

Domínio, Tema, Conhecimentos	Gestão do tempo
<p>TEMAS: Atividades escolares e de lazer; situações quotidianas; serviços; planos para o futuro; hábitos e rotinas; tipos de habitação; eventos escolares e festividades.</p> <p>WELCOME BACK</p> <p>Getting to know you & your partner Game: guess the capital city Scavenger hunt</p> <p style="text-align: center;">MODULE 1 – Media Giants</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> • Personal feelings • Entertainment & Media • Word formation: Jobs ending in <i>-er, -or, .ist</i> • Phrasal verbs: <i>out/up/up with</i> <p>GRAMMAR</p> <ul style="list-style-type: none"> • Present simple vs Present continuous • Adverbs of frequency • Stative verbs • Past simple vs Past continuous • <i>Used to -usually</i> <p>READING</p> <ul style="list-style-type: none"> • CAN YOU FEEL IT?: Debunking the Myths about Gaming (text) • POP CULTURE: Billie Elish (text) <p>LISTENING</p> <ul style="list-style-type: none"> • Listening for specific information (multiple matching) • Listening for specific information (multiple choice) • Listening to understand register • Pronunciation: /e/ and /ae/ <p>SPEAKING</p> <ul style="list-style-type: none"> • Gaming is bad for children and teens (mini debate) • Agreeing / disagreeing • Making a recommendation <p>WRITING</p> <ul style="list-style-type: none"> • An argumentative text <p style="text-align: center;">MODULE 2 – Teen World</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> • Everyday life 	<p>1º SEMESTRE</p> <p style="text-align: center;">3 aulas</p> <p style="text-align: center;">14 aulas</p> <p style="text-align: center;">14 aulas</p>

- Adjectives ending in – *ful, -ic, -ed*
- Clothes, footwear & accessories
- Phrasal verbs: *from/into*

GRAMMAR

- Present perfect (affirmative & negative)
- *Have/has been, have/has gone*
- *Already/yet/just/ever/never/for/since*
- Present perfect (interrogative & short forms)
- Adjectives (order of adjectives, so+ adjective)

READING

- TEEN LIFE: Teen 101 (text)
- TRENDSETTERS: Fashion blog (blog)

LISTENING

- Listening for specific information (multiple choice with pictures)
- Listening for specific information (correct/incorrect)
- Listening to understand register
- Pronunciation: intonation in questions

SPEAKING

- Schools should start later for teenagers (mini debate)
- Making plans (inviting-accepting/refusing)
- Buying at a shop

WRITING

- A tweet

MODULE 3 – Food Stuff

VOCABULARY

- Food & drink
- Food preparation
- Phrasal verbs: *up/on/out/after*

GRAMMAR

- Countable/Uncountable nouns (*a/an, some, any, no*)
- Quantifiers (*much/many, a lot of/lots of, a few/a little*)
- *Must/mustn't*
- *Have/has to – don't/doesn't have to*

READING

- FOOD FOR THOUGHT: The All-American Food or Is it? (article)
- HEALTHY EATING: Kicking the Junk Food Habit (blog)

LISTENING

- Listening for the main content (gap filling)
- Listening for specific information (ticking what you hear)
- Pronunciation

SPEAKING

- Giving instructions

14 aulas

<ul style="list-style-type: none"> Asking for/giving advice <p>WRITING</p> <ul style="list-style-type: none"> An email to give advice <p>FESTIVIDADES</p>	<p>1 aula</p>
<p style="text-align: center;">MODULE 4 – Living in a digital World</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> Communication Gadgets & devices Phrasal verbs: <i>with/up/in/to</i> <p>GRAMMAR</p> <ul style="list-style-type: none"> Present perfect vs past simple Relative pronouns (<i>who, which, that, whose</i>) Relative clauses (defining vs non-defining) <p>READING</p> <ul style="list-style-type: none"> NEW AGE OF LEARNING: My online school (blog) HOW CAN I HELP YOU?: Virtual Assistants (article) <p>LISTENING</p> <ul style="list-style-type: none"> Listening for specific information (multiple matching) Listening for main content (gap filling) Pronunciation: /er/ and /ai/ <p>SPEAKING</p> <ul style="list-style-type: none"> Describing a problem- giving help Returning goods in a shop <p>WRITING</p> <ul style="list-style-type: none"> A summary of a text An online return form <p style="text-align: center;">MODULE 5 – No planet B</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> Environmental problems & solutions Suffixes <i>-ion, -ation, -ity</i> School events and activities Phrasal verbs: <i>for/up/together/out</i> <p>GRAMMAR</p> <ul style="list-style-type: none"> <i>Would/wouldn't – could/couldn't</i> Types 0 & 1 conditionals Type 2 conditional Types 0,1 & 2 conditionals 	<p>2º SEMESTRE 12 aulas</p> <p>12 aulas</p>

READING

- SIMPLE LIVING: Tiny Homes: Think Tiny! (text)
- TAKE A STAND: Students Stand up to Save the Planet (article)

LISTENING

- Listening for specific information (multiple matching)
- Listening for main content (gap filling)
- Pronunciation: /f/ and /s/

SPEAKING

- Tree planting is a good solution to solve deforestation (mini debate)
- Making suggestions
- Students should be more active in protecting the environment (mini debate)
- Persuading a friend

WRITING

- A newspaper article

MODULE 6 – Going Places

12 aulas

VOCABULARY

- Holiday activities
- Forming adjectives with *in-*, *im-*, *un-*
- Travel: places in a town/city
- Phrasal verbs: *into/around/out for/in*

GRAMMAR

- Future simple (*will/won't*)
- *Be going to*
- Present continuous for future meaning
- Prepositions of place
- Prepositions of movement

READING

- HOLIDAY FUN: UK Trip (email)(text)
- WHERE NEXT?: Experience New Orleans (travel brochure)

LISTENING

- Listening for specific information (multiple choice)
- Pronunciation

SPEAKING

- Booking tickets
- Asking for/giving information

WRITING

- An email to ask for information (formal email)

FESTIVIDADES

2 aulas

EXTENSIVE READING

6 aulas

