

**Escola Secundária António Damásio**  
2012/ 2013

**BOOK: LOG IN /Areal Editores**

**Number of Lessons: 26/ 27**

**First Term Plan**

**11<sup>th</sup> grade**

Objectives	Modules / Topics	Texts	Strategies/ Activities	Grammar	Language Functions	Aids	Evaluation
<p>Students are expected to:</p> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>-Feel interested in the topic;</li> <li>-Volunteer to participate in class discussion;</li> <li>-Enjoy being in the English lesson;</li> <li>-Develop their autonomy and self-confidence.</li> </ul> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>-Get to know specific terms and facts related to the topic;</li> <li>-Acquire / apply new vocabulary related to the topic;</li> <li>-Be aware of intonation and pronunciation patterns;</li> <li>- Develop strategies for reading a text;</li> <li>-Interpret different types of texts;</li> <li>-Deduce the meaning of new vocabulary from context</li> </ul>		<ul style="list-style-type: none"> <li>- The Climate Crisis</li> <li>- I need to wake up ( a song)</li> <li>- Live Earth: Our work begins now – A message from Al Gore</li> <li>-Earth's dwindling water Supply</li> <li>Med Threat from "concrete coasts"</li> <li>Genetic engineering</li> <li>Cloning</li> </ul>	<ul style="list-style-type: none"> <li>. Vocabulary exercises</li> <li>. Matching words with pictures</li> <li>. Word puzzle</li> <li>. Crossword</li> <li>. Eco-quiz</li> <li>. Question/ answer</li> <li>. Listening /reading com.</li> <li>. Gap filling</li> <li>. Finding equivalent</li> <li>. Finding evidence</li> <li>. Finding the main idea</li> <li>. Completing sentences</li> <li>. Rewriting sentences</li> <li>. Trivia Game</li> <li>. Water Survey</li> <li>. Finding information</li> <li>. Finding synonyms</li> <li>. Finding referents</li> <li>. Class discussion</li> <li>. Class interaction</li> <li>. True/False/partly true</li> <li>. Linking sentences</li> <li>. Group work</li> <li>. Writing an e-mail</li> <li>. Interpreting a graph</li> <li>. Quiz</li> <li>. Completing a plot</li> </ul>	<p>Conditionals: zero, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup></p> <p>Ways of expressing the future</p> <p>Linking words and phrases</p> <p>The article</p> <p>Comparison: gradual increase, modifying comparison. <i>So and such</i></p>	<ul style="list-style-type: none"> <li>-Talking about environmental problems and natural disasters</li> <li>-Identifying small steps we can take to better the environment</li> <li>-Talking about possible, hypothetical, unreal or impossible actions or situations</li> <li>-Discussing the importance of natural resources</li> <li>-Making suggestions</li> <li>-Discussing the relationship between tourism and environment</li> <li>-Giving opinions, persuading and contradicting</li> <li>-Discussing the benefits and risks of cloning</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Workbook</li> <li>Worksheets</li> <li>Pictures</li> <li>CDs</li> <li>DVDs</li> <li>CD player</li> <li>DVD player</li> <li>Computer</li> <li>Datashow projector</li> <li>Blackboard</li> <li>Notebook</li> <li>Interactive Board</li> </ul>	<ul style="list-style-type: none"> <li>Tests</li> <li>Direct and informal observations of students' oral and written performance</li> <li>Homeworks</li> <li>Progress test</li> <li>Portfolio</li> <li>Project</li> <li>Research Work</li> <li>Self-evaluation</li> </ul>

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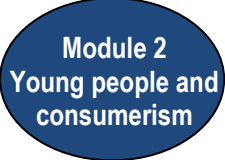
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Objectives	Modules / Topics	Texts	Strategies/ Activities	Grammar	Language Functions	Aids	Evaluation
-Use grammar items correctly; -Gather the required information; -Develop oral and written skills; -Evaluate their own progress.	<b>Set 3 – Green Living</b>	Green 10	. Pair work . Completing a cartoon/ table . Roleplay; . Writing an essay	Relative Clauses	-Discussing alternative lifestyles		
		Vegetarianism helps health and the environment	. Ten-minute debate . Writing a comment . Analyzing a graph . Crossword puzzle . Ordering lines in a song/lyrics	Used to +Infinitive	-Describing past habits/situations		
		Travellers	. Debate . Project	Adjective formation			
		Consumerism- The problem		Had better; should and ought to	-Talking about shopping habits		
	 <b>Module 2 Young people and consumerism</b>			Verb tenses (revision) Present tenses:present simple; present continuous; Present perfect; p.p.cont.	-Discussing opinions -Speculating -Stating facts -Drawing conclusions		
	<b>Set 1 – Consumerism</b>	Worshipping the altar of retail cathedrals		Prepositions			
<b>NOTA:</b> incluir Module 2- Set 1, se possível							