



## DIÁRIO DE CLASSE

UFPB – Universidade Federal da Paraíba

Período: 2014.1

Disciplina	Turma	Horas	CR	Curso 1	Curso 2	Curso 3	Campus: João Pessoa
1404330	01	60	04	14318			Centro: CCHLA
Descrição: Língua Inglesa II							Depto. de Letras Estrangeiras Modernas

Segunda			Terça			Quarta			Quinta			Sexta		
Início	Fim	Sala	Início	Fim	Sala	Início	Fim	Sala	Início	Fim	Sala	Início	Fim	Sala
0900	1100	CCHLA 416	0000	0000	0000	0700	0900	CCHLA 416	0000	0000	0000	0000	0000	0000

Seq	Matricula	Professores: Nome
1	6338221	Felix Augusto Rodrigues da Silva
2	----	----
3	----	----
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## Ementa:

Consolidação do estudo das estruturas complexas da Língua Inglesa em seus aspectos morfológicos, sintáticos, semânticos, lexicais, fonológicos e pragmáticos, desenvolvendo habilidades compreensão e expressão oral e escrita.

## Objetivo:

Consolidar as estruturas lexicogramaticais complexas da língua inglesa através de uma abordagem que permita aprimorar a capacidade da compreensão auditiva (*Listening*), fortalecer a capacidade da expressão oral (*Speaking*), aperfeiçoar a compreensão textual (*Reading*) e exercitar a produção escrita (*Writing*) em língua inglesa.

## Metodologia:

Todo o curso será ministrado em Língua Inglesa a qual será utilizada como instrumento para a concretização de atividades. A partir de uma abordagem comunicativa, os(as) alunos(as) desenvolverão atividades através das quais serão expostos(as) a estruturas lexicogramaticais da língua inglesa, utilizando textos orais e escritos. Serão desenvolvidas atividades de Compreensão Auditiva (*Listening*), Expressão Oral (*Speaking*), Compreensão Textual (*Reading*) e Produção Escrita (*Writing*) que visam exercitar o conteúdo ao qual serão expostos os(as) alunos(as). Seminários regulares integrarão as atividades a serem desenvolvidas.

## Avaliação:

A avaliação será contínua, i.e., o desempenho dos(as) alunos(as) será avaliado através da participação em todas as atividades desenvolvidas ao longo do semestre acadêmico. Será, para tanto, continuamente avaliado o engajamento destes(as) nas atividades desenvolvidas na sala de aula, além daquelas realizadas como atividades extra classe. Também serão aplicados Exames Escritos para verificação do progresso das habilidades de Compreensão Textual (*Reading*) e Produção Escrita (*Writing*). A Expressão Oral (*Speaking*) será avaliada ao longo do curso através da efetiva participação dos(as) alunos(as) nas aulas. Para avaliar a Compreensão Auditiva (*Listening*), serão aplicados exames utilizando áudios autênticos em língua inglesa.

## Conteúdo Programático:

Unit 1: Language Focus: Using the to-infinitive, Auxiliary verbs & tenses. Vocabulary: Free-time activities, Compound adjectives. The Real Thing: *You know*. Reading: Report - Class survey 'Nurse identifies Dr Who', Celebrity profile, How to make small talk. Speaking: Answering a questionnaire, A class survey, Role play: memory loss, Discussing professional look-alikes. Listening: People talking about identity, Describing clothes at work and in free time, Memory problems, Mystery person. Writing: Questionnaire, Report - hobbies & interests, Celebrity profile. Pronunciation: Listening strategies. Takeaway English: Less direct questions. Zoom in: Phrasal verbs with *get*. Unit 2: Language Focus: Past habits, Narrative tenses. Vocabulary: Reporting verbs, Descriptive adjectives, Expressions with *in*,

Communication. The Real Thing: *The thing is*. Reading: Unusual news stories, Film reviews, 'A family Christmas', Anecdotes. Speaking: Talking about films, Describing celebrations, Childhood memories, Telling an anecdote. Listening: News stories, People talking about a film and a news story, Anecdotes. Writing: News story, Summary of a film, Writing a story. Pronunciation: Telling Stories. Zoom in: *get* + adjective. Takeaway English: Exaggeration Unit 3: Language Focus: Future predictions & intentions, Question tags. Vocabulary: Means of transport, Leisure activities, Describing holidays & places, The Real Thing: *like*. Reading: Article about two explorers, Holiday competition webpage, 'Travel in a Trixi', Australia, How to improve your English on the internet. Speaking: Talking about famous travelers, Discussing transport systems, Planning a visit to Sydney. Listening: People talking about travel problems, Couple talking about holiday competitions, Visiting a city Interview with a *trixiste*, Couple visiting Sydney. Writing: A holiday brochure. Pronunciation: Sound game. Takeaway English: Suggestions & preferences. Zoom in: Travel prepositions

Assuntos relacionados especificamente ao processo ensino-aprendizagem apresentados e debatidos em sala de aula como parte das atividades acadêmicas:

"Conditions for Teacher Research", "Error Correction and Feedback in the EFL Writing Classroom", "Cooperative Listening as a Means to Promote Strategic Listening Comprehension", "Creating Positive Attitudes towards English as a Foreign Language", "Getting Teens to Really Work in Class", "Going Green: Merging Environmental Education and Language Instruction", "Using Journalism Skills in the Language Classroom", "From Unity to Diversity ... to Diversity within Unity", "From Unity to Diversity: Twenty-five Years of Language-Teaching Methodology", "Laughing All the Way: Teaching English Using Puns", "Helping Metaphors Take Root in the EFL Classroom", "Integrating Multimedia Technology in a High School EFL Program", "Translation and Foreign Language Reading Comprehension: A Neglected Didactic Procedure", "*Romeo and Juliet* in One Hour", "Online English-English Learner Dictionaries Boost Word Learning", "Talking to Learn across Classrooms and Communities", "Constructivism in Theory and in Practice", "Film Circles: Scaffolding Speaking for EFL Students", "Instructional Enhancements to Improve Students' Reading Abilities", "The Teaching Toolbox: Reconciling Theory, Practice and Language in a Teacher Training Course", "No Books and 150 Students?"

Referências:

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Elyildirim, Selma and Ashton, Sally. (2006) "Creating Positive Attitudes towards English as a Foreign Language" In: *English Teaching Forum*. Vol. 44, No. 4. pp. 2-11, 21.

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- Mahmoud, Abdulmoneim. (2006) "Translation and Foreign Language Reading Comprehension: A Neglected Didactic Procedure" In: *English Teaching Forum*. Vol. 44, No. 4. pp. 28-33, 40.
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- Salas, Spencer; Fitchett, Paul G.; and Mercado, Leonardo. (2013) "Talking to Learn across Classrooms and Communities" In: *English Teaching Forum*. Vol. 51, No. 1. pp. 18-25.
- Scholnik, Miriam; Kol, Sara and Abarbanel, Joan. (2006) "Constructivism in Theory and in Practice" In: *English Teaching Forum*. Vol. 44, No. 4. pp. 12-20.
- Stephens, Crissa. et. al.(2012) "Film Circles: Scaffolding Speaking for EFL STudents" In: *English Teaching Forum*. Vol. 50, No. 2. pp. 14-20.
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- Vanderwoude, Amber. (2012) "The Teaching Toolbox: Reconciling Theory, Practice and Language in a Teacher Training Course" In: *English Teaching Forum*. Vol. 50, No. 4. pp. 2-9.
- Wilhelm, Kim Hughes. (2006) "No Books and 150 Students?" In: *English Teaching Forum*. Vol. 44, No. 3. pp. 22-31.
- Wells, John C. (1990) *Longman Pronunciation Dictionary*. Harlow, Longman.
- Obs.: Material adicional – livros, artigos, periódicos, CD-ROMs, URLs, etc., – quando disponível, será fornecido sempre que necessário com o objetivo de atender aos interesses específicos de cada aluno.

João Pessoa, 25 de agosto de 2014

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