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ANALYZING INTERCULTURAL ASPECTS IN THE PNLD
ENGLISH TEXTBOOK "KEEP IN MIND"

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Esta Dissertação foi julgada adequada para obtenção do Título de "Mestre em Letras", e aprovada em sua forma final pelo Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários

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RESUMO

Com a inclusão das disciplinas de Línguas Estrangeiras Modernas (Inglês e Espanhol) no *Programa Nacional do Livro Didático (PNLD)*, muito se tem discutido sobre as implicações do uso dos novos materiais didáticos. Cientes que as mesmas influenciam na forma como os estudantes interpretam o mundo, esta análise tem por objetivo investigar a presença de elementos culturais presentes no livro didático *Keep in Mind* (Chin e Zaorob, 2010) destinado aos alunos do 6º ano do Ensino Fundamental, e qual cultura é mais presente no livro (considerando a cultura da língua materna e a da língua alvo). Também é questionado se este livro pode contribuir com o desenvolvimento da consciência intercultural dos estudantes. Para isso, baseio-me em pesquisas realizadas acerca da relação entre o ensino de Língua Inglesa e Cultura (Corbett, 2003; McKay, 2012; Ros I Solé, 2003, etc), na relação entre a Dimensão Intercultural e o Ensino de Língua Inglesa (Byram, Gribkova e Starkley, 2002), na abordagem de Conteúdo Cultural em Livros de Inglês como Língua Estrangeira (Cortazzi e Jin, 1999), também incluindo discussões acerca de estudos realizados sobre o Ensino Intercultural de Inglês no Brasil (Sarmento, 2004; Gibein, 2012, etc), bem como nos PCN (1998a, 1998b, 1998c). A abordagem metodológica adotada é de natureza qualitativa e materializa-se como uma Análise Temática (Guest, et al., 2012), adotando categorias temáticas propostas por Byram (1993 citadas em Cortazzi e Jin, 1999), cujo foco é a identificação de aspectos culturais. Os resultados registraram a presença de alguns aspectos interculturais, expostos pelos autores que também representaram mais aspectos da cultura dos estudantes brasileiros do que da cultura dos falantes da língua estrangeira. Contudo, nem todas as categorias da análise tiveram representações, enquanto que outras categorias emergiram durante o processo da análise. Finalmente observou-se que o livro didático analisado oferece poucas possibilidades para a promoção de debates em sala de aula e a implementação de outras atividades interculturais que possam contribuir com o desenvolvimento da consciência intercultural dos estudantes.

Palavras-chave: Ensino Intercultural de Inglês. Livro didático.

ABSTRACT

The inclusion of Modern Foreign Languages (English and Spanish) in the *Programa Nacional do Livro Didático* (*PNLD*) created a new issue regarding the implications of the use of new teaching materials. Considering that said books can potentially influence a student's worldview, this analysis aims at investigating not only cultural elements present in the textbook *Keep in Mind* (Chin and Zaorob, 2010) designed for 6th grade students of Primary School, but also which culture prevails in the textbook (considering both native language and target language). It is also questioned whether the textbook can contribute to the development of the student's intercultural awareness. Having that in mind, I based myself in studies that concern the relation between the teaching of the English Language and Culture (Corbett, 2003; McKay, 2012; Ros I Solé, 2003, etc), the relation between the Intercultural Dimension and English Language Teaching (Byram, Gribkova and Starkley, 2002), and the approach of Cultural Content in Textbooks of English as a Foreign Language (Cortazzi and Jin, 1999), also including discussions regarding studies performed about the Intercultural Teaching of English in Brazil (Sarmento, 2004; Gibein, 2012, etc), as well as in the PCN (1998a, 1998b, 1998c). The methodological approach adopted is a qualitative Thematic Analysis (Guest, et al., 2012), adopting thematic categories proposed by Byram (1993 as cited in Cortazzi e Jin, 1999), which is focused in the identification of cultural aspects. The results reported the presence of some intercultural aspects exposed by authors that also represent more aspects of Brazilian students' culture as the culture of foreign language speakers. Nevertheless, neither all the categories of analysis had representations, while other categories emerged during the analysis process. Finally it was observed that the textbook analyzed offers few possibilities for the promotion of debates in classroom and the implementation of other intercultural activities that may contribute to the development of students' intercultural awareness.

Keywords: Intercultural Teaching of English. Textbook.

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LIST OF ABBREVIATIONS

EFL – English as a Foreign Language
ESL – English as a Second Language
PCN – Parâmetros Curriculares Nacionais
PNLD – Plano Nacional do Livro Didático
TA – Thematic Analysis
L1 – Source language
L2 – Target language
C1 – Source language culture
C2 – Target language culture

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1 INTRODUCTION

The learning of a second/foreign language is not a process in which the learner acquires linguistic information, but instead – and firstly – a process in which several linguistic competences are developed, including the Intercultural Competence (Corbett, 2003). Considering that the teaching of a additional language and its culture may influence the way the learner interprets the world, many studies have been carried out in order to understand how the teaching of culture can contribute to the learning process and the student's education (Byram, Gribkova & Starkley, 2002; Ros I Solé, 2003; Alptekin, 1993 and Cortazzi & Jin, 1999).

According to Byram, Gribkova and Starkley (2002), to promote the Intercultural Competence teachers must go beyond the teaching of grammatical contents of the foreign language and include the development of the ability to use the language in a socially and culturally appropriate way. Ideally, in class, the teacher should provide the students with interactive access to the target language's culture (considering L1 and L2). In addition to that, in the intercultural communication process, the learners are able to participate in their own cross-cultural mediation through reflections about their culture of origin and the target culture (Meyer, 1991).

According to Ros I Solé (2003), culture is a negotiable entity, therefore it can be introduced at the outset of language learning; and the roles of cultural identity and subjectivity are the two key concepts to be built by society. To reach that, her study describes how these ideas can be introduced considering three different aspects of language teaching methodology: the need to portray heterogeneous national cultures and other markers of cultural identity, objectivity vs. subjectivity in texts, and the creation of fictional personal testimonies to experience the target culture.

In some studies proposed by Alptekin (1993) it is argued that teachers have to consider the implications of the international status of the English language and adopt appropriate pedagogies and instructional materials to make the learners simultaneously bilingual and intercultural individuals, being able to act well in local and international contexts.

In order to discuss about the teaching of a second language and its culture we also have to consider the importance of textbooks. To explain how to deal with cultural content in textbooks, the authors Cortazzi and Jin (1999) propose in their study three categories of

cultural content in EFL textbooks: *Textbooks based on source cultures, Textbooks based on target culture,* and *Textbooks aimed at international target cultures*. Considering the presentation of cultural content and the aim of the course's program, this study suggests that teachers can use the textbook as a mediating tool to provide linguistic and cultural information.

Also in Brazil, research has been carried out in order to understand how language and culture function in the teaching of a foreign language (Moita Lopes (1996), Gimenez (2001), Sarmento (2004), Dias (2006), Luis (2012) and Gebein (2013).

As the first example, Moita Lopes's (1996) study discusses the attitudes of Brazilian students and teachers of English in relation to the culture of the L2 and the emphasis given to the teaching of culture. His study revealed that most of the participants adopted a *colonized* attitude and also suggested that an instrumental approach for the teaching of English may contribute to the linguistic awareness of the teachers and students.

Other notable study that is worth mentioning here is the one made by Gimenez (2001), which mentions a reflection about the *teaching of culture in the foreign language classroom*. The author highlights the notion of intercultural competence and differentiates its concept and characteristics of the traditional teaching of culture.

Other views of culture, directly related to the presentation of cultural contents is present in Sarmento's (2004) study, performed through the observation of English classes, where she obtained *different views of culture*: "culture as behavior/customs"; "culture as information"; "culture as language" and "culture as history" (p. 260).

An analysis proposed by Dias (2006), concerning *cultural elements in three textbooks on English as a foreign language*, following the list of cultural elements composed by Byram (1993) and edited by Moura (2005), pointed out that both local and foreign cultural elements were identified in the textbooks, and in general, they were appropriated to enrich the debate about culture in classroom.

Also, Luis (2012) investigated about *English undergraduate student's perceptions about culture in foreign language classrooms*. The analysis revealed that they represented culture as valued knowledge or as sociocultural practices. The investigation points out two pedagogical implications: the construction of the meanings of culture and the importance of making the students aware of the social construction of meanings.

Recently, Gebein (2013) performed a study about *teachers' perceptions of the implementation of the textbook "Keep in Mind"*, focusing on general and cultural aspects. The results revealed that most teachers defined *culture* as practices and they identified some cultural elements inside the textbook. The implementation of intercultural practice during the teaching and learning of English is also recommended.

It is noticeable that many studies have been carried out in order to understand the relation between language and culture, teachers and learners perceptions, as well as the functions developed by textbooks in the teaching and learning process of foreign languages. However, few studies have been carried out taking into consideration the interculturality inserted in a context that involves English teaching mediated by textbooks, written by Brazilian authors, and directed to kids and teenagers in public primary schools in Brazil.

My research intention is, therefore, to analyze the Brazilian textbook provided by PNLD (Programa Nacional do Livro Lidático) to 6th grade students of public schools: "*Keep in Mind*", written by Elizabeth Young Chin and Maria Lúcia Fernandes Abreu Zaorob (Scipione), in order to investigate the presence of intercultural aspects and activities in this textbook and if they are problematized, which view of culture is more evident (source and target cultures) and how theses aspects can promote students' intercultural awareness. In order to reach these objectives, the following research questions are proposed:

1) Considering the instructional materials as constituent part of the learning process of a foreign language, is it possible to notice intercultural aspects contained in the 6th grade textbook provided by the PNLD *Keep in Mind*?
2) Which culture is more present (L1 or L2)?
3) Does the English textbook *Keep in Mind* contribute to the student's intercultural awareness?

Bearing in mind the importance of expanding the discussions concerning the teaching of culture in Brazil, analyzing the textbook *Keep in Mind* provided by PNLD for 6th grade students and its possible intercultural aspects, is a way not only to contribute to the debate about the themes presented in the English didactic materials distributed by the government but also to bring some insights about the debate concerning the English teaching practice in our country.

This dissertation has five chapters that are organized as the following: In Chapter I, I introduce this study informing the reader about some intercultural studies performed and the purpose of my

research. In Chapter II, I review some relevant literature that guides my study. In Chapter III, I present the method used in this study and describe the context of investigation - the textbook *Keep in Mind* used in public schools. In Chapter IV, I present my data analysis and discussion and finally, in Chapter V, I report a summary of this study, its findings and the final remarks.

2 Review of Literature

2.1 INITIAL REMARKS

The objective of this chapter is to review some of the relevant literature on Intercultural English language teaching. Initially, I present a brief overview of English Language Teaching and Culture and the relation between Intercultural Dimension and English language teaching. After that, I discuss the approach of Cultural Content in EFL Textbooks. Focusing on the Brazilian context I finally include the discussion of some studies performed concerning the Intercultural teaching of English in Brazil.

2.2 THE RELATION BETWEEN ENGLISH LANGUAGE TEACHING AND CULTURE

The English language is presently recognized as an international language. Although it is not the most spoken language around the world, because of its importance the number of non-native people who speak English exceeds the number of native speakers. Nowadays, speaking English is a way to obtain linguistic power (McKay, 2012) because of its uses in business, global communication and travel. It is, therefore, a tool to have access to other people and their behavior.

Nevertheless, "many of the bilingual speakers of English have no desire to acquire the culture of native speakers of English because, unlike immigrants to English-speaking countries, they will not be living and interacting in a native-English-speaking context" (McKay, 2003, p.1). Regarding this, the English teacher needs to show learners that the second/foreign language learning process is a way to acquire a broader worldview, endowed with a new understanding of linguistic, social, political and cultural contexts.

The teaching of language and culture cannot be understood as an act dissociated from reflection about social, historical, economic and political factors. Such factors and the learner perception play important roles in the learning of a foreign language and its culture. According to Ros I Solé (2003) the "relationship between the cultural information and the observers' point of view becomes closer, and the 'reader' of the

culture does not simply absorb information but she actively participates in its construction" (p. 143).

During the learning process, learners deal with new cultural norms and conventions, and learn to observe their own behavior while trying to understand other ways to think and act. As a consequence of this process, the mediation process between the L1 and L2 cultures promotes *interculturalism* through the comparison of *cultural contents* or *cultural aspects* which basically reflect social practices. Thus, the presence of *intercultural aspects* in English teaching refers to cultural references which represent characteristics of social groups, such as: *regional identity, families, religious beliefs*, and so on; references which may guide the learners to develop cultural awareness (Byram et al, 2002).

According to Cortazzi and Jin (1999), "developing cultural awareness means being aware of members of other cultural group: their behavior, their expectations, their perspectives and values. It also means attempting to understand their reasons for their actions and beliefs" (p. 217). Corroborating this idea, the references found by means of *intercultural aspects* study may reveal important identifying marks regarding distinct cultures.

It is essential to establish the role of culture in English Language teaching. Corbett (2003) defines *culture of a group* as "the relationship between its core beliefs and values, and the pattern of behavior, art and communication that the group produces, bearing in mind that these beliefs and values are constantly being negotiated within the group" (p. 20). Culture is also understood to be how the people represent themselves, their attitudes, beliefs, personal perspectives and actions.

One way to make the teaching of English efficient is to determine what kind of linguistic information, cultural aspects and methodological procedures are appropriate, based on learners' needs and expectations (McKay, 2003). When promoting the teaching of culture, it is important to bear in mind that:

> The emphasis is on the learner, who must be allowed to personalize the information by becoming active and influencing how the cultural knowledge is understood. In order for students to interpret new information, they not only need to be given the necessary visual and textual data, but

they also need to use their cultural baggage as a counterpoint (Ros I Sole, 2003, p. 144).

Therefore, English classes must provide direct contact with cultural aspects of both the L1 and L2 so the learner will be able to interpret and to manage information using English to interact with others in his/her own culture. As a consequence, interpreting linguistic and cultural differences may make the learner aware of his/her own personal identity[1] and perspective of social life.

2.2.1. The Intercultural Dimension in English Language Teaching

When people promote communication in a foreign or second language they are not just sharing information using a code, but essentially understanding others as belonging to a social group. Corbett (2003) emphasizes that "language is more than the transfer of information – it is the assertion, negotiation, construction and maintenance of individual and group identities – that has led to the development of an intercultural approach to language education" (p. 20).

An intercultural dimension of teaching a language assumes the implementation of features and strategies centered in 'intercultural communicative competence' (Byram, Gribkova & Starkley, 2002) while its main focus is to encourage learners to deal with multiple identities and avoid cultural stereotyping[2].

It is important to stress that the inclusion of cultural aspects of the target culture in the teaching of English does not mean that an intercultural approach will be established automatically. Foreign language teaching based on cultural dimensions may enrich the linguistic and cultural views of students and teacher alike; however, it cannot be compared with an intercultural dimension of teaching.

Meyer (1991) defines intercultural competence as "the ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign

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[1] Norton (1997) defines the term *identity* as "how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future" (p. 410).

[3] Byram, Gribkova and Starkley (2002) consider that "stereotypes reduce the individual from a complex human being to someone who is seen as representative of a country or 'culture' ". (p.9).

cultures" (p.138). And according to Byram, Gribkova and Starkley (2002), intercultural competence is the ability "to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities as well as their own individuality" (p.10). The authors further explain that intercultural dimension in language teaching is concerned with: helping learners to understand how intercultural interaction takes place; how social identities are part of the interaction process; how perception of others and also other's perceptions of them influence communication; how they can find out for themselves more about the people with whom they are communicating.

According to the authors, it is important to achieve an understanding that the target culture is made up of multiple subcultures and is in constant flux. It cannot be presented as part of an embedded view of linguistic patriotism in which the culture is pure, homogeneous and static (Ros I Solé, 2003). Not only do learners reflect upon cultural information, they also discuss, compare and negotiate the role of interculturality, in a process through which they can achieve a "third place" (Kramsch, 1993). Kramsch interprets this place as an opportunity in which learners offset their own culture, understand the L2 culture and place themselves in a "third place" where it is possible to systematize elements of both cultures, and to establish through observation and reflection the existing cultural differences.

Therefore, the relation between English teaching as a second/foreign language and the teaching of culture must not only be represented in the English classes through the exposition of artistic manifestations (such as music, literature, films, paintings, plays and so on). Primordially, it must be thought as a way of enabling the learner to observe himself as being endowed with an identity under construction.

Byram et al. (2002) point out that the role of the language teacher is to help students ask questions and interpret adequate answers to these questions, thus developing skills, attitudes and awareness of values, as well as developing knowledge of a particular culture or country.

In order to promote an intercultural dimension in the classroom, the authors argue that the teacher needs; a) to provide learners with intercultural competence as well as linguistic competence (learners need not only knowledge and skills in the grammatical structure of a language but also the ability to use the language in socially and culturally appropriate ways); b) to prepare them for interaction with people from other cultures and enable them to understand and accept

people from other cultures as individuals with other distinctive perspectives, values and behaviors; c) to develop learners as intercultural speakers or mediators who are able to engage with complex and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity; d) to help them to perceive interaction between their own and other cultures as an enriching experience and help them acquire interest in and curiosity about 'otherness', and; e) to develop learners with the awareness of themselves and their own cultures seen from other people's perspectives (Byram et al. , 2002, p. 9-11).

Thus, the teacher must be aware of what culture represents to the students and how his/her teaching practice can contribute value and, at the same time, affirm the student's identity and explain his/her own social behavior. As explained by Sarmento (2004):

> A cultura da comunidade do aluno deve ser o ponto de referência, e a descrição dos valores locais deve ser o núcleo do projeto educativo. Conscientizar o aluno a respeito das suas próprias características culturais de forma crítica e questionadora torna-se, então, umas das principais responsabilidades do educador/professor de LE. A partir daí, podemos passar a explorar o mundo, tendo alunos mais conscientes e questionadores a respeito dos diversos aspectos inerentes à comunicação humana" (p. 264).[3]

English classes must provide the opportunity for the students to develop their intercultural communicative competence, considering several contexts of social interaction by the means of procedures previously planned which focus on conveying cultural information.

The intercultural approach reveals a curriculum which; a) explores cultural topics in order to promote students' interest and motivation (e.g. presenting how personal and group identities and values

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[3]"The culture of the student's community must be the reference point, and the description of the local values should be the educational project core. Make the student aware about his/her own cultural characteristics in a critical and questioning way becomes, then, one of the main responsibilities of the EL educator/teacher. From there, we can move on to explore the world, with students more aware and inquisitive regards various aspects related to human communication" (p. 264) [my translation].

are constructed); b) considers the acculturation[4] process; c) takes into account the student's cultural awareness-raising as an education value; and d) casts a reflexive view concerning its own workings (Corbett, 2003). Thus, as Atay et al. (2009) state:

> Educating students to use a second/foreign language means to accustom them to being intercultural sensitive, by supporting them to build the ability to act as a cultural mediator, to see the world through the other's eyes, and to consciously use culture learning skills (p. 124).

To better understand the structure of intercultural competence, including how intercultural aspects and social identities relate, examine the figure provided below which explains the elements that compose the Intercultural Competence:
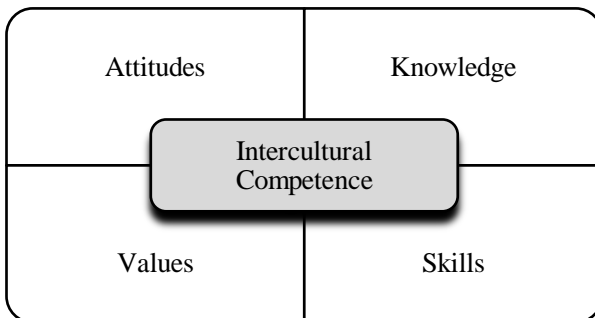

Figure 1 – Elements of Intercultural Dimension
Source: My creation (2014).

The list of elements which compose Intercultural Competence was proposed by Byram et al. (2002) who suggests that three of these elements (attitudes, knowledge, skills) are complemented by the values that belong to the social identity of members of a social community and are constantly transformed along time by social circumstances.

The authors point out that *intercultural attitudes* (savoir être), refers to people's curiosity and openness to other perspectives. No

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[4] The term acculturation is explained by Corbett (2003, p.30) as "the ability to function in another culture while maintaining one's own identity".

value, belief or behavior is perfect and correct, because it depends on a specific social perspective.

Intercultural knowledge (saviors) is related to learning about the interaction among groups and how their identities function. It has two major components: knowledge of social processes (perception of products and practices) and knowledge concerning how social groups perceive each other.

Intercultural skills are concerned with the management of ideas and clarification of misunderstandings in communication between different cultures. These skills are divided into two categories: *skills of interpreting and relating* (savoir comprehension) and *skills of discovery and interaction* (savoir apprendre/faire). The authors also stress that the *skills of interpreting and relating* (savoir comprehension) are defined as the "ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own" (p. 13). And the *skills of discovery and interaction* (savoir apprendre/faire) are described as the "ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction" (p.13).

In addition to the attitudes, knowledge and skills required to develop intercultural competence, it is also necessary to become aware of people's own *values* (human dignity and human rights) and of the others' *values*, to promote democracy, the basis of social interaction. Thus, it is important to consider *critical cultural awareness* (saviors' engager), considered the "ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries" (Byram et al. 2002, p. 13).

These elements, which compose the intercultural competence, are not rapidly acquired. To develop them it is necessary that learners and teachers expand their socio-interactional relations and discursive domain in order to compare, to respect, and consequently, to analyze their interactions with other people and their respective cultures. Thus, to support this intercultural learning process, they need additional knowledge, attitudes, competences and skills, so that they can be active interpreters of cultural information.

2.3 CULTURAL CONTENT APPROACH IN EFL TEXTBOOKS

With the objective of improving the language learning process, several studies have been carried out regarding the analysis of cultural content in textbooks (Byram et al., 2002; Cortazzi & Jin, 1999, and so on). Authors present categories to analyze cultural content as a way to promote theoretical subsidies to EFL/ESL teachers:

Cortazzi and Jin's (1999) study propose three categories of cultural content in EFL textbooks:

Textbooks based on source cultures – There are textbooks that bring elements belonging to the students own culture and are designed to be used in a local context. In regard to this, Cortazzi and Jin (1999) argue that:

> Since the materials mirror mainly their own culture, students have little opportunity to engage in intercultural negotiation with the text portraying another culture, and so they are unable to engage in a dialogue with the text to identify and confirm their own cultural identity, or to ascertain its similarities and differences with that of another cultural group (p. 207).

Such materials increase the students' awareness of their specific culture making the learner's engagement in intercultural negotiation problematic.

The authors also suggest that intercultural gaps can be remedied by means of the teacher's interaction. The teacher can indicate "which aspects of the source culture would be interesting and problematic for target language speakers" (p. 207) taking advantage of the language use in context.

Textbooks based on target culture – Cultural content presented in this kind of material reveals the exposition and enables discussion of information concerned with the L2's cultural aspects. As Cortazzi and Jin (1999) say, "recent EFL textbooks include material designed to promote awareness of race, gender and environmental issues" (p. 208). In class, these themes can be used in order to approach several aspects connected to "behavior, attitudes, and the social knowledge that people use to interpret experience" (p. 197).

Considering the themes suggested it is relevant to say that textbooks based on target culture allow students and teacher's interaction in order to make them conscious of transversal ethical

themes, cultural plurality and environment also proposed by PCN, including questions which enable learners' social participation and the development of their linguistic and cultural competence to position themselves in society.

Textbooks aimed at international target cultures – These textbooks are designed for learners who do not speak English as an official or secondary language, but use English to promote communication in a foreign language (for example, Brazilian students learning Spanish in English). The presentation of cultural content in worldwide situations, such as the presentation of British history, Brazilian tourism, Japanese geography, etc, guides learners to recognize the usage of English as an international language.

The authors also suggest that the cultural content in English textbooks offers interesting cultural mirrors and that the development of the intercultural skills depends on the interaction between students and teachers mediated by the way in which the textbooks are used. The study of existing cultural content will depend on which procedures the teacher will adopt to use the textbook as a tool to promote culture learning in the EFL classroom.

According to Byram et al. (2002) English textbooks can present themselves in a way in which the learners can perceive the material either as authoritative and definitive or in an intercultural and critical perspective. Thus, aiming at developing intercultural skills, the teacher may deal with intercultural aspects presenting themes and contents in the textbooks, thereafter encouraging students to ask further questions and propose comparisons. The authors state that "the key principle is to get learners to compare the theme in a familiar situation with examples from an unfamiliar context" (p. 21). Working with themes can, therefore, lead learners to development in an intercultural perspective.

These authors also affirm that it is possible that textbooks may reinforce or modify social prejudices and stereotypes. Frequently, one can observe in grammatical exercises male and female subjects connected to gender-stereotypical activities or actions, for example: Maria likes shopping / Pedro likes playing football. As well as the presentation of stereotypes and generalizations belonging to groups: The Brazilian likes … / American people are… / Older people never … and so on.

The textbook's vocabulary can be explored to help learners face and talk about interculturality. According to Byram et al. (2002):

One important contribution to an intercultural perspective is the inclusion of vocabulary that helps learners talk about cultural diversity. This can include terms such as: human rights; equality; dignity; gender; bias; prejudice; stereotype; racism; ethnic minority; and the names of ethnic groups, including white groups (p. 22).

Concerning the approach of culture presented in textbooks the authors feel that to promote an intercultural dimension students must be stimulated to use critical analysis of the materials' content. To better understand how the cultural contents are approached in a cultural dimension, observe the following figure:
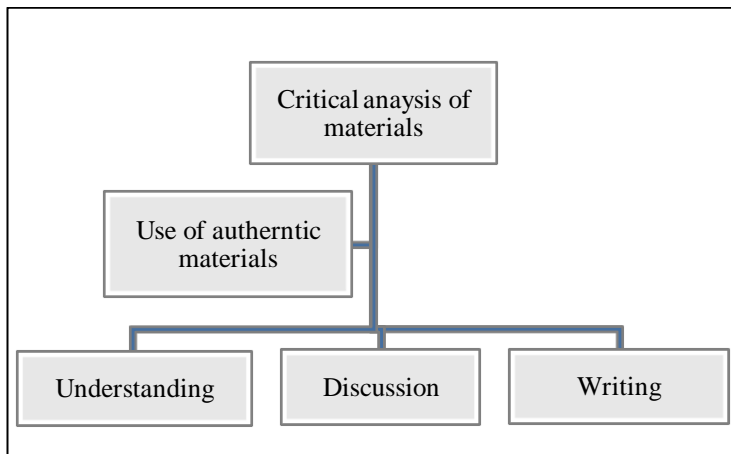
Figure 2 – Representation of the Approach of Intercultural Dimension in Textbooks
Source: My creation (2014).

Considering the intercultural dimension, textbooks need to contain authentic texts. They must include information through verbal and non-verbal languages. In other words, it is expected that "audio recordings, written documents and visuals such as maps, photographs, diagram and cartoons" (p. 23) are accessible in several textual genres.

It is important that authentic materials be presented in context and learners can access information about the text, such as its context (inclusion of information about the date that the text was produced; the type of publication; the place where it was produced; the intended

readership or audience; significant external events that influenced its production or may have been in the minds of readers/listeners; likely political, religious or cultural viewpoint), and its intention (to persuade, to argue, to entertain, to sell something).

The activities must also encourage the teacher and students to problematize cultural content in classroom, making them understand, discuss and write about the statements while using the target language. Mediated by textbook analysis, learners can interpret people's discourses, actions and the cultural bases implicit on texts and images. The textbook serves as a tool to guide the learners to be conscious about implicit values, attitudes and meanings.

2.4 TEACHING OF ENGLISH AND CULTURE: BRAZILIAN CONTEXT

There are many studies developed in different learning contexts considering the Brazilian perspective about how language and culture function in the teaching of a foreign language. I present some of the ones which allowed me to develop my research about culture and textbooks; Moita Lopes'study (1996) about the attitudes of teachers and students of English in relation to the teaching of culture; Gimenez's study (2001) concerning the notion of intercultural competence in the teaching of culture in the foreign language classroom; Sarmento's study (2004) regarding teachers' views of culture; Dias' study (2006) about the presence of cultural elements in textbooks on English as a foreign language; Luis' study (2012) regarding students' perceptions about culture in foreign language classrooms; and Gebein's study (2013) treating about teachers' perceptions of the implementation of the textbook "Keep in Mind".

In 1996, Moita Lopes conducted a study about the teaching of culture in English classes in Brazil. He affirmed that due to the theoretical interest by social rules of the language usage and its implications to the communicative process there was a growing concentration of studies in this field of investigation. The main focus of his research was the emphasis given to the foreign culture in relation to the attitude of teachers and students of English, in which he observed

"An overly positive attitude and of almost worship by English language culture" (p. 37)[5].

In relation to the specialized literature in culture, the author argued that:

> The specialized literature on teaching of culture emphasizes the notion of cultural relativity or of the anthropological view of culture as one of the basic points to be followed by the teacher in the classroom in FLs so as not to pass to the students stereotyped concepts of culture that is being transmitted. Furthermore, the authors are unanimous in stating that the teaching of culture should be done explicitly and integrated to the teaching. Add some, yet, that it is impossible to become bilingual without becoming bicultural (Moita Lopes, 1996, p. 38)[6].

However, the same author argued that there are several reasons why people study English in Brazil, stressing that most of the Brazilian students study English in order to obtain knowledge about the structure of the language through instructional motivation rather than showing interest about cultural aspects. He explained that such students do not have the need to be exposed to cultural aspects because they need English basically to read texts and to answer reading activities (usually recommended in the classroom).

The concern with the debate about becoming "bilingual" without becoming "bicultural" can be better understood when the author explained that:

> Não se quer negar o papel do ensino da cultura da língua-meta no fortalecimento da educação geral do aluno (observa-se que o objetivo é outro) desde que se resguarde a visão de relativismo cultural

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[5] "Uma atitude exageradamente positiva e de quase adoração pela cultura da língua inglesa" (p. 37) [my translation].

[6] "A literatura especializada sobre o ensino de cultura enfatiza a noção de relatividade cultural ou da visão antropológica de cultura como um dos pontos básicos a serem seguidos pelo professor nas aulas de LEs de modo a não passar para os alunos conceitos estereotipados da cultura que está sendo transmitida. Além disso, os autores são unânimes em afirmar que o ensino de cultura deve ser feito de maneira explícita e integrado do ensino. Acrescentam alguns, ainda, que é impossível se tornar bilíngue sem se tornar bicultural" (p. 38) [my translation].

sob uma perspectiva que não fira a identidade cultural do aluno (Moita Lopes, 1996, p. 42)[7].

In his discourse, Moita Lopes showed interest in reinforcing the importance of the student's cultural identity. He argued that: "[...] a preocupação aqui deve ser como ensinar uma LE sem fomentar preconceitos em relação ao Brasil" (Moita Lopes, 1996, p. 41)[8].

Through the data collected in 102 questionnaires, it was revealed that the majority of the participants (teachers of English), adopted a *colonized* attitude concerning the appreciation of the foreign culture. The data revealed that "the teachers showed a big interest in the teaching of culture", "the students have a highly positive attitude in relation to the foreign culture", and that "there is a predominant number of American references that illustrate the classes and the dominance of the American English modality of the language".

Furthermore, the research reports a considerable percentage in relation to the preference towards communicating in English and a high percentage marking the preference for reading in English, reflecting "the imperialist cultural industry in the teachers education and his attitude in relation to the culture of the foreign language". In conclusion, an impressionistic view of language which may raise doubts about the treatment that Linguistics teaching has been receiving in the curriculums of English teacher's education.

Bearing in mind the attitudes of colonized and colonizer represented by the teacher of English, the analysis of the data expressed that it is necessary a reformulation of the contents of the Letras Course, as well as a reformulation of the attention given to objectives of the courses of English in Brazil concerning the view of teaching and culture in teacher's education.

The study by Gimenez (2001) discussed the notion of *intercultural competence* in the teaching of culture in the foreign language classroom which will differentiate its concept and characteristics from the traditional teaching of culture considering the Brazilian context.

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[7] "Is not to deny the role of the teaching of the target language culture in strengthening of the general education student (it is noticed that the goal is another) since that safeguard the vision of cultural relativism from a perspective that does nurt the cultural identity of student" (p. 42) [my translation].

[8] "[…] the concern here should be how to teach a FL without to foster prejudices about Brazil" (p. 41) [my translation].

The author pointed out the importance of the official orientations for Education in Brazil: the National Curricular Parameters (1998b) designed for 5th through 8th grades. Two parameters provided by the author related to teaching objectives brought in to discussion talk about a) living a communication experience by the use of a foreign language, referring to new ways to express and see the world, reflecting the customs or manners of interaction and the views of one's world, enabling a broader understanding of the plural world and one's role as citizen of one's country and of the world;[9] and, b) to recognize that the learning of one or more languages enables the human to access cultural goods built in other parts of the world (p. 66-67)[10].

The importance given to the cultural values and the notion of citizenship refers to important aspects of the critical education required to our Brazilian students and the intercultural approach of foreign language teaching.

In order to understand the notion of culture expressed in the teaching of English, the author brought three different views of approach; "traditional approach", "culture as social practice" and "intercultural approach".

The *traditional approach* considers the student as someone who understands the other culture, to have good use of the language, and, at the same time, to act similarly to the other's perspective.

According to the author, the approach of *culture as social practice*:

> Advances in the sense of generating understanding of the relativity of senses imbued in cultural practices. Culture is seen as a way collective acting through language [...] cultural competence is understood as the knowledge about what a particular cultural group and understanding of cultural values on certain ways of acting or certain beliefs. Instead of just one looking at the other, the learner looks at himself too, but remains with the idea that to communicate adequately in

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[9] "Vivenciar uma experiência de comunicação humana, pelo uso de uma língua estrangeira, no que se refere a novas maneiras de se expressar e de ver o mundo, refletindo sobre os costumes ou maneiras de agir e interagir e as visões de seu próprio mundo, possibilitando maior entendimento de um mundo plural e de seu próprio papel como cidadão de seu país e do mundo." (p. 66-67) [my translation].

[10] "Reconhecer que o aprendizado de uma ou mais línguas lhe possibilita o acesso a bens culturais da humanidade construídos em outras partes do mundo" (p. 66-67) [my translation].

the foreign language, should look the world like foreign[11].

In the third approach, *Intercultural,* the author espoused Kramsh's (1993) ideas about the teaching of foreign language stating that it is necessary; to establish an intercultural sphere between the native culture and the target culture; to substitute the presentation of cultural facts and behaviors by interpersonal teaching (recognizing the process in which the learner sees himself as foreign); to deal with the teaching of culture as differences (considering that in each culture there are a variety of features related to age, genre, regional origin, ethnic background, and social class) and to encourage teachers to read beyond the traditional literature, i.e. to read studies carried out by social scientists, ethnographers, etc, about their own language and culture as well as the target language and culture.

With that in mind, it was necessary to follow the four stages proposed by Kramsh (1993) in Gimezes (2001); i) To reconstruct the production and reception context of text inside the foreign *culture* (*C2* and perceptions of *C2*); ii) to construct with the students their own reception context (to find an equivalent phenomena in the *C1* to construct a phenomena in the *C1* taking into account their cultural background); iii) to examine the way *C1* and *C2* perceptions in part determine the perceptions of a foreign culture iv) to prepare the sphere for a dialogue that may lead to change.

These stages indicate how to deal with the teaching of culture - bearing in mind the development of these learning objectives: learning about culture, comparison between *C1* and *C2* and the meaning of culture exploitation. In order to obtain such objectives, Gimenez (2001) argues that the needs of teaching culture must be taken into consideration as early as the first learning level and that adequate pedagogical material must be adopted in classrooms. Obviously, the question of culture must be included in the teachers' education courses.

Sarmento (2004) carried out a study through the observation of English as Foreign Language (EFL) classes and interviewed seven

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[11] "Avança no sentido de gerar compreensão da relatividade dos sentidos imbuídos nas práticas culturais. A cultura é vista como um modo de agir coletivo através da linguagem [...] a competência cultural é entendida como o conhecimento sobre o que um determinado grupo cultural e entendimento dos valores culturais sobre determinadas formas de agir ou sobre certas crenças. Ao invés de um só olhar o outro, o aprendiz se olha também, mas permanece com a ideia de que para comunicar-se adequadamente na língua estrangeira, deve olhar o mundo como o estrangeiro" (p. 41) [my translation].

teachers from a private language school. She obtained data concerning different kinds of cultural aspects – different views of culture –, which enabled the author to elicit four categories of cultural occurrences.

The first category, "Culture as behavior/customs", states the view that culture is centered in the exposition of information about habits, daily routines and behaviors of people of certain countries. The second category, "Culture as information", reports a view of culture in which the focus is the exposition of information about literature, art, music, holidays, and so on. The third category, "Culture as language", reports a view of culture aiming at the exposition of information concerning language structure, its use and its particularities in communicative context. The last category, "Culture as history", reports a view of culture related to information regarding the national history of a certain people.

The author, in analyzing the classrooms' videotapes, reports only visible cultural aspects and that what they were being taught was encouraging, but that there was the exposition of stereotypes in certain aspects. Sarmento (2004) affirms that: "the teaching of the English language without a critical mentality education may collaborate to the maintenance of inequalities among countries and social groups" (p. 241)[12].

Taking into account the presentation of some information about culture, the author concluded that it was not possible to develop the student's Intercultural Communicative Competence during the English classes because at many times the transmission of this cultural information was presented without an appropriate context, or without considering the language use in order to promote social interaction.

Dias (2006) analyzed the presence of cultural elements in three textbooks on English as a foreign language, designed for Brazilian students living in Brazil: Interlink 1 (Chaves, Stranks & Sili. Learning Factory Ltds, 2005), Interlink 3 (Chaves, Lewis-Jones. Learning Factory Ltds, 2005) and Interlink 6 (Stranks, Lewis-Jones &Sili. Learning Factory Ltds, 2002).

His methodological approach adopted the list of cultural elements composed by Byram (1993) and edited by Moura (2005) to analyze the data quantitatively (grouping the instances of activities which contained cultural aspects) and qualitatively (commenting each

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[12] "o ensino de inglês sem a formação de uma mentalidade crítica pode colaborar para a manutenção das desigualdades entre países e entre grupos sociais" (p. 214) [my translation].

instance, suggesting alterations, including or excluding some cultural element presented) (p.15).

According to the author, the main aim of the investigation was to reflect upon the most relevant cultural aspects grounded in current discussion on culture in EFL textbooks. However, he emphasized that:

> [...] Somente a presença de elementos culturais em livros didáticos não garante que a cultura da língua estudada será transmitida de modo satisfatório. Existe uma complexa rede de variáveis que podem definir a forma como a informação será internalizada pelos alunos. Além de tudo, não basta que o material didático escolhido apresente informações relevantes e pertinentes sobre a cultura. Especialmente tendo em vista o contexto globalizado em que vivemos atualmente, os materiais didáticos devem se preocupar em apresentar a informação por meio de uma abordagem em que as culturas não são vistas como distintas mas como coexistentes e por vezes complementares (p.43)[13].

According to the author, both local and foreign cultural elements were identified in the three textbooks analysed. The items of *cultural aspects* proposed in Byram's list were defined in Dias' research as "filters". Concerning the analysis, He declared that:

> [...] os livros apresentam muitas atividades que ensejam debates e discussões relevantes sobre a cultura. Praticamente quase todos os filtros aplicados nos livros registram atividades a eles relacionadas. Entretanto percebemos que alguns filtros não encontraram atividades que fizessem referências a outros temas: minorias étnicas, crenças religiosas, justiça, ordem, e trânsito. Outros temas que apresentaram baixa incidência

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[13] "[...] Only the presence of cultural elements in textbooks does not guarantee that the culture of the target language will be satisfactorily transmitted. There is a complex net of variables that can define how the information will be internalized by students. After all, that is not enough that the textbooks chosen to present relevant and pertinent information about the culture. Especially bearing in view the globalized context in which we live nowadays, the textbooks should worry about presenting information by mean an approach in which the cultures are not seen as separate but as coexisting and sometimes complementary" (p. 43) [my translation].

de registros foram: eventos históricos, manifestações populares, clima e folclore. Dentre os temais mais frequentes podemos destacar: as interações em geral, instituições privadas, localidades e expressões artísticas (p. 43)[14].

In a general way, the three textbooks analyzed were judged as appropriate in terms of quantity and manner of presentation of its cultural elements presented and were also considered able to enrich the debate about culture in classroom.

Also, Luis' (2012) study investigated students' perceptions about culture in foreign language classrooms. Based mainly on Byram (1989), Hall (1997) and Kramsh (1998), the author discussed how language and culture are related in the communication process and the role of culture inside foreign language classrooms. The research was carried out by English undergraduate students' representations about culture and culture learning in their English classes at Universidade Federal de Santa Catarina (UFSC).

The participants answered an open-ended questionnaire, private semi-structured interviews and email correspondences. Through the thematic analysis method of investigation, the data were gathered and it demonstrated that students represented culture in four ways:

- Cultural products and achievements – Related to the "study of countries, as is done in History and the great accomplishments of the target community". This view of culture expresses information about: "Art(s), Music, History, Cinema, Literature, Theater, dances, books, Culinary, expression, parties, games, leisure, Clothing, folklore, Poetry, soap opera, among others" (p. 60).

- Behavior and customs – This view of culture is related to students' semantic choices that characterized 'a way of life' (Stern, 1992) of a community: "customs, tradition, religion,

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[14] "[...] the books present many activities that lead relevant debates and discussions on culture. Nearly all the filters applied in the books record activities related to them. However we realize that some filters did not find activities that make references to other themes: ethnic minorities, religious beliefs, justice, order, and traffic. Other themes that presented low incidence of records were: historical events, popular manifestations, climate and folklore. Among the most frequent themes we can highlight: interactions in general, private institutions, localities and artistic expressions" (p. 43) [my translation].

habits, behavior, way of living, peoples, places, food, lifestyle, countries, groups, generation, family, community, origins, accents, heritage, among others" (p. 60).

- Knowledge – Relates to two perspectives on culture. The first view includes words about "general knowledge, wisdom, learning, and means of learning". The other view associates knowledge to the formal instruction and includes words as "erudite knowledge, Education, reading, instruction, research, University, teaching, Science, good manners, informed, evolution, improvement, etc." According to the author, this second view of culture as knowledge "can be a perverse one in that is allows only some people to belong to the "prestigious" culture, while excluding others" (p. 61).

- Sociocultural practices that identify individuals – Relates to a view that involves culture and language, as well as a critical view of relations involving politics and power. The students used words such as: language, identity, power, diversity, differences, ideas, society, values, ways of seeing, ideology, belief, power, complex, politics, tolerance, subjectivity, experience, interaction, globalization, detachment, construction, influences, thought, respect, prejudice, reflection, attitude, between many others.

According to Luis (2012), the students' perceptions about the relation between language and culture revealed that culture learning is associated to learning contents about the target language countries, while others viewed it as learning how to use language in different situations.

The investigation revealed two pedagogical implications: the first regards the construction of the meanings of culture that allow students to see culture in its fluid and changeable nature, and the second regards the importance of making the students aware of the social construction of meanings, in order to identify the relation between language and culture.

Most recently, Gibein (2013) developed her research about *teachers' perceptions of the implementation of the textbook "Keep in Mind"*, focusing on general and cultural aspects. The 24 participants, English teachers from Blumenau, participated in interviews and

answered questionnaires in order to reveal different aspects concerning the teaching of English and culture.

The author investigated what English teachers think about the cultural aspects in the textbook *Keep in Mind*, as well as the conception of culture that each teacher has about it. To do this, she took into consideration the educational guidelines proposed by PNLD (the document which regulates textbook approval) and the PCN (the official document which guides the teaching of languages in Brazil), in order to identify the cultural aspects involved and connected in both. In addition, it was suggested the adoption of the intercultural practice during the English teaching/learning process.

She argued that it is possible to achieve an intercultural approach inside the classroom considering that:

> […] the possibility of an effective learning is based in an intercultural relation of not only the language and culture, but with what the student know about the world that he/she does not see, so it is the English teacher who provide this knowledge always taking into consideration his/her own life reality (Gibein, p. 50).

The data obtained in the analysis also revealed that most part of the English teachers defined *culture* as practices, and forty per cent of the interviewed demonstrated that they teach interculturally. In relation to their initial perceptions (based on their experience in 2011) about the use of textbooks in English classes for the first time, it was noticed that:

> **[…]** learning does not depend exclusively from the textbook collection; they need to complement their classes with other materials due to the fact that these teachers had worked without this tool from a long time. They also emphasized that it is possible working without them and that textbooks are not a synonym of learning – they are just another tool (Gibein, p. 85).

The final research question was about the use of the textbook *Keep in Mind*, and revealed the teachers' awareness of the cultural aspects of the book. Only 10 participants explained the presence of cultural aspects inside the collection. They emphasized that "… there are curiosities, hints, general information (overt culture), but there is a

lot to be improved, or these aspects are not related or explored interculturally". To conclude, the author suggested the implementation of the intercultural practice during the teaching and learning of English.

2.5 PCN PERSPECTIVE CONCERNING THE TEACHING OF FOREIGN LANGUAGE (ENGLISH) AND CULTURE

The PCN (National Curricular Parameters) are the standards of educational quality launched by the Brazilian Federal Government in 1998. These guidelines refer to the structure and organization of curricula in all the country; they are mandatory for public schools and optional for private institutions. This means that the main objective is to establish the foundations to guide formal education and the relation between school and society.

The school subjects (Portuguese, Mathematics, Natural Science, History, Geography, Arts, Physical Education and Foreign Language) from the 5th through the 8th grades compose the guidelines, as well as recommendations about other issues of transversal themes (ethic, environment, heath, cultural plurality and sexual orientation) guide the teaching practice according to each subject, school organization, and applications of contents in accordance of the local reality, taking into account the several regional and cultural differences around the country.

The *Introductory volume of PCN* (Brasil, 1998a) points out the importance of valuing both local cultures and the global heritage. As can be observed in its content, the school role is to enable the teaching of social and cultural contents in a critical and constructive manner. The teaching objectives need to involve social aspects related to historical moments, leading the students to development and understanding of contents and to reflection about their rights and duties (p.44). It is argued that:

> É fundamental que a escola assuma a valorização da cultura de seu próprio grupo e, ao mesmo tempo, busque ultrapassar seus limites, propiciando às crianças e aos jovens pertencentes aos diferentes grupos sociais o acesso ao saber, tanto no que diz respeito aos conhecimentos socialmente relevantes da cultura brasileira no âmbito nacional e regional como no que faz parte

> do patrimônio universal da humanidade (Brasil, 1998a, p. 44)[15].

The statements about the role of the Foreign Language reveal that the students' learning must be guided by discursive engagement in the social world and the cultural knowledge must be a part of the students' education process. It is also commented that the transversal themes can support foreign language learning, once they provide the understanding of human experiences. Linguistic pluralism must be worked by means of aspects that reveal "a história dos alunos, a comunidade e a cultura local como critérios para guiar a inclusão de uma língua estrangeira no currículo[16]" (Brasil, 1998a, p. 63).

While reading this document, it is possible to observe that there is a concern with the development of construction of the students' identities, which are negotiated and socio-cultural, locally and globally constructed. Questions such as: "Who am I?"; "Who recognizes me?"; "From whom do I differ?" presented in the text reflect that the individuals' identities are built in a learning process, which implies maturation of capacity to integrate the past, present and future and to deal with the integration of auto image (p.108). Still in Brasil (1998a) it is clear that:

> A escola não pode perder de vista que particularmente os adolescentes e jovens dos setores populares vêm sendo socializados no interior de uma cultura da violência, marcada por discriminação e estereótipos socialmente construídos, que tende a produzir uma identidade inferiorizada. Essa cultura está presente nas mais diferentes instâncias, inclusive na escola, e impede o desenvolvimento pleno de cada um (p. 109)[17].

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[15] "It is essential that the school takes the value of culture of their own group and at the same time, seek to overcome its limitations, giving children and young people belonging to different social access to knowledge, both in respect of socially relevant knowledge of Brazilian culture at the national and regional and as in part of the global heritage of humanity" (p. 44) [my translation].

[16] "The history of students, the community and local culture as criteria to guide the inclusion of a foreign language in the curricula" (p. 63) [my translation].

[17] "The school cannot lost of view that particularly the teenagers and youth of the popular sectors have been socialized in the inner of a culture of violence, marked by discrimination and stereotypes socially constructed, that propitiates to produce a inferiority identity. This culture is

The construction of individual and group identities allows some questions concerning the perspectives about life's choices, future prospects and the development in social life, such as a) "Who am I?"; b) "Where do I go?"; c) "To which place do I belong?". To answer these questions, it is necessary that the youth acquire values and attitudes alongside the knowledge acquired at school. It is required that the skills acquired boost the search by means of understanding self-knowledge, understanding local social conditions and elaborating life projects.

The *Introduction* to PCN book also indicates the insertion of the youth in the cultural universe is marked by the relations between cultural goods (language, religion, traditions, knowledge and so on) and cultural production (music, dance, drama, graffiti, visual styles, etc)[18], and is affected by the industry, commerce and media which produce specific products and youth icons adequate for this public.

This cultural universe treats the youth as possessors of freedom and autonomy, enabling them to recognize themselves as universal consumers, mainly in their time of leisure and fun. These relations between Youth Cultural Universe and its implications proposed by PCN (Brasil, 1998a) can be observed through the organization provided in the following figure:
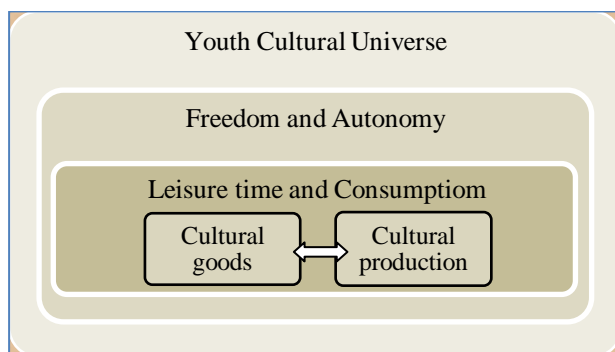
Figure 3 – Representation of the Structure of Youth Cultural Universe
Source: My creation (2014).

Thus, the perspective adopted in the *Introduction to PCN* (Brasil, 1998a) book referring to the construction of a youth cultural

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present in different ambits, even at school, and to block the total development of each one" (p. 44) [my translation].
[18] The concepts of "cultural goods" and "cultural production" are supported by PCN (p. 116).

universe affirms that, in different countries around the world, this culture is shared by youth from several social groups (p. 117).

According to Brasil (1998b), L1 and L2 affiliation can promote interculturality in the learning process since it is possible:

> - Aumentar o conhecimento sobre linguagem que o aluno construiu sobre sua língua materna por meio de comparações com a língua estrangeira em vários níveis;
> - Possibilitar que o aluno, ao se envolver nos processos de construir significados nessa língua, se constitua em um ser discursivo no uso de uma língua estrangeira (Brasil, 1998b, p. 28-29)[19].

It is emphasized that the intercultural relations that permeates the discourse are constituted in social context and marked by social identities[20], thus, the user of the language has a new perception of the nature of the language, manifesting values, beliefs and linguistic abilities.

2.6 SUMMARY OF THE CHAPTER

In this chapter, I presented some relevant literature on English language teaching and culture and the relation between Intercultural Dimension and English language teaching; the approach of Cultural Content in EFL Textbooks was also discussed. In addition, my intention was to provide information concerning studies involving English teaching, culture, the intercultural approach in Brazilian context, and the PNLD guidelines regarding cultural aspects for EFL textbooks. The following chapter presents the methodological procedures adopted in this research.

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[19] "To increase the knowledge about language that the student constructed on his mother tongue, by means of comparisons with the foreign language in multiple levels. To enable the student engage in the processes of construct meaning in the mother tongue, forming him as a discursive being on the use of foreign language" (p. 28-29) [my translation].

[20] The PCN point out people's marks which define their social identity as "poor, rich, women, men, black, white, gays, heterosexuals, old, youths, handicappers, speakers of stigmatized varieties or not, speakers of languages of social prestige or not, etc, are inherent in determining how people can act in speech or others can act in relation to them in various oral or written interactions in which they participate" (p. 27).

3 METHOD

3.1 INITIAL REMARKS

The purpose of this chapter is to explain how this study was conducted and the method applied in the research process. To do so, I will return to my research objectives and my research questions. Next, I will provide some theoretical information concerning the Thematic Analysis method used in this study. Then I will present my data collection instrument, the textbook *Keep in Mind*, designed by sixth grade students and used in public schools in Brazil. Finally, I will present information concerning the data analysis procedures and I will present a brief summary of this chapter.

3.2 THE STUDY

My research intention is to analyze the Brazilian textbook provided by PNLD to 6th grade students of public schools: "*Keep in Mind*", written by Elizabeth Young Chin and Maria Lúcia Fernandes Abreu Zaorob (Scipione), in order to investigate the presence of intercultural aspects and activities in this textbook and if they are (or not) problematized, which view of culture is more evident (source and target cultures) and how these aspects can promote the students' intercultural awareness.

As a means to reach these objectives, I proposed the following research questions:

1) Considering the instructional materials as constituent part of the learning process of a foreign language, is it possible to notice intercultural aspects contained in the 6th grade textbook provided by the PNLD *Keep in Mind*?
2) Which culture is more present (the one from L1 or L2)?
3) Does the English textbook *Keep in Mind* contribute to the student's intercultural awareness?

The research method used was a qualitative method of investigation, the Thematic Analysis, in which the data gathered from textbooks were categorized, described and interpreted. The thematic categories adopted were proposed from the use of criteria for textbook

evaluation with the focus on cultural contents as proposed by Byram (1993) and cited in Cortazzi and Jin (1999). During the analysis two new categories emerged from the data and they will be presented in this chapter.

3.3 THEMATIC ANALYSIS

The Thematic Analysis method has its origin in several approaches of analysis and texts comparison. The basis of the qualitative thematic analysis is derived from the theoretical basis of Grounded Theory (Corbin & Strauss, 2008), Phenomenology (Guest, 2002), and commonly accepted theories of communication.

This method cannot be reduced to a single technique of data collection because a variety of techniques can be employed in order to generate data. TA can vary the mechanisms used to collect data (i.e. books, questionnaires, interviews, documents), depending on the subject's reaction to the objective and subjective expressions of a text.

Thematic Analysis connects semantic structures (significance) with sociologic structures (meaning) of statements and articulates the text's surface with the features which determinate its characteristics (psychosocial variables, cultural context and message production process) (Minayo, 2000).

Guest, et al. (2012) express that "Thematic Analysis moves beyond counting and explicating words or phrases and focuses on identifying and describing both implicit and explicit ideas within the data, that is, themes." Such themes herein mentioned are from the *cultural content* categories proposed by Byram (1993) including the two new categories which emerged from the data during the analysis process. All categories used will be explored in the next sections.

3.4 *KEEP IN MIND* TEXTBOOK

The English textbook collection *Keep in Mind* was written by Elizabeth Young Chin and Maria Lúcia Fernandes Abreu Zaorob and published by Scipione (2010). It was approved by PNLD in 2011 and is comprised of four textbooks – each of which is developed for the corresponding grade of primary teaching in Brazil.

The choice to analyze the sixth grade textbook of the *Keep in Mind* (2010) collection was made because that is usually the first one used by students of public schools. Consequently, it is the textbook used at the initial moment of the development of linguistic and intercultural competences.

According to the Didactic Textbook Guide of PNLD 2011 of Foreign Modern Languages (2010), this collection is organized into themes. The textbook selected for the 6th grade presents sixteen units and an additional section which contains ludic activities. Diversified exercises are offered according to the thematic units.

Figure 4 – Information of Didactic Textbook Guide of PNLD 2011 of Foreign Modern Languages (2010) concerning the textbook Keep in Mind (p. 37). Source: My creation (2014).

In order to explain the organization of the first textbook of the collection, the Guide of PNLD 2011 of Foreign Modern Languages (2010, p. 38) arranges the contents into units. See Table 1 below:

Keep in Mind textbook (6th grade) - Organization of contents

Themes and vocabulary	Greetings; identity; personal relationships; family; alphabet, sports; countries; nationalities; personal objects; colors; ages; jobs; routine; recycling; subjects and school objects; classroom; clothing; parties; months of year; days of week; ordinal numbers; awareness of the others; cultural diversity; ethics; health.

Writing Comprehension	Presentation; informal letter; emoticons; enigmatic letter; fact file; e-mail; strip; dictionary; scrap; electronic poll and form; labels; cartoon; graphic; map; announcement; poster; shop window; calendar; birthday card; event announcement; invitation; tale.
Writing Production	Informal letter; enigmatic letter; e-mail; hangman game; newsletter; labels; registration form; word map; invitation; poster; birthday card.
Oral comprehension	Presentation; greetings; interview; dialogue; survey; make, accept and refuse suggestions; loan application/ listing.
Oral production	Presentation; interview; radio ad; vocabulary game; informal dialogue; survey; make, accept and refuse suggestions; locating object's places.
Grammar	To be; yes/no questions and "wh-"; personal pronouns; possessives and demonstratives; genitive; prepositions of place and time.

Table 1 – Organization of contents into units in the textbook *Keep in Mind* (2010).
Source: Guide of PNLD 2011 of Foreign Modern Languages (2010).

In *Themes and vocabulary*, the authors reported that they consulted the book Waystage 90 (written by J.A. van Ek & J.L.M. Trim and published in 1999). It is important to point out that working with themes as identity, awareness of the other and cultural diversity may enable the implementation of intercultural activities and debates in classroom.

In *Writing Comprehension*, the selection of textual genres by the authors corresponds to textual elements belonging to the ludic

universe. Some genres - cartoons, strip, enigmatic letter and others - are considered funny by students.

The selection of the elements which compose the section *Writing Production* are connected to the elements presented in the section *Writing Comprehension.* The authors used writing activities which represent some characteristics belonging to the universe of a student. Textual genre such as e-mail, hangman game, and birthday card were chosen.

The elements which correspond to the sections *Oral Comprehension* and *Oral Production* are related to the learning of communicative functions (e.g. greetings, accepting and refusing suggestions). It is possible to conclude that the authors' view of language is based on promotion of language learning in a communicative context.

The *Grammar* section is made up of basic English language structures. The units present the use of such structures (e.g. the verb "to be", prepositions of place and time and so on) as complements to the study of texts.

It is important to note that after every two units presented, the authors provide a review. Working with a literary reading, such as a short tale, is suggested. There is an appendix which includes extra thematic units, a glossary, summaries of grammatical content and a list of CD tracks.

3.5 DATA ANALYSIS PROCEDURES

Considering TA as a qualitative method of investigation, the data arising from the textbook *Keep in Mind* were categorized, described and interpreted. In this study, the thematic categories proposed by Byram (1993 cited in Cortazzi and Jin, 1999, p. 202) - which focus on cultural content aiming at identifying the cultural aspects presented in the books - were adopted as the framework for data analysis.

This study is composed by two parts. In the first part I will present the analysis of the first two units of the textbook, describing its themes, characters, contexts and some specific sections which compose each unit (*Language Corner, Food for thought, Cool*) and I will also report the categories proposed by Byram (1999), used to identify cultural aspects. In the second part, I will start to analyze the cultural contents included in the other units of textbook *Keep in Mind*.

The categories of cultural content proposed by Bryam (1993) and adopted in this study are:

- ✓ *Social identity and social groups* (social class, regional identity, ethnic minorities);
- ✓ *Social interaction* (differing levels of formality, outsider vs. insider);
- ✓ *Belief and behavior* (moral, religious beliefs, daily routines);
- ✓ *Social and political institutions* (state institutions, health care, law and order, social security, local government);
- ✓ *Socialization and life cycle* (families, schools, employment, rites of passage);
- ✓ *National history* (historical and contemporary events seen as markers of national identity);
- ✓ *National geography* (geography factors seen as being significant by members);
- ✓ *Stereotypes and national identity* (what is "typical", symbols and national stereotypes).

This last category of analysis proposes to join what is characterized as "typical" - the aim is to identify elements related to *national symbols* and what is culturally constructed as a *stereotype*.

During the analysis process, Byram's categories were not enough to categorize the information that emerged from data, therefore, it was necessary to create two new categories of cultural content. These categories are explained as follows:

- ✓ *Relations and contrasts between languages and cultures:* This category of analysis was necessary in order to include the elements which enable students' intercultural and linguistic development.
- ✓ *Youth culture*: This category of analysis was created bearing in mind the necessity of grouping cultural aspects which represent elements belonging to youth culture.

After the categorization of the cultural elements and the description of each element in the analysis, the research questions will be answered from the interpretation of the data presented.

3.6 SUMMARY OF THE CHAPTER

       In this chapter I described the way as this study was conducted, taking into consideration the methodological procedures used to collect and analyze the data and the object of the analysis. Firstly, I returned to the research objectives and the research questions. Then, I provided some theoretical information concerning the Thematic Analysis method. I presented the textbook *Keep in Mind* used in this context of investigation and the procedures used for gathering the data. In the following chapter, I will present the analysis and discussion of data.

4 DATA ANALYSIS AND DISCUSSION

4.1 INITIAL REMARKS

The objective of this chapter is to present and discuss the results of data analysis in order to answer the questions that guided this research. In this analysis, the thematic categories proposed by Byram (1993 as cited in Cortazzi and Jin, 1999, p. 202) and the subsequent categories which emerged from the data, which focus is cultural content, served to obtain and systematize the data required.

In the first part of this chapter I will present the analysis of the two first units of the textbook, describing their themes, characteristics, contexts and some specific sections which compose each unit. After that, I report the categories proposed by Byram (1999) and the categories quoted in chapter 3, which emerged from data (*Relations and Contrasts between Languages and cultures* and *Youth universe*) used to identify cultural aspects in the two first u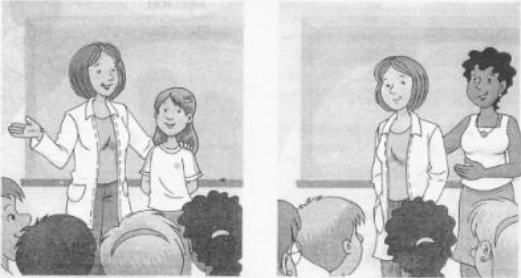nits. Then, I start the second part of the analysis, in which I analyze the cultural contents included in the other units of the textbook *Keep in Mind*, and I conclude this chapter commenting the data analysis.

4.2 DATA ANALYSIS THROUGH THE PRESENTATION OF CULTURAL ASPECTS IN *KEEP IN MIND* TEXTBOOK: UNITS 1 AND 2

In order to answer the research questions, the analysis of the two first textbook units were carried out based on the categories proposed by Byram (1999) and the categories *Relations and contrasts between languages and cultures* and *Youth universe*, which emerged from the data during the analysis process, used to identify the cultural aspects.

As follows, I present the data analysis of cultural aspects of *Unit 1: Hi, I'm Pedro*, and then, I present the data analysis of cultural aspects of *Unit 2: Are you Carlos Souza?*

Analysis of cultural aspects of Unit 1 – Hi, I'm Pedro (p. 11-18).

The authors structured Unit 1 in thirteen sections. The first one is the introductory section *Get in the Mood,* which brings a short text presenting the character Glen (Glen's homepage), followed by a dialogue *Act 1*, and two vocabulary sections *Act 2* and *Act 3*. Two grammar sections are also provided, *Act 4* and *Act 5* and one section for each communicative ability: *Act 6* is a listening section; *Act 7* is a speaking section and *Act 8* is a reading section and *Act 9* is a writing section.

The authors also included the following sections: *Food for thought* (a box which contains questions regard the unit's theme. Its purpose is to stimulate the debate about the issue "privacy", treated in the unit); the *Language Corner* section (a box which approaches linguistc and sociocultural contents, brings questions regarding the use of the treatment pronouns for teachers in English and Portuguese) and *Cool!* (a box which brings a short information related to the unit theme). Finally, the unit finishes with the section *Project* (a box with a proposition of an extra class activity related to the unit content: the creation of a homepage in English).

The learning focus of this unit is to instruct the students towards introducing themselves and other people at school; in addition the authors also illustrate the internet as a tool able to promote communication, used to introduce the characters' colleagues, teacher and families, raising a debate concerning the exposition of personal information and the people's privacy through the internet.

Considering that in this textbook, most dialogues between the characters are at school, unit 1 marks the beginning of the school year in Brazil, a moment in which the students are meeting their new colleagues and teachers. The school reported appears to be a typical public school where the textbook characters are illustrated predominantly as people belonging to the same social class, and students, representing a homogeneous community. The kids presented in the textbook in general belong to the same age group and they have different physical features (see figure below): there are white, black, blond, brunette, tall, short, and also a Japanese descendent student (a girl called Keyra). The authors do not try to promote awareness of issues such as race, genre or social groups.

It is possible to argue that distinctions between social groups or social classes are not present. The groups represented include: family, friends, classmates, teachers, show interpersonal relationships of similar groups of people. The representation of the characters correspond to a

homogeneous image of community without the presence of stereotypes or conflicts of social classes in the activities and text proposed.

Figure 5 – Textbook *Keep in Mind* (p. 11)
Source: Chin, E. & Zaorob, M. (2010).

The box section "Food for thought" brings some themes to be thought about and discussed related to moral issues. Considering the section questions, the teacher may link the content unit of the textbook and the student's lifestyle and go deeper in the debates involving aspects regarding *behavior* and making the students draw attention to such questions.

In the "Language Corner" section, some linguistic aspects are brought to discussion, such as: linguistic comparisons (the usage of communicative function of suggestions and invitations in English and Portuguese), phonetics (the correct pronunciation of words in English), grammatical rules (identification of genitive case and possessive form), and so on. In unit 1, the use of formal and informal language is reported, drawing student's attention to the use of titles in introducing adult people.

Figure 6 – Textbook *Keep in Mind* (p. 13)
Source: Chin, E. & Zaorob, M. (2010).

Both sections can help learners realize that it is necessary to understand that the languages have their particularities and the promotion of communication is dependent on a learning context. It is important to argue that the information reported may help students to obtain linguistic and cultural knowledge and a broader perception of the language's usage, as it is possible to perform a mediation between the teacher, the student and the textbook.

In the previous paragraphs, I presented part of the analysis of Unit 1, describing its themes, characters, contexts and some specific sections which compose this unit. As follows, I report the categories proposed by Byram (1999): *Social identity and social groups* (social class, regional identity, ethnic minorities); *Social interaction* (differing levels of formality, outsider vs. insider); *Belief and behavior* (moral, religious beliefs, daily routines); *Social and political institutions* (state institutions, health care, law and order, social security, local government); *Socialization and life cycle* (families, schools, employment, rites of passage); *National history* (historical and contemporary events seen as markers of national identity); *National geography* (geography factors seen as being significant by members); *Stereotypes and national identity* (what is "typical", symbols and national stereotypes), and the categories which emerged from data (*Relations and Contrasts between Languages and cultures* and *Youth universe*) to identify the cultural aspects present in Unit 1:

Social interaction – unit 1 presents several instances which reveal the presence of this category in the sections of the book. The exercise "Act 1" (p. 12) presents some characters introducing themselves through the use of verbal and non verbal language, indicating to the students that it is necessary to consider that different levels of formality are used to promote communication. Additionally, the "Language Corner" section draws the reader's attention to the use of titles also in the context of introduction. In "Act 7" (p. 16), the authors use the image of youths' idols to motivate the students to talk in English in classroom, as the communication issue is a topic of this unit, the authors also brought the idea to use a pen pal letter as a textual genre to make the students think and talk about different ways to promote social interaction at past and present, therefore, significant instances may promote the students awareness about this theme.

Figure 7 – Textbook *Keep in Mind* (p. 16)
Source: Chin, E. & Zaorob, M. (2010).

Belief and behavior (Moral) – The "Food for thought" section (p. 11) is an example of an occurrence of this category and it approaches the right to the privacy on internet. This box section enables students to answer some questions while they can discuss the theme. Using examples of personal attitudes, the answers may reveal what is the students' notion about respect, privacy and responsibility, aspects necessary to compose an adequate pattern of behavior, mainly

considering that in their ages, they are building their personality and character.

Religious beliefs – Concerning this category, we noticed one occurrence. Using the instance of a homepage to illustrate a way to present the characters family, the religious belief which appears in evidence is Christianity. No other religious belief is present or is discussed; thus, lacking the opportunity to identify and reflect about the representation of different groups, which have different religious beliefs, and once again, the textbook presents aspects related to a homogeneous community.

Families – Through the illustration of the characters homepage, it is observed that the authors include the characterization of a family, composed by mother, father, brothers and sister. No comments are made about the text *Glen's Homepage* (p. 12); however, it is possible to use the information to compare the composition of the students' family and different families around the world and to talk about diversity.

Youth culture – The focus of this unit is the youth universe expression. The texts and activities used to promote communication in English provide students with an opportunity to think about how social relationships are in constant flux, changing and transformed by time. The idea to contrast a pen pal letter (p. 17) and the necessity to promote communication through the media, using the internet as a social tool, help students reflect about the changes occurred in the communication process during the time passage.

It is important to argue that the teacher has a central role in promoting debates concerning the cultural contents present in the textbook. Mainly because in *Keep in Mind textbook*, the cultural aspects present are not problematized or exposed and sometimes they can be seen as a neutral information about a specific cultural aspect. As regard Cortazzi and Jin (1999) propose that:

> Culture learning through textbooks might also be seen as a process of dialogue in which students negotiate meaning and identity vicariously with the author of the textbook and its cultural content. However, this is mediated in the classroom with a teacher who manages the way in which the students see the culture mirrored in the textbook. The teacher may also thereby mediate ways in which students see themselves (p. 210).

I consider essential that teachers and students construct a more realistic view of culture, through the textbook, the work with other materials, and authentic texts, which enable a broad view of culture, including the dialogue about the cultural contents provided by authors and also other contents, which may enable an intercultural dimension in classroom.

Analysis of cultural aspects of Unit 2 – Are you Carlos Souza? (p. 19 - 25).

The authors included thirteen sections in Unit 2. The first is the introductory section *Get in the Mood* (brings three paintings), followed by a dialogue *Act 1*, and two vocabulary sections *Act 2* and *Act 3*. Two grammar sections are also provided, *Act 4* and *Act 5* and the sections: *Act 6* focuses on listening comprehension; *Act 7* focused on speaking comprehension; *Act 8* focused on reading comprehension and *Act 9* focused on writing comprehension.

This unit is composed by the following sections: *Food for thought* (containing questions regarding paintings and types of language); *Language Corner* (exposing some questions about linguistic information); and *Cool!* (bringing a short information concerning Internet symbols). To conclude, the final section *Project* brings the suggestion of an exposition about feeling students' representations using emoticons.

The learning objective of unit 2 is to enable students to express greetings in English. For this, the authors use verbal and non-verbal language to make students identify "morning, afternoon and night" (p. 19). One example that illustrates this is the presence of paintings (p. 19) in the introductory section *Get in the Mood.*

After the comments concerning the description of the units, the paragraphs that follow present the analysis of the categories. The following categories are present in the textbook:

Social interaction – There are different possibilities to stimulate debate concerning the social interaction present in the book. One of them can be found in the section "Food for thought" (p. 19), which prepares students to think about the expression of feelings, in accordance to the final section "Project". The debate about the question proposed in the first box aims at confirming students' knowledge about several types of

non-verbal language. The authors' proposal to the section "Project" (p. 25) is the use of different materials by students to express their feelings.

Figure 8 – Textbook *Keep in Mind* (p. 19)
Source: Chin, E. & Zaorob, M. (2010).

They are invited to make use of non-verbal language to share their ideas and to expose their art (through a drawing, painting, collage, photography and so on) in order to promote interaction with students and teachers of other grades. Therefore, we could notice that these activities were able to promote social interaction.

Relations and Contrasts between Languages and cultures – The "Language corner" section (p. 21) makes a comparison between the L1 and L2, using the personal pronoun "you" to draw student's attention to the way teacher and students communicate. Taking into consideration that language use may be a topic of reflection it is possible to promote a debate concerning linguistic awareness.

Figure 9 – Textbook *Keep in Mind* (p. 21)
Source: Chin, E. & Zaorob, M. (2010).

Youth culture – An opportunity to bring the English language to the students' universe is to bring well-known TV characters that belong

to the youth world. However, the view of this youth universe is marked by the culture of consumption and entertainment, as is affirmed in Brasil (1998a): "Há hoje uma cultura juvenil internacionalmente incentivada pela indústria, pelo comércio e pela publicidade, que produzem bens específicos para esse público e influem no estabelecimento dos símbolos juvenis[21]" (p. 116). In this exercise (p. 24); these youth symbols are used in order to motivate the students to reproduce the greetings used by a homogeneous group. Thus, the textbook does not provide an opportunity to involve the students in a discussion about this theme.

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[21] "Today there is a youth culture internationally incentivized by industry, commerce and publicity, that produce specific goods for this public and influences in the establishment of the youth symbols." (p. 16) [my translation].

Figure 10 – Textbook *Keep in Mind* (p. 24)
Source: Chin, E. & Zaorob, M. (2010).

The authors do not have significant focus on cultural elements in unit 2. It does not provide teachers and students with enough information and instruction to promote an intercultural dimension in classroom. Teacher knowledge will be primordially needed to make learners realize that their own culture is important in the learning of a foreign language and in the expansion of their own world view. Thus, as McKay (2003) argues, "it is local educators who need to determine what linguistic information, cultural content, and teaching methodology are

most appropriate for the local context so the learners will be able to use English to tell others about their own culture" (p. 3).

In the next section I intend to discuss the second part. At this moment I report the categories proposed by Byram (1999) and the categories which emerged from data (*Relations and Contrasts between Languages and cultures* and *Youth universe*) used to identify the cultural aspects present in the other units of the textbook *Keep in Mind*.

4.3 DATA ANALYSIS THROUGH THE PRESENTATION OF CULTURAL ASPECTS IN *KEEP IN MIND* TEXTBOOK (SUBSEQUENT UNITS)

After presenting the analysis of two first units of the textbook, describing its themes, characteristics, contexts and some specific sections which compose each unit, I start the second part of this analysis in which I analyze the categories of cultural contents proposed by Byram (1999) and the categories which emerged from data (*Relations and Contrasts between Languages and cultures* and *Youth universe*) in the other units of the textbook *Keep in Mind.*

4.3.1 Social identity and social groups

This category of analysis corresponds to the following cultural aspects: *social class, regional identity and ethnic minorities*. The elements present in the textbook are:

4.3.1.1 Regional Identity

This category of cultural content brings two activities that deal with regional identity, both in unit 2. Firstly, on page 159, the exercise *Act 2* makes the students discuss about aspects related to the valorization of touristic attraction involving several regions of Brazil and the foreign view about how Brazil is seen. Then, on the same page, with the Project "Our country", which proposes that students represent a Brazilian state through images related to culture, thus, searching and sharing information to other students.

As could be noticed by the description of the activities in which the regional identity is approached, we can notice that the authors' focus is to explore Brazilian aspects related to regional culture. However, the students are conducted to debate only about Brazilian places. Therefore, the non inclusion of a debate of foreign places reveals a missed opportunity to promote students' intercultural awareness.

Figure 11 – Textbook *Keep in Mind* (p. 158)
Source: Chin, E. & Zaorob, M. (2010).

4.3.2 Social Interaction

This category of analysis comprehends the interaction process involving different levels of language and verbal variation. The elements presented are:

In unit 1 (p. 11), the introductory section "Get in the mood" brings the text Glen's homepage. It is possible to notice that the presentations of some characters are emphasized through the use of the verbal and non-verbal language. The written texts are complemented by photos of characters, characterizing the students' universe and reporting the use of the internet as a tool for communication which promotes social interaction.

In unit 1 (p. 13), the "Language Corner" section draws the reader's attention to the use of titles. The activity shows students that the use of "Mr." and "Ms." with the last name is the usual form to talk with teachers in English, while in Brazil we can talk to teachers using their first names. The teachers are oriented to explain that this is a cultural difference and does not represent a larger level of formality or respect in the relationship between students and teachers.

Also in unit 1 (p. 17), the section "Act 8", brings a letter and some questions related to the use of different means of communication. This section provides students with an opportunity to discuss about different ways to promote social interaction in the past and present.

In unit 6 (p. 61), the section "Language Corner" explains that proper names may take different forms (abbreviations, diminutives, etc) depending on speakers' relations, both in the L1 and L2.

This category of analysis brings some texts and activities which are based on social interaction aspects, focusing mainly in the use of different levels of language (the different usage of treatment pronouns in Portuguese and English) and the observation of the linguistic variation as elements belonging to the language system. For the students that are beginning to learn the English language, the explanation of such differences is a positive aspect to improve the debate concerning linguistic awareness.

Figure 12 – Textbook *Keep in Mind* (p. 61)
Source: Chin, E. & Zaorob, M. (2010).

4.3.3 Belief and Behavior

This category of analysis corresponds to the following cultural aspects: *moral, religious beliefs* and *daily routines*. The elements presented are:

4.3.3.1 Moral

Through the textbook analysis, it was possible to find several instances of the moral approach in the units. The activities will be explained as follows. Firstly, in unit 1 (p. 11), the box "Food for thought" presents a moral discussion in the section. The section approaches the people's right to privacy on the internet by means of questions about the exposition of photos.

In unit 8 (p. 79), again, the box "Food for thought" provides reflexive questions about consumption. Its purpose is to make students aware of the necessity of avoiding wasting and helping other people. In this same unit, the section Project suggests the organization of a swap meet at school; this can be a way to put in practice the reflection about consumption, involving all school community.

Unit 9 (p. 83) brings another opportunity for moral discussion in the section "Food for thought". It is directed to the readers in the form of some reflexive questions about people's rights during different life phases, involving their happiness, challenges, and the rights of Brazilian children, teenagers and adults.

Unit 10 talks about professions and in the section "Food for thought" (p. 91), informs about the equality of women's rights. The cultural content *moral* is presented through information about the women's access and permanence in the Brazilian universities.

The section "Food for thought", presented in each unit, enables a set of possibilities for debate concerning different concepts, attitudes and behaviors needed to the development of the student's moral beliefs, a precious cultural aspect important to all cultures.

This analysis shows that some of the information reported is directly related to the Brazilian context. For this reason, an intercultural discussion is not promoted. The teacher needs to bring different issues to the classroom (e.g. human rights around the world) in order to improve the debate. It is also important to say that, sometimes, it is necessary that the teacher draws students' attention to start the debate. It is observed that the activity or information given by authors does not provide enough conditions to start intercultural discussions.

Figure 13 – Textbook *Keep in Mind* (p. 79)
Source: Chin, E. & Zaorob, M. (2010).

4.3.3.2 Religious Belief

This section presents some instances of cultural content related to religious beliefs.

In unit 1 (p. 11), a religious element appears in the textual genre homepage. Christianity implicitly emerges as an element of the religious belief of the character Glen and his family. However, this theme is not

discussed, and neither are elements from other religions. The presentation of Christianity in this context indicates that the authors do not give opportunities for identification and reflection about the representation of heterogeneous groups.

In unit 16 (p. 145), the textual genre poster reports a Christmas party. It is required from the student to match posters and photos to introduce the unit content.

The box "Food for thought" (p. 145) guides the teacher towards helping students reflect about the reasons that make people celebrate certain dates (e.g. Christmas). In Sarmento's study (2004), this cultural approach is characterized as '*culture as information*', in which "culture appears as form of information or knowledge about something or place" (p. 247). In this case, the content required is information about the students' opinions about Christmas' original meaning and its celebration.

In unit 16 (p. 146), in the listening activity presented in "Act 1", the characters talk about a poster bringing information concerning a benefit Christmas party that will take place at school. A complementary activity is presented on page 151, which explores a poster as a kind of invite for a Christmas party in community. In this same unit, the activity proposed in the "Act 9" (p. 151), suggests that the students write an invitation to a birthday, Christmas or Halloween party and add pictures to illustrate it.

It is observed that there are several texts and activities, which focus on parties and other celebrations that are related to Christianity. The special focus given to Christmas, its meanings and the way it is celebrated, as well as the space opened to student's reflection about religious celebrations of other cultures constitute a focus on religious belief reported in this textbook.

However, the authors' choice for Christianity as a religion brings a view of culture as naturalized, making the students think that all people share this same religious creed, and celebrate Christmas with community members.

Other cultural representation that is approached in the textbook and that has been brought to the Brazilian schools is the Halloween celebration. According to Gimenez (1998), it is originating from an ancient Celtic tradition and in many places of Britain and Ireland, the traditions of ghosts, witches, games and bonfires continued and spread to the United States, and more recently to some places in Brazil as well. Although Halloween is not specifically discussed in any activity, this theme appears with the objective to motivate students to identify and

reproduce the textual genres proposed in the unit, confirming a view of "English language culture monolithic and unified that does not find representation in the reality" (Bex, 1996 as cited in Sarmento, 2004, p. 246). To change this view, the teacher may conduct a critical debate about the inclusion of Halloween celebration in Brazil and its implications, promoting a more intercultural teaching dimension.

Figure 14 – Textbook *Keep in Mind* (p. 145)
Source: Chin, E. & Zaorob, M. (2010).

4.3.3.3 Daily Routines

The few cultural elements of this category were found in unit 12 "Let's have lunch", which talks about daily routines and the timetables organization.

On page 115, the section "Food for thought", characterized as a question stem, brings some questions related to the organization of daily routines, drawing the student's attention to the importance of maintaining an organized daily routine. In this same unit and page, the box Project suggests a project to encourage the students to do agendas in order to reorganize their daily activities.

Figure 15 – Textbook *Keep in Mind* (p. 115)

It is possible to identify that the student's daily routine is represented in the textbook and it may help them think about the notions of organization and responsibility in relation to their familiar and social life. However, there is not a cultural discussion about the theme of daily routines in the textbook.

4.3.4 Social and political institutions

This category of analysis approaches the following cultural aspects: State institutions, health care, law and order, social security and local government. The elements presented are:

Law and Order

       This category approaches two cultural aspects identified in unit 5 "What's your name?" which is about identity and identification.

       On page 47, the textual genres identification card and civil register are reported as documents. The introductory section "Get in the mood" brings a reading activity that exposes an American civil register and four identification cards of American students. The teacher may stimulate a debate concerning the role of different types of identification's documents used in several countries.

Figure 16 – Textbook *Keep in Mind* (p. 47)
Source: Chin, E. & Zaorob, M. (2010).

On page 48, the box "Food for thought", approaches the debate about the themes identification and identity, bringing some questions about the identity card in order to promote a reflection about the importance to maintaining citizenship. The focus of this activity is to make students able to perceive that "Be citizen is participating of a

society, being right to be rights, as well as constructing new rights and review the existent rights[22]" (Brasil, 1998c, p. 54).

It is possible to notice that the texts brought in this category can make students reflect about the possibility to promote attitudes of citizenship in their social space and also to promote behaviors of respect in relation to people's rights. It is observed that the authors' perspective approaches Brazilian and foreign views concerning the maintenance of the citizenship, and that the teacher has an important role in proposing discussion about these themes.

The teacher's attitude in conducting debates is essential, seeing as promoting the intercultural dimension requires attention in relation to students' participation and the classroom procedures that should be explicit, discussed about and accepted by the group (Byram et al, 2002).

4.3.5 Socialization and life cycle

This category of analysis approaches the following cultural aspects: families, schools, employment and rites of passage. However, no more than two categories were reported in the textbook: families and rites of passage.

4.3.5.1 Families

The category Families is composed of some instances that are mainly presented in unit 6, "This is my family".

In unit 1 (p. 11), through the analysis of the textual genre homepage, it is possible to use visual and written information to compare the composition of the students' families and different families around the world, and to talk about diversity. Mother, father, brother, and sister compose the family illustrated. The authors do not mention the composition of new families, composed of separated couples, homosexuals, and so on.

In unit 6 (p. 59), the box "Food for thought" approaches the themes family and relationships, bringing some questions that make

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[22] "Ser cidadão é participar de uma sociedade, tendo direito a ter direitos, bem como construir novos direitos e rever os já existentes." (p. 16) [my translation].

students reflect about the way different families live and how their members perceive their families' relationships, to understand, to respect and to accept the differences.

Figure 17 – Textbook *Keep in Mind* (p. 59)
Source: Chin, E. & Zaorob, M. (2010).

In the same unit (p. 61), the box "Project", guides students to produce their family tree, the project aims at making students aware of their origins and to recognize different degrees of family organization.

The theme "family" may guide the students to think about their own family, the composition and organization of different families and the genre relationships, especially in unit 6.

The teacher's perspective about the work with genre relationships at school is pointed out by *PCN*, which proposes the combat of authoritarian relationships, the questioning of rigid patterns of conduct established for men and women and suggest changes to make behavior patterns more flexible. It is also argued that the teaching of a foreign language can explore different connotations attributed to the genres male and female in several countries and different cultures (Brasilc, 1998), thus, there is the possibility to achieve a more intercultural dimension in the teaching of English, through the debate about family and the discussion concerning genre relationships.

4.3.5.2 Rites of Passage

This category of analysis was found only in unit 15: "When's your birthday?" by presenting the text "Through the looking glass", by Lewis Carroll, and the proposition of some questions in the section "Food for thought" (p. 143). The authors intend to draw the students' attention to the importance given to birthday and commemorative dates. It is clear that author's intention is to promote a small discussion in classroom to contextualize the unit theme, in which some views of consumerism and entertainment are implicit. They do not mention any implication concerning students' perspective of life changes. Therefore, the intercultural perspective is not approached by authors.

Figure 18 – Textbook *Keep in Mind* (p. 143)
Source: Chin, E. & Zaorob, M. (2010).

4.3.6 NATIONAL HISTORY

This category of analysis aims at identifying historical and contemporary events that are seen as markers of national identity for different countries around the world.

In unit 3 (p. 29), the section "Get in the mood", brings some Brazilian cultural aspects in the textual genres photos and captions. This reading activity exposes national facts corresponding to Brazilian victories over teams of other countries. The practice of some popular sports (e.g. soccer, volleyball, handball, basketball) around the world is reported. However, the purpose of the texts is to introduce the main unit theme "sports" no orientation about how to promote an intercultural discussion is given.

In the section Review 8 (p. 153), the activity "Act 9", asks students to write the months of some Brazilian historical dates. However, despite of the visual information available, the activity does not expand the theme National History in a critical perspective.
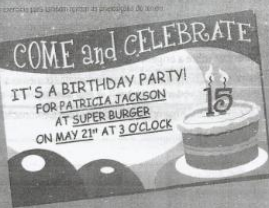
Figure 19 – Textbook *Keep in Mind* (p. 153)
Source: Chin, E. & Zaorob, M. (2010).

In conclusion, there are few elements related to Brazilian national history; other important facts related to Brazil and also foreign countries could be included to improve the debate concerning this theme.

4.3.7 NATIONAL GEOGRAPHY

This category of analysis involves the identification of significant geographical factors.

The Thematic Unit 2: "Our country, our people" (p. 158) brings the section "Get in the mood – Famous people and places in Brazil" composed by an exercise which focuses on expanding students' knowledge in respect to their country, city and culture. In the exercise, the Brazilian map, some photos of personalities, places and a typical dish are used to illustrate some aspects of Brazilian cultural diversity.

This Thematic Unit includes the exercise *Act 1* (p. 159) that suggests some questions to be discussed in classroom. Such questions are related to Brazilian personalities, famous places and monuments. In her article, Sarmento (2004), comments that Galloway (1985) characterizes this kind of view as *"touristic guide approach"*, which focuses in the presentation of the main touristic places. A critical perspective about the teaching of culture is never taken into consideration.

In the exercise *Act 2,* the visual information provided in the tables focuses on the exposition of themes related to some aspects of Brazilian local culture: "handcraft, food, folklore, festival, animal" and the questions present information related to *"4F approach"*, as is expressed by Sarmento (2004), based on Galloway's (1985) ideas: this approach refers to "*Folk dances, fairs, food and festivals*". This activity relativizes the discussion about how foreign people comprehend Brazilian culture and it shows a restrict view of cultural aspects, making students think more about the perspective of entertainment and consumerism.

The section "Project", used to close the Thematic Unit 2, suggests that students organize an exposition in order to represent the Brazilian states. For this, they have to report maps, people, places, monuments, plants, typical dishes, handcraft, and so on, to share with other students from the school. Again, it can be seen that the authors made no attempt at intercultural teaching, therefore this activity could be improved to make the teaching of culture more significant.

Figure 20 – Textbook *Keep in Mind* (p. 159)
Source: Chin, E. & Zaorob, M. (2010).

4.3.8 STEREOTYPES AND NATIONAL IDENTITY

This category of analysis proposes to join what is characterized as "typical" – in other words, it aims at identifying elements related to national symbols and what is culturally constructed as a stereotype.

This category was reported firstly in unit 4: "Barrichello's from Brazil". It deals with the identification of elements related to *national symbols* and what is culturally constructed as a *stereotype*.

The introductory section "Get in the mood" (p. 37) brings an activity based on the identification of some cards and flags. In this example, the Formula 1 cards are used to illustrate themes to be matched with the national flags (national symbol) correspondent to the following countries: France, Italy, Japan and England. The textbook does not explain what national these symbols represent. Therefore it is possible to argue that no intercultural dimension is promoted in the activity.

Still related to this same unit, the section "Food for thought" (p. 37), offers a discussion about stereotypes using the relation that is usually done between countries and identities and features of its inhabitants. The authors propose a discussion on how international race car drivers are known, based on the characteristics of their countries of origin (e.g. the race car driver "Felipe Massa" is characterized as "emotional", suggesting that all Brazilian people are emotional, while Kimi Raikkonen is an "ice-cold Finn", suggesting that all Finnish are cold people).

On page 43, in the box "Project", the authors propose the discussion about stereotypes, bias and discrimination and make the students think about its consequences for the society. A debate is proposed concerning student's image and opinions in relation to people from other regions of Brazil, and also from other countries. Then, it is suggested that students make a poster showing the information shared and expose their work with other people. The debate of the themes stereotypes, bias and discrimination in the project execution can contribute to the student's intercultural awareness.

In unit 10 (p. 91), the section "Food for thought", proposes some questions which invite students to think about values that some heroes of comics and movies help disseminate when men are presented as physically strong and powerful, excluding women and other men which do not have this stereotype. In the discussion, the students are also invited to reflect about the role of men and women in the society.

In general, the textbook brings few activities about the themes "Stereotypes and national identity". However, it is possible to propose that the project in unit 4 be increased and implemented jointly with other activities based on the same themes.

Figure 21 – Textbook *Keep in Mind* (p. 43)
Source: Chin, E. & Zaorob, M. (2010).

4.3.9 RELATIONS AND CONTRASTS BETWEEN LANGUAGES AND CULTURES

This category of analysis was proposed since it was possible to find out elements which enable the students' intercultural and linguistic development.

In the Welcome Unit (p. 9), the section "Language corner" draws the student's attention towards pronunciation and the use of some *borrowed words* from the English language in different contexts. The box helps students acquire awareness regarding the use of English in different countries. This same theme is approached in unit 10 (p. 97), in the section "Language corner" which starts a discussion considering the students' knowledge about the use of borrowed words in Brazil. Also, in unit 10 (p. 97), the section "Language corner" focuses on the questioning of linguistic aspects through the analysis and discussion of the appropriate use of borrowed words in the Portuguese language. And in the unit 10 (p. 98), the section "Project" proposes that students research and discuss about borrowed words.

In unit 1 (p. 21), the section "Language corner" uses some questions to make students perceive how the pronoun "you" is used in the L1 and the L2. The box draws the student's attention to the way people express greetings and promotes a comparison between different languages about formality.

In unit 8 (p. 73), the section "Food for thought" engages students to think about colors, feelings and social conventions. The focus is on the research about the meaning of colors in different countries and cultures. Also, in this unit (p. 75), the section "Language Corner" draws students' attention to some instances of linguistic variation that occur in L1 and L2, and points out that students must pay attention to other differences existing in both languages.

In unit 12 (p. 112), the section "Language Corner" explores the use of communicative functions "suggestions" and "invitations" using the expression "Let's". For this purpose, there is a comparison between the ways of constructing meaning in the L1 and L2.

In unit 14 (p. 132) the section "Cool" draws students' attention to a bit of trivia, the origins of the word "t-shirt". Then, the students are asked to reflect about the origins of other words in English and Portuguese.

In Thematic Unit 1 (p. 156), the exercises 1 and 2 and the section *Act 1* have as focus the expansion of students' awareness in respect to other languages and their writing systems. Also, in this thematic unit (p. 157) the exercise of section *Act2* makes students reflect about communication using the Braille alphabet and the difficulties faced by people with visual or auditory deficiency. In this same page, the box "Project" provides the opportunity to put in practice the discussion about the diversity of languages around the world and the

importance to obtain knowledge of the languages as a tool of inclusion by society.

Figure 22 – Textbook *Keep in Mind* (p. 73)
Source: Chin, E. & Zaorob, M. (2010).

Concerning the category *Relations and contrasts between languages and cultures,* it is observed that there are several instances of activities which deal with relevant aspects that enable the students' intercultural and linguistic development. The adoption of an intercultural approach is essential to the conduction of activities by the

teacher, who has a significant role to help the students achieve an intercultural perspective. As regards, Kilickaya (2004) comments that:

> Teachers should make the learners learn about the cultures and why certain things happen in other cultures. They should not try to make their learners think or become like people in the cultures presented. They should not give the idea that one's own culture is better than the target culture or vice versa. They should point out that cultures differ (p. 2).

It is in this context of meanings negotiation that the contrasts and the similarities among cultures constitute an important element to the creation of an intercultural dimension for the teaching of English as a foreign language.

4.3.10 YOUTH CULTURE

As it was mentioned in chapter 3, this category of analysis was created bearing in mind the necessity of grouping cultural aspects which represent elements that belong to the youth culture.

In unit 1 (p. 16), for example, the activity *Act 7*, characterized as a question stem, brings images of youth's Brazilian idols which are used to motivate the students to talk in English.

In unit 2 (p. 24), the activity *Act 7*, characterized as a question stem, also brings pictures of foreign TV characters belonging to the youth world to motivate the students to talk in English.

In unit 3 (p. 36), a game provides some pictures of foreign TV characters belonged to the youth world, once again, some pictures are exposed to motivate the students to play the game in English language.

In unit 4, the exercises "Act 1" (p. 39), "Act 3" (p. 39) and "Act 5" (p. 41) bring some famous personalities admired by youths around the world, they are exposed to illustrate the content and no discussion about their countries of origin is raised. In addition, in "Act 7" (p. 42), students are required to make a poster expressing their preferences about Brazilian personalities.
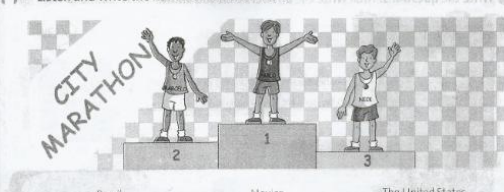
In several instances, the authors use symbols that belong to the youth culture to motivate students to reproduce the linguistic content

through illustrations. The authors do not suggest any critical debate about the values that the cultural icons of the youth culture report.

In unit 9 (p. 89), the section Project stimulates students to express (through a drawing, painting, etc) what it is being a preteen like and how they feel about it. This activity allows students to expose views and feelings regarding this phase of their lives and also enables a discussion about their life perspectives.

Figure 23 – Textbook *Keep in Mind* (p. 42)
Source: Chin, E. & Zaorob, M. (2010).

In unit 14 (p. 127), the section "Food for thought" debates the issues of equality and individuality by talking about the choice of students' clothes worn at school. In the teacher's manual the authors guide the teacher to invite students to reflect about how their clothes express their individualities, status in the society, parents' opinions, religious beliefs, and so on. The objective of this reflection is to make them perceive that the clothes may reflect who people are. However, they cannot judge or discriminate people basing on their appearance. This kind of reflective discussion may guide the teacher to include the debate about people of several cultures and traditions around the world, bringing to the classroom the possibility to enable a more intercultural dimension in the teaching of English.

Also in unit 14 (p. 133), the section "Project" suggests students to design the ideal school uniform, taking into consideration their preferences and other aspects like comfort, cost and so on. Different visuals are encouraged, considering the seasons of year. This activity may be expanded and the teacher can show the class different uniforms used in preteens around the world (e.g. uniforms used by middle class, low class, high class preteens of public and private schools). They can compare and discuss, as the previous activity, how clothes may partially reflect how people are, their social conditions, and report how they feel about the differences seen.

The theme approaches several instances of texts and activities which enable students to construct some images of the youth universe. The implementation of activities based on debates that express elements belonging to youth culture as 'cultural mirrors' may enrich the discussion related to students' view, attitudes and behaviors.

4.4   COMMENTS OF THE CHAPTER

The textbook *Keep in Mind* brings texts, activities and information related to cultural aspects of the source and target languages which may enable the debate about interculturality in classroom. However, they have a restricted view of culture. The texts reveal cultural content mainly related to students' interest and many times reflect a homogeneous view of groups. It is important to report that some aspects of youth's cultural universe are used to contextualize the units, an important aspect considering that beginner students have a limited linguistic knowledge of the target language, even being able to

use other intellectual skills and previous knowledge to engage in cultural reflection (Ros I Solé, 2003, p. 144).

The textbook contains several cultural aspects listed by Byram (1993), including: *Social identity and social groups* (Social Class; Regional Identity), *Social Interaction*, *Belief and Behavior* (Moral; Religious Beliefs; Daily Routines), *Social and political institutions* (Law and Order), *Socialization and life cycle* (Families; Employment; Rites of Passage), *National History*, *National geography, Stereotypes and National Identity* (National Symbols; National Stereotypes), and also reports the following categories which emerged from data: *Relations and contrasts between languages and cultures*, *Youth culture*.

Concerning the items: *Social Class*, *Ethnic minorities*; *State Institutions*; *Health Care*; *Social Security*; *Local Government*, *Schools, Employment,* there is no evidence of the presence of these categories of cultural elements in the texts and activities in this textbook.

This analysis does not have the intention to quantify the number of cultural aspects present in the text; instead, it focuses on the comments related to each cultural content, the authors' view or information about approaching (or not) the themes in order to identify the way cultural themes may be worked in classroom.

The disparity among the number of cultural aspects present in certain categories (e.g. *Youth culture, Social interaction and* Relations and Contrasts between Languages and cultures) is also observed. It is necessary that a substantial quantity of activities, in general, be included, mainly in the categories in which the number of activities was not big enough to improve the debate about cultural aspects in classroom (e.g. *Social Class, Families*). Also, is important to argue that it is necessary that the authors give more attention about the treatment of cultural information in general, proposing more activities related to cultural contents.

4.5 SUMMARY OF THE CHAPTER

In this chapter I presented the analysis of the data collected and the cultural aspects present in the textbook Keep in Mind taking into account the cultural categories proposed by Byran (1993 as cited in Cortazzi and Jin, 1999, p. 202) and the subsequent categories which emerged from the data (*Relations and Contrasts between Languages and cultures* and *Youth universe*). I analysed the two first units of the

textbook, describing their themes, characters, contexts and some specific sections which compose each unit; then I proceeded to the second part of the analysis, in which I analyzed the cultural contents included in the other units of the textbook. In the following chapter I will present a summary of the research, answering the two research questions, as well as the limitations and implications of the research, and suggestions for further research.

5 FINAL REMARKS

This study aimed at analyzing the English textbook "*Keep in Mind*" (2010), approved by PNLD and designed by Brazilian authors for students of public schools of this country, investigating the presence of intercultural aspects in this textbook and if they are (or not) problematized, which view of culture is more evident (source and target cultures) and how these aspects/activities can promote students' intercultural awareness.

In order to reach these three research questions, a qualitative method of investigation, the Thematic Analysis, was adopted, in which the data that emerged from the textbook were categorized, described and interpreted. This study adopted the thematic categories proposed by Byram (1993 as cited in Cortazzi and Jin, 1999, p. 202) focused in cultural content. During the analysis process, Byram's categories were not enough to categorize the information that emerged from data; therefore, it was necessary to create two new categories of cultural content: "*Relations and contrasts between languages and cultures"* and "*Youth culture".*

5.1 RESEARCH QUESTION 1

Considering the instructional materials as constituent part of the learning process of a foreign language, is it possible to notice intercultural aspects contained in the 6th grade textbook provided by the PNLD *Keep in Mind*?

Throughout the analysis that was carried out, it is possible to observe that the textbook *Keep in Mind* provides few opportunities for students to develop their intercultural universe through the presentation of some sections, illustrations, texts and exercises proposed.

It is possible to notice the presence of some cultural aspects found in the textbook: *Social identity and social groups* (Regional Identity), *Social Interaction*, *Belief and Behavior* (Moral; Religious Beliefs; Daily Routines), *Social and political institutions* (Law and Order), *Socialization and life cycle* (Families; Rites of Passage), *National History*, *National geography, Stereotypes and National Identity*, *Relations and Contrasts between Languages and cultures* and

Youth culture. It is important to state that the cultural aspects exposed by Brazilian authors represented mainly students' cultural goods (e.g., language, religion, traditions, knowledge and so on) in debate.

There was no evidence in relation to the following cultural aspects: *Social identity and social groups* (Social Class; Ethnic Minorities), *Socialization and life cycle* (Schools; Employment), *Social and political institutions* (State institutions; Health Care; Social Security; Local Government).

However, it is important to argue that the presence of intercultural aspects without engaging the students to have a '*critical perspective of the materials' content used*' (Byram, 1999) ends up presenting cultural information as something neutral and situated as isolated elements. In addition, it is not possible that the students problematize, understand, discuss, and write about the cultural contents in order to achieve an intercultural dimension of English learning without teacher's mediation.

5.2 RESEARCH QUESTION 2

Which culture is more present (the one from L1 or L2)?

Based on the data revealed by Thematic Analysis, focused in *cultural content,* it was possible to report the presence of intercultural aspects exposed in texts (authentic and not authentic), exercises and illustrations that revealed implicitly and explicitly cultural contents associated to the source and the target cultures. However, the source culture is more present in the textbook; bearing in mind that students' cultural universe is used many times in order to contextualize most of the units.

5.3 RESEARCH QUESTION 3

Does the English textbook *Keep in Mind* contribute to the student's intercultural awareness?

Considering that intercultural awareness is achieved through the dialogue that guides students and teachers to the valorization of culture

through the exposition, discussion, comprehension and production of planned activities guided by principles of approach of intercultural dimension in textbooks, it is possible to argue that, the analysis of the textbook *Keep in Mind* indicates some possibilities to the development of an intercultural dimension in classroom. However, it is observed that sometimes authors represent the Brazilian culture with a neutral view of culture, in which it is not possible for the students to identify the characteristics of their own culture.

Even considering that there are some instances of texts and activities which directly and indirectly link cultural information between the L1 and the L2 cultures, the presence of such cultural aspects does not guarantee that they will be worked and discussed. The implementation of the *Projects* proposed, the debate of the content contained in some activities (e.g. *Food for Thought* and *Language Corner* boxes), and the research about other cultures will depend on teachers' approach in relation to this content. In addition, the absence of other cultural contents may make the creation of a teaching intercultural sphere difficult.

The view of the cultural aspects exposed in the textbook and the opportunity to implement intercultural activities by means of information that expresses differences between L1 and L2 cultures will depend on the teacher conducting the English classes in order to enrich the student's cultural background knowledge, avoiding depreciative attitudes regarding different cultural repertoires and promoting student's intercultural awareness.

Concerning the intercultural teaching in the English classes, it is observed that, such as more resources and elements teachers and students will have to work; they will have more space in the classes to read, debate, problematize cultural content and write about the statements of other cultures. As regard, Cortazzi and Jin (1999) argue that:

> Cultural competence takes place in situations of negotiating meaning and identity in the context of other cultures. Culture learning through textbooks might also be seen as a process of dialogue in which students negotiate meaning and identity vicariously with the author of the textbook and its cultural content. However, this is mediated in the classroom with the teacher who manages the way in which the students see the culture mirrored in the textbook. The teacher may also thereby

mediate ways in which students see themselves (p. 210).

Therefore, the engagement of the students with intercultural content is possible if the teacher develops the role of mediator, being responsible to manage the cultural content present in the textbook, making their focus intercultural, including in its themes, new contents and activities needed to achieve students' intercultural competence.

Considering the implications discussed in the use of the textbook Keep in Mind, it is possible to state that it may contribute to the student's intercultural awareness, bearing in mind that using it and developing new activities, the teachers can promote the L1 and L2 affiliation. It enables a more intercultural learning process, increasing students' knowledge about their own language and culture by means of comparisons with the English language and culture, and makes students realize that while engaged in the processes of meaning construction, they have a new perception of the language's nature, manifesting values, beliefs, and linguistic abilities.

5.4 PEDAGOGICAL IMPLICATIONS

In relation to pedagogical implications it is pointed out that few studies were developed in Brazil, taking into account the use of English textbooks directed to public schools and the teaching of culture mediated by textbooks. So, this analysis is an example of a research involving the teaching of culture through the presentation of cultural content in textbooks, a fact that may guide teachers to think about the improvement of their practice and at the same time achieving a more intercultural approach in classroom.

However, the way such cultural aspects are presented may or may not receive attention and discussion by teachers exactly because few studies were conducted and published concerning this specific topic. In addition, it is necessary that the teachers who received the English textbooks distributed by PNLD have education about how to reach an intercultural dimension in the teaching of English as a foreign language.

5.5 LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

Concerning the limitations of this research, my view is that despite the fact that the textbook collection *Keep in Mind* is composed by four volumes (correspondent to grades of the Primary teaching), this research has as specific interest to analyze the first textbook of the collection. This choice, as said before, is due to the fact that in the sixth grade, Brazilian students usually have their initial contact with the English language at school. Also it is important to consider that this research does not include the analysis of the teacher's manual of the textbook *Keep in Mind,* so, it is necessary that other studies include it in order to obtain a more complete view concerning author's guidelines to the teachers that are newcomers to this pedagogic tool for the English classes.

In addition, it is necessary that other textbooks of the same collection be analyzed, as well as the other textbook collections of English language approved by PNLD, including the collections designed and approved for the teaching of English in High school. Moreover, it is necessary that studies regarding textbooks of English designed for Brazilian undergraduate students be carried out and also published. I am sure that the analysis of other textbooks, even adopting other research criteria, is important to enrich the debate regarding the relevance of promoting the intercultural teaching of English in Brazil.

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APPENDIX I – *Keep in Mind* textbook: Cultural aspects reported

Language corner

1. Escute novamente as palavras da Act 1 no CD. Como elas são pronunciadas nos EUA? E no Brasil? Por que a pronúncia é diferente?

2. Você entra numa lanchonete no Brasil e pede um *hamburger*. O que acontece?

3. Você entra numa lanchonete nos EUA e pede um hambúrguer. O que acontece?

4. Então, qual é a forma mais adequada: *hamburger* ou hambúrguer?

5. É ou não útil aprender a falar inglês com uma pronúncia mais semelhante possível àquela que os falantes nativos do inglês usam? Por quê?

Act 3 — Let's get into numbers

1 Listen to the song and read the words.

One little, two little, three little Indians
Four little, five little, six little Indians
Seven little, eight little, nine little Indians
Ten little Indian boys.

Ten little, nine little, eight little Indians
Seven little, six little, five little Indians
Four little, three little, two little Indians
One little Indian boy.

2 Match the words in the song and the numbers in the picture.

3 Listen to the song again and sing along.

Act 4 — I want to learn English to...

1 Mark all the reasons you find important.

☐ To work
☐ To surf the Web
☐ To understand songs in English
☐ To read manuals
☐ To travel
☐ Other _____

2 Talk to your classmates. Find out why they want to learn English.

WHY DO YOU WANT TO LEARN ENGLISH?

I WANT TO LEARN ENGLISH TO WORK AND TO TRAVEL. AND YOU?

Welcome

9

Page 11

Hi, I'm Pedro.

Get in the mood

Unit 1

Professor(a): A unidade trata de apresentações, tanto orais como escritas, e em diversos contextos de comunicação. Esta seção introduz o tema por meio de apresentações feitas em homepages. Neste início, as discussões poderão ser feitas em inglês ou em português, dependendo do contato anterior que seu grupo tenha tido com a língua. Peça aos alunos que identifiquem o que são os ícones e logos, onde são encontrados e para que são usados. Descubra se algum dos alunos tem ou conhece quem tenha uma homepage.

INTERNET

A picture of me and my classmates.

THIS IS ME AND MY FAVORITE TEACHER, MRS. BUTLER.

INTERNET

Welcome to my homepage! I am Keyra Vgiyns.

THIS IS MY BEST FRIEND.

INTERNET

GLEN'S HOMEPAGE

Hi, my name is Glen Hestfiel and I am a freshman at Central High.

This is my family at Christmas. I have two brothers – Gabriel and Gus – and a sister – Glenda. My mom and dad are Carol and Bob.

Professor(a): Discuta com os alunos o conceito de privacidade, principalmente privacidade de imagens, e leve-os a refletir sobre noção de respeito à privacidade, frequentemente relevante na internet, e em sites como Orkut, YouTube etc., em que usuários publicam suas fotos e vídeos. Pergunte-lhes como se sentiriam se alguém publicasse sua foto sem que eles soubessem.

Food for thought

1. Look at the pictures and the highlighted words. What do these words mean?

2. Who would you include in your homepage?

☐ Your family.
☐ Your classmates.
☐ Your teachers.
☐ Your friends.
☐ _____

1. Quando a foto de uma pessoa aparece na internet, ela está exposta para todo mundo ver. Mas será que essa pessoa quer aparecer na internet?

2. Você sabia que, para colocar a foto de alguém na internet, mesmo que seja em sua própria página na Web, você precisa ter a autorização dessa pessoa?

Respect other people's privacy!

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Page 13

Act 2 — Focus on vocabulary

Professor(a): Aponte para a pronúncia correta das palavras, em especial para os sons consonantais no final de sílabas e palavras. Se necessário, repita as frases e palavras para que os alunos vejam o movimento de seus lábios.

1 Look, listen and repeat.

⇒ Ms. + sobrenome

⇒ Mr. + sobrenome

Professor(a): Use o seu nome para exemplificar o uso dos títulos e em seguida os nomes de alguns alunos.

Ms. Mendes is my teacher.

Pedro is my student.

Elisa is my classmate.

Carlos is my friend.

Professor(a): Comece a mostrar que as palavras em inglês em geral não têm gênero. Aponte para um aluno e diga: "[...] is my student". Em seguida, faça o mesmo com uma aluna.

2 Complete the sentences.

_____ is

nome de um(a) professor(a)

my _____ teacher _____.

_____ is

nome de um(a) colega

my _____ classmate _____.

_____ is

nome de um(a) amigo(a)

my _____ friend _____.

Professor(a): Esta atividade tem por objetivo mostrar aos alunos que o uso de Mr. e Ms. com os sobrenomes é a forma usual de nos dirigirmos a um professor(a) em inglês. Contraste com a forma como usualmente eles se dirigem a seus professores no Brasil, mostrando que essa é uma diferença cultural, não significando, necessariamente, um maior ou menor nível de respeito ou formalidade na relação professor-aluno. Comente que, em inglês, ao diz *Hello, teacher!*, visto que *teacher* não representa um título ou um pronome de tratamento.

Language corner

1. Observe os diálogos em *Act-1* e as sentenças em *Act-2*. Como os alunos se referem à professora?

2. Esse tipo de referência é formal ou informal?

3. Como você se refere a seus professores em português?

Unit 1

Act 3 — Let's practice

Professor(a): As silhuetas representam pessoas reais na sala dos alunos. Peça a cada aluno que transforme as frases. Os alunos desenharam cenas de pessoas que conhecem, tomando como modelo as personagens deste livro.

1 Complete the sentences.

This is _____

He's my _____

This is _____

She's my _____

This is _____

_____

2 Talk to a classmate about the people in your pictures.

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Act 8 Let's read

1 Read the letter from your pen pal. Match the introductions and the photos.

Dear _____ ,
(your name)

Hi. How are you?

Look at the pictures of my friends and classmates.

This is Susy. She's my classmate and she's my friend too.

These are my friends, Amy and Sylvia. They're very nice.

This is Josh. He's my best friend.

Please, send me some pictures of your friends in Brazil.

Robert

2 Discuss with your classmates.

a) Como as pessoas costumavam se corresponder antes da internet? E agora?

b) Apesar de toda a tecnologia, há muitas pessoas que preferem escrever cartas ou postais a usar o computador. O que você prefere? Por quê?

Act 9 Let's write

• Answer Robert's letter. Include photos or drawings.

Dear Robert,

Hi! How are you?

Look at the pictures of my friends and classmates.

_____

_____

Goodbye.

_____
(your name)

photo or drawing

photo or drawing

Cool!

The first e-mail message was sent in 1971 by an engineer called Ray Tomlinson.

Project

Objetivo: Criar uma homepage para você mesmo(a) em inglês.

1. Use o que você aprendeu na Unit 1 para se apresentar e apresentar seus colegas, amigos e/ou professores na homepage, em inglês.

2. Se quiser, acrescente imagens. Atenção: Lembre-se de obter autorização das pessoas envolvidas antes de colocar imagens delas na homepage.

3. Convide seus amigos, familiares e/ou professores para visitá-la.

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Are you Carlos Souza?

Unit 2

Professoria: A atividade trata de cumprimentos, assunto que é introduzido por meio de pinturas que retratam os períodos do dia. Pergunte aos alunos se já foram a um museu de arte, o que viram e do que gostaram; se nunca foram, pergunte se já viram algum quadro de que tenham gostado em algum outro lugar e por que gostaram dele.

Get in the mood
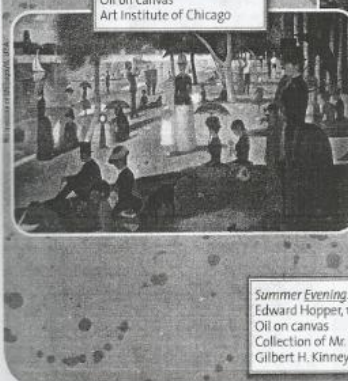
1 Look at the paintings.
Which one is your favorite?

Morning at the Harbour. 1630's.
Claude Gellée
Oil on canvas
The Hermitage Museum,
St. Petersburg, Russia
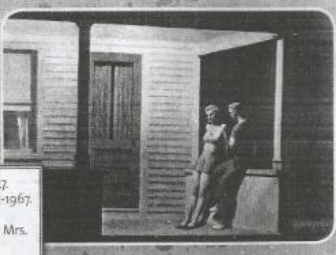
Sunday Afternoon on
La Grande Jatte. 1884-1886.
Georges Seurat, 1859-1891
Oil on canvas
Art Institute of Chicago

Summer Evening. 1947.
Edward Hopper, 1882-1967.
Oil on canvas
Collection of Mr. and Mrs.
Gilbert H. Kinney

2 What time is it in each painting?

3 What do the underlined words in the titles mean?

4 How do you feel? Circle your answers.

In the morning	☺	☻	☹
In the afternoon	☺	☻	☹
In the evening	☺	☻	☹

Food for thought

Professoria: Esta é uma atividade de reflexão, que deve ser feita ao longo da unidade. Você pode usar o provérbio abaixo como parte da discussão, levando os alunos a pensarem sobre as diferenças entre as linguagens verbal e não verbal.

Um quadro é um texto em linguagem não verbal.
Que outros tipos de linguagem não verbal você conhece?

A picture is worth a thousand words.
(Popular proverb)

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Act 2 Focus on vocabulary

1 Look, listen and repeat.

HI.

GOOD MORNING.

GOOD AFTERNOON.

GOOD EVENING.

BYE!

GOODBYE!

GOOD NIGHT.

SEE YOU.

HOW ARE YOU?

FINE, THANKS. AND YOU?

GREAT.

2 Check the correct response.

a) Ana: Good night, Jô.
   Jô: Good evening, Ana.
   Jô: Goodbye, Ana.

b) Lia: Goodbye, Ms. Santos.
   Ms. Santos: See you.
   Ms. Santos: Good morning.

Language corner

1. Você percebeu que Carlos usa *you* para falar com Pedro no diálogo da *Act-1* e com a professora no exemplo ao lado?
2. Isso é igual ou diferente em português?

Act 3 Let's practice

- Talk to your classmates.
  - You arrive at school. Say "Hi". Ask how they are.
  - You are leaving. Say "Goodbye".

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Act 6 Let's listen

1 Listen and check ☐ the correct response.

a) Hi. Good morning.
Good morning, Mr. Machado. ☐
Goodbye, Mr. Machado. ☐

b) Hello, Ms. Mendes. ☐
Bye, Ms. Mendes. See you. ☐

c) Good evening. ☐
Good night. ☐

2 Listen again. Confirm your answers.

Act 7 Let's talk

1 Look at the pictures. Match the pairs.

a) Batman   b) Frodo   c) Harry Potter   d) Princesa Leia   e) Shrek

Luke Skywalker ( )   Robin ( )   Fiona ( )   Ron Weasley ( )   Sam ( )

2 Choose one character. Imagine you are that character.

3 Go around the room. Find your partner.

HI. ARE YOU PRINCESS LEIA?

NO, I'M NOT. I'M FIONA.

HELLO. ARE YOU BATMAN?

YES, I AM. ARE YOU ROBIN?

YES, I AM.

Unit 2

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Professor(a): Pergunte aos alunos onde já viram alguns dos símbolos abaixo e o que acham que significam. Símbolos, frequentemente comuns a muitas línguas, são parte da informação que um texto traz. Mostre-lhes que devem buscar identificar pistas em um texto, sejam estas verbais ou não. Eles não precisam produzir as frases em inglês, apenas "decifrá-las".

Act 8 Let's read

Cool!

The first emoticon :-) was created in 1982.
If you type this sequence of characters on your computer, it turns into ☺.

1 Read these messages. Use the symbols to decode them.

Please ____ to me.

Please write to me.
(Por favor, escreva para mim.)

I'm 😞 .

I'm sad. (Estou triste / chateado(a).)

I ♥ you.

I love you. (Eu amo você.)

Good 💡 !

Good idea! (Boa ideia!)

Please 📞 me.

Please call me. (Por favor, ligue para mim
/me telefone.)

Are you 🙂 ?

Are you happy? (Você está feliz
/bem/contente?)

2 Discuss with your classmates.

a) Que tipo de mensagens você costuma escrever?

b) Você usa palavras e símbolos, *smileys* ou *emoticons*? Por que ou por que não?

Act 9 Let's write

Professor(a): Alerte para o fato de que os símbolos servem não apenas como marcas de certos tipos de texto – por exemplo, ►
mensagens instantâneas, torpedos etc. – e da linguagem de alguns grupos étnicos, mas também podem ser bastante úteis quando estamos escrevendo em outra língua e não conhecemos todas as palavras que queremos usar.

• Write a message using letters and symbols.

I ♥ YOU!

Project

Professor(a): Relacione este projeto ao trabalho feito no início da unidade, quando começamos a enfocar o conceito de linguagem não verbal. Muitas vezes, as linguagens verbal e não verbal combinam-se no ato de comunicação, como ao consumir um TV, anúncios ou ainda em mensagens, como aquelas trabalhadas na Act 8. A proposta aqui é estimular o aluno a se expressar por meio de diferentes tipos de linguagem.

1. Pense em como você geralmente se sente durante um determinado período do dia.

2. Expresse o que você sente através da linguagem não verbal – por exemplo, desenho, pintura, colagem, grafismo, fotografia etc.

3. Quando terminar, escreva o título de sua obra conforme a etiqueta ao lado. Preencha a primeira lacuna com um *emoticon* ou *smiley*, e a segunda com o período do dia escolhido. Não se esqueça de assinar!

4. A classe expõe suas obras e convida outros alunos e professores para ver a exposição.

Professor(a): Para ver alguns *smileys* e *emoticons* acesse os sites <http://mensbrasil.com.br/
emoticons.php> e <http://megamensagens.com/emoticon/>, acessados em 18 fev. 2008.

☺   😐   😞

Feeling ____
in the ____

Unit 2

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She's number 12.

Unit
3

Get in the mood

Lock at the photos and read the captions. Circle the names of the sports.

Pan American Games 2007:
Brazil wins men's volleyball gold.

Brazil beats Spain at
women's basketball.

Silvia Pinheiro, Brazilian player, in the
handball match against Romania in the
XVII Women's World Championship.

The Brazilian soccer team celebrates the
victory over Uruguay.

Language corner

Olhe, leia e discuta com a classe:

1. Examine as fotos. Que informações elas transmitem?
   Exemplo: A foto 1 mostra a celebração de uma vitória. As pessoas estão felizes...

2. Agora, leia as legendas. Que informações elas transmitem?
   Exemplo: A legenda da foto 1 nos diz que foi nos Jogos Pan-americanos de 2007.

3. O que aconteceria se tivéssemos apenas as fotos, sem as legendas, e vice-versa?

4. Procure fotos e legendas em jornais e revistas. Como elas estão ligadas entre si?

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Extra activities

💬 ❶ Play with a classmate. **Professor(a):** Ajude os alunos com as instruções. Se for preciso, demonstre o jogo com um aluno.

- Use only one book.
- Decide who is Player X and who is Player O.
- Player X: Choose one square. Say something about the character in the square. If the information is correct, mark the square with an X.
- Player O: Now it's your turn to play.
- The first player to form a vertical, horizontal or diagonal line of X's or O's wins the game.
- If you want to play again, use the other book.

THIS IS SUPERMAN.

THIS IS SPIDERMAN.

HE'S ON THE SOCCER TEAM. HE'S NUMBER 14.

❷ Write about six characters from the game.

a) This is Spiderman. He's on the soccer team. He's number fourteen.

b) Personal answers.

c) _____

d) _____

e) _____

f) _____

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Barrichelo's from Brazil.

Unit 4

1 Look at the Formula 1 collecting cards. Match the teams and countries.

Honda

FRANCE

McLaren

ITALY

Ferrari

JAPAN

Renault

ENGLAND

2 Who is your favorite Formula 1 driver?

Food for thought

Felipe Massa – The emotional Brazilian

Kimi Raikkonen – The ice-cold Finn

Fernando Alonso – The fiery Spaniard

Scott Speed – The arrogant American

1. Leia e veja como os pilotos acima são descritos. Por que eles são conhecidos assim?

2. Você concorda com a ideia de que as pessoas de um mesmo país têm sempre as mesmas características? E as que moram no mesmo estado, cidade ou bairro? Explique.

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Act 2 Focus on vocabulary

• Look, listen and repeat.

Johnny Depp — The United States
Avril Lavigne — Canada
Prince William — England
Takuma Sato — Japan
Shakira — Colombia
Paulo Coelho — Brazil

Language corner

1. Observe as palavras abaixo. Veja onde fica a sílaba tônica, isto é, a sílaba mais forte.

* Brazil   Japan   Canada   Italy

2. Pronuncie as palavras acima, apoiando-se nas sílabas tônicas.

3. Experimente com outras palavras que você já conhece. Marque a sílaba tônica de cada palavra. Depois, pronuncie cada uma, apoiando-se nessas sílabas.

Correct pronunciation helps people understand what you say.

Act 3 Let's practice

❶ Look at the pictures. Complete the sentences.

He's from	She's from	They're from	They're from

❷ Point at the pictures. Tell your partner where the people are from.

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Act 5 Let's practice

1 Write the questions. Then write the answers that you know.

Is Rubens Barrichelo from Rio de Janeiro?

No, he isn't. He's from São Paulo.

Rubens Barrichelo
Rio de Janeiro

Guga
Minas Gerais

Ivete Sangalo
Bahia

Zezé di Camargo and Luciano
Ceará

2 If you don't know an answer in exercise 1, ask a classmate.

3 Complete the question.
Ask a classmate.

HI, _____ ARE YOU FROM _____?
(nome do(a) colega)   (nome da cidade)

Unit 4

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Act 6 Let's listen

Professor(a): Use a ilustração para estabelecer o contexto e pergunte aos alunos de que países imaginam que os vencedores sejam.

○ • Listen and write the names of the countries.

CITY MARATHON

| Brazil | Mexico | The United States |

Cool!

The word marathon comes from Greek. According to legend a Greek soldier named Pheidippides ran about 26 miles (42 kilometers) from Marathon to Athens to deliver the news about the victory of the Greek over the Persians in Marathon in 490 B.C.

Source: Merriam-Webster student dictionary

Act 7 Let's talk

1 Make a poster.

· Draw or get a picture of a Brazilian personality or group that you like.
· Find out where in Brazil this person is/these people are from.
· Stick your poster on a classroom wall.

2 Talk to your classmates about the people in the posters.

Professor(a): Faça um pôster você também e participe da atividade com os alunos. Acompanhe a atividade perguntando para a classe sobre alguns dos pôsteres feitos.

IS RONALDINHO FROM RIO DE JANEIRO?
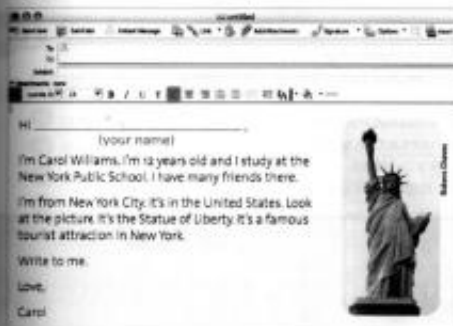
RONALDINHO

NO, HE ISN'T, HE'S FROM RIO GRANDE DO SUL

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Act 8 Let's ready

1 Read the e-mail from your new keypal.

Hi _____
(your name)

I'm Carol Williams. I'm 12 years old and I study at the New York Public School. I have many friends there.

I'm from New York City. It's in the United States. Look at the picture. It's the Statue of Liberty. It's a famous tourist attraction in New York.

Write to me.

Love,

Carol

2 Complete the information about Carol.

· Name:

_____

· Age:

_____

· Birth place:

_____

Act 9 Let's write

· Write an e-mail to Carol.

_____

_____

_____

_____

_____

_____

_____

Project

Estereótipos geram preconceitos e, consequentemente, discriminação. A melhor maneira de lutar contra o preconceito é o conhecimento.

preconceito + conhecimento
=
pós-conceito

Que tal ajudarmos a acabar com estereótipos e combater o preconceito? Vamos começar pela conscientização a respeito de estereótipos em nosso próprio país.

1. Discutam em grupos de 4-6 alunos:
Que imagem ou opinião vocês têm das pessoas de outros estados ou de certas cidades do Brasil? E de outros países? Vocês conhecem, de fato, pessoas desses lugares? Elas são como vocês imaginam?

2. Pesquisem:
Escolham um dos lugares discutidos na etapa anterior. Procurem saber como são as pessoas que vivem lá, pesquisando em livros ou na internet, ou conversando com pais e professores.

3. Compartilhem:
Criem um cartaz que mostre o que vocês aprenderam. Exponham o cartaz para partilhar esse conhecimento com os outros.

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What's your name?

Unit 5

Get in the mood

❶ Look at the cards and documents. Circle the names of their owners.

❷ What kinds of identification are they? Write their numbers in the squares.

Student ID card	1	Club membership card	
Birth certificate		Library card	
Employee ID card			

❸ What kinds of identification do you have? Tell your class.

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Food for thought

Professora: O objetivo da atividade é levar o aluno a refletir sobre cidadania, nesta caso sobre o direito básico de registro civil de nascimento. Ajude-o a entender bem as questões abaixo. Incentivar a consultar os membros adultos de sua família, bem como jornais e revistas, a fim de encontrar as respostas.

1. Estima-se que haja três milhões de brasileiros sem certidão de nascimento. O que eles não podem fazer sem esse documento?

2. Para que serve a carteira de identidade (RG)? O que é preciso fazer para obter uma?

Every child has the right to be registered immediately after birth. In Brazil, the birth certificate is issued free of charge.

Act 1 Presentation

1. Listen and read. Professora: Explore a ilustração à esquerda, perguntando aos alunos onde eles acham que está Pedro e quem é a senhora. Depois, passe para a carteirinha. Pergunte "What is this?". Em seguida, leia o conteúdo e a pergunta com os alunos. Instrua-os a ler o texto e a escutar o CD em busca da resposta.

Mrs. Marques, the school secretary, is making a student ID card for Pedro. What information does she need?

SCHOOL OFFICE

Mrs. Marques: What's your name?

Pedro: My name is Pedro.

Mrs. Marques: What's your full name, Pedro?

Pedro: Pedro Rossini.

Mrs. Marques: Can you spell your last name, please?

Pedro: Rossini. R-O-S-S-I-N-I.

Mrs. Marques: What's your phone number?

Pedro: My phone number is 555-5069.

Mrs. Marques: OK, Pedro. Here's your student ID card.

Pedro: Thank you.

Mrs. Marques: You're welcome.

2. Complete Pedro's student ID card. Professora: Chame a atenção dos alunos para a seguinte diferença: em português, dizemos "Meu telefone é...", em inglês, eles dizem "My phone number is...", em vez de "My phone is...".
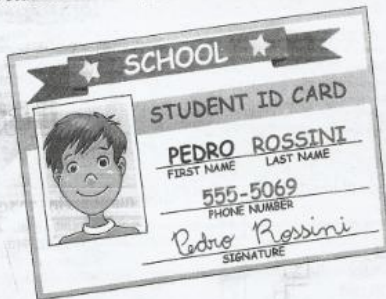
SCHOOL
STUDENT ID CARD
PEDRO ROSSINI
FIRST NAME   LAST NAME
555-5069
PHONE NUMBER
Pedro Rossini
SIGNATURE

3. Read, listen and repeat.

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corner

1. Qual é seu nome de registro de nascimento?

2. Como as pessoas o(a) chamam? Quem são essas pessoas? Por que o(a) chamam assim?

3. Os nomes em inglês também apresentam formas abreviadas (short forms).

Ligue os nomes à esquerda a suas short forms:

Benjamin — Peggy

Margareth — Debbie

Deborah — Ben

4. Você conhece outros exemplos?

Act 9 Let's write

- Complete part of a form for students going on an exchange program.

| Applicant name | |

Student's photos

Select a color photograph for each topic below, and attach each photo to this page with glue or double-sided tape (do not staple). Include a brief caption

MY FAMILY	MY SPECIAL INTEREST
Photo that includes members of your immediate family	Photo of your friends, pets, musical instrument, etc.

Project

Objetivo: Conhecer melhor sua família e construir sua árvore genealógica.

1. Pesquise sobre sua família junto a seus pais e parentes mais velhos. Inclua tios, primos, avós, bisavós etc. e pergunte sobre seus nomes, onde e quando nasceram.

2. Desenhe uma árvore genealógica. Coloque nela as informações que você recolheu.

3. Descubra os nomes das relações familiares em inglês. Inclua-os na árvore.

4. Exponha seu trabalho na sala de aula. Você pode também colocá-lo na sua homepage.

Dicas:

- Como montar a árvore: <www.archives.state.al.us/activity/actvty18.html>. Acesso em: 18 fev. 2008.

- Nomes das relações familiares em inglês: <www.languageguide.org/im/family/eng/>. Acesso em: 18 fev. 2008.

Unit 6

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Page 73
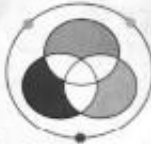
What color is your umbrella?

Get in the mood

1 Read the text.

The Color Wheel

At the center of the color wheel, you will find the three primary colors: red, blue and yellow.

The secondary colors are made by mixing any two of the primary colors.

What color do you get if you mix blue and red?

What do you get when you mix blue and yellow?

What do you get when you mix red and yellow?
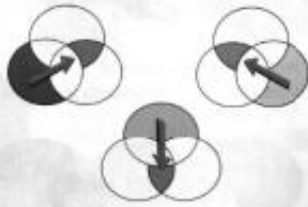
2 What colors are you wearing today?

Primary	☐
Secondary	☐
Complementary	☐

The secondary colors are the complementary or opposite colors of the primary colors.

Putting the opposite or complementary colors next to each other makes both colors look very bright.

Taken from: <www.rvinemuseum.org/activity1.html>.
Accessed on: Dec.12th, 2005

Food for thought

1. Com que sensações (por exemplo: tristeza, alegria, paz etc.) você associa cada cor?

2. Observe as embalagens de diferentes tipos de produto. Quais são as cores usadas? Por quê?

3. O que significa a cor preta para nós, no Brasil? E em outros países, como o Japão?

4. Pesquise e descubra o que significam as cores em diferentes culturas.

Page 75

Act 2 Focus on vocabulary

1 Look, listen and repeat.

My pencil is black.

My pencil sharpener is blue.

My umbrella is red.

My notebook is green.

My book is pink.

My skate is brown.

My ruler is yellow.

My eraser is white.

My backpack is orange.

My pencil case is gray.

2 Write the names of the colors.

brown

Language corner

1. Qual é a diferença entre: mandioca, aipim e macaxeira? Onde cada palavra é usada?

2. Em que país(es) se escreve "António" e "facto" em vez de "Antônio" e "fato"?

3. Acontece o mesmo em inglês. Observe:

EUA	Inglaterra	EUA	Inglaterra
gray	grey	soccer	football
color	colour	eraser	rubber

4. Fique atento a outras diferenças como essas em português e em inglês.

Act 3 Let's practice

1 Complete the sentences about your objects.

a) My ___book___ is _____

b) My _____ is _____

c) My _____ is _____

2 Tell a classmate the color of your objects.

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Food for thought

1. Você costuma guardar coisas que não usa mais, como roupas e brinquedos?

2. O que você pode fazer para consumir e desperdiçar menos?

3. Leve esta reflexão para seus amigos e familiares.

The future depends on what we do in the present. (Mahatma Gandhi)

Act 8 Let's read

1 Read the messages. Match them to help the students find what they need.

I need a pencil.
Henrique - 6th B - Room 21

I have an extra pen. It's red.
Marcelo - 6th C - Room 23

I need a notebook.
Ana Luísa - 8th B - Room 8

I have two pens. They're blue.
Luana - 8th C - Room 12

I need a blue pen.
Do you have one?
Ronaldo - 7th A - Room 14

I have two black pencils.
Bia - 6th B - Room 21

2 Discuss with your classmates.

a) Que pistas você usou para fazer a atividade 1?

b) Nos textos acima, que verbo indica posse? E necessidade?

Act 9 Let's write

- Organize a swap meet in your class.

  - Copy and complete one of the messages below.

| I have _____ . |
| Room _____ |
| _____ - _____ |
| (your name) (your grade) |

| I need _____ . |
| Room _____ |
| _____ - _____ |
| (your name) (your grade) |

  - Stick the messages on a wall or bulletin board in your classroom.

  - Read the messages. Can you find something that you need?

Project

Objetivo: Organizar uma feira de trocas (swap meet) com toda a escola ou algumas classes.

1. Discutam com a classe toda o que será trocado na classe, quem será convidado, quando e onde vai ocorrer.

2. Em grupos de 4-6 alunos, criem cartazes anunciando a feira.

3. Coloquem os cartazes em espaços apropriados da escola.

Dicas:

- Vejam um modelo de cartaz em <www.educationworld.com/ tools_templates/index.shtml#signs> (acesso em 25 fev. 2008).

- Para descrever o evento, escrevam "Let's swap..." e preencham o espaço com ilustrações do que será trocado.

Unit 8

Page 83

How old are you?

Unit 9

Get in the mood

1 Look at the photos and read the texts. Match them.

a.
b.
c.
d.
e.

( ) I am _____ years old and my name is Norman Thompson. I am a school teacher but I will retire from public school teaching after 30 years.

( ) My name is Brenda Koogan, I am _____ years old and I live in London. I'm a busy mum.

( ) I am _____ married and my name is Susan Spacek. I received a PhD in Economics last year after years of full-time study.

( ) My name is Jonathan Johnson and I am _____ years old. I like metal music and skateboarding.

( ) Hi! My name is Pamela Palmer. I am _____ years old. I live in New York and I have a dog and a cat. My hobby is play volleyball.

2 How old are the people in the photos? Complete their statements.

food for thought

1 Em que fase da vida está cada uma das pessoas retratadas nas fotos?

2 Em sua opinião, quais são os melhores e os piores aspectos de cada uma dessas fases? Por quê?

3 Você acha que as crianças, os adolescentes e os idosos no Brasil têm seus direitos respeitados? Por quê?

Page 89

Act 8 Let's read

Talk to your parents and teachers before providing any information through the Web.

INTERNET · Homework · Meet people · Practice English

Have fun on line, but don't give out personal information to people you don't know.

- **Read this registration form. Match each field with the information requested.**

Fun with English is a place for you to practice English.
It's fun. It's easy. Sign up now!

On-line Registration Form *Fields marked (*) are mandatory*

*Full name ___
*Username ___
(anything you want, just keep it under 15 characters)
*Password ___
*Retype password ___
*I am a boy ☐ girl ☐
*Birthday ___
*Father's name ___
*Mother's name ___
Home address ___
Country ___
e-mail address ___
[SUBMIT]

data de nascimento
(escreva o quiser até 15 caracteres)
senha de acesso
nome completo
endereço na internet
nome da mãe
nome do pai
identificação no site
país
sexo
endereço de casa
redigite a senha de acesso

Unit 9

Project

Objetivo: Expressar o que você acha que é ser pré-adolescente (*preteen*) e como se sente a respeito dessa fase.

1. Expresse sua visão e sentimentos por meio de um desenho, pintura, colagem etc.

2. Exponha sua obra na sala de aula e observe a de seus colegas. Vocês veem e/ou se sentem da mesma forma? Discuta com a classe.

Act 9 Let's write

- Complete the on line registration form above. Give true information about yourself.

Page 91

Malu's father is an electrician.

(Get in the mood)

1 What are the super heroes' real world occupation?

Photographer

Real name:
Clark Kent
Occupation:

Scientist

Real name:
Peter Parker
Occupation:

Reporter

Real name:
Reed Richards
Occupation:

Food for thought

1. Pense nos super-heróis de histórias em quadrinhos e de filmes. Quais são suas características físicas? Por que a maioria dos heróis da ficção é formada por homens?

2. E quanto à nossa história presente e passada, há heroínas reais?

2 Who is your favorite super hero? Why?

Page 95

Cool!

Until 1879 women couldn't go to university in Brazil. In 2004 women represented 56% of university students in our country.

Women have the same rights as men.

Act 5 Let's practice

1 Help the kids to find their parents.
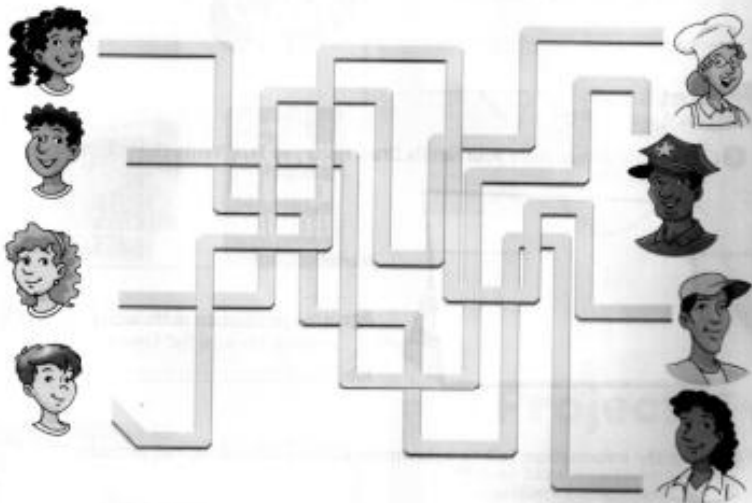
2 Write the conversation.

a) Who's this?
   This is Carlos's father.
   What's his job?
   He's a police officer.

b) _____
   _____
   _____
   _____

3 Talk to a classmate about these people.

Act 8 Let's read

1 Look at the illustrations. Where can you find these things? Write the numbers.

a) Telefone para pedir comida. __2__
b) Programa que ensina inglês. _____
c) Loja de skates na internet. _____
d) Produtos de limpeza. _____

1.

Mc Clean

2.

DISK **Cook**

3.

APRENDA INGLÊS
ENGLISH TEACHER

4.

www. **Skate Shop Online** .com.br

2 Do you know other companies with English names? Tell your classmates.

Act 9 Let's write

• Organize your vocabulary. Complete the other web.

DOCTOR   NURSE

DENTIST   SECRETARY

SCHOOL

Unit 10

Language corner

Discuta com seus colegas:

1. Foram usadas palavras inglesas nos nomes dos produtos e empresas apresentadas acima. Em que caso(s) esse uso foi necessário? E em que caso(s) não? Por quê?

2. Qual dos nomes acima inclui uma palavra em português mas escrita como se fosse em inglês? Por que, na sua opinião, foi feita essa mistura de línguas?

3. Usamos muitas palavras em inglês no Brasil. Você acha que isso pode ser um problema? Para quem e por quê?

Project

Objetivos: Buscar mais exemplos de estrangeirismos e refletir sobre seu uso.

1. Procure exemplos do uso de palavras e/ou frases em inglês em jornais, revistas, cartazes, vitrines de loja, embalagens de produto etc.

2. Anote os termos e onde são usados. Se puder, recorte os exemplos e/ou tire fotos.

3. Reproduza e/ou cole seus exemplos numa folha, indicando onde foram encontrados.

4. Exponha seu trabalho. Explique e discuta seus exemplos com a classe.

Page 98

Extra activities

1 Complete the words to find the jobs.

He's a d o ct o r.

She's a s e cr e t a ry.

He's a b u s dr i v e r.

She's a m e ch a n i c.

He's a p o l i c e officer.

She's a sh o p a ss i st a nt.

He's a c o o k.

She's a t e a ch e r.

2 Connect the people to the places where they work.

POLICE DEPARTMENT

RESTAURANT
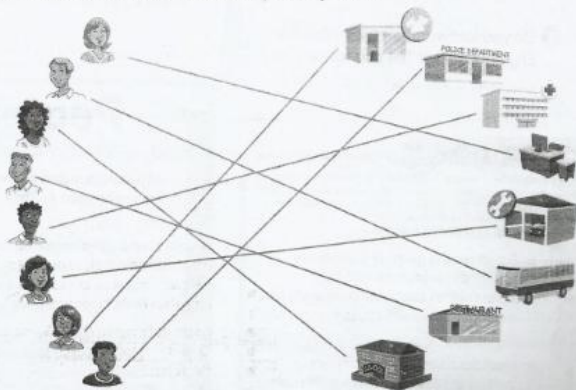
3 Can you add more jobs and places to the list?

Job: _____ Workplace: _____

Job: _____ Workplace: _____

Page 112

Unit 12

Act 4 Focus on grammar

1 Look and read. Write more examples.

	Let's + verb + complement
Affirmative	Let's go to the school cafeteria.
Negative	Let's not go home.

COLLINS COBUILD ENGLISH GRAMMAR

Let's
Let's not

Verb	Complement
go	to school.
	to class.
play	soccer.
study	math.
have	a hamburger.
watch	TV.

2 Express disagreement.

Let's have a hot dog.

Let's play basketball.

Let's study Geography.

ROME EMPIRE

No, let's not have a hot dog.
Let's have a cheeseburger.

Language corner

Em português, fazemos sugestões e convites com perguntas. Por exemplo: "Vamos jogar basquete?".
Em inglês, isso se faz com uma afirmativa: "Let's play basketball.".
Preste atenção à entonação. Lembre-se as frases com "Let's" não são perguntas.

Page 115

Act 8 Let's read

- Read the advertisements. Find the information.

a)

NEED A ROOM FOR GROUP PROJECTS?

NOW AT YOUR SCHOOL LIBRARY
7:30 A.M. TO 10:00 P.M.

b)

LET'S PLAY BALL AT THE SCHOOL GYM!
FOR STUDENTS AND THE COMMUNITY.
WEEKENDS, FROM 9:00 A.M. TO 6:00 P.M.

- Onde você iria para:
  - jogar bola com seus amigos? _____
  - fazer um trabalho em grupo? _____
- A que horas abre a biblioteca? _____
- A que horas fecha o ginásio? _____

- midday — a.m. — midnight — p.m.

Act 9 Let's write

- Write a message to a friend in another class.

Hi, _____ !

Let's _____ (suggest activity)

at _____ (place).

Let's go at _____ (time).

Confirm with me.

I'm in Room _____ (number).

See you.

Unit 12
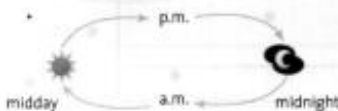
Food for thought

Você já observou como o tempo é importante para a forma como organizamos nossas atividades escolares, nossa vida familiar e social?

Discuta com seus colegas:

1. Quem organiza suas atividades diárias: seus pais ou você?

2. Como é sua rotina? O tempo é suficiente para tudo ou curto?

3. Como você poderia se organizar para usar melhor seu tempo?

Project

Objetivo: Aprender a usar uma agenda para organizar as atividades de um dia.

1. Escolha um dia da semana.

2. Pense em todas as atividades que você tem de fazer e onde precisa ir. Pense também no que gostaria de fazer – por exemplo, se dedicar a um hobby, ler etc.

3. Monte uma página de agenda e anote as atividades ao lado dos horários, em inglês. Por exemplo: go to school, have lunch at school, play soccer etc.

4. Mostre sua agenda a seus colegas. Quem é mais organizado ou usa melhor seu tempo?

Page 127

They're Oscar's sneakers.

Get in the mood

1 What do you wear to go to school?

- school uniform
- your own clothes

2 This is a survey posted by CBBC, the BBC channel for kids, on their site. How would you answer it? Discuss your answer with your classmates.

Available at <http://news.bbc.co.uk/cbbcnews/hi/vote/votes/newsid_1791000/1791705.stm>. Accessed on Mar. 11th, 2008.

Food for thought

Igualdade ou individualidade?

Em sua opinião, o uso de uniforme:
- ajuda a criar um senso de igualdade, evitando que alguns alunos sejam discriminados por causa de suas roupas?
- interfere no direito dos alunos de expressarem sua individualidade por meio de suas roupas?

You can't judge a book by its cover. (English proverb)

Page 132

Act 6 Let's listen

1. Listen and circle the gifts from Malu's grandmother.

2. Do you like to receive clothes as a gift?

Act 7 Let's talk

1. Draw or cut pieces of clothing from a magazine.

2. Play with three classmates.

Mix the clothes of all the players.

Pick one piece of clothing and guess whose it is.

If you are right, you score 1 point.

> ARE THESE YOUR SNEAKERS?

> YES, THEY ARE.

If you are wrong, the item goes back to the game.

> IS THIS YOUR SKIRT?

> NO, IT ISN'T. IT'S MARINA'S SKIRT.

The winner is the player with the highest score.

Cool!

What is a T-shirt? A shirt that has the shape of the letter T! That is probably the origin of this word.

Do you know the origin of other words in English? And in Portuguese?

Page 133

Act 8 Let's read

❶ Look at the shop window. Answer the questions.

JEANS EXPRESS

SALE
EVERYTHING
50% OFF

a) Qual o nome da loja?
_____

b) Qual o desconto que a loja está dando?
_____

c) O preço da camiseta era _____ e agora é _____.

❷ **Discuss with your classmates.**

a) Você conhece alguma loja que tem nome em inglês?

b) Qual é o nome da loja? O que significa?

Act 9 Let's write

❶ Look at Oscar's poster. Why is he selling his old clothes? Is it a good idea?

Oscar's poster

OSCAR'S USED CLOTHES

T-SHIRT   JEANS   CAP

$ 2.00 $ 5.00 $ 1.00

❷ Make your own poster.

Your poster

Unit 14

Project

Objetivo: Escolher o uniforme ideal para sua escola.

1. Discutam em grupo as características que a roupa que se usa na escola deve ter. Considere aspectos como conforto, custo, praticidade, imagem etc.

2. Procurem em jornais, propagandas de lojas ou na internet os itens que vão compor seu uniforme. Lembrem-se de incluir itens adequados para as diferentes estações do ano.

3. Desenhem o uniforme completo ou usem recortes de revistas ou de outras fontes e colem em uma cartolina.

4. Coloquem etiquetas com o nome de cada item em inglês. Usem um dicionário, se precisarem.

5. Compartilhem e comparem seu projeto com a classe toda e votem no melhor uniforme.

Page 143

Act 8 Let's read

1 Look at the birthday cards. Who sent them? Who are they for? Circle the names.

Billy
Hey.. this is a two in one special...
... it's your birthday card, and it's
your birthday present! Wishing
You a Happy 8th Birthday!

Jason

Jennifer
Have a very happy birthday.
I love you.

Jason
November 12th
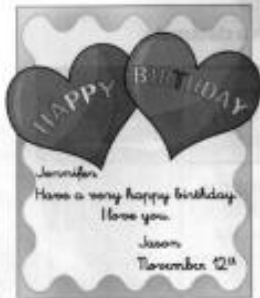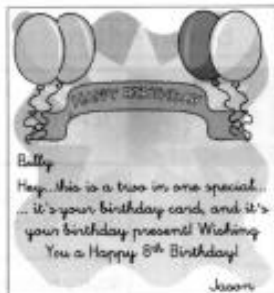
2 Read the cards. Answer the questions.

a) Que idade tem Billy? _____

b) Quando é o aniversário de Jennifer? _____

c) Quem você acha que é Jennifer? _____

d) Você acha os cartões adequados para os aniversariantes? _____

Act 9 Let's write

- Work in pairs. Make a birthday card for your partner. Then, give it to him or her.

Food for thought

1 Leia a conversa entre Alice e Humpty Dumpty.

"I mean, what is an un-birthday present?"
"A present given when it isn't your birthday, of course."
Alice considered a little. "I like birthday presents best", she said at last.
"You don't know what you're talking about!", cried Humpty Dumpty. "How many days are there in a year?"
"Three hundred and sixty-five", said Alice.
"And how many birthdays have you?"
"One."

Lewis Carroll. Through the Looking Glass. 2. ed. New York: Penguin Popular, 2008. Chapter VI.

2 Em sua opinião, quem tem razão: Alice ou Humpty Dumpty? Por quê?

3 Por que damos tanta importância a aniversários e outras datas comemorativas?

Project

Objetivo: Compor um varal com as datas dos aniversários e os nomes dos aniversariantes da classe.

1. Dividam a classe em 12 grupos e sorteiem um mês do ano para cada grupo.

2. Cada grupo deve:
   - desenhar e pintar um bolo de aniversário;
   - escrever, no bolo, o mês sorteado pelo grupo;
   - desenhar e colar, no bolo, velas com os nomes dos aniversariantes e os dias.

3. Liguem, com os meses em sequência, os bolos com um barbante e pendurem na sala.

4. Na respectiva data, desejem parabéns aos aniversariantes em **inglês**.

Page 145

When is the party?

Get in the mood

❶ Match the posters and the photos.

❷ Circle the dates and time of the parties.

for thought

1. Qual é o significado original do Natal? O que se comemora nessa data?
2. O que significa o Natal para você? Como você celebra a data?
3. Sua maneira de celebrar o Natal é consistente com o significado que você atribui a ele? De que outro modo você poderia comemorar?

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Act 1 Presentation

🎧 **1 Listen and read.** **Professora)** Antes de ouvir o CD, explore o cartaz da festa do Natal, perguntando: "Where is the party?", "When is it?" e "What time is it?". A seguir, leia a contexto e a pergunta com os alunos. Instrua-os a lerem o texto e escutarem o CD em busca da resposta. Depois da atividade, explique que os nomes das ruas são nomes próprios – portanto, não devem ser traduzidos.

Rosana and Carlos are making plans to go to the school Christmas party. Where are they meeting?

CHRISTMAS PARTY
SATURDAY DECEMBER 19ᵗʰ
4:00 - 8:00
SCHOOL CAFETERIA
TICKETS: 1 USED TOY OR USED BOOK
INCLUDES: 1 FREE SODA AND 1 HOT DOG

Rosana: Let's go to the school Christmas party together.

Carlos: Good idea. When is the party?

Rosana: It's on Saturday, December 19ᵗʰ.

Carlos: What time is it?

Rosana: It's in the afternoon, at 4 o'clock.

Carlos: OK. Let's meet at school.

Rosana: No, let's meet at my house at 3:30.

Carlos: Fine. What's your address?

Rosana: It's Rua das Primaveras, and the house is number 305.

2 Check ☑ the correct alternative.

a) Rosana and Carlos plan to go to	☐ a birthday party.	☐ a Christmas party. ✓
b) The party is on	☐ December 19ᵗʰ. ✓	☐ December 25ᵗʰ.
c) The party is on	☐ Saturday. ✓	☐ Sunday.
d) The party is in	☐ the morning.	☐ the afternoon. ✓
e) They plan to meet at	☐ 3:30. ✓	☐ 4 o'clock.
f) They plan to meet at	☐ school.	☐ Rosana's house. ✓

🎧 **3 Read, listen and repeat.**

Page 151

Act 8 Let's read

Professor(a): Pergunte aos alunos que tipo de texto é o que informação imagem que um convite deva conter. Depois instrua-os a buscar essas informações específicas.

1 Read the invitation. What is it for?

Check ☐ the correct alternative.

☐ a birthday party
☐ a New Year's Eve party
☐ a Christmas party ✓

YOU ARE INVITED TO
OUR THIRD ANNUAL
CHRISTMAS CELEBRATION

THURSDAY, DECEMBER 24ᵗʰ
SEVEN O'CLOCK P.M.
PETER AND JOAN MORRIS
1569 POND STREET
REGRETS ONLY: 357-734-9015

2 Work with a classmate. Answer the questions about the invitation.

a) When is the party?
   It's on Thursday, December 24ᵗʰ.

b) What time is it?
   It's at seven o'clock p.m.

c) Where is it?
   It's at 1569 Pond Street.

d) Who is giving the party?
   Peter and Joan Morris.

3 Discuss with your class.

a) Quais são as informações essenciais em um texto como o convite acima?

b) Por que o convite não menciona o nome do convidado?

c) Observe a arte e a ilustração do convite. Como elas dão suporte ao texto?

Act 9 Let's write

• Write an invitation to a birthday, Halloween or Christmas party. Add pictures.

Professor(a): Os alunos podem escrever convites para uma festa real, e entregá-los aos convidados em mãos ou por e-mail, ou para uma festa imaginária. Podem escolher também outro tipo de festa. Incentive os alunos a usarem o espaço abaixo para o trabalho.

_____
_____
_____
_____
_____
_____
_____

Project

Professor(a): Os alunos devem decidir e trabalhar sozinhos. Coloque-se à disposição, porém, para ajudá-los com os títulos das seções etc. caso necessário.

Objetivo: Produzir o 2.º número do *class newsletter* com o conteúdo aprendido e/ou material escrito nas unidades 6-16.

Discussão com a classe

1. Quais serão as seções desse número do jornal? Façam uma lista.

Sugestões: sobre a família dos alunos, usando o conteúdo aprendido nas unidades 6, 9 e 10; sobre as atividades favoritas da classe (gráficos do projeto da unidade 11); sobre o uniforme ideal da classe (projeto da unidade 14) etc. Vocês podem também usar o conteúdo dos *Cool!*, inclusive o poema apresentado nesta unidade. Se quiserem organizar uma festa de Natal e convidar os membros da comunidade escolar, incluam um convite no jornal.

2. Quem vai querer publicar seu material? Anotem os nomes ao lado das respectivas seções.

3. Quem se candidata a integrar a equipe de produção desse número do jornal?

Produção: Sigam os mesmos passos do projeto da *Unit 5*.

Page 153

Review 8

Act 1 Vocabulary review

- Write the dates.

December 25ᵗʰ

September 7ᵗʰ

April 21ˢᵗ

October 12ᵗʰ

November 15ᵗʰ

May 13ᵗʰ

Act 2 Grammar review

- Complete the questions. Professor(a): Apresente o exercício para tentarem juntos as possibilidades do inicio

a) __When__ is Patricia's birthday party?
It's on May 21ˢᵗ.

b) __What time__ is her party?
It's at 3 o'clock.

c) __Where__ is her party?
Her party is at Super Burger.

d) __How old__ is Patricia?
She's 15 years old.

e) __What__ is Patricia's last name?
It's Jackson.

COME and CELEBRATE

IT'S A BIRTHDAY PARTY!
FOR PATRICIA JACKSON
AT SUPER BURGER
ON MAY 21ˢᵗ AT 3 O'CLOCK

15

Page 156

Thematic Unit 1

Professor(a): O objetivo deste tema transversal é ampliar a consciência do aluno a respeito de outras línguas, seus sistemas de escrita e origem de seus aspectos culturais, bem como no ambiente escolar. **Focos:** Pluralidade cultural e linguística, ética – respeito às diferenças. **Base interdisciplinar:** Geografia, História, Língua Portuguesa.

Hello to the world

Get in the mood – Alphabets and characters

1 The messages in the bottles are in Arabic, English, Japanese, Portuguese, Russian and Spanish. Write the names of the languages in the right place.

Professor(a): Pergunte aos alunos que línguas conhecem, se já ouviram alguém falando outra língua, mesmo que em filmes, o se já viram algo escrito em outra língua, como afirmativo, oxalá e como eram.

a) ¡HOLA!

Spanish

c) 今日は

Japanese

e) OI!

Portuguese

b) HELLO!

English

d) здравствуйте

Russian

f) السلام عليكم

Arabic

2 Você conhece outras línguas? Essas línguas são escritas no alfabeto latino?

Act 1 — Greetings around the world

1 Read the dialogues. Note what the people actually say, in parentheses.

Professor(a): Pergunte aos alunos o que eles dizem o que gostariam de cumprimentar. Depois, pergunte se seus pais e avós fazem o mesmo.

a) Brazil

OI! / TCHAU!

b) Israel

SHALOM. (PAZ) / SHALOM. PAZ. (PAZ)

c) Italy

CIAO! (OI) / CIAO! (TCHAU)

d) Japan

TADAIMA. (VOLTEI.) / ITTEKIMASU. (ESTOU SAINDO, MAS VOLTO JÁ.)

e) United States

BYE, TAKE CARE. (TCHAU, CUIDE-SE.)

f) Lebanon

A SALAAM ALEIKOM. (QUE A PAZ ESTEJA COM VOCÊ!) / WA ALEIKOM ES SALAAM. (E QUE ESTEJA COM VOCÊ A PAZ!)

2 Discuss with your classmates.

a) Que coisas interessantes você observou nos diálogos?

b) Qual das formas de cumprimento e despedida mais chamou sua atenção? Por quê?

c) Se você fosse inventar uma nova forma de cumprimentar e se despedir das pessoas em português, como seria?

Page 157

Act 2 — Other communication systems

<www.senai.br/braille/alfabeto.htm>

1 Look at the Latin and Braille alphabets below.

a b c d e f
g h i j k l
m n o p q r
s t u v w x
y z

Read the message. Hello

The characters in the Braille code are based on an arrangement of one to six raised dots.

The Braille Cell
1 O O 4
2 O O 5
3 O O 6

The letter "A" is written with only 1 dot. ●

The letter "D" has dots 1, 4 and 5.

The letter "Y" has dots 1, 3, 4, 5 and 6.

Source: American Foundation for the Blind.
Available at: <www.afb.org/braillebug/braille_deciphering.asp>.
Accessed on: Mar. 24th, 2008.

2 Write a message using Braille. Ask a classmate to read it.

3 Discuss with your classmates.

a) Que dificuldades específicas uma pessoa com deficiência visual ou auditiva enfrenta? Como se podem compensar tais dificuldades?

b) O que você sabe sobre a língua dos sinais? E sobre o alfabeto manual?

c) Você conhece alguém com deficiência visual ou auditiva? Como você se relaciona com essa pessoa?

Cool!

Braille takes up more space than print. *Harry Potter and the Goblet of Fire* is 10 volumes in Braille!

Available at: <www.afb.org/braillebug/braille_trivia.asp>. Accessed on: Mar. 24th, 2008.

Project

Say hello to the world

Objetivo: Criar, em grupos, um cartão de cumprimentos para diversos povos.

1. Usem as línguas que quiserem e seus respectivos sistemas de escrita.

2. Incluam cumprimentos em Braille para as línguas que usam alfabeto latino. Basta escrever o cumprimento em Braille e colocar uma gota de cola sobre cada ponto para formar o relevo.

3. Montem um painel com os cartões da classe e convidem outras pessoas para verem.

Dicas:
- Aprenda a dizer "Oi!" em várias línguas no *site* <www.ipl.org/div/hello/> (accessed on: Mar. 24th, 2008).
- Para saber mais sobre o alfabeto Braille, visite os sites <www.omniglot.com/writing/braille.htm> e <www.braillevirtual.fe.usp.br> (accessed on: Mar. 24th, 2008).
- Conheça mais sobre a linguagem dos sinais nos sites < http://pbskids.org/arthur/print/signdesign/> e <www.funbrain.com/signs/index.html> (accessed on: Mar. 24th, 2008).

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Thematic Unit 2

Our country, our people

Get in the mood – Famous people and places in Brazil

- Read the texts. In pairs, write the names of the people, places and things. Connect them to the states on the map.

Adap.: SIMIELLI, Maria Elena. *Geoatlas*. 32. ed. São Paulo: Ática, 2006.

Ronaldinho _____ is a soccer player. He's from Bento Ribeiro, Rio de Janeiro. He was world champion in 1994 and 2002, and vice champion in 1998.

The Amazon River _____ is the largest river in South America. It runs from the Andes in Peru to the Atlantic Ocean, with a famous port in Manaus.

Brasília _____ is the capital of Brazil, located at the center of the country. It is a city with modern architecture, designed by Oscar Niemeyer.

Sandy and Junior _____ are two young pop stars from Campinas, São Paulo. They are famous in Brazil and other countries. *Tô ligado em você* and *Nascemos para cantar* (composed by their father Xororó) are big hits. They also had a show on TV.

Acarajé _____ is a traditional dish of African origin that you can eat in Bahia. It is made with black-eyed peas and fried in palm oil.

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Act 1 Our people Professor(a): Mostre para os alunos fotos de pessoas e lugares famosos que eles conheçam para ampliar a discussão.

- Discuss with your classmates.

a) Quais são outros brasileiros famosos que você conhece? Por que eles são famosos?

b) Que outros lugares ou monumentos são famosos no Brasil? Onde ficam e como são?

c) Que pessoas e/ou lugares de sua cidade ou estado são conhecidos em todo o país ou no mundo? Você se orgulha deles? Por quê?

Act 2 Our culture

1 These are all part of our culture. Choose your favorites. Add others.

| Handcraft | Food | Folklore | Festival | Animal |

2 Discuss with your classmates.

a) Que aspectos de nossa cultura você considera mais diversificados?

b) Que aspectos atraem turistas de outras regiões do país para a região em que você vive?

c) O que atrai visitantes de outros países? Em sua opinião, como eles veem o Brasil?

Project

Professor(a): Neste projeto, os alunos vão buscar algo que represente um estado brasileiro, pesquisar a respeito e partilhar seu conhecimento com a classe.

Our country

Objetivo: Conhecer melhor nosso país e montar uma exposição para compartilhar esse conhecimento.

1. Trabalhem em grupos de 4-6 alunos. Cada grupo escolhe um estado do Brasil.

2. Desenhem o mapa desse estado. Colem fotos, recortes de jornal ou desenhos de pessoas, lugares, monumentos, plantas, pratos típicos, artesanato etc. que representem esse estado.

3. Exponham seus trabalhos nas paredes da sala e convidem outras turmas para ver.