

3.12.2010 ⁽¹⁾


2^e expression de la Comparaison

Observação: Tipos de Interação

Actividade	Procedimento	Professor				Aluno				Observações
		P:		R:		P:		R:		
		L1	L2	L1	L2	L1	L2	L1	L2	
Abertura	Aluna vem ao quadro escrever									
	o número da lição e data									
Sumário	Prof. escreve no quadro									
Prof. pergunta se sabem o que é que significa										Ninguém responde
Prof. explica				X						
Prof. escreve respostas no quadro com exemplos						X				
Prof. pede a aluna um exemplo									X	Aluna aplica a resposta
Prof. dá a alunos para fazerem exercício do livro					X					
livro										
Prof. percorre a sala verificando se alunos fazem exercício										

— cont —>

Observação: Tipos de Interação

Actividade	Procedimento	Professor				Aluno				Observações
		P:		R:		P:		R:		
		L1	L2	L1	L2	L1	L2	L1	L2	
Prof. chameia alunos para fazerem a atividade no quadro		X								
Prof. ^a manda-os arrumar a sala.			X							Toca
										

40C

Observação: uma aula

Compreensão das ordens da Prof.

Procedimento	Professor				Aluno				Observações
	P:		R:		P:		R:		
	L1	L2	L1	L2	L1	L2	L1	L2	
Abertura da sala de aula									
Prof. solicita aluno/pl escrever data e no de lição		X							Aluno entende
Prof. pergunta como começa o concurso		X							Aluno hesita
Prof. repete		X					X		Prof. repete
Prof. solicita resp. em inglês		X						X	
Prof. diz que está na hora de trabalhar		X							Alunos não reagem
Prof. solicita abertura livro		X					X		Alunos abrem
Prof. solicita a aluno que leia (1)		X					X ₂		"Quem? Eu?" (2) "yes, yes" (3)
Aluno pergunta significado de vocabulário		X						X	Prof. responde a aluno Prof. fala para a turma
Prof. solicita que façam exercícios de compreensão do manual		X							Alunos fazem exercícios
							X		Há um aluno q. diz a outro q. que pl. foge
Prof. pergunta quem quercessir oralmente.		X						X	"Eu" "le" diz a prof.
Prof. volta a fazer a mesma pergunta.		X						X	Alunos q. fazem resp. dizem "Ho"

=> Os alunos entendem perfeitamente os comandos de sala. Têm dificuldade em expressar-se em L2. Timidez?

Sempre que podem falar e reagem em L1.
Nota:
Dependendo do aluno a prof. responde adequada/
(Ins: se bom / PT se c/ dificuldade)

Prof. insiste na utilização do L2 na sala
variando as respostas dos alunos entre L1
e L2. No final ^{da aula} nota-se que os alunos
já começam a responder à prof em inglês.

para que todos não deixem de ouvir (a ②
prof. sabe que quem está por trás do
aluno pode não ter ouvido (R: da prof.)).

• É interessante notar que a prof. escolhe as
perguntas para cada aluno que sejam adequadas
ao perfil deste. Ao aluno que pratica esporte
~~o exemplo~~ o exemplo que lhe é solicitado está
relacionado com esporte.


• Há um aluno a quem a prof. faz sempre a
pergunta em português, sendo ele quase sempre
o primeiro a quem a prof. faz perguntas. (A técnica
adotada deve a vez com o fato de ele dar muitas
dificuldades a inglês: factor contextualização, motivação
= R: prof.). A prof. ^{mais tarde} volta a fazer perguntas
a este aluno que já produz a resposta em
inglês. Prof. dá elogio positivo.

B. A prof. altera o padrão de processo. Começa
a entrar pela fila do meio e depois caminha
de um lado para o outro enquanto faz com eles
um exercício de gramática. Ela tem de
continuar a ser o centro da atenção deles (à frente),
(de um lado para outro e na fila do meio = apropri-
maço = espaço para a participação deles).

A prof. nunca chega ao fim da sala. Desta
maneira os alunos não perdem o contacto visual
com ~~os~~ a prof., concentram-se no quadro, nas
tábuas, para além de que a prof. está mais próxima
do quadro para poder intervir.

6. Se a táb. é à frente e ainda uma maneira de verificar se eles estão a fazer os exercícios.

4. Nesta fase de produção no W.B. que os alunos fazem sózinhos, o padrão altera-se. A prof. caminha em M e vai alterando o percurso sempre que é chamada para tirar dúvidas. A determinado altura, o padrão M é destruído por completo.

5. A correção dos exercícios é feita à frente, num movimento de um lado para o outro (utilização do quadro) ~~em~~ sentido do quadro 

6. No final da aula, o percurso da prof. é aleatório. A prof. suadeia para esta altura em que os alunos passam a correção no caderno, para tirar dúvidas.

Conclusão: Eu precisaria dizer que cada vez que se dá a aula acontece por acaso. Cada actividade ~~da aula~~ de aula tem um padrão de percurso próprio, quando se está verdadeiramente interessado ~~em~~ que todos os alunos atingam os objectivos propostos. Este padrão ~~tem-se a~~ (relativo à atitude da prof.) ~~consegue~~ leva-me a concluir que esta paragem com a prof. que está verdadeiramente interessada em entrar no espaço dos alunos, captar a sua atenção e distribuir ^{a sua atenção} por todos eles. Todos impoem: o que está atrás, à frente, o que sabe mais e o que

sabe menos

TÉCNICAS DA IRONIA : FUNCIONA INFERIR

9º Ano

Consolidação da Roteira dada
 Paused conjunction

12.10.2010

Observação: uma aula

Horas	Actividade	Procedimento	Professor				Aluno				Observações	
			P:		R:		P:		R:			
			L1	L2	L1	L2	L1	L2	L1	L2		
	Rotinas de abertura de aula	Aluno abre a lição Prof. escreve sumário										
	Lead-in	Prof. inicia uma conversa sobre em 2º período nada com os alunos onde aplica as regras		X				X				Alunos respondem todos em 21
	Se posição	Prof. escreve no quadro e utiliza as frases na conversa com eles	X									
	Prof. pede aos alunos para aplicarem as regras individual/e		X						X			
	Alunos discutem as regras entre eles					X	X	X	X			
	Realização de exercícios											
	Prof. destaca-se pela sala auxiliando os alunos na realização dos exercícios			X		X						
	No final a prof. faz todas as dúvidas dos alunos surge a matéria no quadro											

Inibição: T -> Ss
 1º período Inglês
 2º período Inglês

Ss - T
 Português Inglês

Ss - Ss
 Português¹
 Português/Inglês

No princípio os alunos estão muito conversando
obras ~~com a professora e com os colegas~~
enfanto a profa. estava no quadro:
~~com os alunos~~. Ao verem os regras
aplicados a eles o interesse vai aumentando

Nota: o quadro é muito utilizado pela
profa devido a) limitação de cópias; e)
A profa utiliza mltas frases improvisadas
(relacionadas com os alunos). É nesta
altura que os alunos aproveitaram para
conversar com:

na altura de entenderem os regras e
aplicarem nos frases ficaram muito
atentos.

Incidente: Um aluno estava muito excitado.
Prof. pergunta-lhe se está a dar uma
festa sem lá-la convidado 😊. Ele pede
logo desculpa. Prof. diz-lhe q para
a próxima da faz a festa e q n é convidado.
O aluno acalma.



TRAINEE PRESENTATION

Class: 9th		Level: 3		Date: 06 / 10 / 2010		Time in minutes: 20		Trainee: Natacha Sequeira	
Topic	Functions	Activities	Material	Type of Task	Interaction	Procedure	Timing	Evaluation	
(Greetings)	Talking about ourselves: name, age, favourite hobbies, food, family, pets	Listening	Oral presentation (appendix 1)	Lead-in	T- ss	T. tells the students the purpose of her being there	2'	Direct observation of students' performance in ongoing activities - controlled written exercises	
Personal Identification		Answering questions about personal identification	Worksheet 1			Ss read questions(handout) and answer them	4'		
Personal Identification	matching	Worksheet 2				Ss do a matching exercise	10'		

Notes:

1. Personal Objectives: Get to know students and their level of English
2. Matching exercise was deliberately done at the end to ensure students retained the information I had previously given them.
3. Students showed some difficulties in the use of the personal pronouns and verb tenses.
4. They were quite curious and retained the trainee personal information
5. Students were shy, but very welcoming and offered big smiles. Interaction was not an issue at this stage.

Trainer comments: Not much interaction

Daliila Sequeira

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TRAINEE PRESENTATION (appendix 1)

1. “Hello!

My name is Natacha and I’m here to learn to be a teacher. Your teacher Fernanda is helping me and teaching me to be an English teacher. Now, let me tell you a little bit about myself: I’m 35 years old. I have two children: Nádia who is 9 years old and Ivan who is 12. I also have a dog called Ruska and a cat called Boneca. I live in Sintra and I’m attending classes in the Faculdade de Ciências Sociais e Humanas to become a teacher. I like reading, swimming and travelling, and my favorite food is chicken at KFC.

I would like to know you so I’m going to call your names and draw a map of the classroom. Just raise your arms when I call your name.

2. Now, I’m going to give you a worksheet that I hope you fill in so I’ll really get to know you.”

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(worksheet 1)

Tell me about yourself ☺

Q: What is your name?

A: _____

Q: How old are you?

A: _____

Q: Where do you live?

A: _____

Q: Have you got any brothers or sisters? How old are they?

A: _____

Q: Have you got any pets?

A: _____

Q: What is your favourite pastime?

A: _____

Q: Do you practice any sports?

A: _____

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Q: What is your favourite school subject?

A: _____

Q: Which school subject you don't like so much?

A: _____

Q: What is your favourite food?

A: _____

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(worksheet 2)

2. Matching:

- | | |
|------------------------------------|--------------------------------------|
| 1. My name is Natacha and I'm here | A. chicken at KFC |
| 2. I want to be... | B. Nádia and Ivan |
| 3. My children's names are | C. to learn to be a teacher. |
| 4. My dog's name is | D. Ruska |
| 5. My cat's name is | E. Sintra |
| 6. I live in | F. reading, swimming, and travelling |
| 7. I like | G. an English teacher |
| 8. My favourite food is | H. Boneca |

Thanks!



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Lesson planning

Unit : 2		Theme : Food				
Summary: Unit 3 (cont.): Acquiring and consolidating food vocabulary through a group game; Revision of indefinite articles and noun definition; <i>some</i> and <i>any</i> revision.						
Lesson 2 (...) ¹						Time: 90 minutes
Aims	Subsidiary Ais	Procedures	Interacion Pattern	Skills	Aids	Timing
	to revise indefinite articles and noun definition	Lead-in: T. Takes something out of her bag and asks: <i>What do I have here?</i> Aiming the answers " <i>a banana</i> " and " <i>an Apple</i> ". T. writes <i>I have a banana</i> e <i>I have an apple</i> , on the board and explains the rule.	T → Ss Ss → T	speaking	Apple Banana Board	4
		Ss make <i>gap-filling and matching</i> exercises	Individual	Reading and looking for specific information	worksheet 6	4
		Correction is made orally, and T. writes the answers on the board.	Ss ↔ T	Board	3	
	to revise <i>Some</i> and <i>Any</i>	Lead-in: T. opens a card simulating a fridge with food in it and asks: <i>Is there any juice in here?</i> Ss. look for the food items and answer while the T. leads them to the formation of the negative <i>Any</i> , interrogative <i>Any</i> and affirmative <i>Some</i> . T. writes the following sentences on the board: "Is there any juice?" "There aren't any waffles." "There are some fruits."	T → Ss	Speaking	Paper fridge Board	10

¹ Neste documento apenas estão incluídos os itens relevantes.

Aims: To understand the vocabulary of the movie trade; to apply the vocabulary taught in writing and speaking; to understand and apply grammar rules in order to use both direct and reported speech; to describe people’s physical and psychological features; to discuss likes and dislikes; to develop speaking and writing skills; to develop listening skills; to develop reading skills; to understand the importance of the knowledge of others in order to solve problems; to accept and engage with others in order to perform tasks; to think critically on the importance of other people’s rights to have their opinions, likes and dislikes acknowledged; to reflect on stereotypes and prejudices; to write and send an email; to write a movie review.

Lesson No.	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Activity 7	Activity 8
1	Observing images [lead-in]	Speaking Describing characters and facial expressions Identifying types of movies Talking about going to the cinema WC	Vocabulary Matching exercises IE Worksheet 1	Speaking Brainstorming comparing likes and dislikes Reflecting on stereotypes and prejudices WC	Language skills Identifying the rule and do exercises on Reported Speech IE Worksheet 2	Summary Creating the summary together WC		
2	Listening Watching a movie trailer	Speaking Explaining video contents WC	Language skills Putting missing sentences on the test Inferring the meaning of a word and analyse its form WC Worksheet 3	Reading Interpreting what is happening in a text in the form of a dialogue CGW Worksheet 3	Writing Explaining in own words what is happening Ending a story in reported speech CGW Worksheet 3	Language skills Acting out a dialog CGW	Summary Creating the summary together WC	
3	Speaking Brainstorming about likes and dislikes of professions in the movie business WC	Vocabulary Matching and gap-filling exercise IE Worksheet 4	Speaking Describing what characters of a movie have in common leading to the idea of a plot Describing physical and psychological characteristics of the main characters WC	Vocabulary Looking for specific information to describe characters CPW Worksheet 5	Speaking Discussing if students have any feelings of like and dislike regarding characters, plot, soundtrack in order to understand the concept of a movie review CGW	Language skills Identifying in a written exercise the types of text (plot or review) by looking for specific information. CGW Worksheet 6	Writing Writing the Monsters Inc movie plot or review CGW	Summary Creating the summary together WC
4	Writing Identify best movie Writing a plot and movie review and sending it by email CGW	Language Skills Reading and recording Monsters Inc movie and plot review WC	Summary Creating the summary together WC					

WC – Whole class

IE – Individual Exercise

CPW - Cooperative Pair Work

CGW – Cooperative Group Work

English Lesson Plan

The Importance of Breakfast



Breakfast provides an excellent opportunity to eat a variety of foods, from something light, to a more substantial meal, depending on your needs at the time.



Breakfast has often been described as the most important meal of the day; both children preparing for a hard day at school and busy parents going to work and looking after the kids need to start the day with the right 'fuel' **to keep them going.**

Breakfast literally means "**Breaking the Fast**" from the last meal or **snack** from the day before. For most people this will be at least 8-10 hours, and for children who eat earlier in the evening, it can be as long as 16hrs! Energy levels are therefore low in the mornings, and your body needs an **energy boost**, in the form of food, **to kick start the day.**

Here are some hints and tips for the perfect, nutritionally balanced, tasty breakfast for all the family.

Breakfast cereals are almost all fortified with minerals and vitamins, so along with low fat milk, provide a nutritious, balanced meal. If you have a glass of fruit juice too, the vitamin C in the juice helps to absorb the iron in the cereal.

If you prefer toast in the mornings, there's lots of different types of bread. Served with a scraping of butter or spread and a little jam or marmalade, and a glass of fruit juice, this makes an easy, **no-fuss healthy** breakfast.



When it comes to cooked breakfasts, you can make these healthier too, by grilling instead of frying, **poaching** or scrambling eggs, and limiting portions of sausages and bacon. Add extra tomatoes, mushrooms or baked beans instead, to boost vitamins, minerals and fibre!



Breakfast provides an ideal opportunity to count towards your 5 daily servings of fruit and vegetables: a glass of fruit juice provides your daily vitamin C; top breakfast cereals with dried apricots, raisins, prunes or with fresh strawberries or banana; and remember tomatoes, mushrooms and baked beans all count too!

A number of studies have shown that eating breakfast regularly leads to improved mood and better memory. Breakfast eaters also tend to be less stressed and feel calmer. Adults perform better in mental tasks after eating breakfast, and children who eat breakfast perform better in school.



Vocabulary:

1. to keep them going – mantê-los em forma
2. breaking the Fast – quebrar o jejum
3. snack – refeição ligeira
4. energy boost – injeção energética
5. to kick start the day – começar bem o dia
6. absorb the iron – absorver o ferro
7. no-fuss healthy – saudável sem dramas
8. poaching - escalfados

Reading and Comprehension

1. Answer the following questions:

1. Q: For whom is breakfast important?

A: _____

2. Q: Why is breakfast important?

A: _____

3. Q: What does the word "Breakfast" mean?

A: _____

4. Q: Where can you find vitamin C?

A: _____

5. Why is vitamin C important?

A: _____

6. Q: What food combined with milk provides a balance meal?

A: _____

7. Q: If you prefer a cooked breakfasts what may you eat?

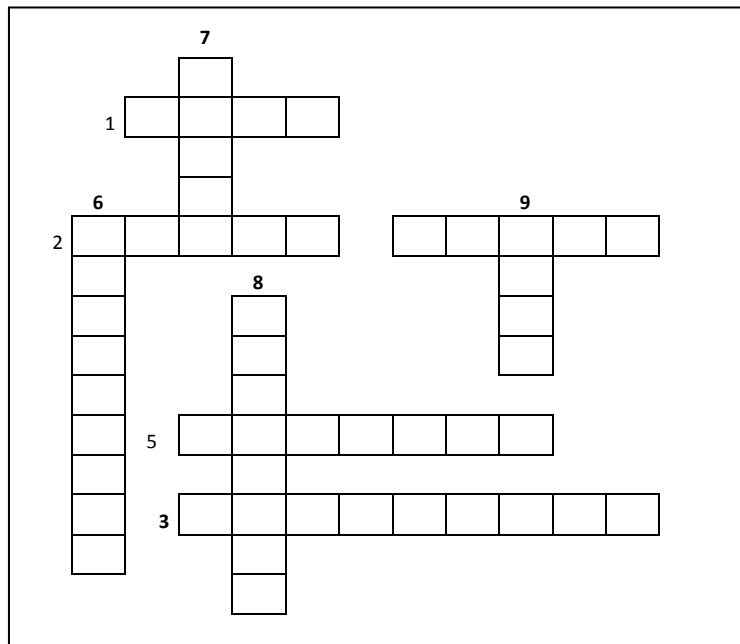
A: _____

8. Q: What does breakfast do for children? And for adults?

A: _____

2. Complete these crosswords.

Source: http://www.eparenting.co.uk/food/the_importance_of_breakfast.shtml



Hints

1. White liquid we usually have at breakfast
2. Made of cereals, baked. May be eaten toasted
3. Very sweet, made of fruits and sugar can be spread over bread or pancakes
4. Liquid made of fruits
5. To have it you add milk in a bowl
6. The first meal of the day
7. You get this nutrient from vegetables
8. You get this nutrient from vegetables
9. The orange juice helps absorb it

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Lesson planning

Unit : 2			Theme : Food			
<p>Aims: Understanding the importance of having breakfast; applying the food vocabulary describing their food habits and preferences both in writing and orally; using definite and indefinite articles to name food items; understanding countable and uncountable nouns; understanding and applying grammar rules to the use of <i>some</i> and <i>any</i>, to ask and give opinions; understanding and applying <i>little/a little</i>, to ask and give opinions; understanding and applying <i>few/a few</i>, to ask and give opinions; understanding and applying grammar rules to the use of <i>how much/how many</i> to ask and give opinions; discussing healthy eating habits; developing speaking and writing skills; developing listening skills; understanding the importance of other people’s knowledge in solving problems; accepting and engaging with others to perform tasks.</p>						
<p>Summary: Introduction to unit 3. Reading of the text «The importance of breakfast ». Written comprehension exercises. Do a crossword puzzle</p>						
Lesson 1			Class duration: 60 minutes			
Aims	Subsidiary Aims	Procedures	Interaction pattern	Competences	Auxiliares	Tempo
		T. writes the lesson date and number on the board			Board	2
1. to recognize the importance of breakfast	Eliciting	Lead-in:T asks students if they’re hungry, if they had already breakfast and says that having breakfast is very important	Prof. → AS		Board	3
2. to share his/her own knowledge in work-group		T. hands out the text “ The importance of having breakfast” and reassures herself that they understand the title	T ↔ Ss	Reading	App.1	2
3. to acknowledge interdependence on with his/her pees to do exercises and acquire knowledge	To read and understand a text	Ss read the text in silence				5
		Ss. Read the text aloud, individually, per section		Reading aloud		10

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4. to develop reading and writing skills	Use new acquired vocabulary to solve crossword games	T. asks questions to make sure Ss understand the text	T ↔ Ss Ss → T	Speaking		8
		Ss answer written comprehension questions		Writing	App 1	6
		Correction is made orally, and the T. calls a S. to write the answers on the board	T ↔ Ss Ss → T	Speaking	Board	12
		Ss. do a crossword game with vocabulary from the text		Writing	App. 1	8
		Correction is made orally, and T. calls a S. to write the answers on the board	T ↔ Ss			2
					TOTAL	58

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Lesson planning

Unit : 2			Theme : Food			
Summary: Unit 3 (cont.): Acquiring and consolidating food vocabulary through a group game; Revision of indefinite articles and noun definition; <i>some</i> and <i>any</i> revision.						
Lesson 2						Time: 90 minutes
Aims	Subsidiary Ais	Procedures	Interacion Pattern	Skills	Aids	Timing
1.to share their knowledge in group-work 2. to recognize peer interdependency for knowledge acquisition and exercises problem solving 3. to ask and give opinions		A S. is called to the board to write the lesson number and the date			Board	6
	to acquire new vocabulary	T .organises the groups	T → Ss	reading, speaking	Workshets 1, 2, 3, 4, 5	3
	to revise acquired vocabulary	T. informs they will play a food game.	Group work 5x5			10
	to play a team game	T. gives each group a set of food flashcards and a food list. Together, in groups, Ss are asked to order the flashcards according to the list. T. sticks the food names on the board at random and explains the rules the second part of the game: each group will have to choose a representative to stick the flashcards above the names on the board. It's a timed game and a competition between groups.		Reading - looking for specific information		10

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to consolidate the acquisition of new vocabulary	Correction: T. checks the board and asks all students to find out whether the images correspond to the labels. For that she reads the full list of food and asks students to translate into Portuguese in choir and point to the respective flashcards that a student takes out of the board.				8
to revise indefinite articles and noun definition	Lead-in: T. Takes something out of her bag and asks: <i>What do I have here?</i> Aiming the answers “ <i>a banana</i> ” and “ <i>an Apple</i> ”. T. writes <i>I have a banana e I have an apple</i> , on the board and explains the rule.	T → Ss Ss → T	speaking	Apple Banana Board	4
	Ss make <i>gap-filling and matching</i> exercises	Individual	Reading and looking for specific information	worksheet 6	4
	Correction is made orally, and T. writes the answers on the board.	Ss ↔ T		Board	3
to revise <i>Some</i> and <i>Any</i>	Lead-in: T. opens a card simulating a fridge with food in it and asks: <i>Is there any juice in here?</i> Ss. look for the food items and answer while the T. leads them to the formation of the negative <i>Any</i> , interrogative <i>Any</i> and affirmative <i>Some</i> . T. writes the following sentences on the board: "Is there any juice?" "There aren't any waffles." "There are some fruits."	T → Ss	Speaking	Paper fridge Board	10

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		Ss do gap-filling exercise.	Individual	Looking for specific information	worksheet 7, 8	5
		Teacher asks some students to read their answers	Ss ↔ T	writing	worksheets 7, 8 and 9	3
		Ss do a matching exercise. In this exercise one of the students has column A while the other has column B. The worksheet has a field where students must write the complete sentences of the exercise in order to have the whole exercise.	Pair work			8
		Correction is made orally, and the T. writes the answers on the board.	Ss → T		Board	4
	to be involved in class activities, learn to summarise and understand the purpose of the contents learnt	T. asks students to help her write the summary asking for their contribution	Ss → T	speaking/ writing	Board	4
TOTAL						82

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Lesson planning

Unit : 2			Theme : Food			
Summary: Unit 3 (continuing): Learning the concept of quantifiers. Listening activity; matching exercises; crosswords; Learning <i>much, many, little, few, lot</i> and <i>How much/ How many</i> ; Gap-filling exercises						
Lesson 3					Time: 90 minutes	
Aims	Subsidiary Ais	Procedures	Interacion Pattern	Skills	Aids	Timing
		A S. is called to the board to write the lesson number and the date			Board	6
	To infer and apply the concept of quantifiers	T elicits asking what do Ss think a <i>container</i> is and exemplifies by drawing a bowl and saying "where you put rice"	T → Ss Ss → T	Speaking		4
	To understand the concept of countable and uncountable nouns	T. hand out a Pictionary that illustrates containers chooses Ss randomly to read it aloud and explains the meaning of each image.	T → Ss	Reading	Worksheet 1	10
		T. asks Ss to do a matching exercise with containers	Individual work		Worksheet 2	4
		Correction is made orally and T. asks a S. to write the correction on the board	T → Ss Ss → T		Board	4
		T. asks students to use the Pictionary worksheet and number each image as T. enunciates them at random.	T → Ss	Listening	Worksheet 1	8

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		<p>Correction: T. enunciates the numbers and students, one by one, tell the name of the container.</p> <p>Ss are asked to do a crossword puzzle of containers. This puzzle is made in pairs, and each of the students has only vertical images, while the other has the horizontal ones.</p> <p>Ss are informed that there's a mysterious container for which there is no image as a clue. Ss are expected to find the mysterious container in the Pictionary worksheet</p> <p>T. calls two students to write their answers, one for the vertical words and the other for the horizontal ones, and then correction is made orally with the teacher asking the class if it is correct.</p>	<p>Pair work</p>	<p>Writing and reading</p> <p>Looking for specific information</p>	<p>worksheets 3, 4 (5 correction ws)</p>	<p>3</p> <p>15</p>
<p>To learn the rules for using <i>much, many, little, few, lot</i></p>		<p>T. places an image of the Simpson family having breakfast on the board and points to what they're eating using the different quantifiers <i>much, many, little, a little, few, a few, a lot of e lots of</i>. T. explains the differences between them and how they are used while writing some sentences on the board.</p>	<p>T → Ss</p>		<p>board</p> <p>App. 1</p>	<p>8</p>

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<p>To learn and apply the interrogative <i>how much /how many</i></p> <p>To revise the simple past</p>	<p>T. asks students chosen randomly to build an oral interrogative sentence, while pointing to a set of flashcards containing countable and uncountable food items on the board .</p> <p>T asks students to do a gap-filling worksheet of the <i>How much e How many</i>, interrogatives</p> <p>Correction: T. asks students to tell their answers while she writes the sentences on the board, clarifying any doubts</p>	<p>T → Ss Ss →T</p> <p>Individual work</p> <p>Ss → T T → Ss</p>	<p>Speaking</p> <p>Writing</p>	Board	
				Flashcards	4
				Worksheet 6	8
				board	6
<p><i>Little, a little</i></p>	<p>T. places on the board an image of the Simpson family having breakfast and pointing to what they're eating using the different quantifiers <i>little, a little, few</i> and explains its differences between them and explains how they're used writing examples on the board.</p> <p>T. asks the students to try to build sentences orally while pointing at the image of the Simpson family at the table, like "<i>Grandpa ate little food</i>"</p> <p>T. hands out a worksheet with a gap-filling exercise for <i>little</i> and <i>a little</i> that contains a field with rules</p>	<p>AS → Prof</p> <p>Individual work</p>	<p>Speaking</p> <p>Writing</p>	App2	
				Board	
				Worksheet 7	3
					4

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		T asks for oral correction and writes the correction on the board while clarifying any doubts Ss may have.	AS → Prof Prof → AS	Speaking	Board	4
	to be involved in class activities, learn to summarise and understand the purpose of the contents learnt	T. asks for the student's contribution in writing the summary.	Ss → T	speaking/ writing	Board	4
					TOTAL	89

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Lesson planning

Unit : 2		Theme : Food				
Summary: Unit 3 (cont.): Consolidation of the rules on the use of <i>few/a few</i> and; <i>A lot, lot</i> ; Gap-filling exercises. Tic-tac-toe on <i>much, many, little, few, lot</i> and <i>How much/ How many</i> . Group work : Watching a video; reconstructing the video lyrics; comprehension exercises; Discussion of the purposes of the video and the advantages of eating breakfast.						
Lesson 4		Time: 90 minutes				
Aims	Subsidiary Ais	Procedures	Interacion Pattern	Skills	Aids	Timing
		A S. is called to the board to write the lesson number and the date			Board	6
	<i>Few, a few</i>	T. uses the Simpson family image to elicit Ss regarding the amount of food the family members are having leading them to the construction sentences with <i>few</i> and <i>a few</i> T. writes some sentences on the board.		Speaking	Board App 1	5
		T. hands out a <i>few</i> and <i>a few gap-filling</i> exercise that also has a section with the rules	Individual work	Writing	Worksheet1	4
		T. asks a student to write his/her exercise on the board and corrects it while clarifying any doubts Ss may have.	Ss → T T → SS	speaking	Board	4

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	<i>A lot, lots</i>	<p>T. uses the Simpson family image to elicit Ss regarding the amount of food the family members are having leading them to the construction of sentences with <i>a lot of</i> and <i>lots of</i></p> <p>T. writes some sentences on the board. T. hands out a <i>a lot of</i> and <i>lots of</i> gap-filling exercise that also has a section with the rules</p> <p>T. asks a student to write his/her exercise on the board and corrects it while clarifying any doubts Ss may have.</p>	<p>T → SS SS → T</p>	Speaking	Board App. 2	5
			Individual	Writing	Worksheet 2	3
			SS → T T → SS	speaking	Board	4
		<p>T. informs that the class is going to Play Tic-tac-toe to find out whether they remember what they have been learning</p> <p>Class is divided into two teams. T. asks students to ask each other about their eating habits using the pronouns and gives an example: "Do you eat a lot of chocolates?"</p>	<p>T → Ss</p> <p>Group work Ss → Ss</p>	speaking	Board (app. 5)	10
To recognise the importance of breakfast as a	To understand <i>realia</i> and bring its concepts into the class	T. informs Ss are going watch a video and asks Ss to try to understand what the video is about.	Group work	Listening / watching	Video (app. 6)	

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<p>major concern that has no classroom or national boundaries</p> <p>To be critical about eating habits</p>		<p>After watching and listening to it once T asks Ss to tell what is the purpose of the video, what is it about</p>	Ss → T	Speaking		
		<p>T. hands out a numbered worksheet and a set of bits of paper, each one containing a line of the lyrics of the song in the video. Ss are asked to order the lines on the numbered worksheet Ss listen to it several times.</p> <p>T. gives them the complete lyrics of the song.</p>	Group work	Listening for specific information	Worksheet 3 App.3	
		<p>T. asks hands Ss a worksheet with some comprehension questions and chart for students to arrange all the food items found in the song in food groups</p>	Individual work		App. 4	35
		T asks for oral correction			Worksheet 4	6
	to be involved in class activities, to learn to summarise and to understand the purpose of the contents learnt	T. asks the students' contribution in writing the summary	Ss → T	speaking/ writing	Board	4
TOTAL						86

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Lesson planning

Unit : 2			Theme : Food			
Summary: Unit 3 (cont.): Reading activity “The food pyramid”, True/false comprehension exercise; Learning the food pyramid and food groups. Group work on describing in writing a person and his/her eating habits and discussion on healthy eating habits						
Lesson 5			Time: 90 minutes			
Aims	Subsidiary Aim.s	Procedures	Interacion Pattern	Skills	Aids	Timing
		A S. is called to the board to write the lesson number and the date			Board	6
To infer the interdisciplinary of subjects	Lead-in	T asks students if Ss remember what they have been talking about in this unit T. hands out the text “ The pyramid food ” and reassures herself that they understand the title and asks if they can explain what it means	Prof. → AS T ↔ Ss	Speaking	Board Reading text worksheet 1 Board	3 2
	To read and understand a text	Ss read the text silently Ss. Read the text aloud, individually, per section	Individual	Reading	Board	5 10
		T. asks questions to make sure Ss understand the text	T ↔ Ss			10
		Ss answer make a true / false exercise regarding text comprehension	Individual	Writing	Worksheet 1	6

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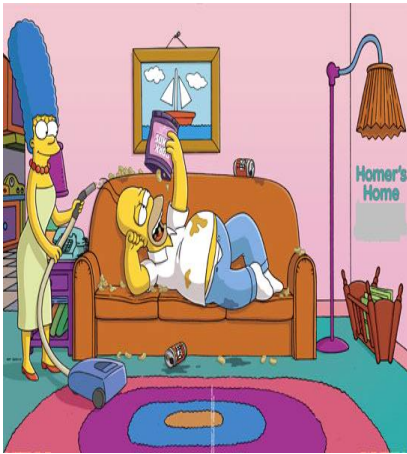
		Correction is made orally, and T. calls a S. to write the answers on the board	T ↔ Ss Ss → T		board	12
		<p>T. asks students to try to summarise the unit, referring the importance of eating breakfast, the importance of eating well and what eating well means.</p> <p>T. asks students to form groups of 4 and gives each group an image of a person with a suggestive name and some clues regarding eating habits.</p> <p>Ss are asked to write a text describing that person's physical characteristics, disposition, and eating habits</p> <p>Ss elect a representative who reads the description</p> <p>Ss are invited to discuss whether the person portrayed has healthy eating habit, what might happen if he/she continues eating that way</p> <p>At the end Ss are asked to find out the person has the best eating habits</p>	Group work	<p>Writing</p> <p>Reading</p> <p>Speaking</p> <p>Speaking</p>	App. 1	30
	to be involved in class activities, learn to summarise and understand the	T. asks students to help her write the summary	Ss → T	speaking/ writing	Board	4



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	purpose of the contents learnt					
					TOTAL	88

COUCH POTATOE



Name: Homer Simpson

What he does: Nothing

When he eats: all day

SKINNY BONE



Name: Olive

Occupation: Model

What she eats: vegetables

LITTLE FATTY



Name: Marge

Occupation: Housewife

What she eats: a little bit of everything

Doesn't eat five meals a day

MR. GRUMPY



Name: John

Occupation: Student

He eats: lunch and snack

Happy Mike



Name: Mike

Occupation: Student/Plays football

What he eats: 5 meals a day

SOME and ANY

The words *some* and *any* are used for countable and uncountable nouns. In general, we could say that *some* means *a few / a little* and *any* means *none* in negative clauses or *a few / a little* in questions.

Positive Clauses

In positive clauses, we usually use *some*.

Example:

I have bought some bread.

I have bought some apples.

Uncountable Nouns

In negative clauses, we use *any*. Note, however, that *any* alone is not a negative - you must say *not ... any*

Example:

I have not bought any bread.

I have not bought any apples.

Now let's do some exercises!

a. Fill in the gaps

- 1.-- Sue went to the cinema with _____ of her friends!
2. Jane doesn't have _____ friends.
3. Have you got _____ brothers or sisters?
4. Here is _____ food for the cat.
5. I think you should put _____ flowers on the table.
6. Could you check if there are _____ calls on the answering machine?
7. I don't want _____ presents for my birthday.
8. Did they have _____ news for you?
9. I'm hungry - I'll have _____ sandwiches.
10. There aren't _____ apples left.

B. Matching game

Complete with your partner this matching game. You have column A and your partner has column B.

Column A

1. For breakfast I have
2. Have you got
3. Don't forget to bring
4. I don't have
5. She didn't buy anything because she didn't have
6. Every time she goes out she buys

Now write the complete sentences here:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

C. Do it by yourself. Use *A, An, The, Some* and *Any*



1. Anna is showing ___ happy face.



2. Mike is very concentrated. He probably had _____ cereals



3. The girl is sad. She wants to eat _____



4. This boy is sad. He wants to have _____ 



5. This boy is in a bad mood. He didn't have _____ breakfast



6. _____ milk he is having makes him strong.

SOME and ANY

The words *some* and *any* are used for countable and uncountable nouns. In general, we could say that *some* means *a few / a little* and *any* means *none* in negative clauses or *a few / a little* in questions.

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Example:

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I have not bought any apples.

Now let's do some exercises!

b. Fill in the gaps

- 1.-- Sue went to the cinema with _____ of her friends!
2. Jane doesn't have _____ friends.
3. Have you got _____ brothers or sisters?
4. Here is _____ food for the cat.
5. I think you should put _____ flowers on the table.
6. Could you check if there are _____ calls on the answering machine?
7. I don't want _____ presents for my birthday.
8. Did they have _____ news for you?
9. I'm hungry - I'll have _____ sandwiches.
10. There aren't _____ apples left.

B. Matching game

Complete with your partner this matching game. You have column B and your partner has column A.

Column B

7. some cereal
8. some candies
9. any money
10. any milk
11. some apples
12. any oranges

Now write the complete sentences here:

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

C. Do it by yourself. Use *A, An, The, Some* and *Any*



1. Anna is showing ___ happy face.



2. Mike is very concentrated. He probably had _____ cereals



3. The girl is sad. She wants to eat _____



4. This boy is sad. He wants to have _____ 



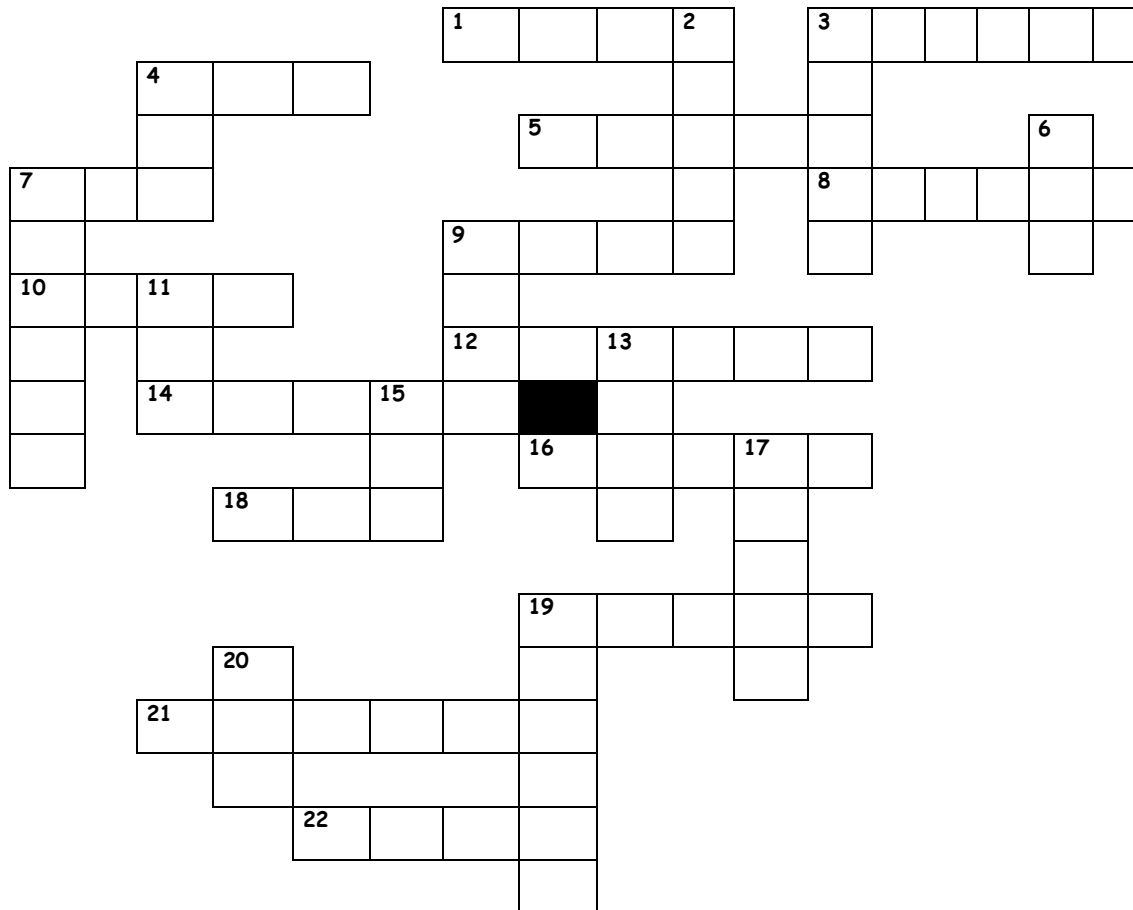
5. This boy is in a bad mood. He didn't have _____ breakfast



6. _____ milk he is having makes him strong.

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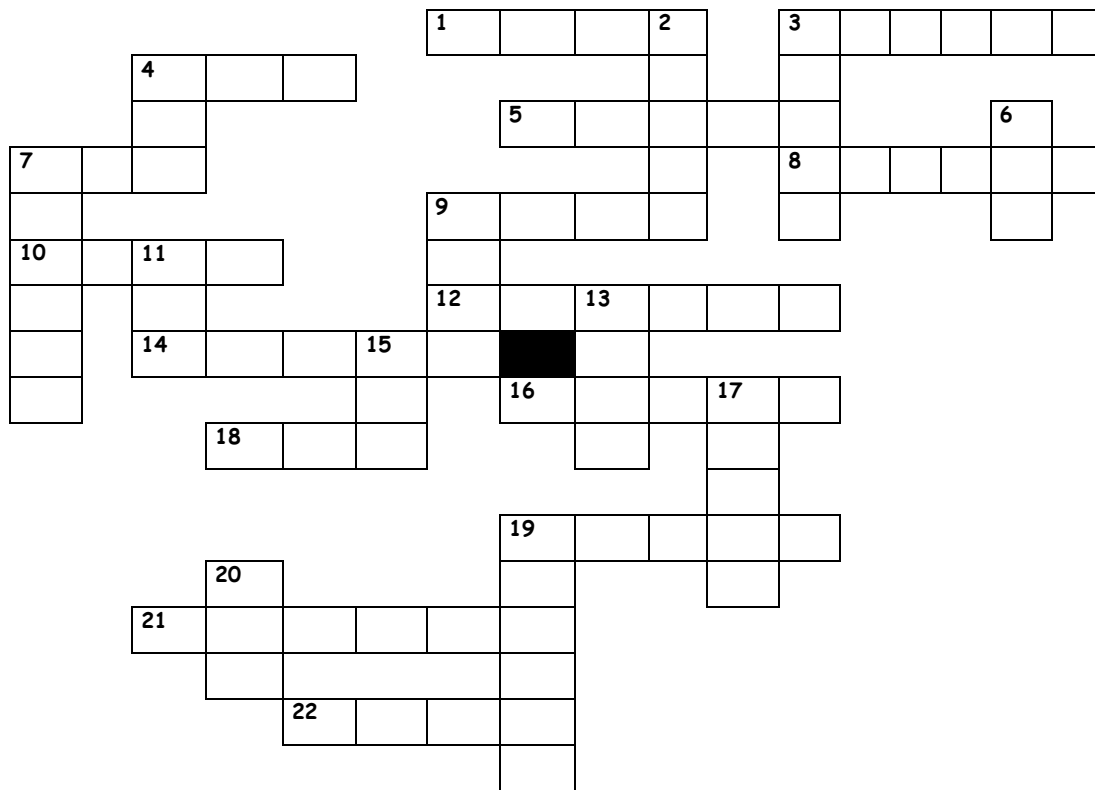
1. Complete the following crossword game: Look for the **Down** hints are in his crosswords worksheet. There's a secret container in this crossword. Try to find it.



Down:



1. Complete the following crosswords game with your partner. Look for the **Cross** hints are in his crosswords worksheet. There's a secret container in this crossword. Try to find it.



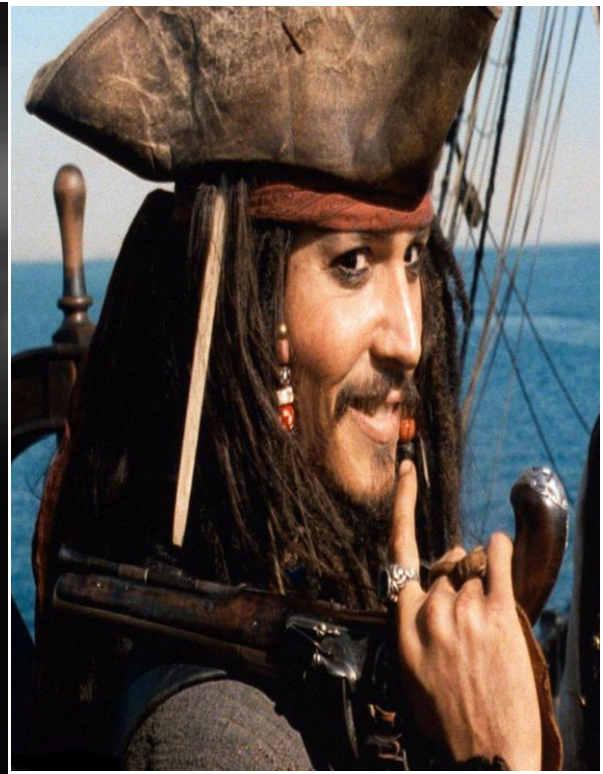
Cross: 1.



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The image is a screenshot of a Windows Internet Explorer browser window displaying a YouTube video. The browser's address bar shows the URL <http://www.youtube.com/watch?v=cvOQeozL4S0>. The page title is "Monsters Inc. Trailer". The video player shows a black screen with a white circle containing a blue 'M' with an eye, and the text "MONSTERS INC." below it. The video has 2153028 views and was uploaded by "captvanhalen" on 18/06/2007. The description reads "Sneak peak trailer from Toy Story/Toy Story 2 two pack DVD set." To the right of the video player, there is a "Sugestões" (Suggestions) section with several video thumbnails and titles, including "Varendo Tudo", "Monsters Inc. 2 Trailer", "monsters inc part 1", "Monsters inc Bloopers", "Cancion de Boo - Monsters Inc.", and "Disney/Pixar - Monsters, Inc. (Trailer 2)". The browser's taskbar at the bottom shows several open applications, including "Iniciar", "PES_INGLES - Mic...", "Unityf_2-6-2011 - ...", "sheet 1 and 2 - Mic...", "Explorador do ...", and "Monsters Inc. Tr...". The system clock shows the time as 11:23.

Fonte: <http://www.youtube.com/watch?v=cvOQeozL4S0>



Fontes: <http://www.best-cine.com/quarto-filme-da-saga-%C2%ABtwilight%C2%BB-sera-dividido-em-dois-filmes/>
<http://whysoblu.com/pirates-of-the-caribbean-on-stranger-tides-sails-on-to-blu-ray-oct-18th/>
<http://www.epagini.com/2010/05/x-men-first-class-will-be-released-on-june-3-2011/>
http://www.allmoviephoto.com/photo/2009_avatar_025.html
<http://sf.funcheap.com/classic-sf-films-wine-tasting-dirty-harry-top-mark>





Fontes: http://2.bp.blogspot.com/_9be0YkAZ4sE/TUF059RXemI/AAAAAAAAEzU/ggQwzd7TibU/s1600/st04.jpg
<http://picasaweb.google.com/114334162281027892828/MonstersInc02#5315056581380185906>
<http://cinemacomrapadura.com.br/noticias/159672/20th-century-fox-anuncia-a-quarta-parte-da-animacao-a-era-do-gelo/>

A. Try to find the appropriate sentences for the following excerpts. The sentences are at the bottom of the page.

A.

"....
"It's now five after the hour of 6:00 A.M.
In the big monster city. Temperature's a balmy 30 degrees
...
and it looks like it's going to be a perfect day to maybe, hey, just lie in bed, sleep in or simply... work out that flab that's hanging over the bed!"
"Get up, Sulley!"

B.

"...
Can you believe that?
Do I look abominable to you?
Why can't they call me the Adorable Snowman or...
or the Agreeable Snowman, for crying out loud?
I'm a nice guy."

C.

"..."
"I just got us into a little place called, um... Harryhausen's."
"Harryhausen's?! But it's impossible to get a reservation there!"
"Not for Googley Bear."

Sentences

Which is good news for you reptiles

"Hey, good morning Monstropolis!"

"Abominable !

"So, are we going anywhere special tonight?"

"I won't go in a kid's room! You can't make me!"
"You're going in there because we need this. Our city is counting on you to collect those children's screams. Without screams, we have no power.
Yes, it's dangerous work and that's why I need you to be at your best.
I need "**scarers**" who are confident, tenacious, tough, intimidating"

1. Look at the word in bold. Can you figure out what it means? _____
2. From which word do you think it comes from? _____
3. Read the excerpt again. Can you explain what is happening in your own words?

4. Can you think of what will happen next? Using reported speech, try to write an ending describing what the characters said to each other.

5. Now, write the same ending as a dialogue.

5. Now, let's rehearse and act out! 😊

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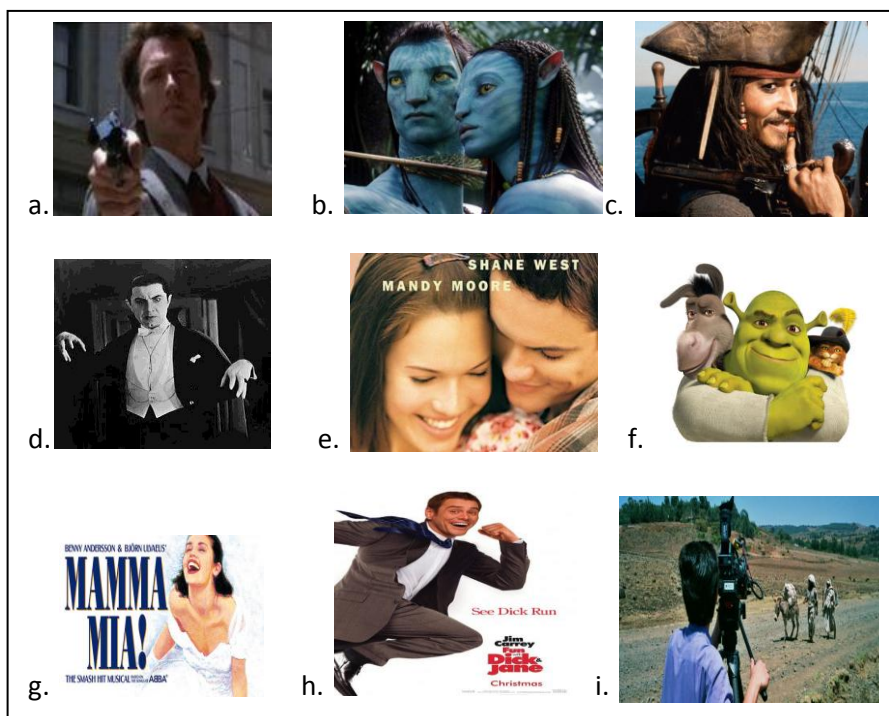
Unit : 5		Theme : Media – At the movies				
Aims: (...)¹ to think critically on the importance of other people’s rights to have their opinions, likes and dislikes acknowledged; to reflect on stereotypes and prejudices;						
Summary: Unit 5: The movies, likes and dislikes. Reported speech. Listening comprehension. Reading comprehension exercises.						
Date : May, 2011		Lesson 1/2			Time: 90 minutes	
Aims	Subsidiary Aims	Procedures	Interacion Pattern	Skills	Aids	Timing
to think critically on the importance of other people rights to have their opinions and likes dislikes acknowledged To share his/her opinion with others and reflect on stereotypes	To learn about different types of movies	T. hands-out a matching exercise worksheet with vocabulary regarding the types of films. Ss are expected to answer the questions regarding their likes and dislikes, and also about the importance of the types of films they don’t like for those who like them.	Individual	Writing	Worksheet 1	10
	To develop speaking skills	Correction of the first part of made orally. T. asks some of the students to read their answers of the second part aloud, and asks the rest of the class if they have the same likes and dislikes, if they share the same opinions Inviting Ss to take part in a conversation T talks about the importance of respecting other people’s tastes and avoiding judging them.	T. ↔ Ss S → Ss	Speaking		12

¹ No documento só estão incluídos os itens relevantes.

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i. Try to match the types of films to the images:

1. Action _____
2. Horror _____
3. Comedy _____
4. Animated _____
5. Documentary _____
6. Crime _____
7. Scientific fiction _____
8. Romantic _____
9. Musical _____



ii. Answer the following questions:

1. What is your favorite type of film?

My _____

2. Why?

3. What type of film you don't like at all?

The type of film _____

4. Do you think all types of films are important?

5. Why?

REPORTED SPEECH

We use it to report what another person said.

E.g.: "It's a good movie" → She/He said (that) it was a good movie.

Rules: ① We use reporting verbs: ② We change tenses:

To say / To tell

2.a. Present simple → Past simple:

It is → It was

2.b. Present Continuous → Past Continuous

I'm watching a movie → He said he was watching a movie

2.c. I will watch the movie → He said he would watch the movie

Let's practise!

1. I like to read. _____
2. She is reading a book. _____
3. I need some popcorn. _____
4. I'm waiting for the teacher. _____
5. I will see to it. _____
6. I will read it. _____



③ We change time expressions:

Now → Then, at that moment

Today → that day

Yesterday → the day before

Tomorrow → the next day, the following day

Next year → the following year

A year ago → a year before, the previous year

④ We change:

a. personal pronouns - subject:

I → he/she

we → they

you → we

he/she/it → he/she/it

they → they

Let's practise!

1. I will read it tomorrow. _____
2. She is going away today. _____
3. Tomorrow, you won't miss it. _____
4. We will go there next year. _____

b. personal pronouns - object

me → him/her

us → them

you → me/us

him/her/it → him/her/it

them → them

c. possessive determiners

my → his/her

our → their

your → my/our

his/her/its → his/her/its

their → their

Let's practise!

1. I'm going out with you. _____
2. My father will take us there. _____
3. Give me back my hat. _____
4. I'll give you your hat. _____



7. We change: here → there

this → that

these → those

Let's practise!

1. I'm staying here. _____
2. This is my book. _____
3. I can see my father with these glasses. _____

A. Try to find the appropriate sentences for the following excerpts. The sentences are at the bottom of the page.

A.

"....
 "It's now five after the hour of 6:00 A.M.
 In the big monster city. Temperature's a balmy 30 degrees
 ...
 and it looks like it's going to be a perfect day to maybe, hey, just lie in bed, sleep in
 or simply... work out that flab that's hanging over the bed!"
 "Get up, Sulley!"

B.

"...
 Can you believe that?
 Do I look abominable to you?
 Why can't they call me the Adorable Snowman or...
 or the Agreeable Snowman, for crying out loud?
 I'm a nice guy."

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 "I just got us into a little place called, um... Harryhausen's."
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Sentences

Which is good news for you reptiles

"Hey, good morning Monstropolis!"

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"So, are we going anywhere special tonight?"

"I won't go in a kid's room! You can't make me!"

"You're going in there because we need this. Our city is counting on you to collect those children's screams. Without screams, we have no power.

Yes, it's dangerous work and that's why I need you to be at your best.

I need "**scareers**" who are confident, tenacious, tough, intimidating"

1. Look at the word in bold. Can you figure out what it means? _____

2. From which word do you think it comes from? _____

3. Read the excerpt again. Can you explain what is happening in your own words?

4. Can you think of what will happen next? Using reported speech, try to write an ending describing what the characters said to each other.

5. Now, write the same ending as a dialogue.

5. Now, let's rehearse and act out! 😊

Lights... camera...action!



And we're rolling☺!

i. Complete the definitions of the words referring to the film industry.

The answer to one of the questions is not in the answers box. But it is somewhere.

Try to find it!

1. The most important actor in the film is the _____ and the most important characters in the film are the _____
2. _____ is the name for all participants in the film.
3. Recording scenes of a film is called _____
4. Before scenes are recorded you can always hear it: _____
5. The person who sits behind the camera is the _____
6. The story of the film is the _____
7. Actors have to memorize what they have to say in the film. Their speeches are called _____ and they are written in the _____
8. The music used in the film is the _____



plot	star	script	main characters	soundtrack
	director	lines	shooting	cast

Describing characters



Physical traits:

Psychological traits:

Sulley _____

Mike _____

Boo _____

Celia _____

Roz _____

Henry Waterhouse _____

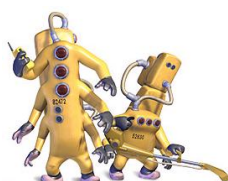
Randal _____

Yeti _____

Fungus _____



bad good nice funny
unfriendly unlucky lucky
happy sad annoying unhappy
unreliable grumpy rude



furry spotty slimy green
orange red white blue
yellow tall short ugly
scaly smooth beautiful
one-eyed

PLOT OR REVIEW

i. After reading each passage, answer the questions

1 "Pirates of the Caribbean: The Curse of the Black Pearl" is one of the better entertainments of the year, helped primarily because of a great cast and witty script. But the character that will stay in your head long after this is over, more than any other character in the film (including Jonathan Pryce as Elizabeth's father, who I have not mentioned before now and I think I should have), is Johnny Depp as Jack Sparrow. He's going to go down in the books as one of those famous film heroes.

1. Does the author give his/her opinion about the movie? _____
2. Underline the words in the text justifying your answer.

2 A misfit macaw named Blu heads to Rio de Janeiro, embarks on a magnificent journey, and makes some loyal new friends in this animated adventure for the entire family. Domesticated from the time he was just a hatchling, Blu traded a life in the clouds for a contented existence in Moose Lake with his doting owner, Linda.

1. Does the author of this text give his opinion on the movie? _____
2. What type of movie is it? _____

3 I can't write enough good things about this movie, it was sweet, it was laugh out loud funny and it had shake your booty, dance in your chair, bob your head to the beat music that makes me want to download the whole soundtrack!

1. According to the author, is this a good or a bad movie? _____
2. What is, according to the author, the best thing about this movie?

4 Cap'n Jack Sparrow is alarmed to learn that someone claiming his name is raising a crew to seek the mythical Fountain Of Youth. The race is on to find it, with Captain Barbossa, now the King's privateer, Captain Blackbeard, Angelica and a Spanish fleet all after the same secret.

1. Does the author give his/her opinion on the movie? _____
2. What is the author doing in this text? Is he/she telling the story? _____

5 An overly complicated plot and poorly thought-out characters detract from the flashes of charm that Cap'n Jack still emits. Despite quality set-pieces and the best efforts of the cast, this is dull...

1. Underline nouns connected to the movie trade.

ii. Now decide whether each excerpt is a Plot or a Review by putting R or P in the box in front of each excerpt.

Fontes: http://www.fandango.com/riothemovie_131571/criticreviews
<http://www.killermovies.com/p/piratesofthecaribbean/reviews/kvs.html>

Escola Básica 2º 3º Ciclos João Villaret

Unit : 5		Theme : Media – At the movies				
<p>Aims: To understand the vocabulary of the movie trade; to apply the vocabulary taught in writing and speaking; to understand and apply grammar rules in order to use both direct and reported speech; to describe people’s physical and psychological features; to discuss likes and dislikes; to develop speaking and writing skills; to develop listening skills; to develop reading skills; to understand the importance of the knowledge of others in order to solve problems; to accept and engage with others in order to perform tasks; to think critically on the importance of other people’s rights to have their opinions, likes and dislikes acknowledged; to reflect on stereotypes and prejudices; to write and send an email; to write a movie review.</p>						
<p>Summary: Unit 5: The movies, likes and dislikes. Reported speech. Listening comprehension. Reading comprehension exercises.</p>						
Date : May, 2011		Lesson 1/2			Time: 90 minutes	
Aims	Subsidiary Aims	Procedures	Interacion Pattern	Skills	Aids	Timing
		Ss settle in. A S. is called to the board to write the lesson number and the date.			Board	7
1.to share their knowledge and experiences regarding movie watching	to acquire new vocabulary	[lead-in] T. shows two sheets containing pictures of films and asks students if they can guess what they are going to talk about. The second sheet contains images of animated movies.	T. → Ss	Speaking	Annexes 1, 2	3
2. to ask and give opinions	to revise and acquire new vocabulary					
3. to interpret images such as facial expressions and the whole picture to understand the type of movie	to learn Reported speech to develop speaking skills to develop sufficient writing skills to tell a story	T. asks the following questions regarding each movie portrayed in sheets 1 and 2 : “Can you describe the expression of the characters in these pictures?” “What kind of film do you think this is? A scary movie, a musical, an	T. ↔ Ss	Speaking		12

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<p>To share his/her life experience</p>	<p>To develop speaking skills</p>	<p>animated movie, a romantic movie, a science fiction or an action movie?”</p> <p>T. continues asking questions: “Do you know any of these movies?” “How often do you go to the cinema?” “Do you go to the cinema with your friends? “ “Can you tell the main difference between the movies in the two sheets?”</p>	<p>T ↔ S</p>	<p>Speaking</p>		<p>12</p>
<p>to think critically on the importance of other people rights to have their opinions and likes dislikes acknowledged</p>	<p>To learn about different types of movies</p>	<p>T. hands-out a matching exercise worksheet with vocabulary regarding the types of films. Ss are expected to answer the questions regarding their likes and dislikes, and also about the importance of the types of films they don't like for those who like them.</p>	<p>Individual</p>	<p>Writing</p>	<p>Worksheet 1</p>	<p>10</p>
<p>To share his/her opinion with others and reflect on stereotypes</p>	<p>To develop speaking</p>	<p>Correction of the first part of made orally. T. asks some of the students to read their answers of the second</p>	<p>T. ↔ Ss</p>	<p>Speaking</p>		<p>12</p>

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		T. asks students to do the exercises. Correction is made orally	Individual			30
	to be involved in class activities, to learn to summarising, and to understand the purpose of the contents learnt	T. asks students to help building the lesson's summary.	T. ↔ Ss	Speaking		4
					Total	86

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Unit : 5		Theme : Media – At the movies				
Summary: Watching a trailer; Reading Comprehension exercises; Reported Speech and Direct Speech exercises. Role.play						
Date : May, 2011		3 / 4		Time: 90 minutes		
Aims	Subsidiry Aims	Procedures	Interacion Pattern	Skills	Aids	Timing
		Ss settle in. A S. is called to the board to write the lesson number and the date.			Board	7
	to develop skills of listening	T. projects a movie trailer to contextualise, makes sure Ss undersand it and hands them a worksheet for group work. T. writes some sentences on the whiteboard and asks students to orally change the dialogue into reported speech:	T. ↔ Ss	Listening		3
	to revise reported speech learnt in the previous lesson					
	to use reported speech	1 I won't go in a kid's room! 2. You can't make me 3. You're going in there because we need this 4. It's now five after the hour of 6 a.m. 5. It's going to be a perfect. day 6. We may actually make our quota today				6

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opposed to reported speech	T. asks the groups to select a representative per group who will read the dialogue. T. corrects it orally and in writing.	2 x 2	Speaking		8
to develop speaking skills to be creative to perform a different role from his/hers own	Ss are asked to rehearse and act out. There will be two characters, and the members of the group will take turns acting.		Speaking		20
to be involved in class activities, to learn to summarise, and to understand the purpose of the contents learnt	T. asks students to help build the summary of the lesson.	T. ↔ Ss	Speaking		4
				Total	90

Escola Básica 2º 3º Ciclos João Villaret

Unit : 5		Theme : Media – At the movies				
Summary: Vocabulary exercises; Describing characters; Plot or review; Telling a story; Writing a movie review						
Date : May, 2011		Lesson 5 / 6			Time: 90 minutes	
Aims	Subsidiary Aims	Procedures	Interacion Pattern	Skills	Aids	Timing
		Ss settle in. A S. is called to the board to write the lesson number and the date.			Board	7
to share opinions, and to talk about oneself	lead-in To acquire vocabulary	T. asks Ss questions to students such as: “Would you like to work in the movie business?” “What would you like to be? An actor, an actress, a movie director?”	T. ↔ Ss	Speaking		5
		T. hands out a vocabulary matching and gap-filling exercise worksheet regarding the movie trade.	Individual	Reading - looking for specific information and writing	Worksheet 4	6
		Correction is made orally.	T. ↔ Ss	Speaking		4

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To analyse, compare and explain other persons' psychological characteristics	Lead-in	Holding a picture of the Monsters inc., toons, T. asks students if they can tell what they have in common. T. leads them to the idea that these toons have a story in common = the plot	T. ↔ Ss	Speaking	Annex 3	3
	To improve speaking skills	T. points out that they are characters in a movie.	Ss → T	Speaking	Worksheet 5	12
		T. asks Ss if they can describe some of the movie characters.	Pair-work	Reading for specific information and writing		
		After hearing some answers, T. hands out a worksheet exercise where Ss have to fill in both physical and psychological features of the main characters.	T. ↔ Ss			2
To recognize the difference between a plot and a movie review	To improve speaking skills	Correction is made orally T. asks if Ss have any feelings of like and dislike regarding the characters, the plot, and the soundtrack, leading	T. ↔ Ss	Speaking		4

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	To identify movie plots and reviews	<p>them to the idea that what they're criticizing is in fact, material for a movie review.</p> <p>T. hands out a worksheet to Ss on the plot/review subject. Ss are expected to establish whether the excerpts in it are parts of plots or reviews.</p>		Reading for specific information and writing	Worksheet 6	8
	To revise some movie vocabulary	<p>To do so, Ss have to answer whether the author gives his/her opinions, if actors are given adjectives regarding their performance, if the author is telling the story of the movie. There are other questions regarding the movie trade vocabulary</p> <p>Correction is made orally</p>				4
To give his/her opinions		T. asks Ss to identify the main characters of Monsters Inc., their appearance, and their personality, and writes their answers on the board.	T. ↔ Ss	Speaking	Whiteboard	3

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		<p>T. writes some initial sentences for a plot: <i>This movie is about...</i> <i>The characters' names are...</i></p> <p>T. writes also initial sentences for a movie review: <i>In my opinion</i> <i>What I liked most was</i> <i>The actor's performance is very good</i> <i>I think the actor's performance was poor</i> <i>The soundtrack is excellent</i> <i>The plot is good, bad, excellent...</i></p> <p>After writing all these ideas on the board, T. asks Ss to write the plot of Monsters Inc. and a review.</p> <p>T. collects their composition</p>				2
	to write a movie review and a plot		Individual	Writing		4
	to be involved in class activities, to learn to summarize and to	T. asks students to help build the summary of the lesson.	T. ↔ Ss	Speaking		15
						4



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	understand the purpose of the contents learnt						
						Total	89

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Unit : 5			Theme : Media – At the movies			
Summary: Group work: Writing a movie review and sending it by email to a publisher						
Date : June		Lesson 7/ 8			Time: 90 minutes	
Aims	Subsidiary Aims	Procedures	Interacion Pattern	Skills	Aids	Timing
		Ss settle in. A S. is called to the board to write the lesson number and the date.			Board	7
To write a movie review and send it by email to a magazine publisher	Lead-in	T. explains that they are going to write about in class	T. → Ss			
To participate in a discussion and make compromises with the other group members	To fill in a grid	Teacher hands out a grid and explains they will do group work. The aim of this sheet is for them to rate the movies they have seen and decide together which is the best.	Group work	Speaking	Worksheet 7	12
To respect the other student's opinion	To develop writing skills	T. asks Ss to write a sentence stating their opinion on the best movie of the first two best rated. "In our opinion..." and relate their opinion to the story, the characters, soundtrack, and special effects.		Writing		15
To acknowledge the importance of the other students in the completion of a task		Eliciting	T. activates vocabulary of letter writing such as: "Dear madam, sir" "I'm writing this letter/email to..." "Attached please find ..." "Kind regards"			10

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		T. writes these sentences on the board.				
To use the internet	To develop social competence	T. asks Ss to write the review in an email and send it to a publisher				45
					TOTAL	90

<p>Grupo 1</p> <p>Estão entusiasmados _____</p> <p>Estão concentrados _____</p> <p>Há problemas de relacionamento _____</p> <p>Quem? _____</p> <p>Cooperam _____</p> <p>Pedem auxílio do professor _____</p> <p>Obs: _____</p>	<p>Grupo 2</p> <p>Estão entusiasmados _____</p> <p>Estão concentrados _____</p> <p>Há problemas de relacionamento _____</p> <p>Quem? _____</p> <p>Cooperam _____</p> <p>Pedem auxílio do professor _____</p> <p>Obs: _____</p>
<p>Grupo 3</p> <p>Estão entusiasmados _____</p> <p>Estão concentrados _____</p> <p>Há problemas de relacionamento _____</p> <p>Quem? _____</p> <p>Cooperam _____</p> <p>Pedem auxílio do professor _____</p> <p>Obs: _____</p>	<p>Grupo 4</p> <p>Estão entusiasmados _____</p> <p>Estão concentrados _____</p> <p>Há problemas de relacionamento _____</p> <p>Quem? _____</p> <p>Cooperam _____</p> <p>Pedem auxílio do professor _____</p> <p>Obs: _____</p>
<p>Grupo 5</p> <p>Estão entusiasmados _____</p> <p>Estão concentrados _____</p> <p>Há problemas de relacionamento _____</p> <p>Quem? _____</p> <p>Cooperam _____</p> <p>Pedem auxílio do professor _____</p> <p>Obs: _____</p>	<p>Grupo 6</p> <p>Estão entusiasmados _____</p> <p>Estão concentrados _____</p> <p>Há problemas de relacionamento _____</p> <p>Quem? _____</p> <p>Cooperam _____</p> <p>Pedem auxílio do professor _____</p> <p>Obs: _____</p>

Constituição dos grupos:

1. _____

2. _____

3. _____

4. _____

5. _____

Produção Oral.

Nº	NOME	Nota	Observações
1	Alexander Sanchez	Very Good	- Pronúncia 4
2	Ângela Daniela Ferreira Correia	Bad	⊖ Lado 2
3	Bernardo Frutuoso Pereira	Very Good	4
4	Carolina Campos Calado dos Santos	Good best	5
5	Catarina Ferreira Fernandes	Very G.	4
6	Cátia Brito	Good	3
7	David Leonardo Ribeiro Barrela	V. Good	4
8	Débora Beatriz Girão Martins	Bad +	+ Pronúncia 2 +
9	Gonçalo Cleto da Silva	Good	3
10	Ivo Miguel Bonito Messias	Bad +	Sintaxe 2
11	Joana Filipa Carronha Possidónio da Silva	Good -	3 -
12	João Tiago Zacarias Valente	Good	3
13	José Pedro Cardoso Branco	Good -	3 -
14	Lucas Alexandre Gomes Carvalho	Bad	⊖ 2
15	Mafalda Sofia Costa Paulo da Silva	Good	3
16	Mara Alexandrina dos Santos Restolho	Good +	3/4
17	Margarida Filipa Marques Pinela	Good +	3/4
18	Patrícia Alexandra Anastácio da Silva	Good	3
19	Rafael Alexandre Machado Lopes	Good	3
20	Rafaela Vicente Gaspar	Very G.	4
21	Sílvia Inês de Almeida Mota Santos	Very G.	4
22	Susana Raquel Bento da Silva	Good +	3/4
23	Tiago Picão Sanches	Good	3

Produção Escrita

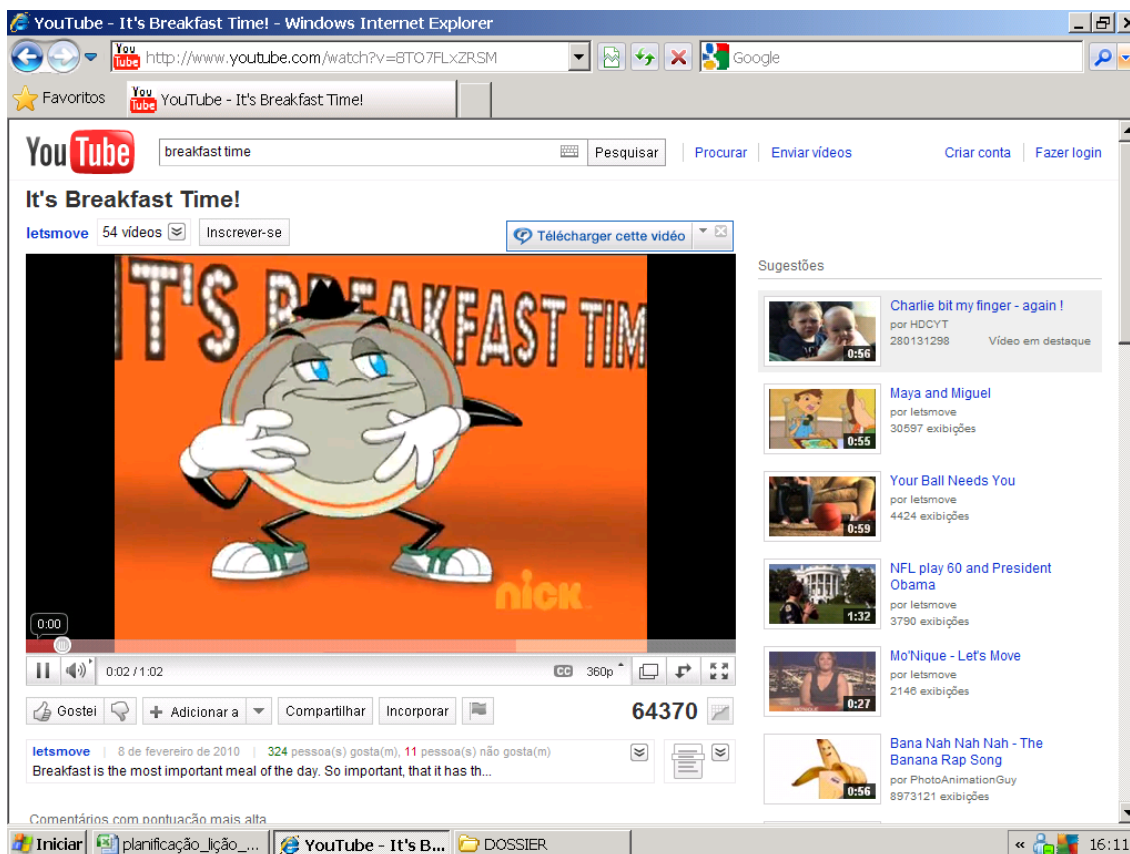
Healthy Habits.

Nº	NOME	Voc	Gramática	Estrutura	Total
1	Alexander Moreno Sanchez	3	4	4	11 (4)
2	Ângela Daniela Ferreira Correia	3	2	2	7 (2)
3	Bernardo Frutuoso Pereira	4	4	3	11 (4)
4	Carolina Campos Calado dos Santos	4	5	5	14 (5)
5	Catarina Ferreira Fernandes	3	4	4	11 (4)
6	Cátia Brito	3	3	4	10 (3)
7	David Leonardo Ribeiro Barrela	4	4	4	12 (4)
8	Débora Beatriz Girão Martins	2	3	2	7 (2)
9	Gonçalo Cleto da Silva	3	3	4	10 (3)
10	Ivo Miguel Bonito Messias	3	2	3	8 (3)
11	Joana Filipa Carronha Possidónio da Silva	3	4	3	10 (3)
12	João Tiago Zacarias Valente	3	3	3	9 (3)
13	José Pedro Cardoso Branco	4	4	4	12 (4)
14	Lucas Alexandre Gomes Carvalho	3	3	2	8 (3)
15	Maíalda Sofia Costa Paulo da Silva	3	3	3	9 (3)
16	Mara Alexandrina dos Santos Restolho	3	2	3	8 (3)
17	Margarida Filipa Marques Pinela	3	3	4	10 (3)
18	Patrícia Alexandra Anastácio da Silva	3	3	3	9 (3)
19	Rafael Alexandre Machado Lopes	4	3	3	10 (3)
20	Rafaela Vicente Gaspar	4	4	4	12 (4)
21	Sílvia Inês de Almeida Mota Santos	3	3	3	9 (3)
22	Susana Raquel Bento da Silva	3	3	3	9 (3)
23	Tiago Picão Sanches	3	3	3	9 (3)

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LISTENING ACTIVITY

IT'S BREAKFAST TIME



Fonte : <http://www.youtube.com/watch?v=WN5rHs08QVk>

A. Order the parts of the lyrics you have.

1.-

2.-

3.-

4.-

5.-

6.-

7.-

8.-

9.-

10.-

11.-

12. -

13. -

14. -

15. -

16. -

17. -

18. -

19. -

20. -

21. -

22. -

23. -

24. -

25. -

26. -

27. -

28. -

29. -

30. -

31. -

32. -

33. -

34. -

35. -

36. -

37. -

38. -

39. -

40. -

41. -

42. -

43. -

44. -

45. -

46. -

47. -

49. -

Breakfast time

It's breakfast time

Breakfast time

It's breakfast time

Breakfast time

It's breakfast time

Come and get your breakfast

Now eat it

Uh, uh, eat it

Let's chew it up

Sh, sh, chew it up

You need it

Na, na, eat it

And fuse you up

Fuse you up

Fuse you up

Fuse you up

Breakfast time

It's breakfast time

Feed your body

Feed your mind 10

Makes your muscles big and strong

Keeps you going all day long

Waffles and blueberries

Banana and raspberries

Banana crapes

Cheese and grapes

Oat and yoghurt coffee

Only toast and no tea

Danish muffin 'n pizza

Sausage egg and peanut

Must all try-10

Toasted rye

French toast squares

Apples and pears

Cereal and milk

Cereal and milk

Cereal and milk

Cereal and milk

Let's get it right

Breakfast time

Don't forget about

Breakfast time

Don't forget about

Breakfast time

Don't forget about

Breakfast time

Now eat it!

Breakfast time	Fuse you up
It's breakfast time	Breakfast time
Breakfast time	It's breakfast time
It's breakfast time	Feed your body
Breakfast time	Feed your mind 10
<i>It's breakfast time</i>	Makes your muscles big and
<i>Come and get your breakfast</i>	strong
Now eat it	Keeps you going all day long
Uh, uh, eat it	Waffles and blueberries
Let's chew it up	Banana and raspberries
Sh, sh, chew it up	Banana crapes
You need it	Cheese and grapes
Na, na, eat it	Oat and yoghurt coffee
And fuse you up	Only toast and no tea
Fuse you up	Danish muffin 'n pizza
Fuse you up	Sausage egg and peanut

Must all try-10	Now eat it!
Toasted rye	
French toast squares	
Apples and pears	
Cereal and milk	
Cereal and milk	
Cereal and milk	
Cereal and milk	
Let's get it right	
Breakfast time	
Don't forget about	
Breakfast time	
Don't forget about	
Breakfast time	
Don't forget about	
Breakfast time	



A. According to the song answer to the following questions:

1. Q: What does breakfast do for you?

A: _____

2. Q: What can you eat for breakfast?

A: _____

3. Q: What can you drink?

A: _____

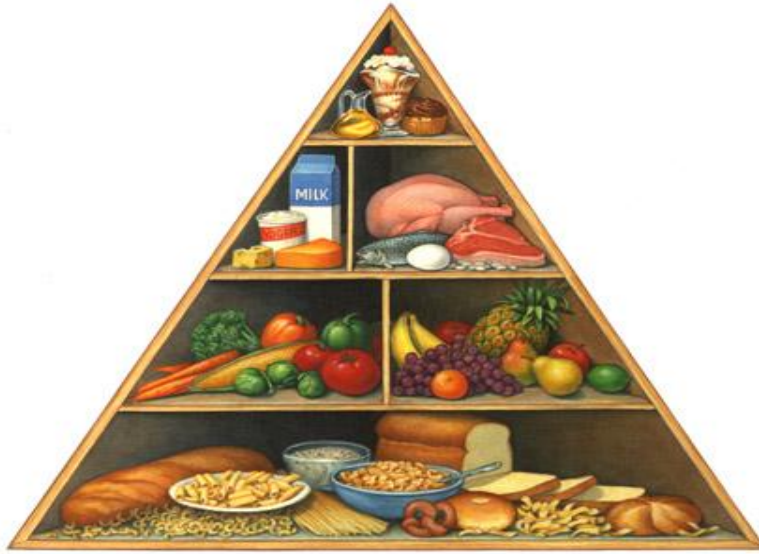
4. Q: What can't you forget?

A: _____

B. Fill in the table with food you can find in the song:

Breads, Biscuits, Cakes	Fruits	Cereals	Dairies	Meat	Nuts	Grains

The food pyramid



All foods are not created equal. A steak tastes nothing like a muffin, and the two foods do totally different things to your body. If you ate just steaks, three meals a day, you'd be a very unhealthy person.

The truth is that your body needs a *variety* of foods to stay healthy, happy, and strong. In that past, doctors and nutritionists (food experts) divided everything into what they called "The Four Food Groups." These were the Bread Group, the Dairy Group, the Fruit and Vegetable Group, and the Meat Group.

Cereals and grains are things like bread, rice potatoes and noodles. These foods give us the energy we need. Half of what we eat every day should come from this group.

Food gives us energy, makes us grow, and helps us to stay healthy. We need to eat something from all the food groups every day which are fruit and vegetables, cereals and grains, fats and sugars, meat and protein, and dairy.

Meats and proteins are foods like chicken, fish, duck, eggs, nuts, beans and tofu. These foods give us important minerals and help us to build and repair our bodies. We need to eat a little every day (about 10% of our food).

Fruits and vegetables gives us lots of vitamins and minerals, and help us grow and stay healthy. We should eat five portions of fruit and vegetables every day. A portion is one piece of fruit, a serving of vegetables or a glass of juice.

Fats and sugar are things like oils, biscuits, sweets, chocolate and ice cream. These foods give you energy and are important for your nervous system. But too much of this food can make you fat, and can be bad for your teeth. You should not eat more than 2 sweet or fatty things a day.

◇ Try with your partner to tick the right answer. Clues are in the text.

1. Which food do we need to eat every day?
 - a) Some food from each group every day
 - b) Some fruit and vegetables
 - c) Some food from all the groups but not fats and sugar

2. How many portions of fruit and vegetables should we eat every day?
 - a) A piece of fruit every day
 - b) One piece of fruit, a serving of vegetables, and a glass of juice fruit every day
 - c) Five portions every day

3. How many cereals and grains should we eat every day?
 - a) Less than half of our food should be cereals and grains
 - b) About half of our food should be cereals and grains
 - c) More than half of our food should be cereals and grains

4. You should not eat too much food with fat or sugar. Why not?
 - a) Because too much of this food can make you fat
 - b) Because too much of this food can be bad for your teeth
 - c) Both of the above

5. Proteins help us to build bodies. What kind of food gives us protein?
 - a) Meat, egg, fish and tofu
 - b) Fruit and vegetables
 - c) Rice and bread

6. Calcium is important for our bones and teeth. Which foods have calcium?
 - a) Milk, yoghurt and cheese only
 - b) Spinach and dried fruit only
 - c) Milk, yogurt, cheese, spinach and dried fruit

Aula 5:

Trabalho: Descrição de Personagem e hábitos alimentares saudáveis (4x4)

Observação: Mais uma vez a monitorização da realização de trabalho de grupo teve um resultado positivo e a auto-avaliação dos alunos saldou-se positivamente: 91,3 % dos alunos gostou do trabalho de grupo. A percepção dos alunos relativamente a terem aprendido com os colegas é de 86,96% (20 alunos). No que diz respeito à aquisição ou desenvolvimento de competências sociais 88,19% dos alunos consideraram ter desenvolvido as 11 competências avaliadas.

De acordo com a minha tabela de observação, dos cinco grupos apenas dois não estiveram totalmente concentrados na realização da tarefa. O David e o Lucas continuam um pouco desatentos. A Débora estava um pouco descontente com a postura deles porque não estavam a participar. Anotei o nº deles e mudaram a sua postura.

O Tiago continua pouco participativo. Tive de intervir e lembrar-lhe que devia participar. Também disse aos restantes membros do grupo que deviam exigir a participação do André.

Quase todos os alunos participaram. Esta aula foi muito intensa e dinâmica. Os alunos trabalharam muito afincadamente e fizeram pouco barulho. Parece-me que já se habituaram ao trabalho em grupo e finalmente perceberam que este representa uma oportunidade de aprenderem e não de conversar.

Fui chamada algumas vezes pelos alunos para os ajudar quer na construção de uma frase quer na tradução de uma palavra. Fico sempre muito satisfeita quando me pedem auxílio ou colocam dúvidas. Isso significa que, por um lado estão interessados em resolver um problema e por outro lado que me consideram sua professora.

☺

Reflexões, críticas e observações de aulas dadas

Controlo Trabalho 4x4

Disciplina: <u>Personalidade</u>	
Grupo 1 Estão entusiasmados <u>S</u> Estão concentrados <u>S</u> Há problemas de relacionamento <u>N</u> Quem? _____ Cooperam <u>S</u> Pedem auxílio do professor <u>S</u> Obs: _____	Grupo 2 Estão entusiasmados <u>S</u> Estão concentrados _____ Há problemas de relacionamento <u>N</u> Quem? _____ Cooperam <u>+ -</u> Pedem auxílio do professor <u>S</u> Obs: <u>7, 14</u>
Grupo 3 Estão entusiasmados <u>S</u> Estão concentrados <u>+ -</u> Há problemas de relacionamento <u>S</u> Quem? <u>Aluno</u> Cooperam _____ Pedem auxílio do professor <u>S</u> Obs: <u>António Tiago</u>	Grupo 4 Estão entusiasmados <u>S</u> Estão concentrados <u>+ -</u> Há problemas de relacionamento <u>N</u> Quem? _____ Cooperam <u>+ -</u> Pedem auxílio do professor <u>S</u>
Grupo 5 Estão entusiasmados <u>S</u> Estão concentrados <u>S</u> Há problemas de relacionamento <u>N</u> Quem? _____ Cooperam <u>S</u> Pedem auxílio do professor <u>S</u> Obs: _____	Grupo 6 Estão entusiasmados <u>S</u> Estão concentrados <u>S</u> Há problemas de relacionamento <u>N</u> Quem? _____ Cooperam _____ Pedem auxílio do professor <u>S</u> Obs: <u>S</u>

Constituição dos grupos:

1. Paulo
Rafael
Spáio
Rafaela
2. Debra
Daniel *
3. Alex
Pera
Suey
Tiago
4. Carolina
Rio
Cara
Reg
5. Carvalho
Silvia
Bezugub
Angelica

6. Carolina
Diogo
Patricia
Rafaela

* Estão desalectos

Auto-avaliação: 6x4

Caracterização de Personagens

Perguntas	%
Gostei de fazer esta actividade	86,95
Nós fizemos o trabalho juntos	86,95
Os meus colegas ajudaram-me	86,95
Eu ajudei os meus colegas	91,3
Eu expliquei aos meus colegas	91,3
Os meus colegas explicaram-me	86,95
Fiz perguntas aos meus colegas	86,95
Os meus colegas fizeram-me perguntas	91,3
Fui paciente com os meus colegas	91,3
Os meus colegas foram pacientes comigo	78,26
Aprendi com os meus colegas	86,95
Eles aprenderam comigo	91,03
As nossas divergências foram resolvidas	86,95
Respeitei a opinião deles	95,65
Eles respeitaram a minha opinião	91,3
Elogiei os meus colegas	86,95
Fui elogiado pelos meus colegas	78,26
Nós trabalhamos bem juntos	82,6
Gosto de trabalhar em grupo	91,3

Amostra: 23 alunos

Lesson planning

Unit : 2			Theme : Food			
Summary: Unit 3 (cont.): Acquiring and consolidating food vocabulary through a group game (...)¹						
Lesson 2			Time: 90 minutes			
Aims	Subsidiary Ais	Procedures	Interacion Pattern	Skills	Aids	Timing
<p>1.to share their knowledge in group-work</p> <p>2. to recognize peer interdependency for knowledge acquisition and exercises problem solving</p> <p>3. to ask and give opinions</p>	to acquire new vocabulary	T .organises the groups	T → Ss		Workshets 1, 2, 3, 4, 5	3
	to revise acquired vocabulary	T. informs they will play a food game.	Group work 5x5	reading, speaking		10
	to play a team game	T. gives each group a set of food flashcards and a food list. Together, in groups, Ss are asked to order the flashcards according to the list. T. sticks the food names on the board at random and explains the rules and the second part of the game: each group will have to choose a representative to stick the flashcards above the names on the board. It's a timed game and a competition between groups.		Reading - looking for specific information	10	
	to consolidate the acquisition of new vocabulary	Correction: T. checks the board and asks all students to find out whether the images correspond to the labels. For that she reads the full list of food and asks students to translate into Portuguese in choir and point to the respective flashcards that a student takes out of the board.			8	

¹ Neste documento só estão incluídos os itens relevantes

Flashcards



Flashcards and labels



Group 1

Almond
Apple
Bacon
Cereal
Chickpea
Fig
Fish
Leek
Pear
Pomegranate

Group 2

Black-eyed pea
Banana
Corn
Cauliflower
Chestnut
Croissant
Green bean
Hazelnut
Jam
Juice

Group 3

Blueberry
Bread
Broccoli
Cabbage
Coffee
Flour
Garlic
Mango
Nut
Onion

Group 4

Avocado
Carrot
Cherry
Chocolate
Honey
Ice-cream
Lettuce
Melon
Milk
Papaya

Group 5

Beans
Cake
Cantaloupe
Cheese
Coriander
Doughnut
Egg
Grapes
Ham
Passion fruit

Group 6

Pumpkin
Raspberry
Toast
Tomato
Pistachio
Rice
Peach
Prune
Raisin
Wheat

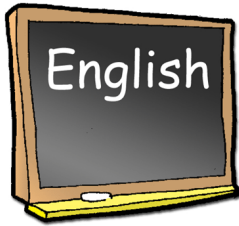
Lesson planning

Unit : 2			Theme : Food			
Summary: Unit 3 (cont.): Tic-tac-toe on <i>much, many, little, few, lot</i> and <i>How much/ How many (...)</i> ¹						
Lesson 4			Time: 90 minutes			
Aims	Subsidiary Ais	Procedures	Interacion Pattern	Skills	Aids	Timing
		<p>T. informs that the class is going to Play Tic-tac-toe to find out whether they remember what they have been learning</p> <p>Class is divided into two teams. T. asks students to ask each other about their eating habits using the pronouns and gives an example: "Do you eat a lot of chocolates?"</p>	<p>T → Ss</p> <p>Group work Ss → Ss</p>	speaking	Board (app. 5)	10

¹ Neste documento só estão incluídos os itens relevantes.

ORAL PRODUCTION

TIC-TAC-TOE



"What did you have for breakfast?"

"Do you eat a lot of chocolates?"

little	few	a little
any	some	many
a few	a lot of	much

A turma é dividida em dois grupos. A professora promove para o efeito o diálogo sobre os hábitos alimentares dos alunos utilizando os pronomes.

Inquérito aos alunos

Perguntas	%
Gostei das aulas da professora estagiária	100
A professora estagiária expressa-se com clareza	90,9
A professora estagiária dominava a matéria que expunha	100
As actividades eram interessantes	85,45
A professora estagiária foi justa com todos os alunos	95,45
Aprendi com as actividades realizadas em grupo	95,45
Aprendi com as actividades realizadas a pares	95,45
Aprendi com as actividades realizadas individualmente	81,81

Amostra: 22 alunos

Avaliação de teste

1º Período						
Nível	1	2	3	4	5	
Alunos	5	6	9	1	2	
Percentagem	22	30	39	5	9	
Nº de alunos	23					

2º Período						
Nível	1	2	3	4	5	
Alunos	0	3	5	13	2	
Percentagem	0	13	22	57	9	
Nº de alunos	23					

3º Período						
Nível	1	2	3	4	5	
Alunos	0	3	4	14	2	
Percentagem	0	13	17	61	9	
Nº de alunos	23					

Implementação
do trabalho
colaborativo

1º
Período2º
Período

	Nº	NOME	1º Período		2º Período					
			Individuais	U. este Ind	Grupos	Esb				
GRUPO 1	11	Joana Filipa Carronha Possidónio da Silva	3	4	3	3	4+	3		
	19	Rafael Alexandre Machado Lopes	3	4	3	3	4+	3		
	12	João Tiago Zacarias Valente	3+	4	4	4	4+	4		
	20	Rafaela Vicente Gaspar	4+	4	5	5	4+	5		
GRUPO 2	7	David Leonardo Ribeiro Barreira	4	3	2	4	3	4		
	8	Débora Beatriz Girão Martins	2	3	2	2 3	3	2		
	14	Lucas Alexandre Gomes Carvalho	2	3	2	2	3	2		
GRUPO 3	1	Alexander Moreno Sanchez	4	4	4	4	4	4		
	16	Mara Alexandrina dos Santos Restolho	3+	4	3	4	4	3		
	22	Susana Raquel Bento da Silva	3+	4	4	4	4	4		
	23	Tiago Picão Sanches	3	4	4	3	4	4		
GRUPO 4	10	Ivo Miguel Bonito Messias	4	3+	3	4	3+	4		
	5	Catarina Ferreira Fernandes	4	3+	4	4	3+	4		
	6	Catia Brito	3	3+	3	3+	3+	3		
	17	Margarida Filipa Marques Pinela	3+	3+	4	3+	3+	4		
GRUPO 5	2	Ângela Daniela Ferreira Correia	2	4	2	2	3+	2		
	3	Bernardo Frutuoso Pereira	4	4	4	4	3+	4		
	9	Gonçalo Cleto da Silva	3	4	4	3+	3+	4		
	21	Sílvia Inês de Almeida Mota Santos	4	4	4	4	3+	4		
GRUPO 6	15	Mafalda Sofia Costa Paulo da Silva	3	5	4	3	5	4		
	4	Carolina Campos Calado dos Santos	5	5	5	5	5	5		
	13	José Pedro Cardoso Branco	3	5	4	3	5	4		
	18	Patrícia Alexandra Anastácio da Silva	3	5	4	3	5	4		



Unité : 5^{ème}		Thème: Je fais des courses			
Objectifs: À la fin de cette unité les élèves doivent être capables de :					
<ul style="list-style-type: none"> - identifier des magasins et les produits - savoir appliquer le vocabulaire des produits - appliquer du vocabulaire et des fonctions de langage pour faire des courses - déchiffrer des textes authentiques - formuler des questions - comprendre et appliquer les règles grammaticales des pronoms adverbiaux Y et En - s'engager, les uns avec les autres pour faire des exercices. 					
Sommaire : Continuation de l'unité 5 ^{ème} . Lecture du texte «Faire les magasins » Exercices de compréhension orale. Dialogue. Exercices d'association de vocabulaire. Exercices de compréhension écrite et à trous.					
Date : Mardi 11 janvier 2011		Leçons : 1^{ème} et 2^{ème}		Temps du cours : 90 minutes	
Objectifs	Compétences	Activités/Tâches	Type d'interaction	Ressources	Temps
		Ouverture du cours Un élève écrit la leçon et la date au tableau.		Tableau	6
Introduire l'élève dans la matière qui concerne cette unité	Compréhension écrite	Le professeur informe aux élèves qu' ils vont apprendre où aller pour acheter des produits. Le professeur donne aux élèves une fiche de lecture sur le thème.	Individuelle	Fiche de lecture, page 1	12
		Lecture d'un texte			
		Le professeur demande aux élèves de lire pour la classe en même temps qu'elle s'assure qu'ils comprennent le vocabulaire	Professeur ↔ Elèves		6



ESCOLA SECUNDÁRIA QUINTA DO MARQUÊS

Planification des cours de français pour la 8^{ème} Année – Niveau A2

	Production orale	<p>Le professeur pose des questions sur le texte comme:</p> <ul style="list-style-type: none"> - Où est-ce que Pauline et sa mère sont allées? - Qu'est-ce qu'elle voulait acheter? - Qu'est-ce qu'il y avait partout? - Comment est-ce que Pauline est arrivée chez elle? 	Professeur ↔ Elèves	Tableau	8
Comprendre où est-ce qu'on peut acheter des produits		<p>Le Professeur donne aux élèves une fiche des magasins et leur explique ce que chaque magasin signifie et ce qu'on peut y acheter.</p>	Professeur ↔ Elèves	Pag. 1, 2 et 3	8
	Production orale	<p>En utilisant la même fiche le professeur pose des questions comme:</p> <ul style="list-style-type: none"> - Qu'est-ce qu'on achète à la boulangerie? - On achète du pain - Où est-ce que je peux acheter du beurre? <p>Le professeur demande aux élèves de poser et de répondre ces questions entre eux.</p>	<p>Professeur ↔ Elèves</p> <p>Deux-à-deux</p>	<p>Fiche 2</p> <p>Tableau</p>	12
Comprendre et mettre en pratique des concepts acquis		<p>Les élèves font un exercice de liaison entre les types de magasins et ce qu'on peut y acheter</p> <p>La correction est faite oralement et au tableau</p>	Travail Individuel	<p>Page 4</p> <p>Tableau</p>	6
	Production écrite	<p>Les élèves répondent à 5 questions de compréhension du texte</p> <p>Le professeur demande à un élève pour faire la correction au tableau</p>	Travail Individuel	Page 4	6



ESCOLA SECUNDÁRIA QUINTA DO MARQUÊS

Planification des cours de français pour la 8^{ème} Année – Niveau A2

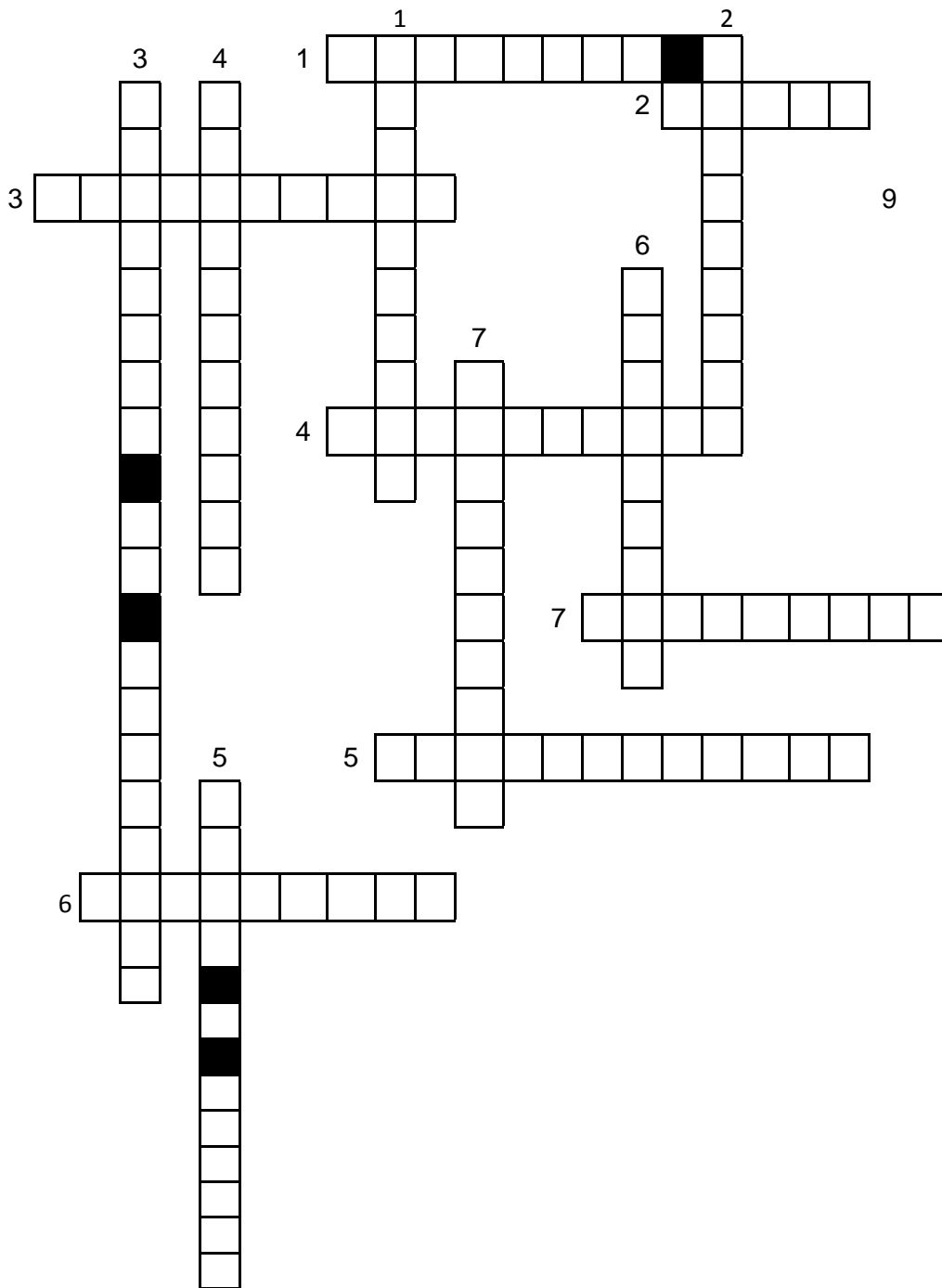
Comprendre et mettre en pratique des concepts acquis	Compréhension écrite	Les élèves font un exercice à trous et essaient d'identifier le type de magasin	Travail Individuel	Tableau	8
Utiliser les concepts acquis pour la production écrite	Compréhension écrite	Les élèves font un exercice de mots croisés La correction est orale	Deux-à-deux	Pages 6 et 7	15
Consolider l'apprentissage	Production orale	Le Professeur écrit le sommaire au tableau en demandant des suggestions aux élèves	Elèves → Professeur	Tableau	4
				TOTAL	90



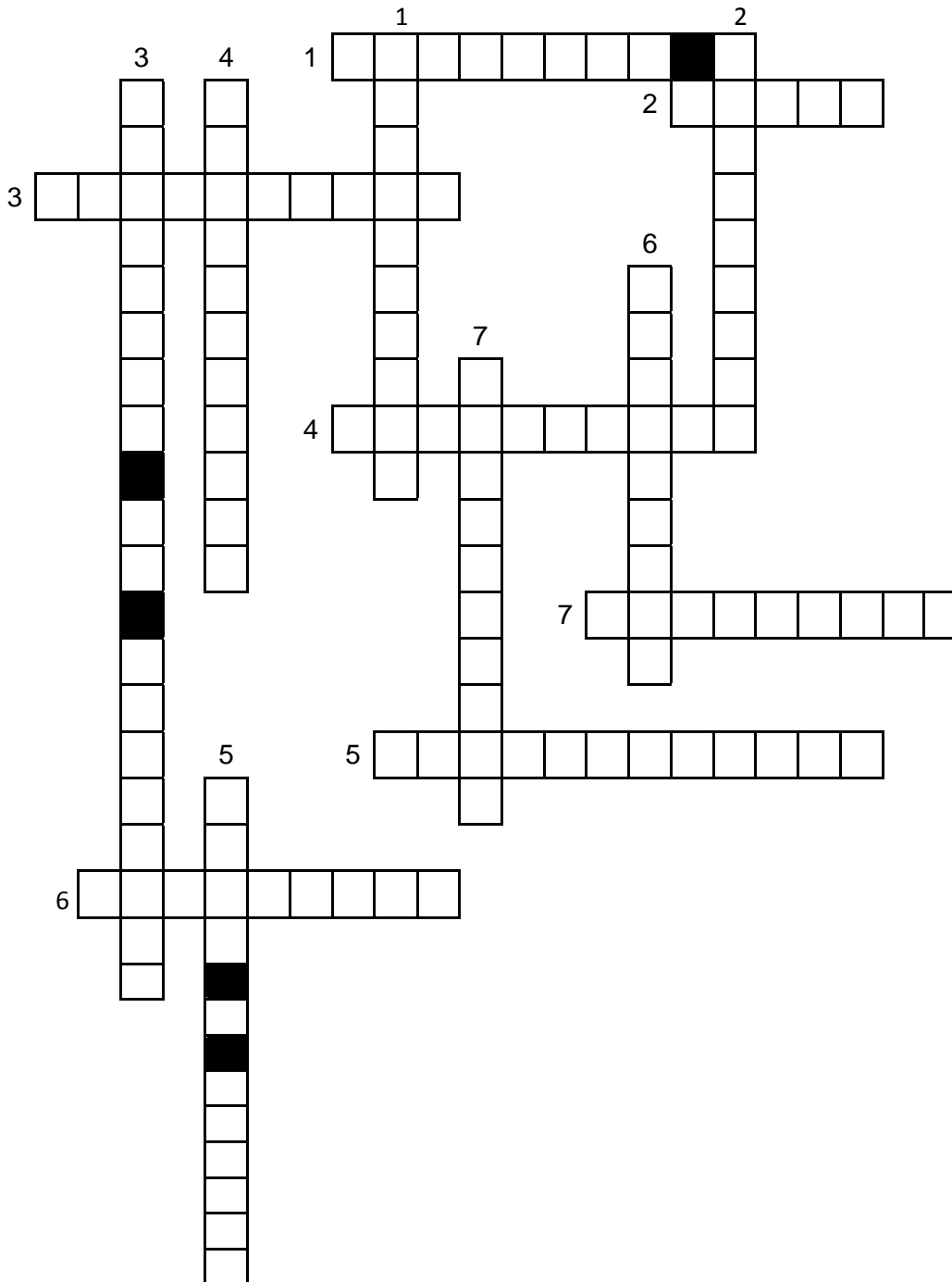
Unité : 5 ^{ème}		Thème : Je fais des courses			
Date : Vendredi 14 janvier 2011		Leçons : 3 ^{ème}		Temps du cours : 45 minutes	
Sommaire : Continuation de l'unité 5 ^{ème} : «Faire les courses ». Les pronoms adverbiaux Y/En. Exercices de grammaire.					
Objectifs	Compétences	Activités/Tâches	Type d'interaction	Ressources	Temps
		Un élève écrit la leçon et la date au tableau		Tableau	7
		Le professeur écrit le sommaire		Tableau	
	Production orale	Le professeur demande aux élèves s'ils se rappellent du thème qu'ils sont en train d'apprendre.			5
Chercher de l'information spécifique du texte pour résoudre les questions formulées.	Production orale	Le prof. pose des questions comme: -Où est-ce que Pauline est allée selon ces factures? - Pourquoi dis-tu ça? - Quels sont les pistes que les annonces te donnent ?	Professeur ↔ Elèves	Page 8	10
Comprendre des règles de grammaire et appliquer ces règles	Compréhension écrite	Le professeur informe les élèves que pour parler des courses ils ont besoin d'apprendre les pronoms adverbiaux. Le professeur apprend aux élèves les règles des pronoms adverbiaux en leur conduisant par la fiche des règles Le professeur écrit quelques exemples au tableau	Professeur ↔ Elèves	Page 9	12
Utiliser les concepts acquis dans la production écrite	Compréhension écrite	Les élèves font un exercice en utilisant les pronoms adverbiaux La correction est orale	Travail Individuel	Page 10	10
				TOTAL	44

FAIRE LES MAGASINS

Fais les mots croisés avec les noms des magasins où on peut acheter les produits ci-dessous. Tu feras les mots horizontaux et ton collègue les mots verticaux.



Fais les mots croisés avec les noms des magasins où on peut acheter les produits ci-contre. Tu feras les mots verticaux et ton collègue les mots horizontaux.



1. 
2. 
3. 
4. 
5. 
6. 
7. 

Unité : 9		Thème : On se connecte				
Date: Mardi 17 mai 2011		Leçons: 7 ^{ème} et 8 ^{ème}		Temps du cours : 90 minutes		
Sommaire : Les parties et les questions de base d'un article de journal. Construction d'un article de journal						
Objectifs	Objectifs subsidiaires	Compétences	Activités/Tâches	Type d'interaction	Ressources	Temps
(...) ¹			Un élève écrit la leçon et la date au tableau		Tableau	
Partager son opinion et accepter l'opinion de l'autre pour résoudre des problèmes Être conscient de l'importance de l'autre Être conscient de son importance dans le groupe	Devenir conscient que l'apprentissage de la Langue Française peut être amusant Devenir conscient de son importance et son rôle dans la chaîne de la classe Participer dans un acte créatif Produire de l'écrit créatif	Production écrite	Le professeur dit aux élèves qu'ils vont jouer « Le cadavre exquis », et leur explique l'origine de ce jeu et leur donne des papiers avec la partie de la phrase que chacun doit créer´ Le professeur recueille les papiers et écrit les phrases au tableau. Chaque groupe doit corriger et bien écrire la phrase de l'autre groupe	Travail en groupe de 4	Annexe 1	20

Dalila Sequeira

④

Nous surfons sur internet et nous écoutons de la musique

¹ Neste documento só estão incluídos os itens relevantes



Unité : 9		Thème : On se connecte				
Date : Mardi 10 mai 2011		Leçons: 4 ^{ème} et 5 ^{ème}			90 minutes	
Sommaire : Construction d'un article de journal (...)¹						
Objectifs	Objectifs s subsidiaries	Compétences	Activités/Tâches	Type d'interaction	Ressources	Temps
Être en contact direct avec des produits authentiques de la langue et culture des pays francophones Interpréter la langue français	Production	Compétence écrite	<p>Le professeur informe les élèves qu'ils vont rédiger un article de journal.</p> <p>Le professeur distribue une fiche de travail ayant une histoire et demande aux élèves de lire et ensuite de retirer de chaque paragraphe les informations les plus importantes en donnant une énumération à chaque phrase.</p> <p>Le professeur distribue une fiche de travail où les élèves doivent retirer les synthèses des paragraphes les moins importantes. Ensuite, les élèves doivent écrire dans un tableau ayant les questions de base pour écrire un article, le numéro de chaque phrase dans la colonne du tableau la plus convenable.</p> <p>Le professeur demande ensuite aux élèves d'essayer d'écrire un texte journalistique avec l'information obtenue, en utilisant aussi les trucs d'une pièce journalistique qu'ils ont appris dans la dernière leçon, comme la construction d'un titre et structuration du texte ayant pour base la réponse aux pronoms interrogatifs invariables.</p>	Deux-à-deux	<p>Fiche de travail 5</p> <p>Fiche de travail 6</p>	

Dalila Sequeira

¹ Neste documento só estão incluídos os itens relevantes

L'ordinateur

Je m'appelle Martin Dinirs, je suis un garçon de 10 ans, et Martine Dinirs, ma sœur a 11 ans. Elle me ressemble beaucoup.

C'est bientôt notre anniversaire. Moi (Martin) c'est le 1er février et Martine le 11 février. Nos surnoms c'est Tintin pour moi et Martine c'est Titine. Mes parents s'appellent Mme Philippine Dinirs et Mr Philippe Dinirs, presque pareil comme prénoms! Je ne vous dis pas leurs anniversaires, trop dur à garder en tête.

Bon, bah, demain c'est la rentrée d'école, enfin collège, ma sœur est au collège depuis 1 an, mais demain ça va faire 2 ans pour elle, moi ça va être que demain! Ça va être dur, dur.

J'habite au Canada, j'habite dans la ville Wharmouth, bizarre. Ma famille est canadienne bien sûr.

Là je suis en train de manger mes Chocapics (céréales) avec Titine. Après le petit déjeuner on va jouer à l'ordinateur. L'ordinateur c'est notre loisir. Et après on va se laver, mais pas en même temps. Bon, bah, il faut que je réfléchisse à mon emploi du temps. Demain je serais en 6e et Titine en 5e, ça va être hyper dur, mais je vais me faire de nouveaux amis. C'est ça le mieux. Surtout s'ils sont sympas.

Je finis mes Chocapics, je mets mon bol et ma cuillère dans le lave-vaisselle et je vais jouer avec Titine. Titine me dit :

- " Attends, je mets mon bol et ma cuillère dans le lave-vaisselle, va allumer l'ordinateur."

Je dis :- " D'accord, avec joie Melle Titine, hih!"

Je suis parti dans mon bureau, où il y a mon ordinateur et je l'ai allumé. Je dis à Titine :

- Titine viens, j'ai allumé l'ordinateur!

Elle me dit :

- D'accord j'arrive!

Je dis :- On va jouer un jeu sur internet, sur un site, ça va être cool!



Je me connecte sur internet, et je vois un virus qui me prend tous mes fichiers. Pendant 60 minutes ma sœur et moi nous regardons l'ordinateur se vider de ses programmes et fichiers. Mais trop tard. Et voilà, l'ordinateur explosa!

- " Mon Dieuuuuuuuu !!! " dis-je.

- " On va se faire gronder " dit Titine.

- " Tant pis, on va tout expliquer à Maman et Papa de A à Z " dis-je.

- " D'accord Tintin, mais nous le dirons à deux" dit Titine avec un sourire inquiet.

par *Julie*, mars 2003

Source: <http://www.momes.net/Journal/histoires5/lordinateur.html>

1. Ci-dessous il y a un tableau avec les questions de base pour écrire un article. Écris le numéro de chaque phrase de votre résumé dans la ligne du tableau la plus convenable.

Qui	
Quoi	
Où	
Quand	
Comment	

2. Avec ton copain essaie d'écrire un article de journal ayant pour base le tableau des questions.
À la fin, décide le titre. Bon travail!





Alors, fais la liaison :

- | | | |
|-----------------|-----------------|--|
| a. Pâtisserie | 1. du pain | _____ |
| b. Boucherie | 2. du lait | _____ |
| c. Boulangerie | 3. du poisson | _____ |
| d. Parfumerie | 4. un gâteau | <u>À la pâtisserie on peut acheter un gâteau</u> |
| e. Poste | 5. un parfum | _____ |
| e. Fleuriste | 6. de la viande | _____ |
| g. Bijouterie | 7. un timbre | _____ |
| h. Poissonnerie | 8. un bouquet | _____ |
| i. Épicerie | 9. un bijou | _____ |



1. Si tu te rappelles, je voudrais acheter une robe et des chaussures. Alors, où est-ce que je devrais aller pour acheter la robe ? _____

2. Et pour acheter les chaussures? _____

3. Ma mère s'est rappelée de l'anniversaire de mon frère la semaine prochaine. Elle a décidé de commander un gâteau d'anniversaire et des bonbons. Où est-ce que nous sommes allées? _____

4. Ma chatte, Denise, a cassé un flacon du parfum préféré de ma mère. Désolée, elle a décidé d'en acheter un autre. Où est-ce que nous sommes allées pour faire ça? _____

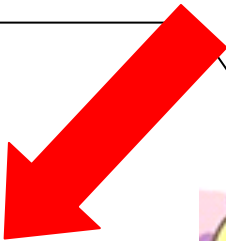
5. Mon père aime manger du poisson grillé. Moi aussi, mais je préfère des coquillages. Où est-ce que nous sommes allées? _____

Pronoms Adverbiaux Y et EN

Pauline, où est-ce que vous êtes allées aujourd'hui ?



Regarde! J'ai ces papiers dans ma main. Alors, pose des questions pour deviner où est-ce que nous sommes allées.



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BOUTIQUE EN LIGNE

11/SEP/09 11:12 NT:000008
CORINNE

Art	kg	€ / kg	€
1 SAUMON BIO TRAITEUR	0.308	61.80	19.03
2 TARANA MAISON 100 G		3.80	3.80
3 ASSORTIMENT	0.153	37.50	5.74
4 ASSORTIMENT	0.158	37.50	5.93
TOTAL (4)			34.50
CARTES BANCAIRES			34.50

Servi par : CORINNE
MERCI DE VOTRE VISITE
A BIEN TOT

MARCHE DE QUIBERON
TOUS LES SAMEDIS MATINS
A COTE DE CYCLOMAR

MARCHE DE PORT HALIGUEN
TOUS LES MERCREDIS MATINS



HOMO 2 litre	\$3.35
EPICERIE	\$3.69
EPICERIE	\$3.49
BANANE	\$1.25



Code: 006053 Libellé: GUIDE TOURISTIQUE Stock: 0.00 En com

Net Commerce: CHENISES M C
Famille: CHMC BRIDEES
Sous famille: CHMC BRIDEES
Fournisseur: PLOUOCC
Marque: Toutes
Catégorie 1: Aucune
Catégorie 2: Aucune

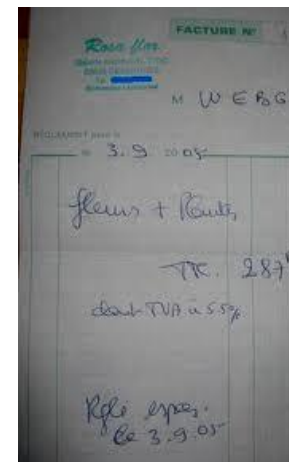
Prix d'achat: 14.50 TTC
Prix de vente: 7.20 TTC
Unité: Unité

Code de table: 5142440

1. Taille
2. Couleur
3. Matière
4. Longueur
5. Largeur
6. Epaisseur
7. Poids
8. Matière
9. Couleur

14.50 TTC
7.20 TTC
Unité

Cost vente: 1.00 PV TTC / PV HT



Restaurant McDonald's - Gemacona SA
3 Cours de Rive
1204 Genève
Tel 022.311.85.75
Tollète code 3979

Nous vous remercions de votre visite
et vous souhaitons
un excellent appétit !

QUITTANCE

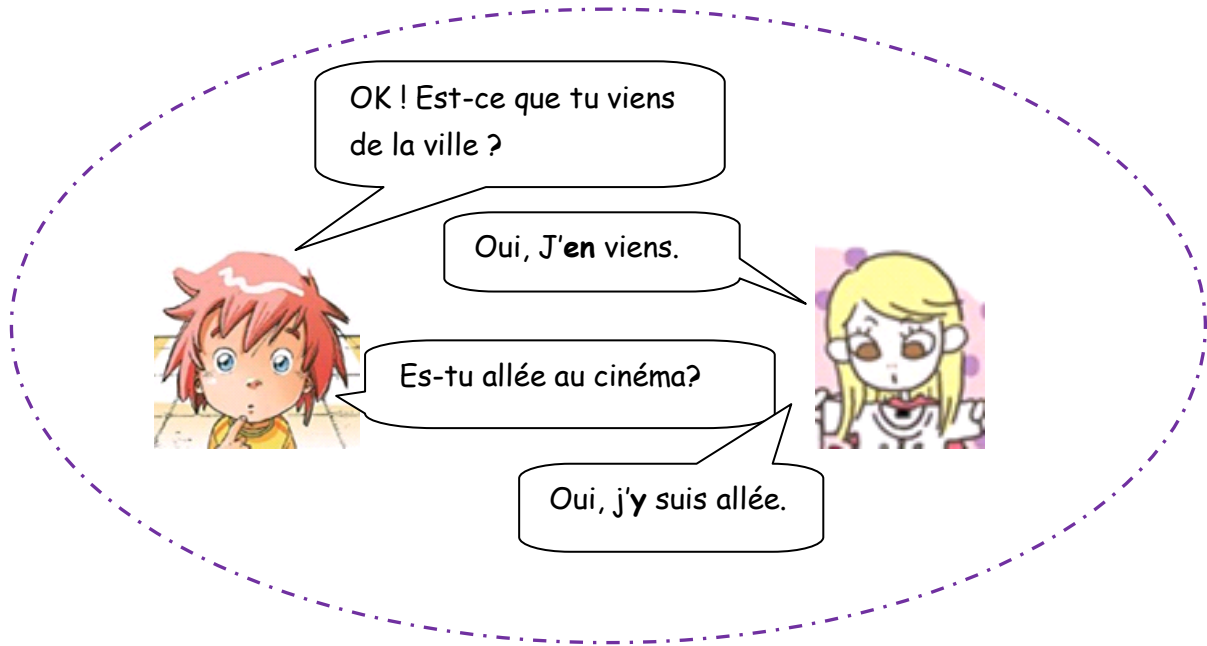
No TVA: TVA NO 463 810#DRD 55 -REG 3-08/04/2009 19:52:07

QTE	PROD	TOTAL
2	MENU+COKE LIGHT	0.00
1	MENU+ BIG TASTY	13.50
1	MENU+ CBO	13.50
1	MENU+FRITES	0.00
1	MENU+POTATOES	1.00
Eat-In Total		27.80
CHF		50.00
Change		22.20
TAX A (7.60%)		27.80 = 1.96

Heures d'ouverture
Dimanche à Jeudi : 10h00 à 24h00
Vendredi et samedi : 10h00 à 02h00

Pronoms Adverbiaux

Y et EN



Arrête! Bonjour, je suis madame La Règle. Pauline va vous expliquer des règles très importantes ci-dessous.

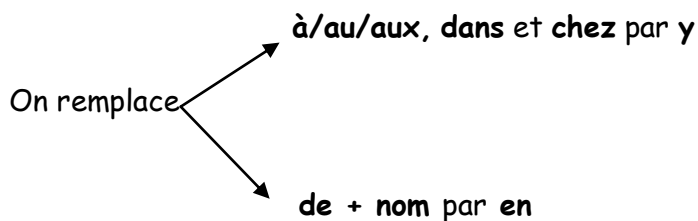


1. Comme tu as vu, j'ai remplacé le nom et la préposition **à** par **y**:

Je suis allée à la ville. J'y suis allée.

2. J'ai aussi remplacé le nom et la préposition **de** par **en**:

Je viens de la ville. J'en viens



LES LOCUTIONS ADVERBIALES



- Salut Pauline, ici Sandra. Ça va ?
- Salut Sandra. Ça va, merci.
- Je t'appelais pour savoir si tu voulais sortir ce soir.
- Aujourd'hui, **de tout**... C'est l'anniversaire de Frédéric demain, alors, je lui fais un gâteau.
- Ah, oui ? Quel âge aura-t-il ?
- Neuf ans. Il est très heureux car il va recevoir un vélo... mais, **par hasard**, on n'a pas trouvé le modèle qu'il voulait.
- Oh...
- **C'est-à-dire**, on va acheter le modèle le plus semblable.
- C'est, **tout à fait**, la meilleure solution.
- **Bien sûr**.
- ... *Oui maman... Je vais, tout de suite*... Alors, Sandra, mardi soir ?
- D'accord, super. A mardi alors.
- Oui, à mardi!
- Bon week-end!
- Bon week-end à toi aussi.

1. Complète avec la locution adverbiale la plus convenable:

Je ne veux pas _____ aller au cinéma, car demain c'est l'anniversaire de mon frère et il faut que je commence _____ à faire des gâteaux pour la fête. _____ que sortir avec ma copine serait amusant, mais j'aime aussi cuisiner. _____ le film que nous souhaitions voir ne sera plus en scène la semaine prochaine. Tant pis, on en verra un autre. C'est _____ ennuyante. _____ c'est compliqué de choisir entre deux choses qu'on aime beaucoup.

2. Essaie d'écrire un dialogue avec ton copain en l'invitant à aller au cinéma, à boire un café ou à faire des courses. Vous devez utiliser au moins quatre des locutions adverbiales que vous venez d'apprendre.

Fiche de lecture et de travail 1

COMMENT EST-CE QU'ON ÉCRIT UN ARTICLE DE JOURNAL ?

Pour écrire un article de journal tu dois suivre ce code : l'article doit répondre le plus clairement possible à cinq questions de base :

1. **Qui** 2. **Quoi** 3. **Quand** 4. **Où** 5. **Pourquoi**

Tu peux aussi ajouter: **comment** (s'est-il passé) ?



PRONOMS INTERROGATIFS



1. Les mots **Que**, **Qui**, **Quoi**, sont des pronoms interrogatifs invariables.

- **Qui** c'est le pronom qu'on utilise pour poser des questions qui concernent les personnes.

Ex : « **Qui** es-tu ? » « Je suis Madame Julie. »

- **Que** et **Quoi** - ce sont les pronoms qu'on utilise pour poser des questions qui concernent les objets:

Ex: « **Qu'est-ce** que c'est ? » « C'est un journal. »

Attention: **Que** cherche-t-il? / **Qu'est-ce** qu'il cherche?

> **Quoi** s'utilise après une proposition ou à la fin des phrases:

Ex: « **De quoi** tu parles? » « Je parle des pronoms interrogatifs. »

« Ce mot sert à **quoi**? » « À poser des questions ! »

Attention : Dans le langage colloquial on peut utiliser **qui** et **quoi** à la fin des phrases

Ex : « C'est **qui**? » « C'est Madame Julie »

« Ça, c'est **quoi**? » « C'est le signal pour que tu arrêtes et fasses attention aux règles. »

2. On a aussi des pronoms interrogatifs comme **Lequel** qui est variable et fait l'accord avec le genre et le nombre du nom.

Ex: « Je veux un journal » « **Lequel**? »

« Est-ce que vous avez des journaux de sport? » « **Lesquels**? »

« De toutes les chanteuses qui sont là, **lesquelles** préfères-tu? » « Et, à ton avis, **laquelle** est la plus jolie? »

Fais ces exercices d'application des pronoms interrogatifs.

1. que ou qu' :

- a. Qu'est-ce que tu penses de ce film? _____
- b. Que veux-tu que je t'achète ? _____
- c. Qu'est-ce qu'elle étudie ? _____

2. que ou quoi :

- a. De _____ tu parles ?
- b. _____ pense-t-elle de cet article?
- c. Tu veux tous ces journaux pour faire _____?
- d. _____ achetez-vous chez le marchand de journaux?

3. que, qui, quoi :

- a. Je sors pour acheter des journaux. _____ vient avec moi ? _____ voulez-vous faire avec tous ces journaux? _____ a pris le dernier magazine « Rock Stars » ? Tu voulais acheter une autre chose, c'était _____ ?

4. qui - à qui - que - à quoi

- a. _____ penses-tu? -Je pense à Marianne.
- b. _____ regardes-tu? -Un film.
- c. _____ penses-tu? -Je pense à mes vacances.
- d. _____ prends-tu pour maman? -Un livre.
- e. _____ parle français ? - Moi.

5. lequel, laquelle, lesquels, lesquelles

i.

- a. Voilà les journaux sportifs. _____ voulez-vous ?
- b. Je préfère le magazine « Rock Stars ». Et toi ? _____ préfères-tu ?
- c. Je connais toutes ces chansons par cœur. Et vous ? _____ connaissez-vous ?
- d. J'aime bien cette chanson. Et toi ? _____ aimes-tu ?

ii.

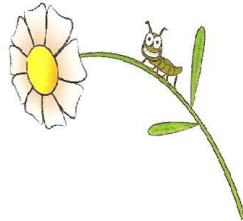
- e. «Voilà la photo de ma famille. » « Ta famille est dans ce-groupe là ? Ta mère, c'est _____ ? _____ de ces garçons sont tes cousins? Ton frère, c'est _____ ? Et tes sœurs, sont _____ ? »



Reprends le dialogue



Et quoi de plus? Les titres par exemple...

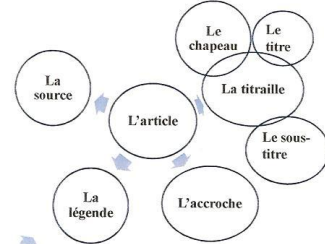


Il y a deux grandes catégories de titres:

1. les titres informatifs qui répondent à plusieurs des questions de base. Par exemple, *"Une importante opération de police fait deux arrestations »*
2. et les titres attirants pour aiguïser la curiosité du lecteur. Exemple : *Un, deux, trois...*



Un article est composé de plusieurs parties :



Plus tard...

C'est tout?



Non. Elle a dit qu'il faut écrire les titres au PRÉSENT.



ANEXO 35

Perguntas	%
Gostei das Fichas de Gramática	85
As fichas de gramática foram úteis	96
Apreendi com as fichas de gramática	96
Vou usar as fichas de gramática para estudar	85
Gostei das fichas de conteúdos com as personagens da família da Pauline	93
Gostei de interpretação dos vídeos	89
Gostei das actividades de leitura	85
Gostei das actividades de escrita	89
Gostei das actividades de conversação	93
Total de respostas afirmativas	90

Amostra: 27 alunos



Objectifs	Compétences	Activités/Tâches	Type d'interaction	Ressources	Temps
(...)	(...)	(...)	(...)	(...)	(...)
	Production orale	Le professeur pose des questions sur le texte comme: - Où est-ce que Pauline et sa mère sont allées? - Qu'est-ce qu'elle voulait acheter? - Qu'est-ce qu'il y avait partout? - Comment est-ce que Pauline est arrivée chez elle?	Professeur ↔ Elèves	Tableau	8
Comprendre où est-ce qu'on peut acheter des produits		Le Professeur donne aux élèves une fiche des magasins et leur explique ce que chaque magasin signifie et ce qu'on peut y acheter.	Professeur ↔ Elèves	Pag. 1, 2 et 3	8
	Production orale	En utilisant la même fiche le professeur pose des questions comme: - Qu'est-ce qu'on achète à la boulangerie? - On achète du pain - Où est-ce que je peux acheter du beurre?	Professeur ↔ Elèves	Fiche 2 Tableau	12
Comprendre et mettre en pratique des concepts acquis		Les élèves font un exercice de liaison entre les types de magasins et ce qu'on peut y acheter La correction est faite oralement et au tableau	Travail Individuel	Page 4 Tableau	6
	Production écrite	Les élèves répondent à 5 questions de compréhension du texte Le professeur demande à un élève pour faire la correction au tableau	Travail Individuel	Page 4	6
Comprendre et mettre en pratique des concepts acquis	Compréhension écrite	Les élèves font un exercice à trous et essaient d'identifier le type de magasin	Travail Individuel	Tableau	8



Sou
page.....

**C. Maintenant réponds. Est-ce que tu prends le petit déjeuner ?
Qu'est-ce que tu manges?**

Lis le document suivant!

Un bon petit déjeuner

Nous le savons tous, sans pour autant y faire vraiment attention : le petit déjeuner est le premier repas et surtout le plus important de la journée. Les personnes qui ne prennent pas de petit déjeuner le matin (ou qui se nourrissent mal), ont tendance à manger entre les repas des choses beaucoup moins riches et nutritives. Environ 50% de la population française ne prend pas le temps de manger un petit déjeuner énergétique. C'est commencer la journée du mauvais pied... Ils se retrouvent fatigués en très peu de temps, sont plus facilement irritables, et souffrent de prise de poids ou de troubles de la concentration.

Sans compter que sauter le premier repas de la journée revient à priver l'organisme des valeurs nutritives dont il a besoin pour tenir jusque midi mais aussi pour compenser le jeûne de la nuit : en dormant, vous dépensez de l'énergie ainsi que des calories qu'il vous faut compenser le matin pour être en bonne forme.

Enfin, prendre un bon petit déjeuner encourage la bonne humeur, la vigilance et la concentration. Si tu veux commencer la journée en forme, tu dois prendre un petit déjeuner complet : un jus de fruits, du thé, du lait, du café au lait, des œufs, des croissants, du pain, des biscottes avec du fromage, du jambon, du beurre ou de la confiture. N'oubliez aussi des fruits: prenez de la banane, de la pomme, de la poire, du kiwi, des raisins, etc.

A. Complète les phrases suivantes :

1. Le petit déjeuner est le repas _____.
2. Ne pas avoir le temps de manger un petit déjeuner énergétique c'est _____.
3. Les gens qui ne mangent pas un bon petit déjeuner se retrouvent _____.
4. En prenant un bon petit déjeuner les gens ont de la _____, de la _____, et de la _____.

Source : <http://www.fiteo.fr/blog/dejeuner-equilibre>



l'orange



la pêche



l'œuf



la pomme



l'ananas



le poisson



la poire



la figue



la crevette



les raisins



la cerise



la palourde



la prune



la banane



le lait



la pastèque



la framboise



le yaourt/yogourt



la mangue



la fraise



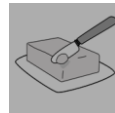
le fromage



l'avocat



la viande



le beurre



le cantaloup



le jambon



le jus de fruits



la papaye



la saucisse



le café



la grenade



le bacon



le thé



e fruit de la passion



le poulet



coca-cola



le riz



la citrouille



la noisette



les haricots



la laitue



la noix



les lentilles



le chou



les pistaches



le chou-fleur



la farine



le brocoli



le pain



les haricots verts



les épinards



le croissant



le maïs



le poireau



la crêpe



le blé



le poivron



la biscotte



l'oignon



les champignons



le gâteau



l'ail



le persil



la confiture



la carotte



la châtaigne



le miel



la tomate



l'amande



la glace



Utilisation:

1. Pour exprimer une quantité indéterminée

*Ex: Je veux du café. (Combien du café? On ne sait pas)
Voulez-vous du café?*

2. On les utilise avec des aliments et des boissons, ou avec des noms de concepts, ou idées ayant une quantité incertaine. Ce sont les noms incomptables.

*Ex: Je veux des poires (Combien de poires) On ne sait pas
Je veux de la joie (incomptable)*

3. Les déterminants partitifs font la conjugaison avec le nombre, le genre et la quantité dans les phrases affirmatives et interrogatives.

4. Dans les phrases négatives \implies **de** ou **d'** / 5. Avec les adverbes de quantité \implies **de**

*Ex : Je ne veux pas de viande
Je ne parle pas d'amour*

Ex : Je veux un peu de poisson

Alors, on pratique:

1. J'aime beaucoup manger ___ biscottes avec ___ confiture.
2. Pauline et Frédéric mangent du pain avec _____ beurre
3. Mettez-vous _____ sucre dans votre café ?
4. Moi, je mange _____ pain avec _____ miel.
5. Elle ne mange pas _____ viande, elle est végétarienne.
6. Voulez-vous _____ vin ? Non, je ne veux pas _____ vin. Je veux _____ eau.
7. Combien _____ sucre ? Pas _____ sucre pour moi, merci.
8. Le soir, je préfère manger _____ soupe ou _____ salade.
9. Il n'y a pas _____ électricité aujourd'hui.
10. J'écoute _____ musique classique tous les soirs.
11. Vous avez _____ poisson, s'il vous plaît ?
12. Elle a mis _____ sel dans son café !
13. Maman, achète beaucoup _____ bananes.

Adverbes de quantité

Assez, aussi, autant,
beaucoup, combien,
comment, davantage,
environ, guère, mais, moins,
pas mal, peu, plus, presque,
quelque, si, tant, tout, tout à
fait, tellement, très, trop.

Continue à lire !

Comment prendre un petit déjeuner riche ?

Un bon petit déjeuner comprend beaucoup de fibres et peu de matières grasses, il doit vous apporter tous les éléments essentiels à l'organisme tels que des vitamines B, C, du Fer, du Calcium, des protéines, des fibres.

Quatre types d'aliments sont indispensables pour assurer de bonnes valeurs nutritionnelles :

- Une boisson
- Un produit laitier
- Un produit céréalier
- Un fruit

B. Réponds aux questions suivantes.

1. Qu'est-ce qu'un bon petit déjeuner doit comprendre ?

2. Quels types de boisson connais-tu ? Nomme-en trois.

3. Quels sont les produits laitiers que tu connais ?

4. Nomme deux produits céréaliers.

Lis ce texte!

Pourquoi la boisson ?

Notre organisme est constitué de 60 à 70% d'eau. Après une nuit entière sans rien boire, il est important de le réhydrater avec un café, un chocolat, un thé ou un jus de fruit (frais si possible). Pensez également à boire un verre d'eau au réveil.

Pourquoi un produit laitier ?

Les produits laitiers sont teneurs en grande quantité de Calcium, ce qui est indispensable pour les os et la santé, mais aussi en Vitamines A, D et B qui sont importantes pour le bon fonctionnement de l'organisme. On retrouve ces bienfaits dans le lait, le yaourt, le fromage blanc, le fromage...

Pourquoi un produit céréalier ?

Ces produits tels que le pain, les biscottes ou les céréales contiennent un maximum de valeurs énergétiques et de glucides qui vous boosteront tout au long de la journée.

Cependant, rien ne vous oblige à ne prendre que ça: manger un fruit est aussi très important, riche en Vitamine C et en fibres, il est à l'origine de votre vitalité.

Enfin, ne vous restreignez pas, vous voulez ajouter de la confiture ? Du beurre ? Du sucre? Le petit déjeuner est un repas que le corps a le temps d'éliminer durant la journée. Soyez raisonnable et respectez votre appétit, mais faites vous aussi plaisir.

C. Réponds Vrai ou Faux

1. Il est important que notre organisme soit réhydraté tous les matins.
2. On trouve du Calcium et des vitamines A, C, D et B dans les produits laitiers.
3. Les produits céréaliers vous donnent de l'énergie pour toute la journée.
4. Vous pouvez manger tout ce que vous voulez au petit déjeuner.

Ce que les jeunes préfèrent:



«Je vais vous parler de ce que je fais pendant mon temps libre. Mon loisir préféré c'est être avec mes amis...J'écoute aussi de la musique, je regarde la télé ou je me connecte à internet.. ».

«Je veux vous parler des choses que je fais quand j'ai du temps libre mais je n'en ai pas beaucoup parce que nous devons étudier. Quand mes devoirs me permettent de faire d'autres choses j'aime bien lire, sortir avec mes amis, aller au cinéma ou voir la télé. Comme lecture je n'ai pas de préférences j'aime bien presque tout. J'adore le cinéma mais je ne peux pas aller très souvent parce que je crois que c'est un petit peu cher, la télé c'est mieux mais elle a trop de publicité.»

«Nos loisirs préférés sont regarder la télé, écouter de la musique, sortir avec nos amis pour aller danser, faire du sport surtout le volley-ball et lire des livres d'horreur. Pendant la semaine, nous ne sortons pas parce que nous étudions et si nous avons du temps libre nous surfons sur internet ce qui nous amuse beaucoup.»

«Je vais vous parler de ce que je fais pendant mon temps libre. Moi, comme tous les jeunes de mon âge (je crois) nous aimons regarder la télé, lire des journaux quelquefois, nous connecter à Internet, être avec nos amis. Parfois nous devons aider nos parents avec les choses de la maison et être avec la famille.»

source : <http://majormedia.osu.edu/majormedia2005/media/index.htm>

1. Après avoir lu ces textes mettez le numéro des fois qu'on se réfère à chaque média.
2. Quel est le média le moins utilisé?

RÉFLEXION ET CONVERSATION

1. Et vous ? Vous aimez lire des journaux ou non?
2. Qu'est-ce que vous lisez? Le sport, l'actualité politique, l'économie, la météo, l'horoscope, la bande dessinée.
3. Quelle est la périodicité de ce journal ?
4. Quand est-ce que vous le lisez?

Toujours ?	Souvent ?	Jamais ?
Parfois ?	Rarement ?	

Après avoir visionné la vidéo et avec l'aide de ces images essaie de répondre aux questions ci-dessous:

d.

On voit On lit

LA PRESSE

f.

On écoute

La radio

Temps réel

b.

Informar le public

Les journaux

Les magazines

Les annonces

L'actualité

Les loisirs

L'emploi

e.

quotidienne

hebdomadaire

mensuelle

g.

On écoute On voit On lit On écrit

L'internet

On recherche On télécharge On blogue On partage

1. Nomme les deux images qui se réfèrent à la presse écrite.

2. Quelle est l'image qui se réfère à la périodicité de la presse ? Essaie de traduire les mots dans cette image.

3. Quelle est la mission de la presse?

4. Quels sont les types de presse écrite que tu connais? Demande à ton copain de t'aider avec sa fiche de travail.

5. D'après la vidéo il y a 6 types d'information que les moyens de communication nous donnent. Tu en as trois et ton copain aussi. Trouve les 6.

6. _____

7. Cherche avec ton copain les choses que tu peux voir au cinéma.

8. Fais la liaison des mots ci-dessous avec les mots de la fiche de travail de ton copain:

- a. La presse écrite
- b. La radio
- c. L'internet
- d. La télévision
- e. Le cinéma

Écris la liaison que vous venez de faire :

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

9. Ordonne convenablement les images avec ton copain.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

Après avoir visionné la vidéo et avec l'aide de ces images essaie de répondre aux questions ci-dessous:

a.

On écoute On voit On lit

Le cinéma







Des films
Des reportages
Des annonces

b.

Informier le public

Les journaux
Les magazines
Les annonces



La météo

Le sport Des annonces

c.

On écoute On regarde

La télé










Temps réel

d.

On voit On lit

L A P R E S S E







e.

quotidienne

hebdomadaire

mensuelle

10. Nomme les deux images qui se réfèrent à la presse écrite.

11. Quelle est l'image qui se réfère à la périodicité de la presse ? Essaie de traduire les mots dans cette image.

12. Quelle est la mission de la presse?

13. Quels sont les types de presse écrite que tu connais? Demande à ton copain de t'aider avec sa fiche de travail.

14. D'après la vidéo, il y a 6 types d'information que les moyens de communication nous donnent. Tu en as trois et ton copain aussi. Trouve les 6.

15. Cherche avec ton copain les choses que tu peux faire sur internet.

16. Fais la liaison des mots ci-dessous avec les mots de la fiche de travail de ton copain:

1. on regarde, on écoute

2. on voit, on lit

3. on voit, on écoute

4. on écoute

5. on voit, on écoute, on lit, on écrit

Écris la liaison que vous venez de faire :

a. _____



b. _____

c. _____

d. _____

e. _____

17. Ordonne convenablement les images avec ton copain.

h. _____

i. _____

j. _____

k. _____

l. _____

m. _____

n. _____

1

Controlo trabalho a dois

<p>Par 1</p> <p>Estão entusiasmados <u>S</u></p> <p>Estão concentrados? <u>S</u></p> <p>Fazem perguntas ao colega? <u>S</u></p> <p>Explicam? <u>See</u></p> <p>Cooperam <u>Si</u></p> <p>Falam baixo? <u>S</u></p> <p>Pedem auxílio do professor _____</p> <p>Há problemas de relacionamento <u>N</u></p> <p>Quem <u>4, 27</u></p>	<p>Par 2</p> <p>Estão entusiasmados <u>S</u></p> <p>Estão concentrados? <u>S</u></p> <p>Fazem perguntas ao colega? <u>S</u></p> <p>Explicam? _____</p> <p>Cooperam <u>S</u></p> <p>Falam baixo? <u>S</u></p> <p>Pedem auxílio do professor <u>S</u></p> <p>Há problemas de relacionamento <u>-</u></p> <p>Quem <u>12, 16, 15</u></p>
<p>Par 3</p> <p><u>21, 24</u></p> <p>Estão entusiasmados _____</p> <p>Estão concentrados? <u>+ -</u></p> <p>Fazem perguntas ao colega? <u>+ -</u></p> <p>Explicam? <u>See see</u></p> <p>Cooperam <u>u u ⊕</u></p> <p>Falam baixo? <u>S</u></p> <p>Pedem auxílio do professor <u>S</u></p> <p>Há problemas de relacionamento <u>+ -</u></p> <p>Quem _____</p>	<p>Par 4</p> <p><u>19, 20</u></p> <p>Estão entusiasmados _____</p> <p>Estão concentrados? <u>S</u></p> <p>Fazem perguntas ao colega? <u>S</u></p> <p>Explicam? <u>S</u></p> <p>Cooperam <u>S</u></p> <p>Falam baixo? <u>S</u></p> <p>Pedem auxílio do professor <u>S</u></p> <p>Há problemas de relacionamento <u>-</u></p> <p>VQuem <u>-</u></p>
<p>Par 5</p> <p><u>14, 16</u></p> <p>Estão entusiasmados <u>S</u></p> <p>Estão concentrados? <u>S</u></p> <p>Fazem perguntas ao colega? <u>S</u></p> <p>Explicam? <u>S</u></p> <p>Cooperam <u>S</u></p> <p>Falam baixo? <u>S</u></p> <p>Pedem auxílio do professor <u>N</u></p> <p>Há problemas de relacionamento <u>-</u></p> <p>Quem _____</p>	<p>Par 6</p> <p><u>20, 23</u></p> <p>Estão entusiasmados <u>S</u></p> <p>Estão concentrados? <u>S</u></p> <p>Fazem perguntas ao colega? _____</p> <p>Explicam? _____</p> <p>Cooperam <u>S</u></p> <p>Falam baixo? <u>+ -</u></p> <p>Pedem auxílio do professor <u>S</u></p> <p>Há problemas de relacionamento <u>-</u></p> <p>Quem _____</p>

Controlo trabalho a pares

②

<p>Par 7 9,1</p> <p>Estão entusiasmados <u>S</u></p> <p>Estão concentrados? <u>S</u></p> <p>Fazem perguntas ao colega? <u>S</u></p> <p>Explicam? <u>S</u></p> <p>Cooperam <u>S</u></p> <p>Falam baixo? <u>+ -</u></p> <p>Pedem auxílio do professor <u>N</u></p> <p>Há problemas de relacionamento <u>-</u></p> <p>Quem _____</p>	<p>Par 8 5,18</p> <p>Estão entusiasmados <u>?</u></p> <p>Estão concentrados? <u>S</u></p> <p>Fazem perguntas ao colega? <u>S</u></p> <p>Explicam? <u>S</u></p> <p>Cooperam <u>S</u></p> <p>Falam baixo? <u>S</u></p> <p>Pedem auxílio do professor <u>S</u></p> <p>Há problemas de relacionamento <u>⊕</u></p> <p>Quem <u>País a ver os jogos que nos observam</u></p>
<p>Par 9 11,22</p> <p>Estão entusiasmados <u>S *</u></p> <p>Estão concentrados? <u>+ -</u></p> <p>Fazem perguntas ao colega? <u>S</u></p> <p>Explicam? <u>S</u></p> <p>Cooperam <u>S</u></p> <p>Falam baixo? <u>N</u></p> <p>Pedem auxílio do professor <u>S</u></p> <p>Há problemas de relacionamento <u>N</u></p> <p>Quem <u>Ryberg - material nos tenta.</u></p>	<p>Par 10 2,3</p> <p>Estão entusiasmados <u>?</u></p> <p>Estão concentrados? <u>+ -</u></p> <p>Fazem perguntas ao colega? <u>S</u></p> <p>Explicam? <u>S</u></p> <p>Cooperam <u>S</u></p> <p>Falam baixo? <u>S</u></p> <p>Pedem auxílio do professor <u>S</u></p> <p>Há problemas de relacionamento <u>N</u></p> <p>Quem <u>(muito lentos)</u></p>
<p>Par 11 25,7</p> <p>Estão entusiasmados <u>S</u></p> <p>Estão concentrados? <u>S</u></p> <p>Fazem perguntas ao colega? <u>S</u></p> <p>Explicam? <u>S</u></p> <p>Cooperam <u>S</u></p> <p>Falam baixo? <u>S</u></p> <p>Pedem auxílio do professor <u>S</u></p> <p>Há problemas de relacionamento _____</p>	<p>Par 12 10,3 + -</p> <p>Estão entusiasmados <u>10,3 + -</u></p> <p>Estão concentrados? <u>+ -</u></p> <p>Fazem perguntas ao colega? _____</p> <p>Explicam? _____</p> <p>Cooperam <u>+ -</u></p> <p>Falam baixo? <u>S</u></p> <p>Pedem auxílio do professor <u>S</u></p> <p>Há problemas de relacionamento <u>N</u></p>

2

Grupo 13	8.17
Estão entusiasmados	_____
Estão concentrados?	<u>S</u>
Fazem perguntas ao colega?	<u>S</u>
Explicam?	<u>S</u>
Cooperam	<u>S</u>
Falam baixo?	<u>N</u>
Pedem auxílio do professor	<u>S</u>
Há problemas de relacionamento	<u>N</u>
Quem	_____

Perguntas	%
Gostei de fazer actividades a pares	96
Gostei de fazer actividades a quatro	93
Eu ajudei os meus colegas	93
Os meus colegas ajudaram-me	96
Fiz perguntas aos meus colegas	100
Os meus colegas fizeram-me perguntas	89
Eu expliquei o que os meus colegas não entendiam	93
Os meus colegas explicaram-me o que eu não entendia	96
Partilhamos ideias / conhecimentos	89
Elogiei os meus colegas	89
Fui elogiado pelos meus colegas	93
Respeitei a opinião deles	100
Eles respeitaram a minha opinião	89
Aprendi com os meus colegas	96
Eles aprenderam comigo	96
As nossas divergências foram resolvidas	96
Nós trabalhamos bem juntos	89

Amostra: 27

Individual

colaborativo

Nº	Nome	Individual		colaborativo	
		Teste	Prod. Oral	Prod. Escrita	Comp. Sociais
4	CAROLINA VELOSO	5	4	5	1
27	TOMÁS TORRAL	4	3	5	1
21	RODRIGO SANTOS	2	2	3	0,5
24	SUSANA LEAL	3	3	3	1
12	MADALENA GONÇ.	5	5	4	1
6	DANIELA S SILVA	3	3	4	1
15	MARIA LEITÃO	4	3	4	1
19	PEDRO REIS	4	3	4	1
20	REBECA ÁLVARO	4	3	4	1
23	SOFIA ANTÓNIO	4	4	4	1
26	TIAGO LOBÃO	4	4	4	1
1	ANDRÉ COCA	3	3	3+	1
9	JOÃO BARREIROS	4	3	3+	1
5	DANIELA B SILVA	3	2	4	1
18	MIRIAM ROCHA	4	3	4	1
11	LEONOR ULRICH	5	4	4	1
22	RUBEN ANTUNES	3	3	3+	0,5
2	BEATRIZ MATIAS	3	3	3+	1
3	CAROLINA BERLIM	2	3	3	1
7	FILIPA BERNARDO	3	3	3	1
25	TIAGO AFONSO	2	2	3	0,5
10	JÚLIA FREITAS	3	3	3	1
13	MANUEL AMEIXA	3	3	3	1
14	MARIA POLICARPO	3	4	3+	1
16	MARTA ESTEVES	4	4	3+	1
8	FILIPA TELES	4	3	4	1
17	MIGUEL MORAIS	3	4	4	0,5

Obs: O valor das competências sociais é cotado entre 0 e 1.

Perguntas	%
Gostei das aulas da professora estagiária	96
As indicações da professora eram claras	93
A professora estagiária expunha bem a matéria	96
As actividades eram interessantes	96
A professora estagiária foi justa com todos os alunos	96
Aprendi com as actividades realizadas em grupo	93
Aprendi com as actividades realizadas a pares	96
Aprendi com as actividades realizadas individualmente	93

Amostra: 27 alunos

