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ANEXO 1

**Opinião de aluno do 10º ano de Inglês sobre a
canção como elemento motivador na aula de LE –
p. 62**



- O que achei das aulas da Professora Andreia Ferreira?

Acho que foram aulas interessantes onde consegui aprender, não foram aulas cansativas pois houve sempre uma variação nas atividades feitas. O uso de canções também foi interessante.

- O que achei da utilização das canções em aula?

Achei um método interessante para o ensino dos vários temas lecionados, não foi uma maneira chata e "mainstream" de aprender, o que esteve a minha atenção.

- O que achei dos temas abordados?

Achei que alguns temas, como o tema do Bullying se tornaram cansativos pois já são repetidos de outros anos letivos.

- Qual o tema que mais gostei? E menos?

O Tema que menos gostei foi o tema do Bullying e o que mais gostei foi o tema dos "Advertisements".

Obrigada ☺

ANEXO 2

**Opinião de alunos do 8º ano de Francês sobre
a canção como elemento motivador na aula de LE
– pp. 64-65**



▪ **O que achei das aulas da Professora Andreia Ferreira?**

Eu gostei muito das aulas da professora Andreia, porém penso que a professora precisa de melhorar a sua forma de mandar nos alunos, ou seja, tem que impor respeito. Com o tempo vai melhorar a parte da

▪ **O que achei da utilização das canções em aula?**

(Canções utilizadas em aula: Sur Ma Route; Père Noël frappe à la porte; La garde-robe d'Élizabeth; En voici, en voilà; La Danse d'Hélène; Docteur, Je suis malade; Je suis malade; L'appartement)

Eu gostei muito das canções da aula de francês, pois captar a nossa atenção para a matéria e ao mesmo tempo divertimo-nos. explica-
ção da
matéria.

▪ **O que achei dos temas abordados?** (Noël; les vêtements; l'alimentation; les maladies; le corps humain; les maladies d'amour; la vie à deux; le logement; les stéréotypes)

Achei os temas abordados interessantes.

Apreciação Global	X
Não Satisfaz (1)	
Satisfaz (2)	
Bom (3)	
Muito Bom (4)	X
Excelente (5)	

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Beijinhos e muito
sucesso!

BOAS FÉRIAS ! ☺



▪ **O que achei das aulas da Professora Andreia Ferreira?**

Achei as aulas bastante ~~de~~ divertidas na sua apresentação.
Acho também que a professora não estava tão avontada para explicar talvez dos nervos.
Mas acho que mesmo assim, as aulas foram produtivas.

▪ **O que achei da utilização das canções em aula?**

(Canções utilizadas em aula: Sur Ma Route; Père Noël frappe à la porte ; La garde-robe d'Élizabeth ; En voici, en voilà ; La Danse d'Hélène ; Docteur, Je suis malade ; Je suis malade ; L'appartement)

Achei uma maneira engraçada de aprender a matéria.
Porque é uma maneira muito criativa de aprender.
E fica no ouvido" as canções. Eu costumo ficar preguiçoso com ela na escola.

▪ **O que achei dos temas abordados? (Noël ; les vêtements ; l'alimentation ; les maladies ; le corps humain ; les maladies d'amour ; la vie à deux ; le logement ; les stéréotypes)**

Achei os temas bastante interessantes.

Apreciação Global	X
Não Satisfaz (1)	
Satisfaz (2)	
Bom (3)	X
Muito Bom (4)	
Excelente (5)	

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ANEXO 3

**Opinião de aluno do 10º ano de Inglês sobre a
canção e a emoção – p. 67**



- O que achei das aulas da Professora Andreia Ferreira?

Eu gostei muito das aulas de professora Andreia. Foram aulas muito interessantes e convidativas, fazendo com que tenhamos vontade de participar. Aprendi mais nas aulas da prof. Andreia do que em aulas de anos passados, em que os professores tinham muito mais experiência. A professora Andreia é uma pessoa muito simpática, tendo uma relação excelente com os alunos. Ao longo do tempo ficou-me a vontade, o que foi bom. Foi uma professora fantástica, e pela experiência que tem, retribuiu com a escola.

- O que achei da utilização das canções em aula?

Foram uma forma muito boa de nos cativar e de abordar os temas, fazendo-nos perceber que (em algumas situações) não estevamos sozinhos. É uma excelente forma de nos cativar.

- O que achei dos temas abordados?

Os temas abordados foram muito bem escolhidos. Foram temas sobre a atualidade e, especialmente, temas sobre os problemas e dúvidas na adolescência, fazendo com que nós nos interessássemos muito mais, praticando assim o nosso inglês. Os temas abordados fizeram-nos sentir que nós praticávamos mais o nosso inglês, como também que tivéssemos uma diferente perspetiva das situações do dia a dia, da nossa vida. Em conclusão, os temas não poderiam ser melhores.

- Qual o tema que mais gostei? E menos?

O tema que mais gostei foi sobre a publicidade e sobre o bullying. O que menos gostei foi sobre os distúrbios alimentares.

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Obrigada mais 11

ANEXO 4

**Opinião de aluno do 10º ano de Inglês sobre a
desmotivação e o ensino da gramática na aula de
LE – p. 69**



- O que achei das aulas da Professora Andreia Ferreira?

Foram aulas divertidas, a professora estava ~~sempre~~ empenhada em ajudar os alunos, houve interação entre a professora e os alunos, e acho que isso nos ajudou bastante. O facto de a professora ter canções e trabalhar a gramática que cada uma tem, também nos ajudou muito.

- O que achei da utilização das canções em aula?

Como as canções eram sobre temas atuais, mesmo que um aluno não ~~entendesse~~ entendesse Inglês, ajudava sempre para perceber melhor e melhorar a sua fala.

- O que achei dos temas abordados?

Foram abordados temas atuais, como o bullying, a discriminação, e isso ajudou-me bastante a perceber Inglês, porque também interagia com a professora.

- Qual o tema que mais gostei? E menos?

Os temas estão relacionados com a atualidade, e acho que é bom fazer conversação sobre estes temas, seja em Inglês ou em Português. Não achei nenhum tema menos apelativo.

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ANEXO 5

**Opinião de alunos do 10º ano de Inglês sobre
a canção em substituição das gravações de voz –
pp. 71-72**



- O que achei das aulas da Professora Andreia Ferreira?

Gostei particularmente das aulas da professora Andreia porque ~~se~~ foram aulas completamente diferentes, mais interativas e com materiais bastante atualizados (como por exemplo a folha do American English vs. British English do 9605).

- O que achei da utilização das canções em aula?

Acho que acaba por ser mais fácil de treinar a interpretação do inglês porque não são as gravações "bonitinhas" de diálogos entre pessoas. ~~Com as canções~~ As canções exigem mais de nós para perceber, o que é positivo.

- O que achei dos temas abordados?

Achei os temas abordados bastante interessantes, principalmente o dos "Virtual friends". Acho que este disciplina, lecionada ~~por~~ por uma professora jovem acaba por ser mais atrativa do que as outras, pois há mais interação e os temas são bastante ~~diversos~~ abrangentes.

- Qual o tema que mais gostei? E menos?

O tema que gostei menos foi o tema do bullying (especialmente o questionário) porque me fez recordar as más experiências que tive e que deixo entranhadas no passado. O tema que mais gostei foi o dos virtual friends, principalmente o trabalho que tivemos que fazer, pois através dele conheci muitas pessoas de que provavelmente fizerei amigos para a vida.

Obrigada 😊

Espero que tudo lhe corra bem e que continue a dar aulas tão boas como as nossas foram.



- O que achei das aulas da Professora Andreia Ferreira?

Achei interessante as aulas. Foi interessante a maneira como a professora Andreia deu as aulas. ~~Foram realizadas diferentes das actividades que~~ (sem ter um livro que auxiliasse) foram realizadas. Foi uma maneira diferente de dar a matéria sem seguir o manual escolar. ~~(E isso fez com que)~~ E fazer os debates, que achei bom, porque fez com que conseguíssemos defender uma ideia e falando inglês, foi uma maneira de nós praticarmos.

O que achei da utilização das canções em aula? Foi bom, de utilizar as canções porque foi de uma maneira que começamos a tentar perceber o que algumas coisas a treinar a nossa audição e escrever o que eles diziam (quando eram exercícios de preencher os espaços em branco). E perceber a onde que o cantor quer chegar exprimindo pela sua canção.

- O que achei dos temas abordados?

No geral, alguns temas foram interessantes de termos falado e outros não. Nem por isso, como por exemplo, o último trabalho que fizemos de ter falado com um estrangeiro. Não gostei muito desse tema, mas tirando isso, achei interessante termos falado de assuntos que acontecem hoje em dia, da nossa sociedade.

- Qual o tema que mais gostei? E menos?

Gostei mais. Dos temas que gostei mais foi dos cartões. E menos gostei. Dos temas que não gostei, foi mesmo só do último trabalho, porque achei perigoso e podíamos ter tido risos de acontecer alguma coisa... mas tirando isso gostei muito dos temas que foram abordados no aula. Obrigada ☺

ANEXO 6

**Opinião de alunos do 10º ano de Inglês sobre
a utilização de canções populares e atuais – pp.**

74-76



▪ **O que achei das aulas da Professora Andreia Ferreira?**

Eu gostei das aulas com a Professora Andreia, pois explica muito bem e explica de forma diferente com canções e jogos, mas acho que nós ainda não respeitamos a 100% a professora (turma) e para que isso aconteça a professora Andreia tem de mandar calar.

▪ **O que achei da utilização das canções em aula?**

(Canções utilizadas em aula: Sur Ma Route; Père Noël frappe à la porte ; La garde-robe d'Élizabeth ; En voici, en voilà ; La Danse d'Hélène ; Docteur, Je suis malade ; Je suis malade ; L'appartement)

As canções são boas para nós aprender-mos porque algumas também conhecemos e começamos a ter gosto e curiosidade para saber as letras de outras músicas.

▪ **O que achei dos temas abordados?** (Noël ; les vêtements ; l'alimentation ; les maladies ; le corps humain ; les maladies d'amour ; la vie à deux ; le logement ; les stéréotypes)

Os temas abordados eram interessantes e como eram muito despersos conseguimos aprender diferentes tipos de vocabulário

Apreciação Global	X
Não Satisfaz (1)	
Satisfaz (2)	
Bom (3)	
Muito Bom (4)	
Excelente (5)	X

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Beijinhos e muito
sucesso!



- O que achei das aulas da Professora Andreia Ferreira?

Eu gostei muito das aulas da Profa Andreia, porque 1º nunca tinha tido esta experiência de ter uma professora, em fase de estágio. Em último por, apesar de todas as dificuldades ou reações, sempre se mostrou

- O que achei da utilização das canções em aula? muito empenhada.

Eu gostei muito desta ideia, apesar de alguns professores nos outros anos já terem feito, usavam músicas "feias" e que não conhecíamos. Pelo contrário, a Profa trouxe sempre músicas conhecidas e adequadas para nós.

- O que achei dos temas abordados?

Os temas abordados foram interessantes, porque tinham a ver com o que vemos e vivemos no nosso quotidiano. E talvez por a Profa ainda ser nova, conseguia se aproximar e ter opiniões parecidas às nossas.

- Qual o tema que mais gostei? E menos?

O tema que mais gostei foi: "Ethical and unethical advertisements", que até tivemos uma aula bastante engraçada, porque criticamos o nosso próprio advertisement. O tema que menos gostei foi do Bullying, não pela estrutura da aula, mas sim porque é um tema que já se tornou repetitivo.

Obrigada 😊



- O que achei das aulas da Professora Andreia Ferreira?

Achei interessantes, ensina bem, fala português às vezes, o que ajuda um pouco mais as que têm dificuldades

- O que achei da utilização das canções em aula?

Como as canções são mais atuais, os alunos mostraram-se mais interessados e percebiam melhor a matéria

- O que achei dos temas abordados?

Acho que foram interessantes e aprendi bastante, e a professora estava entusiasmada para falar, ensinar sobre ~~esses~~ esses temas

- Qual o tema que mais gostei? E menos?

O que mais gostei foi quando falámos do Bullying e do Cyber bullying, e acho que o filme sobre o cyberbullying fez com que os alunos perceberem os riscos de praticarem bullying. O que gostei menos foram os Relative pronouns

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ANEXO 7

**Opinião de alunos do 10º ano de Inglês sobre
os temas socioculturais explorados na aula de LE
– pp. 78-79**



- O que achei das aulas da Professora Andreia Ferreira?

Gostei muito das aulas da Professora Andreia, achei que foram bastante interessantes e fizeram-me pensar.

- O que achei da utilização das canções em aula?

As canções foram muito bem escolhidas, são atuais e no geral acho que todos gostamos. Gostei imenso das aulas em que ouvimos música porque deixa-me mais alegre e com vontade de aula.

- O que achei dos temas abordados?

Acho que os temas abordados foram muito bem escolhidos porque são assuntos da vida que nos fazem pensar.

Na minha opinião, esses temas fazem-nos pensar se estamos a fazer o que é certo, ajudam-nos a crescer.

- Qual o tema que mais gostei? E menos?

O tema que mais gostei foi o do bullying porque acho que conhecemo-nos melhor uns aos outros ao preencher aquele questionário. A que gostei menos não sei.

Obrigada ☺



- O que achei das aulas da Professora Andreia Ferreira?

Apesar de ser a 1ª vez e a primeira experiência, achei que foram bastante interativas e apelativas, tendo também alguma falta de confiança ainda e algumas falhas, mas no geral gostei bastante, e não é nada que não se possa corrigir. Achei o teste mais difícil do

- O que achei da utilização das canções em aula?

que o normal.
Gostei bastante da utilização das canções pois desperta mais interesse na atividade, visto que são canções do nosso dia-a-dia, abordadas em aula.

- O que achei dos temas abordados?

Os temas abordados foram muito interessantes, pois são temas muito relacionados com a nossa idade, e muitos veus "desconhecidos", pois aprendi bastante, quando pensava saber muito sobre um dado tema.

- Qual o tema que mais gostei? E menos?

O tema que mais gostei foi a obesidade, anorexia, bullying... foram temas que no dia-a-dia, as pessoas não têm por hábito falar, e são bastante importantes para perceber as nossas dificuldades ou até

Obrigada 😊

as dos outros, e ter possibilidade de ajudar. Não estive muito confiante no debate, mas no entanto foi uma boa experiência.

(Obrigada nós! Boa Sorte no seu futuro, continue assim!!!)

ANEXO 8

Grelha de observação de aulas – p. 81



AGRUPAMENTO DE ESCOLAS ROMEU CORREIA

ES C/ 3º CICLO DE ROMEU CORREIA

Ano Letivo: 2014-2015

Grelha de observação de aula

Aula nº 1

Data: 17/9/2014

Disciplina: Inglês

Ano: 10º ano

Turma: A1

	--	-	+	++	Comentários
Preparação do espaço-sala			X		os alunos encontram-se em fila indiana (disposição das mesas) e a professora circula por toda a sala.
Gestão do tempo			X		
Respeito pelo ritmo dos alunos				X	Explicações em português para melhor compreensão dos alunos
Relação pedagógica			X		Incentiva os alunos a participar, demonstrando abertura
Gestão do imprevisto				X	
Utilização de recursos e estratégias				X	Apresentação de powerpoint; quadro e computador; esquemas
Utilização e organização do quadro				X	utilização de 3 cores de marcadores diferentes para salientar ideias
Visibilidade dos alunos e do professor				X	Movimento e contacto visual
Solicitação da palavra dos alunos			X		Quase sempre é a professora a solicitar a palavra dos alunos e não o contrário.
Feedback (Frequência e variedade)			X		
Comunicação				X	Explicações em inglês e português; respeito o ritmo dos alunos; Projeta voz
Correção do erro				X	Muitas correções e revisões

ANEXO 9

Planificação Anual de Inglês – pp. 83-84



Planificação Anual da Disciplina de Inglês

OBJETIVOS	CONTEÚDOS	SITUAÇÕES DE APRENDIZAGEM	AVALIAÇÃO	TEMPO
- Consciencializar os alunos para as transformações tecnológicas e sociais na sociedade - Desenvolver a tomada de consciência dos jovens para determinados problemas, bem como para o necessário espírito crítico - Estimular a capacidade de ouvir e compreender registos orais - Desenvolver as competências argumentativas, de interpretação e de produção	DIMENSÃO SOCIOCULTURAL - A língua e o contacto com as outras culturas - O mundo da tecnologia - Os <i>Media</i> e a comunicação - Os jovens de hoje DIMENSÃO LINGUÍSTICA Present simple, present continuous, past simple, present perfect, used to + infinitive; Reported speech; futuro; be + going to; past perfect simple; Flexão dos nomes; passive voice; second/third conditional; relative clauses; Verbos Modais, modais marginais; partitivos;	- Visualização de vídeos, músicas; videoclipes; revistas; artigos de jornal; - Exercícios de completar espaços, transformação de frases, exercícios de verdadeiro e falso, e de associação de respostas; análise e discussão em pequeno e grande grupo com base em temáticas variadas; jogos; produção de textos de opinião e resumos; - Descrição de imagens, análise de tabelas e gráficos - Consulta de materiais de referência como Internet, livros, enciclopédias e dicionários; - Seleção de informação e elaboração de pequenos trabalhos.	Testes escritos Trabalhos escritos e orais individuais, em pares e em grupos	1º Período Total: (±) 50 (X 45 min)
			CRITÉRIOS DE AVALIAÇÃO	2º Período Total: (±) 40 (X 45 min)
			A. PARTICIPAÇÃO ESCRITA: 60% (Testes/ outros trabalhos) B. PARTICIPAÇÃO ORAL: 35% (Leitura, léxico/gramática, compreensão, interpretação) A avaliação dos conhecimentos no âmbito das TIC é transversal no domínio cognitivo (participação escrita e oral). C. COMPORTAMENTOS/CIDADANIA: 5%	3º Período Total: (±) 34 (X 45 min)

- Desenvolver a fluência na língua inglesa através da oralidade e da escrita	Conjunções; Pronomes; Determinantes; Adjetivos; Formação de nomes por derivação e composição Determinantes; phrasal verbs; prefixos negativos;		(De acordo com a grelha aprovada na escola) Ponderação: 1ºP = 100%; 2ºP = $(1^\circ P + 2^\circ P)/2$; 3ºP = $(1^\circ P + 2^\circ P + 3^\circ P)/3$	
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ANEXO 10

**Planificação Anual de Francês – pp. 86-
91**

AGRUPAMENTO DE ESCOLAS ROMEU CORREIA			ES C/ 3º CICLO DE ROMEU CORREIA	
DEPARTAMENTO DE LÍNGUAS		Ano Letivo: 2014-2015		
8º Ano/Curso 3º CICLO BÁSICO		Manual: <u>Magie des Mots 2</u> , Areal Editores		
Planificação Anual da Disciplina de FRANCÊS, L.E.II, nível 2				
METAS INTERMÉDIAS DE APRENDIZAGEM	CONTEÚDOS	SITUAÇÕES DE APRENDIZAGEM	INSTRUMENTOS DE AVALIAÇÃO	TEMPO (X 45 min)
<u>Domínio: Compreensão Oral</u> O aluno identifica palavras-chave e frases simples e infere o sentido geral em mensagens e textos simples e curtos (anúncios públicos, mensagens telefónicas, publicidade, canções, clips, entre outros) relacionados com o meio envolvente, situações do quotidiano e experiências pessoais, sempre que sejam articulados de forma clara e pausada. <u>Domínio: Compreensão Escrita</u> O aluno identifica palavras-chave e frases simples e infere o sentido	0- <i>Bonne rentrée</i> Conteúdos Temáticos: - As características físicas e psicológicas Conteúdos Gramaticais: - Revisão da interrogativa e do presente do indicativo - A frase negativa 1- <i>On s’amuse</i> Conteúdos Temáticos: -Passatempos -Desportos -Gostos e preferências	- Visualização de vídeos, músicas; videoclipes; revistas; artigos de jornal; -Exercícios de completar espaços, transformação de frases, exercícios de verdadeiro e falso, e de associação de respostas;	<u>COMPREENSÃO</u> : ORAL : 10% 1 teste de compreensão oral por período ESCRITA : 20% 1 teste de compreensão escrita (no mínimo 1 por período) <u>PRODUÇÃO/INT</u> <u>ERAÇÃO:</u>	1º Período 39 aulas (+ ou -)

geral em mensagens e textos simples e curtos (cartas e mensagens, folhetos, publicidade, catálogos, receitas, ementas, artigos de jornal, banda desenhada, entre outros), relacionados com o meio envolvente, situações do quotidiano e experiências pessoais, sempre que sejam constituídos essencialmente por frases simples e vocabulário familiar. <u>Domínio: Interação Oral</u> O aluno interage em conversas curtas, bem estruturadas e ligadas a situações familiares. Pede e dá informações e troca opiniões sobre o meio envolvente, situações do quotidiano e experiências pessoais, tendo em conta o discurso do interlocutor e respeitando os princípios de delicadeza. Pronuncia, geralmente, de forma compreensível, um repertório limitado de expressões e de frases, mobilizando estruturas gramaticais elementares.	Conteúdos Funcionais: - Aceitar/recusar convites Conteúdos Gramaticais: -Adjetivos e pronomes possessivos -Presente do indicativo 2- Chic ou choc? Conteúdos Temáticos: -Hábitos e costumes -Vestuário Conteúdos Funcionais: -Perguntar/responder o preço -Dar opinião -Descrever o seu estilo Conteúdos Gramaticais: -Adjetivos -Nomes, determinantes e pronomes demonstrativos 3- On a fait un voyage	-Análise e discussão em pequeno e grande grupo com base em temáticas variadas; jogos; produção de cartas e textos de opinião orientados de e resumos; -Descrição de imagens, análise e legendagem de imagens;	ORAL : 20% Grelha de avaliação de intervenção oral preparada (no mínimo uma por período) OU Leitura expressiva (no mínimo uma por período) ESCRITA : 25% Produção de um texto orientado (no mínimo 1 por período) OU questionário escrito a partir de um documento <u>CONHECIMENT O EXPLÍCITO DA LÍNGUA : 15%</u> Testes/fichas sobre o funcionamento da	2º Período 39 aulas (+ ou -)
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<u>Domínio: Interação Escrita</u> O aluno escreve cartas e mensagens simples e curtas (50-60 palavras). Pede e dá informações sobre o meio envolvente e situações do quotidiano e experiências pessoais. Respeita as convenções textuais e sociolinguísticas das mensagens e cartas, adequando-as ao destinatário. Utiliza vocabulário elementar e frases simples, articulando as ideias com conectores básicos de coordenação e subordinação. <u>Domínio: Produção Oral</u> O aluno exprime-se, de forma simples, em monólogos curtos preparados previamente. Descreve o meio envolvente e situações do quotidiano; conta experiências pessoais e acontecimentos reais ou imaginários, presentes ou passados e exprime opiniões, gostos e preferências. Usa um repertório	Conteúdos Temáticos: -Meios de transporte Conteúdos Funcionais: -Pedir informações -Indicar trajetos Conteúdos Gramaticais: -Passé composé -Expression du temps 4- On va au restaurant Conteúdos Temáticos: - As refeições e pratos -Alimentos e bebidas Conteúdos Funcionais: -Pedir no restaurante -Indicar quantidade Conteúdos Gramaticais: -Artigos partitivos -Verbos <i>manger</i> e <i>boire</i>	-Consulta de materiais de referência como Internet, livros, enciclopédias e dicionários; -Seleção de informação e elaboração de pequenos trabalhos.	língua da língua (no mínimo 1 por período) ☞ Avaliação das TIC será realizada na produção/interação oral e/ou escrita) Trabalho, composição, apresentação em formato digital <u>COMPORTAMENTOS/CIDADANIA: 10%</u> A avaliar de acordo com a grelha aprovada pela escola	
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limitado de expressões e de frases, mobilizando estruturas gramaticais elementares. Pronuncia de forma suficientemente clara para ser entendido. <u>Domínio: Produção Escrita</u> O aluno escreve textos simples e curtos (50-60 palavras). Descreve situações do cotidiano; conta experiências pessoais e acontecimentos reais ou imaginários, presentes ou passados e exprime opiniões, gostos e preferências. Respeita as convenções textuais e utiliza vocabulário elementar e frases simples, articulando as ideias com conectores básicos de coordenação e subordinação.	-Advérbios de quantidade e intensidade 5- On fait du shopping Conteúdos Temáticos: -Consumismo e compras -Lojas e produtos Conteúdos Funcionais: -Pedir e descrever comparativamente um produto Conteúdos Gramaticais: - Comparativos e superlativos -Futuro simples 6- Chez le toubib Conteúdos Temáticos: -Saúde e assistência social - Doenças e sintomas -Consequências de problemas de saúde Conteúdos Funcionais:			3º Período 22 aulas (+ ou -)
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	-Dar conselhos Conteúdos Gramaticais: -Imperativo -Pronomes pessoais COD e COI -Expressão de causa 7- Quelle maison! Conteúdos Temáticos: -Os diferentes tipos de habitação -A casa e as suas divisões - Móveis e objetos de uma casa Conteúdos Funcionais: -Descrever compartimentos da casa -Descrever a casa ideal/a sua casa - Fazer uma reserva Conteúdos Gramaticais: -Imperfeito do indicativo -Pronomes <i>y</i> e <i>en</i> 8- Tu partiras où?			
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	Conteúdos Temáticos: -Quotidiano ambiental -A vida no campo/na vila Conteúdos Funcionais: -Descrever uma paisagem -Indicar um caminho Conteúdos Gramaticais: -Pronomes relativos -O condicional presente			
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A Professora estagiária: Andreia Ferreira

A professora orientadora: Aurora Frederique

ANEXO 11

Planificação de Unidade de Inglês – pp. 93-94

AGRUPAMENTO DE ESCOLAS ROMEU CORREIA			ES C/ 3º CICLO DE ROMEU CORREIA	
DEPARTAMENTO DE LÍNGUAS			Ano Letivo: 2014-2015	
10º Ano/Curso Geral (Formação Geral)			(Manual: MASHUP 10)	
Planificação de Unidade da Disciplina de Inglês - Nível 6				
Tema: Os jovens de hoje				
OBJETIVOS	CONTEÚDOS	SITUAÇÕES DE APRENDIZAGEM	AVALIAÇÃO	TEMPO
-Conscienciar os alunos para determinados aspetos associados à adolescência -Identificar conceitos chave e ideias relacionadas com as temáticas abordadas -Expressar e justificar opiniões pessoais, fazendo uso da língua alvo -Estimular a capacidade de ouvir e compreender registos orais	DIMENSÃO SOCIOCULTURAL <u>Os jovens de hoje</u> ➤ A aparência física ➤ O <i>Bullying/cyberbullying</i> ➤ A importância dos <i>Role-models</i> ➤ Os distúrbios alimentares (<i>Eating Disorders</i>) ➤ <i>Self-esteem</i> e a aceitação do “eu” ➤ Valores e atitudes ➤ Sonhos e ambições ➤ Trabalho e lazer ➤ Modas e tendências; <i>body art</i> ➤ <i>Relationships</i> DIMENSÃO LINGUÍSTICA	- Visualização de vídeos, músicas; videoclipes; revistas; artigos de jornal; - Exercícios de completar espaços, transformação e reescrita de frases, exercícios de verdadeiro e falso, e de associação de respostas; exercícios de encontrar antónimos e sinónimos; análise e discussão em pequeno e grande grupo com base em temáticas variadas; produção de textos de opinião e resumos. - Descrição de imagens, análise de tabelas e gráficos - Consulta de materiais de referência como Internet, livros, enciclopédias e dicionários.	Expressão oral e escrita em contexto de sala de aula; Grelhas; Trabalhos escritos e orais individuais, em pares e em grupos (resumos, textos de opinião; debates;)	10 aulas (+ ou -)

relacionados com as temáticas - Desenvolver a fluência na língua inglesa através da oralidade e da escrita	Sufixos -able;-ible; -ful; -less; Modal Verbs, Present Continuous, Be + Going to; <i>Will</i>; advérbios; adjetivos e grau dos adjetivos; Past Perfect Simple, Reported Speech; Relative Clauses; I wish/if only			
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ANEXO 12

**Exemplo de plano de aula de Inglês – pp. 96-
100**



Summary: American English VS British English.
Phrasal verbs - some practise.

MAIN GOALS	SUBSIDIARY AIMS	CONTENTS	PROCEDURES	INTERACTION PATTERN	AIDS AND MATERIALS	TIME	EVALUATION
TO DEVELOP AWARENESS TOWARDS ENGLISHES		Sociocultural content:	The teacher writes the summary on the whiteboard while a student writes the lesson and takes attendance.	Plenary work	Whiteboard	10 min.	The teacher evaluates communicative skills and
		English VS British English	The teacher begins the lesson by saying: -In the previous lesson we talked about the importance of the English language. However, the English language can be very complex sometimes and it has some varieties. Could you tell me the most well-known			10 min.	behaviour (observation grid)
	-To become aware of the differences between American English						

and British English	varieties? (British English and American English)		
	-What are the main differences between American English and British English? (different vocabulary, accent, pronunciation and grammar)		
-To identify British and American words/expressions	Then, the teacher says that British people and American people can always understand each other, but there are a few remarkable differences between British English and American English.	Individual work	Worksheet 1 20 min.
-To learn equivalent words in British and American English	The teacher hands out a worksheet in which the students must complete a table with the words/expressions they consider British or American English. Then, the teacher tells students that they will watch a video, while they follow the transcription of the video. They must find out if they have chosen	Individual work	Video: <u>How to understand the differences between British and American English</u>

**TO IDENTIFY
LINGUISTIC
CONTENT**

		the right words in exercise 1. Then, the teacher asks students to do exercise 2, in which they must decide whether some sentences are written in British or American English. They must find each equivalent word in British or American English with the help of their dictionary.		
-To identify an English variety in a song	Linguistic content:	The teacher tells students that they will listen to a song, and they must understand whether the singer has a British or an American accent. The	Teacher	Beamer 20 min.
	Phrasal verbs	teacher hands out the lyrics of the song with some missing words, and they must fill in the gaps the missing words while they are listening to the song.	↓	Computer
-To listen for detail		The teacher corrects the activity and then, she tells that Ed Sheeran is a British singer. (The word <u>film</u>, and the verb <u>reckon</u> are very widely used in	Students	Song: <u>Don't</u> – Ed Sheeran

-To identify phrasal verbs and explain their use	British English and we can find them in the song.) The teacher writes the following line of the song: <u>I'm not really looking for another mistake</u> on the whiteboard: Then, the teacher underlines <u>looking for</u> and asks students the meaning of looking for. (What does 'looking for' mean?)	Individual work	
-To recognize the meaning of a phrasal verb	The teacher asks students to say other prepositions which we can link to <u>look</u> . (Examples: look to; look ahead; look back; look for; look up; look through; look around; look out; look on; look in; look forward to.) The teacher writes on the whiteboard: <u>I will look after you</u> and asks students	Teacher ↓ Students	
-To understand how phrasal verbs are formed	the meaning of the sentence and the meaning of <u>look</u> and <u>after</u> as separated words.		10 min.

-To practise the phrasal verbs	The teacher explains that each verb and each preposition have their own meaning but when we combine them, their meaning becomes different. Then, the teacher asks students to write down a sentence using look + a preposition, and then they must read it to the class and explain their meaning. The teacher asks students to go back to the lyrics of the song and underline the phrasal verbs they find. Then, they must tell the phrasal verbs to the class, explaining their meaning. Finally, the teacher hands out a worksheet in which they will practise the phrasal verbs with the help of the teacher.	Individual work Song Lyrics Worksheet 2 <u>Phrasal verbs</u> 20 min.
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ANEXO 13

**Exemplo de plano de aula de Francês – pp. 102-
103**



AGRUPAMENTO DE ESCOLAS ROMEU CORREIA

ES C/ 3º CICLO DE ROMEU CORREIA

Ano Letivo: 2014-2015

Thème: La
Mode (Niveau
2)

Classe : 8º CR

Cours n° 43 (45 minutes) / Cours assisté n°5

Sommaire : Défilé de Mode

La tutrice : Aurora Frederique

La stagiaire : Andreia Ferreira

Objectifs	Procédures/activités	Matériel / Ressources	Temps	Contenus socio-culturels	Contenus linguistiques/morphosyntaxiques	Évaluation
P.E : Produire à l'écrit des énoncés en décrivant des vêtements, chaussures et accessoires, la taille et le prix.	La prof. accueille et salue les élèves. Après d'avoir écrit le sommaire avec l'aide des élèves, la prof. indique aux élèves qu'ils vont faire un Défilé de Mode. <u>1^{er} PARTIE</u> En tandem, les élèves doivent décider qui est le modèle et qui est le présentateur. Puis ils doivent préparer le texte avec la description des vêtements et des accessoires (articles, couleurs, motifs, style) que l'autre porte. En même temps qu'un défile, l'autre décrit les vêtements à la classe, la taille en donnant le prix à la fin. Ex: Ana porte ...	Tableau	20 min.		Vocabulaire lié au thème des vêtements, chaussures et accessoires: Pull ; chemise ; chaussures ; manteaux robe ; foulards ; maillots ; jambières ; baskets ; parka ; Verbes porter ; habiller ; mettre ; chausser	Évaluation formative

	Elle chausse... Ce jean est la tendance du prochain été... La prof. écrit au tableau quelques mots/expressions qui peuvent aider les élèves à écrire leurs rapports et retire quelques doutes.					
P.O: - Produire à l’oral des énoncés oraux en décrivant des vêtements, chaussures et accessoires, la taille et le prix.	<u>2^{ème} PARTIE</u> Défilé de Mode : Mise en place des énoncés écrits. À la fin du défilé les élèves votent pour décider qui a fait la meilleure présentation.		25 min.			

ANEXO 14

**Grelha de avaliação da participação,
comportamento e pontualidade dos alunos – p.**

105

Pupil assessment

Oral Participation (35%)				Behaviour/Citizenship (5%)	
Reading (25%)		Speaking	Comprehension/Interpretation (10%)	Time	Respects and rules
G, G, st+		st+, st+, st+, G, G, G, G			
G, G, st+		st+ + , st+ + , G, G, G			
st+, st+,		st+, st+, st+, st+, G, G, G, G			
G, G, G		G, G, VG, G, G, G, G, G, G, G			
G, st+, st+		G, G, G, VG, G, G, G, st+, G, G			
G		G, G, G, G, G, G, G, st+			
st - st	ou sum len	N, st, st, G, G, st			
VG, G		G, VG, VG, VG, VG, VG, VG, VG			
st+ + , st+, st+		N, N, N, st+, st+, st+, G			
G, st+, st+		G, G, G, G, st.			
G, G		G, G, VG, VG, G, G, VG, VG, VG, G, st+			
G, st+, G		st+, G, G, G, G, st+, st+, st+			
G, st+, st+		G, VG, st+, st+, st+, G			
G, G, G, G, G		st+, G, G, st, G, st, G, st			
G, st+		st+, st+, G, st, VG, VG, G, st+			
VG, VG		G, G, VG, G, VG, VG, VG, VG			
st, st, st+		N, st-, st-			
st, st, st, st		N, st, st			
G, st+, st+		N, st, st			
G, G		N, G, G, G			
G, G, G, G		G, G, G, G, G, G, st+			
st, st, st-		st+, st+, st			
VG, G, G		G, G, G, VG, G, G, st, st			
va G, st+		G, st+, st+			

ANEXO 15

Plano de aula de Inglês “Young people’s values and goals” e materiais – pp. 107-115

39th and 40th lessons

Ferreira

Monday, 24th November, 2014**Summary:** Young people's values and goals - A graph and an article: Reading comprehension.

Verb tenses revisions.

Trainee teacher: Andreia

TOPIC: Today's teens:
Young people's values and goals.

MAIN GOALS	SUBSIDIARY AIMS	CONTENTS	PROCEDURES	INTERACTION PATTERN	AIDS AND MATERIALS	TIME	EVALUATION
- To identify, define and give opinion on young people's values and goals.	To raise motivation for the content of the lesson	Socio cultural content: <u>Today's teens:</u> Young people's values and goals	The teacher writes the summary on the whiteboard while a student writes the lesson and checks if someone is absent. The teacher begins the lesson by handing out a survey worksheet on which students must answer what their main goals and problems in life are. The teacher asks students to answer the survey individually and, then, to compare their answers with their partners' in 5 minutes .	Plenary work	Whiteboard	10 min.	The teacher evaluates communicative skills and behaviour (observation grid)
- To develop communicative skills through oral discussion	To analyse graph information in order to raise awareness		Thereafter, the teacher projects the graph from <u>USA TODAY</u> which shows the results of the survey conducted with young people in 2006, (which was based on the	Individual work ↓	Survey 1 Computer	25 min.	

and express opinion on the content (Young people's values and goals)	same options that were given to these students). Then the teacher asks what values they give more importance, pointing out the results on the whiteboard. Then she informs students that the survey was released in 2006, and she asks whether they notice any differences in the values and goals of today's youth.	Pair work ⇓ Plenary work	Overhead projector Graph 1 Whiteboard	
To develop listening and comprehension skills	The teacher introduces the next activity by explaining that they are going to listen to a song (a video w/lyrics), and while they are listening to the song they are playing in pairs (one against the other): they must collect as many cards as they can taking into account the values presented in the song. – <u>Word War game</u>	Students ⇓ Teacher	Computer Overhead projector Song 1: <u>Young forever</u> – Jay Z ft. Mr. Hudson (4:12) https://www.youtube.com/watch?v=oQgMRrBQSUs Cards	5 min.

To define the concepts of easy living; material wealth; fame; beauty; endless youth)	The teacher picks the students who have won to define the concepts written in their cards orally. (easy living; material wealth; fame; beauty; endless youth)	Students ⇓ Teacher	Cards Whiteboard	15 min.
To develop reading sub-skills (reading for gist)	The teacher moves on to the next activity by handing out an article named <u>Generation Y's goal? Wealth and fame.</u> The teacher asks students to read the article in 10 minutes . While they read they must collect evidence to show how teens act today in order to be/seem famous.	Individual work	Worksheet 1, page 1: (<i>Usa Today's</i> Article: <u>Generation Y's goal? Wealth and fame</u> (http://usatoday30.usatoday.com/news/nation/2007-01-09-gen-y-cover_x.htm)	10 min.
To increase awareness of young people's goals	The teacher asks students about the evidences they found in the text and then she asks them some questions, such as: -Would you like to be famous?	Teacher ⇔ Students		10 min.

-So what about the young people who post many pictures on social networks? Don't you think they want to achieve a bit of fame, by getting likes and followers?

- What about reality shows?

- Do you think that young people who participate in these reality shows reflect the values and goals of today's youth?

- Don't forget that even though only about 20 young people are accepted in these reality shows, there are thousands of young people sending their entries hoping to be accepted.

-Now, going back to the last paragraph of the article, do you think that being poor is a major obstacle to "fit in"?

Discussion of the topics based on what students read in the article.

To identify verb tenses and explain their use	Linguistic content: Present simple; present continuous;	Now the teacher asks students to work in small groups, in order to find the specific verb forms she asks each group to find in the article. The teacher asks students to identify the verb and the tense. Plenary correction:	Group work (small groups) ↓ Plenary work	Student's notebook	15 min.
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present perfect; past simple; future forms; modal verbs	While correcting the exercise, the teacher asks about the use of each verb tense. (grammar revision)
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1. Choose your top goals among these five options:

- To get rich ☐
- To be famous ☐
- To help people in need ☐
- To be leaders in your community ☐
- To become more spiritual ☐

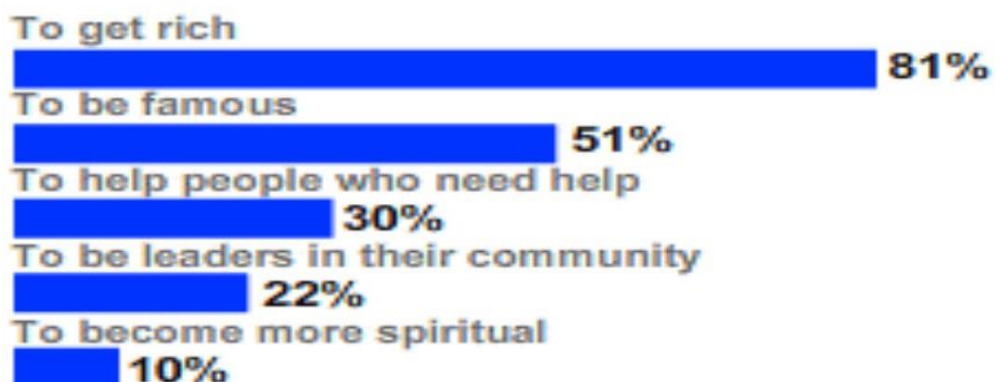
2. Choose your most important individual problems among these ten options:

- Money ☐
- School/Education ☐
- Career/job ☐
- Family/relationships ☐
- Miscellaneous ☐
- Health ☐
- National conditions ☐
- Other ☐
- No problems ☐

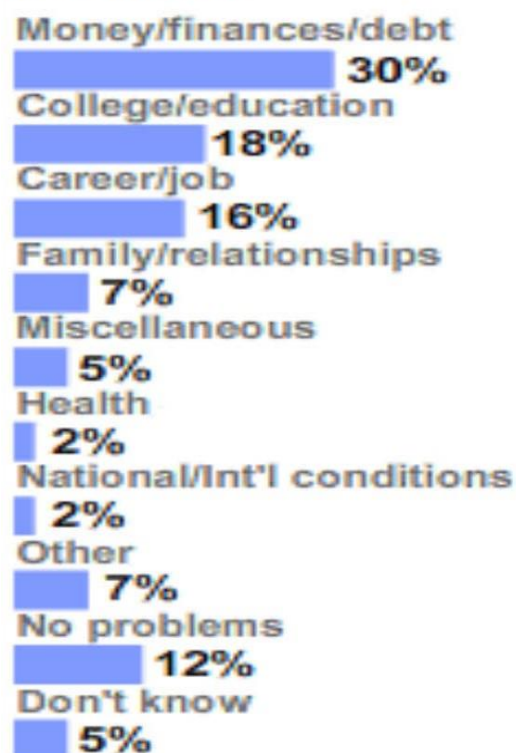
Teacher: Andreia Ferreira

(Graph 1)

Asked to choose their generation's top goals from among five options, 18- to 25-year-olds listed these as either most important or second-most important:



... and said their most important individual problem is:



Source: Pew Research Center 2006 Gen Next Survey of 579 18- to 25-year-olds; margin of error ± 5 percentage points.

By David Evans and Julie Snider, USA TODAY

(Word War Game)

Easy Living

Material
Wealth

Beauty

Endless
Youth

Fame



Generation Y's goal? Wealth and fame

Updated 1/10/2007 1:16 AM ET

By Sharon Jayson, USA TODAY

Ask young people about their generation's top life goals and the answer is clear and resounding: They want to be rich and famous.

"When you open a celebrity magazine, it's all about the money and being rich and famous," says 22-year-old **Cameron Johnson**. We see reality TV shows with Jessica and Nick living the life. We see Britney and Paris. The people we relate to outside our friends are those people."

"We're seeing the common person become famous for being themselves," says David Morrison of the Philadelphia-based research firm Twenty something Inc. MTV and reality TV are in large part fuelling these youthful desires, he says.

"Look at *Big Brother* and other shows. People being themselves can be incredibly famous and get sponsorship deals, and they can become celebrities," he says. "It's a completely new development in entertainment, and it's having a crossover effect on attitudes and behaviour."

Still, this generation acknowledges the realities of a world in which bills must be paid, Pew found. Money is by far their most important problem.

Life today is expensive

Monetary realities are far bleaker for this generation than what their parents experienced. Costs for basics such as housing, insurance or education have escalated, even as income growth for the middle class has slowed. There's also more disparity between rich and poor.

Young people today may earn more in dollars than their parents did, but their money buys less, which may make them feel poorer and means a lot less economic security, Frank says.

"They're going to have a harder time because the amounts they'll have to come up with to even do as well as their parents are going to be harder to achieve," he says.

Pressure to fit in

"Being poor and being a person of colour and not wanting to fit the stereotype, my first year I bought things," she says. "I bought a lot of clothes and stuff for my room, and I bought my laptop. If my friends wanted to go out, I'd go out and spend on food when I knew I didn't have the money."

Fame doesn't necessarily mean being on TV. (...) Now, young people can be celebrities in their own worlds by posting videos on YouTube, posing like a model on Myspace or creating an online reality show featuring themselves.

(http://usatoday30.usatoday.com/news/nation/2007-01-09-gen-y-cover_x.htm)

Teacher: Andreia Ferreira

ANEXO 16

**Plano de aula de Inglês “People’s values VS
Society’s values” e materiais – pp. 117-129**



Trainee teacher: Andreia Ferreira

TOPIC: Today's teens: People's values VS Society values

Summary: Today's teens: People's values VS Society's values.
The value of beauty – A song and an article. Exercises.
Dictionary task.

<i>MAIN GOALS</i>	<i>SUBSIDIARY AIMS</i>	<i>CONTENTS</i>	<i>PROCEDURES</i>	<i>INTERACTION PATTERN</i>	<i>AIDS AND MATERIALS</i>	<i>TIME</i>	<i>EVALUATION</i>
	To identify verb tenses and explain their use	Linguistic content: Present simple; present continuous; present perfect; past simple; Future forms; modal verbs	The teacher asks a student to come to the board, write the number of the lesson and take attendance, then the teacher writes the summary. Correcting the homework: The teacher recalls students about what was done in the previous lesson, in which she asked some groups to find some specific verb forms. The teacher corrects the exercise and asks students to identify the verb and the tense. Plenary correction:	Plenary work	Students notebook	15 min.	The teacher evaluates communicative skills and behaviour (observation grid)

TO RECALL PREVIOUS LEARNT CONTENT RELATED TO THE VALUES AND GOALS OF YOUNG PEOPLE	To develop communicative skills through oral discussion	Socio cultural content: Today's teens: Society's values	While correcting the exercise, the teacher asks about the use of each verb tense. (grammar revision)			
			Brainstorming activity: The teacher writes on the whiteboard "Young people's values" and asks students to give words related to that, recalling what they have learnt in the previous lessons. **The teacher expects students to suggest the concept of beauty and taking this as a departure point, the teacher moves on to the next activity.	Plenary work	Whiteboard	10 min.
TO IDENTIFY, DEFINE AND GIVE OPINION ON SOCIETY'S VALUES	To analyse images, in order to raise awareness and form opinion on the values promoted by society		The teacher projects 9 images (screenshots of a video clip) and asks the students to write down a title or description for each one of the images. (5 minutes).	Individual work	Images 1 to 9	20 min.
			Then the teacher asks students which description they gave to the images, and asks them to explain what they see in each image and to tell her the feelings they get by looking at the images.	↓ Pair work ↓ Plenary work	Computer Overhead projector Song: Pretty Hurts by Beyoncé	
TO IDENTIFY SOCIOCULTU						

**RAL
CONTENT**

To listen for
global
comprehension

To express
opinion on
provocative
statements

To identify
standard rules
of the English
language

Then the teacher plays the video clip of the song Pretty Hurts (Beyoncé) and asks students to be attentive to the message of the video, so that they can explain it to the teacher, when it ends.

Finally, the teacher hands out the lyrics of the song and asks the students to comment on the 12 underlined sentences orally. (Brief discussion)

Then, the teacher writes on the whiteboard “Gonna” and “Ain’t” and asks if it is written according to the standard rules of the English language, and asks them why it is used so often in songs.

The teacher asks some students to go to the whiteboard in order to write the two words according to the standard English language.

Song lyrics

Whiteboard

**TO FORM
OPINION
TOWARDS
ISSUES
RELATED TO**

To comment on
the society’s
values

The teacher introduces the next activity by asking them: “why does society value beauty over brains?” (Brief discussion)

Students



Teacher

20 min.

**YOUNG
PEOPLE'S
AND
SOCIETY'S
VALUES.**

To increase awareness and promote critical judgement through the analysis of an article

To develop reading efficacy while giving opinion

To define concepts related to values

To argue and show viewpoint concerning the values of society

Then the teacher says that they are going to read an article to find out why society values beauty over brains. When they finish they must do the exercise 1, in which they must write a comment about what they have read.

The teacher asks students to read what they wrote, and gives some feedback.

Dictionary activity:

The teacher asks students to do exercise 2 of the worksheet, in which they must give the right definition to each underlined word in the text, with the help of the dictionary.

Then, the teacher corrects the exercise picking some students to answer.

Debate: Are our society's values deteriorating?

The teacher divides the class in two groups (One for and another against) and asks students to prepare a debate

Article 1

Why Does
Society Value
Beauty Over
Brains?

Pair work

Dictionary

Worksheet

15
min.

in order to show their viewpoint on the society's values.

1st step – Students discuss and prepare their arguments

2nd step – Discussion (45 min)**

**The discussion will only take place in the beginning of next lesson.

(Pretty Hurts by Beyoncé - Screenshots)













Pretty Hurts (Beyoncé)

Mama said, "You're a pretty girl.

**What's in your head, it doesn't
matter¹**

Brush your hair, fix your teeth.
What you wear is all that matters."

[Pre-Hook:]

Just another stage, pageant the pain
away

This time I'm gonna take the crown
Without falling down, down, down

[Hook:]

Pretty hurts, **we shine the light on
whatever's worst²**

Perfection is a disease of a nation³

Pretty hurts, pretty hurts

Pretty hurts, we shine the light on
whatever's worst

**We try to fix something but you can't
fix what you can't see⁴**

It's the soul that needs the surgery⁵

[Verse 2:]

Blonder hair, flat chest

TV says, "Bigger is better."⁶

South beach, sugar free

Vogue says, "Thinner is better."⁷

[Harvey Keitel:] Ms. Third ward, your
first question - what is your aspiration
in life?

[Beyoncé:] Well... My aspiration in
life... would be... to be happy.

**Ain't got no doctor or pill that can
take the pain away⁸**

**The pain's inside and nobody frees
you from your body⁹**

It's the soul, it's the soul that needs
surgery

It's my soul that needs surgery

**Plastic smiles and denial can only
take you so far¹⁰**

And you break when the paper signs
you in the dark

**You left with shattered mirrors and
the shards of a beautiful girl¹¹**

When you're alone all by yourself
(pretty hurts, pretty hurts)

And you're lying in your bed (pretty
hurts, pretty hurts)

Reflection stares right into you (pretty
hurts, pretty hurts)

Are you happy with yourself? (pretty
hurts, pretty hurts)

You stripped away the masquerade¹²
(pretty hurts, pretty hurts)

The illusion has been shed (pretty hurts,
pretty hurts)

Are you happy with yourself? (pretty
hurts, pretty hurts)

Are you happy with yourself? (pretty
hurts, pretty hurts)

Teacher: Andreia Ferreira



Why Does Society Value Beauty Over Brains?

By Quora Contributor

Answer by **Brittany Vaughn**:

When I was young, I was gifted with an exceptionally high IQ, great athletic ability, and the desire for adventure and discovery. However, what was the most consistent trait that other people talked about?

"Oh, you're so pretty!"

"Oh, I wish you'd wear your hair down every once in a while. You'd look so much prettier!"

"Aren't you pretty? You should wear a dress. It'll make you stand out even more."

"You should wear makeup. You'd make all the boys drool!"

"If you want that job, you'd better dress up nice. They don't want to hire an ugly girl."

Even my mother, who wanted me to be a **high-achiever**, was guilty of complimenting my perhaps slightly **above-average** looks more than my exceptional intelligence. As a result, I find myself fighting this **stereotype** on a daily basis. I am fighting to unlearn that I should spend more time doing my hair and makeup than studying for a test—and yes, this ingrained **mindset** has cost me quite a bit of ground in terms of



grades and opportunities because these "female rituals" are such a habit that they take up my time without me even realizing what is happening.

Not only do I have to fight this **mindset** in order to focus on what truly matters to me, I also have to deal with the consequences — I am still judged first and **foremost** by my looks instead of my intelligence. I pay the price for what matters to me. It's no wonder women have a hard time getting ahead in many fields and **instances**; not only are we taught to engage in meaningless rituals that take up the time we could be using for other **pursuits**, but we also have to fight against a culture that looks at our bodies before it even listens to what we are saying (if it listens at all).

http://www.slate.com/blogs/quora/2014/01/11/women_and_beauty_why_does_society_value_looks_over_intelligence.html

1. Imagine that you read this article online. Write down a comment giving your opinion on the following comment box.

Your comment

Save

Cancel

2. Give the right synonym for each word with the help of the dictionary.

- a) High-achiever
- b) Above-average
- c) Mindset
- d) Foremost
- e) Instances
- f) Pursuits
- g) Stereotype

Teacher: Andreia Ferreira

ANEXO 17

**Plano de aula de Inglês “Family Values” e
materiais – pp. 131-138**



Trainee teacher: Andreia Ferreira
TOPIC: Today's teens

Summary: Today's teens: Family Values.
The influence of the Media on Values.

<i>MAIN GOALS</i>	<i>SUBSIDIARY AIMS</i>	<i>CONTENTS</i>	<i>PROCEDURES</i>	<i>INTERACTION PATTERN</i>	<i>AIDS AND MATERIALS</i>	<i>TIME</i>	<i>EVALUATION</i>
	To raise motivation for the content of the lesson	Sociocultural content: Family Values	The teacher writes the summary on the whiteboard while a student writes the lesson and checks if someone is absent. 1 minute paper activity: The teacher asks the students to sum up what was done in the previous lesson. (Brief discussion)	Individual work Plenary work	Whiteboard Notebook	10 min.	The teacher evaluates communicative skills and behaviour (observation grid)

TO RECALL PREVIOUS LEARNT CONTENT RELATED TO THE VALUES AND GOALS OF YOUNG PEOPLE	To infer on the meaning and importance of the family values	Thereafter, the teacher writes on the whiteboard “Family values” and asks the students to discuss in pairs what they know about family values. (5 minutes)	Individual work ⇓ Pair work ⇓ Plenary work	Whiteboard	10 min.
		The teacher asks the students what they know about family values, and after some discussion, she hands out an article named: <u>The deterioration of family values</u> , and asks the students to read it individually. Then the students must answer questions 1 to 5 and check their answers in pairs. **		Whiteboard Article 1 <u>The deterioration of family values</u>	20 min.
	To argue and show viewpoint on a statement	Question 5 is to comment on the statement “AMERICA IS not experiencing a crisis of leadership so much as a crisis of values.”	Individual work ⇓ Plenary work		
		The students must write some arguments and then show it to the class in order to produce discussion.			10 min.

**TO IDENTIFY,
DEFINE AND
GIVE OPINION
ON FAMILY
VALUES**

To listen for
detail

The teacher introduces the next activity by explaining that they are going to listen to a song named Family values and while they are listening to the song they must complete a table with the information in the song. After they finish, they must compare their answers with their partners.

Individual work



Pair work



Plenary work

**Johnossi -
Family
Values**

20 min.

<https://www.youtube.com/watch?v=PAUDcKcnhJc>

#t=27

(3:30)

Exercise 1-
Table

**TO IDENTIFY
SOCIOCULTU
RAL
CONTENT**

To form
theories
towards the
decline of the
family values

The teacher corrects the exercise and then she asks: Why does the singer say:

Family values that we had (...) we've gone bad? What could lead to the decline of his family values?

**The teacher wants the students to formulate theories based on the decline of this family values.

The teacher picks the best theories and writes them on the whiteboard.

Whiteboard

**TO FORM
OPINION
TOWARDS
THE MEDIA**

To describe an
image related
to the theme of

Thereafter, the teacher projects an image related to the theme of the

Pair work

10 min.

**INFLUENCE
ON PEOPLE'S
AND
SOCIETY'S
VALUES**

the Media
critically

Media which is connected to the
society values.

The teacher asks the students to write
a paragraph in pairs taking the image
and what they have read in the article
as a starting point. The paragraph must
contain not only a description but also
some arguments.



Plenary work

When they finish, they must share their
ideas with the class and the teacher
gives some feedback.

10 min.



The deterioration of family values

7:09 pm in *Uncategorized* by *Draiman for Mayor*

Since World War 2 when women were encouraged to join the work force *en mass*, to replace the men who went to war and keep the economy and the war effort going, there has been a deterioration of family values and a breakdown of the family unit, a trend where a mother was not at home to take care of her children, monitor their behaviour, help with the homework and discipline when and where necessary.

The advancement in technology has harmed family values. The Media and Television has totally destroyed any comprehension of values in our society. We have become a materialistic society – No holds barred.

The lack of discipline and total disregard for authority and respect is clear to anyone who has watched the past 50 years and seen our society's values deteriorate.

One example alone is that 50 years ago a teacher was happy to go to school to teach, a teacher was respected and looked up-to, a teacher could discipline. Today teachers fear for their lives, they are petrified by their students, discipline is restricted both to teachers and parents alike.

This scenario carries on to other social interactions of society today, and the situation is getting worse and worse every year.

You will notice that many families who come from other countries have a very strong family values, tradition, good education, respect and the children excel in their studies. That is because they have not had the chance to be influenced by our overly liberal society.

The education of our children begins at home and continues in school – the parents and the school must take a proactive approach to teach our children values and respect.

In today's society a teacher is not permitted to discipline a student, the teachers will be sued, not to mention that teachers fear for their safety.

Parents in today's society are also restricted as to how to discipline their children; in many cases parents are getting sued. In many cases children would never dream of treating their parents with such disrespect 50 years ago. Today some parents are afraid of their own children.

Abuse has been and will be with society to eternity, that does not give society the right to prohibit discipline; a few acts of abuse should not cause society to prohibit proper discipline.

When an individual or individuals utilize a vehicle to commit a crime cause the death of others, does society prohibit vehicles altogether? No, a vehicle is very important for our everyday life.

Well, the discipline of our children by parents and teachers is extremely important for our society and the preservation of humanity.

It seems that our society is so busy chasing the dollar, fame and glory, that anything goes, all values goes out of the window. We should be an example of honesty, integrity and respect to our children.

Are Americans patriotic and proud enough to defend, protect and bring family values back to America? Is America ready to fight for honesty integrity and justice in our society, eliminate corruption and fraud, waste and self-serving programs?

Re-invigorate our economy, rebuild our industrial base and decrease our dependence on foreign economies and resources.

We, the people, are losing our values. Drunk with decades of material indulgence unbalanced by authentic spiritual endeavour, we're fast becoming corrupt. We look to objects for happiness and fulfilment. We go shopping when we feel empty and depressed. We elevate billionaires and Hollywood entertainers to positions of public acclaim they have not earned.

AMERICA IS not experiencing a crisis of leadership so much as a crisis of values. Politicians cannot provide them; they are mere caretakers of public business, and are as much in need of values guidance as the rest of us.

(<http://my.firedoglake.com/draiman/tag/the-deterioration-of-family-values-r5/>)

1. What is the main idea of the text?

2. Identify the meaning of the underlined terms in the text.

- a) Behaviour (line 6)
- b) Discipline (line 7)
- c) Liberal (line 25)
- d) Patriotic (line 48)

3. When did Family Values begin to decline and why did it happen? Enumerate all the reasons you find in the text.

4. Comment on the following statement: “In today’s society a teacher is not permitted to discipline a student”. (line 29)

5. Comment on the following statement: “AMERICA IS not experiencing a crisis of leadership so much as a crisis of values.” (line 61)

Teacher: Andreia Ferreira



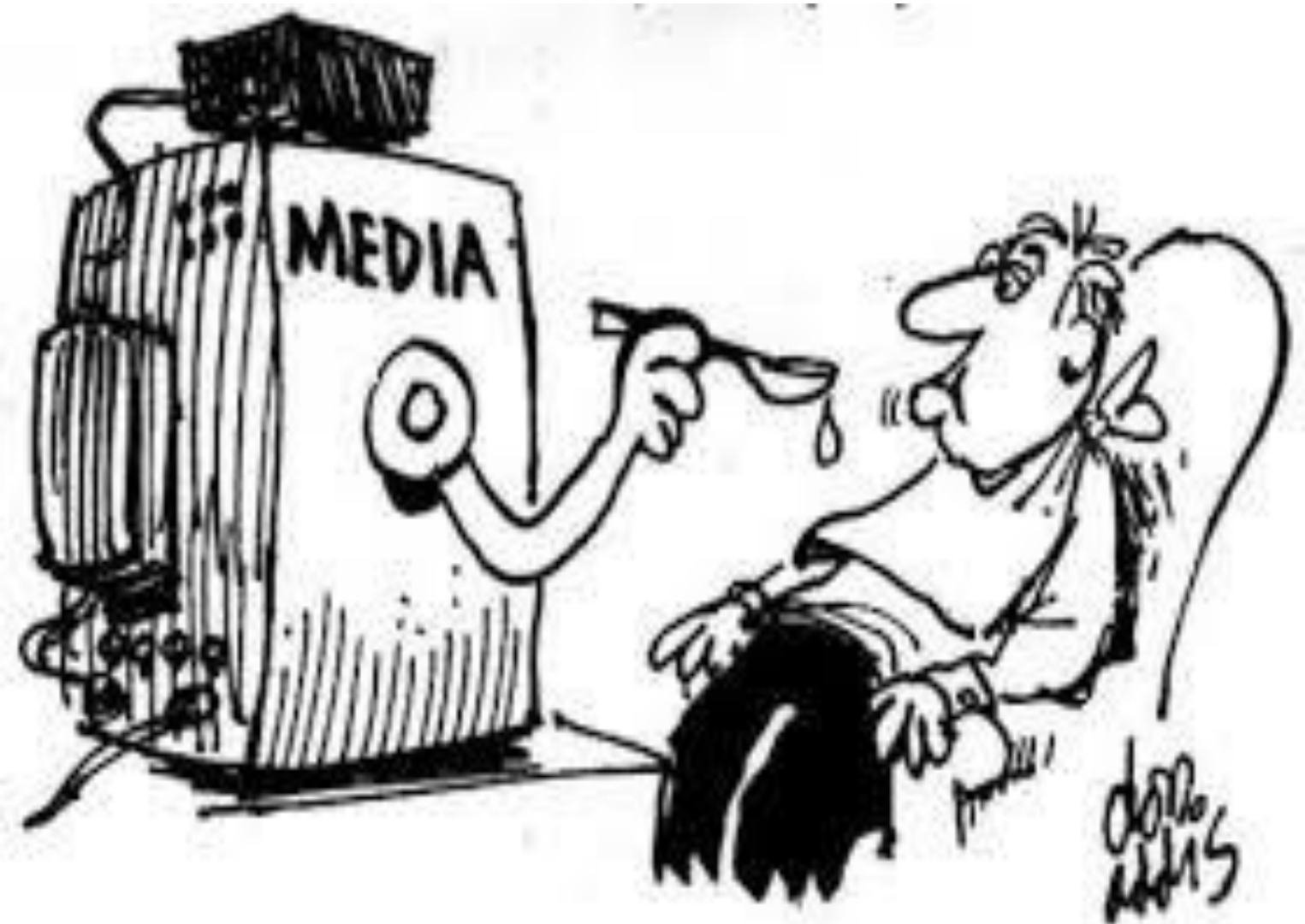
Family Values - Johnossi

1. Complete the table with the information you listen.

	Name	Description of the person	What happened?
Sister			
Mother			
Father			

Teacher: Andreia Ferreira

(The influence of *Media*)



ANEXO 18

**Plano de aula de Inglês “Discrimination and
Bullying” – pp. 140-148**



Trainee teacher: Andreia Ferreira
TOPIC: Today's teens

Summary: Discrimination and Bullying – an article and a song.

MAIN GOALS	SUBSIDIARY AIMS	CONTENTS	PROCEDURES	INTERACTION PATTERN	AIDS AND MATERIALS	TIME	EVALUATION
		Sociocultural content: Family Values Bullying/Discrimination Suicide	The teacher writes the summary on the whiteboard while a student writes the lesson and takes attendance. The Teacher projects the image that the students saw last lesson about Media. The teacher picks some students to tell what they have written down about the image. Then she asks:	Plenary work	Whiteboard Notebook	5 min.	The teacher evaluates communicative skills and behaviour (observation grid)
	To raise motivation for the content of the lesson To recall some previous learnt content on media and the family values						

To raise awareness towards the impact of family on people's lives	Which one do you consider has the biggest impact on the way people see themselves, the Media or the family values?		
To read for detail	Plenary Discussion Thereafter, the teacher hands out an article named <u>Transgender teen left a suicide note on Tumblr before getting hit by a truck.</u> The teacher asks students if they have heard about that, taking into account that it was a very recent occurrence. The teacher asks students to read the article in order to find out why she killed herself and the role of her family during her transition from boy to girl.	Article 1 <u>Transgender teen left a suicide note on Tumblr before getting hit by a truck</u> (Cosmopolitan) Plenary work	10 min. 15 min.

TO IDENTIFY, AND GIVE OPINION ON DISCRIMINATION AND BULLYING	To form opinion and show viewpoint towards discrimination	Reading, analysis of the whole text and plenary discussion. (15 minutes)			
	To raise awareness towards the feelings felt when someone's discriminated	The teacher introduces the next activity asking students about the feelings that people who are discriminated against/bullied experience mostly. The teacher picks some answers and writes them on the whiteboard. And then she asks: "Have you ever felt like this?"	Plenary work	<u>Hopeful</u> – Bars & Melody	10 min.
	To recall some personal experience in order to raise some susceptibility towards the issue	Then the teacher hands out a sheet with the lyrics of the song <u>Hopeful</u> (Bars & Melody) with some missing words. The teacher asks students to read the lyrics and	Individual work ⇓ Plenary work	Song Lyrics	5 min.
	To suggest on the possible feelings				15 min.

presented in
the song

To listen for
detail

To do
assumptions
about the
reason that
may have lead
someone to
write a song
about Bullying

write, in the blank spaces, the
feelings they find suitable.

The teacher asks students about
their suggestions and explains that
they are going to listen to the song
and they must check their answers
while they are listening to the
song.

Plenary correction.

The teacher asks: Could you guess
why these boys are singing a song
against bullying?

The teacher picks some students to
answer and then she tells students
that she will show them a video in
which they will discover the story
behind this song, and the reason
why the boys sing that song. (One
of the boys was bullied at school)

**TO
DEVELOP
CRITICAL
THINKING
TOWARDS
BULLYING/D
ISCRIMINA
TION**

The teacher asks the students if they have ever bullied someone or been bullied, and how they felt about that.

Plenary work

10 min.

Then, she hands out a survey in which they must answer if they have ever been bullied and the feelings they have towards bullying and discrimination.

Individual
work



Plenary work

10 min.

The teacher sets some time for students to answer and when they finish, she writes down their answers on the whiteboard in order to reach to a conclusion.

The teacher concludes the lesson by asking students for some personal opinions and giving her own opinion on the topic, summarising what was said by everyone.

To identify and be capable of using connectors in order to re-write a sentence.	Linguistic content: Contrast clauses	Finally, the teacher hands out a worksheet about contrast clauses. The teacher gives some explanations on the use of contrast clauses and asks the students to do the exercises. If we lack time, the students do the exercises for homework.	Teacher ⇓ Students Individual work	Worksheet	10 min.
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Transgender teen left a suicide note on Tumblr before getting hit by a truck

DEC 30, 2014 @ 11:04 AM By Tess Koman

"My death needs to mean something."

Leelah Alcorn, a 17-year-old transgender woman, left a suicide note on her Tumblr before getting hit by a semi-truck on Interstate 21. Her death is being treated as a suicide. Several sources refer to Leelah as a boy in their coverage of her death, and Leelah wrote in her note that she never felt she'd be able to transition successfully:

After a summer of having almost no friends plus the weight of having to think about college, save money for moving out, keep my grades up, go to church each week and feel like shit because everyone there is against everything I live for, I have decided I've had enough. I'm never going to transition successfully, even when I move out. I'm never going to be happy with the way I look or sound. I'm never going to have enough friends to satisfy me. I'm never going to have enough love to satisfy me. I'm never going to find a man who loves me. I'm never going to be happy. Either I live the rest of my life as a lonely man who wishes he were a woman or I

live my life as a lonelier woman who hates herself. There's no winning. There's no way out. I'm sad enough already, I don't need my life to get any worse. People say "it gets better" but that isn't true in my case. It gets worse. Each day I get worse. That's the gist of it, that's why I feel like killing myself. Sorry if that's not a good enough reason for you, it's good enough for me. As for my will, I want 100% of the things that I legally own to be sold and the money (plus my money in the bank) to be given to trans civil rights movements and support groups, I don't give a shit which one. The only way I will rest in peace is if one day transgender people aren't treated the way I was, they're treated like humans, with valid feelings and human rights. Gender needs to be taught about in schools, the earlier the better. My death needs to mean something. My death needs to be counted in the number of transgender people who commit suicide this year. I want someone to look at that number and say "that's fucked up" and fix it. Fix society. Please.



She also writes about the pain of going through life as a transgender woman whose family refuses to accept her identity.

When I was 14, I learned what transgender meant and cried of happiness. After 10 years of confusion I finally understood who I was. I immediately told my mom, and she reacted extremely negatively, telling me that it was a

phase, that I would never truly be a girl, that God doesn't make mistakes, that I am wrong. If you are reading this, parents, please don't tell this to your kids. Even if you are Christian or are against transgender people don't ever say that to someone, especially your kid. That won't do anything but make them hate them self. That's exactly what it did to me.

<http://www.cosmopolitan.com/lifestyle/news/a34773/leelah-alcorn-suicide/>



Hopeful - Bars and Melody

Please help me God, I feel so _____
I'm just a kid
How can I take it on my own?
I've cried too many tears, yeah, writing this song
Trying to fit in, where do I belong?
I wake up every day, don't want to leave my home
My momma's askin' me why I'm always _____
Too _____ to say, too _____ to holler
I'm walking to school with sweat around my collar
I'm just a kid, I don't want no _____
My nerves are bad, my life's a mess
The names you call me, they _____ real bad
I want to tell my mom
But she's havin' trouble with my dad
I feel so _____, there's nowhere to turn

Come to school
Don't wanna fight, I wanna learn
So please Mr. Bully
Tell me what I've done
You know I have no dad
I'm livin' with my mom

Cause I'm _____
Yes, I am _____ for today
Take this music and use it
Let it take you away
And be hopeful, hopeful
And he'll make a way
I know it ain't easy, but that's okay
Just be hopeful

Why do you trip at the colour of my skin?
And whether I'm fat or whether I'm thin?
You call me loser, you call me a fool

I ain't got a choice, I gotta go to school
I wish I had an angel to stick by my side
I'm shaking with _____, I'm so _____ inside
Doesn't really matter if I ain't got the looks
Why do you always hurt me and destroy my books?

I give you all my money every single day
I didn't ask to be born but now I have to pay
I ain't got no food, you take all I have
When I give it to you, you search through my bags
I wrote this song for you to see
We could've been friends, yeah you and me
Mr bully, take a moment please
Every single day you bring me to my knees

What I wear is all I have
We lost our home, I'm livin' from a bag
Yo, Mr. Bully, help me please
I'm flesh and blood, accept me please!

ANEXO 19

**Plano de aula de Inglês “Cyberbullying” e
materiais – pp. 150-157**



Summary: Cyberbullying– The dangers of cyberspace.

MAIN GOALS	SUBSIDIARY AIMS	CONTENTS	PROCEDURES	INTERACTION PATTERN	AIDS AND MATERIALS	TIME	EVALUATION
TO IDENTIFY SOCIOCULTURAL CONTENT		Linguistic Content: Contrast clauses	The teacher writes the summary on the whiteboard while a student writes the lesson and takes attendance.	Plenary work	Whiteboard	10 min.	The teacher evaluates communicative skills and behaviour (observation grid)
			The teacher corrects the worksheet about contrast clauses. Then she checks if students have any questions about the task accomplished and then moves on to the next activity.	Individual work ↓ Plenary work	Worksheet (Grammar practice)	5 min.	
	To raise motivation for the content of the lesson	Sociocultural content: Cyberbullying					
	To raise awareness towards the impact of bad relationships		The teacher divides the class into two groups and asks students to tell 10 key words they associate with good and bad friendship, which might include what a good or a bad friend wouldn't do. Then, the teacher tells students that they are going to listen to an audio file (<u>Broken friendship</u>) and take notes in order to understand the gist of the	Plenary work	Audio File <u>Broken friendship</u>	10 min.	
	To identify cyberbullying			Individual work			

**TO
IDENTIFY,
AND GIVE
OPINION
ON
DISCRIMIN
ATION,
BULLYING
AND**

and its consequences	story. The teacher asks some questions about the audio file: - Who betrayed her? - How do we call bullying on the Net/online? (cyberbullying)	Plenary work		
To give advice to someone towards a cyberbullying situation	Then, the teacher distributes a handout with two letters, divides the class into two rows and decides which side of the class will reply to which letter. When they finish, the teacher asks some students to read; the other students who replied to the same letter must write down the best parts of the answers of their colleagues and tell them to the class.	Pair work Plenary work	Letters	25 min.
To raise awareness towards social network exposure	The teacher tells students that they will watch a short video in which they will discover more about cyberbullying. The teacher explains and gives an example of an online danger, and the consequences of that danger. Then, she writes on the whiteboard: <u>How to keep cybersafe</u> and she brainstorms with the class. Examples:		Video <u>Cyberbullying:</u> <u>there is a way out!</u>	15 min.
		Plenary work		

CYBERBULLYING	To suggest ways young people can behave positively in cyberspace and be safe online	-Treat others with respect and expect them to do the same. -Keep passwords a secret. -If you don't want the world to know, don't post it. -Never post personal information online that can identify you in any way. - Use a free email address online like Hotmail or Google mail that you can get rid of, if you need to.	Individual work ⇓ Pair work ⇓ Plenary work		
	To promote active participation, communication and group discussion	The teacher hands out an article about bullying and social network exposure. The teacher asks the students to read the text. Analysis of the whole text and plenary discussion about cyberbullying and social networks.		Article 1	15 min.
TO DEVELOP CRITICAL THINKING TOWARDS BULLYING	To form opinion and show viewpoint towards bullied kids becoming	The teacher introduces the next activity, by explaining that she is going to show an advertisement which is an anti-bullying song quite	Individual work ⇓ Pair work ⇓ Plenary work	<u>I will survive</u> Saatchi and Saatchi	10 min.

**AND
CYBERBUL
LYING**

bullies; the
search for
revenge and the
bad image of the
human values

different from the general anti-bullying
advertisements.

Finally, she asks students:

What do you think of the message of this song?

**Do you think bullied kids should seek for revenge
and become bullies themselves?**

Plenary Discussion.

**(Anti-
bullying
song)**

Contrast Clauses

Grammar Practice

Look at the following sentence and identify its meaning.

If you have been bullied, you know how bad it feels. But you might not know how many other kids have felt exactly the same way.

- What idea does the sentence suggest? Why do you say so?

Once again, a word linking the two sentences gives them an idea of contradiction.

- So what can we conclude about this kind of words and their function in sentences?

There are many words with the same function; you can use but, yet, still, however, nonetheless, nevertheless, while, although, though, despite, in spite of, in spite of the fact that, even though, even if, but they are not all used the same way. Look at the following example and notice how some sentences change.

- I haven't personally experienced bullying, but I had a best friend who became a bully.
- I haven't personally experienced bullying, yet I had a best friend who became a bully.
- I haven't personally experienced bullying; however I had a best friend who became a bully.
- Although I haven't personally experienced bullying, I had a best friend who became a bully.
- In spite of not having personally experienced bullying, I had a best friend who became a bully.

Let's practice now!

- 1. Although kids who are bullied are at risk of suicide, bullying continues to spread.**

(Yet) _____

(in spite of the fact that) _____

- 2. While some bullies are arrogant, others can use bullying as a tool to boost self-esteem.**

(but) _____

- 3. There's bullying between siblings; nonetheless parents are not aware of that.**

(although) _____

(however) _____

- 4. Although some kids experience a lot of pain, they refuse to shut down their social networks.**

(in spite of) _____

(nonetheless) _____

- 5. In spite of reporting bullying, many students eventually enjoy the situation.**

(but yet) _____

(even though) _____



Letter #1

Dear Compy,

I've had the same best friend since preschool. We have never had a major fight or anything to break us apart. But now my friend has done something that I don't think I can forgive her for. Christine (not her real name) gave my e-mail password to this group of girls at school that I call the "beautiful people." They are gorgeous and popular, but they are also pretty mean. They used my e-mail account to send disgusting messages, supposedly from me, to every boy in school. Now I can't even walk down the hall without people laughing at me. What should I do?

-Betrayed

Letter #2

Dear Compy,

I need your advice. I have a great best friend who I've known forever. She's fun to hang out with and we always share everything. Now I have to make a choice. There is a group of really popular girls at school. They have promised to let me into their group, but on one condition. I have to give them Michele's (not her real name) e-mail password. I know Michele would be pretty upset if I did this, but I am desperate to be popular for once in my life. What could they do with her e-mail password anyhow? I'll just tell Michele to change it after I give it to them anyway. Please help!

-Undecided

Teacher: Andreia Ferreira



Verbal or emotional abuse is the most prevalent form of bullying online. Social bullying, another pervasive form – particularly with girls – includes social exclusion and spreading gossip and rumours.

Making public content that was meant to be private – such as photos or videos – is another frequent bullying activity, and is particularly common in the context of relationships. Finally, bullying may take the form of impersonation or spoofing, in which the perpetrator actually represents him or herself as the target. These forms of psychological bullying can be even more devastating when conducted through digital media.



Not surprisingly, social networks – particularly Facebook – are where youth report being bullied most often. Texting and instant messaging services are second, with YouTube well behind in third place. ^[1] Built-in digital cameras in cell phones are adding a new dimension to the problem. In one case students

used a camera-enabled cell phone to take a photo of an overweight classmate in the shower after gym. The picture was distributed throughout the school email list within minutes. The emerging trend of sexting also exposes teenagers to cyberbullying: personal messages and photographs, even those sent to real friends or boyfriends/girlfriends, could end up being embarrassing if the relationship sours and private photos are made public.



On social networking sites, you can tag images with the names of people who are in the photo. This simple act can lead to cyberbullying, as these photos will appear in any search into this person's name and it could be that misappropriated profile settings do not protect access to them.

Multiplayer online games and virtual worlds can be venues for harassment and cyberbullying when kids are playing or using the chat features to talk to other players. According to a 2008 Pew Internet& American Life Project report, more than half of teens who play games report seeing or hearing “people being mean and overly aggressive while playing”; a quarter of them report that this happens “often.”

(<http://mediasmarts.ca/digital-media-literacy/digital-issues/cyberbullying/how-kids-cyberbully>)

Teacher: Andreia Ferreira

ANEXO 20

**Plano de aula de Inglês “Online behaviour:
virtual life and ethics” e materiais – pp. 159-168**



Trainee teacher: Andreia Ferreira
TOPIC: Today's teens

Summary: Correction of the summative test.
Online behaviour: virtual life and ethics.

MAIN GOALS	SUBSIDIARY AIMS	CONTENTS	PROCEDURES	INTERACTION PATTERN	AIDS AND MATERIALS	TIME	EVALUATION
TO IDENTIFY SOCIOCULTURAL CONTENT		Sociocultural content: Technology and ethics	The teacher writes the summary on the whiteboard while a student writes the lesson and takes attendance.		Whiteboard	30 min.	The teacher evaluates communicative skills and behaviour (observation grid)
	To be able to understand the mistakes made and their correction		The teacher projects the correction of the test, reads each and every question and answer, to really correct/explain what students were supposed to write, making sure they understand everything, and gives some time for students to write it down on their notebooks.	Individual work	Beamer Computer		
	To be able to recall previous learnt content		Then, the teacher asks students whether they have written the review of the film <u>Cyberbully</u> that they saw last lesson. The teacher picks	Students Teacher		15 min.	

some students to read what they have written and then she asks:

Did you recognize the story of the film? (The story of the film was based on the story portrayed in the text they could read on their summative test).

Then the teacher asks some questions:

1. During the first scene, Taylor's mother says "What you do online isn't exactly private." What do you think she meant by that? How true do you think that statement is?
2. Lindsay leaves a mean comment (Lardo and Dogface) on a picture. There is a chat room where people from the school talk trash. Why do you think it's easier to say things through internet conversation rather than face-to-face conversation?
3. Do you think Taylor should have friended James even though she didn't personally know him? Why or why not?

4. How do you think Taylor felt when someone hacked into her account and updated her status?
5. Were you surprised when you found out who the hacker was? (her brother)
6. How do you think Taylor felt when Cheyenne reacted the way she did after being called a name? Do you think this was the right thing to do as her friend? Why? Why not?
7. Were you surprised when you found out the real identity of “James”? Why or why not?
Why do you think this person did what he/she did?
8. Do you think cyberbullies are punished like regular bullies? Why can’t cyberbullies be punished like regular bullies?
9. Lindsay’s dad defended her cyberbullying by saying it was Lindsay’s right of freedom of speech. Do you think he handled the situation correctly? Why? Why not?
10. How did Taylor’s experience with cyberbullying affect her friends and/or family?

**TO BECOME
AWARE OF
ONLINE
IDENTITY
EXPOSURE
AND OF
HARASSMENT**

To reflect on
online exposure
of identity and
vulnerability to
cyberbullying

11. The counselor says that bullying back “adds fuel to the fire”. What do you think that means?

Do you agree or disagree?

12. What does the movie say about the effect of technology on society?

The teacher says: **Nowadays, we are an easy target to cyberbullying, because we don’t protect our identity the best way. Let’s do an activity to discover if you are protecting your online activity.**

The teacher tells students to pick a piece of paper and draw a square representing the physical world. Then, they must draw a circle which represents their virtual world.

They must represent themselves by an ID. Within the circle that represents the virtual world, they must draw smaller circles representing the places where they have an online identity. (E.g.: Facebook, MSN, gaming sites.)

Piece of paper

10 min.

Individual work

In each of the places where they use their real identity, (their real name and not a nickname or avatar) they must write an ID (Identity). In the places where they use an imaginary name, nickname or avatar they must write X. When they finish, they must connect their various online identities. (like imaginary bridges) If they use a new identity for a gaming site, for instance, and this is linked to their email account where they have their real name, then there's a bridge between the gaming site and their email. Then, the teacher asks:

-Do you remember, at the beginning of this exercise, when you were asked to draw a square for the physical world, and a circle for the virtual world? On your piece of paper, how did you position the square and the circle? Was your virtual world circle outside or inside the square representing the physical world?

**TO DEVELOP
CRITICAL
THINKING
TOWARDS
BEHAVIOUR
ONLINE**

To be aware of
ethical and
unethical
behaviour online

-What were your reasons for placing the square and circle where you did? (Even if it doesn't seem so, the virtual world can be hard to disassociate from the real world for teenagers. This also shows that teenagers are vulnerable and an easy target to cyberbullying and harassment.)

-What do you think about the bridges linking your real world to your virtual world?

We can't be innocent, because many people don't have principles, nor a positive conduct and abuse those who are careless and innocent online.

As online users, people must have a set of principles and morals leading their behaviour towards others.

-Do you know what we call these set of principles and morals? (Ethics)

Ethics: Moral principles that control or influence a person's behaviour.

Plenary work

15 min.

-How does someone with an ethical behaviour act?

-Give examples of kinds of actions/behaviours that show people behave unethically when dealing with others? Explain why the behaviour is unethical.

-Can you think of examples that show people behave unethically in the community? (school community and the surrounding community)

Then the teacher asks students to classify the following situations according to ethics:

-A student cheating on a test.

-A politician lying to voters.

-A teenager helping a senior crossing the street.

-A student copying/pasting someone else's piece of work.

-Someone avoiding disturbing their neighbours.

-A company polluting the environment.

To develop self-analysis skills and to discuss values related to people's behaviour

Then the teacher asks:

-And what about online life? Could you give me some examples of ways that show people behave unethically online?

The teacher tells students that they will watch a video named Can We Auto-Correct Humanity? about the advance of technology.

Then the teacher recalls a sentence said by Prince EA: **“Technology made us more selfish and separate than ever.”** The teacher asks if they agree with that statement and why/why not.

-Do you agree when he says that the social network Facebook should be reclassified to anti-social network? Why? Why not?

-Do you think this video suggests closing our social networks and destroy our cell phones?

(Teacher's opinion: the idea is to be more balanced and mindful)

Prince EA -
Can We Auto-
Correct
Humanity?
(03:17)

10 min.

- And you? Do you let technology control you? Do you think we are easily controlled by technology?
- What do you think of this video? Do you think humanity needs an “auto-correct” feature?
- Could you imagine a person who preaches the idea that we should get away from technology having 500K likes on Facebook and constantly uploading gym selfies?
- What is your opinion about the fact that we can also follow him on Twitter, Instagram, YouTube and Tumblr?
- Is this consistent?

(Cyberbully – Discussion)

1. During the first scene, Taylor’s mother says “What you do online isn’t exactly private.” What do you think she meant by that? How true do you think that statement is?
2. Lindsay leaves a mean comment (Lardo and Dogface) on a picture. There is a chat room where people from the school talk trash. Why do you think it’s easier to say things through internet conversation rather than face-to-face conversation?
3. Do you think Taylor should have friended James even though she didn’t personally know him? Why or why not?
4. How do you think Taylor felt when someone hacked into her account and updated her status?
5. Were you surprised when you found out who the hacker was? (her brother) 6. How do you think Taylor felt when Cheyenne reacted the way she did after being called a name? Do you think this was the right thing to do as her friend? Why? Why not?
6. Were you surprised when you found out the real identity of “James”? Why or why not?
7. Why do you think this person did what he/she did?
8. Do you think cyberbullies are punished like regular bullies? Why can’t cyberbullies be punished like regular bullies?
9. Lindsay’s dad defended her cyberbullying by saying it was Lindsay’s right of freedom of speech. Do you think he handled the situation correctly? Why? Why not?
10. How did Taylor’s experience with cyberbullying affect her friends and/or family?
11. The counsellor says that bullying back “adds fuel to the fire”. What do you think that means? Do you agree or disagree?
12. What does the movie say about the effect of technology on society?

ANEXO 21

**Plano de aula de Inglês “Eating disorders” e
materiais – pp. 170-178**



Summary: Eating disorders: a video and a song.

MAIN GOALS	SUBSIDIARY AIMS	CONTENTS	PROCEDURES	INTERACTION PATTERN	AIDS AND MATERIALS	TIME	EVALUATION
TO IDENTIFY SOCIOCULTURAL CONTENT	To become motivated for the content of the lesson	Sociocultural content: Eating disorders	The teacher writes the summary on the whiteboard while a student writes the lesson and takes attendance.	Plenary work	Whiteboard	10 min.	The teacher evaluates communicative skills and behaviour (observation grid)
			The teacher begins the lesson by writing on the whiteboard: “ Sometimes food becomes an enemy. ” Then she asks: - Why would someone say this? The teacher picks some students to answer and then she shows a before/after image of a girl who suffers from anorexia. -How does this girl feel towards food?		Overhead projector Computer Whiteboard Images	15 min.	
	To reflect on the possible causes						

of eating
disorders on
females

-What could be the reasons for this girl to become so skinny?

-Does she seem to be healthy?

-Anorexia and Bulimia are eating disorders. Why are they called eating disorders?/What characterizes such problems?

-Do you know any actors, athletes, and other public figures that have been identified as having eating disorders?

To understand
the complexity
of eating
disorders on
females

Individual work

Worksheet

15 min.

After some discussion, the teacher gives students a worksheet in which they have to fill in blanks to complete the definitions of some eating disorders: bulimia, anorexia, obesity.

**TO BECOME
AWARE OF
EATING
DISORDERS**

To analyse a situation of and give opinion on eating disorders and their consequences within the world of young people

The teacher shows an interview of Demi Lovato (a singer) talking about eating disorders.

Then the teacher asks:

- What kind of disease affected Demi Lovato?

-Why did she develop an eating disorder?

-What were the consequences of her eating disorder?

-Why does Ellen say: “I think you have to be healthy to recognize unhealthy”?

-Demi gives advice to young girls. She doesn’t want young girls “to idolise”. What does she mean?

-Why does Demi Lovato feel she is a role model?

The teacher concludes the activity by asking students:

-What is a role model?

Video
[Demi Lovato faces the critics](#)

20 min.

To reflect on the influence of role models

-Do you think role models influence the way people see themselves?
-And you? Do you have a role model too?

To be able to interpret and analyse the message of a song

The teacher tells students that they are going to watch a video clip. While they are watching the video, they must take notes of the themes she criticizes the most. (Magazines, Photoshop, lack of self-esteem and self-acceptance, body sizes).

Then, the teacher asks:

-What themes does Meghan criticize?
-Why is she playing with Barbies and even throws a Barbie to the ground? What does she convey by that behaviour?
- Is there a link between Barbies and eating disorders? Why do you say so?
- Do you think that Meghan suffered from an eating disorder?

Meghan
Trainor
All about that
bass

Piece of paper

10 min.

**TO DEVELOP
CRITICAL
THINKING
TOWARDS**

To become
aware of male's
excessive
concern with

Without saying if the students are right or wrong, the teacher says that they will find out when she reads the following statement said by Meghan:

"I wasn't strong enough to have an eating disorder. I tried to go anorexic for a good three hours. I ate ice and celery, but that's not even anorexic. And I quit. I was like: Mum, can you make me a sandwich? Like, immediately."

And then the teacher asks:

-So, did she have an eating disorder?

-What do you think about this statement?

-Is she aware of how serious these diseases are?

-If you could, what would you reply to her?

The teacher hands out an advert created by National Eating Disorders Collaborations

Plenary work

NEDC
Advert

20 min.

**PHYSICAL
APPEARENCE**

physical
appearance.

(NEDC) which shows that eating disorders
also affect males.

Then the teacher asks:

-Do eating disorders only affect women?

Why do you say so?

**Discussion on male's excessive concern with
physical appearance. (obsession with
building muscles)**

(Before/after of a girl who suffers from anorexia. – discussion)





Eating disorders

- A. These are some dictionary entries. Read them and fill in the gaps with the words/expressions below.

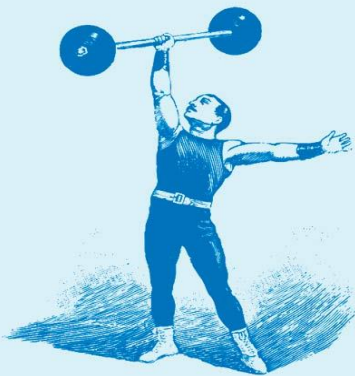
teenage girls	loss	refusal	fat	uncontrollable
disorder	unattractive	thin	gain weight	

- 1) **Anorexia** /ænə'reksɪə/ also **anorexia nervosa** /ænə'reksɪə nə'r'vousə/ *n tech*; a serious illness in which there is _____ of the desire for food and _____ to eat. The disease is suffered especially by young women, who feel they are _____ because they are too _____, even when they are not. Some people believe that anorexia is partly caused by Western Society's belief that _____ people are more attractive.
- 2) **Bulimia** /bju:'lɪmɪə/ *n tech*; an illness in which there is a great and _____ desire to eat. It is most often young women who suffer from it and they usually vomit after eating too much in order not to _____.
- 3) **Eating disorder** /i:tɪŋ dɪs'ɔ:də/ *n*; a medical condition in which patterns of eating are not those of most people, e.g. bulimia or anorexia. Eating disorders are usually associated with _____.
- 4) **Obese** /əʊ'bi:s/ *adj fml*; very _____, unhealthily fat.

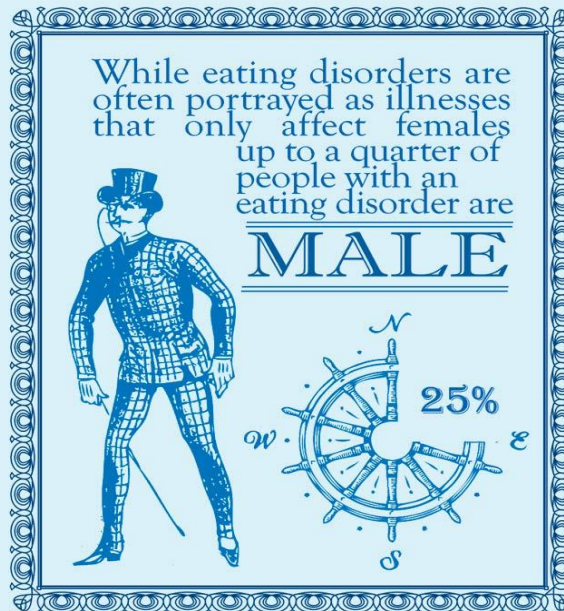
In Longman Dictionary of English Language and Culture

Teacher: Andreia Ferreira

• GUYS GET EATING DISORDERS TOO •



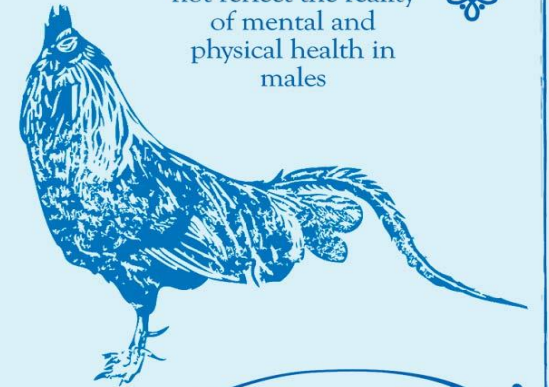
“Over-exercising and extreme pursuit of muscle growth are often seen as healthy behaviours for males. Actually they can indicate a significant disorder and can lead to severe health issues.”



FALSE MESSAGES

✿ Males are often exposed to cultural messages that can increase their vulnerability towards developing an eating disorder.

✿ These messages do not reflect the reality of mental and physical health in males



You are what you look like
MALES SHOULD ONLY HAVE ONE BODY TYPE
Males need to be in control
Eating disorders aren't masculine



Getting Help



If you suspect you or someone you know has an

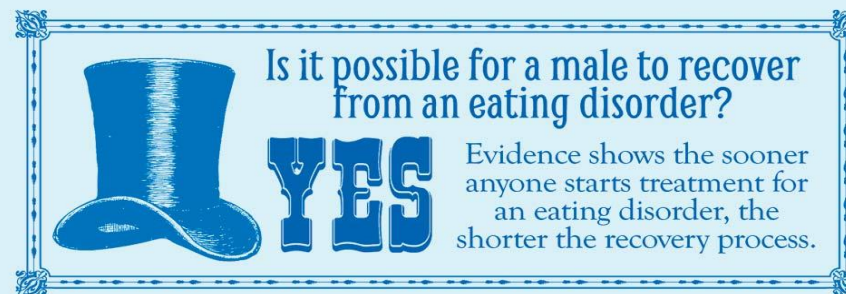
Eating Disorder
 seek help immediately

Find help in your area by visiting:
www.nedc.com.au/helplines

Snapshot

e National Eating Disorders Collaboration

nedc.com.au/eating-disorders-in-males



ANEXO 22

**Plano de aula de Francês “Les soucis de la vie”
e materiais – pp. 180-186**



Thème: Les voyages (Niveau 2)

Classe : 8° CR

AGRUPAMENTO DE ESCOLAS ROMEU CORREIA

Cours n° 28 (45 minutes) / Cours assisté n°1 (mercredi 18 novembre 2014)

Sommaire : Chanson «Sur ma route» de Black M - Exercices de compréhension orale et écrite

Révisions du passé composé

ES C/ 3° CICLO DE ROMEU CORREIA

Ano Letivo: 2014-2015

La tutrice : Aurora Frederique

La stagiaire : Andreia Ferreira

La stagiaire : Andreia Ferreira

Objectifs	Procédures/activités	Matériel / Ressources	Temps	Contenus socio-culturels	Contenus linguistiques/morphosyntaxiques	Évaluation
C.O + C.E : Déciffrer le sens global d'un clip I.O : Énoncer les moyens de transport trouvés dans le clip CO + C.E : Comprendre la chanson écoutée	La prof. accueille et salue les élèves. Après d'avoir écrit le sommaire avec l'aide des élèves, la prof. indique aux élèves qu'ils vont voir un clip (sans son). Le professeur distribue une fiche avec l'histoire du clip désordonné. Les élèves doivent mettre les phrases données dans le bon ordre en tenant compte de ce qu'il se passe dans le clip. La prof. corrige l'exercice avec l'aide des élèves et puis elle leur demande quels sont les moyens de voyager qu'ils ont trouvé dans le clip. (Réponses : les pieds et le bateau) La prof. fait passer la chanson une fois de plus avec le son et demande aux élèves de remplir les	Ordinateur Projecteur Chanson : <i>Sur ma Route</i> – Black M (4:11) Fiche de travail n° 9 (Exercices 1 et 2)	10 min. 10 min. 5 min.	Les soucis Les sentiments	Vocabulaire lié au thème des voyages et des moyens de transport : Les pieds ; Le bateau ; La route ; L'aventure ; Les bagages ; La famille / Les parents ; Les bouchons ; Le chemin ; La nostalgie ; Naufrager ; L'équipage.	Évaluation formative

	espaces manquants avec les mots qu'ils entendent. (Exercice à trous) Après la correction, la prof. demande aux élèves s'ils ont des questions et leur demande qu'ils répondent aux exercices de compréhension écrite, de la fiche de travail.					
I.O : Produire des énoncés oraux sur les sentiments du chanteur P.E : Écrire un texte en utilisant les verbes au passé composé	La prof. corrige les exercices 2, 3, 4, 5 et puis elle demande aux élèves de faire l'exercice 6 où ils doivent rédiger un court paragraphe de nature libre, commencé par l'expression « Sur ma route... » en utilisant le passé composé. Note : Pendant la correction des exercices, la prof pose, aux élèves, plusieurs questions sur les sentiments du chanteur (le désespoir, la solitude, la déception), les soucis et la vie difficile.	Fiche de travail n° 9 (Exercices 2-6)	10 min.		Le passé composé	
P.O : Lire expressivement un document produit par les élèves	S'il y a du temps, chaque élève lit son paragraphe et puis la prof. recueille les fiches de travail avec les textes produits par les élèves.	Fiche de travail n° 9 (Exercice 6)	10 min.			



Fiche n° 9

1. **Regarde** le document (https://www.youtube.com/watch?v=U-Z_bZS8t3M) et **ordonne** les phrases.

- ☐ Il conduit un bateau.
- ☐ Le personnage principal met une casquette sur la tête.
- ☐ Il écoute de la musique sur *Spotify*
- ☐ Il fait de la boxe.
- ☐ Il trouve une bague dans la forêt.
- ☐ Le personnage est à un endroit où ils y sont en train de filmer.
- ☐ Il est un astronaute sur la lune.
- ☐ Un prisonnier s'est évadé.
- ☐ Il quitte le studio de tournage.
- ☐ Il apparaît vêtu comme un clown dans une cage.

2. **Écoute** la chanson et **remplis** les espaces manquants avec les mots que tu entends.

Refrain {	Sur ma _____, oui	
	Il y a eu du <i>move</i> , oui	(...)
	De l'_____ dans l' <i>movie</i>	
	Une vie de <i>roots</i>	Sur ma _____
	Sur ma _____, oui	J'ai eu des moments de doute
	Je n' <i>compte</i> plus les soucis	J' <i>marchais</i> sans savoir vers où
	De quoi devenir fou, oui	J' <i>étais</i> têt <i>u</i> rien à foutre
	Une vie de <i>roots</i>	Sur ma _____
	J'avais pas de _____ en soute	

Et dans ma poche pas un sous
 Juste la _____ entre nous
 Sur ma route il y a eu un tas de

 La vérité j'ai souvent trébuché
 Est-ce que tu sais que quand tu touches
 le fond
 Il y a peu de gens chez qui tu peux te
 réfugier
 Tu peux compter que sur tes chers

 Parce que les amis, eux, disparaissent
 un par un
 Oui il m'arrive d'avoir le front au sol
 Parce que Dieu est grand, et on est seul,
 on meurt seul
 (...)
 Sur ma _____
 On m'a fait des coups en douce
 L'impression qu'un cœur en souffre
 Mais je suis sous anesthésie

Sur mon _____
 J'ai croisé pas mal d'anciens
 Ils me parlaient du lendemain
 Et que tout allait si vite
 Ne me parle pas de _____
 Parce que je t'avoue que mon cœur est
 trop fragile
 Je suis comme un pirate _____
 Oui mon _____ est plus
 qu'endommagé
 Je sèche mes larmes, je baisse les
 armes
 Jveux même plus savoir pourquoi ils
 me testent les autres
 Si y a plus rien à prendre je sais qu'il me
 reste une chose
 Et ma route elle est trop longue,
 pas le temps de faire une pause.

3. Choisis et coche la bonne réponse parmi les affirmations proposées.

a. Le personnage principal est :

- Un acteur. ☐
- Un médecin. ☐
- Un balayeur de rue. ☐

b. Sur la route du personnage principal il a eu :

- Beaucoup d'aventures. ☐
- Beaucoup d'argent. ☐
- Beaucoup de bons amis. ☐

4. À quelles paroles correspondent les interprétations suivantes ?

Interprétation	Paroles
Rares sont les personnes sur qui on peut vraiment compter en cas de coup dur.	
Black M a dû traverser beaucoup de choses avant d'y arriver.	
Black M est une personne déterminée.	
Certaines personnes ont tout fait pour briser ses rêves.	
Black M n'est pas né dans une famille aisée : il a parfois dû vivre avec le strict minimum.	

5. Réponds aux questions en construisant des phrases complètes.

- a. La « route » de Black M vous paraît-elle positive ou négative ? Justifiez votre réponse.

- b. Retire de la chanson une phrase qui prouve que le personnage a eu beaucoup de problèmes. Justifie avec une expression du texte.

c. Relevez des mots qui renforcent cette impression de vie difficile.

d. Est-ce qu'il est content du comportement de ses amis ? Pourquoi?

6. Écris un petit paragraphe sur **ta route** en utilisant le **passé composé**. (±50 mots)

➤ **Sur ma route...**

La prof: Andreia Ferreira

ANEXO 23

**Plano de aula de Francês “La fête de Noël et la
pauvreté” e materiais – pp. 189-194**



AGRUPAMENTO DE ESCOLAS ROMEU CORREIA

ES C/ 3º CICLO DE ROMEU CORREIA
Ano Letivo: 2014-2015

Thème: La fête
de Noël
(Niveau 2)
Classe : 8º CR

Cours nº 36 et 37 (90 minutes) / Cours assisté nº2 (lundi 15 décembre 2014)
Sommaire : Fêtons Noël : Chanson «Père Noël frappe à la porte».
Noël et les enfants pauvres.
Production de cartes de vœux.

La tutrice : Aurora Frederique
La stagiaire : Andreia Ferreira

Objectifs	Procédures/activités	Matériel / Ressources	Temps	Contenus socio-culturels	Contenus linguistiques/morphosyntaxiques	Évaluation
I.O : Décrire des images CO + C.E : Identifier dans la chanson des mots spécifiques	La prof. accueille et salue les élèves. Après d'avoir écrit le sommaire avec l'aide des élèves, la prof. indique aux élèves qu'ils vont voir une présentation d'images (Powtoon) sur le thème du Noël. La prof. pose des questions aux élèves afin qu'ils décrivent ce qu'ils voient. Ex : - Qui c'est ? - Comment est-il habillé ? - Qu'est-ce qu'on voit ici ? (Un sapin, une cheminée) - Où sont les enfants ? (Dans la maison/ Au salon) - Pourquoi le père Noël a-t-il le nez rouge ? La prof. fait passer une chanson et demande aux élèves de jouer en groupes de deux à la «Bataille	Ordinateur Projecteur Powtoon Chanson : <i>Père Noël frappe à la porte</i> - Versini (1 :48) Papiers (avec des mots écrits)	10 min. 5 min.	La fête de Noël et la pauvreté	Vocabulaire lié au thème du Noël : Père Noël ; Cadeaux ; Sapin ; Cheminée – Feu de bois ; Souliers ; Jouets ; Poupée ; Camion.	Évaluation formative

C.E : Identifier le sens global d'un texte sur Noël	de mots». En même temps qu'ils écoutent la chanson, ils doivent ramasser les papiers avec les mots entendus. Ils doivent être plus rapides que leurs collègues afin de gagner le plus grand nombre de mots et gagner la bataille. La prof. demande qui a gagné et offre une récompense à l'élève gagnant. La prof. distribue une fiche avec la chanson et fait passer la chanson une fois de plus avec le clip et demande aux élèves de chanter la chanson ensemble. Puis les élèves doivent faire un exercice qui consiste à remplir les espaces manquants d'un texte sur Noël, avec les mots donnés.	Fiche de travail n°10 (Exercice 1 et 2)	10 min.			
P.E + P.O: Produire de courts énoncés écrits sur ce qu'ils aimeraient de recevoir à Noël P.E + P.O: Donner son point de vue à propos de la fête de Noël des enfants pauvres	La prof. corrige l'exercice 3 et puis elle demande aux élèves de faire l'exercice 4 où ils doivent rédiger un court paragraphe sur ce qu'ils vont <i>commander</i> ce Noël. Puis, la prof. demande à quelques élèves de lire les textes produits. La prof. fait passer la chanson <i>À Noël les enfants pauvres</i> (Dany Aubin) et leur demande de lire le texte de la chanson et faire l'exercice 4 (a, b et c). Dans l'exercice 4c, ils doivent imaginer qu'ils ont la possibilité d'offrir un cadeau à ces enfants pauvres, et ils doivent dire ce qu'ils leur offriraient, en justifiant leurs réponses.	Fiche de travail n°10 (Exercice 3) Fiche de travail n°10 (Exercice 4) Chanson : <i>À Noël les enfants Pauvres</i> - Dany Aubin (2:17)	20 min.		Verbe <u>commander</u>	

P.E : Produire une carte de vœux	En petits groupes, les élèves doivent faire une carte de vœux, avec l'aide de l'ordinateur et en utilisant des applications Web 2.0 : Père Noël Portable ; cartes.villeronce.com ; acapela.tv et cybercartes.	Ordinateur applications Web 2.0 : Père Noël Portable ; cartes.villeronce.com ; acapela.tv et cybercartes	45 min.			
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Fiche n° 10

1. Voici la chanson que tu as entendue:

(REFRAIN)

Toc toc toc

Père Noël frappe à la porte

Toc toc toc

Dans son manteau rouge et blanc

Toc toc toc

Allons voir ce qu'il apporte

Père Noël !

Des cadeaux pour les enfants !

1

Il a le nez tout gelé

Et la barbe comme un glaçon

Laissons-le se réchauffer

Dans notre maison

2

Nous avons mis nos souliers

Sous le sapin décoré

Et du bon bois à brûler

Dans la cheminée

3

Je vais avoir ma poupée

Avec de jolis jupons

Moi je lui ai commandé

Un très gros camion

2. Lis attentivement la lettre écrite au Père Noël et complète-la avec les mots qui suivent.

CAMION - BOTTES – CADEAUX - SAPIN- BONHEUR - GÂTEAUX – FAMILLE - NUIT –
MANTEAU - SAGE – POUPÉE – CHEMINÉE

Cher Père Noël,

Je t'écris ce petit mot pour prendre de tes nouvelles. Comment vas-tu ?

Ne te fatigue pas trop car tu vas avoir une longue _____ de travail le 24 !

N'oublie pas de mettre ton _____ rouge et blanc et tes _____ noires comme ça tu n'auras pas froid !

Tu sais Père Noël, j'ai été bien _____ cette année et j'ai eu de bonnes notes à l'école ! Alors, je vais recevoir des _____ !

Je voudrais commander une belle _____ avec de jolis vêtements.

Est-ce que je peux commander des cadeaux pour ma _____ ? Ils sont tellement gentils !

Pour mon petit frère Lucas, un beau _____ de pompier !

Pour maman qui est coquette, une robe !

Pour papa, un portable !

Pour ma grande sœur, un petit-ami ! Mais ça, je sais pas si tu peux...

Le 24, nous mettrons nos chaussures sous le _____ pour que tu y laisses les cadeaux.

Près de la _____ que je n'allumerai pas pour ne pas te brûler les fesses, je te laisserai des _____ et du lait. Ça va te réchauffer !

Maman dit qu'il ne faut pas oublier les personnes malheureuses alors je voudrais commander du _____ et de la paix pour le monde entier.

Je te fais plein de bisous ! Je t'aime Père Noël !

Kiki

P.S : Fais des bisous aux lutins et à Rodolphe !

3. Et toi ? Qu'est-ce que tu vas commander ce Noël ?

4. Lis le texte de la chanson qui suit :

À Noël les enfants pauvres (Dany Aubin)

À Noël les enfants pauvres
Ne reçoivent jamais de cadeaux
À Noël ils ne font que des rêves
Que des rêves très gentils.

À Noël ces enfants pleurent
Car pour eux c'est bien triste la vie
Il faudrait que quelqu'un puisse leur faire cadeau
D'une journée remplie d'amour et de bonheur.

Ils ont froid dans leur cœur mais ils rêvent la nuit
Rêvent d'un jour où ils seront plus chanceux.

À Noël les enfants pauvres
Ne reçoivent jamais de cadeaux
À Noël ils ne font que des rêves d'amour
D'un amour qui doit durer toute la vie.

À Noël ils ne font que des rêves d'amour
D'un amour qui doit durer toute la vie.

a. Pourquoi les enfants dont parle la chanson, ne reçoivent pas de cadeaux à Noël?

b. Qu'est-ce qu'ils font à Noël ? Qu'en penses-tu ?

- c. Imagine que tu as la possibilité de donner un cadeau à ces enfants pauvres. Qu'est-ce que tu leur donnerais? Justifie ta réponse.



La prof. : Andreia Ferreira

ANEXO 24

Plano de aula de Francês “Se sentir bien dans sa peau” e materiais – pp. 196-201



AGRUPAMENTO DE ESCOLAS ROMEU CORREIA

ES C/ 3º CICLO DE ROMEU CORREIA
Ano Letivo: 2014-2015

Thème: La
Mode (Niveau
2)
Classe : 8º CR

Cours n° 38 et 39 (90 minutes) / Cours assisté n°3 (lundi 5 janvier 2015)

Sommaire : Les vêtements, les chaussures et les accessoires.
La garde-robe d'Elizabeth.

La tutrice : Aurora Frederique
La stagiaire : Andreia Ferreira

Objectifs	Procédures/activités	Matériel / Ressources	Temps	Contenus socio-culturels	Contenus linguistiques/morphosyntaxiques	Évaluation
I.O : Décrire ce qu'il se passe dans le clip CO + C.E : Identifier dans la chanson des mots liés aux vêtements, chaussures et accessoires	La prof. accueille et salue les élèves. Après d'avoir écrit le sommaire avec l'aide des élèves, la prof. indique aux élèves qu'ils vont écouter la chanson « Elizabeth » d'Amélie les crayons. Elle dit aux élèves d'identifier le personnage, le thème, ce que le personnage fait, et combien de temps il/elle met à s'habiller. Puis la prof. projette un PPT qui résume l'histoire de la chanson. La prof. distribue une fiche avec les paroles de la chanson et passe la chanson une fois de plus. Les élèves doivent souligner tous les mots qui sont liés au thème des vêtements, chaussures et accessoires qu'ils entendent. (Exercice A).	Ordinateur Projecteur Chanson : <i>Elizabeth</i> - Amélie les crayons (4:06) Tableau	5 min. 10 min. 15 min.	Les mots : Froc ; fagoté Se sentir bien dans sa peau	Vocabulaire lié au thème des vêtements, chaussures et accessoires: Pull ; chemise ; culottes ; Chaussettes ; chaussures ; Frocs ; manteaux de nus-dos ; débardeurs ; robe ; tailleurs ; foulards ; maillots ; jambières ; ceinture ; baskets ; chapeau ; parka ; montre ; boucles d'oreilles	Évaluation formative

I.O + C.E : Identifier le sens des mots liés au thème des vêtements, chaussures et accessoires P.E + P.O : Donner son opinion P.E : Décrire des vêtements et ce que les personnages portent	La prof. demande aux élèves les mots qu'ils ont trouvé. Puis la prof. distribue une fiche avec le vocabulaire des vêtements, chaussures et accessoires. La prof. explique l'expression « Se sentir bien dans sa peau » puis demande aux élèves de réaliser l'exercice 2. Il s'agit d'une question sur la relation entre Élisabeth, sa garde-robe et l'estime qu'elle a d'elle-même. La prof. demande aux élèves s'ils croient que la fille se sent bien dans sa peau. La prof. dit aux élèves de donner son opinion, et fait quelques questions sur leur expérience personnelle concernant leur garde-robe. Puis la prof. demande aux élèves de faire l'exercice 3 et 4 et la prof. corrige les exercices avec leur aide. Dans l'exercice 5 les élèves doivent décrire ce que portent deux jeunes. La prof. écrit au tableau les verbes porter, s'habiller, se déshabiller, mettre, se changer, enlever et informe les élèves qu'ils peuvent utiliser ces	Fiche de travail n° 11 (Exercices 1-5)	20 min.		... Verbes porter, s'habiller, se déshabiller, mettre, se changer, enlever	
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	verbes lorsqu'ils font des phrases sur vêtements, chaussures et accessoires.					
P.E + P.O: Produire de courts énoncés écrits sur ce qui portent leurs collègues et interagir oralement	La prof. corrige la fiche de travail et puis elle dit aux élèves qu'ils vont jouer à « Qui est-ce ? » Les élèves doivent décrire un collègue sans dire son nom et les autres élèves doivent deviner de qui s'agit.		30 min.		Vocabulaire lié au thème des vêtements, chaussures et accessoires et les couleurs	



Fiche n° 11

1. Lis attentivement les paroles de la chanson et souligne le vocabulaire lié au thème des vêtements, chaussures ou accessoires.

Elizabeth devant sa garde-robe
A 7h32 s'arrache les cheveux
Elizabeth devant sa garde-robe
Sait jamais ce qu'elle veut

Elle a trop de pulls, de chemises et de
Culottes de chaussettes, de chaussures
et De frocs, de manteaux de nus-dos, de
Débardeurs de robe et de tailleurs, de
Foulards, de maillots, de jambières...
Elizabeth désespère...

Elle sent ses jambes qui se dérobent
A 8h07, elle se couche par terre
Elizabeth devant sa garde-robe
Les bras en croix le regard en l'air

Elle vient d'entendre la météo
Qui lui dit ni froid ni chaud
Aujourd'hui ce sera mitigé
Décidément elle n'est pas aidée

Elizabeth devant sa garde-robe
A 8h25, se ressaisit
Elizabeth devant sa garde-robe
Décide de s'habiller en gris

Mais elle a trop de pulls, de chemises et
de Culottes grises
De chaussettes, de chaussures et de
frocs gris
De manteaux de nus-dos, de débardeurs
De robe et de tailleurs gris
De foulards, de maillots, de jambières
grises...
Elizabeth crise...

Elizabeth devant sa garde-robe
A 8h43 a le choix
Elizabeth devant sa garde-robe
Entre un pantalon et une jupe à pois

Elle préfère bien la jupe mais si elle
prend froid
Avec un gilet, ben ! Pourquoi pas ?

C'est seulement à 9h23
Qu'elle est prête elle a mis des bas

Elizabeth devant l'miroir de la commode
A 9h32 n'en croit pas ses yeux
Elizabeth devant l'miroir de la commode
Voit une tache sur son gilet bleu

Elle enlève son gilet, sa jupe et ses bas
Avec autre chose ça irait pas
Elle met l'pantalon gris qui l'attendait là
Plus que le haut, après c'est promis, elle y va

Mais elle a trop de pulls, de chemises et de cols v
De grandes manches, de bretelles et de cols
roules
De bodys, de nus-dos, de débardeurs
De châles et de tailleurs
De capes, de vestes, d'anorak... Elizabeth
craque...

Elizabeth devant sa garde-robe
A 9h50 ne sait plus quoi faire
Elizabeth devant sa garde-robe
Ne retrouve plus son chemisier vert

Elle est sûre qu'il est propre elle l'a lavé hier
Un cadeau de sa belle-mère
Et elle cherche, fouille, et puis, hop !
Elle le trouve en boule sous une pile d'affaires

Elizabeth devant sa garde-robe
A 10h est en train de repasser
Elizabeth devant sa garde-robe
Son joli chemisier

La radio allumée elle entend
Les infos de 10h annoncées
Là Elizabeth est vraiment
En retard, son car elle l'a loupé

Elle lâche son fer, son chemisier
Elle attrape les yeux fermés
Un survêtement, des baskets, un tablier
Et sort de chez elle tout mal fagotée.

2. Crois-tu qu'Élisabeth n'aime pas les vêtements qu'elle met parce qu'elle ne se sent pas bien dans sa peau? Justifie ta réponse.



3. Complète avec les noms des vêtements que tu as trouvés dans les paroles.



4. Chasse l'intrus parmi ces accessoires.

- Ceinture
- Chapeau
- Parka
- Montre
- Boucles d'oreilles

5. Observe l'image et indique ce que portent ces jeunes.



Zayn Malik porte...



Miley Cyrus porte...

La prof. : Andreia Ferreira

ANEXO 25

**Plano de aula de Francês “Les troubles de
comportement alimentaire” e materiais – pp.
203-209**



AGRUPAMENTO DE ESCOLAS ROMEU CORREIA

ES C/ 3º CICLO DE ROMEU CORREIA

Ano Letivo: 2014-2015

Thème:
L'alimentation
(Niveau 2)
Classe : 8º CR

Cours n° 55 et 56 (90 minutes) / Cours assisté n°6 (lundi 23 février 2015)

Sommaire : L'alimentation. Les troubles de comportement alimentaire.

Les articles partitifs - Exercices

La tutrice : Aurora Frederique

La stagiaire : Andreia Ferreira

Objectifs	Procédures/activités	Matériel / Ressources	Temps	Contenus socio-culturels	Contenus linguistiques/ morphosyntaxiques	Évaluation
C.O : Comprendre le vocabulaire de la chanson C.E + C.O: Remplir des espaces avec les mots manquants P.E + P.O:	La prof. accueille et salue les élèves. Après d'avoir écrit le sommaire avec l'aide des élèves, la prof. indique aux élèves qu'ils vont écouter une chanson. - Audition d'une chanson - Identification du thème central, d'aliments, de plats La prof. distribue aux élèves une fiche de travail. Les élèves doivent remplir quelques espaces manquants avec les aliments qui conviennent, en même temps qu'ils écoutent la chanson. (exercice 1, exercice à trous) La prof. corrige l'exercice et écrit au tableau les aliments manquants et demande aux élèves de compléter les espaces avec les mots corrects. La prof. dit aux élèves de faire l'exercice 2 (a, b et c). Dans l'exercice il y a une image d'une	Tableau Ordinateur Chanson : <i>En voici, en voilà -</i> Allain Le Lait Fiche de travail n° 17	5 min. 10 min. 5 min. 10 min.	La gastronomie française (quelques curiosités) Les troubles de comportement alimentaire	Vocabulaire lié au thème de l'alimentation : Steak ; hamburger ; riz ; spaghettis ; croquettes ; poisson ; gâteau ; chocolat ; poulet ; caramels ; soupe ; tarte aux pommes ; Plats chauds ; plats froids ; plats salés ; Entrée ; plat de résistance ; dessert ; boisson ; Couteau ; assiette ; cuillère ; fourchette ;	Évaluation formative

Donner son point de vue à propos des troubles alimentaires	filles anorexiques. En utilisant la chanson, les élèves doivent dire ce qu'elle ne mange pas et ce qu'elle devrait manger pour devenir saine. La prof. demande aux élèves s'ils connaissent cette maladie et demande leur point de vue sur le thème. Puis, la prof. explique les dangers que les troubles alimentaires, tels que la boulimie et l'obésité, ont sur la santé des personnes. Puis, la prof. dit aux élèves de faire l'exercice 3. Les élèves doivent remplir un tableau avec quelques exemples de plats salés, sucrés chauds et froids qu'ils trouvent dans la chanson. Puis, la prof. corrige l'exercice et demande aux élèves de faire l'exercice 3. Les élèves doivent créer un menu idéal, avec d'entrée, plat de résistance, dessert et boisson. La prof. dit aux élèves quelques curiosités sur la cuisine française comme le fait que le fromage vient après le plat de résistance et avant le dessert, contrairement à la tradition portugaise. La prof. demande à quelques élèves de lire leurs suggestions de menu idéal. Finalement, la prof. demande aux élèves de faire l'exercice 4. Ils doivent compléter les		10 min.		serviette ; casserole ; four ; saladier	
C.E: Identifier des plats sucrés, salés, chauds et froids			5 min.		Vocabulaire lié aux troubles de comportement alimentaire : Anorexie ; Boulimie ; Obésité	
P.E : Créer un menu idéal			10 min.		Verbes Manger ; boire ; couper ; s'essuyer ; cuisiner. (impératif présent) couper ; ajouter ; laver ; mettre ; enlever ; étaler ; piquer ; casser ; verser ; mélanger ; râper.	
I.O: Produire des petits énoncés oraux C.E + I.E :					Les articles partitifs	

Remplir des espaces avec des ustensiles de cuisine	espaces avec les mots associés aux ustensiles de cuisine qui conviennent.					
C.O: Comprendre l'utilisation des articles partitifs C.E+ I.E : Appliquer les règles des articles partitifs C.E + P.E : Répondre à des questions en utilisant les articles partitifs	Après d'avoir corrigé l'exercice 4 de la fiche de travail, la prof. informe les élèves qu'ils vont apprendre les articles partitifs. La prof. dessine un tableau pour expliquer les articles partitifs aux élèves en disant que les articles partitifs sont utilisés habituellement avant un aliment et donne quelques exemples de phrases. (Exemple : Au petit déjeuner, je mange du pain et je bois du lait.) Puis, la prof. donne aux élèves une fiche de travail sur les articles partitifs et leur demande de faire les exercices. S'il manque du temps, les élèves doivent faire les exercices à la maison.	Fiche de travail n° 18 Les articles partitifs	15 min. 20 min.			



L'ALIMENTATION

1. Écoute la chanson et remplis les espaces avec les mots que tu entends.

En voici, en voilà

© 2003 Alain Le Lait

Un _____ haché bien cuit
Du _____, des _____
Des croquettes de _____
Un petit morceau de _____
Une tranche de _____
Un gâteau au _____
Des frites et du _____
Avec un verre de _____ bien frais
En voici, en voilà
Des bons petits plats
Des sucrés, des salés
Des chauds ou des froids

De la _____ aux vermicelles
Du nougat, des _____
_____ aux pommes, pommes vapeur
Crêpes au sucre et
Pâtes au _____
Répétez depuis le début
De la soupe aux vermicelles
Du nougat, des _____
Tarte aux pommes, pommes vapeur
Crêpes au sucre et
Pâtes au beurre
(x3)

2. Complète le tableau avec les plats salés, sucrés, chauds et froids que tu as trouvés dans la chanson.

Plats Salés	Plats Sucrés	Plats chauds	Plats froids

3. Observe l'image.



- a. Quelles sont les aliments que cette fille ne mange pas que tu peux trouver dans la chanson ?

- b. Pourquoi est-elle trop maigre ? Crois-tu qu'elle est saine ? Justifie ta réponse.

- c. À ton avis, quels sont les aliments qu'elle devrait manger selon la chanson ?

AU RESTAURANT

4. Imagine que tu es le chef d'un restaurant. Rédige ton menu idéal en utilisant les plats et les aliments que tu as appris. N'oublie pas de séparer tes plats en 4 catégories : Entrée, Plat de résistance, Dessert et Boisson.



LES USTENSILES DE CUISINE

5. Complète les phrases en choisissant l'option correct parmi les options données.

Couteau (2x)	Casserole	Cuillère	Verre
Serviette	Assiette	Fourchette	

- a. João mange son repas dans une _____.
- b. Mariana coupe la viande avec un _____.
- c. Carolina boit un _____ de vin.
- d. Francisco mange de la soupe avec une _____.
- e. Beatriz s'essuie la bouche avec une _____ quand elle termine de manger.

- f. David mange son steak bien cuit avec une_____ et un _____.
- g. Catarina cuisine le poulet dans une_____.

6. Complète la recette de la Quiche Lorraine avec les verbes à la 2^{ème} personne du pluriel (vous) à l'impératif et avec les ustensiles de cuisine qui conviennent.

FOUR FOURCHETTE LARDONS FOUET
SALADIER MOULE À TARTE (2X)



- a. _____ (éta1er) la pâte brisée dans le_____.
- b. _____ (piquer) la pâte un peu partout avec une_____.
- c. _____ (casser) les 4 œufs dans le_____ puis _____ (verser) la crème fraîche.
- d. _____ (mélanger) les œufs et la crème fraîche avec le_____.
- e. _____ (ajouter) les champignons, un peu de sel et les _____ (un paquet).
- f. _____ (râper) le gruyère.
- g. _____ (verser) votre mélange dans le_____.
- h. _____ (mettre) la quiche Lorraine au _____ pour 30 minutes à 250°C.

ANEXO 26

**Plano de aula de Francês “Les maladies
d’amour” e materiais – pp. 211-217**



Thème: La
Santé (Niveau
2)

Classe : 8º CR

Cours nº 73 et 74 (90 minutes) / Cours assistés nº18 et 19
Sommaire : Analyse de la chanson : Je suis malade. Exercices.

La tutrice : Aurora Frederique
La stagiaire : Andreia Ferreira

Objectifs	Procédures/activités	Matériel / Ressources	Temps	Contenus socio-culturels	Contenus linguistiques/morphosyntaxiques	Évaluation
I.O : Produire des énoncés oraux à partir d'une image	La prof. accueille et salue les élèves. Après d'avoir écrit la leçon et le sommaire, la prof. montre aux élèves une image d'une adolescente qui semble triste/malade. La prof. fait des questions: - Comment se sent cette fille ? - Semble-t-elle heureuse ou triste ? Pourquoi ? - Est-elle malade ? (Malade d'amour) - A-t-elle mal à quel organe ? (cœur)	Ordinateur Image 1 Tableau	15 min.	Maladies d'amour / La dépression	Vocabulaire du champ des maladies d'amour: Cœur ; malade ; rêver ; désespoir ; envie de vivre ; fatiguée ; épuisée ; heureuse ;	Évaluation formative Observation directe des compétences en: -compréhension orale
C.E + I.E: Produire des énoncés oraux sur les maladies d'amour	Puis, la prof. demande aux élèves de réfléchir et de répondre à cette question : <u>Comment se sent quelqu'un qui a une maladie d'amour ?</u> avec l'aide de quelques dictionnaires.	Dictionnaire Tableau Chanson : <u>Je suis malade</u>	20 min.			-compréhension écrite -interaction orale
			10 min.			

C.O + C.E : Identifier le message de la chanson C.E + I.E: Identifier les idées générales d'un texte C.E + I.E: Donner son point de vue	La prof. écrit au tableau : <u>Ce que le malade d'amour d'amour fait</u> ; et <u>Ce que le malade d'amour arrête de faire</u>. La prof. écrit les mots/expressions donnés par les élèves au-dessous de chaque phrase correspondante. La prof. dit aux élèves qu'ils vont écouter une chanson qui s'appelle <u>Je suis malade</u>. La prof. distribue une mini-fiche, et les élèves doivent choisir parmi quelques options ce que le personnage de cette chanson fait et arrête de faire à cause de sa maladie d'amour. La prof. corrige l'exercice et donne la fiche de travail n° 25 avec les paroles de la chanson. La prof. fait passer la chanson une fois de plus et les élèves doivent suivre la chanson et un PPT sur la chanson, pour mieux comprendre le vocabulaire de la chanson. Puis, la prof. demande aux élèves de faire les exercices de la fiche de travail n° 25. La fiche de travail a 3 exercices de compréhension sur la chanson, la prof. demande aux élèves de faire l'exercice 1, et puis ils corrigent, puis ils feront l'exercice 2 et ainsi de suite. La prof. corrige les exercices avec l'aide des élèves et demande s'ils ont des doutes.	Mini-fiche de travail Fiche de travail n° 25	15 min. 10 min. 20 min.			Observation directe des attitudes et comportement : - participation aux activités - intérêt - autonomie - responsabilité - entre-aide - ponctualité - assiduité.
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(Chagrin d'amour – discussion)





1. Écoute la chanson et coche (X) ce que tu entends.

a. Ce que la chanteuse fait quand elle a un chagrin d'amour :

- ☐ Faire de la vaisselle
- ☐ Boire
- ☐ Sortir
- ☐ Écouter de la musique
- ☐ Désespérer
- ☐ Téléphoner aux amis
- ☐ Penser à son aimé

b. Ce que la chanteuse arrête de faire quand elle a un chagrin d'amour:

- ☐ Manger
- ☐ Parler
- ☐ Chanter
- ☐ Fumer
- ☐ Se laver
- ☐ Rêver
- ☐ Cuisiner

La prof: Andreia Ferreira



Je suis malade

1. Voici la chanson que tu as entendue.

Je suis malade – Lara Fabian

Je ne rêve plus,
Je ne fume plus,
Je n'ai même plus d'histoire,
Je suis sale sans toi,
Je suis laide sans toi,

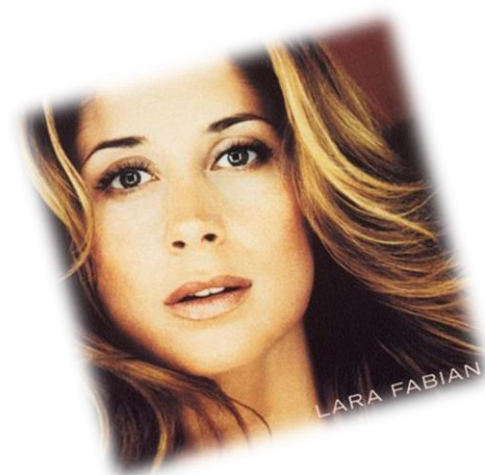
Comme une orpheline dans un dortoir
Je n'ai plus envie de vivre ma
vie,
Ma vie cesse quand tu pars,
Je n'ai plus de vie et même mon lit,
Se transforme en quai de gare,
Quand tu t'en vas.

**REFRAIN : Je suis malade,
Complètement malade,
Comme quand ma mère sortait le
soir,**

**Et qu'elle me
laissait seule
avec mon
désespoir,**

Je suis malade,
Parfaitement malade,
T'arrives on ne sait jamais quand,
Tu pars on ne sait jamais où,
Et ça va faire bientôt deux ans,
Que tu t'en fous.

Comme à un rocher,
Comme à un péché,
Je suis accrochée à toi,
Je suis fatiguée,
Je suis épuisée,
De faire semblant d'être heureuse,
Quand ils sont là,
Je bois toutes les nuits,



Mais tous les whiskies,
Pour moi ont le même goût,
Et tous les bateaux portent ton drapeau,
Je ne sais plus où aller, tu es partout.

Je suis malade,
Complètement malade,
Je verse mon sang dans ton corps,
Et je suis comme un oiseau mort,
Quand toi tu dors,

Je suis malade,
Parfaitement malade,
Tu m'as privée de tous mes chants,
Tu m'as vidée de tous mes mots,
Pourtant moi j'avais du talent avant ta
peau.

Cet amour me tue,
Si ça continue,
Je crèverai seule avec moi,
Près de ma radio,
Comme un gosse idiot,
En écoutant ma propre voix qui
chantera.

REFRAIN 1x

Je suis malade,
C'est ça, je suis malade,
Tu m'as privée de tous mes chants,
Tu m'as vidée de tous mes mots,
Et j'ai le cœur complètement malade,
Cerné de barricades,
T'entends je suis malade.



2. Réponds Vrai ou Faux. Corrige les fausses en utilisant des phrases de la chanson.

- ☐ **a.** Elle se sent moche sans son amour.
- ☐ **b.** Elle a la joie de vivre.
- ☐ **c.** Son lit est comme un arrêt de bus.
- ☐ **d.** Elle boit quelques fois.
- ☐ **e.** Elle dit que son cœur va bien.

3. Associe.

- | | |
|------------------------------|---|
| a) Elle a envie | 1) une orpheline dans un dortoir. |
| b) Elle se sent comme | 2) de ne rien faire. |
| c) Sa mère | 3) elle fait semblant d'être heureuse. |
| d) Près des autres | 4) cerné de barricades |
| e) Elle a son cœur | 5) la laissait seule le soir. |

4. Relis la chanson et réponds aux questions en construisant des phrases complètes.

- a)** Comment se sent-elle sans son aimé ?
- b)** Qu'est-ce qu'elle fait quand elle est près des autres ?
- c)** Qu'est-ce qu'elle dit de sa mère ? Qu'en penses-tu ?
- d)** Qu'est-ce qu'elle fait toutes les nuits à cause de son chagrin d'amour ?
- e)** Et toi ? Tu crois qu'elle est vraiment malade ? Justifie ta réponse.

La prof: Andreia Ferreira

ANEXO 27

**Plano de aula de Francês “- Les stéréotypes” e
materiais – pp. 219-225**



Objectifs	Procédures/activités	Matériel / Ressources	Temps	Contenus socio-culturels	Contenus linguistiques/morphosyntaxiques	Évaluation
C.E + I.O : Identifier les idées générales d'une chanson C.O + I.E : Identifier les mots liés au thème du logement	La prof. accueille et salue les élèves. Après d'avoir écrit la leçon et le sommaire, la prof. dit aux élèves qu'elle va montrer un PowerPoint et raconter une histoire avec leur aide. Il s'agit d'une description d'un appartement et grâce à la caractérisation de l'appartement, les étudiants peuvent spéculer sur la caractérisation psychologique de son locataire. - Discussion sur les stéréotypes masculins et féminins. - Discussion des éventuelles difficultés conjugales d'un couple dans un appartement délabré. Puis, la prof. distribue la fiche de travail nº30 et fait passer la chanson « L'appartement » de Grands Corps Malade. Les élèves doivent souligner les	Ordinateur Powerpoint L'appartement Chanson <i>L'appartement</i> (Grand Corps Malade)	30 min. 25 min.	Les stéréotypes féminins et masculins Les stéréotypes français et du monde Le <i>Slam</i>	Vocabulaire liée au thème du logement : Appartement ; cuisine ; salle de bain ; chambre ; canapé clic-clac ; table basse ; lit ; porte ; sol ; fenêtres ; rideaux ; évier ; vaisselle ; lave-vaisselle ; frigidaire ; baignoire ; lavabo ; draps	Évaluation formative Observation directe des compétences en: -compréhension orale -compréhension écrite -interaction orale

C.E : Donner son point de vue sur la chanson C.O + I.O : Donner son point de vue sur les stéréotypes C.E + I.E: Identifier des aspects de la chanson	mots qui sont liés au thème du logement. (pièces de la maison, meubles et objets). La prof. corrige et puis elle demande aux élèves de faire les exercices 2, 3 et 4 (4.1 et 4.2) et les corrige au fur et à mesure qu'ils sont faits. La prof. demande aux élèves quels sont les autres types de stéréotypes qu'ils connaissent. - Discussion sur les stéréotypes entre homme et femme ; les stéréotypes des pays du monde et des gens. La prof. montre une vidéo qui s'appelle « Cliché » sur les stéréotypes français. - Discussion sur les stéréotypes français. Puis, la prof. dit aux élèves qu'ils vont jouer le jeu "Kahoot" créé par la prof. La prof. pose douze questions sur la chanson étudiée, et les étudiants, en groupes, doivent choisir les réponses correctes sur les ordinateurs. A la fin, tous les élèves reçoivent un petit bonbon. Pour terminer, la prof. distribue aux élèves une fiche d'évaluation qu'ils doivent remplir avec son opinion sur la performance de la prof. stagiaire.	Fiche de travail n° 30 Jeu Kahoot Ordinateurs Fiche d'évaluation	20 min. 15 min.			Observation directe des attitudes et comportement : -participation aux activités - intérêt - autonomie - responsabilité - entre-aide - ponctualité - assiduité.
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L'APPARTEMENT

1. Écoute la chanson et souligne les mots liés au thème du logement. (Pièces de la maison, meubles et objets)

Je voudrais vous parler d'un endroit remarquable, absolument épatant,
Un lieu extraordinaire qui existe depuis longtemps
On le trouve un peu partout mais il renferme bien des mystères
Ce lieu mystique s'appelle l'appartement de célibataire

Le célibataire masculin c'est quand même celui que je connais le mieux
C'est un peu toujours le même qu'il soit jeune ou qu'il soit vieux
Je sais de quoi je parle, suivez-moi vous êtes sous bonne escorte
L'appartement est là, il suffit d'ouvrir la porte
Ce qu'on remarque tout de suite sans être un enquêteur
C'est qu'le sol mériterait un bon coup d'aspirateur
C'est pas vraiment que c'est sale, mais faut avouer que sous nos pieds
Quand on marche on a l'impression d'avancer sur du gravier
Un autre truc flagrant même si le mec habite là depuis 2 ans
C'est qu'on croit toujours qu'il vient de faire son déménagement
Y'a pas de rideaux aux fenêtres et en gros la décoration
J'crois qu'il faut admettre que c'est pas sa passion
Le célibataire est fier de ses meubles et pourtant tout ce qu'y a
C'est un pauvre canapé clic-clac et une table basse Ikea
C'est souvent sur cette table que le courrier attend bien sage
A côté d'une canette et d'un bout d'pizza 4 fromages
Bienvenue dans la cuisine, voici l'évier, il est nickel
Bon là on le voit pas bien, il est sous la pile de vaisselle
«J'm'en fous, j'la ferais demain», la phrase est un peu classique
Plus tard le célibataire aura un lave-vaisselle ou une meuf, les deux sont pratiques

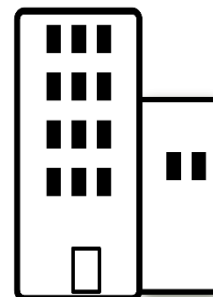
(Souffle du vent) x2

Vous reconnaissez ce bruit ? C'est quand on ouvre le frigidaire
A l'intérieur on dirait une plage de Normandie un soir d'hiver
A part 2 yaourts et une sauce bolognaise périmée, c'est le grand désert
Vas-y referme vite, j'suis déprimé
Pas mal la salle de bain elle est sympa la baignoire
Mais dis-moi, c'est sa vraie couleur là, le gris trottoir ?
Et le lavabo c'est pareil, lave le, ça prend deux secondes
J'entends Jacob Delafon qui se retourne au fond de sa tombe
Attention on attaque la chambre, et là ça cartonne.
Regarde bien, le lit est fait..... Non j'déconne
Par contre si tu regardes en dessous, il se passe des trucs étonnants
Y'a tout un écosystème qui est en plein développement
Il peut se passer un moment grave comme un tremblement de terre
C'est quand une femme prend ses quartiers dans l'appartement de célibataire
Elle opère de petits changements, délicatement, sans gros sabots
Et y'a plein de produits de beauté qui poussent le long du lavabo
C'est toujours ton petit chez toi mais y'a un nouveau parfum dans l'atmosphère
Toi tu aimes cette invasion, tu observes, tu laisses faire
Mais même si tu ranges pas plus et que tu laves pas souvent tes draps
Elle changera pas tes habitudes, si elle t'aime elle comprendra!

2. Fais la caractérisation psychologique du locataire de cet appartement.



3. Imagine qu'il s'agit de ton appartement. Quels sont les changements que tu peux faire pour améliorer ton appartement ?



4. Observe cette vignette.



4.1. Que penses-tu du stéréotype entre homme et femme?

4.2. Donne des exemples d'autres stéréotypes que tu connais.

La prof: Andreia Ferreira

(Questions - Kahoot)

1-A qui appartient l'appartement que décrit Grand Corps Malade?

- a. À un célibataire
- b. À un homme marié
- c. À un enfant
- d. À une fille

2- Combien de pièces a son appartement?

- a. 1
- b. 2
- c. 3
- d. 4

3- Pourquoi a-t-il l'impression d'avancer sur du gravier?

- a. Le tapis est neuf.
- b. Le carrelage est très vieux.
- c. Les chaussures du visiteur sont sales.
- d. Le locataire n'a pas passé l'aspirateur depuis longtemps.

4- Pourquoi est-il déprimé?

- a. Parce qu'il n'a rien à manger
- b. Parce qu'il a son appart en désordre.
- c. Parce qu'il ne veut pas de présence féminine dans son appart.
- d. Parce qu'il n'a pas de télévision.

5- Combien de choses y a-t-il dans le frigo?

- a. 1
- b. 2
- c. 3
- d. 4

6- Il aime...

- a. Cuisiner
- b. Faire le ménage
- c. Rien faire
- d. Décorer son appart

7 - Comment se sent-il à propos de ses meubles?

- a. Démotivé
- b. Fier
- c. En colère
- d. Il ne sent rien

8- Pourquoi pense-t-on qu'il vient de déménager?

- a. Il n'y a pas de nom sur la porte.
- b. Il n'y a pas de lit.
- c. Il n'y a pas de rideaux.
- d. Il n'y a pas d'aspirateur

9- La venue de la femme dans son appart est comme ...

- a. Avancer sur du gravier
- b. Être en prison
- c. Une plage de Normandie
- d. Un tremblement de terre

10- Comment est la décoration?

- a. Orientale
- b. Il n'y en a pas.
- c. Gothique
- d. Baroque

11- Quelle chaîne de magasins est citée dans le texte?

- a. Delhaize
- b. Jacob Bellecombette
- c. Ikea
- d. Carrefour

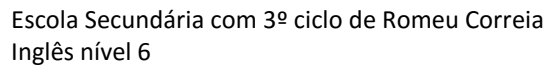
12. Comment appelle-t-on ce genre de musique?

- a. Hip-Hop
- b. Slam
- c. Rock
- d. Rap

ANEXO 28

Inquérito de avaliação das aulas de Inglês – p.

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Ano letivo 2014/2015
10º A1

- Obrigada 😊

ANEXO 29

**Inquérito de avaliação das aulas de Francês –
p. 229**



▪ **O que achei das aulas da Professora Andreia Ferreira?**

▪ **O que achei da utilização das canções em aula?**

(Canções utilizadas em aula: Sur Ma Route; Père Noël frappe à la porte ; La garde-robe d'Élizabeth ; En voici, en voilà ; La Danse d'Hélène ; Docteur, Je suis malade ; Je suis malade ; L'appartement)

▪ **O que achei dos temas abordados?** (Noël ; les vêtements ; l'alimentation ; les maladies ; le corps humain ; les maladies d'amour ; la vie à deux ; le logement ; les stéréotypes)

Apreciação Global	X
Não Satisfaz (1)	
Satisfaz (2)	
Bom (3)	
Muito Bom (4)	
Excelente (5)	

Obrigada 😊
Beijinhos e muito
sucesso!

ANEXO 30

Teste de Inglês – pp. 231-234

Name: _____ No. _____ Class: _____ 10th Form

Mark: _____ Teacher: _____

1ST PART: LISTENING COMPREHENSION**A. Brad and Katy give their opinion about a website. Listen to the clip and tick the right statement! (100 points)**

1. How many journalists were accepted on this online service?

a) One.	
b) Six.	
c) All the journalists who have applied.	

2. Does Brad consider himself beautiful?

a) Yes, because his mother says so.	
b) No, because he has a big nose and misaligned teeth.	
c) Yes, because this website considers he meets the standards.	

3. Why does Brad say that this world is getting crazier?

a) Because beautiful people only want to meet beautiful people.	
b) Because his colleagues were not accepted on the website.	
c) Because beautiful people don't have crooked teeth and nasty scars.	

4. What does Katy's boyfriend think about the people on the website?

a) They are stupid for accepting only beautiful people.	
b) They are mean for letting Katy worried about her physical appearance.	
c) They are crazy because Katy is beautiful.	

5. What is the most important thing to Katy?

a) To be accepted on the website.	
b) To have long hair, a slim figure and perfect white teeth.	
c) That people pay attention to what she really is.	

B. Are these sentences true or false? Just tick True or False!(100 points)

	True	False
1. Everyone can be accepted on this website.		
2. Brad and Katy don't understand the standards for selecting people for the website.		
3. Katy doesn't care that she was not considered beautiful.		
4. Katy's boyfriend knows she doesn't care about not being accepted.		

5. Katy considers what we are outside more important than who we are inside.		
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2ND PART: READING COMPREHENSION, GRAMMAR AND PRODUCING A TEXT

I. Read the text carefully, in order to accomplish the following tasks!

Not all cyberbullying stories have a positive outcome. In fact most do not. Cyberbullying is especially difficult for children or teens that are already having difficulty fitting in or navigating the confusing world of social interactions. Megan was just such a girl. Spending much of her childhood overweight and dealing with ADD¹ had already set Megan apart from many of her peers. She had struggled with her weight and her ADD aggravated compulsiveness.

The beginning of eighth grade had looked a lot more positive for Megan, though. She had lost some weight and, through MySpace, she had met a new boy, Josh that really seemed to like her. However, she had also lost a girl friend who lived nearby, and the two were often bickering at school and on the bus. When Megan began to suspect her ex-best friend of telling Josh terrible things about her, she quickly spiralled into depression. Megan's mother Tina tried to help her daughter to distance herself from Josh and the ex-best friend, but Megan's ADD caused her to compulsively check her MySpace and to continue to retaliate, which only fed the cyberbullying situation.

As Megan's fourteenth birthday approached, she became more unstable, as it became obvious that no one was planning to attend her party because of things they had read about her on MySpace. In the afternoon before her birthday, Megan became enraged over what was being posted. Her mother had to forcibly remove her from the computer and sent her to her room. Her mother, Tina, began preparing dinner, but by the time she went to get her daughter for dinner, young Megan had hung herself in her closet.

The most disturbing part of this example of cyberbullying stories is that Megan's MySpace boyfriend, Josh, never existed. It was an imaginary account created by the parents of Megan's ex-best friend. This is an instance when adults, not children, are the culprits of cyberbullying so severe that it resulted in an already troubled young person committing suicide. Cyberbullying is a real problem that results in really traumatizing consequences for all involved.

Although suicide is an extreme result of this example of cyberbullying stories, it is an actuality that parents, teachers and caregivers cannot deny. The only remedy for cyberbullying is action. When cyberbullying escalates from mere online bickering into real cyber harassment, children and teens need their parents to stand up for them and take action that will put an end to the abuse.

The first line of defence is to cut off the access that a cyberbully has to your child. You are in control of your child's online life. You must demand that your wishes be respected, and you must be willing to take whatever measure is necessary to protect your child from the abuse. Some children and teens will be resistant to a parent taking control in this way, but this is an instance where you must be the adult and take charge.

(<http://nobullying.com/cyber-bullying-stories/>)

¹ Attention Deficit Disorder

A. Using your own words, answer the following questions! (20 points)

1. Why did cyberbullying lead to Megan's suicide?
2. What are the suggestions given to stop a cyberbullying situation?

B. Using your own words, explain the following sentences! (20 points)

1. "Not all cyberbullying stories have a positive outcome." (line 1)
2. "... the two were often bickering at school and on the bus." (line 10)

C. Find evidence in the text for the following statements! (40 points)

1. When Megan was a child she suffered for being fat.
2. Megan was assisted to get away from her false-hearted friends.
3. This cyberbullying situation was not created by a child but by a grown up person.
4. You must do whatever it takes to safeguard your child against mistreatment.

D. Find opposites for these words in the first 3 paragraphs! (20 points)

1. Origin	2. Uncomplicated	3. Far	4. Wonderful	5. Calm
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II. GRAMMAR

A. Rewrite the following sentences, using the connectors suggested and making the necessary changes! (25 points)

1. She had met a new boy. However she had lost a girlfriend.
(Yet)
2. Although suicide is an extreme result of cyberbullying, it is an actuality that parents cannot deny.
(In spite of)
3. In spite of the significant impact that bullying can have on a target, our society often views it as acceptable behaviour.
(However)
4. Adult bullying rarely turns to physical confrontation; nonetheless there are bullies that use physicality.

(But)

5. Some children and teens will be resistant to parents' high control, but you must be the adult and take charge.

(Although)

B. Fill in the table with the right words! (25 points)

Noun	Adjective	Verb	Adverb
a)	b)	compel	compulsively
c)	d)	disturb	d)
force	f)	g)	forcibly
h)	abusive	i)	j)

III. Choose A or B and write a text of 120 – 150 words! Always account for your opinions! (50 points)

- A.** *“There is a deterioration of values in the present generation, because they do not value solid ethics like they used to. Politicians have no sense of right and wrong. People no longer believe that it is important to work for what they have. These values have shifted in the last few decades, and those values have deteriorated into this present generation.”*

Comment on this statement and write about values in general!

- B.** *“Bullying starts very early around the kindergarten age where the first thing we learn is to call each other names. Something so small can be so long lasting in someone's life.”*

Comment on this statement and write about bullying and its repercussions!

THE END

Your teacher: Andreia Ferreira

ANEXO 31

Testes de Francês e matriz – pp. 236-251

**MATRIZ TESTES 4****TESTE COMPREENSÃO ORAL**

	Objetivos	Conteúdos	Tipologia exercício	Cotações	Critérios correcção
A	Identificar alimentos , bebidas , sobremesas e pratos	Alimentação (alimentos, pratos de comida)	Associação (Associar palavras a imagens)	10x3=30	Resposta correta= 3 pontos Resposta incorreta= 0 pontos
B	Identificar alimentos numa lista de compras	Alimentos, bebidas	Seleção (colocar uma cruz nos alimentos escutados)	5x4=20	Resposta correta= 4 pontos Resposta incorreta= 0 pontos
C	Compreender um diálogo sobre o tema da alimentação	Alimentação (Num restaurante)	Verdadeiro ou Falso	10x5=50	Resposta correta=5 pontos Resposta errada= 0 pontos

TESTE COMPREENSÃO ESCRITA

	Objetivos	Conteúdos	Tipologia exercício	Cotações	Critérios correcção
A	Identificar entradas, pratos principais, sobremesas e bebidas	Categorias de uma refeição (Entrada, Prato Principal, Sobremesa e Bebida)	Completamento de tabela	10x2=20	Resposta correta=2 pontos Resposta errada= 0 pontos
B	Identificar utensílios de cozinha	Alimentação (utensílios de cozinha)	Lacunar	10x2=20	Resposta correta=2 pontos Resposta errada= 0 pontos
C	Identificar palavras intrusas	Alimentação	Escolha (Escolher entre várias opções)	5x2=10	Resposta correta=2 pontos Resposta errada= 0 pontos
D	Compreender um documento sobre o tema da alimentação	Alimentação (Alimentos, pratos de comida, gostos pessoais)	Verdadeiro ou Falso	10x5=50	Resposta correta=5 pontos Resposta errada= 0 pontos

TESTE GRAMÁTICA

	Objetivos	Conteúdos	Tipologia exercício	Cotações	Critérios correcção
A	Aplicar as regras dos artigos partitivos	Os artigos partitivos	Lacunar	10x2=20	Resposta correta=2 pontos Resposta errada= 0 pontos
B	Aplicar a regra dos advérbios de	Os Advérbios de quantidade e de intensidade	Lacunar	10x2=20	Resposta correta=2 pontos Resposta errada= 0 pontos

	quantidade e de intensidade				
C	Distinguir «três» de «beaucoup» ou "beaucoup de"	Os Advérbios de quantidade e de intensidade	Lacunar	6x2=12	Resposta correta=2 pontos Resposta errada= 0 pontos
	Conjugar verbos no presente do indicativo, no futuro e no passé composé	Presente do indicativo futuro do indicativo passé composé	Conjugação (1º grupo, boire, prendre, mettre, être)	12x4=48	Resposta correta=4 pontos Resposta errada= 0 pontos

TESTE PRODUÇÃO ESCRITA

	Objetivos	Conteúdos	Tipologia exercício	Cotações	CrITÉRIOS correcção
A	Produzir enunciados escritos	Alimentação; Ida a um restaurante	Questão aberta de resposta longa (60 a 70 palavras)	=100	90-100 pontos = Discurso coerente e organizado, respeitando a tipologia do enunciado; erros de ortografia e de estrutura irrelevantes 70-89 pontos = Discurso coerente e organizado, alguns erros de ortografia e de estrutura não impeditivos da comunicação 50-69 pontos = Discurso coerente e organizado, erros de ortografia e de estrutura 20-49 pontos = Discurso pouco coerente e pouco organizado, muitos erros de ortografia e de estrutura impeditivos da comunicação 0-19 pontos = Discurso sem organização e coerência, inúmeros erros de ortografia e de estrutura impeditivos da comunicação

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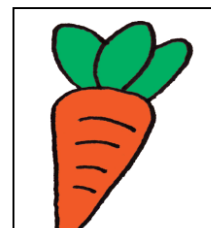
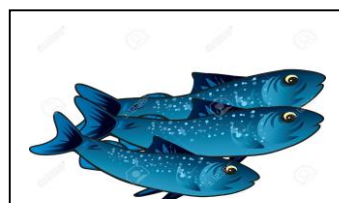
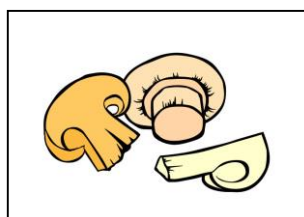
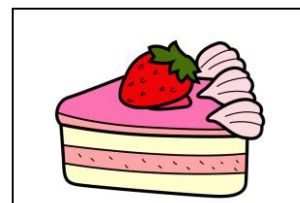
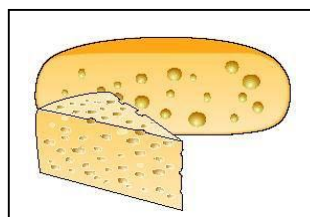
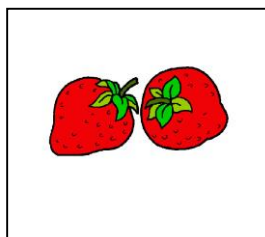
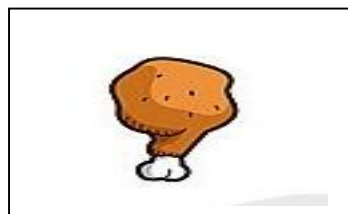
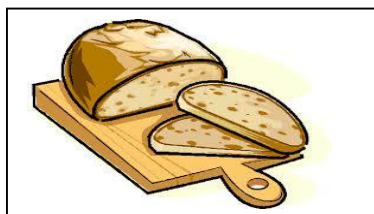
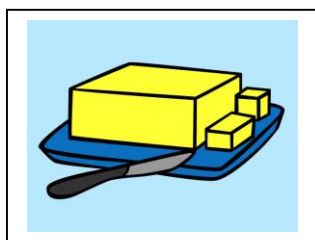
CONTRÔLE DE COMPRÉHENSION ORALE N°4

Nom : _____ Prénom : _____

Numéro : _____ Classe : 8^{ème} CR Date : _____

Appréciation : _____ Enc. Ed : _____

A- Écoute et identifie les aliments. (Attention, il y a des images en trop)



10 X 3 = 30

B- Écoute et coche (☒) les aliments que tu entends de cette liste d'achats.



$$5 \times 4 = 20$$

C- Écoute le dialogue et pour chaque affirmation, signale VRAI ou FAUX.

	VRAI	FAUX
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

$$10 \times 5 = 50$$

La prof. : Andreia Ferreira

**CORRECTION DU CONTRÔLE DE COMPRÉHENSION ORALE N°4****A- Voici ce que tu as entendu :**

Pour devenir forte, je mange...

- 1- De la confiture
- 2- Du beurre
- 3- Du poisson
- 4- De la soupe
- 5- Des champignons
- 6- Du riz
- 7- Des fraises
- 8- Du pain
- 9- Du poulet
- 10- Du lait

Solutions :

2,	4,	X,	6,
8,	1,	9,	
X,	7,	X,	X

**B- Voici la liste
d'achats que tu
as entendu.**

- 1- De la salade
- 2- Du sucre
- 3- Des oignons
- 4- Des haricots
verts
- 5- Des œufs

**C- Voici le dialogue
que tu as
entendu.****DIALOGUE 1**

Serveur : Bonjour. Une table pour deux personnes ?
Client 1 : Oui, nous sommes deux. Vous avez un espace non-fumeur ?
Serveur : Bien sûr. Vous préférez cette table, ou celle-ci, près de la fenêtre ?
Client 1 : Plutôt celle-ci.
Serveur : Très bien. Installez-vous. Voici le menu.
Serveur : Vous avez choisi ? Désirez-vous prendre un apéritif ?
Client 1 : Oui, on voudrait 2 kirs s'il vous plaît.
Serveur : Et comme entrée ?
Client 1 : Je prendrai une terrine campagnarde.
Client 2 : Pour moi, une salade de chèvre chaud.
Serveur : Très bien. Et en plat principal ?
Client 1 : Pour moi, un steak-frites, s'il vous plaît.
Serveur : Quelle cuisson pour la viande ?
Client 1 : Bien cuite.
Client 2 : Moi, je voudrais un pavé de saumon avec des légumes.
Serveur : Voulez-vous un peu de vin pour accompagner le repas ?
Client 1 : Bonne idée. Qu'est-ce que vous nous conseillez ?
Serveur : Je vous conseille un vin blanc : un Sauvignon par exemple.
Client 1 : D'accord, alors je vais prendre une demi-bouteille de Sauvignon.
Client 2 : Et une bouteille d'eau minérale s'il vous plaît.
Serveur : Avez-vous choisi votre dessert ?
Client 1 : Oui, je vais prendre une salade de fruits.
Client 2 : Et moi, une tartelette au citron, s'il vous plaît.
Serveur : Merci, c'est noté !

D- Et voici les affirmations que tu as entendues et les solutions

		VRAI	FAUX
1	Ils sont dans une cafétérie.		X
2	Dans le document, il y a deux personnages.		X
3	Ils préfèrent la table près de la fenêtre.	X	
4	Ils ne veulent pas prendre d'apéritifs.		X
5	Le monsieur décide de manger une terrine campagnarde comme entrée.	X	
6	La dame décide de manger une soupe comme entrée.		X
7	Le monsieur commande un steak-frites comme plat de résistance.	X	
8	Comme plat de résistance, la dame prend la même chose que le monsieur.		X
9	Le serveur leur conseille de boire du vin blanc.	X	
10	Comme dessert, ils décident de prendre une salade de fruits et une tartelette au citron.	X	

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CONTRÔLE DE COMPRÉHENSION ÉCRITE N°4

Nom : _____	Prénom : _____	
Numéro : _____	Classe : 8 ^{ème} CR	Date : _____
Appréciation : _____	Enc. Ed : _____	

A- Organise le menu à partir de la liste de vocabulaire.

Entrée	Plat de Résistance	Boisson	Dessert

Salade
Soupe
Poisson grillé
Pot-au-feu
Glace au chocolat
Jus
Vin Blanc
Fraises à chantilly
Spaghetti
Saumon fumé

10 X 2 = 20

B- Écris le nom des ustensiles de cuisine associés à chaque procédure en utilisant le vocabulaire ci-dessous.

ASSIETTE ; NAPPE ; TASSE ; MOULE ; FOURCHETTE ; VERRE ; COUTEAU ; CUILLÈRE ; FOUR ; SERVIETTE.

- 1) Pour couvrir la table, on utilise une_____.
- 2) Pour manger de la soupe, on utilise une_____.
- 3) Pour couper les aliments, on utilise un_____.
- 4) Pour boire du jus, on utilise un_____.
- 5) Pour s'essuyer la bouche, on utilise une_____.
- 6) Pour manger des saucisses on utilise une_____.
- 7) Pour faire des gâteaux, on utilise un_____.

- 8) Pour cuisiner les aliments, on utilise un _____.
- 9) Pour boire du thé, on utilise une _____.
- 10) Pour manger, on met les aliments dans une _____.

$$10 \times 2 = 20$$

C- Pour chaque liste de mots, identifie l'intrus. (entoure l'intrus)

1. Laitue ; Poireau ; Haricots ; Raisins ; Pommes de terre.
2. Ananas ; Cerises ; Fraises ; Melon ; Concombre.
3. Oignon ; Petit pois ; Œuf ; Carotte ; Tomate.
4. Café ; Coca ; Champignon ; Vin ; Lait.
5. Glace ; Jambon ; Biscuits ; Chocolat ; Gâteau.

$$5 \times 2 = 10$$

D- Voici les témoignages de six jeunes sur leur petit-déjeuner. Lis le document et pour chaque affirmation, signale VRAI ou FAUX.

Le petit-déjeuner est le premier repas de la journée. Il fournit l'énergie nécessaire aux activités du matin. Il doit donc être nutritif et équilibré. Plusieurs jeunes français décrivent leur petit-déjeuner.

Antoine (15 ans): Chez nous, le petit-déjeuner est très classique. On mange du pain au beurre et de la confiture et on boit du café au lait. Le dimanche, on mange parfois des croissants... si quelqu'un se lève pour aller à la boulangerie.

Eva (13 ans):

Je prends un petit-déjeuner "à l'américaine". Je commence par du jus d'orange et ensuite je mange des céréales avec du lait et du yaourt. Avec ça, je bois du café noir ou du thé.

Émilie (16 ans): Moi, je fais attention aux calories. Alors, mon petit-déjeuner est assez léger. Je prends du yaourt naturel et je mange des fruits. En général, c'est un kiwi ou une orange. Parfois, je mange de la confiture de fraise. Et comme boisson, je bois du thé sans sucre.

Thomas (12 ans): Le petit-déjeuner est mon repas préféré. Je prends du chocolat chaud et je mange des tartines de pain grillé avec du beurre et de la marmelade. Après, je vais au lycée.

Raphaël (14 ans):



Pour moi, ça dépend de ce qu'il y a dans le réfrigérateur. Parfois, c'est des biscuits avec de la confiture. Parfois, c'est du pain avec du fromage ou du beurre. Et je bois toujours une grande tasse de café au lait.

Nicolas (15 ans):

Je n'ai pas le temps de prendre le petit-déjeuner chez moi. Parfois je vais dans un café et je commande des croissants et un café-crème.

		Vrai	Faux
1	Antoine boit des boissons chaudes au petit-déjeuner.		
2	Antoine mange des croissants tous les dimanches.		
3	Eva prend son petit-déjeuner dans un café américain.		
4	Émilie mange beaucoup d'aliments au petit-déjeuner.		
5	Émilie ne mange pas de sucreries au petit-déjeuner.		
6	Thomas apprécie beaucoup le petit-déjeuner.		
7	Le matin, Thomas préfère les boissons froides.		
8	Raphaël mange ce qu'il trouve le matin.		
9	Parfois, Raphaël boit du café au lait.		
10	Nicolas ne prend pas le petit-déjeuner à la maison.		

$$10 \times 5 = 50$$

La prof. : Andreia Ferreira



CORRECTION DU CONTRÔLE DE COMPRÉHENSION ÉCRITE N°4

A- Voici les solutions.

Entrées: Salade; Soupe; Saumon fumé

Plat de Résistance: Poisson Grillé ; Pot-au-feu ; Spaghetti

Boisson: Jus ; Vin blanc

Desserts: Glace au chocolat; Fraises à chantilly

B- Voici les solutions.

1. Nappe
2. Cuillère
3. Couteau
4. Verre
5. Serviette
6. Fourchette
7. Moule
8. Four
9. Tasse
10. Assiette

C- Voici les solutions.

1. Raisins
2. Concombre
3. Œuf
4. Champignon
5. Jambon

D- Voici les solutions.

		Vrai	Faux
1	Antoine boit des boissons chaudes au petit-déjeuner.	X	
2	Antoine mange des croissants tous les dimanches.		X
3	Eva prend son petit-déjeuner dans un café américain.		X

4	Émilie mange beaucoup d'aliments au petit-déjeuner.		X
5	Émilie ne mange pas de sucreries au petit-déjeuner.	X	
6	Thomas apprécie beaucoup le petit-déjeuner.	X	
7	Le matin, Thomas préfère les boissons froides.		X
8	Raphaël mange ce qu'il trouve le matin.	X	
9	Parfois, Raphaël boit du café au lait.		X
10	Nicolas ne prend pas le petit-déjeuner à la maison.	X	

La prof. : Andreia Ferreira



CONTRÔLE DE GRAMMAIRE N°4

Nom : _____	Prénom : _____
Numéro : _____	Classe : 8 ^{ème} CR
Date : _____	
Appréciation : _____	Enc. Ed : _____

A- Complète les phrases avec les articles partitifs.

1. Tu veux _____ viande ?
2. Je ne mange pas _____ viande. Je préfère manger _____ poisson.
3. Au petit-déjeuner, je prends _____ thé, _____ pain et _____ confiture.
4. À la cantine, nous mangeons _____ pâtes, le jeudi, et _____ poulet rôti, le vendredi.
5. Au dîner, nous prenons _____ soupe.
6. Je bois _____ eau à tous les repas.

$$10 \times 2 = 20$$

B- Complète les phrases avec «beaucoup», «beaucoup de/d'», «assez», «assez de/d'», «peu», «peu de/d'» et «trop», «trop de/d'».

1. La consommation excessive de sucre n'est pas bonne pour la santé. Il est important de consommer _____ sucre.
2. Il est important de manger _____ légumes parce qu'ils sont riches en vitamines.
3. Marco a mal au ventre. Il a _____ mangé.
4. Si nous ne mangeons pas _____ légumes, nous serons faibles.
5. Si tu mets _____ moutarde dans ton hamburger, ça te va faire du mal.
6. Les gens ne savent pas comment suivre une alimentation saine parce qu'il y a _____ information.
7. Il n'est pas sain (*saudável*) de manger _____ frites. Mais, comme je suis _____ responsable, je n'en mange pas souvent.

8. Il n'y a pas _____ pomme pour faire une tartelette, parce que mon frère a mangé toutes les pommes. Il mange _____.

$$10 \times 2 = 20$$

C- Complète les phrases avec «beaucoup», «beaucoup de/d'» et «très»

1. Les sodas sont des boissons _____ sucrées.
2. Boire de l'eau est _____ bon pour la santé. Boire de la bière peut apporter _____ maux (*males*) pour la santé.
3. Je n'aime pas les frites parce qu'elles ont _____ sel.
4. Caroline est _____ gourmande. Elle mange _____ chocolats.

$$6 \times 2 = 12$$

D- Conjugue les verbes au Présent de l'indicatif, au Passé composé et au Futur simple.

1. Catherine _____ (manger) des céréales et _____ (boire) du lait. (**Présent de l'indicatif**)
2. Hier, mes frères _____ (manger) beaucoup de fruits et _____ (boire) beaucoup de jus d'ananas. (**Passé composé**)
3. Demain, nous _____ (prendre) le petit déjeuner chez nous. (**Futur simple**)
4. Qu'est-ce que tu _____ (commander) au serveur comme dessert? (**Passé composé**)
5. Demain, elle _____ (mettre) la table pour aider sa mère. (**Futur**)
6. Hier, Il _____ (cuisiner) du poisson grillé et il _____ (fait) une mousse au chocolat pour les invités. (**Passé composé**)
7. Quand je _____ (être) riche, je _____ (dîner) au restaurant le plus cher de Paris et je _____ (boire) le vin le plus célèbre. (**Futur simple**)

$$12 \times 4 = 48$$

La prof. : Andreia Ferreira



CORRECTION DU CONTRÔLE DE GRAMMAIRE N°4

A- Voici les solutions.

1. Tu veux **DE LA** viande ?
2. Je ne mange pas **DE** viande. Je préfère manger **DU** poisson.
3. Au petit-déjeuner, je prends **DU** thé, **DU** pain et **DE LA** confiture.
4. À la cantine, nous mangeons **DES** pâtes, le jeudi, et **DU** poulet rôti, le vendredi.
5. Au dîner, nous prenons **DE LA** soupe.
6. Je bois **DE L'**eau à tous les repas.

B- Voici les solutions.

1. La consommation excessive de sucre n'est pas bonne pour la santé. Il est important de consommer **PEU DE** sucre.
2. Il est important de manger **BEAUCOUP DE** légumes parce qu'ils sont riches en vitamines.
3. Marco a mal au ventre. Il a **TROP** mangé.
4. Si nous ne mangeons pas **ASSEZ DE** légumes, nous serons faibles.
5. Si tu mets **TROP DE** moutarde dans ton hamburger, ça te va faire du mal.
6. Les gens ne savent pas comment suivre une alimentation saine parce qu'il y a **PEU D'** information.
7. Il n'est pas sain de manger **TROP DE** frites. Mais, comme je suis **ASSEZ** responsable, je n'en mange pas souvent.
8. Il n'y a pas **AUCUNE** pomme pour faire une tartelette, parce que mon frère a mangé toutes les pommes. Il mange **TROP**.

C- Voici les solutions.

1. Les sodas sont des boissons **TRÈS** sucrées.

2. Boire de l'eau est **TRÈS** bon pour la santé. Boire de la bière peut apporter **BEAUCOUP DE** maux pour la santé.
3. Je n'aime pas les frites parce qu'elles ont **BEAUCOUP DE** sel.
4. Caroline est **TRÈS** gourmande. Elle mange **BEAUCOUP DE** chocolats.

D- Voici les solutions.

1. Catherine **MANGE** des céréales et **BOIT** du lait.
2. Hier, mes frères **ONT MANGÉ** beaucoup de fruits et **ONT BU** beaucoup de jus d'ananas.
3. Demain, nous **PRENDRONS** le petit déjeuner chez nous.
4. Qu'est-ce que tu **AS COMMANDÉ** au serveur comme dessert?
5. Demain, elle **METTRA** la table pour aider sa mère.
6. Hier, il **A CUISINÉ** du poisson grillé et il **A FAIT** une mousse au chocolat pour les invités.
7. Quand je **SERAI** riche, je **DÎNERAI** au restaurant le plus cher de Paris et je **BOIRAI** le vin le plus célèbre.

La prof. : Andreia Ferreira



CONTRÔLE DE PRODUCTION ÉCRITE N°4

Nom : _____	Prénom : _____	
Numéro : _____	Classe : 8 ^{ème} CR	Date : _____
Appréciation : _____	Enc. Ed : _____	

A - Écris un dialogue au restaurant. Demande le menu, une entrée, un plat de résistance, une boisson et un dessert. À la fin, demande l'addition. (60 à 70 mots)

=100



La prof. : Andreia Ferreira

ANEXO 32

**Grelha de avaliação da apresentação oral dos
alunos do trabalho “Meeting other cultures
through web 2.0”. – p. 253**

AGRUPAMENTO DE ESCOLAS ROMEU CORREIA

RIA C/ 3º CICLO ROMEU CORREIA

Ano Letivo: 2014-2015

ling other cultures through web 2.0 Evaluation of oral presentation 10th A¹ March/2015 Group ____

CONTENTS 2 Topics + Comparison	LANGUAGE Grammar + Vocabulary + Fluency + Pronunciation	ORGANIZATION No reading + attention + preparation	INTEREST Interaction with class + new knowledge	Mark
no presentation				0
S+	S	g	g	
g	S-	g	g	
VG+	g	VG	VG	
g	S+	g	g	
S+	S-	S	S+	
VG	VG	VG	VG	
G	S-	S	S+	
VG	G	VG	VG	0
VG+	S+	VG	VG	
VG+	S	VG	VG	
VG	S+	VG	VG	
VG	g	VG	g	
VG	VG	VG	VG	
S	-V	-V	S-	
G	S-	S	S+	
S	S	S	S+	0
S	S	g	S+	
S	S	S+	S+	
VG	S	VG	g	0

ANEXO 33

**Relatório de atividade “Saber + sobre os países
de Língua Inglesa”. – pp. 255-265**

Relatório de Atividade/Projeto

Designação	Data da Realização	Destinatários
➤ Exposição de bancas de países de língua inglesa ➤ Sessões de cinema sul-africano e britânico-Irlandês	25 de maio 2015	Toda a comunidade escolar

Dinamizador	Participantes
Andreia Ferreira (professora estagiária) com a supervisão de Luz Baião	Alunos do 10ºA1 10º A4, 9ºD, 9ºE, 9ºH

Avaliação e Balanço

Pertinência, influência no ensino-aprendizagem e no sucesso educativo e consecução dos objetivos

A atividade relativa à exposição de bancas de países de língua inglesa preparada pelos alunos do 10ºA1, e as duas sessões de cinema sul-africano e britânico-irlandês, tiveram como objetivo a divulgação dos países de língua inglesa entre a comunidade escolar. Sendo que as aulas que lecionei terminaram com o tema das variantes da língua inglesa, tive a ideia de continuar a envolver os meus alunos no tema e propus-lhes escolherem países de língua inglesa e que desta vez fossem eles a ensinar e oferecer algo aos outros alunos.

Foram representados dez países de língua inglesa: Austrália, Bahamas, Canadá, Dubai, Escócia, E.U.A, Irlanda, Jamaica, Malta e Nova Zelândia, sendo que cada país foi representado por um grupo de dois alunos. Estiveram a representar as bancas vinte alunos e um grupo de duas alunas a gerir a mesa de voto. Apenas um grupo, formado por dois alunos (Marco e Bernardo) não teve intervenção no trabalho desenvolvido.

A atividade correu muito bem e não ocorreram imprevistos.

Os vencedores da exposição foram o Dubai, que ficou em 1º lugar com 27,2% dos votos (84 votos), o Canadá em 2º lugar com 18.1% dos votos (56 votos) e Bahamas ficou em 3º lugar

com 17.8% dos votos (55 votos), escolhidos entre um total de votos de 309 alunos que passaram pela mesa de voto.

Através de uma grelha criada por uma aluna (Sofia) verificou-se que os 309 alunos que votaram nas bancas pertenciam ao 5º, 7º, 8º, 9º, 10º, 11º, 12º e a cursos profissionais como TOT, TGV, TGD, TAPS, MK e AAE. Embora não se tenham apurado votos do 6º ano de escolaridade, considera-se que a atividade conseguiu abranger a comunidade escolar com sucesso.

Quanto às sessões de cinema, foram abrangidos 75 alunos que na sua maioria afirmaram terem gostado das sessões de cinema com 84.2% e 56.8%, por ordem de sessão.

Algumas opiniões mostraram que tinham gostado de conhecer aspetos da vida sul-africana tal como a fauna e a flora e a diferente pronúncia sul-africana e britânica. Muitos alunos referiram o facto de os filmes não terem legendas em português como um aspeto negativo. Esta opinião deve ser contrariada.

Relativamente ao meu desempenho como dinamizadora das atividades, reconheço que deveria ter falado em primeiro lugar com os meus colegas professores e ter tratado de tudo com maior antecedência.

Comecei por falar com os meus alunos para questionar o que achariam da ideia e para conseguirmos agendar uma data em que não tivessem testes ou outros compromissos. Primeiramente, pensei em agendar a deslocação de um teatro à escola sobre as variedades da língua inglesa, e dirigi-me aos meus alunos para saber se teriam interesse. De imediato, percebi que não seria uma atividade bem-sucedida, pois os alunos não se mostraram atraídos pela ideia. Embora, na maioria dos casos, os professores agendem atividades sem solicitar uma apreciação dos alunos, considero a opinião dos alunos muito relevante, pois é importante saber se estarão motivados para a atividade antes de a levar avante. De seguida, falei com a direção da escola onde pedi autorização para efetuar as atividades, e solicitei a aquisição de prémios para os alunos vencedores: 3 bancas, 6 alunos, 2 por banca.

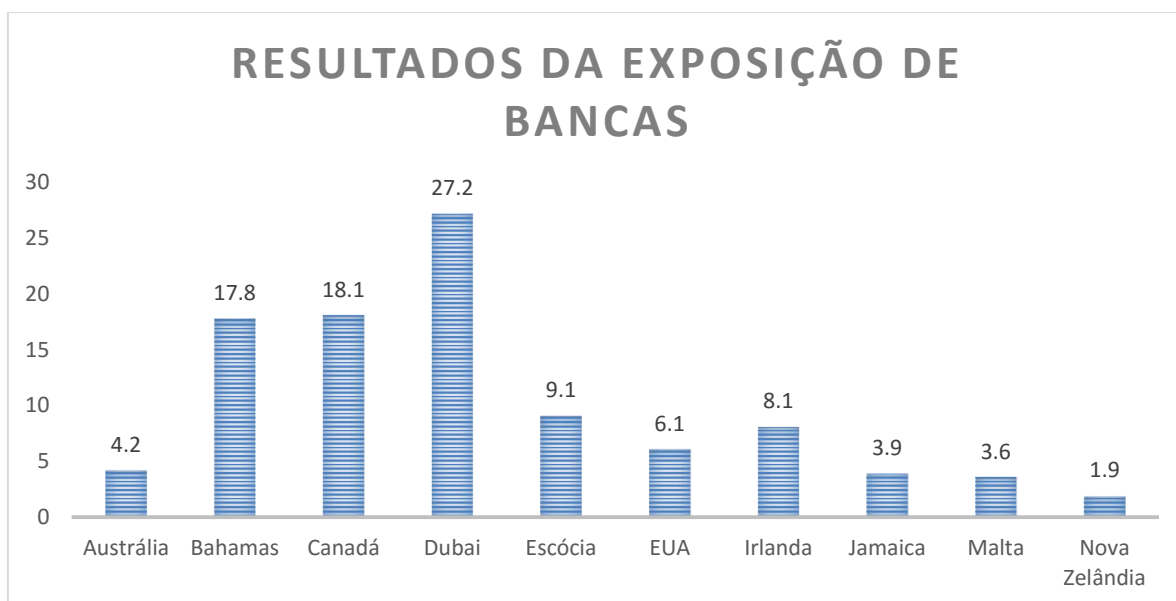
Não tinha noção do quão é complicado organizar uma atividade e todas as coisas que têm que ser tratadas, requisitadas e solicitadas. Contudo, apesar dos possíveis obstáculos, a atividade acabou por ser muito bem-sucedida.

Distribuição dos alunos nas bancas

Horas	Grupos	A decorrer
09:15 - 10:00	Montagem das bancas (Todos os alunos)	Inglês
10:00 – 10:20	Todos os alunos	Intervalo
10:20 - 11:05	Supervisão da professora (Luz Baião)	
11:05 - 11:50		
11:50 – 12:00	Todos os alunos	Intervalo
12:00 - 12:45	Todos os alunos	Hora de almoço
12:45 - 13:30		
13:30-13:45	Todos os alunos	Intervalo
13:45 - 14:30	Supervisão da professora (Andreia Ferreira)	
14:30 - 15:15		
15:15-15:30	Todos os alunos	Intervalo
15:30 - 16:15		
16:15 - 17:00	Todos os alunos	Filosofia
		Filosofia

Resultados da exposição das bancas de países de língua inglesa

Total de votantes: 309 alunos



Após a contagem dos votos verificou-se que a banca vencedora foi a banca do Dubai com 27.2% dos votos, em segundo lugar ficou a banca do Canadá com 18,1% dos votos, e em terceiro lugar ficou a banca das Bahamas com 17,8% dos votos. Seguem-se a Escócia com 9,1%, a Irlanda com 8.1%, os Estados Unidos da América com 6.1%, a Austrália com 4.2%, a Jamaica com 3,9%, a Malta com 3.6% e por fim a Nova Zelândia com 1.9% dos votos.

Cartaz das sessões de cinema sul-africano e britânico-irlandês

ON 25TH MAY. . .

WE PRESENT YOU A SOUTH AFRICAN AND A BRITISH-IRISH FILM SESSION. COME ON AND LAUGH WITH US. WE GUARANTEE YOU'LL HAVE A GREAT TIME!



MAD BUDDIES
10:30



MRS. BROWN'S BOYS D'MOVIE
11:15

HALL/AUDITORIUM

Inquéritos das sessões de cinema

ES C/ 3º CICLO DE ROMEU CORREIA

AGRUPAMENTO DE ESCOLAS ROMEU CORREIA

Sessão de cinema **MAD BUDDIES**

Avalia a sessão de cinema a que assististe colocando um **X** em **Sim** ou **Não**

	Sim	Não
1. Gostei do filme <u>MAD BUDDIES</u>		
2. Já tinha assistido a outros filmes sul-africanos Quais?: _____		
3. Tinha uma ideia diferente do que é o cinema sul-africano		
4. Fiquei interessado/a em ver mais filmes sul-africanos		

Comentários: _____

Apreciação Global	X
Não Satisfaz (1)	
Satisfaz (2)	
Bom (3)	
Muito Bom (4)	
Excelente (5)	

Agradeço a tua participação

Professora Andreia Ferreira

AGRUPAMENTO DE ESCOLAS ROMEU CORREIA

ES C/ 3º CICLO DE ROMEU CORREIA

Sessão de cinema Mrs. Brown's Boys D'Movie

Avalia a sessão de cinema a que assististe colocando um **X** em **Sim** ou **Não**

	Sim	Não
1. Gostei do filme <u>Mrs. Brown's Boys D'Movie</u>		
2. Já tinha assistido a outros filmes britânicos/irlandeses Quais?: _____		
3. Tinha uma ideia diferente do que é o cinema britânico/irlandês		
4. Fiquei interessado/a em ver mais filmes britânicos/irlandeses		

Comentários: _____

Apreciação Global	X
Não Satisfaz (1)	
Satisfaz (2)	
Bom (3)	
Muito Bom (4)	
Excelente (5)	

Agradeço a tua participação

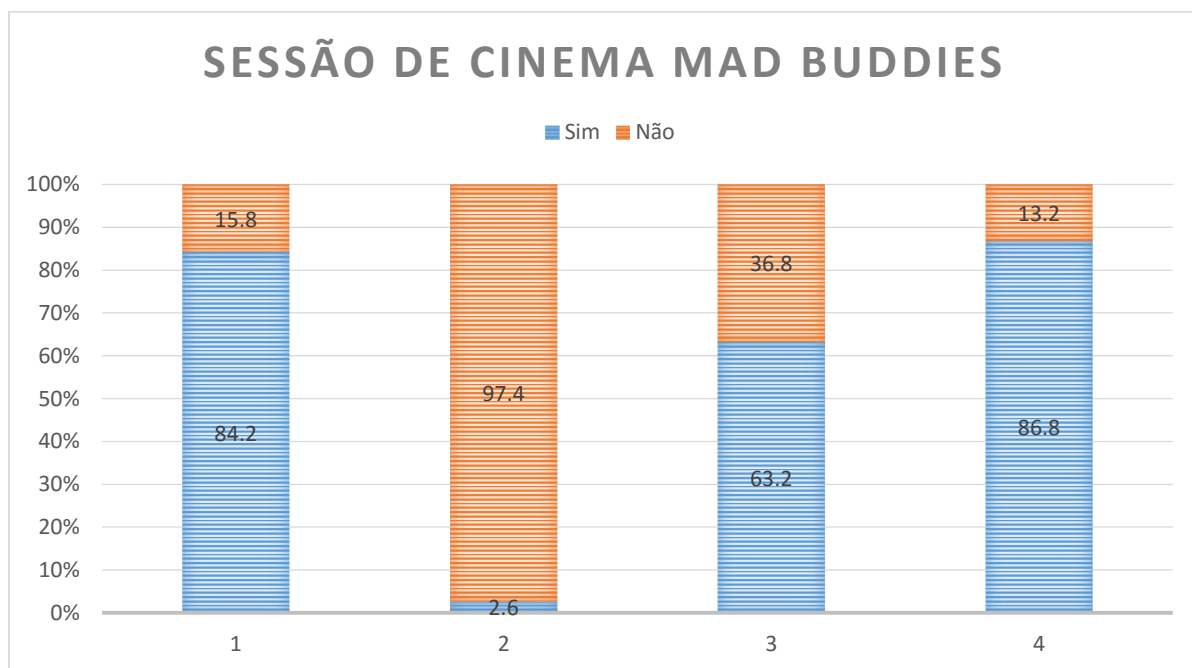
Professora Andreia Ferreira

Resultados dos inquéritos das sessões de cinema

Sessão de cinema sul-africano – Mad Buddies

Destinatário: Turmas de 9º e 10º ano

Total: 38 alunos



1. Gostei do filme MAD BUDDIES?

84.2% dos alunos gostou do filme enquanto que 15,8% não gostou do filme.

2. Já tinha assistido a outros filmes sul-africanos. Quais?

97.4% dos alunos revelou que nunca tinha visto um filme sul-africano e apenas 1 aluno (2.6%) revelou já ter visto um filme sul-africano não tendo especificado qual.

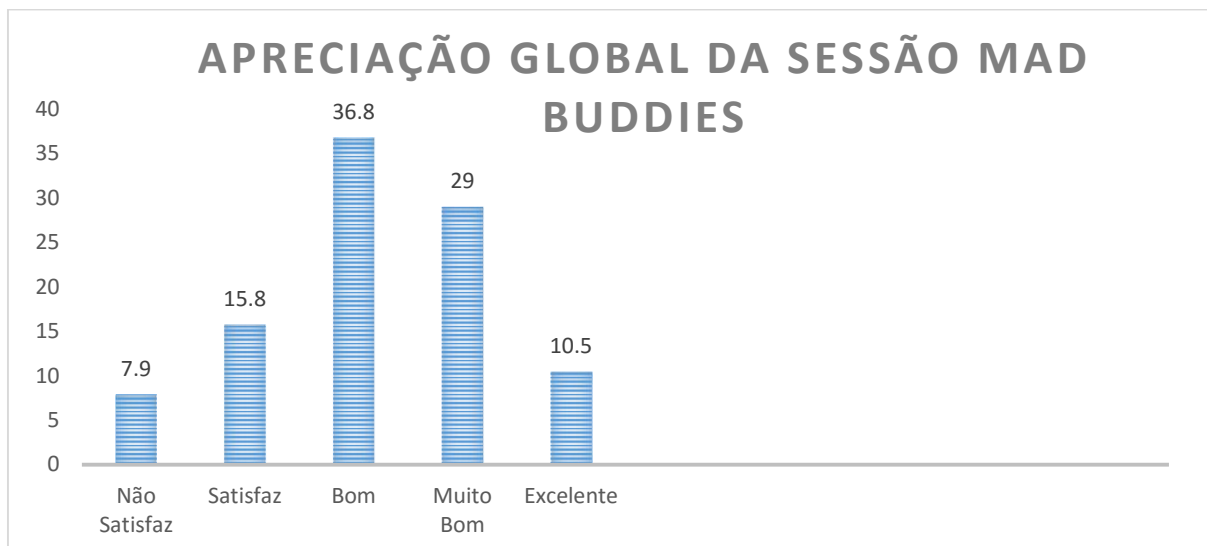
3. Tinha uma ideia diferente do que é o cinema sul-africano.

53.2% dos alunos afirmou ter uma ideia diferente do que era o cinema sul-africano, enquanto que 36.8% revelou não ter uma ideia diferente.

4. Fiquei interessado/a em ver mais filmes sul-africanos.

86.8% revelou ter interesse em ver mais filmes sul-africanos, enquanto que apenas 13.2% revelou não ter interesse em ver mais filmes sul-africanos.

Apreciação Global

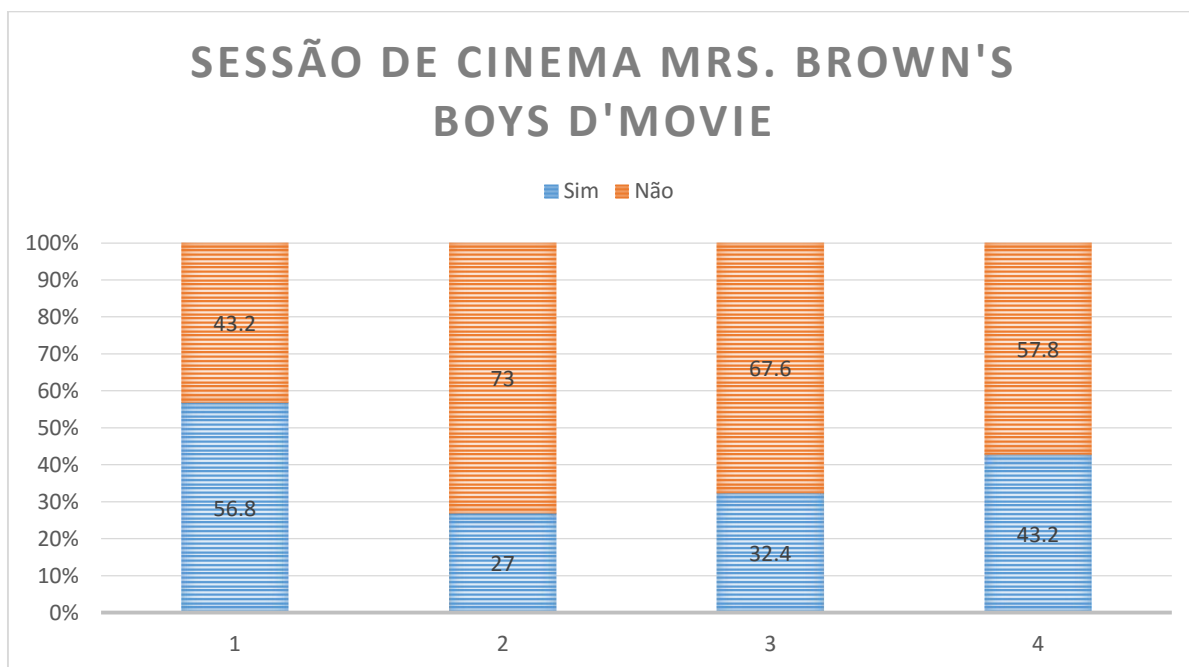


Na sua maioria, com 36,8% dos votos, os alunos avaliaram a sessão como 'boa', 29% avaliou como 'muito boa', 15.8% avaliou a sessão como 'satisfatória' e apenas 7.9% avaliou a sessão de cinema como 'não satisfatória'.

Sessão de cinema Britânico- Irlandês – Mrs. Brown's Boys D'Movie

Destinatário: Turmas de 9º ano

Total: 37 alunos



1. Gostei do filme Mrs. Brown's Boys D'Movie?

56.8% dos alunos gostou do filme enquanto que 43,2% não gostou do filme.

2. Já tinha assistido a outros filmes britânico-irlandeses. Quais?

73% dos alunos revelou que nunca tinha visto um filme britânico-irlandês, enquanto que 27% revelou já ter visto outros filmes tais como Harry Potter, Mr. Bean, Monty Python, e o Diário de Bridget Jones.

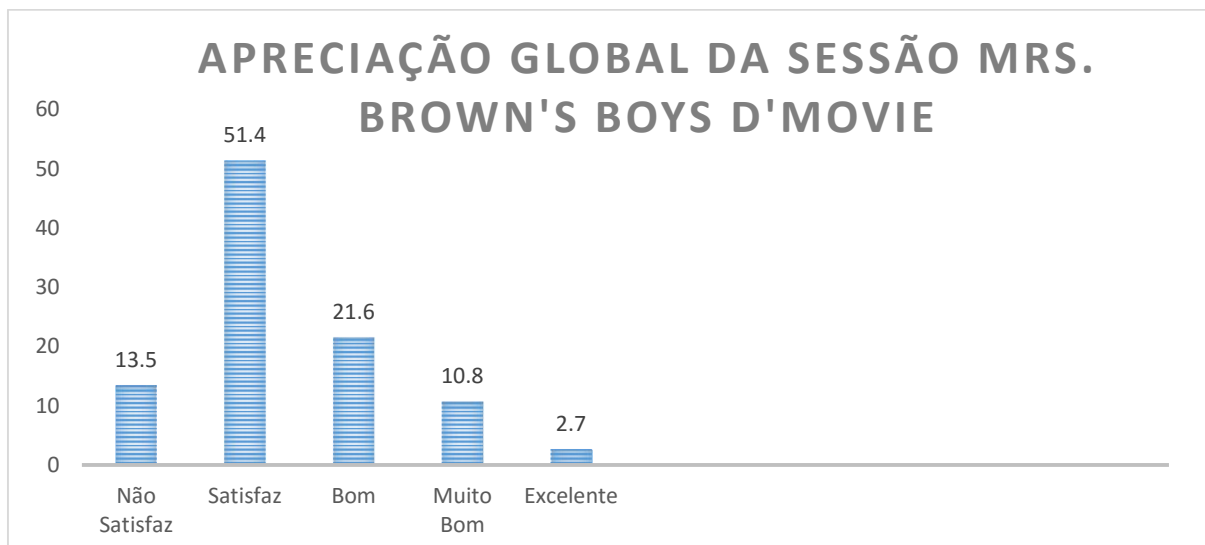
3. Tinha uma ideia diferente do que é o cinema britânico-irlandês.

32.4% dos alunos afirmou ter uma ideia diferente do que era o cinema britânico-irlandês, enquanto que 73% revelou não ter uma ideia diferente.

4. Fiquei interessado/a em ver mais filmes britânico-irlandeses.

43.2% revelou ter interesse em ver mais filmes britânico-irlandeses, enquanto que 57.8% revelou não ter interesse em ver mais filmes britânico-irlandeses.

Apreciação Global



Na sua maioria, com 51,4%, os alunos consideraram a sessão como 'satisfatória', 13,5% considerou a sessão como 'não satisfatória', 21,6% avaliou a sessão como 'boa', 10,8% avaliou como 'muito boa' e 2,7% avaliou a sessão de cinema como 'excelente'.

ANEXO 34

**Avaliação das bancas dos países de língua inglesa
dos alunos do 10ºA1. – p. 267**



AGRUPAMENTO DE ESCOLAS ROMEU CORREIA

ES C/ 3º CICLO DE ROMEU CORREIA

Ano Letivo: 2014-2015

Segunda-feira, 25-05-2015

Atividade: Saber + sobre os
países de Língua Inglesa

09:15 - 17:00

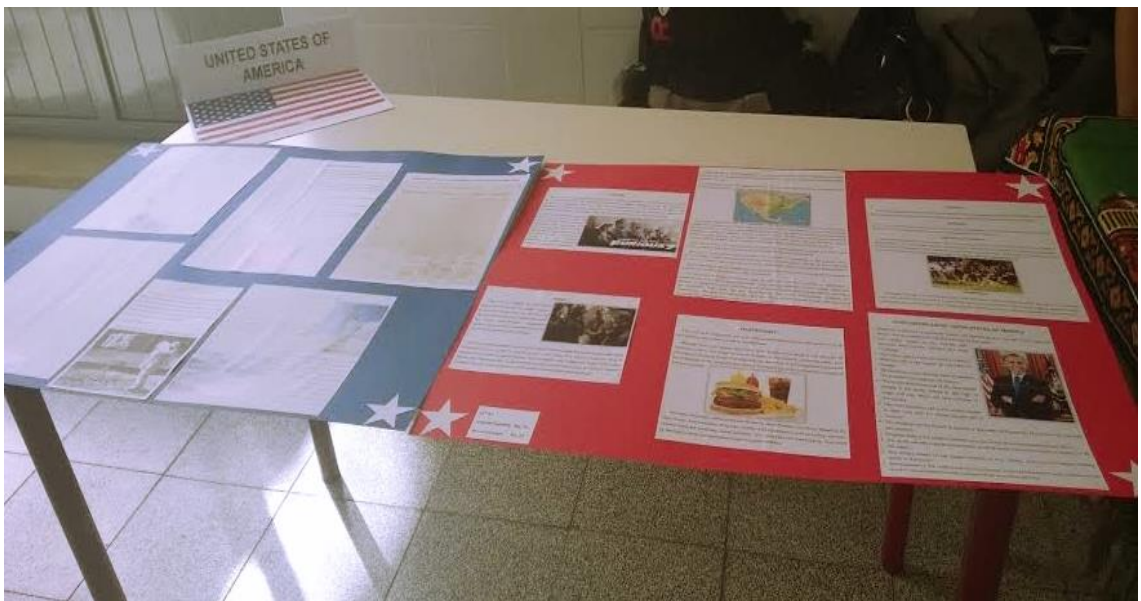
Avaliação dos grupos

País	Alunos	Apreciação global
Austrália	João José	MB
Bahamas	Ilitch Sara H.	SUF. A banca era muito pobre.
Canadá	Mariana L. Mariana O.	Excelente
Dubai	Raícha Cristiana	Excelente
Escócia	Natacha Catarina	Bom + (Tinham um jogo de perguntas)
E.U.A	Judy Soraia Chança	SUF. + (Interagiam bastante com a comunidade escolar mas não estavam nas bancas)
Irlanda	Gonçalo Rafael	MB Tinham bastantes panfletos, e flyers Tinham também a atividade das setas
Jamaica	Diogo M. Rodrigo	MB
Malta	Diogo B. Soraia Cunha	SUF. Não houve interação.
Nova Zelândia	Joana Eduardo	SUF. + Havia cartolinas e alguns adornos, mas não houve muita interação com os alunos.
Mesa de voto	Sara B. Sofia	MB – Foram muito prestativas, geriram muito bem a mesa de voto, e criaram por iniciativa própria uma grelha onde indicavam o ano, a turma e o nº do votante. (Para controlar possíveis fraudes)

ANEXO 35

**Fotografias das bancas dos países de língua
inglesa dos alunos do 10ºA1. – pp. 268-272**









ANEXO 36

**Relatório de atividade do “Dia do Cinema
Francês”. – pp. 274-281**

Relatório de Atividade/Projeto

Designação	Data da Realização	Destinatários
Dia do Cinema Francês	19 de março 2015	6ºano 7ºano 8ºano 9ºano 10ºano

Dinamizador	Participantes
Andreia Ferreira (professora estagiária) com a supervisão de Aurora Frederique	Alunos de 6º, 7º, 8º, 9º e 10º ano

Avaliação e Balanço

Pertinência, influência no ensino-aprendizagem e no sucesso educativo e consecução dos objetivos

A atividade “O Dia do Cinema Francês” teve como objetivo a divulgação da língua francesa entre os alunos do 2º e 3º ciclo, bem como do ensino secundário e conseguiu abranger na sua totalidade 171 alunos.

A atividade correu muito bem e não ocorreram quaisquer imprevistos.

É de salientar que os alunos de 6º ano ficaram na sua maioria interessados em aprender a língua francesa e revelaram que conseguiam já identificar algumas palavras em francês que escutaram no filme. (“bonjour”; “ça va”; “merci”; “oui”).

Por outro lado, os alunos de 9º e 10º ano revelaram não terem ficado interessados em continuar a aprender francês, embora na sua maioria tenham gostado do filme “Que mal fiz eu a Deus?”.

Os restantes alunos ficaram interessados em ver mais filmes em francês e revelaram na sua maioria ter uma visão diferente do que era o cinema francês.

A maioria dos alunos revelou já ter assistido filmes em francês entre os quais Ratatouille; Ondine; Marie Antoniette; Paulette; Amigos Improváveis; O Fabuloso Destino de Amélie; A Gaiola Dourada; O Pequeno Nicolas; A Vida é Bela, entre outros.

Considera-se de grande importância a continuidade desta atividade na escola, para que seja estimulado o gosto e interesse pela língua francesa.

Data de Entrega

15/05/2015

Dinamizadora

Andreia Ferreira e Aurora
Frederique

Coordenadora

Rosário Sousa

Dia do Cinema Francófono – 19 de março de 2014

AVALIAÇÃO

Sessão de cinema **Um monstro em Paris**

Avalia a sessão de cinema a que assististe colocando um **X** em **Sim** ou **Não**

	Sim	Não
1. Gostei do filme <u>Um monstro em Paris</u>		
2. Já tinha assistido a outros filmes em francês Quais?: _____		
3. Tinha uma ideia diferente do que é o cinema francês		
4. Fiquei interessado/a em ver mais filmes em francês		
5. Gostei de ouvir um filme falado em francês		
6. Fiquei interessada/o em aprender francês		
7. Consigo identificar algumas palavras em francês que ouvi no filme Quais? _____		

Comentários: _____

Agradecemos a tua participação

Professora Andreia Ferreira

AGRUPAMENTO DE ESCOLAS ROMEU CORREIA

ES C/ 3º CICLO DE ROMEU CORREIA

Ano Letivo: 2014 - 2015

Dia do Cinema Francófono – 19 de março de 2014

AVALIAÇÃO

Sessão de cinema **A Bela e o Monstro**

	Sim	Não
1. Gostei do filme <u>A Bela e o Monstro</u>		
2. Já tinha assistido a outros filmes em francês Quais?: _____		
3. Tinha uma ideia diferente do que é o cinema francês		
4. Fiquei interessado/a em ver mais filmes em francês		
5. Gostei de ouvir um filme falado em francês		
6. Fiquei interessada/o em continuar a aprender francês		
7. Consigo identificar algumas palavras em francês que ouvi no filme Quais?: _____		

Comentários: _____

Agradecemos a tua participação

Professora Andreia Ferreira

AGRUPAMENTO DE ESCOLAS ROMEU CORREIA

ES C/ 3º CICLO DE ROMEU CORREIA

Ano Letivo: 2014 - 2015

Dia do Cinema Francófono – 19 de março de 2014

AVALIAÇÃO

Sessão de cinema Que mal fiz eu a Deus?

	Sim	Não
1. Gostei do filme <u>Que mal fiz eu a Deus?</u>		
2. Já tinha assistido a outros filmes em francês Quais?: _____		
3. Tinha uma ideia diferente do que é o cinema francês		
4. Fiquei interessado/a em ver mais filmes em francês		
5. Gostei de ouvir um filme falado em francês		
6. Fiquei interessada/o em continuar a aprender francês		
7. Compreendi os estereótipos mostrados no filme		

Comentários: _____

Agradecemos a tua participação

Professora Andreia Ferreira

Resultados dos inquéritos

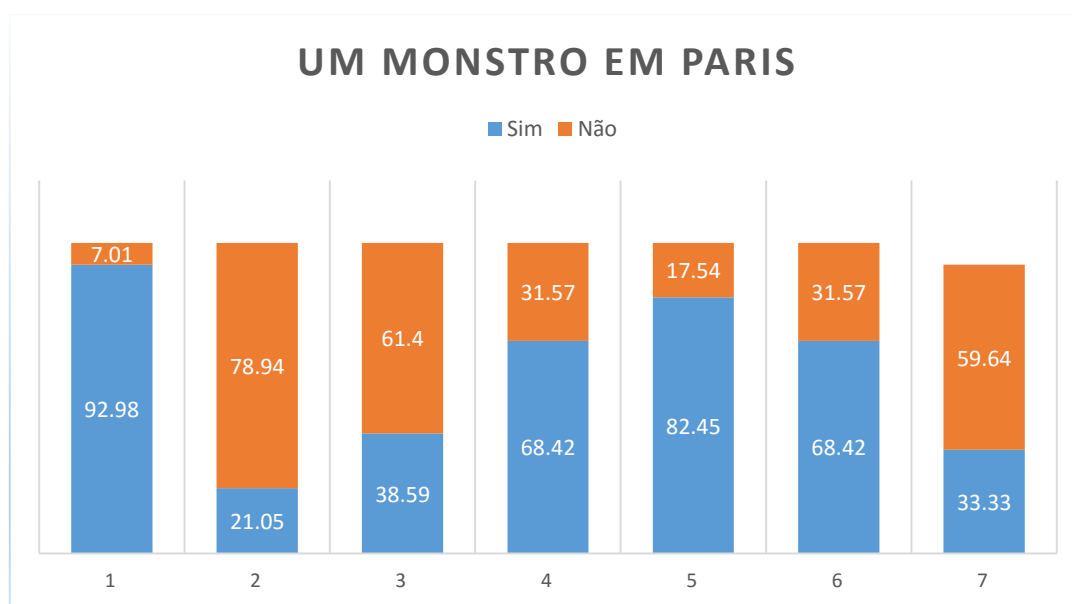
Dia do Cinema Francês

Sessão nº1 – Um monstro em Paris

Destinatário: Turmas de 6º ano

Total: 57 alunos

Questões 1 a 7

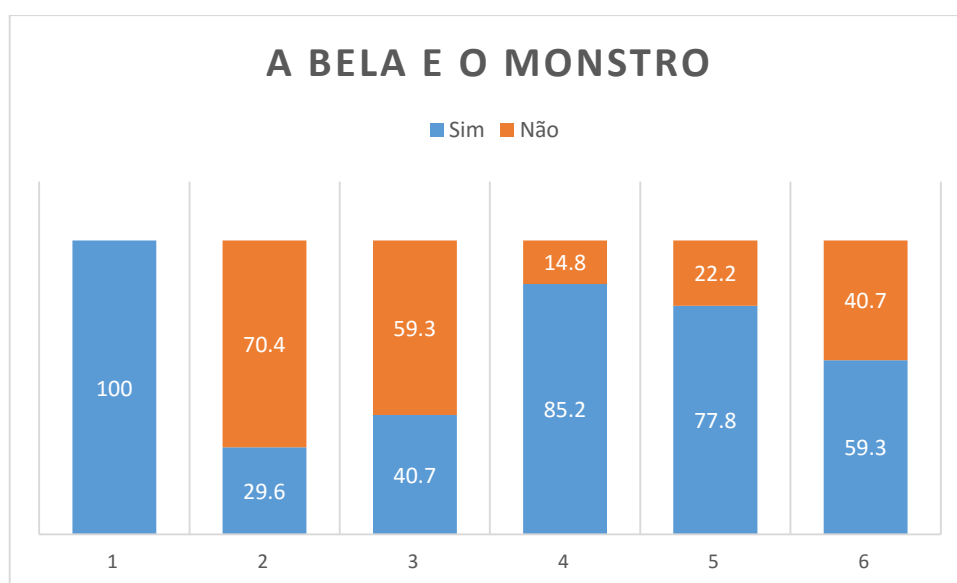


Sessão nº2 – A Bela e o Monstro

Destinatário: Turmas de 7º e 8º ano

Total: 27 alunos

Questões 1 a 6

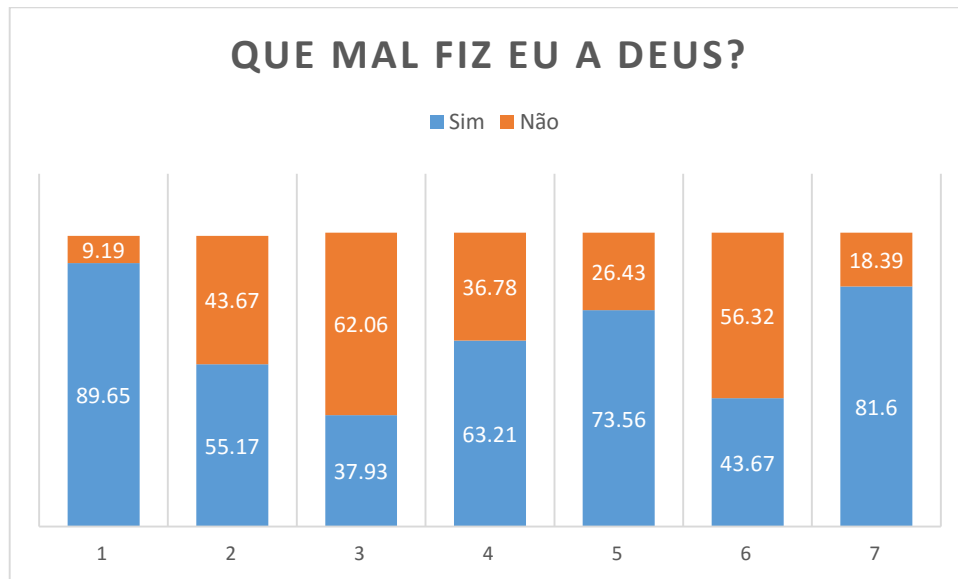


Sessão nº3 – Que mal fiz eu a Deus?

Destinatário: Turmas de 9º e 10º ano

Total: 87 alunos

Questões 1 a 7



ANEXO 37

**Fotografias do “Dia da canção francófona”. – pp.
283-284**

