

INGLÊS - NÍVEL 4

Annual planning – *YOUR TURN 8*



Ano lectivo 2014-2015

1st Term

Início das atividades:
15 de setembro de 2014

Fim das atividades:
17 de dezembro de 2014

Feriados:

Aulas previstas:
+/- 35

2nd Term

Início das atividades:
05 de janeiro de 2015

Fim das atividades:
22 de março de 2015

Interrupção das actividades lectivas:

16 a 18 de fevereiro de 2015 (Carnaval)

Aulas previstas:
+/- 32

3rd Term

Início das atividades:
7 de abril de 2015

Fim das atividades:
12 de junho de 2015

Feriados:

1 de maio (6^a feira); feriado da região (2^a feira); 10 de junho (4^a feira)

Aulas previstas:
+/- 30

1ST TERM

Aims	Skills / Text types / Activities				Vocabulary: Topics and language points	Grammar	Cross- curricular work	Intercultural domain
Spoken interaction and production: At the end of this term, students can interact by using basic sentence patterns with memorised phrases and formulae in order to communicate and exchange information, e.g. they can answer and ask questions about free time activities. Students can express preferences and choices. They can use some simple structures correctly, e.g. the Present continuous, Present simple, adverbs of frequency, comparatives, superlatives, the Past simple and <i>used to</i> . Aural and visual reception: Students can	Focus on listening ability	Focus on spoken interaction and production	Focus on reading and listening ability	Focus on writing ability	Free time activities, Fun places, Verb + <i>-ing</i> form	Present continuous, Present simple, Adverbs of frequency, Present tense contrast	Unit 1: Geography: Glasgow (Geografia)	Identify monuments, museums and places of interest, Understand the teenage world: hobbies
	a sports radio programme, a conversation about a holiday, a conversation about Monet's home	talking about free time activities asking and answering questions practising dialogues	a webpage, an online advert, a competition entry, an article, a geography quiz, a travel guide, a descriptive report, a text, a trivia test, a class mural, a biography, a quiz about celebrities, dialogues	vocabulary-focused exercises grammar-focused exercises writing dialogues	Geographical features, Wild animals, Adjective order	Comparative and superlative adjectives, <i>not as ... as</i> <i>so + adjective</i> <i>prefer / would rather</i>	Unit 2: Natural Sciences: Rainforests (Ciências Naturais)	Identify places of interest to visit
	+ ordering photos + listening for specific information + choosing the correct answer	acting out dialogues acting out an interview talking about nature talking about photos completing a trivia test talking about	+ looking for specific information + true or false + choosing the correct	writing a speech about a sport writing skills: capital letters and punctuation, <i>but</i> and <i>however</i> , <i>as well as</i> and <i>in addition</i> writing projects: a competition	Historic achievements, Historic professions, Suffixes, collocations Our World pages: Washington D.C., Shetland Nature Festival, music and film stars	<i>used to</i>	Unit 3: Technology: Thomas Edison (Educação Tecnológica / Ciências Físico-Químicas)	Identify personalities from the artistic world
Assessment								Tests at three levels on the Tests and Resources Multi-ROM, Diagnostic test, <i>Test yourself! 1, Test yourself! 2, Test yourself! 3</i>

<p>understand different types of short texts on the topics, presented aurally, visually or both. Students can identify the main idea, identify specific or detailed information, distinguish between formal and informal speech, identify participants in a dialogue and identify the sequence of discourse. They can also identify cues and infer, both in spoken and written texts, e.g. they can derive the probable meaning of unknown words from the context.</p> <p>Written production: Students can write short, simple texts with frequently used vocabulary, e.g. they can write a descriptive report.</p> <p>Learning skills: Students willingly engage in communicative tasks. They are able to work autonomously and monitor their own learning. They can assess their progress and their classmates'.</p> <p>Fast finishers /</p>		<p>historic homes</p> <p>giving a presentation on a historic home</p> <p>talking about a famous actor or singer</p>	<p>answer</p> <p>+ matching</p> <p>+ answering quiz and trivia questions</p> <p>+ ordering questions</p> <p>+ completing sentences</p>	<p>entry, a descriptive report, a biography</p> <p>writing a postcard</p> <p>preparing a presentation on a famous historic home</p>			<p>Homework</p> <p>Self- and peer-assessment</p> <p>Direct observation of students</p>
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Stronger classes: Fast finishers and stronger classes will be able to further develop their writing skills. There is also dictionary work to enable them to expand their vocabulary.							
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2ND TERM

Aims	Skills / Text types / Activities				Vocabulary: Topics and language points	Grammar	Cross- curricular work	Intercultural domain
Spoken interaction and production: At the end of this term, students can make themselves understood and exchange ideas and information on the topics, e.g. they can talk about transport. They can communicate in everyday situations, e.g. buying bus tickets. Students can use formal and informal speech. They can use the new grammar items acquired, e.g. the Past continuous, <i>be going to</i> , the Zero conditional and the Present perfect simple.	Focus on listening ability a quiz show, a podcast, a radio show + ordering topics + listening for specific information + choosing the correct answer	Focus on spoken interaction and production discussing travel tales practising dialogues acting out dialogues asking and answering questions planning a road trip talking about snack habits playing a memory game	Focus on reading and listening ability a school geography project, various articles, a travel story, texts, online posts, a website, a description, dialogues, an invitation + matching + true or false + looking for specific information + identifying the tone and purpose of a	Focus on writing ability vocabulary-focused exercises grammar-focused exercises writing dialogues writing skills: narrative linkers, informal letters, grouping information writing projects: a travel story, a party invitation, a description of a typical home	Transport, In transit Synonyms Snack choices, Partitives Extreme weather, Green architecture Our World pages: Route 66, Chinese New Year, Wind power in Britain	Past continuous, Past tense contrast <i>not + anything</i> Preposition: by <i>be going to, some, any, a lot of / lots of, many / much, a few, a little, Zero conditional</i> Countable and countable nouns Compound nouns Present perfect simple, <i>ever / never, for</i> and	Unit 4: Technology: High-speed trains (Educação Tecnológica / História) Unit 5: Food technology: A healthy diet (Educação Física) Unit 6: Science: Energy (Ciências Naturais)	Identify places of interest to visit Identify different dietary habits Identify some environmental problems and possible solutions
							Assessment	
							Tests at three levels on the Tests	

<p>Students can understand different types of short texts, e.g. narrative texts and newspaper articles. They can identify the main points and specific information, identify the sequence of discourse, identify cues and infer the meaning of unknown words.</p> <p>Written production:</p> <p>Students can write short, simple texts with frequently used vocabulary, e.g. they can write a description of a typical home.</p> <p>Learning skills:</p> <p>Students are sensitive to other cultures. They can share knowledge and cooperate with their peers. They can work autonomously and monitor their own learning. They can also assess their progress and their classmates'.</p> <p>Fast finishers / Stronger classes:</p> <p>Fast finishers and stronger classes will be able to further develop their writing skills. There is also dictionary work to enable them to expand their vocabulary.</p>		<p>talking about cooking</p> <p>planning and presenting a menu</p> <p>talking about a cultural festival</p> <p>talking about the environment</p> <p>talking about famous buildings</p> <p>preparing and acting out a radio show</p> <p>talking about energy</p>	<p>text</p> <p>+ completing sentences</p> <p>+ ordering events</p> <p>+ completing a meal plan</p> <p>+ identifying whether a text is formal or informal</p> <p>+ completing a chart</p> <p>+ writing headings for paragraphs</p> <p>+ identifying the writer's point of view</p>	<p>writing an informal letter</p> <p>writing, quiz questions</p> <p>creating a menu</p> <p>writing a radio report</p>		<p><i>since, just, already and yet,</i> Past simple / Present perfect</p> <p>Tag questions</p>	<p>and Resources Multi-ROM, <i>Test yourself! 4, Test yourself! 5, Test yourself! 6</i></p> <p>Homework Self- and peer-assessment Direct observation of students</p>
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3RD TERM

Aims	Skills / Text types / Activities				Vocabulary: Topics and language points	Grammar	Cross-curricular work	Intercultural domain
<p>Spoken interaction and production:</p> <p>At the end of this term, students can initiate and maintain face-to-face conversations on the topics, e.g. clothes and fashion. They can communicate in everyday situations, e.g. asking questions in a shop.</p> <p>They can use more elaborate structures, e.g. <i>will</i>, First conditional, Modals, Present passive and Relative pronouns.</p> <p>Aural and visual reception:</p> <p>Students can interpret different text types, e.g. newspaper and magazine articles. They can identify general and specific information, understand sequences of events, identify cues and infer the meaning of unknown words.</p> <p>Written production:</p> <p>Students can write short, parallel simple texts</p>	Focus on listening ability	Focus on spoken interaction and production	Focus on reading and listening ability	Focus on writing ability	Newspapers, Broadcast news	<p><i>will</i> for predictions, decisions, promises and offers, First conditional</p> <p><i>have to, can / must, would like, would / wouldn't, could / couldn't</i></p> <p>Present passive, Relative pronouns</p> <p>Phrasal verbs</p>	Unit 7: Media: The news (Media)	Identify personalities from the artistic world, Identify some media
	a tour guide talking about festivals, monologues about money, a conversation	asking and answering questions	a school newspaper, a website, a review, various texts, a magazine article, an economics project, an advice column, a quiz, a fashion file, a personal email, a formal email, dialogues	vocabulary-focused exercises	Internet words		Unit 8: Personal and social development: Stereotypes (Desenvolvimento Pessoal e Social)	Understand the teenage world: teen money
	+ listening for specific information	practising dialogues	a school newspaper, a website, a review, various texts, a magazine article, an economics project, an advice column, a quiz, a fashion file, a personal email, a formal email, dialogues	grammar-focused exercises	Describing feelings, -ed / -ing adjectives, Money		Unit 9: History: Dressing up (História)	Understand the teenage world: fashion
	+ completing a chart	acting out dialogues	writing dialogues	writing exercises	<i>lend, owe, borrow</i>			
	+ true or false	talking about arts festivals	writing a description of an arts festival	writing skills: writing concisely, modifying adverbs, a formal email	Clothing styles, Fashion accessories, Adjective order		Assessment	
		planning and acting out tours	writing skills: writing concisely, modifying adverbs, a formal email	writing projects: a programme review, an internet advice column, a letter of complaint	Colours and patterns		Tests at three levels on the Tests and Resources Multi-ROM, <i>Test yourself! 7, Test yourself! 8, Test yourself! 9</i>	
		talking about famous film characters	+ looking for specific information		Our Worldpages: James Bond, The Fourth of July, Glastonbury Festival		Homework	
		talking about teen money	+ choosing the correct answer				Self- and peer-assessment	
		talking about a national holiday	+ matching				Direct observation of students	
		answering a quiz	+ completing sentences					
		talking about	+ ordering events					
			+ correcting					

<p>with frequently used vocabulary, e.g. they can write a letter of complaint.</p> <p>Learning skills:</p> <p>Students will have developed their self-confidence and improved their attitude towards learning English. They will willingly share knowledge and cooperate with their peers. They will be able to work autonomously and monitor their own learning. They will also assess their progress and their classmates'.</p> <p>Fast finishers / Stronger classes:</p> <p>Fast finishers and stronger classes will be able to further develop their writing skills. There is also dictionary work to enable them to expand their vocabulary.</p>		<p>shopping</p> <p>talking about a music festival</p>	<p>sentences</p> <p>+ identifying the writer's point of view</p> <p>+ answering quiz questions</p> <p>+ completing an email</p>				
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