



**SERVIÇO PÚBLICO FEDERAL**  
**UNIVERSIDADE FEDERAL DA FRONTEIRA SUL**  
**Gabinete do Reitor**

**EDITAL Nº 210/UFFS/2012 – SELEÇÃO INTERNA DE INSTRUTORES  
PARA O PROGRAMA DE CAPACITAÇÃO – CURSO DE INGLÊS**

O VICE-REITOR *PRO TEMPORE* DA UNIVERSIDADE FEDERAL DA FRONTEIRA SUL – UFFS, no exercício da reitoria e, no uso de suas atribuições legais, torna público o presente edital que estabelece as normas para realização de processo seletivo interno para instrutores do curso de língua inglesa, para cadastro reserva.

**1 DO OBJETIVO DO PROCESSO SELETIVO**

1.1 O objetivo deste processo seletivo é compor cadastro reserva de servidores da UFFS qualificados para operar como instrutor do curso de língua inglesa integrante do programa de capacitação da UFFS, em conformidade com a Lei 8.112/90, Lei 11.091/2005, Decreto Lei 94.664/87, Decreto 5.707/2006 e Decreto 5.825/2006.

**2 DO PROCESSO SELETIVO**

2.1 O curso e suas disciplinas, cargas horárias, requisitos específicos e número de vagas por campus para os quais se abrem inscrições por meio deste Edital estão descritos no Anexo I e II.

2.2 Cronograma

ETAPAS	PERÍODOS
Inscrições	06 a 08 de agosto de 2012
Homologação provisória das inscrições	09 de agosto de 2012
Período de Recursos para inscrições	09 e 10 de agosto de 2012
Homologação final	13 de julho de 2012
Resultados preliminares	14 de agosto de 2012
Recursos aos Resultados	15 de agosto de 2012
Resultado Final	16 de agosto de 2012

**3 DA GRATIFICAÇÃO DE CURSO E CONCURSO**

3.1 A gratificação ocorre pelo disposto no Art.76-A, da Lei 8.112/90, que institui a Gratificação por Encargo de Curso ou Concurso; regulado pela Portaria MEC nº 581/2008; e normatizado no âmbito da UFFS pela Portaria 227/GR/UFFS/2010.

Função	Valor (por hora/aula)
Instrutoria em curso de desenvolvimento	R\$ 66,44*

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Elaboração de material didático**	R\$ 43,79*
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\* valores representativos dos percentuais incidentes sobre o maior vencimento básico da administração pública federal, em julho/2012, sujeito a alterações a qualquer momento.

\*\* remuneração paga quando necessária a confecção de material para suprir conteúdos do plano de ensino, mediante aprovação prévia da SEGEP.

#### 4 DAS ATRIBUIÇÕES DO INSTRUTOR

4.1 As atribuições do instrutor são:

I – Planejamento, execução e desenvolvimento de situações de ensino e aprendizagem voltadas para a qualificação profissional de servidores públicos orientando-os nas técnicas específicas da área em questão.

II – Avaliação no processo ensino-aprendizagem;

III – Elaboração de material didático;

IV – Sistematização dos estudos, informações e experiências sobre a área ensinada;

V – Garantir segurança, higiene e proteção ambiental nas situações de ensino-aprendizagem;

VI – Fazer registros de documentação escolar, de oficinas e de laboratórios.

VII – Desenvolvimento das atividades mobilizando capacidades comunicativas.

4.2 O instrutor deverá estar apto a desenvolver os conteúdos previstos no projeto do curso, anexo II.

#### 5 DAS INSCRIÇÕES

5.1 As inscrições objeto deste edital estarão abertas entre os dias 06 e 08 de agosto de 2012.

5.2 Só poderá inscrever-se servidor da UFFS neste processo seletivo.

5.3 O candidato deverá enviar a inscrição, anexo III, devidamente assinada, para o e-mail, [contato.ddp@uffs.edu.br](mailto:contato.ddp@uffs.edu.br), juntando currículo e documentação comprobatória informando:

I – Identificação;

II – Disponibilidade de horário para ministrar a capacitação, informando o horário de expediente que cumpre na UFFS, ou, turnos e dias da semana que cumpre atividades docentes na UFFS;

III – Escolaridade que possui: nível/titulação, área do conhecimento/curso;

IV – Experiência na atividade docente;

V – Residência em País de Língua Inglesa;

VI – Outros argumentos/documentos não previstos serão analisados pela DDP.

5.3.1 A inscrição será efetuada somente pelo e-mail: [contato.ddp@uffs.edu.br](mailto:contato.ddp@uffs.edu.br).

5.3.2 O servidor deverá enviar a inscrição com a documentação digitalizada que comprove: titulação, docência na área e demais comprovantes que achar necessário, para o e-mail: [contato.ddp@uffs.edu.br](mailto:contato.ddp@uffs.edu.br).

5.3.3 São destinados dois momentos para recursos, o primeiro na homologação das inscrições e o segundo no resultado preliminar.

5.3.3.1 Os recursos devem ser encaminhados para o e-mail: [contato.ddp@uffs.edu.br](mailto:contato.ddp@uffs.edu.br), no prazo estipulado por este edital.



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## 6 DAS AVALIAÇÕES E CLASSIFICAÇÃO

6.1 A avaliação dos currículos e recursos será conduzida pela DDP.

6.2 As avaliações considerarão para efeito de pontuação e classificação os seguintes critérios:

Critério	Nível/Intervalo	Pontos
Titulação na área	Doutor	30 pontos
	Mestre	20 pontos
	Especialista	10 pontos
	Graduado	5 pontos
Experiência docente na área	Mais de 5 anos	30 pontos
	De 3 anos até 5 anos	20 pontos
	De 1 ano até menos de 3 anos	10 pontos
	Menos de 1 ano	5 pontos
Curso de idiomas no exterior	Mais de 3 anos de duração	30 pontos
	De 1 ano até 3 anos duração	20 pontos
	Até 1 ano duração	10 pontos
Residência em país de língua Inglesa	Mais de 5 anos	30 pontos
	De 3 anos até 5 anos	20 pontos
	De 1 ano até menos de 3 anos	10 pontos
	Menos de 1 ano	5 pontos

6.3 Serão considerados os seguintes critérios para desempate:

a) Maior tempo de experiência docente na área (meses);

b) Maior titulação na área;

1. Maior tempo de exercício na UFFS (meses).

## 7 DOS RESULTADOS

7.1 Os resultados serão elencados por campus em ordem decrescente, em relação à pontuação obtida;

7.2 A divulgação dos resultados se dará por meio da publicação de edital, divulgado no Boletim Oficial da UFFS, e também no e-mail dos participantes, diretores e coordenadores dos campi e na seção informes da SEGEP no sítio da UFFS. ([www.uffs.edu.br](http://www.uffs.edu.br)).



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## 8 DAS DISPOSIÇÕES GERAIS

8.1 Terá a inscrição indeferida o candidato que não atender rigorosamente ao estabelecido neste edital.

8.2 O servidor exercerá as atividades previstas por este processo seletivo no campus de lotação, salvo por exclusivo interesse da administração, o servidor poderá ser convidado a exercer as atividades previstas por este edital em campus distinto de sua lotação.

8.3 O instrutor deverá utilizar (adotar) o material didático conforme orientação da SEGEP;

8.4 A seleção do instrutor não garante que o mesmo seja aproveitado, mas garante apenas expectativa de direito de ser chamado dentro da ordem classificatória.

8.5 O servidor selecionado que seja convocado a participar deverá apresentar a documentação original ou autenticada que dê provimento aos anexos indicados no ato da inscrição;

8.5.1 O servidor tem 2 (dois) dias úteis a partir da convocação para apresentar a documentação citada no item 7.5, caso não apresente será desclassificado;

8.5.2 O não comparecimento no prazo estipulado para o início das atividades, ou a não aceitação das atribuições de instrutor para o qual foi convocado, implicará sua desclassificação.

8.6 Este edital tem validade de até 01(um) ano a contar de sua publicação, podendo ser renovado por igual período, a critério da DDP/SEGEP.

8.7 As atribuições do instrutor, conforme item 3 deste edital, não gera vínculo empregatício, pois trata-se de gratificação por atividade desenvolvida, externa ao cargo que ocupa, conforme Art. 76-A da Lei 8.112/1990.

8.8 Os instrutores convocados podem ser substituídos a qualquer momento mediante:

I – Não ministração dos conteúdos previstos no projeto;

II – Não cumprimento da carga horária prevista;

III – Abandono do programa;

IV – Falta ética em conformidade com o Decreto 1.171/1994;

V – A pedido do instrutor;

VI – Horário incompatível com o previsto no programa de capacitação;

VII – Imposições legais que impeçam o pagamento da gratificação de encargo de curso e concurso;

VIII – Vacância do cargo efetivo.

8.9 A convocação do candidato dar-se-á através de e-mail institucional do servidor junto a UFES.

8.9.1 É de exclusiva responsabilidade do servidor acompanhar as postagens de convocação, encaminhadas ao email institucional.

8.10 O programa e cursos podem ser revistos e readequados para atender ordenamentos contingenciais.



8.10.1 No caso do curso ser encerrado a qualquer momento, por decorrência encerra as atividades de instrutoria junto ao curso.

8.11 Os casos omissos serão resolvidos pela DDP/SEGEP.

Chapecó, 06 de agosto de 2012.

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Prof. Antônio Inácio Andrioli  
Reitor *pro tempore* da UFFS, em exercício



## ANEXO I

### RELAÇÃO DE CURSOS, REGIME DE TRABALHO, REQUISITOS MÍNIMOS E *CAMPUS*

Curso	Carga Horária	Disciplinas	<i>Campus</i>	Requisitos
Inglês	60 h/aula por semestre	Intro A e B Interchange 1, 2 e 3 níveis A e B.	Chapecó, Cerro Largo, Erechim, Laranjeiras do Sul e Realeza	Formação na área de Letras – inglês; ou secretariado executivo bilíngue – inglês.

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## ANEXO II

### PROJETO DO CURSO DE CAPACITAÇÃO EM LÍNGUA INGLESA

#### CURSOS DE CAPACITAÇÃO

#### 1 Tema

Cursos de capacitação em língua inglesa.

#### 2 Apresentação e justificativas

Ao considerarmos as possibilidades de comunicação e de mobilidade que verificamos no mundo contemporâneo globalizado, observamos a importância do aprendizado de línguas estrangeiras modernas que funcionam como chaves-mestras, reduzindo distâncias e aproximando pessoas dos mais distantes pontos do planeta de modos diversos. Nesse contexto, o inglês tem desempenhado o papel de *língua franca* em diferentes áreas como o comércio internacional ou a divulgação científica, tecnológica e cultural de diferentes nações e, assim, tem sido fundamental à aquisição de conhecimento em diferentes campos do conhecimento, por exemplo, o tecnológico – principalmente nas áreas de alta tecnologia como computação, engenharia, genética e medicina –; ao acesso a maior parte das informações compartilhadas em páginas na Internet; participação em grande parte das conferências e/ou feiras internacionais de comércio, indústria, ciência ou tecnologia; a estudos e a publicações; a viagens; e a negócios. Por essas razões, uma universidade – instituição de ensino, pesquisa e extensão – que se instaura, em pleno século 21, necessita propiciar aos seus construtores – servidores e professores – a oportunidade de se capacitarem no domínio da língua inglesa a fim de abrirem e ampliarem as fronteiras com que se depararão no exercício de suas funções.

Dessa forma, a formação será oferecida com cursos em seis níveis, Introdutórios I e II, Básicos III, IV e V, e Pré-Intermediários VI, VII e VIII, cuja oferta dependerá da demanda e disponibilidade de espaço físico e de professores.

A seleção dos candidatos será feita por meio de prova de nivelamento que avaliará a competência comunicativa nas modalidades oral e escrita, nas habilidades receptivas e produtivas da língua a cada semestre. A classificação dar-se-á pelo desempenho nos testes propostos em cada nível. Os candidatos que vierem a requerer uma vaga em determinado nível passarão por sorteio, caso a demanda por vagas seja maior que a oferta.

A certificação será concedida com base em dois critérios: *participação* igual ou superior a 75% do total da carga horária proposta para cada módulo/nível oferecido e *aproveitamento* igual ou superior a 7,0 (sete) pontos em uma escala de 0 (zero) a 10 (dez).

#### 3 Objetivos

##### 3.1 Geral

O objetivo a longo prazo desta proposta é a construção de competências fundamentais em língua inglesa que possibilitem, ao participante, o seu crescimento pessoal e profissional em consonância com os objetivos institucionais, isto é, a ampliação das fronteiras das relações pessoais e institucionais.

##### 3.2 Específicos

Por meio dos diferentes níveis de estudo da língua, busca-se construir as habilidades, em nível básico e pré-intermediário, nas modalidades oral e escrita, visando:

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- à compreensão e à participação em interações orais in loco e virtuais;
- à compreensão de textos de diferentes gêneros e em diferentes mídias;
- à produção de textos do cotidiano, fundamentais para a comunicação pessoal e profissional.

A fim de atingir esses propósitos, promover-se-á o estudo e o desenvolvimento de diferentes facetas que compreendem as competências linguísticas como a competência lexical, a competência pragmática, a competência discursiva.

## 4 Conteúdo programático

### 4.1 Nível I

- **Produção Oral:** Introducing yourself and friends; saying hello and good-bye; asking for names and phone numbers; Naming objects; asking for and giving the locations of objects; Talking about cities and countries; asking for and giving information about place of origin, nationality, first language, and age; describing people; Asking about and describing clothing and colors; talking about the weather and seasons; finding the owners of objects; Asking for and telling time; asking about and describing current activities; Asking for and giving information about how people go to work or school; talking about family members; describing daily and weekly routines; Asking about and describing houses and apartments; talking about the furniture in a room; Asking for and giving information about work; giving opinions about jobs; describing workday routines.
- **Pronúncia e Compreensão Oral:** Linked sounds; Listening for the spelling of names and phone numbers; Self-study: Listening for personal information; Plural -s endings; Listening for the locations of objects; Self-study: Listening to a conversation about lost things; Syllable stress; Listening for countries, cities, and languages; listening to descriptions of people; Self-study: Listening to descriptions of four people; The letters *s* and *sh*; Listening for descriptions of clothing and colors; Self-study: Listening to a fashion show; Rising and falling intonation; Listening for times of the day; listening to identify people's actions; Self-study: Listening to a television show; Third-person singular -s endings; Listening for activities and days of the week; Self-study: Listening to questions about your weekly routine; Words with *th*; Listening to descriptions of homes; listening to people shop for furniture; Self-study: Listening to a conversation about a new apartment; Reduction of *do* and *does*; Listening to people describe their jobs; Self-study: Listening to a conversation about a new job.
- **Gramática:** Possessive adjectives *my, your, his, her*; the verb *be*: affirmative statements and contractions; Articles *a, an, and the*; *this/these, it/they*; plurals; yes/no and where questions with *be*; prepositions of place: *in, in front of, behind, on, next to, and under*; The verb *be*: affirmative and negative statements, yes/no questions, short answers, and Wh-questions; Possessives: adjectives *our* and *their*, pronouns, names, and *whose*; present continuous statements and yes/no questions; conjunctions *and* and *but*; placement of adjectives before nouns; Time expressions: *o'clock, A.M., P.M., noon, midnight, in the morning/afternoon/evening, at 7:00/night/midnight*; present continuous Wh-questions; conjunction *so*; Simple present statements with regular and irregular verbs; simple present yes/no and Wh-questions; time expressions: *early, late, every day, on Sundays/weekends/weekdays*; Simple present short answers; *there is, there are; there's no, there isn't a, there are no, there aren't any*; Simple present; Wh-questions with *do* and *does*; placement of adjectives after *be* and before nouns.





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- ***Redação e Leitura:*** Writing a list of names and phone numbers; Writing the locations of objects; Writing questions requesting personal information; Writing questions about what people are wearing; Writing times of the day “Friends Across a Continent”: Reading an online chat between two friends; Writing about you and your family; “What’s Your Schedule Like?”: Reading about three people’s; daily schedules; Writing about your dream home; “Two Special Houses in the Southwest”: Reading about unusual homes; Writing about jobs “Job Profiles”: Reading about four unusual jobs.

#### 4.2 *Nível II*

- ***Produção Oral:*** Talking about food likes and dislikes; giving opinions about healthy and unhealthy foods; talking about foods you have and need; describing eating habits; Talking about sports you watch and play; asking for and giving information about abilities and talents; Asking about birthdays; talking about plans for the evening, weekend, and other occasions; Describing health problems; talking about common medications; giving advice for health problems; Talking about stores and other places; asking for and giving directions; Asking for and giving information about weekend and vacation activities; Asking for and giving information about date and place of birth; describing school experiences and memories; Describing people’s locations; making phone calls; leaving phone messages; making, accepting, and declining invitations; making excuses.
- ***Pronúncia e Compreensão Oral:*** Sentence stress; Listening for people’s food preferences; Self-study: Listening to people discuss foods for a party; Pronunciation of *can* and *can’t*; Listening for people’s favorite sports to watch or play; listening to people talk about their abilities; Self-study: Listening to people discuss sports and activities; Reduction of *going to*; Listening to people talk about their evening plans; Self-study: Listening to a conversation about summer events; Sentence intonation; Listening to people talk about health problems; listening for medications; Self-study: Listening to sentences and questions about health; Compound nouns; Listening to people talk about shopping; listening to directions; Self-study: Listening to people ask for directions; Simple past *-ed* endings; Listening to people talk about their past summer activities; Self-study: Listening to conversations about last weekend; Negative contractions; Listening for places and dates of birth; Self-study: Listening to an interview with an actress; Reduction of *want to* and *have to*; Listening to phone conversations; listening to answering machine messages; Self-study: Listening for mistakes in answering machine messages.
- ***Gramática:*** *Some* and *any*; count and noncount nouns; specific and general nouns; adverbs of frequency: *always, usually, often, sometimes, hardly ever, never*; Simple present Wh-questions; *can* for ability; yes/no and Wh-questions with *can*; The future with *be going to*; yes/no and Wh-questions with *be going to*; future time expressions; *Have* + noun; *feel* + adjective; negative and positive adjectives; imperatives; Prepositions of place: *on, on the corner of, across from, next to, between*; giving directions with imperatives; Simple past statements with regular and irregular verbs; simple past yes/no questions and short answers; Statements and questions with the past of *be*; Wh-questions with *did, was, and were*; Prepositional phrases; subject and object pronouns; invitations with *Do you want to . . . ?* and *Would you like to . . . ?*; verb + *to*.
- ***Redação e Leitura:*** Writing questions about mealtime habits; “Eating for Good Luck”: Reading about foods people eat for good luck in the new year; Writing questions about sports; “Race the U.S.!”: Reading about four unusual races in the



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U.S.; Writing about weekend plans; “What are you going to do on your birthday?”: Reading about birthday customs in different places; Writing advice for health problems “10 Simple Ways to Improve Your Health”: Reading about ways to improve your health; Writing directions “A Walk Up Fifth Avenue”: Reading about popular tourist attractions in New York City; Writing about last weekend; “Weekend Stories”: Reading about three people’s weekend experiences; Writing questions about a famous person’s life; “Ricky Martin”: Reading about a famous singer’s life; Writing messages “Miami, Florida: What’s on This Saturday?”: Reading about shows and events on a Web pages.

### 4.3 *Nível III*

- *Produção Oral*: Introducing yourself; introducing someone; checking information; exchanging personal information; saying hello and good-bye; Describing work and school; asking for and giving opinions; describing daily schedules; Talking about prices; giving opinions; discussing preferences; making comparisons; buying and selling things; Talking about likes and dislikes; giving opinions; making invitations and excuses; Talking about families and family members; exchanging information about the present; describing family life; Asking about and describing routines and exercise; talking about frequency; discussing sports and athletes; talking about abilities; Talking about past events; giving opinions about past experiences; talking about vacations; Asking about and describing locations of places; asking about and describing neighborhoods; asking about quantities.
- *Pronúncia e Compreensão Oral*: Linked sounds; Listening for names and countries; Self-study: Listening for personal information; Syllable stress; Listening to descriptions of jobs and daily schedules; Self-study: Listening to a description of a weekly schedule; Sentence stress; Listening to people shopping; listening for items, prices, and opinions; Self-study: Listening to people discussing clothing options; Intonation in questions; Identifying musical styles; listening for likes and dislikes; Self-study: Listening to people making invitations; Intonation in statements; Listening for family relationships; Self-study: Listening to an interview with a new student; Intonation with direct address; Listening to people talking about free-time activities; listening to descriptions of sports participation; Self-study: Listening to a quiz about health and fitness; Reduction of did you; Listening to descriptions and opinions of past events and vacations; Self-study: Listening to a police officer interviewing a possible thief; Reduction of there is/there are; Listening for locations and descriptions of places; Self-study: Listening for locations in a neighborhood.
- *Gramática*: Wh-questions and statements with *be*; questions: *what, where, who, and how*; yes/no questions and short answers with *be*; subject pronouns; possessive adjectives; Simple present Wh-questions and statements; question: *when*; time expressions: *at, in, on, around, early, late, until, before, and after*; Demonstratives: *this, that, these, those; one and ones*; questions: *how much and which*; comparisons with adjectives; Yes/no and Wh-questions with *do*; question: *what kind*; object pronouns; modal verb *would*; verb + *to* + verb; Present continuous yes/no and Wh-questions, statements, and short answers; quantifiers: *all, nearly all, most, many, a lot of, some, not many, a few, and few*; pronoun: *no one*; Adverbs of frequency: *always, almost always, usually, often, sometimes, hardly ever, almost never, and never*; questions: *how often, how long, how well, and how good*; short answers; Simple past yes/no and Wh-questions, statements, and short answers with regular and irregular verbs; past of *be*; *There is/there are*;



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*one, any, and some*; prepositions of place; quantifiers; questions: *how many* and *how much*; count and noncount nouns

- **Redação e Leitura:** Writing questions requesting personal information; “What’s in a Name?”: Reading about popular names; Writing a biography of a classmate; “Why Do You Need a Job?”: Reading about people who need jobs; Writing a comparison of prices in different countries “The World’s Online Marketplace™-eBay!”: Reading about online shopping; Writing a text message; “Christina Aguilera”: Reading about a famous entertainer; Writing an e-mail about family; “The Changing Family”: Reading about an American family; Writing about favorite activities; “Health and Fitness Quiz”: Reading about and taking a quiz; Writing a postcard; “Vacation Postcards”: Reading about different kinds of vacations; Writing a roommate wanted ad; “The World in One Neighborhood”: Reading about a New York City neighborhood.

#### 4.4 Nível IV

- **Produção Oral:** Asking about and describing people’s appearance; identifying people; Describing past experiences; exchanging information about past experiences and events; Asking about and describing cities; asking for and giving suggestions; talking about travel and tourism; Talking about health problems; asking for and giving advice; making requests; asking for and giving suggestions; Expressing likes and dislikes; agreeing and disagreeing; ordering a meal; Describing countries; making comparisons; expressing opinions; talking about distances and measurements; Talking about plans; making invitations; accepting and refusing invitations; giving reasons; taking and leaving messages; Exchanging personal information; describing changes; talking about plans for the future.
- **Pronúncia e Compreensão Oral:** Contrastive stress; Listening to descriptions of people identifying people; Self-study: Listening to descriptions of people; identifying styles; Linked sounds; Listening to descriptions of events; Self-study: Listening to a job interview; listening to descriptions of experiences; Can’t and shouldn’t; Listening to descriptions of cities and hometowns; listening for incorrect information; Self-study: Listening to descriptions of vacation destinations; Reduction of to; Listening to health problems and advice; Self-study: Listening to advice for a camping trip; Stress in responses; Listening to restaurant orders; Self-study: Listening to people; talking about restaurant orders; Questions of choice; Listening to a TV game show; Self-study: Listening to people discussing Chiang Mai; Reduction of *could you* and *would you*; Listening to telephone messages; Self-study: Listening to telephone messages; identifying errors; Vowel sounds /ou/ and /ç/; Listening to descriptions of changes; Self-study: Listening to people at a class reunion.
- **Gramática:** Questions for describing people: *What . . . look like, how old, how tall, how long, and what color*; modifiers with participles and prepositions; Present perfect yes/no and Wh-questions, statements, and short answers with regular and irregular past participles; *already* and *yet*; present perfect vs. simple past; *for* and *since*; Adverbs before adjectives; conjunctions: *and, but, though, and however*; modal verbs *can* and *should*; Infinitive complements; modal verb *should* for suggestions; modal verbs *can, could, and may* for requests; *So, too, neither, and either*; modal verbs *would* and *will* for requests; Comparative and superlative forms of adjectives; questions: *how far, how big, how high, how deep, how long, how hot, and how cold*; Future with present continuous and *be going*



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*to*; messages with *tell* and *ask*; Describing changes with the present tense, the past tense, the present perfect, and the comparative; verb + infinitive.

- ***Redação e Leitura***: Writing an e-mail describing people; “Hip-Hop Style”: Reading about clothing styles; Writing a letter to an old friend; “Taking the Risk”: Reading about unusual or dangerous sports; Writing a magazine article; “Greetings from . . .”: Reading about famous cities; Writing a letter to an advice columnist; “Rain Forest Remedies?”: Reading about natural products as medicine; Writing a restaurant review; “To Tip or Not to Tip”: Reading about tipping customs; Writing an article about a country; “Things You Can Do to Help the Environment”: Reading about the environment; Writing unusual favors; “Cell Phone Etiquette”: Reading about cell phone manners; Writing a proposal for a class party; “Setting Personal Goals”: Reading about goals and priorities.

#### 4.5 *Nível V*

- ***Produção Oral***: Introducing yourself; talking about yourself; exchanging personal information; remembering your childhood; asking about someone’s childhood; Talking about transportation and transportation problems; evaluating city services; asking for and giving information; Describing positive and negative features; making comparisons; talking about lifestyle changes; expressing wishes; Talking about food; expressing likes and dislikes; describing a favorite snack; giving instructions; Describing vacation plans; giving travel advice; planning a vacation; Making requests; accepting and refusing requests; complaining; apologizing; giving excuses; Describing technology; giving instructions; giving suggestions; Describing holidays, festivals, customs, and special events.
- ***Pronúncia e Compreensão Oral***: Reduced form of *used to*; Listening to people talk about their past; Self-study: Listening to people discuss their favorite childhood memories; Syllable stress; Listening to a description of a transportation system; Self-study: Listening to people ask for information; Unpronounced vowels; Listening to people talk about capsule hotels; Self-study: Listening to people ask and answer questions about apartments for rent; Consonant clusters; Listening to descriptions of foods; Self-study: Listening to people talk about food; Linked sounds with /w/ and /y/; Listening to travel advice; Self-study: Listening to people discuss vacation plans; Stress in two-part verbs; Listening to results of a survey; Self-study: Listening to people make requests; Syllable stress; Listening to a radio program; listening to people give advice; Self-study: Listening to people discuss computers; Stress and rhythm; Listening to a description of Carnaval; Self-study: Listening to someone talk about Halloween.
- ***Gramática***: Past tense; *used to* for habitual actions; Adverbs of quantity with count and noncount nouns: *too many, too much, fewer, less, more, not enough*; indirect questions from Wh-questions; Evaluations and comparisons with adjectives: *not . . . enough, too, (not) as . . . as*; evaluations and comparisons with nouns: *not enough . . . , too much/many, . . . , (not) as much/many . . . as*; *wish*; Simple past vs. present perfect; sequence adverbs: *first, then, next, after that, finally*; Future with *be going to* and *will*; modals for necessity and suggestion: *must, need to, (don’t) have to, better, ought to, should (not)*; Two-part verbs; *will* for responding to requests; requests with modals and *Would you mind . . . ?*; Infinitives and gerunds for uses and purposes; imperatives and infinitives for giving suggestions; Relative clauses of time; adverbial clauses of time: *when, after, before*.





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- ***Redação e Leitura:*** Writing a paragraph about your childhood; “Nicole Kidman: New Hollywood Royalty”: Reading about an actress’s career; Writing a letter to the editor; “New Ways of Getting Around”: Reading about new transportation inventions; Writing an e-mail describing an apartment; “Break Those Bad Habits”: Reading about ways to end bad habits; Writing a recipe; “Food and Mood”: Reading about how food affects the way we feel; Writing travel suggestions; “Getting Away From It All”: Reading tips from an expert backpacker; Writing a set of guidelines; “Neighbor vs. Neighbor”: Reading about ways to deal with neighbors; Writing a note giving instructions; “A Day in Your Life – In the Year 2020”: Reading about life in the future; Writing a travel guide; “Unique Customs”: Reading about holidays and unusual customs.

#### 4.6 Nível VI

- ***Produção Oral:*** Talking about change; comparing time periods; describing possibilities; Describing abilities and skills; talking about job preferences; describing personality traits; Talking about landmarks and monuments; describing countries; discussing facts; Asking about someone’s past; describing recent experiences; Describing movies and books; talking about actors and actresses; asking for and giving reactions and opinions; Interpreting body language; explaining gestures and meanings; describing emotions; asking about signs and meanings; Speculating about past and future events; describing a predicament; giving advice and suggestions; Reporting what people say; making requests; making invitations and excuses.
- ***Pronúncia e Compreensão Oral:*** Intonation in statements with time phrases; Listening to people talk about changes; Listening to people discuss technology; Unreleased and released /t/ and /d/; Listening to people talk about their job preferences; Listening to a student election debate; The letter *o* ; Listening to descriptions of monuments; listening for information about a country; Listening for information about the Statue of Liberty; Contrastive stress in responses; Listening to people talk about recent experiences; Listening to people talk about events in their careers; Emphatic stress; Listening for opinions; listening to a movie review; Listening to people talk about a book; Pitch; Listening to people talk about the meanings of signs; Listening to people discuss street signs; Reduction of *have*; Listening to people talk about predicaments; listening to a radio talk show; Listening to people describe situations; Reduction of *had* and *would*; Listening for excuses; listening to voice mail messages; Listening to a telephone conversation.
- ***Gramática:*** Time contrasts; conditional sentences with *if* clauses; Gerunds; short responses; clauses with *because*; Passive with *by* (simple past); passive without *by* (simple present); Past continuous vs. simple past; present perfect continuous; Participles as adjectives; relative clauses; Modals and adverbs: *might, may, could, must, maybe, perhaps, possibly, probably, definitely*; permission, obligation, and prohibition; Unreal conditional sentences with *if* clauses; past modals; Reported speech: requests; reported speech: statements.
- ***Redação e Leitura:*** Writing a description of a person; “Are You in Love?”: Reading about the signs of being in love; Writing a cover letter for a job application; “Find the Job That’s Right for You!”: Reading about how to find the perfect job; Writing a guidebook introduction; “A Guide to Unusual Museums”: Reading about interesting museums; Writing a short story; “Child Prodigies”: Reading about gifted children; Writing a movie review; “The Magic of Potter”: Reading about an author’s career; Writing a list of rules; “Pearls of Wisdom”:



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Reading about proverbs; Writing a letter to an advice columnist; “Ask Amy”:  
Reading an advice column; Writing a voice mail message; “The Truth About  
Lying”: Reading about “white lies”.

#### 4.7 *Nível VII*

- ***Produção Oral***: Describing personalities; expressing likes and dislikes; agreeing and disagreeing; complaining; Talking about unusual careers; describing jobs; discussing the pros and cons of jobs; Making unusual requests; making indirect requests; accepting and declining requests; Narrating a story; describing events in the past; Talking about moving abroad; expressing emotions; describing cultural expectations; giving advice; Describing problems; making complaints; explaining something that needs to be done; Identifying and describing problems; coming up with solutions; Asking about preferences; discussing pros and cons of different college majors; talking about learning methods; talking about personal qualities.
- ***Pronúncia e Compreensão oral***: Linked sounds; Listening for opinions; listening for descriptions of people; Listening for likes and dislikes about people; Stress with compound nouns; Listening to descriptions of summer jobs; listening for likes and dislikes; Listening to descriptions of careers; listening for comparisons; Unreleased consonants; Listening to people making, accepting, and declining requests; Listening to people making plans, asking for a favor, and giving an excuse; Intonation in complex sentences; Listening to news broadcasts; listening to a narrative about a past event; Listening to a news story; Word stress in sentences; Listening for information about living abroad; listening to opinions about customs; Listening to people’s concerns about traveling abroad; Contrastive stress; Listening to people exchange things in a store; listening to complaints; listening to repair people describe their jobs; Listening to people’s problems with items they bought; Reduction of auxiliary verbs; Listening to environmental problems; listening for solutions; Listening to people talk about problems in their city; Intonation in questions of choice; Listening to descriptions of courses; listening for additional information; Listening to a student describe online classes.
- ***Gramática***: Relative pronouns as subjects and objects; clauses with *it* + adverbial clauses with *when*; Gerund phrases as subjects and objects; comparisons with adjectives, verbs, nouns, and past participles; Requests with modals, *if* clauses, and gerunds; indirect requests; Past continuous vs. simple past; past perfect; Noun phrases containing relative clauses; expectations: *the custom to*, (*not*) *supposed to*, *expected to*, (*not*) *acceptable to*; Describing problems with past participles as adjectives and with nouns; describing problems with *keep* + gerund, *need* + gerund, and *need* + passive infinitive; Passive in the present continuous and present perfect; prepositions of cause; infinitive clauses and phrases; *Would rather* and *would prefer*; *by* + gerund to describe how to do things.
- ***Redação e Leitura***: Writing a description of a best friend; “You Have to Have Friends”: Reading about making and keeping friends; Writing about career advantages and disadvantages; “Strategies for Keeping Your Job”: Reading advice about behavior in the workplace; Writing an informal e-mail request; “Yes or No?”: Reading about the way people in different cultures respond “yes” and “no”; Writing a newspaper article; “Strange but True”: Reading tabloid articles about sensational events; Writing a tourist pamphlet; “Culture Shock”: Reading journal entries about moving to another country; Writing a letter of complaint; “Trading Spaces”: Reading about a TV show in which participants redecorate other people’s rooms; Writing a letter to the editor; “The Threat to Kiribati”:



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Reading about an island that is sinking into the ocean; Writing a short speech; “Learning Styles”: Reading about different kinds of learning.

#### 4.8 *Nível VIII*

- ***Produção Oral***: Talking about things you need to have done; asking for and giving advice or suggestions; Talking about the future; talking about things to be accomplished in the future; Describing rites of passage; describing turning points; describing regrets and hypothetical situations; Describing qualities for success; describing features; giving reasons for success; talking about ads and slogans; Making conclusions; offering explanations; describing hypothetical events; giving advice for predicaments; Describing how something is done or made; describing careers in the media; Giving opinions for and against controversial issues; offering a different opinion; agreeing and disagreeing; Describing challenges, frustrations, and rewards; discussing traits needed for meeting challenges; talking about the past and the future.
- ***Pronúncia e Compreensão Oral***: Sentence stress; Listening to suggestions for self-improvement; Self-study: Listening for what people need to have done; Syllable stress; Listening for opinions about public figures; listening to predictions; Self-study: Listening to past events; making predictions; Reduction of *have* and *been*; Listening to descriptions of important events; listening to regrets and explanations; Self-study: Listening to people describe changes in themselves; Reduced words; Listening for reasons for success; listening for features and slogans; Self-study: Listening for qualities that help people make friends more easily; Reduction in past modals; Listening to explanations; listening for the best solution; Self-study: Listening to situations and reacting; Stress in compound nouns; Listening to a producer describe his work; listening for personality traits; Self-study: Listening to an interview; listening for steps in a process. Intonation in tag questions; Listening for solutions to everyday annoyances; listening to issues and opinions; Self-study: Listening to concerns about issues and problems; Stress and rhythm; Listening to challenges and rewards of people’s work; listening to people’s goals for the future; Self-study: Listening to a person’s experience in the Peace Corps.
- ***Gramática***: *Have* or *get* something *done* (active and passive); making suggestions with gerunds, infinitives, modals +verbs, and negative questions; Referring to time in the past with adverbs and prepositions: *during, in, ago, from . . . to, for, since*; predicting the future with *will*, future continuous, and future perfect; Time clauses: *before, after, once, the moment, as soon as, until, by the time*; describing regrets and hypothetical situations with *should not have* + past participle and *if* clauses + past perfect; Describing purpose with infinitive clauses and infinitive clauses with *for*; giving reasons with *because, since, because of, for, due to, and the reason*; Past modals for degrees of certainty: *must (not) have, may (not) have, might (not) have, could(not) have*; past modals for opinions and advice: *should (not) have, could (not) have, would (not) have*; The passive to describe process with *is/are* + past participle and modal + *be* + past participle; defining and nondefining relative clauses; Giving recommendations and opinions with passive modals: *should be, ought to be, must be, has to be, has got to be*; tag questions for opinions; Complex noun phrases containing gerunds; accomplishments with the present perfect and simple past; goals with the future perfect and *would like to have* + past participle.
- ***Redação e Leitura***: Writing a letter of advice; “Improve Your Memory, Improve Your Life”: Reading about techniques to improve memory; Writing a biography;





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“The Global Village”: Reading about political and technological changes that bring people closer together; Writing a letter of apology; “If You Could Do It All Again”: Reading about people’s life choices and regrets; Writing a TV commercial; “The Wrong Stuff ”: Reading about advertising failures; Writing about a predicament; “The Blue Lights of Silver Cliff ”: Reading a story about an unexplained phenomenon; Writing about a process; “Hooray for Bollywood! ”: Reading about the kind of movies made in India; Writing a letter to a community leader; “How Serious Is Plagiarism? ”: Reading about plagiarism and people’s opinions about its severity; Writing a personal statement for an application; “Young and Gifted”: Reading about exceptionally gifted young people.

## 5 Bibliografia

### 5.1 Níveis I e II

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange Intro - Teacher's Resource Book with Audio CD - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange Intro - DVD - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange Intro A - Student's Book with Audio CD - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange Intro A - Workbook - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange Intro B - Student's Book with Audio CD - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange Intro B - Workbook - Third Edition**. Cambridge University Press, 2005.

### 5.2 Níveis III e IV

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 1 - Teacher's Resource Book with Audio CD - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 1 - DVD - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 1A - Student's Book with Audio CD - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 1A - Workbook - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 1B - Student's Book with Audio CD - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 1B - Workbook - Third Edition**. Cambridge University Press, 2005.

### 5.3 Níveis V e VI

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 2 - Teacher's Resource Book with Audio CD - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 2 - DVD - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 2A - Student's Book with Audio CD - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 2A - Workbook - Third Edition**. Cambridge University Press, 2005.



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RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 2B - Student's Book with Audio CD - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 2B - Workbook - Third Edition**. Cambridge University Press, 2005.

#### 5.4 *Níveis VII e VIII*

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 3 - Teacher's Resource Book with Audio CD - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 2 - DVD - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 3A - Student's Book with Audio CD - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 3A - Workbook - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 3B - Student's Book with Audio CD - Third Edition**. Cambridge University Press, 2005.

RICHARDS, J. C.; HULL, J.; PROCTOR, S. **Interchange 3B - Workbook - Third Edition**. Cambridge University Press, 2005.

#### 5.5 *Bibliografia geral*

##### 5.5.1 *Dicionário obrigatório*

*(O participante deve comprá-lo juntamente com os livros do curso)*

SINCLAIR, John (Ed.) **Collins Cobuild Student's Dictionary: Bridge Bilingual - Portuguese**. 10 ed. Great Britain: Harper Collins, 1995. 673 p.

##### 5.5.2 *Dicionários para consulta*

*(Um exemplar de cada para a biblioteca)*

**Cambridge International Dictionary of English: Guides you to the meaning**. 1 ed. New York: Cambridge University Press, 1995. 1773 p.

**Collins Cobuild Student's Dictionary Bridge Bilingual Portuguese**. 10 ed. Great Britain: Harper Collins, 1995. 673 p.

**Longman Dictionary of Contemporary English: New Edition**. 29 ed. Inglaterra: Clays Ltd. 1229 p.

**Longman Dictionary of English Language and Culture: With colour illustrations**. Londres: Longman, 1993. 1528 p.

**Longman Dictionary of English Idioms**. Londres: Longman. 387 p.

##### 5.5.3 *Livros para a leitura*

*(Kits de 20 unidades de cada para a biblioteca e leitura semestral)*

ESCOTT, John. **The cinema**. Oxford. Oxford University Press, 1997. 30p.

POTTER, Joc; HOPKINS, Andy. **Animals in Danger**. Oxford. Oxford University Press, 1997. 22p.

BORDER, Rosemary. **Recycling**. Oxford: Oxford University Press, 1996. 30p.

AKINYEMI, Rowena. **Rainforests**. Oxford: Oxford University Press, 1995. 30p.

##### 5.5.4 *Livros para o ensino de pronúncia e compreensão oral*

*(Um exemplar de cada para a biblioteca)*

ZIMMER, Márcia. C. ; SILVEIRA, Rosane. ; ALVES, U. K. **Pronunciation Instruction for Brazilians: Bringing Theory and Practice Together**. Newcastle upon Tyne: Cambridge Scholars Publishing, 2009. 250 p.



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SILVEIRA, Rosane. ; ZIMMER, Márcia. C. ; ALVES, U. K. **Pronunciation Instruction for Brazilians: Student's book.** New Castle upon Tyne: Cambridge Scholars Publishing, 2009. v. 1. 143 p.

BAKER, Ann. **Ship or Sheep?: An intermediate pronunciation course.** 13 ed. New York: Cambridge University Press, 1991. 168 p.

BAKER, Ann. **Tree or Three?: An elementary pronunciation course.** New Cambridge University Press, 1992. 121p.

HELGESEN, Marc; BROWN, Steven. **Active Listening: Introducing skills for understanding - Teacher's Edition.** EUA: Cambridge University Press, 1995. 69p.

## 6 Recursos e materiais necessários

O conteúdo dos cursos será ministrado por meio de:

- aula expositiva
- discussões e debates (abordagem comunicativa) com atividades práticas em pares e em grupos;
- atividades de leitura e escrita; e
- atividades com músicas, vídeos e jogos.

Deste modo serão utilizados:

- quadro branco;
- pincéis atômicos;
- apagador;
- DVD player;
- projetor;
- pasta com plásticos (1 para cada professor);
- material citado na bibliografia; e
- cópias xerográficas.

## 7 Carga horária e início das aulas

O curso terá duração de 60 horas por módulo/nível, com dois encontros semanais de 2 horas/aula de 50 minutos por encontro. Estima-se que as aulas iniciem entre fevereiro e março. Na possibilidade de abertura de três turmas, os encontros poderão ser em dias alternados da semana (ex: segunda e quarta / terça e quinta / segunda e quinta).

## 8 Elaboração

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- Claudia Finger-Kratochvil - Diretora de Registro Acadêmico - Pró-Reitoria de Graduação - cf-k@uffs.edu.br - (49) 3322-3969 R.238;
- Priscila Steffens Orth - Secretária Executiva - Vice-Reitoria - priscila@uffs.edu.br - (49) 3328-7508 R.206.

