

Anexos II – Prática Pedagógica Supervisionada de Inglês

A – Sequência Formativa



Escola: Pinheiro e Rosa

Planificação de Aula – Primeira sessão



Professora: Vitória Neves

Duração: 90 minutos

Data: 18.02.2011

Turma: 11.º A

Número de alunos: 18

Nível de língua: 7

Módulo: One world - Many voices: Shades of Freedom/ Volunteering

TAREFA: Internet research on the topic of human rights and organizations (NGOs)

OBJECTIVOS:

- Desenvolver capacidades de interpretação e produção textual, demonstrando autonomia no uso das competências de comunicação;¹
- Usar apropriada e fluentemente a língua inglesa, revelando interiorização das suas regras e do seu funcionamento.²
- Usar a língua inglesa de forma fluente, correcta e adequada.³

¹ Programa de Inglês, pág. 6

² Programa de Inglês, pág. 31

³ Programa de Inglês, pág. 31

PPS Inglês 2010/2011		Mestrado em Ensino de Línguas				
COMPONENTES PROGRAMÁTICOS	ESTRATÉGIAS DE APRENDIZAGEM ⁴	ACTIVIDADES	PADRÕES DE INTERACÇÃO	MATERIAIS / RECURSOS	PROCESSO DE AVALIAÇÃO	
Interpretação e Produção de Texto	Ouvir	1 - Identificar e descodificar palavras-chave;	Individual work	Computer; Projector; Annex 1;		
	Ler	2 - Identificar ideias presentes no texto;	Pair work	Annex 2		
	Escrever	3 - Construir textos adequados às tarefas propostas utilizando uma linguagem e um registo apropriados*	Pair work	Annex 3		

⁴ Programa de Inglês 11º pág. 17

ROTEIRO DE AULA

ACTIVIDADE	DURAÇÃO	PROCEDIMENTO
0.	5 min.	The teacher greets the students and takes the register.
1.	15 min.	<p>Sound of freedom - listening</p> <p>The teacher hands out annex 1 and asks students to discuss the title of the song. <i>What does "Sound of Freedom" mean?</i> The teacher expects students to come up with several answers.</p> <p>Then, students complete the lyrics with the given words and check their answers by listening to the song. The music video is projected, with the lyrics and students do the correction of the space completion. After this, the students are asked to give the song another title, to share their choices with the class and to justify their titles.</p> <p>Reading comprehension about human rights</p> <p>Pre-reading: In order to link the topic of freedom to the topic of human rights, the teacher hands out annex 2 and asks students to match the four definitions (freedom of speech, worship, want and fear) with four images (in pairs). Correction is done orally.</p> <p>Reading: The students read the text about human rights, solve a true/ false exercise, an exercise where they relate some words with the content of the text and a matching exercise with some words, taken from the text, and their corresponding definitions. Correction is done orally.</p> <p>Internet Research Project</p> <p>The students pick (by luck) from an envelope the issues ("Human rights, Women's rights, Children's rights, Poverty, LGBT rights, Environment and Religion) they are going to research about. The teacher hands out annex 3 and students start their research on the web. Therefore, the students are provided with information about some NGOs and their websites. This activity aims to gather the necessary information to complete the final task of the following lesson. The teacher explains that the students are going to elaborate posters to</p>
2.	25 min.	
3.	45 min.	

Mestrado em Ensino de Línguas	PPS Inglês 2010/2011	raise people's awareness of the organizations the following lesson. As homework, students are asked to find images for the posters and bring them in for the next class. To wrap up this lesson, students and teacher sum up its content and write the summary.
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		Turma: A Data: 2011/02/18
	Sound of Freedom – annex 1	Prof. Vitória Neves

1. Discuss with the class: You are going to listen to a song called “sound of freedom” what do you think is the topic of the lyrics?

2. Fill in the gaps with the following words.

free – party - home – sweet – come – reach – people – stop – yourself – care - stress





Everybody's free (Got to be free now)
 To feel Good (Sing it) (Got to feel good about you girl)
 Everybody's free (Rastaman woo yeah) (Got to be, Got to be, Got to be free)
 (Squeeze) This is the sound of freedom

Time to get down the dancefloor
 _____(1) on let ya self go
 Sweat till you can't sweat no more
 Oh girl if you _____ (2) I'll give you...
 When I go down them to the floor
 DJ! Gimme some more
 Tonight me comfi ... I'm not leaving till the _____(3) is done

Refrain:
 Everybody's free (Everybody's got to be free yeah)
 To feel good (Did you hear that) (This is the sound of freedom)
 Everybody's free (Everybody's got to be free yeah)
 To feel Good ... (This is the sound of freedom)

Jump up girl, move your body to the left

Jump up, move your body to the right
 Nobody can _____ (4) you tonight
 No gall no _____ (5) like you tonight

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	Sound of Freedom – annex 1	Prof. Vitória Neves

Every man have their eyes on you
 Gall your coming _____ (6) with me tonight, right
 You better believe about that
 Dollarman will do you right

(Refrain 2x)

Don't _____ (7) what people say
 Free _____ (8), let yourself go
 Sweat music is playin'
 Free yourself, let yourself go
 Release that _____ (9)
 Free yourself, let yourself go
 Yeah, listen up _____ (10)
 Everybody gotta be, be yourself, be yourself now
 You got to live your live _____ (11) yeah
 Don't worry 'bout a thing, just be yourself yeah
 Everybody's got to be free...


Rastaman – Rastafarian man
 ya self – yourself
 no more – anymore
 DJ! Gimme – Disk Jockey give me
 Tonight me comfi – Tonight I'm comfortable
 gall – girl
 Every man have their eyes – Every man has his eyes
 Gall your – Girl you are
 listen up – listen carefully
 live your life – live your lives
 don't worry 'bout a thing – don't worry about anything

(song written in Caribbean English)

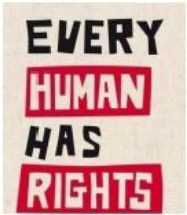
adapted from *Log In 11*

3. Listen to the song attentively and check your answers.

4. Give the song another title and justify your choice.

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	Human Rights – annex 2	Prof. Vitória Neves


1. Match the words from the table with the pictures below.





➔


1 - freedom of speech 3 - freedom from want

2 - freedom of worship 4 - freedom from fear









2. Read the following text attentively.

Human Rights

If you were to ask people in the street, "What are human rights?" you would get many different answers. They would tell you the rights they know about, but very few people know all **their** rights.

Human rights are based on the principle of respect for the individual. Their fundamental assumption is that each person is a moral and rational being who deserves to be treated with dignity. They are called human rights because they are universal. Whereas nations or specialized groups enjoy specific rights that apply only to **them**, human rights are the rights to which everyone is entitled—no matter who they are or where they live—simply because they are alive.



- 10 The full scope of human rights is very broad. **They** mean choice and opportunity, freedom to obtain a job, adopt a career, select a partner of one's choice and raise children. They include the right to travel widely and the right to work gainfully without harassment, abuse and threat of arbitrary dismissal. They even embrace the right to leisure.
- 15 In ages past, there were no human rights. Then the idea emerged that people should have certain freedoms. And that idea, in the wake of World War II, resulted finally in the document called the Universal Declaration of Human Rights and the thirty rights to which all people are entitled. The Universal Declaration says that all people are born free and equal in dignity and rights, and that **they** should not be discriminated against because of
- 20 their nationality, ethnicity, religion, race, gender, political opinion, wealth or poverty. These are some of the rights spelled out in the Declaration: freedom from slavery, freedom from torture, equal protection of the law, freedom from arbitrary arrest and the right to a fair trial, freedom of thought, opinion, religion and expression, the right to education, the right to an adequate standard of living, including good health, shelter and
- 25 enough food, the right to work and to form and join trade unions.

Human rights protection depends on good information. People need to know what their rights are and to be able to report when they are infringed. This is largely the work of non-governmental organizations (NGOs), such as Amnesty International. NGOs have played a primary role in focusing the international community on human rights issues.

- 30 They monitor the actions of governments and pressure them to act according to human rights principles. Everyone can get involved. What are you waiting for to volunteer and to take an active role in the defence of human rights?

adapted from <http://www.humanrights.com>

Encyclopaedia Of Social Welfare, Justice And Human Rights (2004)

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		Data: 2011/02/18
	Human Rights – annex 2	Prof. Vitória Neves

3. Decide whether the following statements are true or false and circle. Correct the false statements.

1 – Most people are familiar with all of their rights. _____	T	F
2 – The Universal Declaration of human rights arose from the experience of the World War II and represents the first global expression of rights. _____	T	F
3 – All people are inherently entitled to 30 human rights. _____	T	F
4 – NGOs are governmental organizations. _____	T	F
5 – NGOs are a threat to human rights. _____	T	F

4. According to the text, what do the following words refer to?

- a. their (line 3) _____ c. they (line 10) _____
b. them (line 7) _____ d. they (line 19) _____

5. Match the following nouns with their definitions before you read the text. Write your answers below.

1 – right	A – A basic truth, law, or assumption.
2 – principle	B - The act of tormenting by continued persistent attacks and criticism.
3 - harassment	C – A statement of an intention to inflict injury, damage, or other hostile action as retribution.
4 - threat	D - The state or quality of being worthy of honour or respect.
5 - dignity	E - Something that is due to a person or governmental body by law, tradition, or nature.



1__

2__

3__

4__



5__

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		Data: 2011/02/18
	Volunteering – Research Project annex 3	Prof. Vitória Neves




1. Take action in volunteering: Do a research project using the internet with you peer. You can find some examples below.

NGO	Issue	Website
Amnesty International	Human rights	http://www.amnesty.org/
Association for Women's Rights in Development	Women's rights	www.awid.org
International Alliance of Women		http://www.tiaw.org/
The Children's Defense Fund	Children's rights	http://www.childrensdefense.org/
One thousand children		http://www.onethousandchildren.org/
Oxfam	Poverty	http://www.oxfam.org/
Human Rights Organization	Lesbian, gay bisexual and transgender rights	http://www.hrc.org/
International Fund of Animal Welfare	Animal rights	http://www.ifaw.org/ifaw_european_union/
Greenpeace International	Environment	http://www.greenpeace.org/
World Congress of Faiths	Religion	http://www.worldfaiths.org/index.php

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		Turma: A Data: 2011/02/18
	Volunteering – Research Project annex 3	Prof. Vitória Neves

2. Internet Research Project: Fill in this research form.



(logo)

Name of the organization:

Category:

Where and when was it established?

Why?


Aims:

Achievements:

How to get involved:

Contacts:

Further relevant information:





Escola: Pinheiro e Rosa

Planificação de Aula – Segunda sessão



Professora: Vitória Neves

Duração: 90 minutos

Data: 23.02.2011

Turma: 11.º A

Número de alunos: 18

Nível de língua: 7

Módulo: One world - Many voices: Shades of Freedom/ Volunteering

TAREFA: Elaboration of Awareness Posters

OBJECTIVOS:

- Desenvolver capacidades de interpretação e produção textual, demonstrando autonomia no uso das competências de comunicação;¹
- Usar apropriada e fluentemente a língua inglesa, revelando interiorização das suas regras e do seu funcionamento.²
- Usar a língua inglesa de forma fluente, correcta e adequada.³
- Desenvolver competências a nível linguístico, metalinguístico e discursivo⁴

¹ Programa de Inglês, pág. 6

² Programa de Inglês, pág. 31

³ Programa de Inglês, pág. 31

PPS Inglês 2010/2011

Mestrado em Ensino de Línguas

COMPONENTES PROGRAMÁTICOS	ESTRATÉGIAS DE APRENDIZAGEM ⁵	ACTIVIDADES	PADRÕES DE INTERACÇÃO	MATERIAIS / RECURSOS	PROCESSO DE AVALIAÇÃO
Interpretação e Produção de Texto	1 - Mobilizar competências prévias	Activity 1: Class discussion about NGOs	T – S S – T		
Escrever	2 - Construir textos adequados às tarefas propostas utilizando uma linguagem e um registo apropriados	Activity 2: Awareness posters	Pair work	Annex 3 Annex 4 Glue Scissors Poster paper	Grelha de avaliação da sequência de aprendizagem (anexo 5)
Falar	3 - Apresentar informação de uma forma clara e sequenciada	Activity 3: Oral presentation			

⁴ Programa de Inglês, pág. 31

⁵ Programa Inglês 11º pág. 17



ROTEIRO DE AULA

ACTIVIDADE	DURAÇÃO	PROCEDIMENTO
0.	5 min.	The teacher greets the students and takes the register.
1.	10 min.	<p>Class discussion about NGOs</p> <p>The teacher asks the students to summarize the previous lesson and asks them about the importance of NGOs. Why do we need them? Students will be able to discuss this issue, according to the research they have previously made.</p>
2.	40 min.	<p>Awareness posters</p> <p>The students gather all the information they have, regarding the organizations they have researched about the previous lesson: annex 3 and the images (homework). Then the teacher hands out annex 4, poster paper, glue and scissors. Students start to write their texts following the instructions (annex 4) and create their posters. This activity requires imagination, creativity and some time; therefore, the teacher will give the necessary support. It will be done in pair-work.</p>
3.	35 min.	<p>Oral presentation</p> <p>After finishing their NGOs posters, the students present them to class (in pairs), explaining the importance of the specific organization, the reasons for volunteering, etc. Each presentation should last about 3 minutes.</p> <p>To conclude, teacher and students sum up the lesson and write the summary.</p>

Grelha de Avaliação - Processo de trabalho

nº	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
PONTUAÇÃO																									
1. Desenvolve capacidades de interpretação e produção textual, demonstrando autonomia no uso das competências de comunicação;	20																								
2. Usa apropriada e fluentemente a língua inglesa, revelando interiorização das suas regras e do seu funcionamento;	20																								
3. Desenvolve competências a nível linguístico, metalinguístico e discursivo;	20																								
4. Usa a língua inglesa de forma fluente, correcta e adequada;	20																								
5. Usa um registo adequado à situação.	20																								
TOTAL	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nota Final	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nunca (0)	Raramente (5-9)					Frequentemente (10-14)					Sempre (15-19)														

DATA: ___/___/___

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		Data: 2011/02/23
	Task: Creating an awareness poster annex 4	Prof. Vitória Neves



Task: Creating an awareness poster

Writing Guide and Checklist

- ❖ Work in pairs and create your own awareness poster.
- ❖ Make sure you use the following:

- give it a big title;



- use images to attract people's attention;



- Your text should be brief and concise including the following:

- a description of the work of the organization (its mission) and its founding (introduction);
- who in the community it serves, its effectiveness in doing its work. (development);
- an explanation of the importance of the NGO, including an invitation to the reader to become involved through this organization (conclusion);
- remember to use catchy phrases and adjectives;









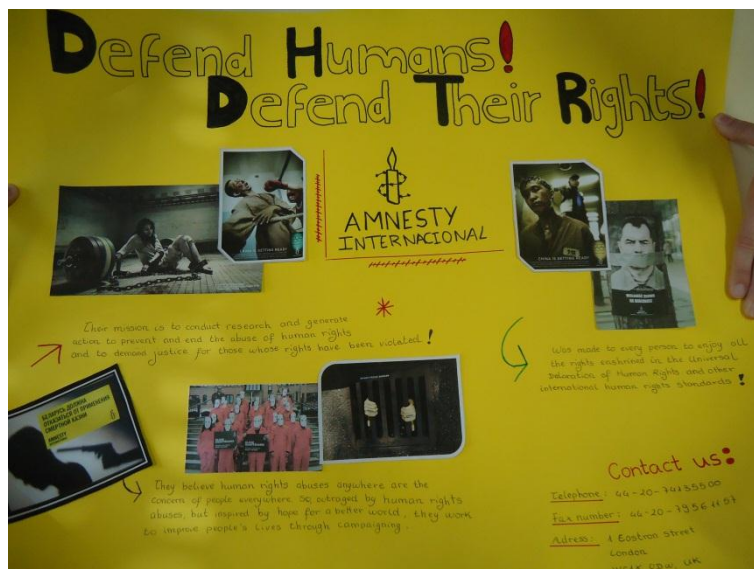
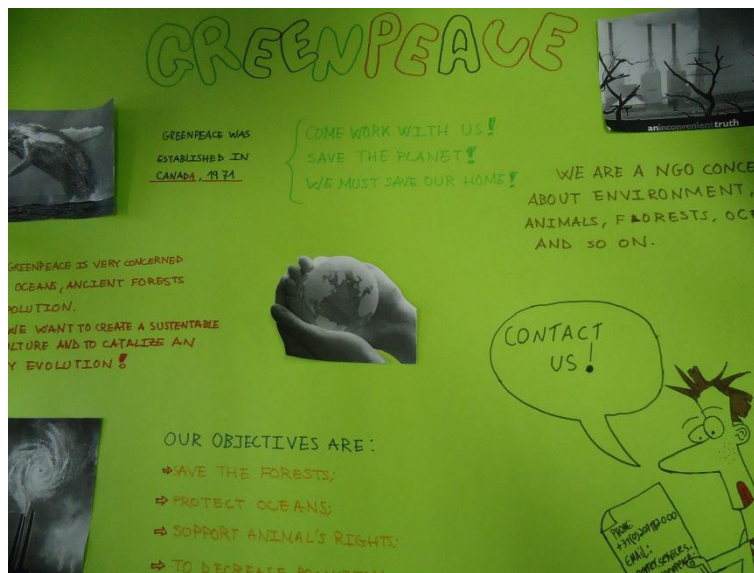
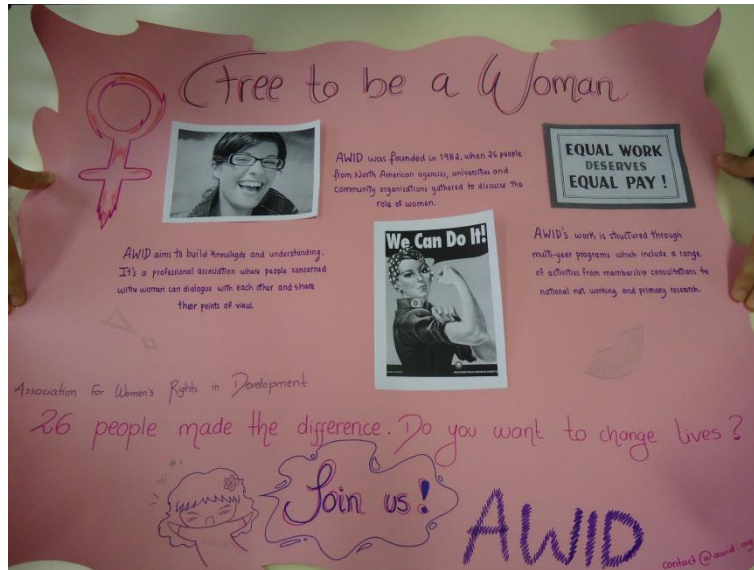
- add your NGO contacts;



- prepare your oral presentation (each one of you should speak)







Reflexão da Formativa

A presente reflexão incide sobre a lecionação da sequência de aprendizagem formativa no âmbito do seminário da Prática Pedagógica de Inglês. Como me foi sugerido pela professora cooperante, e com o consentimento da professora orientadora do seminário, decidi lecionar duas sessões ao invés de uma. O facto de ter tido a oportunidade de lecionar uma sessão antes de ser avaliada pela professora orientadora e pelos meus colegas de núcleo de estágio, permitiu-me conhecer melhor e ambientar-me à turma destinatária da sequência de aprendizagem. As situações de ensino tiveram lugar na Escola Secundária Pinheiro e Rosa, nos dias dezoito e vinte e três de Fevereiro. Lecionei duas sessões de noventa minutos que tiveram como destinatários os alunos da turma 11º A do curso Ciências e Tecnologias e, que tiveram como tema, o módulo 4.2 “One world – many voices: Shades of freedom”.

Na minha perspetiva, avalio, de um modo geral, as sessões lecionadas de forma positiva. Os alunos envolveram-se no trabalho e completaram as atividades propostas de forma empenhada.

Relativamente à primeira sessão não houve grandes imprevistos e as atividades constantes na planificação foram cumpridas dentro do tempo previsto. Sabendo que os alunos tinham realizado um teste de avaliação na aula anterior, decidi perguntar aos alunos como tinha corrido, com o objetivo de “quebrar o gelo” e de me aproximar deles. Aproveitei também para perguntar qual o tema do teste e os alunos responderam. Desta forma,

penso ter conseguido fazer a contextualização em relação à aula anterior pois as atividades que propus a seguir estavam relacionadas com o tema do teste de avaliação.

Relativamente à primeira atividade constante na planificação julgo que não deveria ter usado logo o vídeo para corrigir a letra da música, visto ter observado que os alunos estavam um pouco distraídos com as imagens. Podia ter usado apenas o *podcast* (sem imagem) e, posteriormente, ter apresentado o vídeo, ou não ter optado pelo vídeo, usando apenas o som. Observei que alguns alunos estavam a cantar num tom baixo quando estavam a ver o vídeo. Deste modo fiquei com a ideia que a música tinha cumprido um dos seus propósitos, ou seja, a motivação para a sessão.

No que diz respeito às restantes atividades (leitura e pesquisa via Internet), estas decorreram conforme havia previsto. No entanto, penso que deveria ter feito a correção dos exercícios no quadro, ao contrário do que propus no roteiro (correção oral), de modo a garantir que todos os alunos tivessem os exercícios bem corrigidos.

Outro aspeto que gostaria de salientar, é que estava à espera de uma turma um pouco mais participativa. Poderia ter solicitado individualmente a participação dos alunos usando os seus nomes próprios em vez de ter ficado à espera que houvesse alunos voluntários. Desta forma, teria garantido uma maior participação dos alunos e teria criado um ambiente um pouco mais pessoal.

No que concerne à segunda sessão, estava um pouco reticente, visto ter tido o conhecimento, de que a professora cooperante não iria estar presente por motivos de saúde. De forma que os alunos se sentissem um pouco mais à vontade, decidi informar que a professora Alcina não iria estar presente e para que não se preocupassem, porque iria dar-lhes o apoio necessário. Houve um aluno que me perguntou se as pessoas que estavam presentes (os observadores) os iriam avaliar. Como percebi que a preocupação deste aluno poderia ser a preocupação dos restantes alunos, decidi clarificar a situação dizendo que aquelas pessoas estavam presentes para a minha avaliação e não a deles. Pretendi desta forma, deixar os alunos mais à vontade e, portanto, menos inibidos. Outro imprevisto foi o facto de não ter podido fazer o registo do sumário na plataforma usada pela escola visto a professora cooperante não estar presente.

No que concerne a atividade da criação do *poster* de sensibilização, resolvi perguntar aos alunos que características se devem ter em conta na hora de fazer um cartaz. Os alunos referiram várias características, como por exemplo, o uso de imagens para captar a atenção. Com o meu apoio e a apresentação de um cartaz já elaborado, a título de exemplo, penso ter sido capaz de garantir que os alunos percebessem as instruções e executar a tarefa.

Um aspeto menos positivo que, no entanto devo salientar, foi a gestão de tempo no fim da sessão. Infelizmente, não foi possível os alunos terminarem todos a tarefa e um grupo apenas apresentou o cartaz elaborado. Na minha opinião, teria sido mais interessante que os alunos

pudessem ter tido a oportunidade de ver os cartazes uns dos outros. De acordo com o que me foi dito aquando o feedback, deveria ter pensado num propósito para a apresentação oral, nomeadamente, a tomada de notas ou a realização de uma votação. Por outro lado, foi-me apontado que deveria ter sido um pouco mais autoritária, tendo mais controlo sobre a turma. Na altura, como tinha uma turma bastante ordeira à minha frente, não senti grande necessidade de o fazer. Agora que reflito sobre o assunto penso que poderia ter insistido mais, das vezes que os chamei à atenção para lhes comunicar algo, de forma a garantir que eu fosse ouvida por todos. No entanto, fiquei com a ideia de que me estavam a dar atenção no geral. Outro aspeto que me foi apontado relaciona-se com a utilização da L1, enquanto os alunos negociavam entre si, o que incluir no *poster*. Na verdade, alguns grupos utilizaram por vezes a L1 e o pretendido seria que trabalhassem na língua alvo. Nem sempre é fácil garantir que os alunos utilizem só a língua alvo. Podia talvez, ter advertido os alunos, logo no início, que negociassem entre si apenas na língua inglesa. Não obstante, e no que concerne ao texto propriamente dito a incluir no cartaz, a negociação foi obviamente feita na língua alvo. Não teria sido possível de outro modo, uma vez que os textos tinham de ser elaborados em inglês. De futuro, pretendo ter estes aspetos em conta, de modo a evoluir.

Relativamente, aos aspetos positivos, penso ter dado o apoio que os alunos precisavam, estando atenta às suas necessidades, fui sempre circulando pela sala, tentei dar as instruções de forma clara, os alunos tiveram oportunidade de comunicar bastante entre si e proporcionei uma

sessão na qual o papel do aluno foi mais ativo, de uma participação interativa e colaborativa. O meu papel foi sobretudo o de monitorizar/auxiliar o trabalho dos alunos. Julgo poder afirmar que a sessão esteve mais centrada nos alunos.

Não existem aulas perfeitas, no entanto, esta sessão foi para mim uma oportunidade de aprendizagem, na medida em que me tornou mais consciente relativamente à minha prática.

B – Primeira Sequência Sumativa



Prática Pedagógica
Supervisionada – Inglês
Mestrado em Ensino de
Línguas 2010/2011

English Learning Sequence
Planificação Sumativa 1 – Sessão 1

Professora Orientadora

Anabela Nobre

Professora Cooperante

Alcina Marques

Reading Project:
Names by Maya Angelou



Vitória Neves
Universidade do Algarve
Prática Pedagógica Supervisionada –
Inglês
Mestrado em Ensino de Línguas
2010/2011

English Learning Sequence

Prática Pedagógica
Supervisionada – Inglês
Mestrado em Ensino de
Línguas 2010/2011**NAMES, MAYA ANGELOU****Professora:** Vitória Neves**Número de sessões previstas:** 3**Duração:** 90 minutos**Datas:** 27 de Abril de 2011

29 de Abril de 2011

4 de Maio de 2011

Turma: 11º A – Curso de Ciências e Tecnologias**Nível de Língua:** 7 anos de aprendizagem (nível de continuação)**Número de alunos:** 18**Domínio de Referência:** *Um Mundo de Muitas Culturas*¹**TASK:** CREATING A BOOK JACKET**OBJECTIVOS GERAIS:** ²

- Desenvolver capacidades de interpretação e produção textual, demonstrando autonomia no uso das competências de comunicação;
- Interagir com as culturas de expressão inglesa no mundo, demonstrando abertura e respeito face a diferenças culturais;
- Usar apropriada e fluentemente a língua inglesa, revelando interiorização das suas regras e do seu funcionamento;
- Demonstrar capacidade para trabalhar de forma autónoma e como membro de uma equipa.

OBJECTIVOS ESPECÍFICOS:

- Identifying the historical and social context through pictures;
- Making predictions and answering a quiz regarding the “Jim Crow” Era;
- Speculating on the issues of different texts;
- Understanding information about the author Maya Angelou;
- Discussing the importance of names;
- Understanding the short story *Names*;
- Resolving a crossword puzzle;
- Discussing the short story;
- Creating a book jacket;

¹ Ministério da Educação, 2001, p. 28² Ministério da Educação, 2001, p. 6/7

English Learning Sequence

Prática Pedagógica
Supervisionada – Inglês
Mestrado em Ensino de
Línguas 2010/2011

Tabela de Conteúdos
1ST SESSION

COMPONENTES PROGRAMÁTICAS ³	ESTRATÉGIAS DE APRENDIZAGEM ⁴	ACTIVIDADES	PADRÕES DE INTERACÇÃO	MATERIAIS/ RECURSOS	PROCESSO DE AVALIAÇÃO
I. P. T Speaking	1. Verbalizar percepções, experiências, opiniões;	1 – Speculating about pictures;	GW;	annex 1, computer, video projector;	Sequence assessment
I. P. T Listening	2. Formular expectativas em relação ao Texto; 2. Interpretar informação explícita e implícita em diversos tipos de texto;	2 – Watching a video and answering a Quiz: <i>The Rise and Fall of Jim Crow</i> ;	PW;	computer, video projector, annex 2, audio 1;	
I. P. T Reading	3. Seleccionar informação do texto;	3 – Reading & Comprehension: Maya Angelou's Biography;	PW;	Annex 3;	
I. P. T. Listening	4. Reconhecer a dimensão sociolinguística/ cultural do texto e as suas marcas;	4 – Listening & Comprehension: <i>Ebony and Ivory</i> .	PW;	board, chalk, computer, video projector, annex 4, audio 2;	

³ Ministério da Educação, 2001

⁴ Ministério da Educação, 2001, p. 17

English Learning Sequence

Prática Pedagógica
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Roteiro de Aula: Primeira Sessão

Activity 0	Time
The teacher greets the students and takes the register.	10'

Activity 1: Speculating about pictures	Time
<p>1st procedure: The students get in groups of four. The teacher hands out to each group an envelope containing a few pictures (annex 1). The groups speculate about the pictures and take notes.</p> <p>2nd procedure: The teacher projects the pictures on the board and the whole class discusses each, sharing their thoughts and background knowledge.</p> <p>This warm-up activity is used as a lead-in to the topic of black people discrimination. By discussing these pictures, the students get prepared for the next activity.</p>	15'

Activity 2: Watching a video and answering a Quiz: <i>The Rise and Fall of Jim Crow</i>	Time
<p>In order to contextualize the topic of the Afro-American history, the teacher projects the video: <i>The Rise and Fall of Jim Crow</i>.</p> <p>1st procedure: The teacher asks Ss if they know who Jim Crow was and the students try to predict the answer. Since the students have been introduced to the topic of black people discrimination (in the former activity), several answers are expected (a famous Afro-American/ someone engaged in fighting against black people discrimination/ a set of laws against black people, etc.). With the aim of verifying Ss previous knowledge, the teacher projects the video. The whole class discusses its content sharing their thoughts and opinions.</p> <p>2nd procedure: Ss watch the video and solve comprehension exercises through a quiz (in pairs).</p> <p>3rd procedure: Ss compare and discuss answers. Correction is done orally by all.</p> <p>The teacher leads Ss to the following activity by explaining them that Maya Angelou was an activist who fought against the Jim Crow laws.</p>	20'

English Learning Sequence

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Activity 3: Reading & Comprehension: *Maya Angelou's Biography*

Time

1st procedure: The teacher hands out annex 3. Ss work in pairs and answer some questions about Maya Angelou.

25'

2nd procedure: Students read the text and check their answers.

3rd procedure: Students complete a table about Maya Angelou's life in note form. Correction is done on the board.

The T prepares Ss for the following activity by asking them if they believe that racism still exists nowadays.

Activity 4: Listening & Comprehension: *Ebony and Ivory;*

Time

1st procedure: The teacher hands out annex 4. Ss relate the song's title with the piano picture to predict the content.

20'

2nd procedure: Ss listen to the song and fill in the gaps. Ss listen to the song once again and check their answers. Correction is done on the board.

3rd procedure: Ss discuss in pairs and answer some questions related to the song and share their opinions with the class.

To wrap up this lesson, students and teacher sum up its content and write the summary.

Referências Bibliográficas:

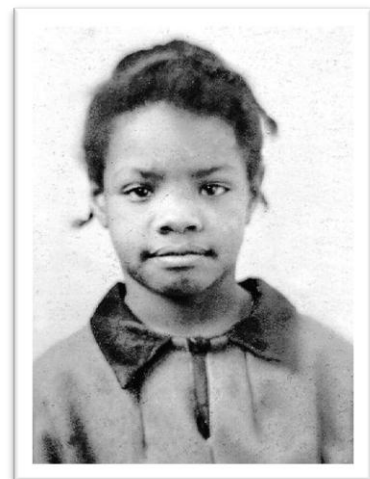
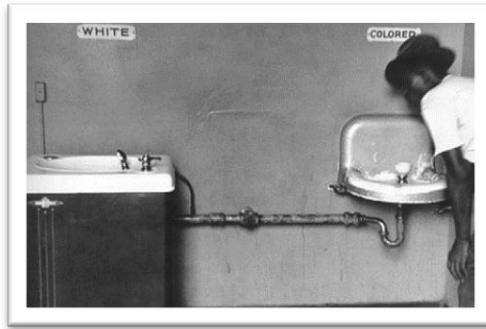
- ❖ Moreira, A., Moreira, G., Roberto, M., Howcroft, S., & Almeida, T. (2001, 2003). Programas de Inglês do Ensino Secundário. Disponível em http://www.dgidec.min-edu.pt/secundario/Paginas/Programas_ES_I.aspx
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- ❖ <http://www.biography.com/blackhistory/black-history-timeline.jsp>
- ❖ <http://www.biography.com/articles/Maya-Angelou-9185388>
- ❖ <http://www.netprof.pt/ingles/pdf/Madeira-Projecto.pdf>



Grelha de Avaliação - Processo de trabalho

n.º	PONTUAÇÃO																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Participa em língua estrangeira.																		
2. Identifica o contexto histórico e social através de imagens e de um vídeo.																		
3. Expressa a sua opinião relativamente à temática do racismo																		
4. Identifica informação relevante sobre a autora Maya Angelou;																		
5. Faz a compreensão da leitura extensiva;																		
6. Usa a sua criatividade na escrita - book jacket																		
7. Usa um registo adequado à situação																		
TOTAL	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nota Final	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nunca (0)	Raramente (5-9)					Frequentemente (10-14)					Sempre (20)							

DATA: ___/___/___





 DEPARTAMENTO DE LÍNGUAS <i>Subdepartamento Curricular de Inglês e Espanhol</i>	ANO LECTIVO: 2010/2011 CURSO DE CIÊNCIAS E TECNOLOGIAS Inglês – 11º ano	 Ministério da EDUCAÇÃO
		Turma: A Data: 2011/04/27
	Speculating about pictures Handout 1	Prof. Vitória Neves

SPEAKING:


1. Get in groups of four and look at the pictures you will find in the envelope.
2. Speculate on the topics below and make notes.

Group: ____

- a. History: _____
- b. Place: _____
- c. People: _____
- d. Way of life: _____
- e. Social Problems: _____



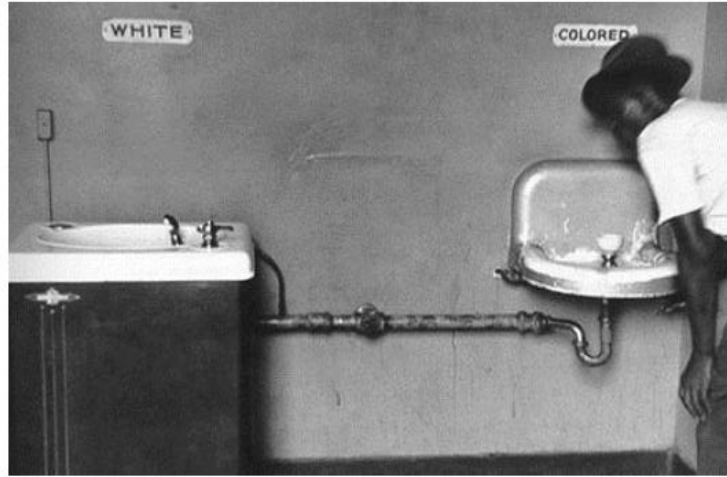
Picture 1



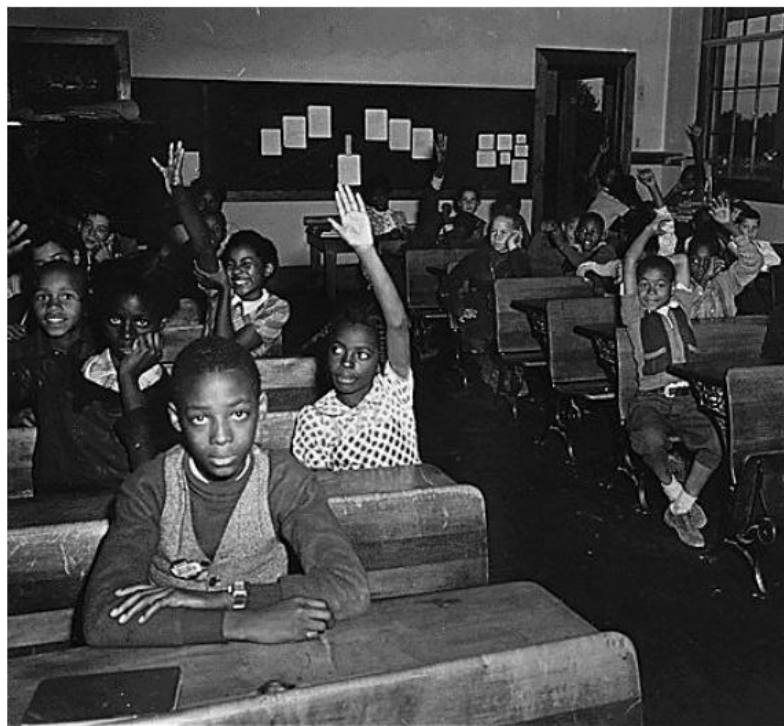
Picture 2



Picture 3



Picture 4





Picture 5



Picture 6



Picture 7

 DEPARTAMENTO DE LÍNGUAS <i>Subdepartamento Curricular de Inglês e Espanhol</i>	ANO LECTIVO: 2010/2011 CURSO DE CIÊNCIAS E TECNOLOGIAS Inglês – 11º ano	 Turma: A Data: 2011/04/27
	Jim Crow Quiz Handout 2	Prof. Vitória Neves

Jim Crow Quiz

1. Work in pairs and answer the following quiz.

1. Jim Crow was born in...

- a) 1736
- b) 1836
- c) 1936



2. Jim Crow was created by a white performer...

- a) to embarrass his white audience.
- b) to amuse his black audience.
- c) to entertain his white audience.

3. Jim Crow became a symbol of...

- a) a set of laws and social customs requiring racial segregation.
- b) a rigid system of laws designed to guarantee black civil rights.
- c) a set of laws and social customs requiring racial integration.



4. In the "Jim Crow Era"...

- a) black people were encouraged to vote.
- b) black people could only use 'colored only' facilities.
- c) black and white people could use the same facilities.



5. As a response to the "Jim Crow" laws, black people ...

- a) started creating their own communities.
- b) created the Ku Klux Klan.
- c) simply resigned to the "white supremacy".



6. To pursue their quest for freedom and equality...

- a) black people migrated to other countries.
- b) black people used the power of music and cinema.
- c) black people used the power of the press and the courts.

 DEPARTAMENTO DE LÍNGUAS	ANO LECTIVO: 2010/2011 CURSO DE CIÊNCIAS E TECNOLOGIAS Inglês – 11º ano	 Turma: A
<i>Subdepartamento Curricular de Inglês e Espanhol</i>	Reading Comprehension – Maya Angelou’s Biography Handout 3	Prof. Vitória Neves

MAYA ANGELOU



I. BEFORE READING:

1. What do you know about Maya Angelou? Answer the following questions and find what you know about Maya Angelou.

1. What is Maya Angelou’s real name?

- a) Mayflower
- b) Maya
- c) Marguerite

2. What is Maya Angelou best known for?

- a) acting
- b) writing
- c) singing

3. What else is Maya Angelou, aside from a writer?

- a) a civil rights activist
- b) a dancer
- c) an illustrator

4. What kind of book is “I Know Why The Caged Bird Sings”?

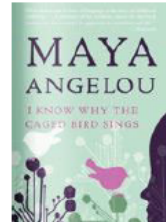
- a) a fiction novel about slavery
- b) an autobiography
- c) a biography about Rosa Sparks

2. Compare your answers.

II. READING

1. Read the following text and check your answers.

MAYA ANGELOU is an American poet, memoirist, novelist, educator, dramatist, producer, actress, historian, filmmaker, and civil rights activist. She was born Marguerite Johnson on April 4, 1928 in St. Louis, Missouri. She spent her difficult formative years moving back and forth between her mother's and grandmother's. At age eight, she was raped by her mother's
5 boyfriend, who was subsequently killed by her uncles. The event caused the young girl to go mute for nearly six years, and her teens and early twenties were spent as a dancer, filled with isolation and experimentation.



At 16 she gave birth to a son, Guy, after which she toured Europe and Africa in the musical *Porgy and Bess*. On returning to New York City in the 1960s, she joined the Harlem Writers Guild and
10 became involved in black activism. She then spent several years in Ghana as editor of *African Review*, where she began to take her life, her activism and her writing more seriously.

Angelou is best known for her writing which stresses the themes of courage, perseverance, self-acceptance and realization of one full's potential. In her works she frequently presents strong role models. Maya Angelou's five-volume autobiography commenced with *I Know Why the Caged Bird Sings* (1970) in which she describes African
15 American life in witty, intelligent language rich in rhythm and texture. The memoirs chronicle different eras of her life and were met with critical and popular success. Later books include *All God's Children Need Traveling Shoes* (1986) and *My Painted House, My Friendly Chicken and Me* (1994). She has published several volumes of verse, including *And Still I Rise* (1987) and *Complete Collected Poems of Maya Angelou* (1995). Her volume of poetry, *Just Give Me a Cool Drink of Water 'Fore I Die* (1971), was nominated for the Pulitzer Prize.

In 1993, Angelou read *On the Pulse of Morning* at Bill Clinton's Presidential inauguration, a poem written at his
20 request. It was only the second time a poet had been asked to read at an inauguration, the first being Robert Frost at the inauguration of John F. Kennedy. In 2006, Angelou agreed to host a weekly radio show on XM Satellite Radio's Oprah & Friends channel. She also teaches at Wake Forest University in North Carolina, where she has a lifetime position as the Reynolds professor of American
25 studies.


Drawing from her own life experiences, Angelou published *Letter to My Daughter* in 2008. She wrote the work for the daughter she never had, sharing anecdotes and offering advice. Well received, the book earned several honors, including a NAACP Image Award for Outstanding
Literary Work-Non-Fiction.






30

<http://www.biography.com/articles/Maya-Angelou-9185388>
<http://www.foreign-service-exam-talk.com> (abridged and adapted)

2. Complete the following table in note-form with the information from the text.

PERSONAL IDENTIFICATION:	
FULL NAME:	
NICKNAME:	
DATE OF BIRTH:	
PLACE OF BIRTH:	
NATIONALITY:	

	PROFESSIONAL ACHIEVEMENTS:
PRESENT SITUATION:	
LITERARY WORK:	
THEMES HER WRITING DEALS WITH:	
PRIZES AWARDED:	
MAIN INTERESTS:	
OTHER RELEVANT DETAILS:	

 DEPARTAMENTO DE LÍNGUAS	ANO LECTIVO: 2010/2011 CURSO DE CIÊNCIAS E TECNOLOGIAS Inglês – 11º ano	 Turma: A
		Data: 2011/04/29
<i>Subdepartamento Curricular de Inglês e Espanhol</i>	<i>Ebony and Ivory</i> by Paul McCartney and Stevie Wonder Handout 4	Prof. Vitória Neves

LISTENING & COMPREHENSION



I. Before Listening

1. Try to relate the song's title with the piano keyboard picture. What might the song be about?

II. While Listening

1. Listen to the song carefully and fill in the gaps with the missing words. Then, exchange worksheets with your peer, listen to the song again and check your answers.

Ebony and Ivory



- Ebony and ivory live together in perfect _____ (1)
 Side by side on my piano _____ (2), oh lord, why don't we?
 We all know that people are the _____ (3) where ever you go
 5 There is _____ (4) and _____ (5) in everyone,
 We learn to _____ (6), we learn to _____ (7)
 Each other what we need to survive _____ (8) alive.
- 10 Ebony and ivory live together in perfect _____ (9)
 Side by side on my piano _____ (10), oh lord why don't we?
- 15 Ebony, ivory living in perfect _____ (11)
 Ebony, ivory, ooh
 We all know that people are the _____ (12) where ever you go
 There is _____ (13) and _____ (14) in everyone,
 We learn to live, we learn to _____ (15)
 Each other what we need to survive together alive.

20

Ebony and ivory live together in perfect _____ (16)
Side by side on my piano keyboard, oh lord why don't we?
Ebony, ivory living in perfect _____ (17) (repeat)

http://www.lyricsfreak.com/p/paul+mccartney/ebony+ivory_20105526.html

III. After Listening

1. Work in pairs and underline the words you consider to be the key words of this song.
2. What is the meaning of the lyrics?

3. Do you believe it applies to nowadays? Why?

4. Do you believe it is possible to live in *perfect harmony*? How can this be achieved?



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Planificação Sumativa 1 – Sessão 2

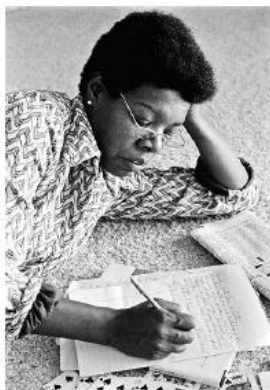
Professora Orientadora

Anabela Nobre

Professora Cooperante

Alcina Marques

Reading Project:
Names by Maya Angelou



Vitória Neves
Universidade do Algarve
Prática Pedagógica Supervisionada –
Inglês
Mestrado em Ensino de Línguas
2010/2011

English Learning Sequence

Prática Pedagógica
Supervisionada – Inglês
Mestrado em Ensino de
Línguas 2010/2011**NAMES, MAYA ANGELOU****Professora:** Vitória Neves**Número de sessões previstas:** 3**Duração:** 90 minutos**Datas:** 27 de Abril de 2011

29 de Abril de 2011

4 de Maio de 2011

Turma: 11º A – Curso de Ciências e Tecnologias**Nível de Língua:** 7 anos de aprendizagem (nível de continuação)**Número de alunos:** 18**Domínio de Referência:** *Um Mundo de Muitas Culturas*¹**TASK:** CREATING A BOOK JACKET**OBJECTIVOS GERAIS:** ²

- Desenvolver capacidades de interpretação e produção textual, demonstrando autonomia no uso das competências de comunicação;
- Interagir com as culturas de expressão inglesa no mundo, demonstrando abertura e respeito face a diferenças culturais;
- Usar apropriada e fluentemente a língua inglesa, revelando interiorização das suas regras e do seu funcionamento;
- Demonstrar capacidade para trabalhar de forma autónoma e como membro de uma equipa.

OBJECTIVOS ESPECÍFICOS:

- Identifying the historical and social context through pictures;
- Making predictions and answering a quiz regarding the “Jim Crow” Era;
- Speculating on the issues of different texts;
- Understanding information about the author Maya Angelou;
- Discussing the importance of names;
- Understanding the short story *Names*;
- Resolving a crossword puzzle;
- Discussing the short story;
- Creating a book jacket.

¹ Ministério da Educação, 2001, p. 28² Ministério da Educação, 2001, p. 6/7

English Learning Sequence

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Tabela de Conteúdos
2ND SESSION

COMPONENTES PROGRAMÁTICAS ³	ESTRATÉGIAS DE APRENDIZAGEM ⁴	ACTIVIDADES	PADRÕES DE INTERACÇÃO	MATERIAIS/ RECURSOS	PROCESSO DE AVALIAÇÃO
I. P. T Speaking	1. 4. Verbalizar percepções, experiências, opiniões;	1 – Listening & Comprehension: <i>Ebony and Ivory</i> ;;	PW;	Annex 4, computer, video projector	Sequence assessment
I. P. T Reading	2. Interpretar informação explícita e implícita em diversos tipos de texto; 2. Seleccionar informação do texto; 2. Identificar e descodificar palavras-chave;	2 – Reading comprehension: <i>Names</i> ;	PW;	annex 5, dictionaries, board, chalk, computer, video projector	

³ Ministério da Educação, 2001

⁴ Ministério da Educação, 2001, p. 17

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Roteiro de Aula: Primeira Sessão

Activity 0	Time
The teacher greets the students and takes the register.	5'

Activity 1: Listening & Comprehension: <i>Ebony and Ivory</i> ;	Time
1st procedure: Ss relate the song's title with the piano picture to predict the content.	
2nd procedure: Ss listen to the song and fill in the gaps. Ss listen to the song once again and check their answers. Correction is done on the board.	10'
3rd procedure: Ss discuss in pairs and answer some questions related to the song and share their opinions with the class.	

Activity 2: Reading comprehension <i>Names</i>	Time
1st procedure: The T hands out annex 5 and the Ss discuss the importance of names, their meanings, nicknames, etc. This activity is used as a pre-reading activity, in order to create motivation for the short story. The Ss have supposedly read the short story at home and complete several exercises, in pairs, to check their reading comprehension.	10'
2nd procedure: Ss complete exercises related with the beginning of the short story: filling in gaps and matching sentences. Correction is done orally.	10'
3rd procedure: The Ss complete two more exercises related to the rest of the story: completing sentences with adjectives and reordering sentences. Correction is done orally.	10'
4th procedure: The Ss analyse the characters of the story through some exercises: by listing major and minor characters, matching them with descriptions and adjectives. Correction is done orally among the whole class.	10'
5th procedure: Ss analyze the detail and style of the short story. First, Ss identify the theme of the story and answer a few questions. Correction is done on the board. Then, Ss decide about the tone of the story by selecting the suitable options. Correction is done orally among the whole class.	10'
6th procedure: Ss solve a crossword puzzle related to the short story. Correction is done on the board.	10'

English Learning Sequence



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7th procedure: The whole class discusses some questions about the story. 10'

To wrap up the lesson Ss and teacher resume the lesson and write the summary. 5'

Referências Bibliográficas:

- ❖ Moreira, A., Moreira, G., Roberto, M., Howcroft, S., e Almeida, T. (2001, 2003). Programas de Inglês do Ensino Secundário. Disponível em http://www.dgidc.min-edu.pt/secundario/Paginas/Programas_ES_I.aspx
- ❖ http://www.lyricsfreak.com/p/paul+mccartney/ebony+ivory_20105526.html
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- ❖ <http://www.netprof.pt/ingles/pdf/Madeira-Projecto.pdf>

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		Data: 2011/04/29
	Short Story <i>Names</i> Handout 5	Prof. Vitória Neves

NAMES BY MAYA ANGELOU

I. PRE-READING

Speaking:



1. How important is a person's name?
2. Do you know the meaning of your name?
3. Do you have a nickname?
4. How do you feel when someone addresses you by the wrong name?

II. READING COMPREHENSION



❖ THE STORY:

1. Complete the following text according to the short story *Names* (from line 1 to 70)

conditions - slaves - handkerchiefs – home - black - story – values – learn - crocheting

The narrator begins the _____ (1) with an exposition on the upbringing of young _____ (2) girls of Marguerite's generation. They are expected to learn mid-Victorian _____ (3), such as setting a proper table and baking, though they have neither the means nor the _____ (4) to practice these values. Despite her poverty, Marguerite masters the arts of _____ (5) and tatting. She makes so many dishtowels, pillowcases, and _____ (6) that she fills a trunk with her handiwork. Marguerite is ten years old when she is sent to the _____ (7) of Mrs. Cullinan, an unattractive white woman, to _____ (8) how to become a domestic. Mrs. Cullinan's maid is Miss Glory, a descendant from a line of _____ (9) who had always worked for the Cullinan family.

2. Match columns and create sentences according to the story.

1. Miss Glory...		a) ...the details of Mrs Cullinan's life.
2. She teaches the girl...		b) ...because she had had a hysterectomy (her womb removed).
3. She also shares with Marguerite...		c) ...that Mr Cullinan has two daughters by a black lady.
4. Glory tells her...		d) ...becomes Marguerite's patient tutor.
5. Mrs Cullinan couldn't have children...		e) ...but she has trouble picturing Mr Cullinan even though she sees him every day.
6. Bailey later tells his sister...		f) ...about cleaning, cooking, cutlery and kitchenware.
7. Marguerite can picture the faces of these unknown daughters...		g) ...that Mrs Cullinan cannot have children.

3. Match the following sentences with the corresponding adjective. Choose the best answer. (from line 71 to 146)

- a. For a while, Marguerite has great sympathy for the _____ Mrs Cullinan.
 1. cheerful 2. childless 3. childish
- b. She works _____ hard to please her.
 1. doubly 2. little 3. few
- c. Mrs Cullinan calls her "Margaret" instead of "Marguerite", which arouses the girl's _____.
 1. amusement 2. pity 3. anger
- d. Mrs Cullinan friend then _____ that she shorten Marguerite's name to Mary.
 1. wonders 2. states 3. suggests

4. Put the following text in the correct order. (rest of the story)

Three are already done for you. 😊

- 1 In reaction to her unhappiness, Marguerite begins to come late and leave early.
- Marguerite walks out of the house and away from the horrifyingly comic scene.
- When Marguerite explains the situation to Bailey, he gives her an idea, which she acts upon.
- When her friend asks if "Mary" broke the chinaware, Mrs. Cullinan screams out that her name is "Margaret."
- 5 Horrified at losing her mother's chinaware, Mrs. Cullinan falls to the floor and cries, while trying to pick up the shards of broken glass.
- She leaves the dishes dirty and does not shine the silver, hoping that Miss Glory will complain to her mistress.
- The next time Mrs. Cullinan calls her "Mary," Marguerite breaks her favorite casserole dish and two of her glass cups.
- In her anger, Mrs Cullinan throws a piece of glass at Marguerite, but it misses her and hits Miss Glory.
- 9 She leaves the door open wide so the neighbors can see the chaos inside.

❖ THE CHARACTERS

1. Name the characters of the story.

a. Major character: _____

b. Minor characters: _____



2. Match each description with the corresponding character.

Description:

Character:

A plump and unattractive white woman from Virginia. She shows racial prejudice towards her servants.



<p>A descendant of slaves that had worked for the Cullinans. She is a very hard-working cook, very patient and a quite resigned person.</p>		
<p>A ten-year-old black girl who doesn't talk much. She shows determination and has a strong sense of self-worth and pride in herself.</p>		

3. Decide which of the following adjectives best describe each of the characters.

<p>a. Marguerite</p>	<p>b. Mrs Cullinan</p>	<p>c. Miss Glory</p>
<input type="checkbox"/> ironic	<input type="checkbox"/> malicious	<input type="checkbox"/> self-confident
<input type="checkbox"/> puzzled	<input type="checkbox"/> shy	<input type="checkbox"/> intolerant
<input type="checkbox"/> inquisitive	<input type="checkbox"/> authoritarian	<input type="checkbox"/> cold
<input type="checkbox"/> rebellious	<input type="checkbox"/> unadaptable	<input type="checkbox"/> untrustworthy
<input type="checkbox"/> mocking	<input type="checkbox"/> foolish	<input type="checkbox"/> conservative
<input type="checkbox"/> sarcastic	<input type="checkbox"/> strict	<input type="checkbox"/> generous
<input type="checkbox"/> helpful	<input type="checkbox"/> sensitive	<input type="checkbox"/> clever
<input type="checkbox"/> understanding	<input type="checkbox"/> courageous	<input type="checkbox"/> frustrated

❖ **DETAIL AND STYLE**

1. What is the theme of the story? Tick the suitable alternative(s).

- | | | | |
|--------------------------|---------------------------------|--------------------------|----------------|
| <input type="checkbox"/> | Love | <input type="checkbox"/> | Racism |
| <input type="checkbox"/> | Women's liberation | <input type="checkbox"/> | Discrimination |
| <input type="checkbox"/> | The pain of learning about life | <input type="checkbox"/> | Something else |



2. Answer the following questions.

a. When does the action take place?

b. Who is telling the story?

c. What role does the narrator have in this story?

d. This short story is obviously related on the author's childhood. What would we call it?

3. How would you characterize the tone of the story? Tick the suitable alternatives.

- | | | | |
|--------------------------|-----------|--------------------------|-------------|
| <input type="checkbox"/> | Emotional | <input type="checkbox"/> | Pessimistic |
| <input type="checkbox"/> | Serious | <input type="checkbox"/> | Mysterious |
| <input type="checkbox"/> | Dramatic | <input type="checkbox"/> | Depressing |
| <input type="checkbox"/> | Funny | <input type="checkbox"/> | Ironical |
| <input type="checkbox"/> | Realistic | <input type="checkbox"/> | critical |



III. POST-READING

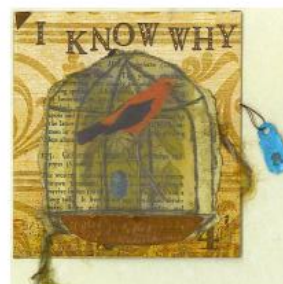
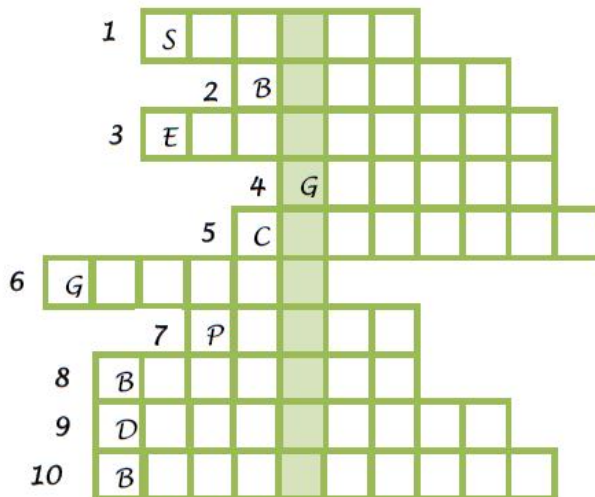
1. Crossword puzzle

- a. Find ten of the words from the short story to match these definitions or explanations to find out the hidden word.
Write the words in the crossword puzzle.

1. Town where the story takes place.
2. Name of Marguerite’s older brother.
3. To decorate (cloth) with needlework.
4. Glass drinking-vessel (for wine) with a stem and base, but no handle.
5. Surname of Marguerite’s first employer.
6. Laugh lightly in a nervous or silly way.
7. American word for veranda.
8. Old women.
9. Young woman from a rich and elite family.
10. Infertility.



❖ CROSSWORD PUZZLE



- b. What is the hidden word?

2. Speaking



1. Discuss the following questions.

- a. What does the story reveal about the living conditions of black people in Southern American States?
- b. What do you think of the title? Does it suit the message that the story tries to convey?
- c. What does the word racism mean to you?
- d. Does racism still exist nowadays? If so, give a few examples or describe any event you have witnessed.

Adapted from *Log In 11*, Extensive Reading



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Planificação Sumativa 1 – Sessão 3

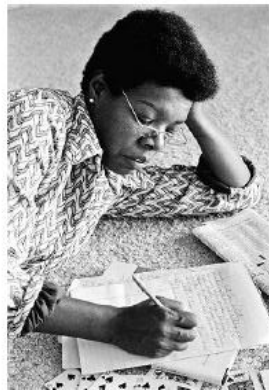
Professora Orientadora

Anabela Nobre

Professora Cooperante

Alcina Marques

Reading Project:
Names by Maya Angelou



Vitória Neves

Universidade do Algarve

Prática Pedagógica Supervisionada –
Inglês

Mestrado em Ensino de Línguas
2010/2011

English Learning Sequence

Prática Pedagógica
Supervisionada – Inglês
Mestrado em Ensino de
Línguas 2010/2011**NAMES, MAYA ANGELOU****Professora:** Vitória Neves**Número de sessões previstas:** 3**Duração:** 90 minutos**Datas:** 27 de Abril de 2011

29 de Abril de 2011

4 de Maio de 2011

Turma: 11º A – Curso de Ciências e Tecnologias**Nível de Língua:** 7 anos de aprendizagem (nível de continuação)**Número de alunos:** 18**Domínio de Referência:** *Um Mundo de Muitas Culturas*¹**TASK:** CREATING A BOOK COVER**OBJECTIVOS GERAIS:** ²

- Desenvolver capacidades de interpretação e produção textual, demonstrando autonomia no uso das competências de comunicação;
- Interagir com as culturas de expressão inglesa no mundo, demonstrando abertura e respeito face a diferenças culturais;
- Usar apropriada e fluentemente a língua inglesa, revelando interiorização das suas regras e do seu funcionamento;
- Demonstrar capacidade para trabalhar de forma autónoma e como membro de uma equipa.

OBJECTIVOS ESPECÍFICOS:

- Identifying the historical and social context through pictures;
- Making predictions and answering a quiz regarding the “Jim Crow” Era;
- Speculating on the issues of different texts;
- Understanding information about the author Maya Angelou;
- Discussing the importance of names;
- Understanding the short story *Names*;
- Solving a crossword puzzle;
- Discussing the short story;
- Creating a book cover.

¹ Ministério da Educação, 2001, p. 28² Ministério da Educação, 2001, p. 6/7

English Learning Sequence

Prática Pedagógica
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Tabela de Conteúdos
3RD SESSION

COMPONENTES PROGRAMÁTICAS ³	ESTRATÉGIAS DE APRENDIZAGEM ⁴	ACTIVIDADES	PADRÕES DE INTERACÇÃO	MATERIAIS/ RECURSOS	PROCESSO DE AVALIAÇÃO
I. P. T Speaking	1. Mobilizar competências prévias;	1 – Homework correction;	CW;	Annex 5, board, chalk	Sequence assessment (annex 8);
I. P. T Speaking	2. Verbalizar percepções, experiências, opiniões;	2- Inferring the author's personality;	GW;	Annex 6;	
I. P. T Writing	3. Construir textos adequados às tarefas propostas utilizando uma linguagem e um registo apropriados;	3 – Task: Creating a book cover;	PW	Annex 7, coloured pens, poster paper, glue;	Writing assessment (annex 9)
A.V.	4. Avaliar os seus progressos na produção de textos;	4 – Self-assessment;	IW;	Annex 8a	Self-assessment

³ Ministério da Educação, 2001

⁴ Ministério da Educação, 2001, p. 17

English Learning Sequence

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Roteiro de Aula: Primeira Sessão

Activity 0	Time
The teacher greets the students and takes the register. The T asks the Ss to sum up the content of the previous lesson and the summary is written.	5'

Activity 1: Homework Correction	Time
Correction of the homework correction is done (annex 5 page 11 exercise 3 and page 13 exercise 3 orally; the crossword puzzle, of page 14, is corrected on the board).	10'

Activity 2: Inferring the author's personality	Time
<p>1st procedure: Ss gather in groups of three and each group receives one excerpt taken from the short story (annex 6).</p> <p>2nd procedure: Ss try to infer the author's personality through the passages.</p> <p>3rd procedure: Each group comments on one passage and shares what they have inferred about the author's personality.</p> <p>In order to lead Ss to the final activity the whole class discusses some questions regarding the short story. (annex 5)</p>	15'

Activity 3 – Task: Creating a book cover	Time
1st procedure: The T prepares Ss for the final task: the whole class discusses what a book cover usually includes and the teacher shows an example.	10'
2nd procedure: The T hands out annex 7 (writing guide/checklist), poster paper, glue and coloured pens. Ss create the book covers in pairs: write the text to be included in the book cover (a blurb), following the instructions of the writing guide/checklist.	35'
4th procedure: Ss revise their work using the checklist and do the necessary adjustments. T collects the Ss work in order to correct it.	5

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Activity 3: Self-assessment	Time
Ss reflect upon their learning and fill a self-assessment sheet (annex 8a).	10'
The whole class sums up the content of this class and the summary is written.	



Referências Bibliográficas:

- ❖ Moreira, A., Moreira, G., Roberto, M., Howcroft, S., e Almeida, T. (2001, 2003). Programas de Inglês do Ensino Secundário. Disponível em http://www.dgidec.min-edu.pt/secundario/Paginas/Programas_ES_I.aspx
- ❖ Gonçalves, M.E., e Torres, A. (2010). *Log In 11-Nível de Continuação – Extensive Reading*. Porto: Areal Editores.
- ❖ <http://www.netprof.pt/ingles/pdf/Madeira-Projecto.pdf>
- ❖ <http://www.liveunchained.com/blog/wp-content/uploads/2010/03/i-know-why-the-caged-bird-sings1.jpg>

Grelha de Avaliação - Processo de trabalho

n.º	PONTUAÇÃO																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Participa em língua estrangeira.																		
2. Identifica o contexto histórico e social através de imagens e de um vídeo;																		
3. Expressa a sua opinião relativamente à temática do racismo																		
4. Identifica informação relevante sobre a autora Maya Angelou;																		
5. Faz a compreensão da leitura extensiva;																		
6. Usa a sua criatividade na escrita - book jacket																		
7. Usa um registo adequado à situação																		
TOTAL	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nota Final	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nunca (0)	Raramente (5-9)					Frequentemente (10-14)					Sempre (15-19)					Sempre (20)		

DATA: ___/___/___

 DEPARTAMENTO DE LÍNGUAS <i>Subdepartamento Curricular de Inglês e Espanhol</i>	ANO LECTIVO: 2010/2011 CURSO DE CIÊNCIAS E TECNOLOGIAS Inglês – 11º ano	 Turma: A
		Data: 2011/05/04
	Annex 6	Prof. Vitória Neves

(...) While white girls learned to waltz and sit gracefully with a tea cup balanced on their knees, we were lagging behind, learning the mid-Victorian values with very little money to indulge them.

(lines 9-11)

(...) As ugly as she was, I thought privately, she was lucky to get a husband above or beneath her station.

(lines 43/44)

(...) Poor thing. No organs and couldn't even pronounce my name correctly.

(lines 87/88)

(...) That horrible woman would never have the chance to call me Mary because if I was starving, I'd never work for her. I decided I wouldn't pee on her if her heart was on fire.

(lines 93-95)



(...) For a week I looked into Mrs. Cullinan's face as she called me Mary.

(line 147)

(...) I left the front door wide open so all the neighbors could hear. Mrs. Cullinan was right about one thing. My name wasn't Mary.

(lines 178/179)



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		Data: 2011/05/04
	Task: Creating a book cover annex 7	Prof. Vitória Neves



Task



Book cover: Writing Guide and Checklist

- ❖ Work in pairs and create your own book cover. Be original and creative! Use your imagination and have fun! 😊
- ❖ Make sure you use the following:

Check:

- share ideas with your partner;	⇒	<input type="checkbox"/>
- organise information;	⇒	<input type="checkbox"/>
Front cover:		
- write a title (you may use the original title or create a new one);	⇒	<input type="checkbox"/>
- write the author's name;	⇒	<input type="checkbox"/>
- use or draw an eye-catching picture;	⇒	<input type="checkbox"/>
Back cover:		
- write a blurb (a short description of a book written for promotional reasons):		
➤ write your personal opinion about the short story;	⇒	<input type="checkbox"/>
➤ Don't reveal the ending of the story! Remember that your purpose is to make people want to read the short story;	⇒	<input type="checkbox"/>
➤ check spelling mistakes and punctuation;	⇒	<input type="checkbox"/>
- organise worksheets and put them inside the book cover.	⇒	<input type="checkbox"/>



 DEPARTAMENTO DE LÍNGUAS <i>Subdepartamento Curricular de Inglês e Espanhol</i>	ANO LECTIVO: 2010/2011 CURSO DE CIÊNCIAS E TECNOLOGIAS Inglês – 11º ano	 Ministério da EDUCAÇÃO
		Turma: A Data: 2011/05/04
	Self-Assessment annex 8a	Prof. Vitória Neves

SELF-ASSESSMENT

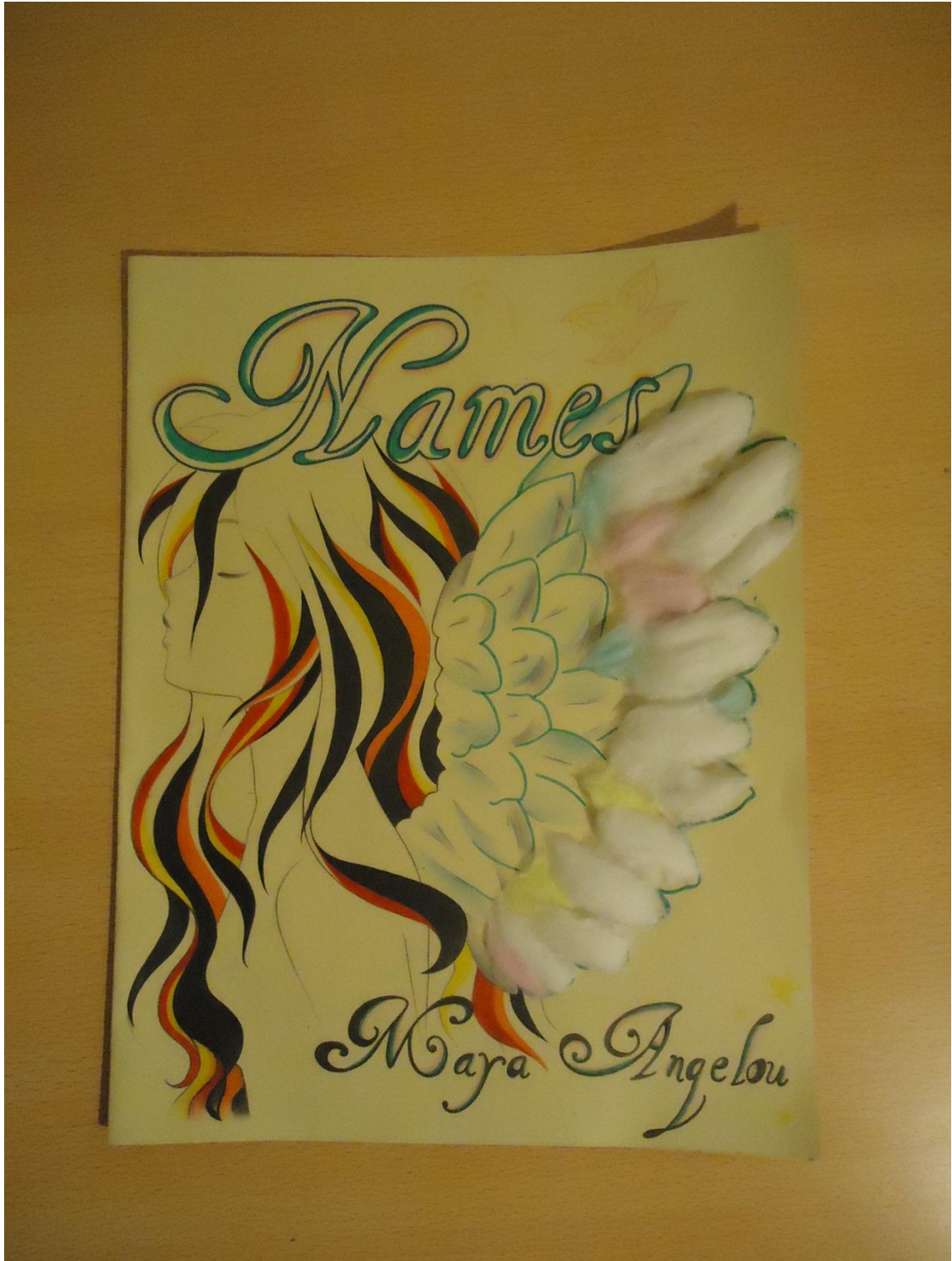


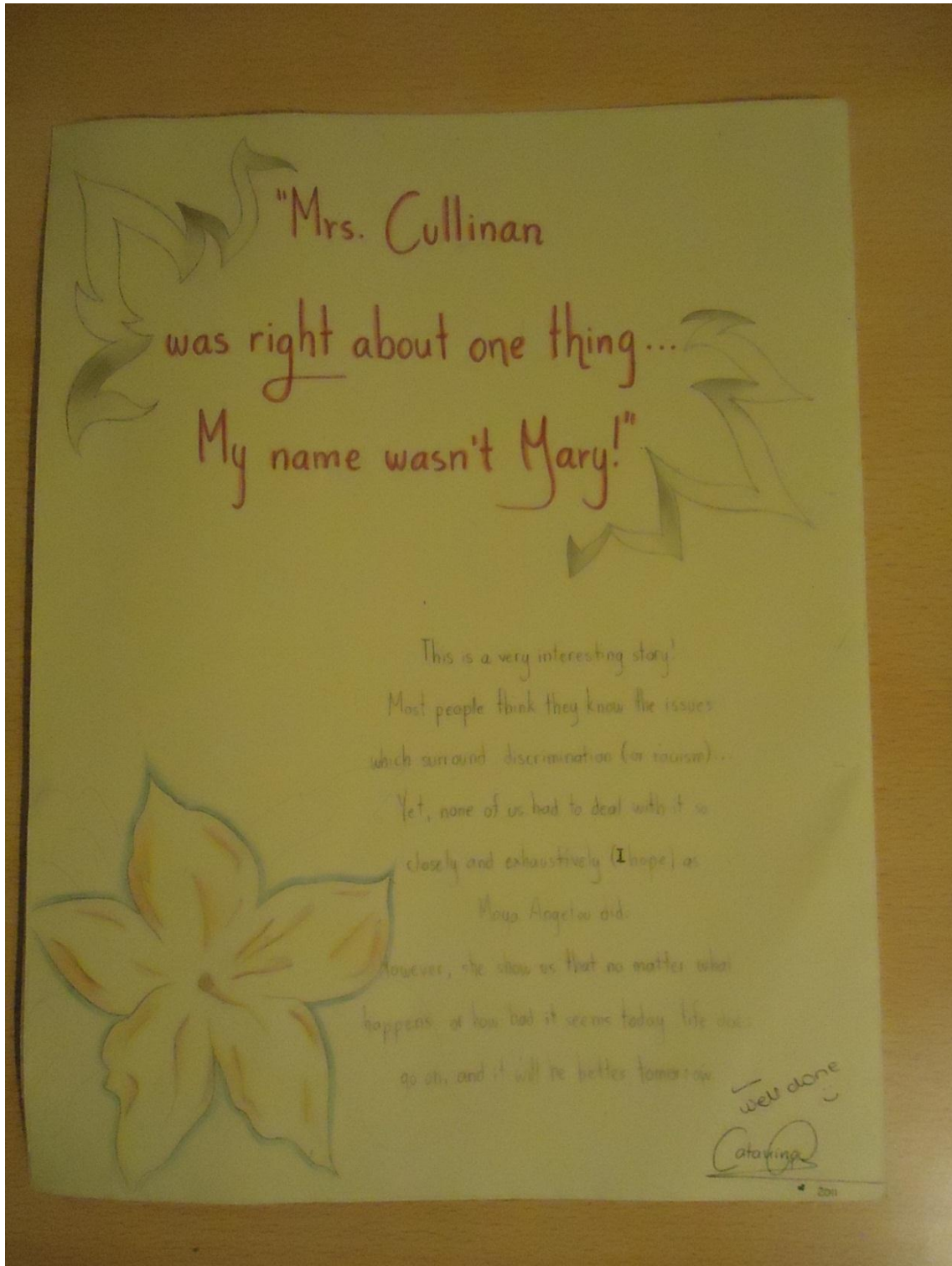
Name:	Date:
--------------	--------------

I am able to...	always ☺	sometimes ☹	never ☹
...interact in English.			
...identify the historical and social context through pictures and a video.			
...express my opinion about racism.			
...identify relevant information about the author Maya Angelou.			
...understand the gist of the short story <i>Names</i> .			
...express my opinion about the short story.			
...create a book cover.			

I enjoyed...
I didn't enjoy...







"Mrs Cullinan was right about one thing... my name wasn't Mary!"

This is a very interesting story! Most people think they know the issues which surround discrimination (or racism). Yet, none of us had to deal with it so closely and exhaustively (I hope) as Maya Angelou did. However, she shows us that no matter what happens or how bad it seems today, life does go on, and it will be better tomorrow. (transcrição do texto da aluna)

Reflexões de situações de ensino: 1ª Sumativa

A presente reflexão incide sobre a lecionação da primeira sequência sumativa no âmbito da prática pedagógica supervisionada de Inglês. A referida sequência ocorreu nos dias 27, 29 de Abril e 4 de Maio na Escola Secundária Pinheiro e Rosa. Lecionei três sessões de 90 minutos, que tiveram como destinatários os alunos da turma 11ºA do curso de Ciências e Tecnologias. Estas sessões incidiram sobre a “short story” *Names* da autoria de Maya Angelou. Duas destas sessões foram adaptadas e postas em prática na turma 11ºB. Este facto permitiu-me adquirir mais experiência.

Seguindo a sugestão feita pela professora cooperante dediquei a primeira sessão ao contexto histórico no qual a obra se insere. Assim, iniciei a aula com imagens relativas ao contexto histórico para que os alunos, em pequenos grupos, especulassem sobre o mesmo. Apesar de os alunos terem identificado o período em questão penso que os alunos não tinham informação suficiente para o fazer. Foi uma atividade arriscada e deveria ter apresentado imagens mais claras de modo a que fosse mais fácil os alunos identificarem o contexto histórico da obra e, conseqüentemente, realizar a atividade com mais facilidade.

Na atividade seguinte os alunos tiveram de realizar a compreensão oral de um vídeo relacionado com a era de “Jim Crow”. Verifiquei que os alunos tiveram algumas dificuldades em resolver esta atividade. Apesar de achar o conteúdo do vídeo interessante a sua compreensão oral era difícil. Por esse mesmo motivo, poderia ter feito, em primeiro lugar, apenas a audição. Os alunos executariam os exercícios de compreensão oral sem estarem distraídos com as imagens do vídeo. A seguir já poderia projetar o vídeo (com imagens) e os alunos comprovariam então as suas respostas. Por outras palavras, em primeiro lugar, os alunos não se distraíam com as imagens do vídeo e fariam a compreensão oral do mesmo. Posteriormente, teriam a oportunidade para verificar a compreensão que fizeram do mesmo.

A seguir, os alunos procederam à leitura de um texto relacionado com a vida de Maya Angelou. Logo quando mencionei a autora, verifiquei que, apesar de ter sido solicitado aos alunos, pela professora cooperante, a leitura de *Names* antes da minha aula. No entanto, a maioria infelizmente não o fez. Na minha ótica, penso que é complicado motivar os alunos para a leitura extensiva, principalmente quando se trata de alunos que não se conhece bem. A meu ver teria sido importante que os alunos pudessem fazer a leitura do texto durante a aula mas tal não foi possível devido ao tempo que dispunha. Apesar de alguns alunos não terem lido a obra em casa foi possível concretizar a atividade final proposta para esta planificação. Os alunos realizaram a compreensão da leitura e completaram a biografia em forma de tabela. No entanto, não foi possível fazer a correção desta atividade. Penso que podia ter apresentado menos atividades para esta sessão de modo a explorar cada uma delas. Teria sido importante explorar mais aprofundadamente a vida da autora, uma vez que, se trata de uma obra autobiográfica.

Penso que o aspeto mais positivo a desta sessão foi ter dado instruções claras aos alunos, ter tido atenção às suas necessidades, ter conseguido responder às suas dúvidas e ter conseguido criar alguma empatia com os mesmos.

Julgo que devo adotar uma postura mais descontraída de forma a conseguir aproximar-me mais dos alunos. A professora cooperante alertou-me para este aspeto, aconselhando-me a sair mais da minha zona de conforto.

Antes de refletir sobre a segunda sessão importa referir que fiquei bastante reticente quando me foi solicitado que planificasse uma sequência sobre a leitura extensiva de uma obra. Senti-me bastante preocupada e insegura com este facto, por não ter nem formação nem experiência nesse campo. Para mim foi, portanto, uma estreia. No entanto, tentei planificar o melhor possível. Na minha opinião, necessitava de mais aulas para fazer uma abordagem mais eficaz e mais comunicativa da obra.

Para iniciar a segunda aula propus uma atividade de compreensão oral de uma canção relacionada com um dos temas da já referida obra: a discriminação. Penso que esta atividade resultou bastante bem e os alunos pareceram-me interessados, tanto que me pediram para ouvir novamente a canção. Acatei este pedido dos alunos e efetuamos a visualização do vídeo. A meu ver a música contribuiu para um ambiente mais positivo na sala de aula.

A seguir passamos para a abordagem da leitura extensiva propriamente dita. Como referi anteriormente, uma aula na minha opinião, não seria suficiente para fazer a compreensão da obra. É preciso ver que foi preciso fazer a contextualização da obra e da autora na primeira sessão e que a última sessão desta sequência teria de terminar com uma tarefa final. Assim, apenas restou esta sessão para fazer a compreensão da obra. Penso que os exercícios de compreensão leitora que apresentei podem não ter sido os mais apropriados e suficientemente significativos para os alunos, mas criar exercícios de compreensão de uma obra que se aproximassem da realidade dos alunos e que tivessem significado para os mesmos, não me parece ser algo que se faça facilmente. Sinto que necessito de mais formação neste sentido e que no futuro vou ter de me dedicar mais à abordagem da leitura extensiva nas aulas de língua inglesa. De qualquer forma, foi possível aos alunos resolverem a maioria dos exercícios sem grandes dificuldades. Solicitei aos alunos resolvessem os dois exercícios que não terminamos na aula em casa.

Os aspetos positivos que realço são a forma como fui conduzindo os alunos nas diferentes atividades e ter dado instruções claras. Em relação à sessão anterior penso ter estado mais segura, mais dinâmica e mais assertiva. Os aspetos a melhorar a meu têm a ver com uma abordagem mais comunicativa da leitura e a gestão de tempo.

Por fim, dei início à última sessão desta sequência com a correção do trabalho de casa. Distribuí aos alunos alguns excertos da obra para que os alunos inferissem traços da personalidade da autora. Inicialmente não tinha

esta atividade prevista na minha planificação mas, a professora cooperante tinha-me sugerido que os alunos lessem alguns excertos da obra na aula. Sugestão que decidi acatar, tendo em conta a experiência da professora cooperante. De seguida, os alunos realizaram a tarefa final que consistiu na elaboração de uma capa de um livro com respetiva sinopse (capa e contra capa).

Penso que o aspeto mais negativo nesta sessão foi a gestão de tempo. Não foi possível aos alunos terminarem a tarefa e penso que caí no erro de ter sido um pouco ambiciosa em propor esta atividade. Deveria ter previsto que neste tipo de atividades os alunos acabam por dar muita importância ao aspeto visual. Para solucionar este assunto podia ter solicitado aos alunos que realizassem, em primeiro lugar, as sinopses da obra estudada e só depois tratariam da parte visual da capa. Sendo esta tarefa da minha responsabilidade acabei por decidir (uma vez que tinha essa oportunidade) estar presente numa quarta sessão com o intuito de dar a oportunidade aos alunos de concluir a tarefa final desta sequência.

De um modo geral, faço um balanço positivo da prática desta sequência de aprendizagem. Penso ter dado aos alunos o apoio de que necessitavam, estando atenta às suas necessidades, ter dado instruções claras e ter conduzido os alunos de forma adequada nas diferentes atividades.

Existem claramente aspetos a melhorar, no entanto, estas sessões foram para mim uma oportunidade de me pôr à prova e de refletir sobre as minhas possíveis falhas com o objetivo de evoluir. Julgo estar agora mais consciente no que diz respeito à minha prática.

C – Segunda Sequência Sumativa



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English Learning Sequence
Planificação Sumativa 2 – Sessão 1

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The World of Work



Vitória Neves

Universidade do Algarve

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Prática Pedagógica
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Línguas 2010/2011**THE WORLD OF WORK****Professora:** Vitória Neves**Número de sessões previstas:** 2**Datas:** 1 de Junho 2011 (60')

8 de Junho 2011 (90')

Turma: 11º A – Curso de Ciências e Tecnologias**Nível de Língua:** 7 anos de aprendizagem (nível de continuação)**Número de alunos:** 18**Domínio de Referência:** *O Mundo do Trabalho*¹**TASK:** DOING SPEED JOB INTERVIEWS**OBJECTIVOS GERAIS:** ²

- Desenvolver capacidades de interpretação e produção textual, demonstrando autonomia no uso das competências de comunicação;
- Interagir com as culturas de expressão inglesa no mundo, demonstrando abertura e respeito face a diferenças culturais;
- Usar apropriada e fluentemente a língua inglesa, revelando interiorização das suas regras e do seu funcionamento;
- Demonstrar capacidade para trabalhar de forma autónoma e como membro de uma equipa.

OBJECTIVOS ESPECÍFICOS:

- Discussing future projects related with careers;
- Answer a career interest survey;
- Listening and understanding a video;
- Researching on jobs.

¹ Ministério da Educação, 2001, p. 28² Ministério da Educação, 2001, p. 6/7

English Learning Sequence

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Tabela de Conteúdos
1ST SESSION

COMPONENTES PROGRAMÁTICAS ³	ESTRATÉGIAS DE APRENDIZAGEM ⁴	ACTIVIDADES	PADRÕES DE INTERACÇÃO	MATERIAIS/ RECURSOS	PROCESSO DE AVALIAÇÃO
I. P. T Speaking	1. Verbalizar percepções, experiências, opiniões;	1 - Discussion about careers;	CW		Sequence assessment (Annex A)
I. P. T Reading	2. Seleccionar informação do texto;	2 - Career Interest Survey;	IW	Annex 1	
I. P. T Listening	3. Formular expectativas em relação ao Texto;	3 - Listening & comprehension – STEM;	PW	Annex 2, computer, speakers, video projector	
I. P. T. Reading	3. Interpretar informação explícita e implícita em diversos tipos de texto; 4. Seleccionar informação do texto;	Activity 4: Career research;	PW	Annex 3	

³ Ministério da Educação, 2001

⁴ Ministério da Educação, 2001, p. 17

English Learning Sequence

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Roteiro de Aula: Primeira Sessão

Activity 0	Time
The teacher greets the students and takes the register.	5'

Activity 1: Discussion about careers	Time
As an icebreaker the teacher asks Ss questions about their future projects. If they intend to go to university, jobs they find interesting, if they would be willing to work abroad, etc.	5'

Activity 2: Career Interest Survey	Time
The T hands out annex 1 and Ss complete a Career Interest Survey in order to find out what type of jobs might suit Ss personality. Ss share their results with the class and the most chosen categories are voted on the board.	10'

Activity 3: Listening & comprehension – STEM	Time
<u>1st procedure:</u> The T hands out annex 2 and Ss, before listening, answer (in pairs) a question (<i>Scientists, engineers and people who work in technical services have a common skill. What do you think it might be?</i>) and watch the video to check their answers.	5'
<u>2nd procedure:</u> In pairs, Ss read and put the text in the correct order. The teacher clarifies unknown vocabulary.	10'
<u>3rd procedure:</u> Ss watch the video and check their work.	5'
The STEM (science technology engineering mathematics) video was chosen to create Ss motivation since they are in the science and technology course. It is also used to familiarize them to the possibilities they might have in the future.	

Activity 4: Career research	Time
<u>1st procedure:</u> The T hands out annex 3 and information regarding several careers taken from http://ww2.prospects.ac.uk/cms/ShowPage/Home_page/Explore_types_of_jo	10'

English Learning Sequence

Prática Pedagógica
Supervisionada – Inglês
Mestrado em Ensino de
Línguas 2010/2011

[bs/plelmjX](#). The careers Ss have to research on are: Marine Scientist, Veterinary Surgeon, General Practice Doctor, Clinical Psychologist, Games Developer, Software Engineer, Sports Coach/instructor, Aeronautical Engineer and Forensic Scientist. Ss do a jigsaw reading in order to find out more about careers that are related to their area. Student A has the information that student B needs in order to fill in the career research form (annex 3) and vice versa. Both need to communicate to complete this activity.

2nd procedure: Ss reflect and discuss in pairs what the advantages/disadvantages of the jobs are and if the jobs suit them/ are a career possibility.

5'

If time allows Ss share and discuss the information among the class.

5'

To wrap up this lesson, students and teacher sum up its content and write the summary.

Referências Bibliográficas:



- ❖ Moreira, A., Moreira, G., Roberto, M., Howcroft, S., e Almeida, T. (2001, 2003). Programas de Inglês do Ensino Secundário. Disponível em: http://www.netprof.pt/Inqles/PDF/ingles_10_11_nc_homol.pdf
- ❖ Gonçalves, M.E., e Torres, A. (2010). *Log In 11-Nível de Continuação*. Porto: Areal Editores.
- ❖ <http://www.careerclusters.org>
- ❖ http://www.breitlinks.com/careers/career_pdfs/mystrengths.pdf
- ❖ <http://www.gadball.com/video/292/science-technology-engineering-and-mathematics/>
- ❖ <http://www.teachingenglish.org.uk/try/activities/speed-job-interviews>
- ❖ <http://teachnet.com/graphics/lesson/real/career4all/careerunit.pdf>
- ❖ http://ww2.prospects.ac.uk/cms/ShowPage/Home_page/Explore_types_of_jobs/plelmjX

Grelha de Avaliação - Processo de trabalho - Anexo A

nº	PONTUAÇÃO																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Participa e interage em língua inglesa.																		
2. Intervem numa discussão manifestando a sua opinião relativamente a projectos futuros profissionais;																		
3. Identifica vocabulário específico ao mundo do trabalho;																		
4. Resolve as fichas fornecidas;																		
5. Faz a pesquisa relativamente a uma profissão;																		
6. Colabora com os colegas na criação de um anúncio de trabalho;																		
7. Colabora com os colegas na tarefa oral "speed job interviews"																		
TOTAL	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nota Final	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Nunca (0) Raramente (5-9) Ocasionalmente (10-14) Frequentemente (15-19) Sempre (20)

DATA: ___/___/___

 DEPARTAMENTO DE LÍNGUAS <i>Subdepartamento Curricular de Inglês e Espanhol</i>	ANO LECTIVO: 2010/2011 CURSO DE CIÊNCIAS E TECNOLOGIAS Inglês – 11º ano	 Ministério da EDUCAÇÃO
		Turma: A Data: 2011/06/03
	Career Interest Survey Handout 1	Prof. Vitória Neves



Career Interest Survey



I. As you read through the list, circle one of the letters in each statement that best describes you.

1

- A. I'm not afraid to talk in front of a class.
- B. I like to take things apart to see how they work.
- C. I keep up with the latest fashions.
- D. I'm always offering advice to my friends.
- E. Math is my favourite subject.
- F. I enjoy sports.

2

- A. I talk on the phone a lot.
- B. I like finding out about how things were invented.
- C. Music is very important to me.
- D. I'm not shy about speaking my mind.
- E. I like to play dominos or checkers.
- F. I know how to use tools.

3

- A. I enjoy explaining things.
- B. My favourite TV shows are about science or nature.
- C. I'd rather make a birthday card than buy one.
- D. I hate to sit still.
- E. I'm very careful about all of my things.
- F. I'd rather be outside than inside.

4

- A. I eat healthy food and exercise as much as possible.
- B. I'm interested in plants and animals.
- C. I really like art class.
- D. I'd rather work with a group than work alone.
- E. I like going to natural history museums.
- F. I enjoy working with my hands.

5

- A. I like to help people.
 B. I'm curious about a lot of things.
 C. I keep a diary.
 D. I like being a team leader.
 E. I'm shy about speaking in a group.
 F. I'd rather move around than sit and watch TV.

II. Enter the number of each letter you have circled:

A's	B's	C's	D's	E's	F's

III. Find out what career suits you best.

- A.** You are interested in people and their problems. Maybe you could do some babysitting or volunteer work. You would probably enjoy helping others.

Examples: Doctor Social Worker Teacher
 Day-Care Centre Owner Nurse Therapist/Counsellor

- B.** You are curious about how things work. Your curiosity could lead you to a career or business that requires problem-solving.

Examples: Scientist Market Researcher Detective
 Engineer Financial Analyst Mechanic

- C.** You are interested in what makes you tick and in expressing your feelings through art or music. You might like creative work.

Examples: Cartoonist Musician Photographer
 Graphic Artist Advertising Executive Architect

D. You are outgoing and like to get people to work together. You might like a career that involves persuading, leading, or directing others.

Examples: Salesperson Lawyer Politician
 School Principal Restaurant Owner Coach

E. You are attracted to school subjects and hobbies that require logical thinking. Work involving attention to detail and organizational skills might be attractive to you.



Examples: Accountant Banker Laboratory Worker
 Chemist Computer engineer Weather Forecaster

F. You like to be physically active. Your hobbies might include building things or gardening. You might want to explore a career that would involve working with your hands.

Examples: Carpenter Gardener Contractor
 Archaeologist Surgeon Veterinarian



Adapted from: http://www.breitlinks.com/careers/career_pdfs/mystrengths.pdf

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		Data: 2011/06/03
Subdepartamento Curricular de Inglês e Espanhol	Listening & Comprehension: Science Technology Engineering and Mathematics Handout 2	Prof. Vitória Neves



Science Technology Engineering and Mathematics

I. Before listening

1. Answer the question below.

Scientists, engineers and people who work in technical services have a common skill. What do you think it might be?

- a. socializing with others
- b. achieving high scores in video games
- c. solving problems

I. Listening

2. Put the following text in the correct order.

The beginning and the ending are already done for you. 😊

1. They keep refrigerators humming and space labs in the sky. People who work in scientific, engineering and technical services have a wide range of training and education.
- Many of these jobs require advanced degrees, but the degree, and the experience, won't be enough.
- Yet they share a common talent for problem solving. The challenge might be choosing the right tools to cut a gemstone. Figuring out why a cash register is jammed. Or developing new ways of refining chemicals, or packaging food. Each scientist, engineer and technician brings knowledge to a problem, and works toward a solution.
- The work can be microscopic. A biological scientist examines the tiniest elements of life to find new ways of treating disease.

With the breathtaking rate of change, and new technological developments flowing constantly from research centers, people in this field must be willing to continually update their education.



New materials, new equipment, new scientific breakthroughs, will require people to rethink how they do the jobs they were trained to perform.

Our increasingly complex world demands an army of scientists, engineers and technicians. And their work might take them anywhere in the world in the years ahead.

So this is a field for people who are excited by challenge, and who love to learn. Their work has the potential to change the world and even make it better.

Adapted from: <http://www.gadball.com/video/292/science-technology-engineering-and-mathematics/>

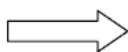
3. Listen carefully and check your answers.

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		Turma: A Data: 2011/06/03
	Career Research Handout 3	Prof. Vitória Neves



Career Research

- I. Work with a partner, ask for the missing information and fill in the career research form.



Job:

1

Job Description - What do they do?

2

Typical Activities – What are the main tasks?

3

Salary - How much does this job pay on the average?

4 Working Conditions - Inside, outside; hours; etc.:

5 Educational Requirements - What kind and how much education do you need for this type of career?

6 Personal Characteristics/Abilities Needed for this Career:

II. Discuss with your partner and reflect on the following:

A. Advantages	B. Disadvantages
<div style="border-left: 1px dashed black; border-right: 1px dashed black; height: 150px;"></div>	<div style="border-left: 1px dashed black; border-right: 1px dashed black; height: 150px;"></div>

III. Would you be suited to this job and consider it as a career possibility? Account for your answer.

Forensic Scientist

Job Description

'Forensic science can be simply defined as the application of science to the law' ([Forensic Science Service \(FSS\)](#)). Scientists provide impartial scientific evidence for use in courts of law to support the prosecution or defence in criminal and civil investigations.



Forensic scientists are primarily concerned with examining contact trace material associated with crimes. This follows the principle that 'every contact leaves a trace' that will offer potential evidence to link a suspect with the scene of the crime, the victim or the weapon.

In contrast with popular perception, this is a highly scientific role, which often involves detailed, painstaking work. Interest in forensic science has increased over the last few years, partly as a result of popular television crime dramas that do not always reflect the true nature of the work, and it is true that the number of posts has also risen, due largely to advances in technology, such as the establishment of the National DNA Database.

Typical Work Activities

Job activities very much depend on the area of forensics in which you work. The main areas are:

- chemistry, which is connected to crimes against property, such as burglary and arson;
- biology, which is connected to crimes against people, such as murder, assault and rape;
- drugs and toxicology.

Typical work activities are likely to include some or all of the following:

- analysing samples, such as hair, body fluids, glass, paint and drugs, in the laboratory;
- attending and examining scenes of crimes;
- recording findings and collecting trace evidence from scenes of crimes or accidents;
- justifying findings under cross-examination in courts of law.

- analysing and interpreting results and computer data;
- liaising with police to establish forensic strategies;
- writing detailed reports for court;

Entry requirements

Relevant degree subject areas include physical, mathematical and applied sciences, life and medical sciences, agricultural and horticultural sciences, and engineering. In particular, the following degree subjects may improve your chances: chemistry, biochemistry, pharmacology, physiology, materials science, crop and plant/soil science, biology, biomedical science.

Needed skills

Candidates will need to show evidence of the following: a persistent approach and enquiring mind; the capacity to undertake fine, analytical, meticulous work with attention to detail; a logical, unbiased and methodical approach to problem solving; the ability to work well in a team, as well as independently; strong written and oral communication skills and ability to communicate scientific information to lay persons.

Work Conditions

- Starting salaries for trainee or assistant forensic scientists typically range from £14,000 to £18,000.
- With two to three years' experience, salaries increase to £25,000 - £30,000.
- Typical salaries at senior levels: £50,000+.
- Working hours are variable. Extra hours are sometimes required to get a job done in the allotted time.
- Giving evidence in court may involve working unsocial hours and having to be on call.

CRIME SCENE DO NOT CROSS

Adapted from: http://ww2.prospects.ac.uk/downloads/occpfiles/profile_pdfs/V3_Forensic_scientist.pdf

Marine Scientist

Job Description

Marine scientists research the sea, its life forms and surrounding coastal areas. They analyse the sea and its interaction with the land, atmosphere and sea floors.



They apply their knowledge for use by, among others, governments, universities and environmental assessment bodies.

Marine science is a broad-ranging field that covers subjects as diverse as: coastal science, geology, marine biology, oceanography, zoology.

Marine scientists are employed by academic bodies and public and commercial organisations. Some roles will require a wide range of expertise, whereas others specialise in particular areas, such as fisheries ecosystems modelling, marine geophysics, management of culture collections, and vertebrate ecology.

Typical Work Activities

Work activities can be office, laboratory, or field-based.

Tasks typically involve:

- undertaking laboratory-based research and managing projects;
- conducting research in various places, including at sea;
- collecting samples, often in difficult weather conditions;
- observing physical, chemical and biological processes;
- following detailed identification keys when classifying species and samples;
- working with computer databases and specialist software to analyse information, e.g. the diving speed of seals, or species numbers in population counts;
- preparing detailed reports, such as environmental impact assessments for agencies or governmental organisations, e.g. the Department for Environment, Food and Rural Affairs (DEFRA) (www.defra.gov.uk);
- building new research theories, testing hypotheses and designing scientific experiments;
- preparing research papers for journals and other specialist publications;
- keeping up to date with new research and technologies and attending training courses;
- conducting educational and awareness-raising work, such as talks, with the general public (this might involve explaining complex scientific concepts in simple language).

Entry requirements

Relevant degree subjects include biology, ecology, marine biology, marine science, maritime studies, oceanography, zoology.

Needed skills

Potential candidates will need to show evidence of the following:

- display care and sensitivity for the wellbeing of animals and plant life;
- an ability to respond quickly to unexpected events;
- scuba diving experience or qualifications;
- first aid qualifications;
- boat handling and engine maintenance experience;
- a current driving licence.

Work Conditions

Entry-level positions for diplomats/degree holders can fall in the region of between £15,000 and £23,000, though salaries can vary considerably depending on the role, type of organisation and sector.

- Range of typical starting salaries for PhD holders is £21,000 - £30,000, reaching the higher end of the scale is dependent on.
- Typical salaries at senior level (heads of department or leaders of large projects): £50,000+.
- Working hours can be very long. On field trips, which can vary from a few weeks to a number of months, it is possible to be in attendance 24 hours a day.
- Everyday working environments tend to be well organised and professional, but relaxed.
- Due to the increase in legislation related to the environment, it is possible that the demand for marine scientists may increase in the future.



Adapted from:
http://ww2.prospects.ac.uk/downloads/occpfiles/profile_pdfs/R5_Marine_scientist.pdf

Sports Coach/ Instructor

Job Description

Sports coaches help people participating in sports to work towards achieving their full potential. They may support professional sportspeople, sports teams, community teams or school groups, working with them closely to improve performance.

Sports coaches bring out ability by identifying needs and planning and implementing suitable training programmes.

Whatever the context, coaching involves developing the participants' physical and psychological fitness and providing the best possible practical conditions in order to maximise their chances of performing to the best of their ability. Coaches must be aware of their ethical and legal obligations to their clients.



Typical Work Activities

Coaching roles vary hugely according to context, but typical work activities are likely to include:

- evaluating performance and providing suitable feedback, balancing criticism with positive comments;
- assessing strengths and weaknesses in a participant's performance;
- developing knowledge and understanding of fitness, injury, nutrition and sports science;
- communicating instructions and commands using clear, simple language;
- encouraging participants to gain and develop skills, knowledge and techniques;
- ensuring that clients train and perform to a high standard of health and safety at all times;
- acting as a role model, gaining the respect and trust of the people you work with;
- liaising with other partners in performance management, such as physiotherapists, doctors and nutritionists;

Entry requirements

Relevant degree and HND (Higher National Diploma) degree subjects include sports science, health science, sport coaching, sports management.

Needed skills

Candidates will need to show evidence of the following:

- the ability quickly to develop successful working relationships with people from different backgrounds and with varying levels of ability;

- a desire to help other people succeed;
- excellent communication and interpersonal skills;
- team-building ability;
- enthusiasm, flexibility and patience;
- good organisational skills;
- awareness of equality and diversity issues, including those related to sport and disability;

Work Conditions

Starting salaries range from hourly rates of around £10 to annual salaries of £15,000 - £25,000, depending on location and qualifications.

- Senior coaches might expect £25,000 - £35,000.
- Experienced coaches working at national level have the potential to earn in excess of £50,000.
- In professional sport, coaches may earn a basic salary with additional bonuses related to competition results, prize money earned or standard of performance achieved. Packages may include company cars and other benefits.
- The number of full-time, paid coaching positions is limited but growing. The Olympic Games in 2012 are expected to boost certain areas of the profession, such as athletics and swimming.
- Many posts include evening and weekend work.
- Work may be seasonal.
- Coaches work in different environments, from gyms to playing fields, and sometimes in adverse weather conditions.
- Part-time work and self-employment are common.
- Unsocial hours and fixed-term contracts mean the job may have an impact on your personal life.
- A coach may frequently need to travel considerable distances to reach facilities or attend competitions.



Adapted from:
http://ww2.prospects.ac.uk/downloads/occpfiles/profile_pdfs/E1_Sports_coach_instructor.pdf

Clinical Psychologist

Job Description



Clinical psychologists aim to reduce psychological distress and enhance and promote psychological wellbeing.

They often work in health and social care settings, as part of a multidisciplinary team. They use the methods and findings of psychology and psychological theories with clients to enable them to make positive changes in their lives.

Clinical psychologists work with people of all ages who experience mental or physical health problems.

These may include anxiety and depression, serious and enduring mental illness, neurological disorders, addictive behaviours, eating disorders, behaviour disorders, personal and family relationship problems and learning disabilities.

Typical Work Activities

Most clinical psychologists work with a particular client group, or in a particular setting, e.g. adult mental health, forensic services, child and family, learning disabilities or older adults.

Typical work activities include:

- assessing a client's needs, abilities or behaviour using a variety of methods, including psychometric tests, interviews and direct observation of behaviour;
- offering therapy for difficulties relating to anxiety, depression, addictions, social and interpersonal problems,
- rehabilitating long-stay patients into the community;
- counselling and supporting carers;

More experienced clinical psychologists are often called on to write legal reports and act as expert witnesses.

Entry requirements

To train to become a chartered clinical psychologist you must hold an honours degree in psychology accredited by the British Psychological Society (BPS) (www.bps.org.uk), which confers the Graduate Basis for Registration (GBR). (See British Psychological Society (BPS) Accredited Psychology Courses.

Needed skills

Candidates will need to show evidence of the following:

- empathy and a person-centred approach to clients;

- tolerance of stress;
- the ability to recognise your own limitations and respond to difficult situations;
- the ability to apply your knowledge of academic psychology and research to clinical problems;
- the capacity to be critical and analytical, and to work in a self-motivated independent way;
- excellent communication and interpersonal skills appropriate for dealing with people in distress;
- the ability to collaborate with colleagues from other disciplines;
- the determination to succeed;
- a strong understanding of the profession and the role of a clinical psychologist, and an awareness of current NHS (National Health Service) issues.

Work Conditions

- A typical starting salary would be in the region of £25,000.
- For more experienced psychologists, salaries range from £30,000 to £50,000.
- Senior experienced psychologists might expect £80,000+.
- Salaries in private hospitals and private practice vary.
- Working hours are mainly nine to five, possibly with some extra hours. Some evening or weekend work may be involved. Occasionally, an on-call system covering emergency situations may be in operation.
- Self-employment/freelance work is sometimes possible. Opportunities for private or clinical practice, and for industrial or commercial consultancy, are growing.
- Jobs are available in most large towns and cities, with fewer opportunities in rural areas.
- The work can be stressful as it involves contact with many different types of people who are often distressed in some way. Supervision by colleagues is important. Occasionally, situations of potential personal risk may be encountered.
- Local travel within a working day is common. Absence from home overnight may occasionally be required.



Psychology

Adapted from:
http://ww2.prospects.ac.uk/downloads/occpfiles/profile_pdfs/C3_Clinical_psychologist.pdf

Hospital Doctor

Job Description

Hospital doctors apply medical knowledge and skills to the diagnosis, prevention and treatment of illnesses. They may themselves treat the patients or they may refer them to a general practitioner (GP) or a different member of the health care professional team. Hospital doctors work in hospital wards and out-patient clinics in both the public and private sectors, working collaboratively with a wide range of other professionals, including nurses, radiologists, etc. across the health care sector.



Most hospital doctors work in one of around 60 specialties, of which the most common are anaesthetics, cardiology, general medicine, general surgery, orthopaedics, ophthalmology, paediatrics, pathology, psychiatry.

Typical Work Activities

Typical activities are many and varied. Specific tasks depend on the specialty; a surgeon's daily tasks are significantly different from those of a doctor working in accident and emergency (A&E) or a general physician. However, the following responsibilities are likely to be carried out, regardless of the doctor's specialty, on a daily or weekly basis:

- monitoring and providing general care to patients on hospital wards and in outpatient clinics;
- admitting patients requiring special care, investigations and treatment;
- examining and talking to patients to diagnose their medical conditions;
- liaising with other medical and non-medical staff in the hospital to ensure quality treatment;
- working with other doctors as part of a team, both in the same department, and within other specialties;

Entry requirements

To become a hospital doctor, you must hold a degree in medicine recognised by the General Medical Council (GMC) (www.gmc-uk.org). Entry with an HND or foundation degree only is not possible. Graduate entry to medical school is possible. There are accelerated routes for graduates and medical schools may give credit for your prior learning. Most schools prefer science graduates, but some will consider graduates of other disciplines - a first or 2:1 honours degree is generally required. For further information on graduate

entry see the 'becoming a doctor' section on the British Medical Association (BMA) (www.bma.org.uk) website or search for courses on the UCAS (www.ucas.com) website.

Needed skills

Candidates will usually need to show evidence of the following:

- compassion, resourcefulness, stamina, willingness to accept responsibility, ability to prioritise and work under pressure;
- perseverance, a realistic idea of what the work involves and, ideally, relevant work experience;
- an ability to communicate well with patients;
- an understanding of the demands of the course: it is considerably more intensive than other degrees.

Work Conditions

- Junior doctors in their first year of the postgraduate foundation training earn £20,741. In their second year, they earn £25,882.
- Doctors in specialty training earn between £29,000 and £44,000.
- The average salary of hospital doctors five years after graduation from medical school is £48,000 and can then rise by increments to around £77,000.
- The basic pay for full-time consultants is £70,000 - £94,000 (all salary figures collected Oct 07 from NHS Careers (www.nhscareers.nhs.uk)).
- Working conditions vary according to specialty. Settings include wards, consulting rooms, operating theatres, laboratories and special units, such as accident and emergency (A&E).
- Opportunities exist in most large towns and cities throughout the country.
- The work may be demanding, both mentally and physically, with long, unsocial hours and you may be taking responsibility for a patient's life.



Adapted from:
http://ww2.prospects.ac.uk/downloads/occpfiles/profile_pdfs/C1_Doctor_hospital.pdf

Games Developer

Job Description

Games developers are involved in the creation and production of computer games, handheld games, console games, arcade games, 'Flash' games for internet use and games for mobile phones.



Games development involves many stages, including creating and designing a game's look and how it plays, animating characters and objects, creating sound, programming, testing and producing.

The games developer job title is a very broad categorisation; responsibilities within the games developer role include quality assurance tester, programmer, producer, project manager, animator and graphic artist, designer, sound technician and artificial intelligence specialist.

Typical Work Activities

Tasks vary, depending on your games development specialisation, but may include:

- quality testing games to find problems or 'bugs' and precisely recording where the problem was discovered;
- developing designs and/or initial concept designs for games, which may include deciding how the game plays;
- generating game scripts and storyboards;
- creating the visual aspects of the game at the concept stage;
- using 2D or 3D modelling and animation software at the production stage;
- producing the audio features of the game, such as the character voices, music and sound effects;
- programming the game using programming languages such as C++;
- solving technical problems that occur within the game production;
- understanding complex written information, ideas and instructions;
- working closely with team members to meet the needs of a project;

Entry requirements

Although this role is open to graduates in all subject areas, a relevant degree, HND or foundation degree in one of the following subjects may increase your chances: computer games development; computer games design; multimedia design; interactive media; software engineering; mathematics; physics; animation; graphic design; computer science.

Needed skills

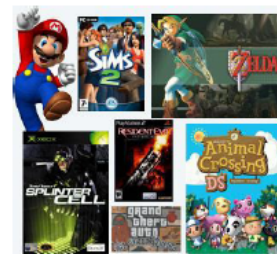
Candidates will need to show evidence of the following:

- excellent IT skills;
- the ability to work independently;
- creativity;
- problem-solving;
- flexibility;
- self-motivation;
- initiative;
- enthusiasm;
- the ability to meet deadlines and client requirements;
- a passion for computer games and an interest in learning more about how they are developed.

Work Conditions

Range of typical starting salaries is from £10,000 to £25,000.

- Range of typical salaries at senior level/with experience (e.g. after 10-15 years in the role): £35,000 - £45,000+;
- Work hours are usually flexible, with many developers starting work at 10am.
- The games industry is generally known to require relatively high working hours of its employees; developers often work a 40-hour week.
- The role is typically office or studio based.
- The working environment for games developers is often informal and dress codes are casual.
- Extensive hours spent using a mouse and monitor may have health implications, with some risk of back problems, eye strain and repetitive strain injury in the wrist and hand.



Adapted from:
http://ww2.prospects.ac.uk/downloads/occpfiles/profile_pdfs/M2_Games_developer.pdf

Veterinary Surgeon

Job Description

Veterinary surgeons work to safeguard the health and welfare of animals. In general practice they are responsible for the prevention of disease and for the medical and surgical treatment of pets and animals in homes, farms, zoos and wildlife parks.



Vets combine their knowledge of animal physiology, nutrition and medicine with practical surgical skills to diagnose illnesses, prescribe medicines, manage anaesthesia and radiography, and perform surgery.

Typical Work Activities

Typical work activities include:

- handling, examining and treating all species of animals, including companion animals, farm livestock and horses;
- meeting and consulting with animal owners;
- carrying out diagnostic tests, such as x-rays, blood samples and ultrasound scans;
- giving advice to farmers on issues such as breeding, nutrition and herd health;
- undertaking routine visits to farms to check the health of livestock;
- immunising animals against different forms of disease;
- euthanizing old, sick or terminally ill and unwanted animals;
- performing surgery, including anaesthesia;
- inserting identification microchips into animals;
- maintaining records, raising and forwarding reports and certificates in compliance with current legislation;

Entry requirements

A degree in veterinary science/medicine (and registration as a member of the Royal College of Veterinary Surgeons (RCVS) (www.rcvs.org.uk)) is required to practise as a veterinary surgeon in the UK and the European Union.

Standard entry requires good A-level grades, with chemistry usually a requirement in addition to two other subjects, usually biology, physics or mathematics.

Needed skills

As well as scientific ability and animal handling skills, candidates will need to show evidence of the following:

- excellent communication skills, particularly when dealing with clients in difficult circumstances;
- a flexible approach;

- assertiveness;
- the ability to deal tactfully and sympathetically with animals and pet owners;
- a practical and unsentimental approach when dealing with animals.

Work Conditions

- A remuneration package for newly qualified vets can start from £30,000 and include accommodation, car, fuel allowance for private use, professional fees and a continuing professional development (CPD) allowance.
- Experienced vets can earn around £48,000, and senior partners may earn over £50,000, depending on the size of their practice.
- Some veterinary surgeons earn more than the salaries quoted above. Salary levels vary according to further training, specialisation and whether you are working as a practice partner.
- Every veterinary surgeon has an obligation to deal with emergencies in any species at any time - most practices offer a 24-hour, 365 days a year service. Work is often on a rota system - veterinary surgeons rarely work a nine-to-five day.
- Most veterinary surgeons work in private practice, often as partners once they have gained experience.
- The working environment may vary from a clean, pleasant surgery to owners' homes or outdoors, often in poor weather conditions.
- The job is becoming more specialised with an increased focus on farm, equine, or small animal work.
- There are more vacancies than the number of vets seeking employment, so finding a job is not hard, provided you are flexible and willing to relocate.
- The job may be physically demanding, carries a high level of responsibility and may be stressful. Working hours may impact on social life.



Adapted from:
http://ww2.prospects.ac.uk/downloads/occpfiles/profile_pdfs/SS_Veterinary_surgeon.pdf

Software Engineer

Job Description

A software engineer researches, designs and develops software systems to meet with clients requirements. Once the system had been fully designed software engineers then test, debug, and maintain the systems.



They increasingly need to have knowledge of a variety of computer programming languages and applications; this is due to the wide variety of work that they can be involved in.

Software engineers are sometimes referred to as computer programmers or software developers. Depending on the type of organisation, software engineers can become specialists in either systems or applications.

Software engineering is one of the most popular professions in IT in terms of the numbers employed.

Typical Work Activities

Typical work activities will usually include some or all of the following:

- researching, designing and writing new software programs;
- testing new programs and fault finding;
- developing existing programs by analysing and identifying areas for modification;
- investigating new technologies;
- working with computer coding languages;
- maintaining systems by monitoring and correcting software defects;
- working closely with other staff, such as project managers, graphic artists, systems analysts, and sales and marketing professionals;
- constantly updating technical knowledge and skills by attending in-house and/or external courses, reading manuals and accessing new applications;
- problem-solving and thinking laterally as part of a team, or individually, to meet the needs of the project.

Entry requirements

Although this area of work is open to all graduates, a degree in a computer-related or business discipline may improve your chances, for example:

- computer science/software engineering;
- electrical or electronic engineering;
- mathematics;
- physics;
- business management/studies.

Needed skills

Potential candidates will need to show evidence of the following:

- technical competency;
- knowledge of various applications;
- analytical and problem-solving skills;
- attention to detail, even in pressurised situations as deadlines approach;
- a logical mind;
- numeracy (aptitude tests are an integral part of the application process);
- knowledge of the sector that you would like work in e.g. finance or business;
- good interpersonal and communication skills;
- ability to communicate effectively with clients, colleagues and senior management;
- ability to learn new skills and technologies fast;
- career motivation and a willingness to continue to further your knowledge and skills;
- an awareness of current issues affecting the industry and its technologies.

Work Conditions

Range of typical starting salaries for graduates: £19,500 - £26,000.

- Range of typical salaries at senior level/with experience (e.g. after 10-15 years in the role): £27,000 - £70,000.
- Salary is dependent upon the company, location and nature of the employer's business. Computer manufacturers and software houses, as well as the financial centre of London, usually pay higher salaries.
- Working hours are typically nine to five, however longer hours are necessary towards the end of projects and as deadlines approach.
- Work is typically office-based or in computer laboratories. Travel may be required to meet clients, install and implement work and attend external training courses.
- Long hours spent in front of a monitor can have health implications, such as eye strain, back discomfort, and hand and wrist problems.
- The work environment and dress code tend to be informal.



Adapted from:
http://ww2.prospect.ac.uk/downloads/occpfiles/profile_pdfs/M2_Software_engineer.pdf

Aeronautical Engineer

Job Description

An aeronautical engineer applies scientific and technological principles to research, design, maintain, test and develop the performance of civil and military aircraft, missiles, weapons systems, satellites and space vehicles.



The role is focused on enhancing high-quality flight safety and standards, as well as reducing system costs and, increasingly, the environmental impact of air travel. Aeronautical engineering offers a wide range of roles. Most engineers specialise in a particular area, such as research, design, testing, manufacture or maintenance. The aerospace industry is well established in the UK, and constant expansion in air travel means that there are many roles available.

Typical Work Activities

Typical work activities vary according to the role and employer, with most aeronautical engineers specialising in a specific area. Within each specialism, tasks typically involve:

- undertaking blue sky research or applied research - blue sky research involves developing and using fundamental physical processes and physics laws in a controlled environment;
- investigating the use of new materials, or improving existing materials used;
- applying the principles of science and technology to the creative design of aircraft components and support equipment and researching and developing design specifications;
- undertaking systematic manufacturing, involving the assembly and modification of components;
- supervising the assembly of airframes and the installation of engines, instruments and other equipment;
- participating in flight test programmes to measure take-off distances, rate of climb, stall speeds, manoeuvrability and landing capacities;
- maintaining aircraft for full operation, involving regular inspections, maintenance and servicing;
- measuring and improving the performance of aircraft, components and systems and modifying designs to improve safety features or minimise fuel consumption and pollution;
- developing repair procedures, working out and managing schedules for repair and maintenance;
- investigating aircraft accidents;
- collating information, interpreting data and publishing the results of specific projects in technical report form;

Entry requirements

Relevant degree subject areas include physical/mathematical/applied science and engineering. The following subjects in

particular may increase your chances:

- aeronautical engineering;
- mechanical engineering;
- physics/applied physics;
- production/manufacturing engineering;
- electrical and electronic engineering;
- computer science/software engineering;
- mathematics.

Needed skills

Candidates need to show evidence of the following:

- strong technical knowledge and lateral thinking;
- meticulous attention to detail;
- a level of commercial awareness;
- strong communication and team working skills;
- ability to work to deadlines with self-motivation;
- ability to think creatively;
- problem-solving and analytical skills;
- ability to cope with new demands and new problems to be solved;
- a genuine love of aviation, aircraft and flight technology.

Work Conditions

- Range of typical starting salaries: £22,000 - £30,000
- Range of typical salaries with three to five years' experience: £35,000 - £55,000
- Range of typical salaries at senior levels: £50,000 - £65,000
- Working hours are mainly nine to five, but extra hours may be required to complete projects to deadlines.
- Work is undertaken in a design or airport office or aeronautical laboratory, with visits to sites, other industrial companies and experimental establishments.
- This is rewarding, demanding and absorbing work, requiring dedication and enthusiasm. The work may vary in content from day to day and can be stressful when deadlines approach. Work must be precise as the consequences of human error can be serious.



Adapted from:
http://ww2.prospects.ac.uk/downloads/occpfiles/profile_pdfs/U2_Aero_nautical_engineer.pdf

Adult Nurse

Job Description

Adult nurses provide medical care to patients suffering from acute and long-term illnesses, diseases such as diabetes or arthritis, or those requiring surgery. They focus on the needs of the patient rather than the illness or condition. They also promote good health and wellbeing through education. Nurses plan and carry out care within a multidisciplinary team but are the main point of contact for patients.



Adult nurses work mainly in hospitals, although they are playing an increasingly prominent role in the community, attached to a health centre or general practice and in residential homes, specialist units, schools and hospices.

Typical Work Activities

Gaining the trust and confidence of each patient is an important role for nurses, as they have more continuity of patient care than other members of the medical team.

Patients may have chronic conditions, such as diabetes or heart/kidney problems, or serious acute conditions, such as heart failure, stroke, hepatitis or burns. They may be in for surgery, admitted to accident and emergency with injuries, attending an outpatient clinic or undergoing tests and assessments. In all cases, nurses need to establish a good relationship with the patient and their relatives.

Day-to-day pressures and duties will depend on your role, but typical work activities can include:

- preparing patient care plans;
- implementing plans through tasks such as preparing patients for operations, wound treatment and monitoring pulse, blood pressure and temperature;
- observing and recording the condition of patients;
- checking and administering drugs and injections;
- setting up drips and blood transfusions;
- assisting with tests and evaluations;
- carrying out routine investigations;
- responding quickly to emergencies;
- maintaining patient records;

Entry requirements

To qualify as a nurse you need to take a recognised diploma, advanced diploma or degree in nursing. A degree in the following subjects may allow you to take a shortened training course:

- life and medical sciences;
- social work;
- education;
- human biology;
- physiology;

- biomedical science;

Needed skills

Potential candidates will need to show evidence of the following:

- the ability to communicate with and gain the trust of people from a wide range of backgrounds;
- organisational and managerial skills, particularly as your career progresses;
- empathy, sensitivity, flexibility and emotional resilience;
- teamwork skills.

Work Conditions

- Range of typical starting salaries: £19,166 rising to £24,803.
- Range of typical salaries at senior level: £24,803 - £36,416.
- Overtime payments are currently paid at time-and-a-half in the NHS (National Health Service) for duty over 37.5 hours. Double time is paid for bank holidays
- Working hours in hospitals typically include regular unsocial hours.
- The environment and working conditions vary between hospitals and wards. You might be looking after many different patients on a ward where less hands-on care is required, or with two or three patients in intensive care or on a high dependency unit. Alternatively, you could work on your own in patients' homes.
- In the NHS, a clothing allowance/uniform is provided.
- Nursing can be physically and emotionally stressful.



Adapted from:
http://ww2.prospects.ac.uk/downloads/occpfiles/profile_pdfs/C6_Adult_nurse.pdf

Community Pharmacist

Job Description

Pharmacy is the application of scientific knowledge in the field of healthcare, specifically drugs and medicines.



A community pharmacist works within legal and ethical guidelines to ensure the correct and safe supply of medical products to the general public. They are involved in maintaining and improving people's health by supplying prescription medicines.

Retail pharmacists also sell over-the-counter medicines; giving advice and instruction on the use of medicines, medical appliances and in some cases offering health check services and now prescribing some medication.

In addition to retail pharmacy, increasing opportunities are available for pharmacists working in general practice surgeries.

Typical Work Activities

Typical work activities include:

- dispensing prescription medicines to the public, checking dosage and ensuring that medicines are correctly and safely supplied and labelled. Pharmacists are legally responsible for any mistakes in dispensing;
- supervising the preparation of any medicines not supplied already made up by the manufacturer;
- keeping a register of controlled drugs for stock control and legal purposes;
- liaising with doctors about prescriptions;
- counselling and advising the public on health matters, treatment of minor ailments and any adverse side-effects of medicines and on potential interactions with other medicines or treatments;
- preparing dosette boxes for the elderly with memory problems - tablets are placed in the correct compartments for specified days of the week;
- providing specialist services such as oxygen therapy, measuring and fitting compression hosiery, blood pressure and cholesterol monitoring, diabetes screening and pregnancy testing (pharmacists are now taking on certain prescribing responsibilities);
- keeping up to date with new drugs and their uses and pharmacy practice, as well as the law relating to pharmacy;
- maintaining computerised records;
- selling healthcare and other products such as toiletries, cosmetics and photographic materials;
- promoting sales and developing the business.

Entry requirements

To become a pharmacist you must undertake a four-year pharmacy degree course which leads to a masters degree in pharmacy.

Needed skills

A wide range of personal qualities and skills are also important when working as a pharmacist:

- good communication skills. You must be able to listen carefully to what patients say, as well as be able to explain complex and sometimes sensitive issues to the general public and other healthcare professionals;
- concern for the welfare of the public is essential;
- you must be methodical, show attention to detail and achieve a high degree of accuracy;
- all pharmacists must be able to demonstrate a professional and confident manner and inspire the trust of others;
- you must be prepared to take on a high level of responsibility.

Work Conditions

- Range of typical starting salaries: £24,000 - £32,000.
- Typical salary at age 40: £37,000 - £50,000.
- Working hours may include regular unsocial hours in a shop environment. Many community pharmacies are open for extended hours, operating a rota system, i.e. evenings and weekends.
- If working in a large pharmacy, a pharmacist will work in a team with other pharmacists, pharmacy technicians and sales assistants.
- Jobs are available in all towns and cities. Applicants may need to relocate or be mobile to gain promotion.
- The work carries a high level of responsibility. Applicants need a meticulous level of attention to detail and a highly professional attitude to work and behaviour.



Adapted from:
http://ww2.prospects.ac.uk/downloads/occpfiles/profile_pdfs/H3_Community_pharmacist.pdf

Paramedic

Job Description

Paramedics work in rapid response ambulance units to deal with medical emergencies.

Such emergencies may include minor injuries, sudden illness, and casualties arising from road and rail accidents, criminal violence, fires and other incidents. Paramedics are usually the first senior healthcare professionals on the scene and they assess the patient's condition and initiate specialist medical treatment and care before admission to hospital.

The primary goal of paramedics is to meet people's immediate treatment needs. They resuscitate and stabilise patients by using advanced life support techniques, administer drips, drugs and oxygen, and apply splints, and also assist with complex hospital transfers.

Typical Work Activities

Paramedics deal with a wide range of patients.

Typical work activities include:

- responding to 999 calls for medical assistance at accidents, emergencies and other related incidents, usually in an ambulance with an ambulance technician to assist;
- assessing the condition of patients who are injured or taken ill suddenly;
- deciding what action is needed and initiating treatment;
- applying splints to limbs, dressing wounds, administering pain relief, oxygen, drips and fluids;
- using various kinds of equipment, including ventilators to assist breathing and defibrillators to treat heart failure, in order to resuscitate and stabilise patients;
- carrying out certain surgical procedures when necessary, such as intubation (insertion of a breathing tube);
- treating patients in the ambulance while they are being transferred to hospital from the scene, or between hospitals in the case of patients being moved to receive specialist care;
- driving and crewing an ambulance or other rapid response vehicle;

Entry requirements

Although this area of work is open to all graduates and Diplomates, a degree in paramedical science (approved by the Health Professions Council (HPC) (www.hpc-uk.org)) allows 'direct entry'.



Needed skills

Candidates will need to show evidence of the following:

- a caring attitude and outgoing, helpful personality;
- a responsible and highly motivated approach to the work;
- good interpersonal and teamwork skills;
- good oral and written communication skills;
- the ability to be calm, quick-thinking and decisive in a crisis;
- good general fitness to cope with lifting patients and equipment;
- the ability to relate to people from a wide range of socio-economic backgrounds, races, religions and cultures;

Work Conditions

- Salaries range from £19,683 to £25,424. Up to 25% more can be earned for working unsocial hours.
- For team leaders, salaries vary from: £23,458 - £31,779.
- The emergency ambulance service operates 24 hours a day, 365 days a year. Paramedics typically work 37.5 hours per week, usually including night and weekend shifts and cover for public holidays.
- You may be required for additional stand-by and on-call duties, especially in remote areas.
- Uniforms are worn and protective clothing, such as a bright jacket and boots, may be necessary.
- A paramedic is usually the senior member of a two-person ambulance crew. The other crew member is an ambulance technician, who acts as an assistant.
- Apart from patients, paramedics also have to deal with other individuals present who may be distressed or violent.
- The work is physically demanding and may be psychologically and emotionally stressful. Debriefing, chaplaincy and counselling systems are in place and stress management courses are available.
- Ambulance crew are quite frequently exposed to verbal and physical abuse, particularly as a result of the increasing number of alcohol-related call-outs.



Adapted from:
http://ww2.prospects.ac.uk/downloads/occpfiles/profile_pdfs/D3_Paramedic.pdf



Prática Pedagógica
Supervisionada – Inglês
Mestrado em Ensino de
Línguas 2010/2011

English Learning Sequence
Planificação Sumativa 2 – Sessão 2

Professora Orientadora

Anabela Nobre

Professora Cooperante

Alcina Marques

The World of Work



Vitória Neves

Universidade do Algarve

Prática Pedagógica Supervisionada –
Inglês

Mestrado em Ensino de Línguas
2010/2011

English Learning Sequence

Prática Pedagógica
Supervisionada – Inglês
Mestrado em Ensino de
Línguas 2010/2011**THE WORLD OF WORK****Professora:** Vitória Neves**Número de sessões previstas:** 2**Datas:** 1 de Junho 2011 (60')

8 de Junho 2011 (90')

Turma: 11º A – Curso de Ciências e Tecnologias**Nível de Língua:** 7 anos de aprendizagem (nível de continuação)**Número de alunos:** 18**Domínio de Referência:** *O Mundo do Trabalho*¹**TASK:** DOING SPEED JOB INTERVIEWS**OBJECTIVOS GERAIS:** ²

- Desenvolver capacidades de interpretação e produção textual, demonstrando autonomia no uso das competências de comunicação;
- Interagir com as culturas de expressão inglesa no mundo, demonstrando abertura e respeito face a diferenças culturais;
- Usar apropriada e fluentemente a língua inglesa, revelando interiorização das suas regras e do seu funcionamento;
- Demonstrar capacidade para trabalhar de forma autónoma e como membro de uma equipa.

OBJECTIVOS ESPECÍFICOS:

- Discussing future projects related with careers;
- Answer a career interest survey;
- Listening and understanding a video;
- Researching on jobs;
- Discussing researched jobs;
- Ordering a dialogue: "Detective inspector job interview";
- Doing speed job interviews and choosing the right candidate.

¹ Ministério da Educação, 2001, p. 28² Ministério da Educação, 2001, p. 6/7

English Learning Sequence

Prática Pedagógica
Supervisionada – Inglês
Mestrado em Ensino de
Línguas 2010/2011

Tabela de Conteúdos
2ND SESSION

COMPONENTES PROGRAMÁTICAS ³	ESTRATÉGIAS DE APRENDIZAGEM ⁴	LANGUAGE CHUNKS	ACTIVIDADES	PADRÕES DE INTERACÇÃO	MATERIAIS/ RECURSOS	PROCESSO DE AVALIAÇÃO
I. P. T Speaking	1. + 4. Verbalizar percepções, experiências, opiniões;	<i>Why are you interested in this job position?</i>	Activity 1 - Discussion about the career research;	CW	Board, Computer, video projector, Annex 4	Sequence assessment (Annex A)
I. P. T Reading	2. Antecipar sequencialidade no texto;	<i>What qualifications do you have?</i>	Activity 2 – Reading a detective Inspector job interview;	PW	Annex 5	
I. P. T Speaking	2. Selecionar informação do texto; 3. Interagir, pedindo clarificação, reformulação e/ou repetição.	<i>What are your strengths?</i> <i>Do you have any relevant experience?</i> <i>Why should I hire you?</i>	Task: Activity 3 - Doing Speed Job Interviews	GW	Stopwatch notebooks	

³ Ministério da Educação, 2001

⁴ Ministério da Educação, 2001, p. 17

English Learning Sequence

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Roteiro de Aula: Segunda Sessão

Activity 0	Time
The teacher greets the students and takes the register.	5'
Ss and T sum up the content of the previous lesson and write the summary.	

Activity 1: Discussion about the career research	Time
The T projects pictures related with the jobs from the previous lesson, Ss identify the jobs and share what they have discovered about them. (brief job description and typical activities/ Educational requirements/ Needed skills/ Working conditions). Ss share their opinions with the class about the possible advantages/disadvantages of the discussed jobs and if they would be interested in doing them.	10'

Activity 2: Reading a Detective Inspector job interview	Time
<u>1st procedure:</u> The teacher ask Ss if they have ever been interviewed for a job and if they know what type of questions are made. Then, the T hands out a jumbled text (annex 5) about a detective Inspector job interview.	5'
<u>2nd procedure:</u> The Ss work in pairs and order the dialogue.	5'
<u>3rd procedure:</u> In order to correct the activity Ss read aloud the dialogue.	5'
This activity is used as an example of what Ss have to do in the final task (Doing and answering job interview questions).	

Task - Activity 3: Doing Speed Job Interviews	Time
<u>1st procedure:</u> The T asks Ss if they know what a speed job interview is. Ss are expected to say that it is like a regular job interview but only faster. Ss pair up (working with the same partner of the previous lesson), choose one of the two jobs they have researched, think of 8 possible interview questions and write them down in their notebooks.	10'
<u>2nd procedure:</u> Ss form 2 lines sitting opposite to their partners. One line is the interviewers and the other the job applicants. Job applicants are not	5'

English Learning Sequence

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interviewed by their former partners.

3rd procedure: Ss do speed job interviews using the questions they have made before. Each interview takes 2 minutes and the T uses a stopwatch to control the time. Interviewers take brief notes. Ss swap roles and the same procedure is repeated. (Should time not allow this procedure won't be repeated). 35'

4th procedure: Ss work in pairs (with their previous partners) in order to choose the right candidate for the job. 5'

Activity 0

Time

To wrap up this lesson, students and teacher sum up its content and write the summary. 5'

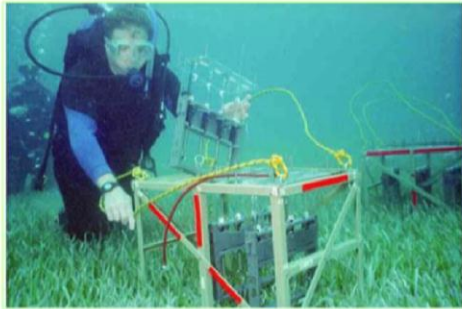
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CAREER RESEARCH
Discussing jobs

MARINE SCIENTIST



VETERINARY SURGEON



DOCTOR



CLINICAL PSYCHOLOGIST



GAMES DEVELOPER



SPORTS COACH



FORENSIC SCIENTIST



AERONAUTICAL ENGINEER



1. You are interested in our detective inspector position. Why?	j. Well, It is a very challenging job. I'm curious about everything, love to solve problems in order to find a culprit.
2. Do you have any relevant experience?	f. I'm afraid I don't have any. But, I'm looking for an opportunity. I know I could be a great detective.
3. What qualifications do you have?	i. I have a master's degree in criminology.
4. What are your strengths?	h. I'm an organized person, quite meticulous and have great communication skills.
5. This can be a very risky job. Would you risk your life for it?	e. Of course. Otherwise I would have chosen another career.
6. Do you have a gun license?	b. Yes. I do.
7. Sometimes you will have to work overtime. Is this a problem for you?	g. No, not at all. I'm very flexible.
8. How do you spend your spare time?	d. I read a lot, mostly about science fiction and crime fiction.
9. Why should I hire you?	c. I have what it takes and won't disappoint you.
10. Do you have any questions regarding this position?	a. Yes. When can I start?

Reflexões de situações de ensino: 2ª Sumativa

As sessões da minha segunda sequência de aprendizagem ocorreram nos dias 1 e 8 de Junho. Os destinatários da prática desta situação de ensino foram os alunos da turma 11ªA do Curso de Ciência e Tecnologias. Esta sequência é composta por duas sessões e não três tendo em conta o facto de que a professora cooperante não dispunha de mais aulas. No entanto, foram lecionadas duas sessões noutra turma, no 11ºB. A planificação que havia previsto para esta sessão, que tinha como temática o mundo do trabalho foi integralmente cumprida nestas duas sessões que lecionei.

Apesar de achar que existe alguma empatia entre mim e os alunos é por vezes complicado criar um ambiente no qual os alunos se sintam confortáveis para intervir oralmente na aula. Os alunos são bastante tímidos e raramente participam de forma voluntária. Tendo em conta este facto relacionado com o perfil da turma, deveria ter optado por uma atividade diferente para iniciar a aula e “quebrar o gelo”. Autores como Legutke e Thomas (1991) referem que o maior contributo do movimento humanista para a sala de aula é o facto de este movimento atribuir uma grande importância a um ambiente de sala de aula agradável para uma aprendizagem mais efetiva. Nesse sentido propõem “trust-building and relaxation exercises” para iniciar uma aula comunicativa. Os referidos autores, Legutke e Thomas (1991:75) referem que existem dois fatores comuns a este tipo de atividades: “the free exchange of personal information” e “the involvement of all participants including the teacher”. Embora estivessem presentes estes dois fatores na minha primeira atividade que propus, esta não resultou conforme deveria. Quando me apercebi que os alunos não estavam a intervir na aula voluntariamente, acabei por ficar com algum nervosismo e deixei de incentivar mais a participação dos alunos.

Desta forma, acabei por perder algumas oportunidades para estimular a participação dos alunos e portanto, momentos mais comunicativos. Ao invés de optar por uma discussão aberta à participação de todos, poderia ter solicitado que partilhassem as suas experiências e opiniões primeiro em pequenos grupos. Posteriormente, fariam essa partilha com a turma toda. A seguir, já poderiam estar mais confiantes para partilhar, o que haviam discutido em grupo, com a turma. Se tivesse tido mais cuidado em relação a este aspeto, penso que as seguintes atividades poderiam ter decorrido num ambiente mais positivo facilitando a interação/comunicação e numa aula mais centrada nos alunos. Penso que este aspeto foi o menos bem conseguido nesta sessão. Trata-se de um aspeto a ter em conta e a melhorar nas sessões seguintes.

De forma a ir de encontro aos interesses e experiências dos alunos, tentei criar atividades que se aproximassem mais das suas realidades. Neste sentido tive de fazer uma pesquisa sobre as saídas profissionais do curso de ciências e tecnologias. Ao longo da aula fui conduzindo os alunos, de uma abordagem mais geral sobre profissões ligadas às ciências, tecnologias, engenharias e matemática para uma abordagem mais específica, na qual os alunos pesquisaram as diferentes profissões relacionadas com a sua área. Algumas das profissões apresentadas podem muito bem vir a ser profissões futuras dos alunos desta turma.

Na atividade com recurso a um vídeo sobre as profissões ligadas à área de estudos dos alunos houve uma pequena quebra, uma vez que tive problemas de som. Este facto impossibilitou que a aula fosse fluindo naturalmente. No entanto, foi possível realizar a atividade após este problema técnico ter sido resolvido. Para além disso, podia ter aproveitado para discutir com os alunos a importância das profissões, antes de ter apresentado o vídeo, e ter pedido aos alunos que fizessem uma chuva de ideias sobre as competências que os profissionais desta categoria devem ter, em vez de lhes apresentar logo três hipóteses para escolherem uma

profissão. Assim, teria proporcionado um momento mais comunicativo e mais aberto à partilha de ideias.

Outro aspeto menos bem conseguido nesta sessão relaciona-se com a gestão do tempo. Não foi possível terminar a aula com a tarefa prevista. Poderia ter evitado esta situação se tivesse tido uma atitude mais dinâmica. No entanto, penso ter sido importante de ter recolhido a informação que os alunos deveriam explorar de um site do Reino Unido. Assim, os alunos tiveram a oportunidade de aprender um pouco mais sobre o aspeto sociocultural. Reparei que os alunos ficaram bastante curiosos relativamente aos salários praticados no Reino Unido e aproveitei este facto para fazer a conversão (para Euros) dos mesmos no quadro.

Na segunda aula a fim de concluir a tarefa, que havia sido iniciada na sessão anterior, fiz a projeção de algumas imagens alusivas às profissões anteriormente trabalhadas pelos alunos. A projeção destas imagens serviu de apoio para que os alunos pudessem partilhar com a turma o que haviam descoberto na sessão anterior sobre cada profissão. Foi necessário, por vezes, insistir na participação, porque de outra forma, os alunos não intervinham voluntariamente. Julgo que esta atividade decorreu de forma mais positiva em termos de à-vontade para intervir oralmente. Penso que a minha postura tenha melhorado também em termos de incentivar a participação dos alunos, na medida em que tive mais atenção em validar as suas intervenções na sala de aula. Os alunos nesta sessão, a meu ver, já estavam mais participativos.

Tendo em conta que os alunos na tarefa final iriam ter de simular entrevistas de trabalho na atividade seguinte distribuí um texto todo desordenado para que os alunos pudessem associar perguntas, habitualmente feitas numa entrevista de emprego, com as possíveis respostas para as mesmas. Penso que esta atividade resultou bem e foi adequada para o que pretendia que os alunos fizessem a seguir. Os alunos, desta forma, tinham um modelo a seguir para poderem preparar a tarefa final. Discutimos brevemente o tipo de perguntas que são feitas numa

entrevista de emprego e a que aspetos se referem (educação, experiência profissional, competências pessoais, etc.). A seguir informei os alunos que iriam realizar “entrevistas relâmpago”. Discutimos brevemente o que são e solicitei aos alunos que preparassem perguntas para uma possível entrevista. Penso ter sido importante os alunos terem consciência para que fim estavam a preparar as perguntas. Desta forma, julgo que experiência tenha sido mais significativa. Os alunos escolheram uma profissão e prepararam, conforme referi, as respetivas perguntas. Se tivesse tido mais tempo teria dado aos alunos um momento de preparação para que eles pudessem praticar perguntas e respostas. Desta forma, os alunos poderiam ter realizado a tarefa final talvez com mais segurança.

De seguida, preparei a sala, alterando a disposição das mesas, para que fosse possível haver espaço suficiente para duas filas de entrevistados e duas filas de entrevistadores. Devo confessar que tive algum receio quando pensei em propor esta atividade. Penso que foi uma decisão um pouco arriscada tendo em conta que podia perfeitamente ter acontecido que os alunos não participassem na mesma. Felizmente tal não sucedeu. Penso que isto também se deve ao facto de ter respeitado o perfil da turma ao não expor demasiado cada aluno. As entrevistas relâmpago foram realizadas em simultâneo. Assim, os alunos estavam todos a interagir ao mesmo tempo e não ficaram expostos. Como tinham de comunicar entre si o ambiente que se criou também foi de mais confiança. Devo referir que fiquei bastante satisfeita com a prestação dos alunos. Consegui cumprir o meu objetivo pessoal para esta turma que era fazer com que os alunos comunicassem oralmente. Os alunos partilharam os conhecimentos que haviam adquirido e penso que se gerou um clima de confiança, propício à interação e, por fim, à aprendizagem. Penso que este clima seja fulcral para a aprendizagem dos alunos, uma vez que proporciona mais motivação. Na minha opinião, sem motivação dificilmente se aprende. Devido à falta de tempo tive de fazer uma ligeira adaptação para encerrar a aula. Em vez de os alunos voltarem aos seus pares a fim de escolherem um candidato entrevistado esta atividade foi feita em conjunto, com a turma. Penso que esta adaptação tenha resultado

de forma positiva. Senti-me orgulhosa pelo desempenho dos alunos e satisfeita por ter superado este desafio.

Por fim, o balanço que faço da prática desta sequência é positivo. Penso que foi notória a evolução da minha prática, sobretudo na segunda sessão. Tentei ultrapassar alguns pontos menos positivos que me haviam sido apontados pela professora cooperante e pela professora orientadora: sair da minha zona de conforto, motivar e incentivar mais a participação dos alunos validando mais as suas intervenções, dinamizar mais a aula apresentando uma dinâmica diferente nos padrões de interação e estar mais confiante e descontraída. Apesar de ter notado uma melhoria penso que os aspetos menos positivos acima mencionados ainda não estejam totalmente ultrapassados. Neste sentido tenho de continuar a trabalhar a fim de melhorar o meu percurso enquanto profissional de ensino.

Referências bibliográficas:

Legutke, M e Thomas. H. (1991) *Process and Experience in the Language Classroom*. Harlow: Longman.

D – Planificação do 3º Ciclo do Ensino Básico



Planificação de Aula

Professora: Vitória Neves

Número de sessões previstas: 2 X 90 min.

Data: 18.10.2010 + 25.10.2010

Turma: CEF 2.º Ano – Técnico de Apoio Psicossocial

Nível de língua: 4

Módulo 8: Os Jovens na Era Global

TAREFA FINAL: Elaboração de uma resposta escrita de aconselhamento a uma vítima de bullying.

OBJECTIVOS: debater preocupações, interesses e motivações dos jovens; compreender textos simples e variados no âmbito da temática a ser abordada;

Relacionar a cultura dos jovens com outros modos de estar e de viver; utilizar estratégias de compensação para se fazer entender em interações orais e escritas (pág. 61 programa de Cursos de Educação e Formação)

COMPONENTES PROGRAMÁTICOS	ESTRATÉGIAS DE APRENDIZAGEM*	ACTIVIDADES	PADRÕES DE INTERACÇÃO	MATERIAIS / RECURSOS	PROCESSO DE AVALIAÇÃO
Interpretação e Produção de texto;	Falar 1) Verbalizar percepções, experiências, opiniões;	Atividade 1 – Descrição de uma imagem	T – S S – T	Computador ; PowerPoint (anexo 1);	Grelha de avaliação (anexo 4);
	1) Interagir, pedindo				

PPS Inglês 2010/2011

Mestrado em Ensino de Línguas

Interpretação e Produção de texto;	Ler	clarificação, reformulação e/ou repetição ; 2) Identificar ideias presentes no texto; 2) Identificar e descodificar palavras-chave;	Atividade 2 – Leitura do texto e exercícios de compreensão de leitura;	Pair work	Handout 2
	Escrever	3) Construir textos adequados às tarefas propostas utilizando uma linguagem e um registo apropriado; 3) Planificar a actividade da escrita de acordo com o tipo de função do texto e o seu destinatário;	Atividade 3 – Elaboração de textos para resolver o bullying;	Group work	Handout 2
Falar	4) Verbalizar percepções, experiências, opiniões;	Actividade 4 – Brainstorming;		Class	Blackboard

Universidade do Algarve – FCHS

Vitória Neves n.º 40350

PPS Inglês 2010/2011		Mestrado em Ensino de Línguas				
Interpretação e Produção de texto;	Ler	5) Identificar e descodificar palavras-chave;	Atividade 5 – Leitura do texto; exercício de compreensão de vocabulário;	Individual	Handout 3	
Língua Inglesa	Falar	6) Mobilizar competências prévias;	Atividade 6 – revisão dos verbos modais: <i>might/ must/ can/ should</i>	Class	Blackboard	
Interpretação e Produção de texto;	Escrever	7) Organizar a informação de acordo com o tipo de texto e registo pretendido; 7) Construir textos adequados às tarefas propostas utilizando uma linguagem e um registo apropriado;	Atividade 7 – Elaboração de uma resposta escrita de aconselhamento a uma vítima de bullying.	Pair work	Handout 3	
		7) Planificar a atividade				

PPS Inglês 2010/2011

Mestrado em Ensino de Línguas

				da escrita de acordo com o tipo de função do texto e o seu destinatário;		

*(pág. 61 programa de Cursos de Educação e Formação)

Universidade do Algarve – FCHS

Vitória Neves n.º 40350

ROTEIRO DE AULA

Turma: 2.º Ano CEF

Número de alunos: 20

Aulas previstas: 2 X 90 min.

Nível de Língua: 4

ACTIVIDADE	DURAÇÃO	PROCEDIMENTO
0.	10 min.	1st lesson: The teacher greets the students. Then, she takes the register and opens the lesson on the board. She doesn't write the summary immediately, because of the guessing exercise that is going to be done next.
1.	20 min.	Warm up – describing an image The teacher shows an image (annex 1) and asks students to describe it: "Look at the image, can you guess what it is about and describe it? What do you think is happening?" The teacher will guide them in order for students to conclude that the topic of this lesson is bullying. This exercise is used to get students motivated, activate vocabulary and to give them a reason to communicate by describing the image shown. Now, the teacher writes the summary on the board: "The reasons for bullying" – reading comprehension.
2.	25 min.	Reading comprehension The teacher hands out a worksheet (annex 2) and asks students to match the given vocabulary with the corresponding definitions in pairs. After the pre-reading exercise students will read the text silently and do the reading comprehension exercises in pairs. Correction will be done in class.
3.	35 min.	Post reading - writing task Finally, the teacher asks the students to form groups of four and to discuss what teachers and parents can do to stop bullying. Students will have to imagine ideas for both groups teachers/parents) and write

		them down. The teacher will do the necessary corrections while students are working.
0.	10 min.	2nd Lesson: The teacher greets the students, takes the register and writes the summary on the board.
4.	10 min.	Brainstorming The teacher asks the students if they have ever been bullied or if they have ever experienced someone being bullied. Students are expected to share their experiences. This activity is used to activate vocabulary on the topic and to motivate them for the next activity.
5.	20 min.	Reading The teacher hands out a worksheet (annex 3) and asks students to do a matching exercise before reading. While reading the students have to tell what problem is presented in the text.
6.	20 min.	Modal verbs revision The teacher revises the modal verbs, which they have already learned, (<i>might/ must/ can/ should</i>) on the board by making questions, expecting students to answer using the modal verbs : "What do you think might have happened to the boy?" and gives a possible answer "He might have talked to his teacher." Students should give more examples using the modal verb <i>might</i> . "How must he feel?" "He must feel..." students are expected to answer using the modal verb <i>must</i> . "What can the teachers do?" "The teachers can..." – students give answers using the modal verb <i>can</i> . "What should the boy do?" "The boy should..." – students answer using the modal verb <i>should</i> . Then the students do the modal verbs exercise on handout 3. This activity is used in order to give students the necessary tools to fulfill the final task.
7.	30 min.	Final Task: Writing an agony aunt reply The teacher asks the students to work in pairs and write the reply the Agony Aunt might give to the bullied boy. The former activity is used as a pre-writing activity.

Contextualização da aula seguinte: Apresentação à turma da tarefa anterior sobre o bullying.

CEF

Grelha de Avaliação - Inglês

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	PONTUAÇÃO																	
Ler	1. Identifica ideias presentes no texto;																	
Ler	2. Identifica e descodifica palavras-chave;																	
Escrever	3. Planifica a actividade da escrita de acordo com o tipo de função do texto e o seu destinatário;																	
Escrever	4. Organizar a informação de acordo com o tipo de texto e registo pretendido;																	
Escrever	5. Constroi textos adequados às tarefas propostas utilizando uma linguagem e um registo apropriado;																	
	Total																	
	Nota Final																	
	Auto-Avaliação																	
Nunca (0)	Raramente (5-9)					Ocasionalmente (10-14)					Frequentemente (15-19)					Sempre (20)		

Pre-reading activity: Before reading the text match the vocabulary with the corresponding definition.

1. bullying	a. to be treated unfairly by criticism or punishment
2. to be picked on	b. a person, object, or place selected as the aim of an attack
3. target	c. to intimidate or persecute someone weaker



Read the following text.

Reasons for Bullying

Bullying in schools is a very serious problem. Children who get bullied may have problems later in life. They may get poorer grades, drop out of school, or even develop drug problems. Until recently, though, no one knew the reasons for bullying.

New research gives clues about bullying. Children who are picked on often lack social skills. They don't understand when other children feel annoyed or angry, for example. They don't know social rules and social skills as well as their peers. They may not know what to say or how to communicate well.

Of course, all humans want to have friends and be liked. Unfortunately, bullying creates a terrible cycle. Popular children have many friends, so they get to practice social interaction. Unpopular children get less practice. They have fewer chances to perfect social skills. They become the targets of bullying more and more frequently.

With the new information on bullying, teachers and parents can now provide help.

<http://tx.english-ch.com/teacher/sophia/level-b/the-reason-for-bullying/>

- 1. Reading comprehension:** Work in pairs to answer whether the sentence is true (T) or false (F) and circle. If false, correct the sentence below.

a.	Bullies get poorer grades at school, or even develop drug problems.	T	F
b.	According to the article, many children lack social skills.	T	F
c.	Children who are bullied may not know how to communicate well.	T	F
d.	Bullying creates a cycle.	T	F
e.	The information from the research isn't very helpful.	T	F

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

- 2. Match the words in column A with the corresponding synonym from column B.**
Write your answers below.

A	B
1. develop	a. do not have
2. lack	b. communicate
3. peer	c. give
4. interact	d. friend
5. frequent	e. form
6. provide	f. often

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

- 3. Activity:** Now that you have a better understanding of bullying, what can teachers and parents do if a student or their child is being bullied? Imagine ideas for both groups. Discuss in groups of 4, write down your ideas and present them to the class.

Teachers:

Parents:

Adapted from: http://headsupenglish.com/index.php?option=com_content&task=view&id=578&Itemid=111

**LETTER TO AN AGONY AUNT****Pre-reading:**

1. Match the column of the left with its corresponding synonym. Write your answer below.

1. to add	a. to laugh quietly
2. to call someone names	b. to join
3. to snigger	c. to insult someone
4. to be distressed	d. to be much troubled/ upset

1.	
2.	
3.	
4.	

2. Read the following text. Can you tell what the problem that the 14-year-old boy is having? Write down your answer below

Do you know what an agony aunt is?

Agony Aunt is an advice column, where people can share their personal problems and solutions. This letter was sent to the Agony Aunt in a magazine.

Dear Agony Aunt,

*I don't know who to turn to for help. My parents have just moved to a new town and have started new jobs. I think they have enough problems without me **adding** to them. I started at my new school three weeks ago. I have made no friends. Two boys keep **calling me names** and the others **snigger** and laugh every time they do it. They always shout at me when the teacher isn't around. It happens in the playground and when I am walking to and from school.*

Please, please help me. I can't take any more.

*From a very **dístressed** 14 year old boy.*

Text adapted from http://www.bbc.co.uk/northernireland/schools/4_11/pfocus/english/spring2001/worksheets/pr05.pdf

3. Write down your opinion regarding bullying. What advice could you give to the bullied boy? Remember to use the modal verbs (*might/ must/ can/ should*).

Example: *I think you should tell an adult.*

- _____
- _____
- _____
- _____
- _____

4. Task: Work with a partner and write a reply which the Agony Aunt might give. Remember to give good advice. You should use the advices you have given in the previous exercise and the modal verbs.

Dear distressed 14-year-old boy...

Reflection

The present reflection is related to the teaching sequence, two 90 minutes lessons, for a CEF class. Since the final task is: to write an advice letter on the topic of bullying, I think that it is quite related to this kind of class – “CEF – Apoio Psicosocial”. I chose the task:, writing an advice letter, since these students will have to be able to give advice and to give support to others in the future.

The aim of this lesson is for students to discuss young people’s concerns, interests and motivations as well as, to understand texts related to the topic of bullying and to relate young people’s culture to their own.

This lesson starts with the projection of an image. The idea is to ask students look at it and to guess what it is about. The goal of this activity is to make students sensitive to other people’s problems and to the issue of bullying in particular. Another purpose of this activity was to activate student’s vocabulary about the topic.

In the activity that followed, I chose a discussion. Students should discuss the title of the text in pairs. But, this activity seemed to be a repetition of the prior activity. For that reason, I changed this activity afterwards to a matching exercise instead. Students have to link the vocabulary that was taken from the text with its corresponding definition. By doing so, students have a pre-reading exercise that actually prepares them for the reading. The chosen words are related to the topic of bullying and when students do the reading they are already familiarised with these words. Once students complete this exercise they do the reading and the reading comprehension exercises. In the first comprehension exercise students have to decide whether the given statements are true or false. The second exercise is a matching exercise, where students have to relate the given words to their

synonyms. I think that this kind of exercise is quite suitable to work on students reading comprehension.

To conclude the lesson, students gather in groups of four, in order to discuss ideas about what can be done regarding this matter. I believe that this activity is appropriate since it makes students really think about bullying.

The second lesson starts with a brainstorming/discussion activity. The idea is to get students to share their personal experiences related to bullying. This activity is also used to activate vocabulary and to get students motivated for this class.

In the following activity, as a pre-reading exercise, I used a matching exercise in order to prepare students for the reading. Then, students do the reading. I believe that this reading is meaningful. It is authentic so it might be meaningful because it relates to their work directly. It was taken from an authentic agony aunt column that was published in a magazine. While students do the reading, they will have to identify the problem that a 14-year-old is describing. After this activity the teacher revises the modal verbs on the board that students had learned before. The revision is done orally and on the board so that students can copy it in their notebooks. For each modal verb, students should come up with an example through the teacher's guidance. After this, I believe that students are able to do the next exercise on a worksheet, in which they will have to use the modal verbs. This exercise and the previous ones in which students came up with some ideas for advice make students able to execute the final task – a letter of reply to the bullied boy.

To finish, I think that this planning is doable. I thought about meaningful and purposeful activities and a task that could be a real world task.