8th Grade – level 4 – School Year 2017/2018

(Based on the Longman course book **Upgrade** by Isabel Filipe, Maria Adelaide Rabaça, Paula Simões)

Extensive Reading: **" The Hound of the Baskervilles"** by Sir Arthur Conan Doyle

1º Período

Turma	A	B	C	D
Nº de aulas previstas	26	25	26	26

2º Período

Turma	A	B	C	D
Nº de aulas previstas	23	21	21	22

3º Período

Turma	A	B	C	D
Nº de aulas previstas	18	19	19	20

Turma	A	B	C	D
Nº total de aulas previstas	**67**	**65**	**66**	**68**

Aims:

By the end of the year students should be able to:

- use the English language with progressive appropriateness and fluency;

- interpret and produce different kinds of written and oral texts, showing growing autonomy;

- interact with Anglo-American culture;

- give and accept opinions on cultural and social diversities, assuming their own individuality;

- behave socially and with responsibility;

- diagnose and overcome their own difficulties;

- find and develop strategies to improve their learning process.

The following annual plan can suffer some readjustments according to the class dynamics.

TERM / LESSONS	UNITS	TOPICS	LANGUAGE FUNCTIONS	GRAMMAR ITEMS	STRATEGIES /ACTIVITIES:	RESOURCES	ASSESSMENT
1ˢᵗ Term	**1** **Getting Along** (RED: Tema 1 1/2/3/7 Pág. 45) **2** **Let's Have Fun**	-*Team up* -*Let's go wild* -*BFF* -*Chill out!* -*On the catwalk* -*Gig around*	-Talking about sports and friendship -Expressing opinion -Expressing preference -Giving advice Describing situations -Talking about films, fashion and entertainment -Expressing opinion -Expressing preference -Reporting -Informing	-Present Simple and Continuous -Past simple and Continuous -*Modal Verbs* - Possessive pronouns and determiners -Compound nouns -Who/which/that/ whose -Future (will/be going to/ present continuous) -Connectors (contrast/ result/ purpose)	**-** commenting on pictures; - writing sentences / different types of texts; - completing dialogues; - filling in charts; - matching pictures and texts / words; - listening for specific information; - identifying sounds; - matching sounds and pictures; - pair-work; - group work; - describing pictures; - completing cartoons; - completing song lyrics; - answering quizzes / questions; - reordering sentences; - multiple choice; - correcting sentences; - completing gapped	- Course book - Workbook - Notebook - Pictures - CD / CD-player - DVD / DVD-player -TV - OHP / transparencies - Flashcards - Blackboard - Dictionaries - Computer / internet / data show - …	**-** Classroom observation - Oral / written participation - Written tests - Compositions - Individual work - Pair/group work - Project work - Attitudes - Self-evaluation

					texts; - true / false; - noticing grammar structures.		
2nd Term	**3** **Grab a Bite**	*-Fave foods* *-Chips or fries?* *-A night out*	**-**Talking about food and meals -Expressing opinion -Expressing preference -Describing objects -Complaining	-countable and uncountable nouns -Quantifiers -British and American spelling -Adjectives + prepositions -So + adjective -Plural of nouns (special cases)	 Celebrating Festivities		
	4 **What's on?** (REM: Temas- 1/3/4/5/6)	-What's new? -From radio to Podcast -Little box, flat screen	-Talking about newspapers and magazines, radio and TV programmes -Expression opinion -Expressing preference - Expressing conditions -Persuading	-Conditional sentences: zero and first -Present perfect -Time adverbs with the present perfect -Past simple vs. Present perfect			
3rd Term	**5** **Out in the World** (RED: Tema 1 1/2/3/8/9 Pág. 45)	*-A Kiwi year out* *-Cape or Good Hope* *-Caribbean Vibe*	-Talking about English-speaking places (locations and characteristics) -Expressing opinion -Expressing preference -Describing places/ images/ events -Persuading -Narrating	-Definite article -Prepositional and phrasal verbs -Word families -Used to and usually			
	Extensive Reading *****						

* The extensive reading activity will be left for the third term and will only be carried out **if possible.**