

## APPENDIX B

## **APPENDIX B (CD ROM VERSION)**

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# I. PILOT STUDY

## • READING EVALUATION QUESTIONNAIRE

Age _____	Sex _____	Form/Year _____
School/Institution _____	Course/Degree _____	

- Answer the following questions arranged according to different subheadings.
- Sometimes you are required either to tick the right option or order several optional items apart from adding a comment on specific items.
- Please do always give your personal opinion and account for your reading experience. Any further comments are welcome.

### A. READING HABITS

1. How do you spend your free time?

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2. Do you read much outside school? \_\_\_\_\_

3. Where do you prefer reading (school, home, library, other). \_\_\_\_\_ 3.1. State your reasons.

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4. What kind of texts do you read in school/university?

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5. What do you think of textbooks (manuals) in the teaching/learning of a foreign language?

Tick the statements with which you agree.

Cheaper and always available.

Useful working tools in class.

Easy to read providing language guidance.

Meeting the students' needs and language competence.

A display of texts accompanied by graded activities and tasks.

The best way to enlarge one's passive vocabulary.

Language used just for classroom purpose.

Arranged according to the national/international syllabuses.

Challenging enough for the students.

Boring.

Presentation of a wide variety of texts relevant to the students' needs.

Temporarily useful as far as the language course is running.

A waste of money as no one is going to read their texts in the future.

The texts presented overlook the literary and cultural heritage.

6. What texts/excerpts do you prefer reading in manuals? 6.1 Give reasons.

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7. How often do you read in English?

never  rarely  sometimes  frequently  everyday

7.1. In case your answer is either never or rarely, state your reasons.

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8. What was the last book you read? (Name its author and title.)

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9. What kind of texts do you read in English? (Tick the appropriate ones.)

fiction - canonical (*e.g.* famous classical novels, Charles Dickens's ones)

- non-canonical (*e.g.* crime, thrillers)

non-fiction (*e.g.* essays, biography)

comics

newspapers

advertisements

textbooks (manuals)

Scientific and/or technical texts

other  9.1. Specify. \_\_\_\_\_

10. What do you prefer reading in class? 10.1. Give reasons.

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## B. READING PURPOSE

1. Can you define "READING"?

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1.1. If not, tick the statements with which you agree.

Decoding the written message.

It is a mental and cognitive process involving a reader, a text and a writer.

A reading comprehension skill.

A skimming and scanning exercise.

It is as important as writing and speaking.

Interpreting any message more than recognizing the sounds and letters.

There are two types of reading in class: the oral and the silent one.

A boring and repetitive activity carried in class.

Reading for the general content.

2. What do you find most important in the reading activity? Order the following factors according to your reading experience.

- \_\_\_\_\_ Knowledge about facts.
- \_\_\_\_\_ Cultural awareness.
- \_\_\_\_\_ Language improvement.
- \_\_\_\_\_ Broadening one's imaginative and creative skills.
- \_\_\_\_\_ Literary awareness.
- \_\_\_\_\_ Pleasure.
- \_\_\_\_\_ The individual's space for his/her own interests.
- \_\_\_\_\_ An autonomous way-out towards professional success.
- \_\_\_\_\_ A waste of time.

3. Have you ever considered reading as...

3.1. problem setting - problem solving interactive activity ? \_\_\_\_\_

3.2. an integrative skill leading to speaking, listening and writing? \_\_\_\_\_

4. In your opinion, why is reading a neglected activity nowadays? Give reasons.

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### C. READING SELECTION

1. How do you select a book or magazine? (Tick the appropriate one/s )

From hearsay

Text availability

Favourite themes

Familiarity with authors

Layout, print, size of texts

TV films

Book reviews

Other people's opinions/comments

Teachers' advice

Compulsory reading  Specify. \_\_\_\_\_

Personal reasons  (academic/professional/pleasure/self-education...)

Text accessibility

2. What do you like reading?

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3. What novels, short stories or drama texts have you read so far? Write the title and the author.

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4. How often do you read poems?

never  rarely  sometimes  frequently  quite often

4.1. In case you do, give an example (author, title). \_\_\_\_\_

#### D. READING STRATEGY

1. Do you read a book in the same way you read

1.1. a textbook? \_\_\_\_\_

1.2. a text which is studied in school? \_\_\_\_\_

1.3. Give reasons. \_\_\_\_\_

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2. Name different texts (even in Portuguese) in which you would read:

a) for pleasure \_\_\_\_\_

b) for information \_\_\_\_\_

c) as a spare time activity \_\_\_\_\_

d) for compulsory reasons \_\_\_\_\_

3. To what reading activities have you been exposed more frequently in the educational setting?

Oral reading  silent reading  reading comprehension

4. How would you evaluate the instruction/guidance on reading provided in the foreign language classroom?

Discontinued  systematic  appropriate to students' needs

5. How would you describe a reading comprehension activity?

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6. Do you associate the reading comprehension activity with (tick the appropriate ones):

evaluation of your interpretative skills

formal evaluation (*i.e.* examinations)

learning lexical structures

learning grammar structures

make you read any kind of text for real purpose

to check your capacity to synthesize ideas

to develop your ability to predict and express a personal point of view

7. What are you mostly required to in a reading comprehension activity? Order your options:

- \_\_\_\_\_ summarizing the text
- \_\_\_\_\_ retelling
- \_\_\_\_\_ looking for keywords (important words for the general meaning of the text)
- \_\_\_\_\_ explaining difficult/unfamiliar words
- \_\_\_\_\_ answering a set of questions organized under the subheading “skimming and scanning”
- \_\_\_\_\_ word association exercise
- \_\_\_\_\_ multiple choice questions
- \_\_\_\_\_ gapfilling exercise
- \_\_\_\_\_ cloze
- \_\_\_\_\_ informal discussions

8. Are you able to distinguish different types of discourse (narrative, descriptive, argumentative, persuasive) and their importance for the impact of the text on the reader? \_\_\_\_\_

9. When you read a novel, a short story, several issues are to be considered, namely:

- \*the plot line*
- \*the characters' relationship*
- \*the climax*
- \*the general content*
- \*identity themes/characters*
- \*reading for words*

a) Which of these features is more important for you?

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b) And which one (s) is (are) mostly required from you in classroom/educational setting?

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10. Do you often refer to summaries of novels whether provided by your teachers or supplied by the so-called “York Notes” or “Longman Notes”? \_\_\_\_\_

10.1. When and how useful are they?

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## **E. APPROACHING THE TEXT**

### **1. Before reading the text...**

a) What is more important for you when you decide to read a book? (Tick the appropriate choice.)  
Some previewing guidelines will follow:

- title
- cover
- blurb
- impression of layout, print size and illustrations

- b) Can you make predictions on the content of a book from its illustrations? \_\_\_\_\_
- c) Is the title important for the general comprehension of a text? \_\_\_\_\_
- d) Have text titles ever betrayed your reading expectations/predictions about texts? \_\_\_\_\_  
 If so provide an example. \_\_\_\_\_

**2. While-reading...**

To answer these set of questions use the words :

**N (never), R (rarely), S (sometimes), F (frequently).**

- a)1- When you read a text do you rely on your interpretation? \_\_\_\_\_

Do you need:

- 2- the critics' opinion? \_\_\_\_\_
- 3- the teacher's opinion? \_\_\_\_\_
- 4- your fellow students' own interpretations? \_\_\_\_\_
- 5- Why/Why not? \_\_\_\_\_

- b) Is your background knowledge (e.g. previous experience and cultural knowledge) going to determine your interpretation of the text? \_\_\_\_\_

- c) Do you take notes about your own inferences, hypotheses? \_\_\_\_\_

- d) Whenever you read unknown words...

- 1- do you get stuck? \_\_\_\_\_
- 2- can you infer their meaning from the context? \_\_\_\_\_
- 3- do you read on and then backwards to guess their meaning? \_\_\_\_\_
- 4- do you ask for a prompt instruction/explanation/translation from the teacher? \_\_\_\_\_
- 5- do you rely on the dictionary? \_\_\_\_\_
- 6- do you underline the sentence or phrase and check their meaning afterwards? \_\_\_\_\_

**3. Post-reading...**

- a) After reading the text do you feel that you... YES      NO

1- have learned something? (for example, English language, culture, history, revelation of human experience, etc.)      

2- have interacted with the text for a meaningful purpose or have just carried out a transfer activity (i.e. the carrying over of specific data from one text to another)?      

3- were engaged with the world created by the narrator, poet, writer?      

4- learned from a fruitful classroom interaction?      

- b) Do you feel like...

1- reading on more topic related texts?      

2- the whole book (if it were an excerpt)?      

3- stop reading?      

**FURTHER COMMENTS:**

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• INFORMANTS' OUTPUT/ITEM (SAMPLING)

Number	How do you spend your free time ?	Do you read much outside school?	Where do you prefer reading?	State your reasons
1	reading, playing football, watching TV., playing computer, swimming, walking	yes	home	I have my privacy to read alone and concentrate on the reading.
2	playing computer, watching TV., going out	no	library	I get concentration and silence.
3	reading, watching TV., listening to music, studying, dating	yes	home	I read quietly without being disturbed.
4	watching TV., listening to music, going to the cinema	no	home	I like being alone and not disturbed.
5	listening to music, writing lyrics, singing, watching TV., reading, going out with friends	not much	home	It's quiet and I can do whatever I want.
6	going out with friends, watching TV., reading	no	home	I feel more at ease.
7	going out with friends, watching TV., listening to music, dancing	no	home	I have time and it's quieter.
8	listening to music, reading, talking to friends	only on holiday	home	It's quiet and I feel relaxed.
9	reading, watching TV., writing, drawing, listening to music	yes	home	I like being alone and not disturbed.
10	reading, watching TV., walking	yes	home	It's more comfortable.
11	watching TV., listening to music, helping with chores	not much	home	It's more comfortable and quieter.
12	reading, writing, playing football	only when I have time	library, home	I can concentrate; it's more comfortable to read at home.
13		no	home	
14	going out with friends, going to the cinema, going to the beach in summer	yes	home	It's more comfortable.
15	reading, writing, listening to music	yes	home	I can cry or laugh.
16	listening to music, playing football, visiting friends	not that much	home	I have more time and I feel good.
17	watching TV., reading, studying a bit	not very much	home	In school I can't read in peace and feel more comfortable at home.
18	listening to music, watching TV., reading.	not much	home	It's quieter.
19	going out with my friends, doing sports, watching TV., playing computer	sometimes	home	It's quieter and I am alone.
20	I spend it with friends or listening to music	yes	home	It's quieter and while I'm reading I can listen to music.
21	watching TV., playing football, doing some research for biology, travelling on the net	yes	library	They are the only places in which I can actually read when I don't have anything else to do.
22	playing computer, watching TV., going to pubs	sometimes	home	There I have all the books I like.
23	studying, watching TV., reading books	yes	home	I'm alone and quiet.
24	playing handball, computer with friends	no	home	At home I'm more concentrated.
25	watching TV., listening to music	no	home	It's quieter.
26	scouting, computer work, investigation	yes, internet	home	A quiet place; I feel comfortable.
27	with my friends, watching TV., listening to music	sometimes	home	I am alone and it's more comfortable.
28	reading, playing handball, going to the cinema, studying	yes	home	I like to lie down in bed, turn on the radio and read, imagining that I am a part of the writing world.
29	sleeping, playing with a computer, watching TV.	no	home	
30	with friends, watching TV., listening to music	no	home	There's nobody to interrupt me.
31	studying with my friends	only the newspaper and comic books	home	I read what I like, not what makes part of the syllabus.
32	watching TV., playing football, talking with my friends, listening to the radio, reading a newspaper, a magazine	no	home	
33	practising handball, sleeping at home	yes	home and school	At school because I can learn how to read better, and at home I like to relax and enjoy the reading.
34	listening to music, studying, going out with friends	yes	home	I need to read every night.
35	watching TV., listening to music, going out with friends, studying	no	library	I can read in peace without distractions.
36	talking with my friends, listening to music	no	home	It's calm and quiet.
37	reading, listening to music, sleeping		home	It's calmer.

Number	What kind of texts do you read in school /university?	A5a)	A5b)	A5c)	A5d)	A5e)	A5f)	A5g)	A5h)	A5i)	A5j)	A5k)	A5l)	A5m)	A5n)
1	poems, lyrics, History texts, texts in French and English		x		x	x		x				x			x
2	informative texts, poems, lyrics, novels, History texts		x		x	x	x						x		
3	all kinds of texts, from novels to cultural texts		x			x			x			x			
4					x										
5	books written by Portuguese authors		x	x		x	x		x	x		x			x
6	textbooks	x					x								x
7	reading comprehension, documents		x			x					x	x	x		
8	school texts about writers, biographical texts, poems, novels			x				x			x	x		x	
9	poems, excerpts					x		x				x	x		x
10	cultural texts		x	x	x										
11	texts from manuals		x				x					x			
12	texts from manuals: poems, lyrics, historical texts		x		x	x	x					x			x
13						x						x			
14	texts in books that I have to read and study		x	x	x		x					x	x	x	
15	informative texts			x	x	x									
16	narrative texts, love stories, dramatic texts		x		x										
17	novels or poetry		x			x						x	x		
18	poetry, narratives					x		x		x		x	x		x
19	many different types		x	x	x	x				x		x	x		
20	texts about everything		x	x		x									
21	histories, crime texts, biographies			x		x	x		x		x	x	x	x	x
22	a little bit of everything										x			x	
23	a little bit of everything				x		x								
24	formal and informal texts		x	x	x	x					x	x			x
25	manuals		x		x			x						x	
26	all types of texts		x		x		x						x		
27			x			x	x								
28	lyrics, comics, novels, drama		x			x	x					x			x
29	texts related to the syllabus										x				
30							x								
31	texts about America or Great Britain		x	x			x		x				x		x
32	nature related texts, magazines, newspapers								x			x	x		x
33	poems, scientific reports, new discoveries about medicine	x		x	x	x			x			x			x
34	poems, lyrics		x	x	x							x			
35	texts from manuals		x	x				x						x	
36	all texts except from manuals		x			x						x			
37	everything			x											

Number	What texts/ excerpts do you prefer reading in manuals?	Justify.	How often do you read in English?	In case your answer is either <i>never</i> or <i>rarely</i> , state your reasons.	What was the last book you read in English?
1	historical texts	To learn about the history, culture and religions of other countries.	everyday	I don't like English.	Chaucer, <i>The Knight's Tale</i>
2	sports texts, cinema reviews, social problems		sometimes		Geoffrey Chaucer, <i>The Knight's Tale</i>
3	texts about contemporary problems		sometimes		Geoffrey Chaucer, <i>The Knight's Tale</i>
4	stories about teenagers, love stories	They're interesting.	rarely	I don't like or understand English.	I don't read books, just excerpts.
5	legends, cultural texts, excerpts from novels	They're short; to learn about different cultures, people, the world.	everyday		Thomas Keneally, <i>Schindler's List</i>
6			rarely		
7	texts about racism, environment, different cultures		sometimes		
8	texts about the world, the environment		sometimes		magazines,
9	something important		sometimes		Charles Dickens, <i>David Copperfield</i>
10	funny texts	Texts from manuals are sometimes boring.	sometimes		William Shakespeare, <i>Romeo and Juliet</i>
11	I don't know, something interesting.		sometimes		
12	texts about contemporary problems, our life, problems and solutions		frequently		Geoffrey Chaucer, <i>The Knight's Tale</i>
13			sometimes		
14	texts about real life	I like to know everything about life.	sometimes		I never read an English book, only magazines.
15	opinions, knowledge about the others' opinions		sometimes		Encyclopaedia entries on British history
16	dramatic texts	Drama is interesting.	frequently		
17	cultural texts		sometimes		my manual
18	the texts that refer to real life	I find other texts quite boring.	frequently		I don't read books, just excerpts.
19	argumentative, comic texts		rarely	I prefer reading in my language.	<i>My First Aquarium</i>
20	texts about real life	That way I know that I'm reading something real.	sometimes		none
21	stories, newspaper texts, biography texts	They aren't boring texts.	frequently		William Shakespeare, <i>Much Ado About Nothing</i>
22	cultural texts, especially about the USA		sometimes		I don't remember.
23	stories, excerpts about different countries		sometimes		I don't know.
24	texts with information about the real world		sometimes		none
25	poems	I like poems.	sometimes		none
26	science, technology		everyday		java script programming
27			rarely	I don't have time.	
28	lyrics and comics because we can better understand the text, a comic text provides us with some amusement	We can better understand the text; a comic text provides us with some amusement.	sometimes		William Shakespeare, <i>Romeo and Juliet</i>
29	texts about problems of the young people		sometimes		none
30			sometimes		
31	texts about our social life	To improve speaking skills.	sometimes		I've never read a book in English.
32	texts about history, curiosities		never	I prefer reading Portuguese texts.	
33	things that involve teenagers	I'm one of them; I like to learn things.	sometimes		
34	poems	I can see images of the poem "in my front"	frequently		I do not remember; books that I have at home.
35	poems	I like poetry.	sometimes		none
36	stories	They are nice.	sometimes		none
37			sometimes		none

Number	A9a)	A9b)	A9c)	A9d)	A9e)	A9f)	A9g)	A9h)	A9i)	A9j)	A9k)	A9l)	What do you prefer reading in class?	Justify.
1		x		x		x	x	x	x		x	sports	my manual	
2			x			x				x			magazines	I can find a lot of issues about the present.
3			x			x			x	x			novels, dramatical texts, love stories, lyrics, and many others	
4				x		x							different texts	I like to know different things.
5		x		x	x	x	x			x	x	movie scripts that I write	cultural texts, texts about life, dramatical texts, happy-ending stories	
6						x			x	x			textbooks	
7						x		x	x	x			short texts from the manual	
8						x				x			magazines	They're easier to read and more interesting.
9	x	x		x		x				x				
10		x				x				x			current texts, funny texts	
11				x		x							I don't like to read in class.	I'm very shy.
12						x				x			magazines, texts about the world	They are very interesting.
13	x		x	x			x		x	x	x	poems	poems	I like poems.
14						x							short texts	I don't like to talk very much.
15					x						x		lyrics	
16	x			x		x	x						love stories	The endings are very beautiful.
17				x		x	x						comics	They're more fun to read.
18						x	x			x			magazines or newspapers	They refer to things that have really happened.
19			x	x	x	x							comic texts	
20										x			I don't like reading in class.	I can't concentrate.
21	x	x	x			x	x				x		newspapers	To be informed about what happens in the world.
22	x						x			x			texts about the USA	I love the USA
23				x				x		x	x	manual	a little bit of everything, stories, etc.	
24				x	x	x					x		comics	They wake us up from a boring class.
25										x				
26						x					x		magazines about computers	
27						x	x							
28	x			x	x								lyrics or comics	
29														
30						x				x			comics	
31						x	x	x		x			texts about the problems of our society	
32						x		x		x	x		comics	I like comedy.
33						x	x			x	x		scientific and/or technical texts, teenagers' opinion issues	
34				x	x						x		poems	I can see images of the text "around me"
35						x				x			poems	I like poetry.
36		x				x	x						any kind of texts	
37														

Number	Can you define "READING"?	B1a)	B1b)	B1c)	B1d)	B1e)	B1f)	B1g)	B1h)	B1i)
1	reading texts if you like them		x			x		x		x
2	a way of increasing our cultural knowledge, of enjoying ourselves		x			x				
3	something that you do to relax and learn at the same time									
4	no		x		x					
5	feeling the words wandering in your brain, tryinh to understand the author's message	x	x	x		x		x		x
6	a way of being in touch with what's going on; it is culture	x	x			x				
7	a way of exercising our language		x	x		x				
8	something that you do to relax, feel happy and content									
9	learning something		x			x	x	x		x
10	I don't know how	x	x			x				
11	reading, knowing how to read, enjoying reading	x		x						
12	increasing our vocabulary and knowledge of the language; being well informed about world events									
13	no			x	x	x				x
14	capacity to understand what is written there									
15	travelling into different worlds									
16	reading develops our language skills		x		x	x			x	
17	an act of learning something, from a book to a piece of paper		x			x				
18	no personal definition	x	x	x		x	x			
19	no			x	x	x	x	x		
20	a way of improving our knowledge about facts									
21	we add something to our knowledge									
22	the act of taking a text and understand what it is written there									
23	one way of learning many things, about life about us	x	x			x				
24	no		x		x	x	x	x		
25	translating words									
26	taking images and translating them in my mind									
27	a verb to read						x		x	
28	no personal definition	x	x	x		x				
29	action when we look at a book, magazine, letter, etc									
30						x				
31	a way of having knowledge about facts and cultural awareness									
32	something we must do; communicate about something									
33	the action when we decode letters and their meanings for a better comprehension		x			x	x			
34			x							
35	no personal definition	x				x				
36	no, I can't.	x				x		x		
37	actions sometimes carried out by people							x		

Number	B2a)	B2b)	B2c)	B2d)	B2e)	B2f)	B2g)	B2h)	B2i)	B3a)	B3b)	In your opinion, why is reading a neglected activity nowadays? Justify.
1	5	3	1	9	7	4	2	6	8	no	yes	nowadays, young people don't like reading
2	1	4	3	7	5	2	6	8	9	no	yes	lack of time, too busy people
3										sometimes	yes	lack of time, too busy people
4	6	7	5	4	3	1	2	8	9			students need to know and understand more
5	4	3	1	8	5	2	7	6	9	maybe	yes	almost nobody likes reading; there's so much entertainment that people don't want to read
6	2	1	5	3	4	6	7	8	9	no	yes	as children, people aren't motivated to read
7	6	2	1	3	7	8	4	5	9	yes	yes	lack of time, more things to study; we prefer to do other things, like sports or dancing
8	3	2	4	8	5	1	7	6	9	yes	yes	nowadays, there are more interesting things to do
9	2	1	3	6	7	8	4	5	9	no	yes	nowadays, people who don't read are considered uncultured
10		2	3	4		1				no	yes	writers aren't like they were in the past - now they're less important
11	3	4	5	7	8	1	2	6	9	yes	yes	
12	3	4	2	6	5	1	8	7	9	no	yes	we prefer speaking in general; people don't appreciate that kind of entertainment
13	4	1	2	6	7	5	8	3	9	no	no	there are other activities such as: watching TV., playing football.
14	1	5	2	8	6	3	7	4	9	no	yes	people spend their spare time watching TV. to know about what is going all over the world.
15	8	6	5	2	7	1	3	4	9		yes	people have no time to sit down and read
16										no	yes	
17	4	9	1	2	6	3	7	8	5	no	yes	lack of time, too busy people, just time to watch TV.
18	2	3	1	5	4	6	7	8	9	no	yes	it's out of date
19	1	2	3	4	5	6	7	8	9	no	yes	because it is, that's why
20	2	5	4	1	8	3	6	7	9	no	yes	now we have television, computers and we like to spend time with our friends
21												
22	7	3	4	5	6	1	8	2	9	no	yes	young people get scared of thick books; we prefer sports newspapers
23	3	2	6	7	5	8	1	4	9	yes	yes	many people think that reading is boring
24	2	3	1	6	8	4	5	7	9	no	yes	we are more advanced, visually-oriented, and TV., radio or computers are more important
25	2	3	4	7	8	1	9	5	6	no	yes	most of the books are boring
26	7	2	1	8	3	4	6	5	9	yes	yes	listening is easier than reading
27	3	1	8	2	5	6	7	4	9		yes	lack of time and I don't like to read
28	4	1	5	2	3	6	7	8	9	yes	yes	most people only read as an obligation
29	2	3	6	4	7	1	5	8	9	no	yes	we don't have the same necessities as people did a few years ago
30	4	3	1	5	8	2	6	7	9	no	yes	
31	2	3	1	7	4	5	6	8	9	yes	yes	TV. is the most frequent entertainment; no more time available
32	1	3	4	2	6	5	8	7	9	no	no	because of the price of the books, and the little time we have to read
33												"ignorance"; most people think that reading is boring
34	1	8	5	4	7	3	6	2	9	no	yes	we have the TV.
35	1	6	3	4	7	2	5	8	9	yes	yes	lack of time, the books are too expensive and the majority of the books are boring
36	2	3	1	4	5	8	7	6	9	no	yes	I don't know
37												

Number	C1a)	C1b)	C1c)	C1d)	C1e)	C1f)	C1g)	C1h)	C1i)	C1j)	C1ja)	C1k)	C1l)	What do you like reading?
1			x		x	x	x					x	x	sports magazines
2			x	x		x		x				x		I like reading because I learn a lot.
3			x	x			x	x	x				x	thrillers, love stories, famous classical novels, newspapers, magazines
4			x			x								magazines, newspapers
5		x	x	x		x	x	x	x			x		novels, comics, texts about our world, news texts, quotations
6			x					x						books, magazines, comics, scientific and technical texts
7			x	x		x	x							adventure books, comics magazines
8			x			x						x	x	texts about TV., films, interesting texts, texts about our world
9		x	x	x		x						x	x	love stories, thrillers, comics
10		x	x			x							x	everything that catches my eye
11			x			x	x						x	comics, magazines
12			x					x	x			x		sports texts, current magazines
13				x		x	x							familiar authors
14	x	x		x			x				x		x	everything from non-fiction to cartoons
15			x								x		x	lyrics, comics, drama texts
16			x				x				x			newspapers, books, magazines
17			x	x			x	x						I don't like reading very much.
18	x		x					x	x		x			interesting books written by contemporaries
19			x	x		x		x			x			comics, magazines, adventure books, scientific texts
20			x	x				x		x	x			about sports, science, technology, books about teenagers and non-fiction
21	x	x	x	x			x	x			x			everything in general
22			x	x				x			x		x	non-canonical fiction
23			x					x			x		x	magazines, textbook, scientific texts
24			x		x			x			x			some books, mainly magazines
25			x			x								magazines, novels
26					x						x		x	computer, science and technology
27			x					x	x		x			accessible books or magazines, interesting books for my self-education
28			x	x				x	x					novels, drama, lyrics, comics
29			x											science fiction, adventure, thrillers
30			x											magazines
31			x				x	x						philosophic books
32	x		x								x		x	texts about science, nature, curiosities
33						x	x	x			x		x	
34	x		x											comics, magazines, Charles Dickens
35			x					x			x		x	magazines, science fiction
36			x			x	x				x			crime stories
37								x						stories about everything

Number	What novels, short stories or drama texts have you read so far?	How often do you read poems?	In case you do, give an example.	D1a)	D1b)	Justify
1	Isabel Alçada, <i>Uma Aventura no Estádio</i>	sometimes	Walt Whitman, "See in My Poems"	no	no	
2	G. Chaucer, <i>The Knight's Tale</i>	sometimes	Walt Whitman, <i>Leaves of Grass</i>	no	no	I read for pleasure and not because I'm obliged to do it.
3	Geoffrey Chaucer, <i>The Knight's Tale</i>	sometimes	Walt Whitman, "See in My Poems"; Duke Redbird, "I am the Redman"			I read book very calmly, unlike a textbook, which I read very quickly.
4		rarely				I like to understand everything.
5	Geoffrey Chaucer, <i>The Canterbury Tales</i> ; Silas Marner	frequently	Walt Whitman, "See in My Poems"	no	yes	I read a book for pleasure (whether it's interesting or not), and I try to understand it.
6	George Elliot, <i>Middlemarch</i>	never		no	no	When I read a different book, it's because I want to read it and not because I have to.
7	Geoffrey Chaucer, <i>The Canterbury Tales</i>	rarely		yes	no	
8	<i>The Canterbury Tales</i>	sometimes	Luís de Camões, António Ferreira	no	no	I read with intent and pleasure.
9	<i>The Canterbury Tales</i>	sometimes		yes	no	
10	Agatha Christie, short stories by Chaucer, George Elliot	sometimes	I don't remember	no	no	When you choose a book to read, you read it with enthusiasm; in class that isn't so easy.
11		rarely		no	no	Either one is boring.
12	Michel Turner, <i>Sexta-Feira ou a Vida Selvagem</i> ; Eça de Queirós, <i>Os Maias</i> ; <i>Naufrágio de Sepúlveda</i> ; Geoffrey Chaucer, <i>The Knight's Tale</i>	rarely	Walt Whitman, "See in My Poems"			I like what is written in the book.
13		frequently	Gil Vicente, <i>Os Lusíadas</i>	yes	no	
14		never			yes	read carefully to understand the story
15	Eça de Queirós, <i>Os Maias</i> ; <i>A Máscara Veneziana</i>	frequently	Jim Morrison; I don't remember the title		yes	I read a text which is studied in school very attentively.
16		rarely		no	yes	not to forget the content
17	I don't remember.	rarely		yes	no	I like reading a book in peace.
18	I don't remember.	never		yes	no	It's quite different from school because at home we are more relaxed.
19	many of them, not in English	rarely				
20	Enid Blyton, <i>Os Cinco</i> ; <i>Uma Aventura</i> ; <i>A Lua de Joana</i> ; <i>Poeta Às Vezes...</i>	rarely		no	no	A textbook or a text which is studied in school doesn't interest me.
21	I don't remember.	quite often	I don't remember.	no	no	There is a lot of noise and many opinions about the book at the same time in school.
22	I don't remember.	sometimes	I don't remember.	no	yes	I like to make the most out of the book.
23	I don't know.	sometimes	I don't remember.	no	yes	A text which is studied in school is read for learning and informative purposes.
24	none	rarely		no	no	I like to feel as if I were part of the book.
25	none	sometimes		no	no	It's bigger.
26	none	rarely		yes	no	They are the same.
27		rarely		no	yes	It's easier to read a book.
28	William Shakespeare, <i>Romeo and Juliet</i> , <i>Hamlet</i>	rarely		no	no	When we read a book, we have to imagine that we are one of the characters.
29	none	never				
30		never		no	no	A book we read because we want a text which is studied in school; it is the teacher who chooses.
31	I've never read any of them.	never		no	no	Because I like it.
32		never		yes	no	Some texts we have in school have some difficult words.
33	no idea about genres	rarely				I practise what I have been studying.
34	I can't tell; at my home, I read them	quite often	Duke Redbird- <i>I Am The Redman</i>	yes	no	When I start reading I can't stop until I get to the end.
35	none	sometimes		no	no	the text which is studied in school because I have to
36	I can't remember	never		yes	no	A book is different and more interesting.
37		rarely		no	no	A book is sometimes boring.

Number	for pleasure	for information	as a spare time activity	for compulsory reasons
1	magazines	newspapers	magazines	newspapers
2	numerous texts	newspapers	magazines	
3	Mary Higgins Clark, <i>Remember Me</i>	Luís de Camões, <i>Os Lusíadas</i>	Virgílio Ferreira, <i>A Aparição</i>	Robin Cook, <i>Mutações</i>
4				
5	comics, novels, <i>Silas Marner</i>	newspapers, <i>The New Caxton Encyclopedia</i>	newspapers	anything: textbooks, articles
6	magazines	newspapers	books	school books
7	<i>Super Jovem, Super Pop</i>	newspapers		cultural books
8	<i>Super Jovem, Super Pop</i>	newspapers		
9				
10	<i>Nova Gente, Caras, Maria, Ana</i>	<i>Diário de Notícias</i>		
11				
12	magazines, comic books	magazines, newspapers	magazines	books
13	<i>A Lua de Joana</i>	<i>Diário de Notícias</i>	banda desenhada	
14	<i>Viagem ao Mundo da Droga</i>	<i>Pais, Filhos e Droga</i>		
15	lyrics	magazines	Herman Hesse, <i>Siojata</i>	
16		newspapers	grammar	
17	magazines	newspapers	magazines	manuals
18	<i>The Diary of Adrian Mole; Nos Bastidores do Reino</i>	scientific or technical texts	<i>Os Maias</i>	<i>Os Maias, Aparição, O Velho e o Mar, Os Lusíadas,...</i>
19	magazines	newspapers	scientific texts	erotic
20	<i>Quo; Ego</i>	<i>Diário de Notícias, A Bola</i>	<i>Quo, Ego, A Bola, Diário de Notícias</i>	"Auto da Índia"
21	adventure	<i>The Times</i>	scientific texts	
22	I have no idea.	everything	I would never read.	I would never read.
23	the magazines	newspapers and magazines	poems	the text book (manuals)
24	magazines ( <i>Forum, Ambiente, etc.</i> )	all sorts of papers and magazines		
25		newspaper	magazines	
26	<i>The Mac, Quo, Executive Digest</i>	<i>Jornal da Madeira</i>	<i>Diário de Notícias</i>	
27	<i>Amor de Perdição</i>	<i>Diário de Notícias</i>		
28	<i>O Crime do Padre Amaro</i>	<i>Os Maias</i>	<i>Ana; Quando a Vida Sorri</i>	
29	<i>Contact, Carl Sagan</i>	<i>Nos Bastidores do Reino</i>	Horácio Bento de Gouveia, <i>A Canga</i>	Eça de Queiroz, <i>Os Maias</i>
30				
31	comic books	the newspaper	books about scouting	Gil Vicente, Auto da Índia
32	comic texts	<i>Diário de Notícias, Forum, Ambiente</i>	<i>Bola; Diário de Notícias</i>	encyclopedias
33	sports magazines ( <i>Record</i> )	the newspaper ( <i>Diário de Notícias</i> )	poems (Florbel Espanca)	the Portuguese manual
34	<i>Muito Interessante</i>	Muito Interessante	magazines	textbooks
35				
36	related to information systems			
37				

Number	D3a)	D3b)	D3c)	D4a)	D4b)	D4c)	How would you describe a reading comprehension activity?	D6a)	D6b)	D6c)	D6d)	D6e)	D6f)	D6g)
1		x	x			x	boring, sometimes useful	x		x	x	x	x	
2	x		x			x	reading a text and afterwards answering questions	x		x	x		x	x
3			x			x	a necessary activity, though it could be more attractive		x	x			x	x
4													x	
5			x		x		reading a text and afterwards answering questions	x		x	x		x	x
6			x		x		an activity that helps to develop knowledge of a foreign language	x					x	
7			x		x		an opportunity to express ourselves; a personal point of view	x				x		x
8			x		x		something useful			x			x	x
9		x				x	having a better comprehension of a text			x	x			x
10			x			x	reading a text once or twice and asking questions to see if everyone understood the meaning	x		x	x		x	
11	x					x	a way of understanding the text	x						
12			x			x	very interesting	x		x	x		x	
13		x			x				x		x		x	
14		x				x	boring; sometimes I don't understand what they are talking about	x		x	x		x	x
15			x			x	an important activity for the comprehension of the texts	x		x			x	
16		x				x			x		x		x	
17		x	x			x	reading to evaluate our capacities	x		x	x		x	x
18			x		x		reading a text and being able to answer a few questions about it	x	x			x	x	x
19			x		x			x	x	x	x	x	x	x
20			x			x	sometimes it is boring; reading should be in groups more often	x		x	x		x	x
21		x	x		x		the student may leave the class knowing a lot more	x	x	x	x	x	x	x
22	x	x	x		x		boring but useful at the same time	x		x	x			x
23			x			x			x				x	x
24			x			x	reading and trying to understand what we have just read	x		x	x		x	x
25			x		x					x	x			
26		x				x	a good exercise that should be done every lesson				x		x	x
27		x				x		x	x				x	x
28			x			x	understanding the context of the text	x		x	x		x	x
29			x		x		sometimes boring	x		x	x			
30			x			x		x						
31			x		x		after we read the text we talk to one another to clarify our doubts	x		x	x		x	x
32		x		x			some words are difficult to understand	x		x				x
33	x		x			x	developing one's interpretative skills	x				x	x	x
34			x			x	understanding the global meaning			x	x	x	x	
35			x			x	we must read a text and interpret it; understand its ideas	x			x		x	
36			x		x		I don't know.						x	
37		x				x								x

Number	D7a	D7b	D7c	D7d	D7e	D7f	D7g	D7h	D7i	D7j	8	Which of these features is more important for you?	Which one is mostly required from you in classroom?
1	2	10	3	4	1	6	5	7	9	8	maybe	the general content	the characters' relationship
2	6	10	5	7	1	4	8	3		2	yes	the general content, themes	the general content, the climax
3	2	4	1	3	7	9	8	6	10	5	yes	the general content	the general content
4	1	5	3	8	2	10	7	4	9	6	no	the characters' relationship	identity themes/ characters
5	6	9	5		1	4	2	3	8		yes	the general content	the climax, identity themes/ characters, the general content
6	3	4	2	1	6	5	7	8	9	10	no	the characters' relationship, the climax	the characters' relationship, the climax
7	3	8	4	1	2		5	6	9		yes	the general content, identity themes/ characters	identity themes/ characters, reading for words
8	3	8	4	1	2		5	6	9		yes	identity themes/characters	identity themes/ characters
9	3	4	1	2	5	6	9	7	10	8	yes	identity themes/characters	identity themes/ characters
10											yes	the climax	identity themes/characters, the characters' relationship, the general content
11	1	9	5	2	8	4	3	6	10	7	yes	the characters' relationship, identity themes/ characters	the character's relationship, identity themes/ characters
12	4	10	2	3	1	5	7	6	9	8	yes	identity themes/characters, the climax	identity themes/characters, the climax
13	6	7	2	1	8	4	3	5	10	9	yes	the general content	
14	1	7	2	5	9	6	3	8	10	4	yes	identity themes/characters; the characters' relationship	reading for words
15	3	10	2	1	4	5	6	8	9	7	yes	the climax; identity themes/characters	the characters' relationship; reading for words
16											yes	the plot line; identity themes/characters; the characters' relationship	reading for words
17											yes	the general content; the climax; identity themes/characters	identity themes/characters; reading for words
18	7	8	1	9	2	6	3	5	4	10	yes	the general content	the climax
19	1	2	3	4	5	6	7	8	9	10	yes	all of them are important	all of them
20	6	7	2	5	1	4	8	9	10	3	yes	the characters' relationship; identity themes/characters; the general content	the general content
21	6	5	1	2	7	10	8	3	4	9	yes	the plot line	reading for words
22	5	7	8	1	2	4	3	6	10	9	yes	the general content	identity themes; reading for words
23	1	10	2	6	5	4	7	8	9	3	yes	identity themes/characters; the general content	reading for words; the plot line
24	1	7	2	6	3	4	5	10	9	8	yes	the general content	the general content; the characters' relationship; identity themes/characters
25	1	7	6	2		3	4	8	5	9	yes	the characters' relationship	reading for words
26	5	6	4	7	1	2	3	8	10	9	yes	the characters' relationship; the climax; the general content; identity themes	the general content
27	1	4	2	10	3	9	6	8	7	5	yes	identity themes/characters	
28	1	5	2	6	7	3	4	9	10	8	not all of them	the characters' relationship	the general content; the characters' relationship; the plot line
29	3	8	2	9	1	4	10	5	7	6	yes	the plot line; the climax	identity themes/characters
30	1		2	3	4	5		8	7	9	no		
31	4	3	5	1	6	7	8	2	9	10	yes	the general content; the plot line	identity themes/characters or reading for words
32	2	5	8	3	6	7	4	9	10	1	yes	reading for words	the general content
33	8	7	4	6	1	2	3	9	10	5	yes	the general content	identity themes/characters
34	1	10	5	7	3	4	2	6	8	9	yes	the general content	Identity themes/characters
35	3	9	2	8	1	4	7	10	6	5	yes	the general content	identity themes/characters; the general content
36	3	10	1	2	4	5	8	7	9	6	yes	the general content	reading for words; the climax
37											yes	identity themes	the characters' relationship

Number	10	When and how useful/useless are they?	E1a)	E1b)	E1c)	E1d)	If so provide an example.	your interpretation?	the critics' opinion?
1	no		title						
2			title	sometimes	sometimes	no		s	s
3	no		title	sometimes	yes	yes	I don't remember	s	r
4			title	no	yes			r	s
5	sometimes	when you don't have time to waste with the text, to help understand the text	title	sometimes	sometimes	yes	Geoffrey Chaucer, <i>The Knight's Tale</i>	s	r
6			title, impression of layout,...	yes	yes	yes		s	s
7	no		title, impression of layout,...	yes	yes	yes		s	n
8	no		title	yes	yes	no		s	n
9	yes	they are useful because they are a summary	title	yes	no	yes	I don't remember	s	s
10	no	they are sometimes useful	title, impression of layout,...	yes	no	no		s	n
11	no		title					s	s
12	no		title	yes	yes	no		s	s
13			title	yes	yes			f	f
14	no		title, impression of layout,...	no	yes	no		s	f
15			cover	yes	yes				s
16	no		title, impression of layout,...	yes	yes			s	f
17	york notes	They are useful because they summarise the whole text.	title, impression of layout,...	yes	yes	no		f	s
18	yes	They are useful because we get to know many authors and novels.	title	yes	yes	no		s	s
19	yes	when I have to study	title, impression of layout,...	no	yes	yes	I don't remember.	f	n
20	yes	They are very useful because they help us a lot.	title, impression of layout,...	no	yes	yes	Poeta (às Vezes); <i>Lua de Joana</i>	f	s
21	no		title, cover, blurb, impression of...	yes	yes	yes	<i>Much Ado About Nothing</i>	s	f
22	no	They take all the fun out of the novel.	title, blurb	yes	yes	yes	I don't remember.	f	n
23	yes	useful to study the lesson and learning more	title	no	no	no	I don't remember.	f	s
24	yes	useful to better understand the text	title	yes	yes	no		f	s
25			title, impression of layout,...	yes	no	no		s	r
26	never	They are very important, but I don't use them.	title	yes	yes	no		f	r
27									
28	yes	better for understanding the text	impression of layout,...	maybe	yes	no		s	s
29	no	I don't know because I haven't read any.	blurb	no	no	no		s	r
30			title	no	yes			s	n
31	no	I've never read any.	cover	yes	sometimes	yes	I can't remember any now.	f	r
32	yes	It's important for understanding some parts; I don't understand very well.	title, impression of layout,...	yes	yes	no		n	s
33			title, I mpression of layout,...	more or less	yes	yes	American Dream		
34	yes	at school, for my culture	blurb	sometimes	no	no		f	f
35			title	yes	sometimes	no		s	n
36	never		title	yes	yes	no		s	s
37	yes		cover, blurb	no	yes	no		s	s

Number	the teacher's opinion?	your fellow students' own interpretations?	Why/Why not?	E2b)	E2c)	E2d)1	E2d)2	E2d)3	E2d)4	E2d)5	E2d)6
1		n	I have my own opinion about what I read.	s	s	n	s	r	s	s	s
2	s	s	When I'm not sure of my own interpretation, I rely on other people's opinions.	f	s	s	s	f	r	f	s
3	s	s	We can learn and improve our knowledge by listening to other people's opinions.	f	s	r	f	f	f	f	s
4	s	s	I like to know other people's opinions.	s	s	r	s	s	r	f	s
5	s	s	Sometimes I need the others' opinions to better understand the text.	f	f	r	f	s	s	f	f
6	s	r		s	n	f	f	f	f	f	r
7	f	s	The teachers' opinion is more important because they teach us what we don't understand.	n	f	f	f	f	f	f	f
8	f	f	I want people to tell me if my interpretation is wrong.	n	s	f	f	f	f	f	f
9	r	s	I don't know if my interpretation is right.	s	f	s	f	s	s	s	f
10	n	s	It is more important to have our own opinion about a book, and not someone else's.	f	s	n	s	r	f	f	f
11	s	s	I think others know more than me.	f	r	s	s	f	r	f	s
12	s	s	There may be things that we don't understand, so we need someone else's help.	s	f	s	s	f	f	s	f
13	s	s	Because I am a critic.	f	f	n	f	f	f	n	f
14	n	f	I like to know people's opinions.	s	f	s	s	s	s	f	f
15	f	f	I think that it is important to interpret.	s	f	s	f	s	f	f	s
16					n	f	n	f		f	f
17	s	s	Because while reading a text, we interpret it in our way.	s	r	s	s	r	s	s	s
18	f	s		s	s	r	f	s	r	s	s
19	n	n	I am self-confident.	f	s	n	s	s	s	s	s
20	s	f	It's important to listen to others' opinions.	f	n	r	f	r	s	s	r
21	r	r	I don't trust them.	f	s	r	s	s	n	n	s
22	s	r	They have different interpretations of the text.	s	n	n	f	s	s	s	n
23	f	r	The teacher's opinion is very important for me; the critics' opinion only sometimes.	s	s	s	f	r	s	s	f
24	r	r		f	s	r	s	r	s	s	r
25	r	s	I have my own interpretation.	f	n	s	s	f	r	f	s
26	r	s	Because in real life I must survive without other people's help	f	f	r	s	s	s	f	f
27											
28	s	r	I think that the teacher's opinion is enough.	f	f	s	n	f	s	f	f
29	r	f		f	n	n	f	f	s	f	n
30	r			s	r	s	s	s	r	f	s
31	n	s	When I read a text, I will like the story my fellow students can help me with their opinions.	f	n	n	f	f	f	f	f
32	s	s		s	f	s	s	f	s	s	f
33											
34	s	s	I believe in my own evaluation.	f	s	n	f	s	r	s	s
35	s	s		f	s	s	s	s	f	r	r
36	s	s		r	s		s	r	s	s	n
37	s	s	They are both important.	s	r	s	r	r	s	s	s

Number	E3a)1	E3a)2	E3a)3	E3a)4	E3b)1	E3b)2	E3b)3	Further Comments:
1	yes	yes	yes	no	yes	yes	x	
2	yes	yes	yes	yes	no	yes	no	
3	yes					yes	x	
4	yes	yes	yes	yes	yes	no	no	
5	yes		yes	yes	yes, it depends on the text I'm reading	yes	no	I think reading is good for our cultural knowledge; we should read more often
6	yes				yes	yes	no	
7	yes	no	yes	yes	no	yes	no	
8	yes	no	yes	yes	no	yes	no	
9	yes		yes	no	yes	yes	no	
10	yes	no	yes	yes	yes	yes	no	
11	yes	no	yes	yes	yes	no	no	
12	yes	no	yes	yes	no	yes	no	
13	yes	yes	yes	yes	yes	yes	yes	
14	yes	yes	no	yes	yes	yes	yes	
15	yes	no	yes	no	yes	yes	no	I found some language difficulties while filling in the questionnaire.
16	yes	yes	no		yes	no	no	
17	yes	no	no	yes	yes	no	yes	
18	yes	yes	no	yes	yes	no	no	
19	yes	yes	yes	yes	yes	yes	yes	
20	yes	yes	no	yes	no	no	yes	
21	yes	yes	yes	yes	yes	yes	no	no, thank you
22	yes	yes	no	no	no	yes	no	nothing to declare
23	yes	no	yes	yes	yes	no	no	reading is very important; people should read more frequently, to learn new things
24	yes	yes	no	yes	no	no	yes	
25	yes	no	yes	no	yes	yes	no	
26	yes	no	no	yes	yes	yes	no	none
27						x		
28	yes	yes	yes	yes	yes	yes	no	
29	yes	yes	yes	no	yes	yes	no	I hope I have helped you with the essay.
30	yes	yes	yes	yes	yes	yes	no	
31	yes	yes	yes	yes	yes	no	no	
32	yes	yes	no	yes	yes	yes	no	Some words of this questionnaire are difficult to understand.
33						x		Actually, I like to read twice to be sure about what I'm saying, and see if it is right.
34	yes	no	yes	yes	no	no	no	I liked this questionnaire because it helped me to know myself as I really am.
35	yes	no	yes	yes	no	yes	no	
36	yes	yes	no	yes	yes	no	no	
37	yes	no	yes	yes	no	no	yes	Most of the questions were hardly answered because this student has many difficulties in English.

• **DATA ANALYSIS: PILOT STUDY**

**INFORMANTS' PROFILE**

School/Institution:

Francisco Franco Secondary School, Funchal, Madeira

Field/Area of Studies:

Science Students (Group 1) 25 Students (11<sup>th</sup> Form) – 1<sup>st</sup> Sample (November 1997)

Humanities Students (Group 4): 12 Students (11<sup>th</sup> Form) – 2<sup>nd</sup> Sample (December 1997)

**TABLE B. I. 1. Informants' Course/Age/Sex**

Course	Age	Sex		Total
		Female	Male	
Science Group	15	2	2	4
	16	8	7	15
	17	1	1	2
	18	1	2	3
	21	1		1
	<b>Total</b>		<b>13</b>	<b>12</b>
Humanities Group	16	6	3	9
	17	2		2
	21	1		1
	<b>Total</b>		<b>9</b>	<b>3</b>

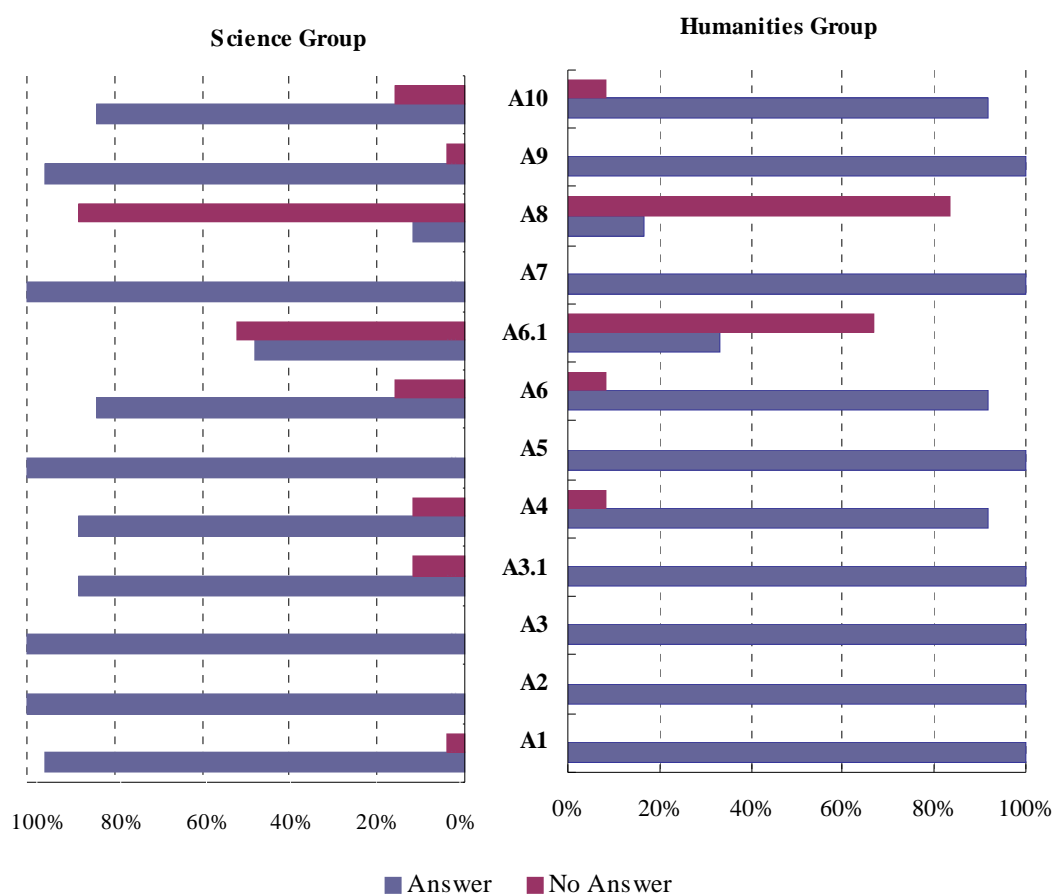
## VALIDITY (PILOT STUDY)

### Answer/No Answer

#### Item and Group of Items by Informants' Group (Science/Humanities Group)

**TABLE B. I. 2. Answer/No Answer per Group of Informants by Group of Items: A (A1. - A10.)  
Reading Habits**

Items	Descriptive Data	Science Group			Humanities Group		
		Answer	No Answer	Total	Answer	No Answer	Total
A1.	Frequency	24	1	25	12	-	12
	Valid Percent	96	4	100	100	-	100
A2.	Frequency	25	-	25	12	-	12
	Valid Percent	100	-	100	100	-	100
A3.	Frequency	25	-	25	12	-	12
	Valid Percent	100	-	100	100	-	100
A3.1.	Frequency	22	3	25	12	-	12
	Valid Percent	88	12	100	100	-	100
A4.	Frequency	22	3	25	11	1	12
	Valid Percent	88	12	100	91.7	8.3	100
A5.	Frequency	25	-	25	12	-	12
	Valid Percent	100	-	100	100	-	100
A6.	Frequency	21	4	25	11	1	12
	Valid Percent	84	16	100	91.7	8.3	100
A6.1.	Frequency	12	13	25	4	8	12
	Valid Percent	48	52	100	33.3	66.7	100
A7.	Frequency	25	-	25	12	-	12
	Valid Percent	100	-	100	100	-	100
A8.	Frequency	3	22	25	2	10	12
	Valid Percent	12	88	100	16.7	83.3	100
A9.	Frequency	24	1	25	12	-	12
	Valid Percent	96	4	100	100	-	100
A10.	Frequency	21	4	25	11	1	12
	Valid Percent	84	16	100	91.7	8.3	100



**FIGURE. I. 1. Percentage of Group of Informants' Answer/No Answer by Items A1. - A10.**

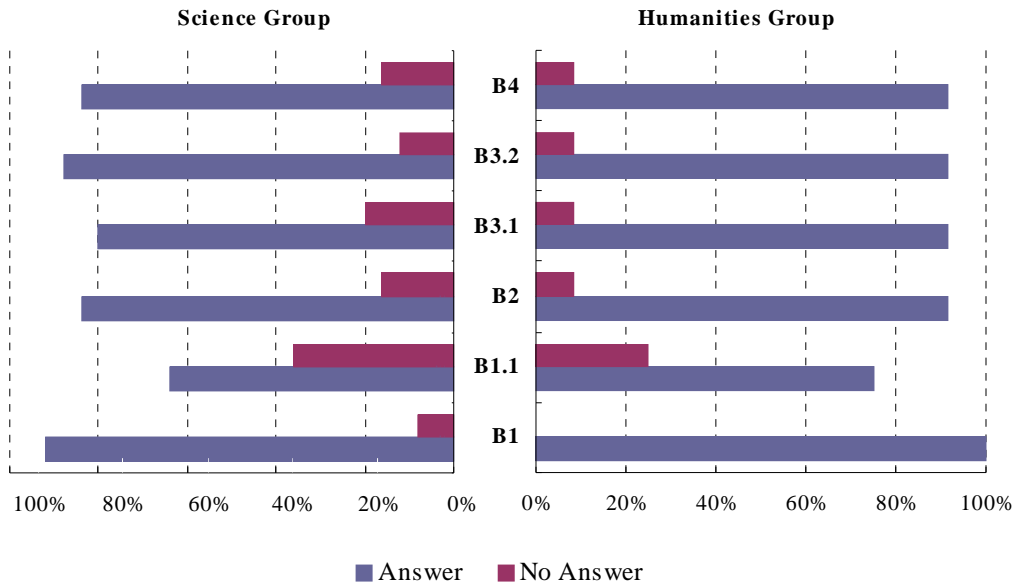
**TABLE B. I. 3. Context-dependent Items in Group A - Answer/No Answer per Group of Informants**

Items	Descriptive Data	Science Group			Humanities Group		
		Answer	No Answer	Total	Answer	No Answer	Total
A7.1.	Frequency	3	-	3	1	1	2
	Valid Percent	100	-	100	50	50	100
A9.1.	Frequency	2	7	9	2	-	2
	Valid Percent	22.2	77.8	100	100	-	100

**OBS.:** A7.1. and A9.1. are context-dependent items (depending on A7 and A9 answers respectively). In these instances the universe is different from the one in all the other items, that is 12 and 25, in a total of 37 cases (sample size) as shown above.

**TABLE B. I. 4. Answer/No Answer per Group of Informants by Group of Items: B (B1. - B4.) Reading Purpose**

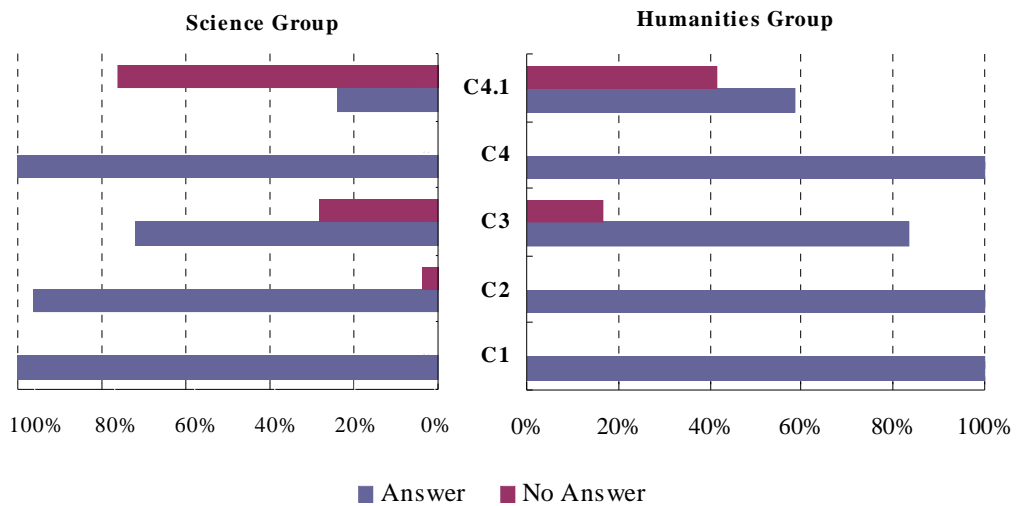
Items	Descriptive Data	Science Group			Humanities Group		
		Answer	No Answer	Total	Answer	No Answer	Total
<b>B1.</b>	Frequency	23	2	25	12	-	12
	Valid Percent	92	8	100	100	-	100
<b>B1.1.</b>	Frequency	16	9	25	9	3	12
	Valid Percent	64	36	100	75	25	100
<b>B2.</b>	Frequency	21	4	25	11	1	12
	Valid Percent	84	16	100	91.7	8.3	100
<b>B3.1.</b>	Frequency	20	5	25	11	1	12
	Valid Percent	80	20	100	91.7	8.3	100
<b>B3.2.</b>	Frequency	22	3	25	11	1	12
	Valid Percent	88	12	100	91.7	8.3	100
<b>B4.</b>	Frequency	21	4	25	11	1	12
	Valid Percent	84	16	100	91.7	8.3	100



**FIGURE. I. 2. Percentage of Group of Informants' Answer/No Answer by Items B1. – B4.**

**TABLE B. I. 5. Answer/No Answer per Group of Informants by Group of Items: C (C1. - C4.1.)  
Reading Purpose**

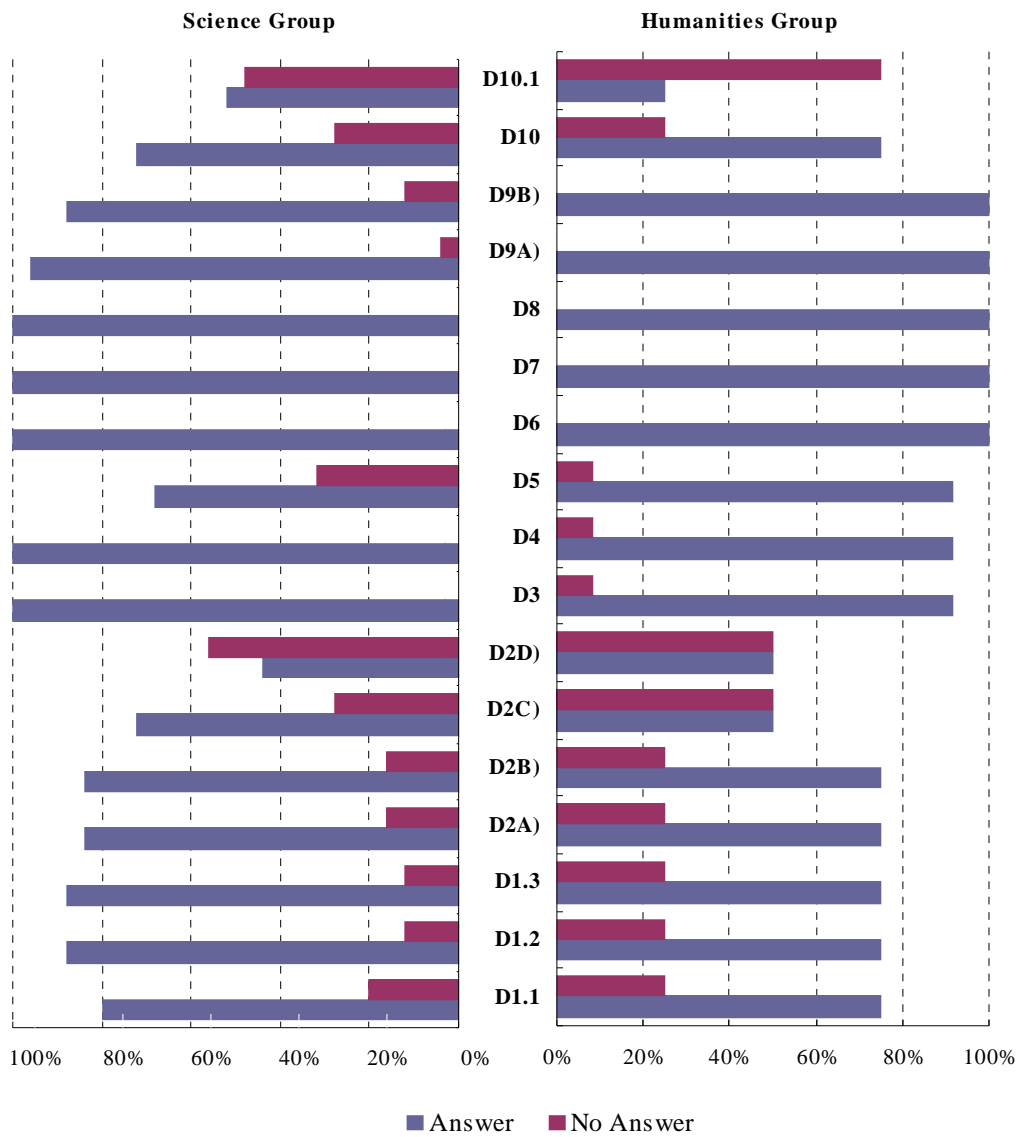
Items	Descriptive Data	Science Group			Humanities Group		
		Answer	No Answer	Total	Answer	No Answer	Total
C1.	Frequency	25	-	25	12	-	12
	Valid Percent	100	-	100	100	-	100
C2.	Frequency	24	1	25	12	-	12
	Valid Percent	96	4	100	100	-	100
C3.	Frequency	18	7	25	10	2	12
	Valid Percent	72	28	100	83.3	16.7	100
C4.	Frequency	25	-	25	12	-	12
	Valid Percent	100	-	100	100	-	100
C4.1.	Frequency	6	19	25	7	5	12
	Valid Percent	24	76	100	58.3	41.7	100



**FIGURE. I. 3. Percentage of Group of Informants' Answer/No Answer by Items C1. – C4.1.**

**TABLE B. I. 6. Answer/No Answer per Group of Informants by Group of Items: D (D1.1. - D10.1.)  
Reading Purpose**

Items	Descriptive Data	Science Group			Humanities Group		
		Answer	No Answer	Total	Answer	No Answer	Total
D1.1.	Frequency	20	5	25	9	3	12
	Valid Percent	80	20	100	75	25	100
D1.2.	Frequency	22	3	25	9	3	12
	Valid Percent	88	12	100	75	25	100
D1.3.	Frequency	22	3	25	9	3	12
	Valid Percent	88	12	100	75	25	100
D2a)	Frequency	21	4	25	9	3	12
	Valid Percent	84	16	100	75	25	100
D2b)	Frequency	21	4	25	9	3	12
	Valid Percent	84	16	100	75	25	100
D2c)	Frequency	18	7	25	6	6	12
	Valid Percent	72	28	100	50	50	100
D2d)	Frequency	11	14	25	6	6	12
	Valid Percent	44	56	100	50	50	100
D3.	Frequency	25	0	25	11	1	12
	Valid Percent	100	0	100	91.7	8.3	100
D4.	Frequency	25	0	25	11	1	12
	Valid Percent	100	0	100	91.7	8.3	100
D5.	Frequency	17	8	25	11	1	12
	Valid Percent	68	32	100	91.7	8.3	100
D6.	Frequency	25	0	25	12	0	12
	Valid Percent	100	0	100	100	0	100
D7.	Frequency	25	0	25	12	0	12
	Valid Percent	100	0	100	100	0	100
D8.	Frequency	25	0	25	12	0	12
	Valid Percent	100	0	100	100	0	100
D9a)	Frequency	24	1	25	12	0	12
	Valid Percent	96	4	100	100	0	100
D9b)	Frequency	22	3	25	12	0	12
	Valid Percent	88	12	100	100	0	100
D10.	Frequency	18	7	25	9	3	12
	Valid Percent	72	28	100	75	25	100
D10.1.	Frequency	13	12	25	3	9	12
	Valid Percent	52	48	100	25	75	100



**FIGURE. I. 4. Percentage of Group of Informants' Answer/No Answer by Items D1.1. – D10.1.**

**TABLE B. I. 7. Answer/No Answer per Group of Informants by Group of Items: E (E1a) - E3b3) Reading Purpose**

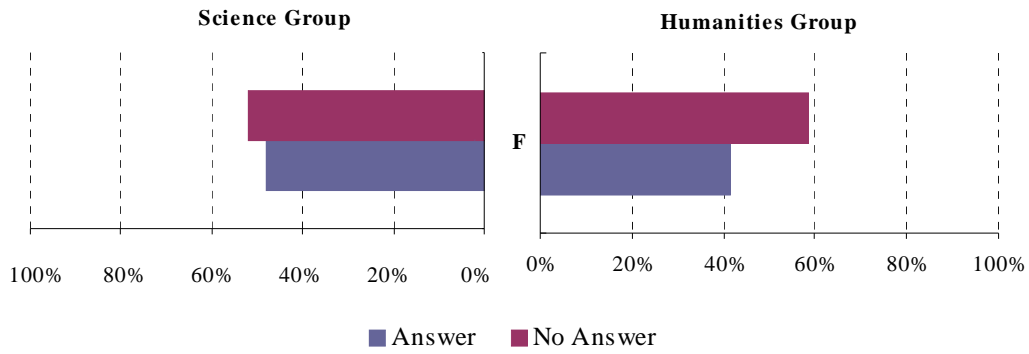
Items	Descriptive Data	Science Group			Humanities Group		
		Answer	No Answer	Total	Answer	No Answer	Total
E1a)	Frequency	14	11	25	12	-	12
	Valid Percent	56	44	100	100	-	100
E1b)	Frequency	24	1	25	10	2	12
	Valid Percent	96	4	100	83.3	16.7	100
E1c)	Frequency	24	1	25	10	2	12
	Valid Percent	96	4	100	83.3	16.7	100
E1d)	Frequency	20	5	25	9	3	12
	Valid Percent	80	20	100	75	25	100
E1d)1	Frequency	7	18	25	3	9	12
	Valid Percent	28	72	100	25	75	100
E2a)1	Frequency	22	3	25	11	1	12
	Valid Percent	88	12	100	91.7	8.3	100
E2a)2	Frequency	23	2	25	11	1	12
	Valid Percent	92	8	100	91.7	8.3	100
E2a)3	Frequency	22	3	25	11	1	12
	Valid Percent	88	12	100	91.7	8.3	100
E2a)4	Frequency	22	3	25	12	-	12
	Valid Percent	88	12	100	100	-	100
E2a)5	Frequency	15	10	25	11	1	12
	Valid Percent	60	40	100	91.7	8.3	100
E2b)	Frequency	22	3	25	12	-	12
	Valid Percent	88	12	100	100	-	100
E2c)	Frequency	23	2	25	12	-	12
	Valid Percent	92	8	100	100	-	100
E2d)1	Frequency	22	3	25	12	-	12
	Valid Percent	88	12	100	100	-	100
E2d)2	Frequency	23	2	25	12	-	12
	Valid Percent	92	8	100	100	-	100
E2d)3	Frequency	23	2	25	12	-	12
	Valid Percent	92	8	100	100	-	100
E2d)4	Frequency	22	3	25	12	-	12
	Valid Percent	88	12	100	100	-	100
E2d)5	Frequency	23	2	25	12	-	12
	Valid Percent	92	8	100	100	-	100
E2d)6	Frequency	23	2	25	12	-	12
	Valid Percent	92	8	100	100	-	100
E3a)1	Frequency	23	2	25	12	-	12
	Valid Percent	92	8	100	100	-	100
E3a)2	Frequency	23	2	25	8	4	12
	Valid Percent	92	8	100	66.7	33.3	100
E3a)3	Frequency	23	2	25	10	2	12
	Valid Percent	92	8	100	83.3	16.7	100
E3a)4	Frequency	22	3	25	10	2	12
	Valid Percent	88	12	100	83.3	16.7	100
E3b)1	Frequency	23	2	25	11	1	12
	Valid Percent	92	8	100	91.7	8.3	100
E3b)2	Frequency	23	2	25	12	-	12
	Valid Percent	92	8	100	100	0.0	100
E3b)3	Frequency	23	2	25	10	2	12
	Valid Percent	92	8	100	83.3	16.7	100



FIGURE. I. 5. Percentage of Group of Informants' Answer/No Answer by Items E1a) - E3b)3

**TABLE B. I. 8. Answer/No Answer per Group of Informants by Further Comments**

Item	Descriptive Data	Science Group			Humanities Group		
		Answer	No Answer	Total	Answer	No Answer	Total
F	Frequency	12	13	25	5	7	12
	Valid Percent	48	52	100	41.7	58.3	100



**FIGURE. I. 6. Percentage of Group of Informants' Answer/No Answer by Item F (Further Comments)**

**TABLE B. I. 9. Questionnaires' Items/Answers Percent – Class/Group of Informants (Science Students; Humanities Students)**

Item	less than 50%	[50%; 75%[	[75%; 85%[	[85%; 95%[	[95%; 100%]
A1.					S; H
A2.					S; H
A3.					S; H
A3.1.				S	H
A4.				S; H	
A5.					S; H
A6.				S; H	
A6.1.	S; H				
A7.					S;H
A8.	S; H				
A9.					S;H
A10.			S	H	
B1.				S	H
B1.1.		S	H		
B2.			S	H	
B3.1.			S	H	
B3.2.				S; H	
B4.			S	S; H	
C1.					S; H
C2.					S; H
C3.			S; H		
C4.					S; H
C4.1.	S	H			
D1.1.			S; H		
D1.2.			H	S	
D1.3.			H	S	
D2A)			S; H		
D2B)			S; H		
D2C)		S; H			
D2D)	S	H			
D3.				H	S
D4.				H	S
D5.		S		H	
D6.					S; H
D7.					S; H
D8.					S; H
D9A)					S; H
D9B)				S	H
D10.		S	H		
D10.1.	H	S			

(Continuation)

<b>Item</b>	<b>less than 50%</b>	<b>[50%; 75%[</b>	<b>[75%; 85%[</b>	<b>[85%; 95%[</b>	<b>[95%; 100%]</b>
E1A)		S			H
E1B)			H		S
E1C)			H		S
E1D)			S; H		
E1D)1	S; H				
E2A)1				S; H	
E2A)2				S; H	
E2A)3				S; H	
E2A)4				S	H
E2A)5		S		H	
E2B)				S	H
E2C)				S	H
E2D)1				S	H
E2D)2				S	H
E2D)3				S	H
E2D)4				S	H
E2D)5				S	H
E2D)6				S	H
E3A)1				S	H
E3A)2		H		S	
E3A)3			H	S	
E3A)4			H	S	
E3B)1				S; H	
E3B)2				S	H
E3B)3			H	S	
F	S; H				

**Note:** [...; ...[ - ... Inclusive; exclusive ...

## II. INFORMANTS' OUTPUT/ITEM (WHOLE UNIVERSE)

Number	Age	Sex	Form/Year	School/Institution	Course/Degree	Years of English	How do you spend your free time ?	Do you read much outside school?
1A 1	17	female	12	EBSS	4	8	reading, watching TV., listening to music, talking with friends.	more or less
1A 2	18	female	12	EBSS	4	8	reading, listening to music, watching TV.	yes
1A 3	17	female	12	EBSS	4	6	listening to music, watching TV., talking with friends.	yes, a bit
1A 4	17	female	12	EBSS	4	8	reading, watching TV., playing guitar, going out with friends.	yes, quite a lot
1A 5	18	female	12	EBSS	4	8	helping out at home, watching TV., reading all types of books, playing guitar.	yes
1A 6	17	female	12	EBSS	4	8	reading, watching TV., listening to music.	more or less
2B 7	17	female	12	EBSPMA	4	8	listening to music, reading, watching TV.	a little
2B 8	17	female	12	EBSPMA	4	8	watching TV.	only the newspaper; sometimes books
2B 9	18	male	12	EBSPMA	4	8	playing on the computer.	sometimes
2B 10	19	female	12	EBSPMA	4	8	going to the cinema, going out with friends, watching TV., reading, listening to music.	not much
2B 11	18	female	12	EBSPMA	4	8	watching TV., reading.	not much
2B 12	18	female	12	EBSPMA	4	8	reading, studying, playing games, watching TV.	a little
2B 13	17	female	12	EBSPMA	4	8	watching TV., listening to music, reading, talking with friends.	yes, when I have time
2B 14	19	female	12	EBSPMA	4	8	watching TV., talking with friends, listening to music, reading, walking.	yes, when I have time
2B 15	18	female	12	EBSPMA	4	6	watching TV., listening to music, writing, reading.	a little
2B 16	18	female	12	EBSPMA	4	6	watching TV., listening to music, going out with friends.	not much
2B 17	17	female	12	EBSPMA	4	6	sleeping.	yes
2B 18	17	female	12	EBSPMA	4	6	watching TV., playing sports, listening to music, reading.	It depends on what I'm reading.
2B 19	17	female	12	EBSPMA	4	6	watching TV., listening to music.	yes
2B 20	20	female	12	EBSPMA	4	6	going to the cinema.	no
2B 21	17	female	12	EBSPMA	4	6	listening to music, going out with friends, studying, watching TV., reading.	so so
2B 22	19	female	12	EBSPMA	4	6	watching TV., listening to music, going out with friends.	no
2B 23	17	female	12	EBSPMA	4	6	going out with friends, reading, watching TV.	more or less
3C 24	21	female	12	EBSG	4	6	going to the beach, watching TV., listening to music.	yes, some books
3C 25	18	female	12	EBSG	4	6	reading, listening to music, playing football, watching TV.	more or less
3C 26	20	female	12	EBSG	4	6	reading, watching TV., writing poetry, talking with friends.	sometimes
3C 27	17	female	12	EBSG	4	6	listening to music, playing football, watching TV., sleeping, etc.	no
4D 28	17	female	12	ESM	4	8	listening to music, watching TV., reading (sometimes).	yes
4D 29	18	female	12	ESM	4	8	listening to music, playing basketball, reading.	yes
4D 30	17	female	12	ESM	4	6	reading novels.	no, just a little
4D 31	18	male	12	ESM	4	8	reading, watching TV., playing football, writing.	yes
4D 32	18	male	12	ESM	4	8	playing games, watching TV., listening to music, etc.	no
4D 33	19	female	12	ESM	4	8	going out with friends; listening to music; watching TV.	yes
4D 34	18	female	12	ESM	4	8	studying; reading; helping my mother; watching TV.	no
4D 35	17	female	12	ESM	4	8	working; reading; studying.	yes
4D 36	19	female	12	ESM	4	8	watching TV.; listening to music; reading.	sometimes
4D 37	18	female	12	ESM	4	8	studying; reading novels; with my boyfriend; watching TV.	yes
4D 38	19	female	12	ESM	4	8	watching TV.; listening to music; playing on the computer; talking with friends; reading magazines.	yes
4D 39	18	female	12	ESM	4	8	watching TV.; reading; listening to music.	yes
4D 40	17	female	12	ESM	4	8	watching TV.; reading newspapers; listening to music; studying (at school); talking with friends; etc.	no
4D 41	19	female	12	ESM	4	8	watching TV.; reading; playing golf; housekeeping.	yes
4D 42	18	male	12	ESM	4	8	with my girlfriend; writing lots of poems; talking with my best friend; working; watching TV.; listening to music.	no, I prefer writing
4D 43	17	female	12	ESM	4	8	watching TV.; reading; talking with friends.	a bit
4D 44	17	female	12	ESM	4	8	watching TV.; listening to music; sleeping; reading.	yes
4D 45	17	male	12	ESM	4	6	listening to music; playing football; watching TV.; etc.	no
4D 46	18	female	12	ESM	4	6	watching TV.; listening to music; talking with friends.	not very much
4D 47	18	female	12	ESM	4	6	listening to music; watching TV.; reading.	more or less
5E 48	21	male	12	EBSGZ	4	8	going out with friends.	not much
5E 49	17	female	12	EBSGZ	4	6	listening to music; reading; going to the disco; going for walks; going to the cinema.	yes
5E 50	17	female	12	EBSGZ	4	8	going out with friends; listening to music; reading; at the school theatre.	yes
5E 51	17	male	12	EBSGZ	4	8	going for walks; at the pub; listening to music; watching TV.	no
5E 52	18	female	12	EBSGZ	4	8	watching TV.; listening to music; going out with friends.	no
5E 53	18	female	12	EBSGZ	4	8	going out with friends; watching TV.; listening to music; at the school theatre.	not much (only when I have nothing to do)
5E 54	18	female	12	EBSGZ	4	8	listening to music; watching TV.; going out with friends; at the school theatre.	a little
5E 55	17	female	12	EBSGZ	4	8	listening to music; going for walks; reading (sometimes).	sometimes
5E 56	18	female	12	EBSGZ	4	8	watching TV.; reading; going to the cinema; at the pub; going to the beach.	not much
5E 57	18	female	12	EBSGZ	4	8	watching TV.; going out with friends; reading; going to the cinema.	a bit
5E 58	17	female	12	EBSGZ	4	6	reading; playing the guitar; watching TV.; going to the cinema; going out with friends.	not as much as I would like to (due to lack of time)

5E 59	17	female	12	EBSGZ	4	8	reading; watching TV.; listening to music; sleeping; helping my mother.	only during the summer holidays
5E 60	18	female	12	EBSGZ	4	8	practicing sports; listening to music; reading (sometimes).	not as much as I would like to (due to lack of time)
5E 61	19	female	12	EBSGZ	4	8	listening to music; watching TV.; going to the disco or cinema.	no
5E 62	18	female	12	EBSGZ	4	8	reading; watching TV.; going for walks; listening to music.	yes
5E 63	17	female	12	EBSGZ	4	8	watching TV.; playing cards; going to the cinema.	no
5E 64	18	female	12	EBSGZ	4	8	writing poetry; walking in the park; going to the beach and the cinema.	no
5E 65	19	male	12	EBSGZ	4	8	watching TV.; going out with friends; playing football.	sometimes
5E 66	18	female	12	EBSGZ	4	8	reading; watching TV.; doing my homework; listening to music; playing with my cat.	no
5E 67	18	female	12	EBSGZ	4	8	reading; watching TV.; listening to music; going for walks.	no (only magazines)
5E 68	19	female	12	EBSGZ	4	6	reading; dancing; listening to music; going for walks; writing.	sometimes
5E 69	19	female	12	EBSGZ	4	6	dancing; listening to music; reading; playing with my dog.	a little
5E 70	18	female	12	EBSGZ	4	6	watching TV.; listening to music; going for walks; talking to friends.	no
5E 71	17	female	12	EBSGZ	4	6	watching TV.; listening to music; going out with my boyfriend or parents.	no
5E 72	19	female	12	EBSGZ	4	6	listening to music; going out with my boyfriend or parents; reading.	sometimes
5E 73	17	male	12	EBSGZ	4	8	going out with my girlfriend; playing sports.	almost never
5E 74	18	male	12	EBSGZ	4	8	watching TV.; listening to music; riding my bicycle; talking to friends.	not much
5E 75	17	female	12	EBSGZ	4	8	playing clarinet or guitar; reading.	no
5E 76	18	female	12	EBSGZ	4	6	watching TV.; reading; playing with my pets.	not much
5E 77	18	female	12	EBSGZ	4	8	watching TV.; listening to music; reading.	sometimes
5E 78	19	female	12	EBSGZ	4	8	watching TV.; listening to music; going out with friends.	sometimes
5E 79	18	female	12	EBSGZ	4	8	watching TV.; going to the beach and to the cinema.	no
5E 80	17	female	12	EBSGZ	4	8	listening to music; reading; going to the cinema.	no
5E 81	20	female	12	EBSGZ	4	6	writing; drawing; listening to music; going out with friends.	no
5E 82	19	female	12	EBSGZ	4	6	reading; watching TV.; going for walks; listening to music; going to the beach.	no (just a little)
5E 83	18	female	12	EBSGZ	4	8	reading; watching TV.; listening to music; cleaning the house; playing games.	not much
6F 84	19	female	12	EDAAS	4	8	listening to music; watching TV.; going to the disco or the beach; reading (when I have time).	yes
6F 85	17	female	12	EDAAS	4	8	watching TV.; reading; studying.	yes
6F 86	17	female	12	EDAAS	4	8	watching TV.; reading; going out with friends; practising sports.	yes
6F 87	17	female	12	EDAAS	4	8	watching TV.; reading; going out with friends; studying; listening to music.	sometimes
6F 88	17	female	12	EDAAS	4	8	watching TV.; practising sports; going out with friends.	yes
6F 89	19	female	12	EDAAS	4	8	going out with friends; watching TV.; listening to music; reading (a bit).	no
6F 90	19	female	12	EDAAS	4	8	listening to music; watching TV.; going out with my friends; going to the cinema; going to the beach.	no
6F 91	19	female	12	EDAAS	4	6	going out with friends; watching TV.; listening to music; reading...	not much
6F 92	17	female	12	EDAAS	4	8	going out with friends; watching TV.; listening to music; flirting.	not much
6F 93	19	female	12	EDAAS	4	8 (15)	with my family; listening to music; reading (when I'm bored).	sometimes
6F 94	18	female	12	EDAAS	4	8	with my family; listening to music; reading; watching TV.; going out with my boyfriend; studying.	yes
6F 95	20	female	12	EDAAS	4	8	I don't have free time because I work.	no
6F 96	21	female	12	EDAAS	4	8	at the coffee-house; at home.	no
6F 97	18	female	12	EDAAS	4	8	going out with friends; watching TV.; listening to music.	sometimes
6G 98	20	female	12	EDAAS	4	6	watching TV.; reading; listening to music.	yes
6G 99	18	female	12	EDAAS	4	6	watching TV.; listening to music.	no
6G 100	18	female	12	EDAAS	4	6	at the coffee-house.	a little
6G 101	20	female	12	EDAAS	4	6	having coffee with friends; going to the disco.	no
6G 102	18	female	12	EDAAS	4	6	having coffee with friends; watching TV.; listening to music; eating.	not really
6G 103	18	male	12	EDAAS	4	6	watching TV.; reading; listening to music.	yes
7H 104	17	male	12	ESFF	4	3	watching TV.; reading; listening to music; etc.	yes
7H 105	17	female	12	ESFF	4	6	watching TV.; reading; listening to music; talking to my friends.	sometimes
7H 106	19	female	12	ESFF	4	6	reading; talking to my friends.	sometimes
7H 107	18	female	12	ESFF	4	6	playing volleyball; studying; watching TV.	no
7H 108	19	female	12	ESFF	4	8	watching TV.; reading; going out with friends or family; going to the cinema.	yes
7H 109	17	female	12	ESFF	4	8	reading; listening to music; dating.	yes
7H 110	18	female	12	ESFF	4	6	watching TV.; reading; going for walks.	yes
7H 111	17	female	12	ESFF	4	6	watching TV.; reading; going for walks; listening to music.	yes
7H 112	18	female	12	ESFF	4	6	watching TV.; reading; listening to music; going to the cinema.	not much
7H 113	18	female	12	ESFF	4	6	at home; going out with my friends.	sometimes
7H 114	19	female	12	ESFF	4	6	at home; watching TV.; sleeping.	not much
7H 115	18	female	12	ESFF	4	6	reading; playing games; going out with friends.	yes
7H 116	18	female	12	ESFF	4	6	watching TV.; reading; listening to music.	yes
7H 117	18	male	12	ESFF	4	6	watching TV.; playing football.	no
7H 118	17	female	12	ESFF	4	6	watching TV.; reading; listening to music; going out with friends.	a little
7H 119	18	female	12	ESFF	4	6	going out with a friend.	not much
7H 120	20	female	12	ESFF	4	6	watching TV.; reading reading magazines; making puzzles.	no

7H 121	18	male	12	ESFF	4	8	watching TV.; listening to music; playing computer; playing my guitar.	no
7H 122	18	female	12	ESFF	4	8	watching TV.; going out with friends; studying; doing my homework.	not much
7H 123	18	female	12	ESFF	4	6	watching TV.; listening to music; reading; going out with my boyfriend.	yes
7H 124	22	male	12	ESFF	4	6	watching TV.; reading; playing football.	sometimes
7H 125	19	female	12	ESFF	4	6	watching TV.; reading; going out with friends.	no
7H 126	18	female	12	ESFF	4	8	watching TV.; reading; going out with friends and family; going to the movies; going to the disco.	not much
7H 127	18	female	12	ESFF	4	8	watching TV.; reading; resting.	no
7H 128	19	female	12	ESFF	4	8	watching TV.; going out with friends; resting.	not much
7H 129	20	male	12	ESFF	4	8	reading magazines, newspapers and books while listening to music.	yes
7H 130	19	female	12	ESFF	4	6	watching TV.; reading; going out with friends; listening to music.	not much
7H 131	17	female	12	ESFF	4	6	reading; listening to music.	yes
8I 132	19	female	12	ESJM	4	6	listening to music; reading; watching TV.	no
8I 133	17	female	12	ESJM	4	6	watching TV.; going out with friends; working; talking with family; going to the cinema.	a little
8I 134	18	female	12	ESJM	4	6	listening to music; going for walks; talking with family and friends.	not much
8I 135	21	female	12	ESJM	4	8	watching TV.	sometimes
8I 136	19	female	12	ESJM	4	6	watching TV.; going out with friends; reading.	yes
8I 137	18	female	12	ESJM	4	6	reading; watching TV.; going for walks; listening to music.	yes
8I 138	18	female	12	ESJM	4	6	reading; watching TV.; listening to music.	yes
8I 139	20	female	12	ESJM	4	6	reading romance novels; watching TV.	not much
8I 140	18	female	12	ESJM	4	6	reading; watching TV.; listening to music; going out with friends.	not much
8I 141	18	female	12	ESJM	4	6	reading; watching TV.; listening to music; going for walks.	yes
8I 142	18	female	12	ESJM	4	6	reading; watching TV.; listening to music.	yes
8I 143	17	female	12	ESJM	4	6	reading; watching TV.; listening to music.	yes
8I 144	19	female	12	ESJM	4	x	reading; watching TV.; doing aerobics; going out with friends.	yes
8I 145	18	female	12	ESJM	4	6	reading; watching TV.; doing things that I like.	yes
8I 146	21	female	12	ESJM	4	6	working; watching TV.; listening to music.	yes
8I 147	19	female	12	ESJM	4	8	listening to music; watching TV.; reading; playing tennis.	no
8I 148	18	male	12	ESJM	4	6	reading; watching TV.; playing with the computer; listening to music.	yes
8I 149	19	male	12	ESJM	4	8	listening to music; playing football.	not much
8I 150	17	female	12	ESJM	4	8	watching TV.; reading; helping my family; listening to music.	yes
8I 151	17	female	12	ESJM	4	8 (NS)	watching TV.; going out with friends; reading British literature.	sometimes
8I 152	17	female	12	ESJM	4	6	reading; watching TV.; writing poetry; playing guitar.	yes
8I 153	18	female	12	ESJM	4	8	watching TV.; going out with friends; reading (sometimes); listening to music.	not much
8I 154	18	female	12	ESJM	4	6	watching TV.; reading; listening to music.	no
8I 155	17	male	12	ESJM	4	8	watching TV.; reading; playing volleyball.	not much
8I 156	19	female	12	ESJM	4	6	watching TV.; going to the cinema; going to the disco; listening to music.	sometimes
8J 157	18	male	12	ESJM	4	8	reading; spending time with friends watching TV.; playing on the computer; navigating on the Internet.	yes
8J 158	21	female	12	ESJM	4	8	watching TV.; listening to music.	sometimes
8J 159	18	female	12	ESJM	4	6	reading.	yes
8J 160	19	male	12	ESJM	4	6	reading; watching TV.	a little
8J 161	17	male	12	ESJM	4	6	listening to music; watching TV.; going out with friends; going to the cinema.	no
8J 162	17	male	12	ESJM	4	8	reading; listening to music; writing.	yes
8J 163	17	female	12	ESJM	4	8	reading; watching TV.; listening to music; going out with friends.	yes
8J 164	18	male	12	ESJM	4	6	playing guitar; drawing; listening to music.	not much
8J 165	17	female	12	ESJM	4	6	watching TV.; listening to music; reading; playing basketball.	yes
8J 166	18	male	12	ESJM	4	8	playing football; going out with my girlfriend.	no
8J 167	19	male	12	ESJM	4	8	listening to music; watching TV.; playing basketball; at the gym.	sometimes
8J 168	20	male	12	ESJM	4	8	playing football; listening to music; watching TV.	sometimes
8J 169	16	female	12	ESJM	4	8	reading; listening to music.	yes
8J 170	18	female	12	ESJM	4	8	watching TV.; playing the piano.	no
8J 171	19	female	12	ESJM	4	6	listening to music; watching TV.; going for walks.	no
8J 172	17	female	12	ESJM	4	8	drawing; listening to music.	only newspapers and magazines
8J 173	35	male	12	ESJM	4	3	with my girlfriend; studying; working out; reading.	not much
8J 174	32	male	12	ESJM	4	6	going to the disco; going to the cinema; playing football and volleyball.	sometimes
8J 175	38	female	12	ESJM	4	6	reading; watching TV.; gardening; going to handball games.	yes, a lot
9K 176	18	female	12	APEL	4	8	reading; going out with friends; watching TV.	yes
9K 177	18	female	12	APEL	4	8	reading; going out with friends; watching TV.; going to the cinema; listening to music.	sometimes
9K 178	17	female	12	APEL	4	8	reading; going out with friends; watching TV.; listening to music.	yes
9K 179	17	female	12	APEL	4	8	going out with friends; watching TV.; listening to music; going for walks.	not as much as I should
9K 180	19	female	12	APEL	4	8	reading; going to the beach; watching TV.; going to the cinema; etc.	yes
9K 181	17	female	12	APEL	4	8	reading; studying; going out with friends; watching TV.	yes
9K 182	19	female	12	APEL	4	6		yes

9K 183	17	female	12	APEL	4	8	reading; watching TV.; going to the cinema; going to pubs; listening to music; going to the disco.	sometimes
9K 184	20	male	12	APEL	4	8	travelling; playing sports (e.g.: water-skiing).	not much
9K 185	17	female	12	APEL	4	8	reading; going out with friends; studying; watching TV.; listening to music; etc.	sometimes
9K 186	18	male	12	APEL	4	8	training; dating; going out with friends.	no
9K 187	18	female	12	APEL	4	6	doing aerobics; studying; going for walks.	not much
9K 188	18	female	12	APEL	4	6	reading; going out with friends; watching TV.; going to the cinema; listening to music.	yes
9K 189	17	female	12	APEL	4	8	going out with friends; watching TV.; listening to music.	a little
9K 190	17	female	12	APEL	4	8	reading; going out with friends; watching TV.; going to the cinema; sleeping; dancing; listening to music.	rarely
9K 191	17	female	12	APEL	4	6	reading; going out with friends; watching TV.	a little
9K 192	18	male	12	APEL	4	8	listening to music; writing music for my band.	yes
9K 193	19	female	12	APEL	4	8	watching TV.; writing letters; listening to music.	no
9K 194	18	female	12	APEL	4	8	talking to friends; listening to music; sleeping.	yes
9K 195	19	female	12	APEL	4	8	studying; listening to music; reading drama.	yes
9K 196	17	female	12	APEL	4	6	reading; going out with friends; watching TV.; going to the cinema; listening to music; writing.	yes
9K 197	16	female	12	APEL	4	8	reading; going out with friends; watching TV.; listening to music.	yes
10L 198	18	female	1	UMA	LLM; I/A	6	listening to music; watching TV.; spending time with friends; reading (sometimes).	no
10L 199	21	female	1	UMA	LLM; I/A	8	reading; nature-watching.	no
10L 200	21	female	1	UMA	LLM; I/A	11	I don't have much free time, but when I do, I read newspapers.	yes
10L 201	18	male	1	UMA	LLM; I/A	9	playing guitar; flirting; going out with my friends.	no, not really
10L 202	19	female	1	UMA	LLM; I/A	8	reading; watching TV.; listening to music; visiting my friends.	more or less
10L 203	19	female	1	UMA	LLM; I/A	19	reading; relaxing; doing embroidery.	whenever I have the chance
10L 204	21	female	1	UMA	LLM; I/A	8	at home; watching TV.; going out (sometimes).	when on holiday
10L 205	26	female	1	UMA	LLM; I/A	8	I don't have much free time, because apart from studying I have a full-time job.	No. Only a magazine per week: <i>Newsweek</i>
10L 206	19	female	1	UMA	LLM; I/A	6	studying; reading.	yes
10L 207	27	female	1	UMA	LLM; I/A	11	reading; watching TV.; listening to music.	yes
10L 208	18	female	1	UMA	LLM; I/A	8	reading; watching TV.; dancing; going for walks; swimming; sleeping; etc.	sometimes
10L 209	18	female	1	UMA	LLM; I/A	8	reading; watching TV.; going for walks; talking to friends; camping; going to the café.	not much
10L 210	23	female	1	UMA	LLM; I/A	8	listening to music; doing cross-stitching.	not much
10L 211	18	female	1	UMA	LLM; I/A	9	reading; watching TV.; studying; going out with my friends.	sometimes, when I have time
10L 212	18	female	1	UMA	LLM; I/A	7	reading; watching TV.; listening to music.	not much
10L 213	19	female	1	UMA	LLM; I/A	9	going out with my friends; watching TV.; going to the cinema; reading.	not much
10L 214	18	female	1	UMA	LLM; I/A	8	listening to music; watching TV.; going to the cinema.	not much: only magazines and newspapers
10L 215	18	female	1	UMA	LLM; I/A	8	listening to music; watching TV.; reading (sometimes).	not much
10L 216	18	female	1	UMA	LLM; I/A	6	reading; going for walks; at home resting.	a little
10L 217	18	female	1	UMA	LLM; I/A	8	with my family and friends; going to the cinema; going for walks; watching TV.; reading.	yes
10L 218	19	female	1	UMA	LLM; I/A	9	walking with my friends or boyfriend; watching TV.; listening to music.	not really
10L 219	18	female	1	UMA	LLM; I/A	9	reading; watching TV.; going to the cinema.	yes, but I'd rather crossstitch than read
10L 220	40	female	1	UMA	LLM; I/A	7	I don't have much free time.	yes
10L 221	39	female	1	UMA	LLM; I/A	7	I don't have much free time because apart from being a student, I am a housewife.	yes
10M 222	23	female	2	UMA	British Studies	8	taking care of my brothers.	no
10M 223	22	female	2	UMA	British Studies	8	watching TV.; going to the cinema.	only when I have the time
10M 224	20	female	2	UMA	British Studies	7	watching TV.; going for walks; listening to music; reading.	a little
10M 225	20	male	2	UMA	British Studies	10	watching TV.; listening to music; reading.	yes
10M 226	21	female	2	UMA	British Studies	9	watching TV.; listening to music; reading.	yes: crime stories
10M 227	35	female	2	UMA	British Studies	5	helping my children with homework.	yes
10M 228	35	female	2	UMA	British Studies	8	watching TV.; going for walks; driving; reading.	yes
10M 229	21	female	2	UMA	British Studies	11	watching TV.	no
10M 230	20	female	2	UMA	British Studies	10	practicing sports; talking with friends; reading.	yes, especially during holidays
10M 231	19	female	2	UMA	British Studies	8	watching TV.; listening to music.	not really
10M 232	20	female	2	UMA	British Studies	9	watching TV.; going for walks; listening to music; reading.	sometimes
10M 233	19	female	2	UMA	British Studies	10	watching TV.; going for walks; listening to music; reading; going to the cinema; swimming.	not much
10M 234	19	female	2	UMA	British Studies	10	going out with friends; watching TV.; listening to music.	
10M 235	19	female	2	UMA	British Studies	10	going out with my boyfriend; going out for coffee; going to the cinema; practicing sports.	sometimes
10M 236	18	female	2	UMA	British Studies	8	watching TV.; listening to music; reading; writing.	no
10M 237	20	female	2	UMA	British Studies	8	watching TV.; listening to music; reading (sometimes).	not really

10M 238	20	male	2	UMA	British Studies	11	practicing sports; sleeping; going for walks; spending time by myself.	no
10M 239	28	female	2	UMA	British Studies	8	reading; watching TV.; listening to music.	yes
10M 240	20	female	2	UMA	British Studies	7	talking with friends; with my family; listening to music.	not much
10M 241	19	female	2	UMA	British Studies	9	listening to music; going out for coffee with friends and family.	sometimes (at the beach)
10M 242	23	male	2	UMA	British Studies	9	watching TV.; working in the countryside; walking in the countryside.	yes (the local newspaper and sometimes literary books)
10N 243	20	female	2	UMA	British Studies	9	listening to music; going for walks; reading.	not as often as I should
10N 244	29	female	2	UMA	British Studies	12	reading; listening to music.	yes
10N 245	42	female	2	UMA	British Studies	x	reading; watching TV.	yes
10N 246	23	female	2	UMA	British Studies	8	reading magazines; listening to music.	no
10N 247	35	female	2	UMA	British Studies	10	talking with family.	no
10N 248	23	female	2	UMA	British Studies	7	reading; riding my bike; walking on the beach; swimming.	yes
10N 249	20	female	2	UMA	British Studies	11	going to the cinema or disco.	no
10N 250	22	female	2	UMA	British Studies	10	going to the cinema or disco; reading; going to the beach; listening to music.	yes
10N 251	20	female	2	UMA	British Studies	10	listening to music; studying; watching TV.; reading.	yes
10N 252	21	female	2	UMA	British Studies	12	going out with friends; reading; listening to music.	yes
10N 253	20	female	2	UMA	British Studies	7	reading; watching TV.; studying.	more or less
10N 254	49	female	2	UMA	British Studies	7	reading; watching TV.; sleeping; going for walks.	yes

Number	A3. Where do you prefer reading?	A3.1. State your reasons.
1A 1	home	Usually I prefer reading in my bedroom because it's quiet and I can concentrate myself.
1A 2	home; on the bus	In home because there is no noise like in the school and in the bus because I liked.
1A 3	home	Because at home I could be in my room alone and not be disturbed, and so enjoying my reading.
1A 4	home	I prefer the home atmosphere, and it's more silent than the other places.
1A 5	home	Because, there the atmosphere is different, it's somewhere that is family to us.
1A 6	home	My bedroom is the only place I can find peace and quiet to read a good book.
2B 7	home	I prefer reading at home because it's quietful.
2B 8	home	Quietly, and I can do it as I wish.
2B 9	home	Because I am more comfortable.
2B 10	home	At my house I can always get a quiet place to sit and read or at night in my warming bed.
2B 11	home	It's more quite and I feel more comfortable.
2B 12	home	Because is more quietly.
2B 13	home	Because it is a quiet place, and I enjoy it.
2B 14	home	Because I like to read in a quiete place.
2B 15	home	Because at home it's more quite.
2B 16	home	It's quite.
2B 17	home	Because at home there is nobody to disturb me.
2B 18	home	Because I feel more comfortable.
2B 19	home	Because is more quite
2B 20	home	because is...
2B 21	home	On my house there is more silence, more peace etc.
2B 22	home	Because it's calmer.
2B 23	home	Because at home I can be alone and be more able to concentrate.
3C 24	anywhere	Because I like to read very much.
3C 25		I prefer reading at home because it is better for me, because I can read aloud.
3C 26	home	Because I like to read in my room at night.
3C 27	home	At home because I put some music and I could read at low that nown listen to me.
4D 28	home	I prefer reading at home, because it is more quite, and don't have much noise.
4D 29	home	Because I find more peaceful, therefore I can concentrate and enjoy the book.
4D 30	home	Because there we have some peace, silence to be possible the concentration, more comfortable.
4D 31	home	Because I'm in my home, in my bedroom, with no noise.
4D 32	home	Because at home there is more quiet.
4D 33	home	Because is were I leave my appointments and it is a place were I feel very good.
4D 34	home; school	I prefer reading at home because there are no niose and I have a better concentration and at school because I'm with my friends and sometimes they help me.
4D 35	home	I could read quiety.
4D 36	home	Because it's more comfortable for me and I feel better when I am at home.
4D 37	home	I prefer reading at home because I like to read alone and with a lot of silence.
4D 38	home	Because at home I could read and nobody talk.
4D 39	home	because it is a quiet place and I can go to my room to stay alone, without any noise.
4D 40	home	I prefer read at home because I can stay alone and I can concentrate my head.
4D 41	home	Because it's more peaceful and I can be at ease.
4D 42	other	Because I need all the silence that listen to learn something for my words in writing and for my mind.
4D 43	home	Because I feel more comfortable and sometimes in schools library there is not much silence and I can't concentrate.
4D 44	home	Because at home I am more relaxed and therefore I can concentrate myself better.
4D 45	home	Because at home I can concentrated more in what am I doing.
4D 46	home	I have more privacy at home and also peace and quiet.
4D 47	home	Because it's peaceful and there is no one to bather me.
5E 48	home	because there I have a plase just to me and I can do what I want.
5E 49	garden	Because it is peaceful , it has a good environment and it is quiet.
5E 50	home	It's an alternative to the radio and TV., plus it gets your imagination working.
5E 51	home	Because at home I feel more comfortable and it is a quite place so I can be more concentrate.
5E 52	home	Because it's calm.
5E 53	home	Because I read wherever I want, how much I want an specially what I want.
5E 54	home	It's a better environment. I can read more comfortable, snacking things or listening to music.
5E 55	home	It's more quiet and I can consetrat my self better.
5E 56	home	Because I enjoy reading in my bedroom. There I can spent many hours doing lots of things, reading is one of them.
5E 57	home	Because I can read whatever I want and at school sometimes the teachers give us some boring books to read.
5E 58	home	Because it is more peaceful and quiet, what provides me more.
5E 59	library	It is more quiet and there is nobody to interrupt me.
5E 60	home	I like to be comfortable when I read and to have a good atmosphere around me.
5E 61	home	Because at home you have silence and it's quiet.
5E 62	home	Because I can read with attention, without nobody near.
5E 63	home	I prefer to read at home because it's quiet, I have more space.
5E 64	home	Because it's quiet and comfortable.
5E 65	home	A prefer to read at home because, I can take my time.
5E 66	home	I prefer home because most of the time, during the afternoons I'm alone, so it's better.
5E 67		I prefer read in the school and at home.
5E 68	home	Because I'm alone, it's quite, without strange noises.
5E 69	home	It's more quiet
5E 70	home	Because if I stay at home I'll concentrate in what I am doing without any noise around.
5E 71	home	It's even more quiet than in the library.
5E 72	home	Because at home is more comfortable, and I also read in the café when there's no noise.
5E 73	home	Because it's a quiet place, and I feel comfortable at home.

5E 74	home	Because it's where I'm more comfortable.
5E 75	home	It is the most quiet place that I know.
5E 76	home; library	Because I'm more concentrated.
5E 77	home	Because at home I can concentrate myself and I feel more comfortable.
5E 78	home	Because its more quite.
5E 79	home	Because is quite and I read like I want.
5E 80	home	Because its calm and quiet.
5E 81	home	Because is quieter, comfortable.
5E 82	home	Because I have absolutely silence (in my room) and I prefer to study alone (sometimes).
5E 83	home	because its more quite, comfortable, we have almost always someone around.
6F 84	home	Because it's quiet and I can do a break when I want and do other things.
6F 85	home	I prefer to read at home since we are in direct contact with the book.
6F 86	home	At home I can listen to music while I'm reading, and at home I can relax.
6F 87	home	At home, I don't have any disturb and there I can give all the attention to what I am reading.
6F 88	home	I like reading alone with no one to disturb me.
6F 89	home	Because when I read, I need silence otherwise I can't concentrate and I can't imagine a better place to find that. than my house.
6F 90	home	Because it's a quiet place where I can concentrate easily.
6F 91	home	Because I feel more comfortable and I could read at night.
6F 92	home	I prefer reading at home since there's no noise and I can read at night.
6F 93	home	At home I can concentrate more, and I like reading alone in my room, with no one to bother me.
6F 94	home/library	In a library I read books that I don't have at home, at home I read how I want, on bed, quietly, with musics.
6F 95	home	Because it's more quite.
6F 96	library	Because in the library it's better because I can't concentrate myself.
6F 97	home	Because it's calm, quiet and it's a place for good concentration.
6G 98	home	because it's more comfortable.
6G 99	home	It's more quiteful and I can more easily concentrate in the reading.
6G 100	other	I don't have so much time to read.
6G 101	library	Because it's better to concentrat and at home I usually don't have time to do it.
6G 102	home	Because it's where I feel more comfortable and because is not a very noise place.
6G 103	library	Because we can find a lot of information and it is a quite place.
7H 104	home	Because is less noisier than school or, sometimes than library.
7H 105	home	Because it's more comfortable and I feel more far, so I understand the story faster.
7H 106	home	I prefer reading at home because I feel more comfortable, and I think better, I understand what I'm reading because I have more time to do it.
7H 107	home	It's calme and better.
7H 108	home	Because at home, I am alone and I am not distracted by anyone, therefore I can concentrate on what I read.
7H 109	home	I prefer reading at home, because there I can read without too much noise, so that concentrated.
7H 110	home	In first place it's a place where I can be alone and in silence, and where I can concentrate better
7H 111	home	Because in my house it is more quite than in the library and I'm more comfortable.
7H 112	home	Because when I read I must be in silence.
7H 113	home	because is more quiet.
7H 114	home	Because I concentrate more on what I'm reading.
7H 115	home	Because its more silence.
7H 116	home/library	Because it is more quiet.
7H 117	school	I prefer reading in school because that way I can exchange information with my friends.
7H 118	home	Because it is more quiet and if I stay bored of reading I can stop to do something else and after it I can start reading again.
7H 119	home	We normally read romance novels, and we do have a variety of material work, dating back to historical times.
7H 120	home	Because it's more silence and nobody disturb me and I can concentrate on.
7H 121	home	Because that's a place that I know, and I fell comfortable, and more relaxed.
7H 122	home	Because there it's "my place", it's where I feel comfortable, and there is more peaceful.
7H 123	home	Because there I can concentrate much better than in the other places.
7H 124	home	I prefer read my books at home because in home find pease.
7H 125	home	Because I can read the time I'm free and any part of the house.
7H 126	home; library	(...) 'cos sometimes I like reading listening to some music. (...) At the library because it's very quite (...) and besides there are really good books at there.
7H 127	home	Because it's queit and comfortable.
7H 128	home	At home it is queit and I'm more relaxed at home.
7H 129	home	It is more comfortable. I can make (many) snack breaks and I like listening to music while I read.
7H 130	home	Because there's no noisy I'm completely relax and nobody disturb me.
7H 131	home	I feel more comfortable.
8I 132	home	Because I can read without anyone around me.
8I 133	library; garden	It is a way to concentrate myself.
8I 134	home	At home I'm feel more concentrat and nobody disturb me.
8I 135		In library when a have to study because is more silenciose... when not a reading in other place...
8I 136	home	I use to read at home, because I have conditions to be attentive.
8I 137	home	Because at home I don't distract so much as at school with my friends.
8I 138	home	because it's a place calme.
8I 139	home	Because it's more comfortable, and quiet.
8I 140	home	Because is more quiet, calm, and silently. And I don't disconcentrate.
8I 141	home	because at home I can read what I want, not what the other's purporse me to read, I at home am more comfortable to do it.
8I 142	home	Because it's more calme, I feel good when I read in my bed.
8I 143	home	Because it's a place calmm, without noise.
8I 144	home	Because it is where I find the perfect space to concentrate myself in what I am doing.
8I 145	anywhere	I think that if a person likes to read, the place where the book, magazine etc is read doesn't have much importance, as long as it is a quiet place.
8I 146	home	The silence is absolute.
8I 147	library	It's silent.
8I 148	library	Because it is more quiet.

8I 149	home	Because there's no noise.
8I 150	home	(...) because I like reading laying in my bed and I'm alone it's quieter.
8I 151	home	I can consult some books at the library and book the books I like and read them more carefully.
8I 152	home	It's quiet, and I'm more comfortable to enjoy the reading.
8I 153	home	Because it's quiet and it's comfortable to.
8I 154	home	Because it's quiet and private.
8I 155	home	Because silence is the most important thing for me to read a book.
8I 156	library	Because it's more quiet.
8J 157	home	I can concentrate better.
8J 158	home	It's easier to concentrate.
8J 159	home	Because is more silence and are more concentrated.
8J 160	home	Because there is no noise
8J 161	home	Because it's more quiet.
8J 162	home	It is quiet and comfortable.
8J 163	home	Because it is the easiest place for me to be concentrated.
8J 164	home	Because I feel more comfortable.
8J 165	home	It's more peaceful.
8J 166	home	Because I have lots of spaces to read in silence.
8J 167	home	Because usually I'm all by my self.
8J 168	home	Because I read in my room quietly.
8J 169	home	Because it's more peaceful.
8J 170	home	there's the place where I have peace and quiet.
8J 171	home	Because at home I fel more comfortable and I have the all time that I need to study.
8J 172	home	I have my own privacy and it's better to concentrate.
8J 173		Sometimes I prefer read in a library, because there I have more suporting material. Sometimes at home, because I have others condition; more comfortable and I can read any space time I want.
8J 174	home	because it's more comfortable and better.
8J 175	home	because I like reading at night, when I go to bed.
9K 176	home	Because it's more comfortable and one can concentrate on the book.
9K 177	home	Because I like to be comfortable in my sofa reading and drinking or eating something.
9K 178	home	Because I can read wherever I want, doing whatever I want at the same time (listen to music or eat).
9K 179	home	I like reading at home because I feel much more comfortable and I can listen to some music at the same time.
9K 180	home	In house I'm more quietly, it's a place that I'm feel well, so it's the ideal place to read a good book.
9K 181		
9K 182		
9K 183	home	It is the kind of ambient I like to read.
9K 184	home	because at home I can read what I like, what gives me plesuer.
9K 185	home	Because I like to read in a place where I can be alone, with silence.
9K 186	none	I don't like reading.
9K 187	home	because I prefer reading in bed, before sleeping, in this way, I relax, and at home I only read what I'm interested in.
9K 188	home	Because I can read the book more carefully and listen to music at the same time.
9K 189	home	I feel more comfortable
9K 190	beach	I usually go to the beach alone, and I think a book is a very good company, sometimes!!
9K 191	home	It's more quiet.
9K 192	home	Because at home i can find peace and quiet.
9K 193	home	Because it's more quiet and I can stop whenever I want to.
9K 194	home	because is more quiet and more comfortable.
9K 195	home	Because I've got more time than at school. And I prefer to find my own conclusions and reflexions.
9K 196	everywhere	Because I love to read and I don't care where I am. When I'm reading I "transport" myself to "another" place, so it doesn't matter if I'm reading on the street or at home.
9K 197	home	I feel more comfortable.
10L 198	home	It is where I can concentrate, because it is more quiet and where I felt more comfortable.
10L 199	home/library	I prefer reading my books at home but I like studying at the library too because it is calm.
10L 200	home	Because I have a perfect place to do it without no noise.
10L 201	home	Because at home I have more privacy.
10L 202	home	I prefer reading at home because I have more privacy, so I can concentrate harder.
10L 203	home	When I read, I like to lie down in order to relax and the only place I may do that is at home.
10L 204	home	Because I prefer reading in peaceful places.
10L 205	home	Because at home I feel very comfortable.
10L 206	home	Because at home I feel very comfortable.
10L 207	home/library	I like to read at home and in the library because there is silence and concentration.
10L 208	home	Because at home it is more quiet and is where I feel better.
10L 209	home	It is where I feel good; it is quiet and no-one disturbs me.
10L 210	home	Because I can do it at my bedroom quietly while I listen to a calm music.
10L 211	home	At school it is too noisy, on the other hand at home it is better to concentrate and better understand the story.
10L 212	home	I prefer reading at home because I think that at home we can have a better concentration in our reading.
10L 213	home	I feel more relaxed, and to tell the truth there aren't any friends to distracted us from the reading.
10L 214	home	I prefer to read at home because I can read alone and no one disturbs me.
10L 215	home	Because I like to be alone when I read.
10L 216	home	I prefer reading at home, because it is more quiet and I have my own free space, my room.
10L 217	home	Because it is very quiet.
10L 218	home	because it is more relaxing, we can enjoy the book in a comfortable way and if it is boring we can put him apart and after a while pick him again.
10L 219	home	We can be in a more relaxing way and it makes us enjoy much more are reading.
10L 220	home	Because I can have and find a free time for that.
10L 221	home	For reading and understanding one must have the proper place to do it.
10M 222	home	I prefer reading at home due to the fact that there I find more privacy.
10M 223	home	I rather read at home because I can eat or do something else while I'm reading.

10M 224	home	It is a quiet place and it is where I can concentrate myself on the reading.
10M 225	home	At home I can concentrate more.
10M 226	home	Because I can be more at ease, more relaxed and due to the fact that I can make pauses whenever I want.
10M 227	home	I need quietness and calmness. I prefer reading at night.
10M 228	home	I study better in familiar surroundings.
10M 229	home	It is easier for me to concentrate.
10M 230	home	Because I like to feel comfortable while I am reading. During the summer vacations I also read in the beach or in parks.
10M 231	library	It's the only place I can really concentrate.
10M 232	home	At home we have the silence you need and it's a familiar place where we can be relaxed.
10M 233	home	Because it's quiet: and where I can concentrate better.
10M 234	garden	It is fresh, calm, sometimes colourfull. It makes me pay attention and imagin what I am reading as if it was real.
10M 235	home	Usually it's a quiet place in which one can enjoy oneself without interference from other people.
10M 236	home	I prefer my parent's house because it is quieter and I am never disturbed.
10M 237	home	I prefer to read at home because I can always have music playing which gives the reading another level.
10M 238	library	Because when I see other people reading or studying I do the same thing.
10M 239	home	because it is more peacefull.
10M 240	home	Because I am more relaxed and I enjoy reading before I go to sleep.
10M 241		I prefer to read at a beach, coffee or even at home because in these places I can listen to other people talking otherwise I would not like to read, because the silence makes me nervous.
10M 242	home	It's good to read covered by the shade of a tree instead of reading indoors.
10N 243	home	It is quieter.
10N 244	home	I prefer reading at home because I can feel more comfortable.
10N 245	home	There is no one to interrupt me.
10N 246	home	It is quieter, and comfortable.
10N 247	home	Because there I am in my environment and so I am relaxe
10N 248	home	I prefer reading at home, because it is a place, where I am not disturbed by nobody.
10N 249	home	At school is so noisy and at the library it is too quiet, so I would rather read at house.
10N 250	home	I prefer reading at home, because it is the place where I can concentrate and study better.
10N 251	home	I prefer reading at home because I am alone and so I can have a better concentration.
10N 252	home; beach	I like reading at home because no one bothers me and at the beach because it is pleasant and it helps the time pass by.
10N 253	home; library	Because I can concentrate better.
10N 254	home	I have more privacy.

Number	What kind of texts do you read in school /university?	A5.1.	A5.2.	A5.3.	A5.4.	A5.5.	A5.6.	A5.7.	A5.8.	A5.9.	A5.10.	A5.11.	A5.12.	A5.13.	A5.14.
1A 1	texts related to each subject		x	x	x							x			
1A 2	texts about everything						x				x		x	x	
1A 3	poems; informative texts		x			x						x			x
1A 4	poems; drama texts; different kinds of texts for each subject		x			x						x			
1A 5	poems by different poets; modern and classical literature			x		x	x					x	x		x
1A 6	texts related to each subject; poetry or any other kinds of texts		x	x											
2B 7	all kinds of texts		x									x			
2B 8	literary texts		x			x					x	x		x	
2B 9	literary texts		x	x		x						x			
2B 10	texts related to each subject; texts rich in vocabulary; cultural texts		x			x	x			x		x			
2B 11	literary texts	x					x								
2B 12	texts from textbooks				x					x	x				
2B 13	lyrics; historical texts		x									x			
2B 14	lyrics; historical texts			x	x	x	x		x			x			x
2B 15	almost every kind												x		
2B 16	literary texts				x										
2B 17	historical texts, for example the World War and the 60's														
2B 18	books advised by the teachers to read		x	x		x	x					x	x		
2B 19	informative texts; texts given by the teachers		x	x		x	x								
2B 20						x						x			
2B 21	books advised by the teachers to read, for example <i>Os Maias</i> , <i>A Sibila</i> , <i>Hamlet</i> , etc.			x	x		x					x	x		
2B 22	the texts that I need to study			x	x		x								
2B 23	almost everything, if it's interesting														
3C 24	informative texts; plays		x	x	x		x		x						x
3C 25	informative texts; bibliographies; Shakespeare's plays				x		x								
3C 26	textbooks		x		x										
3C 27	informative texts; poetry; plays; narrative texts	x			x					x					x
4D 28	texts from the textbook which deal with the subject being learnt in class					x									
4D 29	plays; poetry; narrative and argumentative texts; texts related to the subject		x				x		x						x
4D 30	tragedies		x	x								x			
4D 31	poetry			x		x	x		x		x				x
4D 32	poetry		x	x			x				x	x			
4D 33	texts on English history (e.g.: <i>Hamlet</i> ; the Tudors; Margaret Thatcher; the atomic bomb; etc.)		x		x		x					x			
4D 34	narratives; dialogues		x				x								
4D 35	historical texts				x		x								
4D 36	all kinds, from informative to literary texts		x			x				x					
4D 37	historical texts; texts on literature, philosophy, English history; texts in Latin		x			x		x					x		
4D 38	texts on English history; texts in Latin (e.g.: Virgilio; Cicero)				x		x						x		
4D 39	informative texts linked to themes discussed in class		x	x		x						x	x		
4D 40	plays; texts from novels; (mandatory school texts)					x						x		x	
4D 41	action, suspense, and romance novels						x					x	x		
4D 42	informative texts linked to themes discussed in class											x			
4D 43	informative texts		x	x		x	x			x					
4D 44								x			x				
4D 45	literature										x			x	
4D 46	literature					x							x		
4D 47	literature					x	x						x		
5E 48		x			x	x			x					x	
5E 49	informative texts; stories and many others		x	x		x	x			x					
5E 50	novels; plays; informative texts		x	x		x									
5E 51	textbooks		x	x	x	x				x					x
5E 52	novels; informative texts		x				x								
5E 53	texts from the manual; literary texts		x						x				x		
5E 54	boring texts					x				x					
5E 55	informative texts; literary texts, depending on the subject				x	x				x		x	x		
5E 56	historical texts; texts about current events; etc.					x			x			x			x
5E 57	poetry; historical texts; etc.		x	x		x			x						x
5E 58	historical texts; novels, such as <i>A Sibila</i> and <i>Os Maias</i>		x	x			x		x			x			

5E 59	informative texts; magazines		x				x			x		x							
5E 60	poetry; dramatical texts; novels		x				x												x
5E 61	narrative texts						x					x							x
5E 62	literary texts; philosophical and historical texts		x		x					x		x							
5E 63	informative texts		x		x		x					x							
5E 64	informative texts						x				x		x						
5E 65	literary texts		x			x	x			x		x		x					
5E 66	philosophical texts						x	x											x
5E 67	poems; biographical texts				x					x									x
5E 68	narrative texts	x					x	x			x		x						x
5E 69	texts from novels						x					x							x
5E 70	narrative texts		x		x		x	x											x
5E 71	narrative texts		x				x						x						
5E 72	historical texts						x	x						x					x
5E 73	texts from textbooks		x			x					x	x							x
5E 74	texts from textbooks		x		x	x	x				x								x
5E 75	biographical texts; texts from textbooks				x														x
5E 76	literary texts; commentaries; poems		x			x								x					x
5E 77	literary and descriptive texts		x		x	x	x												x
5E 78	literary and descriptive texts		x		x		x												x
5E 79	literary texts		x		x		x	x						x					
5E 80	literary texts													x					
5E 81	informative texts		x	x			x	x											x
5E 82	informative texts; culture-based texts																		x
5E 83	narrative texts; plays		x		x	x	x			x									
6F 84	narrative texts; poetry	x	x		x		x												x
6F 85	novels; epics									x	x								x
6F 86	narrative texts					x		x											x
6F 87	historical texts; texts from the textbook		x					x											x
6F 88	narrative texts; all kinds of texts				x		x												x
6F 89	narrative texts; poetry		x	x	x	x				x									
6F 90	narrative texts; poetry		x	x	x	x													x
6F 91	literary texts									x	x			x					x
6F 92	texts taken from English literature									x	x			x					x
6F 93	narrative texts; culture-based texts		x	x	x	x				x	x			x					x
6F 94	narrative texts; culture-based texts		x	x	x	x				x	x			x					x
6F 95	all kinds of texts													x					x
6F 96	historical texts; informative texts		x				x	x											x
6F 97	poems; narrative texts; song lyrics; comics				x			x											x
6G 98	textbooks; literary books; books that are in the syllabus		x	x	x														x
6G 99	historical texts; informative texts							x	x										x
6G 100	all kinds of different texts																		x
6G 101	plays; documents; novels		x			x													x
6G 102	plays; documents; novels				x			x											x
6G 103	the textbook; books that are in the syllabus		x			x	x												x
7H 104	magazines; texts read in class																		x
7H 105	texts from the textbooks				x														x
7H 106	texts from the textbooks		x			x	x												x
7H 107	literary texts						x												x
7H 108					x			x											
7H 109	informative texts							x											
7H 110	informative texts		x	x				x											
7H 111	historical texts; poetry; texts in Portuguese and English		x			x													x
7H 112	historical texts; texts in Portuguese, French and English						x												x
7H 113	informative texts	x			x														x
7H 114	texts mentioned in the syllabus		x			x	x	x											x
7H 115	historical texts; literary texts; culture-based texts																		x
7H 116	culture-based texts		x	x				x											
7H 117	texts discussed in class		x	x				x											x
7H 118	informative texts; culture-based texts		x					x											x
7H 119	romance novels; historical texts																		x
7H 120	historical texts				x			x											x
7H 121	Portuguese novels (Fernando Pessoa; Virgílio Castelo)		x																x
7H 122	all kinds of texts		x			x	x												x
7H 123	historical texts in English and Portuguese		x																x
7H 124	all kinds of texts		x	x				x											
7H 125	textbooks	x																	
7H 126	texts provided by the teacher; others from personal research																		x
7H 127	many kinds (informative; poetry; etc.)				x	x	x	x											x
7H 128	books; texts provided by teachers		x	x	x	x	x	x											x
7H 129	newspaper and magazine articles; literature for extensive reading				x														x
7H 130	historical texts																		x

7H 131				x				x												
8I 132	all kinds of texts			x																
8I 133	historical Portuguese literature		x	x	x							x								x
8I 134	literary texts		x		x	x	x						x							x
8I 135	historical texts; descriptive texts							x				x			x					x
8I 136	informative texts			x					x											x
8I 137	all kinds of texts							x						x						x
8I 138	all kinds of texts					x			x											
8I 139	literary texts									x									x	
8I 140	literary texts	x	x	x	x	x				x										x
8I 141	literary texts; poetry; romance novels			x	x			x			x			x						x
8I 142	literary texts														x				x	
8I 143	all kinds of texts					x				x				x	x				x	
8I 144	informative texts; texts for "extra reading"	x	x			x							x	x			x			
8I 145	all kinds of texts	x							x						x					
8I 146	literary texts					x	x	x							x					x
8I 147	literary texts		x						x	x									x	
8I 148	literary texts		x						x				x						x	
8I 149	texts which are mandatory for school	x																		
8I 150	literary texts		x						x										x	
8I 151	narrative texts; romance novels; literary texts		x	x			x	x							x	x				
8I 152	literary texts; plays; etc.		x			x					x								x	
8I 153	narrative texts; literary texts							x			x								x	
8I 154	literary texts; informative texts		x					x					x			x				x
8I 155	romance novels; comics; literary texts; etc.		x	x	x				x										x	
8I 156	literary texts		x						x							x				
8J 157	historical texts; poems		x	x			x								x					
8J 158	texts used for reading comprehension		x							x									x	
8J 159	texts based on current-affairs; texts dealing with teenagers' problems						x				x								x	
8J 160	literary texts						x													
8J 161	historical texts; novels; poems																		x	
8J 162	historical texts; psychology texts; texts in German and Portuguese		x	x				x												x
8J 163	literary texts; newspapers; magazines		x																x	
8J 164	informative texts; literary texts in Portuguese and other languages		x							x					x	x				x
8J 165	historical texts; novels; poems		x				x							x						
8J 166	all kinds of texts	x	x				x							x						x
8J 167	literary texts		x				x												x	
8J 168	literary texts		x				x												x	
8J 169	informative texts; lyrics; canonical fiction																		x	
8J 170	poems; literary texts; textbooks		x																x	
8J 171	historical texts; novels; poems		x																x	
8J 172	texts used for reading comprehension; poetry		x																x	
8J 173	poetry; narrative; drama	x	x																x	
8J 174	texts in English, German and Portuguese		x																x	
8J 175	narrative texts; textbooks		x																x	
9K 176	texts related to the subject studied; historical texts		x	x															x	
9K 177	informative texts; books		x																x	
9K 178	informative texts; books; historical texts		x	x															x	
9K 179	literary texts; informative texts		x	x															x	
9K 180	historical texts; geographical texts; texts related to the "family"		x																x	
9K 181	texts related to the subject studied	x	x																x	
9K 182		x	x																x	
9K 183																			x	
9K 184	"boring texts" (e.g.: O Judeu; Aparição)		x																	
9K 185	informative texts																			
9K 186	comics																			
9K 187	textbooks; plays		x																	
9K 188	informative texts about literary novels																			
9K 189	informative texts; textbooks																			
9K 190	historical texts (e.g.: British and American history)		x	x																
9K 191	informative texts		x																	
9K 192	historical texts		x	x																
9K 193	plays; texts from the textbook		x																	
9K 194	historical texts																			
9K 195	"all kinds of texts" (e.g.: historical; literary; informative; texts with varied themes)																			
9K 196	literary texts; informative texts; texts which are useful to my studies																			
9K 197	classical novels; essays; biographies		x	x																
10L 198	novels; history books; Greek plays		x																	
10L 199	novels; short-stories		x																	
10L 200	informative texts		x	x																
10L 201	boring texts		x	x																

10L 202	novels; short-stories; plays		x		x								x		
10L 203	novels; short-stories; poetry		x		x					x					
10L 204	texts required by the teachers		x	x	x										
10L 205	those that are necessary: books; short-stories		x	x		x						x			x
10L 206	those that are necessary: books; short-stories		x	x		x						x			x
10L 207	historical texts; literary texts; grammatical texts		x	x		x						x			x
10L 208	books; short-stories; newspaper and magazine articles		x		x	x	x		x			x			x
10L 209	books; short-stories; newspaper and magazine articles; dictionaries		x		x	x	x		x			x			x
10L 210	texts required by the teachers		x	x	x				x	x		x	x		
10L 211	short-stories; books			x			x			x					
10L 212	short-stories; books			x		x		x					x		
10L 213	short-stories; textbooks		x				x				x				
10L 214	novels; short-stories; etc.		x			x									
10L 215	all types of texts		x												
10L 216	novels; short-stories		x	x			x								
10L 217	novels; short-stories		x	x	x					x		x	x		
10L 218	poetry; epics; novels		x				x			x					x
10L 219	poetry; epics; novels; newspapers; plays	x	x	x	x		x					x	x		
10L 220	informative texts		x	x											
10L 221	informative texts; guides about literature; etc.		x	x			x								x
10M 222	compulsory texts in school		x							x		x			
10M 223	criticisms; literary novels					x	x		x	x		x			
10M 224	compulsory texts; literary texts		x	x									x		
10M 225	literary texts		x				x	x					x		
10M 226	compulsory texts; literary texts			x					x	x		x			
10M 227	scientific texts; novels; essays; etc.	x			x				x	x		x			x
10M 228	literary texts; scientific texts		x	x		x						x			
10M 229	literary texts; scientific texts		x			x		x					x		x
10M 230	classical English novels; texts suggested by teachers		x			x							x		
10M 231	literary texts		x			x				x		x	x		
10M 232	novels; poems; informative texts		x									x			
10M 233	poems; articles; literary texts; essays; etc.		x			x	x								
10M 234	poems; articles; literary texts; reports		x				x		x			x	x		x
10M 235	poems; articles; literary texts			x		x			x				x		
10M 236				x						x		x			
10M 237	compulsory texts		x		x		x		x			x		x	
10M 238	historical texts (related to English and German history)		x			x		x		x		x			
10M 239	novels; dramas; historical texts	x	x				x						x		
10M 240	texts from textbooks; novels; scientific texts; magazine and newspaper articles; informative texts		x		x				x				x		x
10M 241	magazines and newspapers in other languages; novels; texts from textbooks (especially texts dealing with history)		x			x	x		x				x		x
10M 242	classical literary novels			x		x				x		x			
10N 243	“difficult” texts	x		x											
10N 244	novels; short-stories	x	x	x	x							x			
10N 245	novels; short-stories; scientific articles				x		x	x				x			x
10N 246	novels; short-stories; scientific articles; informative texts; literary texts		x		x		x								x
10N 247	literary texts		x	x		x	x				x				
10N 248	short-stories; articles; novels		x	x		x		x			x		x		
10N 249	short-stories; articles; novels		x	x			x								
10N 250	informative texts; short-stories; excerpts from books			x		x	x			x			x		
10N 251	short-stories; informative texts		x				x			x		x			
10N 252	fiction; non-fiction		x				x					x			
10N 253	novels; short-stories	x				x		x	x		x		x		
10N 254	novels; short-stories; essays		x	x	x	x	x		x	x		x	x		x

Number	What texts/excerpts do you prefer reading in manuals?	Give reasons.	How often do you read in English?	In case your answer is either never or rarely, state your reasons.
1A 1	texts about contemporary themes		sometimes	
1A 2	documents; notes in the margins of the manuals	helps us to understand better the subject	frequently	
1A 3	historical texts		sometimes	
1A 4	texts about contemporary problems in other countries	because it's actual	frequently	
1A 5	historical texts	because I like very much of history and is a subject very interesting	sometimes	
1A 6	informative texts on other countries and cultures		sometimes	
2B 7			frequently	
2B 8	culture-related texts		sometimes	
2B 9	funny texts	Because I like it.	everyday	
2B 10	no preference	(...) as long as it interesting in the way that makes us want to know more.	sometimes	
2B 11	love stories		frequently	
2B 12	informative texts		sometimes	
2B 13			frequently	
2B 14			frequently	
2B 15	stories about everyday life		frequently	
2B 16	texts in manuals which give general knowledge of things		rarely	I just read texts in manual and books that I study in classroom.
2B 17	historical texts	Because have true facts.	sometimes	
2B 18	texts about current themes		frequently	
2B 19	historical texts		frequently	
2B 20	informative texts		rarely	I don't like English.
2B 21	love stories		rarely	I don't have time.
2B 22	historical texts		rarely	
2B 23	historical texts	Because I like very much History.	frequently	
3C 24	informative texts	(...) because give me informations about what happens in the world.	sometimes	
3C 25	all types of texts		sometimes	
3C 26	all types of texts		sometimes	
3C 27	dramatic texts	(...) because they give me inspiration to write (more or less).	sometimes	
4D 28	texts about current events (e.g.: the IRA)		sometimes	
4D 29	biographies	(...) because I find it fascinating learning about somebody's life.	everyday	
4D 30	texts about current events (e.g.: historical texts)		sometimes	
4D 31	poetry; background information		sometimes	
4D 32	texts about current events (e.g.: TV., radio, etc.)		rarely	Because I dont like to read book even in English.
4D 33	narrative texts	(...) because it's very important for me according to the theme that I am reading.	frequently	
4D 34	dialogues; informative texts		sometimes	
4D 35	culture-related texts	(...) because it's interesting.	sometimes	
4D 36	texts related to current events		sometimes	
4D 37	informative texts	(...) because I get more and more informed.	sometimes	
4D 38	biographical texts		frequently	
4D 39	anything interesting		rarely	I rarely read in English because I prefer portuguese. It is easiest to understand the story.
4D 40	informative texts		rarely	Sometimes it's very difficult to understand some words, and I spend too much time in that kind of reading.
4D 41	informative and narrative texts	(...) because by doing that I can acquire more vocabulary and more knoleges.	frequently	
4D 42	historical texts	(...) because we learn that it is the same for all of us and because it is a curious thing to read.		
4D 43	historical texts	(...) because it good to know histories from the passed and helps us to be more informed on English culture.	sometimes	
4D 44	dialogues	Because it's not so boring.	sometimes	
4D 45			sometimes	
4D 46	opinion issues	(...) because it is important to know what other people think	frequently	
4D 47	interviews	(...) because it's a way of knoing other people's opinions and thoughts of the subjects wich are being studied.	frequently	
5E 48			sometimes	
5E 49	stories based on fact		frequently	
5E 50			sometimes	
5E 51	historical texts	because they talk about problems of our days and they are more interesting.	sometimes	

5E 52	informative texts; comics		sometimes	
5E 53	texts which focus on teenagers' problems		sometimes	
5E 54	texts which focus on teenagers' likes: music; movies; etc.		sometimes	
5E 55	informative texts	they are easier to examine.	rarely	I don't feel tauchted for that.
5E 56	historical texts; fiction; comical texts	Because it's interessant.	sometimes	
5E 57	informative texts; poetry		sometimes	
5E 58	excerpts from books studied in class	because we can expand our knowledge about certain matters.	sometimes	
5E 59	magazines		sometimes	
5E 60	historical and culture-based texts	I like to know different cultures and or historys.	sometimes	
5E 61			sometimes	
5E 62	historical texts		rarely	Because to me it's more difficult to ready in English, because of the language.
5E 63	historical texts	(...) because it's something that belong to us.	sometimes	
5E 64	historical texts	(...) because it belongs to us.	rarely	Because I study more in Portuguese.
5E 65	"interesting" texts	(...) because it helps me to pay more attention.	sometimes	
5E 66	anything	(...) anyone in special, because some are boring and most of them are only used for the classrome, and after that forgotten.	rarely	Because it's more difficult and we have so very little time.
5E 67	texts about contemporary issues		sometimes	
5E 68			sometimes	
5E 69			sometimes	
5E 70	excerpts which accompany a text		rarely	I don't have time.
5E 71	excerpts which accompany a text		rarely	I have no time.
5E 72	historical texts (about England)		everyday	
5E 73	texts about music	Because it's something that all the young people are into, and like.	rarely	Because I don't have books in English and if i had, I wouldn't have the time.
5E 74	comics	(...) because I like to laugh.	sometimes	
5E 75	bibliographical texts	Due to the fact that they informe use about the life of the respective personality.	sometimes	
5E 76	culture-based texts		sometimes	
5E 77	culture-based texts	(...) because we learn about their traditions.	sometimes	
5E 78	culture-based texts		sometimes	
5E 79	texts about contemporary issues		sometimes	
5E 80	fiction-based texts		rarely	Because I don't like many English.
5E 81	informative texts; comics	(...) because that's the only thing, like in the manuals.	sometimes	
5E 82	fiction-based texts; lyrics		sometimes	
5E 83	culture-based texts		sometimes	
6F 84	adventure stories		frequently	
6F 85	excerpts from newspapers; scientific texts		sometimes	
6F 86	critical texts		sometimes	
6F 87	culture-based texts		rarely	I prefer reading in Portuguese, but I have already read for example Jane Austen in English.
6F 88	critical texts	(...) because we learn with them and it's much easy to read.	sometimes	
6F 89	texts based on personal expericences	Because through their expericences we get in touch with reality and not with fiction.	frequently	
6F 90	adventure stories; poetry		sometimes	
6F 91	texts based on personal expericences		everyday	
6F 92	texts based on personal expericences		everyday	
6F 93	informative texts; texts that deal with international news		frequently	
6F 94	culture-based texts; texts that enrich vocabulary		sometimes	
6F 95	texts that deal with music	(...) because I love music.	rarely	Because I don't have much time to read.
6F 96	I have no preference.		sometimes	
6F 97	comics; poems; novels; texts from the textbook		sometimes	
6G 98	texts based on other students' opinions; canonical novels		sometimes	
6G 99	texts which deal with current events and the future	(...) because they prepare ourselves to the future.	rarely	Because I don't have many knowledges and the English langage in terms of write is difficult to understand.
6G 100			sometimes	
6G 101	texts about music		sometimes	
6G 102	texts which deal with my personal interests: music, fashion, films, war, etc.		sometimes	
6G 103	texts based on other people's opinions; fiction-based texts		sometimes	
7H 104	texts which are not written in columns and that have pictures		sometimes	

7H 105	short texts	(...) because it's easier to understand and I don't get lost.	sometimes	
7H 106			sometimes	
7H 107	none of them	Because it's History and I don't like History.	sometimes	
7H 108	all sorts of texts (except for those dealing with politics)	(...) because it helps me to expand my knowledge. I don't really like texts related to politics.	frequently	
7H 109	culture-based texts	(...) most of it are very interesting and useful for the daily life.	frequently	
7H 110	texts which deal with music		sometimes	
7H 111	informative texts; historical texts	Because I like to read the texts that are useful.	sometimes	
7H 112	culture-based texts		frequently	
7H 113	texts which deal with society		sometimes	
7H 114	texts which prepare me for the test		frequently	
7H 115	culture-based texts		sometimes	
7H 116	everything		frequently	
7H 117	I have no preference	I just read the ones I must.	sometimes	
7H 118	texts which are easy to interpret		sometimes	
7H 119	texts which contain the "main idea" within less than a paragraph		frequently	
7H 120	the beginning of the chapter	(...) because it's where they have more information about and complete.	sometimes	
7H 121	the ones that deal with my personal preference (e.g.: music; sports; etc.)		frequently	
7H 122	historical texts that deal with Tudor history	(...) because I think that it is interesting to know what happened, what they thought, what they did.	frequently	
7H 123	book excerpts		frequently	
7H 124	historical texts	(...) because it show-me difrent things about the past	rarely	I realy read in English classe because we work together.
7H 125	historical texts	(...) because it's related facts that help us to understand the present	sometimes	
7H 126	interesting texts		frequently	
7H 127	informative texts	(...) because we get to know, lots of things about many topics.	frequently	
7H 128	texts which deal with current-affairs		frequently	
7H 129	historical information about a particular text		sometimes	
7H 130	historical texts; texts which deal with current-affairs	Because it's important to know what's happen to prevent future problems.	sometimes	
7H 131	historical texts; culture-based texts	(...) because it's a way to improve my knowledge	sometimes	
8I 132	culture-based texts	(...) because I like to know more about different places around the world.	sometimes	
8I 133	informative texts	Because it is important (and it is more boring) to know the events, the things that hapen in the whold.	sometimes	
8I 134	texts on the environment; poems	Because it 's interesting. For example about the environment we stay to know more about what around us.	sometimes	
8I 135	the conclusion of a texts	(...) because I could lear something, our I could imagine...	sometimes	
8I 136	informative texts	(...) because it gives a lot of information.	frequently	
8I 137	news articles	(...) because they are always actual.	rarely	Their isn't a large possibility or variety of English books that I know.
8I 138			sometimes	
8I 139	culture-based texts	because it's more interesting.	sometimes	
8I 140	culture-based texts; texts on the environment and sports	It's interesting.	sometimes	
8I 141	culture-based texts	(...) because I can learn much things about the other's people customs.	sometimes	
8I 142	culture-based texts	(...) because we learn something more about peuing cultures.	frequently	Because I must study and read books of literature.
8I 143	advertisements		sometimes	
8I 144	texts dealing with science		everyday	
8I 145			sometimes	
8I 146	historical texts		sometimes	
8I 147	literary texts		sometimes	
8I 148	criticisms		sometimes	
8I 149	nothing in particular		sometimes	
8I 150	criticisms; historical texts		sometimes	
8I 151	texts based on current affairs	(...) because we have a scarce of knowlegement.	every day	
8I 152	texts based on current affairs		sometimes	
8I 153	literary texts	(...) because they used to tell us what's going on in someone's life, it's interesting.	sometimes	
8I 154	criticisms		sometimes	
8I 155	culture-based texts		frequently	
8I 156	literary texts	(...) because I think that they are very interesting.	sometimes	
8J 157	texts about contemporary issues (environment)		everyday	
8J 158			frequently	
8J 159	English culture-based texts		sometimes	
8J 160	general culture			
8J 161	non-fiction		sometimes	
8J 162	texts dealing with music; literary texts	(...) because they are very interesting and provide great culture.	sometimes	

8J 163	texts dealing with teenagers' problems		sometimes	
8J 164	dialogues	(...) because they are a more dynamic reading.	frequently	
8J 165	biographies	(...) because I find it interesting to read about things that happened, about peoples lives.	everyday	
8J 166	adventure stories		sometimes	
8J 167			sometimes	
8J 168	dialogues		frequently	
8J 169	none	Their boring.	sometimes	
8J 170	exercises used in school	(...) because I think it's necessary to practice the vocabulary if we want to keep the basis to continuing learning and speaking.	rarely	I don't know.
8J 171			sometimes	
8J 172	texts used for reading comprehension	(...) to learn and discover more vocabulary.	everyday	
8J 173	book reviews	(...) because we can see there many things that we cannot see directly on the book.	rarely	Because is more comfortable to read in our proper language.
8J 174	historical, political, and literary texts; texts based on society	(...) because it se better for any study needs.	frequently	
8J 175	texts which can enlarge one's vocabulary		sometimes	
9K 176			frequently	
9K 177	texts dealing with current-affairs and social problems		sometimes	
9K 178	biographies	Because it is not as boring on the other texts usually used.	rarely	Because the language sometimes is a bit difficult
9K 179	texts dealing with current-affairs; texts about "interesting personalities"		frequently	
9K 180	texts written in colloquial language		sometimes	
9K 181	lyrics		sometimes	
9K 182			frequently	
9K 183	plays; stories; comics		sometimes	
9K 184	historical texts	(...) because they are interesting.	sometimes	
9K 185	informative texts	(...) because it increases our knowledge.	rarely	Because I rather like to reed in portuguese than in other Language.
9K 186	texts dealing with sports		never	I think it is boring.
9K 187	stories		everyday	
9K 188	informative texts; lyrics	(...) because it is more interesting.	sometimes	
9K 189	informative texts	(...) because they teach us more than others.	frequently	
9K 190			sometimes	
9K 191			rarely	Because in this year I don't have English.
9K 192	texts dealing with music	You can find music in every fase of history.	everyday	
9K 193			everyday	
9K 194			sometimes	
9K 195	biographies; historical texts; texts dealing with politics and international organizations		frequently	
9K 196	informative texts; literary texts	It's more interesting.	sometimes	
9K 197	texts from magazines or newspapers	They are usually very interesting.	sometimes	
10L 198	short-stories		sometimes	
10L 199	texts that make you think		frequently	
10L 200	the ones we are studying		frequently	
10L 201	interesting texts which tell us something new		frequently	
10L 202	excerpts from novels; interviews; criticism about novels		sometimes	
10L 203	cultural and historical texts	(It) is also important to learn about the country whose language one is learning.	everyday	
10L 204	short-stories	(...) because it's very pleasant to read.	sometimes	
10L 205	any kind of texts	(...) because the are all different therefore interesting in some ways	frequently	
10L 206	any kind of texts	(...) because there is always someting interesting.	sometimes	
10L 207			frequently	
10L 208	short-stories; magazine articles		sometimes	
10L 209	short-stories; magazine and newspaper articles; other interesting publications		sometimes	
10L 210	non-fiction	(...) because we learn new things that someone passed through, or things about our society.	sometimes	
10L 211	short-stories	(...) because sometimes they are like a mirror of the society.	sometimes	
10L 212	short-stories	I always find them interesting.	sometimes	
10L 213	short-stories; newspaper articles	I find them interessant and also useful.	sometimes	
10L 214	texts about life in other countries	(...) because it contributes to our culture.	frequently	
10L 215	stories; texts about English students		sometimes	
10L 216	almost anything		frequently	
10L 217	almost everything		frequently	
10L 218	poetry	(...) first because I like to read and writte poetry and secondly because we can imagine lots of things in one single text.	sometimes	
10L 219	poetry	(...) because I like very much to read poetry.	sometimes	
10L 220	literary texts; poetry		everyday	
10L 221	literary texts; poetry		frequently	

10M 222	crime stories	(...) due to the fact that they have suspense.	sometimes	
10M 223	criticisms	(...) since facing different oppinions about something we will learn more and help us to formulate our own oppinion.	frequently	
10M 224	newspaper articles	(...) they are a kind of written texts which we have to understand The "tools" journalists use to express themselves.	frequently	
10M 225	culture-based texts	I think it is interesting.	sometimes	
10M 226	newspaper articles; informative texts	(...) because we are confronted with the real world through a specific kind of language, which is sometimes difficult to decodify.	frequently	
10M 227	newspapers; magazines		sometimes	
10M 228	interviews; articles	I like reading about other people's interest (hobbies), experiences and lives.	frequently	
10M 229	magazines; interviews; literary excerpts		everyday	
10M 230	texts dealing with day-to-day events	(...) since it is interesting and we can learn from them.	frequently	
10M 231	texts dealing with day-to-day events	(...) because it's good to know about what is happening around us.	everyday	
10M 232	texts dealing with day-to-day events	(...) because it is a way of making us aware of what happens for real in our lives.	sometimes	
10M 233	articles	(...) because they demonstrate what is happening in real life.	sometimes	
10M 234	articles; reports	(...) because they face the reality and make us be aware of the real vision of life.	frequently	
10M 235	non-fiction	(...) because they are interesting and provide different point of view about certain problem.	sometimes	
10M 236	texts dealing with social problems	(...) so that I can have more data about them.	frequently	
10M 237	poems; statements	(...) because they allow us to have a better understanding of what is asked.	frequently	
10M 238	texts related to the course being studied		sometimes	
10M 239	short-stories	(...) because it is more easy to understand and learn more about the language.	sometimes	
10M 240	articles; short-stories; informative texts; excerpts from novels	(...) because they all have a purpose and are interesting.	frequently	
10M 241	articles; short-stories;novels; informative texts	(...) because they all have a purpose and have a lot of information.	frequently	
10M 242			sometimes	
10N 243			frequently	
10N 244	short-stories		sometimes	
10N 245	culture-based texts; historical excerpts		sometimes	
10N 246	culture-based texts; historical excerpts		sometimes	
10N 247	texts		rarely	To read a book in English requires time and time is something that I haven't and that's why I only read the compulsory ones.
10N 248	magazines		rarely	Sometimes the language is difficult to understand and the books are quite expensive.
10N 249	excerpts based on day-to-day events	(...) because they are become interesting. since they give us other people's opinion about all problems we all face.	sometimes	
10N 250	informative texts		sometimes	
10N 251	texts based on current affairs		frequently	
10N 252	excerpts based on day-to-day events		everyday	
10N 253	poems	(...) because I prefer poetry rather than prose.	sometimes	
10N 254	I don't remember		frequently	

Number	What was the last book you read?	A9.1.a	A9.1.b	A9.2.	A9.3.	A9.4.	A9.5.	A9.6.	A9.7.	A9.8.	A9.9.	A9.10.	A9.11.	A9.11.a
1A 1	Shakespeare, <i>Hamlet</i>		x		x		x							
1A 2	Rosa Lobato Faria, <i>Pássaros de Seda</i>										x			
1A 3	Shakespeare, <i>Hamlet</i>					x	x			x				
1A 4	Shakespeare, <i>Hamlet</i>	x									x			
1A 5	Françoise Sagoin, <i>Bonjour Tristesse</i>		x		x		x	x			x			
1A 6	Shakespeare, <i>Hamlet</i>	x	x		x									
2B 7	Shakespeare, <i>Hamlet</i>		x											
2B 8	Shakespeare, <i>Hamlet</i>	x		x							x			
2B 9	Shakespeare, <i>Hamlet</i>				x			x			x			
2B 10	Shakespeare, <i>Hamlet</i>	x	x		x		x	x		x	x			
2B 11	Shakespeare, <i>Hamlet</i>	x	x				x							
2B 12	Shakespeare, <i>Hamlet</i>	x					x				x			
2B 13	Mary Shelly, <i>Frankenstein</i>		x				x		x		x			
2B 14	Shakespeare, <i>Hamlet</i>	x					x		x		x			
2B 15	W. Shakespeare, <i>Hamlet</i>										x			
2B 16	<i>The Great Gatsby</i>										x			
2B 17	W. Shakespeare, <i>Hamlet</i>	x									x			
2B 18	Shakespeare, <i>Hamlet</i>	x									x			
2B 19	Shakespeare, <i>Hamlet</i>										x			
2B 20	Shakespeare, <i>Hamlet</i>	x			x		x	x						
2B 21	Shakespeare, <i>Hamlet</i>					x					x			
2B 22	Shakespeare, <i>Hamlet</i>						x	x						
2B 23	Agustina Bessa Luís, <i>A Sibila</i>													
3C 24	William Shakespeare, <i>Hamlet</i>			x	x	x					x	x		
3C 25	Shakespeare, <i>Hamlet</i>	x										x		
3C 26	Shakespeare, <i>Hamlet</i>						x				x		x	letters of my cousin who is in England
3C 27	Shakespeare, <i>Hamlet</i>										x		x	tragedy
4D 28	William Shakespeare, <i>Hamlet</i>	x					x				x			
4D 29	Charles Dickens, <i>Great Expectations</i>	x	x	x			x	x						
4D 30	William Shakespeare, <i>Hamlet</i>	x					x				x			
4D 31	Vitorino Nemésio, <i>Mau Tempo no Canal</i>	x			x		x					x		
4D 32	Vergílio Ferreira, <i>Aparição</i>	x			x		x	x					x	BD
4D 33	William Shakespeare, <i>Hamlet</i>		x			x	x			x				
4D 34	Shakespeare, <i>Hamlet</i>				x		x			x				
4D 35	Shakespeare, <i>Hamlet</i>	x					x				x			
4D 36	Virgílio Ferreira, <i>Aparição</i>										x			
4D 37	Shakespeare, <i>Hamlet</i>		x		x		x				x			
4D 38	Shakespeare, <i>Hamlet</i>	x						x						
4D 39	Virgílio Ferreira, <i>Aparição</i>										x			
4D 40	William Shakespeare, <i>Hamlet</i>						x	x						
4D 41	Virgílio Ferreira, <i>Aparição</i>					x	x	x		x				
4D 42	Virgílio Ferreira, <i>Aparição</i>						x	x	x		x			
4D 43	William Shakespeare, <i>Hamlet</i>		x	x	x	x		x	x		x			
4D 44	Virgílio Ferreira, <i>Aparição</i>				x	x					x			
4D 45	Vergílio Ferreira, <i>Aparição</i>	x									x			
4D 46	José Saramago, <i>Memorial do Convento</i>	x									x			
4D 47	Vergílio Ferreira, <i>Aparição</i>	x				x	x				x			
5E 48	<i>All My Sons</i>						x	x			x			
5E 49	<i>A Sibila</i> , Augustina Bessa Luís			x				x			x			
5E 50	<i>A Sibila</i> , Augustina Bessa Luís		x					x	x					
5E 51	<i>All My Sons</i> , Arthur Miller				x		x	x	x		x			
5E 52	<i>A Sibila</i> , Augustina Bessa Luís						x	x			x			
5E 53	<i>A Sibila</i> , Augustina Bessa Luís		x				x				x			
5E 54	<i>Lusitânia</i> , Almeida Faria							x						
5E 55							x				x			
5E 56	<i>A Sibila</i> , Augustina Bessa Luís		x		x		x			x	x			
5E 57	<i>A Sibila</i> , Augustina Bessa Luís	x					x			x	x			
5E 58	<i>O Judeu</i> , Bernardo Santareno				x		x		x		x			<i>Incidents in the Life of a Slave Girl</i> ; Harriet Jacobs
5E 59	<i>All My Sons</i>										x			
5E 60	<i>Hamlet</i> , William Shakespeare	x	x	x			x				x			
5E 61	<i>A Sibila</i> , Augustina Bessa Luís				x		x	x	x		x			
5E 62	<i>All My Sons</i>	x		x							x			
5E 63	<i>A Sibila</i> , Augustina Bessa Luís				x						x			
5E 64	<i>A Sibila</i> , Augustina Bessa Luís		x		x									
5E 65	I don't remember				x		x	x	x		x			
5E 66	<i>A Sibila</i> ; <i>O Judeu</i>					x	x		x					
5E 67	<i>A Sibila</i> , Augustina Bessa Luís				x		x	x						
5E 68	<i>A Sibila</i> , Augustina Bessa Luís				x		x	x	x					
5E 69	I don't remember.										x			
5E 70	<i>O Judeu</i> , Bernardo Santareno		x				x							
5E 71	<i>O Judeu</i> , Bernardo Santareno	x	x		x									
5E 72	<i>A Sibila</i> , Augustina Bessa Luís							x			x			

5E 73	I don't remember	x			x		x	x						
5E 74	texts from the English textbook				x		x	x	x			x		
5E 75	<i>All My Sons</i>	x		x								x		
5E 76	<i>Tales of the Unexpected</i>	x					x	x				x		
5E 77	<i>All My Sons</i>	x			x	x	x	x						
5E 78	<i>All My Sons</i>											x		
5E 79	<i>All My Sons</i>				x		x					x		
5E 80	<i>All My Sons</i>					x	x					x		
5E 81	<i>A Sibila</i> , Augustina Bessa Luís				x	x				x		x		
5E 82	<i>All My Sons</i>									x		x		
5E 83	<i>A Sibila</i> , Augustina Bessa Luís	x	x									x		
6F 84	<i>A Sibila</i> , Augustina Bessa Luís				x			x	x			x		
6F 85	<i>Pride and Prejudice</i> , Jane Austen					x			x			x		x
6F 86	<i>Henry V</i> , Shakespeare				x			x				x		novels
6F 87	<i>A Sibila</i> , Augustina Bessa Luís	x										x		
6F 88	<i>Henry V</i> , Shakespeare				x			x				x		
6F 89	<i>O Judeu</i> , Bernardo Santareno					x	x	x	x	x		x		
6F 90	<i>O Judeu</i> , Bernardo Santareno				x							x		
6F 91	<i>Henry V</i> , Shakespeare				x	x		x	x	x		x		
6F 92	<i>Henry V</i> , Shakespeare					x		x	x	x		x		
6F 93	<i>Henry V</i> , Shakespeare				x			x		x	x			
6F 94	<i>A Sibila</i> , Augustina Bessa Luís; <i>Henry V</i> , Shakespeare	x	x	x	x			x	x			x		
6F 95	<i>Henry V</i> , Shakespeare							x	x	x		x		
6F 96	<i>Henry V</i> , Shakespeare					x		x	x					
6F 97	<i>Henry V</i> , Shakespeare	x			x	x	x		x	x		x	x	
6G 98	<i>Henry V</i> , Shakespeare							x				x		
6G 99	<i>Le Silence de la Mer</i> , Vercors	x						x				x		
6G 100	<i>Henry V</i> , Shakespeare							x				x		
6G 101	<i>Henry V</i> , Shakespeare				x		x					x	x	
6G 102	<i>Henry V</i> , Shakespeare				x		x							
6G 103	<i>Henry V</i> , Shakespeare							x				x		
7H 104	<i>Henry V</i> , Shakespeare				x			x				x		
7H 105	<i>Aparição</i> , Virgílio Ferreira								x			x		
7H 106	<i>Aparição</i> , Virgílio Ferreira				x					x				
7H 107												x		
7H 108	<i>Henry V</i> , Shakespeare (summary); <i>Aparição</i> , Virgílio Ferreira	x								x		x		
7H 109	<i>Hamlet</i> , William Shakespeare				x			x	x			x		
7H 110	<i>A Sibila</i> , Augustina Bessa Luís							x				x		
7H 111	<i>Aparição</i> , Virgílio Ferreira				x		x	x				x		
7H 112	<i>Aparição</i> , Virgílio Ferreira							x				x		
7H 113	<i>Aparição</i> , Virgílio Ferreira							x						
7H 114	<i>Aparição</i> , Virgílio Ferreira							x		x	x	x		
7H 115	<i>Hamlet</i> , William Shakespeare				x	x	x	x				x		
7H 116	<i>Hanlet</i> , William Shakespeare							x				x		
7H 117	<i>Os Maias</i> , Eça de Queirós				x								x	
7H 118	<i>Aparição</i> , Virgílio Ferreira					x	x	x				x		
7H 119	<i>Aparição</i> , Virgílio Ferreira; <i>Not Without My Daughter</i>	x			x			x					x	
7H 120	<i>Alice in Wonderland</i> , Lewis Carroll							x	x			x	x	
7H 121	<i>A Vida de Ayrton Senna</i>	x				x	x	x	x	x				
7H 122	<i>Aparição</i> , Virgílio Ferreira				x	x	x		x			x	x	
7H 123	<i>Aparição</i> , Virgílio Ferreira	x										x		
7H 124	<i>Hamlet</i> , William Shakespeare	x			x			x			x			
7H 125	<i>Aparição</i> , Virgílio Ferreira				x		x	x				x		
7H 126	<i>A Romana</i> , Meravia				x		x	x				x		
7H 127	<i>Aparição</i> , Virgílio Ferreira	x	x		x		x	x	x			x		
7H 128	<i>Aparição</i> , Virgílio Ferreira				x		x	x				x		
7H 129	<i>Antologia Poética de Fernando Pessoa</i>	x			x	x		x	x					
7H 130	<i>A Eneida</i> , Virgílio	x						x						
7H 131	<i>Dark Curtain</i> , Jack Parker				x			x					x	
8I 132	<i>Incidents in the Life of a Slave Girl</i> , Harriet Jacob	x						x				x		
8I 133	<i>A Sibila</i> , Augustina Bessa Luís				x							x	x	
8I 134	<i>A Sibila</i> , Augustina Bessa Luís				x	x								
8I 135	<i>A Sibila</i> , Augustina Bessa Luís				x							x		
8I 136	<i>A Sibila</i> , Augustina Bessa Luís				x	x		x	x			x		
8I 137	<i>Com a Cabeça nas Nuvens</i> , Susana Tamaro							x				x		
8I 138	<i>A Sibila</i> , Augustina Bessa Luís					x				x		x		
8I 139	<i>A Sibila</i> , Augustina Bessa Luís				x									
8I 140	<i>A Sibila</i> , Augustina Bessa Luís				x	x	x	x		x				
8I 141	<i>A Sibila</i> , Augustina Bessa Luís	x	x		x		x	x				x		
8I 142	<i>O Judeu</i> , Bernardo Santareno				x			x				x		
8I 143	<i>A Sibila</i> , Augustina Bessa Luís									x		x		
8I 144	<i>Incidents in the Life of a Slave Girl</i> , Harriet Jacob	x	x		x			x	x			x	x	

8I 145	Dracula	x				x		x			x			
8I 146	<i>Incidents in the Life of a Slave Girl</i> , Harriet Jacob			x							x			
8I 147	<i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs				x	x	x		x					
8I 148	<i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs		x		x		x	x	x					
8I 149	<i>Our Man in Havana</i> , Grahm Greene							x						
8I 150	<i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs		x		x		x				x			
8I 151	Much Ado About Nothing, William Shakespeare	x	x	x	x		x	x	x		x			
8I 152	<i>A Sibila</i> , Augustina Bessa Luís	x	x		x		x	x	x					
8I 153	<i>Voltei à Escola</i> , Daniel Sampaio				x		x	x			x			
8I 154	<i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs				x		x	x	x		x			
8I 155	<i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs		x		x		x	x	x		x	x		
8I 156	<i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs	x			x				x					
8J 157	<i>Ghosts in the Air</i> , Martin Caidin	x		x			x	x	x		x	x		
8J 158	<i>Incidents in the Life of a Slave Girl</i>		x			x								
8J 159	<i>A Sibila</i> , Augustina Bessa Luís				x	x	x							
8J 160	<i>Incidents in the Life of a Slave Girl</i>		x											
8J 161	<i>A Sibila</i> , Augustina Bessa Luís	x					x				x	x		
8J 162	<i>The Idiot</i> , Theodore Dostoievski	x		x		x	x	x			x	x	x	poetry
8J 163	<i>A Sibila</i> , Augustina Bessa Luís		x				x	x			x			
8J 164	<i>A Sibila</i> , Augustina Bessa Luís				x	x	x	x	x		x			
8J 165	<i>A Sibila</i> , Augustina Bessa Luís	x	x	x	x		x							
8J 166	<i>The Pearl</i> , John Steinbeck	x	x			x					x		x	texts about English history
8J 167	<i>Abismos</i> , James Douglas Morrison			x	x	x					x			
8J 168	<i>O Judeu</i> , Bernardo Santareno			x							x			
8J 169	<i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs		x		x		x	x						
8J 170	<i>A Sibila</i> , Augustina Bessa Luís			x							x			
8J 171	<i>A Sibila</i> , Augustina Bessa Luís				x			x			x			
8J 172	<i>Incidents in the Life of a Slave Girl</i> , Jacobs		x				x	x						
8J 173	<i>L'Etranger</i> , Albert Camus; <i>A Sibila</i> , Augustina Bessa Luís	x									x			
8J 174	<i>The Go-Between</i> , Hartley; <i>A Sibila</i> , Augustina Bessa Luís	x					x	x						
8J 175	<i>L'Etranger</i> , Albert Camus	x					x							
9K 176	<i>Othello</i> , William Shakespeare	x	x				x		x		x			
9K 177	<i>O Judeu</i> , Bernardo Santareno		x			x	x	x						
9K 178	<i>Hamlet</i> , Shakespeare	x	x		x	x	x	x		x				
9K 179	<i>Hamlet</i> , William Shakespeare	x			x						x			
9K 180	<i>Uma Mulher Não Chora</i> , Rita Ferro		x											
9K 181	<i>O Judeu</i> , Bernardo Santareno						x		x		x		x	cheap pornography
9K 182	<i>O Judeu</i> , Bernardo Santareno						x		x		x		x	cheap pornography
9K 183	<i>O Judeu</i> , Bernardo Santareno							x		x	x	x		
9K 184	<i>Hamlet</i> , William Shakespeare			x										
9K 185	<i>O Judeu</i> , Bernardo Santareno	x				x	x	x			x			
9K 186	I don't remember.					x					x		x	photocopies
9K 187	<i>O Judeu</i> , Bernardo Santareno	x									x			
9K 188	<i>O Alquimista</i>	x				x					x			
9K 189	<i>Hamlet</i> , William Shakespeare	x									x			
9K 190	<i>O Alquimista</i>										x		x	it depends on what I need
9K 191	<i>O Judeu</i> , Bernardo Santareno		x		x									
9K 192	<i>Hamlet</i> , William Shakespeare			x		x					x			
9K 193	<i>O Judeu</i> , Bernardo Santareno		x	x	x	x	x	x	x	x	x			
9K 194	<i>Hamlet</i> , William Shakespeare	x	x			x	x	x	x		x			
9K 195	<i>Hamlet</i> , William Shakespeare	x		x	x						x			
9K 196	<i>Persuasão</i> , Jane Austen	x					x	x			x			
9K 197	<i>Quem Como Nós?</i> , Catarina Moura		x				x							
10L 198	<i>The Longest Memory</i> , Fred d'Aguiar	x					x		x		x			
10L 199	<i>Cal</i> , Bernard McLaverty		x	x					x				x	
10L 200	<i>Utopia</i> , Sir Thomas Moore						x	x			x			
10L 201	<i>The Longest Memory</i> , Fred d'Aguiar				x		x							
10L 202	<i>Wuthering Heights</i> , Emily Bronte	x				x								
10L 203	<i>The Doomsday Conspiracy</i> , Sidney Sheldon		x	x		x		x					x	
10L 204	<i>The Longest Memory</i> , Fred d'Aguiar	x					x				x			
10L 205	<i>The Longest Memory</i> , Fred d'Aguiar						x	x			x			
10L 206	<i>The Longest Memory</i> , Fred d'Aguiar						x	x			x			
10L 207	<i>Frankenstein</i> , Mary Shelley	x					x	x			x	x		
10L 208	<i>The Longest Memory</i> , Fred d'Aguiar	x	x		x		x	x			x			
10L 209	<i>The Longest Memory</i> , Fred d'Aguiar	x	x	x		x	x	x			x			
10L 210	<i>Cal</i> , Bernard McLaverty		x	x	x		x							

10L 211	The Longest Memory, Fred d'Aguiar		x				x				x			
10L 212	<i>The Longest Memory</i> , Fred d'Aguiar		x				x	x	x		x			
10L 213	<i>The Longest Memory</i> , Fred d'Aguiar		x				x							
10L 214	<i>The Longest Memory</i> , Fred d'Aguiar		x										x	short stories
10L 215	<i>The Longest Memory</i> , Fred d'Aguiar		x	x			x		x		x			
10L 216	<i>The Longest Memory</i> , Fred d'Aguiar					x			x		x			
10L 217	<i>The Longest Memory</i> , Fred d'Aguiar					x			x		x			
10L 218	<i>The Longest Memory</i> , Fred d'Aguiar	x				x					x		x	
10L 219	<i>The Longest Memory</i> , Fred d'Aguiar	x					x	x	x		x			
10L 220	<i>The Great Gatsby</i> , F.Scott Fitzgerald	x							x		x	x		
10L 221	<i>The Longest Memory</i> , Fred d'Aguiar	x					x	x	x		x	x		
10M 222	<i>New Atlantis</i> , Francis Bacon	x	x					x	x			x		
10M 223	<i>Utopia</i> , Sir Thomas Moore							x	x	x		x		
10M 224	<i>The Bostonians</i> , Henry James	x									x			
10M 225	<i>New Atlantis</i> , Francis Bacon						x	x				x		
10M 226	In Search of a Character, Graham Greene			x				x			x			
10M 227	In Search of a Character, Graham Greene							x	x					
10M 228	<i>The Bluest Eye</i> , Toni Morrison	x	x	x				x	x	x		x	x	
10M 229	<i>The Scarlet Letter</i> , Nathaniel Hawthorne	x	x					x	x		x	x	x	
10M 230	The Longest Memory, Fred d'Aguiar	x	x			x		x	x					
10M 231	<i>Utopia</i> , Sir Thomas Moore					x		x	x	x		x	x	
10M 232	<i>The Bluest Eye</i> , Toni Morrison					x						x		
10M 233	In Search of a Character, Graham Greene					x						x		
10M 234	<i>The Bluest Eye</i> , Toni Morrison					x						x		
10M 235	Romeo and Juliet, William Shakespeare					x								
10M 236	<i>The Pioneers</i> , James Fenimore Cooper					x								
10M 237	<i>The Scarlet Letter</i> , Nathaniel Hawthorne												x	
10M 238	<i>The Bluest Eye</i> , Toni Morrison							x	x	x	x		x	x
10M 239	<i>Utopia</i>	x	x					x	x				x	
10M 240	In Search of a Character, Graham Greene					x								
10M 241	In Search of a Character, Graham Greene					x								
10M 242	<i>The Bluest Eye</i> , Toni Morrison	x	x										x	
10N 243	<i>The Adventures of Huckleberry Finn</i> , Mark Twain	x											x	
10N 244	<i>The Bluest Eye</i> , Toni Morrison	x											x	
10N 245	<i>To The Lighthouse</i> , Virginia Woolfe	x											x	x
10N 246	<i>Wide Sargasso Sea</i> , Jean Rhys	x	x											x
10N 247	In Search of a Character	x												
10N 248	I never read a book outside school.													
10N 249	I can not remember.													
10N 250	<i>Round Circle</i> , Daniel Steele													
10N 251	In Search of a Character, Graham Greene													
10N 252	<i>The Other Side of Midnight</i> , Sidney Sheldon													
10N 253	<i>The Bluest Eye</i> , Toni Morrison													
10N 254	In Search of a Character, Graham Greene	x												

Number	What do you prefer reading in class?	Give reasons.	Can you define "READING"?
1A 1	textbooks	Because it's a way of learning and understanding the book with our teacher's help.	Reading is like entering in an adventure, to live a story like you were part of it.
1A 2	everything		Reading is an act of see or watch the feelings that is in the book.
1A 3	texts in manuals		It's a way of spending our free time.
1A 4	contemporary texts about everyday life in English countries; canonical texts	(...) because I always learn something with them	The act of enlarging our vocabulary, enjoying ourselves, learning something. A kind of dialogue but only with the author, the story and us.
1A 5	fictional books	(...) because is one think that we can do - read all together and discut each opinions.	No.
1A 6	books	(...) this way we can, with the help of our teacher, explore the book itself and also the author	Reading is a wonderfull experience, we can live the hole story without a single image.
2B 7	poems	(...) because we get the chance to discuss our ideas and interpretation with the others.	"Reading" is an important exercise to our mind and it is very important to improve our knowledge.
2B 8	magazines; newspapers	(...) is a good cultural thing where we learn about other countries.	Read is to learn.
2B 9	culture-based texts		Yes. It is a way of getting smarter and intelligent.
2B 10	nothing specific	I like English a lot, so whatever we read is fine by me.	Reading is something with life and conscious; we have to like of what we're doing, Any way reading is a way of getting rich culturally. It is more than knowing the author and action of the story.
2B 11	textbooks; scientific and technical texts		No.
2B 12	love stories; comics		Is a way to learn and understand the world and culture.
2B 13	textbooks	(...) because they are more appropriate.	
2B 14	textbooks		
2B 15	everything		Reading is make part of what we are reading. It's be free of all around us.
2B 16	texts that are useful for me		
2B 17	historical texts		Not.
2B 18	perhaps sports texts		
2B 19	I don't know		
2B 20			No, I can't.
2B 21	comics; lyrics; non-fiction		Reading is knowing more things more general culture and feeling some pleasure about that.
2B 22	biographies		It's very important.
2B 23	everything		It is knowing what's in the marrator mind.
3C 24	no preference		To learn new things and to know answer what about it speaks.
3C 25	everything		
3C 26	everything		Yes. Reading is good, is important.
3C 27	poetry; plays; texts which deal with current events		Reading it's the same (more or less) lern.
4D 28	textbooks	(...) to understand a little of the subject but I had also liked to read <i>Hamlet</i> .	
4D 29	fiction	(...) because it's a good way to expand our imagination and our vocabulary.	
4D 30	texts about current events	(...) not dramas, science fiction because it's much dramatic, like a movie that doesn't belong to life.	Reading it's taking more cultures, knowledge. Something that should make part of ours lifes like a spend time.
4D 31	funny texts	(...) because we can laft a little.	Act of something wasting a time, but something a maravillous thing.
4D 32	no special preference, but I like scientific texts		Reading is understand on autor's feeling is a wayof distrating is only for intelegent people.
4D 33	narrative texts	(...) because it's a way of I understand what I am reading and it help's me for the exams.	
4D 34	dialogues	(...) because it's more interesting.	I don't know, but I think that , reading it's a way of knowing other and different things, and it's a way of practising the lecture.
4D 35	historical texts	(...) it's a form to learn it.	No.
4D 36	comics	(...) because they are funny and interesting.	Reading is something that we need to take knoladge about several things.
4D 37	textbooks	(...) because they are very informative.	Reading is the act of "entering" in a text or book with the purpose to know it and understand it.
4D 38	easy texts; summaries of 12th form texts		To read is the most interesting thing that we could do in free time.
4D 39	textbooks; novels; anything interesting		Reading is a way to know other things, sometimes interesting things.
4D 40	informative texts		Reading is to read attentively a book or other thing
4D 41			"Reding" in my opinion it means what we can acquire by reding something which knowldges we have.
4D 42	historical texts	(...) because I like of nowing something new from the passed.	Reading is the interpetation of simbols created by us, humans, that are able to informe, communicate and give us the chance to learn.
4D 43	texts about tennagers' problems and interests		It's where we pay attention to what we have in front of us and get some important ideas front the text.
4D 44	textbooks		A way of acquire more information.
4D 45	nothing	(...) because reading is boring.	A way of improving our konowlegde.
4D 46	<i>Hamlet</i>	(...) because it is an interesting book and we all can talk about it.	

4D 47	<i>Hamlet</i>	(...) because it's one way to everybody partipate in the reading.	A way of improving our knowledge.
5E 48		I like reading that because it maintains me informed about all the things that happend in England	
5E 49	informative texts	because it enlarges my vocabulary and culture.	Reading is equal to learning and learning is to able to comprehend the message given to us.
5E 50			Interpreting other language; its content and context.
5E 51	textbooks	for a better understanding of the...	
5E 52			
5E 53	something "fun" (e.g.: comics and crime stories)	because we pay more attention to it.	
5E 54	comics	because it's fun, it certainly isn't boring, and because of that we pay more attention.	Reading is when we take out a book and by following the lines we understand the message that the author gives us.
5E 55			No.
5E 56	non-canonical literature; comics; textbooks		It's a form of spending time and also of learning new things.
5E 57	romance novels; culture-based texts		
5E 58	novels; poetry	because we can have more information about the characteristics and writing skills of certain writers.	
5E 59			It is a way that people use to fly away and get in the book's world.
5E 60			
5E 61	"easy" texts		
5E 62	comics	it's a different form of learning English, with entertainment.	No.
5E 63	the English textbook	(...) because it's very interesting; sometimes...	It's a word that we can find interesting things, such as: cultural, traditions etc.
5E 64	the English textbook	(...) because it's very interesting; sometimes...	It's a way of know a new world, to discover something...
5E 65	nothing		...I can't really define reading, I guess it's something we do in our spare time that bores us.
5E 66			Reading is a way teeche us about everything, but ruth the books, magazines, etc.
5E 67	"interesting" texts	Because is better and I pay more attention.	Reading - is read so many things: books, magazines, texts.
5E 68	"easy" texts		It's a way to get more culture about anythink, to be informed about the world in the present and the past.
5E 69	textbooks		It's read with careful to understand what you are reading.
5E 70			
5E 71			
5E 72			Sometimes it's boring when we are obligated to read, bot it's very important if we.
5E 73	the class summary	(...) because it's the last thing we do before we go out.	R-E-A-D-I-N-G- something that wen we don't do it for fun, it becomes the most boring thing in our lifes.
5E 74	comics	(...) because I like to laugh.	
5E 75	biographies	(...) due to the previous (question's) reasons.	A way of travel around the world.
5E 76	Shakespeare's plays		Is to understand a book, its message and the story.
5E 77			Reading is and excelent exercise to the mind that provides us knowledge.
5E 78	descriptive texts		"Reading" is something we do for pleasure or in free time, with the purpose of getting some knowledges.
5E 79	comics; magazines		
5E 80	literary texts		Reading its one thing that the most people doing.
5E 81	the textbook	(...) because that's the only book with interesting texts and images.	No.
5E 82	fiction; textbooks; lyrics	(...) because they give us cultural information and they tell us some thing of the past.	To me Reading is read a text, but not just read and yes interpreting what did the text said.
5E 83	"interesting" texts		Reading is too insert ourselves in a period of time, in a certain space, maybe in a certain character. You move threw time you can see other mentalities how the life was before and How can it be in the people imagination.
6F 84		no answe	
6F 85	excerpts from newspapers, magazines; comics; scientific texts		Reading is the act of pleasure to fill leiisure times as well a mental process involving our interpretation and the writer's point of view.
6F 86	informative texts on the topic to be studied in class	(...) because that way I will get to know better the things we study.	It's a way of building oufr world and it will grow up if we read more and more.
6F 87			Reading is a way to enlarge our culture, our horizons, giving ous new experiences and different cultures and vision of life.
6F 88	informative texts on the topic to be studied in class	(...) because it's much easy to study	it's all kinds of texts that you like and read.
6F 89	historical texts	Because it's interesting, very recent and doesn't let us fall asleep.	Reading is a way to achieve knowledge through texts, images, it is also a way to find entertainment and relaxation.
6F 90	fiction; non-canonical texts	(...) because I like to read crime, thrillers, science fiction, romance novels, it's very interesting and exciting sometimes.	It's a way of learning, serves to spend time, get knowledge about an interesting subject.
6F 91	nothing	(...) because I don't like my English class's	look at sentences, try to understand them and take some pleasure on doing that.
6F 92	no preference	(...) since I don't have the right to chose.	the act that sometimes give us pleasure when we try to understand the content of the written message. It can also be the effort to keep your mind awake when the text is repetitive.

6F 93	poems		That's a hard one!
6F 94			Reading is to interpret the book, or magazine, what ever, in our on way.
6F 95			It's a way of learning and expanding our vocabulary.
6F 96	nothing		It's pick up a book, and start putting the letters together.
6F 97	comics	(...) because it's a way of better teaching and easier learning since you put learning and amusement together.	Read is a way of learning, is being learning the out side world and it's a way of knowing and enlarge one's vocabulary.
6G 98	the textbook	Because it's according the programe for the national exame.	Reading is one activity for pleasure and exercise.
6G 99			
6G 100			
6G 101	dialogues	(...) because everyone participate making the class pleasant, and interesting.	"Reading" it's an important and intelligent way of learning, and developed our mind and aculturation.
6G 102	dialogues	Because is good to be part of the "scene" with my collegues.	In my personal opinion "reading" is the best way to enrich the vocabulary, culture, and criate a great capacity of mind development.
6G 103	the textbook	(...) because the teacher help us when we don't understand the meaning of some subjects.	Reding is a comprehension of a text that includes the writer and contexts, when the book was written.
7H 104	informative texts	(...) because is one way that I can learn a little and get my English better.	Reading is something that we have to do with pacience (when the books are boring) but when the books are good, "Reading" is, I think more important than to go to the cinema or go to the beach.
7H 105	texts from the textbook	(...) because they are more prepared to makes us understand the subjects.	I think that reading is specially increasing our cultural level but any answer could be completly correct.
7H 106			"Reading" means read something, and if we read we learn.
7H 107	comics	Maybe the class will be more "happy" in still boring.	No.
7H 108	historical texts; plays (e.g.: Shakespeare's)		Reading is a means by which man expands his knowledge, reading can also be considered an enriching hobby.
7H 109	non-fiction	it always brings information about the people that we are studing. What is very useful and important to understand some facts.	
7H 110	informative texts	(...) because it's an area that I like and I think that's interesting	
7H 111	interesting texts		Reading is a way to develop our knowledge and to be prepared for tomorrow.
7H 112	culture-based texts about the English		In my opinion "Reading" means "learning" because when I read I learn.
7H 113			Reading is try to understand a text then take the mane ideas of that text to work out with it.
7H 114	the textbook	(...) because they are according to the syllabuses.	
7H 115	lyrics; comics	Because its interesting.	No.
7H 116	the textbook		Maybe. I think that "reading" is to learn something more than read.
7H 117	no preference	I only read what I have to.	Something we do to spend time, to enjoy ourselves and/or to having something to talk about.
7H 118	plays (e.g.: Hamlet)	I think that this kind of reading is very interesting.	It's a way of acquiring more information about something, it can be interesting or not, depending on the theme and in the way of reading.
7H 119	texts based on current and future events		I think that a person not only gathers up information, but it improves a persons vocabulary and writing skills.
7H 120	history books		Reading is a way to concentrate your mine and made yourself more "intelligence" and cultural.
7H 121	lyrics; magazines	Because that's the kind of texts that can give a serious opinion.	Reading is an act which we frequently make, and its objective is to reach the end of the book or text, having understood the message.
7H 122	I don't like reading in class: it's too noisy.		Reading is learning information, getting answers for questions that we can't find the answer.
7H 123	plays	(...) because it has an interesting story	
7H 124	historical texts		Reading is something that he make in order to achieve something new.
7H 125	magazines	(...) because it's interesting and more comprehensivel the language	Reading it's a way to got more knowledge and to spend the free hour.
7H 126	Hamlet; anything related to Northern Ireland	Hamlet was a tragedy, but very interesting.	A way to travel and find out new things without leaving your favourite chair.
7H 127	all kinds of texts (as long as they're interesting)		Reading is like and estrategy to learn, because through reading we learn many things.
7H 128	texts based on current-affairs		
7H 129	texts that would be more difficult to understand if read alone		Reading is an activity one does wherein the constant analysis of what the mind (eyes) absorbs enriches our knowledge and culture. It is a very pleasant exercise.
7H 130	non-canonical texts	(...) because exist everything it's very emotional.	It's a way of learning and become cult.
7H 131	informative texts	(...) I prefer reading information texts about all events, with more significance in the topic	A way to improve our vocabulary, but more important: reading is a pleasure.
8I 132	I don't know	I don't have preferences.	No.
8I 133	biographies	Because it's very interesting to see the life or the story of a person (...).	Reading it is a way of relating state of minde; heart or emotion.
8I 134	non-fiction	(...) because it's good to know more about somebody or something	Reading is stay to know what is something (text, article...) about.
8I 135	magazines		Well I think no because some people reading because they have to, and others reading because they like reading. They like to learn.
8I 136	informative texts		In my opinion reading is the same of geting well informed about all kind of things.

8I 137	texts which deal with current affairs		Reading for me is like travelling to another place when we read we have to associate the words and find the essence of what we are reading.
8I 138			No.
8I 139	stories about families (e.g.: Incidents in the Life of a Slave Girl, Harriet Jacob)		
8I 140	non-fiction; comics	Because I know the kind of person am I dealing with and the questions about it are easy to answer.	Reading is to have a text in front of the eyes and understand the message that it contains.
8I 141	texts which deal with current affairs	I enjoy talking about things that I now a bit.	
8I 142	culture-based texts		For me "reading" is introduce knowledgements for pleasure or to learn something.
8I 143	textbooks	Because we can learn contents with reading that	No.
8I 144	historical and scientific texts		Reading is the "passport" to another world, life and adventure where everything is new.
8I 145	we don't have much choice		Reading for me is very important and if I had to associate it with another word that word would be pleasure.
8I 146	texts on the Internet		Reading is an away of the culture and a "mental exercise".
8I 147	textbooks	(...) because we can learn lots of thing through it.	No, I don't know how to define it.
8I 148	textbooks	(...) because we can learn lots of thinks, such as: the history, the culture and the way of be of many people and countries through it.	I don't know define "Reading".
8I 149	nothing in particular		Reading is learning.
8I 150	textbooks	(...) because I learn something about the history of the country or about it's culture.	No, I don't know how to define it, it's "reading".
8I 151	non-fiction texts (e.g.: biographies)	(...) because we can not only know something about a person but also how was their lives in a certain age.	for me, reading is not only going threw a book but making a trip on our seat, making of our head a TV. set and to try to understand what the books about.
8I 152	historical texts; culture-based texts; comical texts	(...) they are very practical and others are funny.	you go to a library, chose a book, go to a quiet place, start reading and imagine you're the man in the book and start travealing.
8I 153	comics	(...) because we are in a groupe and everybody can participate, and the text goes on a funny way.	Reading is to get knowledge of a calm and so (if you like the book) of a funny way.
8I 154	textbooks		I think that reading is travelling through other worlds and a discovery.
8I 155	newspapers	(...) because we improve not only our english but also our nowlege	Reading is a way of involving our minds with the subject that we are reading. We can also define reading as a refugee.
8I 156	comics	(...) because they make me always in a good mood.	I think that reading is something special to us all because we are able to learn new things and to be in contact with the world.
8J 157	technical texts	(...) it interests me.	It is a good way to achieve knowledge and and to improve languae manipulation.
8J 158	stories based on school subjects		
8J 159	magazines	(...) because have interesting things.	Inform What happened in the world and interests.
8J 160	classical novels		To now more about anything.
8J 161	classical novels		The best way to enlarge our vocabulary and it is also a way to enjoy our selves.
8J 162	historical texts; biographical texts		Reading is the most important communication form ever invented and a door to Knowledge, pleasure and discovery.
8J 163	articles from newspapers and magazines	Because they are normally about actual and interesting matters.	
8J 164	dialogues	(...) more dinamic.	Reading is a process that implies transforming written icons into vocal sound through the visualization of the same icons and processing them in the brain.
8J 165	classical novels	(...) because they're good, they've been around for a long time and they will continue to do so	
8J 166	fiction; canonical texts		It's something that We do to be more informe an Know more and more.
8J 167			
8J 168	articles from newspapers and magazines	Because the classical becomes more interesting	Reading is good but only when we're interested in the book that we're Reading.
8J 169	fiction	It's what I like.	No.
8J 170	I don't know		I think reading is an art and a gift on witch everybody can enjoy.
8J 171			Reading is a way to enlarge one's passive vocabulary.
8J 172	stories based on school subjects		
8J 173	novels	because sometimes we have a good story, and we can arrange some point of view about it.	For me reading is something we do in a way that can take us to others dimentions.
8J 174	textbooks; technical texts		put the eyes on a book or texts (manuals) it is a mental and cognitive process, involving a reader, a text and a writer.
8J 175	textbooks		
9K 176			It is a process which we can decode the message written, it is comprehending the content of the book and, as a consequence enlarge our culture.
9K 177	crime novels; lyrics	Firstly because non-canonical such as crime is more interesting and lyrics is a way of relancing and knowing the song by heart.	Reading I think it's a way of acquiring knowledge, knowing new things. It is a way of spending our time doing something useful.
9K 178	lyrics	Because it is a different class for a change.	No.

9K 179	lyrics		“Reading” is taking a book, start to see the first words and get into the story like if you were the main character.
9K 180	“easy texts” (e.g.: texts about people, their families and children)		Reading is synonym of learning, but is synonym too of entertainment.
9K 181	textbooks; scientific texts; texts which refer to technology; non-fiction		Reading is absorbing the content of a book, magazine, etc.
9K 182	comics; textbooks; texts which refer to technology		Reading is the comprehension of the text content.
9K 183			
9K 184	historical texts	(...) because it is a way to learn about a centry.	Reading is a way to travel and to see things Know someone elses mind.
9K 185	lyrics; textbooks	(...) because it is a way to accomplish my work, to learn more words.	
9K 186	comics	are more interesting.	Read is to see something written in a page, etc. ...
9K 187	all texts which contain “important information”		
9K 188	lyrics	(...) because they are more easy to read and not to boring.	
9K 189	comics	(...) because they are not boring.	
9K 190	books that the students are already familiar with	(...) in that way we can observe how the opinions vary.	Reading is something we can do when we feel lonely. A book might be the only friend that will never abandon you.
9K 191			Reading is learn, to have more culture.
9K 192	lyrics	Simple, it has to do with music...	I define Reading as understanding what you read.
9K 193			It is when you enrich your knowledge and expand your learning capacity
9K 194	poetry	(...) because I love poetry and it is not a difficult subject.	Is when you read with your eyes something, when you interpretate for your knowledge.
9K 195	texts which deal with current-affairs and social problems	I think it is very interesting and usefull.	Its analysing attentively a book, without missing any pages.
9K 196	fiction; lyrics	Because it’s not boring and I like it.	There are two kinds of reading. Reading to understand, study something. And reading to travel through our imagination and feelings.
9K 197	classical novels	The teacher can always help us to understand what we find more difficult.	No.
10L 198	“individual” texts	They are more easy and fun to work with.	
10L 199	novels; comics	(...) so English never becomes boring too me	“Reading” is a kind of self-interpretation of a text and at the same time we open our minds to new ideas.
10L 200	short-stories; novels		Reading can be defined as the act of improving more things and understanding them according to a text given.
10L 201	short-stories	(...) because it’s interesting and sometimes funny.	Reading is the act of understanding the written symbols.
10L 202	classical novels; novels with an interesting theme		For me Reading is a pleasure, which develops my criativity and my also my cultural knowledges.
10L 203	newspaper articles; anything to do with England		Reading is an intellectual chalenge which feeds the mind and enlarges one’s knowledge.
10L 204	short-stories	(...) because it has humour and it is a easy reading.	No.
10L 205	short-stories	(...) because it is easier to work with	
10L 206	short-stories	(...) because it is easier to work with	
10L 207	textbooks		Reading it means learning new vocabulary, new knowledges and pleasure.
10L 208	comics	(...) because it gives us pleasure reading it and we learn from them	
10L 209	comics; lyrics; textbooks	After reading these kinds of texts we can talk and discuss about them altogether.	
10L 210	short-stories	(...) because so that way we can analise it and be able to understand it better than big ones.	
10L 211	short-stories	(...) because they have always a moral, a message.	Reading, in my opinion, it is the best way of getting knowledge.
10L 212	short-stories	(...) because I always find them interesting.	In my opinion Reading can help us to extend our cultural knowledge.
10L 213	short-stories	(...) because they have always a moral.	In my opinion reading is to be envolved, well, to feel envolved and likeing what we are “reading”. It’s something that sometimes can make us dream.
10L 214	short-stories	(...) as I never know how they will end.	
10L 215	all types of texts	(...) as long as they are interesting and useful	
10L 216	magazines; advertisements	Because they have an easy and proper language for us, students.	“Reading”.
10L 217	magazines	(...) because they have a more accesible language for us, students.	Reading could be defined as a way of learning and knowing new things.
10L 218	lyrics	(...) because from one text we can discovered many menings	No, because there are different types of reading: reading beyond the lines, between the lines and the superfitial reading.
10L 219	lyrics	(...) as I said before I like to read poetry.	Is to understand the different words and, in global, understand a text or a book.
10L 220	advertisments	(...) because it gives you a help for the purpose	is a comprehension and understanding the different items.
10L 221	poetry	(...) I think it is more musical.	To be able to read it is one of the most wonderful achievement of men.
10M 222	novels		
10M 223	magazine articles	(...) because I like to analyse the title and every graphological aspect.	For me reading is an activity where we can check our language fluency and our observation and also our power of intellectual capacities. It requires a written work, an author and a reader.
10M 224	comic and satirical novels	(...) because there is always a real truth behind the “provocation of laugh” and satire.	Reading is a way of learning more vocabulary, of knowing some author’s opinion about something and of contributing to our cultural knowledge.
10M 225	textbooks	(...) as their texts cover different issues.	

10M 226	classical novels	Because they are difficult books and in class we are better prepared for a deep understanding of these books.	Being confronted with new ideas, accepting or refusing them and acquiring at the same time new fields of knowledge.
10M 227	almost everything		It is something I have to do everyday. without it my day is not complete.
10M 228	non-fiction novels		Novels. Preferably ones depicting real life.
10M 229	literary excerpts; up-to-date magazine articles		Yes. It is a pleasant way of acquiring knowledge and widening your imagination.
10M 230	classical novels	(...) because we are able to, with the help of the teacher, understand them better and to truly see their beauty and simplicity.	For me reading is a process of understanding and acknowledgement of a certain message written by another person. However this definition can be considered as incomplete as it is very simple.
10M 231	comics		
10M 232	novels		Reading is a way to get knowledge, is going through a text and try to decode the message.
10M 233	magazines	(...) because they sometimes have important issues and also because of the pictures.	No.
10M 234	magazines; non-canonical fiction	(...) because it gives us an opportunity to develop our knowledge.	No. I can not.
10M 235	novels; poems	(...) because if we do not know something we can ask the teacher.	Reading is a way of enjoying oneself in virtue of acquiring knowledge.
10M 236	texts that can be discussed in class		Reading is the ability that one has to look deeply at a text and understand and if necessary explain it.
10M 237	excerpts	(...) because I find reading a whole book to one only purpose quite boring. this way (reading excerpts) we can understand the story.	Reading to me is not only to read but also to be in the sync of the character, to be in all the plot.
10M 238	advertisements	(...) because all of them have a second meaning and purpose	Reading is something that we must do if we want to pass our degree.
10M 239	canonical fiction	(...) because we learn more about the English language.	"Reading" is to understand the words.
10M 240	short-stories	(...) because they are entertaining and most of them have a funny ending.	
10M 241	short-stories	(...) because they are fun to read and you always take some knowledge of it.	
10M 242	non-canonical fiction		
10N 243	classical novels	(...) because they draw more my attention.	
10N 244	classical novels		Reading is not only the action of reading is also the action of understand what you read.
10N 245	magazines; scientific texts		
10N 246	magazines; scientific texts		
10N 247	fiction; comics; classical novels	(...) because some times I do not understand the message.	Reading for me is to decipher a message a skimming and scanning exercise.
10N 248	short-stories	(...) because they are easy to understand.	No, I can not.
10N 249	fiction		I can not.
10N 250	short-stories	(...) because the story is rather small and we can make a discussion about the story, its characters and way they do their roles.	
10N 251	scientific/technical texts		I think that "reading" is something that you do when you wish to learn something or just spend your time.
10N 252	non-canonical fiction; canonical fiction	(...) because it helps us with our imagination	Reading is a hobby, or should be one, that enriches our vocabulary.
10N 253	excerpts of books studied outside class		Learn new things in silence, without much fuss, in a calm way.
10N 254	short-stories		Understanding a written message.

Number	B1.1	B1.2	B1.3	B1.4	B1.5	B1.6	B1.7	B1.8	B1.9	B2.1	B2.2	B2.3	B2.4	B2.5	B2.6	B2.7	B2.8	B2.9	B3.1	B3.2
1A 1										5	2	4	6	3	1	7	8	9	yes	yes
1A 2										2	4	3	5	6	1	7	8	9	no	yes
1A 3										3	2	5	4	6	1	8	7	9	no	yes
1A 4										3	4	2	5	7	1	6	8	9	yes	yes
1A 5	x		x	x	x	x	x			3	2	1	7	4	5	6	8	9	no	yes
1A 6										6	4	2	3	7	1		5	8	yes	yes
2B 7		x				x				3	1	4	5	2	6	8	7		no	yes
2B 8										2	1	3	8	5	4	7	6	9	no	yes
2B 9										2	7	3	4	8	1	6	5	9	no	yes
2B 10										3	5	4	2	6	1	7	8		yes	yes
2B 11	x				x	x	x		x	4	3	6	7	5	2	8	1	9	yes	yes
2B 12										4	3	2	7	9	1	10	8		no	yes
2B 13		x								2	3	5	6	4	1	7	8	9	no	yes
2B 14		x	x		x				x	5	3	4	8	7	1	2	6	9	no	yes
2B 15										2	1	4	3	8	6	7	5	9	no	no
2B 16							x													
2B 17	x									1	2	5	4	6	3				no	yes
2B 18	x				x	x				1	4	7	6	3	2	5	8	9	no	yes
2B 19		x				x	x												no	yes
2B 20	x									3	1	7	2	8	6	4	9	5	no	yes
2B 21		x	x			x				6	4	5	1	2	3	7	8	9	no	yes
2B 22		x			x		x						3		1		2		no	
2B 23										1	4	7	9	2	5	8	3	6	no	yes
3C 24										1	5	2	4	3	6	8	2		no	yes
3C 25					x	x	x			3	2	5	6	4	8	7	1	9		yes
3C 26										3	2	4	6	7	1	8	5	9		yes
3C 27		x	x		x		x													
4D 28		x								1	2	4	3	6	5	8	7	9	no	no
4D 29	x					x				4	5	3	2	7	1	6	8	9	yes	yes
4D 30										2	3	4	5	6	1	8	7	9		yes
4D 31										5	2	3	9	4	1	8	7	6	no	yes
4D 32										1	2		8	7	4	6	5	9	no	yes
4D 33		x	x							1	2	6	5	4	3	7	8	9	no	yes
4D 34																			no	yes
4D 35		x			x		x			2	3	8	7	6	1	4	5	9	yes	yes
4D 36										2	1	3	5	4	6	7	5	8	no	yes
4D 37										3	4	5	2	6	1	8	7	9	no	yes
4D 38										6	3	2	5	4	1	7	9	8	no	yes
4D 39										2	4	5	7	3	1	6	8	9	no	yes
4D 40																				yes
4D 41																				
4D 42										5	3	2	4	6	1	8	7	9	no	yes
4D 43										4	5	2	7	6	1	3	8	9	yes	yes
4D 44										2	3	6	5	4	1	7	8	9	no	yes
4D 45		x	x		x						4	5	2	3	1				no	yes
4D 46		x				x				5	4	6	7	3	1	2			no	yes
4D 47		x	x		x						4	5	2	3	1				no	yes
5E 48	x	x						x											yes	
5E 49																			no	yes
5E 50										5	7	6	1	8	2	3	4		no	yes
5E 51	x	x			x	x				7	6	2	8	5	1	4	3	9		
5E 52					x					2	3	4	1	5	7	8	6	9	no	yes
5E 53		x			x		x			5	1	3	7	6	4	2	8	9	no	yes
5E 54																			no	yes
5E 55			x		x	x	x			3	7	4	2	8	1	5	6	9	no	yes
5E 56										1	4	2	5	3	6	7	8	9		yes
5E 57				x	x	x				2	3	4	1	6	8	5	7	9	no	yes
5E 58					x	x				7	4	2	5	3	1	6	8	9	no	yes

5E 59					x															yes
5E 60					x	x			5	6	4	1	7	2	3	8	9			yes
5E 61		x			x	x	x		1	4	3	2	6	5	8	7	9	no	no	
5E 62		x			x		x		5	6	2	8	7	1	3	4	9	no	yes	
5E 63									3	8	2	7	6	1	5	4	9	no	yes	
5E 64									3	8	2	7	6	1	5	4	9	no	yes	
5E 65		x	x	x			x		3	2	1	4	5	9	6	7	8	yes	yes	
5E 66			x		x	x	x		1	2	3	7	3	6	5	8	9		yes	
5E 67									2	1	3	4	8	6	5	7	9	no	yes	
5E 68									1	3	4	5	7	8	2	6	9	no	no	
5E 69									2	3	6	5	8	9	7	4	1	no	no	
5E 70		x			x				5	8	3	6	7	2	4	1	9		yes	
5E 71					x	x	x		1	7	4	3	8	5	2	6	9	no	yes	
5E 72																				
5E 73									2	3	1	6	4	8	7	5	9	no	no	
5E 74	x	x			x				2	6	3	7	5	1	8	4	9	no	yes	
5E 75									1	7	3	8	6	2	5	4	9	no	no	
5E 76									4	2	1	5	3	6	7	8	9	no	yes	
5E 77									1	5	3	2	6	4	8	7	9	no	yes	
5E 78									2	4	1	5	3	7	6	8	9	no	yes	
5E 79	x	x				x	x	x	4	5	9	2	3	1	8	7	6	yes	yes	
5E 80									5	4	1	2	3	7	6	8	9	yes	yes	
5E 81						x			1	8	4	2	7	6	3	5	9	yes	yes	
5E 82									2	1	5	3	6	8	4	7	9	no	yes	
5E 83																		no	yes	
6F 84		x			x		x		2	3	4	6	5	1	7	8	9	no	yes	
6F 85		x	x						4	5	3	2	6	1	7	8	9	yes	yes	
6F 86									2	3	4			1	5			no	yes	
6F 87		x			x				4	3	2	5	8	1	6	7	9	no	yes	
6F 88									3	2	5	6	4	1	7	8	9	no	yes	
6F 89									1	2	4	6	3	8	7	5	9	no	yes	
6F 90					x				1	2	6	7	5	8	4	3	9	no	yes	
6F 91									3	6	4	2	7	1	5	8	9	no	yes	
6F 92									5	4	1	2	6	3	8	7	9	no	no	
6F 93									1	4	2	6	7	3	8	5	9	no	no	
6F 94									1	4	2	5	7	3	6	8	9	no	yes	
6F 95																		no	yes	
6F 96									5	4	3	6	8	1	2	7	9		yes	
6F 97									2	1	5	8	6	3	7	4	9			
6G 98	x	x																	yes	
6G 99	x	x				x			5	3	8	6	4	7	1	2	9	yes	yes	
6G 100	x	x			x				7	3	2	5	4	1	8	6	9			
6G 101									5	4	1	7	6	2	8	3	9	no	yes	
6G 102									5	1	6	3	4	2	8	7	9	yes	yes	
6G 103	x	x						x	4	1	2	5	3	6	7	8	9		yes	
7H 104									6	4	2		3	1	5	7	8	no	yes	
7H 105									3	2	4	7	6	1	8	5	9	no	yes	
7H 106									2	1	3	5	4	8	7	6	9	no		
7H 107					x	x	x		4	3	1	5	2	8	7	6	9	no	yes	
7H 108									2	3	4	1	5	6	7	8	9	yes	yes	
7H 109		x							2	1	3	6	5	7	8	4	9	no	yes	
7H 110		x			x													no	yes	
7H 111									1	6	3	8	7	2	5	4	9	no	yes	
7H 112									1	2	3	5	7	4	6	8	9		yes	
7H 113									1	5	4	7	6	2	8	3	9			
7H 114		x	x		x	x			4	3	6	5	2	1	8	7	9	no	yes	
7H 115					x		x		2	3	5	6	4	7	8	1	9	no	yes	
7H 116									4	2	1	5	3	8	6	7	9	no	yes	
7H 117									2	3	1	5	4	8	6	7	9	no	yes	
7H 118			x		x		x	x	4	3	5	6	2	1	7	8	9	no	yes	
7H 119									1	3	2	4	5	6	7	8	9	no	yes	

7H 120										4	2	6	3	8	1	5	7	9	no	yes
7H 121										2	5	3	4	7	6	8	1	9	yes	yes
7H 122										3	1	2	6	4	5	7	8	9	yes	yes
7H 123		x			x	x				2	1	3	5	4	6	7	8	9	no	yes
7H 124										6	8	9	7	4	2	3	5	1	no	yes
7H 125					x		x			1	2	6	4	9	5	7	8	3		yes
7H 126										3	6	2	4	5	1	7	8	9	no	yes
7H 127										1	5	2	4	3	8	7	6	9	no	yes
7H 128		x	x		x	x	x	x		1	4	5	3	7	2	6	8	9	yes	yes
7H 129										5	2	7	4	1	3	6	8	9	no	yes
7H 130										1	4	5	7	6	2	3	8	9	yes	
7H 131										4	6	2	3	7	1	5	8	9	no	yes
8I 132		x	x			x				3	4	1	5		2				no	yes
8I 133										3	7	2	4	6	1	5	8	9	no	yes
8I 134						x				1	2	3	5	8	6	7	4	9	no	yes
8I 135		x			x	x													yes	yes
8I 136										1	2	7	3	8	4	5	6	9	no	yes
8I 137					x	x		x		1	4	3	8	5	2	7	6	9	no	yes
8I 138					x		x			1	9	6	4	5	3	8	7	9	no	yes
8I 139			x							1	2	5	6	4	8	3	7	9	no	yes
8I 140	x	x			x					3	4	2	5	8	1	6	7	9	no	yes
8I 141	x	x			x	x	x			2	5	7	3	6	1	4	8	9	no	yes
8I 142										3	6	4	8	5	1	2	7	9	no	yes
8I 143			x	x						1	2	5	4	3	8	7	6	9	no	yes
8I 144										4	9	3	2	8	1	5	6	7	yes	yes
8I 145										5	3	2	6	4	1	7	8	9		yes
8I 146										3	2	4	6	7	1	8	5	9		yes
8I 147	x	x	x			x				3		2			1				no	no
8I 148		x	x			x				2	3	6	4	7	1	5	8	9	no	
8I 149										1	5	6	7	8	2	3	4	9	no	yes
8I 150					x		x			4	8	5	3	7	1	2	6	9	yes	yes
8I 151	x	x	x	x	x		x			1	2	3	6	4	7	8	5	9	no	yes
8I 152										6	7	1	2	8	3	5	4		no	yes
8I 153		x			x		x			3	1	5	6	4	7	8	2	9	no	yes
8I 154										5	1	4	3	2	6	7	8	9	yes	yes
8I 155	x	x	x	x	x	x	x			2	1	4	6	8	3	5	7	9	no	yes
8I 156										3	6	4	5	7	8	1	2	9	no	yes
8J 157										3	2	4	1	6	5	8	7	9	no	yes
8J 158					x			x		3	5	6	4		2	1	7	8	yes	yes
8J 159			x		x	x				3	1	6	8	2	7	4	9	5	yes	no
8J 160										2	1	3	4	5	9	6	7	8	yes	yes
8J 161										2	3	1	5	4	8	7	6	9	no	yes
8J 162										7	5	4	3	6	7	2	8	9	yes	yes
8J 163		x			x	x	x			3	4	2	7	5	1	6	8	9	no	yes
8J 164										3	4	2	5	6	1	7	8	9	no	yes
8J 165	x	x	x		x		x			7	4	2	3	5	1	6	8	9	yes	yes
8J 166										1	6	7	8	3	4	2	5	9	yes	yes
8J 167					x					4	5	2	3	6	1	7	8	9	no	yes
8J 168										2	3	4	7	5	1	6	8	9	no	yes
8J 169	x	x				x				5	4	3	1	2	8	7	6	9	no	yes
8J 170								x											no	no
8J 171										1	3	2	5	4	8	7	6	9	no	yes
8J 172	x			x	x					4	5	1	3	2	5	6	7	8	yes	yes
8J 173										8	1	7	6	2	5	3	4	9	no	no
8J 174		x			x		x			2	1	5	4	3	8	7	6	9	no	yes
8J 175		x			x					2	3	1	6	4	5	7	8	9	no	yes
9K 176	x	x				x				5	1	6	3	2	7	8	4	9		
9K 177										3	2	5	6	7	1	4	8	9	no	yes
9K 178		x				x				4	3	6	2	5	1	7	8	9	yes	yes
9K 179										5		2	4	1	3	7	8	9	yes	yes
9K 180																			no	no

9K 181										8	6	5	4	7	1	2	3	9		yes
9K 182										9	3	5	4	8	7	2	6	1	no	yes
9K 183			x		x	x	x		x	5	7	4	3	6	1	2	8	9		yes
9K 184										8	3	4	1	6	2	5	7	9	no	yes
9K 185						x				8	3	2	1	7	6	5	4	9	no	yes
9K 186																			no	no
9K 187					x				x	3	4	5	6	7	1	2	8	9	no	yes
9K 188		x				x				5	4	2	3	6	1	7	8	9	no	yes
9K 189		x	x			x				1	3	4	5	2	6	8	7	9	no	yes
9K 190										2	3	5	6	8	4	1	7	9	no	yes
9K 191			x		x		x		x										no	yes
9K 192		x	x		x	x				1	5	4	7	3	2	6	8	9	yes	yes
9K 193										1	2	3	6		7	4	5		yes	yes
9K 194			x																no	yes
9K 195	x	x			x					5	3	2	7	6	1	8	4	9	no	yes
9K 196										4	6	3	2	5	1	7	8	9	no	yes
9K 197		x			x	x					4	3	2	5	1				yes	yes
10L 198		x	x			x				3	2	7	6	4	1	5	8	9	yes	yes
10L 199										5	4	6	2	3	1	7	8	9	yes	yes
10L 200										2	3	1	5	4	6	7	8	9		yes
10L 201										2	5	6	3	4	1				no	no
10L 202										4	3	5	2	6	1	8	7	9	yes	yes
10L 203										5	3	4	1	7	2	6	8	9	no	yes
10L 204		x			x	x	x			6	5	4	2	3	1	7	8	9		
10L 205					x	x	x		x	2	3	1	4		5					yes
10L 206	x		x				x		x	3	4	1	5	6	2					yes
10L 207	x	x	x	x			x	x		4	5	1	2	3	6	7	8	9		yes
10L 208		x			x	x				3	6	1	4	5	2	7	8	9	no	yes
10L 209		x			x	x				3	6	1	4	5	2	7	8	9	no	yes
10L 210	x	x				x	x		x	3	6	2	4	5	1	7	8	9	yes	yes
10L 211										4	1	3	2	7	5	8	6	9	yes	yes
10L 212										6	1	3	5	2	4	7	8	9	yes	yes
10L 213										4	1	7	5	3	2	6	8	9	yes	yes
10L 214		x			x		x			3	4	5	2	6	1	7	8	9	no	yes
10L 215		x			x					3	2	4	5	6	1	7	8	9	no	yes
10L 216		x		x		x	x			1	5	4	7	8	6	2	3	9	no	yes
10L 217										2	6	3	5	4	7	1	8	9	no	yes
10L 218		x				x	x	x		5	8	3	2	6	1	4	9	7	no	no
10L 219	x	x				x		x		6	5	4	2	3	1	7	8	9	no	yes
10L 220					x					2	3	1	5	4	6	7	8			yes
10L 221										2	3	1	4	5	6	7	8			yes
10M 222		x			x			x		3	4	2	5	6	1	8	7	9	yes	yes
10M 223										4	2	3	5	1	6	8	7		no	yes
10M 224										3	2	1	6	4	5				no	yes
10M 225	x	x	x	x	x			x		1	5	3	7	8	1	2	6	9	yes	yes
10M 226										5	6	3	4	7	1	2			no	yes
10M 227	x	x			x	x				8	2	4	3	6	1	5	7	9	yes	yes
10M 228	x	x			x	x				5	3	2	6	4	1	7	8	9	no	yes
10M 229										2	3	1	4	5	6	8	7	9		yes
10M 230										2		5	1		4	6	7	8	no	yes
10M 231		x	x	x					x	3	1	2	7	5	4	6	8	9	no	yes
10M 232										3	4	2	6	5	1	7	8	9	no	yes
10M 233		x		x	x	x				4	2	3	1	5	7	6	8	9	no	yes
10M 234		x	x		x	x	x			5	4	1	8	2	3	6	7	9		
10M 235										4	2	5	3	6	1	8	7	9	no	yes
10M 236										1	5	2	4	3	8	7	6	9	no	yes
10M 237										2	3	7	4	5	1	8	6	9	no	yes
10M 238		x			x	x			x										no	yes
10M 239	x	x				x				5	1	2	4	3	7	8	6	9	no	yes
10M 240	x		x	x	x	x				4	5	3	7	6	1	2	8	9	yes	yes

10M 241	x		x	x	x	x				5	2	1	3	4	6	8	7	9	yes	yes
10M 242										5	4	3	2	6	1	8	7	9	yes	yes
10N 243	x	x	x							4	3	1	7	6	5	2	8	9	no	yes
10N 244	x					x					4	1	3	2						yes
10N 245	x	x	x		x	x	x			6	5	4	2	3	1	7	8	9	yes	yes
10N 246		x	x			x				4	3		1		2				no	yes
10N 247		x		x		x				3	2	1	5	4	6	8	7	9	yes	yes
10N 248	x	x		x	x		x		x	5	3	2	6	4	1	7	8	9	no	yes
10N 249	x	x				x				5	3	4	6	4	1	7	8		no	yes
10N 250		x	x		x					5	3	4	6	7	2	1	8	9	no	yes
10N 251		x			x	x	x			3	7	4	6	8	1	5	2	9	no	yes
10N 252										6	4	2	3	5	1	8	7	9	no	yes
10N 253										8	5	7	3	4	1	2	6	9	no	yes
10N 254		x								2	1	3	5	4	6	7	8		yes	yes

Number	In your opinion, why is reading frequently ignored nowadays? Give reasons.
1A 1	I think that the main reason are the people are finding other things to do like watching TV. or working with a computer.
1A 2	Because of Television, Internet and other. things.
1A 3	(...) because we have also information in the TV., radio and mainly the computer
1A 4	I don't know but maybe of television and computer's, watching TV. for e.g. gives us work than reading a Book, but maybe reading something gives more pleasure.
1A 5	Because lots of kids prefer watch TV., listen to music, go to the cinema, etc.
1A 6	Maybe because of the media -TV., radio and computer. Those instruments give us images and sound.
2B 7	In my opinion reading is frequently ignored nowadays because people have found other things to do, on which they find more interest.
2B 8	Be we have TV., that give us images, something that books can not.
2B 9	To read is to have time to do it and in our days we don't have this time.
2B 10	Because nowadays young people think like this: "why should we read any book, when we can watch it on TV.?" Sometimes they have their time so occupied with ignorant things that they forget the real pleasure of reading.
2B 11	I think that is because the TV. or computer and others things. Nowadays we have lots of thing that we can do.
2B 12	In my opinion, The reading is ignored because the people hadn't to much time and the TV. had the first plan today.
2B 13	I think this happens because people have other things to do like watching TV., beside it is easier than reading.
2B 14	Because people don't have time to sit in a chair and turn of the mind of the day problems.
2B 15	Reading is ignored in nowadays because people don't like it.
2B 16	In my opinion it lack of will
2B 17	Because People have not time to do it.
2B 18	Maybe because the incentives are not that many.
2B 19	
2B 20	
2B 21	No, there is no time to read to much
2B 22	
2B 23	Because the TV. and had become more pleasant
3C 24	Because sometimes when I read, I forget all my problems.
3C 25	I don't know
3C 26	I don't know
3C 27	It could be influence of the new tecnologies like TV. nowadys TV. shows everything and people "list" his time watching her.
4D 28	I think that many people don't read frequently because they think that reading is a waste of time. but in my opinion shuul read to expand our knowloges.
4D 29	Because people don't seem to have the time or they have other interests.
4D 30	Because people doesn't have much spend time.
4D 31	Peoples dont have time.
4D 32	Because, normaly books are too big.
4D 33	Reading is frequently ignored nowadays because people think that are more important things like TV., radio, cinema, etc.
4D 34	I think that nowadays, people don't read frequently because they don't have much time. Because nowadays people just think in wining money.
4D 35	Reading is ignored nowaday because today we have other types of pleasure, like TV., computer games, radio, etc.
4D 36	I think it's because the yong people had know other things to do that they don't want read frequently
4D 37	Reading is frequently ignored because television, cinema, and radio are more and more used.
4D 38	Because most people worked and they haven't time to read and sometimes people prefer watch TV., listen music than to read.
4D 39	I think it is due to lack of time. People are too busy and too tired to relax and read a book
4D 40	Nowadays reading is not so ignored, the problem is that people only read magazine that make sensation and not the books from writers as Vergílio Ferreira, Augustina Bessa-Luís etc.
4D 41	Reding is frequently ignored because nobody cares about that, they don't have creative tasks.
4D 42	Who said that? Well, if it is so is because nowaday we have more facilities to get information, television, computers, rádio, etc. or because we need something new to read.
4D 43	(...) concerning the reading is very difficult to the person that is used just to see what is shown in th TV. and then... for a book to be interesting and exciting we have to give our own imagination and images.
4D 44	Because people think reading is a waste of time
4D 45	Because is boring, it's a loss of time.
4D 46	Reading is frequently ignored because people prefer other activities: to have fun and reading (so they think) is not a way to have fun.
4D 47	People believe that there are more interesting things to do than reading.
5E 48	because most of the yound people are not motiveted to the reading mater
5E 49	(...) because they have no interest in the past or in the pleasure of reading, they care more about computers and dangerous games that exist that are very dangerous.
5E 50	Because of TV., computers, cinema and radio
5E 51	Nowadays, reading is frequently ignored because people arrive home tired from work or school and another reason is the appearance of the television.
5E 52	Because nowadays their is some other ways of learning such as listening (a tape).
5E 53	Because television and theatre nowadays, gets the young people attention.
5E 54	It's basically school's fault. When a student gets out of school, he stays with the impression that all books are boring, not useful, so he drops out of reading.
5E 55	People had no time to read. Life is to occupied people had no time for nathing.
5E 56	I think it's because television is nowadays the most important way of people spending time. People have to see that books are very important. (...)
5E 57	Because most people think that reading is boring and the high pricesss of the books make people wand to not read, and also the radio, TV. and cinema make people pay less attention to the reading.
5E 58	Reading is frequently ignored nowadays mainly due to the TV., which takes the place and function of the book as a way of providing pleasure and also information about several subjects
5E 59	There is television, radio, computers and others things that people think it is more attractive: Nowadays there is no time for reading. They go out frequently and reading is a private activity.
5E 60	I have friends who think that reading is boring, I used to think so until in 10th year I had a terrific Portuguese teacher who brought to class plenty of interestin texts. I think that teachers should choose the texts also according to the student's inte
5E 61	Because the books sometimes are boring.
5E 62	Because many people think that is a boring mental activity and it's easier watch television or listen music, for instanse.
5E 63	Reading is ignored nowaday, because the people prefer to watch TV.
5E 64	It's ignored because, in nowadays people prefer TV. or radio and cinema instead books.

5E 65	It is ignored because it only helps us to improve our language, and it's something that takes up a lot of our time, and we prefer to do more interesting things with our time.
5E 66	It's frequently ignored because we have many disciplines and all of them has different programmes, activities, works.
5E 67	I don't know, but read is very good for us, it help's in our studies
5E 68	Because we have to much TV.'s news, Internet, and this get us more boring to read if we can see in TV. ...
5E 69	I think that people don't read because they don't have time, is the work or the home to arranged.
5E 70	Because the TV. came to take place books.
5E 71	People say that they have no time. It's more comfortable to see TV. than think too much reading a book
5E 72	Because nowadays we have much things to do or wacht like TV., cinema, going out and the reading became a little bit forgotten.
5E 73	Because we can't find anything more boring to do. And it's a waste of time, it's better to enjoy life than to read.
5E 74	In my opinion I think it's because people don't have time to read.
5E 75	Nowadays people are more interested with television and computers.
5E 76	Because of TV.s influence. We can see and hear without making an effort.
5E 77	Because people is always so stressed that has no time to read, that's a pety because reading is a very good exercise to mind.
5E 78	Because, nowadays some persons read for pleasure, but the most read as it was an obligation.
5E 79	Because we have other things more interesting to do. like the computers, television, radio...
5E 80	Because many people don't like reading, sometimes read its boring, the people prefer watch television.
5E 81	Because of the Internet, sometimes the people think it's a waste of time and the books are a little expensive.
5E 82	Because the young people have other interests but I think the read the "best waste of time"
5E 83	Because people nowadays no longer care about reading they are too stressed, tired, they don't have no time pacience and are more and more losing interest.
6F 84	Nowadays people have new habits of spending their free time like , do nothing and the "fever" of Internet.
6F 85	Reading is sometimes ignored, since people are too worried with their lifes and don't find time to take pleasure in reading.
6F 86	'cause some books aren't winteresting and if I say that the books is boring my friend will believe it and he is not going to read it (because I say that it's boring) so why bother?
6F 87	Nowadays people have other interests like watching TV., our go to the cinema and in the present time computers and Internet, forgetting how god is to read.
6F 88	because we have got the TV. and cinemas
6F 89	Because with the advance of technology there are other ways to get in touch with knowledge and culture, ways which are much more quicker that reading.
6F 90	Because there are no interesting books relative to a motivate subject
6F 91	There are other priorities in our lives, actually reading it is not the most important.
6F 92	In my opinion reading is ignored since everyone is occupied with their everyday tasks and have no time to read for pleasure.
6F 93	I think that reading is frequently ignored nowadays, because people are not interessted and have no time for it.
6F 94	People go to the easy forms, to integrate themselves on society, unfortunately, but specially by TV.
6F 95	Because many student's are lazy and not only the student's
6F 96	I believe that's because, they don't have time.
6F 97	Because sometimes in school we are ordered to read that's a bad thing because not everyone likes to read the same thing. I think that the supervisors should make probabilistics studies to see what kinds of books students prefer...
6G 98	Because the people have a turbulent life and don't have time for reading.
6G 99	Because we have things more better than a book or we think we have.
6G 100	People don't have time.
6G 101	Cause there's to many other things which young people are more concerned such as: music, discos, computers forgetting the most important it's being forgotten.
6G 102	I think people just don't have time to read, some just think is really boring, people believe and like things such as: music, art. (...) Now people have other priorities.
6G 103	May be the themes the writers write about.
7H 104	Because nowadays there pare people that leave school early and the lose the interest for reading and maybe because in Portugal the people doesn't know how important reading is.
7H 105	Because people feel attracted by other entertainments and they start thinking that reading is boring and a waste of time and so they prefer to go to cinema, or to other place.
7H 106	
7H 107	
7H 108	I think that nowadays people don't have much time and when they do they prefer watching television, working on a computer, watching movies or enjoying themselves with other people.
7H 109	Because there are other ways to spent free times. for example the TV. However, I also do think that it is a problem of education. Children must be aware of the importance of reading.
7H 110	Reading nowadays is frequently ignored because the rithm of people's life leaving to them a litle time to do what they prefer and an order cause it is the prices of the books in nowadays.
7H 111	Because books are to expensive.
7H 112	In my opinion reading frequently ignored nowadays because people read very much.
7H 113	Because the people don't have time to do it.
7H 114	People nowadays not have much time to read.
7H 115	Because, for many people, is a waste of time.
7H 116	I think that TV. is the responsible for that because people prefer watching than reading. Then people don't have time to read because they work and so on.
7H 117	Because they found more atractives things to do, such as going to the disco, or watching TV. or even going to the cinema.
7H 118	I believe that it is ignored because in nowadays, everyone has something else to do, they are so busy that they have no time for reading and when they have time, they prefer do something else, as watching TV.
7H 119	Because of TV. and cinema. It is much easier and for some people more entertaining to watch the story rather than imagine it.
7H 120	Because are more entertainment, then reading and people prefer to pleasure of it.
7H 121	Due to TV. and the practise of sports, computer, etc. Because people nowadays think that books are boring. They prefer sit on a couch and see a great movie than sit on a couch and read a book.
7H 122	Because there are always more interesting things to do.
7H 123	I think that many people don't have time, others prefer watching TV. because it gives us images, others because don't feel like to do it.
7H 124	
7H 125	because people have other activities. For e.g. in past women could read because their are always in home, nowaday they work and don't have time to read
7H 126	There isn't no time 4 reading, people are too tired and stress out. Besides books are seldom very expensive.

7H 127	People nowadays haven't got time, because, we're always running and in the night when we get home we just want to rest.
7H 128	In my opinion reading is ignored because we often say we don't have time to read and instead of that we prefer sitting in front of the TV. The fact that the books we have to read often are boring, people think all books are boring.
7H 129	It is an activity which requires time and interest which is quite rare in the age of television and constant to and fro. However, the amount of time school occupies in our daily lives also contributes for the lack of leisure activities.
7H 130	Because people don't have any time and specially because they prefer other kinds of interteiments.
7H 131	In nowadays the simple act of reading take time and most people don't have that time unfortunately.
8I 132	In some cases because they don't have reading habits, in other cases because books are expensive sometimes and there are people that can't buy it.
8I 133	Especially in Portuguese, they gave us books to read, that are not pleasant; we have many books to read in a term; the parents have to work and many them doesn't check if her daughter/son read (...).
8I 134	Because, nowadays the cience evolved. We can see television, listen in radio etc.
8I 135	Because the students and others persones don't have interests in reading. They prefer others robbies like sport, cinema, TV. etc
8I 136	I think it is ignored because we have no time to waste and actually reading requires disponibility.
8I 137	Because of TV. most of the young and old people prefer watching TV. or listening to music than reading
8I 138	The reading is frequently ignored nowadays because our programmes have a lot of contents and in the end we don't have interest
8I 139	Because people prefer watch TV. and play video games in computer.
8I 140	Because there are different people with differents characters and some like to read and some don't.
8I 141	because people don't have habit's
8I 142	Because nowadays people prefer watching TV., or video games.
8I 143	Because for example in classes the teacher don't explain how important is the reading nowadays. They just limit to give the contents.
8I 144	Because of other means which also provide information and pleasur without requiring extra time.
8I 145	Because people no longer have to read to have access to information. All they have to do is watch some television or listen some radio.
8I 146	No and yes. Firstly reading preserve an magic world for teenagers, the school and/or parents estimulate for literature. Although, the school to oblige the estudants of the same time reading two or three books. (...)
8I 147	Because people nowadays have other things to do besides reading, for example the computer is something that most of the people prefer than a book.
8I 148	Reading is frequently ignored nowadays because people have many things to do besides read a book. Nowadays computer replaced the books.
8I 149	Because there is no information about what is reading, and people (the most) don't have time
8I 150	Sometimes it is because the majority of pleople considere it a waste of time, they think it's better to go out with the friends or watching TV. Or they just don't like reading anything.
8I 151	I think that reading is ignored nowadays because in Portugal we start reading books only in the Secondary School when it should be at the begining
8I 152	The main reason is that people don't like to read and nowadays they have other things to fill their free time.
8I 153	Because we don't need to write to know the things that are happening around us, I mean, because we have the radio and the TV. that tell us everything.
8I 154	I think it's because of the television and the cinema. I think that these are more interesting because these have more images and sound and are
8I 155	Because we are on the age of the computer, and people don't bory to search information and culture in reading but on the computers.
8I 156	Because most of the people find it boring.
8J 157	It is so because Audio-visuals are stealing the place of the reading habit
8J 158	Because people have other intrecests
8J 159	In my opinion the problem reading is ignored nowadays because many people not intererested for that things.
8J 160	Because of the TV. we can see true images and we can not.
8J 161	Because of the television and because also because of the lacke of culture awareness.
8J 162	Because there are no more great writers, and the new generations prefer Internet, TV., video games and compact disc players
8J 163	Because there is a gap of time to do it, and because most of the people find other kind of activities, like computer or television more interesting.
8J 164	Because people have better things to do, or, there are the ones that today Internet can replace and solve everything.
8J 165	Because more and more TV. and Computers-Internet- are gaining importance over reading.
8J 166	Because today we have lots of things to do like TV. and play football.
8J 167	Because people are so full of Stress that they don't have the time for reading
8J 168	Because of a stressed live That people take
8J 169	Because people have a busy life, they don't have time to read, they have more important things to do.
8J 170	Because the media took place instade
8J 171	Because, some people think's that reading is a waste of time.
8J 172	Because it's a time-wasting and patient activity and people nowadays don't have time to read.
8J 173	Because nowadays we have to much things to do, such as: computers, TV., good cinema, gymnasiums, discotheques.
8J 174	Because of television
8J 175	Because nowadays we have the computers, more TV. channels, Internet so people spend more free time doing those things, so that's why reading his frequently ignored.
9K 176	
9K 177	Because at school they set some kind of book that is boring and teenagers feel dismotivated to continue reading also because people work too much and have too many problems that they don't feel like reading
9K 178	People don't have many time, they feel they are always busy. New activities and ways to spend the free time.
9K 179	Because people are too busy to get involved in the plot of a book, a good book, people have lost sensitivity.
9K 180	In my opinion, for one side I thing that is the less o time from the people, the excess of work to other hand its the
9K 181	Reading is frequently ignored nowadays due to the fact that people, mainly teenagers, only think on sex.
9K 182	Because, people spend all the time thinking in sex.
9K 183	It can be justified by the way of life that everyone have today.
9K 184	Beaus nowadays people have new tecnologes like computers that thaks the time that they in other day they used to read.
9K 185	Because, mass media, such as TV., radio, acquired a much more importance, because people can be doing other things and seeing TV. and listening music, and news on the radio.
9K 186	Because TV. is more interesting.
9K 187	because, for example, TV. and others achvities were prefered
9K 188	Because people think that most of the books are boring and because now there is the television that occupies the place of the book.
9K 189	People have other ways of entertainment like TV.; the adults have a busy life and don't have much time for reading
9K 190	Science has developed itself very much. And the books stay on the Bookshelf, people prefer, nowadays, watching TV. and they look for more and more new activities, such as the modern INTERNET.
9K 191	
9K 192	First- because of our advanced technology-computer TV., etc second- because of school you're forced to read boring books
9K 193	There are other types of ways to receive information without reading ex: the television.
9K 194	The reason is clear, it is because we are forced to read and that does not give pleasure in reading.
9K 195	It simple. People just don't have time as they had. Some do it because not all have the same tastes.
9K 196	Due to the fact that people don't want to waste time reading something that they can watch on TV.

9K 197	There are other means of entertainment like computer games and TV. that take all the free time.
10L 198	Lack of time and also lack of interest.
10L 199	Nowadays tecnology is so advanced, that computers and television substitute
10L 200	Because it is substituted by the TV.
10L 201	Because there are lots of other things to do, for example watching TV. or playing computer.
10L 202	Maybe it's because nowadays time is not much and when we have time we would rather rest and wath TV. than try to concentrate or reading a book.
10L 203	Reading is ignored because nowadays people prefer sitting in front of the television set instead of picking up a good book.
10L 204	Because, nowadays people prefer to watch, they find reading boring and they don't want to use their imagination, which is required in reading.
10L 205	Because of TV. and cinemas. It's more pratical
10L 206	Because of TV.
10L 207	Reading is ignored because now we have computers that give the information we need.
10L 208	Because most of people think that reading is a waste of time.
10L 209	People claim that they do not have enough available time to read, but I think that the main reason is that they are not educated in that sense.
10L 210	Because we have many other easy ways of knowing things, like watching TV., going to the cinema and nowadays we learn much from "Net".
10L 211	Maybe because it is harder to have time to read, and people think that is a waste of time because it does not bring money, it is a fact but life it is not only money.
10L 212	Probably it is because nowadays we have the television and the computer and people prefer to watch television rather than reading.
10L 213	I think it's because people find reading boring and in their opinion they have better things to do, besides reading. In the other hand, some people don't have the financial means to buy a "good" book.
10L 214	It is ignored because the TV. makes it much easier, you only have to sit and watch it while a book you have to read it. I like to watch TV. but I think that reading is not only healthier but also more useful to our language skills.
10L 215	Because for many people television is more important and more interesting
10L 216	Nowadays reading is frequently ignored because students have more and more choices, and others "pleasures" as internet, cinema are.
10L 217	Because people have other interests, like TV.
10L 218	Because people are so busy with their own life and walk that just ignore reading.
10L 219	Because more often news on TV. tells us that the newspapers do, if not ina more complete way.
10L 220	Because there are different alternatives like: TV., computer and sports
10L 221	The problem is that when we learn we are going to read by obligation and nobody cares to teach us how to read by pleasure, only.
10M 222	People do not read frequently because the books are expensive and most are read by obligation.
10M 223	Because nowadays the mass-media are everywhere and people have more various ways of spending the time.
10M 224	I believe reading is ignored nowadays because it is seen as a waste of time and people is mostly interested in the "carpe diem" not in an intellectual way but in a physical way (this is to say that prefer going to discos, to drink a lot.
10M 225	In my opinion reading is frequently ignored nowadays as it is most of the times compulsory.
10M 226	Because there is not enough "publicity" about good, interesting books. Furthermore the first contacts that people have with books, nomily at school, are not successful due to the fact that, often, these books are boring and are felt as imposed.
10M 227	Television, computer games may seem more attractive to the youngest generation then books. It is our task to incentivate them for the benefits and pleasure reading brings.
10M 228	More emphasis is placed on oral fluency.
10M 229	Due to the wide spread use of media: first television and now Internet.
10M 230	Nowadays people do not seem to have (or think they do) the time to dedicate to a good book. Television and cinema are easier substitutes for this activity.
10M 231	Because people don't bother
10M 232	In my opinion the television is one of the main reasons because we can see, listen and read in television.
10M 233	Reading is frequently ignored because television and computers has catched people's attention.
10M 234	Beacse there are other Media which can take the responsibility of informing people. Ex. TV.
10M 235	Nowadays, reading is ignored because people do not have time to do it and it's easier to watch TV. instead of reading
10M 236	In my opinion reading is frequently ignored because people think it is boring.
10M 237	I suppose that reading is getting much more rare in spite of students don't interest any longer to any kind of free reading, they are already full by the reading they are sent to do to classes.
10M 238	Because nowadays the time we have free is not enough.
10M 239	I think that is because the books are too expensive
10M 240	Because nowadays we have other means such as media (Television, Radio, newspapers) which give us most of the information we need and give us the oportunity of listening to all the data we need for our daily life.
10M 241	Because almost the books that are compulsory reading in school are too big and the students have a short period of time to read them. And sometimes, in our days, people have so many things to do that they don't have time to read.
10M 242	Reading is frequently ignored nowadays because TV. appeared and fascinated many potential reader for quite obvious reasons: it is "better" and easier to see a movie than to read a book.
10N 243	It is frequently ignored nowadays because people think it is a waste of time, they prefer images than letters.
10N 244	Reading is frequently ignored nowadays because others things like computers, television keep our time. Because the information gets quickly.
10N 245	Because people are more interested watching TV. set than reading
10N 246	Novels are adopted to cinema and it is more interesting to see a film than read a book.
10N 247	because people aren't motivated to read they prefer to go to the cinema, to the café and that happen with the young generation. Sometimes we have a full time job and we donot have time for pleasure.
10N 248	Nowadays people are not reading as much as they did. Day by day people are bussy, and when they are on holidays they want to rest.
10N 249	Reading is ignored because TV. is enough nowadays for many people, so they neglect reading
10N 250	Reading is frequently ignored, because people don't have any spare time to do what they like most.
10N 251	It is ignored because people prefer to watch TV., use the computer and they think that it is something useless.
10N 252	Book are a bit expensive and nowadays people prefer to watch television or play computer.
10N 253	Reading is frequently ignored nowadays becausese people have been looking for easier and quicker ways of learning, like computers, for instance.
10N 254	Nowadays there are many other ways of knowledge about facts like audio-visual.

Number	C1.1	C1.2	C1.3	C1.4	C1.5	C1.6	C1.7	C1.8	C1.9	C1.10.	C1.11.	C1.11.a)	C1.12.	C1.12.a)
1A 1			x	x					x					
1A 2			x			x	x							
1A 3			x			x								
1A 4			x	x			x	x						
1A 5			x	x				x	x					
1A 6			x						x					
2B 7			x											
2B 8			x	x		x								
2B 9			x	x				x	x					
2B 10	x	x	x				x	x		x			x	pleasure; self-education
2B 11			x	x										
2B 12		x	x	x		x		x	x					
2B 13			x	x				x	x					
2B 14			x	x					x					
2B 15							x							
2B 16		x												
2B 17				x		x		x	x					
2B 18			x			x		x	x				x	pleasure and self-education
2B 19			x					x						
2B 20														
2B 21			x	x						x				
2B 22			x					x						
2B 23		x	x				x		x					
3C 24		x	x	x		x								
3C 25		x	x			x	x	x	x					
3C 26			x			x								
3C 27			x	x		x		x						
4D 28			x											
4D 29	x		x			x	x				x	academic	x	pleasure
4D 30			x											
4D 31	x		x			x		x	x					
4D 32			x			x								
4D 33			x						x		x	<i>Hamlet</i>		
4D 34			x		x	x		x	x		x	<i>Hamlet</i>		
4D 35			x	x				x		x				
4D 36			x	x		x								
4D 37			x								x	<i>Shakespeare, Hamlet</i>		
4D 38			x			x								
4D 39	x		x	x		x							x	pleasure; self-education
4D 40			x								x			
4D 41	x		x	x				x	x		x	<i>Hamlet</i>		
4D 42			x					x						
4D 43			x					x	x		x	to know for a test		
4D 44	x		x			x					x	<i>Hamlet</i>	x	pleasure
4D 45								x	x					
4D 46			x					x						
4D 47			x					x						
5E 48			x					x						
5E 49		x	x	x			x	x						
5E 50			x			x							x	leisure
5E 51			x			x								
5E 52			x					x						
5E 53			x											
5E 54			x	x		x		x					x	pleasure
5E 55			x	x	x				x	x	x		x	pleasure
5E 56			x					x	x				x	pleasure (sometimes); academic
5E 57			x	x		x			x					
5E 58			x	x				x	x					
5E 59			x	x				x	x					
5E 60			x	x							x	self-education	x	pleasure/self-education
5E 61			x						x	x				
5E 62				x				x					x	pleasure; self-education
5E 63			x					x						
5E 64			x					x						
5E 65			x			x		x					x	pleasure; self-education
5E 66			x		x		x			x				
5E 67			x			x	x	x						
5E 68			x						x	x				
5E 69			x			x		x						
5E 70			x	x	x					x				
5E 71			x					x	x	x				
5E 72			x	x		x			x					
5E 73			x	x	x	x		x						
5E 74			x			x								
5E 75			x							x				

5E 76			x												
5E 77			x	x		x	x	x							
5E 78		x	x						x	x					
5E 79			x						x	x					
5E 80			x			x									
5E 81			x			x									
5E 82		x	x							x					
5E 83		x	x							x	x	x	<i>Os Maias; A Sibila; O Judeu; etc.</i>	x	pleasure; self-education
6F 84			x	x		x								x	pleasure; self-education
6F 85			x	x				x	x	x					
6F 86			x					x	x						
6F 87	x		x	x		x	x	x	x						
6F 88			x											x	pleasure
6F 89				x				x	x						
6F 90			x			x		x							
6F 91			x	x				x	x	x					
6F 92			x	x							x			x	pleasure
6F 93			x					x		x					
6F 94			x	x				x		x					
6F 95			x											x	professional/self-education
6F 96			x			x	x		x						
6F 97			x			x				x	x			x	pleasure
6G 98			x								x				
6G 99		x	x					x	x						
6G 100			x						x					x	personal; pleasure
6G 101			x							x					
6G 102			x						x	x					
6G 103			x												
7H 104			x												
7H 105		x	x						x	x				x	academic
7H 106			x						x						
7H 107		x	x							x					
7H 108		x	x	x											
7H 109			x	x				x	x						
7H 110			x				x							x	
7H 111			x	x										x	
7H 112			x						x						
7H 113			x						x	x				x	self-education
7H 114	x		x	x			x			x					
7H 115			x				x							x	
7H 116			x						x	x	x				
7H 117			x						x	x					
7H 118	x		x			x				x	x			x	pleasure
7H 119			x												
7H 120			x	x			x			x	x	x		x	
7H 121			x	x											
7H 122			x	x						x	x				
7H 123		x	x											x	self-education; pleasure
7H 124			x							x	x				
7H 125			x	x			x				x				
7H 126		x	x							x	x	x		x	pleasure
7H 127		x	x							x	x	x		x	through friends' advice
7H 128			x	x			x						x	pleasure	
7H 129			x	x			x	x						x	academic fulfilment
7H 130	x	x	x	x			x				x				self-education; pleasure
7H 131		x	x								x	x			
8I 132			x							x	x				
8I 133		x	x	x						x		x			
8I 134			x							x	x				
8I 135			x												
8I 136			x	x			x	x			x	x			
8I 137		x					x				x	x			
8I 138			x	x							x	x			
8I 139		x	x								x				
8I 140			x	x						x	x				
8I 141		x	x				x	x				x			
8I 142			x	x							x				
8I 143	x		x								x				
8I 144		x	x							x	x	x			
8I 145			x	x								x			
8I 146		x	x	x						x	x		x		
8I 147			x	x						x	x				
8I 148			x							x	x			x	
8I 149			x								x				
8I 150			x								x				
8I 151			x	x							x	x	x	x	pleasure
8I 152			x	x										x	pleasure; self-education

8I 153			x	x		x		x						
8I 154			x					x	x	x		x	academic purposes	
8I 155			x					x	x	x				
8I 156										x				
8J 157			x			x		x	x					
8J 158			x		x	x		x						
8J 159		x	x			x	x							
8J 160			x											
8J 161			x	x				x	x					
8J 162	x		x	x		x		x				x	pleasure; self-education	
8J 163	x		x	x	x			x			x			
8J 164			x		x						x	I select what I like	x	pleasure
8J 165			x	x				x	x		x	academic	x	pleasure; academic
8J 166		x	x	x		x				x	x			
8J 167			x	x		x								
8J 168			x		x	x					x			
8J 169			x	x										
8J 170			x										x	academic
8J 171			x			x			x					
8J 172			x			x								
8J 173	x		x	x										
8J 174		x	x	x		x				x	x			
8J 175				x				x		x				
9K 176			x	x				x	x			x		
9K 177	x			x				x					x	pleasure
9K 178	x			x		x		x						
9K 179	x		x	x		x		x					x	pleasure
9K 180			x					x			x	pleasure		
9K 181			x	x				x	x				x	pleasure; self-education
9K 182			x		x	x							x	
9K 183			x					x			x		x	pleasure; self-education
9K 184								x						
9K 185			x	x					x					
9K 186									x					
9K 187			x										x	pleasure
9K 188			x	x		x			x				x	pleasure
9K 189			x	x				x	x		x	<i>Hamlet; O Judeu; Aparição</i>		
9K 190		x	x					x	x	x			x	pleasure
9K 191			x	x		x			x					
9K 192	x		x								x	academic		
9K 193			x	x				x	x					
9K 194			x	x							x	academic	x	pleasure
9K 195			x	x	x									
9K 196			x			x	x			x			x	pleasure
9K 197			x	x					x	x				
10L 198			x											
10L 199	x		x			x			x	x			x	pleasure; self-education
10L 200			x		x				x		x			
10L 201			x	x						x		x	academic reasons	
10L 202			x	x				x		x			x	pleasure
10L 203				x				x	x	x				
10L 204			x	x						x	x			
10L 205					x						x		x	professional
10L 206				x					x	x			x	pleasure
10L 207			x		x			x	x	x				
10L 208	x		x			x			x			x	academic reasons	x
10L 209	x		x			x			x			x	academic reasons	x
10L 210			x	x		x			x	x				
10L 211			x					x	x	x				
10L 212			x	x				x	x	x				
10L 213			x						x	x			x	pleasure
10L 214			x			x			x	x	x			
10L 215			x	x							x	x		
10L 216			x			x			x	x	x			
10L 217			x						x	x				
10L 218			x						x		x	x	at school	x
10L 219			x	x		x					x	x	at school	
10L 220			x	x					x	x				
10L 221			x	x				x		x			x	pleasure; self-education
10M 222			x											
10M 223			x			x						x	self-education; academic reasons	x
10M 224			x		x					x	x			
10M 225		x	x									x	<i>Animal Farm</i>	x
10M 226	x		x	x		x			x	x				
10M 227			x	x					x	x			x	self-education; professional
10M 228			x	x						x				

10M 229		x	x	x	x			x	x				
10M 230			x	x			x	x	x			x	
10M 231		x	x	x			x			x			
10M 232			x	x	x			x	x				
10M 233			x					x	x	x			
10M 234			x	x		x		x	x				
10M 235			x			x				x			
10M 236			x	x	x			x	x		x		
10M 237			x						x			x	pleasure
10M 238			x	x		x		x	x				
10M 239			x	x			x	x	x	x			
10M 240			x	x					x		x		
10M 241			x	x		x		x	x				
10M 242			x	x	x	x			x		x	<i>The Bluest Eye, Toni Morrison</i>	
10N 243			x						x	x	x	academic	
10N 244				x					x				
10N 245				x	x				x		x	academic; pleasure	
10N 246		x		x			x						
10N 247			x					x	x			x	professional; self-education
10N 248			x					x	x			x	to have something to discuss with others
10N 249			x					x			x	academic	
10N 250			x	x					x				
10N 251			x	x				x	x	x			
10N 252			x	x				x		x		x	pleasure
10N 253	x		x	x				x	x		x	we also have to read compulsory books	x books that answer my doubts
10N 254								x	x	x		academic	

Number	What do you like reading?	What novels, short stories or drama texts have you read so far?
1A 1	a bit of everything - usually magazines and plays	<i>Petit Nicolas; The Pearl; Les Petits Enfants du Siècle; Como Água para Chocolate; Hamlet; Os Maias; Amor de Perdição; Viagens na Minha Terra; A Sibila</i>
1A 2	romance and crime novels	
1A 3	magazines	Shakespeare, <i>Hamlet</i> ; Françoise Sagoin, <i>Bonjour Tristesse; Le Petit Nicolas; Les Petits Enfants du Siècle</i>
1A 4	almost everything, but preferably poems, magazines, newspapers and recently published books	<i>Petit Nicolas</i> (c. r.); <i>Les Petits Enfants du Siècle</i> (c. r.); <i>Bonjour Tristesse</i> (c. r.); <i>Como Água para Chocolate</i> ; Rosa L. Faria, <i>Pássaros de Seda</i> ; Miguel E. Cardoso, <i>Os Meus Problemas; Hamlet</i> (c. r.)
1A 5	all kinds of books, preferably novels and comic books	<i>Sara Dane; The Way up to Heaven</i>
1A 6	novels, plays, and music and cinema magazines	<i>Petit Nicolas; Bonjour Tristesse; O Velho e o Mar; Les Petits Enfants du Siècle; Como Água para Chocolate; Hamlet; Viagens na Minha Terra; Amor de Perdição; Os Maias; A Sibila</i>
2B 7	tragedies	
2B 8	literary texts	<i>O Cavaleiro da Dinamarca; Homero, A Odisseia; Virgílio, A Eneida; Shakespeare, Hamlet; A Fada; A Menina do Mar</i>
2B 9	short stories	Shakespeare, <i>Hamlet; Beauty and The Beast</i>
2B 10		
2B 11	love stories	<i>Amor de Perdição; Romeo and Juliet</i>
2B 12	love stories; facts in historical texts	Shakespeare, <i>Hamlet</i>
2B 13	love stories; crime stories; thrillers	Shakespeare, <i>Hamlet</i> (c. r.); Mary Shelly, <i>Frankenstein</i>
2B 14	lyrics	Shakespeare, <i>Hamlet</i>
2B 15	stories	<i>Sibila; Amor de Perdição; Os Inimigos da Droga; Viagens na Minha Terra; etc.</i>
2B 16	anything except crime novels	
2B 17	novels	W. Shakespeare, <i>Hamlet</i> ; Almeida Garrett, <i>Viagens na Minha Terra</i> ; Alexandre Herculano, <i>Eurico, O Presbítero; Eça de Queirós, Os Maias</i> ; David-Morão Ferreira, <i>Um Amor Feliz</i> ; Camilo Castelo Branco, <i>Amor de Perdição</i>
2B 18	crime novels, thrillers, science fiction	Shakespeare, <i>Hamlet</i> ; Agustina B. Luís, <i>A Sibila; Eça de Queirós, Os Maias</i> ; Almeida Garrett, <i>Viagens na Minha Terra</i> ; Camilo C. Branco, <i>Amor de Perdição</i> ; etc.
2B 19	magazines, historical texts	Shakespeare, <i>Hamlet</i> ; A.B. Luís, <i>A Sibila</i> ; Almeida Garrett, <i>Viagens na Minha Terra</i> ; Camilo C. Branco, <i>Amor de Perdição</i> ; Alexandre Herculano, <i>Eurico O Presbítero</i>
2B 20	informative texts	I don't remember
2B 21	a little	
2B 22		<i>Eça de Queirós, Os Maias</i> ; Agustina Bessa Luís, <i>A Sibila</i> ; Alexandre Herculano, <i>Eurico, O Presbítero</i> ; Camilo Castelo Branco, <i>Amor de Perdição</i> ; Almeida Garrett, <i>Viagens na Minha Terra</i>
2B 23	everything	<i>Cocaína; Os Filhos da Droga</i> ; A. Garrett, <i>Viagens na Minha Terra, Eça de Queirós, Os Maias</i> ; Júlio Dinis, <i>As Pupilas do Sr. Reitor</i> ; Júlio Dinis, <i>A Morgadinha dos Canaviais</i>
3C 24	magazines ( <i>TV. Films; Telenovelas</i> ); <i>Ana</i> ; newspapers ( <i>Diário de Notícias; Jornal da Madeira</i> ); informative books; novels	Agustina Bessa Luís, <i>A Sibila</i> ; Camilo Castelo, <i>Amor de Perdição</i> ; Eça de Queirós, <i>Maias</i> ; Alexandre Herculano, <i>Eurico, O Presbítero</i> ; etc.
3C 25	magazines; newspapers; love stories	Shakespeare, <i>Hamlet</i>
3C 26	love stories; magazines; poetry; letters	Shakespeare, <i>Hamlet</i> ; Shakespeare, <i>Romeo and Juliet</i>
3C 27	poetry; plays	Shakespeare, <i>Hamlet</i> ; Camilo Castelo Branco, <i>Amor de Perdição</i> ; Eça de Queirós, <i>Os Maias</i> ; Virgílio Ferreira, <i>A Aparição</i>
4D 28	magazines	W. Shakespeare, <i>Hamlet</i> ; Vitorino Nemésio, <i>Mau Tempo no Canal</i> ; C. C. Branco, <i>Amor de Perdição</i> ; Fernando Pessoa, <i>Mensagem</i> ; <i>A Queda de Um Anjo</i> ; Eça de Queirós, <i>Os Maias</i> ; Virgílio Ferreira, <i>Aparição</i> ; Agustina B. Luís, <i>A Sibila</i> ; José Saramago, <i>Memorial do Conve</i>
4D 29	novels; biographies; thrillers; magazines	<i>Great Expectations; Aparição</i> (c. r.); <i>Os Maias</i> (c. r.); <i>Mensagem</i> (c. r.); <i>Amor de Perdição</i> (c. r.); <i>Queda de Um Anjo; Hamlet</i> (c. r.); <i>Romeo and Juliet; Mau Tempo no Canal; Sibila; Memorial no Convento; Livro de Cesário Verde</i> (c. r.) *
4D 30	newspapers	<i>All My Sons; Hamlet</i> ; etc.
4D 31	comics; novels	Vitorino, <i>Mau Tempo no Canal</i> ; Graham, <i>Our Man in Havana</i> ; Eça de Queirós, <i>Maias</i> ; Shakespeare, <i>Hamlet; MacBeth; Romeo and Juliet</i>
4D 32	Marvel comics; game magazines	<i>All My Sons</i> (c. r.); <i>Os Lusíadas</i> (c. r.); <i>Aparição</i> (c. r.); <i>Hamlet</i> (c. r.)
4D 33	Yes. Because it's a way of learning new things	William Shakespeare, <i>Hamlet</i> ; Vitorino Nemésio, <i>Mau Tempo no Canal</i> ; Eça de Queirós, <i>Os Maias</i> ; Eça de Queirós, <i>A Ilustre Casa de Ramirez</i> ; Camilo Castelo Branco, <i>Amor de Perdição</i> ; Almeida Garrett, <i>Frei Luís de Sousa</i>
4D 34	cartoons; poems; stories	Shakespeare, <i>Hamlet</i> ; Vergílio Ferreira, <i>Aparição</i> ; Almeida Garrett, <i>Frei Luís de Sousa</i> ; Camilo Castelo Branco, <i>Amor de Perdição</i>
4D 35	Any thing	Camilo Castelo Branco, <i>Amor de Perdição</i> ; Almeida Garrett, <i>Frei Luís de Sousa</i>
4D 36	magazines; the newspaper; novels	Camilo Castelo Branco, <i>Amor de Perdição</i> ; Shakespeare, <i>Hamlet</i> ; Almeida Garrett, <i>Frei Luís de Sousa</i>
4D 37	novels; dramas	Shakespeare, <i>Hamlet</i> (c. r.); Vergílio Ferreira, <i>Aparição</i> (c. r.); Almeida Garrett, <i>Frei Luís de Sousa</i> (c. r.); Camilo Castelo Branco, <i>Amor de Perdição</i> (c. r.); <i>Os Maias</i> (c. r.); Saint-Exupéry, <i>Le Petit Prince</i> ; <i>Os Bichos; Le Silence de la Mer</i> (c. r.); <i>Eneida; Ulisses</i>
4D 38	magazines; some books; newspapers	Shakespeare, <i>Hamlet</i> ; Almeida Garrett, <i>Frei Luís de Sousa</i> ; Camilo Castelo Branco, <i>Amor de Perdição</i> ; Eça de Queirós, <i>A Ilustre Casa de Ramirez; Os Maias</i> ; Vitorino Nemésio, <i>Mau Tempo no Canal</i>
4D 39	novels; mystery books; comic books; magazines	Camilo Castelo Branco, <i>Amor de Perdição</i> (c. r.); Shakespeare, <i>Hamlet</i> (c. r.); Amante Cruel; <i>Árvore de Ouro</i> ; Almeida Garrett, <i>Frei Luís de Sousa</i> (c. r.)
4D 40	current texts	Arthur Miller, <i>All My Sons</i> ; Eça de Queirós, <i>Os Maias</i> ; Camilo Castelo Branco, <i>Amor de Perdição</i> ; Almeida Garrett, <i>Frei Luís de Sousa</i> ; Vergílio Ferreira, <i>Aparição</i> ; Bernardino Ribeiro, <i>Menina e Moça</i>
4D 41	texts on famous people; jokes; etc.	Almeida Garrett, <i>Frei Luís de Sousa</i> ; Camilo Castelo Branco, <i>Amor de Perdição</i> ; Shakespeare, <i>Hamlet</i>
4D 42	texts that are of interest to me (e.g.: philosophy; diaries; mystery books)	Camilo Castelo Branco, <i>Amor de Perdição; Os Bichos</i>
4D 43	books; magazines; plays	Camilo Castelo Branco, <i>Amor de Perdição</i> ; Almeida Garrett, <i>Frei Luís de Sousa; O Crime do Padre Amaro</i>
4D 44	novels; jokes; etc.	Almeida Garrett, <i>Frei Luís de Sousa</i> ; Camilo Castelo Branco, <i>Amor de Perdição</i> ; Shakespeare, <i>Hamlet</i>
4D 45	magazines; newspapers; comics	Arthur Miller, <i>All My Sons</i> ; Eça de Queirós, <i>Os Maias</i> ; <i>Amor de Perdição</i> ; Vergílio Ferreira, <i>Aparição</i> ; Luís de Camões, <i>Os Lusíadas</i> ; William Shakespeare, <i>Hamlet</i>

4D 46	all kinds of books	Arthur Miller, <i>All My Sons</i> ; Eça de Queirós, <i>Os Maias</i> ; José Saramago, <i>Memorial do Convento</i> ; Luís de Camões, <i>Os Lusíadas</i> ; Saint Exupéry, <i>O Príncipezinho</i> ; Françoise Sagan, <i>Bonjour Tristesse</i> ; William Shakespeare, <i>Hamlet</i> ; <i>A Múmia</i>
4D 47	all kinds of books	<i>All My Sons</i> (c. r.); <i>Os Maias</i> (c. r.); <i>Amor de Perdição</i> (c. r.); <i>Aparição</i> (c. r.); <i>Diário de Anne Frank</i> ; <i>Os Lusíadas</i> (c. r.); <i>Peregrinação</i> (c. r.); <i>O Príncipezinho</i> (c. r.); <i>Hamlet</i> ; <i>Paraíso de Dante</i> ; <i>Entrevista Com o Vampiro</i> ; <i>Sensibilidade e Bom Senso</i> *
5E 48	magazines; newspapers	
5E 49	legends; cultural books	<i>Lendas Portuguesas</i> , Fernando Brazão; <i>Amor de Perdição</i> , Camilo C. Branco; <i>Os Maias</i> , Eça de Queirós; <i>Crime no Mundo</i> ; <i>As Bacantes</i> ; <i>All My Sons</i>
5E 50	non-fiction	<i>All My Sons</i> , A. M. (c. r.); <i>Tales of the Unexpected</i> , R. D.; <i>A Sibila</i> , A. B. L. (c. r.); <i>O Judeu</i> , B. S. (c. r.); <i>Romeo and Juliet</i> , <i>Amor de Perdição</i> , C. C. B. ; <i>Os Maias</i> , E.Q. ; <i>Les Petits Enfants du Siècle</i> ; <i>Le Silence de la Mer</i> , <i>Vercors</i> ; etc.
5E 51	magazines; newspapers; comics	<i>All My Sons</i> , Anthony Miller (c. r.)
5E 52	comics (sometimes); drama; fiction	<i>All My Sons</i> , Arthur Miller; <i>A Sibila</i> , Augustina Bessa Luís; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>O Judeu</i> , Bernardo Santareno; <i>Les Enfants du Siècle</i> ; <i>Lamb to the Slaughter</i> ; <i>Romeo and Juliet</i> , Shakespeare; <i>Os Maias</i> , Eça de Queirós; <i>Adrian Mole at 13/4</i> .
5E 53	romance novels; crime novels; thrillers	<i>All My Sons</i> , Arthur Miller; <i>Vanished</i> , Danielle Steele; <i>Wonderlust</i> , Danielle Steele; <i>Os Maias</i> , Eça de Queirós; <i>O Judeu</i> , Bernardo Santareno
5E 54	sports-related texts; newspapers; comical books; novels	José Saramago (almost all of his books); Alice Vieira (all books); <i>Le Silence de la Mer</i> , Vercors; <i>A Crónica do Rei Pasmado</i> ; <i>Les Petits Enfants du Siècle</i> ; compulsory books: <i>A Sibila</i> ; <i>Amor de Perdição</i> ; <i>O Judeu</i> ; etc.
5E 55	any “interesting” book	<i>A Mãe</i> , Maximo Garghi; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i>
5E 56	newspapers; novels; non-fiction; etc.	<i>Amor de Perdição</i> , Camilo Castelo Branco (c. r.); <i>Os Maias</i> , Eça de Queirós (c. r.); <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno (c. r.)
5E 57	comics; magazines; romance novels; mystery novels	<i>Amor de Perdição</i> , Camilo Castelo Branco (c. r.); <i>Os Maias</i> , Eça de Queirós (c. r.); <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>Romeo and Juliet</i> , Shakespeare (c. r.)
5E 58	non-canonical fiction; comics; newspapers; magazines	<i>Parque Jurássico</i> , Michael Chrickton; <i>O Mundo Perdido</i> , Michael Chrickton; <i>Amor de Perdição</i> , C. C. B.; <i>Os Maias</i> , E. Q.; <i>A Sibila</i> , A. B. L.; <i>O Judeu</i> , B. S.; <i>O Capitão da Areia</i> , Jorge Amado; <i>A História Interminável</i> , Michael Ende; <i>Bichos</i> , Miguel Torga; <i>O Mund</i>
5E 59	comics; magazines; non-canonical fiction ( e.g.: novels; dramatical texts )	<i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>All My Sons</i>
5E 60	any “good” book	<i>Cronicando</i> , Mía Couto; <i>Vozes Anotadas</i> , Mía Couto; <i>O Judeu</i> , Bernardo Santareno; <i>Obras Completas</i> , Bernardo Santareno; <i>Amor de Perdição</i> , C.C.B.; <i>Hamlet</i> , W.S.; <i>Catcher in the Rye</i> ; <i>Os Maias</i> , E.Q.; <i>A Sibila</i> , A.B.L.; <i>O Livro do Riso e do Esquecimento</i> ; etc.
5E 61	adventure books; comics; newspapers	<i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>Amor de Perdição</i> , Camilo Castelo Branco
5E 62	romance novels	<i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Orgulho e Preconceito</i> , Jane Austen; <i>O Plano Infinito</i> , Isabel Allende; <i>Diário de Anne Frank</i> ; <i>Os Meus Problemas</i> , Miguel Esteves Cardoso; etc.
5E 63	magazines; romance novels	<i>Julius Caesar</i> ; <i>Hamlet</i> ; <i>Henry IV</i> , William Shakespeare
5E 64	magazines; romance novels	<i>Julius Caesar</i> ; <i>Hamlet</i> ; <i>Henry IV</i> , William Shakespeare
5E 65	magazines; newspapers	I don't remember reading any book in English.
5E 66	romance novels; adventure books; comics; magazines; newspapers; etc.	
5E 67	magazines	I don't remember very well.
5E 68	magazines; newspapers; letters; documentaries	<i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Aparição</i> , Virgílio Ferreira; <i>ABC da Mente Humana</i>
5E 69	romance novels; thrillers	<i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Aparição</i> , Virgílio Ferreira; <i>A Pérola</i>
5E 70	romance novels; science fiction; magazines; newspapers	<i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>All My Sons</i> ; <i>O Último Cais</i>
5E 71	romance novels; thrillers	<i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Os Capitães da Areia</i> , Jorge Amado; <i>O Príncipezinho</i> , Yves Saint-Exupéry
5E 72		<i>Os Maias</i> ; <i>A Sibila</i> ; <i>Amor de Perdição</i>
5E 73	magazines (about: music, sports, cars, waterbikes, women)	I have forgotten.
5E 74	magazines; newspapers	<i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> ; <i>Amor de Perdição</i>
5E 75	biographies about musicians	<i>All My Sons</i> ; <i>Lamb to the Slaughter</i>
5E 76	culture-based texts	<i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Os Capitães da Areia</i> , Jorge Amado
5E 77	novels; comics; magazines	<i>All My Sons</i> ; <i>Life of a Slave Girl</i> ; <i>Emma</i> , Jane Austen; <i>Orgulho e Preconceito</i> , Jane Austen; <i>E Tudo O Vento Levou</i>
5E 78	magazines; newspapers; comics	<i>All My Sons</i>
5E 79	romance novels	<i>All My Sons</i> ; <i>Sherlock Holmes</i>
5E 80	science-fiction	<i>All My Sons</i>
5E 81	newspapers; music and auto magazines	<i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>Dom Quixote</i> ; <i>Os Três Mosqueteiros</i> ; <i>A Flecha Negra</i>
5E 82	romance novels; culture-based books	<i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>All My Sons</i> ; <i>Uma Ponte para a Eternidade</i> , Richard Bach
5E 83	adventure books; romance novels; texts that “aren't boring”	<i>Hamlet</i> , William Shakespeare
6F 84	adventure books; romance novels	<i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Lamb to the Slaughter</i> ; <i>Treasure Island</i> ; <i>Auto da Índia</i> , Gil Vicente; <i>Auto da Barca do Inferno</i> , Gil Vicente (...)
6F 85	fiction	<i>Lamb to the Slaughter</i> ; <i>Pride and Prejudice</i> ; <i>Sense and Sensibility</i> , Jane Austen; <i>Treasure Island</i> ; <i>The Nightingale and The Rose</i> ; <i>The Pearl</i> , John Steinbeck

6F 86	magazines; newspapers; fiction	Lamb to The Slaughter, Roal Dahl
6F 87	novels; political novels; historical documents; magazines; newspapers	<i>Henry V</i> , William Shakespeare; <i>Lamb to The Slaughter</i> , Roal Dahl; <i>Pride and Prejudice</i> ; <i>Romeo and Juliet</i> , William Shakespeare; <i>Much Ado About Nothing</i> , William Shakespeare
6F 88	romance novels; science fiction; comics; plays	Lamb to The Slaughter, Roal Dahl; <i>Amor de Perdição</i> , Camilo Castelo Branco
6F 89	novels with XVIIIth and XIXth century settings	<i>Os Maias</i> , Eça de Queirós; <i>O Judeu</i> , Bernardo Santareno; <i>Amor de Perdição</i> , Camilo Castelo Branco; Lamb to The Slaughter; <i>Treasure Island</i> ; <i>Auto da Índia</i> , Gil Vicente; <i>Auto da Barca do Inferno</i> (c. r.); <i>O Velho e o Mar</i> , Ernest Hemingway; <i>O Primo Basílio</i> , Eça de Queirós
6F 90	thrillers; mystery novels; magazines; etc.	<i>Os Maias</i> , Eça de Queirós; <i>O Judeu</i> , Bernardo Santareno; <i>Amor de Perdição</i> , Camilo Castelo Branco; Lamb to The Slaughter; <i>Auto da Índia</i> , Gil Vicente; <i>Auto da Barca do Inferno</i> ; <i>O Velho e o Mar</i> , Ernest Hemingway; <i>Auto da Feira</i> , Gil Vicente; <i>A Ilustre Casa de Ramires</i>
6F 91	magazines; diaries; biographies; comics	<i>Henry V</i> , William Shakespeare; Lamb to The Slaughter; <i>Treasure Island</i>
6F 92	magazines; newspapers; comics	<i>Henry V</i> , William Shakespeare; Lamb to The Slaughter; <i>Treasure Island</i>
6F 93	horror stories; romance novels; adventure stories	<i>The Outsiders</i> ; <i>Romeo and Juliet</i> ; <i>Robin Hood</i>
6F 94	magazines; newspapers; comics; advertisements	Lamb to The Slaughter; <i>Treasure Island</i>
6F 95	magazines; newspapers	<i>Henry V</i> ; <i>Romeo and Juliet</i> ; <i>Os Maias</i> ; <i>Eurico o Presbítero</i>
6F 96	comics	<i>The Pearl</i> , John Steinbeck; <i>Henry V</i> , Shakespeare; <i>The Red Pony</i> , John Steinbeck
6F 97	poems; romance novels; comics; horror stories; magazines; newspapers (sometimes)	<i>O Judeu</i> , Bernardo Santareno; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Henry V</i> , Shakespeare; <i>Tristão e Isolda</i> ; <i>Ulisses</i> , Homero
6G 98	magazines	<i>The Great Gatsby</i>
6G 99	novels; magazines; romance novels	Lamb To The Slaughter, Roal Dahl; <i>Treasure Island</i> ; <i>Henry V</i> , Shakespeare
6G 100	many things	<i>Henry V</i> , Shakespeare; <i>The Pearl</i> , Steinbeck
6G 101	romance novels	<i>Treasure Island</i> ; <i>Henry V</i> , Shakespeare
6G 102	romance novels	<i>Treasure Island</i> ; <i>Henry V</i> , Shakespeare
6G 103	magazines	
7H 104	fiction	<i>A Cidade e as Serras</i> ; <i>Os Lusíadas</i> ; Autos de Gil Vicente
7H 105	romance novels; fiction	<i>Os Maias</i> , Eça de Queirós; <i>O Crime do Padre Amaro</i> , Eça de Queirós; <i>A Morgadinha dos Canaviais</i> , Júlio Dinis; <i>O Velho e o Mar</i> , Ernest Hemingway; <i>Hamlet</i> , William Shakespeare; <i>Cartas a Sandra</i> , Vergílio Ferreira
7H 106		<i>Os Maias</i> ; <i>Aparição</i> ; <i>Eurico o Presbítero</i>
7H 107	comics; horror books	<i>O Matador do Babysitter</i> ; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Viagens na Minha Terra</i> , Almeida Garrett; <i>Os Maias</i> , Eça de Queirós; <i>Aparição</i> , Virgílio Ferreira; <i>Frei Luís de Sousa</i> , Almeida Garrett
7H 108	romance novels; canonical fiction (e.g.: Shakespeare); magazines	<i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Viagens na Minha Terra</i> , Almeida Garrett; <i>Os Maias</i> , Eça de Queirós; <i>Aparição</i> , Virgílio Ferreira; <i>Frei Luís de Sousa</i> , Almeida Garrett; <i>Mensagem</i> , Fernando Pessoa; <i>Secret Garden</i> ; <i>Hamlet</i> , Shakespeare
7H 109	magazines	<i>Viagens na Minha Terra</i> , Almeida Garrett; <i>Os Maias</i> , Eça de Queirós; <i>Aparição</i> , V. F.; <i>Frei Luís de Sousa</i> , A. G.; <i>Mensagem</i> , F. P.; <i>Hamlet</i> , Shakespeare; <i>Eurico, o Presbítero</i> , Alexandre Herculano; <i>A Eneida</i> , Virgílio; <i>O Velho e o Mar</i> , Ernest Hemingway; <i>O Diário</i>
7H 110	crime novels; science fiction; adventure stories	<i>Hamlet</i> , Shakespeare
7H 111	history books; magazines	<i>Hamlet</i> , Shakespeare; <i>O Velho e o Mar</i> , Ernest Hemingway; <i>O Diário de Anne Frank</i> ; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>O Príncipezinho</i> , Antoine de Saint-Exupery
7H 112	magazines; books	<i>Aparição</i> , Virgílio Ferreira; <i>Hamlet</i> , Shakespeare; <i>Le Silence de la Mer</i> , Vercors; <i>Amor de Perdição</i> , Camilo Castelo Branco
7H 113	magazines and books with suggestive titles	<i>Os Maias</i> , Eça de Queirós; <i>Hamlet</i> , Shakespeare
7H 114	because it's good for my cultural knowledge	<i>Os Maias</i> , Eça de Queirós; <i>Hamlet</i> , Shakespeare; <i>Aparição</i> , Virgílio Ferreira
7H 115	magazines; comic books	<i>Os Maias</i> ; <i>Amor de Perdição</i> ; <i>As Pupilas do Senhor Reitor</i>
7H 116	almost everything	<i>Aparição</i> , Virgílio Ferreira; <i>Hamlet</i> , Shakespeare; <i>Le Silence de la Mer</i> , Vercors; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Os Maias</i> , Eça de Queirós
7H 117	comics; fiction	<i>Amor de Perdição</i> , Camilo Castelo Branco (c. r.); <i>Os Maias</i> , Eça de Queirós (c. r.)
7H 118	comics; romance novels; crime novels	<i>O Beijo de Judas</i> ; <i>Hamlet</i> , Shakespeare
7H 119	a variety of topics, depending on what interests me at that particular moment	<i>Os Maias</i> (c. r.); <i>Aparição</i> (c. r.); <i>Vergílio Ferreira</i> ; <i>Viagens Na Minha Terra</i> (c. r.); <i>Witches</i> , Roald Dahl; <i>Not Without My Daughter</i> ; <i>Carrie</i> ; <i>Hamlet</i> , Shakespeare (c. r.); <i>Amor de Perdição</i> (c. r.)
7H 120	fiction	<i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Viagens na Minha Terra</i> , Almeida Garrett; <i>Os Maias</i> , Eça de Queirós; <i>Aparição</i> , Virgílio Ferreira; <i>Frei Luís de Sousa</i> , Almeida Garrett; <i>A Eneida</i> , Virgílio
7H 121	romance novels; fiction	<i>Os Maias</i> (c. r.); <i>Aparição</i> , Virgílio Ferreira (c. r.); <i>A Vida de Ayrton Senna</i>
7H 122		<i>Filhos da Droga</i> ; <i>Amor de Perdição</i> (c. r.); <i>Os Maias</i> (c. r.); <i>Os Lusíadas</i> (c. r.); <i>Aparição</i> (c. r.); <i>Um Adolescente com a Mania da Saúde</i> ; <i>Eu Também Tenho a Mania da Saúde</i> ; <i>A Malta</i> ; <i>Uma Aventura Na Escola</i> ; etc.
7H 123	comics; horror books	<i>Diário de Anne Frank</i>
7H 124	romance novels; canonical fiction (e.g.: Shakespeare); magazines	
7H 125	magazines	
7H 126	crime novels; science fiction; adventure stories	<i>Love Story</i> ; <i>A Romana</i> ; <i>Delta Women</i> ; <i>A Minha Vida com o Lama</i> ; <i>Os Filhos da Droga</i> ; <i>Pulp Fiction</i> ; <i>Titanic- The Love Story</i> ; <i>O Diário de um Adolescente</i> ; Charles Dickens; <i>Hamlet</i> ; (...)
7H 127	history books; magazines	<i>Amor de Perdição</i> , Camilo Castelo Branco (c. r.); <i>Os Maias</i> , Eça de Queirós (c. r.); <i>Aparição</i> , Virgílio Ferreira (c. r.); <i>A Eneida</i> , Virgílio (c. r.); <i>The Secret Diary of Laura Palmer</i> ; D. Quixote, Miguel de Cervantes; <i>O Mundo em que Eu Vivi</i> ; <i>Diário de Adrian Mole</i>
7H 128	magazines; books	<i>Amor de Perdição</i> (c. r.); <i>Os Maias</i> , Eça de Queirós (c. r.); <i>Aparição</i> , Virgílio Ferreira (c. r.); <i>A Eneida</i> , Virgílio (c. r.); <i>The Secret Diary of Laura Palmer</i> ; <i>O Diário de Adrian Mole</i> ; <i>A Lua da Juana</i> ; <i>The Nancy Drew Files</i> ; <i>Hamlet</i> , Shakespeare (c. r.)
7H 129	magazines and books with suggestive titles	<i>Eurico, o Presbítero</i> , A. Herculano; <i>Amor de Perdição</i> , C.C. Branco (c. r.); <i>Os Maias</i> , Eça de Queirós (c. r.); <i>O Mandarim</i> , E. de Queirós; <i>A Cidade e as Serras</i> (idem); <i>A Tragédia da Rua das Flores</i> , (idem); <i>Aparição</i> , Vergílio Ferreira (c. r.); <i>Antologia de Fernando Pessoa</i>
7H 130		<i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Viagens na Minha Terra</i> , Garrett; <i>Aparição</i> , Virgílio Ferreira; <i>Frei Luís de Sousa</i> , Almeida Garrett; <i>A Eneida</i> , Virgílio; <i>Amor, Utopia ou Realidade</i> ; Na Farja do Amor
7H 131	magazines; comic books	<i>Hamlet</i> , William Shakespeare; <i>O Velho e o Mar</i> , Ernest Hemingway
8I 132	romance novels	<i>Robinson Crusoe</i> , Daniel Defoe; <i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs
8I 133	books about current-affairs (e.g.: Filhos da Droga)	<i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Filhos da Droga</i> ; <i>O Crime do Padre Amaro</i> ; etc.
8I 134	romance novels; adventure books; non-fiction; poems; books about current-affairs	<i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs (c. r)

8I 135	magazines	<i>Amor de Perdição</i> , Camilo Castelo Branco; <i>The Pearl</i> ; <i>The Great Gatsby</i> ; <i>A Sibila</i> , Augustina Bessa Luís
8I 136	novels; magazines; newspapers	<i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs
8I 137	romance novels; comics	<i>Frei Luís de Sousa</i> , Almeida Garrett; <i>Viagens na Minha Terra</i> , Almeida Garrett; <i>Com a Cabeça nas Nuvens</i> , Susana Tamaro; <i>Os Maias</i> , Eça de Queirós
8I 138	fiction; adventure books; magazines; comics	<i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>Amor de Perdição</i>
8I 139	love stories; dramas	
8I 140	fiction; adventure books; romance novels; love stories	<i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs
8I 141	good books	<i>Os Maias</i> ; <i>A Sibila</i> , Augustina Bessa Luís; <i>Amor de Perdição</i> ; <i>A Fundamentação Metafísica dos Costumes</i> , Kant; <i>A Essência da Verdade</i> ; <i>A Mensagem</i> , Fernando Pessoa
8I 142	romance novels; adventure books	<i>Mensagem</i> , Fernando Pessoa; <i>A Sibila</i> , Augustina Bessa Luís; <i>Amor de Perdição</i> ; <i>A Morgadinha dos Canaviais</i>
8I 143	adventure books; comics	<i>Os Maias</i> , Eça de Queirós (c. r.); <i>A Sibila</i> , Augustina Bessa Luís (c. r.); <i>O Judeu</i> , Bernardo Santareno (c. r.); <i>Diário de Anne Frank</i>
8I 144	anything useful and interesting	<i>Incidents in the Life of a Slave Girl</i> ; <i>Garden Party</i>
8I 145	everything	<i>Hamlet</i> , William Shakespeare; <i>Romeo and Juliet</i> , William Shakespeare
8I 146	biographies; weeklies (e.g.: Expresso); history books	<i>The Great Gatsby</i> ; <i>The Pearl</i>
8I 147	comics; magazines	
8I 148	comics; magazines	<i>O Judeu</i> ; <i>Os Maias</i> ; <i>A Sibila</i> ; <i>Amor de Perdição</i> ; <i>O Velho e o Mar</i> ; <i>O Crime do Padre Amaro</i>
8I 149	books about other cultures, religion, etc.	<i>O Judeu</i> , Bernardo Santareno
8I 150	comics; magazines	<i>Os Maias</i> ; <i>A Sibila</i> ; <i>O Judeu</i> ; <i>Amor de Perdição</i> ; <i>O Crime do Padre Amaro</i> ; <i>The Great Gatsby</i>
8I 151	biographies; comics; classical novels; newspapers	<i>The Diary of Anne Frank</i> ; <i>Much Ado About Nothing</i> , William Shakespeare; <i>All's Well That Ends Well</i> , William Shakespeare; <i>Sonnets</i> , William Shakespeare; <i>Tom Sawyer</i> , <i>Mark Twain</i> ; <i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs; <i>O Judeu</i> , Bernardo Santareno
8I 152	psychology books; newspapers; comics; thrillers; science-fiction; love stories; books about important events	<i>Hamlet</i> , William Shakespeare; <i>Our Man In Havana</i> , Graham Greene; <i>Interview With a Vampire</i> , Anne Rice
8I 153	love stories; adventure books; comics; fiction	<i>Fernando Capelo Gaivota</i> , Richard Bach; <i>Mulherzinhas</i> ; <i>Voltei à Escola</i> , Daniel Sampaio; <i>Inventem-se Novos Pais</i> , Daniel Sampaio; <i>Our Man in Havana</i> , Graham Greene
8I 154	love stories; essays; magazines	<i>Os Maias</i> , Eça de Queirós (c. r.); <i>A Sibila</i> , A. Bessa Luís (c. r.); <i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs (c. r.)
8I 155	newspapers; magazines; comics; advertisements; fiction	
8I 156	literary books; drama; love stories	<i>A Sibila</i> , A. Bessa Luís; <i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs
8J 157	documentaries; newspapers; magazines; technical texts; factual texts	<i>The Lost World</i> , Michael Kriton; <i>Incidents in the Life of a Slave Girl</i> ; <i>Ghosts of the Air</i> , Martin Caidin; <i>The Marines</i> , François Dorival
8J 158	magazines	
8J 159	romance novels	<i>Romeo and Juliet</i> , Shakespeare
8J 160	poetry	<i>Romeo and Juliet</i> , Shakespeare; <i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>O Velho e o Mar</i> ; <i>A Pérola</i>
8J 161	yes, I do	<i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>A Eneida</i> , Virgílio; <i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs
8J 162	romance novels; poetry; biographies; newspapers; magazines	<i>O Processo</i> , F.K.; <i>A Metamorfose</i> ; <i>Assim Falou Zaratustra</i> , F.N.; <i>O Admirável Mundo Novo</i> , A.H.; <i>O Pavilhão dos Cancerosos</i> , S.; <i>Cem Anos de Solidão</i> , G.M.; <i>O Pêndulo de Foucault</i> , U.E.; <i>Os Velhos Marinheiros</i> , J.A.; <i>O Espião</i> , M.G.; <i>A Queda da Casa de Usher</i> , E.P
8J 163	romance novels; non-fiction	<i>Vai Aonde Te Leva o Coração</i> , Susana Tamaro; <i>A Lua de Joana</i> ; <i>Os Maias</i> , Eça de Queirós; <i>Os Capitães da Areia</i> , Jorge Amado
8J 164	comics	<i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>O Alquimista</i> ; <i>2001 Odisseia no Espaço</i> ; <i>A Pérola</i> ; <i>O Cavaleiro da Dinamarca</i> ; <i>A Menina e o Mar</i> ; <i>Davam Grandes Passeios aos Domingos</i>
8J 165	crime novels; biographies; classical novels	<i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>O Henry's Short Stories</i> ; <i>The Invisible Man</i> ; <i>The Scarlet Letter</i> ; <i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs; <i>Aesop's Fables</i>
8J 166	sports magazines	<i>The Pearl</i> , John Steinbeck
8J 167	music magazines; sports magazines; newspapers	<i>Abismos</i> , Jones Douglas Morrison; <i>Os Mestres e as Criaturas Novas</i> , James Douglas Morrison; <i>Uma Oração Americana</i> , James Douglas Morrison; <i>Incidents in the Life of a Slave Girl</i>
8J 168	crime novels	<i>O Judeu</i> , Bernardo Santareno (c. r.); <i>Incidents in the Life of a Slave Girl</i> (c. r.); <i>Babysitter II</i> ; (...)
8J 169	crime novels; newspapers; magazines	<i>Os Maias</i> ; <i>A Sibila</i> ; <i>Os Lusíadas</i> ; <i>As Pupilas do Senhor Reitor</i> ; <i>Viagens na Minha Terra</i> ; <i>Auto da Índia</i> ; <i>Auto da Feira</i> ; <i>Auto da Barca</i> ; <i>O Judeu</i> ; <i>Amor de Perdição</i>
8J 170	poetry	<i>Os Maias</i> ; <i>A Sibila</i> ; <i>O Judeu</i> ; <i>Amor de Perdição</i> ; <i>Os Lusíadas</i> ; <i>Adolescência</i> ; <i>O Príncipezinho</i> ; <i>Fernão Capelo Gaivota</i> ; <i>Paizagem de Mentiras</i> ; <i>Disney books</i> ;
8J 171	romance novels; comics; newspapers	<i>Os Maias</i> , Eça de Queirós; <i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs
8J 172	magazines	
8J 173	novels; detective novels (Sherlock Holmes; Agatha Christie); history books	<i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>The Go-Between</i> , Hartley
8J 174	novels; textbooks; newspapers; magazines	<i>A Sibila</i> , Augustina Bessa Luís; <i>O Judeu</i> , Bernardo Santareno; <i>The Go-Between</i> , Hartley; Charles Dickens
8J 175	textbooks	
9K 176	classical novels; thrillers; plays; tragedies; lyrics	<i>Os Maias</i> ; <i>Romeo and Juliet</i> , Shakespeare (c. r.); <i>Hamlet</i> , Shakespeare; <i>Othello</i> , Shakespeare (c. r.); <i>Boccaccio</i> ; <i>O Crime do Padre Amaro</i> , Eça de Queirós (c. r.); <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>A Queda de um Anjo</i> , Camilo Castelo Branco
9K 177	fiction; non-canonical books (e.g.: crime novels)	<i>Os Maias</i> , Eça de Queirós (c. r.); <i>Hamlet</i> , Shakespeare; (c. r.); <i>Amor de Perdição</i> , Camilo Castelo Branco (c. r.); <i>Aparição</i> , Vergílio Ferreira (c. r.); <i>O Judeu</i> , Bernardo Santareno (c. r.)
9K 178	magazines; newspapers	<i>Os Maias</i> , Eça de Queirós (c. r.); <i>Hamlet</i> , Shakespeare; (c. r.); <i>Amor de Perdição</i> , Camilo Castelo Branco (c. r.); <i>Aparição</i> , Vergílio Ferreira (c. r.); <i>O Judeu</i> , Bernardo Santareno (c. r.)
9K 179	magazines; "all sorts of books" (except textbooks and comics)	<i>Os Maias</i> , Eça de Queirós (c. r.); <i>Hamlet</i> , Shakespeare; (c. r.); <i>Amor de Perdição</i> , Camilo Castelo Branco (c. r.); <i>Aparição</i> , Vergílio Ferreira (c. r.); <i>O Judeu</i> , Bernardo Santareno (c. r.)
9K 180	novels; plays	
9K 181	all types of porno books	

9K 182	all types of porno books	
9K 183		<i>O Crime do Padre Amaro</i> , Eça de Queirós; <i>Os Maias</i> , Eça de Queirós; <i>Amor de Perdição</i> ; <i>Carta a um Filho que Não Nasceu</i> ; <i>O Judeu</i> ; <i>O Perfume</i> ; <i>Cartas de um Pai a uma Filha que Se Droga</i>
9K 184	fiction; non-canonical books (e.g.: Agatha Christie novels)	<i>Os Maias</i> ; <i>O Judeu</i> ; <i>Aparição</i> ; <i>Coração</i> , <i>Cabeça e Estômago</i> ; <i>A Cidade e o Campo</i>
9K 185	books; magazines; newspapers	<i>Os Maias</i> , Eça de Queirós; <i>Amor de Perdição</i> , Camilo C. Branco; <i>Aparição</i> , Vergílio Ferreira; <i>O Judeu</i> , Bernardo Santareno; <i>Guardado no Coração</i> ; <i>Tempos Difíceis</i> , Charles Dickens; <i>A Brasileira de Prazins</i> ; <i>O Velho e o Mar</i> , Ernest Hemingway; <i>Édipo Rei</i> ; <i>Nefertiti</i>
9K 186	comics	<i>Os Maias</i> ; <i>Aparição</i> ; <i>O Judeu</i>
9K 187	non-fiction (e.g.: texts related to the role of women in today's society)	<i>Hamlet</i> , Shakespeare; <i>O Judeu</i> , B. Santareno; <i>Aparição</i> , Vergílio Ferreira; <i>O Mundo da Droga</i>
9K 188	romance novels; fiction; poetry (sometimes)	<i>Os Maias</i> , Eça de Queirós; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Romeo and Juliet</i> , Shakespeare; <i>Quando os Violinos Se Calaram</i> ; <i>A Máscara Veneziana</i> ; <i>Um Lugar Chamado Liberdade</i> ; <i>Sensibilidade e Bom Senso</i> ; <i>Entrevista com um Vampiro</i> ; <i>Orgulho e Preconceito</i> ;
9K 189	magazines	<i>Os Maias</i> , Eça de Queirós; <i>Aparição</i> , Vergílio Ferreira; <i>O Judeu</i> , Bernardo Santareno; <i>Romeo and Juliet</i> , William Shakespeare
9K 190	“interesting” texts	<i>Os Lusíadas</i> , Luís de Camões (c. r.); <i>Os Maias</i> , Eça de Queirós (c. r.); <i>Amor de Perdição</i> , Camilo Castelo Branco (c. r.); <i>Aparição</i> , Vergílio Ferreira (c. r.); <i>Hamlet</i> , Shakespeare; (c. r.); <i>O Alquimista</i> ; <i>Mensagem</i> , F. Pessoa; <i>Odisseia</i> , Homero (c. r.)
9K 191	book reviews	
9K 192	magazines	<i>Os Maias</i> , Eça de Queirós; <i>Aparição</i> , Vergílio Ferreira; <i>O Judeu</i> , Bernardo Santareno; <i>Hamlet</i> , William Shakespeare; <i>A Minha Conceção do Mundo</i> , Bertrand Russel; <i>Poemas</i> , Fernando Pessoa
9K 193	newspapers; magazines; poetry	<i>Aparição</i> , Vergílio Ferreira (c. r.); <i>O Judeu</i> , Bernardo Santareno (c. r.); <i>Hamlet</i> , William Shakespeare (c. r.); <i>Odisseia</i> , (adaptação de João de Barros) (c. r.); <i>O Diário de Adrian Mole</i>
9K 194	all types of texts, as long as they interest me	<i>Os Maias</i> , Eça de Queirós (c. r.); <i>Amor de Perdição</i> , Camilo Castelo Branco (c. r.); <i>Hamlet</i> , William Shakespeare (c. r.); <i>Orgulho e Preconceito</i> ; <i>Persuasão</i> , Jane Austen
9K 195	romance novels; fiction; tragedies	<i>Hamlet</i> , William Shakespeare; <i>All My Sons</i> ; <i>Diary of Anne Frank</i> ; <i>Memories of Another Day</i> , Harold Williams
9K 196	all kinds of books	<i>Os Maias</i> , Eça de Queirós (c. r.); <i>Amor de Perdição</i> , Camilo Castelo Branco (c. r.); <i>Hamlet</i> , William Shakespeare (c. r.); <i>Orgulho e Preconceito</i> , Jane Austen; <i>Sensibilidade e Bom Senso</i> , Jane Austen; <i>Persuasão</i> , Jane Austen
9K 197	all kinds of books (especially thrillers and love stories)	<i>Aparição</i> , Vergílio Ferreira (c. r.); <i>Sexta-Feira ou A Vida Selvagem</i> ; <i>Quem Como Nós?</i> , Catarina Moura; <i>Os Maias</i> , Eça de Queirós (c. r.); <i>Amor de Perdição</i> , Camilo Castelo Branco
10L 198	magazines; famous novels	<i>O Velho e o Mar</i> , Hemingway; <i>Cal</i> , Bernard McLaverty; <i>The Longest Memory</i> , Fred d'Aguiar; <i>The Great Gatsby</i> , F. Scott Fitzgerald; <i>Home</i>
10L 199	novels	<i>The Red Mini</i> ; <i>Cal</i> , Bernard McLaverty; <i>The Longest Memory</i>
10L 200	informative texts	<i>Cal</i> ; <i>The Longest Memory</i> ; <i>The Great Gatsby</i> ; <i>The Pearl</i> ; <i>The Way Up To Heaven</i>
10L 201	comics; interesting magazine articles; poems; books (once in a while)	<i>Cal</i> , Bernard McLaverty; <i>The Longest Memory</i> , Fred d'Aguiar; <i>The Great Gatsby</i> , F. Scott Fitzgerald
10L 202	a little bit of everything, but preferably classical novels; plays; lyrics; love stories	<i>Cal</i> , Bernard McLaverty; <i>The Longest Memory</i> , Fred d'Aguiar; <i>The Great Gatsby</i> , F. Scott Fitzgerald; <i>The Pearl</i> ; <i>Wuthering Heights</i> , Emily Bronte; <i>Romeo and Juliet</i> , William Shakespeare
10L 203	non-canonical novels by contemporary authors	<i>Cal</i> , Bernard McLaverty (c. r.); <i>Romeo and Juliet</i> , Shakespeare; <i>Jane Eyre</i> , Charlotte Bronte; <i>A Midsummer Night's Dream</i> , Shakespeare; <i>A Christmas Carol</i> , Charles Dickens; <i>Bloodline</i> , Sidney Sheldon; <i>Misery</i> , Stephen King; <i>If Tomorrow Comes</i> , Sidney Sheldon; <i>Riding hood</i>
10L 204	plays; novels based on true stories	<i>Pygmalion</i> , Bernard Shaw; <i>Hard Times</i> , Charles Dickens; <i>Possession</i> , A.S. Byatt; <i>Home</i> ; <i>Cal</i> , Bernard McLaverty; <i>Jane Eyre</i> ; <i>The Pearl</i> , John Steinbeck; <i>Little Red Riding Hood</i> ; <i>Politically Correct Bedtime Stories</i> ; <i>The Longest Memory</i> , Fred d'Aguiar
10L 205	short informative texts	<i>The Open Window</i> ; <i>Cal</i> , Bernard McLaverty; <i>The Longest Memory</i> , Fred d'Aguiar; <i>The Pearl</i> , John Steinbeck; <i>The Go-Between</i> , L.P. Hartley
10L 206	textbooks; magazines; short-stories	<i>Cal</i> , Bernard McLaverty; <i>The Longest Memory</i> , Fred d'Aguiar; <i>The Great Gatsby</i> , F. Scott Fitzgerald; <i>The Pearl</i>
10L 207	novels	<i>The Comedy of Errors</i> ; <i>Animal Farm</i> ; <i>The Star</i> ; <i>The Diary of Adrian Mole</i> ; <i>Leaves of Grass</i>
10L 208	novels; comics; newspapers; magazines; lyrics	<i>Cal</i> , Bernard McLaverty; <i>The Longest Memory</i> , Fred d'Aguiar; <i>Hamlet</i> , Shakespeare; <i>Middlemarch</i> ; <i>The Open Window</i> ; <i>Home</i> ;
10L 209	novels; comics; newspapers; magazines; love stories; plays; thrillers	<i>Cal</i> , Bernard McLaverty; <i>The Longest Memory</i> , Fred d'Aguiar; <i>Hamlet</i> , Shakespeare; <i>Middlemarch</i> ; <i>The Open Window</i> ; <i>Home</i> ;
10L 210	diaries; “romantic” books	<i>Huckleberry Finn</i> , Mark Twain (c. r.); <i>The Go-Between</i> ; <i>The Red Badge of Courage</i> , Stephen Crane (c. r.); <i>The Pearl</i> ; <i>The Red Pony</i> (c. r.); <i>Cal</i> , MacLaverty; (and many others in Portuguese)
10L 211	romance novels	<i>Cal</i> , Bernard McLaverty; <i>The Longest Memory</i> , Fred d'Aguiar; <i>The Great Gatsby</i> , F. Scott Fitzgerald; <i>The Open Window</i> , Saki; <i>Hearts and Hands</i> , O. Henry
10L 212	novels	<i>Cal</i> , Bernard McLaverty; <i>The Longest Memory</i> , Fred d'Aguiar; <i>The Great Gatsby</i> , F. Scott Fitzgerald; <i>The Pearl</i> , John Steinbeck; <i>The Open Window</i> , Saki; <i>Home</i> , W.S. Maugham
10L 213	magazines; short-stories; poems	<i>Cal</i> , Bernard McLaverty; <i>The Longest Memory</i> , Fred d'Aguiar; <i>The Great Gatsby</i> , F. Scott Fitzgerald; <i>The Pearl</i> , John Steinbeck
10L 214	novels; short-stories	<i>Cal</i> , Bernard McLaverty; <i>The Longest Memory</i> , Fred d'Aguiar; <i>The Open Window</i> , Saki; <i>Little Red Riding Hood</i> ; <i>Hearts and Hands</i> , O Henry; <i>The Little Girl and The Wolf</i> , Dahl;
10L 215	novels; comic books; short-stories	<i>Cal</i> , Bernard McLaverty; <i>The Longest Memory</i> , Fred d'Aguiar; <i>The Open Window</i> , Saki; <i>Little Red Riding Hood</i> ; <i>Hearts and Hands</i> , O Henry; <i>The Little Girl and The Wolf</i> , Dahl;
10L 216	novels; newspapers; magazines; short-stories	<i>Cal</i> , Bernard McLaverty; <i>The Longest Memory</i> , Fred d'Aguiar; <i>The Open Window</i> , Saki; <i>Little Red Riding Hood</i> ; <i>Hearts and Hands</i> , O Henry; <i>The Little Girl and The Wolf</i> , Dahl; <i>The Pearl</i> ; <i>The Great Gatsby</i>
10L 217	a little bit of everything	<i>Cal</i> , Bernard McLaverty; <i>The Longest Memory</i> , Fred d'Aguiar; <i>The Open Window</i> , Saki; <i>Little Red Riding Hood</i> ; <i>Hearts and Hands</i> , O Henry; <i>The Little Girl and The Wolf</i> , Dahl; <i>The Pearl</i> ; <i>The Great Gatsby</i>
10L 218	novels	<i>Zero Hour</i> ; <i>The Great Gatsby</i> ; <i>O Primo Basílio</i> ; <i>Cal</i> , Bernard McLaverty; <i>The Longest Memory</i> , Fred d'Aguiar; <i>Os Maias</i> , Eça de Queirós
10L 219	novels; lyrics	<i>Zero Hour</i> (c. r.); <i>The Great Gatsby</i> , Fitzgerald (c. r.); <i>O Primo Basílio</i> ; <i>Cal</i> (c. r.), Bernard McLaverty; <i>The Longest Memory</i> , Fred d'Aguiar (c. r.); <i>Os Maias</i> , Eça de Queirós; etc.
10L 220		<i>Cal</i> ; <i>The Longest Memory</i> , Fred d'Aguiar; <i>The Little Girl and The Wolf</i> ; <i>The Go-Between</i>
10L 221	historical novels; biographies; poetry; essays;	<i>Animal Farm</i> , George Orwell (c. r.); <i>Hotel du Lac</i> , Anita Lockman; <i>Cal</i> , Bernard McLaverty (c. r.); <i>Sense</i>

	newspapers	<i>and Sensibility</i> , Jane Austen; <i>Moonstone</i> , Wilkie Collins; <i>The Japanese Gentlemen</i> , Graham Greene (c. r.)
10M 222	novels; short-stories	<i>The Scarlet Letter</i> , Nathaniel Hawthorne; <i>The Way Up to Heaven</i> ; <i>The Bluest Eye</i> , Toni Morrison; <i>The Adventures of Huckleberry Finn</i> , Mark Twain; <i>Utopia</i> , Thomas Moore; <i>In Search of Character</i> , Graham Greene.
10M 223	detective and crime stories	<i>Frei Luís de Sousa</i> , Almeida Garrett (c. r.); <i>Memorial do Convento</i> , José Saramago; <i>Morgadinho dos Canaviais</i> , Júlio Dinis; <i>The Pearl</i> , John Steinbeck (c. r.); <i>The Go-Between</i> , Harley (c. r.); <i>1984</i> , George Orwell; <i>Animal Farm</i> , George Orwell (c. r.); <i>Utopia</i> , Thomas Moore
10M 224	comics; satirical novels	<i>The Great Gatsby</i> , F. Scott Fitzgerald; <i>Animal Farm</i> ; <i>Cal</i> , Bernard McLaverty; <i>The Way Up to Heaven</i> , Roald Dahl; <i>The Invisible Japanese Gentleman</i> ; <i>The Bluest Eye</i> , Toni Morrison; <i>Utopia</i> , Sir Thomas Moore; <i>In Search of Character</i> , Graham Greene
10M 225		<i>The Way Up to Heaven</i> ; <i>The Invisible Japanese Gentleman</i> ; <i>Lamb to the Slaughter</i> ; <i>The Last Tea</i> ; <i>The Bluest Eye</i> , Toni Morrison; <i>Utopia</i> , Thomas Moore; <i>In Search of Character</i> , Graham Greene
10M 226	crime stories	<i>The Way Up to Heaven</i> ; <i>The Invisible Japanese Gentleman</i> ; <i>The Great Gatsby</i> , F. Scott Fitzgerald; <i>Cal</i> , Bernard McLaverty; <i>The Bluest Eye</i> , Toni Morrison; <i>Animal Farm</i> ; <i>Utopia</i> , Thomas Moore; <i>In Search of Character</i> , Graham Greene
10M 227	almost everything: from best-sellers to pamphlets	<i>Chuva e Outras Novelas</i> , Sommerset Maugham; <i>O Prémio</i> , Irving Wallace; <i>Memorial do Convento</i> , José Saramago; <i>Na Outra Margem entre as Árvores</i> , Ernest Hemingway; <i>Hard Times</i> , Charles Dickens; <i>A Vigésima Sétima Mulher</i> , Irving Wallace; <i>A Casa dos Espíritos</i> , Isabel Allende
10M 228	novels; dramas; short-stories; magazines	<i>The Great Gatsby</i> , F. Scott Fitzgerald; <i>The Go-Between</i> , L. P. Hartley (c. r.); <i>Hotel du Lac</i> , Anita Brockner (c. r.); <i>Cal</i> , Bernard McLaverty (c. r.); <i>Animal Farm</i> , George Orwell (c. r.); <i>The Way Up to Heaven</i> ; <i>Lamb to the Slaughter</i> , Roald Dahl
10M 229	fiction; novels; thrillers	<i>The Great Gatsby</i> , F. Scott Fitzgerald (c. r.); <i>The Pearl</i> , John Steinbeck (c. r.); <i>In Search of a Character</i> , Graham Greene; <i>Hotel du Lac</i> , Anita Brockner (c. r.); <i>Cal</i> , McLaverty (c. r.); <i>The Bluest Eye</i> , Toni Morrison (c. r.); <i>The Scarlet Letter</i> , Hawthorne; Hamlet
10M 230	classical novels; thrillers; detective stories; criticisms; "ironic" books	<i>The Great Gatsby</i> , F. Fitzgerald (c. r.); <i>The Pearl</i> , John Steinbeck; <i>The Lord of the Flies</i> ; <i>In Search of a Character</i> , Graham Greene (c. r.); <i>Cal</i> (c. r.); <i>The Bluest Eye</i> , Toni Morrison (c. r.); <i>The Longest Memory</i> , Fred d' Aguiar; <i>Animal Farm</i> , George Orwell (c. r.)
10M 231	crime stories	<i>The Pearl</i> , John Steinbeck (c. r.); <i>Animal Farm</i> , George Orwell; <i>Amor de Perdição</i> , Camilo Castelo Branco; <i>Hotel du Lac</i> , Anita Brockner (c. r.); <i>Cal</i> , (c.v.); <i>The Great Gatsby</i> , F. Fitzgerald (c. r.)
10M 232	love stories; dramas	<i>Animal Farm</i> , George Orwel (c. r.); <i>Cal</i> , (c. r.); <i>The Go-Between</i> , (c. r.); <i>The Bluest Eye</i> , Toni Morrison (c. r.); <i>Utopia</i> , Thomas Moore (c. r.); <i>The Japanese Gentleman</i> (c. r.); <i>Ace In the Hole</i> (c. r.); <i>Lamb to the Slaughter</i> (c. r.); <i>The Way Up to Heaven</i> (c. r.); T
10M 233	science fiction; thrillers	<i>The Bluest Eye</i> , Toni Morrison; <i>Lamb to the Slaughter</i> , Roald Dahl
10M 234	non-canonical texts; magazines	<i>The Pearl</i> , John Steinbeck; <i>Cal</i> ; <i>The Bluest Eye</i> , Toni Morrison; <i>Animal Farm</i> ; <i>Hotel du Lac</i> ; <i>The Invisible Man</i>
10M 235	novels; magazine articles	<i>The Pearl</i> , John Steinbeck; <i>Romeo and Juliet</i> , William Shakespeare; <i>Hotel du Lac</i>
10M 236	everything that has an interesting topic	<i>The Way Up to Heaven</i> (c. r.); <i>The Bluest Eye</i> (c. r.); <i>The Great Gatsby</i> , Fitzgerald (c. r.)
10M 237	romance novels; some kinds of fiction	<i>The Japnese Gentleman</i> ; <i>The Way Up to Heaven</i> ; <i>Cal</i> ; <i>The Great Gatsby</i> ; <i>Hotel du Lac</i> ; <i>Animal Farm</i> ; <i>The Bluest Eye</i>
10M 238	diaries; non-fiction; magazines; advertisements	<i>The Way Up to Heaven</i> ; <i>Cal</i> ; <i>The Go-Between</i> ; <i>The Pearl</i> ; <i>The Highway</i> ; <i>Hotel du Lac</i> ; <i>Animal Farm</i>
10M 239	novels	<i>Emile</i> (c. r.); <i>Utopia</i> (c. r.); <i>Viagens na Minha Terra</i> (c. r.); <i>The Picture of Dorian Grey</i> ; <i>O Primo Basílio</i> ; <i>Os Maias</i> , Eça de Queirós (c. r.)
10M 240	novels; romance novels; detective novels; magazines; etc.	<i>The Great Gatsby</i> , Scott Fitzgerald (c. r.); <i>In Search of a Character</i> , G. Greene (c. r.); <i>Cal</i> (c. r.); <i>The Bluest Eye</i> , Toni Morrison (c. r.); <i>Animal Farm</i> , George Orwell (c. r.); <i>The Highway</i> (c. r.); <i>Ace In the Hole</i> (c. r.); <i>The Last Tea</i> (c. r.); <i>The Invisible Man</i>
10M 241	novels; magazines; articles; romance novels; crime stories	<i>The Great Gatsby</i> , Scott Fitzgerald (c. r.); <i>In Search of a Character</i> , Graham Greene (c. r.); <i>Cal</i> (c. r.); <i>The Bluest Eye</i> , Toni Morrison (c. r.); <i>Animal Farm</i> , George Orwell (c. r.); <i>Lamb to the Slaughter</i> (c. r.); <i>The Highway</i> (c. r.); <i>Ace In the Hole</i> (c. r.).
10M 242	adventure books	<i>Cal</i> ; <i>Animal Farm</i> ; <i>Utopia</i> , Sir Thomas Moore (c. r.); <i>The Pioneers</i> , James Fenimore Cooper (c. r.).
10N 243	texts based on day-to-day events	<i>The Way Up to Heaven</i> ; <i>Lamb to the Slaughter</i>
10N 244	novels; poetry	<i>The Collector</i> ; <i>The Bluest Eye</i> , Toni Morrison; <i>The Color Purple</i> ; <i>Cal</i>
10N 245	fiction; drama; novels; non-fiction; lyrics; scientific texts	<i>King Lear</i> , William Shakespeare; <i>The Great Gatsby</i> ; <i>Cal</i> ; <i>Wide Sargasso Sea</i> ; <i>The Scarlet Letter</i> ; <i>The Bluest Eye</i> ; <i>In Search of a Character</i> ; <i>The Adventures of Huckleberry Finn</i> ; <i>The Collector</i>
10N 246	science fiction; drama; love-stories	<i>The Bluest Eye</i> , Toni Morrison; <i>In Search of a Character</i> , G. Greene; <i>The Scarlet Letter</i> , Hawthorne; <i>The Adventures of Huckleberry Finn</i> , M. Twain; <i>Wide Sargasso Sea</i> , Jean Rhys
10N 247	magazines; scientific texts; novels	<i>Hamlet</i> , Shakespeare; <i>Uma Abelha na Chuva</i> .
10N 248	magazines; newspapers	<i>The Bluest Eye</i>
10N 249	magazines; plays; science-fiction; love-stories	<i>The Bluest Eye</i> (c. r.); <i>Hotel du Lac</i> (c. r.)
10N 250	crime novels; thrillers; magazines; newspapers	<i>A Way Up to Heaven</i> ; <i>In Search of a Character</i> ; <i>The Bluest Eye</i> , Toni Morrison
10N 251	newspapers; magazines	<i>Animal Farm</i> , George Orwell; <i>Lamb to the Slaughter</i> ; <i>Cal</i> ; <i>Hamlet</i> , Shakespeare
10N 252	fiction; non-fiction	I can't remember.
10N 253	novels; love-stories	<i>Hotel du Lac</i> , Anita Brookner; <i>Animal Farm</i> ; <i>The Last Tea</i> ; <i>The Invisible Japanese Gentleman</i> ; <i>The Highway</i> ; <i>Ace In the Hole</i> ; <i>The Way Up to Heaven</i> ; <i>The Great Gatsby</i> , F. Scott Fitzgerald; <i>The Pearl</i> , John Steinbeck; <i>Pride and Prejudice</i> , Jane Austen; <i>Romeo and Juliet</i>
10N 254	novels; short-stories; newspapers; magazines	<i>Hotel du Lac</i> , Anita Brookner (c. r.); <i>Cal</i> , Bernard McLaverty (c. r.); <i>In Search of a Character</i> , Graham Greene (c. r.); <i>Huckleberry Finn</i> , M. Twain; <i>Tom Sawyer</i> , M. Twain; <i>The Way Up to Heaven</i> (c. r.); <i>Lamb to the Slaughter</i> (c. r.); <i>Manhood</i> (c. r.); <i>The Highway</i> ; T

Number	How often do you read poems?	In case you do, give an example.	D1.1.	D1.2.	Give reasons.
1A 1	sometimes	Camões, <i>Os Lusíadas</i>	no	no	Usually when I read a book or when I study I like to do it well. For example a book must be read attentively.
1A 2	sometimes	Florbela Espanca	no	no	I read a book carefully to absorb the ideas of the book and understand him.
1A 3	never		no	no	Because if I read a book is because I want to and because my teacher told to.
1A 4	quite often	Florbela Espanca, <i>Sonetos</i>	no	no	The Book is read with more enthusiasm, I usually feel impatient for the end of story
1A 5	sometimes		yes	yes	
1A 6	sometimes	Luís de Camões, <i>Os Lusíadas</i>	no	no	A book needs more attention and more concentration.
2B 7	sometimes	Florbela Espanca; Luís de Camões			
2B 8	sometimes	<i>Mensagem</i>	no	yes	I use to give much importance to little things.
2B 9	sometimes		no	no	No
2B 10	sometimes	Fernando Pessoa	no	no	In any of these cases, we can read and then we can discuss it with our teacher or classmates, but when we read a book it requires a lot of attention, that way you can almost enter in the story.
2B 11	sometimes		no	no	
2B 12	sometimes	F. Pessoa; <i>A Mensagem</i>	no	yes	
2B 13	sometimes	Florbela Espanca, <i>Sonetos</i>	no	no	Because text are smaller than books.
2B 14	never		yes	no	When we read a book we like we are not worry if we are going to understand it or not.
2B 15	quite often		no	no	Because it's different.
2B 16	sometimes	Fernando Pessoa; Cesário Verde...	no	no	
2B 17	frequently	Fernando Pessoa, <i>Mensagem</i>	no	no	
2B 18	frequently	my own poems and others	no	yes	
2B 19	frequently		no	no	Because are big
2B 20	never			yes	Because I must read.
2B 21	sometimes		no		I try to understand the general message of the book
2B 22	sometimes		no	no	
2B 23	frequently	F. Pessoa	no	no	I book is to be read with pleasure, not to value the language...
3C 24	sometimes	Luís de Camões, <i>Os Lusíadas</i>	yes		
3C 25	sometimes		no	no	I can't read at the same time because I'm confused.
3C 26	quite often	Florbela Espanca	no	no	
3C 27	sometimes	Florbela Espanca	yes	no	That was the way I think do read, what can say more.
4D 28	sometimes	Cesário Verde, Nós	no	no	I don't read a book in the same way, that I read a text because a book it's more big, and It's more interesting.
4D 29	frequently	Cesário Verde, Nós	no	yes	I read book for pleasure and therefore I "savour" it more than a textbook
4D 30	sometimes	Fernando Pessoa, <i>Mensagem</i>	yes		
4D 31	sometimes	Fernando Pessoa; my own poems	no	no	Is more interesting
4D 32	rarely		no	no	Because is a I have my freetime I go reading
4D 33	sometimes	Almeida Garrett, <i>A Rosa e o Lírio</i>	yes	no	Because if I read a book that book would be the seam by me and because of that it wouldn't be like a text which is studied in school but like a textbook.
4D 34	rarely		no	no	I don't know.
4D 35	rarely		yes	yes	If I like the book, so I will read like the others.
4D 36	rarely		no	no	Because when I read a book It's like if I was on the story, I stay very enthusiastic.
4D 37	never		no	yes	I read a book carefully, trying to retain the main ideas.
4D 38	rarely		yes	yes	Because I would like to read but sometimes the texts are difficult so we have to pay attention
4D 39	rarely		no	no	When I read a book I read it by its history, I don't mind, I don't care with the style of writing.
4D 40	rarely	António Nobre; Camilo Pessanha; Fernando Pessoa, <i>Mensagem</i> (some poems)	no	no	Sometimes I read a book in the same way I read but is rarely because I stay tired (dry throat).
4D 41	sometimes	Camões	no	no	
4D 42	sometimes	José Tomás Marques; Araújo Alves			I read a book by my one way I don't now explain it...
4D 43	sometimes	Almeida Garrett, <i>Folhas Caídas</i>	yes	yes	Because I like to know the story it gives me a feeling of desire to know the end of it and because in this way I can memorise if necessary to know.
4D 44	rarely		no	no	
4D 45	sometimes	Fernando Pessoa	no	no	Because reading a book is more interesting (when I read it).
4D 46	sometimes	Florbela Espanca	no	no	I read a book with more enthusiasm, more contentment.
4D 47	sometimes	Florbela Espanca	no	no	I read a book with more enthusiasm
5E 48	never		no	yes	
5E 49	sometimes		no	no	I read it for the curiosity of understanding a story in all of its components and aspects to relate them with other books.
5E 50	quite often	<i>Sonetos</i> , Florbela Espanca; Miguel Torga; Bocage; Camões; Augustina B. Luís; Shakespeare; etc.	no	no	A read a book on the whole a textbook I try to "decompose" to understand it thoroughly
5E 51	never		yes	yes	I read a book in the same way I read any kind of text because when I read them, I read both with attention.
5E 52	frequently	<i>Sonetos</i> , Florbela Espanca	no	no	A book I read with pleasure, and because I want to
5E 53	quite often	<i>A Obra Completa de Florbela Espanca</i>	no	no	I read it according to my state of mind and spirit.
5E 54	sometimes	Florbela Espanca	no	no	Usually when I read a book, it's because I have some interest in reading it.

5E 55	rarely		no	no	A book it's a way of thinking of imagination it's a fantastic thing.
5E 56	sometimes		yes	yes	I read with attention and carefully
5E 57	sometimes		no	no	I read a book when I have free time and a text that is studied at school I have to read 'cause the teacher wants us to.
5E 58	rarely		no	no	Because when I read a book I like to do it in a quiet place, in order to feel and appreciate more deeply what I'm reading, without any sort of pression or stress.
5E 59	sometimes	Fernando Pessoa; etc.	yes	yes	Because I have to analise to understand. I have to read carefully.
5E 60	rarely	Florbela Espanca	no	no	I rather prefer to read a book chosen by me. I read it with far more pleasure
5E 61	sometimes	the poems I write	no	no	Because the book I read it's one I like and with an accessibility language and in school I read the texts the teacher want and sometimes with a dificulty language.
5E 62	never		yes	yes	
5E 63	sometimes	Fernando Pessoa; Alberto Caeiro	no	no	I read in a different way, because I am reading for myself
5E 64	frequently	the poems I write; Fernando Pessoa; Alberto Caeiro	no	no	I read in a special way, slowly, to understand all story.
5E 65	rarely	I can't remember.	yes	yes	I read it the same way because, I try to pay attention to the story and understand it the best way I can.
5E 66	frequently	Fernando Pessoa	no	no	A text that we studied in school is very important, because it normally in the text or exame as the textbook it can be in the exame but the book we read normaly for pleasure.
5E 67	frequently	Camões	no	no	If we read/studied in school is very different, because we can stay more nervous and when we are at home its different.
5E 68	quite often	the poems I write	no	no	A book gives us more interesse to read Till the end, to know how they end.
5E 69	sometimes	Luís de Camões	no	no	When I read a book it is with enthusiasm.
5E 70	rarely		no	yes	Because a book is more difficult
5E 71	rarely		yes	no	I don't like to make interruptions
5E 72	sometimes	Fernando Pessoa	no		Reading a book sometimes we get tired, because it's to big, and we stop, but reading a textbook it's more easy.
5E 73	never		no	no	I read a book little by little and when I want to, in school I have to read the text's and it becomes boring.
5E 74	rarely		yes	yes	Because it's the same thing.
5E 75	sometimes	Fernando Pessoa	no	yes	It's a way of finish certainly the book. You know I have an objective and I have to get it.
5E 76	rarely		no	no	Because I have to give more attention and to understand the facts that are important to understand the holle book.
5E 77	sometimes	Fernando Pessoa	no	no	A book that I choose I read with more pleasure then if it was one that the teacher wanted me to read for class.
5E 78	never		no	no	No, because we have to read a book imaginiting what the characters are saying or doing.
5E 79	never		no	no	Because when we studied in school the teachers give some help telling us the story and when we read at home we most do everthing alone
5E 80	rarely		yes	no	Because I read the books that I must read to school, and sometimes the book together the textbook.
5E 81	sometimes		no	yes	Because i like to understand the meaning of the whole text.
5E 82	frequently	Fernando Pessoa	no	yes	Because I need to interpreting and understanding the book.
5E 83	sometimes	"Chuva Oblíqua", Fernando Pessoa; Mário Sá Carneiro; Sophia Mello Breyner	no	no	It dependes, but generally I like to read it slowly (not very) to understood it
6F 84	quite often	Ode Triunfal, Fernando Pessoa	yes	yes	Because when I read I have 100% attention to understand better the message, the content of the book
6F 85	sometimes		yes	yes	When I read a book I use the same reading strategy I use when I read any ordinary text.
6F 86	sometimes	Camões; Fernando Pessoa	no	yes	Usually I pay more attention to a book than to a text book.
6F 87	sometimes	Poesias Completas, Júlio Dinis	no	no	When I read a book, I read in a day if it is interesting and I don't like to be obliged to it, when I read I am always part of the story.
6F 88	sometimes	Camões	no	no	It's different, because I read a book for pleasure and not because of school.
6F 89	rarely		no	no	A book needs more concentration, analysis, we need the get in the character's flesh, reading a book is more complex than reading a text as it is more than reading and answering questions.
6F 90	rarely	Ode Triunfal, Fernando Pessoa	no	no	Because while I'm reading I'm not searching the verbs, making summaries, etc.
6F 91	rarely	I don't remember.	no	no	Because a textbook or a text studied in school don't interest me like the book I choose to read
6F 92	rarely	I only read poems if it's part of the syllabus.	no	no	Because it requires a different attention due to its complexity.
6F 93	frequently		yes	no	When we read a normal book and a textbook there is no specific strategy. According to a text studied in school, we have to answer questions and do then tasks.
6F 94	rarely	I don't remember.	no	no	I read I has I want, I use my own technices.
6F 95	sometimes		no		
6F 96	never		no	yes	Because, when I read a book I try to understand it.
6F 97	frequently	Fernando Pessoa	yes	no	Because is a free way of reading, you don't have to think about studing and tests, you read because you like it and you adquored vocabulary sometimes. I think I should read a book because I like it and not because I have to.
6G 98	sometimes		no	no	Because it's more responsibility when I read a textbook.
6G 99	rarely		no	no	Reading a book for me is to enter in the action and play with the other characters.

6G 100	sometimes	Luís de Camões; Fernando Pessoa; Florbela Espanca	no	no	
6G 101	never		no	no	Cause when I read a book the concentration is bigger and probably the interest.
6G 102	rarely		no	no	I think is completely different, Because in the book we've got to be more concentrate, we gain more enthusiasm in a book, than a textbook.
6G 103	never		no	no	Because there are two different ways: studying and pleasure.
7H 104	frequently	F. Pessoa; Cesário Verde; Bocage; Miguel Torga; etc.	yes	no	I think that when we can understand the topics that the author of the book we are reading wanted transmit the book became more easier.
7H 105	sometimes	Contrariedades, Cesário Verde	no	no	Because if you are reading a book that you choose you feel more comfortable than reading something that was imposed.
7H 106	frequently		no		
7H 107	sometimes	Fernando Pessoa	no	no	I read a book according the way that he's write. to read with expression.
7H 108	sometimes	Fernando Pessoa	no	no	When I usually read a book it is out of my own will, which means I concentrate on the books I choose to read.
7H 109	frequently	Fernando Pessoa; Cesário Verde	yes	no	The text which I study in school is a kind of necessity, I read because I have to. A book I read because it's a pleasure for me.
7H 110	never				It depends. If the book it's interesting I can read it in one day but if not I never end it.
7H 111	frequently		yes	no	I do read a book in the same way I read a textbook because like a text studied in school one must to read it carefully.
7H 112	sometimes	Fernando Pessoa	no	no	When I read a book it's because I really am interested in this book, sometimes I'm not interest reading texts studied in school or textbooks.
7H 113	rarely	Fernando Pessoa	no	no	Because when I read a book I tried to not mixed whit other things.
7H 114	rarely		no	no	Because you have to read the book in a way of understanding the way the author thinks and so on.
7H 115	frequently		no	no	Because when I read a book, I read with more attention.
7H 116	frequently	Mensagem, Fernando Pessoa	yes	yes	
7H 117	rarely	"Ela Canta, Pobre Ceifeira", Fernando Pessoa	no	no	Because we have our own things to find out, we don't have to go on searching for specific things.
7H 118	sometimes		no	no	It's different because (sometimes) the textbook, or texts studied in school are much more boring.
7H 119	never				I don't read a book intensively unless it is for school.
7H 120	never		no	no	Because in a book have a history to count, and not a statement to read it.
7H 121	sometimes	Fernando Pessoa	no	no	Because most part of the time the books or text which we study are boring, now English is like history.
7H 122	sometimes	Fernando Pessoa	no	no	Because, when I read a book I am (I have to be) more concentrated.
7H 123	quite often	Fernando Pessoa	yes	no	
7H 124	sometimes				
7H 125	sometimes	Fernando Pessoa	yes	no	because a textbook I read for interested and curiosity and a text which is studied in school, I have to know
7H 126	sometimes	Mensagem, Fernando Pessoa	no	no	Often I read a book for pleasure and not as an obligation, so it is read with much more enthusiasm.
7H 127	sometimes	Os Lusíadas, Luís de Camões	no	no	When I read a book I pay attention, so I won't "lose" any detail.
7H 128	sometimes	Fernando Pessoa	no	no	Sometimes when we have to do compulsory reading we don't do it with so much emotion than with a book we choose and want to read.
7H 129	frequently	Mensagem, Fernando Pessoa; Jornal da Madeira, (suplemento das escolas)	no	no	In my opinion, reading should be encouraged and not obliged. We should read for the pleasure of reading and not because it's compulsory.
7H 130	sometimes	Fernando Pessoa	no		Because it's different.
7H 131	sometimes	Fernando Pessoa	yes	yes	Because in read the a book it's essential to understand what is the message
8I 132	rarely		no	no	I read it more carefully.
8I 133	frequently	"Alma Minha Gentil", Luís de Camões; my own poems	no	no	A book is always a book. It's something that we keep remembering, and sometimes we could take a lesson, a moral or social lesson.
8I 134	sometimes	Miguel Torga; Camões; Fernando Pessoa	no	yes	It depends. If the book it's interesting, I read that with pleasure, but for example it was bad I didn't read that, only if it's necessary.
8I 135	frequently	Florbela Espanca	no	yes	Because I had to reading very well to be able to talk about the theme and to do a good sumative test.
8I 136	sometimes	"Folhas Caídas", Almeida Garrett	no	no	
8I 137	rarely		yes	no	
8I 138	sometimes	Mensagem, Fernando Pessoa	no	no	because there are different
8I 139	sometimes	Mensagem, Fernando Pessoa		yes	Because the school don't give us much time
8I 140	frequently	Miguel Torga; Camões; Fernando Pessoa; Sophia Mello Adresen	yes	yes	Yes because everything read is to keep the message ... so I read it attentively.
8I 141	frequently	Fernando Pessoa; Miguel Torga	no	no	Because, a book I can choose what I want to read, a text I have to read what the teacher tell-me to.
8I 142	sometimes	Fernando Pessoa	no	no	Because when I read a book i must concentrate me, and books are more interesting than textbooks or school texts.
8I 143	rarely		no	no	Because a book we have to read more carefully.
8I 144	frequently	Antologia, Miguel Torga; Poemas, Florbela Espanca	yes	yes	I do read a book in the same way a read other texts because they talk about different thing which I assimilate.
8I 145	sometimes	Fernando Pessoa	yes		
8I 146	frequently	"Orfeu Rebelde", Miguel Torga	yes	yes	It's more interesting
8I 147	rarely		no	no	I usually read a book for pleasure and because I like to do it, not as a textbook or as a text which is studied in school.
8I 148	rarely		yes	yes	Because I like read books.
8I 149	never		no	no	A book is always a book and even if we don't we read it in a very different way

8I 150	rarely		no	no	Because most of the time I read for pleasure not that I have to and a textbook is to read as even if you don't want.
8I 151	quite often	Fernando Pessoa; Sophia de Mello Breyner	no	no	I answered negatively because there's a difference between reading for obligation and reading for pleasure.
8I 152	frequently	Eugénio de Andrade; Almeida Garrett; Florbela Espanca	no	no	I think you should read a book for pleasure, but at school the teachers help us to read through the text ( some teachers do ).
8I 153	rarely		no	no	because I'm reading for pleasure.
8I 154	never			no	When I read for pleasure I don't try to analyse it as I do in school.
8I 155	rarely		no	yes	Because, in school we learn how to comprehend the meaning of the texts, this will help to the reading of the book
8I 156	never		no	no	I read a book for pleasure.
8J 157	rarely	Jim Morrison; Camões	yes	no	A real book is read at home with no memos o notes to be done, to understand it.
8J 158	rarely		no	no	A textbook or a text which is studied has to be carefully read.
8J 159	rarely		yes		Because I think we have to read with acuetuation.
8J 160	sometimes	Miguel Torga	yes		Because it is more for pleasure.
8J 161	frequently	Fernando Pessoa; Miguel Torga	no	no	In home its for pleasure that a read but in school we have to anilize everything.
8J 162	quite often	The Lords and the New Creatures, James Douglas Morrison	no	no	I am bad to read books by more personal and intimate reasons
8J 163	rarely	Fernando Pessoa; Sofia de Mello Breyner	no	no	Because I prefer to read a book for pleasure than to "have to read it"
8J 164	rarely	Miguel Torga; Jim Morrison	yes	yes	Truly, the way I read defends if I'm reading as obligation or as pleasure
8J 165	sometimes		no	no	The ones that I read at home, I read for pleasure. The ones at school are analysed in detail.
8J 166	rarely		yes	yes	Because, for me everything I read, I do it the same form
8J 167	sometimes	Abismos, James Douglas Morrison	no	no	No Because when I rarely read, I read it for pleasure.
8J 168	rarely	Luís de Camões	no	no	when I read I try to identify myself in the situation of the story
8J 169	sometimes		no	no	When I read a book I try to understand it, and I really pay attention to it.
8J 170	quite often	Fernando Pessoa; Camões; Júlio Dinis; etc.	no	no	I have no time. I only read in vacations or when I don't have summertime tests
8J 171	sometimes	Miguel Torga; Sofia de Mello Breyner	no	no	
8J 172	rarely		no	no	Because a textbook needs to be carefully scanned through to be able to be understood, not like a normal book.
8J 173	sometimes	Fernando Pessoa; poems written by my girlfriend	no	no	Because in a textbook and other in school I have to mark the important passages and aspects.
8J 174	sometimes	Ode Triunfal, Fernando Pessoa; Miguel Torga	no	no	I read a book with more pleasure than textbook.
8J 175	never		no	no	No because a book have beginig, meadle and end.
9K 176	sometimes	Florbela Espanca; Camões	no	no	Because the book I read it's one I like and with an accessibility language and in school I read the texts the teacher want and sometimes with a dificulty language.
9K 177	rarely	Mário Sá-Carneiro	no	no	As I read a book, I make a personal interpretation of it
9K 178	sometimes	Florbela Espanca	no	no	Because it's longer and we have to feel we are inside the story
9K 179	sometimes	Retrato Ardente, Eugénio Andrade	no	no	It is different because in a book almost can enter in the story, it is more dynamic.
9K 180	rarely	Florbela Espanca	no	no	I read a book getting involved in the story, wheras in a textbook or in a text studied in school you have to look for specific information.
9K 181	rarely			yes	the textbook and the text study in school are especifics, so most concentrat, take notes, etc. A book I readen for pleasure, so I'm interest in the history, in what happen etc. It's different.
9K 182	quite often			no	Because when I read a book I like to fully understand what I am reading
9K 183	sometimes	Florbela Espanca	no	no	At the same time I read, I practice too.
9K 184	sometimes	Camões; Alexander O'Niel	no	no	
9K 185	rarely		yes	yes	When I read a book I read it calmly in other to understand it better.
9K 186	never		no	no	In this case, it is when it is a book required for the teacher for we read. when is a choice to me, I just read it.
9K 187	rarely		no	no	if I read a book is because I've to Therefore, I just understand the teoric, do the text and waste the book.
9K 188	sometimes	Retrato Ardente, Eugénio Andrade	no	no	at home I don't "analise" sthe book, like at school.
9K 189	quite often	Camões; Fernando Pessoa	no	no	I read as I like and I am not preocupate in iterprating the book
9K 190	sometimes	"Amor é Fogo...", Camões	no	no	It depends of the book I am reading
9K 191	never		yes		Sometimes the texts studied at school are boring, and when I choos to read a bood it's because I like the theme.
9K 192	quite often	Poemas, Fernando Pessoa	no	yes	
9K 193	frequently	"Amor é Fogo...", Camões	no	no	At school you lear who to read in a proper way
9K 194	quite often	Camilo Pessanha; Mário Sá-Carneiro; Camões; Fernando Pessoa	no	no	Because usually when I read a book its when it looks interesting and I'm sure I'm going to enjoy it.
9K 195	rarely		no	yes	Because a book needs all of our mind to concentrate on the story.
9K 196	frequently	Retrato Ardente, Eugénio Andrade	no	no	Because reading a book involves understanding it, if not its a waste of time.
9K 197	rarely		yes	no	When I read a book I "let" myself to another world.
10L 198	rarely	"O amor é um fogo que arde sem se ver", Luís de Camões	yes	yes	I always try to get all the information I can to be able to understand it.

10L 199	rarely		no	no	I read a book at home different from a book at school because a studied book in school must be studied carefully. And a book that I read at home I read without pressure!
10L 200	never		yes		Well, sometimes it complements both.
10L 201	sometimes	Fernando Pessoa (heterónimos)	no	no	I read a book in a natural and relaxed way, I try to read it slowly.
10L 202	sometimes	English Poems, Fernando Pessoa	no	no	When I read a book for pleasure I don't interpretate every phrase. I read the book for pleasure.
10L 203	rarely		no	no	I take more pleasure in reading a book of my choice because I do not feel as I have been forced into it.
10L 204	rarely		no	no	A book requires a more personal involvement and when we read for pleasure we are more involved
10L 205	rarely		no	no	
10L 206	rarely		no	no	
10L 207	sometimes				
10L 208	rarely		no	no	the books are read for pleasure and the texts which are studied in school are compulsory.
10L 209	rarely		no	no	When I read a book I read it for pleasure and the texts which are studied in school are compulsory
10L 210	quite often	Florbela Espanca; Sophia de Mello Breyner; Fernando Pessoa	no	no	When we read something for pleasure we don't concern as much as a book we will have to a text about it, in school we analyse little things that we don't notice when reading just for pleasure.
10L 211	rarely		no	no	Everytime we read a book we get to know new things, in the second time we see other new thing. The fact of been studying it (a book) at school should not be the reason why we choose it.
10L 212	rarely		no	no	When I read a book I need to see some words in the dictionary because it is an extensive reading so I am not able to understand some words wich I do not hear everyday.
10L 213	frequently	Sophia Breyner	no	no	When I read a book I read it because I want to find stories and to feel pleasure through the reading. A textbook is read to help us to learn more about something (...)
10L 214	rarely		no	no	A book has to be read in a different way from other types of texts because it needs a special attention, especially if you read it on your own.
10L 215	sometimes		no	no	
10L 216	sometimes	"A Martian Sends a Postcard Home", Craig Raine	no	no	No, because when we are reading a book, we have to pay more attention, and to be more aware about things.
10L 217	sometimes	"A Martian Sends a Postcard Home", Craig Raine	no	no	A book requires more concentration from us.
10L 218	sometimes		no	no	Because when a read a book I serch for experience, action and pleasure and in a textbook or a text from school rarely I find that.
10L 219	quite often	Portuguese authors	no	no	A book is read in a more relaxed way because I only have to know the most important things, not to have a deep reading in which you read beyond and between the lines.
10L 220	sometimes		yes		Sometimes it complements both. It depends the intention you read
10L 221	quite often		no	yes	to read a book is to discover a new world and it must be read alone.
10M 222			no	no	I do not read the book in the same way I read a textbook.
10M 223	sometimes	"Daffodils", William Wordsworth	no	yes	Obviously that if we read a compulsory book we will have in mind the strategy given in class. On the other had if we read it for pleasure the concerns towards reading will be different.
10M 224	rarely	Shakespeare's sonnets	yes	yes	We have to read in a very attentive way
10M 225	rarely	Antero de Quental	no	no	When I read a book, I read it with purposes different from the ones for which I read a textbook or a text studied in school.
10M 226	rarely	Shakespeare's sonnets	yes	yes	They all demand concentration, capital knowledge of the language skills, interest from the reader.
10M 227	sometimes		no	no	It depends on the aim of the reading
10M 228	rarely		no	no	A text which is studied in school is "read between the lines".
10M 229	sometimes	Shakespeare's sonnets	no	no	When I read a book, I often try to imagine myself within the fictional world that the book offers me.
10M 230	rarely		no	no	When I read in my free time I usually do not pay much attention to the grammatical issues. I read and I look for the expressions that show the author's influence or I simply pay attention to the way the text is written and if it corresponds to which is co
10M 231	rarely		no	no	A book must be read with other eyes.
10M 232	sometimes	"Daffodils", William Wordsworth	no	no	When I read a book chosen by me, I read for pleasure but when it is compulsory it is more boring.
10M 233	sometimes		no	no	
10M 234	sometimes	William Shakespeare	no	no	Because when you read a textbook or a text studied in class, it implies more carefull reading to the hole text; but reading a book does not necessarily means annalyzing it in a hole.
10M 235	rarely		no	no	When I read a textbook as a text studied in school I would possibly do not like it and that text would be studied in detail. If I read a book is because I like it and its for pleasure.
10M 236	sometimes	"Ode to Solitude", Pope	no	no	I only read a book in the same way I read a text which is studied in school or a textbook if I need to comlement my knowledges.
10M 237	frequently	Florbela Espanca; Amanda Bradley	no	no	I usually try to get into the character and to feel the story completely.
10M 238	rarely		no	yes	I only have a way of reading.
10M 239	rarely		no	no	Because we you read a book you have to pay attention to the sintax, lexical and other items

10M 240	rarely		no	no	Because if it is a book I read for pleasure I do not analyse I just try to understand the storie.
10M 241	rarely		no	no	Because it is a book I would read for pleasure and a text which is studied in school is analysed and I would not analyse a book.
10M 242	sometimes		no	no	When we are read a book, we do it for pleasure.
10N 243	sometimes			no	When I read a book for my pleasure I do not analyse the text in a semantic way.
10N 244	sometimes		no	no	When I read a book on my own I read for pleasure when I read a textbook or a text in school sometimes is not for pleasure.
10N 245	frequently	Portuguese ones: Fernando Pessoa; Florbela Espanca; William Shakespeare (sometimes)	yes	yes	To understand/solve a problem about language and structure.
10N 246	rarely	Cesário Verde	yes	yes	to understand/solve a problem about language and structure.
10N 247	never		no	no	When I read a book for pleasure I am not worried about stylistics or so ever.
10N 248	never		no	no	Each book has to be read in a different way, because each one of them was written in a different way and in a different time.
10N 249	rarely		no	no	A book is much more complete than a text. It has other structure.
10N 250	rarely		yes	no	A book cannot ever be studied as a text in school because there is not enough time to do it so.
10N 251	sometimes		yes	no	I usually read more carefully at home.
10N 252	rarely		no	no	Both a textbook and text studied in school are usually read with more carefulness
10N 253	frequently	Os Olhos da Isa, Joaquim Pessoa	no	no	When I read a book, I have to concentrate much more, the book must be the closest thing in earth to me.
10N 254	rarely		no	no	When I read a book sometimes is only for pleasure, and I needn't study so deep as in class.

Number	D2.1.	D2.2.	D2.3	D2.4
1A 1	<i>Como Água para Chocolate</i>	magazines and newspapers	magazines	poetry
1A 2	sobre a vida de actores; músicos	Diário de Notícias	love and crime stories	
1A 3	Rosa Lobato Faria; <i>Pássaros de Seda</i>	<i>O Teu Corpo e a Tua Mente</i>	Como Água para Chocolate	<i>Os Maias</i>
1A 4	Crónicas de Miguel Esteves Cardoso	newspapers	Como Água para Chocolate	<i>Hamlet</i>
1A 5	novels	<i>History of Portugal</i>	comic books	
1A 6	<i>Como Água para Chocolate</i>	newspapers	magazines	poetry
2B 7				
2B 8				
2B 9	<i>Mil e Uma Noites</i>	<i>Odisseia</i>		
2B 10				
2B 11	<i>Amor de Perdição; Rosa do Adro</i>			
2B 12	<i>Amor de Perdição</i>	magazines; newspapers	newspapers	books
2B 13	books; magazines	newspapers; historical texts	books	books
2B 14	magazines	newspapers	books	books
2B 15				
2B 16				
2B 17	novels	Diário de Notícias; Notícias		
2B 18	sports texts	newspapers		
2B 19	<i>Amor de Perdição</i>	Hamlet		
2B 20	<i>Amor de Perdição</i>			
2B 21	comics	newspapers		
2B 22				
2B 23				
3C 24	<i>Maias; Great Gatsby; Hamlet</i>	Diário de Notícias	Ana; Nova Gente	
3C 25	love stories	newspapers	magazines	Gente
3C 26	poetry; love stories	newspapers; magazines	magazines	it depends
3C 27	magazines; books	Diário de Notícias	books; magazines	
4D 28	<i>Memorial do Convento</i>	newspapers	<i>Romeo and Juliet</i>	<i>Sibila</i>
4D 29	Charles Dickens, <i>Great Expectations</i>	newspapers	magazines	Vergílio Ferreira, <i>Aparição</i>
4D 30	<i>Sabrina</i>	<i>Diário de Notícias</i>	<i>Aventuras no Paraíso</i>	
4D 31	all short texts	texts on abortion	Camões	<i>Hamlet</i>
4D 32	all kinds of magazines	<i>Diário de Notícias</i>	magazines ( <i>TV. Guia</i> ; etc.)	<i>Aparição</i>
4D 33	magazines	newspapers; sports papers	magazines	magazines
4D 34	magazines	encyclopedias		<i>Hamlet; Aparição; Frei Luís de Sousa</i> ; etc.
4D 35	<i>Encontro do Amor num País em Guerra</i>	<i>Grande Reportagem</i>	<i>O Crime do Padre Amaro</i>	<i>Eneida</i>
4D 36	magazines	newspapers		
4D 37	Shakespeare, <i>Romeo and Juliet</i>	history books; dictionaries	dictionaries	Kant, <i>Fundamentação da Metafísica dos Costumes</i>
4D 38	magazines	newspapers; some books	game magazines; computer magazines	adventure books
4D 39	magazines	newspapers	books	books
4D 40	I don't remember.	Leonor Cunha, <i>Frederico, Meu Filho</i> ; Luís Calisto,		<i>Hamlet; Aparição; Menina e Moça</i> ; etc.
4D 41				
4D 42	Camões, <i>Os Lusíadas</i>	the Bible	<i>Elogio à Loucura</i>	none
4D 43	<i>Os Maias</i>	<i>Memorial no Convento</i>	<i>Mau Tempo no Canal</i>	<i>Os Maias</i>
4D 44				
4D 45	magazines	<i>Diário de Notícias</i>		
4D 46	magazines; book reviews	<i>Diário de Notícias</i>	novels; drama	<i>Memorial do Convento</i>
4D 47	magazines	<i>Diário de Notícias</i>	novels	<i>Os Maias</i>
5E 48				
5E 49		<i>China no Mundo</i>	<i>Amor de Perdição</i>	<i>As Bacantes</i>
5E 50	<i>Romeo and Juliet; Sonetos, Florbela Espanca</i>	newspapers	sports magazines	plays; classical novels
5E 51	<i>Aventuras dos Cinco</i>	<i>Público</i>	<i>Hiper Disney</i>	<i>Os Maias</i>
5E 52	<i>Amor de Perdição</i>		plays	
5E 53	<i>O Evangelho Segundo Jesus Cristo</i> , José Saramago	newspapers	magazines	
5E 54	Daniel Sampaio			
5E 55	Fernando Pessoa	historical texts		
5E 56	texts about singers, actors; etc.	textbook; newspapers	short stories; plays	textbook; newspapers
5E 57	<i>Romeo and Juliet</i>			<i>Os Maias</i>
5E 58	canonical fiction; comics	newspapers; magazines; textbooks	newspapers; magazines; comics	plays; novels
5E 59				
5E 60	plays; novels; scientific texts	biographies	biographies	"the ones teachers ask for"
5E 61	magazines	newspapers	documentaries	books
5E 62	historical texts; love stories	literary texts	scientific texts	historical texts
5E 63	<i>Romeo and Juliet</i>	Luís Camões	the school textbook	I don't know
5E 64	<i>Romeo and Juliet</i>	Luís Camões	the school textbook	I don't know
5E 65	<i>Os Maias</i>	Diário de Notícias	magazines	
5E 66				
5E 67				
5E 68	magazines	newspapers; history books	my own poetry	textbooks
5E 69				

5E 70	novels	newspapers	magazines	
5E 71	novels	newspapers		
5E 72				
5E 73	Motores; Nova Gente; TV. Guia	newspapers	texts about women	
5E 74	textbooks	newspapers	magazines	literary texts
5E 75	<i>Viagens Na Minha Terra; O Último Cais, Fernão Capelo Gaivota</i>	newspapers	biographies (about: Mozart, Bach, Vivaldi, etc.)	<i>Os Maias; Amor de Perdição; A Sibila, O Judeu; A Pérola; etc.</i>
5E 76	comics	magazines; newspapers		<i>Facts in the Life of a Slave Girl</i>
5E 77	<i>Orgulho e Preconceito</i>	Diário de Notícias	any book	
5E 78	<i>Os Maias</i>		<i>Amor de Perdição</i>	
5E 79	<i>Orgulho e Preconceito; O Mundo de Sofia</i>	TV.+	comical texts	textbooks
5E 80	<i>Regresso ao Futuro</i>	Casos Reais	Ano do Cometa	A Sibila, Augustina Bessa Luís
5E 81	poems	magazines	texts about technology	texts about technology
5E 82	<i>A Mantilha de Beatriz</i>		A Sibila	<i>Os Maias; Amor de Perdição; A Sibila, O Judeu</i>
5E 83				O Judeu
6F 84	<i>O Último Cais</i>		<i>O Primo Basílio</i>	
6F 85	<i>The Pearl</i>	newspapers; magazines	<i>O Primo Basílio</i>	A Sibila; Amor de Perdição
6F 86	<i>Viagens na Minha Terra</i>	encyclopedias	<i>Siddhartha</i> , Herman Hesse	textbooks
6F 87	<i>O Primo Basílio; Pride and Prejudice; Os Maias</i>	newspapers	magazines	A Sibila
6F 88	<i>Amor de Perdição</i> , Camilo Castelo Branco	dictionary; magazines	romance novels	textbooks
6F 89	<i>O Amor É Fodido</i> , Miguel Esteves Cardoso		<i>Eurico O Presbítero</i>	
6F 90				
6F 91	<i>The Diary of Anne Frank</i>	newspapers	<i>Fernão Capelo Gaivota</i>	teletext
6F 92	<i>O Último Cais</i> , Helena Marques	newspapers	comics	teletext
6F 93	romance novels	newspapers	books on sports	Diary of Anne Frank
6F 94	plays	newspapers; encyclopedias	comics	my diary
6F 95	Romeo and Juliet	Diário de Notícias; Jornal da Madeira	Woman's Own	
6F 96				
6F 97	romance novels; horror stories; comics; fiction	magazines; newspapers; Ragazza; Diário de Notícias	comics	culture-based texts
6G 98	magazines	newspapers	advertisements	comics
6G 99				<i>Os Maias; O Judeu; Amor de Perdição</i>
6G 100				
6G 101		<i>The Commonwealth</i>		
6G 102		The Commonwealth		
6G 103				
7H 104	texts that I believe to be "good"	informative texts		
7H 105	<i>A Cidade e as Serras</i>	magazines; newspapers	<i>A História Interminável</i>	<i>Aparição</i>
7H 106				
7H 107	comics; horror-based texts	newspapers	horror-based texts	
7H 108	magazines		magazines	texts suggested by the teachers
7H 109	<i>Morte dos Vendavais</i>	A História da Televisão	<i>A Caminho do Triunfo</i>	A Sibila
7H 110		newspapers	<i>O Mundo do Silêncio</i>	
7H 111				
7H 112				
7H 113	magazines	newspapers	comics	
7H 114	comics	newspapers	magazines	novels
7H 115	banda desenhada	Jornal da Madeira	revistas	
7H 116	<i>Amor de Perdição</i> , Camilo Castelo Branco	Diário de Notícias	magazines	
7H 117				<i>Aparição</i>
7H 118	comics; cartoons	magazines; newspapers	books	books
7H 119	magazines	historical and scientific texts	texts based on current affairs	romance novels
7H 120				
7H 121	music and sports magazines	music and sports magazines	music and sports magazines	<i>Aparição</i>
7H 122	comics ( <i>A Turma da Mônica</i> )	different kinds of texts		biographies; "textos de apoio"
7H 123				
7H 124				
7H 125	<i>Amor de Perdição</i>	<i>História da Literatura</i>		
7H 126	texts dealing with the IRA or ETA	texts dealing with the IRA or ETA	texts read for homework	texts provided by the teacher
7H 127	<i>A Lua de Joana; O Diário Secreto de Laura Palmer</i>	<i>A Eneida</i> , Virgílio	<i>D. Quixote</i> , Miguel de Cervantes	<i>Aparição</i> , Vergílio Ferreira; <i>Os Maias</i> , Eça de Queirós
7H 128	famous novels; <i>Os Maias</i>	novels	newspapers; magazines	famous novels; <i>Os Maias</i>
7H 129	classical novels; criticisms; comics	literary criticism; <i>História da Literatura Portuguesa</i>	magazines (TV. Filmes; Nova; Notícias)	compulsory books in the syllabus
7H 130	<i>Os Maias</i>			Quo
7H 131				
8I 132	romance novels	textbooks; encyclopedias	different books	
8I 133	poems	cultural texts	a book	philosophy books
8I 134	<i>O Triângulo Jota</i>	<i>Os Filhos da Droga</i>	magazines	
8I 135		newspapers		
8I 136	<i>Voltei à Escola</i>	newspapers; magazines		<i>O Nome da Rosa</i>
8I 137	<i>Os Maias</i>			
8I 138				

8I 139				
8I 140	<i>Meu Pé de Laranja Lima; O Diário de Anne Frank</i>	<i>Os Filhos da Droga</i>	O Príncipezinho	
8I 141	poems	descriptive texts	stories	stories
8I 142				
8I 143				
8I 144	<i>Os Maias, Eça de Queirós; O Príncipezinho, Saint Exupery;</i>	<i>Diário de Anne Frank</i>	<i>Inventem-se Novos Pais</i> , Daniel Sampaio	<i>O Judeu; Amor de Perdição; Incidents in the Life of a Slave Girl</i>
8I 145				
8I 146	Diário de Notícias	Diário de Notícias	Expresso (“Rosa Casaco”)	
8I 147	<i>A Lua de Joana; Diário de Anne Frank</i>	newspapers; magazines	comics	<i>A Sibila; O Judeu; etc.</i>
8I 148	<i>Diário de Anne Frank</i>	newspapers; magazines	Pato Donald e Seus Amigos; Arrow Comics	<i>Incidents in the Life of a Slave Girl</i>
8I 149	<i>Inventem-se Novos Pais</i>			<i>Incidents in the Life of a Slave Girl</i>
8I 150	Romeo and Juliet	<i>Incidents in the Life of a Slave Girl</i>	Goof’s Adventures	<i>A Sibila</i>
8I 151	<i>Inventem-se Novos Pais</i>	<i>A Vida dos Romanos na Antiguidade</i>	<i>Viagens na Minha Terra</i>	<i>Os Maias</i>
8I 152	<i>Inventem-se Novos Pais; Vozes e Ruídos</i>	<i>Vozes e Ruídos; O Independente</i>	I don’t know	Tentação
8I 153	<i>O Meu Pé de Laranja Lima</i>	<i>Diary of Anne Frank</i>		<i>Intrevista com um Vampiro</i>
8I 154	magazines; non-fiction	newspapers	magazines	novels
8I 155	<i>Tom Sawyer</i>	Diário de Notícias	<i>Os Maias</i>	<i>Viagens na Minha Terra</i>
8I 156	<i>Amor de Perdição</i>			<i>Os Maias; A Sibila</i>
8J 157	documentaries	newspapers	magazines; comics	texts studied in school
8J 158				
8J 159	comics	newspapers	sports magazines	
8J 160	comics	literary texts	romance novels	narrative
8J 161	comics	newspapers	love stories	romance novels; poetry; etc.
8J 162	documentaries	newspapers	poems	historical texts
8J 163				
8J 164	comics	scientific texts	comics	magazines
8J 165	romance and crime novels	newspapers	comics	romance novels; poetry
8J 166	<i>Record</i>	Diário de Notícias	love stories	<i>Cruzada</i>
8J 167	biographies; James Douglas Morrison	newspapers	comics; sports newspapers	texts studied in school
8J 168	horror stories	newspapers	comics	literary texts
8J 169	magazines	newspapers	love stories	
8J 170	<i>O Perfume</i>	<i>A Vida é uma Merda</i>	comics	Shakespeare
8J 171				
8J 172	love stories	newspapers	magazines	textbooks
8J 173	<i>The Go-Between</i>	newspapers	Agatha Christie	drama
8J 174	<i>O Judeu</i>	newspapers	magazines	
8J 175	<i>Não Há Longe Nem Distância; A Vida Não Mora Aqui</i>			
9K 176	<i>Romeo and Juliet</i>	Camões	any good book	<i>O Perfume; Florbela Espanca (sonnets)</i>
9K 177	magazines	newspapers	comics	a book
9K 178	magazines	newspapers	comics	literary works;
9K 179	magazines	newspapers	comics	literary works (e.g.: <i>Aparição</i> )
9K 180	<i>A Estrela</i>	newspapers		textbooks
9K 181	<i>Romeu e Julieta</i>	Maria	Playboy	TV. Guia
9K 182	Sabrina; Julieta	Maria	Playgirl; Playboy	TV. Guia; Grande Reportagem
9K 183				
9K 184	Agatha Christie	O Público		
9K 185	magazines	newspapers	a book (novel)	
9K 186				
9K 187	anything that interests me	newspapers; textbooks		
9K 188	<i>Amor de Perdição</i>	newspapers	comics	literary works
9K 189	magazines	Maio de ‘68		<i>Hamlet</i>
9K 190	texts about other planets	texts about cloning	newspapers	<i>Amor de Perdição</i>
9K 191	reviews	Maio de ‘68		
9K 192	poems	newspapers	magazines	textbooks
9K 193		psychology texts		
9K 194	only if the title is interesting	Euro		
9K 195	culture-based texts	texts dealing with social development	sports-related texts	texts based on themes discussed in class
9K 196	<i>Persuasão; Orgulho e Preconceito; textos compilados</i>	encyclopedias	<i>Persuasão; Vai Aonde Leva o Teu Coração</i>	<i>Os Maias; Amor de Perdição</i>
9K 197	<i>Quem Como Nós?</i>		<i>O Mundo de Sofia</i>	<i>O Judeu</i>
10L 198	love stories; etc.	magazines	novels	novels
10L 199	<i>Nicht Ohne Meine Töchter</i>	<i>Kommunikation Von Freud</i>	comics	
10L 200	<i>Mão de Sangue</i>	The Times	<i>O Nome da Rosa</i>	<i>Diário de Anne Frank</i>
10L 201	poems by Fernando Pessoa	magazines; newspapers	magazines	<i>A Odisseia, Homero</i>
10L 202				
10L 203	non-canonical novels	newspaper articles	non-canonical novels	poetry; classical novels
10L 204	<i>As Vinhas da Ira</i> , John Steinbeck	O Diário de Anne Frank	any novel by John Steinbeck	
10L 205	books from authors I know	magazines; newspapers	some types of magazines	
10L 206	<i>Cem Anos de Solidão</i>	newspapers	magazines	
10L 207	<i>A Cor Púrpura</i>			grammatical texts

10L 208	<i>Romeo and Juliet</i> , Shakespeare	The Times; The English Standard; Newsweek		
10L 209	<i>Sense and Sensibility</i> , Jane Austen	The New York Times; The Evening Standard; The Times; The Sun; Newsweek		
10L 210	<i>A Casa dos Espíritos</i>	A História de Sérgio	Culinária	
10L 211	a novel	newspapers		
10L 212	a novel	newspapers; biographies	a novel	
10L 213	short-stories; poems	newspapers	comics; magazines	textbooks
10L 214	short-stories; novels	newspapers; magazines; encyclopedias	short-stories	
10L 215	short-stories; novels	magazines		
10L 216	<i>Amor de Perdição</i>	Diário de Notícias; Jornal da Madeira; O Público	<i>The Longest Memory</i>	<i>The Magic Toyshop; The Prime of Miss Brodie</i>
10L 217	<i>Amor de Perdição</i>	Diário de Notícias	<i>Cal</i> , Bernard McLaverty	<i>The Prime of Miss Brodie</i>
10L 218	<i>O Rei do Castelo</i>	newspapers	magazines; Cosmopolitan	
10L 219	Richard Bach's books; Camões; Florbela Espanca; Bocage			If I could I would not read a single one.
10L 220	<i>Mão de Sangue; Memorial do Convento</i>	grammars; encyclopedias	newspapers	textbooks
10L 221	<i>Jangada de Pedra; Memorial do Convento</i>	English and Portuguese grammars	newspapers	<i>Cal; Viagens na Minha Terra</i>
10M 222	<i>As Pupilas do Senhor Reitor</i>	newspapers	<i>As Viagens na Minha Terra</i> , Almeida Garrett	<i>Animal Farm</i>
10M 223	<i>The Name of the Rose; The Colour Purple</i>	recensões críticas	<i>Filhos da Droga</i>	<i>Os Maias; The Pearl; The Go-Between</i>
10M 224	<i>Os Maias</i> , Eça de Queirós	newspaper articles	jokes	<i>The Bostonians</i> , Henry James
10M 225	<i>A Côr Púrpura</i>	Diário de Notícias	magazines	
10M 226	<i>Memorial do Convento</i> , José Saramago	newspaper articles	magazines	<i>Os Lusíadas</i> , Luís de Camões
10M 227		Público; Expresso		<i>Utopia</i> , Sir Thomas Moore; <i>New Atlantis</i> , Sir Francis Bacon; <i>Some Thoughts About Education</i> , Locke
10M 228	novels; dramas	magazines; newspapers	novels; dramas	
10M 229	novels	magazines; newspapers	novels	scientific and literary texts
10M 230	<i>Memorial do Convento</i>		<i>Romeo and Juliet</i>	<i>Hamlet; Henry IV</i>
10M 231	magazines	newspapers	a novel	poems
10M 232	Júlio Dinis	newspapers	magazines	poems
10M 233	travel writings	newspaper articles; essays	magazines	canonical texts
10M 234	love stories	newspapers; magazines; advertisements	magazines	canonical texts
10M 235	comics; love stories	newspaper and magazine articles	comics; magazines	canonical texts
10M 236	poems; novels	newspapers; magazines	magazines	<i>The Bluest Eye</i>
10M 237	Jane Austen	textbooks	magazines	compulsory texts
10M 238	<i>Hamlet</i>	<i>Utopia</i>	<i>O Alquimista</i>	<i>In Search of a Character</i>
10M 239	<i>The Picture of Dorian Grey</i>	<i>Utopia</i> ; newspapers	magazines; Time	<i>Os Maias</i> , Eça de Queirós
10M 240	novels; love stories	newspapers; encyclopedias	love stories; detective stories	texts which are recommended
10M 241	novels; short-stories	newspapers; magazines	love stories	compulsory texts
10M 242	<i>A Cidade e as Serras</i> , Eça de Queirós; <i>Folhas Caídas</i> , Almeida Garrett	newspapers; magazines	O Principezinho	The Way Up to Heaven
10N 243				
10N 244	poems by Camões; <i>The Color Purple</i>	newspapers; magazines		
10N 245	fiction	newspapers; magazines		short-stories; poems; novels
10N 246	fiction	newspapers; magazines	drama	short-stories; poems; novels
10N 247	science-fiction novels	magazines: Times; scientific and technical texts	thrillers	textbooks
10N 248	I don't know.	Times	I don't know.	<i>My Antonia</i>
10N 249	comics; canonical novels	leaflets	Little Women; magazines	<i>My Antonia</i>
10N 250	crime novels; thrillers	scientific or medical magazines	comics	textbooks
10N 251	short-stories: The Way Up to Heaven	newspapers	novels: The Bluest Eye	almost all my readings
10N 252				
10N 253	"I Have a Dream", Martin Luther King	newspapers	classical novels: (e.g. Anna Caronina)	<i>Memorial do Convento</i> , José Saramago
10N 254	Elle; Máxima	newspapers; Expresso; magazines; Visão		<i>As Moscas</i> ; <i>Madame Bovary</i> ; <i>Jornal de Letras</i>

Number	How would you describe a reading comprehension activity?	D6.1.	D6.2.	D6.3.	D6.4.	D6.5.	D6.6.	D6.7.	D7.1.	D7.2.	D7.3.	D7.4.	D7.5.	D7.6.	D7.7.	D7.8.	D7.9.	D7.10.
1A 1	It's when you read something and then you make a questionnaire to see if you understand it or no	x			x		x	x	2	6	1	9	5	4	10	7	8	3
1A 2	It way of learning.			x	x		x	x	5	6	2	4	3	1	7	8	5	9
1A 3	a way of learning something		x		x		x		3	8	1	6	4	9	2	5	10	7
1A 4	It's very useful to a further understanding of the text	x					x	x	2	3	1	5	4	6		8	9	7
1A 5	Something like the helping give by a teacher to a students in parts where he doesn't understand.	x		x	x		x	x	2	3	1	6	4	5	7	10	9	8
1A 6	It's we read and make some questionnaires to understand it's meaning.	x			x		x	x	2	6	1	7	5	4	8	10	9	3
2B 7		x					x	x	1	4	2		3					
2B 8		x		x	x		x											
2B 9	Good.	x	x				x	x	2	6	1			3	7	4	8	5
2B 10	As something you need to a better understanding. That way you can really get an understand the things you're learning	x				x	x	x	8	2	9	4	6	5	3	7	10	1
2B 11			x	x		x			1	5	2	3	4	6	7	8	9	10
2B 12		x		x	x		x	x	3	4	1	2	5	7	8	6	9	10
2B 13				x	x		x	x	6	5		4		2	3			1
2B 14				x	x		x	x	1	10	2	4	8	6	7	8	9	3
2B 15	The student will understand better.						x		1	3	2	4	6	5	8	7	10	9
2B 16				x	x		x											
2B 17	Sometimes it is boring	x		x	x				4		3			5				
2B 18	Nice, sometimes	x				x	x	x	7	1	8	9	2	10	3	5	6	4
2B 19				x	x													
2B 20	I don't now.	x					x		1	10	2	9	3	4	8	5	7	6
2B 21				x	x		x	x	1	5	6	7	8	10	4	3	9	2
2B 22	Sometimes it is boring.			x	x		x		1		3			2				
2B 23	A very good activity.	x	x	x			x		7	1	8	9	2	10	3	5	6	4
3C 24		x	x	x	x	x	x	x			2	1	3	8	4	5	6	7
3C 25	It's reading a text and doing exercises				x		x		1	9	5	2	7	4	3	8	10	6
3C 26	It is very important	x			x	x	x		6	9	5	4	7	2	3	8	10	1
3C 27				x	x		x	x										
4D 28	A reading comprehension activity, is when we read to knows about the subject.						x		4	5	1	3	2	8	6	7	10	9
4D 29	Reading a text and interpreting questions	x	x		x		x	x	7	8	6	5	1	4	2	3	10	9
4D 30	Like a good form of taking more culture	x					x	x	9	1	8	6	2	5	7	3	10	4
4D 31	Sometimes boring.		x			x		x	8	4	7	9	1	5	6	10	2	3
4D 32	Read and understand			x		x	x	x	1	5	3	2	4	7	8	9	10	6
4D 33	I think it's very important for the students because it's a way of they understood the text.	x					x	x	1	2	8	9	3	5	4	6	10	7
4D 34	I think that a reading comprehension activity it's a way of learning and understanding.					x		x										
4D 35	It is the reading about one text and try to comprehend the text.	x		x	x				1	9	2		5	4	6	7	8	
4D 36	A reading comprehension activity is that we read, understand and answer to the questions that are made, but most of all is to understand.						x		2	9	3	1	4	6	5	8	10	7
4D 37	It's an activity where the student could understand the text or book.	x						x	2	1	7	6	9	5	4	3	10	8
4D 38	For me in a reading comprehension activity we need to read carefully for we understand the text.			x			x	x	8	1	3	2	5	4	6	7	10	9
4D 39	It is a thing that most be done and sometimes it's an interesting thing to do.	x						x	3	4	1	2	5	6	7	9	10	8
4D 40	I would describe a reading comprehension activity as making and answering questions about the book other thing we have already read.	x					x	x										
4D 41		x	x	x														
4D 42	Like an intervisation of nolajes.	x					x	x	1	7	11	2	4	3	6	5	8	9
4D 43	An evaluation on the ability of comprehension or interpretation devoleping the capacity to express a person's point of view.	x		x	x	x	x	x	2	9	5	3	4	8	6	7	10	1
4D 44			x			x	x		2	10	3	6	1	4	5	7	9	8
4D 45	Very Boring.	x	x				x		4		3		2	5	1			
4D 46	A reading comprehension activity is enlightening.	x							6		1	2	5	3		4		
4D 47	A bit boring.	x	x				x		4		3		2	5	1			
5E 48	Some times Boring	x				x	x		2	6	1	4	5	3	7	8	9	10

5E 49	Useful and an important tool in the learning of the foreign language.	x		x			x	x										
5E 50	better understanding a text	x	x					x	6		5	4	1	3	7	2	8	9
5E 51	Interesting	x					x		4	1	5	3		2	7	6	9	8
5E 52	Understanding the text	x						x	10	9	6	5	1	4	8	2	7	3
5E 53	It's an understanding/comprehension of the text.	x		x	x		x		1				2			3		4
5E 54	Annoying.	x																
5E 55	Boring! But usefull	x		x	x		x	x	3	9	10	2	1	4	6	5	8	7
5E 56	reading and understanding the main ideas.	x	x		x			x	2	8	6	7	1	5	10	3	9	4
5E 57	when we read, enjoy and understand the text	x				x	x		4		3		7	1	6	8	10	2
5E 58	Useful to understand teh general message of the text	x	x	x	x		x		1	9	2	8	3		4	5	7	6
5E 59	A reading comprehension activity is a way to people understand and summarise the texts.					x	x	x										
5E 60	I don't like to do reading comprehension activities at school					x		x	9	8	1	7	6	10	2	3	4	5
5E 61	The teacher help us.		x		x			x	1	7	2	3	5	4	6	9	10	8
5E 62	Usefull to see our knowledge and comprehension of the texts.	x		x	x			x	4	3	2	1		5	7	8	9	6
5E 63	It is not interesting.	x	x	x			x	x	3	8	4	7	6	2	1	9	10	3
5E 64	It's boring, it takes plenty of time, I get sleepy.	x	x				x	x	1	8	2	3	4	7	10	5	9	6
5E 65	It's very useful for us, because it teaches us to understand the texts, so that we can answer the questions correctly.	x	x		x		x		3	4	1	5	2	7	6	8	9	10
5E 66	When you read and at the same time you try to comprehen the aims ideas.	x		x	x		x		1	2	5	3	4	8	6	9	10	7
5E 67	Is good and help's.		x	x			x		1	5	6	3	2	7	4	9	10	8
5E 68	the help of our teacher, To know/learn the more difficult words.		x		x			x	4	7	1	2	5	6	8	9	10	3
5E 69	It is a reading to developing our own capacity.	x					x		10	7	2	1	3	4	5	6	8	9
5E 70	It's good for our knowledge.	x		x	x		x		4	10	6	3	5	1	2	9	8	7
5E 71	We learn other words	x		x	x		x											
5E 72	When we read and understand most of the vocabulary in the text.			x	x		x	x										
5E 73	It a text that you read, and you try to understandt it to the maximum. Sometimes with the help of the teacher.	x				x	x		2	9	3	5	2	6	7	8	10	4
5E 74	I don't know.	x		x			x	x	2	6	1	8	7	3	9	10	5	4
5E 75	Someone tell you to read a text in silence; then that person ask you to explain that text, to answer questions and so one					x	x	x										
5E 76	Its to understand the text.	x		x				x	1	6	5	4	3	2	10	9	8	7
5E 77	Necessary.	x			x		x	x	1	7	2	4	3	5	6	10	9	8
5E 78	We read the text, understand it and we do some interpretation questions	x		x	x		x		1	7	4	3	2	5		6	9	8
5E 79	It is a reading that we make to understand the author message.	x	x			x	x		1	5	2	3	6	10	4	9	8	7
5E 80	That's the we make to understand the author.	x				x		x	2	3	1	4	5	10	6	9	8	7
5E 81	To read and to understand what the text show us.	x					x	x	2	7	1	5	3	4	6	9	10	8
5E 82	Is checking my capacity to synthesise ideas.			x	x		x	x	4	5	9	8	1	6	7	2	10	3
5E 83	the vocabulary has to be easy. Know by everyone the person who reads has to show interest and the text has to be interesting	x				x	x	x										
6F 84	see if the student understood the text learn new words and structures, personae point of view.	x		x	x		x	x	1	9	2	3	4	6	5	7	10	8
6F 85	A reading comprehension activity is about evaluation our interpretative skills.	x			x		x	x	9	10	1	7	6	5	4	3	8	2
6F 86	I would describe it as language improvement.	x		x	x		x		1	8	2	3	5	4		6	7	9
6F 87	We have to read and after comprehend what we have read with a questionnaire.	x					x	x	3	8	1	4	2	5	6	9	10	7
6F 88	Sometimes it's repetitive but exercises are easy	x					x	x	1	7	4	5	2	3	6	8	9	10
6F 89	As a way to help understanding the ideas expressed by the text.	x	x			x		x	3	4	5	9	8	2	1	7	10	6
6F 90	It developpes new vocabulary and knowledge	x	x	x	x	x	x	x	2	1	4	3	6	5	8	9	10	7
6F 91	very, very boring, sufucating...	x					x	x	3	1	4	6	2	8	7	9	10	5
6F 92	Boring, non-satisfactory	x				x	x	x	7	6	5	2	4	3	1	8	10	9
6F 93	I think it is important to understand the text, in order to do the tasks and answer the teacher's questions.	x			x		x		4	5	1	7	2	3	8	6	10	9

6F 94	As a learning grammar structures and developing my capacity and expression.			x	x		x	x	2	5	1	3	4	7	8	6	9	10
6F 95		x		x	x		x	x										
6F 96	Boring.			x	x	x	x											
6F 97	It's a way of knowing the text and learning things about from it.	x		x	x		x	x	7	9	2	3	1	4	5	6	10	8
6G 98	it's good for comprehension of text's.	x			x		x		1			2			3			4
6G 99		x				x	x	x										
6G 100	Boring		x						1	4	2	5	3	7	6	9	10	8
6G 101	In my point of view it's very important cause we (students) can easily understand the subjects.	x		x	x			x	2	8	3	4	6	5	7	9	10	1
6G 102	I think that's to describe the name itself explains the meaning. In my opinion is a better way for us to understand the texts.	x		x		x	x		10	9	5	2	3	4	7	6	8	1
6G 103	I don't know.			x	x		x	x	10	9	1	2	3	8	4	7	5	6
7H 104	Sometime very difficult.		x		x				1	5	2	3	4	9	7	6	9	10
7H 105	It's something that we have to do to understand a text.	x		x			x		4	5	3	2	6	1	7	8	10	9
7H 106		x		x		x			2	3	1	4	7	5	8	9	10	6
7H 107		x	x						1	7	3	2	4	5	6	8	10	9
7H 108	I think it is essencial because it helps a student to understand the text he is reading, it is an important part of the class because it helps the student to present any doubts.	x						x	3		4	2				5	6	1
7H 109	You read a text, take a few notes, and write a text.		x		x			x	5	4	2	1	6	3	7	8	9	10
7H 110					x	x												
7H 111	A reading comprehension activity is an intelectual exercise.	x		x	x	x	x	x	2		3	4	1	5	6			7
7H 112	I think that with a reading comprehension activity we learn and understand much more the foreign language.			x	x	x		x	6	7	8	5	1		2	4	9	3
7H 113				x		x	x		9	5	1	4	2	3	7	8	10	6
7H 114	Sometimes the questions are hard to understand.	x	x	x	x		x	x	3	7	1	2	8	6	5	4	9	10
7H 115	Reading comprehension activity is a way to developing our ability to predict and express a personal point of view.	x			x	x	x	x	5	6	1	2	7	3	8	9	10	4
7H 116	I would describe like a necessity.		x	x			x		1	9	2	3	4	5	7	6	10	8
7H 117	I would describe it as a need.	x	x	x	x		x	x	1	3	2	4	10	7	6	9	8	5
7H 118	It's a way of evaluate the information we all have.	x	x		x	x	x		6	4	8	7	9	3	2	1	10	5
7H 119	As the title indicates the reading and comprehensive skills should be delt with.	x			x		x	x		6	1		5		2	3	7	8
7H 120		x		x	x		x		1	2	4	5	3	6	7	8	10	9
7H 121	fun and at the same time serious.	x					x	x	2	10	3	4	1	5	9	8	7	6
7H 122	When it's something I'm interested in, I like it, if not-boring!	x		x	x		x		1		3	4	2	5	6	2	8	7
7H 123	It's to adquire knowledge about the facts that we didn't give attention.	x				x	x	x	1	4	10	3	2	6	7	8	9	5
7H 124	A reading comprehension activity is when he read and had to "prove" what he learn about it.	x					x	x	2	9	7	5	4	6	3	8	10	1
7H 125	Sometimes is difficult.		x	x		x			1	7	3	2	4	5	8	6	9	10
7H 126	As necessary and sometimes boring. When we have to do it very often...	x	x			x	x		3	4	5	1	8	9	10	7	6	2
7H 127	I would say that a reading comprehension activity is educated and informative.	x	x	x	x		x	x	1	3	2	4	6	7	5	8	9	10
7H 128	It is to evaluate how a student understood the text and the capacity to write statements and answer in his own words.	x	x		x	x	x	x	4	10	2	3	1	7	8	6	5	9
7H 129	Sometimes, it can be tiresome and pointless.	x	x				x		1	4	7	5	2	3	6	9	8	10
7H 130	A way of know even more.								1	8	9	2	5	3		4	6	7
7H 131	Essencial to understanding the text and note the main ideas		x	x	x			x	2	9	1	7	8	3	4		6	5
8I 132	Is an activity in which we read the text and try to understand it by exploring it.	x	x				x	x	5		2	1	3	4				6
8I 133	Boring but important.		x		x	x	x	x	1	9	3	2	5	7	4	6	8	10
8I 134	Very good to we know more vocabulary, and to know more culture.		x		x		x	x	10	9	2	7	1	8	3	4	5	6
8I 135	It is reading and andestur the test.		x				x	x										
8I 136	Sometimes this type of activity are boring.	x	x			x	x	x	4	10	1	9	5	2	6	7	8	3
8I 137	When we can resume the text.	x					x		6	5	1	2	3	8	7	4	10	9
8I 138	A reading comprehension activity help me a understand the text or book.	x			x		x		1	2	4	5	3	6	7	8	10	9
8I 139							x	x	4	3	1	2	5	6	7	9	10	8
8I 140	Very workfull, but usually.		x		x		x	x	10	9	6	7	1	8	3	2	5	4

8I 141	Sometimes interesting, sometimes boring it depends in what we are talking about.	x		x	x	x	x		9	8	2	1	3	4	5	6	7	10
8I 142			x			x	x		2	10	1	3	9	4	7	6	5	8
8I 143	Boring		x			x			1	9	4	5	6	3	8	9	7	10
8I 144	Boring but necessary.	x		x	x	x	x		2	4	3	5	1	6	8	7	10	9
8I 145	I wouldn't.	x		x	x			x	2	3	1	4	7	6	5	10	9	8
8I 146									2		1	4	7	3	8	5		6
8I 147	It's something that helps us to understand the text and learn new things.			x	x			x										
8I 148	It's something that Helps us to understand the text and the story.			x	x			x	1	3	8	9	7	4	2	10	5	6
8I 149	Well, we read the text and then we try to pick up the more important ideas of the text	x		x			x		1	9	2	3	4	6	5	7	10	8
8I 150	A reading comprehension in some situations helps a student to understand what he is reading.			x	x			x	4	8	1	3	2	9	10	5	6	7
8I 151	It's a way to learn some lexical structures and a way to evaluate and develop our capacities.	x		x	x		x	x	2	8	3	1	7	5	4	6	10	9
8I 152	Sometimes it's boring, it depends on the kind of text we're reading.	x		x	x			x	1	9		3	2	6	7	4	5	8
8I 153	A reading comprehension activity is a exercise to check our capacity of discodifycate a text.	x		x			x	x	7	2	3	4	6	5	8	9	10	1
8I 154	It's a difficult but interesting task.	x				x	x		3	2	1	5	4	7	8	9	10	6
8I 155	It's a way of improving our language and also a way of describing the other cultures.	x	x	x	x		x	x	3	6	2	1	8	5	7	9	10	4
8I 156	For me it's a activity that we can understand better what we are working.			x	x		x		5	9	2	1	7	3	8	4	10	6
8J 157	We read, resume and discuss about it.	x						x										
8J 158	The text has to be read and understood			x				x	8	7	2	3	1	4	5	9	10	6
8J 159	When I understanding the text and the message.	x			x			x	6	2	1	3	8	4	7	5	10	9
8J 160	It is useful.	x							1	7	2	3	4	5	8	6	10	9
8J 161	it's so answer some questions about the text we read.		x	x	x				6	8	1	3	2	4	5	7	10	9
8J 162	A way to fully understand a text and receive adequate information.	x					x	x	7	8	1	9	2	6	3	4	10	5
8J 163	An activity in which we nee to demonstrate that we kept the global idea of a text, and that we understood it.	x	x	x			x	x	5	2	7	4	1	3	6	8	9	10
8J 164	It's scanning and skimming too the text for all the information in order to understand it.	x	x	x	x		x		8	10	1	3	2	4	6	7	9	5
8J 165	After reading the text, you try to understand it answering questions	x	x	x	x				6	8	2	3	1	5	4	7	10	9
8J 166	It's a form to test our capacities-	x	x		x		x	x	3	6	5	9	4	1	2	8	10	7
8J 167	necessary to understand the text	x		x	x			x	4	5	1	2	3	7	6	8	10	9
8J 168	Is a little boring but it's necessary to understand the texts	x		x	x			x	4	5	1	2	3	7	6	8	10	9
8J 169	Sometimes boring, but sometimes it's nice, interesting.	x		x	x			x	5	6	4	7	1	3	10	1	9	8
8J 170	Well, I think that is when you love to read several issues and then you have to complete or answer them			x	x			x	1					3	4	3		2
8J 171			x		x						1	2	3					
8J 172	A good way of improving vocabulary and language form.	x		x	x				8	9	1	2	4	3	6	5	10	7
8J 173	A reading in a way that we can feel som pleasure with it and understand the author's message.	x		x				x	1	8	2	10	3	5	4	6	9	7
8J 174	By reading texts or manuals for the needs and cultural of the students.	x	x	x	x				4	8	3	2	1	5	9	6	10	7
8J 175	good.	x		x				x	1	7	2	4	5	6		8	10	9
9K 176		x			x													
9K 177	Reading the text and then answer the questions provided	x				x	x	x	5	9	4	3	1	7	2	6	8	10
9K 178	We must read atentivly and understand the text that is given	x				x	x		3	9	2	4	1	6	5	9	10	7
9K 179	We read the text, try to understand it and answer some questions, its good for a better understanding of the language.	x	x					x	7	9	2	3	1	6	4	5	10	8
9K 180	It's a activity to developing, or checking match, or well the studes can speeling.	x		x	x			x										
9K 181	We first read the text, then we absorbe it's content and finally we practice all the positions	x		x	x			x	3	8	2	4	1	6	5	7	10	9
9K 182	Reading.	x	x	x	x	x	x		10	3	1	6	2	9	4	8	5	7
9K 183		x		x	x	x		x	1		2	3	4	5	6			
9K 184	Important but boring							x	2	4	1	5	9	3		6	8	7

9K 185	It is when we ought to read to text, or a book and take from him the most important ideas, an then take our point of view.	x	x				x	x	7	1	2	3	9	4	5	6	10	8
9K 186	Read a text that we like, and then expose the most important ideas.					x			3		2	4			5			
9K 187	with a dictionary			x	x		x		3	2	1	4					5	
9K 188	It is reading and explaining the information of the text.	x					x	x	4	3	1	2	5	6	7	9	10	8
9K 189	Important for information.	x					x	x	2		3	4	1	5				
9K 190	Useful for the text's comprehension.	x				x	x	x	9	8	2	1	5	3	4	6	7	10
9K 191									3	6	1	2	7	4	5	9	10	8
9K 192	It depends on the text you're reading but its basically boring.			x	x		x		1	7	2	3	8	5	6	4	9	10
9K 193	it's an activity which enables one to see if he understood everything.	x					x	x	2	3	4		1	5	6			
9K 194	I don't need to describe because that is what I am doing.	x					x	x	8	5	2	3	6	1	4			7
9K 195	They aren't followed because sometimes it lacks time.	x		x	x				1	5	2		3	7	4	6	8	9
9K 196	Necessary to learn and comprehend.	x		x	x		x	x	6	5	2	4	1	8	7	9	10	3
9K 197	I don't know how to describe it	x	x							1	3		2					
10L 198	It's the activity of reading and understanding a text or book.	x		x	x				5	2	1	3	7	4	9	8	10	6
10L 199	The teacher give us a text and we must read it and after that we must explain what we have understood	x		x	x		x		2	1	3	4	7	6	9	10	8	5
10L 200	It can be described with a one or two reading of a text.	x	x				x	x	4	5	1	2	3	7	8	9	10	6
10L 201	I think it means to read and to understand what we read.	x	x				x		5	1	3	4	2					
10L 202		x					x			2		3	1			4		
10L 203	A good way of enlarging one's knowledge of a language.	x		x	x				2	5	1	3	8	4	6	7	10	9
10L 204		x	x	x	x		x	x	2		4		3	5				1
10L 205	A text with complementary exercises	x		x	x		x		1	4	2	3						5
10L 206	A text with complementary exercises	x		x	x		x		1	4	2	3	5					6
10L 207	A reading comprehension activity it is when you discuss the text analised in full.	x		x		x		x	2	4	1	3	6	5	8	7	2	10
10L 208	I think reading comprehension activity is when we read a text and understand what we have read.	x					x		2	5	1	3	4	7				6
10L 209	Reading comprehension is mainly reading a text and understanding its meaning.	x					x		2	5	1	3	4	7				6
10L 210	A reading comprehension is something to see how conected students are with a language.		x	x	x		x	x	3	9	1	2	8	4	5	6	10	7
10L 211		x					x		8	9	4	1	6	3	5	2		7
10L 212	The student should read the text one time, then he should go through the text one second time but this time with a pencil to underline the phrases he considers important. And finally he should read a third time.	x		x			x	x	8	9	4	1	6	3	5	2		7
10L 213		x					x		3	5	1		2					4
10L 214	It's an useful activity which improves our ability to speak a language.	x		x	x		x	x	2	1	3	4	5	6	9	8	10	7
10L 215	Sometimes when the text is not good I find reading comprehension activity boring	x		x	x		x	x	8	7	3	2	1	4	5	6	9	10
10L 216	I describe a reading comprehension activity as a way of developing our personal of view.	x					x	x	4	9	1	10	2	3	6	5	7	8
10L 217	We have to read and be able to answer several questions about what we have read.	x		x			x		2	6	1		3	4	5	7	9	8
10L 218	It is a little bite difficult because it is different from teacher to teacher	x				x	x	x	3	2	1	4	5	9	8	6	10	7
10L 219	It difers from teacher to teacher and that is really bad.	x	x						6	5	1	4	3	2	8	10	9	7
10L 220	to read a test and understanding it and be able to explain	x		x	x		x	x	1	5	2	4	3	6	7	8	9	10
10L 221	We must be able to read, to understand and then to explain	x		x	x		x	x	1	5	2	3	4	6	7	8	9	10
10M 222	I would describe as an important activity for the learning purpose.			x	x		x	x	5		1	4	2	3				
10M 223	For me reading comprehension goes to a process of text awareness (content, plot etc.) and grammar study leading to a personal point of view and comprehension about it.			x	x		x	x	2		1	3	4	5				6
10M 224	We have to read for the second meaning.	x		x	x		x	x	1	3	2	4		5				
10M 225	A reading comprehension activity is useful.	x	x	x			x		1	2	8	4	3	9	5	7	10	6

10M 226	With full participation from the students and so as to achieve a complete understanding of the textbooks.	x	x	x	x		x	x	4	6	2	7	1	3				5
10M 227	Understand the meaning/meanings the text can have.	x		x	x	x	x		5	8	1	2	3	4	6	10	9	7
10M 228	Read a text thoroughly to understand its content and meaning.	x		x	x		x		6	9	1	2	4	3	7	8	10	5
10M 229	Text decoding.	x		x	x	x	x	x	9	10	1	2	3	4	5	7	8	6
10M 230	While we are reading a book we are given certain informations that we must relate to everything that surrounds the book itself	x		x	x		x	x	6	5	1		4	2				3
10M 231	An activity to help the development of the student's knowledge			x	x			x	10	9	1	3	2	4	5	6	7	8
10M 232	Sometimes is boring although we get some precious ideas from it.	x		x	x		x		4	5	1	3	7	2	8	9	10	6
10M 233		x					x		6	8	2	3	1	7	5	4	9	10
10M 234	It is important for our literary awareness and our language improvement.	x	x	x	x		x	x	6	2	1	3	4	5	7	9	10	8
10M 235		x				x		x	6	10	1	2	3	4	5	9	8	7
10M 236	I would describe it as an activity in which the students are asked to show that they understood the text.	x				x	x		2	8	3	7	1	6	9	4	10	5
10M 237	I would describe as an evaluation of our interpretive skills	x		x	x		x	x	3	4	1	5	2	6	10	9	8	7
10M 238	Read a text once or twice and answer questions about it.	x		x	x			x	4	5	1	2	3	7	8	9	10	6
10M 239	Reading comprehension activity is learning lexical structures, the background of the text as book.	x		x	x				7	8	1	4	2	3	5	6	10	9
10M 240							x	x	3	2	1	8	7	6	4	5	10	9
10M 241	Monotonous.	x					x	x	3	2	1	4	6	7	8	5	10	9
10M 242	A reading comprehension activity is a kind of colective reading, it is, everyone says what he thinks about a specific part of the text and if it is not correct the teacher will guide us to the "truth".	x					x	x	4	5	1	2	3					
10N 243				x		x	x		3	10	1	4	2	6	7	5	8	9
10N 244	When a student give many themes or messages that are inserted not on the surface of the book but inside.	x		x	x		x	x			1		2					3
10N 245	It is an activity who helps us to improve/develop/learning english structures	x		x	x		x	x			1	3	2					
10N 246	Where the student are able to give his owne interpretation of the book, and all class discuss the different ideas and interpretations	x		x				x			3	1	2					
10N 247	I donot know.	x		x	x	x		x	8	9	3	1	2	4	5	7	10	6
10N 248	A reading comprehension activity is me someone understands the message on the text. It is also the study of the sentences, how they are structured, what are the meaning of the words (grammatically).	x		x	x	x		x	2	1	7	6	8	5	3	4	9	10
10N 249	It is and activity you do to check what you know, your own interpretation of the text.	x		x	x	x		x	1	2	4		3					5
10N 250	Sometimes it turns out to be somehow sistematic. Some teachers do the same reading-comprehension to different texts.			x			x		8	2	3	4	6	5	7	9	10	1
10N 251	You read a text and then try to understand it deeply. Find key words and read between lines.	x		x	x	x		x	9	10	1	3	2	4	5	6	7	8
10N 252	It helps broaden our vocabulary but can sometimes be boring	x		x	x			x	6	8	3	2	1	4	7	5	10	9
10N 253	To understand what's the author's message and what is its purpose.	x				x	x	x	1	2	7	3	4	8	5	6	9	10
10N 254	the understand of the author's message.	x				x		x	2		1	4		3				

Number	D8.1	D8.2	Which of these features is (are) more important for you?	And which one (s) is (are) mostly required from you in the classroom/educational setting?	D10.
1A 1	yes	yes	identity themes/characters; the general content; the climax	the general content; identity themes/characters	
1A 2	yes	yes	the characters' relationship; the climax; reading for words	the characters' relationship; identity themes/characters	no
1A 3	no	yes	the climax	the general content; reading for words	no
1A 4	yes	yes	the plot line; the general content; identity themes/characters	reading for words; the characters' relationship	sometimes
1A 5	yes	yes	the general content; identity themes/characters; the characters' relationship	reading for words; the general content; the plot line; the climax	yes
1A 6	yes	yes	the general content; the climax; the characters' relationship	the general content; identity themes/characters	
2B 7			the general content; identity themes/characters; the climax	the general content; the climax; identity themes/characters; the characters' relationship	yes
2B 8	yes	yes	the general content; the plot line; identity themes/characters	the characters' relationship; reading for words	no
2B 9	yes	yes	the general content; identity themes/characters; the climax	the general content; identity themes/characters; the characters' relationship	no
2B 10	yes	yes	the general content; identity themes/characters; the characters' relationship	general content; the plot line; identity themes/characters; the climax; the characters' relationship; reading for words	yes
2B 11	yes	yes	the climax; the general content; the characters' relationship	the general content; the climax; identity themes/characters; the characters' relationship; the plot line	
2B 12	yes	yes	the characters' relationship; the climax; identity themes/characters	the plot line; the climax; the general content	yes
2B 13	yes		the general content; identity themes/characters: the plot line	the general content; the characters' relationship; identity themes/characters; the plot line	no
2B 14	yes	no	the general content; identity themes/characters; the plot line	the general content; the characters' relationship; identity themes/characters; the plot line; reading for words; the climax	no
2B 15	yes	yes	the general content; the plot line; the characters' relationship	the climax; reading for words; identity themes/characters	yes
2B 16	yes		the plot line; the climax	the plot line; the climax; identity themes/characters; reading for words	
2B 17	yes		the characters' relationship	the plot line	
2B 18	yes	no	the climax; the general content; the characters' relationship		no
2B 19	yes	yes	identity themes/characters		
2B 20	no	no	the characters' relationship		yes
2B 21			the characters' relationship; the general content; identity themes/characters	the plot line; the characters' relationship; the climax; the general content; identity themes/characters	
2B 22	no	no	the characters' relationship	the general content; the plot line	
2B 23	yes	yes	the climax; the characters' relationship; the general content	reading for words; the plot line	no
3C 24	yes	no			
3C 25	yes	no	the general content; identity themes/characters; the characters' relationship	the plot line; the climax	
3C 26	yes	no	all of them	identity themes/characters; the general content; reading for words	
3C 27	yes	yes	identity themes; the climax; the plot line	identity themes/characters; the climax; the plot line	
4D 28	yes	yes	the characters' relationship; identity themes/characters; the general content	reading for words; the general content; the plot line	yes
4D 29	yes	yes	the plot line; the characters' relationship; the climax	reading for words; the general content; the characters' relationship; the plot line	yes
4D 30	yes	yes	the characters' relationship; the plot line; the general content	the general content; the characters' relationship	yes
4D 31	yes	yes	the plot line; the climax; reading for words	the plot line; the climax; the general content; the characters' relationship	yes
4D 32	yes	yes	the characters' relationship; the general content; identity themes/characters	the characters' relationship; the general content	yes
4D 33	yes	yes	the general content; the characters' relationship; identity themes/characters	the general content; the characters' relationship; identity themes/characters; the climax; the plot line; reading for words	yes
4D 34	yes	yes	the characters' relationship; the plot line; the general content	the plot line; identity themes/characters: the characters' relationship; the general content	yes
4D 35	yes	yes	the general content; the plot line; the climax	identity themes/characters; reading for words; the climax	yes
4D 36	yes	yes	the plot line; the characters' relationship; the climax	the climax; the plot line; reading for words; the general content	yes
4D 37	yes	yes	the plot line; identity themes/characters; the general content	identity themes/characters; the general content	rarely
4D 38	yes	yes	identity themes/characters; the general content; the climax	identity themes/characters; the general content; the characters' relationship; reading for words	yes
4D 39	yes	yes	the characters' relationship; the climax; the general content	identity themes/characters; the climax; reading for words; the general content	no
4D 40	no	yes	the general content; identity themes/characters; the characters' relationship	all of them	yes
4D 41	yes	yes	identity themes/characters; the characters' relationship; the general content	the characters' relationship; the general content	yes
4D 42	yes	no	the climax; identity themes/characters	the general content; the characters' relationship	yes
4D 43	yes	yes	the climax; the plot line; the general content	all of them	yes
4D 44	yes	no	the characters' relationship; the climax; the general content	identity themes/characters; the characters' relationship; the general content	yes

4D 45	yes	yes	the plot line; the climax; the general content	the general content; the characters' relationship; the climax	yes
4D 46	yes	yes	the plot line; the general content; the climax	the characters' relationship; the climax; the general content	yes
4D 47	yes	yes	the plot line; the climax; the general content	the characters' relationship; the climax; the general content	
5E 48	yes	yes	the characters' relationship; the climax; reading for words	identity themes/characters	
5E 49	yes	yes	identify themes/characters; the general content	the characters' relationship; the climax	yes
5E 50	yes	yes	the general content; the plot line; the climax	reading for words	yes
5E 51	yes	yes	identify themes/characters; the climax	identity themes/characters; the characters' relationship	no
5E 52	yes	yes	the general content; the plot line; the characters' relationship	identity themes/characters; the characters' relationship; the climax	yes
5E 53	yes	yes	the characters' relationship; the climax	the characters' relationship	no
5E 54	yes	no	the characters' relationship; the climax; the general content	identity themes/characters; the plot line; the general content	no
5E 55	yes	no	the climax; the general content	identity themes/characters; the characters' relationship; the general content	
5E 56	yes	yes	identity themes/characters; the general content; the climax	identity themes/characters; the characters' relationship; the general content; the climax	yes
5E 57	no	yes	identify themes/characters; the characters' relationship; the general content	identity themes/characters; the characters' relationship; reading for words; the climax	yes
5E 58	yes	yes	the general content; identity themes/characters; the plot line	identity themes/characters; the characters' relationship; the plot line; the climax	yes
5E 59	no	yes	the characters' relationship; the climax; reading for words	the characters' relationship; the general content	yes
5E 60	yes	yes	identity themes/characters; reading for words; the general content	the characters' relationship; the climax; the plot line	yes
5E 61	no	yes	the characters' relationship; identity themes/characters	reading for words	yes
5E 62	yes	no	the characters' relationship; identity themes/characters; the climax	identity themes/characters; the general content; the climax	sometimes
5E 63	yes	yes	the characters' relationship; identity themes/characters; the general content	the characters' relationship; identity themes/characters	yes
5E 64	yes	yes	the characters' relationship; the general content; the climax	all of them	yes
5E 65	yes	yes	the characters' relationship; the general content; the climax	identity themes/characters; the general content; the climax; the characters' relationship; the plot line; reading for words	no
5E 66	yes	yes	the characters' relationship; the general content; the climax		
5E 67	yes	yes	the characters' relationship; identity themes/characters	identity themes/characters; the general content; the characters' relationship; reading for words	yes
5E 68	no	yes	the general content; reading for words; identity themes/characters	the characters' relationship; reading for words	yes
5E 69	yes	yes	the characters' relationship; identity themes/characters; the general content	the general content	yes
5E 70	yes		the characters' relationship; identity themes/characters; the climax	the general content; the plot line	
5E 71	yes	no			
5E 72	yes		the characters' relationship; the general content	the characters' relationship	
5E 73	yes	no	the characters' relationship; the general content; the climax	the climax; the general content; the characters' relationship	no
5E 74	yes	yes	the characters' relationship; the general content; the climax	the general content	yes
5E 75	yes	no	the climax; identity themes/characters; the general content	identity themes/characters; the general content; the characters' relationship; the climax	no
5E 76	yes	yes	the characters' relationship; the general content; the climax	identity themes/characters; the general content; the characters' relationship	yes
5E 77	yes	yes	the characters' relationship; identity themes/characters; the general content	the characters' relationship	no
5E 78	yes	no	the characters' relationship; identity themes/characters; the climax	identity themes/characters; the general content	yes
5E 79	yes	yes	the climax; identity themes/characters; the general content	identity themes/characters; the general content; the characters' relationship	yes
5E 80	yes	yes	the characters' relationship; the plot line; the climax	identity themes/characters; the general content; the climax; the plot line	yes
5E 81	no	yes	the climax; identity themes/characters; the general content	the plot line; the general content; the characters' relationship	yes
5E 82	yes	yes	the characters' relationship; identity themes/characters; the plot line	the characters' relationship	
5E 83	yes	yes	the general content; identity themes/characters; the plot line	identity themes/characters; the general content; the characters' relationship; the plot line	
6F 84	yes	yes	the characters' relationship; identity themes/characters; the climax	identity themes/characters; the general content; the climax; the characters' relationship; the plot line; reading for words	yes
6F 85	yes	yes	the characters' relationship; identity themes/characters; the plot line	the characters' relationship; identity themes/characters; the plot line	yes
6F 86	yes	yes	reading for words; identity themes/characters; the general content	identity themes/characters; the general content	yes
6F 87	yes	yes	the characters' relationship; the general content; identity themes/characters	the general content; reading for words; the characters' relationship	no
6F 88	yes	yes	the characters' relationship; the general content	identity themes/characters; reading for words	yes

6F 89	yes	yes	the climax; identity themes/characters; the general content	the climax	no
6F 90	yes	yes	the climax; identity themes/characters; the general content	the climax; reading for words	yes
6F 91	yes	yes	the characters' relationship; the general content; the climax	the general content; the climax; the characters' relationship	yes
6F 92	yes	yes	the characters' relationship; the general content; the climax	the general content; the climax; the characters' relationship	yes
6F 93	yes	yes	reading for words; the plot line; the climax	the general content	no
6F 94	yes	yes	the characters' relationship; the general content; the climax	identity themes/characters; the general content	no
6F 95	no	yes	reading for words; the general content; the climax		yes
6F 96	yes	yes			
6F 97	yes	yes	the characters' relationship; the general content; the plot line	identity themes/characters; the general content; the climax; the characters' relationship	sometimes
6G 98	yes			reading for words	
6G 99	yes	yes	identity themes/characters; the general content		
6G 100	yes	yes	the climax; the characters' relationship; the general content		
6G 101	no	yes	the characters' relationship; the general content; the plot line	the general content; the climax; the plot line; identity themes/characters	no
6G 102	yes	no	the climax; the plot line	identity themes/characters; reading for words	yes
6G 103	yes	yes	identity themes/characters; the general content	reading for words	no
7H 104	yes	no	the climax; the characters' relationship; the general content	identity themes/characters	no
7H 105	yes	no	identity themes/characters; the general content; the climax	the general content; reading for words	no
7H 106	yes	yes	the climax; the characters' relationship; the general content		
7H 107	yes	no	the climax; the characters' relationship; reading for words	the general content; the plot line; identity themes/characters	
7H 108	yes	yes	the climax; the characters' relationship; the general content	the general content; identity themes/characters	yes
7H 109	yes	yes	identity themes/characters; the general content	reading for words; the general content; identity themes/characters; the characters' relationship	yes
7H 110	yes		identity themes/characters; the general content; the climax	the general content; identity themes/characters; the climax	yes
7H 111	yes	yes	identity themes/characters; the general content; the character's relationship	the general content; identity themes/characters; the climax; the plot line	yes
7H 112	yes	no	identity themes/characters	the general content	yes
7H 113	yes	yes	identity themes/characters; the general content; the plot line	the general content; identity themes/characters; the characters' relationship	yes
7H 114	yes	yes	the general content; the climax	the general content; the climax; the characters' relationship	yes
7H 115	yes	yes	the characters' relationship; the general content	identity themes/characters; reading for words	yes
7H 116	yes	yes	the climax; the general content; reading for words	the general content	yes
7H 117	yes	yes	the character's relationship	the general content	no
7H 118	yes	yes	the general content; the climax; the characters' relationship	identity themes/characters; the general content	sometimes
7H 119	yes	yes	identity themes/characters; the general content; the plot line; the climax	the general content; the characters' relationship	yes
7H 120	yes	no	identity themes/characters; the general content; the climax		
7H 121	yes	yes	identity themes/characters; the general content	the plot line; reading for words; the general content; identity themes/characters	yes
7H 122	yes	yes	the climax; the characters' relationship; the general content	the plot line; the general content; identity themes/characters	yes
7H 123	yes	yes	identity themes/characters; the general content; the character's relationship	identity themes/characters; the characters' relationship	yes
7H 124	no	yes			sometimes
7H 125	no	no	identity themes/characters; the general content; the character's relationship	the plot line; the general content; identity themes/characters	
7H 126	yes	yes	identity themes/characters; the general content; reading for words	the general content; the plot line	yes
7H 127	yes	yes	the climax; the characters' relationship; the general content	the characters' relationship; reading for words; identity themes/characters; the plot line	yes
7H 128	yes	yes	the climax; the characters' relationship; reading for words	the plot line; reading for words; the general content; identity themes/characters; the climax	yes
7H 129	yes	no	identity themes/characters; the general content; the character's relationship	the general content; identity themes/characters; the plot line; the climax	yes
7H 130	no	yes	the climax; the characters' relationship; the general content	identity themes/characters; reading for words	yes
7H 131	yes	yes	identity themes/characters; the general content		
8I 132	yes	no	identity themes/characters; the general content; the climax	the characters' relationship; identity themes/characters; the plot line	no
8I 133	yes	yes	identity themes/characters; the general content; the climax	identity themes/characters; the general content; the climax	yes
8I 134	yes	yes	the characters' relationship; the general content	the characters' relationship; identity themes/characters	yes
8I 135	yes	yes	identity themes/characters	identity themes/characters; the general content; the plot line	
8I 136	yes	yes	the characters' relationship; the general content; the climax	the plot line	yes
8I 137	yes	no	the general content; the climax	identity themes/characters; the general content; the plot line	yes
8I 138	yes		identity themes/characters; the general content; the characters' relationship	the characters' relationship; the general content	yes
8I 139	yes	no	the characters' relationship; the general content; the climax	the characters' relationship; the general content; identity themes/characters; reading for words	
8I 140	yes	yes	the characters' relationship; the general content; the climax	identity themes/characters; the general content; the plot line	yes

8I 141	yes	yes	identity themes/characters; the general content; the plot line	the characters' relationship; reading for words; the plot line	yes
8I 142	yes	yes	identity themes/characters; the climax; the characters' relationship	identity themes/characters; the general content; the climax; reading for words; the plot line	sometimes
8I 143	yes	no	the characters' relationship; the general content; the plot line	the general content; the climax; reading for words; the plot line	yes
8I 144	yes	yes	the characters' relationship; the general content; the climax	identity themes/characters; the general content; reading for words; the characters' relationship	yes
8I 145	yes	yes		identity themes/characters; the general content; the climax; reading for words; the plot line; the characters' relationship	
8I 146	yes	yes	identity themes/characters; the general content; the characters' relationship		
8I 147	yes	no	the characters' relationship; the climax	identity themes/characters; the general content	no
8I 148	yes	no	the characters' relationship; the climax	identity themes/characters; the general content	no
8I 149	yes	yes	the general content; the general content; the climax; reading for words	the characters' relationship; identity themes/characters	no
8I 150	yes	no	the characters' relationship; identity themes/characters; the climax	identity themes/characters; the climax	no
8I 151	yes	yes	the characters' relationship; the plot line; the climax	identity themes/characters; the general content; the climax; the characters' relationship; the plot line; reading for words	yes
8I 152	yes	yes	the characters' relationship; identity themes/characters; the climax	the general content; the characters' relationship; the plot line; reading for words	yes
8I 153	yes	no	the general content	identity themes/characters; the characters' relationship	yes
8I 154	yes	no	identity themes/characters	the general content	yes
8I 155	yes	yes	the characters' relationship; the general content; the climax	the general content	yes
8I 156	yes	no	the characters' relationship; the general content; the climax	identity themes/characters; the general content; the climax	yes
8J 157	yes	yes	the general content; identity themes/characters; the plot line	identity themes/characters; the general content; the characters' relationship	yes
8J 158	no	no	identity themes/characters; the climax; the general content	reading for words; the general content; the climax	yes
8J 159	no	yes	the characters' relationship; reading for words; the plot line	reading for words; the general content; the climax	yes
8J 160	yes	yes	the general content; identity themes/characters; the characters' relationship	identity themes/characters; the general content; the characters' relationship	yes
8J 161	no	no	the characters' relationship; the general content; reading for words	identity themes/characters; the general content; the plot line; the climax; the characters' relationship; reading for words	yes
8J 162			the characters' relationship; the plot line; identity themes/characters	identity themes/characters; the general content; reading for words	no
8J 163	yes	yes	the general content; the plot line; identity themes/characters	the plot line; the characters' relationship	yes
8J 164	yes	yes	the climax; the plot line; identity themes/characters	identity themes/characters; the general content; the plot line; the climax; the characters' relationship; reading for words	yes
8J 165	yes	yes	the plot line; the general content	identity themes/characters; the general content; the climax; the characters' relationship	yes
8J 166	yes	yes	the climax; the plot line; the general content		no
8J 167	yes	yes	the general content; identity themes/characters	the characters' relationship	
8J 168	yes	yes	the general content; identity themes/characters	the characters' relationship	no
8J 169	yes	yes	the plot line	identity themes/characters; the general content; the characters' relationship	no
8J 170	yes	yes	the general content; the climax; the characters' relationship	the characters' relationship; reading for words	no
8J 171	no	no	the general content; reading for words; the characters' relationship	identity themes/characters; the general content	yes
8J 172	yes	yes	the general content; the climax; the characters' relationship	the plot line; identity themes/characters; reading for words	yes
8J 173	yes	no	the plot line; identity themes/characters; the general content	identity themes/characters; the general content; reading for words; the plot line; the climax	yes
8J 174	yes	yes	the plot line; identity themes/characters; the general content; the characters' relationship	identity themes/characters; the general content	
8J 175	yes	yes	the characters' relationship; identity themes/characters; reading for words; the general content	identity themes/characters; the general content; reading for words	
9K 176	yes	yes	the climax; reading for words; the general content		no
9K 177	yes	yes	the plot line; identity themes/characters; the general content		
9K 178	yes	yes	the characters' relationship; the climax	the plot line; identity themes/characters; reading for words; the general content	yes
9K 179	yes	yes	the characters' relationship; the plot line; the general content	the plot line; identity themes/characters; reading for words; the general content	yes
9K 180	yes	no	the characters' relationship; identity themes/characters; the general content	reading for words; the climax	yes
9K 181	yes	yes	the climax; the plot line; the general content	the characters' relationship; reading for words; the general content	yes
9K 182	yes	yes			yes
9K 183	yes	yes	the characters' relationship; identity themes/characters; the climax	the general content	
9K 184	yes	yes	the general content; identity themes/characters; the climax	the characters' relationship; reading for words; the general content; the plot line	yes

9K 185	yes	yes	the plot line; identity themes/characters; the general content	the characters' relationship; the general content; the plot line	no
9K 186	yes	yes	the plot line; identity themes/characters; the climax	identity themes/characters; the plot line	no
9K 187	yes		the characters' relationship		yes
9K 188		yes	the climax; the plot line; the general content; reading for words	identity themes/characters; the general content	yes
9K 189	yes	yes	the general content; identity themes/characters; the climax	identity themes/characters; the general content	yes
9K 190	no	yes	the plot line; the general content; reading for words		no
9K 191			the characters' relationship; identity themes/characters; reading for words		
9K 192	yes	yes	the climax; the characters' relationship; the general content	identity themes/characters; reading for words; the general content	yes
9K 193	yes	yes	the climax; the characters' relationship; the general content		yes
9K 194	yes	yes	the plot line; identity themes/characters; the general content	the characters' relationship; reading for words; identity themes/characters	sometimes
9K 195	yes	yes	the characters' relationship; identity themes/characters; the climax	identity themes/characters; the general content	yes
9K 196	yes	yes	the climax; the characters' relationship; the general content	the plot line; identity themes/characters; reading for words; the general content; the characters' relationship; the climax	yes
9K 197	yes	no	the general content	identity themes/characters; the plot line	yes
10L 198	yes	yes	identity themes/characters; the plot line	identity themes/characters; the plot line	yes
10L 199	yes	yes	general content; the characters' relationship; the plot line	the characters' relationship; the plot line; the climax; identity themes/characters	yes
10L 200	yes	yes	the plot line; identity themes/characters; the general content	the characters' relationship; the plot line; the general content	sometimes
10L 201	yes	yes	the plot line; the climax; the characters' relationship	the characters' relationship; reading for words	no
10L 202	yes		the general content; the characters' relationship; the climax		no
10L 203	yes	yes	the general content; the plot line; the climax	the characters' relationship; reading for words	yes
10L 204	yes	yes	the general content; the characters' relationship; the climax	identity themes/characters; the general content; the characters' relationship	yes
10L 205	yes	yes	the plot line; the general content; the characters' relationship	the characters' relationship; reading for words; the plot line	
10L 206	yes	yes	the plot line; the general content; the characters' relationship	the characters' relationship; reading for words; the plot line	no
10L 207	yes	no	the plot line; the general content; identity themes/characters	identity themes/characters; the general content; the characters' relationship	yes
10L 208	yes	no	the plot line; the general content; the climax	identity themes/characters; the general content; the characters' relationship; reading for words; the plot line; the climax	no
10L 209	yes	no	the plot line; the general content; identity themes/characters	identity themes/characters; the general content; the characters' relationship; reading for words; the plot line; the climax	no
10L 210	yes	yes	reading for words; the characters' relationship; the plot line	identity themes/characters; the general content; the characters' relationship; reading for words; the plot line; the climax	yes
10L 211	yes	yes	identity themes/characters; the characters' relationship; the general content	identity themes/characters; the general content; the characters' relationship; the climax	yes
10L 212	yes	yes	identity themes/characters; the characters' relationship; the general content	identity themes/characters; the general content; the plot line; the climax	yes
10L 213	yes	yes	the plot line; the general content; the climax	identity themes/characters; the plot line; the climax	yes
10L 214	yes	yes	the climax; the characters' relationship; the general content	identity themes/characters; the plot line; the general content	yes
10L 215	yes	yes	identity themes/characters; the characters' relationship; the plot line	identity themes/characters; the general content	no
10L 216	yes	yes	identity themes/characters; the characters' relationship; the general content	identity themes/characters; the general content; the climax	no
10L 217	yes	yes	the climax; identity themes/characters; the general content	identity themes/characters; the plot line; the general content	no
10L 218	yes	no	the climax; the characters' relationship; the general content	identity themes/characters; the general content; the climax	yes
10L 219	yes	yes	identity themes/characters; the characters' relationship; the climax	identity themes/characters; the general content; the characters' relationship; reading for words; the plot line; the climax	yes
10L 220	yes	yes	the plot line; identity themes/characters; the general content		yes
10L 221	yes	yes	the plot line; identity themes/characters; the general content	identity themes/characters; the plot line; the characters' relationship	yes
10M 222	yes	yes	reading for words; identity themes/characters; the general content	the characters' relationship; identity themes/characters; the climax; the general content; the plot line; reading for words	no
10M 223	yes	yes	the characters' relationship; identity themes/characters; the climax; the general content; the plot line; reading for words	the characters' relationship; identity themes/characters; reading for words	yes
10M 224	yes	yes	the general content; the plot line; reading for words	the characters' relationship; the plot line; reading for words	sometimes
10M 225	yes	yes	the characters' relationship; the plot line; reading for words	the characters' relationship; the general content; the plot line	no
10M 226	yes	yes	identity themes/characters; the general content; the plot line	the general content; the plot line; reading for words	no

10M 227	yes	yes	the characters' relationship; identity themes/characters; reading for words	the characters' relationship; identity themes/characters; the climax; the general content; the plot line; reading for words	yes
10M 228	yes	yes	the characters' relationship; the general content; the plot line	reading for words	yes
10M 229	yes	yes	identity themes/characters; the general content; reading for words	the general content; the plot line; reading for words	yes
10M 230	yes	yes	identity themes/characters; the plot line; reading for words	the characters' relationship; the general content; the plot line; reading for words	yes
10M 231	yes	yes	the characters' relationship; the general content; the plot line	identity themes/characters; reading for words	yes
10M 232	yes	yes	the general content; the plot line; reading for words	reading for words	yes
10M 233	yes	yes	the characters' relationship; identity themes/characters; the plot line	the characters' relationship; identity themes/characters; the climax; the general content; the plot line; reading for words	sometimes
10M 234	yes	yes	identity themes/characters; the climax; the plot line	the characters' relationship; identity themes/characters; the climax; the general content; the plot line	sometimes
10M 235	yes	yes	the general content; the plot line; reading for words	the climax; the general content; the plot line; reading for words	sometimes
10M 236	yes	yes	identity themes/characters; the general content; reading for words	the general content; reading for words	sometimes
10M 237	yes	yes	identity themes/characters; the general content; reading for words	the characters' relationship; the plot line; reading for words	yes
10M 238	yes	yes	the climax; the general content; the plot line	the general content; reading for words	yes
10M 239	yes	no	the climax; the general content; the plot line	the general content; the plot line	yes
10M 240	yes	no	the climax; the plot line; reading for words	the climax; reading for words	yes
10M 241	yes	no	the characters' relationship; the general content; the plot line	identity themes/characters; the general content; the plot line	yes
10M 242	yes	yes	the climax; the plot line; reading for words	the general content; reading for words	never
10N 243	yes	yes	the plot line; the climax; identity themes/characters	the characters' relationship; identity themes/characters; the plot line; the climax; reading for words	sometimes
10N 244	yes	no	the plot line; the climax; reading for words	identity themes/characters; the climax; reading for words	
10N 245	yes	yes	the plot line; reading for words; the characters' relationship	identity themes/characters; the plot line; reading for words; the general content	yes
10N 246	yes	yes	the climax	identity themes/characters; the plot line; the climax	yes
10N 247	yes	yes	the plot line; the climax; reading for words	identity themes/characters; the plot line; the general content	no
10N 248	yes	yes	identity themes/characters; reading for words; the general content	the characters' relationship; the plot line; the climax; the general content	sometimes
10N 249	yes	yes	the plot line; identity themes/characters; the general content	identity themes/characters; the plot line; the climax	yes
10N 250	yes	yes	identity themes/characters; reading for words; the general content	the characters' relationship; the plot line; the general content	yes
10N 251	yes	yes	the climax; reading for words; the characters' relationship	the plot line; the climax; the general content	yes
10N 252	no	yes	the plot line; the characters' relationship; the general content	the characters' relationship; identity themes/characters; the plot line; the climax; reading for words	sometimes
10N 253	yes	yes	the characters' relationship; the general content	identity themes/characters; reading for words	yes
10N 254	yes	yes	the plot line; the climax; the general content	the characters' relationship; identity themes/characters; reading for words	

Number	When and how useful/useless are they?	E1.1.a	E1.1.b	E1.1.c	E1.1.d	E1.2.	E1.3	E1.4.	E1.4.1.
1A 1		x					yes		
1A 2				x		yes	no		
1A 3		x				yes	yes	no	
1A 4	Very usefull because they give us further information	x			x	yes	yes	no	
1A 5	When we don't have the time or don't understand the meaning of that book.	x	x			no	yes	yes	
1A 6							yes		
2B 7	I think they can be useful but they can not replace the reading of any book.						yes	no	
2B 8				x		no	yes	yes	
2B 9		x				yes	yes	no	
2B 10	A lot. They have useful importance on my education.			x		yes	yes	yes	
2B 11				x			yes	no	
2B 12	In my opinion, this summaries are very interesting and a bigger help for me in classes.	x	x	x		yes	yes		
2B 13		x				yes			
2B 14		x				yes	yes	no	
2B 15	They are useless because we know better the story.	x				yes	yes	no	
2B 16		x				yes	yes	yes	
2B 17			x			no	yes	yes	David Morão Ferreira, <i>Um Amor Feliz</i>
2B 18	Specially when you have harry (?) to read a book.	x			x	yes	yes	yes	I can't remember
2B 19							yes		
2B 20		x				no	yes	no	
2B 21			x		x	no	yes	yes	
2B 22		x					yes	no	
2B 23	When I think it is good.	x			x	yes	no	no	
3C 24		x				yes	yes	yes	<i>Encyclopédia</i>
3C 25					x	yes	yes	no	
3C 26		x				yes	yes	no	
3C 27		x				yes	yes	yes	
4D 28	They are useful to I understand the book. Because sometimes the book have a difficult language.	x				yes	yes	no	
4D 29	The help us understand ceertain aspects of the novels.	x				yes	yes	no	
4D 30	It's useful to understand the novels and when finishing reading the novel have informations about that.	x				yes	yes	no	
4D 31	Very useful, we can learn better the book		x		x	yes	no	yes	
4D 32	They are very usefull when we don't have time to read the book because we can understand it better	x				no	yes	yes	<i>Mau Tempo no Canal</i>
4D 33	When I need to study to an exam.	x	x			no	no	no	
4D 34	They are useful when we don't understand the meaning of the book and when we have doubts.				x	no	yes	no	
4D 35	Help us to understand more easier	x	x			no	yes	no	
4D 36	When I want to understand the novel or when I had any dought.	x	x			yes	yes	no	
4D 37	I only use them when I have forgotten something.	x				yes	yes	no	
4D 38	The are useful because it was a summary and the language was easy.	x			x	yes	no	no	
4D 39		x				yes	yes	no	
4D 40	They are useful because I can have a better idea about the novel and they are important because they explain the main ideas of the novel	x	x		x	no	yes	yes	I don't remember
4D 41	they are useful when want to explain something.	x				yes	yes	yes	
4D 42	Very important because sometime we don't have the right words and we learn them.	x				no	yes	no	
4D 43	To understand better the general content and the relationship between characters.	x			x	yes	yes	no	
4D 44	They are useful to a better comprehension of the story.	x	x			no	yes	yes	
4D 45					x	yes	yes	no	
4D 46	It is useful to understand the meaning, message of the book.	x		x		yes	yes	no	
4D 47	By using them we understand more clearly what are we reading	x		x		yes	yes	yes	
5E 48							yes	no	
5E 49	They can help us understand some difficult texts better.				x	yes	no	yes	<i>A Sibila</i>
5E 50	in comprehending several subjects			x		yes	yes	no	
5E 51	When we don't know a word or when we don't read the book				x	yes	yes	no	
5E 52		x				no	yes	no	
5E 53		x				no	yes	yes	<i>A Sibila, Augustina Bessa Luís</i>
5E 54	I don't know	x		x	x	yes	yes	yes	I can't remember
5E 55		x		x		yes	yes	yes	<i>A Mãe</i>
5E 56	They are very useful to summarize the main ideas and the most important aspects.			x		yes	yes	no	
5E 57	they are very useful for knowing more things about the novels.	x				no	yes	yes	

5E 58	In the consolidation of our studies.	x			x	yes	no	yes	<i>A Sibila</i> , A. B. Luís
5E 59	They make me understand a bit more the story.	x				no	yes	no	
5E 60	Sometimes I really don't have time to read the whole book, and they help to better understand the book	x		x		no	yes	yes	<i>O Livro do Riso e do Esquecimento</i>
5E 61	It's better for study to do the tests.	x				yes	yes	no	<i>O Plano Infinito</i> , Isabel Allende
5E 62	They had to most important parts of an original text	x				no	no	yes	
5E 63	They are useful to make me remember the most important events	x				no	yes	no	
5E 64	For the sumative texts and for our own knowledge.	x				no	yes	no	
5E 65	When I read them it's useful because it makes me remember the most important parts of the themes.	x	x			yes	yes	no	I don't remember.
5E 66		x			x		yes	yes	I don't remember.
5E 67		x				no	yes	yes	
5E 68	For studie for our test, and to understand what we've read.	x					yes	no	
5E 69	To help us to do the texts.	x				no	no	yes	
5E 70					x	no	yes	no	
5E 71		x				yes	yes		
5E 72		x						yes	I don't remember.
5E 73	To be honest I have never of this so-called "York Notes" or "Longman Notes". But if they are summaries they could come in handy.	x	x		x	yes	yes	yes	
5E 74	They are useful...	x				yes	yes	no	
5E 75		x			x	yes	yes	no	
5E 76	Because they give us explicit information that sometimes we can't identified.	x				yes	yes	yes	<i>Capiões da Areia</i> , Jorge Amado
5E 77		x	x			no	yes	no	
5E 78	Sometimes they are very useful, because it's a prove that we understood what we wrote.	x	x	x		yes	yes	no	
5E 79	It is useful when we most read a book and this York Notes will give us the general content	x	x			no	no	no	
5E 80	Because sometime we don't have time to read one book of 700 pages and this "York Notes" or "Longman Notes" help.	x				no	yes	no	
5E 81	In the tests.	x				yes	yes	no	
5E 82			x		x	no	yes	yes	
5E 83	The summaries are always usefull when we dont have time to read the whole book	x		x		no	yes	no	<i>Os Maias</i>
6F 84	When I study for texts and to understand better the content	x		x		yes	no	no	
6F 85	The use of summaries of novels are very important for the comprehension of a text/book.	x	x		x	yes	yes	yes	<i>The Pearl</i>
6F 86	They are very useful for us because we can study by them.	x				no	yes	yes	Sometimes I read a book thinking athat something is going to happen and then something different happens.
6F 87		x			x	no	yes	yes	
6F 88	they are very useful when we have formal evaluation	x				no	yes	yes	some times titles have nothing to do with the book
6F 89	I wouldn't know.	x			x	yes	yes	yes	I never thought that <i>O Judeu</i> would be so boring. From the title I always thought it was a story about Jews during the 2nd world war.
6F 90	Useful while studying for tests.	x				yes	yes	yes	
6F 91	they are usefull for synthesise the ideas.	x				yes	yes	yes	<i>Lamb To The Slaughter</i>
6F 92	They are useful since it supplies me the information I don't understand during the reading of the book.		x			yes	yes	yes	<i>Lamb To The Slaughter</i> (the title has nothing to do with the text)
6F 93	The summaries are mostly needed when we need to cram for exams	x				no	yes	no	
6F 94					x	no	yes		
6F 95	When I'm going To study or when I'm just reading.	x			x	yes	yes	yes	<i>Eurico O Presbitero/Os Maias</i>
6F 96		x			x	yes	yes	no	
6F 97	They are usefull for a good point of view of the general content and useless when is necessary a deeper study of the novels.	x			x	yes	yes	yes	philosofic texts
6G 98		x					yes		
6G 99		x			x	yes	yes	no	
6G 100		x	x		x	no	yes	yes	
6G 101		x				yes	yes	yes	Make me enjoyed more the book.
6G 102	I believe they are very useful, but unfortunately I really hate to do it, I haven't learned well how to do it.	x				yes	yes	yes	I made a completely different idea of the story
6G 103	But, they are useful.	x			x	yes	yes	no	
7H 104					x	no	no	no	
7H 105				x		no	yes	yes	<i>Aparição</i>
7H 106		x				no	yes	no	
7H 107		x				yes	yes	no	
7H 108	For me, they're useful because it helps me to understand what I have read and to remember moments in the novel I forgot.	x			x	no	yes	yes	
7H 109	They are usefull, taking in count the pre-information they give us, before reading	x				yes	yes	no	<i>Viagens na Minha Terra</i> , Almeida Garrett

7H 110	It's a summary to the texts	x				yes	yes	no	
7H 111	They are more simplified and the contributed to language development.	x			x	no	no	yes	Eurico, O Presbítero
7H 112	Is not usually to do this but sometimes we do, I think that it's very important to develop our capacities				x	no	no	no	
7H 113		x				yes	yes	no	
7H 114	To study an exame or a text, it makes it easier to understand.	x				yes	yes	no	
7H 115	In the text and other works.	x			x	no	yes	no	
7H 116	They are always useful.				x	yes	yes	no	
7H 117	To study for texts.	x				yes	yes	yes	I can't remember.
7H 118	To better understand the novel, especially to prepare myself for a test.	x			x	no	yes	yes	Aparição
7H 119	for a general summary of a novel, so a person doesn't have to read it again	x		x		no	no	yes	I can't remember the name, but it has happened many times.
7H 120									
7H 121	For me they are very useful because I don't usually read a book fully so I read it's summaries, this way I stay with an idea of what the book is	x				no	yes	yes	I can't remember
7H 122	Because, after you read a book, you read this notes and you conodidate your ideas	x				no	no	yes	I expected Aparição to be interesting-and I was wrong!
7H 123	When we are studying, to our comprehension.	x				no	yes	no	
7H 124	they are useful when he didn't st anderstanding the novels	x				no	yes	no	
7H 125		x				yes	yes	yes	A Sibila
7H 126	They are very useful to clear out some of our doubts.			x		yes	yes	no	
7H 127	They're very useful, because they have the general content, and the main ideas.	x				yes	yes	no	
7H 128	When we have to read books that are very difficult to understand the summaries help us to understand it better.	x	x	x		yes	yes	no	
7H 129	They help to understand the more pertinent aspects of the study of a textbook			x		no	yes	yes	I can't remember
7H 130		x				yes	yes	yes	Amor, Utopia ou Realidade
7H 131					x	no		no	
8I 132		x				no	yes	yes	A Sibila
8I 133	They are very useful.	x			x	yes	yes	yes	Filhos da Droga
8I 134	When we study for a test	x			x	yes	yes	yes	
8I 135	They help to anderstand more easy the content of the book.	x				yes	yes	yes	
8I 136	They are very useful, especially to study before the written tests.	x			x	yes	yes	yes	Incidents in the Life of a Slave Girl
8I 137				x	x	no	yes	yes	
8I 138	I use them in Portuguese.	x				yes	yes	no	
8I 139		x				yes	yes	no	
8I 140	It's useful because I use it to further information					yes	yes	yes	sports
8I 141	When I have to study for texts, and they are very useful.	x				yes	yes	yes	Incidents in the Life of a Slave Girl
8I 142	they are useful to not forget the storie.	x				yes	yes	no	
8I 143	I use it for other courses but not the English.	x				no	yes	no	
8I 144	Useful when they are realy summaries and not other novel and useless when the novel is clear enough.	x		x		yes	yes	yes	
8I 145						yes	yes	no	
8I 146		x	x	x		no	yes		
8I 147		x	x	x		yes	yes	no	
8I 148		x	x			no	yes	no	
8I 149	they are useless because sometimes they don't have the most important part of the books	x				yes	yes	yes	A Day in the Life of a Slave Girl
8I 150		x	x			no	yes	no	
8I 151	To revise about what's the novel about and to have a better view about the novel.			x		yes	yes	yes	A Sibila
8I 152	The are useful when you aren't familiar with the texts, and are back-ground information.	x		x		no	no	yes	A Sibila, Augustina Bessa Luís
8I 153	When I'm analyzing a book then I'm studying it.	x				yes	yes	yes	A Day in the Life of a Slave Girl
8I 154	Before examinations; They help you to have a general notion about the novels	x				yes	yes	yes	Os Maias; Eça de Queirós
8I 155	To understand better the general content of the text and also the climax			x		yes	yes	yes	O Judeu
8I 156	When I am not familiar with the text that I am dealing.	x				yes	yes	no	
8J 157	They are useful to understand the general content.	x		x		yes	yes	no	
8J 158	Know the story without reading the book.			x		no	yes	yes	
8J 159	When they explain well, and make some esquemas.			x		no	yes	no	
8J 160	When we have to study to the texts.	x				no	yes	no	
8J 161	It good for the Exames.	x				no	yes	no	
8J 162						yes	no	no	
8J 163	They are useful to have a first global idea of the text.			x		no	yes	no	
8J 164	They are useful when I need to make a quick reading or study for a test.	x	x			yes	yes	yes	O Alchimista
8J 165	They're quite useful to get an overall idea of the novel, but the best thing to do is read the whole book and not stik to the summaries	x		x		yes	yes	yes	
8J 166						yes	yes		
8J 167		x				no	yes	no	

8J 168	They're useful when we can't read the book that we're supposed to	x				yes	yes	no	
8J 169	They're useless if you don't read the whole book, but they're useful when you read the book, it's a complement.	x				no	yes	yes	
8J 170	I think they're useful because it helps to review the things we might forget.		x			yes	yes	yes	I don't remember
8J 171	they are useful for the writing test paper			x		no	yes	no	
8J 172	usually when a novel is too long, it makes it better to understand the plot of the story.			x		no	yes	yes	I don't remember
8J 173	before the tests.		x			yes	yes	no	
8J 174	When we need for examination and written texts.		x			yes	yes	yes	
8J 175		x		x		no	yes	no	
9K 176		x		x		no	yes	no	
9K 177		x		x			yes	yes	A Pérola
9K 178	they can be very useful. Because they explain some parts you don't understand. And if you don't read the book it can be a great help.	x		x		yes	no	yes	Aparição, Vergílio Ferreira
9K 179	They are useful if you have to do a test about it.	x	x	x		yes	yes	no	
9K 180	they help me in my work. In my housework.	x				yes	yes	yes	
9K 181	they able us to better and fully understand the texts.	x		x	x	yes	yes	no	
9K 182					x	no	yes	no	
9K 183		x		x		yes	no	yes	Aparição, Vergílio Ferreira
9K 184	They are useful when you do not have the time to read the book.	x				yes	yes	yes	
9K 185	They are useful when we do not understand the book.	x		x		no	yes	yes	Os Meus Amores
9K 186		x				yes	yes	yes	Os Maías
9K 187	because before starting to read I get an idea of the book, and can understand it better.	x		x			yes		
9K 188	It is useful to study for the test.			x		yes	yes	no	
9K 189	They are useful because they help us to understand better the novel.	x				yes	yes	yes	Aparição
9K 190	I have never used any of them.	x				no	yes	no	
9K 191		x				no	yes	no	
9K 192	When the book is of no interest at all they are very useful	x			x	yes	yes	yes	Amor de Perdição
9K 193	They are useful because they let us have a broader view of what we are reading	x				yes	yes	yes	
9K 194	They are useful because it makes us understand better the text that we are reading.	x	x			yes	yes	yes	I can't remember
9K 195	I think they are very useful. They provide background information important to the work we have to develop for tests and exams.	x				no	yes	no	
9K 196	To study to an exam or a test. They help me understand the book, when I don't.			x		no	yes	no	
9K 197	They help us understand the main ideas	x			x	yes	yes	yes	Manhã Submersa, Vergílio Ferreira
10L 198	I use them before doing the test, and in my opinion they are very useful.	x				yes	yes	yes	I don't remember
10L 199	The notes are very important because they help us to discover new things and develop new opinions	x	x		x	yes	yes	yes	I don't remember
10L 200	They can be used for clarifying our ideas taken from the novels.	x			x	yes	yes	no	
10L 201				x		yes	no	yes	Aparição, Vergílio Ferreira
10L 202		x		x	x	yes	yes		
10L 203	They give us a general idea of what goes on but more detail is needed which must be found in the actual novel.			x		yes	yes	yes	
10L 204	It helps to have a general idea of the novel and to know the author.	x				yes	yes		
10L 205		x				no	yes	no	
10L 206		x				no	yes	no	
10L 207	They are useful to make us understand better the characters and the action.	x				yes	yes	no	
10L 208	they are useful because they summarise the novels and they explain the several issues	x				yes	yes	yes	
10L 209	From my point of view these "notes" are very useful to students because they provide explanations about the novel.	x				yes	yes	yes	
10L 210		x		x		no	yes	no	
10L 211	they are useful to understand the book.	x		x		yes	yes	no	
10L 212	They are very useful because we are able to understand better the novel.	x		x		yes	yes	no	
10L 213	Sometimes when I'm a little confused, they help to catch a general idea about the novel.				x	yes		no	
10L 214	I think they are useful but only if you read the original book first.	x			x	yes	yes	no	
10L 215		x			x	yes	yes	no	
10L 216		x			x	yes	yes	no	
10L 217		x			x	yes	yes	no	
10L 218	because they help us to understand the whole story and to learn how to summarise.	x				yes	yes	yes	I don't remember
10L 219	They help us to know the main ideas before an exam	x				yes	yes	yes	Não Há Longe Nem Distância, Richard Bach

10L 220	To understand the structure					no	yes	yes	I don't remember
10L 221	to understand the structure of the work is very useful.			x		no	yes	no	
10M 222		x				yes	yes	no	
10M 223	I think they are very useful because they provide additional information often very important to the "agrupation" of ideas.				x	yes	yes	yes	Simisole, Ruth Rendell
10M 224	They sometimes help me to "see" things in the novel that I have not seen "before, this is to say some topic or another, but I can also realise that there is a great amount of information in these summaries which are pure speculations.		x		x	yes	yes	yes	The Bluest Eye, Toni Morrison
10M 225	When we to understand better the novel.	x				yes	yes	yes	A Lua Não Está À Venda
10M 226	They make our learning easier but they only give us a superficial knowledge.	x			x	yes	yes	yes	
10M 227	Sometimes these summaries contain the major ideas and use an understandable vocabulary.				x	yes	yes	no	
10M 228	I consult them after having read the novel. They clarify topics that I may have overlooked.				x	no	no	yes	
10M 229	They are useful in making you aware of several key issues (grammatical, semantical and literary) after reading the novels				x	no	yes	no	
10M 230	They are useful in order to call our attention to specific problems and to provide us with guidelines allowing us to understand the text more quickly	x				no	yes	yes	The Bluest Eye, Toni Morrison
10M 231	They are very useful for works or exams		x		x	yes	yes	no	
10M 232	Before an exam sometimes I use them. They are useful because they give us a general idea of the most important facts that we should know.	x				yes	yes	yes	The Bluest Eye, Toni Morrison
10M 233		x					yes	no	
10M 234	Sometimes they are useful when we don't understand the plot line.	x			x	yes	yes	yes	
10M 235		x			x	yes	no	yes	
10M 236	I only use when I do not understand the novel's main issue or when I need to summarise some ideas and I do not managed to. I think they are useful if used only to help us understanding the book, if we read them instead of reading the book it will not help.					x	yes	yes	yes
10M 237	They are useful when we don't have time to read the all work and it really help us to understand a bit more the plot (story).	x				yes	yes	no	
10M 238	After reading the books, or novels.	x			x	yes	yes	no	
10M 239	They help us to understand the book	x			x	yes	yes	yes	text in a magazine
10M 240	When we are trying to find the main issue of the story and when we are searching for it's content.	x			x	no	yes	yes	Animal Farm
10M 241	When we are trying to find the main issue of the story and when we are searching for it's content.	x			x	no	yes	yes	Animal Farm
10M 242		x	x		x	yes	yes	yes	Animal Farm
10N 243	They give us some ideas about themes present in the novel.	x				yes	yes	yes	
10N 244		x				yes	yes		
10N 245	They are useful/useless because help us to understand some difficult parts of speech.				x	no	no	no	
10N 246	When novels are difficult to understand, those notes help	x			x	yes	yes	no	
10N 247	I prefer not to use "York Notes" or "Longman Notes" because I usually want to understand by myself what is written	x			x	yes	yes	no	
10N 248	They are useful when the novel is difficult to understand.	x				yes	yes	yes	
10N 249	Sometimes these summaries show us perspectives that we have overlooked.	x				yes	no	yes	
10N 250	They can be useful, because before reading the novel we can have the main idea of what is most important but they can be also useless in the way they tell in a few words the whole story.	x			x	yes	no	no	
10N 251	they are useful as a guide in our study.					yes	no	yes	
10N 252	They help us understand the plot line better and explain the climax	x				no	yes	yes	
10N 253	They are useful when we have already read the book they summarise, or else lots of information get lost.	x	x		x	yes	no	yes	
10N 254					x	no	yes	yes	

Number	E2.1.	E2.2.1.	E2.2.2.	E2.2.3.	Why/Why not?	E2.3.	E2.4.	E2.5.1.	E2.5.2.	E2.5.3.	E2.5.4.	E2.5.5.	E2.5.6.
1A 1	s	s	s	s		f	f	r	s	r	r	s	s
1A 2	s	s	r	s		f	f					f	
1A 3	s	s	f	r	Because it's important	f	f	s	f	f	s	r	r
1A 4	f	s	s	r	Because I always like to know the other's opinion so we can discuss about it.	f	f						
1A 5	s	n	r	r	Because sometimes the critics' opinion it's different from mine.	r	f	f	s	f	s	s	f
1A 6	s	s	s	s		f	f	r	s	r	r	s	s
2B 7		s	s	s		f	f	r	s	s	r	s	s
2B 8	f	n	r	s		f	n	n	f	f	s	s	n
2B 9	s	n	s	s		f	n	n	f	s	s	f	s
2B 10	s	n	r	f	Because it has different interpretations	s	f	r	f	r	r	s	s
2B 11	s	r	r	n	because I read it very carefully	s	f	s	s	s	s	f	f
2B 12	s	s	s	s		r	f	f	s	s	f	f	f
2B 13	f	r	s	s		f	s	n	f	n	f	f	f
2B 14	s	r	f	s		f	n	n	f	n	f	s	r
2B 15	s	r	f	s		f	f	r	s	r	s	r	f
2B 16	s	r	n	r		f	r	s	s	s	s	s	s
2B 17	s	s	f	r		s	s	s	s				
2B 18	s	s	f	r	I don't know!!	s	s	s	s	s	s	f	f
2B 19	f	s	f				f						
2B 20	s	f	s	s		s	r	f	s	s	f	f	s
2B 21	s	s	r	n		s		s	f	r	r	s	r
2B 22		s	s	s		f	n	s	s	s	s	f	s
2B 23	s	s	s	r		f	f	s	f	s	s	f	s
3C 24	s	s	s	s	Because I have some difficulties about to English.		s				f	s	s
3C 25	f	s	s	r		r	s	s	r	s	f	n	f
3C 26	s	r	s	s		f	f	s	s	s	s	r	s
3C 27	s	r	f	r	I like to have my opinion but I think it's important knowing the opinion of other people	f	f		s	s	s	f	f
4D 28	s	n	r	r	because, sometimes they haven't like the book and I could like	s	r	r	s	f	s	r	f
4D 29	s	n	s	r	Because I think a person should also have different opinions about a reading experiences	s	s	n	f	n	s	f	s
4D 30	f	r	s	r	Because if we read carefully we understand what are we reading.	f	f	s	s	s	s	r	s
4D 31	r	n	s	s	It's always better to have more than one opinion	f	s	s	f	r	n	s	s
4D 32	r	s	f	s	Because everybody has its way of seeing the things.	f	n	s	f	n	f	s	r
4D 33	f	r	r	s	If I read a book the most important that counts it's my opinion.	f	s	n	f	n	s	f	s
4D 34	s	r	s	s	Because their interpretation helps me to have an other interpretation of the book.	s	s	s	s	f	f	s	s
4D 35	s	r	r	s		f	s	s	s	s	r	f	r
4D 36	s	s	f	s		f	s	f	s	s	r	f	f
4D 37	f	r	s	n	I prefer the teacher's opinion because, his/her opinion is easier to understand.	f	s	r	f	r	r	s	s
4D 38	s	r	f	s	Because it's necessary we talk with each other and give our opinion.	s	n	s	s	s	s	s	f
4D 39	s	r	s	s	because I could have a wrong interpretation of the all text.	s	r	s	s	s	r	r	s
4D 40	s	s	s	s		f	f	s	s	s	f	s	s
4D 41	s	f	f	s	Because I may not understand what the text means.	s	s	s	f	s	s	f	f
4D 42	f	n	n	s	Because my fellow student's are learning with me and the teachers say that each person have her one interpretation.	s	n	s	s	s	s	n	n
4D 43	s	n	s	s	Because I sometimes need an opinion and interpretations to sometimes understand better the message.	s	s	s	s	s	f	f	s
4D 44	s	f	f	s		s	f	r	s	s	s	f	f
4D 45	s	s	s	s		s	s	s	s	s	r	r	r
4D 46	s	r	s	s	Because it is important to know what were the interpretation of the other people to find the true one.	s	r	r	s	s	f	r	s
4D 47	s	r	s	s	Because it makes us more confident on our reading	s	r	r	f	s	s	r	s
5E 48									s	n	s		f
5E 49	s	s	f	f	Because it is every book and text is subjective	f	s	r	s	s	f	f	s
5E 50	f	r	s	s				s	n	f	n	f	n
5E 51	f	n	s	s	Because it's good to know about others opinions.	f	n	n	f	f	f	s	f
5E 52	s	s	s	s		n	r	s	s	r	f	s	s
5E 53	s	r	s	s	Because my interpretation of a book is different from every person.	s		r	f	f	r	s	s
5E 54	f	r	r	n	I consider myself an intelligent person, I don't need someone else's advice.	f	s	s	s	f	s	s	f
5E 55	s	s	s	r		s	n	r	s	f	f	s	f
5E 56	f	s	f	s	Because I think it's important to see others opinions.	f	s	s	f	s	f	f	r
5E 57	s	r	f	s	Because it's important to understand better	s	f	r	s	s	s	f	f
5E 58	f	s	s	s		f	s	r	f	s	f	f	s
5E 59	s	f	f	f		f	f		f		f	f	

5E 60	f	n	n	n	I read a book for what I like in it and not for what others like in it.	s	n			s		f	
5E 61	s	r	f	n	Because their own interpretations can be wrong.	s	f	s	f	r	s	s	n
5E 62	f	r	s	n		s	s	r	s	s	r	s	f
5E 63	s	r	f	n			f	f	f	f	f	f	f
5E 64	f	s	f	s	Because it's important the other's opinion.	f	f	f	f	f	f	n	s
5E 65	f	s	s	s	Because they sometimes tell me things that I don't know or forgot to look up.	f	r	s	f	s	s	s	r
5E 66	s	f	f	f		f	f	s	s	s	f	r	n
5E 67	s	s	s	r			f	s	s	s	s	r	s
5E 68	f	s	s	s	It's better for our comprehension.	s	f	s	s	f	f	f	s
5E 69	s	n	s	s	It's better for our comprehension.	s	s	s	s	s	f	s	s
5E 70		n	s	s			f						
5E 71		s	f	s									
5E 72		f	f	s			f		f		f		f
5E 73	f	n	n	s	Because my fellow student's now have the same opinion than I, and the teachers opinion is always ten or twenty times bigger and more difficult than ours.	s	f	s	s	f	n	n	n
5E 74	s	r	f	f	Because it makes part of the program...	f	f	f	f	f	f	f	f
5E 75	s	s	s	s	In my opinion, we should pay attention to others opinions. It will provide more knowledge about facts.	s	f	r	s	r	s	s	r
5E 76	f	r	s	r	Because I need to associate my opinion to the others.	s	f	s	f	s	f	f	f
5E 77	s	s	f	s	Because its important to understand the meaning that we read all that is relative to the text and ask other's opinions.	f	s	n	f	s		f	f
5E 78	s	n	s	f	Because our opinions with their interpretations can be useful for our text comprehension.	f	s	s	r	s	f	f	s
5E 79	r	n	s	s		s	r	s	s	s	f	f	s
5E 80	s	s	f	f		s	f	r	s	s	f	f	s
5E 81	s	n	s	s	Because there's diferent opinions about the same mather and i might be wrong.	s	r	r	s	s	s	f	s
5E 82		r	s	s		f	f						
5E 83	s	r	s	s	to know the subject is interesting and if we have the same opinions	f	f	r	s	s	f	s	f
6F 84	f	s	r	s	Because with other's interpretations I can understand some parts that I have doubts.	f	s	f	s	n	f	f	s
6F 85	s	s	s	r	Because I don't rely on their personal opinion until I read the book.	f	f	s	s	s	s	s	f
6F 86	f	s	s	s	We can discust our opinion.	f	s	s	s	s	r	f	s
6F 87	s	s	s	r		f	n	r	s	f	r	s	f
6F 88	s	r	s	r	I prefer to fellow my own interpretation.	s	s	s	f	f	s	f	f
6F 89	s	n	r	s	Because by other people's opinion I can tll if I'm giving the book the right interpretation.	f	n	f	s	s	r	n	n
6F 90	s	r	f	s	Because they can show me new types of interpretation.	f	r	s	s	r	s	f	f
6F 91	f	r	r	s	Because I need help for a complete and good interpretation of a book.	f	r	s	f	n	f	s	s
6F 92	f	n	s	s	Because I can't understand everything on my own	f	n	n	f	s	s	r	s
6F 93	r	n	n	n	When I read a book, I prefer my general opinion, because it might be different in relation to the others.	s	r	s	s	r	r	f	s
6F 94	s	n	s	s	I put my opinion; try to understand his kind of interpretation; also	s	f	f	s	f	f	f	f
6F 95	n	n	s	s		f	s	r	s	s	n	s	f
6F 96	s	r	r	f		s	f	s	f	f	f	s	r
6F 97	s	s	s	r	I like following my on opinion, but I like learning about it from persons that know much more about it.	s	s	s	f	s	s	s	s
6G 98	f	s	f	f		s	f	n	s		s	s	s
6G 99		r	s	f		f	s	s	f	f	s	s	s
6G 100	f	f	s	s		f	f	f	f	f	f	f	f
6G 101						f	f	f	n	f	f	f	f
6G 102	s	f			Because it's good to know some good or bad critics, to make us understand where we are wrong	f	f	f	f	f	f	s	f
6G 103	f	s	s	r		s	s	n	s	r	s	s	s
7H 104	f	r	s	s	Because when we read a book we should understand something and for that we should talk with somebody who will help us to understand.	f	f						
7H 105	s	r	s	f	Because it would help me.	f	s	r	s	s	s	r	f
7H 106	s	s	f	s			s		s		s	f	f
7H 107	s	s	f	s		f	n	n	s	s	f	s	s
7H 108	s	s	f	s	Because sometimes my interpretation the text is not always correct or it differs from others.	s	s	r	s	f	s	s	s
7H 109	f	s	s	s	Most of the times, they do also used the critic's and the teacher's opinions as one.	f	f						
7H 110	f	s	s	r		s	s	s	s	f	s	f	r
7H 111	s		s	s	Because it contrubuted to my comprehension.	f	s	r	s	s	s	f	f
7H 112	s	s	f	r	Because it's important the other opinions.	f	r	s	s	s	r	f	s
7H 113	s	s	f	s		f		n	n	f	f	f	f
7H 114	s	s	s	s	Because I can compare with my own opinion and take notes on both opinions.	s	s	r	s	r	s	s	s

7H 115	s	s	f	f	Because its important for comprehension.	s	s	s	s	f	s	f	f
7H 116	f	s	f	r	Because I have my own interpretation that can be different from the others students.	f	n		f	f		f	
7H 117	s	s	f	r	To have different opinions and tick the right ones.	f	s	r	f	s	n	n	n
7H 118	s	s	s	s	It's good to have different opinions of a text.	f	s	s	f	f	f	f	s
7H 119	s	n	s	s	I prefer someone's who has already analised the text	f	s	r	f	s	r	f	n
7H 120													
7H 121	s	r	s	s	Because it helps me in my own interpretation.	s	s	r	s	s	r	r	r
7H 122	f	r	s	s	It's a way to (acquire) points of view	s	s	r	s	n	f	f	r
7H 123	s	s	f	s	Because we can understand things that we haven't much attention.	s	s	s	s	s	s	s	s
7H 124	s	f	s	s		s	r	n	s	r	n	s	s
7H 125	s	r	f	s		f	s	f	s	s	r	r	s
7H 126	s	f	s	s	Because it's good to listen to others opinion, even though I rarely change my opinion...	f	n	r	f	n	s	f	r
7H 127	s	n	s	f	Because my fellow students' interpretations helps me to be motivate, when I start reading a book	f	s	r	f	s	n	s	s
7H 128	s	r	f	s	To know what their opinion is about the book.	f	s	f	s	s	f	s	s
7H 129	f	s	r	n	It's my personal method	f	f	r	s	s	s	f	s
7H 130	f	s	s	r	Because I like to have my own opinion.	f	f	s	s	f	r	s	s
7H 131	r	s	s			s	s	s	s		s	f	s
8I 132	f	s	f	s	Sometimes I like to know what the others think about it.	s	n	n	f	f	s	s	n
8I 133	s	r	s	r		f	f		f		f	f	f
8I 134	f	s	r	s	It's important listen other opinions.	f	f		f		f	f	f
8I 135		s	s	s		f	s	s	s	r	f	f	f
8I 136	s	s	s	s	Because the other people's opinions are very interesting to know.	f	f	n	f	f	f	s	s
8I 137	s	n	r	r	Wen I read something I not what I like or don't like.	f	f		f				f
8I 138	s	r	s	s		f	f	n	f	f	s	s	f
8I 139	s	s	f	r		f	s	s	s	s	f	f	f
8I 140	r	s	f	s		f	f	r	s	s	r	f	f
8I 141	s	r	r	s		s	s	r	s	s	r	s	s
8I 142	f	n	f	s	Because I like to now diferents opinions about something.	f	f	s	s	r	s	f	f
8I 143	r	r	s	s		f	n	n	f	f	f	f	n
8I 144	f	n	s	f	Because as me he or her is reading it for the 1st time.	f	f	n	f	f	f	f	f
8I 145	s	s	s	s		s	r	s	f	s	s	f	s
8I 146	f	f	f	f		f	s			f	f	s	s
8I 147	s	n	n	r		s	n	s	f	s	s	s	s
8I 148	s	n	n	s		f	s	s	s	s	s	f	f
8I 149	s	r	f	s	Because sometimes they have good interpretation too	s	s	s	s	s	s	f	f
8I 150	s	n	n	s		s	s	s	s	f	s	s	f
8I 151	s	r	s	r	because when we read a book for the first time we can't retain all the ideas.	f	f	n	f	f	s	s	f
8I 152	f	r	s	r	I think that I'm able to take my interpretation or else take correct information from experts in reading.	f	s	s	s	f	s	f	s
8I 153	f	r	s	s	because I think it's the better way	f	s	r	s	s	s	s	s
8I 154	r	s	f	n	The teacher's opinion is more valid because we try to achieve his/her agreement when we are evaluated	s	n	r	f	s	s	s	f
8I 155	f	s	f	s	Because our interpretation of the book	f	f	n	f	n	s	f	f
8I 156	f	s	f	s		s	r	s	s	r	s	f	s
8J 157	s	r	s	f	I like to know diferent opinions, so I can suit the best one to my own.	f	r	r	s	n	s	f	r
8J 158	s	r	r	s	So I can have an idea how the story is interesting or boring.	n	n	n	s	f	f	s	s
8J 159	s	f	f	s	Because we understand another way to make a interpretations	s	f	s	s	f	f	s	s
8J 160	s	s	s	s	Yes because I see if I now how to entrepretate a text.	f	f	f	s	s	f	f	f
8J 161	s	f	s	n		f	f	s	r	r	s	r	f
8J 162	f	n	n	n	Because I like to take reading in the most personal way possible	f	s	r	s	r	s	f	r
8J 163	s	r	s	n	Because I like to discuss the content of the book with my fellow students; however their opinion it's not more important than my impressions.	f	s	n	f	f	s	f	f
8J 164	s	r	r	r	I'm not the type of person than rely on the others for opinion, only I rely on a strange opinion, if it interests me.	s	r	s	s	n	f	f	f
8J 165	f	r	s	s	Because that way we can compare interpretations and see which one's best.	f	r	r	f	s	s	r	f
8J 166	f	s	s	s		s	f	r	n	s	s	f	f
8J 167	f	r	s	s		f	r	s	s	s	s	s	r
8J 168	f	n	r	r		f	s	n	f	f	n	n	f
8J 169	f	r	r	n	Because I try to make my own conclusions, people always have different thoughts about one thing.	s	s	s	s	s	f	f	f
8J 170	s	s	s	r	Well, I only need anybody's help when I think is necessary, because when I read for pleasure, I don't start thinking in every detail of the book	f	f	s	f	r	s	n	f

8J 171	s	s	s	r		s	f	n	s	s	s	s	f
8J 172	s	r	s	f	So I'm sure that I have interpreted the text well enough to understand it.	f	n	n	s	f	f	f	f
8J 173	s	n	s	s		f	f	f	f	s	n	f	f
8J 174	s	s	s	f		f	f	n	n	n	f	f	f
8J 175	s	f	s	r		f	f	f	n		s	f	
9K 176	f	s	f	s		s	s	r	f	f	r	n	r
9K 177	s	n	r	s	Because if he read the book and he knows what I like, he would be able to tell me if it's good or bad.	r	n	r	s	f	n	s	r
9K 178	s	r	s	r	Because I prefer to have my opinion and then listen other, to see if we have the same point of view. Just to compare	f	n	r	f	s	r	r	r
9K 179	f	r	s	r	Because its always good to hear other opinions even if you know you're right.	f	n	s	s	s	f	s	s
9K 180	f	s	s	r		f	s	s	s	r	s	s	f
9K 181	f	n	r	n	Because I am not very open to other people's opinions, which often are different from mine	f	s	n	f	r	s	s	s
9K 182	s	s	s	s	Because I do	s	f		f		f	f	f
9K 183		s	s	r		s	r	r	f	f	n	r	s
9K 184	s	n	r	f	Because I trust in my interpretation.	s	r	s	f	r	r	s	r
9K 185	f	n	s	s	Because I like to know a second impression, to see and compare with mine.	f	f	r	s	s	f	f	s
9K 186	s	s	s	r	I have my own opinion	f	s	r	s	s	r	s	s
9K 187	s	n	n	s		s	s	s	s	s		f	s
9K 188	s	r	s	s	Because if a person says that she liked the book I read to see if it is really good as the other said.	s	n	r	s	s	s	s	s
9K 189	s	r	f	r	I need the teacher's opinion to see if it is similar to mine	s	s	s	s	f	s	f	s
9K 190	s	r	s	n	My interpretation is very important, and then I shall check with the teacher's one.	f	r	s	s	s	f	f	f
9K 191	s	r	s	r		s	s	s	s	s	f	f	f
9K 192	r	s	f	r	All opinions are important for the comprehension of a text	s	f	s	s	f	s	f	r
9K 193	s	s	s	s	Because it's always good to know someone else's opinion.	s	r	s	f	f	s	f	f
9K 194	s	r	s	f	Because it would make me feel that I understood or not.	s	r	r	f	s	s	f	s
9K 195	f	f	f			f	s	n	f	f	n	f	f
9K 196	f	r	r	r	Because to me my opinion is more important than the ones of the other people.	s	s	r	s	r	s	s	s
9K 197	s	r	r	r	In my opinion, everyone is free to do its own interpretation and it doesn't mean it is wrong just because it's different from other's opinion.	s	n	s	s	s	r	s	s
10L 198	s	s	f	s	They show me another interpretation of the text, but mine can be also correct.	s	f	s	f	s	f	s	r
10L 199	f	s	s	f	It is important to have many opinions about an aspect because it helps us to understand and to discover new point of views	s	s	s	s	s	s	s	r
10L 200	s	f	s	r		f	f	n	s	f	s	f	f
10L 201	f	r	s	r	I think the teacher's opinion is important because he/she has already studied the text.	s	r	r	f	s	r	s	r
10L 202	f	r	s	n		s	s	n	f	s	s	f	r
10L 203	f	s	s	s		f	s	s	f	s	s	s	s
10L 204	s	f	f	f	Because it helps in some way our own interpretation of the novel, because sometimes we miss something.	s	s	s	s	f	r	s	f
10L 205	s	s	f	s	Because it's a way of exchanging or comparing ideas	s	r	r	f	s	s	s	s
10L 206	s	s	f	s	Because it's a way of comparing ideas	s	s	s	s	s	s	f	f
10L 207	s	f	f	s		s	f	s	f	f	f	f	s
10L 208	s	r	s	r		s	s	r	s	s	s	r	r
10L 209	f	r	s	r	Normally I prefer to rely on my own interpretation of the text.	s	s	s	f	f	s	s	r
10L 210	s	r	f	s	because it is very important to know others opinion	f	f	n	f	f	s	f	f
10L 211	s	r	s	s	Sometimes we see in a book things that the others do not see, or they find another thing	s	s	s	s	f	s	f	f
10L 212	s	r	s	s	Because I would like to know the point of view of another person to see if my opinion is the same as her's.	s	r	s	s	r	s	s	n
10L 213	r	s	s	s	Sometimes I don't feel very certain about my interpretation so I prefer to listen what others have to say about it.	f	s	s	s	f	s	f	f
10L 214	s	r	f	f	Because it's important to have our own point of view and also to listen to other people's opinions.	s	s	r	f	f	s	f	s
10L 215	s	r	s	s		f	s	r	f	s	r	s	s
10L 216	s	s	s	s		s	f	s	f	f	s	f	f
10L 217	s	s	f	s		s	s	r	f	f	s	f	f
10L 218	s	s	s	s	Because it help us to built our own opinions	f	s	s	s	f	r	f	s
10L 219	s	s	s	s	Because it is better for me to constuct my own opion after earing different points of view	f	f	s	s	s	n	s	s

10L 220	s	f	s	r		f	f	n	s	f	s	f	f
10L 221	s	s	s	r	Everyone has its own interpretation of the book. I preferred to rely on my own point of view.	f	f	n	f	n	f	f	
10M 222	s	r	s	r	When I read a text I rely on any interpretations and others interpretations due to the fact that all interpretations are important.	s	f	s	f	f	s	f	f
10M 223	s	f	f	s	Because every additional information and opinions are important.	f	s	f	f	r	n	r	s
10M 224	f	s	s	r	Because our own interpretation may not be sufficient and we have to know another people's view about the reading.	f	f	s	s	f	s	f	f
10M 225	s	r	r	s	To understand better the text.	f	f	r	s	f	r	f	f
10M 226	s	r	f	s	I have my own interpretations but it is obvious that I wish to increase my knowledge through the teacher as an expert and through my colleges who have different and sometimes interesting ideas.	f	s	r	f	s	r	f	f
10M 227	f	n	f	r		f		r	s	f	r	f	f
10M 228	s		s	s	When interpretations of something we have read are exchanged we have the opportunity of hearing different points of view.	s	n	r	f	n	s	f	n
10M 229	f	r	s	s	In order to obtain a more vast comprehension of the text	s	f	n	s	f	n	s	s
10M 230	f	r	s	s	The other people's opinion is important but me interpretation depend of my knowledge and my ability to decode the message.	f	s	r	f	r	s	f	f
10M 231	s	f	f	n	Because sometimes others interpretations are worst than mine.	s	f	n	f	s	n	f	f
10M 232	s	s	s	s	In my point of view, as more opinions they are a better conclusion we can take.	f	s	s	s	s	s	f	f
10M 233	s	s	f	r	Because it helps me, to understand some issues.	f	f	f	s	f	r	f	f
10M 234	f	s	f	s		f	f	s	s	f	s	s	s
10M 235	f	s	r	r		s	f	s	s	f	s	s	r
10M 236	f	r	s	s	I usually rely on my interpretation but when I do not understand the text very well I discuss my interpretation with my fellow students to clarify the more difficult part of the text.	f	s	s	f	s	s	f	f
10M 237	s	f	s	s	It is useful to have a second opinion on some themes.	f	f	s	s	r	s	f	s
10M 238	f	f	f	f	Because I want to see other people's opinion	f	n	n	f	f	n	f	n
10M 239	s	s	f	s	to change opinions	s	s	s	s	s	s	f	s
10M 240	s	r	f	f		f	s	s	s	f	f	f	s
10M 241	s	r	f	f		f	f	s	f	f	f	f	f
10M 242	f	f	s	r	Before we take a "serious" step forward we should be awared about what we are going to find out afterwards.	f	r	s	s	s	n	f	f
10N 243	s	r	s	s		n	f	n	f	n			
10N 244		s	f			s	f		s	s	r	s	s
10N 245	s	r	s	s	I like to discuss the book and see if they have the sum idea as I have	s	s	s	s	f	s	s	f
10N 246	s	r	f	s	I like to discuss the book and see if they had the same idea as I had.	s	f	s	s	f	n	f	s
10N 247	s	s	s	s	I usually like to have or to listen to another opinion.	s	f	r	s	r	s	s	s
10N 248	s	s	s	s		f	s	f	s	f	s	f	s
10N 249	s	r	f	s	Since I do not read much, I rely on someone who does read interpretation and since I do not read book reviews I have to rely on my superiors.	f	r	r	f	s	n	s	f
10N 250	s	r	s	s	The interpretations from my colleagues might be different from mine and we can discuss it.	s	r	r	s	r	r	r	s
10N 251	f	f	s	s	I like to hear other people's ideas because many time mine is not the correct	r	s	r	s	f	f	s	f
10N 252	f	s	s	s	Someone else's opinion sometimes helps my interpretation.	s	n	r	f	s	s	s	s
10N 253	f	s	f	s	I like to compare different interpretations, and to defend my own, as well as listening to the other's.	f	f	r	f	f	s	s	s
10N 254	s	s	s	s		f	f	s	s	f	r	s	s

Number	E3.1.1	E3.1.2	E3.1.3	E3.1.4	E3.1.5	E3.2.1	E3.2.2	E3.2.3	Further Comments:
1A 1	yes	yes	no	yes	yes	yes	yes	no	
1A 2	yes	yes	no	yes	yes	no	yes	no	
1A 3	yes	no	no	yes	yes	yes	no	yes	
1A 4	yes	yes	no	yes	yes	yes	yes	no	
1A 5	yes	yes	no	yes	yes	no	yes	no	
1A 6	yes	yes	no	yes	yes	yes	yes	no	
2B 7	yes	no		yes		yes	yes		
2B 8	yes	no	no	yes	yes	yes	yes	no	
2B 9	yes	no	no	yes	yes	no	yes	no	
2B 10	yes	yes	no	yes	yes	yes	yes	no	
2B 11	yes	yes	no						
2B 12	yes	yes	yes	yes	yes	yes	yes	no	
2B 13	yes			yes					
2B 14	yes	no	no	yes	yes	yes	yes	no	
2B 15	yes	no	yes	yes	yes	no	yes	no	
2B 16	yes	yes	yes	yes	yes	yes	no	no	
2B 17	yes	no	no	yes	no	no	no	yes	
2B 18	yes	no	no	yes	yes	yes	yes	no	
2B 19	yes					yes			
2B 20	no	yes	no	yes	yes	yes	no	no	
2B 21	yes	yes	no	yes	yes	no	yes	no	
2B 22	yes	no	no	no	yes	yes	no	yes	
2B 23	yes	no	no	yes	yes	yes	no	no	
3C 24	yes	yes	yes	yes	yes	yes	no	no	
3C 25	yes	no	yes	yes	no	yes	yes	no	
3C 26	yes	yes	yes	yes	yes	yes	yes	no	
3C 27	yes	yes		yes	yes	n	yes	no	I think it's an interesting questionnaire, and I hope that your work be what you expect from us. So good luck and sorry the mistakes.
4D 28	yes	yes	yes	no	no	yes	no	yes	
4D 29	yes	no	no	yes	yes	yes	yes	no	
4D 30	yes	yes	yes	no	yes	yes	yes	no	
4D 31	yes	no	yes	yes	yes	no	yes	no	Read is good, but sometimes we don't have time, we are students, and we have to many subjects to study, when I get home, the only desire is eat and go sleep. Books don't have importance...
4D 32	yes	no	no	yes	yes	no	no	no	
4D 33	yes	no	no	yes	yes	yes	yes	no	
4D 34	yes	yes	no	yes	no	no	yes	yes	I think this questionnaire is a very good way to see how people read the books. But in my sincerely opinion this is a waste of time. We lose a class for this.
4D 35	yes	no	no	yes	no	no	no	yes	
4D 36	yes	no	no	yes	yes	yes	yes	no	
4D 37	yes	yes	yes	yes	no	yes	yes	no	
4D 38	yes	no	yes	yes	no	yes	yes	no	I would like to have more time to read and in my opinion all people had to read more.
4D 39	yes	no	yes	yes	no	yes	yes	no	
4D 40	yes	yes	yes	no					I think your questionary was well done but some questions I didn't know how to answer and when I don't know I must to put an thing that I don't feel. (...)
4D 41	yes		yes	yes		no	no	yes	
4D 42	yes	yes	no	yes	no	yes	no	yes	I didn't understand some words in this question.
4D 43	yes	yes	yes	yes	yes	yes	yes	no	
4D 44	yes		yes	yes		no	no	yes	
4D 45	yes	no	no	yes	no	no	no	yes	
4D 46	yes	yes	yes	yes	yes	yes	yes	no	
4D 47	yes	yes	yes	yes	yes	yes	yes	no	
5E 48	yes	yes	yes	yes	no		yes	yes	
5E 49	yes	no	yes	yes	no	yes	yes	no	I have only one comment, he who does not reads is the most stupid person, because who doesn't reads learns nothing, understands nothing and knows nothing.
5E 50	yes	yes	yes	yes	yes	yes	yes	yes	
5E 51	yes	no	no	no	no	no	yes	yes	
5E 52	yes	no	no	yes	nn	no	yes	no	
5E 53	yes	yes	no	no	yes	yes	yes	no	
5E 54	yes	yes	yes	yes	no	yes	yes	no	
5E 55	yes	yes	no	yes	no	no	yes	no	
5E 56	yes	yes	yes	yes	yes	yes	yes	no	
5E 57	yes	no	no	yes	yes	no	yes	no	
5E 58	yes	yes		yes			yes		
5E 59	yes	yes	yes	yes	no	yes	no	yes	
5E 60	yes	yes	no	yes	yes	yes	yes	no	We should have more free time to reading and other extra-curricular activities. it's a pity that our school system doesn't "allow" us to have these educational extra-curricular activities and selfintentional readings.
5E 61	yes		yes	yes		no	yes	yes	Boring but useful.
5E 62	yes	yes	no	yes	no	yes	no	no	
5E 63	yes	yes	no	no	yes	yes	yes	no	
5E 64	yes	yes		yes	yes	yes			
5E 65	yes	yes	yes	no	no	no	yes	no	Reading is good for our knowledge but, it is also boring when the story is not interesting.
5E 66	yes	yes	yes	yes	yes	yes	no	yes	
5E 67	yes	no	yes	yes	yes	yes	no	yes	
5E 68	yes		yes	yes	yes	no	yes	no	Boring! Why not in Portuguese

5E 69	yes	yes	yes	yes	yes	yes	yes	yes	A waste of time! It is so Boring ( I don't have "paciência")!
5E 70									
5E 71	yes	no							
5E 72	yes		yes				yes		
5E 73	no	no	no	no	no	no	no	yes	I'm very pleased to be part of these questionnaire. And if I can give my opinion, I think that nobody sees interest in reading because it's so boring. (...)
5E 74	yes	yes	no	yes	no	no	no	yes	
5E 75	yes	yes	no	yes	yes	no	yes	no	
5E 76	yes	yes	no	yes	no	yes	yes	no	
5E 77	yes	no	yes	yes	no	no	yes	no	
5E 78	yes	yes	no	no	yes	yes	no	yes	
5E 79	yes	yes	no	no	yes	no	yes	no	
5E 80	yes	yes	no	yes	yes	yes	yes	no	
5E 81	yes	yes	no	yes	yes	no	yes	no	
5E 82	yes	yes	yes	yes	no	yes	no	yes	
5E 83	yes	yes	no	yes	yes				The syllabuses of manuals are too long and sometimes the texts are difficult.
6F 84	yes	yes	yes	yes	no	no	no	no	
6F 85	yes	yes	no	yes	no	yes	yes	no	
6F 86	yes	yes	yes	yes	yes	yes	yes	no	
6F 87	yes	yes	yes	yes	yes	yes	yes	no	
6F 88	yes	no	no	yes	no	no	yes	no	
6F 89	yes	yes	no	yes	yes	yes	yes	no	
6F 90	yes	yes	no	yes	yes	yes	no	no	
6F 91	yes	yes	no	yes	no	no	no	yes	I despise the syllabuses so much that I don't have any comments on that issue
6F 92	yes	yes	no	yes	no	no	no	yes	I think the syllabuses are boring and non-appealing to the students.
6F 93	yes	no	no	yes	yes	yes	no	no	Thanks, I liked doing the questionnaire and hope to see you next year!
6F 94	yes	no	no	yes	yes	yes	no	no	I liked doing this questionnaire, as you can see, our schools specially our own teacher don't provide us different activities, our class is so boring, you can't even imagine, (...). I don't like my English classes, but I need to have them.
6F 95	yes	yes	no	no	yes	yes	yes	no	
6F 96	yes	yes	yes	yes	yes	no	yes	yes	
6F 97	yes	yes	yes	yes	yes	no	yes	no	I think that reading should be free and not ordered. I think that writers should help the read to understand their ideologies, reasons. with guidance language or opinions.
6G 98	no	yes	no	yes	yes	yes	yes	no	
6G 99	yes	yes		no	no	yes	yes		We have a good teacher but their experience with the world of students is not what I really waited for.
6G 100	yes	yes		yes	yes	yes	yes	no	
6G 101	yes	no	no	yes	yes	yes	yes	no	
6G 102	yes	yes	no	no	yes	no	yes	no	
6G 103	yes	yes	no	yes	yes	no	yes	no	
7H 104	yes	yes	no	no	no	no	no	no	
7H 105	yes	no	no	yes	yes	yes	yes	no	
7H 106	yes		y	yes			yes		
7H 107	no	yes	yes	yes	no	no	yes	no	
7H 108	yes	yes	yes	yes	yes	yes	yes	no	
7H 109	yes	yes	no	yes	no	yes	yes	no	Not demanding.
7H 110	yes	no	no	no		yes	no	no	
7H 111	yes	yes	yes	yes	yes	yes	yes	no	
7H 112	yes	yes	yes	yes	yes	no	no	no	
7H 113	yes			yes	yes		yes		
7H 114	yes	yes	yes	yes	yes	no	no	yes	
7H 115	yes	yes	no	no	yes	yes	no	no	
7H 116	yes	no	no	yes	no	yes	no	no	
7H 117	yes	yes	no	yes	no	no	no	yes	
7H 118	yes	yes	y	yes	no	yes	yes	no	
7H 119	yes	yes	no	no	no	no	no	yes	
7H 120									
7H 121	yes	yes	yes	yes	yes	yes	no	no	I have always like English but now (12 year), I'm starting to dislike because it's all about history. I know that is good for knowledge but nevertheless it's really boring for me, since I've not a very good appreciator of history.
7H 122	yes	yes	no	yes	yes	yes	yes	no	
7H 123	yes	yes	no	yes	yes	no	no	no	
7H 124	yes	yes	no	yes			yes	no	
7H 125	yes	yes	no	no	no	yes	no	yes	
7H 126	yes	yes	no	yes	no	yes	yes	no	
7H 127	yes	yes	yes	yes	no	yes	yes	no	
7H 128	yes	yes	yes	yes	yes	yes	no	no	
7H 129	yes	yes	yes	yes	no	yes	yes	no	I think reading is an excellent form of getting better results in all fields. in life (academic, carrer, etc.).
7H 130	yes	no	no	yes	yes	yes	no	no	
7H 131	yes	yes	yes	yes	yes	yes	yes	no	
8I 132	yes			yes	no				Honestly, I had difficulties on answer this questionnaire because I rather read English books.
8I 133	yes	yes	yes	yes	yes	yes	yes	no	
8I 134	yes	no	no	yes			yes	no	
8I 135	yes	yes	yes	no		yes	yes	no	
8I 136	yes	yes	no	yes	no	yes	yes	no	
8I 137	yes	yes	no	yes	yes	yes	no	no	
8I 138	yes	no	yes	yes	yes	no	yes	no	

8I 139	yes	no	no	yes	yes	yes	no	no	
8I 140	yes	no	no	yes	yes	yes	no	no	I hope this will help you.
8I 141	yes	yes	yes	yes	yes	yes	yes	no	
8I 142	yes	no	no	yes	yes	yes	yes	no	
8I 143	yes	no	no	yes	yes				
8I 144	yes	yes	no	yes	yes	yes	yes	no	
8I 145	yes	yes	yes	yes	yes	yes	no	no	
8I 146	yes		yes	yes	yes	yes			
8I 147	yes	no	no	yes	no	yes	no	no	
8I 148	yes	no	no	yes	no			no	
8I 149	yes	yes	no	yes	yes	no	yes	no	
8I 150	yes	yes	yes	no	yes	yes	yes	no	(...) I think that we should read a little more it's, sometimes, informative.
8I 151	yes	yes	no	yes		yes	yes	no	
8I 152	yes	yes	yes	yes	yes	no	yes	yes	
8I 153	yes	yes	no	yes	no	yes	yes	no	
8I 154	yes	yes	no	yes	no	yes	yes	no	
8I 155	yes	yes	yes	yes	yes	no	no	no	
8I 156	yes	no	no		yes	yes	yes	no	
8J 157	yes	yes	no	no	yes	yes	yes	no	
8J 158	yes	yes	yes	no	yes	yes	yes	no	
8J 159	yes	yes	no	yes	no	no	yes	no	I think when we reading we have more information give and know what happened in the world and problems around the world and people
8J 160	yes	yes	no	yes	yes	no	no	no	
8J 161	yes	no	no	yes	no	no	yes	no	
8J 162	yes	yes	no	yes	yes	yes	yes	no	
8J 163	yes	yes	no	yes	yes	yes	yes	no	
8J 164	yes	yes	yes	yes	yes	no	yes	no	
8J 165	yes	yes	no	yes	yes	yes	yes	no	
8J 166	yes	yes	yes	yes	no	yes	yes	no	
8J 167	yes	yes	no	no	yes	yes	no	no	
8J 168	yes	no	yes	yes	no	no	no	yes	
8J 169	yes	yes	no	yes	no	no	yes	no	
8J 170	yes	yes	yes	yes	no	no	yes	no	
8J 171	yes	yes	no	no	no	yes	no	no	
8J 172	yes	yes	no	yes	yes				
8J 173	yes	no	yes	yes	yes	no	yes	no	
8J 174	yes	no	no	no	yes	yes	yes	no	
8J 175	yes	no	yes	yes	yes	yes	no	yes	
9K 176	yes	yes	no	yes	no	yes	yes	no	
9K 177	yes	no	no	yes	yes	yes	yes	no	
9K 178	yes	no	yes	yes	no	no	no	no	
9K 179	yes	yes	no	yes	yes	no	yes	no	
9K 180	yes		no	no	yes	yes	no	yes	
9K 181	yes	yes	yes	yes	yes	yes	yes	no	I personally think this questionnaire was very interesting and very important in the way that the people who are going to read it will learn more about teenagers.
9K 182	no	no	no	yes	yes	no	no	yes	In my opinion this questionnaire was very big.
9K 183	yes	yes	no	yes	no	yes	no	no	
9K 184	yes	yes	no	yes	no	yes	no	yes	
9K 185	yes	yes	no	yes	no	yes	yes	no	I like reading because I think it is a good way to learn to talk and speak more appropriated, and to increase my own knowledge.
9K 186	no	yes	no	no	no	no	no	yes	We should read first what we would like to read. Compulsory reading is boring and as no effect on me.
9K 187	yes	yes		yes			no		
9K 188	yes	yes	yes	yes	yes	yes	yes		
9K 189	yes	yes	no	yes	no				
9K 190	yes	yes	no	no	yes	yes	yes	no	
9K 191	yes	no	yes	yes	no	yes		no	
9K 192	yes	no	no	yes	no	yes	no	no	
9K 193	yes	yes	yes	yes	yes	no	no	no	
9K 194	yes	yes	no	yes	yes	yes	yes	no	In my opinion, every person should read when ever feels like. But sometimes (frequently at school time) we are obliged to read things that don't make us interested so that why many people hate reading.
9K 195	yes				yes	yes			
9K 196	yes	yes	no	yes	yes	yes	yes	no	
9K 197	yes	yes	no	yes	yes	yes	yes	no	
10L 198	yes	yes	no	yes	yes	yes	no	no	
10L 199	yes	yes	no	yes	yes	yes	yes	no	
10L 200	yes	yes	yes	yes	yes	no	yes	no	I feel pity for the ones who had to pay for the other mistakes.
10L 201	yes	yes	no	yes	yes	no	yes	no	
10L 202	yes	yes	no	yes	no	yes	yes	no	
10L 203	yes	yes	no	no	no	no	no	yes	
10L 204	yes	yes	no	no	yes	yes	yes	yes	
10L 205	yes	yes	yes	yes	yes	yes	yes	no	
10L 206	yes	yes	yes	yes	yes	yes	yes	no	
10L 207	yes	yes	no	yes	yes				
10L 208	yes	yes	no	yes	no	no	yes	no	
10L 209	yes	yes	no	no	yes			no	
10L 210	yes	no	no	yes	yes	yes	no	no	
10L 211	yes	yes	no	yes	yes	yes	yes		

10L 212	yes	yes	no	yes	yes	yes	yes	yes	
10L 213	yes	yes	yes	yes	yes	no	yes	no	
10L 214	yes	yes	no	yes	yes	no	yes	no	
10L 215	yes	yes	yes	yes	yes	no	yes	no	
10L 216	yes	yes	no	no	yes	yes	yes	no	
10L 217	yes	yes	no	yes	yes	yes	yes	no	
10L 218	yes	no	no	yes	no	no	no	yes	
10L 219	yes	no	no	yes	no	no	no	yes	
10L 220	yes	yes	yes	yes	yes	no	yes	no	I feel sorry for the students at the university now who are really having the height of 20 years of wrong teaching
10L 221	yes	yes	yes	yes	yes	yes	yes	no	I only feel sorry by the fact that the English it was taught at secondary school reveals now not to be enough. This fact makes us the generation which is going to pay for it.
10M 222	yes	yes	no	yes	yes	yes	yes	no	
10M 223	yes	yes	no	no	no	yes	yes	no	
10M 224	yes	yes	yes	yes	yes	yes	yes	no	This situation happens to me a lot of times: when a book is compulsory to read I do not wish to read it, but from the very right moment I start reading it, or even when I finish reading it, I realise that I have learned something which I did not even thou.
10M 225	yes	yes	yes	yes	yes	yes	yes	no	
10M 226	yes	yes	no	yes	yes	yes	yes	no	
10M 227	yes	yes	yes	yes	yes	yes	yes	no	
10M 228	yes	yes	no	no	yes	no	yes	no	
10M 229	yes	yes	no	yes	no	yes	yes	no	
10M 230	yes	yes	no	yes	yes	yes	yes	no	When I read a book I like to read it calmly however in University that is not possible, but with the teacher's help it is easier to understand and to appreciate the different types of book that are assigned to us.
10M 231	yes	no	yes	no	yes	yes	no	no	
10M 232	yes	yes	no	yes	yes	yes	yes	no	
10M 233	yes	yes		yes	yes				
10M 234	yes	yes	no	yes	no	yes	no	no	
10M 235	yes	yes	yes	yes	yes	no	yes	no	
10M 236	yes	yes	no	yes		yes	yes	yes	Reading even being compulsory may be very interesting and many times useful.
10M 237	yes	yes	no	yes	yes	yes	no	yes	
10M 238	yes	no	no	yes	yes	no	yes	no	
10M 239	yes	yes	no	yes	yes	yes	yes	no	
10M 240	yes	yes	yes	no	yes	yes	no	no	
10M 241	yes	yes	yes	no	yes	yes	no	no	
10M 242	yes	yes		yes	yes	yes	yes	no	Reading is a whealty activity that should be encouraged by everyone, especially by teachers regarding not only compulsory readings to be later discussed on class.
10N 243									
10N 244	yes	yes	no	yes	no	yes	yes	no	
10N 245	yes	yes	yes	yes	yes	yes	yes	no	
10N 246	yes	yes	no	yes	no	no	yes	no	
10N 247	yes	yes	no			yes	no	no	
10N 248	yes	yes	no	yes	no	yes	yes		After reading the text I like to write the vocabulary I did not understand and the meaning.
10N 249	yes	no	no	yes	yes	yes	yes	no	I just read for compulsory reasons.
10N 250	yes	no	yes	yes	no	no	yes	no	
10N 251	yes	yes	no	yes	yes	yes	no	no	
10N 252	yes	yes	no	no	yes	yes	yes	yes	
10N 253	yes	yes	no	yes	yes	yes	yes	yes	What I dislike are the compulsory readings. Most of them are boring (there are exceptions, of course) and have nothing to do with us (...)
10N 254	yes	yes	yes	yes	yes	yes	yes	no	I need to improve my acknowledge of English Language.

### III. OBSERVATION REGISTER

School/Institution: Secondary School/University of Madeira (Funchal)

#### PART I RESPONSE TO THE READING EVALUATION QUESTIONNAIRE

	ACTS/EVENTS/ GOALS	BEFORE FILLING IN	WHILE-FILLING IN	FEELINGS/ ATMOSPHERE
S T U D E N T S				
T E A C H E R				

#### PART II THE EDUCATIONAL SETTING Secondary School School/12<sup>th</sup> Form

##### Teacher's Personal Details

Age _____	Sex _____	No. of Years Teaching this Form/Level _____
School/Institution _____		Course/Degree _____

- Answer the following questions arranged according to different subheadings.
- Sometimes you are required either to tick the right option or fill in the blanks apart from adding a comment on specific items.
- Please do always give your personal opinion and account for your teaching experience and contact with your students. Any further comments are welcome.

#### 1. SCHOOL/INSTITUTION

1.1. Setting-

1.2. No. of students-

1.3. No. of teachers-

1.4. Courses/Degrees offered-

12<sup>th</sup> Form - \_\_\_\_\_  
 - \_\_\_\_\_  
 - \_\_\_\_\_  
 - \_\_\_\_\_  
 - \_\_\_\_\_  
 - \_\_\_\_\_  
 - \_\_\_\_\_  
 - \_\_\_\_\_

No. of classes

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**2. STUDENTS**

2.1. Social/cultural background:

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2.2. Students' major reasons for their choice of this field/area of study:

---

---

2.3. Intended jobs: \_\_\_\_\_

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---

2.4. Further education (university, polytechnics, other): \_\_\_\_\_

---

---

2.5. Other courses/subjects attended in this institution:

---

---

2.6. No. of hours at school/institution: \_\_\_\_\_

2.7. Students' registration in the English course (provide the number of students in each case):

first - \_\_\_\_\_ second - \_\_\_\_\_ third and more - \_\_\_\_\_

2.8. No. of weekly sessions in this course: \_\_\_\_\_

2.9. Students' needs in class (special difficulties, strengths, peculiar features):

---

---

2.10. Students' language competence:

---

---

2.11. Students' commitment in class:

---

---

**3. TEACHER'S STRATEGY AND CURRICULUM DESIGN**

3.1. How is this course seen by different members of this institution?

---

---

3.2. Do you follow the national syllabus? Why/why not?

---

---

3.3. How do you manage to fulfil curriculum impositions and the students' own needs?

---

---

3.4. What do you think of the recent reforms in the educational system, particularly concerning the course and form at stake?

3.4.1. Their implementation: \_\_\_\_\_

---

---

3.4.2. Students' language competence: \_\_\_\_\_

---

---

3.4.3. Students' future needs: \_\_\_\_\_

---

---

3.4.4. Other: \_\_\_\_\_

---

---

3.5. Does your instruction influence patterns of teaching in other departments of this institution? Provide a developed answer.

---

---

**4. MATERIALS**

4.1. Do you follow any textbook in class? \_\_\_\_\_

4.1.2. If you do,...

4.1.2.1. point out its title, author, and publisher.

4.1.2.2. who chose it? Why?

---

4.1.3. If you don't, state your reasons.

---

---

4.2. What books are the students required to read at Secondary School education in this institution...  
(Point out author/s and title/s.)

4.2.1. intensively?

---

---

4.2.2. extensively?

---

---

4.3. These books were chosen according to (Tick the appropriate phrase):

4.3.1. national curriculum

4.3.2. department policy

4.3.3. students' own choice

4.3.4. students' needs Specify. \_\_\_\_\_

4.3.5. students' interests Specify. \_\_\_\_\_

4.3.6. your own syllabus

4.3.7. a topic area Specify. \_\_\_\_\_

4.3.8. Other. Specify. \_\_\_\_\_

4.4. Are these books valuable tools in the teaching/learning of a foreign language? Give reasons.

---

---

4.5. How do you cope with curriculum requirements, time limitations, and the reading of whole books either intensively or extensively?

---

---

4.6. Consider the materials used and point out...

4.6.1. major strengths:

---

---

4.6.2. major weaknesses:

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---

**PART III**  
**THE EDUCATIONAL SETTING**  
**University of Madeira (Funchal)**

**Teacher's Personal Details**

Age _____	Sex _____	No. of Years Teaching this Form/Level _____
School/Institution _____		Course/Degree _____

- Answer the following questions arranged according to different subheadings.
- Sometimes you are required either to tick the right option or fill in the blanks apart from adding a comment on specific items.
- Please do always give your personal opinion and account for your teaching experience and contact with your students. Any further comments are welcome.

**1. SCHOOL/INSTITUTION**

1.1. Setting-

1.2. No. of students-

1.3. No. of teachers-

1.4. Courses/Degrees offered-

	No. of classes
1 <sup>st</sup> year - _____	_____
- _____	_____
- _____	_____
- _____	_____
- _____	_____
- _____	_____
2 <sup>nd</sup> year - _____	_____
- _____	_____
- _____	_____
- _____	_____
- _____	_____
- _____	_____

**2. STUDENTS**

2.1. Social/cultural background:

---



---



---

2.2. Students' major reasons for their choice of this field/area of study:

---



---



---

2.3. Intended jobs:

---

2.4. Other courses/subjects attended in this institution:

---



---



---

2.5. No. of hours at school/institution: \_\_\_\_\_

2.6. Students' registration in the English course (provide the number of students in each case):  
first- \_\_\_\_\_ second- \_\_\_\_\_ third and more- \_\_\_\_\_

2.7. No. of weekly sessions in this course: \_\_\_\_\_

2.8. Students' needs in class (special difficulties, strengths, peculiar features):  
\_\_\_\_\_  
\_\_\_\_\_

2.9. Students' language competence:  
\_\_\_\_\_  
\_\_\_\_\_

2.10. Students' commitment in class:  
\_\_\_\_\_  
\_\_\_\_\_

### **3. TEACHER'S STRATEGY AND CURRICULUM DESIGN**

Please answer the following questions.

3.1. How is this course seen by different members of this institution?  
\_\_\_\_\_  
\_\_\_\_\_

3.2. Do you follow the national syllabus? Why/why not?  
\_\_\_\_\_  
\_\_\_\_\_

3.3. How do you manage to fulfil curriculum impositions and the students' own needs?  
\_\_\_\_\_  
\_\_\_\_\_

3.4. What do you think of the recent reforms in the educational system, particularly concerning the course and form at stake?

3.4.1. Their implementation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.4.2. Students' language competence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.4.3. Students' future needs: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.4.4. Other:  
\_\_\_\_\_  
\_\_\_\_\_

3.5. Does your instruction influence patterns of teaching in other departments of this institution? Provide a developed answer.

\_\_\_\_\_  
\_\_\_\_\_

#### 4. MATERIALS

4.1. Do you follow any textbook in class? \_\_\_\_\_

4.1.2. If you do,...

4.1.2.1. point out its title, author, and publisher.

4.1.2.2. who chose it? Why?

4.1.3. If you don't, state your reasons.

4.2. What books are the students required to read... (Point out author and title.)

4.2.1. intensively?

4.2.2. extensively?

4.3. These books were chosen according to (Tick the appropriate phrase.):

4.3.1. national curriculum

4.3.2. department policy

4.3.3. students' own choice

4.3.4. students' needs Specify. \_\_\_\_\_

4.3.5. students' interests Specify. \_\_\_\_\_

4.3.6. your own syllabus

4.3.7. a topic area Specify. \_\_\_\_\_

4.3.8. Other. Specify. \_\_\_\_\_

4.4. Are these books valuable tools in the teaching/learning of a foreign language? Give reasons.

4.5. How do you cope with curriculum requirements, time limitations, and the reading of whole books either intensively or extensively?

4.6. Consider the aforementioned materials and point out...

4.6.1. major strengths:

4.6.2. major weaknesses:

• INTERVIEWER'S NOTES (OBSERVATION REGISTER PART I)

A15. Teacher	B.1 Acts/Events/Goals	B.2 Before filling in
A	readiness/willingness; 2nd part of a two-hour lesson	while waiting for the observer's arrival, catching up with reading <i>Hamlet</i>
B	not willing to write a lot; filling out the questionnaire at a set time out of the school schedule; students were given some information about the goals of the questionnaire	students had taken an English written test before the final state examination; asked questions such as: "What will it be about?"; "Is it in English?"; "How long will it take?"; "Is it long/difficult?"
B	not willing to write a lot; filling out the questionnaire at a set time out of the school schedule; students were given some information about the goals of the questionnaire	students had taken an English written test before the final state examination; asked similar questions as in the previous case and reacted at the questionnaire's length and its filling-in in English
C	1st lesson in the morning; observer was not able to come on time but students were already aware of her arrival - willingness to fill in the questionnaire during their break	reading a text in the meantime; observer explained to the informants that their written output would not count for their final evaluation in the subject
D	readiness/willingness; first lesson in the afternoon (full Monday timetable); two students arrived five minutes later but handed in the questionnaires thirty minutes later on	students were already familiar with the implementation of the questionnaire
D	readiness/willingness; first lesson in the afternoon (full Monday timetable)	students were already familiar with the implementation of the questionnaire
D	readiness/willingness; second-to-last lesson in the afternoon	students were already familiar with the implementation of the questionnaire
E	readiness/willingness; 1st lesson in the morning; started 10 minutes later (late bus)	students were already familiar with the implementation of the questionnaire
E	readiness/willingness; started 5 minutes later	students were already familiar with the implementation of the questionnaire
F	readiness/willingness; 3rd lesson in the morning	students were already familiar with the implementation of the questionnaire
G	readiness/willingness; 2nd lesson in the morning	students were already familiar with the implementation of the questionnaire
H	readiness/willingness; 2nd lesson in the morning	students were already familiar with the implementation of the questionnaire
H	readiness/willingness; 3rd lesson in the morning	students were already familiar with the implementation of the questionnaire
I	readiness/willingness; 2nd part of a two-hour lesson	students were already familiar with the implementation of the questionnaire
I	readiness/willingness; mid-morning language class; concentration; stds eager to talk to the observer and learn about the university	students were already familiar with the implementation of the questionnaire
J	willingness; 1st lesson in the afternoon; 2 students got to class 5 minutes later; readiness to fill in the questionnaire during their break	students were already familiar with the implementation of the questionnaire
J	readiness/willingness; 3rd lesson in the evening (mature students: evening classes; lyceum)	students were already familiar with the implementation of the questionnaire; no questions at first
K	readiness/willingness; 2nd lesson in the morning (public school students)	students were already familiar with the implementation of the questionnaire; teacher had already explained the aims of the questionnaire
L	readiness/willingness; 2nd part of a two-hour lesson; stds were doing some translation work	students were already familiar with the implementation of the questionnaire
M1	readiness/willingness; 2nd part of a two-hour lesson; 1st lesson- 2nd semester (at first the lecturer discussed the aims of the English course); only 37 stds (out of 52 registrations in the 2nd year) showed up (the ones regularly coming to class).	students were already familiar with the implementation of the questionnaire
M2	readiness/willingness; 2nd lecture in the semester; most students did not show up in the 1st lesson; late-coming std (1st lesson in the afternoon); the remaining 12 stds (out of 52 registrations in the 2nd year) filled in the questionnaire	some stds were filling in the questionnaire (these were already familiar with the implementation of the questionnaire); others doing some intensive recycling work

A15. Teacher	B.3 While filling in	B.4 Feelings/atmosphere
A	Controlling time (last lesson in the afternoon); pair-work: exchanging ideas; filling in the questionnaire individually	friendly, cooperative
B	Controlling time; surprised at the questionnaire's length; talkative and exchanging information about unknown lexis: "blurb", "cloze"; more linguistically competent students eager to help weaker ones; inquisitive about supposedly repetitive questions	students were tired but anxious to learn about the content of the questionnaire; attentive
B	Controlling time; a bit disappointed at the language level; <i>ibidem</i>	students were tired but attentive to teacher's preliminary explanation about the questionnaire
C	Controlling time to finish before the bell rang for the next lesson; asked for a specification of the subject (s) to refer to while accounting for their reading habits at school	students were willing to cooperate after having been introduced to the observer; obs.: some extra students were attending the class as they would be submitted to the final state examination for personal reasons
D	talkative and exchanging information about unknown lexis: "compulsory", "betrayed"; asked for a specification of the language to refer to their reading (Question A.8)	friendly, talkative, at ease, witty
D	talkative and exchanging information about unknown lexis: "compulsory", "betrayed", "stuck"; asked to rephrase question A.6, C4, and D2	friendly, talkative
D	Controlling time; talkative and exchanging information about unknown lexis: "blurb"; asked to rephrase question D2 and D8	friendly, talkative
E	Controlling time	friendly, talkative
E	Controlling time; talkative and exchanging ideas	friendly, talkative
F	exchanging ideas but personal filling-in	friendly, playful
G	exchanging ideas but personal filling-in	friendly, playful
H	exchanging ideas but personal filling-in	friendly, motivated but shy
H	exchanging ideas but personal filling-in	friendly, motivated but shy
I	talkative and exchanging information about unknown lexis: "awareness", "cloze"; "blurb" asked for a specification of the language to refer to their reading (Question A.8); some overlooked the instructions in the questionnaire and asked for an explanation;	friendly, motivated
I	sharing the reading of the questionnaire but personal filling-in; asked for information about unknown lexis: "cloze"; "blurb"; asked for a specification of the language to refer to their reading (Question A. 8)	friendly; witty (some stds- oral fluency); cooperative
J	sharing the reading of the questionnaire but personal filling-in; asked for information about unknown lexis: "cloze"; "blurb"; asked for a specification of the language to refer to their reading (Question A. 8)	friendly; playful (some stds- oral fluency); cooperative; alive
J	stds inquired about question A. 8 and unknown lexis "leaflets"; "hearsay"	attentive, concentrated on filling-in the questionnaire
K	stds felt more confident asking their teacher about details in the questionnaire, no major difficulties in understanding lexis nor in its filling-in	friendly, involved in classwork; playful (some students were highly competent)
L	sharing the reading of the questionnaire but personal filling-in; asked for information about unknown lexis: "compulsory"; asked for a specification of the language to refer to their reading (Question A. 8)	friendly, involved in classwork; playful
M1	exchanging ideas but personal filling-in	friendly, attentive
M2	Obs. previous semester-grammar issues owing to stds' poor/low written competence; exchanging ideas but personal filling-in	cooperative, concentrated, motivated; 1std-eager to finish (did not know much about his/her reading habits)

A15. Teacher	C.1 Acts/events/goals	C.2 Before filling in	C.3 While-filling in	C.4 Feelings/atmosphere
A	place of living: 20 km away from school; started teaching in mid-November (military service); asked for back-up material (video) to accompany the reading of <i>Hamlet</i> using the original version	observer warmly introduced by the class teacher	cooperative; describing the school facilities and conditions	supportive
B	provided a lot of information and asked to read the questionnaire before being implemented in his classes	observer warmly introduced by the class teacher	helpful	supportive; encouraging
B	provided a lot of information and asked to read the questionnaire before being implemented in his classes	observer warmly introduced by the class teacher	helpful	supportive; encouraging
C	showed some reluctance at being interviewed by the observer	let the observer introduce herself and talk about the aims of the questionnaire	provided as little information as possible concerning school facilities and conditions; talked about her competence; informed that many other students would like to attend the English course but had to choose another subject for professional reasons	not very encouraging
D	made an effort to answer all the questions in the interview	observer warmly introduced by the class teacher	helpful	supportive; encouraging
D	made an effort to answer all the questions in the interview	observer warmly introduced by the class teacher	helpful	supportive; encouraging
D	made an effort to answer all the questions in the interview	observer warmly introduced by the class teacher	helpful	supportive; encouraging
E	teacher explained about the aims of the questionnaire; prompt response in the interview	observer warmly introduced by the class teacher	helpful	supportive; encouraging; playful
E	<i>ibidem</i> ; was eager to explain certain aspects regarding the syllabus, materials, curricula, extensive reading	observer warmly introduced by the class teacher	helpful	supportive; encouraging; playful
F	<i>ibidem</i> ; was eager to explain certain aspects regarding the syllabus, materials, curricula, extensive reading	observer warmly introduced by the class teacher	helpful	supportive
G	<i>ibidem</i> ; was eager to explain certain aspects regarding the syllabus, materials, curricula, extensive reading	observer warmly introduced by the class teacher	helpful	supportive
H	made an effort to answer all the questions in the interview; showed some of the handouts used in her lessons and designed on her own	observer warmly introduced by the class teacher	helpful	supportive
H	made an effort to answer all the questions in the interview; showed some of the handouts used in her lessons and designed on her own	observer warmly introduced by the class teacher	helpful	supportive
I	prompt response in the interview; was eager to explain certain aspects regarding the syllabus, materials, curricula, extensive reading, stds' background	observer warmly introduced by the class teacher	helpful	supportive; friendly but serious in her explanations
I	prompt response in the interview; referred to further aspects regarding stds' background, school facilities; fellow teachers involvement in school activities	observer warmly introduced by the class teacher	helpful	supportive; friendly but serious in her explanations
J	prompt response in the interview; referred to aspects regarding stds' background, school facilities; curricula; extensive reading; stds' reaction to the English syllabus (overemphasis on historical aspects)	observer warmly introduced by the class teacher	helpful	supportive; friendly
J	prompt response in the interview; referred to aspects regarding stds' background, particular language difficulties so as to be overcome within a short period without much free time for private study.	observer warmly introduced by the class teacher	helpful	supportive; friendly
K	prompt response in the interview; was eager to explain certain aspects regarding the syllabus, materials, curricula, extensive reading, stds' background	observer warmly introduced by the class teacher	helpful	supportive; friendly
L	prompt response in the interview; lecturer advanced that the stds who took longer to fill in the questionnaire were those with major difficulties in English: reading in depth and expressing their opinions	observer warmly introduced by the class teacher	cooperative; informed that with national curriculum it was meant the curricula implemented in other Portuguese Universities	supportive
M1	willingness to cooperate despite being the British Culture Studies Lecturer as the observer was the one and only lecturer teaching the 2nd year English Course; owing to a three-year leave did not know much about the item "school/institution"	observer warmly introduced by the class teacher	cooperative	serious, academic attitude
M2	The same	The same	The same	The same

• TEACHERS' OUTPUT (OBSERVATION REGISTER PART II/III)

INST.	A4. No. OF STDS.	A5. No. OF TEACHERS	A6. COURSES/No. OF CLASSES WITH ENGLISH	TEACHER	A10. AGE	A11. SEX	A12. T. EXPERIENCE	A13. GROUP/DEGREE
1	~800	~75	G4 (1); G1 (2)	A	26	MALE	1	4
2	1798	206	G1 (3); G2 (1); G3 (2); G4 (3)	B	28	MALE	3	4
2	1798	206	G1 (3); G2 (1); G3 (2); G4 (3)	B	28	MALE	3	4
3				C	29	FEMALE	1	4
4		110	G4 (3); G3 (1)	D	27	FEMALE	1	4
4		110	G4 (3); G3 (1)	D	27	FEMALE	1	4
4		110	G4 (3); G3 (1)	D	27	FEMALE	1	4
5	2500	175	G1 (3); G4 (2)	E	38	MALE	6	4
5	2500	175	G1 (3); G4 (2)	E	38	MALE	6	4
6	1801	164	G1 (7); G2 (2); G3 (2); G4 (3)	F	37	MALE	6	4
6	1801	164	G1 (7); G2 (2); G3 (2); G4 (3)	G	37	FEMALE	6	4
7	~4000	~300	G1, 2 ,3 ,4 (13 stds); G3 (1); G4 (2); Accounting (5 stds)	H	39	FEMALE	8	4
7	~4000	~300	G1, 2 ,3 ,4 (13 stds); G3 (1); G4 (2); Accounting (5 stds)	H	39	FEMALE	8	4
8	4800		G1; G2; G3; G4	I	42	FEMALE	12	4
8	4800		G1; G2; G3; G4	I	42	FEMALE	12	4
8	4800		G1; G2; G3; G4	J	37	FEMALE	3	4
8	4800		G1; G2; G3; G4	J	37	FEMALE	3	4
9	650	75	G1 (3); G2 (2); G3 (1); G4 (3)	K	37	FEMALE	11	4
10	2201	198	1st Year - English I/II (1); 2nd Year - English III/IV	L	41	FEMALE	1	1 (MLL-UNIV)
10	2201	198	2nd Year - British Cult. Studies I/II (1); North-Am.Cult. I/II	M	51	FEMALE	5	2 (MLL-UNIV)

TEACHER	YEAR/FORM	A15. CLASS No.	A16. No. OF STUDENTS (Total/Class)	A17. LEVEL	A18. DATE	A19. TIME	A20. DURATION	DURATION (MEAN)	C2.1.	SOCIAL B
A	12TH	A1	6 (8)	6th; 8th	15-05-1998	17:10	35m - 45m	40	Middle class, rural. Lacking reading habits and background knowledge.	1
B	12TH	B2	8 (10)	8th	13-05-1998	10:00	35 - 50m	42,5	Middle class/rural. Parents: primary school education.	1
B	12TH	B3	9 (9)	6th	13-05-1998	10:00	37m - 65m	51	Middle class/rural. Parents: primary school education.	1
C	12TH	C4	4 (4)	6th	20-05-1998	8:15	40m	40	Middle class/low middle class/rural; poor cultural background.	5
D	12TH	D5	5 (5)	8th	22-05-1998	13:05	35m - 40m	37,5	Middle class.	1
D	12TH	D6	12 (14)	6th; 8th	22-05-1998	14:00	55m - 65m	60	Middle class.	1
D	12TH	D7	3 (11)	8th	22-05-1998	17:00	35m - 45m	40	Middle class.	1
E	12TH	E8	13 (15)	6th; 8th	25-05-1998	8:20	50m	50	Urban/rural. 6/8 years of English study.	6
E	12TH	E9	23 (24)	6th; 8th	25-05-1998	9:10	50m	50	Urban/rural.	6
F	12TH	F10	14 (16)	8th	18-05-1998	10:00	45m - 55m (1+30m)	45	Middle class/low middle class. Standard.	5
G	12TH	G11	6 (6)	6th	18-05-1998	10:00	45m - 55m (2+30m)	45	Middle class. Poor to standard background.	1
H	12TH	H12	16 (18)	3rd; 6th; 8th	11-05-1998	9:10	45m (1+15m)	45	Suburban. Three native speakers (S.A; U.K; Australia).	6
H	12TH	H13	12 (12)	6th;8th	11-05-1998	10:00	45m	45	Suburban.	6
I	12TH	I14	15 (18)	6th	13-05-1998	9:00	45m	45	Low-middle class. Suburban area.	2
I	12TH	I15	10 (12)	8th	13-05-1998	11:00	50m	50	Middle class/Rural area.	1
J	12TH	J16	16 (33)	6th; 8th	29-05-1998	15:20	30m - 50m	40	Standard to upper middle class.	4
J	12TH	J17	3 (5) <sup>a)</sup>	6th	29-05-1998	21:45	90m	90	Standard to upper middle class.	4
K	12TH	K18	22 (22)	6th; 8th	27-05-1998	08:50	35 - 50m	42,5	Standard/poor.	1
L	1ST	L19	24 (34)	Intermediate	03-03-1998	10:35	65m	65	Middle class/poor background knowledge (historical; cultural; literary).	1
M	2ND	M20	21 (50) <sup>o</sup>	Upper-Int.	02-03-1998	16:05	44m - 65m	54,5	White middle class/urban. Female (majority).	1

**Note:** <sup>a)</sup>Mature students: evening classes; lyceum

TEACHER	C2.2. COURSE CHOICE	C2.3. a) EFL TEACHING; b) TOURISM INDUSTRY; c) TRANSLATION d) SECRETARIAL WORK; e) JOURNALISM; f) OTHER; g) NO IDEA	2.4. a) UNIVERSITY; b) POLYTECHNICS; c) OTHER; d) QUITTING STUDIES
A	avoid science courses; few: academic purposes.	a; b	a; b; d
B	avoid science courses; preference for Humanities; becoming foreign language teachers.	a; b; e	a; b; d
B	avoid maths; teaching foreign languages.	a; b	a; b; d
C	compulsory subject within the specific area of study.	g	c
D	tourism-related subject; languages: easier to learn.	a; b; c	a; b
D	tourism-related subject; languages: easier to learn.	a; c; f (civil service)	a
D	tourism-related subject; languages: easier to learn.	a; c; f (policeman)	a; b
E	special interest in English.	a; b; e; f (law)	a
E	special interest in English.	a; b; e; f (law)	a
F	avoid science courses; few: special interest in English (those with a previous contact with an English-speaking country).	a; b; f (shop assistant)	a; d
G	avoid science courses; few: special interest in English (those with a previous contact with an English-speaking country).	f (shop assistant)	a; d
H	avoid science courses; few: special interest in English.	b; g	a; b
H	avoid science courses; few: special interest in English.	b; g	a; b
I	avoid science courses.	b	a; b; c (language schools)
I	for academic purposes.	a; b	a
J	for academic purposes.	a; b	a
J	for academic purposes.	a; b	a
K	avoid science courses; few: special interest in English.	a; b; e; f (law)	a; b; c (professional schools)
L	professional reasons.	b	-
M	professional reasons.	a; c; f (conference interpreters)	-

TEACHER	2.5.a) PORTUGUESE	b) GERMAN	c) FRENCH	d) HISTORY	e) LATIN	f) PHILOSOPHY	g) TRANSLATION	h) P. E.	i) COMP. SCIENCE	j) ECONOMICS
A	1		1		1			1		1
B										
B										
C	1	1		1	1	1	1	1		
D	1		1	1	1		1			
D										
D										
E	1	1	1	1	1	1	1	1		
E	1	1	1	1	1	1	1	1		
F	1	1	1	1		1		1	1	1
G	1		1		1	1		1	1	
H	1		1		1	1	1		1	
H	1		1		1	1	1		1	
I	1		1	1		1	1	1		
I	1	1		1		1	1	1		
J	1	1		1	1		1	1		
J	1	1		1	1		1	1		
K	1	1	1	1	1	1		1	1	1
L	1	1	1	2	2	2	2	2	1	2
M	1	1	1	2	2	2	2	2	2	2

TEACHER	k) PSYCHOLOGY/ SOCIOLOGY	l) INT. TO LITERARY STUDIES	m) LIT. (in PORT./ENG./FR./GER.	n) INT. TO THEORETICAL LING.	o) BRIT. STUDIES/AM. LIT.	p) CLASSICAL CULTURE	q) RESEARCH METHODOLOGY
A		2	2	2	2	2	2
B		2	2	2	2	2	2
B		2	2	2	2	2	2
C	1	2	2	2	2	2	2
D		2	2	2	2	2	2
D		2	2	2	2	2	2
D		2	2	2	2	2	2
E		2	2	2	2	2	2
E		2	2	2	2	2	2
F	1	2	2	2	2	2	2
G	1	2	2	2	2	2	2
H	1	2	2	2	2	2	2
H	1	2	2	2	2	2	2
I		2	2	2	2	2	2
I		2	2	2	2	2	2
J	1	2	2	2	2	2	2
J	1	2	2	2	2	2	2
K	1	2	2	2	2	2	2
L	2	1	1	1	2	1	1
M	2	2	1	2	1	1	2

TEACHER	2.6.	FIRST	SECOND	THIRD AND MORE	2.8. ENG. H/WEEK	2.9.1. STDS' DIFFICULTIES IN CLASS	2.9.2. STRENGTHS	2.10. COMPETENCE IN ENGLISH
A	27h/week	8	0	0	4h (level 6)/3h (level 8)	a; b; c; d (reading, topic areas)		false beginners; intermediate.
B		10	2	0	3h	a; b; d (reading comprehension - understanding oral and written texts)	students' intrinsic and extrinsic motivation (class work, homework).	mixed-ability class: intermediate and false beginners (except for 2 native-speakers).
B		8	1	-	4h	a; b	interested in class (though some play truancy, no personal commitment).	average (neither very weak, nor very good).
C	26h	3	1	-	4h (2h+1h+1h)	a; b; d (speaking, reading; writing)		false beginners (low-intermediate).
D	26h				4h (1h x 4)	a; b; c; d (writing)		low-intermediate, false beginners.
D	26h				4h (1h x 4)	a; b; c; d (writing)		low-intermediate, false beginners.
D	26h				4h (1h x 4)	b; d (writing)		low-intermediate, false beginners.
E	26 - 28h	12	1	0	3h (1h x 3)	b; d (writing)		upper-intermediate.
E	26 - 28h	24	0	0	3h (1h x 3)	b; d (writing)		low-intermediate to intermediate.
F	25h	16	0	0	3h	a; b; c; d (writing)	stds taking History find it easier to cope with the English syllabus; oral competence.	mixed-ability class (poor writing skills).
G	25h	5	1	0	4h (2h+1h+1h)	a; b; c; d (writing)	stds taking History find it easier to cope with the English syllabus; oral competence.	oral: fair to reasonably good; written: poor to average.
H	26 - 27h	16	2	0	3h/4h (2h+1h)	c; d (writing skills)		intermediate to upper-intermediate (oral fluency but with difficulties with writing).
H	26 - 27h	9	2	1	3h/4h (2h+1h)	c; d (writing skills)		mixed-ability (intermediate to upper-intermediate).
I	25h	14	4	0	4h (2h+1h+1h)	a; b; c; d (reading, writing)	oral fluency.	difficulties with reading due to laziness.
I	25h	10	2	0	3h (1h x 3)	a; b; c; d (reading, writing)	oral fluency.	mixed ability class (with 2 native-speakers).
J	25h	19	1	0	3h (1h x 3)	a; b; d (writing)		intermediate to upper-intermediate (with 4 native-speakers).
J	12h	5	0	0	3h (1h x 3)	a; b; d (writing)		intermediate to upper-intermediate (with 4 native-speakers).
K	26h	21	1	0	4h (1h x 4)	a; b; d (writing)		low to upper-intermediate (some attend private language schools).
L	26 (variable)	22	8	4	6 (2h x 3)	a; b; c; d (writing)	oral fluency.	low written competence, but good oral competence.
M	26 (variable)				3 (1h+2h)	a; b; d (writing)	oral fluency.	low written competence, but good oral competence.

TEACHER	2.11. STUDENTS' COMMITMENT IN CLASS	3.1. THE COURSE AND THE INSTITUTION	3.2	(DO YOU FOLLOW THE NATIONAL SYLLABUS?) WHY/WHY NOT?
A	cooperative.	Very important.	yes	I have to.
B	interested in class activities; participation is active.	There are 3 classes attending group 4 which makes me think that this course deserves some importance in this institution.	yes	(...) because there is a final national examination at the end of the 12th form and we <i>must</i> prepare our students for that reason.
B	interested in class-work activities; poor participation.	A great percentage of the 12th form students is in the Group 4 (3 classes out of 10) so I think that everyone sees a certain importance in the course.	yes	(...) because there is a final national examination at the end of the 12th form and we <i>must</i> prepare our students for that reason.
C	hardworking but have difficulties with curriculum requirements.	Major importance because this specific group of students belongs to the Humanities area.	yes	I have to for examination purposes.
D	poor participation.	Too demanding as far as the contents of the syllabus are concerned.	yes	(...) because 12th graders are evaluated at a national level.
D	poor participation.	Too demanding as far as the contents of the syllabus are concerned.	yes	(...) because 12th graders are evaluated at a national level.
D	poor participation.	Too demanding as far as the contents of the syllabus are concerned.	yes	(...) because 12th graders are evaluated at a national level.
E	some research skills; lack of participation and initiative.	Another course.	no	(...) lack of time.
E	some research skills; lack of participation and initiative.	Another course.	no	(...) lack of time.
F	no study skills; lack of participation and initiative.	Minor subject.	yes	(...) because of the final examination.
G	no study skills; lack of participation and initiative.	Minor subject.	yes	One <i>must</i> follow the national syllabus as students are submitted to a final national examination.
H	motivated; autonomous work; hard-working; responsible.	Major importance.	yes	I do for curriculum impositions and immediate assessment - national examinations.
H	low-competent students make an effort to catch up.	Major importance.	yes	I do for curriculum impositions and immediate assessment - national examinations.
I	involved; hard-working (attempt to overcome difficulties).	Seriously taken.	yes	I have to.
I	involved; learning English for pleasure; some moments of humour in class.	Seriously taken.	yes	I have to.
J	eager to participate in class activities; do homework regularly; interested in the learning process.	Most of us have different opinions. I think it is too much based on History and it lacks day-to-day events.	yes	Students have an examination.
J	eager to participate in class activities; do homework regularly; interested in the learning process.	Most of us have different opinions. I think it is too much based on History and it lacks day-to-day events.	yes	Students have an examination.
K	some work hard and are interested, but others hardly work.	Often as a minor profile.	yes, thoroughly	Considering national exams, I must.
L	interested class on the whole.	Languages are generally seen as minor courses when compared to Literature, Culture or Linguistics.	no	At university level, teachers have teaching autonomy and design their own syllabi.
M	engaged, in spite of language difficulties.	As part of normal curriculum.	no	There is no national syllabus neither at UMa nor at other Portuguese universities.

TEACHER	3.3. TEACHERS COPING WITH CURRICULUM IMPOSITIONS AND STDS' NEEDS	3.4.1. REFORM IMPLEMENTATION: COURSE/FORM	3.4.2. REFORM IMPLEMENTATION: STDS' LANGUAGE COMPETENCE
A	Sometimes it is difficult.	too demanding and long for the time available.	students find it difficult to catch up.
B	It's hard on account of the length and complexity of the curriculum itself. There is a lot of pressure on both students and teachers and some of their basic learning needs can not be overcome.	too long; too much history and culture and not enough language practice.	...because of the importance given to history and culture, students' linguistic competence, fluency and accuracy is not improved.
B	It's hard on account of the length and complexity of the curriculum itself. There is a lot of pressure on both students and teachers and some of their basic learning needs can not be overcome.	too long; too much history and culture and not enough language practice.	because of the importance given to history and culture, students' linguistic competence, fluency and accuracy is not improved.
C	I try to foster grammar study as autonomous work because the pre-requisites of the syllabus have to be fulfilled.	ambitious.	beyond their own language competence.
D	It is almost impossible due to the extension of the curriculum.	teachers and students should have been better prepared in order to cope with curriculum requirements.	after recent reforms: students have no chance to improve their language competence.
D	It is almost impossible due to the extension of the curriculum.	teachers and students should have been better prepared in order to cope with curriculum requirements.	after recent reforms: students have no chance to improve their language competence.
D	It is almost impossible due to the extension of the curriculum.	teachers and students should have been better prepared in order to cope with curriculum requirements.	after recent reforms: students have no chance to improve their language competence.
E	Topic areas are covered in class based on students' own research so that grammar and other skills are promoted.	too demanding for the time available; it is possible if one selects the material to cover all the topic areas.	limited time to concentrate on students' own needs.
E	Topic areas are covered in class based on students' own research so that grammar and other skills are promoted.	too demanding for the time available; it is possible if one selects the material to cover all the topic areas.	limited time to concentrate on students' own needs.
F	The curriculum is too demanding and extensive and doesn't meet students' own needs.	too long, regarding the time available.	texts such as Shakespeare's plays are too difficult and not appealing to students' likes and needs.
G	The curriculum is too demanding and long; it doesn't meet students' personal needs.	too long regarding time available.	texts such as Shakespeare's plays are too difficult and not appealing to students' likes and needs.
H	Negotiation; responsible teaching promoting research work in class followed by debate.	unefficient.	demanding; grammar instruction given in chunks, overlooking the students' own needs.
H	Negotiation; responsible teaching promoting research work in class followed by debate.	unefficient.	demanding; grammar instruction given in chunks, overlooking the students' own needs.
I	Heavy curriculum impositions necessarily influence patterns of teaching and some stds are not provided with enough feedback material for time limitations as well.	too demanding; do not meet students' needs.	time limitations to meet students' needs; curriculum impositions and final assessment.
I	Heavy curriculum impositions necessarily influence patterns of teaching and some stds are not provided with enough feedback material for time limitations as well.	too demanding; do not meet students' needs.	time limitations to meet students' needs; curriculum impositions and final assessment.
J	It is so difficult that I sometimes have the feeling that something is being left behind.	curriculum is too difficult for students to follow; exam scores are not consistent with syllabus requirements: 10 points for reading comprehension + 10 points for novel studied.	curriculum does not allow students to improve their language competence.
J	It is so difficult that I sometimes have the feeling that something is being left behind.	curriculum is too difficult for students to follow; exam scores are not consistent with syllabus requirements: 10 points for reading comprehension + 10 points for novel studied.	curriculum does not allow students to improve their language competence.
K	Even though it is not an easy task, I try to make them converge.	poorly done; teachers were left with no support of any kind.	reforms demand and expect too much.
L	Remedial work is done in the first semester in order to bridge the gap between Secondary School and threshold level.	nothing changed.	stress on communicative approach to language teaching/ learning proved ineffective for written skills.
M	Self-designed curriculum aiming at the improvement of stds' cultural and literary awareness.	the new curriculum designed at UMa reduced stds' opportunities to achieve a broader cultural awareness.	stress on communicative approach to language teaching/ learning proved ineffective for written skills.

TEACHER	3.4.3. REFORM IMPLEMENTATION: STDS' FUTURE NEEDS	3.4.4. REFORM IMPLEMENTATION: OTHER ASPECTS	3.5. TEACHERS' INSTRUCTION - PATTERNS OF TEACHING IN THE INSTITUTION
A	implementation of syllabus; to cover most topic areas to be assessed in the national examinations.		Research skills, awareness of different resource materials: encyclopedias, web-sites, dictionaries, media texts.
B	students need better preparation in terms of language structure and knowledge of content areas to be able to cope with forthcoming examinations and university studies.		I try to involve other teachers from other subjects in the process. Sometimes it is quite helpful to exchange information with other colleagues. I may influence what they teach rather than other patterns of teaching in other fields of study.
B	students need better preparation in terms of language structure and knowledge of content areas to be able to cope with forthcoming examinations and university studies.		I try to involve other teachers from other subjects in the process. Sometimes it is quite helpful to exchange information with other colleagues. I may influence what they teach rather than other patterns of teaching in other fields of study.
C	curriculum design overlooks students' future needs (especially if English is studied for academic purposes).	overemphasis on quantity and the historical and cultural background.	No, it is impossible.
D	the educational system should take into account the actual job market.		According to my own experience teachers choose different strategies in order to meet students' needs and cope with the national curriculum.
D	the educational system should take into account the actual job market.		According to my own experience teachers choose different strategies in order to meet students' needs and cope with the national curriculum.
D	the educational system should take into account the actual job market.		According to my own experience teachers choose different strategies in order to meet students' needs and cope with the national curriculum.
E	this syllabus solely aims at overcoming students' future academic needs.		To establish a common research framework.
E	this syllabus solely aims at overcoming students' future academic needs.		To establish a common research framework.
F	syllabus terribly out of context regarding students' future careers.	teaching/learning process is a burden for teachers and students; the syllabus implementation overlooks creativity and pleasure - essential elements in the teaching process.	No! In the former curriculum students had 3 subjects. With the implementation of the new curriculum there's an overload of subjects and S' free time is somewhat limited. The exaggerated requirements imposed by the syllabus, much more exam-oriented.
G	syllabus terribly out of context regarding students' future careers.	teaching/learning process is a burden for teachers and students; the syllabus implementation overlooks creativity and pleasure - essential elements in the teaching process.	No! In the former curriculum students had 3 subjects. With the implementation of the new curriculum there's an overload of subjects and S' free time is somewhat limited. The exaggerated requirements imposed by the syllabus, much more exam-oriented.
H	little time to promote creative work outside classroom.	up to the 11th form, this school promotes an annual cultural event based on a chosen author: all subjects try to cooperate.	Much listening as a shared activity; reflective teaching/learning; continuous assessment with prompt feedback; cultural and historical background before tackling some literary texts.
H	little time to promote creative work outside classroom.	up to the 11th form, this school promotes an annual cultural event based on a chosen author: all subjects try to cooperate.	Much listening as a shared activity; reflective teaching/learning; continuous assessment with prompt feedback; cultural and historical background before tackling some literary texts.
I	exam-oriented.		different compartment.
I	exam-oriented.		different compartment.
J	to develop their skills and grammar structures - language manipulation.	there should be more time to spend/teach the students; curriculum should consider today's world and prepare students for the future.	Sometimes I help other teachers when they ask me for an opinion. We also exchange the work/activities we do/prepare for our students.
J	to develop their skills and grammar structures - language manipulation.	there should be more time to spend/teach the students; curriculum should consider today's world and prepare students for the future.	Sometimes I help other teachers when they ask me for an opinion. We also exchange the work/activities we do/prepare for our students.
K	overlooked.		No influence.
L			
M	teaching/learning of languages should have a focus on linguistics.	greater need for students' endeavour on extra-class reading and research to complement the lectures at the university.	I hope so, specially cultural and literature subjects.

TEACHER	4.1.	4.1.1. MANUAL	4.1.2. CHOICE OF MANUAL	WHY/WHY NOT?	4.2.1. PRESCRIBED INTENSIVE READING
A	yes	<i>Prime Time</i> by Margarida Vilela, Porto Editora.	department policy.		
B	yes	<i>Prime Time</i> by Margarida Vilela, Porto Editora.	the teachers of English especially those in charge of Secondary School levels (acquainted with the syllabus).	textbook availability at school.	texts from manuals (various authors); other selected texts (various authors).
B	yes	<i>Prime Time</i> by Margarida Vilela, Porto Editora.	the teachers of English especially those in charge of Secondary School levels (acquainted with the syllabus).	textbook availability at school.	texts from manuals (various authors); other selected texts (various authors).
C	yes	<i>Aerial</i> by Emilia Gonçalves, Aerial.	department policy.		
D	yes	<i>Prime Time</i> by Margarida Vilela, Porto Editora.	department policy.		
D	yes	<i>Prime Time</i> by Margarida Vilela, Porto Editora.	department policy.		
D	yes	<i>Prime Time</i> by Margarida Vilela, Porto Editora.	department policy.		
E	yes	<i>Aerial</i> by Emilia Gonçalves, Aerial.	department policy.	It covers the major topic areas of the syllabus.	<i>The Crying of Lot 49; Look Back in Anger</i> ; literary excerpts by William Shakespeare.
E	yes	<i>Aerial</i> by Emilia Gonçalves, Aerial.	department policy.	It covers the major topic areas of the syllabus.	<i>The Crying of Lot 49; Look Back in Anger</i> ; literary excerpts by William Shakespeare.
F	yes	<i>Prime Time</i> by Margarida Vilela, Porto Editora.	the English department.	The same textbook (1 and 2) was adopted in the previous forms. Furthermore, there were only 2 textbooks available in the Portuguese publishing market.	excerpts (cross-cultural and cross-period).
G	yes	<i>Prime Time</i> by Margarida Vilela, Porto Editora.	the English department.	The same textbook (1 and 2) was adopted in the previous forms. Furthermore, there were only 2 textbooks available in the Portuguese publishing market.	excerpts (cross-cultural and cross-period).
H	no			most textbooks follow the national syllabus but overlook both the national examination and its requirements and stds' varied language, cultural and literary competence.	a wide range of literary excerpts (cross-period; canonical/non-canonical); <i>Prime Time</i> , 11th Form; <i>Meanings</i> , 10th Form.
H	no			most textbooks follow the national syllabus but overlook both the national examination and its requirements and stds' varied language, cultural and literary competence.	a wide range of literary excerpts (cross-period; canonical/non-canonical); <i>Prime Time</i> , 11th Form; <i>Meanings</i> , 10th Form.
I	yes	<i>Aerial</i> by Emilia Gonçalves, Aerial.	teachers of English.	group policy.	
I	yes	<i>Aerial</i> by Emilia Gonçalves, Aerial.	teachers of English.	group policy.	
J	yes	<i>Aerial</i> by Emilia Gonçalves, Aerial.	a group of English teachers.		excerpts (10th Form).
J	yes	<i>Aerial</i> by Emilia Gonçalves, Aerial.	a group of English teachers.		excerpts (10th Form).
K	yes	<i>Prime Time</i> by Margarida Vilela, Porto Editora.	the department.	(...) it was the only one available at school.	excerpts (ranging from History books, culture, encyclopaedia sources).
L	no			I like to provide my own material according to students' needs.	<i>Cal</i> , Bernard MacLaverty; <i>The Longest Memory</i> , Fred d'Aguiar; all types of texts (ranging from adverts to recipes, journalese, legal English, instructions, etc.).
M	no			The subject is not adequate to such purpose. Cultural studies = umbrella like.	<i>Utopia</i> , Sir Thomas More; <i>New Atlantis</i> , Sir F. Bacon; 2nd Treatise, J. Locke; <i>Rights of Man</i> , T. Paine; <i>Rights of Woman</i> , M. Wollstonecraft.

TEACHER	4.2.2 PRESCRIBED EXTENSIVE READING	NATIONAL CURRIC.	DEPT. POLICY	STDS' CHOICE	STDS' NEEDS	STDS' INTERESTS	TEACHER'S SYLLABUS	SPECIFIC TOPIC AREA
A	<i>Hamlet</i> , William Skakespeare.	1	1					
B	<i>Hamlet</i> , W. Shakespeare; short-stories (various).	1	1					
B	<i>Hamlet</i> , W. Shakespeare; short-stories (various).	1	1					
C	<i>Hamlet</i> ; <i>Great Gatsby</i> .	1	1					
D	<i>Hamlet</i> , W. Shakespeare; <i>Incidents in the Life of a Slave Girl</i> , H.A Jacobs; <i>All My Sons</i> , Arthur Miller; 1955, Alice Walker.	1	1					
D	<i>Hamlet</i> , W. Shakespeare; <i>Incidents in the Life of a Slave Girl</i> , H.A Jacobs; <i>All My Sons</i> , Arthur Miller; 1955, Alice Walker.	1	1					
D	<i>Hamlet</i> , W. Shakespeare; <i>Incidents in the Life of a Slave Girl</i> , H.A Jacobs; <i>All My Sons</i> , Arthur Miller; 1955, Alice Walker.	1	1					
E	<i>Hamlet</i> , W. Shakespeare; <i>Incidents in the Life of a Slave Girl</i> , H.A Jacobs; <i>All My Sons</i> , Arthur Miller (11th form); "Lamb to the Slaughter" (10th form).	1	1					
E	<i>Hamlet</i> , W. Shakespeare; <i>Incidents in the Life of a Slave Girl</i> , H.A Jacobs; <i>All My Sons</i> , Arthur Miller (11th form); "Lamb to the Slaughter" (10th form).	1	1					
F	<i>King Henry V</i> (12th form); <i>All My Sons</i> , Arthur Miller (11th form); "Lamb to the Slaughter" (10th form)	1	1					to portray the Tudor Dynasty.
G	<i>King Henry V</i> (12th form); <i>All My Sons</i> , Arthur Miller (11th form); "Lamb to the Slaughter" (10th form).	1	1					to portray the Tudor Dynasty.
H	short-stories (Chaucer; Lewis Carroll); <i>Hamlet</i> , William Shakespeare.	1		1			1	documents (ff. handouts) according to topic area.
H	short-stories (Chaucer; Lewis Carroll); <i>Hamlet</i> , William Shakespeare.	1		1			1	documents (ff. handouts) according to topic area.
I	<i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs (Obs: No other books read previously for time limitations).	1	1					
I	<i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs (Obs: No other books read previously for time limitations).	1	1					
J	<i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs (12th form).	1	1					American History/Culture (slavery).
J	<i>Incidents in the Life of a Slave Girl</i> , Harriet Jacobs (12th form).	1	1					American History/Culture (slavery).
K	<i>Hamlet</i> ; <i>All My Sons</i> , A. Miller; short-stories.	1	1					
L	<i>Cal</i> , Bernard MacLavery; <i>The Longest Memory</i> , Fred d'Aguiar; all types of texts (ranging from adverts to recipes, journales, legal English, instructions, etc.); a wide range of short-stories.		1				1	
M	<i>Notes</i> , T.S. Elliot; <i>Murder in the Cathedral</i> ; <i>Wealth of a Nation</i> , A. Smith; <i>Piers the Ploughman</i> ; <i>Bede</i> , Ecc. Hist; <i>Beowulf</i> ; "Essay on Human Understanding", Locke; <i>Leviathan</i> , T. Hobbes.	1					1	

TEACHER	OTHER	4.4. READING MATERIAL AND THE EFL TEACHING/LEARNING	4.5. CURRICULUM IMPOSITIONS/TIME LIMITATIONS/READING MATERIAL
A		Only as a guide, not to be followed thoroughly. The prescribed literary text does not meet my students' interests, language competence or background knowledge.	I have to spend much time providing the students with literary and historical knowledge before reading the novel carefully in class; covering the major guidelines advised by the local committee of teachers for marking purposes.
B		To a certain extent they are valuable tools; however it is hard to cope with lack of time; suggested further reading is overlooked; some activities are repetitive.	It's extremely difficult to cope with all these aspects especially because we have to cover the long and complex syllabus within a short period of time (80h to 110h). A careful analysis of extensive reading material is not feasible.
B		To a certain extent they are valuable tools; however it is hard to cope with lack of time; suggested further reading is overlooked; some activities are repetitive.	It's extremely difficult to cope with all these aspects especially because we have to cover the long and complex syllabus within a short period of time (80h to 110h). A careful analysis of extensive reading material is not feasible.
C		<i>Hamlet</i> is beyond students' language competence and needs.	The extensive reading was tackled in detail; The textbook is only used as a guide coupled with <i>Prime time</i> .
D		Only because they provide the students with a better knowledge of the English language (language variety and change).	The study in depth of the themes/reading material is not possible. So only a superficial approach is carried out.
D		Only because they provide the students with a better knowledge of the English language (language variety and change).	The study in depth of the themes/reading material is not possible. So only a superficial approach is carried out.
D		Only because they provide the students with a better knowledge of the English language (language variety and change).	The study in depth of the themes/reading material is not possible. So only a superficial approach is carried out.
E		Both contribute to students' knowledge of the English language and culture but other texts are needed to complement them.	Through negotiation and motivation apart from personal interests on a particular theme such as music.
E		Both contribute to students' knowledge of the English language and culture but other texts are needed to complement them.	Through negotiation and motivation apart from personal interests on a particular theme such as music.
F	There was a video available at school.		Not with our students' language competence. There is not enough time to read any book in the depth as stds' need a cultural background on the period depicted in the literary text, different from stds' reality, before being involved with the world...
G	There was a video available at school.	No, bearing in mind our students' poor language competence.	There is not much time to read any book in depth as students need a cultural background on the period depicted in the literary text, completely different from students' reality, before being involved with the world of discourse.
H		Yes, they provide a wide range of information - cultural background.	Students are responsible for their own syllabus - cooperative teaching/learning activities - autonomous work.
H		Yes, they provide a wide range of information - cultural background.	Students are responsible for their own syllabus - cooperative teaching/learning activities - autonomous work.
I		No. It is impossible to teach the language with its multiple components including topic areas imposed by the national curriculum, specially because Ss are submitted to a national exam.	We just have 15 hours (lessons) to tackle the literary text.
I		No. It is impossible to teach the language with its multiple components including topic areas imposed by the national curriculum, specially because Ss are submitted to a national exam.	We just have 15 hours (lessons) to tackle the literary text.
J		Books are always valuable. However, a better choice would have been more convenient. Students would be more motivated to learning.	It is really a struggle to be able to cope with curriculum requirements. Nevertheless, I think the main goals have been achieved.
J		Books are always valuable. However, a better choice would have been more convenient. Students would be more motivated to learning.	It is really a struggle to be able to cope with curriculum requirements. Nevertheless, I think the main goals have been achieved.
K	According to the choice made at school.	Yes and no. The textbook is useful, though it only covers a limited part of the contents (historical); the extensive reading is very difficult for the students to cope with.	By trying to use the students' co-operation (homework, research) and trying to come out of it as well as possible.
L	A choice of short contemporary novels.	Yes, they provide the students with a challenging interface between language/literature and culture.	Intensively: students are asked to present oral work on the chapters and then selected passages are analysed in class in detail. Extensively: students are asked to read the novels on their own for pleasure.
M		Yes, they provide the students with a challenging interface between language/literature and culture.	Attempt to cover major issues to provide basic guidance for students' further reading and improvement.

TEACHER	4.6.1. MATERIAL: STRENGTHS	4.6.2 MATERIAL: WEAKNESSES
A		Creativity shared both by teachers and students alike is limited by a long and complex syllabus (follow the textbook and compulsory extensive reading).
B	Both manual and <i>Hamlet</i> are good resource material to develop students' cultural awareness.	Students do not improve their reading and writing skills (the same difficulties even in Portuguese); final examinations are far beyond the activities suggested throughout the course.
B	Both manual and <i>Hamlet</i> are good resource material to develop students' cultural awareness.	Students do not improve their reading and writing skills (the same difficulties even in Portuguese); final examinations are far beyond the activities suggested throughout the course.
C		The original version of <i>Hamlet</i> is out of context and difficult to be perceived by students who don't have the basic knowledge of the English contemporary language.
D	the textbook offers a wide range of texts on each topic as well as grammar structures.	Concerning <i>Hamlet</i> : too difficult for the students to cope with the aims set by the curriculum.
D	the textbook offers a wide range of texts on each topic as well as grammar structures.	Concerning <i>Hamlet</i> : too difficult for the students to cope with the aims set by the curriculum.
D	the textbook offers a wide range of texts on each topic as well as grammar structures.	Concerning <i>Hamlet</i> : too difficult for the students to cope with the aims set by the curriculum.
E	useful guidelines but not to be followed thoroughly.	They don't cover all the areas.
E	useful guidelines but not to be followed thoroughly.	They don't cover all the areas.
F	Textbook was used as a guide for further research work.	Too repetitive and mechanical design (layout).
G	Textbook was used as a guide for further research work.	Too repetitive and mechanical design (layout).
H	resource material.	Writing essays; note-taking; outline.
H	resource material.	Writing essays; note-taking; outline.
I	It might be a valuable tool if used only as a resource book as it provides the stds with a general background knowledge for the required topic areas be it historical, cultural and literary ones. The literary excerpts are read for the general content.	Most excerpts presented in the textbook are abridged and adapted which does not happen in the texts for the exams.
I	It might be a valuable tool if used only as a resource book as it provides the stds with a general background knowledge for the required topic areas be it historical, cultural and literary ones. The literary excerpts are read for the general content.	Most excerpts presented in the textbook are abridged and adapted which does not happen in the texts for the exams.
J	They provide the teachers with some guidance. The structure and layout is mechanical and repetitive.	Wh-questions; Same reading strategy and text approach.
J	They provide the teachers with some guidance. The structure and layout is mechanical and repetitive.	Wh-questions; Same reading strategy and text approach.
K	They constitute very useful backup material both for the teacher and students.	The fact that the textbooks do not always provide the necessary information.
L	Authentic texts that provide the students with language awareness.	
M	Basics for full understanding of British, American and Western Civilisation.	Stds' difficulties while following more complex cultural issues due to lack of language proficiency.

## IV. 12TH FORM NATIONAL EXAMINATION SAMPLES

### Copy 1: Sample 527 (Including Marking Guidelines)

PONTO 527/4 Págs.

## EXAME NACIONAL DO ENSINO SECUNDÁRIO

Cursos Complementares Nocturnos — Liceal e Técnicos

Duração da prova: 120 minutos  
1998

1.ª FASE  
1.ª CHAMADA

### PROVA ESCRITA DE INGLÊS

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Material admitido: dicionários unilingues e/ou bilingues.

#### I

A. Read the text below to get its main ideas. Then say whether the following sentences are true (T) or false (F).

1. Except for some minor details, everything was ready in time for the debut of the BBC's 24-hour news channel.
2. The writer thinks that nowadays many media don't distinguish important issues from frivolous matters.
3. The first programme to be broadcast was the 6 o'clock news.
4. The presenters tried to convey an image of good-humour and casualness.
5. According to the writer, this channel succeeds in being different from the others.

#### NEW CHANNEL GOES ON THE AIR

It had been such a rush getting everything ready in time for the BBC's 24-hour news channel that poor Gavin Esler didn't even have time to put on his jacket. Other presenters and reporters were without their ties. Then it was clear that all this casualness was part of the current media vogue to dress serious news in dress-down-Friday clothing in the hope  
5 viewers might be seduced into thinking that a serious studio discussion about, say, the future of NATO might at any moment bring the Spice Girls.

Esler (button-down, dark blue shirt, striped tie) was a good choice as debut presenter – unaffected voice with a pleasant, smiley demeanour. The studio we could see behind him was a jangle of colour. There were slashes of orange, and blue, and yellow, and red, all over  
10 the walls, as if the BBC bosses couldn't make up their mind on the right colour and the decorators had splashed on several test patches of paint to help them towards a decision.

Also visible to viewers were the staff producing the show, which is a disconcerting work environment for most journalists. Diligent viewers will be able to clock how long everyone takes for lunch, and lip-readers will be able to understand newsroom conversations.

15 But for a round-the-clock news channel promising to bring us "the whole picture, the whole time", it was a jolt to discover that the first image shown on News 24 at 5.30pm was in black and white and showed someone firing a mortar, making one wonder if the "24" in

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News 24 referred not to 24-hour news, but 1924 news.

But it was just the start of a half-hour programme promoting the new channel. Then came  
20 interviews with the presenters, with Esler telling us: "We're not going to be stuffy. We're not  
going to be pompous, we might even be fun." Another of the presenters said the great thing  
was that they would now be able to put in all those bits of a story that normally get left out.  
Oh dear.

This may be the biggest challenge facing News 24. Teething troubles seemed to have  
25 been sorted out by the time Esler came on screen at 6pm with the words, "Hello and welcome  
for the first time to BBC News 24. I'm Gavin Esler". But there is only so much news in the  
world. The first report was about the US-Iraq showdown. The second was on the CBI's\*  
criticism of William Hague's ruling out of a single currency for ten years. The third was the  
Queen Mother at the Cenotaph. Then, all of a sudden, it was time for "the headlines at 6.17",  
30 which — surprise, surprise — were Iraq, the CBI and the Queen Mother.

Anyone who has watched the BBC will be familiar with most of the faces and the tone of  
voice. The fact that it was so unsensational was a triumph — although after only 90 minutes  
yesterday evening, the same items were already on air again.

\* CBI – Confederation of British Industry

The Times

November 10 1997 (abridged)

**B. Complete the following sentences with information from the text. Use your own words.**

1. The studio behind the presenters didn't please the writer of the article as \_\_\_\_\_.
2. Being visible to viewers \_\_\_\_\_.
3. The biggest challenge faced by News 24 seems to be \_\_\_\_\_.
4. The US-Iraq showdown, the CBI's criticism of William Hague and the Queen Mother were \_\_\_\_\_.

**C.**

**1. Find equivalents in the text for the words below (paragraphs 3 and 4)**

- 1.1. meticulous
- 1.2. measure
- 1.3. shock
- 1.4. think

V.S.F.F.

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**2. Complete each of the following sentences starting them as suggested below.**

2.1. Gavin Esler was a good choice as a debut presenter.

Gavin Esler was well \_\_\_\_\_.

2.2. It was the start of a half-hour programme promoting the new channel.

It was the start of a half-hour programme for the \_\_\_\_\_.

2.3. He said: "We're not going to be stuffy. We're not going to be pompous."

He said that they \_\_\_\_\_.

2.4. Anyone who has watched the BBC will be familiar with most of the faces.

You will be familiar with most of the faces if you \_\_\_\_\_.

**D. Answer the following questions in about 20-25 words each. Use your own words.**

1. Why is Gavin Esler considered a good choice for the debut? (lines 7, 8)

2. Explain what is meant by "but there is only so much news in the world." (lines 26-27)

3. Do you think the writer enjoyed the first day of BBC's 24-hour news channel? Refer to the text to justify your answer.

**II**

**Choose ONE of the topics below and write about 120 words on it.**

1. Quality TV or popular TV? Is there really an opposition? Can't we have a TV that is both serious and entertaining?

2. Write your own appraisal of a television programme of your choice.

**FIM**

**COTAÇÕES**

- I**
- A. ....(5 × 5) ..... 25 pontos
  - B. ....(4 × 7) ..... 28 pontos
  - C. 1. ....(4 × 3) ..... 12 pontos
  - C. 2. ....(4 × 8) ..... 32 pontos
  - D. ....(3 × 16) ..... 48 pontos
- II**
- 1 ou 2 ..... 55 pontos
- 
- TOTAL ..... 200 pontos**

3. Complete the following sentences with information from the text. Use your own words.

1. The studio behind the presenters didn't please the writer of the article as .....
2. Being visible to viewers .....
3. The biggest challenge faced by News 24 seems to be .....
4. The US-Iraq showdown, the CBI's criticism of William Hague and the Queen Mother were .....

4. Find equivalents in the text for the words below (paragraphs 3 and 4)

- 1.1. meticulous
- 1.2. measure
- 1.3. shook
- 1.4. think

V.S.F.F.

Copy 2: Sample 826 (Including Marking Guidelines)

PONTO 826/4 Págs.

EXAME NACIONAL DO ENSINO SECUNDÁRIO

12.º Ano de Escolaridade — Via de Ensino

(2.º, 3.º e 4.º cursos)

Cursos Gerais e Cursos Tecnológicos (Dec.-Lei n.º 286/89, de 29 de Agosto)

— Alunos a quem foi leccionado o programa da Via de Ensino

Duração da prova: 120 minutos

1998

1.ª FASE

1.ª CHAMADA

PROVA ESCRITA DE INGLÊS  
(NÍVEL INFERIOR)

Material admitido: dicionários unilingues e/ou bilingues.

I

- A. After reading through the passage below, choose an appropriate title for it and justify your choice.  
Write no more than 35 words.

TEXT

Immigrant youth has it worst. When eight-year-old Adama and his best friend Dramen have finished tearing round the car park, playing *Miami Vice* with make-believe plantain revolvers, they go and sit on a wall and talk about what they want to be when they grow up.

Dramen beats his chest proudly and says: "I'm going to be a cop." But his train of thought is interrupted by his friend who starts laughing out loud as though Dramen has said something really funny.

"You can't be a cop," he giggles. "You're black. They won't like you." A look of confusion floods into the eyes of the would-be policeman. It is the same look that Adama had in his eyes earlier on when the tearaways were talking about what their fathers did for a living.

Dramen, always to the point, announced that his father was a dustman. When Adama said that his father worked at the town hall, it was Dramen's turn to burst out laughing. "That means he's a dustman, too!" he chuckled, and both boys ran off to play.

In Sarcelles, a place where many white Parisians fear to tread, an eight-year-old learns fast that there's something not quite right about being black. In every city in the world there is a place where taxi drivers refuse to go. Sarcelles is Paris's portrait in the attic.

Forty-five minutes north of Paris on the RER railway line, Sarcelles has a population of 60,000 and has the largest number of ethnic groups in any city in France, claiming 60 different nationalities.

In the 1960s, tower blocks were built to accommodate the foreign influx to France and the whites began to move out. Today Sarcelles is home for a community characterised by racial ostracism, anger and, overwhelmingly, its youth.

Crack cocaine is a big problem. Although the majority of local people are not crack addicts, the crime the crack spawns among users leaves the entire estate in more or less constant fear. There is very little money and little prospect of any to be come by legitimately. A youth worker estimated unemployment at 70 per cent, and the local shopping centre closed its doors earlier this year. There is little for young people to do.

If the boys at the Valéry Watteaux youth centre get to rap, play football and be rowdy and loud, the girls are patronised. The only activities specially designated for them are "beauty

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classes". If it's hard being a young black man in the suburbs, then it's even more frustrating  
30 being a young black woman.

Adeline, a 20-year-old, and her friends, most of whose parents are from the Antilles, all say they want jobs. But Nodile, also 20, says discrimination is par for the course – not only because of their colour but also because of where they live.

35 She says: "I applied for a job in Pont de Sèvres [the chic Parisian suburb famous for its haute bourgeois residents] and you should have seen the look on their face when I told them I was from Sarcelles."

The girls all believe that America is the real land of human rights. Nodile says she has heard that blacks have good jobs there. "They treat you with more respect," she whispers.

*The European*  
August, 1997

**B.**

**1. Use the context to decide on the meaning of the following expressions.**

- a. "his train of thought..." (l. 4)
- b. "always to the point..." (l. 10)
- c. "Paris's portrait in the attic." (l. 15)
- d. "the crime crack spawns..." (l. 23)
- e. "to be come by..." (l. 24)
- f. "the girls are patronised." (l. 28)

**2. Complete these sentences with information from paragraphs 5-11.**

- a. Sarcelles is a fear-inspiring place for Parisians which teaches...
- b. Being a place where so many different nationalities coexist, it is natural that...
- c. Drugs and unemployment are responsible...
- d. Although the boys' future is hard...
- e. This happens not only...

**C. Answer these questions using between 25 and 40 words each, in your own words as much as possible.**

1. How do you view the future of this youth?
2. What other social problems derive from the bleak situation experienced by young immigrants?
3. What do you think could be done to improve these people's situation?

**D. Rewrite the sentences below, without changing their meaning and beginning them as suggested.**

1. Adama said: "Dramen, you can't be a cop. You're black. They won't like you."  
Adama told...
2. The girls all believe that America is the real land of human rights.  
America...

**V.S.F.F.**

826/3

II

**Nota:** O tópico A e o tópico C constituem a alternativa para os examinandos pertencentes aos Novos Planos Curriculares (3 H/S).  
O tópico A e o tópico B constituem a alternativa para os examinandos pertencentes aos Novos Planos Curriculares (4 H/S) e para os examinandos provenientes do 12.º Ano de Escolaridade – Via de Ensino (2.º, 3.º e 4.º Cursos)

Write 120-150 words on ONE of the following topics, either A. or C. or A. or B.

A.

Today Sarcelles is home for a community characterised by racial ostracism, anger and, overwhelmingly, its youth.

*quoted from the passage*

How do you think this situation can change? Is it a matter of government policies or a complete change in mentalities?

B.

Discuss the topic of “discriminating attitudes” referring to opposing social groups in the novels you’ve read:

F. Scott Fitzgerald’s *The Great Gatsby*

or

B. MacLaverty’s *Cal*

C.

The day may well come when home satellite receivers can be sold for a fraction of their already low price... This cross-communication, however, threatens the “national identity” that governments seek to preserve and propagate for their self-serving purposes.

*POWER SHIFT, Alvin Toffler*

Xenophobic attitudes regarding imported culture are a major concern nowadays and have been used as an alibi for prejudice. **Do you believe it is a real threat to a nation’s identity? Account for your opinion.**

FIM

**COTAÇÕES**

classes". If it's hard being a young black man in the suburbs, then it's even more frustrating being a young black woman.

Adeline, a 20-year-old, and her friends, most of whose parents are from the Antilles, all say they want jobs. But Nodda, also 20, says discrimination is par for the course – not only because of their colour but also because of where they live.

She says, "I applied for a job in Pant de Loures (the chic Parisian suburb famous for its bourgeoisie residents) and you should have seen the look on their face when I told them I was from Sarcelles."

- A. .... 15 pontos
- B. 1. .... (6 × 5) ..... 30 pontos
- 2. .... (5 × 6) ..... 30 pontos
- C. .... (3 × 15) ..... 45 pontos
- D. .... (2 × 10) ..... 20 pontos

**II**

- A. ou B. ou C. .... 60 pontos
- TOTAL** ..... **200 pontos**

Copy 3: Sample 926 (Including Marking Guidelines)

PONTO 926/4 Págs.

EXAME NACIONAL DO ENSINO SECUNDÁRIO

12.º Ano de Escolaridade — Via de Ensino  
(2.º, 3.º e 4.º cursos)

Duração da prova: 120 minutos  
1998

1.ª FASE  
1.ª CHAMADA

PROVA ESCRITA DE INGLÊS  
(NÍVEL SUPERIOR)

Material admitido: dicionários unilingues e/ou bilingues.

I

To be in love is to surpass one's self.

Oscar Wilde in *The Picture of Dorian Gray*

A.

1. How do you feel about the above statement? **Answer briefly.**
2. Read the following extract from the same novel, and explain Jim's worries about his sister being *madly* in love. **Write about 35 words.**

TEXT

James Vane [Jim] looked into his sister's face with tenderness.

"I want you to come out with me for a walk, Sibyl. I don't suppose I shall ever see this horrid London again. I am sure I don't want to."

He was to leave the vessel at Melbourne, bid a polite goodbye to the captain, and go off  
5 at once to the gold-fields. Before a week was over he was to come across a large nugget of  
pure gold, the largest nugget that had ever been discovered, and bring it down to the coast  
in a waggon guarded by six mounted policemen. The bushrangers were to attack them three  
times and be defeated with immense slaughter. Or, no. He was not to go to the gold-fields  
at all. They were horrid places, where men got intoxicated, and shot each other in bar-rooms,  
10 and used bad language. He was to be a nice sheep-farmer, and one evening, as he was  
riding home, he was to see the beautiful heiress being carried off by a robber on a black  
horse, and give chase, and rescue her. Of course, she would fall in love with him, and he  
with her, and they would get married and come home, and live in an immense house in  
London. Yes, there were delightful things in store for him.

15 The lad listened sulkily to her and made no answer. He was heart-sick at leaving home.  
"You are not listening to a word I am saying, Jim," cried Sibyl, "and I am making the most  
delightful plans for your future. Do say something."

"What do you want me to say?"

"Oh! that you will be a good boy, and not forget us," she answered, smiling at him.

926/2

20 He shrugged his shoulders. "You are more likely to forget me, than I am to forget you, Sibyl."

She flushed. "What do you mean, Jim?" she asked.

"You have a new friend, I hear. Who is he? Why have you not told me about him? He means you no good."

25 "Stop, Jim!" she exclaimed. "You must not say anything against him. I love him."

"Why, you don't even know his name," answered the lad. "Who is he? I have a right to know."

30 "He is called Prince Charming. Don't you like the name? Oh! You silly boy! If you only saw him, you would think him the most wonderful person in the world. Some day you will meet him: when you come back from Australia. You will like him so much. Everybody likes him, and I... love him."

"He is a gentleman," said the lad, sullenly.

"A Prince!" she cried, musically. "What more do you want?"

"He wants to enslave you."

35 "I shudder at the thought of being free."

"I want you to beware of him."

"To see him is to worship him, to know him is to trust him."

"Sibyl, you are mad about him."

40 She laughed, and took his arm. "You, dear old Jim, you talk as if you were a hundred. Some day you will be in love yourself. Then you will know what it is. Don't look so sulky. Surely you should be glad to think that, though you are going away, you leave me happier than I have ever been before. Life has been hard for us both, terribly hard and difficult. But it will be different now. You are going to a new world, and I have found one."

Oscar Wilde, 1891, *The Picture of Dorian Gray*  
(abridged)

### B. Now do the tasks which follow.

1. Pick out the words from the box that express the feelings indicated by the expressions below.

1) indifference      2) dislike      3) embarrassment      4) annoyance

- a. The lad listened sulkily... (l. 15)
- b. He shrugged his shoulders (l. 20)
- c. She flushed (l. 22)
- d. "He is a gentleman," said the lad, sullenly (l. 32)

2. As used in the text, explain the following.

- a. ... and be defeated with immense slaughter (l. 8)
- b. ... and give chase, and rescue her (l. 12)
- c. He was heart-sick at leaving home (l. 15)
- d. He means you no good (ll. 23-24)

V.S.F.F.

926/3

**C. Answer the questions in your own words as far as possible.**

1. Focus on lines 4-14. What do Sibyl's speculations tell us about people's idea of Australia and about her own nature?
2. " 'He's a gentleman', said the lad, sullenly." (...) "He wants to enslave you." (lines 32 and 34). Refer to class distinctions in Victorian society, drawing on your knowledge of the period. **Write 40-50 words.**
3. What *new worlds* is Sibyl referring to at the end of the extract? Justify.

**D. Reread the text from line 28 to the end.**

What markers of an enthusiastic, optimistic tone can you find there? **Give three examples.**

**II**

But it will be different now. You are going to a new world ...

quoted from the extract

Refer briefly to the opportunities the territories of the Empire, namely Australia, provided the Victorians with, and to the role they played, once there.

**Write 60-80 words.**

**III**

**Write 130-150 words on ONE of the following topics, either A or B.**

**A.** Discuss the topic of "freedom and slavery" in Mark Twain's *The Adventures of Huckleberry Finn*.

**B.** Discuss the topic of "love and social conventions" in L. P. Hartley's *The Go-Between*.

**FIM**

**COTAÇÕES**

**I**

- A.**
1. .... 10 pontos
2. .... 12 pontos
- B.**
1. ....(4 x 3) ..... 12 pontos
2. ....(4 x 4) ..... 16 pontos
- C.**
1. .... 16 pontos
2. .... 18 pontos
3. .... 12 pontos
- D.**
- ..... 14 pontos

110 pontos

**II**

1. Pick out the words from the box that express the feelings indicated by the text below
- ..... 30 pontos
- .....
- .....
- .....
- .....

**III**

- A. ou B.** ..... 60 pontos
- TOTAL** ..... 200 pontos
2. As used in the text, explain the following
- a. .... and be defeated with immense slaughter (l. 8)
- b. .... and give chase, and rescue her (l. 12)
- c. He was heart-sick at leaving home (l. 15)
- d. He means you no good (ll. 23-24)

V.S.F.I

926/5

**Copy 4: Sample 150 (Including Marking Guidelines)**

PONTO 150/4 Págs.

**EXAME NACIONAL DO ENSINO SECUNDÁRIO**

**12.º Ano de Escolaridade (Decreto-Lei n.º 286/89, de 29 de Agosto)**

Cursos Gerais e Tecnológicos

Nível inicial — 3 anos de aprendizagem — 3 horas semanais

Duração da prova: 120 minutos

1998

1.ª FASE

2.ª CHAMADA

**PROVA ESCRITA DE INGLÊS**

Material admitido: dicionários unilingues e/ou bilingues.

I

**A. Read the text and choose the title that best summarises it.**

- We've got our people back
- We've got our road back
- We've got our village back
- We've got our green back

Just over a year ago, the villagers in Burley, West Yorkshire, had trouble crossing their busy main road. And as for a village green, there wasn't one. Now, all that has changed.

The first changes began when a new bypass was built, relieving Burley of the noise and dirt of 24,000 daily cars and lorries. But the road works left some wasteland opposite the village church, planned for building by Bradford City Council. When residents heard of this plan they were up in arms. They knew they had to do something.

"The village needed a place for people to walk or sit and watch the world go by," says Tom Sumner, the local councillor. "And the wasteland opposite the church seemed like the perfect place to build a village green."

Bradford Council agreed to the use of the land as green open space. Tom drew up the plans for the green. But they needed £15,000 to clear the wasteland and lay the green.

"We had a legacy of £10,000 from a widow in the village," says Tom. "That gave us a good start. Then, through the local newspapers, we appealed for funds and the money poured in."

Within five months, Tom had raised £5,000 and was appealing for volunteers to help. Work began in May 1996, with the volunteers working every weekend. "People were fantastic," says Tom. "Wilf Dean, who's 85 and lives opposite, would come out every morning with a pot of tea for us all and then help by moving wheelbarrows."

Linda Robinson, 40, didn't think twice about offering help. "My children got involved too," she says. "It gave them a sense of pride in the green and, hopefully, they'll look after it."

On October 26 last year the village green was officially opened. "It was a wonderful moment," says Tom. "With the bypass removing most of the traffic from Burley, we really feel we've got our village back. It's hard to believe how we ever managed without the green."

*In Realm (slightly adapted)*

150/2

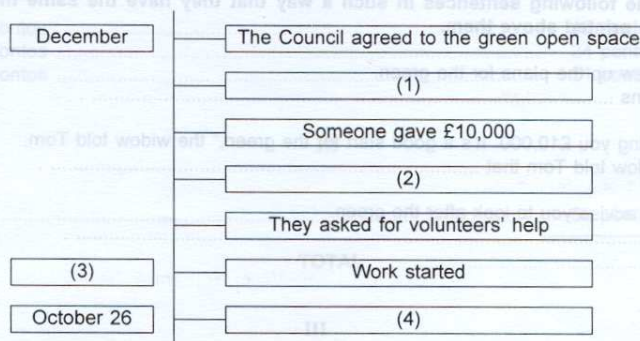
**B.**  
**1. Answer these questions about the text in complete and clear sentences. Use your own words as far as possible.**

- What problems did the main road bring to the people in Burley?
- Why were the villagers angry with the local authorities?
- How did they get the money needed to carry out the project?

**2. Referring to the text, answer the question below.**

How do you think the villagers will use the new green?

**C. Complete the time line below with information from the text. Write notes or very short sentences. Refer only to the numbers in the boxes.**



**II**

**A. Below is a text, divided into five sentences. Column A contains the beginnings of these sentences in the correct order. Choose a number from column B, then one from column C to complete the sentences beginning in A. Write the sequence of numbers only.**

A	B	C
1. People are grateful to Tom Sumner	6. until	11. raised money to buy things needed for it.
2. Tom not only drew up the plans for the green	7. but	12. others laid bricks and planted bulbs and trees.
3. He didn't stop	8. but also	13. he had some volunteers to help him.
4. Things seemed to be easy,	9. because	14. the volunteers had to work hard.
5. Some volunteers cleaned the rubbish and mixed cement	10. while	15. he led the way in the building of Burley green.

V.S.F.F.

150/3

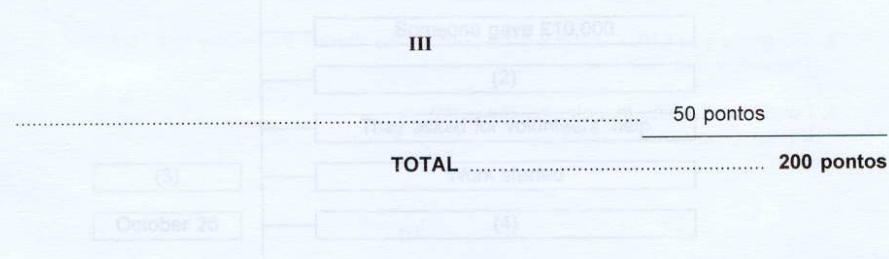
**COTAÇÕES**

1. Answer these questions about the text in complete and clear sentences. Use your own words as far as possible. **I**

- A. ..... 10 pontos
- B. ....
- 1. 3 x 15 pontos ..... 45 pontos
- 2. 1 x 15 pontos ..... 15 pontos
- C. 4 x 5 pontos ..... 20 pontos

2. Complete the time line below with information from the text. Write notes of very short sentences. Refer only to the numbers in the boxes. **II**

- A. 5 x 3 pontos ..... 15 pontos
- B. 8 x 3 pontos ..... 24 pontos
- C. 3 x 7 pontos ..... 21 pontos



3. Below is a text, divided into five sentences. Column A contains the beginnings of these sentences in the correct order. Choose a number from column B, then one from column C to complete the sentences beginning in A. Write the sequence of numbers only.

A	B	C
1. People are grateful to Tom Sumner	6. until	11. raised money to buy things needed for it.
2. Tom not only draw up the plans for the green	7. but	12. others laid bricks and planted bulbs and trees
3. He didn't stop	8. but also	13. he had some volunteers to help him.
4. Things seemed to be easy	9. because	14. the volunteers had to work hard.
5. Some volunteers cleaned the rubbish and mixed cement	10. while	15. he led the way in the building of Burley green.

V.S.P.F.  
150/5