



GOVERNO DE
PORTUGAL

MINISTÉRIO DA EDUCAÇÃO
E CIÊNCIA

Metas Curriculares de Inglês

Ensino Básico: 2.º e 3.º Ciclos

CADERNO DE APOIO

Ana Cravo, Conceição Bravo, Eulália Duarte

Autoras

Ana Cravo – Agrupamento de Escolas Nuno Álvares, Castelo Branco

Conceição Bravo - Faculdade de Ciências Humanas e Sociais, Universidade do Algarve

Eulália Duarte - Escola EB 2/3 Padre João Coelho Cabanita, Loulé

ÍNDICE

Introdução	3
Compreensão Oral/Listening – Desafios e atividades	4
L 01 NURSERY RHYMES AND SONGS	5
L 02 DO I UNDERSTAND WHAT YOU'RE SAYING?	6
L 03 EXTENSIVE LISTENING	7
Compreensão Oral/Listening – Recursos	8
Leitura/Reading – Desafios e atividades	9
R 01 DICTIONARY WORK – SCAVENGER HUNT	10
R 02 HOW SHOULD I ADDRESS THEM?	11
R 03 WHAT DO I ALREADY KNOW?	12
R 04 INFORMATIONAL TEXTS -THIS WORD REMINDS ME OF OTHER WORDS	13
R 05 EXTENSIVE READING - READ WHAT YOU LIKE, LIKE WHAT YOU READ!	14
Leitura/Reading – Recursos	15
Interação Oral/Spoken Interaction – Desafios e atividades	16
SI 01 ANSWERING WITH CHUNKS	17
SI 02 FREE HUGS	18
SI 03 SORRY, BUT I DON'T AGREE!	19
SI 04 WHO AM I SPEAKING TO?	20
Interação Oral/ Spoken Interaction – Recursos	21
Produção Oral/Spoken Production – Desafios e atividades	22
SP 01 JOKES	23
SP 02 MY IDEAS ARE BETTER THAN YOURS!	24
SP 03 LAST WEEKEND	25
SP 04 PITCH FOR IT!	26
Produção Oral/ Spoken Production – Recursos	27
Escrita/Writing – Desafios e atividades	28
W 01 RECIPES	29
W 02 MY REACTIONS TO COMMENTS!	30
W 03 LEARNING WITH BLOGS	31
W 04 LIFE OF AN AUTHOR	32
Escrita/Writing – Recursos	33
Outros Recursos	34
Dicionários	35
Avaliação Key for Schools	36



INTRODUÇÃO

O Caderno de Apoio visa auxiliar os professores na implementação das Metas Curriculares de Inglês dos 2.º e 3.º ciclos do Ensino Básico. Está dividido em 5 secções, coincidentes com 5 dos 7 domínios de referência das Metas: Compreensão Oral/*Listening*; Leitura/*Reading*; Interação Oral/*Spoken Interaction*; Produção Oral/*Spoken Production* e Escrita/*Writing*. Por serem transversais aos 5 domínios anteriores, o Domínio Intercultural/*Intercultural Domain* e o do Léxico e Gramática/*Lexis and Grammar* não surgem como secções independentes.

Em cada um dos domínios, o trabalho do professor é perspectivado sob a forma de desafios e é a partir deles que se apresentam propostas de atividades possíveis de implementar, algumas com recurso a meios tecnológicos, outras recorrendo apenas a papel e lápis. Embora as propostas sejam apresentadas sob um domínio específico, as atividades serão incontornavelmente desenvolvidas de forma transversal, uma vez que os 7 domínios de referência estão interligados, e não devem ser vistos como compartimentos estanques, independentes uns dos outros.

Foi partindo deste pressuposto que se optou por apresentar sugestões de atividades para os diferentes domínios de referência sem a preocupação de as associar exclusivamente a objetivos e/ou descritores específicos. Ao professor caberá ajustar o grau de dificuldade das atividades aqui propostas ao nível de ensino das suas turmas. As sugestões não devem ser encaradas como recursos fotocopiáveis, para utilização em sala de aula. Contudo, podem ser adaptadas pelo professor para esse fim.

Aproveitando a mais valia do conhecimento e da experiência dos nossos professores, recomenda-se que, dentro das escolas, se desenvolva um trabalho colaborativo, criando bancos de materiais comuns. Os recursos aqui apresentados no final de cada domínio de referência, sendo muitos deles transversais a outros domínios, poderão ser um contributo para essa partilha de materiais. No final do Caderno, sugerem-se alguns dicionários (*online* e em papel) e, para ajudar o professor na preparação dos alunos para a avaliação *Key for Schools*, indicou-se algum material disponibilizado pela *Cambridge English Language Assessment*.

Ao trabalhar, transversalmente, os conteúdos do domínio intercultural o professor não deverá ter como objetivo único a aquisição de conhecimentos temáticos ou linguísticos por parte dos alunos, mas também ajudá-los a refletir sobre a sua própria cultura e a cultura do outro.

Com as Metas, o grande desafio que se lança aos professores consiste em levar os alunos a comunicar em língua inglesa e a atingir o nível B1 em *Reading*, *Listening*, *Writing* e *Speaking* ao concluírem o 3.º ciclo. Para que tal aconteça, o professor terá de escolher bem os materiais a usar, conhecer as características e capacidades dos seus alunos e criar uma dinâmica de sala de aula, facilitadora da aprendizagem.

COMPREENSÃO ORAL/LISTENING - DESAFIOS E ATIVIDADES

Para ajudar os alunos a atingir as Metas estabelecidas para o domínio da compreensão oral, nos 2.º e 3.º ciclos, o professor deverá ter em conta os seguintes desafios:

1. Utilizar as atividades de compreensão oral, não só para desenvolver e testar a compreensão (*listening as comprehension*), mas também para ajudar o aluno a alargar o seu leque de vocabulário e o conhecimento sintático, semântico e pragmático (*listening as acquisition*).

Atividade: L 01 NURSERY RHYMES AND SONGS

2. Apresentar, aos alunos, videoclips de curta duração com personagens e contextos reais, sobre temas do seu interesse e com vocabulário adequado ao seu nível.

Atividade: L 02 DO I UNDERSTAND WHAT YOU'RE SAYING?

3. Facultar aos alunos a audição de pequenas histórias, sem exigir ou esperar a compreensão total da história.

Atividade: L 03 EXTENSIVE LISTENING

NURSERY RHYMES AND SONGS

This activity helps fix the language item (input) through intonation, rhyme and rhythm.

Preparation

- Choose a suitable nursery rhyme or song and download the clip from *Youtube*.
- Prepare flashcards with associated lexis and pictures.

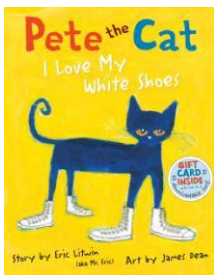
Procedure

- Use flashcards to illicit and pre-teach new words/chunks.
- Hand out flashcards with words/chunks to different students and ask them to raise them when they hear their word/chunk.
- Play the video.

Follow-up activity

- Play the video and sing along.

Example: Song “I love my white shoes” <http://www.youtube.com/watch?v=uuHzYssjGc>



white	blue	red	brown
wet	wet shoes	I love	
strawberries	blueberries	puddle of mud	
kept walking along	bucket of water	Goodness, no!	stepped in a puddle

DO I UNDERSTAND WHAT YOU'RE SAYING?

Students are made to realise that they are able to follow general details and information when native speakers are presenting their ideas.

Preparation

- Register on the site www.truetube.co.uk
- Select a 2 or 3 minute-long film and read the lesson plan. (Example: 'tis the Season to Spend) www.truetube.co.uk/film/tis-season-spend
- Ask students to work in groups of four.
- Give students a handout with the activity chosen for pre-listening: filling in a table, indicating what Christmas means for a) mother, b) father and c) children.

Procedure

- Ask students to complete the pre-listening exercise.
- Ask students to present their ideas to the class and discuss their opinions.
- Listen to the speakers explaining what Christmas means to them.
- Show the film a second time.
- Ask students to compare their ideas with the speakers' ideas and reflect on the differences/similarities.

Follow-up activity

- Ask students if they found the speakers' English accent difficult to follow and to understand.
- Expose students to a video clip with different English accents, which they may come across when listening to native speakers. [The English Language in 30 Accents (Animated)].
<http://www.youtube.com/watch?v=NtB1W8zkY5A&hd=1>

EXTENSIVE LISTENING

Students are made to realise that they are able to follow short stories without understanding every word or chunk.

Preparation

- Select a recorded story. (Example: www.short-story-time.com/)
- Ask students to work in groups of four.
- Give students a handout with pictures related to the story and questions for a pre-listening activity.

Procedure

- Ask students to look at the pictures and to answer the questions, in order to predict the story.
- Select a spokesperson from each group to present their story.
- Listen to the recorded story at least twice.
- Ask students to compare their version with the recorded version and reflect on the differences.

Follow-up activity

- Ask the class to retell the story.

Compreensão Oral / Listening - recursos

Activ ELP. Mentors Activate European Language Portfolio through Multimedia – faz uma abordagem da compreensão oral em função de: problemas que podem surgir quando se implementam atividades de *listening*; estratégias para resolver esses problemas; reflexão sobre as competências de compreensão oral e propostas de atividades para os níveis A1 e B1. <http://www.activelp.net/a/02a.php>

BBC Learning English. Inspiring language learners for 70 years – disponibiliza ficheiros áudio e vídeo, com a transcrição, para além de chamadas de atenção para aspetos de ordem lexical, entre muitos outros aspetos. <http://www.bbc.co.uk/worldservice/learningenglish/>

British Council. BBC Teaching English – disponibiliza pequenas histórias em áudio, com legendas e ilustradas com imagens. <http://learnenglishkids.britishcouncil.org/en/short-stories/>

British English vs. American English: Pronunciation – videoclip no *Youtube* que apresenta de forma muito clara a diferença entre as duas pronúncias. www.youtube.com/watch?v=DKEM-juLxmM

Connect With English – um conjunto de 50 programas em vídeo. <http://www.learner.org/resources/series71.html>

ELLO (English Listening Lesson Library Online) – apresenta mais de 2000 aulas para ESL/EFL para alunos e professores. Pode-se ouvir *online* ou fazer *download* e os ficheiros áudio são acompanhados pela transcrição que pode ser impressa. Os textos áudio apresentam grande diversidade de pronúncias e a nacionalidade dos falantes é identificada. <http://www.ello.org/>

Good Night Stories – disponibiliza histórias para ouvir, ler e completar, assim como muitas atividades relacionadas com as mesmas. <http://goodnightstories.com/hear.htm>

Short Story Time – o site disponibiliza a audição de pequenas histórias organizadas por faixas etárias e temas. <http://www.short-story-time.com/>

SPOTLIGHT Global Life. Clear English – é um programa de rádio diário com a duração de 15 minutos. Nestes programas, usa-se uma versão controlada da língua inglesa, designada “specialized English”, que é mais fácil para os falantes não-nativos. O “specialized English” caracteriza-se pelo uso de frases mais simples, o ritmo é mais lento (cerca de 90 palavras por minuto) e o número de palavras utilizadas restringe-se a um total de 1500. <http://spotlightenglish.com/about/about-spotlight>

Storyline Online – permite acesso a pequenas histórias, adaptadas por nível de dificuldade para leitura (das legendas) e audição em simultâneo. No ficheiro de atividades, que acompanha cada livro/história, há perguntas sobre a história, propostas de atividades a desenvolver, a nível de produção escrita e oral, e informação sobre o autor e o leitor/ator. www.storylineonline.net

The English Language In 30 Accents (Animated) – Videoclip no *Youtube* que apresenta, embora de forma estereotipada, diferentes pronúncias da língua inglesa: inglês falado por nativos de diferentes zonas e países de língua inglesa e por falantes não nativos. <http://www.youtube.com/watch?v=NtB1W8zkY5A&hd=1>

Truetube – apresenta pequenos videoclips de curta duração (1 a 5 minutos) com temas polémicos e atuais com linguagem acessível. Os temas estão divididos sob os seguintes títulos: *Body and Health, Global, Jobs and Money, The Earth, Society, Relationships, Culture, Crime, Ethics and Religion*. www.truetube.co.uk

VoA Learning English (Voice of America) – disponibiliza notícias da atualidade em ficheiros áudio (em “special English”) acompanhadas da respetiva transcrição. Permite ler e ouvir ao mesmo tempo, facilitando o trabalho do professor que deseje utilizar estes recursos para preparar diferentes tipos de exercícios. <http://learningenglish.voanews.com/>

Brown, R., R. Waring e S. Donkaewbua . 2008. “Incidental vocabulary acquisition from reading, reading-while-listening, and listening to stories”. *Reading in a Foreign Language Journal*, volume 20/2, p. 136-163.

LEITURA/READING – DESAFIOS E ATIVIDADES

Para ajudar os alunos a atingir as Metas estabelecidas para o domínio da leitura, nos 2.º e 3.º ciclos, o professor deverá ter em conta os seguintes desafios:

1. Incentivar e facultar o uso de dicionários dentro da sala de aula, através de atividades que ajudem o aluno a pesquisar palavras, compreender a informação e aplicá-la.

Atividade: R 01 DICTIONARY WORK – SCAVENGER HUNT

2. Fazer notar a diferença entre a linguagem formal, mais próxima da escrita, e a linguagem informal em blogs, e-mails e SMS, mais próxima da oralidade.

Atividade: R 02 HOW SHOULD I ADDRESS THEM?

3. Incentivar o aluno a recorrer aos seus conhecimentos prévios e a fazer inferências, mesmo que as suas experiências pessoais sejam limitadas.

Atividade: R 03 WHAT DO I ALREADY KNOW?

4. Reforçar o uso de textos informativos, desde pequenos folhetos ou anúncios até textos jornalísticos adaptados.

Atividade: R 04 THIS WORD REMINDS ME OF OTHER WORDS!

5. Promover a leitura extensiva, ler pelo prazer de ler, desenvolvendo a autonomia e a autoestima do aluno, sem recorrer a análises, exercícios gramaticais ou levantamento de léxico.

Atividade: R 05 READ WHAT YOU LIKE, LIKE WHAT YOU READ!



DICTIONARY WORK – SCAVENGER HUNT

Students are made aware of the importance of the dictionary and its use.

Preparation

- Prepare a handout with 10 new/unknown words and an empty column for the students to write the meaning of the words in Portuguese/in their first language (or in English).
- Prepare cards with pictures matching the words in the activity and spread them around the classroom before the students enter.
- Divide students into pairs and provide each pair with a bilingual/monolingual dictionary.

Procedure

- Hand out the worksheets and dictionaries.
- Tell students to use their dictionaries to look up the meaning of their 10 words and to write it in Portuguese/in their first language (or in English) in the empty column on the worksheet.
- Explain that pictures matching the words are somewhere in the classroom and that as soon as they find the meaning of a word, they can look for the corresponding picture card.
- Tell students that the pair with the most picture cards at the end of the hunt wins.

Follow-up activity

- Write sentences on the board, leaving gaps for the words that have been taught.
- Ask students to read the sentences and decide what word should be written in the gap.

HOW SHOULD I ADDRESS THEM?

Students are made to realise that there can be various ways to address people: close friends, friends, colleagues, neighbours, acquaintances, etc.

Preparation

- Prepare a handout with 3 invitations.

Procedure

- Ask students to read the invitations silently.
- Read the invitations aloud.
- Discuss with the class which invitation sounds the least formal and which sounds the most formal.
- Ask students to give examples to justify their answers.
- Write their comments on the board.
- Divide students into three groups and provide each one with a situation (formal, informal).
- Ask each student to write an invitation, taking into consideration how it will be sent: e-mail, note, card or letter.
- Ask students to read out their invitations.

Follow-up activity

- As a role play activity, students could answer the invitations by calling their friend on a mobile.

Example:

Pete

I'm throwing a pool party this weekend. Sunday, 3 o'clock. Come and bring something.

Johnny

Hi Mrs Brown

We'd like you and Mr Brown to come over on Sunday. We're having a pool party at 3 o'clock. Everyone's bringing a snack. See you on Sunday.

Johnny

P.S. Could you also bring some cutlery?

Dear Mr Atkins

My parents and I would like to invite you and your wife to our home on Sunday at around 3 o'clock. We're having a get together around the pool. I know my parents and friends would love to meet you. Hope to see you on Sunday.

John

WHAT DO I ALREADY KNOW?

Students are made to realise that, when reading, they need to recall and draw on information they already know.

Preparation

- Choose a suitable text.
- Prepare a handout with a table containing 2 headings - pre-reading and post-reading – and 3 columns.

Procedure

- Hand out a copy of the table to each student.
- Write the title of the text on the blackboard.
- Ask students to read the title, think about what they know of the given topic and to write it down in the first 'pre-reading' column.
- Ask students to write down, in the second column what they would like to know about the topic.
- Finally ask students to read the text carefully and to write down, in the post-reading column, any new information they have learnt after reading the text.

Follow-up activity

- Ask students to write an article for the school newspaper with all the information they now know about the topic.
- Ask students to read out their news articles to the class.

Example: Illegal Immigrants in Lampedusa

Pre-reading		Post-reading
What we know about illegal immigrants	What we'd like to know about illegal immigrants	What we learned about illegal immigrants
<ul style="list-style-type: none"> ▪ Many come from Africa ▪ They want a better life ▪ The trip is dangerous ▪ Many die 	<ul style="list-style-type: none"> ▪ Where they go ▪ Who feeds them 	<ul style="list-style-type: none"> ▪ Lampedusa 15,000 immigrants this year ▪ Italy is closing its borders

INFORMATIONAL TEXTS – THIS WORD REMINDS ME OF OTHER WORDS

Students are made aware that drawing on word associations and on previous knowledge helps them understand new texts better.

Preparation

- Prepare an informational text with selected words in bold.

Procedure

- Hand out the chosen text.
- Ask students to read the text.
- Discuss the text with the students.
- Ask students to provide collocations for the words in bold in the informative text. For example:
art: pop art, body art, abstract art, classical art, art class, art exhibition, the art of cooking, a work of art, etc.
globe: all over the globe, across the globe, to circle the globe, globetrotter, etc.
league: minor league, football league, she's out of his league.
- Ask students to choose a new word from the text and to try to write collocations for their word.
- Ask students to discuss, in small groups, the expressions in bold, based on their previous knowledge. For example, "amazing exhibition catalogue" and "attitudes to tattoos have changed completely".

Example: Informational/explanatory

Tattoo artists and **body art** fans from **across the globe** have **descended on London** for one of the biggest and **most prestigious** tattoo conventions. The **amazing exhibition catalogue** on sale at the convention features over 300 artists.

The event runs from 27th to 29th September and is being held at Tobacco Dock in London.

"This is like the **Premier League** of tattoo artists from all over the world who come here to **show their work**," organiser Marcus Beriman said. American **celebrity tattoo artist** Ami James said **attitudes to tattoos have "changed completely"** in the last ten years and she is sure the convention will be a great success.

<http://www.thelondontattooconvention.com/>



EXTENSIVE READING – READ WHAT YOU LIKE, LIKE WHAT YOU READ!

Students are made to realise the difference between intensive reading and extensive reading.

Preparation

- Find a good site with short stories.
- Choose 4 or 5 stories at levels suitable for the students.
- Prepare a handout with the main principles/features of extensive reading.

Procedure

- Write the site on the blackboard.
- Indicate the short stories you have chosen.
- Summarise each story you have chosen: characters and plot.
- Give students the Extensive Reading Principles.
- Ask students to read the stories at their own pace and whenever they have time.
- Explain that you hope that each student can share with the class one of their stories at the end of the term.

Example: Extensive Reading Principles

What are the principles of extensive reading?

Start with stories that are below your fluent reading level, and while reading, follow these principles:

1. Don't look up words in the dictionary.
2. Skip over parts you don't understand.
3. If you aren't enjoying one book, toss it aside and get another.

Leitura / Reading - recursos

Activ ELP. Mentors Activate European Language Portfolio through Multimedia – faz uma abordagem da leitura em função de: estratégias para a leitura; problemas; reflexão sobre as competências de leitura e propostas de atividades para os níveis A1 e B1. <http://www.activelp.net/a/02d.php>

BBC - apresenta 108 histórias para ouvir e ler. <http://www.bbc.co.uk/cbeebies/stories/page/all>

British Council - apresenta um grande número de histórias para ouvir e ler, também disponíveis no *Youtube*. <http://learnenglishkids.britishcouncil.org/en/short-stories>

English Club – elementary level jokes - apresenta um grande número de anedotas para todos os níveis. <http://www.englishclub.com/esl-jokes/1~index.htm>

free.online.novels.com - apresenta inúmeras obras que podem ser acedidas gratuitamente: literatura infantil, contos, livros de aventura, mistério, romances, etc. http://free-online-novels.com/short_stories.html

Funbrain.com - contém vários materiais didáticos e lúdicos. A secção de leitura dá acesso a livros para um público juvenil (equivalente ao 3.º ciclo). Entre eles: *Galactic Hot dogs*, *Skullduggery Island*, *Tess's Tree* <http://www.funbrain.com/brain/ReadingBrain/ReadingBrain.html>

ManyThings.org, Interesting Things for ESL Students – disponibiliza inúmeros recursos para os diferentes domínios de referência. Destaque-se a secção de *Reading* (com áudio) e de *Listening & Speaking*. <http://www.manythings.org/>

Reading Signs in English - apresenta um grande número de exemplos de sinalética que pode ser utilizada em atividades de leitura. <http://www.manythings.org/e/reading.html>

Rhymes for learning English - 63 original rhymes in simple English - apresentam-se 63 pequenos poemas escritos por Douglas King. Cada um dos poemas é ilustrado e dito. <https://www.youtube.com/watch?v=KXeq48kAo>

The adventures of Sydney - escrita por Matthew B. Seigel e ilustrada por Rob Walker, a história da Sydney permite ao aluno escolher como quer que a aventura continue (ir para o quarto ou ir para o celeiro? Seguir pelo túnel da esquerda ou pelo da direita). <http://www.cyberkids.com/cw/mul/sydney/>

Walks with Red Dog - escrita por Jim Conrad, esta é a história de um cão que vivia numa quinta. <http://www.backyardnature.net/r/reddog00.htm>

Corbett, John. 2010. *Intercultural Language Activities*. Cambridge, Cambridge University Press.

Osborn, Anna. 2012. *Reading*. London, Harper Collins Publishers.

INTERAÇÃO ORAL/SPOKEN INTERACTION – DESAFIOS E ATIVIDADES

Para ajudar os alunos a atingir as Metas estabelecidas para o domínio da interação oral, nos 2.º e 3.º ciclos, o professor deverá ter em conta os seguintes desafios:

1. Proporcionar a todos os alunos, através do uso de *chunks*, a oportunidade de interagirem através de uma boa gestão do tempo e de atividades de curta duração.

Atividade: SI 01 ANSWERING WITH CHUNKS

2. Desenvolver a interação oral assente em diálogos naturais com utilização de *chunks*, em vez de insistir em estruturas gramaticais corretas, desprovidas de contexto, assentes em diálogos que utilizem respostas completas e uma linguagem pouco natural para o falante nativo.

Atividade: SI 02 FREE HUGS!

3. Reduzir a ansiedade do aluno, evitando correções constantes, recorrendo a material de apoio e desenvolvendo as atividades de maneira leve e divertida.

Atividade: SI 03 SORRY, BUT I DON'T AGREE!

Atividade: SI 04 WHO AM I SPEAKING TO?



ANSWERING WITH CHUNKS

Students are made to realise that, by using chunks, they can answer the same question in many different ways. This activity gives all the students in the class an opportunity to participate.

Preparation

- Divide the class into 3 groups.
- Have a different question for each group.

Procedure

- Ask each student in the group to answer the question with a different chunk.
- Give a point for each correct answer.
- Write all the chunks on the blackboard.
- Change to another group when students in a particular group cannot think of a different chunk.
- Ask the next group to start answering their question with chunks.
- The group with the most points wins.

Example: Possible questions and answers

Where do you live?

- In Portugal
- In the Algarve
- With my parents
- Near the shopping centre
- Beside the hospital
- In Europe

Do you like cats?

- Of course
- They're lovely
- White ones
- Cute ones
- I hate them
- I love them

FREE HUGS

Students are made aware of the many ways in spoken interaction, to accept and decline invitations/offers, in a natural way, by using chunks.

Preparation

- Prepare a large sign with the words “FREE HUGS”.
- Find/download the official Free Hugs video – *Free Hugs Campaign-Official Page (music by Sick Puppies.net)* http://www.youtube.com/watch?v=vr3x_RRjdd4.

Procedure

- Hold up the sign.
- Show the video.
- Discuss the video.
- Ask each student to accept or decline the offer of a Free Hug, but never repeating what has already been said.
- Write all the answers on the blackboard.
- Ask students to divide the answers into 2 columns: ‘to accept’ and ‘to decline’.

Follow-up activity

- Ask students, in pairs, to write 2 dialogues, using expressions in a natural way to accept or decline the free hug.
- Ask students to role play their dialogues.

Example: Possible answers

<p>To accept</p> <ul style="list-style-type: none"> ▪ Fantastic ▪ Where have you been all my life? ▪ Sure ▪ Yes, awesome 	<p>To decline</p> <ul style="list-style-type: none"> ▪ No way ▪ Nope ▪ Freaky ▪ Not in a million years
---	---

SORRY, BUT I DON'T AGREE!

Students learn to be more confident when describing people or objects because they have a visual support. They also need to learn to disagree in a polite way.

Preparation

- Prepare pairs of cards showing pictures with some type of opposite: woman eating spaghetti and man eating hamburger; baby playing and old man sleeping; city with people on streets and beach with people lying on towels.
- Divide the class into 2 groups.
- Choose a student to represent each group.

Procedure

- Give out a picture of one of the pairs to each student.
- Ask students to think of words/chunks to express disagreement.
- Add other expressions if necessary.
- Ask the first student to say a sentence about the picture.
- Ask the second student to listen to the description and agree or disagree, based on his/her own picture.
- Ask students to continue, in turn, describing their pictures.

Follow-up activity

- Divide students into pairs and hand out pairs of images.
- Ask students to continue the activity in the same way.

Example: Possible dialogue



Student 1

- The picture is of a beautiful young woman.
- The person is wearing a white blouse.
- She is eating spaghetti.
- etc.



Student 2

- I'm sorry, but it's of a young man.
- You're mistaken. The person has on a blue striped shirt.
- Definitely not. *He* is eating a hamburger.
- etc.

WHO AM I SPEAKING TO?

Students are made to realise that there should be a difference between informal/spoken language and formal/written language.

Preparation

- Prepare a handout with a dialogue, using various chunks of informal language and a table to fill in with the information required.
- Divide students into pairs.

Procedure

- Ask students to read the dialogue in pairs and underline chunks that they think can be substituted by a less informal equivalent.
- Write the chunks on the board and ask students for suitable synonyms.
- Ask students to fill in the table with the new words/chunks.
- Ask students to write an article for the school newspaper with the information from the dialogue, using the less informal language.

Follow-up activity

- Ask some students to role play the dialogue and others to read out their news article.

Example: Lady Gaga at the Airport.

Agent - Hurry Gaga! Your fans want *to get a look at* you. We'll have *to call off* the interview at the hotel if you don't hurry.

Lady Gaga - No just *put it off* for an hour. I have *to sort out* the problem with my lost luggage.

Agent - I'll *get in touch with* the journalist and tell him our plane *got in* late.

Lady Gaga - He's a *nice* man, that journalist. I *was really happy* with his last article about me.

Informal Language	Less Informal Language
<ul style="list-style-type: none"> ▪ to get a look at ▪ to call off ▪ to put off ▪ etc. 	<ul style="list-style-type: none"> ▪ to see ▪ to cancel ▪ to postpone ▪ etc.

Interação Oral / Spoken Interaction - recursos

Activ ELP. Mentors Activate European Language Portfolio through Multimedia – faz uma abordagem da interação oral em função de: estratégias para a interação; problemas; reflexão sobre as competências de interação oral; propostas de atividades de produção oral para os níveis A1 e B1 e listagem de links.

<http://www.activelp.net/a/02c.php>.

English Conversation - Learn English Speaking [English Subtitles] Lesson 02 – neste videoclip com a duração de 25 minutos e 17 segundos, com legendas em inglês, primeiro é apresentada uma situação de interação entre uma aluna espanhola e a família que a recebeu em Inglaterra. A conversa decorre na cozinha, à hora do jantar. <https://www.youtube.com/watch?v=4wE9LOKTT-E>

English Language Learning Tips - Varieties of English – neste videoclip apresentam-se alguns exemplos para ilustrar as diferenças entre o inglês falado no Reino Unido, nos Estados Unidos e na Austrália. São focados aspetos relacionados com a pronúncia, a ortografia e o vocabulário. (Cambridge English)

<https://www.youtube.com/watch?v=xjfNo3l8Li0>

This is Britain – School – neste videoclip, Jamie, um aluno inglês de 11 anos, que vive em Walthamstow, no sul de Inglaterra, apresenta-nos a rotina normal de um dia de aulas na sua escola. Os momentos de interação entre o aluno e professora e entre alunos em diferentes contextos (a caminho da escola, na sala de aula, no recreio ou na cantina), ilustram em grande parte o que se pretende com os objetivos previstos para o 2.º ciclo. O videoclip está legendado em inglês.

<https://www.youtube.com/watch?v=yMUJKH1fFF0>

Davis, Paul and Hanna Kryszewska. 2011. *The Company Words Keep: Lexical Chunks in Language Teaching*. Surrey, Delta Publishing.

Lindstromberg, Seth and Frank Boers. 2008. *Teaching Chunks of Language from Noticing to Remembering*. London. Helbling Languages.



PRODUÇÃO ORAL/SPOKEN PRODUCTION – DESAFIOS E ATIVIDADES

Para ajudar os alunos a atingir as Metas estabelecidas para o domínio da produção oral, nos 2.º e 3.º ciclos, o professor deverá ter em conta os seguintes desafios:

1. Proporcionar o acesso a diferentes recursos, adaptados ao nível de conhecimento do aluno, incentivando, assim, o gosto pela utilização da língua inglesa para se expressar oralmente.

Atividade: SP 01 JOKES

Atividade: SP 02 MY IDEAS ARE BETTER THAN YOURS!

2. Selecionar, preparar e fornecer input relevante, interessante e adequado ao nível dos alunos para os preparar para a produção oral.

Atividade: SP 03 LAST WEEKEND

3. Reduzir a ansiedade do aluno durante as apresentações orais através do ensino de vocabulário específico de argumentação, de técnicas de organização de ideias e de estruturação do discurso.

Atividade: SP 04 PITCH FOR IT!

JOKES

Students realise that an easy and fun way to learn sentence structures is by memorising jokes.

Preparation

- Prepare different handouts with two columns. One column with the first part of a joke and an empty second column for the students to write in the correct punch line. Use vocabulary from study units covered in class (Food, School, etc.).
- Write the necessary set of punch lines on the blackboard.

Procedure

- Give a handout to each of the students.
- Ask students to read the first part of the jokes and match it with the given punch lines.
- Give out dictionaries to the students.
- Ask students to look up any unknown words.
- Ask students to read out their jokes when the activity sheets are completed.

Follow-up activity

- Ask students to choose a joke from a book or from the internet and memorise it at home in order to tell it to the class the next day.

Example:

(On the blackboard)

1. Student: *First day? Do you mean I have to go back tomorrow?*
2. Student: *Good, because I haven't done my homework.*

JOKES	
First part of the joke	Punch line
Student: "Would you punish me for something I didn't do?" Teacher: "Of course not."	<i>"Good, because I haven't done my homework."</i>
Mother: "Did you enjoy your first day at school?"	<i>"First day? Do you mean I have to go back tomorrow?"</i>

MY IDEAS ARE BETTER THAN YOURS!

Students realise that they too can express their opinions with the necessary vocabulary and preparation.

Preparation

- Give students the name of the site www.truetube.co.uk
- Prepare a worksheet with questions to help debate the topic and a table with two columns: FOR and AGAINST.
- Choose a chairperson and ask him/her to be in charge of the debate.
- Choose 3 students to act as judges.

Procedure

- Write a topic sentence on the blackboard (e.g. “There is an expiry date on beauty”).
- Discuss the topic with the students, asking them to ask/answer the questions presented in the table.
- Separate students into 6 groups.
- Ask three groups to think of arguments in favour of the idea (e.g. they agree there is an expiry date on beauty) and the other three groups to be against the idea (e.g. they defend there is no expiry date on beauty).
- Ask students to write down all their ideas.
- Ask the groups to choose a spokesperson. Each side (FOR/AGAINST) will have 3 members.
- In turn, each spokesperson refutes the ideas presented by the student that precedes him/her and then presents his/her group’s ideas.
- Ask the judges to discuss the ideas presented and choose the winning side.

Example: “Beauty’s expiry date” <https://www.truetube.co.uk/film/beautys-expiry-date>.



LAST WEEKEND

Students understand the importance of the use of different resources when preparing an oral presentation.

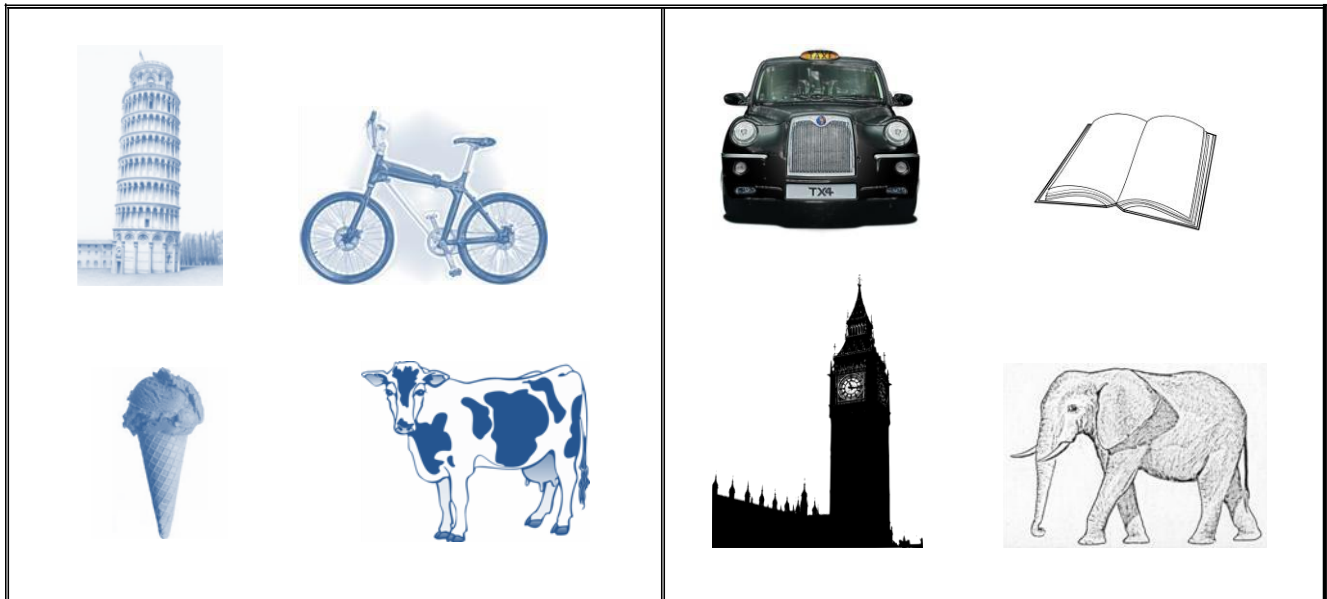
Preparation

- Prepare 5 different handouts, each containing 4 different pictures.

Procedure

- Divide the class into 5 groups.
- Give each group a different handout.
- Ask students to create a story about their last weekend by referring to all the pictures on their handout.
- Tell students to use their dictionaries and books to find vocabulary to enrich their stories.
- Ask each member of the group to tell their story within the group.
- Ask each group to choose their favourite story and present it to the class.

Example:



PITCH FOR IT!

Students understand the importance of organizing their ideas in a concise and effective way in order to convince an audience about an idea or a product.

Preparation

- Prepare cards with different topics for a pitch.
- Form 6 groups of students.

Procedure

- Give each group a card.
- Discuss, with the class, vocabulary needed to present/argue points of view.
- Ask the group to discuss the topic and organize their ideas.
- Ask the group to prepare a one-minute pitch on their topic.
- Ask them to select a spokesperson for their group.
- Ask the spokesperson to deliver the group’s pitch.

Example:

<p>Pitch for it Convince your mother to buy you a new iPhone.</p>	<p>Pitch for it Convince your parents to let you go out with your friends.</p>	<p>Pitch for it Convince your brother to wash the dishes for you.</p>
--	---	--

Activ ELP. Mentors Activate European Language Portfolio through Multimedia – faz uma abordagem da produção oral em função de: problemas que podem surgir quando se implementam atividades de produção oral; estratégias para resolver esses problemas; reflexão sobre as competências de produção oral e propostas de atividades de produção oral para os níveis A1 e A2.

<http://www.activelp.net/a/02b.php>

clipflair.net – apresenta uma galeria de pequenos vídeos (em várias línguas) com diversas atividades, entre elas a possibilidade de os alunos fazerem a audiodescrição das imagens e/ou do que leem nas legendas. É igualmente possível legendarem os pequenos vídeos, seguindo os passos simples da tutoria. <http://www.clipflair.net/> O professor ou o aluno podem também criar as suas próprias atividades e colocá-las no banco de materiais designado por “Gallery”.

Jokes in English for the ESL/EFL Classroom – apresenta jogos, anedotas e muitas atividades para a sala de aula. As anedotas fazem parte de um projeto para *The Internet TESL Journal*. <http://iteslj.org/c/jokes.html>

Truetube – apresenta pequenos videoclips de curta duração (1 a 7 minutos) com temas polémicos e atuais com linguagem acessível. Os temas estão divididos pelos seguintes títulos: *Body and Health, Global, Jobs and Money, The Earth, Society, Relationships, Culture, Crime, Ethics and Religion*. www.truetube.co.uk

McConachy, Troy and Kaori Hata. 2013. “Addressing textbook representations of pragmatics and culture”. *ELT Journal* 67/3, p. 294-301.

McConachy, Troy. 2009. “Raising sociocultural awareness through contextual analysis: some tools for teachers”. *ELT Journal* 63/2, p. 116-125.

Thornbury, Scott and Luke Meddings. 2009. *Teaching Unplugged, Dogme in English Language Teaching*. Surrey, Delta Publishing.

Ur, Penny. 2012. *Vocabulary Activities*. Cambridge, Cambridge University Press.

ESCRITA/WRITING – DESAFIOS E ATIVIDADES

Para ajudar os alunos a atingir as Metas estabelecidas para o domínio da escrita, nos 2.º e 3.º ciclos, o professor deverá ter em conta os seguintes desafios:

1. Desenvolver atividades de dicionário que promovam o aumento do vocabulário e a familiarização com *chunks* para facilitar o processo da escrita.

Atividade: W 01 RECIPES.

2. Motivar os alunos para a interação escrita através da utilização da internet.

Atividade: W 02 MY REACTIONS TO COMMENTS!

Atividade: W 03 LEARNING WITH BLOGS.

3. Dar especial atenção às atividades de *pre-writing* para reduzir a ansiedade do aluno e facilitar o processo da escrita.

Atividade: W 04 LIFE OF AN AUTHOR

RECIPES

Students understand the importance of acquiring new vocabulary with the use of dictionaries in order to carry out their writing tasks.

Preparation

- Prepare a handout with a recipe and fill-in exercises.
- Copy the page of quantities from a picture dictionary (*Cambridge Learner’s Dictionary* has a page with pictures of ham, bread, cake, salt, oil and milk) and their respective quantifiers: a slice of ham, bread, cake; a pinch of salt; a drop of milk, oil.

Procedure

- Write the word *recipe* on the board and introduce the topic of cooking.
- Give students the prepared handouts: the quantities page from the dictionary and the recipe.
- Ask students to look up the meaning of the instruction verbs in their dictionaries.
- Ask them to work in pairs and fill in the gaps on the worksheet, using the dictionary page.
- Check the answers as a whole class activity.
- Ask students to write out a recipe from their country/region or invent their own.
- Ask students to read their recipes to the class.

Example: Welsh Rarebit (Recipe)



Ingredients	Instruction verbs (only 5 needed)
drops grams pinch slices tablespoon tablespoons	fry sprinkle cook spoon heat toast put roast

Ingredients:	Instructions:
<ul style="list-style-type: none"> ▪ 100 _____ of cheddar cheese, grated ▪ a few _____ of brown sauce ▪ 2 _____ of milk ▪ a _____ of salt ▪ 2 _____ of wholewheat bread ▪ 1 _____ of butter 	<ol style="list-style-type: none"> 1. _____ the bread. 2. _____ the cheese, butter and milk. 3. _____ the mixture on the toast. 4. _____ the sauce on the mixture. 5. _____ the toast under the grill for just a minute until it is brown.

MY REACTIONS TO COMMENTS!

Students are made aware of the language that should and should not be used when participating in social networks (netiquette) and how to be tolerant of others' ideas and beliefs.

Preparation

- Divide the class into three rows.
- Choose a topic for each row and write on a sheet of paper, together with a first comment.

Procedure

- Hand out a topic to each row.
- Ask the first student in the row to write a short response to the comment and pass the sheet to the next class member until all students, in the row, have written their own response.
- Read out the comments on each topic.
- Select some responses and ask students to suggest ways to improve the language used.

Follow-up activity

- Ask students to select a blog, register and participate in the discussions.

LEARNING WITH BLOGS

Students are made to realise how they can develop cultural awareness of themselves and of others by participating in blog discussions and in other social networks.

Preparation

- Students choose a blog on a topic and register.
- Students acquire a small exercise book for keeping a reaction journal.

Procedure

- Ask students to follow the string of comments on the blog and participate with their own comments for a period of time (e.g. a school term).
- Ask students to write down, in their journal, comments made by others, either positive or negative, and then register their reaction to the comment.
- Discuss, at the end of the term, interesting or funny comments made on the topic.

Follow-up activity

- Ask students to write an article for the school newspaper about their topic.

Example: One Direction – Reaction Journal

Comment on Blog	My reaction
<ul style="list-style-type: none"> ▪ I hate One Direction's last song. ▪ Their song sucks! 	<ul style="list-style-type: none"> ▪ Their last song is my favourite! ▪ How can you possibly say that?

LIFE OF AN AUTHOR

The activity raises awareness of the need to select information and organize thoughts as a pre-writing activity before writing an informative text.

Preparation

- Choose an author and one of his/her books.
- Prepare a handout with true and false information on the author for the pre-writing stage.

Procedure*Pre-writing*

- Show the students the selected book and talk about the author.
- Ask students to find information on the author, using multimedia sources (printed material, interviews and questionnaires), and as a homework task. Students write down their findings and take them to class.

Pre-writing (in class)

- Divide the class into groups of four.
- Give students the handout with information on the author.
- Ask students to compare their notes on the information they found on the author, and to identify which statements are correct and which are false. Students correct the false ones.
- Ask each group to write a text about the author, using the information found.

Example:

INFORMATION ON THE AUTHOR	TRUE	FALSE	CORRECT THE FALSE ONES
The author is called M.K. Rowling.			
She lived in Portugal.			
Her first book was called <i>The Walking Dead</i> .			
She is a beautiful and famous actress.			
etc.			

Activ ELP. Mentors Activate European Language Portfolio through Multimedia – faz uma abordagem da escrita em função de: estratégias para a escrita; reflexão sobre a escrita; propostas de atividades para os níveis A1 e B1 e uma listagem de links. <http://www.activelp.net/a/02e.php>

British Council. Learn English Teens. Writing skills practice – apresenta um conjunto de atividades para praticar a escrita, agrupadas em função dos níveis de referência (A1, A2 e B1).
<https://www.google.pt/#q=improve+writing+skills+british+council>

Cambridge Dictionaries Online – permite aceder a mais do que um dicionário e, feita a pesquisa da palavra, pode-se ouvir a pronúncia em inglês britânico e em inglês americano. <http://dictionary.cambridge.org/>

clipflair.net – apresenta uma galeria de pequenos vídeos (em várias línguas) com diversas atividades, entre elas a possibilidade de os alunos fazerem a legendagem do clip, assim como a audiodescrição das imagens e/ou do que leem nas legendas. <http://www.clipflair.net/> O professor ou o aluno podem também criar as suas próprias atividades, associadas a um pequeno vídeo, e colocá-las no banco de materiais designado por “Gallery”.

English Vocabulary Profile – após ser feito o registo gratuito, é possível aceder à listagem de palavras e expressões utilizadas por aprendentes de língua inglesa em cada um dos níveis do Quadro Europeu Comum de Referência para as Línguas. <http://www.englishprofile.org/index.php/resources/wordlists>

jtww - Just the word – permite verificar a correção da combinação de palavras. <http://www.just-the-word.com/>

Brown, H. Douglas. 2001. *Teaching by Principles* (2.ª ed.). Pearson, White Plains, NY.

Leaney, Cindy. 2007. *Dictionary Activities*. CUP, Cambridge.

Outros recursos

DICIONÁRIOS

DICIONÁRIOS ONLINE

Cambridge Learner's Dictionary www.dictionary.cambridge.org

Cambridge Free English Dictionary and Thesaurus <http://dictionary.cambridge.org/>

Macmillan English Dictionary www.macmillandictionary.com

Oxford Dictionaries <http://oxforddictionaries.com/>

Oxford Advanced Learner's Dictionaries <http://oald8.oxfordlearnersdictionaries.com/>

Oxford Advanced American Dictionary <http://oaadonline.oxfordlearnersdictionaries.com/>

Simple English Wiktionary www.simple.wiktionary.org/wiki/Main_Page

The Visual Dictionary - permite uma pesquisa por áreas temáticas, e as imagens estão legendadas com algum pormenor. http://visual.merriam-webster.com/about-visual_overview.php

DICIONÁRIOS EM PAPEL

Cambridge Essential English Dictionary

Cambridge Learner's Dictionary

Longman Wordwise Dictionary

Oxford Essential Dictionary

AVALIAÇÃO KEY FOR SCHOOLS

Cambridge English Language Assessment

<http://www.cambridgeenglish.org/exams-and-qualifications/key-for-schools/how-to-prepare/>

Key for Schools information for candidates

<http://www.cambridgeenglish.org/images/149925-key-for-schools-information-for-candidates-2013.pdf>

Cambridge English Key for Schools – leaflet

<http://www.cambridgeenglish.org/images/139171-cambridge-english-key-for-schools-dl-leaflet.pdf>

Cambridge English: Key for Schools, Sharissa and Jannis – neste videoclip, com a duração de 7 minutos e 50 segundos, dois alunos alemães, Sharissa e Jannis, fazem o exame de Speaking do Key for Schools (1.ª parte, interação entre a examinadora e cada um dos alunos ; 2.ª parte, interação entre os dois alunos) . <https://www.youtube.com/watch?v=ycc2G4Ryn3Y>

ExamSpeak Key English Test (KET): Speaking – prepara o aluno para o exame oral de inglês, permitindo-lhe vivenciar o teste antes mesmo de o fazer. <http://www.examspeak.com/>

Key English Test for Schools. Speaking Test – apresenta um exemplo de guião de uma prova de speaking.

https://www.teachers.cambridgeesol.org/ts/digitalAssets/115908_KET_Speaking_Sample_Paper.pdf

KET Key English Test Speaking Test (Luis - Gustavo) - Part 1 – neste videoclip, com a duração de 5 minutos e 53 segundos, dois alunos, Luis e Gustavo, fazem a primeira parte do exame de *Speaking* do KET.

<https://www.youtube.com/watch?v=5qXko6OVrPg>

KET Key English Test Speaking Test (Luis - Gustavo) - Part 2 – neste videoclip, com a duração de 5 minutos e 53 segundos, Luis e Gustavo, fazem a segunda parte do exame de *Speaking* do KET.

<https://www.youtube.com/watch?v=OL2ZWHdCZfg>

McKeegan, David. 2013. *Cambridge English Complete Key for Schools*. Cambridge, Cambridge University Press.

