PROCEDURES FOR A UNIT OF MATERIALS

Beatriz Machado Caiado
UFES

Procedures:
The students were divided into groups and were given the task of making an outline of the text. The outline should present the text main ideas. Then each group analysed the outline and worked on a summary for the text, which they hadn't seen yet. Together with the summary, they suggested a possible title for the text. After that each group presented the summary done to be criticized by all the students and tried to get to an agreement about each item.

Following this procedure the students were given the text and the exercises below, which should be answered according to the text and to the information given in class.

Evaluation:
As the text had been taken from a book of biology, which the students were to study later, the motivation was very high. Firstly because it introduced new and important information to which they would hardly access as the book had not been translated into Portuguese. Secondly because the biology professors, ESP students, took the opportunity to make some points clearer. I must confess that without a specialist in class, some points could remain obscure.

Thence it was concluded that the use of this type of text is extremely important for an ESP group.

The professor should try to get the books they could get at their Departments (books written in English), which are relevant to their students and bring them up to class, so that the teacher could extract passages from them. In
this way the class would become much more interesting since
by learning English the students would be enlarging their
knowledge of their specific field.

The biology professors volunteered to supply the class
with the material they had and the students volunteered to
go to the library and make a survey of books and magazines
that could be used in the English classes.

1. Analise o esquema abaixo e a partir do mesmo faça um
   esboço sobre o assunto do texto.
2. Qual o título que você sugere para o texto?

winter

spring

arrive and establish

territory

arrive and

pair with males

courtship

leading to mating

nest building

laying of eggs by

incubation of eggs

feeding of nestlings

End of parental care

Mid summer

Autumn

Dispersal of

nestlings

Migration

Behaviour

♂

aggressive behaviour

within territory,

use of song to mark

its limits

Display behaviour

especially by ♂

Recognition ceremonies

between ♂ and ♀

Feeding elicited

by gape of nestling

May be aggressive

behaviour to disperse

young

64
The egg of a bird is much the same as that of the reptiles from which the birds evolved, but there is a wider range of colour and shape. Birds with open nests usually have camouflaged eggs (e.g. plover) while those with concealed or domed nests have white eggs (e.g. owl and long-tailed tit). There is a general tendency to reduce the number of eggs laid in the more advanced birds, thus the ostrich has some 80 eggs while the highly successful fulmar has only one, but on the whole birds lay far fewer eggs than do reptiles. Recent work has shown that the number of eggs laid by a bird is related to the number of offspring that the parents can successfully provision. Variations exist within a given species according to the date of nesting, the latitude and immediate ecological conditions.

Parental care is well developed over the whole reproductive period and the male and female tend to cooperate in the making of the nest, incubation of the eggs and subsequent care and feeding of the young. Nest sites are chosen to give the maximum protection from predators and for insulation soft materials such as down and moss are used. The actual position of the nest in regard to other members of the species is also important. Land birds have quite extensive territories which they defend and which have the effect of dispersing a given species efficiently in an area. Sea-birds have their nests closely placed for protection against predators but still regard the small area around their nests as territory.

Birds being homiothermic it is essential that they maintain their eggs at constant temperature. The construction of the nest assists in this and the female (and sometimes the male) develops an increased blood supply to the skin as well as losing feathers from her breast. She also develops the drive to incubate, which is very strong and can be clearly seen in the behavior of a "broody" hen.
After hatching the young are usually cared for by both parents, the gape of the fledgling's beak acting as the releaser to the parents' feeding responses. Nidicolous young are slow to develop and remain for a long time in the nest, which will tend to be built away from predators. Nidifugous young develop rapidly and soon leave the nest, which will be sited on the ground. Most passerines come into the first class while game birds such duck and pheasant fall into the latter.

- o o o -

EXERCÍCIOS

1. Verifique se as frases abaixo são falsas ou verdadeiras:
   a - The egg of a bird is exactly the same as that of a reptile.
   b - The more advanced birds lay more eggs than the less advanced ones.
   c - Throughout the reproductive period, parental care is well developed.

2. Responda em Português:
   a - In what kind of functions do female and male co-operate?
   b - Which are the materials used for insulation of nests?
   c - Compare Nidicolous with Nidifugous young.

3. Complete:
   a - which (linha 34) refere-se a ..............................................
   b - this (linha 29) refere-se a ..............................................
   c - latter (linha 44) refere-se a ..............................................
   d - their (linha 28) refere-se a ..............................................

4. Depois da preposição o verbo leva terminação *ing*. Cite alguns exemplos no texto.

5. O sufixo *ing* pode formar substantivos a partir de verbos. Procure no texto alguns exemplos.
6. Numere a 2ª coluna de acordo com a 1ª
   a) thus
   b) in regard to
   c) assist
   d) latter

   ( ) mais recente, último mencionado
   ( ) com referência a
   ( ) portanto
   ( ) tomar parte, assistir

7. Complete o quadro abaixo:

<table>
<thead>
<tr>
<th>Verbo</th>
<th>Adjetivo</th>
<th>Substantivo</th>
<th>Advérbio</th>
</tr>
</thead>
<tbody>
<tr>
<td>release</td>
<td>ecological</td>
<td>success</td>
<td></td>
</tr>
</tbody>
</table>