

Observation Task Nº9

Negotiation of Meaning

8ºA

Conducted on the 19th of October 2010 in English Class

From, Classroom Observation Tasks, Ruth Wajnryb, 1992, Oxford University Press.

Objectives

- A) To become more sensitive to the language of conversational modification and to the factors that promote it, in view of implementing projects of conversational modification.
- B) To collect and analyze students' speech productions during a mixed activities lesson.

Procedures

LANGUAGE	PARTICIPANTS	TYPE OF OPERATION (confirmation check, comprehension check, clarification request, repetition, rephrasing)	SUCCESS OF OUTCOME (was the negotiation of meaning successful)
- Can you explain is? Não sei como dizer afirmativa.	St1	Comprehension check	In the whole, yes. But if the student had been required to only speak in English, I'm not sure.
- Professora, tenho uma duvida, quando que se diz.....? - Look, if you say....	St2 T	Comprehension check	Yes, because student expressed, once again in Portuguese, his need for clarification of meaning.
- Teacher, you don't give me that. - You don't have the quiz? - Não Professora	St1 T St1	Exchange of information	
- Can I start - Yes	St3 T	Requesting permission	
- Can you try to explain the meaning of the sentence Mateus? - Não consegue. - You can't explain? - Ok. Francisco? - It's danger. - That's all? - Yes. - Ok. Rodrigo? - The animals are in danger. We have to save them.	T. St4 T. T. St5 T. St5 T. St6	Comprehension check	The outcome was successful but for this to happen 3 different students had to be involved in the process of meaning negotiation.

Comments_

- 1) As we see through this Observation Task, negotiation of meaning in foreign language never occurs because of students input. Students always tend to switch to mother tongue when requesting for clarification. The only way to have a negotiation of meaning in English language is if T. keeps feeding the input with questions. Negotiation of meaning still never occurs between the students in the target language.
- 2) Factors which are conclusive to creating a learning context in which conversational modification happens, are:
 - an obvious degree of challenge built into the lesson (as today's lesson was);
 - a focus on meaning rather than on correct forms (as today's lesson was);
 - a task in which learners would engage in an information-gap exercise where the members of the group rely on each other's information in order to - complete the task (this was not put into practice during the lesson).,
 - Interaction procedures students could follow (as a guide) to learn to interact autonomously with one another
 - The imperative necessity of using the target language to express oneself
- 3) In my opinion, learning that requires students to undergo some of the typical processes of meaning negotiation is not only an asset to the learning, but it actually seems the only way of having them practice oral or written interactions, especially when their level of proficiency is still low. If we expect students to learn how to communicate, it is absolutely necessary.
- 4) "According to Brown (1988:9) teachers should aim towards developing the skill that "encourage [s] learners to resort to conversational modification when necessary to make meanings clear". This has a strong implication for a teacher's indulgence towards error. " In my opinion, the link between teacher tolerance of error and learner negotiation of meaning is that students have to feel free of being aloud to negotiate meaning, as much as they need to know how to ask appropriate questions to resolve their meaning issues. (see list of question drills that students could need to know in order to start negotiating meaning)Teacher should indeed always recast errors, but should probably not always correct them.
- 5) The type of teaching that encourages conversational modification is very different from the type of teaching were error is minimized. In my opinion, the assumptions behind language learning and teaching in these kinds of teaching are that on one hand, you choose to value students' speech productions and autonomy (giving them necessary input and focus on form), and on the other hand, you choose to value students' accuracy, which often leads to low oral speech production and low autonomy of learning = low motivation.
- 6) Reflecting on my future own teaching, I would use the analyze of this observation task to try to:
 - Focus tasks on meaning-negotiation activities,
 - Provide students with appropriate tools for them to manage autonomously standard procedures of negotiation of meaning.
 - Install the habit of not answering students' questions if not formulated in English language. They need to learn to negotiate meaning in the target language.

Observation Task Nº7

THE NEGOTIATION OF MEANING IN ENGLISH CLASS -

8ºA

Conducted on the 15th of October 2010 in English Class

From, Classroom Observation Tasks, Ruth Wajnryb, 1992, Oxford University Press.

Objectives

- A) To become more sensitive to the language of conversational modification and to the factors that promote it, in view of implementing projects of conversational modification.
- B) To collect and analyse students' speech productions during a mixed activities lesson.

Procedures

LANGUAGE	PARTICIPANTS	TYPE OF OPERATION (confirmation check, comprehension check, clarification request, repetition, rephrasing)	SUCCESS OF OUTCOME (was the negotiation of meaning successful)
"- I think it is with a consonant? -Yes"	St1 T	Confirmation Check	Yes
"- The tables will be these all the classes? -What? - As mesas vão ficar... - I don't know."	St1 T St1 T	Confirmation Check	No
"- Outomno? -Automn."	St2 T	Asking for Vocabulary	Inexistent
"- "at" is only the night? -No, its not about hours. -Yes.But the hours it's always "at"? -Yes."	St1 T St1 T	Confirmation Check	Yes
"- Professor, como se diz "estação"? - Season. It's season."	St3 T	Asking for vocabulary	inexistent

“- A potatos? -a potato, or the potatos”.	St4 T	Confirmation Check	Yes
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Comments_

- Negotiation of Meaning occurs between the students, but in Portuguese language, to check if they understood correctly the meaning of Teacher’s speech.
- When given a non information gap activity to execute in pairs, students don’t know how to lead any type of negotiation of meaning process, whether in English or Portuguese. They simply tell each other whether they think it is write or wrong. Without an information gap activity the motivation for negotiating meaning is very low. In this precise case of figure, students all worked individually and then compared their answers, either in silence or in Portuguese. However, students reacted positively when they were given the instruction to practice exchange information in English. Students are motivated to speak English, but they were not lead in an information gap activity, therefore there was no real need for negotiating meaning.
- Factors which are conclusive to creating a learning context in which conversational modification happens, are:
 - an obvious degree of challenge built into the lesson;
 - a focus on meaning rather than on correct forms;
 - a task in which learners engage in an information-gap exercise where the members of the group rely on each other’s information in order to complete the task,
 - the existence of interaction procedures to follow to provide students with references and autonomy to interact one with another
- Learning that requires students to undergo some of the typical processes of meaning negotiation is not only an asset to the learning, but it actually seems the only way of having them practice oral or written interactions, especially when their level of proficiency is still low. If we expect students to learn how to communicate, it is absolutely necessary.
- “According to Brown (1988:9) teachers should aim towards developing the skill that “encourage [s] learners to resort to conversational modification when necessary to make meanings clear”. This has a strong implication for a teacher’s indulgence towards error. “ In my opinion, the link between teacher tolerance of error and learner negotiation of meaning is that students have to feel free of being aloud to negotiate meaning, as much as they need to know how to ask appropriate questions to resolve their meaning issues. (see list of question drills that students could need to know in order to start negotiating meaning)Teacher should indeed always recast errors, but should probably not always correct them.
- The type of teaching that encourages conversational modification is very different from the type of teaching were error is minimized. In my opinion, the assumptions behind language learning and teaching in these kinds of teaching are that on one hand, you choose to value students’ speech productions and autonomy (giving them necessary input and focus on form), and on the other hand, you choose to value students’ accuracy, which often leads to low oral speech production and low autonomy of learning = low motivation.
- Reflecting on my future own teaching, I would use the analyze of this observation task to try to:
 - Focus tasks on meaning-negotiation activities,

Minimize oral correction of exercises which require direct /targeted answer(ex: one word answer), because they do not help students develop communicative competences. Indeed, oral correction of these exercises have nothing to do with learning communicative competences. It has to do with giving Teacher feedback on one's understanding of something.

Indicator D1: How much time do students spend in the classroom?

Version 1 - Last updated: 06-Sep-2010

Table D1.2b. Instruction time per subject as a percentage of total compulsory instruction time for 12-14 year-olds (2008)

Percentage of intended instruction time devoted to various subject areas within the total compulsory curriculum

	Notes	Compulsory core curriculum												Total compulsory core curriculum (13)	Compulsory flexible curriculum (14)	Total compulsory curriculum (15)	Non-compulsory curriculum (16)
		Reading, writing and literature	Mathematics	Science	Social studies	Modern foreign languages	Ancient Greek and/or Latin	Technology	Arts	Physical education	Religion	Practical and vocational skills	Other				
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)				
OECD countries	1	m	m	m	m	m	m	m	m	m	m	m	m	59	41	100	5
	2	13	14	13	12	11	1	n	16	10	7	2	n	100	x(12)	100	5
		14	13	7	9	17	n	4	4	6	6	1	n	80	20	100	n
		17	14	9	13	13	x(14)	3	3	9	6	n	n	88	13	100	6
		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
		20	13	14	9	18	n	n	11	8	3	n	3	100	n	100	n
		11	12	14	12	7	n	12	9	7	4	3	2	93	7	100	n
		13	13	17	7	14	n	n	15	7	5	4	n	95	5	100	7
		16	15	13	13	12	n	6	7	11	n	n	n	93	7	100	10
		14	13	11	12	17	n	3	10	9	5	2	2	98	2	100	n
		18	11	10	12	12	9	5	6	8	6	3	1	100	n	100	n
		17	12	18	12	12	n	3	10	9	n	3	3	100	n	100	32
		14	14	8	6	17	n	4	7	8	2	4	3	85	15	100	n
		28	13	8	17	7	n	x(16)	4	5	9	x(16)	5	97	3	100	7
		21	13	9	11	16	n	7	13	6	3	n	n	100	n	100	14
		11	10	9	9	10	n	3	7	9	n	n	18	87	13	100	m
		13	11	11	10	10	n	4	8	8	n	4	5	82	18	100	n
		17	15	5	10	26	n	n	10	8	6	n	3	100	n	100	n
		14	14	17	23	9	n	n	6	6	n	9	3	100	n	100	n
	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	17	13	10	11	15	n	n	11	9	7	n	5	97	3	100	n	
	16	13	17	15	10	n	4	4	13	n	n	n	92	8	100	7	
	5	11	11	12	13	15	n	4	7	9	n	15	98	2	100	3	
	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	17	12	11	10	10	n	7	10	7	x(14)	n	8	93	7	100	n	
	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	OECD average	16	13	12	12	13	n	3	8	8	3	2	4	97	8	100	5
	EU19 average	16	13	12	12	14	n	4	9	8	4	1	3	95	5	100	6
Partner countries		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
		14	14	17	7	17	n	5	7	7	n	n	n	89	11	100	n
		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
		13	13	13	12	9	n	4	8	8	7	6	6	100	x(13)	100	6
		13	12	13	16	20	n	n	n	6	6	n	4	89	11	100	14
		15	14	24	9	9	n	3	4	6	n	1	n	85	15	100	n
	13	13	15	15	11	n	2	6	6	n	n	9	90	10	100	n	

1. Australia is not included in the averages.

2. Includes 12-13 year-olds only.

3. For 13-14 year-olds, arts is included in non-compulsory curriculum.

4. German as a language of instruction is included in "Reading, writing and literature" in addition to the mother tongue Luxembourgish.

5. Technology is included in Arts for 14 year-olds.

Source: OECD, China, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eaq2010).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

AGRUPAMENTO DE ESCOLAS DE D.FERNANDO II

PROJECTO EDUCATIVO

2009 – 2013

Apreciado pelo Conselho Pedagógico em 4/11/2009

Para aprovação pelo Conselho Geral Transitório

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1 – Introdução

De acordo com a alínea a) do ponto 1 do artº 9.º do **DL75/2008**

“«Projecto educativo» é o documento que consagra a **orientação educativa do agrupamento de escolas** [...] elaborado e aprovado pelos seus órgãos de administração e gestão para um horizonte de **três anos**, no qual se **explicitam os princípios, os valores, as metas e as estratégias** segundo os quais o agrupamento de escolas [...] se propõe cumprir a sua função educativa.”

É um documento de referência que, articulado com o Regulamento Interno, Projectos Curriculares de Escola e o Plano Anual de Actividades, pretende mobilizar todos os elementos da Comunidade Educativa. No entanto, temos consciência que a sua exequibilidade dependerá da vontade de **todos** em ultrapassar obstáculos, superar dificuldades, mobilizar recursos, congregar esforços, aceitar mudanças e estar abertos às inovações.

Considerara-se como documentos de referência o relatório apresentado pelo Agrupamento à IGE no âmbito da sua avaliação externa em Março de 2009 e o relatório de avaliação final da IGE, bem como os demais relatórios que vão sendo apreciados pelo CP, nomeadamente relatórios de avaliação do PAA e de consecução do PE anterior, de resultados, apresentados pelos coordenadores de directores de turma....

2 – PRINCÍPIOS ORIENTADORES

O presente Projecto Educativo rege-se pelos princípios consagrados na Lei de Bases do Sistema Educativo aprovada pela Lei n.º 46/86, de 14 de Outubro e alterada pela Lei n.º 49/2005 de 30 de Agosto, nomeadamente:

- a) Contribuir para a defesa da identidade nacional e para o reforço da fidelidade à matriz histórica de Portugal, através da consciencialização relativamente ao património cultural do povo português, no quadro da tradição universalista europeia e da crescente interdependência e necessária solidariedade entre todos os povos do Mundo;
 - b) Contribuir para a realização do educando, através do pleno desenvolvimento da personalidade, da formação do carácter e da cidadania, preparando-o para uma reflexão consciente sobre os valores espirituais, estéticos, morais e cívicos e proporcionando-lhe um equilibrado desenvolvimento físico;
 - c) Assegurar a formação cívica e moral dos jovens;
 - d) Assegurar o direito à diferença, mercê do respeito pelas personalidades e pelos projectos individuais da existência, bem como da consideração e valorização dos diferentes saberes e culturas;
 - e) Desenvolver a capacidade para o trabalho e proporcionar, com base numa sólida formação geral, uma formação específica para a ocupação de um justo lugar na vida activa que permita ao indivíduo prestar o seu contributo ao progresso da sociedade em consonância com os seus interesses, capacidades e vocação;
 - f) Contribuir para a realização pessoal e comunitária dos indivíduos, não só pela formação para o sistema de ocupações socialmente úteis, mas ainda pela prática e aprendizagem da utilização criativa dos tempos livres;
 - g) Assegurar a igualdade de oportunidade para ambos os sexos, nomeadamente através das práticas de coeducação e da orientação escolar e profissional, e sensibilizar, para o efeito, o conjunto dos intervenientes no processo educativo;
 - h) Contribuir para desenvolver o espírito e a prática democráticos, através da adopção de estruturas e processos participativos na definição da política educativa, na administração e gestão do sistema escolar e na experiência pedagógica quotidiana, em que se integram todos os intervenientes no processo educativo, em especial os alunos, os docentes e as famílias. (NOSSO)
- Rege-se igualmente pelos princípios e orientações definidas no DL 75/2008, de 22 de Abril que define o Regime de autonomia dos estabelecimentos públicos.

3 – CARACTERIZAÇÃO DO AGRUPAMENTO

3.1. Onde estamos

O Agrupamento de Escolas de D. Fernando II situa-se no concelho de Sintra numa zona de Área de Paisagem Protegida, classificada pela UNESCO, como Património Mundial. Freguesias do Concelho de Sintra

3.2. Quem somos

O Agrupamento é constituído por cinco Jardins de Infância, cinco Escolas de 1.º Ciclo e a Escola Sede de 2.º e 3.º Ciclos. Estes estabelecimentos de ensino estendem-se pelas Freguesias de Santa Maria e S. Miguel (EB1/JI da Portela e escola sede), S. Martinho (EB1/JI de Sintra – vila) e S. Pedro de Penaferrim (EB1/JI de S. Pedro, EB1/JI de Ranholas, EB1 do Linhó e JI do Linhó) e encontram-se dispersos entre si, o que dificulta à partida a gestão de recursos.

Escola Básica 2,3 de D. Fernando II

Situa-se no bairro da Estefânia de Sintra. Foi criada em 1968, funcionando então no actual edifício do Museu de Arte Moderna. Em 1983, ocupando já as actuais instalações, passou a funcionar o 7º ano de escolaridade. Em 1990, a Escola é ampliada para C+S e em 1992 generalizou-se o 3º ciclo. Entretanto foi construído um novo pavilhão. Em 1995, passou a denominar-se Escola Básica 2,3 de D. Fernando II, constituindo desde 2004 a sede do Agrupamento de Escolas com o mesmo nome.

Actualmente, é constituída por dois pavilhões de dois andares cada, um pavilhão gimno-desportivo, sala de alunos, um espaço verde arborizado, dois campos de jogos e balneários. Devido à sobrelotação da Escola Secundária de Santa Maria, em 2007, foi montado um pavilhão provisório para 2 turmas de Ensino Secundário. No pavilhão mais antigo funcionam os serviços – Secretaria, Conselho Executivo, Refeitório, bar, papelaria/reprografia, salas de atendimento aos Encarregados de Educação, de Directores de Turma, de pessoal, de professores e em fase de conclusão biblioteca/centro de recursos.

No piso inferior situam-se 11 salas de aulas (1 laboratório de CN 2ºC, 2 salas de EVT – uma das quais adaptada para o CEF de carpintaria de Limpos), 1 laboratório de matemática, 2 pequenas salas de apoio, o posto médico, 2 arrecadações; num outro nível tem 6 salas de aula (uma das quais de Educação Musical), a sala de Audio-Visuais e uma arrecadação. As instalações sanitárias deste piso encontram-se encerradas por carecerem de substituição integral de canalizações.

O pavilhão mais recente tem no piso inferior 2 laboratórios, 2 salas de Educação Tecnológica; no piso superior funcionam a sala de TIC, 1 sala de Educação Visual, 3 salas de aula e a sala do GAAP – Gabinete de Apoio ao Aluno e ao Professor.

Em 2002 foi construído o pavilhão gimno-desportivo e em 2005 a sala de convívio de alunos (100m²).

A falta de espaços exteriores cobertos e a reduzida área da sala de convívio constituem constrangimentos ao normal funcionamento em dias de chuva, assim como o acidentado do terreno.

Têm sido feitas reparações pontuais por iniciativa da escola e da DRELVT; mas constituem ainda aspectos críticos e a necessitar de intervenção urgente todas as coberturas dos edifícios (devido ao amianto e a frequentes infiltrações), a rede eléctrica, as canalizações (existem rupturas subterrâneas frequentes, a mais grave das quais levou a um desperdício e a um aumento da conta mensal para 3 mil euros!), a substituição das janelas de alumínio cujas folgas não só põem em risco a sua queda, como não filtram o vento, o que torna as salas muito desconfortáveis.

A Escola funciona entre as 8h15 e as 18h20, em 2 turnos; de acordo com critérios pedagógicos aprovados; no turno da manhã 5º, 7º, 9º, CEFs e Secundário e no da tarde, 6º e 8º anos.

EB1/JI Portela de Sintra

A sua construção obedeceu a um projecto especial, num terreno em socacos e a arquitectura acompanha esta característica, impossibilitando a integração e circulação de professores ou alunos portadores de deficiência física, uma vez que não tem rampas de acesso.

Possui 7 salas de aula do 1º ciclo para 10 turmas, 2 salas de Jardim de Infância, uma biblioteca, 3 espaços de arquivo, 2 pequenas salas para apoios específicos e a sala de professores, 1 gabinete de coordenação e 1 espaço de reprografia; cozinha, refeitório e sala polivalente. Este estabelecimento foi alvo de uma intervenção para manutenção das instalações no Verão passado.

No exterior, existe apenas um espaço de recreio coberto, complementado por mais três espaços de recreio, sendo um deles utilizado pelas crianças do Jardim de Infância.

Na frente, o espaço está ajardinado, incluindo uma horta biológica no âmbito do projecto Eco-escolas.

Este é o estabelecimento com mais constrangimentos logísticos tendo que articular as actividades lectivas as actividades de enriquecimento curricular (AECs), a Componente de Apoio à Família (CAF) e o Programa “A Descoberta dos Tempos Livres” (PDTL) em espaços comuns.

EB1/ JI de Sintra

Fica situada nas traseiras do Palácio Nacional de Sintra. É uma escola de Plano Centenário, encontrando-se em bom estado de conservação; tem 4 salas, uma de Jardim de Infância, 2 do 1º ciclo onde também funcionam as AECs, e a quarta utilizada pela APEE para dinamização do PDTL.

EB1/JI de S. Pedro

Funciona num antigo palacete de S.Pedro, edifício classificado, adaptado para escola e restaurado em 2003. Tem 3 andares; possui biblioteca, ludoteca e mediateca, 4 salas de aula, cozinha, refeitório, gabinete de professores. O Jardim de Infância funciona no espaço remodelado da antiga estufa do palacete, carecendo de obras de intervenção.

O recreio da escola é reduzido, sem espaço coberto e é partilhado com o Jardim de Infância. A APEE em 2007/08 montou um pavilhão pré-fabricado onde funciona o PDTL e onde se realizam as AECs dos alunos em horário duplo.

EB1/JI de Ranholas

A escola situa-se entre uma zona fortemente industrializada e uma localidade quase exclusivamente rural.

Serve a população de Ranholas, do Bairro Prisional de Sintra e de Vale Flores.

O edifício é do tipo Plano Centenário, constituído por 2 salas; 1 de jardim de infância e outra de 1º ciclo; 1 divisão para arrumos e um espaço de recreio. Nas traseiras, os 2 alpendres foram fechados passando a 2 salas onde funcionam as AECs, a CAF e PDL e ainda um pequeno gabinete que é utilizado para apoio a um aluno com graves problemas de desenvolvimento. A maioria das crianças desloca-se em transporte assegurado pela Câmara.

A escola não tem refeitório, sendo os alunos transportados a uma escola de outro Agrupamento em Mem Martins.

Escola EB1 N.º 1 do Linhó

Situa-se no extremo do concelho de Sintra, na fronteira com o concelho de Cascais.

É um edifício tipo P2, construído em 1982. Posteriormente, foram fechadas as áreas de trabalho comuns. Tem 6 salas de aula, onde funcionam as AECs e o PDL, 1 polivalente onde funciona o refeitório, sala de professores, e num espaço improvisado para o efeito, uma biblioteca/mediateca.

No exterior possui um grande espaço de recreio e campo de basquetebol e de futebol.

Jardim de Infância do Linhó

Funciona no edifício da antiga escola primária na rua principal. É constituído por uma única sala, com capacidade para 25 crianças e uma sala de apoio. O espaço exterior é reduzido. Como não possui refeitório, a Câmara assegura o transporte diário das crianças para a EB1 do Linhó.

Relativamente ao regime de funcionamento todas as EB1 funcionam com horários duplos excepto o Linhó e Sintra.

População discente

À data da elaboração deste PE a maioria dos alunos é de nacionalidade portuguesa; apenas 8% são provenientes dos países de Leste, do Brasil e dos PALOP; destes 47% são de países de Língua Oficial Portuguesa.

A população discente é composta por crianças e jovens com idades compreendidas entre os 3 e os 18 anos, a frequentar o ensino diurno desde o pré-escolar até aos alunos do Ensino Secundário e CEFs nível II. De referir que o Ensino Secundário encontra-se provisoriamente nas instalações da Escola sede devido à sobrelotação da ES Stª Maria – (2007/08 – 1 turma 10º ano; 2008/09 – total de 2 turmas de 10º e 11º anos; 2009/10 – total de 6 turmas – 4 de 10º, 1 de 11º e 1 de 12º anos).

Em 2009/10 frequentam os estabelecimentos de ensino do Agrupamento - 1432 alunos distribuídos percentualmente do seguinte modo: 9% no pré-escolar; 33% no 1ºC; 20% no 2ºC e 25% no 3º Ciclos; 2% nos CEFs e 10% no ensino Secundário).

Nas 6 salas de JI 54% das crianças tem 5 anos, 13% tem 3 anos e 5% tem 6 anos, e as restantes 4 anos.

Em 2008/09 a idade média no 1ºC variava entre os 6 e os 9,3 anos; no 2º C entre os 10,4 e os 11,4 anos; no 3ºC a idade média é de 12,5 anos no 7º ano, de 13,4 no 8º ano e de 14,5 anos no 9ºano. Concluindo-se que a idade média da nossa população escolar está dentro dos padrões dos respectivos níveis de ensino.

Quanto à posse ou acesso directo às novas tecnologias 80% dos alunos do EB dizem ter acesso doméstico a computador e destes só 8% dizem não ter acesso à internet ; 20% dizem não ter acesso a computador nem internet.

28% (mais 2% que no ano anterior) dos alunos do Ensino Básico são apoiados pelo SASE (23% dos alunos do 1ºC ; 37% no 2º Ciclo e 30% no 3ºC).

Relativamente à assiduidade dos alunos não se têm verificado problemas graves, limitando-se a casos pontuais.

Resultados dos alunos:

- Taxas de Sucesso nas provas de aferição

	LP		Mat	
	4º ano	6º ano	4º ano	6º ano
2007	99%	94%	89%	65%
2008	90%	98%	90%	92%
2009				

- Taxas de Sucesso

NÍVEL	2004/2005		2005/2006		2006/2007		2007/08		2008/09	
	ESCOLA	NACIONAL	ESCOLA	NACIONAL	ESCOLA	NACIONAL	ESCOLA	NACIONAL	ESCOLA	NACIONAL
1º					0%	0%	0,97%	0%		
2º					8%	8,2	2,82%	7,4		

3º					5%	3,4	0,64%	3,2		
4º					0%	4,8	2,08%	4,6		
5º	7,02%	12,80%	0	10,80%	1,96%	10%	8,10%	8,4	4,87%	
6º	10,48%	12,20%	1,59%	10,20%	10,17%	10,50%	0%	8,4	0,00%	
7º	19,12%	21,90%	12,06%	21,10%	18,25%	20,60%	20,30%	17,8	19,11%	
8º	19,61%	15,90%	5,71%	14,90%	9,51%	14,10%	12,20%	11,6	11,81%	
9º	34,91%	19,90%	11,61%	21,10%	26,76%	20,20%	14,10%	14,3	1,68%	
10º							4,3%	19,3		
11º										

Evolução da taxa de insucesso nos 2º e 3º ciclos em 2008/09

	1ºPE	2ºPE	3ºPE
5º ANO	8,1%	10,74%	4,87%
6º ANO	12,2%	13,63%	0,00%
7º ANO	39,7%	36,56%	19,11%
8º ANO	37,2%	32,14%	11,81%
9º ANO	42,0%	43,33%	1,68%

Em relação ao impacto dos PR e PA nos resultados em 2008/09 16,8% dos alunos do 2º Ciclo foram abrangidos por planos de recuperação ou de acompanhamento. E destes cerca de 82% dos alunos tiveram sucesso. Relativamente ao 3º Ciclo Assim, 50,07% dos alunos foram abrangidos por PA ou PR, tendo-se considerado eficazes para 78% dos alunos abrangidos.

No final de 2008/09 a percentagem de alunos dos 2º e 3º ciclos com retenções em qualquer ano anterior de escolaridade é de 23% (5º ano - 20%; 6º ano 15%; 7º ano 29%; 8º 20% e 9º ano 30%).

Nos Exames Nacionais de 9º ano de 2007 as notas médias de frequência de LP e Mat foram de 3,06 e de 2,91, respectivamente, em 2008 foram de 3,3 a LP e de 3 a Matemática e em 2009

Nos Exames Nacionais de 9º ano

	LP		Mat	
	Int	Ext	Int	Ext
2006	3,1	2,6	2,8	2,4
2007	3,1	3,5	2,9	2,3
2008	3,2	3,3	3,0	3,0
2009	3,2			

Pais e Encarregados de Educação

As habilitações dos progenitores podem considerar-se média alta: 28% tem habilitação superior, 35% tem o ensino secundário, 30% os 2º e 3º ciclos e 6% o 1º ciclo.

Em relação à sua ocupação profissional, 39% foram inseridos na categoria de “comércio, serviços e trabalhadores por conta de outrem”; 33% exercem actividades ligadas à investigação, docência ou quadros superiores e intermédios de empresas ou administração pública; 7% foram inseridos na categoria de “quadros empresariais e administração pública”.

Nesta área situam-se duas instituições de acolhimento a crianças e jovens em risco que frequentam as escolas do Agrupamento: Obra do Padre Gregório, em S. Pedro, e “Novo Mundo” do Exército de Salvação situado na Estefânia. Constituindo-se como famílias institucionais de alguns dos alunos dos diferentes níveis de ensino

3.3. Recursos

3.3.1. Recursos Humanos

Pessoal docente

O corpo docente é constituído actualmente por 129 professores, com a formação científica e pedagógica requerida para a sua área de docência, sendo, por isso, todos profissionalizados.

O corpo docente é estável e experiente: 84% do quadro; 67% situa-se na faixa etária predominante entre os 30 e os 49 anos.

Pessoal não docente

O Agrupamento conta com 8 técnicos especialistas na área administrativa, com 36 técnicos operacionais e 1 elemento do gabinete de segurança do ME.

De referir que segundo a actual portaria faltam 3 técnicos operacionais no 1ºCiclo e 4 na Escola sede.

Cerca de 60% do pessoal não docente tem uma idade média entre os 30 e os 49 anos.

O refeitório da escola sede tem gestão indirecta desde 2008/09.

Constrangimentos e resolução de problemas

A deslocação de pessoal da escola sede obriga por vezes ao encerramento ou à limitação do horário de funcionamento de alguns serviços, diminuindo simultaneamente a segurança de algumas áreas neste estabelecimento.

Tem sido necessário recorrer a medidas estruturais de reorganização do serviço: junção de áreas (papelaria e reprografia), acumulação de funções, ajustamento dos espaços lectivos aos recursos existentes, etc.

A introdução da Escola a Tempo Inteiro levou-nos a criar outras soluções que garantissem a segurança dos alunos e a qualidade da oferta durante as Actividades de Enriquecimento Curricular (AECs). Assim nos protocolos estabelecidos com as APEEs está garantido o pagamento de 2 h diárias a um monitor para apoio às actividades.

Tem-se recorrido igualmente a programas da autarquia de apoio aos recursos humanos ao nível do 1ºC.

3.3.2. Serviços especializados

Actualmente cingem-se ao Núcleo de Ensino Especial composto por 5 docentes do grupo 910. Em 2009/10 foi renovado um protocolo de apoio com uma instituição especializada que se traduz em 160h anuais de apoio psicológico e a autorização para contratação anual de um psicólogo a tempo inteiro para o ano lectivo 2009/10 - recursos manifestamente insuficientes para a população escolar.

3.3.3. Bibliotecas Escolares

A Biblioteca da Escola sede foi integrada no programa de rede de bibliotecas em 2008/09, iniciando o seu funcionamento pleno em 2009/10. As restantes escolas do Agrupamento têm espaços destinados a biblioteca que são dinamizados de forma específica em cada estabelecimento. Em todas se dinamiza o Plano Nacional de Leitura.

3.3.4. Outros Serviços

- Todos os estabelecimentos de ensino têm refeitório excepto Ranholas e JI do Linhó. Os alunos nestas condições são deslocados pela autarquia para escolas próximas no horário de almoço.

Nenhum refeitório tem gestão directa.

- Na escola sede funciona ainda a papelaria/reprografia, 2 bares , PBX, portaria. Os serviços administrativos dão apoio a todo o Agrupamento.

3.3.5. Recursos Materiais

Em 2008/09 e 2009/10 com o Plano tecnológico a escola sede tem vindo a ser apetrechada com novos equipamentos informáticos, levando a uma distribuição racional do equipamento já existente pelas EB1/JI permitindo suprir as suas necessidades.

3.4. Actividades de Complemento Curricular / de Enriquecimento Curricular/ de Complemento de Apoio à Família

Na escola sede, devido a constrangimentos de espaço as actividades de complemento curricular são constituídas essencialmente por desporto escolar (5 núcleos), o Laboratório de Matemática, que se insere no âmbito do PAM II e o SOS Ciências.

No 1ºCiclo desenvolvem-se as AECs em todos os estabelecimentos de ensino, nas seguintes áreas: inglês, actividade física e desportiva, música, expressão dramática e plástica. Embora sendo actividades de oferta obrigatória e de frequência facultativa, as AECs têm sido frequentadas por mais de 90% de alunos.

No pré-escolar existe a oferta de componente de apoio à família em todos os jardins de infância em horário pré e pós lectivo.

3.5. Projectos em que as Escolas estão envolvidas

- Projecto ambiental Eco-escolas que é dinamizado em 3 estabelecimentos – EB1/JI da Portela (a 1ª Eco-escola do concelho de Sintra), EB1/JI de S.Pedro e EB 2,3 de D.Fernando II
- Desporto Escolar – 2º e 3º Ciclos
- Programa de EPS
- Programa de Acção para a Matemática – desde 2006 no 3ºC e generalizado a todo o Ensino Básico a partir de 2009/10.
- Adesão ao Projecto dos Novos Programas de Língua Portuguesa (5º e 7º anos) e da Matemática (1ºC , 5º e 7º anos).
- Seguranet
- PNL – Programa Nacional de Leitura

3.6. Recursos do meio envolvente

O Agrupamento procura sempre que necessário estabelecer parcerias e contactos com as entidades locais, embora esta seja uma área a melhorar.

4. Aspectos positivos e problemas sentidos pela Comunidade Educativa

4.1. Aspectos positivos das Escolas do Agrupamento

Bom clima na comunidade educativa

Existência de um quadro de valor e de excelência

Dinâmica de trabalho cooperativo demonstrada no Departamento de Matemática e Ciências Experimentais

Excelentes relações de colaboração entre a Direcção e as APEEs das EB1/JI do Agrupamento

4.2. Aspectos a melhorar e que necessitam de uma intervenção prioritária

A realização da avaliação interna de agrupamento de forma sistemática com vista à auto-regulação e melhoria da qualidade

A divulgação de boas práticas de trabalho colaborativo realizado ao nível das várias estruturas pedagógicas e organizacionais

A divulgação a toda a comunidade de forma eficaz o Projecto Educativo e o Plano Anual de Actividades

As práticas activas na aprendizagem das ciências experimentais em todos os níveis de ensino

As condições físicas dos laboratórios de ciências

Envolver mais os alunos na dinamização de projectos e incentivar a sua iniciativa

5. O QUE QUEREMOS/ÁREAS DE INTERVENÇÃO /METAS/ OBJECTIVOS

Queremos um Agrupamento com uma Comunidade Educativa que:

- garanta e incentive a representação dos seus membros nos diferentes órgãos e estruturas previstas na Lei e no RIA
- contribua para a formação dos seus alunos, pais e encarregados de educação, docentes e não docentes para o desempenho pleno das suas funções

- participe nas actividades do quotidiano, com sentido de responsabilidade, empenhamento e cooperação;

- construa uma Escola mais dinâmica, inovadora, criativa e orientada para os valores;

- desenvolva iniciativas que progressivamente se constituam como elementos identificadores do Agrupamento

... Queremos um Agrupamento onde os seus membros são participantes e agentes de mudança e simultaneamente valorizem a identidade do Agrupamento.

ÁREAS DE INTERVENÇÃO	METAS	Objectivos	Anos de aplicação do PE			
			1º	2º	3º	4º
1. Gestão e organização participada	Melhoria dos níveis de consecução das acções previstas nos diferentes instrumentos de autonomia Monitorização dos níveis de consecução das acções previstas e seus resultados	a) Garantir o funcionamento pleno de todos os instrumentos de autonomia previstos na Lei (elaboração, divulgação, acompanhamento e avaliação): i. Projecto educativo ii. Regulamento interno iii. Planos anuais de actividades iv. Orçamento v. Relatório anual de actividades vi. Conta de gerência vii. Relatório de auto-avaliação	X	X	X	X
		b) Criar e promover o funcionamento de equipa permanente de auto-avaliação nos termos da Lei em vigor.				
		c) Promover uma gestão descentralizada, mas responsabilizadora dos diversos órgãos de gestão, envolvendo o pessoal docente e não docente, alunos, pais e encarregados de educação	X	X	X	X
		d) Delegar competências, accionando meios para o envolvimento de todos nas decisões a tomar;	X	X	X	X
		e) Respeitar e exigir de cada órgão o exercício das respectivas competências e o cumprimento dos seus regimentos internos.	X	X	X	X
		f) Optimizar os serviços e outras estruturas no sentido de uma melhor prestação à comunidade escolar.	X	X	X	X
2. Relação Escola/Família	Valorizar a escola perante a família	a) Valorizar o papel da família na acção e orientação educativa e no acompanhamento escolar do aluno procurando: i. Partilhar regularmente os sucessos e progressos dos alunos; ii. Informar os Pais e Encarregados de Educação acerca das políticas e práticas da Escola; iii. Implementar projectos e áreas de realização que permitam aos alunos recorrer às realidades socioculturais veiculadas pelas famílias; iv. Promover projectos e actividades que envolvam os pais e encarregados de educação e que apelem à sua vinda à Escola.	X	X	X	X
3. Relação Escola/Comunidade local	Projectar a imagem da escola para o exterior	a) Divulgar à Comunidade Local as actividades promovidas no Agrupamento	X	X	X	X
		b) Estabelecer protocolos de colaboração	x	X	X	X
		c) Desenvolver projectos em articulação com entidades locais (sociais, económicas, culturais, autárquicas)	X	X	X	X
4. Educação para a inclusão	Criar uma equipa apoiada por recursos técnicos humanos diversificados que	a) Proporcionar a inclusão de todos os alunos em contexto escolar, criando condições para responder às suas necessidades	X	X	X	X
		b) Sensibilizar a Comunidade Educativa para a diferença	X	X	X	X

	respondam às necessidades do Agrupamento. (Nível de satisfação face às necessidades identificadas)	c) Promover a igualdade de oportunidades	X	X	X	X
		d) Prevenir o abandono escolar	X	X	X	X
		e) Contribuir para a construção de projectos de vida adequados às necessidades e competências dos alunos	X	X	X	X
		f) Apoiar prontamente os alunos identificados, através da Acção Social Escolar	X	X	X	X
		g) Proporcionar aos alunos condições para desenvolverem as suas capacidades de forma a construir etapas mais seguras no seu percurso de formação para a vida activa.	X	X	X	X
		h) Desenvolver estratégias que impliquem o aluno na sua própria aprendizagem	X	X	X	X
		i) Aumentar a participação dos pais e encarregados de educação i. nas assembleias com os professores titulares de turma / DTs; ii. na comparência / resposta às solicitações da escola iii. nos contactos espontâneos com os professores titulares/DTs iv. na vida do Agrupamento /escola	X	X	X	X
5. Desenvolvimento de Competências Essenciais (transversais a todas as aprendizagens e a todos os ciclos)	Melhorar a articulação vertical entre os três níveis do ensino básico e o pré-escolar Melhorar o planeamento interdisciplinar de áreas curriculares afins ou de áreas complementares, como forma de potenciar o desenvolvimento das competências transversais e essenciais	Língua Portuguesa a) Promover o gosto pela utilização correcta da língua portuguesa, reconhecendo a sua importância fundamental na vida quotidiana b) Desenvolver hábitos de leitura c) Incentivar a escrita criativa	X	X	X	X
		Matemática a) Fomentar o gosto pela disciplina b) Sensibilizar a Comunidade para a importância da disciplina na vida quotidiana c) Consciencializar a Comunidade Escolar para a importância da Matemática no desenvolvimento cognitivo das crianças e jovens	X	X	X	X
		Ciências Experimentais a) Promover o desenvolvimento da prática experimental e a atitude científica b) Melhorar as condições físicas para a concretização de aulas experimentais	X	X	X	X
		Línguas Estrangeiras a) Fomentar o gosto pelas línguas estrangeiras (criação de projectos de intervenção local – estrangeiros residentes em Sintra, visita à escola europeia e à escola americana) b) Incentivar a diferentes formas de intercâmbio com alunos e docentes de outros países c) Criar projectos de solidariedade com países estrangeiros em que sejam necessárias as línguas estrangeiras leccionadas.	X	X	X	X
		Ciências Sociais a) Valorizar no currículo escolar conteúdos relacionados com o património histórico, cultural e natural, particularmente, do concelho de Sintra c) Incentivar diferentes formas de intercâmbio com alunos e docentes, de outras escolas nacionais e internacionais d) Promover o respeito pelos valores de cidadania e) Valorizar o património como factor de identidade	X	X	X	X
		Educação para a Arte a) Fomentar o gosto pelas artes visuais e espectáculos b) Fomentar o gosto pela música c) Incentivar a criação artística	X	X	X	X
		Educação para o Desporto	X	X	X	X

		a) Promover a prática desportiva como uma área essencial para o desenvolvimento físico e intelectual das crianças e jovens b) Demonstrar os benefícios da prática desportiva				
6. Educação para a cidadania	Criar condições facilitadoras da formação integral do aluno como cidadão responsável	Educar para os valores a) Valorizar os ideais do respeito, da solidariedade e da liberdade responsável b) Concretizar em acção o sentimento de solidariedade; c) Educar para a partilha. d) Envolver os alunos no estabelecimento de regras e sua implementação e) Continuar a desenvolver estratégias de combate à indisciplina f) Valorizar as atitudes e comportamentos correctos em todos os espaços escolares	X	X	X	X
		Educação do consumidor a) Contribuir para a formação de uma consciência e atitude críticas do consumidor	X	X	X	X
		Ambiente a) Incrementar a separação dos resíduos b) Divulgar os projectos ambientais existentes c) Promover a utilização racional dos recursos (água, electricidade e papel) d) Sensibilizar para o conhecimento, defesa e protecção do património natural e edificado do concelho de Sintra e) Promover um ambiente saudável f) <i>Organizar e melhorar os espaços exteriores, envolvendo toda a comunidade educativa</i> g) Promover iniciativas que proporcionem aprendizagens de respeito pelo ambiente e façam da Escola um espaço agradável e saudável.	X	x	x	x
		Higiene a) Fomentar hábitos de higiene b) Responsabilizar e empenhar toda a Comunidade Escolar na limpeza e manutenção de todos os espaços	X	x	x	x
		Alimentação a) Sensibilizar toda a Comunidade para o consumo dos alimentos mais saudáveis. b) Proporcionar refeições equilibradas e correctas	x	X	x	x
		Saúde a) Promover estilos de vida saudável através de i. prática do exercício físico ii. combate a tendência para a obesidade iii. respeito pelas recomendações de prevenção para a saúde b) Implementar a Educação Sexual, nas suas diferentes componentes (física, emocional e moral)	X	X	x	x
		7. Resultados	-Melhorar a qualidade do sucesso 1ºCiclo e 2ºCiclo - Aumentar as taxas de sucesso no 3ºCiclo - 3%	a) Manter o nível geral de sucesso escolar e diminuir significativamente o insucesso nos casos identificados. b) Promover a reflexão em torno das discrepâncias entre as classificações internas e externas; c) Estimular dinâmicas nos Conselhos de Turma em torno do PCT de acordo com as especificidades de cada turma d) Ajudar os alunos a criar competências de estudo e hábitos de trabalho e) Diversificar modalidades de apoio educativo; f) Valorizar o saber das aprendizagens disciplinares; g) Proporcionar aos alunos uma intervenção mais activa no processo de ensino-aprendizagem confrontando a teoria com a	X	X
			X	X	X	X
			X	X	X	X
			X	X	X	X
			X	X	X	X
			X	X	X	X

		prática				
8. Clima de escola	Manter o bom clima entre todos os membros da comunidade escolar e órgãos de gestão	a) Manter e reforçar um bom relacionamento pedagógico, proporcionando a ausência de problemas disciplinares graves.	X	X	X	X
		b) Preservar o bom ambiente de trabalho conseguido pelo relacionamento dos órgãos de direcção do Agrupamento com os restantes elementos da comunidade escolar e destes entre si.	X	X	X	X
		c) Criar meios facilitadores de convívio alargado entre todos os membros do Agrupamento	X	X	X	X
9. Abandono Escolar	Preservar a cultura de Agrupamento de não abandono escolar	a) Manter níveis de atenção que nos têm permitido identificar e avaliar os alunos em situação de risco, evitando o abandono escolar	X	X	X	X
		b) Criar estruturas que visem o acompanhamento dos alunos em risco e a orientação profissional e o prosseguimento de estudos de uma forma sustentada – gabinete de psicologia	X	X	X	X
		c) Reforçar e divulgar as actividades no âmbito do Desporto Escolar;				
		d) Criar e dinamizar programas e espaços que contemplem momentos e actividades de formalização e motivação do envolvimento dos Pais e Famílias na Escola;				
10. Formação	Manter actualizada a formação dos profissionais de acordo com as necessidades identificadas	Proporcionar formação adequada às necessidades nas seguintes áreas				
		a) Didácticas específicas das disciplinas.....	X			
		b) Gestão de conflito.....	X	X		
		c) Informática / Novas Tecnologias.....	X	X		
		d) Primeiros Socorros.....	X			
		e) Novos Programas de LP e de Matemática.....	X	X		
		f) Ciências Experimentais	X			
		g) Avaliação de alunos.....	X	X		
		h) Avaliação de Pessoal docente e não docente.....	X	X		
		i) Educação Sexual.....	X	X		
j) Literacias da informação.....		X				
Outras áreas que venham identificadas.....		X				
11. Organização, Instalações, Equipamentos e Segurança	Preservar o bom uso das Instalações e Equipamentos	a) Promover atitudes de respeito pelos materiais e espaços	x	X	X	X
		b) Promover o embelezamento das instalações	X	X	X	X
		c) Rentabilizar os espaços existentes	X	X	X	X
		d) Promover uma manutenção constante dos materiais das salas (interruptores, estores, etc.)	X	X	X	X
		e) Rentabilizar a utilização dos equipamentos / melhorar a sua gestão /Divulgar os materiais disponíveis e formas de funcionamento	X	X	X	X
		f) Criar espaços cobertos de recreio	X	x	x	
		g) Renovar / adquirir novos materiais / equipamentos – distribuição de equipamentos de forma racional de acordo com as necessidades do Agrupamento	x	x		
		h) Remodelar laboratórios de ciências experimentais	x	x		
		i) Remodelar espaço dos serviços administrativos	x	x		
		j) Responsabilizar os directores de instalações pela sensibilização junto da comunidade pelo bom uso das respectivas instalações	X	X	X	X
		l) Informatizar o inventário do Agrupamento	X	X	X	X
		Orçamento	a) Sensibilizar a comunidade escolar para apoio a iniciativas que resultem em melhorias comuns	X	X	X
	b) Sensibilizar a comunidade local através de pais, encarregados de educação e entidades locais para apoio de iniciativas de que resultem em melhorias comuns para todo o Agrupamento ou	X	X	X	X	

		para parte dos seus estabelecimentos – lei do mecenato				
	Segurança	Prevenir acidentes e melhorar o bem-estar de todos através de: a) Melhorar a circulação no interior dos espaços escolares b) Melhorar o aumento da vigilância c) Actualizar e Divulgar os Planos de Emergência d) Promover a fiscalização pelas entidades competentes dos meios de segurança existentes nos estabelecimentos de Agrupamento e que integram os respectivos planos de emergência (colaboração dos Bombeiros e serviços de Protecção Civil)..... e) Promover exercícios de evacuação e simulacros.....	X X X X X	X X X X X	 X X	 X X
12. Informação e Comunicação	Melhorar a comunicação e informação	a) Dar a conhecer à Comunidade Educativa o Projecto Educativo e o plano de actividades b) Criar meios mais eficazes de divulgação da informação dirigindo-a preferencialmente aos grupos alvo a que se destinam c) Promover uma utilização progressiva das novas tecnologias como recurso essencial nos processos administrativos e de ensino-aprendizagem d) Sensibilizar os Pais e encarregados de educação para o acesso a pontos de informação criados para o efeito nos estabelecimentos de ensino e na plataforma do Agrupamento	X X X X	X X X X	X X X X	X X X X
13. Avaliação	Avaliar, reflectir e renovar	a) Avaliar a consecução do PE através dos relatórios do PAA, da análise de resultados e dos relatórios da equipa de auto-avaliação;..... b) Periodicidade – por período, anual e no final de 2013..... c) Divulgação da avaliação através dos órgãos próprios e da plataforma do Agrupamento	X X X	X X X	X X X	X X X

Escola E.B. 2,3 de D. Fernando II

Critérios de Avaliação Línguas Estrangeiras – 2010/11

Objecto de Avaliação	Itens/Parâmetros	Instrumentos de avaliação	%
Competências Específicas	<ul style="list-style-type: none"> ▪ Compreensão e Expressão Escrita ▪ Compreensão Oral ▪ Expressão Oral ▪ Leitura 	<ul style="list-style-type: none"> - Testes Sumativos; - Outros registos escritos; - Testes/Exercícios de compreensão oral; - Apresentações/Exercícios orais; - Leitura na aula; 	<p>40%</p> <p>10%</p> <p>10%</p> <p>10%</p> <p>10%</p> <p>80%</p>
Atitudes	<ul style="list-style-type: none"> ▪ Pontualidade ▪ Material ▪ Empenho ▪ Comportamento 	<ul style="list-style-type: none"> • Registos de observação 	<p>2%</p> <p>6%</p> <p>6%</p> <p>6%</p> <p>20%</p>

GRELHA DE OBSERVAÇÃO DE AULAS – Ensino Básico, Ensino Secundário e CEFs

Docente _____ Categ. Profiss. _____ Grupo _____

Disciplina _____ Departamento _____ - _____º ano/ Turma _____

Aula Observada em ___/___/___ pelas ___:___ h Estabelecimento - _____ Relator _____

1. PREPARAÇÃO E ORGANIZAÇÃO DAS ACTIVIDADES LECTIVAS		
Planificação	a) Planifica com rigor , integrando de forma coerente e inovadora propostas de actividades, meios, recursos e tipos de avaliação das aprendizagens. (Exc)	
	b) Planifica com rigor , integrando de forma coerente propostas de actividades, meios, recursos e tipos de avaliação das aprendizagens. (MB)	
	c) Planifica de forma adequada , integrando propostas de actividades, meios, recursos e tipos de avaliação das aprendizagens. (B)	
	e) Planifica o ensino, mas não manifesta coerência entre propostas de actividades, meios, recursos e tipos de avaliação das aprendizagens. (Reg)	
	e) O docente revela lacunas graves no conhecimento científico e falta de rigor na planificação. (Insuf)	
2. REALIZAÇÃO DAS ACTIVIDADES LECTIVAS		
Estratégias De Ensino	a) Concebe e aplica estratégias de ensino adequadas às necessidades dos alunos e comunica com rigor e elevada eficácia. (Exc)	
	b) Concebe e aplica estratégias de ensino adequadas às necessidades dos alunos e comunica com rigor e eficácia. (MB)	
	c) Procura adequar as estratégias de ensino às necessidades dos alunos e comunica com rigor. (B)	
	d) Implementa estratégias de ensino nem sempre adequadas às necessidades dos alunos e revela dificuldade ao nível da comunicação. (Reg)	
	e) Manifesta falhas a nível científico-pedagógico, patentes na aplicação de estratégias de ensino e na comunicação com os alunos. (Insuf)	
3. RELAÇÃO PEDAGÓGICA COM OS ALUNOS		
Ambiente de aprendizagem	a) Promove ambientes de aprendizagem em que predomina o respeito mútuo e a interacção (Exc/MB)	
	O ambiente de aprendizagem é equilibrado, promovendo o respeito e a interacção. (B)	
	b) O ambiente de aprendizagem é globalmente equilibrado, embora com falhas na interacção. (Reg)	
	c) Revela claras dificuldades na criação de ambiente de aprendizagem apropriados. (Insuf)	
4. PROCESSO DE AVALIAÇÃO DAS APRENDIZAGENS DOS ALUNOS		
Estratégias de avaliação e progresso de resultados	a) Concebe e implementa estratégias de avaliação adequadas às actividades desenvolvidas na aula com vista, a informar o aluno e professor das aprendizagens realizadas, reorientando estratégias. (Exc)	
	b) Concebe e implementa estratégias de avaliação adequadas às actividades desenvolvidas na aula com vista, a informar o aluno e professor das aprendizagens realizadas. (MB)	
	c) Concebe e implementa estratégias de avaliação adequadas às actividades desenvolvidas na aula com vista, a informar o professor das aprendizagens realizadas. (B)	
	d) Utiliza estratégias de avaliação pouco adequadas às actividades desenvolvidas. (Reg)	
	e) Não utiliza estratégias de avaliação das aprendizagens dos alunos. (Insuf)	
	Totais	
Observações		

O Relator

O Avaliado

Name: _____ Class: _____ Date: _____

What's your culture(s)?

1) What culture(s) are you from?

- Portuguese Angolan
 Brazilian Other? _____

2) What culture(s) do you identify with?

- Portuguese American Angolan
 Brazilian English Other? _____

3) How many different nationalities are there at home?

- 1 2 3 4

Specify which ones: _____

4) What language(s) do you speak everyday outside school? With whom? How often?

- Portuguese Creole? - Specify: _____
 Brazilian Other? - Specify: _____

5) Do you learn how to speak and write any language outside school? How often?

- English Spanish German
 French Other? _____

6) Where do you speak English? With whom and how often?

- In English class On the telephone
 At home Other? - Specify: _____

7) Where do you hear English? How often?

- On TV - How many hours a week? _____ On the Internet - How many hours a day? _____
 On my MP3 - How many hours a day? _____ Other? - Specify: _____

8) Where do you listen actively to English? How often?

- At school- How many hours a week? _____ On TV- How many hours a day? _____
 At home - How many hours a day, or a week? _____ Other? - Specify: _____

9) **Have you already been to an English speaking country?**

No

Yes Where? _____ For how long? _____

Did you communicate with native speakers? _____ In what language? _____

10) **Have you already been to a country where you had to speak English with the persons to be able to communicate with them?**

No

Yes Where? _____

11) **What are you favorite music and singers?**

12) **What are your favorite TV shows?**

13) **What are your favorite websites?**

14) **What are your hobbies outside school?**

15) **Do you have access to Internet at home?**

No

Yes

16) **When you think about your process of English learning, tick the following sentences with which you agree:**

I like it

I am afraid to speak in class

I prefer reading than hearing

I don't understand very well when my teacher speaks

I prefer hearing than reading

I don't really know how to work on my English at home

I prefer to write than to speak

I would like to communicate with English speaking students

I prefer to speak than to write

Nom: _____ Classe: _____ Date: _____

C'EST QUOI TA CULTURE?

1) De quelle(s) culture(s) viens-tu?

- Portugaise Angolaise
 Brésilienne Autre? _____

2) Tu t'identifies à quelle(s) culture(s)?

- Portugaise Américaine Angolaise
 Brésilienne Française Autre? _____

3) Combien de nationalités différentes y-a-t-il chez toi?

- 1 2 3 4

Lesquelles: _____

4) Quelle(s) langue(s) parles-tu tous les jours à l'extérieur de l'école? Avec qui? Combien de fois?

- le portugais le créole? - Lequel: _____
 le brésilien autre? - Spécifie: _____

5) En dehors de l'école, apprends-tu à parler et à écrire une langue?

- le français l'espagnol l'allemand
 l'anglais autre? _____

6) Où parles-tu le français? Avec qui et combien de fois?

- en cours de français : _____ au téléphone : _____
 à la maison : _____ autre? - où: _____

7) Où entends-tu du français? Combien de fois?

- à la télévision: _____ sur Internet: _____
 sur mon MP3 : _____ autre? - Spécifie: _____

8) Où écoutes-tu attentivement du français? Combien de fois?

- à l'école: _____ à la télévision _____
 à la maison _____ autre? - Spécifie: _____

9) **As-tu déjà été dans un pays francophone?**

Non

Oui *Lequel?* _____ *Combien de temps?* _____

As-tu communiqué avec des francophones? _____ *Dans quelle langue?* _____

10) **As-tu déjà été dans un pays où tu avais besoin de parler en français afin de communiquer avec les personnes?**

Non

Oui *Lequel?* _____

11) **Quels sont tes musiques et chanteurs préférés?**

12) **Quels sont tes programmes de télévision préférés?**

13) **Sur quels sites Internet vas-tu le plus souvent?**

14) **Qu'aimes-tu faire en dehors de l'école?**

15) **As-tu accès à l'Internet à la maison?**

Non

Oui

16) **Lorsque tu réfléchis à ton apprentissage du français, tu penses:**

J'aime cela

J'ai peur de parler en classe.

Je préfère lire qu'écouter.

Je ne comprends pas très bien quand ma professeur parle.

Je préfère écouter que lire.

Je ne sais pas vraiment comment travailler mon français à la maison.

Je préfère écrire que parler.

J'aimerais communiquer avec des étudiants en français.

Je préfère parler qu'écrire.

Acta de Reunião de Avaliação

Ensino Básico - 3º ciclo

1º Período

8º Ano/Turma A

2010/2011

Aos vinte e dois dias do mês de Dezembro do ano de dois mil e dez, pelas oito horas, reuniu o Conselho de Turma acima indicado, sob a presidência do(a) professor(a) Luis Miguel Ginja e secretariado pelo professora Eugénia Casimiro.

DISCIPLINAS	NOME LEGÍVEL DO PROFESSOR	RUBRICA
Língua Portuguesa	Eugénia Maria Santos Palos Casimiro	
Inglês	Maria da Conceição C. Campos	
Francês	Luísa Maria Matos Azevedo e Silva	
Alemão	Patrícia Anjos Coelho	
História	Maria do Céu Ribeiro	
Geografia	Ana Maria Lopes dos Santos Costa	
Matemática	António Augusto Alves Roldão	
Ciências Naturais	Alexandra Sofia Quintas Fernandes	
Ciências Físico-Químicas	Idália Maria de Oliveira Pereira Rebelo	
Educação Visual	Mário Fernandes Barreiro	
Educação Física	Luis Miguel Martins G. Ginja	
Música	Hugo Alexandre Baião Pereira	
Educação Tecnológica	Ana Maria Soares Santana	
E.M.R.C.	Cátia Profano	
Área de Projecto	Maria do Céu Ribeiro	
Estudo Acompanhado	Patrícia Anjos Coelho	
Formação Cívica	Luis Miguel Martins G. Ginja	
Professor Ensino Especial		
Representante Enc. Educ.	Henrique Mário de Pratt Estrela	
Representante Enc. Educ.	Claúdia Almeida Moutinho	
Delegado de Turma	Luca Gonçalves Dias Rosa Lima	

NOTA: Trancar todos os espaços em branco e marcar falta no lugar da "rubrica" aos professores ausentes.

1. Avaliação de final de período

- 1.1. Atribuição de níveis; análise do aproveitamento, do comportamento e da assiduidade da turma;
- 1.2. Balanço das aulas de apoio pedagógico acrescido e de outros apoios e tutorias;
- 1.3. Alunos a propor para aulas de apoio pedagógico acrescido, outros apoios e tutorias;
- 1.4. Planos de acompanhamento – avaliação e eventuais alterações (alunos retidos; outras situações);
- 1.4. Elaboração de planos de recuperação;
- 1.5. Elaboração de planos de desenvolvimento.

d) Número e nome dos **alunos com necessidades educativas especiais** abrangidos pelo Dec-Lei nº 3/2008 de 7 de Janeiro:

Nº	Nome

Reformulação de **planos educativos individuais** (alunos e fundamentação)

[inserir aqui o texto]

e) **Alunos estrangeiros**, incluindo os oriundos de países de Língua Oficial Portuguesa, com **avaliação qualitativa** em parte ou na totalidade das disciplinas

Nº	Nome	Disciplinas avaliadas qualitativamente

Fundamentação e breve síntese das medidas de apoio adoptadas para cada aluno estrangeiro e eventuais propostas de alteração. Alíneas inscritas nos documentos de registo de avaliação e respectivo texto comum.

[inserir aqui o texto]

g) O conselho de turma considera o **aproveitamento global da turma** de (ver o documento referente à estatística que constitui o anexo um à presente acta):

Muito Bom Bom Satisfatório Pouco Satisfatório **Não satisfatório**

Fundamentação/Eventuais estratégias de alteração:

O Conselho de turma considera não satisfatório o aproveitamento da turma, uma vez que em 25 alunos avaliados, 14 apresentam três ou mais níveis inferiores a três. São alunos pouco empenhados e trabalhadores, revelam apatia generalizada em todas as disciplinas. O comportamento perturbador que existiu durante grande parte do primeiro período, prejudicou a aquisição de conteúdos e competências. Os alunos para ultrapassarem as suas dificuldades, deverão eles próprios envolver-se e comprometer-se mais com o seu próprio processo de aprendizagem e aquisição de competências específicas de cada uma das disciplinas, bem como das competências gerais do ciclo de ensino onde estão inseridos. É necessário um maior envolvimento dos Encarregados de Educação na vida escolar dos seus educandos, com maior controle dos materiais dos alunos, controle de cadernetas e maior comunicação com a escola.

1.1.2. **Análise do Comportamento**

a) Número e nome dos alunos que revelaram **atitudes e comportamentos perturbadores e a quem já foram aplicadas medidas disciplinares** [participações disciplinares, presenças no GAAP (Gabinete de Apoio ao Aluno e ao Professor), outras medidas previstas no Regulamento Interno]:

Nº	Nome	Nº	Nome
6	Edward Hientz	22	Sérgio Baessa
8	Francisco Moutinho	23	Tiago Pires
9	Francisco Valadas	25	Tiago Fonseca
14	José Macedo		

Observações [análise do CT; sanções disciplinares aplicadas;...]:

O aluno nº6 Edward Hientz cumpriu dois dias de suspensão durante os dias 2 e 3 de Novembro. Os restantes foram enviados para o GAAP, uma ou mais vezes.

b) Número e nome dos alunos que revelaram **atitudes e comportamentos irregulares** e que embora com participações, não foram alvo de qualquer medida disciplinar:

Nº	Nome	Nº	Nome
1	Ana Estevão	19	Paulo Santos
2	Beatriz Estevinha	21	Raquel Nunes
5	Diogo Vicente		
13	Joel Gouveia		

Observações (estratégias adoptadas ou a adoptar):

Estes aluno,s apesar de terem tido um elevado número de ocorrências do tipo B, e participações (algumas fora do espaço sala de aula), ainda não sofreram quaisquer sanções disciplinares, por não terem sido consideradas demasiado graves.

c) **Comportamento global** da turma:

Muito Bom Bom Satisfatório Pouco Satisfatório Não satisfatório

Fundamentação/Eventuais estratégias de alteração:

O fraco comportamento da generalidade da turma, resulta no entender da unanimidade do Conselho de Turma, da não observância, aquando da formação de turmas, das especificidades do conjunto de alunos que a compõem. Os elementos do Conselho de Turma que participaram na formação de turmas, confirmaram ter chamado à atenção a Direcção, para o conjunto-turma em que tinha resultado o actual 8ºA e para as implicações que teria no ambiente e consequente aprendizagem, dos alunos. Assim, considera-se que a diminuição de uma turma no 8º ano trouxe reconhecidos efeitos negativos sobre o ambiente relacional entre alunos e alunos/docentes, impedindo os alunos com dificuldades de recuperar, os alunos bons de avançar nas suas aprendizagens e não penalizando eficazmente os prevaricadores. Os sucessivos incidentes de falta de respeito pela autoridade do professor, pela apatia e irresponsabilidade com que a generalidade da turma encara o processo ensino-aprendizagem e pelo fracasso das sucessivas medidas que têm vindo a ser executadas por todos os docentes, são visíveis no aproveitamento global da turma. As eventuais estratégias de superação desta situação passaram já, pela alteração da planta de sala de aula, à uniformidade de aplicação de sanções; da mudança de sala, à divisão da turma em grupos de trabalho distinto e orientado; do contacto "na hora" com os encarregados de educação, à aplicação de medidas acordadas em reunião de conselho de turma ocorrida em Setembro, todas as estratégias adoptadas pelo Conselho de Turma têm esbarrado num facto – o elevado número de alunos problemáticos reunidos numa mesma turma, com vinte e cinco alunos na totalidade, é factor limitador, portanto as medidas de alteração desta situação irão passar por: -----

- da parte dos docentes, a persistência nas estratégias em sala de aula, que permitam aos alunos com dificuldades e aos outros que querem desenvolver as suas competências, fazê-lo.

- da parte dos alunos, além de cumprir com os seus deveres, colocar em cima da mesa, no início de cada aula, a sua caderneta, para que cada docente aí possa registar qualquer infracção. A ausência de caderneta implicará uma de duas atitudes por parte do docente: o aluno vai de imediato à direcção, que telefona nesse mesmo momento, ao encarregado de educação, e depois regressa à aula, ou o docente entrega à funcionária do piso, uma lista de alunos sem caderneta, que deverá ser entregue à direcção, para que os encarregados de educação sejam contactados. Caso na aula seguinte a caderneta esteja de novo em falta, o encarregado de educação será de imediato convocado para uma reunião.

- da parte dos encarregados de educação, verificarem diariamente as cadernetas, adoptarem medidas punitivas adequadas ao respectivo educando e manterem o contacto assíduo com o director de turma.

- da parte da direcção, contactar os encarregados de educação dos alunos, que se apresentem na escola sem caderneta, bem como em situações graves de indisciplina (sendo os alunos encaminhados directamente para o órgão directivo da escola, não passando pelo GAAP. Punição adequada à infracção cometida.

Observation Task Nº2

Intercultural Observation

8ºA

Conducted on the 27th and 28th of September 2010 in English Class

Based on, *Teaching and Assessing intercultural Communicative Competence*, Michael Byram, Multilingual Matters, 1997.

Objectives:

- A) Evaluating whether Intercultural Communicative Competences are being taught and/or learned in English FLT:
- IC attitudes?
 - IC knowledge?
 - IC interpretation and conceptualization?
 - IC critical cultural awareness / political education ?
 - Negotiation of Meaning in IC class.
- B) Establish a critical self-evaluation on how Intercultural Observation tasks and skills should be redefined to become more helpful in the evaluation of the ICC learning process of the students of the 8ª C.
Method for evaluation: feedback from university and school tutors followed by reformulation of the Observation Task.

1) **Observing Attitudes:** curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.

- Interest in discovering other perspectives on interpretation of environmental issues (ie: the deforestation of the rain forests), both in one's own culture (PT) and in other culture (BRZ) and cultural practices

How many students were able to paraphrase Mirim's speech? 3, but partially, and only on specific questions elicited by T.

In English language? 1

In Portuguese language? 2

How many students questioned the meaning of Mirim's speech? 0

How many students did not react verbally to Mirim's speech? About 60% of the class

How many students did not react either verbally or else how to Mirim's speech? About 40% of the class

- Willingness to question the values and presuppositions in cultural practices and products in one's own environment (PT)

How many students formulated an explicit question regarding Portuguese values and presuppositions? 1 (Rodrigo)

How many students participated in a discussion regarding Portuguese values and presuppositions? 0

In English language?

Rodrigo

In Portuguese language?

2) **Observing Knowledge:** of social groups and their products and practices in one's own (PT) and in the other's country (teenage life in indigenous tribe of Amazonian forest), and of the general process of societal and individual interaction.

- Historical and contemporary relationships between one's own (PT) and one's interlocutor's (BRZ) country.

Were any references explicitly or implicitly formulated on that matter during class? If yes by what and/or whom? No

- The means of achieving contact with interlocutors from another country (at a distance or in proximity), of travel to and from, and the institutions which facilitate contact or help resolve problems.

*Were any references explicitly or implicitly formulated on that matter during class? If yes by what and/or whom? **Through reference of the Rainforest Foundation, by T.***

*If yes, how many students responded to it? How? **2 students, referring to it as the source of the projected video information.***

- The national memory of one's own country (PT) and how its events are related to and seen from the perspective of the other country (teenage of indigenous tribe in Amazonia).

*Were any references explicitly or implicitly formulated on that matter during class? If yes by what and/or whom? **No.***

- The national memory of one's interlocutor's country (Amazonia) and the perspective on them from one's own country (PT).

*Were any references explicitly or implicitly formulated on that matter during class? If yes by what and/or whom? **Stereotypes were formulated by T. and by 6 students. Discussion of stereotypes was led by 1 student (Rodrigo)***

*Were any stereotypes formulated? Which? **Indigenous people have a relaxed, not stressed life, where they don't have to worry to work. They are happy and live simple lives. They sing and play music instruments.***

*If yes, how many students responded to it? How? **Rodrigo said it was not like that because people were losing their houses and plants and animals were being destroyed.***

- The national definitions of geographical space in one's own country (PT), and how these are perceived from the perspective of (an indigenous Amazonian tribe).

*Were any references explicitly or implicitly formulated on that matter during class? If yes by what and/or whom? **No***

- The national definitions of geographical space in one's interlocutor's country (an Amazonian tribe) and the perspective of them from one's own (PT)

*Were any references explicitly or implicitly formulated on that matter during class? If yes by what and/or whom? **Implicitly, by the text studied in class.***

*If yes, how many students responded to it? How? **About 6 students acknowledged the importance of the rainforests for ecosystems, for indigenous people living there, and for medicine. Students formulated names of animal species living there.***

- The process and institutions of socialization (ie: school) in one's own and one's interlocutor's countries

*Did students know this information? **NO***

*How did they react to this information? **They did not. But students laughed at the fact that indigenous people wear less clothes than Europeans do. However they did not react to any other information.***

*How many reacted in English? **0***

*How many reacted in Portuguese? **5***

3) Observing skills of interpreting and relating: ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.

- Mediate between conflicting interpretations of phenomena (ie: children of the Amazonian tribe don't all go to school; children of Amazonian tribe collect insects)

*What ethnocentric arguments were formulated? **None were formulated, but students laughed and did depreciative mimics when video showed indigenous man.***

*Was the communication held in class able of going beyond these arguments? **T. questioned students on why they laughed at the images of indigenous people, and said she was disappointed by students' attitudes.***

*If yes: who made which remarks? **João and Francisco made the mockeries.***

4) **Observing skills of discovery and interaction:** ability to acquire new knowledge of a culture and cultural practices. What is not observed is the ability to operate this knowledge.

- Identify significant references with and across cultures and elicit their significance and connotations.

Did the teacher explicitly formulate cross culture references ? **Yes. Through reference of the Rain Forest Foundation, and to the adoption in 2007 by the UN of the Declaration of the Rights of Indigenous People.**

Did the teacher implicitly formulate cross culture references ? **No**

How many students were capable of acknowledging common points and differences between cultures? **They were not given the opportunity.**

Were significances and connotations elicited? **No.**

- Use sources (ie: books, internet, newspapers, etc) to understand both contemporary and historical political, economic and social relationships between cultures and societies and analyse the differing interpretations involved.

What different sources were used to study the content of the lesson? **Interactive Board (IB) which showed a Youtube movie "Rainforest Foundation, 20 years and counting" + Audio CD of Book text p6.**

Did teacher make any suggestions regarding other sources that students could use to workout the content? **Yes: "Mirim"'s link on the website of the Rainforest Foundation.**

5) **Observing critical cultural awareness / political education:** an ability to evaluate, critically and on the basis of explicit criteria, perspectives (on the importance of the rain forest), practices (going or not going to school) and products in one's own and other cultures and countries.

- Analyze a context and demonstrate the ideology involved

Did students formulate (written or oral) the ideology involved in the text (Portuguese and Amazonian ideologies)? **They did so orally, referring to the protection of the environment.**

If yes, in what language? **In English.**

Did teacher formulate them? If yes, how? **No. T. elicited the responses by asking sts questions.**

- Being aware of one's own ideological perspectives and values (what is or not a "domesticated pet"; the necessity of going to school)

Did students question their own ideological perspectives and values? **No. Students restituted contents of the text in English language, but they did not question them.**

Did teacher question student's ideological perspectives and values? **Yes, indirectly, by asking sts what kinds of pets they collected, and hoping they would compare their culture's conventions to those of Mirim's. But sts did not make any comparison.**

COMMENTS:

The Observation of group's IC Attitudes:

In this beginning of school year, it is hard to evaluate if sts do not react to Intercultural problematic because:

- 1) They lack practice in speech comprehension and/or speech production skills
 - 2) They are not motivated by the topic treated, and therefore do not react to the Intercultural perspective which lies in it.
 - 3) They lack analytical critical tools.
- It is probably a combination of all these hypothesis. Nevertheless, these possibilities should be considered baring in mind that only 60% of the class seemed to follow the lesson, where as 40% was not at all paying attention to the topic and to the group interactions.

- Very difficult in that context to evaluate consistently the learning process of Intercultural competences in EFL classroom, as much as it is difficult to know if learners already possess, or not, some of these competences in their mother tongue.
- Observing Intercultural Attitudes should be done following other procedures. The only objective measurement that was conducted, corresponded to the following criterias:

“Students formulate a critical statement regarding other’s interpretation / restitution of the text = explicit speech production, in the form of a critical analysis, of the cultural interpretation of a content.”. This measurement presupposes that we first observe: 1) whether or not students are capable of formulating a critical analysis about one’s own culture, the other’s culture, and if they know how to put them in perspective. – 2) whether or not students have the necessary linguistic tools to produce a cultural critical statement.

Possible solutions: 1) hand out a task to students to specifically evaluate their critical cultural analytical capacities. Task should be easy, or even in mother tongue. 2) Check if students possess enough input to express an opinion and to negotiate meaning with others, If students don’t possess these tools, T. should provide them with.

The Observation of group’s IC Knowledge

No historical contextualization of the 2 cultures, or their relations, were evoked in class. No student was therefore given the possibility to increase and/or transform his knowledge of relations between Portuguese culture and Amazonian tribes’ cultures. If students had stereotypes, they remained, if not confirmed, at least unchanged.

Possible Solutions: 1) Relations between 2 cultures (student’s and other’s) should always be contextualized, even briefly.

Ex: “When was McDonalds 1st created in the USA? In Portugal? What does this difference reveal about both countries culture?”

Ex: When did Indigenous people stop being preoccupied by environmental issues? When did Portuguese start being preoccupied by environmental issues?

Ex: When was the specificity of teenage life style 1st recognized in the USA, in the UK, in other English speaking countries (India, Australia, South Africa, Kuwait...), and when was it first recognized in Portugal?

2) Students should be engaged in tasks that would require them to autonomously increase their knowledge-of, or contact-with, the foreign culture.

3) When treating the topic of another culture, always provide sts with resources to investigate and develop their knowledge of that culture, Try to orientate their process of learning and knowledge acquisition by assigning specific tasks.

4) When planning cultural tasks, always find a way of having students discover how the foreigner sees them. What point of view the foreigner could have on their culture.

5) Teach students how to contextualize different cultures’ specific survival needs and customs (to fight against stereotypes. This should be conducted through an inductive process while executing a task, because it might otherwise be interpreted by students as a provocation. All the more, the material selected should not reinforce stereotypes of students’ dominant culture. Of course, this presupposes that teacher is aware of students’ dominant culture and its stereotypes (history/geography/ other’s process of socialization/ specific contexts and needs)

The Observation of group's IC Skills of Interpreting and Relating:

Observed interpretative skills witnessed an ethnocentric perspective on examined documents. Teacher condemned this point of view, but did not provide students with alternative arguments for interpreting documents in another perspective and/or for relating them to other cultural issues.

Possible Solutions: Provide input for students to lead an interpretative intercultural task, because they have no communication autonomy on that matter, and because they are also poorly prepared to exercise their skills of interpretation and analysis other than in an ethnocentric manner. Task should have enough input, and should guide students to formulate the interpretation of an event or information from the point of view of the other (of a different culture).

The Observation of group's IC Skills of Discovery and Interaction:

If students were given explicitly cross culture references, they were never solicited to establish cross culture analysis.

Possible Solutions: Tasks should require of students that they formulate common points and differences between cultures. The textbook cannot be the only source of information students should rely on, because this material will not help students acquire skills of discovery and Interaction. Teacher would need to provide with other sources / authentic material and /or ask students to investigate other sources.

The Observation of group's IC Critical Cultural Awareness:

Students do not possess enough communicative input to formulate a critical cultural analysis, and they don't know how to formulate explicit / objective criteria of analysis on a cultural situation, because they still do not have learned (at the exception of one student in a class of 20) to question their ethnocentric perspective.

Possible Solutions: 1) Whatever we expect students to achieve, they should have the necessary communicative input. 2) Students should be taught, through tasks, to identify the different ideologies present in a document, as much as their own ideologies. For instance, the objective of a task could be to identify ideologies, because before learning how to do that, we cannot expect them to do it spontaneously. However, this task should do more than simply elicit students' conscious/knowledge of their dominant ideology, because as Observation Task revealed: eliciting students' ideological values and perspectives is not enough to motivate them to communicate on that matter. The concepts are too vast and the acquired communicative skills too insufficient for students of 12-14 years of age to grasp the implicits of Teacher's questions.

Esta unidade aborda os estilos de vida de várias pessoas famosas e conhecidas dos nossos alunos.

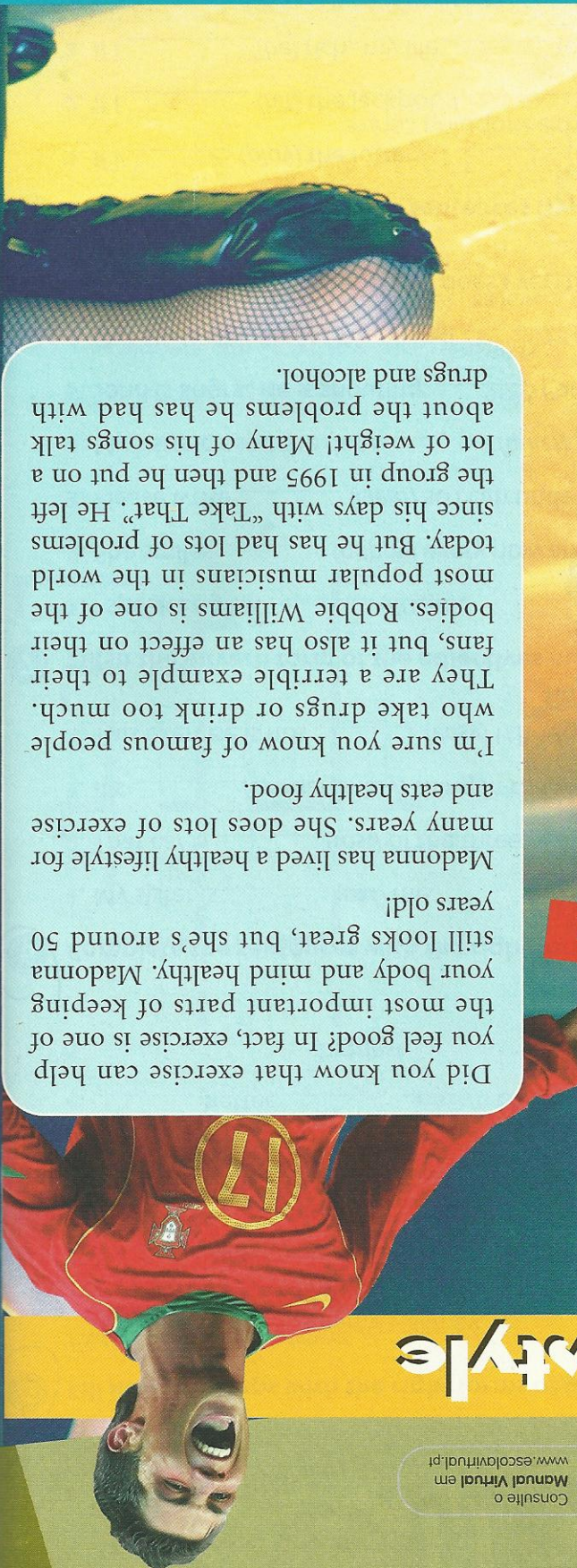
O professor pode começar por abordar o tema perguntando aos alunos o que o título lhes sugere e como o associam às imagens. Antes de os alunos responderem ao quiz, o professor deverá explicitar a expressão *couch potato*.

Sugestão extra

O professor poderá selecionar palavras do texto e outras que tenham a ver com a Madonna ou o Robbie Williams: o número de palavras deverá ser suficiente para o número de alunos da turma. O professor distribui os papéis e escreve no quadro os nomes dos artistas. Os alunos terão de fazer corresponder as palavras aos artistas.

3.1

Healthy Lifestyle



Consulte o Manual Virtual em www.escolavirtual.pt

Did you know that exercise can help you feel good? In fact, exercise is one of the most important parts of keeping your body and mind healthy. Madonna still looks great, but she's around 50 years old!

Madonna has lived a healthy lifestyle for many years. She does lots of exercise and eats healthy food.

I'm sure you know of famous people who take drugs or drink too much. They are a terrible example to their fans, but it also has an effect on their bodies. Robbie Williams is one of the most popular musicians in the world today. But he has had lots of problems since his days with "Take That". He left the group in 1995 and then he put on a lot of weight! Many of his songs talk about the problems he has had with drugs and alcohol.

Lead-in



QUIZ – Are you a couch potato?

Answer the questions and find out if you are a couch potato.

1. Choose your favourite activity.

- a. Riding your bicycle
- b. Watching TV
- c. Playing football

2. What's your favourite place to eat your meals?

- a. On the sofa in front of the TV
- b. At the table with the family
- c. At the table, but watching TV

0 – 5 points
Oh dear! That's not very good! So young and already a couch potato!

6 – 10 points
You must be careful or you will be a couch potato in the future.

11 – 20 points
Very good. You are healthy and active – not a couch potato!

Check your score!
25 points
Impossible! The highest score is 20! Count again!

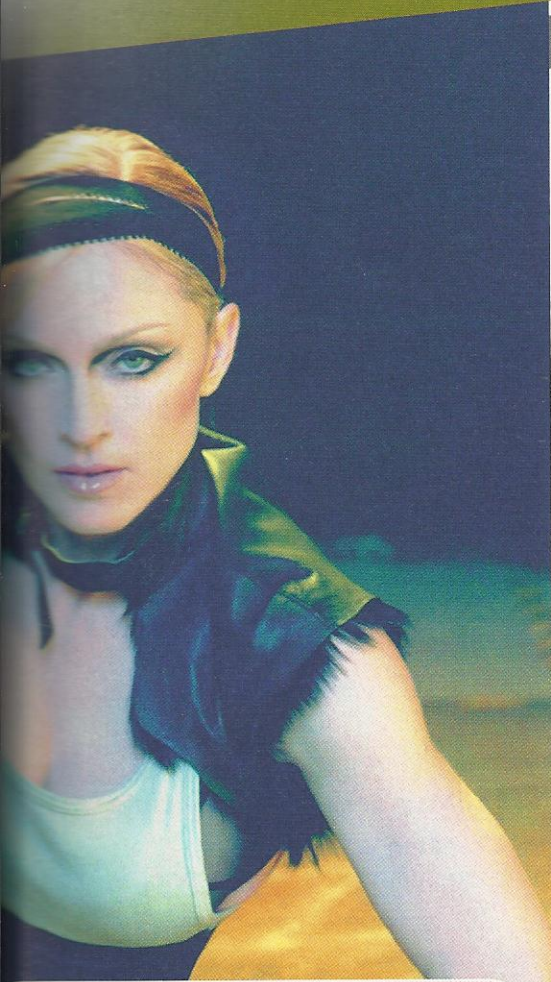
- Points**
- 1. a. 10
 - b. 2
 - c. 8
 - 2. a. 0
 - b. 10
 - c. 3

Communication Talking about healthy/unhealthy lifestyles
Grammar Present Perfect Simple Answering a quiz Giving advice about healthy habits

I can read / listen



CD ÁUDIO: faixa 23



If you want to look great, you should do what sportsmen and women do. Eat the right foods and take exercise to shape your muscles and make you stronger. Don't smoke or eat lots of junk food. Take care of your body – it has to last a lifetime!

1 Say whether these sentences are true or false according to the text.

1. Living a healthy lifestyle makes you look older than you really are.
2. Doing exercise and eating right can help you to keep healthy.
3. Taking drugs and drinking too much alcohol is good publicity.
4. Madonna is a good example, Robbie Williams isn't.

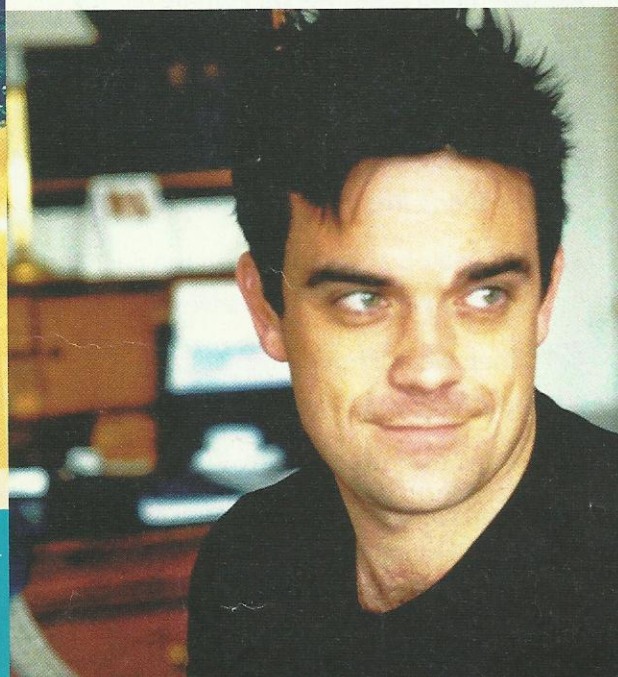
1. F
2. T
3. F
4. T

2 Answer the questions about the text.

1. How does Madonna take care of her body?
2. What is the best way to be fit?
3. Who are some of the good examples to follow?
4. What's the name of the pop group that Robbie Williams was a member of?

2.
 1. She does a lot of exercise and eats healthy food.
 2. It is to eat well and take exercise.
 3. Sportsmen and women.
 4. Take That.

3 Make a list with three or four reasons why it is important to take care of your body.



WORD POWER

- exercise = exercício físico
- to look great = ter ótimo aspecto
- take drugs = drogar-se
- since his days = desde o tempo
- put on a lot of weight = aumentar de peso
- shape = formar
- lifetime = vida inteira

Vocabulary
Lifestyles
Addictions

I can study Grammar

PRESENT PERFECT SIMPLE

Madonna has lived a healthy lifestyle for many years.
But he has had lots of problems since his days with Take That.



We form the Present Perfect: have / has + past participle of the main verb.

Affirmative		
Personal pronoun	I / we / you / they	have
Auxiliary verb	has	left
Main verb - Past Participle	eaten	left

Negative		
Personal pronoun	I / we / you / they	haven't (have not)
Auxiliary verb	hasn't (has not)	left
Main verb - Past Participle	eaten	left

Interrogative		
Auxiliary verb	Personal pronoun	Main verb - Past Participle
Have	I / we / you / they	eaten?
Has	he / she / it	left?

We use the Present Perfect when:

1. An action or situation started in the past and continues in the present.
I have lived in Portugal since 1998. (and I still do)
2. An action performed during a period that has not yet finished.
Madonna has been to the doctor twice this week. (and the week isn't over yet)
3. A repeated action between the past and now.
She has visited Portugal several times.
4. When we ask how long...?
How long has Madonna lived in New York?

We answer using **for** or **since**:

- when we say a period of time, we use **for**:
Madonna has lived in New York for many years. (and she still lives there)
- when we say the start of a period, we use **since**:
Madonna has lived in New York since 1981. (and she still lives there)

for (há...)
since (desde...)

HELP!
Workbook:
page 28

engere-se a utilização esta transparência para consolidar este tópico gramatical e, também, para abordar a questão do ganho e perda de peso as atitudes que influenciam este aspecto a que os jovens dão tanta importância.

1 Fill in the table.

Infinitive	Past Participle
write	
	gone
see	
find	
	had

Infinitive	Past Participle
buy	
do	
be	
	given
keep	

2 Write the verbs in the Present Perfect Simple.

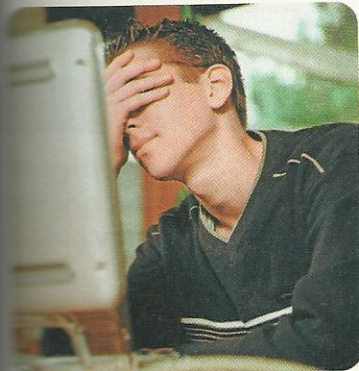
- Many famous people _____ (*experience*) negative events during their childhood.
- Ben Affleck _____ (*struggle*) with alcohol problems.
- Tom Cruise has a learning problem called dyslexia but he _____ never _____ (*give*) up fighting.
- Some famous people _____ (*live*) healthy lifestyles which is a good example to their fans.

3 Use the Present Perfect Simple and for or since.

- How long _____ Jennifer Lopez _____ (*be*) famous?
She _____ (*be*) famous _____ many years.
- She _____ (*dance*) _____ the age of five.
- She _____ also _____ (*act*) in many films _____ she was at school.
- _____ she _____ (*visit*) many countries? Yes, she _____ (*travel*) around the world _____ she was a teenager.
- She _____ (*live*) in her hometown _____ many years.
- Jennifer _____ (*know*) her best friend _____ a long time.



4 Complete the text with the verbs in brackets. Use the Present Perfect Simple.



I'm one of those guys who has "the quite normal" problem: I'm in love with a girl, but I don't know what to do. I ¹ _____ already _____ (*have*) a crush on some girls, but this is something different. My problem is that I ² _____ (*tell - neg.*) her anything. I know that she likes me and we're very good friends. We ³ _____ (*know*) each other for about three years, and our friendship ⁴ _____ (*become*) better and better. We sometimes get into quarrels, but we always make up.



- written
go
seen
found
have
bought
done
was / were
give
kept

- have experienced
 - has struggled
 - has ... given
 - have lived

- has ... been / has been / for
 - has danced / since
 - has ... acted / since
 - Has ... visited / has travelled / since
 - has lived / for
 - has known / for

- have ... had
 - haven't told
 - have known
 - has become

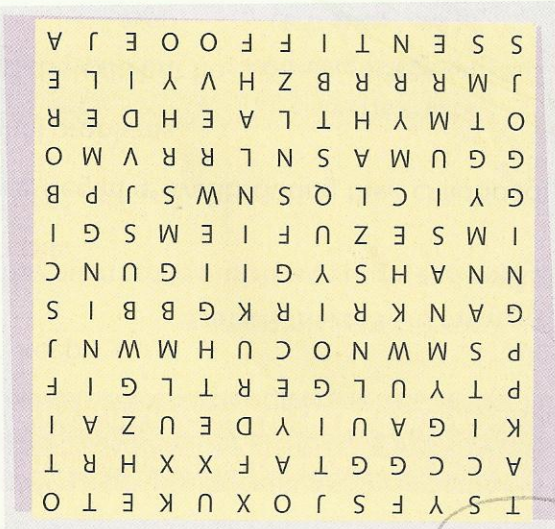
CD ÁUDIO: faixa 24

WORKBOOK: pp. 28, 29, 30

I can study vocabulary

1 Can you find these words in the wordsearch and complete them?

- 1. fi□□ess
- 2. □□gging
- 3. □rain□ng
- 4. e□er□ise
- 5. ca□□ries
- 6. g□mn□stics
- 7. h□alth□
- 8. gymnas□□m
- 9. f□t
- 10. □ver□eight
- 11. fi□
- 12. a□robic□



- 1. fitness
- 2. jogging
- 3. training
- 4. exercise
- 5. calories
- 6. gymnastics
- 7. healthy
- 8. gymnasium
- 9. fat
- 10. overweight
- 11. fit
- 12. aerobics

CD AUDIO: faixa 25

WORKBOOK: pp. 30, 31, 77

- 2.
- 1. c
- 2. a
- 3. d
- 4. e
- 5. b
- 6. f

2 Look at the pictures of people who do fitness activities. Match them with the names in the box.

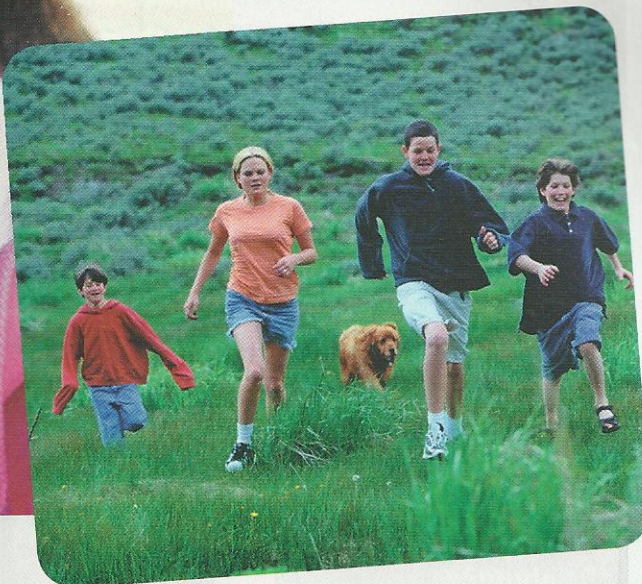
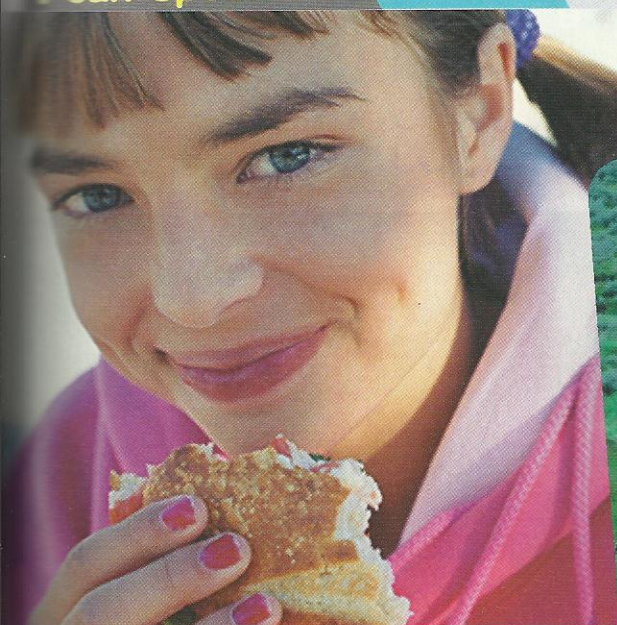


- a. fitness instructor
- b. physical education teacher
- c. jogger
- d. body builder
- e. gymnasts
- f. swimming instructor

3 Create your own dictionary. Translate the words into Portuguese.

HELP!
Workbook:
page 77

I can speak



I can speak

Os alunos deverão associar a actividade física, a alimentação e outros hábitos do seu quotidiano aos diferentes estilos de vida para avaliarem o seu carácter saudável.

1 In pairs, describe your lifestyle. Take some notes of what your classmate tells you.

Unhealthy student	Healthy student
- gets up late;	- gets up early;
- couch potato;	- goes jogging;
- doesn't do exercise;	- eats healthy food;
- ...	- ...

2 In pairs/groups discuss the following:

1. What does it mean to be healthy?
2. What can we do to help our bodies stay healthy?
3. What kinds of food help to keep us healthy?
4. Is sleep important for our bodies?
5. Do you have an active life?



I can write

Imagine you're a doctor and one of your patients is having some health problems. Write a mini-report saying what he should/shouldn't do.

e.g.: You should exercise more to keep fit. You shouldn't have your meals on the couch.

Giving advice

- I think you should...
- You shouldn't...
- Maybe you should talk...

I can write

Procura-se, com esta actividade, que o aluno lembre a estrutura *should* - infinitivo, usualmente utilizada para dar conselhos. Pretende-se, assim, que o resultado da actividade seja um resumo dos hábitos positivos e negativos abordados na subunidade.

3 J'AIME PAS LA CULTURE

Antes de iniciar a unidade, tendo dos conhecimentos em materna e L1, sugere-se que o professor leve os alunos a fazer levantamento das necessidades de aprendizagem para realizar a tarefa. Os conteúdos que podem ser lidos nesta unidade, passivamente, são:

■ **Vocabulário:**

- Cultura e estética
- Literatura
- Cinema

■ **Pragmática:**

- Expressar gostos e preferências
- Referir hábitos e frequências

■ **Gramática:**

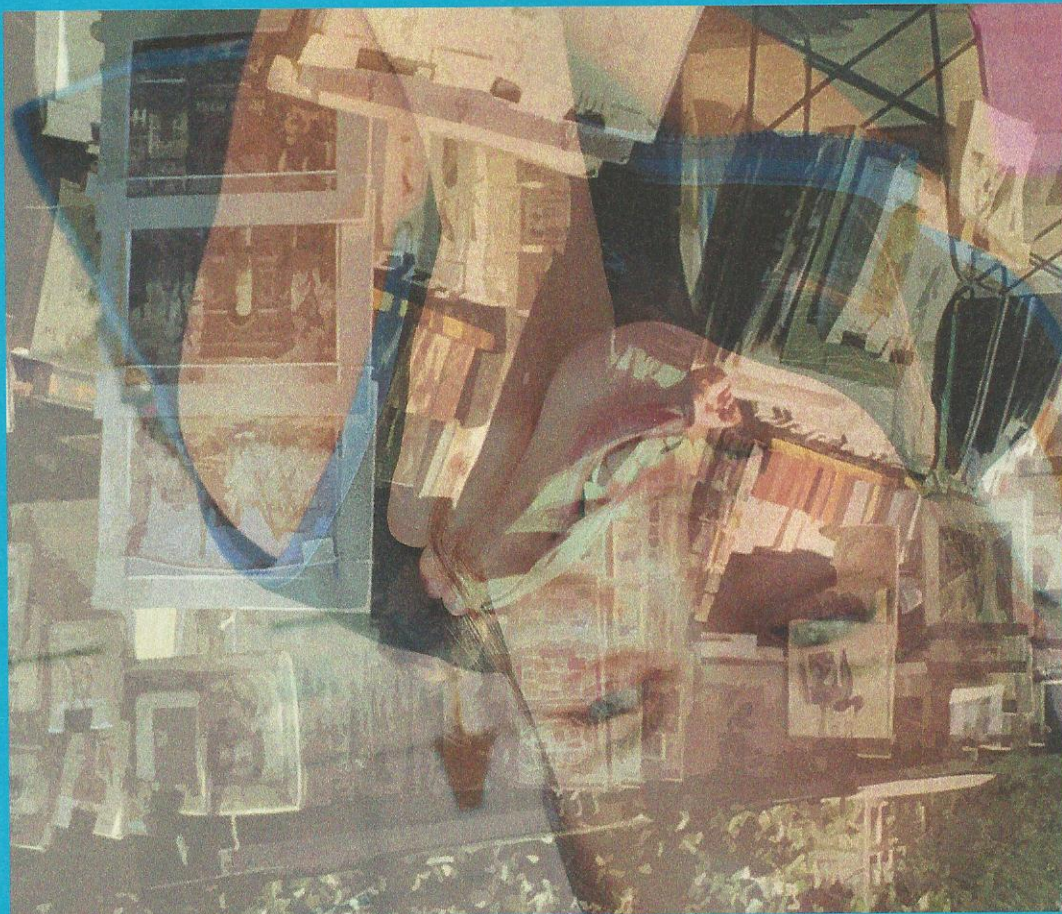
- Frase relativa
- Forma passiva

Outras tarefas possíveis:

- Escrever uma estrofe para música conhecida.
- Elaborar um cartaz sobre cine franceses (filmes, actores, realizadores, obras célebres, etc. juvenis...).

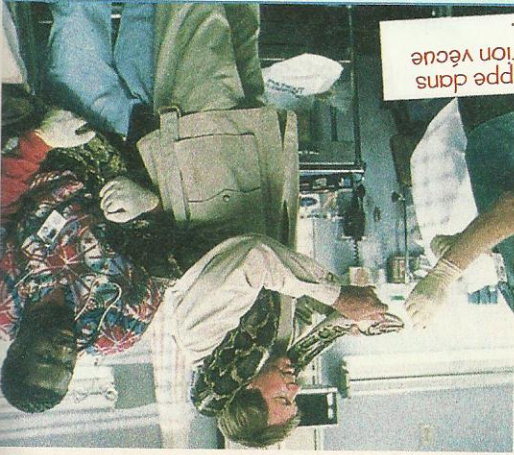
Raconte un film que tu as aimé.

TÂCHE DE L'UNITÉ



Vocabulaire

1 truffes – rechedos	4 renverser – atropelar
2 jargon – calajo	5 souci – preocupaçao
3 anecdote – historia, relato	6 se defouler – descarregar



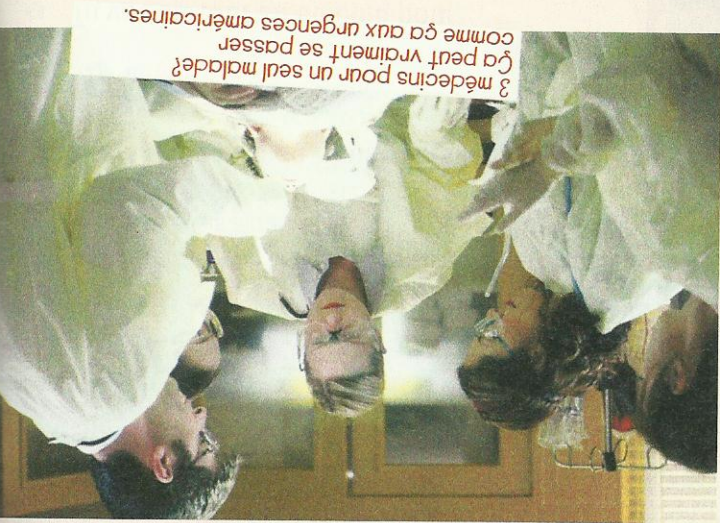
35 relié à l'extérieur. Dans un pays où les armes sont en vente libre, il ne faut pas s'étonner que la série montre aussi souvent des blessés par balle, dans les couloirs de l'hôpital: c'est du vécu!

30 urgences. Toutes sortes de gens viennent y chercher un peu de réconfort... ou se défouler⁶ contre la société! C'est aussi le seul service de l'hôpital directement

25 version française: Benoît Papon, son traducteur, a travaillé 17 ans au SAMU (Services d'Aide Médicale Urgente) avant de suivre aux États-Unis la spécialisation d'urgentiste. «Aux États-Unis, raconte Benoît Papon, la seule institution ouverte 24 heures sur 24, ce sont les urgences. Toutes sortes de gens viennent y

soigné car il n'y avait pas de malades. Impressionné, Spielberg a décidé de produire la série *Urgences*!

20 D'ailleurs, *Urgences* a vu le jour grâce au chien de Steven Spielberg, qui a été renversé⁴ par une voiture: son célèbre maître l'a transporté aux urgences les plus proches, où les médecins l'ont un jour dans l'un des 50 états américains!



15 d'envoyer des anecdotes bien réelles. Donc tout ce qui se passe dans la série s'est passé

10 accord a été trouvé: pour allimenter les histoires écrites par les 8 scénaristes d'*Urgences*, dont 5 médecins, l'ACEP a demandé à ses membres

5 une association qui réunit 40 000 médecins urgentistes aux États-Unis, a prévenu les producteurs: «Ne racontez pas n'importe quoi sur les urgences ou nous vous ferons un procès!» Du coup, un

Des maquillages hyper réalistes, des dialogues truffés¹ de jargon² médical et surtout, des anecdotes³ réelles envoyées par des médecins.

Une série qui carbure au réel



1. Observe les photos et identifie la série qu'elles illustrent.

2. Lis l'introduction du texte et explique le titre.

TU AS COMPRIS?



1. Urgences.

2.

Tout ce que nous voyons, à l'écran, correspond effectivement à des épisodes de la vie réelle et quoti-

dienne.

3.
 - a. (1-3-9);
 - b. (1-11-13);
 - c. (1-13-16);
 - d. (1-19-20);
 - e. (1-23-24).

3. **Trouve dans le texte la confirmation des affirmations suivantes.**
 - a. La série *Urgences* est supervisée par une association de médecins urgentistes.
 - b. Pour garantir l'authenticité de la série, il y a des professionnels de santé parmi les scénaristes.
 - c. Les histoires racontées correspondent à des histoires réelles.
 - d. C'est à cause d'un accident que la série a été réalisée.
 - e. La série américaine a une version française.

4. Réponds au questionnaire.

a. Qui est Benoît Papon?

b. Qu'a-t-il fait pour exercer avec compétence son métier?

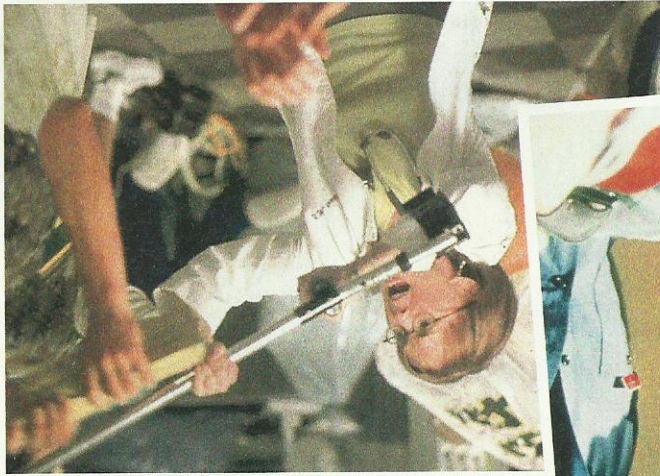
4.
 - a. C'est le traducteur de la série *Urgences* pour la version française.
 - b. Il a travaillé 17 ans au SAMU et il a fait une spécialisation d'urgentiste aux États-Unis.

5. Complète le texte qui résume le dernier paragraphe du texte à l'aide des mots donnés.

On peut penser parfois que ce que nous voyons à **a.** _____, ce n'est qu'une histoire mais, en fait, c'est la plus pure des **b.** _____. Les urgences aux **c.** _____ sont à la fois un **d.** _____ et un espace de **e.** _____. _____, dans une **f.** _____, où tout le monde peut acheter et utiliser librement une **g.** _____.

États-Unis dépression arme refuge Urgences réalités société

5.
 - a. Urgences;
 - b. réalités;
 - c. États-Unis;
 - d. refuge;
 - e. dépression;
 - f. société;
 - g. arme.



Une série qui imite la réalité.

A.
1.

SUGESTÃO:

Rever a utilização dos pronomes relativos.

Qui substitui o sujeito (pessoas ou coisas).

Que (ou qu' antes de uma vogal ou h mudo) substitui o complemento directo (pessoas ou coisas).

Où substitui um complemento circunstancial de lugar ou de tempo.

Dont substitui um nome ou pronome introduzidos por de.



PAR LA LANGUE

A. Proposition relative

Frases relativas



Le café est fermé.

A frase relativa acrescenta informações à frase simples:

Le café { qui se trouve rue St Maurice
que j'aimais tant
où tu es allé le mois dernier
dont je t'ai parlé } est fermé.

Cahier d'exercices pp. 28-29

2.

a. qui passe tous les mardis sur TF1;

b. dont 5 sont médecins;

c. qui réunit 40 000 médecins urgentistes;

d. où les armes sont en vente libre;

e. dont on parle longtemps;

f. que tout le monde aime voir.

1. Traduis les phrases du tableau ci-dessus.

2. Complète chaque phrase avec une explication. Après traduis-les.

dont on parlera longtemps

qui passe tous les mardis sur TF1

dont 5 sont médecins

où les armes sont en vente libre

que tout le monde aime voir

qui réunit 40 000 médecins urgentistes

- a. La série *Urgences*, _____, est vue par des millions de Français.
- b. Les 8 scénaristes d'*Urgences*, _____, écrivent les textes.
- c. L'ACEP, _____ aux États-Unis, a prévenu les producteurs du problème.
- d. Aux États-Unis, _____, la violence est normale et quotidienne.
- e. La série, _____, passe aussi au Portugal.
- f. Cette série, _____, est parfois tragique.

3.

Algumas hipóteses:

La fille qui est blonde est une actrice célèbre.

Les acteurs qui font la comédie sont mes préférés.

Les films que j'adore / je déteste / je préfère sont les films d'horreur.

Les romans, dont le professeur a parlé, s'achètent à la FNAC.

Les lectures que tu fais aident à améliorer ton français.

Tu connais la ville où est né Victor Hugo? / se passe le Festival International de Cinéma?

3. Forme six phrases à l'aide des trois colonnes.

La fille qui...

Les acteurs qui...

Les films que...

Les romans dont...

Les lectures que...

Tu connais la ville où...

est blonde

est né

jouent la comédie

j'adore

je déteste

je préfère

le professeur a parlé

tu fais

se passe

aident à améliorer ton français.

est une actrice célèbre.

s'achètent à la FNAC.

sont les films d'horreur.

sont mes préférés.

Victor Hugo?

le Festival International de Cinéma?

B. Forme passive

Forma passiva

	Presente	Passado	Futuro
Forma activa	Les enfants préparent un spectacle. <i>sujeto presente activo compl. directo</i>	Les enfants ont préparé un spectacle. <i>Passé composé actif</i>	Les enfants prépareront un spectacle. <i>Futuro activo</i>
Forma passiva *	Un spectacle est préparé par les enfants. <i>sujeto presente passivo compl. da passiva</i>	Un spectacle a été préparé par les enfants. <i>Passé composé passivo</i>	Un spectacle sera préparé par les enfants. <i>Futuro passivo</i>

* O verbo auxiliar da passiva é sempre o verbo *être*, conjugado no tempo da forma activa.

1. Indique si la phrase est à la forme active (A) ou passive (P).

a. Ces émissions sont vues par les enfants.

b. Le film est choisi par le professeur.

c. Anne a répété son rôle.

d. Les décors sont fabriqués par la classe.

e. Marc présente les comédiens.

f. La presse a fait de nombreuses critiques.

g. Ce roman a été lu par beaucoup de gens.

h. La télévision a diffusé ce reportage.

i. La radio a donné le résultat du match.

j. Cette pièce était jouée par des acteurs célèbres.

2. Souligne la forme verbale et indique son temps et sa forme, comme dans l'exemple.

Ex.: La série *Urgences* est passée hier à la télé: passé composé actif
La série *Urgences* a été réalisée par Spielberg: passé composé passif

a. Un accord a été trouvé entre Spielberg et l'ACFP:

b. L'ACFP a demandé à ses membres des histoires réelles:

c. Les histoires sont écrites par les 8 scénaristes:

d. Le chien de Spielberg a été renversé par une voiture:

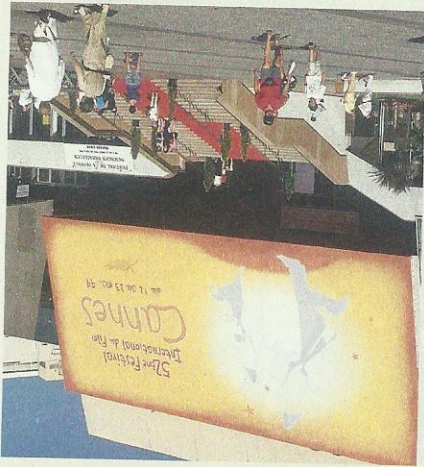
e. Un arbre a été planté juste devant ma fenêtre:

f. La marche est ralentie par le mauvais temps:

g. Les plages ont été polluées par le pétrole:

h. L'expédition sera dirigée par un volcanologue:

i. Cette lettre a été écrite il y a deux ans:



Tous les ans, la ville de Cannes accueille le plus important festival de cinéma du monde.

WV

a. Formaço da forma passiva: - O sujeito da frase activa - *enfants* - passa a complemento directo da frase activa - *un spectacle* - *est introduzido por passiva*, e é introduzido por *est* no tempo da forma passiva - *est préparé* - Quando se passa da forma activa para a forma passiva, auxiliar da passiva mantém o tempo e modo do verbo - frase activa.

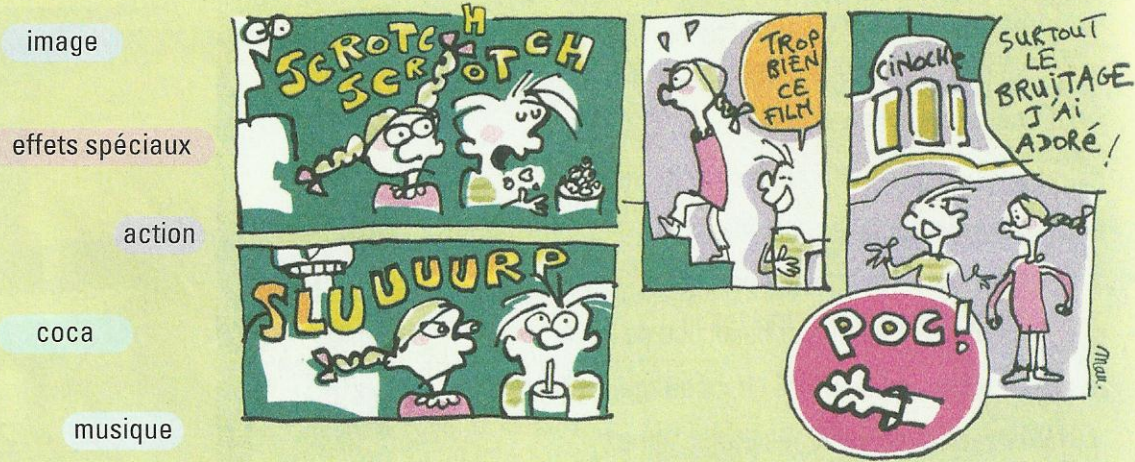
b. Usos da forma passiva: - Quando se quer realçar o complemento directo da frase activa: *Solixante enfants ont été introduzidos par des sardines.* *As crianças são importantes que as sardinhas.* - Quando não se quer referir a quem é o responsável pela acção: *Deux mille euros ont été retirados de Grand maître expliquée du Françoise (exemplos retirados de Grand maître expliquée du Françoise, Porto Editora) nível debutant, CLE International, Porto Editora)*



PAR L'OUÏE

1. Cinéma: un peu, beaucoup, à la folie... Qu'est-ce que tu aimes, qu'est-ce que tu n'aimes pas quand tu y vas? Voilà du vocabulaire pour t'aider:

- cher
- marrant
- rire
- scénarios
- pleurer
- séances
- pop-corn
- télé
- effets sonores
- action
- son
- bruit
- plonger
- public
- acteurs
- film d'animation



in Les Clés de l'actualité junior, n.° 519

2. Écoute maintenant six jeunes qui parlent de leurs goûts et signale sur le tableau qui dit quoi.



QUI A DIT ÇA?	BÉA	ÉLISE	PAUL	ANNE	MARIE	LOUIS
J'aime sauf quand je pleure						
Le foot avant le ciné						
On fait des mini-films						
Trop cher!						
Plonger dans le film						
Les films violents, c'est pas mon genre						
Mieux que la télé						

A realização desta actividade antepõe e prepara a audição do exercício seguinte, uma vez que o vocabulário seleccionado é o que consta nos testemunhos que os alunos vão ouvir.

	B	E	P	A	M	L
					X	
		X				
			X			
X						X
			X			
X						X

Béa: Moi, j'adore le cinéma même si je n'y vais pas souvent!!! car ça coûte cher!!! Les séances de cinéma devraient être moins chères surtout pour les familles nombreuses!!!

Élise: Le cinéma, j'adore même si je n'y vais pas souvent parce que c'est loin de chez moi. Mais, le plus souvent, j'y vais avec des ami(e)s ou avec mes parents. J'adore ça, car l'image est beaucoup mieux que sur une télé et puis c'est plus convivial!

Paul: Moi, le cinéma j'aime bien, mais je n'y vais pas trop souvent. Je préfère le football. Je regarde surtout les matchs à la télévision. Sinon j'aime bien les films marrants, mais je n'aime pas les films violents.

Anne: Je voulais dire que j'adore le cinéma. Avec des amies quelquefois on s'amuse à faire des mini-films, on fait les scénarios, puis on tourne, c'est super trop bien!!!

Marie: Moi, j'adore le cinéma à part quand je pleure pendant tout le film comme pour Antarctica.

Louis: Je trouve ça fascinant de pouvoir être entièrement plongé dans l'image, entraîné dans l'action du film, ensuite pour le son: on est immergé dans la musique, les effets sonores, c'est captivant... La qualité du film est bien meilleure que sur le petit écran, pour les films genre action, effets spéciaux ou comic fantasy (mes préférences).

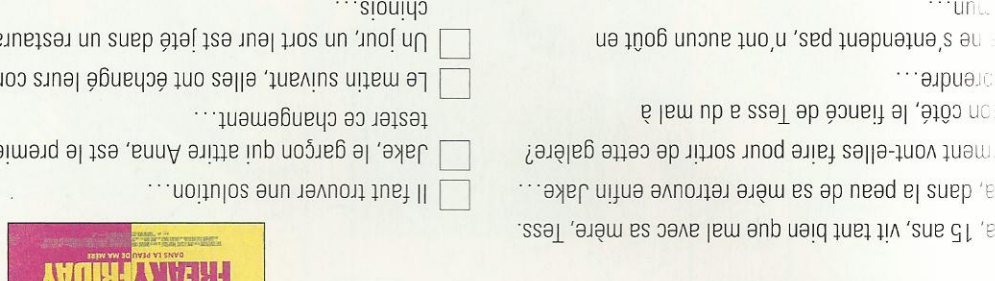
(Témoignages recueillis sur le forum et le sondage de www.lesclesjunior.com du 8 au 15 mai 2006.)





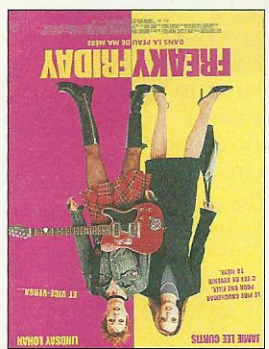
PAR L'ÉCRIT

1. On a mélangé les légendes ci-dessous. Lis et complète les photos avec la bonne légende.



...un...
ne s'entendent pas, n'ont aucun goût en
rendre...
son côté, le fiancé de Tess a du mal à
ment vont-elles faire pour sortir de cette galère?
a, dans la peau de sa mère retrouve enfin Jake...
a, 15 ans, vit tant bien que mal avec sa mère, Tess.

- Il faut trouver une solution...
- Jake, le garçon qui attire Anna, est le premier à tester ce changement...
- Le matin suivant, elles ont échangé leurs corps...
- Un jour, un sort leur est jeté dans un restaurant chinois...



SUGESTÃO:

1.

- 1. Anna, 15 ans, vit tant bien que mal avec sa mère, Tess.
- 2. Elles ne s'entendent pas, n'ont aucun goût en commun...
- 3. Un jour, un sort leur est jeté dans un restaurant chinois...
- 4. Le matin suivant, elles ont échangé leurs corps...
- 5. Il faut trouver une solution...
- 6. Jake, le garçon qui attire Anna, est le premier à tester ce changement...
- 7. De son côté, le fiancé de Tess du mal à comprendre...
- 8. Anna, dans la peau de sa mère retrouve enfin Jake...
- 9. Comment vont-elles faire pour sortir de cette galère?

2.

Não é difícil para os alunos entenderem gostos comuns, pelo que sugere que esta actividade se realize em trabalho de pares ou grupo reduzido, assim, o número de alunos a corrigir. O modelo a seguir poderá ser o apresentado no exercício anterior. Frases curtas, alguns conectores.



AUTRES TEXTES

PROFESSEUR NORMAL

Le professeur normal sait tout sur tout. demande-lui l'impossible. écris à la rédaction.



* vaillant – valente

* petits fours – empanadas

* larron – ladrão

* moine – monge

in Les Clés de l'actualité junior, n.º 520



AUTRES TEXTES

PROFESSEUR NORMAL

Le professeur normal sait tout sur tout. demande-lui l'impossible. écris à la rédaction.



* vaillant – valente

* petits fours – empadinhas

* larron – ladrão

* moine – monge

in Les Clés de l'actualité junior, n.º 520

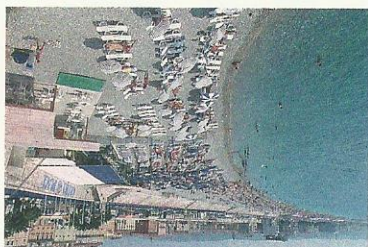
1. Cette BD fait référence au Festival de Cannes. Que sais-tu sur ce festival? Complète le texte ci-dessous, à l'aide des mots donnés.

mai France immortelles Cannes 1945 histoire 1946 prix
 Film cinéma

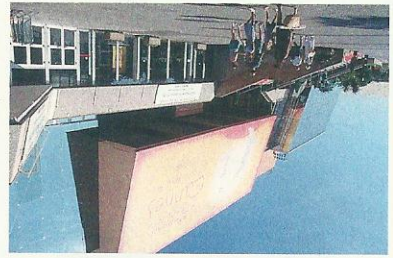
1. cinéma; 2. Cannes; 3. France; 4. Film; 5. Lumière; 6. 1945; 7. 1946; 8. mai; 9. cinéma; 10. prix; 11. immortelles; 12. histoire.



1 En 1939, le Ministre français de l'Instruction Publique et des Beaux-Arts propose la création d'un événement mondial en France. La ville de _____, dans le sud de la _____, est choisie pour "son ensoleillement et son cadre enchanteur".



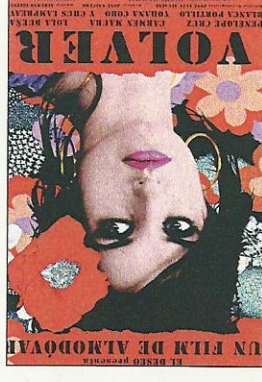
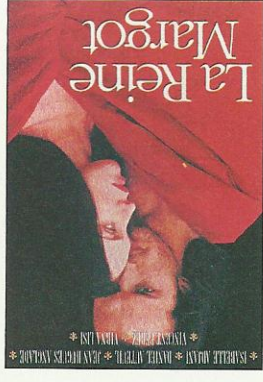
4 Le premier Festival International du _____, qui devait se tenir sous la présidence de Louis _____, est retardé par la guerre, mais dès _____, l'Association Française d'Action Artistique est à nouveau chargée d'organiser un Festival, sous la direction du Ministère des Affaires Étrangères, du Ministère de l'Éducation Nationale et, à partir de _____, du Centre National de la Cinématographie.



8 Au mois de _____, les professionnels du monde entier se réunissent pour voir une sélection de films toutes catégories et attribuer des _____ à ceux qu'ils jugent les meilleurs. Le Festival de Cannes est un lieu mythique qui présente les figures _____ du cinéma, et qui continue à exhiber en avant-première quelques grands films qui ont fait et qui feront _____.



En voilà quelques exemples:



PORTO EDITORA



Grammar Games
Inclui Interactive Vocabulary and
CD-ROM
e Irregulares
Marcador com Verbos Regulares
e Irregulares
Leitura Extensiva

OFERTA AO ALUNO:

MANUAL DO ALUNO + GUIA DO PROFESSOR +
GUIA DE EXPLORAÇÃO DE TRANSPARÊNCIAS

Professor

Exemplar do

8

EDITE FRIAS | NEIL MASON
Revisão linguística: NIC HURST



NÍVEL 4

NEW WAVE

Inglês | 8.º ano



1. The Environment

1.1. Holidays in the Amazon

PAGE 6

Grammar

Vocabulary

Speak / Write

- Present Simple
- Present Continuous
- Question-tags

- The environment
- Forests

- Asking for and giving opinions
- Writing about rainforests

1.2. Longleat

PAGE 12

- Past Simple
- Question-tags

- Holidays
- Animals

- Holiday questionnaire

1.3. Destroy the waves not the oceans

PAGE 18

Song / Project

- Be going to (Future)
- Question-tags

- Beaches
- Summer sports

- Talking about beaches and pollution

- *Upside down*, Jack Johnson
- Human, animal and forest rights

2. Food

2.1. Breakfast helps teens stay slim

PAGE 26

Grammar

Vocabulary

Speak / Write

- Countable and uncountable nouns

- Breakfast
- Food

- Talking about the importance of breakfast
- Writing about what people should/shouldn't eat

2.2. Do you eat a lot of junk food?

PAGE 32

- Degrees of adjectives – comparative and superlative
- Adverbs

- Food
- Junk food

- Ordering at the restaurant
- Writing about traditional food

2.3. Dying to be thin...

PAGE 38

Song / Project

- Conditional – type I and II

- Eating disorders

- Giving advice about teen's eating disorders
- Writing a letter asking for help
- *Don't Bother*, Shakira
- The food guide pyramid

Test Yourself 2

PAGE 44

3. Teenage Lifestyle		
3.1. Healthy lifestyle		
PAGE 46	Grammar	<ul style="list-style-type: none"> • Present Perfect Simple
Speak / Write	Vocabulary	<ul style="list-style-type: none"> • Addictions • Lifestyles
3.2. Teenage depression		
PAGE 52	Grammar	<ul style="list-style-type: none"> • Present Perfect vs. Past Simple • Depression
Speak / Write	Vocabulary	<ul style="list-style-type: none"> • Giving advice about feelings/emotions • Writing about "life then and now"
3.3. Being happy with your body		
PAGE 58	Grammar	<ul style="list-style-type: none"> • Adjectives ending in -ed and -ing • Feelings • Emotions
Speak / Write	Vocabulary	<ul style="list-style-type: none"> • Talking about school problems • Answering a letter
Test Yourself 3		
PAGE 64	• World Hold On, Bob Sinclair • Making a class magazine	
4. Fashion		
4.1. Catwalk queens		
PAGE 66	Grammar	<ul style="list-style-type: none"> • Passive voice (Present Simple)
Speak / Write	Vocabulary	<ul style="list-style-type: none"> • The world of fashion • Talking about fashion, models and fashion designers
4.2. Get the look		
PAGE 72	Grammar	<ul style="list-style-type: none"> • Order of adjectives • Clothes • Accessories
Speak / Write	Vocabulary	<ul style="list-style-type: none"> • Describing clothes
4.3. Jeans and technology		
PAGE 78	• Fashion victim, Green Day • Fashion over the years	
Test Yourself 4		
PAGE 84	Grammar	<ul style="list-style-type: none"> • Personal pronouns (subject/object) • Passive voice (Past Simple)
Speak / Write	Vocabulary	<ul style="list-style-type: none"> • Fashion words and expressions • Talking about clothes and new technology

5. Media		5.1. At the movies PAGE 86	
Grammar	Vocabulary	Speak / Write	<ul style="list-style-type: none"> Used to Cinema Inviting a friend to go to the cinema Writing an email Expressing opinions about films
5.2. Teen magazines PAGE 92			
	<ul style="list-style-type: none"> Reported speech – Present Simple Personal pronouns Possessive adjectives (subject/object) 	<ul style="list-style-type: none"> The printed press / magazines Talking about the media – magazines Stating opinions about magazines 	
5.3. I want my MTV PAGE 98		Song / Project	<ul style="list-style-type: none"> Reported speech – questions TV programmes Agreeing/disagreeing about TV programmes Writing an interview Cartoon heroes, Aqua Making a school newspaper
Test Yourself 5 PAGE 104			

6. The Future		6.1. Robot, my robot! PAGE 106	
Grammar	Vocabulary	Speak / Write	<ul style="list-style-type: none"> Modal verbs: may/might; can/could Technology Computers Debating about robots
6.2. My class in the future PAGE 112			
	<ul style="list-style-type: none"> Future with will/won't The Internet Classrooms Asking for/giving opinions about schools in the future 	<ul style="list-style-type: none"> Designing the classroom of the future 	
GRAMMAR REMIX PAGE 118		Song	<ul style="list-style-type: none"> General revision One, U2
Test Yourself 6 PAGE 120			

Culture		Wales PAGE 122	
		Canada PAGE 123	
		South Africa PAGE 124	
Festivities		Thanksgiving PAGE 125	
		Children's Day PAGE 126	
		Birthdays PAGE 127	
Irregular verbs		PAGE 128	

PORTO EDITORA



Exemplar do Professor

MANUAL DO ALUNO + GUIA DO PROFESSOR

PARA O ALUNO:

CD áudio*



9



NÍVEL 3

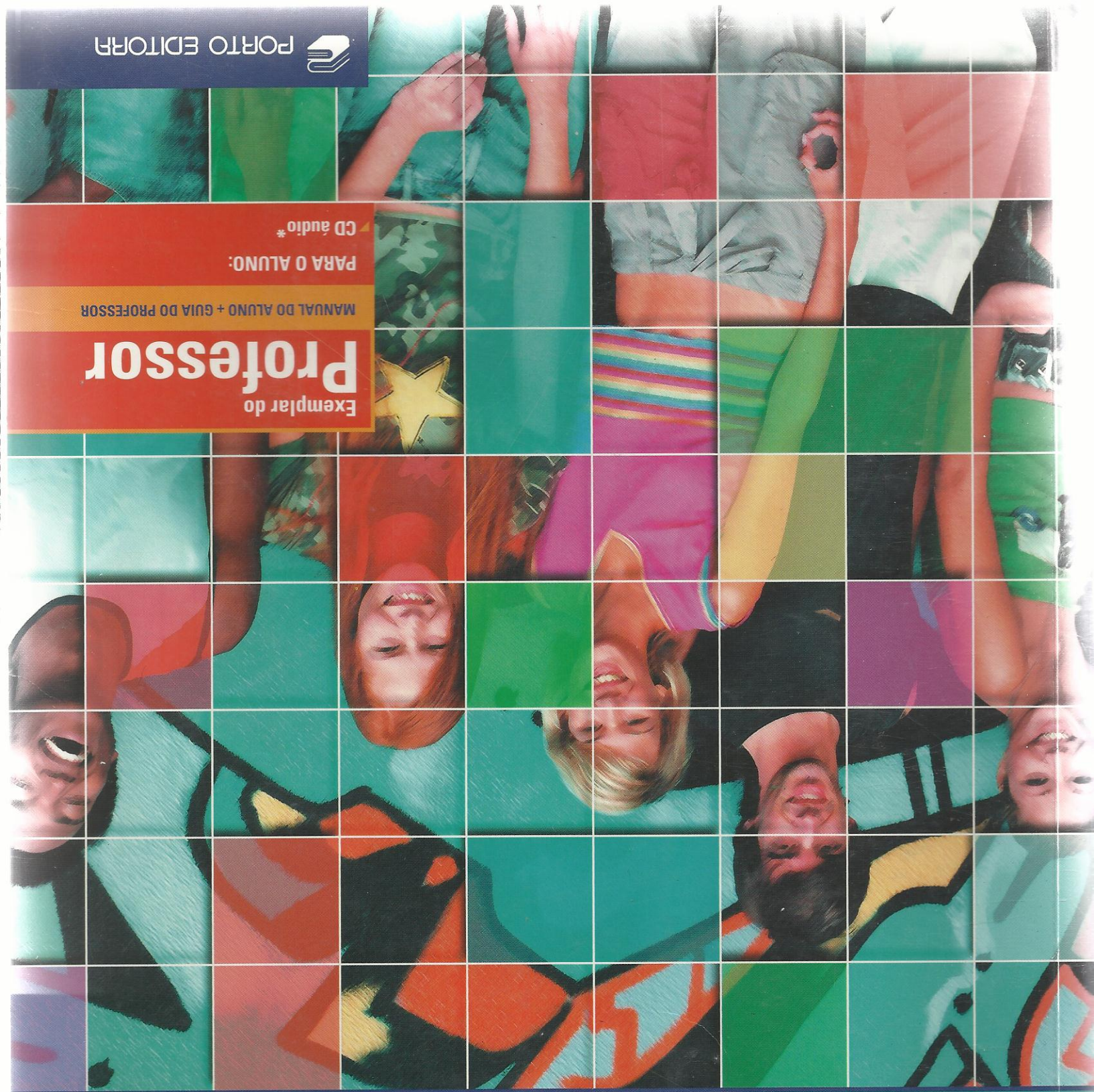
MOTS CROISÉS 3

FRANÇAIS

9.º ano

Suzana Costa
Luísa Pacheco

Revisão linguística
Isabelle Tulekian



ÍNDICE

Vocabulário/Actos de linguagem

- p. 15 Numerais cardinais
- p. 16 Adjectivo
- p. 18 Presente do indicativo
- p. 19 *Passé composé*
- p. 20 Pret. imperfeito do indicativo
- p. 21 Presente / *Passé composé* / Imperfeito
- p. 22 *Futur proche* / *Présent continu* / *Passé récent*

RÉVISE POUR COMMENCER

0

- p. 8 Que sais-tu sur la France? (teste)
- p. 12 On ne choisit pas son nom (BD)
- p. 26 Mathématique

Textos

PRÉPARER L'AVENIR

1

- Escola
- Estudos
- Sistema escolar
- Fazer perguntas
- Expressar intenções
- Definir-se face a opções escolares
- Comparar dados culturais e civilizacionais

- p. 34 Palavras interrogativas
- p. 34 Determinantes e pronomes interrogativos variáveis

- p. 32 Le journal intime de Roxane
- p. 38 L'embaras du choix (BD)
- p. 39 Survivre aux examens (teste)

QUE FERAS-TU PLUS TARD?

2

- Profissões
- Caracterização psicológica
- Apreciar vantagens e desvantagens das profissões
- Justificar opções
- Expressar intenções
- Fazer projectos para o futuro
- Indicar preferências

- p. 46 Futuro simples
- p. 47 Possessivos: determinantes e pronomes

- p. 44 Plus tard, je serai...
- p. 49 Quel métier te ressemble? (teste)
- p. 50 Hommes-femmes: que de changements!
- p. 51 *Zap collège* (BD)
- p. 52 Mohamed Dia

J'AIME ~~X~~ LA CULTURE

3

- Cultura e estética
- Literatura
- Cinema
- Expressar opiniões
- Justificar opções
- Expressar gostos e preferências
- Referir hábitos e frequência
- Contar

- p. 58 Frase relativa
- p. 59 Forma passiva

- p. 55 Quel est ton genre de films? (teste)
- p. 56 Une série qui carbure au réel
- p. 61 Freaky Friday
- p. 62 Professeur Normal (BD)

QU'EST-CE QUE L'ART?

4

- Cultura e estética
- Valores artísticos (pintura e escultura)
- Definir arte
- Expressar opinião
- Expressar quantidade e frequência
- Descrever

- p. 70 Gerúndio
- p. 71 Expressão de oposição

- p. 68 Henri Julien Rousseau
- p. 74 Les atomik'ados: Inspiration explosive

VOYAGE DANS LE PASSÉ

5

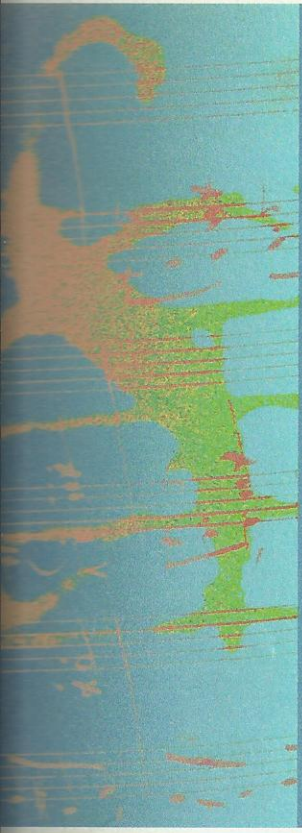
- Ciência e tecnologia
- Descobertas e invenções
- Progresso
- Referir acontecimentos do passado
- Expressar opinião
- Expressar vontade, sentimentos, desejo, necessidade, (im)possibilidade, dúvida

- p. 82 Expressão de tempo
- p. 83 *Passé simple*

- p. 80 Louis Braille
- p. 85 Découvertes et inventions (teste)
- p. 87 Professeur Normal (BD)

Vocabulário/Actos de linguagem	Aspectos linguísticos	Textos
<ul style="list-style-type: none"> • Ciência e tecnologia • Descobertas e invenções • Robótica • Ficção científica • Informar-se sobre os avanços da ciência e tecnologia • Expressar desejo e vontade • Expressar necessidade • Formular juízos de valor 	<p>p. 94 Presente do conjuntivo: formação e emprego</p>	<p>p. 91 Es-tu un accro à la technique? (teste)</p> <p>p. 92 Science-fiction: histoires d'aillieurs</p> <p>p. 98 Sept familles de robots</p>
<ul style="list-style-type: none"> • Organizações e movimentos de solidariedade • Informar-se sobre movimentos de solidariedade • Expressar e justificar opiniões • Expressar hipóteses 	<p>p. 106 Expressão de condição</p>	<p>p. 104 Le prix Nobel pour le banquier des pauvres</p> <p>p. 110 L'UNICEF en images</p>
<ul style="list-style-type: none"> • Meio ambiente • Poluição • Ecologia • Referir factos • Narrar acontecimentos • Expressar opinião • Expressar o fim • Situar no tempo 	<p>p. 118 Expressão de fim</p> <p>p. 119 Emprego dos tempos verbais</p>	<p>p. 116 Ensemble pour la planète</p> <p>p. 121 Halte aux déchets!</p> <p>p. 122 Animaux en danger (teste)</p> <p>p. 123 Quel écocitoyen es-tu? (teste)</p>
<p>1 Qui a le droit...</p> <p>2 Mon essentiel</p> <p>3 Je cours</p> <p>4 Dans ma fusée</p> <p>5 Ça me fait du bien</p> <p>6 Aux enfants de la Terre</p> <p>7 Jour de paix</p> <p>8 Aux arbres citoyens</p> <p>9 Respire</p> <p>10 Laissez-nous respirer</p>	<p>Quadros de conjugação de verbos</p>	<p>126 p.</p> <p>127 p.</p> <p>128 p.</p> <p>129 p.</p> <p>130 p.</p> <p>131 p.</p> <p>132 p.</p> <p>133 p.</p> <p>134 p.</p> <p>135 p.</p> <p>136 p.</p>

CHANSONS



ÉCOGESTES AU QUOTIDIEN

8

POUR UN MONDE SOLIDAIRE

7

VERS L'AVENIR

6

Tâche d'Observation N°8

ABORDAGE CULTUREL

9^{ème} B

Conduite le 22 novembre 2010, en cours de français

De, Weaver G. *America's midlife crisis: the future of a troubled superpower*

Objectifs

- A) Observer la nature culturelle des contenus thématiques abordés en cours à partir du manuel scolaire : produits / attitudes / idées e croyances
- B) Evaluer si le traitement qui est fait des informations donnée est de l'ordre du personnel (P), de l'universel (U) ou du culturellement spécifique (CS).

Procédures

Activité /exercice	Contenu thématique	Objectifs	Participants	Abordage culturel		
				Produits	Attitudes	Idées / Croyances
Ecrire le sommaire au TI et dans les cahiers	La famille	Mobiliser les élèves	classe		CS	CS
CO, CE et PE	La famille	Réviser les membres d'une famille, les adjectifs possessifs et les interrogatifs	classe	U (européenne e occidentale)	U (européenne e occidentale)	U (européenne e occidentale)
Copier dans cahier les rappels rédigés sur TB	Description physique et psychologique des personnes	Réviser le vocabulaire pour décrire des individus	classe	U		
Répondre à un QCM	L'union Européenne	PO et PE sur les institutions européennes	classe	U (à l'échelle de l'Europe)		U (européenne e occidentale)
Associer des mots et des images à des personnes d'après leur apparence	Les habitants de l'UE	PO et PE sur les populations européennes	classe	U (européenne)	U (européenne)	U (européenne)
Corriger le contrôle écrit	Une jeune fille issue d'un pays francophone	CE et PO sur le thème	classe		U (francophonie)	
Analyser un texte se	L'actualité française	PO sur le thème	classe	CS (français)		

référant à François Fillon						
Compléter et corriger un premier exercice de grammaire dans le Manuel	Varié	PE sur les relatives	classe	U (occidentaux)		
Compléter et corriger un second exercice de grammaire dans le Manuel	Varié	PE sur les relatives	classe	U (occidentaux)		
Compléter et corriger un troisième exercice de grammaire dans le Manuel	Varié	PE sur les relatives	classe	U (occidentaux)		
Compléter et corriger un quatrième exercice de grammaire dans le Manuel	Varié	PE sur les relatives	classe	U (occidentaux)		

Observation Task Nº1

CLASSROOM INTERACTION AND OBJECTIVES

8ºA

Conducted on the 24th of September 2010 in English Class

From, Learning teaching, Jim Scrivener, 1994, Heinemann

Objectives:

- A) Draw a picture of classroom interaction
- B) Formulate a critical analysis of results of observation task with school tutor, to see if and how classroom interaction could be more productive.
- C) Identify the likely student achievements within the lesson and compare this initial perception with what the students actually seem to have achieved at the end of the lesson.
- D) Formulate a critical analysis of results of observation task with school tutor, to see if and how planes objectives were reached or not.

1) Interactions in the Classroom

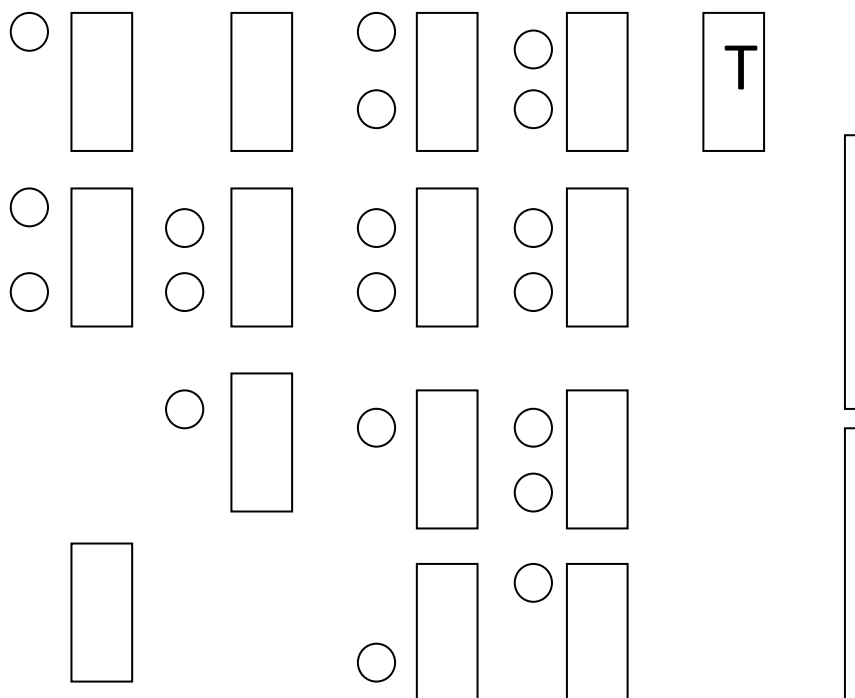
Time of day: 13h35

Light: A lot

Warmth: Temperate

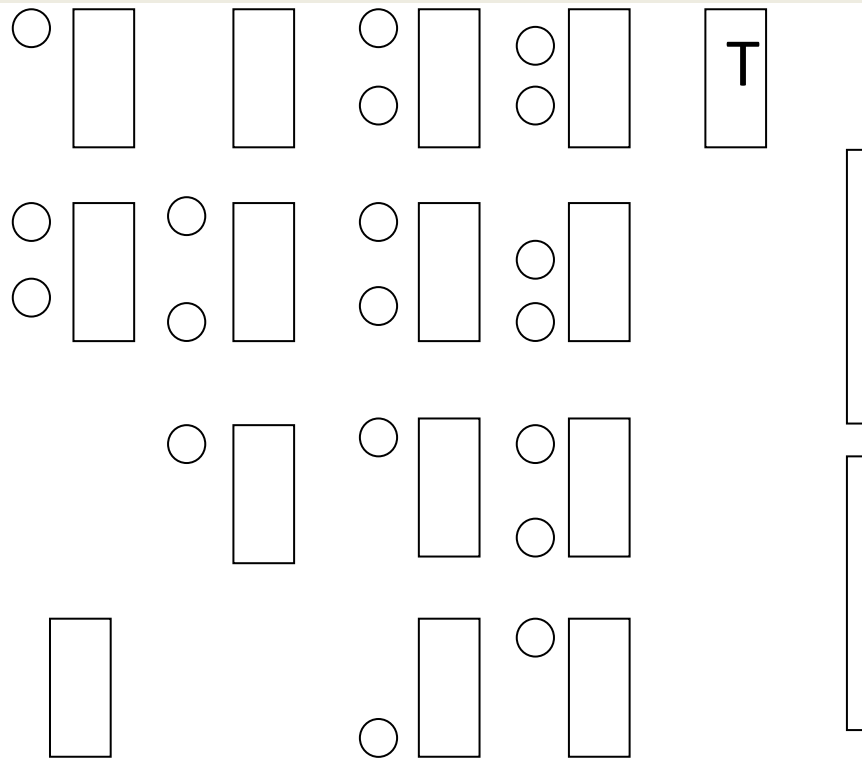
Equipment: Computer + projector + IB (interactive board) + WB (white board)

Diagram of the class:



Abbreviations: S = Speaks; A = Answers Teacher; X= Went to the board

2) Teacher's movements



Abbreviations: S = Speaks; A = Answers Teacher; X = Went to the board

3) Perceived objectives

By the end of this lesson, students will be better able to..OR By the end of this lesson, students will have----
(SUMMARY: Delivering and correcting diagnostic tests; Unit 1 "A New Start": School Subjects)

- Participated to the oral correction of their diagnostic tests- (Oral correction with sts. giving correct answers also helps T. confirm the level of class, and what points of the program of the past year should be revised)
- Revised the present simple
- Revised how to read and say the time.
- Trained their guessing and anticipating capacities through the active listening of speech production (ie: T. gives a description of a school subject and sts. have to guess what the subject is).
- Start learning the IB

4) Reached objectives

Some students have...

- Corrected their tests
- Revised the name of school subjects
- Learned and trained to express preferences

....but it is very difficult to measure students' actual concentration and effective learning.

5) Critical analysis

- Did the teacher had pre-planned objectives? - YES
- Did the objectives evolve as the lesson progressed? – NO, BUT THE MEANS TO REACH THEM DID.
- Was it hard to work out what was achieved? - NO
- What dose the teacher consider has been achieved? – GOOD ORAL SPEECH PRODUCTION – SUMMARY AND AIMS WERE ACHIEVED.

6) Comments

- T. said that following this Observation Task, she separated students who had many private conversations. In order to measure the if the Observation Task had had a positive long term impact on classroom interactions, the same Observation was conducted 2 weeks later. The results are not presented here, because apart from 2 students, the rest of the class was attentive and silent. It is therefore not hard to advance, that the Observation Task does constitute a powerful reflective tool for teachers. T. acknowledged herself, that if it were not for trainee observation, she would have taken more time in becoming aware of the interaction patterns at work in her classroom.

- When asked why she only remained in front of the whiteboard during oral test correction, T. did not find any particular justification to it. The question one could ask is if test correction, without personal feedback written on test sheets, and without teacher passing through students to elicit questions regarding their errors, makes any sense?

- Students interactions (if not engaged in private conversations) mainly focus on T and on her informer role. All chairs and tables favor this type of interaction because they face T.'s desk, WB and IB. Students are not seated in order to be free of interacting with one another. The Pros of this classroom planning is that students are less solicited in private activities or conversations, but the Cons are that they are not in a posture that eases the training of communicative competences between them , neither do they actually get to witness other student's learning process.

- The question one might ask, is what could be done to stop students' private conversations, and to have them more engaged in foreign language communicative tasks? If students were constantly engaged in English speaking communicative tasks where they would need to interact with one another in English language, would they still be able to have private conversations in mother tongue language? Is our objective, as future teachers, not to ask ourselves how we could have our students always engaged in active reading and listening, as much as in active speech productions? How can we make sure our students are always engaged and that they are active learners? Should they not be less passive in class? Should they not be obliged to produce part of the material needed for their learning? Should they not be obliged to interact with one another? Should they not be made responsible for the quality of their learning?

Suggestions:

Implementation of a project, in which groups of students are put in competition against each other. Part of the requirements to be the winning group, is that students have to interact with each other in English while completing their competitive task. Control of speech production has to be leaded by a moderator/student of another competing group. This scheme would for instance really oblige learners to engage in English communicative competences, no matter what their level, and would value moderator's importance within his group. Moderator would be provided of course with a grid of evaluation to complete and handed in to T.

-This first Observation Task, helped me anticipate one important future preoccupation as a foreign language teacher: how to keep students engaged in communicative task based activities? What strategies should teacher implement in her classroom to have students train as much as possible their communicative competences and their ability to negotiate meaning? Are not group works susceptible of seeing students more engaged than in an expositive classroom? Are not intercultural contents and problematic more susceptible of seeing students striving for negotiations of meaning? These are 2 questions I would like to investigate.

Finally I do realize that empirical observation does give teacher objective grounds on which to evaluate students' behaviors, and therefore provides teacher with appropriate arguments to describe objectively what the behavior of problematic students exactly consists in.

Observation Task Nº6

Managing classroom communication: patterns of interaction -

8ºA

Conducted on the 8th of October in Area de Projecto and on the 12th of October in English Class 11th of October 2010 -

Based on, *Classroom Observation Tasks*, Ruth Wajnryb, Oxford University Press, 1992.

Objectives:

- A) Collect data about how communication is realized in the English classroom and in the Area de Projecto one: who talks to whom, who questions, who responds, etc. , to anticipate possible communication strategies I could use when I will give class.
- B) Analyze interaction patterns at work, to understand whether or not they are different in Area de Projecto than they are in English Class. If they are, formulate hypothesis on the reasons why, because these considerations will surely influence my final report.

SUMMARY OF COLLECTED DATA

Students speaking unpromptly:

NAME	OCCURRENCES	
	ENGLISH	AREA DE PROJECTO
Rui	15	13
Tiago	4	9
Francisco	6	10
Inês	1	4
Sara	3	1
João	10	12
Adriano	21	Not measured

Students having private conversations:

NAME	OCCURRENCES		NUMBER OF COLLEAGUES INVOLVED	
	ENGLISH	AREA DE PROJECTO	ENGLISH	AREA DE PROJECTO
Rui	9	7	5	2
Tiago	3	8	1	1
Francisco	8	4	4	2
Inês	13	Not measured	2	Not measured
Sara	13	8	2	2
João	4	Not measured	2	Not measured
Daniela	18	10	3	2
Barabara	6	4	2	1
Pedro	2	3	1	1
Mateus	3	11	1	2
Adriano	21	Not measured	Everybody	Not measured

Students actively participating when prompted:

NAME	OCCURRENCES	
	ENGLISH	AREA DE PROJECTO
Rui	1	6
Tiago	4	2
Francisco	4	5
Inês	1	4
Sara	2	2
Bernardo	3	10
Daniela	1	0
Barabara	2	1
Pedro	3	0

Other students are rarely prompted and/or do not volunteer to actively participate.

ANALYSIS OF COLLECTED DATA

Different interaction patterns were observed throughout classes between students, and between Teacher and students. The role of the Teacher was however always expositive. No group or pair work was activated, and therefore interaction patterns observed strictly refer to unprompted student interaction, or prompted Teacher/student interaction. The nature of the activities engaged were either content or focus on form based.

Basically, the class revealed a high level of indiscipline during the two Observation Tasks conducted, leading T. to have to interrupt herself or negotiate with students ways to focus their attentions again. In both cases, the more the lesson was reaching to an end, the less discipline there was. More specifically, some constancy in behaviors could be observed:

- As soon as a student volunteers an unprompted response, three or four other students start speaking out loud, and others cease this shift on focus opportunity to start private conversations.
- Students need about 5 minutes to settle down in class and start concentrating.
- Students do not seem to have a concentration capacity that goes beyond than 45/50 minutes. After such a period of time of listening to T.'s expositive class, they seem to need to start producing concrete tasks. Classes of over 45 minutes should probably have to include more material tasks.

No direct conclusion could be drawn in terms of class interaction involved in project work and/or group work and/or pair work, because none of this happened during classes. However, different insights can already be formulated when thinking about the possible (and needful) implementation of communicative tasks in this class:

- Students seem more undisciplined when they are passive than when they are engaged in an activity: students should therefore be more often engaged.
- Students with different participative profiles should be mixed to motivate those who rarely speak out and to teach others to listen
- Levels should be mixed to homogenize group work levels (individual evaluations would still be held)
- Boys and girls should be mixed when activity legitimates such choice (ie: interest based activities).
- High leadership profile students should be spread throughout the different groups.
- Self evaluations and peer evaluation of communicative competences should be implemented to help students acquire awareness of their interaction behaviors in group work, and to help them formulate suggestions to improve their competences in that field.

- Teacher should take more advantage of the variety of roles she can act in class, rather than strictly sticking to the expositive one, which often seems to leave students disengaged (less concentrated and motivated).
-

Observation Task Nº 10

Managing classroom communication: patterns of interaction -

8ºA

Conducted on the 15th of October 2010 in Area de Projecto (group research work in computer room)

Based on, *Classroom Observation Taskss*, Ruth Wajnryb, Oxford University Press, 1992.

Objectives:

- A) Become aware of the organizational skills involved in the transitions between activities, the characteristics of teacher intervention during pair or group work, and the management of information transfer, specifically in the report-back phase following pair or group work.
- B) Start setting objective references of communication patterns existing in the class to understand why the lesson I taught in AP on the 1st of October was a complete fiasco in terms of interactions: nobody was listening to anybody, private discussions were overlapping my voice, nobody seemed to follow anything, verbal violence between students went rising throughout the lesson, which eventually led to me to have an aggressive attitudes towards some students.
- C) Start analyzing whether students communicate differently in Area de Projecto than they do in English class, and if so, formulate hypothesis on the reasons why, because theses considerations will surely influence my final report.

Chart

	SUB-SKILL	OBSERVATION	COMMENT
MOVING INTO AN ACTIVITY	<p><u>i)Organizing groups, seating, etc</u> T. asks sts to all sit around a big table before going to computers to contextualize the session within the global project and to ask sts to give feedback on their preparatory homework.</p> <p><u>ii) Instructions (including modeling and checking)</u> T. hands out to sts a sheet on which to collect the information (Problems / Solutions to problems) they will gather through their Internet investigations, and asks them to fill it in during the lesson</p> <p><u>iii)Appointing, briefing leaders</u> No, but T asks sts to go and sit in groups around 2 or 3 computers, and T gives out instructions to sts while they are on the</p>	<p>T. asks sts to form their usual groups</p> <p>T tries to organize some kind of initial brainstorming</p> <p>Sts try to negotiate organization of the overall project, and try to grasp the meaning of this first step of the project. > sts are trying to get motivated.</p> <p>-Instructions should have been given before, because sts didn't hear them.</p> <p>-Some computers were not working....which could have been a problem if there had not</p>	<p>T. does not select groups</p> <p>The briefing table is too big for sts to hear each other, and sts are as well to noisy for that</p> <p>No feedback is given by T. on sts' ideas. No synthesis is made out of sts' ideas</p> <p>Sts do not know which procedures to follow. Sts do not know how to organize their group work. Members of groups don't consult each others, but simply try to put in parallel various kinds of research information</p> <p>Instructions should have been written on board, or handed out.</p> <p>T. should have sent information on her pen disk to sts by email, rather than having to pass around all groups to put her pendisk in every computer of the classroom.</p>

	move	been enough computers.	No group organization is suggested.
MONITORING PAIR/GROUP WORK	<p><u>i)Monitoring</u> No.</p> <p><u>ii)Verbal contact (in what circumstances T, speaks to a group)</u> T either interrupts groups to give advice or recommendations (mostly disciplinary), or answers questions.</p> <p><u>ii)T.'s voice, positions, proxemics</u> T. is sitting up and walking around while sts are seated. T. has hands behind her back, or in her pockets.</p>	<p>Sts have no idea on how to get organized and on what procedures to follow.</p> <p>Sts cross exchange informations, but don't really collaborate. They often interrupt each others work, making it difficult for any of them to focus.</p>	<p>-Sts should have been said to take time to organize group work.</p> <p>-They should also have a guideline of what procedures or steps to follow in order to complete the activity.</p> <p>-They should be given a self-evaluation sheet to start building up knowledge on how a group works, and on how research work using the Internet is lead.</p> <p>-Sts kept asking T. whether what they were doing was good or not> T. should oblige them to negotiate their work's quality between group members, rather than letting them work individually and have them ask for teacher's feedback.</p>
MOVING OUT OF AN ACTIVITY	<p><u>i)Winding down pairs or groups</u> T asks sts to switch of computers</p> <p><u>ii) Signalling (for everyone's attention)</u> No</p> <p><u>iii)Reorienting group to new phase of lesson</u> No</p> <p><u>iv)Organising and monitoring the report-back phase</u> No</p>		<p>The activity was not concluded, nor were the sts given any feedback on their work.....nobody knows the impact of his work in the class, no evaluation of the lesson was made, nobody knows what the next step is, no anticipations are created.....nothing collective nor constructive came out of the lesson.</p>

- 1) Consider the purpose of each sub-skill and make a comment on it.
Organize groups – communicate with groups – lead in the activity – lead out the activity – value group works ---value the class work --- help sts feel reassured about where they are heading and later about what they have achieved –help learners acquire autonomy in investigation processes – being an active reassuring presence for the learners
- 2) Say true or false:
 - a) A teacher monitoring a group is there to listen, help and monitor, but not to teach. **YES**
 - b) Any teacher comment must be preceded by the teacher listening closely to the group to find out how they are getting on. **NO.....not if she sees that something out of focus is happening. She should then interfere and ask questions.**
 - c) Any interaction must be initiated by the group or its members but not by the teacher. **YES. However it should be guided by the teacher.**
 - d) The teacher must give equal time to the groups. **No. It depends if they require it or not. But Teacher should pass in every group equal times to check how work is proceeding.**
 - e) The teacher must give equal time to the individuals within the groups. **NO. It also depends of the context.**
 - f) The teacher must sit or crouch down so that she is at the same height as the students. **I think it is better.**
 - g) Proxemics, eye contact and tone of voice in group work are necessarily different from those in full class activities. **Yes, because the scale is smaller and the freedom of movement is usually bigger.**
- 3) There are different ways of grouping students. Think about them after observing if members or pairs were able to:
 - Communicate - **NO**
 - Relax – Be comfortable -- **YES**
 - Concentrate on the activity -- **NO**
 - See the board -- **NO**
 - See/hear the teacher -- **NO**
 - Work silently -- **NO**
 - Be included as an equal member -- **NO**
- 4) Are there any other ways to organize report-back than to call on each group leaders to present their report.? What are the advantages/disadvantages of each of these? Is there a correlation between the task type and report-back style? **NO ANSWER POSSIBLE WITH THIS OBSERVATION TASK**
- 5) Which of the various skills covered in this observation would you most like to consider further in relation to your own teaching? **All**

Classe: 7 ^e C	Niveau: 1	Heure: 8h15 et 11h40	Salle: 11
Professeur: Véronique Fonteyne		Date: 8/11/2010 et le 12/11/2010	
<p>Unité/Thème : Qui es-tu?</p> <p>Vocabulaire/actes de langage: Les chiffres et des nombres de 0 à 20. Répondre à des questions posées. Description sommaire : petit€, grand(e), blond(e), brun(e), sympathique, antipathique.</p> <p>Aspects linguistiques: Discrimination auditive des chiffres et des nombres de 0 à 20; orthographe des chiffres et des nombres. Le féminin des nationalités.</p> <p>Aspects culturels: connaître sa nationalité et d'autres nationalités.</p>			
<p>A la fin de ces cours, l'élève doit être capable de/ d' :</p> <p>écrire les chiffres et les nombres jusqu'à vingt</p> <p>exprimer la nationalité de quelqu'un, au masculin ou au féminin,</p> <p>répondre à des questions posées par des phrases complètes.</p> <p>Utiliser correctement les verbes</p> <p>Utiliser correctement les pronoms personnels sujet «il» et «elle».</p>			
<p>Matériel et/ou équipement:</p> <p>Mots croisés de 7^e année, niveau 1</p> <p>CD</p> <p>Tableau interactif, styler et projecteur</p> <p>«Pen»</p>			
Procédure:			Temps
<p>Mise en train et/ou révision: Le cours dernier, nous avons revu les nationalités. Aujourd'hui, nous allons terminer cela. Nous allons aussi apprendre à répondre à des questions et commencer la révision de la matière.</p> <p>Activité(s)/situation(s) d'apprentissage</p> <p>Le féminin des nationalités, correction de la fin de l'exercice de la p. 29 n° 3.</p> <p>Le cours prochain nous continuerons la révision de toute la matière. Etudiez bien.</p>			
<p>Devoir: L. E. p. 10 n° E 1.</p> <p>Leçon: Questions et réponses. Toute la matière.</p>			
Evaluation:			
<p>Sommaire: Fin de la correction de l'exercice n° 3 de la p. 29, sur le féminin des nationalités. Lecture des textes «Ismaël» et «Alexandra», p. 31. Questions/réponses sur ces textes.</p> <p>Révision de la matière.</p>			

Observation Task Nº13

The Language of Questions

8ºA

Conducted on the 26th of October 2010 in English class.

Based on, *Classroom Observation Tasks*, Ruth Wajnryb, Oxford University Press, 1992.

Objectives:

- A) Collect some questions and question-and-answer from a language lesson
- B) Classify and analyze collected data

Yes /No questions

Short answer question

Open ended question

Display question = questions requesting information already known to the learner

Referential question = question requesting new information

Non-retrieval, imaginative, opinion or judgmental question

CLASSIFICATION OF COLLECTED QUESTIONS

Data	Classification	Nature of Activity
Yes Ana Maria?	Referential question	Oral Correction of Comprehension Exercise
Have you finished copying?	Yes/No question	
I can see "...". What kind of animals?	Short answer question	
Yes Rui?	Referential question	
What? (asking st to reformulate his speech from PT to ING)	Referential question	
Ana, can you read your answer?	Yes/No + Display question	
How did you go to Algarve?	Display question	Focus-on-Form: the Past Simple
And so, the present simple or infinitive is?	Short answer question	
So, we have ...?	Short answer question	
Did you watch TV?	Yes/No question + short answer question	
When you study the verb "see", can you tell me the 3 forms of the verb "to see"?	Display question	
Before your holidays, did you go to the Algarve?	Yes/No question	
Inês, did you go by car when you went to Finland?	Yes/No + short answer question	
So? "No, I...". How do you say?	Display question	
OK?	Yes/No question	

ANALYSIS OF COLLECTED QUESTIONS

- Comprehension activity seems logically to lead either to referential questions (for the most proficient learners), either to short answer questions (for the less proficient students). This scheme is valid for low level learners, which is the case of several students of the class: it gives opportunity for some sts to produce more developed speech, while it allows weakest to participate as well.
- Focus on form activity is about confirming acquired grammatical knowledge, on which to build up new one. Once more, the nature of the questions raised seems appropriate to the activity: confirming sts' comprehension of specific grammar points, while mobilizing their previously acquired to knowledge to help them build on it.
- In a nutshell, one could say that the more the question requires a specific targeted answer, the easier it is for students to answer. On the other hand, the more the question requests students to elaborate concepts and to translate them in the foreign language, the more difficult it becomes.

CLASSIFICATION OF COLLECTED QUESTIONS-AND-ANSWERS

Data	Classification	Nature of Activity
One: T: What is her favorite place to visit in Wiltshire? ST1: No answer T: You didn't do number3? ST1: No answer ST2: Stonehedge T: Is it Stonehege her favorite place? ST2: no answer T: Can you read the sentence? ST2: student reads T: So, what is her favorite place in Wiltshire? Have you ever heard of the place?	Display question Yes/No Yes/No Yes/No Display question Referential question	Oral Correction of Comprehension Exercise
Two: T: And what about, what did you do last summer holidays? ST: No answer T: Where did you go during your last holidays?	Referential question Referential question	Focus-on-Form: the Past Simple
Three: T: Rodrigo. What about you Where did you go? St: Euh, my grandmother? T: No. Where did you spend your holidays? I'm not asking you to read what's on the board. St: To Algrave	Referential question Referential question	
For: T: What we have here are sentences talking about what? St: Holidays	Short answer question	
Five: T: And what about irregular verbs? How do we know their endings? St: By heart. T: Yes, of course, you have to memorize that	Display question	

ANALYSIS OF COLLECTED QUESTIONS-AND - ANSWERS

Classification of responses from the one requiring the least challenge to the student, to the one requiring the greatest challenge: One; For; Five; Three, Two

- Display and short answer questions require the least, while referential and none-retrieval questions require the most from students.

TOLLEFSON, 1989: "The teacher must have a clear and explicit understanding of the nature of the challenge to students' internal representation of knowledge that a particular question may represent...They must appreciate the level of cognitive difficulty involved in students' effort to respond to a particular question."

What I would like to know is whether or not students would have the same difficulty in answering (and building up self-confidence) referential or none-retrieval questions they would have formulated: How about if questions were more student centered? Would they not be more motivated, or find it easier to respond, because it would mobilize previously acquired knowledge that they are expecting to use, and/or it would motivate them to acquire new???? A type of comprehension exercise would be to ask students to formulate short answers/ display / referential and none-retrieval questions regarding a text or a topic.

Tâche d'Observation N°2

Observer la correction orale / écrite

9^oB

Conduite le 28 Octobre 2010, en cours de français

Basée sur le *TKT*.

Objectifs:

- A) Repérer quelles techniques de correction orale sont employées par P.
- B) Évaluer l'issue de la correction orale apportée par le P.
- C) Repérer et comprendre quand P. estime que la PO des élèves doit être corrigée.

Relevé des occurrences des erreurs et des lapsus, ainsi que des corrections du P

ERREURS ORALES DES APPRENANTS		CORRECTION DU PROFESSEUR	LAPSUS DES APPRENANTS	
Accuracy	Communication		Accuracy	Communication
2	3	1	0	0

Techniques employées par le P. pour corriger les erreurs ou lapsus

ACTIVITÉS/ OBJECTIFS	ERREURS	STRATÉGIE DE CORRECTION DE L'ERREUR
Correction d'un exercice de grammaire : Les Aps. Doivent énoncer leur réponse oralement, et si celle-ci est correcte, ils vont l'écrire au tableau = PO et PE (afin de confirmer PO)	PE : élève émet à P. son doute quant à l'orthographe d'un adj. Inter.	« C'est toi qui sait si c'est un « l » ou deux. »> Valorise les compétences autonome de l'élève et lui donner la responsabilité de choisir comment remédier à son doute.
Correction d'un exercice de grammaire :	PO : élève s'exprime en langue maternelle alors qu'il veut participer à la correction de l'exercice et demande à P. : « Posso ir no quadro ? »	P. répète la phrase de l'élève en français, et lui demande de répéter à son tour avant de lui confirmer qu'il peut se rendre au tableau. > Faire comprendre inductivement aux élèves que leur liberté en classe de langue ainsi que la valorisation de leur apprentissage passe par des compétences communicatives dans la langue cible.
Correction d'un exercice de grammaire :	PE : élève écrit « quelle » au lieu de « quel ».	P. responsabilise la classe pour la correction de l'erreur : P : « Est-ce que c'est bien la réponse « g » ? C'est masculin ou féminin ? » Ap1 : « Masculin » P : « Alors qui c'est qui m'aide à corriger au tableau ? » Ap2 : « Moi » P « Alors vas y »
Correction d'un exercice de grammaire :	PO : élève informe P. qu'il n'a pas fait l'exercice : « Non fait exercice. »	Pas de correction
Donner les devoirs :	PO : « A deux semaines parce que next week... »	Pas de correction

Commentaires

-Très peu de PO .

- P. semble corriger la PO que lorsque le message que cherche à transmettre l'élève est vraiment incompréhensible pour un francophone. Par ailleurs, il semble évident, étant donné la nature des activités qui étaient développées durant ce cours, que l'objectif principal de P. n'était pas porter sur la PO des Aps, mais plutôt sur leur PE et sur la conformation qu'ils assimilaient la nouvelle règle de grammaire présentée.

- P. « récompense » les élèves lorsqu'ils donnent une bonne réponse en leur donnant la possibilité d'aller écrire la correction de l'exercice au tableau :

- les Aps, sont responsabilisés dans leur apprentissage,
- les Aps sont activement impliqués dans le bon déroulement et la bonne gestion du cours.
- les Aps voient leur processus d'apprentissage et leur autonomie valorisés.

- Parfois, si P. estime qu'il vaut mieux passer rapidement sur la correction d'un exercice, pour des raisons de gestion du temps du cours ou parce que les élèves semblent avoir déjà bien compris le nouveau point de grammaire, la correction des exercices est seulement faite oralement sans que rien ne soit écrit au tableau.

- Les Aps cessent d'être envoyés au tableau lorsque la classe devient trop indisciplinée. Mais pourquoi P. n'écrit-elle pas alors à son tour les réponses au tableau ??

- De manière générale, il semble que les stratégies de correction des erreurs de P. suivent deux lignes principales :
- identifier avec précision l'objectif de l'exercice, et ne pas chercher à corriger des erreurs que les Aps, pourraient produire, mais qui n'auraient rien à voir avec l'objectif : les erreurs doivent être corrigées en fonction du contexte et des contenus déjà abordés par les Aps.

- utilise la correction de l'exercice comme un exercice en soi : transformer la correction en une activité engageant les élèves dans une compréhension plus fine et maîtrisée de la nouvelle règle de grammaire. Ex : « On va dire si la réponse est 1 ou 2 et pourquoi. »

Autres Notes

- P. n'attend pas la fin du cours pour donner les devoirs. Est-ce afin de s'assurer qu'il bénéficie encore de toute la concentration de la classe ou est-ce par hasard ?
- P. justifie (explique) aux Aps la raison pour laquelle ils ont ce devoir à faire (=respect du sens que les Aps font de leur apprentissage)
- P. communique le nom des Aps qui sont dispensés de faire le devoir parce qu'ils ont déjà prouvé lors du précédent test qu'ils maîtrisaient les connaissances requises à la réalisation de ce devoir (= transmettre aux Pas que l'apprentissage et le travail ne sont pas dénués de sens, ainsi que respecter les niveaux individuels des Aps.)

Devoir pour le prochain cours (remettre par écrit) :

Compléter la carte de la France avec le nom des villes, p.10 N°2

Leçon pour le cours prochain (étudier et préparer) :

Etudier la carte de la France.

- P. annonce toujours le contenu du prochain cours en fin de classe.
- P. responsabilise les Aps dans toutes les tâches de gestion de la classe et demande ainsi 2 volontaires pour la distribution des Tests Diagnostiques corrigés.
- Feedback sur les Tests Diagnostiques : « Je suis très contente. Magnifique »

Etant donné que ces tests n'ont pas de pondération effective dans la moyenne des élèves, ils n'ont pas de notes. Néanmoins, afin de donner un feedback appréciatif aux élèves P. a mis en place un système de cotation « vernaculaire » : des sourires : 😊 Ainsi, l'élève le plus faible a reçu 24 😊 et le plus fort en a reçu 100 (hétérogénéité de la classe)

- Lexique du vocabulaire grammaticale utilisé ce jour en class : Adjectifs et pronoms interrogatifs ; masculin ; féminin ; singulier, pluriel, variables en genre et en nombre ; les composés par préfixation (lequel/laquelle/lesquels/lesquelles/duquel/de laquelle/desquels/desquelles).....les élèves n'apprennent pas seulement des règles grammaticales dans ce cours, mais aussi les structures et le lexique de la grammaire française.
- P. passe son temps à poser plein de questions pour éliciter des réponses des élèves qui, de fait, sont sans cesse engager dans le cours.

Observation Task N°4**OBSERVING ORAL CORRECTION****8ºA**

Conducted on the 1st of October 2010 in English Class

Based on, *the TKT*.**Objectives:**

- A) Noticing what oral correction techniques are used by T.
- B) Measuring effectiveness of T.'s techniques
- C) Understanding when T. thinks students' oral productions should be corrected.

Collecting occurrences of errors, slips, and T.'s oral corrections during a 90mn lesson

LEARNER ERRORS		TEACHER CORRECTION	LEARNER SLIPS	
Accuracy	Communication		Accuracy	Communication
5	5	8	0	0

Techniques used by T. to correct oral errors/slips

ACTIVITY/ PURPOSE	ERROR CORRECTION STRATEGY
Inform sts on expected speech production when a student arrives late in class	T. tells student what the sentence should be and asks her to repeat.
Syntactic error in oral production activity	T. repeats the rule , and expects students to then practice self-correction.
Targeted oral production (asking questions)	T. suggests with mimics that there is an error, but st does not want to correct. T then gives the answer.(I am not sure that the student had understood she had made an error.)
Targeted oral production (saying time)	T. gives oral correction.
Oral speech production (accuracy mistake)	No correction
Reading activity	Silent evaluation with no error correction
Written comprehension activity	T. elicits sts' self-correction by giving an oral description of meaning of the text, with the aide of mimics.
Written comprehension activity	T. formulates the opposite of the text's meaning and asks st whether it is true or not.
Oral and written production of comprehension activity	T. implements a deductive strategy telling the grammar rule and asking st to correct himself.
Oral and written production of comprehension activity	T. corrects error producing the correct sentence.

Comments

- Oral errors should be corrected when they prejudice student's communicative purpose, or when they misinterpret an essential grammar rule to .fluent communication.
- It seems that students still do not have any autonomy in error correction. This could explain why they don't produce any slips. The question is how could we develop learner's autonomy in correction. Through peer correction? Through exercises in which they should identify the functional nature of some mistakes? Through exercises of error corrections?
- T. valorizes both deductive and inductive awareness of errors, and tries to provide with techniques (referring to the rule, or guessing) for students to gain autonomy in their correction.
- Participation is high, but speech production under the form of sentences is low. Unless asked to by T. students don't produce sentences, but utterances of isolated words or group of words. In my opinion, this could explain why they are so few mistakes: students only say specific words regarding specific topics.
- In the whole, it sounds like there is not really communication, but mostly exchange of information. This insight could explain why we collected the same quantity of errors of accuracy as errors of communication. It sounds like communicative skills need to be developed.
- T. corrected oral errors orally, but one could ask whether she could not also have corrected them writing on board? Indeed, if T. chose to write certain errors on board, the whole class would become aware of a possible common error, and T. could legitimately, and maybe with more success, mobilize the whole class' attention on the correction, rather than only focusing on one student. This strategy could help class stay focused and promote students' autonomy in error correction. Of course T. should make sure to select errors written on board: they should be of common interest, and should never be the product of a recurrent minority of students (humiliating).
- Another possible strategy for oral error correction, is to chose not to correct them on the spot, butr latter.
- Finally, T. could try to vary oral error corrections to satisfy all students' learning profiles.

Tipo de Prova: Escrita
Material Autorizado: Caneta preta ou azul.

Tempo de Duração: 90 minutos

CONTEÚDOS PROGRAMÁTICOS	COMPETÊNCIAS	ESTRUTURA DA PROVA	COTAÇÃO EM %	CRITÉRIOS DE CLASSIFICAÇÃO
<p>1. ÁREA TEMÁTICA "Youth"</p> <p>2. ESTRUTURAS GRAMATICAIS</p> <ul style="list-style-type: none"> • Voz Passiva • Discurso Indirecto • Frases Condicionais • Tempos verbais <p>3. FUNÇÕES DE LINGUAGEM</p> <ul style="list-style-type: none"> • Reproduzir palavras de outrem • Expressar opiniões • Descrever experiências e impressões • Fundamentar a sua opinião 	<p>O aluno deverá ser capaz de:</p> <ul style="list-style-type: none"> • Compreender globalmente o texto • Compreender o texto de modo a seleccionar informação específica • Usar vocabulário relacionado com a temática • Aplicar estruturas gramaticais • Aplicar funções da linguagem adequadas às situações apresentadas • Expressar opiniões pessoais 	<p>I. COMPREENSÃO</p> <p>A. Identificar se a informação dada sobre o texto é verdadeira ou falsa</p> <p>B. Identificar sinónimos / antónimos/ palavras correspondentes</p> <p>C. Responder a perguntas de interpretação</p> <p>II. APLICAÇÃO</p> <p>A. Completar frases condicionais com o tempo verbal adequado</p> <p>B. Transformar frases do discurso directo para o discurso indirecto</p> <p>C. Transformar frases da Voz Activa para a Voz Passiva</p> <p>D. Preencher espaços com o tempo verbal adequado</p>	<p style="text-align: center;">I 46</p> <p style="text-align: center;">II 40</p>	<p>Grupo I</p> <ul style="list-style-type: none"> • Em cada item de associação/ /correspondência, a resposta deve contemplar as palavras-chave do texto, relacionando-as correctamente com as expressões sinónimas propostas em alternativa. • Em cada item de interpretação, a resposta deve consistir numa frase completa, com correcção factual, gramatical e sem erros ortográficos. • Em cada item de preenchimento de espaços, o critério de correcção será 'correcto' ou 'incorrecto'. <p>Grupo II</p> <ul style="list-style-type: none"> • Em cada item de preenchimento de espaços, a resposta consiste em identificar o tempo verbal correcto. • Em cada item de transformação gramatical, a cotação total ou parcial verificar-se-á de acordo com a competência na utilização de estruturas gramaticais correctas.

Matriz do Exame de Equivalência à Frequência do 3º Ciclo
(Decº-Lei nº6/2001, de 18 de Janeiro, actualizado pelo Decº-Lei nº209/2002, de
17 de Outubro e Desp.Norm. n. 19/2008 de 8 de Março, actualizado pelo
Desp. Norm. Nº 10/2009 de 19 de Fevereiro e actualizado pelo Desp. Norm. nº7/2010 de 16 de Março)

Disciplina: Inglês

Ano Lectivo 2009/ 10

Tipo de Prova: Escrita

Material Autorizado: Caneta preta ou azul.

Tempo de Duração: 90 minutos

CONTEÚDOS PROGRAMÁTICOS	COMPETÊNCIAS	ESTRUTURA DA PROVA	COTAÇÃO EM %	CRITÉRIOS DE CLASSIFICAÇÃO
		III. PRODUÇÃO Produzir um texto sobre o conteúdo temático	III 14%	Grupo III A elaboração do texto/comentário terá em conta os seguintes critérios de correcção: <ul style="list-style-type: none">• A capacidade de expressão escrita• O desenvolvimento ordenado do tema• A utilização de estruturas morfo-sintácticas adequadas• A amplitude lexical• A clareza de expressão

A Coordenadora de Grupo Disciplinar: Conceição Campos

Aprovado no Conselho Pedagógico de ____ / ____ / 2010
A Presidente do Conselho Pedagógico: _____

Tipo de Prova: Escrita Material Autorizado: Caneta preta ou azul.

Tempo de Duração: 45 minutos

CONTEÚDOS PROGRAMÁTICOS	COMPETÊNCIAS	ESTRUTURA DA PROVA	COTAÇÃO 100%	CRITÉRIOS DE CLASSIFICAÇÃO
1. ÁREA TEMÁTICA / FUNÇÕES " Fashion and Interculturality: <ul style="list-style-type: none"> • Preparing to compete in an intercultural fashion team • Identifying culture specific fashion outfits • Describing fashion outfits and models • Reflecting on one's fashion style" • Expressing an opinion 	<ul style="list-style-type: none"> • Distinguir afirmações verdadeiras e falsas • Seleccionar informação específica • Compreender/Interpretar o texto de modo a seleccionar informação específica e reformulá-la 	I. COMPREENSÃO A. Identificar se a informação dada sobre o texto é verdadeira ou falsa B. Responder a perguntas de interpretação	I.A. = 20% T/F: 4x2%= 8% Citação: 4x3% =12% I.B. = 24% 4x6%=24%	Grupo I.A. <ul style="list-style-type: none"> • No "T/F": Não será atribuída pontuação a respostas cujo conteúdo seja considerado inadequado. • Na Citação: Não será atribuída pontuação a respostas cujo conteúdo seja considerado inadequado. Grupo I.B. <ul style="list-style-type: none"> • Não será atribuída pontuação a respostas cujo conteúdo seja considerado inadequado. • Serão descontados 2 pontos por erros formais que perturbem a comunicação • Serão descontados até 4 pontos por respostas incompletas.
	<ul style="list-style-type: none"> • Identificar estruturas gramaticais • Seleccionar estruturas gramaticais adequadas • Preencher espaços aplicando competências gramaticais específicas: o uso e a formação de tempos verbais 	II. APLICAÇÃO A. Seleccionar a forma do adjetivo adequada: adjectives ending in -ED/ adjectives ending in -ING B. Seleccionar o artigo adequado e preencher espaços com o ordem certo dos adjectivos. C. Preencher espaços com os tempos verbais adequados: present simple/past simple/past participle	II.A. 4X3%=12% II.B. 3X4%=12% II.C. 4X4%=16%	Grupo II.A. <ul style="list-style-type: none"> • Certo/errado Grupo II.B. <ul style="list-style-type: none"> • A cotação será repartida da seguinte maneira seguinte: 1 ponto para a escolha do determinante, e 1 ponto por cada adjetivo colocado na ordem correcta. Grupo II.C. <ul style="list-style-type: none"> • A cotação será repartida da seguinte maneira: 1 ponto para cada item verbal (verbo auxiliar + participio passado) + 1 ponto para o sujeito da voz passiva + 1 ponto para o agente.
	<ul style="list-style-type: none"> • Expressar experiências e impressões pessoais, opiniões pessoais e conselhos • Usar vocabulário relacionado com a temática 	III. PRODUÇÃO Produzir um texto sobre o conteúdo temático	III. Fluency = 4% Grammar = 4% Vocabulary = 4% Spelling = 4% III = 16%	Grupo III Serão descontados entre 1 e 3 pontos por: <ul style="list-style-type: none"> • Deficiente organização das ideias • Vocabulário muito restrito e inadequado • Erros de estrutura • Muitos erros de ortografia • Inexistência de pontuação NOTA: - Não será atribuída pontuação a composições que não obedeçam ao tema seleccionado - Serão descontados até 2 pontos pelo incumprimento do limite mínimo de palavras.

Matrice du Cinquième Contrôle Ecrit de Français – Niveau 3 – Classe: 9^{ème} B – Année : 2010/2011

Tipo de Prova: Escrita Material Autorizado: Caneta preta ou azul.

Tempo de Duração: 45 minutos

CONTEÚDOS PROGRAMÁTICOS	COMPETÊNCIAS	ESTRUTURA DA PROVA	COTAÇÃO 100%	CRITÉRIOS DE CLASSIFICAÇÃO
<p>1. CONTEÚDO TEMÁTICO Coopération Internationale: pour un monde solidaire</p> <ul style="list-style-type: none"> • Solidarité et coopération interculturelle • Emploi des TIC au service de l'engagement interculturel • Droits de l'enfant • Violation des droits de l'homme • Analyse/interprétation du conte <i>Le Petit Poucet</i> <p>CONTEÚDOS MORFOS SINTÁCTICOS</p> <ul style="list-style-type: none"> • A expressão da intensidade dos advérbios • A expressão da condição: -Si + ind.prés. /fut.simp. -Si + imparfait /cond.prés. -Si + plus que parf. /cond.passé • O "Passé Simple" <p>ACTOS DE LINGUAGEM</p> <ul style="list-style-type: none"> • Reproduzir palavras de outrem • Descrever acções • Dar informação sobre o tema • Expressar a condição • Expressar a intensidade 	<ul style="list-style-type: none"> • Distinguir afirmações verdadeiras e falsas • Seleccionar informação específica • Compreender/Interpretar o texto de modo a seleccionar informação específica e reformulá-la 	<p>I. COMPREENSÃO</p> <p>A. Identificar se a informação dada sobre o texto é verdadeira ou falsa citando informação do texto</p> <p>B. Responder a perguntas de interpretação</p>	<p>I.A. = 30% V/F: 6x2%= 12% Citação: 6x3% =18%</p> <p>I.B. 3x6%=18%</p>	<p>Grupo I.A.</p> <ul style="list-style-type: none"> • No "V/F": Não será atribuída pontuação a respostas cujo conteúdo seja considerado inadequado. • Na Citação: Não será atribuída pontuação a respostas cujo conteúdo seja considerado inadequado. <p>Grupo I.B.</p> <ul style="list-style-type: none"> • Não será atribuída pontuação a respostas cujo conteúdo seja considerado inadequado. • Serão descontados 2% por erros formais que perturbem a comunicação • Serão descontados até 4% por respostas incompletas.
	<ul style="list-style-type: none"> • Identificar estruturas gramaticais • Seleccionar estruturas gramaticais adequadas • Preencher espaços aplicando competências gramaticais específicas: o uso e a formação de tempos e modos verbais adequados 	<p>II. APLICAÇÃO</p> <p>A. Preencher espaços com os advérbios de intensidade adequados</p> <p>B. Identificar no texto formas verbais do "Passé Simple" e copiá-las</p> <p>C. Identificar a natureza da condição exprimida (provável / pouco provável / impossível)</p> <p>D. Preencher espaços com formas verbais adequadas: « indicatif présent ; indicatif plus-que-parfait ; conditionnel présent ; conditionnel passé »</p>	<p>II.A. 6X2%=12%</p> <p>II.B. 4X3%=12%</p> <p>II.C. 4X3%=12%</p> <p>II.D. 4X4%=16%</p>	<p>Grupo II.A.</p> <ul style="list-style-type: none"> • Certo/errado • Será descontado até 1% por erro de ortografia <p>Grupo II.B.</p> <ul style="list-style-type: none"> • Serão descontados até 1% por erros de ortografia na conjugação e 1% por erros de ortografia no radical do verbo. <p>Grupo II.C.</p> <ul style="list-style-type: none"> • Certo/errado <p>Grupo II.D.</p> <ul style="list-style-type: none"> • A cotação será repartida da seguinte maneira: 2% par o tempo verbal adequado (1% para cada item verbal no caso de formas verbais compostas por um verbo auxiliar e um particípio passado) + 1% para a conjugação certa + 1% para o radical adequado do verbo

Escola Básica 2,3 D.Fernando II

Nom: _____ Numéro: _____ Classe: _____ Date: _____

Produits

Comportements

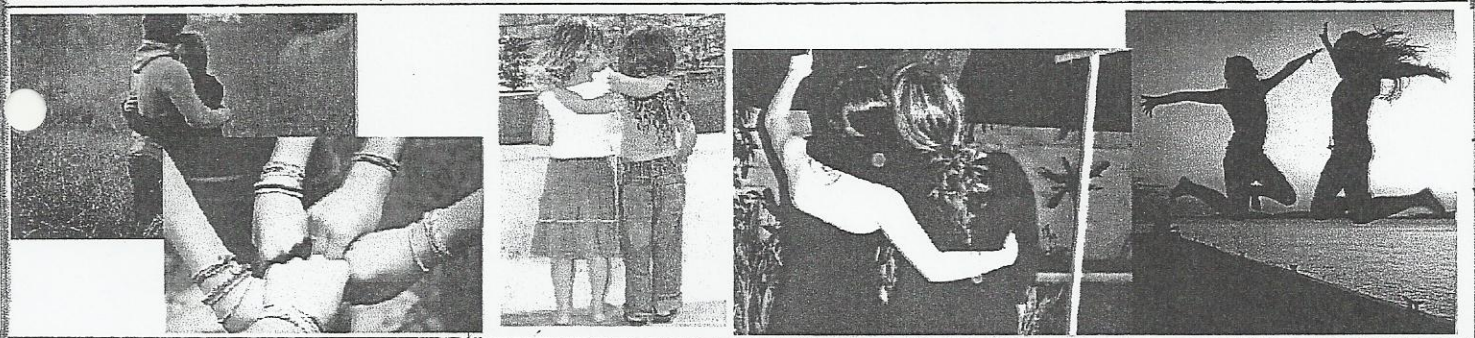
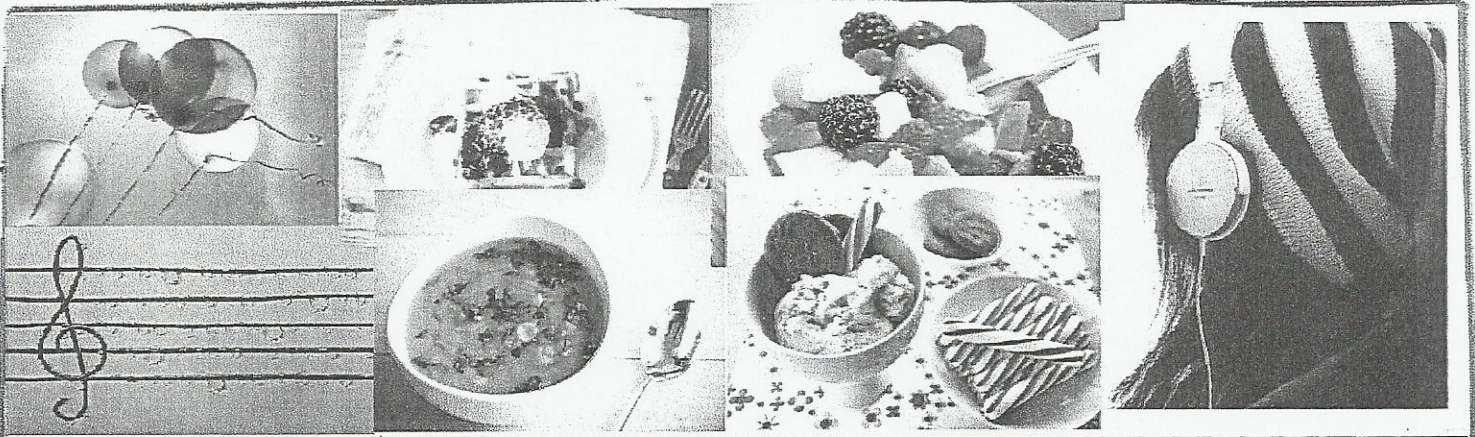
Idées

Valeurs

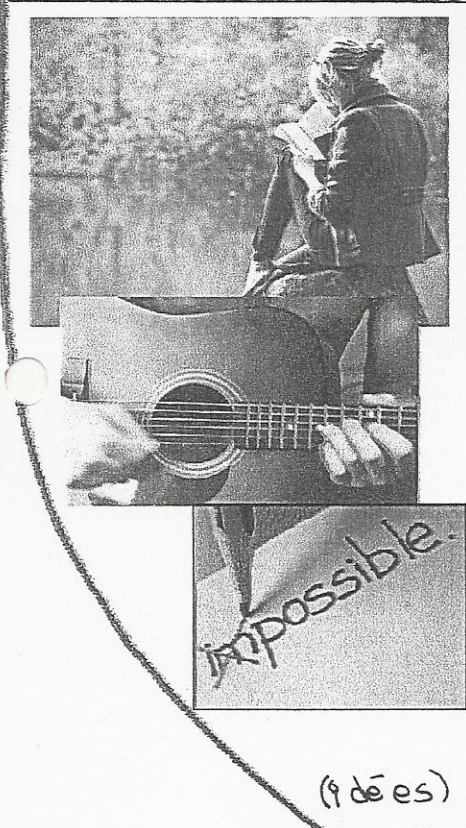
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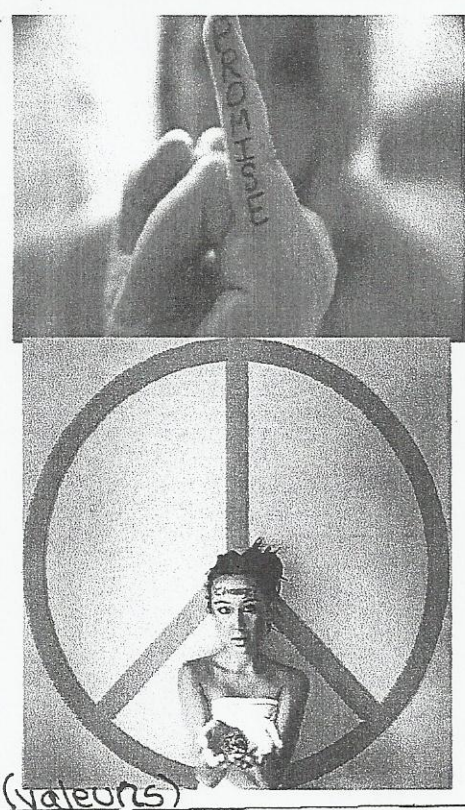
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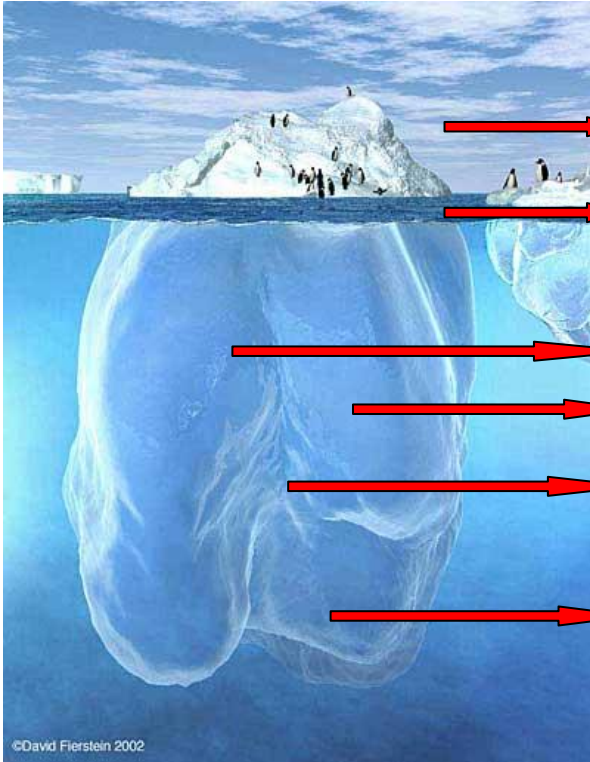


(croqances)



(mythes culturels)

C'est quoi ma culture?



Ma culture est définie par:

les produits que je consomme (ce que je vois, ce que j'entends, ce que je touche et ce que je mange)

mes comportements avec les autres

mes idées

mes valeurs

mes croyances

certaines mythes culturels (ex : *Les Lusitades*, de Luís de Camões)

©David Fierstein 2002

Document modifié à partir de Gary R. Weaver, *Understanding and Coping with Cross-cultural Adjustment Stress, Culture, Communication and Conflict, Readings in Intercultural Relations, 2nd edition, 1998.*

À ton avis, qu'est-ce qu'on trouve dans ce salon?

Ça veut dire quoi «les nouvelles technologies» ?



Pour plus d'information, tu peux consulter:

<http://www.parisetudiant.com/etudiant/sortie/salon-de-l-etudiant-special-nouvelles-technologies.html>

<http://www.letudiant.fr/etudes/salons/salon-letudiant-informatique-multimedia.html>

Et toi, es-tu un accro aux N.T.I.C.?

1. Que fais-tu lorsque tu as deux heures de libres?

- Je joue souvent à un jeu vidéo ou je navigue sur Internet.
- Je vais presque toujours faire du sport ou lire. DIMANCHE MATIN, 11H.
- ◆ Normalement, je regarde la télévision.

2. Passes-tu beaucoup de temps on-line ?

- Normalement, plus de 4 heures
- ◆ Souvent, de 2 à 4 heures
- Parfois, de 0 à 2 heures



3. De combien de réseaux sociaux fais-tu parti?

- 3 et plus
- ◆ Entre 1 et 2
- Aucun

4. Combien de téléchargement fais-tu par semaine?

- Plus de 6
- ◆ Entre 1 et 5
- 0

5. Envoies-tu souvent des textos de ton téléphone portable?

- Toujours, car c'est ma manière de communiquer avec les autres.
- Jamais, parce que je n'ai pas de portable.
- ◆ Parfois, si c'est nécessaire.

6. Quand utilises-tu ton MP3 ?

- Toujours, si je ne suis pas à l'école.
- Jamais, parce que je n'en ai pas.
- ◆ Quelquefois à la maison ou quand je sors.

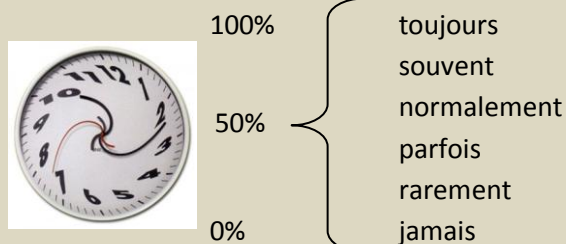
7. As-tu déjà essayé le dernier iPad en exposition à la Fnac ou chez Media Markt?

- Oui, bien sûr.
- ◆ Non, pas encore.
- Je ne sais pas ce que c'est.

Exprimer l'habitude et la fréquence

Exemple: Je vais souvent surfer sur Internet.

➤ **Indicatif présent + adverbe de temps**



Résultats:
 J'ai une majorité de : Suis-je donc accro aux N.T.I.C. ?
 J'ai une majorité de 0 : Les N.T.I.C font bien partie de mon quotidien, mais ce n'est pas une obsession.
 J'ai une majorité de 0 : Les N.T.I.C. ne sont pas encore mon truc.

Vocabulaire

Quelle est l'influence des N.T.I.C. sur nos relations avec les autres?

Écoute la chanson de Calogero, Pomme C et complète les paroles à l'aide des mots donnés.

email	programme	formate
téléchargé	clavier	copié-collé
sauver	abandonner	quitte
virtuel	artificiel	faire semblant
	m'allume	vraie

Voyons ça ensemble...



J'ai son image
 J'ai son _____ (1)
 Son coeur au bout du _____ (2)
 J'ai son visage
 Et l'envie d'elle
 Sans jamais l'avoir touchée
 Dois je _____ (3)?
 Ou bien abandonner ?
 Pomme, c'est un homme et une femme
 Et c'est tout un _____ (4)
 Un ciel artificiel
 Pomme, qui _____ (5) et qui me quitte
 On s'aime trop vite
 Nos vies c'est le _____ (6)

Elle m'écrit
 Mais mon écran
 _____ (7) les sentiments
 Mais j'imagine qu'une machine
 Ne peut que _____ (8)
 Ma déesse Elle
 N'est pas vraiment _____ (9)

Pomme, c'est un homme et une femme
 Et c'est tout un programme
 Un ciel _____ (10)
 Pomme, qui m'allume et qui me quitte
 On s'aime trop vite
 C'est le vi-c'est le virtuel.

Un peu d'amour, _____ (11)
 Un peu d'amour, pomme c
 Un peu d'amour _____ (12)
 Un peu d'amour à sauver. à _____ (13).
 Mais l'amour n'est pas virtuel.

Pomme, c'est un homme et une femme
 Et c'est tout un programme
 Un ciel artificiel
 Pomme, qui m'allume et qui me _____ (14)
 On s'aime trop vite
 C'est le vi-c'est le virtuel.
 Dois je sauver
 ou bien dois je abandonner?

1) À ton avis, de qui parle le narrateur?

2) Quel est le problème de cette relation ?

3) Retrouve dans le texte les locutions qui prouvent qu'il ne connaît pas vraiment cette personne.

4) Quelles sont les issues possibles de cette relation ?

Continue l'analyse de la question...

Indique si les phrases sont actives (A) ou passives (P).

- _____ a) Nos relations avec les autres sont peut être influencées par les Nouvelles Technologies.
- _____ b) Quand y-a-t-il communication ?
- _____ c) Lorsqu'un message est échangé par deux personnes.
- _____ d) Les relations humaines sont-elles définies seulement par l'échange de messages verbaux ou textuels ?
- _____ e) Une relation est construite aussi par des gestes, des regards, des silences, des sourires ou des pleurs.
- _____ f) Comment voit-on cela en échangeant des textos ou en discutant sur Facebook ?
- _____ g) Si on se fait beaucoup d'amis sur Internet, pourquoi est-ce qu'on ne les invite pas le samedi à la maison ?
- _____ h) Les personnes sont souvent entourées par beaucoup d'amis *on-line*, mais elles restent seules quand l'ordinateur s'éteint.
- _____ i) Avant Internet, ou on était seul, ou on parlait au téléphone, ou on était avec quelqu'un.
- _____ j) Après cela, la frontière entre la solitude et la compagnie a été effacée par Internet.
- _____ k) Mais demain, s'il y a pas d'électricité, seras-tu entouré(e) par des amis ou par l'ennui d'une grande solitude ?

PRATIQUE

Comment forme-t-on la voix passive ?

- 1) Compète le tableau ci-dessous avec les expressions données.
- 2) Souligne la forme verbale des phrases et indique à quel temps elle est.

Nos relations sont influencées par les N.T.IC.

Demain, tu seras entouré(é) par des amis.

PASSIVE

FUTUR

Les N.T.IC. influencent nos relations.

ACTIVE

Les comportements ont été modifiés par les N.T.I.C.

Les N.T.I.C. ont modifié les comportements.

PASSÉ

PRÉSENT

Demain, des amis t'entoureront.

	FORME	FORME

Compète le texte suivant :

On utilise la forme passive :

- quand on ne peut pas donner d'information précise sur le responsable d'une action.

Ex : Notre culture est modifiée tous les jours.

- quand on veut insister sur le procès plutôt que sur l'agent.

Ex : Les relations humaines ont été modifiées par les N.T.I.C.

Lorsqu'on transforme une phrase de la voix active à la voix passive :

Le sujet de la phrase active devient le _____¹⁾ de la phrase passive et il est introduit par _____²⁾.

Le C.O.D de la phrase active devient le _____³⁾ de la phrase passive.

Le verbe actif pour devenir passif, se transforme en un _____⁴⁾ qui se conjugue avec l'auxiliaire _____⁵⁾, et qui se met au même _____⁶⁾ et au même _____⁷⁾ que dans la forme active.

Attention à l'accord : à la voix passive le passé composé se conjugue avec l'auxiliaire **être**. On accorde donc le participe passé avec le _____⁸⁾.

Attention aux verbes : **obliger, forcer**. À la forme active ils sont suivis de la préposition _____⁹⁾.

Mais à la forme passive ils sont suivis de la préposition _____¹⁰⁾.

Exemple : On l'a obligé à apprendre le français. \implies Il a été obligé d'apprendre le français.

Vocabulaire

Escola Básica 2,3 D.Fernando II

Nom: _____ Numéro: _____ Classe: _____ Date: _____

Organise ton séjour en France comme futur moniteur de colonie de vacances

- Consulte la carte de la France située à la fin de ton manuel scolaire et choisis un **département** où tu voudrais que soit la colonie dans laquelle tu vas passer le mois de juillet 2011.
- Consulte le site Internet de l'**office du tourisme** de la **préfecture** de ce département (la ville qui est indiquée dans ton manuel par un point rouge) pour savoir quel est l'**aéroport** le plus proche de cette ville et pour choisir l'**hôtel** dans lequel tu passeras une nuit à ton arrivée. N'oublie pas d'aller sur le site Internet de l'hôtel pour consulter le prix d'une chambre durant le mois de **juillet 2011** pour toi et un de tes parents : **2 adultes**.
- Trouve le site Internet d'une **colonie de vacances** de ce département, et fais la liste des **activités** que tu vas pouvoir faire avec les enfants pendant le mois de **juillet 2011**.
- Consulte <http://www.portugalmania.com/adresses/consulats.htm> et trouve les contacts du consulat portugais le plus proche de ta colonie de vacances. Cela te sera utile en cas de problème.

➤ Complète le texte suivant avec les informations recueillies :

Le département français où je vais aller travailler cet été est _____.

Sa préfecture s'appelle _____.

Afin d'en savoir plus, j'ai consulté l'office du tourisme de cette ville, dont l'adresse email est la suivante :

_____.

L'aéroport le plus proche s'appelle _____.

Le consulat portugais le plus proche se situe dans la ville de _____, et les contacts sont les suivants : _____

_____.

Je pense que je passerai ma première nuit en France avec _____ et que nous dormirons à l'hôtel _____.

L'adresse email de cet hôtel est _____.

Le prix de la chambre est de _____ euro.

La colonie de vacances où je vais travailler s'appelle _____.

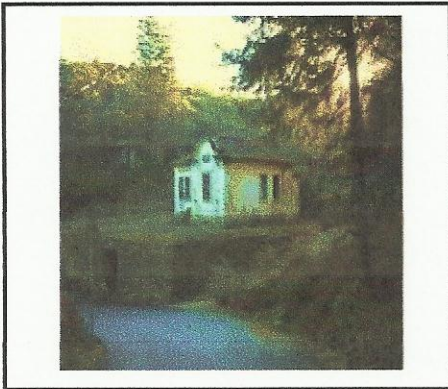
L'adresse de son site Internet est _____.

Là-bas, je m'occuperai d'enfants de 7 à 9 ans et nous ferons les activités suivantes : _____

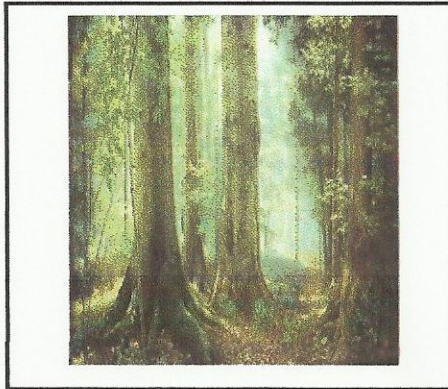
C'est pour me prouver que je suis déjà autonome que j'ai préparé cette feuille de route. L'important, c'est de me sentir libre de partir quand je veux et où je veux...avec l'autorisation de mes parents.

Le Petit Poucet en 2011 vu par les élèves portugais de la 9^{ème} B.

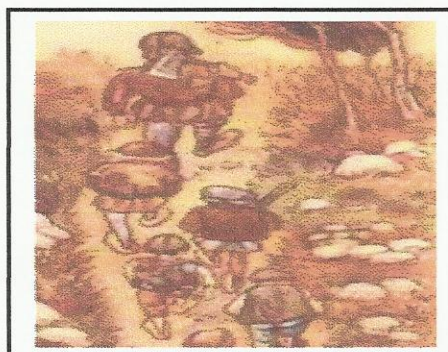
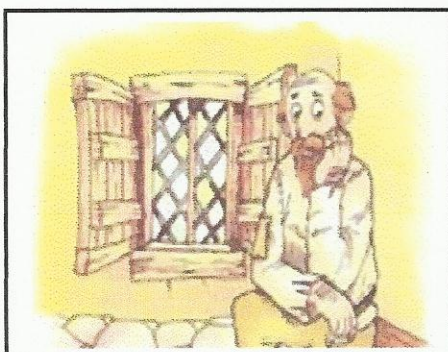
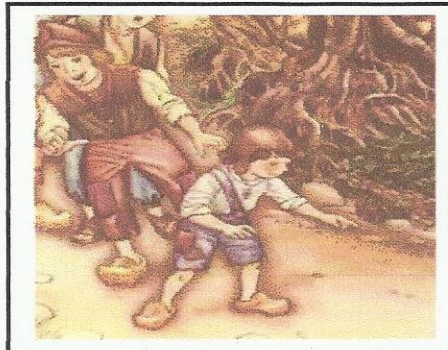
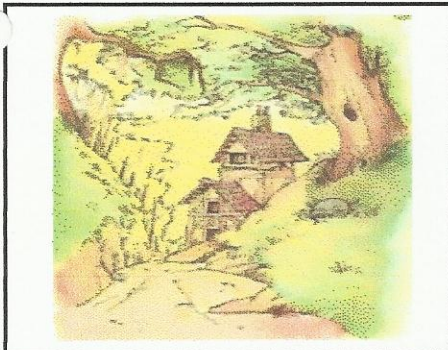
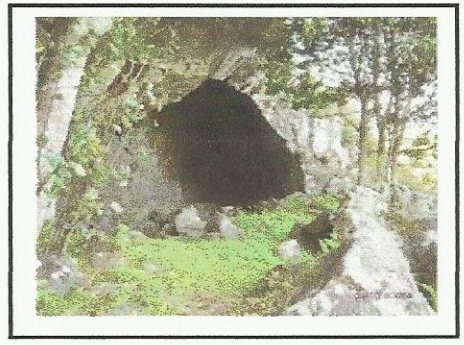
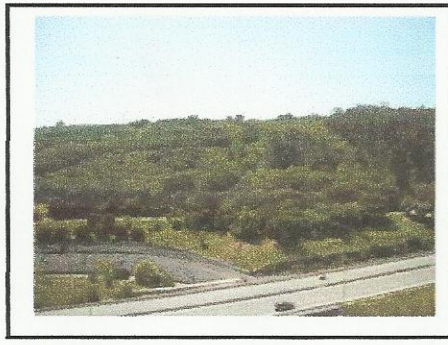
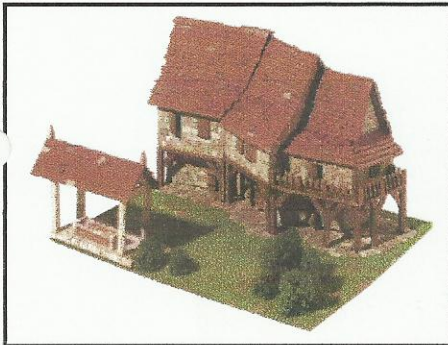
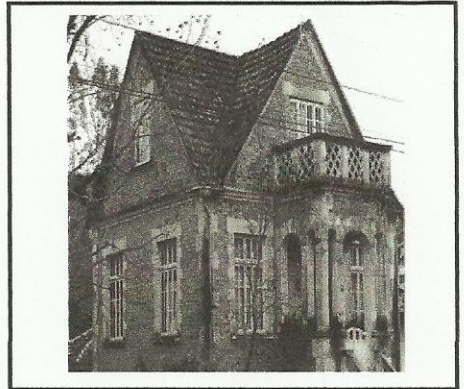
la maison de Petit Poucet



la forêt de Petit Poucet



la maison de l'Ogre

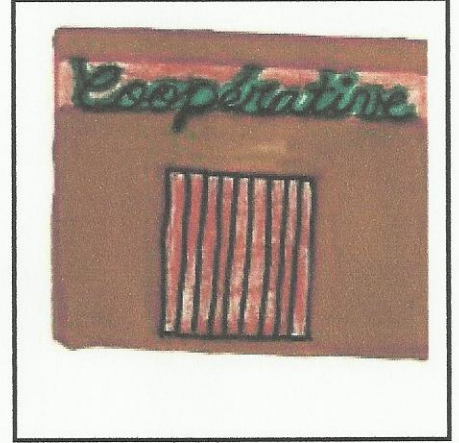
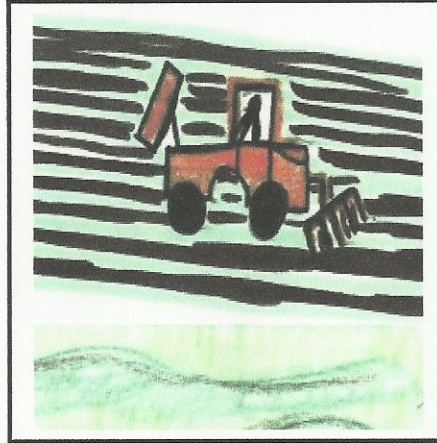
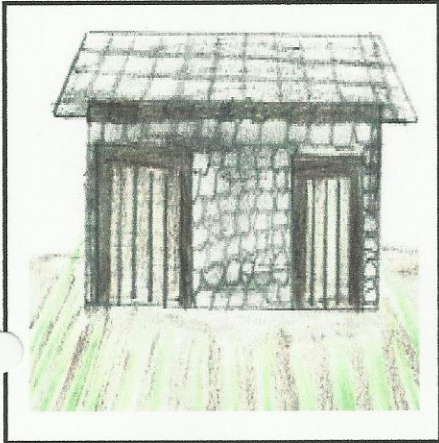


Le Petit Poucet en 2011

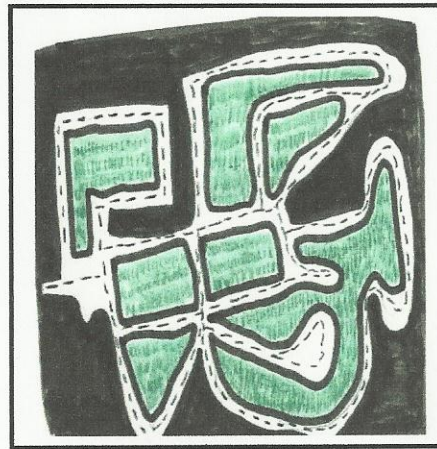
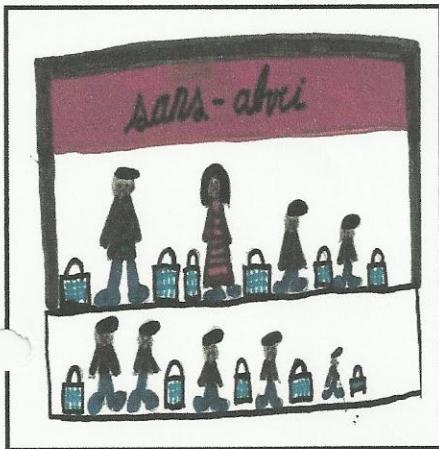
Les élèves du CM2 ont imaginé comment serait la vie du Petit Poucet aujourd'hui.

Découvrez leurs adaptations de la maison de Poucet, de la forêt où les enfants se perdent et de la demeure de l'Ogre.

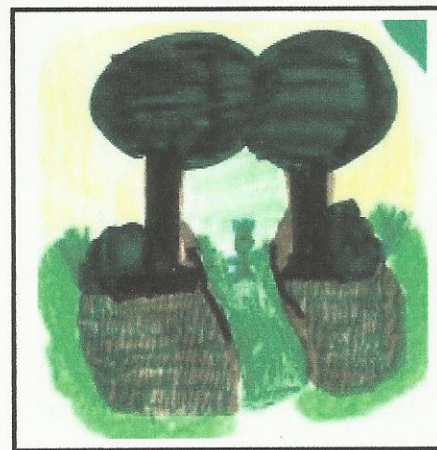
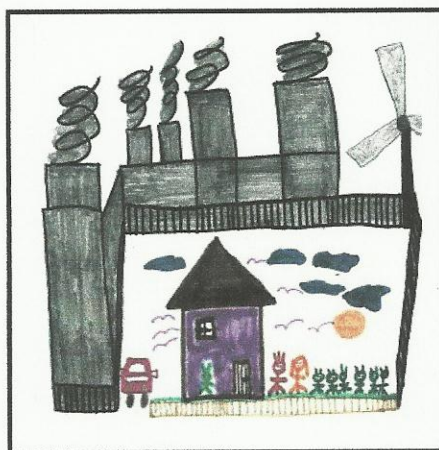
GROUPE 1



GROUPE 2



GROUPE 3

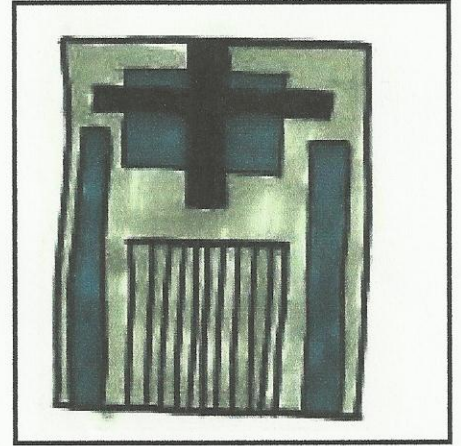
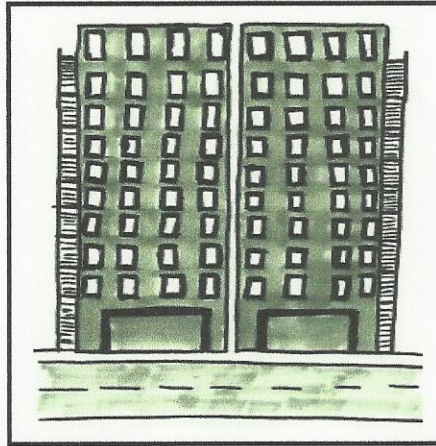


Le Petit Poucet en 2011

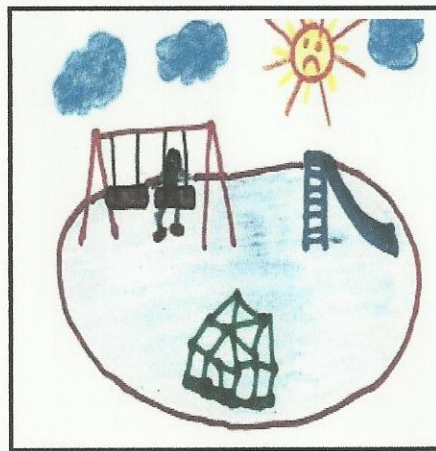
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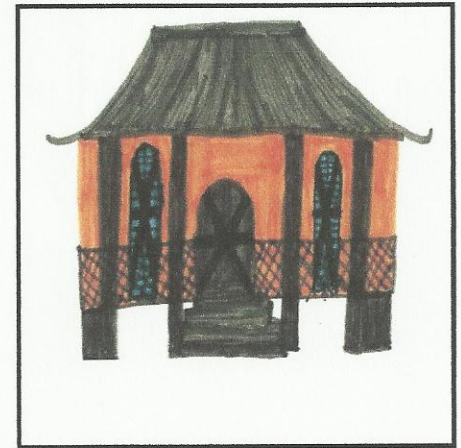
GROUPE 4



GROUPE 5



GROUPE 6



En 2011, le Petit Poucet a une maman portugaise et un papa français.

À ton avis:

1) Où habite-t-il?

Dis-nous le nom de son pays et de sa ville et décris sa maison.

2) Quelles professions exercent ses parents?

S'ils n'ont pas de travail, explique pourquoi.

3) Où est-ce que le Petit Poucet se perd ?

4) Qui est l'Ogre que ce Petit Poucet rencontre ?

5) Quelle organisation / association de solidarité sauve Petit Poucet ?

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Grammaire

SOLIDARITÉ : FICHE N°2

Qu'est-ce que le passé simple?

C'est un temps de l'indicatif qu'on rencontre dans la littérature et parfois dans les journaux pour se référer à une action passée, totalement coupée du présent.

-Le passé simple s'utilise pour situer dans le passé une action précise et isolée. Il présente les actions comme terminées.

-Dans les textes, on rencontre souvent le passé simple avec l'imparfait de l'indicatif. Le passé simple exprime une action soudaine, qui survient pendant que se déroulait une autre action à l'imparfait.

Rappel

On emploie l'imparfait de l'indicatif pour :

- un fait passé considéré dans sa durée ou son déroulement.
- une action passée habituelle ou répétée.
- des descriptions dans le passé.

**Formation des verbes réguliers:
radical de l'infinitif + terminaisons**

Verbes en **-er**

- ai -âmes
- as -âtes
- a -èrent

Exemple:

Verbes en **-ir**

- is -îmes
- is -îtes
- it -irent

Exemple:

Verbes en **-oir ou -oire**

- us -ûmes
- us -ûtes
- ut -urent

Exemple:



Verbe AVOIR

Il/Elle eut Ils/Elles eurent

Verbe ÊTRE

Il/Elle fut Ils/Elles furent

Définition

Conte n. m.

Genre littéraire, qui relève du type narratif. L'action se déroule souvent dans un univers différent du monde réel (merveilleux ou fantastique).

Les contes traditionnels sont écrits à partir d'une tradition orale, et ils comportent presque toujours une intention morale ou didactique

Adapté de <http://www.lettres.org/lexique/>

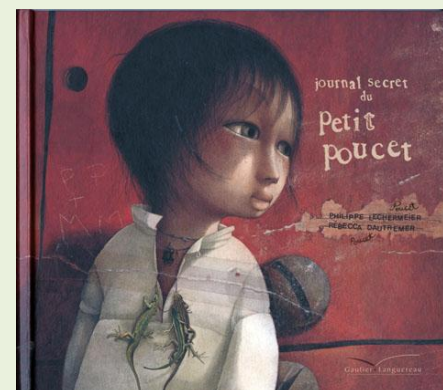


illustration de Rebecca Dautremer, in *Journal secret du petit poucet*, de P. Lechermeier, Ed. Gautier-Languereau, Paris, 2009.

Structure du conte

Complète le tableau avec les phrases données. Mets-les dans le bon ordre.

Situation initiale		
D É V E L O P P E M E N T	Péripéties	
	Point culminant	
Résolution du problème		

1 – Poucet est engagé comme messenger extraordinaire du roi.

2 – L'Ogre part à la poursuite des garçons.

3 – L'Ogre mange ses filles.

4 – Poucet et ses frères sont abandonnés une première fois dans la forêt.

5 – La femme de l'Ogre essaye de protéger les garçons.

6 – Poucet et ses frères sont abandonnés une seconde fois dans la forêt.

7 – L'Ogre découvre les sept garçons.

8 – Poucet et ses frères s'enfuient.

9 – Les enfants abandonnés arrivent à la maison de l'Ogre.

10 – L'Ogre boit et s'endort.

11 – Poucet ramène ses frères à la maison.

12 – Poucet sauve sa famille de la misère.

13 – L'Ogre fatigué s'endort.

14 – Les frères rentrent à la maison grâce aux petits cailloux blancs de Poucet.

15 – Poucet échange les bonnets de ses frères contre les couronnes des ogresses.

16 – Il était une fois un couple très pauvre qui avait sept garçons, dont un pas comme les autres.

17 – Poucet lui vole les bottes de sept lieues.

Interprétation de texte

Quelle est l'intention communicative du conte ?

- Raconter une histoire
- Révéler des sentiments
- Provoquer une réflexion
- Donner des informations
- Susciter du plaisir

Quels droits de l'enfant énoncés dans la fiche *Solidarité n°1* ne sont pas respectés dans le conte ?

Qu'est-ce qui, dans ce contexte, fait de Poucet un héros ?

Autobiografia

de Encontros Interculturais

Nome:

Título do Encontro:

De que é que se consegue recordar sobre o lugar onde encontrou essa pessoa e o que aconteceu quando se encontraram?

.....
.....
.....
.....
.....
.....
.....
.....

Escreva tudo o que se recorde sobre a pessoa que você encontrou, como era o seu aspecto e o que estava a usar/vestir.

.....
.....
.....
.....
.....
.....
.....
.....

Foi fácil para si e para a outra pessoa compreenderem-se? Como comunicaram um com o outro? Teve que alterar a sua maneira usual de falar?

.....
.....
.....
.....
.....
.....
.....
.....

Como se sentiu quando encontrou essa pessoa? Porquê? (estranho, interessado, feliz, contrariado, ...)

.....

.....

.....

.....

.....

.....

.....

.....

Como acha que a outra pessoa se sentiu relativamente ao vosso encontro? Justifique?

.....

.....

.....

.....

.....

.....

.....

.....

Acha que existem coisas que poderiam aprender um com o outro? Que tipo de coisas?

.....

.....

.....

.....

.....

.....

.....

.....

Sente que aprendeu ou descobriu algo com este encontro?

.....

.....

.....

.....

.....

.....

.....

.....

Se encontrasse a pessoa mais uma vez, teria algo mais que gostaria de lhe pedir ou qualquer outra coisa que desejasse dizer-lhe sobre si mesmo?

.....

.....

.....

.....

.....

.....

.....

.....

Autobiography of Intercultural Encounters

http://www.coe.int/t/dg4/linguistic/autobiogrweb_EN.asp

What is the Autobiography of Intercultural Encounters?

The Autobiography has been developed to promote intercultural dialogue.

It is a personal document which encourages users to think about and learn from the intercultural encounters that have made a strong impression or had a long-lasting effect on them.

What is the aim of the Autobiography?

The Autobiography of Intercultural Encounters is a document for cross-curricular and general use in formal and non-formal educational contexts. It invites users to reflect critically upon their own memorable intercultural experiences, and helps them to analyse them in retrospect and in the light of the most defining aspects of each encounter.

What is an intercultural encounter?

An intercultural encounter can be an experience between people from different countries, but it can also be an experience with individuals from other cultural backgrounds in the same country - for example, from other regional, linguistic, ethnic, or religious backgrounds. Therefore, the Autobiography aims to promote respect for diversity both nationally and across borders.

How are intercultural encounters explored?

Users of the Autobiography develop understanding and competences for the future by reflecting critically on the experience.

They select and describe specific intercultural encounters in which they have taken part, analyse their experience individually and identify different aspects of their current intercultural competence by referring to:

- Attitudes: the user's attitudes and feelings towards the whole experience, reflecting to what degree attitudes such as respect for diversity have been developed;
- Behaviour: the interpretation of another's behaviour as well as the behavioural patterns followed by the learner in a particular intercultural experience;
- Knowledge and skills: the user's knowledge about otherness and how people act in intercultural contact situations; the skills applied during and after the event;
- Action: the action taken by the user as a result of analysing the intercultural encounter.

This retrospective view of the intercultural encounter favours a critical analysis of the way the user acted at the time, how he or she sees the encounter now and how he or she might respond in the future.

The Autobiography therefore has the potential to promote change.

Who is the Autobiography for?

The Autobiography is for the learner, who can use it, for example:

- individually, as a way of recording, exploring and reviewing his or her intercultural experiences;
- with the help of the teacher/tutor, who can implement it with the whole class either to deal with users' intercultural experiences in general or to analyse a particular intercultural experience undergone by users (such as a school trip);
- with the help of parents, who may wish to get involved in their children's work.

The Autobiography is designed to be used across the curriculum in school or any other educational context contributing to lifelong learning. Intercultural experiences can be analysed within disciplines as diverse as foreign language learning, history, geography, religion, citizenship education, etc. The Autobiography can also be used as a self-evaluation and development tool.

The Autobiography is the property of the learner, who can choose what information she or he wishes to share and what she or he prefers to keep private.

How many versions of the Autobiography are there?

There are two versions:

- a version for younger learners, up to around age 11, including those who are not yet able to read and write;
- a version suitable for other users in schools and beyond.

The Autobiography is accompanied by a Facilitator's Guide with details of the rationale, including the underlying model of intercultural competence, and specific guidelines concerning how to use and make the most of this tool.

How does the Autobiography contribute to the education program of the Council of Europe?

The Autobiography is a document developed within a general framework of language education, education about religious diversity and education for democratic citizenship. In particular, it is a tool to foster respect for diversity, dialogue and social inclusion. With its emphasis on the critical analysis of users' intercultural experiences, it complements other Language Policy Division tools such as the European Language Portfolio (www.coe.int/portfolio).

Autobiography of Intercultural Encounters

Name:

Title of the Encounter:

Description of Encounter

What can you remember about the place where you met this person and what happened when you met ?

Description of the Other Person

Theory: Acknowledgement of identities, having knowledge about others

Theory: Possible Identity markers

Write down everything you can remember about the person you met, what they liked like and what they were wearing.

Communicative Aspects of the Encounter

Theory: Communicative Awareness, Knowledge

Theory: Behavioral flexibility

Was it easy for you and the other person to understand each other? How did you communicate with each other? Did you change the way you usually talk?

The learner's own reaction

Theory: Respect for Otherness

How did you feel about meeting this other person at the time? Why?
(strange, interested, happy, upset, ...)

The learner's perceptions of the other person's reaction

Theory: Respect for Otherness, Empathy

How do you think the other person felt about meeting with you? What makes you say that?

Comparing perspectives of self and other

Theory: Respect for Otherness, Empathy, interpreting and Relating, Tolerance of Ambiguity

Do you think there is anything you and the other person could learn from each other? What sort of things?

Reflecting on the experience of the meeting as a whole

Theory: Critical Cultural Awareness

Theory: Awareness of Knowledge of Discovery

What do you think you learnt or discovered from the meeting?

Theory: Awareness of Knowledge of Discovery

Theory: Action Orientation

If you met the person again is there anything more you would like to ask them or anything else you would tell them about yourself?

WATCHING INTERPRETING

Remember what you saw and tick the correct answer. More than one answer is possible.



1) How would you define Mr. Bean's humor?

- British humor
- International humor
- Not humoristic at all

2) What makes you think Mr. Bean behaves like a child?

- He doesn't speak.
- He plays with food.
- He did not understand what he ordered.

3) If Mr. Bean did not like his order, why did he not ask for another dish?

- He doesn't understand the meaning of the dishes on the menu.
- He is afraid of sounding stupid with the waiter.
- It is rude not to eat what is on your plate.

4) Why did Mr. Bean not like his *Steak Tartare*?

- It is raw meat.
- Typical French food is disgusting.
- The sketch denounces British stereotypes against French culture.

5) Why does the musician have Russian style trousers?

- Mr. Bean is in a Russian restaurant.
- Musicians in restaurants are often emigrants.
- The sketch denounces racist prejudices regarding Eastern emigration.

6) Knowing how to pass an order at the restaurant in a foreign country means:

- Making sure to eat what you want and like
- Not looking stupid and rude
- Being autonomous

KNOWING MORE ABOUT MR. BEAN

The paragraphs of "introduction / development/ conclusion" of the following text have been scrambled. Find their correct order.

"The series has won a number of international awards. The show has been sold in 200 countries worldwide."

"Mr. Bean is a British comedy television series of 14 episodes starring Rowan Atkinson as the title character."

"The first episode was broadcast on ITV in 1990, with the final one in 1995. The series follows the exploits of Mr. Bean, solving various everyday problems and often causing troubles. During its five-year run the series gained large UK audience figures, including 18.74 million for the 1992 episode *The Trouble With Mr. Bean*."

Abridged from: <http://www.mrbean.co.uk/uk/20-years-of-mr-bean/>
Further information on Mr. Bean's official website:
<http://www.mrbean.co.uk/uk/>



1) What is the name of the actor acting the main character?

2) How old is the program?

3) Why did actor Rowan Atkinson say he believed Mr. Bean behaved like any child?

4) What maximum audience did one of the episodes have in the UK?

5) In how many countries is the show on TV?

Name: _____ Number: _____ Class: _____ Date: _____

DON'T BE SO HARD ON YOURSELF!!



Listen to the song by Alanis Morissette and fill in the gaps :

- 1) "... I would be good even if I did nothing
- 2) ... _____ good even if I got the thumbs down (*criticized*)
- 3) ... I would be good if _____ sick (*ill*)
- 4) ... _____ good even if I gained ten pounds (*five kilos*)

- 5) ... I would be fine even if _____ bankrupt (*ruined*)
- 6) ... I would be _____ if I lost my hair and my youth (*time when you are young*)
- 7) ... I would be _____ if I was no longer queen
- 8) ... I would be _____ if I was all knowing (*educated*)

- 9) ... I would be _____ even when I numb myself (*emotionless*)
- 10) ... I would be _____ even when I am overwhelmed (*despaired*)
- 11) ... _____ loved even when I was fuming (*very angry*)
- 12) _____ good even if _____ clingy (*insecure*)

- 13) ... I would be good even if _____ sanity (*reason*)
- 14) ... I would be good whether with or without you ..."



To speak about things that are unlikely to happen we use the following structure:

Now you write your own lyrics !!!!

Examples:

I would be good, if I weren't the best at school.

I would look cool, if I had braces. (*aparelho dentário*)

I would be fun, even if I had few friends.

check out your
Music Culture



1) Circle the correct verb tense:

"That I Would Be Good" **is / was** a song by Alanis Morissette that **is / was** first featured on her 1998 album *Supposed Former Infatuation Junkie*. An acoustic live version of the song **is / was** recorded during a session for *MTV Unplugged* in 1999. It **is / was** released as a single for the album *Alanis Unplugged* on February 8, 2000.

The lyrics **speak / spoke** of Morissette's intimate anxieties: being judged, insecurity and self-doubt.

Morissette **write / wrote** the song during a time when there **are / were** many people in her house and she **hide / hid** in her closet to **write/ wrote** the lyrics. She also **confirms / confirmed** that she **composes / composed** the lyrics before the music.

2) Find antonyms in the lyrics of the song for the following words:

Bad : _____

Ordinary: _____

Hated: _____

Common: _____

Unacceptable: _____

To lose: _____

3) Match the clauses 1 to 5 and look at how to feel less under pressure:

He would not feel so angry (1)

(a) if we communicated more honestly.

If we expressed more our emotions, (2)

(b) if he accepted more his feelings.

She would feel less frustrated (3)

(c) if she understood what made her so angry and afraid.

If we were less hard on ourselves, (4)

(d) we would see that people actually care about us.

It would be easier to respect each other, (5)

(e) life would be less frightening.

4) Complete these conditional (type II) sentences with the given verbs:

1- If I _____ (be) less ashamed of myself, it _____ (not stress) me so much to go to school.

2- If I _____ (try) to trust myself more, would I not be less afraid of others?

3- I _____ (not have) to act like a hero, if I _____ (accept) that nobody is perfect.

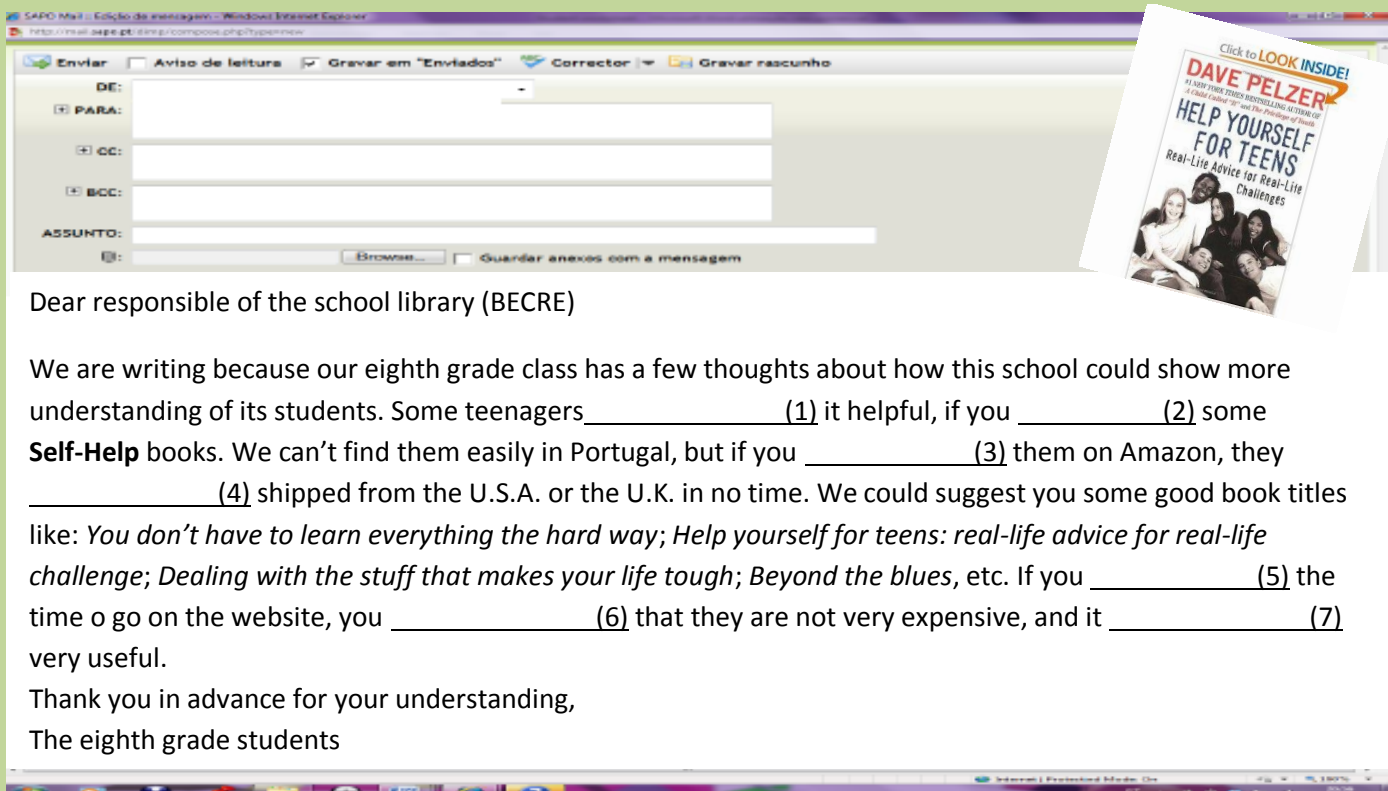
4- Would I be less aggressive, if I _____ (feel) less insecure?

5- I _____ (be) more relaxed, if I _____ (start) being less hard on myself.

6- If I _____ (share) my fears with true friends, would I not feel less lonely and insecure?

5) Complete the gaps in the email with the correct form of the conditional type II:

find have order be take find be



Dear responsible of the school library (BECRE)

We are writing because our eighth grade class has a few thoughts about how this school could show more understanding of its students. Some teenagers _____ (1) it helpful, if you _____ (2) some **Self-Help** books. We can't find them easily in Portugal, but if you _____ (3) them on Amazon, they _____ (4) shipped from the U.S.A. or the U.K. in no time. We could suggest you some good book titles like: *You don't have to learn everything the hard way*; *Help yourself for teens: real-life advice for real-life challenge*; *Dealing with the stuff that makes your life tough*; *Beyond the blues*, etc. If you _____ (5) the time o go on the website, you _____ (6) that they are not very expensive, and it _____ (7) very useful.

Thank you in advance for your understanding,
The eighth grade students

“A teenager from Bristol (U.K.) has just moved to Portugal with his family and is now studying at school in your class. You see that he/she still has not made many friends and you think about inviting him to join you and your friends. The problem is that your group of friends has known each other for a long time and a stranger would find it difficult to integrate.”

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Name: _____ Number: _____ Class: _____ Date: _____

Surviving an unhealthy lifestyle

Read the sentences below describing how Jamal's life changed in the movie *Slumdog* (2008). Use the Past Simple and the Present Perfect to write sentences on your worksheet.



Jamal in his childhood

- 1) live in Mumbai slums
- 2) not attend school
- 3) play with his brother Salim
- 4) beg and steal for survival
- 5) be friends with Latika
- 6) have very little chance of survival

Jamal today

- 1) move to a fine house
- 2) learn to read and write
- 3) become aware of his brother's violence and addictions
- 4) work in a call-center and win 20 000 000 Rs.
- 5) fall in love with her
- 6) turn into a rich and respectful young man



<http://www.imdb.com/title/tt1010048/>

Follow the example:

1) During his childhood, Jamal lived in Mumbai slums. Since then, he has moved to a fine house.

2) _____

3) _____

4) _____

5) _____

6) _____

In your opinion, are Portuguese teenagers' lifestyles privileged compared to those of other nationalities? Justify your answer.

Loosing track of a healthy lifestyle

Read the sentences below describing how Amy Winehouse's life has changed. Use the Past Simple and the Present Perfect to write sentences on your worksheet.

Amy in her early life



- 1) grow up in the Southgate area of North London
- 2) practice ballet
- 3) wear a uniform at school
- 4) create at age 9 a rap group called *Sweet 'n' Sour*
- 5) be a healthy and creative young girl
- 6) assist at age 10 to her parents' divorce

Amy for the past years

- 1) live in many different boroughs like Camden and Barnet
- 2) use ballet shoes as part of her fashion style
- 3) dress with clothes of great fashion designers
- 4) be nominated for many music awards
- 5) be addicted to drugs
- 6) not found her happiness with a man yet



http://bloganexosecreto.blogspot.com/2010_07_01_archive.html
http://aguasdavidia.blogspot.com/2009_02_01_archive.html

Follow the example:

- 1) In her early childhood, Amy grew up in the Southgate area of North London. For the past years, she has lived in many different boroughs like Camden and Barnet.

- 2) _____

- 3) _____

- 4) _____

- 5) _____

- 6) _____

What would you say if...? An Indian teenager from a slum in Mumbai, and an American teenager from Upper East Side New York, both asked you for some advice to achieve a healthy lifestyle. What would you tell one and the other?

Complete your exercise on a separate sheet of paper (folha à parte)

Start your sentences with the following words:

"I could tell the Indian teenager that he should..."

"I would tell the American teenager that he should ..."



Caros Pais e Amigos,

Os alunos da Turma do 8ºA irão realizar um desfile de moda, em colaboração com estudantes Americanos, cujos fundos serão doados à AMI.

Gostaríamos que viessem assistir a este evento por uma quantia simbólica de 2,50€.

Esperamos contar com a vossa participação no dia 6 de Maio (sexta feira), pelas 19h00, junto ao bar dos alunos.

Ficamos à vossa espera e pedimos que confirmem a vossa presença, assim como a participação do seu educando na organização deste evento (16h50-20h00).

Dear Parents and Friends,

The students of class 8ºA will organize a fashion show, in collaboration with American students, to collect funds for the Portuguese NGO, AMI.

We would like to invite you to come and take part in this event for the symbolic value of 2,50€/person.

We hope to count on your participation on Friday the 6th of May, next to the students' bar.

While hoping for the confirmation of your presence, we ask you to confirm the participation of the student in the organization of this event (16h50-20h00).



Autorizo/ Não autorizo

(riscar o que não interessa) **o meu educando,**

nº ____ da Turma A do 8º Ano a participar.

Nome e Assinatura do Encarregado de Educação: _____

Nº de Pessoas que vão assistir ao desfile de moda (até quatro pessoas): _____

KEY CONCEPTS FOR INTERCULTURAL COMPETENCE EVALUATION

Three overarching strands of ICC		Six ICC competences	
OPENNESS	To be open to the other and to situations in which something is done differently than you are accustomed to. To be able to tolerate that your interlocutor belongs to a culture different from yours and that he does things differently.	Respect for otherness	Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. To de-centre: to be ready to regard other people's beliefs, values, customs and practices as worthwhile in their own right and not merely as different from the norm. While one may not share these beliefs, values, customs and practices, one feels strongly that others are entitled to them and should not lose respect on account of them. If needed, one knows how to adopt a diplomatic stance over points of principle with which one disagrees.
		Tolerance of ambiguity	The ability to accept lack of clarity and ambiguity and to be able to deal with it constructively. To find the unexpected and unfamiliar an enjoyable challenge and to want to help resolve possible problems in ways that appeal to as many intercultural group members as possible.
KNOWLEDGE	To not only want to know the 'hard facts' about a situation or about a certain culture, but to also want to know something about the feelings of the other in that situation and from that culture. To be able to know how your interlocutor feels.	Knowledge discovery	The ability to acquire new knowledge of other cultures (their products, behaviours, ideas, values, beliefs, myths), while engaging in a self-reflective and critical process about one's culture. The ability to interpret a document or event of another culture, to explicit it and relate it to documents or events of one's own culture.
		Empathy	The ability to share other's feelings or experiences by imagining what it would be like to be in their situation. The ability to establish a non violent communication while dealing with other's wishes, feelings and ways of thinking. While this competence often draws on knowledge of how you would expect others to feel, it goes beyond awareness of facts, and shows itself in a concern not to hurt the other's feelings or infringe their system of values.
ADAPTABILITY	To be able to adapt one's behaviour and style of communication to another person from a different culture.	Behavioural flexibility	The ability to adapt one's own behaviour to different intercultural requirements and situations. To adapt the way one communicates to avoid unnecessary conflicts of procedures and expectations. To know how to adopt other people's customs and courtesies where this is likely to be appreciated, and to accept less familiar communicative pattern procedures where this will raise the level of goodwill.
		Communicative awareness	The ability to engage under the constraints of real time communication and interaction in relationships requiring one's adaptation in linguistic expression and cultural contents/contexts. To identify and consciously engage in various communicative conventions of foreign partners and to modify correspondingly one's own linguistic and cultural forms of expression. In other words, one is alert to the many ways by which misunderstanding may arise through differences in speech, gesture and body language. One may, when this helps, be prepared to adopt less familiar conventions. In order to maintain an effective communication, one is ready to seek clarification and, on occasion, to ask other members of the group to agree on how on how certain expressions or concepts should be used.

Adapted from

- Michael Byram, *Teaching and Assessing Intercultural Communicative Competence*, Clevedon: Multilingual Matters, 1997.
- INCA: Intercultural Competence Assessment – www.incaproject.org

Intercultural Encounters: Fashion Show Contest – 1st Intercultural Group Work

Direct Observation Grid : Tolerance of Ambiguity and Empathy

N	Nome	Tolerance of Ambiguity			Empathy		
		Shows anxiety/	Is indifferent / lack of personal investment	Tolerant to ambiguity	Shows aggressivity	Shows indifference	Shows empathy
1	Ana Estaevão						
2	Beatriz Estevinha						
3	Daniela Garcia						
4	Daniela Melo						
5	Diogo Bicho						
6	Edward Hientz						
7	xxxxxxxxx						
8	Francisco Moutinho						
9	Francisco Valadas						
10	Inês Costa						
11	Ivan Carapinha						
12	Joana Estrela PA						
13	Joel Gouveia PR						
14	José Macedo PR						
15	Joyce Lopes PR						
16	Luca Lima						
17	Maria Carreira						
18	Marta Ribeiro						
19	Paulo Santos PR						
20	Rafael Ribeiro						
21	Raquel Nunes PA						
22	Sergio Baessa						
23	Tiago Pires PR						
24	Tiago Soares						
25	Tiago Fonseca						
26	José Nuno PR						

Name: _____ Class: _____ Date: _____

Thinking about the work I did today...

1) MOTIVATION (motivação):

How did I find the activities of today?

- As motivating as the one done in normal English class
 More motivating than the one done in normal English class
 Less motivating than the one done in normal English class

2) ENGAGEMENT (empenhamento):

How was my engagement today?

- The same as in normal English class
 Superior than in normal English class
 Inferior than in normal English class

3) ORGANIZING A PROJECT:

How do I feel about being responsible for organizing this project?

- I understand more concretely why I need to know how to work in English.
 I feel I have practiced working English as usual.
 I don't have anything special to say.

4) THINKING ABOUT THE FASHION UNIT STUDIED IN ENGLISH CLASS:

Could I participate in this project if I had NOT studied fashion before?

- I could easily participate in this project.
 It would be very difficult.
 I don't have an opinion.

5) SEEING MY TEACHER WRITE IN PORTUGUESE:

What do I think when an adult shares with me his tactics to write in a foreign language?

- I find it ridiculous to see an adult know less than I in Portuguese.
 I find it interesting to learn more.
 I don't care.

Name: _____ Class: _____ Date: _____

How good am I at working in an intercultural team?

Put a cross in the appropriate box.

1) Is it difficult for me to accept other's opinions when different from mine?

- It is quite difficult to accept them.
 I don't really care.
 I find it challenging to try and understand them.

2) How do I react when I don't understand very well something someone of my group is saying?

- It makes me feel nervous.
 I don't really care.
 I ask for explanations.

3) After having made my homework research, did I find any differences and/or similarities between American and Portuguese teenage fashion trends?

- I didn't do my homework.
 I don't have an opinion.
 I found a few. I can give precise examples like: _____

4) Do I try to understand all the members of my group?

- No, I'm only interested in the opinions of my friends.
 Not really, I just want to get the project done.
 Yes, I try to be respectful.
 Yes, I deeply believe that life is about interacting with people who are quite different from me.

5) What do I do when a member of my group disagrees with me?

- I get angry.
 I remain silent.
 I try to negotiate a compromise with him.

6) How much of my oral participation was made in English?

- 100%
 More than 60%
 50%
 Less than 40%

Name: _____ Class: _____ Date: _____

How good am I at working in an intercultural team?

Put a cross in the appropriate box.

1) Is it difficult for me to accept other's opinions when different from mine?

- It is quite difficult to accept them.
 I don't really care.
 I find it challenging to try and understand them.

2) How do I react when I don't understand very well something someone of my group is saying?

- It makes me feel nervous.
 I don't really care.
 I ask for explanations.

3) After having made my homework research, did I find any differences and/or similarities between American and Portuguese teenage fashion trends?

- I didn't do my homework.
 I don't have an opinion.
 I found a few. I can give precise examples like: _____

4) Do I try to understand all the members of my group?

- No, I'm only interested in the opinions of my friends.
 Not really, I just want to get the project done.
 Yes, I try to be respectful.
 Yes, I deeply believe that life is about interacting with people who are quite different from me.

5) What do I do when a member of my group disagrees with me?

- I get angry.
 I remain silent.
 I try to negotiate a compromise with him.

6) How much of my oral participation was made in English?

- 100%
 More than 60%
 50%
 Less than 40%

Oral Participation measurement

English Class - Class: 8ºA - Ano: 2010/2011

Dates <i>04/03</i> Nº	Students	Did not participate	Participated when prompted <i>IN PORTUGUESE</i>	Participated in English when prompted	Participated spontaneously in Portuguese	Participated spontaneously in English
1	Ana Estaevão				X	
2	Beatriz Estevinha			X		
3	Daniela Garcia		X			
4	Daniela Melo		X			
5	Diogo Vicente					X
6	Edward Hientz	X				
7	xxxxxxxxx					
8	Francisco Moutinho	X				
9	Francisco Valadas	X				
10	Inês Costa	X				
11	Ivan Carapinha					X
12	Joana Estrela PR					
13	Joel Gouveia PR	X				
14	José Macedo PR	X				
15	Joyce Lopes PR	X				
16	Luca Lima					X
17	Marta Ribeiro					
18	Marta Ribeiro	X				
19	Paulo Santos PR	X				
20	Rafael Ribeiro				X	
21	Raquel Nunes PA	X				
22	Sergio Baessa					X
23	Tiago Pires PR	X				
24	Tiago Soares	X				
25	Tiago Fonseca					X
26	José Nuno PR	X				

Dates <i>15/03</i> Nº	Students	Did not participate	Participated when prompted <i>IN PORTUGUESE</i>	Participated in English when prompted	Participated spontaneously in Portuguese	Participated spontaneously in English
1	Ana Estaevão	X				
2	Beatriz Estevinha	X				
3	Daniela Garcia	X				
4	Daniela Melo	X				
5	Diogo Vicente			X		
6	Edward Hientz				X	
7	xxxxxxxxx					
8	Francisco Moutinho			X		
9	Francisco Valadas			X		
10	Inês Costa	X				
11	Ivan Carapinha					X
12	Joana Estrela PR					
13	Joel Gouveia PR		X			
14	José Macedo PR			X		
15	Joyce Lopes PR		X			
16	Luca Lima					X
17	Marta Ribeiro					
18	Marta Ribeiro	X				
19	Paulo Santos PR		X			
20	Rafael Ribeiro				X	
21	Raquel Nunes PA					
22	Sergio Baessa					X
23	Tiago Pires PR	X				
24	Tiago Soares	X				
25	Tiago Fonseca					X
26	José Nuno PR	X				

Oral Participation measurement

English Class - Class: 8^oA - Ano: 2010/2011

Dates <i>16/03</i> N ^o	Students	Did not participate	Participated when prompted <i>in Portuguese</i>	Participated in English when prompted	Participated spontaneously in Portuguese	Participated spontaneously in English
1	Ana Estaevão				X	
2	Beatriz Estevinha			X		
3	Daniela Garcia		X			
4	Daniela Melo	X				
5	Diogo Vicente				X	
6	Edward Hientz	X				
7	xxxxxxxxx					
8	Francisco Moutinho			X		
9	Francisco Valadas			X		
10	Inês Costa			X		
11	Ivan Carapinha					X
12	Joana Estrela PA					
13	Joel Gouveia PR	X				
14	José Macedo PR	X				
15	Joyce Lopes PR		X			
16	Luca Lima					X
17	Maria Carreira					
18	Marta Ribeiro		X			
19	Paulo Santos PR	X				
20	Rafael Ribeiro				X	
21	Raquel Nunes PA					
22	Sergio Baessa			X		
23	Tiago Pires PR		X			
24	Tiago Soares		X			
25	Tiago Fonseca					X
26	José Nuno PR			X		

Dates <i>22/03</i> N ^o	Students	Did not participate	Participated when prompted <i>in Portuguese</i>	Participated in English when prompted	Participated spontaneously in Portuguese	Participated spontaneously in English
1	Ana Estaevão	X				
2	Beatriz Estevinha	X				
3	Daniela Garcia	X				
4	Daniela Melo			X		
5	Diogo Vicente					X
6	Edward Hientz					X
7	xxxxxxxxx					
8	Francisco Moutinho	X				
9	Francisco Valadas					X
10	Inês Costa			X		
11	Ivan Carapinha					X
12	Joana Estrela PA					
13	Joel Gouveia PR	X				
14	José Macedo PR	X				
15	Joyce Lopes PR	X				
16	Luca Lima					X
17	Maria Carreira					
18	Marta Ribeiro			X		
19	Paulo Santos PR		X			
20	Rafael Ribeiro			X		
21	Raquel Nunes PA	X				
22	Sergio Baessa					X
23	Tiago Pires PR		X			
24	Tiago Soares	X				
25	Tiago Fonseca			X		
26	José Nuno PR	X				

Oral Participation assessment

Intercultural Project Class - Class: 8ºA – Ano: 2010/2011

Dates 04/03 Nº	Students	Did not participate	Participated when prompted in Portuguese	Participated in English when prompted	Participated spontaneously in Portuguese	Participated spontaneously in English
1	Ana Estaevão			X		
2	Beatriz Estevinha			X		
3	Daniela Garcia			X		
4	Daniela Melo			X		
5	Diogo Vicente					X
6	Edward Hientz	ABS	ABS	ABS	ABS	ABS
7	xxxxxxxxx					
8	Francisco Moutinho			X		
9	Francisco Valadas	ABS	ABS	ABS	ABS	ABS
10	Inês Costa			X		
11	Ivan Carapinha	ABS	ABS	ABS	ABS	ABS
12	Joana Estrela PA					
13	Joel Gouveia PR			X		
14	José Macedo PR					X
15	Joyce Lopes PR			X		
16	Luca Lima					X
17	Maria Carreira					
18	Marta Ribeiro			X		
19	Paulo Santos PR	ABS	ABS	ABS	ABS	ABS
20	Rafael Ribeiro			X		
21	Raquel Nunes PA	ABS	ABS	ABS	ABS	ABS
22	Sergio Baessa					X
23	Tiago Pires PR			X		
24	Tiago Soares			X		
25	Tiago Fonseca					X
26	José Nuno PR			X		

Dates 11/03 Nº	Students	Did not participate	Participated when prompted in Portuguese	Participated in English when prompted	Participated spontaneously in Portuguese	Participated spontaneously in English
1	Ana Estaevão				X	
2	Beatriz Estevinha					X
3	Daniela Garcia	X				
4	Daniela Melo				X	
5	Diogo Vicente					X
6	Edward Hientz					X
7	xxxxxxxxx					
8	Francisco Moutinho			X		
9	Francisco Valadas					X
10	Inês Costa					X
11	Ivan Carapinha					X
12	Joana Estrela PA					
13	Joel Gouveia PR				X	
14	José Macedo PR					X
15	Joyce Lopes PR				X	
16	Luca Lima					X
17	Maria Carreira				X	
18	Marta Ribeiro				X	
19	Paulo Santos PR	ABS	ABS	ABS	ABS	ABS
20	Rafael Ribeiro				X	
21	Raquel Nunes PA	ABS	ABS	ABS	ABS	ABS
22	Sergio Baessa					X
23	Tiago Pires PR				X	
24	Tiago Soares		X			
25	Tiago Fonseca					X
26	José Nuno PR				X	

Oral Participation assessment

Intercultural Project Class - Class: 8ºA - Ano: 2010/2011

Dates 18/03 Nº	Students	Did not participate	Participated when prompted IN PORTUGUESE	Participated in English when prompted	Participated spontaneously in Portuguese	Participated spontaneously in English
1	Ana Estaevão				X	
2	Beatriz Estevinha					X
3	Daniela Garcia	X				
4	Daniela Melo				X	
5	Diogo Vicente					X
6	Edward Hientz					X
7	xxxxxxxxx					
8	Francisco Moutinho				X	
9	Francisco Valadas					X
10	Inês Costa					X
11	Ivan Carapinha					X
12	Joana Estrela PA					
13	Joel Gouveia PR				X	
14	José Macedo PR					X
15	Joyce Lopes PR				X	
16	Luca Lima					X
17	Maria Carreira					
18	Marta Ribeiro			X		
19	Paulo Santos PR	ABS	ABS	ABS	ABS	ABS
20	Rafael Ribeiro					X
21	Raquel Nunes PA					X
22	Sergio Baessa					X
23	Tiago Pires PR				X	
24	Tiago Soares					X
25	Tiago Fonseca					X
26	José Nuno PR			X		

↳ Portuguese students invited American girls to go out for lunch.

Dates 01/04 Nº	Students	Did not participate	Participated when prompted IN PORTUGUESE	Participated in English when prompted	Participated spontaneously in Portuguese	Participated spontaneously in English
1	Ana Estaevão				X	
2	Beatriz Estevinha				X	
3	Daniela Garcia	X				
4	Daniela Melo				X	
5	Diogo Vicente					X
6	Edward Hientz				X	
7	xxxxxxxxx					
8	Francisco Moutinho	X				
9	Francisco Valadas				X	
10	Inês Costa			X		
11	Ivan Carapinha					X
12	Joana Estrela PA					
13	Joel Gouveia PR				X	
14	José Macedo PR				X	
15	Joyce Lopes PR				X	
16	Luca Lima					X
17	Maria Carreira					
18	Marta Ribeiro			X		
19	Paulo Santos PR				X	
20	Rafael Ribeiro				X	
21	Raquel Nunes PA	ABS	ABS	ABS	ABS	ABS
22	Sergio Baessa					X
23	Tiago Pires PR				X	
24	Tiago Soares		X			
25	Tiago Fonseca					X
26	José Nuno PR				X	