
- Pronunciation Practice
- Learning stations

Amparo começa a correção dos exercícios que foram passados a aula passada sobre os condicionais em suas três formas. Os condicionais estão misturados no diálogo e alunos devem distinguir quando são usados. Na correção do exercício Amparo procura explicar o porquê do uso determinado condicional em detrimento de outro.

Amparo – These are the activities for the class today. Remember the sentence that has conjunction Number 2. Look 2. There is a supposition.

José – wouldn't go shopping

Amparo – Shops aren't open on Sundays.. I would have bought, it's the third conditional. She is talking about Saturday. If you had got up a bit earlier. They are talking a situation in the past. So number 9 If.

José – If I don't get enough sleep.

Amparo – I become tired. What he's saying it's a habit. So present present. If all the shops opened, they would have...When I have the second conditional it's a supposition. You have to read the whole thing to know the situation. This is an old story nowadays people work on Sundays. Number 17 They had.. No, José If people are bored they turn to crime. It's a general truth. There would be a lot less crime if more people had. Number 23 If I go..

José – go

Amparo – If I don't play I'll be unemployed. When all the conditionals are connected it's more difficult. We are not going to correct the activities. I count on you doing the exercises.

Tânia – When I use I don't think. I don't think it will it'll be all right

Amparo – It depends on the context. It depends on the degree of the supposition. Now pronunciation practice. Let me give you the hand out. Review of the past of regular verbs. ED Pas regular verbs. We have studied in Level 2 in level 4 page 52 ex.2

Class – (risos)

Amparo – There are basically 3 ways of pronouncing.

/d/

phoned

/t/

cooked

/id/

landed

Amparo – Let's repeat the words. You have to remember when there's vibration of the vocal cords it's voiced sound. I want you to pronounce phone. I'm thinking about the phone

Alunos repetem phone e o som vibra e colocam a mão na garganta para sentir a vibração. Alunos repetem a palavra inúmeras vezes

Amparo – When there is no vibration of the vocal cords the sound is voiceless.

Alunos repetem a palavra cooked para verificar que não há vibração. Repetem inúmeras vezes.

Amparo – The last one finishes with /d/ or /t/ you add /id/. Let's repeat.

Phoned cooked landed

Class – phoned, cooked, landed.

Amparo – There's a group of words in the past and I want you to categorize the words, then listen to the tape

Alunos devem colocar os verbos de acordo com a coluna que pertencem.

José – Do you have a pencil to lend me?

Tânia – Yes.

José – Silence please

Elizangela – This exercise is no silence.

Alunos repetem as palavras para verificar em que coluna o verbo se encaixa.

Amparo – Roberto, I want you to sign. This is for recuperação paralela.

Roberto – OK

Roberto está sendo convocado para recuperação.

Amparo – Guys, I'm going to play the tape

Elizangela – One minute more.

José – Starred.

Amparo – You'll listen to the verbs twice and you see if it's in the correct column

Enquanto os alunos ouviam, Amparo colocou a correção no quadro.

/t/	/d/	/id
helped	saved	started
missed	discovered	needed
looked	offered	wanted
Asked	called	invited
jumped	tried	
reached	lived	

Amparo – Let's repeat

Alunos repetem todos os verbos

Amparo – Sometimes it's easier to listen to the words when they are connected in a context. Sometimes we have to link to the words to listen to the linking words

Alunos ouvem sentenças que estão no passado –ed e devem colocar na pronúncia correta.

Amparo – Let's see in groups.

a) sentence /id/

/id/

/d/

b) sentence b /t/

/d/

/id/

c) sentence c /t/

/id/

d) sentence d /id/

/d/

...../d/

Amparo – Let's repeat after me. Let's repeat again. We hitchhiked across Europe.

Amparo – In pairs repeat the sentences to your friend.

José – Who starts? You or me?

Roberto – You

Alunos lêem o diálogo em pares

Tânia – We hitchhiked across Europe.

José – Wales? País de Gales?

Amparo – Yes.

Roberto- Hitchhiked

José – What's hitchhiked?

Amparo – It's this. (faz uma mímica)

Amparo – The next exercise is to show interest in the conversation. It's a question to show interest. The intonation is up. It shows interest. The intonation is down you show that you are not interested.

Amparo lê um exemplo em que se mostra interesse.

Amparo – The last activity in pronunciation is to show interest. Remember use the correct verb tense.

Amparo – Roberto (Amparo fornece as regras da recuperação

José – You have a problem.

Tânia e Elizangela fazem juntas o exercício e riem muito.

Amparo – Can I play the tape?

Elizangela – Yes

Amparo – Sometimes the intonation goes up and sometimes it goes down. We are not going to have time to do all that. Thank you for coming. Next week there is no class because it's Semana da Educação. We are going to have a test on the third of October

Oswaldo – Next week?

Amparo – Next week no classes.

Alunos presentes na aula: Tânia, Elizangela, José, Roberto, Oswaldo e Fabrício

21/09/06 Joke psychologist

19h25

Há três alunos na classe: Roberto, Oswaldo e Claudete

Amparo – Guys, we are going to start the class with joke time, pronunciation and learning stations. Before reading the joke you do the pre activity.

No quadro:

Joke time
Pronunciation
Learning Stations

José – Joke time! I love reading jokes.

Roberto – I'd like to discuss now. (Roberto já respondeu as questões do pre-reading activity e fala para Amparo que já quer discuti-las.

Amparo – Now. Every body agrees with psychiatrist only treats “crazy people”.

José – The psychiatrist treats problem with the mind.

Amparo. Some people think that only treat “crazy” people. He prescribes some medicine.

(Os alunos da turma foram unânimes em dizer que o psiquiatra não trata somente de pessoas loucas, mas sim de todos).

José – There is some prejudice.

(Essa questão era para marcar se havia preconceito em relação a dizer que já foi em um psicólogo.)

Amparo – You don't know or you believe there is prejudice.

Roberto – I understood other thing. (Ele não sabia o sentido da palavra prejudice)

Oswaldo – Don't read the joke.

Roberto – In the university there isn't prejudice.

Amparo – No or agree.

Roberto – Depends on the place. Here at USP there are many people that go to a psychologist. Last year I went to one.

Amparo – I went to a psychologist. I think every body should go to a psychologist.

Oswaldo – As you take care of your body you take care of your mind.

Amparo – (Lê o ultimo item) People also go to a psychologist or a psychiatrist to know themselves better and therefore have a better quality of life. What do you think?

Oswaldo – I disagree about this information. In general most people don't go to psychologists.

Roberto – It's expensive. But it's good.

Alunos lêem a piada e logo começam a rir.

Amparo – Who's crazy too?

Oswaldo – The sister.

Amparo – So you understood the punch line. We have some questions too. What's the verb tense in the second question?

Roberto – Past perfect.

Amparo – No, think about the auxiliary.

José – Present Perfect Continuous.

Amparo – We use this tense for something that started in the past and continued up to the present moment. Now we have some questions in the after-reading activity.

José – How long have you been studying at Inco-Cepel?

Roberto – 3 years. One semester I stopped.

José – How long have you known your teacher?

Roberto – Since last semester.

José – How long have you been living in your home or flat?

Roberto – I don't remember.

José – Where were you born?

Roberto – I was born in Minas Gerais.

Claudete – How long have you had an e-mail?

Oswaldo – Since I started to use the internet.

Roberto – How long have you been studying at Inco-Cepel?

José – I've been studying at Inco-Cepel since 2004.

Roberto – How long have you know your teacher?

José – I've known Adriana since the beginning of the course.

Oswaldo – I use the internet because it's very important.

Claudete – I don't like it.

19h50 Foi a primeira vez nesse semestre que Amparo não teve que ler a piada em voz alta e explicar.

Amparo – I think it's enough. Now we are going to work with the intonation.

No quadro:

<p>Were you? Up rising: interested</p> <p>Down falling: uninterested</p>
--

Amparo – Let's repeat.

José – Fica várias vezes repetindo.

Amparo – Make questions to your friend. Show interest or uninterest.

José – Did they? (interested)

Amparo – It's not a true question it's just to make a conversation.

José – Do you need you to charge the face?

José – We spent our holiday in Wales this year.

Roberto – Did you? (interested)

(Alunos fazem algumas sentenças do folheto que foi distribuído a aula passada e demonstram interesse ou desinteresse. Eles fazem esse exercício em pares. Professora ia caminhando pelos grupos para corrigir a pronuncia.)

Oswaldo – How do you say folgado? (pega o dicionário e começa a procurar. Esse aluno sempre traz um dicionário para as aulas)

Amparo – They are going to have ten minutes. Don't write on this paper. This exercise is the difference between American and British English.

Professora vai fazer a learning stations. A classe foi dividida em dois grupos o vocabulário foi para Oswaldo e Roberto e o desenho para José e Claudete. Há somente quatro alunos na classe. Depois os alunos vão trocar de atividades.

Oswaldo – Táp or Tâp.

Amparo – Táp.

Oswaldo – I found a lot of words at the end of the book I'm reading. They are American English that's why they are there.

Amparo said a sala por alguns segundos.

Oswaldo – What's janitor?

Roberto – I think it's zelador.

Oswaldo – No problem with vacation.

20h10 Oswaldo e Roberto olham para o dicionário as palavras.

Oswaldo – Try to find please mailman.

Roberto – Post man. Hike, I remember this word I remember.

O exercício que os alunos estão fazendo consiste em no texto encontrarem palavras equivalentes do inglês americano ou britânico.

Fomos para o grupo do desenho. Nesse exercício os alunos devem pensar um pouco e desenharem algo que foi significativo para a vida deles. Depois mostram o desenho para outra pessoa e falam sobre o desenho.

Amparo – Claudete is minimalist with the space so big..... you draw so small.

(Claudete fez um desenho muito pequeno na folha de papel.)

Claudete – Yes.

Amparo – You have to minutes to show your drawing to your friend.

José – What were you doing here?

Claudete – It was Christmas and I saw my bicycle. And didn't know about it.

José – What did she give to you? It was a present or a surprise.

Cecilia – I don't understand your question.

José – It was like a surprise.

Claudete – I woke up and I went to the TV room and I saw my present.

José – What was your present?

Claudete – A bike. An you?

José – It was many years ago. I started to ride a bike. My friend teached me.

Amparo – Taught me.

José – My father taught me to ride a bike.

Amparo – Did you talk about it? This is riding a bike. (apontando para o desenho de José)

José- Yes, I was trying to ride a bike.

Claudete – Did you fall a lot?

José – No, I didn't.

Claudete – I fell a lot. I rode a bike in dangerous places.

José – I rode in safe places.

Amparo – Let's change the activities.

Voltamos para o grupo que irá fazer o desenho.

Oswaldo lê as instruções. This is a psychologist activities.

Amparo – Yes, close your eyes and draw something from your past.

Alunos fecham os olhos e pensam em que vão desenhar. Depois abrem os olhos e começam a desenhar.

Oswaldo e Roberto estão quietos e desenhavam.

20h26 Elizangela chega para entregar algo para a professora

Oswaldo – I'm going to leave Poli and I'll study at ECA. I have ability.

Amparo – Guys, you don't have much time. You can start talking if you want.

Oswaldo – What's it?

Roberto – When I was a child I drew many things. My brother and I created.. how can I say personagens?

Amparo – Characters.

Roberto – My brother and I created many characters. Some animals with human characteristics. We drew characters that represented death. Like death of Turma da Mônica.

Oswaldo – I tried to put Rio-Niterói bridge. I was traveling to my grandmother's home I tried to draw I prefer.

Amparo – It can do everything for you.

Roberto – I drew the planet because I like drawing maps very much..

Oswaldo – In the internet you can see planets and stars.

Amparo – Guys, time is up.

Roberto – I liked it.

Amparo – It's good. Next week no classes. Guys grammar book units 11-18.

5/10/06 Joke 7

19h30

Amparo – Hello Fabrício! Hello Tânia! Guys, did you do the grammar exercise?

Fabrício – Yes I showed two weeks ago.

Tânia – I forgot.

Amparo – Today we are going to start with joke time. I want you to have a look in the dictionary for the word chicken.

Alunos olham no dicionário e descobrem palavras relacionadas a chicken.

Elizangela – Chickenpox (risos)

Amparo – Ok. What did uu find?

Elizangela – Chickenpox. Chicken, frango galinha.

Amparo – About food in general

Fabrício – Covarde – Chicken out andar para trás.

Amparo – Did you find anything different?

Tânia – No, the same coward.

Amparo – We are going to read the joke. I want you to think about these two meanings.

No quadro:

Chicken	1) food
	2) a person who is afraid of situations is a coward.

(Professora pede que os alunos façam uma previsão sobre do que se trata a piada)

Elizangela – A man who is a chicken and there is a robbery.

19h40

Oswaldo – The joke's title is at the restaurant.

Elizangela – There is a robbery at the restaurant.

Amparo – The customer is afraid of chicken.

Oswaldo – The person who is chicken, the waiter makes a mistake between the food and the man.

Elizangela – Ok

(agora alunos irão ler a piada depois de todas essas previsões.)

Oswaldo laughs. Yes. (a previsão dele estava correta)

Fabício – Yes.

Amparo – Oswaldo is right. He got the nail on the spot.

José – I never understand.

Amparo – The idea is we serve any kind of people.

José - I don't understand.

Amparo – The idea here is that we have two meanings of the word chicken.

José – I don't understand.

Amparo – We are in the restaurant. Você pode ser um covardão que nos lhe servimos.

José – I don't understand. I'm stupid.

(Ele era o único da sala que não entendeu a piada, apesar das inúmeras explicações dadas pelas professora e também pelos colegas de classe)

Oswaldo – Yes, you are.

Amparo – Maybe it is the first time you see this idea it's covardão.. Maybe you don't like the joke.

José – I don't understand.

Amparo – Just to finish. You go to a cafeteria and you work in pairs. I'll do with José.

(Alunos fazem a atividade de after reading e fazem diálogo na lanchonete. O menu que eles tiveram acesso é bem simples)

Fabício – Can I help you?

Oswaldo – A king size burger. To drink I'd like a glass of orange juice. And I'd also like a cup of coffee.

Fabício – Here you are.

(os alunos invertem os papéis)

Oswaldo – Can I help you?

Fabício – I want a king size hamburger.

Oswaldo – Ok.

Fabício - I'd like chips too.

Oswaldo – To drink?

Fabício – A glass of orange juice.

Oswaldo – Ok.

Amparo – That's it I'd like to listen to you discussing the idea of paradise.

Tânia ri.

José – Mind your own business.

Oswaldo – Money is a way to get felicity.

Amparo – Everyone has the idea of paradise.

(Professora está preparando os alunos para ouvirem a música *Another Day in Paradise* de Phill Collins)

José – It's a place you don't have to work and there's no problem.

Oswaldo – It's my brother.

Amparo – Do you think it's terrible to work?

Tânia – Not when you do because you like.

José – I don't need money I don't work.

Amparo – People need to feel their work is important. Maybe José is working too much.

José – Yes.

Amparo – Fabrício?

Fabrício – It's calm, it's calm. It's a beach.

Amparo – You don't associate paradise with the city.

Elizangela – Do everything I want, I love reading, but reading here is an imposition. Paradise is to do what I want. This situation doesn't exist.

Amparo – You are never in paradise.

Oswaldo – It depends You can go to Fabrício de Noronha and may not be happy. You may be in Faria Lima and be happy.

Amparo – The song we are going to listen is *Another day in Paradise*

Oswaldo – Something that was good and now it's bad.

Amparo escreve no quadro as palavras que irão aparecer na música.

Blister
Sole
Line
Fit in
Whistle
Pretend
Tell
Embarrassed

Oswaldo – Sole can be sola.

(Alunos olham no dicionário as palavras e comentam seus significados)

José – Sola do pé.

Alunos presentes na aula: Roberto, Oswaldo, José, Fabrício, Tânia, Elizangela. Roberto não estava presente no joke time.

José – Line is American English, Queu is British English. It's a line of people. What's blister?

Oswaldo – Bolha.

José – What's whistle?

Oswaldo – Apito.

Alunos olham no dicionário as palavras que não conhecem.

José – Pretend is not pretender se não não estava aí. It's fingir.

(Processo de conhecimento de aquisição de vocabulário)

Amparo – Anything different about the words?

Elizangela – Pretend I always confuse with intend. Sole, sola de pé e linguado.

Amparo – All the words are in the song. I want you to think about what the song is about.

Tânia – Maybe it's something that doesn't fit in and he needs to pretend.

Oswaldo – The person lived in paradise but did not know. But, he pretended he didn't know and now he understand.

Amparo – I'm going to play the song without the lyric. Where is the story? What's the situation? You are going to listen and you're going to get these three pieces of information

Suposições das histórias que foram escritas no quadro;

Tânia – a story about somebody who didn't fit in he was embarrassed and this is not the idea of paradise.

Oswaldo – A person who lived in paradise, but didn't know it. He pretended he didn't fit in but now he understands it. He regrets.

(As notas acima foram escritas por Amparo enquanto os alunos falavam sobre suposições em relação à música.

Alunos ouvem a música.

Amparo – Ok. Could you get some city? Where is the location?

Roberto – In a city.

Amparo – How many people?

Tânia – 2 people a woman and a man..

Oswaldo – The singer is giving some advice.

Amparo – There's a man and a woman. What's the situation? Oswaldo has an idea. Is it a love story?

Oswaldo – Yes.

Amparo – I want you to read the story and comment it. (alunos lêem)

20h20

Oswaldo – Now it's you and me.

Amparo – Let's listen. Let's see what you can complete.

Alunos ouvem e completam a música

Tânia – Não sei como é isso.

Amparo – All right. Let's correct the lyrics. He crosses. Do you think it's the same man?

José What's cos/

Amparo – It's because. Is it a love story?

Class – No.

Alunos aparentemente não tiveram dificuldade em preencher as lacunas da música.

19/10/06 Joke 8

Elizangela vai fazer uma apresentação sobre história africana.

Elizangela – Hi guys! I'd like to present to you my project of scientific initiation. First I'll give to you some information about Africa. Second the contact between European and African. I'd like to begin with a glossary (aluna mostra m glossário básico para compreensão de sua apresentação). The purpose of this research is to study is to active groups of work in the área of the Gulf of Benin, West África understood as middlemen in the dynamics between European and Africans.

Main objective is to identify in the available documentation such groups accompanying references on their paths along the period for this research.

I intend to analyze in this project to analyze a period that it was dangerous to be black. In the large map it was the slave coast.

Now, I'll talk about the kingdom of Dahoney. This is where the traffic happened. We have the time to. He governed Dahoney only he could wear sandals and proper clothes. Both images were removed from Forber.

The workers were constituted in a great contingent of men and women that worked in the earth and in the sea collectivities that supplied the European construction with goods of first needs.

The canonmen

The transportation of canoe was the basic transportation.

I'm not nervous any more. I'd like to present this picture. How they carried the slaves by canoe. For me without canonmen we wouldn't have slave trade. Slave Trade were controlled by Dahoney Kingdon. There was an agency in Africa. The workers were as middlemen in this dynamics.

Oswaldo – Africans helped the Europeans in the traffic?

Elizangela – African society has good things and bad things.

Oswaldo – Is your research finished?

Elizangela – No, it started last month.

Oswaldo – Why did they do that? They commercialized their brothers.

Elizangela – The teachers believe in agencies European. But there are many intellectuals that think different. I don't understand Africa without Brazil in music in food. I don't understand Brazil without Africa.

Amparo – You are trying to discover.

Elizangela – Because of this I want to travel to Nigeria. I tried to speak English, but I spoke.

Amparo – It's joke time

(Hoje professora não colocou programação no quadro)

José – Yes, but these jokes are hard. (Esse aluno tem muita dificuldade de entender as piadas, mas apesar disso ele é sempre entusiasta das piadas)

Amparo – Are you a religious person? I go to church every Sunday. I pray in my house. In what ways are you religious?

Roberto – Difficult question.

Elizangela – It's a history study. I can't answer this question.

Oswaldo – To be religious to be obedient is what you do what you are.

Roberto – I was a Christian, I believe that god is in all of the things. God is atom. I don't have a religion. These years I went to some churches, but I don't follow anything.

Amparo – Do you pay attention to the preacher?

Oswaldo – I always pay attention to preachers.

Amparo – I was so impressed with the Lutheran sermon in Paraná of my sister's graduation that I paid attention to everything.. We are going to read a joke about a preacher. I want you to read aloud and answer if the man paid attention to the sermon or not.

20h00 Alunos lêem a piada por alguns minutos.

Roberto sorri, Elizangela sorri. Oswaldo dá uma gargalhada, José está concentrado.

Amparo – All right. Did the man pay attention to the sermon? What's funny in the story?

Elizangela – He answered the preacher in the right moments.

Amparo – What was the problem with the last answer?

Oswaldo – There is a sexual connotation.

Amparo – Did you like it?

Class – Yes.

Alunos presentes na aula: Oswaldo, José, Fabrício e Elizangela.

José – The word is pew.

Amparo – That's the way the word we use for a sit in church in English.

(Esse era referente ao exercício de vocabulário logo após a piada. Havia também a palavra cross que os alunos acertaram facilmente)

Amparo – Can you tell us about a joke in Portuguese or in English?

Roberto – I don't know in English.

Amparo – You can tell the joke in Portuguese.

Roberto – A priest told us this joke.

(Piada é contada em português que uma gago vai falar com o padre sobre o casamento com a noiva. E padre pergunta qual seria o problema se ela estava grávida. O gago disse que não mas é que ela era morféctica)

Alunos ouvem a piada e riem muito.

(Professora começa a discutir voz passiva que foi dada na aula anterior)

Amparo – What's the tense that we use?

Oswaldo – The verb to be.

Amparo – There is always a form of the verb to be. Taxes are going to be raised.

José – For.

Amparo - No, it's always by. The window had been broken before we got here. OK Roberto. Obviously we don't use by somebody.

Oswaldo – The church tower may have been struck by the lighting.

Amparo – Number 4 Fabrício. (Professora avisa que tem duas frases na passive nesse exercício)

Fabrício – The painting would have been finished if I hadn't been interrupted.

Amparo – It's complicated to see. (Amparo ajudou o aluno a formular a sentence, pois ele teve um pouco de dificuldade para montar a frase)

José – The machine was invented by Leonardo Da Vinci.

Oswaldo – The agreement will not be signed in the meeting.

Elizangela – The match was postponed because of the fog.

Amparo – You don't need to say the referee.

Roberto – This damage needs to be repaired.

Amparo – It's a passive construction in the infinitive. In Portuguese we have the same construction.

José – Would the problem be solved if they came earlier?

Oswaldo – The road was being mended.

Amparo fala sobre a diferença de being x been. Right guys.

(Alunos vão responder ao questionário de motivação e Amparo entrega a prova para os alunos darem uma olhada)

31/10/06

19h30

Amparo – Today we are going to do learning station. Today we have one learning station with passive. You have fifteen minutes for each station.

(Na learning station a classe é dividida em grupos e cada um deles faz uma atividade diferente)

Claudete – And my presentation?

Amparo – If you are ready, we can do it today. But we didn't rehearse.

Claudete – Então é melhor cancelar.

(Amparo prefere sempre ensaiar com a aluna a apresentação e corrigir previamente a pronuncia para que tudo sai bem quando o aluno falar)

Amparo – If we have two speeches it's very boring. Here we have a group of activities.

(Amparo menciona que na classe tem o grupo da Luluzinha e do Bolinha Mesmo assim José prefere ir para o grupo da Luluzinha a ficar com dois rapazes)

Amparo explica aos grupos as atividades que farão. Um grupo irá falar sobre atividades que ativam a adrenalina oralmente tendo por base uma folha de papel; o outro para o exercício de gramática acerca da voz passiva. Preferimos ficar no grupo que iria falar.

José – Here can I start? To talk to someone who I'm really attracted to makes me feel nothing.

Tânia – Makes me feel excited.

Claudete – Makes me feel angry.

José – To take an exam makes me feel nothing.

Claudete – Makes me feel scared.

José – To walk to a high point and look down makes me feel very very very scared.

Claudete – It makes me feel scared. I've never taken off airplane makes me feel nothing.

José – To ride the back of a motorbike makes me feel scared.

Claudete – Me too.

Tânia – Me too.

José – What's a rollercoaster? Montanha Russa. To go on a Rollercoaster on a fair makes me feel scared. I've never been on a rollercoaster.

Tânia – It makes me feel scared, but excited.

19h45

José – Why does everybody shout when it goes down?

Tânia – Because it's fun.

José – If I do it I'll die.

Amparo – It gives me thrills.

(Amparo fala que não gosta de ir na montanha russa, mas sua filha de dez anos adora, então tem de ir com ela)

José – To discover that you have been robbed!!!! (Aluno não entendi a questão)

Amparo – Sometimes you don't notice you've been robbed only when you get home you do.

José – It's never happened to me. Now to watch my team makes me feel nothing.

Tânia – Makes me feel scared. My team is bad. I'm corintiana.

José – I like your team.

Amparo – I was stopped by the police I showed my documents. I was excited.

Tânia – This has never happened to me. I don't know.

Claudete – If you have a car with iso filter it's scared.

José – And to assault the freezer in the night and see your mother.

Tânia – Many things that are scared it's excited.

Claudete – It's more scared when you turn off the TV.

Amparo – My daughter loves rollercoaster. I don't like but I have to go with her.

Amparo explica a atividade para o segundo grupo.

Fabício – When I'm talking to someone who I really feel attracted to makes me feel excited.

Oswaldo – Taken off on an airplane. I've never taken off.

Fabício – Me too.

Oswaldo – At Politécnica they have aeroclube.

Fabício – Riding on a motorbike, it's scared.

Oswaldo – Get stuck in a traffic jam, I believe it's congestionamento.

Fabício – I don't know.

Oswaldo olha no dicionário todas as palavras que tem dúvidas.

Oswaldo – I don't have a problem, but when it's raining a lot and I'm at USP it's a problem. Now talking in front of people makes me feel nothing.

Fabício – It makes me nervous in the beginning then I relax.

Oswaldo – Rollercoaster Montanha Russa. I believe it's excited because I've never been.

Fabício – It's a mixture of excited and scared. Gallop on a horse make me feel excited.

Oswaldo – To watch a football team makes me feel a little excited.

Fabício – I was stopped by the police, but it made me feel nothing.

Oswaldo – If you have all documents no problem. Before I came to USP I studied at Paula Souza and the police stopped me. My city is a violent city.

20h05 How can I say quadrilha? (olha no dicionário) One minute and I'll find. I was a neighbour of a gang. Our city was dangerous.

Amparo – What's your city?

Oswaldo – Carapicuíba. People like that die or go to prison.

Amparo – Did you finish guys?

Fabício e Oswaldo – Yes.

Amparo entrega outra atividade para eles fazerem. É para ler um texto, fazer vocabulário e depois discutir.

Oswaldo faz uma demonstração de alegria ao ler o texto.

20h15 celular de José toca e Tânia fala que é namorada dele.

José – O mar foi tido por nós. (fala aluno no outro grupo)

Tânia – Você fala o prato foi comido por nós?

José – Às vezes eu falo umas sentenças assim.

Amparo – Essa sentença não é natural. Aqui estão as respostas para vocês corrigirem.

José – Eu tenho estado andando.

Amparo – It can be for literary purposes, but not for this. Amparo fornece outra atividade para o grupo de Tânia, José, Claudete de vocabulário.

Fabício e Oswaldo estão compenetrados com o texto.

Fabício – What's number 3?

Oswaldo – Ribbed.

Fabício – I found in the 3rd paragraph too.

Oswaldo – The first paragraph is right for me.

Amparo – Just you and your brother.

Oswaldo – Yes.

Amparo – How many brothers and sisters do you have?

Fabício – Just one brother, he's older.

Amparo – Your English is not bad, but your Portuguese. (fala isso para José)

Tânia – Yes, you need to study Portuguese.

Amparo – Vocabulary? (entrega a resposta para Fabrício e Oswaldo)

Amparo – Did you like the story?

Fabrício e Oswaldo – Yes.

Amparo – For next class do the unit about future.

09/11/06 Joke 9

19h25

José – Posso sentar aqui? Sabia que você iria deixar. (fala isso para Tânia que já estava na classe. José chega com seu irmão Oswaldo)

Alunos presentes: Oswaldo, Tânia, José, Claudete, Elizangela, Fabrício, Roberto.

Amparo – Fabrício, I have bad news: the data show is not available. (Professora anteriormente falou para Tânia que não seria possível utilizar o data show, pois o responsável esqueceu de marcar e outra professora também necessitava)

Guys, we are going to start with joke time and afterwards we are going to work with chat show. If we have time we can start with the grammar focus. Let's start with joke time.

José – Eba!

Amparo – Have you ever traveled by plane?

Class – No.

Amparo – Is there any place you would like to travel?

Roberto – Cuba.

Elizangela – Nigeria. (aluna fala isso devido ao seu projeto de iniciação científica.)

José – New York.

Oswaldo – Paris.

Amparo – The title of the joke is “At the airport”. What do you expect to have in the joke? It's a conversation between tourist and driver.

Oswaldo – Some confusion.

José – The tourist assault the taxi driver.

Tânia – It's not a joke.

José – Yes, it's true. I think the taxi driver doesn't get the way.

Elizangela – I think it's a road.

Amparo – What are the ideas?

José – A robbery.

Amparo – What else?

Roberto – There's a misunderstanding.

Elizangela – There's a problem with language.

Alunos lêem a piada e já apresentam algumas reações. José ri (parece que entendeu a piada). Tânia ri e bate palmas pelo fato de José ter entendido a piada.

Amparo – What's the idea?

José – The tourist thought with luggage and without luggage is the same.

Elizangela – Explain for me I don't understand. (Aluna fala isso em tom de brincadeira uma vez que José tem dificuldade de entender as piadas e ela propõem esse desafio)

Amparo – The logic is saving money.

José – Luggage and garbage, what's the difference?

Amparo – Garbage is lixo. Luggage is bagagem.

Elizangela – I asked the bus driver to take my bag. I don't need to pay.

(Agora alunos estão se aproximando do after the joke. Alunos demonstraram ter entendido a piada)

Amparo – When you ask directions to a taxi driver. I want you to give directions to your friend to finish. Just think for one minute.

José – I need a map.

Amparo fornece papel para ele.

José – I was joking.

Os alunos pensam durante alguns minutos em como dar direções para o colega para que chegue à casa dele. Essa é a parte final do joke time.

Amparo – Let's try in pairs or in three.

José – Who starts, girls?

(a sala dividiu-se em grupos José, Tânia e Claudete; Oswaldo e Elizangela; Fabrício e Roberto)

Roberto – I live at Crusp. You can get the bus opposite Faculdade de Educação and you get on a bus and get off the first bus stop. You'll go to the building and go straight on Bloco B. Arriving there you go upstairs. I live in apartment 109.

Fabrício – Go ahead opposite the street there is a bus stop you take the bus Praça da Sé. You go three points (influência do português, poise m ingles é bus stop) after Avenida

Paulista, then Rua da Consolação on the right. You see Consolação Church. Then you go ahead and the next is my street.

José – You need to go out of USP Vital Brasil. Get a bus to Jardim Líbano. You can get up and you can sleep. When you are in ask the bus charger. You go down you need to walk. You need to go out the street finishes and get off the bus there.

Amparo – It's difficult to give directions. Let's go to the chat show and now we are thinking of the celebrity. I want you to invent the information. You don't need to have all the information about your self.

(Na aula passada que não comparecemos alunos ouviram uma fita com um chat show e começaram a elaborar questões sobre o formato do chat show. Os alunos escolheram que celebridade seriam e quem seria o entrevistador. Nesta aula os alunos dividem-se em grupo para ensaiar a entrevista.)

José – I want to be Madona.

Amparo – No, you want to be a man.

Oswaldo – Who are you?

José – I don't remember.

Oswaldo – We need to write all the information about you.

José – Leonardo di Carpri.

Oswaldo – Are you dating Gisele Bunchen?

José – No.

No grupo Tânia é Heloisa Helena, Fabrício é Schumacher e José é Leonardo de Capri.

Oswaldo é o entrevistador.

Amparo – I wrote on the board a suggestion to start the show.

Host Hello and welcome to`s show. Tonight I'm going to talk with 2/3 very famous people.
She's the most famous singer in Brazil. Ladies and Gentlemen welcome to Ivete Sangalo.
(APPLAUSE)

Há dois grupos na sala Tânia entrevistada, Fabrício entrevistado, José entrevistado, Oswaldo entrevistador.

No outro grupo: Elizangela, Roberto e Claudete.

20h05 Alunos no grupo que estamos escrevem informações sobre a pessoa que irão representar e estão bem concentrados. Amparo faz outra atividade.

No quadro há no planejamento da aula:

<p>Joke time</p> <p>Chat Show</p> <p>Grammar Focus</p>
--

Oswaldo – Schummer is the first. Hi, Schumi!

José – I finished.

Amparo – Don't forget that you have to make a connection between the question and answer. There are a lot of words we use for perder.

Oswaldo – Heloísa Helena. Hello cabra da peste.

Tânia – I need to speak a lot because she talks a lot.

Amparo – This questions “Why are you so famous?” is not very good.

José – I'm a good-looking guy.

Oswaldo – Do you remember Rose?

José – No, it's something of the past. Now, it's Kate. What's the song of the program?
(aluno faz sons que podem ser a música do programa.)

Oswaldo – Como é se afundar?

José – Não pergunta coisa difícil que eu não sei.

No outro grupo:

Amparo – We need to rehearse and next class we present

Amparo – Did I see your speech?

Roberto – No, I didn't organize.

Amparo – We had a problem with the data show.

Amparo – Now we need some time to rehearse.

José – Don't we dispute an election.

Amparo – In English is to run an election.

Oswaldo faz a apresentação. Tell me Leonardo, where's Rose?

José – I love Gisele Bunchshem.

Oswaldo – You are retired. Are you so old?

Fabício – I'm an old young boy.

Oswaldo – Do you drive carefully?

Fabício – We must drive carefully.

Oswaldo – And you Leonardo? Why did you become so famous?

José – I'm a good-looking guy.

Tânia – I think he's a young boy who thinks he's very important.

Oswaldo – It's true that you started with *companheiro Lula*.

Tânia – Yes, but we are not friends.

Oswaldo – Why?

Tânia – He betrayed our fight.

Oswaldo – Some people said you are separating.

Fabício – Now I have a good relationship with my wife.

Oswaldo – So, how can you keep traveling around the world?

Fabício – She travels with me.

Oswaldo fez uma boa introdução antes de fazer as entrevistas. Falou rápido e seguro.

Tânia na entrevista mencionou a luta pelo socialismo que *Heloísa Helena* – personagem representado por ela – trava.

Amparo – Next class, I'll give you some time to rehearse and then we present the show. Don't forget to do grammar exercise.

16/11/06

19h25

Amparo – Today we have the speeches, joke time and we can talk about probability. Who starts?

José começa a fazer o seminário. Tânia o ajuda no data show

Depois que Tânia o ajudou com o data show José começou o seu seminário sobre como investir o seu dinheiro. Ele irá falar sobre as diferentes formas através das quais podemos investir o nosso dinheiro.

José – It's a pleasure to talk how to invest your money. Here I'll talk about how to help the people to invest your money. Here we have some ways to invest your money. The

first is saving account, it's more simple to invest. This is important for little investors the problem to lose money is zero.

Stock exchange is high risk. You can get a lot of money or you can lose. Future markets it's for people who work in markets and farms. Federal bonds in Brazil the central bank has an option for Everybody who invest. It has a specific place that you have Exchange market is when you bet in a price. The risk is very high according to the market. Private bonds is like Federal Bonds, you can buy with a specific mark that you have.

Golden is forgotten, but it's an investment. I search in the internet some investments. Here are the possibilities. When we have inflation the risk of investment is very high. In another time we can lose money. The advantage of Federal Bonds we have a long time to recover.

What do you need to observe to invest? Risk versus profitability. A good portfolio. It's a set of options that you can take. If you have a high risk, you can have a low risk. Security of Institution, you'll negotiate in the institution. Liquidation – if you have a good asset to turn in money.

19h45 – Questions? It's free.

Oswaldo – Everybody here that is a university student, what do you indicate for investment?

José – Federal Bonds that have a low risk because the return is high. If you are a good investor and have a lot of information. Another question? It's free consultation.

Amparo – The problem is that we don't have a lot of money now.

Oswaldo para Roberto – Would you like? (faz essa pergunta para Roberto, pois os dois vão fazer o seminário hoje e ele pergunta se Roberto quer começar o seminário)

Amparo – No, the brothers. (Oswaldo e José são irmãos e Amparo preferiu que o outro irmão fizesse o seminário)

Oswaldo – There are some Portuguese mistakes, I typed very fast. (aluno distribui um pequeno glossário sobre o vocabulário que vai ser visto durante o seminário)

(aluno prepara o power point para fazer o seminário)

Oswaldo – Good evening for everyone. I'd like to share with everyone the beauty of heaven. When you see the sky, can you feel how little we are. Here was the beginning. The beginning was concentrated the time, there was a great explosion. The temperature of the universe was so high. What's anti matter?

The matter was formed of atom. The nuclear has negative charge. If I'm forward by matter and my brother is anti matter. If I hug my brother we'll stay together (abraça o irmão a fim de dar uma pequena demonstração sobre o que está falando). I'm a piece of matter and everyone here too. Everything we see it's part of eletromagnetic. All this is part of eletromagnetism spectrum. There are a lot of major charges. All is our instrument, all the time we are receiving from waves. There are some comparisons. How long is the universe and what is its length. We use computer program to know the size of the universe. What's the speed of light? There is nothing faster than the speed of light. What's light year? If you're driving in the speed of light, it's impossible. The difficult is how I can say the number (no data show aparece a velocidade da luz e quanto ela percorre) You have to measure.

Measuring the universe it's the most far away: the object is quasar. It's the longest problem in a year. I can have a terrestrial time of the universe.

José e Tânia levantam e um fica de frente para o outro; Oswaldo fica atrás de José. Mas a demonstração que Oswaldo pretendia fazer não deu certo. Ele queria verificar a percepção de movimentos, mas, de acordo com Oswaldo, Tânia e José deveriam estar mais longe um do outro.

20h05

Oswaldo demonstra como os gregos mediam o sol.

Oswaldo – Milkway. Our home! How can I see this picture if we are so far. It's a hundred thousand light years. We can have an idea that our galaxy is a spiral galaxy. We are moving about the sun and our planet is moving somewhere around the universe. We need some instruments to see another galaxy. We are moving around the milkway.

If you like cavaleiro do zodíaco: new stars are being produced. Galaxy. This picture is from Nasa. They are shoking. Sometimes one galaxy shocks with another (move a cadeira de José)

Tânia – What happens if the galaxies collide.

Oswaldo – The gravity force is so high, they form a new system. I can search for you. Life cars can become a reality. The collision is so great. It's true that life is so great.

That there are some aspects that we need for life: water, chemical building blocks. The radiation is dangerous. There are another ways that come from the universe and this radiation causes cancer. We need some source of energy. Energy is all. There are four elements.

Are we alone in the universe? (figura do ET aparece e alunos riem) We need a velocity near the velocity of light.

20h20

Oswaldo – I'll need to develop a speed of light. I need to develop of life. Nasa is seeking now the place where there is life. There are some people who are seeking for intelligent people in the universe. The idea that a group of scientists that emit rays. Questions?

Amparo – I don't want to think about questions.

Oswaldo – Thank you very much for your attention.

(Oswaldo pergunta para Tânia se falou muito e Tânia responde que falou demais)

Roberto vai se apresentar e irá falar sobre arte, mais especificamente desenho.

Roberto – There isn't a logical sequence.

Oswaldo – How long was my speech?

Amparo – One light year.

Roberto – I was all day choosing pictures. I have written an explication of these. I'm an art student. Frequently I read this question: what's visual art? Visual art appears many year before. My question in this speech is drawings a language I've chosen some key words I put them here. I put the concepts necessary in order.

Enquanto Oswaldo distribuiu o vocabulário em folha de papel, Roberto mostra apenas no data show. .

Roberto – What are drawing? I took this from Kandisky. The composition is the way they're organized with the plane. This example is a barco.. Drawings of animals in a magical meaning.

Alunos fez uma retrospectiva histórica dos desenhos nos diverso períodos da humanidade. À medida que falava mostrava desenhos no data show.

Não ficamos até o fim da aula para ouvirmos o seminário de Roberto, mas quando saímos era 20h35. Os seminários duraram além da aula. Infelizmente não houve tempo para fazer o joke time.

30/11/06 Joke 10

19h25 Alunos conversam em português antes da aula.

Amparo fala o que irá ter na aula: joke time. José ficou feliz.

19h30 Alunos presentes na aula: Fabrício, Elizangela, Tânia, José, Roberto e Claudete

Planejamento da aula no quadro:

<p>Joke Time</p> <p>Reading + Vocabulary</p> <p>Ecotourism in Brazil</p> <p>Discussing opinions</p> <p>Animals rights</p>

Amparo faz um desenho no quadro e pergunta: What's this? São duas retas inclinadas que se tocam no topo.

José – Number 1.

Amparo – Could be, but it's not.

José – Everest Mountain.

Amparo – Could be but it's not.

Oswaldo – A Donkey's Hat.

Amparo – Could be but it's not.

Oswaldo – Eiffel Tower.

Amparo – It belongs to this part of the year.

Tânia – It's a falling tree.

Amparo – It's a X-mas card seen from above.

Amparo desenha outra coisa. Dois círculos dentro do outro unidos por uma reta. Faz a pergunta; What's this?

José – Two Mexicans seen from above.

Amparo – Yes, that's right.

Alunos comentam que José já havia combinado com a professora sobre esse desenho.

Amparo faz outro desenho: um círculo com três pontos salientes distantes quarenta e cinco graus um do outro.

José – A tortoise seen from above.

Amparo – No, it isn't.

Tânia – A person seen from above.

Amparo – There's something else. He's a bald man.

Tânia – Yes, I can see now.

Amparo – The joke we are going to read is at the barber's with an almost bald man. What's going to happen?

Oswaldo – He's polishing his hair.

Roberto – Maybe he has a wig and the barber is going to cut it.

Amparo – All right. Let's read it.

José em pouco tempo já ri.

Tânia – It's not so funny.

Amparo – Do you know any jokes with bald man?

Class – No.

Amparo – We have already read funnier jokes.

Alunos fazem o exercício de vocabulário e dois alunos respondem às questões.

Tânia – Search.

José – Charge.

Amparo explica melhor o que significa charge.

Amparo – We are not going to do the conversation material.

19h45

Amparo – Who remembers the video? (Houve um murmúrio na classe e parece que alunos não gostaram do vídeo)

Tânia – It's about the government trying to do eco-tourism in Amazon.

Amparo – Now the next activity we have to do is to find information on the brochure. I'm going to give you.

Alunos lêem as informações nos catálogos da internet enquanto isso Amparo escreve no quadro:

- a) A place where you can see the Brazilian savanas.
- b) A lodge with ceiling ventilator or fans and cold and hot showers.
- c) A very very exotic difficult to reach place with a minimum of guests to spend a very quiet vacation.
- d) A lodge inside a ranch where you can explore an ecological reserve.
- e) A hotel where you can fish from the apartment
- f) A 3-day cruise on the Amazon river.
- g) A rustic construction hotel with air-conditioning

Amparo – Now guys, I want you to answer the questions.

Alunos fazem o exercício em pares: Fabrício e Elizangela, Tânia e José, Roberto e Claudete, Oswaldo faz sozinho.

Claudete – I don't know c.

19h55

Roberto – There aren't informations suficientes.

Claudete – c I don't know.

Amparo – Did I give you the paper with the speech?

Roberto – No.

Claudete – Do you know c?

Oswaldo – I believe it's Mangalot. I believe it's the best I found.

Roberto – My speech. (parece contente com o resultado do que a professora entregou)

Amparo – Ok guys, let's correct.

Class – Pantanal A

Class – Araras eco –B

Class – Mangalot C

Class – Jungle Othon Palace.

Amparo – I'm going to give you two minutes to discuss in pairs. What would you like to visit?

Oswaldo – To see the beauties of the place Bonito. It's very nice.

Amparo fala com Oswaldo sobre a competição que a editora Macmillan está promovendo. O aluno tem de ler um dos livros sugeridos e escrever uma composição em inglês ou português sobre o livro e mudar o final da história. Oswaldo já leu o livro e irá escrever a composição para a Adriana corrigir.

Roberto – I prefer Othon Palace because I want to see the amazing forest and be comfortable.

Elizangela – I need a hot shower every day.

José – When the weather is hot too?

Elizangela – Yes.

Amparo – Which do you prefer?

Oswaldo – I prefer Bonito.

Amparo – I prefer Cainã. I'm a sophisticated woman.

Roberto – I prefer Othon Palace you explore the forest and then you rest in a good hotel.

Claudete – I prefer Bonito.

Elizangela – I prefer river cruise.

José – Jungle Othon Palace

Oswaldo – I believe it's not to move to fish.

Alunos falaram sobre suas preferências do tipo de acomodação que preferiam ficar tendo como base o material da internet. Os alunos selecionaram os lugares que gostariam de ir.

Amparo – We are going to discuss animals' rights. The first activity is to think about the animals. Basically we use animals to eat. I want you to discuss other uses of animals.

Amparo entregou para os alunos uma folha sobre os direitos dos animais e depois os alunos iriam ler bem depressa para saber informações.

20h15

Roberto – How do we say ovo in English?

Claudete – Egg.

Fabício – To protect the human.

Tânia – Find drug in the airport

José – Help in the treatment.

Elizangela – Save lives is the São Bernanrdo.

Elizangela – In a circus.

Oswaldo – To help blind people.

Claudete – Zootherapy

Elizangela – For research.

Amparo – Laboratory research.

Oswaldo – I saw a man that had a snake to protect the car. Would you rob a car with one inside?

Amparo – Where can we use animals?

Tânia – We use them to relax to produce leather.

Oswaldo – To spend time in relaxing?

Amparo – To spend time relaxing? When do we have animals for this?

Oswaldo – We use for therapy.

Amparo – Yes, that's right.

Tânia – We use in medical research

Fabício – We use them for saving people.

Amparo – I've never thought of these uses. It's this that we are going to discuss. Give the name where you can find these places

(Alunos irão ler uns anúncios para pegar determinadas informações.

20h30 Pesquisadora saí sem ter acabado a aula. Amparo vai repor a aula, pois não deu aula na semana passada.