

Agrupamento de Escolas de Forte da Casa

Ano Letivo de 2017- 2018

PLANIFICAÇÃO ANUAL DE INGLÊS -2º Ciclo – 5º Ano

Manual: What's Up?

Domínios	Conteúdos		Objetivos / Descritores	Estratégias	Recursos	Modalidades e Instrumentos de Avaliação	Nº de Aulas Previstas
FIRST TERM <u>Unit Starter</u>	English - speaking countries/ Skies of London and Skies of New York/Check your English/In the classroom		<p>Affective</p> <p>Be sensitive to different cultures, traditions and habits</p> <p>Participate willingly in classroom activities</p> <p>Interact with other students</p> <p>Show enthusiasm for the task</p> <p>Enjoy cooperating with others</p> <p>Develop their self-confidence</p>	<p>Class interaction</p> <p>Chart filling</p> <p>Dialogue in pairs</p> <p>Writing a message</p> <p>Gap filling</p> <p>Matching</p> <p>Table filling</p>	<p>Student's Book</p> <p>Audio CD</p> <p>CD-ROM</p> <p><i>E-manual</i></p> <p>Workbook</p> <p>PowerPoint Presentations</p> <p>Flashcards</p>	<p>Diagnostic test</p> <p>Direct observation in the classroom</p> <p>Oral participation in classroom activities</p>	+/- 36

<p><u>Unit 1</u> Hello, friends!</p> <p>1.1 Making friends</p>	<p>- Name, surname - introducing and greeting - Cardinal numbers</p>	<p>Personal pronouns (subject form)</p>	<p><u>Cognitive</u></p> <p>Develop their knowledge of the topics concerned</p> <p>Be aware of intonation/ pronunciation patterns</p> <p>Personalize the topics of the texts by relating them to their own experience</p> <p>Develop their listening skills</p> <p>Develop strategies for reading a text</p> <p>Greet people</p> <p>Ask and answer about names</p> <p>Ask and answer about age</p> <p>Give personal information</p>	<p>Completing a text</p> <p>Identifying the right word</p> <p>Sound Discrimination</p> <p>Writing a paragraph/ description</p> <p>Word categorization</p> <p>Choosing the right adjective</p> <p>Gap filling</p> <p>Putting words in the correct order</p>	<p>CD player</p> <p>DVD player</p> <p>Computer</p> <p>Data show</p> <p>Pen drive</p> <p>Film clips</p> <p>Video clips</p> <p>Speakers</p> <p>Board</p> <p>Notebooks</p>	<p>Worksheets</p> <p>Homework</p> <p>Written tests</p> <p>Self-assessment</p>	
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<p>1.2 Special days</p>	<p>-Ordinal numbers - days of the week - Months and seasons</p>	<p>-Possessive determiners - Prepositions of time</p>	<p>Demonstrate their understanding of different types of text</p> <p>Talk about birthdays</p> <p>Demonstrate their knowledge of new lexical items by using them in familiar and unfamiliar situations</p> <p>Develop strategies for handling vocabulary (deducing, guessing from context...)</p>	<p>Games</p> <p>True/false</p> <p>Multiple choice</p> <p>Completing sentences</p> <p>Writing questions and answers</p>			
<p>1.3 Where are you from?</p>	<p>-Countries and nationalities</p>	<p>-Verb to be: Present Simple (affirmative and negative) -Verb to be: Present Simple (interrogative)</p>	<p>Demonstrate their ability to use the new grammar items</p> <p>Ask and answer about nationalities</p> <p>Develop their fluency skills: oral and written</p>	<p>Completing a song</p> <p>Completing an interview</p> <p>Text reading</p> <p>Word search</p>			

<p><u>Unit 2</u> What are they like?</p>	<p>2.1 Meet my family</p> <ul style="list-style-type: none"> - Family members - Jobs 	<ul style="list-style-type: none"> -Verb to have got- Present Simple (affirmative and negative) -Verb to have got- Present Simple (interrogative) -Plurals 	<p>Celebrate Halloween</p> <p>Describe family members</p> <p>Ask about people's jobs</p> <p>Develop processes for the production of short text</p> <p>Describe appearance</p> <p>Interact in different social contexts</p> <p>Evaluate their own progress</p>	<p>Labelling pictures</p> <p>Quiz</p> <p>Completing a family tree/a diagram</p> <p>Making/ Completing sentences</p> <p>Writing the description of a family member</p> <p>Word snake</p> <p>Correcting false statements</p>			
<p>2.2 Looking good</p>	<ul style="list-style-type: none"> - Physical appearance - Body - Hair and face - Personality adjectives 	<p>-Adjectives</p>					

<p>2.3 I like my clothes</p> <p>SECOND TERM</p> <p><u>Unit 3</u> At home</p> <p>3.1 Our house</p>	<p>- Clothes, footwear and accessories - Colours</p> <p>-Rooms in the house</p>	<p>-Possessive case -Possessive pronouns</p> <p>-There to be</p>	<p>Ask personal questions</p> <p>Celebrate Christmas</p> <p>Describe house rooms</p> <p>Talk about their bedroom and possessions</p> <p>Talk about personal things</p>	<p>Replacing words by pronouns</p> <p>Ordering words</p> <p>Writing Christmas cards</p> <p>Completing a song</p> <p>Dialogue in pairs</p> <p>Reading for gist/ specific information</p>			<p>+/- 32</p>
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<p>3.2 There's no place like home!</p>	<p>-Furniture in the house</p>	<p>-Indefinite articles (a/an) -Definite article (the) Prepositions of place and movement</p>	<p>Talk about St. Valentine's Day</p>	<p>Answering personal questions Decoding words Identifying parts of a house Pronunciation</p>			
<p>3.3 Activities at home</p>	<p>-Activities at home</p>	<p>-Present Continuous (affirmative and negative) -Present Continuous (interrogative)</p>		<p>Correcting wrong information Spot the differences Board games</p>			

<p><u>Unit 4</u> Yummy food</p> <p>4.1 Food and drink</p> <p>4.2 Nice meals</p>	<p>-Food and drink</p> <p>-Meals and dishes</p>	<p>-Verb to like- Present Simple (affirmative and negative)</p> <p>-Verb to like- Present Simple (interrogative)</p> <p>- Verb to like – Present Simple (Affirmative/ negative/ interrogative)</p> <p>-Some/any</p>	<p>Order food / drinks</p> <p>Talk about food</p> <p>Ask about tastes</p> <p>Talk about quantity</p> <p>Express likes and dislikes</p>	<p>Choosing the right words</p> <p>Vocabulary exercises</p> <p>Acting out a dialogue</p>			
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THIRD TERM							
<u>Unit 5</u> My routine							
5.1 My day	-Daily routine -Telling the time	-Present Simple -Question words -Adverbs of frequency -Connectors	Talk about daily routine Ask about people's weekend activities Tell the time Make arrangements	Asking <i>wh-questions</i>			+/- 26
5.2 Free time activities	Free time activities	-Like/hate+ing form -The imperative -Personal pronouns (object)		Reporting classmates' weekend activities			

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Planificação Anual de Inglês (2º ciclo) – 6th grade, Level 2
2017/2018
Upload, 6º ano, Express Publishing

Período Term	Domínios Units	Conteúdos Contents/Language Focus	Objetivos/ Descritores Learning Aims	Estratégias/ Recursos Strategies/Aids	Modalidades e Instrumentos de avaliação Evaluation	Nº de tempos previstos (45min) Nr of lessons
FIRST TERM	STARTER	Classroom English The verb “ to be” The verb “to have got” Personal pronouns (subject) There is/There are Parts of the body Family members Greetings and introductions Asking for/Giving personal information	<u>Affective</u> Be sensitive to different cultures, traditions and habits Participate willingly in classroom activities Interact with other students Show enthusiasm for the tasks Enjoy cooperating with others Develop their self-confidence	<u>Strategies</u> Class interaction Chart filling Question/answer Dialogue in pairs Writing a message Gap filling Matching Table filling Completing a text Identifying the right word Sound discrimination Writing a paragraph/	Diagnostic tests Direct observation in the classroom Oral participation in classroom activities	+/- 36

FIRST TERM	MODULE 1		<u>Cognitive</u>		
	“Day in day out”	<p>Daily Routines</p> <p>Free time activities</p> <p>Likes/dislikes</p> <p>-Ing form</p> <p>Present simple-affirmative form</p> <p>Jobs</p> <p>Adverbs of frequency</p> <p>Subject/object personal pronouns</p> <p>A Typical family day</p>	<p>Develop their knowledge of the topics concerned</p> <p>Demonstrate their understanding of different types of text</p> <p>Develop strategies for reading a text</p> <p>Develop their listening skills</p> <p>Be aware of intonation/pronunciation patterns</p> <p>Personalize the topics of the texts by relating them to their own experience</p> <p>Demonstrate their knowledge of new lexical items by using</p>	<p>description</p> <p>Word categorization</p> <p>Choosing the right adjective</p> <p>Gap filling</p> <p>Putting words in the correct order</p> <p>Games</p> <p>True/false</p> <p>Multiple choice</p> <p>Completing sentences</p> <p>Writing questions and answers</p> <p>Completing a song</p> <p>Completing an interview</p> <p>Text reading</p> <p>Word search</p> <p>Labeling pictures</p> <p>Quiz</p> <p>Completing a family tree/a diagram</p> <p>Making/Completing</p>	<p>Worksheets</p> <p>Homework</p> <p>Written tests</p> <p>Oral tests</p> <p>Student’s behaviour and attitudes</p> <p>Self-assessment</p>

<p>FIRST TERM</p>	<p>MODULE 2 "School's cool!"</p>	<p>Places in a city School rooms and facilities School subjects Present simple(negative/ interrogative forms and short answers) Prepositions of movement Directions The imperative</p>	<p>them in familiar and unfamiliar situations Develop strategies for handling vocabulary (deducing, guessing from context...) Demonstrate their ability to use the new grammar items Develop their fluency skills: oral and written Develop processes for the production of short texts Interact in different social contexts Evaluate their own progress Greet & Introduce Ask for/Give Personal Information Talk about daily routines</p>	<p>sentences Writing the description of a family member Word snake Correcting false statements Replacing words by pronouns Ordering words Completing a song Dialogue in pairs Reporting classmates' weekend activities Reading for gist/ specific information Answering personal questions Decoding words Writing Christmas cards Identifying parts of a house</p>		

SECOND TERM	<p>MODULE 3</p> <p>“Fun and food”</p>	<p>Sports</p> <p>Places description</p> <p>Indefinite articles a/an</p> <p>Some and any</p> <p>Plurals(regular and irregular)</p> <p>Places to have a meal</p> <p>Phrasal verbs with go</p> <p>Can/may</p> <p>Prepositions of time</p> <p>Typical/traditional food</p>	<p>Talk about free time activities</p> <p>Talk about likes and dislikes</p> <p>Talk about their school</p> <p>Answer questions about themselves</p> <p>Celebrate Halloween</p> <p>Talk about a typical family day</p> <p>Talk about places in a city</p> <p>Talk about places at school and subjects</p> <p>Talk about a day in school</p> <p>Ask for/Give Directions</p> <p>Celebrate Christmas</p> <p>Talk about sports</p> <p>Talk about places/places to have a meal</p>	<p>Pronunciation</p> <p>Correcting wrong information</p> <p>Spot the differences</p> <p>Board game</p> <p>Choosing the right words</p> <p>Vocabulary exercises</p> <p>Acting out a dialogue</p> <p>Aids</p> <p>Student’s Book</p> <p>Audio CD</p> <p>CD-ROM</p> <p><i>E-manual</i></p> <p>Workbook</p> <p>PowerPoint</p> <p>presentations</p> <p>Flashcards</p>		<p>+/-35</p>

<p>SECOND TERM</p>	<p>MODULE 4 “Living legends”</p>	<p>Famous people</p> <p>Possessive adjectives and possessive pronouns</p> <p>Describing people</p> <p>Present Continuous tense</p> <p>Use of adjectives and adverbs</p>	<p>Talk about traditional food</p> <p>Talk about famous people</p> <p>Talk about people description</p> <p>Talk about parties/celebrations/festivals</p> <p>Make invitations accept/refuse</p> <p>Talk about means of transport/ proper behaviour in a mean of transport</p> <p>Talk about touristic destinations</p> <p>Talk about national flag</p> <p>Describe objects</p> <p>Talk about what to do/not to do in the classroom</p> <p>Ask about information</p> <p>Talk about St. Valentine’s Day</p>	<p>CD player</p> <p>DVD player</p> <p>Computer</p> <p>Data show</p> <p>Pen drive</p> <p>Film clips</p> <p>Video clips</p> <p>Speakers</p> <p>Board</p> <p>Notebooks</p>		
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<p>THIRD TERM</p>	<p>MODULE 5 “Let’s have fun!”</p> <p>MODULE 6 “Out and about!”</p>	<p>Festivals, festivities and celebrities</p> <p>Present continuous tense(negative/ interrogative forms and short answers)</p> <p>The Invitation</p> <p>Means of transport</p> <p>Be going to (affirmative, negative and interrogative forms/short answers</p> <p>Be going to VS Present Continuous</p> <p>Adverbs of time</p> <p>National flag</p>	<p>Make suggestions</p>			<p>+/- 30</p>
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EDUCAÇÃO



Agrupamento de Escolas de Forte da Casa

Ano Letivo de 2017- 2018

PLANIFICAÇÃO ANUAL DE INGLÊS – 3º ciclo – 7º Ano
Manual: Iteen 7 – Areal Editores

Domínios	Conteúdos		Objetivos / Descritores	Estratégias	Recursos	Modalidades e Instrumentos de Avaliação	Nº de Aulas Previstas
Units	Contents / Language focus		Learning aims	Strategies	Aids	Evaluation	Nr of lessons
ENTRY UNIT – BACK TO SCHOOL! UNIT 1 – GLAD TO BE BACK! 1.1. Meeting friends	<ul style="list-style-type: none"> ○ Classroom language ○ Personal information • name • surname • age • country and nationality • hometown • favourites... 	<ul style="list-style-type: none"> • Personal pronouns • Present simple: <i>to be</i> • Possessive determiners 	Students are expected to: <ul style="list-style-type: none"> • Recall knowledge previously acquired. • Widen their vocabulary range within the subtopics. • Develop strategies for handling vocabulary (deducing, guessing from context...). • Be aware of intonation/pronunciation patterns. • Improve their reading skills by 	<ul style="list-style-type: none"> • Guessing game • Class interaction • Chart filling • Question/answer • Dialogue in pairs • Writing a message • Gap filling • Matching • Table filling • Completing a text • Identifying the right word 	<ul style="list-style-type: none"> • Student's Book • <i>iTeen File</i> • Audio CD • CD-ROM • <i>E-manual</i> • Workbook • <i>iTeen Fun</i> • PowerPoint presentations • Flashcards • Slides 	<ul style="list-style-type: none"> ◆ Diagnosis ◆ Direct observation: <ul style="list-style-type: none"> – participation – interest – involvement in classroom activities – student's answers – the use of the English language 	1st term +/- 38



<p>1.2. Everybody's different</p>	<ul style="list-style-type: none"> ○ Describing people <ul style="list-style-type: none"> • Physical appearance: height, build, hair, eyes, skin/face... • Personality 	<ul style="list-style-type: none"> • <i>Have got</i> • Adjectives 	<p>reading for gist and for specific information.</p> <ul style="list-style-type: none"> • Develop strategies for reading a text. • Demonstrate their understanding of oral texts by doing different types of exercises. • Personalize the topics of the texts by relating them to their own experience. • Infer grammar rules from example sentences. • Use the acquired language knowledge to do the required tasks. • Develop their speaking skills through participation in class activities. • Develop processes for doing various writing tasks. • Increase their cultural knowledge of Scotland and other countries around the world. • Evaluate their own progress. • Interact with other students. 	<ul style="list-style-type: none"> • Sound discrimination • Writing a paragraph/description • Word categorization • Choosing the right adjective • Gap filling • Putting words in the correct order • Games • True/false • Multiple choice • Completing sentences • Writing questions and answers • Completing a song • Completing an interview • Text reading • Wordsearch • Labelling pictures • Quiz • Question/answ 	<ul style="list-style-type: none"> • Teacher's File • Computer • CD / DVD drive • Data show • Pen drive • Film clips • Video clips • Speakers • Board • Notebooks 	<p>in classroom</p> <ul style="list-style-type: none"> - homework - punctuality - class attendance <ul style="list-style-type: none"> ◆ Formative test ◆ Listening test ◆ Progress test: reading, use of language and writing <p>Formal oral evaluation (observation grid)</p> <ul style="list-style-type: none"> ◆ Project ◆ Portfolio ◆ Self-assesment (grid)
<p>1.3. Party time</p>	<ul style="list-style-type: none"> ○ Socialising <ul style="list-style-type: none"> • Doing things together (action verbs) 	<ul style="list-style-type: none"> • Present continuous • Question words 				
<p>Let's celebrate!</p>	<ul style="list-style-type: none"> ○ Festivals Halloween 					
<p>UNIT 2 – ALL IN THE FAMILY</p>						
<p>2.1 All families are different</p>	<ul style="list-style-type: none"> ○ Family <ul style="list-style-type: none"> • Family members 	<ul style="list-style-type: none"> • Possessive case • Whose 				
<p>2.2 People</p>	<ul style="list-style-type: none"> ○ Jobs and 	<ul style="list-style-type: none"> • Personal 				



<p>around me</p> <p>2.3 Look at the stars!</p> <p>2.4 Daily routines</p> <p>2.5 Get involved</p> <p>Let'scelebrate!</p> <p>UNIT 3 – NO PLACE LIKE HOME</p> <p>3.1 My house, my</p>	<p>occupations</p> <ul style="list-style-type: none"> ○ Family life <ul style="list-style-type: none"> ● Parents-children relationships ● Household chores ○ Daily routines <ul style="list-style-type: none"> ● The time ● Daily activities ○ Voluntary work <ul style="list-style-type: none"> ● The good things about volunteering <p>Festivals Christmas</p> <ul style="list-style-type: none"> ○ House and home <ul style="list-style-type: none"> ● Rooms in a house ● House and garden 	<p>pronouns (subject and object)</p> <ul style="list-style-type: none"> ● Present simple ● Adverbs of frequency <p>● Prepositions of time</p> <ul style="list-style-type: none"> ● Present simple and present continuous <ul style="list-style-type: none"> ● <i>There + to be</i> ● <i>Some, any, no</i> 	<ul style="list-style-type: none"> ● Interact with the teacher. ● Introduce oneself and give personal information ● Ask and answer about favourites/nationalities ● Describe people ● Ask and answer about appearance and personality traits ● Say what people are doing ● Talk about temporary actions or situations ● Talk about one's family and family relationships ● Ask and answer about possession ● Describe families ● Describe one's dream job ● Talk about home rules ● Ask and answer about weekend activities ● Tell the time ● Ask and answer about daily routines ● Talk about routines and habits ● Talk about temporary actions or 	<p>er</p> <ul style="list-style-type: none"> ● Completing a family tree/a diagram ● Making/Completing sentences ● Writing the description of a family member ● Word snake ● Correcting false statements ● Replacing words by pronouns ● Writing about one's dream job ● Finding words in the text ● Completing rules/sentences ● Ordering words ● Completing a song ● Dialogue in pairs ● Reporting classmates' 			<p>2nd term +/-32</p>
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<p>home</p> <p>3.2 I need a house</p> <p>3.3 A room of my own</p> <p>3.4 Then... and now</p> <p>3.5 Happy times</p> <p>Let's celebrate!</p> <p>UNIT 4 – SCHOOL TIME</p>	<ul style="list-style-type: none"> ○ Types of homes <ul style="list-style-type: none"> ● Some typical British homes (Culture) ○ Favourite rooms at home <ul style="list-style-type: none"> ● Furnishings in a house ○ Past habits/situations ○ Home life <ul style="list-style-type: none"> ● Past experiences Festivals Valentine's Day ○ School <ul style="list-style-type: none"> ● School timetables ● School 	<ul style="list-style-type: none"> ● Articles: <i>a/an, the</i> ● Prepositions of place and direction or movement ● Past simple: <i>to be; there to be</i> ● Past simple: regular verbs ● Past simple: irregular verbs ● Adjective + preposition 	<p>situations</p> <ul style="list-style-type: none"> ● Give opinions ● Describe houses ● Describe location ● Talk about British homes ● Describe bedrooms ● Ask about favourite rooms at home ● Describe past situations ● Talk about finished actions and situations in the past ~ ● Ask and answer about past actions ● Describe timetables ● Express likes, dislikes and preferences ● Express ability (in the present and past) ● Ask for and give permission ● Express obligation, prohibition and necessity ● Agree and disagree ● Discuss opinions ● Talk about actions or situations in progress at a certain time in the past 	<p>weekend activities</p> <ul style="list-style-type: none"> ● Reading for gist/ specific information ● Answering personal questions ● Decoding words ● Creating handmade cards ● Writing Christmas cards ● Identifying parts of a house ● Pronunciation ● Writing and presenting the description of a dream house ● Correcting wrong information ● Spot the differences ● Riddles ● Matching 			
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4.1 About my school	<ul style="list-style-type: none"> subjects School rooms and places 		<ul style="list-style-type: none"> Talk about the place of living and favourite place Talk about capital cities Describe one's hometown 	<ul style="list-style-type: none"> stanzas to pictures 			
4.2 Different schools	<ul style="list-style-type: none"> School rules Opinions about school 	<ul style="list-style-type: none"> Modal verbs: <i>can, could, may, must</i> and <i>mustn't</i> 	<ul style="list-style-type: none"> Make predictions and promises Talk about probable actions/events in the future 	<ul style="list-style-type: none"> Writing British equivalents Research work Completing an interview/a song 			
4.3 Best friends	<ul style="list-style-type: none"> Friends Friendship Text message codes 	<ul style="list-style-type: none"> Plural of nouns 	<ul style="list-style-type: none"> Talk about plans/intentions Make predictions and promises Ask for and giving directions Ask and answer about shopping habits 	<ul style="list-style-type: none"> Survey Board game Writing a definition 			
4.4 Online writing	<ul style="list-style-type: none"> Extracurricular activities Clubs 	<ul style="list-style-type: none"> Past continuous <i>When/while</i> 	<ul style="list-style-type: none"> Offer assistance Accept/Suggest Ask/Say the price 	<ul style="list-style-type: none"> Looking for synonyms Choosing the right words Vocabulary exercises 			
4.5 Schooldays	<ul style="list-style-type: none"> Bullying 	<ul style="list-style-type: none"> <i>The imperative</i> 	<ul style="list-style-type: none"> Ask and answer about frequency Ask and answer about favourite sports 	<ul style="list-style-type: none"> Writing rules for an ideal school 			
UNIT 5 – NO PLACE LIKE HOME 5.1 City vs countryside 5.2 My city	<ul style="list-style-type: none"> Place of living City and countryside City facilities 	<ul style="list-style-type: none"> Indefinite pronouns Future: <i>will</i> Conditional 	<ul style="list-style-type: none"> Ask and give opinions Ask for and give personal/professional information Compare people/places	<ul style="list-style-type: none"> Comparing results in group Writing a message to send to a school website Sound discrimination Decoding a text message Ordering and 			3rd term +/- 27

<p>5.3 New York, New York</p>	<ul style="list-style-type: none"> • Public places ○ An American city • New York 	<p>sentences: type 1</p> <ul style="list-style-type: none"> • The future: <i>be going to</i> • Be going to/will/present continuous 		<p>matching</p> <ul style="list-style-type: none"> • Describing a comic strip • Writing a funny story • Unscrambling verbs • Acting out a dialogue • Writing an informal letter • Completing /Reorganising shopping dialogues • Deciding who said what 			
<p>5.4 Shop until you drop!</p>	<ul style="list-style-type: none"> ○ Shopping • Shops and articles 	<ul style="list-style-type: none"> • Question tags 					
<p>UNIT 6 – SPORT AND LEISURE</p>	<ul style="list-style-type: none"> ○ Sports 	<ul style="list-style-type: none"> • Question: <i>How often?</i> Answer: adverbial phrases of frequency • Reflexive pronouns 					
<p>6.1 What sports do you do?</p>							
<p>6.2 School sports</p>	<ul style="list-style-type: none"> ○ School sports • Sports equipment 	<ul style="list-style-type: none"> • Relative pronouns 					
<p>6.3 The world of football</p>	<ul style="list-style-type: none"> ○ Professional football 	<ul style="list-style-type: none"> • <i>Comparatives and superlatives</i> 					
<p>6.4</p>	<ul style="list-style-type: none"> ○ Free time 	<ul style="list-style-type: none"> • Present perfect 					

Leisure time	<p>activities</p> <ul style="list-style-type: none"> • Summer camp activities 						
6.5 Holidays in the USA	<ul style="list-style-type: none"> ○ Holiday activities 	Present perfect/past simple					

Agrupamento de Escolas de Forte da Casa

Ano Letivo de 2017- 2018

PLANIFICAÇÃO ANUAL DE INGLÊS – 3º ciclo – 8º Ano
Manual: Iteen 8 – Areal Editores

Domínios	Conteúdos		Objetivos / Descritores	Estratégias	Recursos	Modalidades e Instrumentos de Avaliação	Nº de Aulas Previstas
Units	Contents / Language focus		Learning aims	Strategies	Aids	Evaluation	Nr of lessons
Entry Unit – Welcome back! • Improve your English • English-speaking countries Unit 1 – Time out • Leisure	• General vocabulary • Collocations • Leisure activities/hobbies	• Possessive determiners • Question words Present simple • Question words	Students are expected to: • Recall knowledge previously acquired. • Widen their vocabulary range within the subtopics. • Develop strategies for handling vocabulary (deducing, guessing from context...). • Be aware of intonation/pronunciation patterns. • Improve their reading skills by reading for gist and for specific information. • Develop strategies for reading a	• Guessing game • Class interaction • Chart filling • Question/answer • Dialogue in pairs • Writing a message • Gap filling • Matching • Table filling • Completing a text • Identifying the right word • Sound discrimination • Writing a	• Student's Book <i>iTeen File</i> • Audio CD • CD-ROM • E-manual • Workbook • iTeen Fun • PowerPoint presentations • Flashcards • Slides • Teacher's File • CD player	♦ Diagnosis ♦ Direct observation: – participation – interest – involvement in classroom activities – student's answers – the use of	1st term +/- 24

<p>activities and hobbies</p>	<ul style="list-style-type: none"> • Collocations: play, go, do and have • Favourite places and things to do in Dublin • Types of holidays • Tourist attractions in Britain 	<ul style="list-style-type: none"> • Pronouns and determiners • Present simple and present continuous • Past simple • Past continuous <p>Past simple vs past continuous</p>	<p>text.</p> <ul style="list-style-type: none"> • Demonstrate their understanding of oral texts by doing different types of exercises. • Personalize the topics of the texts by relating them to their own experience. • Infer grammar rules from example sentences. • Use the acquired language knowledge to do the required tasks. • Develop their speaking skills through participation in class activities. • Develop processes for doing various writing tasks. • Increase their cultural knowledge of Scotland and other countries around the world. • Evaluate their own progress. • Interact with other students. • Interact with the teacher. • Talking about leisure time • Talking about meeting places • Talking about holidays • Describing past actions 	<p>paragraph/description</p> <ul style="list-style-type: none"> • Word categorization • Choosing the right adjective • Gap filling • Putting words in the correct order • Games • True/false • Multiple choice • Completing sentences • Writing questions and answers • Completing a song • Completing an interview • Text reading • Wordsearch • Labelling pictures • Mask contest • Quiz • Question/answer • Completing a family tree/a 	<ul style="list-style-type: none"> • DVD player • Computer • Data show • Pen drive • Film clips • Video clips • Speakers • Board • Notebooks 	<p>the English language in classroom</p> <ul style="list-style-type: none"> - homework - punctuality - class attendance <ul style="list-style-type: none"> ◆ Formative test ◆ Listening test ◆ Progress test: reading, use of language and writing ◆ Formal oral evaluation (observation grid) ◆ Project ◆ Portfolio
<p>Unit 2 – Food and Health</p> <ul style="list-style-type: none"> • Healthy eating • Eating habits 	<ul style="list-style-type: none"> • Types of food • Food groups and nutrients • Vocabulary related to eating habits • British English and American English food terms • Starters, main courses, desserts and beverages 	<p>Countable and uncountable nouns</p> <ul style="list-style-type: none"> • Partitives • Used to <p><i>I used to... // usually...</i></p> <ul style="list-style-type: none"> • Quantifiers: <i>much, many, a lot of/lots, a few, a little</i> <p>Modal verbs: <i>can, could, may, might, would</i></p>				



<p>Unit 3 – Teen time</p> <ul style="list-style-type: none"> • Teen` s world • Famous people 	<ul style="list-style-type: none"> • Teen worries • Lexical sets: Jobs, footwear, clothes, accessories • Adjectives to describe style and appearance • Vocabulary related to tattoos and piercings 	<ul style="list-style-type: none"> • So and such • Present perfect • Time expressions: already, ever, never, just, for, since, yet • Phrasal verb to look • Present perfect vs. past simple • Adjective formation: prefixes and suffixes • Order of adjectives <p>Linking words</p>	<ul style="list-style-type: none"> • Talking about actions or situations in progress at a certain time in the past • Dialogue • Asking and answering about one`s • hobbies • Inviting and suggesting • Accepting/Declining an invitation/a suggestion • Asking and answering about last holiday • Asking for information • Buying a ticket • Writing a paragraph about one`s favourite hobby • Composition for a teen magazine • Texts about historic sites • Talking about healthy eating/a balanced diet • Describing something that happened regularly in the past but no longer happens • Comparing eating habits and lifestyles • Talking about festivals 	<p>diagram</p> <ul style="list-style-type: none"> • Making/Completing sentences • Writing the description of a family member • Word snake • Correcting false statements • Replacing words by pronouns • Writing about one`s dream job • Finding words in the text • Completing rules/sentences • Ordering words • Completing a song • Dialogue in pairs • Reporting classmates` weekend activities • Reading for gist/ specific information • Answering personal questions 		<p>Self-evaluation (grid)</p>	<p>2nd term +/- 22</p>
<p>Unit 4 – Teens & Media</p> <ul style="list-style-type: none"> • The Media 	<ul style="list-style-type: none"> • Lexical sets: television, radio, print media, the Internet • TV programmes 	<p>Gerund (-ing form)</p> <ul style="list-style-type: none"> • Phrasal verbs: to turn on/off/up/down /over; turn into; 					



<p>Unit 5 – Green living</p> <p>Environmental problems</p>	<ul style="list-style-type: none"> • Types of magazines • Newspaper sections • Internet uses • The environment: problems and solutions • Endangered species 	<p>to log in/on/out/off</p> <ul style="list-style-type: none"> • Infinitive • Relative pronouns <p>Must and have to</p> <ul style="list-style-type: none"> • The future: will • Conditional sentences: • zero and first conditional • The future: be going to • Be going to/will • Reported speech • Indefinite pronouns <p>Double negative</p>	<ul style="list-style-type: none"> • Sharing family eating habits • Asking for and giving advice • Acting out a dialogue 'At the restaurant': ordering a meal... • Describing Portuguese traditions • Writing pieces of advice • Writing a dialogue • Writing a Christmas card • Discussing the reasons why teens create blog • Reporting on data • Discussing questions in class • Carrying out a class survey • Asking/answering about what someone has already done or not done yet • Shopping for clothes (dialogue) • Asking/answering about favourite clothes • Asking about personal and professional information • Discussing teens' problems • Debate • Text about 'My ideal clothes' • Interview 	<ul style="list-style-type: none"> • Decoding words • Creating handmade cards • Writing Christmas cards • Identifying parts of a house • Pronunciation • Writing and presenting the description of a dream house • Correcting wrong information • Spot the differences • Riddles • Matching stanzas to pictures • Writing British equivalents • Research work • Completing an interview/a song • Survey • Board game 			<p>3rd term</p> <p>+/- 16</p>
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			<ul style="list-style-type: none"> • Writing a text to an online forum • Talking about the media • Discussing the pros and cons of TV • Identifying types of magazines and newspapers • Describing a famous person or group • Discussing questions in class • Asking and answering questions about radio listening habits • Interviewing a member of a band • Interviewing a partner about TV viewing habits • Expressing own views on the Internet • Band profile • Interview • Text about the pros and cons of television • News article for the school newspaper • Talking about environmental problems and solutions • Describing a cartoon • Discussing a message • Talking about the future 	<ul style="list-style-type: none"> • Writing a definition • Looking for synonyms • Choosing the right words • Vocabulary exercises • Writing rules for an ideal school • Comparing results in group • Writing a message to send to a school website • Sound discrimination • Decoding a text message • Ordering and matching • Describing a comic strip • Writing a funny story • Unscrambling verbs • Acting out a dialogue 			
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			<ul style="list-style-type: none"> • Talking about something possible or probable in the present or future • Discussing students' top 10 environmental problems and solutions • Discussing teens' problems <p>List of environmental problems and solutions</p>	<ul style="list-style-type: none"> • Writing an informal letter • Completing /Reorganizing shopping dialogues • Deciding who said what 			
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Agrupamento de Escolas de Forte da Casa

Ano Letivo de 2017- 2018

PLANIFICAÇÃO ANUAL DE INGLÊS - 3º Ciclo – 9th grade, Level 5
Manual: Iteen 9 – Areal Editores

Período	Domínios	Conteúdos	Objetivos/ Descritores	Estratégias/ Recursos	Modalidades e Instrumentos de avaliação	Nº de aulas previstas
Term	Units	Contents /Language focus	Learning Aims	Strategies/Aids	Evaluation	Nº of lessons
1st Term	Entry Unit – Welcome back! <ul style="list-style-type: none"> • Holidays • Hobbies 	Vocabulary <ul style="list-style-type: none"> • General vocabulary • Collocations Grammar <ul style="list-style-type: none"> • Present Simple • Possessive pronouns • Present Continuous • Adjective + preposition • ... 	<ul style="list-style-type: none"> • Recall knowledge previously acquired. • Widen their vocabulary range within the subtopics. • Develop strategies for handling vocabulary (deducing, guessing from context...). • Be aware of intonation/pronunciation patterns. • Improve their reading skills by reading for gist and for specific information. • Develop strategies for reading a text. 	STRATEGIES <ul style="list-style-type: none"> • Guessing game • Class interaction • Chart filling • Question/answer • Dialogue in pairs • Writing a message • Gap filling • Matching • Table filling • Completing a text • Identifying the right word • Sound discrimination • Writing a paragraph/ 	<ul style="list-style-type: none"> ♦ Diagnosis ♦ Direct observation: <ul style="list-style-type: none"> – participation – interest – involvement in classroom activities – student’s answers – the use of the English language in classroom 	+/- 38

1st Term	<p>Unit 1 – On the Move</p> <ul style="list-style-type: none"> • Summer camps • School exchanges 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Types of summer camps • Activities on land • Water sports • Adjectives to describe sports/activities • Vocabulary related to school exchanges • Air travel: at the airport • Verbs about air travel • Dictionary use: phrasal verbs <p>Grammar</p> <ul style="list-style-type: none"> • <i>Past simple</i> and <i>past continuous</i> • Correlative conjunctions • <i>Used to + infinitive</i> • <i>Used to vs present simple</i> 	<ul style="list-style-type: none"> • Demonstrate their understanding of oral texts by doing different types of exercises. • Personalize the topics of the texts by relating them to their own experience. • Infer grammar rules from example sentences. • Use the acquired language knowledge to do the required tasks. • Develop their speaking skills through participation in class activities. • Develop processes for doing various writing tasks. • Increase their cultural knowledge of Scotland and other countries around the world. • Evaluate their own progress. • Interact with other students. • Interact with the teacher. • Introduce oneself and give personal information • Describing and comparing photos • Exchanging personal information • Writing a personal description 	<p>description</p> <ul style="list-style-type: none"> • Word categorization • Choosing the right adjective • Gap filling • Putting words in the correct order • Games • True/false • Multiple choice • Completing sentences • Writing questions and answers • Completing a song • Completing an interview • Text reading • Wordsearch • Labelling pictures • Mask contest • Quiz • Question/answer • Completing a family tree/a diagram • Making/Completing sentences • Writing the description of a 	<ul style="list-style-type: none"> – homework – punctuality – class attendance <ul style="list-style-type: none"> ◆ Formative test ◆ Listening test ◆ Progress test: reading, use of language and writing ◆ Formal oral evaluation (observation grid) ◆ Project ◆ Portfolio ◆ Self-evaluation (grid) 	
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1st Term	<p>Unit 2 – A Question of Art</p> <p>Famous people (English-speaking countries)</p> <ul style="list-style-type: none"> • music • cinema • literature • art • science • politics 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Cultural events • Music: <ul style="list-style-type: none"> – types of music – jobs – performing – musical instruments • Types of films • Film and cinema vocabulary • Types of books • Nationality adjectives • Dictionary use: words related to books • Types of painting • Vocabulary related to art and picture description <p>Grammar</p> <ul style="list-style-type: none"> • Present perfect • Time expressions • Present perfect vs past simple • Past perfect • Time expressions • Prepositions/prepositional phrases of place and movement 	<p>to put on a social website</p> <ul style="list-style-type: none"> • Oral presentation: talking about (extreme) sports/activities • Telling a story based on a comic strip • Pair work: expressing preferences/discussing (dis)advantages of summer camps • Interview • Discussing school exchanges • Role-play: at the check-in desk • Talking about being homesick • Talking about past and present habits • Answering questions in writing • Writing a postcard (informal language) • Writing an email to a friend • Describing and talking about a favourite film • Talking about favourite types of books and writers • Pair work: talking about music (expressing likes, dislikes and/or indifference) • Pair work: talking about favourite films/film stars; discussing superhero movies • Dialogue: asking/answering questions about a favourite picture • Writing an informal letter 	<p>family member</p> <ul style="list-style-type: none"> • Word snake • Correcting false statements • Replacing words by pronouns • Writing about one’s dream job • Finding words in the text • Completing rules/sentences • Ordering words • Completing a song • Dialogue in pairs • Reporting classmates’ weekend activities • Reading for gist/specific information • Answering personal questions • Decoding words • Creating handmade cards • Writing Christmas cards • Identifying parts of a house 		
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2nd Term	<p>Unit 3 – Technology Great!</p> <p>• Technology</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Technological devices • Smartphone/mobile phone uses • Telephone equipment and functions • Vocabulary related to technology and modern lifestyle • Blog-related words <p>Grammar</p> <ul style="list-style-type: none"> • Infinitive • Gerund (-ing form) • Zero and first conditionals • Second conditional 	<ul style="list-style-type: none"> • Writing a description of a favourite picture • Oral presentation: giving opinions about selfies • Talking about blogs/social sites as ways to kill stress • Oral presentation: high-tech gadgets • Talking about technological devices • Role-play: calling a friend (inviting, refusing, suggesting, accepting) • Talking about advantages and disadvantages of technology and modern lifestyle • Giving (different) opinions • Describing/commenting on a comic strip • Talking about hypothetical situations • Answering questions in writing • Writing plans for the weekend • Creating a personal profile • Writing and exchanging messages • Completing sentences • Writing a blog comment 	<ul style="list-style-type: none"> • Pronunciation • Writing and presenting the description of a dream house • Correcting wrong information • Spot the differences • Riddles • Matching stanzas to pictures • Writing British equivalents • Research work • Completing an interview/a song • Survey • Board game • Writing a definition • Looking for synonyms • Choosing the right words • Vocabulary exercises • Writing rules for an ideal school • Comparing results in group 		+/- 31
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2nd Term	<p>Unit 4 – Health and Fitness</p> <ul style="list-style-type: none"> • Health and fitness 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Good and bad habits • Vocabulary related to advertisements • Dairy products • Food idioms and proverbs • Cooking verbs • Aches and pains • Body idioms <p>Grammar</p> <ul style="list-style-type: none"> • Modal verbs • <i>Must</i> and <i>have to</i> • Connectors: <ul style="list-style-type: none"> – concessive – result • Relative clauses 	<ul style="list-style-type: none"> • Talking about models' influence on teens • Giving opinions • Talking about different ways to be in shape • Giving suggestions • Agreeing/disagreeing • Talking about advertisements • Debate: discussing the pros and cons of fast food • Role-play: at the doctor's • Writing an interview • Writing about a favourite advert • Writing a dialogue at the doctor's • Writing a paragraph to describe a picture • Writing a short article to the school newspaper 	<ul style="list-style-type: none"> • Writing a message to send to a school website • Sound discrimination • Decoding a text message • Ordering and matching • Describing a comic strip • Writing a funny story • Unscrambling verbs • Acting out a dialogue • Writing an informal letter • Completing /Reorganising shopping dialogues • Deciding who said what <p>AIDS</p> <ul style="list-style-type: none"> • Student's Book • iTeen File • Audio CD • CD-ROM • <i>E-manual</i> • Workbook 		
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3rd Term	<p>Unit 5 – @ Work</p> <p>• Jobs and occupations</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Jobs • Summer and part-time jobs • Skills and personal qualities • Dictionary use: changing nouns into adjectives • Parts of a CV <p>Grammar</p> <ul style="list-style-type: none"> • Comparatives and superlatives • Reported speech: statements • Reported speech: orders and advice • Reported questions/ suggestions 	<ul style="list-style-type: none"> • Presenting research work • Giving opinions • Describing pictures and expressing preferences for jobs • Talking about a future job • Award ceremony • Talking about famous people • Pair work: reporting what someone said • Role-play: job interview • Deciding on the best candidate for a job • Completing sentences • Writing an opinion essay • Writing a paragraph • Writing a letter of application • Writing a job interview • Writing a description of a job 	<ul style="list-style-type: none"> • iTeen Fun • PowerPoint presentations • Flashcards • Slides • Teacher’s File • CD player • DVD player • Computer • Data show • Pen drive • Film clips • Video clips • Speakers • Board • Notebooks 		+/- 22
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3rd Term	<p>Unit 6 – Caring About the Others</p> <ul style="list-style-type: none"> • Multiculturalism • Volunteering 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Dictionary use: adjectives for describing people • Nationality adjectives • Vocabulary related to “a best friend” • Dictionary use: finding the meaning of words/expressions • Volunteering opportunities/organizations <p>Grammar</p> <ul style="list-style-type: none"> • Adverbs of manner • Adjectives with <i>-ing</i> and <i>-ed</i> • Question-tags • The passive (present and past simple) • General tense revision 	<ul style="list-style-type: none"> • Asking and answering questions in pairs • Discussing tolerance/teens’ issues • Talking about volunteering • Discussing a situation: Fund-Raising Day (expressing preferences, agreeing/disagreeing) • Writing a letter to a penfriend • Writing a comment on a song 			
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Observação: A planificação poderá ser ajustada em função do número de aulas por período e do perfil das turmas a lecionar.