

Anexo 1

Grid for Classroom Observation

Escola Secundária Fernão Mendes Pinto - 2010/ 2011

Errors and Correction

Teacher: Constança Alves

Subject: English

11th. Grade / Class 7

The trainee: Clara Mendes

Date 13/10/2010 Hour 10:05 - 11:45 Unit: Multiculturalism

Skill: Reading

Error: Misreading of a word in the text

Indication/ correction: While reading to the class, a student does not read correctly a word. The teacher interrupts the student immediately, saying the word correctly and giving its translation too. Student goes back in his reading, repeats the word, this time correctly, and continues reading.

This situation occurred two times with the same student and the same text. The teacher's reaction was always the same and the student's reaction was always the same too.

Other students read different parts of the text. The teacher's attitude towards misreading of words was always the same and so was the reaction of the students.

Date 20/10/2010 Hour 10:05 - 11:45 Unit: Multiculturalism

Skill: Speaking

Error: Word "Woman" meant for plural

Indication/ correction: Teacher corrects "woman" to "women" immediately after a student said it, giving evidence for the difference in meaning and spelling. He goes back and repeats the word, this time correctly, and continues from that word on.

Reflection: Is there any pattern for oral correction?

Looking back at the situations observed the 13th. October, the focus was on accuracy. The students were reading, and the correction was upon the misreading of words. If the teacher had not corrected immediately the words misread, the error would continue on future readings, and there would have been more resistance to the corrections.

Looking back at the situation observed the 20th. October, the focus was on fluency, but the word in the singular would have given a different meaning to what was being said by the student, so correction was necessary.

*"Decisions about how to react to performance will depend upon the stage of the lesson, the activity, the type of mistake made, and the particular student who is making that mistake."**

*During my class on the 17th. November, a student read one paragraph of the text **The Landlady**. Her reading was neither fluent nor correct. However, I decided not to correct her during her reading, rather thank her for her contribution. The mere fact that she was reading was an important achievement. My focus, in this situation, was on the particular student and my appraisal was more important than my correction.*

My conclusion is that it is important to have a pattern for oral correction, but some situations can be unique, and for those, we will have to rely on our best judgment.

*in Harmer, Jeremy, **The practice of English Language Teaching**, chapter 7, p. 104, Pearson Education Limited, 2003.

Anexo 2

Lesson 1 27.04.2011	Teaching Aims	Activities	Focus	Learning resources and materials	Time
to introduce the topic (vocabulary regarding fashion and clothes)	<p>Short introduction of T. and S.</p> <p>Looking at picture for 2 min., then close the book- Plenary work.</p> <p>Answering questions about the picture:</p> <ol style="list-style-type: none"> 1- How many people are there in the picture? 2- What are they wearing? 3- What colour are their clothes? 4- How old do you think the people in the photo are? 	Speaking	Worksheet - Exercise 1 Board	90' 5' 25'	
to talk about personal fashion preferences	<p>Opening the book to check the answers</p> <p>Answering the question: "Do you think that only young people should be interested in fashion?" - Plenary work</p> <p>Doing the quiz. - Individual work - Ss' own answers</p> <p>Comparing the answers given</p>	Reading Speaking	Worksheet - Exercise 2	30'	
to teach adjectives for clothes	<p>Reading and choosing the correct answer according to the picture shown - Pair work</p> <p>Listening to the text to check the answer.</p>	Reading Listening	Worksheet - Exercise 3 CD/ CD player	15'	
to practice the use of adjectives regarding clothes/ fashion	<p>Completing the definitions with the adjectives in the box - Individual work</p>	Reading	Worksheet - Exercise 4 Board	15'	

Anexo 3



ENGLISH (LEVEL 5)
FOLLOWERS OF FASHION - Lesson 1

Teacher: Clara Mendes

Class: 9º 2

School Year: 2010-2011 (3rd Term)

1. Look at the photo.

1.1. Comment on the sentence: "Only young people should be interested in fashion." Account for your answer.

1.2. Present your comment to the rest of the class.

2. Do the quiz choosing the option that better suits you.

ARE YOU A FASHION VICTIM?

1. "Clothes should be comfortable rather than trendy." Do you agree?

- a) I strongly disagree. [3 points]
- b) I neither agree nor disagree. [2 points]
- c) Yes, I agree. [1 point]

2. How many fashion designers can you name?

- a) 4 or more. [3 points]
- b) Between 1 and 3. [2 points]
- c) None. [1 point]

3. Complete the sentence with a, b or c: "If I were rich..."

- a) ... I'd wear designer clothes all the time." [3 points]
- b) ...I'd buy a few designer clothes for special occasions." [2 points]
- c) ...I'd never buy anything custom-made. What's wrong with the mass-produced clothes?" [1 point]

4. Do you know what kind of look is fashionable at the moment?

- a) Of course! [3 points]
- b) Yes, I follow fashion, but I don't always wear the latest style. [2 points]
- c) No, I haven't a clue. [1 point]

5. What's your style?

- a) Glamorous, shocking or impractical. [3 points]
- b) It depends. Casual or sporty, usual. [2 points]
- c) Style? What does that mean? I like to customize my clothes so that they look different to other people's. [1 point]

SCORE

12 points or more: you've got sophisticated tastes but should follow your own style sometimes.

Between 8 and 11 points: you're more conservative but feel comfortable about yourself.

Between 5 and 7 points: you are a true individual!

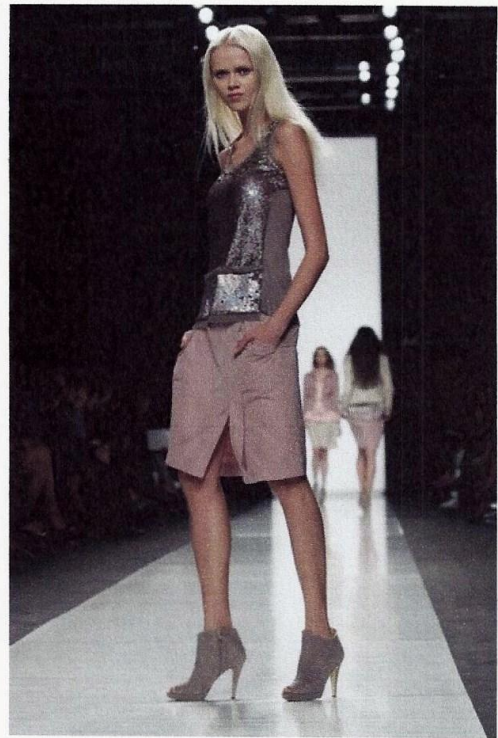


Source: google.com/images

Anexo 4

Lesson 3 11.05.2011	Teaching Aims	Activities	Focus	Learning resources and materials	Time
to apply, in a different context, the knowledge achieved during classes		Delivering to the T the homework assigned the previous class.			90'
to express opinion regarding polemic statements on the topic of Fashion		Before reading, Ss discuss the questions, stating agreement or disagreement - plenary work: <ul style="list-style-type: none"> - The fashion industry is a waste of time... - Fashion is important because everybody needs to feel stylish. - Fashion is to clothes what Eusebio was to football. - Clothes need to be cheap and comfortable. It doesn't matter what they look like. 	Speaking	Worksheet - Exercise 1	15'
to negotiate a common conclusion		Discussing, in pairs, what they see in photos A and B. Reaching a common conclusion on what is the connection between the photos.	Speaking	Worksheet - Exercise 2	15'
To apply vocabulary heard to oral production		Skimming the text checking their answers.	Reading		
		Listening to the text "CLOTHESLINE - GIVING SOMETHING BACK".	Listening	CD/ CD player	
		Answering questions about the text.	Speaking	Worksheet - Exercise 3	20'
to check the understanding of the text		Choosing the correct alternatives for the sentences finding evidence in the text. - Pair work	Reading	Worksheet - Exercise 4 Board	15'
to check the understanding of the text and to apply vocabulary learnt		Explaining who or what are the people or things mentioned in the text	Speaking	Worksheet - Exercise 5 Board	20'

Anexo 5



Anexo 6

Lesson 2 04.05.2011	Teaching Aims	Activities	Focus	Learning resources and materials	Time
to explore the topic of Fashion	Before reading, Ss discuss the questions - group work: 1 - Look at the photo. What do you think her job is? 2 - What might the title of the text mean? Then skim the text and check their answers.	Speaking	Worksheet - Exercise 1	90'	
To apply vocabulary heard to oral production	Listening to the text. "The right place at the right time". Answering questions about the text.	Reading	CD/ CD player Worksheet - Exercise 2	20'	
to listen and follow at the same time the words in the text: to read correctly the text just heard	Listening/ Reading the text "The right place at the right time".	Listening/ Reading	CD/ CD player Worksheet	15'	
to check the understanding of the text	Answering true/ false questions and scanning the text to check the answers - Pair work	Reading	Worksheet - Exercise 3 Board	15'	
to understand the meaning and the usage of phrasal verbs (to infer the rule)	The Lexical approach to the grammar rules regarding phrasal verbs. - Inductive learning approach. Transforming sentences by replacing the phrasal verbs with the correct form of the verbs given - Individual work	Speaking	Board		
to apply, in a different context, the knowledge achieved during classes	S. encouraged to remembering happy times of their lives whilst giving examples of sentences using some phrasal verbs. - Plenary work S. reaching their own conclusion on the use of phrasal verbs and reading it to the rest of the class - Plenary work	Writing	Worksheet - Exercise 4 to 5.4.	20'	
	Homework: Writing 5 sentences describing someone in Ss' family. Writing about the clothes they like to wear. (to be delivered to the T at following lesson)	Writing			

Anexo 7



Teacher: Clara Mendes

ENGLISH (LEVEL 5)
FOLLOWERS OF FASHION - Lesson 3

Class: 9º 2

School Year: 2010-2011 (3rd Term)

3. Listen to the text and answer the questions. Use your own words as much as possible.

- 3.1. What two images does fashion have?
- 3.2. How did Keira Knightley help a 'good cause'?
- 3.3. How does Clothesline persuade the fashion industry to help?
- 3.4. What do Jasmine Guinness and Helena Christensen have in common?
- 3.5. Who helped at Clothesline's first event?
- 3.6. How does Clothesline earn money?
- 3.7. Why might members of the public want to go to a Clothesline show?
- 3.8. Who benefits from Clothesline's donations?

4. Choose the correct alternatives finding evidence in the text.

- 4.1. wear £1,000 suits to fashion shows.
a) Bodyguards b) Celebrities c) Hair stylists
- 4.2. Zita Lloyd some stereotypes of the fashion industry.
a) agrees with b) is angry about c) laughs about
- 4.3. is not a top fashion model.
a) Zita Lloyd b) Jade Parfitt c) Jasmine Guinness
- 4.4. Clothesline organises shows.
a) expensive cat b) catwalk c) industrial
- 4.5. The fashion world to charity.
a) never gives money b) only gives clothes c) is happy to give money
- 4.6. Clothesline gives members of the public the chance to.....
a) attend an exclusive show b) meet fashion designers c) walk along the catwalk

5. Who or what are these people or things?

Vera Wang

Jodie Kidd

Oxfam

Erin O'Connor

Jade Parfitt

Galliano

Anexo 8

Lesson 2 04.05.2011	Teaching Aims	Activities	Focus	Learning resources and materials	Time
	to explore the topic of Fashion	<p>Before reading, Ss discuss the questions - group work:</p> <p>1 - Look at the photo. What do you think her job is?</p> <p>2 - What might the title of the text mean?</p> <p>Then skim the text and check their answers.</p> <p>Listening to the text "The right place at the right time".</p> <p>Answering questions about the text.</p>	Speaking	Worksheet - Exercise 1	90'
	To apply vocabulary heard to oral production	<p>Listening to the text "The right place at the right time".</p> <p>Answering questions about the text.</p>	Reading	CD/ CD player	20'
	to listen and follow at the same time the words in the text to read correctly the text just heard	<p>Listening/ Reading the text "The right place at the right time".</p>	Listening/Reading	Worksheet - Exercise 2	20'
	to check the understanding of the text	<p>Answering true/ false questions and scanning the text to check the answers - Pair work</p>	Listening/Reading	CD/ CD player Worksheet	15'
	to understand the meaning and the usage of phrasal verbs (to infer the rule)	<p>The Lexical approach to the grammar rules regarding phrasal verbs. - Inductive learning approach.</p> <p>Transforming sentences by replacing the phrasal verbs with the correct form of the verbs given - Individual work</p> <p>S. encouraged to remembering happy times of their lives whilst giving examples of sentences using some phrasal verbs. - Plenary work</p>	Reading	Worksheet - Exercise 3 Board	15'
	to apply, in a different context, the knowledge achieved during classes	<p>S. encouraged to remembering happy times of their lives whilst giving examples of sentences using some phrasal verbs. - Plenary work</p> <p>S. reaching their own conclusion on the use of phrasal verbs and reading it to the rest of the class - Plenary work</p> <p>Homework: Writing 5 sentences describing someone in Ss' family. Writing about the clothes they like to wear. (to be delivered to the T at following lesson)</p>	Speaking Writing	Board Worksheet - Exercise 4 to 5.4.	20'

Anexo 9



ENGLISH (LEVEL 5)
FOLLOWERS OF FASHION - Lesson 2

Teacher: Clara Mendes

Class: 9º 2

School Year: 2010-2011 (3rd Term)

4. Transform the sentences. Replace the bold phrasal verbs with the correct form of the verbs in the box.

admire	continue	do	wear
(be) educated		meet	by chance

He **bumped into** two famous singers (paragraph 2)

He *met two famous singers by chance.*

4.1. He **carried on** making them. (paragraph 2)

4.2. A celebrity **had put on** one of his glamorous dresses. (paragraph 3)

4.3. Bryan is the same boy who **was brought up** in Wembley. (paragraph 4)

4.4. He wants to dress the people who he **looks up to**. (paragraph 4)

4.5. What does she **get up to** when she is not on the catwalk? (paragraph 7)

5. We've just been using '*phrasal verbs*' in exercise 4.

5.1 .Have you got any idea of a possible definition of 'phrasal verb'?

Let's check by looking up the expression in the dictionary:

A **phrasal verb** is a combination of a verb and an adverb or preposition, for example 'shut up' or 'look after', which together have a particular meaning.

(in English Cobuild Dictionary)

5.2. So go back to exercise 4 and identify the verbs and the prepositions that were associated to them.

5.3. Write four sentences using the verbs '**carry**', '**bring**', '**put**', '**get**' and '**look**' without being associated to the prepositions.

- a) _____
- b) _____
- c) _____
- d) _____

5.4. What can we conclude?

Anexo 10

Lesson 4 18.05.2011	Teaching Aims	Activities	Focus	Learning resources and materials	Time
To practice the ability of listening for gist	To practice the ability of listening for gist	Listening to the text "CLOTHESLINE - GIVING SOMETHING BACK".	Listening	CD/ CD player	90'
To review prepositions.	To review prepositions.	Taking notes of the main ideas while listening and telling them the colleagues. - Individual work	Writing Speaking	Worksheet - Exercise 1	10'
To practice the use of similar sentences with different meanings.	To practice the use of similar sentences with different meanings.	Completing the sentences with a preposition. Check answers in the text. - Pair work	Writing Reading (for gist)	Worksheet - Exercise 2	5'
To negotiate a common conclusion	To negotiate a common conclusion	Finding given expressions in the text, and checking their meaning (verbs 'earn' or 'give')	Reading	Worksheet - Exercise 3 Board	10'
To consolidate knowledge on compound nouns learnt in this Unit	To consolidate knowledge on compound nouns learnt in this Unit	Discussing the conclusion in pairs	Speaking	Worksheet - Exercise 4 Board	5'
To apply vocabulary learnt this Unit	To apply vocabulary learnt this Unit	Matching the compound nouns. Checking answers in the text. (Individual work)	Reading (for gist)	Worksheet - Exercise 5 Board	10'
To negotiate a common conclusion	To negotiate a common conclusion	Explaining words and expressions in the text using own words. - Individual work	Speaking	Worksheet - Exercise 6 Board	20'
To consolidate vocabulary learnt this Unit	To consolidate vocabulary learnt this Unit	Discussing in groups, the question given. Ss take notes of their arguments. - Has your opinion of the fashion industry changed? How? / Why not? - Would you like to go to a Clothesline show? Why? / Why not? - Do you or somebody in your family give money to charity? If not, what kind of charity would you like to support? Presenting their conclusions to the class.	Speaking Writing	Worksheet - Exercise 7 Handout with groups formation Board	30'
To negotiate a common conclusion	To negotiate a common conclusion	Debating the theme "Charity in the Fashion Industry". Writing down the arguments for and against charity in the fashion industry . (individual work)	Writing Speaking	Worksheet - Exercise 7 Handout with groups formation Board	30'
To engage interaction among the class	To engage interaction among the class	Opening the debate session with some advice regarding debating rules (Teacher)	Writing Speaking	Worksheet - Exercise 7 Handout with groups formation Board	30'
To consolidate vocabulary learnt this Unit	To consolidate vocabulary learnt this Unit	Sharing opinions with the rest of the class. Trying to reach a common conclusion, choosing one sentence for charity in the fashion industry and one sentence against charity in the fashion industry . (Plenary work)	Writing Speaking	Worksheet - Exercise 7 Handout with groups formation Board	30'

Anexo 11



ENGLISH (LEVEL 5)
FOLLOWERS OF FASHION - Lesson 4

Teacher: Clara Mendes

Class: 9º 2

School Year: 2010-2011 (3rd Term)

6. DISCUSSION

6.1. In groups, discuss the questions. Take notes of your arguments.

- Has your opinion of the fashion industry changed? How? / Why not?
- Would you like to go to a Clothesline show? Why? / Why not?
- Do you or somebody in your family give money to charity? If not, what kind of charity would you like to support?

6.2. Present your conclusions to the class.

7. DEBATE

7.1. Write down what, in your opinion, are the arguments *for* and *against* **charity in the fashion industry**.

FOR	AGAINST

7.2. Share your opinion with your colleagues.

7.3. Try to reach a common conclusion, choosing one sentence *for* charity in the fashion industry and one sentence *against* charity in the fashion industry.

Some advice for the debate session:

- Refrain from saying 'you are wrong!'.
- Don't interrupt your colleagues when they are talking.
- Avoid exaggeration.
- The use of often allows for exceptions.
- The use of generally allows for exceptions.
- Avoid bickering, quarrelling, and wrangling.
- Smile when disagreeing.
- Do not present opinion as facts.
- Watch your tone of voice.
- Keep your perspective - **You're just debating.**

Anexo 12



ENGLISH (LEVEL 5)
FOLLOWERS OF FASHION - Lesson 4

Teacher: Clara Mendes


Class: 9º 2

School Year: 2010-2011 (3rd Term)

WORKGROUPS FOR THE DEBATE

GROUP 1	João Ramos Catarina Pereira Sofia Lidon Rui Coelho
GROUP 2	Sara Maior Miriam Pereira João Mendes Frederico Charro Bruno Pereira
GROUP 3	Beatriz Horta Maria Carolina Patrícia Costa Sara Rodrigues
GROUP 4	Rafaela Gama Mónica Santos Maria Vasconcelos Lara Maion
GROUP 5	Bruno Meireles Diogo Afonso Rui Pinto Miguel Filipe
GROUP 6	Gelson Veiga João Reis Moisés Costa Pedro Oliveira

Anexo 13

	ENGLISH (LEVEL 5)		
	THEME - FOLLOWERS OF FASHION - Lesson 4		
	Teacher: Clara Mendes	Class: 9º 2	School Year: 2010-2011 (3rd Term)
	DEBATE – AVALIAÇÃO NA PARTICIPAÇÃO ORAL		

		INTERACTION ¹			FLUENCY ²			ACCURACY ³		
		FRACO	SATISFAZ	BOM	FRACO	SATISFAZ	BOM	FRACO	SATISFAZ	BOM
Nº 1	Beatriz Horta	X			X			X		
Nº 2	Bruno Pereira	X			X			X		
Nº 3	Bruno Meireles			X			X			X
Nº 4	Catarina Pereira		X			X			X	
Nº 5	Diogo Afonso			X			X			X
Nº 6	Frederico Charro			X			X			X
Nº 7	Gelson Veiga		X			X			X	
Nº 8	João Mendes			X			X			X
Nº 9	João Reis		X			X			X	
Nº 10	João Ramos		X			X			X	
Nº 11	Lara Maion	X			X			X		
Nº 12	Maria Carolina	X			X			X		
Nº 13	Maria Vasconcelos	X			X			X		
Nº 14	Miguel Filipe		X			X			X	
Nº 15	Miriam Pereira	X			X			X		
Nº 16	Moisés Costa			X			X			X
Nº 17	Mónica Santos	X			X			X		
Nº 19	Patrícia Costa			X			X			X
Nº 20	Pedro Oliveira		X			X			X	
Nº 21	Rafaela Gama		X			X			X	
Nº 22	Rui Pinto		X			X			X	
Nº 23	Rui Coelho			X			X			X
Nº 24	Sara Rodrigues		X			X			X	
Nº 25	Sara Maior		X			X			X	
Nº 26	Sofia Lidon			X			X			X

1 - Interaction - correct themselves; change the content or style of their speech according to how their listener responds; start speaking when someone else stops; take part in conversations.

2 - Fluency - speak at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech.

3 - Accuracy - speak using correct forms of grammar, vocabulary and pronunciation.

In The TKT Course, Spratt, Mary et al, Cambridge University Press, 2008

Anexo 14



ENGLISH (LEVEL 5)

THEME - FOLLOWERS OF FASHION

Teacher: Clara Mendes

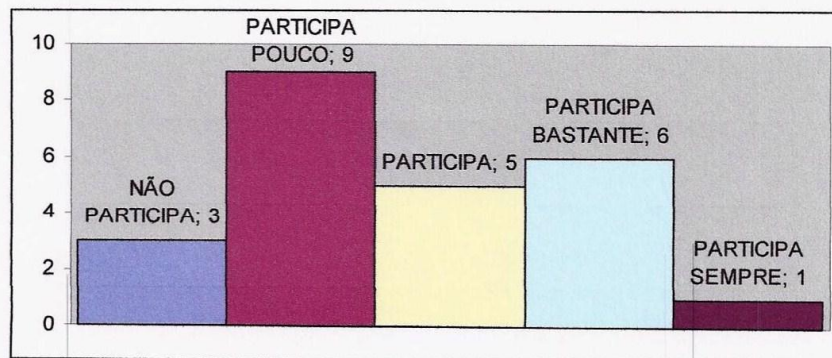
Class: 9º 2

School Year: 2010-2011


(3rd Term)

PARTICIPAÇÃO ORAL

		NUNCA PARTICIPA	PARTICIPA POUCO	PARTICIPA	PARTICIPA BASTANTE	PARTICIPA SEMPRE
Nº 1	Beatriz Horta					
Nº 2	Bruno Pereira					
Nº 3	Bruno Meireles					
Nº 4	Catarina Pereira					
Nº 5	Diogo Afonso					
Nº 6	Frederico Charro					
Nº 7	Gelson Veiga					
Nº 8	João Mendes					
Nº 9	João Reis					
Nº 10	João Ramos					
Nº 11	Lara Maion					
Nº 12	Maria Carolina					
Nº 13	Maria Vasconcelos					
Nº 14	Miguel Filipe					
Nº 15	Miriam Pereira					
Nº 16	Moisés Costa					
Nº 17	Mónica Santos					
Nº 19	Patricia Costa					
Nº 20	Pedro Oliveira					
Nº 21	Rafaela Gama					
Nº 22	Rui Pinto					
Nº 23	Rui Coelho					
Nº 24	Sara Rodrigues					
Nº 25	Sara Maior					
Nº 26	Sofia Lidon					



Anexo 15



2010 / 2011

THE WOLF'S TALE by Louise Cooper

Teacher: Clara Mendes

Class: 9th.2

Days: 25th. and 30th. May 2011

TOPIC AREA: Short story THE WOLF'S TALE by Louise Cooper

GENERAL AIMS

at the end of this Unit students should be able to:

- Understand a short literary text
- Understand and identify a twist ending in a literary text
- Say and write sentences applying correctly the vocabulary studied
- Express their opinion regarding the twist ending of the literary text
- Relate and compare the literary text with the related fairy tale
- Debate their points of view regarding the literary text

ASSESSMENT

- Direct observation of students' participation in class
- Classroom assignments
- Group / Pair / Individual work
- Written production
- Spoken production

Lesson 1 25.05.2011	Teaching Aims	Activities	Focus	Learning resources and materials	Time
	to introduce the topic (lead-in for the literary text through fairy tales)	Speaking about what is a fairy tale and remembering some from their childhood. - Plenary work Comparing their definition to the one in <i>Oxford Advanced Learners Dictionary</i> . Plenary work	Writing Reading Speaking	Worksheet - Exercise 1 Board	90' 10'
	to brainstorm about the ingredients of a fairy tale	From the prompt Fairy Tale associating ingredients for a good story, having a starting example: <i>an evil character</i> - Individual work Writing results in a diagram on the Board and accounting for their answers- Plenary work	Writing Reading Speaking	Worksheet - Exercise 2 Board	10'

Anexo 16



ENGLISH (LEVEL 5)		
A TALE by LOUISE COOPER - Lesson 1		
Teacher: Clara Mendes	Class: 9º 2	School Year: 2010-2011 (3rd Term)

3. Think of “Little Red Riding Hood”. Who are the characters in the tale? Select from the box below the ones you think belong to the story.

a woodsman	a hunter	a fox	Little Red Riding Hood
a mother	Sleeping Beauty	a fairy	a godmother
a wolf	a king	a werewolf	a stepmother
a dwarf	a granny	two wicked stepsisters	

4. Do you remember the story well? . Match a – f with 1 – 6 to write sentences about “Little Red Riding Hood”.

<p>a. Little Red Riding Hood wore....</p> <p>b. Her grandmother lived...</p> <p>c. She was ill and needed...</p> <p>d. Little Red Riding Hood’s mother told her...</p> <p>e. Little Red Riding hood carried...</p> <p>f. As she set out on her way through the woods, the girl met...</p>	<p>1. far away in the woods.</p> <p>2. some care and attention.</p> <p>3. a beautiful red velvet cap which her granny had given her as a gift.</p> <p>4. a basket with some cakes which Little Red’s mother had baked.</p> <p>5. a wicked wolf.</p> <p>6. never to leave the path to avoid the dangers of the woods.</p>
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4.1. Now write what happened after Little Red Riding Hood met the wolf. You can imagine a different development to the one we are used to. (No more than 40 words):

5. Compare you version to the ones your colleagues have written.

Anexo 17



ENGLISH (LEVEL 5)

THE WOLF'S TALE by Louise Cooper

Teacher: Clara Mendes

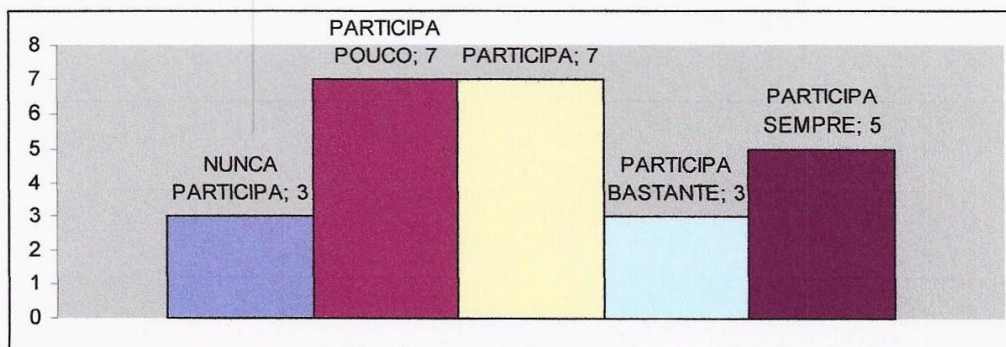
Class: 9º 2

School Year: 2010-2011

(3rd Term)

PARTICIPAÇÃO ORAL

		NUNCA PARTICIPA	PARTICIPA POUCO	PARTICIPA	PARTICIPA BASTANTE	PARTICIPA SEMPRE
Nº 1	Beatriz Horta					
Nº 2	Bruno Pereira					
Nº 3	Bruno Meireles					
Nº 4	Catarina Pereira					
Nº 5	Diogo Afonso					
Nº 6	Frederico Charro					
Nº 7	Gelson Veiga					
Nº 8	João Mendes					
Nº 9	João Reis					
Nº 10	João Ramos					
Nº 11	Lara Maion					
Nº 12	Maria Carolina					
Nº 13	Maria Vasconcelos					
Nº 14	Miguel Filipe					
Nº 15	Miriam Pereira					
Nº 16	Moisés Costa					
Nº 17	Mónica Santos					
Nº 19	Patrícia Costa					
Nº 20	Pedro Oliveira					
Nº 21	Rafaela Gama					
Nº 22	Rui Pinto					
Nº 23	Rui Coelho					
Nº 24	Sara Rodrigues					
Nº 25	Sara Maior					
Nº 26	Sofia Lidon					



Anexo 18



ENGLISH (LEVEL 5)

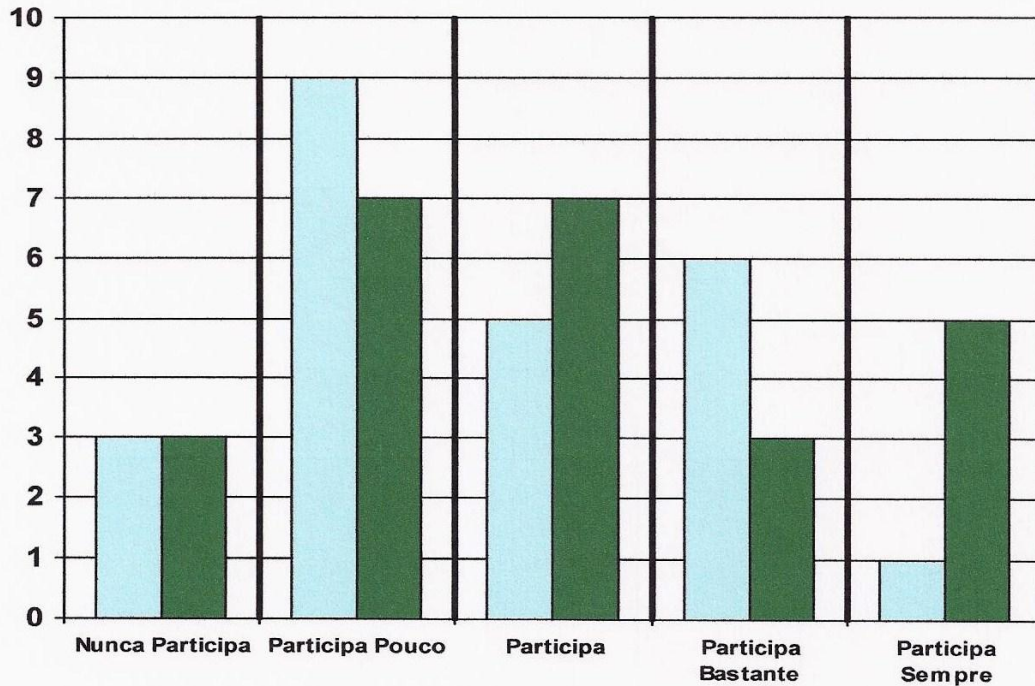
GRÁFICO COMPARATIVO DA EVOLUÇÃO NA PARTICIPAÇÃO ORAL

Teacher: Clara Mendes

Class: 9º 2
(3rd Term)

School Year: 2010-2011

□ Followers of Fashion ■ The Wolf's Tale



Conclusão

Com os dados acima especificados, poderei concluir que o nível de participação melhorou, exceptuando os três alunos que nunca participaram voluntariamente, por questões de falta de bases, sendo a sua participação em termos de leitura, o que não posso considerar como oralidade na verdadeira acepção da palavra, pois apenas liam as frases de textos.

Em relação aos alunos com pouca participação, verificou-se uma migração para o nível 'Participa'. Na coluna de 'Participa Bastante', alguns alunos migraram para a coluna 'Participa Sempre', intervindo em situações de comunicação e troca de ideias e opiniões.

Anexo 19



ESCOLA SECUNDÁRIA FERNÃO MENDES PINTO - Pragal

Questionário – A Audição e o seu Impacto na Oralidade

POR FAVOR RESPONDE A TODAS AS PERGUNTAS DE FORMA SINCERA

Tema: Followers of Fashion

1. És da opinião de que o facto de teres ouvido textos e diálogos gravados te ajudou nos exercícios orais?

Sim ___ Não ___

2. Consideras que o facto de teres ouvido diferentes gravações durante as aulas te ajudou a participar no debate sobre o tema “Caridade no Mundo da Moda”?

Sim ___ Não ___

Tema: The Wolf's Tale by Louise Cooper

3. Consideras que o facto de teres ouvido a história te ajudou à sua compreensão?

Sim ___ Não ___

4. Achas que o facto de teres ouvido diferentes textos durante as aulas ajudou a melhorar a tua oralidade?

Sim ___ Não ___ Não sei ___

5. Consideras que o facto de teres ouvido diferentes gravações durante as aulas te ajudou a exprimir oralmente ?

Sim ___ Não ___ Não sei ___

6. De 1 a 5 como classificas a tua oralidade? (1□ fraca, 5□ muito boa) _____

Por favor, explica como/ porquê.


Obrigada!

Anexo 20

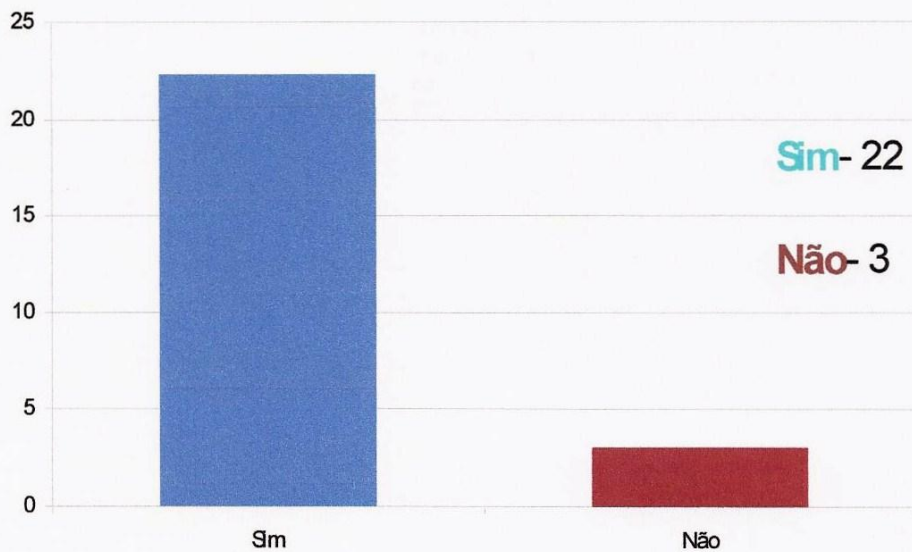
ENGLISH (LEVEL 5)

Gráfico das Respostas ao Questionário
“A Audição e o seu Impacto na Oralidade”

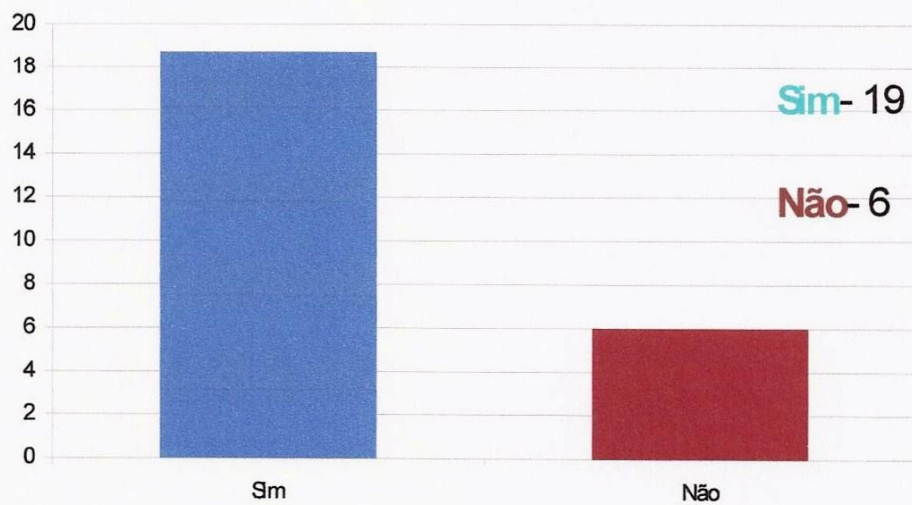
Teacher: Clara Mendes Class: 9º 2 School Year: 2010-2011 (3rd Term)



1 - És da opinião de que o facto de teres ouvido textos e diálogos gravados te ajudou nos exercícios orais?



2 - Consideras que o facto de teres ouvido diferentes gravações durante as aulas te ajudou a participar no debate sobre o tema “Caridade no Mundo da Moda”?



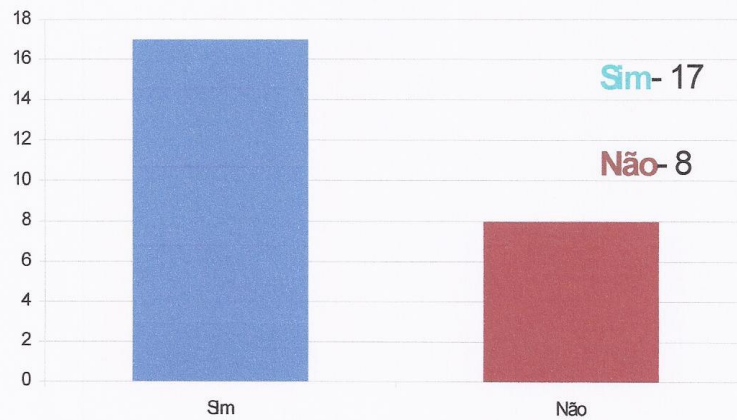
Anexo 21

ENGLISH (LEVEL 5)

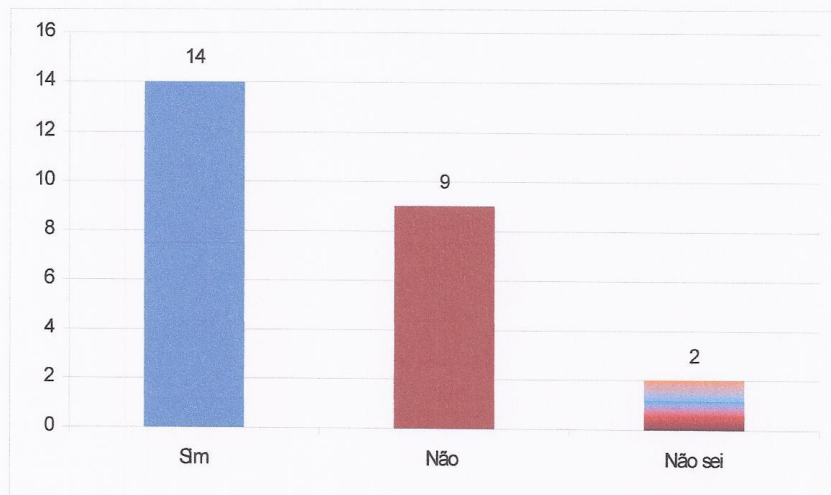
Gráfico das Respostas ao Questionário
"A Audição e o seu Impacto na Oralidade"

Teacher: Clara Mendes Class: 9º 2 School Year: 2010-2011 (3rd Term)

3 - Consideras que o facto de teres ouvido a história (*The Wolf's Tale* by Louise Cooper) te ajudou à sua compreensão ?



4 - Achas que o facto de teres ouvido diferentes textos durante as aulas ajudou a melhorar a tua oralidade?



Anexo 22



ENGLISH (LEVEL 5)

TEST - 1ST. of JUNE

Teacher: Clara Mendes

Class: 9º 2

School Year: 2010-2011 (3rd Term)

A. Read the text and answer the questions. Write complete sentences.

Traditionally, New York, London, Paris and Milan have been the fashion capitals of the world.

However Tokyo, which has for a long time been the home of shopping therapy, is now becoming a centre for smart young fashionistas. Go down to the trendiest areas like Shibuya or Harajuku, where you might bump into people in one of these styles:

Ganguro or 'black face' is a style which is inspired by black celebrities such as Janet Jackson, and Naomi Campbell. The girls wear fitted clothes, have light hair, and get very dark suntans.

Kogal, or 'little girl' women use fashion to show how rich they (or their parents) are. They have blond hair, artificial suntans, short skirts, and always buy the latest mobile phones.

As a reaction against *Kogal*, a new style of **Gothic Lolita** arrived. These are girls who dress in a very old-fashion Victorian style, with long, feminine dresses and hats in pale colours.

For men, the **Bosozoku** style, which you can see in *manga* comics and films, is very popular. The clothes are baggy and often have gang or army slogans on them.

Modern Japan has certainly come a long way from the days of the traditional kimono!

1. What did Tokyo have a reputation for, before fashion?

2. Which parts of Tokyo are fashion centres?

3. Which two fashion styles have coloured hair?

4. Which of the styles is most traditional?

5. What three things have inspired the men's style in the text?

B. Find synonyms for the following words in the text.

1. fashion enthusiasts - _____

2. very fashionable or up to date - _____

3. meet someone - _____

4. famous people - _____

5. loose - _____

C. Ask questions for the following answers:


1. _____ ?

1. She has been a model since 2009.

2. _____ ?

2. Clothesline organizes catwalk shows.

Anexo 23

 2010 / 2011 Lesson Plan: THE LANDLADY by ROALD DAHL [PART 3] Date: 17 th November 2010 Teacher: Clara Mendes					
Lesson	Teaching Aims	Activities	Focus	Learning resources and materials	Time
1	To check Ss' understanding of the story so far	Summarizing the story (parts 1 and 2) - Plenary work	Speaking		5'
	To write the main ideas of what has been discussed	Writing the main ideas of the story (parts 1 and 2) - Pair work - and reading them to the class	Writing Reading	Worksheet	10'
	To practice Ss' reading aloud to the class	Reading part 3 of The Landlady. Pauses are made to check the meaning of some words/ expressions. Different students read	Reading	Excerpt 3	30'
	To explore Ss' creativity	Writing a possible end to Billy's unfinished sentence about Christopher Mulholland's disappearance - Pair work	Writing Reading	Worksheet	10'
	To analyse the space where part 3 takes place	Searching in the text for sentences about the landlady's living-room - Individual work	Reading (for gist)	Worksheet Excerpt 3	10'
	To explore the Ss' perception of the space where part 3 takes place	Talking/ drawing their own idea of the living-room - Individual work	Speaking	Worksheet	15'
	To compare some differences between the text and the film	Watching excerpt 3 of the film "The Landlady" and commenting on some differences between the text and the video - Plenary work	Listening Speaking	Computer Video screen Computer Pen	10'
	To choose the most important differences between the text and the film	Writing down some of the differences considered as the most important for the development of the story - Individual work	Writing	Worksheet	5' (5' missing for unexpected delays)

Assessment:

- Direct observation of students' participation in class
- Group/ Pair/ Individual work
- Fluency and accuracy
- Written production

Anexo 24



ENGLISH (LEVEL 7)

EXTENSIVE READING: *THE LANDLADY* BY ROALD DAHL [PART 3]

Teacher: Clara Mendes

Class: 11º 7

School Year: 2010-2011 (1st Term)

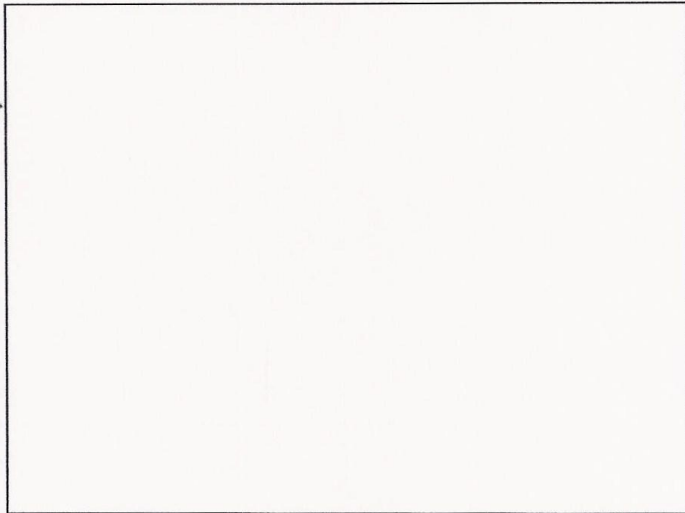
4. Look at this illustration of the living-room of our story. Does it portray the living-room as described in the text? Justify your answer with examples from the text.

4.1. What about “*your idea*” of the living-room? What would it be like? Give reasons.

4.1.1. (if you want, you may draw it in the empty square below)




Illustration by Krysten Brooker.



5. By now, you have read part 3 of *The Landlady* and watched the video. While watching the video for the second time, look for three differences between the text and the video that you consider important.

In the text	In the video

Good work



2010 / 2011

Lesson Plan: THE CONCERNED ADOLESCENT BY WENDY COPE

Class: 11th, 7 Hour: 10:05 - 11:45 Date: 18th, May, 2011 Teacher: Clara Mendes

Lesson	Teaching Aims	Activities	Focus	Learning resources and materials	Time
1	<ul style="list-style-type: none"> To practice Ss' reading aloud to the class To be able to give a personal view on the poem read To interpret a literary text To work on literary vocabulary 	<p>Reading the poem aloud to the class</p> <p>Answering questions about the poem and discussing them with the colleagues</p>	<p>Reading</p> <p>Speaking</p>	Worksheet	40'
	<ul style="list-style-type: none"> To summarize the main idea conveyed in the poem 	<p>Summing up the main idea of the – pair work.</p>	<p>Writing</p> <p>Reading</p>	Worksheet	20'
	<ul style="list-style-type: none"> To practice prosody 	<p>Reading parts of the poem with different tones of voice</p>	<p>Reading</p>	Worksheet	30'

- Assessment:
- ☑ Direct observation of students' participation in class
 - ☑ Pair/ Individual work
 - ☑ Fluency and accuracy
 - ☑ Prosody

Anexo 26



ENGLISH (LEVEL 7)

THE CONCERNED ADOLESCENT by WENDY COPE

Teacher: Clara Mendes

Class: 11º 7

School Year: 2010-2011 (3rd Term)

THE CONCERNED ADOLESCENT

Our planet spins around the sun
In its oval-shaped orbit
Like a moth circling a bright, hot, golden-yellow
Lightbulb.

5 Look at this beautiful, lovely
Blue and green and white jewel
Shining against the dark black sky.
It is doomed.

10 On another planet somewhere far away in the
Galaxy
Beings are discussing the problems of Earth.
“It is a wonderful world”, says their leader,
“It has roaring oceans filled with many kinds of
fishes,
15 It has green meadows bedecked with white and
Yellow flowers,
Its trees have twisting roots and fruitful, abundant
Branches.
But it is doomed.

20 The problem with this lovely, beautiful world, you
See,
Is the inhabitants, known as HUMAN BEINGS.
Human beings will not live in peace and love
And care for the little helpless creatures who share
25 The planet with them.

They pollute the world, they kill and eat the
Animals.
Everywhere there is blood and the stench of death.
Human beings make war and hate one another.
30 They do not understand their young, they reject
Their ideals,
They make them come home early from the disco.
They are doomed. “

35 Soon a great explosion, a terrible cloud
Will wipe out all life on this planet,
Including those people who do not see how
Important my poem is.
They are certainly doomed.

Wendy Cope – Serious Concerns

Anexo 26



ENGLISH (LEVEL 7)

THE CONCERNED ADOLESCENT by WENDY COPE

Teacher: Clara Mendes

Class: 11º 7

School Year: 2010-2011 (3rd Term)

Read the poem attentively.

1. Answer the following questions:
 - 1.1. There are two comparisons in the first two stanzas, concerning our planet. Identify them.
 - 1.2. How is the planet characterized? Find the adjectives used to characterize it.
 - 1.3. How do the other beings see our planet? Why are they discussing about it?
 - 1.4. In the other beings' opinion what seems to be the problem with planet earth?
 - 1.5. Identify the positive aspects defined by the leader of the other planet.
 - 1.6. What about the negative description that the leader of the other planet makes about human's attitudes towards the planet?
 - 1.7. "But it is doomed" – what do the other inhabitants of the other planet mean?
 - 1.8. There is a prediction in the last stanza. Identify it.
2. Divide the poem into parts and justify your division.
3. Sum up the main idea of the poem in no more than 20 words – pair work.
4. Read a part of the poem trying to express a feeling through your tone of voice.

Good work

Anexo 27



ENGLISH (LEVEL 7) THE WORLD AROUND US

Teacher: Clara Mendes

Class: 11º 7

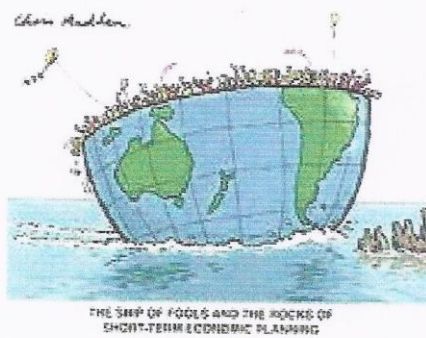
School Year: 2010-2011 (3rd Term)

- 1 – Considering the topics Global Environmental Threats Genetics and Bioethical Issues and Changing Our Living Patterns, structure the results of your research in a Power Point Presentation (or, in alternative, some posters) and present them orally in class.

Your presentation should last about 10 minutes.

- 2 – These images may help you and if you want you can make use of some others you may select, or you are free to search for other materials about the topic (a poem, the lyrics of a song, for example).


Don't forget that you have to present your work orally.



Source: google.com/images

Good work

Anexo 28



ENGLISH (LEVEL 7)

THEME – ENVIRONMENTAL ISSUES

Teacher: Clara Mendes School Year: 2010-2011 (3rd Term)

Class: 11th. 7

EVALUATION

	Tema	Interaction		Fluency		Accuracy		Materials		
		FRACO	SATISFAZ	BOM	FRACO	SATISFAZ	BOM	FRACO	SATISFAZ	BOM
Nº 1	Afonso Martins		X		X		X		X	
Nº 7	Francisco Barroco			X				X		X
Nº 6	Eduardo Ângelo	X			X		X			X
Nº 14	Laura Melo			X				X		X
Nº 15	Márcia Fernandes		X		X		X			X
Nº 16	Maria Geraldes	X			X		X		X	X
Nº 17	Maria Machado	X			X		X		X	

Anexo 29



Estagiária: Clara Mendes

Alemão A1

Turna: 10º 6

Ano Lectivo: 2010-2011

PARTICIPAÇÃO ORAL

Outubro 2010

		NUNCA PARTICIPA	PARTICIPA POUCO	PARTICIPA	PARTICIPA BASTANTE	PARTICIPA SEMPRE
Nº1	Inês Ferreira					
Nº2	Carolina Pescada					
Nº3	Beatriz Gomes					
Nº4	Rita Alves					
Nº5	Jorge Nunes					
Nº6						
Nº7	Chiara					
Nº8	Cláudia Silva					
Nº9	João Rebelo					
Nº10						
Nº11	Daniela Lavinha					
Nº12	Fábio Fragoso					
Nº13						
Nº14						
Nº15						
Nº16						
Nº17						
Nº18						
Nº19						
Nº20	Mafalda Fragoso					
Nº21						
Nº22	Pedro Silva					
Nº23						
Nº24	Rafael Cristóvão					
Nº29	Paulo Daniel					
Nº30	Inês Pereira					

Anexo 30



Estagiária: Clara Mendes

Alemão A1

Turma: 10º 6

Ano Lectivo: 2010-2011

PARTICIPAÇÃO ORAL

Maio 2011

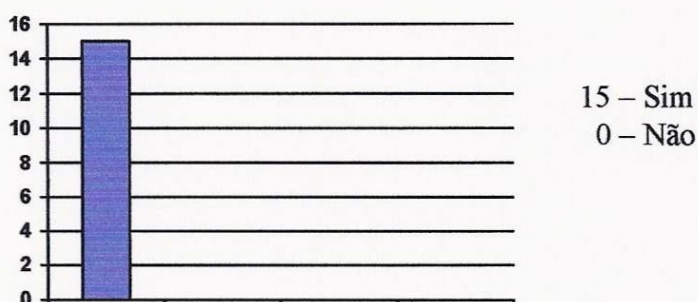
		NUNCA PARTICIPA	PARTICIPA POUCO	PARTICIPA	PARTICIPA BASTANTE	PARTICIPA SEMPRE
Nº1	Inês Ferreira					
Nº2	Carolina Pescada					
Nº3	Beatriz Gomes					
Nº4	Rita Alves					
Nº5	Jorge Nunes					
Nº6						
Nº7	Chiara					
Nº8	Cláudia Silva					
Nº9	João Rebelo					
Nº10						
Nº11	Daniela Lavinha					
Nº12	Fábio Fragoso					
Nº13						
Nº14						
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Nº17						
Nº18						
Nº19						
Nº20	Mafalda Fragoso					
Nº21						
Nº22	Pedro Silva					
Nº23						
Nº24	Rafael Cristóvão					
Nº29	Paulo Daniel					
Nº30	Inês Pereira					

Anexo 31

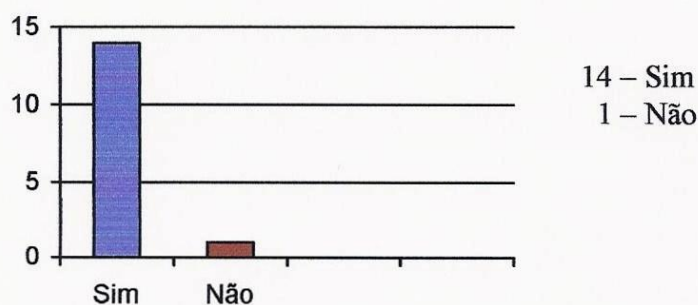
Representação gráfica dos resultados obtidos no Questionário – A Audição e o seu Impacte na Oralidade

Temas: Essen und Trinken ; Einkaufen, Die Schule, Freizeit

1. És da opinião que o facto de teres ouvido músicas, textos e diálogos gravados te ajudou nos exercícios orais?



2. Consideras que o facto de teres ouvido/ visto diferentes gravações durante as aulas te ajudou a exprimir oralmente?



3. Sentes que tens mais facilidade em dizer uma palavra em alemão depois de a teres ouvido?

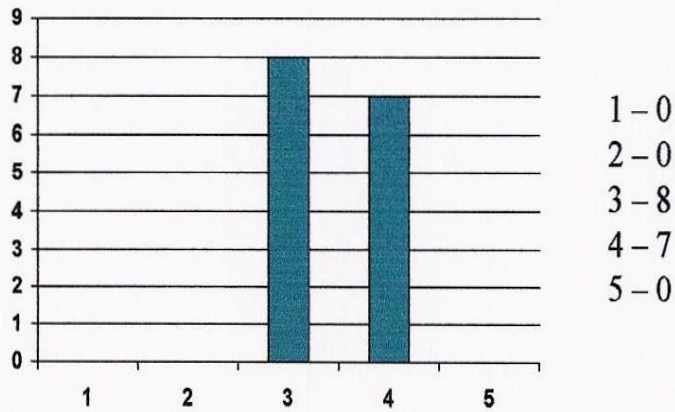


Anexo 32

4. Achas que o facto de teres ouvido diferentes textos durante as aulas te ajudou a melhorar a tua oralidade?



5. De 1 a 5 como classificas a tua oralidade? (1 – fraca, 5 – muito boa)
Por favor, explica como/ porquê.



Anexo 33



Lehrerin Clara Mendes

DEUTSCH A1
GESCHÄFTE
Klasse 10. 6.

6. Dezember 2010 - Montag

1. Sie wissen bereits, verschiedene Arten der deutschen Musik.

1.1. Partnerarbeit: Lesen Sie die Texte und schreiben Sie den richtigen Titel

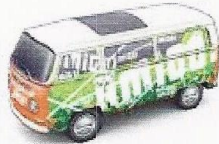
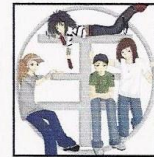
Pop Musik [pop mu'zi:k]	Techno ['tɛknou]	Hip-Hop [hip hɒp]	Indie ['indi:]
-------------------------	------------------	-------------------	----------------

a) _____ ist eine Stilrichtung der elektronischen Musik. Der Begriff wird auch als Sammelbegriff für verschiedene, unabhängige Stile der elektronischen Musik verwendet.. Rund um die Musik existiert eine eigene Jugendkultur, die Technoszene.



b) _____ hat ihre Wurzeln in der schwarzen Funk- und Soul-Musik. Diese Musik bezeichnet nicht nur eine Musikrichtung, sondern auch die Jugendkultur Hip-Hop mit den Elementen Rap (MCing), DJing, Breakdance und Graffiti-Writing.

c) _____ in Deutschland hat viele Bands, Sängerinnen und Sänger. Tokio Hotel ist eine sehr berühmte Deutsche Band, mit vielen Fans auf der ganzen Welt.



d) _____ bezeichnete ursprünglich Rockmusik im weitesten Sinne des Wortes, die nur von Independent-Labels vertrieben wurde. Mittlerweile ist der Indie-Rock (auch oft nur *Indie* genannt) ein Subgenre des Alternative Rock. Typisch für den Indie-Rock ist die Unabhängigkeit (engl. *independence*) von den großen Plattenfirmen.

(aus: <http://de.wikipedia.org>)

1.2. Es gibt noch eine andere Art: *A-cappella*.

Die *Wise Guys* sind Deutschlands bekannteste und beliebteste *A-cappella*-Band.

1.3. Sehen Sie das Musikvideo „Denglisch“! Dieses Lied ist von den *Wise Guys* CD "Radio".

1.4. Was bedeutet „Denglisch“?



1.5. Welche Musik / Band / Sänger hören Sie?

Anexo 34



Lehrerin Clara Mendes

DEUTSCH A1
GESCHÄFTE
Klasse 10. 6.

6. Dezember 2010 - Montag

- Denglich - Wise Guys

Oh, Herr bitte gib mir meine Sprache zurück,
ich sehne mich nach Frieden und 'nem kleinen Stückchen Glück.
Lass uns noch ein Wort verstehen in dieser schweren Zeit,
öffne unsre Herzen, mach' die Hirne weit.

Ich bin zum Bahnhof gerannt und war a little bit too late
Auf meiner neuen Swatch war's schon kurz vor after eight.
Ich suchte die Toilette, doch ich fand nur ein "McClean",
ich brauchte noch Connection und ein Ticket nach Berlin.
Draußen saßen Kids und hatten Fun mit einem Joint.
Ich suchte eine Auskunft, doch es gab nur 'n Service Point.
Mein Zug war leider abefahr'n - das Traveln konnt' ich knicken.
Da wollt ich Hähnchen essen, doch man gab mir nur McChicken.

Oh, Herr bitte gib mir meine Sprache zurück,
ich sehne mich nach Frieden und 'nem kleinen Stückchen Glück.
Lass uns noch ein Wort verstehen in dieser schweren Zeit,
öffne unsre Herzen, mach' die Hirne weit.

Du versuchst mich upzudaten, doch mein Feedback turned dich ab.
Du sagst, dass ich ein Wellness-Weekend dringend nötig hab.
Du sagst, ich käm' mit good Vibrations wieder in den Flow.
Du sagst, ich brauche Energy. Und ich denk: "Das sagst du so..."
Statt Nachrichten bekomme ich den Infotainment-Flash.
Ich sehne mich nach Bargeld, doch man gibt mir nicht mal Cash.
Ich fühl' mich beim Communicating unsicher wie nie -
da nützt mir auch kein Bodyguard. Ich brauch Security!

Oh, Lord, bitte gib mir meine Language zurück,
ich sehne mich nach Peace und 'nem kleinen Stückchen Glück,
Lass uns noch ein Wort verstehn in dieser schweren Zeit,
öffne unsre Herzen, mach' die Hirne weit.

Ich will, dass beim Coffee-Shop "Kaffeehaus" oben draufsteht,
oder dass beim Auto-Crash die "Lufttasche" aufgeht,
und schön wär's, wenn wir Bodybuilder "Muskel-Mäster" nennen
und wenn nur noch "Nordisch Geher" durch die Landschaft rennen...

Oh, Lord, please help, denn meine Language macht mir Stress,
ich sehne mich nach Peace und a bit of Happiness.
Hilf uns, dass wir understand in dieser schweren Zeit,
open unsre hearts und make die Hirne weit.

Oh, Lord, please gib mir meine Language back,
ich krieg hier bald die crisis, man, it has doch keinen Zweck.
Let us noch a word verstehen, it goes me on the Geist,
und gib, dass "Microsoft" bald wieder "Kleinweich" heißt.

<http://www.magistrix.de/lyrics/Wise%20Guys/Denglich-87892.html>

Anexo 35



Lehrerin Clara Mendes

DEUTSCH A1

Geschäfte

Klasse 10. 6.

6. Dezember 2010 - Montag

1.5. Ein Spiel: Sie haben ein Papier mit einem Wort. Hören Sie noch einmal auf die Musik. Wenn Sie das Wort hören, die auf Ihrem Papier geschrieben ist, stehen Sie auf und lege ihn auf den Tisch. Sie müssen schnell sein!

1.6. Jetzt schreiben Sie die richtigen Wörter auf den Linien.

Oh, Herr, bitte gib mir meine _____ zurück,
ich sehne mich nach Frieden und 'nem kleinen Stückchen _____.
Lass uns noch ein Wort verstehen in dieser schweren Zeit,
öffne unsre Herzen, mach' die Hirne weit.

Ich bin zum _____ gerannt und war a little bit too late
Auf meiner neuen Swatch war's schon kurz vor after eight.
Ich suchte die _____, doch ich fand nur ein " _____ ",
ich brauchte noch Connection und ein Ticket nach Berlin.
Draußen saßen Kids und hatten Fun mit einem Joint.
Ich suchte eine _____, doch es gab nur 'n Service Point.
Mein _____ war leider abgefahr'n - das Traveln konnt' ich knicken.
Da wollt ich _____ essen, doch man gab mir nur McChicken.

Oh, Herr bitte gib mir meine Sprache zurück,
ich sehne mich nach Frieden und 'nem kleinen Stückchen Glück.
Lass uns noch ein Wort verstehen in dieser schweren Zeit,
öffne unsre Herzen, mach' die Hirne weit.

Du versuchst mich upzudaten, doch mein _____ turned dich ab.
Du sagst, dass ich ein Wellness-Weekend dringend nötig hab.
Du sagst, ich käm' mit good Vibrations wieder in den Flow.
Du sagst, ich brauche Energy. Und ich denk: "Das sagst du so..."

Statt _____ bekomme ich den Infotainment-Flash.
Ich sehne mich nach _____, doch man gibt mir nicht mal Cash.
Ich fühl' mich beim Communicating unsicher wie nie - da nützt mir
auch kein Bodyguard. Ich brauch Security!

Oh, Lord, bitte gib mir meine Language zurück,
ich sehne mich nach Peace und 'nem kleinen Stückchen Glück,
Lass uns noch ein Wort verstehn in dieser schweren Zeit,
öffne unsre Herzen, mach' die Hirne weit.

Ich will, dass beim Coffee-Shop " _____ " oben draufsteht,
oder dass beim Auto-Crash die " _____ " aufgeht,
und schön wär's, wenn wir Bodybuilder " _____ " nennen
und wenn nur noch "Nordisch Geher" durch die _____ rennen...

Oh, Lord, please help, denn meine Language macht mir Stress,
ich sehne mich nach Peace und a bit of Happiness.
Hilf uns, dass wir understand in dieser schweren Zeit,
open unsre hearts und make die Hirne weit.

Oh, Lord, please gib mir meine Language back,
ich krieg hier bald die crisis, man, it has doch keinen Zweck.
Let us noch a word verstehen, it goes me on the Geist,
und gib, dass "Microsoft" bald wieder " _____ " heißt.

Musik und Text: Wise Guys

1.7. Wo kaufen Sie CDs?

Ich kaufe CDs im traditionellen Geschäfte.

Ich kaufe CDs im Kaufhäuser.



Das Geschäft



das Kaufhaus

Anexo 36



Lehrerin Clara Mendes

DEUTSCH A1

FREIZEIT

Klasse 10. 6.

9. Mai 2011 - Montag

Jetzt ist Sommer!

Egal, ob man schwitzt oder _____:

Sommer ist, was in deinem Kopf _____.

Es ist Sommer!

Ich hab das klar gemacht:

Sommer ist, wenn man trotzdem lacht.
(2x)

Ich bin _____, wenn mir irgendwer mein _____ klaut.

Ich bin _____, wenn mir einer auf die _____ haut.

Ich bin _____, wenn ein And'rer meine _____ kriegt

und am _____ mit dieser Frau auf meinem _____ liegt.

Doch sonst nehm' ich alles ziemlich _____ hin,

weil ich mental ein absoluter _____ bin:

Ich _____ einfach auf den kleinen grünen _____

und die _____ geht an in meinem _____:

Jetzt ist Sommer!

Egal, ob man schwitzt oder friert:

Sommer ist, was in deinem Kopf passiert.

Es ist Sommer!

Ab ins _____ -

der Winter hat ab sofort _____!

Es ist Sommer!

Egal, ob man schwitzt oder friert:

Sommer ist, was in deinem Kopf passiert.

Es ist Sommer!

Ich hab das klar gemacht:

Sommer ist, wenn man trotzdem lacht.

Scheiß aufs Wetter, egal ob man friert:

Sommer ist, was in deinem Kopf passiert.

Es ist Sommer!

Ab ins Gummiboot -

der _____ hat ab sofort Hausverbot!

Es ist Sommer!

Egal, ob man schwitzt oder friert:

Sommer ist, was in deinem Kopf passiert

Es ist Sommer!

Ich hab das klar gemacht:

Sommer ist, wenn man trotzdem lacht.

drücke

Fahrrad

Fresse

friert

Gummiboot

Handtuch

Hausverbot

Knopf

Kopf

locker

passiert

Pool

sauer (3x)

Sonne

Traumfrau

Winter

Zocker

Anexo 37



Lehrerin Clara Mendes

DEUTSCH A1

FREIZEIT

Klasse 10. 6.

11. Mai 2011 - Mittwoch

2.1. Zuordnungsübung: Ordnen Sie jedem Satz von der Gruppe 1 einen Satz von der Gruppe 2 zu.

GRUPPE 1		GRUPPE 2
1. Es ist vier Uhr. Und du willst nur	___	a) Jetzt hast du Zeit.
2. Die Arbeit ist vorbei,	___	b) du bist kaputt,
3. Es ist soweit,	___	c) noch eines: raus!
4. Da klingelt schon,	___	d) da kannst du doch nicht ruh'n.
5. Du kannst ins Kino, ins Theater,	___	e) und dann...
6. Du kannst Tennis spielen, schwimmen,	___	f) in die Disko gehen
7. Mit Klaus und Inge Karten spielen,	___	g) jetzt hast du endlich frei.
8. Jetzt darfst du alles tun,	___	h) das Telefon:
9. Die Freizeit,	___	i) ins Konzert mit Hans.
10. Der Wecker klingelt,	___	j) und zum Fußballspiel mit Franz.
11. um sieben Uhr gehst du,	___	k) die Freizeit ist schön.
12. Die Arbeit ruft,	___	l) du musst raus,
13. der Freizeit stress,	___	m) aus dem Haus
14. der Tag ist lang,	___	n) tut dir nicht gut,

2.2. Lückentext: Hören Sie das Lied. Ergänzen die Lücken mit den passenden Wörtern.

Freizeitstomp

Es ist vier Uhr. Und du willst nur
noch eines: raus! Du willst nach Haus.
Die Arbeit ist vorbei, jetzt hast du _____ frei.
Du willst nach Haus.

Es ist _____. Jetzt hast du _____.
Da _____ schon das _____:
„Ich _____ mit dir ...“ „ _____ du heut' mit mir ...“
Die Freizeit, die Freizeit ruft.

Du kannst ins _____, ins Theater, in die _____ gehen.
Du kannst _____, joggen und mit Freunden essen gehen.
Du kannst _____, _____ und zum _____ mit Franz.
_____ und Inge Karten spielen, ins _____ mit Hans.
Jetzt _____ alles tun, da kannst du doch nicht ruh'n.
Die Freizeit, die Freizeit ist schön.

Der _____ klingelt, du _____,
um sieben gehst du aus dem Haus.
Die _____, du bist _____,
der _____ tut dir nicht gut,
der Tag ist lang, und dann ...

Es ist vier Uhr. Und du willst nur
noch eines: raus! Du willst nach Haus.
Die Arbeit ist vorbei, jetzt hast du endlich frei.
Du willst nach Haus.

Freizeitstress

soweit
musst raus
Disko
Mit Klaus
möchte gern
Zeit
endlich
klingelt
kaputt
Konzert
darfst du
Telefon
schwimmen
willst
lesen
Kino
Fußballspiel
Arbeit ruft
Wecker
Tennis spielen

Anexo 38



Lehrerin Clara Mendes

DEUTSCH A1

FREIZEIT

Klasse 10. 6.

23. Mai 2011 - Montag

4. Jetzt sprechen Sie!

Diphthonge sind Doppelvokale. Man spricht sie zusammen.

Heute habe ich auch keine Zeit.

[ai] ein Eis Zeit Mai meist leid dabei

[ɔy] neun euch heute Häuser Kräuter teuer Leute

[aʊ] raus laut genau glaube traurig Staubsauger Kaufhaus

[ai] schreibt man fast immer _____ und manchmal _____.

[ɔy] schreibt man _____ oder _____.

[aʊ] schreibt man immer _____.

4.1. Sprechen Sie und dann hören Sie.

nein - neun Leid - laut aus - Eis raus - Reis seit - Mai auch - euch

Haus - Häuser Raum - Räume laute - Leute beide - Gebäude neu - genau

4.2. Ergänzen Sie die fehlenden Diphthonge.

- Was h____ßt „die d____tschsprachigen Länder“?

- Das w____ß ich nicht gen_____.

- Ich glaube, das sind D____tschland, Österr____ch und die Schw____z.

- Sch____mal, die ____nb____küche! Was m____nst du?

- Sch____mal, der Pr____s! Die ist ____nfach zu t____er.

4.2.1. Jetzt hören Sie, vergleichen Sie und üben Sie zu zweit.

5. Lösen Sie die Rätsel.

- Ein Junge sagt: Ich bin doppelt so alt wie mein kleiner Bruder und halb so alt wie meine große Schwester. Meine Mutter ist vierzig Jahre alt. Dann ist genau doppelt so alt wie meine große Schwester.

Wie alt sind die Kinder?

genauso wie =	doppelt so wie 2 x	halb so wie $\frac{1}{2}$ x
---------------------	--------------------------	-----------------------------------

Anexo 39



UNTERRICHTSPLAN

Thema FREIZEIT

Niveau: A1

Klasse: 10.6.

Zeit: 08:10 - 09:55

Datum: 23. Mai 2011

Lehrerin: Clara Mendes

Schüler: 16

Lernziele: am Ende der Stunde sollen die Schüler

- den Unterschied zwischen den Modalverben erkennen
- einen Hörtext verstehen und bearbeiten können
- den Lautunterschied zwischen Diphthonge erkennen
- eine korrekte mündliche Reproduktion der Sätze sagen

Zeit/ Minuten	Unterrichtsschritte	U-Formen	Medien
10' 08:10 08:20	Lückentext mit Modalverben Korrektur wird mündlich gemacht.	Einzelarbeit	Arbeitsblatt - Übung 1
20' 08:20 08:40	Erstes Hören: Dialog „Ihr Kollege möchte mit Ihnen essen gehen. Sie möchten aber nicht“. Rollenspiel: S. spielen einen ähnlichen Dialog.	Plenum	Radio/ CD Arbeitsblatt - Übung 2
10' 08:40 08:50	S. ergänzen die Tabelle und ordnen die Modalverben der Bedeutung zu. Ergebnisse werden im Plenum vorgetragen.	Einzelarbeit	Arbeitsblatt - Übung 3
20' 08:50 09:10	S. hören und wiederholen Diphthonge. *(2:50'). S. ergänzen die Regel. Korrektur wird mündlich gemacht.	Partnerarbeit	Radio/ CD Arbeitsblatt - Übung 4
20' 09:10 09:30	Schüler hören unterschiedliche Wörter mit ähnlichem Klang und sprechen nach. *(1:30')	Einzelarbeit	Arbeitsblatt - Übung 4.1.
15' 09:30 09:45	S. ergänzen die fehlenden Diphthonge.* (1:30') S. hören, vergleichen und üben zu zweit.	Partnerarbeit	Arbeitsblatt - Übungen 4.2. bis 4.2.1.
10' 09:45 09:55	S. lösen das Rätsel.	Gruppenarbeit	Arbeitsblatt - Übung 5.

*CD zum Arbeitsbuch aus Alke, I. *et al* (2005). *Tangram Aktuell 1* - Niveau A1/1., Deutschland: Max Hueber Verlag.

Anexo 40



Lehrerin Clara Mendes

DEUTSCH A1

FREIZEIT

Klasse 10. 6.

23. Mai 2011 - Montag

1. Ergänzen Sie.

wollen ◇ muss ◇ kann (3x) ◇ soll ◇ können ◇ will ◇ Kannst

- „Hallo, Claudia!“
- „Hallo, Martina! Kerstin und ich wollen heute Abend ins Kino gehen. Kommst du mit?“
- „Oh, tut mir Leid, da _____ (1) ich nicht. Ich _____ (2) für die Deutscharbeit morgen lernen. Aber am Wochenende _____ (3) ich.“
- „Kerstin _____ (4) aber unbedingt heute ins Kino gehen. Wir _____ (5) ja am Wochenende in ein Konzert gehen.“
- „Gute Idee! _____ (6) du Tickets besorgen oder _____ (7) ich Karten kaufen?“
- „Kein Problem, ich habe Zeit. Ich _____ (8) morgen in die Stadt gehen und sie besorgen.“

2. Hören und antworten Sie.

Ihr Kollege möchte mit Ihnen essen gehen. Sie möchten aber nicht.

Beispiele:




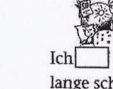


- „Ich möchte gern mal mit Ihnen essen gehen. Sagen Sie, was machen Sie denn heute Abend?“
- „Vielen Dank, aber ich kann heute nicht. Ich muss meine Schwester vom Flughafen abholen.“
- „Und morgen Abend?“
- „Tut mir Leid, da kann ich auch nicht. Da muss ich Spanisch lernen.“
- „Und am Mittwoch?“

Jetzt antworten Sie:

am Mittwoch: einkaufen gehen	am Samstag: einer Freundin beim Umzug helfen
am Donnerstag: Geschäftskollegen aus Köln die Stadt zeigen	am Sonntag: mal ausruhen
am Freitag: die Wohnung aufräumen	nächste Woche: meine Mutter im Krankenhaus besuchen

3. Ergänzen Sie die Tabelle und ordnen Sie die Modalverben den Bedeutungen zu.

	können	müssen	wollen	sollen	dürfen
ich			<i>will</i>		
du		<i>musst</i>		<i>sollst</i>	
er/ sie/ es, man		<i>muss</i>	<i>will</i>		<i>darf</i>
wir					<i>dürfen</i>
ihr		<i>müsst</i>			<i>dürft</i>
sie	<i>können</i>		<i>wollen</i>	<i>sollen</i>	
Sie					

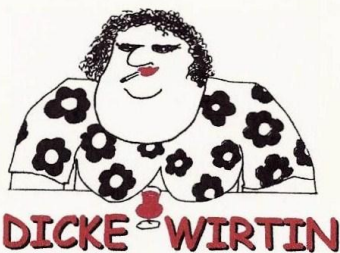
Notwendigkeit  Ich <input type="checkbox"/> mehr schlafen.	Angebot/ Vorschlag  Ich <input type="checkbox"/> schlafen.	starker Wunsch/ Wille  Ich <input type="checkbox"/> schlafen.	Erlaubnis und Verbot  Ich <input type="checkbox"/> heute lange schlafen.  Ich <input type="checkbox"/> heute nicht lange schlafen.	Möglichkeit  Ich <input type="checkbox"/> schlafen oder fernsehen.
---	--	---	---	--



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ein Jubiläum...?*

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1 mit Konservierungsstoff 2 Koffeinhaltig 3 mit Antioxidationsmittel
5 mit Farbstoff 7 Chininhaltig 8 enthält Phenylalaninquelle 5 mit Farbstoff



©proGRAMSTATION 8.10



Obstbrände und Liköre
aus unserer Hausbrennerei
~ In-house brandies & liqueurs ~

Historie
History

Seit vielen Jahrzehnten halten wir diese typisch Berliner Kneipe auf Erfolgskurs und betreiben sie im Sinne der dicken Wirtin Anna Stanscheck. Diese imposante Frau war bekannt für ihr großes Herz, ihre Eintöpfe und ihre Liebe zu den Studenten der nahen Kunsthochschule, ihre herbe Sympathie für Künstler, Autoren, Schauspieler und die restlichen Skurrilen. Dementsprechend gemischt und interessant war stets das Publikum, das sich hier bewirten ließ.

Durch turbulente Zeiten ist die Stadt in den letzten Jahrzehnten gegangen und auch die **DICKE WIRTIN**. Aber jeder Turbulenz wurde hier mit großer Gelassenheit und gut gezapftem Bier begegnet. Die immer wiederkehrenden Gäste, das Angebot, der gute Ruf weit über die Grenzen unserer Republik hinaus hat die **DICKE WIRTIN** bleiben lassen was sie immer war und auch bleiben wird.

Herzlich Willkommen !

Located on Savignyplatz in Charlottenburg, the **DICKE WIRTIN** (Fat Landlady) has been a Berlin institution for decades and a student stronghold since the heady days of the 1960's demonstrations.

The clientele is a raw mix of students (the Technical University is just around the corner) and locals who come here to dig into hearty portions of traditional german grub. The menu has become more international - a selection of german homemade dishes. Nine beers on tap !

Welcome !

BRÄNDE
Brandies

- Marille
Apricot
- Quitte
Quince
- Zwetschge
Plum
- Haselnuss
Hazelnut
- Obstler
Fruit brandy
- Schlehe
Sloes
- Mirabelle
Yellow plum
- Sauerkirsche
Sour cherry
- Himbeere
Raspberry
- Ingwer
Ginger
- Williamsbirne
Pear
- Willi & Honig
Pear & honey
je 2cl
3,30 €

Edelbrände

- Holunder
Elderberry
- Vogelbeere
Rowanberry
je 2 cl
4,00 €

LIKÖRE
Liqueurs

- Erdgeist
Cordial
- Espressolikör
Espressoliqueur
- Haselnuss
Hazelnut
- Holunder
Elderberry
- Kräuter
Herbs
- Quitte
Quince
- Vanille-Sahne
Vanilla-cream
- Zimt
Cinnamon
- Bierlikör
Beer-liqueur
- Granatapfel
Pomegranate
- Himbeere
Raspberry
- Ingwer
Ginger
- Marille
Apricot
- Schlehe
Sloes
- Walnuss
Walnut
- je 2 cl
2,50 €



Die Geschenkidee !
Brände und Liköre in der 0,35 l-Flasche
mit **DICKE WIRTIN** -Etikett
Liköre 18.- € Brände 24.- € Edelbrände 27.- €

Anexo 41

Spirituosen

Spirits

	2 cl	
Korn		2,00 €
Deutscher Wodka <i>german</i>		2,00 €
Russischer Wodka <i>russian</i>		2,50 €

Linie Aquavit		2,70 €
Jubiläums-Aquavit		2,70 €
Malteser Aquavit		2,50 €
Grappa		3,00 €
Persico		2,40 €
Apfelkorn		2,00 €
Tequila		2,70 €

Kräuter

Herbal schnapps

Fernet Branca / Menta	2 cl	2,50 €
Jägermeister	2 cl	2,50 €
Ratzeputz	2 cl	2,90 €
Ouzo	2 cl	2,30 €
Ramazotti	4 cl	4,50 €
Averna	4 cl	4,50 €

Liköre

Liquors

Amaretto	2 cl	2,50 €
Cointreau	2 cl	2,80 €
Southern Comfort ⁽⁵⁾	2 cl	3,00 €
Baileys	2 cl	2,50 €
Sambuca	2 cl	2,50 €

Aperitifs

Port	5 cl	3,40 €
Sherry dry/medium/cream	5 cl	3,40 €
Martini bianco/rosso/dry	5 cl	3,40 €
Pernod ⁸	2 cl	3,00 €

Vorab & Zwischendurch

... in between

Eintöpfe

Hotpots		
Gulaschsuppe		3,80 €
Goulashsoup		
Berliner Kartoffelsuppe		3,80 €
mit Wursteinlage		
Potato soup, Berlin style		
Eintopf der Woche		3,50 €
Hotpot of the week		

Kleinigkeiten

Snacks

Hausgemachte Boulette		2,60 €
Homemade meatball		
Riesen-Bockwurst		2,90 €
Large „Frankfurter“		
Paar Knacker		3,50 €
Thick, short variant of a		
„Knackwurst“		

Stulle mit Schmalz & Gurke		2,60 €
Sandwich with lard & cucumber		

Salate

Salads

Kleiner gemischter Salat		3,90 €
Small mixed salad		
Gemischter Salat mit Feta		7,60 €
Mixed salad with feta		
Kartoffelsalat mit Essig & Öl		3,30 €
Potato salad with vinegar & oil		

Dressings:

- Orangen-Senf vinaigrette oder Essig-Öl
- Orange-mustard-vinaigrette or vinegar & oil



Anexo 41

Berliner Spezialitäten

Gerichte mit Geschichte <i>Berlin specials</i>	
Bratkartoffeln mit Spiegeleiern und Gurke	5,50 €
<i>Fried potatoes with eggs sunny side up & cucumber</i>	
Currywurst mit Kartoffelsalat	5,80 €
<i>Curried sausage with potato-salad</i>	
Sülze mit Remoulade und Bratkartoffeln	6,90 €
<i>Jellied meat with fried potatoes & remoulade</i>	
Königsberger Klopse mit Rote Bete und Salzkartoffeln	7,90 €
<i>Meatballs in a white sauce with capers, beetroot & boiled potatoes</i>	
~ Berliner Bollenfleisch ~	
Lammragout mit viel Zwiebeln, Dill, dazu Stampfkartoffeln	9,50 €
<i>Lamb stew with onions, dill and mashed potatoes</i>	
Leber ~ Berliner Art ~ mit Röstzwiebeln, Äpfeln und Stampfkartoffeln	8,90 €
<i>Liver „berlin style“ with roasted onions, apple & mashed potatoes</i>	
Kreuzberger Schweinebraten mit Rotkohl & Semmelknödel	9,50 €
<i>Roast pork with red cabbage & bread dumpling</i>	
Charlottenburger Zwiebelrostbraten mit Bratkartoffeln & Salat	12,90 €
<i>Onion beef roast with fried potatoes & salad</i>	
Schöneberger Rinderroulade mit Rotkohl & Salzkartoffeln	11,50 €
<i>Beef roulade (beef olive) with red cabbage & boiled potatoes</i>	
Schnitzel ~ DICKE WIRTIN ~	
Paniertes Schweineschnitzel, warmer Kartoffelsalat und Gurkensalat	10,90 €
<i>Pork cutlet, warm potato salad, cucumber salad</i>	

Limo & Sprudel

<i>Soft drinks</i>	
Cola ^{2:5}	0,3 l 2,70 €
Cola light ^{2:5:8}	0,25 l 2,50 €
Orange ^{1:3:5}	0,3 l 2,70 €
Zitrone ^{1:3}	0,3 l 2,70 €
<i>Lemon</i>	
Apfelschorle	0,3 l 2,70 €
Fassbrause ⁵	0,3 l 2,70 €
<i>Apple-flavored lemonade</i>	0,3 l 2,70 €
Tafelwasser	0,3 l 2,70 €
<i>Sparkling water</i>	
GEROLSTEINER still	0,25 l 2,50 €
<i>Still mineral water</i>	
GEROLSTEINER still 	0,7 l 4,90 €
<i>Still mineral water</i>	
GEROLSTEINER Sprudel	0,7 l 4,90 €
<i>Mineral water with gas</i>	
Tonic ^{3:4:7}	0,2 l 2,30 €
Bitter Lemon ^{3:7}	0,2 l 2,30 €
Ginger Ale	0,2 l 2,30 €
Malztrunk	0,33 l 2,50 €

Fruchtsäfte

<i>Fruit juice</i>	
Apfel naturtrüb <i>Apple unfiltered</i>	0,2 l 2,00 €
Orange <i>Orange</i>	0,2 l 2,00 €
Banane <i>Banana</i>	0,2 l 2,00 €
Kirsche <i>Cherry</i>	0,2 l 2,00 €
Tomate <i>Tomato</i>	0,2 l 2,50 €

Warmes

<i>Coffee & tea</i>	
Pott Kaffee	2,10 €
<i>Coffee mug</i>	
Tasse Kaffee	1,60 €
<i>Cup of Coffee</i>	
Espresso	1,60 €
Milchkaffee	2,70 €
<i>White coffee</i>	
Cappuccino	2,00 €
Latte Macchiato	2,80 €
Kakao mit Sahne	2,50 €
<i>Cocoa with cream</i>	
Tee - verschiedene Sorten	1,60 €
<i>Different varieties of tea</i>	
Grog mit 4 cl POTT-Rum	4,00 €
Irish Coffee	5,50 €

Anexo 41

Longdrinks (4 cl Alc.)			
Ballantines Cola ^{2;5}	5,50 €		
Campari Orange ⁵	5,50 €		
Canadian Club Cola ^{2;5}	6,50 €		
Chivas Regal Cola ^{2;5}	7,50 €		
Cuba libre Havana Club ^{2;5}	5,50 €		
Dimple Cola ^{2;5}	7,50 €		
Gin Tonic	5,50 €		
Jack Daniels Cola ^{2;5}	7,50 €		
Jim Beam Cola ⁵	5,50 €		
Johnny Walker Cola ^{2;5}	5,50 €		
Southern Comfort Ginger ale ⁵	6,50 €		
Tullamore Dew Cola ^{2;5}	6,50 €		
Weinbrand Cola ^{3;5;7}	5,50 €		
Wodka Lemon	5,50 €		
Whisky & Whiskey	2 cl		
Ballantines ⁵	2,50 €		
Canadian Club ⁵	3,20 €		
Chivas Regal 12 years ⁵	3,50 €		
Dimple 12 years ⁵	3,50 €		
Glenfiddich 12 years ⁵	3,50 €		
Oban	4,00 €		
Jack Daniels ⁵	3,50 €		
Jim Beam ⁵	2,50 €		
Johnny Walker Red ⁵	2,50 €		
Tullamore Dew ⁵	3,20 €		
Brandy, Cognac & Rum	2 cl		
103 er	2,80 €		
Asbach Uralt	2,50 €		
Bacardi	2,50 €		
Havana Club 3 anos ⁵	2,50 €		
Hennessy	4,00 €		
HINE Vintage Cognac	6,00 €		
Myer's Rum	2,50 €		
Osborne Veterano ⁵	2,80 €		
Remy Martin	4,00 €		
Vecchia Romagna ⁵	2,90 €		
		Aus Spree, Havel und Meer	
		<i>Seafood</i>	
		Matjes „Hausfrauen Art“ mit Bratkartoffeln	6,90 €
		<i>Salted herring in a cream sauce with onions and cucumber, fried potatoes</i>	
		2 Bratheringe mit Zwiebeln & Bratkartoffeln	7,90 €
		<i>Two fried herrings with onions fried potatoes</i>	
		Havelzander unter Kartoffelkruste an Meerrettichschaum, Salzkartoffeln, Gurkensalat	12,90 €
		<i>Zander with potato crust, horseradish, potatoes & cucumber salad</i>	
		Vegetarisch	
		<i>Vegetarian</i>	
		Gebackener Fetakäse auf Paprika-Tomatengemüse	7,20 €
		<i>Baked feta-cheese with peppers- tomatoes-vegetables</i>	
		Schlorrendorfer Käsespätzle mit Zwiebeln und Salat	7,60 €
		<i>Thimble dumplings made with Cheese & onions, salad</i>	
		Backkartoffel mit Kräuterquark	4,60 €
		<i>Baked potato with herbed quark</i>	
		Süßes	
		<i>Sweet</i>	
		Rote Grütze mit Vanillesauce	3,50 €
		<i>Red fruit jelly with vanilla-sauce</i>	
		Warmer Apfelstrudel	3,80 €
		<i>Warm apple strudel</i>	
		Gefüllter Windbeutel mit Rote Grütze, Sahne	4,10 €
		<i>Cream puff with red-fruit jelly</i>	

Anexo 41

Bier vom Faß					
<i>Draft beer</i>					
	0,2 l	1,60 €			
	0,4 l	2,90 €			
	0,2 l	1,60 €			
	0,4 l	3,10 €			
FLENSBURGER PILSENER	0,2 l	1,60 €			
	0,4 l	3,10 €			
	0,2 l	1,60 €			
	0,4 l	3,10 €			
	0,3 l	2,30 €			
SCHNEIDER WEISSE	0,5 l	3,40 €			
GUINNESS	0,2 l	1,90 €			
	0,4 l	3,60 €			
	Schwarzbier	0,3 l	2,70 €		
		0,4 l	3,30 €		
Flaschenbier					
<i>Bottled beer</i>					
SCHNEIDER WEISSE					
Hefe hell	0,5 l	3,20 €			
Kristallweizen	0,5 l	3,20 €			
Weizenbock	0,5 l	4,50 €			
Hefeweizen alkoholfrei	0,5 l	3,20 €			
Berliner Weisse	0,33 l	2,70 €			
rot oder grün ⁵					
<i>Lager with a shot of raspberry or woodruff syrup</i>					
FLENSBURGER PILSENER	0,33 l	2,50 €			
Alkoholfrei					
Snacks					
Nüsse / Nuts		1,50 €			
Flips / Corn peanuts		1,00 €			
Chips / Crisps		1,00 €			
1 Paar Pfefferbeisser		2,00 €			
2 Sausages („Knackwurst“ type)					
Weißwein <i>White wine</i>	0,2 l				
Soave classico		3,20 €			
Grüner Veltliner		3,90 €			
Riesling trocken		3,90 €			
Chardonnay		3,90 €			
Rotwein <i>Red wine</i>	0,2 l				
Merlot		3,90 €			
Dornfelder		3,90 €			
Zweigelt		3,90 €			
Rosé		3,90 €			
Flaschenweine <i>bottled wine</i>	0,75 l				
 weiß / white					
<i>Weingut Reichsgraf v. Kesselstatt</i>					
Riesling Sommerpalais 2009		27,50 €			
<i>knackig, frisch, Duft von Pfirsich</i>					
<i>Badischer Winzerkeller, Breisach</i>					
Grauer Burgunder, trocken, QbA		24,00 €			
<i>milde Säure, Duft von Walnuss</i>					
<i>Weingut Hans Lang, Hattenheim</i>					
Riesling, trocken, QbA		22,50 €			
<i>stoffig, kräftig, Zitrusaroma</i>					
<i>Loire -Sancerre-Poilly-Fume</i>					
<i>de Neuville, Saumur</i>					
Chardonnay, Vin de pays		19,50 €			
<i>frisch, fruchtig, rund</i>					
Sauvignon blanc, Vin de Pays		22,00 €			
<i>ausgeglichen, abgerundet</i>					
 rot / red	0,75 l				
<i>Kapellener Kloster Liebfrauenberg, Pfalz</i>					
Dornfelder, trocken		19,50 €			
<i>rubinrot, vollmundig, samtig, intensiv</i>					
<i>Weingut Kruger-Rumpf, Nahe</i>					
Spätburgunder, QbA, trocken		26,50 €			
<i>anregende Frucht, sehr nachhaltig</i>					
Sekt & Champagner					
<i>Sparkling wine & Champagne</i>					
Prosecco Piccolo	0,2 l	4,50 €			
Sekt Hausmarke Piccolo	0,2 l	4,50 €			
Sekt Hausmarke	0,75 l	17,50 €			
<i>Sparkling wine (own label)</i>					
Champagner Hausmarke	0,75 l	65,00 €			

Anexo 42



Lehrerin Clara Mendes

DEUTSCH A1
GESCHÄFTE
Klasse 10. 6.

10. Dezember 2010 - Freitag

4. Hören Sie den Dialog.

IM KAUFHAUS 2



Montag morgen:



Sabine: „Am besten nehmen wir die Straßenbahn. Es ist immer schwer, einen Parkplatz zu finden.“

Kim: „Oh toll! Ich bin noch nie mit der Straßenbahn gefahren!“

Sabine: „Was willst du denn kaufen?“

Kim: „Ich muss meinem kleinen Bruder ein deutsches T-Shirt kaufen. Es soll typisch deutsch sein!“

Sabine: „Na, wir werden schon etwas finden. So, hier ist unsere Haltestelle und direkt gegenüber ist das Kaufhaus Hertie.“

Kim: „Wow! Das ist ja schon fast ein Wolkenkratzer! Wieviele Stockwerke hat das Gebäude denn?“

Sabine: „Es hat sieben Etagen. Wohin willst du denn zuerst?“

Kim: „Wo ist denn die Kinderkleidungsabteilung? Ich sehe nur „DAMENMODE“ und „HERRENMODE“.“

Sabine: „Kindermode gibt es, glaube ich, im ersten Untergeschoss.“

Kim: „Hier ist eine Rolltreppe. Können wir die nehmen?“

Sabine: „Ja sicher. Schau mal, es gibt T-shirts im Ausverkauf! Da haben wir ja Glück!“

Kim: „Hier ist eins mit dem *Brandenburger Tor darauf! Ist das nicht super?“

Sabine: „Hm. Wie wär's mit diesem? Da ist die ganze Landkarte von Deutschland drauf!“

Kim: „Die sind ja ziemlich teuer, aber ich nehme beide. In Chicago gibt es so was sicher nicht.“

Sabine: „Das stimmt. Ich muss mir auch noch ein Paar Jeans kaufen. Da fahren wir mit dem Aufzug in den ersten Stock.“

Kim: „Und danach in den siebten Stock, wo das Restaurant ist! Ich habe nämlich schon wieder Hunger. Einkaufen macht hungrig.“



*O Portão de Brandemburgo ou Porta de Brandemburgo (em alemão: "Brandenburger Tor") é um tipo de arco do triunfo, símbolo da cidade de Berlim, capital e maior cidade da Alemanha.

4.2. Beantworten Sie die Fragen.

- 1) Wie fahren Sabine und Kim zum Kaufhaus? _____
- 2) Was will Kim kaufen, und für wen? _____
- 3) Was will Sabine sich kaufen? _____
- 4) Macht Einkaufen hungrig? _____

Anexo 42



Lehrerin Clara Mendes

DEUTSCH A1

GESCHÄFTE

Klasse 10. 6.

10. Dezember 2010 - Freitag



5. Wir möchten auch einkaufen gehen, in Berlin! Also, lasst uns *fliegen* nach Berlin mit diesem Video. Das Lied "Berlin, du bist so wunderbar" ist aus Kaiserbase, ein Techo/ Indie Musikgruppe.





5.1. Was ist Ihre Meinung über Berlin? Kreuzen Sie an.

- | | | | |
|-------------------------------------|----------------------------------|-----------------------------------|---------------------------------|
| <input type="checkbox"/> spannend | <input type="checkbox"/> traurig | <input type="checkbox"/> schön | <input type="checkbox"/> modern |
| <input type="checkbox"/> romantisch | <input type="checkbox"/> ruhig | <input type="checkbox"/> hässlich | <input type="checkbox"/> alt |

5.2. Gruppenarbeit (Rollenspiel) Was möchten Sie kaufen? Lesen Sie noch einmal der Dialog „Sabine kauft ein“ - Blatt 1, Übung 1.. Spielen Sie einen ähnlichen Dialog!

Gruppe 1	Name	Name	
	Verkäufer (in) _____	Käufer (in): _____	ein großes Brot 
	Verkäufer (in) _____	Käufer (in): _____	zwei Brötchen 

Gruppe 2	Name	Name	
	Verkäufer (in) _____	Käufer (in): _____	die Jeans 
	Verkäufer (in) _____	Käufer (in): _____	das Kleid 




Anexo 42






Lehrerin Clara Mendes

DEUTSCH A1
GESCHÄFTE
Klasse 10. 6.

10. Dezember 2010 - Freitag

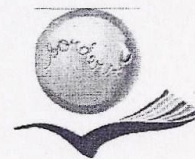
Gruppe 3	Name	Name	
der Souvenirladen 	Verkäufer (in) _____	Käufer (in): _____	der Krug 
	Verkäufer (in) _____	Käufer (in): _____	der Aufkleber 

Gruppe 3	Name	Name	
der Süßwarenladen 	Verkäufer (in) _____	Käufer (in): _____	Gummibärchen 
	Verkäufer (in) _____	Käufer (in): _____	die Schokolade 

Anexo 43



PROJECTO COMENIUS "BORDERS"
2009-2011



Guião de Debate – Workshop Final

22/10/2010

ObjectivoS da entrevista:

- Recolher testemunhos dos alunos portugueses e das escolas parceiras, sobre a experiência Comenius "Borders" e na nossa escola durante esta semana;
- Promover a reflexão e o debate sobre o projecto Comenius, nomeadamente a pertinência do tema "Borders".
- Registrar em suporte vídeo os testemunhos dos alunos, com vista a um produto final videográfico do projecto e da ESFMP, para memória futura.

Metodologia sugerida:

- Os professores presentes moderam a discussão e a ordem das intervenções.
- **1ª Fase:** Grupo plenário; intervenções espontâneas e voluntárias dos presentes. Caso tal não aconteça espontaneamente, tentar obter intervenções de todas as nacionalidades presentes, dirigindo as questões a alunos específicos.
- **2ª Fase:** Entrevistar pelo menos um aluno de cada escola ou dinamizar a entrevista inter pares.

QUESTÕES DE PARTIDA:

As questões devem ser usadas como ponto de partida para o registo de testemunhos de todos os alunos, portugueses e estrangeiros. Delas podem surgir outras, tão ou mais válidas, que se pretendem enriquecedoras para todos os participantes.

1ª FASE - PLENÁRIO

Considerando a tua experiência ao longo desta semana:

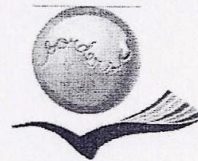
1. O que há de comum entre os jovens dos cinco países do projecto "Borders"?
2. Em que aspectos mudou a tua opinião sobre os jovens oriundos dos países aqui presentes? (aspectos positivos e negativos)
3. Que barreiras foram derrubadas neste encontro em Almada?
4. O que seria diferente na Europa, se os alunos presentes nesta sala pudessem mudar alguma coisa? (O que mudavam e porquê?)
5. Qual a importância dos projectos Comenius como o Borders para a tua escola e para o futuro da Europa?

...

Anexo 43



PROJECTO COMENIUS "BORDERS"
2009-2011



2ª FASE – INDIVIDUAL

1. Quais foram as tuas primeiras impressões de Portugal? / dos colegas estrangeiros (esta para os alunos da ESFMP)
2. Identifica algumas diferenças entre a tua escola e a ESFMP, no que respeita ao espaço, às aulas e às pessoas;
3. Opinião sobre a comida portuguesa (reportar-se à cantina e à casa das famílias anfitriãs)
4. Como descreves o acolhimento da família que te recebeu?
5. O que aprendeste em português?
