

INGLÊS III: nível pós-intermédio

As aulas de inglês III visam ampliar os conhecimentos dos alunos nas quatro componentes fundamentais da comunicação: compreensão e expressão oral, leitura e escrita. Serão ainda abordados diversos conteúdos gramaticais que irão permitir a reflexão sobre o funcionamento da língua inglesa. Assim sendo, no final do ano letivo, os alunos deverão ser capazes de:

- ler e compreender diferentes tipos de texto;
- ouvir e compreender diálogos/mensagens orais;
- comunicar através de estruturas simples e/ou complexas, usadas no quotidiano;
- produzir textos.

Será dada continuidade ao manual adotado:

Latham-Koenig, Christina and Oxenden, Clive, *English File Upper-intermediate Multipack B (student's book and workbook)*, Third Edition, Oxford University Press, UK, 2014.

Conteúdos programáticos:

| UNIT | GRAMMAR | VOCABULARY | EVERYDAY ENGLISH |
|------------------------|--|---|--|
| Breaking news. | <p>Reporting verbs: Offer, promise, persuade, say...</p> <p>Structures after reporting verbs:</p> <ul style="list-style-type: none"> - Reporting verb + to + infinitive - Reporting verb + person + to + infinitive - Reporting verb + ing form | <p>Journalists and people in the media: commentator, editor, critic, freelance journalist, etc.</p> <p>Adjectives to describe the media: sensational, accurate, objective, biased, etc.</p> | <ul style="list-style-type: none"> - Discussing how news is produced. - How to find out about news. |
| Truth and lies. | <p>Clauses of contrast and purpose: In spite of, even though, so as to, so that, although.</p> <p>-Whatever, whenever, whoever however, etc.</p> | <p>Advertising and business: commercials, brands, adverts, campaign, employees, manager, manufacture, etc.</p> <p>Organizations and people: company, head office, business, the CEO, the staff, the owner, etc.</p> | <ul style="list-style-type: none"> - Talking about the economical situation in students' own country. - Talking about advertising and products/brands. |

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| <p>Megacities.</p> | <p>Uncountable and plural nouns:</p> <p>Advice, weather, staff, accommodation, luggage, etc.</p> | <p>Word building:</p> <p>- prefixes and suffixes which add meaning (pre-, dis-, un-, -ment, -ness, -ful, etc)</p> <p>- nouns formed with suffixes (-ion, -ance, -hood, -ism, etc)</p> | <p>- Asking and answering questions about where students would like to travel.</p> <p>- Describing cities and regions in students' own country.</p> |
| <p>The dark side of the moon</p> | <p>Quantifiers:</p> <ul style="list-style-type: none"> - all, every, most - both, either, neither - no, none, any | <p>Science:</p> <p>experiments, discovery, clinical trials, research, scientist, physicist, geneticist, etc.</p> | <p>- Science questions.</p> <p>-Talking about scientific facts and myths.</p> |
| <p>The power of words</p> | <p>Articles:</p> <p>a, an, the, no article.</p> | <p>Collocations - word pairs:</p> <p>sick and tired, ups and downs, safe and sound, law and order, give and take, etc.</p> | <p>-Talking about presentation experiences.</p> <p>- Giving a presentation.</p> |