



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

**EDITAL Nº 017/UFFS/2014**

**SELEÇÃO INTERNA DE INSTRUTORES PARA O PROGRAMA DE  
CAPACITAÇÃO – CURSO DE INGLÊS**

Ministério da Educação  
Universidade Federal da  
Fronteira Sul

Avenida Getúlio Vargas, 609s  
Edifício Engemede, 2º Andar  
Chapecó - Santa Catarina  
Brasil - CEP 89812-000

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[contato@uffs.edu.br](mailto:contato@uffs.edu.br)

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

**1 DO OBJETIVO**

**1.1** O objetivo deste processo seletivo é compor cadastro reserva de servidores da UFFS qualificados para operar como instrutor do curso de língua inglesa integrante do programa de capacitação da UFFS, em conformidade com a Lei 8.112/90, Lei 11.091/2005, Lei 12.772/2012, Decreto 5.707/2006 e Decreto 5.825/2006.

**2 DO PROCESSO SELETIVO**

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

**2.2** Cronograma

ETAPAS	DATAS
Inscrições	03 à 07 de fevereiro de 2014
Homologação das inscrições	11 de fevereiro de 2014
Período de Recursos para inscrições	13 e 14 de fevereiro de 2014
Homologação Final das Inscrições e Resultados Preliminares	21 de fevereiro de 2014
Recursos aos Resultados	24 e 25 de fevereiro de 2014
Resultado Final	28 de fevereiro de 2014

**3 DA REMUNERAÇÃO**

**3.1** A remuneração ocorre pelo disposto no Art.76-A, da Lei 8.112/90, que institui a Gratificação por Encargo de Curso ou Concurso; regulado pela Portaria MEC nº 581/2008; e normatizado no âmbito da UFFS pela Portaria 952/GR/UFFS/2013.

**3.2** Tabela de Remuneração

Função	Valor (por hora)
Instrutoria em curso de desenvolvimento	R\$ 73,26*
Elaboração de material didático**	R\$ 48,28**

\* valores representativos dos percentuais incidentes sobre o maior vencimento básico da administração pública federal, em janeiro/2014, sujeito a alterações a qualquer momento.

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

**4 DAS ATRIBUIÇÕES DO INSTRUTOR**

**4.1** As atribuições do instrutor são:

I - planejamento, execução e desenvolvimento de situações de ensino e aprendizagem



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- voltadas para a qualificação profissional de servidores públicos;
  - II - avaliação no processo ensino-aprendizagem;
  - III - elaboração de material didático;
  - IV - sistematização dos estudos, informações e experiências sobre a área ensinada;
  - V - garantir segurança, higiene e proteção ambiental nas situações de ensino-aprendizagem;
  - VI - fazer registros de documentação escolar, de oficinas e de laboratórios;
  - VII - desenvolvimento das atividades mobilizando capacidades comunicativas.
- 4.2** O instrutor deverá estar apto a desenvolver os conteúdos previstos no projeto do curso, anexo II.

## 5 DAS INSCRIÇÕES

**5.1** As inscrições, objeto deste edital estarão abertas entre os dias 03 e 07 de fevereiro de 2014.

**5.2** Só poderá se inscrever neste processo seletivo, servidor da UFES.

**5.3** O candidato deverá enviar a inscrição, anexo III, devidamente assinada, juntando currículo contendo documentação comprobatória, informando:

- I - Identificação;
- II - disponibilidade de horário para ministrar a capacitação, informando o horário de expediente que cumpre na UFES, ou, turnos e dias da semana que cumpre atividades docentes na UFES;
- III - escolaridade que possui: nível/titulação, área do conhecimento/corso;
- IV - experiência na atividade docente;
- V - Residência em País de Língua Inglesa;
- VI - outros argumentos/documentos não previstos serão analisados pela DDP.

**5.3.1** A inscrição será efetuada somente pelo e-mail: [contato.ddp@ufes.edu.br](mailto:contato.ddp@ufes.edu.br), até as 17 horas do último dia de inscrição, previsto neste edital;

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

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

**5.3.4** Os recursos devem ser encaminhados para o e-mail: [contato.ddp@ufes.edu.br](mailto:contato.ddp@ufes.edu.br), até as 17 horas do último dia estipulado por este edital.

## 6 DAS AVALIAÇÕES E CLASSIFICAÇÃO

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

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

<b>Critério</b>	<b>Nível/Intervalo</b>	<b>Pontos</b>
Titulação na área	Doutor	20 pontos
	Mestre	10 pontos
	Especialista	05 pontos
Experiência docente na área	Mais de 5 anos	30 pontos
	De 3 anos até 5 anos	20 pontos
	De 1 ano até menos de 3 anos	10 pontos
	Menos de 1 ano	5 pontos
Curso de idiomas no exterior	Mais de 3 anos de duração	20 pontos
	De 1 ano até 3 anos duração	10 pontos
	Até 1 ano duração	5 pontos



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Residência em país de Língua Inglesa	Mais de 5 anos	10 pontos
	De 3 anos até 5 anos	5 pontos
	De 1 ano até menos de 3 anos	3 pontos
	Menos de 1 ano	1 ponto

**6.3** Serão considerados os seguintes critérios para desempate:

I - maior tempo de experiência docente na área (meses);

II - maior titulação na área;

III - maior tempo de exercício na UFES (meses).

## **7 DOS RESULTADOS**

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

**7.2** A divulgação dos resultados se dará no e-mail dos participantes e também nos informes da SEGEP no sítio da UFES. ([www.ufes.edu.br](http://www.ufes.edu.br)).

## **8 DAS DISPOSIÇÕES GERAIS**

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

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

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

**8.4** A seleção do instrutor não garante que o mesmo tenha o direito de ser chamado, mantendo apenas a expectativa para tanto, conforme a ordem classificatória.

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

**8.5.1** O servidor tem 2 (dois) dias úteis a partir da convocação para apresentar a documentação;

**8.5.2** O não cumprimento dos prazos estipulados, implicará em desclassificação.

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

**8.7** As atribuições do instrutor, conforme item 4 deste edital, não geram vínculo empregatício, pois trata-se de gratificação por atividade desenvolvida, externa ao cargo que ocupa, conforme Art. 76-A da Lei 8.112/1990.

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

I - não ministração dos conteúdos previstos no projeto;

II - não cumprimento da carga horária prevista;

III - abandono do programa;

IV - falta de ética em conformidade com o Decreto 1.171/1994;

V - a pedido do instrutor;

VI - horário incompatível com o previsto no programa de capacitação;

VII - imposições legais que impeçam o pagamento da gratificação de encargo de curso e concurso;

VIII - vacância do cargo efetivo.

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

**8.9.1** É de exclusiva responsabilidade do servidor acompanhar as postagens de



convocação, encaminhadas ao e-mail institucional.

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

**8.11** No caso do curso ser encerrado a qualquer momento, por contingenciamento, a decorrência é o encerramento das atividades de instrutoria junto ao curso, sem no entanto, encerrar as obrigações remuneratórias oriundas das atividades desenvolvidas.

**8.12** Os casos omissos serão resolvidos pela DDP/SEGEP.

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Chapecó-SC, 24 de janeiro de 2014.

Prof. Jaime Giolo  
Reitor *pro tempore* da UFES



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## ANEXO I

### RELAÇÃO DE CURSOS, CARGA HORÁRIA, REQUISITOS E CAMPUS

Curso	Carga Horária	Disciplinas	Campus	Requisitos
Inglês	60 horas por semestre	Intro A e B Interchange 1, 2 e 3 níveis A e B.	Chapecó, Cerro Largo, Erechim, Passo Fundo, Laranjeiras do Sul e Realeza	Formação na área de Línguas – no idioma de inglês ou com experiência comprovada em ensino na área ou ter residido em país de língua inglesa.



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## ANEXO II

### PROJETO

#### 1 Tema

Cursos de capacitação em língua inglesa.

#### 2 Apresentação e justificativas

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

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

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

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

#### 3 Objetivos

##### 3.1 Geral

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

##### 3.2 Específicos

Por meio dos diferentes níveis de estudo da língua, busca-se construir as habilidades, em nível básico e pré-intermediário, nas modalidades oral e escrita, visando: à compreensão e à participação em interações orais in loco e virtuais; à compreensão de textos de diferentes gêneros e em diferentes mídias; à produção de textos do cotidiano,





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fundamentais para a comunicação pessoal e profissional.

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

## 4 Conteúdo programático

### 4.1 Nível I

**Produção Oral:** Introducing yourself and friends; saying hello and good-bye; asking for names and phone numbers; Naming objects; asking for and giving the locations of objects; Talking about cities and countries; asking for and giving information about place of origin, nationality, first language, and age; describing people; Asking about and describing clothing and colors; talking about the weather and seasons; finding the owners of objects; Asking for and telling time; asking about and describing current activities; Asking for and giving information about how people go to work or school; talking about family members; describing daily and weekly routines; Asking about and describing houses and apartments; talking about the furniture in a room; Asking for and giving information about work; giving opinions about jobs; describing workday routines.

**Pronúncia e Compreensão Oral:** Linked sounds; Listening for the spelling of names and phone numbers; Self-study: Listening for personal information; Plural -s endings; Listening for the locations of objects; Self-study: Listening to a conversation about lost things; Syllable stress; Listening for countries, cities, and languages; listening to descriptions of people; Self-study: Listening to descriptions of four people; The letters s and sh; Listening for descriptions of clothing and colors; Self-study: Listening to a fashion show; Rising and falling intonation; Listening for times of the day; listening to identify people's actions; Self-study: Listening to a television show; Third-person singular -s endings; Listening for activities and days of the week; Self-study: Listening to questions about your weekly routine; Words with th; Listening to descriptions of homes; listening to people shop for furniture; Self-study: Listening to a conversation about a new apartment; Reduction of do and does; Listening to people describe their jobs; Self-study: Listening to a conversation about a new job.

**Gramática:** Possessive adjectives my, your, his, her; the verb be: affirmative statements and contractions; Articles a, an, and the; this/these, it/they; plurals; yes/no and where questions with be; prepositions of place: in, in front of, behind, on, next to, and under; The verb be: affirmative and negative statements, yes/no questions, short answers, and Wh-questions; Possessives: adjectives our and their, pronouns, names, and whose; present continuous statements and yes/no questions; conjunctions and and but; placement of adjectives before nouns; Time expressions: o'clock, A.M., P.M., noon, midnight, in the morning/afternoon/evening, at 7:00/night/midnight; present continuous Wh-questions; conjunction so; Simple present statements with regular and irregular verbs; simple present yes/no and Wh-questions; time expressions: early, late, every day, on Sundays/weekends/weekdays; Simple present short answers; there is, there are; there's no, there isn't a, there are no, there aren't any; Simple present; Wh-questions with do and does; placement of adjectives after be and before nouns.

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



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## 4.2 Nível II

**Produção Oral:** Talking about food likes and dislikes; giving opinions about healthy and unhealthy foods; talking about foods you have and need; describing eating habits; Talking about sports you watch and play; asking for and giving information about abilities and talents; Asking about birthdays; talking about plans for the evening, weekend, and other occasions; Describing health problems; talking about common medications; giving advice for health problems; Talking about stores and other places; asking for and giving directions; Asking for and giving information about weekend and vacation activities; Asking for and giving information about date and place of birth; describing school experiences and memories; Describing people's locations; making phone calls; leaving phone messages; making, accepting, and declining invitations; making excuses.

**Pronúncia e Compreensão Oral:** Sentence stress; Listening for people's food preferences; Self-study: Listening to people discuss foods for a party; Pronunciation of can and can't; Listening for people's favorite sports to watch or play; listening to people talk about their abilities; Self-study: Listening to people discuss sports and activities; Reduction of going to; Listening to people talk about their evening plans; Self-study: Listening to a conversation about summer events; Sentence intonation; Listening to people talk about health problems; listening for medications; Self-study: Listening to sentences and questions about health; Compound nouns; Listening to people talk about shopping; listening to directions; Self-study: Listening to people ask for directions; Simple past -ed endings; Listening to people talk about their past summer activities; Self-study: Listening to conversations about last weekend; Negative contractions; Listening for places and dates of birth; Self-study: Listening to an interview with an actress; Reduction of want to and have to; Listening to phone conversations; listening to answering machine messages; Self-study: Listening for mistakes in answering machine messages.

**Gramática:** Some and any; count and noncount nouns; specific and general nouns; adverbs of frequency: always, usually, often, sometimes, hardly ever, never; Simple present Wh-questions; can for ability; yes/no and Wh-questions with can; The future with be going to; yes/no and Wh-questions with be going to; future time expressions; Have + noun; feel + adjective; negative and positive adjectives; imperatives; Prepositions of place: on, on the corner of, across from, next to, between; giving directions with imperatives; Simple past statements with regular and irregular verbs; simple past yes/no questions and short answers; Statements and questions with the past of be; Wh-questions with did, was, and were; Prepositional phrases; subject and object pronouns; invitations with Do you want to . . . ? and Would you like to . . . ?; verb + to.

**Redação e Leitura:** Writing questions about mealtime habits; "Eating for Good Luck": Reading about foods people eat for good luck in the new year; Writing questions about sports; "Race the U.S.!:": Reading about four unusual races in the U.S.; Writing about weekend plans; "What are you going to do on your birthday?": Reading about birthday customs in different places; Writing advice for health problems "10 Simple Ways to Improve Your Health": Reading about ways to improve your health; Writing directions "A Walk Up Fifth Avenue": Reading about popular tourist attractions in New York City; Writing about last weekend; "Weekend Stories": Reading about three people's weekend experiences; Writing questions about a famous person's life; "Ricky Martin": Reading about a famous singer's life; Writing messages "Miami, Florida: What's on This Saturday?": Reading about shows and events on a Web pages.





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### 4.3 Nível III

**Produção Oral:** Introducing yourself; introducing someone; checking information; exchanging personal information; saying hello and good-bye; Describing work and school; asking for and giving opinions; describing daily schedules; Talking about prices; giving opinions; discussing preferences; making comparisons; buying and selling things; Talking about likes and dislikes; giving opinions; making invitations and excuses; Talking about families and family members; exchanging information about the present; describing family life; Asking about and describing routines and exercise; talking about frequency; discussing sports and athletes; talking about abilities; Talking about past events; giving opinions about past experiences; talking about vacations; Asking about and describing locations of places; asking about and describing neighborhoods; asking about quantities.

**Pronúncia e Compreensão Oral:** Linked sounds; Listening for names and countries; Self-study: Listening for personal information; Syllable stress; Listening to descriptions of jobs and daily schedules; Self-study: Listening to a description of a weekly schedule; Sentence stress; Listening to people shopping; listening for items, prices, and opinions; Self-study: Listening to people discussing clothing options; Intonation in questions; Identifying musical styles; listening for likes and dislikes; Self-study: Listening to people making invitations; Intonation in statements; Listening for family relationships; Self-study: Listening to an interview with a new student; Intonation with direct address; Listening to people talking about free-time activities; listening to descriptions of sports participation; Self-study: Listening to a quiz about health and fitness; Reduction of did you; Listening to descriptions and opinions of past events and vacations; Self-study: Listening to a police officer interviewing a possible thief; Reduction of there is/there are; Listening for locations and descriptions of places; Self-study: Listening for locations in a neighborhood.

**Gramática:** Wh-questions and statements with be; questions: what, where, who, and how; yes/no questions and short answers with be; subject pronouns; possessive adjectives; Simple present Wh-questions and statements; question: when; time expressions: at, in, on, around, early, late, until, before, and after; Demonstratives: this, that, these, those; one and ones; questions: how much and which; comparisons with adjectives; Yes/no and Wh-questions with do; question: what kind; object pronouns; modal verb would; verb + to + verb; Present continuous yes/no and Wh-questions, statements, and short answers; quantifiers: all, nearly all, most, many, a lot of, some, not many, a few, and few; pronoun: no one; Adverbs of frequency: always, almost always, usually, often, sometimes, hardly ever, almost never, and never; questions: how often, how long, how well, and how good; short answers; Simple past yes/no and Wh-questions, statements, and short answers with regular and irregular verbs; past of be; There is/there are; one, any, and some; prepositions of place; quantifiers; questions: how many and how much; count and noncount nouns

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



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#### 4.4 Nível IV

**Produção Oral:** Asking about and describing people's appearance; identifying people; Describing past experiences; exchanging information about past experiences and events; Asking about and describing cities; asking for and giving suggestions; talking about travel and tourism; Talking about health problems; asking for and giving advice; making requests; asking for and giving suggestions; Expressing likes and dislikes; agreeing and disagreeing; ordering a meal; Describing countries; making comparisons; expressing opinions; talking about distances and measurements; Talking about plans; making invitations; accepting and refusing invitations; giving reasons; taking and leaving messages; Exchanging personal information; describing changes; talking about plans for the future.

**Pronúncia e Compreensão Oral:** Contrastive stress; Listening to descriptions of people identifying people; Self-study: Listening to descriptions of people; identifying styles; Linked sounds; Listening to descriptions of events; Self-study: Listening to a job interview; listening to descriptions of experiences; Can't and shouldn't; Listening to descriptions of cities and hometowns; listening for incorrect information; Self-study: Listening to descriptions of vacation destinations; Reduction of to; Listening to health problems and advice; Self-study: Listening to advice for a camping trip; Stress in responses; Listening to restaurant orders; Self-study: Listening to people; talking about restaurant orders; Questions of choice; Listening to a TV game show; Self-study: Listening to people discussing Chiang Mai; Reduction of could you and would you; Listening to telephone messages; Self-study: Listening to telephone messages; identifying errors; Vowel sounds /ou/ and /ç/; Listening to descriptions of changes; Self-study: Listening to people at a class reunion.

**Gramática:** Questions for describing people: What . . . look like, how old, how tall, how long, and what color; modifiers with participles and prepositions; Present perfect yes/no and Wh-questions, statements, and short answers with regular and irregular past participles; already and yet; present perfect vs. simple past; for and since; Adverbs before adjectives; conjunctions: and, but, though, and however; modal verbs can and should; Infinitive complements; modal verb should for suggestions; modal verbs can, could, and may for requests; So, too, neither, and either; modal verbs would and will for requests; Comparative and superlative forms of adjectives; questions: how far, how big, how high, how deep, how long, how hot, and how cold; Future with present continuous and be going to; messages with tell and ask; Describing changes with the present tense, the past tense, the present perfect, and the comparative; verb + infinitive.

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

#### 4.5 Nível V

**Produção Oral:** Introducing yourself; talking about yourself; exchanging personal information; remembering your childhood; asking about someone's childhood; Talking about transportation and transportation problems; evaluating city services; asking for



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and giving information; Describing positive and negative features; making comparisons; talking about lifestyle changes; expressing wishes; Talking about food; expressing likes and dislikes; describing a favorite snack; giving instructions; Describing vacation plans; giving travel advice; planning a vacation; Making requests; accepting and refusing requests; complaining; apologizing; giving excuses; Describing technology; giving instructions; giving suggestions; Describing holidays, festivals, customs, and special events.

**Pronúncia e Compreensão Oral:** Reduced form of used to; Listening to people talk about their past; Self-study: Listening to people discuss their favorite childhood memories; Syllable stress; Listening to a description of a transportation system; Self-study: Listening to people ask for information; Unpronounced vowels; Listening to people talk about capsule hotels; Self-study: Listening to people ask and answer questions about apartments for rent; Consonant clusters; Listening to descriptions of foods; Self-study: Listening to people talk about food; Linked sounds with /w/ and /y/; Listening to travel advice; Self-study: Listening to people discuss vacation plans; Stress in two-part verbs; Listening to results of a survey; Self-study: Listening to people make requests; Syllable stress; Listening to a radio program; listening to people give advice; Self-study: Listening to people discuss computers; Stress and rhythm; Listening to a description of Carnaval; Self-study: Listening to someone talk about Halloween.

**Gramática:** Past tense; used to for habitual actions; Adverbs of quantity with count and noncount nouns: too many, too much, fewer, less, more, not enough; indirect questions from Wh-questions; Evaluations and comparisons with adjectives: not . . . enough, too, (not) as . . . as; evaluations and comparisons with nouns: not enough . . . , too much/many, . . . , (not) as much/many . . . as; wish; Simple past vs. present perfect; sequence adverbs: first, then, next, after that, finally; Future with be going to and will; modals for necessity and suggestion: must, need to, (don't) have to, better, ought to, should (not); Two-part verbs; will for responding to requests; requests with modals and Would you mind . . . ?; Infinitives and gerunds for uses and purposes; imperatives and infinitives for giving suggestions; Relative clauses of time; adverbial clauses of time: when, after, before.

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

#### 4.6 Nível VI

**Produção Oral:** Talking about change; comparing time periods; describing possibilities; Describing abilities and skills; talking about job preferences; describing personality traits; Talking about landmarks and monuments; describing countries; discussing facts; Asking about someone’s past; describing recent experiences; Describing movies and books; talking about actors and actresses; asking for and giving reactions and opinions; Interpreting body language; explaining gestures and meanings; describing emotions; asking about signs and meanings; Speculating about past and future events; describing a predicament; giving advice and suggestions; Reporting



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what people say; making requests; making invitations and excuses.

**Pronúncia e Compreensão Oral:** Intonation in statements with time phrases; Listening to people talk about changes; Listening to people discuss technology; Unreleased and released /t/ and /d/; Listening to people talk about their job preferences; Listening to a student election debate; The letter o ; Listening to descriptions of monuments; listening for information about a country; Listening for information about the Statue of Liberty; Contrastive stress in responses; Listening to people talk about recent experiences; Listening to people talk about events in their careers; Emphatic stress; Listening for opinions; listening to a movie review; Listening to people talk about a book; Pitch; Listening to people talk about the meanings of signs; Listening to people discuss street signs; Reduction of have; Listening to people talk about predicaments; listening to a radio talk show; Listening to people describe situations; Reduction of had and would; Listening for excuses; listening to voice mail messages; Listening to a telephone conversation.

**Gramática:** Time contrasts; conditional sentences with if clauses; Gerunds; short responses; clauses with because; Passive with by (simple past); passive without by (simple present); Past continuous vs. simple past; present perfect continuous; Participles as adjectives; relative clauses; Modals and adverbs: might, may, could, must, maybe, perhaps, possibly, probably, definitely; permission, obligation, and prohibition; Unreal conditional sentences with if clauses; past modals; Reported speech: requests; reported speech: statements.

**Redação e Leitura:** Writing a description of a person; “Are You in Love?”: Reading about the signs of being in love; Writing a cover letter for a job application; “Find the Job That’s Right for You!”: Reading about how to find the perfect job; Writing a guidebook introduction; “A Guide to Unusual Museums”: Reading about interesting museums; Writing a short story; “Child Prodigies”: Reading about gifted children; Writing a movie review; “The Magic of Potter”: Reading about an author’s career; Writing a list of rules; “Pearls of Wisdom”: Reading about proverbs; Writing a letter to an advice columnist; “Ask Amy”: Reading an advice column; Writing a voice mail message; “The Truth About Lying”: Reading about “white lies”.

#### 4.7 Nível VII

**Produção Oral:** Describing personalities; expressing likes and dislikes; agreeing and disagreeing; complaining; Talking about unusual careers; describing jobs; discussing the pros and cons of jobs; Making unusual requests; making indirect requests; accepting and declining requests; Narrating a story; describing events in the past; Talking about moving abroad; expressing emotions; describing cultural expectations; giving advice; Describing problems; making complaints; explaining something that needs to be done; Identifying and describing problems; coming up with solutions; Asking about preferences; discussing pros and cons of different college majors; talking about learning methods; talking about personal qualities.

**Pronúncia e Compreensão oral:** Linked sounds; Listening for opinions; listening for descriptions of people; Listening for likes and dislikes about people; Stress with compound nouns; Listening to descriptions of summer jobs; listening for likes and dislikes; Listening to descriptions of careers; listening for comparisons; Unreleased consonants; Listening to people making, accepting, and declining requests; Listening to people making plans, asking for a favor, and giving an excuse; Intonation in complex sentences; Listening to news broadcasts; listening to a narrative about a past event; Listening to a news story; Word stress in sentences; Listening for information about living abroad; listening to opinions about customs; Listening to people’s concerns about traveling abroad; Contrastive stress; Listening to people exchange





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things in a store; listening to complaints; listening to repair people describe their jobs; Listening to people's problems with items they bought; Reduction of auxiliary verbs; Listening to environmental problems; listening for solutions; Listening to people talk about problems in their city; Intonation in questions of choice; Listening to descriptions of courses; listening for additional information; Listening to a student describe online classes.

**Gramática:** Relative pronouns as subjects and objects; clauses with it + adverbial clauses with when; Gerund phrases as subjects and objects; comparisons with adjectives, verbs, nouns, and past participles; Requests with modals, if clauses, and gerunds; indirect requests; Past continuous vs. simple past; past perfect; Noun phrases containing relative clauses; expectations: the custom to, (not) supposed to, expected to, (not) acceptable to; Describing problems with past participles as adjectives and with nouns; describing problems with keep + gerund, need + gerund, and need + passive infinitive; Passive in the present continuous and present perfect; prepositions of cause; infinitive clauses and phrases; Would rather and would prefer; by + gerund to describe how to do things.

**Redação e Leitura:** Writing a description of a best friend; "You Have to Have Friends": Reading about making and keeping friends; Writing about career advantages and disadvantages; "Strategies for Keeping Your Job": Reading advice about behavior in the workplace; Writing an informal e-mail request; "Yes or No?": Reading about the way people in different cultures respond "yes" and "no"; Writing a newspaper article; "Strange but True": Reading tabloid articles about sensational events; Writing a tourist pamphlet; "Culture Shock": Reading journal entries about moving to another country; Writing a letter of complaint; "Trading Spaces": Reading about a TV show in which participants redecorate other people's rooms; Writing a letter to the editor; "The Threat to Kiribati": Reading about an island that is sinking into the ocean; Writing a short speech; "Learning Styles": Reading about different kinds of learning.

#### 4.8 Nível VIII

**Produção Oral:** Talking about things you need to have done; asking for and giving advice or suggestions; Talking about the future; talking about things to be accomplished in the future; Describing rites of passage; describing turning points; describing regrets and hypothetical situations; Describing qualities for success; describing features; giving reasons for success; talking about ads and slogans; Making conclusions; offering explanations; describing hypothetical events; giving advice for predicaments; Describing how something is done or made; describing careers in the media; Giving opinions for and against controversial issues; offering a different opinion; agreeing and disagreeing; Describing challenges, frustrations, and rewards; discussing traits needed for meeting challenges; talking about the past and the future.

**Pronúncia e Compreensão Oral:** Sentence stress; Listening to suggestions for self-improvement; Self-study: Listening for what people need to have done; Syllable stress; Listening for opinions about public figures; listening to predictions; Self-study: Listening to past events; making predictions; Reduction of have and been; Listening to descriptions of important events; listening to regrets and explanations; Self-study: Listening to people describe changes in themselves; Reduced words; Listening for reasons for success; listening for features and slogans; Self-study: Listening for qualities that help people make friends more easily; Reduction in past modals; Listening to explanations; listening for the best solution; Self-study: Listening to situations and reacting; Stress in compound nouns; Listening to a producer describe his work; listening for personality traits; Self-study: Listening to an interview; listening for steps in a process. Intonation in tag questions; Listening for solutions to



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everyday annoyances; listening to issues and opinions; Self-study: Listening to concerns about issues and problems; Stress and rhythm; Listening to challenges and rewards of people's work; listening to people's goals for the future; Self-study: Listening to a person's experience in the Peace Corps.

**Gramática:** Have or get something done (active and passive); making suggestions with gerunds, infinitives, modals + verbs, and negative questions; Referring to time in the past with adverbs and prepositions: during, in, ago, from . . . to, for, since; predicting the future with will, future continuous, and future perfect; Time clauses: before, after, once, the moment, as soon as, until, by the time; describing regrets and hypothetical situations with should not have + past participle and if clauses + past perfect; Describing purpose with infinitive clauses and infinitive clauses with for; giving reasons with because, since, because of, for, due to, and the reason; Past modals for degrees of certainty: must (not) have, may (not) have, might (not) have, could(not) have; past modals for opinions and advice: should (not) have, could (not) have, would (not) have; The passive to describe process with is/are + past participle and modal + be + past participle; defining and nondefining relative clauses; Giving recommendations and opinions with passive modals: should be, ought to be, must be, has to be, has got to be; tag questions for opinions; Complex noun phrases containing gerunds; accomplishments with the present perfect and simple past; goals with the future perfect and would like to have + past participle.

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

## 5 Bibliografia

### 5.1 Níveis I e II

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

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

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

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

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

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

### 5.2 Níveis III e IV

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

RICHARDS, J. C.; HULL, J.; PROCTOR, S. Interchange 1 - DVD - Third Edition.





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Cambridge University Press, 2005.

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

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

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

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

### 5.3 Níveis V e VI

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

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

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

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

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

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

### 5.4 Níveis VII e VIII

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

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

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

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

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

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

### 5.5 Bibliografia geral

#### 5.5.1 Dicionário obrigatório

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

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

#### 5.5.2 Dicionários para consulta

(Um exemplar de cada para a biblioteca)

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

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

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



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Longman Dictionary of English Language and Culture: With colour illustrations. Londres: Longman, 1993. 1528 p.  
Longman Dictionary of English Idioms. Londres: Longman. 387 p.

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

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

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

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

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

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

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

(Um exemplar de cada para a biblioteca)

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

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

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

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

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

## **6 Recursos e materiais necessários**

O conteúdo dos cursos será ministrado por meio de: - aula expositiva; - discussões e debates (abordagem comunicativa) com atividades práticas em pares e em grupos; - atividades de leitura e escrita; e atividades com músicas, vídeos e jogos.

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

## **7 Carga horária e início das aulas**

O curso terá duração de 60 horas por módulo/nível.

## **8 Elaboração**

Alexandre Daniel Scheidt - Pesquisador Institucional - Gabinete do Reitor - alexandre@ufes.edu.br - (49) 3322-3969 R.203;

Claudia Finger-Kratochvil - Diretora de Registro Acadêmico - Pró-Reitoria de Graduação - cf-k@ufes.edu.br - (49) 3322-3969 R.238;

Priscila Steffens Orth - Secretária Executiva - Vice-Reitoria - priscila@ufes.edu.br - (49) 3328-7508 R.206.



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### ANEXO III

## FICHA DE INSCRIÇÃO PARA INSTRUTOR PARA O CURSO DE INGLÊS

<b>Nome</b>					<b>SIAPE</b>	
<b>Campus</b>					<b>Data Exercício na UFES</b>	
<b>Critério</b>	<b>Complete ou Assinale a alternativa que se enquadrar</b>					
<b>Titulação</b>	Nível	Área conhecimento/course				
	Doutorado em:					
	Mestrado em:					
	Lato Sensu em:					
	Graduação em:					
<b>Tempo de Experiência Docente</b>	Menos de 1 (um) ano			De 1 ano até 3 anos		
	De 3 anos até 5 anos			Mais de 5 anos		
<b>Expediente</b>	Especificar o horário de entrada e saída (STAE); ou o turno que tem atividades docentes.					
	Segunda	Terça	Quarta	Quinta	Sexta	Sábado
Manhã						
Tarde						
Noite						
Residiu em país de língua inglesa? ( ) SIM ( ) NÃO, quanto tempo?						
Qual país:						
Comentários:						
<b>Anexos</b>						
Local/Data: _____				Assinatura: _____		