

PROCEDURES FOR A UNIT OF MATERIALS

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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 analyzed 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.

UNIVERSIDADE FEDERAL DO ESPÍRITO SANTO
SUB-REITORIA DE PESQUISA E PÓS-GRADUAÇÃO
CURSO DE INGLÊS INSTRUMENTAL

NÍVEL

ÁREA

TEXTO

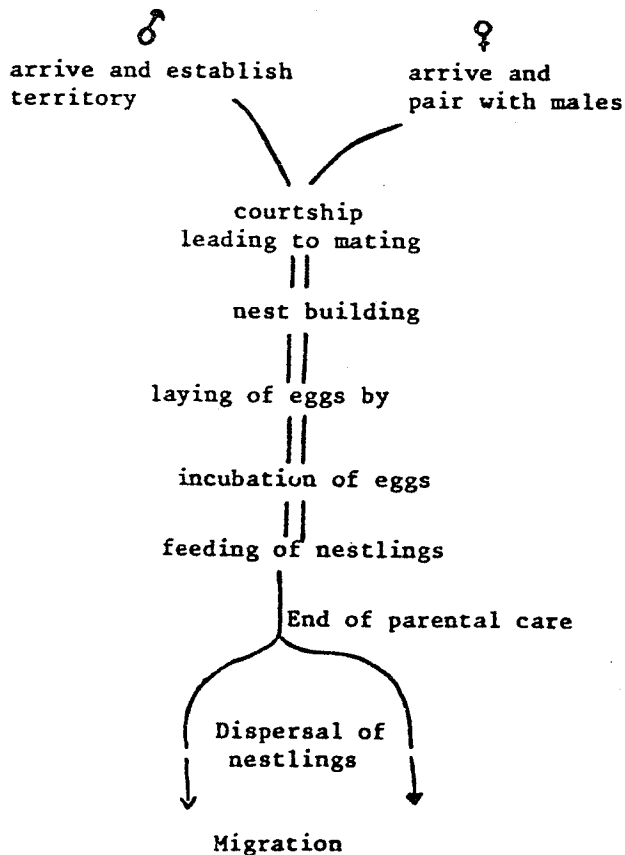
1. Analise o esquema abaixo e a partir do mesmo faça um esboço sobre o assunto do texto.
2. Qual o título que você sugere para o texto?

winter

spring

Mid summer

Autumn



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

01 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
05 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 success-
ful fulmar has only one, but on the whole birds lay far
10 fewer eggs than do reptiles. Recent work has shown that
the number of eggs laid by a bird is related to the number
of off-spring that the parents can successfully provision.
Variations exist within a given species according to the
date of nesting, the latitude and immediate ecological
15 conditions.

Parental care is well developed over the whole
reproductive period and the male and female tend to co-
operate in the making of the nest, incubation of the eggs
and subsequent care and feeding of the young. Nest sites
20 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
25 which have the effect of dispersing a given species ef-
ficiently 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
30 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 de-
velops the drive to incubate, which is very strong and can
35 be clearly seen in the behavior of a "broody" hen.

36 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
40 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
44 pheasant fall into the latter.

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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 cooperate?
 - 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 () mais recente, último mencionado
- b) in regard to () com referência a
- c) assist () portanto
- d) latter () tomar parte, assistir

7. Complete o quadro abaixo:

Verbo	Adjetivo	Substantivo	Advérbio
.....	success
.....	ecological
release