

1.º SEMESTRE

MÊS	TEMÁTICA SITUACIONAL	OBJETIVOS DE APRENDIZAGEM	LÉXICO	SIGHT WORDS	USO DA LÍNGUA
SETEMBRO / OUTUBRO	School & Study (School is cool! & Me and the world around me...) Recycle	<ul style="list-style-type: none"> <li>✓ Cumprimentar e apresentar-se</li> <li>✓ Dialogar para trocar informação pessoal (<i>name, surname, birthday, origin, nationality and favourite things ...</i>);</li> <li>✓ Elaborar rotinas de sala de aula.</li> <li>✓ Associar nacionalidades a países;</li> <li>✓ Reconhecer diferentes origens;</li> <li>✓ Identificar e reconhecer bandeiras de alguns países e outros símbolos nacionais;</li> <li>✓ Associar algumas capitais e cidades importantes aos países estudados;</li> <li>✓ Perguntar e responder sobre a sua nacionalidade e a de outros</li> <li>✓ Organizar e completar informação sobre o país selecionado;</li> <li>✓ Elaborar uma apresentação e divulgar à turma.</li> </ul>	ordinals: 1 <sup>st</sup> – 31 <sup>st</sup> country/nationality Australia - Australian Brazil - Brazilian Canada – Canadian England - English France - French Greece – Greek Germany – German Italy – Italian New Zealand – New Zealander Ireland – Irish Portugal – Portuguese Scotland – Scottish Spain – Spanish South Africa – South African The Netherlands – Dutch The USA – American The UK – British Wales – Welsh Surname	first second talk thank (you) third walk	<b>Asking and answering about nationality</b> What nationality is Pedro? He is Portuguese. They aren't American. Where is he from? He's from ... What's his nationality? He is British. <b>Expressing cause and results:</b> She is from the Netherlands, so she is Dutch <b>Identifying and describing objects and places:</b> What colour is the ... flag? What can you see in...? <b>Expressing obligation and lack of obligation:</b> He must do his homework. He doesn't have to study, because the test is cancelled. Must I do it now?      Yes, you must. <b>Giving warning and stating prohibitions:</b> You mustn't speak so loudly. You must be quiet. <b>Checking on meaning and intention:</b> What do you mean? Are we going to speak or write? <b>Asking for repetition and clarification:</b> Sorry, I can't hear you. Can you repeat that, please? Do I use a red or a blue pen? <b>Asking for/ restating what has been said:</b> What did you say?      As I said...
		<ul style="list-style-type: none"> <li>✓ Sequenciar atividades de rotina diária;</li> <li>✓ Descrever a sua rotina diária;</li> <li>✓ Perguntar e responder sobre a rotina diária;</li> <li>✓ Descrever a rotina diária do colega.</li> </ul>	May I...?      Quiet Repeat      Study Review / Revise Remember Excuse me		
		<ul style="list-style-type: none"> <li>✓ Elaborar horário escolar;</li> <li>✓ Dialogar sobre o horário escolar para comparar as diversas disciplinas;</li> </ul>	Art      bin club      college competition		

		<ul style="list-style-type: none"> <li>✓ Conhecer a rotina escolar de um jovem noutra país;</li> <li>✓ Preencher uma tabela sobre essa rotina escolar;</li> <li>✓ Perguntar e responder sobre a mesma.</li> </ul>	<p>dictionary notebook Geography glue            group Gymnastic Physical Education (PE) History        language Maths           online project rucksack / backpack Science        scissors screen         shelf student        subject timetable     university early          horrible important     interesting late            next</p> <p>gym, classroom, library, assembly hall, headmaster's office, staff room, toilet, playground, ...</p>		<p>Sorry I don't understand. Can you explain, please?</p> <p><b>Making and responding to apologies and excuses:</b> Sorry about that. I'm sorry for... / I apologize for... It was my fault. It's Ok. / Don't worry. Don't let it happen again. I'm so sorry. I'm sorry, but I had a problem.</p> <p><b>Asking and answering about school routines:</b> Where do you have PE? How many gyms / floors / classrooms are there? Where is the library? What subjects do students study in the USA?</p> <p><b>Expressing purpose, cause, result and giving reasons:</b> I want to go to university. I want to study languages. Why do you want to study languages? Because ...</p> <p><b>Making comparisons:</b> Geography is more interesting than History. Science is the best!</p>
	<p><b>School &amp; Study</b> <b>(School is cool! &amp; Me and the world around me...) Recycle</b></p>	<ul style="list-style-type: none"> <li>✓ Identificar e descrever os espaços da sua escola e as suas atividades escolares;</li> <li>✓ Registrar informação sobre o seu contexto escolar numa tabela;</li> <li>✓ Reconhecer semelhanças e diferenças entre o seu contexto escolar e o contexto escolar do outro.</li> <li>✓ Elaborar frases para comparar a sua escola com a escola dos outros;</li> <li>✓ Expressar opinião sobre a sua escola e a escola dos outros;</li> </ul>			

	<b>HALLOWEEN</b>	<ul style="list-style-type: none"> <li>✓ Ver o filme sobre a festividade (Ex: <i>Room on the Broom</i> by Julia Donaldson);</li> <li>✓ Reconhecer elementos da natureza;</li> <li>✓ Encontrar pares de rimas;</li> <li>✓ Completar frases de acordo com o filme;</li> </ul> <p>Acrescentar um cena ao filme.</p>	broom witch ground® found jaws cloak keen® fields forest bow politely bog tumbling mean without beast inside lily twig seat shower	broomstick tapped river reeds® wand pond mountains leap moors wet snapped cloud roar with ditch buzz off cauldron cone bone nest	About found	<p><b>Making comparison:</b> As ... as can be</p> <p><b>Asking por permission:</b> Is there room on the broom for a ... like me?</p>
<b>NOVEMBRO</b>	<b>School &amp; Study Recycle (School is cool! &amp; Me and the world around me...)</b>	<ul style="list-style-type: none"> <li>✓ Dar informação sobre os seus planos de estudo;</li> <li>Organizar informação sobre a sua escola utilizando um esquema para produzir um cartaz/powerpoint.</li> </ul>				<p><b>Asking and answering about school routines:</b> Where do you have PE? How many gyms / floors / classrooms are there? Where is the library?</p>
		<ul style="list-style-type: none"> <li>✓ Escrever um guião para auxiliar na criação do cartaz/powerpoint;</li> <li>✓ Elaborar um cartaz/powerpoint sobre a sua escola;</li> <li>✓ Apresentar o cartaz/powerpoint.</li> </ul>				
<b>DEZEMBRO JANEIRO</b>	<b>Famous People (What do you look like?)</b>	<ul style="list-style-type: none"> <li>✓ Completar textos com vocábulos sobre a descrição física e a personalidade;</li> <li>✓ Preencher informação de acordo com um texto auditivo;</li> </ul>	<p><b>Personality:</b> bored calm excited friendly hard-working kind lazy noisy popular</p>	beautiful thank round than first second third		<p><b>Describing people (qualities):</b> He is very lazy. My mother is worried.</p>
<ul style="list-style-type: none"> <li>✓ Ler e interpretar textos;</li> <li>✓ Completar textos com vocábulos sobre a descrição física e a personalidade;</li> </ul>	<p><b>Describing things:</b> It's an interesting look. How high are the heels?</p>					
<ul style="list-style-type: none"> <li>✓ Visualizar de um trailer e sequenciar imagens;</li> <li>✓ Legendar imagens com frases;</li> </ul>	<p><b>Asking for and giving confirmation:</b> This is short, isn't it?</p>					

		✓ Descrever uma personagem famosa.	polite® rude® shy unfriendly unkind worried <b>Physical features:</b> Height Weight Hair Face General appearance Clothes, footwear, accessories ® date of birth: July 22 <sup>nd</sup> , 2007 until since yesterday	better	The gold coloured shoes are expensive, aren't they? What size is she? She wears size M.
	<b>CHRISTMAS</b>	✓ Escrever uma carta ao Pai Natal; ✓ Legendar imagens alusivas ao Natal; ✓ Conhecer pratos doces e salgados tradicionais do Natal; ✓ Cantar uma canção de Natal.	Recycle <b>Food &amp; Drinks</b> biscuit / cookie butter      cereal chopsticks      flour fork      honey jam      knife meal      menu olives      pepper piece      pizza salt      smell snack      spoon strawberry      sugar taste      yoghurt	first full hold only second third	<b>Making and responding to offers and suggestions:</b> I would like some turkey. Would you like some gingerbread cookies? Yes, please. Here you are. <b>Asking for and giving confirmation:</b> This is enough, isn't it? <b>Expressing quantity:</b> One slice of pie. 2 spoons of mashed potatoes. Only 1.

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JANEIRO FEVEREIRO	Getting Around the City / Town: Shops & Shopping (City Life!)	<ul style="list-style-type: none"> <li>✓ Ver um vídeo sobre uma cidade;</li> <li>✓ Reconhecer os diferentes locais numa cidade;</li> <li>✓ Ler um texto sobre a localização dos diversos locais numa cidade;</li> <li>✓ Responder a um questionário sobre o texto.</li> <li>✓ Perguntar e responder sobre a localização das lojas e serviços com apoio de imagens;</li> <li>✓ Escrever frases sobre a localização dos espaços numa cidade..</li> <li>✓ Ouvir direções para indicar para onde vai o interlocutor;</li> <li>✓ Dar direções para chegar de um local a outro;</li> <li>✓ Ler um diálogo com o apoio de um mapa para seguirem direções;</li> <li>✓ Escolher um local numa cidade ou vila para elaborar um diálogo para pedir direções;</li> <li>✓ Apresentar o diálogo.</li> <li>✓ Ler um texto que descreve uma cidade ou vila com apoio de imagens;</li> <li>✓ Indicar o que se faz nos diversos locais;</li> <li>✓ Comparar locais no passado e no presente.</li> <li>✓ Perguntar e responder sobre os locais;</li> <li>✓ Observar conjuntos de imagens de atividades cidadinas para legendar;</li> <li>✓ Indicar preferências e dar opinião sobre os diversos locais;</li> </ul>	<ul style="list-style-type: none"> <li>cheap</li> <li>empty</li> <li>expensive</li> <li>fast</li> <li>full</li> <li>large</li> <li>slow</li> <li>bicycle / bike</li> <li>fire engine</li> <li>motorway</li> <li>railway</li> <li>traffic</li> <li>wheel</li> <li>underground/ tube</li> <li>car park</li> <li>chemist®</li> <li>market</li> <li>supermarket</li> <li>across</li> <li>by</li> <li>east</li> <li>get to...</li> <li>go along</li> <li>go out of</li> <li>go through</li> <li>north</li> <li>over</li> <li>right</li> <li>through</li> <li>west</li> <li>delicious</li> <li>enough</li> <li>far (away)</li> <li>front</li> <li>high</li> <li>noisy</li> <li>ambulance</li> <li>lift</li> <li>racing</li> <li>taxi / cab</li> <li>tire</li> <li>truck</li> <li>centre</li> <li>map</li> <li>office</li> <li>above</li> <li>below</li> <li>corner</li> <li>front</li> <li>go across</li> <li>go into</li> <li>go over</li> <li>middle</li> <li>out of</li> <li>past</li> <li>south</li> <li>turn left</li> </ul>	<ul style="list-style-type: none"> <li>around</li> <li>better</li> <li>into</li> <li>pull</li> <li>should</li> <li>walk</li> <li>was</li> <li>were</li> </ul>	<p><b>Describing things:</b> It's an interesting building. How high is it?</p> <p><b>Making comparisons:</b> In the past there was....now there is....</p> <p><b>Expressing preferences and giving reasons:</b> My favourite place is the playground because I can play with my friends and have fun.</p> <p><b>Making and responding to offers and suggestions:</b> Should/ I take you to ...? No, thanks. I already went shopping. How about going to the library instead? Sounds great!</p> <p><b>Following and giving simple directions:</b> Go past the museum. Take the first / second left / right. It's opposite the park. It's behind the hotel. The bank is across the road. Follow the signs. It's just past the café.</p> <p><b>Asking for and giving simple information about places:</b> What can we do at...? You can... What can we see...? How big is this city? Where can we eat / stay ...? How long does it take to get there? London is in the south of the UK.</p>

2.º SEMESTRE

	VALENTINE'S DAY	<ul style="list-style-type: none"> <li>✓ Conhecer a história de São Valentine;</li> <li>✓ Sequenciar os factos da vida de São Valentine;</li> <li>✓ Ler mensagens relacionadas com várias festividades para selecionar as mais adequadas para o dia de São Valentine;</li> <li>✓ Elaborar uma mensagem a uma pessoa querida.</li> </ul>	<p>army          Romans  soldiers      bishop  lazy          Europe  Asia          Africa  get married Emperor  Christians    church  against the law  secret        arrested  demanded  sentenced to death  blind         fall in love  miracle      execution  signature    since  from your valentine</p>	<p>about  both  could  made  was  were</p>	<p>Understanding and producing simple narratives:  <b>(Biographies)</b>  <b>Nelson Mandela was born on July 18, 1918 in Mvezo, South Africa. He was a brave Politian.</b>  Asking and answering about date and place of birth  <b>When was he born? He was born ...</b>  <b>Where was he born?</b>  Asking and answering about past events and states in the past:  <b>When did Valentine's day tradition start?</b>  <b>Since the year 270.</b></p>
MARÇO ABRIL	Getting Around the City / Town: Shops & Shopping	<ul style="list-style-type: none"> <li>✓ Escrever frases de acordo com um esquema para dar informação sobre um local;</li> <li>✓ Elaborar um texto sobre esse local e apresentá-lo à turma.</li> </ul>			<p>Asking the way, giving directions and following people's instructions  How do I get to the ...?  Can you tell me the way to...?  Go along this street and turn right. The Museum is in front of the Town Hall.</p>
	Travel & Holidays: city; countryside; beach; ... (Around the world)	<ul style="list-style-type: none"> <li>✓ Perguntar e responder sobre os locais e os meios de transporte;</li> <li>✓ Observar conjuntos de imagens de locais e meios de transporte para legendar utilizando o comparativo;</li> <li>✓ Comparar os locais e meios de transporte na sua localidade.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>✓ Conhecer informação sobre diferentes destinos de férias;</li> <li>✓ Classificar os vários destinos de férias;</li> <li>✓ Identificar a estação do ano em que se realiza cada tipo de férias;</li> <li>✓ Perguntar e responder sobre o tempo atmosférico de cada tipo de férias, de acordo com imagens;</li> <li>Indicar a sua preferência expressando as razões.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>✓ Conhecer diferentes tipos de atividades de férias;</li> <li>✓ Dialogar sobre as atividades que habitualmente fazem nas férias;</li> </ul>	<p><b>Recycle: food and drinks</b>  bandage      broken  cold          cough  cry            cut  earache      fall  fall over     headache  hurt          ill / sick  matter        medicine  stomach-ache  temperature  toothache  x-ray          camping  festival  flashlight / torch  go sailing  go sightseeing  go to the beach  go to the theatre  golf  read a magazine</p>	<p>ate  away  bring  carry (on)  fall  hurt  into  pull  will  wish</p>	<p><b>Asking for and giving travel information:</b>  How are you going to travel? By plane.  How do you get to Lisbon?  What is the quickest way to...?  Is the tube safe?  <b>Counting and using numbers:</b>  There are thousands ...  It's the 31<sup>st</sup> of December.  <b>Buying things (costs and amounts):</b>  How much is the plane ticket?  How much is the cab?  It's five dollars (\$) / pounds (£) / euros (€).  <b>Asking and answering about food and ordering meals:</b>  How is the food here?  May I have the menu?  Would you like to order?  Can you bring me the bill, please?  Here you are!  How much is it?</p>

		<p>✓ Perguntar e responder sobre as atividades que se realizam nos diferentes destinos;</p> <p>✓ Ler / Ouvir um texto sobre alojamento e alimentação num determinado destino de férias;</p> <p>✓ Realizar atividades de compreensão sobre o texto.</p>	<p>ski sleigh snowball snowboarding snowman suitcase swing tent volleyball cheap dark delicious enough expensive far (away) fast horrible important interesting large late light (vs dark) middle® noisy pleased rich same slow cooker cushion blanket fridge gate oven shampoo shelf soap step swing tomorrow brush comb card key stamp Cardinal numbers: 1 - 1000</p>	<p><b>Making and responding to offers and suggestions:</b> Shall I take you to the ...? No, thanks. I already went ... How about going to the ... instead? Sounds great!</p> <p><b>Asking for and giving simple information about places</b> What can we do at...? You can... What can we see...? Where can we eat / stay ...? How long does it take to get there?</p> <p><b>Making requests:</b> Can you clean our room, please? Can you open the window?</p> <p><b>Expressing future arrangements:</b> I'm going to go to the beach next summer. I'm going to Paris on Sunday.</p> <p><b>Asking and answering about future plans or intentions:</b> What are you going to do? When are you going to visit the museum?</p> <p><b>Expressing future plans or intentions:</b> Tomorrow I'm going to the dentist.</p> <p><b>Asking and answering about the weather:</b> What is the weather like in...? How's the weather in...? It's stormy. It's cloudy with periods of sunshine.</p> <p><b>Making predictions:</b> It's going to rain. There are lots of clouds, it's going to rain.</p> <p><b>Giving advice:</b> It's raining. You should take an umbrella.</p> <p><b>Expressing purpose, cause and result, and giving reasons:</b> The bus is late, because it's snowing. It's a nice day, so I am going to go for a walk.</p> <p><b>Asking and answering about one's health:</b> What's the matter? My head hurts. I don't feel good. His arm is broken. I'm feeling sick. I need to go to the restroom. Have you got a stomach-ache?</p>
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					<p>How / What about going to the health centre? That sounds like a good idea.</p> <p><b>Sympathising:</b> That's too bad. What a pity. Oh, I am sorry to hear that. Oh, that's terrible.</p>
	<b>Easter</b>	<ul style="list-style-type: none"> <li>✓ Observar um mapa da Escola para legendar;</li> <li>✓ Organizar um <i>Easter Egg Hunt</i> na Escola;</li> <li>✓ Escolher locais para esconder ovos;</li> <li>✓ Descrever localização dos ovos;</li> <li>✓ Dar indicação escrita para chegar aos locais onde se encontram os ovos;</li> <li>✓ Ler as indicações para encontrar os ovos que esconderam.</li> </ul>	<p>Recycle <b>Places in School</b></p> <p>above across below by corner east front get to... go across go along go into go out of go over go through middle north out of over past right south through turn left west</p>	<p>around first into second third walk</p>	<p><b>Following and giving simple directions:</b> Go past the library. Take the first / second left / right. It's opposite the gym. It's behind the classroom. The library is across the hall. Follow the signs. It's just past the canteen.</p> <p><b>Asking for and giving confirmation:</b> The library is next to the music room, isn't it?</p> <p><b>Making requests:</b> Can you show me the map, please?</p>





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ABRIL MAIO	Travel & Holidays: city; countryside; beach; ... (Around the world)	<ul style="list-style-type: none"> <li>✓ Identificar e descrever diferentes tipologias de alojamento;</li> <li>✓ Relacionar as tipologias de alojamento com os diferentes destinos;</li> <li>✓ Expressar preferência sobre o destino de férias e a tipologia de alojamento;</li> <li>✓ Ouvir / Ler um diálogo no contexto de férias num restaurante;</li> <li>✓ Conhecer menus de diferentes tipos de restaurantes;</li> <li>✓ Elaborar um diálogo de acordo com o modelo num restaurante / loja / atividade turística da sua preferência;</li> </ul> <p>Fazer o role play do diálogo.</p> <ul style="list-style-type: none"> <li>✓ Elencar o que fariam se ganhassem a lotaria;</li> <li>✓ Elaborar frases para descrever o que fariam;</li> <li>✓ Comparar com o colega;</li> <li>✓ Dar sugestões ao colega e oferecer a possibilidade de partilhar a realização das atividades com ele;</li> <li>✓ Observar vários destinos de férias com os respetivos preços;</li> <li>✓ Negociar para escolher um destino de férias de acordo com o montante que lhes é atribuído;</li> </ul> <p>Apresentar razões para a escolha.</p> <ul style="list-style-type: none"> <li>✓ Preencher um esquema para planificar as suas férias;</li> <li>✓ Elaborar frases sobre as férias;</li> </ul> <p>Organizar um email / entrada num blogue descrever a organização das férias e o que vão fazer durante as mesmas.</p>	snowman suitcase swing tent volleyball cheap dark delicious enough expensive far (away) fast horrible important interesting large late light (vs dark) middle® noisy pleased rich same slow cooker cushion blanket fridge gate oven shampoo shelf soap step swing tomorrow brush comb card key stamp Cardinal numbers: 1 - 1000	ate away bring carry (on) fall hurt into pull will wish	Asking for and giving travel information: How are you going to travel? By plane. How do you get to Lisbon? What is the quickest way to...? Is the tube safe? Counting and using numbers: There are thousands ... It's the 31st of December. Buying things (costs and amounts): How much is the plane ticket? How much is the cab? It's five dollars (\$) / pounds (£) / euros (€). Asking and answering about food and ordering meals: How is the food here? May I have the menu? Would you like to order? Can you bring me the bill, please? Here you are! How much is it? Making and responding to offers and suggestions: Shall I take you to the ...? No, thanks. I already went ... How about going to the ... instead?

<p style="text-align: center;"><b>MAIO</b></p>	<p style="text-align: center;"><b>Entertainment &amp; Technology (Welcome summer!)</b></p>	<ul style="list-style-type: none"> <li>✓ Observar imagens para indicar o que está a acontecer;</li> <li>✓ Perguntar e responder sobre o que estão a fazer em diversas imagens;</li> <li>✓ Indicar preferência e dar opinião sobre atividades de tempos livres;</li> <li>✓ Ver um vídeo / Ler um texto sobre um jovem a descrever as atividades que habitualmente faz e o que está a fazer no momento;</li> <li>✓ Realizar atividades de compreensão sobre o texto.</li> </ul>	<p>Recycle <b>Free Time Activities</b></p> <p>Recycle <b>Objects</b></p> <p>concert            during programme    puzzle read a magazine snowball snowboarding stage                    swing team                    tune volleyball            winner online                    screen diary                    e-book email                    envelope instrument dear (abbey) letter mobile phone /smartphone text                    violin wood                    telephone pleased bright + colour gold                    silver spot                    spotted stripe                    striped card                    drum metal                    plastic silver                    triangle wool</p>	<p>beautiful hold round own</p>	<p><b>Identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)</b></p> <p>It's a silver card. It's an instrument used for... I use my email to log in. It's made of wood. She has a gold medal. His schoolbag is bright green.</p> <p><b>Asking and answering about what is happening at the moment:</b></p> <p>What are you doing? I am...-ing. We are... -ing Are they...? Yes, they are. / No, they aren't.</p> <p><b>Describing what is happening at the moment:</b></p> <p>They are playing computer games.</p> <p><b>Expressing possession:</b></p> <p>Have you got a smartphone? She has / hasn't got a tablet. It's John's phone. These are the boys' computer. Those books are his. Ann has her own computer.</p> <p><b>Asking and answering about possession:</b></p> <p>Whose violin is it?    This is mine! It's John's smartphone. Is that yours?</p> <p><b>Expressing preferences and giving reasons:</b></p> <p>My favourite free time activity is ... because ... I like the one with strips, ... I don't like the spotted one, ...</p> <p><b>Expressing purpose, cause and result, and giving reasons:</b></p> <p>It's a nice day, so I they are playing on the swings.</p> <p><b>Expressing needs and wants:</b></p> <p>I need to stay.        Why...? I want to learn to play the piano.</p> <p><b>Giving warning and stating prohibitions:</b></p> <p>You mustn't speak so loudly. You must be quiet.</p>
		<ul style="list-style-type: none"> <li>✓ Ler um email sobre o que uma família está a fazer durante as férias;</li> <li>✓ Preencher uma tabela com informação do email;</li> <li>✓ Preencher uma tabela imaginando-se de férias;</li> <li>✓ Responder ao email indicando o que está a fazer nas suas férias.</li> </ul>			
		<ul style="list-style-type: none"> <li>✓ Reconhecer alguns objetos pessoais e gadgets;</li> <li>✓ Perguntar e responder sobre as características dos objetos pessoais e gadgets que possuem;</li> <li>✓ Legendar imagens para indicarem a quem Perguntar pertencem os objetos e gadgets;</li> <li>✓ Perguntar e responder a quem pertencem os objetos e gadgets com apoio de imagens.</li> </ul>			

<b>JUNHO</b>	<b>Natural Word (Enjoy summer!)</b>	<ul style="list-style-type: none"> <li>✓ Conhecer diversos parques naturais / reservas naturais;</li> <li>✓ Identificar o que lá existe com apoio de imagens;</li> <li>✓ Relacionar os parques com os países;</li> <li>✓ Ler um texto sobre um parque e o que se faz para a sua manutenção;</li> <li>✓ Realizar atividades de compreensão sobre o texto;</li> <li>✓ Listar o que se deve ou não fazer para manter a qualidade dos parques.</li> </ul>	<b>Recycle Animals</b> beetle butterfly camel creature dinosaur eagle fur insect nest octopus swan wild wing extinct furry gold hard heavy high low soft countryside lake plastic metal oil ocean wood cardinals: 101 – 1000 several thousands million	beautiful together talk us walk wish	<b>Understanding simple signs and notices:</b> Don't walk on the grass. <b>Expressing opinions and making choices:</b> Which is your favourite? Which animal is in danger of extinction? I think water is very important, because it gives us life. <b>Asking for and giving simple information about places</b> What can we do at...? You can... What can we see...? How big is this park? How long does it take to get there? <b>Expressing obligation and lack of obligation:</b> Together we must / mustn't .... <b>Giving warning and stating prohibitions:</b> You mustn't .... You must be quiet.... <b>Making wishes:</b> I wish for ... <b>Counting and using numbers:</b> There are thousands ...
		<ul style="list-style-type: none"> <li>✓ Ver um vídeo sobre os oceanos para assinalar o que vêm;</li> <li>✓ Completar frases sobre a importância dos oceanos;</li> <li>✓ Ver um vídeo para reconhecer os efeitos do plástico nos oceanos;</li> <li>✓ Conhecer outros elementos poluidores dos oceanos através de vídeo;</li> <li>✓ Dialogar com o colega sobre afirmações relativas ao que se faz relativamente ao ambiente, concordar ou discordar;</li> <li>✓ Reconhecer o que se pode fazer para minimizar o impacto da poluição nos oceanos.</li> </ul>			

<b>Avaliação Presencial</b>	<ul style="list-style-type: none"> <li>• Avaliação diagnóstica; observação direta; fichas de trabalho formativas; testes sumativos; interação / produção oral; compreensão oral; interação / produção escrita; compreensão escrita; autoavaliação e heteroavaliação.</li> </ul>
<b>Recursos</b>	<ul style="list-style-type: none"> <li style="width: 50%;">• Manual</li> <li style="width: 50%;">• Quadro / smartboard</li> <li style="width: 50%;">• Dossiê do professor</li> <li style="width: 50%;">• Flashcards</li> <li style="width: 50%;">• e-Manual</li> <li style="width: 50%;">• Computador</li> <li style="width: 50%;">• Pen Drive</li> <li style="width: 50%;">• Projetor multimédia</li> <li style="width: 50%;">• Apresentações em PowerPoint</li> <li style="width: 50%;">• Internet</li> </ul>

<p><b>Halloween, Christmas, Valentine's Day, Easter</b> </p> <ul style="list-style-type: none"> <li>- Identificar festividades em diferentes partes do mundo;</li> <li>- Identificar atividades relacionadas com as festividades.</li> </ul>
<p> Conteúdo a abordar no âmbito da Açorianidade</p>