

ESCOLA BÁSICA INTEGRADA DE FRAGOSO

ANNUAL PLAN

COURSE BOOK: Your Turn 8, OUP

SCHOOL YEAR: 2017-2018

SUBJECT/YEAR/LEVEL: LE1 Inglês/8/4

TEACHER: Carla Alves

	TIMING	TOPIC/ VOCABULARY	GRAMMAR	COMMUNICATION* / **
<b>1ST TERM</b>	ab. 3 lessons	<b>DIAGNOSIS</b>	<b>DIAGNOSIS</b>	<b>DIAGNOSIS</b>
	ab. 7 lessons	(1) <b>JUST FOR FUN!</b> . Free time activities . Fun places	(1) . Verb + ing form . Present continuous . Present simple . Adverbs of frequency . Present tense contrast	(1) . Expressing likes and dislikes <b>Guided interaction</b> . Talking about plans <b>Writing</b> . A competition entry
	ab. 7 lessons	(2) <b>MOTHER NATURE</b> . Geographical features . Wild animals	(2) . Adjective order . Comparative and superlative adjectives . not as ... as * . but & however	(2) <b>Guided interaction</b> . Discussing preferences <b>Writing</b> . A descriptive report
	ab. 7 lessons	(3) <b>MAKING HISTORY</b> . Historic achievements . Historic professions	(3) . Suffixes . Past simple . used to	(3) <b>Guided interaction</b> . Discussing hopes and dreams <b>Writing</b> . A biography
	ab. 1 lessons	Festivities: <b>HALLOWEEN</b>		*. Talking about festivities
	<b>(total: 26 lessons)</b>			
<b>2ND TERM</b>	ab. 6 lessons	(4) <b>HIT THE ROAD!</b> . Transport . In transit	(4) . Past continuous . Past tense contrast	(4) <b>Guided interaction</b> . At the bus station <b>Writing</b> . A travel story (narrative)
	ab. 6 lessons	(5) <b>FOOD FOR THOUGHT</b> . Snack choices . Partitives	(5) . be going to . some, any, a lot of/ lots of . many/ much, a few, a little . Zero conditional	(5) <b>Guided interaction</b> . Preparing for a party <b>Writing</b> . A party invitation (informal letter)
	ab. 6 lessons	(6) <b>WEATHER - WISE</b> . Extreme weather . Green architecture	(6) . Present perfect simple, ever/ never . for and since . just, already and yet . Past simple/ Present perfect	(6) <b>Guided interaction</b> . Talking about recent events <b>Writing</b> . A description of a typical home
	ab. 3 lessons	(7) <b>THAT'S NEWS TO ME!</b> . Newspapers	(7) . will for predictions . will for decisions, promises and offers	*. Talking about festivities
	ab. 1 lesson	Festivities: <b>ST. VALENTINE'S DAY</b>		
	<b>(total: 22 lessons)</b>			

<b>3RD TERM</b>	ab. 6 lessons	<b>(7)</b> <b>THAT'S NEWS TO ME!</b> . Newspapers . Broadcast news	<b>(7)</b> . First conditional	<b>(7)</b> <b>Guided interaction</b> . Describing a programme <b>Writing</b> . A programme review
	ab. 6 lessons	<b>(8)</b> <b>SMART MONEY</b> . Feelings . Money	<b>(8)</b> . -ed/ -ing adjectives . have to . can/ must . would like . would/ wouldn't, could/ couldn't	<b>(8)</b> . Describing feelings <b>Guided interaction</b> . Asking for a favour <b>Writing</b> . An internet advice column
	ab. 6 lessons	<b>(9)</b> <b>FASHION FORWARD</b> . Clothing styles . Fashion accessories	<b>(9)</b> . Adjective order . Present passive . Relative pronouns	<b>(9)</b> <b>Guided interaction</b> . At a Fairtrade shop <b>Writing</b> . A making a complaint
	<b>(total:18-20 lessons)</b>			

\* 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 2016

A professora responsável,

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(Carla Alves)