



ENGLISH LONG TERM PLAN
2017/2018

Grade 7th level 3

Book: *Swoosh*

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Aims	Contents		Time	Materials	Evaluation	
	Topic Areas/ Units	Language Study				Language Functions/ Social Cultural Component
<p>By the end of the school-year students will be able to:</p> <ul style="list-style-type: none"> ● express themselves within aspects related to their identity as well as to their relationship with the others/ the outside world; ● become aware of cultural differences; ● respect other people`s opinions, ideas and cultures; 	<ul style="list-style-type: none"> ● Unit 0: Warm-up <ul style="list-style-type: none"> - greetings; - numbers and dates; - the UK and GB ; - the USA: states and capitals; - the European Union; - countries and nationalities; - personal information ● Unit 1: About myself <ul style="list-style-type: none"> - identity; - family and pets; 	<p>Question words</p> <p>- Pronouns: personal, possessive and reflexive</p>	<ul style="list-style-type: none"> - Introducing people - Saying numbers and dates - Understanding the difference between the UK and Great Britain - Locating on a map the main UK cities - Identifying important states and capitals in the USA - Recognising some European Union countries - Matching countries to nationalities - Describing one`s family - Role-play 	<ul style="list-style-type: none"> ● 1st Term 	<ul style="list-style-type: none"> ● <i>Swoosh</i>, Porto Editora - coursebook - e-manual - workbook - fun games ● Board ● CD player/ Audio CDs; DVD player/ DVDs ● Overhead projector/ transparencies 	<ul style="list-style-type: none"> ● Direct observation ● Homework assignments ● Pair work/ Group work ● Oral and written production ● Tests: <ul style="list-style-type: none"> - placement tests;

<ul style="list-style-type: none"> ● be aware of their responsibility as citizens of the world; ● understand and produce simple and different types of texts (both spoken and written) related to the socio-cultural component; ● develop self-learning skills/strategies (by using a dictionary/reference books and by doing some research); ● develop/ practising techniques of monitoring their learning; ● enjoy participating in class activities/ team work; ● improve their reading experiences through extensive practices. 	<ul style="list-style-type: none"> - people`s appearance and personality; ● Unit 2: <i>Hobbies and sports</i> -hobbies and sports; 	<ul style="list-style-type: none"> - Verbs <i>to be</i> and <i>to have (got)</i> - Adverbs of frequency - Present Simple - Present Continuous - Connectors: <i>and, also, too, as well, but, however</i> - Past Simple: <i>to be, there to be</i> - Past Simple: regular/ irregular verbs 	<ul style="list-style-type: none"> - Writing about ourselves: name, age, pets, family - Talking about myself - Expressing likes and dislikes - Describing people`s appearance and personality - Dialogue - Writing about likes and dislikes, hobbies - Chat room - Diary - Website - Blog - Song: <i>Just the way you are</i>, Bruno Mars - Talking about hobbies and sports - Writing about sports - Describing/ talking about equipment - Expressing likes and dislikes - Giving opinion - Inviting my friends to go out - Understanding and completing forms giving personal details - Talking/writing about past events - Dialogue - Website/ Blog/ Letter - School newspaper 	<ul style="list-style-type: none"> ● 1st Term 	<ul style="list-style-type: none"> ● Computer/ video projector ● Digital resources ● Worksheet/ Handouts/ Cards/ Posters/ Cartoons 	<ul style="list-style-type: none"> - progress tests; - achievement tests
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	<p>● Unit 5: <i>Shopping around town</i></p> <ul style="list-style-type: none"> - shops and leisure facilities -shopping -restaurant -clothes -food and drinks - jobs 	<ul style="list-style-type: none"> - Prepositions of place - Indefinite pronouns - Past Continuous - Past Simple/ Past Continuous - Connectors: <i>When/ while</i> 	<ul style="list-style-type: none"> - Poem - Blog - Song: <i>Home</i>, Edward Sharpe <ul style="list-style-type: none"> -Identifying shops and saying where they are -Asking for things in a shop -Describing clothes -Asking about and saying prices -Expressing opinion about shops and shopping -Talking about food and drinks -Ordering in a restaurant -Talking about jobs -Writing about favourite jobs -Dialogue -Chatroom/ Website -News article -Song: <i>Price tag</i>, Jessie J. 	<p>● 2nd Term</p>		
	<p>● Unit 6: <i>Around town</i></p> <ul style="list-style-type: none"> - public facilities - giving directions - public signs -means of transport 	<ul style="list-style-type: none"> -Future: <i>will/ going to</i> -Future: <i>going to</i> + Infinitive -Future: present continuous -Prepositions of movement 	<ul style="list-style-type: none"> -Asking question about and using public facilities -Understanding public signs -Asking and giving directions -Comparing customs and traditions -Talking about past and future events 	<p>● 3rd Term</p>		

		<p>-Word formation: prefixes and suffixes</p>	<p>-Writing about past experiences and future plans -Dialogue -Postcard -Website/Email -Diary -Filling in a form -Song: <i>Lucky</i>, Jason Mraz</p> <p>Extensive Reading</p>	<p>● 3rd Term</p>		
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