

## **Rio de Janeiro – Cidade Maravilhosa**

by Audrey M. Parks

**Authentic text:** tourist guide entitled “Rio de Janeiro – Cidade Maravilhosa” [Embaixada do Brasil em Lisboa (2002, March). Rio de Janeiro – Cidade maravilhosa. *Guia Brasil* (No. 39, pp. 12-13). Caparica, Portugal: VILACOR]

### **Setting and Students:**

This lesson will be taught to the semester-long Portuguese 102 class at BYU. This is a regular, non-accelerated section of 16 students, four of whom are auditing the class. The class is made up almost entirely of native English speakers, with the exception of one native Spanish speaker and one native Spanish/English bilingual. The majority of the class has never studied a foreign language before – those who have took a year or two of high school Spanish. The class is highly motivated, however, as every student has a very personal reason for wanting to learn Portuguese (plans to visit a Portuguese-speaking country, a Portuguese-speaking husband, boyfriend, friend, roommate, etc.). All students were in my Portuguese 101 class last semester.

### **Objectives:**

The main text for this class is the new third edition of *Brasil! Língua e Cultura* [Lathrop, T. & Dias, E.M. (2002) *Brasil! Língua e Cultura*. Newark, Delaware: LinguaText, Ltd.]. Lição 17 of the text uses the city of Rio de Janeiro as a background theme for all concepts introduced during the chapter. The textbook provides short, unauthentic texts on aspects of the culture and history of Rio. By reading the authentic text “Rio de Janeiro – Cidade Maravilhosa” as the final reading assignment of the chapter, students will be able to:

- predict the concepts discussed in the text through discussion of background knowledge and identification of visual context clues
- read the text on their own, rarely (if ever) consulting a dictionary, since they already will have read several background texts on Rio de Janeiro
- identify the 5C’s of Rio (Copacabana, Corcovado, Carnaval, Carioca, Capoeira) and answer specific quiz questions about each one
- define any new vocabulary related to each topic and discuss why these 5C’s are important to the culture of Rio de Janeiro today
- synthesize the information learned through a creative writing activity

### **Materials:**

- 16 copies of “Rio de Janeiro – Cidade Maravilhosa” Transparency with map of Brazil, overhead markers
- Video: *It’s Time for Brazil!* [obtainable through the Ministry of Sports and Tourism (EMBRATUR) of the Brazilian Tourist Board]
- 16 copies of the quiz

### **Pre-reading activities:**

In order to find out what students already know about Rio de Janeiro, I will ask the question “O que vem à mente quando vocês pensam no Rio de Janeiro?” Most likely students will answer about historical facts they have already read in Lição 17, as well as a

few “fun” events they have already heard of, such as Carnaval or Capoeira. Some will probably picture the Cristo Redentor statue as well. These ideas will be written on a transparency showing a map of Brasil with Rio de Janeiro highlighted.

I will explain that we will be reading an authentic tourist guide about Rio de Janeiro, and ask what they might expect to read about in that guide. These answers will also be written on the transparency, as a brainstorming session.

Then I will show a short (5 minute) video called *It's Time for Brazil!* with a clip about Rio and we will discuss which scenes from the film were similar to/different from what they already knew about the city.

Students will then be given the text and will scan it for important visual information and clues that will help them understand the text better (i.e. subheadings and titles, quotes, article abstract, pictures, etc.). Students will then take the text home and read it for homework, being advised to consult the dictionary as little as possible and reminded to use the context clues to help them decipher the text first, and underline unfamiliar concepts for future discussion.

### **Post-reading activity:**

The second day of this lesson, we will begin class by having a short (5 question) matching quiz about the main points identifying each one of the 5C's, with the purpose of assessing students' reading of the assignment. A copy of the quiz can be found at the end of this lesson plan. Students will trade quizzes with a neighbor to correct them.

Following the quiz, we will clarify any questions students may still have about new vocabulary or new concepts (words like *natação*, *pescaria*, and *surf* should not be hard to figure out in context, but some of the place names are unfamiliar to them, as well as the grammatical structure of phrases like *criaram-na* and *disseminá-la* since their text teaches them to place object pronouns solely before the verb). Students will bring these terms up on their own, having underlined them as they read. I like the students to answer each other's questions as much as possible, and to think things through out loud.

Then I will guide a short discussion about the reading in order to assess students' global understanding of the dynamics of Rio de Janeiro and to compare and contrast the “tourist-y” elements of the city with the historical elements they have already studied. Possible discussion questions include:

- *Como é o Rio de Janeiro geograficamente?*  
\* tem muitas praias lindas com muito sol, tem montanhas altas com vistas bonitas, a cidade fica bem perto do mar, etc.
- *Quais são alguns lugares importantes da cidade?*  
\*Baía da Guanabara com suas praias, Copacabana, Ipanema, Pão de Açúcar, Corcovado e o Cristo Redentor, o Sambódromo, o Estádio de Maracanã, Candelária, etc.
- *O que acontece nestes locais? Algum evento ou alguma atividade especial?*  
\* I expect the students will likely bring up the song “Garota de Ipanema,” which we have listened to in class, as well as the samba parades during Carnaval which they saw in the film *Orfeu Negro*, the soccer games at Maracanã, the different water sports on the beaches, etc.
- *O que é ¼ (Copacabana, Corcovado, Carnaval, Carioca, Capoeira)? Por que é uma parte importante da cultura do Rio hoje?*

\* At this point, if students have any additional questions about each of the 5C's, they can bring them up. Or, if students have any additional information they have learned about one of the 5C's, this is a perfect time to bring that up and talk about it. I will try to guide this part of the discussion toward linking their readings of historical texts on Rio with this tourism-based text to show how these two aspects interact and can provide a global understanding of the dynamics of the city.

**Synthesis activity:**

As homework, students will create a tourist guide to their home city in Portuguese based on the setup they saw in this text – a balance between the unique history of the place, and the sights to see and things to do. They will be encouraged to remember what made reading this tour guide enjoyable to read and easy to understand – short sections of reading with contrasting fonts, pictures, maps, etc. The more reader-friendly and pleasing to the eye, the better!

Content is debatable – if students come from San Francisco or New York City, there will be more to show and tell than if they come from Podunkville, North Dakota. However, students from larger cities will have to pick and choose from tons of information, while students from smaller places may have to embellish a bit. A tri-fold pamphlet will be an excellent length and format for students at this skill level. I will bring in a few tourist pamphlets to show as examples of layout, content, and length.

Students will have a week to complete this assignment, and then they will be shared with the class and displayed, if possible.

**Assessment of objectives:**

- Students' ability to predict main ideas in the text will be assessed through class discussion.
- The *provinha* will assess whether or not students read the text at home, as well as their comprehension of the text and their ability to identify the 5C's of Rio de Janeiro.
- Students' understanding of new vocabulary and of the importance of the five C's will be assessed through classroom discussion.
- Performance and synthesis of information on the creative writing activity will be assessed with the following rubric:

<b>Criteria</b>	<b>Scale</b>	<b>Comments</b>
<u>Historical information</u> • When founded, famous historical events/figures	1 2 3 4 5	
<u>Factual information</u> • Population, geographical location, etc.	1 2 3 4 5	
<u>Sightseeing</u> • Places an outsider needs to visit if he/she comes here	1 2 3 4 5	
<u>Events</u> • Community days, parades, festivals, special seasonal activities	1 2 3 4 5	
<u>Layout</u> • Tri-fold, includes all sections, has pictures and text in readable format	1 2 3 4 5	
<u>Creativity</u> • Is pleasing to the eye; contains interesting photos and information	1 2 3 4 5	
<u>Language use</u> • Grammar and structure is correct	1 2 3 4 5	

### **PROVINHA – “Rio de Janeiro – Cidade Maravilhosa”**

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|---------------|---|
| 1. Carioca    | a. a praia mais famosa do Brasil                |
| 2. Capoeira   | b. a festa popular do Rio de Janeiro, com samba |
| 3. Copacabana | c. o nome dado às pessoas da cidade do Rio      |
| 4. Corcovado  | d. dança/luta começado pelos escravos           |
| 5. Carnaval   | e. a montanha mais alta do Rio                  |