



## Planning 2017/18 “Tween six” Level 6

**FIRST TERM – 56 lessons (13 th September - 15th December)**

<b>ENTRY UNIT – Welcome Back!</b>
<p><b>Diagnosis:</b></p> <p><b>Entry Test:</b> Cultura anglo—americana</p> <ul style="list-style-type: none"> <li>• Aspetos da cultura britânica; The British Isles and the United Kingdom; London</li> <li>• Identificação pessoal; Família; Rotina diária</li> </ul>
<p><b>Metas Curriculares:</b></p> <p><b>ID5: 14.</b> Conhecer o seu meio e o dos outros para compreender universos diferenciados</p> <p><b>ID6: 8.</b> Conhecer aspetos culturais de países de expressão inglesa</p>

UNIT 1 – All about me!						
Intercultural Domain	Reading	Listening	Lexis and Grammar	Spoken Production	Spoken Interaction	Writing
<p><b>Personal information</b></p> <p>The new schoolboy</p>		<p>Song: <i>Hello song</i></p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Name/Surname Age</li> <li>• Address</li> <li>• Phone number Numbers 100-1000</li> <li>• Countries and nationalities</li> <li>• Personal information</li> </ul>	<ul style="list-style-type: none"> <li>• Describing people</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue in pairs (asking and answering about personal information).</li> <li>• Dialogue in pairs (asking and answering about countries and nationalities).</li> </ul>	<ul style="list-style-type: none"> <li>• Completing a fact file</li> <li>• Writing a paragraph</li> <li>• Answering questions in writing</li> <li>• Completing an interview</li> <li>• Writing a text</li> <li>• Creating a fact file</li> </ul>
<p><b>English-speaking countries</b></p> <ul style="list-style-type: none"> <li>- Flags</li> <li>- Symbol: <i>The Union Jack</i></li> <li>- Famous people</li> </ul>	<p>The School</p> <p>Newspaper</p>	<p>Kate’s best friends</p>				



<p><b>Physical description/ Personality</b></p>	<p>Beautiful and famous</p>	<p>Song: <i>One world</i></p>	<ul style="list-style-type: none"> <li>• Appearance, age, height, weight Hair, eyes and face</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Personal pronouns</li> </ul> <p>Possessive determiners</p> <ul style="list-style-type: none"> <li>• Present simple: to be</li> </ul> <p>Yes/no answers</p> <ul style="list-style-type: none"> <li>• Have got Yes/no answers</li> </ul>			<ul style="list-style-type: none"> <li>• Writing a description</li> <li>• Completing a dialogue</li> <li>• Writing sentences</li> </ul>
<p><b>Festivities:</b> <i>Halloween</i></p>		<p>Song: <i>Ghostbusters</i></p>				
<p>ID5: 14. 1. ID6: 8. 8.1. / 2. / 3. 9.6.</p>	<p>R6: 2. / 2.2</p>	<p>L6: 1. 1.1. / 2. / 3</p>	<p>LG5: 15.10. / 11. / 16. LG6: 10. 10.16.</p>	<p>SP6: 5.2.</p>	<p>SI5: 6.2.</p>	<p>W.5: 11. W6: 6.1.</p>



UNIT 2 – Family Fun						
Intercultural Domain	Reading	Listening	Lexis and Grammar	Spoken Production	Spoken Interaction	Writing
<p><b>Family</b></p> <p><b>Parts of the house</b></p> <p><b>Hobbies</b></p> <p><b>Jobs and occupations</b></p> <p><b>English-speaking countries (Wales)</b></p> <p><b>Festivities: Christmas</b></p>	<ul style="list-style-type: none"> <li>• What are you doing this weekend?</li> <li>• Meet my family</li> <li>• Wales</li> <li>• A day out</li> </ul> <p>Christmas</p>	<ul style="list-style-type: none"> <li>• On the farm (animals)</li> <li>• Song: <i>Lemon tree</i></li> </ul> <p>Song: <i>Rudolph The red-nosed reindeer</i></p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Farm animals</li> <li>• Parts of the house</li> <li>• Animal homes</li> <li>• Pets</li> <li>• Jobs and occupations</li> <li>• Free time activities</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Present simple: <i>there + to be</i></li> <li>• Articles</li> <li>• Countable and uncountable nouns</li> <li>• Present simple: <i>to be</i> and <i>have got</i></li> <li>• Plurals</li> </ul>	<ul style="list-style-type: none"> <li>• Describing one's house</li> <li>• Talking about one's family</li> <li>• Talking about hobbies</li> <li>• Talking about pets</li> <li>• Describing what people are doing</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: talking about pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Completing sentences</li> <li>• Completing a table</li> <li>• Answering questions in writing</li> <li>• Writing words under the corresponding pictures</li> <li>• Writing a letter to a penfriend</li> <li>• Decoding a message</li> <li>• Completing/ Writing sentences •</li> </ul> <p>Information exchange: spot the differences</p>
<p>ID5: 14.2. / 3. / 6. / 7.</p> <p>ID6: 8.</p> <p>8.1. / 3.</p> <p>9.4. / 6.</p>	<p>R6: 2. / 2.2</p>	<p>L6: 1.</p> <p>1.1. / 2. / 3</p>	<p>LG5: 15.1. / 2. / 3. / 16.</p> <p>LG6: 10.1. / 10. / 16.</p>	<p>SP5: 8.</p> <p>8.3. / 4. /</p>	<p>SI5: 6.</p>	<p>W5: 10.1.</p> <p>11.1 / 2.</p>



**SECOND TERM – 44 lessons (3<sup>rd</sup> January – 23<sup>rd</sup> March)**

**UNIT 3 – Daily Routines**

Intercultural Domain	Reading	Listening	Lexis and Grammar	Spoken Production	Spoken Interaction	Writing
<p><b>Daily routine</b></p> <p><b>Food and drinks</b></p> <p><b>Festivities:</b> – <i>Valentine’s Day</i></p>	<ul style="list-style-type: none"> <li>• On the Internet</li> <li>• My favourite food</li> <li>• Simon’s weekend</li> <li>• Valentine’s Day</li> </ul>	<ul style="list-style-type: none"> <li>• Daisy’s daily routine</li> <li>• Song: Helping out around the house</li> <li>Song: <i>My girl</i></li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Daily activities</li> <li>• Time</li> <li>• Household chores</li> <li>• Food and drinks</li> <li>• Meals</li> <li>• Weekend activities</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Present simple</li> <li>• Adverbs of frequency</li> <li>• Question words</li> <li>• Make/Do</li> <li>• Present simple and present continuous</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about household chores</li> <li>• Describing daily routines</li> <li>• Talking about favourite food and drinks</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about time</li> <li>• Talking about household chores and frequency</li> <li>Role-play: calling a friend (inviting, refusing, suggesting, accepting)</li> <li>• Phone calls game</li> <li>• Talking about advantages and disadvantages of technology and modern lifestyle</li> <li>• Describing/commenting on a comic strip</li> <li>• Talking about hypothetical situations</li> </ul>	<ul style="list-style-type: none"> <li>• Answering questions in writing</li> <li>• Completing sentences</li> <li>• Writing a paragraph about household chores</li> <li>• Writing a text about a classmate’s daily routine</li> <li>• Writing a paragraph expressing preferences</li> <li>• Writing a dialogue</li> </ul>
<p><b>ID5: 14. 5. /7.</b> <b>ID6: 8.</b> <b>9.1. / 2. / 6. / 7.</b></p>	<p><b>R6: 2. / 2.2</b></p>	<p><b>L6: 1.</b> <b>1.1. / 2. / 3</b></p>	<p><b>LG5: 15.18.</b> <b>LG6: 10.3. / 4. / 11. / 13. / 16.</b></p>	<p><b>SP6: 5.3. / 4.</b></p>	<p><b>SI6: 4.3</b></p>	<p><b>W6: 6.1.</b> <b>7.1 /2.</b></p>



UNIT 4 – At School						
Intercultural Domain	Reading	Listening	Lexis and Grammar	Spoken Production	Spoken Interaction	Writing
<b>School</b> - School subjects - School rooms - Timetables	<ul style="list-style-type: none"> <li>• School tour</li> <li>• In trouble!</li> <li>• My class</li> </ul>	<ul style="list-style-type: none"> <li>• Song: <i>(What a Wonderful World)</i></li> <li>• In the classroom</li> <li>• Song: <i>Hello, backpack!</i></li> <li>• At home</li> <li>• Ralph's class</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• School rooms</li> <li>• Classroom objects</li> <li>• School things</li> <li>• English class rules</li> <li>• Adjectives for describing people</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>• Prepositions of time: in, on, at</li> <li>• Possessive case</li> <li>• Whose</li> <li>• Possessive pronouns</li> <li>• Modal verbs: can, may and must</li> <li>• Comparatives and superlatives</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play: asking for/giving and refusing permission</li> <li>• Talking about your class</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue in pairs (expressing likes and preferences)</li> </ul>	<ul style="list-style-type: none"> <li>• Completing sentences</li> <li>• Answering questions in writing</li> <li>• Completing a table</li> <li>• Completing a fact file</li> <li>• Writing a descriptive text</li> <li>• Writing short dialogues</li> <li>• Writing about Portuguese schools/the ideal school</li> <li>• Writing the English class rules</li> </ul>
<b>ID6:</b> <b>9.3.</b>	<b>R6: 2. / 2.2</b>	<b>L6: 1.</b> <b>1.1. / 2. / 3</b>	LG5: 15.4. / 13. / 21. LG6: 10.5. / 7. / 14. / 16. LG7: 15.1 / 2	<b>SP6: 5.4.</b>	<b>SI6: 4.3</b>	<b>W6: 6.1.</b> <b>7.1 / 3.</b>



UNIT 5 – School is Great!						
Intercultural Domain	Reading	Listening	Lexis and Grammar	Spoken Production	Spoken Interaction	Writing
<b>School</b> <b>Famous people</b> <b>Festivities:</b> <i>Easter</i>	<ul style="list-style-type: none"> <li>• School is great!</li> <li>• Sport stars</li> <li>• Cindy's</li> <li>• Webpage</li> <li>• Karen's diary</li> <li>• William Shakespeare</li> <li>• The dolphin</li> <li>• Easter</li> </ul> <p><b>Extensive Reading:</b> <i>Frogwart and the Easter Eggs</i></p>	<ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Rhyme</li> <li>• Song: <i>The 3 R's</i></li> <li>• Pronunciation</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• School clubs</li> <li>• After-school activities</li> <li>• Sports</li> <li>• Eco-club activities</li> <li>• Recycling materials</li> <li>• Stratford-upon-Avon's places of interest</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Personal pronouns (subject and object)</li> <li>• Verb to be – past simple</li> <li>• There + to be (past simple)</li> <li>• Past simple (regular verbs)</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about school clubs</li> <li>• Asking for and giving information</li> <li>• Talking about sports (expressing preferences)</li> <li>• Role-play: interview</li> <li>• Presenting research work</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue in pairs (Talking about favourite sport and favourite sport star)</li> <li>• Asking for and giving information</li> </ul>	<ul style="list-style-type: none"> <li>• Completing sentences</li> <li>• Completing an interview</li> <li>• Answering questions in writing</li> <li>• Writing short dialogues</li> <li>• Writing a paragraph about a Portuguese athlete</li> <li>• Completing a fact file</li> <li>• Writing a text about a famous Portuguese writer</li> </ul>
<b>ID6:</b> 9.3. / 6.	<b>R6:</b> 2. / 2.2	<b>L6:</b> 1.1.1. / 2. / 3	<b>LG6:</b> 10.6. / 16. <b>LG7:</b> 15.10. / 11. / 12.	<b>SP6:</b> 5.4.	<b>SI6:</b> 4.3	<b>W6:</b> 6.1.7.



THIRD TERM – 30 lessons (9 <sup>th</sup> April – 15 <sup>th</sup> June)						
UNIT 6 – Around Town						
Intercultural Domain	Reading	Listening	Lexis and Grammar	Spoken Production	Spoken Interaction	Writing
<b>Public places</b> <b>Means of transport</b>	<ul style="list-style-type: none"> <li>Jack’s visit to New York</li> <li>Dialogue</li> <li>In London</li> <li>The largest square in London</li> <li>Shopping for clothes</li> </ul>	<ul style="list-style-type: none"> <li>A phone call</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Public places</li> <li>New York’s places of interest</li> <li>Public buildings</li> <li>London’s monuments</li> <li>Means of transport</li> <li>Dictionary use: finding the meaning of words/expressions</li> <li>Shops</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>Prepositions and prepositional expressions of place</li> <li>Prepositions of movement</li> <li>Imperative</li> <li>Because/So</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering about places on a city plan</li> </ul>	<ul style="list-style-type: none"> <li>Offering assistance/ accepting/suggesting</li> <li>Asking/Saying the price</li> </ul>	<ul style="list-style-type: none"> <li>Writing words under the corresponding pictures</li> <li>Writing captions for pictures</li> <li>Completing sentences</li> <li>Answering questions in writing</li> <li>Writing a paragraph about a famous place</li> <li>Writing a dialogue</li> </ul>
<b>ID6: 9.5.</b> <b>ID7: 14.4.</b>	<b>R6: 2.</b> <b>3.1.</b>	<b>L6: 1.</b> <b>1.2. / 3</b>	<b>LG5: 15.22.</b> <b>LG6: 10.2. / 8. / 9. / 16.</b>	<b>SP6: 5. / 5. 1.</b>	<b>SI6: 4.1. / 2.</b>	<b>W6: 6.1.</b> <b>7.</b>



UNIT 7 – Summer Time						
Intercultural Domain	Reading	Listening	Lexis and Grammar	Spoken Production	Spoken Interaction	Writing
<p><b>English-speaking countries</b></p> <p>- Summer holidays</p> <p><b>Festivities:</b></p> <p>- <i>Children's Day</i></p>	<ul style="list-style-type: none"> <li>• School Net</li> <li>• My holiday plans</li> <li>• What is the Loch Ness Monster?</li> <li>• Paula's holiday plans</li> <li>• Holiday postcards</li> <li>• Children's rights</li> </ul>	<ul style="list-style-type: none"> <li>• Song: <i>Summer Holiday</i></li> <li>• Song: Tell me something I don't know</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Summer activities</li> <li>• The weather</li> <li>• Holiday activities</li> <li>• Summer places</li> <li>• Adjectives</li> <li>• Packing</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Like/love/hate/ enjoy + -ing</li> <li>• Adverbs of manner</li> <li>• The future: be going to</li> <li>• Some, any, no</li> <li>• Indefinite pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about future plans</li> <li>• Presenting research work</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue in pairs (expressing likes and preferences)</li> <li>• Talking about summer holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Completing/ Writing sentences</li> <li>• Answering questions in writing</li> <li>• Writing a paragraph</li> <li>• Writing a postcard</li> <li>• Writing a text about holiday destinations</li> </ul>
ID6: 8. / 9.6	R6: 2. / 2.1	L6: 1. 1.1. / 2. / 3	LG6: 10.12. / 15. / 16. LG7: 15. 5. / 6. / 7.	SP6: 5.5	SI6: 4.4.	W6: 6.1. 7.1.





<b>Metas a atingir – 6º ano (Homologadas a 31 de julho de 2015)</b>	
<b>Compreensão oral</b> (Listening L6)	<b>6. Compreender, com ajuda, discursos articulados de forma clara e pausada</b>
	1. Entender expressões relacionadas com os seus interesses (música, computadores).
	2. Entender informações e perguntas que lhe são dirigidas (transportes públicos e horários).
	3. Seguir conversas sobre assuntos que lhe são familiares (escola, viagens).
	<b>7. Compreender conteúdos simples em programas, produzidos para o seu nível, em meios áudio/audiovisuais</b>
	1. Identificar o contexto do discurso.
	2. Identificar a ideia principal.
3. Entender informações simples.	
<b>Leitura</b> (Reading R6)	<b>6. Ler textos breves sobre assuntos do seu interesse</b>
	1. Identificar sinais e avisos em locais públicos ( <i>beware of the dog, do not step on the grass</i> ).
	2. Interpretar instruções e informação específica em documentos (anúncios, horários).
	3. Entender mensagens ( <i>SMS, e-mails</i> ).
	4. Identificar a ideia principal e a informação essencial em textos diversificados (folhetos, anúncios, ementas, páginas da internet).
	5. Entender textos de leitura extensiva com vocabulário familiar.
	<b>7. Utilizar dicionários bilingues simples (online e em papel)</b>
1. Identificar algumas abreviaturas do dicionário.	
2. Saber procurar entradas e seus significados.	



<b>Interação oral</b> <b>(Spoken Interaction SI6)</b>	<b>7. Interagir, com alguma ajuda, com um interlocutor em situações familiares previamente preparadas</b>
	1. Formular perguntas e dar respostas.
	2. Expressar sentimentos de agrado e desagrado.
	3. Indicar concordância e discordância.
	4. Pedir algo a alguém ( <i>I'd like a sandwich, please</i> ).
	5. Dar conselhos ( <i>you should/shouldn't...</i> ).
	6. Pedir informações em lojas e em serviços públicos.
	<b>8. Interagir, com alguma ajuda, em diferentes tipos de registo</b>
	1. Adequar a forma de tratamento ao interlocutor e ao contexto em situações de <i>role play</i> .
<b>Produção Oral</b> <b>(Spoken Production SP6)</b>	<b>7. Expressar-se, com vocabulário simples, sobre assuntos familiares do dia a dia</b>
	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>I'm going to buy a dog</i> ).
	5. Descrever acontecimentos e atividades.
	6. (Re)contar uma pequena história.
<b>Escrita</b> <b>(Writing W6)</b>	<b>7. Completar, de forma guiada, pequenos diálogos</b>
	1. Formular perguntas ou redigir respostas sobre temas estudados.
	<b>8. Produzir textos de 25 a 35 palavras</b>
	1. Descrever uma rotina diária.
	2. Descrever a escola.



	3. Descrever um acontecimento com a ajuda de tópicos ou imagens.
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<p><b>Domínio Intercultural</b> (Intercultural Domain ID6)</p>	<b>9. Conhecer aspetos culturais de países de expressão inglesa</b>	
	1.	Associar nacionalidades a países.
	2.	Reconhecer monumentos e figuras históricas.
	3.	Reconhecer algumas celebridades e figuras públicas.
	<b>10. Conhecer o seu meio e o dos outros para comparar universos diferenciados</b>	
	1.	Comparar diferentes rotinas diárias.
	2.	Identificar disciplinas, horários e espaços de trabalho e de lazer na escola.
	3.	Comparar diferentes meios de transporte.
	4.	Comparar diferentes tipos de habitação.
	5.	Comparar celebrações e datas festivas.
6.	Comparar formas de socialização familiar e convenções sociais: horários e refeições.	

<p><b>Léxico e gramática</b> (Lexis and Grammar LG6)</p>	<b>9. Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua língua</b>	
	<b>Adjectives</b>	1. Usar o <b>comparative</b> (regular and irregular forms). 2. Usar o <b>superlative</b> (regular and irregular forms).
	<b>Connectors</b>	3. Usar <b>when</b> e <b>while</b> . 4. Usar <b>then, later, after that</b> .
	<b>Adverbs</b>	5. Usar <b>often, hardly ever, once, twice</b> (frequency). 6. Usar <b>yesterday, tomorrow</b> (time).
	<b>Pronouns</b>	7. Usar <b>myself, yourself, herself, himself, ourselves, yourselves, themselves</b> (reflexive).
	<b>Prepositions</b>	8. Usar <b>across, through, towards</b> (movement). 9. Usar <b>adjective + preposition</b> (I'm afraid of dogs, I'm good at sport).



	<b>Verbs</b>	10. Usar os verbos <b>to be, there + to be, to have (got)</b> , no <i>past simple</i> , nas formas afirmativa, negativa e interrogativa. 11. Usar verbos regulares e irregulares mais frequentes, no <b>past simple</b> , nas formas afirmativa, negativa e interrogativa. 12. Usar o verbo <b>to do</b> , como auxiliar, no <b>past simple</b> , nas formas negativa e interrogativa. 13. Expressar a ideia de futuro com <b>going to</b> . 14. Usar o <i>modal verb</i> <b>should/shouldn't</b> .
	<b>Word Formation</b>	15. Reconhecer processos de formação do advérbio ( <b>adjective + -ly</b> ).
	<b>Lexical Chunks</b>	16. Apropriar-se de novos itens lexicais, relacionados com as áreas temáticas previstas no domínio intercultural.
	<b>Language Awareness</b>	<input type="checkbox"/> Uso obrigatório do sujeito ( <b>It's raining vs is raining</b> ). <input type="checkbox"/> <b>Past simple</b> com auxiliar: <i>I didn't go to school/I didn't went to school</i> . <input type="checkbox"/> Uso de <b>do/make, see/watch/look at</b> . <input type="checkbox"/> Uso de <b>verb + like</b> ( <i>what does he look like?, what's it like?</i> ). <input type="checkbox"/> Uso de <b>want/would like</b> . <input type="checkbox"/> Uso de <b>once, twice...</b>

Nota - 6º Ano - O aluno é considerado "Utilizador Elementar" **A2**

É capaz de compreender frases isoladas e expressões frequentes relacionadas com áreas de prioridade imediata (p. ex.: informações pessoais e familiares simples, compras, meio circundante). É capaz de comunicar em tarefas simples e em rotinas que exigem apenas uma troca de informação simples e direta sobre assuntos que lhe são familiares e habituais. Consegue descrever de modo simples a sua formação, o meio circundante e, ainda, referir assuntos relacionados com necessidades imediatas.