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CRITÉRIOS DE AVALIAÇÃO DO ERRO

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RÉSUMO

Três foram os objetivos propostos neste trabalho de pesquisa: descobrir os erros de interferência do português, mais comuns na escrita; fornecer elementos ao professor de inglês, para que através de técnicas adequadas consiga redução nas falhas de seus alunos, e fornecer subsídios para uma revisão na metodologia atual de ensino de inglês.

Concluimos que isso foi conseguido, pois as redações aplicadas aos alunos de Letras da Universidade Católica do Paraná mostraram que, dentre 930 erros coletados, 325 são de interferência do português (35%).

Dentre os erros de interferência do português selecionamos "áreas de interferência" e, para elas, sugerimos técnicas adequadas de ensino. Para um total de 325 erros coletados, 31 (9,53%) foram classificados como erros de ortografia, 20 (6,15%) de morfologia, 46 (14,16%) de escolha semântico-lexical e 228 (70,16%) como erros de sintaxe.

Além dessa abordagem, tentamos outra: erros de ortografia, morfologia, colocação, regência, semântica e sintaxe. Os erros de interferência do próprio inglês (analogia interna) também foram lembrados neste trabalho, num total de 130.

Esperamos, assim, que este trabalho, de caráter prático, suscite interesse e proporcione subsídios para que se inicie uma revisão na metodologia atual do ensino de inglês.

SUMMARY

Three purposes guided us into this research: first, to find out the most common mistakes in written language, due to the Portuguese language interference; second, to furnish the teacher of English to Brazilian students with some basic information, in order to enable him or her to reduce the students' failures in the use of English, by devising more adequate techniques; and third, to offer fundamental knowledge for a revision of the present methodology of English teaching.

We can say they were all fully achieved, for the compositions written by the students of letters, at the Catholic University of Paraná, showed 325 mistakes of their mother tongue interference, among 930 mistakes in all.

Through the analysis of the mother tongue interference mistakes we not only selected some areas of interference, but suggested some more adequate teaching techniques as well.

Out of 325 mistakes collected, 31 were spelling mistakes, 20 were failures in morphology, 46 in lexis and in semantics, and finally, 228 of them broke the syntactic rules.

A traditional approach to mistakes, such as errors in morphology, in word-order, in regency, in semantics and in syntax was also attempted.

Internal interference, by means of analogy, summed up an amount of 130 mistakes.

With this study we hope to grow interest besides, providing an impulse for starting out a revision of the present English teaching methodology.

1 INTRODUÇÃO

1.1 JUSTIFICATIVA

Na função de professor de Língua Inglesa na Universidade Católica do Paraná, há doze anos, e de professor de Inglês do ensino secundário da Secretaria de Educação do Estado do Paraná, há quinze anos, temos encontrado muitos problemas no ensino e na aprendizagem da língua estrangeira. É aqui que encontramos as maiores dificuldades e, conseqüentemente, os erros na produção da língua. Esses mesmos erros sempre nos motivaram para uma investigação mais profunda de suas causas e conseqüências, no sentido de tentar novas técnicas de ensino e de confecção de livros-textos, que prevejam com maior precisão as áreas de dificuldade.

Também presenciamos, no decorrer dos anos de profissão, a queixa constante de professores de língua estrangeira, a respeito da quantidade e do teor de erros na escrita de seus alunos e da dificuldade em assimilar e automatizar as formas corretas; isso nos preocupou sumamente na escolha do tema deste trabalho, por tratar-se de ponto de vista prático.

Achamos que, com um estudo mais detalhado dos erros produzidos na escrita de nossos alunos, poderíamos conseguir um ensino e uma aprendizagem mais produtivos. Optamos, pois, por um trabalho dessa natureza, por sentir sua falta em nos-

so contato diário em classe. Estamos certos de que ele poderá, no futuro, alertar os professores de inglês no sentido de minimizar os erros mais comuns dos alunos.

1.2 PROBLEMA DA PESQUISA

A ocorrência de erros de inglês na escrita de alunos brasileiros é muito freqüente. Tentaremos encontrar razões para o fato. Poderíamos citar, entre as causas das dificuldades na aprendizagem e no ensino de inglês, a complexidade da língua estrangeira. A língua inglesa se apresenta difícil aos falantes nativos de português por ser uma língua diferente nas suas estruturas gramatical, fonológica e ortográfica.

Os verbos, por exemplo, não se apresentam em paradigmas de conjugação, como sói acontecer em português, e isso causa um impacto inicial, por não corresponder à expectativa do aluno.

O português também dispõe de um número maior de significantes para um mesmo significado do que o inglês; isso se deve, em parte, à abundância de flexões do português. Tomemos, como exemplo, o significante "meu" e suas flexões "meus, minha, minhas". Para eles todos dispomos apenas de "my" em inglês. Assim, podemos nos estender aos adjetivos, que em inglês estão sujeitos apenas à sufixação de grau e não às de gênero e número.

A língua estrangeira também dispõe de sons a que os brasileiros não estão habituados, assim como em português dispomos de outros que não existem em inglês. Os sinais

gráficos também apresentam alterações de uma para outra língua. Razões etimológicas, o português de origem latina e o inglês de origem saxônica, estabelecem grandes diferenças entre as duas línguas.

A falta de interesse pela disciplina se torna outra causa da dificuldade na tarefa de aprender e ensinar. Sabemos que nem todos os estudantes freqüentam o curso que gostariam de fazer, pois o contexto social brasileiro atual ainda não o permite. Como resultado, o aluno, às vezes, se matricula num determinado curso, Letras digamos, mas não encontra objetivos para sua dedicação, e participa das aulas mais física que mentalmente. Então o processo de ensino-aprendizagem se interrompe constantemente em vez de ser um ato contínuo, e por isso mesmo se torna pouco produtivo.

A pouca visão lingüística e o pouco conhecimento da língua materna também tornam a tarefa de ambos, professor e aluno, mais difícil.

Sob nosso ponto de vista, as principais fontes de erros são:

1. O aluno brasileiro transfere para a sentença da língua inglesa as estruturas da sua própria língua, o português; daí que a interferência da língua nativa pode ser considerada fonte básica de erros.

2. A ocorrência de erros também se deve à falta de conhecimento das regras básicas da língua inglesa.

Nesta pesquisa desejamos descobrir os tipos mais comuns de erros de inglês na produção escrita de estudantes universitários brasileiros.

Com a revisão da literatura concernente ao problema de pesquisa escolhido, pretendemos tomar conhecimento de como os erros na produção de língua estrangeira têm sido tratados pelos diferentes lingüistas, a fim de serem minimizados na aprendizagem de nova língua. A partir desse estudo e dos erros coletados em redações de alunos universitários do curso de Letras da Universidade Católica do Paraná no ano de 1980, discutiremos a problemática do erro. E escolhemos os itens abaixo para objetivos da pesquisa:

1. *Descobrir os erros de inglês mais comuns na produção escrita de estudantes universitários brasileiros, causados pela interferência da língua portuguesa.*
2. *Fornecer subsídios aos professores de inglês para que possam empregar técnicas adequadas, que proporcionem uma redução significativa nas falhas que comumente ocorrem na produção do texto escrito em língua inglesa.*
3. *Fornecer elementos para uma revisão da metodologia atual de ensino de inglês.*

1.4 DELIMITAÇÃO DO PROBLEMA DA PESQUISA

É normal alunos brasileiros cometerem erros em sua própria língua, o português, assim como o é que falantes nativos de outras línguas também os cometam em sua língua nativa. Esses erros se devem ao pouco interesse pelo estudo da própria língua, às deficiências no seu ensino e ao contacto com outro tipo de língua que não seja o padrão.

Os erros a que acabamos de nos referir não sofrem interferência de uma segunda língua. Poderão, sim, sofrer interferência interna, como no caso de um falante nativo inglês que empregue a forma verbal "speaked" em vez de "spoke", na tentativa de seguir a gramática da grande maioria dos verbos, os regulares, que assim se flexionam no passado simples. É a lei da analogia.

Mas nosso objetivo será, então, apresentar os erros cometidos na escrita por interferência do português, isto é, quando o conhecimento da língua portuguesa provoca erros na aprendizagem do inglês, entre brasileiros.

No entanto, em anexo serão apresentados todos os erros encontrados nas redações.

Empregaremos os termos "intra-língua" para os primeiros erros mencionados e "inter-língua" para aqueles de interferência da língua materna, o português.

Seguem quatro hipóteses para justificarmos os erros encontrados nas redações:

1. *A simples ignorância dos padrões lingüísticos do inglês.*
2. *O descuido, a desatenção ao colocar no papel o que se pensa.*
3. *A interferência da própria língua (intra-língua).*
4. *A interferência de outra língua (inter-língua).*

1.5 METODOLOGIA

Sempre foi nossa intenção lidar com erros em nossa pesquisa. De início, um trabalho de revisão bibliográfica se processou lentamente: apontamentos de aulas, de conferências e de seminários realizados durante o Curso, artigos de revistas, e livros seriam o material que forneceria o "background" da futura pesquisa.

Para tanto, logo nos empenhámos em aplicar redações aos alunos do curso de Letras da Universidade Católica do Paraná, onde trabalhamos como professor.

Foram alunos entre 18 e 35 anos de idade, regularmente matriculados no segundo e terceiro anos, isto é, terceiro, quarto, quinto e sexto período da disciplina de língua inglesa.

Somamos 184 redações, feitas em sala de aula durante o ano de 1980.

Eram cartas, sumários de discussões orais ou leituras, temas livres por vezes, em forma de relato ou de diálogo.

Recolhidas as redações, procuramos enumerá-las para facilitar o trabalho posterior. Previmos uma numeração de 1 a 50 para os alunos do terceiro período; de 51 a 100 para alunos do quarto período; de 101 a 150 para alunos do quinto período, e de 151 a 250 para alunos do sexto período. No entanto, alunos faltosos e infreqüentes determinaram que cada numeração não atingisse seu limite, e, ao todo, somamos 184 redações.

Todas as redações foram posteriormente datilografadas, e aparecerão reduzidas, em anexo. Nesse anexo, por medida

de economia de espaço, não manteremos a paragrafação, os hí-fens dos diálogos, bem como pelo mesmo motivo excluiremos os títulos e vocativos das cartas, uma vez que os mesmos foram fornecidos pelo professor no quadro-de-giz e são mera cópia.

Na fase de correção, que se seguiu, levamos em consideração a tipologia de erros já existente.

Então os erros foram analisados como erros de morfologia, ortografia, semântica, sintaxe (colocação, regência) e outros, conforme se pode observar nas redações e tabelas anexas. Assim se originaram as primeiras listagens de erros.

Logo após, noutro critério de seleção de erros, duas novas listagens surgiram: erros com interferência do português e erros sem interferência do português.

Em seguida, a listagem de erros sem interferência do português se dividiu em duas outras: erros de analogia interna, do tipo "speaked", já citado, e a listagem de erros sem essa interferência.

Com a listagem de erros de analogia externa em mãos, entendamo-la como erros de interferência do português, selecionamos dezoito subgrupos distintos de erros para posterior avaliação e análise, ficando assim abandonadas as outras listagens.

Ao mesmo tempo, os erros iam sendo computados e percentualizados para facilitar sua apreciação.

Para os subgrupos de erros a serem analisados e avaliados apresentaremos também as implicações pedagógicas que sob nosso ponto de vista se fizerem oportunas.

2 REVISÃO DA LITERATURA

2.1 AQUISIÇÃO DA LÍNGUA

Acredita-se que a língua estrangeira seja aprendida pelo mesmo processo de adquirir a língua nativa, isto é, quando a pessoa ouve e fala, organiza a mesma e faz generalizações, produzindo, portanto, sentenças bem ou mal formadas, como ocorrera na aquisição da língua nativa.

Se a competência do indivíduo é algo de evolução constante, tanto mais o será em se tratando de aquisição de língua estrangeira. Em ambas a natureza da competência é a mesma, mas os conteúdos, a maneira e a ordem de aprendizagem é que variam.

Para SELINKER, a produção de uma língua tem fases distintas: antes, as sentenças produzidas pelo aluno de língua estrangeira em sua língua nativa; depois as produzidas por ele em língua estrangeira e, finalmente, as produzidas pelos estrangeiros em sua língua padrão.¹

Os desvios de produção serão objeto de estudo na análise de erros neste trabalho.

¹SELINKER, L. Interlanguage in error analysis. In: RICHARDS, J. *Error analysis; perspectives on second language acquisition*. London, Longman, 1977. p.31-54.

O ato da fala é um ato natural. É por meio dele que formamos uma gramática, uma língua, através de capacidade inata. Já a formação da gramática, quando da aquisição da língua, é uma atividade mental; não podemos, pois, esperar descobrir essa gramática no indivíduo. Temos, então, que traduzi-la nas coisas fora dele, isto é, no mundo que nos cerca, nas impressões que ele causa em nossos sentidos. E já que o homem consegue fazer abstrações, chegará a observações dessa natureza.

Uma teoria lingüística de aquisição será boa à medida que descreve os fatos da língua adequadamente — um modelo descritivo adequado, que explique o funcionamento da linguagem humana.

Segundo SCIARONE, a questão do funcionamento da língua não tem sido matéria de verificação, mas apenas de crença, e as descrições não têm passado das estruturas superficiais.²

Conforme COOK, a aquisição de uma língua é um processo informal, enquanto a aprendizagem de uma língua estrangeira é um processo formal.³ Enquanto, na primeira, o indivíduo tem que descobrir a língua em si, suas estruturas gramaticais e fonológicas, sem estudo específico, o aluno de língua estrangeira o faz de modo diferente: parte de um potencial lingüístico já existente, e faz generalizações, dando origem a problemas de interferência, a qual, por sua vez,

² SCIARONE, A.G. Contrastive analysis: possibilities and limitations. *IRAL*, 8(2):116-31, May 1970.

³ COOK, V.J. Cognitive process in second language learning. *IRAL*, 15(1):2, Feb.1977.

poderá ser positiva, no caso de as regras serem as mesmas, e negativa, quando novas regras são necessárias, possibilitando aqui a ocorrência de erros.

A gramática gerativo-transformacional é a de descrições mais adequadas, porém o de que precisamos é uma gramática que lide com os problemas da aquisição, seja ela funcional, situacional ou de outro tipo.

SAUSSURE & CHOMSKY afirmam que deveríamos partir da *langue*, isto é, do sistema da língua, e não da *parole*, desempenho, que tem aspectos outros, além do lingüístico, quando da aquisição da língua. Mas Saussure diz também que se chega à *langue* através da *parole*.⁴

Na construção criativa da língua todas as sentenças servem para testar as hipóteses, e os erros são a evidência de falsas hipóteses na aprendizagem. O fato de os mesmos tipos de erros ocorrerem em falantes que não mantêm contato entre si sugere que deve haver estratégias universais de aprendizagem de língua.

2.2 TIPOS DE ERROS

A classificação tradicional de *erros de omissão, adição, substituição* e de *ordem de palavras* é muito superficial. A seguinte, de *ortografia, fonologia, morfologia, sintaxe e vocabulário*, já é analista e, portanto, mais satisfatória. Classifica-

⁴ SAUSSURE & CHOMSKY, citados por SCJARONE.

ções mais recentes tentam explicar o erro lingüisticamente, dentro de modelos gerativos e transformacionais, como quebra às regras.

Em primeiro lugar, precisamos definir erro adequadamente: há critérios pelos quais erros genuínos sejam diferenciados dos outros.

Chomsky faz diferença entre competência e desempenho. Supõe-se que o falante nativo tem conhecimento perfeito de sua língua, mas mesmo assim produz sentenças não gramaticais, resultado de alguma falha neurofisiológica, ou imperfeição no processo de decodificação ou articulação do discurso, e não por deficiência de competência. Esta gera *erros* enquanto o outro gera *lapsos*. Estes últimos podem advir de fatores extra lingüísticos como memória, emoções, fadigas e até bebedeira. É característica desses lapsos a inconsciência instantânea, e o usuário facilmente se corrige, sem assistência externa. Aqui também se incluem as formas aceitas em todo o mundo falante da língua, mesmo que pareçam violar velhas regras da gramática da língua padrão.

Por língua padrão, *standard*, entendemos, com CRYSTAL, a variedade lingüística de maior prestígio numa comunidade falante.⁵ Essa língua supera as diferenças regionais, fornece um meio de comunicação uniformizado e, assim, uma norma institucionalizada, que pode ser usada no ensino de língua estrangeira. As variedades que não se conformizam com essa língua são consideradas *sub-standard* ou *non-standard*.

⁵CRYSTAL, D. *A first dictionary of linguistics and phonetics*. London, A.Deutsch, 1980. p.329.

Também precisamos prever até que ponto as variações dialetais são aceitas. No caso do inglês, a tarefa poderá ser mais fácil, pois há predomínio do inglês padrão, americano ou britânico.

Um teste diagnóstico deverá ser específico no objetivo. De seus resultados será possível determinar exatamente as áreas de dificuldade. Elas deverão ser determinadas por fatores como as necessidades dos alunos e os objetivos de seu curso. Um conhecimento uniforme da língua facilitará a delimitação da responsabilidade da língua nativa nos erros.

Um trabalho de coleta, classificação e tabulação de erros revelará as áreas de dificuldades, bem como seu grau.

Na descrição do erro o analista precisa entender o mecanismo que desencadeia cada tipo de erro. É um exercício apenas teórico.

Erros propriamente ditos são os produzidos pelo aluno de língua estrangeira ao refletir desvios das estruturas lingüísticas de sua competência nessa mesma língua.

CORDER menciona alguns tipos de *erros lexicais*.⁶ Os *erros de referência*, quando o emissor emprega um termo com intenção de se referir a peculiaridades do mundo a que se refere. E cita, como exemplo, chapéu e boné. Dá como exemplo de *erros de registro* barco e navio. Quando o emissor escolhe termos inadequados às suas relações sociais, comete *erros sociais*, e serve de exemplo "oi", quando uma criança saúda uma

⁶CORDER, S.P. Error analysis. In: ALLEN, J.P.B. & CORDER, S.P., ed. *The Edinburgh course in applied linguistics*. London, Oxford University Press, 1974. v.3, p.123-4.

autoridade. Quando o emissor não escolhe a forma correta para mostrar a relação entre as sentenças no discurso, comete *erros de texto*.

Todos esses erros podem ser cometidos por falantes nativos, bem como por não nativos.

Ainda poderíamos classificar, de acordo com a lógica, os erros em *sistemáticos*, *assistemáticos* e *não-sistemáticos*. Os primeiros mostram um sistema consistente, isto é, seguem a gramática do aluno. Hipóteses, apenas, que não mostram um sistema consistente levam os alunos a cometer erros assistemáticos. O aluno parece formar hipóteses sobre o uso dos artigos, por exemplo, e comete erros. Será difícil prever regras de ocorrência desses erros. E não-sistemáticos são os lapsos, já mencionados, causados por condições especiais já referidas.

A antiga classificação de erros *elementares*, de todo inaceitáveis, e *não-elementares*, aceitáveis na comunicação, tem causado muito desacordo entre professores. Os nativos, mais condescendentes, é que poderiam julgar melhor a questão. Essa classificação tradicional, a bem da clareza, pode também sofrer a terminologia de *erros primários* e *erros secundários*.

A preferência dada à gramática, sistema fechado, cria outra classificação de erros: *gramaticais*; e a comunicação, em segundo plano, com base no léxico, conduz, então, a *erros lexicais*.

Mas tais decisões dependem do tipo de ensino que se almeja, e precisamos de recursos mais sérios para julgar e classificar erros.

Tendo em vista a complexidade do assunto, não se acredita que a lingüística pura solucionará problemas nesse campo. A contribuição da lingüística antropológica, a sociolingüística e a psicolingüística, também deve ser levada em consideração.

2.3 ANÁLISE DE ERROS - ANÁLISE CONTRASTIVA

A análise contrastiva se desenvolveu na época em que a lingüística e a psicologia podiam ser caracterizadas como behavioristas e estruturais. O estruturalismo considera *sui generis* a estrutura da língua; conseqüentemente, as línguas não podem ser comparadas. Foi paradoxal, portanto, a existência da análise contrastiva. Após, com CHOMSKY, a aquisição e a aprendizagem de língua estrangeira foram vistas como uma competência inata:⁷ o falante possui estruturas cognitivas adquiridas por algum processamento de dados, e formação de hipóteses, como dito anteriormente, no qual o erro é a evidência do processo em si e, portanto, necessário. Será relevante, então, estudar a produção lingüística do aluno para dela inferir a natureza do processo de aquisição, e desse estudo adaptar métodos e material de ensino para facilitá-la. E os erros são os dados mais significativos para esse trabalho.

⁷ CHOMSKY, N., citado por CORDER, S.P. Error analysis, interlanguage and second language acquisition. *Language Teaching and Linguistics: Abstracts*, 8(4):204, Oct.1975.

CORDER investigou e percebeu que o processo de aquisição de língua estrangeira e nativa era basicamente o mesmo, e, quando surgiam diferenças, estas se deviam à maturidade, motivação e a outras circunstâncias de aprendizagem.⁸ O aluno parecia montar uma gramática com base nos dados a que estava exposto: língua estrangeira e seu ensino. É a hipótese da construção criativa ou sistema aproximativo.

A atenção dada a erros, até então, tinha o sentido de construir um sistema aproximativo, mais do que oferecer ao professor informações e material de ensino, como procedimentos de correção e prevenção de erros.

A análise de erros tem, então, a função pedagógica, isto é, aplicada, e a teórica, na produção de estratégias e processos de ensino. Para ambas é necessária uma explicação lingüística adequada da natureza do erro. Enquanto não a temos não se podem propor medidas metodológicas sem entender o processo de aprendizagem. Para entendê-lo precisamos estudar o desenvolvimento do aluno individualmente, em relação a situações particulares de aprendizagem, social e lingüística, enquanto os objetivos pedagógicos são servidos pelo estudo da análise de erros na produção dos alunos, em grupos homogêneos em termos de idade, sexo, estágio de aprendizagem e língua nativa. Essa diferença de objetivos determinará os dados da análise.

Por várias razões precisamos de uma análise quantitativa e qualitativa do erro, bem como de uma avaliação de sua gravidade, e de uma explicação da causa de cada erro.

⁸CORDER, Error analysis, interlanguage ..., p.203.

Para SHARMA a análise de erros é um processo baseado na análise de erros cometidos por alunos, com um objetivo: atingir estratégias de ensino-aprendizagem efetivas, e medidas corretivas para certas áreas de dificuldades.⁹ É um processo multidimensional e de muitas faces, que envolve mais que simples análise de erros da fala, escrita e sua frequência. A análise de erros só se torna frutífera com a ajuda da lingüística contrastiva.

CORDER também parte do ponto de vista de que a língua de um aluno seja um dialeto individual, isto é, uma idiossincrasia, já que é um discurso espontâneo, na tentativa de comunicação, e tem regras de gramática.¹⁰ Já que essas regras são peculiares de um determinado falante, oferecem problemas de interpretação, pois refletem um sistema internalizado. A instabilidade da comunicação das idiossincrasias é a dificuldade dos lingüistas em descrevê-las.

A análise de erros não se aplica apenas aos alunos de língua estrangeira, mas também à linguagem dos poemas, da criança e do afásico.

No caso de alunos de língua estrangeira, a linguagem é regular, sistemática, isto é, não apresenta problemas de interpretação e não obedece a convenções sociais. Assim, a idiossincrasia de língua estrangeira não pode ser chamada de desvio, pois o aluno ainda não é falante da língua e as sentenças que chamaríamos de erros são o resultado de falhas na

⁹ SHARMA, S.K. Error analysis: why and how? *English Teaching Forum*, 19(3):21, Jul.1981.

¹⁰ CORDER, Error analysis, p.122.

produção. Também não podemos chamar as idiossincrasias de não-gramaticais, pois seguem a gramática do indivíduo. Seriam, então, estágios da análise de erros a identificação das idiossincrasias, sua descrição e a explicação do erro, esta última, um estágio psicolingüístico, fim último da análise de erros.

A análise de erros só terá valor se "o que" e "como" o aluno aprende a língua estrangeira capacitá-lo a aprender com mais eficiência.

O pessoal adepto da teoria de formação de hábitos não se interessa pelas idiossincrasias, que são a evidência de que hábitos corretos e automáticos não foram adquiridos.

A alternativa é que cometer erros é inevitável no processo de aprendizagem.

Uma melhor descrição das idiossincrasias contribuirá para se dar conta do que o aluno sabe ou não sabe em dado momento, e possibilitará ao professor dar-lhe as informações e dados, para que formule conceitos adequados de regras.

Não é mera coincidência que o interesse pela análise de erros coincida com o crescente interesse em formular hipóteses alternativas para uma teoria de formação de hábitos na aprendizagem de língua estrangeira.

A análise contrastiva tem ajudado o desenvolvimento da análise de erros desde que esta passou a ser usada como meio de verificar e falsear algumas hipóteses daquela análise. A lingüística contrastiva não pretendeu ser a única explicação de erros, pois os alunos não só generalizam estruturas similares, mas também as totalmente novas.

A psicologia da aprendizagem também recorre à análise de erros, já que nem modelos gramaticais nem cibernéticos conseguem explicar todos os mistérios da aquisição da língua.

Estudos de currículos também ajudaram o crescimento da análise de erros. Cursos reduzidos e específicos podem ser oferecidos em modalidades morfológicamente reduzidas, evitando a demora de exercícios estilísticos, com base em erros.

O material de ensino também está ligado à análise de erros: estágio, seqüência e gradação se apóiam nela.

A lingüística histórica também se interessa por certos tipos de erros, que demonstram os estágios no desenvolvimento de certas línguas.

2.4 LINGÜÍSTICA CONTRASTIVA

O maior objetivo do ensino de língua estrangeira é proporcionar ao aluno o comando da mesma. Que habilidades ele deve adquirir para se aproximar da competência lingüística do estrangeiro; produzir e entender um número indefinido de sentenças gramaticais?

O falante competente possui um recurso que produz e interpreta um número infinito de sentenças gramaticais. Esse recurso é a gramática e sua produção, a língua. Para cada sentença poderá haver muitas outras realizações, isto é, essas sentenças não são algo concreto, mas sim uma abstração. E é tarefa do ensino ajudar a construir tal recurso. Todos já temos um: a língua nativa.

A língua a ser aprendida é sempre vista pelo filtro do sistema da língua nativa e por isso o processo de aprender a língua nativa e a estrangeira difere em alguns aspectos importantes: certas regras são igualadas e/ou aplicadas, novas regras são acrescentadas, e se descobre que certas regras da língua nativa não têm valor algum na língua estrangeira.

As diferenças entre os dois sistemas são as causas da interferência, e erros daí oriundos merecem consideração especial no programa de ensino. Mas isso não soluciona o problema. Precisamos de uma análise detalhada de ambas as línguas, uma análise cujos resultados possam ser utilizados na programação didática, isto é, a Linguística Aplicada Contrastiva. No ensino tradicional essas comparações foram feitas de maneira muito assistemática. Há necessidade de descrições objetivas e adequadas de ambas as línguas, baseadas numa única teoria gramatical.

Uma descrição clara entre regras que dêem conta das estruturas profundas e as que derivam estruturas superficiais na descrição das línguas pode ser de grande valia à análise contrastiva.

Com *Linguistics Across Cultures*,¹¹ dirigido ao professor de língua estrangeira, surgiu vasta bibliografia de análise contrastiva. Sua razão de ser sempre foi o problema de interferência da língua nativa. Admitindo-a, precisamos verificar se essa descoberta nos leva a novos métodos didáticos.

¹¹LADO, R. *Linguistics across cultures*. Ann Arbor, University of Michigan Press, 1974.

De acordo com Lado, o essencial da análise contrastiva é a previsão e descrição das áreas de dificuldade, sempre lembrando que as estruturas semelhantes não são as que oferecem dificuldades, mas sim as diferentes.

E a prática mostra isso?

Por ser um tanto simplista, não prevê as dificuldades resultantes das estruturas diferentes, e essa é uma de suas limitações. É o caso de uma estrutura conhecida na língua nativa ser representada por diversas estruturas na língua estrangeira.

Mas isso não a invalida. Dependemos da qualidade da análise e da maneira como é feita; necessitamos de uma lingüística e de teorias modernas que nos guiem.

A descrição dos fatos lingüísticos, como tais, é de suma importância. Alcança-se a análise contrastiva, descrevendo as estruturas da língua em aprendizagem e comparando-as com as da língua nativa. Daí surgem as diferenças e semelhanças.

Haverá necessidade de nos determos mais nas partes em que as línguas diferem e nos critérios de escolha de material de ensino.

Já WILKINS diz que as previsões da análise contrastiva, feita na base de estudos de tradução, não são muito exatas, e sugere que, se levássemos em consideração o sistema completo de ambas as línguas, notaríamos pouca equivalência.¹²

¹² WILKINS, D.A. *Linguistics in language teaching*. London, E.Arnold, 1972. p.190-206.

E se previsões mais seguras não puderem ser conseguidas, o professor não disporá de informações suficientes para uma estratégia de ensino.

Muita crítica já foi feita à análise contrastiva, e grande parte dela se deve à má interpretação do termo "diferenças", amiúde confundido com "contrastos". Entendamos por diferenças toda e qualquer diferença, num sentido bem amplo, que pode haver entre duas línguas, e por contrastos os casos mais pormenorizados, tais como os pares mínimos, contrastivos, da fonética.

Desde seu início a análise contrastiva foi fonte de metodologia de ensino de línguas estrangeiras, e muita confusão se fez em seu nome. Se os itens contrastivos tivessem sido apresentados em situações diferentes, muitos erros teriam sido evitados. Assim a análise contrastiva serviria mais para uma explicação de certos erros que para a sua previsão, já que a interferência não é a única fonte de erros.

A afirmação estruturalista de que a análise contrastiva prevê as áreas de dificuldade foi recentemente colocada em questão: notou-se que muitos erros não se devem à língua nativa. A análise contrastiva prevê as dificuldades nas áreas em que as duas línguas diferem e também quando uma das línguas não dispõe de certos aspectos lingüísticos da outra.

Após a análise contrastiva, ocupada em evitar erros de interferência da língua nativa, surgiu a análise de erros que, resultante dos estudos de aprendizagem de língua estrangeira e da descrença do aspecto positivo daquela análise, se ocupa em estudar outras fontes de erros, como os de interferência interna.

2.5 FONTES DE ERROS

CORDER sugere que erros refletem a competência transitória do aluno. Faz distinção entre *mistakes* e *errors*, estes sistemáticos, e refletem falha na competência lingüística.¹³

Outros sugerem que muitos erros se devem às generalizações excessivas, à interferência interna e a causas psicológicas, como também à aprendizagem inadequada.

Principalmente há dúvidas sobre a necessidade de comparação das duas gramáticas. Crê-se que uma análise baseada em erros é igualmente satisfatória, mais frutífera e menos demorada.

O sistema lingüístico do aluno só tem sido visto à luz da lingüística e da psicolingüística.

A língua é um meio de comunicação. E a necessidade de desenvolver um sistema aproximativo é a resposta para as necessidades da comunicação. Quanto menores forem essas necessidades, tanto mais simples será o sistema, que também se assemelha aos outros códigos simples, como o crioulo e o pidgin. Este, segundo CRYSTAL, é uma variedade lingüística de estruturas gramaticais e léxico bem reduzidos, se comparado com outras línguas, e não é língua nativa de ninguém. Cria-se quando duas comunidades falantes tentam comunicar-se, cada uma se aproximando o máximo possível das características lingüísticas da outra. E torna-se crioulo quando passa a ser

¹³ CORDER, S.P., citado por DUSKOVÁ, L. On sources of error in foreign language learning. *IRAL*, 7(1):11-36, Feb.1969.

língua materna de uma comunidade.¹⁴ Estruturas assim formadas se chamam pidginizadas e crioulizadas.

Essa tendência simplificadora é estratégia universal de aprendizagem. E há regras universais de simplificação.

WIDDOWSON diz que a simplificação é um processo pelo qual o usuário da língua adapta seus comportamentos aos interesses da comunicação.¹⁵ Se isso ocorre com adultos, também ocorre com as crianças, daí o *babytalk*.

Para realmente atingir a eliminação de erros, o analista precisa entender os mecanismos que desencadeiam cada tipo de erro, isto é, chegar às fontes.

Erros de interferência interna — *intra*língua — são erros que refletem as generalizações provindas do contacto com a língua padrão. Da mesma forma que na aquisição da língua nativa, o aluno de língua estrangeira deduz regras dos dados que encontra e desenvolve hipóteses, que possivelmente não coincidem com as regras das línguas nativa e padrão. Tais erros, em alguns casos, representam competência gramatical definitiva; em outros, temporária. São erros que se devem à falta de conhecimento dos padrões da língua estrangeira, ao ensino deficiente e à prática inadequada.

Erros de *intra*língua advêm de generalizações de fatos lingüísticos da língua padrão e da transferência dos mesmos por parte do aluno.

Para RICHARDS, generalizações indevidas soem acontecer com mais freqüência na linguagem oral, dadas certas téc-

¹⁴ CRYSTAL, p.271-2.

¹⁵ WIDDOWSON, citado por CORDER, *Error analysis, interlanguage ...*, p.212.

nicas de ensino, tais como exercícios de transformação e contrastivos, cujas sentenças permitem entre si uma interferência que gera sentenças mal formadas.¹⁶

O desconhecimento dos limites das regras provoca erros de transferência, pois os alunos empregam regras já conhecidas, numa situação nova, desatentos às possíveis restrições, e por analogia, que é a causa maior do mau uso das preposições. Exemplificando, o aluno habituado a "say to her" deverá produzir "ask to her", esquecendo-se de que "ask" dispensa "to".

A aplicação incompleta das regras seria causa de novos erros. Como quando da formação de perguntas de informação, tipo "when do you work", o aluno se dá por satisfeito com o significado de "when", para a formação do interrogativo, e dispensa o auxiliar "do", "redundante", certo de que se comunicou perfeitamente.

Hipóteses lingüísticas falsas podem advir do método contrastivo de ensino de línguas, aplicado pelo professor em sala de aula prematuramente. É assim que se entende tanto mau emprego de "too", "so" e "very" e outros. Não só o ensino contrastivo, mas também a má gradação de conteúdos, pode levar o aluno a hipóteses errôneas. Seria melhor se o método contrastivo fosse do conhecimento exclusivo do professor.

Hã, ainda, os erros que resultam da variação cultural. As formas lingüísticas e as categorias da língua são um índice para as categorias grupais de uma comunidade falante. Cada

¹⁶ RICHARDS, J.C. A non-contrastive approach to error analysis. *English Language Teaching*, 25(3):204-19, Jun.1971.

forma ou categoria carrega uma infinidade de nuances, tradições e sentimentos, características de seu povo. Como resultado, a aplicação dessas formas e categorias da língua nativa à língua estrangeira, sob a hipótese de que só se envolve mudança de nomenclatura, resulta em um certo número de erros, ou melhor, desvios, criados para atender necessidades culturais particulares, regionalismos, pois não são internacionalmente aceitos.

A própria tendência de substituir ou traduzir palavras, sentenças e orações da língua nativa pelo "equivalente" em língua estrangeira pode levar a criações bizarras.

Em estágios avançados, a distância entre termos sintaticamente relacionados pode levar a erros de concordância, motivados por confusão psicológica.

E a formação de hipóteses, com base na língua nativa, ao se aprender uma língua estrangeira, origina os erros de interferência externa — *interlíngua*.

Erros dessa natureza são a evidência da organização lingüística da língua nativa do aluno de língua estrangeira.

Esses erros podem ser causados por uma simples *diferença* entre os dois sistemas; por uma *subdiferenciação*, isto é, para um número pequeno de categorias gramaticais na língua nativa há um número maior das mesmas na língua estrangeira; e pela *superdiferenciação*, o inverso do anterior, para um número maior de categorias na língua nativa há um número menor das mesmas na língua estrangeira, e a escolha se torna difícil.

Pode-se, então, reforçar a questão de que um esquema teórico no estudo da fonte e significado do erro, baseado em estudos contrastivos, é inadequado: não dá atenção a muitos

erros cometidos, afora o *background* lingüístico do aluno.

Livros-textos, diferenças individuais entre professores e alunos, estratégias de ensino, estratégias de aprendizagem, folclore da língua nativa, fase de bilingüismo, outra língua estrangeira e situação sociolingüística são variantes que podem alterar cada situação de aprendizagem e originar os mais diferentes tipos de erros.

Procura-se, então, um sistema de erros de aprendizagem, apesar da aparente arbitrariedade.

2.6 IMPLICAÇÕES PEDAGÓGICAS

De uma análise contrastiva se esperam resultados que tornem o processo ensino-aprendizagem mais eficiente e menos demorado. O fim maior dessa análise será uma descrição detalhada das diferenças das duas línguas em questão, bem como a sua hierarquia. Não só as diferenças merecem atenção especial, mas também as semelhanças.

Na programação metodológica a função da comparação contrastiva é explanatória. Pode dar ao professor material adequado, mas tem valor limitado. Um conhecimento das necessidades reais da língua é indispensável na montagem e avaliação de testes de proficiência.

Precisamos descobrir através da análise contrastiva os problemas de aprendizagem ainda não conhecidos.

As possibilidades da análise contrastiva são maiores na primeira fase da aprendizagem. Se o ensino se basear nas diferenças e semelhanças entre as duas línguas, a influência

negativa da língua nativa diminuirá e a positiva aumentará cada vez mais.

Na programação didática a análise contrastiva oferecerá ao montador de livro-texto os princípios lingüísticos.

Já na análise de erros, o fim maior será a explicação do mesmo, num estágio psicolingüístico.

Erros sistemáticos demonstram que em certas áreas o aluno possui regras de construção e as usa. Se regras devem ser ensinadas, ou não, será outra questão. Essas regras, devido a suas limitações, dão origem a erros de superaplicação.

Com respeito a erros assistemáticos, resultantes de generalizações excessivas, uma melhor habilidade de formular regras deverá ser fornecida.

Os erros ajudam a determinar as áreas e os tipos de dificuldades em que se precisa atuar mais.

Combatem-se erros de mera generalização mostrando ao aluno a necessidade de subsistemas e não apenas com exercícios contrastivos. Dependendo da causa de tais erros, nova técnica de ensino, somada aos exercícios corretivos, pode ser a solução.

A análise de erros pode ser recurso utilíssimo em todos os estágios de um programa de ensino-aprendizagem. No início pode revelar ao professor, montador de curso ou escritor de livro-texto as áreas de dificuldades da língua. A freqüência dos erros, mais a análise contrastiva, ajudam a estabelecer as prioridades.

Durante o período de aplicação do programa, a análise de erros pode revelar os sucessos e os fracassos do mesmo

programa de ensino. Medidas corretivas podem ser empregadas para ambos: consolidar os sucessos e eliminar os fracassos, à medida que o curso se desenvolve.

O professor pode desenvolver a análise de erros de seus alunos numa escala de limites, e terá resultados compensadores: primeiro, estará numa posição bem melhor para detectar as áreas de dificuldades de seus alunos; segundo, terá uma visão interna e acurada dos mecanismos que desencadeiam erros em seus alunos; e, terceiro, terá conhecimento dos problemas individuais da aprendizagem.

Todas essas informações equiparão o professor para que encontre medidas corretivas e torne o ensino e a aprendizagem de seus alunos bem mais rápida e efetiva. E, assim, o tempo dedicado à análise de erros será muito bem empregado.

3 ESTUDO DOS DADOS

3.1 LISTAGENS DOS DADOS

Todos os dados desta pesquisa se encontram relacionados em anexos no final deste volume. Pareceu-nos conveniente acrescentar ambos — os erros coletados e as redações de onde os tiramos —, para uma visão mais ampla do assunto. Assim, constam dos anexos as redações, os erros sem interferência do português e os erros com essa interferência, estes últimos a essência do nosso trabalho.

3.2 ANÁLISE DOS DADOS

As comparações que o aluno de língua estrangeira faz com os padrões lingüísticos da língua nativa podem levá-lo a generalizações excessivas, deduções errôneas e, conseqüentemente, a cometer erros. Denominaremos esses erros de *erros de interferência* ou *erros de analogia externa*. Exemplificando, a possível ausência do sujeito em sentenças do português poderá levar o aluno a criar sentenças como "rained yesterday", incorrendo, assim, em erro de interferência. O mesmo se dá quando produzimos "the nature" em vez de "nature", "importantants" em vez de "important", "familiaris" em vez de "relatives", para "parentes, e outros.

Tentaremos apresentar aqui as áreas de interferência mais frequentes, as áreas de dificuldade, portanto.

3.2.1 Modificadores de substantivos

a) Análise

O aluno brasileiro, ao estudar alemão, parece não flexionar o adjetivo, pois as flexões alemãs têm formas bem diferentes. Isso significa que a interferência lingüística não só depende da língua materna, mas também das estruturas da língua em aprendizagem. O plural dos modificadores de substantivos têm estes motivos:

- têm flexão de número em português;
- os substantivos em inglês têm número;
- alguns modificadores em inglês têm número;
- alguns modificadores em inglês podem ter plural, quando substantivados.

O brasileiro não tem tendência alguma para fazer concordância de gênero em inglês, porque terá apenas o apoio da língua materna, sem nenhum apoio do inglês, onde também o substantivo carece de gênero, na maioria dos casos.

b) Dados

Forma Errada

expensives hotels
 very expensives
 were glads
 others days
 it was different

Forma Correta

expensive hotels
 very expensive
 were glad
 other days
 they were different

internationals	international
attractives	attractive
tepid	tepid
big	big
importants	important
distant	distant
ours lifes	our lives
others	other
theirs	their

c) Implicações pedagógicas

Este fato deverá ser registrado no programa de ensino de língua estrangeira, para que o aluno tome consciência dele. Para ajudá-lo a automatizar o novo fato lingüístico, sugerimos baterias de exercícios orais e escritos, em segunda etapa. Um alerta constante servirá de reforço. Acreditamos que, assim, erros dessa natureza possam ser bem reduzidos.

3.2.2 Passado Simple negativo

a) Análise

Na língua portuguesa a simples anteposição da partícula negativa "não" ao verbo nos dá a forma verbal negativa, independentemente do tempo verbal. Já na língua inglesa ocorre, na maioria das vezes, a anteposição de um auxiliar "do", mais a negação, ao verbo na forma infinitiva. Vejamos alguns exemplos:

Ele não gostou da notícia.
He didn't like the news.
Eles não conhecem o chefe.
They don't know their boss.

Os livros-textos de inglês, na sua maioria, apresentam o passado após o presente. Isso quer dizer que os alunos brasileiros já conhecem a forma "do", bem como sua variante "does" ao se iniciarem no uso do "did". Em parte, devido à confusão feita pela inversão e emprego de auxiliares, mais a diferença entre "do" e "does", e ainda o emprego do "s", as negações com "don't" e "doesn't", a construção do aluno pode fracassar na hora de formar o passado com "didn't". A estrutura da língua portuguesa sobressai e, sem muitas considerações por parte do aluno, surgem as formas abaixo. Nota-se que ele conhece as formas passadas, e mesmo assim o faz de maneira direta. A natureza da matéria em exame, redações, não permitiu constatar as formas interrogativas.

b) Dados

<i>Forma Errada</i>	<i>Forma Correta</i>
no had	didn't have
not liked	didn't like
not got	didn't get
not warned	didn't warn
not agreed	didn't agree

c) Implicações pedagógicas

Não achamos que uma tomada de consciência do fato na sua essência lingüística baste para que o aluno automatize a estrutura do passado negativo com "didn't". Uma nova tentativa poderá ser feita no sentido de apresentar antes o passado negativo com "didn't" e, posteriormente, o passado com os verbos auxiliares.

Também aqui sugerimos baterias de exercícios de substituição, do tipo "She didn't see the movies", (buy the books) "She didn't buy the books"; ou de transformação, do tipo "He played tennis", (soccer) "He didn't play soccer".

3.2.3 Possessivos

a) Análise

Na língua inglesa os possessivos "my-mine", "your-yours", "his-his", "her-hers", "its-its", "our-ours", "their-theirs" concordam apenas com o possuidor, como se vê nos exemplos:

The boy knows his mother.

The girl knows her parents.

No português a concordância se faz com ambos, possuidor e possuído, como nos exemplos:

Eu conheço minhas alunas.

Elas conhecem seu professor.

Encontramos em "minhas" uma referência a "eu e outra a "alunas"; e em "seu", referências a "elas" e a "professor", terceira pessoa do plural e singular respectivamente. No último exemplo, "seu" é ambíguo, isto é, pode significar "delas" ou referir-se à pessoa com quem estamos conversando. Essa ambigüidade não existe em inglês, pois este dispõe de termos próprios para cada pessoa gramatical.

A concordância dos possessivos em língua portuguesa é, portanto, progressiva e regressiva. E a ambigüidade visível dos possessivos em português se projeta no inglês de iniciantes, que, levados pela simples tradução, produzem

"your" em vez de "her-his-their", já que em português qualquer um deles quatro pode ser traduzido por "seu".

A tabela que se segue mostra as possíveis ambigüidades.

my - mine	meu, minha, meus, minhas
your - yours	teu, tua, teus, tuas, seu, sua, seus, suas, vosso, vossa, vossos, vossas
his - his	seus, sua, seus, suas, dele
her - hers	seu, sua, seus, suas, dela
its - its	seu, sua, seus, suas, dele, dela
our - ours	nosso, nossa, nossos, nossas
their - theirs	seus, suas, deles, delas

b) Dados

Forma Errada

Forma Correta

your

their

your

his

his

her

his

their

yours

his

c) Implicações pedagógicas

Em nossa opinião, o ensino baseado na tradução leva a erros causados pela ambigüidade, tal qual no português no caso em questão. Não deveríamos, então, ensinar possessivos daquela forma, mas, sim, realçando a referência entre eles e o possuidor em sentenças isoladas e em textos, quer na oral quer na escrita, no contato com os alunos. Se assim atuarmos, a tarefa se reduz a associá-los aos pronomes pessoais, a

essa altura já conhecidos pelos alunos, e não ter, ainda, que associá-los a outros elementos da sentença.

Também convém lembrar que os possessivos em inglês têm maior freqüência que no português, isto é, muitas vezes em lugar do artigo definido português, em inglês usam-se possessivos:

I had my legs broken.

He always washes his hands before dinner.

3.2.4 "Haver-existir"

a) Análise

Em português a idéia de *haver*, no sentido de *existir*, tem apenas formas diferentes para a indicação de tempo, e não de número, como no inglês. Assim, no presente "there is-there are" sofrem apenas uma tradução, "há", e "there was-there were", "havia". É muito comum o estudante brasileiro não flexionar o verbo em inglês em número, usando-o indiferentemente, já que em português essa diferença não existe. A tabela abaixo sintetiza o que foi dito.

H A V E R						
Presente			Passado			
	Português	Inglês		Português	Inglês	
Singular	há	there	is	havia	there	was
Plural			are			were

b) Dados

<i>Forma Errada</i>	<i>Forma Correta</i>
there is	there are
there are	there is
there isn't	there aren't
there were	there was
there wasn't	there weren't

c) Implicações pedagógicas

Não nos parece difícil essa distinção, pois o aluno já deve ter associado "is" ao singular e "are" ao plural, quando em contato com "she is" e "they are". O mesmo deveria acontecer com "was" e "were", não fosse sua baixa ocorrência. Parece-nos, portanto, haver necessidade de um maior número de exercícios que provoquem uma maior freqüência de emprego para ambos os casos.

3.2.5 Infinitivo

a) Análise

O infinitivo inglês não escapa às regras do infinitivo português no modo de ver do estudante brasileiro. No início da aprendizagem da língua se aprende indevidamente a tradução de "for" e "to" como "para". Perante a oração infinitiva certo número de alunos opta por "for" e outros, felizmente, por "to". Pelas mesmas razões, e indevidamente, emprega-se "for" e o gerúndio em vez de "to" com o infinitivo.

Os erros abaixo relacionados mostram bem a confusão que se passa na mente dos alunos: a falta de um contato

maior com o problema lingüístico em questão os leva a conclusões muito vagas. Também se constata, em estágios anteriores, a inclusão de "to" após os modais "can", "may", "must" e outros, o que não pode acontecer.

b) Dados

<i>Forma Errada</i>	<i>Forma Correta</i>
for see	to see
for returned	to return
for stay	to stay
for eat	to eat
for to spend	to spend
for to pass the time	for the time to pass
for to passed	to pass
for working	to work
for playing	to play

c) Implicações pedagógicas

Exercícios antecipados e intensivos com este tipo de problema podem evitar tanta confusão.

Em ambos os casos sugerimos baterias de exercícios em que os modais (verbos que dispensam o "to") e os verbos comuns (que exigem o infinitivo com "to", tipo "want to") apareçam com grande freqüência. Na realidade, os livros-textos, na maioria das vezes, omitem-se no tocante ao infinitivo, e os alunos, com o pouco contato, passam a criar, automaticamente, quando se trata de orações subordinadas finais: "They went there for to play tennis" em lugar de "They went there to play tennis".

3.2.6 Grau do adjetivo (comparativo)

a) Análise

A formação do grau comparativo do adjetivo inglês apresenta, além das formas irregulares "good-better", "bad-worse", etc. — fato também existente em português —, a variante "er" sufixal. No português existe a forma prefixal "mais", e nisso não há dificuldade para estudantes brasileiros. Porém essa tendência predomina e faz com que se empregue o "more" prefixal em lugar de "er" sufixal, criando locuções do tipo "more dirty" em vez de "dirtier".

A tabela abaixo mostra o funcionamento do grau do adjetivo em ambas as línguas.

LÍNGUA PORTUGUESA						
João é	formação	<i>regular</i>	mais	alto só seguro	que Paulo.	
		<i>irregular</i>	melhor pior menor maior			
LÍNGUA INGLESA						
John is	formação	<i>regular</i>	taller older happier	more	insecure economical intelligent	than Paul.
		<i>irregular</i>	better worse			

b) Dados

<i>Forma Errada</i>	<i>Forma Correta</i>
more free	freer
more happy	happier
more hot	hotter
more cheap	cheaper
more dirty	dirtier
more small	smaller

c) Implicações pedagógicas

Como podemos ver, a dificuldade pouca na área em que as duas línguas diferem: comparativo regular, do tipo sufixal: Sabedores disso, achamos que somente com muitos exercícios orais e escritos levaremos o aluno a assimilar o novo fato lingüístico.

A experiência nos ensinou que, aproveitando os recursos físicos da própria classe, alunos e material existentes, poderemos praticar as formas comparativas "older", "younger", "taller", "shorter", "smaller", "bigger", "larger", "dirtier", etc., numa situação real, através de exercícios orais e escritos.

Sempre convém alertar para as formas irregulares de "good" e "bad", isto é, "better" e "worse".

3.2.7 Posição do adjetivo

a) Análise

O adjetivo inglês, via de regra, antecede o substantivo, enquanto o adjetivo português o segue. Os dados que

se seguem ilustram bem o fato. Muito embora não se tenha empregado o adjetivo no plural, o que seria até normal no português, errou-se ao pospor o adjetivo ao substantivo numa mesma locução. Nessa área, o aluno brasileiro, nos primeiros estágios dificilmente se apercebe do erro, pois sua locução está adequada a um padrão lingüístico já existente.

O fato de o adjetivo português poder antepor-se ao substantivo, como em "grande homem", "bela história", etc., por ser pouco usado não chega a modificar o hábito lingüístico do brasileiro de pospor o adjetivo.

b) Dados

Forma Errada

places different
 places beautiful
 our holidays all
 people very unkind
 people very kind
 elephant very interesting
 things attractive
 family Stuart
 hair blonde
 place right
 island wonderful
 university catholic
 person simple
 day excited
 day bad

Forma Correta

different places
 beautiful places
 all our holidays
 very unkind people
 very kind people
 very interesting elephant
 attractive things
 Stuart Family
 blonde hair
 right place
 wonderful island
 catholic university
 simple person
 exciting day
 bad day

c) Implicações pedagógicas

Cientes da diferente posição do adjetivo inglês, os alunos com facilidade produzirão locuções corretas. Para

isto será necessário haver um treinamento intensivo com vistas à automatização, bem como uma retomada constante do fato em textos orais e escritos. Também sugerimos se aproveite o ensejo para o ensino de antônimos, através de exercícios de substituição, como em "It is a *clean* house", (dirty) "It is a *dirty* house".

3.2.8 Posição do complemento verbal

a) Análise

A seqüência comum dos elementos da oração em inglês é a de sujeito, verbo e seus complementos e depois os advérbios. Nas orações aqui relacionadas percebe-se a distância entre o complemento e o verbo, quer pela inclusão de um elemento novo após o verbo, tipo "there", "again", "very much", "too much", fato comum na língua portuguesa, quer pela inversão complemento-verbo.

Assim, o aluno não se dá conta do rigor inglês na ordem das palavras e, movido por hábitos lingüísticos anteriores, comete erros de colocação.

A colocação dos pronomes pessoais oblíquos ("me", "you", "him", "her", "it", "us", "them") também merece atenção especial aqui. Em português tais pronomes podem ser proclíticos, mesoclíticos e enclíticos, isto é, colocados respectivamente antes, no meio e depois do verbo. No inglês existe apenas a ênclise, e isto requer treinamento oral e escrito.

b) Dados

Forma Errada

see again the home town
 I'd like very much to travel
 I like very much to go ...
 make clear a beach
 I like very much to travel
 I spent there three hours
 I like too much to pass ...
 the other food I didn't eat

Forma Correta

see the home town again
 I'd like to travel very much
 I like to go ... very much
 make a beach clear
 I like to travel very much
 I spent three hours there
 I like to pass ... too much
 I didn't eat the other food

c) Implicações pedagógicas

Cabe aqui, como medida pedagógica, a constante exposição do aluno à língua, através de exercícios orais e escritos, textos, tradução, onde os elementos da oração apareçam devidamente colocados, inclusive os advérbios. Também aconselhamos exercícios de reordenação das locuções dentro de uma mesma sentença, do tipo "he/drove/last night/to London", onde a ordem correta deverá ser "he drove to London last night".

Como exercício oral sugerimos exercícios do tipo "he drove into London" (last night). Emite-se a sentença e, no final, o elemento que deverá ser incluído pelo aluno no momento em que ele repetirá a sentença.

Desaconselhamos o uso de vocábulos soltos nesse tipo de exercício, pois parecem dificultar ainda mais a tarefa.

3.2.9 Posição do sujeito no discurso indireto

a) Análise

A interferência do português também se faz presente no discurso indireto, especialmente quando se trata de uma

pergunta no discurso direto. Há uma tendência de fazê-lo em inglês tal qual no português. Assim, para "onde fica seu escritório", "where is your office", no discurso indireto — "gostaria de saber onde fica seu escritório", "I wonder where your office is"—o que comumente se produz é "I wonder where is your office". Notamos nesta última versão que "is" está deslocado, pois sua posição normal será após o sujeito, já que se trata de período assertivo.

Também no decorrer da aprendizagem da língua estrangeira os alunos aprendem um novo processo de formação de interrogativo: o processo da inversão, tipo "Is he American", onde o verbo aparece antes do sujeito, ou o processo da inclusão do auxiliar "do" em qualquer de suas formas.

É muito comum a forma interrogativa inglesa ocorrer, em estágios anteriores, acompanhada das palavras interrogativas "who", "where", "what", "when", etc. Posteriormente, no discurso indireto, essas palavras voltam a ocorrer, desta feita não interrogativamente, mas como simples conetivos, e o aluno continua mantendo a inversão, e gera erros de colocação em períodos assertivos.

b) Dados

Forma Errada

where is your office
 what are the days
 how much is the salary
 how should be the paiment
 is it
 show how may I
 where was an uncle

Forma Correta

where your office is
 what the days are
 how much the salary is
 how should the paiment be
 it is
 show how I may
 where an uncle was

c) Implicações pedagógicas

Esse tipo de erro mais nos parece uma sutileza da língua, que um problema com que se preocupar. Embora não nos preocupe deveras, achamos que o professor de língua estrangeira não se pode desaperceber de sua existência. Pode, igualmente, de quando em quando, lembrar os alunos do fato na comunicação em sala de aula e fazer exercícios orais. Convém também fazer observações a respeito na escrita dos alunos.

3.2.10 Omissão do sujeito

a) Análise

A falta de sujeito em determinadas orações da língua portuguesa determina outro tipo de erro de interferência na aprendizagem de inglês: ausência de sujeito "it", seguido de "to be" em qualquer de suas formas, na indicação das circunstâncias de tempo.

A inclusão de "it" nas orações abaixo, por parte dos brasileiros, parece não fazer sentido, pois a língua portuguesa dispõe de orações sem sujeito.

b) Dados

Forma Errada

when was windy
 was raining
 was a weekend
 when is the Summer
 but was a lovely night
 yesterday was raining

Forma Correta

when it was windy
 it was raining
 it was a weekend
 when it is Summer
 but it was a lovely night
 it was raining yesterday

c) Implicações pedagógicas

Uma vez sabendo da dificuldade do brasileiro, o professor despertará a atenção do aluno para o fato e apresentarlhe-á situações em que ele ocorre com bastante freqüência na expressão oral e escrita.

Também o fará, por vezes, sob a forma de exercício condensado, em que junte as diversas situações nas quais não há sujeito em português, e em inglês o sujeito é representado por "it".

Acreditamos que assim o erro de interferência por omissão do sujeito será bem menor.

3.2.11 "Fazer": "do" ou "make"?

a) Análise

Os dois significantes "do" e "make" sempre ofereceram dificuldade ao aluno brasileiro, por sofrerem a mesma tradução: "fazer". Assim, o aluno que não tiver enfrentado uma situação particular anterior, ou dela não se recorde, ficará na dúvida ao ter que optar por uma das formas, fazendo-o, às vezes, com pouco êxito.

A tradição de entender "make" como "construir" e "do" para os outros casos não soluciona de todo o impasse diante da opção. Consideremos as orações.

They will make a cake.
Eles farão um bolo.

They will do business with you.
Eles farão negócio com você.

They will make peace at last.
Eles farão as pazes, afinal.

Esta última oração certamente causará problemas ao aluno, pois "paz" não é algo que se constrói. Só um contato anterior com a situação poderia levar o aluno a optar por "make".

b) Dados

Forma Errada

make
 the first thing I make
 I make this
 I do a lot of friends
 make the service
 never make anything
 made something wrong

Forma Correta

do
 the first thing I do
 I do this
 I make a lot of friends
 do the service
 never do anything
 did something wrong

c) Implicações pedagógicas

Sugerimos ao professor de língua inglesa que dê atenção especial a cada ocorrência de "do" e "make" e que apresente oportunamente um apanhado de ocorrências possíveis de ambos os significantes, para que seus alunos tenham maior contato com o fato lingüístico. Desde o início da aprendizagem da língua o aluno deverá ser alertado para isso, para que cada ocorrência lhe proporcione um domínio maior do assunto.

Notamos, na prática do magistério, que fica mais fácil aos alunos associarem o verbo ao complemento, como em "make an effort", "do business with", etc.

3.2.12 Falsos cognatos

a) Análise

A interferência da língua nativa se reveste nestes exemplos de características especiais: o aluno se serve de seqüências existentes na fonologia inglesa, na tentativa de alcançar um significante, que na sua concepção existe ou pode existir, mas dentro de uma visão semântica do português, e fracassa ao não atingir o significado que espera.

Assim, ao escrever "lodge" em vez de "shop", palavra que realmente existe em inglês, o aluno pretende significar "loja". É a questão dos falsos cognatos, analisados pelo professor Valdemar RIBEIRO FILHO.*

b) Dados

<i>Forma Errada</i>	<i>Forma Correta</i>
horary	timetable
lodge	shop
fathers	parents
hour lunch	lunch time
actually	at present
cursed	took
bark	boat
college	school
attend (phone)	answer
local	place

*Valdemar RIBEIRO FILHO, da Universidade de Uberaba, em sua dissertação de mestrado na Universidade Federal do Paraná.

c) Implicações pedagógicas

Aparentemente tais erros são associações dos alunos, que, infelizes, são traídos pela semelhança da forma. Para combater esses problemas, poderíamos apresentar uma relação de falsos cognatos (os da coluna da esquerda), a fim de que os alunos possam expressar o que realmente desejam, através da seleção de vocábulos adequados (os da coluna da direita). Tais vocábulos também deverão ser apresentados em exercícios, para que o significado correto possa ser realmente assimilado. Acreditamos que assim os alunos raramente os empregariam inadequadamente.

Estas seriam situações que os alunos deveriam viver: "She is going to answer the phone", "I am going to attend the English class today".

3.2.13 Artigo definido ("the")

a) Análise

O artigo definido português possui freqüência maior que o artigo inglês. Ao contrário do inglês, ocorre com possessivos, com nomes abstratos, nomes próprios, com os dias da semana, embora não obrigatoriamente. Sua presença é tão constante nessas situações, que o aluno de inglês freqüentemente o inclui nas mesmas condições na "performance" da nova língua, e produz as locuções abaixo:

b) Dados

<i>Forma Errada</i>	<i>Forma Correta</i>
the my parents	my parents
the Sundays	Sundays
In the my holidays	on my holidays

of the João Paulo	of João Paulo
the Peter's family	Peter's family
the Maurice	Maurice
the life	life
the last year	last year
after the lunch	after lunch
at the lunch	at lunch
the last month	last month
of the my house	of my house
goes to the school	goes to school
the nature	nature
in the last Saturday	last Saturday
the my friends	my friends
the friendship	friendship
if the technology	if technology
the commerce	commerce
to the my work	to my work
to the bed	to bed
the last Wednesday	last Wednesday
to the prison	to prison
in the last Saturday	last Saturday

c) Implicações pedagógicas

Não acreditamos que o simples conhecimento das regras, tipo "não se usa o artigo definido antes de nomes abstratos", baste para a eliminação de erros nesta área. Poderá haver redução, sim, e é por isso mesmo que deverá ser tentado. Alertaríamos, então, os alunos para que não usem "the" antes de nomes próprios, abstratos, dias da semana e antes de "next", "last", "bed", "school", "prison" e "work" nos casos especiais. E, em seguida e de tempo em tempo, aplicaríamos exercícios escritos para verificar o nível de assimilação.

Mas, do nosso ponto de vista, os exercícios orais são os mais importantes para ensinar artigo adequadamente.

A freqüência com que nomes próprios, abstratos etc. ocorrem na comunicação do professor com os alunos é que vai equipá-los do hábito correto.

3.2.14 Determinativos

a) Análise

Os erros que constam nos dados abaixo mostram que a simples tradução leva os alunos brasileiros a cometer erros como os de falta de artigo indefinido, falta de "any", "some" e "no", já que em português são dispensados em tais condições. "A", "an", "the", "some", "any" e "no" são campo de dificuldade para alunos brasileiros, parte pela diferença de uso nas duas línguas, parte pela pouca exploração desses termos em livros-textos, as gramáticas tradicionais. Como no francês — "Je mange du pain", "como pão" —, o inglês também tem *partitivos*, conhecidos por *determiners*. Isso significa que os substantivos em inglês soem vir anteceditos de "a(n)", "the", "any", "some" ou "no", mesmo que pré-modificados, como nos exemplos: "I have not got any money", "She has not got any foreign money".

b) Dados

Forma Errada

in other town
if there is not problem
without violence
make difference
in position
in other company
hadn't fault

Forma Correta

in another town
if there is not any problem
without any violence
make any difference
in a position
in another company
hadn't any fault

c) Implicações pedagógicas

Tradicionalmente não se encontram, em manuais, regras de uso dos "determiners", afora as de que "some" se usa em sentenças afirmativas e "any" em interrogativas e negativas. O bom uso dos "determiners" fica, portanto, ao encargo do aluno, que se baseia em textos orais e escritos a que é exposto.

Quanto mais freqüente for essa exposição, tanto mais oportunidades terá o aluno de empregar os "partitivos", até sentir o aspecto da partitividade¹⁷ da língua inglesa e passar a usá-la, ele próprio.

3.2.15 Advérbios de tempo

a) Análise

"Last", "this", "that", e plurais "these", "those", e "next", na indicação de tempo, dispensam o uso das preposições "in" e "on" em inglês. O português, por outro lado, as inclui na locução, acompanhadas do artigo, no caso de "next" e "last". O aluno custa a vencer o hábito lingüístico português ao se encontrar com tais situações e produz locuções como as que se seguem.

¹⁷ Entendemos por partitividade a característica que certos artigos (denominados *partitifs* em francês e *determiners* em inglês) emprestam ao substantivo que lhes segue, isto é, uma parte de si, e não a sua totalidade. DUBOIS, J. et alii. *Dictionnaire de linguistique*. Paris, Larousse, 1973. p.364.

b) Dados

<i>Forma Errada</i>	<i>Forma Correta</i>
in last month	last month
in this month	this month
in that moment	that moment
on last Friday	last Friday
in last vacation	last vacation
in the last Saturday	last Saturday
in this day	this day
in that morning	that morning
in the last evening	last evening

c) Implicações pedagógicas

Nesta área achamos que as mesmas medidas pedagógicas do item anterior podem ser tomadas para uma minimização dos erros, isto é, a constante exposição do aluno ao fato de em inglês não se usar a preposição equivalente a "em", "in" em inglês, nas expressões de tempo.

3.2.16 Regência / "of"

a) Análise

No tocante à regência—não nos referimos apenas à verbal—a tendência errônea de alunos brasileiros é de se guiarem pela tradução, incluindo elementos de sua língua materna, o que acarreta erros em inglês. Só assim se entende a força que leva os alunos a associarem preposições a elementos que em inglês as dispensam. As formas erradas que se seguem, onde "of" ocorre desnecessária e erroneamente, mostram que o aluno iniciante substitui a preposição portuguesa "de" por "of" em qualquer ambiente, por mera tradução.

b) Dados

Forma Errada

I liked of my ...
 near of ...
 they like of ...
 finished of to wash
 little of ...
 under of the sea
 behind of my house
 forgot of ...
 behind of me

Forma Correta

I liked my ...
 near ...
 they like ...
 finished to ...
 little ...
 under the sea
 behind my house
 forgot ...
 behind me

c) Implicações pedagógicas

Entendemos que a eliminação da preposição "of", indevida e resultante da interferência do português, nos casos acima, dependerá apenas de uma abordagem intensa do problema pelo professor no contato oral com os alunos, mais que mera elaboração e aplicação de regras.

3.2.17 Regência / "to"

a) Análise

O inverso da dificuldade anterior ocorre aqui. A ausência de elementos de regência no português faz com que alunos brasileiros que aprendem inglês os omitam nas situações em que o inglês não os dispensa.

Quando se trata da falta de "to" na locução de infinitivos regidos pelos verbos chamados "comuns", tipo "want to", "wish to", etc. (ver item 3.2.5), entendemos mais fácil a solução do problema.

b) Dados

Forma Errada

listen good music
 listening him
 looking them
 looking his homework
 listen me
 listen my problems
 said him
 I wanted travel
 I wish marry
 preferred have
 begun dance
 wanted learn
 I want work
 Imagine have to live
 want understand

Forma Correta

listen to good music
 listening to him
 looking at them
 looking for his homework
 listen to me
 listen to my problems
 said to him
 I wanted to travel
 I wish to marry
 preferred to have
 begun to dance
 wanted to learn
 I want to work
 Imagine to have to live
 want to understand

c) Implicações pedagógicas

Não obstante a inexistência de elemento português e a obrigatoriedade de "to" entre o primeiro e o segundo verbo, exercícios intensivos poderão ser de grande valia, principalmente se orais, tendo em vista a automatização.

Exercícios do tipo "do you want to travel? I want to, but I can't" são ótimos para mostrar a presença do infinitivo, marcada apenas pelo "to".

Achamos as primeiras formas mais fáceis de ensinar. Parece-nos que, se ocorrerem com bastante freqüência na atividade oral entre professores e alunos, serão rapidamente assimiladas.

3.2.18 "Ter-haver"/"ser-ter"

a) Análise

Em português, ao indicar a idade empregamos o verbo "ter" ("have"). Assim, "anos", "years old", é algo que temos ("have") e não o que somos ("be"). E esta última alternativa é a inglesa.

Esta interferência é muito comum em iniciantes; não só ao se dizer a idade, mas também em outras situações, ocorre essa troca, como em "ter fome", "to be hungry"; "ter sede", "to be thirsty", e outras. Essa diferença, portanto, cria nova área de interferência. A não equivalência das categorias na tradução costuma ser motivo de erro de interferência em qualquer situação.

O uso indevido de "ter" por "existir" é problema de aprendizagem da língua portuguesa: insiste-se em usar "ter" em lugar de "existir", "haver", impessoalmente, principalmente na língua falada.

Esse problema se transfere na íntegra à aprendizagem da língua inglesa: emprega-se "have" em vez de "there to be", significando "haver", "existir". Tomemos, por exemplo, as orações:

Há três garotas na sala.
There are three girls in the room.
Have three girls in the room.

Esta última não é gramatical. O aluno tem duas razões para criá-la: primeiro, pela semelhança de significantes "have"- "haver"; segundo, por "have" em inglês significar "ter", e esta é, embora errada, a escolha lexical mais comum do brasileiro, em vez de "haver".

b) Dados

Forma Errada

we have very hungry
 had
 have
 have
 had
 did not have classes
 had not many students

Forma Correta

we are very hungry
 was (age)
 be (age)
 there is
 there was
 there were not any classes
 there were not many students

c) Implicações pedagógicas

Parece-nos aqui que exercícios contrastivos intensivos sejam boa medida metodológica: "I have three cars. There is one in the garage, and there are two in the street".

Temos que nos empenhar para que os alunos associem "there is-there are" a "haver", após alertá-los para que empreguem "haver" em vez de "ter" quando impessoalmente. É, portanto, uma tarefa dupla e, conseqüentemente, árdua.

O primeiro caso (fome e idade) não é uma questão de mau uso do português, mas também requer uma força maior, uma "violência" na mente do aluno, para que opte pelo significativo "to be" em vez de "to have". Isso só será conseguido com muito exercício.

4 RESULTADO DA ANÁLISE DOS DADOS

Num primeiro exame, os erros de morfologia requerem maior atenção da parte do professor de inglês, haja vista a primeira tabela montada, em que ocupam a larga margem de 39,04% do total de erros coletados.

Num segundo enfoque, os erros sem interferência do português, num percentual de 65,05%, demonstram ser mais freqüentes na aprendizagem da língua inglesa, e esse fato parcelará o empenho do professor para que se dedique igualmente aos dois tipos de erros e não exclusivamente aos de interferência, como se esta fosse a única fonte de erros.

Na continuidade, detendo-nos em erros sem interferência do português, pudemos constatar que a grande maioria deles não se devem tampouco à interferência interna, mas sim a outras causas, como a pura ignorância das regras da língua, área em que a ação efetiva do ensino e da aprendizagem se manifestará com maior potencialidade.

Já na área da interferência do português, nosso terceiro e principal enfoque, constatamos que é na sintaxe a incidência maior de erros: 70,16%; em segundo lugar vem a escolha semântico-lexical, com 14,16%; em terceiro lugar a ortografia, com 9,53%, e, por último, a morfologia com 6,15%.

Desses dados concluímos que o professor de inglês, na preocupação de eliminar ou reduzir a interferência do português na produção do inglês de seus alunos, deverá atuar intensamente na área da sintaxe. Esta será considerada a área de interferência de maior dificuldade. Poderemos prever, então, erros como os de:

- concordância do adjetivo com o substantivo, em número;
- uso indiscriminado dos possessivos "his", "her", "your", "their";
- troca de "to" por "for" diante do infinitivo;
- posposição do adjetivo;
- deslocamento do complemento verbal;
- omissão do sujeito;
- emprego excessivo do artigo definido;
- emprego da preposição "in" antes de "next", "last", "this", "that" e plurais;
- acréscimo de preposições a verbos que não as têm;
- inverso do item anterior.

Na área de morfologia será possível prever erros de:

- uso indevido dos sufixos "er" e "est";
- uso indevido dos prefixos "more" e "most";
- formação do negativo.

Já na área semântico-lexical podem-se prever erros de:

- troca do "do" por "make";
- falsos cognatos;
- troca do "there to be" por "have";
- troca de "to be" por "have".

Embora tenham sido encontrados 31 erros de ortografia na área de interferência, não foi possível chegar a nenhuma conclusão mais abrangente de uma área específica de dificuldade.

5 CONCLUSÃO

Do contato com os alunos durante doze anos de magistério de inglês, sentimos que a problemática de erros merecia atenção especial de nossa parte, para que conseguíssemos a sua significativa redução, mormente daqueles com interferência do português.

Achamos que, se o aluno transfere para o inglês, indevidamente, as regras da sua língua materna, poderá deixar de fazê-lo quando devidamente alertado para os fatos.

Admitimos que o aluno faz generalizações ao aprender a nova língua, ampliando as regras da língua em aquisição, bem como as da língua materna. E estas últimas generalizações requerem muita cautela, pois facilmente levarão a erros.

Um ensino contrastivo, na primeira fase da aprendizagem, baseado nas diferenças e semelhanças entre as duas línguas, poderá ser de grande valia. O montador de livro-texto não poderá fugir à análise contrastiva, pois ela lhe mostrará muitos problemas de aprendizagem.

Já a análise de erros nos mostrará as áreas de dificuldade dentro da própria língua. Ela também nos dará uma visão dos mecanismos que desencadeiam os erros e nos proporcionará conhecimento dos problemas individuais de aprendizagem.

As 184 redações aplicadas aos alunos de inglês de curso universitário nos proporcionaram o *corpus* para esta pesquisa. Foram 325 erros com interferência do português e 605 sem essa interferência, totalizando 930 erros.

A interferência se apresentou sob várias formas e em áreas diferentes, como em adjetivos, possessivos, verbos, preposições, etc.

Acreditamos que, pelo enfoque dado a cada tipo de erro, os professores de inglês terão subsídios para aplicar técnicas adequadas de ensino e conseguir um ensino melhor.

Esperamos que esta simples e breve contribuição seja um alerta, um início para professores e estudiosos do inglês, no sentido da produção de mais estudos na área da análise de erros. Dessa forma o ensino de inglês certamente será mais rápido e mais efetivo.

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1 MODELOS DE CORREÇÃO

The Traffic Jam

I was driving home this evening ~~it~~ was a traffic jam. Everybody ~~were~~ ~~was~~ coming back. They were feeling very angry and frustrated at the moment because ~~the~~ traffic. There was a traffic light ahead. I suddenly had to brake because another car in front of me stopped without any warning at all. I didn't run into the car in front of me but a car behind me ~~run~~ ~~into~~ me.

The driver was very angry and accused me of stopping without warning. I tried to explain about another driver. ~~It~~ wasn't my fault. He didn't believe me.

Finally I found a witness who told him that my story was true.

This was what happened ~~(with)~~ ~~(in)~~ ~~the~~ last evening.

my best friend

My best friend is different of all. I believe he is special because he listens ~~to~~ ~~me~~ but he can't talk ~~to~~ ~~me~~. He is my friend of all time; he ~~never~~ ~~likes~~ to listen ~~to~~ ~~me~~, when I ~~am~~ ~~angry~~ with him, he becomes sad, but after he forgets everything and becomes ~~to~~ ~~be~~ himself.

He is very small and ~~thin~~ ~~and~~ ~~long~~; his tail is short, but his ears are very big. He will ~~grow~~ ~~up~~ ~~in~~ ~~three~~ ~~months~~ ~~from~~ ~~now~~ ~~to~~ ~~the~~ ~~next~~ ~~month~~. His name is Pull and he is my little dog.

A holiday at the beach

I like ~~too much~~ to pass a holiday at the beach. In this place, the days are beautiful and relaxing. The atmosphere

The last holiday my family and I went to the beach and stayed there for a long time.

The children played in the sea and the people could enjoy when

if possible.

We met our friends and had more discussions for the pass the time.

On the beach the people take care of their health during the holiday.

My last holidays

I'm a student of the Universidad Católica do Paraná. I study in the evening. I've to study from February to June, then I get holidays in July. This year I can't travel in my holidays because I was working and I couldn't leave the job, but I had a very happy holidays because I could to rest a few and forget the subjects a little bit.

The holidays were very important for me. I could to read an English book and improve my knowledge about English language. Besides I got engaged with my darling girl friend. I wish to go back next year. Well, I think that holiday was very good mainly because I was with health.

2 TABELAS DE ERROS

TABELA 1. Tipos de erros.

TIPOS	FREQÜÊNCIA	%
Ortografia	122	13,12
Morfologia	363	39,04
Colocação	54	5,80
Regência	102	10,96
Semântica	102	10,96
Sintaxe	155	16,67
Outros	32	3,45
TOTAL	930	100,00

TABELA 2. Causas dos erros.

CAUSAS	FREQÜÊNCIA	%
Interferência do português	325	34,95
Não interferência do português		
° interferência do inglês	130	13,97
° não interferência do inglês	475	51,08
TOTAL	930	100,00

TABELA 3. Erros com interferência do português.

TIPOS	FREQÜÊNCIA	%
Ortografia	31	9,53
Morfologia	20	6,15
Escolha semântico-lexical	46	14,16
Sintaxe	228	70,16
TOTAL	325	100,00

3 ERROS SEM INTERFERÊNCIA DO PORTUGUÊS

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
halped	helped	1
lieving	living	1
paínd	paint	1
normaly	normally	1
don't be	weren't	1
did was	wasn't	1
I can't left Curitiba	I couldn't leave Curitiba	1
my holidays don't be happy	my holidays weren't happy	1
the history did was glad	the history was glad	1
I played many football	I played much football	1
I went on the dentist	I went to the dentist	1
not divert me	not amuse myself	1
my holidays don't be	my holidays weren't	1
on the my last holidays	on my last holidays	1
I don't travel and not divert me	I didn't travel and didn't divert myself	1
coald	cold	3
freends	friends	3
hoppe	hope	3
wered	were	3
it was	they were	3
a first day from July	the first day of July	3
a very nice girls	very nice girls	3
on a first day	on the first day	3
I worked in my sister house	I worked in my sister's house	4
I traveled to my parents home	I traveled to my parents' home	4
I like swim	I like to swim	4
in Saturday	on Saturday	4

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
I travel to Rio Grande	I traveled to Rio Grande	5
six day	six days	5
four girls sleep	four girls slept	5
every in my city	everyone in my city	5
in every Brazil	all over Brazil	5
enganged	engaged	6
I can't travel	I couldn't travel	6
I get engaged	I got engaged	6
that holiday were	that holiday was	6
I could to rest	I could rest	6
to rest a few	to rest a little	6
a very happy holidays	very happy holidays	6
tenys	tennis	7
prefered	preferred	7
neighbourood	neighbourhood	7
stay in home	stay at home	7
as we live in house	as we live in a house	7
in this July's holidays	on this July's holidays	7
silently place	silent place	7
I didn't do an other thing	I didn't do any other thing	8
I went for	I went to	9
I was happy see	I was happy to see	9
I gave several presents of	I gave several presents to	9
I did friendship	I made friendship	9
and earned too	got some, too	9
and earned some presents	and got some presents	9
my holidays was	my holidays were	10
we stay	we stayed	10
couldn't to do	couldn't do	11
a good films	a good film	11
to cinema	to the cinema	11
in the other days	on the other days	11
at the first week	in the first week	11
regulare	regular	12
I am to travel	traveled	12
very good	very well	12

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
its beginning	they began	12
and finish	and finished	12
I see	I saw	12
I remain	I remained	12
I return	I returned	12
my parents was happy	my parents were happy	12
at the home	at home	12
on twenty	on the twentieth	12
begining	beginning	13
were beginning	began	13
it was different	they were different	13
find	found	14
been studying	were studying	14
I had return	I had to return	14
beautyfull	beautiful	15
I am	I was	15
I rest	I rested	15
see her	see it	15
holidays is	holidays are	15
I traveled for	I traveled to	15
I loved for see	I loved to see	15
I went house	I went to the house	16
the Sundays	on Sundays	16
in the university	in a university	17
in lab	in a lab	18
the July	July	22
in college	in a college	22
Grecian	Greek	22
speak English fluent	speak English fluently	24
paiment	payment	26
could decided	could decide	26
urgent replying	urgent reply	26
in high school	in a high school	26
I've got very experience	I've got much experience	27
I am a single	I am single	27
paiment	payment	28

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
wathing	watching	29
if you be	if you are	29
I'll can write	I'll be able to write	30
about salary	about the salary	30
Have I to work	do I have to work	31
foreingn	foreign	33
Japan	Japanese	33
wold	would	34
driving license	a driving license	35
decidived	decided	36
announce	announcement	37
these work	this work	37
necessary work	necessary to work	37
in Air Force	in the Air Force	37
there is information	there is some information	37
the night	at night	37
that my family lives	since my family lives	38
get any more	get some more	38
planing	playing	51
extinguished	have extinguished	51
announce	announced	52
quickly	quick	52
escape	escaped	52
names of guests	names of the guests	52
three	tree	54
there is	there are	54
was	were	54
playing	were playing	54
swum	swam	54
meting	meeting	54
in river	in the river	54
in park	in the park	54
unhapy	unhappy	55
are	is	55
death	dead	55
finish	finished	56

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
and young man	and a young man	56
is	are	57
has begun	began	57
happing	happening	58
these	this	58
say	said	58
but young man	but a young man	58
was	were	59
have	has	59
think	thing	60
strik	strike	60
a	an	60
that	than	60
grown	crowd	61
explain	explained	61
decided left	decided to leave	61
run .	ran	61
see	saw	61
in seconds	in a few seconds	61
thinks	things	62
vibrationing	vibrating	62
siting	sitting	62
beging	begging	62
thinks	things	62
make	made	62
is	are	62
make	do	62
doing	making	62
very	many	62
make	do	62
doing	making	62
has started	started	63
was	is	64
shout	is shouting	64
said to other	said to the other	65
has try	has tried	66

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
to running	to run	66
catch	caught	66
has	have	66
has sent	has been sent	66
live	lives	67
will has	will have	67
after he to finished	after he finished	67
for they	for them	68
until	as far as	68
Family Stuart	the Family Stuart	68
looking homework	looking at his homework	69
the church	church	69
bad	bed	70
cupple	couple	70
then	them	70
soon	son	70
carefully	carefully	70
apparent	apparently	70
for talken	for talk	70
give he	give him	70
there are	there is	70
at the beginning this composition	at the beginning of this composition	70
at beginning	at the beginning	70
there isn't	there aren't	71
feel	feels	71
I like go	I like to go	71
at beach	at the beach	71
in weekends	in the weekends	71
taked	took	72
have	had	72
at the night	at night	72
taked	took	72
come	came	73
in the night	at night	73
we watching	we were watching	73

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
go out	went out	73
rain	rains	73
to the Guaratuba	to Guaratuba	74
ride	rode	74
there were	there was	75
is	was	75
it were	they were	75
was	were	76
we have very hungry	we were very hungry	76
wonderfully	wonderfully	76
the Caiobã	Caiobã	76
shine	shone	77
pleasent	pleasant	77
at lunch we ate	for lunch we ate	77
to go at the beach	to go to the beach	78
seven o'clock	at seven o'clock	79
happily	happily	79
flew	flying	80
demonstrate	demonstrates	80
brilliance	bright	80
a night was	the night was	80
a beach	the beach	80
and uncle's family	and an uncle's family	81
wathers	waters	82
freshbool	freshball	82
went out the car	went out of the car	82
for us playing	for us to play	83
were spend	were spent	84
life	lived	84
left	departure	84
much	well	84
of university	of the university	84
there wasn't	there weren't	85
very things	many things	85
havn't	hadn't	87
beatiful	beautiful	87

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
arrangen	arrange	88
rapdly	rapidly	88
end	ended	88
for returned	to return	88
begun	began	88
maked	made	89
invited me to passed	invited me to pass	89
easy	easily	89
but I	but me (except)	89
prepare	prepared	89
looks like	looked like	89
practice	practiced	89
went in the shops	went into the shops	89
the time	the weather	89
learn	teach	89
between	with	89
at the home	at home	89
them	then	90
wich	which	91
bits	bites	91
give	gave	91
come	comes	91
untruth	untrue	92
jump	jumps	93
glad	gladly	93
meet	meets	93
burglar	burglars	93
save	saves	93
ring	rings	93
eat	eats	93
run	runs	93
like	likes	93
meet	find	93
help	helps	94
very places	many places	94
teached	taught	95

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
show	shows	95
to looked	to look	95
specially	special	95
such	every	95
assist	assists	96
it	she	96
hear	hears	96
teach	teaches	96
show	shows	96
shows how may I	shows how I may	96
whit who	with whom	97
like have	like having	97
talk bad	talk badly	97
can to wait	can wait	97
be	is	98
get	gets	100
make	makes	100
watch	watches	100
love	loves	100
kiss	kisses	100
make	do	100
in October 11th	on October 11th	100
goes to the school	goes to school	100
we're enjoy	we're enjoying	101
retribuilt	retribute	102
understand	understands	102
participate	participates	102
listen	listens	103
talk	talks	103
forget	forgets	103
I angry	I am angry	103
talk me	talk to me	103
friend	friendly	104
vibrate	vibrates	105
meet	met	106
never finish	will never finish	106

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
than others	than the others	106
which	who	107
I arrived here in zoo	I arrived here in the zoo	108
swimmmed	swam	151
spend	spent	151
look	looked	151
houses was	houses were	151
we was	we were	151
next	last	151
I like fruits of the sea	I like the fruits of the sea	151
many times	much time	153
can't to stay	can't stay	153
I like	I like it	153
I was a free weekend	I was free at the weekend	154
could talked	could talk	155
we swimming	we swam	155
when the holiday became	when the holiday began	155
at moonlight	at the moonlight	155
swim	swim	156
play	played	156
can't swim	could swim	156
is possible	it was possible	156
were more	there were more	156
can to swim	can swim	156
when is the Summer	when it is Summer	156
during at the holidays	during the holidays	156
holydays	holidays	157
fill	feels	157
a friend word	a friendly word	159
that listen	that listens	159
we become every day a funny day	we make every day a funny day	159
studing	studying	160
studied	study	160
want	wants	160
enought	enough	161

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
discourage	discourage	161
rainy	rain	161
coldly	cold	161
no one and the beach	no one on the beach	161
latter	later	162
lived	has been living	162
came back to home	came back home	162
it is	it was	163
kind	kinds	163
the first thing I make	the first thing I did	163
I make this	I do this	163
very warmer	very warm	164
fish	fished	164
I very happy	I felt very happy	164
I like	I liked	164
a two weeks	two weeks	164
litle	little	166
touches	touch	166
caled	called	167
I could made	I could make	167
fininished	finishes	167
believe	believes	167
playing	played	168
for arranged	for arranging	168
it is nice very much	it is very much nice	168
depends	depend	169
this days	these days	170
who I have confidence	who I have confidence in	170
because the hard life	because of the hard life	171
I do	I've made	172
nothing	anything	172
force	forced	172
taks	talks	173
enjoed	enjoyed	173
told	tells	173
are work	work	173

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
continue	continued	173
the best	better	173
when I sad	when I am sad	173
untame	wild	174
will disturbance	will disturb	175
don't think	doesn't think	177
what is happen	what happens	177
money and medicine is	money and medicine are	177
because the future	because of the future	177
afraid	fear	177
in Earth	on Earth	177
The world are	the world is	178
this machines	these machines	178
I only saying	I only say	178
saying for you	saying to you	178
of own the man	of man himself	178
future of world	future of the world	178
about future	about the future	178
oppinion	opinion	180
easier	easier	180
what	which	181
with future	with the future	181
will finished	will finish	182
another people	other people	182
will haven't	won't have	182
will substation	will be substituted	182
will happy	won't make anybody happy	182
not will houses for everybody	there won't be houses for everybody	182
win	overcome	183
in a rich countries	in the rich countries	183
if we will have	if we have	183
will be doing	will be done	183
worse that	worse than	183
what sort the machines	what sort of machines	184
make	do	184

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
very	many	184
development	developed	184
will be make	will make	184
if the men will worry	if the men worry	184
it'll a substitution	it'll substitute	185
if men won't have	if men don't have	185
belive	believe	185
than	then	185
will can	will be able to	185
make the work	do the work	185
in future	in the future	185
can will caused	may have caused	186
make the service	do the service	186
will have double	will have doubled	186
many difficult	very difficult	187
it be	it is	188
if the machines will	if the machines substitute	188
can will survival	can survive	188
very better	much better	188
substitut	substitute	189
we don't be	we won't	189
producted	caused	189
may to live	may live	190
a day	some day	190
I don't think a good idea	I don't think it is a good idea	190
to grow	grows	190
will be make many things	we do many things	191
in the farm or the office	on the farm or in the office	191
will may worry	will worry	191
beggining	beginning	192
behide	behind	193
difference flowers	different flowers	193
play	played	193
like	liked	193
visit	visited	193
tonight	at night	194

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
never make anything	never do anything	196
never enough to eat	never get enough to eat	196
meals in a day	meals a day	197
give money for them	give money to them	197
full of dirty	full of dirt	197
are starve	are starving	197
eat	eats	199
can't found	can't find	199
country	countries	199
very bad	very badly	199
development	developing	200
suffers	suffer	200
the life the rich countries	the life in the rich countries	200
other problems what impossible to write	other problems which are impossible to write about	200
all of kinds knowhow	all kinds of knowhow	201
adventages	advantages	202
in it	in them	202
don't must	mustn't	203
don't must be	mustn't be	203
solve	solution	203
aeroplain	aeroplane	204
churchs	churches	204
these	this	204
know	knew	204
study	studied	204
are	were	204
go	went	204
I went for Italy	I went to Italy	204
I traveled to aeroplane	I traveled by aeroplane	204
the Rome	Rome	204
to city	to the city	204
we	us	205
expectative	expectation	205
calmly	calm	205
comes	came	205

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
be place	take place	205
on July	in July	205
fullfild	fullfilled	212
description	description	212
eat	ate	212
don't	doesn't	212
don't	didn't	212
to food me	to feed me	212
actually	actually	213
preapering	preparing	213
after I had finished	after I finish	213
the more beautiful	the most beautiful	214
children	child	214
it will	it won't	214
on the life	of the life	214
ideal	idea	214
coofe	coffee	214
want	wanted	215
schoolmate	schoolmates	215
make something wrong	did something wrong	215
bigest	biggest	215
don't remember	not to remember	215
lettle	little	216
went the first school	went to the first school	216
like study	like to study	216
in a small town which name was Boa Vista	in a small town whose name was Boa Vista	216
receiv	receive	217
small	smaller	217
later	late	217
somebody	everybody	217
into the corner	at the corner	217
I must there in time	I must be there in time	217
dools	dolls	218
loved stay	love to stay	218
soft	soft drink	218
go in	go to	219

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
I like to remember very much	I like very much to remember	220
stoped	stopped	220
for to passed	to pass	220
stopped to played	stopped to play	220
she is old miss	she is an old miss	221
other day	the other day	223
out of company	out of the company	223
arrived in university	arrived at the university	223
miseable	miserable	223
have send	have sent	223
two class	two classes	224
a uncle	an uncle	225
were come out	had come out	225
coordinated	coordinator	226
I went to university	I went to the university	226
waken	woke	228
begin	begins	228
didn't came	didn't come	228
went at	went to	228
student of English course	student of the English course	228
a quarter to nine	at a quarter to nine	228
get	got	229
have	had	229
fineshed	finished	230
by the seven thirty	by seven thirty	231
third	thirty	231
couldn't to lose	couldn't lose	232
end	ending	232
would	will	232
a	an	232
hollidays	holidays	233
remember	remembered	233
solve	decide	233
had go	had gone	234
is	was	234
cry	cried	234
drunk	had drunk	234

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
acusses	acuses	235
tryed	tried	235
go	going	235
runs	ran	235
accuses	acused	235
gone	went	235
go to home	go home	235
found	got	235
paied	paid	236
doesn't	didn't	236
of the corner	at the corner	236
I to looked for	I also looked for	236
can't	couldn't	237
will	would	237
in front off	in front of	237
because it	because of it	237
because the confusion	because of the confusion	237
the driver culprit	the driver responsible	237
the traffic was jam	the traffic was a jam	237
defence	defend	237
payed	paid	238
stops	stopped	238
than	then	238
of all	at all	238
offered witnessed	offered to witness	238
until	as far as	238
to witness	to the witness	238
because the traffic	because of the traffic	239
frustrat	frustrate	239
run	ran	239
faut	fault	240
who standing	who was standing	240
his	him	241
his	him	241
find	found	242
the women always drive	women always drive	243
was drive	was driving	243
to explained	to explain	243

3 ERROS COM INTERFERÊNCIA DO PORTUGUÊS

1 QUANTO À ORTOGRAFIA

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
English	English	1
Paraguai	Paraguay	1
language	language	6
retorn	return	12
sociologye	sociology	13
actividies	activities	15
Franch	French	20
portuguese	Portuguese	21
advertisemente	advertisement	29
traying	trying	52
laying	lying	55
confortable	comfortable	68
mather	mother	68
clined	cleaned	90
ungry	hungry	99
prefere	prefer	157
agradably	agreeably	161
futbol	football	164
brunetti	brunette	167
catolic	catholic	167
iqually	equally	172
tugater	together	173
pritty	pretty	173
particularary	particularly	175
analisis	analysis	180
exemple	example	181
soffer	suffer	185

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
rason	reason	203
soffery	suffer	212
psicology	psycology	217
finiched	finished	226

2 QUANTO À MORFOLOGIA

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
lifes	lives	7
in travel	in travelling	20
informations	information	32
peoples	people	52
more free	freer	71
more happy	happier	71
more hot	hotter	152
is possible	it was possible	156
ours lifes	our lives	170
more cheap	cheaper	187
more dirty	dirtier	187
more small	smaller	190
others	other	200
before we go run to fields	before going and running in the fields	218
no had	didn't have	224
day excited	exciting day	226
not liked	didn't like	227
not agreed	didn't agree	227
not got	didn't get	235
not warned	didn't warn	235

3 QUANTO À SINTAXE

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
I wanted travel	I wanted to travel	1
I so worked	so I worked	1
in the my holidays	on my holidays	1
a first day from July	the first day of July	3
I give to my mother	I give my mother	5
I liked of my	I liked my	5
of the João Paulo	of João Paulo	5
I wish marry	I wish to marry	6
I was with health	I was in health	6
stay in home	stay at home	7
listen good music	listen to good music	7
preferred have	preferred to have	7
expensives hotels	expensive hotels	7
were very expensives	were very expensive	8
I went in several places	I went to several places	9
places different	different places	9
places beautiful	beautiful places	9
see again the home town	see the home town again	9
I bought some presents and earned too	I bought some presents and got some, too	9
our holidays all	all our holidays	10
people very unkind	very unkind people	10
people very kind	very kind people	10
were glads	were glad	10
in last month	last month	11
orther days	other days	11
get up more later	get up later	11
on twenty	on the twentieth	12
in this month	this month	13
it was differents	they were different	13
the my parents	my parents	14
in other town	in another town	14
there found many friends	there I found many friends	14
I traveled for	I traveled to	15
the Sundays	Sundays	16

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
for teacher	to be a teacher	17
where is your office	where your office is	22
what are the days	what the days are	22
the July last	last July	22
how much is the salary	how much the salary is	22
how should be the payment	how the payment should be	26
near of	near	27
I'd like very much to travel	I'd like to travel very much	29
is it	it is	35
is for	it	35
internationals	international	35
is necessary a diploma	a diploma is necessary	36
necessary work	necessary to work	37
it is	is it	37
I wait your response	I will wait for your response	38
if there is not problem	if there is not any problem	38
extinguished	have extinguished	51
have been trying	they have been trying	52
will have to be quick	they will have to be quick	52
there is	there are	54
your	their	54
has begun	began	57
without violence	without any violence	58
to get ... order	to get order	60
listening him	listening to him	61
for see	to see	62
begun dance	begun to dance	62
elephant very interesting	very interesting elephant	62
things attractive	attractive things	62
in that moment	that moment	62
atractives	attractive	62
your	his	67
after he to finished	after he finished	67
goes to watch	watches	67
looking them	looking at them	67
the Peter's family	Peter's family	67

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
teaching for child	teaching children	68
family Stuart	Stuart family	68
the Maurice	Maurice	68
the life	life	68
of the Robert	Robert's	69
looking his homework	looking for his homework	69
they like of	they like	69
hair blonde	blonde hair	69
place right	right place	69
all they	they all	70
there are	there is	70
went to take a rest	took a rest	71
is wonderful to spend	it is wonderful to spend	71
there isn't	there aren't	71
the last year	last year	72
on last Friday	last Friday	72
come back to home for sleep	come back home to sleep	73
I went last Friday	last Friday I went	73
island wonderful	wonderful island	73
after the lunch	after lunch	73
when finished the holiday	when the holiday finished	74
in last vacation	last vacation	75
there were	there was	75
I like very much to go	I like to go ... very much	76
I went travel	I traveled	77
returned at home	returned home	77
went at the restaurant	went to the restaurant	77
at the lunch	at lunch	77
when broke the waves	when the waves broke	80
made clear a beach	made a beach clear	80
when was windy	when it was windy	80
will go again to	will go to ... again	81
was raining	it was raining	82
I like very much to travel	I like to travel very much	83
the last month	last month	84
ourselves	each other	85

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
decided spend	decided to spend	85
there wasn't	there was	85
I arrived tired in Camboriú	I was tired when I arrived ...	86
tepid	tepid	86
for returned	to return	88
there was	there it was	88
went at home	went home	89
wanted learned	wanted to learn	89
big	big	91
make difference	make any difference	91
is a Jap name	it is a Jap name	91
I spent there three hours	I spent three hours there	90
for eat	to eat	93
ready for help me	ready to help me	94
shows how may I	shows how I may	96
since always helps me	since he always helps me	96
like have	like having	97
incredible talk	incredible to talk	97
of the my house	of my house	97
is being almost	it is being almost	97
importants	important	98
because have	because I have	100
goes to the school	goes to school	100
I hope can always	I hope I can always	102
listen me	listen to me	103
things importants	important things	104
difficult to people have	difficult for people to have	104
distant	distant	107
after to drink	after drinking	151
frequently was	was frequently	151
go at the beach	go to the beach	151
that was impossible	that it was impossible	152
was a weekend	it was a weekend	153
the nature	nature	153
I like	I like it	153
for to spend it	to spend it	154

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
is possible	it was possible	156
for to pass the time	for the time to pass	156
I like too much to pass	I like to pass ... too much	156
when is the Summer	when it is Summer	156
when is possible	when it is possible	156
play	to play	157
listen my problems	listen to my problems	159
when met	when I met	161
lived	has been living	162
in the last Saturday	last Saturday	162
my sisters too went	my sisters went ... too	164
where I am?	where am I?	166
person simple	simple person	167
University Catolic	Catholic University	167
his	her	168
How I'm happy!	How happy I am!	168
finished of to wash	finished washing	168
it is difficult we find	it is difficult for us to find	169
depends of	depends on	169
the my friends	my friends	169
ours lifes	our lives	170
in this day	this day	170
the friendship	friendship	171
nothing	anything	172
difficult to me say	difficult for me to say	172
and always she	and she always	173
it's	is	175
little of time	little time	175
for stay together	to stay together	175
since child	since we were children	176
I want work	I want to work	177
if the technology	if technology	180
much people	many people	182
for machines	by machines (passive)	182
will have it	they will have it	185
how the man can?	how can the man?	188

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
imagine have to live	imagine to have to live	190
under of the sea	under the sea	190
I don't think a good idea	I don't think it is a good idea	190
behind of my house	behind my house	193
theirs	their	194
his	their	196
give money for them	give money to them	197
other problems what are	other problems which are	
impossible to write	impossible to write about	200
the comerce	commerce	200
is not only	it is not only	201
necessary to this country	necessary for this country to	
survive	survive	203
in position	in a position	203
I went for Italy	I went to Italy	204
in my birthday	on my birthday	205
the other food I didn't eat	I didn't eat the other food	212
to do always	always to do	213
worry with	worry about	214
when was	when I was	215
sky blue	blue sky	218
I like very much	I like it very much	219
when we go to the theatre is	going to the theatre is very	
very funny	funny	219
for to passed	to pass	220
in other company	in another company	223
in that morning	that morning	224
went help	helped	225
where was an uncle	where an uncle was	225
arrived in our house some ...	some ... arrived in our house	225
forgot of	forgot	225
but was lovely	but it was a lovely night	225
day excited	exciting day	226
day bad	bad day	227
to the my work	to my work	227
to the bed	to bed	227

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
last my Wednesday	last Wednesday	228
the last Wednesday	last Wednesday	230
for working	to work	231
for playing	to play	231
to the prison	to prison	234
go to home	go home	235
yesterday was raining	yesterday it was raining	236
as was it	as it was	238
want understand	want to understand	238
behind of me	behind me	238
then arrived	then I arrived	238
happened with me	happened to me	239
in the last evening	last evening	239
shouted with me	shouted at me	240
the fault was the first driver	the fault was the first driver's	240
said him	said to him	243
the blame is always whose	the blame is always with the one	
hit the back of the car	who hits the back of the car	243

4 QUANTO À ESCOLHA SEMÂNTICO-LEXICAL

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
I bought some presents and earned, too.	I bought some presents and got some, too .	9
lodge	shop	34
horary	timetable	35
a time for a year	once a year	38
very	many	62
until	as far as	68
fathers	parents	70
we have very hungry	we are very hungry	76
had hungry	were hungry	76
hour lunch	lunch time	76
went trip	traveled	77
very things	many things	85

ERRO	FORMA CORRETA	Nº DA REDAÇÃO
play ball	play football	89
meet	find	93
very places	many places	94
have seven years old	be seven years old	100
we become every day a funny day	We make every day a funny day	100
make	do	100
it calls itself Olinda	it is called Olinda	152
actually	at present	160
The first thing I made	The first thing I did	163
I make this	I do this	163
ten past thirteen	one ten p.m.	163
I had eleven years old	I was eleven years old	172
I do a lot of friends	I make a lot of friends	172
cursed	took	176
of own the man	of man himself	178
win	overcome	183
make the work	do the work	185
make the service	do the service	186
many difficult	very difficult	187
bark	boat	190
never make anything	never do anything	196
have	there is	200
college	school	215
unhappy	unluckily	215
made something wrong	did something wrong	215
had	was (age)	216
attend	answer (phone)	217
went	was	223
there have	there is	223
familiars	relatives	225
had	there was	226
did not have classes	there were not any classes	230
had not many students	there were not many students	232
staying furious	getting furious	238

5 REDAÇÕES

Numeração	Período da Disciplina	Total
1-38	III	38
51-107	IV	57
151-205	V	55
211-244	VI	34
TOTAL		184

- 1 In the my last holidays, I worked in a hospital normally, so I can't left Curitiba. I wanted travel, but it was impossible. In the our new house, I halped paid it. My teeth hurted, and I went on the dentist. My holidays don't be happy, but very unhappy, because I don't travel and not divert me. I so worked, here and there. I studied English every night. I read a book called David Copperfield. The history did was very glad, but very beautifull, too. Y played many football, made many goals. This is all.
- 2 During my holidays I didn't travel for much time because I had work, but I got to rest. I went to Foz do Iguagu, Paraguay and Argentina and I bought many things there. I saw the Iguagu Falls. They are wonderful. I liked them very much. I met new friends during the travel. I read books. I watched television and I went to the cinema. My holidays ended last week. Now, I'm studying again.
- 3 My last holidays started on a first day from July. I was very happy on that day, because I wanted travel to Paraguai on a second day. It was very coald when we came there. I didn't know anybody, but I went to a house where lieving 5 girls and so we wered freends. It was a very nice girls and so we had a very good time there. I hope that in January I can go there again, because I liked there very much.
- 4 I had one month of holidays. I hadn't holidays of my job. I traveled in Saturday to my parents home. I went to the cinema and Golfinho club too. I like swim and I swam every day. I didn't swim in Saturday. I traveled in it. I worked in my sister house and she has two children. I played with them. I spent a good time in my holidays.
- 5 In my holidays I travel to Rio Grande. Because my parents living there. I give to my mother two pictures of the Joao Paulo II. My sister like of the Dancing and the beach. My sister, I and four girls sleep in a hotel six day. Every in my city liked of my Biblia because has the signature of the Papa. I became very famous in every Brazil.
- 6 I'm a student of the Universidade Católica do Paraná. I study in the evening. I've to study from february to June, then I get holidays in July. This year I can't travel in my holidays because I was working and I could not leave the job, but I had a very happy holidays because I could to rest a few and forget the subjects a little bit. The holidays were very important for me, I could to read an English book and improve my knowledge about English language. Besides I get enganged with my darling girlfriend, I wish marry her next year. Well, I think that holiday were very good mainly because I was with health.
- 7 In this July' holidays my wife I and our daughter prefered have a different vacancy, so we spent it at home. As we live in house located in a silently place of São José dos Pinhais village, it wasn't necessary to travel to look for it and so, get into troubles about expensives hotels, tourism agencies and so on. Then we chose the best: stay in home, listen good music, play tenys and other games, and cook different meals eating it in a different way seated on the floor. Sometimes, when the weather was good, we simply walked around the neighbourood, visiting old friends and talking about simple things of our lifes.
- 8 In my last holidays I wasn't traveling. I was in my house. I needed to do a complicate work. I bought a motorbike in a shop near my house. But it was very bad. I needed buy many pieces and they were very expensives. Then what happened? I was all time very nervous; I hadn't any money to buy the pieces. Every week I worked hard without resting. I paid by the motorbike exactly Cr\$ 25.000,00 and now some friends want to pay for me 50.000,00 by it. Well, now I'm happy. I've got a fruit of my work: a beautiful motor-bike, and I didn't do another thing in my holidays.
- 9 I went for house's father in my last holidays. I was very happy see again to home town. I went for three weeks. I did friendship with many people in places different. I knew also many places beautiful. I bought some presents for my family and earned, too. I was always very happy with my friends. They were very kind with me.
- 10 My holidays was very good. I went to parents' house. They live in Mirante. I stayed there two weeks. I gave several presents of my parents. My parents were very glads for we stay our holidays all in Mirante. And my grandmother visited me. This left me very happy. I met my friends. And I went in several places. I knew people very kind. I knew people very unkind, too.
- 11 In last month, July, we had our holidays in school. For me didn't mean to travel or get up more later every day, because in my job I didn't have holidays at the same time. But I could to do anything that I normally I can not do. At the first week, I go out

every night with my wife. We went to pubs, to cinema, etc. At long time I didn't go to cinema. We saw a good films. At second week I visited my friends and we remembered good things. In the others days I stayed with my family that I like very much. Any times I read David Copperfiel. Today I finished it. That's all about my holidays.

12 My last holidays was very short. Only twenty days. Its begining on the first July and finish on twenty. It was a regulare holidays time. I am to traveled to my home. I see my sister and my parents. I was happy and the parents was happy, too. I remain at the home during a week, when I return to Curitiba. Here in Curitiba I finish my holidays very good, reading, writing letters to my friends and worked in my job, and now I hope to the adjacents holidays.

13 My last holidays were begining in July. It was Saturday. In this month I went to São João Del-Rei. Here I had classes for twenty days. I was studying Philosophie, Sociologie and History. I had very good days. I knew many teachers and many students. They came to this town because they wanted to study in the holidays. I liked it. But in the end I was very tired. In the others days of my last holidays I went to Rio de Janeiro, where I saw the Corcovado and I met my friends. I returned to my college the last day of July. But my holidays finished only yesterday. It was good days because it was differents holidays.

14 I went to São Paulo in a house the my parents. There find many friends. This friends also been studying in other town. Sometimes we went in a restaurant near the school where studied together. § I felt very happy there but I had return To Curitiba to study.

15 In my last holidays I traveled for my home native town. I am very happy there. I could see again my friends and I could see the places were we played. During those days I rest and forgot my problems. My home native town is very beautyfull. I loved much for see her again. But my holidays is finished and I retourned for my actividies and I am happy for this too.

16 I only had some school holidays. I worked regularly. Went to the cinema. Read the book Charles Dickens. See again only friend. The Sundays went house my sister.

17 Dear Sir, I read your advertisement last day. Can you give me some information about the job? I am 24 years old and work in INAMPS since eight till four o'clock in the afternoon and I is studying in the university for teacher of English as a foreign language. I can come to an interview next week. Yours faithfully,

18 Dear Sir, I saw your advertisement the day before yesterday and I would like some more information. What kind of work is it and where is your office? What are the hours and how much is the salary? I am 43 years old and I work in a Lab of clinical analyses in the administration department. I can speak Spanish and Portuguese. I have the intention, if possible, to travel and use my foreign languages. Yours faithfully,

19 Dear Sir, I read your advertisement this morning and I would like more information. What is your address? How much is the salary? Is experience necessary? I'm 24 years old. I can speak Portuguese and English and I have got a driving licence. I want to travel. I would like to come to an interview when you want. Your Sincerely,

20 Dear Sir, I would like some more information about the job. What kind of job is it? What will I do in your office or in travel? I am 22 years old and I am a Brazilian boy. I work in an international factory. I can speak English and about Franch I speak a little bit. I've got a driving licence. I've got experience in travel. I can come to an interview next week. Yours faithfully

21 Dear Sir, I saw an advertisement last week. I would like some more information. Where is your office? How much is the salary? I am 18 years old and I work in Vera Cruz. I can speak portuguese and German. I have got a driving licence. I want to use my foreign language. I can come to an interview next week. Yours faithfully

22 Dear Sir, I saw your advertisement today. There are many adverts for jobs in the paper. I'm glad. Now I would like some more information. I don't know what kind of work there is it and where is your office. I would also like what are the days, the hours and how much is the salary. I don't really know. I'm 32 years old. I've good life and good humor. The July last I took the holiday on ice in San Salvador, California. I work in College. I teach mathematics, Music, Geography and Philosophy. I can speak Latin,

Grecian, French, Italian and Portuguese. German I don't know. I have also got a driving licence. I want to travel and use my foreign languages. I can come to an interview next week. Yours faithfully,

23 Dear Sir, I saw your advertisement last week and I would like some more information. What kind of work is it and where is the Travel Agency? What are the hours and how much is the salary? I am 22 years old and I work in a factory. I can speak German. I want to travel and use my foreign languages. I can come to an interview this week. Yours faithfully,

24 Dear Sir, I read your advertisement and I liked of the conditions: a five day work week, hospital and medical benefits, excellent working conditions. I would like only one information. How much is the salary? I'm 20 years old and I have a car. I speak English fluent. I have ability to compose letters and make translations from Portuguese to English and English to Portuguese. I can come to an interview next week. Yours faithfully,

25 Dear Sir, I saw your advertisement in a newspaper and I would like some more information about the job. What kind of work is it? and how many hours the day? I can come to an interview next week, and then we can speak about the salary. I am 18 years old and I work in a school office. I can speak Portuguese, German and English. I have got a driving licence. I would like to travel. Yours faithfully.

26 Dear Sir, I read your advertisement yesterday in the Daily Express and am interested in the vacancy. Meanwhile I would ask you please send me more information about the job like, what kind of work is it, and how would be the payment? monthly or weekly, and how much would it do? I am 35 and married. Have two daughters and work as a teacher in high school. I can speak English and French and have the "A" driving licence with up dated psychological examination. I want to travel and use my foreign languages. I am ready to do whatever interview and whenever you could decided or would find better. I am waiting your urgent replying, I am yours gratefully,

27 Dear Sir, I saw your advertisement last week and I would like some more information. What kind of work is it and where is your travel agency? What are the hours and how much is the salary? My Name is Elisabet Yamamoto. I am 19 years old and I work in an office and I have got very experience. I can speak English and Japanese. I have got a car. I am a single. I live in a flat near of travel agency. Yours faithfully,

28 Dear Sir, I saw your advertisement and I should like to get some more information about it. How much is the salary, what are the hours and what kind of work is. I am 20 years old and speach French and Spanish. I have a driving licence and I want to travel. I can come to an interview next week. Yours faithfully,

29 Dear Sir, I've been wathing your advertisements in the newspaper for already a week so now I'm interested in the job if you be kind please I'd like some more information about it. I've a driving licence, I can speak French and Spanish and I'd like very much to travel, if possible all around the world. Yours faithfully

30 Dear Sir, I saw your advertisement last month in the "O Estado de São Paulo" and I don't know when I'll can write again perhaps next week-end. I can typewrite 200 words a minute. I am a good typist, I worked in an office. I'm 22 years old. I study English and I speak more or less. About the salary, I earned Cr\$20.000,00 p.m. I should be ready to start with any Cr\$40.000,00 a month. Yours faithfully,

31 Dear Sir, I saw your advertisement yesterday and I would like some more information about it. I want to know what kind of work there is in your office, and where is your office? How many hours have I to work? and how much is the salary? I am 20 years old and I worked for a year in a bank. I can speak Portuguese and English. I can speak Spanish too, but not very well, and I can type, too. I can come to an interview next week. Yours faithfully,

32 Dear Sir I've just read your advertisement on a magazine and became interested, would you send me a few more informations, please? I'd like to know, for instance, how much is the salary? How many hours per day will I work? and where is it? I'm 22 years old and work in a bank. I can speak English and Portuguese. I'm at your will for an interview. Your sincerely,

33 Dear Sir, I saw your advertisement yesterday and I would like some more information.

What kind of work is it and where is your office? Do you want experience necessary? What are the hours and how much is the salary? I am 20 years old and I work in travel agency in Curitiba in Paraná. I come from São Paulo. I worked in a hospital as a secretary. I can speak French and Japan. I want to work part time and use my foreign languages. I can come to an interview next week. Yours faithfully,

34 Dear Sir, I saw your advertisement yesterday and I would like some more information.

What kind of work is it and where is your office? What are the hours and how much is the salary? I am 26 years old and I work in a lodge. I can speak Italian and German. I have also got experience in exportation service. I want a job with 5-day week. I can come to an interview next week. Yours faithfully,

35 Dear Sir, Yesterday I saw your advertisement and I would like some more information.

Can you tell me what kind of job is it? How long is the time of work and horary? Is for internationals travels? How much is the salary and where is the interview? I can speak English. I have also driving licence. I'm 23 years old and I work in the Bamerindus Bank. Yours faithfully,

36 Dear Sir, I read your announcement this morning. And I was very interested. I decided to write to Travel Agency. So I would get more information about the job.

What kind of work is it? How many hours of work? Is experience necessary? Is necessary to speak several foreign languages? Is necessary Diploma in EFL or university degree? Are there free accomodation and food? How much is the salary? I am 20 years. I am single. I live in London. I can speak English, Portuguese and Japanese. I am working in a hospital now. I am a secretary. And I am not very happy here. I can come to an interview next month. Yours faithfully

37 Dear Sir, I read your announce today and I liked these work. Here is information about me: I am thirty years old and I work in Air Force. I speak seven languages but only write six. I speak and write: Portuguese, English, Spanish, Polish, French and Italian. I speak only German. I have got driving licence but don't have a car. I would like some more information. How much is the salary? It is necessary work the night? Yours faithfully,

38 Dear Sir, I'm writing for to get more information about your advertisement that I saw it in The Camden Times Yesterday. My name is José. I'm 27 years old. I work with computers, I can speak Spanish, I have all time free to travel and I have got a driving licence. I would like to know if there isn't problem that my family lives in Brasil and I want to come a time for year to visit them. At last, the salary, how much is it? I wait your response. Yours faithfully.

51 I arrived here in Hyde Park about 10 minutes ago. There is a large crowd of about 200 people here. I am watching tennis this moment. The people are waiting for the match to begin. They have been seeing a good match. The teams have been planing only since 3.30. The TV cameras have been filming the match. The match has just finished when the light extinguished.

52 I arrived here in Hyde Park about ten minutes ago. There is a large crowd of about 200 peoples here. The radio reporter announce the nom of guest. The TV cameras have been filming also, the people talking, the children were playing, the birds were singing in the trees, there are the police have been traying to keep order, but it is not necessary, all the people are well. Also will have to be quickly, because when it began to rain, the people escape.

53 I arrived here in Hyde Park about ten minutes ago. There is a large crowd of about 200 people here. Just an hour or more the man stole one car, the police arrested the man a few minutes ago, and he who escaped, and hit the other driver. The people left half an hour ago.

54 I arrived in Hyde Park about an hour or more. There is many peoples standing and some sitting in the grass. They are very peaceful, because the day was beautiful. The children playing football and was happy. The sun was shining, everybody was happy. The young swum in river, some girls meting your boyfriends. The old woman was looking at the flowers and three in the park.

- 55 I arrived here in Hyde Park about an hour or more. There is a large crowd of about 50 people here. Everybody are standing on my right. At the other side on my left, one man is laying. Now one woman is running towards the man. Perhaps she is his wife. She is crying. Everybody are looking the scene. Two policemen have arrived. They have spoken to the woman. She stood up. They caught the man, put him in the police car and left. The woman went with them. Everybody went unhappy. The man was death.
- 56 I arrived here about ten minutes ago. There is a large crowd of about 200 people here. The people have been here for two hours or more. Some people have been sitting in the grass at the moment. They have been very peaceful and young man just finish the speech and the start began it was half an hour ago.
- 57 I arrived here in Hyde Park about an hour or more. There is the largest crowd of this city. Some people is standing and the others are sitting on the grass. They are very peaceful at the moment. The young man has just finished the trouble with his speech. It has begun half an hour ago.
- 58 I arrived here in Hyde Park about ten minutes ago. There is a large crowd of about 200 people here. Where there is some trouble happening here. Some peoples have been fighting since 3 o'clock. They were speaking about an assault in the bank of that road. A rain has begun to fall, now all the peoples are begin the to run. After an hour more late an man say that the police is arriving to just finish with all these violence. Some peoples are standing yet, but young man say that all stayed very peaceful because all is going without violence.
- 59 I arrived here in Hyde Park about ten minutes ago. There is a large crowd of two hundred people here. I was raining when I arrived. The people was standing and some was sitting in the grass. The children have played football in the grass. They have been playing since twelve o'clock. It have just finish, the police if became violence. The police arrived here and the people left the park.
- 60 I arrived here in Santos Andrade Square about 15 minutes ago. There is a large crowd of about 200 people here. A important think is going to happen now. A man is going to speak a speech about a historic date. The police has come when some people have been trying to strik. They have been trying since the speech began. The police spent more time that enough to get the place order. The people went away when the speech hadn't finished yet. And this happened just half an hour ago.
- 61 I arrived here in Hyde Park 10 minutes ago. There is a large crowd of about 200 people here. A young man is making a speech. Many people are listening him in this moment. The man has spoken about the tax increase. For the next hour he explain his ideas. I have been observing the speech for two hours, when I decided left that place, I see the police car. When they saw the polices, all the people run away. In seconds the park was full. I see all things and I don't undertand why the police came there; and how a large grown disappeared in a moment.
- 62 I arrived here in the Zoo 20 minutes ago. There is a crowd of 300 people here. The people are there for see one elephant very interesting. It make very thinks. The police is cheerful and doing confusion. The children are playing now. The old people are siting this moment. The show soon have been beging. All are respectful. The exhibiter is finished arrive, this moment. The elephant have begun dance and are doing thinks attractives. The peoples are vibrationig now. The show finished and all are going away.
- 63 I arrived here in Hyde Park 10 minutes ago. There is a large crowd of about 200 people here. They've been waiting for an hour or more. The most of them are standing, and some are sitting on the grass. At the moment everybody is very peaceful. A young man has just finished a speech. The speech has started half an hour ago.
- 64 I arrived here in beach about ten minutes ago. There is a large crowd of about 1.000 people here. The sun was very hot, the sky blue at the moment on young man shout help, help, everybody looked, had one big fow in the water.
- 65 I arrived here in Hyde Park about 10 minutes ago. There is a large crowd of about 200 people here and they are watching a football match. It has been going on for half an hour. Seconds ago one man in the crowd said to other that his team will win the game. Because they were the best ones. The other man replied. And then they started to fight and throw things. The police was called. The TV cameras are wanting to film the most interesting scenes and they began to fight, too. The police has just arrived. Now the

fighters are arrested and the stadium are in peace again. And the game has just been going on.

66 I arrived here in Hyde Park about ten minutes ago. There is a large crowd of about 200 people here. A man has just stolen a woman's bag and has try to running away. In that moment the police is coming and catch him. They have been fighting for seconds. Some people has come to help the policeman. So, the violence stopped and the man has sent to prison.

67 Peter Smith live in a big apartment, on Buenos Aires Street. The Peter's family is happy. He is studying in your room. Peter's father is helping him in the mathematics exercises, and your mother is looking them. Peter will has a test tomorrow and he needs to study very much. He is twelve years old and he is in the second grade. He has many friends in the school. He likes to play football. After he to finished your exercises he goes to watch the football match.

68 The man is John Stuart, he is 40 years old, he is a doctor and the woman is his wife, her name is Mary Stuart, she is 32 years old, she is a teacher. The son is Mauricio Stuart. He is 12 years old, he is a student. John and Mauricio were in the room. The father was teaching the lesson for child, when Mary arrived. She was working. The mother went until the Maurice's room. It is very beautiful and comfortable. The furniture are white and the floor is covered in blue and the wall is blue too. The life for they is marvellous and they are happy.

69 Paul Brown is a 35 years old man, is tall, his hair black. Paul married to Julia, she is beautiful, has hair blond. They have a boy of 8 years old, his name Robert. They live in a small house in the city. They are in the room of the Robert, his father is looking homework and his mother is near the door. The room is beautiful, the furniture are white. All arranged in place right. They like very of to walk, to travel. The family is tranquil and happy. He often goes to the club, theater and movies. Every Sunday he goes to the church because they are religious people.

70 At begining this composition I make references about the bad room of the boy and his fathers. Apparently his bad room is very comfortable, and I noted that the boy is very carefully with his objects, because all things are well disposed. I think that the cupple have only one soon because they apparent is very young yet. All nights all they together for talken about his day, as school, or any trouble, and give he his love, because during the day they worked downtown. At last, I think that family is very happy, because there are dialogue between then frequently.

71 I like so much go at beach, because I have the sun, the sea and I always want to stay black. I always go at the beach in weekends and in my holidays. In my beach there isn't many peoples, but it is a beach where the peoples went to take a rest. At the beach, I don't know why there is another life's style, everybody feel more free and happy. Is wonderful to spend a weekend at the beach.

72 In the end of the last year, I, my husband, my brothers and my sister-in-law went to beach. We stayed there a week. We enjoyend very much, because the weather and the water were very good. In the mornings, we played volleyball at the beach. After we returned to the house and have lunch. In the afternoon we walked along the beach. At the night we went to the square and have icecream. When we returned to Curitiba, my brother was ill because he taked sun very much. This was the only problem we have in our last holidays at the beach.

73 I went on last Friday, with my friends at Camboriu beach. It's a nice beach and I like it very much. In the middle of the beach there's a island wonderful. There are interestings places there. In the night we go out for a walk and come back to home later for sleep. It' very hot at night and usually rain. I got up early on Saturday and go to the beach, I had a good rest lying on the sand. It's time for lunch, we come back at home and ate fishes, shrimps and so on. After the lunch we watching a good football match on TV and go out again. Now it's Sunday and we are returning to Curitiba. It was a nice weekend at the beach.

74 Last summer, my family and I went to the Guaratuba. We chose this beach because it is very beautiful, and our friends stayed there too. The weather was excellent, the sun shone every day. We enjoyed very much, in the morning we went to the beach, the sea was blue like the sky. In the afternoon we played volleyball and ride a bycicle. At night, when the moon was very beautiful, we walked with our friends. When finished the holiday, after one month, we returned to the city.

75 In a last January's vacation my family and I travelled to the beach and we had a good time. The days were very beautiful. Those days, in the morning we went to the beach. The sunshine gives me a beautiful tan and we were very happy. The sand was white. There were a big cliff and the sea was blue like the sky. I walked in the bank and gives me a satisfaction, a pleasure because the air is pure. It were wonderful days.

76 Last Saturday I went to the Caiobá's beach with my family. We woke up early and we drove to the beach. The day was very sunny and we enjoyed the travel. The Graciosa's mountains appeared in front of us wonderfully. My children was very happy because they like very much to go to the beach. In the beach we went to swim so rapidly as we could. We returned to the apartment at the hour lunch. We have very angry. After lunch we rested a little and we walked around by the beach when the sun was setting. We had a fine time in our weekend at the beach.

77 I went travel in February for Angra dos Reis. I went with my parents, my sisters and my friends. It was Friday afternoon when we went trip. We went by car. Saturday morning was lot sun and the view was very beautiful. We went to the beach, we have icecream and enjoyed very much when the sun shine. Then we sat down on the sand, after we lay down on the sand and listened to the music. Saturday night we went at the restaurant, we ate fish. Sunday we went take for a walk by ship and to went fishing. At the lunch we ate fish again. Afternoon we went to play center and enjoyed very much, after we returned at home. A weekend in Angra dos Reis is very pleasant.

78 My parents and I always like to go on a beach every year, if it's possible every week. I think when I stay there I feel the nature with me, I meet myself. What I most like to do on a beach is to walk on a bank and to pass between the cliffs. The bright of the sun looks like gold, the sea is blue like the sky and the sand is clear like a star. The days on a beach are wonderful and the time to leave is always sad.

79 We arrived at Caioba 7:00 o'clock in the morning on Saturday. The sun were very hot but there weren't many people there. Some people don't enjoy their weekend at the beach, because they woke up very late. During the day we had a good time, and at night we met some friends and talked about a lot of things until midnight. On Sunday the sun didn't shine, but at least it wasn't raining, and the day was very good, too. Happyly our weekend was wonderful.

80 The wonderful sun appeared in the horizon and made clear a beach. There were many birds flew above the waves. The water was limpid and could see many fishes. The sand was hot as was the moon. It has shells and crabs that appeared when broke the waves. The coconut-tree balanced too much when was windy. A night was beautiful. The stars possess a special brilliance of the sky. The moon demonstrate somewhat too strange. A beach was very pretty in the summer.

81 Last holiday I spent a week on a beach. It was wonderful. The days were with a lot of sun. I went with my family and uncle's family. We had a good time. My little cousin wanted to go to a playcenter, and he liked to play a lot. We had an icecream every night. We enjoyed a lot and next year we hope we'll go again to the beach to have a great time again.

82 Last Summer, I and my family went at the weekend to Caiobá. When we arrived there was raining very much, but soon the sunshine was brighting in the sky. We went out the car and ran to the wather. The wather was very hot, we swam and played. My father said: went out the wather and ate something. After the lunch, we played freshbool and freshby. In the evening, we arrived in Curitiba, very tired but very happy.

83 I like very much to travel, especially travels at the beach. I and my family traveled to Pontal do Sul last weekend. We took food drinks and fruit, and we took a ball, a jumping-rope for us playing. I like very much the beach, because I love swimming. We played football, swam and laughed very much. The weather was very good, the sky was blue and the sun was lighting. On Sunday evening we arrived in Curitiba again. I enjoyed the travel very much.

84 The last month my family and I were spend a weekend in Camboriú. There we enjoyed it a lot. I found some friends of university and soon we have a good time.

85 Last Saturday, I went to Paranaguá with my friends by train. We arrived there at 11 o'clock and took a bus for Matinhos. The weather was good, the sun was shining and the wind was blowing softly. In Matinhos there wasn't very things to do, but my friends

and I decide spend the time fishing. I had lucky, because I fished five. At noon, we ate the fishes and played cards. On Sunday, we got up early and returned to Curitiba, because it was raining. It was a good Saturday.

86 Last Saturday I went to Camboriú Beach with my relatives. There were a lot of people in the roads, so I arrived tired in Camboriú. It was a beautiful day; but I had my breakfast and wanted to take a nap. After, I taked a bath in the tepids wathers of the beach and this made me hungry again. We went to a restaurant in a top of the hill. The view was magnific, but we had to go home, because it was late.

87 It was the most wonderful holiday of my life. I stayed all January of this year with my boyfriend's family at the beach. There, my boyfriend and I could find the peace we needed. We discovered each other in everything. Every day we woke up as in a wonderful dream. For me the sun shone more than I ever saw. At night we walked together along the banks hearing the sound of the waves, feeling the soft wind that came fom the sea. It was very beatiful, we could see each other only by the moonlight. We were feeling many things that we haven't felt before. I can't explain the more things that happened because they're inside of us, they'll never come out. It was just a dream, because it finished there. Here is another dream, perhaps more beautiful. But our dream of the beach, made the beginning of our lives.

88 Last weekend I and my family we went at the Guaratuba beach. The Guaratuba beach is one of the beautiful beaches in Paraná. We arrived there on Friday night. The saturday dawned very sunny, the day was more pleasent, the afternoon we went to walk around by the beach. The Saturday night we went at the cafeteria, there was very pleasent. The Saturday end more rapdly. On Sunday the morning we went to swim. After lunch we begun to arrangen the things for returned to Curitiba. The last weekend end more rapdly.

89 My friends invited me to know our city and passed a weekend with them. The first day in the beach was very exciting because I saw many different things. The time looks like to rain but I went to see the sea, and met many people taking bath of sun. My cousin pratic surft and wanted learned me. I maked this experiense and liked very much. All learned easy but I. In this afternoon at the large streets and saw a few tall builds. When I was tired and hungry I went at the home. The maid prepare for me a delicious food. After I went in the shops and bought something to remember the exciting day in the beach.

90 This summer I spent first a weekend at the beach and it was very good. I got there on Friday night, clined the house and went to bed. On Saturday I woke up at 9 o'clock, the day was very beautiful and I went to the beach. The sand was already hot. I spent there 3 hours and them returned home. At night I went to the club to dance and then we decided to go to the beach to see the sun. On Sunday I stayed there until 3 o'clock p.m. and then I returned home. It was a very good weekend indeed.

91 When the people say that the dog is the best friend of the man, it is because the dog is always between the man. he can be rich or poor, but the dog don't make difference, it is always together with the man, when we get home the dog is the first wich come to take me at the door, it is ever glad. I have two dogs. Two bigs pastor alemão, one is all black and other is black and yellow. The black one is called Marshal and the other is Iaro, my mother give it this name, is a Japanese name. Marshal is very nervous, it even bits me and my brothers. Iaro is very funny, it likes to play ball, discofly and stones.

92 Everyone has a lot of friends, but we have a special one. We have some friends that are untruth, they say that you can believe them, but they don't like you. They are only interested in your money, in your car and other material things. If you have a real friend you are maybe the happiest people in the world. Some people have their best friend in a dog, cat or other animal or something that is beautiful, because they don't have a people that they can believe.

93 My best friend is my dog. My dog's name is Hulk. It's a doberman and he has pedigree. My dog is black and has big eyes and they're red bright. When I come home it runs to me and jump glad. Then I hide behind the tree and it meet me. My dog's very expert and beautiful too. Another day it save my house against two burgler. It's very intelligent. When I'm hungry and go to the kitchen for eat, usually the telephne ring and Hulk eat my cake and run. It like cake, sweets ... I like it. It's my best friend and a good dog.

94 My best friend is a wonderful person. He is always ready for help me, when I'm sad or happy. We're always together. We go to the cinema, theatre, party, and very other places, always together. He is a student of medicine and help me even when I feel ill.

He's my best friend because he's never nervous, he's a good, true and simple person. Some people don't like him, but I think that they don't know him well. I know him well and I like him very much.

95 My boyfriend became my best friend, because we stayed together since 15 years old. He shows me the other way of life. He teaches to look at the world the other way. He is always ready for attention and always with a smile. My boyfriend a such day that raises, he becomes one person more specially for me. He's always my companion for all moments.

96 My best friend is very special since always help me to discover new emotions. It is comprehensible and assist to solve many problems. It helps of problems that I can deliver of some. It teaches to live well. My best friend is my mother.

97 I have many friends, with whom I live day by day, I have friends in the university, near of the my house, and old friends, but that special friendship is my mother. My mother, I know her so much time, since that I've been born, for this reason I can talk that really she is my best friend. I know that I can wait everything good of this person. She is everything that I want, everything that I need. Nothing in the world is more important like have a mother, much more if this person is our mother.. She is a wonderful woman. Never in my life I heard someone talk bad about her, for this reason she is a person easy to like. It is being almost indiscretable talk about my mother, because just know her, to know that she makes me live.

98 We pass all our life knowing new friends. With ones we spend just a short time and with other we spend almost all of the time. In the beginning we talk about things not important but when this friendship grows and be strong we begin to talk about things that have already happened, happy things, problems about our private life. I don't have just a friend, I have one to talk about one thing and another to talk about other things, but my family and my boyfriend are my best friends.

99 He's tall, thin, dark, brown eyes. He has a beautiful smile. He's very smart. He always has a kind word for me when I'm angry. I share my daily problems with him. He's like my pillow. I love him very much. We have been living together for twenty years. He's my husband.

100 For a long time I found a friend and now I meet her in my daughter. She's tall and her hairs are long. Her birthday is in October 11th, and she'll have seven years old. In the morning she get up half past nine o'clock, make her lesson and after that watch TV. In the afternoon she goes to the school. I love her very much because when I'm alone, angry or sad she kiss me and says that love me very much too. I feel that I'm happy because have in my daughter my best friend.

101 I have several friends in my university, I like them very much because they are very pretty and happy. I like a special friend, her name is Barbara. I like her and she likes me. We are laughing, talking and playing together. My friend Barbara is a good friend. She helps me when I need her. We're enjoy several moments together. Our friendship are true and are very important for us.

102 I love my friends but there is someone specially for me. This person I consider my best friend, that understand me every moment. In all easy hours she participate with me, and when I am happy she's together too. I believe her and she in me, and this is very important to a true friendship. We have a lot of things in common thus get together us more and more. I hope always can rebuild this friendship for her.

103 My best friend is different of all. I believe he is special because he listen me but he couldn't talk me. He is my friend of all time; he never tire to listen me. When I angry with him he becomes sad, but after he forget everything and become to be himself. He is very small and hairy; his tail is short, but his ears are very big. He will complete three months in the next month. His name is Pull, and he is my little dog.

104 It is difficult to people have a best friend. To be a good friend, this person must be companion, friend for all moments, to know hear my problems, and that likes me. I consider my best friend my bridal pair. He is tall, he has black eyes and black hairs. He is very intelligent and he is always smiling. My bridal pair is always ready for help me. All the things important, share together. We are very friend and I love by bridal pair and he loves me.

- 105 Nobody has a friend like I have, because nobody has a mother like my mother. She is very special, because she isn't only a mother, but she is mainly my best friend. In the difficult hours of my life she help me and show me what is more intelligent and more right way for me. She vibrate with my victory and incentive me to continue in my journey. There aren't words to describe her, because she has a great deal of love inside her, that is very difficult to explain on the paper.
- 106 During all my life I had a lot of friends but I have one friend that I like more than others. Her name is Beatriz. I meet her in 1.967 when I started to study. We studied together a lot of years, but nowadays she doesn't study anymore, she only works. She stays at my side all the occasion, that I need someone with me. She is more than a sister to me, because I can believe her for everything. I hope that our friendship never finish, because I need it very much.
- 107 I have many friends but one of them is my best friend. She is my companion for all the time. We share everything in exchange for a real affection. Now we are distants and I feel her missing. This person which I feel so much esteem is my mother.
- 108 I arrived her in Zoo about 10 minutes ago. There is a large crowd of about 200 people here. The lions have been running away from here. All the people have lain on the grass. This moment several men are catching the lions. Another peaceful young man is making a speech to the people to take it easy. Now everything is all right.
- 151 During the next holiday I spend my time at the beach. It was a very good experience and I'll never can forget. All mornings I awoke very early and after to drink a cup of coffee I took my summer clothes and bath clothes to go at the beach. The beach was always crowded and I and my friends needed to look for a place to stay in the sand. The boys played tennis. And during all time we swimmmed because it was very hot. We had lunch at the beach because our houses was very distance. The food was very good. I like fruits of the sea. At night we frequently was very tired.
- 152 Last year my family decided to spend some days at the beach of Pernambuco. It calls itself Olinda. When I went to the beach I noticed its clean water and it made me feel a pleasant sansation. Its sun seems more hot. I was so burned that was impossible to sleep. I had to stay up for a long time. I could go to the beach every day because the weather was ever the same. But unfortunately one day we came back in order to begin all again. Without sun, without peace and without heat. I will never forget this holiday although it had been so short.
- 153 Last summer I was at the beach with my family, was a weekend, I lonely beach, just to see the beach is beautiful., the nature is present there, and I like. But I can't to stay many time, in the sand, because the sun is bad for me. I stayed at the flat almost all the time. At home I played with my friends and read many books, it's good because I rest.
- 154 On May I was a free weekend and I chose a beach for to spend it. The beach was alone because the winter was coming so the persons generally don't go there at the time. But for me this weekend was very important, I could stay relax and walked slowly at the beach. I thing that this weekend was the best that I had.
- 155 When the holiday became I and my friends went to the beach. The day was wonderful and we were very happy. We swimming all the days and walked at moon light. The days ran very quickly because they were happy days. Today I remember that I and my friends were glad with those holidays at the beach.
- 156 I like too much to pass a holiday at the beach. Is there place, the days are beautiful when is the summer. The last holiday my family with me went to the beach and stayed there for a long time. The children play at the sea and the people can to swim when is possible. We met ours friends and more diversions for to pass the time. On the beach the people to take care their health during at the holiday.
- 157 The beach is the place where all people are happy because there is a lot of things to do, and most part of the time we can stay in the water and play or swim very much. I think the most of the people prefere your holydays in the beach than other places. The children fill very happy play in the sand.

158 Certainly I don't like to be smashed in a crowded beach in a Summer weekend as it usually occurs in Copacabana, Tambaú or Nice. But I do appreciate to spend long hours sitting calmly in front of the liquid silver before the appeared or raged waves. It's a marvelous thing to be there, alone or with friends, for an enjoyable, simple amusement, for a long, serious meditation of my mortal condition, for the working up of a good old-fashioned parnassian sonnet, or a long sophisticated political article for the papers, or a patient consoling of a friend full of problems. Yes, the waves do help me very much in the pursuit of the possible happiness of this poor sorrow's valley. Sometimes they teach me what I must do, what I must avoid or expect.

159 Today is very difficult to meet a true friend but I had the luck of knowing one. Her name is Ligia. She is my classmate. She is blonde and thin with a beautiful pair of blue eyes. Together we become every day a very funny day. When I am sad she always has a friend word, besides, she is the only person that listen my problems. I like her because she is a person with good ideas and a big heart. She is a fellow that everybody would like to have.

160 My best friend is Rosa. She is tall, bonde; blue eyes and has short hair. We studied together since 1973. She is very beautiful and sincere. She is friendly, simple and dear. Actually, she is studing in Dom Bosco. Whe want to be biologist.

161 I had a good time in a weekend and the beach two months ago, when met there some friends. It was in Guaratuba beach and the weather was bad, with rainy and coldly, but it wasn't enough to descourage us. We using ours imagination made agrabbly things to spend the time, like cards game, a good samba in the pub bar and everythings were possible to forget the weather.

162 In the last Saturday, my family and I went to the beach. I stayed in my grandfather's house. He lived there since twenty-one years ago. We have ever gone to the beach because we need to visit him. I liked very much. The weather there was hotter than Curitiba. When we arrived there I played volleyball with my sisters. I didn't swim because the sea was violent. Latter we decided to fish but the sun was burning and I felt my body to blaze. At 7:00 p.m. we came back to home, we were tired and very hungry.

163 Every year I spend my vacation at the beach. It's like an option not very good for every year but I can tell why. In the beach the first thing I make it's camping. I feel very well and free... I know very kind of people and make fellowship with people every place of Brasil. I like to get up very early so, go to the beach early and walk in the sand and the same time take a sun. I make this at nine after I enter in the watch, I play very much and then at ten past thirteen I go to my tend to rest. Every that thing it's very good for the health.

164 December, I was at the beach. I stayed at the beach a two weeks. My parents, my sisters too, went. I like to fish and swim. The beach is very good in summer. The nights at the beach are very warmer, Y played futbol, my sisters fish. I very happy at the beach.

165 The beach is a very beautiful place, where I used to spend my holidays. Cambouriú has a beach, it is lovely. When I stayed there I liked it very much. It is a place that everybody wants to know. I always swim and fish there. I admire the sea and the blue sky. I should like to live there.

166 I close my eyes, stop to listen anything and stop to feel any touch. It's something like to feel the fresh water, the warm sand, the sunshine. Other time, I'm riding a horse-alone in a lonely beach. Time is passing only to the others. The world is mine. All the nature is like I am: free. I look up to the sky - Where is the sea? where is the sky? Are they together in any place? it's raining and little drops touches my body. The wind makes me fly. I'm looking for peace and freedom. Could you be there? I don't know. Where I am? I don't know. I close my eyes and rest. I woke up; it was just a dream.

167 When I entered in the University Catolic I knew a girl caled Rosiane. She is brunetti and her eyes are black. She isn't tall is neither fat. In fact, she is very pretty. She is my best friend because her ideas are inventiviness and combine with mine. She likes music and I like too, we have ever gone to boite on Saturdays and we have had a good time together. Really she is a good company and I believe her because she believe me. She always tells me her problems. In this girl I met a person simple, sincere, frank and I could made her my intimate friend. I hope that this friendship never finished.

168 Sandra's my best school friend. She has blue eyes and she is pretty. The Saturday after the trial was such a nice day that his boyfriend rang us and suggested a picnic and a drive into the country. He said he would come so that he finished off to wash his car. He invited his friend to make company to my best friend. We went to Ouro Fino. This place is nice very much. We playing a lot of. How I'm happy make for arranged more two friends.

169 It's very difficult we find a good friend, for example, the my friends depends of the moment, because I have several friends at moment like time later. To be honest, I never considered a serious friendship, because every time I know different kind of person, one of them sincere, others egoist, and it's difficult to have a conclusion about a true friend.

170 In this days is most difficult us have one genuine friend. In ours lifes, we passes difficult moments and it's very necessary we have one true friend. The best friend is the person who we have to specify for everything and everytimes. I have many friends but my best friend is my boyfriend. He's very sincere and he is the person who I have most confidence.

171 My best friend is my father, because he is a good person. Today it is very to find a good friend. My father help me in the solution of many problems. The friendship on this day are difficult. I have friendship, but it is not serious, because the hard life we have.

172 During all of my life I do a lot of friends, all of them was important to me. It's difficult to me say something about my best friend, because of them was very good, and I can't say nothing about all of them. But I can say something about one bad friend, because I had a few of bad friends. I remember one, I had eleven years old, we liked to study history. One day our teacher organized a history debate and we finish it iqualy, but he force the situation and he was a winner, beacause the girl who marked the point was his girlfriend.

173 My best friend is Regina M. Lucio. She is a very kind girl. We are work tugader and always she told me about her family. Last month she got married with her husband Charles da Silva. She was a pritty girl that day and her husband too. They have got a party and everybody enjoed very much. When Regina married she came back to shop and our friendship continue. I have a lot of friends and I like them very much, but my dear friend Regina in my work is the best that other friends, because she talks to me when I sad.

174 His name is John. Today he is 57 and in still in good health. I think he is my best friend. When I was seven, John saved me. I was lost in a large cattle field. The day was rainy, there were untame bulls. Fortunately I was following a river, a little wood stretched along the margin and so I had a chance to escape the bulls, but I was lost and the evening was coming. Passing near my parents' house, John knew I was missing. Immediately he came in my help. His dog Blackmouth found me first and its barking orientated John. From then until now he has been my surest friend. Many, many things did occur from then in John's life and in mine; all changed for us both but one: our friendship remained.

175 In this time It's almost impossible to have good friends, because most of people are very busy for to be with yours friends. Today we have a lot of think to do and ours friends too, than there is little of time for stay together. But we always have one or two people that we can say that are true friend. I particularly don't have any friends, true friends, but I could like to have, because all people might have good friends and good friendship it's necessary.

176 I know my best friend since I was born. She always lived near my house and since child we play together. We cursed high school together too. The best of our time I spend with her. Make confidence by her as soon as she. When I have some trouble I look for her and expose then. I think that is the best form to preserve the friendship. Woudn't have anything that will disturbance our relation.

177 Martin, how are you? Hello Jill. I'm fine and you? I'm very afraid. Afraid? Why? because the future in the world. Martin, What is happen with you Jill? Well I read that the life in the planet is in the end and the robots will be the new life in earth. Good, Then the robots will be the universe's new life. Yes, Martin. This is terrible. But in the future you won't do anything, the robots will do for you. Yes, but this is

afraid, I'm human and I like to do something myself. The progress don't think in the people but in money and the robots bring money very quickly. I won't be a machine and I don't love a robot. I want work, I want a smile; I want love. Jill, you are a child, love is the past, money and the machine is the future.

178 Good morning. Good morning, sir. I think the world are full of problems, that day by day are aggravating. The Sir have reason. The world are full of machines that only build things, but that many times not resolve the problems. The future of world are in the hands of own the man and perhaps he some destroy it witch of invention their machines. Of course, that neither every they are to this end. I think that help us. I know. I only saying for you about the future of world and I believe that machines are one of the problems and one day they will be able to work in our place.

179 What do you thing about the life in future? I'm pessimist about the future of the world. Why? What is happening? Unfortunately the love is dying and the ambition is taking it place in the heart of people. Are you against the progress? No, I am not. But I think that the progress is transforming the world and the people very quickly. It's finishing with the good things of the life. Yes, I agree with you. The progress is finishing with the world. I'm sorry.

180 Evolution has been one of the most important human life's problems. If the technology goes to steady on a suicide progress, I think than we have imagined, we will be destroyed by our proper invention, in summary: the men drestroying themselves. Perhaps nowadays lots of scientists may imagine the life's vanishing but they let the things happen because it's easier to make themselves blind. We are going in a hurry to ours ends. Yes, I had this because who will live without aim, who will live having a machine or still who will live without forests, trees and so on. While doing the analisys I think. Am I sure in my statements, really I don't know. It may be one more silly opinion. But everybody knows that in the whole wide world: children crying for food, man crying for peace and several kinds of needings, I think we don't want to relate anymore to know our reality.

181 Hello, Mary. How are you? Hello, Susie; I'm fine, but I'm preoccupy with future of our country and the world. Do you think about it? I think about future time will have more modification in all, for exemple: The people probably will eat pills what will substitute the food of today or will be extracted of sea, I believe. Tell me, why is you preoccupation with future time? I do know because I'm feeling it now. Perhaps because the facts what are happening now in the world.

182 The people in the world will double. The coal and the oil will finished. The men will substation for machines and the life will more difficult. Because the animals and the vegetables will died. No will houses for everybody. The food will tinned. The machines will happy anybody. Because very much people will more poor. We will haven't hot of people. The machines will play for the people, but not will as another people.

183 Life in the future certainly have become more difficult for us, because the machines will be doing everything. Many of the jobs that people are doing today will be doing by machines. If we will have no jobs we will have no any money to buy food neither. Everybody will starve in the poorer countries in the future. Perhaps some people in a rich countries will be able to win these problems. So I suppose life will be worse that it is today.

184 How do you think the life will be in the future? I think the life will be better. Why do you think it? Because, the man development and will be make very things. Give me some examples. He will make machines that will help us. What sort the machines? For exemple. Perhaps in the future a robot will may very things. It will may teach, to care of the childrens, it will may play chess, etc. ... I think that the life will be good in the future, if the men will worry more with the humanity and less with the wars.

185 What do you think will happen in future? About Future? Well, I think we will have machines that make almost the work the men make, it'll a substitution. If the men won't have jobs we will have serious problems. Probably the world won't have enough food, the water will be more dirty, people will soffer. I think the men will can do money yet will have it. But won't have food to buy with it. I don't want to think more about it. I want to belive I will live more 60 years and until then the world will be continue to be like today, not so good, but not so bad.

186 The population of the world will have double in future. I think that live will be far better that it is today. We will have be in future more money and certainly we will have machines to make the service. The population of the world will have also much difficulty. For example: the machine can will caused problems, because it will be doing many jobs that people do today.

187 What will life be like in the future? It will be many difficult. Why do you think it will be many difficult? Because the machine will substitute the man. I think that typewriters, dishwashers, washing machines will substitute the man, because those will be more cheap. What will be about air? It will be more dirty.

188 I hope the life will be very easy for us in the future, because now it be very difficult. The population in the future will have double, some things can will very easy for us, but other things will be difficult, for example, if the machine will substitute the man; how the man can will survival? The machine can will do the work for the man. Something will have to be done about these problems, other thing will be very better, for example, can will have double university for the people in the future and we will be very happy.

189 What do you think about the life will be in 200 years' time? I think that the population will have doubled, and the life will be more different. Why do you think that the life will be different? Because, many materials that we use in the present don't be used in the future like petrol and oil. Ours foods may be artificial and our water may be poluted. Oh! You are pessimistic about our future. You don't have an optimistic idea about this? Well, perhaps the life will be far better that it is in the present. But I think that the life will have become far mecanished and this may be caused a few problems, because the machines will substitut the man. You are correct. I think the same about this. In fact, the future is a problem produced by the progress. I do think this, We don't be worry about this. Yes, you are correct. We don't be thinking about this.

190 What do you think will happen in future if the population to grow? The people will have to live in more small houses! I don't think so, because there are more spaces for us and these places will have to be ours houses. If you have to live in houses under of the sea, will you like it? Well, I don't think a good idea, but I prefer this. Do you just imagine have to live in a 200^o floor between clouds? Really it will be a life of dog! Well, a day, perhaps we may to live in some flat or in some bark and so, we will be happy too!

191 What do you think about the life in the future? Well. I think the life will be wonderful. Why? Because the machines will be make many things for us. Tell me any examples, please. We won't need work in the farm or the office. The schools will have many robots to teach. The women won't worry to wash their dishes and clothes. At last, the man will may worry with other peoples and not with wars.

192 Aren't you afraid of the future? I don't care. Mankind has faced this problem since the beggining of the world. That's right. But now we realize our planet has become a great fire with several wars happening at the same all over the world. There is lack of food, and nature is being slowly murdered with polution. In fact, we don't see reasons for an optimistic vision of the situation. In despite of this, I'd like to remember our grandparents had many difficulties in the past, too. And they were able to solve the problems. It's necessary to trust in our capacity of survival.

193 My best memories are of childhood. I was a child that didn't understand these problems. I want to say that I didn't note that a lot of people never got enough to eat. In my house ever we ate much, too. That time people didn't sound like unhappy too. Mu cousin ever visit us and brought present. I like to open it very much. Behide of my house had a big garden with many difference flowers. I never forget that time that we play and ate only.

194 The best memories of my life are of my childhood. I like very much to remember that time. I lived in a small city near of Curitiba and I was very happy. One part of the day I spent studing and another part I played with my brothers and my friends. We walked across the fields searching fruits to eat then we went to swin in the river. Tonight, I took a bath, I had my dinner, and I did my lessons. I liked to go to school, the teachers were very kind for their pupils and I remember them with affection. Sometimes it's very good to remember the past.

- 195 The poorer countries are developing day after day. They have special problems. In the poor countries a lot of people never earn enough, to live, so they never get enough to eat. They don't get enough protein for their bodies to develop properly. Sometimes the land is too poor to grow anything on. The land can be improved but a lot of things must be done first. New farming must be introduced. The people must be educated. Water must be found. The problem is too big for one country to solve. Help should be given by the richer countries.
- 196 The poor countries are very unhappy for the people. A lot of people never enough to eat or watch a theatre, but we never make anything for us because his problems are very serious. The poor countries have special problems, for example, money is not enough, unschooled people, the land is too poor to grow anything on. I think something will have to be done about these problems, for example, the first people must be educated, the land can be improved and houses will have to be built, etc. I think countries must be helped to help themselves, because they would never solve their problems alone.
- 197 If you stop and look around us, you will probably see that the world is divided in two parts. The life is beauty for someone, but for others life is difficult, more difficult, because they do not have any food to eat, their life conditions are bad. The rich countries have problems, too. They are prejudicate because the developing brings serious consequences, they have a big problem that is the polution, but poor people, in poorer countries have more problems. You can live in a place where the air is not good, where the rivers are full of dirty, you can live with noise, but you have food to eat, you have three, four or more meals in a day. The poor people that live in slums have a bad life. They need aid, and this does not mean only money. We can help them with dedication, such education. First people that are starve need food, after many other things must be done. They must learn how to live, how to get better conditions of life. We can not give money for them and think that is sufficient. This is a complex process. You can teach to fish but never give the fish.
- 198 What do you think about the fire in the future? I think that the world will be small. Why do you think it? Because the population of the world will have doubled and many jobs will have been automated. What else may be happen? The coal and the oil will have run out. How may the people be living? They may be living in small houses.
- 199 Our world is divided in two main parts. One part is rich and the other is poor. In the poor part many people eats very bad. They can't live well because the family are numerous and their house are small. They can't found water. They haven't conditions to study. They can't work and they haven't any money. The poorer country have another problems. I think that these problems are big for one country to solve. The richer countries would help to solve many problems of the poorer countries.
- 200 The rich countries are called "the development countries". But they have very problems, too, because the commerce is better where have too money. The cities are being destroyed by the motor car, traffic jams is getting worse all the time and the people often suffers from headaches. The air is too filthy, because the factory it haven't filtered and others problems what impossible to write. With all money what they have, the life the rich countries could be very pleasant, without problems.
- 201 We live in the developing country called Brasil. Brasil and others countries in South America need help from rich countries. Is not only economic and financial help, but all of kind know-how that the rich countries are getting. The developed countries must be teacher in poor countries, teaching education, work and better condiciotions of life; and showing to the governments how to get the economic growing.
- 202 There are the advantages and disadvantages of living in the poorer countries. In it a lot of people never get food to eat. The children starve. The land is too poor to grow anything on. The land can be improved but a lot of things must be done first. The poorer countries are called "the developing countries" because they have special problems. New farming methods must be introduced. The people must be educated. Many of these problems are too big for one country to solve alone. Help should be given by the riches countries but it must be the right sort of help. Money is not enough. The developing countries must be helped to help themselves, Then I am for giving help to poorer contries.

203 One part of the world is rich and other part is too poor. The second part is bigger than the first part. In fact, we have more poor people than rich people. The richer countries are in position to help the poor countries. I think that the help is necessary but this help don't must be only money. The developing countries must be helped to help themselves, because it's necessary to this country survive not only at the moment when they have money, but they need to know the methods to solve the problems that they have. In the other part, a lot of people never get enough to eat and the children starve. This is one reason to these countries find the solve of their problems.

204 I was fifteen years old when I went for Italy with my family. I traveled to aeroplane it was large and beautiful. The persons there was happy and interesting. I know Africa too, we go up to Madagascar airport to put gasoline. The women there was beautiful. After these I know Roma, the city is very interesting and wonderful. In the Roma I know many squares, churches, including Colisseu, Basilica the São Pedro. After Roma we went to city where my relatives live. The city is very small but beautiful. I stay there two months in winter but I know several beaches. They're wonderful. These are the wonderful days for me and my family.

205 Well, I will try to speak about one of my best memories. That happened three years ago. The notice comes to Brazil: Rick Wakeman will come. Of course I got satisfied with that warning. Pretend and imagine we living on July, in 1977 and you knew that your favorite artist would come and you could watch him. Do you reflect upon the expectative. Don't you? Well, since the date previously written we expect to that happening. By chance when november was finishing a true affirmative of his visit. In the 5th of December, just in my birthday, he comes to Brazil, S.Paulo. His presentation would be place in Canindê, without waiting anymore time, I rang up to S.Paulo to book a bedroom on a hotel and so that they could do a reservation in Canindê's stadium. After those preparatives, I felt myself calmly. During all the night, I dreamt with tomorrow's great day and to my happiness it comes.

211 Alfred Sauvy, a celebrated professor of "Collège de France" said that the national product (gross national product) stems on man only, the rest is a mere landscape. Facts are not against such a scandalizing affirmation. Japan is the second world national product, ahead of Soviet Union. But Soviet Union is sixty times larger than Japan and has more than the double of the Japanese population.. Natural resources? Japan has almost none. No petroleum, little coal, mountainous territory etc. The natural landscape of resources is completely against Japan and in favour of Russia or Canada. Why thus is Japan the second in the world? There is but one reason: Japan's schools and pupils and masters are the best of the world. Japanese child is condemned to a tremendous daily work, eleven long hours of hard work. Sauvy is right. The quality of education, nothing else, does explain Japan's miracle.

212 My childhood was very agitated. I was the first child in my family, so my wishes were fulfilled, I was flattered. My food was special, I eat chocolate and honey, because the other food I didn't eat, even the harder of my mother, so she was obligated to food me with that. My childhood was full of trickeries, that page don't get my description about them. The first years of my school were lamentable because I don't pay attention during the class. My mother that was the bigger soffery about this situation.

213 At the moment my work isn't very interesting but I am preaparing myself for something more important, because I am studying too, and I intend to teach English after I had finished my course. I am at the moment a typist in a great firm called Texaco Brasil S.A. One of the causes which I don't like my work is because it is very boring and I have to do always the same thing every day. But thinking about the future I consider myself actualy content because I am realizing both, my work and my study.

214 I am sure that the childhood is the more beautiful part on the life. I remember when I was children and I didn't worry so much with the life's problems. I got up early to drink a coffee, because my grandmother had always good ideal to make delicious cook to eat, after this I was going to play football on the street with my friends. Some years later I came in the school and I knew other friends, new kinds of player. I got homesick that time, but I know that unhappy it'll come back more.

215 When was seven I wanted to become a good person, I always studied much because I want to be a clever and intelligent person as my first teacher was. I had many schoolmate but one was special. Her name was Siomara. We often studied together and learned together enough to get good grades. It is impossible don't remember of my college when I tell of my childhood. It is easy to understand because the biggest part of my life was into the

classroom. Out of school I had many friends too. In the place where I lived there were many children that played with me. The neighbourhood was friendly. There was a good place to live. I will never forget that time when I made something wrong I was beaten and ran to cry on my mother's shoulder.

216 When I was a little girl I and my family lived in a small town which name was Boa Vista. I remember when I had seven years I went the first school. In that school I knew new friends. My sister Estephany and my brother John went to school with me and we are together every day, studied in the some class, my bother don't like studied, and he stay in the same class for two years because he didn't pass in examination. But I and my sister always studied our lessons and every year we passed for another class. When I was a little girl I had a lot of friends and we spent all the time in a small river there. We fished and swam every weekend. Today, when I remember I think good time was that.

217 I am a secretary in a medical practice of psicology. My work in fact is not easy. I work with typewriter, I must to attend the telephone and note messages. I have to receive clients, to mark theirs consultation and receiv the money of payment. My work begins at 8:00 a.m. and I must there in time. Sometimes I arrive later because my house is very far. When I arrive there I have to open the medical practise because I always carry the key with me. My room is not big, it's small than others, but it is comfortable. There is a vase with flowers into to the corner. There is a sofa, a table and a chair too. I always close the medical practise at 6:00 p.m. when somebody went out.

218 My childhood was very good. It was a good time in my life. I have many friends and I like to play very much with them. My family and I lived in Curitiba. I loved stay in the garden with my dools and play things. Everyday my friends, my brother and I went to buy many soft and greediness for us before we go run to fields, pick up flowers, eat fruits and look at the birds play in the sky blue. The years passed quickly and now I remember this time with fun and yearning.

219 I work in a kindergarten because I like children very much. The children are very important to the teacher. We play with the children. We go to the theatre, to the cinema and in the library. When we go in the theatre is very funny. The children enjoy. When we are in the classroom, the children work. I teach and they make the lessons and they learn much. It is very good to teach the children. This is my work and I like very much.

220 I like very much to remember my chidhood. Everyday I played in the morning with my cousins. We played the dool all the morning and in the afternoon we went to school. When the year end and the holiday arrived I study very much for to passed the examination. In the holiday I played every day and I stoped to played when I had lunch or when I went to bed. All my childhood I had a good times and I have much longing.

221 My work is very interesting, because every day I have a different job, I have a room only for me and a friend, we have job all the time, but coffee too. My work is far away and I go to work with the company's bus. I have lunch there. I have a chief, she is old Miss and she oversees me all the time. Somehow I like my work.

222 I started working in July of 1978. It was at an office here in Curitiba. The work was easy and as my first one, I enjoyed it a lot. I've made friends there, although I stayed just for three months. In October of the same year I began to work for Lufthansa through its general agent. At the beginning there wasn't too much to do. But in april of the next year my boss had an accident and never returned to this job. Then time was hard. There was a lot to learn and nobody to teach. I asked the colleagues of the other companies and they were very helpful. Time passed rapidly. I went to Europe and my trips had taught me a lot. But this year I've decided to go further and opened my own travel agency. It isn't easy, but I was given the chance to fight for things I like to do. I decided to catch this chance and hope to win.

223 I'm working in a multinational company. We would sell several type of product, but have send special electrodes. We should choose comuns electrodes others more acessibles to our branch of business. There have much public official. All earn well. Other day it went closed. The business don't go well. We, the public official stayed miserable. Go out of company and go work in other company.

- 224 I woke up at 9:00 in that morning. I go out of bed and went to the bathroom. I took a shower. I washed my hair. After I dried myself, I got dressed. I ate an egg and a piece of toast and I drank a large glass of milk for breakfast. I helped my mother, we worked together in my home during the morning and afternoon. I left my home to go to school at 6:30, after my dinner. I arrived in University and no had the first two class, that is all students to went home.
- 225 Last Wednesday the weather was good and my husband invited me for a walk. When we were out, arrived in our house some familiars of him. So, we couldn't do it. But was a lovely night. We were so happy that we forgot of the hours. We were there talking about many things like: what we were doing, where was a uncle and about others interesting things. At ten o'clock they went come out. My husband had a lot of work and I went help him to finish it.
- 226 Last Wednesday went one day excited in my office, I worked very much because had one conference in group and I was the coordinated. The conference finiched very late. The night I went to university. After I went to my home.
- 227 On the last Wednesday, I woke at 7 o'clock and jumped up on the bad. Last morning was cold but I put on my hot clothes and went to the my work. This day I was not glad. In the factory the office wasn't good, the boss looked strange and the clerks were very quietly. But today passed. In the night I went to the university. The students of my classroom went away. Oh, that day bad. Anything was wrong. And I went to the bad quietly. Because I not liked the ideas this day, and I not agreed with the complication this day.
- 228 On wednesday I waken early and went to work. I looked very hard during the day at 6 o'clock in the evening. I am a student of English course and I went at University's classroom. The classroom begin at 7 o'clock in the evening. My teacher of English Literature is Monika. On last Wednesday she didn't come to the University. I think she was sick. The next classroom was a quarter to nine. It was raining and it was cold. The students were unhappy and they went out.
- 229 Last wednesday I get up at thirty past six. I have my breakfast and I went to school by bus. I began to work at a quarter past seven. I finished at eleven. In the afternoon I was ill. I didn't go to university.
- 230 The last Wednesday was sunshine. I woke up at seven in the morning and I went to work. At seven o'clock in the evening when finished my job I went to the college but didn't have class. Then I went to the theatre to watch "The Fable Moon's Valley". It was a very good play. I went to sleep at eleven o'clock in the evening. It was my last Wednesday.
- 231 I got up at seven o'clock. After having a shower I had my breakfast by the seven third, so I decided to go to the club for playing volley-ball and make ginastic. In the afternoon I went out for working during all the afternoon, more precisely until six o'clock, when I went to the University. When I arrived there the teacher was absent and we hadn't classes. After these I returned to my house.
- 232 I didn't watch a English class because had not many students. If I watch it, they'll be very angry. Perhaps we'll tell to teacher that we had to go out, I think. We are sure that you would understand. I couldn't to lose a novel. Água Viva was almost end. It was very interesting. I hope the next novel was as good as the other.
- 233 Last wednesday I and my friends go away because the teacher Monica did not came to school. Then we solve to have dinner and to watch television. When I arrived at my home, I talked with my mother and brother. Later I watched the novel and had my dinner. At midnight I was sleeping and dreaming with the angels. Last wednesday remember me the happy hollidays.
- 234 One evening I was driving home when the accident happened. I stop in the cross roads when suddenly, another car with one careless driver ran into my car. I jumped out and quickly looked at the damage in my car. The driver of the car had go out, too. The man is very angry and he had had a lot of drink. The man cry "It was your fault" he said furiously. I could't hear him and I called the Detran, and the man went to the prison, because he drunk a lot of beer.

- 235 I was go to home. Have many cars in the street. I was driving my car and the car in front me stopped without any warning all. I have to brake but the car behind me not got to stop and runs into me. The driver had got out. He looked very angry and acusses me of stopping without warning. I tryed to explain about the car that was in front me not warned. The driver was staying furious. I found a witness who saw the whole thing and tell the driver that my story was true. The driver found more furious. He got back into his car and gone, away
- 236 Yesterday was raining, when I returned to my house at night, and the accident happened. The car in front of me stopped, and I stopped too. I don't run into the car in front of me but a car behind me runs into mine. The driver was angry, I tried to explain what happened, but he doesn't listen me. I to looked for a witness who had seen the accident. There was a woman standing of the corner and she told the driver that I hadn't fault. The guilty was the driver was in front of me that had escaped. After this he apologised to me and each other paid yours damage.
- 237 I was driving one morning, when I suddenly have to brake, another car crossed the signal in front off me and I stop without any warning at all. The cars began hooting behind me because it, one car run into another and the traffic was jam. The drivers accused me for the smash. I can't defence because the driver culprit run out off the way and I was very angry, because the confusion, then I know that I'll be very late in my work today.
- 238 I was driving home.. It was late. Suddenly a driver that was in front of me stops without any warning of all. A car behind me run into me. His driver was very angry and accused me of stopping without warning.. It wasn't true because a car in front me did brake and I brake too. Than I tried to explain but he didn't want understand and told me to be my fault. A man was standing on the corner and seen all, than arrived in the local and offered witnessed the event. The police in that time was arriving in the local. The witness spoken with the police and related as was it. The driver of car in front me was multed for imprudence and payed the damage of my car that the driver behind of me had done. After, I gave a parrel to witness until at the station.
- 239 I was driving home this evening. It was a traffic jam. Everybody were come back. They were feeling very angry and frustrat at the moment because the traffic. There was a traffic light ahead. I suddenly had to brake because another car in front of me stops without any warning at all. I did not run into the car in front of me but a car behind me runs into me. The driver was very angry and accuses me of stopping without warning. I tried to explain about another driver. It wasn't my fault. He didn't believe me. Finally I found a witness who told him that my story was true. This was what happened with me in the last evening.
- 240 I was driving home last week. Suddenly I had to brake because the car in front of me stoped without any warning, at all. Successful I did not run into this car in front of me but the car behind me run into my car. The driver of the second car was very angry and shouted with me, he said that I wasn't paying attention. So I explained that the faut was the first driver who stoped without warning. Finally I find a solution. A men who standing on the corner saw the whole thing and told the second driver that my story was true.
- 241 I was driving home. Suddenly I have to brake because another car in front of me turned into my path without signalling, I ran into him. A careless driver jumped out and accused me of stopping without warning. I explained his about what happened and asked for witnesses if she had seen the accident. She said it had been another man's fault but he went on arguing, went out furiously.
- 242 One evening I was driving home. Suddenly I had to brake because another car in front of me stoped without any signalling at all. It wasn't my fault. I didn't run into the car in front of me but another car behind me run into me. Then he accused me of stopping without warning. He was furious, and began shouting. I tried to explain about the car that was in front of me, which, in the meantime, had driven off. Finally I find a witness who saw the whole thing and told the driver of the car behind me that my story was true.
- 243 I am very careful to drive. The women always drive so carefully that the men say that we confuse the traffic. But last month I was driving home and a man who was in front of my car stop without any warning. I tried to brake but it was impossible to escape of an accident. Because I didn't run into him but another car behind mine run into me. The man that was drive behind me was very angry., He began shouting when I tried to explained that it wasn't my fault and he didn't listen me. So I began shouting too and said him the law says "the blame is always whose hit back of the car".

244 One evening I was driving home. Suddenly I had to brake because another car in front of me stoped without any signalling at all. It was not my fault. I didn't run into the car in front of but another car behind me ran into me. Then he accused me of stopping without warning. He was furious and began shouting. I tried to explain about the car that was in front of me, which, in the meantime, had driven off. Finally I find a witness who saw the whole thing and told the driver of the car behind me that my story was true.

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