

YEAR PLAN

Metas curriculares	Culture (ID6) / Vocabulary (LG6)/ Writing (W6)	Grammar (LG6)/Writing (W6)	Speaking (SP6)/Listening (L6)	Strategies/activities	Evaluation
<p>Compreensão oral (Listening) – L6 - 6. Compreender, com ajuda, discursos articulados de forma clara e pausada</p> <p>1. Entender expressões relacionadas com os seus interesses (música, computadores).</p> <p>2. Entender informações e perguntas que lhe são dirigidas (transportes públicos e horários).</p> <p>3. Seguir conversas sobre assuntos que lhe são familiares (escola, viagens).</p> <p>- 7. Compreender conteúdos simples em programas, produzidos para o seu nível, em meios áudio/audiovisuais</p> <p>1. Identificar o contexto do discurso.</p> <p>2. Identificar a ideia principal.</p> <p>3. Entender informações simples.</p> <p>Leitura (Reading) – R6 - 6. Ler textos breves sobre assuntos do seu interesse</p> <p>1. Identificar sinais e avisos em locais públicos (beware of the dog, do not step on the grass).</p> <p>2. Interpretar instruções e informação específica em documentos (anúncios, horários).</p> <p>3. Entender mensagens (SMS, e-mails).</p> <p>4. Identificar a ideia principal e a informação essencial em textos diversificados (folhetos, anúncios, ementas, páginas da internet).</p> <p>5. Entender textos de leitura extensiva com vocabulário familiar.</p> <p>- 7. Utilizar dicionários bilingues simples (online e em papel)</p> <p>1. Identificar algumas abreviaturas do dicionário.</p> <p>2. Saber procurar entradas e seus significados.</p>	1st term (39/40 lessons)		<ul style="list-style-type: none"> Dialogue – types of houses Watch and learn – Mr Bean – video Guess what – Madame Tussaud’s – video Helping at home is fun – song Think twice – making chores fun – video Comparing your daily routine to your partner’s Everyday talk – different habits and routines Dialogue – school subjects and timetables Think twice – Dangerous and unusual journeys to school – video Guess what – Magic Kingdom – Disney parks – video Watch and learn – Captain Underpants – video Be a good boy – song Talking about a day at school Everyday talk – welcoming a new student 	<ul style="list-style-type: none"> Completing sentences Doing wordsearches Filling in crosswords Completing tables Matching Choosing the best option Describing cartoons Commenting on pictures Reading / Listening comprehension Answering questions about the texts Listening to people talking and choosing the correct information Roleplaying Writing texts Matching pictures Completing sentences Choosing the correct options Writing correct sentences Exchanging information 	<ul style="list-style-type: none"> Direct observation of students’ performance in ongoing activities Controlled exercises Oral participation Tests Worksheets Homework Diagnostic activities
	<p>Unit 0 – Remember ...?</p> <ul style="list-style-type: none"> Vocabulary and grammar revision <p>Unit 1 – Me and the world around me ...</p> <ul style="list-style-type: none"> Countries and nationalities Types of houses Daily routine Household chores Telling the time The United Kingdom Festivities (Halloween/ Thanksgiving / Crazy celebrations) <p>Unit 2 – School is cool!</p> <ul style="list-style-type: none"> School subjects and timetables School facilities After-school clubs The United States of America Festivities (Christmas / Crazy celebrations) 	<ul style="list-style-type: none"> Verb to be Verb have got Present simple Adverbs of frequency Connectors Email about your daily routine Present Continuous (affirmative, negative and interrogative) Adjectives + Prepositions Modal verb <i>should</i> Reply to a blog entry 			

Metas curriculares	Culture (ID8) / Vocabulary (LG8)/ Writing (W8)	Grammar (LG8)/Writing (W8)	Speaking (SP8)/Listening (L8)	Strategies/activities	Evaluation
<p>Interação oral (Spoken interaction) – SI6</p> <p>- 7. Interagir, com alguma ajuda, com um interlocutor em situações familiares previamente preparadas:</p> <ol style="list-style-type: none"> 1. Formular perguntas e dar respostas. 2. Expressar sentimentos de agrado e desagrado. 3. Indicar concordância e discordância. 4. Pedir algo a alguém (I'd like a sandwich, please). 5. Dar conselhos (you should/shouldn't...). 6. Pedir informações em lojas e em serviços públicos. <p>- 8. Interagir, com alguma ajuda, em diferentes tipos de registo</p> <ol style="list-style-type: none"> 1. Adequar a forma de tratamento ao interlocutor e ao contexto em situações de role play. <p>Produção oral (Spoken production) – SP6</p> <p>- 7. Expressar-se, com vocabulário simples, sobre assuntos familiares do dia a dia</p> <ol style="list-style-type: none"> 1. Descrever a família e pessoas conhecidas (traços físicos e de personalidade). 2. Descrever e comparar pessoas e locais. 3. Comparar a sua rotina diária com a dos colegas. 4. Apresentar projetos futuros (I'm going to buy a dog). 5. Descrever acontecimentos e atividades. 6. (Re)contar uma pequena história. 	2nd term (36/38 lessons)		<ul style="list-style-type: none"> • Dialogue – Physical features • Guess what – introducing Ireland • My best friend is a Tiger – song • Think twice – Ferdinand – video • Watch and learn – Despicable Me 3 – video • Describing people • Everyday talk – shopping for clothes • Sounds in the city • Watch and learn – Spider-Man: Homecoming – video • Dialogue about a city • Guess what – Toronto Zoo – video • Say it right • Hanging out in the city – song • Think twice – Are you a good citizen? – video • Describing and comparing places • Everyday talk – asking for information 	<ul style="list-style-type: none"> • Acting out a dialogue with a partner • Completing gaps with missing words • Ordering and expanding phrases • Expressing opinions • Group work • Pair work • Oral interaction • Answering questions about the texts • Listening to people talking and choosing the correct information • Roleplaying • Writing texts • Matching pictures • Completing sentences • Choosing the correct options 	<ul style="list-style-type: none"> • Direct observation of students' performance in ongoing activities • Controlled exercises • Oral participation • Tests • Worksheets • Homework
	<p>Unit 3 – What do you look like?</p> <ul style="list-style-type: none"> • Physical features • Personality • Clothes, footwear and accessories • (Republic of) Ireland • Festivities (Saint Valentine's Day / Shrove Tuesday / Crazy celebrations) 	<ul style="list-style-type: none"> • Comparative • Superlative • Adverbs: adjectives+ -ly • Dialogue in a social network • Past Simple – verb to be • Past Simple – verb there + to be • Past Simple – regular verbs (affirmative, negative, interrogative and short answers) • Past Simple – regular verbs (all forms) • Information about your favourite city 			
	<p>Unit 4 – City life!</p> <ul style="list-style-type: none"> • Places in a city • Things to do in the city • Canada • Festivities (Saint Patrick's Day / Pancake Day / World Water Day / Sports Day / Easter / Crazy celebrations) 				

Metas curriculares	Culture (ID8) / Vocabulary (LG8)/ Writing (W8)	Grammar (LG8)/Writing (W8)	Speaking (SP8)/Listening (L8)	Strategies/activities	Evaluation
<p>Escrita (Writing) – W6</p> <p>- 7. Completar, de forma guiada, pequenos diálogos</p> <p>1. Formular perguntas ou redigir respostas sobre temas estudados.</p> <p>- 8. Produzir textos de 25 a 35 palavras</p> <p>1. Descrever uma rotina diária.</p> <p>2. Descrever a escola.</p> <p>3. Descrever um acontecimento com a ajuda de tópicos ou imagens.</p> <p>Domínio intercultural (Intercultural domain) – ID6</p> <p>- 9. Conhecer aspetos culturais de países de expressão inglesa</p> <p>1. Associar nacionalidades a países.</p> <p>2. Reconhecer monumentos e figuras históricas.</p> <p>3. Reconhecer algumas celebridades e figuras públicas.</p> <p>- 10. Conhecer o seu meio e o dos outros para comparar universos diferenciados</p> <p>1. Comparar diferentes rotinas diárias.</p> <p>2. Identificar disciplinas, horários e espaços de trabalho e de lazer na escola.</p> <p>3. Comparar diferentes meios de transporte.</p> <p>4. Comparar diferentes tipos de habitação.</p> <p>5. Comparar celebrações e datas festivas.</p> <p>6. Comparar formas de socialização familiar e convenções sociais: horários e refeições.</p>	<p align="center">3rd term (22/23 lessons)</p> <p>Unit 5 – Around the world!</p> <ul style="list-style-type: none"> Means of transport Where to stay / What to take Australia Festivities (High Five Day / Crazy celebrations) <p>Unit 6 – Welcome summer!</p> <ul style="list-style-type: none"> Free time activities Beach activities South Africa Festivities (Crazy celebrations) 	<ul style="list-style-type: none"> Past Simple – irregular verbs (affirmative, negative, interrogative and short answers) Past Simple – irregular verbs (all forms) Prepositions of movement Describing events with the help of pictures Be going to Reflexive pronouns Postcard to a friend 	<ul style="list-style-type: none"> Say it right Think twice – Traffic signs – video Guess what – The funicular – video Around the world – song Watch and learn – Hotel Transylvania Dialogue – Journey by train – video Telling a short story Everyday talk – buying bus tickets Say it right Watch and learn – Emoji Movie – video Dialogues – Talking about holiday plans Think twice – Responsible at the beach – video Guess what – South Africa attractions – video Summer fun – song Talking about my summer plans Everyday talk – expressing opinion 	<ul style="list-style-type: none"> Completing sentences Doing wordsearches Filling in crosswords Completing tables Matching Choosing the best option Describing cartoons Commenting on pictures Reading / Listening comprehension Answering questions about the texts Listening to people talking and choosing the correct information Roleplaying Writing texts Matching pictures Completing sentences Choosing the correct options 	<ul style="list-style-type: none"> Direct observation of students' performance in ongoing activities Controlled exercises Oral participation Tests Worksheets Homework