

ANEXOS

ANEXO A

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO - TCLE - Responsáveis

Seu filho (a) está sendo convidado (a) a participar de atividades nas aulas de língua inglesa com o desenho animado *Os Simpsons*. Ao final das atividades, seu filho (a) responderá a um questionário e participará de uma entrevista. As informações colhidas serão usadas na publicação de textos e comunicações em congressos sobre ensino/aprendizagem de língua estrangeira em escolas públicas. Seu filho (a) poderá recusar a participar deste projeto ou desistir em qualquer momento que deseje.

Os procedimentos adotados nesta pesquisa obedecem aos Critérios da Ética em Pesquisa com Seres Humanos, conforme Resolução nº 196/96 do Conselho Nacional de Saúde. Todas as informações que obtivermos de seu filho (a) serão confidenciais. Seus nomes serão substituídos por outros em qualquer apresentação ou publicação baseada no estudo realizado.

Agradecemos antecipadamente a participação, enfatizando que esta pesquisa em muito contribuirá para a criação de novas metodologias destinadas ao ensino/aprendizagem de língua estrangeira nas escolas públicas.

Adelmário Vital Matos

Pesquisador Responsável

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Tendo ciência das informações contidas neste Termo de Consentimento Livre Esclarecido,

eu _____, portador do RG nº _____, autorizo a participação do (a) adolescente _____

_____ nesta pesquisa.

Salvador (BA). ____/____/____

Assinatura: _____

Anexo B

QUESTIONÁRIO Nº. 1 - PERFIL DOS ALUNOS

Nome: _____	Idade: _____
Série: _____	Escola: _____

1. Você gosta de estudar inglês?

() Sim, gosto muito () sim, gosto () não gosto

2. Você acha que aprender inglês é importante para você? Por quê?

3. Há quanto tempo você tem contato com a língua inglesa?

() Desde a primeira série até o ensino médio

() Desde o ensino fundamental (5ª a 8ª série) até o ensino fundamental

() Somente no período em que você estuda no colégio da Polícia militar

4. Diga uma coisa que você gosta de fazer nas aulas de inglês.

5. Diga uma coisa que você não gosta nas aulas de inglês.

6. Você tem dificuldade em aprender inglês?

() Sim. Quais? Escreva abaixo. () Não

7. Já freqüentou alguma escola de idiomas?

() Sim. Durante quanto tempo? _____ () Não

8. Faça uma frase sobre suas aulas de inglês.

9. Nas atividades em sala de aula de língua inglesa, você gosta de trabalhar em grupo ou em dupla? Por quê?

10. Se você pudesse escolher os tipos de atividades para fazer nas aulas de inglês, o que você escolheria?

() atividades com filmes e desenhos animados () Atividades com músicas
() Atividades com os colegas ou professor

11. Quando você não está na escola, o que você gosta de fazer?

() Assistir televisão () Estudar () Navegar na internet

12. O que você assiste mais?

() Desenho animado () Filmes () Vídeo Clipes

Por quê?

13. Você gosta de ver desenho animado?

() Sim () Não

14. Você tem acesso a *internet* ?

() Sim () Não

15. Se a resposta acima foi "SIM". Você tem email e orkut?

() Sim () Não

16. Escreva seu email e *orkut* para futuros contatos.

MUITO OBRIGADO PELA SUA PARTICIPAÇÃO!

ANEXO C

Atividades Instrucionais



COLÉGIO MILITAR DE SALVADOR



ACTIVITY 1

EPISODE – BLAME IT ON LISA

TOPIC: Stereotypes about Brazil.

VOCABULARY: Words related to sightseeing in Brazil and in the USA.

CULTURE FOCUS: The Brazilian culture through the eyes of a foreigner.

SKILLS: Speaking, listening, and writing.

MATERIALS: DVD, *the Simpsons episode Blame it on Lisa*.

TIME: 2 x 45 MINUTES


LEVEL: Intermediate



SYNOPSIS OF THE EPISODE:

“Marge is on a campaign to bring down the phone company because she's convinced they are billing them for calls the family didn't make. When Lisa sheepishly admits that she's been calling Brazil to check up on an orphan she's been sponsoring, the whole family decides to head down to Rio de Janeiro for a visit. Upon arrival, Homer is promptly kidnapped and forces the family to come up with ransom money. Not able to raise the proper capital, Homer begrudgingly calls Mr. Burns for the money and gets deeper into debt with his demonic boss. The family is finally reunited and the orphan it turns out is doing quite well and has a job performing at Carnival”.¹

¹Found at <http://www.thesimpsons.com>. Accessed on September 24th.2007

	Colégio Militar de Salvador	
	Student:.....	Class:.....
	Teacher:.....	Date:.....

TASK 1 - WARM UP

(pre-viewing)

a) Work on the following tasks with a partner:

1) Write down five reasons for Americans to visit Brazil.

.....

2) Write down five reasons for Brazilians to visit the USA.

.....

3) Three common stereotypes Americans have about Brazil.

.....

4) Three common stereotypes Brazilians have about Americans.

.....

b) Answer the questions below with your partner, before you see the episode.

1) Why do you think the Simpsons would want to travel to Brazil?


.....

2) Which preconceived ideas might the Simpsons have about Brazil?

.....

3) Do you think they'll have trouble in Brazil? If so, talk about it.

.....

	Colégio Militar de Salvador	
	Student:.....	Class:.....
	Teacher:.....	Date:.....

TASK 2 - COMPREHENSION

•Answer the questions after watching the episode *Blame it on Lisa*:

1) Why did the Simpsons travel to Brazil?

.....
.....

2) Which city did they visit?


.....
.....

3) What happened when they first arrived in Brazil?

.....
.....

4) What happened to the characters when they were in our country?

.....
.....

	Colégio Militar de Salvador	
	Student:.....	Class:.....
	Teacher:.....	Date:.....

TASK 3 – CRITICAL THINKING

•Discuss the following questions:

1. Which scenes called your attention most ? Why?

.....
.....

2. Did you notice any stereotypes about Brazil in the episode? If yes, which ones? Do you agree with them?

.....
.....

3. What cultural aspects about Brazil are “true”/“false” in the episode?

.....
.....

4. Why do Americans have such a view of Brazil?

.....
.....

5. When you watch American movies, do they represent a stereotyped view of the USA as well?

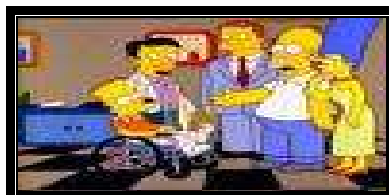
.....
.....

6. How would Brazilians react after watching this episode?

.....
.....



COLÉGIO MILITAR DE SALVADOR



ACTIVITY 2

EPISODE – BART GETS HIT BY A CAR

TOPIC: Moral preferences

VOCABULARY: Words related to honesty, scruples, accidents and lawsuits.

SKILLS: Speaking, listening, and writing.

EQUIPMENT: DVD, DVD player.

TIME: The whole episode: 20' plus 30-45.

LEVEL: Intermediate

SYNOPSIS OF THE EPISODE:



Mr. Burns hits Bart with his car, sending him on a trip to heaven and hell while he's unconscious. After consulting the crooked attorney Lionel Hutz, Homer and Marge attempt to sue Mr. Burns for a million dollars. Burns is prepared to settle for \$500,000, but promptly withdraws the offer when he discovers that the Simpsons have exaggerated Bart's injuries².

² Found at < http://www.thesimpsons.com/episode_guide/0210.htm>. Accessed on 25th. July 2007



Colégio Militar de Salvador

Student:.....Class:.....


Teacher:.....Date:.....

TASK 1 - WARM UP

(Pre-view)

1) Watch the episode of *the Simpsons* **Bart gets hit by a car** with the sound off for 5 minutes. Then try to predict the sequence of the story answering or discussing with your partner the questions below:

- What is it about?
- What do you think the driver will do?
- Will he run away? Call an ambulance. Call for help?
- Did anybody see the accident?
- What would you do if you were the driver? Who was guilty the boy or the driver?

	Colégio Militar de Salvador
Student:.....	Class:.....
Teacher:.....	Date:.....

TASK 2 - COMPREHENSION – AFTER TO WATCH THE EPISODE

A) Are the statements true or false? Check (√) the **right** sentences and **correct** the wrong ones.

- 1. Bart was riding a bicycle along the street. ()
- 2. The driver got too nervous and called an ambulance immediately. ()
- 3. The driver refused to help Bart. ()
- 4. While he was unconscious he saw his family. ()
- 5. He was going to hell but ended up going to heaven. ()

B) MARGE CAN'T LIE

1) At a certain moment, Marge remembers her mother's words. Can you remember what her mother used to tell her?

.....



Colégio Militar de Salvador

Student:.....Class:.....

Teacher:.....Date:.....

- 2) Complete the following paragraph using the WORDS in the box.

settlement - anguish - doctor –
 testimony – trial - suffering –
 bandages - amount – suffering -
 testimony

At the 1. _____ (trial), Marge is called to the stand. In her 2. _____ (testimony), she denounces Dr. Nick Riviera as being a phony 3. _____ (doctor). She says he is more worried about wrapping Bart in 4. _____ (bandages) than in making him feel better. At the same time she confirms that Dr. Hibbert is a real doctor. She is asked to describe Bart's intense mental 5. _____ (anguish) as well as his 6. _____ (suffering). However, as she says that, she is not sure how intense his 7. _____ (suffering) was, although she affirms he missed three days of school. As a result of her honest 8. _____ 8. (testimony), Hutz's case is destroyed. Mr. Burns then offers Homer another 9. _____ (settlement), this time for the 10. _____ (amount) \$0,00 which Hutz advises Homer to accept.



Colégio Militar de Salvador

Student:.....Class:.....

Teacher:.....Date:.....

TASK 3 – CRITICAL THINKING

A) Which of these words have positive meanings? Which have negative meanings? Write the words in the correct columns.

Helpful blackmailer honest liar innocent dishonest fair guilty

POSITIVE

NEGATIVE

B) What is your opinion about the behavior of the following characters? Write a sentence for each character with the adjectives above (or any others you want), using the verb in the past tenses (past simples and past continuous) and one of the linking words while, during and for.



BART SIMPSON



LISA SIMPSON



MARGE SIMPSON



HOMER SIMPSON



LIONEL HUTZ



Mr. BURNS

**Colégio Militar de Salvador**

Student:.....Class:.....

Teacher:.....Date:.....

TASK 4 – FOLLOW UP OR**HOMEWORK****Situation:** A TRIAL**Set:** A Law Court

Students organize a trial; different characters would be involved (victim, criminal, judge, attorney, prosecutor, police officer).

Allow them some time to research and present it to the other groups.



COLÉGIO MILITAR DE SALVADOR



ACTIVITY 3

EPISODE – “LISA, THE VEGETERIAN”

TOPIC: The acceptance of differences; tolerance with the others.

VACABULARY: Words related with food, with opinion and the acceptance of different point of view.

SKILLS: Group work, discussion, listening, speaking and writing.

MATERIALS: DVD, the episode Lisa, the vegetarian.

TIME: 45 minutes

LEVEL: Intermediate



SYNOPSIS OF THE EPISODE:

“Lisa realizes that it's wrong to eat animals after a long petting session with a baby lamb at a local zoo. Swearing off meat turns out to be a controversial decision for Lisa, since everyone around her seems to support the eating of flesh. At school, Lisa must sit through a politically slanted pro-meat film and eat only hotdog buns for lunch; at home, she has to put up with Homer's plans for a meaty barbecue party. After fighting about her beliefs with her family, Lisa runs away to the Kwik-E-Mart, where she discovers a kindred spirit in Apu, who is not only a strict vegetarian, but a vegan as well. Lisa also meets two other vegetarians, Paul and Linda McCartney, who explain that while it's important to stick to her convictions about vegetarianism, she must also tolerate the beliefs of others. Knowing that Paul and Linda are right, Lisa makes up with Homer and they accept each other's different points of view.”¹

Guest Stars: Paul and Linda McCartney as themselves.

¹Found at <http://www.snpp.com/>- Accessed on September 21th.2007



Colégio Militar de Salvador

Student:.....Class:.....

Teacher:.....Date:.....

TASK 1 - WARM UP

(pre-viewing)

1) This is the introduction of the story you'll watch. Complete it using the words in the box.


vegetarian - meeting
- decision - family -
animal - lamb flesh
- view

Lisa realizes that it is wrong to eat **1.**_____ after a long petting session with a baby **2.**_____ at a local zoo. This issue is a controversial **3.**_____ for Lisa, since everyone around her seems to support the eating of **4.**_____. After fighting for her beliefs with her **5.**_____, Lisa runs away to the kwik-E-Mart, where she discovers a Apu³ and meets other **6.** _____ people, like Paul and Linda McCartney. After this **7.**_____ Lisa decides she should accept each other people's different points of **8.**_____”.

2) Discussion

- Do you know what being a vegetarian means?
- Do you know anyone who is a vegetarian?
- How can vegetarianism affect the life of the people who believe in it?

³ Apu is the proprietor of the Springfield kwik-E-Markt, a local convenience store.

	Colégio Militar de Salvador	
	Student:.....	Class:.....
	Teacher:.....	Date:.....

TASK 2 - COMPREHENSION

a) Lisa’s belief in animal rights affects what she eats and how she relates to others. How does it affect her relationships with her family, her teacher and her friends?

.....
.....
.....
.....
.....

b) Apu is Hindu and vegan. Lisa says: “you must think I’m a monster. What is Apu’s reaction?

.....
.....
.....
.....

c) What happened to Homer and Lisa at the end of the episode?

.....
.....
.....
.....



Colégio Militar de Salvador

Student:.....Class:.....

Teacher:.....Date:.....

TASK 3 - GRAMMAR EXERCISE WITH A LISTENING COMPONENT.

Scene (16: 54 – 21:42)

►Read the dialogue below. Then, try to fill in the blanks with the verbs in the balloon. After discussing your answers with a peer, watch the video segment to check.

eat
go
guess
influence
think

Apu: Cheese!

Lisa: You don't 1. _____ cheese, Apu?

Apu: No, I don't eat any food that comes from an animal.

Lisa: Then you must 2. _____ I'm a monster.

Apu: yes, indeed. I do think that. But I learned long ago, Lisa, to tolerate others rather than forcing my beliefs on them. You can 3. _____ people without badgering them always. It's like Paul's song, "Live and let live".

Paul McCartney: Actually, it was "Live and let die".

Apu: Whatever. It had a good rhythm.

Lisa: I 4. _____ I have been pretty hard on a lot of people, especially my dad. Thanks, you guys.

Paul McCartney: Before you 5. _____ , would you like to hear a song?

Lisa: That'd be great!

Paul McCartney: Okay, take it, Apu.





Colégio Militar de Salvador

Student:.....Class:.....

Teacher:.....Date:.....

TASK 4 – CRITICAL THINKING

Think about all the trouble Lisa had when she decided to become vegetarian. Consider now if your friend acted like Lisa.

- Would you agree with him/her? Or would you find he/she is wrong? How would you try and help him/her?
- Would it make any difference if the person were not a close friend of yours?
- If you disapprove of something, is it possible to put over your point of view strongly without using violence?
- Think of a situation in which you had to respect someone else's opinion even though you disagreed with him/her. How did you feel about it?
- Think about issues you defend, like not to smoke , not to kill animals, etc? How do you react when someone gives a different opinion on the topic?



COLÉGIO MILITAR DE SALVADOR



ACTIVITY 4

EPISODE – OLD MONEY

TOPIC: Old people in different cultures and human values in American culture.

VOCABULARY: Words related to old people in different cultures and related to respecting people as human being.

SKILLS: Group work, discussion, listening and writing.

MATERIALS: DVD, the episode “Old Money”

TIME: 45 minutes

LEVEL: Intermediate



SYNOPSIS OF THE EPISODE:

Grandpa Simpson falls in love with Bea Simmons, a fellow resident of the Springfield Retirement Castle. During the course of their brief romance, Bea dies and leaves Grandpa her entire savings, \$100,000. Grandpa decides to give the money to charity but can't decide which one is the worthiest. Eventually, he donates the money to the Retirement Castle to buy new easy chairs and equipment.¹

¹ Source <http://www.thesimpsons.com>. Access on July 07th.2007.



Colégio Militar de Salvador

Student:.....Class:.....
Teacher:.....Date:.....

TASK 1 - WARM UP -1

In groups of four, write dialogues for the pictures below.



TASK 2 - WARM UP – 2 - CULTURAL DROP

Discuss statements about old age in different contexts before watching the film. Read the statements below and, in small groups, say whether they are TRUE or FALSE according to each culture:

- a) *In Japanese culture, age is associated with many positive features. Age denotes wisdom, authority and freedom to be flexible and creative. Is it true or false? ()*
- b) *In the U.S., an individualistic society, independence is not stressed virtually from the beginning of life and the goal is not continued independence through the aging process. Is it true or false? ()²*
- c) *In Brazil, the young people discriminate old people and are ashamed to go out with them. If an old man or an old woman takes a bus, the bus driver often starts the bus quickly, before he or she can sit down. Is it true or false ()*

² Source <http://users.stlcc.edu/vritts/aging.htm>. Access on September 24th.2007



Colégio Militar de Salvador

Student:.....Class:.....
Teacher:.....Date:.....

TASK 3 - COMPREHENSION

Watch *the Simpsons* episode and answer the following questions:

a) What is the theme of the episode?

.....
.....

b) Is old age a problem in the USA?

.....
.....

c) Why did grandpa give a new name “Beatrice Simmons Dining Room” to his room?

.....
.....

d) Why did Bea's ghost suggest that grandpa should give money to charity?

.....
.....

e) What did Grandpa Simpson decide to do with the money that he inherited from Bea Simons?

.....
.....

f) What did Lisa suggest that grandpa should do with the money?

.....
.....



Colégio Militar de Salvador

Student:.....Class:.....

Teacher:.....Date:.....

TASK 4 - GRAMAR EXERCISE WITH A LISTENING COMPONENT.

Fill in the blanks with the modal verbs in the balloon. Then watch the scene (1'25'') and check your answers.

HOMER – Dad, next time we 1. _____ do something more fun.

GRAMPA – Oh, what 2. _____ be more fun than today's trip to the liquor store? Thanks for the jerky.

MARGE TO BART AND LISA – Say goodbye.

LISA AND BART – Goodbye.

BART – Grandpa smells like that trunk with the wet bottom.

LISA – He smells like a photo lab.

HOMER – Stop it. Grandpa smells like an old man, which is like a hospital hallway.

MARGE – That's terrible. We 3. _____ teach them to value the elderly. We 4. _____ be old someday.

HOMER – My God, you're right.

Will

Could

Should

Will





Colégio Militar de Salvador

Student:.....Class:.....

Teacher:.....Date:.....

TASK 5 – CRITICAL THINKING

• Discuss the following questions with your partner after you have seen the film.

- If you inherited a lot of money, what would you do?
- Do you help people in your everyday life? For example, do you help a blind person or an elderly to take a bus or to cross the street?
- What is your opinion about the elderly?
- What's your relationship with them?
- How is the elderly treated in Brazil?
- What are public programs for the elderly in Brazil like?
- Do you know about any of these programs, initiatives, or institutions in Salvador?
- Do you think that Brazilians are encouraged to take care of family members, when they get old?

Anexo D

Planos de Aula

PLANO DE AULA - ATIVIDADE 1

ATIVIDADE COM O EPISÓDIO *BLAME IT ON LISA*

OBJETIVO GERAL: desenvolver a consciência intercultural⁴ do aprendiz de língua estrangeira, ampliando sua visão das culturas envolvidas.

OBJETIVOS ESPECÍFICOS: Levar o aprendiz a: 1) Ser consciente de sua realidade social e ressignificar suas crenças e seus valores; 2) Refletir criticamente sobre a realidade brasileira a partir do olhar do estrangeiro sobre sua própria cultura; 3) expressar suas opiniões através de atividades na língua-alvo.

CONTEÚDO: Palavras relacionadas com turismo no Brasil e nos Estados Unidos, estereótipos sobre o Brasil, e cenas da cultura brasileira vista pelo olhar do estrangeiro.

RECURSOS: DVD, episódio de Os Simpsons Blame it on Lisa, quadro branco.

AValiação: Produção de um texto crítico sobre o tema do episódio.

BIBLIOGRAFIA: Episódio de *Os Simpsons* “Feitiço de Lisa” (*Blame it on Lisa* - 31/03/2002). Dirigido por Steven Dean Moore. Escrito por Bob Bendetson.

⁴ Capacidade dos indivíduos de compreenderem as diferenças culturais lançando um olhar crítico sobre a cultura do Outro.

PLANO DE AULA - ATIVIDADE 2

ATIVIDADE COM O EPISÓDIO “Bart gets hit by a car”

OBJETIVO GERAL: Discutir sobre temas como honestidade, escrúpulos e comportamentos considerados antiéticos pela sociedade brasileira.

OBJETIVOS ESPECÍFICOS: Levar o aprendiz a: 1) Refletir sobre os valores, as atitudes e os comportamentos inerentes à sociedade onde ele está inserido; 2) Promover nos aprendizes questionamento sobre que tipo de comportamento pode ser considerado como “politicamente” correto na sociedade brasileira.

CONTEÚDO: Palavras relacionadas com honestidade, escrúpulos, negociação, acidente, ação judicial.

RECURSOS: DVD, episódio de Os Simpsons “Bart gets hit by a car”, quadro branco.

AVALIAÇÃO: Os alunos escreverão uma frase sobre o comportamento de alguns personagens do episódio.

BIBLIOGRAFIA: Episódio de *Os Simpsons* Bart é atropelado (Bart gets hit by a car) – 10/01/1991. Dirigido por Mark Kirkland. Escrito por John Swartzwelder.

PLANO DE AULA - ATIVIDADE 3

ATIVIDADE COM O EPISÓDIO “*Lisa the Vegetarian*”

OBJETIVO GERAL: Discutir sobre as diferenças entre as pessoas e seus pontos de vista bem como o respeito pela opinião dos outros.

OBJETIVOS ESPECÍFICOS: Levar o aprendiz a: 1) ser atencioso, tolerante e cooperativo com os outros; 2) Aprender a aceitar as diferenças entre as pessoas e saber que a intolerância gera a violência e a guerra; 3) Aprender a gostar e a valorizar suas decisões.

CONTEÚDO: Palavras relacionadas com comida, com opiniões e com a aceitação de diferenças.

RECURSOS: DVD, episódio de Os Simpsons “LISA, THE VEGETARIAN”, quadro branco.

AValiação: Os alunos escreverão um texto sobre os temas discutidos na aula.

BIBLIOGRAFIA: Episódio de *Os Simpsons* Lisa, a vegetariana (*Lisa, the Vegetarian*) – 15/10/1995. Dirigido por Mark Kirkland. Escrito por David S. Cohen.

PLANO DE AULA - ATIVIDADE 4

ATIVIDADE COM O EPISÓDIO “*Old Money*”

OBJETIVO GERAL: Debater sobre o tema ética e sobre o tratamento dado ao idoso em diferentes culturas.

OBJETIVOS ESPECÍFICOS: Levar o aprendiz a: 1) Refletir sobre atitudes diversas perante o idoso em diferentes culturas; 2) contextualizar a questão do tratamento ao idoso no dia-a-dia do brasileiro; 3) promover reflexão sobre a maneira como o tema é visto no Brasil;

CONTEÚDO: Palavras relacionadas com velhice em diferentes culturas e com respeito à diferença

RECURSOS: DVD, episódio de Os Simpsons “Old Money”, quadro branco.

AVALIAÇÃO: Produção de um texto crítico sobre situações suscitadas pelos debates em torno do episódio analisado.

BIBLIOGRAFIA: Episódio de *Os Simpsons* “Dinheiro de Velho” (*Old Money* – 28/03/1991) dirigido por David Silverman e escrito por Wallace Wolodarsky.

Anexo E

Modelo de diário de aprendizagem



COLÉGIO MILITAR DE SALVADOR

Student:..... Class:.....

LEARNING LOG

Prezado aluno (a)

Este diário de classe diz respeito à avaliação das atividades planejadas a partir do desenho animado *Os Simpsons*, que foram trabalhadas nas aulas de língua inglesa. A sua participação é importante para o desenvolvimento deste trabalho. Assim, você estará contribuindo para um projeto que pretende acompanhar as aulas de línguas estrangeiras nas escolas públicas.

No quadro abaixo, você encontrará algumas sugestões de como começar a escrever o seu LEARNING LOG. Complete-as como achar melhor.

SUGESTÕES PARA PREENCHER O LEARNING LOG

1. Cada aula que você assistir, escreva pelo menos um parágrafo sobre o que achou do professor incluir esse material e de que maneira lhe ajudou (ou não) a pensar sobre assuntos relevantes para a sua vida.

Na atividade de hoje eu me senti.....
 Eu gostei das atividades porque.....
 Eu não gostei das atividades porque.....
 As discussões contribuíram para a minha formação porque eu aprendi.....
 Os temas discutidos foram importantes porque....
 Os temas discutidos não foram importantes porque....
 A aula de hoje foi muito interessante porque eu aprendi que.....
 A aula de hoje não foi interessante porque eu aprendi que.....
 Uma cena do episódio que me chamou atenção foi...porque...
 O episódio de hoje me ajudou a entender melhor que....



COLÉGIO MILITAR DE SALVADOR

Student:..... Class:.....

ACTIVITY XXX

EPISODE: XXXX

LEARNING LOG

A series of horizontal dotted lines for writing, starting with a solid line at the top and followed by 22 dotted lines.

Anexo F

QUESTIONÁRIO FINAL - ALUNOS

Nome: _____ Idade: _____

1. Como você se sente agora, depois de ter assistido aos episódios dos *Simpsons*, nas suas aulas de inglês e após ter feito as atividades solicitadas? Justifique a sua opinião.

.....
.....
.....

2. Qual foi a sua primeira impressão quando o desenho animado *Os Simpsons* foi colocado na sua sala de aula?

.....
.....
.....

3. O que você aprendeu com esses desenhos e os debates sobre os episódios analisados?

.....
.....
.....

4. Você sugere outras atividades que poderiam ser desenvolvidas a partir do desenho? O quê? Por quê?

.....
.....
.....

5. Quais foram os valores que você aprendeu após as aulas com o desenho animado *Os Simpsons*?

.....
.....
.....

6. Seu modo de ver o mundo mudou após as discussões em sala de aula? Sim? Não? Como? Por quê?

.....
.....
.....

7. Como você descreve sua maneira de agir com os outros (seus colegas, seus irmãos, seus pais) daqui para frente? Faça um pequeno texto sobre isso, ou escreva uma frase.

.....
.....
.....
.....
.....

8. Em sua opinião, qual foi o assunto mais importante discutido nas aulas em que viu *Os Simpsons* e como vai levar esses conhecimentos para o seu dia-a-dia?

.....
.....
.....
.....

Anexo G

Modelo de questionário – Professora regente

1. Como os alunos receberam a atividades?

.....
.....

2. Como você percebeu se os alunos gostaram ou não das atividades?

.....
.....

3. Os alunos fizeram críticas positivas ou negativas às atividades com a animação? Quais?

.....
.....

4. Eles se sentiram impacientes durante a atividade?

.....
.....

5. Os alunos tiveram dificuldade para entender o episódio?

.....
.....

6. Eles fizeram comentários sobre o episódio? Quais?

.....
.....

7. Eles interagiram com as atividades e entre si?

.....
.....

Anexo H

Roteiro para a propaganda política



COLÉGIO MILITAR DE SALVADOR

PLANNING A POLITICAL CAMPAIGN

You work for an advertising agency, and the Brazilian government has asked you to handle one of the biggest political campaigns for the next election in Salvador. The government is planning to make people aware of the importance of caring for the elderly and listening to them; of being ethics; of accepting the differences among the people and promoting your city as a good place to live. The aim of the campaign is to have a better society with more justice and where the human rights are respected; so it wishes to convey images which are convincing. The director of the agency has asked you to work in teams on the idea and to think of a name for the campaign, before reconvening in one large group to try to choose the best idea.

TEAM BRIEFING

Points to consider:

1. Do you want a story line? If so, what? (Video clip, romance, pôster, etc.);
2. Soundtrack: music? If so, what sort? (song, instrumental, pop, classic, etc);
3. Setting (Where? What period? Indoor? Outdoor shots?)
4. Atmosphere/ ambience/mood – What sort of feel are we aiming at?
5. Photography – Special effects? Colour? Black and White? Speed? Focus?

PROBLEMS

There are some really good advertisements already in TV. We need to come up with a winner, but it has to be original and memorable.

NOTE TO THE TEAM

As your ideas begin to take shape, decide how you are going to present them to the rest of the group at the final meeting. Will there be one spokesperson, or do you want to break your presentation into different sections, with different speakers? Do you need any of the following?

White board

Tape-recorder/record play

Video camera

Card

Television

Video

FINAL PRESENTACION

Teams reconvene for a final meeting. After the presentation, try to reach a consensus which spot the agency should use for the Brazilian government.

FINAL NOTE TO THE TEAM

Attached her with please, find some examples of advertisement, which will help you to shape the project. The advertisements (as examples) refer to the Turkish culture (it refers to the culture and different ways of life), but you can adapt it to your own reality.

Anexo I

EPISÓDIOS USADOS PARA AS ATIVIDADES: DVD

Anexo J

Propagandas política preparadas pelos alunos:
DVD

Anexo K

Modelo de avaliação das publicidades dos alunos



COLÉGIO MILITAR DE SALVADOR

EVALUATION OF POLITICAL CAMPAIGN – PRESENTATION

MARK BELOW ACCORDING TO THE PRESENTATION

TEAM NR.: _____

1. CREATIVITY

BAD ()
 GOOD ()
 EXCELLENT ()

2. ORGANIZATION

BAD ()
 GOOD ()
 EXCELLENT ()

3. COHERENCE

BAD ()
 GOOD ()
 EXCELLENT ()

4. COHESION

BAD ()
 GOOD ()
 EXCELLENT ()

4. EQUIPMENT (power point, TV.DVD...)

BAD ()
 GOOD ()
 EXCELLENT ()

5. TEAM INTEGRITY

BAD ()
 GOOD ()
 EXCELLENT ()

6. MOTIVATION

BAD ()
 GOOD ()
 EXCELLENT ()