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AN INVESTIGATION OF THE TYPES OF READING TASKS AND TEXTS IN EFL TEXTBOOKS AND THEIR EFFECT ON STUDENTS' MOTIVATION

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Dedication
To Diogo, Ivan and Nereu
especially for believing in me
and for their patience and care.

I would also like to dedicate my dissertation
to my family especially my mother,
and the memory of my father,
for all their love and support.

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ABSTRACT

AN INVESTIGATION OF THE TYPES OF READING TASKS AND TEXTS IN EFL TEXTBOOKS AND THEIR EFFECT ON STUDENTS' MOTIVATION

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2005

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Students' motivation and the development of critical thinking can be intertwined with the types of texts and tasks (Just & Carpenter; 1987, Davies, 1995 and Ferreira, 2003) which are applied in the EFL classroom. Thus, this study aimed at pursuing answers for three questions: i) to verify the types of texts and reading tasks found in the guideline material used in the undergraduate English Language Course at Universidade Estadual do Centro-Oeste -UNICENTRO; Guarapuava/PR; ii) to analyse false-beginners' and upper-intermediate students' perceptions in relation to the goals and effects of active and passive tasks, iii) to observe how the two groups of students respond to active and passive tasks in terms of interest and motivation. Three procedures were used in order to answer these complementary questions: first, the texts and reading tasks were analysed according to Davies's (1995) framework of types of texts and reading tasks; second, students' answers to the given texts and tasks were compared and analysed; third, the students' responses and participation in both levels were investigated through the video recordings of the classes. The conclusions drawn from this study reveal that the materials analysed in this study embrace more informative texts and also more active than passive reading tasks. The results concerning students' perception suggest that the upper-intermediate group is more aware of

the differences and objectives of active and passive tasks than the false-beginners. Additionally, this study shows that students have more opportunity to collaborate and participate in class when working with active tasks. Such participation is seen as an evidence of students' motivation and construction of meaning, which is the ground for critical thinking.

Keywords: Textbooks, active and passive reading tasks, types of texts, undergraduate students of the English course, motivation.

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RESUMO

AN INVESTIGATION OF THE TYPES OF READING TASKS AND TEXTS IN EFL TEXTBOOKS AND THEIR EFFECT ON STUDENTS' MOTIVATION

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A motivação e o pensamento crítico podem estar interligados com os tipos de textos e tipos de atividades aplicadas nas aulas de Inglês como Língua Estrangeira (Just & Carpenter, 1987; Davies, 1995 e Ferreira, 2003). Para tanto, este estudo tem como propósito: i) verificar os tipos de textos e de atividades de leitura encontradas nos materiais didáticos do curso de graduação de Língua Inglesa na Universidade Estadual do Centro-Oeste UNICENTRO, Guarapuava/PR; ii) analisar a percepção de alunos de nível básico e de nível pós-intermediário com relação aos objetivos das atividades ativas e passivas; iii) observar como os dois grupos de alunos respondem à atividades ativas e passivas em termos de interesse e motivação. Para responder estas questões complementares três procedimentos foram usados: primeiro, os textos e as atividades de leitura foram analisados de acordo com o modelo de análise de textos e atividades em termos de objetivos de leitura de Davies (1995); segundo, as respostas dos alunos para os referidos textos e atividades foram comparadas e analisadas; terceiro, as respostas comportamentais de ambas as turmas foram gravadas em vídeo e analisadas. As conclusões a que cheguei neste estudo revelam que os materiais utilizados envolvem mais textos informativos e atividades de leitura ativas do que passivas. Em relação à percepção dos alunos, os resultados evidenciam que o grupo pós-intermediário é mais consciente das diferenças e

necessidades das atividades ativas e passivas do que os alunos do nível básico. Este estudo ainda mostra que é através das atividades ativas que os alunos têm mais oportunidade de colaborar e participar em sala de aula. Esta participação é uma evidência da motivação dos alunos na construção do sentido, que seria a base para o pensamento crítico.

Palavras-chave: materiais didáticos, atividades de leitura ativas e passives, tipos de textos, alunos do curso de graduação de Inglês, motivação.

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CHAPTER ONE

INTRODUCTION

1.1. Context of investigation

One of the relevant issues in reading under scrutiny in recent years has been critical thinking. According to Oliveira, (2000, p.39), "the proper business of school is to teach students to think!" and teachers should prioritise the development of such a skill, leading students to become critical thinkers. One of the best vehicles to develop critical thinking is reading, since reading and being critical is being reflective. This idea is supported by Newton, (1985, as cited in Taglieber, 2000, p.17), who advocates that "to read critically is to think critically. Critical thinking is a manner of assimilating and processing information and evaluating ideas". Through evaluation and critical thinking, students will become more active and may possibly become autonomous, since working this out is one of the great challenges of the educational system in order to develop critical citizens for a better society. Another important point that should be added to this discussion is that the development of critical thinking appears as one of the main trends in the National Curriculum Parameters (PCNs) and New Curriculum Directives (2000).

The development of critical thinking is intertwined with the types of texts and tasks, which are applied in the classroom. Texts have different purposes, which require different strategies for reading. The different points of view and the various meanings may enable

students to become aware of how language works when it is in use. Besides texts, tasks also convey meaning or understanding and they have a fundamental place inside the teaching of any language. One of the most recent contributions in the area of reading task analysis is Ferreira (2003).

The present study is a replication of part of Ferreira's (2003) dissertation, in which she surveyed the predominance of kinds of tasks in English for Specific Academic Purposes (ESAP) textbooks and investigated students' response to two blocks of different types of tasks: active and passive. Such tasks, based on Davies's (1995) framework, are categorised as active and passive tasks. Active tasks, according to the author, might lead the student to critical thinking and subsequently critical reading. The definition and possible differentiation of critical reading and thinking will be discussed in the second part of the review of literature. The difference between Ferreira's and this research is that (1) instead of using English for Specific Purposes (ESP) students and specific ESP material as Ferreira did, the subjects of my study are EFL students from two different levels (false-beginners and upper-intermediate levels), who intend to become English teachers and the materials to be analysed are general English textbooks. (2) Another particularity is that, this study will also analyse the types of texts encountered in the guideline materials used in the academic context at UNICENTRO.

1.2 Research problem and research questions

This investigation is grounded on the premise that many students, when starting college, are unprepared in terms of reading critically in English. One of the reasons for this might be that critical reading has not been generally carried out properly in elementary and

high school. Grigoletto (1999) observes that in these educational phases, the didactic material used in EFL tends to emphasise grammar tasks. When reading is carried out, the tasks are mostly factual questions (explicit information from the text), whereby the students are required to merely copy the answers from the text.

Therefore, to change this situation, undergraduate students, mainly those ones who will be teachers of English, should have reading classes that go beyond the use of the kinds of activities pointed out by Grigoletto (1999). It is necessary to show the students the contrast between merely copying and doing activities that require higher levels of thinking. This means that, the critical awareness for English as a Foreign Language (EFL) should be developed by the teacher, since the teacher should instigate students to think, be active, make inferences, deconstruct and construct a text, and help them “raise *AWARENESS* of the ideology of texts” (Wallace, 1992, p.71, my emphasis).

My purpose is to carry out a study on the types of texts and tasks used in the reading classes of the undergraduate English Language Course at UNICENTRO in Guarapuava, Brazil. The main focus is to investigate if these texts and tasks lead the students to be motivated and if they reflect about what they are reading. This research will be supported by the cognitive theories, which are linked to the student's reading process. Cognitive reading theories, according to Day and Bamford (1998, p. 12), deal with the "construction of meaning that involves the reader connecting information from the written message with the previous knowledge to arrive at meaning - at understanding."

This investigation will be developed to pursue answers to the following research questions:

1) What types of texts and reading tasks are found in the textbooks used in the undergraduate English Language Course at UNICENTRO?

2) Do false-beginners of English respond differently to active and passive reading tasks when compared to upper-intermediate students in terms of understanding their goals and effects?
3) How do the two groups of students respond to passive and active reading tasks used in terms of interest and motivation?

1.3 Significance of the research

Considering the relevance of reading, it is expected that this investigation will enable other researchers and English language teachers to evaluate the kinds of tasks and texts that have been used in the reading sections of different books. The present research intends to contribute to the area of reading in EFL teaching to strengthen the premises that firstly, the varied types of texts used may lead the reader to develop a more effective reading. Secondly, the use of more active tasks than of passive ones may be crucial for the development of critical thinking. Such tasks may give the student the opportunity to reflect, and, also, as pointed out in Silberstein (1994, p. 33), "to go beyond the literal understanding in order to evaluate the text", in order to become a more critical reader.

1.4 Overview of the thesis

This thesis is divided into five parts. Chapter one introduces the reader with information about the context of investigation, the research problem, the research questions and the significance of the research. Chapter two contains a general survey on the most important aspects of the review of the literature including reading comprehension, critical reading and critical thinking, task based learning, active and passive tasks, types of text and motivation accounts for reading comprehension. Chapter three describes the method used to

develop this research. Chapter four reports and discusses the data collected. Lastly, chapter five presents the final remarks, the limitations of the study, the suggestions for further research, and the pedagogical implications of the study.

CHAPTER TWO

REVIEW OF LITERATURE

2. Preliminaries

The development of students' critical thinking can be intertwined with the types of texts and tasks (Just & Carpenter, 1987; Ferreira, 2003) which are applied in the EFL classroom. Therefore, this review of literature is divided into five sections: firstly, I present the section that deals specifically with cognition named *reading comprehension*; then, I discuss the similarities between *critical reading and critical thinking*. The next section copes with textual features and it is split into three subsections: *concepts of text*, *text structure, and types of text*. The fourth part of this chapter, entitled *task-based learning*, is subdivided into three sections, which are based on Davies's (1995) framework: first, *passive tasks* are presented, then *active tasks*, and after that, *less passive tasks*. Lastly, the influences of motivation on the development of reading comprehension are briefly discussed.

2.1 Reading comprehension

In the cognitive view, comprehension and construction of meaning are the basis of text understanding. According to Richard and Julian (1997, as cited in Lamb, 2001), the cognitive process in second or foreign language reading has an important theoretical foundation, which has to do with the construction of meaning; that is, the reader has to

connect information from the written message with previous knowledge (schemata) to arrive at a meaning, at an understanding of the text. According to Grabe (1988, as cited in Johns, 1997) in an interactive view, “bottom-up processing of texts, at sentence level, interacts with top-down processing in which readers and writers rely on text macrostructures” (p. 16). In order to process and understand a text, the reader needs to match the subject area or content presented by the writer in the text with his/her own schemata of the context and his/her own view of the world. In this process of comprehension, of construction of meaning, the reader creates coherence.

Fairclough (2001) claims that coherence is the centre of many explanations for interpretation. Following such a point of view, coherence is seen as a property that the interpreter imposes on the text (Fairclough, 2001). From the reader’s perspective, according to Celce-Murcia and Olshtain (2000, p.126), "coherence is the result of the interaction that takes place between text-presented knowledge and text-users` schemata or stored knowledge regarding information and text structure". In this sense, coherence depends on the reader’s mind, on how clear the text becomes to the reader. Coherence occurs both in a local and global level (O`Brien & Myers, 1999; Graesser & Wiemer-Hastings, 1999; Goldman, Graesser, Van den Broek, 1999).

This study is grounded on the cognitive theory whereby the process of reading is seen as composed of two different levels of coherence, local and global (Goldman, Graesser & Van den Broek, 1999, Kleiman, 1989 & Kintsch, 1998). In this sense, the elements of coherence are essential properties in the development of meaning required for reading comprehension. Later on, I will discuss the view of global coherence as a means of promoting active reading and subsequently critical thinking.

Local coherence is accomplished by "linking conceptually and incoming explicit statement to a recent proposition that resides in working memory[1]" (O'Brien & Myers, 1999). The excerpt given by Goldman, Graesser and Van den Broek (1999, p.4) clarifies the issue of local coherence.

> Jimmy saw Tom's new bike. Jimmy ran home and counted his money. He called the bike store. Then he went to the local grocery store and asked for a job. He worked hard at the grocery store for several weeks. Then he had enough money.

In this case, the reader identifies repeated concepts, as for instance, the pronoun 'he', or the nouns 'money', and 'grocery store'. Such repeated concepts are necessary to connect the sentences, thus conveying local coherence. Kleiman (1989) claims that local coherence is constructed through cohesive ties among the sequences. Local coherence is characterised by its bottom-up fashion, since the cohesive ties are affiliated with the lower levels of cognition.

Smith (1994) asserts that, in short-term memory, traces are kept there for an instant, while the reader continues to make sense of the next words. This kind of memory is generally very fast in providing input, but it has a limited capacity for storing information. Thus, the loading capacity must be cleared to make room for the next sentence. As it can be seen, and as Smith (1994, p. 93) points out, short-term memory may not be employed in "an overcoming of tunnel vision (bottom-up view)". In addition to this, he explains that short-term memory is responsible for the "retention of facts that you want to commit to rote memorisation" (p. 92). Just and Carpenter (1987) define reading, as a continuous and

[1] Working memory is Baddeley's (1986, in Tomitch, 1995) central executive. "It comprises the entire cognitive work space where information about current text segment is stored in rapidly accessible form" (Kintsch, 1998,p. 126). Some authors differentiate working memory from short-term memory. According to Cantor, Engle and Hamilton (1991, as cited in Tomitch, 1995) short term memory "is involved in the temporary storage of surface level information such as names of characters or colours or exact words of a recent clause or phrase".

dynamic shifting of activation and the working memory is a repository of currently activated information.

Global coherence, in its turn, "is established when local chunks[2] of information can be organised into higher order chunks" (Graesser & Wiemer-Hastings, 1999, p. 80). According to Van den Broek and Gustafson (1999) global coherence is linked to a canonical schematic structure that forms a mental representation of a text. This means that, texts follow certain rules of organisation, as for instance, the sequence of events in a narrative. Opposite to local coherence, it is in global coherence that the reader activates the necessary prior knowledge, or the schema, in order to make the text coherent. This schema plays a fundamental role in text comprehension, furnishing a system for organising the information from a story (Just & Carpenter, 1987). In this way, the reader uses schemata to go beyond information in the text itself, in order to process the text and to compute the necessary relationships.

Kintsch (1998, p. 49) explains that "in order to understand a text, comprehenders supplement information provided by the text from their knowledge and experience (long-term memory) to achieve a personal interpretation of the text that is related to other information held in long term memory". Similarly to that, Swales (1990, p. 86) asserts that "it seems that both content and formal schemata can contribute to a recognition of genres".

According to Just and Carpenter (1987, p. 401), "active processing rather than automatic processing is required for conscious attention, being thus, necessary higher levels of thinking". Inside the educational context, mainly in traditional classes, the emphasis given to achieve the intellectual access is established by memorisation

[2] Chunking is the organisation of information into the most compact, most meaningful unit (Smith, 1994, p. 259).

(Maiorana, 1992). In this case, such issue may not suffice the requirements of critical thinking, mainly when taking into account that it deals with local coherence, with lower levels of thinking.

The cognitive process of reading has to do with comprehension fostering, that is, searching or inspecting the text, identifying main ideas, and making connections among ideas (Palincsar & Brown, 1984, as cited in Oliveira, 2000). According to Urquhart and Weir (1998), the reading ability must go beyond pure language skills, and include pragmatic knowledge and skill, in which the reader interprets the text in terms of his/her knowledge of the world. Davies (1995) and Tomitch (2000) observe that active reading requires the reader to read between the lines, to analyse, to evaluate, to question, to compare, to construct and to engage in an interactive reading with the passage in order to become a more critical reader. The next segment deals with critical thinking which is the essence of reading, given that reading "involves reasoning, understanding of inferences and the development of argument" (Underwood & Batt, 1996, pp. 189-190).

2.2 Critical reading and critical thinking

There are many definitions in the literature for critical thinking and critical reading. However, I will concentrate on some definitions taken from Gray (1960), Vieira (1984), Eskey and Grabe (1995), Goatly (2000), Alderson (2000) Tomitch (2000), and Taglieber (2000). Gray (1960, as cited in Alderson, 2000, pp.7-8) shows the different levels of understanding as "reading 'the lines', reading 'between the lines' and reading 'beyond the lines'". The first type of reading is related to the literal meaning, the second one to the inferred meaning and the third is related to the critical evaluation of reading. Eskey and

Grabe (1995, p. 229) in their turn, comment that critical reading involves “informed evaluations of an author’s argument”. What can be seen in these definitions is that they are strictly related to judgment and evaluation of the text.

According to Vieira (1984, as cited in Pimenta, 1998), critical reading is intended to make students become aware of the reading process as an interaction of writer and reader, as well as to make them grasp the author's intention, the subjectivity, and prejudices of the text. Goatly (2000, p. 1) asserts that “critical partly means resisting the assumptions on which rational arguments are based, by explaining and questioning how common sense 'logic' establishes its category in the first place” (p. 1). In a broader sense, the latter author (p. 1) affirms that critical means, “explaining how the world and our relationship within it and to it are constructed through reading and writing”. Therefore, critical reading is linked to the use of active tasks, where the reader needs to go “beyond the surface words in the text” (Tomitch, 2000, p. 8). Thus, Davies’s (1995) claim of reflective reading as involving “pausing and regression” are necessary attitudes to go beyond the surface level. It is possible to say that, being critical is confronting the message from the text with the reader’s prior knowledge.

Alderson (2000) affirms that critical thinking is related to the definition given by Thorndike to reading as “reasoning”. This means that, the reader is able to choose strategies, which solve matters of meaning, approximate to a logical process of deduction and inference, and that efficient readers are those who think clearly. Abdullah (1994, as cited in Alderson, 2000, pp. 21- 22) draws little if any distinction between reading and thinking critically. Therefore, he presents sub-skills in the ability to read critically, as follows:

> The ability to evaluate deductive inferences;
> the ability to evaluate inductive inferences;
> the ability to evaluate the soundness of generalisation;
> the ability to recognise author's motives;
> the ability to evaluate strength of arguments.
> (Alderson, 2000, p. 21-22)

These sub-skills are similar to critical thinking skills as posed by Taglieber (2000): "withholding judgment until confirming or disconfirming evidence is gathered, questioning, being flexible, inferring, predicting outcomes, and recognizing bias" (p. 17).

It seems possible to conclude that reading and thinking critically are quite close. Alderson (2000) affirms that there is more a continuum rather than a dichotomy in reading and thinking critically. Taglieber (2000) also endorses that both critical reading and critical thinking, have a close relation and are similar. Critical reading and critical thinking are also connected to textual features that will be described in the next section. It is necessary to bear in mind that the term "critical" is linked to student's awareness of what to expect when reading different types of texts, of acknowledging rules of text organisation, as well as of making deductions and inferences.

2.3. Textual features

2.3.1 Concepts of text and text structure

The role that texts play in society is indubitably crucial, mainly if considering that every day a varied amount of texts confronts us. The concept of text has been the concern and has also been understood differently by several authors. As a means of clarifying this section, it is worth seeing some of the various concepts of text. LaBerge and Samuels (1974, as cited in Bernhardt, 1991) view texts as a set of individual words. Whereas, for

Just and Carpenter (1980, as cited in Bernhardt, 1991, p. 7), "text is a critical feature in the understanding of reading and it involves concepts of cohesion and synthesis". Davies (1995, p. 174) explains that a text is "a coherent piece of writing, exhibiting both structure and texture, assignable to a single author or collaborating authors, with clearly defined boundaries marking the beginning and the end of the writing". Fairclough (1989, in Goatly, 2000, p. 3) claims that the "text is the physical form which the writing takes on page and the meaning which the physical form encodes". In the light of those varied definitions, the term text, considering this study, is viewed as a coherent unit of meaning and it consists of macro structures that are concerned with text organisation, and texture that is the linguistic connection of sentences or cohesive devices.

Smith (1994, p. 40) says that each type of text has "characteristic internal relationships, called discourse structures, which are again largely arbitrary and accidental but which serve their purposes because they are conventional". Bernhardt (1991) advocates that text structure has been one of the most significant issues in the area of reading in the 1980's. Text structures are also called rhetorical or communicative patterns, and Davies (1995) observes that "rhetorical patterns result from the selection of certain communicative or functional elements in different texts" (p. 174). According to Bernhardt (1991), the different types of text structure, as for instance, time order, cause and effect, and problem-solution, "indicate that when readers have specific knowledge of particular kinds of text structure, comprehension increases" (p. 37). Such observation is also encountered in Alderson (2000) and Trabasso (1981).

Carrell's (1981) replication of Mandler's study of text based research, as cited in Alderson (2000, p. 40), demonstrates that "when stories violating the formal story schema

were processed by learners of English as a Second Language, both the quantity of recall and the temporal sequences of recall were affected". Thus, the reader's knowledge of text organisation helps him/her to know the kind of information to expect when reading different kinds of text. Moreover, the reader's knowledge of the text cues and changes of content optimise the reading of different texts. Smith (1994) claims that "text structures form the basis of our comprehension of texts" (p. 41). The conventions used at the beginning and end of a letter, or the sequences of stories and events serve as conventional characteristics. When the reader does not know the relevant structures of a story, probably his/her reading will be distorted. In the next subsection, I shall present types of text and the notion of genre that are strictly combined with conventions and textual structures.

2.3.2 Types of text

As research has shown, different texts may demand different strategies from the reader, since a phone directory may not be read using the same strategies as an article or a novel. The statement "the effective reader may be able to read the most varied types of texts" is approached by Nuttall (1996, p. 172) with the presupposition of "the ideal reader" who would be able to read anything. Exploiting different texts successfully may lead the reader to apply the developed strategies to other texts thus approximating that reader to the ideal one. Furthermore, Urquhart and Weir (1998) comment that "different textual and communicative demands of different text types will affect reading performance, and further that some readers may be limited with regard to the types they can handle" (p. 83).

In this sense, the types of texts are a crucial part of reading, and, as Urquhart and Weir (1998, p. 140) maintain, texts play an essential role, being at the same level of

importance of tasks and students' output. The same researchers advocate that little work has been done on the "differential effects of text types on readers". Such lack of research on the differential effects has been confirmed in Bernhardt (1991) and is one of the issues that will be analysed in this study. The different kinds of texts in textbooks deserve more investigation, and it is the purpose of this research to hopefully contribute to this area, through the assessment of the types of texts encountered in the selected textbooks and through the investigation of how these texts influence students' motivation hence contributing to the development of critical thinking.

The notion of text types, in Urquhart and Weir (1998) is characterised in terms of four criteria: "communicative intent, content, structure and, status of information", (p. 83). The first one, the communicative intent, is linked to "the kind of discourse used to make the audience think or act as the arguer desires" (p. 83). The next one, the content, has a relation with the object that, in its turn, "is defined as discussions of things, persons and even ideas" (p. 83). The third item, structure, regards the "sequence that has to do any account in which progression is the key of the structure" (p. 83). And finally, status of information is related to the "exposition, which presents knowledge already established and to enquiry that is concerned to raise questions and also to express doubts and possibilities" (p. 83).

Nuttall (1996, p.170) divides the criteria for assessing texts into three main categories: suitability of content, exploitability, and readability. The first, suitability, emphasises the need for interesting contents that can arouse the students' interest. The next category is related to exploitability which means to develop students' reading skills. Herein, the concern is language and content, that is, "how language is used for conveying meaning

content for a purpose" (p.172). The third item, readability, is useful because it is concerned with the student's level in terms of structural and lexical difficulties.

Aebersold and Field (1997) observe that each type of text encompasses four different textual aspects: organising information, vocabulary, cohesion, and grammar, which I shall briefly describe. The first aspect, the organisation of information or rhetorical structure, is fairly related to conventions, as for example: description, classification, comparison, contrast and, cause and effect. Concerning vocabulary, some readers would have difficulty to read articles of specific areas, since the content vocabulary would probably not be understood. Another item, the syntactic features, as for instance, cohesive devices, lengths and complexity of sentences, will be different in a personal note and in an academic text. The efficient reader is able to understand the combination of these different text type features.

The different characteristics encountered in texts have been the concern of many researchers. Undoubtedly, Swales's (1990, p. 58) theory is an important landmark in the area of studying genre, and he has brought an important definition for this term. He conceptualises genre as:

> A class of communicative events, the members of which share some set of communicative purposes. These purposes are recognised by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. ... In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience (Swales, 1989, p. 58).

In Smith (1994, pp. 39-40), genre schemes refer to each type of text being organised and presented distinctively, thus following conventions according to the required style, typography, and layout. Genre schemes are thus relevant, helping the reader by providing the necessary ground for predicting what to expect in the text, and what kind of conventions

will be used. Such conventions regard the text structure previously discussed. Genre, according to Davies (1995, p. 92), receives different definitions: genre as a *process* and genre as an *object*: The former is a "staged goal-oriented social process underlying a class of texts", while the latter is "a class of written texts that reflect a particular set of social processes and goals and derive from an identifiable and public source/environment, and are directly or indirectly controlled by an 'editor'" (p. 92). The term genre as a process might be the one chosen in this study.

Meurer (2000) points out that genres are specific types of texts of any nature, literary or not. He also considers that genres are classified according to the specific functions and similar rhetorical structure (p.150). In the same line of Meurer's view, Davies (1995) claims that the concept of genre in Hallidayan linguistics is acknowledged as a "means of describing differences between texts and classes of texts" (p. 90). This definition approximates to Halliday's concept of text, that is "language doing some job in some context" (p. 91). Accounting for the different definitions given for genre, this study will follow Meurer (2000) and Davies (1995), who view genres as classes of texts or specific types of texts. Due to this close relationship, in this study, the terms genre and text types will be used interchangeably.

Taking into account the range of different genres, a categorisation might be difficult. As a result, studies emphasising different genres have varied according to the author's view. Davies's (1995) framework of genre includes six macro areas, which encompass the primary social function and purpose of the reader. This classification will be the main support regarding genres and text types in this study. The first category, *instructional*, is shown and it takes into account "transactional genres intended to enable the readers to do

something, to take action, to negotiate the real world, as in transport timetables, safety notices, application forms, travel brochures, and games instructions" (p. 131). This instructional text is also named as procedural and Goatly (2000, p. 30) asserts, "it involves sequences of events, so that the ordering of clauses which represents these events may be a crucial part of their structure". The second category is the *informative*, which involves genres for study purposes and genres for evaluation/assessment purposes. The former genre comprises: textbooks, dictionaries and thesauruses, letters requesting information, academic papers, specialist journals and biographies. The latter genre helps the student "to gain control of their study and writing", for instance, clear and accurate instructions for an experiment, and informative and coherent laboratory reports. The third category, the *persuasive* genre, so common in advertisements, leaflets, letters to the editor, and in newspaper reports, intends to persuade the reader to buy, to adopt a particular socio-political viewpoint, thus an evaluation being necessary. The *literary/poetic* texts are the fourth category and they cope with novels, fairy tales, drama, poetry, and legends, among others. Whereas the fifth category, the *popular/entertainment* genres, regard, for example, historical romance, science fiction, comics, thrillers, and humorous fiction. Finally, the last category includes those types of texts that have to do with *social interaction*, such as greeting cards, memos, notes, postcards, personal letters, and emails.

According to Wallace (2001), the term genre is linked to the macro-structure, to the higher levels of thinking. She considers the text as a whole, emphasising "the readers' awareness of the different features of text types characteristic of social settings, particularly related to schooling" (Wallace (2001, p. 22). To provide the means for students to handle the different purposes, contexts and genres, it is necessary to make them aware of how

varied texts are constructed. Reviewing this section, it is possible to claim that approaching different genres focusing on how different texts are structured, as well as their purposes and conventions, may contribute to the development of critical readers. As a matter of fact, it is possible to say that one of the steps to empower students to think critically is to make them conscious of different genres and their respective patterns.

2.4. Task-based learning

The notion of task-based learning (TBL) germinated in the more general perspective of the communicative language teaching and has become very significant in the teaching of EFL. First, the terms task and task-based learning will be defined by different researchers as Nunan (1989), Willis (1996), Willis and Willis (2001), and Skehan (2003). Then, I will bring Nunan's framework of task components and finally, the types of tasks.

It is worth mentioning that any kind of activity could be understood as a task, nevertheless, for the purpose of this study I will take a pedagogical view. Richards, Platt and Weber (1986, in Nunan, 1989) assert that "the use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake" (p. 6). Willis and Willis (2001) affirm that the main point in communicative tasks is the use of the target language in order to exchange meaning to produce an outcome. Nunan (1989), brings another definition that shares some common aspects with the previous authors, whereby a task is "a piece of classroom work which involves learners in comprehending, manipulating, producing in interacting in the target language while their attention is principally focused on meaning rather than form" (p. 10). Nunan (1989) and

Ferreira (2003), consider tasks as language facilitators, since they go beyond mere language practice.

When reviewing these concepts, it is possible to observe that language is a vehicle for accomplishing task goals, and language form plays a secondary role. In addition, students, when exposed to meaningful communicative tasks, may have the opportunity to interact and to express their opinions or feelings. Breen (2001) points out that "in essence, a learner's expression and interpretation of meaning during appropriate tasks would enable the acquisition and refinement of linguistic knowledge and social use" (p. 153).

Nevertheless, recent research on TBL, conduced by Willis and Willis (2001), considers that the minor concern in the production of accurate structures may not suffice for the development of an efficient acquisition. They also notice that when students are not encouraged to focus on form, their language development will become a 'classroom dialect' and students may fossilise at a real low level of language development. Thus, students should have both "the freedom to engage natural language learning processes in the creation of a meaning system, but which also provides them with incentives to restructure their system in the light of language input" (Willis & Willis, 2001, p. 174). In this mode, Skehan (2003) suggests that a "productive balance can be struck between form and meaning" (p. 152).

Nunan (1989) proposes a framework of essential components of communicative tasks which has six features: goals, input, activities, teacher role, learner role and setting. I will make some brief comments about each one of these items:

- goals are the "vague general intentions behind any given learning task" (Nunan, 1989, p. 48) In reading programmes they should be planned according to the students needs.

- input regards the data provided to perform the task.
- activities are the behaviour produced when a student (or group) performs a task. They are the action of the learner when using the input.
- teacher role encompasses three main points: “first, act as a facilitator, second, act as a participant and third to act as an observer and learner” (Breen and Candlin, 1980, in Nunan, 1989, p. 87).
- learner role is closely related to the functions and status of the teacher. Considering the perspective of the communicative classroom the learner has an active, negotiative role.
- setting refers to the mode (individual or group work) and environment (inside or outside classroom, self-access learning centre).

Researchers have categorised types of tasks considering different features. Willis (1996) classifies tasks in terms of open and closed. Highly structured tasks with very specific goals are named as closed tasks, while open tasks are more freely structured and have less specific goals. Coracini’s (1999) major concern in relation to tasks is cognitive operations, which she divides into cognitive operations of inferior level and superior level. The former regards activities that demand only concrete operations, while the latter demand effort and cognitive maturity. Nunan’s (1989) task rationale is divided in ‘real-world’ tasks and pedagogic tasks. The first category demands from the students to approximate, in class, to a similar action required of them outside the classroom. On the other side, pedagogic tasks do not relate to the real world. Nunan (1989) also suggests a third position to all these categorisations, that is an ‘in-between’ position which could have features of closed and open, a middle level composed of real-world and pedagogic features. Thus, I believe that it

might be appropriate to consider an ‘in-between’ position with a continuum rather than a clear-cut division.

Still considering the categorisations, in the light of the varied purposes of reading and also according to the task demand or the reader’s aim, Johns and Davies (1983, as cited in Duddley-Evans & St John, 1998) cope with the differentiation of linguistic and informative texts. The former is named as, Text As a Linguistic Object (TALO) while the latter has been entitled Text As a Vehicle of Information (TAVI). In TAVI the readers work in groups, the texts are of different lengths, the tasks highlight the already known information and focus on meaning and form; the tasks used lead to autonomous reading, and the activities are learner centred. Conversely, TALO, works with graded and short texts, it emphasises the unknown parts of the text, the activities are teacher centred, and are principled in grammar and vocabulary. Accordingly, it is possible to say that TAVI would come closer to the objectives concerned with thinking, since it encapsulates the extraction of accurate information, being the macrostructure more relevant than the linguistic forms.

An important contribution in terms of reading task categorisation and cognitive demand has been proposed by Davies (1995). Her framework, that is the core of this study, has been divided into ‘active’ and ‘passive tasks’. Active tasks are "reading activities or tasks that involve readers in an interactive dialogue with the text or in the reconstruction of a text that is incomplete in some way" (Davies, 1995, p. 169). Conversely, Davies (1995) poses passive tasks as “reading activities that do not require the reader to engage analytically or critically with the text” (p. 172). The features, as well as the pros and cons of each category, will be discussed in the next subsections.

2.4.1 Passive tasks

Unfortunately, the great majority of teachers, mainly those with lower levels of English, tend to use traditional tasks or, as Davies (ibid.) calls them, passive reading tasks. This statement is supported by researchers such as Manara (1999) and Nóbrega (2002). Passive tasks, according to Davies (p. 143) would include the following:

- multiple-choice exercises,
- comprehension questions,
- gap completion exercises,
- true or false questions,
- speed reading
- vocabulary study, for example, find synonyms/antonyms
- dictionary study,
- renumbering of sections of text on page. (Davies, 1995, p.143)

Passive tasks may not fulfill the requirements for critical reading, since they basically work with lower levels of thinking (Davies, 1995). It might be possible to associate passive tasks to Coracini's cognitive operations of inferior level, since these tasks are more mechanic and may demand less reflection. Besides, they have a limited potential as learning activities and use lower level strategies, which do not entail the construction of the whole mental representation of the text (Tomitch, 2000). Comparing passive tasks with the previously cited levels of reading, as seen in section 2.2 *Critical reading and critical thinking*, it is possible to contend that passive tasks do not demand from the reader more than the first kind of reading – decoding or literal comprehension. Consequently, passive tasks are distant from the purpose of developing critical thinking. Another issue, pointed out by Davies (1995), is that such tasks involve only solitary silent reading.

It seems that passive tasks and local coherence or local comprehension are congruent, since they deal with the microstructure of the text. Thus, as Urquhart and Weir (1998) point out "scanning, understanding syntactic structure of sentence and clause, understanding

lexical and grammatical cohesion as well as understanding lexis, and deducing meaning of lexical items from morphology and context" (p. 123), involve bottom-up processing, important only in the process of decoding and literal comprehension, but not enough for the whole process of reading comprehension. Consequently, passive tasks might be viewed as the primary part of comprehension in a reading lesson.

Tomitch (2000) argues that the traditional passive tasks should not be used as the only source of activity in the EFL classroom for three reasons: (i) such tasks promote a bottom-up fashion of reading, that does not help the reader in approaching a complete or global understanding of the text; (ii) these activities may not allow transfer of skills across texts; (iii) the use of a varied range of tasks could be helpful for students with different learning styles. A possible alternative for passive reading tasks, which only promote reading in the surface level, are the active tasks, to be discussed in the next section.

2.4.2 Active tasks

Active tasks may be considered the starting point to foster a more critical behaviour towards reading, since they involve analysis, evaluation, construction and deconstruction of a text. Davies's (1995, p. 143) categorisation of active tasks, which is shown below, is the kernel of this study, since these activities are contextualized and provide reflection.

> Active reading tasks, students working individually, with a 'framework' or guidelines provided by teacher:
> - **diagram completion/construction**
> - **table completion/construction**
> - **review of book**
> - **précis/summary**
> - **recall**
> - **note-making**
>
> Active reading tasks, with targets and frameworks provided by the teacher and based upon the teacher's analysis of the text; typically students working in pairs/groups:
> - **marking/highlighting of text targets**
> - **modified cloze**

- **diagram completion/construction**
- **table completion/construction**
- **labelling of text and/or diagram**
- **sequencing of cut-up units of text**
- **prediction** (Davies, 1995, p.143)

Active tasks encompass different features that are presented by Davies (1995, p.144) and that later have been discussed and exemplified by Tomitch (2000, p. 84). The most important features are: first, these activities concentrate on authentic and challenging texts that were not produced for teaching a specific linguistic item. Second, active tasks contextualize reading providing meaning for both the writer and the reader. Third, these tasks furnish students with a framework about the topic of the text. Fourth, active tasks may include an oral reading of the text followed by silent reading or rereading. Consequently, students have different forms for approaching and analysing the text. Fifth, students are conduced to interact with the text and with other students through predictions, or by checking hypothesis.

Ferreira (2003) reinforces that, "active tasks do enable the instantiation of more mental behaviour and thereby of greater engagement in the process of knowledge construction" (p. 203). Therefore, it seems possible to claim that global comprehension or global coherence is congruent with active tasks. Urquhart and Weir (1998, p. 123) indicate strategies as skimming, propositional inferences and reading carefully, to establish accurate comprehension of the explicitly stated main ideas the author wishes to convey. Such tasks embrace the macrostructure and normally refer to comprehension beyond the micropropositions. Active tasks appear to be the first step to develop reflection and, consequently, a more critical thinking. As I see it, pupils should be encouraged to discuss critically the information they are given.

Active tasks that are performed in groups or in peers may lead students to discuss and interact. Davies (1995) suggests that activities such as marking/highlighting of text targets, modified cloze diagram completion/construction, among others, have better results if applied in groups. Urquhart and Weir (1998) acknowledge that students tend to co-operate when working in pairs or groups, hence, providing room for learning. Nuttall (1996) also considers that group work motivates students and might be considered as a prerequisite to solve challenging tasks.

Taking into account that some tasks might have mechanical features and others more demanding features, Ferreira (2003) included a third category that is in a superior level, or in an 'in-between' position in relation to the passive and active reading tasks. This category has been named as 'less passive' tasks.

2.4.3 Less passive tasks

Davies's (1995) framework has unquestionably provided a great step forward by categorising tasks as *active* or *passive*. Nevertheless, it seems to be appropriate to adopt Tomitch's (2000) and Ferreira's (2003) proposition of having an 'in-between' category of tasks that might be more or less passive. Both authors perceive the lack of a clearly demarcated territory between passive and active reading tasks. Even in traditional tasks the cognitive demand may vary, and it is possible to say that there are degrees of passiveness. Ferreira (2003) explains that:

> Tasks may require different levels of cognitive demand. Therefore, passive tasks within the same category may vary in the degree of passiveness, that some of them are multi-facetted, hence fitting in different slots of the framework, and that several passive tasks also carried active features, the spectrum of a continuum thus raising naturally (Ferreira, 2003, p. 80).

It is important to emphasise that from the author's standpoint, passive tasks considered more mechanical activities, can vary in their level of cognitive demand and that active tasks can also require higher or lower levels of thinking. She found tasks within an 'in-between' position where active and passive tasks would join, and also spot tasks that have no specific slot in Davies's (1995) framework. Thus, Ferreira (2003), in her study, perceived a "lack of a clearly demarcated territory between active and passive tasks" (p. 80) and suggests that a continuum would better shelter these types of tasks. Such continuum might classify tasks from very passive, to highly active tasks.

In agreement with Ferreira, I shall illustrate the less passive tasks with two examples of tasks that are considered passive tasks by Davies (1995). The first example is the traditional 'true or false' task that might be categorised as less passive when students are involved in further discussion. Still in Ferreira (2003), such a task might be less passive if students have to correct the false statements. In this sense, the task would demand more than a mere mechanical answer. The second example of assuming an 'in-between' position, are comprehension questions**.** Tomitch (2000) and Oliveira (2000) when citing Pearson and Johnson's (1978) framework, display two other types of questions. The textually implicit questions, which require inferencing, and the scriptally implicit questions which demand background knowledge to accomplish the task. Both kinds of questions, in fact, are more active than the extremely passive textually explicit questions, which, according to Oliveira (2000), are traditional reading questions where the answers are right in front of the reader's eyes (43).

The use of adequate tasks, that means, giving preference to tasks that could pertain to the higher levels of the "tasks continuum", may promote active reading. It is through active reading that students may have opportunities to develop critical thinking and gain more

satisfaction from reading. If, on the one hand, active reading depends partly on comprehension abilities, on the other hand, it also depends on motivation for reading. In the next section I will present important aspects of motivation in reading.

2.5 Motivation and reading comprehension

A determining factor in successful reading is motivation. Ur (1999) claims that a "motivated learner is one who is willing or even eager to invest effort in learning activities and to progress" (p. 274). Another definition for the term motivation is given by Reed, Schallert, Beth and Woodruff, (2004). They view motivation as "the goals that humans are striving to reach, the choices they make among several actions, and their persistence exhibited when they encounter difficulties in pursuing their goals" (p. 253). MacIntyre (2002) when reviewing Gardner's (1985) socio-educational model observes four elements for a student to be motivated: "a goal, desire to achieve the goal, positive attitudes and effort" (p. 47). Ferreira (2003) explains that motivation is a highly complex human behaviour determined by forces that are beyond the control of the individual. She adopts a simple definition for motivation as the "drive for getting engaged and accomplishing pedagogical tasks in the classroom" (Ferreira, 2003, p. 31). Wigfield and Tonks (2004) define reading motivation as the "individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading" (p. 251). Considering all these definitions, I see motivation, when linked to the pedagogical context of reading, as a driving force that involves effort and positive reactions from the student to carry out a goal.

A reader may have different types of motivation and according to Guthrie (2001) the most common types that may contribute to reading are: task mastery orientation,

performance orientation, intrinsic motivation, and extrinsic motivation. First, *task-mastery orientation* involves learners who try to develop their abilities, accept new challenges and make an effort to understand content (Guthrie, 2001). This researcher also contends that "task-mastery goal is more likely to foster long-term engagement and learning" (p. 2), and it is educationally desirable since it involves higher levels of thinking. On the other hand, learners with a *performance (or ego) orientation* (also called extrinsic motivation) intend to outperform others, they demonstrate that they are able, and they focus on getting high grades. In this sense, students complete a task through surface strategies, paying attention to facts and details for reading. The procedures of performance orientation may trigger a negative environment that involves sensations of fear and failure.

The aforementioned kinds of motivation (task mastery orientation and performance orientation) are interrelated with intrinsic motivation, and extrinsic motivation. *Intrinsic motivation* is the disposition to read for its own sake and for the pleasure of reading (Guthrie, Wigfield & Perencevich, 2004). Wigfield and Tonks (2004) consider three sub-components in relation to intrinsic motivation: curiosity, involvement and challenge. That means, first, students have a desire to understand the topic. Second, they take pleasure from different types of reading. And, thirdly, reading difficult materials let students feel satisfied. Conversely, learners with *extrinsic motivation* do activities in order to receive some benefit or compensation. Wigfield and Tonks (2004) define two subcomponents for extrinsic motivation: recognition of success and competition. These subcomponents encompass the same features that have been presented in performance (or ego) orientation.

Two other aspects are strictly related to motivation in reading: *self-efficacy* and *social motivation*. Self-efficacy is required for continuing progression in achievement. Bandura (1986, in Guthrie, 2001) defines self-efficacy as "people's judgements of their capabilities

to organise and execute courses of action required to attain designated types of performances" (p. 2). Therefore, learners with self-efficacy view difficult texts and reading tasks as challenging and work diligently to master them, using their cognitive strategies productively. According to Guthrie, Wigfield and Perencevich (2004), the social motivation also named interpersonal motivation, leads to increased amount of reading and high achievement in reading. It relates to students' interpersonal and community activities. Socially interactive readers are characterised by their sharing of materials, collaboration with other students and responsible participation in a community of learners.

The positive aspects that we have seen in intrinsic motivation, task orientation, and self-efficacy are generally found in critical readers. According to Wigfield and Tonks (2004) "students who are intrinsically motivated to read, efficacious about their reading, focused on mastery goals and socially interactive will be more engaged in reading" (p. 260). An intrinsically motivated reader, who believes in his or her reading capabilities, persists in reading complex texts, exerts effort to solve conflicts, and integrate text with prior knowledge.

2.6 Closing section

In the first part of this chapter I have introduced the concept of reading comprehension, considering elements of local and global coherence, whereby it has been observed that global coherence is related to the development of critical thinking. Following this line of study, I have touched on some of the similarities between critical reading and critical thinking. Through the issues of reading comprehension, as well as types of coherence and critical reading/thinking I have attempted to provide the foundation for this

study. I have looked at some textual features such as concepts of texts, and the importance of textual structure in different types of texts. I have introduced some concepts of task-based learning and Davies's framework of active and passive reading tasks. These sections of the review of literature will give support to the analysis of the guideline materials and also to the analysis of the students' responses to the types of texts and reading tasks. Finally, for this chapter, I have also tried to discuss that motivation is an important factor in reading comprehension, since it will give support to the analysis of students' responses to the types of texts, and to the active and passive tasks of this investigation.

CHAPTER THREE

METHOD

This chapter will be divided in five sections. In the first section, the participants involved in the study will be presented. In the second section, I will discuss the materials used for this research, which consist of textbooks, texts, tasks and questionnaires. Then, the procedures used for data collection will be described. In the fourth part, the pilot study will ground some aspects regarding the main study. Finally, the framework used for textbooks evaluation will be given.

3.1. Participants

The participants were Brazilian pupils studying to become English teachers. They were enrolled in the undergraduate English Language Course at UNICENTRO in Guarapuava, Paraná. The classes in this course aimed at developing the four skills, speaking, listening, reading and writing. In the beginning of the year, a placement test was applied to the students who were entering the university, with the purpose of dividing them according to their level of proficiency in the language. One group consisted of students of the first year just entering university and considered to be composed of false-beginners, according to the results of the placement test. In this group, 20 students agreed to

participate in this study, 16 being female and 4 male. This group had 6 English classes of 50 minutes a week.

The other group consisted of students who were in the fifth year, and as they had been studying at the university for four years, they had an upper-intermediate level of proficiency in the language, according to the placement test taken in the beginning of the semester. From this group, 11 students agreed to participate in this study, 10 female and one male. They had 5 English classes of 50 minutes a week, that were divided in two meetings of three and two classes respectively. The students' ages in both groups ranged from 18 to 40.

The teacher of the upper-intermediate group did not take part in this study. She has kindly allowed this researcher to take her classes to develop the study. Therefore, seven (7) of her classes were used to apply the two blocks of activities (active and passive) and the respective questionnaires. The same number of classes was necessary for the application of the activities in the false-beginners' group.

3.2 Materials

This section will be divided in four subsections. First, the guideline textbooks will be presented. Second, the texts used for the data collection will be introduced. Then, the kinds of tasks will be shown. Finally, the questionnaires will be displayed.

3.2.1 Textbooks

The selected textbooks for this study are the materials used at the university as the main guidelines of the course. They are:

For the false-beginners' group:

- Oxenden, C., Seligson, P. (2002). *English File - 1*. Oxford: Oxford University Press.
- Haughnes, N. & Maher, B. (2004). *NorthStar: Focus on Reading and Writing,* Basic/Low Intermediate. F. Boyd, C. Numrich (Vol. Eds.), New York: Pearson Education, Inc.

For the upper-intermediate group:

- Oxenden, C., Seligson, P.; Latham-Koenig, C. (2002). *English File - Upper – Intermediate*. Oxford: Oxford University Press.
- English, A. K., & English, L. M. (1998). *NorthStar: Focus on Reading and Writing* (High-Intermediate). F. Boyd, C. Numrich (Vol. Eds.), New York: Longman.

3.2.2 Texts

The students of both groups worked with four texts extracted from the guideline books mentioned above. The selection of these texts followed the criteria below: i) the texts should be extracted from the students' books, thus corresponding to the students' level; ii) the passages should not be longer than one page (between 400 to 500 words); iii) the content should somehow be interesting and familiar to them; iv) all the texts should be expository.

The texts chosen for the false-beginners were the following:

1) **"**Leaving the farm" (NorthStar, 2004), see appendix A.
2) "Goodbye to some housework" (NorthStar, 2004), see appendix A.
3) "The country that never sleeps" (English File, 2002), see appendix A.
4) "The Edinburgh Festival" (English File, 2002), see appendix A.

In the upper-intermediate group, the selected texts were:

1) "Eternal Youth: new developments in anti-ageing research" (*English File,* 2002), see appendix B.
2) "10 things you probably never knew about the common cold" (*English File,* 2002), see appendix B.
3) "Danger! Sense of humour failure" (*English File,* 2002), see appendix B.
4) "Earthship homes catch old tires on rebound" (*NorthStar,* 1998), see appendix B.

3.2.3 Tasks

Part of the reading tasks was extracted from the guideline textbooks and part was adapted, taking into account the requirements of Davies's (1995) framework of active and passive tasks. Both blocks of activities followed the same procedure: pre-reading, while-reading and post-reading phases, as a means of using the same criteria. In the **passive tasks**, the pre-reading phase consisted of vocabulary and dictionary study tasks, the while-reading phase dealt with true or false statements, literal comprehension questions and multiple-choice exercises, and in the post-reading the students had to solve grammar exercises. Whereas in the **active tasks**, the pre-reading phase focused on prediction tasks, the while-reading phase was composed of diagram/table completion, recall, labelling, and inference questions and the post-reading phase involved fieldwork, students' opinions and discussions. To have access to both, the passive and the active tasks for the false-beginners group, see appendices C and D, and for the upper-intermediate group, see appendices E and F.

3.2.4 The questionnaires

Three questionnaires were given in order to accomplish this research. They were applied in Portuguese to ensure students' understanding. The first questionnaire was based on Tomitch's (1995) doctoral dissertation. It aimed at analyzing students' awareness of the purpose, structure and interest in relation to the content of the texts. This questionnaire (see appendix G) was applied immediately after the activities related to each one of the four texts, thus being answered four times by each student, (twice in the active block and twice in the passive block). Due to time and space constraints, this researcher used only question 8 of this rich material that concerns to students' interest. The second and third questionnaires that were used, have been adapted from Ferreira's (2003) doctoral dissertation. They were applied immediately after each block (see appendix H for the active block and appendix I for the passive block). These questionnaires aimed to assess first, student's perception of the text, and, second, whether they would somehow have more or less opportunity to reflect and/or to criticize the texts through the tasks that had been used.

3.3 Procedures for data collection

The classes were subdivided into the two blocks of active and passive tasks. A specific control for time would not be appropriate, mainly considering that the active block would demand more time than the passive block. Therefore, students worked active and passive tasks according to their pace. In fact, for the active block, students needed more time to solve the tasks, more than twice as much the time necessary for the passive block of tasks. Therefore, five classes were necessary to read the texts, solve the active block of tasks, and to answer the questionnaires. In the passive block, students needed only two classes to read the texts, to solve the activities, and to answer the questionnaires.

In the upper-intermediate group, the classes took place on Wednesday (06/23/2004) from 7:40 p.m. to 9:20 p.m. and Thursday (06/24/2004) from 7:00 p.m. to 7:50 p.m. continuing from 8:30 p.m. to 11.00 p.m. Due to students lateness in the first class on Thursday, and also to the fact that students were not able to attend the last class until the end (11:00 p.m.), another class was necessary to accomplish the activities of the passive task. Consequently, the activities were finished on Thursday (07/01/2004) from 8:30 p.m. to 9:30 p.m. Unfortunately, only four of them were really engaged and attended all the proposed classes. Because of the lack of commitment from great part of the students of this group, the data collected was not sufficient to carry out a reliable quantitative analysis. Thus, the results obtained shall be presented in the next chapter followed by a qualitative analysis.

Considering the unsatisfactory participation of the previous group, data were collected in another group with a similar level. This group consists of 11 students from the fourth year of the undergraduate English course. The classes started with the active tasks on Tuesday (08/24/2004) from 7 p.m. to 8.30 p.m. Then, on Wednesday (08/25/2004) the activities continued from 8.30 p.m. to 10.45 p.m. The next class was held on Thursday (08/26/2004) from 8.30 to 9.30. Finally, the last meeting with this group occurred on Friday (08/27/2004) from 8.30 p.m. to 9.30 p.m. The students' participation in this group was similar to the students from the first group of the upper-intermediate level. In the first and second meeting five students participated and in the others there were 6 students.

The false-beginners classes were held on Tuesday (06/29/2004) from 8: 30 p.m. to 10:45 p.m. and on Wednesday (06/30/2004) from 7.00 p.m. to 9:30 p.m. The students needed more time than expected to finish the activities, therefore, another class was necessary to finish all the activities and questionnaires. The students of this group were

better engaged in the activities proposed than the upper-intermediate group. In the first encounter 16 students participated and in the second encounter 17 students took part. In the third and last session, 17 students attended the classes.

It is important to comment that all the classes of both, false-beginners and upper-intermediate students were video recorded. Nevertheless, due to the bad quality of the video recordings, it was only possible to transcribe part of this material.

3.4 The pilot study

The pilot study was developed in the first week of June 2004, two weeks before the main study. The experiment was carried out with four undergraduate students. Two of these students were female, from the second year (who could somehow correspond to false-beginners), and the other two students were male, from the fourth year (who could be said to be in an upper-intermediate level) of the undergraduate English Language Course, at Universidade Estadual do Centro-Oeste (UNICENTRO) PR. Their ages ranged from 18 to 40.

The false-beginner volunteers met only once, on Friday (06/04/2004), from 10:00 to 12:00 a.m. The study was carried out according to the following steps. For the active block, students discussed and answered the pre-reading phase task, then they read the text. After that, they worked in pairs and discussed the content to answer the while-reading (table completion and recall) tasks, which was then corrected. Next, students worked on the post-reading tasks with inferential questions. And, finally, discussion and feedback about students' answers was provided. Students took 60 minutes to finish these exercises. In the next 20 minutes, they answered two questionnaires, the first one about their reading of the text (see appendix G), and the second questionnaire about their perception of the active

tasks (see appendix H). In the next part, the passive block, the students were asked to solve the pre-reading phase (vocabulary exercise), which was followed by the teachers' correction. Then students read the text "The country that never sleeps" silently, and responded to it individually, in the while and post-reading phases. The teacher checked the answers with the students. The time required for these activities was only 20 minutes. In the last 20 minutes they answered two questionnaires, the first one about their reading of the text (see appendix G), and the second questionnaire about their perception of the passive tasks (see appendix I).

The pilot study with the upper-intermediate-volunteers took place on Wednesday (02/06/2004), from 3:45 p.m. to 5:45 p.m. They started the active block by answering the pre-reading phase with the purpose of making predictions about the theme. Then, the students read the text "Eternal Youth: new developments in anti-ageing research" and did the diagram completion of the while reading phase. Even though the teacher asked them to work in pairs, discussing the answers of the diagram, they preferred to work individually. Thus, immediately after this task, the teacher provided discussion and correction of the diagram. In the following activity, students had to recall the text, taking turns. To finish this block of tasks students answered inferential questions about the text (see appendix D). After the tasks from the active block, students answered the same questionnaires as the false-beginners, first about the text (see appendix G), and subsequently the active task questionnaire (see appendix H). The reading tasks and correction lasted 55 minutes, while the answering of the questionnaires took another 20 minutes. In the passive block students were guided by the teacher to work individually with the vocabulary exercise, which was then corrected out loud. They read the text "Danger! Sense of humour failure" (see appendix B) silently and did the while and post-reading phase. The teacher corrected these

exercises and students answered the questionnaires about the text (see appendix G), and the passive task questionnaire (see appendix I). The passive block lasted 20 minutes and another 20 were used to answer the two last questionnaires.

The pilot study was useful in the sense that it shed light on the following aspects of the data collection:

- Some tasks had to be modified to become clearer in order to be solved by the students.
- It was found that the teachers' approach had to be different in each block of tasks. When applying the passive activities the teacher had to ask students to work individually and avoid promoting many discussions during the activities. The focus of the class should be on the information from the text, and not on the students' previous knowledge. The teacher in this case should provide only a final correction. In the active block, the focus of the class should be on the text, on the students' knowledge, and on the tasks. Students would have to sit in pairs or groups and would discuss the activities with the classmates and the teacher.
- The average time students needed to solve the active tasks was longer then in the passive task.
- The questionnaire had to be guided by the teacher, thus making students pay attention to each question.
- Besides using the questionnaires, I also decided to use video recordings to observe and analyse students' behaviour. The recordings were thought to provide a more complete view of students' interest and motivation. This procedure was used in order to compare if students' answers in the post-questionnaires were in correspondence with their classroom behaviour.

3.5 Evaluation of the materials

The guideline materials will be analysed with the purpose of responding the first research question of this survey that is concerned with the types of texts and tasks found in the textbooks used in the undergraduate English Language Course at UNICENTRO. The sets of books evaluated are the ones previously mentioned. To analyse the types of texts, Davies's (1995) framework of types of texts (cited in the previous chapter) will be used with the objective of observing what kind of texts have been used in each one of the textbooks. Ferreira's (2003) doctoral dissertation and Davies's (1995) framework of active and passive tasks will be adopted to analyse the tasks. Therefore this analysis consists of one unit in the beginning, one unit in the middle and one unit in the end of each of the four (4) books analysed. It is worth noting that even though there are sections such as listening, speaking, and writing, or vocabulary and grammar, that seem to appear interrelated with the reading sections[3], this research is restricted to the reading sections. The corpus of this study is composed of 154 texts and 133 tasks.

The analysis of the guideline books will follow McDonough and Shaw's (1993) "working model", which has also been used by Rebello (2003). It consists of an internal and an external evaluation of the materials. The former evaluation regards a more general analysis as the selection of skills, the amount and distribution of reading units and texts, while, in the latter case, the items analysed are more specific and a deeper analysis of each unit is required. The evaluation of the material and the analysis of students' performance will be discussed in the next chapter.

[3] For instance, activities that approach pronunciation are encountered as parts of the reading sections.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter analyses and discusses the results obtained in this study. The data collected include the types of texts and tasks of the guideline material, students' answers to the questionnaires as well as the video recordings of the classes. The data are primarily analysed following Davies's (1995) framework of types of texts and of active and passive reading tasks, and Ferreira's (2003) study. Herein, I will present the results and the discussion following the same sequence of the research questions introduced in the beginning of chapter one: What types of texts and tasks are found in the textbooks used in the undergraduate English Language Course at UNICENTRO? 2. Do false-beginners of English respond differently to active and passive tasks than upper-intermediate students? 3. How do the two groups of students respond to the activities used in terms of interest and motivation?

4.1 What types of texts and tasks are found in the textbooks used in the undergraduate English Language Course at UNICENTRO?

Before starting the evaluation of types of texts and tasks, the guideline materials will be set out in general terms. These materials, as has been pointed out previously in the method chapter, are the two books from the *NorthStar Series*, corresponding to the basic/low intermediate and upper-intermediate levels of the reading and writing sections, and two books from the *English File Series* (levels one and four). First, I will provide an

overview (external evaluation) of the *NorthStar Series*. Then, I shall evaluate the texts and tasks of the reading sections of this material. After that, I will provide an overview followed by a deeper (internal) evaluation of the texts and tasks encountered in the *English File Series*.

4.1.1 External evaluation

Each level of the ***NorthStar Series*** is composed of three different books: one book focusing specifically on the skills of reading and writing and another book on the skills of speaking and listening. The units of both books are divided into themes and they follow the same theme, being possible to work with the two books simultaneously or with each book separately. Besides these two books, there is another activity book that has complementary activities reinforcing to a greater extent the student's writing ability. However, as far as this study is concerned, I intend to analyse specifically the tasks of the reading sections of three units of the basic and high intermediate books that regard the reading and writing skills of this series.

NorthStar: focus on reading and writing – Basic/Low intermediate, has been designed around ten different themes, namely: "work", "the country and the city", "money", "animals", "network etiquette", "male and female roles", "food", "health and illness" and "endangered cultures". As has been explained in the method chapter, the units analysed are the first, fifth and tenth. This choice will hopefully give a general idea of how the book has been designed. Every unit includes the following sections: focus on the topic, focus on reading, focus on vocabulary, and focus on writing. It is important to point out that these sections are interrelated with the reading section, nevertheless, due to lack of space and time, this study will deal with part of "Focus on reading" which has one task named

"Preparing to read", and another section that deals with the understanding of two different texts that are related to the same topic.

NorthStar: focus on reading and writing - High intermediate (HI) follows almost the same pattern of the previous book, obviously comprising different themes such as: "media", "justice", "medicine", "natural disasters", "conservation", "philanthropy", "education", "space", "immigration and technology". Every unit (see appendix I) encompasses the same seven sections: "approaching the topic", "preparing to read", "reading one", "reading two", "reviewing language", "skills for expression", and "on your own".

According to the authors, Oxenden, Seligson and Latham-Koenig (2002), the *English File series* " is a multi-level course for adults and young adults. Each level provides between 60 to 120 hours of teaching material " (excerpt from the back cover of the material). Generally, the sections embody strands of grammar, vocabulary, pronunciation, functional skills, and revision. The skills of listening, speaking, reading, and writing are interrelated with those sections. In addition, there is a concern with study skills.

English File 1 is divided into ten units which are entitled: 1) "The international language", 2) "What do you have in common?" 3) "The third person", 4) "Families", 5) "Lifestyles", 6) "From present to past", 7) "The past", 8) "The present and future", 9) "Compare, predict, and count", 10) "Revision and preview". Each unit is divided in lessons that are generally between one or two pages long each. The first unit, for instance, is divided in seven lessons entitled A – "At the airport", "B - At the reception desk", C – "Who's famous?", D – "Classroom communication", E – "In the conference room", Travel with English – "On the plane", revision and extension "What a wonderful world". A particular emphasis on specific skills is given only in some sections of unit 5 – Focus on writing, unit 6 – Focus on reading, and unit 7 - Focus on story telling. The other parts are a

mixture of skills with the other strands. As the sections do not follow a pattern or sequence as in the preceding material, some parts seem to overwhelm the teacher and students. At a first glance, this book favours the skills of speaking and listening, since the amount of reading and writing activities is inferior.

English File Upper-intermediate is divided into seven units. Each unit has three sections with different themes, as for example, in unit one the titles for the lessons are "What's in a name?", "The winner takes it all", "Funny ha-ha". Each section involves the following subsections: grammar, vocabulary, pronunciation, speaking, listening, reading and writing. When comparing the two books English File 1 and English File upper-intermediate, the latter sounds to be more committed to the four skills. Each lesson brings at least one text and varied tasks for its understanding. Thus, it is possible to say that this book is better organised and more balanced concerning the four skills and grammar.

The next subsection is centrally related to the internal evaluation of the books presented above. It should be pointed out that for the analysis of types of texts all the readings of the book will be considered. Nevertheless, in the case of reading tasks, only the first, the fifth and the tenth units will be the target of this study.

4.1.2 Internal evaluation

In this subsection the types of texts encountered in *NorthStar: reading and writing* and *English file* will be presented. The first part will bring the results of the predominance of types of texts used in the false-beginner level. Then, the types of texts in the upper-intermediate level will be introduced. After that, the results of the types of tasks will be discussed in the following order: first, the types of tasks in the false-beginner level and next, the types of tasks in the upper-intermediate level.

4.1.2.1 Genres in the false-beginner level

Before starting the analysis of the types of texts as aforementioned in the review of literature, it is necessary to point out that the terms ‘types of text’ and ‘genre’ have been used interchangeably. The first book to be examined is *NorthStar: Focus on reading and writing (basic)*. The whole book consists of 20 main texts (see appendix J) including 22 complementary texts that are used to give support to the main texts or to develop the writing skill. As can be seen in the table below, the category that most appears is the informative, with 18 texts. This category has been composed of magazine articles, newspaper reports, background information, graphs, labels, web pages among other types of texts. In a lower scale the persuasive and social interaction genres could be found. In the former case, texts such as letters to the editor, advertisements and book reviews are included, and in the latter case email and personal letters are the common types of texts approached. From other categories, namely, popular entertainment, instructional, and literary or poetic, less expressive numbers were found.

As illustrated in Table 1 below, and as can be seen in Appendix J, *English File 1* comprises 34 texts. Similarly to the previous material, *English file 1* brings, to a greater extent, informative texts, as for instance, biographies, film reviews, extracts of newspaper articles, book and film reviews. Not distant in terms of numbers, are the texts of popular entertainment, i.e. reports, quizzes, story extracts and puzzles. Following this decreasing order, the next category to be pointed out is the instructional genre that presents charts, leaflets and cards.

Table 1. Text categories in the false beginner level following Davies's (1995) framework

Genres	Books	
	NorthStar: Focus on reading and writing - Basic	English file 1 Beginners
Informative texts	18	11
Persuasive	7	5
Social interaction	6	1
Instructional	4	7
Popular entertainment	4	9
Evaluation/assessment	2	0
Literary/poetic	1	1
Total of texts	42	34

4.1.2.2 Genres in the upper-intermediate level

The next guideline material surveyed is *NorthStar (high intermediate) (HI)* which encompasses 41 different texts. More than 50% of the texts pertain to the informative category, the great majority of the texts being newspaper and magazine articles, although summaries and charts are also found. In a smaller amount, it is also worth citing the genres of popular entertainment with 6 texts, social interaction with 5 readings, and persuasive genres with 4 occurrences. The most common types concerning these three last categories are stories in popular entertainment, personal letters in the category of social interaction, and letters to the editor in the persuasive genre.

NorthStar HI has a larger number of texts (8 more) than the other textbook. Comparing this book with *English File UI,* it seems that both have a similar amount of informative texts. Two differences are worth mentioning. *NorthStar HI* has more persuasive and social interaction texts than *English File UI*, and *NorthStar HI* brings one literary or poetic text, that does not appear in the previous material. An interesting

suggestion concerning students' needs in the undergraduate English Language Course, would be a higher incidence of literary or poetic texts. Another suggestion that might contribute to students' understanding of text structure and reading purpose would be the application of instructional and evaluation or assessment texts. Such proposition is maintained in Trabasso (1981), Bernhardt (1991) and Smith (1994) when they relate the increase of students' comprehension to conventions or text structures found in the different types of texts.

Now I should turn to *English File - upper-intermediate (UI)*. As illustrated below (Table 2), this book has 36 texts (see appendix J). The major part are informative texts with a varied range which includes, for instance, newspaper and scientific articles, book extracts, interviews, diaries, and historical biographies. Popular entertainment, in its turn, takes around 20% of the reading material, i.e. sagas, newspaper articles, and diaries. In my view, students should have access to the most varied types of texts and thus, it would be interesting if students had the opportunity to manipulate instructional, and literary or poetic genres. Such genres could give support to students' learning in other subjects, as for example, American and English Literature, Applied Linguistics, and Linguistics. Ferreira (2003) reinforces this view when she argues that providing topics related to the students' needs and area of interest may contribute to students' knowledge.

Table 2. Text categories in the upper-intermediate level following Davies's (1995) framework

Genres	Books	
	NorthStar: Focus on reading and writing-High Intermediate	English file Upper Intermediate
Informative texts	25	28
Persuasive	4	1
Social interaction	5	1
Popular entertainment	6	6
Evaluation/assessment	0	0
Literary/poetic	1	0
Total of texts	41	36

A parallel could be drawn between Rebello's (2003) survey of types of texts in an ESAP (English for Specific Academic Purposes) context and my findings regarding general English. Rebello's (2003) analysis revealed that informative texts are viewed as a positive feature, considering that students have access to new specific information associated to the subjects needed in the area of Information Systems. Thus, the texts in this situation are generally related to the specific area of students' major interest. On the contrary, the requirements in general English context might not be the same. Unfortunately, the informative texts adopted in the later situation have varied purposes and have been chosen by their authors to fit in worldwide situations. Such material could be more helpful if students' aims were only to learn the language. Nevertheless, it is important to mention that the undergraduate students of English aim to take a degree as English teachers. Thus, besides the kinds of texts used in the guideline material, the students should be exposed to informative texts that could help them succeed in their academic subjects, this way contributing to students' future professional life. Such kind of selection could unify the main objectives of the course and ameliorate students' reading comprehension.

As it is acknowledged in Johns (1997), there is no other way to learn how to use and understand varied genres without a close contact with them. The overuse of some types of texts, as for instance, the informative category, and also the lack or limited use of others, as the literary or instructional category, might not help the development of a more thorough competence in reading comprehension. Students should have access to the largest number of types of texts as possible. This contact might raise students' awareness in relation to different genres, thus letting them know what to expect when reading any type of text. Therefore, it could be said that a crucial step to develop students' critical reading is their knowledge of how any specific genre works. It seems clear to me that it is necessary to approach different genres, in order to make students systematise the different kinds of texts.

The coming section conveys an analysis of the types of tasks concerning the guideline material.

4.1.2.3 Types of tasks in the guideline material

In order to answer the second part of the first research question, which is related to the types of tasks found in the textbooks used in the English Language course at UNICENTRO, Davies's (1995) framework of active and passive reading tasks will be used. Other authors' researches, namely, Ferreira (2003), Tomitch (2000), and Rebello (2003) will also be valuable to the development of this analysis. It is necessary to remind that only the reading sections from the first, the fifth and the tenth units have been approached. In the case of *English File UI*, that has only seven units, the survey contemplates the reading sections of the first, the fourth and the seventh units.

The starting point is a comparison of the results, taking into account the level of the material. Thereby, the reading tasks of both false–beginner level and upper-intermediate

level, comprising *NorthStar* and *English file* have been classified into four different columns (see Appendix K). In the first column, the material has been localised presenting the name of the reading section and page. In the second column, the activities have been categorised following the different types of task. Then, in the next part the tasks have been sorted in individual or group work, and finally, in accordance with Davies's (1995) theoretical framework of active and passive tasks, Tomitch (2000) and Ferreira's (2003) degrees of passiveness, the tasks have been categorised. The results of appendix K have been summarised following the two levels, first the false-beginners with Tables 3, 4, 5, and 6 then the upper-intermediate students with Tables 7, 8, 9, and 10.

4.1.2.3.1 Reading tasks in the false beginner level

A comparison is drawn between the reading tasks of both materials, first considering the active tasks, then the passive tasks, and finally the less passive tasks. As seen in Table 3 below, both materials are similar in the amount of active tasks and also in the types of tasks, i.e., table completion, inferential questions and predictions. Conversely, summary and writing activities are only found in the reading sections of *NorthStar basic*. It should be remarked that Ferreira (2003) has pointed out the writing tasks as active tasks because of the "cognitive commitment implied" (p. 77). As seen below (in Table 3 and in Appendix K), in *English File 1*, there is a greater frequency of inferential questions than in *NorthStar (basic),* which correspond generally to scriptally implicit questions that are questions where "answers can only be provided by the readers' background knowledge" (Pearson & Johnson, 1978, as cited in Tomitch, 2000, p. 88). Both books present a substantial amount of prediction tasks. These active tasks are important since, they allow the reader to "assume

a more global perspective" (Tomitch, 2000, p. 88). In a lower rate, table completion tasks involve 3 and 5 occurrences only.

Table 3. Types of active tasks found in the guideline material for false-beginners (Davies, 1995, Tomitch, 2000, Ferreira, 2003).

Active reading tasks	English file 1	NorthStar: Focus on reading and writing-Basic	Task/total
Marking text target	0	0	0
Modified cloze	0	0	0
Diagram completion	0	0	0
Table completion	3	5	8
Labelling of text/ diagram	0	0	0
Sequencing cut-up units of text	0	0	0
Prediction	6	6	12
Review of books	0	0	0
Précis/summary	0	2	2
Recall	0	0	0
Note making	0	0	0
Inferential comprehension questions	10	6	16
Others: (Writing email)	0	1	1
Textbook/Total in	19	20	39

It is necessary to make clear that Table 4 below presents only the passive reading tasks. The less passive, viewed as an intermediary position between the passive and the active tasks in the continuum, will be exposed in more details at the end of this section. As illustrated in Table 4 below, both books, coincidentally, have the same number of tasks. Nevertheless, *English file 1* presents a greater frequency of passive tasks than *NorthStar (basic)*. These passive occurrences in *English File 1* are related to literal comprehension questions and grammar and pronunciation tasks. The last line (slot) of other tasks (grammar and pronunciation), found at the end of the table, consist of supplementary activities that have not been considered in Davies's (1995) framework. In this basic language learning

stage, such tasks, even being very mechanical, thus passive, would be recommended to develop other skills, namely "to ensure a confident communication" (Oxenden, Seligson & Latham-Koenig, 2002, p. 11).

Table 4. Types of passive tasks found in the guideline material for false-beginners (Davies, 1995, Tomitch, 2000, Ferreira, 2003).

Passive reading tasks	English file 1	NorthStar: Focus on reading and writing - Basic	Task/total
Multiple-choice exercises	0	1	1
Literal comprehension questions (scanning)	3	1	4
Gap completion	2	1	3
True or false questions	1	1	2
Vocabulary study	0	0	0
Dictionary study	0	0	0
Speed reading	0	0	0
Renumbering of sections on page	0	0	0
Other tasks (Pronunciation, grammar)	3	0	3
Total of passive tasks	9	4	13

In *English File 1*, the first unit does not include any specific reading section. This textbook emphasises more speaking and listening activities, while reading passages have been sparsely introduced throughout the units. During the analysis, I could observe that the sections are not well divided and there is a mixture of reading, listening, speaking and writing skills. Some fragments might be viewed as reading sections, but there is no explicit mention of this. Actually, the first time that a section named "Reading" appears is in the fifth unit of the teachers' book. The section there is called "Practice reading". In the student's book it is named "A weekend in Spain" (p. 56). In view of these facts, it is possible to say that *English File 1*, even though contributing to students' learning, does not

seem to be the most appropriate material for these undergraduate students. The reason lies on the fact, before starting to work with this material, these students had to pass a College Entrance Examination Test, and such examination consisted mainly of reading comprehension. The reading sections could have started, in my opinion, in the first units of the book.

Tomitch (2000) and Ferreira (2003) perceive a lack of a clearly demarcated territory between passive and active reading tasks. The tasks falling into this category are named **less passive tasks.** They (Table 5 below) combine features of passive and active tasks. According to Ferreira (2004) such tasks might fit into the two slots of Davies's (1995) framework, namely, of active and passive tasks, but this researcher let them separated. Considering the sections of the two books of the false-beginner level, 13 tasks can be considered less passive. The amount of this kind of activity is lower in *English File 1* than in *NorthStar basic*. Specifically in *NorthStar basic,* there are higher incidences of vocabulary activities that are mixed with inferences, or multiple-choice exercises followed by discussion and inferences. These examples fit into Tomitch (2000) and Ferreira's (2003) slot suggested for different degrees of passiveness or/and activeness in reading tasks. A simple multiple-choice exercise could be seen as a less demanding activity, but when the given answers are not explicitly stated in the text it becomes a more active task. Similarly to this example is the vocabulary task followed by inferences, which have a highly active demand. As seen in Table 5 below, due to different possibilities of arrangements, many tasks are similar but not equal. The grammar task (in Table 5), that according to Davies (1995) is passive, has been combined with the correction of the sentences, which requires prior knowledge from the student. Thus, its level of passiveness is lower than if this activity dealt only with a simple grammar exercise. Error correction has also been added to the

scanning of the sentences in the text. Table 5 below shows tasks that, according to Ferreira (2003), are tasks that follow a continuum and have features of active and passive tasks. They might be categorised as having a middle position in terms of cognitive demand.

Table 5. Less passive tasks in the false beginner level (categorised by this researcher)

Less passive reading tasks	English file 1	NorthStar: Focus on reading and writing - Basic	Task/ total
Grammar (correcting sentences)	1	0	1
Correct the sentences	1	0	1
Asking questions about the text	1	0	1
Write questions	1	0	1
Vocabulary for comprehension (filling the gaps, inferential comprehension questions)	0	3	3
Reacting to reading (multiple-choice exercise, discussion, inferences)	0	3	3
Reading for details (scanning and error correction)	0	1	1
Reacting to reading (scanning and paragraph structure)	0	1	1
Reacting to reading (T/F, discussion)	0	1	1
Less passive total	4	9	13

A summary with the final results of the false-beginner level is illustrated below (see Table 6), where *English file 1* has 59,3% of the analysed tasks as active, with a similar percentage being detected in *NorthStar: focus on reading and writing (basic)* - 60,6 %. As can be seen in the Table 6 below, the passive tasks have a higher incidence in *English File 1* than in *NorthStar basic*. Opposite to this fact, the less passive tasks are much more used in *NorthStar basic* than in *English file 1*.

Table 6. Summary of the types of tasks encountered in the false beginner level.

Reading tasks - False beginner level	English file 1	NorthStar: focus on reading and writing (basic)
Active	59.3%	60.6 %
Passive	28.1%	12.12%
Less passive	12.5%	27.2 %

Another issue under investigation is whether the tasks encountered promote group, pair or individual work. Taking this matter into account (see appendix K, Table 3), it is possible to conclude that both books used in the false-beginner level favour individual work. In *English File (1)* students should work separately in almost 72% of the analysed tasks, while in *NorthStar (basic)* the tasks in which students should work individually comprise around 55%. In terms of pair or group work, *NorthStar (basic)* has around 45% while *English File (1)* has only around 28%. Therefore, it is possible to affirm that the activities proposed in *NorthStar (basic)* would be more appropriate in terms of sharing information, motivation and somehow critical thinking. It is worth accounting to what Tomitch (2000) identifies as a "social conceptualised event" (p. 85) where students have the possibility to interact with the other members of the class and share information.

4.1.2.3.2 Reading tasks in the upper-intermediate level

In the upper-intermediate level, the most common active tasks (as seen in Table 7 below) contemplate prediction, table completion, recall and inferential comprehension questions. It can easily be seen that *English file UI* has more types and a greater amount of active tasks than *NorthStar HI*. As illustrated in Table 7, inferential comprehension questions are the types of tasks that have been adopted in many reading sections of *English File UI*, even though they appear in an inferior rate in *NorthStar HI*. Tasks like 'Recall'

also appear in higher quantity in *English File UI* but there is not a single recall task in the sections analysed in *NorthStar UI*. In both books of this level, *English File* and *NorthStar* prediction activities have been repeatedly used.

Table 7. Types of active tasks found in the guideline material in the upper-intermediate level (Davies, 1995, Tomitch, 2000, Ferreira, 2003)

Active reading tasks	English file UI	NorthStar: Focus on reading and writing (HI)	Task/total
Marking text target	2	0	2
Modified cloze	0	0	0
Diagram completion	0	0	0
Table completion	0	5	5
Labelling of text/ diagram	3	0	3
Sequencing cut-up units of text	0	0	0
Prediction	4	5	9
Review of books	0	0	0
Précis/summary	1	2	3
Recall	5	0	5
Note making	0	0	0
Inferential comprehension questions	11	4	14
Others: writing (description of picture and expressing feelings)	0	2	2
Textbook/Total in	26	18	43

Passive tasks, as displayed in Table 8 below, are found in a higher occurrence in *English File UI*, but with only one occurrence in *NorthStar HI*. The most frequent cases are literal comprehension questions. The example found in NorthStar consists of one single vocabulary task while, in *English File UI,* vocabulary tasks appear three times. The passive tasks, as vocabulary activities, in general, deal with the lower levels of thinking.

Table 8. Types of passive tasks found in the guideline material in the upper-intermediate level (Davies, 1995, Tomitch, 2000, Ferreira, 2003).

Passive reading tasks	English file UI	NorthStar: Focus on reading and writing (HI)	Task/total
Multiple-choice exercises	1	0	1
Literal comprehension questions (scanning)	5	0	5
Gap completion	0	0	0
True or false questions	1	0	1
Vocabulary study	3	1	4
Dictionary study	0	0	0
Speed reading	0	0	0
Renumbering of sections on page	0	0	0
Total	10	1	11

The last category of tasks analysed is found in Table 9 below, with the less passive tasks. The activities here fit into a continuum, in an 'in-between' position in relation to the passive and active tasks. Some of these are vocabulary and inferences, with the highest incidence in *English file UI*. Other vocabulary tasks, such as vocabulary followed by contextual guesses, or contextual guesses followed by dictionary study, even though in a lower rate and with some similarities, are also interesting examples. These examples show that the degree of passiveness might be higher or lower, depending on the exercise.

Table 9. Less passive tasks in the upper-intermediate level.

Less passive reading tasks	English file UI	NorthStar: Focus on reading and writing (HI)	Task/total
Skimming, multiple-choice exercise, summary of the text (main idea)	1	0	1
Vocabulary (inferences, pair work)	4	0	4
Vocabulary and personal opinion	1	0	1
Vocabulary (highlight new vocabulary – guess from context)	1	0	1
Vocabulary (highlight new vocabulary – guesses/use of dictionary)	0	1	1
Reading for main ideas multiple-choice exercises (summary, text structure)	0	1	1
Reading between the lines (multiple-choice exercise, inferences)	0	1	1
Vocabulary for comprehension (contextual guesses)	0	1	1
Reading for details (circle and correct the mistakes)	0	1	1
Reading between the lines (multiple-choice exercise, inferences)	0	1	1
Total	7	6	13

The final results of the upper-intermediate level (Table 10 below) show that there is a higher amount of active tasks than passive tasks. The rates of active tasks in *English File UI* correspond to 60.46%, and in *NorthStar HI* this rate is even higher with almost 70% of the tasks being active. The less passive tasks, also have an expressive number in *NorthStar HI* with 35%. These tasks, even if in a lower scale, also contribute to students' reflection about the text. It is worth mentioning that the passive tasks are 23.25% in *English file UI*, opposite to 3.84% in *NorthStar HI*. Even though *English file UI* brings a superior number of tasks than in *NorthStar HI,* the tasks used in the second book might promote higher

degree of reflection. This higher reflection is justified by the higher rates of active and lower rates of less passive tasks found in *NorthStar UI*.

Table 10. Summary of the types of tasks encountered in the upper-intermediate level.

Reading tasks - Upper-intermediate book	*NorthStar: Focus on reading and writing (HI)*	*English file UI*
Active	69.2%	60.46%
Passive	3.84 %	23.25%
Less passive	35%	16.27%

It is interesting at this point, to establish a comparison with Ferreira's (2003) results. In her study she analysed the tasks of six ESAP (English for Specific Academic Purposes) books and her rates for active tasks were 67.19% as opposed to 32.81% of passive tasks. In this study, the total amount of active tasks in the guideline English textbooks represents 62.39% as opposed to 16.82% of passive tasks and 22.74% of less passive tasks, very similar to Ferreira's findings. Like in Ferreira's research, it is possible to say that the authors of the textbooks analysed in both studies might have attended to the fact that reflection is a necessary tool in the design of reading sections.

The features of individual or pair/group work in the upper-intermediate level have also been analysed (see appendix K, Table 6). In *NorthStar HI,* individual work is required in 48% of the tasks, while in *English File UI* the rate of individual work is higher, appearing in 60.46 % of the tasks. With these rates, it seems possible to claim that *English file UI* favours more students working individually than *NorthStar HI*. In sum, in terms of pair/group work, *NorthStar HI* has 52% while in *English file UI* the rate is 39.53%. Thus, *NorthStar HI* provides more opportunity to share information, either in pairs or with the

whole group, than *English file UI.* Consequently, the activities of the reading sections in the former book tend to be more dynamic, since they reinforce the necessity of peer interaction.

4.1.3 General comments

This section has been concerned with the types of texts and reading tasks encountered in the guideline material of the undergraduate English Language Course at UNICENTRO. In relation to the texts, as revealed, the informative genre has been privileged in both *NorthStar* and *English File Series*. This fact is probably related to the authors' concern with the idea of designing a book that could fit into different contexts worldwide. Nevertheless, in an undergraduate English Course some of the types of texts could have a closer relation with the specific subjects of the course.

Regarding the reading tasks, it is necessary to reiterate that only a partial analysis has been developed. In terms of the results, more than 60 % of both series of materials deal with active tasks, hence its possible to say that active tasks have been privileged. In addition, the less passive tasks are also more used than the passive tasks. Such figures show that the major part of the tasks demands more reflection and global understanding of the texts or topics instead of only using local coherence.

In the next section, I shall answer the second research question that regards students' perception of the different texts applied during the data collection, as well as the answers in relation to their response towards active and passive reading tasks.

4.2. Do false-beginners of English respond differently to active and passive reading tasks than upper-intermediate students in terms of their goals and effects?

With the purpose of answering the second research question, I shall primarily introduce the results that concern the false-beginner group in relation to the two blocks of tasks, first the active and then the passive ones. The next step is the presentation of the questionnaire answers given by the upper-intermediate group, regarding the active and passive tasks. Finally, the given results of both groups will be compared.

4.2.1 Active and passive reading tasks in the false-beginner level

In this section, I will first introduce the results of the questionnaire applied after active tasks, and then, of the passive tasks, followed by a contrastive analysis between the active and passive tasks. The complete results of the false-beginner students' are found in appendix L and have been summarised here in Tables 11, 12, and 13 for the active tasks, and in Tables 14, 15, and 16 for the passive tasks. Both Tables, 11 and 14 follow the same patterns as in Ferreira (2003) and show students' reaction in relation to both active and passive blocks of tasks. Tables 12 and 15 reveal students' task preferences while Tables, 13 and 16 deal with students' reports of the two sets of activities.

4.2.1.1 Active tasks in the false-beginner level

In Table 11 below, the results related to the first question of the questionnaire, which is concerned with 'students' receptivity' to this block of reading tasks, were totally positive. In the second question of the questionnaire, students had to answer 'if they participate in

class work when the opportunity arises'. In this case, almost 39% of the students chose the alternative 'always' and around 61% affirmed to 'generally' contribute. The students' degree of participation will be discussed in the third section of this chapter with the topic of motivation. In question 3 of the questionnaire students had to choose whether the active tasks 'allow participation or limit engagement'. According to the answers, the whole group of students has reported to be engaged in class. The results for question 4 of the questionnaire have been presented separately in Table 12 and will be discussed after question 7. I shall turn to question 5, where students could choose one or more alternatives about the tasks 'regarding interest and challenge'. The figures in Table 11, show that 83.33% of the students acknowledged this block of activities as 'raising interest' and 72.22% of the students chose the item of 'challenging tasks'.

In question 6 of the questionnaire students had to express their opinion about the effects of the active tasks. The alternatives with the highest rates were 'interaction between teacher and students', and 'reflection, analysis and questioning that are responsible for the development of critical thinking'. Almost 90% of the students reported that the tasks of the active block lead to students' active participation. Similar rates were found in the interaction among students, text and author's ideas. In fact, these results show that students had to share knowledge in order to do the activities. It is important to mention that the items 'forming possible interpretations of the text' and 'inference/ deduction through prior knowledge' have also reached high scores. The other items with lower rates, but over 50%, were: 'perception of social/ideological message'; 'development of an independent and autonomous reader'; and 'engagement in the process of the construction of knowledge'.

The answers given to question 7 of the questionnaire (table 11), concerning the objectives contemplated in the active tasks, show that, contrary to what would be expected,

all students considered that active tasks increase vocabulary. According to Davies's (1995) perspective, vocabulary tasks are generally considered more passive, since they develop lower levels of thinking and generally provide local coherence. In relation to the item of 'text understanding', 94.4% of the students believe that active tasks develop the ability of text comprehension. In addition, it is important to consider that almost 90% of the students reported that this block of activities improves oral skills. In terms of the strategies, 83.38% of the students assume that these tasks facilitate reading of texts. Moreover, the objectives of 'development of critical thinking' and 'development of abstraction' and 'intellectual exercise', reached almost 67%. In this case, it is interesting to observe that false-beginner students link active tasks to the development of higher-order mental skills and critical thinking. Tomitch (2000), reinforcing this view, claims that one of the characteristics of active tasks is the detachment of the reader "from the individual propositions in the text and assume a more global perspective taking account of the text as a whole" (p. 85). Such global perspective elicits more reflection from readers and promotes a more critical behaviour toward reading.

Table 11. Summary of the results of false beginner students' questionnaire 1, presented after active tasks (Ferreira, 2003)

Question		Percentage
1. Positive reaction to the task types used		100%
2. Participation in class when opportunity allows	- Always	38.88%
	- Generally	61.11%
3. Given tasks provided possibility for student engagement in class		100%
5. Task types applied	- raised interest	83.33%
	- were challenging	72.22%
6. Task types used lead to:		
• active participation of student		88.88%
• confusing ideas		16.66%
• interaction between teacher and students		94.44%
• interaction between students		88.88%
• interaction with text/author's ideas		88.88%
• difficult to contribute with your knowledge / personal experience		16.66%
• reflection, analysis, and questioning (critical thinking)		94.44%
• inference/deduction through prior knowledge		72.22%
• engagement in the process of knowledge construction		55.55%
• forming possible interpretations of the text.		83.38%
• understanding of the social context of the text		0%
• monotony		0%
• perception of social/ideological message		66.66%
• development of an independent and autonomous reader		61.11%
7 Objectives contemplated in active tasks as perceived by subjects:		
• develop the ability of writing in English		44.44%
• translate texts into Portuguese		50%
• improve grammar knowledge		44.44%
• increase vocabulary		100%
• develop the ability of text comprehension.		94.44%
• improve oral ability in English		88.88%
• develop critical reading		66.66%
• work strategies to facilitate reading texts in English		83.38%
• develop capacity of abstraction and intellectual exercise		66.66%

In order to answer question 4 of the questionnaire, the students had to number the tasks according to their level of preference; the tasks that received the first places were

'recall', followed by 'inferential questions'. The last places regarding preferences were 'summary' and 'survey' (see details in Table 12 bellow).

Table 12. Order of preference of the tasks applied to the false-beginner group

Active tasks	False beginners' order of preference	
	score	ranking
recall	33	1st place
inferential questions	39	2nd place
survey	50	3rd place
summary	58	4th place

In question 8, following Ferreira's (2003) questionnaire, students should have given a title for this group of tasks and justified their answers. The titles and commentaries have been summarised in Table 13 below.

While analysing students' answers in Table 13, at a first glance, it is possible to interpret that the false-beginners' opinions were positive. Two students labelled this group of tasks as 'interactive' and another student named such activities as 'motivating', probably because students participated more in class, mainly by sharing information. In terms of reading skills, a great part of the students assumed that the active tasks are useful for the development of knowledge, text comprehension and to understand implicit information. One of the participants, instead of reflecting about the activities, expressed his opinion about the topic. This student considers that the texts encompass common or everyday topics, which might be viewed as appropriate for students' reality. Three of the given answers relate these tasks to tests or self-evaluation activities. The term 'test' is one of the purposes of passive tasks as pointed out by Davies (1995). In this sense, passive tasks might be interpreted as less positive in the construction of knowledge. Another term used

by the students is 'self-evaluation', which could be considered an important tool to afford the development of autonomous or independent studying. Celce-Murcia and Olshtain (2000) emphasize the need of metacognitive awareness as being particularly important in the construction of effective independent readers. In addition, students believe that this set of activities also develops the ability of local coherence, as for instance, increasing vocabulary, extraction of explicit information and pronunciation. In fact, it seems that these students do not link vocabulary tasks and traditional literal questions to passive tasks.

Table 13. Positive points of the active tasks reported by the false-beginners

Positive points
Interaction between teacher and students
Interaction among students and teacher in order to share knowledge
Discussing the text. Students can give their opinion
Process of acquiring new knowledge.
Self-evaluation to face challenges and acquiring new knowledge.
Testing our knowledge.
Comprehension test – learn new ideas and increase vocabulary. Increasing knowledge.
Besides the text we are also increasing interpretation and vocabulary.
Motivation. Students will participate more in classroom.
Developing the ability of reading and interpreting the text
Discovering the language through practice
Dynamics that develop students abilities
The topics of the texts were related to every day life.
Clarifying interesting informative texts.
It requires reading the text and context and extracting the explicit and implicit information.
English objective of improving pronunciation, comprehension and reading.
Developing knowledge through reading as well as curiosities of different subjects.
Evolution through reading, improving vocabulary and having a better interpretation of knowledge.

4.2.1.2 Passive tasks in the false-beginner level

I intend to show the results of the passive tasks following the same patterns of the previous section. I will also draw a comparison between the active and passive tasks. Table 14 below comprises a summary of the results given by the false-beginner group (see

Appendix L) in relation to the passive tasks. In the first question of the questionnaire, which is concerned with students' receptivity in relation to the passive reading tasks, students' reaction was particularly positive and similar to that of the active block. Nevertheless, when accounting for students' contribution in classroom work when opportunity arises (question 2), the rate decreased almost 12% in relation to the active tasks. By the same token, with even lower rates, there was a reduction at about 24%, in relation to the previous tasks, in the item concerning students' engagement (in question 3 - passive tasks allow participation or limit engagement). The next question (question 4) will be analysed later in Table 15.

Then, in question 5 of the questionnaire (Table 14), students had to describe the passive tasks in terms of interest and challenge. The passive block was viewed as more interesting but not more challenging than the foregoing tasks. The whole group of students found the passive block interesting which was 27% higher than the prior set of tasks. Nonetheless, in agreement with the expectations in the literature, the passive tasks were considered around 7% less challenging as opposed to the active block. Thus, it is possible to say that only some students seem to be more conscious than others about the lower cognitive demand of the passive tasks and that students appreciate working with both kinds of tasks: passive and active.

I shall turn to question 6 of the questionnaire (Table 14) that concerns students' acknowledgements of the effects of the passive tasks. These rates need to be analysed and compared with the results of the active tasks showed in Table 11. Comparing the general results of both tables it is possible to see that the rates of the false-beginner students decreased in the passive block in terms of 'the active participation of the students and also in 'the interaction between teacher and students'; 'interaction between students';

‘interaction with text/author’s ideas’; ‘reflection, analysis, and questioning (critical thinking)’; ‘inference/deduction through prior knowledge’; ‘engagement in the process of the construction of knowledge’; and ‘forming possible interpretations of the text’. These results corroborate assertions made by Davies (1995) when she observes that active tasks provide comprehension, interaction between teacher, students and the text, and critical thinking.

Still, in question 6 (students’ acknowledgements of the effects of the passive tasks) students’ answers to the items ‘understanding the social context of the text’ and ‘perception of the social or ideological message’ do not follow the same direction pointed out by Davies (1995) and Tomitch (2000) regarding active tasks. In terms of ‘social context’, 64.7% of the students acknowledged that passive tasks, instead of active ones, contribute to such understanding. The other issue with 9.81 higher rates in the passive block than in the active block, was students’ ‘perception of the social or ideological message’**.** These differences may suggest that these students are not aware of the interrelation of purpose, source, intended audience of the texts or the social context and ideological message. Reinforcing the previous authors, Wallace (1992) contends that critical awareness involves a “consideration of cross-cultural aspects regarding who reads what and why in what situations” (p. 61). The target of the passive tasks that have been used during this research approaches merely mechanic activities.

The last item to be discussed in question 6 (Tables 11 and 14) is the development of an independent and autonomous reader, with 88.23% in the passive tasks as opposed to 61.11% in the active block. This finding is similar to Ferreira’s (2003) results and could be interpreted according to the author, as students’ misconception of ‘independent working’ with ‘working individually’, since in the passive block there was no pair or group work.

Table 14. Summary of the results of false-beginner students' questionnaire 2, presented after passive tasks (Ferreira, 2003).

Question	*Percentage*
1. Positive reaction to the task types used	100%
2. Generally participate in class when opportunity allows - always	35.29%
- generally	52.94%
3. Given tasks provided possibility for - student engagement in class	76.47%
- limit engagement in class	5.88%
5. Task types applied - raised interest	100%
- were challenging	64.70%
6. Task types used lead to:	
• active participation of student	82.35%
• interaction between teacher and students	76.47%
• interaction between students	11.76%
• interaction with text/author's ideas	82.35%
• difficult to use previous knowledge	5.88%
• reflection, analysis, and questioning (critical thinking)	70.58%
• inference/deduction through prior knowledge	47.05%
• engagement in the process of knowledge construction	41.17%
• forming possible interpretations of the text.	70.58%
• understanding of the social context of the text	64.70%
• development of an independent and autonomous reader	88,23%
• monotony	0%
• perception of social/ideological message	76.47%
7. Objectives contemplated in passive tasks as perceived by subjects:	
• develop the ability of writing in English	64.70%
• translate texts into Portuguese	76.47%
• improve grammar knowledge	76.47%
• increase vocabulary	88.23%
• develop the ability of text comprehension	100%
• improve oral ability in English	70.58%
• develop critical reading	38.88%
• work strategies to facilitate reading texts in English	82.35%
• develop capacity of abstraction and intellectual exercise	70.58%
9. Categorising the blocks	
Group 1 Active tasks	93.75%
Passive tasks	6.25%
Group 2 Active tasks	58.82%
Passive tasks	41.17%

I will start the analysis of the objectives contemplated in passive tasks as perceived by subjects (question 7), contrasting the figures of the active tasks previously shown (in Table 11) with the results of the passive tasks (in Table 14). In terms of abilities, 64.7% of the students believe that passive tasks contribute to the development of writing. While in the active block, these rates were around 20% lower. Such results can be explained when analysing the kind of activities used in each block. In the active block, students were asked to discuss many activities, whereas in the second block (passive) the tasks involved more traditional tasks in which sharing information was not allowed. This could be the reason why many students viewed these simple reading tasks as writing tasks. The distinction of what involves the abilities of reading and writing might be confusing for the false-beginner students.

The next two items of the purposes regarding the passive block (question 7), 'translating texts into Portuguese' and 'improving grammar knowledge' contemplated the same values of 76.47%. These rates are lower in the active block with 50% for 'translating texts into Portuguese' and around 45% for 'improving grammar knowledge'. Such results corroborate the initial proposition encountered in the passive tasks section of the review of the literature where grammar and translation activities are seen as more mechanic, thus being considered passive. In terms of increasing vocabulary, the values of the active block were almost 11% higher than in the passive block, although there were no specific vocabulary activities in the active one. This finding is contrary to what has been exposed previously, but it could be interpreted as if students had associated vocabulary tasks with the new words that appeared in the texts of the active block (see appendix A for the texts). In that case, students needed to guess many of the meanings through context, which demanded more reflection. The participants acknowledged that the passive block develops

more text comprehension than the active tasks. In this item, it is noteworthy to say that students found the second block really easier than the first. Some of them commented at the end of the class: “It seems that now we have learned/ developed the ability of reading because it was so easy to answer all the tasks”. Such commentary made me think that passive tasks give students the illusion of having grasped the meaning of the text, since the activities do not require more reflection. The next point, which is ‘improvement of the oral ability’, had around 18% higher values in the active tasks than in the passive ones. These data correspond, obviously, to the fact that in the active tasks students had the opportunity to discuss and share information in pairs or group. These procedures are important since they foster critical thinking. In addition, the issues of ‘critical reading’ were almost twice as much higher in the active tasks than in the passive tasks. Here, it is possible to say that a great part of the students (66.66%) might have linked the procedures of interacting and discussing in groups to reflection. With almost the same rating for active (83.38%) and passive tasks (82.35%) are reading strategies. In the last item of question 6, 70.58% of the students marked the passive tasks as responsible for the development of the capacity of abstraction and intellectual exercise. Such surprising results show that students believe the traditional tasks involve higher levels of thinking. Conversely, Davies (1995) and, Urquhart and Weir (1998) consider passive tasks as mechanic activities that are developed in a bottom-up fashion, thus not being linked to the higher levels of thinking or global understanding.

In Table 15 below, students’ preferences have been reported according to their choices in terms of ranks that comprehended 5 positions. In the first place are ‘vocabulary activities’ followed by ‘literal comprehension questions’. Then, in third and fourth place are ‘true or false tasks’ and ‘multiple-choice activities’. In the last place, with a high score (71)

are grammar tasks. Lower preferences in terms of grammar might be related to students' difficulties, especially in one grammar task that aimed at ordering the sentences.

Table 15. False-beginner students' order of preference of passive tasks

Passive tasks	False beginners' order of preference	
	Score	Ranking
Vocabulary exercise	36	1st place
Literal comprehension questions	46	2nd place
True or false	46	3rd place
Multiple choice	56	4th place
Grammar exercise	71	5th place

In question 8 of the questionnaire applied after the passive tasks, students were asked to create a title for this block of activities and to justify their answer. The original version with students' answers is encountered in appendix L and the most important points have been summarised in Table 16 below. Two of the given answers describe the kinds of activities used during this block, as for instance, grammar and vocabulary. In addition, some answers mention that there is a varied range of tasks. Other answers are related to the level of difficulty of the tasks, for example, two students qualified them as easy and simple and one student wrote that they are challenging. In three of the students' answers the terms evaluation or testing appeared. These answers strengthen Davies' (1995) proposition of passive tasks, that are linked to the idea of testing the student. In the majority of the cases, as seen in Table 16 below, students relate the passive tasks to 'understanding or comprehension' of the texts as well as to the 'development of reading and construction of knowledge'.

In the closing question of the questionnaire (question 9, Table 15) students had to categorise the block in active and passive. The first block of tasks was acknowledged as active by 93.75% of the students of the false-beginner level and only 6.25% (one student) categorised it as passive. It is important to clarify that in this question 17 students participated but one of them was absent in the first block of tasks consequently this student did not answer the first part of the question. In the set of passive tasks, 58.82% (10 of 17 participants) of the students considered the tasks as active as opposed to 41.17% who identified them as passive tasks.

Table 16. Positive points related to the passive tasks reported by the false-beginner students

	Positive points
1.	Grammar exercises (related to the kind of activities)
2.	Cultural activities – information about habits and customs of a country
3.	Knowing the world- demanding comprehension about different places
4.	Constant search of knowledge – improving reading, vocabulary and interpretation
5.	Constructing opinions (analysing and thinking about the different realities)
6.	Constructing knowledge –varied types of tasks help us construct knowledge through different angles
7.	Testing the comprehension of texts and tasks
8.	Simple comprehension exercises that make it easier to understand the texts
9.	Developing abilities through different activities
10.	Challenging learning activities
11.	Easy and comprehensible learning tasks
12.	Interaction between teacher and students
13.	Memory test with different types of tasks
14.	Knowing different cultures
15.	Text comprehension without translating everything, understanding author's writing
16.	Developing reading and rapport between teacher and students
17.	The tasks help in the understanding of the text, evaluating English

4.2.2 Active and passive tasks in the upper-intermediate level

First, I shall bring the results related to the questionnaire of the active block (see appendix H) of the upper-intermediate level. An average with the final results of the two groups of students (fourth and fifth year) is displayed in Table 17, the original results are found in Appendix N. Some answers have separate tables, as for instance, Table 18 with the final rank of the types of active tasks (question 4), and Table 19 with a summary of the students' comments in relation to question 8. After that, the answers of the passive block will follow the same patterns as active tasks and the results will be shown on Tables 20, 21 and, 22.

4.2.2.1 Active tasks in the upper-intermediate level compared to the false-beginner level

To start, I will draw a comparison considering the results of both levels, upper-intermediate and false-beginner. The first question shows students' positive reaction (see Table 17 below) with 92.3% of approval. Such figures are lower than that of the false-beginner group who reached 100%. The answers given to the second question (participation in class when opportunity allows) indicates that this group generally or always participated in class, since these values are equal to that of the false-beginners. When asked about the possibility of students' engagement in class (question 3, Table 17) the values demonstrate that this group had about 7% lower rates than the first group. Considering these three answers, it becomes clear that the students from the false-beginner group reacted more positively to active tasks and such response might have influenced in their engagement. Students' preferences of the types of tasks (question 4) will be discussed later.

In the next question of the questionnaire (5, Table 17), 84.61% of the students of the upper-intermediate level answered that these activities raised interest. Comparing these numbers with the false-beginner values (83.33%), there is only a slight difference. These high rates in both groups suggest that students' performance in terms of motivation have been similar. The next item of question 5 (Table 17) attempts to measure the degree of challenge of the active tasks in the upper-intermediate level. Herein, the figures are 53.84%, whereas in the false-beginner level these values were almost 20 % higher (72.22%).

Table 17. Summary of the results of the upper-intermediate students' questionnaire 1, presented after active tasks (Ferreira, 2003)

Questions	%
1. Positive reaction to the task types used	92.3%
2. Generally or always participate in class when opportunity allows	100%
3. Given tasks provided possibility for student engagement in class	92.3%
5. Task types applied - raised interest	84.61%
- were challenging	53.84%
6. Task types used lead to:	
• active participation of student	53.84%
• interaction between teacher and students	46.15%
• interaction between students	61.53%
• interaction with text/author's ideas	61.53%
• reflection, analysis, and questioning (critical thinking)	46.15%
• inference/deduction through prior knowledge	61.53%
• engagement in the process of knowledge construction	61.53%
• forming possible interpretations of the text	53.84%
• understanding of the social context of the text	30.76%
• development of an independent and autonomous reader	38.46%
• monotony	15.38%
• confusing ideas	7.69%
• perception of social/ideological message	23.07%
• difficult to use previous knowledge	0%
7. Objectives contemplated in active tasks as perceived by subjects:	
• develop the ability of writing in English	38.46%
• translate texts into Portuguese	30.76%
• improve grammar knowledge	23.07%
• increase vocabulary	84.61%
• develop the ability of text comprehension	84.61%
• improve oral ability in English	46.15%
• develop critical reading	61.53%
• work strategies to facilitate reading texts in English	53.84%
• develop capacity of abstraction and intellectual exercise	23.07%

According to students' preferences in the upper-intermediate level, (question 4, Table 18 below) the activity 'recall' was the number one in the rank of the preferred types of tasks. In the second position came 'inferential questions', which were followed by

'labelling tasks'. In the fourth place were 'modified cloze', and finally, in the last position with 57 points were the 'summary skill tasks'. Drawing a comparison between these results for both groups of students, it is possible to assert that the group of the false-beginners prefers 'inferential questions' while the upper-intermediate students accepted best the 'recall' task. In terms of inferential questions, students can contribute with their prior knowledge, linking the new information from the text with what they already know. Preference to 'recall' in the upper-intermediate group might be related to the higher levels of oral proficiency of these students.

Table 18. Active task type preference (question number 4) in the upper-intermediate group

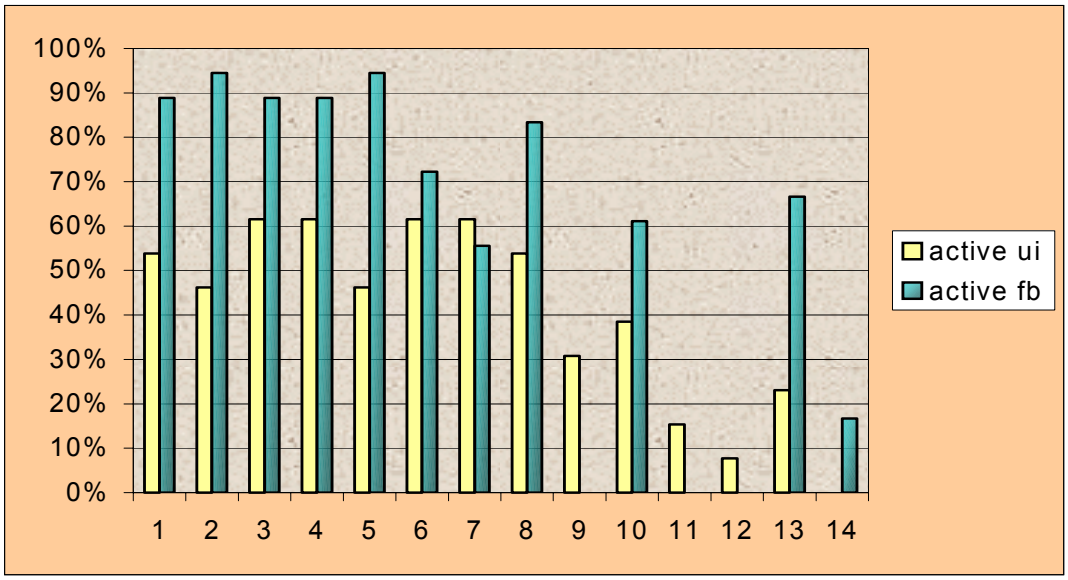
Active tasks	Upper-intermediate students' order of preference	
	Score	Ranking
Recall	24	1st place
Inferential questions	32	2nd place
Labelling	35	3rd place
Modified cloze	47	4th place
Summary skills	57	5th place

Still considering the order of preferences, in the upper-intermediate group, the tasks of table or diagram completion, named here as summary skills reached the fifth place. This task took the fourth position in the false-beginner group. The students in both groups needed more time and more reflection in order to accomplish them. I would suggest that, even though students in both groups did not appreciate such tasks, they are important because they provide a framework with the main points of the texts. Furthermore, this framework seems to help students in the recall task. Labelling and survey tasks cannot be compared, since they were not used in any of the groups.

I shall turn to question 6 of the questionnaire that shows students' perception regarding what these tasks might provide. I will start with the highest rates (see Table 17 above) that are 61.53% for 'interaction between students', 'interaction with text/author's ideas', 'inference/deduction through prior knowledge', and 'engagement of the process of construction of knowledge'. In the second position, with 53.84%, are 'active participation of student' and 'forming possible interpretations of the text'. Then, with 46.15% of the values are 'interaction between teacher and students' and 'reflection, analysis, and questioning (critical thinking)'.

Graph 1 below contrasts the results of question 6 of the questionnaire applied after the active tasks considering both the upper-intermediate and false-beginner groups. The values of the latter level are higher in 10 of the 14 items. Items 2, 3, and 4 display the issues of 'interaction among teacher, students and author's ideas'. In the false-beginner level, the rating for the 'interaction between teacher and students' surpasses that of more proficient students in 48.29 points. In fact, these results show that the false-beginner students participate more actively and that they show a higher level of reflection, analysis and questioning than the other students. This difference might be related to the contact established by this researcher with the lower level students during the classes. Unfortunately, in the upper-intermediate groups, the meetings occurred only with the purpose of collecting the data. Consequently, these values may interfere in the interaction between teacher and student.

Graph 1. False-beginner and upper-intermediate students' acknowledgement of the effects of the active tasks (question 6)



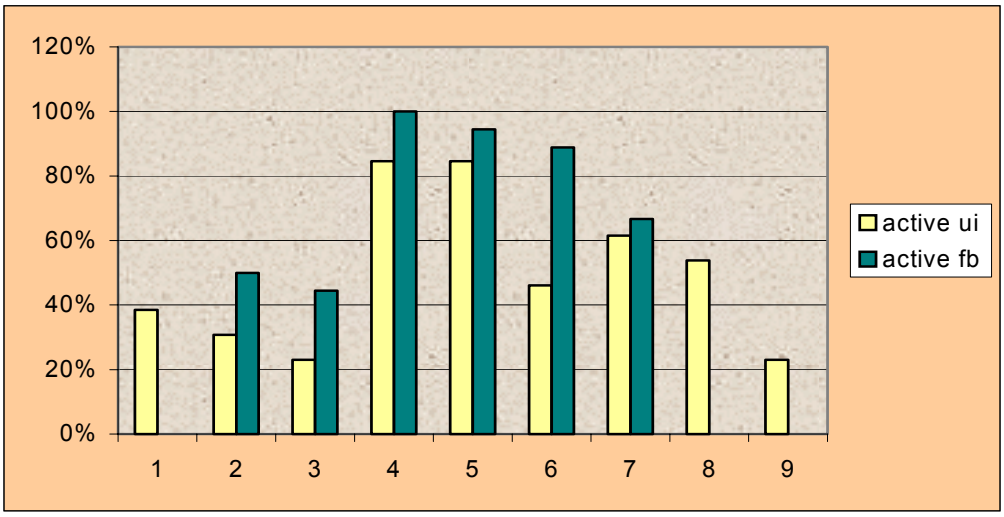
1. Active participation of student
2. Interaction between teacher and students
3. Interaction between students
4. Interaction with text/author's ideas
5. Reflection, analysis, and questioning (critical thinking)
6. Inference/deduction through prior knowledge
7. Engagement in the process of knowledge construction
8. Forming possible interpretations of the text.
9. Understanding of the social context of the text
10. Development of an independent and autonomous reader
11. Monotony
12. Confusing ideas
13. Perception of social/ideological message
14. Difficult to use previous knowledge

Question 7 (Table 17 above) deals with the students' perception in relation to the aims contemplated in the active tasks. The most selected tasks were 'increase of vocabulary' and the 'development of the ability of text comprehension' (84.61%). In the second position is the 'development of critical reading' with 61.53%. Also significant is the 'improvement of the oral ability' with 46.15%, and the 'development of the ability of writing' with 38.46%.

A summary of the results with the perception of both levels of proficiency in relation to the objectives contemplated in active tasks is illustrated below in Graph 2. The false-beginners have superior values than the upper-intermediate level in 'translate texts into

Portuguese', 'improve grammar knowledge', 'increase vocabulary', 'develop the ability of text, comprehension', 'improve oral ability in English', and 'develop critical reading'. The highest rates in both levels occur in 'increase vocabulary' (item 4, in graph 2 below) that is followed by the 'development of the ability of text comprehension' (item 5, in graph 2 below). Coincidentally, these items are also the highest ones in Ferreira's (2003) study. The development of vocabulary was not expected to be viewed as a primary purpose of the active tasks. These rates suggest that students had to make an effort to understand the text through implicit vocabulary study, since there was no specific vocabulary task in the active block of activities.

Graph 2. Results of the objectives contemplated in active tasks as perceived by false-beginners and upper-intermediate students



1. Develop the ability of writing in English
2. Translate texts into Portuguese
3. Improve grammar knowledge
4. Increase vocabulary
5. Develop the ability of text comprehension.
6. Improve oral ability in English
7. Develop critical reading
8. Work strategies to facilitate reading texts in English
9. Develop capacity of abstraction and intellectual exercise

In the item ‘improve oral ability’, the difference between the lower and higher level of proficiency is of 43.73 points. This rate suggests that the false-beginners students had opportunity to improve their oral skills. ‘Developing the capacity of critical reading’ (item 7, graph 2 below) has been similarly acknowledged in both groups of students with 61.53% and 66.66%. On the other hand, still in question 7, some of the higher level proficiency students recognised that the active tasks promote ‘development of the ability of writing in English’. These students also view active tasks as contributors in the ‘development of strategies that facilitate reading texts in English’, and in the ‘development of the capacity of abstraction and intellectual exercise’. Through such reflection it is possible to observe that upper-intermediate students are more conscious of underlying objectives encountered in reading tasks. These comments have not been presented by any of the students in the lower level group. It might be suggested that the English teachers, especially at the university English Courses, could encourage students to reflect about the purpose of the activities applied in the classroom. This reflection can be considered as important as doing the activities, since these students are being prepared to become future English teachers, and therefore need more consciousness of what each task might promote. As a result, it is hoped that such a procedure may help students in other subjects as, for instance, teaching methodologies.

In relation to the last question of this block, Table 19 below shows 12 positive answers that are a shortened version of students’ original answers (see appendix N). The ‘development of the oral ability’ was suggested by 6 of the 13 participants. Concerning ‘improvement in text comprehension’, i.e., textual interpretation, text comprehension, and better understanding, has been reported by 38.46% of these students. The term interaction

appears twice in students' open-ended answers. Urquhart and Weir, (1998) view the opportunity to interact as way of providing room for learning. In addition, some kinds of tasks cited by 3 students were prediction, skimming, grammar, vocabulary review, and scanning. Nevertheless, it has to be mentioned that the last type of activities have not been used during the data collection.

Table 19. Summary of upper-intermediate students' subjective answers considering the active tasks (question 8)

Positive points
Oral comprehension - the tasks improve text comprehension, review vocabulary, grammar and oral ability
Diving into the text – improving and learning more
Reading skills to improve text comprehension as scanning, skimming and warm-up tasks
Reading ability -
Reading helping in the oral ability
Time for writing about the text and your reality
Reading and understanding -
Reading and talking about the text in order to have a better understanding.
Answering and discussing questions about the text, students' interaction.
Opening the door – opportunity to develop oral ability/ reading and text interpretation.
Reading strategies – to facilitate reading comprehension.
Textual reconstruction/ interpretation- pre reading tasks help prediction/recall of the text.

After having discussed the positive points, it is necessary to deal with the negative answers. In fact, there was only one participant that didn't appreciate the active block of activities. This student affirmed that these activities are monotonous and mechanical and that, perhaps, because of the types of texts, they do not arouse critical sense nor reading between the lines. Perhaps such answer suggests that this student might appreciate more traditional tasks, or it is possible that the topics of the texts did not meet with her expectations, hence leading to a lower level of motivation.

4.2.2.2 Passive tasks in the upper-intermediate-level compared to the false-beginner level

The results of the passive tasks are related to the answers given by the students of the two groups of the upper-intermediate level. The answers are presented in Table 20 with the major part of the questionnaire, Table 21 concerns students' order of preference in relation to he passive tasks, and Table 22 participants' response regarding passive tasks. After presenting these results, the answers of both groups will be compared and discussed. Graphs 3 and 4 below will contrast both groups of students' answers in relation to effects of and to the objectives contemplated in the passive tasks.

The first question shows students' response to the passive tasks (Table 20 below) whereby 81.81% of the students reacted positively. In relation to 'students' participation' (question 2, Table 20 below) the numbers reached almost 91%. 'Students' engagement in classroom discussion' (question 3, in Table 20 below) decreased to 45.45%. This lower rate will be analysed more thoroughly in the last research question that is concerned with students' participation and motivation. The answers given for students' preferences (question 4) will be presented later together with Table 21. Then, regarding students' answers in relation to 'interest and challenge' (question 5), the results show that more than 50% of the students described the passive tasks as interesting. Students' interest might be related to the primary part of reading comprehension that is necessary in the process of decoding and literal comprehension. Still, in relation to question 5, 72.72% of the participants recognised that the passive tasks are challenging.

Table 20. Summary of the results of upper-intermediate students' questionnaire 2, presented after passive tasks (Ferreira, 2003).

Question	
1. Positive reaction to the task types used	81.81%
2. Always or generally participate in class when opportunity allows	90.90%
3. Given tasks provided possibility for student engagement in class	45.45%
5. Task types applied - raised interest	54.54%
- were challenging	72.72%
6. Task types used lead to:	
• active participation of student	63.63%
• interaction between teacher and students	27.27%
• interaction between students	9.09%
• interaction with text/author's ideas	72.72%
• difficult to use previous knowledge	9.09%
• reflection, analysis, and questioning (critical thinking)	18.18%
• inference/deduction through prior knowledge	45.45%
• engagement in the process of knowledge construction	27.27%
• forming possible interpretations of the text.	27.27%
• understanding of the social context of the text	36.36%
• development of an independent and autonomous reader	27.27%
• monotony	27.27%
• perception of the ideological message	27.27%
• confusing ideas	9.09%
7. Objectives contemplated in passive tasks as perceived by subjects:	
• develop the ability of writing in English	36.36%
• translate texts into Portuguese	27.27%
• improve grammar knowledge	36.36%
• increase vocabulary	90.90%
• develop the ability of text comprehension	81.81%
• improve oral ability in English	18.18%
• develop critical reading	36.36%
• work strategies to facilitate reading texts in English	45.45%
• develop capacity of abstraction and intellectual exercise	9.09%
9. Categorising the blocks	
Group 1 Active tasks	72.72%
Passive tasks	18.18%
Group 2 Active tasks	27.27%
Passive tasks	72.72%

In terms of upper-intermediate students' acknowledgements of the effects of passive tasks (question 6) the highest rates were 72.72% for the 'interaction between students and authors' ideas'. 'Active participation of students' had the second position with 63.63%. Following this decreasing order, 45.45% of the students accredited that these tasks deal with 'inference/deduction through prior knowledge'. Only 4 of the 11 students (36.36%) indicated the item 'understanding of the social context of the text'. The other items of the questionnaire with similar low rates (27.27%) are: 'interaction between teacher and student's'; 'engagement of the process of knowledge construction'; 'forming possible interpretations of the text'; 'understanding of the social context of the text'; 'development of an independent and autonomous reader'; 'monotony'; and 'perception of the ideological message'. The major part of the students noticed that these tasks do not contribute to the development of critical reading.

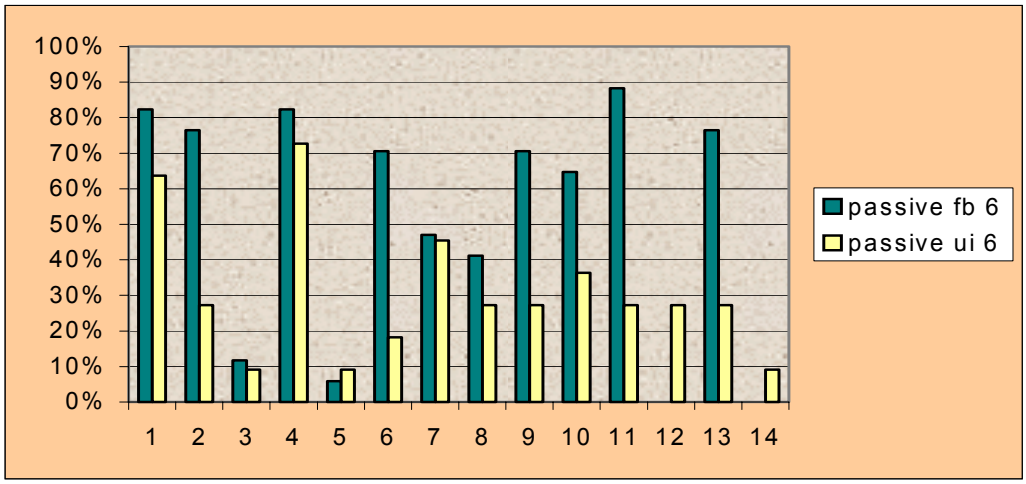
The highlighted items regarding the upper intermediate students' perception of the objectives contemplated in passive tasks (question 7, Table 20 above) are 90.90% for 'increasing of vocabulary', and 81.81% for the 'development of the ability of text comprehension'. After that, with 45.45% are the 'reading strategies'. The same rates 36.36% were given for the 'development of the ability of writing in English', 'improving grammar knowledge', and 'development of critical reading'.

As illustrated in Graph 3 below, the false-beginner students show higher rates in nine of the fourteen categories. Such dissimilarity might be interpreted in two different ways. Either the lower level proficiency students participate more in the classroom or the higher-level students in general are more cautious of passive tasks. Considering the false-beginner group, the third part of this study will examine students' participation. Regarding the upper-

intermediate group, the results show that these students are more aware of the role of passive tasks. The upper-intermediate students highest rates correspond to items 1 – 'active participation of students' and 4 – 'interaction with text and authors ideas'. In the false-beginner level these categories are among the highest of the graph. The only item that is higher in the false-beginner level is number 11 – 'development of an autonomous and independent reader'. The distractor item, confusing ideas, (suggested by Ferreira, 2003) was chosen by only one participant of the upper-intermediate group. In fact, this student chose all the possible items of question six, which led me to reach the conclusion that he was not reflecting enough about the questionnaire. These numbers suggest that both levels might have a lack of consciousness in relation to what such tasks may provide Nevertheless, it is possible to observe that students in the upper-intermediate group are more aware of the effects of the passive tasks, which can be considered an expected result.

Still in relation to question 6 (Graph 3 below), less than 50% of the students in both groups conceived that passive tasks lead to 'inference/deduction through prior knowledge'. Thus, although in a lower scale, it is possible to claim that students in both groups have difficulties to evaluate the given tasks. These results are similar to Ferreira's (2003), since in her findings 46.3% of the participants observed that passive tasks might be related to inferences. She hypothesises that "different interpretations may also happen even when students work individually" (p. 179). In agreement with Ferreira's view, I think that the different interpretations may occur when students start to reflect about viable answers, consequently reflecting more about what was proposed in the activities.

Graph 3. False-beginner and upper-intermediate students' acknowledgement of the effects of the passive tasks



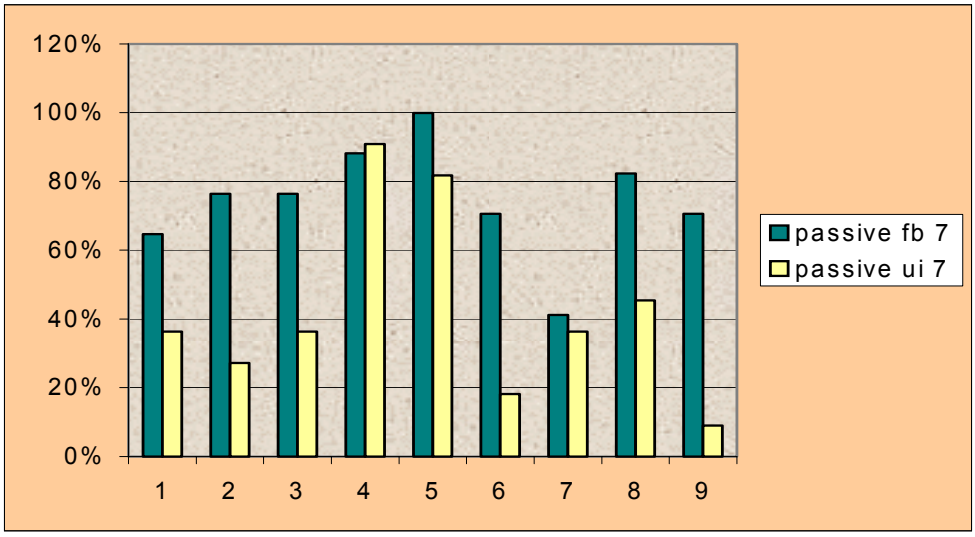
1. Active participation of student
2. Interaction between teacher and students
3. Interaction between students
4. Interaction with text/author's ideas
5. Difficult to use previous knowledge
6. Reflection, analysis, and questioning (critical thinking)
7. Inference/deduction through prior knowledge
8. Engagement of the process of construction of knowledge
9. Forming possible interpretations of the text.
10. Understanding of the social context of the text
11. Development of an independent and autonomous reader
12. Monotony
13. Perception of the ideological message
14. Confusing ideas

There is a noticeable distinction in terms of how students of both levels view passive tasks, specifically mentioning items 6 'reflection, analysis, and questioning - critical thinking', 9 'forming possible interpretations of the text', 11 'development of an independent and autonomous reader', 10 'understanding of the social context of the text', and 13 'perception of the ideological message' (Graph 3 above). Such difference might show that students of the upper-intermediate level are able to discern more the types of tasks than the false-beginners. This result might give evidence to the fact that students in the false-beginner level should have more contact with texts and reading tasks. In addition,

as it is argued by Davies (1995), teachers might initiate dialogues about reading, “such dialogue is seen to play a central role in raising student awareness of their capacities for monitoring their own reading” (p.56).

Graph 4 below indicates both groups’ perception in relation to the objectives contemplated in passive tasks. Similar to the results in graph 3, all values in graph 4 show that the upper-intermediate students tend to have lower percentages in relation to the false-beginner students. Again, these differences lead us to think that there is a lower level of awareness in the false-beginner students. The two highest rates in both groups are ‘increase of vocabulary’ (4) and ‘development of the ability of text comprehension’ (5). The rating for ‘increase of vocabulary’ reinforces Davies’s (1995) claims of passiveness, since vocabulary tasks are used to learn new words and are related to local coherence. The latter item (5) indicates that students believe that the traditional passive tasks may also develop text understanding. In relation to this belief, Ferreira (2003) considers that “there may be occasions when vocabulary, grammar, multiple-choice or true or false exercises are pertinent or suitable” (pp. 198 -199). Thus, both passive and active types of tasks might be adopted in any reading section. Nevertheless, it is acknowledged that the overuse or the exclusive adoption of passive activities might not enhance critical reading.

Graph 4. False-beginners and upper-intermediate students' perception of the objectives of the passive tasks



1. Develop the ability of writing in English
2. Translate texts into Portuguese
3. Improve grammar knowledge
4. Increase vocabulary
5. Develop the ability of text comprehension.
6. Improve oral ability in English
7. Develop critical reading
8. Work strategies to facilitate reading texts in English
9. Develop capacity of abstraction and intellectual exercise

The results of the upper-intermediate students' preference in relation to passive tasks (question 4) (Table 21 below), demonstrate that, in the first place, are literal comprehension questions. In the second place come true or false activities which are followed by vocabulary task (synonyms and antonyms). The last ranks include grammar exercises and dictionary study.

Table 21. Passive task type preference (question number 4) in the upper-intermediate group

Passive tasks	Upper-intermediate students' order of preference	
	Score	Ranking
Literal comprehension question	28	1st place
True or false	29	2nd place
Synonyms/antonyms	36	3rd place
Multiple-choice	45	4th place
Grammar exercise	46	5th place
Dictionary study	47	6th place

The students' answers regarding the creation and justification of a title for the passive task (question 8) have been summed up in Table 22 below. The majority of the students' answers (9 participants) indicate that these tasks are considered positive (only two students analysed them as negative). The term vocabulary appears in four of the nine positive answers. This fact may indicate that these students believe that vocabulary tasks as well as dictionary study activities are traditionally necessary in any reading class. The positive comments also include words such as grammar and use of the language as a requirement for understanding the text. Such view shows that some students may use local coherence in order to achieve meaning, which also is part of the reading process. Some students linked this block of tasks to terms as 'prior knowledge', 'teacher interaction' and 'challenge' which shows that even in the upper-intermediate level some concepts of reading may not be clear enough. The idea of 'understanding', 'comprehension' and 'interpretation' also appear in students' answers, therefore reinforcing their view of local coherence as necessary to grasp the meaning of the text.

The two last answers in Table 22 below show that two students did not appreciate this kind of tasks, considering them 'boring', 'with no space for reflection'. In fact, these

students understand that the passive tasks may not help in the development of global coherence. This finding corroborates Davies's (1995) view when she considers passive tasks as mechanical, boring and not able to contribute with students' motivation. In this study it is also claimed that passive tasks may not suffice in the development of motivation and global coherence.

Table 22. Summary of upper-intermediate students' subjective answers considering the passive tasks (question 8)

Positive points
Reading and learning – improve writing, vocabulary for speaking in later stage. Challenge to understand the text. The reading of everyone – text with social nature whereby everyone can contribute with prior knowledge. Multiple skills as interpretation, grammar, vocabulary and speaking. Interaction among teacher, students and text. Reading and text comprehension tasks, i.e., grammar, dictionary study. Reading and understanding -After reading we can understand the topics and the new words better. Working with texts / text comprehension tasks and oral correction. Challenging reading – use language knowledge in order to interpret the text. Students' background knowledge enhancement – since the beginning students were asked to give opinion about vocabulary meaning/students' perception about the text.
Negative points
The title given "controlled drills" and the answers did not lead the students to think and make inferences. Everything was ready. The purpose, perhaps is verifying vocabulary and grammatical points. Grammar and vocabulary fixation. The activities are boring, mainly the one of searching words in the dictionary and there is no space for students' reflection.

The last question of the questionnaire involved the categorisation of the two blocks of tasks. The first block was classified as active by 72.72% of the students while 18.18% of the students viewed this block of tasks as passive. One of the students (9.09%) did not participate during this block of tasks, thereby not being able to answer this part of the

question. The second group of tasks was categorised as passive by 72.72% of the students and only 27.27% of the students considered these activities as active.

Drawing a comparison between the categorisation of tasks of the upper-intermediate and the false-beginners' results, it may be observed that the opinions are different. In the false-beginner-group the first block of activities was considered active by 93.75% of the students. These rates are more than 20% higher than the ones of the upper-intermediate group (72.72%). On the other hand, taking into account the block of passive tasks, only 41.17% of the false-beginners considered this block as passive tasks. In the upper-intermediate group these results concerning the passive block were the same (72.72%) as in the first block of active tasks. These results lead us to conclude that that upper-intermediate students are more aware than the false-beginner students in terms of categorising the blocks of tasks as active or passive.

4.2.3 General comments

In this section I attempted to verify false-beginners of English and upper-intermediate students' responses to active and passive reading tasks. Given the students answers, it can be claimed that there is different understanding of reading tasks in both levels. The less demanding tasks have been considered as passive by the majority of the upper-intermediate students as opposed to the false-beginner level, where less than half of the group of students indicated these tasks as passive. These results suggest that the false-beginner students are less conscious about the types of reading tasks than the upper-intermediate students. These results were expected since students from the upper-intermediate level should have had more opportunities to work with texts and tasks than the lower level students**.** In this sense, it is necessary to encourage students to discuss and reflect about the different levels of

understanding required by each type of task. It is hoped that such procedure may enable students to analyse the tasks that they will use during their undergraduate course and during their professional life.

In the next section, I shall answer the third research question that concerns the false-beginner and the upper-intermediate students' responses in terms of motivation and interest toward the active and passive reading tasks.

4.3. How do the two groups of students respond to the activities used in terms of interest and motivation?

The motivational level and students' interest will be analysed through some answers regarding students' perception about the text (appendix M) and through the transcripts of classroom observation (transcriptions appendix P and Q). In terms of classroom observation, I will analyse students' participation during the fulfilment of the tasks regarding the second and third texts in both groups of students. I shall, first comment on some of the transcribed segments of the active and passive tasks in the false-beginner group and thereafter I will show some transcribed segments of the upper-intermediate group.

4.3.1 The texts and the motivational aspects and interest in the false beginner group

Students' level of motivation and interest will be analysed through the last answer to the question of the questionnaire (see appendix M). Before bringing the results, it is important to mention that due to time and space constraints the answers to the other seven questions concerning both levels of students have not been analysed. They will be analysed in a future study. In question 8, students should have expressed their opinions regarding the topic approached in the text. The answers given by the students in the four texts show that their feedback was positive. In the first text, most answers show that these students are

familiar with the topic and that it promotes reflection, i.e., students use words and phrases as “reflect”, “everyday life”, and “the topic concerns the whole family”. In the second text, again, students expressed their positive opinions considering that this text was “related to people’s everyday life” and that the text “shows the situation of another country that can be contrasted with our reality”. In relation to the third text, students claim that the topic “festivals” is interesting and important, since students can have access to the culture of other countries. Observing students’ answers in relation to the last text, the positive acceptance is clearly manifested in all of the given answers, namely, “enjoyable reading”, “important information”, “learn about another country”, and “interesting”. These answers were all positive, meaning that students were motivated to work with the selected texts.

4.3.2 The effects of active and passive tasks in terms of motivation in the false-beginner level.

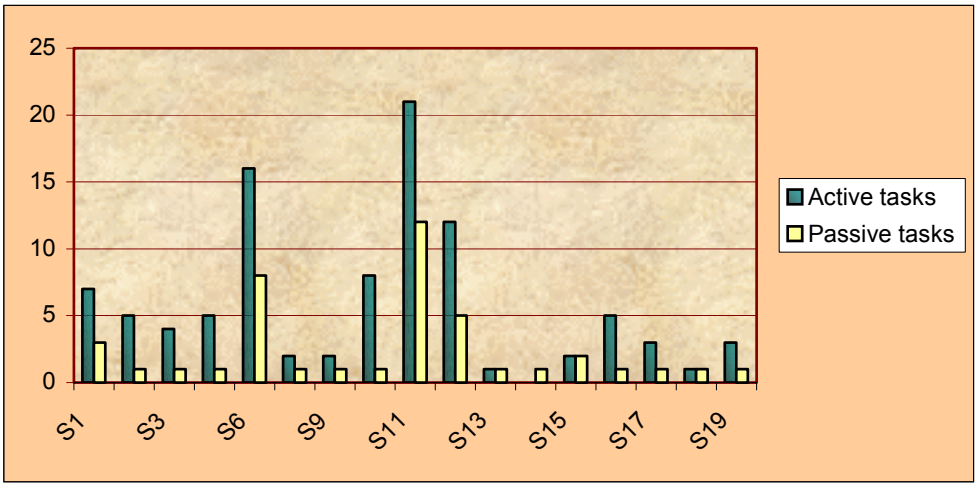
According to the questionnaires (Table 17 and 20), students’ comments of active and passive tasks were positive. The false-beginners did not acknowledge any task as monotonous. Such results can make us understand that they are highly motivated in working with both blocks of tasks. On the other hand, when analysing the video recordings and students’ turns in transcriptions (Appendix P) it is possible to notice that their participation does not correspond to the prior results.

In graph 5 below students’ participation is presented according to the number of turns of each student in one set of active tasks and in one set of passive tasks. The active tasks correspond to prediction in the pre-reading phase; table completion and inferential questions in the while- reading phase and a classroom survey in the post-reading phase (see Appendix C). In the passive tasks students worked first with a vocabulary task, second,

with a multiple-choice activity followed by a fill-in- the blanks task and, finally, a grammar task.

Graph 5 below shows that students' participation was higher in the active tasks for almost all students. The students with the highest number of turns in the active tasks were S11 with 21 turns, followed by S6 with 16 turns and S12 with 12 turns. In the passive tasks the same students had also the highest numbers of participation. On the other hand, some students, as for instance, S13 or S18 participated only when the teacher in both types of tasks requested them.

Graph 5. False-beginner students' participation in active and passive tasks.



What is evidenced here is that students have more time and opportunity to interact in the active block. This interaction leads students to develop more reflection about each one of the proposed tasks. Students' engagement might also be indicated by the time that they need to solve the activities. In the active block students and teacher worked together during more than one hour, while in the passive set the tasks were accomplished in around half an

hour. In order to make content/text meaningful students need time to reflect and to interact with the text and with other students. In this sense, students have long-term engagement and learning in active tasks, which might be linked to the reading motivation named by Guthrie (2001) as task-mastery orientation.

It was not possible to analyse students' interaction when they were working with their peers. I only analysed students' turns when the tasks were corrected with the whole group. It would have been interesting to see how they have negotiated meaning when interacting with their peers. This interaction would show that during the classes students also had the opportunity to work in a student-centred fashion.

In the next part of this section I intend to analyse parts of the transcribed classes of the false beginner students. First I will comment on fragments of the active tasks and later I will show parts of the classes concerning the passive tasks. As observed in the active block of the class excerpt below (part of text 2 in Appendix P) there is interaction between teacher and students. This interaction happens in order to clarify meaning regarding a specific part of the text. Although S12 and S6 have low English proficiency and sometimes switch into the mother tongue, they are negotiating meaning with the teacher. These students try to produce some output according to what they could understand and have developed during the activity. Through scaffolding, the teacher leads students to understand parts of the text.

T: Have you finished? Let's check? Could you write something here for less.
T: In the past in the text what did they say?
S12: Less carpet cleaning.
T: Less carpet cleaning in the past. Is it?
S6: É, era menos usado.
S11: I can't find any.
T: In the past in the text what do they say?
S6: The +++more +++the
S12: Nine percent more in the .... (she reads the answer – unintelligible).
T: Aha! Nine percent, yes, in the past. This was in 1986. And then, in 1996.

S6: Five percent. But much.
S12: Carpet
T.: Used that much carpet cleaner in
S6: Used three containers in 1996 ah 1986.
S12: In six months.
T.: Yes, Yes. But 3 containers is the same as that much, a mesma quantidade, so in 1986 there were 9 percent and then in 1996....
S12 And S6: 1988 aahh 1996.
T: There were only five percent. So, it fell down, diminuiu, there was less.
S6: Igual
T: The same, a mesma quantia is that much. Ok? Well in this case there is nothing to write here.

S6: Carpet cleaner.
T: The carpet cleaner.
S11 (unintelligible)
(Students were laughing discretely at this student).
T: Where is it? Go back to the text there. (Teacher reads the part) "Carpet cleaning is another endangered chore. Go back to the text. In 1986, 9% of homemakers used 3 or more containers. Ok, três ou mais in 1986.
Sts. What is containers?
T: Embalagens. Yes? Then in 1996 only 5 percent. Só 5%.
S6: A palavra que eu não tava entendendo ali 'only'.

The interaction that has been presented here shows that students and the teacher were negotiating meaning and not form. And it is meaning that makes students succeed in reading comprehension, thus generating motivation. In this activity it becomes clear that the students S6 and S12 are making an effort to understand the content and that they are accepting the challenges. Such features are related to Guthrie's (2000) task-mastery orientation and intrinsic motivation. It is through such tasks that students have to think, interact with other students, with the text and with the teacher to arrive at an understanding. Thus, it is possible to say that it might develop higher levels of thinking.

According to Yule (1996) a "language learning situation that encourages success and accomplishment must consequently be more helpful than one that dwells on errors and corrections" (p.195). In the second excerpt below, regarding the third text, which encompasses the passive tasks, emphasis is given on errors and corrections.

T: Then let's correct! So when we have 'largest', then we have
S16: Bi/dz/gest
S12: Biggest
T: So repeat: Biggest
Students: Biggest.
T.: So then 'arrive'?
S1: Gave, come.
T.: Arrive – come . Yes?
Sts: Laugh
T.: Concert
S6 and S9: Musical show.
T.: Yes +Then, aah depart?
Students (S1, S3, S12): Leave
T: And the last one, later?
S2: After.
T: So we have five, one two, three, four.
S15: Tá depart é o que sobro, mas o que que é esse depart aqui?
T: Depart means leave, partir, aah go away, vai embora, yes?

This mere correction of errors might be associated with performance (or ego) orientation. This task involves students working with superficial strategies. In this case students are working with words isolated from their context and it is a mechanical exercise that only has two possibilities of answers that are right or wrong. Moreover, these passive tasks are not based on students' previous experiences nor on building coherent blocks of knowledge. It might be asserted that such activities might provide an environment that stresses anxiety and failure and that false-beginner students may not prosper in their process of learning to read.

Due to the low level of proficiency of this group of students, the accomplishment of some activities might be more difficult than in the upper-intermediate group. Taking this into account, Day and Bamford (1998) state that, "low level reading ability would normally lower expectations of success, and thus lower the motivation to read" (p. 29). Therefore, the teacher has to provide a supportive environment, with tasks that are related to students' background knowledge, appropriate age and interest.

4.3.3 The texts and the motivational aspects and interest in the upper-intermediate level.

The interest of the students in this level (see appendix O, question 8) concerning the topic is similar to that found in the previous level. Almost all students viewed the topic of the first text, that is, scientific research in terms of life span, as an interesting subject to be read. Nevertheless, there were two answers that show dissatisfaction regarding the topic and the structure of the text. In one of the given answers, the student suggests to work with topics that are closer to their area, probably the area of teaching and learning. The students' answers in relation to the second text show that their level of interest was lower than in the previous text. Nine of the thirteen students had positive responses to the approached topic (see appendix B, text 2). Students' answers include words like 'novelties', 'interesting', 'common topic', and 'curiosities'. Opposite to this, other students found this text less interesting, one of the answers including the word 'boredom' explicitly. The answers given in text 3 (see appendix O, text 3, question 8) show that the topic is interesting for the major part of the students, in fact only two of them expressed disapproval. The last text that concerned environmental issues, was considered interesting by 6 of the eleven participants. The other five students expressed a certain discontentment regarding the topic.

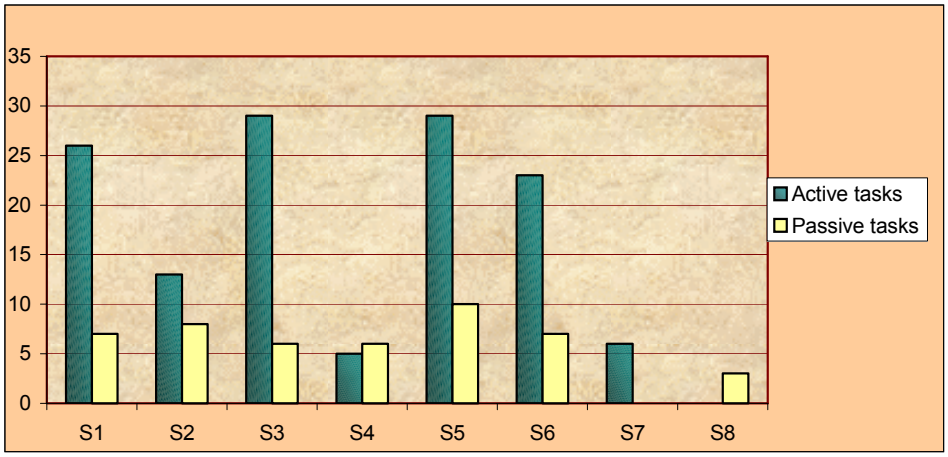
Accounting for all these answers, in general terms it is possible to claim that the upper-intermediate students were motivated with the texts used. Nevertheless, perhaps these numbers could be maximised with more appealing topics. If students had worked with texts related to their area of study, their motivation might have been enhanced. Authors such as Guthrie, Wigfield and Perencevich (2004) claim that appropriate texts have to be provided by the teacher. This appropriateness is linked to how appealing the content of the text is for the students.

4.3.4 The effects of active and passive reading tasks in terms of motivation in the upper-intermediate level.

Upper-intermediate students' reaction to active and passive tasks shows that they have different rates in terms of motivational enhancement. (Table 17 and Table 20) Considering active tasks, students' rates were high in terms of participation, engagement and positive reaction. In relation to the passive tasks (see Table 20), their rates were high in terms of participation and interest, but they had less than 50% in engagement. This last result shows that about half of the group could not feel engaged in the passive tasks. Reinforcing students' view, Davies (1995) explains that "reading tasks used in classroom should be activities which encourage active engagement rather than passive testing exercises" (p. 166).

Graph 6 below shows student's participation in both, passive and active tasks. In the active tasks students had much more participation than in the passive block. The highest rates for the active tasks occurred with students S3 and S5 with 29 turns, while for the passive tasks the highest numbers were for S5 with 10 and S2 with 8 turns. These results suggest that students had more possibility to discuss the given topics and interact during the active block. During the passive tasks students did not have a chance to turn to their peers and share information. Students' social interaction was limited and restricted to the answers required in the tasks.

Graph 6. Upper-intermediate students' participation in active and passive tasks



Accounting for these results, active tasks might be connected with motivation and students' engagement. According to Guthrie, Wigfield & Perencevich, (2004) engagement is the "linkage between motivations, interactions with the text, social interactions, conceptual knowledge growth, and use of strategies" (p. 58). Thus, as observed in this study, active tasks contribute more than passive tasks to students' interaction and participation, which are essential factors of motivation.

In the next part of this section I will bring excerpts of the active block of the upper-intermediate students, where it is possible to observe students' motivation in terms of social interaction and engagement. The example below shows one of the questions of the pre-reading activity where students were engaged in conversation among themselves. The teacher guides the students through the questions and students try to use their background knowledge to answer them. This sample may give some evidence that students are engaged in a meaningful activity and that the teacher and students are co-participants in solving the task.

The first block of the upper-intermediate group

T: Is there anything we can do when our nose is blocked?
S5: Take some medicine.
S1: Take a hot aaah, drops of (unintelligible)
T: Inhale, Inhalation. Yes, there are some medicine that can help.
S1:: Yes.

The second excerpt below shows that students and the teacher are talking about a task that students had solved in groups during the while-reading phase of the second text.

The second block of the upper-intermediate group

T: Yes, and about relief. What have you put there?
S12: Medicine.
S11: Medicine, spicy food.
S13: Spicy food
S15: aaah
T: Yes, spicy food, they say.
S12: Drink plenty of hot tea?
T: Plenty means a lot.
S13: Take pain killers.
T: Take pain killers. Very good! Do they say something about reducing consumption of dairy products? So like milk, aah, yoghurt.
S15: Cheese.
T: Cheese yes.
S15: Maybe more hot drinks.
T: Yes, more hot drinks. There is another thing. What / aaah how do we have to be?
S11: Be in bed.
T: No, there is something in the text.
S10: Be positive.
T: Be positive.
S15: They say that we have to eat spicy food.
T: Yes, they say that we have to eat spicy food. Can you imagine that?
S15: Strange.
T: Really unusual.
S15 looks at S13 and they seem not to agree with the text.

Here, it can be observed that students and the teacher are jointly engaged in an activity. This social interaction is viewed as one of the components of reading engagement and of the motivational process. The teacher provides scaffolding when she asks students about “What / aaah how do we have to be?” and S10 answers “Be positive”. Here students receive support to arrive at the answer. Another example is the explanation given by the

teacher for ‘plenty’ and ‘dairy products’. Besides these examples in the first excerpt of this group, the teacher helped the students with words as ‘inhale’, or ‘inhalation’.

In addition to these segments, another interesting observation is when students perceive that some parts of the text do not seem very reliable. The excerpt given above about the spicy food shows that student S15 was not accepting passively everything he was reading. The last fragment below shows another situation where students were taken to reflect about the text. The teacher guided students to evaluate the information from the text. In this case, students had to take distance from the text and analyse the text critically through its context. This fact may lead us to think that students had to be involved in the activity and this involvement is linked to motivation.

T: Who wrote this text?
S13: I thought it was a doctor, but now?
S15: I thought
T: A doctor.
S15: But in this case not.
T: A journalist.
S12: It could be
T: I don’t have the name of the real author of the text.
S14: (unintelligible)
T: Yes, of course. And why was the text written?
S11: To pass information.
S13: They want us to think that it’s true.
S15: They want to sell more.
T: It’s possible. Can you imagine this was the title “20 things you NEVER knew about colds”. And this is also one of the texts of English File upper-intermediate.

The last part of this section will be concerned with upper-intermediate students’ performance during the passive tasks. Through the segments below this researcher will show that these students solved tasks through mere corrections without space for reflection. Moreover, students did not have the opportunity to discuss and feel engaged.

The transcription below is related to a traditional vocabulary task where students were asked to match the columns in the pre-reading phase. The students (S2 and S4)

difficulty might be related to the fact that this task deals only with decontextualised words thus limiting the use of prior knowledge. Moreover, students did not have the opportunity to share or discuss information with their peers. Due to these different reasons, students might feel less engaged. This lack of involvement is more visible in the classroom observation, when S1 is working with materials that are not related to this subject. In this view, it might be said that at least part of the students are not as engaged as they were in the active block.

T: Let's see? Have you finished? Was it difficult?
S2: Yes.
S4: Yes.
(S1 is writing something that is not related to the activities proposed).
T: What is a tip?
S8: Ask for money.
T: Ask for money, no.
T. and some Sts: A piece of useful advice.

The second fragment of the passive tasks focuses on form. Students had to categorise the adverbs that were highlighted in the text. Even though in this task students could have the text to contextualize the situation, students had to work with form rather than meaning.

T: Finished? Ok. Manner aaah is how somebody does something which would be the words?
S5: Innocently, specifically.
T: Innocently and specifically.
S1: Specifically.
S5: Specifically
T: Specifically. Very good. Then, about frequency.
S5: Unintelligible
S3: Always, never.
S4: Always, never.
T: Always and never
S5: Always and never?
T: Yes. Always and never. Almost is degree. Ok?
S5: Is degree (unintelligible).
T: Yes.
S1: Always or almost?
T: So. Let's go back. Innocently and specifically is the first.
S1: Yes.
T: Then, second. Frequency. What do we have here? Never and always. Next about time.
S4: Recently and at once.

T: Yes. Recently and at once.
S5: And actually?
T: No actually is a sentence adverb. Then in degree.
S4: Almost, very much.
T: Good, and the last one luckily and actually.
S2 (asks for repeating)

According to Willis and Willis (2001) and Skehan (2003) form is helpful in the sense of not fossilising students' development in the foreign language. A balance between meaning and form is then suggested as a means of maximising students' proficiency. It could have been helpful if the teacher had provided some discussion to make the class more interesting. Nevertheless, the teacher purposefully has only corrected the activity, which made it more passive and less reflective.

4.3.5 General comments

In short, the turns that false-beginners and upper-intermediate students have taken during the analysed classes reveal that both groups participated more in the active block than in the passive block. Through this fact it is possible to draw the conclusion that students were more interested during the active block. In the passive block, due to the limited opportunities to participate, students' engagement decreased, and consequently they may have lost interest. Additionally, the analysis of some parts of class transcriptions indicates that students in both groups had the opportunity to enhance motivation through the active tasks. On the other hand, students in both groups, when working with passive tasks, did not have the opportunity to be engaged and inter act. These aspects, which are essential to task mastery orientation or intrinsic motivation have not been used in the passive tasks.

CHAPTER FIVE

FINAL CONSIDERATIONS, LIMITATIONS AND IMPLICATIONS

This chapter is divided into three main parts including: final considerations, the limitations of the study and suggestions for further research, and finally, the pedagogical implications.

5.1 Final considerations

The main purpose of this study was to investigate the effect of the types of texts and reading tasks in the enhancement of motivation in EFL students. Therefore, this study had three specific objectives: 1) examine the predominance of the types of texts and reading tasks found in the main guideline material used with two groups of the undergraduate English Course at UNICENTRO- Guarapuava; 2) investigate whether the two selected groups of students, false-beginners of English and upper-intermediate students, responded differently to active and passive tasks in terms of understanding their goals and effects; 3) analyse the students' interest and motivation when working with active and passive tasks.

In relation to the first objective, an evaluation of the material concerning external and internal features, based on Rebello's (2003) study, was applied. Then, 156 texts, which correspond to all units of both levels of the series *NorthStar* and *English file*, were categorised according to Davies's (1995) framework for types of texts. The results indicated that general informative texts predominate in both levels of the series *NorthStar* and *English file*. Considering that the context of this study involves the undergraduate English Course, it is sound to suggest that the students could also be exposed to informative

texts more tightly related to their academic subjects, thus contributing to their future professional life. Moreover, other genres would also be necessary to be presented to the students, namely, the literary and the instructional category. A more adequate selection, considering the topic and the different literary genres, would motivate students to succeed in their process of reading comprehension and also in their professional life.

In terms of the categorisation of types of reading tasks featuring in the textbooks, the reading sections of three units of each guideline material were analysed following Davies's (1995) framework of active and passive tasks, as well as Tomitch's (2000) and Ferreira's (2003) considerations. The results show that in the false-beginner level both materials have around 60% of active tasks. In the upper-intermediate level active tasks are around 70% in NorthStar and 60% in English File. Such figures indicate that the major part of the tasks demands more reflection and global understanding of the texts or topics. These numbers corroborate Ferreira's (2003) and Rebello's (2003) findings when analysing ESP materials.

The results for the second objective show that in the active block the false-beginner students reached the highest rates (100%) for the items *positive reaction* and *students' engagement*, 83.33% of these students acknowledged the active tasks as interesting, and 72.22 % viewed these activities as challenging. These rates were similar in the upper-intermediate group where 92.3% of the students reacted positively to the active tasks and felt engaged; 84.61% of these students found the active tasks interesting, and 53.84% acknowledged these tasks as challenging. These rates indicate that both groups of students approved the reading practices with the active tasks. The results for the passive tasks in the false-beginner group reached 100% in terms of positive reaction, students' participation and students' interest; 76.47% of the students considered themselves as engaged in the activity and 64.7% of the students found these tasks challenging. In the upper-intermediate group,

81.81% of the students reacted positively to the passive tasks and 72.72% perceived these tasks as challenging. Nevertheless, the rates in this second group decreased to 54.54% in the items of interest and 45.45% for the issue of engagement. The given results indicate that the false beginner students had positive answers for both blocks of tasks, while the reaction of the upper-intermediate students was positive in the active tasks and with lower rates in the passive tasks. These results support the premise that indicates that the false-beginner students have lower awareness of the role of the types of reading tasks than the upper-intermediate students.

This awareness of the higher-level students is also verified through the answers given by the false-beginners and upper-intermediate students when acknowledging the effects of active and passive reading tasks. The majority of the students in the false-beginner group chose items such as ‘improve oral ability’, ‘develop the ability of text comprehension’ and ‘increase of vocabulary’. Besides recognising these effects, some of the upper-intermediate students were also able to conclude that active tasks could contribute to the ‘development of the capacity of abstraction and intellectual exercise’, ‘work with strategies to facilitate reading texts in English’ and ‘development of the ability of writing in English’. Unfortunately, the lower level students were not able to reach the same conclusions. Therefore, through this comparison of answers it is noticeable that upper-intermediate students are more conscious of the underlying objectives found in active reading tasks.

Students’ understanding regarding the objectives contemplated in the passive tasks give clear hints concerning that the upper-intermediate students have a higher degree of awareness than the false-beginners. Here, false-beginners have higher percentages in almost all the issues of the passive tasks, which may indicate that this group has a lower perception of the cognitive demand regarding active and passive tasks. Nevertheless, some of the

percentages are high in both groups, as for instance, ‘develop the ability of text comprehension’ and ‘increase of vocabulary’. These answers might be linked to students’ earlier reading experiences, whereby reading classes made use of more traditional and less reflective activities.

In relation to the third objective of the study, (students’ responses concerning interest and motivation in active and passive tasks) this researcher analysed students’ answers concerning the topics of the texts and their participation in both blocks of activities. In terms of the topic, the false-beginner students did not express any negative comment. In the upper-intermediate group, despite the fact that some students showed discontentment to some topics, the majority approved the contents. Due to these facts, it is possible to say that, in general terms, both groups were motivated to read the texts.

In terms of students’ motivation, the results show that students were more engaged and participated more during the active tasks. Some aspects such as, the use of background knowledge, students’ social interaction, and the process of scaffolding provided by the teacher, may have contributed to make content/texts meaningful during the active block. Moreover, students in both levels needed to reflect more when working with active tasks, thus increasing the opportunity to develop critical thinking. In the passive tasks, students’ interaction was lower, the activities did not give room for more reflection and, consequently, the participation decreased. Therefore, the results signal that students in both groups were interested and that active tasks appear to enhance students' motivation more than passive reading tasks.

5.2 Limitations of the study and suggestions for further research.

Some limitations need to be taken into consideration when interpreting the current results:

1. Parts of the classes have not been transcribed and analysed due to the bad quality of some recordings.

2. The evaluation of the texts and tasks was restricted to the false-beginner and upper-intermediate levels of the guideline material. Future research could consider the materials that are used in the other levels of the undergraduate course, as well as supplementary materials. Such analysis would provide a more accurate view of the texts and tasks used.

3. During the data collection, each group of students was asked to answer six questionnaires, one after each of the four texts and two regarding active and passive tasks. This procedure with the completion of many questionnaires made students feel tired and, perhaps, may have affected their feelings and perceptions towards the reading classes. Thus, a possible suggestion to overcome this limitation might be the development of a longitudinal study where students' answers could be collected during a longer period. Such procedure could provide more reliable findings in relation to students' motivation and also in relation to students' critical awareness.

5.3 Pedagogical Implications

This investigation reveals that the selected materials embrace more active than passive reading tasks and it is through active tasks that students have more opportunities to collaborate and participate in the classroom. This participation is an evidence of students' motivation and construction of meaning that is the ground for critical thinking. The evaluation also provides insights about the implementation of materials, which can be in

accordance with students' needs. It may be assumed that the study of varied types of texts might lead the reader to understand, to construct and to interpret texts, evidencing the relations, the representations of the world and the identities (Meurer, 2002). Besides working with different genres, a special concern should be given to the topic, where students could have the possibility to work with subjects closer to the purposes of the undergraduate course.

Another finding of this study shows that students with lower level of proficiency (false-beginners) are less conscious about the outcomes of active and passive tasks than higher-level students (upper-intermediate). In order to fill this gap, it is necessary to encourage students to discuss and reflect about the cognitive demand involved in the different reading tasks. It is hoped that such procedure may enable students to analyse the tasks that they will use during their undergraduate course and later as English teachers. It might be suggested that English teachers, especially at university English courses, should encourage students to reflect about the purpose of the activities accomplished in the classroom. This reflection could be as important as doing the activities, since these students are being prepared to become future English teachers, and thus in need of more consciousness of what each task might promote. As a result, it is hoped that such procedure may help students in other disciplines such as Applied Linguistics or the Practicum.

The present study defends the claim that undergraduate students should be furnished with the theories and practice of reading in order to enable them to evaluate texts and reading tasks of different English textbooks. In providing students with this thorough ground, the undergraduate English Course will accomplish at least one of its roles, that is, preparing professionals capable of dealing with the challenges and necessities encountered in different educational contexts.

Regarding these challenges, the teacher needs to evaluate and also design materials, and according to Celani (2000), it is the teacher's role to fill some gaps through specific materials development. Nevertheless, such implementation may only be possible if the teacher has been prepared to evaluate and to prepare didactic material. Ticks (2005) observes that when teachers work as co-constructors of thinking about an activity, the old labels of mere clients and consumers of research and didactic materials could be left behind. In this case, the teacher investigates his or her context and starts to rethink / re-evaluate the instruments that will be used in his/her work. To conclude, taking all theses issues raised above into consideration, this research attempts to contribute to ameliorate the quality of the reading classes, enhance motivation and provide opportunities for the development of develop critical thinking.

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APPENIDX A

TEXTS USED IN THE FALSE BEGINNER GROUP

1. Section 1 – Leaving the farm (Northstar, 2002, basic)
2. Section 2 – Goodbye to some housework (Northstar, 2002, basic)
3. Section 3 – The country that never sleeps (English File, 2002, no. 1)
4. Section 4 – The Edinburgh Festival (English File, 2002, no. 1)

Section 1

Leaving the Farm

By Christopher Blum

1 Scott Halley used to be a farmer . . . until a year ago. But the farm kept losing money. "You look at the numbers at the end of the pencil," said Mr. Halley, 44, "and you realize it's time to try something different."

2 With a heavy heart but a clear head, Mr. Halley became one of the thousands of American farmers who sell their land each year. What surprised Mr. Halley and others is that the move to the city was so easy. The farmers are finding jobs and their families are enjoying the city way of life.

3 Mr. Halley found a good job working as a scientist at North Dakota State University. His income is now double what it was when he was a farmer.

4 But even for those farmers who find good jobs, there is a price to pay in leaving farming.

5 "It's not just about making money, but about having a life that is meaningful," said Dr. Michael Rosmann, a farmer and psychologist who helps farmers. "For most of them, that grieving[1] lasts for the rest of their lives. To make the decision to quit farming, to do what's best for the family, takes an awful lot of courage." Mr. Halley feels the pull of the land every day. Once a week, he drives eight hours to work a small piece of his old farm, just to keep his connection to the land.

6 It was hard to leave, but Mr. Halley knows he did the right thing. For most families that leave the land, income goes up and stress from worrying about having no money goes down. Both parents and children are happier.

7 Halley's children love living in the city.

8 "The kids don't want to go back now," said Mr. Halley. "The telephone never stops ringing."

9 Megan Halley, 13, spoke with excitement about her new school. She especially likes art and computer technology. "Back on the farm," she said, "the old phone system took five minutes or more just to dial up the Internet."

10 "It's cool here," said Megan. She loves going to the nearby mall[2] to shop for new clothes and get the latest CDs of her favorite group. The closest store to the Halleys' farm was a ten-mile drive.

11 Before moving to the city, Megan worried about getting along with city kids.

12 "The boys here aren't any different than back in the country," she said. "There's just a lot more of them."

[1] grieving – feeling very sad when we have lost something we love
[2] mall – a large building with a lot of stores on it

Section 2

Section 2

Good-bye to (Some) Housework

By Hannah Lieker

1 I can remember a certain TV commercial from when I was a child. In this commercial, a happy housewife is polishing her table. The table is so shiny that we can see her smiling reflection in it. She's so happy about her shiny tabletop! Does shiny furniture make people happy nowadays? Does anyone even polish furniture today? I cannot remember the last time that I polished furniture.

2 People have less time for housework these days. They are lucky if they have time to wipe the crumbs off the table and put the breakfast dishes in the sink before they go to their jobs.

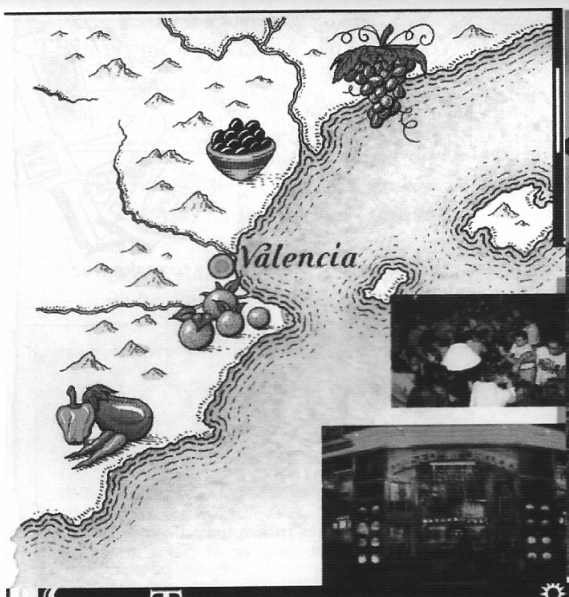
3 Because people have less time, many kinds of chores, like polishing furniture, just don't get done anymore. Some people have studied changes in the use of cleaning products. From their studies, we can tell which chores aren't getting done. For example, one study looked at differences in the types of housework people did between 1986 and 1996. In just ten years, there were many changes.

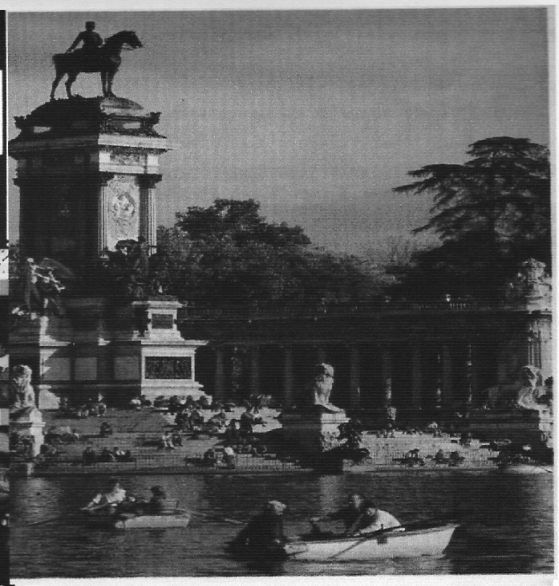
4 Some chores, like laundry, will never go away. In 1996, people used about the same amount of laundry detergent that they used in 1986. But polishing furniture seems to be less important than doing laundry. In 1986, 21 percent of homemakers[1] used three or more cans of furniture polish in six months. By 1996, only 12 percent of homemakers used that much furniture polish. Carpet cleaning is another endangered chore. In 1986, 9 percent of homemakers used three or more containers of carpet cleaner in six months. By 1996, only 5 percent of homemakers used that much carpet cleaner. And what about those ovens? Seventy-five percent of homemakers used no oven cleaner for six months in 1996!

[1] ***homemaker:*** person in family who is in charge of housework.

Source: Statistics from Mediamark Research, Inc. of New York, cited in *American Demographics*, January, 1997.

Section 3





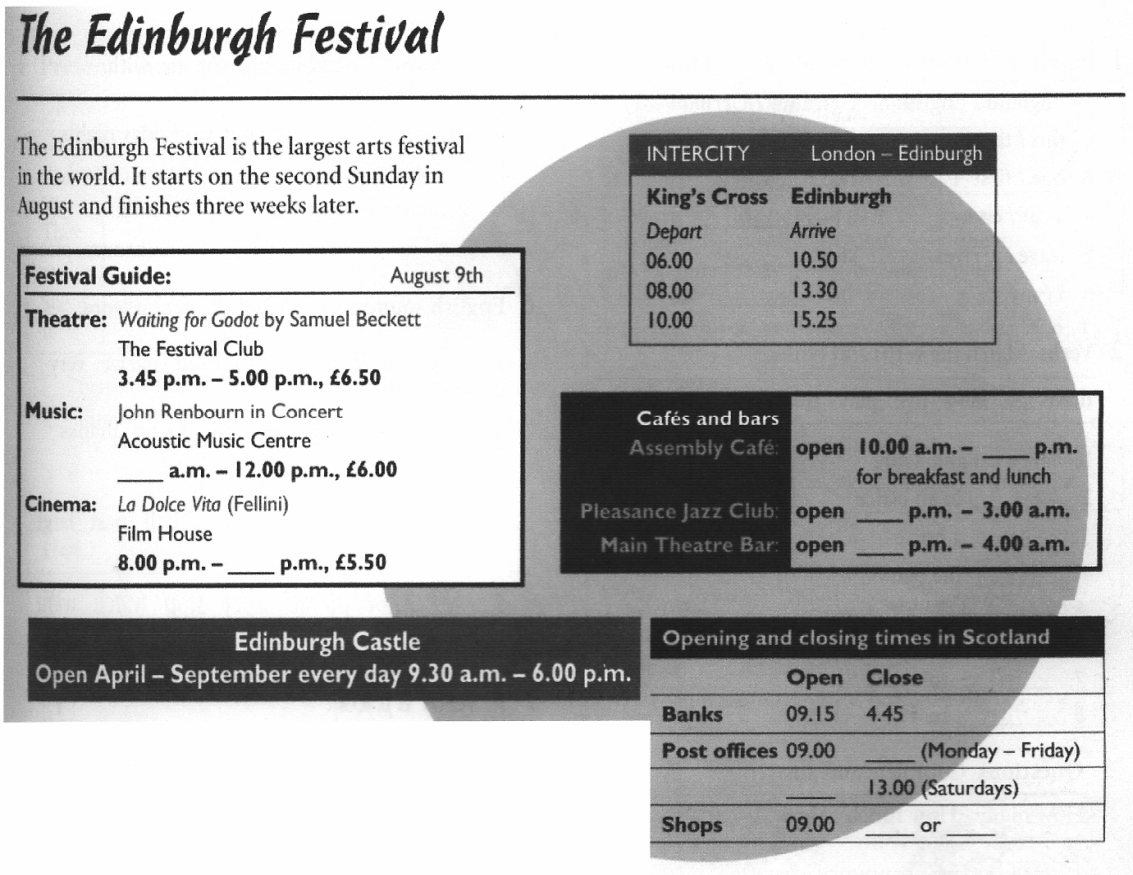
THE COUNTRY THAT NEVER SLEEPS

1 SPAIN is famous for its unusual lifestyle. For example, Spanish people usually have lunch at 2.30 p.m. and dinner at 10.00 p.m. People don't usually go to bed before midnight. Visitors to Spain often ask, 'When do Spanish people sleep?' The Spanish sleep less and go out more than other Europeans.

2 THE Spanish love walking, and they often go for a walk around the town in the evenings. At 10.00 on Friday and Saturday nights the bars and restaurants are full. The cinema is very popular in Spain (25% of adults go to the cinema once a week or more). But Spanish night-life really starts at midnight. A lot of disco-bars don't close before 6.00 in the morning. In Valencia, on the east coast of Spain, some discos open at 10.00 on Sunday mornings!

3 ONLY about 21% of the population go to church. On Sundays many people go to the country or to the beach. Spanish people often go away at weekends, at Easter, and at Christmas. Many families have a house in the country, and go there in the summer. People often sit in traffic jams on Sunday evenings. And on 1st August, twelve million cars are on the road!

Section 4



The Edinburgh Festival

The Edinburgh Festival is the largest arts festival in the world. It starts on the second Sunday in August and finishes three weeks later.

Festival Guide: August 9th

Theatre: *Waiting for Godot* by Samuel Beckett
The Festival Club
3.45 p.m. – 5.00 p.m., £6.50

Music: John Renbourn in Concert
Acoustic Music Centre
____ a.m. – 12.00 p.m., £6.00

Cinema: *La Dolce Vita* (Fellini)
Film House
8.00 p.m. – ____ p.m., £5.50

INTERCITY	London – Edinburgh
King's Cross	**Edinburgh**
Depart	*Arrive*
06.00	10.50
08.00	13.30
10.00	15.25

Cafés and bars	
Assembly Café:	**open 10.00 a.m. – ____ p.m.** for breakfast and lunch
Pleasance Jazz Club:	**open ____ p.m. – 3.00 a.m.**
Main Theatre Bar:	**open ____ p.m. – 4.00 a.m.**

Edinburgh Castle
Open April – September every day 9.30 a.m. – 6.00 p.m.

Opening and closing times in Scotland		
	Open	**Close**
Banks	09.15	4.45
Post offices	09.00	____ (Monday – Friday)
	____	13.00 (Saturdays)
Shops	09.00	____ or ____

APPENIDX B

TEXTS USED IN THE UPPER-INTERMEDIATE GROUP

Section 1 – Eternal Youth: new developments in anti-ageing research (English File, upper-intermediate, 2002)

Section 2 – 10 things you probably never knew about common colds (English File, upper-intermediate2002)

Section 3 – Danger! Sense of humour failure (English File, 2002, upper-intermediate)

Section 4 – Earthship homes catch old tires on rebound. (Northstar, 1998, higher-intermediate)

Section 1

Eternal youth: new developments in anti-ageing research

Even if we have an extremely healthy diet and lifestyle, the human body is programmed to wear out at a maximum of about 120 years, and usually less. We all have a biological clock inside us which determines the moment when our organs cease to function properly. This is because our cells have stopped renewing themselves and our body can no longer repair itself. This is also the moment when we are more likely to begin to suffer from the diseases of old age such as arthritis and Alzheimer's. However, rapid advances in DNA research are beginning to throw light on the secrets of the ageing process. By the end of this century we could literally have the power of life over death.

Although it has long been accepted that humans have a fixed lifespan, it is also a fact that certain other organisms, such as reptiles and amphibians, appear to live indefinitely. The only reason we do not see 500-year-old alligators is because in the wild their lives are always in danger, from man, from pollution and from other animals. When they are kept in zoos they do not seem to age at all after they are fully grown. The same is true of some species of fish, which grow indefinitely and show no signs of ageing. The existence of animals with no fixed lifespan seems to indicate that an age gene really does exist. It is this gene which scientists are searching for, which may retard or repair damage to the body caused by ageing.

Another new area of research involves the oxidation theory, which says that ageing is caused by the same process that makes iron rust. In controlled experiments, the lifespans of certain animals were shown to be lengthened with anti-oxidants; for example, the lifespan of mice can be increased by 30%. Anti-oxidants are already being used in face creams and other cosmetics, and they are likely to play an important part in keeping people physically young.

Perhaps the most immediate advance we are likely to see in the battle to halt the ageing process will be organ replacement. By the year 2020 it is likely that we will be replacing injured bones or even organs like livers and kidneys with ones 'grown' in laboratories. By 2050 perhaps every organ in the body, except the brain, will have become commercially available. Recent experiments also show that it may one day be possible to 'grow' new organs inside our body to replace worn-out ones, something which lizards and alligators already do.

Suddenly immortality seems within reach. We can begin to imagine a future where we are born, we grow to maturity, but we never grow old and die. But do we really want to live forever?

Glossary

wear out *phrasal verb l.2* — become too old to use
lifespan /'laɪfspæn/ *noun l.14* — the number of years sb/sth lives
the wild /waɪld/ *noun l.17* — natural areas, not on farms or in zoos
rust /rʌst/ *verb l.27* — the action of air and water on metal, making it go brown
mice /maɪs/ *pl noun l.29* — plural of *mouse*

Section 2 -

10 things you probably never knew about the common cold

and how a tennis ball can unblock your nose . . .

1 Any one of more than 200 types of virus. One, called rhinovirus, is the most active. Under a microscope, the virus looks like a 20-sided golf ball, but it is tiny. 50,000 of them could be put on the head of a pin.

2 During the average lifetime (75 years) we'll suffer about 210 colds, each lasting five or six days. On any one day, 50 million people worldwide have a cold, and on average we each spend three years of our lives coughing and sneezing. Children have more colds than adults, as many as eight a year.

3 People traditionally link colds with cool temperatures, but although colds are more common in winter than in summer, it's really because in the winter we spend more time together indoors, making cross-infection more likely. Or it may be because we are more depressed in winter and this affects the performance of the immune system. However one thing that definitely does make us catch more colds is being stressed.

4 No one is sure. It may be directly from people coughing or sneezing, or by picking a virus up on your hand from a contaminated surface, e.g. a door handle, and then wiping your nose or touching your eye.

5 Inflammation of the throat makes the vocal chords thicker and, like the strings on a guitar, the thicker they are, the deeper the sound.

6 When we have a cold one side of the nose is normally more blocked than the other. When we fall asleep, our body always makes sure that one nostril stays open. Apparently it does this by a sophisticated reflex system activated by pressure on our arm as we lie on our side, keeping the nostril on the upper side open. If you squeeze a tennis ball under your arm, you can trick the brain into thinking you're asleep, so opening up the other nostril.

7 It's a reaction to the irritation in the throat caused by colds, and is affected by personality. People who are obsessive cough much more than others.

8 It is a reflex action controlled by sensitive nerves which detect the 'invaders' (the viruses) and get the lungs to blow air through the nose and mouth. When the weather is cold we sneeze more often. We close our eyes when we sneeze, in fact it's almost impossible to keep them open. This means that if you sneeze while you're driving at 80kph, you'll be driving blind for 50m.

9 There already is one: our immune system. If it wasn't working a cold would kill us. There is unlikely to be a vaccine, because there are so many different viruses and each vaccination would work only against one type.

10 Reduce your daily consumption of dairy products such as milk and cheese and drink plenty of hot drinks. Eat spicy food such as curry because it makes your nose run and helps to clean out the virus. For headaches you can take painkillers. Above all, be positive and don't worry as this tends to make your symptoms worse.

Adapted from the *Daily Mail*

Section 3

Danger!

Sense of humour failure

Bill Bryson is a best-selling American travel writer who has lived in both the US and the UK. He has written several humorous books and many articles about British and American life.

1 Here's my tip of the week. Don't make jokes in America. Even in experienced hands, a joke can be a dangerous thing. I came to this conclusion recently while passing through Customs and Immigration at Logan airport in Boston. As I approached the last immigration official, he said to me, 'Any fruit or vegetables?'

What does this question mean? Why does he ask it?

2 I considered for a moment. 'Sure, why not?' I said. 'I'll have four pounds of potatoes and some mangoes, if they're fresh.'

Instantly, I could see that I had misjudged my audience. He looked at me with one of those slow, dark expressions that you never want to see in a uniformed official, but especially in a US Customs and Immigration officer.

Why did the customs official begin to get angry?

3 Luckily he appeared to conclude that I was just incredibly stupid. 'Sir,' he enquired more specifically, 'are you carrying any items of fruit or vegetable?'

'No, sir, I am not,' I answered at once, and gave him the most respectful look I believe I have ever given anybody in my life. I left him shaking his head. I am sure that for the rest of his career he will always be telling people about the idiot who thought he was a greengrocer.

Why do you think he gave the official a very respectful look?

4 The same thing happened another time when I was talking to my neighbour about a disastrous airline trip which had left me stranded overnight in Denver. 'Who did you fly with?' he asked.

What does this question really mean?

5 'I don't know,' I replied. 'They were all strangers.' He looked at me with an expression of panic.

'No, I meant which airline did you fly with,' he said. Soon after this my wife ordered me to stop making jokes with him, as our conversations were giving him migraine.

Why didn't his neighbour understand his answer?

6 'Irony' of course is the key word here. Americans don't use it very much. (I'm being ironic; they don't use it at all.) The English writer Howard Jacobson says that Americans don't have a sense of humour. Actually he is wrong. Many of the funniest people who ever lived were or are Americans, such as the Marx brothers or Woody Allen. But it is certainly true that wit and sense of humour are not valued as much in America as they are in Britain. The comedian John Cleese once said: 'An Englishman would rather be told that he was a bad lover than that he had no sense of humour.'

What's the difference between British and American humour?

7 It isn't that there are no people with an active sense of humour in America, it's just that there are fewer of them. When you meet one it's like I imagine it must be when two Masons recognize each other across a crowded room. The last time I experienced this was a few weeks ago when I arrived at our local airport and approached a cab for a ride home. 'Are you free?' I innocently asked the driver.

What does this question mean in this context? What's another meaning of 'free'?

8 He looked at me with an expression I recognized at once – the look of someone who can see the chance of a joke. 'No,' he said, 'I charge like everyone else.' I could almost have hugged him.

Why did he feel like hugging the cab driver?

Adapted from *Notes From A Big Country*, Bill Bryson

Section 4

Earthship Homes Catch Old Tires on Rebound

By Eva Ferguson (from *The Calgary Herald*)

1 They're called earthships—an environmentalist's dream home made from up to 2,000 scrap tires, packed dirt, straw and concrete.

2 From the outside each looks like a berm[1] with a solarium in front. On the inside, it can be a luxurious mansion for everyday living or just a cozy one-room cabin with a great view.

3 Hundreds have been built in the U.S. Midwest for a wide range of homeowners, including environmentally conscious celebrities such as Dennis Weaver[2] and low income earners who want homes made of cheap materials and no heating bills—thanks to solar heating.

4 A handful of earthships are under construction in British Columbia [Canada] and now a Calgary entrepreneur is anxious to build them in Canmore, Crossfield, Exshaw [Alberta, Canada] or any remote area where Albertans are willing to try something unique that helps the environment too.

5 "Because the homes are totally self-sufficient, they're very affordable, and it's a way to get rid of used tires which have been such a headache for years" [said Michael Port]. In support of reusing old tires, Alberta's tire recycling management board launched the Recycling Industry Incentive Program, which provides up to $2 per tire for projects that use scrap tires in innovative ways.

6 To build a modest earthship, about 2,000 tires are stacked up atop each other and packed with dirt, straw, and cement to make up the main frame. An average sized home takes up to 90 to 135 square meters. The front, which faces south for maximum sunlight, is a solarium made of large glass windows. Because the earth and rubber from the tires trap heat, heating is never required, even in cold climates such as Alberta's. Ultimately the tires are completely covered, by drywall on the inside and earth on the outside. Solariums provide a great opportunity for gardens as well, allowing owners to grow their own vegetables at home.

7 Utilities like water, sewage, and electricity do not have to come from municipal sources. Running water and sewage storage is handled through underground tanks. "Photovoltaic" lights, which store solar energy in their own batteries, provide lighting at night. But for those who can't be without their TVs or microwaves, electricity can be installed.

8 Michael Reynolds, owner of Solar Survival Architecture, which initiated the idea and started successful construction in New Mexico, Colorado, and Idaho just a few years ago, said the homes are becoming popular in Japan, Australia, Europe, and South America.

9 "Housing itself is difficult to come by. Many people practically have to sell their souls to buy one. But these are affordable because they're made with old automobile tires, they don't create heating or cooling bills, and owners can even participate in their construction if they like."

10 The total price can range from $30,000 to $1 million, depending on size and amenities, he said.

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[1] *berm:* a mound or bank of earth placed against the wall of a building to provide protection and warmth

[2] *Dennis Weaver:* an American actor

APPENDIX C

THE BLOCK OF ACTIVE TASKS APPLIED IN THE FALSE-BEGINNER LEVEL

Section 1 – Tasks for the text Leaving the farm
Section 2 – Tasks for the text Goodbye to some housework

Section 1 – Tasks for the text Leaving the farm

Pre-reading phase
a) Answer the questions below and compare your answers with a partner.
1. Farmers sell their farms and move their families to the city. Why do you think they move? _____
2. Do you think farmers may find good jobs in the city? Why or why not?
_____
3. Give your opinion about this statement. "Farm kids would like to do the things that city kids do". _____

While-reading phase
b) Complete the first part of the chart below with information from the text and give other reasons in the second part.

Advantages of city living	*Disadvantages*
text	
you	

c) In pairs taking turns, recall as much information from the text as you can.

Post-reading phase
d) Answer the following questions in pairs.
1. Was there any information you found interesting / different from our reality here in Brazil?
2. Where do you think this text is from?
3. Who probably wrote this text?
4. Why was the text written?

Section 2 – Tasks for the text Goodbye to some housework

Pre-reading phase

a) Before you read, answers the questions below?

1) Who in your house takes out the garbage?
2) Who washes the dishes?
3) Who dusts and polishes the furniture?
4) Who vacuums?
5) Who does the laundry?
6) What about your parents? Do they continue to do the same housework they did 20 years ago? Explain your answer.

While-reading phase

b) Complete the table below with information from the text.

Chores in the past	Chores in the present
less	less
more	more
same	same

c) Answer the questions below and discuss them with a partner.

1) Do you think the title is appropriate for this text? Why or why not? Could you create another title?
2) Compare the two columns in task ‘ b’. Why are they different?
3) Do you think that people will continue to do less and less homework in the future? Why or why not? Which other chores do you think might disappear?

Post-reading phase

d) Work in groups of three and complete the survey below taking notes

	You	Student 1	Student 2
1. Do you clean your oven at least once a year? ( ) Yes ( ) No Comments ----------			
2. Do you laundry at least twice a month? ( ) Yes ( ) No Comments ----------			
3. Do you vacuum at least once a week? ( ) Yes ( ) No Comments ----------			
4. Do you ever polish the furniture in your home? ( ) Yes ( ) No Comments ----------			
5. Do you do as much housework as your parents did? ( ) Yes ( ) No Comments ----------			

APPENDIX D

THE BLOCK OF PASSIVE TASKS APPLIED IN THE FALSE-BEGINNER LEVEL

Section 1 – Tasks for the text The country that never sleeps
Section 2 – Tasks for the text The Edinburgh Festival

Section 1 – Tasks for the text - The country that never sleeps

Pre-reading phase
a) Match the columns.(synonyms/antonyms)

a) midnight	( )	more
b) less	( )	city
c) country	( )	midday
d) morning	( )	night
e) stay at home	( )	after
f) before	( )	weekdays
g) weekend	( )	go out

While-reading phase
b) Read the statements and put (T) for true and (F) for false, according to the text.
1) ( ) The Spanish go for a walk around town in the morning.
2) ( ) They often go away at Easter or Christmas.
3) ( ) The restaurants and bars close at 11.00 p.m.
4) ( ) The Spanish often drive to the beach on Sunday evenings.
5) ( ) Only part of the Spanish population goes to church.

c) Answer the questions below.
1) What do the Spanish love doing?
2) Where do many families go in the summer?
3) What do people do on Sunday evenings?
4) How many people go to the cinema?
5) What time does the Spanish nightlife really start?

Post-reading phase
d) Go back to the text and circle all adverbs of frequency.

Section 2 – Tasks for the text - The Edinburgh Festival

Pre-reading phase
a) Vocabulary task. Match the first column with the second.

1) largest	( )	after
2) arrive	( )	biggest
3) concert	( )	come
4) depart	( )	musical show
5) later	( )	leave

While-reading phase
b) Choose the correct alternative
1) John Renbourn is
a) a musical concert b) a film c) a theatre play d) a café

2) "Waiting for Godot" happens in
a) a film house b) the Festival Club c) Acoustic Music Centre d) Assembly Café

3) The Edinburgh Castle is open
a) September - April - 9.00 a.m. - 6.30 p.m.
b) b) April - September - 9.30 a.m. - 6.00 p.m.
c) March - September - 9.30 a.m. - 6.00 p.m.
d) September - March - 6.30 p.m. 9.30 p.m.

c) Complete the blanks with the information from the text using the words from the table.

train	largest	castle	concerts	theatre	films	weeks later	shops	banks

The Edinburgh Festival is the _____ arts festival in the world. It starts on the second Sunday in August and finishes three _____ _____.The Festival guide is composed of _____, _____ , and cinema. The participants have a nice opportunity to visit _____ _____. They can also go to _____ and _____ if they want to eat or drink something. The tourists can go to Edinburgh by _____. Besides these attractions, the participants may also have access to _____, post offices and _____.

Post-reading phase

d) Grammar task. Unscramble the questions and answers.
1) open What castle does the time ?
_____
2) half It nine the past morning at opens.
_____
3) first What London does time in the train leave?
_____
4) time What open the banks do?
_____
5) at close quarter a five to they.
_____
6) start does time "W*aiting for Godot"* What ?
_____

APPENDIX E

THE BLOCK OF ACTIVE TASKS APPLIED IN THE UPPER-INTERMEDIATE LEVEL

Section 1 – Tasks for the text Eternal Youth: New developments in anti-ageing research
Section 2 – Tasks for the text 10 things you probably never knew about common colds

Section 1 – Tasks for the text - Eternal Youth: New developments in anti-ageing research

Pre-reading phase
a) Answer the following questions and discuss in pairs

1) Considering the different periods of life, as for example, childhood, adolescence, the twenties, mid-forties, middle-age and old age. Which do you think is the best age? And the worst? Why?
2) Which are the main advantages in your present age?
3) Do you think scientific research could change some of the disadvantages of becoming older? Why or why not?
4) Is there any product or medicine that you use that could be related to some scientific research?

While-reading phase
b) Complete the diagram using the information from the text.

<table>
<tr><td colspan="4">Anti-ageing research</td></tr>
<tr><td>human being</td><td colspan="2" rowspan="4">Lifespan</td><td>reptiles</td></tr>
<tr><td>cells .....</td><td>..... fully</td></tr>
<tr><td>body</td><td>the existence of</td></tr>
<tr><td>diseases</td><td>retard .....</td></tr>
<tr><td colspan="4">Antioxidation theory</td></tr>
<tr><td colspan="2">Ageing .....</td><td colspan="2">Example a:
.....</td></tr>
<tr><td colspan="2">Experiments to length .....</td><td colspan="2">Example b:
.....</td></tr>
<tr><td>Nowadays .....</td><td colspan="2">Organ replacement</td><td>2020
.....
.....</td></tr>
<tr><td colspan="4">2050 .....</td></tr>
</table>

c) In pairs taking turns, recall as much information from the text as you can.

Post-reading phase
d) Answer the following questions.
1. How do you feel about the future described in the last line of the article?
2. Would you like to stay young forever? Why? Why not?
3. What problems can you have?
4. What kind of publication do you think the text came from?
5. Is the language of the text formal or informal?

Section 2 – Tasks for the text - 10 things you probably never knew about common colds

Pre-reading phase
a) Before you read, do you know the answers to any of these questions?
1. Are colds caused by being cold?
2. How do we catch colds?
3. How often do we get colds?
4. Why do we sneeze?
5. What causes colds?
6. What can you do to relieve the symptoms?
7. Why do we cough?
8. Why does our voice deepen when we have a cold?
9. Will there ever be a cure?
10. Is there anything we can do when our nose is blocked?

While-reading phase
b) Read the text and label the questions A – J.
c) Complete the table below with information from the text and about your own. Compare and discuss with a partner.

Causes	Symptoms	Relief
text		
you		

Post-reading phase
d) Answer the following questions in pairs.
5. Was there any information you found interesting /difficult to believe?
6. Where do you think this text is from?
7. Who wrote this text?
8. Why was the text written?

APPENDIX F

THE BLOCK OF PASSIVE TASKS APPLIED IN THE UPPER-INTERMEDIATE LEVEL

Section 1 – Tasks for the text - Danger! Sense of humour failure
Section 2 – Tasks for the text - Earthship homes catch old tires on rebound.

Section 1 – Tasks for the text - Danger! Sense of humour failure

Pre-reading phase

a) Vocabulary task. Match the first column with the second.

(1) tip	( ) ask for information
(2) approach	( ) put your hands around sb to show love /affection
(3) misjudge	( ) for example
(4) enquire	( ) a piece of useful advice
(5) respectful	( ) ask for money for sth
(6) stranded	( ) polite
(7) such as	( ) go near sb/sth
(8) would rather	( ) form a wrong opinion of sb/sth
(9) charge	( ) not be able to get home
(10) hug	( ) would prefer

While-reading phase

b) Complete the blanks with the information from the text.

1) Bill Bryson recommends. 'Don't make jokes in .....'.
2) ..... of course is the key word for English people.
3) ..... and ..... of humour are not valued as much in America.
4) Many of the funniest people who ever lived were or are ....., such as the Marx Brothers or ..... .
5) 'An ..... would rather be told that he was a bad lover than that he had no sense of humour'.

c) Write "T" for true statements and "F" for false the false statements according to the text.

1) ( ) A joke can be a dangerous thing even in experienced English hands.
2) ( ) The author has misjudged his audience (the immigration official).
3) ( ) The author gave the most respectful look to the immigration official.
4) ( ) The immigration official also worked as a greengrocer at the airport.
5) ( ) The author called himself as stupid and idiot.

Post-reading phase

d) **Grammar study**. *Types of adverbs*. Look back at the highlighted adverbs in the text. Match them to each of the adverb types below.

manner (how somebody does something)

_____ _____

frequency (how often something happens)

_____ _____

time (when things happen)

_____ _____

degree (how much something is done)

_____ _____

sentence adverbs (a comment about a situation)

_____ _____

Upper-intermediate Text 4 (passive tasks)

Section 2 – Tasks for the text - Earthship homes catch old tires on rebound

Pre-reading phase

a) Dictionary study. The word below are from the text that we are going to read. Use your dictionary and look up the meaning of the words below.

1) scrap
2) straw
3) berm
4) cozy
5) affordable
6) stacked up atop
7) trap
8) utilities
9) sewage

While-reading phase

b) Complete the blanks with information from the text.

1) An environmentalist's dream home made from up to 2,000 scrap tires, packed dirt, straw and concrete is called .....
2) From the outside each looks like a ..... with a solarium in front.
3) In support of reusing old tires, Alberta's tire recycling management board launched the ..... .
4) Earthships have been built in the ..... for a wide range of homeowners, including environmentally conscious celebrities.
5) Because the homes are totally ....., they are very ..... .

c) Choose the correct alternative for each question

1) An average sized home takes up to

a( ) 60 to 135 square meters b( ) 90 to 135 square meters c( ) 200 to 335 square meters

2) Utilities like electricity, sewage, and water do not have to come

a( ) from municipal sources b( ) from state sources c( ) from the government.

3) The persons who started the idea of earthships in New Mexico is

a( ) Michael Port b( ) Michael Reynolds c( ) Dennis Weaver

4) Earthships are affordable because they are made with

a( ) wood and bricks b( ) wood and metal c( ) scrap tires, packed dirt, straw and concrete

5) Heating is never required, even in cold climates as
a( ) Alberta's b( ) Australia c( ) Colorado

Post-reading phase
d) Grammar study**.** Complete the sentences with the correct from of the words given. Use a dictionary if necessary.
1) innovative, innovations
a) There have been many great environmental _____ in the last years.
b) In fact, some of the most _____ ideas do not come from scientists, but from ordinary people who are concerned with the earth's future.
2) recycling, recyclable, recycle, recycled
a) Every week Lisa Deering separates her glass and plastic and puts them in bins in order to _____ them.
b) Lisa has recently realised that many items she once thought of as only trash are actually _____ .
c) She is such a strong believer in the value of _____ that she has volunteered to help with her town's program.
d) In Canada, _____ tires are used to build houses.

APPENDIX G

THE STUDENT'S QUESTIONNAIRE APPLIED AFTER EACH TEXT

Universidade Federal de Santa Catarina. CCE/DLLE/PGI
Universidade Estadual do Centro-Oeste – CCH/DELET - Guarapuava
Mestranda: Lidia Stutz
Orientadora: Prof. Dra. Lêda Maria Braga Tomitch
* Este questionário foi elaborado por Tomitch (1995) e devidamente adaptado.

Questionário de sondagem para pesquisa de mestrado

Caro aluno,
Estou fazendo mestrado na área de Leitura em Inglês, e preciso colher informações sobre alguns procedimentos utilizados em sala de aula de leitura em Inglês. Espero poder contar com sua colaboração no preenchimento deste questionário. Não é necessário assinar. Grata.

1) A leitura deste texto é fluente? Por que? Por que não?

_____

2) O texto é difícil? Como você classificaria o texto numa escala de 1 a 6?
Muito fácil muito difícil
1( ) 2( ) 3( ) 4( ) 5( ) 6( )
Justifique sua resposta.

_____

3) Você diria que este texto é bem escrito? Por que? Por que não?

_____

4) Como você acha que o autor organizou as idéias do texto? Você notou algum tipo de organização? Caso afirmativo, como você descreveria esta organização?

_____

_____

5) Qual foi o objetivo do autor em escrever este texto? Você acha que o autor atingiu este objetivo?

_____

6) O que tornou a leitura deste texto fácil ou difícil? Por que?

_____

7) O assunto do texto é familiar para você? Como você classificaria o texto numa escala de 1 a 6?
bem familiar não familiar
1( ) 2( ) 3( ) 4( ) 5( ) 6( )
Por que? Por que não?

_____

8) O assunto do texto é interessante? Por que? Por que não?

_____

APPENDIX H

THE STUDENT'S QUESTIONNAIRE APPLIED AFTER THE ACTIVE TASKS

Universidade Federal de Santa Catarina. CCE/DLLE/PGI
Universidade Estadual do Centro-Oeste – CCH/DELET - Guarapuava
Mestranda: Lidia Stutz
Orientadora: Prof. Dra. Lêda Maria Braga Tomitch
* Este questionário foi elaborado por Ferreira (2003) e devidamente adaptado.

Questionário de sondagem para pesquisa de mestrado

Caro aluno,
Estou fazendo mestrado na área de Leitura em Inglês, e preciso colher informações sobre alguns procedimentos utilizados em sala de aula de leitura em Inglês. Espero poder contar com sua colaboração no preenchimento deste questionário. Não é necessário assinar. Grata.

*** ***Marque com um X uma das alternativas.*** ***

1. Sua receptividade quanto às atividades de leitura trabalhadas hoje é:
( ) a. positiva
( ) b. negativa
( ) c. indiferente

2. Em termos de sua participação em sala de aula, quando surge a oportunidade você contribui?
( ) a. sempre
( ) b. geralmente
( ) c. raramente
( ) d. nunca

3. Caso você tenha respondido afirmativamente à questão anterior, você acha que os tipos de atividades que fizemos hoje:
( ) a. proporcionam possibilidade de participação do aluno
( ) b. limitam o engajamento do aluno
( ) c. nenhuma das alternativas acima

4. *** ***Numere em seqüência, de acordo com sua preferência, as atividades realizadas na aula de hoje.****
( ) preencher tabela com informações do texto (summary skills)
( ) completar texto através de interpretação de diagrama (modified cloze)
( ) relatar para um colega as idéias do texto (recall)
( ) responder perguntas de compreensão (inferencial)
( ) relacionar as perguntas com os parágrafos (labelling)

*** ***Marque com um X, uma ou mais alternativas se necessário.*** ***

5. Você considera que estas atividades:

( ) a. despertam interesse
( ) b. não são interessantes
( ) c. apresentam desafio

6. Na sua opinião, as atividades que você trabalhou hoje levam a:
( ) a. participação ativa do aluno (leitura como processo interativo)
( ) b. confusão de idéias
( ) c. interação entre professor e aluno
( ) d. interação entre alunos (discussão/avaliação)
( ) e. interação com o texto (diálogo com as idéias do autor)
( ) f. dificuldade de contribuir com seu conhecimento/experiência pessoal
( ) g. reflexão, análise e questionamento (pensamento crítico)
( ) h. inferência/dedução, através do uso de seu conhecimento prévio
( ) i. monotonia
( ) j. percepção da mensagem social/ideológica contida nas entrelinhas
( ) k. engajamento no processo de construção do conhecimento
( ) l. formação de possíveis interpretações para o texto
( ) m. entendimento do contexto social do texto
( ) n. desenvolvimento de um leitor independente e autônomo

7. Dos objetivos abaixo, quais você acha que estão contemplados neste bloco de atividades?
( ) a. melhorar sua habilidade de escrever em Inglês
( ) b. traduzir textos para o Português
( ) c. aprimorar seu conhecimento de gramática
( ) d. aumentar seu vocabulário
( ) e. desenvolver sua habilidade de compreensão de textos
( ) f. melhorar sua habilidade oral em Inglês
( ) g. desenvolver leitura crítica
( ) h. trabalhar estratégias que facilitem a sua leitura de textos em Inglês
( ) j. desenvolver sua capacidade de abstração/exercício intelectual

8. Se você tivesse que classificar este bloco de atividades, que nome você daria ? Justifique sua escolha.
Bloco 1
Atividades.....
Justifique:_____
_____
_____
_____
_____

Grata por sua valiosa colaboração!!!

Lídia Stutz

APPENDIX I

THE STUDENT'S QUESTIONNAIRE APPLIED AFTER THE PASSIVE TASKS

Universidade Federal de Santa Catarina. CCE/DLLE/PGI
Universidade Estadual do Centro-Oeste – CCH/DELET - Guarapuava
Mestranda: Lidia Stutz
Orientadora: Prof. Dra. Lêda Maria Braga Tomitch
* Este questionário foi elaborado por Ferreira (2003) e devidamente adaptado.

Questionário de sondagem para pesquisa de mestrado

Caro aluno,
Estou fazendo mestrado na área de Leitura em Inglês, e preciso colher informações sobre alguns procedimentos utilizados em sala de aula de leitura em Inglês. Espero poder contar com sua colaboração no preenchimento deste questionário. Não é necessário assinar. Grata.

*** ***Marque com um X uma das alternativas.*** ***

1. Sua receptividade quanto às atividades de leitura trabalhadas hoje é:
( ) a. positiva
( ) b. negativa
( ) c. indiferente

2. Em termos de sua participação em sala de aula, quando surge a oportunidade você contribui?
( ) a. sempre
( ) b. geralmente
( ) c. raramente
( ) d. nunca

3. Caso você tenha respondido afirmativamente à questão anterior, você acha que os tipos de atividades trabalhadas hoje:
( ) a. proporcionam possibilidade de participação do aluno
( ) b. limitam o engajamento do aluno
( ) c. nenhuma das alternativas acima

4. *** ***Numere em seqüência, de acordo com sua preferência, as atividades realizadas na aula de hoje:***
( ) falso ou verdadeiro
( ) múltipla escolha
( ) perguntas de compreensão literal (respostas explicitadas no texto)
( ) sinônimos/antônimos (vocabulary exercise)
( ) grammar exercises

*** ***Marque com um X, <u>uma</u> ou <u>mais</u> alternativas se necessário.*** ***

5. Você considera que estas atividades:
( ) a. despertam interesse
( ) b. não são interessantes
( ) c. apresentam desafio

6. Na sua opinião, as atividades que você trabalhou hoje levam a:
( ) a. participação ativa do aluno (leitura como processo interativo)
( ) b. confusão de idéias
( ) c. interação entre professor e aluno
( ) d. interação entre alunos (discussão/avaliação)
( ) e. interação com o texto (diálogo com as idéias do autor)
( ) f. dificuldade de contribuir com seu conhecimento/experiência pessoal
( ) g. reflexão, análise e questionamento (pensamento crítico)
( ) h. inferência/dedução, através do uso de seu conhecimento prévio
( ) i. monotonia
( ) j. percepção da mensagem social/ideológica contida nas entrelinhas
( ) k. engajamento no processo de construção do conhecimento
( ) l. formação de possíveis interpretações para o texto
( ) m. entendimento do contexto social do texto
( ) n. desenvolvimento de um leitor independente e autônomo

7. Dos objetivos abaixo, quais você acha que estão contemplados neste bloco de atividades?
( ) a. melhorar sua habilidade de escrever em Inglês
( ) b. traduzir textos para o Português
( ) c. aprimorar seu conhecimento de gramática
( ) d. aumentar seu vocabulário
( ) e. desenvolver sua habilidade de compreensão de textos
( ) f. melhorar sua habilidade oral em Inglês
( ) g. desenvolver leitura crítica
( ) h. trabalhar estratégias que facilitem a sua leitura de textos em Inglês
( ) i. passar no exame de seleção para mestrado/doutorado
( ) j. desenvolver sua capacidade de abstração/exercício intelectual

8. Se você tivesse que classificar este bloco de atividades, que nome você daria ? Justifique sua escolha.

Bloco 2

Atividades_____
Justifique:_____
_____
_____

Grata por sua valiosa colaboração!!!

Lidia Stutz

9. Comparando os dois blocos de atividades que vimos nas duas últimas semanas, qual dos dois grupos você considera que engloba atividades mais:

Grupo 1: *(primeira semana)*	**Grupo 2:** *(segunda semana)*
( ) a. passivas (mecânicas)	( ) a. passivas (mecânicas)
( ) b. ativas (dinâmicas)	( ) b. ativas (dinâmicas)

Grata por sua valiosa colaboração!!!

Lidia Stutz

APPENDIX J

TABLES OF TYPES OF TEXTS ENCOUNTERED IN THE GUIDELINE MATERIALS USED WITH THE FALSE BEGINNER'S AND UPPER-INTERMEDIATE LEVELS

False beginner level
Section 1 – Table of types of text found in Northstar: Focus on reading and writing,(basic)
Section 2 – Table of types of text found in English File 1
Upper-intermediate level
Section 3 – Table of types of text found in Northstar: Focus on reading and writing, (upper-intermediate)
Section 4 – Table of types of text found in English file (higher-intermediate)

Section 1 - Table of types of text found in Northstar: Focus on reading and writing, basic

Theme	Page and/or title of the text	Category	Type of text
Work	1. p. 2	informative	Graph
	2. a) Finding the ideal job (p. 5)	Persuasive	Book review
	3. b) The ideal job (p. 9)	Popular entertainment	Newspaper reports
	4. Cristina to Jenny (pp. 14 - 15)	Social interaction	E-mail
The country and the city	5. p. 23	informative	Background information
	6. a) The farming life for me (p. 23)	Persuasive	Letter to the editor
	7. b) Leaving the farm (p. 25)	Informative	Newspaper report
	8. p. 29	Social interaction	Personal letter
Money	9. p. 44	Popular entertainment	story
	10. Making money (p. 41)	Informative	Magazine article
	11. I made it myself (p. 48)	Popular entertainment	Account
	12. Page 52	Persuasive	advertisement
Animals	13. page 58 – 59	Informative	Web pages
	14. Save the elephants (p. 62 – 63)	Persuasive	A fundraising appeal letter
	15. Save the logger – eat an owl (p. 65)	Persuasive	Letter to the editor
	16. p. 67	persuasive	A fundraising appeal letter

	17. p. 69	Social interaction	Personal letter
Network etiquette	18. p. 79	Informative	graph
	19. a) "Netiquette" Do's and don'ts (p. 81)	Instructional	Excerpt form an online newspaper
	20. b) Dear Debbie (pp. 87 - 88)	Informative	A newspaper advice column
	21. p. 85, p. 90	Social interaction	Letter, email
Male and female roles	22. p. 101	Persuasive	Advertisements (1950's magazine)
	23. a) Housework (pp. 104 – 105)	Literary/ poetic	poem
	24. b) Goodbye to (some) housework (p. 108)	informative	A magazine article
	25. p. 115	Social interaction	Personal letter, email
Food	26. p. 125	Evaluation, assessment	Advice column
	27. a) Organic produce versus non organic produce (page 126)	Evaluation assessment	A newspaper advice column
	28. b) What's in our food? (page 129)	informative	Food labels
	29. p. 135	Social interaction	letter
	30. p. 138	instructional	recipe
Travel	31. p. 145	informative	background information
	32. a) The climate train (pp. 143 - 144)	informative	A magazine article
	33. b) On the Road with John Madden (p. 146)	informative	Newspaper report
	34. p. 155	informative	Movie summary
Health and Illness	35. p. 164	informative	background information
	36. P. 161	Popular entertainment	story
	37. a) Seasonal affective disorder (p. 167)	informative	an excerpt from a medical guide
	38. b) A SAD woman in Alaska (p. 170)	instructional	Case study
Endangered cultures	39. p. 184	informative	map
	40. a) Will indigenous cultures survive? (p. 186)	informative	A magazine article

	41. b) The penan (p. 190)	instructional	An excerpt from a travelogue
	42. p. 193 The Berbers	informative	article

Book Northstar reading and writing Basic Total 42 texts
18 informative texts 7 persuasive 6 social interaction 4 instructional
4 popular entertainment 2 evaluation/assessment 1 literary/poetic

Section 2 - Table of types of text found in English file 1

(This material has not been divided in themes)

Unit	Page and/or title of the text	Category	Type of text
Unit one	1. The red house conference centre (p. 13)	instructional	chart
	2. Landing card (p. 14)	instructional	card
Unit two	3. Competition (p. 18)	Popular entertainment	report
	4. Language quiz (p. 22)	Popular entertainment	quiz
	5. Form (p. 26)	instructional	application form
Unit three	6. Typically English? (p. 30)	informative	curiosities
	7. Profile in Britain (p. 30)	informative	profile
	8. Charity show (p. 34)	persuasive	advertisement
	9. The Edinburgh festival (p. 37)	instructional	Leaflet/ chart
Unit four	10. A royal ghost story (pp. 42, 43)	Literary/ poetic	Literary play
	11. In your free time (p. 46)	persuasive	Want ads
	12. Family photos (p. 48)	instructional	Description of pictures
Unit five	13. How the stars stay young (p. 54)	Popular entertainment	quiz
	14. The top ten rules (p. 55)	instructional	rules
	15. The country that never sleeps (p. 56)	informative	Expository
	16. Marcia's draft letter (p. 58)	Social interaction	Draft letter
	17. A day in the life of Mark Mc Cormack, multimillionaire (p. 60)	informative	diary
Unit six	18. My favourite room (p. 65)	informative	Description of places
	19. Murder at Christmas (p. 66)	informative	Newspaper article
	20. House for sale (p. 70)	persuasive	Advertisement
Unit seven	21. Smoking damages your wealth (p. 74)	Popular entertainment	Story

	22. Saturday night fever (p. 76)	informative	Diaries
	23. On 14th February (p. 78)	Varied genres	Receipt, cheque fax, newspaper, tickets,
	24. Find my wife for 10,000 pounds (p. 80)	persuasive	advertisement
	25. White death (p. 82)	informative	Book cover
	26. White death (p. 83)	Popular entertainment	Extracts of the story
	27. The good the bad and the holiday (p. 87)	persuasive	Letter the editor
	28. Nicole Kidman, Tom Cruise (p. 87)	instructional	Newspaper competition
Unit eight	29. Rear window (p. 91)	informative	Film review
	30. Housewife wins millions on pools (p. 94)	informative	Extract of Newspaper Article
	31. Surprise, surprise! (p. 96)	Popular entertainment	Humorous fiction
Unit nine	32. Comparatively trivial (p. 102)	Popular entertainment	quiz
	33. Happy birthday (p. 106-7)	Popular entertainment	story
	34. The mysterious Mr. Zact (p. 108)	Popular entertainment	puzzle
Unit ten	35. Famous for five decades (p. 114)	informative	biography

Book English file 1 - Total- 35 text Informative texts -11
Popular entertainment texts - 9 Instructional texts – 7
Persuasive texts - 5 Literary / poetic texts - 1 Social interaction texts – 1

Types of texts encountered in the material used with the upper-intermediate group

Section 3 – Table of types of text found in Northstar: Focus on reading and writing -, high intermediate
The material is presented in themes.

Theme	Page and/or title of the text	Category	Type of text
Media	1. p. 3	Informative	Background information
	2. Peeping Tom journalism (pp. 6 – 7)	Informative	article
	3. p. 11	Informative	Background information
	4. Focus on bomb suspect brings tears and plea (p. 11)	Informative	article

Justice	5. pp. 28	Informative	News summaries
	6. Crimebusting: What works? Methods of punishing (p. 33)	Informative	article
	7. Michael Fay's Caning (p. 39)	Persuasive	Opinion information
Medicine	8. pp. 56 – 57	Informative	Background information
	9. Dying for their beliefs: Christian Scientist parents on trial in Girl's Death (pp. 59 –60 – 61)	Informative	article
	10. Norman cousin's laugh therapy (pp. 63, 64)	Informative	article
	11. Page 71 - 72	Persuasive	Opinion essay
Natural disaster	12. My first night alone in the Caribbean (pp. 81 – 3)	Popular entertainment	story
	13. The story of an eyewitness (p. 85)	Informative	News article
Conservation	14. p. 99	Informative	Background information
	15. St Paul couple give composting a worm welcome (p. 102 – 3)	Instructional	instruction
	16. p. 104	Social interaction	letter
	17. Earthship homes catch old tires rebound (p. 107)	Informative	article
Philanthropy	18. p. 124	Informative	Background information
	19. Justin Lebo (p. 129)	Informative	article
	20. p. 134	Informative	Background information
	21. Mandatory volunteering	Informative	Articles
	22. Some take the time gladly (p. 135)	persuasive	Letter to the Editor
	23. Mandatory volunteering for high school diploma not a good idea (p. 136)	persuasive	Letter to the Editor
Education	24. p. 151	Informative	chart
	25. p. 153	Informative	Background information
	26. Teaching at home hits new high with Internet; (p. 155)	Informative	article
	27. The fun they had (p. 160 –2)	Popular entertainment	story
	28. p. 172	Social interaction	letter

Space	29. p. 180	Social interaction	letter
	30. p. 181	Informative	Background information
	31. First in space (p. 185)	Popular entertainment	time line story
	32. Pink sock and jello (p. 190)	Social interaction	letter
Immigration	33. p. 209	Informative	Background information
	34. Poor visitor (p. 212 – 3)	Popular entertainment	story
	35. p. 215	Social interaction	letter
	36. Nostalgia (p. 217)	Literary/ poetic	poem
	37. p. 225	Informative	Time line
Technology	38. p. 231	Popular entertainment	comics
	39. p. 233	Informative	Background information
	40. Inside the house (p. 241)	Informative	article
	41. Thoreau's home (p. 242)	Popular entertainment	story

Book: Northstar – High-intermediate
Total - 41 text **Informative - 25** **Popular entertainment- 6** **Instructional - 0**
Persuasive- 4 **Literary / poetic - 1** **Social interaction- 5**

Section 4 - Table of types of text found in English file – Upper-intermediate
(This material has been divided into three different themes in each unit)

Theme	**Page and/or title of the text**	**Category**	**Type of text**
Unit one	1. The 'name game' winners (p. 7)	Informative	Newspaper article
	2. Abba: their story (p. 11)	Informative	Music magazine article
	3. Danger! Sense of humour failure (p. 18)	Informative	Humorous travel book extract
Unit two	4. 10 things you probably never new about the common cold (p. 24)	Informative	Magazine article

	5. Eternal youth: new developments in anti-ageing research (p. 29)	Informative	Scientific article
	6. 'I looked old and tired until I gave up caffeine...' (p. 33)	Informative	Magazine article
	7. Are you a perfectionist?	Informative	Magazine article
Unit three	8. A moment in Venice (p. 39)	Popular entertainment	Mini Sagas
	9. I cut up the rope. (p. 43)	Popular entertainment	Old fashioned English diary
	10. Reading old fashioned English (p. 46)	Informative	English diary
	11. A rose without a thorn (p. 51)	Informative	Historical biography
Unit four	12. Clothes to die for (p. 56)	Popular entertainment	Magazine article
	13. Why men don't iron (pp. 60 – 1)	Informative	Book excerpt
	14. Feng Shui (p. 67)	Popular entertainment	Magazine Article
Unit five	15. English as a Second language (p. 71)	informative	Newspaper article
	16. Anyone can do it. (p. 76)	Popular entertainment	Newspaper article
	17. Telepathy ... the proof really is all in the mind. (p. 83)	Informative	Magazine article
Unit six	18. Jailed because of a cough! (p. 88)	Informative	Newspaper articles
	19. Juror's cough clears throat but jails innocent man (p.89)	Informative	Newspaper articles
	20. To tell the truth, it's hard to spot the liar (p. 93)	Informative	Newspaper articles
	21. Barbie: her secret story (p. 96)	Informative	Newspaper article
Unit seven	22. If you can smell it, you can sell it. (p.102 – 3)	Informative	Newspaper article
	23. Two men who destroyed mealtimes (pp. 108 –9)	Informative	Newspaper article
	24. Get ahead in business with Shakespeare (p. 112)	Informative	Newspaper article
Writing bank	25. An interview with Annie Lennox (page 142)	Informative	Interview
	26. What are the advantages of and disadvantages of being famous? (p. 142)	Informative	Composition
	27. Informal letter (p. 143)	Social interaction	Letter
	28. A biography of Oscar Wilde (p. 143)	Informative	biography

	29. Bernie woke up suddenly and looked at the bedside table clock ... (p. 144)	Popular entertainment	story
	30. Top sports people earn much money nowadays (p. 144)	Persuasive	Opinion composition
	31. A formal letter (p. 145)	Informative	Study purpose /letter
Communi-cation	32. The hypochondriacs guide (p. 118, p. 122)	Informative	Stories
	33. Caffeine – fact or myth? (p. 118, p. 122)	Informative	Newspaper articles
	34. I've just read this story about Excuse me there's a car in your roof (p. 119) Saved by her mobile (p. 123)	Informative	Newspaper story
	35. Two English kings King Arthur, Henry VIII (p. 120, p. 124)	Informative	Study purpose (Biography)
	36. Memory techniques: How to learn new words (p. 121) Learning Lists (p. 125)		Study purpose

Book: English file – Upper-intermediate Total - 36 text
Informative - 28 Popular entertainment- 6 Instructional – 0
Persuasive- 1 Literary / poetic - 0 Social interaction- 1

APPENDIX K

TABLES OF TASK TYPES OF THE GUIDELINE MATERIALS

Section 1 – Table 1 -Tasks encountered in English file 1
Table 2 -Tasks encountered in Northstar: focus on reading and writing – Basic
Table 3 - Table considering group/individual work in the false beginner level

Section 3 – Table 4 -Tasks encountered in English file upper-intermediate
Table 5 - Tasks encountered in Northstar: focus on reading and writing – Upper intermediate level
Table 6 – Table considering group/individual work in the Upper intermediate level

Section 1 – Table 1 -Tasks encountered in English file 1

	Section	**Tasks**	**Group/individual work**	**Cognitive demand....**
Unit **1**	The red house conference centre (page 13)	Answer literal comprehension questions	individual work	passive
	Landing card (page 14)	Complete the chart	individual work	active
UNIT 5	How the stars stay young	Blank completion (Adverbs of frequency)	individual work	passive
		Pronunciation	group work	passive
	Quiz: How to live to be a 100!	Write sentences (personal experience)	individual work	active
		Play: Guess who? With the sentences	group work	active
	The top ten rules	Answer questions (personal experience)	pair work	active
		Grammar – correcting sentences	group work	less passive
		Pronunciation	group work	passive
	A weekend in Spain	1) a) Grammar	individual work	passive
		b) Ask and answer questions	pair work	active
		2) a) b) Prediction and checking answers	individual work	active

		c) Prediction of second paragraph	individual work	active
		d) Scanning	individual work	passive
		3 a) Correct the sentences	individual work	less passive
		b) Answer personal question	individual work	active
	A perfect time-manager	1) Prediction	individual work	active
		2) Scanning	individual work	passive
		3) True or false	individual work	passive
		4) a) Prediction	individual work	active
		b) Personal opinion question	individual work	active
		5) a) Complete the blanks	individual work	passive
		6) Asking questions about the text	individual work	less passive
		7) a) Table completion (personal experience)	individual work	active
		b) Interview a partner	pair work	active
UNIT 10	Famous for five decades (page 114)	1) Prediction	individual work	active
		2) a) Table completion (profile)	individual work	active
		b) Write the questions	individual work	less passive
		3) Personal opinion	individual work	active
		4) a) Prediction	individual work	active
		b) Interview the teacher	group work	active
		5) Interview a partner	pair work	active

Total of tasks: 32 Individual work – 23 group work – 9

Table 2 - Tasks encountered in Northstar: focus on reading and writing – Basic

	Section	**Tasks**	**Group/individual work**	**Cognitive demand**
Unit 1 Finding the Ideal Job	1. Focus on the topic	a) Prediction	group work	active
		b) Sharing information Table completion (personal opinion)	group work	active
		c) Preparing to read Background (reading graphs, inferential questions)	group work	active
		Vocabulary for comprehension (filling the gaps, inferences from context)	individual work	less passive
	2. Focus on reading	*Reading one*: FINDING THE IDEAL JOB		
		Prediction (make a list)	pair work	active

		Reading for main ideas (T/F)	pair work	passive
		Reading for details Table completion	individual work	active
		Reacting to reading (MCE, discussion, inferences)	group work	less passive
		Answering questions, Personal opinion	group work	active
		Reading two: THE IDEAL JOB		
		Scanning - gap completion	individual work	passive
		Linking readings one and two (summary)	individual work	active
	1. Focus on the topic	a) Prediction	group work	active
		b) Sharing information Table completion (personal opinion)	group work	active
		c) Preparing to read Background (reading graph, answering questions)	individual work	active
		Vocabulary for comprehension (filling the gaps, inferences from context)	individual work	less passive
	2. Focus on reading	*Reading one*: Netiquette do's and don'ts		
		Prediction (answer questions)	individual work	active
		Reading for main ideas (MCE)	individual work	passive
		Reading for details Scanning and error correction	individual work	less passive
		Reacting to reading (MCE, discussion, inferences)	individual work	less passive
		Answering questions, Personal opinion	group work	active
		Reading two: Dear Debbie		
		Scanning (Literal comprehension questions)	individual work	passive
		Linking readings one and two (summary)	individual work	active
		Writing (email completion)	individual work	active
	1. Focus on the topic	a) Prediction	group work	active
		b) Sharing information Chart completion (personal opinion)	group work	active

		c) Preparing to read Background (reading a map, answering questions)	pair work	active
		Vocabulary for comprehension (filling the gaps, inferences from context)	individual work	less passive
	2. Focus on reading	*Reading one*: Will indigenous cultures survive?		
		Prediction of the title	individual work	active
		Reading for main ideas (MCE, inferences)	individual work	less passive
		Reading for details Scanning and paragraph structure	individual work	less passive
		Reacting to reading (T/F, discussion,)	pair work	less passive
		Answering inferential questions, express opinion	group work	active
		Reading two: The Penan		
		Linking readings one and two (table completion)	individual work	active

Total of tasks – 33 **Individual work - 18** **group work - 15**

Table 3 Tasks considering group/individual work in the upper-intermediate level

	English File(1)	Northstar (basic)
Group work	28.12%	45.45%
Individual work	71.87%	54.54%

Section 2 – Table 4 Tasks encountered in English file upper-intermediate

	Section	Tasks	Group/individual work	Cognitive demand
UNIT 1	Unit 1 A - What's in a name? Section: Read better	a) Skimming, MCE, summary of the text (main idea)	individual work	less passive
		b) T/F	individual work	passive
	Unit 1 B - The winner takes it all Section: Read better	a) prediction	individual work	active
		b) Highlight important information	pair work	active
		c) Guided recall	pair work	active
		d) Word memorisation	individual work	passive
		e) Inferential questions	individual work	active
	Unit 1 C - Funny ha-ha? Section: Read better	a) Prediction and vocabulary	pair work	active
		b) vocabulary	individual work	passive
		b) Inferential questions	individual work	less passive
UNIT 4	Unit 4 A - Clothes to die for Section: Read better	a) prediction	individual work	active
		b) scanning	pair work	passive
		c) recall of parts of the text	pair work	active
		d) Vocabulary	individual work	less passive
		e) Inferential Questions (personal opinion)	individual work	active
	Unit 4 B - Why men don't iron Section: Read better	a) Answering Inferential questions (Personal opinion)	pair work	active
		b) Scanning	individual work	passive
		c) Labelling	individual work	active
		d) Vocabulary	pair work	less passive
		e) Recall	pair work	active
	Unit 4 C A question of taste Section: Read better	a) Answering Inferential question (Prediction)	individual work	active
		b) Telling parts of the text (recall)	pair work	active
		c) Vocabulary and personal opinion	individual work	less passive
UNIT 7	Unit 7 A Section: Read better	a) Inferential questions	pair work	active
		b) Inferential questions,	individual work	active
		c) Literal comprehension questions	individual work	passive
		d) MCE	individual work	passive
		e) Vocabulary	individual work	less passive

		f) Inferential questions	pair work	active
	Unit 7 B Made in the USA Section: Read better	a) Inferential questions	pair work	active
		b) Scanning	individual work	passive
		c) Highlight opinion	pair work	active
		d) Highlight new vocabulary – guess from context	pair work	less passive
		e) Inferential question	pair work	active
	Unit 7 C *Shakespeare in business* Section: Read and speak	a) Labelling task	individual work	active
		b) Vocabulary Highlight new words, guess their meaning, summarising	individual work	active
		c) Asking and answering questions (Recall)	pair work	active
	Unit 7 C *Shakespeare in business* Section: Read better	a) Inferential question (prediction)	individual work	active
		b) Literal comprehension questions	individual work	passive
		c) Labelling task	individual work	active
		d) Vocabulary	individual work	passive
		e) Vocabulary	pair work	less passive
		f) Inferential question	individual work	active

Total of tasks – 43 Individual work - 26 group work - 17

Table 5. Tasks encountered in Northstar: focus on reading and writing – Upper intermediate level

	Section	**Tasks**	**Group/individual work**	**Cognitive demand**
Unit 1	1. Preparing to read	Table completion	group work	active
		Vocabulary for comprehension (guesses/ use of dictionary)	group work	less passive
	2. Reading one	Reading the text, discussion (prediction)	group work	active
		Reading for main ideas MCE (summary/ text structure)	individual work	less passive
		Reading for details Table completion (text structure)	individual work	active
		Reading between the lines (MCE/inferences)	group work	less passive
	3. Reading two	Expanding the topic Discussion	group work	active
		Table completion	individual work	active

		Linking readings one and two (writing expressing feelings)	individual work	active
	2. Preparing to read	Background table completion	group work	active
		Vocabulary for comprehension (contextual guesses)	individual work	less passive
	3. Reading one	Introducing the topic Prediction	individual work	active
		Reading for main ideas Text division (summary)	individual work	active
		Reading for details Circle and correct mistakes	individual work	less passive
		Reading between the lines (MCE / inferences)	pair work	less passive
	4. Reading two	Expanding the topic (Prediction)	pair work	active
		Linking readings one and two (table completion)	group work	active
Unit 10	2. Preparing to read	Background (guessing illustration, writing description)	group work	active
		Vocabulary for comprehension	individual work	passive
	3. Reading one	Introducing the topic Prediction	pair work	active
		Reading for main ideas (summary, inferences)	individual work	active
		Reading for details Outline completion	group work	active
		Reading between the lines (inferences)	individual work	active
	4. Reading two	Expanding the topic (Prediction, inferences)	individual work	active
		Linking readings one and two (asking and answering inferential questions)	pair work	active

Total of tasks – 25 Individual work - 13 group work - 12

Table 6. Tasks considering group/individual work in the upper-intermediate level

	English File(HI)	Northstar (UI)
Group work	39.53%	52%
Individual work	60.46%	48%

APPENDIX L

RESULTS OF THE QUESTIONNAIRES RELATED TO THE ACTIVE AND PASSIVE TASKS IN THE FALSE-BEGINNER GROUP

Section 1 - Students' answers for the active block of tasks

Section 2 - Students' answers for the passive block of tasks

Section 1 - Students' answers for the active block of tasks

Question	*Percentage*
1. Positive reaction to the task types used	Positive (18) 100%
2. Generally participate in class when opportunity allows	Always (7) 38,88% Generally (11) 61,11%
3. Given tasks provided possibility for student engagement in class	Provide the possibility (18) 100%
5 Task types applied raised interest were challenging	• raise interest (15) – 83,33% • are challenging (13) – 72,22%
6 Task types used lead to	• active participation of student (16) 88,88% • confusing ideas (3) 16,66% • interaction between teacher and students (17) 94,44% • interaction between students (16) 88,88% • interaction with text/author's ideas (16) 88,88% • difficult to contribute with your knowledge / personal experience (3) 16,66% • reflection, analysis, and questioning (critical thinking) (17) 94,44% • inference/deduction through prior knowledge (13) 72,22% • engagement of the process of construction of knowledge (10) 55,55% • forming possible interpretations of the text.(15) 83,38% • understanding of the social context of the text (0) • monotony (0) • perception of social/ideological message (12) 66,66% • development of an independent and autonomous reader (11) 61,11%

7 Objectives contemplated in active tasks as perceived by subjects:	• develop the ability of writing in English (8) 44,44% • translate texts into Portuguese (9) 50% • improve grammar knowledge (8) 44,44% • increase vocabulary (18) 100% • develop the ability of text comprehension. (17) 94,44% • improve oral ability in English (16) 88,88% • develop critical reading (12) 66,66% • work strategies to facilitate reading texts in English (15) 83,38% • develop capacity of abstraction and intellectual exercise (12) 66,66%

Question 4) Task type preference

False-beginner students preferences of active tasks

	Students																		
Tasks	*S1*	*S2*	*S3*	*S4*	*S5*	*S6*	*S7*	*S8*	*S9*	*S10*	*S11*	*S12*	*S13*	*S14*	*S15*	*S16*	*S17*	*S18*	***score***
summary	*2*	*3*	*3*	*4*	*4*	*4*	*2*	*4*	*4*	*3*	*4*	*3*	*1*	*3*	*4*	*3*	*3*	*4*	**58**
recall	*3*	*4*	*2*	*1*	*1*	*1*	*1*	*1*	*2*	*2*	*2*	*1*	*3*	*2*	*2*	*2*	*1*	*2*	**33**
inferential questions	*1*	*1*	*1*	*3*	*3*	*3*	*3*	*3*	*1*	*1*	*3*	*4*	*4*	*1*	*1*	*1*	*2*	*3*	**39**
survey	*4*	*2*	*4*	*2*	*2*	*2*	*4*	*2*	*3*	*4*	*1*	*2*	*2*	*4*	*3*	*4*	*4*	*1*	**50**

Question 8) A title for classifying this block of tasks. Justify your answer.
Interaction

Porque há a interação, o desenvolvimento mútuo entre professor/aluno. Todos crescem e evoluem trabalhando juntos.

Interação de alunos e professor

Através dessas atividades há uma interação de alunos com o professor e com os outros alunos. Uma troca de informações e conhecimentos.

Discutindo o texto

Esses textos levam à reflexão, à discussão e fazem com que o leitor concorde, discorde e apresente as suas opiniões.

Processo

O processo cresce a cada dia, a cada andamento este bloco de atividades cresce, também dando- nos sempre mais conhecimento. A cada atividade adquirimos conhecimento.

Avaliando os futuros profissionais da Língua Inglesa.
Essas atividades são importantíssimas, pois assim podemos nos auto-avaliar, enfrentando desafios e adquirindo novos conhecimentos.

Aumentando seu conhecimento

Quando trabalhamos com textos, não trabalhamos apenas a leitura mas estamos aumentando nossos conhecimentos; como interpretação, leitura, vocabulário, etc. E isso contribui em muito para nosso conhecimento.

Como testar meus conhecimentos?
Pois, com essas atividades além de estarmos ajudando a professora, também estamos nos testando em relação aos nossos conhecimentos.

Desenvolvendo novas habilidades.
É interessante fazer algo diferente do que é visto em sala de aula, porque o que aprendemos nos possibilita a desenvolver novas habilidades como compreensão e interpretação de textos em Inglês, por exemplo.

Motivação

Porque esse tipo de atividade faz com que o aluno participe mais da aula, também traz um contexto social para facilitar o entendimento e isso motiva o aluno a participar mais, tentar expor suas idéias e tornar o aprendizado mais dinâmico.

Descobrindo na prática

Coloquei este nome, pois no bloco de atividades em que trabalhamos, acabei descobrindo mais sobre a Língua Inglesa praticando a própria. Os exercícios vieram como um desafio ao meu conhecimento.

Dinâmicas

Como o próprio título criado, são atividades dinâmicas que contemplam todo as formas de desenvolvimento que um aluno precisa.

Famílias

Porque ambos os textos falavam sobre algo relacionado com a vida em família, cotidiano de muitos de nós.

Textos informativos de assuntos interessantes

Porque esclarece todas as informações precisas e necessárias.

Texto e contexto

É necessário ler o texto e extrair dele várias informações explícitas e várias outras que estão nas entrelinhas.

Objective English
Ë uma maneira bastante objetiva de melhorar a pronúncia a compreensão, a leitura, melhorar o inglês “pessoal”.

Desenvolvendo o conhecimento

Porque desenvolve tanto o conhecimento em Inglês, na leitura, como em curiosidades sobre assuntos diversos.

Evoluindo através da Leitura

Porque é através destes textos que aprimoramos nosso vocabulário, nossa interpretação e com as atividades interativas há melhor absorção dos conhecimentos.

Teste de compreensão

Através de novos textos podemos aprender novas idéias e novas palavras em Inglês (ajuda a aumentar o nosso vocabulário)

(16 students participated in the first text and 18 in the second text)

Section 2 - Students' answers for the passive block of tasks

Question	*Percentage*
1. Positive reaction to the task types used	Positive (17) 100%
2. Generally participate in class when opportunity allows	Always (6) 35,29% Generally (9) 52,94% Rarely (2) 11,76%
3. Given tasks provided possibility for student engagement in class	provide the possibility (13) 76,47% limits (1) 5,88% no one of the alternatives above (3) 17,64%
5. Task types applied raised interest were challenging	• raise interest (17) 100% • are challenging (11) 64,70%
6. Task types used lead to	• active participation of student (14) 82,35% • interaction between teacher and students (13) 76,47% • interaction between students (2) 11,76% • interaction with text/author's ideas (14) 82,35% • difficult to use previous knowledge (1) 5,88% • reflection, analysis, and questioning (critical thinking) (12) 70,58% • inference/deduction through prior knowledge (8) 47,05% • engagement of the process of construction of knowledge (7) 41,17% • forming possible interpretations of the text.(12) 70,58% • understanding of the social context of the text (11) 64,70% • development of an independent and autonomous reader (15) 88,23% • monotony (0) • perception of social/ideological message (13) 76,47%
7. Objectives contemplated in active tasks as perceived by subjects:	• Develop the ability of writing in English (11) 64,70% • Translate texts into Portuguese (13) 76,47% • Improve grammar knowledge (13) 76,47% • Increase vocabulary (15) 88,23% • Develop the ability of text comprehension. (17) 100% • Improve oral ability in English (12) 70,58% • Develop critical reading (7) 41.17% • work strategies to facilitate reading texts in English (14) 82,35% • develop capacity of abstraction and intellectual exercise (12) 70,58%

False-beginners' preferences of the passive tasks

Tasks	*S1*	*S2*	*S3*	*S4*	*S5*	*S6*	*S7*	*S8*	*S9*	*S10*	*S11*	*S12*	*S13*	*S14*	*S15*	*S16*	*S17*	***Score***
True or false	*2*	*4*	*2*	*4*	*2*	*3*	*3*	*4*	*4*	*3*	*3*	*1*	*2*	*5*	*2*	*1*	*1*	**46**
Multiple choice	*1*	*3*	*4*	*5*	*3*	*4*	*2*	*3*	*2*	*5*	*5*	*5*	*3*	*3*	*3*	*3*	*2*	**56**
Literal comprehension questions	*3*	*2*	*3*	*3*	*1*	*5*	*1*	*2*	*3*	*2*	*2*	*4*	*1*	*1*	*4*	*5*	*4*	**46**
Vocabulary exercise	*4*	*1*	*1*	*2*	*4*	*1*	*5*	*1*	*1*	*1*	*1*	*2*	*4*	*2*	*1*	*2*	*3*	**36**
Grammar exercise	*5*	*5*	*5*	*1*	*5*	*2*	*4*	*5*	*5*	*4*	*4*	*3*	*5*	*4*	*5*	*4*	*5*	**71**

8. A title for classifying this block of tasks. Justify your answer.

Exercícios gramaticais

Exercícios de compreensão de textos enumerados de falso e verdadeiro.

Atividades culturais

Porque nos mostrou informações sobre um grande evento e sobre hábitos e costumes de um país.

Conhecendo o mundo

Porque as atividades estavam ligadas a textos que tratavam de diferentes partes do mundo que exigia a compreensão do que estava acontecendo nas duas cidades.

A constante busca do aprendizado

Ë através de leitura e exercícios que melhoramos nosso vocabulário, nossa leitura e nossa interpretação, ajudando em nosso aprendizado na língua inglesa.

Construindo opiniões

Pois o texto nos incita a pensar e analisar as idéias e realidades mostradas.

Construindo conhecimento

Porque várias formas de exercícios ajudam a trabalhar várias formas de aprendizado, ajudando a construir o conhecimento de muitos ângulos.

Teste de conhecimento de Língua Inglesa

Os textos apresentados são compreensíveis, assim como as questões a respeito, então deve ser um teste para avaliar se o grau de conhecimento na Língua é mínimo ou vai além daquilo que foi pedido.

Interactive ou compreendendo o texto
Porque com estas atividades fica mais fácil entender o texto, por se tratarem de atividades simples.

Aprendendo a desenvolver habilidades
Porque todo o processo e a variedade de atividades nos guia de alguma forma a desenvolver nossas habilidades.

Desafio
Pois cada atividade é um desafio de aprendizagem. Essa atividades também proporcionam um desafio e em todos os passos do nosso aprendizado é um desafio.

Activities of aprenticeship
São atividades de aprendizagem fácil, e também fácil compreensão.

Atividades de Interação
Pois elas ajudam a interação com o que a professora necessita, e o que os alunos também precisam para aprimorar seus conhecimentos, assim os lados se interagem transformando-se em ajuda recíproca de conhecimento.

Teste de memória
Faz uma avaliação de todos os textos lidos através de exercícios que são propostas de várias maneiras, podendo assim haver uma participação mais dinâmica do aluno.

Viajando e conhecendo culturas
Neste bloco de atividades pudemos conhecer mais sobre os costumes e culturas de outros países, isso tornou a leitura dos textos bem interessante.

Compreensão
Entender o conteúdo do texto, interpretá-lo, sem traduzi-lo totalmente entender o que o autor escreveu.

Desenvolvendo
Porque desenvolve a leitura, o entendimento, a relação entre professor e aluno e outros.

Atividades de ajuda.
Porque vai ajudar a entendermos melhor os textos, avaliando melhor o Inglês, e a nos expressarmos bem e falarmos bem o Inglês.

9 – Categorizing the blocks.

Grupo 1	Grupo 2
Ativas (15) 93.75% Passivas (1) 6,25%	Ativas (10) 58,82% Passivas (7) 41,17%

(16 students participated in the first text and 17 in the second text)

APPENDIX M

RESULTS OF THE QUESTIONNAIRES RELATED TO THE ACTIVE AND PASSIVE TASKS IN THE UPPER-INTERMEDIATE GROUP

Section 1 - Students' answers for the active block of tasks

Section 2 - Students' answers for the passive block of tasks

Section 1 - Students' answers for the active block of tasks
Group I

Question	Percentage
1. Positive reaction to the task types used	Positive (6) 85,71% Negative (1) 14,28%
2. Generally participate in class when opportunity allows	Always (1) 14,28% Generally(6) 85,71%
3. Given tasks provided possibility for student engagement in class	provide the possibility (6) 85,71% limits (1) 14,28%
5 Task types applied raised interest were challenging	• raise interest (6) 85,71% • are challenging (3) 42,85%
6 Task types used lead to	• active participation of student (1) 14,28% • interaction between teacher and students (2) 28,57% • interaction between students (3) 42,85% • interaction with text/author's ideas (3) 42,85% • reflection, analysis, and questioning (critical thinking) (3) 42,85% • inference/deduction through prior knowledge (4)57,14% • engagement of the process of construction of knowledge (4) 57,14% • forming possible interpretations of the text.(4) 57,14% • understanding of the social context of the text (2) 28,57% • development of an independent and autonomous reader (1) 14,28% • monotony (1) 14,28% • perception of social/ideological message (1) 14,28%

8	Objectives contemplated in active tasks as perceived by subjects:	• develop the ability of writing in English (2) 28,57% • translate texts into Portuguese (2) 28,57% • improve grammar knowledge (1) 14,28% • increase vocabulary (6) 85,71% • develop the ability of text comprehension. (5) 71,42% • improve oral ability in English (2) 28,57% • develop critical reading (5) 71,42% • work strategies to facilitate reading texts in English (5) 71,42% • develop capacity of abstraction and intellectual exercise (3) 42,85%

8. A title for classifying this block of tasks. Justify your answer.

S1 - Oral comprehension Considero as atividades uma maneira de melhorar a compreensão de textos revendo vocabulários e gramática e aprimorar a oralidade em língua inglesa pois os textos são atuais e reflexivos também.

S2 – Mergulhando no texto As atividades desenvolvidas neste bloco possibilitam um mergulho dentro do texto, aprimorando o que já sabemos e conhecendo algo mais.

S3 – Reading skills Porque estamos trabalhando com leitura e, algumas habilidades para melhorar compreensão de textos, como usando as técnicas de skim e scan, warm up.

S4 – A leitura auxiliando a fala. Através da leitura conhecemos um assunto novo, palavras novas e essas informações contribuem para que o diálogo seja feito. Todos sabem sobre o assunto, é mais fácil conversar quando todos dominam o assunto.

S5 - Table- time – por ser "tempo' (time) de escrever, sobre o texto e sobre sua própria realidade.

S6 – Interacting reading – Leitura interativa, pois todos depois de ler em silêncio ou pela primeira vez, passavam a interagir, trocando idéias e informações sobre uma experiência boa.

S7 – De olho no explícito do texto, de olho no que o autor pensa, diálogo com o autor Apesar de ter sugerido "diálogo', acho que não chega a ser, pois achei os exercícios monótonos e mecânicos, e talvez pelos tipos dos textos, não faz despertar o senso crítico nem ler as entrelinhas

(seven students participated from the 5th year)

Answers for the active tasks – Group II Upper-intermediate
(6 students participated from the fourth year)

Question	Percentage
1. Positive reaction to the task types used	Positive (6) 100% Negative (0)
2. Generally participate in class when opportunity allows	Always (2) 33.33% Generally(4) 66.66%
3. Given tasks provided possibility for student engagement in class	provide the possibility (6) 100% limits (0)
5. Task types applied raised interest were challenging	• raise interest (5) 83.33% • are challenging (4) 66.66%
6 Task types used lead to	• active participation of student (6) 100% • confusing ideas (1) 16.66% • interaction between teacher and students (4) 66.66% • interaction between students (5) 83.33% • interaction with text/author's ideas (5) 83.33% • reflection, analysis, and questioning (critical thinking) (3) 50% • inference/deduction through prior knowledge (4) 66.66% • engagement of the process of construction of knowledge (4) 66.66% • forming possible interpretations of the text.(3) 50 % • understanding of the social context of the text (2) 33.33% • development of an independent and autonomous reader (4) 66.66% • monotony (0) % • perception of social/ideological message (2) 33.33%
9 Objectives contemplated in active tasks as perceived by subjects:	• develop the ability of writing in English (3) 50% • translate texts into Portuguese (2) 33.33% • improve grammar knowledge (1) 16.66% • increase vocabulary (5) 83.33% • develop the ability of text comprehension. (6) 100% • improve oral ability in English (4) 66.66% • develop critical reading (3) 50% • work strategies to facilitate reading texts in English (2) 33.33% • develop capacity of abstraction and intellectual exercise (0) 0%

QUESTION 4	Group 1 and Group 2													Score
Task type preference	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	
Summary skills	3	5	3	5	5	4	5	4	5	4	4	5	5	57
Modified cloze	1	4	2	3	4	5	3	5	2	5	5	4	4	47
Recall	2	2	4	2	2	1	2	1	4	1	1	1	1	24
Inf. Questions	5	1	1	4	1	2	1	2	3	3	3	3	3	32
Labelling	4	3	5	1	3	3	4	3	1	2	2	2	2	35

8. A title for classifying this block of tasks. Justify your answer.

Reading and understanding.
Because I had to read the text and after answering the questions.
Reading and talking about.
Because after the reading activity we can talk about and understand better the text.
Leitura e produção de texto
O texto é entregue, reponde-se os questionamentos e discute-se as idéias do autor na sala de aula e os alunos interagem.
Abrindo a porta.
Através dessas atividades é possível uma abertura dentro do mundo da Língua Inglesa. Possibilita ao aluno trabalhar a oralidade, leitura e interpretação dos textos em Inglês.
Estratégias de leitura.
Todas as atividades enfocavam facilitar a leitura e a compreensão do que se leu.
Reconstrucãoo textual.
Faz-se uma pré-leitura onde você já imagina o texto, conhece pela leitura e após pela interpretação. Leva a construir e contar, recontar o texto de seu modo.

Section 2 - Students' answers for the passive block of tasks
Group I

1. Positive reaction to the task types used	• Positive (4) 66,66% • Negative (1)16,66% • Indifferent (1) 16,66%
2. Generally participate in class when opportunity allows	• Always (2) 33,33% • Generally (3) 50% • Rarely (1) 16,66%
3. Given tasks provided possibility for student engagement in class	• Provide engagement (2) 33,33% • Limit engagement (3) 50% • Rarely (1) 16,66%
5. Task types applied	• raised interest (3) 50% • were challenging (4) 66,66% • are not interesting (2) 33,33%
6 Task types used lead to inference through use of	• active participation of student (3) 50% • interaction between teacher and students(1) 16,66% • interaction between students(0) • interaction with text/author's ideas (3) 50% • difficult to contribute with your knowledge (1) 16,66% • reflection, analysis, and questioning (critical thinking) (1) 16,66% • inference/deduction through prior knowledge(4) 66,66% • engagement of the process of construction of knowledge (2) 33,33% • forming possible interpretations of the text (0). • understanding of the social context of the text (1) 16,66% • development of an independent and autonomous reader (1) • monotony (2) 16,66% • perception of social/ideological message (1) 16,66%

7 Objectives contemplated in active tasks as perceived by subjects:	• develop the ability of writing in English (1) 16,66% • translate texts into Portuguese.(1) 16,66% • improve grammar knowledge (4) 66,66% • increase vocabulary (5) 83,3% • *develop the ability of text comprehension.(4) 66,66%* • improve oral ability in English (1) 16,66% • develop critical reading (2) 33,33% • work strategies to facilitate reading texts in English (4) 66,66% • develop capacity of abstraction and intellectual exercise (1) 16,66%

8. A title for classifying this block of tasks. Justify your answer.

Reading and learning

Através da leitura você melhora outros aspectos como escrita, vocabulário para posterior speaking. O texto traz o desafio para você entender ele e consequentemente melhorar outros aspectos.

The reading of every one.

Porque quando o texto apresenta um tema de cunho social, todo mundo lembra de alguma coisa, o que particulariza a idéia central a cada realidade. Por isso é bom e por isso chamei de a leitura de cada um.

Múltiplas

São várias atividades e que envolvem várias habilidades, abordando parte gramatical. vocabulário, fala (oralidade), interpretação, etc.

Interativas

As atividades possibilitam a interação professor x aluno, aluno x aluno e aluno x texto.

Controlled drills

Pois essas atividades desenvolvidas não levaram o aluno a pensar e inferir. Tudo estava pronto. Objetivam talvez verificar vocabulário e alguns tópicos gramaticais.

De fixação de gramática e vocabulário

As atividades são chatas, principalmente a de procurar no dicionário e não dão espaço nenhum às reflexões dos alunos.

9) Comparing the two blocks of activities, which group involves more --------activities

group 1	group 2
active (5) 83,3%. Passive (0)	Passive (5) 83,3% active (1) 16,66%

(six students from the 5th year participated)

Upper intermediate – passive tasks – GROUP II
(five students participated from the fourth year)

1. Positive reaction to the task types used	• Positive (5) 100% • Negative (0) • Indifferent(0)
2. Generally participate in class when opportunity allows	• Always (3) % • Generally(2) % • Rarely(0) %
3. Given tasks provided possibility for student engagement in class	• Provide possibility(3) % • Limit engagement (1) % • No one of the alternatives (0) % one student didn't answer the question.
5. Task types applied	• raised interest (3) % • were challenging (4) % • are not interesting ()%
6 Task types used lead to	• active participation of student (4) 80% • confusing ideas (1) 20% • interaction between teacher and students(2) 40% • interaction between students(1) 20% • interaction with text/author's ideas (5) 100% • difficult to contribute with your knowledge (0) 0% • reflection, analysis, and questioning (critical thinking) (1) 20% • inference/deduction through prior knowledge(1) 20% • engagement of the process of construction of knowledge (1) 20% • forming possible interpretations of the text (3). 60% • understanding of the social context of the text (3) 60% • development of an independent and autonomous reader (2) 40% • monotony (1) 20% • perception of social/ideological message (2) 40%

7 Objectives contemplated in active tasks as perceived by subjects:	• develop the ability of writing in English (3) 60% • translate texts into Portuguese.(2) 40% • improve grammar knowledge (4) 80% • increase vocabulary (5) 100% • *develop the ability of text comprehension.(5) 100%* • improve oral ability in English (1) 20% • develop critical reading (2) 40% • work strategies to facilitate reading texts in English (2) 40% • develop capacity of abstraction and intellectual exercise (0) 0%

9. A title for classifying this block of tasks. Justify your answer.
Valorizaçãodo conhecimento prévio do aluno.
Desde a primeira atividade foi solicitado que se buscasse o que eu entendia das palavras, o que eu lembrava, oque eu achava, o que eu podia perceber no texto e assim por diante.
Desafio a leitura
Quando nós lemos um texto em inglês nós temos que usar todo o nosso conhecimento da língua para podermos fazer uma boa interpretação do texto.
Trabalhando o texto. As atividades foram em torno de um texto e sua compreensão. Foram feitos exercícios corrigidos oralmente após a leitura do texto.
Leitura e compreensão de texto.
O aluno lê e faz exercçios de interpretação de texto, de gramática e procura as palavras difíceis no dicionário.
Reading and understanding
After reading we can understand better the topics and the new words.

9) Comparing the two blocks of activities, which group involves more --------activities

group 1	group 2
Active (3) - 60 %. Passive (2) - 40 %	Active (2) - 40 % Passive (3) - 60 %

Upper-intermediate students' order of preferences for passive tasks

4) Task type preference	Group 1 Group 2											*Score*
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S0	S11	
True or false	3	3	1	1	3	1	2	5	5	2	3	29
Multiple choice	2	1	3	4	2	4	5	6	6	6	6	45
Literal comprehension question	1	2	5	3	6	3	3	1	1	1	2	28
Synonyms/antonyms	4	4	2	2	5	2	4	4	4	4	1	36
Dictionary study	5	6	4	5	1	6	6	2	2	5	5	47
Grammar exercise	6	5	6	6	4	5	1	3	3	3	4	46

Table 26. Summary of the results of upper-intermediate student's questionnaire 2, after passive tasks (Ferreira, 2003)

10 students' answers	1	2	T	%
1. Positive reaction to the task types used	4	5	9	81.81
2. Always or Generally participate in class when opportunity allows	5	5	10	90.90
3. Given tasks provided possibility for student engagement in class	2	3	5	45.45
4. Results presented on table 26				
5. Task types applied raised interest	3	3	6	54.54
were challenging	4	4	8	72.72
6. Task types used lead to				
active participation of student	3	4	7	63.63
interaction between teacher and students	1	2	3	27.27
interaction between students	0	1	1	9.09
interaction with text/author's ideas	3	5	8	72.72
difficult to use previous knowledge	1	0	1	9.09
reflection, analysis, and questioning (critical thinking)	1	1	2	18.18
inference/deduction through prior knowledge	4	1	5	45.45
engagement of the process of construction of knowledge	2	1	3	27.27
forming possible interpretations of the text.	0	3	3	27.27
understanding of the social context of the text	1	3	4	36.36
development of an independent and autonomous reader	1	2	3	27.27
Monotony	2	1	3	27.27
Perception of the ideological message	1	2	3	27.27
Confusing ideas	0	1	1	9.09
7. Objectives contemplated in passive tasks as perceived by subjects:				
Develop the ability of writing in English	1	3	4	36.36
Translate texts into Portuguese	1	2	3	27.27
Improve grammar knowledge	4	4	4	36.36
Increase vocabulary	5	5	10	90.90
Develop the ability of text comprehension	4	5	9	81.81
Improve oral ability in English	1	1	2	18.18
Develop critical reading	2	2	4	36.36
work strategies to facilitate reading texts in English	4	1	5	45.45
develop capacity of abstraction and intellectual exercise	1	0	1	9.09
8. results presented on Table 29				
9. Categorising the blocks				
Group 1 Active tasks	5	3	8	72.72
Passive tasks	0	2	2	18.18
Group 2 Active tasks	1	2	3	27.27
Passive tasks	5	3	8	72.72

APPENDIX N

FALSE BEGINNERS STUDENTS' RESPONSES TO THE TEXTS USED

Section 1 - Answers regarding text Good bye to (some) housework.
Section 2 – Answers regarding text Leaving the farm
Section 3 – Answers regarding text The Edinburgh Festival
Section 4 – Answers regarding text The Country that never sleeps

Section 1 - Answers regarding text Good bye to (some) housework.

1) A leitura deste texto é fluente? Por que? Por que não?

S1 – Sim, pois é bem construído.
S2 – Sim. Pois é um assunto rotineiro, mas interessante.
S3 – Sim. Porque o contexto ajuda a entender o texto e existem palavras cognatas que ajudam no entendimento.
S4 – Sim, porque é de difícil interpretação, sobre um assunto de conhecimento geral.
S5 – Não, porque eu tenho dificuldade na leitura de Língua Inglesa.
S6 – A leitura deste texto é fluente porque as palavras são praticamente todas conhecidas desde o 1º Grau e as idéias encontram-se claras.
S7 – Sim, porque é um texto do nosso cotidiano, ele usa comparações para facilitar o entendimento do texto.
S8 – Sim. Além do título fácil apresenta uma gravura e segue a uma seqüência.
S9 – Sim, porque se utiliza de palavras simples que fazem parte do nosso cotidiano.
S10 – Com certeza, pois todo texto nos auxilia na pronúncia correta e interpretação do texto.
S11 – Sim eu acho fluente porque o texto escolhido foi de uma linhagem simples, ou seja, palavras de um conteúdo nosso.
S12 – Na sua maioria, ainda tenho um pouco de dificuldade com datas e pronúncia de algumas palavras.
S13 – Não. Porque eu tive alguma dificuldade para entender o texto.
S14 – Sim, analisando que já aprendemos a ler o texto num todo, e não tentando decifrar palavra por palavra.
S15 – Não totalmente fluente, pois há parágrafos com algumas palavras desconhecidas e outros parágrafos de fácil entendimento.
S16 – Sim, pois usa uma linguagem de fácil assimilação para alunos que estão começando.

2) O texto é difícil? Como você classificaria o texto numa escala de 1 a 6?

Muito fácil muito difícil
1( ) 2( ) 3( ) 4( ) 5( ) 6( )

Justifique sua resposta.

S1 –(3) O texto apresenta palavras que ainda não conhecíamos o que dificulta um pouco.
S2 –(3) A partir da metade, ele ficou um pouco complicado.

S3 –(3) Porque apesar de ser fluente possui algumas palavras que necessitam do dicionário para serem entendidas.
S4 –(3) Não, porque é de fácil interpretação, sobre um assunto de conhecimento geral.
S5 –(3) Não, porque eu conhecia várias palavras do texto, o que me facilitou a interpretação do mesmo.
S6 – (1) O texto trata de uma realidade vivida pela maioria das famílias nos dias atuais.
S7 – (2) A idéia de comparar o que as pessoas faziam há alguns anos com o que elas deixaram de fazer é de conhecimento geral e portanto torna mais fácil o seu entendimento.
S8 – (3) A maioria das palavras são conhecidas.
S9 – (2) Algumas palavras eram desconhecidas.
S10 – (3) Porque o texto é organizado de uma forma simples e agradável de trabalhar.
S11 – (4) Não é muito complicado porque como citei acima, ele vêm com palavras já contidas em nossa base de estudo.
S12 – (3) No contexto geral eu consegui entender a mensagem do texto.
S13 –(6) porque há palavras desconhecidas. Não muito trabalhadas em sala de aula. Para mim torna-se difícil.
S14 – (4) O texto não é difícil, porém ele se torna mais fácil a medida em que conhecemos as palavras para podermos ter um maior conhecimento.
S15 – (3) O texto não é muito fácil e nem muito difícil, pis consegue-se entender as principais idéias colocadas pelo autor.
S16 – (2) Basta ter um mínimo de conhecimento para conseguir traduzi-lo e entendê-lo.

3) <u>Você diria que este texto é bem escrito? Por que? Por que não?</u>

S1 – Sim . Justamente por usar muitas palavras e expressões do cotidiano doméstico.
S2 – É um texto bem escrito.
S3 – Sim, porque possui de uma organização de idéias.
S4 – Sim.
S5 – Sim, porque ele tem um conteúdo interessante.
S6 – Acredito que sim, as idéias foram bem expostas.
S7 – Sim.
S8 – Sim. Devido a organização.
S9 – Sim. Porque segue uma estrutura de pensamento que pretende atingir um objetivo específico.
S10 – Sim. É simples e objetivo.
S11 – Sim. Porque a elaboração dos parágrafos está bem clara.
S12 – Sim. Porque é um texto comparativo entre duas gerações.
S13 – Não. Porque ele não tem parece uma introdução, desenvolvimento e conclusão.
S14 – Sim. O texto nos dá uma fácil interpretação.
S15 – Sim, pois a estrutura e colocação das palavras são bem formadas.
S16 – Sim, ele é divido em tópicos o que facilita muito.

4) <u>Como você acha que o autor organizou as idéias do texto? Você notou algum tipo de organização? Caso afirmativo, como você descreveria esta organização?</u>

S1 – O autor começa mostrando a situação no passado, depois mostra no presente e depois faz uma comparação do dois.
S2 – Eu achei um texto normal, como os outros, nada incomum.

S3 – Ele organizou de forma que tudo o que ele foi falando fosse mostrado em nossa mente através de recordações. Há uma organização com introdução, desenvolvimento e conclusão, portanto acho que está muito bem organizado.
S4 – Para que sua interpretação fosse fácil.
S5 – De acordo com o exigido, sim, o autor fez desenvolvimento por tópicos e concluiu com um estudo.
S6 – Sim, ele tomou referência do passado para mostrar as diferenças ocorridas com o passar do tempo.
S7 – Sim ele primeiro fez uma introdução e depois abordou o assunto.
S8 – Sim. Separação de assuntos por parágrafos.
S9 – Ele organizou as idéias de forma cronológica demonstrando as mudanças que vem ocorrendo através do tempo nos trabalhos de casa.
S10 – Organizou de maneira objetiva, deixando claras suas idéias sem usar períodos complexos.
S11 – O texto estava bem organizado, pois as comparações de tempo em que nele havia, estavam bem elaboradas.
S12 – Separando-as com uma introdução, comentários e depois a comparação com vários detalhes, inclusive percentuais.
S13 – Organizou de maneira complicada. Não teria que ter mais desenvolvimento, conhecimento e fechamento.
S14 – O autor organizou o texto de forma que podemos comparar o trabalho de casa no ano 1986 e no 1996.
S15 – Sim, o autor lembra do passado e faz uma comparação entre passado e presente, colocando as idéias de maneira organizada.
S16 – Sim ele faz comparações entre o passado e o presente.

5) Qual foi o objetivo do autor em escrever este texto? Você acha que o autor atingiu este objetivo?

S1 – Mostrar que na vida moderna temos pouco tempo para cuidar do lar. Ele explanou muito bem.
S2 – O objetivo de mostrar como nossa vida atual está corrida e que este fato reflete dentro de nossas casa como forma de desleixo, pois estamos limpando menos. Acho que atingiu, eu, em particular acho que também ando um pouco desleixada quanto aos serviços de casa.
S3 – Eu acho que seu objetivo foi mostrar como as coisas mudam com o tempo e acho também que ele conseguiu isso.
S4 – Mostrar como os trabalhos de casa estão cada vez mais ficando em 2º plano, e como os compromissos fora de casa roubam cada vez mais tempo.
S5 – Mostrar que as pessoas estão cada vez menos com tempo para ficar em casa. Sm porque mesmo com as facilidades as pessoas continuam não ficando em casa.
S6 – Tentar saber se as tarefas ou coisas referentes à nossa casa ainda são importantes. Sim.
S7 – Sim, mostrar que as pessoas estão fazendo cada vez menos trabalhos domésticos.
S8 – Fazer com que o leitor tenha noção do que é executado com mais freqüência ou não.
S9 – Demonstrar as mudanças que vem ocorrendo na vida das pessoas que trabalham em casa e em que a tecnologia contribui para essas transformações. Seu objetivo foi atingido, pois através de debates percebemos que muitos dos trabalhos feitos por nossos pais, nós não fazemos mais.

S10 – Abordar o fato em questão e até mesmo levantar opiniões e questões a respeito.
S11 – Ele quis nos mostrar a diferença entre os serviços domésticos de hoje e de ontem. E por ter entendido o objetivo acho que o autor foi feliz nessa construção.
S12 – Ele quis nos mostrar a diferença do trabalho doméstico em duas datas distintas.
S13 – Em chamar atenção para os trabalhos domésticos. Não. Eu não consegui entender o texto.
S14 – O objetivo foi nos tornar cientes das mudanças que houveram nestes anos, tudo o que mudou de como os tempos mudaram. Penso que atingiu o leitor de forma a fazermos refletir sobre o assunto.
S15 – Acho que o objetivo foi mostrar as pessoas que a falta de tempo pode acabar com deveres de casa e atingiu seu objetivo.
S16 – Mostrar que as pessoas têm menos tempo para as tarefas domésticas. Sim, ele mostra através de dado que hoje as pessoas trabalham mais fora e estudam, restando pouco tempo para o trabalho do lar.

6) O que tornou a leitura deste texto fácil ou difícil? Por que?

S1 – Palavras e expressões novas. Pelo fato de não conhecermos dificultou (isso porém deixa o texto interessante)
S2 – Em parte a leitura foi fácil pelo uso de palavras do nosso cotidiano.
S3 –Além da figura, ele começou com palavras conhecidas e foi dificultando aos poucos o que facilitou a compreensão.
S4 – O conhecimento prévio sobre o assunto.
S5 – O conhecimento de algumas palavras tornou o texto mais fácil.
S6 – Eu já tenho conhecimento prévio das palavras estudadas e por isso é mais fácil para mim a compreensão do texto.
S7 – O assunto, porque é um tema comum a todos.
S8 – Por ser um assunto conhecido, o que facilita o entendimento.
S9 – A leitura do texto ficou fácil porque certas atividades descritas fazem parte do meu dia-a-dia.
S10 – A maneira clara com que o assunto é discutido.
S11 – Tornou-se fácil por causa da organização e simplicidade das palavras.
S12 – Era um pouco difícil porque ainda tenho um pouco de dificuldade na leitura
S13 – De difícil entendimento, conhecimento.
S14 – O conhecimento prévio das palavras. Pois esse conhecimento nos facilita o entendimento do que o texto trata.
S15 – As palavras conhecidas fizeram com que o texto fosse na medida do possível compreensível.
S16 – O assunto e o modo como ele escreveu usando uma linguagem de fácil entendimento. Esse assunto é muito discutido em nossos dias.

7) O assunto do texto é familiar para você? Como você classificaria o texto numa escala de 1 a 6?

bem familiar não familiar
1( ) 2( ) 3( ) 4( ) 5( ) 6( )
Por que? Por que não?
S1 – (2) Porque fala de algo de nosso cotidiano.
S2 – (1) Sim, porque são atividades que fazemos no dia-a-dia.

S3 – (2) Porque está presente nas nossas casas.
S4 – (1) Porque todos temos nossos afazeres domésticos então fica fácil de associar com a nossa realidade.
S5 – (6) Não, porque eu nunca me interessei por este assunto.
S6 – (1) Porque além de estudante também sou dona de casa e conheço bem as tarefas / trabalhos do lar.
S7 – (1) Porque são tarefas do nosso dia a dia.
S8 – (1) Faz parte do nosso cotidiano.
S9 –(1) Porque sou dona de casa e acompanho as transformações que vem ocorrendo.
S10 – (3) Porque retrata a realidade ao redor de todos nós. Todos estamos envolvidos com essa situação
S11 – (1) Porque a limpeza é algo do nosso cotidiano.
S12 – (2) Porque temos contato diariamente com estas coisas descritas no texto.
S13 – (6) Porque eu achei complicado de entender, difícil.
S14 – (3) Sim, porque trabalhamos, digo, trabalho em casa e também fora, e tenho conhecimento das mudanças.
S15 – (2) Estudo bastante e só tenho o final de semana para ficar em casa e prestar atenção nos afazeres domésticos.
S16 – (1) Sim, pois é a nossa rotina do dia-a-dia. Pessoas que trabalham ou não em casa.

7) O assunto do texto é interessante? Por que? Por que não?
S1 – Sim, porque mostra mudanças do nosso cotidiano que muitas vezes não paramos pra pensar.
S2 – É interessante porque quase ninguém para pra pensar a respeito das atividades domésticas e suas evoluções.
S3 – Sim, porque trata da realidade do que acontecerá no futuro.
S4 – Sim, porque nos leva a refletir sobre o tempo que passamos fora de casa, motivo pelo qual até as coisas mais simples do dia-a-dia estão sendo deixadas de lado.
S5 – Sim, porque faz uma abordagem sobre a vida familiar.
S6 – Extremamente interessante. Apesar da tecnologia que transforma o mundo, devemos ter muito cuidado e carinho com o lugar que vivemos, com as pessoas que convivemos, sem abdicar do conforto que também pode nos ser proporcionado através da tecnologia.
S7 – Sim, porque ele nos mostra que trabalhos que há alguns anos atrás eram super importantes, indispensáveis, hoje já são vistos em 2º plano, e talvez daqui há mais alguns anos poderão desaparecer.
S8 – Sim. Possibilita por ser conhecido, bastante argumentação e podemos ter várias idéias para formular respostas
S9 – Sim. Porque nos faz refletir em que a tecnologia e o "modernismo" ajudam e/ou atrapalham.
S10 – Sim. Por se tratar de coisas que acontecem no cotidiano.
S11 – Sim e muito, pois cada vez está ficando mais fácil de fazer serviços domésticos.
S12 – Sim, porque trata de um assunto pertinente a toda família, independente de classe social.
S13 – Sim. Porque ele traz várias indagações.
S14 – É muito interessante, pois se refere também com dia-a-dia, com tecnologias.
S15 – Sim. Pois mostra o quanto as pessoas esquecem de cuidar da casa, dando preferência assim a aparelhos domésticos e que tomarão ainda mais conta do futuro.

S16 – Sim mostra a evolução do homem, as coisas que ele fazia e hoje não faz mais. Talvez por falta de tempo, talvez porque a tecnologia avançou e acabou facilitando sua vida.

Section 2 – Answers regarding text Leaving the farm

1) A leitura deste texto é fluente? Por que? Por que não?
S1 –Sim, porque é escrito de maneira clara e sua interpretação não se torna difícil.
S2 – Na minha opinião não é totalmente fluente, pois existem palavras que não são conhecidas.
S3 – Não totalmente fluente. Pois, existem palavras que não conheço e que torna o texto um pouco confuso.

S4 – Sim, consegui entender bem, tirando algumas palavras que eu não lembrava ou não conhecia, consegui compreender, deduzir.
S5 – Não, porque eu não conhecia muitas palavras, o que me fez voltar várias vezes para poder entender o texto.
S6 –Sim, porque está bem estruturado contendo bastante informações.
S7 –Sim. Esse texto fluiu mais, depois de uma prévia interpretação.
S8 – Sim, a organização do conteúdo facilita o entendimento.
S9 – Foi fluente. Porque foi de fácil entendimento.
S10 – Não. Porque o vocabulário é diferente. Há muitas palavras diferentes e o assunto é meio desconhecido para mim.
S11 – Sim. Porque o texto é interessante e a maioria das palavras utilizadas são conhecidas.
S12 – Sim, porque tem uma linguagem clara, sem complicações, porém preciso me esforçar mais.
S13 – ----------
S14 – Mais ou menos, ele usa algumas frases mais truncadas é preciso fazer uma segunda leitura para entendê-lo.
S15 – Na grande maioria, havia muitas palavras que eu ainda não conhecia.
S16 – Sim. Pois é de fácil compreensão.
S17 – É, pois as frases estão bem organizadas.
S18 – Sim o texto continha palavras bem claras, e um conteúdo de nosso entendimento.

2) O texto é difícil? Como você classificaria o texto numa escala de 1 a 6?
Muito fácil muito difícil
1( ) 2( ) 3( ) 4( ) 5( ) 6( )
Justifique sua resposta.
S1 –(3) Não porque usa termos fáceis e é bem estruturado.
S2 –(3) Eu acho que esse texto tem os dois lados, é difícil por causa das palavras que eu não conhecia ainda, e é fácil pois tem como se entender mesmo sem saber muito de inglês.
S3 –(3) O texto não é tão difícil e nem tão fácil, mas com apenas uma lida pode se ter noção do que se trata.
S4 –(2) Tive dificuldades com algumas palavras.
S5 –(2) Não porque ele tem um bom contexto. O texto trouxe muitas informações nas entre linhas.

S6 – (4) É um texto que permite-nos interpretar não pelo conhecimento do vocabulário mas sim pelo pré conhecimento do assunto.
S7 – (4) A linguagem dele para mim era um tanto desconhecida, por isso torna-se mais difícil, mas num todo dá para entender.
S8 – (2) Não é difícil, talvez por se tratar de um artigo, ele torna fácil o entendimento.
S9 – (3) Fácil entendimento, esclarece bem para interpretar.
S10 – (4) Justamente por ter expressões e palavras diferentes.
S11 – (2) Existem algumas palavras que eu desconhecia.
S12 – (3) Porque o texto ao mesmo tempo que é claro possui algumas palavras ainda desconhecidas para mim (por enquanto).
S13 –(3) Pela apresentação das palavras e expressões novas.
S14 – (3) Um pouco, o repórter usou algumas palavras que não usamos habitualmente, então dificultou um pouco.
S15 – (3) Várias palavras que eu ainda não conhecia.
S16 – (3) Fácil, pois é estruturado de forma simples, objetiva.
S17 – (3) Por causa das palavras da forma como juntas tem outro significado. (expressões idiomáticas, phrasal verbs.)
S18 – (3) Não é tão fácil, mas complicado também não, mas como o conteúdo é conhecido acaba sendo possível entendê-lo.

3) Você diria que este texto é bem escrito? Por que? Por que não?
S1 – Sim, nos traz esclarecimentos e exemplos.
S2 – Sim, pois o autor consegue fazer com que se entenda o texto
S3 – Acho que sim, as idéias e colocações do texto estão claras.
S4 – Sim, porque o autor consegue transmitir com clareza a idéia do texto.
S5 – Sim, porque o autor escreveu de maneira clara sobre o assunto exposto.
S6 – Sim contém bastante informações, o que facilita a interpretação.
S7 – Sim, pois ele está bem dividido; facilitando o entendimento.
S8 – Sim ele possui organização de idéias e também coloca os prós e contras da questão abordada.
S9 – Sim. Porque está distribuído em parágrafos numerados.
S10 – Ele é meio confuso porque no início ele vai bem mas depois não tem conclusão.
S11 – Sim. Porque atingiu o objetivo do tema proposto.
S12 –Sim. É bem dividido e seu contexto não é desconhecido.
S13 – Sim. Porque é baseado em uma pesquisa.
S14 – Sim. O repórter ou escritor baseou-se em dados para escrevê-lo.
S15 – Depois que consegui entendê-lo acho que foi bem escrito, por retratar a mudança de vida de uma família.
S16 – Sim. Trata do assunto citado de forma clara, exata.
S17 – Sim, as informações são bem expostas.
S18 – Sim, foi muito bem escrito, com uma boa divisão de idéias.

4) Como você acha que o autor organizou as idéias do texto? Você notou algum tipo de organização? Caso afirmativo, como você descreveria esta organização?
S1 – Sim, através de tópicos, introdução que já diz claramente do que se trata o texto.
S2 – Ele coloca em cada sentença o decorrer da história bem exemplificado e o objetivo.

S3 – O autor se preocupa em contar sua trajetória com bastante detalhes, deixando assim o texto organizado.
S4 – O autor baseou-se em uma pesquisa feita sobre o assunto e discorreu sobre o assunto apresentando-o com metodologia como se estivesse divulgando em alguma revista.
S5 – De acordo com o exigido sim. O autor desenvolveu o texto em pequenos parágrafos.
S6 – Sim, ele seguiu uma seqüência de idéias como: o fazendeiro veio para a cidade com sua família, arrumou trabalho, vivem felizes.
S7 – Ele usa parágrafos, usa números para dividi-los; conta a vida de alguém.
S8 – Sim ele citou um exemplo e passou a idéia do texto a partir do exemplo.
S9 – Se orientando em alguma base de jornal, do assunto do que se tratava em esclarecer. É bem organizado.
S10 –Ele organizou da forma que os fatos foram apresentados a ele, de certa forma cronologicamente. Sem introdução, desenvolvimento e conclusão.
S11 – Sim. As idéias foram organizadas de forma linear mostrando a vida no campo e depois na cidade.
S12 – Sim houve organização, o texto foi separado por parágrafos enumerados, o que ajudou a separar as idéias.
S13 – Em ordem cronológica. O texto começa com a insatisfação da vida no campo e vai apresentando etapas até adaptações na cidade.
S14 – Sim. Ele fez uma pesquisa antes de começar. Facilitando tanto para ele quanto para o leitor.
S15 – Acredito que autor fez uma narrativa em seqüência. Sim. Contando uma história desde o início, mostrando suas vantagens e desvantagens.
S16 – Organizou de acordo com o decorrer dos fatos e situações no desenvolvimento do texto.
S17 – Organizou, colocando os sentimentos da família em relação a cidade e suas vantagens.
S18 – Sim havia um certo tipo de organização, pois ele expôs nos primeiros parágrafos as mudanças e suas dificuldades e depois ele mostra as vantagens.

5) Qual foi o objetivo do autor em escrever este texto? Você acha que o autor atingiu este objetivo?

S1 – Fazer comparações entre a vida urbana e rural.
S2 – Na minha opinião o autor tenta nos passar a idéia de que as pessoas do campo também passam por dificuldades como na cidade. Eu acho que ele conseguiu atingir seu objetivo.
S3 – Acho que o objetivo era mostrar às pessoas sobre vantagens e desvantagens da cidade e das fazendas, fazendo assim com que as pessoas percebam o que é melhor e as tornem mais felizes.
S4 – Para mostrar que a vida no campo, nos dias atuais, não é mais tão rentável.
S5 – Informar as pessoas da cidade sobre as dificuldades do campo. sim
S6 – Acredito que seja informação.
S7 – Informação sobre êxodo rural. Ele atinge as camadas mais interessadas.
S8 – Mostrar que cada vez mais as pessoas deixam o campo para tentar uma vida melhor na cidade.
S9 – Em esclarecer a vida no campo e na cidade. Sim, porque está bem esclarecido.

S10 – Eu acho que seu objetivo foi informar sobre o que acontece na vida tanto na cidade quanto no campo e acho que ele foi superficial.
S11 – Demonstrar que as pessoas que vivem no campo (em fazendas) tem oportunidade de encontrar trabalho e pode se adaptar e ser feliz em um ambiente diferente do que estava acostumado a viver.
S12 – Seu objetivo foi informar e atingiu seu objetivo, pois a partir do texto podemos ver mais sobre vantagens e desvantagens da fazenda.
S13 – Mostrar como ocorre a mudança do campo para a cidade. Sim, o autor conseguiu passar a realidade no texto.
S14 – Mostrar as vantagens da vida na cidade. Sim, pois mostrou que o fazendeiro se deu bem.
S15 – Ele tentou mostrar que algumas pessoas do campo podem conseguir um bom emprego na cidade, pelo texto ele conseguiu seu objetivo.
S16 – Dar maiores informações às [pessoas a respeito da mudança de ambientes entre campo e cidade.
S17 – Sim, o de mostrar que tanto na cidade como no campo há dificuldades tanto financeiro como na adaptação.
S18 – O objetivo seria mostrar as possibilidades e dificuldades de um homem do campo. Pelo meu entender posso dizer que o objetivo foi atingido.

6) O que tornou a leitura deste texto fácil ou difícil? Por que?
S1 – Ter algum conhecimento sobre o assunto e a estruturação do texto tornaram-no fácil.
S2 – Fácil pelo tema escolhido pelo autor, que chama atenção. Difícil pelas palavras desconhecidas.
S3 – As palavras conhecidas e bem colocadas tornaram o texto de fácil compreensão.
S4 – Fácil de compreender por dedução, pois não conhecia algumas palavras.
S5 – A clareza que o autor usou para escrever o texto.
S6 – Devido a ser um assunto já conhecido.
S7 – Um conhecimento sobre o assunto, e também o conhecimento das palavras em Inglês torna esse texto fácil
S8 – Pela maneira que ele passou a idéia ficou bem facilitado seu entendimento
S9 – Fácil. Porque a gente já tem um pouco de conhecimento entre o campo e a cidade.
S10 –Ele se tornou mais difícil pelas expressões desconhecidas.
S11 – Se utiliza de termos simples e é um tema conhecido por todos.
S12 – A maioria das palavras ou boa parte, já havíamos aprendido em sala e o resto a teacher ajudou.
S13 –Novas expressões, precisa-se mais tempo e concentração para entender o texto.
S14 – O conhecimento de algumas informações, e o vocabulário.
S15 –O número de palavras que eu ainda não conhecia, porque tinha que procurar a tradução.
S16 – A idéia clara como as idéias foram expostas tornou a leitura fácil.
S17 – Tornou-se fácil porque já havíamos visto bastante desse vocabulário relacionado a campo e cidade.
S18 – o conteúdo era bem interessante, por isso nos prendia a leitura e a organização das palavras os tornava fácil.

7) O assunto do texto é familiar para você? Como você classificaria o texto numa escala de 1 a 6?

bem familiar não familiar

1( ) 2( ) 3( ) 4( ) 5( ) 6( )

Por que? Por que não?

S1 – (2) Porque tive convivência com casos parecidos

S2 – (2) Porque o texto trata-se da mudança de vida das pessoas de uma única família para um ambiente diferente.

S3 – (3) Sim, pois morando na cidade podemos dizer com mais clareza as vantagens e desvantagens do lugar.

S4 – (6) Porque aqui no Brasil a situação é bem diferente.

S5 – (6) Não, porque eu não conhecia o texto.

S6 – (1) É um assunto bem comum.

S7 – (3) Pois temos (nossa família) uma chácara e isso é em certa forma real.

S8 – (1) Porque também é uma realidade do nosso país, porém não tão bem sucedido como no texto.

S9 –(1) Porque esclarece a vida na cidade como é. E do interior também dizendo que é mais fácil.

S10 – (5) porque eu não tenho nem tive contato com o assunto, para mim o êxodo rural e essas mudanças ocorrem só na TV.

S11 – (1) Minha família cresceu no campo e hoje vivem bem adaptados na cidade.

S12 – (3) É familiar porém não neste aspecto como: Internet na fazenda, fazendeiro cientista, etc.

S13 – (3) Conheço algumas pessoas que viveram esta situação.

S14 – (5) Só conheço um lado do texto. A vida na cidade, então não sei como é viver no campo.

S15 – (2) Porque conheço várias pessoas que passaram por situações semelhantes ou inversas.

S16 – (3) Sim. Pois trata-se da nossa realidade. A constante mudança a que temos que nos adaptar.

S17 –(1) Sim, porque todos passamos por dificuldades e é sempre doloroso quando mudanças em nossas vidas.

S18 – (1) Porque a família do meu pai passou por algo parecido.

8) O assunto do texto é interessante? Por que? Por que não?

S1 – É interessante porque fala de um assunto familiar e nos mostra uma outra realidade.

S2 – Sim. Porque ele transmite para o leitor os dois lados da vida dessa família, com fatos reais.

S3 – Sim, pois faz com que as pessoas verifiquem o que as faz realmente felizes.

S4 – Sim, mostra a realidade de um outro país, que não é nossa.-

S5 – Sim, porque traz um assunto interessante, e de grande importância para a economia do país.

S6 – Sim. Porque mostra alguns contrastes com a realidade do Brasil.

S7 – Sim. Particularmente me chama atenção. Eu gosto de fazendas.

S8 – Sim, pois é um assunto atual.

S9 – Sim porque é de interesse da população, da comunidade.

S10 – Sim, porque ele é informativo, traz a nossa realidade brasileira outra visão da mudança do campo para a cidade.
S11 – Sim. Nos faz refletir sobre as vantagens e desvantagens de viver no campo.
S12 – Sim, pois além do cotidiano trouxe novidades.
S13 – Sim. Pois mostra um fato cada vez mais freqüente.
S14 – sim, mostra o lado bom da cidade e o fazendeiro que se deu bem, mas mostra que alguns precisam de tratamento psicológico para suportar a falta que sentem de suas fazendas.
S15 – Sim. Porque nos mostra um pouco de nossa realidade que muitas vezes não temos conhecimento.
S16 – Sim. Pois isso acontece no dia-a-dia, não é nenhum fato alheio às pessoas.
S17 –Bem interessante, pois nos deixa a par dos motivos que levam as pessoas do campo a virem para a cidade.
S18 – Sim, pois mostra as vantagens e desvantagens da vida na cidade

Section 3 - Answers regarding text – The Edinburgh Festival

A leitura deste texto é fluente? Por que? Por que não?
S1 –Sim, porque com tabelas e horários fica mais fácil compreender.
S2 –Sim, é um folhetos contendo várias informações, sobre horários e programações.
S3 – Sim, é bem esclarecido por ter uma estrutura clara em foram de propaganda.

S4 –É. A organização das frase é de fácil entendimento.
S5 – Sim ,pois não necessita da ajuda do dicionário.
S6 – Sim. Pela foram que foi feito facilita o entendimento pelo contexto.
S7 – Sim. Por ser simples em forma de propaganda.
S8 – Sim. Pois é um texto simples
S9 – Sim. É fácil. Contém informações fáceis de entender
S10 – Sim, por ser colocado em forma de anúncio, foi de fácil entendimento.
S11 – Sim, é um texto informativo e os dados contidos como datas, horários e as palavras também são bem conhecidas.
S12 – Sim, ele expões com clareza do que está se tratando.
S13 – Sim, porque a forma que o texto foi distribuindo facilitou a compreensão do mesmo.
S14 – Sim ,porque é fácil de perceber o que o texto está querendo nos mostrar.
S15 –Sim, porque o fato do texto ser em forma de folder facilitou.
S16 – Sim, é fluente. Porque é bem legível, bem exemplificado, bem organizado.
S17 – Sim, por causa de sua estrutura.

1) O texto é difícil? Como você classificaria o texto numa escala de 1 a 6?
Muito fácil muito difícil
1( ) 2( ) 3( ) 4( ) 5( ) 6( )
Justifique sua resposta.
S1 –(2) Justamente porque é mais fácil entender a partir de horários.
S2 –(1) É fácil são pequenas informações sobre horários e programações.
S3 –(2) É fácil pois possui uma linguagem bastante clara, por ser esquematizado, fica melhor sua compreensão.

S4 –(1) Pela organização e ordem.
S5 –(2)Eu acho que ele é fácil pois nele existem palavras fáceis de se traduzir.
S6 – (1) Pela colocação e forma de apresentação o texto tornou-se fácil.
S7 – (2) É fácil de ser compreendido devido a sua estrutura.
S8 – (2) O texto é pequeno e possui palavras bem corriqueiras.
S9 – (3) É fácil porque seu conteúdo é estruturado com informações sobre eventos e não gramatical
S10 – (2) Esse texto estava bem mais fácil que os outros, por estar em forma de cartaz.
S11 – (1) É bem fácil por parecer um folder ou panfleto que contém informações como lugar, horários de eventos, etc.
S12 – (2) É de fácil compreensão.
S13 –(2) Não. O texto tem um enunciado bem explicado e o texto está bem distribuído.
S14 – (3) Pois em alguns tópicos do texto está claramente o que ele quer nos dizer e nos passar, está bem exemplificado.
S15 – (2) O vocabulário utilizado não é complicado.
S16 – (3) não é difícil, só basta um pouco de conhecimento de leitura e escrita.
S17 – (3) Se sua estrutura fosse diferente talvez sua interpretação se tornaria mais difícil.

2) Você diria que este texto é bem escrito? Por que? Por que não?
S1 – Eu acho que sim, porque através de tabelas é mais fácil entender..
S2 – Sim ele informa todos os horários e programações bem distribuídas.
S3 – Sim, porque descreve tudo o que precisa ser dito.
S4 – Sim, porque dá para entender bem.
S5 –Sim, porque ele tem todas .....
S6 – Sim. Porque com poucas palavras consegue transmitir várias informações.
S7 – ----------
S8 –Sim. O autor organizou bem o guia do festival,
S9 –. Sim. Pois seu conteúdo é passado de forma objetiva.
S10 – Sim, pois chama a atenção do leitor.
S11 – Sim de acordo com a ordem das informações é facilmente deduzido.
S12 –Sim, apesar de não se tratar de um texto comum.
S13 – Sim, porque trouxe as informações necessárias .
S14 – Sim, pois está bem claro para ler é fácil de entender.
S15 – Sim, porque é fácil entender as informações contidas no texto, da forma em que elas foram expostas (tipo propaganda)
S16 – Sim, é bem escrito porque tem introdução, desenvolvimento e conclusão.
S17 – Sim, nota-se na estrutura e pontuação.

3) Como você acha que o autor organizou as idéias do texto? Você notou algum tipo de organização? Caso afirmativo, como você descreveria esta organização?
S1 – Ele organizou em forma de tabela com horários para a localização do visitante no festival.
S2 – Sim, ele esquematizou muito bem, separando os horários de programações, visitas e lanches.
S3 – Sim sua organização foi em forma de esquemas divididos em quadros o que facilitou muito o entendimento!
S4 – Organizou bem. Os locais e seus horários, tudo ficou claro.

S5 – Eu acho que ele fez uma organização geral, pois ele descreve todos os lugares referentes ao festival.
S6 – Sim ,ele iniciou com uma chamada ao evento e colocando várias facilidades sobre o festival e suas diversidades.
S7 – Sim, as atividades foram distribuídas em quadros.
S8 – Sim. O texto é organizado pela ordem de programações de um festival.
S9 –Classificou de maneira a deixar claras as coisas mais importantes e toda a informação necessária foi passada.
S10 – Com divisões de apresentações e locais para se divertir sempre colocando em evidência o festival.
S11 – Sim, de caráter informativo.
S12 –Sim, há uma organização, por exemplo, os anúncios são separados, horários claros.
S13 – Por tópico. Sim. O autor colocou em cada tópico as informações necessárias dos acontecimentos de cada repartição.
S14 – Não eu não acho que ele esteja bem organizado, poderia estar um pouco melhor organizado.
S15 –Sim. Organizou de forma que cada um visualize rapidamente o que lhe interessa música, cinema, etc, de acordo com o estilo de cada pessoa
S16 – Com base em conhecimentos gerais, em leitura de textos. Descrevendo dada situação separadamente.
S17 – Sim, organizado em tabelas para uma fácil interpretação.

4) Qual foi o objetivo do autor em escrever este texto? Você acha que o autor atingiu este objetivo?

S1 – Ele quis dar informações sobre as atividades do festival e conseguiu..
S2 – Informar a programação total do festival, para que todos se sentissem mais seguros do que fazer. Sim.
S3 –Seu objetivo foi fazer propaganda de um festival, e ele conseguiu pois ficou fácil de entender sua idéia.
S4 – Fazer propaganda de um festival. Sim, ele alcançou o objetivo, divulgou bem as atrações e serviços,
S5 – O objetivo do autor é divulgar o festival, sim pois ele foi bem objetivo.
S6 –.Falar sobre um evento. Acredito que sim, pois tem todos os detalhes sobre o festival e suas diversidades.
S7 – Fazer com que os leitores pudessem se localizar quanto as opções das atividades propostas.
S8 – Falar um pouco da cultura inglesa. Sim, mostrou um festival bem atrativo.
S9 – Chamar a atenção para os eventos e prestar informações sobre locais, horários, cultura etc, atingindo assim o objetivo.
S10 – Chamou a atenção para o festival, seus bares e cafés; atingindo o objetivo pela organização.
S11 – Objetivo – informar sobre um importante evento. O autor atingiu o objetivo, provavelmente é publicitário.
S12 – Sim, ele falou de um festival e descreveu suas opções, atingiu seu objetivo.
S13 –. Informar, sim.

S14 – O objetivo do autor foi tentar nos transmitir algo que acontece na vida familiar, e no nosso dia a dia.
S15 – Informar sobre o festival que estava ocorrendo em Edinburgh, quando ressalta que é um dos maiores festivais de arte do mundo.
S16 – O objetivo do autor foi de passar algo de conhecimento para o público. Sim eu acho que ele atingiu.
S17 – Mostrar como é um festival conhecido em todo mundo.

5) O que tornou a leitura deste texto fácil ou difícil? Por que?
S1 – O que tornou a leitura fácil foi além da presença das tabelas o vocabulário conhecido.
S2 –Está bem elaborada e as programações bem separadas.
S3 –Fácil, pois os assuntos foram separados e estavam bem nítidos.
S4 – Tornou fácil devido as informações de cada atração e serviços, bem como os horários bem claros.
S5 –As palavras são conhecidas, tornando a leitura fácil.
S6 – Pela forma que foi estruturado tornou-se de fácil leitura
S7 – A leitura foi acessível por ser simples e de forma informativa, com horas etc.
S8 –. Fácil, pois é simples e com palavras bem conhecidas, costumeiras.
S9 – A forma simples nos mínimos detalhes tornou o texto ou a sua leitura fácil.
S10 – As divisões em assuntos separados, os horários, datas, termos bem conhecidos.
S11 – Meus conhecimentos básico de Língua Inglesa facilitaram.
S12 – O vocabulário é de fácil entendimento e por se tratar de anúncios, em si geralmente são claros.
S13 –. A maneira que foi escrito, porque as informações estão bem divididas.
S14 – O que tornou fácil foi a maneira em que ele descreve o texto e a maneira que ele explica.
S15 – Se tornou fácil pela forma em que o texto foi colocado –tipo propaganda com tópicos bem definidos.
S16 – Fácil, organizado em tabelas.
S17 – Sua organização em tabelas e os termos simples.

7) O assunto do texto é familiar para você? Como você classificaria o texto numa escala de 1 a 6?

bem familiar					não familiar
1( )	2( )	3( )	4( )	5( )	6( )

Por que? Por que não?
S1 – (3) Porque trata de horários de um festival que com certeza algumas vezes já tive contato.
S2 – (3) Já fui em alguns eventos então conheço algumas explanações e o calendário de programação está bem estruturado.
S3 – (1) Sim porque é bem comum se ver propaganda de eventos como este.
S4 – (1) É familiar, porque constantemente temos perto de nós atrações como esta.
S5 – (2) porque trata-se de um anúncio utilizado como convite para o festival.
S6 – (5) Não é muito familiar por não ter tido oportunidade de participar de um evento dessa forma.
S7 – (3) São atividades comuns.
S8 – (3) Lembro de já ter visto algo sobre o festival na TV.

S9 –(4) Porque são assuntos que dificilmente fogem do nosso interesse. Sempre sabe-se algo a respeito.
S10 – (4) Não é bem familiar, porque não tenho muito acesso a esses anúncios.
S11 – (1) Sim, porque eventos culturais sempre são interessantes.
S12 – (1) Sim, por ser uma opção de entretenimento.
S13 – (6) Não porque nunca tive contato algum com esse texto.
S14 – (3) Sim, se trata de um texto familiar.
S15 – (1) Porque diariamente nos deparamos com folders informativos, embora poucos com tópicos bem definidos.
S16 – (1) Porque é bem exemplificado, de fácil entendimento.
S17 – (4) Porque não é um festival do qual eu tivesse conhecimento.

8) O assunto do texto é interessante? Por que? Por que não?
S1 – Sim, porque traz informações sobre o festival.
S2 –Sim. Fala de um famoso festival e de toda a sua programação incluindo passeios, lanches, serviços que os visitantes venham a necessitar.
S3 – Sim, pois traz bastante informação sobre um acontecimento.
S4 – Sim, é bem interessante, porque de certa forma conhecemos outras culturas.
S5 – Sim, porque ele consegue atrair a atenção do leitor.
S6 – Sim. Porque trata-se de um grande festival e com diversas opções de diversão e cultura.
S7 – É informativo.
S8 – Sim. Mostra um festival atrativo.
S9 – Sim. Por se tratar de cultura, música, etc.
S10 –Sim, pois trabalha coisas do cotidiano.
S11 – É ótimo, música, filmes e outros eventos culturais são importantíssimos.
S12 – Sim nos mostra uma atração , um festival muito visitado e conhecido por todo mundo.
S13 – Sim, porque é um texto informativo.
S14 – Sim, pois é muito interessante o assunto e muito fácil de nós entendermos o que ele quer nos dizer.
S15 – Sim. Porque trata-se de um texto informativo.
S16 – Sim. É interessante, porque é de informação.
S17 – Sim, porque assim tomamos conhecimento de festividades de outros lugares.

Section 4 - Answers regarding text – The Country that never sleeps

1) A leitura deste texto é fluente? Por que? Por que não?
S1 – Sim fluente. Porque é de fácil leitura, entendimento, e interpretação.
S2 – Sim, por causa de seus termos fáceis e de sua estrutura.
S3 –Bastante fluente. Devido a várias palavras conhecidas e indicações numéricas no decorrer do texto.

S4 – Sim, é fluente, pois possui palavras conhecidas.
S5 – Sim. É muito fácil de entender, simples, sem complicações.
S6 – Sim, esse texto foi muito bom, de fácil entendimento, um vocabulário conhecido.

S7 – Sim. É simples e de fácil compreensão.
S8 – Sim, porque está bem explicado e é bem informal.
S9 –Sim. Porque o vocabulário é fácil.
S10 – Sim, porque é um assunto interessante.
S11 – Sim. Porque ,ostra um pouco da cultura de um povo.
S12 – Sim, é de fácil compreensão, bem estruturado.
S13 –Muito fluente e compreensível.
S14 – Sim, informa sobre o modo de vida dos Espanhóis.
S15 – Yes, é fluente possui palavras fáceis de serem entendidas de conhecimento geral da sala.
S16 – Sim, porque as informações são claras.
S17 - Sim, o texto está bem claro

2) O texto é difícil? Como você classificaria o texto numa escala de 1 a 6?

Muito fácil					muito difícil
1( )	2( )	3( )	4( )	5( )	6( )

Justifique sua resposta.
S1 –(1) É fácil porque está bem organizado, em ordem numerada, bem legível.
S2 –(3) Por se tratar de um tema abrangente com um texto bem estruturado
S3 –(2) Sim. Porque foi fácil entender o conteúdo.
S4 –(2) Possui aspectos fáceis de identificar o assunto.
S5 –(3) O texto traz uma linguagem fácil de entender e fácil interpretação.
S6 – (2) Foi bem fácil, as palavras conhecidas, tornavam o texto fácil e também a curiosidade de entendê-lo.
S7 – (2) O texto é de fácil compreensão.
S8 – (3) Fácil, porque está fácil de entender o que nos quer dizer, e está bem explicado.
S9 – (1) Vocabulário conhecido.
S10 – (2) Não porque o vocabulário é conhecido e de fácil compreensão.
S11 – (2) Para entender toda a história pelo contexto.
S12 – (2) O vocabulário é de fácil entendimento.
S13 –(1) Foi fácil e bem influente.
S14 – (2) Fácil, fala da vida noturna do povo Espanhol.
S15 – (1) Possui palavras que eu já conhecia.
S16 – (2) Não, as informações das entre linhas não estão obscuras.
S17 – (2) Fácil. Porque a maioria das palavras são conhecidas e fica fácil traduzir.

3) Você diria que este texto é bem escrito? Por que? Por que não?
S1 – Sim é bem escrito. Porque vem ilustrado.
S2 –Sim , porque apresenta pontuação correta, assuntos bem distribuídos em parágrafos.
S3 – Sim. Está bem escrito.
S4 – Sim, pois faz com que você entenda o conteúdo.
S5 – Sim porque é simples e objetivo
S6 – Sim, pois facilitou o entendimento, frases do cotidiano
S7 – Sim, pois é rico em suas informações
S8 – Sim, porque está bem distribuído nos parágrafos.
S9 – Sim. Porque conseguiu retratar a cidade.
S10 – Sim. Porque ele é bem separado.

S11 – Sim, por ser bastante esclarecedor e curioso.
S12 – Sim, ele é fluente.
S13 – Sim, é bem escrito, com informações precisas.
S14 – Sim, ele fez uma explanação muito boa sobre os hábitos noturnos deles.
S15 –Sim, possui um vocabulário fácil sem palavras complicadas.
S16 – Sim, o autor usou uma linguagem acessível.
S17 – Sim, traz informações bem claras.

4) Como você acha que o autor organizou as idéias do texto? Você notou algum tipo de organização? Caso afirmativo, como você descreveria esta organização?

S1 – Organizou em uma ordem de fácil entendimento de visão de esclarecimento de todas as coisas..
S2 – Assuntos bem distribuídos em parágrafos para uma fácil compreensão.
S3 – Sim. Separou em parágrafos.
S4 – Eu acho que ele descreveu o país em parágrafos característicos.
S5 – Organizou de forma com que assunto ficasse claro e bem estruturado.
S6 – Expressando as atividades dos espanhóis. Ele organizou em parágrafos o texto.
S7 – Não organizou. Só foi colocando as informações.
S8 – Sim, pois ele organizou bem os parágrafos e soube escrever bem.
S9 – Sim. Organizou de forma que pudéssemos entender a vida agitada das pessoas
S10 – Ele organizou partindo das coisas boas e diferentes para as coisas comuns como os problemas de trânsito.
S11 – Sim, separando-o por parágrafos, colocando percentuais da população e seus costumes populares.
S12 – Sim, ele falou do estilo de vida e citou alguns exemplos.
S13 – Bem organizado, com números e dados claros.
S14 – Sim, ele fez uma pesquisa previamente, colhendo o máximo de informações sobre o povo.
S15 – Creio que neste caso ele separou por parágrafos não fez nenhuma distinção por tópicos ou esquemas.
S16 – Com parágrafos. Sim. O autor organizou o texto em parágrafos.
S17 – Sim ele organizou as idéias que ele já tinha a respeito do assunto aliado a porcentagens feitas por pesquisas.

5) Qual foi o objetivo do autor em escrever este texto? Você acha que o autor atingiu este objetivo?

S1 – Foi em esclarecer, em passar o conhecimento do seu país, dos costumes.
S2 – Retratar os costumes de um país.
S3 – Conhecimento. Sim ele atingiu.
S4 – Eu acho que seu objetivo foi descrever o país (Espanha) e sua população.
S5 – Passar informações sobre o comportamento das pessoas. Ele conseguiu pois acho que todos o entenderam.
S6 – Dar-nos conhecimento de um mundo diferente, um lugar diferente, despertando- nos a curiosidade. Acho que sim
S7 – Mostrar curiosidades dos Espanhóis.
S8 – O objetivo do autor foi de nos passar como é a vida de uma família e o seu dia-a-dia.

S9 – Demonstrar como é a vida das pessoas em uma cidade que nunca dorme. Sim.
S10 – Ele escreveu o texto como uma curiosidade ã respeito da vida das pessoas.
S11 –Mostrar um pouco da cultura de outros povos. Atingiu o objetivo por mostrar a diferença de hábitos e costumes.
S12 – Sim, mostrar o estilo de vida de uma determinada região, uma cidade que não dorme.
S13 – Fazer uma propaganda da Espanha e seus costumes. Conseguiu, fiquei com vontade de ir para lá agora.
S14 – Informar os hábitos noturnos dos espanhóis, um povo que adora a noite.
S15 – Informar, e atingiu pois foi fácil entender e conhecer um pouco da Espanha.
S16 – levar conhecimento sobre o que as pessoas gostam de fazer. Sim.
S17 – O autor conseguiu apresentar o diferente estilo de vida, o que muda de um país para o outro, os costumes, etc.

6) O que tornou a leitura deste texto fácil ou difícil? Por que?
S1 – Fácil. Porque é uma leitura fácil de entender.
S2 –O tema, a maneira como foi escrito, pois poderia ser um tema fácil e estar mal elaborado então sua interpretação não seria tão fácil.
S3 – Palavras conhecidas, seqüências de assuntos e números que tornam mais fácil a compreensão.
S4 – Fácil, as palavras conhecidas facilitam o entendimento.
S5 – A familiaridade com o texto tronou o texto fácil.
S6 – O cotidiano usado no texto, facilita o entendimento, frases usadas por nós.
S7 – Muitas palavras já estudadas o deixou fácil.
S8 – A maneira como ele explica o texto e como ele é escrito
S9 – A leitura do texto ficou fácil porque o vocabulário utilizado é simples.
S10 – O que tornou fácil foi o vocabulário conhecido.
S11 – A leitura tornou-se interessante pelo tema e suas curiosidades.
S12 – O texto é interessante.
S13 – O que tornou fácil foi a linguagem, as frases bem organizadas e o contexto interessante.
S14 – Uso de um vocabulário de fácil entendimento para iniciantes em inglês.
S15 – As palavras cognatas e outras palavras sem complicações.
S16 – O texto foi bem escrito isso facilitou a compreensão do mesmo.
S17 – O conhecimento básico da língua, dedução.

7) O assunto do texto é familiar para você? Como você classificaria o texto numa escala de 1 a 6?
bem familiar não familiar
1( ) 2( ) 3( ) 4( ) 5( ) 6( )
Por que? Por que não?
S1 – (1) Porque esclarece bem as informações.
S2 – (4) Trata de um país do qual já se sabe algumas coisas como localização, cultura, etc.
S3 – (6) Não tinha conhecimento sobre este país.
S4 – (2) Porque trata-se da divulgação dos costumes de um país conhecido.
S5 – (3) Sim. Pois essas rotinas acontecem em todo lugar.

S6 – (4) Não é familiar o texto, mas é de fácil interpretação, e também nos proporciona a curiosidade para torná-lo familiar.
S7 – (6) Eu não conhecia essas curiosidades da Espanha.
S8 – (3) Porque mostra o cotidiano da família no seu dia a dia
S9 –(3) Não é muito familiar, porque a nossa realidade é bem diferente da descrita.
S10 – (3) Mais ou menos, porque a vida noturna esta fora da minha realidade.
S11 – (1) Porque gosto de conhecer os hábitos, costumes e a cultura de outros países.
S12 – (2) Sim, estilo de vida de um lugar
S13 – (3) Um pouco familiar, pois muitas das informações são novidades.
S14 – (3) Fala de um povo e seus hábitos, os quais não conheço pessoalmente e sim através de leituras.
S15 – (4) Eu não sabia quase nada sobre a Espanha.
S16 – (5) Não, porque nunca tive contato com o texto.
S17 – (3) Não é bem familiar, pois não tenho muito conhecimento sobre o estilo de vida na Espanha, porém é parecida com o estilo de algumas cidades do Brasil.

8) O assunto do texto é interessante? Por que? Por que não?
S1 –Sim. Porque nos dá uma boa informação, bom conhecimento.
S2 –Sim. Porque nos traz um pouco da cultura e costumes de outros países.
S3 – Sim, desperta curiosidade.
S4 – Sim, pois podemos conhecer outra tradição e outros povos.
S5 – Sim. Porque é um assunto agradável e de fácil assimilação.
S6 – Sim. Pois nos mostra outra realidade, dando nos, digo trazendo- nos um grande aprendizado.
S7 – Muito. Bem curioso e legal.
S8 – Sim. Pois nos traz uma leitura muito agradável
S9 – Sim. Porque é informativo.
S10 – Sim, porque trata dos costumes de diferentes lugares.
S11 – Muito interessante pelo seu contexto cultural.
S12 – Sim, é uma curiosidade, um estilo de vida.
S13 – Muito interessante, porque aprendi coisas sobre a Espanha.
S14 – Sim, é sempre bom conhecer culturas diferentes.
S15 – Sim, muito, é bem informativo se assim pode-se dizer, pois pude aprender sobre um outro país.
S16 – Sim, porque traz muitas informações importantes.
S17 – Muito bom. Novas informações sobre outro país.

APPENDIX O

UPPER-INTERMEDIATE STUDENTS' RESPONSES TO THE TEXTS USED

Section 1 - Answers regarding the text Eternal Youth
Section 2 - Answers regarding the text 10 things you probably never knew about the common cold.
Section 3 - Answers regarding the text - Danger! Sense of humour
Section 4 - Answers regarding the text Earthship homes catch old tires on rebound

Section 1 - Answers regarding the text Eternal Youth

Grupo 1 -

1) A leitura deste texto é fluente? Por que? Por que não?

S1 - Sim. Porque as palavras são conhecidas apesar de alguns novos termos.
S2 – A leitura é fluente porque o texto é coeso (óbvio), com várias conjunções como:

although, another...

S3 – Sim, o texto é tranqüilo, o vocabulário acessível, com algumas palavras no glossário.

S4 – Pouco. Acho que lemos muito pouco em Inglês, por isso senti dificuldades ao ler em voz alta. Pode ser porque na maioria das vezes lemos em silêncio.

S5- Sim, podemos entender quase todo texto.

S6 – Posso classificar como fluente, desconsiderando o significado de algumas palavras e priorizando o contexto.

S7 – O texto é muito fácil de ser entendido. Nele estão contidos termos que não exigem conhecimento específico para serem compreendidos.

Grupo 2 –
S1 – Sim, porque somente algumas palavras ou frases foram de difícil compreensão.
S2 – Sim. Porque apesar de conter vocabulário novo é possível entender o assunto num contexto geral.
S3 – Embora seja em linguagem formal ele é fluente por saber-se de estruturas simples e palavras de uso corrente.
S4 – Para mim não, porque meu vocabulário em inglês é limitado, existem várias que eu desconheça.
S5 – Para mim foi um pouco difícil havia palavras desconhecidas.

2) O texto é difícil? Como você classificaria o texto numa escala de 1 a 6?

Muito fácil					muito difícil
1( )	2( )	3( )	4( )	5( )	6( )

Justifique sua resposta.
Grupo 1

S1 – (4) É a primeira vez que leio em inglês sobre o assunto.

S2 – (2) Ele é fácil, pois a linguagem é acessível e o assunto é familiar.
S3 – (2 e 3) Algumas palavras eu não conhecia, aí dificulta um pouco a leitura.
S4 –(2) O texto não é tão difícil, com palavras que não são tão difíceis ainda que algumas desconhecidas.
S5 – (3) É um tema diferente, mas possível de ser entendido. Não é comum ao nosso dia-a-dia.
S6 – (3) O vocabulário era um tanto desconhecido, o que tornou o texto um pouco difícil, mas não incompreensível.
S7 – (1) A linguagem é muito simples.

Grupo 2 –
S1 – (3) Não é muito fácil devido as palavras desconhecidas e algumas frases que numa primeira leitura não foi fácil o entendimento.
S2 – (3) O texto é um pouco complexo e é necessário um bom conhecimento de inglês.
S3 – (3) É um bom texto mas como tal tem sua complexidade de linguagem.
S4 – (5) como eu já afirmei anteriormente, pelo meu vocabulário limitado.
S5 – (4) Por haver palavras novas e científicas.

3) Você diria que este texto é bem escrito? Por que? Por que não?
Grupo 1
S1 – Sim. Porque traz informações agrupadas por idéias. É bem estruturado.
S2 – O texto é bem escrito porque os parágrafos estão bem organizados, em cada sentença inicial observa-se a idéia o assunto que será desenvolvido no parágrafo referido.
S3 – Sim, é informativo. Está bem escrito, pois é coerente.
S4 – Sim, traz informações de forma concisa.
S5 – Sim ser for lido para pessoas em geral não é um texto técnico para quem trabalha na área.
S6 - Acredito que está bem distribuído, com idéias bem distribuídas e que se alternam, mesmo estando no mesmo contexto.
S7 – Na minha opinião o texto é bem escrito, é bem estruturado. O texto não enrola, vai direto ao assunto.

Grupo 2 –
S1 – Sim, porque segue um padrão, que por sinal é o que melhor conhecemos.
S2 – Sim, porque é um texto de revista direcionado a um tipo de leitor.
S3 – Sim, mantém um discurso formal, coerente e coeso
S4 – sim, porque ele deixa claro a proposta a que ele se propõe.
S5 – sim, formal e coeso.

4) Como você acha que o autor organizou as idéias do texto? Você notou algum tipo de organização? Caso afirmativo, como você descreveria esta organização?
Grupo 1
S1- Penso que o texto foi organizado de modo que foram sendo acrescentadas outras idéias dando fluência a ele.

S2 – O texto está organizado como se fossem etapas, ou primeiramente observa-se ou têm-se a informação sobre human body, healthy diet and lifestyle, em seguida vemos uma comparação entre human and animals, after algumas coisas/ novidades sobre pesquisas e sobre o que ainda será feito pela ciência e acaba com uma questão para nós refletirmos. E, como já falei/ escrevi na primeira questão, temos connections que vão adicionando idéias...

S3 – A cada parágrafo ele foi tratando de um assunto específico dentro do mesmo tema.

S4 – Sim, primeiro ele fala do corpo humano e passa para degradação dele até falar do futuro.

S5 – Sim trabalhou com vários assuntos, intercalando de forma coerente, trabalhando com assunto na área científica relacionando a vida humana com animais para falar sobre as pesquisas para melhorar a vida dos seres humanos, no que se refere a parte física, dando uma expectativa de melhora para o futuro.
S6 – Sim ele lança informações e as fecha eu um mesmo parágrafo, isso isola um pouco cada informação (idéia).
S7 – Eu acho que o texto tem uma boa introdução, o assunto é bem desenvolvido e inclui exemplos e, por fim, cita o que pode vir a ocorrer no futuro.
Grupo 2 –
S1 – O autor organizou o assunto por parágrafos, começando por dados recentes das pesquisas e indo até o que pode acontecer no futuro.
S2 – Ele organizou o texto em parágrafos, colocando as etapas da pesquisa e terminou com um questionamento que nos leva a reflexão
S3 – Sim, Os parágrafos possuem mais de cinco linhas no primeiro ele apresenta o problema nos demais discute as possibilidades, avanços, descobertas e no último faz uma síntese em forma de moral da história.
S4 – Sim. O primeiro parágrafo ele demonstrou quais seriam suas intenções, no 2º e 3º parágrafos ele as descreveu claramente, as idéias que ele propunha explícitas. Consequentemente no último as concluiu.
S5 – Sim, ele organizou de forma a introduzir o assunto, desenvolver a o raciocínio e concluir.

5) Qual foi o objetivo do autor em escrever este texto? Você acha que o autor atingiu este objetivo?

Grupo 1
S1 - Informar a respeito de pesquisas de sondagens na área de envelhecimento e do que fazer para evitá-lo.

S2 – Um dos objetivos foi mostrar sobre alguns pontos de pesquisas científicas voltadas à saúde.

S3 - Ë um texto informativo, acho que sim.

S4 – Informar sobre uma pesquisa. Acho que atingiu o objetivo.

S5 – Seria expor sobre novas pesquisas e o que isso pode melhorar em nossa vida e no futuro.

S6 – O motivo era visto no título, e se cumpriu, pois ele apresentou as idéias atuais que retratam a busca pelo anti-envelhecimento.

S7 – Penso que o objetivo tenha sido o de informar. Acredito que se o objetivo era este, foi alcançado com sucesso.

Grupo 2 –
S1 – Ele escreveu para informar a quem se interessa por este assunto, e atingiu o objetivo, porque o texto é compreensível.
S2 – O objetivo foi de proporcionar ao leitor informações sobre saúde.
S3 – Sim, ele transmitiu suas idéias e trabalhou com o que é o maior desejo dos homens. Viver para sempre.
S4 – Sim. Mostrou com clareza os resultados da pesquisa as quais ele se propôs a analisar.
S5 – Demonstrar a evolução da ci6encia e o que será possível alcançar dentro de alguns anos.

6) O que tornou a leitura deste texto fácil ou difícil? Por que?
Grupo 1
S1 – O assunto fez com que o texto se tornasse fácil e interessante. É atual e incentivador.

S2 - A familiaridade com o assunto.

S3 – Algumas palavras que eu não conhecia tornaram a leitura um pouco difícil.

S4 – Fácil, por ser um tema interessante.

S5 – Conhecimento de palavras, vocabulário não muito difícil.

S6 – Fácil - o tema é bem aceito, muitos buscam informações sobre envelhecer bem. Difícil – algumas palavras que eu não sabia.
S7 – A linguagem do texto tornou-o fácil. Se o autor tivesse utilizado termos mais científicos seria difícil de entender.
Grupo 2 –
S1 – O conhecimento prévio de alguns temas seja por leitura ou pela mídia.
S2 –. Foi possível entender o texto porque nós temos um razoável conhecimento de inglês.
S3 – A linguagem acessível e o tema chamativo bem como sua seqüência temporal.
S4 – Difícil por causa do meu restrito vocabulário.
S5 – O vocabulário dificultou um pouco.

7) O assunto do texto é familiar para você? Como você classificaria o texto numa escala de 1 a 6?
bem familiar não familiar
1( ) 2( ) 3( ) 4( ) 5( ) 6( )
Por que? Por que não?
Grupo 1
S1 – (4) Porque já conhecia algo a respeito.
S2 – (2) Porque é um assunto relevante nos dias de hoje. E é de suma importância as pesquisas voltadas à saúde.
S3 – (4 e 5). Todos temos curiosidades para saber sobre o assunto e buscamos compreender.
S4 – (1) Já trabalhei numa clínica de estética, onde falávamos muito disso.
S5 – (3) Não leio muito sobre esse assunto, vejo alguns temas na TV.

S6 – (1) Me interesso por qualidade de vida e medicina preventiva.
S7 – (1) Porque a televisão sempre mostra avanços feitos nesta área que o texto trata.

Grupo 2 –
S1 – (4) Não é tão familiar pelo aspecto do tema em si, não pela estrutura e padrão da linguagem utilizada.
S2 – (3) porque em outras oportunidades tive contato com outros textos com informações semelhantes.
S3 – (1) Todo homem tem curiosidade em saber porque ele envelhece e morre.
S4 – (5) porque eu já tinha assistido reportagens que abordam esse mesmo assunto
S5 – (2) fala-se muito em cuidados com a saúde, alimentação e exercícios para tornar a velhice mais saudável.

8) O assunto do texto é interessante? Por que? Por que não?

Grupo 1
S1 – Sim, porque as pessoas, se não todas, mas a maioria gostaria de poder contar com uma reposição de órgãos, um creme para ficar mais bonita ou a possibilidade de viver alguns anosa mais do que a expectativa de vida anunciada para nós brasileiros.
S2 – O assunto é interessante porque trata sobre descobertas e futuras descobertas relacionada à saúde, estética.
S3 – Sim, diz respeito a nós mesmos, nosso corpo, nossa vida, nosso futuro. É muito interessante.
S4 – Fala de pesquisas científicas, algo que chama atenção.
S5 - + ou-, prefiro temas mais ligados a nossa área e dia-a-dia, que possam auxiliar para problemas em nosso cotidiano, o que é mais real, mais próximo.
S6 – Sim traz a possibilidade de mais qualidade de vida tanto na estética, na medicina e na psicologia, pois estando bem, a mente também estará.
S7 – O assunto do texto é muito interessante pois trata de recursos que podemos um dia precisar, quando formos mais velhos.

Grupo 2 –
S1 – É porque todo desconhecido sempre tem alguma informação.
S2 –.Sim, é muito interessante, porque é um texto informativo sobre as pesquisas das quais trazem benefícios para os seres humanos.
S3 – Sim, por trabalhar um problema real dos leitores.
S4 – Sim porque é um tema bastante interessante e polêmico.
S5 – Sim, mas não da forma que está no texto.

Section 2 - Answers regarding the text -10 things you probably never knew about the common cold.

1) A leitura deste texto é fluente? Por que? Por que não?

Group 1

S1 – Sim, em parte, porque tendo que achar e completar a sua estrutura para depois lê-lo por inteiro quebra um pouco a fluência.

S2 – Yes, it was easy to understand.

S3 – Mais ou menos porque aqui temos 10 dicas sobre novas "coisas" sobre gripe que são colocadas aleatoriamente ao leitor onde um parágrafo não está em continuidade com o outro (necessariamente). É uma leitura truncada.

S4 – Sim, não é cansativo, o autor separa o assunto em tópicos.

S5 – Sim - o vocabulário acessível e assunto de conhecimento geral.

S6 – É fluente. Porque podemos perceber, entender do que se trata.

S7 – considero quase uma leitura fluente, pois algumas palavras do texto para mim são desconhecidas.

Group 2

S1 – Sim, porque é possível entender o assunto.
S2 – Sim, ele é formado por um agrupamento de pequenos textos.
S3 – More or less, because there are some words that I don't know, and in this case I need to use the dictionary.
S4 – Sim, somente algumas palavras enroscam.
S5 – Sim, porque o vocabulário não é complexo.
S6 – Sim, porque foi divido em tópicos.

2) O texto é difícil? Como você classificaria o texto numa escala de 1 a 6?

Muito fácil muito difícil
1( ) 2( ) 3( ) 4( ) 5( ) 6( )

Justifique sua resposta.

Group 1

S1 – (3) O vocabulário é conhecido em sua maior parte, apesar de apresentar novas palavras.
S2 – (2) É um texto fácil, traz um tema interessante, e vocabulário claro e conhecido.
S3 – (1) Apesar do texto estar truncado, ele é fácil, pois ao lermos isoladamente cada parágrafo observamos fluência neles.
S4 – (3) Não conhecia muito bem o vocabulário.
S5 – (3) O texto é fácil de ser compreendido.
S6 – (4) Talvez por não conhecer/ ou não estar acostumado a usar o vocabulário.
S7 – (4) Como na resposta anterior tive problemas com algumas palavras.

Group 2

S1 – (3) O texto é razoável.
S2 – (2) Assunto é atual e fato comum com uma linguagem simples embora formal.

S3 – (5) Difficult because many words are related with disease and medicine.
S4 – (3) Devido as palavras desconhecidas.
S5 – (1) Não porque é possível compreendê-lo perfeitamente.
S6 – (3) Era possível de se entender as palavras desconhecidas pelo contexto.

3) Você diria que este texto é bem escrito? Por que? Por que não?

Group 1
S1 – Em parte, porque é organizado em parágrafos.
S2 – Sim ele responde à expectativa proposta das questões.
S3 – Não é bem escrito pois não é fluente.
S4 – Sim, é fluente.
S5 – Sim, para informações gerais, poderia ser melhor algumas coisas são duvidosas.
S6 – Sim.
S7 – Sim, o texto é bem escrito porque o tema é fácil.

Group 2
S1 – Eu acho que é escrito de acordo com o interesse de alguém.
S2 – Em parte sim se o observarmos como pequenos textos.
S3 – I think so, but not to an ordinary person.
S4 – Sim ele é bem sucinto.
S5 – Sim, pois transmite claramente a mensagem a que se propõe.
S6 – Sim.

4) Como você acha que o autor organizou as idéias do texto? Você notou algum tipo de organização? Caso afirmativo, como você descreveria esta organização?

Group 1
S1 – Em parágrafos, introduzindo às idéias gradativamente.
S2 – Sim, foi organizado para que cada parágrafo correspondesse à resposta de uma questão anteriormente colocada.
S3 – Em tópicos, dicas.
S4 – Sim ele separou o assunto em tópicos de 1a 10.
S5 – Utilizou, logo no início observamos o motivo da causa do resfriado, é descrito como se adquire os motivos, acabando com propostas para evolução da doença, é organizado de forma coerente.
S6 – Sim. O texto inicia falando do vírus depois das pessoas que contraem o vírus ... e por fim algumas dicas.
S7 – Acho que o autor selecionou tópicos importantes da pesquisa para que o entendimento fosse melhor.

Group 2
S1 – Ele fez uma organização numérica onde coloca o texto como dica.
S2 – Juntou pequenos textos em forma sequencial.
S3 – The author wrote the text in separate topics, i think he wanted to become the text easier.

S4 – Cada tópico é independente e completo.
S5 – Sim ela dispôs as idéias em forma de resposta como se fosse um questionário.
S6 – Organizou através de perguntas e repostas como se fosse para chamar a atenção do leitor

5) Qual foi o objetivo do autor em escrever este texto? Você acha que o autor atingiu este objetivo?

Group 1
S1 – Informar aos leitores alguns pontos sobre a gripe, suas causas possíveis, sintomas. Atingiu em parte, porque algumas idéias são apenas especulações.
S2 – Seu objetivo era mostrar, esclarecer ao leitor sobre gripe/resfriado, o objetivo foi atingido.
S3 – O objetivo mostrar alguns fatores que causam a gripe, sintomas e o que pode ser feito para melhorar. O objetivo ficou dúbio.
S4 – O objetivo foi passar as informações, as curiosidades que desconhecíamos sobre a gripe e acho que o atingiu.

S5 – Dar uma explanação sobre a doença e possíveis tratamentos ou sugestões.

S6 – Penso que o objetivo foi trazer novidades sobre o vírus da gripe.

S7 – o objetivo foi esclarecer sobre o tema "cold" e considero atingido o objetivo pelas idéias exploradas.

Group 2
S1 – O objetivo é provavelmente ativar o leitor, para comprar algo ou pode ser somente uma informação.
S2 – Chamar a atenção do leitor. Sim o objetivo é que ao ler uma parte o leitor fica curioso querendo ler a próxima parte.
S3 – To inform the people but I don't know if he reached his objective.
S4 – Trazer ao conhecimento do leitor assuntos que ele considera desconhecidos por parte do leitor. Sim, porque dá para entender.
S5 – (o aluno não respondeu)
S6 – Informar e prender o leitor.

6) O que tornou a leitura deste texto fácil ou difícil? Por que?

Group 1
S1 – Ter que lê-lo com os parágrafos em desordem dificultou um pouco a sua leitura.
S2 – A leitura foi fácil, pois o tema e vocabulário eram bons.
S3 – A familiaridade com o vocabulário.
S4 – O vocabulário tornou difícil, algumas palavras e expressões eu não conhecia, mas dá pra pegar a idéia principal.
S5 – É um vocabulário fácil, assunto conhecido.
S6 – Ajuda do professor.
S7 – O que tornou fácil foi o tema bem escolhido.

Group 2
S1 – A leitura foi possível porque se tem um acessível nível de Inglês.
S2 – É fácil pois você tem a opção de lê-lo em partes.
S3 – he uses some words that I didn't know.
S4 – A divisão dos tópicos
S5 – O vocabulário e a forma com que o autor disp6os suas idéias.
S6 – Pequenos parágrafos.

7) O assunto do texto é familiar para você? Como você classificaria o texto numa escala de 1 a 6?
bem familiar não familiar
1( ) 2( ) 3( ) 4( ) 5( ) 6( )
Por que? Por que não?
Group 1
S1 –(4) Os pontos descritos são conhecidos.
S2 –(3) O assunto "cold" é familiar, pois todos a enfrentam.

S3 – (2) É um assunto corriqueiro.

S4 – (2) Todos pegamos gripe, ficamos gripados, é do nosso interesse.

S5 – (1) Todos tiveram resfriado e sentiram sintomas parecidos.

S6 – (5)

S7 – (4) porque já estudamos sobre temas familiares.

Group 2
S1 – (2) Porque quase todas as informações eu já conhecia.
S2 – (1) Minha esposa e filhos sempre têm resfriados.
S3 – (5) O aluno não respondeu.
S4 – (3) Porque no conteúdo têm algumas novidades.
S5 – (3) O assunto faz parte da vida de todas as pessoas, isso faz com que saibamos alguma coisa sobre esse assunto.
S6 – (2) Estou gripada

8) O assunto do texto é interessante? Por que? Por que não?
Group 1
S1 – Sim. Porque é relativo à saúde.
S2 - Sim é interessante pois é freqüente em nossas vidas.

S3 – É. Traz idéias novas sobre um assunto comum.

S4 – Sim, são curiosidades, como todos nós já passamos por isso um dia, nos diz respeito.

S5 – Sim traz novidades. – Não muito acreditáveis, mais é acessível.

S6 – É por trazer novidades. Algo que ainda não sabia.

S7 – Sim, o assunto é interessante porque explica muitas coisas a respeito do tema e traz algumas curiosidades também.

Group 2
S1 – É mais ou menos, tem relação com a saúde
S2 – Algumas coisas sim.
S3 – More or less.
S4 – Sim porque contém informações interessantes.
S5 – Sim, porque aborda certas curiosidades que eu não tinha conhecimento.
S6 – Mais ou menos. Na verdade o assunto é chato, mas o autor foi feliz na forma em que ele estruturou o texto.

Section 3 - Answers regarding the text - Danger! Sense of humour

1) A leitura deste texto é fluente? Por que? Por que não?
Group 1
S1 – É porque o contexto traduz alguma palavra que não soubemos de início.
S2 – Sim, porque é uma narrativa pessoal.
S3 – Sim, porque é seqüencial.
S4 – Sim muito, é uma descrição de situações.
S5 – Sim.
S6 – Sim a leitura do texto é fluente devido ao vocabulário fácil.
S7 – Sim – depois de vocabulário da 1ª parte.
Group 2
S1 – Yes, the vocabulary is not so difficult.
S2 – Sim, o vocabulário é simples e numa linguagem mais próxima do leitor.
S3 – Sim, o autor não usa palavras difíceis.
S4 – Não o texto é divido em pequenas partes.
S5 – Sim, porque o Inglês é acessível

2) O texto é difícil? Como você classificaria o texto numa escala de 1 a 6?
Muito fácil muito difícil
1( ) 2( ) 3( ) 4( ) 5( ) 6( )
Justifique sua resposta.
Group 1
S1 – (2) Ver resposta 1.
S2 – (1) Linguagem comum.
S3 – (4) Vocabulário conhecido.
S4 – (2) o vocabulário é relativamente fácil.
S5 – (4) Por desconhecer algumas palavras (vocabulário novo)
S6 – (1) As palavras são bem conhecidas e o tema ajuda no entendimento.
S7 – (4) Algumas palavras desconhecidas mais inteligível.
Group 2
S1 – (2) Because it's not so difficult the understanding.
S2 – (2) Consegui entender bem, sem muitos tropeços.
S3 – (4) Eu acredito que o autor procurou escrever um texto que todos entendessem.
S4 – (2) A linguagem do texto é simples e direta o que dificulta é ele estar escrito em pequenos textos.

S5 – (2) inglês em um nível acessível, discussão e compreensão de vocabulário antes de ler o texto.

3) Você diria que este texto é bem escrito? Por que? Por que não?
Group1
S1 – É. Porque tem coerência à narrativa.
S2 – É um texto informal.
S3 – Sim.
S4 – Sim, as situações são apresentadas de forma coerente e simples.
S5 – Sim.
S6 – Sim, o texto é bem escrito porque as idéias são claras.
S7 – Sim ele descreve todas as situações de foram inteligível.
Group 2
S1 – Yes, but he uses an informal way in the dialogs.
S2 – Sim.
S3 – Sim.
S4 – Sim, se o considerarmos em pequenos textos.
S5 – É bem escrito, acessível e coloquial.

4) Como você acha que o autor organizou as idéias do texto? Você notou algum tipo de organização? Caso afirmativo, como você descreveria esta organização?
Group 1
S1 – Organizou por acontecimentos.
S2 – Como uma narrativa pessoal, abordando exemplos vivenciados em dois países com uma linguagem comum, com elementos contraídos no texto todo, e.g. "I'll have ....", "I don't know.", como se estivesse dialogando com o leitor ao inferir certas questões abaixo de cada relato.
S3 – Em termos de perguntas e respostas.
S4 – O autor separou em tópicos e ainda fez algumas conexões com perguntas para fazer-nos pensar.
S5 – Sim ele começou falando de si depois passou com o que aconteceu com o vizinho ... mas sempre voltado ao tema.
S6 – Acho que o autor selecionou em tópicos escolhendo as partes mais bem humoradas.
S7 – sim foram colocadas as situações como aconteceram – em uma seqüência correta.
Group 2
S1 – He put the text in order.
S2 – Ele procurou contar uma história, então o autor organizou os fatos para que fosse coerente.
S3 – Ele organizou o texto por parágrafos para facilitar a leitura.
S4 – Sim, a estrutura é organizada mas não como um texto único e coeso.
S5 – Começo, desenvolvimento e fim.

5) Qual foi o objetivo do autor em escrever este texto? Você acha que o autor atingiu este objetivo?
Group 1
S1 – Saber diferenciar e ou conhecer sobre o senso de humor de britânicos e americano.

S2 – O objetivo foi mostrar situações em que o humor não é bem aceito, depende do momento e com quem para fazer brincadeiras.
S3 – Informar os desavisados de que não são todas as pessoas que tem senso de humor.
S4 – Relatar algumas de suas experiências como pequenos conselhos. Acho que atingiu sim, com comicidade.
S5 – Penso que o objetivo foi de alertar algum estrangeiro acho que o autor atingiu seu objetivo.
S6 - Acho que o autor selecionou as diferenças entre o comportamento dos Americanos e Britânicos e conseguiu atingir o objetivo. Relatar sua experiência e prevenir quanto ao tratamento do oficiais.

Group 2

S1 – In a formal and funny way.
S2 – Fazer uma crítica mas deforma bem humorada.
S3 – Ele escreveu o texto para mostrar a diferença entre o humor dos ingleses e americanos.
S4 – Informar o leitor sobre o comportamento em diversos locais do mundo e pode ter atingido esse objetivo.
S5 – Foi alertar as pessoas sobre o perigo de fazer piadas nos Estados Unidos.

6) O que tornou a leitura deste texto fácil ou difícil? Por que?

Group 1

S1 – O contexto
S2 – Fácil porque a linguagem é informal e o conteúdo é descontraído, divertido.
S3 – Talvez as perguntas que há nele.
S4 – O que tornou fácil a leitura foi o tom informal do texto, sem dados científicos, números, erudição.
S5 – O texto ficou mais fácil com o conhecimento antecipado do vocabulário.
S6 – A leitura foi fácil porque o tema chama bastante atenção e é muito interessante.
S7 – A organização facilitou.

Group 2

S1 – The funny.
S2 – Foi acessível ao meu vocabulário.
S3 – A leitura foi fácil, pois o autor não usou palavras difíceis.
S4 – Não usou uma linguagem muito formal.
S5 – A linguagem simples.

7) O assunto do texto é familiar para você? Como você classificaria o texto numa escala de 1 a 6?

bem familiar não familiar
1( ) 2( ) 3( ) 4( ) 5( ) 6( )

Por que? Por que não?

Group 1

S1 – (2) Porque coisas ou situações similares são universais.
S2 – (4) mais ou menos. O humor foi retratado por um estudioso no assunto,
S3 – (3) Porque nem todas as pessoas têm senso de humor e aceitam as brincadeiras que faço.
S4 – (4) Não é muito familiar pois nunca viajei a esses países, mas a gente sempre ouve falar desse tipo de diferenças entre eles.

S5 - (3) Por já ter ouvido sobre sense of humour entre/ou diferente entre Americanos e britânicos.
S6 – (3) é familiar porque estudamos um pouco sobre os costumes de alguns países.
S7 – (5) Não conhecia relatos dessa natureza.

Group 2
S1 – (3) Because the vocabulary is not so difficult
S2 – (4) As poucas piadas americanas que tive contato não eram muito divertidas.
S3 – (5) Eu nunca li nada sobre isto antes.
S4 – (5) Não conheço muito sobre os outros países.
S5 – (3) Porque já ouvi falar.

8) O assunto do texto é interessante? Por que? Por que não?
Group 1
S1 – Não no sentido de interessante. É de fácil leitura.
S2 – Sim. Porque é funny!
S3 – Sim, porque informa fatos desconhecidos.
S4 – Sim, pois eu particularmente tenho vontade de viajar para o exterior e é legal saber dessas curiosidades.
S5 – Todo texto 'novo' com novas palavras ou temas, torna-se interessante. Conhecimento.
S6 – Sim o assunto do texto é bem interessante, porque traz muitas curiosidades sobre os comportamentos das pessoas e seus costumes.
S7 – Sim, o mais interessante deles, é divertido e nos faz pensar sobre o que falar diante de um oficial não falar se não souber o que ele disse.
Group 2
S1 – Yes, because it's funny and informative.
S2 – É engraçado.
S3 – Sim,
S4 – Um pouco, uns temas são informações que provavelmente nunca usarei.
S5 – É muito interessante e engraçado, porque nos alerta sobre algo contando uma experiência vivida pelo autor.

Section 4 - Answers regarding the text – Earthship homes catch old tires on rebound

1) A leitura deste texto é fluente? Por que? Por que não?
Group 1

S1 - Não. O texto continha muitas palavras que eu não conhecia e sem saber o significado delas, o texto não é compreendido.

S2 – Não muito. Termos não muito comuns a nosso cotidiano estudantil, como berm, scrap, trap.

S3 – Não. O texto possui palavras difíceis e desconhecidas.

S4 – Não, totalmente, vocabulário não comum para mim.

S5 – Mais ou menos, porque achei meio difícil o vocabulário, não estava acostumada a este tema.

S6 – Sim. Porque é um texto bem construído, as informações não são truncadas.

Group 2
S1 – Yes, I think so, but they could use words more simple
S2 – Yes, only some words are difficult.
S3 – Sim, porque é possível compreendê-lo apesar de palavras novas (desconhecidas)
S4 – Um pouco difícil por algumas palavras difíceis e linguagem não formal.
S5 – Sim e não. Algum vocabulário não se entende nem pelo contexto
S6 – Não porque o texto contém vocabulário difícil.

2) O texto é difícil? Como você classificaria o texto numa escala de 1 a 6?
Muito fácil muito difícil
1( ) 2( ) 3( ) 4( ) 5( ) 6( )
Justifique sua resposta.
Group 1
S1 – (4) Pela questão da necessidade do uso do dicionário para entendê-lo.

S2 – (3) Não se pode classificar como muito difícil um texto cuja essência é explícita.

S3 – (5) Por ter palavras difíceis dentro de um tema não conhecido.

S4 – (5) Sem o dicionário é difícil entender o texto.

S5- (4/5) Por causa do vocabulário.

S6 – (3) Alguns dos vocábulos eu não conhecia, por isso alguma dificuldade.

Group 2
S1 – (5) Yes, as I said, they could use words more simple
S2 – (4) It's difficult to discover tyhe meaning of some phrases.
S3 – (4) Achei um tanto difícil o vocabulário, algumas palavras não tinha no dicionário.
S4 – (4)Algumas palavras são de difícil entendimento.
S5 – (4) Vocabulário e assunto novo.
S6 – (4) Sim por causa do vocabulário.

3) Você diria que este texto é bem escrito? Por que? Por que não?

Group 1

S1 – O texto é bem escrito, a idéia é muito bem explicada.
S2 – Eu penso que sim. Porque vende bem a idéia central.
S3 – Sim. Se o leitor tiver um prévio conhecimento do tema entenderá melhor.
S4 - Sim, utiliza parágrafos explicando tal adequadamente.
S5 – Sim, é bem escrito mas não desperta muito interesse.

S6 – sim. Porque a idéia central está bem estruturada.

Group 2

S1 – Yes, it is a good text.
S2 – Yes, it's a formal text.
S3 – Sim, porque é uma reportagem formal.
S4 – Sim, ele é bem elaborado.
S5 – Sim, a informação é dada aos poucos e na medida certa.
S6 – Sim, porque a estrutura está bem organizada.

4) Como você acha que o autor organizou as idéias do texto? Você notou algum tipo de organização? Caso afirmativo, como você descreveria esta organização?

Group 1

S1 – O autor introduziu o assunto, explicou-o bem, deu exemplos.
S2 – Partindo do concreto, para vender a idéia. A organização está em mostra do que é feito, quem apoia, as vantagens, etc.
S3 – Introdução, desenvolvimento e conclusão.
S4 – Sim , organizou parece um texto de revista para informação.
S5 – o autor organizou em parágrafos, mas ele devia no mínimo dar uma separação entre cada um pra deixar menos cansativo.
S6 – Apresentou um fato, idéia principal e foi tecendo com exemplos e argumentos seu texto.

Group 2

S1 – The author put his ideas in order, and I think it is easier to understand it.
S2 – He put in na order of explantion, since the origin until closing the explanation.
S3 – Ele escreveu uma reportagem contando o assunto para o leitor.
S4 – A relação verbal da uma sequ6encia temporal concisa com a intercalação das expressões do discurso.
S5 –Ele definiu "Earthship" para depois construir as informações sobre isso.
S6 – (sem resposta do aluno)

5) Qual foi o objetivo do autor em escrever este texto? Você acha que o autor atingiu este objetivo?

Group 1

S1 – Acredito que o objetivo tenha sido convencer as pessoas de que esta é uma boa opção de construção e sobre reciclagem. Acredito que o objetivo tenha sido alcançado.
S2 –O objetivo é mostrar que talvez em nosso lixo esteja a salvação da natureza entre outros. Sempre se consegue alguma coisa e isso é bom.

S3 – Penso que seu objetivo foi o de informar um novo modo de reciclagem, usando materiais ainda não conhecidos e cogitados pelas pessoas.
S4 – Conseguiu atingir o objetivo de demonstrar sobre o modelo de casa e exemplos.
S5 – Foi informar sobre o tema, acho que sim.
S6 – Foi mostrar um objetivo para o uso de "old tires".

Group 2

S1 – He wanted to show us a new method of building a house, he reached his objective.
S2 – To explain about some kind of recycling of used tires. He could transmite his message.
S3 – O objetivo do autor é direcionado ao público, acho que ele atingiu o objetivo.
S4 – Conscientizar a necessidade da reciclagem.
S5 – Informar e conscientizar
S6 – Fazer uma reportagem informativa e ao mesmo tempo mostrar a diferença entre classes sociais.

6) O que tornou a leitura deste texto fácil ou difícil? Por que?

Group 1

S1 – Particularmente, a leitura foi difícil apenas pela presença de palavras desconhecidas.
S2 – Saber que não conseguimos praticar a idéia que defendemos.
S3 – O vocabulário.
S4 – Um pouco difícil pelo vocabulário desconhecido, mas resolvido com o dicionário.
S5 – O vocabulário e o próprio assunto, a disposição do texto também.
S6 – A falta de conhecimento do assunto o tornou levemente difícil.

Group 2

S1 – (o aluno não respondeu)
S2 – The good explanation.
S3 – As palavras que não tinham definição no dicionário tornaram o texto um tanto difícil.
S4 – Algumas palavras de uso restrito dificultam a compreensão mas pode ser lido.
S5 – Os exemplos facilitaram a leitura, bem como a procura antecipada do vocabulário
S6 – O vocabulário, porque eu tenho um vocabulário limitado.

7) O assunto do texto é familiar para você? Como você classificaria o texto numa escala de 1 a 6?

bem familiar não familiar
1( ) 2( ) 3( ) 4( ) 5( ) 6( )

Por que? Por que não?

Group 1

S1 – (5) Já tinha conhecimento do assunto na área de reciclagem, porém não para o fim tratado no texto em questão.
S2 –(1) Saber que não conseguimos praticar a idéia que defendemos.
S3 – (4) Reciclagem é um assunto bastante discutido e estudado.
S4 – (5) Não costumo ler sobre o assunto.
S5 – (5) Deveria ser familiar a todos pois todos temos de saber sobre os recicláveis coisa e tal.
S6 – (6) Porque nunca tinha lido ou pesquisado sobre o assunto exposto.

Group 2
S1 – (5) Because the text tells us about environment
S2 – (3) It's familiar, except for some new words or phrases.
S3 – (3) Acho o trabalho de reciclagem interessante, já li sobre o assunto.
S4 – (3) A necessidade de reciclar é muito falada.
S5 – (6) Nunca havia ouvido falar disso.
S6 – (6) Eu ainda não tinha conhecido sobre o assunto.

8) O assunto do texto é interessante? Por que? Por que não?
Group 1
S1 – O assunto é muito interessante por tratar de algo que pode fazer bem à natureza e ser uma boa alternativa em construção.
S2 – Demasiado interessante. Pena que não sejamos educados a essa postura ambientalista.
S3 – Sim. Tudo que venha trazer benefícios para o meio ambiente é interessante.
S4 – todo o assunto contribui para melhorar o conhecimento em geral, mas prefiro temas que tenham mais relação com o dia-a-dia.
S5 – A mim não interessou muito, uma questão pessoal, pra mim o texto tem de chamar a atenção de alguma forma.
S6 – Não me chama muita atenção. Vou a partir de agora parar para pensar nesses problemas e possíveis soluções.

Group 2
S1 – Yes, because we learn something about environment.
S2 – Yes, very interesting, because there are soem interesting news to preserve the nature and don't make pollution.
S3 – Mais ou menos. Porque é uma questão interessante para alguns e para outros não.
S4 – Sim, porque reciclando podemos salvar parte da natureza
S5 – Sim, chama a atenção pela criatividade das pessoas
S6 – Sim, sem dúvida ele mostra que países ricos também tem problemas semelhantes aos nossos e ao mesmo tempo que estes países buscam solução.

APPENDIX P

TRANSCRIPTIONS OF THE CLASSES OF THE FALSE-BEGINNER GROUP

Tape 02 – False beginner students
Text 2: Leaving the farm

After receiving the teacher's instruction, students worked in pairs or groups of three and tried to answer and discuss the pre-reading activity.. During this discussion the teacher gave students support. This discussion couldn't be understood in the recordings.

The teacher reads the text with the students and helps them to understand.

T: Yes, people, finished? The 3 questions? Yes? Ok? Let's see number 1. Farmers sell their farms move their families to the city. Why do you think they moved? Aah! S2 , say something.
S2: For to stay near the commercial places.
T.: Ok. For to not. To stay.
S2: To stay?
T.: Yes, the stay near the commercial places. Very good. What did you put there number 1?
S4: they move to the city because they would like to live near from the stores, shoppings.
T: Aah! What about you girls, S3 and S12?
S3: They move for to stay next to the shoppings, suppermarkets.
T: They move TO stay, ok? S9.
S9: To have better opportunities in the city.
T. Yes, to have better opportunities in the city. S1, it's the same?
S1: Work and lives.
T: Aha, good! Ah it's similar. S16, S6 and S8. Number 1.
S6: Aaah! They move for job.
T: Yes, they move for job.
S6: They move for schools, for other things.
T: What about you?
S15: I think they move because there are more aaah resurce. Aaah recursos.
T: courses
S15: recursos.
T: Resources, resources. Aha! (teacher writes it on the board)
T: Question number 2. Do you think farmers may find good jobs in the city?
S12: no.
S3: No
T: No, aah why not, S12?
S12: Because they have no experience.
T: They don't have experience, yes? They don't have experience. S16.
S16: Because they don't have experience of working.
T. Aha. They don't have experience of working in a store. Yes, S4.

S4: Hmmm. It depends if the farmer has a good kkknowledge.
T: Knowledge.
S4: He can work in a agro store.
S17: It depends. It depends. Because they have not experience.
T: They don't have experience, Ok? Any other answer?
S9: Ah, eu queria dizer que para todo mundo é dificil.
T: Not only for the farmer but for everybody it is difficult. Ok.
T: Ok, number 3. Farm kids would like to do the thinks that city kids do. Do you think it's true? , yes? No?
S6: It depends, too. Because the kids farm kids aah. I don't write. Ahh que eles são mais felizes lá do que na cidade.
T: Sometimes they are happier in the farm than in the city.
S6: And more saudáveis.
T: they are healthier. (teacher writes it on the board).
S1: Yes. Because children like new things.
T: children like new things, so they would like to do the things that children in the city do.
S1: yes, yes.
T: Very good. Ah S3:
S3: Farming kids would like to do things that children in the city do. É que é ao contrário.
T: They want the opposite. S11, what do you think, or S2.
S2: Coloquei (she reads) No because the kids don't have to do things in the city they did in the farm. The viólence.
T: The VIOLENCE. (teacher corrects pronunciation). S13:
S13: Qual?
T: Three.
S13: they like to go top the ciNEma, parties, shops.
T: (teacher corrects pronunciation). CInema, shops. Hm, hm. Ok!
T: do you want to say something?
S19: They are free.
T: In the farm or in the city?
S19: In the farm.
T; yes, it makes sense.. Good now we are going to read the text.

After reading and making some comments about the text, the teacher asked the student to return to the exercises and complete the first part of the chart below with information from the text, and give other reasons in the second part.
T; So, we have there 9teache explains the exercise) the advantages and the disadvantages. And then here you write things that you know. You give your opinion about this situation. The advantages and disadvantages. So, please again work in the groups that you are. Discuss. I'll give you five minutes. So the first part you go back to the text. Ok? People?]

(Teacher writes students answers on the board.)
T: have you finished? So let's see your answers. What have you written for advantages?
St? : income is double. Hmmm!
T: Income is double. Yes, very good.

S6: For Mr. Halley, the job. Ah good job.
T: yes a good job.
S17: computer technology
T.: Yes, computer technology
S1: nearby mall
T: Anything else? Something you would like to say, S1?
S1: nearby mall
T: Mall, yes. She explains for the other students Do you remember mall? The same as shopping centre, yes? Anything else?
S16: Children loving city
T: Children love the city, yes.
St? Telephone system
T: Good.
S19: Parents and children are happier.
T: Anything else?
St? No, Finished.
T: Could we say something about stress?
St?: Stress?
T: Yes? Ah! Were they more stressed in the farm or in the city
Students: In the city
Students: In the farm.
T: why were they stressed in the farm, S9?
S9ana: Ah, ah porque!
T: go back to the text. We have to find the answer in the text. I'm talking about the text not about our opinion.
Students: AAAAAAHHH! Students laugh.!
S9ana: Money problem.
T.: Aha. Because money was not enough, was not sufficient. So they were stressed. So they were more stressed. Ok? Is this an advantage?
Students: NOOO.
S1: For the city? Yes.
S12: No ?
T.: so it's related to their income is double. So let's write here that "They are less stressed. Less is menos Ok? So they were stressed because they didn't have money! Ok? Could you understand? They are less stressed. Because now they have a good salary.
S9ana: Eu coloquei como uma desvantagem.
T: it's possible. It's a disadvantage here! Yes? They are stressed .You can have it here. Who wants to say something? S10.
S10: Aaah (unintelligible) Missing the farm.
T: Yes, it's possible. We cannot say this is correct and this is wrong. He has, so Mr Halley has this feeling of grieving. Ok? + so + is grieving the farm. Perhaps he feels sad and stressed, because he doesn't have the farm anymore. Ok! It could be one of the aspects too! What about any other disadvantage?
S16: Feels the (unintelligible) of the land.
T: yes. Feels the full of the land everyday. Good this is the same as grieving, Yes. It is a disadvantage. More answers?

S15: The farm kept loosing money
T: So this was one of the disadvantages. The farm kept loosing money. Anything else?
Students: NO.
T: Yes, let's go on. What have you written for the advantages? (as vantagens que vocês acharam?)
S15: In the city there are malls, schools near the house.
T.: Malls, schools
S16: Job, school, hospital.
T.: job, school, hospital near our house. And disadvantages?
S2: Pollution, viólence.
T: yes, pollution, yes V/ai/olence!
S2 laughs
T.: Violence, yes.
S2: Yes, Violence, unemployment.
T.: Yes unemployment, difficult to find jobs.
St.? It's very dangerous
Teacher? Anything else?
S16: Expensive
T.: What is expensive?
S1: more expenses.
T.: More expensive, hmmm. Or, more expensive then living in the farm.
S16: difficult to make friends.
S16: Not very fresh, ah fresh air! OK?
T.: It is polluted, yes?
S16: Ok.
S4: dangerous traffic
S16: life less health.
T: Life less what?
S16: Life less health ah , vida menos saudável.
T: Ahh! Less healthy life. Any other disadvantage? My God! Have seen how many disadvantages? Why do you live in the city? Do you like the city?
S2: I like the city.
T.: Yes, we need to live here.
Now I want you to take a look at this text for one or two minutes, and after this we are going to recall the text. Do you know recall? Tell everything you remember to your friends about the text. So take a look. Yes. Only take a look don't write anything. So don't take notes. And then after this you have to recall what you remember. Vocês vão contar o que vocês lembram do texto. Ok try to go back review the important parts.

(After two minutes the teacher explains again.) You have to work in pairs. I want you, in pairs, to tell everything you can remember to your partner. As much as you can remember from the text. Vocês podem trabalhar e um vai ajudando o outro. Taking turns.
All the groups practice the recall.
T.: Yes, class? Could you remember many things?
Sts. yes

S16: More or less.
T.: Let's try to make this together now. Only once. So what can you remember about the first part of the text?
S13 Mr. Hally and his family sell it's farmy
Teacher; yes, Mr Hally and his family?
S4: move to the city.
T.: And then? Move to the city? And then? Why?
Sts. (S6) because they don't have money.
T.: Yes and then?
S6 and S15 In the city Mr. Halley find a job.
T.: found a good job, yes.
S19: good salary.
S1: income is double.
S6: but Mr. Halley feels grieving of the.
T.: yes, he feels grieving.
S6: grieving land.
T.: And then?
S6: about farm he drive ++ eighty +++ hours
T.: Yes, EIGHT hours.
S6: to work in a small land.
T.: to work in a small piece of land. And what about the psychologist that helps him?
Sts. The farmer?
T.: The psychologist helps him in this sensation of grieving. And then? What do we have after this?
S15: The family enjoying the city.
T.: yes. Family enjoys the city. Why?
S9: children love living there.
T: Hm Why?
S9; The Internet.
S15: Shopping
T: The Internet is fast.
S1: now they use computers, Internet, near shops.
T: they are near shops
S9: Their telephone doesn't stop ringing, yes.
T: yes. So the children were happy because of the this?
S9: Yes.
T: Anything else/
S9: don't feel stressed anymore. Anything else?
S2: being happy
Teacher They are happier now.
S1: They like their new friends.
T.: They like their new friends. Ok! I think it's good. Let's go back to the text now. To the text not to the exercises. Only to finish. Answer the following questions in pairs. Was there any information you found interesting? Or different from our reality here in Brazil? Could you understand? So there are some aspects in the text ++++that perhaps you found interesting. What you found interesting? What did you find interesting? Que que vocês acharam interessante no texto/ in the text.

S9: Their job.
S16: double income.
Teacher; their job, double income. This is really interesting.
S3: Here, the people, the farmers never find a good job.
T.: In the city?
S3: in the city.
T.: Never or generally not
S3: Generally not.
S6: it's not so easy to farm find good jobs in the city. (facilidade de encontra um emprego)
T: Yes, it's not so easy in Brasil. It's becoming very difficult. Anything else that you find interesting to comment about the text.
S2: o fato de +o fazendeiro encontra um trabalho de cientista numa universidade.
S1: AHA.
T.: he probably has studied for this before. But this is very interesting.
S1: People in the farm using Internet.
T; yes, generally here in Brazil we don't have these facilities. Can you see the realities are different. Yes? People probably study. If they live in the farm or in the city. Yes?
S6: the Internet in farm ah + very rich. Né, somente os ricos.
T: yes, generally very rich people have the possibility to use Internet in the farm. Ok.
Number 2. Where is the text from? De onde é esse texto?
S9: Nova Zelândia.
S1 and S17: United States
T.: new Zealand, United States? But is it from a book?
S3: magazine
T.: is it from a magazine or a newspaper?
S9: Magazine.
T: Why?
S13: Porque parece bem com a abordagem de revista.
S11: The writer, it was by Christopher Well.
T.: It was written by Christopher Bloom. Christopher Bloom is probably what? A reporter or a farmer?
S11: A reporter
T.: Why can we think he is a reporter and not a farmer?
S6: The context
S11: Because of the name.?
T.: Well in the text the author writes about how many farmers every year move to the city. There is a place in the text that says many farmers every year move to the city isn't it there?
S4: One of the thousands of Americans.
T: Yes, he has notion about the proportion. Good! And now let's see number 4. Why was the text written? The reason.
S2: Êxodo rural?
T.: Exodus. Good. Yes they talk about the difficulties of living in the country. Why, any other reason?
S19. For information.
S1 And because many families have moved to the city.
T: Yes, Many people have moved to the city.. Yes,

S6: The number of people , o número de pessoas.
T: Yes.
S6: Moving to the city.
T: Hhas incresed.
T: Aumentou?
S6: Yes, has increased.
T: Anything else?
S9: They write to say how things are there.
T: To show their reality.
S15: Eu não sei como falar em Inglês, mas mostra que as pessoas que moram no campo também tem oportunidade de conseguir um novo trabalho e aí vem para a cidade.
T.: There it's easier. To show that they can find a job and that there is opportunity. That we can really live better. Ok.

Text 2 – Saying goodbye to some housework

T.: We are going to work with the text that is Saying good bye to some housework. (Teacher gives a text to each pair of students.)
T.: Before you read answer the question below. Let's answer these questions first. Who in your house takes out the garbage? What do we put here? (She shows that waste bin). Ok? So i want you to work in pairs. Ah Let's first see all the questions and then you work in pairs. Who washes the dishes? Do you know dishes?
S11: Yes.
T.: What is dishes?
S11: Os pratos
S3: Os pratos.
T.: Yes. Who dusts and polishes the furniture? Dust é pó and polishes is cleans it until it is bright. Ok?
Who vacuums? (aspirar o pó). Who does the laundry?

S11: Lava a roupa.
T: Yes, washes the clothes. And number 6 - What about your parents? Ok? Do they continue to do the same housework they did 20 years ago? So today we are in the year 2004 Ok? In 1994. No oh
S3: 1984.
S12: In 1984.
T: Did your parents (mother and father) did they do the same housework that they do today? Do you understand?
Sts: No.
T: So. Does your mother and father at home had they do the same housework that they have today? Eles tinham as mesmas tarefas que eles têm hoje. So I want you to discuss in pairs. Ok? Discuss with your partners.
S1: Do we have to write?

T: If you want you can write, but what is important is speaking, discussing these questions in pairs. You have five minutes.
S19: Now.
S1: Now?
T.: Yes.
(Students discuss in pairs, some take notes. Some ask the teacher for help.)
T: Let's see together? Ok! Look at me here! Pay attention here. Yes? So who in your house takes out the garbage, Aah! S9 and S4.
S4: In my house, aah I have a maid.
T: So I pay for her and do, and she works at home? Yes? Ok? So she takes out the garbage.
S4: From Sunday to Friday is the maid whoo ....
T: Who takes out .....
S4: Who takes out the the ++ garbage. And Saturday and Sundays it's me.
T.: Ok. Very good. Aah! S16 and S10. Who takes out the garbage?
S16: My mother.
T: Here? (teacher asks S3)
S3: My father
T: Your father. (teacher asks S11)
S11: Me.
T: You. +++ And what about you S9?
S9: I, aah, me, AAAAh I and my friend. I, then she, then I.
T: I and my friend take turns. Do you know take turns? Yes? So, one day you go and take the garbage, the other day my friend goes and takes out the garbage. Ok? What about you here?
S12: My mother.
S6: My mother, my sister and I.
T: And what about you S2?
S2: I think my mother?
T: S13 who takes it out?
S13: Me.
T: Who washes the dishes?
S2: I and my mother. Who washes the dishes?
S4: My maid and sometimes me.
T: Do you wash your dishes S17.
S17: Yes, I'm.
T: Oh, very good. S16, who?
S16: I and my mother.
T: Ok, S10?
S10: My sister, I not.
T: Who dusts and polishes the furniture?
S12: My sister and I.
T: Your sister and you. S10.
S10: My sister.
T: S2
S2: I
T: Who vacuums.

S12: Nobody.
T: So you don't need a vacuum cleaner at home?
S19: Sometimes I.
T: Not every day
S18: Sometimes.
T: Ok. Very good. Who does the laundry?
S2: I
T: S16?
S16: My mother.
T: S1.
S1: I and my second and special mother.
T: Ah, you have a second mother?
S1: I have a especial person.
T: Ok, S11?
S11: I pay.
T.: Ah you pay a maid. Ok!
T: What about your parents, people. Do they continue to do the same house work they did 20 years ago?
S6: No.
T: Tell us why?
S6: The housework then were haerd!
T: HARD. Ok. So 20 years ago, she thinks, it's her opinion, Ok?
S3: There wasn't equipment. The equipment was not as good or. It was not possible to buy as today.
T: Ok? So, what about you?
S19: So, Because, eeh, + before+ eeh they worked out, and now they ++++éééhhh estão em casa.
S11: They are at home.
T: Your parents 20 years ago they worked out and they are at home and do and are not working anymore. Oh, that's good.
S10: It's the same.
T: Ok! What about you here?
S11: It's the same.
T: So your parents both mother and father worked out 20 years ago?
S6: Only my father.

T: So, now let's read the text. "Good bye to some housework" and answer the questions below. Using the text I want to complete the next exercise that we have here. Complete the table below with information from the text. Chores in the text and chores in the present. Chores is boring housework, trabalho de casa. Yes? Twenty years ago and nowadays. You have to go to the text and see what they do less, what they do more.

(Teacher works with students helping them and discussing individually in each pair.)

During this while reading phase students worked enthusiastically. They discussed in their group and sometimes they checked the activities with students from the next

groups. During this period students asked questions. The questions were unintelligible because students were working and speaking in their groups. Students that asked questions were: S11, S12 and S6, S10 and S16. Two students used S8 and S10 used dictionary.

(Teacher writes the answers on the board.)

T: Have you finished? Let's check? Could you write something here for less.
T: In the past in the text what did they say?
S12: Less carpet cleaning.
T: Less carpet cleaning in the past. Is it?
S6: É, era menos usado.
S11: I can't find any.
T: In the past in the text what do they say?
S6: The +++more +++the
S12: Nine percent more in the .... (she reads the answer – unintelligible).
T: Aha! Nine percent, yes, in the past. This was in 1986. And then, in 1996.
S6: Five percent. But much.
S12: Carpet
T.: Used that much carpet cleaner in
S6: Used three containers in 1996 ah 1986.
S12: In six months.
T.: Yes, Yes. But 3 containers is the same as that much, a mesma quantidade, so in 1986 there were 9 percent and then in 1996....
S12 And S6: 1988 aahh 1996.
T: There were only five percent. So, it fell down, diminuiu, there was less.
S6: Igual
T: the same. A mesma quantia is that much. Ok? Well in this case there is nothing to write here.
T: More. What did they do more in the past?
S11: Polishing furniture.
T: Anything else?
S10: Oven cleaner.
T: Yes, I think we can write it here.
S10: Carpet cleaner.
T: Yes, carpet cleaner.
S6: Ok, then it's here. (Não tem ..... unintelligible)
T: What about the same?
S11: Detergent
S6: Carpet cleaner.
T: It's not the same.
S1: Laundry
T: Laundry is here in the last, ok? Let's go back and see, S6. Wait a minute. A gente volta , yes? Here what do we have less in the present days?
S10: Oven cleaner and furniture polish.
T: yes, polishing furniture and carpet cleaning.
S6: Não hoje (unintelligible).

T: Could you understand? Is it clear?
S11: Yes.
S15: Yes.
T: (Looks at S6) Not? What is not clear?
S6: Carpet cleaner.
T: The carpet cleaner.
S11 (unintelligible)
(Students were laughing discretely about this student).
T: Where is it? Go back to the text there. (Teacher reads the part) "Carpet cleaning is another endangered chore. Go back to the text. In 1986, 9% of homemakers used 3 or more containers. Ok, três ou mais in 1986.
Sts. What is containers?
T: Embalagens. Yes? Then in 1996 only 5 percent. Só 5%.
S6: A palavra que eu não tava entendendo ali 'only'.
T: Yes. Ok? Very good. In relation to more in the present?
S11: Cleaning products.
T: Is this your opinion?
S11: Yes.
T: It's not written in the text.
S11: (He reads part of the text) Some people have studied changes in the use of cleaning products.
S6 and S12 laugh.
T: Changes. But it doesn't say that they use more. There are changes, but it is not more. No, no.
T: And the same?
T: Laundry. It would be the same here.
(Many students discuss and talk with their partners.)
T: What could we say ... what we could write is, what is implicit? É o que tá implícito. Aaah Dying for housework. According to the text, people are happy when they can take the dishes in the sink. Can you remember? The breakfast dishes. Yes. So because people generally work out. so they are not working only at home. So, they are happy because they have time to let thing organised.
Déborah: In the present?
T: Yes. In the present, today they have less time to housework.
S10: Wipe up the crumbs. (she wants to know the meaning).
S1: Tirar os restos
T: Tirar as migalhas do pão.
(During this discussion many students did not participate S8, S13, S4, S9, S10, S16, S17, S2, S19 and S15)
T: The next question. Do you think the title is appropriate here? Discuss. Could you create another title? Try to create another title. Vocês vão tenta cria um novo título. Then, in number two, compare the columns. Why are they different. Why are they changing? And, in number three do you think that people will continue to do less and less homework in the future? Which other chores do you think might disappear? So I want you to discuss. I give you some minutes.
(teacher helps students when necessary)

T: So, let's correct? (teacher claps her hands). Hey class pay attention.
T: S17, do you think the title is appropriate for the text?
S17: Yes.
T: Why?
S17: AAAhm, because people didn't have time to do the housework.
T: Because people don't have time do the housework. That's why it is goodbye. To SOME housework. Well could you create another title? S1?
S1: Ah! Less time to housework.
T: Less time to do housework. Aha, yes. (teacher asks S11)
S11: Because it discusses everything about housework.
T: Yes, It discusses many things, not everything about housework. Aah S15.
S15 : Yes, I think because nowadays the people no have time to housework.
T: Don't have have time to housework. Yes. Very good! Is there... Did you create any title?
(group of students) No.
T. Asks another group, S10 and S16, they have another title. Which is the title?
S16: (S10 shows him the answer). Because in the past there was more housework.
T: And the title?
S16 The end of housework.
T: Hmm, ok. Aah
S4 and S9: Yes?
T: I would say the end of some housework not all housework. Because when you go to the text, they do housework, but they do less. Eles fazem menos. For example: Laundry. It didn't finish. They always have to wash clothes. Then, you could use some housework. Ok?
(students change the answer)
T: What about S13li and S8 in number two. Compare the columns in task B. Why are they different?
S8: Because in the present there is more facility.
T: There are more facilities.
S8: Ë mais fácil.
T: Yes, in the present it is easier. Ok? Yes? Any other answer, aah S11.
S11: Because in the present we have less time for housework.
T: Yes. Why people? Why do we have less time?
S6: More job, work out.
S11: Study more.
T: Yes, we work out. we study more.
S9: After the work we like aah, to rest.
T: We like to rest to go out. yes?
S11: How do we say folgado in English?
T: Lazy.
S12: S11 is very lazy.
T: Is it true S11?
S11: It's true.
T: Ok number 3. Do you think people will continue to do less and less homework in the future?
S12: Yes, I think.

T: Why, S12?
S12: I think because technology is increasing. It's easier than for some years ago. Example do the ironing.
S6: People aaah, they buy food.
T: Yes, people are not cooking at home. They buy food.
S11: Teacher no Japão eles têm uma panela assim que você só coloca o arroz o óleo e a água na panela que ela faz. Faz sozinho.
T: Can you see. So it's a cooking, a rice cooking machine. How nice!
T: S10 .
S10: Because of the technology. Things will be more easy to do.
T: Will be easier. Yes, very good. Aaah S2.
S2: No, because people need to clean your house and your things.
T: Can you see there is a different opinion. People need to clean the house. Because it is something, it is important for our health. Very good, Next page. So work in groups of 3 not 2, not 2. (teacher divides the class in groups).
T: So can you see the table here? Yes? Look at the first question (students are talking and forming the groups). Hey, pay attention! Do you clean your oven at least once a year? At least means pelo menos uma vez por ano. In the first column you have to write about yourself. Then in the second and third you have to write about the other 2 students of your group. Then, you have there, yes or no and comments. Ok? So you write about yourself and in the second and third columns you have to write about the other 2 students of your group. Then, you have there, yes or no and comments. Ok? So you write about you in the first column and then you make questions to the other students of your group. Could you understand?

Commentaries
(Teacher reads the questions and helps students in their groups. Students are interested and motivated. They are involved with the activity. They talk louder laugh and discuss. Students discussed for more than tem minutes.
The students that were sitting in the first row participate more except S18 that is always very quiet. It would be interesting if the video recording could be with each group separately

The last exercise was not discussed with the whole group due to constrains of time.

Text 3 - The Edinburgh Festival

(After handing out the texts and tasks the teacher said)
T: Ok. Let's work together. The Edinburgh Festival is the title of the text that we will read later. First let's work wit the exercise number one. Vocabulary Match the first column with the second, Ok? Here you have to find the synonyms from the first column with that form the second .
(Students worked silently)
T: Then let's correct! So when we have 'largest', then we have

S16: Bi/dz/gest
S12: Biggest
T: So repeat: Biggest
Students: Biggest.
T.: So then ‘arrive’?
S1: Gave, come.
T.: Arrive – come . Yes?
Sts: Laugh
T.: Concert
S6 and S9: Musical show.
T.: Yes +Then, aah depart?
Students (S1, S3, S12): Leave
T: And the last one, later?
S2: After.
T: So we have five, one two, three, four.
S15: Tá depart é o que sobro, mas o que que é esse depart aqui?
T: Depart means leave, partir, aah go away, vai embora, yes?

(Then the teacher passes students the text)
T: Now we will read the text.
Now I want you to read the text silently. Yes? Question? No? Ok. And then answer letter B and C.
(Some student yawn during the activity other look at their watches.)
T: Let’s correct/ B and C only. Ok/ What did you put in letter B. ‘Choose the correct alternative. John Renborn is
S3. A musical concert.
T.: A musical concert (letter A), Waiting for Godot happens in ....
S4: The Festival Club.
T: Yes, The Edinburgh Castle is open?
S6: April – September. (9:30 a.m. – 6.00 p.m.)
T: Very good. So. In letter C, complete the blank with information from the text using the words from the table. The Edinburgh Festival is the?
S8: Largest
T: The largest arts festival in the world. It starts on the 2nd Sunday august and finishes three
S9: 3 weeks later
T: Yeas! The festival guide is composed of:
S10: Theatre, concert (music) and cinema.
S11: Music.
T: Hmm.
S1: Professora sabe o que aconteceu? É que alguns de nós responderam do texto e outros responderam com suas palavras.
S11: Éeh ! Eu nem olhei essas palavras.
T: Ok! You can write music concerts or you can write only concerts, it’s correct. Ok? Then+++ the participants have a nice opportunity to visit?
S11: Edinburgh Castle.

T: Edinburgh Castle. Very good. They can also go to
S12: Cafes and bars.
T.: cafes and bars.
T: If they want to drink or eat something.
S15: Cafes e o que teacher?
Teacher and S11: Bars.
T: So, then the tourist can go to Edinburgh by
S6. By train
T: Besides this attraction, the participants have also access to
S13: Banks and shops.
T: Yes, shops, post office, banks. Ah! Very good any problem?
S6: No.
T: In the next exercise, you have unscramble the questions and answers. What is unscramble? Do you know?
S14. I don't know.
T: Put the words in the right order. Order it. Colocar em ordem. Ok? What castle does the time open? Yes? Write it in the right order. Teacher writes on the board. What time does the castle open?
S11: What time does the castle open?
T: You have to work individually. Vocês têm que trabalhar sozinhos., Ok?
S6: Não tô conseguindo.
S11: Nossa! Nossa S6!
S9: Eu também não
T: Really? (teacher helps taht students)
T: How was class? Difficult?
S16. Yes.
(Teacher turns to the explanation on the board)
T.: What? What?
S11: What time does the castle open?
T: What time does the CASTLE, repeat CASTLE
S17: Castle.
T: Castle open.
S6: Aha, aha essa eu acertei.
T: Number two. What do we have?
S11 It opens at half past in the morning.
T: It opens at half past NINE in the morning. (teacher writes the answers on the board)
T: It opens AT, ok? It opens at half past nine in the morning.
S11: It opens at half past NINE in the morning.
T: Yes, very good, Then, number three.
S12. What time does the first train leave in London?
T: What time, very good Janet, what time does the first train leave in London? Ok? What do we have first in the question, WHAT TIME, then, the auxiliary verb does +then + subject of the sentence + then the main verb + o verbo principal + né. Then the rest. Again What time
S11: What time

T: Is the question word that you have (que horas) + does + the auxiliary verb, the + subject. first train. + main verb Yes leave (verbo principal) In London? And then number 4.
S9: What time
T: Again, what time
S10: Do the banks open
S11: Do the banks open
T: Do the banks open?
S6: Acho que eu tinha acertado umas três.
T: Ok. Five.
S11: They close at a quarter to five
T: (writing on the board) They close at a quarter to five.
S12: At a quarter to five.
Teacher explains: Subject, the verb and the object. Yes/
T: And number 6?
S18: And what time does “Waiting for Godot” start?
T: So next class we will finish the text

APPENDIX Q

TRANSCRIPTIONS OF THE CLASSES OF THE UPPER INTERMEDIATE GROUP

Text 2 (5th year)

T: I'd like to start with a discussion in groups, or, what do you think aah can we discuss together?
STS: Together.
T: Together. Ok. What do you think, aaah, are colds caused by? By being cold? So you feel cold. Ok? Today is very cold, for example, do you think this is the reason?
S5: Not only that, I think..
S1: Not only that.
S5: Not only but it could be.
T: Not the only? But it could be one of the reasons?
S5: Yes.
S7: I thought it is because of viruses.
S5: But if the resistance ....
T: ahh!
S5: Is small.
T: Is low.
S5: If the resistance is lower, then what happens? Then, we catch a cold.
S7: The virus is …
T: You said not only that, what would you like to say?
S1: I think aaah cold, we can get cold by /virus/
T: (corrects pronunciation /vairus/. Yeah?
S1: Ah /vairus/. If our health is not good. We can catch a cold, not because it is cold.
T: Good any other suggestion for number 1?
S7: (unintelligible) I think there is only one way.
T: Which is the way?
S7: Virus.
T: Ok. How do we catch colds?
S7: By virus.
S5: By virus.
T: Any other suggestion?
Number 3. How often do we get colds?
S3: I aaah. Once a month. I'm always with a running nose.
T: aha.
S3: I'm allergic.
T: Ah! You're allergic. But then, allergy is one thing and catch a cold is another thing.
S3: Yeah. When (unintelligible)
T: What do you think?
S6: Winter is the station that I have colds frequently.
T: Why?
S6: Because the weather is more cold.

T: Do you feel depressed?
S6: Not, this not. I love the winter because .....
T: Go on.
S6: Como se eu tivesse em Londres.
T: If you were in London.
S6: I like the weather, neblina.
T: A foggy day. Do you know foggy?
S6: No.
T: It's in the morning when you cannot (unintelligible) generally near rivers. River, aah, Jordão, there, in the morning, it is always foggy.
S6: Yes.
T: Why do we sneeze?
S6: I'm allergic.
S5: I'm allergic.
T: Ok.
S6: I sneeze a lot.
S1: Oh I love to sneeze.
S3: I can't stand it.
S5: It's disgusting.
S3: When (unintelligible) Flowers.
T: Flowers, you're allergic of flowers.
S6: How can I say cera?
T: Wax.
S6: Wax.
T: Especially this.... (the student shows)
S7: The smell
S6: Yes, the smell.
T: But you didn't say why you sneeze.
S1: I think there is a strange (unintelligible) in our body. Against the virus, to put it out.
T: Ok, What causes colds?
S7: Closed rooms.
T: Like aaah here it's not closed.
T: Yes and if your immune system is not high enough, we catch cold.
S2: Yeah.
S6: yeah.
S5: Yeah..
T: Number 6, What could you do to relief, to feel better?
S1: to feel better.
S3: Aah, I stay in bed all day long.
S5: I have some tea, some aspirin.
S1: Some medicine.
T: Yeah. Aha!
S1: Lay down and reading a lot.
(S1, S5 and S3 are talking unintelligible)
T: If you don't have headache you can read a lot.
S6: How can I as colo de mãe?
S2: Stay in my mother's arms.

T: Well.
S5: It's good for
T: Why do we cough?
S5: Because of the cold.
Why do you cough, S2?
(she is quiet)
S1: because we have something, a strange (unintelligible) in our body, and our body will (unintelligible).
T: Ok. Another opinion?
S3: Because of allergy.
T: Yes.
S1: It's more related to cold.
S3: It comes together sometimes.
T: Why does our voice deepens? Why are we throaty?
(the teacher deepens her voice to make students understand the meaning).
S2: laughs
T: Why does it happen? There is a problem, our voice deepens. Why?
S1: (unintelligible)
S3: (unintelligible)
T: It affects some organs.
S1: How can I say sintoma?
T: Symptom.
S1: It can be a symptom of cold.
T: Yes. And will there be a cure?
S1: What does it mean will there be?
T: Future will be
S5: Vaccine.
S3: Yes.
T: Yes, it avoids some of the viruses.
(S1 and S2 are talking)
S7: There is not a cure for every virus.
T: Yes. There isn't a cure nowadays for all the viruses.
T: Is there anything we can do when our nose is blocked?
S5: take some medicine.
S1: take a hot aaah , drops of (unintelligible)
T: Inhale, Inhalation. Yes, there are some medicine that can help.
S1: Yes.

(S3 and S5 are talking)

T: Ok. Let's go on. I want you to read the text.
Teacher explains the next exercise. Match the questions with the information from the text.
(S4 came to class late, while students where reading the text)

T: In number one: Which would be the correct paragraph for this?
S6: Number 3
T: yes, very good. Yes three then is number 1. And number 2.

S5: four.
T: good, and then number 3. How often do you get colds?
S3: Two
T: Four, why do we sneeze? So the question is 4 which is the paragraph?
S1: 8
T: yes. Number 5, what causes colds?
S2: One.
T: yes, the next/ What can you do to relief the symptoms.
S5: (unintelligible)
T: Yes. Do you know diary products? It's milk cheese, yoghurt.
T: Ah. Seven?
S3: seven is seven.
T: yes and then 8
S6: Five
T: Yes. Nine will there ever be a cure?
S1: nine
T: Nine is nine, and the last one, is about the nose blocked and the tennis ball.
S3: six.
T: And it is the last one.
(the class finishes)
(The next class)
T: So as a form of summarising we are going to work with the next exercise. Complete the table. So you can work in pairs and complete the table. You have to find the causes and the symptoms.
(teacher gives a long explanation)
S5: What is relief?
T: What you do to feel better, generally we take some medicine. Ok?
(Students worked in groups with almost no discussion. They sometimes shared some answers. Students that asked more explanations or help S5, S3, S1 and Rose)
(Teacher writes the headings of the tables on the board)
T: Let's check. What have you written here for the causes? One could be?
S3: The virus
T: Anything else? Could we say that one of the causes could be?
S3: Stress.
S2: Depression?
(teacher writes it on the board)
T: Stress, depression. There is something related to this in the text? They say that these could be some of the causes.
S1: Cold temperatures.
S4: closed place
T: yes, Closed place this would be another item, because what , because it causes cross infection.
T: Ok/ anything else? And what about the immune system? If it is high and aaah strong, we generally don't catch colds. No or low immune system then is one of the causes. Yes? And now in relation to the symptoms of the text?
S2: Sneezing.
S3: Voice deepens.

S4: Voice deepens.
S5: inflammation of the aaaa hh sore throat.
T: ok.
(Sts are talking while the teacher writes answers on the board)
S6: Headache
T: Nose running.
S3: Nose blocked.
T: Yes, nose blocked. More symptoms? How is our body when we aaaa catch a clod? Do we feel well?
S5: No.
T: Everything aches.
S3: Cough.
T: Cough. Any other item?
(students are silent)
T: What about relief?
S6: Consumption of diary
T: AAHH, consumption of diary, let's see (She writes it on the board) In the text they say about consumption aaah reduce. So it's not
S2: Squeeze a tennis ball
T: Yes (laughs and write is on the board)
(students talk, S4 asks S3 about squeeze, then with no answer she asks S2 on the other side that explains and makes gestures about the ball squeezing).
S1: Eat /spicy/ food.
(students laugh)
T: Yes, /spaisi/ food. Ok no problem We are always learning. Anything else.
S5: Hot tea.
T: Drink hot tea. Any other item?
(Students laugh)
T: They say that vaccination would not be a relief, yes?
(Teacher says to S1): Don't feel embarrassed. It's ok.
T: Which is your opinion in relation to the causes? Different? The same?
S2: (unintelligible)
S1 talks with S2 and they laugh.
S3: Stress.
T: Stress.
S3: Virus.
T: Yes
S3: Closed place.
T. Closed place. Any other?
S5: Depression.
T: Ok. Anything else? So let's see there. Any different symptom?
S2: Headache.
S4: Feel cold, body is aching.
T: Feel cold. So what can we say that we have.
S3: Fever
T: Yes. Fever or temperature. Anything else?
S6: Nose running / blocked.

S1: Tired.
T: Very good.
S3: Without appetite.
T: Yes, without hunger at all. Anything else? More? What about relief?
S5: Take an aspirin or some medicine.
T: Yes.
S3: Medicine in general.
T: Yes.
S3 Take a rest.
S1: Drink tea.
S2 and S1 laugh. (they feel very comfortable in classroom)
T: Do you eat more vegetables and fruit then?
S3: No.
S4: No.
S6: Yes
S7: Yes.
S6 like oranges and kiwi
T: Let's go the post reading part. Answer the post reading questions together. Is ther anything really difficult to belief?
S6: To squeeze the ball.
S5: To squeeze the ball.
T: Yes, this is difficult to belief.
S5: Eat spicy food.
S1: yes.
T: Yes. Come yeah! I have never tried, but I think it's strange.
(students laugh)
T: Where do you think this text is from? What kind of material/
S6: Magazine.
S7: Magazine.
T: Magazine or newspaper.
S2: Curiosity.
S1: Maybe people from revista Seleções. Maybe people (unintelligible)
S3: From the Internet.
T: Yes, it's possible Seleções or the Internet. Could this be from a scientific journal? Journal is revista científica. Could it be?
S5: No.
S3: No.
T: Why not?
S5: It's not possible.
S1: It's not.
S2: It's not (unintelligible)
T: And in relation to the next question, S4 can you read the next question?
S4: (She is lost) She doesn't say anything.
S5: Perhaps a student of Biology.
(students laugh)
T: This text was adapted from 20 things you never knew about colds. (teacher write the title on the board).

T: And why was the text written?
S6: To explain about the colds, their symptoms and relieves. How can I say esclarecer?
T: Explain aaah, clarify.
T: And do you think it is as scientific as the text we have seen yesterday?
S2: No
S5: Not exactly.
T: Why not
S3: Without references. We cannot proof the things

Text 3 5th year
T: Here you will work individually now. You cannot share any information. So everybody start here. First task. Vocabulary match the first column with the second. Try to do what you know.
(Students work individually for some minutes)
T: Let's see? Have you finished? Was it difficult?
S2: Yes
S4: Yes
(S1 is writing something that is not related to the activities proposed0.
T: What is a tip?
S8: Ask for money.
T: Ask for money, no.
Teacher and some students: A piece of useful advice.
T: Good. Ok You know about it?
S5: Laughs
T: Ok. Approach.
S2: (unintelligible)
T: Go near somebody. What's the meaning of misjudge?
S2: (unintelligible)
S5: (unintelligible)
T: Yes, then inquire.
S3. Ask for information.
T: Yes, ask for information. Five: respectful?
S3: Polite, polite.
T: Good, number six?
S3: Not be able to get home
S2: Not be able to get home.
T: Yes, Very good. Such as.
S5: For example.
S3: For example.
T: Yes. Number 8 (unintelligible).
T: So charge?
S1: (unintelligible)
S2: (unintelligible)
T: Ask for money for something. And then a hug.
S2: Makes gestures and answers (unintelligible).
T: Yes. (laughs) Would you like to revise?
(STs all together say the numbers 4 ..... 8.)

T: Let's go to the text. You're going to receive the text. So I want you to read the text and answer B and C.

(students work silently)

T: Have you finished. Can we start with letter B-1.
S6: (reads unintelligible) in America.
T: In America, number two, S5.
S5: (reads unintelligible)
T: Yes correct.
S4: We can (unintelligible).
T: Yes, next.
S3: (unintelligible)
T: Yes, next 5,
S2: Englishman (unintelligible) bad lover.
T. Hmmm! Yes? So (unintelligible) and sense. Ok! Then in letter C. Let's go on with S1.
S1: True.
T: It's true. Next, S8.
S8: It's true.
T: Next, S6.
S6: False.
T: This is false or true?
S8: This is true.
S1: This is true.
T: Let's go to exercise number 4.
S4: It's false.
T: Go there to paragraph three. Isn't he calling himself as stupid? Ok? Good. These questions were difficult?
Sts.: NO.
T: Good. What's a greengrocer? It's a person who sells vegetables.
S1: Who SELLS.
T: Yes. Is a person who sells vegetables and fruits. Questions? No?
(students are quiet)
T: Let's go on. Look there are the highlighted words. (teacher explains the exercise). Answer the exercise. Go back to the text and find two adverbs of manner. Then of frequency, then of time, then of degree.....

(Students work individually doing the activity).

T: Finished? Ok. Manner aaah is how somebody does something, which would be the words?
S5: Innocently, specifically.
T: Innocently and specifically.
S1: Specifically.
S5: Specifically
T: Specifically. Very good. Then, about frequency.

S5: Unintelligible
S3: Always, never.
S4: Always, never.
T: Always and never
S5: Always and never?
T: Yes. Always and never. Almost is degree. Ok?
S5: Is degree (unintelligible).
T: Yes.
S1: always or almost?
T: So. Let's go back. Innocently and specifically is the first.
S1: Yes.
T: Then second. Frequency. What do we have here? Never and always. Next about time.
S4: Recently and at once.
S5: And actually?
T: Yes. Recently and at once. No actually is a sentence adverb. Then in degree.
S4: Almost, very much.
T: Good, and the last one luckily and actually.
S2 (asks for repeating)

Appendix ----- Transcription upper intermediate group I (4th year)

T: So, now we start with the second text. AAH, did you like the first text?
Sts.: yes.
T: Good then, let's go the second text. Before we read the text. Do you know the answers of any of these questions? I want you to answer the questions together. So you have these:
T: Are colds caused by being cold? Cold when you have the flu, you have fever? Ok? Are colds caused by being cold?
S11: With the change of the temperature.
T: Yes.
Sts: Probably when we have low resistance. Yea/
T: Very good and how do we catch colds? Catch – pegar. How do we catch colds?
S10: We catch colds because the virus is in the air.
T: Yes.
S14: If the other people to have virus.
T: Yes, if other people have virus.
St3: Because it is cold than we spend more time in closed environments.
T: Yes, very good. We stay more time inside. Then virus are there too.
T: How often do we get colds?
St5 Never.
T: Oh, you have a high resistance
S14: This year I catch
T: This year I caught, it's past. Yes?

S14: (unintelligible) I was in the rain.
S13: Every change of the station.
T: Every change of the temperature you catch a cold.
T: What about you S11?
S11: I'm always with cold.
T: Good. Why do we sneeze? Class? Atchim? Why do we sneeze/
St5: Because our body wants to expulse the virus.
T: So we have to put out the viruses.
S14: Because of allergy. (unintelligible)
T: Ok, what causes colds, people? What causes colds?
S11: If you have a low resistance.
S12: The cold?
T: Low resistance. Very good and what can you do to relief the symptoms? So you caught the cold, to relief?
S11: Stay in bed.
T: Uau! This is wonderful!
S13: Aah.
S9: Have a good alimentação.
T: You have a healthy food. Yes?
S9: Eating aaah alho.
T: Garlic. Yeah, eating garlic a good idea.
S10: (unintelligible)
T: Yes.
S14: And take some garlic. (unintelligible)
T: Yes. What can we do (Oh sorry) AAH number 7. Why do we cough? The teacher gesticulates cough)
S9: Yes, we some kind of secreção in our throat.
T: Secreção aah secretion.
S10: (unintelligible)
S12: (unintelligible)
T: Yes. And why does your voice deepen when you have a cold? (teacher pretends to deepen her voice)
S10: This is a good question.
Sts: laugh.
T: No answer/ Ok, no answer.
S11: No answer
S10: Why teacher? Do you know?
T: I don't know if I know. And now I don't know. Ok. Let's se if we find the answer in the text. Yes?
S12: The throat is closed.
T: The throat is closed?
S13: It is damaged.
T: Yeah. Let's se if we find some answers in the text.
T: Number nine will there ever be a cure for all the kind of colds?
S14: For me or for?
T: For everybody to use.
S14: For me (unintelligible)

S9: Yes.
S11: No
S10: Yes.
S12: It's difficult.
T: Why?
S12: Because aaah the aah people take medicine. (unintelligible).
S10: You can prevain but you could not cure. We have time when the viruses stay in our body and our body created anticorps and aah destroy the virus.
S13: There are many viruses. There are different types of viruses of cold.
T: Yes, there are many viruses. There are different types of viruses of cold.
S9: And the organism is different too.
T: Yes each organism is different too.
S9: Because of the resistance.
T: Yeah. Ok Is there anything we can do when our nose is blocked?
S9 Using soro.
S11: Using a medicine.
T: Yes, using a kind of serum.
S13: A medicine a natural medicine (he gives a long explanation that is unintelligible)
T: Good. Then now you will receive the text and you have these questions here. Label is the same as aah. Put a title, give a title. Here it's not a title but the questions will have specific answer.

(students work in pairs and silently)
S13: sneezing and driving is difficult. You cannot control.
T: Yeas. aaah
S14: In the first aaaah (unintelligible)
T: Ok let's see. Number 1. What have you put in number 1.
Sts.: 5
T: What causes colds, aah very good. Number 2.
T: Number 2
Sts: 3
T: And number 3, are colds caused by being cold?
Sts: 1
T: Number 4. How do we catch colds?
Sts: 2.
T: Why does your voice deepen?
Sts: 8.
T: Could you understand ? The virus damages our vocal cords. Probably (Unintelligible)
S10: The virus that causes damages?
T: Yes, according to the text.
T: Good, 6.
Sts: 10
T: Seven
Sts: Seven
T: 8
Sts: 4
T: 9

Sts: 9
T: Yes, nine is nine, very good. And 10?
Sts: Six.
T: Ah let's go on. I'm lost in my papers. So letter c, complete the table below with information form the text. And about your own. Compare the first part is about the text. The second line here (teacher shows the table). You complete with information about you.. Causes in the text. Which are the causes? Which are the symptoms. How can we have some relief? Ok? And then. It's possible that you and the text have the same opinion. Sometimes these opinions can be different. Ok? Again you can complete and discuss. Share your ideas with your classmate.
(students work in pairs)
S9: Teacher what is the meaning of painkiller?
T: Some medicine to diminish to relief pain?
S9: and spicy food.
T: Ahh, spicy food like pepper. Yes?
S12: Spicy girls.
T and students laugh.

What did you think of the reading classes?
Sts: we talked a lot, we discussed a lot. And it's more interesting.

(class finishes)

(next class)
T: In the class yesterday we stopped in exercise 3 where you had to complete the first part with the text. And the second part about you. Correct? So let's see. You should complete with the causes of cold. Which are the causes of cold that you could find in the text?
S13: Viruses.
T: Yes, viruses. Good.
S11: Only this.
T: Only viruses?
S12: Being stressed.
T: Being stressed, yes.
S12: Cold temperature.
S10: Cold temperature.
T: Cold temperature, yes. And how do we say when we are in closed room?
S15: Indoors.
T: Yes, indoors. And then, what kind of infections, do they say something about it in the text?
(Students do not answer.)
T: Cross infections. Yes? Isn't it there in the text? There you have more time together, indoor causes what cross-infection. Ok?
T: And then, when we are stressed what happens with our body?
S12: The resistance of the body fall.
T: The resistance, or we can also say the immune
S15: (Unintelligible)

S12: Immunity
T: The immune system.
S12: Fall down, fall down, fall down.
T: The immune system is probably lower, weaker. So you have these as causes.
T: Yes, these can be the causes.
(teacher reviews all the items)
T: And then what about the symptoms?
S11: Headache
S12: Headache, pain, sneeze
T: All these is in the text, then you can write it here. Because in the first part you have to write all that from the text. Yes?
S10: Coughs.
T: What happens with our mmmm...
S12: Sore throat.
T: What do they say about sore throat in the text.
S11: Throat inflammation
T: Yes, and aaah our, the sound of our vocal cords.
S13: It deepens
T: Yes. The vocal cords are thicker so the sound becomes deeper.
S15: Inflammation of the throats.
T: Yes, and about relief. What have you put there?
S12: Medicine.
S11: Medicine, spicy food.
S13: Spicy food
S15: Aaah…
T: Yes, spicy food, they say.
S12: Drink plenty of hot tea?
T: Plenty means a lot.
S13: Take pain killers.
T: Take pain killers. Very good! Do they say something about reduce consumption of diary products? So like milk, aah, yoghurt.
S15: Cheese.
T: Cheese yes.
S15: Maybe more hot drinks.
T: Yes, more hot drinks. There is another thing. What do we have to be?
S11: Be in bed.
T: No, there is something in the text.
S10: Be positive.
T: Be positive.
S15: They say that we have to eat spicy food.
T: Yes, they say that we have to eat spicy food. Can you imagine that?
S15: Strange.
T: Really unusual.
S15 looks at S13 and they are faces seem not to agree with the text.

T: We come back to this later. And what do you think, which are the causes that you have about you. So, what happens with you? In this part you have to give your opinion. Which are the causes?
S11: the same.
T: The same causes?
S12: yes.
S10: yes.
T: Is it really the same?
S10: I have sore eyes.
T: There is an inflammation
S10: Yes.
T: Can we say that one of that causes is bad alimentation?
STS: yeah.
T: So, we can say not adequate nourishment. And what about sleeping. Can it interfere when we catch colds?
S11: It depend.
S10: To sleep bad.
T: Badly.
S10: Yes.
S12: To sleep less.
S11: Maybe.
T: I think.
S10: I think sleeping could have a person that has cold.
T: And if the person doesn't sleep enough, so the person can have problems in the
S11: Immune system.
S12: Immune system
T: Good! Let's go on which are your symptoms when you catch a cold?
S14: Headache.
T: Headache.
S14: Cough
T: Cough
S11: Sneezing
T: Sneezing
S13: (unintelligible).
T: Sorry?
S13: Pain in all your body.
T: Running eyes.
St5: Yes.
T: Running nose? Yes/ Fever?
S11: the person feels longer.
T: Lonely?
S11: No, aah the person is not there.
T: Aaah! You feel you are distant from the others. You have this sensation that you don't pertain to the group. That you are distant?
S11: Yes, yes.

T: Ok! Which are the relieves?

S12: Take medicine.
S11: Go to bed.
S13: Pain killers
S15: Pain killers.
S14: Physical exercise.
Sts: Nooo!
T: So, you caught a cold, your body is aching and you go running.
S15: No.
S13: No.
S14: Aah! . When I have a problem I go out. And, after it's better.
T: Ok. It's possible.
S14: I try to make some exercise and then I feel better.

T: We could also have an example that is our grandmother's recipe. They would suggest that we could have some chicken broad. Yes, chicken broad. Do you know?
T: Aah! Can S14 a! Yes.
S10: Garlic and honey tea.
T: Yes, it's a good idea, or take some medicine.
T: So now you can work in pairs and answer the last question.

(Students discuss).
S11: We finished.
T: Yes.
S15: It's from a magazine that talks about medicine/
T: It could be. It's a possibility.
S14: From the Internet.
T: From the Internet is another possibility.
S15: It might be.
T: Yes or no. It's a suggestion.
S14: Medical consultory.
T: Doctors office. Aaah, some advertisement?
S14: Advertisement is some . . . in the doctors office?
T: Yes, it's possible. What information did you find interesting or difficult to believe?
S12 and S11: No.
S10: I found interesting that part where the authors say aaah, spicy food is good too, too.
T: Aaah, you found this interesting? And do you believe in it?
S10: Yes.
S15: What is curry?
T: It's an Indian spicy souse.
T: But isn't it difficult to believe people when they say that aah. Go to the sixth paragraph.
S14: In the first paragraph, there are more than 200 types of viruses.
T: This is interesting. Yes?
S10: Aah. I think it is difficult to believe when the author says you could put a aa...
T: A golf ball.
S10: A golf under
T: ball

S10: Under your arm too too (she makes gestures) Aah não sei como fala destranca o nariz.
T: Yes, Then you would have the sensation that your nose would be unblocked. Yes, I found it really strange if you squeeze a tennis ball under your arm. (Teacher reads the part of the text). You can trick the brain. Do you know trick? Enganar the brain.
S13: Did you try it?
T: No I haven't.
Students laugh.
S13: I will try.
T: So, then you tell us. Ok?
T: Where do you think this text is from?
S12 and S11: Medicine.
T: well in fact it was adapted from (the teacher writes on the board) "20 things you never knew about colds". This text is from a newspaper that is called Daily Mail. It's a tabloid.
S15: Is it a British?
T: Yes it's a British, a British newspaper but it is a tabloid that brings sensational news. Sometimes more difficult to believe. We have some sensational magazines and newspaper here in Brazil, don't we?
S15: They write about strange things.
T: Or things that sometimes are not really true. They want to promote sensationalism
S15: Sensacionalismo.
T: He wrote this text?
S13: I thought it was a doctor, but now?
S15: I thought
T: A doctor.
S15: But in this case not.
T: A S14 journalist.
S12: It could be
T: I don't have the name of the real author of the text.
S14: (unintelligible)
T: Yes, of course. And why was the text written?
S11: To pass information.
S13: They want us to think that it's true.
S15: They want to sell more.
T: It's possible. Can you imagine this was the title "20 things you NEVER knew about colds". And this also one of the texts of English File upper-intermediate.
(The class finishes and students are answering the questionnaires)

APPENDIX R

THE READING SECTIONS OF THE TEXTBOOKS

Section 1 – The reading tasks of NorthStar: Focus on reading and writing – Basic/Low intermediate

Section 2 - The reading tasks of NorthStar: Focus on reading and writing – High-intermediate

Section 3 – The reading tasks of English File 1

Section 4 - The reading tasks of English File - upper-intermediate

UNIT 1

Finding the Ideal Job

1 Focus on the Topic

A PREDICTING

Look at the cartoon, and discuss these questions with the class.

1. What is the young man doing?
2. What kinds of work is he thinking of?
3. What do you think is the ideal job (the best job) for this young man?

B SHARING INFORMATION

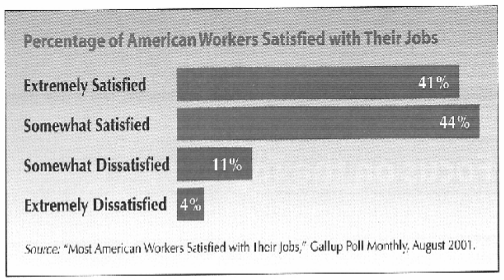
Read the statements. How much do you agree or disagree? For each statement, check (✓) the box that shows what you think. Discuss your answers with the class.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Enjoying your work is more important than making a lot of money.				
2. Working with a lot of people is better than working alone.				
3. Working from home is better than working at an office.				
4. Working indoors is better than working outdoors.				

C PREPARING TO READ

BACKGROUND

Study this graph about job satisfaction (happiness in your job). Then work in a small group, and discuss the questions that follow.



1. Look at the graph. What percentage of Americans have the most job satisfaction? What percentage have the least job satisfaction?

2. According to the graph, 85 percent of American workers are *at least* somewhat satisfied with their jobs. Does this number surprise you? Why or why not?
3. Think of the people you know in your country who are working. What percentage of them do you think are satisfied with their jobs? What percentage do you think are *not* satisfied?
4. What would you do if you felt dissatisfied with your job?

VOCABULARY FOR COMPREHENSION

Read the list of words and their definitions. Then complete the sentences with words from the list.

career: the kind of work a person does, usually after learning how and usually for a long time

employment: work someone pays you for

hire: to give someone a job

ideal: perfect

manager: the person in charge of a group of workers

out of work: without a job

résumé: a piece of paper with your work and education history

rewards: good things you get in return for work (such as money or health insurance)

satisfied: to feel good or happy about something

skill: something that you can do well; ability that you have learned and practiced

want ads: advertisements, usually in a newspaper, for jobs that are available

1. In 1930, jobs were hard to find. Almost 25 percent of all Americans were *out of work*.
2. He's had many different jobs, but only one _____. In other words, he's worked in many different schools, but he's always been a teacher.
3. Most companies ask for a(n) _____ so they can read about you before they talk to you in person.
4. She sells a lot of her paintings. She has a lot of _____ as an artist and a businesswoman.

5. Let's _____ Katlyn. She has the most experience. She will be a great teacher.
6. She started looking for a job by reading the _____.
7. I worked for weeks on this report. I couldn't seem to get it just right. Yesterday I changed around a few things and added a new section. I think it's good now. Finally, I'm _____ with my work.
8. The _____ of her job just weren't enough. She was happy with the work, but she wasn't making enough money.
9. She was a computer programmer for ten years. Then she became a(n) _____. Suddenly, she had to lead all the people she used to work with.
10. I want to know about your past _____. Where did you work last?
11. Jayne thought Sue was the _____ worker. She was smart, fast, friendly, and very good at her job.

2 Focus on Reading

A READING ONE: *Finding the Ideal Job*

Imagine you are not satisfied with your job. You decide to job hunt—that is, to look for a new job. With a partner, write a list of things you might do to find a job.

1. *I might ask someone in my family for a job.*
2. _____
3. _____
4. _____
5. _____

Now learn what a professional has to say about this topic. Read a book review of a job-hunting manual.

The Book Review

FINDING THE IDEAL JOB

What Color Is Your Parachute?: A Practical Manual for Job Hunters and Career Changers, by Richard Nelson Bolles, Ten Speed Press, $16.95.

1 You are out of work.
You hate your job.
You aren't satisfied with your career.
You are looking for your first job. Where do you start?

2 If you are like most Americans, you'll probably send your résumé to a lot of companies. You might answer newspaper want ads every Sunday. Or you might go to employment agencies. But experts[1] say you won't have much luck. People find jobs only five to fifteen percent of the time when they use these methods. So, what can you do?

3 One thing you can do is read Richard Bolles's *What Color Is Your Parachute*[2]? Bolles is an expert in the field of job hunting. He has helped thousands of people find jobs and careers. This book is different from other job-hunting manuals. Bolles doesn't help you to find just another job. Instead, he helps you find your ideal job: a job that fits who you are, a job that is satisfying to you. What kind of job is ideal for you? If you don't know the answer, Bolles says, you can't find your ideal job. You need to have a clear picture in your mind of the job you want. The book has many exercises to help you draw this picture.

4 Bolles says that you must think about three things:

(1) **Your skills.** What do you like to do? What do you do well? Do you like talking? Helping people? Teaching? Reading and writing? Using computers? Working with your hands? Bolles asks you to think about all your skills, not only "work skills." For example, a mother of four children is probably good at managing people (children!). She may be a good manager.

(2) **Job setting.** Where do you like to work? Do you like to work outside? At home? In an office? Alone or with others? What kind of people do you like to work with?

(3) **Job rewards.** How much money do you need? How much money do you want? What else do you want from a job? What would make you feel good about a job?

[1] ***expert:*** a person who knows a lot about something.
[2] ***parachute:*** something you wear when you jump out of a plane. When you jump, it opens up and it stops you from hitting the ground very hard.

5 After Bolles helps you decide on your ideal job, he gives you specific advice on how to find the job. His exercises teach you how to find companies and how to introduce yourself. The chapter on job interviews is full of useful information and suggestions. For example, most people go to interviews asking themselves the question, "How do I get the company to hire me?" Bolles thinks this is the wrong question. Instead, he wants you to ask yourself, "Do I really want to work for this company?"

6 There are two small problems with the book. First, Bolles writes too much! He explains some of his ideas over and over again. Second, there is no space to write the answers to the exercises. But these are small problems. *What Color Is Your Parachute?* is the best job-hunting manual available today.

7 *What Color Is Your Parachute?* was written in 1970. But the information is updated[3] every year. So, if you are looking for a job, or if you have a job but want a new one, remember: Don't just send out copies of your résumé. Don't just answer want ads. And don't wait for friends to get you a job. Instead, buy this book and do a job hunt the right way.

Barbara Kleppinger

[3] ***updated:*** changed to reflect new information.

READING FOR MAIN IDEAS

Read each statement. Decide if it is true or false. Write ***T*** *(true) or* ***F*** *(false) next to it. Compare your answers with a classmate's.*

____ 1. *What Color Is Your Parachute?* is similar to other job-hunting manuals.

____ 2. Bolles's goal is to help people find jobs as quickly as possible.

____ 3. According to *What Color Is Your Parachute?*, job hunters should think about their skills, the job setting, and the job rewards they want.

____ 4. *What Color Is Your Parachute?* includes specific advice on finding jobs.

____ 5. According to the reviewer, the book is too short.

READING FOR DETAILS

Write each job-hunting method listed below in the correct column in the chart on page 7.

~~answer newspaper want ads~~
ask friends to help
decide what kind of job is ideal
think about job rewards
do exercises
go to an employment agency
decide what kind of place you want to work in
send out lots of résumés
think about your skills

What Many People Do to Find a Job	What Bolles Says Will Help You Find a Job
answer newspaper want ads	

REACTING TO THE READING

1 *Read each situation. Decide whether, according to Bolles, the person is making a mistake or doing the right thing. Circle your answer. Then discuss your decisions with the class.*

1. Owen was always a manager. He doesn't want to be a manager. But he's not looking for another job because he thinks that he doesn't know how to do anything else. According to Bolles, Owen is _____.
   a. making a mistake
   b. doing the right thing
2. Amy studied to be a teacher. But now she's not just looking for work as a teacher. Instead, she's thinking about whether teaching is really the right career for her. According to Bolles, Amy is _____.
   a. making a mistake
   b. doing the right thing
3. Bill is in a job interview. He is asking the person who is interviewing him some questions about the company. According to Bolles, Bill is _____.
   a. making a mistake
   b. doing the right thing
4. Kathy has a choice between a job that pays very well and a job that seems very interesting. She decides that for her, money is the most important thing. So she chooses the job that pays well. According to Bolles, Kathy is _____.
   a. making a mistake
   b. doing the right thing
5. Peter sent his résumé to many companies and he answered many want ads. So now he is waiting for someone to call him about a job. According to Bolles, Peter is _____.
   a. making a mistake
   b. doing the right thing

2 *Discuss the following questions with a partner. Give your opinions. Share your ideas with the class.*

1. The next time you look for a job, which of Bolles's ideas do you think you might use?
2. You are in an interview for a job with a very interesting company. What questions might you ask the interviewer about this company?
3. The title of the book is *What Color Is Your Parachute?* Why do you think the author chose this title?

B READING TWO: *The Ideal Job*

Read these stories about people who love their jobs.

THE IDEAL JOB

BY ALEX FROST

1 Believe it or not, some people get paid—and well—for doing the things that make them really happy. Here are a few people who have found the job of their dreams.

"I know all about job-hunting."—Betsy

2 A few years ago, I lost my job as a manager in a factory. I was so unhappy. I was 38 years old, out of work for the 100th time, and without much hope. Then, one day I was thinking about the question, "What do I do best?" and the answer came to me. I had been out of work many times, so I knew every manual about how to find a job or change a career. I must have been to over 100 interviews in my life, made 1,000 phone calls asking for jobs, and sent out a résumé to almost 2,000 companies. When I looked at my skills, I saw that my best skills were job-hunting skills! So I started my own company, Career Consulting. It's a business that helps people find jobs. I hired two people to work with me. The three of us work together on everything, but I'm the boss. It's great. I love the work, and I make a lot of money!

"I have the funnest job in the world."
—Amanda

3 I have been a matchmaker for 41 years. Because of me, 60 couples are now happily married or engaged. I'm a good matchmaker. I have a very good eye for people. And I don't mean I match people on how they look. I mean, I can meet a person just once for ten minutes, and I know for sure what kind of person he or she is. I get a feeling. And this feeling tells me, "Oh, he would be a great husband for Stephanie," or "Ah, now here is the woman for Timothy." I can't imagine a job that's more fun. I meet wonderful people. I work for myself. Nobody tells me what to do. I make enough money to live a simple life. And I get so much joy from seeing what happens to my matches. A month ago a couple stopped by on their way home from the hospital with their new baby girl. I'm so happy to think that I helped make that family!

"I have a job with an incredible view."—Donna

4 Teaching skydiving[1] is so exciting. I love seeing students on their first jump. They are all nervous and excited. When they get to the ground, they can't wait to call everyone they know and tell them they just jumped out of an airplane. Later, when they learn to turn and fly forward, they realize that they're not just a flying stone. They realize that they're like a bird—they can fly!

5 It wasn't easy to get this job. I had to have about 1,000 jumps and about two years of training. And the salary was only $15,000 for the first year. But I don't do it for the money. In fact, I don't need to get paid at all. I love it that much!

[1] *skydiving:* the sport of jumping out of airplanes with a parachute.

Source: Based on information in Dave Curtin, "From Sky Diving Instructors to Fashion Consultants, Some Folks Just Love Their Jobs," Knight-Ridder/Tribune News Service, 11 March 1996.

Complete the sentences with the correct name from the reading.

1. ___Donna___ made $15,000 her first year.
2. _____ helped 60 couples find each other.
3. _____ was out of work many times.
4. _____ has had the same job for over 40 years.
5. _____ changed careers.
6. _____ loves teaching.

C LINKING READINGS ONE AND TWO

Look at Reading One again. Reread the paragraphs about skills, setting, and rewards. How would the women in Reading Two answer the questions in these paragraphs? Write answers for each woman.

1. Betsy

Skills: *I have a lot of job-hunting skills.*

Setting: _____

Rewards: _____

2. Amanda

Skills: _____

Setting: _____

Rewards: _____

3. Donna

Skills: _____

Setting: _____

Rewards: _____

4. What about you? How do you answer these questions?

Your name: _____

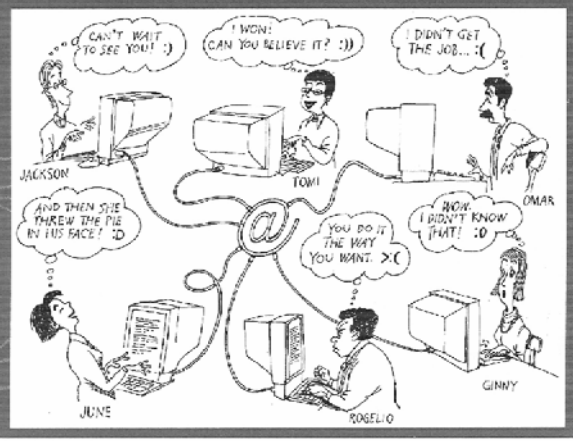
Skills: _____

Setting: _____

Rewards: _____

UNIT 5

"Netiquette"



1 Focus on the Topic

A PREDICTING

Look at the picture, and discuss these questions with the class.

1. What are the people doing?
2. Can you tell how each person feels?
3. When these symbols[1] are used in an e-mail, what do they communicate?

   :) :)) :D :O >:(:(

4. Read the title of the unit. What do you think it means?

[1] To understand these symbols (called "emoticons"), tilt your head to the left.

B SHARING INFORMATION

Work in a group of four students. Write the names of each student in the group at the top of the chart. Discuss the questions in the chart, and write each student's answers.

Questions	name	name	name	name
1. Do you have an e-mail address?				
2. Who do you e-mail most? (family, friends, co-workers)				
3. What do you like best about e-mail?				
4. What are some problems with e-mail?				
5. How often do you write letters using "snail mail" or the regular postal system?				

Now each group reports to the class.

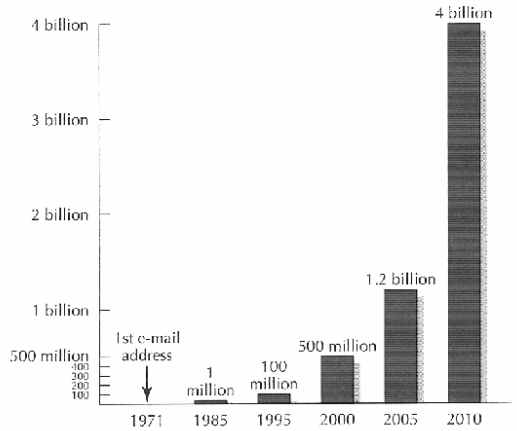
Example: In our group, two people have an e-mail address, and two do not.

C PREPARING TO READ

BACKGROUND

Look at the graph. Then answer the questions below.

Number of E-mail Addresses Worldwide



1. When did e-mail start?

_____

2. When were there only 1 million e-mail addresses?

_____

3. How many e-mail addresses were there in 2000?

_____

4. How many e-mail addresses will there be in 2010?

_____

VOCABULARY FOR COMPREHENSION

Read the sentences. Pay attention to the underlined words.

a. Sally likes to be calm in the morning. She usually sits in the kitchen by herself for an hour, quietly reading the newspaper.

b. When she heard about her mother's illness, Andy got very upset.

c. Julia never says please or thank you. She is rude.

d. Diego always says please and thank you. He is polite.

e. Yesterday I got a letter from an old school friend. I wrote a letter back to him right away. I always reply quickly to my friends.

f. I can never find the CD I'm looking for. I have too many CDs to look through. Someday I'm going to organize my CDs.

g. I could see that she didn't feel comfortable talking about her family. I wanted to change the subject. So I asked her questions about her job.

h. Maya gets a lot of e-mail. She receives 30 messages a day.

i. My mother and her brother had a fight a long time ago. They stopped seeing each other, talking to each other, or even writing to each other. They didn't communicate for 15 years.

j. Please don't read this journal. It's private. This is where I write all my special thoughts and ideas. I don't want anyone to read it.

Now use the words to complete the definitions.

1. To _____ is to talk, write, or otherwise contact another person.
2. Something is _____ when it is not shared with anyone else.
3. To be _____ is to be peaceful, not angry or upset.
4. The _____ of a story is the main idea or topic.
5. To _____ is to get something that someone has sent you.
6. To _____ is to plan or arrange something.
7. To be _____ is to say or do things that are not nice or polite.
8. To be _____ is to say or do things that are nice and respectful.
9. To _____ is to send an answer to a letter or e-mail.
10. To be _____ is to be unhappy or worried.

2 Focus on Reading

A READING ONE: *"Netiquette" Do's and Don'ts*

The following article is taken from an online newsletter for banking employees. Read the title and the introduction. Then answer these questions.

1. What is "netiquette"?
2. Why do people need to know about "netiquette"?

Now read the article. Were your ideas correct?

"Netiquette" Do's and Don'ts

By Sarah Byrne

For many people all over the world, e-mail is the best way of communicating quickly, cheaply, and easily. Because it is so fast and easy, it is also very easy to *miscommunicate*. To send clear, easy-to-understand e-mails, follow these basic rules of e-mail use—called network etiquette, or "netiquette."

Netiquette Do's

1. ☺: Keep your e-mails short. Separate your ideas into different paragraphs. Some people receive hundreds of e-mails a day. They hate reading through long messages. They want to receive short, easy-to-read messages.

2. ☺: Check your message before you send it. Make sure it says what you want it to say. Remember that you are writing, not talking. For example, how can you show in writing that you are joking? One way is to use "emoticons." These are pictures made with punctuation marks, like :) . The colon is the two eyes and the parenthesis is the mouth.

3. ☺: Check your spelling. There is no reason for poor spelling, even in e-mail.

4. ☺: Fill in the subject for each e-mail. This helps people organize e-mails and find old ones. Also, if someone has hundreds of e-mails to read, he or she might not read one without a subject, just to save time.

5. ☺: Include your "signature" at the end of every message. Every message should include your signature because it is not always clear who sent an e-mail. An e-mail signature includes your full name, e-mail address, and often your "snail mail" or street address and telephone number.

Netiquette Don'ts

6. ☹: Don't use all capital letters. This is the same as SHOUTING. It is rude.

7. ☹: Don't send everyone a copy when you only want to send a message to one person. Often we are sent messages as a "cc" (carbon copy—the old word for a copy of a letter). When we reply to these messages, we have to be very careful to reply only to the person we want to read our message.

8. ☹: Don't send e-mails when you are angry or upset. These messages are called "flames." Wait until you are calm to reply. Also, don't send e-mails that will get you flamed. Be polite and try not to make anyone angry or upset.

9. ☹: Don't think e-mail is private. E-mail is written communication. Never write something in an e-mail that you wouldn't say in public.

There are a lot of things to think about when writing e-mail, but following these rules will help you to communicate clearly. Happy e-mailing!

READING FOR MAIN IDEAS

Check (✓) the phrase that best completes the main idea of Reading One.

Following e-mail etiquette rules will help you _____.

____ a. communicate clearly and correctly

____ b. express your emotions

____ c. make sure the right person or people read your message

READING FOR DETAILS

The statements below are false. Correct them to make true statements that summarize each of the nine rules given in Reading One.

1. Keep your e-mails ~~long~~ short.
2. Don't read your message before you send it.
3. Don't check your English.
4. Don't write the subject of each e-mail.
5. Don't include a signature with every e-mail.
6. Don't use capital letters.
7. Don't send anyone a copy of every message.
8. Don't send e-mails when you feel relaxed.
9. Write very private things in e-mail.

REACTING TO THE READING

1 *Read the following statements. Check (✓) those statements that you think are supported by information in Reading One.*

____ 1. Short e-mails are easier to read than long e-mails.
____ 2. Sending messages in writing is clearer than in speaking.
____ 3. People make more spelling mistakes in e-mail than in ordinary letters.
____ 4. What you write in the subject line must be the main idea of the e-mail.
____ 5. Most people don't include their signatures.
____ 6. Sending e-mails when you are angry could get you "flamed."
____ 7. Most people use e-mail to communicate with friends.

2 *Discuss the following questions in a small group. Give your opinions.*

1. Which netiquette rules do you follow? Which of these rules are new to you?
2. Do you think it's a good idea for everyone to follow all of these rules? Some of these rules? Explain.
3. Have you ever made a netiquette "mistake"? If yes, describe what happened.

B READING TWO: *Dear Debbie*

Read this excerpt from a newspaper advice column called "Dear Debbie."

Dear Debbie

E-mail. Everyone's doing it. It's so fast. It's made communicating with each other so easy. But there's a dark side to e-mail. Recently, I've received a lot of letters from people in big trouble caused by the e-mail "blooper" (mistake). Read on to see what kinds of trouble the e-mail blooper can make.

Dear Debbie,
Help! Last week, I received an e-mail message from my best friend at work. It was a general message about the holiday party sent to the whole company. I wrote back to my friend saying that I wasn't going to the party. Then, I went on to tell her how much I hated working at this company. I told her how I thought my other co-workers were stupid and boring. I explained how I thought our boss was not nice and treated us all badly. I meant to hit the REPLY button to send my friend the e-mail. Instead, I hit the REPLY ALL button which sent the message to my best friend, all ten co-workers, and my boss! Everything I wrote in the e-mail is true. But I would never say those things to my boss or other co-workers. I was so embarrassed, I took a few days off from work pretending to be sick. I just couldn't face all these people. But I have to go back to work soon. What do I say to them?

Embarrassed in Emeryville

Dear Debbie,
What can I do? Recently, a longtime friend made me very upset. We live far apart, so I wanted to write a very organized, thoughtful e-mail explaining how I felt. I planned to write two drafts of the e-mail. In my first draft, I just wrote everything I was feeling. I was very angry, and at that moment, I felt that everything about her and our friendship was wrong. I wrote all this in the message. I then saved the e-mail and went on to other things, planning to rewrite it later, when I was less upset.

You can see what's coming. Somehow, when working on another e-mail, I clicked SEND and accidentally sent this first draft of the e-mail to my friend. Of course, she is now so angry. She thinks I'm a terrible friend to send such a message to her. What can I say to her?

Sorry in Cincinnati

Dear Debbie,
My wife and I are having an argument. We share a computer and the other day she was looking in the "trash" for an old file she had thrown out. While she was looking around for her lost file, she found all these old e-mails of mine sent to an ex-girlfriend. You see, my wife is not happy about me keeping in touch with this old girlfriend. So, I've been secretly e-mailing her for years. It's nothing really. But because I know it would make my wife mad, I've been careful to delete the messages. Well, I thought I was deleting the messages. I guess they were just sent to the "trash." I didn't know I had to "empty the trash" to really get rid of them. Anyway, my wife read them and is now really mad at me. She says I should apologize[1] for writing to my ex-girlfriend. I say I haven't done anything wrong. In fact, I think she should apologize for reading e-mails not sent to her. Who's right?

Mad in Miami

[1] *apologize:* to say you're sorry.

Now discuss the following questions in a small group.

1. In the first letter, why did *Embarrassed in Emeryville* send that e-mail to everyone in his office?

2. In the second letter, who was *Sorry in Cincinnati* trying to send e-mails to?

3. In the third letter, why is *Mad in Miami's* wife angry?

C LINKING READINGS ONE AND TWO

1 *Reread the netiquette rules from Reading One. Which rule did each e-mail blooper break? Write your answers below. Then discuss your answers with a partner.*

E-mail blooper 1: _____

E-mail blooper 2: _____

E-mail blooper 3: _____

2 *Pretend you are an assistant to Debbie. She asks you to help her write responses to these letters.*

Choose one of the three e-mail bloopers, and fill in the following letter outline with the appropriate information. Use what you know of netiquette rules from Reading One to help you.

Dear _____,

As I see it, there are two problems. One is the e-mail problem. How can you prevent this mistake from happening again? Remember, when using e-mail, always _____

_____

_____.

The second problem is more difficult. How do you fix the problem your e-mail mistake caused? In your case, I think you should _____

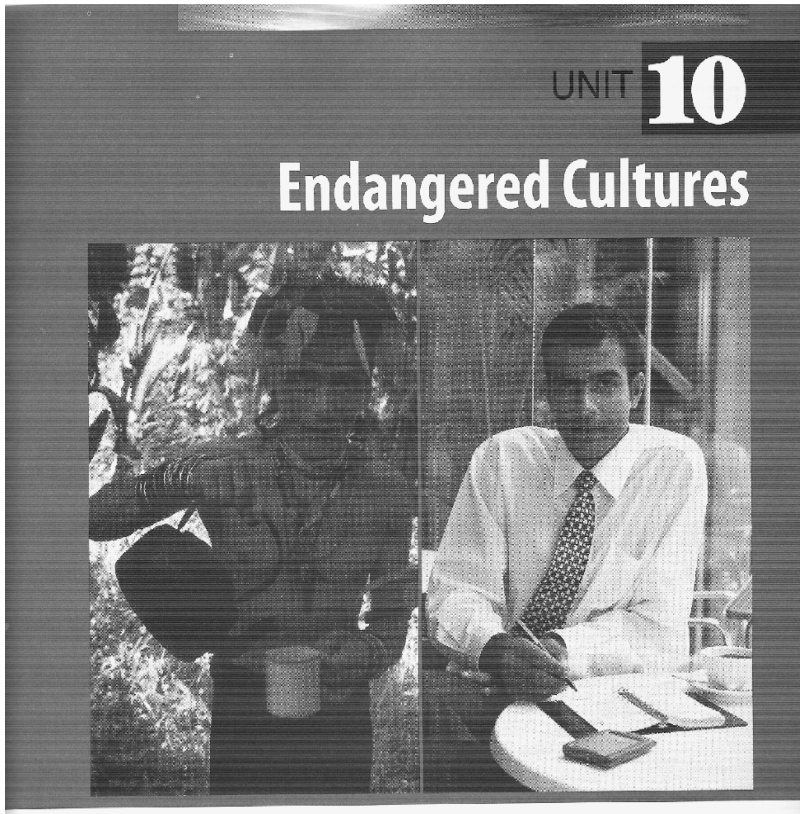
_____.

I think you should do this because _____

_____.

Good luck, and remember to be more careful with your e-mail next time.

Debbie



UNIT 10

Endangered Cultures

1 Focus on the Topic

A PREDICTING

Look at the pictures, and discuss these questions with the class.

1. These two people are from the same country: Malaysia. Why do you think they look so different from each other? What are the differences?
2. Which person is part of an endangered culture? Explain.

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B SHARING INFORMATION

Indigenous people are people whose families and cultures have been in one place for a very long time. Many indigenous cultures no longer exist. They are extinct. Almost all indigenous cultures today are endangered. In North America, there are many groups of indigenous people (often called Indians or Native Americans)—for example, the Hopi, the Navajo, and the Shoshone.

Discuss the following questions in a small group.

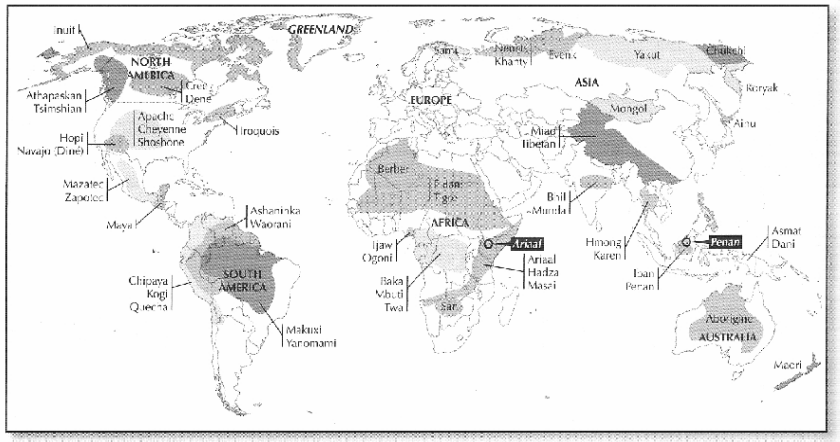
1. What indigenous cultures do you know about?
2. What do you know about them?
3. What is their situation like today?

C PREPARING TO READ

BACKGROUND

The map below shows where most indigenous cultures are found today. There are about 5,000 indigenous cultures in the world today; the map lists a few of them.

Study the map, and answer the questions on page 185 with a partner.



Based on National Geographic map, *National Geographic*, August 1999.

1. Where are there large groups of indigenous people?
2. Look at the coasts (places where the land meets the sea) of North America and Australia. Are there any indigenous cultures there? Who lives there?
3. Are there indigenous people in Europe today? What do you think happened to the indigenous people of Europe?

VOCABULARY FOR COMPREHENSION

Match each statement below with the related sentence from the box.

a. These cultures have roots in European culture.
b. It is unique.
c. Nobody survived.
d. Now there is a dam on the river.
e. This is the wrong environment for it.
f. She adapted.
g. His ancestors are probably Greek.
h. They are nomadic.
i. He needs to destroy the old one.
j. It is mainstream now.
k. These leaders are holy men or women.

f 1. At first, the food in Kenya made Alex sick, and the weather was too hot. But after a month, she was comfortable.

___ 2. John got a new credit card in the mail.

___ 3. I know that Scott grew up in Washington, and so did his parents. But his last name is Tsekaris.

___ 4. I tried to grow corn in my garden, but it didn't grow very big.

___ 5. Many U.S. and Canadian traditions are similar to European traditions.

___ 6. That handmade table is beautiful. I've never seen anything like it.

___ 7. The airplane crash was awful.

___ 8. The Penan are a group of people in Malaysia who live in the forest. They don't live in one place; they move around a lot.

___ 9. Most religions have religious leaders to communicate with God.

___ 10. At first, only a few people sang and listened to rap music, but now you can hear rap on radio stations all over the world.

___ 11. When I was a child, I used to play in the river in this valley. Now there is a huge lake where the river used to be.

2 Focus on Reading

A READING ONE: *Will Indigenous Cultures Survive?*

Before you read, look at the title of the article. What do you think is the answer to the question in the title?

WILL INDIGENOUS CULTURES SURVIVE?

By Alex Knight

1 In northern Colombia, a four-year-old Kogi Indian is carried high into the Sierra Nevada mountains. He will live in a small dark house for 18 years while he learns to be a holy man. In the Amazon, a Waorani hunter finds animals by following their smell. A Mazatec farmer in Mexico sends messages to other Mazatec by whistling[1] across the wide valleys of his mountain homeland.

2 Stories about such people show us that there are many different ways of understanding the world and living life. The way we live is just one way.

3 About 300 million people, or 5 percent of the world's population, are members of indigenous cultures. These cultures have deep roots in their histories, languages, and the places they live in. Sadly, their unique ways of living are disappearing because of the fast changes that are happening all around them.

4 Change is an important part of any living culture. In order to survive, a culture must adapt to some changes in its environment. Unfortunately, the changes that are happening today are so big and so fast that most indigenous cultures simply cannot adapt to them. For example, in Brazil, a gold rush[2] brought sickness to the Yanomami ten years ago. Now one-quarter of them are dead. In Nigeria, the Ogoni homeland near the Niger River is full of poisons from oil companies. Now the Ogoni can no longer grow food there. And in India, over 250,000 indigenous people have to leave their homes in the Narmada River valley, because the government wants to build several dams on the Narmada River.

5 A few of the people from these cultures may survive, but they will have to move away from the lands of their ancestors, often to poor areas outside of large cities. They will have to learn a new way of living and thinking. Their children will know little about the culture they came from.

6 All over the world, indigenous people are fighting to keep their cultures. They are fighting against powerful governments who want them to become part of the mainstream culture, or against oil and logging companies who want their land.

7 The Ariaal are an example of an indigenous nomadic group in Kenya that has been fighting for years. So far, their culture is surviving. The Ariaal understand that some changes may help them, but that other changes may destroy their way of life. The Ariaal are trying to stop the things that will hurt their culture, but accept the helpful parts of the modern world. For example, the Kenyan government wants the Ariaal to move to villages, because it wants the Ariaal and other indigenous people to become more modern. The Ariaal know that if they move to villages, their nomadic way of life will disappear immediately. So they aren't settling in villages. But some Ariaal are starting to send their children to Kenyan schools. These Ariaal have decided that schools are modern things that can help their culture survive.

8 There are no easy ways to save indigenous cultures, but one thing is certain: If the last indigenous cultures are going to survive, they must adapt, and they must choose how they will adapt, as the Ariaal are trying to do. The big question is: Will the rest of the world let them?

[1] ***whistling***: making a high or musical sound by blowing through one's lips.
[2] ***gold rush***: a time when many people move to one area to look for gold.

Based on information in Wade Davis, "The issue is whether ancient cultures will be able to change on their own terms," *National Geographic*, August 1999.

READING FOR MAIN IDEAS

Circle the phrase that best completes each statement.

1. All the cultures of the world are _____.
   a. similar to each other
   b. very different from each other
2. Indigenous cultures are disappearing because _____.
   a. big changes are happening too fast
   b. their governments don't want them to adapt to the modern world
3. Indigenous cultures are fighting against _____ to keep their cultures.
   a. governments and big businesses
   b. other indigenous cultures
4. In order to survive, indigenous cultures must _____.
   a. listen to their governments
   b. decide how to adapt
5. For indigenous cultures to survive, the rest of the world must let them _____.
   a. have schools
   b. choose how to change

READING FOR DETAILS

The article gives many examples to support general ideas. List the examples below each statement.

1. Three examples of the ways indigenous cultures understand the world and live their lives.
   a. *The Kogi Indian child goes to live in a dark house for 18 years.*
   b. *The Waorani hunter in the Amazon follows animals' smells.*
   c. *The Mazatec farmer in Mexico whistles to send messages across the valleys.*

2. Three examples of changes that indigenous cultures cannot adapt to, and their results.
   a. _____ (result: _____)
   b. _____ (result: _____)
   c. _____ (result: _____)

3. One example of an indigenous group that is fighting to keep its culture.
   _____

4. One example of something that will hurt the Ariaal way of life.
   _____

5. One example of something from mainstream Kenyan culture that the Ariaal want.
   _____

REACTING TO THE READING

1 *Read each statement. Check (✓)* ***True*** *or* ***False.*** *For true statements, write the number of the paragraph where you found the information. Then discuss your answers with a partner.*

	True	False	Paragraph
1. Cultures must change in order to survive.	❑	❑	____
2. Usually, when a culture dies, all of the people from that culture die.	❑	❑	____

	True	False	Paragraph
3. It is important for people from indigenous cultures to stay in the place where their ancestors lived.	❑	❑	____
4. Governments often want to hurt people from indigenous cultures.	❑	❑	____
5. The Ariaal won their fight to keep their culture, so it will survive.	❑	❑	____
6. If indigenous people decide how to change on their own, they will survive.	❑	❑	____

2 *The article mentions many groups of people who have opinions about what should happen to indigenous cultures. Three individuals from these groups are listed below.*

a government official
an indigenous group leader
the president of a logging company

Read the following quotes about indigenous people and decide who said each quote. Which one do you agree with most? In a small group, discuss why you chose that quote.

1. "We are not afraid to change, but we cannot forget everything about our culture and our ancestors."
   Who said it? _____
   Do you agree? _____

2. "We don't want these indigenous people running around like animals. We need to teach them how to be a part of the mainstream culture of our country."
   Who said it? _____
   Do you agree? _____

3. "We are not trying to change cultures. We bought the land from the government, so it is ours. We are giving the people who live there good jobs. They should be happy!"
   Who said it? _____
   Do you agree? _____

B READING TWO: *The Penan*

Read the following journal entry about a visit to an indigenous people from Malaysia: the Penan. (A picture of a Penan nomad is on page 183.)

June 10

1 I am going back to visit my Penan friends after ten years. The big ships are the first things I notice as I turn my boat to go up the river. They are waiting to get filled up with raw logs from the forests of Penan country.

2 When I arrive at the Penan village of Long Iman, my old friend, Tu'o, greets me warmly. Tu'o was born a nomad, but the Malaysian government convinced Tu'o to move to Long Iman 30 years ago. Since that time, thousands more Penan have moved to villages because their forest home was disappearing. The Penan tried to fight to keep their home in the forest, but the logging companies were too powerful.

3 Long Iman is a sad place. The river there is dirty, and there is mud everywhere. The government promised to build hospitals and schools, but none have been built yet. In the evening, children watch Malaysian news on television, but they don't understand the language. Tu'o says he is sorry about the small amount of food at dinner. "How can you feed your guests in a village? It's not like the forest, where there is plenty of food. In the forest I can give you as much as you want. Here, you just sit and stare at your guests and you can't offer them anything. My house here is well built, and we have mattresses and pillows. But you can't eat a pillow."

4 I am here to find one of the last groups of Penan nomads. There are only about 200 Penan nomads left. The group I am looking for now live in a national park, where the forest is protected. Tu'o says he will take me to them, and we leave the next morning. After three days of traveling, we reach the nomads.

5 Asik, the headman, welcomes us. In the evening, we eat food that the nomads have gathered that day, for example, baskets of fruit, wild mushrooms for soup, delicious greens, and two wild pigs. Sharing is such a part of the Penan's way of life that they do not even have a word for "thank you."

6 When I ask Asik about the villages like Long Iman, he says, "There are no more trees, and all the land is no good. The animals are gone; the river is muddy. Here we sleep on hard logs, but we have plenty to eat."

Based on information in Wade Davis, "The issue is whether ancient cultures will be able to change on their own terms," *National Geographic*, August 1999.

C LINKING READINGS ONE AND TWO

The article in Reading One is about indigenous cultures in general. The journal entry in Reading Two is about the Penan, an example of an indigenous group.

Look at the chart. On the left are general statements from Reading One. Read each statement and decide how the Penan are an example of that general statement. Write the information about the Penan on the right.

General Statements from Reading One	How Are the Penan an Example of This?
1. "These cultures have deep roots in their histories, languages, and the places they live."	*The Penan love the forest because they can get food there. They have always lived there. The Penan in the village are not very happy.*
2. "Their unique way of life is disappearing because of the fast changes that are happening all around them."	
3. "A few of the people from these cultures may survive, but they will have to move away from the lands of their ancestors …"	
4. "[They are fighting against] oil and logging companies who want their land."	

2 PREPARING TO READ

A. BACKGROUND

❶ *Read this information.*

News is everywhere and serves many different functions. The news gives instant coverage of important events. News also provides facts and information. In addition, news is business: a way to make money by selling advertising and/or newspapers and magazines. Sometimes news is propaganda or disinformation: a way to control a population. But whatever news is, it is all around us. You can't escape it. Every day we are bombarded by information: newspapers, magazines, television, and the Internet.

"News" does not always mean something that is unquestionably true. Although the news *seems* to be based on facts, these facts are interpreted and reported the way the media chooses to report them. For example, some information that appears as news is really only speculation or theories formed by the reporters. Furthermore, many journalists and reporters sensationalize or dramatize a news event in order to make a story more interesting. Unfortunately, sensationalism often bends the truth and causes anguish to the people it victimizes. Therefore, as consumers of news we must learn to think critically about the news, the media, and what the truth is.

❷ *The news functions in many different ways. In your experience, can you recall the news functioning in any of the following ways? Complete the chart with your own examples. Share your examples in small groups.*

FUNCTION OF NEWS	EXAMPLES
To give instant coverage of important events	
To provide facts	
To make money for the newspaper or radio/television station	
To spread propaganda or disinformation	
To sensationalize events	

Section 2 – The reading tasks of Northstar: Focus on reading and writing, high-intermediate (Chapter 1, Chapter 5, Chapter 10)

B. VOCABULARY FOR COMPREHENSION

Work with a partner and guess the meaning of the vocabulary words. Use your dictionary if necessary. Check (✔) the category or categories you associate with each word. The first one has been done for you.

VOCABULARY WORDS	PRINT MEDIA	TELEVISION	PEOPLE IN THE NEWS
Reporters	✔	✔	
Affiliates			
Anchors			
Celebrities			
Columnists			
Correspondents			
Editors			
Heroes			
High-profile personalities			
Journalists			
Magazines			
Movie stars			
Networks			
Senators			
Tabloids			

3 READING ONE: Peeping Tom[1] Journalism

A. INTRODUCING THE TOPIC

Read the first three paragraphs. Work with a partner to answer and discuss the questions in paragraph 3. Then read the rest of the article.

Peeping Tom Journalism

BY NANCY DAY
(from *Sensational TV—Trash or Journalism*)

1 Reporters constantly struggle with what and how much to tell. Sometimes the facts are clear. Other times, journalists must rely on their own judgment.

2 A retired minister[2] in a small town does not return from a fishing trip. Police find his car parked about halfway to the lake. It is locked and undamaged. In it they find a half-eaten ham sandwich, fishing tackle, a gun with one shell fired, and a copy of *Penthouse*

[1] *Peeping Tom:* a person who secretly watches others
[2] *minister:* a person who performs religious functions in a Protestant church

(a magazine that contains pictures of naked women). The minister is missing. You're the reporter and your story is due.

3 What do you report? Suppose the minister just went for a walk? Do you risk embarrassment and mention the magazine? Is the gun important? Should you propose any theories about what might have happened?

4 The reporter who actually faced these decisions decided to mention the gun, the sandwich, the fishing tackle, and the condition of the car, but not the magazine or any speculation. The minister's body was later found. He had been killed by a hitchhiker, who had left the magazine in the minister's car.

5 In the old days, reporters knew politicians (including presidents) who slept around, movie stars who were gay, and public figures who used drugs or abused alcohol. They just kept it to themselves. Now, at least in part because the public seems to have an endless hunger for it, reporters sometimes cover these aspects of celebrities' lives more than any other.

6 Some of the interest can be justified on the basis that character affects how people perform their jobs. But what if the information isn't relevant? For example, does the public need to know that a senator is gay? When a famous person dies, does the public have a right to all the details? Should the public know which public figures are unfaithful to their spouses? Are these things we need to know or just things we want to know?

7 When Gennifer Flowers alleged a twelve-year affair with President Bill Clinton, she first sold the story to the tabloid *Star*. CNN reported the story and so did the networks and the major newspapers and news magazines. Peter Jennings, anchor for ABC's[3] "World News Tonight," was against broadcasting the Flowers story without further reporting by ABC correspondents, but says, "it was made clear to [me] . . . that if you didn't go with the story, every [ABC] affiliate in the country would look up and say, 'What the hell's going on in this place? Don't they know a story when they see it?'"

8 Some stories receive such wide visibility that to ignore them is to "play ostrich man," says Shelby Coffey, editor of *The Los Angeles Times*. "You have to give your readers some perspective on the information they are getting."

9 Scrutiny may be the price one pays for fame. But what about relatives of celebrities? Are they fair game too? And what about the average person?

10 When Sara Jane Moore pointed a gun at President Ford, a man in the crowd knocked her hand, deflecting the shot. The man, Oliver W. Sipple, became an instant hero. He was thirty-three years old and a Marine veteran. What else did the public want or need to know about

[3] *ABC*: American Broadcasting Companies, Inc.; a major television network in the United States

him? Initial reports did not mention Sipple's sexual orientation. But when a San Francisco news columnist said that local gay leaders were proud of Sipple's actions, other papers began to report it. Sipple sued the columnist and several newspapers for invading his privacy. He said that he suffered "great mental anguish, embarrassment and humiliation." Lawyers argued that by becoming involved in an event of worldwide importance, Sipple had given up his right to privacy because the public has a legitimate interest in his activity.

11 Rosa Lopez was a maid working quietly and anonymously until she became a key witness in the O. J. Simpson trial.[4] Suddenly, she was the focus of intense scrutiny. Lopez was hounded by cameras and reporters everywhere she went. Her every move was analyzed. She eventually returned to her native country to escape the pressure, only to find that the media followed her there.

12 How many witnesses will come forward in the future, knowing what kind of treatment awaits them? Do people who accidentally find themselves involved in such high-profile cases have rights, or do we deserve to know everything about them?

[4] O. J. Simpson is a famous former football player, actor, and sportscaster who was accused of killing his ex wife and a male friend of hers. His trial was followed closely by the media. He eventually was found not guilty in criminal court but guilty in civil court.

B. READING FOR MAIN IDEAS

"Peeping Tom Journalism" can be divided into four main ideas. What does the reading say about each idea? Circle the letter of the sentence that gives the best summary.

1. Reporting of facts
   a. Journalists sometimes use their own judgment and leave out certain facts when reporting a story.
   b. Journalists usually report all the facts that they know about a story.
2. Reporting about famous people
   a. In the old days, certain facts about celebrities were held back from the public. This is not always the case today.
   b. In the old days, certain facts about celebrities were held back from the public. This is still the case today.

3. Choosing to report all stories
   a. The decision to report or not report a story is based only on the reporter's judgment.
   b. The decision to report or not report a story is influenced by many factors. The reporter's opinion is just one of these factors.
4. Right to privacy
   a. All people agree that the public has a right to know about a famous person's life.
   b. Some people believe that you lose the right to privacy when you are famous. Others disagree.

C. READING FOR DETAILS

Find examples or details the author uses to support each of the four main ideas. Complete the chart with the supporting details. The first one has been done for you.

MAIN IDEA	EXAMPLE GIVEN TO SUPPORT THE MAIN IDEA
1. Reporting of facts	case of the retired minister
2. Reporting about famous people	
3. Choosing to report all stories	
4. Right to privacy	

D. READING BETWEEN THE LINES

The reading raises some interesting questions about one's right to privacy. Would the author agree or disagree with each of the following statements? Check (✔) your answer. (Notice that the author addresses each of these issues but does not actually state her opinion. Nevertheless, through careful reading it is possible to infer what her opinion is.)

When you are finished, discuss your answers with a partner. If necessary, refer back to the text to support your reasons for believing the author would agree or disagree with each statement.

1. The public has the right to know about the sexual preferences of politicians.

   writer agrees ____ writer disagrees ____

2. When a famous person dies, the public has a right to know all the details of the person's life and death.

   writer agrees ____ writer disagrees ____

3. The public should know which public figures are unfaithful to their spouses.

   writer agrees ____ writer disagrees ____

4. An average person who suddenly becomes the focus of unwanted media attention has no right to privacy.

   writer agrees ____ writer disagrees ____

5. It was easier to be a reporter in "the old days."

   writer agrees ____ writer disagrees ____

6. The Gennifer Flowers story should not have been covered by CNN and the other major networks.

   writer agrees ____ writer disagrees ____

4 READING TWO: Focus on Bomb Suspect Brings Tears and a Plea

A. EXPANDING THE TOPIC

Before you read "Focus on Bomb Suspect Brings Tears and a Plea," read this background information about the Richard Jewell case. Work in a small group and discuss the questions that follow.

On July 27, 1996, during one of the first evening celebrations held at the Olympics in Atlanta, Georgia, a bomb exploded in Centennial Olympic Park.[1] The bomb killed one person and injured 111 others. Richard Jewell, a security guard at the park who discovered the bomb and helped numerous people to safety, was at first considered a hero of the tragic incident. Later, he was accused of putting the bomb there. The media then surrounded him and scrutinized his every action: past and present. They left nothing about his personal life untouched. He was later cleared of any suspicions, but his life would never be the same.

1. In your opinion, was it legitimate for the reporters to scrutinize and make speculations about Richard Jewell?

2. How should the media have conducted the investigation?

[1] *Centennial Olympic Park:* a large park and central meeting place located in Atlanta, Georgia, site of the 1996 Summer Olympic Games

Focus on Bomb Suspect Brings Tears and a Plea

By Rick Bragg (from *The New York Times*)

1 Barbara Jewell stared into the unblinking eyes of the television cameras she has come to despise and spoke in tears today of how life had changed for her son, Richard, since he was named a month ago as a suspect in the bombing in Centennial Olympic Park. "Now my son has no real life," said Mrs. Jewell, a little gray-haired woman, speaking out for the first time since her 33-year-old son was suspected—but never arrested or charged—in the bombing that killed one person and injured 111 others.

2 "He is a prisoner in my home," Mrs. Jewell said at a news conference this afternoon. "He cannot work. He cannot know any type of normal life. He can only sit and wait for this nightmare to end."

3 She begged President Clinton to clear her son's name and asked reporters to spread the word that her son was innocent of any wrongdoing in the July 27 bombing. After her tearful request, her son's lawyers said they would file civil lawsuits over reporting on the case.

4 Richard A. Jewell, a security guard in Centennial Olympic Park and a former sheriff's deputy,[2] was at first hailed as a hero for discovering the bomb and helping to clear people from the area. Then news accounts, including a special edition of the *Atlanta Journal*,[3] named him as a suspect. Since then, television and news executives have repeatedly debated the intense attention focused on Mr. Jewell, with most deciding that too many people knew he was a suspect for his name to be avoided or suppressed.

5 "Last week, a close family friend of twenty-nine years took seriously ill," Mrs. Jewell said. "While he was on his deathbed, because Richard did not want to subject him to the world attention of the media, he did not go see him. Richard was not able to see his friend before he died." Her son did go to the funeral home after his friend died, she said. "When we returned from the funeral home, for the first time I saw my son sobbing," Mrs. Jewell said, breaking into tears herself as she recounted the story. He said, "Mama, everybody was looking."

6 "I do not think any of you can even begin to imagine what our lives are like. Richard is not a murderer," said Mrs. Jewell, an insurance claims coordinator. But, she said, "He has been convicted in the court of public opinion."

7 Meanwhile, the Jewells continue to be besieged by reporters. "They have taken all privacy from us," Mrs. Jewell said. "They have taken all peace. They have rented an apartment which faces our home in order to keep their cameras trained on us around the clock. They watch and photograph everything we do. We wake up to photographers, we go to sleep with photographers. We cannot look out the windows. We cannot walk our dogs without being followed down the sidewalk."

8 Mrs. Jewell said she was not just saddened and hurt by the ordeal, but was also angry.

[2] *sheriff's deputy:* law enforcer
[3] *Atlanta Journal:* newspaper

Complete the right side of the chart showing how Richard Jewell's life changed after he was named a suspect in the bombing.

BEFORE THE BOMBING	AFTER THE BOMBING
1. Worked as a security guard	1. _____
2. Visited friends	2. _____
3. Went out; walked his dogs	3. _____
4. Could have a private life	4. _____

B. LINKING READINGS ONE AND TWO

Imagine you are Barbara Jewell. Complete the following letter to the Atlanta Journal, *the newspaper that first named your son as a suspect in the Olympic bombing. In the letter express your anger at being named as a suspect and explain how your life has changed because of it. Address the issue of a person's right to privacy. Use people mentioned in Reading One (Rosa Lopez and Oliver Sipple) as examples of others whose lives the media has damaged.*

To the Editor:

Sensationalist reporting is harmful to all people involved and has no place in our society.

_____

_____

_____

_____

_____

_____

_____

_____

_____

As a result of the media's tolerance for irresponsible reporting, my family and I are a few more victims of sensationalism at its worst. On behalf of all victims of sensationalism, we demand a formal apology.

Barbara Jewell

2 PREPARING TO READ

A. BACKGROUND

Read this information.

More and more people and communities are changing their habits in order to protect the environment. One reason for this change is that space in landfills is running out and the disposal of waste has become difficult. As a result, the practices of recycling, reusing, and reducing waste are becoming more commonplace. In some countries the technology for disposing of, or getting rid of, waste has actually become big business. Individuals have also taken actions to reduce landfill waste; for example, people are recycling newspapers and donating clothes to charities. In addition, some people take leftover food and turn it into rich garden compost, an excellent fertilizer for vegetable and flower gardens.

Think about your home. How are the following items commonly disposed of? Check (✔) the category that best describes the disposal method you use. Work in small groups to share your answers.

ITEM	IN THE TRASH	RECYCLE/DONATE	OTHER (reuse, compost, burn)
Newspapers			
Bottles			
Cans			
Used computer paper			
Glass			
Aluminum foil			

Chart continues on next page.

ITEM	IN THE TRASH	RECYCLE/DONATE	OTHER (reuse, compost, burn)
Leftovers (non-meat)			
Batteries			
Cereal boxes			
Old toys, furniture			
Tires			
Clothes			

B. VOCABULARY FOR COMPREHENSION

Write the number of each underlined word next to its definition listed at the end of the text.

One job many environmentalists (1) have today is to find different ways to dispose of waste, or trash, rather than throwing it all in landfills (2). Many landfills are filled to capacity; others are limited in their use. Of all the waste in the United States, 25 percent is organic (3) plant matter which can actually be recycled. So rather than throwing table scraps (4) and other natural waste into landfills, people are looking for ways to use them more productively.

One of the ways environmentalists have supported is composting (5), the process of taking plant matter, breaking it down, and turning it into a nutrient (6)-rich organic material. Microorganisms (7) break down, or

decompose (8), the plant matter with the help of sunlight and water. The sunlight and water keep the material warm and moist (9), which helps the decomposing process. Because the material, called compost, is high in nutrients, individuals as well as large-scale agricultural operations use it to fertilize (10) gardens and crops.

___ a. add something to soil to improve its quality
___ b. leftover food
___ c. decay, or break down into its smallest parts
___ d. a place to dispose of trash, a dump
___ e. living organisms seen only through a microscope
___ f. natural
___ g. people who study our surroundings
___ h. the changing of plant matter into organic matter used to improve soil quality
___ i. vitamins, proteins, and minerals
___ j. wet

3 READING ONE: St. Paul Couple Give Composting a Worm Welcome

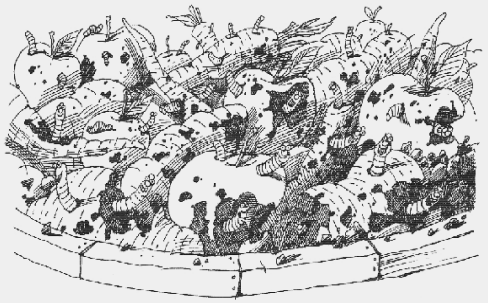
A. INTRODUCING THE TOPIC

The title of the article is "St. Paul Couple Give Composting a Worm Welcome." The title uses a ***pun***. A pun is a playful way to use words. It is formed by using words that sound alike or words that have more than one meaning. In the title of the article, the author uses a word that sounds like another word to make an expression.

Can you guess which word is the pun? What clue does the pun give about the topic of the article?

St. Paul Couple Give Composting a Worm Welcome

By Chuck Haga (from *The Star Tribune*)



1 They are not pets, of course, but footless soldiers in the garbage wars. A container not much larger than a cat's litter box holds 1,000 redworms, enough to turn a small household's table scraps into rich gardening compost.

2 "There's not much to watching them," Mergenthal said. "They're in there, and I put on a layer of scraps and the stuff disappears."

3 There's a fancy name for what Mergenthal and a growing number of Twin Cities[1] gardeners and environmentalists are doing: vermicomposting, from *vermis*, Latin for worm.

4 "Vermicomposting is like regular composting, except that you're using microorganisms and a community of worms to break down organic matter," according to "The Urban/Suburban Composter," a 1994 book by two Canadian gardening experts. The advantage with worms "is that they're fast and they excrete a nutrient-rich manure (called castings), which is great for plants."

5 To answer the second-most-asked question (after smells): No, you can't hear the worms eating, even in the still of the night.

6 Mergenthal feeds his worms potato peelings, apple cores, carrot stubs, bread scraps and other table leavings. (Banana peels should be OK, according to the composting guide, if covered.)

7 "Here's some cabbage leaves," Mergenthal said. He is not squeamish about working the moist, decomposing matter to haul out a representative worm or two. "It's only organic matter," he said patiently. "It's just a little more organic than most people are used to holding."

8 He returned a worm to its bedding and watched it tunnel in. "It's fun to dig around a little and see that they're doing their work," he said.

9 Mergenthal, 64, is manager of the bookstore at Luther Seminary, a few blocks from his home on Bourne Ave.[2] He grew up on a farm near Hillsboro, N.D.,[3] and he keeps models of John Deere[4] tractors in his study. He used to keep a large garden, but back problems complicated by arthritis have forced him to cut back.

10 "I'm interested in doing anything I can that's sustainable," he said. "I don't use commercial fertilizers, and I don't want to contribute any more than necessary to the landfills."

11 Last fall, he saw a magazine advertisement: "Worms will eat your garbage," it said, and that sounded like a good deal to Mergenthal. He ordered 1,000 redworms for about $20.00, he said, and a worm bin for about $50.00. (Redworms also are available from bait shops[5] and composters whose "worm communities" have grown too large.)

12 The worms, flat and shiny and a little more reddish than garden-variety angleworms, can reach a length of four inches. They reproduce well in captivity if handled properly, doubling or tripling in number in a few months.

13 They shouldn't be ordered late in the year because they don't travel well in winter. Mergenthal sent for his last fall, and his colony declined by the time he sorted the worms from their soil and started them in new bedding.

14 "This first time around, I wasn't a very good worm man," he said. "I shouldn't have lost worms. I should have gained."

15 His worm bin is about 2 feet by $2\frac{1}{2}$ feet and stands about 15 inches high. It is screened on the bottom for drainage.

16 No, he said, the worms will not try to escape. "They don't like the light," he said. "My wife was a little leery that we'd have them all over the kitchen floor, but they're happy where they are.

17 "Most people don't even notice it unless you point it out," he said. "Then they're interested. Kids are very interested. Usually they want to see the worms, and I don't mind showing them. It's a good way to get them thinking about natural life."

18 Mary Tkach, recycling program director at the St. Paul Neighborhood Energy Consortium, said vermicomposting "is not terribly popular yet, but it's definitely growing," especially as an environmental teaching tool for children. Call it the ant farm for the '90s. "We're also seeing apartment dwellers who don't have a place to compost outside," she said.

19 The Energy Consortium conducts "worm workshops" a couple of times a year, said Tkach, who has a worm bin in her house—in her kitchen, in fact. "It is a conversation piece," she said.

20 Mergenthal said the worms should be sorted and restarted in fresh bedding every four months or so. "You dump the contents out onto a tarp and slowly take off soil from the outside of the pile," he said. "The worms don't like the light, so they go to the middle. Eventually, you have all the worms in a ball."

21 The worm castings go onto the Mergenthals' garden. He makes new bedding of chopped box elder[6] leaves and shredded newspaper, wetted down. "Then I put the worms in and some table scraps so they have something to eat," he said, "and I let 'em go back to work."

22 Redworms, also known as manure worms, aren't as fussy as so-called higher forms, such as cats, but they do have their standards. They prefer moist bins, a temperature between 65 and 77 degrees and a neutral pH. When you feed them chopped orange peels or other acidic food, you should provide pulverized eggshells for balance. Meat scraps would create odors and shouldn't be added to the feed.

23 Some months ago, worried that Jennings' [Mr. Mergenthal's] worms weren't thriving, Mary Mergenthal placed a classified ad in a newspaper to ask for advice. That caused quite a few worm people to surface, Jennings said.

24 "I found one lady who really knows a lot," he said. "I'm told she really knows worms."

[1] *Twin Cities:* St. Paul and Minneapolis, Minnesota, USA
[2] *Ave.:* avenue
[3] *N.D.:* North Dakota, USA
[4] *John Deere:* name of a tractor company

[5] *bait shop:* shop that sells worms used for fishing
[6] *box elder:* tree

B. READING FOR MAIN IDEAS

Reading One can be divided into five main parts. Below are headings for each part. Number the headings in the order they would appear in the reading. Note that **d** *can be found in two places.*

___ a. What Mergenthal does with his compost

___ b. The public's reaction to vermicomposting

___ c. Who Mergenthal is, why he practices vermicomposting, and how he heard about vermicomposting

___ d. Care, maintenance, and feeding of the worms

___ e. Definition of vermicomposting

C. READING FOR DETAILS

Emily Estey tried vermicomposting but failed miserably. According to the instructions for vermicomposting in Reading One, what did she do wrong? Read her letter to Mr. Mergenthal, circle her six mistakes, and make a list of what she should have done instead.

Dear Mr. Mergenthal,

I really need your help and advice. My worms seem to have all died and I can't understand why. Let me tell you what happened.

First I ordered my worms during the winter, in December. When they arrived, I put them in a cardboard shoe box under my dining room table. I filled the box with dry newspaper and began to feed them. Every night after dinner I would give them my table scraps: salad, apples, chicken, bread, orange peels. I worried that they were too cold and set my apartment temperature for 80 degrees. After six months of no luck, I decided to change their bedding and found out sadly that they had all died. What did I do wrong?

Sincerely,
Emily Estey

D. READING BETWEEN THE LINES

Work with a partner. Circle the best way to complete the following sentences. There can be more than one correct answer. Support your choices with examples from Reading One.

1. People are hesitant to practice vermicomposting because . . .
   a. of the cost.
   b. of the smell.
   c. it requires a lot of work.

2. Vermicomposting is appealing to apartment dwellers because . . .
   a. the worms are quiet.
   b. you can do your composting indoors.
   c. it does not take up much space.

3. Mrs. Mergenthal's reaction to the worms was . . .
   a. very enthusiastic.
   b. somewhat hesitant.
   c. totally unsupportive.

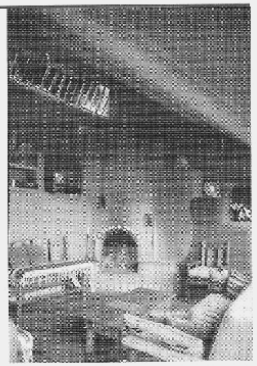
4. Mr. Mergenthal's first experience with worms was . . .
   a. very successful.
   b. moderately successful.
   c. a total failure.

5. The benefit(s) of vermicomposting is (are) . . .
   a. the resulting compost.
   b. the educational experience for children.
   c. the reduction of waste in landfills.

4 READING TWO: Earthship Homes Catch Old Tires on Rebound

A. EXPANDING THE TOPIC

Work with a partner. Look at the picture, answer the questions, then read "Earthship Homes Catch Old Tires on Rebound."



An earthship home.

1. Do you think this home looks comfortable?
2. Would you like to live here? Why or why not?
3. This home is very special. Can you guess why?
4. Why do you think it is called an "earthship"?

Earthship Homes Catch Old Tires on Rebound

By Eva Ferguson (from *The Calgary Herald*)

1 They're called earthships—an environmentalist's dream home made from up to 2,000 scrap tires, packed dirt, straw and concrete.

2 From the outside each looks like a berm[1] with a solarium in front. On the inside, it can be a luxurious mansion for everyday living or just a cozy one-room cabin with a great view.

3 Hundreds have been built in the U.S. Midwest for a wide range of homeowners, including environmentally conscious celebrities such as Dennis Weaver[2] and low income earners who want homes made of cheap materials and no heating bills—thanks to solar heating.

4 A handful of earthships are under construction in British Columbia [Canada] and now a Calgary entrepreneur is anxious to build them in Canmore, Crossfield, Exshaw [Alberta, Canada] or any remote area where Albertans are willing to try something unique that helps the environment too.

5 "Because the homes are totally self-sufficient, they're very affordable, and it's a way to get rid of used tires which have been such a headache for years" [said Michael Port]. In support of reusing old tires, Alberta's tire recycling management board launched the Recycling Industry Incentive Program, which provides up to $2 per tire for projects that use scrap tires in innovative ways.

6 To build a modest earthship, about 2,000 tires are stacked up atop each other and packed with dirt, straw, and cement to make up the main frame. An average sized home rakes up to 90 to 135 square meters. The front, which faces south for maximum sunlight, is a solarium made of large glass windows. Because the earth and rubber from the tires trap heat, heating is never required, even in cold climates such as Alberta's. Ultimately the tires are completely covered, by drywall on the inside and earth on the outside. Solariums provide a great opportunity for gardens as well, allowing owners to grow their own vegetables at home.

7 Utilities like water, sewage, and electricity do not have to come from municipal sources. Running water and sewage storage is handled through underground tanks. "Photovoltaic" lights, which store solar energy in their own batteries, provide lighting at night. But for those who can't be without their TVs or microwaves, electricity can be installed.

8 Michael Reynolds, owner of Solar Survival Architecture, which initiated the idea and started successful construction in New Mexico, Colorado, and Idaho just a few years ago, said the homes are becoming popular in Japan, Australia, Europe, and South America.

9 "Housing itself is difficult to come by. Many people practically have to sell their souls to buy one. But these are affordable because they're made with old automobile tires, they don't create heating or cooling bills, and owners can even participate in their construction if they like."

10 The total price can range from $30,000 to $1 million, depending on size and amenities, he said.

[1] *berm:* a mound or bank of earth placed against the wall of a building to provide protection and warmth
[2] *Dennis Weaver:* an American actor

In your own words, write a brief description of an earthship home on a separate piece of paper.

B. LINKING READINGS ONE AND TWO

You have now read two articles dealing with alternative solutions to waste reduction. Work in groups to complete the following chart. Write about the two solutions (vermicomposting and earthship homes) and their impact on society. Discuss any other environmental program with which you are familiar, and write about it in the last column. Share other programs with the class and discuss the questions below the chart.

IMPACT ON SOCIETY	VERMICOMPOSTING	EARTHSHIP HOMES	OTHER
Benefits to the individual	Provides compost for the garden. Reduces waste in home.		
Benefits for the environment			
Ease of care or upkeep			
Cost			

1. Which, if any, of these programs would be possible to do in your community?
2. If a program is not possible, how could it be adapted to make it work in your community?
3. What are some inexpensive and easy everyday actions which individuals can do to help reduce waste?

B. VOCABULARY FOR COMPREHENSION

Work with a partner. Complete the sentences with words from the list. If necessary, use your dictionary.

console
database
interface
information highway
monitor
network
image browsing
visual recognition
unobtrusive
remote control
ostentatious

1. Some people are _____ with their technology; they like to have all the latest technology just to impress their friends.
2. Some technology is very obvious, like dishwashers and washing machines. Other technology is _____, like automatic lighting and house alarms; it is not noticeable.
3. It might be possible in the future to have a camera system with _____ capabilities that could identify house guests just from their photographs.
4. Today it isn't necessary to touch the television to change the channel. You can change channels from a distance by using a _____.
5. The screen of a computer is called a _____.
6. One of the most unusual electronic features in Bill Gates's house is a _____, or computer storage place, of more than a million still images, including photographs and reproductions of paintings.
7. The _____ is not really a road or street at all. It is a term that refers to information available through the infrastructure of the Internet, phone lines, satellites, and/or e-mail.
8. A _____ is a place where people keep a computer screen, television, or stereo. It is often designed to hide the electronic device by making it look like a piece of furniture.

9. Another term for the Internet is _____, which refers to the way in which the Internet is interconnected with computers around the world. Actually, "net" in Internet comes from this word.

10. The _____ refers to the way in which a person connects with a computer. Computer programs are designed to make this connection "user friendly."

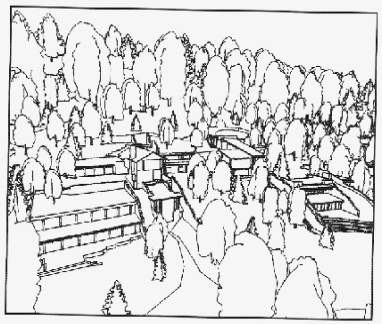
11. Another term for looking at pictures on the Internet is _____. With this technology you can see any painting or photograph you want, all in the comfort of your own home, without having to go to a library or bookstore.

3 READING ONE: Inside the House

A. INTRODUCING THE TOPIC

Write a short answer to the following questions. Share your answer with a partner.

What kind of a "dream" house would you want? Where would it be located? What kind of technology would you have in the house?



Bill Gates's dream house.

Inside the House

BY BILL GATES
(from *The Road Ahead*)

1 I began thinking about building a new house in the late 1980s. I wanted craftsmanship but nothing ostentatious. I wanted a house that would accommodate sophisticated, changing technology, but in an unobtrusive way that made it clear that technology was the servant, not the master.

2 I found some property on the shore of Lake Washington within an easy commuting distance of Microsoft. Living space will be about average for a large house. The family living room will be about fourteen by twenty-eight feet, including an area for watching television or listening to music. And there will be cozy spaces for one or two people, although there will also be a reception hall to entertain one hundred comfortably for dinner.

3 First thing, as you come in, you'll be presented with an electronic pin to clip on your clothes. This pin will tell the home who and where you are, and the house will use this information to try to meet and even anticipate your needs—all as unobtrusively as possible. Someday instead of needing the pin, it might be possible to have a camera system with visual-recognition capabilities, but that's beyond current technology. When it's dark outside, the pin will cause a moving zone of light to accompany you through the house. Unoccupied rooms will be unlit. As you walk down a hallway, you might not notice the lights ahead of you gradually coming up to full brightness and the lights behind you fading. Music will move with you, too. It will seem to be everywhere, although, in fact, other people in the house will be hearing entirely different music or nothing at all. A movie or the news or a phone call will be able to follow you around the house, too. If you get a phone call, only the handset nearest you will ring.

4 You won't be confronted by[1] the technology, but it will be readily and easily available. Hand-held remote controls and discreetly visible consoles in each room will put you in charge of your immediate environment and of the house's entertainment system. You'll use the controls to tell the monitors in a room to become visible and what to display. You'll be able to choose from among thousands of pictures, recordings, movies, and television programs, and you'll have all sorts of options available for selecting information.

5 If you're planning to visit Hong Kong soon, you might ask the screen in your room to show you pictures of the city. It will seem to

[1] *be confronted by:* have to deal with; be forced to meet

you as if the photographs are displayed everywhere, although actually the images will materialize on the walls of rooms just before you walk in and vanish after you leave. If you and I are enjoying different things and one of us walks into a room where the other is sitting, the house might continue the audio and visual imagery for the person who was in the room first, or it might change to programming both of us like.

6 I will be the first home user for one of the most unusual electronic features in my house. The product is a database of more than a million still images, including photographs and reproductions of paintings. If you are a guest, you'll be able to call up portraits of presidents, pictures of sunsets, airplanes, skiing in the Andes, a rare French stamp, the Beatles in 1965, or reproductions of High Renaissance paintings, on screens throughout the house.

7 I believe quality images will be in great demand on the information highway. This vision that the public will find image-browsing worthwhile is obviously unproven. I think the right interface will make it appealing to a lot of people.

8 A decade from now, access to the millions of images and all the other entertainment opportunities I've described will be available in many homes and will certainly be more impressive than those I'll have when I move into my house. My house will just be getting some of the services a little sooner.

9 One of the many fears expressed about the information highway is that it will reduce the time people spend socializing. Some worry that homes will become such cozy entertainment providers that we'll never leave them, and that, safe in our private sanctuaries, we'll become isolated. I don't think that's going to happen. As behaviorists keep reminding us, we're social animals. We will have the option of staying home more because the highway will create so many new options for home-based entertainment, for communication—both personal and professional—and for employment. Although the mix of activities will change, I think people will decide to spend almost as much time out of their homes.

10 The highway will not only make it easier to keep up with distant friends, it will also enable us to find new companions. Friendships formed across the network will lead naturally to getting together in person. This alone will make life more interesting. Suppose you want to reach someone to play bridge with. The information highway will let you find card players with the right skill level and availability in your neighborhood, or in other cities or nations.

11 I enjoy experimenting, and I know some of my concepts for the house will work out better than others. Maybe I'll decide to conceal the monitors behind conventional wall art or throw the electronic pins into the trash. Or maybe I'll grow accustomed to the systems in the house, or even fond of them, and wonder how I got along without them. That's my hope.

B. READING FOR MAIN IDEAS

"Inside the House" can be divided into three main ideas. What does the reading say about each idea? Circle the letter of the sentence that gives the best summary.

1. Description of the house
   a. Even though the house is larger than an average house, Bill Gates does not want it to feel cold or unfriendly.
   b. Bill Gates designed the house to accommodate one hundred people.
2. Description of the technology in the house
   a. The technology is designed to be impressive and complex.
   b. The technology is designed to be easy to use and energy efficient.
3. Analysis of the technology
   a. The information highway is a necessary part of everyone's life.
   b. Although the information highway has both positive and negative aspects, it is basically a positive technology.

C. READING FOR DETAILS

The following exercise is based on an outline of Reading One. An outline is the skeleton of a text, showing the main ideas, supporting details, and examples. Outlines are useful when taking notes from texts or when organizing an essay. Some people prefer very specific outlines showing all the details, while others prefer a more general outline without including the specific details. This is an example of a detailed outline.

Complete the outline with the missing information: main ideas, supporting ideas, and examples from the text. You may need to look back at the reading while you are working. When you have completed the outline, compare your work with a classmate's.

MAIN IDEA I. Began thinking about home in the late 1980s

SUPPORT A. Style preferences

EXAMPLE 1. _____

EXAMPLE 2. not ostentatious

SUPPORT B. Must accommodate sophisticated and changing technology

EXAMPLE 1. not obtrusive

EXAMPLE 2. functions as servant, not master

II. Selected the perfect property

A. Location

1. _____

2. easy commuting distance

B. Living space—average size

1. living room

a. size = _____

b. area for _____ or _____

2. other cozy spaces for one or two people

3. _____

a. accommodates one hundred

III. _____ controls the home environment

A. Tells the home _____ and _____

B. House uses pin information to meet your needs

1. _____ follows you

2. _____ follows you

3. _____ follows you

IV. Other readily and easily available technology

A. Hand-held remotes and consoles in each room

1. controls tell monitors:

a. _____

b. _____

B. Visual displays

1. large choice

a. thousands of pictures

b. _____

c. _____

d. television programs

c. many options for selecting information

2. house can control visual displays

a. materialize when you _____ and vanish when you _____

b. house can change programming depending on _____

V. Home has a state-of-the-art database

A. First homeowner to have it

B. Database has more than _____

1. includes photographs

2. includes _____

C. Guests can call up anything they like

1. _____

2. pictures of sunsets

3. skiing in the Andes, etc.

VI. Future availability of quality images

A. On the information highway

B. In homes

VII. Fears about _____

A. Reduce the time people spend socializing

1. homes will become too cozy and self-contained

2. people will become _____

B. Not in agreement

1. people are social animals

2. highway only provides more entertainment and _____ options

a. _____

b. _____

c. _____

3. people will decide to spend as much time out of their homes

VIII. Benefits of the information highway

A. Makes it easier to:

1. maintain _____

2. find _____

B. Makes life more interesting
1. people will meet in person
2. meet people with common interests

IX. Conclusion: Experimenting and the future
A. Bill Gates enjoys experimenting and may decide to:
1. _____
2. _____
B. Hopes
1. may like everything
2. wonder how _____

D. READING BETWEEN THE LINES

The following statements can be inferred from the reading. Find an example from the reading that would support each inference.

1. Technology should make life easier; it should not take over your life.
Example:

_____

2. A large home can be intimate.
Example:

_____

3. Homes should have energy-saving devices.
Example:

_____

4. A home should make guests feel comfortable by providing entertainment.
Example:

_____

5. The information highway allows people to be in the comfort of their home but, at the same time, stay connected to the world.
Example:

_____

6. The design of a home should be current but also allow for changes over time.
Example:

_____

4 READING TWO: Thoreau's Home

A. EXPANDING THE TOPIC

Thoreau's home

In 1845, the American philosopher Henry David Thoreau moved to the woods of Massachusetts. He chose to live a life that reflected his philosophy: Live life in the simplest of ways. He did not believe luxuries or comforts were necessary; in fact, he felt they actually stopped human progress.

Before you read "Thoreau's Home," write a few sentences to answer the following question. Share your ideas with a partner.

What ways can you think of by which technology may actually stop or interfere with human progress?

Thoreau's Home

BY HENRY DAVID THOREAU
(Edited, from *Walden*)

1 Near the end of March 1845, I borrowed an axe and went down to the woods by Walden Pond[1] nearest to where I intended to build my house, and began to cut down some tall arrowy white pines, still in their youth, for timber.[2] . . . It was a pleasant hillside where I worked, covered with pine woods, through which I looked out on the pond, and a small open field in the woods where pines and hickories were springing up.[3] The ice on the pond was not yet dissolved, though there were some open spaces, and it was all dark colored and saturated with water. . . .

2 So I went on for some days cutting and hewing timber, and also studs and rafters,[4] all with my narrow axe, not having many communicable or scholar-like thoughts, singing to myself,

[1] *Walden Pond:* pond located in Lincoln, Massachusetts
[2] *timber:* wood used for building or making things
[3] *springing up:* growing
[4] *studs and rafters:* beams and pieces of wood that form the structure of a building

Men say they know many things;
But lo! they have taken wings—
The arts and sciences,
And a thousand appliances;
The wind that blows
Is all anybody knows.

3 My days in the woods were not very long ones; yet I usually carried my dinner of bread and butter, and read the newspaper in which it was wrapped, at noon, sitting amid the green pine boughs which I had cut off, and to my bread was imparted some of their fragrance, for my hands were covered with a thick coat of pitch.[5] . . .

4 Before winter I built a chimney, and shingled the sides of my house, which were impervious to[6] rain. . . .

5 I have thus a tight shingled and plastered house, ten feet wide by fifteen feet long, and eight-feet posts, with a garret[7] and a closet, a large window on each side, two trap doors, one door at each end, and a brick fireplace opposite. The exact cost of my house, paying the usual price for such materials as I used, but not counting the work, all of which was done by myself, was as follows; and I give the details because very few are able to tell exactly what their houses cost, and fewer still, if any, the separate cost of the various materials which compose them:

Boards	$8.03½	Mostly shanty boards.
Refuse shingles for roof and sides	4.00	
Laths	1.25	
Two second-hand windows with glass	2.43	
One thousand old bricks	4.00	
Two casks of lime	2.40	That was high.
Hair	0.31	More than I needed.
Mantle-tree iron	0.15	
Nails	3.90	
Hinges and screws	0.14	
Latch	0.10	
Chalk	0.01	
Transportation	1.40	I carried a good part on my back.
In all	$28.12½	

[5] *pitch:* pine sap
[6] *impervious to:* protected against
[7] *garret:* a small room in the top of a house

Write short answers to these questions. Work in a small group and compare answers. Why do you think Thoreau wanted to build his own house? Was building his own home more satisfying than having it built? If so, in what ways?

B. LINKING READINGS ONE AND TWO

Work with a partner. One of you imagines you are Bill Gates, and the other Henry David Thoreau. Imagine you could write to each other and ask each other questions. What questions would you ask? For example: How big is your house? What luxuries do you have in your house? Write five questions you would ask.

Exchange your questions with your partner, and write an answer to each question based on your understanding of Readings One and Two.

5 REVIEWING LANGUAGE

A. EXPLORING LANGUAGE: Word Forms

Work with a partner and identify the words in the left-hand column as nouns, verbs, or adjectives. Write the words under the correct heading. Then try to complete the chart with the other forms of the words. Sometimes the words have more than one noun, verb, or adjective form. Sometimes the words do not have all of the forms. Use a dictionary if necessary. The first one has been done for you.

Section 3 – English File 1

4 **a** ◦25◦ Listen. Repeat the days. Underline the stress.

The Red House *Conference Centre*

Conference programme

	Morning	Afternoon	Evening
Sunday		Check-in	Cocktail party
Monday	Opening ceremony	Talks	Conference dinner
Tuesday	Free	Talks	Dinner (Chinese restaurant)
Wednesday	Talks	Tour of Dublin	Concert (National Concert Hall)
Thursday	Talks	Free	Disco
Friday	Talks	Closing ceremony	Goodbye party
Saturday	Check-out		

b Answer the questions.

1 When's the conference dinner?
It's on Monday evening.
2 When's the tour of Dublin?
3 When's the disco?
4 When's the closing ceremony?
5 When's the goodbye party?
6 When are they free?

4 Complete a landing card.

Surname ..... **Title** Mr ☐ Ms ☐ Mrs ☐

First name .....

Date of birth (day) ☐ (month) ☐ (year) ☐

Nationality .....

Address .....

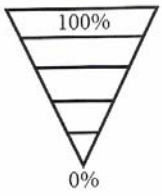
..... **Postcode** .....

How to live to be 100!

I always drive. I never walk.

★How the stars stay young★

This week's star is ... Liz Taylor. Here are her secrets.



She *always* drinks fifteen glasses of water a day.
She _____ has juice, grapefruit, and water for breakfast.
She *often* eats fresh fruit and vegetables.
She _____ does aerobics and swims a kilometre a day.
She *hardly ever* eats meat.
She _____ smokes, or has caffeine, sugar, or salt.

But if you ask Liz her number one secret, she smiles and says it's her love of life.

once / twice / every, in / on / at + time Verbs: *go out / away*, etc., *How often …?*

A weekend in Spain

How often do you go to the cinema?
About once a month.

1 a *Have, Go, Get* B *p.141*

b *Do you often go …?* Ask a partner.

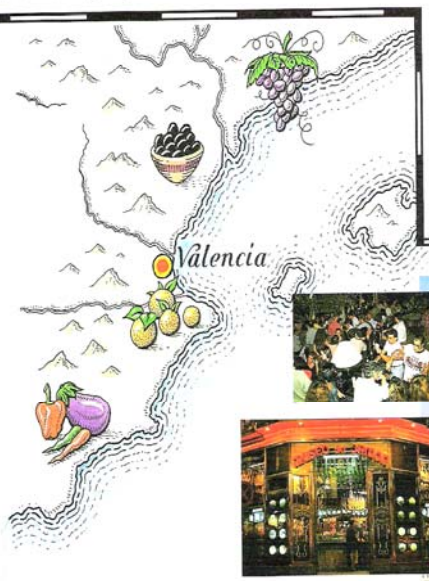
2 a Right ✓ or wrong ✗? What do you think?

1 The Spanish have lunch and dinner early.
2 The Spanish sleep a lot.
3 The Spanish don't often go out.

b Read paragraph 1. Check your answers.

c Where do you think Spanish people go on Fridays and Saturdays? Write four places. Read paragraph 2 to check.

d Read paragraph 3. Write three things they do on Sundays.



THE COUNTRY THAT NEVER SLEEPS

1 SPAIN is famous for its unusual lifestyle. For example, Spanish people usually have lunch at 2.30 p.m. and dinner at 10.00 p.m. People don't usually go to bed before midnight. Visitors to Spain often ask, 'When do Spanish people sleep?' The Spanish sleep less and go out more than other Europeans.

2 THE Spanish love walking, and they often go for a walk around the town in the evenings. At 10.00 on Friday and Saturday nights the bars and restaurants are full. The cinema is very popular in Spain (25% of adults go to the cinema once a week or more). But Spanish night-life really starts at midnight. A lot of disco-bars don't close before 6.00 in the morning. In Valencia, on the east coast of Spain, some discos open at 10.00 on Sunday mornings!

3 ONLY about 21% of the population go to church. On Sundays many people go to the country or to the beach. Spanish people often go away at weekends, at Easter, and at Christmas. Many families have a house in the country, and go there in the summer. People often sit in traffic jams on Sunday evenings. And on 1st August, twelve million cars are on the road!

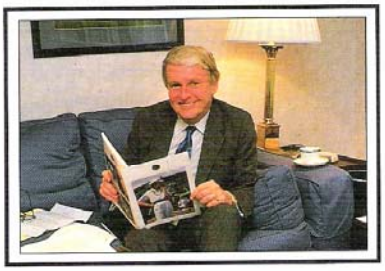
5
C

3 a Correct these sentences.

1 The Spanish go for a walk around the town in the mornings.
They go for a walk around the town in the evenings.
2 The restaurants and bars are full every night.
3 The discos and bars close at 11.00 p.m.
4 The Spanish often drive to the beach on Sunday evenings.
5 The Spanish hardly ever go away at Easter or Christmas.

b What do you do at weekends?

A DAY IN THE LIFE OF
Mark McCormack, multi-millionaire

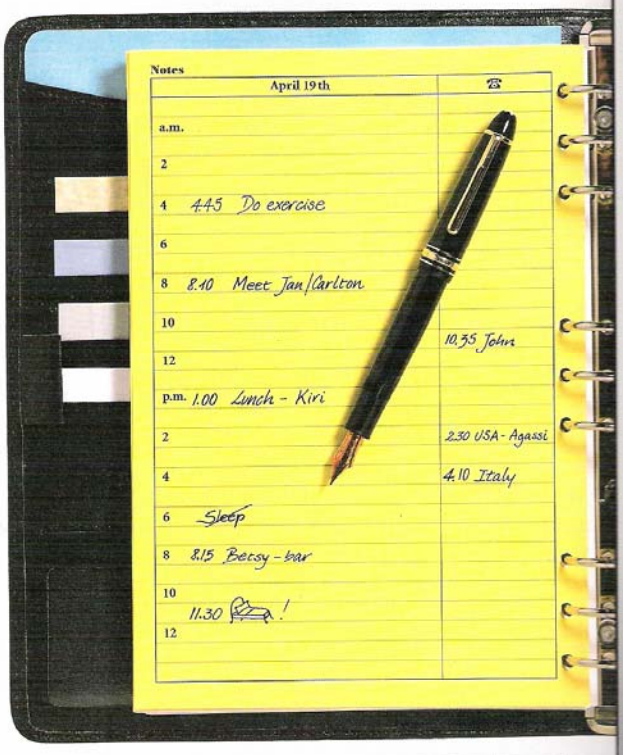


1 Mark McCormack is American. He's sixty-three. He's the manager of many famous people, including the Pope, Monica Seles, and Alain Prost. He's married with two sons and a daughter. He has forty-two offices in twenty countries, and homes in London, New York, Cleveland, and Florida.

2 I get up every morning at 4.30. If my notebook says 'Do exercise', I do some exercise. My secretary arrives at about 5.15, and she brings the newspaper. Then I have a shower and I get dressed. I usually have coffee and cereal for breakfast at the Carlton Tower Hotel (if I am with a client) or I just have a coffee at home.

3 First I look at my yellow notebook. On the left are my meetings, on the right are my phonecalls. I'm a very good time-manager. I always plan my life exactly for the next six months. I write down everything I do: how many hours I sleep, how many hours I see my children, and how many hours I spend in each city in the world. I have business meetings in my office from 9.00 a.m. until lunchtime. At 1.00 I usually have lunch at the Carlton, and I always sit at the same table. After lunch I call the USA, and after that I sleep until 6.00.

4 At 7.00 I often have a drink with a friend or client in the bar. I usually have a Jack Daniels whisky. Then I have dinner at a restaurant. I never cook. In the evening, if my wife is with me, we sometimes go to the cinema. We have meetings to plan our life together. We try to spend about 60% of our time together. I go to bed at about 11.30. Sleeping is not a problem for me. It's in my yellow notebook – so I go to bed and I sleep.



1 **a** Look at the photo. Write six questions about Mark McCormack.

~~age~~ nationality marital status children job live

1 *How old is he?*

b Read paragraph 1 quickly. Check your answers.

2 Read paragraph 2. Circle the right answer.

1 His secretary is a man / woman.
2 He has a shower before / after breakfast.
3 He always / never has coffee for breakfast.

3 Read paragraph 3. Right ✓ or wrong ✗?

1 He plans his life very carefully. ☐
2 He writes down everything he does. ☐
3 He usually has lunch at home. ☐
4 He doesn't work in the afternoon. ☐

4 **a** Imagine three things he does in the evenings. Read paragraph 4 and check.

b Do you like his lifestyle?

Then / After that / After …

I have lunch.	Then After lunch After that NOT ~~After~~	I have coffee.

5 Complete the paragraph.

about after (x 2) at ~~for~~ from in then (x 2) until

He gets up early and usually does some exercise. He works with his secretary and assistant *for* two hours, and _____ he has breakfast _____ 8.30. He has meetings all morning _____ 9.00 _____ lunchtime. _____ lunch he calls the USA. _____ he sleeps until 6.00. _____ the evening he has drinks and dinner in the hotel. _____ dinner he sometimes meets his wife and sees a film. He goes to bed at _____ 11.30.

6 Play *Memory test.* Ask the teacher questions about the text.

7 **a** Do the **Questionnaire**. Tick ✓ your answers.

b Interview a partner. Cross ✗ his / her answers. Are you both good time-managers?

13 ♫ *Anything you want*, Roy Orbison

14

chair change lunch watch children picture

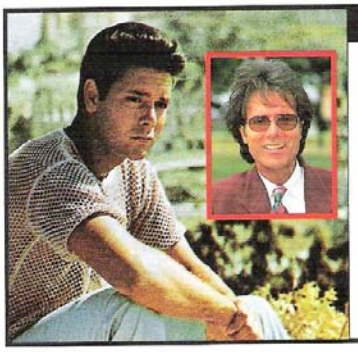
age say day late famous eighty

Questionnaire	**Are you a good time-manager?**					
How often do you …?	always	usually	often	sometimes	hardly ever	never
1 plan your day						
2 write things in your diary						
3 arrive late						
4 forget things						
5 look at your watch						
6 have time to relax						
How often do you say …?	always	usually	often	sometimes	hardly ever	never
7 'I'm sorry I'm late.'						
8 'I haven't got time.'						
9 'Oh, no! Look at the time!'						
10 'Good. I'm early.'						

REVISION All tenses

Famous for five decades

THE ENGLISH FILE QUESTIONNAIRE



Biography

Cliff Richard (real name Harry Webb) was born in India on 14th October 1940, and came to Britain at the age of eight. In July 1959, he had his first number one with the Shadows, *Living Doll*. Of his 113 singles, 62 were Top Ten hits. He had Top Ten hits in the 50s, 60s, 70s, and 80s, and he's still making hit records now. He's single and has no children. Each year, he gives a lot of money to charity. He's richer than the Queen.

Profile

First name *Cliff*
Surname _____
Date of birth _____
Nationality *British*
Place of birth _____
Marital status _____
Children _____

Possessions

Q Have you got a car?
A Yes, I've got three: a Rolls Royce, a Mercedes 500 SL, and a Range Rover.

Q Have you got any pets?
A Two dogs, Amy and Misty.

Q Which is your favourite room in your house?
A The library / TV room.

Lifestyle

Q Do you smoke?
A No, I don't.

Q What do you have for breakfast?
A Toast, and tea or coffee.

Q What do you always carry with you?
A Usually keys and a credit card, and not much else!

Q What was your first job?
A I worked in an office.

Q Are you a good manager of time?
A No! I leave that to other people.

Q What do you like doing in your spare time?
A Playing tennis.

Q What foreign languages do you speak?
A None.

Q Can you play a musical instrument?
A The guitar.

Tastes

Q Where did you go for your last holiday?
A I went skiing in Austria.

Q What are you reading at the moment?
A *Wuthering Heights*, by Emily Brontë.

Q What sports do you do?
A I play tennis and I ski.

Q What's your favourite drink?
A Chardonnay wine.

Q What's your favourite food?
A Indian.

Q Who are your favourite actors?
A Robert de Niro and Meryl Streep.

Q Who are your favourite musicians?
A James Burton and John Clark (guitarists).

Q What's your favourite record?
A *Heartbreak Hotel*, by Elvis Presley.

Plans

Q Where are you going to go for your next holiday?
A Portugal.

Q What are you going to do when you retire?
A Nothing – but I'll be busy doing it!

Interview by Angela O'Leary

10 B

1 Look at the photos. What do you know about him?

2 [a] Read the biography. Complete the profile.

[b] What were the questions?
What's your first name?

3 Read the interview. Do any answers surprise you?

4 [a] Imagine the teacher's answers to the questions.

[b] Interview the teacher to check.

5 Interview a partner. Write the answers.

5 *Summer holiday*, Cliff Richard

Section 4 – The reading tasks of English File, Upper-intermediate.

2 READ BETTER

Basic reading skills

When you read a text in English, follow these rules.
- Read it quite quickly once to find out what it's about and how the information is organized.
- Read it again slowly to understand it in detail. Guess any new words from the context, or ignore them.
- Use a dictionary to check the meaning and pronunciation of any words you can't guess, or that you think may be useful to remember.

a Read the text quite quickly. Which sentence (1–3) best describes what it's about?

1 How parents choose names for their children.
2 The effect your name can have on your life.
3 Why some names are more attractive than others.

b Read paragraph 1 again more slowly. Try to understand the main point. Then write **T** (true) or **F** (false) after sentence 1. Do the same with paragraphs 2–6.

1 Your name doesn't have any influence on how happy you are.
2 Your name could stop you getting a job.
3 People with unattractive names don't normally work as hard as people with attractive ones.
4 An actress called Agnes might want to change her name.
5 British parents today tend to call their children after film or TV characters.
6 Parents shouldn't give children two names.

The 'name game' winners

'What's in a name?', asked Shakespeare's Juliet. 'A rose by any other name would smell as sweet,' she concluded; in other words that the name of a person is irrelevant. However, research by psychologists suggests that our name can have a direct effect on our personal happiness.

Having a popular name, it seems, can make other people think you are intelligent and attractive even before they have met you. This is because, according to psychologist Dr Philip Erwin, people associate a particular name with a stereotyped image. However, having an unpopular name can have the opposite effect. 'It can even affect your employment prospects,' says Dr Erwin. 'Employers usually make up their mind within two minutes of a job interview. Part of that process is reading an applicant's name on the CV, which may immediately create a negative stereotype in the employer's mind.'

As a result, according to Dr Erwin, people with less attractive names tend to work harder to get on in life. As part of his research, he rated the first names of 68 psychology students for attractiveness, and then compared their exam marks. He found that students with unpopular, old-fashioned names did significantly better (an average of more than 3% higher marks). This suggested that they were aware that they had an unattractive name, and were working harder to overcome negative attitudes towards their name.

Names considered to be 'less attractive' were, for example, Norman, Ronald, and Albert for men, and Gillian, Pauline, and Agnes for women. 'More attractive' names were Stephen, David, Emma, and Charlotte. Actors and pop stars certainly seem to take this into account and it is quite common for them to change the name they were born with to a more 'glamorous' one, for example, Cary Grant (born Archibald Pearce), and Bo Derek (born Mary Collins).

In the last ten years there has been a definite tendency among British parents to choose unusual or famous names. Last year the most popular name for girls was Chloe, probably because of the character in the Australian soap opera *Home and Away*, and Phoebe entered the top 50 for the first time, almost certainly as a result of the hit US TV series *Friends*. The top boy's name, Jack, which had previously been considered an unattractive, old-fashioned name, became dramatically more popular because of Leonardo DiCaprio's *Titanic* hero, Jack Dawson.

But the question is, will these names still be considered attractive when their owners grow up? 'When I was at school there was no one in my class with the same name as me,' says 24-year-old Farrah Stephens, who was named after the TV actress Farrah Fawcett-Majors. 'By the time I was 15 everybody had forgotten about her, and I was left with this really stupid name. In the end I decided to use my middle name, Diane.' Clearly, the choice of a name for a child is a difficult decision to take. Dr Erwin gives some practical advice: 'Choose names for your children which they will be happy with in twenty years' time, and choose a second name in case your child doesn't like the first one.'

FILE 1 B

The winner takes it all

Question formation
Music, the media

1 MAKING CONVERSATION

In small groups, talk about the topics below. Try to use the words/phrases in **bold**.

- Do you prefer listening to songs in **your own language** or in English? Why?
- Do you know what **single** or **album** is at number one **in the Top 20**? Are you interested?
- What do you think is more important for a pop song to be a **hit**: a catchy **tune** or good **lyrics**?
- Who do you think has written the best tunes/lyrics?
- What's the best **live performance** you've ever been to?
- Are you a big **fan** of any particular pop group or artist?

2 READ BETTER

Highlighting important information

a Look at the photos of Abba. How do you pronounce their names? What do you know about them?

b In pairs, A read **Part 1** of ***Abba: their story***, B read **Part 2**. As you read, highlight anything you think is interesting or important. Guess the meaning of any words you don't know.

c Go to **Communication** ***Abba questions***, A *p.118*, B *p.122*. Find out about what your partner read.

d A quickly read **Part 2**, B read **Part 1**. Choose **five** words or expressions to remember from the article. Compare your words.

e What other famous pop groups do you know that have split up? Do you know why? Do you think it's a good idea for old groups to make a comeback?

Part 1

THEIR STORY

How did it all start?

In November 1970 an unknown Swedish group called 'Festfolket' played their first concert in front of five embarrassed couples in a restaurant in Gothenburg in Sweden. Their 'live' performance was not a great success, and by the end of the week only three people turned up to hear them. Incredibly, just a few years later they would be the most successful pop group in the world. In 1977 when they played at London's Royal Albert Hall, the box office received three and a half million requests for tickets! 'Festfolket' consisted of two engaged couples, Agnetha and Björn, who had fallen in love at first sight in 1968 (they married in 1971) and Benny and Anni-Frid (who married in 1978).When the group's manager sent them messages he used to write to ABBA (using their initials) to save time and this became their new name. Their fortunes immediately improved. In 1974 Abba, singing in English, won the Eurovision Song Contest with *Waterloo*, which became an instant hit all over the world. For the next decade they dominated the pop music scene with hit records such as *Fernando*, *Dancing queen*, and *The winner takes it all*.

Why were Abba so successful?

First there were the songs themselves, which in the early years were catchy tunes with simple pop lyrics. Also, because Abba were Swedish, their English pronunciation was very clear and easy to understand and this definitely helped their worldwide appeal. Another attraction was their outrageous clothes. 'For Eurovision I wore a black jacket with pearls and satin trousers with silver boots,' says Björn. 'I looked like a fat Christmas tree!' But on stage and on record the magic ingredient was probably the two girls' voices and the contrast between them. Although Abba broke up in 1981 there was a big revival in their popularity in the 90s, mainly because of two films: *Priscilla, Queen of the Desert* and *Muriel's Wedding*, both partly inspired by the group and their music. In 1999 the London musical, *Mamma Mia*, based on the group's songs, sold out night after night, and twenty-five years after their first hit, Abba's album *Greatest hits* was back at number one in the Top 20.

Björn, Agnetha, Anni-Frid, Benny

Why did they break up?

The problems started when Abba went on their first world tour in 1976 to coincide with their new album *Dancing queen*. Anni-Frid enjoyed touring but Agnetha didn't. By this time she had a young baby. 'Agnetha didn't really want to go anywhere,' says Björn, 'so it made things difficult. For her the family came first, and Abba second. I thought we could have both.'

In 1978 Björn and Agnetha separated. With the separation, the mood of Abba's songs darkened and the lyrics became, it seemed, painfully autobiographical. 'They came from the heart,' says Björn. 'I wrote about a divorce in *Knowing me, knowing you* and *The winner takes it all*. Not necessarily our divorce, but I always wrote what I felt. When I asked Agnetha to sing *The winner takes it all*, it was strange to hear her when we recorded it. Afterwards there were tears, because there were no winners in our divorce.' In 1980 Benny left Anni-Frid, and relations in the studio between the members of the group became increasingly tense. In 1981 the group split up. In Björn's words, 'We'd all run out of energy.'

Where are they now?

After the break-up Benny and Björn carried on writing music together, including the musical *Chess*. The women both had reasonably successful solo careers. All the members of the group remarried. Since the break up of her second marriage, Agnetha has been living alone on a Swedish island and has become almost a recluse. In a recent documentary for British TV, she was the only member of Abba who wouldn't be interviewed. Although the four members of Abba have been offered huge amounts of money to make a comeback and play together again, they have always refused.

Adapted from *Mojo* mag

1 C

Glossary

tip /tɪp/ *noun para 1*	a piece of useful advice
approach /ə'prəʊtʃ/ *verb para 1*	go near sb/sth
misjudge /mɪs'dʒʌdʒ/ *verb para 2*	form a wrong opinion of sb/sth
enquire /ɪn'kwaɪə/ *verb para 3*	ask for information
respectful /rɪ'spektfl/ *adj para 3*	polite
stranded /'strændɪd/ *verb para 4*	not able to get home
such as *idiom para 6*	for example
would rather *verb para 6*	would prefer
charge /tʃɑːdʒ/ *verb para 8*	ask for money for sth
hug /hʌg/ *verb para 8*	put your arms around sb to show love/affection

Danger!

Sense of humour failure

Bill Bryson is a best-selling American travel writer who has lived in both the US and the UK. He has written several humorous books and many articles about British and American life.

1 Here's my tip of the week. Don't make jokes in America. Even in experienced hands, a joke can be a dangerous thing. I came to this conclusion recently while passing through Customs and Immigration at Logan airport in Boston. As I approached the last immigration official, he said to me, 'Any fruit or vegetables?'

What does this question mean? Why does he ask it?

2 I considered for a moment. 'Sure, why not?' I said. 'I'll have four pounds of potatoes and some mangoes, if they're fresh.'

Instantly, I could see that I had misjudged my audience. He looked at me with one of those slow, dark expressions that you never want to see in a uniformed official, but especially in a US Customs and Immigration officer.

Why did the customs official begin to get angry?

3 Luckily he appeared to conclude that I was just incredibly stupid. 'Sir,' he enquired more specifically, 'are you carrying any items of fruit or vegetable?'

'No, sir, I am not,' I answered at once, and gave him the most respectful look I believe I have ever given anybody in my life. I left him shaking his head. I am sure that for the rest of his career he will always be telling people about the idiot who thought he was a greengrocer.

Why do you think he gave the official a very respectful look?

4 The same thing happened another time when I was talking to my neighbour about a disastrous airline trip which had left me stranded overnight in Denver. 'Who did you fly with?' he asked.

What does this question really mean?

5 'I don't know,' I replied. 'They were all strangers.' He looked at me with an expression of panic.

'No, I meant which airline did you fly with,' he said. Soon after this my wife ordered me to stop making jokes with him, as our conversations were giving him migraine.

Why didn't his neighbour understand his answer?

6 'Irony' of course is the key word here. Americans don't use it very much. (I'm being ironic; they don't use it at all.) The English writer Howard Jacobson says that Americans don't have a sense of humour. Actually he is wrong. Many of the funniest people who ever lived were or are Americans, such as the Marx brothers or Woody Allen. But it is certainly true that wit and sense of humour are not valued as much in America as they are in Britain. The comedian John Cleese once said: 'An Englishman would rather be told that he was a bad lover than that he had no sense of humour.'

What's the difference between British and American humour?

7 It isn't that there are no people with an active sense of humour in America, it's just that there are fewer of them. When you meet one it's like I imagine it must be when two Masons recognize each other across a crowded room. The last time I experienced this was a few weeks ago when I arrived at our local airport and approached a cab for a ride home. 'Are you free?' I innocently asked the driver.

What does this question mean in this context? What's another meaning of 'free'?

8 He looked at me with an expression I recognized at once – the look of someone who can see the chance of a joke. 'No,' he said, 'I charge like everyone else.' I could almost have hugged him.

Why did he feel like hugging the cab driver?

Adapted from *Notes From A Big Country*, Bill Bryson

4 READ BETTER

Understanding humour in written English

It can be difficult to understand humorous texts in English because they often depend on double meanings and word play. You need to read them carefully.

a Before you read, talk to a partner.

1 Do you think there's a difference between British and American humour? What?
2 Explain what these people are.
a cab driver a customs official
a greengrocer a (Free)Mason

b Read the article carefully with the glossary. After each section, stop and answer the question in pairs.

6 READ BETTER

Looking quickly through a text for information

When you are reading to find specific information, don't read the whole text. Just look through it quickly, and only underline what's relevant to what you want to know.

a Look at the photos and the title of the article. What do you think the article will be about? The title is a 'play on words'. What are the two possible meanings?

b In pairs, find different information in one minute.

A underline information about:

1 **clothes** which
   a shouldn't have been worn near open fires
   b caused serious digestive problems
2 two **items of clothing** normally associated with women but which used to be worn by men
3 a type of **make-up** which destroyed people's faces
4 a **famous woman** who was killed by an article of clothing

B underline information about:

1 an **illness** that was caused by clothes made of a certain material
2 **something** which all men used to wear and are still worn by people in a certain profession
3 **clothes** which
   a were extremely dangerous for cyclists
   b were banned in a UK school
4 a **year** which was crucial in the development of comfortable shoes

c Read again only the parts you've underlined. Tell your partner.

CLOTHES TO DIE FOR

1 'Put fashion second and your health first, because your legs have got to last you all your life, whereas a fashion will disappear in five minutes.' This was said by an orthopaedic specialist, after a British headmaster banned his pupils from wearing platform trainers. He was worried that they would break their ankles.

2 The problem is that in many cases, the more fashionable something is, the more uncomfortable or even dangerous it is to wear. Perhaps the earliest fashions 'to die for' (literally) were conceived in post-revolutionary France. Women then wore thin linen dresses which they had to wet to make them take on the shape of their bodies. They then went out in all kinds of weather with the wet clothes on. The result of this fashion was a new illness, linen flu, which led to many premature deaths. In Victorian times women's clothes could also prove fatal. Their corsets were so tight that most women had severe digestive problems, while the incredibly wide dresses regularly caused the death of fashionable young women. As they walked past open fireplaces, their dresses frequently caught fire, and nobody could get close enough to them to put the fire out.

3 It is not just women who have suffered for fashion. Men have had to put up with their share of discomfort too. Think of the 17th century men in Europe with their heavy wigs (still worn by lawyers today), tight corsets (yes, men too) and high-heeled shoes walking, or trying to walk, around St James Palace and Versailles. But little can compare with the heavy ruffs worn at the time; moving the neck needed serious planning if you didn't want it to be cut to pieces.

4 In the 18th century the zinc-based make-up used to whiten the faces of both men and women left their skin destroyed by the time they were 30. And at this time women wore their hair so dangerously high that they had to kneel down to get into a coach or carriage.

5 In the 1920s men's trousers, called 'Oxford bags', were so wide that men frequently tripped over in them, just like hippies in their flares 50 years later. To try to cycle in them was to risk serious injury. But cyclists didn't usually suffer as much as the dancer, Isadora Duncan, whose beautiful long scarf, high fashion at the time, caught in the wheel of her sports car and strangled her.

6 Probably the part of the body that has suffered most through history are the feet. For centuries nobody knew how to shape shoes to the foot. Shoes were straight, and to be worn on either foot. They were agony. It was not until 1865 that shoes were designed for right and left feet!

7 So the discomforts and dangers we put up with today are nothing compared to some of the killers from the past. And anyway, as a famous French designer once said: 'Real fashion – it's agony, ma chérie, but it's always worth it.'

Adapted from the *Sunday Times*

d Read the text again carefully. Find words or phrases which mean:

Paragraph 1
on the other hand _____
didn't allow _____

Paragraph 2
caused _____ _____
extinguish _____ _____

Paragraph 3
endure/tolerate
_____ _____ _____
cut many times
_____ _____ _____

Paragraph 4
go down on one or both knees
_____ _____

Paragraph 5
catch your foot and fall
_____ _____
kill by squeezing the neck _____

Paragraph 7
good to do even if it means extra effort
_____ _____ _____

e Which of the clothes mentioned ...?
1 have you worn yourself
2 do you think must have been the most uncomfortable

3 READ BETTER

Predicting content from headings

a In pairs, discuss the two questions below.

1 Do you think men and women behave differently because they have been conditioned by society to do so, or because they are biologically different?
2 Do men and women have the same kind of brain?

b Read **Part 1** quickly. Find the answers to the two questions. Try the experiment.

Why men don't iron

Part 1

During the last fifty years psychologists have made us believe that differences between men and women are mainly the result of traditional social 'conditioning', i.e. the way we are brought up. According to this theory women can be trained to do jobs that men traditionally do, and men can and should become more domesticated. This so-called 'new man' should be in touch with his 'feminine side', more communicative and emotional, and should do the ironing.

But two new books* say that, according to recent scientific research, gender differences exist because men's and women's brains work completely differently and their biological differences mean that they can never think or behave in the same way.

Try this experiment: read a passage aloud from a book or magazine. At the same time, tap on the table with one finger, and try to maintain a constant speed. Do this first with your right hand and then with your left hand. If you are a woman, you will be able to maintain a constant speed with either hand. Men however, when tapping with their left hand, will slow down. This is one of the many experiments which proves that men's brains are in compartments, with verbal abilities on the left side and spatial abilities on the right. For women, however, verbal and spatial problems are dealt with on both the left and right sides of the brain.

Glossary

skill *noun l. 31*	ability to do sth well
spatial ability /'speɪʃl/ *noun l. 33*	ability to understand space, direction, and distance
compartmentalized /kəmpɑːt'mentəlaɪzd/ *adj l. 33*	organized into separate parts
task /tɑːsk/ *noun l. 34*	a job
lack of *noun l. 53*	not having (enough)
in a mess *l. 63*	very untidy
peripheral vision /pə'rɪfərəl/ *l. 72*	the ability to see around you
testosterone /tes'tɒstərəʊn/ *noun l. 79*	male hormone

c Read the following paragraph headings. Think to yourself what each paragraph will be about. Then quickly read Part 2 of the text. Match the headings to the paragraphs.

Why men can't find things	**Why men and women are so different**
Why men don't iron	**Why women are better with words**
Why women don't fly planes	**Why women get lost but are safer drivers**

d Read the text again slowly with the glossary. In pairs, underline any words or expressions you don't understand.

e Look back at the six paragraph headings. In pairs, explain them from memory. Say if you agree with the writer.

Part 2

1

In prehistoric times men hunted for food, often alone, and women looked after the children, usually with other women. Men needed to be able to find and kill animals (and find their way home again!). Women needed the ability to protect the home, to do several things simultaneously, and have good communication skills to get on with the other women. As a result, men's brains developed better spatial ability and became compartmentalized, programmed to focus on one specific task and to solve one particular problem at a time. Women developed more connections between the two sides of the brain, which led to them being more fluent in speech, and better at doing several things at once.

2

Because the two sides of a woman's brain are better connected, women are generally more talkative and more fluent than men. On average women speak 6,800 words a day, and men only 2,400! Women solve problems by talking about them, and in a crisis will usually want to discuss the situation and their feelings, while men tend to interrupt and offer solutions, which isn't what women want at all. Men themselves don't like asking for advice or discussing their problems – they try to solve their problems themselves by thinking about them silently. This fundamental difference is one of the main causes of conflict in male/female relationships.

3

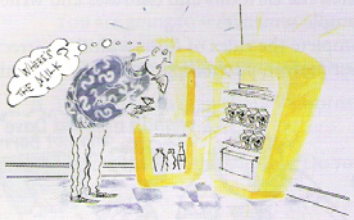
A man sees driving as a test of his spatial abilities – he enjoys driving fast and showing off and consequently has more accidents than women. On the other hand, generally speaking, men are much less likely to get lost when driving because of their well-developed sense of direction. For women driving is mainly about getting safely from A to B. However because of their lack of spatial ability, women generally get lost more often, and they have more difficulty in reading maps. They also find parking a car in a small space more difficult, and have more trouble distinguishing left from right.

4

Organizing a house involves doing several things at the same time, and women's brains make them generally better at it than men. In an experiment for British TV six men and six women had to make coffee, wash up, make toast, take a phone message, and pack a briefcase in ten minutes. With one exception the men were all worse than the women. They are worse at seeing details which means they usually don't even notice that the house is dirty or in a mess, and they also have lower tolerance for repetitive jobs such as ironing. Of course men should do their share of the housework, but they will always do it in a different, and perhaps less efficient way than women.

5

Men have inherited their ancestors' long distance 'tunnel' vision, which was vital for hunting. They can see very well and far in one direction, but they don't see things on either side, and they don't see as well as women close up. This explains why men can never find things in fridges, cupboards and drawers. Women have much wider peripheral vision than men which explains why a woman always seems to find what a man just cannot see!



6

Although some jobs today are still dominated by one or other sex it is not because of sexual discrimination, but basically because men and women are attracted to different jobs. It is logical that men are attracted to careers where spatial skills are vital, such as engineering, architecture, construction, rocket science and flying (only 1% of airline pilots are women). Also the greater amount of testosterone in men's brains means that, in general, they are far more attracted than women to jobs which involve risk, such as the stock market, or Formula One racing. On the other hand, women's superior verbal skills explain why interpreters and foreign language teachers are predominantly women. Generally speaking, they are attracted to professions that require verbal ability, e.g. writing, acting, journalism, and counselling. They also excel in jobs that require good organizational skills.

* *Why men don't iron*, Ann and Bill Moir; *Why men don't listen and women can't read maps*, Allan and Barbara Pease.

4 READ BETTER

Retelling what you have read

a Do you know anything about the philosophy of *feng shui*, e.g. where it's from, what it's about?

b In pairs, read and remember how you can put *feng shui* ideas into practice. A read about the **living room**. B read about the **bedroom**. Then cover the text.

A tell B about:
- arranging the furniture
- light
- bookcases
- plants and flowers
- mirrors
- family harmony
- finding a partner
- being tidy

B tell A about:
- where to put your bed
- where not to put pictures/lights/mirrors
- lighting
- paintings
- plants and TV
- studying in your bedroom
- being tidy

c Read your partner's text. Choose five new words/expressions from the whole text to learn. Do you think *feng shui* is sensible, impractical, or ridiculous?

5 MAKING CONVERSATION

GET IT RIGHT

Position

The same (**S**) or different (**D**)? Explain the difference.

1 There's a bus stop **opposite/in front of** my house.
2 There's a lamp **over/on** the table.
3 Our house is **by/near** the park.
4 There's a cupboard **downstairs/under the stairs**.
5 The photo is **on/in** the chest of drawers.
6 Did I leave my glasses **beside/next to** the TV?
7 I've got a big picture **above/over** my bed.
8 There's a bookcase **beside/behind** the sofa.

a Draw a diagram of your bedroom or living room. Use the diagram to explain to a partner what the room is like. Decide between you if it has good or bad *feng shui*.

b Go to **Communication** ***Sell your house***, A *p.120*, B *p.124*. Roleplay buying and selling a house or flat.

Feng shui

Change your room to change your life!

According to this Chinese philosophy, if you reorganise your home to allow positive energy to flow, good health, wealth and happiness will be yours.

Your living room

Feng shui is all about balance. Try to arrange sofas and chairs in a square around a circular table. Avoid an L-shaped arrangement as this leaves a missing corner. The centre of the living room should be left clear. Make sure there is a lot of light, which will promote good energy.

A bookcase is bad feng shui, as its sharp corners generate negative 'arrows', and if you have one you ought to put a climbing plant on it to combat this effect.

Put plants in the corners of the room, as they attract good energy and will energize your wealth, but not ones with sharp leaves such as yuccas or cactus. Fresh flowers also bring good energy, but throw them away as soon as they begin to die, and don't have dried flowers.

Mirrors are vital because they reflect energy. Round or oval ones are best, but they should not be opposite each other, nor should they reflect a door, otherwise your good fortune will go out of it.

To promote harmony between the members of your family, have photos of them around the room, preferably smiling. If you want to find a partner, energize the south-west corner of your living room or bedroom by placing a floor light at least 1.75m high there, and turn it on every evening. Surround yourself with ornaments and objects in pairs, such as ducks or birds.

To avoid blocking the positive energy in the room, keep everything tidy. Don't accumulate too many unnecessary things. Take a look at every object, and ask yourself, 'Do I really need it? Do I really like it?' If the answer is no, get rid of it.

Your bedroom

You should have the head of your bed placed against a wall, as this gives you a sense of security. Avoid having a bed under a window, as you are exposed to danger and bad energy from outside. If this is impossible, use blinds or heavy curtains to cover the window. Never sleep in a place where you can't see the door – you should always be able to see someone who's coming in.

Avoid hanging pictures or lights above your bed, as this leads to a subconscious feeling of threat. Don't put mirrors opposite the bed either, as they 'break up' the image, and therefore the relationship reflected in them.

Keep lighting low and soft, and decorate preferably with dark colours. Do not hang paintings of fierce animals, abstract subjects, or water in the bedroom. Water is very good elsewhere, but in the bedroom it suggests financial loss. Make sure you never put plants in the bedroom, and don't have a TV facing the bed, or at least cover it when it is not in use.

Don't use the same room for your bedroom and your study, as the different energies will be in conflict. If you have to do this, try to separate the areas either symbolically with plants, or with a screen. Cupboards are better than open shelves. Put away piles of files or unfinished work – don't leave them on your desk. Being tidy promotes positive energy. Wherever you study make sure your desk is in the north-east corner, especially if you are preparing for exams, as this area symbolizes education.

FILE 7 A

If you can smell it, you can sell it

as/like
Verbs of sensation: look, feel, etc.
Adjectives for the senses

1 LISTEN BETTER

Guessing words from context

a Which smells do you particularly like? Why? What do they remind you of?

b T7.1 Listen to six people talking about smells they really like. What are the six smells? Why do they like them?

c T7.2 Listen to six extracts. Guess what these words/expressions mean from the context.

1 blazing log fire
2 getting ready
3 ground
4 mown
5 baked
6 spice rack

2 READ BETTER

Contrasting your opinion with an article

a How do the following details of a shop or a restaurant influence you in a positive or negative way? Discuss with a partner.

the lighting the staff the background music the layout
the decoration the size the smell

b You're going to read a newspaper article about using smells and music in shops to encourage people to buy. Before you read, complete the **My opinion** column with either a smell or a sound (A–G).

Smells
A chocolate
B coconut
C lemon
D mint and orange

Sounds
E accordion music
F classical music
G slow music

	My opinion	What the text says
it makes you buy French wine	___	___
it makes you relax and feel romantic	___	___
it makes you want to buy a detergent	___	___
it makes you buy expensive wine	___	___
it makes you want to buy a suntan oil	___	___
it makes you want to go back to a shop	___	___
it makes you stay longer in a shop	___	___

c Read the text quickly. Complete **What the text says**.

If you can smell it

1 Travellers arriving at Heathrow airport this year have been met by the smell of freshly-cut grass, pumped from a discreet corner via an 'aroma box', a machine which blows warm, scented air into the environment. It can scent the area of an average high street shop with the smell of chocolate, freshly-cut grass, or sea breezes, in fact any synthetic odours that can be made to smell like the real thing.

2 Heathrow's move into 'sensory' marketing is the latest in a long line of attempts by businesses to use sensory psychology – the scientific study of the effects of the senses on our behaviour to help sell products. Marketing people call this 'atmospherics' – using sounds or smells to manipulate consumer behaviour. On Valentine's Day two years ago the chain of chemist's Superdrug scented one of its London shops with chocolate. The smell of chocolate is supposed to have the effect of reducing concentration and making customers relax. 'Chocolate is associated with love,' said a marketing

you can sell it ...

spokeswoman, 'we thought it would get people in the mood for romance.' She did not reveal, though, whether the smell actually made people spend more money.

3 However, research into customer satisfaction with certain scented products has clearly shown that smell does have a commercial effect, though of course it must be an appropriate smell. In a survey, customers considered a lemon-scented detergent more effective than another scented with coconut despite the fact that the detergent used in both was identical. On the other hand, a coconut-scented suntan lotion was rated more effective than a lemon-scented one. A research group from Washington University reported that the smell of mint and orange sprayed in a store resulted in customers rating the store as more modern and more pleasant for shopping than other stores without the smell. Customers also rated the goods on sale as better, and expressed a stronger intention to visit the store again in the future.

4 Music too has long been used in supermarkets for marketing purposes. Supermarkets are aware, for example, that slow music causes customers to stay longer in the shop (and hopefully buy more things). At Leicester University psychologists have found that a specific kind of music can influence consumer behaviour. In a supermarket French wine sold at the rate of 76% compared to 20% German wine when French accordion music was played. The same thing happened in reverse when German *Bierkeller* music was played. In one American study people even bought more expensive wines when classical music was played instead of country music.

5 Writers and poets have often described the powerful effects of smell on our emotions, and smell is often considered to be the sense most likely to evoke emotion-filled memories. Research suggests however that this is a myth and that a photograph or a voice is just as likely to evoke a memory as a smell. Perhaps the reason for this myth is because smells, as opposed to sights and sounds, are very difficult to give a name to. The fact that smell is invisible, and thus somehow more mysterious, may partly explain its reputation as our most emotional sense.

6 Some businesses are very wary of what is still regarded as an unusual marketing tool. A survey of 200 British companies reported that 40% of employers liked the idea of using smells, but 29% were opposed to it. However the idea continues to attract considerable commercial and public interest. A Welsh furniture company has recently launched a line of scented sofas. If these also turn up in the departure lounges at Heathrow, passengers may begin to regret the loss of the real, traditional airport odours of burgers, diesel fumes and cigarette ends.

Adapted from *The Times*

d Read the text again more slowly. Choose **a**, **b**, or **c** to complete the sentences.

1 The text is mainly about
- **a** the senses.
- **b** Heathrow airport.
- **c** marketing.

2 Atmospherics
- **a** is a completely new idea.
- **b** is a way of making customers buy more.
- **c** made Valentine's Day customers buy more chocolate.

3 Research into customer satisfaction showed that
- **a** the right smell makes people think a product is better.
- **b** people preferred the smell of lemon to coconut.
- **c** certain smells can make people dislike a shop.

4 The use of music in supermarkets
- **a** always makes customers buy more of a product.
- **b** can increase sales of a specific product.
- **c** makes people buy more foreign wine.

5 According to research, smell
- **a** is the most emotional of the senses.
- **b** stimulates our memory more than the other senses.
- **c** is the most difficult sense to identify.

6 According to the writer
- **a** people may prefer unscented environments.
- **b** in a survey just under half the employers asked were enthusiastic about using smells.
- **c** most people don't seem very interested in the idea of using smells.

e Find a phrase and a word in each paragraph which means:

Para 1 smell authentic _____ *like* _____ _____
_____
a light wind _____

Para 2 make people feel like
_____ *people* _____ *the* _____ _____
a woman chosen to speak for a group or organization _____

Para 3 thought to work better _____ *more* _____
a series of questions to find people's opinions
_____

Para 4 the other way round *in* _____
way of acting _____

Para 5 which will most probably bring back
most _____ _____ _____
an idea that many people believe but is false
_____

Para 6 has just started to sell new models
has _____ _____ *a* _____ *of*
smoke or gases that smell unpleasant
_____

f What smell and music could be used in your school to make people want to come and learn English?

2 READ BETTER

Separating fact from opinion

a You are going to read a text about McDonald's. Before you read, in pairs, answer the questions.

1 How many McDonald's are there in your town?
2 How **successful** are they? Who's their main **competitor**?
3 How do McDonald's **market their product?**
4 What do they use to attract **customers**?
5 How often do you go to a McDonald's?
6 What do you think of …
– the **quality** of food?
– the **atmosphere** of the restaurants?
7 Do you think they offer **value for money**?
8 What do you think are the main reasons for the **company's** success?

> **Many newspaper articles combine facts with the writer's own opinion. As you read try to separate in your mind what is fact from what is opinion.**

b Read the text once focusing on the facts. Find out why the following numbers and dates were mentioned:

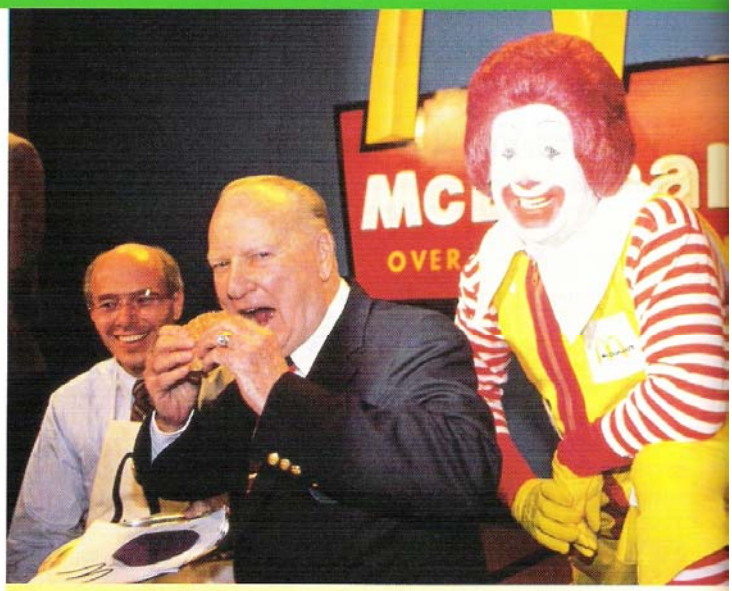
1998 96 the 1980s three hours 32,000,000 500 1948 1955 25 the 1950s and 1960s

c Read the text again. Underline anything about the company which is clearly just the writer's opinion (not a fact). In pairs, have you underlined the same things? What are the writer's **three** main criticisms of McDonald's? Do you agree with them?

d In pairs, explain the highlighted phrases in the text. Underline other new words and guess the meaning from context.

e Talk to a partner.

1 Explain the title of the article. Do you think it's a fair description of Richard McDonald?
2 Is the traditional family mealtime disappearing in your country? Why?



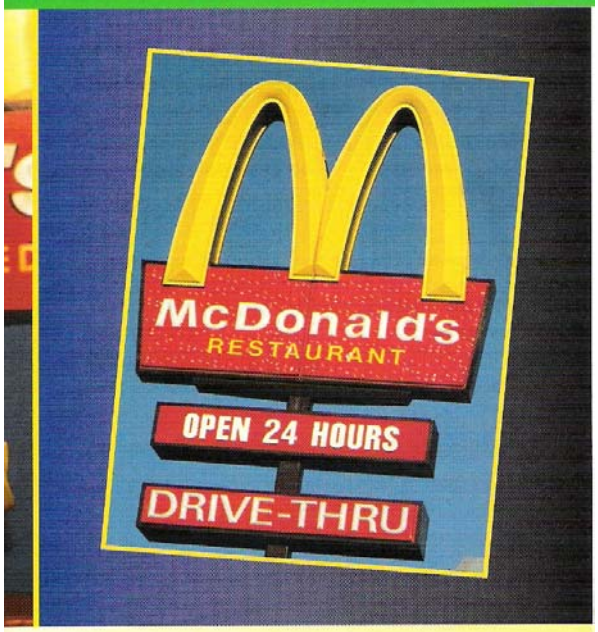
The man who destroyed

Richard McDonald, who founded the McDonald's restaurant chain, died in 1998 but as long as our civilization survives he will never be forgotten. The golden arches he invented seem to infest the planet like a bright yellow plague. On American highways where once there were spectacular views stretching to the horizon, the landscape is now dominated by fluorescent plastic letter Ms, the height of four-storey buildings.

McDonald's restaurants are impossible to ignore. They are found in over 96 countries, including a vegetarian version in non-beef-eating India. Last year the chain's busiest restaurant was the Moscow McDonald's in Pushkin Square. It is widely thought that the restaurant's opening there, in the 1980s, was largely responsible for introducing capitalism to the old Soviet Union. This year a new McDonald's will be opened somewhere in the world every three hours. The company is obviously aiming for world domination, and is destroying traditional eating habits wherever it goes. In Japan the arrival of McDonald's has even overcome the traditional taboo about eating with your fingers while standing up, which was always regarded as bad manners.

Richard McDonald has taken his place among the people who have shaped the modern world and lifestyle – every day 32 million people worldwide eat a 'Big Mac'. But he has altered far more than just our eating habits and skyline. His fast-food chain has fundamentally changed human behaviour in every country that has been 'McColonised', and it is argued that it is responsible for causing obesity among millions of its customers through the easy availability of a cheap 500-calorie meal with an above average fat content.

It all began in 1948 in San Bernardino, California. In the post-war 'baby boom', American families were becoming increasingly concerned about value for money. Richard 'Dick' McDonald was a quiet, thoughtful man, who had already earned himself a reputation as a marketing genius – he invented drive-in laundries and was the first person to use neon signs to advertise. Richard and his brother had the idea of feeding people quickly and cheaply from a simple, fixed menu without making them get out of their Chevrolets. And so McDonald's, and the concept of 'fast food', was born. The company expanded quickly and in 1955 the McDonald brothers sold their 25 restaurants, although Richard continued as a consultant until the seventies.



mealtimes

In the fifties and sixties, before McDonald's restaurants took over mealtimes, the 'diner', the traditional American restaurant, had been considered king. American families used to go to their local diner to eat freshly made food in a relaxed atmosphere, and to chat to friends and neighbours. This 'golden age' was destroyed by the golden M restaurants and the new concept of fast food, which has helped to create today's society where people don't even know their neighbours and are suspicious of strangers. It is perhaps no coincidence that several of America's worst mass murders have taken place in McDonald's.

The staff at McDonald's are all taught at the McDonald's University, set up by Richard McDonald to maintain high standards in his restaurants. It emphasizes how the company is 'one big family' (but with strict rules – e.g. nobody can 'wear vulgar nail polish'). This model has been borrowed by numerous other companies from Ford to Microsoft, and is said to have spread American values worldwide more effectively than any other US export.

With his system Richard McDonald has given us faster food but this has arguably created a demand for everything else to be faster too. Modern society has become impatient and easily frustrated. Above all Richard McDonald created an unstoppable monster that gave birth to the phrase 'junk food'. The world will never recover the innocence it lost when it first tasted a Big Mac.

Adapted from the *Daily Mail*

FILE 7 C

Shakespeare in business?

so/such ... that
Abstract nouns

1 READ AND SPEAK

a T7.10 Listen and read the summaries of five famous Shakespeare plays. Write the correct title for each summary. Number the photos 1–5.

Hamlet *Henry V* *King Lear* *Macbeth*
The Merchant of Venice

a

b

1 _____
An English king invades France but his army is so small that the French expect to win the battle easily. The night before the battle the king disguises himself as a common soldier and goes around the camp encouraging his men, who are all exhausted and demoralized. The next day, just before the battle, the king makes an emotional speech. He says he is glad that he has such a small army because if they manage to win the battle, their glory will be greater. The king and his army win, and thousands of French soldiers are killed. The king then marries a French princess, and the two countries make peace.

2 _____
A young nobleman desperately needs money. He manages to borrow it from a money-lender, but promises that if he cannot pay it back, the money-lender can have a pound of his flesh. When it is time for him to repay the money, the nobleman hasn't got it, and the money-lender is so greedy that he takes him to court to get his pound of flesh. But the nobleman's girlfriend disguises herself as a man, and defends him brilliantly in court. She argues that the money-lender has a right to the pound of flesh, but without taking any blood. The judge agrees with her, and so the money-lender loses the case.

d

3 _____
A nobleman meets three witches in a forest. They tell him that he will eventually become King of Scotland. He goes home and tells his wife about their prediction. She is such an ambitious woman that she encourages her husband to murder the present king, who is visiting their castle that night, so that the witches' prediction can come true. The nobleman at first doesn't want to, but finally he kills the king, in spite of feeling terribly guilty. When he eventually becomes king himself he enjoys the power, but has to commit more murders to keep his position. His wife, however, goes mad with guilt and dies. Soon after, a huge army comes to attack the king's castle and he is killed.

c

4 _____
A young prince sees the ghost of his dead father, the old king. The ghost tells him that he did not die a natural death, but was murdered by the prince's mother and his uncle, who is now king. The prince promises to take revenge, but at first he is so indecisive that he can't decide what to do. He gets so angry with himself that he contemplates suicide. When he eventually decides to take revenge, it all ends tragically. First, he kills his girlfriend's father, who was spying on him. She then commits suicide. He manages to kill his uncle, but kills his mother accidentally at the same time. Finally, he himself is killed by his girlfriend's brother.

5 _____
A king decides to divide his kingdom between his three daughters, as he is now old and tired. But first, they must say how much they love him. The two elder daughters, who don't really love him at all, lie to their father. They tell him that he is wonderful, and that they have always adored him. He believes them and they are given a lot of land. The youngest daughter only says that she loves him as a daughter should love a father. The king is so furious that he gives her no land but discovers, too late, that she was the only one who really loved him. His two other daughters and their husbands take over the whole kingdom and drive him out. The youngest daughter is killed and the king dies of a broken heart.

e

b Read the summaries again. Underline new words and guess their meaning from context. What are the themes of the plays? Complete the chart with a noun from the list.

ambition ingratitude justice leadership revenge

Play	Theme
Henry V	_____
The Merchant of Venice	_____
Macbeth	_____
Hamlet	_____
King Lear	_____

c In pairs, A and B choose a play each. Remember the plot. A (books open) test B (books closed) on his/her play by asking questions. Swap roles.

3 READ BETTER

Expanding your vocabulary

Remember that every time you read something in English you can expand your vocabulary by learning a few new words or phrases from it. It's best if you choose not more than five new words to learn each time. By limiting the number and choosing them yourself you will have a much better chance of remembering them.

a You're going to read an article about Shakespeare and business people. What do you think the connection is between them?

b Read the article quickly and answer these questions.

1 Who is this new course for?
2 Who is it being organized by?
3 Where is it being held?
4 Whose idea was it?
5 How long does the course last?
6 Why is it relevant for business people?
7 What is the most popular play? Why?
8 What else will the course participants study?

Get ahead in business with Shakespeare

DO YOU want to know how to avoid being stabbed in the back by your colleagues at work? Learn from Julius Caesar. Is your wife pushing you too hard to get promoted in the company? Remind her what happened to Lady Macbeth.

A business management college has turned to Shakespeare for lessons in how to survive in business. Cranfield University School of Management has joined up with the Globe Theatre in London to offer courses on what Shakespeare can teach today's business executive. The idea is the inspiration of Richard Olivier, the son of Laurence Olivier, who was probably the most famous Shakespearean actor of all time. 'The people who run today's multinational corporations face the same dilemmas and responsibilities as the kings and dukes of 1600,' he said.

The clear favourite for executives is *Henry V*, a study of leadership. Nicholas Janni, one of the teachers on the course, listed the dilemmas facing the king in the play: What right does he have to be leader? How should he deal with traitors? How can he inspire his troops and get them to follow him? But according to Richard Olivier the potential for management training is endless.

On the two-day management training course at the Globe, business executives not only study the moral questions raised in the plays but also learn basic techniques of acting and roleplay – increasingly regarded as an essential skill in today's business world.

Adapted from *The Times*

c Read some publicity for the course. Complete the gaps with the titles of the Shakespeare plays you read about in **1a**.

WHICH PLAYS WILL I STUDY?

Desired quality Knowing how to take difficult decisions in a business environment that is continually changing.
You'll study _____

Desired quality Avoiding becoming so obsessed with power that you can be persuaded by your wife to murder the company director.
You'll study _____

Desired quality Understanding the quality of justice and the danger of being too greedy – useful for bank managers and credit-card company executives.
You'll study _____

Desired quality Knowing how to delegate, how to give up some power without losing control.
You'll study _____

Desired quality Motivating your staff for a life-or-death sales battle with a rival.
You'll study _____

d Read the article and publicity again slowly. Match the highlighted words/phrases with their definitions below.

1 _____ (*adj.*)		without an end
2 _____ (*n.*)		a situation in which you have to make a difficult choice between two or more things
3 _____ _____ (*v.*)		considered to be
4 _____ _____ (*v.*)		meet or unite with sb or sth
5 _____ _____ (*v.*)		go to for help
6 _____ (*v.*)		confront sth unpleasant or difficult
7 _____ _____ (*v.*)		to solve a problem or complete a task

e Choose five words to learn, either from the Shakespeare summaries or from this article. In pairs, explain why you chose them.

f What do you think of the idea of teaching business people Shakespeare? Are there other things that you think business people ought to study but probably don't?

4 BUILD YOUR VOCABULARY

Abstract nouns

An abstract noun is used to describe a concept (*danger*) or a particular quality (*friendliness*).

Forming abstract nouns

- They are often formed with a suffix. The most common ones are: *-ion* (*ambition*), *-ment* (*employment*), *-ness* (*happiness*), *-ity* (*stupidity*), and *-ence/-ance* (*intelligence/tolerance*).
- Less common ones are: *-dom* (*kingdom*), *-ship* (*friendship*), *-th* (*length*), *-hood* (*childhood*).
- Some are the same as the verb: *love, hate.*
- Some change completely from the verb/adjective: *live – life, hot – heat.*

a Complete the chart with abstract nouns.

1 Adjectives	Abstract nouns	2 Verbs	Abstract nouns
bored		appreciate	
free		behave	
guilty		choose	
high		die	
mature		manage	
proud		perform	
responsible		prove	
strong		succeed	
violent		survive	
weak		lead	

b In pairs, **A** test **B** on column 1, **B** test **A** on column 2. Swap.