



Domínio/ Subdomínios Conteúdos		Aprendizagens: Conhecimentos/ Capacidades e atitudes <i>O aluno deve ficar capaz de:</i>	Ações estratégicas de ensino orientadas para o perfil dos alunos	Descritores do perfil dos alunos
1º Período		1º Período	1º Período	
0. Get Linked	Revising grammar structures	<ul style="list-style-type: none"> To identify the 7 wonders of the world To locate places on a map To recognise places To describe different types of holidays To describe images 	<p>Listening: texts / statements / songs / an interview / other students' opinions / the teacher</p> <p>Reading: aloud / silently in order to look for specific or general information</p> <p>Speaking: giving opinions / role play / debate / 5-minute presentation</p> <p>Viewing: a trailer / a video / a film</p> <p>Writing: – a description – a historical recount – an explanation – a review – brainstorming – asking/answering – matching / multiple choice / finding evidence – completing a text – finding synonyms / antonyms – filling in the gaps – explaining expressions</p>	<p>Conhecedor/ sabedor/ culto/ informado: A, B, E, G, I, J</p> <p>Comunicador: A, B, D, E, H, I, J</p> <p>Questionador: A, B, D, E, F, G, I, J</p> <p>Crítico / Analítico: A, B, C, D, E, H</p> <p>Criativo: A, C, D, E, H, J</p> <p>Indagador/ investigador: A, C, D, E, F, H, I</p>
1. English Worldwide 1.1 Developing a Worldwide Language 1.2 Englishes around the World		<ul style="list-style-type: none"> To understand the history of the English language To recognise languages To discuss the origin of languages To learn about the different ages of the language To distinguish different sounds for the same spelling To acknowledge the importance of the English language To recognise loans and Anglicisms To question language spread To discuss the importance of pop music To discuss the existence of different varieties of the English language To question about the future of English To learn the differences between British English and American English To acknowledge the existence of endangered languages 		
2º Período		2º Período	2º Período	
2. Citizenship and	Phrasal verbs: set and bring	<ul style="list-style-type: none"> To learn about human rights To talk about violations of human rights 	<p>Reading: aloud/silently a text for specific or general</p>	<p>Participativo/ colaborador: B, C, D, E, F</p>

<p>multiculturalism</p> <p>2.1 Human rights 2.2 Immigration</p> <p>3. Democracy and Globalisation</p> <p>3.1 Building a democratic Europe 3.2 The world going global</p>	<p>The gerund The to-infinitive Inversion of the subject Word formation (suffixation) Conditional clauses Inversion in conditional clauses</p> <p>Expressing the future Present simple Present continuous Future simple Be going to Be about to + infinitive The future perfect Reported Speech Polite questions Connectors of contrast</p>	<ul style="list-style-type: none"> • To read newspaper headlines • To learn about celebrities' humanitarian actions • To discuss common violations • To learn about Human Rights Watch • To learn about freedom fighters • To develop cultural awareness • To interpret a graph • To learn about population movements • To recognise different types of migrations • To read a poem • To identify different areas of successful immigrants • To discuss popular immigration countries • To learn different immigration policies • To discuss the meaning of globalisation • To recognise the symbols of the EU • To question the advantages of EU • To use new vocabulary • To learn about EU institutions • To refer to EU institutions • To recognise the European policy areas • To analyse the advantages of Erasmus programs • To discuss the impact of globalisation • To refer to positive and negative effects • To recognise suffixes and prefixes • To learn about Pop Art • To identify global symbols 	<p>information</p> <p>Listening: report on human rights / a song / statements / people's immigration experiences / a news report / a song</p> <p>Speaking: describing images / role play / class debate / for/against / 5-minute presentation</p> <p>Viewing: videos / films</p> <p>Writing: a news report / a biography / an exposition / an anecdote / an argumentative text</p> <ul style="list-style-type: none"> – Filling in a grid – Answering questions – Finding equivalents – Filling in gaps – Transforming sentences – Matching parts of sentences – Completing a text – Ordering events – Using negative adverbs – Explaining expressions – Rephrasing sentences 	<p>Sistematizador/organizador: A, B, C, E, F, I, J</p> <p>Respeitador do outro e da diferença: A, B, C, F, J</p> <p>Responsável e autónomo: C, D, E, F, G, I, J</p>	
3º Período		3º Período		3º Período	
<p>4. 1950s – 1990s: culture, art and society</p> <p>4.1 Cultural 20th century revisited 4.2 Different voices in English-speaking countries</p>	<p>Impersonal pronouns</p> <p>The present subjunctive</p>	<ul style="list-style-type: none"> • To identify important personalities of the 20th century • To learn about inventions • To speculate about life in different decades • To refer to the Beat generation • To recognise the characteristics of Modern Art • To talk about Modern Art movements • To discuss the role of women • To understand the role of arts • To discuss the meaning of historical events • To identify native peoples • To distinguish Maoris, Aborigines, Native Americans • To discuss cultural identities • To define Australian Aboriginal folklore 	<p>Reading: aloud/silently a text for specific or general information</p> <p>Listening: excerpts; statements / a report / songs / Top 10 trends / Native peoples</p> <p>Speaking: 5-minute presentation 10- minute presentation</p> <p>Viewing: videos / a film</p>		

			<p>Writing: an explanation, a narrative</p> <ul style="list-style-type: none"> – Explaining expressions – Picking sentences – Explaining expressions – Rephrasing sentences – Completing a table – Finding synonyms 	
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Nota: Os conteúdos programáticos abordados ao longo do ano letivo poderão estar sujeitos a reestruturação, de acordo com necessidades dos alunos e com a situação didática específica.

Avaliação		
Domínios	Modalidades	Instrumentos de avaliação
<p>Conhecimentos e capacidades</p> <ul style="list-style-type: none"> . competência comunicativa; . competência intercultural; . competência estratégica. <p>Atitudes e valores</p> <ul style="list-style-type: none"> . comportamento; . autonomia, . participação; . responsabilidade. 	<ul style="list-style-type: none"> . Contínua e formativa; . Sumativa; . Autoavaliação; . Heteroavaliação. 	<ul style="list-style-type: none"> • Observação direta • Exercícios e trabalhos de casa • Trabalhos individuais, em pares e em grupos, em contexto da sala de aula . Fichas de avaliação . Provas orais • Grelhas de observação e avaliação.