

## 1st Term

Skills	Contents	Classes
<p>Speaking Reading Listening Writing</p> <p>Students are expected:</p> <p><b>1.1</b></p> <ul style="list-style-type: none"> <li>-to understand the history of the English language</li> <li>-to recognize languages</li> <li>-to discuss the origin of languages</li> <li>-to learn about the different ages of the language</li> <li>-to acknowledge the importance of the English language</li> <li>-to recognize loans and Anglicisms</li> </ul>	<p><b>0. Get linked</b> Revisiting grammar structures</p> <p><b>1. English Worldwide</b> <b>1.1 Developing a worldwide language</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Verb tenses in the past</li> <li>- The genitive</li> <li>- The double genitive</li> <li>- The double possessive</li> </ul>	<p style="text-align: center;">54</p>

<p><b>1.2</b></p> <ul style="list-style-type: none"><li>- to discuss the importance of pop music</li><li>- to discuss the existence of different varieties of the English language</li><li>- to question about the future of English</li><li>- to learn the differences between British and American English</li><li>- to acknowledge the existence of endangered languages</li></ul> <p><b>2.1</b></p> <ul style="list-style-type: none"><li>- to learn about human rights</li><li>- to talk about violations of human rights</li><li>- to discuss common violations</li><li>- to learn about freedom fighters</li><li>- to learn about population movements</li></ul>	<p><b>1.2 Englishes around the world</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>- The passive</li><li>- Impersonal passive structures</li></ul> <p><b>2 Citizenship and Multiculturalism</b></p> <p><b>2.1 Human rights</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>- The gerund</li><li>- The to-infinitive</li><li>- Inversion of the subject</li></ul>	
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## 2nd Term

Skills	Contents	Classes
<p>Speaking Reading Listening Writing</p> <p>Students are expected:</p> <p><b>2. Citizenship and multiculturalism</b> <b>2.1</b> -to learn about freedom fighters</p> <p><b>2.2</b> -to learn about population movements -to recognize different types of migrations -to discuss popular immigration countries</p>	<p><b>2.1 Human Rights</b> <b>Grammar</b> -Inversion of the subject</p> <p><b>2.2. Immigration</b> <b>Grammar</b> -Conditional Clauses -Inversion in Conditional Clauses</p>	<p>54</p>

<p><b>3. Democracy and Globalisation</b></p> <p><b>3.1</b></p> <ul style="list-style-type: none"><li>- to discuss the meaning of globalisation</li><li>- to question the advantages of the European Union</li><li>- to refer European institutions</li></ul> <p><b>3.2</b></p> <ul style="list-style-type: none"><li>- to discuss the impact of globalisation</li><li>- to learn about POP Art</li><li>- to identify global symbols</li></ul>	<p><b>3.1 Building a Democratic Europe</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>-Expressing the Present and the Future</li></ul> <p><b>3.2 The world going global</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>-The reported speech</li><li>-Connectors of contrast</li></ul>	
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### 3rd Term

Skills	Contents	Classes
<p>Speaking Reading Listening Writing</p> <p>Students are expected:</p> <p><b>4 1950s - 1990s: culture, art and society</b></p> <p><b>4.1</b></p> <ul style="list-style-type: none"> <li>-to identify important personalities of the 20<sup>th</sup> century</li> <li>-to speculate about life in different decades</li> <li>-to refer to the Beat Generation</li> <li>-to recognize the characteristics of Modern Art Movements</li> <li>-to discuss the role of women</li> </ul> <p><b>4.2</b></p> <ul style="list-style-type: none"> <li>-to identify native peoples</li> <li>-to distinguish Maoris, Aborigines, Native Americans</li> <li>-to discuss cultural identities</li> </ul>	<p><b>4.1 Cultural 20<sup>th</sup> Century revisited</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Impersonal pronouns</li> <li>-the present subjunctive</li> </ul>	<p>32</p>

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