

1.º SEMESTRE

MÊS	TEMÁTICA SITUACIONAL	OBJETIVOS DE APRENDIZAGEM	LÉXICO	SIGHT WORDS	USO DA LÍNGUA
SETEMBRO	People Around Me (Remember – Unit 0) * Recycle	<ul style="list-style-type: none"> ✓ Cumprimentar e apresentar-se ✓ Preencher um formulário com informação pessoal; ✓ Elaborar um texto simples sobre si; ✓ Dialogar para trocar informação pessoal, incluindo gostos e preferências. <hr/> <ul style="list-style-type: none"> ✓ Entrevistar um colega para preencher um formulário; ✓ Elaborar frases simples sobre o colega e apresentar à turma. 	brilliant nervous surprised Portugal Portuguese Recycle: 1 st to 30 th 1 to 100 personal ID: name/surname (recycle) age address / email / telephone number phone number / mobile phone country	ask know open please put	Greeting people and responding to greetings: Good afternoon, how are you? Fine thank you. And you? Nice to meet you. How's it going? I'm good. How about you? Have a nice day. See you next week, Mrs Ball! Introducing oneself and other people: I'm John. / This is my friend Peter. Asking for and giving personal details: What's your full / first name / surname / nickname? Is his / her surname Stuart? What's your address / email/ telephone / mobile / phone number? Where is he from? What is your / his / her nationality? He is Portuguese. Asking for and giving the spelling words: How do you spell that? Asking and answering about dates: When is your birthday? Understanding and completing forms: NAME: Maria AGE: 25 Asking and answering about preferences: What is his / her favourite...? He / She likes.... Counting and using numbers: I'm twelve years old. Today's lesson # (number) thirty. Today's January the 20 th .

			nationality® the alphabet greetings and goodbyes days of the week, months, seasons and weather classroom language school objects ordinal numbers 31 st to 100 th		
	People Around Me (Remember – Unit 0)*	<ul style="list-style-type: none"> ✓ Conhecer as rotinas de sala de aula; ✓ Organizar o material escolar e formas de execução de tarefas; ✓ Perguntar e responder sobre a quem pertence o material escolar; ✓ Praticar a linguagem de sala de aula. 			Asking for repetition and clarification: What does that mean? Sorry, can you repeat that, please? I don't know. Please repeat. Telling people to do something: Open your book at page 5. Write this down! Look up! Asking and giving permission May® I come in? Can I open the window? No, you can't. Asking and answering questions about personal possessions: This / That marker is red. Are these / those pencils yours? Whose is this umbrella? It's my umbrella. They're mine.

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OUTUBRO	Family and jobs (My ID – Unit 1)*	<ul style="list-style-type: none"> ✓ Identificar alguns elementos da família real inglesa; ✓ Identificar laços de parentesco; ✓ Indicar palavras e expressões em canções e textos áudio/audiovisuais; ✓ Pronunciar, com correção, expressões e frases familiares; ✓ Usar o verbo <i>to be</i>, no presente simples, nas formas afirmativa, negativa e interrogativa (<i>full forms/short forms</i>). ✓ Conhecer diversas profissões; ✓ Perguntar e responder sobre a profissão de membros da família; ✓ Ler um texto / Ver um vídeo sobre o dia a dia de um profissional; ✓ Sequenciar as atividades diárias do profissional; ✓ Usar <i>my, your, his, her, its, our, their</i>; ✓ Indicar palavras e expressões em canções e textos áudio/audiovisuais; ✓ Usar o verbo <i>to be</i>, no presente simples, nas formas afirmativa, negativa e interrogativa (<i>full forms/short forms</i>); ✓ Responder a perguntas, utilizando <i>short answers</i> na afirmativa e a negativa; ✓ Formular e responder perguntas utilizando <i>question words</i>. 	<p>Recycle: family members: mother, father, sister, brother, grandmother, grandfather, baby, aunt, stepmother®, stepfather®, cousin, wife®, husband®, son, daughter, uncle, grandchild, granddaughter, grandparents, grandson, nephew®, niece®, parents</p> <p>astronaut, athlete, banker, businessman/woman, cashier, designer, engineer, firefighter, journalist, manager, mechanic, photographer, pilot, police officer, singer, shop assistant, waiter, cook, nurse, doctor, architect, teacher, fisherman, actor, dentist, policeman, policewoman, actress, student</p>	<p>grown-up relative® an only child without®</p>	<p>Asking for and giving personal details: John is an only child? Who is Jack? He is my uncle.</p> <p>Asking for and giving confirmation: Adam is your brother, isn't he?</p> <p>Asking and answering about people's jobs: What are your parent's jobs? He is a teacher. What's her job? She is a business woman. Is she a journalist? No, she isn't. She is a famous designer.</p>

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OUTUBRO	HALLOWEEN	<ul style="list-style-type: none"> ✓ Relacionar tradições / festividades com diversos países de língua inglesa e a data em que ocorrem; ✓ Elaborar um calendário das diversas festividades de origem inglesa, comparando com as da língua materna; ✓ Conhecer a origem do Halloween e a origem de algumas tradições; ✓ Completar um questionário sobre o Halloween. 	Recycle Halloween vocabulary midnight noon afraid frightened funny naughty noisy® rude® silly strong unfriendly®	green soon then when	Asking and answering about dates: When is ...? It's on ... Describing creatures (qualities): What is it like? It's (...) Describing traditions: People dress up and go trick-or-treating. Halloween is soon! Paying compliments: That costume is fantastic!
NOVEMBRO / DEZEMBRO	People Around Me: Appearance (Look at me! – Unit 2) *	<ul style="list-style-type: none"> ✓ Legendar partes da cara e do corpo; ✓ Associar as partes do corpo aos 5 sentidos; ✓ Conhecer adjetivos que caracterizam as várias partes do corpo; ✓ Observar a caracterização de uma pessoa; ✓ Preencher uma tabela com a caracterização física da mesma; ✓ Selecionar pessoas de acordo com as diferentes caracterizações físicas. <hr/> <ul style="list-style-type: none"> ✓ Selecionar adjetivos para preencher uma tabela sobre a sua caracterização física. ✓ Elaborar frases para realizar a sua caracterização física; ✓ Apresentar a sua caracterização física à turma ou ao colega; ✓ Comparar a sua caracterização com a do colega. 	Recycle Face and Body elbow finger knee listen see smell taste toe touch beautiful handsome blond / fair fat / plump good-looking wavy straight careful famous lovely wonderful best better worse worst brave brilliant calm® clever friendly® funny hard-working® lazy® naughty nervous noisy® polite® quiet rude® silly strong serious shy® sweet unfriendly® weak	as kind	Asking / telling people to do something: Listen to the sounds of Spring. Bend down and touch your toes. Expressing (in)ability in the present: I can hear with my ears. I can touch with my hands. Describing people (physical appearance): He's short / tall. His hair is curly. He has got curly hair. I've got red hair. I haven't got glasses. Have you got blue eyes? How tall is he? Making comparison: John is as tall as Tom. Tom is taller than Ann. Asking and answering about feelings and states:

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		<ul style="list-style-type: none"> ✓ Fazer perguntas utilizando <i>yes/no questions</i> para desvendar o colega em quem está a pensar (jogo <i>Who is who?</i>); ✓ Completar frases de acordo com imagens; ✓ Selecionar a imagem de uma pessoa famosa / amigo / familiar para preencher uma tabela com características físicas e de personalidade; ✓ Escrever frases simples para elaborar um texto organizado em parágrafo sobre essa pessoa; ✓ Apresentar à turma para escolherem de entre as imagens a pessoa a que se refere. 			<p>Nick is happy. John isn't happy. Is John happy? Yes, he is./ No, he isn't. They aren't friends, are they? What's your teacher like?</p> <p>Describing people (qualities): My mother is sweet. She is brilliant, strong and hard-working. (...)</p>
DEZEMBEO	People Around Me: Appearance (Look at me! – Unit 2)*	<ul style="list-style-type: none"> ✓ Conhecer os adjetivos que caracterizam a personalidade, com apoio de imagens; ✓ Criar pares de opostos; ✓ Selecionar os adjetivos que melhor os caracterizam; ✓ Partilhar esta caracterização com a turma; ✓ Observar imagens para adivinhar qual a característica de personalidade dominante; ✓ Elaborar frases para comparar as imagens. 	Recycle: Clothes belt bracelet costume earrings glasses gloves handbag jumper necklace pocket	does goes their them	Describing what people wear: She is wearing a long skirt. The children love (to wear) caps. Asking and giving / refusing permission to do something: Can I wear it? No, it's too short.

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		<ul style="list-style-type: none"> ✓ Ouvir um diálogo no contexto de uma loja de roupas; ✓ Ordenar o diálogo de acordo com o que ouviram; ✓ Selecionar peças de vestuário que gostariam de comprar; ✓ Elaborar um diálogo de acordo com o modelo; ✓ Apresentar o diálogo. 	pyjamas ring sunglasses spot spotted strip stripped® suit tights umbrella uniform a pair of try on wear silver	these those try	Buying things: Can I help you? Can I try it on? What size are you? Medium size! How much is it? Expressing possession: Have you got a red t-shirt? She hasn't got a hat. It's John's jumper. These are the boys' boots. Asking and answering about possession: Whose t-shirt/ glasses is/ are this / these? This is mine! Is that yours?
DEZEMBRO	CHRISTMAS	<ul style="list-style-type: none"> ✓ Ler / Ouvir para conhecer tradições natalícias de países de língua inglesa no hemisfério sul; ✓ Comparar as tradições, listando o que é diferente e o que é igual; ✓ Elaboram frases simples sobre aspetos comuns ou diferentes das tradições; ✓ Indicar a frequência com realizam as diferentes atividades natalícias. 	Recycle Christmas Activities Recycle Seasons cartoon dance have a rest join meet party pop music present relax Carols	does goes our (family) soon their then	Understanding and giving information about habits: What activities do you do during the Christmas holidays? What does she eat at Christmas? She always / usually / sometimes / never... eats turkey. How often does he go to mass? Describing traditions: People decorate their homes. Christmas is soon!
JANEIRO / FEVEREIRO	At home (Home, sweet home – Unit 3)*	<ul style="list-style-type: none"> ✓ Ler a descrição de uma casa com apoio de imagem; ✓ Legendar as várias partes da casa e espaços; ✓ Identificar os diferentes tipos de casa; ✓ Perguntar e responder sobre a casa apresentada; ✓ Registrar as atividades que mais gosta de realizar e o local onde as faz; ✓ Usar o verbo <i>there to be</i>, no presente simples, nas formas afirmativa, negativa e interrogativa (<i>full forms/short forms</i>); ✓ Responder a perguntas, utilizado <i>short answers</i> na afirmativa e a negativa; 	Recycle: Parts of the house (bedroom, bathroom, dining room, living room, kitchen, garage, garden) attic®, balcony, basement, downstairs, upstairs, wall, study, roof, chimney, window, toilet, garden, door, elevator / lift, floor, laundry room, stairs, hall Furniture/objects cooker, fridge®, sink, cupboard, mirror, shower, toilet, toothbrush, toothpaste, towel, bath, rug, washbasin, sofa, shelf, armchair, bookcase, chair, lamp	which why where	Identifying and describing accommodation (houses, flats, rooms, furniture, etc.) That is a sofa. There is a swimming pool in the backyard. There are swings in the garden. Asking and answering about accommodation: How many floors are there? There are two. Is there an elevator? Where are the bedrooms? They are upstairs.

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		<p>✓ Formular e responder a perguntas utilizando <i>question words</i>;</p> <p>✓ Reconhecer os plurais irregulares de alguns nomes.</p>	<p>wardrobe, bed, beside table, desk, chest of drawers</p> <p>Types of houses apartment / flat, semi-detached house, detached house, terraced house, cottage, house boat</p>		<p>How big is the house? It is very big.</p> <p>Expressing opinions and making choices: Which is your favourite ...? Why is I like because it's ...</p> <p>Identifying and describing accommodation (houses, flats, rooms, furniture, etc.) That is a sofa. There is a swimming pool in the backyard. There are swings in the garden.</p> <p>Asking and answering about accommodation: How many floors are there? There are two. Is there an elevator? Where are the bedrooms? They are upstairs. How big is the house? It is very big.</p> <p>Recycled language: Nomes no singular / plural House / Houses Pantry / Pantries</p>
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2º SEMESTRE

MÊS	TEMÁTICA SITUACIONAL	OBJETIVOS DE APRENDIZAGEM	LÉXICO	SIGHT WORDS	USO DA LÍNGUA
FEVEREIRO	Valentine's Day	<ul style="list-style-type: none"> ✓ Conhecer a história da festividade; ✓ Responder a um questionário sobre a festividade; ✓ Elaborar a caracterização física e de personalidade do melhor amigo real ou imaginário; ✓ Apresentar à turma. 	red Valentin sweet Cupid kiss heart rose love chocolate		<p>Describing people (physical appearance): He's short / tall. His hair is curly. He has got curly hair. I've got red hair. I haven't got glasses. Have you got blue eyes? How tall is he?</p> <p>Describing people (qualities): My mother is sweet. She is brilliant, strong and hard-working. (...)</p>
FEVEREIRO / MARÇO	Healthy Habits (What's for lunch? - Unit 4)*	<ul style="list-style-type: none"> ✓ Ouvir um áudio/canção sobre hábitos de vida saudáveis; ✓ Preencher espaços sobre o áudio/canção; ✓ Indicar quais os hábitos saudáveis que praticam. <ul style="list-style-type: none"> ✓ Identificar diferentes tipos de alimentos; ✓ Descrever os alimentos presentes nas imagens de diferentes pratos; ✓ Listar o que habitualmente comem às diversas refeições, com apoio de imagens; ✓ Perguntar e responder sobre os hábitos alimentares de outras pessoas, utilizando a lista de outro colega; ✓ Ler um diálogo em contexto de refeição; Fazer um role play do diálogo, substituindo alguns alimentos. 	Recycle Food & Drinks any bottle bowl cereal® cheese coffee cup dish glass milkshake noodles pancake plate salad sandwich sauce soup some tea vegetable have a rest relax climb up a tree picnic	any does from these those	<p>Recycled language: How many tomatoes are there in the fridge? There are five tomatoes.</p> <p>Asking and answering about food and meals: How is the coffee? It's very good. This / That apple is sweet. These / Those pancakes are delicious. There is some fruit in the fridge. There are some apples on the table. There isn't any milk. Are there any vegetables?</p> <p>Expressing likes and dislikes: She likes pizza. She doesn't like eggs. Does he like apples? Yes, he does. / No, he doesn't. She likes pizza, but she doesn't like hamburgers. Addison likes cooking. I hate drinking coffee.</p> <p>Asking and answering about likes and preferences What fruit does she like? What meal does she prefer?</p> <p>Giving reasons:</p>

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					<p>Why do you like pizza? Because it's yummy.</p> <p>Making and granting/refusing simple requests: Can you pass me the butter? Yes, of course. Sorry, there is no more.</p> <p>Understanding and giving information about everyday activities: What does she have / eat for breakfast? She always / every day / usually / sometimes / never... eats cereal for breakfast. Do you ever eat yoghurt? How often ...?</p>
MARÇO	Easter	<ul style="list-style-type: none"> ✓ Ler e ver a execução de um prato / doce típico da páscoa; ✓ Identificar os ingredientes e sequenciar a receita; ✓ Pesquisar sobre pratos / doces típicos para selecionar um; ✓ Listar os ingredientes; ✓ Descrever o processo de confeitaria; ✓ Partilhar com a turma para debater se tem características saudáveis ou não. 	<p>Recycled Food</p> <p>healthy® sure</p> <p>unhealthy® stir</p> <p>pour mix</p> <p>add lemon zest</p> <p>sugar dry moist</p> <p>wet</p> <p>light (vs heavy)</p> <p>poor rich®</p> <p>soft bottle</p> <p>bowl cup</p> <p>some</p>	<p>then</p> <p>when</p>	<p>Telling people what to do and asking for information Eat your lunch! Put the sandwich in the lunchbox. OK! The sandwich is in the lunchbox. What now? Are you sure?</p> <p>Asking and answering about food and meals: How is the ...? It's very good. This / That apple is sweet. These / Those pancakes are delicious.</p>
ABRIL / MAIO	Daily Life (Wake me up 1 – Unit 5)*	<ul style="list-style-type: none"> ✓ Agrupar as atividades de acordo com o espaço em que as realizam, com apoio de imagens; ✓ Reconhecer os advérbios de frequência; ✓ Indicar a frequência com que realizam as atividades nos diversos espaços; ✓ Dialogar com um colega para conhecer onde realiza as atividades e com que frequência. 	<p>Recycle House</p> <p>arrive</p> <p>brush your teeth</p> <p>catch the bus</p> <p>clean...</p> <p>drive to school</p> <p>finish lessons</p> <p>get dressed</p> <p>get ready...</p> <p>have a break</p> <p>make your bed</p> <p>start lessons</p> <p>after often</p> <p>usually</p> <p>but</p> <p>and</p>	<p>after</p> <p>again</p> <p>before</p> <p>clean</p> <p>does</p> <p>every</p> <p>goes</p> <p>then</p> <p>wash</p> <p>when</p>	<p>Describing daily routines: I get up and have a shower. I have a bath or a shower. She has a shower, but she doesn't wash her hair. He wakes up early because lessons start at eight.</p> <p>Understanding and giving information about everyday activities: What does she have / eat for breakfast? She always / every day / usually / sometimes / never... eats cereal for breakfast.</p> <p>Asking and telling people the time: What time does school start? School starts at half past eight.</p>



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		<p>✓ Conhecer expressões relativas à indicação das horas; ✓ Perguntar e responder sobre as horas; Ouvir para reconhecer horas relacionadas com a sua rotina diária;</p>	<p>because news newspaper Daily routine get up, have a shower, get dressed, have breakfast, catch the bus, go to school, have lunch, do your homework, have dinner, watch TV, brush your teeth, go to bed</p>		<p>Asking for and giving information about habits and routines: He plays badminton on Saturdays. She plays with her friends after school. How often does he go to the cinema? When do you play football? Who do you go with? Asking and answering about places: Where do you have breakfast?</p> <p>Asking and telling people the time, day and / or date: What time is it? We have lunch at noon. What time do you get up? When does she cook dinner? How does Katie go to work? Do they get up very early?</p>
<p>MAIO / JUNHO</p>	<p>Having Fun: Hobbies & Leisure (It's fun time! – Unit 6)*</p>	<p>✓ Perguntar e responder sobre o horário de cada disciplina; ✓ Preencher um formulário com o horário escolar; ✓ Escrever frases simples sobre o horário escolar: preferências; frequência das disciplinas; local; horário ...;</p>	<p>Recycle Free Time Activities cartoon channel chess climb up a tree collect dance have a rest invitation join match meet member party pop music race relax rock music dangerous fast® loud slow</p> <p>listening to music, reading, going to the cinema, playing cards, watching TV, playing video games, playing the guitar, hanging out with friends, surfing the net, singing, camping, going to the beach</p> <p>Sports swimming, football, basketball, tennis, baseball, judo, volleyball, gymnastics, dancing, diving, rugby, golf, running, cycling, ice skating, skiing</p>	<p>goes (by) myself open which why</p>	<p>Asking and answering about what is happening at the moment: What are you doing? I am...-ing. We are... -ing Are they...? Yes, they are. / No, they aren't. Describing what is happening at the moment: The cat's sleeping. Expressing preferences, likes and dislikes: They like games. Children love outdoor activities. They like camping in the summer. Expressing opinions and making choices I hate playing football. I like going for long walks. Swimming is good for you and it's fun. Making suggestions Let's go to the zoo! Why don't we go for a walk? Asking for and giving information about habits and routines: He plays badminton on Saturdays. She plays with her friends after school. How often does he go to the cinema? When do you play football?</p>

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					Expressing needs and wants: We want to go home. Asking and answering about preferences: What is his favourite sport / activity? Expressing (in)ability in the present: He can / can't play tennis.
		✓ Identificar palavras / expressões em textos áudio e audiovisuais; ✓ Entender o conteúdo de mensagens (postais); ✓ Ouvir / Ler textos diversos sobre a temática abordada; ✓ Usar verbos no present continuous.			

Avaliação Presencial	Avaliação diagnóstica; observação direta; fichas de trabalho formativas; testes sumativos; interação / produção oral; compreensão oral; interação / produção escrita; compreensão escrita; autoavaliação e heteroavaliação.			
Recursos	<ul style="list-style-type: none"> • Manual • Dossiê do professor • e-Manual • Pen Drive • Apresentações em PowerPoint 	<ul style="list-style-type: none"> • Quadro/smartboard • Flashcards • Computador • Projetor multimédia • Internet 		

Halloween, Christmas, Valentine's Day, Easter  - Identificar festividades em diferentes partes do mundo; - Identificar atividades relacionadas com as festividades.
 Conteúdo a abordar no âmbito da Açorianidade