


<b>New Wave Revolution 8 – Porto Editora</b>	Agrupamento de Escolas de Loureiro	<b>Disciplina: Inglês</b> <b>Ano: 8º ANO</b> <b>Ano letivo: 2018/2019</b> 
<b>YEAR PLAN</b>		

Metas curriculares	Culture (ID8) / Vocabulary (LG8)/ Writing (W9)	Grammar (LG8)/Writing (W8)	Speaking (SP8)/Listening (L8)	Strategies/activities	Evaluation
<p><b>COMPREENSÃO ORAL (L8)</b></p> <p>6. Compreender conteúdos simples reproduzidos em meios áudio/audiovisuais adequados ao nível de conhecimento do aluno.</p> <p>7. Compreender diferentes tipos de registo com alguma facilidade.</p> <p><b>LEITURA (R8)</b></p> <p>8. Ler textos breves de tipologia diversificada.</p> <p>9. Utilizar dicionários monolíngues para consulta.</p> <p>10. Ler pequenos textos adaptados de leitura extensiva.</p> <p><b>INTERAÇÃO ORAL (SI8)</b></p> <p>6. Participar num diálogo simples, previamente preparado, podendo pedir ajuda e reformular.</p>	<b>1st term ( 25 lessons)</b>				
	<p><b>Unit 0 – Let’s Start</b></p> <ul style="list-style-type: none"> <li>House, public buildings, daily routine</li> </ul> <p><b>Unit 1 – Wild Side</b></p> <ul style="list-style-type: none"> <li>Ecology in the wild</li> <li>Eco-friendly sports</li> <li>Sports vs Environment</li> <li>Extreme nature</li> <li>Save the ocean</li> <li>Eco-friendly activities</li> </ul> <p><b>Unit 2 – Food, glorious food</b></p> <ul style="list-style-type: none"> <li>Eating habits</li> <li>Ordering food</li> <li>Eating disorders</li> <li>Fashion models</li> </ul>	<ul style="list-style-type: none"> <li>Verb tenses, interrogative pronouns, prepositions of place</li> <li>Present simple and adverbs of frequency</li> <li>Past simple (regular and irregular verbs)</li> <li>Used to/didn’t use to</li> <li>Used to/usually</li> <li>Adjective degrees</li> <li>Countable/ uncountable nouns</li> <li>So+adjective</li> <li>So+many/few/much/little</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Dialogue in pairs</li> <li>Asking about survival experiences</li> <li>Lucky – song</li> <li>Wingsuit jumping – video</li> <li>Set fire to the rain – song</li> <li>Used to - song</li> <li>Pair interview</li> <li>Talking about veganism</li> <li>Role-play</li> <li>Food revolution – video</li> <li>What is bulimia – gap filling</li> <li>That power - song</li> </ul>	<ul style="list-style-type: none"> <li>Completing sentences</li> <li>Doing wordsearches</li> <li>Filling in crosswords</li> <li>Completing tables</li> <li>Matching</li> <li>• Choosing the best option</li> <li>Describing cartoons</li> <li>Commenting on pictures</li> <li>Reading / Listening comprehension</li> <li>Answering questions about the texts</li> <li>Listening to people talking and choosing the correct information</li> <li>Roleplaying</li> <li>Writing texts</li> <li>Matching pictures</li> <li>Completing sentences</li> <li>Choosing the correct options</li> <li>Writing correct sentences</li> <li>Exchanging information</li> </ul>	<ul style="list-style-type: none"> <li>Direct observation of students’ performance in ongoing activities</li> <li>Controlled exercises</li> <li>Oral participation</li> <li>Tests</li> <li>Worksheets</li> <li>Homework</li> <li>Diagnostic activities</li> </ul>

Metas curriculares	Culture (ID8) / Vocabulary (LG8)/ Writing (W8)	Grammar (LG8)/Writing (W8)	Speaking (SP8)/Listening (L8)	Strategies/activities	Evaluation
<p>7. Produzir diálogos breves e simples em contextos diferenciados.</p> <p>8. Interagir, com alguma facilidade, em diferentes tipos de registo.</p> <p><b>PRODUÇÃO ORAL (SP8)</b></p> <p>6. Expressar-se numa linguagem simples e descritiva em situações previamente preparadas.</p> <p><b>ESCRITA (W8)</b></p> <p>8. Interagir, com linguagem frequente, sobre assuntos do dia a dia.</p> <p>9. Produzir textos breves, de 50 a 80 palavras, com vocabulário frequente.</p> <p><b>DOMÍNIO INTERCULTURAL – (ID8)</b></p> <p>11. Reconhecer a diversidade como uma oportunidade de aprendizagem para todos.</p>	<p align="center"><b>2nd term ( 22/23 lessons)</b></p> <p><b>Unit 3 – Good living</b></p> <ul style="list-style-type: none"> <li>• Active and sedentary lifestyle</li> <li>• Health and exercise</li> <li>• Good habits/bad habits</li> <li>• Teenagers’ feelings and emotions</li> <li>• Emotional self-awareness</li> </ul> <p><b>Unit 4 – You’ve got the look</b></p> <ul style="list-style-type: none"> <li>• Clothing styles</li> <li>• Fashion</li> <li>• Awards</li> </ul>	<ul style="list-style-type: none"> <li>• Present perfect with for and since</li> <li>• Present perfect with time adverbs</li> <li>• Present perfect vs past simple</li> </ul> <ul style="list-style-type: none"> <li>• Connectors</li> <li>• Order of adjectives</li> <li>• Modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Role -play</li> <li>• Quiz</li> <li>• Badwater ultramarathon – video</li> <li>• Alone – song</li> <li>• What makes you beautiful - video</li> </ul> <ul style="list-style-type: none"> <li>• Role-play</li> <li>• Dialogue</li> <li>• Completing a dialogue</li> <li>• Wear it out – video</li> <li>• Let her go - song</li> </ul>	<ul style="list-style-type: none"> <li>• Acting out a dialogue with a partner</li> <li>• Completing gaps with missing words</li> <li>• Ordering and expanding phrases</li> <li>• Expressing opinions</li> <li>• Group work</li> <li>• Pair work</li> <li>• Oral interaction</li> <li>• Answering questions about the texts</li> <li>• Listening to people talking and choosing the correct information</li> <li>• Roleplaying</li> <li>• Writing texts</li> <li>• Matching pictures</li> <li>• Completing sentences</li> <li>• Choosing the correct options</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Direct observation of students’ performance in ongoing activities</li> <li>• Controlled exercises</li> <li>• Oral participation</li> <li>• Tests</li> <li>• Worksheets</li> <li>• Homework</li> </ul>

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	<b>3rd term ( 21/22 lessons)</b>				
	<p><b>Unit 5 – At your fingertips</b></p> <ul style="list-style-type: none"> <li>• Digital world</li> <li>• Internet piracy</li> <li>• Media</li> <li>• Video games and TV</li> </ul> <p><b>Unit 6 – Tomorrow and yesterday</b></p> <ul style="list-style-type: none"> <li>• Robotics</li> <li>• Formal and informal English</li> </ul>	<ul style="list-style-type: none"> <li>• Relative pronouns: who, which, whose, that</li> <li>• Future tenses</li> <li>• Conditional sentences types 0 and 1</li> <li>• Modal verbs – could/couldn't; would/wouldn't</li> <li>• Phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play</li> <li>• Quiz</li> <li>• Oral presentation</li> <li>• Free DVDs – video</li> <li>• Moves Like Jagger – song</li> <li>• Count on me – song</li> <li>• Class interaction</li> <li>• Dialogue in pairs</li> <li>• Year 3000 – song</li> <li>• Bicentennial man – video</li> </ul>	<ul style="list-style-type: none"> <li>• Completing sentences</li> <li>• Doing wordsearches</li> <li>• Filling in crosswords</li> <li>• Completing tables</li> <li>• Matching <ul style="list-style-type: none"> <li>• Choosing the best option</li> </ul> </li> <li>• Describing cartoons</li> <li>• Commenting on pictures</li> <li>• Reading / Listening comprehension</li> <li>• Answering questions about the texts</li> <li>• Listening to people talking and choosing the correct information</li> <li>• Roleplaying</li> <li>• Writing texts</li> <li>• Matching pictures</li> <li>• Completing sentences</li> <li>• Choosing the correct options</li> </ul>	<ul style="list-style-type: none"> <li>• Direct observation of students' performance in ongoing activities</li> <li>• Controlled exercises</li> <li>• Oral participation</li> <li>• Tests</li> <li>• Worksheets</li> <li>• Homework</li> </ul>