

ESCOLA BÁSICA INTEGRADA DE FRAGOSO  
ANNUAL PLAN

COURSE BOOK: Your Turn 7, OUP

SCHOOL YEAR: 2017-2018

SUBJECT/YEAR/LEVEL: LE1 Inglês/7/3

TEACHER: Carla Alves/ Nancy Borges

	TIMING	TOPIC/ VOCABULARY	GRAMMAR	COMMUNICATION* / **
<b>1ST TERM</b>	ab. 4 lessons	<b>DIAGNOSIS</b>	<b>DIAGNOSIS</b>	<b>DIAGNOSIS</b>
	ab. 10 lessons	<b>TIME FOR SCHOOL</b> _weekday routine school subjects, everyday activities, timetables, school life	_present simple _adverbs of frequency _subject and object pronouns.	_guessing – asking and answering questions  _guided interaction: acting out dialogues meeting people talking about timetables describing fictional school days
	ab. 10 lessons	<b>PEOPLE AROUND US</b> _people at work clothes, uniforms, shopping for clothes	_present continuous, <i>must / mustn't, can / can't</i> _the connectors <i>also</i> and <i>too</i>	buying in a shop talking about uniforms talking about places in their city giving opinion about school subjects asking for and giving directions a radio advert
	ab. 10 lessons	<b>CITIES AND TOWNS</b> _places in the city and landmarks, neighbourhood places, living in a big city/small town, directions, a concert and a tour	_be going to, _comparative and superlative adjectives, the sequence _markers <i>first, then, after that, finally</i> _relative pronouns <i>who</i> and <i>which</i>	_parallel writing: describing their school life describing a photo writing a radio advert planning a city tour
	ab. 2 lessons  (total: 36-38 lessons)	Festivities: <b>HALLOWEEN</b>		_talking about festivities
<b>2ND TERM</b>	ab. 10 lessons	<b>ARE YOU HUNGRY?</b> _food, meals and eating habits, plural nouns, menus and ordering food, popular takeaways and favourite restaurants	_Countable and uncountable nouns, <i>some</i> and <i>any</i> _some and <i>any</i> _how many ...? / how much ...? _should and <i>shouldn't</i> _can and <i>could</i> for polite requests	_expressing likes and dislikes about food _describing pictures _comparing answers with a partner _expressing likes and dislikes about food
	ab. 9 lessons	<b>FAMILY HISTORY</b> _family members, a royal wedding, life events, famous people of the present and past	_past simple affirmative _could and <i>couldn't</i> _possessive 's _the connector <i>when</i>	_guided interaction: acting out dialogues ordering food a street interview talking about the past expressing agreement and disagreement a podcast a recording of a review
	ab. 9 lessons	<b>TV AND BOOKS</b> _types of TV programmes, types of stories, favourite books	_past simple negative and interrogative _there was / there were _prefixes and suffixes _using pronouns in writing	_parallel writing: a dialogue in a restaurant a dialogue about the past a street interview a review of a restaurant a podcast a biography
	ab. 6 lessons	<b>HOUSE AND HOME</b> _places at home, furniture	_past continuous	a dialogue expressing agreement/disagreement a film review a book review
	ab. 1 lesson  (total: 34-36 lessons)	Festivities: <b>ST. VALENTINE'S DAY</b>		_talking about festivities

<b>3RD TERM</b>	ab. 7 lessons	<b>HOUSE AND HOME</b> _ types of homes in the UK	_prepositions of movement _ <i>What ...!</i> (expressing feeling) _the linking words <i>and</i> and <i>but</i> in writing	_guided interaction: asking and answering questions about a picture asking and answering questions about what they were doing at a particular time in the past asking and answering questions about their future
	ab. 9 lessons	<b>A GREENER FUTURE</b> _materials, ecology verbs, protecting the environment; predicting their future	_ <i>will</i> _first conditional _nouns as adjectives (for materials) _the imperative _the linking words <i>because</i> and <i>so</i> in writing	_presenting an idea for design furniture with a partner  _acting out dialogues making suggestions about redecorating a room talking about past experiences offering and accepting help acting out a radio message with a partner acting out a holiday destination quiz in small groups
	ab. 9 lessons	<b>SUMMER FUN</b> _packing for holidays, holiday plans, visiting Lisbon, summer sports, summer camps, travelling	_the linking phrases <i>for example</i> and <i>such as</i> in writing	_making a list of inventions for a house  _guided writing: a description of a house a dialogue offering and accepting help designing a leaflet and a poster a dialogue making suggestions for redecoration a radio message an essay about life in the future a dialogue about past experiences a holiday destination quiz an e-card
	(total: 24-27 lessons)			

EXTENSIVE READING: The Canterville Ghost by Oscar Wilde \*/\*\*

\* optional contents \*\*throughout the school year

<b>ACTIVITIES/ STRATEGIES</b>	<ul style="list-style-type: none"> <li>• Listening activities</li> <li>• Prepared and unprepared reading</li> <li>• Reading comprehension activities</li> <li>• Writing activities</li> <li>• Speaking activities</li>   <li>• Class lecture</li> <li>• Class interaction</li> <li>• Group/pair work</li> <li>• Project work</li> </ul>
<b>AIDS</b>	<ul style="list-style-type: none"> <li>▪ Textbook</li> <li>▪ Workbook</li> <li>▪ Worksheets</li> <li>▪ PC &amp; data projector</li> <li>▪ PowerPoint presentations/Slipcharts</li> <li>▪ Web sites</li> <li>▪ Moodle (?)</li> <li>▪ Pictures</li> <li>▪ Flash cards</li> <li>▪ CD &amp; CD player</li> <li>▪ DVD &amp; DVD player</li> <li>▪ Black and whiteboard</li> <li>▪ Notebook</li> <li>▪ Realia</li> <li>▪ Other</li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Language proficiency in English (communicative language competences: linguistic competences; sociolinguistic competences; pragmatic competences)</li> <li>• Sociocultural knowledge and intercultural awareness</li> <li>• Study skills</li> <li>• Heuristic skills</li> <li>• 'Existential' competence (behaviour/attitudes)</li> <li>• Peer and self-assessment</li> </ul>

<b>AIMS</b>	<ul style="list-style-type: none"> <li>▪ <b>Spoken interaction and production:</b> <ul style="list-style-type: none"> <li>- At the end of this year, students can interact by using basic sentence patterns with memorised phrases, groups of few words and formulae in order to communicate and exchange information</li> <li>- Students can adapt their register</li> <li>- They can use some simple structures correctly</li> </ul> </li>   <li>▪ <b>Aural and visual reception:</b> <ul style="list-style-type: none"> <li>- Students can understand different types of short, simple texts on the topics, presented aurally, visually or both. Students can get the gist, identify main points, identify specific or detailed information, understand simple instructions and directions.</li> <li>- They can also identify cues and infer, both in spoken and written texts, e.g. they can derive the probable meaning of unknown words from the context.</li> </ul> </li>   <li>▪ <b>Written production:</b> <ul style="list-style-type: none"> <li>- Students can write simple texts related to the topics</li> </ul> </li>   <li>▪ <b>Learning skills:</b> <ul style="list-style-type: none"> <li>- Students willingly engage in communicative tasks. They are able to work autonomously and monitor their own learning. They can assess their progress and their classmates'.</li> </ul> </li>   <li>▪ <b>Fast finishers / Stronger classes:</b> <ul style="list-style-type: none"> <li>- Fast finishers and stronger classes will be able to further develop their writing skills.</li> </ul> </li> </ul>
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Fragoso, 13 de setembro de 2017

As professoras responsáveis,

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(Carla Alves)

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(Nancy Borges)