



ESCOLA BÁSICA INTEGRADA DE FRAGOSO

ANNUAL PLAN

COURSE BOOK: Your Turn 9, Oxford

SCHOOL YEAR: 2017-2018

SUBJECT/YEAR/LEVEL: LE1 Inglês/9/5

TEACHER: Carla Alves/Nancy Borges

	TIMING	TOPIC/ VOCABULARY	GRAMMAR	COMMUNICATION* / **
<b>1ST TERM</b>	ab. 3 lessons	<b>DIAGNOSIS</b>	<b>DIAGNOSIS</b>	<b>DIAGNOSIS</b>
	ab. 10 lessons	(1) <b>FITNESS FUN</b> . Healthy habits . Verbs: Physical activity	(1) . Present tense contrast . Zero conditional	(1) . Talking about after-school sports
	ab. 10 lessons	(2) <b>OUT AND ABOUT</b> . Entertainment: events . A performing arts centre	(2) . Past simple . Past continuous . Past tense contrast . Question tags	(2) . Making arrangements
	ab. 10 lessons	(3) <b>GO FOR IT!</b> . Experiences . Personality adjectives	(3) . Present perfect simple ever/ never just/ already/ yet for/ since . Present perfect continuous . Past perfect	(3) . Talking about volunteering
	ab. 1 lesson	<b>REVISIONS</b> (UNITS 1-3)		
	ab. 3 lesson	(4) <b>DIGITAL FUTURE</b> . Electronic gadgets . Adjectives: Technology		
	(total: 36-38 lessons)	<b>Festivities:</b> <b>HALLOWEEN</b>		*. Talking about festivities
<b>2ND TERM</b>	ab. 7 lessons	(4) <b>DIGITAL FUTURE</b>	(4) . be going to . will/ won't . First conditional	(4) . Classroom survey: the future
	ab. 9 lessons	(5) <b>Teen scene!</b> . Teen stress . Friendship and love	(5) . Second conditional . If ... was/ were . Wishes	(5) . Discussing imaginary situations
	ab. 9 lessons	(6) <b>BUY NOW!</b> . Advertising . Adjectives: Adverts	(6) . Reported speech . Reported questions . Reported commands . Reported suggestions	(6) . Returning a purchase
	ab. 9 lesson	(7) <b>FRAGILE PLANET</b> . Natural habitats . Environmental issues	(7) . Defining relative clauses . Omitting relative pronouns . Non – defining relative clauses . either ... or/ neither ... nor	
	ab. 1 lesson	<b>REVISIONS</b> (UNITS 4-6)		
(total: 34-36 lessons)	<b>Festivities:</b> <b>ST. VALENTINE'S DAY</b>		*. Talking about festivities	

<b>3RD TERM</b>	ab. 2 lessons	<b>(7)</b> <b>FRAGILE PLANET</b>		<b>(7)</b> . Petition campaign
	ab. 10 lessons	<b>(8)</b> <b>AN EYE FOR ART</b> . Visual and decorative arts . Process verbs	<b>(8)</b> . Present simple passive . Present simple passive with modals . Past simple passive	<b>(8)</b> . Talking about an artist
	ab. 7 lessons	<b>(9)</b> <b>GREAT STORIES</b> . Characters in fiction . Compound adjectives	<b>(9)</b> . Gerunds and to-infinitive . Gerund or to-infinitive? . Stop, remember, forget	<b>(9)</b> . At a Book signing
	ab. 1 lesson <b>(total: 20 lessons)</b>	<b>REVISIONS</b> (UNITS 7-9)		

\* 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/Flipcharts</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>▪ 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> <li>•</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 term, students can interact by using basic sentence patterns with memorised phrases and formulae in order to communicate and exchange information.</li> <li>- Students can express preferences and choices. 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 identify the main idea, identify specific or detailed information, distinguish between formal and informal speech, identify participants in a dialogue and identify the sequence of discourse.</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 short, simple texts with frequently used vocabulary.</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. There is also dictionary work to enable them to expand their vocabulary.</li> </ul> </li> </ul>
-------------	--

Fragoso, 13 de setembro de 2017

As professoras responsáveis,

\_\_\_\_\_  
(Carla Alves)

\_\_\_\_\_  
(Nancy Borges)