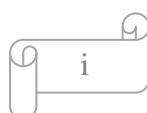


DEPARTMENT OF HUMAN, JURIDICAL AND SOCIAL
SCIENCES
DEGREE IN ENGLISH STUDIES

TEACHER TRAINING REPORT

Vera Lúcia Fonseca Lopes

June 2013



LUDGERO LIMA HIGH SCHOOL

TEACHER TRAINING REPORT

Vera Lúcia Fonseca Lopes

Tutors:

Teacher Fedra Monteiro

Teacher Guilherme Lima

June, 2013

ACKNOWLEDGMENTS

First of all, I would like to thank my Heavenly Father, for everything He has given me. Without His strength and mercy I wouldn't be able to go all this way. I would like to thank my mother for her emotional and financial support, and for always being there when I was in need.

Secondly, I would like to thank all my teachers for everything they have done for me during these four years; for sharing their knowledge with me, and for upholding me and my colleagues and helping us to build our basis. I would like to thank the observers, teacher Fedra Melo, and teacher Guilherme Lima, for helping me and my colleagues during the internship and for their kindness and support. I would also like to thank my course supervisor Dr. José Luíz Ramos for his help and patience with me.

I thank my colleagues, for every moment we had, for the experiences we shared with each other, for your support, and for the friendship we developed.

Finally, I would like to thank all the people that directly or indirectly helped me and supported me during this journey. I thank all of you and pray that God may bless you all.

INDEX

1. INTRODUCTION	1
2. HISTORY OF THE SCHOOL.....	2
3. PHYSICAL FEATURES OF THE SCHOOL	3
4. OBSERVATION PHASE	4
5. TEACHING PRACTICE	55
6. ATTACHMENTS.....	72
7. CONCLUSION	102
8. BIBLIOGRAPHY.....	103

1. INTRODUCTION

The English Studies course lasts for four academic years. At the end of the fourth year students are expected to go into the internship to complete their course. The present report was written to satisfy the course requirements.

The teacher training lasts for 180 hours and consists in two different stages: the first one, the observation phase, and then the teaching practice stage. In the observation phase the trainees have the chance to observe some lessons and see the teachers' procedure. In the teacher practice phase the trainees have the opportunity to put into practice all they had learned. At the end of the teacher training the trainees are required to deliver a thorough report of what they had observed and taught.

The teacher training has the objective to help the trainees put in practice all the knowledge acquired in the four years of the course, and gives the trainees the opportunity to be in contact with the secondary school environment, knowing the students, their level of English and learning new techniques.

Liceu Ludgero Lima was the secondary school chosen to host the trainees. The trainees were divided in two groups: A and B. Group A consisted of me and my colleague Soraia. Group B consisted of my other colleagues Yara, Keila, and Isaulinda. The internship began on the 6th of November 2012, and finished on the 30th of April 2013. We had two different supervisors: teacher Fedra Melo, and teacher Guilherme Lima, so we had to observe the classes twice. Soraia and I first started with teacher Guilherme, and stayed with him until the 6th of February. After that we switched with our colleagues and remained with teacher Fedra until the end of the internship.

The training was done under the coordination of our teacher José Luíz Ramos, who is also the course coordinator at the University of Mindelo.

2. HISTORY OF THE SCHOOL

Situated in Monte Sossêgo, São Vicente, Liceu Ludgero Lima was founded in 1917, and it constitutes one of the oldest secondary school of this island. It was initially named as “Liceu Central do Infante D. Henrique”. The Portuguese governors had first thought to create the school in São Nicolau, but since São Vicente was already a developed island and presented better social and economic situations, they decided to create the school in Mindelo.

Later, it would see its named been changed again. From 1936 to 1975 the school became known as “Liceu Gil Eanes”. It first started its activities at Senator Augusto Vera-Cruz house, but it would be later moved to a building that was called “Liceu Velho”. In the academic year of 1967/68, the school was moved again, and fixed in Monte Sossêgo, Chã de Cemitério. In 1975, with all the political changes in Cape Verde, and also in Portugal, the school would be renamed again. It was named “Liceu Ludgero Lima”, in honor of Ludgero Lima who had previously worked in the school, and had defended his country in the fight for independence. Since then the school is known as Liceu Ludgero Lima.

3. PHYSICAL FEATURES OF THE SCHOOL

The school is located in Monte Sossêgo, São Vicente. It has three floors with twenty-seven classrooms. It has one canteen, one gymnasium, three laboratories (one for Physics, one for Chemistry, and another one for the Natural Sciences), a theatre, two computer rooms, a secretary, the head office, the teachers' room, an office for pedagogy, one for community affairs, and a financial office. The school also has got rooms for Geography, Mathematics, Arts, English, French, and Portuguese; a support office for students, a library, toilets, and a playground for the sport activities. It also has a file space. Each classroom has a board, an eraser, a desk for the teachers, and several desks for the students. The types of desks vary from classroom to classroom. In some classrooms there are individual desks, whereas in other classrooms the students sit in pairs.

The school has a total number of ninety-five teachers (six of them, although they are part of the school they work in institutions of higher education; and two of them in license without payment), and a staff of twenty-five employees. The academic year started with a total number of 1418 students distributed for forty-six classes, being ten classes in the seventh grade, nine in the eighth grade, nine in the ninth grade, five in the tenth, seven in the eleventh, and six in the twelfth grade. It has a ratio of thirty-one students per classes. The 3rd Cycle functions in the morning, from 7:30 to 12:30 pm, and the 1st Cycle and the 2nd Cycle function in the afternoon, from 2 o'clock to 7 o'clock. The school teaches all the areas that are covered in the curriculum for secondary school.

4. OBSERVATION PHASE

Class: 11th F/G

Lesson # 29 Tuesday, 6th November 2012

Summary: Preparation for the written test.

Revision of the degrees of comparison (Comparative and Superlative)

Table 1

	Paul	Peter	John
Age	15	16	14
Happiness	+	++	+++

1. (old) Paul is less old than/ not as old as* Peter.
2. Peter is the oldest of the three.

Past Continuous vs. Simple Past

1. I went (go) to the town centre yesterday.
2. Tim was walking (walk) home when he saw (see) an accident.

Simple Present vs. Present Continuous

1. James talks (talk) in class every day. Right now he is talking (talk) to Henry.
2. My father usually washes (wash) his car twice a week.

Observation: This class is a small one, and almost all the students want to take part in the lesson. They like to give their opinion, and they can express themselves very well. They also have good interaction with the teacher. The students are quiet, and they behave well. Before the teacher actually started the class, he broke the ice by talking about the election in the USA. He asked the student who they thought was going to win the elections and why. The students felt excited and they started giving their opinions. After that he started revising some topics that were coming for the written test. Some students had doubts, and the teacher managed to clarify them.

Class: 12th E/F

Lesson # Tuesday, 6th November 2012

Summary: Preparation for the written test

Present Perfect with already/ just / yet

Table 2

Present Perfect = Have/has + Past Participle of the main verb

1	Come in	√
2	Arrive	X
3	Write the summary	√

1. The teacher and the trainees have already come in.
2. The Principal hasn't arrived yet.
3. We have already written the summary.

Revision of the usage of “used to”

Mary has

Stopped {
 Going to parties
 talking in class
 Spending too much money in the canteen

Started {
 Doing exercises in the morning
 Paying attention in class
 Saving money

1. She used to go to parties.
2. She didn't use to do exercises in the morning.
3. She used to talk in class.

Present Perfect Continuous

1. Tom has been smoking (smoke) for two hours.

2. He hasn't been following (not/follow) his doctor's advice.
3. Tom and Arlindo have been learning (learn) Italian since Christmas time.

Observation: This class is a small one, and the students have a good level of English. They like to take part in the lesson and they behave well. During the class the teacher focused on teaching them the contents that would be on the test. In general the students were familiarized with the exercises and with the exception of one or two of them, all the students got to do the exercises as it was expected. At the end of the class the teacher told them what they were expected to do in the comprehension part as well (true/false statements; WH questions; How long, etc).

Thursday, 8th November 2012

Observation: The teachers met to discuss the agenda for their classes. At this meeting the coordinators of the discipline, and the teachers of the different levels of the discipline, discussed what they had taught in the last 15 days, and also discussed what they will be teaching in the next 15 days.

Teacher Fedra is the coordinator of the 3rd cycle, and teacher Guilherme Lima is the coordinator of the 1st and 2nd cycles.

Class: 11th B/D

Lesson # Friday, 9th November 2012

Summary: Ways of learning English- Discussion.

Ways of learning English:

1. Going to school
2. Listening to music

Observation: The teacher started the lesson by talking to the students about the results of the elections in the USA. The students felt motivated and started expressing themselves and giving their opinions. The teacher used this moment to teach them some vocabulary. Then the teacher asked them how long they have been learning English (for 4 years/ since 2008). This led them to the discussion of the ways of learning English. The teacher talked about his own experiences. The students are asked to work in pairs.

The exercises were in their books (Inglês 11ºano- nível 3) - page 11. Some students did not have the book. The exercise was left as homework because the time was over.

Class: 11th F/G

Lesson# 33 Tuesday, 13th November 2012

Summary: Correction and handing out the test. (See attachment)

Observation: The teacher gave the students the test corrected, and congratulated them for their good marks. He started giving the best five grades. There were two students that reached the highest mark (20). The whole class congratulated these students. Also, there were some students that didn't have good marks, and they were encouraged to do better in the next test. After handing out the tests, the teacher asked for volunteers to go to the board to correct the test. Almost all the students took part in the correction of the test. During the correction the teacher asked some personal questions to the students. These questions were related to the story of the test, but applied to their life. He also took the opportunity to teach some vocabulary.

At the composition part some students read their composition. It was about their summer holiday.

Class: 12th E/F

Lesson# Tuesday, 13th November 2012

Summary: Dear Doctor- Reading and comprehension

How to keep healthy:

Eat the right food (fruits and vegetables) - balance your diet

Do exercises- walk, cycle

Drink water

Observation: The teacher started the class with asking the students to brainstorm how they can stay healthy. All the students took part in the exercise. The exercise was in their book. Some students didn't have the book, and they were advised by the teacher to

borrow it from their colleagues or to save some money and buy one. They had a little discussion in how they can save money (washing cars, babysitting, etc). After this, the teacher asked the students to read the text out loud. Some students had some problems while reading the text. The teacher told the students to do homework on the exercises C and D.

Class: 11th F/G

Lesson# 34 Wednesday, 14th November 2012

Summary: Ways of learning English- Questions on the text.

Ex: Do you like $\left\{ \begin{array}{l} \text{to talk} \\ \text{talking} \end{array} \right\}$ to...? He enjoys talking about people's life. (Not enjoys talk...)

A partner \Rightarrow someone who you work with.

News \Rightarrow singular \Rightarrow The news was shocking (Not were shocking).

Observation: The teacher started the class by correcting the homework. It was about how they could learn English. Then he taught some vocabulary. After this they had a discussion on what was the students' favorite way of learning English. The students gave a variety of answers (listening to music, watching movies, DVDs, etc.) Some students didn't feel confident to talk. Then the students were asked to do the exercises in their book. It was on page 12 of their book. They did the exercises 2, 3, and part of 4. The students went to the board to do the exercises, and sometimes the teacher will help them with those that were more difficult.

Class: 12th B/C

Lesson # 34 Friday, 16th November 2012

Summary: Food Pyramid- Reading and Comprehension

The teacher created a pyramid on the board to illustrate what he was explaining.

Table 3

Healthy	Not so Healthy	Unhealthy
Cereals	Pancakes	Doughnuts
Milk	Pizza	Chocolate

Observation: The teacher started the class talking about healthy foods. He asked the students what they had for breakfast, and they gave a variety of answers. After this the teacher asked the students to do the exercises of the book. The class was very involved in the lesson and they took part on it, going to the board to do the exercises. There weren't many difficulties in doing the exercises. There were some students that were too excited and too noisy. The teacher also took the opportunity to teach the students some vocabulary related to health.

Class: 11th B/D

Lesson # Friday, 16th November 2012

Summary: Will Future- presentation

The explanation of the rules were in the book

Will--- for certainty

May--- probability

Will you go to the park tomorrow?

Yes, I will.

No, I won't (will not).

A. Students complete a table with verbs.

B. Fill in the gaps with the will + infinitive from the verbs in brackets:

1. My horoscope says I _____ (put) on weight this week.
2. Dad _____ (let) us go on Inter Rail holiday.

C. Inventions which will change the world and your lifestyle. (page 14)

1. Robot baby-sitters will feed the babies.

2. Flying machines will have engines.

Observation: The teacher started the class by making some questions to the students, using the Will Future. The class was based more on the resolution of the exercise book. The teacher introduced the form Will Future, and after that he asked the students to do the exercises. In a whole the class performed well, the students seemed to understand the exercises, and almost all of them took part in the lesson.

Class: 11th F/G

Lesson # Friday, 16th November 2012

Summary: Will Future- presentation

Observation: The lesson was the same as the one from class 11th B/D. the students took part in the lesson as well, and are very motivated to participate.

Class: 11th F/G

Lesson # 37 Wednesday, 21st November 2012

Summary: Going to Future- continued. Correcting the homework

“The more we are together”

The more we are together

Together, together

The more we are together

The happier we'll be

Cause my friends are your friends

And your friends are my friends

The more we are together.....

Going to Future

In this activity one student went outside the class. While he was out the teacher showed an object to the other students. Then the teacher asked the student to come in. This student would ask the questions to his/her colleagues and try to guess what the object

was. The teacher repeated this activity several times to give the other students the chance to participate. After this activity the teacher corrected the homework from the book (page 15).

Rewrite the sentences using going to. Supply a suitable verb.

1. I'm sure Benfica is the best team in this match.
Benfica is going to win the match in my opinion.
2. Celina's got enough money for a new house now.
Celina is going to buy a house soon.

Observation: The teacher started the class teaching the students a song. It contributed to help the students get more relaxed. All the students were involved, and excited to learn the song. At the end the teacher got a good feedback from the students. The teacher repeated this activity at the end of the class.

Class: 12th B/C

Lesson # 38 Friday, 23rd November 2012

Summary: Compound words with some and any- conclusion.

Exercise

Table 4

	Person	Thing	Place
Affirmative	Someone <u>Somebody</u>	<u>Something</u>	<u>Somewhere</u>
Negative	No one <u>Nobody</u>	<u>Nothing</u>	<u>Nowhere</u>
Interrogative	Anyone <u>Anybody</u>	<u>Anything</u>	<u>Anywhere</u>

Complete these sentences with some or any +-body/-thing/-where:

1. The machine is very easy to use. Anybody can learn to use it.
2. There was hardly anyone on the beach. It was almost deserted.
3. Do you live anywhere near Jim? No, he lives in another part of the city.

Observation: Because the day before was Thanksgiving Day, the teacher started the class asking the students some questions related to this topic. Also, he used this

opportunity to teach them some vocabulary. After this the teacher wrote the exercises on the board, and asks the student to go to the board to solve them. Almost all the students took part in the exercise. Some students were not paying attention at all, and some were disturbing the class by making noise.

Class: 11th B/D

Lesson # 36 Friday, 23rd November 2012

Summary: Song “Someone like you”- Listening activity. (See attachments)

Correcting the homework

Going to Future- Conclusion

Observation: In the listening activity the teacher gave the students a sheet of paper with a song on it. There were some words missing, so the students had to fill in the gap while they were hearing the song. After that activity, all the students sang the song, and they were very involved. A student volunteered to go in front of the class and sing the song alone. She performed very well. During the activity the teacher asked some personal questions to the students. These questions were related to the song. After this activity the teacher corrected the homework from the book. The activity was the same that had been done in class 11th F/G.

Class: 11th F/G

Lesson # Friday, 23rd November 2012

Summary: Song “Someone like you”- Listening activity (See attachments)

Going to Future- conclusion

Fill in the blanks with Going to Future:

1. John and Peter aren't going to play (play) football tomorrow.
2. Are you going to sing (you/sing) for the show?
3. I am going to stay (stay) at home next Sunday.

Observation: The teacher started the class by doing the same exercise he did in the previous class. The students were very active and took part in the activity. He had a good feedback from the students. After the listening activity, the teacher put some sentences on the board for the students to complete using Going to Future. The students seemed to be familiar with the activity and it didn't take a long time until they finished the activity. The teacher also taught them some vocabulary.

Class: 11th F/G

Lesson # 43 Tuesday, 27th November 2012

Summary: Next step: your life after school- Reading and Comprehension

Observation: The teacher started the class by giving a general idea of the text that would be analyzed during the lesson. They talked about how to get money to pay for university. Some students gave some ideas (part-time job), and the teacher shared the experiences he had while studying. After telling about his experiences, the teacher asked the students to read the text aloud. Each student would read a paragraph, and after each paragraph the teacher would explain some new vocabulary, and ask some questions to the students to see if they understood the text. Some students had some difficulties in pronouncing some of the words, but with the help of the teacher they managed to read them. At the end of the class the teacher told the students to read the text at home again and underline all new words in the text. One student was missing.

Class: 12th E/F

Lesson # Tuesday, 27th November 2012

Summary: My second birthday- questions on the text.

- A. This exercise was to match the sentence halves together
- B. True or False
 1. False- He didn't get paid as he was a volunteer.
 2. True
 3. False- Only after three months could he leave the hospital.

C. Synonyms

1. Occupied (a)= busy
2. Occurred(b)= happened

Do you ever get {
Stressed?
Scared?
Anxious?
Angry

Observation: This class was dedicated to do the exercises related to the text. All the students took part in the lesson, and they got to do all the exercises the teacher told them to do. It was a quiet lesson. During the activity the teacher would teach them some vocabulary. Some students didn't have the book. One student was missing.

Class: 11th F/G

Lesson # 44 Wednesday, 28th November 2012

Summary: Next Step: your life after school – text 2

Questions on the text

A. Refer to the text one. Choose the best way to finish the sentence according to the information given in the text.

1. *Elmer came under an important adult's influence*

- a. When he was studying at college.
- b. While he was playing at the high school orchestra.
- c. After he left high school.

2. *One of his ambitions was to*

B. Refer to text 2. Complete the following sentences according to the contents.

- 1) What Brent really enjoyed at school was drawing and paint.
- 2) Brent didn't know much Graphic Design.
- 3) Brent is specializing in the design of logos, brochures, web sites, product packaging, brand creation and support.

Observation: This class was a calm one. They finished some exercises they had started in the previous class and then continued doing the exercises from the book. All the students took part in the lesson, and went to the board to do the exercises. While doing the exercises the teacher taught some vocabulary to the students. The students were a little bit talkative. One student was missing.

Class: 12th B/C

Lesson # Friday, 30th November 2012

Summary: My second birthday- word spot.

Word Spot

- A. Students had to match the words and the pictures
- B. What should we do at these moments?
 - a. When someone gets her/his finger or hand stuck in the door, she/he should ask someone to open the door and put some ice on the finger or hand.
 - b. When someone is run over by a car someone should call the ambulance.

Observation: This class turned more to the book exercises. As they were talking about what to do in some situations, the teacher asked the students some questions related to the topic, and the students were very active taking part in the discussion and giving their opinion. Then the teacher asked the students to do the exercises from their book. He helped them when they had doubts, and also taught them some new vocabulary.

Class: 11 B/D

Lesson # Friday, 30th November 2012

Summary: Correcting the homework. Next step.... - Exercises.

Observation: The class had the same lesson that was given in class 11th F/G., from November 28th. The teacher did the same exercises, and almost all the students took part in the lesson. At the beginning of the class there was a little bit of noise because some students couldn't find chairs to sit. The classroom does not have enough chairs for the students, and the room does not provide the best physical conditions. One student was missing.

Class: 11th F/G

Lesson # 45 Friday, 30th November 2012

Summary: Conclusion of the previous lesson.

Exercise A – page 20

Find in the puzzle ten words related to the topic: future career.

Exercise B- in this exercise the students had to use the words given to complete the sentences.

Insert one of the words into each gap below. Use singular or plural according to the context

1. Exam
2. Jobs

Observation: The teacher started the class by talking about the breaking news. After that, they finished the exercises from the previous lesson. The exercises were from the book. They did the exercises B and C from page 19 of the book. Then, they started doing the exercises from page 20. It was a funny exercise, and because of the challenge that the exercise presented, the students felt motivated, and excited. While doing the exercises, the teacher explained some vocabulary to the students.

Class: 11th F/G

Lesson # 46 Tuesday, 4th December 2012

Summary: Holidays and hobbies- Listening, writing and speaking activities related to the present Perfect. (See attachments)

Observation: The teacher started the class by asking the students about their favorite holidays, and where they would like to go visit. The teacher brought copies to the students, and the exercises were based on the copy. The first activity was a 3 minute quiz. All the students took part in the lesson. Only one student had some difficulties while doing the exercise, so the teacher asked her colleagues to help her.

In the listening activity the teacher played the CD, and students had to listen to it and complete the exercise. Then each student would go to the board to write the words. The next exercise was a True/False activity.

Class: 12th E/F

Lesson # Tuesday, 4th December 2012

Summary: Linkers- continued.

I didn't speak the language.

He has a very important job.

I had never seen her before.

Complete the sentences. Use although plus a suitable sentence.

1. Although he has a very important job, he isn't particularly well-paid.
2. Although I had never seen her before, I recognized her from a photograph.

What's the weather like?

	Hot		windy
It's	Warm	It's	cloudy
	Cool		rainy
	Cold		snowing

Observation: The class is very small, and sometimes they are fast, so the teacher had to do some extra activities for them not to be so much advanced in relation to the other classes. In this lesson the teacher put some words on the board and asked the students to complete them by using some other sentences and using a linker to put them together. For each sentence the teacher would create a situation to make the students better understand the meaning of the sentences. Then he taught them some vocabulary, and some words and expressions related to the weather.

Class: 11th F/G

Lesson # 47 Wednesday, 5th December 2012

Summary: Conclusion of the previous lesson.

Exercise B- from the book- page 22

- a. The teacher has given (give) us loads of homework, don't you think?
- b. I haven't finished (neg. finish) the project yet and we must hand it in tomorrow.
- c. Have you ever offered (you ever offer) any flowers to your girlfriend?
- C. What have you already done today? What haven't you done yet?
 1. I have already had a shower.
 2. I have already walked to school.
 3. I haven't surfed the net yet.

Observation: The teacher started the class by concluding the previous exercises that they had begun in the previous class. After that they started doing the exercises from the book. The exercises were related to the Present Perfect tense. All the students took part in the activities, and they were excited to show that they had understood the material. Then the teacher asked them some questions using the present perfect. He had good feedback.

Class: 12th B/C

Lesson # Friday, 7th December 2012

Summary: Linkers- answering questions.

Plastic surgery- listening activity

Although + subject+ verb

Because+ subject+ verb

In spite of the fact that + subject + verb

E.g.: Although I was sick I went to school.

I didn't go to school because I was sick.

In spite of the fact that I was sick, I went to school.

In spite of being sick I went to school.

Listening Activity – Page 19 of the book

Part A

Interested

Cosmetic

Expensive dangerous

Observation: The class was preparing for the test, so some students asked questions they had about it. The teacher took some time of the lesson to answer the students' questions. After this, the teacher started the lesson talking about accidents, and what would happen if someone had an accident. The students gave some answers and opinions. Then the teacher presented them some new vocabulary. They then started a listening activity. They listened to a CD record that talked about plastic surgery, and then the teacher asked the students some personal questions related to the topic. They then started to complete the exercises from the book (page 19) with what they heard from the CD record.

Class: 11th B/D

Lesson # 43 Friday, 7th December 2012

Summary: Holidays and hobbies – conclusion

Exercise C- from the book, page 22

This exercise was the same done in class 11th F/G from December 5th.

- 1- I have already had a shower.
- 2- I haven't drunk juice yet.
- 3- I have already done my homework

Observation: The teacher told the students that he would be a little bit late, so when the teacher wasn't in class the students behaved badly. When the teacher arrived at class they all sat in their places and got quiet. The teacher started the lesson talking about what the students would do on their weekend. Some of the students told what they would do. After that, they did the exercises from the book. They finished the exercises from page 22 of the book. The teacher helped them when they were having some difficulties, and also taught them some new vocabulary. Some students were disturbing the class, so the teacher told them that if they would keep disturbing the class, they would be asked to leave. Then the teacher revised with the students some topics that would be on the test.

Class: 11th F/G

Lesson # 49 Friday, 7th December 2012

Summary: Pamela Styles Listening activity.

Table 5

Question words

Who- quem	How- como	Who's that? Quem é	How old que idade
Where- onde	How many- quantos	What- o quê/que/qual	How much- quanto
Which- qual	How far- quão longe	When- quando	

Listening activity- page 23 of the exercise book

How did you get interested in the fitness world?

What made you decide to be a fitness instructor?

Were you interested in health and fitness at the high school?

Ed- what $\left\{ \begin{array}{l} I \\ \text{People} \end{array} \right\}$ feel.

E.g.: I am bored.

I am surprised.

I am interested in music.

Ing- what other people or things are.

E.g.: That Russian movie is boring.

That woman is surprising.

Music is interesting.

Observation: The lesson was very calm. The teacher started the class teaching the students about the Question Words. In the listening activity, the students listened to the tape recorder and then wrote the questions in their books using the Question Words. The teacher taught the students the difference between –ed and –ing and gave them some examples. Five students were missing.

Class: 11th F/G

Lesson # 50 Tuesday, 11th December 2012

Summary: Preparation for the written test.

Present Perfect with already, yet, just

Table 6

1	Walk to school	√
2	Come into the classroom	5 minutes ago
3	Drink water	X

- 1- I have already walked to school.
- 2- Tom has just come into the classroom.
- 3- We haven't drunk water yet.

Present Perfect

- 1- My father has arrived (arrive) in Rome.
- 2- Have you ever been (you/ever/be) to Praia.
- 3- Mary hasn't bought (not/buy) a ticket for the Festival.

Comparatives and Superlatives

- 1) Emiline is as tall as Juanita.
 - a) Than b) as c) more
- 2) She is the most intelligent person in her family.
 - a) More intelligent b) the intelligentest c) the most intelligent
- 3) Marta is happier than Mary.
 - a) Happier than b) more happy than c) the happiest

Going to Future

- 1- Our national team is going to win (win) the cup.
- 2- We are going to travel (travel) to South Africa.
- 3- Are you going to study (you/study) for the test?

Observation: The lesson was calm. They started the class singing happy birthday to a colleague. The students were very excited. The lesson was turned to the preparation for the test the students were going to do.

Class: 12th E/F

Lesson # Tuesday, 11th December 2012

Summary: Writing and listening activities.

Table 7

About Plastic surgery – from the book

For	Against
<p>I think people should have a plastic surgery, if it will make them feel happier and comfortable with themselves.</p> <p>If the person had an accident or if the person was born disabled, plastic surgery can help him/her.</p>	<p>Plastic surgery is very expensive and it's not worth to spend money doing it.</p> <p>Because people can face different effects than what they expect (some people die or have to live with bad body development- unattractive looks).</p> <p>People should accept themselves the way they are and don't worries about what other people may think of them. We don't live to impress others by our look but by our personality and knowledge.</p>

Listening activity – “the beauty regime” – from the book, page 15

A-

- 1- Stress
- 2- True
- 3- Brand

Observation: The teacher divided the class in two groups. The groups had a little discussion on the pros and cons of plastic surgery and then each group would go to the board and write the answers on the board. Then in the listening activity, the students listened to the tape recorder, and completed the text with the words that were missing. Two students were missing.

Class: 11th B/D

Lesson # Friday, 14th December 2012

Summary: Reading and comprehension of the dialogue “Hiring a car”. (See attachments)

Brainstorming about Car brands:

- Toyota/ Ferrari/ Chevrolet/ Porsche/ Opel/ Jaguar
- Ford/ Renault/ Mercedes/ BMW/ Audi, etc.

Exercises

- 1- Put T in front of the true sentences and F in front of the false ones. Correct the false ones.
 - a) The client wants a very big car. False
He wants a small car.
 - b) The client paid in cash. False
He paid in visa.

Useful expressions

Can I do the paperwork now? – fill in the information sheet.

I don't really mind—I have no preference, any of them would be ok.

Observation: The class was taught by the trainee Soraia Monteiro. She started the class by introducing herself. Then she gave the class a general idea of what she was going to teach. After this she asked the students if they knew some car brands. They did a brainstorming on the blackboard, and almost all the students took part in the activity. In the reading activity the teacher read the text aloud and asked the students if they had understood all the words. Then the teacher gave them some new vocabulary. After that the teacher asked the students to read the dialogue in pairs. One student was missing.

Class: 11th F/G

Lesson # Tuesday, 18th December 2012

Summary: Prepositions of place and time.

Table 8

Month: in (ex: in January)

Days of the week: on (ex: on Monday)

Prepositions of place	Prepositions of time
In front of	At
Behind	In
Between	On

Telling the time: at (ex: at 6 o'clock)

Years: in (ex: in 1996)

Times of the day: in (ex: in the morning/in the afternoon/in the evening)

A- Give complete answers to the following questions:

1- What time do you usually get up? (o'clock/half past/ quarter to)

I usually wake up at a quarter to seven.

2- When is your best friend's birthday? (day/month)

My best friend's birthday is in April 11th.

1- Where are the balls?

The balls are on the table.

2- The flower is between the tables.

Where is the ball?

The ball is under the table.

Observation: The teacher started the class by asking the students if they had ever studied prepositions before. The students said yes, and she started giving them some examples. She walked around the class and would ask the students where she was. The students had to answer by using the right prepositions. After that, the teacher wrote some prepositions on the blackboard, and then explained to the students when to use each of them. Then she wrote some exercises for the students to solve. She drew some pictures in the board, and asked the students to write the questions using the right prepositions. Three students were missing from the class.

Class: 11th F/G

Lesson # Wednesday, 19th December 2012

Summary: Nell

Observation: In this class the teacher brought a movie called “Nell”, and played part of it in class. It was a movie that talked about a woman that grew up far away from civilization, and about the habits she acquired. The main objective of passing this movie was to know how to solve this woman’s problem in acquiring a normal language. The students were very interested in the movie. Two students were missing. The whole school was decorated with Christmas decorations that were done by the students. They had a Christmas activities on December 22nd.

Class: 11th F/G

Lesson # Tuesday, 8th January 2013

Summary: Jobcentres – Questions on the text.

Exercises

A- True/False exercise

- 1- False. Jobcentres have new jobs coming in every day.
- 2- True

Observation: The teacher started the class talking about the weather. Then he turned attention to the topic of the lesson. The teacher asked the students to read the text aloud (page 25 of their books). The class also had a discussion on how to react when someone gives them advice. They all gave their opinions, and they were very enthusiastic with the topic. They also started the exercises in their books (page 26). They did the first one, and the two others were left as homework. One student was missing.

Class: 12th E/F

Lesson # Tuesday, 8th January 2013

Summary: Talking about the environment

- A- Match the words in column A with the words in column B to make phrases related to the environment.
- B- Write the phrases above next to the right definition

- 1- Toxic gases expelled by cars. Exhaust fumes
- 2- The rise in temperature caused by gases in the atmosphere. Global warming
- 3- Animals which are in danger of becoming extinct. Endangered species

Observation: This class they did more exercises from the book. It was a quiet lesson, and all the students took part in the lesson. The teacher taught them some vocabulary related to the text. Then they had to complete a box, matching phrases to form complete words. Then, with these same words they would complete the next exercise.

Class: 11th F/G

Lesson # Wednesday, 9th January 2013

Summary: Correcting of the homework. Jobs and workplaces – activities

Exercise D

Opposites

Wide ≠ small, limited

Regularly ≠ irregularly

Away ≠ at home near home

Observation: The teacher started the class correcting the homework (exercises B and C, page 26 of their book). Then they did exercise D. The class was very quiet. All the students took part in the lesson. Sometimes the teacher would teach them some vocabulary. At the end of the class the teacher ask them to do the next exercises on Word Spot (page 27) as their homework.

Class: 11th F/G

Lesson # Tuesday, 15th January 2013

Summary: Past Perfect

Affirmative Form: auxiliary had + past participle of the main verb

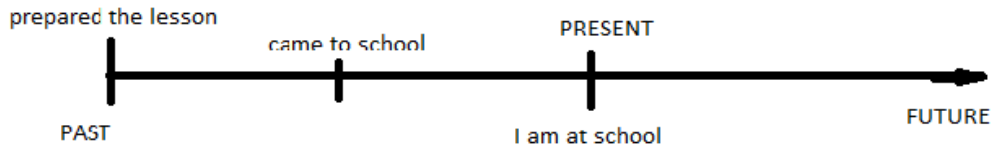
E.g. Jane had studied English before she moved to England.

Negative form: hadn't (had not) + past participle of the main verb

E.g. Jane hadn't studied English before she moved to England.

Interrogative form: had + subject + past participle

E.g. Had Jane studied English before she moved to England?



Observation: The teacher started the class talking about the Olympiads of Mathematics that had happened that week. After that she told the students what they would learn during the lesson. She asked them to read the sentences they had in their book (page 29), and asked them if they could say how they could form the Past Perfect. Then she put some exercises on the board to better illustrate what she was explaining. She drew a diagram on the board for them to better understand the topic. Then they started doing the exercises from the book (exercise A, page 29).

Class: 11th F/G

Lesson # Wednesday, 16th January 2013

Summary: Correction of homework. Application/ Cover letter

Observation: The teacher started the lesson correcting the homework from the previous lesson. The homework had to do with the Past Perfect. After that, she asked the students what they wanted to do after finishing high school. That started an interesting discussion on the topic. Some students gave their opinions, and they had the opportunity to develop their speaking skills. Some students were too talkative during the lesson, and did not pay attention. One student was missing, and also there was an extra student in the classroom. During this week, the school was celebrating the week of Amilcar Cabral; there were a lot of wall-charts on the walls giving information about him. These wall-charts were created by the students.

January 17th 2013

Observation: We had the coordination meeting. In the meeting the English the teachers from the different cycles (1st, 2nd, and 3rd) met to talk about their students and the lessons they taught in the last 15 days, and what they would teach in the next 15 days.

Class: 12th B/C

Lesson # Friday, 18th January 2013

Summary: Reading and comprehension of the text “Amilcar Cabral: Agronomist revolutionary leader”. Page 57

Table 9

A.

1- Because	4- that's why
2- so	5- and
3- because	6- but

B. True or false

- a) False. Because he was born in Bafata.
- b) False. He received his diploma in São Vicente.

Observation: The teacher started the lesson asking the students if they knew what a revolutionary leader meant. There were some funny answers, but in general they did know what a revolutionary leader meant. They had a little discussion on the topic, and talked about some leaders like Che Guevara, Martin Luther King, Fidel Castro, etc. After that they read the text in the book (page 57). She asked the students to underline all the words they didn't understand while she was reading the text. Some students didn't have the book, so the teacher brought some extra copies. While doing the exercise, almost all the students took part in the activities. There was a student who didn't want to go to the board, so the teacher had to motivate her to go. After finishing the exercises, the teacher asked some questions to the students related to the text. Exercise C was left as their homework, because there wasn't enough time to finish it.

Class: 11th B/D

Lesson # Friday, 25th January 2013

Summary: Omission of the relative pronoun. Exercises

Whom, which, who and that – can be omitted (that is, they are treated as understood) when they function as the object of a verb or preposition.

Examples:

- a) He donated some money to a charity that he greatly admired.



Can be omitted and the sentence will keep being meaningful.

- b) The man whom she quarreled with was her ex-boyfriend.

Exception: (Whom) – you cannot omit whom when it is preceded by a preposition.

E.g.: the man with whom she quarreled with was her ex-boyfriend.

↑
Preposition

- c) She avoids foods that are too spicy. (“that” cannot be omitted)

A- Choose if you can omit the relative pronouns or not.

- 1- People who live in glass houses shouldn't throw stones. Cannot omit
- 2- My friend who is a teacher has two dogs. Cannot omit
- 3- Drinking alcohol is a habit that I hate. Can omit

Observation: This class talked about grammar. The teacher explained to the students the usage of the relative pronouns. She revised what they had studied in the last lesson, and then talked to them about what they would learn in this lesson. While she was explaining, she provided some examples to make it easy for the students to understand the material.

Class: 11th F/G

Lesson # Friday, 25th January 2013

Summary: Correction of the homework. Omission of the relative pronoun

Omission of the relative pronoun

- Chris is a doctor. He went to see Miss Brown.

Chris is a doctor who/ that went to see Miss Brown.

The relative pronouns who/ that must be included.

- This is the drawer. The burglar opened it.

This is the drawer (which/ that) the burglar opened.

The pronoun doesn't have to be included.

Observation: The teacher started the lesson correcting the homework. Not every student did it, so they had a minus. The homework was exercise C (page 34). Then the teacher taught them about the omission of the relative pronoun, when and how to omit them. This lesson was calm, because it was more about the explanation of the subject.

Class: 11th F/G

Lesson # Tuesday, 29th January 2013

Summary: Word spot- Reading and comprehension

A. Match the pictures with the workers or activities

- | | |
|------|------|
| a) 5 | b) 2 |
| c) 3 | d) 8 |
| e) 7 | f) 4 |
| g) 1 | h) 6 |

B. Fill in the gaps

- 1- Teenagers
- 2- Allow
- 3- Part-time

Questions:

- 1- Why do some youths want to work? 2 reasons.
- 2- What are some jobs normally taken by teenagers?
- 3- What's the author's opinion about teens working and studying? Why?

Observation: The teacher began the lesson talking about the weekend. She asked the students about what they did on their weekend. Then they started doing the exercises from the book. The exercises had to do with different kind of jobs, and about teenagers working while studying. While doing the exercises the teacher would explain each job,

and what it consisted of. She also gave them some new vocabulary. Some students were not copying the material on the board. The last exercise was left as homework. One student was missing.

Class: 11th F/G

Lesson # Wednesday, 30th January 2013

Summary: Correcting the homework.

Relative clauses – extra textbook exercises

Relative clauses

Join the two sentences by using a relative pronoun:

- 1- The ocean is a plastic bag. It contains the cards.
The ocean is a plastic bag which contains the cards.
- 2- The lifeguard is a person. She keeps the score.

The lifeguard is a person who keeps the score.

Observation: The teacher started the lesson talking about the breaking news. Then he checked who did the homework. After that he corrected the homework. Some students were studying other subjects during the lesson. Then he passed some sentences on the board about the relative pronouns. One student was missing.

Class: 12th B/C

Lesson # Friday, 1st February 2013

Summary: Green Squad- Reading and Comprehension

Things we can do to save energy and protect the environment:

- Recycle the rubbish
- Re-use the plastic bags
- Switch off computer monitor

Exercises (page 29)

Match sentences

True or False

- 1- True
- 2- False
- 3- False

Observation: The teacher started the lesson by brainstorming things the students can do to help save the environment. Some students went to the board and wrote their ideas. Then the teacher read the text on the book (page 28) and asked the students to underline any word they didn't understand. After that, they did the exercises from the book (page 29). The rest of the exercises were left as homework. One student was missing.

OBSERVATION PHASE –Part 2 – with teacher Fedra Melo

Class: 11th E/F

Lesson # Monday, 18th February 2013

Summary: Handing out and correction of the written test (see attachments)

Observation: The teacher started the lesson introducing us to the students. After that she handed out the tests. The students were very excited to know their grades. This was their reactions as they looked at the test results; some students were happy with the results, others were not. The teacher gave them some pieces of advice, and called their attention for the next time to read the test carefully before starting doing it. The correction was made orally, and the students would volunteer to answer the questions. There was a good participation of the students. There were two different tests (A and B).

Class: 11th E/F

Lesson # Tuesday, 19th February 2013

Summary: Exercises of comprehension

Exercises:

- 1- Rubbing my hands together is the thing my mother loves/ always tells me to do.

- 2- Because my father works for a television advertising business he spends a lot of time watching T.V.

After this exercise they did a diagram in the page 43 of their book.

Observation: This lesson was more turned to reading and comprehension. The teacher started the lesson doing some exercises from the book. She gave some time for the students to finish the exercise. There was also a reading activity, and the teacher asked for volunteers to read the text. The students are always willing to take part in the lesson so they would almost all of them offer to read it. Some students didn't have their book. After that they did other exercises from the book. The teacher would walk along the class to check who was doing the exercises, and also to help them when they needed. The last exercise was left as homework.

Class: 9th C

Lesson # Tuesday, 19th February 2013

Summary: Block 2 – Set 2

Grammar Spot – Modal Verbs: can/ can't/ must/ mustn't

Activities A and B

Modal Verbs

Modal verbs + main verb

Example: I can dance rock n'roll.

↳ The verb after the modal verb is always in the infinitive.

Table 10

Negative form

Can + not = cannot/ can't

Must + not = mustn't

Will + not = won't

Can/ Can't

Interrogative form

Can I go out? (inversion of the subject and the auxiliary verb)

Modal + subject + verb

Expresses:

Possibility – I can dance.

Ability – I can cook cachupa.

Permission – Can I borrow a pencil?

Impossibility – I can't speak Chinese.

Must/ Mustn't

Obligation – You must study hard.

Necessity – You must see a doctor.

Prohibition – You mustn't chew gum in class.

Observation: This class is not an easy one. Students are too noisy, and sometimes do not behave well. At the beginning of the lesson the teacher asked a student to leave the class due to disrespectful behavior. To start the lesson the teacher asked the students if they had ever learnt about the Modal verbs. Some students had already studied it before. The teacher explained the students how the modal verbs are different from the other verbs. Sometimes she would use Portuguese to make things much clear for the students. After that, she explained each modal verb individually, and how they function. She gave examples and then asked the students to write sentences using the modal verbs. She gave them some time to finish the exercise and then they would say their sentences aloud. At the end of the lesson she asked the students to do exercises A and B with modal verbs as their homework.

Class: 11th C/G

Lesson # Wednesday, 20th February 2013

Summary: "Judy Blume" – Exercises of comprehension

- 1- Rubbing my hands is the thing my mother is always telling me.
- 2- He spends a lot of time watching commercials on T. V.
- 3- I'm getting pretty sick of juicy-O because the president sent us a whole crate of it.

Then they completed a diagram, and did exercise B from the book. (Page 43)

Answering questions related to the text:

- 1- Because she doesn't like turtles and she's always telling him to scrub his hands.
- 2- Because he is in the advertising business.
- 3- His brother, because he messes up everything he sees.

Next exercise was to match jobs with pictures.

Observation: When we entered the class the students were behaving badly. There were some numbers of students on the board who were not behaving well. The teacher called their attention. After that they started doing some exercises from the book. Students would go to the board and write the sentences. Not all the students were willing to do the exercise.

Class: 9th C

Lesson # Wednesday, 20th February 2013

Summary: Block 2 – Set 2

Modal verbs – exercises

A- Complete the sentences with can/ can't/ must

- a) Can/ can't
- b) Must

B- Modal verbs + verb

- a) Can I use?
- b) Can I open the window?

Extra book exercises with Modal verbs

1- Use Modal verbs (must/ mustn't/ can/ can't) to complete the exercises

- a) Students mustn't speak Portuguese in the English classes.
- b) Can I have your phone number, please?
- c) Children must respect their parents and teachers.

2- Choose the best answer

- 1) My father must see a doctor.
a) Can b) mustn't c) must
- 2) We can skateboard very well.
a) Can't b) must c) can

Observation: There was a lot of noise at the beginning of the lesson. Students were arguing with their colleague that put their numbers on the board due to bad behavior. The rest of the lesson was turned to exercises to practice the usage of Modal verbs. Students were willing to take part in the lesson. They did exercises from the book, and after that the teacher gave them some extra book exercises. Students like to participate. One student was missing.

Class: 9th C

Lesson # Friday, 22nd February 2013

Summary: Handing out and correction of the tests (see attachments)

Observation: Teacher handed out the tests, and the behavior of the students varied. Some were happy, other were not even worried with their marks, and were playing. After that, they corrected the test orally. There were two different tests (A and B). Although they are talkative, the students like to take part in the lesson, and give their opinion. Though, some of them were not paying attention, and were playing with their mobile phone or talking to their colleagues.

Class: 11th E/F

Lesson # Monday, 25th February 2013

Summary: Linkers – continued

A- Use although or in spite of

- 1- In spite of all my careful plans, a lot of my things were wrong.
- 2- Although I had planned everything carefully, a lot of my things were wrong.

B- Rewrite the following sentences

- 1- Although he's got an English name, he's in fact German.

Despite having an English name, he's in fact German.

- 2- In spite of her injured foot, she managed to walk to the village.

Even though she had an injured foot, she managed to walk to the village.

Observation: Although there were some talkative students, this lesson was a quiet one. They had studied the linkers in the previous lesson, so now the teacher wrote some

exercises on the board for the students to practice, and see if they understood the topic. The teacher asked for volunteers to go to the board to do the exercises. When there was a doubt, the teacher would clarify it, and help the students to understand it better.

Class: 11th A

Lesson # Monday, 25th February 2013

Summary: Linkers – continued

Observation: This class is a very big one, so there is much noise here. This lesson was similar to that presented in class 11th E/F, with the same exercises, and the same procedure. They started the lesson correcting some sentences from the previous lesson, and then the teacher wrote some others on the board for the students to practice. This class is less active than the other one, but still the students would participate in the activities. Because the time was over, the last two sentences were left as homework. Four students were missing.

Class: 11th E/F

Lesson # Tuesday, 26th February 2013

Summary: However and Nevertheless

However/ Nevertheless

I wanted to study; however, I was too tired.

I would like to finish my thesis. However, there's cricket on T.V.

I would like to finish my thesis. There's, however, cricket on T.V.

I would like to finish my thesis. There's cricket on T.V., however.

However = connecting adverb -- Indicates that the second point we wish to make contrasts with the first point

Nevertheless -- Is more formal

Answer questions about family concept:

- 1- Why is family size decreasing nowadays?
- 2- Why re adults waiting longer to get married?
- 3- What are the advantages of getting married later?

Observation: The teacher started the lesson introducing a new grammatical topic. She explained the students how to use these linkers, and then asked them to write three sentences by their own, to see if they understood what she had explained. Students gave some good and funny examples. When they finished the activity, the teacher put some questions on the board related to family concept. Students had to choose two sentences from those provided, and answer them on their notebook. The teacher gave some time for them to write the answers, and then they had a little discussion on the topic. Each student would give their own opinion. It was an oral activity. Students gave some good answers, and their level of English is very good, and they could express themselves very well.

Class: 9th C

Lesson # Tuesday, 26th February 2013

Summary: Block 2 – Set 3

Reading spot – “Daniel Radcliffe”

Observation: In this class the teacher made a follow up of the previous class. Then they did some other exercises related to the text “Daniel Radcliffe”, on the page 21 of their book. They corrected the exercise orally; it was a fill in the gap exercise. The teacher would read the text aloud, and students would complete it with the parts that were missing. After that, the teacher wrote some words on the board that might be difficult for the students to pronounce, and helped them to pronounce them. She would say the words aloud, and then the students would repeat them. After repeating the words aloud, there was a silent reading of the text. Next, the teacher asked for volunteers to read the text aloud. Then, she asked the students to check words they didn’t understand. As the class was almost at the end, the teacher decided to play a word game called “bingo”. It was a very interesting game, and made the students feel more excited, and kept their attention.

Class: 11th C/G

Lesson # Wednesday, 27th February 2013

Summary: However and Nevertheless

Family concept (questions)

Observation: This lesson was quite similar to that from class 11th E/F. The teacher started the lesson explaining the students what they would be learning. She explained to them the difference between however and nevertheless. She illustrated what she was explaining with some sentences. When she finished presenting the material, she asked the students to write some examples of sentences in which they could use “however”. Some students manage to do the activity, but others were not very eager to do it. Then she wrote some questions on the board about family concept, and asked the students to choose two of those questions to answer. She gave them some time to finish with their answers and then they started a little debate. It was a good exercise for the students, and most of them took part in the discussion, and gave their opinions, what allowed them to express themselves.

Class: 9th C

Lesson # Wednesday, 27th February 2013

Summary: “Daniel Radcliffe” – Activities C, D and E

Observation: The teacher began the lesson with some reading, and also presented some new vocabulary from the text. She had already asked the students to check the words they didn’t understand at home, so it was easier for them to get the meaning when she was explaining. They also participated, giving some definitions of the words. After that she asked them to do exercises C and D from their book (page 32). Students started doing the exercises in class, but there wasn’t enough time to finish them, so they were left as homework.

Class: 11th A

Lesson # Wednesday, 27th February 2013

Summary: However and Nevertheless

Family Concept (questions)

Observation: This class was the same from 11th C/G. teacher taught the same grammatical items.

Thursday, 28th February 2013

Observation: The teacher meet for each 15 days, in the coordination meeting to discuss about the lessons they did for the last 15 days, and to check if they had fulfilled the program as it was scheduled. Also they see what they have to do for the next 15 days, and check which units and what to teach the students during that period of time. In this day the school was informed about a student from 11th B that had passed away.

Class: 9th C

Lesson # Friday, 1st March 2013

Summary: Block 2 – Set 3

Workbook activities

Exercise D – Complete the sentences according to the text

- 1- Daniel was very lucky when he got the role as David Copperfield.
- 2- He performed the role of Harry Potter.
- 3- He's very popular among young fans, but he has got a normal life.

Exercise E- Opposites

- 1- Short plays \neq long plays
- 2- Later \neq earlier

Write opposites

- | | |
|--------------------------|---------------------------|
| 1- Beautiful \neq ugly | 2- Rich \neq poor |
| 3- Small \neq big | 4- Expensive \neq cheap |

Observation: The teacher began the lesson correcting exercises from the previous class. After that they did exercises from the book related to grammar and also some vocabulary. It was a quiet lesson. The exercises they didn't finish at class were left as homework.

Class: 9th A

Lesson # Friday, 1st March 2013

Summary: Block 2 – Set 3

Reading – activities C, D, and E

Observation: This was our first time in this class, so we introduced ourselves to the students. The lesson was started with a reading activity. After that they did some exercises of comprehension and the teacher wrote some vocabulary related to the text, and explained them to the students. They also did a word game called “bingo”. Students felt excited to do the game. The other exercises were left for homework.

Class: 11th E/F

Lesson # Monday, 4th March 2013

Summary: Grammar spot: prepositions of movement

Table 11

Kinds of prepositions of movements:

Up/down	Off	Go away
Toward	Get off	Around/over/under/across/through
Passed	Into	In front of

Extra book exercises

A- Use prepositions to complete:

- 1- Paula ran up/down the stairs to the 1st floor.
- 2- There are good shops along/around this road.
- 3- I don't like him, so I always keep myself far from him.

Observation: In this lesson, the teacher introduced a new grammatical item: the prepositions of movements. The teacher explained the students what the prepositions were and how they functioned. She drew some pictures on the blackboard to illustrate what she was explaining. She also used their course book and the material in it to help the students understand the topic better. After the explanation part, the teacher asked them to do the exercises from the book. They did exercises A and B (page 35). She gave the students some time to finish the exercises and then corrected exercise A orally.

Class: 11th A

Lesson # Monday, 4th March 2013

Summary: Grammar spot: prepositions of movement

Observation: The same lesson from class 11th E/F, they did the same exercises, and the same procedure.

Class: 11th E/F

Lesson # Tuesday, 5th March 2013

Summary: Listening and writing spot

Interpretation of a song “Ob-la-di/ Ob-la-da”

Observation: The teacher started the lesson asking the students if they had ever heard about the music and the people who sang it. Some did, some didn't. The first exercise the students did implied a lot of creativity. They were given a set of words related to the song, and they had to write a story using these words. The teacher gave some time for the students to finish the activity. There were good stories, and they developed their vocabulary. The activity was interesting and students liked it. This activity was in page 44 of their course book.

Class: 9th C

Lesson # Tuesday, 5th March 2013

Summary: Block 2 – Set 3

Grammar spot – Simple past- Regular past – Activity A

Simple past – Regular Verbs

Actions happened in the past

Ex: Charles played soccer last Monday.

Key words: last, yesterday, the day before yesterday, ago, once upon a time

Table 12

Regular Verbs	
To walk – walked	To play – played
To work – worked	To wash – washed

Past Simple – regular verbs

Infinitive + ed – walk/walked

Infinitive + d – like/liked

Infinitive + ied – study/studied~

Infinitive + consonant + ed – stop/stoppped

Exercises (page 32)

A- Write simple past of the verbs

- | | | |
|-----------|------------|------------|
| a) Worked | b) Watched | c) Played |
| d) Liked | e) Enjoyed | f) Started |

Use Past Simple to complete:

- 1- My sister _____ a delicious food for me yesterday. (cook)
- 2- The teacher _____ the exercises on the board. (correct)

Observation: The teacher introduced the new topic (Past Simple). Before that she made some revisions on the Simple present to make a bridge to start teaching the Simple past. She explained the rules to the students, explained the exceptions, and for each thing she would provide some examples to make them understand the topic better. After the explanation part, teacher asked the students to do the exercise A from their book (page 32). She also provides them with extra book exercises. The last exercise was left for homework. There were three students that were put out of class due to disrespectful behavior.

Class: 11th C/G

Lesson # Wednesday, 6th March 2013

Summary: Getting ready for the test.

Table 13

Write prepositions:

- | | | |
|---------------|-----------------|-------------|
| 1- Next to | 2- Through | 3- Across |
| 4- Along | 5- Up/down | 6- Upstairs |
| 7- Downstairs | 8- Far/far away | 9- Inside |

Rewrite the sentences:

1- Although she's got triplet, she's a very strong lady.

In spite of having triplet, she's a very strong lady.

2- Despite all his money, he doesn't waste much with food.

Even though he has lots of money, he doesn't waste much with food.

Observation: This lesson was used to prepare for the written test the students would do. They did some revisions with the prepositions of movement and with some others exercises. The teacher told them what the topics that would come to the test were.

Class: 9th C

Lesson # Wednesday, 6th March 2013

Summary: Block 2 – Set 3

Simple Past- regular verbs (interrogative/negative forms)

Simple past – Regular Verbs

Interrogative form

Auxiliary verb (did) + subject + verb (infinitive)

E.g.: Did Charles play soccer last Monday? Yes, he did. / No, he didn't.

Did you visit your friend yesterday? Yes, I did. / No, I didn't.

Make interrogative of the following sentences:

1- Molly picked her coat from the bedroom.

Did Molly pick her coat from the bedroom?

2- They corrected the exercise yesterday.

Did they correct the exercise yesterday?

Negative form

Auxiliary verb did + not → didn't + verb (infinitive)

Ex: Charles didn't play soccer last Monday.

You didn't visit me yesterday.

Observation: The lesson was a follow up of the last class. They started the lesson correcting homework from the previous class. The teacher taught the students about the

interrogative and negative forms of the verbs. She gave them some exercises to do, and the others were left as homework. One student was put out of class.

Class: 11th A

Lesson # Wednesday, 6th March 2013

Summary: Getting ready for the test.

Observation: The lesson was the same from class 11th C/G.

Class: 9th C

Lesson # Friday, 8th March 2013

Summary: Simple past – Regular Verbs

Activities B, C and D

A- Form the simple past of the following verbs:

- a) Work – worked
- b) Watch – watched
- c) Play- played

B- Fill in the gap

- a) I watched Harry Potter on TV last week. I liked it a lot.
- b) Yesterday my teacher asked me a question and I didn't answer because I was distracted.

C- Form the questions

- a) When did the dinosaurs live on earth?
- b) Where did Leonardo Da Vinci work?

D- Short answers

Extra book exercises

Use Past Simple to complete the exercises:

- 1- The children didn't listen (listen/not) to the new song last night.
- 2- My teacher talked (talk) to me on the phone yesterday.

Correct the sentences:

E.g.: He didn't played soccer yesterday. Play

1- Did your child cried hard yesterday? Cry

2- My sister stoped at the bakery last Saturday. stopped

Observation: This lesson was turned more for grammar, and practice exercises. The teacher asked the students to do the exercises from their course book (page 33), in which they would use the Simple Past. Then she wrote some more extra exercises one the board. One student was put out of class.

Class: 9th A

Lesson # Friday, 8th March 2013

Summary: Simple Past – regular verbs

Activities B, C and D

Observation: The lesson was the same of that given in class 9th C.

Class: 9th C

Lesson # Tuesday, 12th March 2013

Summary: Check your progress

Observation: In this lesson teacher checked students' progress. There are exercises related to the unit they had been studying. It was an interesting class. Students took part in the lesson, and showed that they were familiarized with the type of exercises they were doing. These exercises were on page 35 and 36 of their course book. Four students were put out of class: two of them due to disrespectful behavior, and the other two because they had accumulated faults.

Class: 11th C/G

Lesson # Wednesday, 13th March 2013

Summary: Listening and writing spot

Interpretation of a song "Ob-la-di/Ob-la-da"

Observation: In this lesson teacher brought a song and they worked on it. At first teacher asked the students if they had ever heard the song and if they knew the people who sang it. They had a little discussion on the topic. Then teacher asked the students to create a story with some words taken from the song. It was very interesting. Some students had good ideas, but not all of them were eager to participate in the activity. They did it in pairs. At the beginning of the lesson two students were fighting inside the classroom. They were put out of class.

Class: 9th C

Lesson # Wednesday, 13th March 2013

Summary: Check your progress

Extra book exercises

Underline the best answers:

- 1- Those kids (must/can) wear uniforms.
- 2- (Must/Can) I go to school mum? I'm not ok.
- 3- My cousin (can/must) prepare delicious meals.

Observation: This lesson was a follow up of the last lesson. The teacher continued to check how the students were doing in the topics they had been learning. They did some exercises from the book and also some extra exercises. Teacher also tested them on question words, and did some revision for the written test.

Class: 11th E/F

Lesson # Monday, 18th March 2013

Summary: Handing out and correction of the test (see attachments)

Observation: The test was corrected orally. Almost all the students took part in the correction. The teacher called the students' attention to the fact that they need to be more concentrated while doing the test, for them to read it carefully before start doing it. Some students were not paying attention on the correction, and were studying another subject.

Class: 11th A

Lesson # Monday, 18th March 2013

Summary: Handing out and correction of the test (see attachments)

Class: 11th E/F

Lesson # Tuesday, 19th March 2013

Summary: Reading and comprehension of the text “I’m a T.V. reporter”

Advantages and disadvantages of television

Brainstorming on the idea of Television/T.V./ Telly:

- Programmes
- Football
- Information
- Cartoons, etc.

Television – a piece of electrical equipment with a screen on which you can watch programs with moving pictures and sound.

Exercises A and B- from the book

Table 14

Advantages	Disadvantages
Information	Myopia
Knowledge	Can put down a democracy
	Addiction
	Can control your mind

Observation: This lesson was taught by Soraia. She started the lesson asking the students their opinion about working on T.V. They did a brainstorming on the board. Then she asked the students to write a definition for television. There were interesting answers. After that she provided them with a scientific definition. They also read the text from the book,

checked some vocabulary, and then did some exercises related to the text- the exercises were done orally. To discuss the advantages and disadvantages of television, teacher brought a song that talked about the disadvantages of television, and asked the students to listen and take notes. Then they wrote what they had listened on the board. They also said some advantages. Students were very excited with the listening activity, and were happy to take part in the activity.

Class: 9th C

Lesson # Wednesday, 20th March 2013

Summary: Block 3 – Set 1

“No family is like my family”

Activities A and B

Brainstorming on the concept of family:

- Peace/ protection/ passion/love
- Respect/ education/ help
- Unity/ tenderness

Family – represents people living together by ties of marriage, blood or adaptation.

Questions:

- 1- How many people are there in your family?
- 2- Have you got brothers or sisters? How many have you got?
- 3- Is home your sweetest place in the world? Justify.

Observation: The teacher started the lesson with a brainstorming about family. Almost all the students went to board to write what they thought about family. After that teacher asked the students to write a definition of family in their notebook. Then she provided them a definition. She also wrote some questions on the board related to family, and students answered to them orally. The exercises from the book were left as homework.

Class: 11th A

Lesson # Wednesday, 20th March 2013

Summary: Reading and comprehension of the text “I’m a T.V. reporter”

Advantages and disadvantages of television

Observation: Soraia gave the lesson. It was the same from class 11th C/G. This was the end of the 2nd trimester.

.....
Beginning of the 3rd term

Class: 11th C/G

Lesson # Wednesday, 10th April 2013

Summary: Conditional Sentences II – revision

If I won lots of money I would stop teaching.

If I were you, I would talk to your dad.

If + Past Simple → would

Would → If + Past Simple

A- Use conditional sentences to build sentences

1- (not/rain/the flowers/die) 0

If it doesn't rain, the flowers die.

2- (Julie/not wear a hat/she/get/sunstroke) 1

If Julie doesn't wear a hat, she'll get sunstroke.

Exercises A and B- from the book, page 51, corrected orally.

Unless = Except if

Unless I don't find a job in the field of tourism, I'll teach.

I'll be at your place at 9:00, unless the bus is late.

John can't hear you, unless you shout.

Unless = if...not

Observation: In this lesson students were introduced to a new topic. The conditional sentences II. The teacher started the lesson doing some revisions about Conditional zero and one. After that, she started explaining the Conditional 2. Students seemed to be familiar with the topic, and understood it. She would ask them for doubts, and then manage to clarify them. Then she wrote some sentences on the board, and students had

to rewrite them using the Conditionals. Students went to the board and did the exercises without doubts. After that, she explained them the use of unless as a synonym of If...not.

Class: 9th C

Lesson # Wednesday, 10th April 2013

Summary: Block 3 – Set 1

Possessive and Determiners

Activities A and B

Possessive Determiners – to show possession

Table 15

Personal Pronouns	Possessive Determiners
I	My
You	Your
She/ He/ It	Her/ His/ Its
We/ You/ They	Our/ Your/ Their

Exercise B – from the book, corrected orally

Complete the sentences using right possessive determiners:

- 1- Last night I visited my best friend. Her flat is far from mine. She's French.
- 2- Can I borrow your bike? You can take my car.

Observation: The teacher started the lesson telling the students what they would study in that lesson. They started reading a text from the book, and then teacher asked them to identify the Possessive determiners that were in the text, and complete the box. Students managed to do the exercises, and looked like they understood the subject. After that teacher put some exercises on the board for the students to complete with the right possessive determiner. They also did exercise B from the book (page 40), and they corrected it orally. To finish the lesson they went back to pages 38 and 39 of their book, and did exercise B, matching pictures with the text. Then teacher asked them to read the texts aloud.

Class: 11th A

Lesson # Wednesday, 10th April 2013

Summary: Conditional Sentences II

Observation: The lesson was the same from class 11th C/G. This class is more passive and not every student wants to take part in the lesson.

Class: 9th C

Lesson # Friday, 12th April 2013

Summary: Block 3 – Set 1

Grammar spot

Possessive case

Possessive case

The house of Peter is very nice. Peter's house is very nice.

The bikes of the children are modern. Those children's bikes are modern.

Peter's house ---- name's + object ----singular

Friends' birthdays ----- apostrophe (') + object

Exercise A – from the book

- 1- That's Tim's computer.
- 2- That's Alanis's new song.

Exercise B – Pair work

- 1- Whose house is it?
It's Tim and Susie's house.
- 2- Whose CD player is it?
It's Mary's CD.

Observation: The lesson was dedicated to grammar spot. The teacher taught the students the possessive case. She started by explaining them how to form the possessive case.

She used the book, as a support to help students understand the subject. She also explained the different ways to use the possessive case and this time she used Portuguese for the students to understand it better. After the explanation part, she asked the students to do the exercises from the book. They did exercises A and B (pages 40 and 41).

Class: 9th A

Lesson # Friday, 12th April 2013

Summary: Block 3 – Set 1

Grammar spot

Possessive case

The lesson was the same from 9th C

Class: 11th E/F

Lesson # Monday, 15th April 2013

Summary: Unless = Except if

Unless = If not (see attachments)

Unless = except if

E.g.: I'll be angry unless/except if the bus is on time.

Means: the only thing that will prevent me from being angry is the bus being on time.

E.g.: John can't hear you well unless/ except if you shout.

A- Complete the sentences using your creativity

1- We'll complete the quiz unless we don't know the answer.

2- You'll live here with me unless we don't marry this year.

Unless = If...not

e.g.: My leg is broken. I can't stand up unless you help me.

My leg is broken. I can't stand up if you don't help me.

B- Rewrite the following sentences:

1- Unless you study, you'll fail the exam.

If you don't study, you'll fail the exam.

2- Unless we win the match, I'll be very disappointed.

If we don't win the match, I'll be very disappointed.

Observation: In this lesson the teacher taught the students the usage of “Unless” with the meaning of “If...not”. Students were paying attention and seemed to understand the topic. There were some exercises for them to practice and they all managed to do them. It was a very productive lesson.

Class: 9th C

Lesson # Tuesday, 16th April 2013

Summary: Block 3 – Set 1. Possessive case – Workbook activities

Rewrite the sentences using the Possessive Case:

E.g.: That's the phone number of Peter

That's Peter's phone number.

1- That's the house of Mary.

That's Mary's house.

2- When is the birthday of your sister?

When is your sister's birthday?

Answer the questions:

1- Whose glasses are these? (Teacher)

These are the teacher's.

2- Whose books are these? (girl)

These are the girl's.

Correct the sentences:

1- These are Julie's bag. These are Julie's bag.

2- Whose books are these? They're Katie's and Mary.

They're Katie's and Mary's.

Observation: It was a lesson more turned to grammatical exercises. Teacher wrote a set of exercises on the board related to the Possessive case, and asked students to do them. Students did well, and it looked like they understood the topic.

Class: 9th C

Lesson # Wednesday 17th April 2013

Summary: Set 2 – word spot – animal – revision

Animals: horse, pig, mouse, sea-lion, rabbit, shark, dog, fish, snake, birds, etc.

C- Write a composition about your favorite animal

Why do you like animals?

How old is it? If you have it

What is so special about this animal?

Observation: The teacher started the class asking students about what they knew about animals, and each one would give their opinion. Then they did a brainstorming on the board about pets. She asked them to do the exercises from the book, on page 42 (exercises A, B, and C). It was a difficult lesson since the students were too noisy and didn't let the teacher explain the lesson very well.

Class: 9th A

Lesson # Friday, 19th April 2013

Summary: Grammar Spot. Simple past – Irregular verbs

Time expressions used with simple past: yesterday, last (week, Monday, month, year), the day before yesterday, ago, once upon a time

E.g.: Jane went to London last year. Affirmative form

Form: subject + verb in the past

Jane didn't go to London last year. Negative form

Form: subject + auxiliary verb did + not + infinitive of main verb

Did Jane go to London last year? Interrogative form

Form: Auxiliary verb did + subject + infinitive of the main verb

Observation: The teacher started the lesson by introducing herself and telling the class the purpose of her being there. Then she said what the lesson would be about. Students were very quiet and eager to take part in the lesson. After presenting the new topic, the teacher asked the students to do the exercises from their course book (page 44).

Class: 11th E/F

Lesson # Monday, 22nd April 2013

Summary: Passive Voice – Presentation

Passive Voice

How to form the Passive:

- The sentence has to be in the active voice
- The object in an active sentence becomes the subject in the passive
- Subject in an active sentence becomes the object in the passive

E.g.: John builds a house. (Active)

A house is built by John.

Exercises:

- 1- Rewrite the sentences in passive voice
 - a) Frank takes photos. The photos are taken by Frank.
 - b) The electricians test the fire alarm. The fire alarm is tested by the electricians.
 - c) The teacher closes the door. The door is closed by the teacher.

Observation: The teacher started the lesson telling the class what they would do during the lesson. Then she started explaining them the topic. Some students seemed to understand it very well. After the explanation, she wrote some sentences on the board for them to rewrite on the passive. Some students had difficulties with the past participle of the verbs.

Class: 9th A

Lesson # Friday, 26th April 2013

Summary: Block 3 – Set 2 – Listening and Writing

Observation: The teacher started the lesson talking about the holiday (the school's day). Then she made a brief introduction on what she would teach during the lesson. The lesson was more turned to listening and speaking. She asked the students to do the exercises from the book (page 43-44), and then go to the board to correct it. Then they did a pair work activity in which the students would pretend that they were in an

interview. In pairs they would go in front of the class and perform. The teacher would help them when necessary.

5. TEACHING PRACTICE

Lesson Plan # 1

Class: 11th F/G

Date: December 14th

Time: 9:30 – 10:20

Grade: 11th

Level: 3

Age: 16

Number of students: 12

Duration: 50 minutes

Summary: Reading and comprehension of the dialogue “My Christmas Holidays- Making a reservation at a hotel.” Reading and speaking activities (see attachments)

Objective 1: Introduce myself.

Objective 2: Warm up.

Objective 3: Pre-reading task

Objective 4: Reading Task.

Objective 5: Reading for pronunciation

Objective 6: Presentation Stage

Objective 1: Introduce myself.

Context: Real/natural.

Objective 2: (estimated time 5 minutes) - Warm up – Enable students to talk about their common knowledge and experience.

Context: Classroom

Aids: Students.

Language: Unpredictable language.

Objective 3: (estimated time 5 minutes) - Pre-reading task- Enable students to talk about their own experiences.

Context: Classroom

Language: unpredictable language

Objective 4: (estimated time 10 minutes) - Reading Task – Make students read the dialogue quickly and find answers.

Context: The dialogue.

Aids: Photocopies, black board, and chalk.

Language: The language of the text.

Objective 5: (estimated time 15 minutes) - Reading for pronunciation- Enable students to improve their pronunciation.

Context: The dialogue.

Aids: Photocopies.

Language: Language of the text.

Objective 6: (estimated time 10 minutes) - Presentation Stage – Present the text's vocabulary

Context: The dialogue.

Aids: Photocopies, black board, and chalk.

Language: Language of the text.

Lesson Plan # 2

Class: 12th E/F

Date: December 18th

Time: 11:40 – 12:30

Grade: 12th

Level: 4

Age: 17

Number of students: 7

Duration: 50 minutes

Summary: Correction and handing out the written test (see attachments)

Objective 1: introduce myself

Objective 2: Handing out the test

Objective 3: Correction of the test

Objective 1: Introduce myself.

Context: Real/natural.

Objective 2: (estimated time 5 minutes) – Handing out the test

Context: the classroom

Aids: the test, the students

Language: unpredictable language

Objective 3: (estimated time 40 minutes) – Correction of the test

Context: the test

Aids: the test, the students

Language: language of the test

Lesson Plan # 3

Class: 12th E/F

Date: January 15th

Time: 11:40 – 12:30

Grade: 12th

Level: 4

Age: 17

Number of students: 7

Duration: 50 minutes

Summary: The –ing form – Presentation

Objective 1: Warm up

Objective 2: Presentation stage

Objective 3: Practice stage

Objective 1: (estimated time 5minutes) – introduce students to the new topic, giving them an idea of what they would be learning during the lesson

Context: the classroom

Language: unpredictable language

Objective 2: (estimated time 15 minutes) – explain the students the topic, giving examples

Context: the classroom

Aids: copies, the board

Language: language related to the topic

Objective 3: (estimated time 20 minutes) – check students' understanding of the topic by giving them exercises to practice

Context: the classroom

Aids: copies, the board

Language: language of the text

Lesson Plan # 4

Class: 11th B/D

Date: January 18th

Time: 8:30 – 9:20

Grade: 11th

Level: 3

Age: 16

Number of students: 35

Duration: 50 minutes

Summary: Reading and comprehension of the text “Study first; work later”

Objective 1: Warm up

Objective 2: Pre-reading

Objective 3: Reading task

Objective 4: comprehension stage

Objective 1: (estimated time 5 minutes) – Warm up – ask the students for their opinion about studying and work in the adolescence

Context: the classroom

Aids: the students

Language: unpredictable language

Objective 2: (estimated time 5 minutes) – Pre-reading task – the teacher reads the text once to get the student familiarized with the pronunciation

Context: the text

Aids: the book

Language: language of the text

Objective 3: (estimated time 15 minutes) – Reading task – make the students read the text

Context: the text

Aids: the book

Language: language of the text

Objective 4: (estimated time 20 minutes) – Comprehension stage – exercises to see if the students understood the text

Context: the text

Aids: the book, the board

Language: language of the text

Lesson Plan # 5

Class: 11th F/G

Date: January 18th

Time: 9:30 – 10:20

Grade: 11th

Level: 3

Age: 16

Number of students: 12

Duration: 50 minutes

Summary: Reading and comprehension of the text “Study first; work later”

Objective 1: Warm up

Objective 2: Pre-reading

Objective 3: Reading task

Objective 4: comprehension stage

Objective 1: (estimated time 5 minutes) – Warm up – ask the students for their opinion about studying and work in the adolescence

Context: the classroom

Aids: the students

Language: unpredictable language

Objective 2: (estimated time 5 minutes) – Pre-reading task – the teacher reads the text once to get the student familiarized with the pronunciation

Context: the text

Aids: the book

Language: language of the text

Objective 3: (estimated time 15 minutes) – Reading task – make the students read the text

Context: the text

Aids: the book

Language: language of the text

Objective 4: (estimated time 20 minutes) – Comprehension stage – exercises to see if the students understood the text

Context: the text

Aids: the book, the board

Language: language of the text

Lesson Plan # 6

Class: 11 F/G

Date: January 23rd

Time: 10:40 – 11:30

Grade: 11th

Level: 3

Age: 16

Number of students: 12

Duration: 50 minutes

Summary: Relative Pronouns – Presentation

Objective 1: Warm up

Objective 2: Presentation stage

Objective 3: Practice stage

Objective 1: (estimated time 5 minutes) – Warm up - talk with the students about what they did on the Municipal holiday.

Context: the classroom

Aids: the students

Language: unpredictable language

Objective 2: (estimated time 20 minutes) – Presentation stage – introduction of the Relative Pronouns- get the students familiarized with the topic

Context: the classroom

Aids: the book, the blackboard

Language: language of the book

Objective 3: (estimated time 25 minutes) – Practice stage – doing exercises based on the topic presented

Context: the classroom

Aids: the book, the blackboard

Language: language of the book

Lesson Plan # 7

Class: 12th B/C

Date: January 25th

Time: 7:30 – 8:20

Grade: 12th

Level: 4

Age: 17

Number of students: 21

Duration: 50 minutes

Summary: “Adopt a wild animal at WWF”. Reading and comprehension

Objective 1: Warm up

Objective 2: Reading task

Objective 3: practice stage

Objective 1: Warm up (estimated time 5 minutes) – talk about animals, and get students’ opinion about the topic

Context: the classroom

Aids: the course book

Language: unpredictable language

Objective 2: Reading task (estimated time 15 minutes) – get students to read the text and learn new vocabulary

Context: the text

Aids: the course book

Language: language of the text

Objective 3: Practice stage (estimated time 20 minutes) – make students do the exercises related to the text to check their comprehension of it

Context: the text

Aids: the course book, the board

Language: language of the text

Lesson Plan # 8

Class: 12th E/F

Date: January 29

Time: 11:40 – 12:30

Grade: 12th

Level: 4

Age: 17

Number of students: 7

Duration: 50 minutes

Summary: Conditional Sentences – Type 1 and 2

Objective 1: Warm up

Objective 2: Presentation stage

Objective 3: Practice stage

Objective 1: (estimated time 5 minutes) – Warm up – talk to the students about their weekend

Context: the classroom

Aids: the students

Language: unpredictable language

Objective 2: (estimated time 20 minutes) – Presentation stage – introduce the students to the new topic, get them familiarized with it

Context: the classroom

Aids: the book

Language: language of the book

Objective 3: (estimated time 20 minutes) – Practice stage – doing some exercises based on the new topic

Context: the classroom

Aids: the book, the board, the students

Language: language of the book

Lesson Plan # 9

Class: 11th B/D

Date: February 1st

Time: 8:30 – 9:20

Grade: 11th

Level: 3

Age: 16

Number of students: 35

Duration: 50 minutes

Summary: Family Concept – No family is like my family

Objective 1: Warm up

Objective 2: Pre-reading task

Objective 3: Reading task

Objective 4: practice stage

Objective 1: Warm up (estimated time 5 minutes) – ask students questions about their family

Context: the classroom

Aids: the students

Language: unpredictable language

Objective 2: Pre-reading task (estimated time 10 minutes) – brainstorming on the family concept – expressions related to family

Context: the classroom

Aids: the board, the students

Language: language of the text

Objective 3: Reading task (estimated time 10 minutes) – give students the chance to read to check pronunciation and new vocabulary.

Context: the text

Aids: the course book

Language: language of the text

Lesson Plan # 10

Class: 11th F/G

Date: February 5th

Time: 10:40 – 11:30

Grade: 11th

Level: 3

Age: 16

Number of students: 12

Duration: 50 minutes

Summary: Interesting facts about English

Objective 1: Warm up.

Objective 2: Sharing experiences

Objective 3: Presentation

Objective 1: (estimated time 10 minutes) Warm up – Talk openly about the English language

Context: Real/natural.

Objective 2: (estimated time 15 minutes) – Sharing experiences – Share our experiences with the English language and allow students to talk about their personal experiences and motivation.

Context: Classroom.

Language: Unpredictable language.

Objective 3: (estimated time 25 minutes) – Presentation – present some interesting facts about the English and interpret those facts.

Aids: Blackboard, chalk, photocopies

Language: Unpredictable language.

Lesson Plan # 11

Class: 12th E/F

Date: February 5th

Time: 11:40 – 12:30

Grade: 12th

Level: 4

Age: 17

Number of students: 7

Duration: 50 minutes

Summary: Interesting facts about English

Objective 1: Warm up.

Objective 2: Sharing experiences

Objective 3: Presentation

Objective 1: (estimated time 10 minutes) Warm up – Talk openly about the English language

Context: Real/natural.

Objective 2: (estimated time 15 minutes) – Sharing experiences – Share our experiences with the English language and allow students to talk about their personal experiences and motivation.

Context: Classroom.

Language: Unpredictable language.

Objective 3: (estimated time 25 minutes) – Presentation – present some interesting facts about the English and interpret those facts.

Aids: Blackboard, chalk, photocopies

Language: Unpredictable language.

Lesson Plan # 12

Class: 11th F/G

Date: February 6th

Time: 9:30 – 10:20

Grade: 11th

Level: 3

Age: 16

Number of students: 12

Duration: 50 minutes

Summary: Word Games

Objective 1: Warm up

Objective 2: Games

Objective 1: Warm up (estimated time 5 minutes) – get students familiarized to what would happen during the lesson. Explain them the rules of the word game

Context: the classroom

Aids: the students, the games

Language: unpredictable language

Objective 2: Practice (estimated time 35 minutes) – allow students to play the word game, giving them the opportunity to form words in English

Context: the classroom

Aids: the deck of card

Language: unpredictable language

Classes taught with teacher Fedra

Lesson Plan # 13

Class: 11th C/G

Date: March 20th

Time: 9:30 – 10:20

Grade: 11th

Level: 5

Age: 16

Number of students: 26

Duration: 50 minutes

Summary: Reading and comprehension of the text “I’m a T.V. reporter”

Advantages and disadvantages of television

Objective 1: Warm up

Objective 2: Reading task

Objective 3: comprehension stage

Objective 4: listening activity

Objective 1: (estimated time 10 minutes) – Warm up – ask students about their previous knowledge of television. Making brainstorming about T.V

Context: the classroom

Aids: the students

Language: unpredictable language

Objective 2: (estimated time 15 minutes) – Reading task- make students read and get familiarized with the text- check vocabulary

Context: the text

Aids: the book

Language: language of the text

Objective 3: (estimated time 10 minutes) – Comprehension stage- ing exercises related to the text

Context: the text

Aids: the book

Language: language of the text

Objective 4: (estimated time 10 minutes) – Listening activity – check the advantages and disadvantages of T.V

Context: the classroom

Aids: the CD player, the board

Language: language of the song

Lesson Plan # 14

Class: 11th A

Date: April 15th

Time: 11:40 – 12:30

Grade: 11th

Level: 5

Age: 16

Number of students: 34

Summary: Passive Voice – presentation

Objective 1: Warm up

Objective 2: Presentation stage

Objective 3: Practice stage

Objective 1: Warm up (estimated time 5 minutes) – ask students about their weekend

Context: the classroom

Aids: the students

Language: unpredictable language

Objective 2: Presentation stage (estimated time 15 minutes) – introduce the students to the new topic, explaining them the rules and usage of it

Context: the classroom

Aids: the board, the course book

Language: language of the book

Objective 3: Practice stage (estimated time 20 minutes) – make students put in practice what the students had learnt on the presentation stage

Context: the classroom

Aids: the course book

Language: language related to the topic

Lesson Plan # 15

Class: 11th E/F

Date: April 16th

Time: 10:40 – 11:30

Grade: 11th

Level: 5

Age: 16

Number of students: 25

Summary: Correction of homework – Block 3- Set 1 – exercise E

Objective 1: Correction of homework

Objective 2: Practice Stage

Objective 1: Correction of homework (estimated time 10 minutes) – check who did the homework, and correct it.

Context: the classroom

Aids: the students, the copies

Language: language of the copy

Objective 2: Practice stage (estimated time 30 minutes) – enable students to do exercises in order to put in practice what they had learnt in the previous lesson

Context: the classroom

Aids: the course book, the board, the students

Language: language of the book

Lesson Plan # 16

Class: 11th C/G

Date: April 17th

Time: 9:30 – 10:20

Grade: 11th

Level: 5

Age: 16

Number of students: 26

Summary: Passive Voice – presentation

Objective 1: Warm up

Objective 2: Presentation stage

Objective 3: Practice stage

Objective 1: Warm up (estimated time 5 minutes) – ask students for their knowledge about the topic.

Context: the classroom

Aids: the students

Language: unpredictable language

Objective 2: Presentation stage (estimated time 15 minutes) – introduce the students to the new topic, explaining them the rules and usage of it

Context: the classroom

Aids: the board, the course book

Language: language of the book

Objective 3: Practice stage (estimated time 20 minutes) – make students put in practice what the students had learnt on the presentation stage

Context: the classroom

Aids: the course book

Lesson Plan # 17

Class: 9th C

Date: April 19th

Time: 10:40 – 11:30

Grade: 9th

Level: 3

Age: 14

Number of students: 32

Summary: Simple Past: Irregular Verbs

Objective 1: Warm up

Objective 2: Presentation stage

Objective 3: Practice stage

Objective 1: Warm up (estimated time 5 minutes) – make a brief introduction on what would be studied

Context: the classroom

Language: unpredictable language

Objective 2: Presentation stage (estimated time 20 minutes) – introduce the new topic, allowing the students to try to make the rules by the examples provided

Context: the classroom

Aids: the book, the students, the board

Language: language of the book

Objective 3: Practice stage (estimated time 15 minutes) – make students use the knowledge acquired previously, in order to show if they understood the topic

Lesson Plan # 18

Class: 9th C

Date: April 26th

Time: 10:40 – 11:30

Grade: 9th

Level: 3

Age: 14

Number of students: 32

Summary: Block 3 – Set 2 – Listening and talking activities

Objective 1: Presentation stage

Objective 2: Practice stage

Objective 1: Presentation stage (estimated time 10 minutes) – inform students about what they would do during the lesson, and show which exercises they would do

Context: the classroom

Aids: the book

Language: language of the book

Objective 2: Practice stage (estimated time 35 minutes) – allow students to do the exercises from the book, and work in pair

Context: the classroom

Aids: the students, the board, the book

Language: language of the book

Lesson Plan # 19

Class: 11th E/F

Date: April 30th 2013

Time: 10:40-11:30

Grade: 11th

Level: 5

Age: 17, 18

Number of students: 25

Duration: 50 minutes

Summary: Interesting facts about the English language.

Objective 1: Warm up.

Objective 2: Sharing experiences

Objective 3: Presentation

Objective 1: (estimated time 10 minutes) Warm up – Talk openly about the English language

Context: Real/natural.

Objective 2: (estimated time 15 minutes) – Sharing experiences – Share our experiences with the English language and allow students to talk about their personal experiences and motivation.

Context: Classroom.

Language: Unpredictable language.

Objective 3: (estimated time 25 minutes) – Presentation – present some interesting facts about the English and interpret those facts.

Aids: Blackboard, chalk, photocopies

Language: Unpredictable language.

6. ATTACHMENTS

Attachments of the first stage of the internship

13th of November 2012

LICEU LUDGERO LIMA
ENGLISH WRITTEN TEST

Name _____

Number: _____

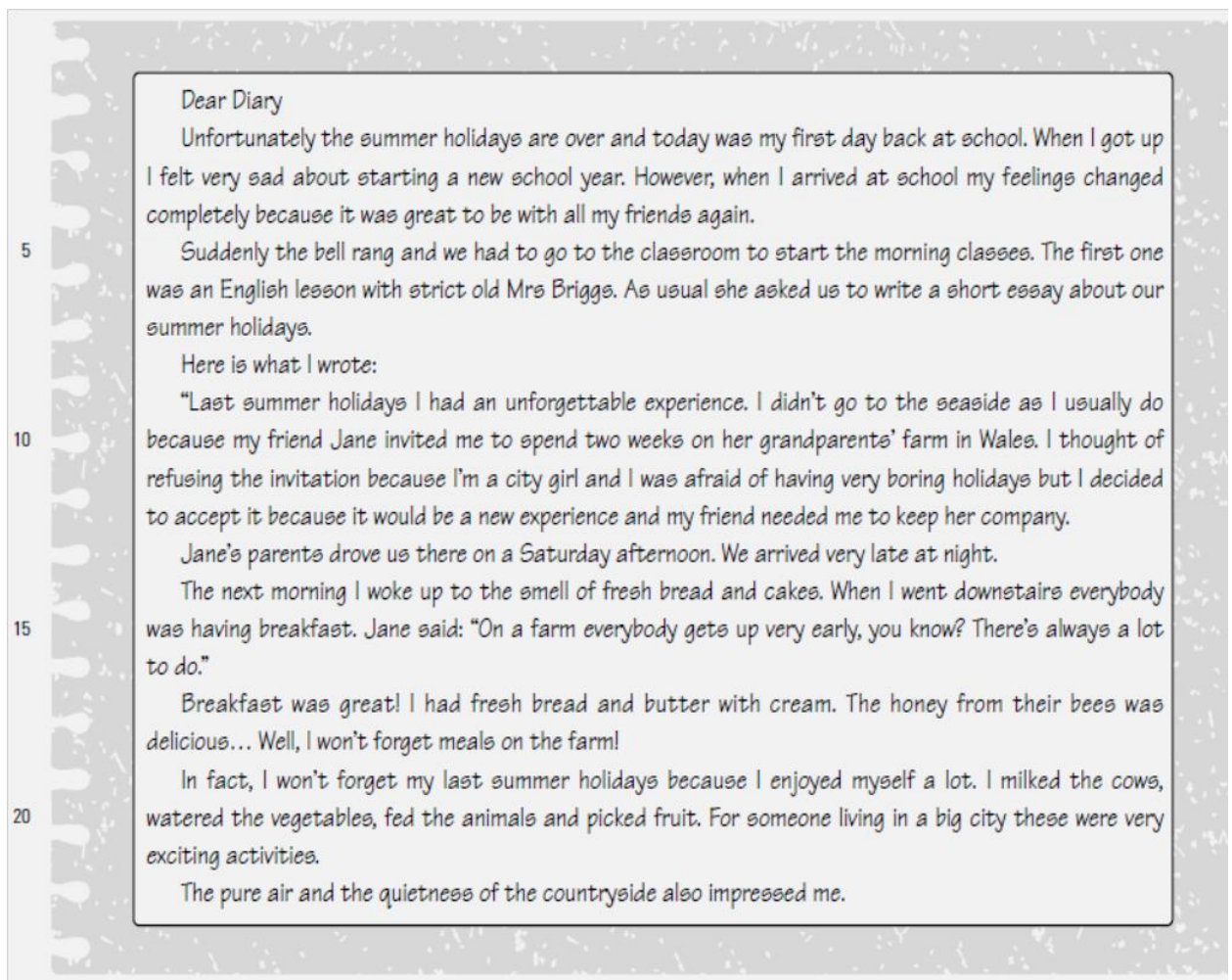
Class: _____

Date: _____

Grade: _____

T E X T

Read this page from Becky Wilson's diary.



Dear Diary

Unfortunately the summer holidays are over and today was my first day back at school. When I got up I felt very sad about starting a new school year. However, when I arrived at school my feelings changed completely because it was great to be with all my friends again.

5 Suddenly the bell rang and we had to go to the classroom to start the morning classes. The first one was an English lesson with strict old Mrs Briggs. As usual she asked us to write a short essay about our summer holidays.

Here is what I wrote:

10 "Last summer holidays I had an unforgettable experience. I didn't go to the seaside as I usually do because my friend Jane invited me to spend two weeks on her grandparents' farm in Wales. I thought of refusing the invitation because I'm a city girl and I was afraid of having very boring holidays but I decided to accept it because it would be a new experience and my friend needed me to keep her company.

Jane's parents drove us there on a Saturday afternoon. We arrived very late at night.

15 The next morning I woke up to the smell of fresh bread and cakes. When I went downstairs everybody was having breakfast. Jane said: "On a farm everybody gets up very early, you know? There's always a lot to do."

Breakfast was great! I had fresh bread and butter with cream. The honey from their bees was delicious... Well, I won't forget meals on the farm!

20 In fact, I won't forget my last summer holidays because I enjoyed myself a lot. I milked the cows, watered the vegetables, fed the animals and picked fruit. For someone living in a big city these were very exciting activities.

The pure air and the quietness of the countryside also impressed me.

A – Mark the sentences TRUE or FALSE. Correct the false sentences and find evidence for the true ones.

1. Becky feels unhappy about the end of summer holidays.

2. She didn't like meeting her friends.

3. The students had an English lesson after lunch.

4. They had to do a written activity.

5. Becky didn't write the composition.

C. Answer these questions.

1. Where does Becky usually go on her summer holidays?

2. Did she go there last summer?

3. Why was she afraid of having boring holidays?

4. Was she the first to get up? Why / Why not?

5. What's her opinion of meals on the farm?

6. Did she enjoy herself last summer holidays? Explain.

C - What do the following words refer to:

1. I (line 2)

2. We (line 5)

3. She (line 6)

4. Her (line 10)

5. Us (line 13)

D - Put the verbs in brackets in the correct tenses: Present Simple and Continuous and Past Simple and Continuous.

"I _____ (be) fourteen years old and this trip _____ (be) my first great experience. Last year, my parents and I _____ (want) to go, but my mother _____ (have) a car accident... She _____ (drive) the car very carefully as usual, but a truck driver suddenly _____ (lose) control and they both _____ (go) to hospital! Right now I _____ (prepare) my suitcase and I _____ (not/want) to forget anything."

Name

Number: _____

E – Fill in the gaps with the comparative of superiority of the adjective in brackets.

1. Becky is _____ than Jane. (young)
2. Jane is much _____ Becky. (fat)
3. Becky is _____ her sister. (happy)
4. I think that Jane is _____ Mrs Briggs. (beautiful)
5. Jane sings _____ Becky. (bad)

F – Build the superlative forms of the adjectives in the table.

Intelligent	
Small	
Funny	
Hot	
Polluted	
Good	

G – Composition

Write a short text about one of the following topics:

1. My Summer holidays
2. Cape Verde – A very beautiful country



English is easy, isn't it?

Guilherme Lima

Ano Lectivo 20012/13	LICEU LUDGERO LIMA ENGLISH LANGUAGE	12th Grade Level IV
-------------------------	--	------------------------

CRITÉRIOS DE CORREÇÃO, SUGESTÕES DE RESPOSTA E COTAÇÕES

Objectives	Answer Key	Score
A- Comprehension True (T) / False (F)	1- False. He feel very sad 2- False. It was great to meet them again 3- False. English was the first lesson 4- True 5- F. She wrote a short essay about her summer Holidays	5*4=20
B- Comprehension (Answering questions.)	1- She usually goes to the seaside. 2- No, she didn't. 3- Because she is a city girl. 4- No, because they arrived late. 5- They were wonderful 6 – Yes, because she enjoyed herself a lot. She milked the cows, watered the vegetables, fed the animals, and picked fruit.	6*10=60
C – Comprehension Scanning the text for personal pronouns	1- Becky; 2- Becky and her friends; 3- Mrs Briggs; 4- Jane; 5- Becky and Jane	5*4=20
D- Grammar: Verb Tenses - Gaps filling	am / was wanted had / was driving lost went / am preparing don't want	9*4=36
E- Grammar –	1- Younger	5*4=20

Degrees of adjectives - Gaps filling	2- fatter 3- happier 4- more beautiful 5- worse than	
F – Grammar - Superlatives	1. the most intelligent 2. the smallest. 3. the funniest. 4. the hottest 5. the most polluted 6. the best	6*4=24
G - Composition	1- (free answer)	5*4=20
	Total	200

23rd of November 2012

The song:

Someone like you - Adele

I heard that you're settled down
That you found a girl and you're married now
I heard that your dreams¹ came true
Guess she gave you things, I didn't give to you

Old friend
Why are you so shy²
It ain't like you to hold back
Or hide from the light

I hate to turn up out of the blue uninvited
But I couldn't stay away, I couldn't fight it
I hoped you'd see my face and that you'd be reminded³
That for me, it isn't over

Never mind, I'll find someone like you
I wish nothing but the best for you, too
Don't forget me, I beg, I remember you said
Sometimes it lasts in love

But sometimes it hurts **instead** ⁴

Sometimes it lasts in love

But sometimes it hurts instead, yeah

You'd know how the time flies

Only yesterday was the time of our lives

We were **born** ⁵ and raised in a summery **haze** ⁶

Bound by the surprise of our glory days

I hate to turn up out of the blue uninvited

But I couldn't stay away, I couldn't **fight** ⁷ it

I hoped you'd see my face and that you'd be **reminded** ⁸

That for me, it isn't **over** ⁹ yet

Never mind, I'll find someone like you

I wish nothing but the best for you, too

Don't forget me, I **beg** ¹⁰, I remember you said

Sometimes it lasts in love

But sometimes it hurts instead, yeah

Nothing compares, no worries or cares

Regrets and mistakes they're memories made

Who would have known how bitter-sweet this would taste

Never mind, I'll find someone like you

I wish nothing but the best for you

Don't forget me, I beg, I remembered you said

Sometimes it lasts in love

But sometimes it hurts instead

Never mind, I'll find someone like you

I wish nothing but the best for you, too

Don't forget me, I beg, I remembered you said

Sometimes it lasts in love

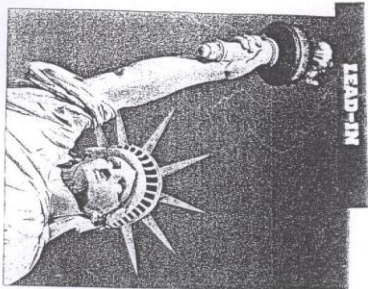
But sometimes it hurts instead

Sometimes it lasts in love

But sometimes it hurts instead, yeah, yeah

HOLIDAYS AND HOBBIES

7.1 DESTINATION - BIG APPLE



3 MINUTE QUIZ

Test your travel knowledge...

a) What's the name of this statue? **5 points**
 b) In which city can you find it? **5 points**
 c) In which country is this city? **2 points**
 d) Name three other cities in this country. **2 points each**

What other things do you know about this country?
 Do you know anyone famous who lives there?

ICAN LISTEN / READ

Read the lyrics of the song and with a partner decide on the best title.

1. New York, New York
2. New York State of Mind
3. Englishman in New York

11 Listen to this song by Billy Joel and fill in the words from the box.

Some folks like to get away
 Take a holiday from the neighbourhood
 Hop a flight to London
 Or to Paris
 But I'm lacking a Greyhound
 On the Atlantic state of mind
 I'm in a New York

Hollywood
 New York
 Hudson River
 Niagara Escarpment
 Hudson River

104

The words in bold are wrong.
 Listen to the song and correct them.

I have seen all the **world** stars
 In that **country** **Paris** and that **London**
 I have been **Paris** in the Rockies under the
Englishman
 But I know what I'm reading **Paris**
 And I don't want to waste more **time**
 I'm in a New York state of **mind**

52 Put the lines of the last part into the correct order.

1. I don't have any reasons
 2. I have left them all behind
 3. Don't care if it's Chinatown or on Riverside
 4. I'm in a New York state of mind
 5. Life comes down to reality
 6. And it's fine with me 'cause I have let it slide
 Billy Joel, New York State of Mind (album)

53 Answer the questions TRUE or FALSE.

- Some people like to leave New York and take a holiday somewhere else. **True**
- The man never visited other places in America. **False**
- He wants to leave New York. **False**
- He is going to take a bus trip in New York. **True**

54 Scan the lyrics and find words which mean similar things as the following.

- paraphrase **Paris**
- catch **Paris**
- enjoy **Paris**
- mock **Paris**
- spend **Paris**
- enjoy **Paris**

WORD POWER

Billy Joel performed this song at the 2001 "Tribute To Heroes" to honour the rescue workers who lost their lives in the 9/11 tragedy.

ICAN STUDY

Read the lines from the song:

I have seen all the movie stars
 I have been high in the Rockies
 I have left them all behind.

Complete the rule:

a) when we talk about an experience in our life we use the Present Perfect.
 b) when we talk about a specific result of a past action, we use the Present Perfect.

PRESENT PERFECT			
AFFIRMATIVE	Auxiliary verb	Main verb	Personal pronoun
have seen	have	seen	I / you / we / they
have been	have	been	he / she / it
have left	have	left	

NEGATIVE			
Auxiliary verb	Personal pronoun	Auxiliary verb	Main verb
haven't seen	I / you / we / they	haven't	seen
haven't been	he / she / it	haven't	been
haven't left		haven't	left

INTERROGATIVE			
Auxiliary verb	Personal pronoun	Auxiliary verb	Main verb
have you seen?	I / you / we / they	have	seen?
has he / she / it left?	he / she / it	has	left?

105

14th of December 2012

Hiring a car

Rent a car clerk: Good morning. Can I help you?

Client: Good morning. I'd like to rent car, please?

Rent a car clerk: Surely, sir. When would you like the car and for how long?

Client: For 3 days starting tomorrow morning if possible.

Rent a car clerk: All right. And what kind of car would you like?

Client: I don't really mind, but I only need a small one.

Rent a car clerk: I have, a small black Ford Fiesta, available. Would that be all right?

Client: That sounds fine. How much will it cost?

Rent a car clerk: The cost per day is 35 pounds, sir.

Client: Does that include all the extras?

Rent a car clerk: Yes, that's with unlimited mileage and full insurance.

Client: Excellent! Well, can I do the paperwork now?

Rent a car clerk: Certainly. I'll just need to fill in this form with your details.

Client: Fine, here is my driver's license and my passport.

Rent a car clerk: How will you be paying for the car sir?

Client: By visa, here is my card.

Rent a car clerk: Thank you for choosing our service. Bye.

Client: You are welcome. Bye.

5th of February 2013

Interesting Facts about English

1. English is an official language in 53 countries
2. Surprisingly, English is not an official language in the United Kingdom, United States or Australia (these countries don't have any official language)
3. Approximately 375 million people speak English as their first language
4. English today is the third largest language by number of native speakers (after Mandarin Chinese and Spanish)
5. The most common letter in English is "e".

6. The most common vowel in English is "e", followed by "a".
7. The most common consonant in English is "r", followed by "t".
8. Every syllable in English must have a vowel (sound). Not all syllables have consonants.
9. Only two English words in current use end in "-gry". They are "angry" and "hungry".
10. The word "bookkeeper" (along with its associate "bookkeeping") is the only unhyphenated English word with three consecutive double letters. Other such words, like "sweet-toothed", require a hyphen to be readily readable.
11. The word "triskaidekaphobia" means "fear of Friday the 13th". It also means "superstition about the number thirteen" in general.
12. More English words begin with the letter "s" than with any other letter.
13. The word "uncopyrightable" is the longest English word in normal use that contains no letter more than once.
14. A sentence that contains all 26 letters of the alphabet is called a "pangram".
15. The following sentence contains all 26 letters of the alphabet: "The quick brown fox jumps over the lazy dog." This sentence is often used to test typewriters or keyboards.
16. The only word in English that ends with the letters "-mt" is "dreamt" (which is a variant spelling of "dreamed") - as well of course as "undreamt" :)
17. The word "alphabet" comes from the first two letters of the Greek alphabet: alpha, beta.
18. The shortest complete sentence in English is the following. "I am."
19. The word "Checkmate" in chess comes from the Persian phrase "Shah Mat" meaning "the king is helpless".
20. The longest English word without a true vowel (a, e, i, o or u) is "rhythm".
21. "Set" has more definitions than any other English word: Twenty-five as a transitive verb, 11 as intransitive, 24 as a noun, and seven as an adjective. That doesn't even count phrases.
22. Pneumonoultramicroscopicsilicovolcanokoniosis is, according to the *Oxford English Dictionary*, "a factitious word alleged to mean 'a lung disease caused by the inhalation of very fine silica dust, causing inflammation in the lungs."

14th of December 2012

My Christmas Holiday- Making a reservation at a hotel

Receptionist: Good morning. Welcome to Dom Paco Hotel.

Client: Hi, good morning. I'd like to book a room for the fourth weekend in December. Do you have any vacancies?

R: Yes sir, we have several rooms available for that particular weekend. And what is the exact date of your arrival?

C: The 23rd.

R: How long will you be staying?

C: I'll be staying for four nights.

R: How many people is the reservation for?

C: There will be two of us.

R: And would you like a room with twin beds or a double bed?

C: A double bed, please.

R: Great. And would you prefer to have a room with a view of the ocean?

C: If that type of room is available, I would love to have an ocean view. What's the rate for the room?

R: Your room is two thousand escudos per night. Now what name will the reservation be listed under?

C: Charles Wilton.

R: Could you spell your last name for me, please?

C: Sure. W-I-L-T-O-N.

R: And is there a phone number where you can be contacted?

C: Yes, my cell phone number is 555-26386.

R: Alright, Mr. Wilton, your reservation has been made for the twenty-third of December for a room with a double bed and view of the ocean. Check-in is at 2 o'clock. If you have any other questions, please do not hesitate to call us.

C: Great, thank you so much.

R: My pleasure. We'll see you in December, Mr. Wilton. Have a nice day.

LICEU LUDGERO LIMA
ENGLISH WRITTEN TEST

Name	Number	Class
Date	Evaluation	Teacher

Read the text attentively and try to do all the exercises as complete as possible.

Mobile Phones in the Classroom

How often do you hear a mobile phone when you are walking down the road?

More and more people are using mobile phones and many teenagers now have them too. Last year an estimated 14% of sixteen-year-old students had a mobile phone and made and received phone calls during classes. Some schools in Britain have banned mobile phones because students use them in lessons.

Charles Harvey, a Math teacher at a secondary school in Edinburgh, says: "It's very irritating. I always ask students to turn their phones off before I start lesson, but not everyone listens to me. Students see no problem with making and receiving phone calls during class.

Mobile phones really disturb order in the classroom. Sometimes I'm explaining some complicate theory and *dring... dring* – Everything is lost. Last year I tried to confiscate phones but parents complained. I think mobile phones are useful. I'm not against them. However, students shouldn't bring mobile phones to school."

Vocabulary

Banned – proibido **confiscate** – tirar algo de alguém

Disturb – perturbar **complain** - reclamar

A - Decide whether the following statements are true (T) or false (F). Correct the false ones.

1- The use of mobile phones is increasing

2- More than 10% of mobile phones in classrooms are estimated to be used by sixteen-year -old students.

3- All British schools have abolished the use of mobile phones during lessons.

4- Students are always asked to turn off their mobile phones at Charles Harvey´s classes.

5- Mobile phones never disturb order in classes.

6- Parents always accept the exclusion of mobile phones in classes.

B - Read the text and answer the questions:

1- Why are schools trying to avoid the use of mobile phones in classes?

2- How was the increasing rate of mobile phones last year?

3- What were the parents' reactions when Charles Harvey tried to confiscate the students' phones?

4- What are students' opinions about making and receiving phone calls during classes?

5 - How does the Math teacher describe the use of mobile phones at school?

6- Do you use mobile phones in class? Why/ Why not?

C - Match column A with column B to form sentences according to the text:

- | | |
|----------------------------|---|
| A | B |
| 1- Many students | a- disturb order in the classroom |
| 2- Some schools | b- when teachers confiscate phones |
| 3- Mobile phones | c- have a mobile phone |
| 4- Parents don't accept it | d- to receive calls during classes |
| 5- Many students want | e- don't allow students to use phones in school |
- 1) _____ 2) _____ 3) _____ 4) _____ 5) _____

D – Choose the best alternative: a), b) or c)?

- 1- I haven't bought a new phone, _____.
- a) just b) already c) yet
- 2- I _____ have a cell phone, but now I don't.
- a) used to b) didn't use to c) use to
- 3- Peter _____ phone me, but now he does.
- a) used to b) didn't use to c) use to
- 4- I have _____ talked to my teacher on the phone.
- a) ago b) already c) yet
- 5- Peter started going to cyber cafes. He _____ surf on the net.
- a) used to b) didn't use to c) use to

Name	Number	Class
------	--------	-------

E – Fill in the blanks with much, many, few, little.

- 1- I am very busy. I don't have _____ time to talk to you.
- 2- How _____ cell phones have you got?
- 3- You are unfriendly, so _____ classmates talk to you.
- 4- I'm in a hurry. I have _____ time to answer phone calls.
- 5- Did you take _____ photographs with your camera?

F – Complete the sentences with although / in spite of / because / because of.

1. _____ the price, this was a good mobile phone.

2. _____ Tom didn't have money for photocopies, he bought a good cell phone.

3. I answered the phone _____ my grandmother was sick.

4. I joined this new company _____ the price of the contracts.

G – Fill in the blanks with some or any + -body / -thing / -where

1. _____ telephoned for you.

2. Do you want _____ from the shops?

3. Does _____ want to speak about that?

4. I don't know where Ann is. I haven't seen her _____.

5. You must be thirsty. Would you like _____ to drink?

H – Write about two things that you have already done today and two things you haven't done yet.

**I WISH YOU A MERRY CHRISTMAS
AND A HAPPY NEW YEAR!!!!!!**



Ano Lectivo 20012/13	LICEU LUDGERO LIMA ENGLISH LANGUAGE	12th Grade Level IV
-------------------------------------	--	--------------------------------

CRITÉRIOS DE CORREÇÃO, SUGESTÕES DE RESPOSTA E COTAÇÕES -

A

Objectives	Answer Key	Score
A- Comprehension True (T) / False (F)	1- T. 2- T 3-F. Some schools in Britain have banned mobile phones because students use them in lessons 4- T 5- F. Mobile phones disturb order in the classroom 6- F. Last years I tried to confiscate phones but parents complained.	6*4=24
B- Comprehension (Answering questions.)	1- Because mobile phones disturb order in the classroom. / because students use them in lessons. 2- The increasing rate was about 14% last year. 3- They complained. 4- Students see no problem with it. 5- The Math teacher thinks that mobiles are irritating when they are used in classes. 6- (free answer)	6*10=60
C- Comprehension - Matching	1- c; 2- e; 3- a; 4- b; 5- d	5*4=20
D- Grammar (multiple choice)	1-c; 2-a; 3-b; 4-b; 5-b;	5*4=20
E- Grammar (Quantifiers)	6- Much 7- many 8- few 9- little 10- many	5*4=20
F – Grammar (LINKERS)	1- In spite of 2- Although 3- because 4- because	4*4=16
G - Grammar (some and any)	2- somebody 3- anything	5*4=20

+ -body/ -thing/ -where)	4- anybody 5- anywhere 6- something	
H- Writing	(free answer)	4*5=20
	Total	200

Attachments from the second stage of the internship

18th of February 2013

Ludgero Lima High School			
2013/14	2nd Trimester	English Test	11th grade (II)

Teacher's sign. _____

Students' Eval. _____

Name: _____ n: _____ Class: _____ Grade: _____

Test A

The last day for my grandpa

Nancy Park

I am in my grandpa's house. The sun is shining beautifully. But I cannot enjoy the good weather because of my grandfather. He is acting stranger than usual. He keeps waving at my family and me without saying anything. His weird behavior is freaking me out. My father worries about him, but we have to go back home.

Leaving my grandpa behind, I worry about him, too. In the car on the way home, the sun suddenly warms me up and melts my worries away. It makes me sleepy, and I fall asleep.

A sudden phone call rings and wakes me up from a sweet dream after a few seconds. I barely open my eyes and see my pa's sad face. There are tears streaming down from his two narrow eyes. I don't understand!

What has happened to make my father so sad? "Tell me daddy, why are you crying?" My dad gulps down his pain and tells me the shocking news - my grandpa just died a few minutes ago! I can not believe it!

My father then quickly turns the car around and drives in the direction of to grandpa's house again. In

the car, it is very silent. Nobody is talking, but sobbing quietly. I can not cry at all before I see him. The sky has become dark and so has my family's faces.

In the morning, all my relatives gather at grandpa's house to prepare for the funeral. I see a peaceful dead body lying in a coffin. It feels like he is taking a long nap, but his body is cold like a frozen ice. I want to give him a blanket to make him warm.

After a few seconds, tears well up in my eyes and I cry like a baby. I miss the time with grandfather fighting over the television channel. I miss the time when my grandfather gave his warm, strong hand to me. I miss my grandpa so much! Grandpa, are you going to heaven? well.. I hope so. Good bye grandpa, I love you so much!

A-Read the text and answer the following questions:

1-How does Nancy feel with her grandpa's weird behavior?

2- What made Nancy better after leaving her grandpa behind?

3- How did Nancy's dad do to tell his daughter about the sad news?

4- What memories did she keep of her grandpa?

B- True (T) / False (F). Correct the false statements:

1-Nancy 's grandpa didn't cry when his family left him behind.

2- Nancy opened her eyes wide to see her dad's sad face.

3-In the car back to grandpa's house the family cried loudly.

4-Grandpa's dead body was as warm as an ice.

5- Nancy taught about her grandpa's good memories.

a) _____

b) _____

c) _____

C- Find words synonymous of the following ones in the text:

1-Unusual _____ (P.1) 4- Without sound
_____ (P.5)

2-Become liquid _____ (P.2) 5- Very cold
_____ (P.6)

3-Small _____ (P.3) 6-Liquid from eyes
_____ (P.7)

D- Complete the sentences getting ideas from the text:

1- Nancy's grandpa kept waving at the family
since _____

2- Nancy's father told her the bad news after

3- Nancy's grandpa body was cold because

E- Rewrite the sentences that follow:

1- *Nancy felt asleep. Nancy is worried about her grandpa.*

a) Although

b) In spite of

F- Use although / in spite of to fill the gaps:

1- _____ grandpa didn't seem dead ,lots of people gathered at the house to attend the funeral,

2- Nancy could retain all the good moments with her grandpa _____ being sad.

3- Nancy's grandpa was a very good old man, _____ his peculiar behavior.

4- Nancy and her family had to go back home, _____ they wished to stay more time with grandpa.

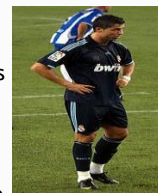
22nd of February 2013

Teacher's Sig. _____ _____	Student's Eval.
9th grade 2012/13 2nd trimester	Ludgero Lima High School English Test
Name: _____ n: _____ Class: _____ _____	

TEST A

Cristiano Ronaldo

Cristiano Ronaldo dos Santos Aveiro, born on February 5th, 1985 and commonly known as Cristiano Ronaldo, is a Portuguese footballer who plays as a forward for Spanish club Real Madrid and serves as captain of the Portuguese national team. Ronaldo currently holds the distinction of being the most expensive player in football history after having transferred to Real Madrid from Manchester United in a deal worth £80 million (€94m, US\$132m). His contract with Real Madrid is believed to have made him the highest-paid football player in the world.



Ronaldo began his career as a youth player for Andorinha, where he played for two years, then moved to Nacional. In 1997, he made a move to Portuguese giants Sporting CP. Ronaldo's precocious talent caught the attention of Manchester United manager Alex Ferguson and he signed the 18-year-old for £12.24 million in 2003. The following

season, Ronaldo won his first club honour, the FA Cup, and reached the Euro 2004 final with Portugal, in which tournament he scored his first international goal.

In 2008, Ronaldo won the Champions League with United, and was named player of the tournament. He was named the FIFA Pro World Player of the Year and the FIFA World Player of the Year, in addition to becoming Manchester United's first *Ballon d'Or* winner in 40 years. Three-time Ballon d'Or winner Johan Cruyff said in an interview on 2 April 2008, "Ronaldo is better than George Best and Denis Law, who were two brilliant and great players in the history of United."

A- Read the text and answer the following questions:

1- How old is Cristiano Ronaldo?

2- What is Cristiano position in Real Madrid?

3- Where did he start his career as a footballer?

4- Who was Alex Ferguson?

5- When did Cristiano win the Champions League with United?

Test A

B-Choose the best answer:

1-Ronaldo became rich because of the _____ team

- a) Manchester United b) Real Madrid c) Andorinha

2-Ronaldo scored his first international goal in _____

- a) 2003 b) 2004 c) 2005

3-Ronaldo played in the national team for _____ years.

- a) three b) one c) two

4- Ronaldo's first cub honor was won in _____.

- a) 2003 b) 2002 c) 2004

5-George Best was _____.

- a) Ronaldo's brother b) Renaldo's couch c) a player of United

C-Match words in A their definition B:

A	B
1-footballer	a-leader of sport team
2-captain	b-job or series of jobs
3-manager	c-someone who plays football
4-career	d-ability to do something
5-talent	e-person responsible for managing an organization

1- _____ 2- _____ 3- _____ 4- _____ 5- _____

D- Write past simple of the regular verbs that follow:

- 1- Play _____ 4- marry _____
 2- contract _____ 5-Stop _____

3- walk _____ 6-travel _____

E- Complete the following exercises with past simple of verbs in exercise D:

- 1- Cristiano Ronaldo _____ (neg) to Spain yesterday.
- 2- Ronaldo _____ his last game two days ago.
- 3- I _____ Ronaldo's brother. He's my husband.
- 4- _____ Ronaldo _____ near the beach yesterday?

F- Correct the following sentences. Write the correct ones:

Ex: she can makes her bed very day. Make

- 1- The kids must doing their home right now. _____
- 2- I don't can sing the Portuguese anthem. _____
- 3- Ronaldo can't plays piano. _____
- 4- Ronaldo must married a famous woman. _____

G- Choose the right answer to complete the exercises:

- 1- _____ I call you by your last name, please?
a) Must b) can c) mustn't
- 2- Ronaldo _____ play soccer well but he _____ play the piano.
a) Can/can't b) can't / can c) must/mustn't
- 3- Players _____ obey their captains.
a) can't b) can c) must
- 4- Ronaldo _____ see his doctor. His knees are swollen.
a) mustn't b) must c) can't

Name: _____ n: _____ :class: _____ grade: _____

H- Writing:

Who's your favourite sport figure/pop star?
Where's he/she from? Where does he/she live?
Why do you like him/her?

Some people say that students take part-time jobs only for money. Of course we do, but I don't think students work just for money. We get other things from working. For instance, I have learned to communicate better with other generations.

However, working does affect my life as a student. I can't spend as much time on campus as I did before. I don't have as much time to see my friends. It's harder to get my schoolwork done. Sometimes I have to ask for time off from work because I need time to finish school projects. That isn't always easy, but they know I am a student and understand schoolwork is more important for students.

I can't act the same way at my work place as I do on campus. However, to communicate with different generations is a useful experience for me, a student. Sooner or later, I have to be a member of adult society. When I am part of it, thanks to my part-time work experience now, I'll have learned how to communicate better. If I had no experience working in a part-time job, I would be at a loss in the future.

What I want to say is although working part-time has some bad points for students, it also gives them valuable experience for whatever they do later in life.

Test

A-Read the text and answer the questions:

1) What makes Hiromi's part time job a good experience for her?

2) Which advantages has Hiromi taken from her part time job?

3) Why do those people give Hiromi some time off from work without giving her any problem?

4) What kind of people does Hiromi deal with at her job?

5) Does Hiromi agree on working a part time job? Why (not)?

B- Find evidences on the text that prove the following:

1) Hiromi's job has skilled her to become a more devoted person.

2) Hiromi's job deprives her from being with her school colleagues

3) Hiromi many times acts like an adult in recognition to her part time job experience.

C- Match words in A with their definitions in B:

- | A | B |
|----------------|--|
| 1- Part-time | A-Stop having or doing |
| 2- Give up | B-A group of people with shared customs |
| 3- Wise | C-A stage in the development of a family |
| 4- Generations | D- Working only a part of the regular time |
| 5- Society | E-Having or showing good sense |

1- _____ 2- _____ 3- _____ 4- _____ 5- _____
--

D- Complete the following sentences using words related to the ones in brackets:

15th of April 2013

Which option fits better in each sentence?

1 - ___ you are caught drinking and driving; you will lose your license.

If

Unless

2 - ___ you stop smoking, you'll be seriously ill.

If

Unless

3 - I won't be able to do it ___ you help me.

if

unless

Either could be used here.

4 - ___ you stop making that noise, I'll call the police.

If

Unless

Either could be used here.

5 - ___ you're late, I'll leave without you.

If

Unless

Either could be used here.

6 - ___ he gets caught, he'll make a fortune.

If

Unless

7 - ___ he gets caught, he'll go to jail.

If

Unless

8 - I won't do it ____ you agree to help me; I'm not doing it alone.

if

unless

9 - ____ she pays up, we're going to be in real trouble.

If

Unless

10 - ____ we get the cheque today, we must bank it.

If

Unless

11 - She'll never agree to that ____ you accept her suggestions.

If

unless

12 - ____ they're late again, I'll be furious.

If

Unless

13 - I don't want to go out ____ it's raining- I hate getting wet.

if

unless

14 - We'll be in trouble ____ it goes wrong.

if

unless

30th of April 2013

Interesting Facts about English

1. English is an official language in 53 countries

2. Surprisingly, English is not an official language in the United Kingdom, United States or Australia (these countries don't have any official language)
3. Approximately 375 million people speak English as their first language
4. English today is the third largest language by number of native speakers (after Mandarin Chinese and Spanish)
5. The most common letter in English is "e".
6. The most common vowel in English is "e", followed by "a".
7. The most common consonant in English is "r", followed by "t".
8. Every syllable in English must have a vowel (sound). Not all syllables have consonants.
9. Only two English words in current use end in "-gry". They are "angry" and "hungry".
10. The word "bookkeeper" (along with its associate "bookkeeping") is the only unhyphenated English word with three consecutive double letters. Other such words, like "sweet-toothed", require a hyphen to be readily readable.
11. The word "triskaidekaphobia" means "fear of Friday the 13th". It also means "superstition about the number thirteen" in general.
12. More English words begin with the letter "s" than with any other letter.
13. The word "uncopyrightable" is the longest English word in normal use that contains no letter more than once.
14. A sentence that contains all 26 letters of the alphabet is called a "pangram".
15. The following sentence contains all 26 letters of the alphabet: "The quick brown fox jumps over the lazy dog." This sentence is often used to test typewriters or keyboards.
16. The only word in English that ends with the letters "-mt" is "dreamt" (which is a variant spelling of "dreamed") - as well of course as "undreamt" :)
17. The word "alphabet" comes from the first two letters of the Greek alphabet: alpha, beta.
18. The shortest complete sentence in English is the following. "I am."

19. The word "Checkmate" in chess comes from the Persian phrase "Shah Mat" meaning "the king is helpless".
20. The longest English word without a true vowel (a, e, i, o or u) is "rhythm".
21. "Set" has more definitions than any other English word: Twenty-five as a transitive verb, 11 as intransitive, 24 as a noun, and seven as an adjective. That doesn't even count phrases.
22. Pneumonoultramicroscopicsilicovolcanokoniosis is, according to the *Oxford English Dictionary*, "a factitious word alleged to mean 'a lung disease caused by the inhalation of very fine silica dust, causing inflammation in the lungs."

7. CONCLUSION

This traineeship was a great and positive experience for me. During the months spent in observing and teaching I improved my knowledge and learnt new techniques that can be used in the future. It was a challenge for me to go into a classroom and talk to groups of teenagers, all with different objectives, motivations and behaviors. I started with some nervousness but with time and practice, teaching them became something normal, and pleasurable. As we were divided in two groups and had to switch, we had observed several lessons with different classes. I observed five classes in the 11th grade, two in the 12th grade, and two in the 9th grade. These classes would differ one from another in terms of behavior and motivation. For instance, it was easy to teach in classes like 11th F/G, 11th E/F, and 12th E/F. They were motivated and had a good level of English. On the other hand, I found more difficulties in classes like 11th A where the students were not so motivated, and 9th C where the students, being good students, had a bad behavior. But with all these, I learnt a lot, not only from the observers, but also from the students' experiences.

In general it was a rewarding experience, and I just got positive outcome from it.

8. BIBLIOGRAPHY

Acevedo, A. Gower, M. & Harmer, J. (1994), *Frontrunner: Student's Book*, Longman Group UK Limited.

Azar, B. (1981), *Understanding And Using English Grammar*, New Jersey: Prentice - Hall, Inc.

Barros, V., Correia, P. & Barros, L. (2006), *Spotlight 1: Nivel 3, Inglês 7º Ano, Spotlight 1 Workbook, & Spotlight 8: Nivel 4, Inglês 8º Ano*, Porto: Porto Editora

Internet

Liceu Ludgero Lima History: <http://www.liceuludgerolima.blogspot.com> – 2013-05-13, 19:59 p.m.