



United Arab Emirates  
Ministry of Education



# Bridge to Success

Teacher's Guide



[www.almanahj.com](http://www.almanahj.com)

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All adaptations and modifications to this UAE Edition have been made by a committee of specialists from the Ministry of Education and Cambridge University Press.

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"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves."

**H.H. Sheikh Khalifa Bin Zayed Al Nahyan**

President of the United Arab Emirates

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## Scope and Sequence

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 1</b> <b>Meeting and greeting</b> <b>Pages 6–22</b>	<p>Customs of meeting and greeting; special greetings and social expressions (<i>Have a good weekend</i>)</p> <p><b>Reading:</b></p> <p>Greetings in different countries.</p> <p>Gift giving on special occasions.</p> <p>A quiz: <i>Are you a good guest?</i></p> <p>A dialogue: greetings, invitations, giving advice, asking permission.</p> <p>An informal letter.</p> <p>An article about living abroad.</p>	<p><b>Listening:</b></p> <p>Formal and informal conversations: meeting and greeting.</p> <p>Greetings in different countries.</p> <p>A visit to stay with family in London</p> <p><b>Speaking:</b></p> <p>Formal and informal greetings</p> <p>Role-play: formal and informal conversations.</p> <p>Entertaining guests: inviting, accepting invitations, arranging, refusing invitations.</p> <p>Giving and receiving gifts.</p> <p>Common social expressions</p> <p>Travelling and living abroad.</p> <p>Intonation in questions.</p>	<p>Modals: <i>should, can, could, may</i></p> <p>Question tags: <i>isn't it? aren't you?</i></p>	<p>greetings, gestures, common social expressions, language of letters and magazine articles.</p>	<p>Complete a formal dialogue.</p> <p>Write an informal dialogue.</p> <p>Write a letter about a trip.</p> <p>Summarise information in an article.</p> <p>Write a formal and an informal note.</p>
<b>Review Project</b>	<p>Review of Unit 1</p> <p>A letter giving/asking for advice.</p> <p>A magazine article.</p>				
<b>Unit 2</b> <b>Personal identity</b> <b>Pages 23–40</b>	<p>Life at school; describing someone in your family; family history.</p> <p><b>Reading:</b></p> <p>A blog about middle school.</p> <p>A conversation about favourite school subjects.</p> <p>Reading about family history.</p> <p>A profile of a family member.</p> <p>A conversation about family relationships.</p> <p>A story: <i>A bundle of sticks</i>.</p> <p>A letter and an email between family members.</p>	<p><b>Listening:</b></p> <p>A survey about school.</p> <p>Someone talking about their family.</p> <p><b>Speaking:</b></p> <p>Comparing primary and middle school.</p> <p>A class survey.</p> <p>A quiz about family.</p>	<p>The present perfect simple for situations continuing up to now; apostrophes 's and s'</p>	<p>Family members and ancestors, personality adjectives</p>	<p>Write about your school.</p> <p>A profile of a family member.</p> <p>Write about the oldest person in your family.</p> <p>Write about family relationships.</p> <p>Create a poster: <i>Unity is strength</i>.</p>
<b>Review Project</b>	<p>Review of Unit 2</p> <p>A report for a school magazine.</p> <p>A biography of a person in your family.</p>				



	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 3 Clothing and accessories Pages 41–57</b>	<p>Clothes and fashion; the clothes and accessories of the ancient Egyptians; an advert for an accessory</p> <p><b>Reading:</b> An email about clothing in the UAE. Two people's opinions of clothes and fashion. Accessories and clothing in ancient Egypt. Kolts: traditional Sami clothing. Adverts for clothes and accessories. The history of advertising.</p>	<p><b>Listening:</b> The history of the -shirt. A person talking about accessories and jewellery. Boys talking about national costumes at an international party. Quiz: clothing around the world. Adverts for accessories and clothing. A woman talking about advertising.</p> <p><b>Speaking:</b> Discussing T-shirts and clothes. Discussing attitudes to clothes and fashion. Quiz: clothing around the world. Describing a product.</p>	<p>Phrasal verbs; present passive, including modals with passives (<i>it can be worn</i>) Adjectives; position and different endings.</p>	<p>Clothes and accessories. Materials that clothes and accessories are made of.</p>	<p>Write a reply to an email from a pen friend. Write a paragraph about an item of clothing from the UAE. Write a paragraph about your attitude to clothes and fashion.</p>
<b>Review Project</b>	Review Unit 3 A presentation about a product.				
<b>Unit 4 Outdoor pursuits Pages 58–75</b>	<p>Outdoor sports and activities in New Zealand; activity holidays; school trips</p> <p><b>Reading:</b> Outdoor activities in New Zealand. Emails about a trip to New Zealand. Emails about visiting the UAE. A description of a heroic adventure. A poem about camping.</p>	<p><b>Listening:</b> A girl talking about New Zealand. A conversation about a trip to New Zealand. People talking about future plans. A radio interview about a heroic adventure. A conversation about a school trip.</p> <p><b>Speaking:</b> Describing outdoor activities. Role-play about holiday plans. Talking about future plans. Brainstorming ideas for an activity centre.</p>	<p>The present perfect with <i>ever</i>; expressing the future; <i>-ing</i> forms as subjects.</p>	<p>Outdoor activities, Outdoor survival, adventure and equipment.</p>	<p>Writing about holiday plans. Writing an email to a friend visiting the UAE. Complete a blogpost about a heroic adventure. Write a paragraph for an activity centre brochure.</p>
<b>Review Project</b>	Review Unit 4 A presentation; a great expedition.				
<b>Unit 5 Transport systems Pages 76–93</b>	<p>Transport systems around the world; the history of transport; road signs and road safety</p> <p><b>Reading:</b> Public transport systems around the world. A conversation about buses. A brief history of public transport. A newspaper article about solar-powered buses. An email about solar buses to a newspaper editor.</p>	<p><b>Listening:</b> The first hot air balloon flights. A school council discussion about getting to and from school. A conversation about future plans. An interview with a boy and a girl about a new cycle path.</p> <p><b>Speaking:</b> Discussing public transport in the UAE. Role-play a dialogue about future plans. Role-play a discussion for and against solar buses.</p>	<p>Past simple passive; <i>wish (that)</i> + past simple. May and might</p>	<p>Forms of transport, Public transport, Green transport, the environment, adjectives to describe public transport</p>	<p>A paragraph about transport in the UAE. A dialogue about the advantages and disadvantages of a form of public transport. Writing a description of the first hot air balloon flights. A wish list: places to visit and how to get there. Opinions about having a longer school day.</p>
<b>Review Project</b>	Review Unit 5 Literacy project: A presentation; getting to and from school.				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 6</b> <b>Using maps</b> <b>Pages 94–113</b>	Different kinds of maps; conversations about directions; exploration. <b>Reading:</b> Directions based on a map. A text about favourite places in a city. Metro systems around the world. How to read and understand maps. Advice on improving your sense of direction. Description of a guided tour. A story about a lucky escape. Short biographies of famous explorers. Article about the Emirates Space Mission.	<b>Listening:</b> A conversation about places in a city. A phone conversation about a metro journey. Conversations about people's sense of direction. A radio report of a lucky escape. <b>Speaking:</b> Talking about a busy day. Describing favourite places. Talking about how to get to places in a city. Talking about your sense of direction. Giving opinions that compare two things. Discussing libraries. Talking about famous explorers. Discussing the importance of maps. Discussing questions about space and science.	Infinitive of purpose. Prepositions of place and direction. Prepositions related to travel. Comparative adjectives. Past continuous. Ways of expressing agreement and disagreement.	Buildings and places in a town or city. Places on a map. Useful telephone expressions. Geographical features on maps. Road signs. Vocabulary of guided tours. Sections in a library. The language of exploration. Vocabulary from a folktale.	Writing answers to survey questions about favourite places. Making notes on a metro journey. Completing questions comparing two things. Completing and answering quiz questions about explorers. Making notes for a project presentation. Taking notes from group presentations. Writing a story about a journey.
<b>Review Project</b>	Review of Unit 6 Literacy project: Themes in fiction Reading a folktale from One Thousand and One Nights, then finding another story about a journey. A presentation about a story.				
<b>Unit 7</b> <b>Health, food and exercise</b> <b>Pages 114–130</b>	A balanced diet; getting enough exercise and sleep; the diet and training of Kenyan long-distance runners. <b>Reading:</b> Information about food groups. Information about vegetarians. A leaflet about healthy lifestyles. A dialogue discussing snack foods. A leaflet about what the brain needs. An article about dehydration. An article about types of drinks. An article about Kenyan long-distance runners.	<b>Listening:</b> An interview with a nutritionist about food. An interview with a scientist about energy. <b>Speaking:</b> Discussing with partner about food groups. Asking and answering questions about staying healthy. Asking and answering questions about what the brain needs. Discussion about healthy drink options. Plan a healthy menu. Discussion about exercise.	Quantifiers with countable and uncountable nouns (a few... a little...). Adjectives and adverbs. Positions of adverbs of frequency.	Food groups. Types of food. Types of drinks. Sports and exercise.	Writing a menu for a vegetarian friend. Designing a poster to encourage people to drink more water. Writing questions to match answers. Writing a letter to persuade someone to take part in sports.
<b>Review Project</b>	Review of Unit 7 A presentation about a long-distance runner. Or A presentation comparing food labels.				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 8</b> <b>All living things</b> <b>Pages 131–148</b>	Animal groups and characteristics; protecting wildlife; the world of the polar bear. <b>Reading:</b> Facts about animals. Facts about birds. What is climate change? A quiz about environmental issues. Information about polar bears. An extract from <i>War Horse</i> .	<b>Listening:</b> Information about animals. Conversations about books and plays. <b>Speaking:</b> Discuss recycling habits. Asking and answering questions about polar bears. Discussing ideas about a reading text.	So does he. So have I. Relative clauses with <i>which</i> as the subject pronoun. <i>Could</i> for possibility and suggestion.	Animal characteristics. Climate change. Vocabulary about horses.	Questions about animals. Writing about a character from a novel. Designing a theatre poster.
<b>Review</b>	Review of Unit 8				
<b>Project</b>	Designing a fact file about animals.				
<b>Unit 9</b> <b>World records</b> <b>Pages 149–166</b>	Olympic and Paralympic Games. World records. Sporting events. Athletic abilities. <b>Reading:</b> Illustrated history of the ancient Olympics. Spectators' comments on the Paralympics. A world records quiz. Athletic animals. A biography of an athlete.	<b>Listening:</b> A profile of a Paralympic athlete. Listen to a conversation about a sporting event. Listen to a conversation about athletic abilities. <b>Speaking:</b> Talking about the similarities and differences between the ancient Olympics and the modern Olympics. Describing a sporting event. Asking and answering questions about an athlete. Taking part in a world records quiz. Talking about what you are capable of doing. Organising a school sports day.	Review of past simple. Pronouns everyone, anyone, no-one, everything, anything, nothing. Comparatives and superlatives of adverbs.	Words relating to the ancient and modern Olympic and Paralympic Games. Words relating to sporting events, world records and athletic abilities.	Writing a summary of a text about the ancient Olympics. Writing a description of an Olympic sport. Writing an account giving your impressions of a sporting event.
<b>Review</b>	Review of Unit 9				
<b>Project</b>	Present a biography of an athlete.				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 10</b> <b>People and numbers</b> <b>Pages 167–184</b>	Fractions and percentages. Places and buildings. Charitable causes and good deeds. Class survey. <b>Reading:</b> A report of a survey's results. A news story about fundraising. <i>To Give</i> by Vimal Shinagadia. A news story about generous countries. Instructions on how to make a survey.	<b>Listening:</b> Listen to responses in a survey. Listen to a description of the UAE. Listen to a radio news story about acts of kindness. <b>Speaking:</b> Describe a typical day, using fractions and percentages. Talk about populations, places and buildings. Describe your local area. Do a class survey and discuss the results. Discuss ideas for a 'Kindness Challenge'. Describe a good deed.	Place names and buildings with and without <i>the</i> . Part and percentages: expressions of quantity followed by <i>of</i> . <i>Look</i> and <i>seem</i> for impressions.	Ways of describing fractions, percentages and large numbers. Words for surveys and survey results. Words for populations, geographical areas and buildings. Words for charitable causes and fundraising. Words and phrases for fables.	Write examples of places, buildings and geographical features. Rewrite parts and percentages in words. Write a news article about a fundraising activity.
<b>Review Project</b>	Review of Unit 10 Making a survey and presenting the results				
<b>Unit 11</b> <b>We're going on holiday</b> <b>Pages 185–201</b>	Types of holiday. Holiday plans and experiences. Airports. School exchanges. <b>Reading:</b> Holiday plans. Text messages to do with travel arrangements. An email about travel experiences. A school exchange trip.	<b>Listening:</b> Holiday plans. What to do at an airport. <b>Speaking:</b> Talk about holidays. Explaining what to do in an airport. Report what someone said in a text message. Report what someone said about a travel experience. Ask and answer questions about holidays.	Compound nouns (water sports, day trip). Verbs followed by the -ing form. Reported speech: statements and questions. <i>Say</i> and <i>tell</i> with reported speech.	Types of holiday and holiday accommodation. Places and signs in an airport. Sports facilities and holiday activities.	Write about an imaginary experience at an airport. A holiday plan. Write about your favourite kind of holiday. Write a postcard from a holiday destination. Write a holiday review.
<b>Review Project</b>	Review of Unit 11 Planning a special treat and presenting the plan				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 12</b> <b>Climate and the environment</b> <b>Pages 202–219</b>	Weather conditions; extreme weather and global warming; a zero-carbon city. <b>Reading:</b> Weather in the UAE. Extreme weather and global warming. Storm chasers. A weather forecast. Renewable energy. Eco-buildings. An eco-school. Eco-cities.	<b>Listening:</b> Conversations about types of weather. Thunder and lightning. A weather forecast. <b>Speaking:</b> Discussing weather-related preferences and activities. Present a weather forecast. Discussing extreme weather. Discussing renewable energy. Discussing eco-buildings. Imagining life in an eco-city. A role play about buying a house in an eco-city. Ways to stop global warming.	The present simple active and passive.	Types of weather and forecast symbols. Weather-related words. Extreme weather. Renewable energy. Eco-cities.	Write a weather forecast. Write a report about an extreme storm. Write an email about an eco-school. Write a presentation about an eco-city. Design a leaflet about climate change.
<b>Review</b> <b>Project</b>	Review Unit 12 Write and present a TV news report				
<b>Wordlists 220–245</b> <b>Audioscript 246–260</b>					

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### Welcome to *Bridge to Success Grade 7*

*Bridge to Success* is a twelve-grade course for learners of English as a Second Language (ESL). The twelve grades range from the beginning of cycle 1 to the end of cycle 3. The course has been designed to fulfil the requirements of the English as an International Language (EIL) National Learning Standards Unified Framework.

*Bridge to Success Grade 7* consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

- **An Emirati focus, with an international perspective.** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based, language-rich approach to learning.** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks and end-of-unit projects similar to those learners might encounter in English-medium and international schools. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using authentic English-language classroom materials.

- **Rich vocabulary development.** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Bridge to Success* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
- **Individualised learning.** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child, and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and guidance for tailoring activities to the needs of different learners. Detailed support for this is provided in the lesson plans in this book.
- **Integrated assessment.** Throughout the course, teachers informally assess their learners' understanding of language and concepts. The Teacher's Guide provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. An end-of-unit Review in the Coursebook provides a simple-to-use evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity.

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team

### A Components

*Bridge to Success* offers the following components:

- The **Coursebook** provides the core input of the course and consists of twelve thematic units of study. Each unit contains between 17 and 18 lessons developed around a unifying theme. The materials feature skills-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course. Materials are aimed at the learner with all the experiences that they bring to the classroom. Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.
- The **Audio** includes all the listening material needed for the Coursebook. The listening material supports the Coursebook with listening and pronunciation. We recommend that learners are encouraged to use the Audio at home to practise the songs and stories, and to show their parents what they know.
- The **Workbook** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Coursebook.
- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Coursebook, Workbook and audio can be used in the classroom. At the end of the Teacher's Guide, photocopiable activities (PCMs), cross-referenced in the lesson plans, provide extra support for selected lessons.

### B Unit structure

*Bridge to Success* Grade 7 contains twelve units, spread over three terms. Each unit in the Grade 7 Coursebook is structured as follows.

- A central topic or theme is developed over 17 or 18 lessons.
- Each core lesson uses the Workbook to develop learners' language skills, as well as explore and develop content knowledge.
- Practise and Prepare lessons provide an opportunity for consolidation and recycling of vocabulary and skills. These lessons can be used to informally assess learners' progress, address misconceptions, and inform subsequent teaching strategies.
- A Review lesson provides an end-of-unit check of learning, giving the teacher a clear and regular view of learner progress.

- Each unit ends with two Project lessons, which provide an integrated skills focus. The first lesson provides learners with a challenge, which they will complete in preparation for the second lesson. In the second Project lesson, learners present their projects, and are guided to reflect on their own learning.

### C *Bridge to Success* features

*Bridge to Success* uses a range of features to guide and support teaching and learning. These are used throughout the Coursebook, and may also be used in the Workbook.

- **Language Tip:** A concise tip to help illustrate key language points. These can be used to model examples for learners, or for learners to refer to independently for support during an activity.
- **Writing Tip:** A concise tip to support the development of writing skills, which can be used as a teaching item or reminder for learners of key writing principles.
- **Use of English:** A tutorial of a grammar point, explaining when the point applies and providing modelled examples. These features often pre-teach language points, which learners then apply through a following activity.
- **Vocabulary:** A simple definition to help learners understand new vocabulary within an activity.
- **Did You Know?:** An engaging fact to inspire learners, which can be used to prompt discussion, or as an extension opportunity.
- **Listening Strategy:** A pre-listening briefing that will help learners apply a range of different listening techniques, and enable learners to choose appropriate listening strategies depending on the requirements of the activity.
- **Reading Strategy:** A pre-reading briefing that will help learners apply a range of different reading techniques, and enable learners to choose appropriate reading strategies depending on the requirements of the activity.
- **Speaking Tip:** A concise tip to support learners in developing fluency, which can be used as preparation for a speaking task.

### D Lesson plans

The lesson plans include all you need to know in order to successfully teach using the new Coursebook materials. These provide guidance for leading into and out of activities in the Coursebook and Workbook, as well as teacher-mediated activities.

The lesson plans contain a number of common elements to support you in understanding the lesson aims, and adapting your practice to suit learners' needs.

- **Learning objectives:** Skill-based high-level objectives that are being developed through this lesson.
- **Learning outcomes:** What learners will be able to achieve by the end of the lesson.

- **Link to prior learning:** How this lesson builds on prior knowledge and skills; this can be used to identify skills or knowledge to refresh learners' understanding at the start of the lesson.
- **21st Century Skills:** The 21st Century Skills or Themes developed through the lesson. Skills are generally developed through activities, whereas themes tend to be developed through the content of the lesson.
- **Key vocabulary and key expressions/structures:** Active language introduced, used or developed through this lesson.
- **Common misconceptions:** Highlights common errors or misconceptions; these can be targeted and addressed with intervention to ensure learners have a solid foundation.
- **Differentiation activities:** Adaptations for activities to suit learners who need more scaffolding or challenge.
- **Learning styles catered for:** The different learning styles addressed through this lesson plan. You can adapt these lessons using the Teaching Strategies to address different learning styles, depending on the learning preferences of your class.
- **Assessment for learning opportunities:** To be completed by the teacher, these identify different assessment for learning techniques, which may be applied in the lesson.
- **Standards/SLOs:** The principal SLOs from the UAE Ministry of Education EIL Framework that are addressed through this lesson.

## E Customising your lessons

This Teacher's Guide provides a comprehensive set of lesson plans to support you in using the Coursebook, Workbook and accompanying audio. However, each teacher and each class is different, and we encourage you to reflect on what works for you and your learners, and to tailor lessons to ensure high-quality outcomes.

### Before using the Coursebook

- Do warm-up activities: (TPR (total physical response), vocabulary games, discussions, etc.
- Pre-teach and practise key language that learners will encounter in the Coursebook and Audio. (Try to make learning experiences concrete, interactive, motivating.)

### While using the Coursebook

- Keep learners engaged in an active way.
- Use the illustrations as a conversation starter – ask learners to discuss what they think the image shows, etc.
- Vary the group dynamics in the lesson: move from whole group response to individual response to pairwork, etc.
- Provide opportunities for learners to ask questions, as well as to answer them.
- Encourage learners to identify their own misconceptions and mistakes through questioning.

- Encourage learners to use language structures and vocabulary to talk about their own ideas, opinions and experiences.
- In class discussions, nominate a learner to write ideas on class charts. You can refer back to these charts in later lessons.
- Adjust your reading and writing expectations and instructions to suit the literacy level of your learners.
- Use the Teaching Strategies section in this Teacher's Guide to adapt the different types of activity in the classroom, and to customise feedback strategies.

### Using the Workbook and further suggestions

- Use the Workbook pages related to the Coursebook pages.
- Depending on the ability of the learners, use the stretch and support differentiation activities in the lesson plans to adapt the activities as required.
- Do a wrap-up activity or game at the end of every lesson.

## F Assessment

We recommend that you take the time and opportunity to observe and monitor the progress and development of your learners. Many opportunities for informal assessment are provided through the Practise and Prepare lessons and end-of-unit projects as well as regular self-assessment opportunities.

At the beginning of the year, create individual portfolio folders to keep work that shows how the learners have been meeting the curriculum objectives. Use the portfolio to create a feeling of achievement and pride in learners about what they have achieved over the year. Keep this portfolio for parent–teacher meetings and send it home to show the parents/carers either at the end of each term or the end of the year. You might also want to include a letter to parents/carers outlining what the learners have achieved over the year.

### Assessment for learning

Assessment for learning is a teaching strategy based around continual informal assessment of learner understanding, which then informs subsequent teaching decisions. Each lesson plan provides space and opportunities for you to apply assessment for learning techniques.

- **Observations:** Observing learners during tasks can help identify confidence, misconceptions, engagement and understanding of the task itself. This allows opportunities for individual interventions to address immediate learning needs.
- **Student self-assessment:** Self-assessments based around can-do statements provide an insight into learners' confidence of their own knowledge and skills, which can be used to address common or individual perceived weaknesses. It's important to combine self-assessment with other forms of formative assessment to ensure learners' confidence matches the accuracy of their understanding.
- **Oral questioning:** One of the simplest methods of eliciting feedback, oral questioning can help identify



individual and group understanding. Questions may be directed at individual learners, groups of learners, or the whole class, although the teacher needs to make sure the feedback sessions are not dominated by the most confident learners. The feedback can inform whether learning points are reinforced, or whether the class is ready to move on.

- **Peer assessment:** Peer assessment develops learners' metacognition and their ability to articulate rules and conventions. The teacher should provide a model of peer assessment at the start of the activity to set out parameters, and to demonstrate constructive feedback. Peer assessment can be incorporated in a variety of ways:
  - Combined with oral questioning, peers can assess whether a learner's answer is correct, and if not, be encouraged to provide a correct answer and – if relevant – an explanation of why this is correct. This technique can help learners internalise and deepen their understanding through articulating rules and conventions in their own words.
  - As a differentiated activity, pairing able learners with those who need more support. The more able learners can provide support, reinforcing the strength of their own understanding through articulation and explanation.
  - As an extension to presentations, where peers ask questions of the presenters. This can help teachers assess the depth of understanding of both the presenters and the audience, and identify learning points to reinforce as a result.
  - Written work may be peer assessed, providing that learners have a clear marking guide to follow. Activities requiring objective answers (e.g. true/false, matching, etc.) can be facilitated quite easily, whereas more open-ended writing tasks may require dictionaries and teacher input to ensure the peer assessment is successful.
- **Quizzes:** Quizzes provide an objective measure of learners' knowledge, and can be run as competitive activities (e.g. backs to the board, see Teaching Strategies), paper-based tasks (e.g. an informal test) or online (e.g. a multiple-choice test, with instant feedback). Consideration needs to be given to the style of question (free response, multiple choice, etc.) and the breadth of the domain tested (e.g. whether the quiz tests a specific language point, the lessons' content, or broader). Regular use of quizzes can help build a data-informed picture of how the class is progressing, and whether there are areas of individual or collective weakness that need to be addressed.
- **Student presentation:** Presentations require learners to demonstrate their understanding and application of language. Misconceptions can be identified through directed questioning, which may be broadened out to the whole class through discussion, and addressed immediately through intervention.
- **Written work and feedback:** When learners submit written work, they should receive feedback as soon after submission as possible. Feedback should be encouraging, but identify and address errors and

misconceptions. Common misconceptions or errors in the class can be addressed through whole-class teaching or activities, whereas individual errors should be addressed one-on-one through feedback.

- **Feedback:** Regular feedback is a key feature of assessment for learning, and should be a part of each activity. An important function of feedback is to ensure learners acquire knowledge and skills correctly and accurately, so each lesson builds on solid foundations. Feedback can directly and informally reinforce learning points where required (e.g. correcting common spelling errors, pronunciation issues, grammar misconceptions, etc. during the activity), or include more formally structured teaching of specific points (e.g. addressing a misconception or weakness common to the class).

In addition to the highlighted techniques in the lesson plans, the following strategies can be applied to embed assessment for learning in the classroom.

- Using objectives and outcomes for measurable learning or meeting set criteria. Where learning outcomes are clearly measurable (for example, learners will be able to write a sentence in the past simple and the past continuous tenses), activities that require learners to demonstrate these specific outcomes can be used to assess learners' mastery of the skill or knowledge.
- Using technology to provide instant feedback. If your class has individual access to digital devices, a range of simple-but-powerful tools are available to support monitoring of individual and group understanding. Quizzes can provide a change of pace in the classroom and an element of competition (to which learners often respond well). Instant feedback can then be used to inform your teaching; is the class ready to move on, or does a key learning point need to be reinforced? Technology services supporting this technique include:
  - Kahoot (<https://getkahoot.com/>) enables you to create a learning game that can be used in the classroom. Requires individual device access and an Internet connection.
  - Nearpod (<https://nearpod.com/>) enables you to create an interactive presentation to share with your learners, and collect data. Nearpod can be used in the classroom, or as homework. Requires individual device access and an Internet connection.
  - Socrative (<http://www.socrative.com/>) enables you to use real-time questioning and real-time data to assess learner understanding. Requires individual device access and an Internet connection.

## G Common mistakes

The Cambridge English Corpus is a multi-billion word collection of written, spoken and learner texts; it is the largest of its kind in the world. The Corpus breaks down into several smaller corpora, including the Cambridge Learner Corpus, a unique 50 million word

collection of exam scripts written by learners all over the world. Analysis of this resource has identified a number of common misconceptions and errors made by Arabic learners of English at CEFR A1, A2 and B1.

### Spelling errors

Doubling and clusters of vowels appear to present a particular challenge for Arabic-speaking learners – for example, quiet, because, friend, people, restaurant, beautiful, country, receive. Silent consonants (should, which, etc.) and the silent *e* (there, before, etc.) also appear in the list of frequently mis-spelled words.

Target Word	Errors (in order of frequency)
because	becouse, becaus, becuse, beacuse
friend	frind, freind
different	diffrent
people	pepole, peaple, peopel, peopl
interesting	intersting, intresting
restaurant	resturant
beautiful	beatiful, beutiful
there	ther
before	befor
with	withe, whit
country	contry, contre
their	thier
together	togather
like	lik
receive	recieve, recive
which	wich
wishes	weshes, wiches, whishes
important	importent
should	shoud,
tomorrow	tomorow, tommorow, tommorrow
always	alway, allways

### Missing a or an

This error is seen most frequently when an adverb and adjective intervene between the needed indefinite and the noun. This error is most frequently preceded by *it is* or *it's*.

- Example error: *It's very nice place.*  
Corrected: *It's a very nice place.*

### Missing the

*The* is frequently missing before nouns. Common nouns associated with this problem include: *same, UK, countryside, centre, internet, wedding, channel, cinema, city, museum, station, news, afternoon, same, weekend, USA, first, time, other.*

In addition, *the* is often missed before ordinals at the start of a sentence.

- Example error: *First thing I would like to tell you is that I love shopping.*  
Corrected: *The first thing I would like to tell you is that I love shopping.*

### Missing pronouns

*It, you* and *I* are the most frequently missing pronouns in the following instances:

- Missing *it* as an object pronoun: *My father gave me it when I was 13 years old.*
- Missing *you* as an object pronoun: *I want you to come with me.*
- Missing *I* as a subject pronoun: *I hope I see you soon.*

### Missing conjunction

*And* is a common omission for Arabic learners.

Examples include:

- *It was full of flowers and green trees and there were places for cycling.*
- *There is a big sitting room, and there is a sofa, an armchair and a bookcase.*
- *My friend likes football and swimming.*

### Missing be before adjectives in descriptions

The copula *be* presents a particular challenge as there is no *to be* in Arabic in the present tense. *Be* is the only significantly omitted verb, and because this error occurs with the present simple and progressive tenses, it needs particular attention from an early stage.

Frequent instances of this omission include:

- Missing *be* before adjectives in descriptions.
  - *I liked the competition because it was very interesting.*
  - *I will be very happy if you come*
  - *The theatre is near my house*
- Before the prepositions for talking about when or where something is or happens.
  - *My house is next to the bus station, opposite the bank.*
  - *Dinner time is at 6 o'clock in the evening.*
- Before *-ing* forms in the present continuous.
  - *The place I am staying in is amazing.*
  - *She is studying with me.*
  - *So we are planning to go to that park together.*

### Verb agreement with be

As above, the lack of an equivalent for *to be* in the Present tense in Arabic is likely the source of the frequency of errors around verb agreements involving *be*.

- Example error: *Two men was near his car.*  
Corrected: *Two men were near his car.*
- Example error: *Young people is important in society.*  
Corrected: *Young people are important in society.*

### Using in instead of at or on, and vice versa

Using *in* instead of *at* is the most frequent wrong-preposition error, followed by using *in* instead of *on*.

The most frequent instances of *in* instead of *at* concerns the following:

- With clock time when talking about times or occasions.  
Example error: *The weather is very good in this time of year.*

Corrected: *The weather is very good at this time of year.*

- With *house* and *home*.  
Example error: *Can you come to dinner with me in my house?*  
Corrected: *Can you come to dinner with me at my house?*
- With *work*, *college*, *school*, *university*, etc.  
Example error: *I met her in my work.*  
Corrected: *I met her at my work.*
- In the phrase at the weekend.  
Example error: *I really enjoyed shopping in the weekend.*  
Corrected: *I really enjoyed shopping at the weekend.*
- With events, such as party, wedding, concert, etc.  
Example error: *See you in the party.*  
Corrected: *See you at the party.*

The most frequent instances of *in* instead of *on* concerns the following:

- With days of the week.  
Example error: *I will visit you in Sunday at about 2 o'clock.*  
Corrected: *I will visit you on Sunday at about 2 o'clock.*
- TV.  
Example error: *Sometimes I see old serial dramas in TV.*  
Corrected: *Sometimes I see old serial dramas on TV.*
- Day, birthday, holiday.  
Example error: *We had a good time in this holiday.*  
Corrected: *We had a good time on this holiday.*

### Punctuation with apostrophes

Apostrophes are a common problem area for most groups of learners, not just learners whose first language is Arabic. The most frequent error types are listed below.

- Confusion between *I'm* and *I am*, resulting in *I'am*.  
Example error: *I'am writing to tell you my news!*  
Corrected: *I am writing to tell you my news!*  
Or *I'm writing to tell you my news!*
- Confusion between *it's* and *its*.  
Example error: *I've got a new phone. I like it's camera and it's screen.*  
Corrected: *I've got a new phone. I like its camera and its screen.*
- Forming plural nouns with apostrophes, which may be a result of confusion with possessive 's'.  
Example error: *My friend's gave me a mobile, but my parent's gave me a computer.*  
Corrected: *My friends gave me a mobile, but my parents gave me a computer.*
- Using *its* in place of *it's*.  
Example error: *Its a big place and its nice as well.*  
Corrected: *It's a big place and it's nice as well.*
- Possessive *s* with missing apostrophe.  
Example error: *My friends name is Dalal.*  
Corrected: *My friend's name is Dalal.*

### Overuse of *it* as a pronoun between subject and verb

This is a particularly frequent error for Arabic learners, although it is becoming more common among native speakers, especially in relative clauses.

- Example error: *You know I don't know if Oman's weather it will be very good.*  
Corrected: *You know I don't know if Oman's weather will be very good.*
- Example error: *You can catch the bus that it stops across from our house.*  
Corrected: *You can catch the bus that stops across from our house.*
- Example error: *The information you sent it to me by email was great.*  
Corrected: *The information you sent to me by email was great.*

### Over-long sentences

Sentence boundaries are a problem area for all learners (not just those with Arabic mother tongue), but not beginning a new sentence when required is by far the most frequent punctuation error of Arabic speakers. Run-on or overly long sentences are common, even at lower levels where learners' language normally limits them to simple short sentences. Learners may construct short sentences, but neglect punctuation to mark the start and end of sentences.

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### Teaching Strategies Grades 4–9

This section provides definitions for a range of different teaching strategies that can be used in the classroom, as well as information on the rationale for each activity.

#### Teacher-led strategies (direct instruction)

##### Guided reading

Learners are placed into groups of 6–8 according to reading knowledge and skills in order to help them read and discuss texts with greater independence.

The teacher plays an active role in leading the learners through group reading sessions that:

- model reading processes
- demonstrate how to choose and read books of different genres
- apply prior reading experiences
- use vocabulary, syntax, and phonics to develop understanding
- ask questions to establish comprehension
- deepen understanding
- support learners to reflect on their reading.

##### Guided writing

Learners are placed into groups of 6–8 according to writing ability and skills. The teacher leads and supports the learners through a variety of writing experiences to direct and develop their understanding of the process, purpose and forms of writing.

Guided writing strategies include:

- demonstrating ways to generate and analyse ideas
- describing and explaining characters and events
- recording and organising information
- editing and sharing work
- expanding the repertoire of techniques and types of writing
- building learners' confidence through writing in familiar and unfamiliar contexts.

##### Guided discovery

The teacher leads and supports the learners in the acquisition of skills and knowledge through modelling and step-by-step practice, until learners are able to apply the skills and knowledge independently.

Learners may be provided with an example of a language item in action, for example in a piece of text, and they are then supported and encouraged by the teacher to discover and summarise the rule themselves.

##### Guided listening

The teacher explicitly shares the purpose for the listening activity and provides focused instruction prior to reading the text or playing the audio.

- Learners are provided with a framework on which to organise their ideas; a way to record, share and value the ideas of others and a practical transfer of these skills to their independent work.

- Learners make notes while listening; the teacher pauses occasionally to discuss specific concepts and ideas with the learners.
- Learners pose questions, present ideas, make inferences/predictions/connections and reflect on peers' ideas.

##### Visual stimuli

Visual stimuli are an important component of individual learning materials, as well as of the classroom environment as a whole. Visual stimuli provoke discussion and engage learners in the lesson focus.

Learners are provided with visual stimuli such as images, cues, objects or environments to support them in making associations and connections in processing, memorising and recalling information.

##### Cloze

Cloze is used to assess literacy skills such as predicting meaning, developing vocabulary, applying prior knowledge and understanding textual information.

- Learners fill in or complete letters, words and phrases that are deliberately omitted from written or oral text.
- For support, learners may be separately provided with the letter, words and phrases that are required to complete the text.

##### Prompt

Learners are provided with prompts such as open-ended words, phrases, or sentences to cue, focus, direct, or prod thinking. Sentence starter prompts can encourage learners to complete an idea, deepen a question, expand on a response or plan further work. For support, the prompts may be longer and more structured. Prompts encourage learners to gain confidence especially when starting a speaking or writing activity. Examples of prompts include:

- 'Jamal went to the ...'
- 'On Tuesdays we ...'
- 'At school, Samia's favourite subject is ...'

##### Word cycle

The teacher introduces learners to new vocabulary, new topics or concepts using visual diagrams. The connections between and among words and concepts may also be identified and diagrammed (e.g. using words, lines, lists) to review recently learned material, or assess knowledge of new concepts.

Word cycles can be used as a visual presentation method, or alternatively as a task to help learners form their own connections between words and concepts.

##### Flashcards

Flashcards are used for drill, practice and positive reinforcement. A typical flashcard has the question, term, or issue on one side and the answer, definition, or related information on the other. For younger learners, flashcards may be larger, use larger font and contain

less detail; as learners become older flashcards may be smaller, use smaller font and contain more detail.

The teacher uses a series of hand-held cards that are shown to learners often by flipping them over quickly as a technique to learn, memorise, or review information on the card.

### **Organised grouping strategies (cooperative)**

#### **Jigsaw**

The jigsaw strategy uses the gradual culmination of smaller learner groups into larger groups to piece together information for a task.

- The teacher arranges the learners into small groups.
- Each small group or individual group member is assigned a different piece of information.
- Group members then join with members of other groups assigned the same piece of information, and research and/or share ideas about the information.
- Eventually, learners return to their original groups to piece together a clear picture of the topic at hand.

#### **Mentoring**

Learners are supported by an experienced or knowledgeable person who acts as a mentor. The term 'mentor' may refer to teacher-advisors, peer tutors, and community mentors in a variety of settings.

- The teacher works with the mentor to create a support programme for the learner, which may be short-term or long-term depending on the learner's needs and the task requirements.
- The mentor provides one-on-one advice or training to support the learner in exploring ideas, taking risks, testing conclusions and obtaining feedback.

#### **Peer practice**

Learners work together in pairs or small groups (allocated by the teacher) to help each other to review, drill and rehearse to check knowledge, deepen understanding and develop skills.

#### **Peer teaching**

Learners (individuals or small groups) who are competent in a skill or knowledgeable in a topic act as 'experts' to teach what they know to their peers.

#### **Round table**

Learners write factual answers to a posed question (e.g. 'What do you know about ...?', 'Who is famous for ...?') in order to generate and share a variety of information.

Learners can either answer a question sequentially on a single piece of paper that is passed around, or on the board, or answer questions simultaneously on a separate piece of paper.

#### **Interview**

A person (the interviewer) engages in a conversation with another (the interviewee) in order to gather personal information and opinion, practical experience and advice. The person interviewed is often an expert or a person in the role of an expert. The person being

interviewed could be a teacher or learner in role, or an external expert.

### **Collaborative learning**

Learners work together in pairs or small groups to solve a problem, complete a task or create a product. They participate in thoughtful discussion, and develop a more positive attitude about learning and each other by working together.

- Learners engage with one another and are responsible for making sure that everyone understands the task.
- The teacher facilitates collaborative learning by organising the learners into pairs or small groups that complement one another and by supporting the development of the group task.

### **Active strategies (activities)**

#### **Backs to the board**

This is a competitive activity format that can be used to check vocabulary or knowledge.

- The teacher divides the class of learners into two or three groups.
- One learner from each group sits in a chair with their back to the board, facing their group.
- The teacher or a chosen learner writes a word on the board so that the learners sitting with their backs to the board cannot see the word.
- Each group provides hints to the learner from their group with their back to the board, who in turn attempt to guess the word.
- The first one to guess the word gets a point for their team.

#### **Role-play**

Learners act out or perform a particular role in order to explore and dramatise the thoughts, feelings and experiences of another person in a simulated situation.

- The role-play may be conducted between two learners, a small group or as a whole class led by the teacher.
- Role-play may be performed and presented to the whole class where other learners may be invited to make comment and analysis on the content.
- Some role-plays may be simple re-enactment but role-play can also include learners' own development and interpretation of a given scenario.

#### **Learning centres/stations**

The teacher establishes physical locations, such as tables around the classroom, that are assigned for learners to explore topics, curriculum areas, resources, and types of learning (e.g. listening, reading, presentations).

The learning stations may contain problem-solving challenges or artifacts for discussion.

Learners may visit the learning stations as individuals, in pairs or in small groups.

#### **Experiential learning**

Experiential learning is the process of learning through experience, and is more specifically defined as 'learning through reflection on doing'.

It is vital that individuals are encouraged to directly involve themselves in the experience, and then to reflect on their experiences using analytic skills, in order that they gain a better understanding of the new knowledge and retain the information for a longer time.

### **Look-say-cover-write-check spelling strategy**

Look-say-cover-write-check is a strategy used to help children learn their spellings. This is a useful method to teach learners so that they practise learning the spellings of words, but also so that they are testing themselves.

A learner is given a word to spell and:

- looks at it
- says the word
- covers it over with a piece of paper or their hand
- writes the spelling again next to the word
- uncovers the spelling to check if they have got it right.

### **Games**

A game may be played using print, digital media, simulation or contest (competitive or cooperative) according to a clear set of rules in order to challenge and motivate learners to learn. This strategy is highly engaging, but all learners should understand the objectives and process of the game before playing.

### **Listening to stories/story time**

The language used in stories is different from social spoken English. Listening to stories (audio recordings, teacher or peer readings) allows learners to access texts above the language they are able to engage with independently.

- Before listening to the story, the teacher should brief the learners on the objective or focus of the task.
- If learners are required to take notes, listen for keywords to answer questions, etc., this should also be briefed before listening starts.
- The teacher can pause or repeat sections to ask questions and support learners in following the story.

### **Reading diary**

The use of a reading diary or a response journal supports learners to regularly write personal reactions to texts, activities, and experiences in any subject area.

Learners' reactions may be formal or informal and include exploring, analysing, questioning, interpreting and appreciating new ideas and experiences.

Reading diaries may be kept as a personal account shared between the learner and the teacher or may be used to present ideas and reflections to the class.

### **Projects**

Learners learn about a subject by working for an extended period of time on a project to investigate and respond to a complex question, challenge, or problem. Project tasks contrast with paper-based, rote memorisation, or teacher-led instruction that simply present established facts or portray a smooth path to knowledge by instead posing questions, problems or

scenarios. The project may be set by the teacher or may have initial input from the learners.

- The teacher should support the project by providing success criteria and access to resources that the learners may need to facilitate and develop their project.
- Projects may be presented to the class and learners may be asked to explain the process and outcome of their project.

### **Multimedia learning (video)**

Learners may access ICT-based teaching resources provided by the teacher to facilitate learning such as audio and video extracts used within lessons to demonstrate vocabulary and speaking. Learners may also use ICT-based resources, such as interactive software or audio devices to record their own dialogues, to create projects and complete tasks.

### **Hot seating**

The teacher decides on a specific conversation topic to frame the activity. This topic may be related to the current Coursebook unit (e.g. shopping, health care, holidays) or focused on a particular language structure being studied (e.g. the past tense, conditionals or descriptive vocabulary).

- One learner volunteers or is selected by the teacher to sit in the 'hot seat' chair at the front of the room.
- While in the hot seat, the learner has control of the class. They are responsible for selecting learners who have a question and addressing them directly by name, rather than looking at the teacher to facilitate the communication.
- The audience is responsible for listening to one another's questions and helping one another to ask appropriate questions, to incorporate pre-determined themes, vocabulary or grammar structures as much as possible, and to avoid repetition of questions.
- The teacher acts as a facilitator and support to provide prompts, model dialogue and encourage the progression of the session.

### **Reading race**

The teacher prepares questions about the details of a text; these questions should be objective and have one clear defined answer. This activity can work both before learners read a text and as a review activity when learners have finished the reading.

- The teacher organises learners into pairs with each learner having a copy of the text in front of them. Enough copies of the questions should be available for each pair.
- Learners are provided with the first question and race to find the correct answer. Once found, one partner should run their written answer to the teacher.
- If the answer is correct, learners are provided with the second question.
- The process is repeated until a group has answered all of the questions correctly.

This activity can be adapted to incorporate many versions of learners in pairs or small groups 'racing' one

another to read pieces of text and find information as guided by the teacher.

### **Running dictations**

Through this activity learners practise reading, speaking, listening and writing; have to work together; and are also responsible for checking their own work.

- The teacher prepares two short texts, each taped to a wall.
- Learners are organised into pairs, with one learner being the writer and the other being the runner.
- The runner must run to the board where the first paragraph is displayed, read the text, run back to his or her partner, and repeat what he or she read.
- The writer's job is to listen to the runner and write down what is said. Usually it takes many trips to and from the board for the runner to relay the entire paragraph to the writer.
- When most groups are done, the writer can check the passage against what is displayed, and then roles are reversed and the second paragraph is used.

### **'Find someone who ...'**

The teacher tells the learners that they will ask each other questions. The goal is to ask everyone in class until the learners find someone who does that activity, has that characteristic, or can answer the question.

- The teacher prepares a selection of 'find someone who ...' statements using vocabulary or concepts that relate to the current unit of study. For example, if you are teaching a unit on jobs: 'Find someone who can list tasks a farmer might have', 'Find someone who can describe the job of a doctor', etc.
- The teacher creates a variety of statements so that it will be easy to find a person with some characteristics, but not so easy to find others.

## **Strategies to promote thinking and problem solving (analysis)**

### **Brainstorming**

Learners share and record questions, ideas and examples that come to mind (without judgement or censure) about a central idea, topic or problem. Brainstorming is often presented visually using colourful posters that can be created by learners in small groups and presented to the rest of the class.

### **Problem-solving**

Learners use a variety of reasoning skills (e.g. inductive reasoning, deductive reasoning, exploring contrary examples, etc.) led by the teacher to engage a line of inquiry.

Problem-solving includes generating questions, making and carrying out a plan, testing hypotheses, constructing organised proofs and arguments, justifying conclusions, and eventually resolving a problem or mystery.

### **Opinion forming**

Learners may receive a quotation from a text (before it is read) that includes evidence for one side or the other

of an issue or argument. Learners share their quotations and their evolving opinions, with reasons and evidence to support them.

Alternatively the teacher makes a statement and encourages learners to form an opinion for or against the statement. Learners may be asked to move physically to opposing sides of the classroom to demonstrate their opinion. The teacher may then ask questions to encourage learners to justify and rationalise their opinions.

### **Reflection**

Learners think deeply or carefully about information, an investigation or problem in order to clarify their understanding in light of previous experience. Reflection may:

- include both formal and informal ways to think about the 'why' and 'how' of learning (e.g. in a journal or response log)
- incorporate wait time before learners respond to a question
- require learners to complete a criteria-based checklist as a group following an activity.

### **Problem-based Learning (PBL)**

- The teacher sets the learners a problem-based task.
- Learners are organised into small groups by the teacher, and then brainstorm ideas. They identify what they know about the problem and what they don't know, but must learn, in order to solve the problem.
- Learners then develop an action plan for research, and discuss the topics and concepts researched, eventually coming to some agreement on the best resolution.
- The teacher acts as a facilitator to guide the learners through the process, ask relevant and probing questions and provide resources that the learners need to solve the problem-based task.

### **Challenge-based Learning (CBL)**

CBL is a collaborative learning experience in which teachers and learners work together to learn about compelling issues, propose solutions to real problems and take action. The approach mirrors the 21st century workplace and requires learners to reflect on their learning, the impact of their actions and publish their solutions to a wide audience.

- The teacher works with the learners to identify the big idea.
- Learners identify guiding questions (what they need to know) and identify resources and activities to answer these.
- Learners research, document and develop a solution and then identify steps to carry out their plan.
- Learners implement their solutions, measure outcomes, reflect on what worked and determine progress made.
- Learners are encouraged to keep written, audio or video journals throughout the process and use these to share their projects with a wider audience.

### **Task-based Learning (TBL)**

In a task-based learning scenario, the lesson is based around the completion of a central task and the language studied is determined by what happens as the learners complete it. It enables more varied and natural exposure to language and a strong communicative approach.

- The teacher introduces the topic and gives the learners clear instructions on what they will need to do during the task. The teacher might provide some useful vocabulary to support the learners.
- Learners complete the task in pairs or groups whilst the teacher monitors and offers encouragement.
- Learners prepare a short oral or written report and feedback to the whole class on what happened during the task.
- The teacher highlights relevant parts of the report and uses this to inform areas for the learners to participate in further practice.

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LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 7	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Speaking:</b> To develop the range of language that learners can draw on in order to greet friends and acquaintances and end conversations in formal and informal situations.</p> <p><b>Listening:</b> To raise learners' awareness of intonation patterns used in functional language of greeting and ending conversations informally and formally.</p> <p><b>Reading:</b> To identify and categorise from context the function of expressions such as: <i>great to see you, how about you?</i> etc.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• use formal and informal phrases to greet one another appropriately</li> <li>• understand simple formal and informal conversations where people meet and greet and say goodbye</li> <li>• use informal phrases to fulfil conversational functions such as saying you are happy to see someone, asking for more information, making a request, agreeing to do something and ending a conversation.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>hello, hi, goodbye, bye, sure</i></p> <p><b>Key expressions/structure:</b> <i>Good morning, Good afternoon, All right? How are you? How's it going? How are things? Nice to meet you, Great to see you, How about you? Nice seeing you, Give me a ring soon, Say hi to your family from me, Will do, I've got to go ...</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners may feel uncomfortable about the idea of greeting adults in their family in the same way that they might greet people of their own age. The teacher should explain that members of the family in the UK are all equally informal with one another.</li> <li>• Explain that formal greetings are usually reserved for people in authority, people we meet for the first time and people we don't know personally.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 6</p> <p>Workbook page 6</p> <p>Audio Tracks Coursebook 2 and Workbook 2</p>		

## UNIT 1 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter				
Coursebook page 6	<ol style="list-style-type: none"> <li>Greet learners. Write 'hello' and 'goodbye' on the board, and elicit different ways of greeting someone and saying goodbye in English (for example: <i>good morning, hi, bye</i>).</li> <li>Ask learners to open their Coursebooks, and discuss the bullet point at the top of the page.</li> <li>Ask: <i>Do you know any words for hello and goodbye in other languages?</i></li> </ol>				
Resources	Main activity				
Coursebook page 6	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>Ask: <i>Do you use the same language to greet friends of your age as you do with adults? Is there any difference in the use of greetings between adults in the family and adults outside the family, such as teachers?</i></li> <li>Learners complete Activity 1 of the Coursebook.</li> <li>Explain that some phrases might be suitable for both categories.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Draw a table on the board and write answers in the correct column as you elicit them. Model pronunciation and intonation.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">Friends and family</th> <th style="width: 50%;">Teachers and other adults you don't know</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="height: 40px; vertical-align: middle;"> <a href="http://www.almanahj.com" style="color: green; font-size: 2em;">www.almanahj.com</a> </td> </tr> </tbody> </table> <p>Explain that 'All right?' has a similar meaning to 'Hello, how's it going?' but is much more colloquial/informal. Tell learners that usually British teenagers use this phrase with one another, rather than with adults.</p> <p><b>Answers</b></p> <p><i>Friends and family:</i> Hello; Bye; All right?; See you; How's it going?; Hi; How are you?; How are things?</p> <p><i>Teachers and other adults:</i> Hello; Bye; Good morning; How are you?; Goodbye; Good afternoon</p>	Friends and family	Teachers and other adults you don't know	<a href="http://www.almanahj.com" style="color: green; font-size: 2em;">www.almanahj.com</a>	
Friends and family	Teachers and other adults you don't know				
<a href="http://www.almanahj.com" style="color: green; font-size: 2em;">www.almanahj.com</a>					
Coursebook page 6	<p><b>Did you know?</b></p> <ol style="list-style-type: none"> <li>Tell learners to read the <i>Did you know?</i> box and ask them to say if they knew this information before.</li> <li>Ask them if what the box says about people in the UK is true of people in their own culture.</li> </ol> <p><b>DESIRABLE</b></p>				
Coursebook page 6 Audio Track 2	<p><b>Listening: Activities 2 and 3</b></p> <ol style="list-style-type: none"> <li>Learners complete Activities 2 and 3.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write each numbered gap up on the board, to ensure all misunderstandings are avoided.</p> <p><b>Answers</b></p> <p>1 Good morning; 2 Nice to meet you; 3 How are you?; 4 Thank you; 5 Bye; 6 Goodbye</p>				

<p><b>Coursebook page 6</b></p>	<p><b>Listening: Activity 4</b></p> <p>1. Model the dialogue with one of the stronger learners in the class.</p> <p>2. Learners complete Activity 4 in pairs. After they have finished roleplaying the conversation, ask learners to swap roles and roleplay the conversation again.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor pairs for correct intonation and sentence stress.</p> <hr/> <p><b>Differentiation activities (Support):</b></p> <p>1. Play the audio of the dialogue, pausing after each line. Learners listen and repeat.</p> <hr/> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners note down some key words from the dialogue and then roleplay it from memory, using only the keywords to help them.</p>															
<p><b>Workbook page 6</b> <b>Audio Track 2</b></p>	<p><b>Listening: Activity 1</b></p> <p>1. Learners complete Activity 1.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor learners' work while they are completing Activity 1. When the class has completed the activity, choose two strong learners who have the correct answers to model the dialogue. Other learners listen and check their answers.</p> <p><b>Answers:</b></p> <p>1 Rehan: All right, Kareem?</p> <p>2 Kareem: Rehan! <b>How's it going? Great to see you.</b></p> <p>3 Rehan: You too. I'm fine, thanks. <b>How about you?</b></p> <p>4 Kareem: I'm very well, but school is hard work at the moment. I've got lots of exams to study for.</p> <p>5 Rehan: Me too. I'm not working today though. I'm doing some shopping. Look, I've bought some new trainers.</p> <p>6 Kareem: They're nice. <b>Anyway, I've got to go to football practice now. Nice seeing you. Give me a ring soon.</b></p> <p>7 Rehan: <b>Sure. Say hi to your family from me.</b> Bye.</p> <p>8 Kareem: Will do. Bye.</p>															
<p><b>Workbook page 6</b></p>	<p><b>Vocabulary: Activity 2</b></p> <p>1. Ask learners to complete Activity 2.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to provide answers and write them up on a table with four columns on the board. Drill pronunciation of the phrases.</p> <p><b>Answers</b></p> <table border="1" data-bbox="474 1789 1523 2137"> <thead> <tr> <th data-bbox="474 1789 765 1895"><b>Saying you are happy to see someone</b></th> <th data-bbox="765 1789 949 1895"><b>Asking for more information</b></th> <th data-bbox="949 1789 1134 1895"><b>Making a request</b></th> <th data-bbox="1134 1789 1318 1895"><b>Agreeing to do something</b></th> <th data-bbox="1318 1789 1523 1895"><b>Ending the conversation</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="474 1895 765 2001">Great to see you. <i>(at the start of a conversation)</i></td> <td data-bbox="765 1895 949 2001">How's it going?</td> <td data-bbox="949 1895 1134 2001">Give me a ring soon.</td> <td data-bbox="1134 1895 1318 2001">Sure.</td> <td data-bbox="1318 1895 1523 2001">Anyway, I've got to go to football practice now.</td> </tr> <tr> <td data-bbox="474 2001 765 2137">Nice seeing you. <i>(at the end of a conversation)</i></td> <td data-bbox="765 2001 949 2137">How about you?</td> <td data-bbox="949 2001 1134 2137">Say hi to your family from me.</td> <td data-bbox="1134 2001 1318 2137">Will do.</td> <td data-bbox="1318 2001 1523 2137"></td> </tr> </tbody> </table>	<b>Saying you are happy to see someone</b>	<b>Asking for more information</b>	<b>Making a request</b>	<b>Agreeing to do something</b>	<b>Ending the conversation</b>	Great to see you. <i>(at the start of a conversation)</i>	How's it going?	Give me a ring soon.	Sure.	Anyway, I've got to go to football practice now.	Nice seeing you. <i>(at the end of a conversation)</i>	How about you?	Say hi to your family from me.	Will do.	
<b>Saying you are happy to see someone</b>	<b>Asking for more information</b>	<b>Making a request</b>	<b>Agreeing to do something</b>	<b>Ending the conversation</b>												
Great to see you. <i>(at the start of a conversation)</i>	How's it going?	Give me a ring soon.	Sure.	Anyway, I've got to go to football practice now.												
Nice seeing you. <i>(at the end of a conversation)</i>	How about you?	Say hi to your family from me.	Will do.													

	<b>Differentiation activities (Support):</b> 1. Learners practise roleplaying the dialogue.		
	<b>Differentiation activities (Stretch):</b> 1. Tell learners that in informal conversations, friends often leave out the subject and auxiliary verb in a sentence or phrase. Ask learners to find examples of this in the dialogue. Examples: <i>Nice seeing you (instead of: It is nice seeing you).</i> <i>Great to see you (instead of: It is great to see you).</i> <i>Will do (instead of: I will do).</i>		
<b>Coursebook page 6</b>	<b>Speaking: Activity 5</b> 1. Put learners into pairs. 2. Pairs complete Activity 5. 3. Monitor, and correct only any examples of misuse of the target phrases in the lesson. <b>DESIRABLE</b> <b>Feedback</b> Ask volunteers to come to the front and roleplay the greeting in front of the class. Correct any misuse of the target language.		
<b>Resources</b>	<b>Plenary</b>		
	1. Say several phrases from the lesson and nominate a different learner to respond to each phrase. For example: <i>Teacher: How are things?</i> <i>Learner: Fine, thanks.</i> <i>Teacher: Say hi to your family from me.</i> <i>Learner: Will do.</i> 2. If the learner gets the answer incorrect, ask another learner the same question.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes and short stories; follow the dialogue and discern speaker’s moods, relationship and intentions. (G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, making offers and requests and making suggestions. (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 7	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Reading:</b> To develop learners' ability to infer the meaning of unknown words from context in a text about greetings in different cultures. To develop learners' passive knowledge of collocations so that they can be recognised in a text.</p> <p><b>Listening:</b> To develop learners' ability to listen for detail in order to hear key pieces of information.</p> <p><b>Speaking:</b> To practise talking about meeting and greeting in learners' own culture using vocabulary and expressions from the lesson. To raise learners' awareness of intonation in question forms.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• guess the meaning of words in the context of a reading text with support</li> <li>• describe what a collocation is</li> <li>• talk about meeting and greeting in learners' own culture.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Parts of the face</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Global Awareness: Introduce other cultures through the teaching of English; understand other nations, languages and cultures</li> </ul>		
<p><b>Key vocabulary:</b> <i>nod, shake, kiss, cheek, finger, greet, hug, colleagues, gesture, bow (verb), thumb, chin, nose, wave, touch, smile</i></p> <p><b>Key expressions/structure:</b> <i>shake hands with someone, put your hands together, close friends, family members, nod your head, bow your head, give someone a kiss on the cheek, give someone a hug</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners will often feel that they need to understand every word in a text in order to improve their English, and that a dictionary must be at hand at all times when they are reading.</li> <li>• Explain that while a dictionary is a useful tool, it is often possible to guess the meaning of new words in a text from their context.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 7</p> <p>Workbook page 7</p> <p>Audio Track 3</p>		

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## UNIT 1 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Greet learners using the phrases studied in the previous lesson and encourage learners to greet each other in English.</li> <li>2. Ask learners if they have seen people in other countries greeting each other. Teach the word 'gesture'. Ask learners if they have seen people from different countries or from their own making gestures or movements with their body when greeting each other (for example: <i>waving, bowing, hugging ...</i>).</li> </ol>
Resources	Main activity
Coursebook page 7	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the picture and answer the question.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>The picture shows men in the UAE, greeting each other with a hug of friendship after Eid al Fitr in Dubai.</p>
Coursebook page 7 Audio Track 3	<p><b>Reading and Listening: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Show learners a globe or map of the world and ask them if they know where Argentina is. Help them locate Argentina on the map. Do the same with Thailand, Singapore and India.</li> <li>2. Ask learners if they know how people in those countries greet each other.</li> <li>3. Working individually, learners complete Activity 7. Make sure that this is done in the manner of a 'fun' guessing game – learners can't be expected to find the answer in the text if they don't know anything about the country.</li> <li>4. Learners listen and check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p><b>Answers</b></p> <p>1 Singapore; 2 Argentina; 3 India; 4 Thailand</p>
Workbook page 7	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 3.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p><b>Answers</b></p> <p>1 head; 2 nose; 3 cheek; 4 chin 5 thumb; 6 hand; 7 finger</p>
Coursebook page 7	<p><b>Reading: Activity 8</b></p> <ol style="list-style-type: none"> <li>1. Explain that when we read, it is sometimes possible to guess the meaning of a word or phrase from its context. Suggest that if learners don't know a word, they can look at words either side of the unknown word to give them clues about its meaning.</li> <li>2. Learners complete the activity..</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p><b>Answers</b></p> <p>Gestures B and G are not described in the text.</p>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide a version of the reading text with gestures underlined to help learners choose the correct pictures.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask fast-finishers to describe what is happening in pictures A and G and to name the gestures if they can.</li> <li>2. Ask them what they think these gestures mean.</li> </ol> <p><b>Answers</b></p> <p><b>Picture A</b> shows someone shaking their head (in many cultures this means no, although it can mean yes in some cultures).</p> <p><b>Picture G</b> shows two people giving each other a ‘high five’. This is generally an informal friendly greeting (particularly among young people); it can also be a gesture to say: <i>Well done!</i></p>
<p><b>Workbook page 7</b></p>	<p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. On the board, in jumbled order, write some typical classroom collocations that learners already know. For example: ‘put up your hand’, ‘do your homework’. Ask learners to put the collocations in order.</li> <li>2. Ask: <i>What are these groups of words called?</i> Give them the term ‘collocation’ if they don’t know it.</li> <li>3. Focus on the <i>Language tip</i> on page 7 of the Coursebook. Make sure learners understand what a collocation is.</li> <li>4. Ask learners to complete Activity 4 on page 7 of the Workbook.</li> </ol> <p><b>DESIRABLE</b> Feedback</p> <p><b>Answers</b></p> <p>1 nod; 2 shake; 3 hands; 4 head; 5 kiss</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to test each other in pairs.</li> <li>2. One learner closes their books. The other learner says a verb (for example: <i>nod</i>) and the learner with their book closed has to remember the part of the body the verb collocates with.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look up other collocations with the word ‘head’ and ‘hand’ in a collocations dictionary: <a href="http://www.ozdic.com">www.ozdic.com</a>.</li> <li>2. Ask them to choose two and be ready to explain them to the class.</li> </ol>
<p><b>Coursebook page 7</b></p>	<p><b>Speaking: Activity 9</b></p> <ol style="list-style-type: none"> <li>1. Ask learners whether they think it is difficult for a foreigner to learn how to meet and greet Emirati people. Ask them what they could get wrong.</li> <li>2. Learners work in pairs and complete Activity 9.</li> </ol> <p><b>CORE</b> Feedback</p> <p>This should be in the form of an informal chat, where stronger learners could be asked to elaborate if they’d like to.</p>

<b>Coursebook page 7</b>	<b>Speaking: Speaking tip</b> 1. Ask learners to read the <i>Speaking tip</i> . 2. Show learners how information questions are said, showing with your hand a movement of falling intonation at the end. It's a good idea to model the sentence stress as well. 3. If you think your learners could cope with the extra information, tell learners that intonation rises in check questions (questions when you think you know the answer). <b>DESIRABLE</b>		
<b>Resources</b>	<b>Plenary</b> 1. Ask the class to watch you carefully. Mime some gestures covered in the class and ask learners to call out or put their hands up to tell you the gesture. For example: <i>Shake your head, nod your head, wave, shake hands, put your hands together, bow.</i> (Make sure they are gestures which are appropriate for learners to act out in the classroom.) 2. When you have gone through all the gestures once, ask the class to stand up and be prepared to mime the gestures themselves. Explain that this will be very quick and if you spot anyone doing the wrong gesture they will have to sit down and be out of the game. 3. You could also do a version of the game where you say: <i>Teacher says...</i> (followed by the gesture). Learners must mime the gesture only if they hear you say <i>Teacher says...</i> if not they must stand still. If they mime a gesture when you haven't said <i>Teacher says...</i> first, they have to sit down and are out.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			



LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 7	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Speaking and listening:</b> To ask questions about greetings in another culture. To listen for specific questions and information.</p> <p><b>Reading:</b> To develop learners' ability to read for detail and to select key information from a text about meeting and greeting in Japan.</p> <p><b>Writing:</b> To develop learners' ability to write and organise a paragraph about meeting and greeting in their culture. To raise learners' awareness of the need for self-correction and drafting written work.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• listen for specific information</li> <li>• read a text for detail</li> <li>• write a paragraph using structures such as imperatives.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Collocations connected with parts of the body and greetings</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><a href="http://www.almanahj.com">www.almanahj.com</a></p>		
<p><b>Key vocabulary:</b> <i>surname, Maori, 'hongi', traditional, respect, forehead, culture, suggest, treat</i></p> <p><b>Key expressions/structure:</b> <b>Imperatives;</b> <i>eye contact, pay attention, in conversation</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Many learners consider writing to be finished once they have written a first draft. They may also think that it is solely the responsibility of the teacher to correct written work.</li> <li>• Explain that some pieces of writing need to go through several drafts and that learners need to look for errors and self-correct, as this helps them to learn and produce better written work.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 8</p> <p>Workbook page 8</p> <p>Audio Track 4</p>		

## UNIT 1 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>Recap on some of the gestures covered in the previous lesson. Put learners into pairs. (If possible, they should choose a person to work with who they know and feel comfortable with.)</li> <li>Give the following instructions in the imperative for learners: <i>Shake hands. / Nod your head. / Bow your head. / Put your hands together and touch the tips of your thumbs to your chin.</i></li> <li>To follow up, ask learners to say the countries in which these greetings are common.</li> <li>Ask learners to tell you any other collocations from the previous lesson that they remember.</li> </ol>
Resources	Main activity
<b>Coursebook page 8</b> <b>Audio Track 4</b>	<p><b>Speaking and Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>Ask learners to look at the picture and answer question 1 in pairs.</li> <li>Ask learners to complete question 2. Give them time to write down three questions.</li> <li>Ask learners to complete question 3. Tell them they will need to make notes of the questions they hear. Play the audio.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p><b>Question 1:</b> If learners don't guess the answer to question 1, tell them that these are Maori children who live in New Zealand. Ask learners if they know anything about New Zealand and Maori culture.</p> <p><b>Question 2:</b> Ask learners to tell you some of the questions they thought of. Write them on the board.</p> <p><b>Question 3:</b> Learners tell you the questions they heard. Write them on the board.</p> <p><b>Answers</b></p> <p>3 How are you doing? How are you? How about my culture? Can I ask you some questions? How do you greet an adult? How do you greet a Maori?</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to go through the audioscript and underline the questions in the dialogue.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask learners to write a short description of what they can see in the picture. Ask them to describe what is happening, who the people are and where they are.</li> </ol>
<b>Coursebook page 8</b>	<p><b>Speaking and Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Play the audio again and ask learners to answer questions 1 and 2.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask the class if they can remember what a traditional Maori greeting is called (hongi). Ask the class to tell you the answers to questions 1 and 2.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>You should shake their hand and smile, and remember to use their surname.</li> <li>You touch your nose and forehead to the other person's and shake their hand.</li> </ol>

<p><b>Coursebook page 8</b></p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what they know about greetings in Japan. Ask if they think it's very different to the way people greet one another in the UAE.</li> <li>2. Learners complete Activity 3.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Ask the class to tell you the answers to questions 2–6.</li> <li>2. Draw attention to the imperative structure in the text: 'Don't stand too close to the other person and never touch or hug them.' Ask whether this is stronger or weaker than a piece of advice. For example: 'You shouldn't stand too close to the other person and it's not a good idea to touch or hug them.' Ask what imperatives your learners might give to a person visiting their country for the first time.</li> <li>3. Ask learners to make questions 1–6 into negative statements if they've answered 'No' to them.</li> </ol> <p><b>Answers</b></p> <p>1 no; 2 yes; 3 yes; 4 no; 5 yes; 6 no</p>
<p><b>Workbook page 8</b></p>	<p><b>Writing: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 1 in the Workbook.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have the writing frame with blanks on the board. Complete the paragraph using learners' ideas. As you complete the paragraph, encourage learners to correct their own mistakes and add information that others have left out. Ask them to copy down the completed paragraph.</p>
<p><b>Workbook page 8</b></p>	<p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 2 in the Workbook.</li> </ol> <p><b>Feedback</b></p> <p>Go through the answers with the class.</p> <p><b>Answers</b></p> <p>In New Zealand the formal way to greet each other is by <del>shake</del> <i>shaking</i> hands and smiling. You should use a New Zealander's <del>surname</del> <i>surname</i> and not their first name, until the person suggests it. When greeting a New Zealand Maori, it is important to <del>touch</del> <i>touch</i> your nose and <del>forhead</del> <i>forehead</i> to the other person's, and <del>shayk</del> <i>shake</i> their hand. This is called 'hongi' and it shows that you understand and respect the Maori <del>culture</del> <i>culture</i>. When in conversation with a Maori, never say negative things about New Zealand or its people. Treat everyone with <del>respet</del> <i>respect</i>.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Collect the learners' paragraphs to check. In the last minute of class, talk about: <ul style="list-style-type: none"> <li>• The importance of drafting and redrafting written work and the marking codes that you will use to help them to correct their writing, for example: <ul style="list-style-type: none"> <li>g = grammar</li> <li>p = punctuation mistake</li> <li>v = vocabulary mistake</li> <li>c = cohesion mistake (you'll need to explain cohesion)</li> <li>o = organisation mistake</li> <li>sp = spelling</li> <li>r = repetition / not enough range of language</li> </ul> </li> </ul> </li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes and short stories; follow the dialogue and discern speaker's moods, relationship and intentions.</p> <p>(G7.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly. Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something.</p>			

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LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 7	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Speaking:</b> To develop learners' range of functional phrases related to inviting, arranging to meet and accepting invitations.</p> <p><b>Listening:</b> To develop learners' ability to predict the type of information they are likely to hear; to develop learners' ability to listen for key information in a conversation related to inviting, arranging to meet and accepting an invitation.</p> <p><b>Writing:</b> To practise using the target language (expressions for <i>inviting/arranging/ accepting/ declining</i>) in a written dialogue.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• talk about inviting friends to visit; invite a friend and accept or decline politely</li> <li>• identify key words in questions and listen for key information</li> <li>• use expressions for inviting, arranging, accepting and declining.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Times and days of the week</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>inviting, accepting, refusing, checking, arranging</i></p> <p><b>Key expressions/structure:</b> <i>Are you free on/at ...?; Yes, I'm free; Would you like to come ...?; Do you fancy coming ...?; I'd love to; About 12.00?; What sort of time should I come over?; No, sorry I'm ..., I can't make it then, how about 1.30?; That'd be cool, That sounds great/fun</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners may not appreciate the validity of peer feedback. For this reason, peer feedback activities need to be introduced gradually.</li> <li>• Explain that learning to evaluate their own work and the work of others is essential so that they can become more independent language learners.</li> <li>• Point out that this will be particularly important for future studies or work.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 9</p> <p>Workbook page 9</p> <p>Audio Track 5</p>		

## UNIT 1 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners to look at the picture on page 9 of the Coursebook.</li> <li>2. Ask learners who they think the two people are: <i>friends or family?</i></li> <li>3. Ask learners for a reason why they think the two people in the picture are friends or family.</li> <li>4. Ask learners which they prefer:               <ul style="list-style-type: none"> <li>- meeting friends out (for example, in the shopping mall)</li> <li>- or visiting friends at home?</li> </ul> </li> </ol>
Resources	Main activity
Coursebook page 9	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to answer the question in Activity 4.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Explain that the girls in the picture are friends. Elicit one description of the picture. Emphasise that we normally use the present continuous when we are describing pictures. Model the sentence: <i>The friends are spending time together. / The friends are having fun.</i></p>
Coursebook page 9	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to answer questions 1–3 in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go around the class monitoring the learners' conversations.</p>
Coursebook page 9 Audio Track 5	<p><b>Listening: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read questions 1–4. Ask learners to underline the key words. Ask them to focus on the question words.</li> <li>2. Before you play the audio, pre-teach the following expressions:           <ul style="list-style-type: none"> <li><i>What sort of time?</i> (This means: 'What time approximately/roughly?')</li> <li><i>Do you fancy coming?</i> (This is an informal way of saying: 'Would you like to come? /Do you feel like coming?')</li> <li><i>That'd be cool.</i> (This is the contracted form of: 'That would be cool. 'Cool' is an informal way of saying: Great/excellent/good.)</li> </ul> </li> <li>3. Play the audio.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to compare their answers with another person's answers, before going through the answers with the class.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 She is going to the desert with her family.</li> <li>2 She would like Nada to come to her house for lunch.</li> <li>3 Because she can't make that time.</li> <li>4 To go to the desert with her and her family.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give three possible answers for each of the questions in the Coursebook so that it becomes a multiple choice.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Set more questions for strong learners to answer. For example:  <i>What is Nada doing on Saturday evening?</i>  <i>Who is cooking dinner on Saturday?</i>  <i>How does Nada feel about coming to dinner?</i></li> </ol>
<p><b>Coursebook page 9</b></p>	<p><b>Listening: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to read the gapped conversation. Explain that these are sentences from the audio, not the complete audioscript.</li> <li>2. Play the audio and tell learners to complete the sentences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to compare their answers with another person's answers, before going through the answers with the class.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 <u>Are you free</u> on Saturday?</li> <li>2 <u>Would you like</u> to come to my house for lunch?</li> <li>3 I'd <u>love</u> to.</li> <li>4 What <u>sort of time</u> should I come over?</li> <li>5 <u>About</u> 12.00?</li> <li>6 Sorry, Samihah, I can't <u>make it then</u>.</li> <li>7 How <u>about</u> 1.30 then?</li> <li>8 <u>Do you fancy</u> coming?</li> <li>9 That'd be <u>cool</u>.</li> </ol>
<p><b>Coursebook page 9</b></p>	<p><b>Listening: Activity 8</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the completed sentences 1–9 from Activity 7.</li> <li>2. Explain that they need to decide which of the functions in the table describes each of the sentences. Tell them to write the number of the sentence next to the correct function in the table.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to compare their answers with another person's answers, before going through the answers with the class.</p> <p><b>Answers</b></p> <p>checking if a person is busy: 1  inviting: 2, 8  accepting: 3, 9  checking/arranging a time: 4, 5, 7  refusing: 6</p>

<p><b>Workbook page 9</b></p>	<p><b>Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the conversation and make sure they understand each sentence.</li> <li>2. Tell learners to number the conversation in the correct order.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask two more confident learners to read out the two parts of the conversation in the correct order.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 <b>Karimah:</b> Hi Zaynah. How are you?</li> <li>2 <b>Zaynah:</b> Hi Karimah. I'm well thanks. Are you free on Saturday afternoon?</li> <li>3 <b>Karimah:</b> No, sorry, I'm going to visit my cousins in the afternoon.</li> <li>4 <b>Zaynah:</b> OK, how about in the morning instead?</li> <li>5 <b>Karimah:</b> Yes, I'm free in the morning.</li> <li>6 <b>Zaynah:</b> Do you fancy going to the mall with me at about 10.00?</li> <li>7 <b>Karimah:</b> That sounds fun. 10.00 is perfect for me.</li> <li>8 <b>Zaynah:</b> Great! See you on Saturday morning.</li> <li>9 <b>Karimah:</b> OK. Bye Zaynah.</li> </ol>
<p><b>Coursebook page 9</b></p>	<p><b>Speaking: Activity 9</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 9.</li> <li>2. Ask strong learners to perform their role-play.</li> <li>3. Before they start, tell learners that you'll be making notes on any pronunciation issues or language issues (with the phrases they've been learning) and ask other learners to do the same. Ask them to focus on: <ol style="list-style-type: none"> <li>a) accuracy of language use</li> <li>b) accuracy of pronunciation</li> <li>c) fluency (not too many pauses or hesitations)</li> </ol> </li> <li>4. Learners roleplay and the rest of the class take notes.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback about the role-play from learners, making suggestions yourself if learners are not forthcoming.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write the conversation down before they roleplay it.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to try to memorise and dramatise their dialogue.</li> </ol>
<p><b>Workbook page 9</b></p>	<p><b>Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 4.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to compare their conversation with the person next to them. Ask more confident learners to read their conversation out with the person next to them saying one of the parts.</p>



<b>Resources</b>	<b>Plenary</b>		
	1. Ask learners to close their Coursebooks and notebooks. 2. Put the five functions from Activity 8 of the Coursebook (page 9) as headings in a table up on the board. 3. Elicit language for each of the categories: A checking if a person is busy B inviting C accepting D checking/arranging a time E refusing.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes and short stories; follow the dialogue and discern speaker's moods, relationship and intentions. (G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, making offers and requests and making suggestions. (G7.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly. Pose and respond to questions related to the current discussion, incorporate others into the discussion.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 7	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To practise reading for the main idea and reading for detail in a text about gift giving and celebrations. <b>Speaking:</b> To practise talking about personal experiences related to gift giving/receiving and to speculate about the meaning of a well-known saying. <b>Writing:</b> To practise writing a personal account of a celebration using target language/ vocabulary.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a text for the main idea and detail and answer comprehension questions</li> <li>• talk about personal experiences around gift giving/receiving</li> <li>• write a paragraph about personal experiences of a celebration.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Vocabulary of family members</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>sad, siblings, receive, gift, give, relatives, needy (noun), celebration, sweets, celebrate, valuable, share, meal</i> <b>Key expressions/structure:</b> <i>to give and receive, the opposite of, important dates</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may need reminding that in the two reading tasks on page 10 of the Coursebook, they will be reading for the main idea (in Activity 2) then reading for detail (in Activities 3 and 4).</li> <li>• For the first task, they can look for keywords to give them clues. It might be helpful to set a time limit for the first task to reinforce the need to skim the text rather than reading every word.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 10 Workbook page 10		

## UNIT 1 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Bring in a box (it can be an ordinary cardboard box, it should be quite small). Show the class the box and mime opening it, looking inside and smiling with excitement and happiness.</li> <li>2. Ask learners to guess what's in the box. Ask them to put up their hands and make suggestions. Elicit (or pre-teach) the words: <i>gift, present, give, receive</i>.</li> <li>3. Open the box and show the class what's inside. (It should be a question mark on a white piece of paper).</li> <li>4. Tell them you are going to play a game.</li> <li>5. Explain that the class must pass the box from one person to another, until the teacher says <i>stop!</i> The person who is holding the box when the teacher says stop, has to imagine there is a gift for them inside the box and say what it is.</li> <li>6. Explain that it can be anything, it doesn't have to be a material thing. Give some examples: <i>good exam results, sweets, a new computer, a holiday</i>.</li> <li>7. If you think it is more appropriate, you can have some gift ideas already written on pieces of paper inside the box, and as learners stop and open the box they take out one piece of paper and read it to the class.</li> </ol>
Resources	Main activity
Coursebook page 10	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 1.</li> </ol> <p><b>CORE</b> <b>Feedback</b></p> <p>Ask a pair of stronger learners to explain what the saying <i>It's better to give than receive</i> means. Ask the class if they agree or disagree with the saying.</p> <p><b>Answer</b></p> <p>The saying means that it is more personally rewarding/satisfying to give something to another person than it is to receive something yourself.</p>
Coursebook page 10	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Make sure that learners understand that they must skim the text in order to choose a title.</li> <li>2. Learners complete Activity 2.</li> </ol> <p><b>CORE</b> <b>Feedback</b></p> <p>If some learners get the answer wrong, ask a learner who got the correct answer to explain why they made their choice.</p> <p><b>Answer</b></p> <p>c The gift of giving</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow weaker learners to read the text in pairs (each reads half the text) and discuss the possible answers together before making a choice.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask stronger learners to think of an alternative title for the text. You could also ask them to think of a subtitle for each of the four paragraphs.</li> </ol>

<p><b>Coursebook page 10</b></p>	<p><b>Reading Activity 3</b></p> <p>1. Learners complete Activity 3.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to check their answers with the person next to them, before going through the answers with the class.</p> <p><b>Answers</b></p> <p>1 Each celebration involves giving/receiving gifts, eating special food and wearing new clothes.; 2 Some relatives came to Khalid's house from Dubai.; 3 Because Ali was sick and couldn't go visiting the neighbours.; 4 51 dirhams</p>
<p><b>Coursebook page 10</b></p>	<p><b>Reading: Activity 4</b></p> <p>1. Learners complete Activity 4</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p><b>Answers</b></p> <p>1 needy; 2 siblings; 3 sad</p>
<p><b>Workbook page 10</b></p>	<p><b>Activity 1</b></p> <p>1. Ask learners to complete the activity without referring back to the Coursebook or looking in a dictionary.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class.</p> <p><b>Answers</b></p> <p>1 needy = f: another word for <i>poor</i>  2 sad = a: a word which means the opposite of <i>happy</i>  3 siblings = e: another way to say <i>brothers and sisters</i>  4 relatives = c: a word that means the <i>people in your family</i>  5 gift = d: another word for <i>a present</i>  6 receive = b: a word which means the opposite of <i>give</i></p>
<p><b>Workbook page 10</b></p>	<p><b>Activity 2</b></p> <p>1. Advise learners to refer back to the structure and some of the vocabulary and expressions used in the text on page 10 of the Coursebook.</p> <p>2. Ask them to add some personal details about their own family (as Khalid did in paragraphs 3 and 4) rather than just describe the celebrations in general.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go around the class monitoring and helping where necessary. Ask for a volunteer to read out their paragraph. Ask learners to say whether their own family's celebrations are similar/different to the example that has been read out.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Ask weaker learners to write one sentence about each of the celebrations mentioned in the text.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask stronger learners to write an additional description of the meaning of the saying: <i>It's better to give than receive</i> at the end of their paragraph.</p>

Resources	Plenary		
	1. Ask learners to put their books away. Call out the definitions of the vocabulary in Activity 1 on page 10 of the Workbook. Ask learners to put up their hands and say the words that match the definitions. 2. Write anagrams on the board of some other words from the text and ask learners to guess the words, for example celebration, sweets, share.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.2.1.1.9) Discuss their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. (G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 7	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read for detail and to discern subtle differences in meaning between phrases. <b>Speaking:</b> To make requests and offers, ask permission to do something, ask for and give advice in a natural way using modal verbs. <b>Writing:</b> To write short pieces of advice using modal verbs.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• make requests and offers, ask permission to do something, ask for and give advice in the context of being a guest in a host's house</li> <li>• respond to requests, offers and advice appropriately</li> <li>• choose appropriate language to offer advice.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Basic vocabulary of objects (<i>bag, pen, ruler, ink</i>), food and drink (<i>water, fruit juice, hungry, thirsty</i>)</li> <li>• Meeting and greeting collocations (<i>shake hands, refuse/accept an invitation</i>)</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>host, guest, soles of feet, left, right, hungry, thirsty, borrow, ink, polite, rude, floor, offer, remove</i> <b>Key expressions/structure:</b> Modals: <i>shall, should, can, could, will, would, may, might</i> ; asking for and offering advice, asking for permission, offering to do something, making requests		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners who have Arabic as their first language may find even the politest forms in English rather direct. (In Arabic, there are, for example, many more words for the single English word 'please'.)</li> <li>• Teachers need to reassure learners that the polite forms in this lesson are completely acceptable in British culture and in other English-speaking cultures.</li> <li>• Strong learners could be taught things like the past continuous for making requests even more polite: <i>I was wondering if ...</i></li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 11 and 12 Workbook page 11		

## UNIT 1 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>Write the following on the board: <ul style="list-style-type: none"> <li>You receive a gift but you don't say thank you.</li> <li>You ask for something but you don't say please.</li> <li>You interrupt when someone else is speaking.</li> <li>You give a gift when you are invited to someone's house.</li> <li>You arrive late for class.</li> <li>You offer your seat to an older person. (Alternatively, choose some examples of typical situations that are considered rude/polite in the UAE.)</li> </ul> </li> <li>Put learners into small groups and ask them to talk about the situations on the board. Ask them to decide which show good and which show bad behaviour.</li> <li>Feedback with the whole class and elicit/pre-teach the words 'rude/impolite' and 'polite.'</li> </ol>
Resources	Main activity
Coursebook page 11	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>Elicit the noun 'invitation' from the verb 'invite'. Pre-teach the meaning of the verbs 'refuse', 'remove', 'offer', 'wear', as well as the nouns 'sole' (of feet) and 'floor'.</li> <li>Learners complete Activity 5 in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Teach the phrases <i>I agree with her/him</i> or <i>I don't agree with him/her, because ...</i></p> <p>Learners feedback on what they thought about the statements, saying whether they agree with their partner.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>It's better to accept, as Emirati put such an emphasis on hospitality, but if you must refuse, you have to give a very specific excuse.</li> <li>Incorrect. It is important.</li> <li>Yes, to a point, but arms and legs should be covered – clothing should be modest.</li> <li>True, particularly in the case of a man greeting a woman.</li> <li>Incorrect. It's important to eat and drink with the right hand.</li> <li>True. Showing the soles of the feet to other people is an insult.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>With weaker learners, accept simple 'true' or 'false' or 'I agree' or 'I don't agree' answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>With stronger learners, ask them to expand on their answers and to give examples.</li> </ol>
Coursebook page 11	<p><b>Use of English box</b></p> <ol style="list-style-type: none"> <li>Ask learners to read the <i>Use of English</i> box.</li> <li>Elicit the verb form that follows a modal verb in the question and affirmative form.</li> <li>Ensure that learners understand the difference between asking for permission (the speaker wants to do something) and requests (the speaker wants the listener to do something).</li> </ol> <p><b>CORE</b></p>

<p><b>Coursebook</b> page 11</p>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to read all of the sentence halves first before matching them.</li> <li>2. Learners complete Activity 6.</li> <li>3. Check answers with the class before learners practise saying the sentences in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>After the answers have been checked as a class, monitor the learners as they practise saying the sentences to each other. Check for pronunciation and sentence stress.</p> <p><b>Answers</b></p> <p>1 f; 2 a; 3 d; 4 b; 5 g; 6 c; 7 e</p>
<p><b>Workbook</b> page 11</p>	<p><b>Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to complete Activity 3.</li> <li>2. Have a whole-class discussion about why some phrases are politer than others.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Draw learners' attention to the modal verbs in the questions. Ask learners if they think they make the questions sound more or less direct.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Could I borrow a pen?</li> <li>2 Can I get you something to eat?</li> <li>3 Would you like some tea?</li> <li>4 May I have a glass of water?</li> <li>5 Should I stand up when a lady comes in?</li> <li>6 Where should I put my coat?</li> <li>7 Could I use your bathroom?</li> </ol>
<p><b>Workbook</b> page 11</p>	<p><b>Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 4.</li> <li>2. Explain that although some answers could match several questions, by process of elimination they should be able to find the best match for each one.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p><b>Answers</b></p> <p>1 e; 2 g; 3 b; 4 a; 5 c; 6 d; 7 f</p>
<p><b>Workbook</b> page 11</p>	<p><b>Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 5.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. On the board, write ✓ and X at the top of two columns.</li> <li>2. Ask volunteers to come up and write some of their ideas in the two columns.</li> <li>3. Have a class discussion about whether or not everyone agrees with the advice.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Weaker learners could refer back to Activity 5 on page 11 of the Coursebook to help them complete this task.</li> </ol>



	<b>Differentiation activities (Stretch):</b> 1. Stronger learners could add two or three more pieces of advice to the two columns.		
<b>Coursebook page 12</b>	<b>Reading: Activity 7</b> 1. Focus learners' attention on the title of the quiz <i>Are you a good guest?</i> Ask: <i>What do you think the quiz is going to be about?</i> 2. Focus on the pictures. Ask: <i>What can you see?</i> Ask learners to predict how the pictures and the title of the quiz are linked. 3. Explain the activity. Tell learners that they need to think about which phrase is politer and why. 4. Ask learners to complete the quiz. <b>CORE</b> <b>Feedback</b> When they have answered the questions and looked at the analysis, go through the quiz questions as a class asking for a show of hands for each option a, b or c. Finally, write the answers on the board, so that learners can see the politest options.		
	<b>Answers</b> The politest phrases are: 1a; 2b; 3a; 4c; 5b; 6a		
	<b>Differentiation activities (Support):</b> 1. Make a copy of the quiz and delete one of the options (the option in the middle in terms of politeness). Learners will then just have to choose between two extremes and not have to deal with subtlety of language.		
	<b>Differentiation activities (Stretch):</b> 1. Ask stronger learners to discuss whether they have ever asked any of the questions in the quiz, and whether they could think of any other questions that a guest might want to ask.		
<b>Resources</b>	<b>Plenary</b> 1. Clean the board and ask learners to close their books and roleplay the following situation: You have just arrived in the UAE and you need some advice about what to do in various social situations. Nominate learners to answer your questions and give you advice.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions for example, making offers and requests and making suggestions. (G7.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly. Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 7	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To consolidate learners' ability to identify vocabulary and grammar covering greetings, invitations and modal verbs. <b>Speaking:</b> To consolidate learners' ability to greet others, make and respond to an invitation. <b>Writing:</b> To practise and consolidate learners' ability to invite, arrange, accept and refuse in a natural sounding dialogue.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify a greeting, an invitation, giving advice, asking permission in a dialogue or text</li> <li>• end a conversation politely and respond to requests, offers and advice appropriately</li> <li>• greet someone and say goodbye formally and informally, invite someone, accept/refuse an invitation using the appropriate language.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Invitations</li> <li>• Modal verbs</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>hello, goodbye, please, thank you, office, permission</i> <b>Key expressions/structure:</b> Modals: <i>shall, should, can, could, will, would, may, might</i> ; asking for and offering advice, asking for permission, offering to do something, making requests, contrasting and comparing information		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to offer polite reasons to leave. Remind learners that these reasons can reference a prior engagement that cannot be changed, for example, a class, an appointment with a doctor, a family commitment.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 13 Workbook page 12		

## UNIT 1 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter									
Coursebook page 13	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>Put the table shown below on the board.</li> <li>Ask learners: <i>What have you learned this week?</i></li> <li>Ask learners to give an example of what they have learned. Record on the board examples of:</li> </ol> <table border="1"> <tbody> <tr> <td>Greeting</td> <td>Formal</td> <td>Informal</td> </tr> <tr> <td>Invitation</td> <td>Formal</td> <td>Informal</td> </tr> <tr> <td>Modal verbs</td> <td>Give a piece of advice</td> <td>Ask permission</td> </tr> </tbody> </table> <p><b>CORE</b></p>	Greeting	Formal	Informal	Invitation	Formal	Informal	Modal verbs	Give a piece of advice	Ask permission
Greeting	Formal	Informal								
Invitation	Formal	Informal								
Modal verbs	Give a piece of advice	Ask permission								
Resources	Main activity									
Coursebook page 13	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>Ask learners to read the dialogue individually. Check for any new vocabulary.</li> <li>Learners complete Activity 2 individually and then compare their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>If some learners get the answers wrong, ask a learner who got the correct answer to explain why they made their choice. Check understanding of the dialogue.</p> <p>Ask learners who they think the two people are (teacher/sports teacher and school pupil).</p> <p>Tell learners to read out the whole dialogue in pairs to practise their pronunciation. They should each take a turn being the teacher and the pupil.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>Hello ... / Good morning ...</li> <li>Would you like to come into my office? / Would you like to join the football team?</li> <li>You should practise every day. / You should definitely get your parents' permission.</li> <li>Could I talk to my parents first, please? / Could I let you know after the weekend?</li> </ol>									
Coursebook page 13	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>Ask learners to complete the dialogue with their own ideas.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask a couple of volunteers to read out their final lines in the dialogue.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Ask learners just to practise reading out the dialogue with correct pronunciation.</li> <li>Ask them to write a reason for Abdulrahman to leave. Help them to do this by giving them some possible excuses (for example: it's time for his next class) and writing an example sentence on the board.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Extend stronger learners by asking them to discuss what makes an appropriate reason to leave a meeting with a teacher.</li> </ol>									

<p><b>Coursebook</b> page 13</p>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to complete Activity 4.</li> <li>2. Have a whole-class discussion about how the informal language is different to the language in the dialogue.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask more confident learners to read out their dialogues, with another learner reading one of the parts.</p> <p><b>Differentiation activities (support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to make notes about their ideas for an informal conversation, or do this as a speaking exercise only, achieving just one or two of the requirements.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Extend stronger learners by asking them to create a longer dialogue between friends, including leaving politely.</li> </ol>
<p><b>Workbook</b> page 12</p>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to complete the crossword with the vocabulary from the box.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Answers</b></p> <p><b>Across</b></p> <p>1 kiss; 4 colleague; 8 wave; 9 hug; 10 fine; 11 hi; 12 chin</p> <p><b>Down</b></p> <p>2 shake; 3 bye; 5 older; 6 gesture; 7 bow; 10 friend</p>
<p><b>Workbook</b> page 12</p>	<p><b>Self-assessment</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to check that they can give an example of each of the skills in writing.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners of differing strength give their examples. Try to ensure that each learner uses different examples from those in the lesson starter.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Model an example of each skill and ask the learners to give their own examples.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to use each skill within a dialogue with a different topic. For example: <ul style="list-style-type: none"> <li>- asking a friend to visit your house,</li> <li>- asking an older relative for information</li> <li>- showing an unknown adult around your school.</li> </ul> </li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Play the formal or informal game.</li> <li>2. Read out expressions from the previous lessons (greetings / invitations / requests / asking advice / asking permission) and ask learners to call out 'formal' or informal'.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, making offers and requests and making suggestions.</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p>			

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LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 7	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' spoken accuracy in using question tags and modal verbs correctly. <b>Listening:</b> To develop learners' ability to recognise features of language which will give them clues about the relationship between the speakers. To develop learners' ability to listen for detail.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• choose a question type and modal verb to suit a social situation</li> <li>• use simple question tags to check information</li> <li>• infer the relationship between pairs of speakers</li> <li>• confirm that information is correct.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Make requests and offers</li> <li>• Ask permission to do something</li> <li>• Ask for and give advice in the context of being a guest in a host's house</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>possibly, valuable, project, digital, perhaps, related, project manager, contact details</i> <b>Key expressions/structure:</b> Modals: <i>shall, should, can, could, will, would, may, might</i> ; asking for and offering advice, asking for permission, offering to do something, making requests (revision); Question tags: <i>Isn't it? Won't you? Haven't you?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may not have met question tags before and at first glance, believe that they are genuine questions rather than ways of making small talk and checking information.</li> <li>• The teacher should be prepared with a number of examples to expand on the contexts in the Coursebook and the Workbook.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 14 Workbook pages 13 and 14 Audio Track 6		

## UNIT 1 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Brainstorm modal verbs that learners remember from the previous lesson and write them on the board.</li> <li>2. Ask them to give you an example of a phrase or question using each of the modals on the board. Encourage them to tell you the purpose of the questions (asking for advice, asking permission ...).</li> </ol>
Resources	Main activity
<b>Workbook page 13</b>	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Revise the meaning of 'collocation'. Pre-teach 'use first name', 'make eye contact' and revise 'shake hands'.</li> <li>2. Ask learners to complete Activity 1.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to tell you the answers and write them on the board.</p> <p><b>Answers</b></p> <p>You should use <i>Mr, Mrs, Miss</i> and the family name of the person.</p> <p>You can shake hands when you meet some people.</p>
<b>Workbook page 13</b>	<p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to give you examples of questions a host might ask a guest if they've just arrived at their house after a long journey.</li> <li>2. Ask them to complete Activity 2, but make it clear that sometimes more than one modal verb is possible.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to tell you the answers and write them on the board.</p> <p><b>Answers</b></p> <p>Can I make/get you a sandwich?</p> <p>May/Could I use your computer to send an email?</p> <p>You should go to bed and get some rest.</p> <p>What should I buy for my parents?</p>
<b>Coursebook page 14</b>	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Put learners into pairs.</li> <li>2. Teach learners some basic language of speculation, for example: <i>Perhaps/Maybe they're ... (related / colleagues / neighbours)</i>.</li> <li>3. Learners complete Activity 1.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Find out what most learners think about the picture.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

<b>Coursebook page 14</b>	<p><b>Speaking tip</b></p> <p>1. Focus learners' attention on the <i>Speaking tip</i>. Answer any queries that they may have. Point out that they will hear examples of making requests sound more polite in the listening activity.</p>
<b>Coursebook page 14</b> <b>Audio Track 6</b>	<p><b>Listening: Activity 2</b></p> <p>1. Learners decide which conversation matches the picture at the top of the page.</p> <p><b>CORE</b></p> <p><b>Answer</b></p> <p>Conversation 2 matches the picture.</p>
<b>Coursebook page 14</b> <b>Audio Track 6</b>	<p><b>Listening: Activity 3</b></p> <p>1. Learners complete Activity 3.</p> <p>2. Encourage learners to make notes to answer the questions as they listen.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to tell you the answers and write them on the board. Make sure that you write exactly what the learners tell you on the board at this point as they are going to listen again and correct anything they have got wrong. Don't be tempted to correct now.</p> <p><b>Answers</b></p> <p>1</p> <p><b>Conversation 1:</b> Yasmin's relationship with her grandmother is informal. Yasmin uses <i>can</i> rather than <i>could</i> to make requests, which is more informal.</p> <p><b>Conversation 2:</b> Mr Naji and Mr Paul's relationship is formal; they are business colleagues. It's clear from the use of <i>Mr</i> + surname or first name that the first conversation is formal. The speakers also use more polite modal verbs, for example <i>may</i> and <i>could</i> instead of <i>can</i>.</p> <p>2</p> <p><b>Yasmin:</b> Can I please borrow your camera?; It's digital, isn't it?; Can I please take it to school tomorrow?</p> <p><b>Mr Naji:</b> May I ask you something?; Well, you've nearly finished working on this project, haven't you?; So, now you'll be looking for another project to work on, won't you?; Could I possibly send him your contact details?</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Help learners answer question 2 by giving them the following gapped questions to complete on a second listening.</p> <p>Yasmin:</p> <p>1 _____ I please borrow your camera?</p> <p>2 _____ I please take it to school tomorrow?</p> <p>Mr Naji:</p> <p>3 _____ I ask you something?</p> <p>4 _____ I possibly send him your contact details?</p> <p><b>Answers</b></p> <p>Yasmin: 1 Can; 2 Can</p> <p>Mr Naji: 3 May; 4 Could</p>



	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to listen again and check their answers to Activity 3, adding in any words that they have missed so that they have the complete questions, including question tags.</p>
Coursebook page 14	<p><b>Listening: Activity 4</b></p> <p>1. Play the audio again.</p> <p>2. Ask learners to complete the activity.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners for answers and write them on the board.</p> <p><b>Answers:</b></p> <p>1c; 2a; 3b</p>
Coursebook page 14	<p><b>Use of English</b></p> <p>1. Focus learners' attention on the <i>Use of English</i> box.</p> <p>2. Read through the information and answer any questions.</p> <p><b>CORE</b></p>
Coursebook page 14	<p><b>Activity 5</b></p> <p>1. Ask learners to complete the activity.</p> <p>2. Help learners by reminding them that the question mark goes at the end of each question after the question tag.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners for answers and write them on the board.</p> <p><b>Answers</b></p> <p>1 You've done your homework, haven't you?; 2 We'll have lots of fun on holiday, won't we?; 3 The shop is open tomorrow, isn't it?; 4 She's Omar's sister, isn't she?; 5 You're in my brother's class, aren't you?; 6 They've got a new car, haven't they?</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Put learners into pairs to complete the task.</p> <p>2. Write the first and last words for each question on the board, drawing the correct number of spaces between the words to give extra help.</p> <p>3. Monitor and give support.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to practise saying the questions in pairs and think of responses if they can. Check pronunciation and intonation.</p> <p>2. Ask them to make up two similar questions of their own.</p>

<b>Workbook page 14</b>	<b>Activity 3</b> 1. Learners complete the two conversations. 2. Remind learners to look for clues (the verb at the beginning of the question) when deciding which question tag to use. Question tags are also followed by question marks. <b>DESIRABLE</b> <b>Feedback</b> Check answers with the class and write them on the board.  <b>Answers:</b> <b>1 isn't it?; 2 possibly; 3 isn't it?; 4 shouldn't I?; 5 possibly</b>		
<b>Resources</b>	<b>Plenary</b>		
<b>Board</b>	1. Ask learners to remember the function of question tags. Say that they are to check information, but they are also to make 'small talk': to encourage people to say more. 2. Ask learners the sort of questions it's acceptable to ask when they first meet someone and write them on the board. For example: <i>Are you Nahla's brother? Are you in my brother's class?</i> 3. Change the questions on the board into statements, and ask learners to add the question tag. For example: You write: <i>You're Nahla's brother</i> , learners call out: <i>aren't you?</i> You write: <i>You're in my brother's class</i> , learners call out: <i>aren't you?</i>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.1.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations (for example, requesting and giving information, giving advice using <i>If I were ... I would</i> , expressing opinions, agreement and disagreement); confirm or check information using question tags. (G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes and short stories; follow the dialogue and discern speaker's moods, relationship and intentions. (G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example making suggestions.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 7	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To understand common expressions such as: <i>Congratulations / Well done / Happy New Year</i> . <b>Listening:</b> To listen to situations and identify the function of modal verbs. <b>Writing:</b> To complete conversations using modal verbs to ask for advice and permission and respond appropriately.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use common expressions such as: <i>Congratulations / Well done / Happy New Year</i> appropriately</li> <li>• identify the functions of modal verbs in conversation</li> <li>• use modal verbs to ask for advice and permission and respond appropriately.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Modal verbs</li> <li>• Common expressions</li> </ul> <b>21<sup>st</sup> Century Skills</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>Congratulations! Goodnight. Sleep well. Well done! Happy New Year! Have a good holiday. Have a good weekend. Nice to meet you. See you later. Welcome to ...</i> <b>Key expressions/structure:</b> Modals: <i>shall, should, can, could, will, would, may, might</i> ; asking for and offering advice, asking for permission, offering to do something, making requests		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners can confuse permission and requests. Remind learners of the difference between asking for permission = <i>Can I</i>, and making requests = <i>Can/could you</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 15 Workbook page 15 Audio Track 7		

## UNIT 1 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners if they know any expressions.</li> <li>2. Give an example, such as <i>Congratulations!</i>, and ask if they can think of any others.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 15</b>	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they are going to read some expressions that are used in different situations.</li> <li>2. Read through the expressions as a class. Focus on pronunciation.</li> <li>3. Discuss the meaning of each expression with the learners.</li> <li>4. Ask individual learners to tell the class what each expression is in their language.</li> </ol> <p><b>CORE</b></p>
<b>Coursebook page 15</b>	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 2.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class.</p> <p><b>Answers</b></p> <p>1 Happy New Year!; 2 Congratulations! / Well done!; 3 Nice to meet you.; 4 Welcome to ...; 5 Have a good weekend.; 6 Goodnight, sleep well.; 7 See you later.; 8 Have a good holiday.</p>
<b>Workbook page 15</b>	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners read the phrases in the speech bubbles and use them to complete the conversations.</li> <li>2. When they have finished, they can compare their answers with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class.</p> <p><b>Answers</b></p> <p>1 Welcome!; 2 Nice to meet you.; 3 Goodnight. Sleep well.; 4 Have a good holiday.; 5 Well done!; 6 See you later.</p>
<b>Coursebook page 11</b>	<p><b>Use of English: Modals</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look back at the <i>Use of English</i> box on page 11.</li> <li>2. Briefly revise each category with the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check understanding by asking individuals to give examples.</p>

<p><b>Coursebook</b> page 15 <b>Audio Track 7</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they are going to listen to people speaking in five different situations and that they have to decide what the purpose of the modal verb is in each one.</li> <li>2. Play the audio once for learners to familiarise themselves with the content.</li> <li>3. Play the audio a second time, pausing after each scenario, and ask learners to explain the scenario briefly, for example who is speaking to whom.</li> <li>4. Ask learners to note down the purpose of the modal verb for each dialogue.</li> <li>5. Play the audio a third time, pausing after each situation to allow time for learners to decide which response is appropriate.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Allow for a range of answers and encourage learners to give reasons for their choice.</p> <p><b>Answers</b></p> <p>1 b: offering to do something 2 a: giving advice 3 d: making a request 4 c: asking permission 5 a: asking for advice</p>
<p><b>Coursebook</b> page 15</p>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners match the responses to the sentences in Activity 3.</li> </ol> <p><b>Feedback</b></p> <p>Allow for a range of answers and encourage learners to give reasons for their choice.</p> <p><b>Answers</b></p> <p>1 Yes, that would be helpful. 2 Thank you, I will. 3 It's over there on the right. 4 Yes, of course you can. 5 No, that's not a good idea.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. If learners struggle to choose an answering phrase, allow one word answers, for example: <i>yes, no, thank you.</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners whether any of the responses can be used for more than one of the statements. Can they think of other appropriate responses?</li> </ol>
<p><b>Workbook</b> page 15</p>	<p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 2.</li> <li>2. Ask learners to compare answers with the person sitting next to them.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to indicate if they are unsure of the correct answer after comparing. Make it clear that in two of the questions both <i>could</i> and <i>can</i> are possible. <i>Could</i> is just more formal/polite.</p> <p><b>Answers</b></p> <p>1 Can; 2 should; 3 Could/Can; 4 Should; 5 Could/Can</p>

<b>Workbook</b> <b>page 15</b>	<p><b>Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners complete Activity 3.</li> <li>Ask learners to compare answers with the person sitting next to them.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class. Write answers on board.</p> <p><b>Answers</b></p> <p>a 2 or 4; b 1; c 5; d 3</p>
<b>Coursebook</b> <b>page 15</b>	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>Play the audio again to remind learners of the dialogues.</li> <li>In pairs, learners write five short dialogues. Allow enough time for them to work.</li> <li>Circulate and offer support, including help with new words.</li> <li>Remind learners to use the full range of sentence types in the <i>Use of English</i> box on page 11.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to roleplay their dialogues in pairs. Monitor and support.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Suggest learners use responses from Activity 3.</li> <li>If learners are struggling, encourage them to do just one or two types of sentence, for example: focus on advice or requests.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners can build short dialogues with 2–3 responses for each speaker.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Practise the expressions from Coursebook Activity 1 on page 15, by writing the following on pieces of paper and distributing among the learners. <ul style="list-style-type: none"> <li><i>I'm visiting your country.</i></li> <li><i>It's the first day of the year.</i></li> <li><i>Goodbye</i></li> <li><i>Hello</i></li> <li><i>It's time to go to bed.</i></li> <li><i>It's the end of the week.</i></li> </ul> </li> <li>Ask all the learners to stand up, and ask those with the pieces of paper to circulate around the class reading the phrases/situations to other learners who must respond with the correct expression: <ul style="list-style-type: none"> <li><i>Welcome to the UAE.</i></li> <li><i>Happy New Year!</i></li> <li><i>See you later.</i></li> <li><i>Nice to meet you.</i></li> <li><i>Goodnight, sleep well.</i></li> <li><i>Have a good weekend.</i></li> </ul> </li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes and short stories; follow the dialogue and discern speaker’s moods, relationship and intentions.</p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example making suggestions.</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p>			

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LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 7	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss the purposes of written communication and different types of written communication. <b>Reading:</b> To read an informal letter and answer comprehension questions. To understand a formal and informal letter and recognise the different parts of a letter.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify the parts of a personal letter</li> <li>• infer information from within a personal letter</li> <li>• identify formal and informal language in a personal letter.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Modal verbs</li> </ul> <b>21<sup>st</sup> Century Skills</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>letter, email, text message, dear, envelope, address, greeting, farewell, signature, homesick, postcards</i> <b>Key expressions/structure:</b> Modals: <i>shall, should, can, could, will, would, may, might</i> ; asking for and offering advice, asking for permission, offering to do something, making requests		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle with identifying the differences between formal and informal letters.</li> <li>• Focus on the greeting and farewell, as this is where the greatest difference lies. Within the body of the letter, more formal letters avoid using contractions (<i>it's, she's, etc.</i>) and provide more precise detail of any information referenced (for example: <i>on 2nd May vs last week some time</i>).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 16 Workbook pages 16–17		



## UNIT 1 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 16	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>Learners complete Activity 6.</li> <li>Ask learners how they communicate in writing.</li> <li>Prompt learners to think about text messages, emails, formal and informal letters.</li> <li>Ask learners to think of a time when they would use each type of communication. For example: text message for brief exchange of information with friends; email: usually informal communication with friends, sometimes formal communication; letters to friends to pass on information and personal feelings; letters to friends or relatives to express gratitude or give information; formal letters to organisations or senior individuals to give or request information.</li> </ol> <p><b>CORE</b></p>
Resources	Main activity
Coursebook page 16	<p><b>Reading: Activity 7</b></p> <ol style="list-style-type: none"> <li>Ask learners to look at the text. Ask them what type of text they think it is. You can ask questions like: <i>Does it look like a poem? Like a story? Like an email?</i> until they say a personal letter.</li> <li>Invite learners to look at the elements in the letter on the right corner (address and date). Explain to learners that the date can also be to the left. Then a greeting on the left, the body of the letter (occupying most of the space in the letter), the farewell, and signature at the bottom.</li> <li>Tell learners to read the letter.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite individual members of the class to share their thoughts to ensure they are all ready to begin reading the letter.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Direct learners to the main body of the text so that they don't spend time worrying about the meaning of words within the address.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask learners to think about what they can infer about Hamdah from her letter to Sana. For example: are they close friends?</li> </ol>
Coursebook page 16	<p><b>Reading strategy</b></p> <ol style="list-style-type: none"> <li>Focus learners' attention on the <i>Reading strategy</i>.</li> <li>Explain anything they are unsure of.</li> </ol>
Coursebook page 16	<p><b>Writing: Activity 8</b></p> <ol style="list-style-type: none"> <li>Ask learners to tackle questions individually, writing down their answers.</li> <li>When most of the learners have attempted all the questions, ask them to share their answers with the class, including their reasons for their answers. Ask probing follow-up questions if necessary, for example: <i>Which words tell you that?</i></li> <li>Ask learners, <i>What is the purpose of the text?</i> (Answer: to share feelings and information with a friend). Prompt learners to find the following in the text: asking for advice, asking permission, requesting and offering.</li> </ol>

	<p><b>CORE</b></p> <p><b>Feedback</b> Check understanding of answers from the class. Model appropriate answers if learners have difficulty and ask them to find other words in the text to support the inference.</p> <p><b>Answers</b></p> <p>1. Malaga, Spain; 2. Abu Dhabi; 3. She thinks it is interesting, but she is homesick and wants to be back in Abu Dhabi. She uses the word 'homesick'.; 4. Hiking in the mountains and walking in villages.; 5. Pottery and postcards.</p> <p><b>Differentiation activities (Support):</b> 1. Ask learners to work in pairs to answer the questions. They should discuss their answers and try to agree on what is the relevant part of the text for each answer.</p> <p><b>Differentiation activities (Stretch):</b> 1. Ask learners to use quotations from the letter to support their answers. Ask them to talk about the negatives and positives of Hamdah's stay in Spain according to her letter.</p>
<p><b>Workbook page 16</b></p>	<p><b>Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Read the letter out loud to the class, or ask class members to take turns reading out a sentence of the letter each. Correct pronunciation where necessary.</li> <li>2. Ask learners to add the labels to the leader lines to show the address, date, greeting, body of letter, farewell and signature of the letter.</li> <li>3. Ask the class how formal they think this letter is.</li> <li>4. Encourage learners to compare the letter to the one in the Coursebook.</li> <li>5. Ask: <i>Why is it more formal?</i> (Because the writer is writing to a teacher rather than a friend.)</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Circulate around the class checking work.</p> <p><b>Answers</b></p> <p>1 address; 2 date; 3 greeting 4 body of letter; 5 farewell; 6 signature;</p> <p><b>Differentiation activities (Support):</b> 1. Allow learners to work in pairs.</p> <p><b>Differentiation activities (Stretch):</b> 1. Ask learners to make a list of differences between the two letters.</p>
<p><b>Workbook page 17</b></p>	<p><b>Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to complete the table comparing formal and informal content in the letters.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Circulate around the class checking work.</p>

Answers			
Feature	Informal	Formal	Same or different?
<b>Information in the letter</b>	It arrived last week.	I received it on the 10th of October.	Different: formal is more precise.
<b>Greeting</b>	Hi	Dear	Different: formal is more polite.
<b>Use of contracted verbs (I'm, I've, we'll)</b>  <b>Or</b> <b>Use of full forms (I am, I have, we will)</b>	It's time for dinner. I can't wait	I have been here.  I am looking forward to ...	Different: full forms more usual in formal letters.
<b>Sign off</b>	Lots of love	Best wishes	Different: formal more reserved.
<b>Signature</b>	Hamdah	Hamdah Saadi	Different: formal used full name.
<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Focus on the greeting, farewell and signature. Why are the formal and informal letters different here? (It shows how well the writer and recipient know each other.)</li> <li>2. How would learners speak to friends and teachers in person?</li> </ol>			
<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to think about the tone of the letters. What makes the first letter more informal than the second?</li> <li>2. Ask them to think about how personal the information is about feelings in the first letter and find examples of the differences between the letters.</li> <li>3. What other ways does the language differ – names, descriptions.</li> </ol>			
Resources	Plenary		
<b>Board</b>	<ol style="list-style-type: none"> <li>1. Write up greetings and farewells from letters on the board (mix up the formal and informal phrases).</li> <li>2. Point to the phrases one by one and ask learners to stand up if they think they are formal or remain sitting if they think they are informal. Formal – <i>Dear, Sir, Yours faithfully, Sincerely</i> Informal – <i>Hi, Dearest, Love from, See you soon</i></li> <li>3. Ask learners to think of more phrases to write on the board.</li> <li>4. Allow them to come up and write the phrase (correct if necessary) and ask the class to again stand or sit depending if the phrases are formal or informal.</li> <li>5. You might want to have another movement or gesture for when a phrase is neutral, for example, moving the head from side to side, waving, putting hands in the air.</li> </ol>		

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G7.1.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations.</p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, making assumptions and predictions, expressing opinion.</p> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting and evaluating text information in relation to preferences or purposes).</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.2.1.2) Identify an author's point of view or purpose in a text.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 11</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Speaking:</b> To talk about visits to other countries / friends and relatives.</p> <p><b>Listening:</b> To listen to and understand a description of a visit to London. Take notes on the main points in a narrative about a trip to London.</p> <p><b>Reading:</b> To read sentences from a description and choose appropriate vocabulary.</p> <p><b>Writing:</b> To identify the parts of a letter and write an informal letter about a trip to London.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• talk about trips to other countries/friends and relatives</li> <li>• listen for key information and make notes from listening to a description</li> <li>• find information from a recorded account</li> <li>• write an informal letter.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Features of an informal letter. General vocabulary of visiting other countries, travel, families.</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>trip, holiday, visit, neighbourhood, museum, theme park, address, signature, date, greeting, farewell</i></p> <p><b>Key expressions/structure:</b> Recounting events – present perfect: <i>I have been</i>; expressing likes and dislikes.</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners are working with a lengthy audio track and it can be difficult to find just the information needed.</li> <li>• If learners are struggling, pause the audio after each paragraph and ask learners whether there is anything they need to note down.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 17  Workbook page 18  Audio Track 8</p>		

## UNIT 1 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 17	<ol style="list-style-type: none"> <li>1. Ask learners to look at the photo at the top of the page.</li> <li>2. Ask: <i>Which city is this? Which country is it in? Which continent is the country in?</i></li> <li>3. Ask learners to put up their hands if they have visited London before, and ask them to say a few words about their trip.</li> </ol>
Resources	Main activity
Coursebook page 17	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 1.</li> <li>2. Tell learners that today they will hear an audio recording of someone talking about a trip and then they will write a letter.</li> </ol>
Coursebook page 17	<p><b>Listening strategy</b></p> <ol style="list-style-type: none"> <li>1. Focus learners' attention on the <i>Listening strategy</i>. Explain anything they are unsure of.</li> </ol>
Coursebook page 17 Audio Track 8	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners you are going to play them an audio recording of Omar speaking about his trip to London. Pre-teach any vocabulary learners may need: <i>trip, holiday, visit, neighbourhood, museum, theme park</i>.</li> <li>2. Explain that they are going to make notes under the headings in the Coursebook.</li> <li>3. Explain that they only need to write words and phrases in the columns, not full sentences.</li> <li>4. Play the audio twice to allow learners a chance to listen carefully and make plenty of notes.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check understanding by asking questions to the whole class. Are there any words that learners don't understand?</p> <p><b>Answers</b></p> <p><b>Where is Omar from?:</b> Dubai</p> <p><b>Why is he in London?:</b> It's less hot. His parents want him to get to know his cousins and improve his English.</p> <p><b>What does he miss about Dubai?:</b> seeing his friends</p> <p><b>What is he doing in London?:</b> seeing his cousins, cycling in the park sometimes, going to a theme park, playing computer games with cousin Ahmed</p> <p><b>What is the same as Dubai and what is different?:</b></p> <p><b>Same:</b> he can cycle in both, spending time with people</p> <p><b>Different:</b> weather, not as much cycling, cousins rather than friends, computer games instead of going to mall</p>

<p><b>Workbook page 18</b> <b>Audio Track 8</b></p>	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they will need to listen to the audio (Track 8, Coursebook) and fill in the gaps in the text.</li> <li>2. Ask them to read all the sentences carefully, and then the words in the box at the top.</li> <li>3. Play the audio track again. Check that learners have heard the sentences. If necessary, play the track a final time.</li> <li>4. Ask learners to read the complete sentences out loud, checking their pronunciation.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through answers with the class.</p> <p><b>Answers</b></p> <p>1 hot; 2 want; know; 3 first; 4 parks; 5 theme; 6 computer; 7 taller; brown; 8 home</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the sentences and the words in the box carefully.</li> <li>2. Working in pairs, they can decide which words should go in each gap before listening to the audio track.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to cover the word box and complete the gaps using only the audio track.</li> </ol>
<p><b>Workbook page 18</b></p>	<p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Before learners write their letters (in Activity 3 in the Coursebook page 17) use this activity to remind them of the different features they should put in.</li> <li>2. Ask the learners to work in pairs to unscramble the words.</li> <li>3. When all the words are unscrambled, draw a letter-shaped rectangle on the board and ask learners to write where each feature of a letter should go.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through answers with the class.</p> <p><b>Answers</b></p> <p>greeting; address; body of letter farewell; signature; date</p>
<p><b>Coursebook page 17</b></p>	<p><b>Writing tip</b></p> <ol style="list-style-type: none"> <li>1. Focus learners' attention on the <i>Writing tip</i>. Explain that the advice will help them organise their work.</li> </ol>
<p><b>Coursebook page 17</b></p>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they will now write a letter from Omar to his parents. Remind them it is an informal, personal letter.</li> <li>2. Remind learners to look at the table of information they gathered from the audio track.</li> <li>3. Learners should include an appropriate greeting (<i>Dear/Hi Mum and Dad</i>) then three paragraphs with information about how Omar feels about Dubai, what he is doing in London and a comparison of the two places.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to read each other's letters and compare.</p>

	<b>Differentiation activities (Support):</b> 1. Learners can write a single, simple sentence for each paragraph. For example: <i>I miss being in Dubai with my friends.</i> <i>I am having a good time with my cousins in London – we went to the park.</i> <i>It is much cooler in London than it is in Dubai.</i>		
	<b>Differentiation activities (Stretch):</b> 1. Encourage learners at this level to think about how Omar feels, and to think about the purpose of his letter: does he want to reassure his parents he is having a good time or does he want them to let him come home early? 2. Ask learners to add another paragraph about what he will be doing in future. 3. If there is time, ask learners to think about whether there are any requests for permission or advice, or offers of help that Omar could make to his parents in his letter.		
<b>Resources</b>	<b>Plenary</b>		
	1. Ask learners to read out their letters to the whole class. 2. Ask learners if they think it reflects what was in the audio track. 3. Ask how they think Omar’s parents would feel if they got the letter.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes and short stories; follow the dialogue and discern speaker’s moods, relationship and intentions. (G7.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly. Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something			



LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 7	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss the meaning of a text. <b>Reading:</b> To read a magazine article for the main idea, for detail and specific information. To infer the meaning of words from context and check meaning in a dictionary. <b>Writing:</b> To write down and summarise and categorise information from a magazine article about moving abroad.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a magazine article</li> <li>• look up words in a dictionary and work out meanings from context</li> <li>• evaluate information from a text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary of travel and trips, family, work and jobs</li> </ul> <b>21<sup>st</sup> Century Skills</b> <ul style="list-style-type: none"> <li>• Global awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing</li> </ul>		
<b>Key vocabulary:</b> <i>magazine, article, travel, move, decision, friends, identity, disrupt, flexible, isolated, influence, mobile</i> <b>Key expressions/structure:</b> Headlines, sub headings and layout of magazine articles; <i>to take the plunge, a bit of a handful</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners are sometimes daunted by long texts and can get distracted by looking up every unfamiliar word in a dictionary.</li> <li>• Encourage learners to pay attention to the <i>Language tip</i> on page 18 of the Coursebook.</li> <li>• Encourage the technique of guessing the meaning of words by their context and proximity to other words.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 18 Workbook pages 19 and 20		

## UNIT 1 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

<b>Resources</b>	<b>Starter</b>
Coursebook page 18	<ol style="list-style-type: none"> <li>1. Explain to the class that today they are going to read a magazine article.</li> <li>2. Ask: <i>What magazines do you read? In English or Arabic?</i></li> <li>3. Ask: <i>What type of magazines are there?</i> (For example: hobbies and interests, entertainment, current affairs, lifestyle, sport, music.)</li> </ol>
<b>Resources</b>	<b>Main activity</b>
Workbook page 19	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that before reading the article in the Coursebook, they need to look up some words.</li> <li>2. Ensure learners have access to dictionaries in pairs or individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Go through the answers with the class. Have learners call out definitions and write these along with the word up on the board.</li> <li>2. Remind learners that sometimes words can appear as part of a phrase, for example <i>take the plunge</i> is a collocation meaning to go ahead and do something.</li> </ol> <p><b>Answers:</b></p> <p>blog: an online diary  disrupt: interrupt, cause a disturbance  flexible: able to change and adapt  identity: the fact of being who a person is  isolated: having minimal contact or little in common with others  plunge: to jump or dive quickly  uproot: to move (someone) from their home or a familiar location</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Have definitions for the words ready and ask learners to simply match these to the words.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that a dictionary sometimes has two or more definitions of a word.</li> <li>2. Learners need to use context to work out the correct definition for this piece of writing. Ask them to write an example sentence with each word to demonstrate their understanding of its meaning.</li> <li>3. For example: <i>I write a blog about homework tips.</i></li> </ol>
Workbook page 19	<p><b>Study skills: Using a dictionary</b></p> <ol style="list-style-type: none"> <li>1. Focus learners' attention on the advice for using a dictionary.</li> <li>2. Go through the advice and make sure they understand it all.</li> </ol>
Coursebook page 18	<p><b>Language tip</b></p> <ol style="list-style-type: none"> <li>1. Before they read the text, focus learners' attention on the advice in the <i>Language tip</i> box. Make sure they understand the advice and answer any questions.</li> </ol>

<p><b>Coursebook page 18</b></p>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to skim read the magazine article in the Coursebook. Give them just two minutes, not enough time to read the whole article, then ask them what they think the article is about. Answers should include: <i>family, travel, moving away</i>.</li> <li>2. Ask the whole class how they know what it is about without reading the whole article.</li> <li>3. From skimming and scanning, clues include: the picture of the family (Coursebook, page 19), the headline of the article implies distance, the subheadings include 'The travellers'.</li> <li>4. Ask what features of a magazine article, learners can identify, following the previous question: <i>headlines, pictures, sub headings, introductory paragraph to whole article</i>.</li> <li>5. Look at each of the subheadings. Ask learners what they think will be written about under each one.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check learners' understanding through questioning.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow weaker learners to work in pairs and read half the article each, before sharing their ideas.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Stronger learners can write a one-line summary of the main idea contained in the article.</li> </ol>
<p><b>Coursebook page 18</b></p>	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read through the text carefully now, either individually or in pairs. There are likely to be some words that are unfamiliar. A few of these have been underlined. Ask learners to work out their likely meaning from the context.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p><b>Answers</b></p> <p>mobile: able to move around  influence: being able to affect behaviour and character  a bit of a handful: colloquial collocation meaning boisterous  worried: anxious, troubled  benefitted: to get an advantage or something positive from something</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage small group discussion about likely meaning of words and give the group a dictionary to help their discussion.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to look at the tone of the phrase <i>a bit of a handful</i>. Is it a positive or negative description of the children?</li> </ol>

<b>Workbook page 19</b>	<p><b>Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to answer the comprehension questions about the text in the Coursebook individually.</li> <li>2. When they have finished, ask them to swap answers with a partner and discuss how they have done. Circulate around checking that the pairs have agreed the correct answers, giving feedback as necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class and write them on the board.</p> <p><b>Answers</b></p> <p>1 b; 2.b; 3 c; 4 c; 5 a</p>
<b>Workbook page 20</b>	<p><b>Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write down positive and negative things the Ansari family said about moving to London, working in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p><b>Answers</b></p> <p><b>Positive:</b> staying together as a family, boys have influence of both parents, making new friends, understanding their own Emirati identity better</p> <p><b>Negative:</b> disrupt boys' education, didn't have any family or friends there, living in a flat instead of a villa</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Get learners to focus on copying relevant text from the article into the correct box in the table.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to look at parts of the text that discuss the pros and cons of staying in Dubai and ask them to put these in the correct boxes in the table.</li> <li>2. Is there anything not directly written in the text that they can infer?</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p>
	<ol style="list-style-type: none"> <li>1. Ask learners to say what they think the Ansari family feel about moving abroad for work. (What is their point of view?)</li> <li>2. How does the format of the magazine present the information?</li> <li>3. Is there anything that would have made it easier? (Prompt for more pictures, different headings, pulled out quotes to show the most important points.)</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails), in print or digital format, within a range of complexity appropriate for Grade 7; students interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting and evaluating text information in relation to preferences or purposes).</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries or reports.</p> <p>(G7.3.2.1.2) Identify an author's point of view or purpose in a text, and analyse how the author acknowledges or responds to conflicting evidence or viewpoints.</p> <p>(G7.3.2.1.4) Identify structural features of popular media (for example, newspapers, magazines, online information) and use the features to obtain information.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone.</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement or contrast.</p> <p>(G7.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>(G7.4.1.1.3) Summarise the main points of a read text using keywords from the text as needed.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 13</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss the meaning of a reading text. <b>Reading:</b> To read a magazine article for general meaning and key information. <b>Writing:</b> To write their own conclusion to the magazine article and express their own opinions on the topic.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a magazine article</li> <li>• look up words in a dictionary and work out meanings from context</li> <li>• evaluate information from a text</li> <li>• write a conclusion to an article and express personal opinions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary of travel and trips, family, work and jobs</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>magazine, article, travel, move, decision, friends, identity, disrupt, isolated, support, roots</i> <b>Key expressions/structure:</b> Headlines, sub-headings and layout of magazine articles		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners are sometimes daunted by long texts and can get distracted by looking up every unfamiliar word in dictionary.</li> <li>• Encourage learners to skim the article.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 19 Workbook page 21		

## UNIT 1 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter																		
Coursebook page 19	<ol style="list-style-type: none"> <li>1. Ask learners to form small groups and discuss what they remember about the magazine article they read in the previous lesson.</li> <li>2. Feedback with whole class briefly and write a few key ideas on the board.</li> <li>3. Explain to the class that today they are going to read the second part of the magazine article.</li> <li>4. Briefly remind learners of the features of magazine articles: headline, sub-headings, pictures.</li> </ol>																		
Resources	Main activity																		
Coursebook page 19	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to skim the second part of the article. Give them a minute or two, then ask what they think it is about.</li> <li>2. Confirm that it is another interview with a family with a different experience of the same issue of international travel for work.</li> <li>3. Ask learners to try to guess the meaning of any new words from context, and to look them up in a dictionary <i>only</i> if necessary for the understanding of the main information.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that the class understand that the article is about the same topic as the article in the previous lesson.</p>																		
Workbook page 21 (Coursebook pages 18 and 19)	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to read the interviews with both families again, on pages 18 and 19 of the Coursebook.</li> <li>2. Learners will need to work in pairs or small groups to complete the table comparing and contrasting the experiences of the two families.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have the table up on the board, ask learners to call out information and fill in the categories as a class.</p> <p><b>Answers</b></p> <table border="1"> <thead> <tr> <th></th> <th>What is the same?</th> <th>What is different?</th> </tr> </thead> <tbody> <tr> <td>The families</td> <td>Two parents and two children.</td> <td>Children are 2 boys in fam 1 and boy/girl in fam 2. Girl in fam 2 is slightly older.</td> </tr> <tr> <td>What decision did they have to make?</td> <td>Whether to move abroad for work for two years.</td> <td>Fam 1 to London. Fam 2 to Paris.</td> </tr> <tr> <td>What were they concerned about?</td> <td>Disrupting the children's education. Not having any friends or family there. Emirati identity.</td> <td>Fam 1: The children needed to have the influence of both parents. Fam 2: mother doesn't speak the language well.</td> </tr> <tr> <td>What did they decide to do?</td> <td></td> <td>Fam 1: all go. Fam 2: father go, mother and children stay.</td> </tr> <tr> <td>Was it the right decision?</td> <td>Yes, for them.</td> <td></td> </tr> </tbody> </table>		What is the same?	What is different?	The families	Two parents and two children.	Children are 2 boys in fam 1 and boy/girl in fam 2. Girl in fam 2 is slightly older.	What decision did they have to make?	Whether to move abroad for work for two years.	Fam 1 to London. Fam 2 to Paris.	What were they concerned about?	Disrupting the children's education. Not having any friends or family there. Emirati identity.	Fam 1: The children needed to have the influence of both parents. Fam 2: mother doesn't speak the language well.	What did they decide to do?		Fam 1: all go. Fam 2: father go, mother and children stay.	Was it the right decision?	Yes, for them.	
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Was it the right decision?	Yes, for them.																		

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Focus on factual differences, for example make-up of families (number of children, ages, etc.).</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to talk about the role of Emirati identity within each family's experience.</li> </ol>
Coursebook page 19	<p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work individually to write a paragraph to end the magazine article.</li> <li>2. They need to talk about at least two things from the families' experiences. Remind them to look back at the table they have just completed in the Workbook for ideas for the sentences.</li> <li>3. The paragraph should end with a piece of advice for families in similar circumstances. Remind learners that this will express a point of view, so they need to decide what point of view they want to express.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask more confident learners to read out their paragraphs.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to include one thing that is the same about the two families and one thing that is different.</li> <li>2. The advice can be their own point of view.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to think about the point of view <i>Living Emirates Magazine</i> might take and why.</li> <li>2. What will the readers expect from the magazine? Ask them to choose points that will back up the point of view they have chosen.</li> </ol>
Workbook page 21	<p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 2.</li> <li>2. Encourage learners to look at some of the language used in the article to help them.</li> </ol> <p><b>DESIRABLE</b></p>
Resources	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>1. Ask some of the learners to read out their explanation from Activity 2 on page 21 of the Workbook.</li> <li>2. Encourage a class discussion on the opinions expressed. Find out how many learners have expressed similar points of view and how many have expressed differing points of view.</li> </ol>



<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails), in print or digital format, within a range of complexity appropriate for Grade 7; students interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting and evaluating text information in relation to preferences or purposes).</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries or reports.</p> <p>(G7.3.2.1.2) Identify an author's point of view or purpose in a text, and analyse how the author acknowledges or responds to conflicting evidence or viewpoints.</p> <p>(G7.3.2.1.4) Identify structural features of popular media (for example, newspapers, magazines, online information) and use the features to obtain information.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone.</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement or contrast.</p> <p>(G7.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>(G7.4.1.1.3) Summarise the main points of a read text using keywords from the text as needed.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To consolidate learners' ability to identify vocabulary and grammar covering greetings, invitations and modal verbs. <b>Speaking:</b> To consolidate learners' ability to greet others, make and respond to an invitation, offer advice and ask permission.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• make requests and offers, ask permission to do something, ask for and give advice in the context of being a guest in a host's house</li> <li>• respond to requests, offers and advice appropriately, with the correct pronunciation.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Invitations</li> <li>• Modal verbs</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>Hello, Goodbye, Please, Thank you</i> <b>Key expressions/structure:</b> Modals: <i>shall, should, can, could, will, would, may, might</i> ; asking for and offering advice, asking for permission, offering to do something, making requests, contrasting and comparing information		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to offer polite reasons to leave.</li> <li>• Remind learners that these reasons can reference a prior engagement.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 20 Workbook page 22 Audio Track 9		

## UNIT 1 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter															
Coursebook page 20	<p><b>Speaking: Activity 1</b></p> <p>1. Ask: <i>What have you learned this week?</i></p> <p>2. Ask learners to give an example of what they have learned. Record on the board examples of:</p> <p><b>CORE</b></p> <table border="1"> <tr> <td>question tags</td> <td>singular</td> <td>plural</td> </tr> <tr> <td>greetings in letters</td> <td>formal</td> <td>Informal</td> </tr> <tr> <td>magazine articles</td> <td>title (headline)</td> <td>section marker (sub-heading)</td> </tr> <tr> <td>modal verbs</td> <td>make an offer</td> <td>make a request</td> </tr> </table>	question tags	singular	plural	greetings in letters	formal	Informal	magazine articles	title (headline)	section marker (sub-heading)	modal verbs	make an offer	make a request			
question tags	singular	plural														
greetings in letters	formal	Informal														
magazine articles	title (headline)	section marker (sub-heading)														
modal verbs	make an offer	make a request														
Resources	Main activity															
Coursebook page 20 Audio Track 9	<p><b>Listening: Activity 2</b></p> <p>1. Play the two dialogues with a pause between them. Play them a second time and ask what is happening in the dialogues.</p> <p>2. Tell learners they need to record important words from the dialogues in the table. Ensure they read the table and understand what sort of words to listen out for.</p> <p>3. Play the dialogues again. Check with learners and play a final time if necessary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>1. Check understanding after the second play of the dialogues.</p> <p>2. Check understanding of the table before use.</p> <p>3. Circulate around the room to check that learners are filling in the table correctly.</p> <p style="text-align: center;"><b>Answers</b></p> <table border="1"> <thead> <tr> <th></th> <th>Dialogue 1</th> <th>Dialogue 2</th> </tr> </thead> <tbody> <tr> <td><b>Greetings</b></td> <td>Hi. How's it going?</td> <td>Good morning. How are you? I'm very well, thank you.</td> </tr> <tr> <td><b>Agreement</b></td> <td>Yep. Sure. Yeah, OK</td> <td>Yes, that's right.</td> </tr> <tr> <td><b>Use of names/titles</b></td> <td>Just first names. Only once.</td> <td>Mr Amudin/Sir. Names/titles used often.</td> </tr> <tr> <td><b>Other formal or informal language</b></td> <td>get going (informal)</td> <td>hurry (more formal)</td> </tr> </tbody> </table>		Dialogue 1	Dialogue 2	<b>Greetings</b>	Hi. How's it going?	Good morning. How are you? I'm very well, thank you.	<b>Agreement</b>	Yep. Sure. Yeah, OK	Yes, that's right.	<b>Use of names/titles</b>	Just first names. Only once.	Mr Amudin/Sir. Names/titles used often.	<b>Other formal or informal language</b>	get going (informal)	hurry (more formal)
	Dialogue 1	Dialogue 2														
<b>Greetings</b>	Hi. How's it going?	Good morning. How are you? I'm very well, thank you.														
<b>Agreement</b>	Yep. Sure. Yeah, OK	Yes, that's right.														
<b>Use of names/titles</b>	Just first names. Only once.	Mr Amudin/Sir. Names/titles used often.														
<b>Other formal or informal language</b>	get going (informal)	hurry (more formal)														
Coursebook page 20	<p><b>Listening: Activity 3</b></p> <p>1. Ask: <i>Which dialogue (1 or 2) is more formal and why?</i></p> <p><b>Feedback</b></p> <p>Learners can discuss as a whole class or in pairs.</p> <p style="text-align: center;"><b>Answers</b></p> <p>Dialogue 2 is more formal because it contains expressions such as: 'Good morning' (instead of 'Hi') and 'I'm very well, thank you' (instead of 'OK'). Tariq also addresses the man he is speaking to as 'Mr Amudin' rather than using his first name.</p>															

<p><b>Coursebook page 20</b></p>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write two short notes inviting someone to dinner. The note to a friend should be informal. The note to the teacher should be formal. Remind learners to look back at Lesson 10 for hints on the difference between formal and informal letters.</li> <li>2. Ask learners to read out their notes to the class, commenting on the formal and informal features.</li> <li>3. Invite peer assessment from the class, in particular focusing on what was good about the note, then alternative ways of writing the same content.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Encourage learners to read each other's notes and compare.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners can work in pairs, with one person writing the formal note, and one the informal note, following discussion about which language to use.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Suggest that learners write an appropriate response to each note as well.</li> </ol>
<p><b>Workbook page 22</b></p>	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to complete Activity 1 in the Workbook.</li> <li>2. Ask them to read out the full sentences in pairs to check pronunciation and compare answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class. Write them on the board.</p> <p><b>Answers</b></p> <p>1 a doesn't; 2 c isn't; 3 b haven't; 4 c aren't; 5 a aren't</p>
<p><b>Workbook page 22</b></p>	<p><b>Activity 2</b></p> <p>1 Ask learners to complete the wordsearch. The definitions are for vocabulary from the week.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through answers with the class. Write them on the board.</p> <p><b>Answers</b></p> <p>1 headline; 2 greeting; 3 date; 4 subheading; 5 farewell; 6 dear; 7 should; 8 question; 9 good morning; 10 article</p>
<p><b>Workbook page 22</b></p>	<p><b>Self-assessment</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to check that they can give an example of each of the skills in writing.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners of differing strength to give their examples. Try to ensure that each learner uses different examples from those in the lesson starter.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Model an example of each skill and ask the learners to give their own examples.</li> </ol>

	<b>Differentiation activities (Stretch):</b> 1. Put learners in pairs and ask them to use each skill within a short dialogue with a different topic.		
<b>Resources</b>	<b>Plenary</b>		
	Check everyone can put a tick against each skill. Go around the class asking for examples.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations (for example, requesting and giving information, giving advice using <i>If I were ... I would</i>, expressing opinions, agreement and disagreement); confirm or check information using question tags.</p> <p>(G7.2.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example making suggestions.</p> <p>(G7.2.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly. Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.3.4.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Writing:</b> To consolidate learners' ability to use vocabulary and grammar covering greetings, invitations and modal verbs. <b>Speaking:</b> To consolidate learners' ability to greet others, make and respond to an invitation, offer advice and ask permission.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• make requests and offers, ask permission to do something, ask for and give advice, use question tags and greet others</li> <li>• respond to requests, offers and advice appropriately, with the correct pronunciation.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Invitations</li> <li>• Modal verbs</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>invite, formal, congratulations, polite, letter, envelope, neighbourhood, borrow, worry, gift</i> <b>Key expressions/structure:</b> Modals: <i>shall, should, can, could, will, would, may, might</i> ; asking for and offering advice, asking for permission, offering to do something, making requests		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• For words with more than one meaning, it is possible to use the word in the wrong context.</li> <li>• Remind learners to think about each sentence as a whole, not just using the single word.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 21		

## UNIT 1 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners: <i>What have you learned during this unit?</i></li> <li>2. Tell learners that this is a consolidation lesson, giving them the chance to use everything they have learned in Unit 1.</li> <li>3. Ask the whole class if they remember what has been covered this unit.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write up on the board what the learners call out.</p> <p><b>Answers</b></p> <p>greetings, invitations, modal verbs (permission, requests, advice and offers), question tags, personal letters, magazine articles</p>
Resources	Main activity
<p><b>Coursebook</b> page 21</p>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that the first activity is to use the vocabulary correctly that learners have learned during the unit.</li> <li>2. Model a sentence for the first word, for example: <i>I am going to invite my friend to the park on Saturday.</i> Tell learners they will need to think of their own sentence for this and the other words given.</li> <li>3. Check that learners know the meaning of the 10 words through class discussion. Give access to dictionaries if necessary.</li> <li>4. Circulate around the classroom checking that learners are working well individually. When finished, ask learners to read aloud their sentences to a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check understanding of the activity as you pass around the classroom. Encourage learners to give feedback to each other. Ideally, you will collect the written work at the end of the lesson to check and give written feedback.</p>
<p><b>Coursebook</b> page 21</p>	<p><b>Writing and Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write down five expressions used to greet someone in English. Encourage them to think about the different greetings and ways of saying goodbye that are used at different times of day.</li> <li>2. Ask learners to work in pairs. They should use each greeting they have thought of in a simple role-play, giving the appropriate response.</li> <li>3. Ask learners to state who might give the greeting and who the response for each role-play.</li> <li>4. Learners take turns with each of their five greetings. There is likely to be overlap, but each learner should know how to both greet and respond.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate, monitoring and helping learners when required.</p> <p><b>Differentiation activities (Support):</b></p> <p>Learners can keep the greeting very simple, for example: <i>Good morning. ... Good morning.</i></p>

	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners should give a more extended greeting and response, including asking after the person's health or similar. For example: <i>Good morning. How are you today? ... Good morning, I am well, thank you.</i></p>
Coursebook page 21	<p><b>Writing: Activity 3</b></p> <p>1. Ask learners to write three sentences with question tags using the prompts given. Ensure that learners know what is required in the exercise. If necessary, write up a sample on the board:</p> <p style="padding-left: 40px;"><i>She / be / school = She will be at school today, won't she?</i></p> <p>2. For learners needing stretch, ask them to write both a positive and a negative version of each sentence (for example: <i>She won't be at school today, will she?</i>). Ask them to discuss the difference between the sentences with a partner. (Positive statement implies hope for a positive answer; negative statement implies hope for a negative answer.)</p> <p>3. Learners can read out their sentences to a partner when they have finished, to check their answers and practise pronunciation.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate around the class checking on progress. Try to listen to each pair reading out their sentences and correct pronunciation if necessary. If possible, collect in the written work for assessment and feedback.</p>
Coursebook page 21	<p><b>Writing: Activity 4</b></p> <p>1. Ask learners to write sentences with modal verbs. Check everyone understands the activity. Model one sentence to get learners started, although they should also think of their own. For example: <i>Should I do my homework tonight or at the weekend?</i></p> <p>2. Learners can read out their sentences to a partner when they have finished, to check their answers and practise pronunciation.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate around the class checking on progress. Try to listen to each pair reading out their sentences and correct pronunciation if necessary. If possible, collect in the written work for assessment and feedback.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Model an example of each sentence and ask the learners to give their own examples.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. When they have finished writing the five sentences, ask the learners to go back and make each sentence more polite. For example, use 'may' or 'could' instead of 'can', or add in an extra word between the modal verb and the subject, and the main verb, for example: Formal question: <i>Could I possibly take a longer lunch break, Mr Khaan?</i></p>
Resources	<p><b>Plenary</b></p> <p>1. Ask learners to circulate around the class (or talk to learners near them, if moving around the class is not practical), making informal and formal requests.</p> <p>2. Put some prompts up on the board to give them some ideas.</p>



<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations (for example, requesting and giving information, giving advice using <i>If I were ... I would</i>, expressing opinions, agreement and disagreement); confirm or check information using question tags.</p> <p>(G7.2.1.1.5) Confirm or check information using question tags.</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement or contrast.</p> <p>(G7.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 16</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 1</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To read background information about other cities or countries to inform their own writing. <b>Writing:</b> To write a text of their own with at least three paragraphs.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• research another location</li> <li>• ask for and offer advice</li> <li>• write a text offering information and opinion.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Writing personal letters</li> <li>• Modal verbs</li> <li>• Reading and writing magazine articles</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>travel, advice, headline, visit</i> <b>Key expressions/structure:</b> Modals: <i>shall, should, can, could, will, would, may, might</i> ; asking for and offering advice, asking for permission, offering to do something, making requests		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• When using information they have researched from other sources, learners can be tempted to copy the text directly.</li> <li>• Learners must be encouraged to put text into their own words.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 22		

## UNIT 1 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 22	<ol style="list-style-type: none"> <li>1. Tell learners that this lesson and the next will be focused on a project. During this lesson, they will be researching and writing either a letter or a magazine article. In the next lesson, they will read out their letter/article and give a short presentation about it.</li> <li>2. Ask a learner to read out each project from the Coursebook. Correct pronunciation if necessary.</li> <li>3. Ask questions to ensure that everyone understands the two projects.</li> <li>4. Ask learners to decide now which project they will do and record the list.</li> <li>5. Tell learners to look at the guide for the presentation for the next lesson, as the content of the presentation might help guide their work today.</li> </ol>
Resources	Main activity
Coursebook page 22	<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Learners may need to undertake some research about places featured in their project. Ensure they have access to books or the Internet.</li> <li>2. Before starting any research, encourage learners to make a short list of information they need so as not to waste time.</li> <li>3. Circulate around the classroom checking that learners are focused on their project. Ensure that learners do not spend too long on research and begin to write up their projects after a maximum of 15 minutes' research.</li> </ol> <p><b>CORE</b> <b>Feedback</b></p> <p>Speak to individual learners about their progress.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to look back at the examples of the type of text required by the project in the Coursebook and Workbook.</li> <li>2. Check that they have mapped out each section of their project and can write a simple phrase or sentence for each.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to write at more length, showing a clear point of view, backed up by evidence from their research.</li> </ol>
Resources	Plenary
	<ol style="list-style-type: none"> <li>1. Check that learners have finished the written parts of their projects. Ask what went well, what could have gone better.</li> <li>2. Read through the presentation advice for the next lesson and ask learners to be ready to talk about the work they have done today.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic and organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p> <p>(G7.4.4.1.3) Cite sources following a standard format; avoid plagiarism and copying information.</p>			

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LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 7	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To give a presentation to the class of their work on their project. <b>Listening:</b> To listen to and reflect on the presentations of other learners.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• give a short presentation about their work</li> <li>• give constructive feedback to their peers.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Writing personal letters</li> <li>• Modal verbs</li> <li>• Reading and writing magazine articles</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>travel, advice, headline, visit</i> <b>Key expressions/structure:</b> Modals: <i>shall, should, can, could, will, would, may, might</i> ; asking for and offering advice, asking for permission, offering to do something, making requests.		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle with giving constructive feedback to each other.</li> <li>• Model some positive comments to help them avoid falling into negative criticism.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 22		

## UNIT 1 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (Pages 6 to 10)

Resources	Starter
Coursebook page 22	<ol style="list-style-type: none"> <li>1. Tell learners that this lesson will be for presentations about their projects. Each learner will be expected to speak briefly about the work they have done and then read it out.</li> <li>2. Ask if there are any questions.</li> <li>3. Tell learners they will be commenting on each other's work after the presentation, so they will need to be ready to say two things about each presentation: a) the best thing about it b) something they have learned from it.</li> </ol>
Resources	Main activity
Coursebook page 22	<p><b>Presentation</b></p> <ol style="list-style-type: none"> <li>1. Learners each make a brief presentation, describing the work they have done, then reading it aloud. Hand out the photocopy feedback sheet and encourage learners in the audience to take notes.</li> <li>2. At the end of each presentation, give verbal feedback, focusing on positive aspects to model for the class. Ask one or two learners to give constructive feedback. Cover a) the best thing about it and b) what they have learned from it.</li> <li>3. You can collect in the pieces of written work for marking and the opportunity to give fuller feedback on the presentation.</li> <li>4. Each presentation is likely to take around 3 minutes, including feedback time. If you do not have time for all learners to give their presentations, split the class into groups who can present to each other.</li> <li>5. As you circulate around the class, you can ask a member of the group to feed back to you about the presentations of others. If following this model, you may wish to collect up the copies of the photocopy feedback sheet to monitor the peer assessment more closely.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners give feedback to peers. Give verbal feedback to learners following their presentations. Collect written work and return with longer feedback.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners can focus on writing a simple letter or article. Their presentation can involve showing that each feature has been used (for letter, include address, date, greeting, body of letter, farewell and signature; for article, include headline, subheading and layout).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Prompt learners to talk about the point of view they have taken in their article or letter. The presentation should mention what and how they have compared and contrasted within their work.</li> </ol>
Resources	Plenary
	<ol style="list-style-type: none"> <li>1. Congratulate learners on giving their presentations. Ask one or two members of the class to tell everyone something they have learned from a presentation.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.			
(G7.2.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			
(G7.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.			

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LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 7	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read a blog about people's experiences at school, for gist and detail. <b>Speaking:</b> To discuss attitudes about school experiences. <b>Writing:</b> To complete words and sentences with vocabulary about school.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• discuss the differences between primary and secondary school</li> <li>• read two blog spots for gist, detailed information and overall comprehension</li> <li>• use and understand school specific vocabulary.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Actions in the past</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>homework, half-term, Science, lab, orchestra, concert, History, Art, Music, Maths, English, Geography</i> <b>Key expressions/structures:</b> <i>so far, so good!, really fun, loads of (new friends), hard to find, my favourite subject is ...; present perfect for situations continuing up to now: (I've made loads of new friends, that's been good)</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may be shy about volunteering information for the starter and the plenary. To address this, you could choose more confident ones to model the vocabulary and structure of the answers.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 23 Workbook page 23 Photocopy of <i>First impressions</i> , Coursebook page 23 Highlighters		



## UNIT 2 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>Learners work in small groups to discuss the following questions: <i>What are the main differences between your primary school and your middle school? Have you enjoyed middle school so far? Why? Why not?</i></li> <li>After about five minutes, discuss the questions with the class.</li> </ol>
Resources	Main activity
Coursebook page 23	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Before learners read the blog, elicit the meaning of the title <i>First impressions</i>. (What are your first thoughts and feelings when experiencing or seeing something new?)</li> <li>Explain the activity and encourage learners to look for reasons to support their decision.</li> <li>Remind learners to use context to understand the meaning of new words.</li> <li>When they have finished, discuss the answer and check any new vocabulary with the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask for volunteers to give answers for Activity 1. They are mostly positive.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Teacher works with learners to highlight any positive words or phrases from the text such as <i>really fun</i> or <i>loads of new friends</i>.</li> <li>Then using a different colour, negative words and phrases could be highlighted such as <i>hard to find</i>.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners could write their own blog about their own first few weeks at middle school.</li> </ol>
Coursebook page 23	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners read the questions and re-read the text, this time paying attention to detail to find the answers.</li> <li>Ask learners to work in pairs to discuss and compare answers.</li> <li>When they have finished, discuss their answers with the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners should volunteer the answers for Activity 2. The activity should be completed orally.</p> <p style="background-color: #cccccc;"><b>Answers</b></p> <ol style="list-style-type: none"> <li>A few weeks.</li> <li>Abdullah kept getting lost and one teacher told him off. Sunil was a bit nervous on his first day.</li> <li>Abdullah has made loads of new friends and he's also met up with some old friends. Sunil has enjoyed making new friends.</li> <li>He thinks they'll get more homework after half-term.</li> <li>He means everything has been all right up to this point.</li> <li>He plays the drums in the orchestra.</li> </ol>

<b>Workbook page 23</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners look at the icons and complete the words. Then they match them to the correct symbol.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers with the class.</p> <p><b>Answers</b></p> <p>1 History c; 2 Art f; 3 Music g; 4 Maths a; 5 English e; 6 Science b; 7 Geography d</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Learners work in pairs. Allow them to use a dictionary if necessary.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners work in pairs. One learner thinks of a subject and describes characteristics of it and the other guesses which subject he/she is talking about. Model the activity first. For example, say: <i>You learn about how things work.</i> (Science)</p>		
<b>Workbook page 23</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners use the words <i>History, Art, Music, Maths, English, Science</i> and <i>Geography</i> to complete the sentences.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>This could be completed either orally or as a quick written exercise. Alternately, it could be set for homework.</p> <p><b>Answers</b></p> <p>1 Art; 2 History; 3 Maths; 4 Music; 5 Science; 6 Geography; 7 English</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Ask volunteers to tell the class about one new subject or activity that they have tried and enjoyed at middle school.</p> <p>2. Ask volunteers to tell the class about one new subject or activity that they have tried and haven't enjoyed at middle school.</p>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example (n) expressing opinion.</p> <p>(G7.2.1.1.2) Recount personal experiences and events in the past; speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with past simple.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 7	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Writing:</b> To revise school-related vocabulary and write sentences and questions about school.</p> <p><b>Reading:</b> To read a short conversation between two learners discussing their opinions about school.</p> <p><b>Speaking:</b> To express opinions, likes and dislikes about school.</p> <p><b>Writing:</b> To write a paragraph expressing their opinions about their school.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• read and understand a short conversation</li> <li>• express opinions about their school experience</li> <li>• use vocabulary related to school.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Practise and extend vocabulary used in the previous lesson</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>Art, History, subject, painting, date, attend, concert, drums, experiment, lab, orchestra, skeleton</i></p> <p><b>Key expressions/structures:</b> <i>I'm quite good at ..., I like it because ..., One subject I don't really like ...; present perfect for situations continuing up to now: Have you joined any after-school clubs yet?</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners may feel nervous about writing a paragraph about their school. Remind them that they have discussed their opinions about school orally and if necessary give them sentence starters to structure their work.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 24</p> <p>Workbook page 24</p>		

## UNIT 2 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners to work in pairs and discuss which subject they like most and give their reasons.</li> <li>2. Each learner reports to the class his/her partner's opinion.</li> </ol>
Resources	Main activity
<b>Workbook</b> page 24	<b>Workbook: Activity 3</b> <ol style="list-style-type: none"> <li>1. Learners read the list of words and classify them.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Science: skeleton, lab, experiment.</li> <li>2 English: vocabulary, grammar, spelling.</li> <li>3 Music: concert, drums, orchestra.</li> </ol>
<b>Workbook</b> page 24	<b>Workbook: Activity 4</b> <ol style="list-style-type: none"> <li>1. Learners write the sentences as in the example.</li> <li>2. If necessary, give learners further examples, for example: <i>In Music, I play the drums.</i></li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit some sentences from the learners. Activities 4 and 5 are desirable, but not essential. If completed before the Coursebook activities, they will help consolidate vocabulary. Alternately, the Workbook activities could be set for homework.</p>
<b>Workbook</b> page 24	<b>Workbook: Activity 5</b> <ol style="list-style-type: none"> <li>1. Learners write three questions about school for a partner using the vocabulary they have been practising as in the example.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite pairs to read out one of their questions and answers to the class.</p>
<b>Coursebook</b> page 24	<b>Reading: Activity 3</b> <ol style="list-style-type: none"> <li>1. Ask learners to read the short conversation. Then allow learners to work in pairs to answer the question, or if short of time, do as a whole-class activity</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the class.</p> <p><b>Answer</b></p> <p>Maryam likes Art and Jamila likes painting.</p>
<b>Coursebook</b> page 24	<b>Speaking: Activity 4</b> <ol style="list-style-type: none"> <li>1. Direct learners to the speaking activity. Learners work in pairs to discuss the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Begin with the most confident learners and then allow other learners to respond. How do their answers compare?</p>

	<b>Differentiation activities (Support):</b> 1. Learners make a list of the three things they have enjoyed and then what they have found most difficult in school. Discuss as a class.		
	<b>Differentiation activities (Stretch):</b> 1. Learners compare the subject that they enjoy most to the one they enjoy least. Discuss as a class.		
<b>Coursebook page 24</b>	<b>Writing: Activity 5</b> 1. Learners think about their experiences at school so far: what subject they like most, what their favourite thing about school is and why. 2. Learners work individually to write about their impressions of school so far. Point out that they must write a paragraph and not just notes. 3. Learners may wish to use the help provided, but it is not compulsory. 4. However, tell learners that they should check their work carefully when they have finished. They could share their work with a partner, to check for obvious mistakes. <b>CORE</b> <b>Feedback</b> Encourage some learners to read out their paragraph to the class.		
	<b>Differentiation activities (Support):</b> 1. Display key vocabulary around the room		
	<b>Differentiation activities (Stretch):</b> 1. Divide the class into pairs. One learner will be a journalist. This learner interviews the other members of the group for the school magazine and asks them questions about their school experiences. 2. This could then be written up <i>or</i> presented to the rest of the class		
	<b>Resources</b>		
	<b>Plenary</b>		
	<b>Role-play activity</b> 1. Tell learners to imagine that you are a new learner at the school. They must describe the good things about their school to make you feel welcome.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example (d) expressing likes (e) expressing dislikes (f) expressing preferences (n) expressing opinion. (G7.2.1.1.2) Recount personal experiences and events in the past; speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with past simple. (G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.			

<b>LESSON PLAN</b>		<b>LESSON: 3</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 2</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To read and understand questions in a survey. <b>Speaking:</b> To discuss ideas about who wrote the survey and who the survey is for. <b>Listening:</b> To listen for gist to two people doing a class survey and for detail for their answers. <b>Writing:</b> To practise spelling of school subjects and select the correct school subject for definitions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand questions in a survey; to identify the writer and who will answer the survey</li> <li>• listen to two learners completing the survey and to understand general information and specific details about school life</li> <li>• use vocabulary related to school subjects.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to schools</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>survey, term, subject, Science, History, after-school activities, Sports, headteacher, body, skeleton, joint, ancient Greeks, football, volleyball, English, Art, orchestra, Music, instrument, artist, exercise, gym, staffroom</i> <b>Key expressions/structures:</b> <i>It's boring, done well, all that stuff, facts and figures; present perfect for situations continuing up to now: Which subjects have you enjoyed? Have you enjoyed this term so far?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may feel worried about listening for information. To help learners, reassure them that you will play the audio twice and encourage them to take notes. It would be helpful to ensure that everyone understands the key vocabulary in the class survey.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 25 Workbook page 25 Audio Track 10 Dictionaries		

## UNIT 2 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Write two school subjects on the board, for example Sport/PE and Art.</li> <li>2. Ask learners to go and stand on your right if they prefer Art, and on your left if they prefer Sport/PE.</li> <li>3. Ask for a volunteer to count the learners on each side of the classroom. Ask the learners: <i>Which subject is more popular?</i></li> </ol> <p>If times allows, repeat with another subject or a type of food or drink.</p> <ol style="list-style-type: none"> <li>4. Elicit/pre-teach the word 'survey'. Explain that it is a way of finding out how many people have a particular opinion/experience/point of view.</li> </ol>
Resources	Main activity
<p>Coursebook page 25</p>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners read the survey questions.</li> <li>2. Then, in pairs or small groups, say who they think wrote the survey and who the writer wants to answer it.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Discuss ideas with the class. Teachers at the school have probably written the survey. New learners are going to answer it.</p>
<p>Coursebook page 25</p> <p>Audio Track 10</p>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are going to listen to a conversation between two boys, Abdullah and Sunil, talking about a survey they have to complete about school. Tell them to listen carefully as they will need to explain if they think Abdullah and Sunil have done well at school this term.</li> <li>2. Play the audio at least twice and encourage learners to make notes to support their point of view.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers with the class. Ask them what key words or phrases helped them answer the question. For example, Sunil says: <i>Well, I've enjoyed Science. I like doing experiments in the lab.</i></p> <p><b>Answers</b></p> <p>Yes, they've done well at school this term.</p>
<p>Coursebook page 25</p> <p>Audio Track 10</p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Choose ten different learners to read aloud the survey questions. Check that they all understand the vocabulary.</li> <li>2. Show learners how to set out their answers on the board.</li> <li>3. Play the audio once through. Then play it again, pausing after each question so learners can note down answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners the survey questions for Sunil and Abdullah, for example: <i>Which subject has Abdul enjoyed the most this term? Has Sunil had good marks in all subjects?</i></p>

	<b>Answers</b>	
	<b>Sunil</b>	<b>Abdullah</b>
<b>1</b>	Science	English
<b>2</b>	History	Geography
<b>3</b>	The body (the skeleton and how your joints work).	
<b>4</b>	The ancient Greeks.	
<b>5</b>	The marks have been OK. He got an A for Science.	We do not know how Abdullah did in all subjects. He got an A for English.
<b>6</b>	He joined the school orchestra.	No.
<b>7</b>	Football.	Volleyball.
<b>8</b>	Yes. He kicked a football through the staffroom window.	Yes. He was 10 minutes late for a lesson.
<b>9</b>	Yes. He spoke to him about the window.	Yes. He said, 'Good morning, Abdullah'.
<b>10</b>	Yes.	Yes.
<b>Workbook page 25</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners match up the jumbled words with the correct spellings.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check answers by asking learners to write the subject for items 1–10 on the board.</p> <p style="text-align: center;"><b>Answers</b></p> <p>1 b; 2 f; 3 j; 4 i; 5 c; 6 e; 7 a; 8 h; 9 g; 10 d</p>	
<b>Workbook page 25</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners complete the multiple-choice questions.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the class.</p> <p style="text-align: center;"><b>Answers</b></p> <p>1 c; 2 b; 3 a; 4 c; 5 a</p>	
<b>Workbook page 25</b>	<p><b>Workbook: Activity 3</b></p> <p>1. As shown in the Workbook, learners add as many words as they can think of about school to the word web.</p> <p>2. Ask learners to add subjects (examples could include Art, English and Science) and words associated with those words.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Draw a copy of the word web on the board and elicit words from the class, adding more branches to the web if needed.</p> <p style="text-align: center;"><b>Possible answers</b></p> <p>Art, paint, paintbrushes, artists, drawing, English, words, reading, writing, books, vocabulary, Science, lab, experiments, equipment, Chemistry</p>	



<b>Resources</b>	<b>Plenary</b>		
	1. Ask the class to vote as to whether Abdullah and Sunil have done well at school this term. 2. Learners give at least one example from the audio to support their point of view.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.1.7) Summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood and emotion conveyed in the oral communication.</p> <p>(G7.2.1.1.2) Recount personal experiences and events in the past; speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with past simple.</p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 4</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 2</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Reading:</b> To read and understand rules for using the present perfect simple.</p> <p><b>Writing:</b> To complete a shortened version of the conversation about the survey and complete sentences about school situations using the present perfect simple.</p> <p><b>Speaking:</b> To practise using the present perfect simple by asking and answering the questions in the class survey.</p> <p><b>Writing:</b> To write answers to questions about school subjects and activities.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• review the present perfect simple</li> <li>• complete sentences and a conversation using the present perfect simple</li> <li>• ask and answer questions about school using the present perfect simple.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Speaking and writing in the past</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>team, match, Technology and Design, survey, subjects, term, homework, experiments, Science, lab, creative writing</i></p> <p><b>Key expressions/structures:</b> <i>so far, this/last term, after-school activities, in trouble; present perfect for situations continuing up to now: I've made a lot of new friends this term; Which subjects have you enjoyed the most/the least? We haven't played any matches yet</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners may have difficulty differentiating present perfect simple. Teacher should put example sentences on the board.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 26</p> <p>Workbook page 26</p> <p>Audio Track 10</p>		

## UNIT 2 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Audio Track 10	<ol style="list-style-type: none"> <li>1. Ask learners to read the audioscript while you play audio track 10 again. This will remind them of the structure of the answers to the survey.</li> <li>2. Ask learners if Sunil and Abdullah enjoy school. Encourage them to give reasons for their answers.</li> </ol>
Resources	Main activity
Coursebook page 26	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Review the use of the present perfect simple and the past simple.</li> <li>2. Focus learners' attention on the <i>Use of English</i> box and the example sentences.</li> <li>3. Discuss the differences between the tenses and provide more examples if needed.</li> <li>4. Direct learners to Activity 4 and ask them to complete the sentences using the present perfect of the verb in brackets.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check learners' understanding when explaining the present perfect simple. Activity 4 should be a written activity and marked as such.</p> <p><b>Answers</b></p> <p>1've made; 2've had; 3've enjoyed; 4 haven't played; 5 has been; 6 Have [you] seen</p>
Workbook page 26 Audio Track 10	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Before starting this activity, audio track 10 from the Coursebook could be played once more to remind learners of the conversation. Learners read and complete the conversation using the present perfect simple.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Allow learners to go through the survey (on Coursebook page 25) first to familiarise themselves with the correct structure of the present perfect simple. Then go through answers as a class asking for volunteers as you work your way through the answers.</p> <p><b>Answers</b></p> <p>1 have you enjoyed; 2've enjoyed; 3've read; 4've done; 5 Have you done; 6've joined; 7 haven't had; 8 have you played; 9've played; 10 Has the headteacher spoken; 11 Have you enjoyed; 12've made; 13've enjoyed</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ensure that learners can remember the present perfect form of the verbs. For example: enjoy – have enjoyed do – have done play – have played, etc.</li> <li>2. When learners feel confident, they can roleplay using the dialogue in Activity 4 (Workbook page 26).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners use the dialogue in Activity 4 (Workbook page 26) as a model to prepare a role-play with information that is true for them.</li> </ol>

<p><b>Coursebook</b> page 26</p>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>Learners write down their own answers to the survey first in note form in preparation for the speaking activity.</li> <li>Encourage learners to walk around the class and ask as many people as possible the survey questions.</li> <li>Circulate, checking for correct pronunciation and helping if necessary. Make sure that all learners are asking and answering questions.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners can record the answers of the other learners they speak to on paper, but oral feedback is enough, the idea is to practise asking and answering the questions. When they have finished, they report back to the class. Ask the class a few questions. For example, <i>which subject has everyone enjoyed most?</i> (from the answers they got from other learners) <i>Have most people enjoyed the term so far?</i></p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners make a list of the activities they have done in their favourite subject so far.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners ask their parents about their school memories and experiences.</li> <li>Learners make notes and prepare a short text. If possible, and appropriate, learners may accompany their text with a photograph.</li> <li>Make a class poster with all the contributions. This could be completed for homework.</li> </ol>
<p><b>Workbook</b> page 26</p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>Learners read the questions and write answers that are true for them.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners complete the work as a written task. This could be completed at home and brought to class to check their answers.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Write some jumbled up statements using the present perfect simple on the board. (For example you could jumble up the following, or choose your own examples.) <ul style="list-style-type: none"> <li>◦ <i>Have you done your homework?</i></li> <li>◦ <i>Have you had lunch?</i></li> <li>◦ <i>Have you read this book?</i></li> <li>◦ <i>Have you seen this film?</i></li> <li>◦ <i>Have you closed the door?</i></li> </ul> </li> <li>The first person to complete the sentences puts their hand up and comes up to the board to write them in the correct order.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.2.1.1.2) Recount personal experiences and events in the past; speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past.			

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<b>LESSON PLAN</b>		<b>LESSON: 5</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 2</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Speaking:</b> To describe the lives of grandparents and great-grandparents.</p> <p><b>Reading:</b> To read, understand and answer quiz questions using family-related vocabulary.</p> <p><b>Speaking:</b> To ask and answer the quiz questions in order to talk about their family's history.</p> <p><b>Writing:</b> To revise family vocabulary; to complete sentences with words and phrases; to add missing words to sentences.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• talk about grandparents and great-grandparents</li> <li>• use vocabulary related to the family</li> <li>• read quiz questions about family history to reinforce family-related vocabulary</li> <li>• ask and answer quiz questions.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Introduce and practise language used in situations mentioned in the previous lesson</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Social and Cross Cultural Skills: Reinforce working harmoniously within a diverse group, knowing when to speak when to listen, and respecting cultural differences</li> </ul>		
<p><b>Key vocabulary:</b> <i>emigrate, aunt, brother, daughter, father, grandfather, grandmother, husband, mother, sister, son, uncle, wife, parents, grandparents, great-grandparents, cousins, relatives</i></p> <p><b>Key expressions/structures:</b> <i>identical twins, were/was born, date of birth, full name, family tree</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• There is a lot of new vocabulary this lesson. To help learners feel more confident, they should be encouraged to relate the vocabulary to their own family.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 27</p> <p>Workbook page 27</p> <p>Family photograph, if appropriate</p>		

## UNIT 2 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 27	<ol style="list-style-type: none"> <li>1. Ask learners to put their hands up if they have brothers and sisters.</li> <li>2. Ask them to go and stand in groups according to how many they have.</li> <li>3. Ask learners to look around and say which number of brothers and sisters is the most common.</li> <li>4. Ask learners to sit down again and put their hands up if they have <i>grandparents</i> and then ask if they have <i>great-grandparents</i>.</li> <li>5. Pre-teach these words if necessary before discussing the questions on page 27 of the Coursebook.</li> <li>6. This activity can be completed very informally, with the teacher taking the lead and discussing their own family first.</li> </ol>
Resources	Main activity
Coursebook page 27	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Look at the illustration of the family tree (on Coursebook page 27). Discuss any unfamiliar vocabulary such as <i>parents, aunt, uncle, etc.</i></li> <li>2. Learners read the quiz <i>How much do you know about your family?</i> Choose ten learners to read each question.</li> <li>3. Ask learners to re-read the questions in the quiz and circle all the family words. This will help them contextualise the words.</li> <li>4. Learners find the words to match to the definitions 1–6.</li> <li>5. Learners look at the quiz questions again and think of answers in relation to their own family. Ask them to make a few notes in preparation for the speaking activity.</li> <li>6. Elicit the meaning of any potentially difficult, or new, vocabulary and provide examples: <i>date of birth, full name, were/was born, emigrate, identical twin.</i></li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>This activity can be done orally by inviting volunteers to answer questions.</p> <p><b>Answers</b></p> <p>1 parents; 2 grandparents; 3 aunt; 4 cousins; 5 relatives; 6 twins</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Draw a picture of a family on the board or show a photo of a family. As you show it, point to the family members and tell learners the name of the person, relationship with him/her and the other people in the photo.</li> <li>2. Ask learners to work in pairs to do the activity.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to talk about their own family in pairs, then feedback to the class. Or invite learners to tell the class about members of their family.</li> </ol>

<p><b>Workbook</b> page 27</p>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners match the female and male family members to make pairs. Allow them to work in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out the answers for learners to check.</p> <p><b>Answers</b></p> <p>1-c; 2-e; 3-b; 4-f; 5-a; 6-d</p>
<p><b>Workbook</b> page 27</p>	<p><b>Workbook: Activity 2</b></p> <p>1. Check learners understand the words in the box before completing the sentences.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Put learners in pairs and they can check each other's answers, with teacher reading the correct responses from the front.</p> <p><b>Answers</b></p> <p>1 family history; 2 identical twins; 3 great-grandparents; 4 full name; 5 date of birth</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Ask learners to write three more sentences that are true for them, leaving a gap to write in a word or phrase from the box on Workbook page 27. For example: <i>My _____ is 14th June 2005.</i> (Answer: <i>date of birth</i>). Go round giving support. They can then swap their sentences with a partner for them to answer.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. In small groups, learners write three more sentences with three possible answers for each one on slips of paper.</p> <p>2. They exchange papers with other groups and choose the correct answers.</p>
<p><b>Workbook</b> page 27</p>	<p><b>Workbook: Activity 3</b></p> <p>1. Learners rewrite the sentences.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>With books closed, write the example sentence on the board and ask for volunteers to identify the missing word (<i>of</i>) and where it should go (between <i>most</i> and <i>my</i>).</p> <p><b>Answers</b></p> <p>1 I've met most <b>of</b> my cousins.  2 How many cousins <b>have</b> you got?  3 Two <b>of</b> my cousins ...  4 We have <b>a</b> lot of fun ...  5 Where <b>were</b> you born?</p>
<p><b>Coursebook</b> page 27</p>	<p><b>Speaking: Activity 2</b></p> <p>1. Learners ask and answer the questions in the quiz in pairs. Ask them to take notes of their partner's answers.</p> <p>2. Circulate, helping with vocabulary and checking for correct pronunciation.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>When they have finished, ask pairs to report back to the class with the answers to the questions in the quiz.</p>



Resources	Plenary		
	<p>1. Devise a simple quiz where learners match up the definitions with the following family names:</p> <p>For example: <i>your mum or dad's sister (aunt) your mum or dad's mum (grandmother) your mum or dad's son (brother).</i></p> <p>Other possible family members: <i>daughter, father, grandfather, husband, mother, sister, son, uncle, wife, parents, grandparents, great-grandparents, cousins.</i></p>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.2) Recount personal experiences and events in the past. Explain something, introduce the topic and organise complex ideas; speak about unfinished actions using present perfect and present perfect continuous.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases.</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement or contrast.</p>			

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LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 7	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read logic problems to consolidate family-related vocabulary, and solve them. <b>Speaking:</b> To read and answer questions about families and how to use apostrophe s. <b>Writing:</b> To write sentences about family and using apostrophe s; identify common collocations and adding missing apostrophe 's or s' to words in an email where necessary.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• Read and solve logic problems with family-related vocabulary</li> <li>• discuss the use of the apostrophe's for possession</li> <li>• identify where apostrophe s goes in sentences and in an email</li> <li>• complete common collocations.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Introduce and practise language used in situations mentioned in previous lesson</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>child, children, generation, young, twins, brother, father, grandmother, mother, son, parents, grandparents, cousins</i> <b>Key expressions/structures:</b> <i>date of birth, find out, family histories, named after, get together, be named after, get on, make up with, meet friends</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Apostrophe s is difficult even for native speakers. Try the three-point rule in the plenary if learners are having difficulty.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 28 Workbook page 28		

## UNIT 2 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>Go around the classroom, picking up objects from the learners' desks and saying sentences such as: <i>Nahla's pen, Abdullah's book, Sunil's ruler, etc.</i></li> <li>Then pick up an object belonging to someone but say nothing, try to elicit the response from the class.</li> <li>Write a couple of sentences you said using apostrophes on the board.</li> <li>Underline the apostrophes in the sentences and ask learners if they have apostrophes in their language. Tell them that they will learn how to use them in English in this lesson.</li> </ol>
Resources	Main activity
<b>Workbook page 28</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners read the puzzles. They can work in pairs to solve them.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the class.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>July</li> <li>West</li> <li>Grandfather, father and son go to see the film. (The father is both a father and a son.)</li> </ol>
<b>Coursebook page 28</b>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>Read through the <i>Use of English</i> box with the class.</li> <li>Ask learners to discuss the question in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Discuss answers with the class.</p> <p>The apostrophe is before the <i>s</i> in the first sentence because date of birth belongs to one person: <i>father</i>.</p> <p>The apostrophe goes after the <i>s</i> in the second sentence because first names belong to more than one person: <i>grandparents</i>.</p>
<b>Coursebook page 28</b>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>Go through the three-point plan for apostrophes in the <i>Language tip</i> box. This three-point plan can be a useful tool for learners to remember where to put the apostrophe.</li> <li>You could go through another example with the class before they do Activity 4. For example: <ul style="list-style-type: none"> <li>Write on the board: <i>The car belonging to Abdullah</i>. Ask learners to find the owner (<i>Abdullah</i>).</li> <li>Ask them to add the apostrophe in the correct place so Abdullah becomes <i>Abdullah'</i>.</li> <li>Finally, ask them: Does <i>Abdullah</i> end in <i>s</i>? (No.) Then add an <i>s</i> – <i>Abdullah's</i> - making <i>Abdullah's car</i>.</li> </ul> </li> <li>Learners add the apostrophes to sentences 1–6.</li> </ol>

	<p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers by asking individual learners to come to the board and write a sentence with the apostrophes in the correct place.</p> <p><b>Answers</b></p> <p>1 My cousin's name is Su-Wei.  2 My grandmother's name is Aisha.  3 When I was young, I lived very near my grandparents' house.  4 The twins' hair is not the same colour as their father's hair.  5 My father's brothers live in Jakarta.  6 I enjoy finding out other people's family histories.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Write 's on one side of the board and on the other side s'.  2. Say a sentence about your family, for example <i>My father's name is Ahmed</i>.  3. Ask learners to point to the side of the board with an 's'.  4. Invite a learner to say similar sentences about their family. The rest of the class point to the correct side of the board.  5. Ask learners to write five sentences about their families. Go round helping and encourage them to use apostrophes.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to write a paragraph about their family. Encourage them to use apostrophes.</p>
<p><b>Workbook page 28</b></p>	<p><b>Workbook: Activity 5</b></p> <p>1. Learners use the verbs in the box to complete the sentences.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the class if there is time or set it for homework.</p> <p><b>Answers</b></p> <p>1 get; 2 be; 3 get; 4 meet; 5 make  <i>Get together with friends</i> and <i>meet up with friends</i> mean the same thing.</p>
<p><b>Workbook page 28</b></p>	<p><b>Workbook: Activity 6</b></p> <p>1. Learners read the email and add the apostrophes where needed. Tell them to re-read the <i>Use of English</i> box on Coursebook page 28 if necessary.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the class if there is time or set it for homework.</p> <p><b>Answers</b></p> <p>parents' (nationalities); mother's (name); father's (name); grandparents' (house); cousins' (names)</p>

Resources	Plenary		
	<p>1. Put the learners into pairs. Learners have to decide if the following sentences are correct as they are, or have used apostrophes incorrectly, or missed them out altogether.</p> <ul style="list-style-type: none"> <li>• The boy's coat fell on the floor. (correct)</li> <li>• Saras handwriting is difficult to read. (incorrect – should be Sara's handwriting)</li> <li>• Take Pauls books into the kitchen. (incorrect – should be Paul's books)</li> <li>• The children's bag's were very heavy. (incorrect – should be children's bags)</li> <li>• My friends' names are Michael and Sam. (correct)</li> </ul>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.3.4.1.1) Use context to determine the meaning of words and phrases. (G7.4.2.1.1) Write using apostrophe 's or s'. (G7.4.2.1.1) Write using collocations.			

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LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 7	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To revise school and family vocabulary by answering a quiz; to read a description about a family and answer comprehension questions. <b>Writing:</b> To write a description of their family using vocabulary from the unit; to complete sentences using the present perfect; to add apostrophes in sentences.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand a quiz using school and family-related vocabulary</li> <li>• read a description of a family and answer questions</li> <li>• write about their own family</li> <li>• use the present perfect simple and apostrophes in sentences.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Introduce and practise language used in situations mentioned in the previous six lessons</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>calculator, sister, father, daughter, uncle, subject, lab, aunt, instrument, mother, grandmother, cousins</i> <b>Key expressions/structures:</b> <i>get on with, have fun, get together</i> ; present perfect simple; apostrophes: 's and s'		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Less confident learners may worry about writing at length. To allay fears, ensure all learners understand the criteria you will use to mark their work. Also, monitor learners, discussing their work and helping them as appropriate.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 29 Workbook page 29		

## UNIT 2 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Tell learners that later in the lesson they are going to write a profile of their own family using the model to help them.</li> <li>2. Ask questions to prepare them for this, for example: <i>Does anyone in your family live abroad? How many aunts and uncles do you have?</i> Tell them to make a list of relatives, for example: <i>aunt, uncle, grandparents, cousins.</i></li> </ol>
Resources	Main activity
Coursebook page 29	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Have a class discussion about what they have learned so far from the unit.</li> <li>2. Tell them to give examples of vocabulary and grammar.</li> </ol>
Coursebook page 29	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to do a quick quiz to revise the key school and family vocabulary that they have met in this unit so far.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the class.</p> <p><b>Answers</b></p> <p>1 Maths; 2 aunt; 3 cousin; 4 PE; 5 Science; 6 cousin; 7 History; 8 orchestra; 9 great-grandmother; 10 twin.</p>
Coursebook page 29	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners read the text and answer the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners work on their own to complete the activity as they will use their answers to help them with the next activity.</p> <p><b>Answers</b></p> <p>1 Alicia; 2 eight; 3 They're Alicia's cousins.</p>
Coursebook page 29	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners look at the model and write a paragraph about their own family.</li> <li>2. When completed, ask learners to re-read their paragraphs and check for the following: <ul style="list-style-type: none"> <li>• Capital letters. Ask learners: <i>When do you have to use capital letters?</i> (For Proper names and after full stops.) Learners check they have used capital letters correctly.</li> <li>• Have they have mentioned all the relatives on their list?</li> <li>• Has their paragraph similarities or differences with the one in the model?</li> <li>• If possible, learners should check if they have used the present perfect simple when talking about the past.</li> </ul> </li> <li>3. Learners should also write a short reflective sentence noting how well they feel they have performed on this task.</li> <li>4. Collect the paragraphs and use the rubric below to check them.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>During the lesson, monitor individual learners, particularly the less confident ones, to check their progress. Collect their work and give written feedback to it.</p>

	<p><b>Differentiation activities (Support):</b></p> <p>1. Learners work in groups to read each other’s descriptions aloud to the rest of the class. Learners have to guess who the description belongs to.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Give each learner the name of a famous person. Ask them to write a description of that person’s family (real or made up). They can show their descriptions to the whole class.</p>
<b>Workbook page 29</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners complete the sentences using the present perfect simple.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to read out their sentences to the class.</p> <p><b>Answers</b></p> <p>1 Has (Paul) passed; 2 has broken; 3 Have (you) seen; 4 has been; 5 Have (you) played</p>
<b>Workbook page 29</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners add apostrophes to the correct places in the sentences.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write the sentences on the board and ask individual learners to come to the board and add the missing apostrophe to each sentence.</p> <p><b>Answers</b></p> <p>1 Paul’s; 2 father’s; 3 Mrs Jones’; 4 Sarah’s; 5 children’s</p>
	<p><b>Workbook: Activity 3</b></p> <p>1. Learners write a short description of their own family. Point out the vocabulary in the box which they can use in their descriptions.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from learners. How many of the words from the box did they include?</p>
<b>Workbook page 29</b>	<p><b>Workbook: Reflect on your learning</b></p> <p>1. Learners look back on the work they have done so far in Unit 2 and write sentences in response to the questions.</p>
<b>Resources</b>	<b>Plenary</b>
	<p>1. Play a quick game to practise the vocabulary from the unit so far. Begin with school-related vocabulary.</p> <p>2. Ask learners to stand up. Choose one learner and give them a letter of the alphabet, for example ‘s’.</p> <p>3. The learner has to think of a word associated with the letter, for example <i>Science, school, subject</i>.</p> <p>4. If the learner can think of a word, they sit down. If they can’t, they continue standing until the next round (family words).</p> <p>5. To make it more difficult, a time limit of 5 seconds could be introduced. To make it easier, learners could be given a minute to look at a list of vocabulary from the unit before the game starts.</p>



<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.2.1.1.2) Recount personal experiences and events in the past. Explain something, introduce the topic and organise complex ideas; speak about unfinished actions using present perfect simple.			

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LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 7	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To talk about their family history and discuss how to find out about it. <b>Reading:</b> To read and answer questions about ancestors and DNA; learn vocabulary related to family history. <b>Writing:</b> To complete a form about a man's family history.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use texts to find information about family history</li> <li>• scan texts to locate relevant information.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Families, family relationships</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills</li> </ul>		
<b>Key vocabulary:</b> <i>remarkable, ancestors, amazed, nationality, emigrate</i> <b>Key expressions/structure:</b> <i>connected with</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have difficulties understanding the time frames relevant to ancestors. Explain that ancestors can mean people in the family from a few generations ago to many, many years ago.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 30 Workbook page 30 Wall map of the UAE		

## UNIT 2 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners to draw a rough map of the UAE. (Make sure there is a map on the wall for them to copy, but emphasise that this must be done very quickly and need not be detailed).</li> <li>2. Ask learners to put a mark where they have family members living.</li> <li>3. Ask learners to compare their maps with the person sitting next to them.</li> <li>4. Tell learners that in this lesson they will be thinking about family history. Ask: <i>What do you think this means?</i></li> <li>5. Ask learners these questions: <i>What do you know about your family history? How could you find out more? How do people find out about their family history?</i></li> </ol>
Resources	Main activity
Coursebook page 30	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the map and read the article to find out about a scientific approach to family history.</li> <li>2. Learners read the article and look at the map to find out what the map shows.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers with the class.</p> <p><b>Answers:</b></p> <p>The map shows where the ancestors of Luiza and Raju originally came from and the different migration routes taken by them over the centuries.</p>
Coursebook page 30	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to find the words in bold in the text and then choose the correct meaning.</li> <li>2. Learners compare answers in pairs by showing their partner where the word is in the text.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Ask a confident learner to read out the sentence from the text containing the focus word.</li> <li>2. Then ask another learner to say the definition for the focus word. Clarify any misunderstandings by asking learners to look up the words in a dictionary.</li> </ol> <p><b>Answers:</b></p> <p>1 b 2 b 3 b 4 b</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners could work in pairs and use a dictionary to help them find the definitions.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners could put the four vocabulary words into their own sentences to show understanding.</li> </ol>

<b>Workbook page 30</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the text about Patrick O’Connell.</li> <li>2. Learners complete the form using the information from the text. Then compare answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from pairs.</p> <p style="background-color: #d3d3d3;"><b>Answers:</b></p> <p>Family name: O’Connell  Nationality: Canadian  Place of birth: Ottawa  Date of birth: 27th July 2002  Father’s name: Liam  Mother’s name: Catherine  Parent’s nationality: Canadian  Parent’s place of birth: Ottawa  Father’s ancestors: Irish  Mother’s ancestors: Scottish</p>		
<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. Finish the lesson by asking learners to reflect on what they have learned.</li> <li>2. If necessary, check the meanings of vocabulary such as <i>DNA</i> and <i>ancestors</i>.</li> <li>3. Refer to the Learning outcomes and ask learners if these have been met.</li> </ol>		
<b>Learning styles catered for (✓):</b> <a href="http://www.almanahj.com">www.almanahj.com</a>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement or contrast.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 7	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To talk about migration routes. <b>Writing:</b> To complete a form about their family's history. <b>Reading:</b> To read a profile about a family member and identify apostrophe use. <b>Writing:</b> To write a profile of an elderly family member; to complete a crossword with vocabulary related to family and family history.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• tell others about their family history</li> <li>• identify the correct use of apostrophes</li> <li>• use the relative pronoun <i>who</i> to join sentences</li> <li>• write a profile of a family member.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Family history</li> <li>• Family relationships</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills</li> </ul>		
<b>Key vocabulary:</b> <i>family members, emigrate, amazed, DNA, ancestors, grandparents, remarkable, relatives</i> <b>Key expressions/structure:</b> <i>identical twins</i> ; joining sentences about people by using the relative pronoun <i>who</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find the difference between possessive and contraction apostrophes challenging. Provide additional explanations and examples where necessary.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 31 Workbook page 31		

## UNIT 2 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Tell learners that this lesson will also focus on family history.</li> <li>2. Remind learners of how to speak and listen effectively with a partner, for example, by making eye contact and taking turns.</li> <li>3. Put learners in pairs. Ask them what they remember about the family history of Luiza and Raju from the article on page 30 of the Coursebook. One learner in the pair tells their partner about Luiza and the other about Raju.</li> <li>4. Move round the classroom and monitor their conversations.</li> </ol>
Resources	Main activity
Coursebook page 31	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to answer the questions about the article and map (on Coursebook page 30).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select learners to give their answers in class feedback. Ask other learners to confirm whether they agree or disagree with each answer given.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Luiza: red route and Raju: blue route</li> <li>2 Yes, because her great-grandparents were Polish.</li> <li>3 Indian.</li> <li>4 They've travelled from far away.</li> <li>5 genetic information</li> </ol>
Workbook page 31	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of the form they completed with family information about Patrick O'Connell in the last lesson.</li> <li>2. This time, learners complete the form with information about themselves.</li> <li>3. Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Choose learners to present their completed form to the class. Provide verbal feedback.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide a key vocabulary bank on the board to help learners.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to use the information from their form and write a paragraph about themselves similar to the text about Patrick O'Connell (on Workbook page 30).</li> </ol>
Coursebook page 31	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners read Samia's profile of her grandmother.</li> <li>2. Ask learners: <i>What does the first apostrophe show? What does the second apostrophe show?</i></li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite answers from the learners. Ask other learners if they agree with the answers given.</p>

	<p><b>Answers:</b></p> <p>The first apostrophe (<i>She's</i>) is a contraction for <i>She is</i>.</p> <p>The second apostrophe (<i>father's</i>) is a possessive apostrophe showing that the mother was the mother belonging to the father.</p>
<b>Coursebook page 31</b>	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>Learners write a profile of the oldest person in their family.</li> <li>Remind learners to use Samia's profile to help them and to check their writing and ensure they have used apostrophes correctly.</li> <li>Highlight the <i>Language tip</i> (using <i>who</i> to join sentences). Tell them to join two of their sentences using <i>who</i> at least once in their profile.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to read their profiles aloud to the class. Check that they have used apostrophes correctly and joined sentences with <i>who</i>.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Provide a key vocabulary bank on the board. Provide sentence starters or additional assistance to plan the structure of the writing.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask learners to use four examples of apostrophes within their profile.</li> </ol>
<b>Workbook page 31</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners could work in pairs to solve the crossword.</li> </ol> <ol style="list-style-type: none"> <li>Remind learners to refer to key vocabulary if they are stuck.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check answers with the class. You could turn this activity into a contest by awarding points for correct answers.</p> <p><b>Answers:</b></p> <p>Across: 1 full; 4 identical; 5 grandparents; 11 remarkable;</p> <p>Down: 2 uncle; 3 emigrate; 6 always; 7 DNA; 8 ancestors; 9 twins; 10 amazed; 12 relative;</p>
<b>Resources</b>	<b>Plenary</b>
<b>Board</b>	<ol style="list-style-type: none"> <li>Ask learners if the lesson has made them more interested in their family history.</li> <li>Ask learners to think of some questions they would like to ask their family about their family history.</li> <li>Write the questions on the board. Learners could copy them down and ask their families some of the questions if appropriate.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar definitions.</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

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LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 7	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific information about why a person admires various family members. <b>Speaking:</b> To talk about family members that are inspirational. <b>Reading:</b> To read a description and answer comprehension questions about the text. <b>Writing:</b> To write a description of a family member who is inspirational and give reasons why they are.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• participate in conversations about inspirational family members</li> <li>• use apostrophes to show possession</li> <li>• write about an inspirational family member.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Family relationships</li> <li>• Use of apostrophes</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Words to describe people's personal qualities: <i>positive personality, generous, determined, caring, admire, inspire</i> <b>Key expressions/structure:</b> Use of apostrophes		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Use of apostrophes to show plural or single possession may be difficult for some pupils to grasp. Check their understanding and provide additional examples where needed.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 32 Workbook page 32 Pictures of inspirational people (optional) Audio Track 11		

## UNIT 2 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Write the words 'amazing people' on the board and show some pictures, or write the names on the board of people you admire.</li> <li>2. Check/elicited/pre-teach the meaning of the words 'amazing' and 'admire'. Ask learners why they think you have chosen the people you have.</li> <li>3. Introduce the lesson by asking: <i>Who do you admire most in your family? Why?</i></li> <li>4. Encourage learners to find reasons to admire family members not only for major achievements like winning awards but also for having positive personality traits that make them good role models.</li> <li>5. Collect learners' responses and make notes on the board.</li> </ol>
Resources	Main activity
<b>Coursebook page 32</b> <b>Audio Track 11</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the <i>Listening strategy</i> and go through it with them.</li> <li>2. Tell the learners that you will play an audio extract of Yusuf talking about his family. Learners should look at the matching task and find key words that they will listen out for.</li> <li>3. Learners match Yusuf's relatives with the reasons he admires them.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to contribute answers to whole class. Ask other learners if they agree.</p> <p><b>Answers:</b></p> <p>1 c; 2 d; 3 e; 4 a; 5 b</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. If required, play and pause the audio several times.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to record answers as full written sentences or share answers verbally with a partner using full sentences.</li> </ol>
<b>Coursebook page 32</b>	<p><b>Use of English: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Remind learners about the position of apostrophes to show possession. Demonstrate on the board to show when something is possessed by one person or thing (for example, <i>the boy's boots</i>), and when something is possessed by more than one person or thing (for example, <i>the boys' coats</i>).</li> <li>2. Ask learners to work in pairs to discuss what the apostrophes are showing.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Feedback with the whole class.</p> <p><b>Answers:</b></p> <p>1 one person; 2 more than one person; 3 more than one person; 4 one person; 5 one person; 6 one person; 7 one person</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners could work in small groups for peer support. Refer learners to the explanation on the board.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write three more sentences demonstrating use of apostrophes for a partner to analyse.</li> </ol>
<p><b>Workbook page 32</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read Sameera’s description of a family member she admires.</li> <li>2. Remind learners to scan the text for keywords when locating specific information to answer questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to give their answers to the class. Ask other learners if they agree with the answers.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Her mother.</li> <li>2 Delicious.</li> <li>3 A large family.</li> <li>4 She sews Sameera’s clothes; she washes the clothes; she helps with homework.</li> <li>5 <i>busy, organised, intelligent, kind, caring.</i></li> </ol>
<p><b>Workbook page 32</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to complete the sentences by choosing the correct vocabulary.</li> <li>2. Tell learners to read each sentence aloud to themselves or to a partner if they are unsure.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners tell the class their answers. Ask other learners if they agree with them.</p> <p><b>Answers:</b></p> <p>1 a; 2 b; 3 a; 4 a; 5 b; 6 a; 7 c</p>
<p><b>Coursebook page 32</b></p>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to tell a partner which members of their own family they admire the most and why.</li> <li>2. Collect suggestions and write them on the board.</li> <li>3. Ask learners to write about members of their own family that inspire them.</li> <li>4. Encourage learners to draw some pictures to illustrate their reports. They could draw images of the things that remind them of that person: flowers, special food, the place they live, the person themselves (if appropriate).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Share examples of learners’ writing during the plenary.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide keywords and sentence starters.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Suggest that learners write about three different members of their family and give the reasons they admire them.</li> </ol>

Resources	Plenary		
	1. Finish the lesson by asking learners to share their written reports about family members they admire. Choose a more confident learner to read out their report. 2. Encourage learners to move about the classroom, asking each other: <i>Who have you written about?</i> <i>Why do you admire them?</i>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression (G7.3.1.1.1) Read a variety of genres in print or digital format, within a range of complexity appropriate for Grade 7; learners interact with the text proficiently and independently using active reading strategies. (G7.4.3.1.1) Build upon and continue applying conventions learned previously (use of possessive apostrophes).			

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LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 7	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read and understand a dialogue between two people; to understand the use of apostrophes in contractions. <b>Writing:</b> To describe members of the family that learners get on well with or do not get on well with and to understand what these terms mean.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand a dialogue between two speakers</li> <li>• recognise and explain apostrophes in contractions</li> <li>• use vocabulary associated with personality.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Family history</li> <li>• Family relationships</li> <li>• Using apostrophes</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Personality: <i>fun, grumpy, sporty, laid back, annoying, calm, funny, selfish</i> <b>Key expressions/structure:</b> Contractions: <i>what's, we've, that's, I'm, It's, we're, hasn't</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Use of apostrophes within contractions may be a challenging concept for some learners to grasp. Provide plenty of examples and explanations as necessary.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 33 Workbook page 33		

## UNIT 2 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter						
	<ol style="list-style-type: none"> <li>Write the word 'personality' on the board. Draw a happy smiling face, and mean-looking frowning face under the word.</li> <li>Elicit/pre-teach the meaning of the word 'personality'.</li> <li>Ask learners for words to describe the two faces, elicit some personality traits and write them on the board near the two faces.</li> <li>Elicit/pre-teach the expressions <i>get on with</i> and <i>fall out with</i>. Ask which of the faces they would get on with or fall out with.</li> <li>Introduce the lesson by asking the learners whether they always get on well with the members of their family.</li> <li>Ask learners to provide reasons. Suggest that personality traits may affect how family members get along.</li> </ol>						
Resources	Main activity						
Coursebook page 33	<p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"> <li>Ask learners to sort the words into positive and negative personality types.</li> <li>Learners could do this by drawing the table in their notebooks or by discussing the words with a partner.</li> <li>Ask learners to add their own personality words.</li> <li>Discuss the difference in meanings between the words <i>fun</i> and <i>funny</i>.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Draw the table on the board and invite learners to write the words in the correct columns.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2">Answers</th> </tr> <tr> <th>Positive personality</th> <th>Negative personality</th> </tr> </thead> <tbody> <tr> <td>fun, laid back, funny, calm, sporty</td> <td>grumpy, selfish, annoying</td> </tr> </tbody> </table>	Answers		Positive personality	Negative personality	fun, laid back, funny, calm, sporty	grumpy, selfish, annoying
Answers							
Positive personality	Negative personality						
fun, laid back, funny, calm, sporty	grumpy, selfish, annoying						
Coursebook page 33	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>Ask learners to work in pairs. They read through the dialogue between Sunil and Abdullah about getting on and falling out with family members.</li> <li>Ask learners to discuss the three questions.</li> <li>In pairs, learners join with another pair to discuss their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers from the class.</p> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>They are talking about their sisters.</li> <li>Usually, Abdullah gets on well with his sister, but Sunil does not get on well with his sisters.</li> <li>Abdullah's sister has spilled paint on his notebook. Sunil's sisters are often selfish and loud.</li> </ol>						

<p><b>Coursebook</b> page 33</p>	<p><b>Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Explain to the learners that the apostrophes used in the dialogue are contractions. This means that the apostrophe replaces missing letters.</li> <li>2. Ask learners to find the underlined contractions in the dialogue and match them with the words listed.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare answers with a partner, then take whole-class feedback.</p> <p><b>Answers:</b></p> <p>1 It's; 2 what's; 3 we're; 4 that's; 5 we've; 6 hasn't; 7 I'm</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Support learners by providing further explanation and examples on the board.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to find further examples of contractions within other texts available in the classroom.</li> </ol>
<p><b>Workbook</b> page 33</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners match the jumbled up words with the correct spellings.</li> </ol> <p><b>Feedback</b></p> <p>While learners are working, move around the classroom to check answers.</p> <p><b>DESIRABLE</b></p> <p><b>Answers:</b></p> <p>1f; 2 e; 3 c; 4 g; 5 d; 6 a; 7 h; 8 b</p>
<p><b>Workbook</b> page 33</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners read the extract and then answer the questions on their own.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Feedback with the class, inviting learners to give their answers.</p> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1 Javid is excited because he is going to visit his aunt and uncle.</li> <li>2 He gets on well with his cousins.</li> <li>3 They are a similar age and they enjoy similar activities.</li> <li>4 Javid does not get on well with his little sister.</li> <li>5 She follows him around; she doesn't like the same activities; and she cries easily.</li> </ol>
<p><b>Coursebook</b> page 33</p>	<p><b>Writing: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Learners write about members of their own family that they do and don't get on well with.</li> <li>2. Remind them to explain the reasons why.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide keywords and sentence starters.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Suggest that learners write about three different members of their family and give the reasons they do or don't get on well with them.</li> </ol>

<b>Workbook page 33</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the example with the class on the board before learners start the activity, so that they know what to do.</li> <li>2. Learners replace the underlined words with contractions. They can then check their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to come to write their answers on the board.</p> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1 I don't have any brothers or sisters.</li> <li>2 We can't visit Sam at the weekend.</li> <li>3 My mum hasn't made the cake yet.</li> <li>4 We're going to the swimming pool.</li> <li>5 That's a great idea.</li> </ol>		
<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. Conclude the lesson by selecting a few learners to read out their writing to the class.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries or reports.</p> <p>(G7.3.4.1.4) Clarify word meaning through the use of definition, example, restatement or contrast.</p> <p>(G7.4.2.1.1) Write expressing opinion, likes, dislikes, preference, agreement and disagreement.</p>			

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LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 7	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Reading:</b> To read and understand the content of a narrative story about three brothers who do not get along well.</p> <p><b>Writing:</b> To be able to summarise and sequence parts of a narrative into the beginning, middle and end.</p> <p><b>Writing:</b> To create a poster to communicate the message <i>Unity is strength</i>.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• read and understand a narrative with a moral</li> <li>• summarise and sequence a narrative</li> <li>• create a poster to communicate a message.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Family relationships</li> <li>• Personality types</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communication skills needed in further learning of the English language</li> </ul>		
<p><b>Key vocabulary:</b> <i>humorous, serious, quarrel, unite, immediately, failure</i></p> <p><b>Key expressions/structure:</b> <i>Unity is strength</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Some learners may find the moral of the story difficult to understand if they struggle with the general reading comprehension. Support these learners by talking through each part of the story in detail.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 34</p> <p>Workbook page 34</p>		

## UNIT 2 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Tell learners briefly about your favourite book when you were their age.</li> <li>2. Ask learners to put their hands up if they have also read that book. If anyone has, ask them what they thought of it.</li> <li>3. Ask learners to talk to the person next to them about their favourite book/a book they recently read and enjoyed.</li> <li>4. Tell them to ask each other the following question (write the question on the board) <i>Do you prefer humorous books or serious ones?</i></li> <li>5. When learners have finished talking to each other.</li> <li>6. Ask learners to stand up and take a bow if they enjoy serious books, or stay sitting and clap their hands if they prefer humorous books.</li> </ol>
Resources	Main activity
Coursebook page 34	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Before learners begin to read the story <i>Bundle of Sticks</i>, remind them of reading strategies such as skim reading to get the gist first or using a dictionary to check the meanings of unknown vocabulary.</li> <li>2. Ask learners to tell you if the story is humorous (funny) or serious.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to tell you what the story was about and their opinions of the story. Clarify the meanings of any unknown vocabulary.</p> <p><b>Answer</b></p> <p>The story is serious.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners advice on how to skim read to give them confidence – not worrying about understanding every single word as the activities that follow will help them to understand the text and improve their reading skills.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners could read the story and discuss the content with a partner before whole-class feedback. Remind learners to read through a second time for clarity.</li> </ol>
Workbook page 34	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the sentences using the words from the box. They can then compare answers in pairs.</li> <li>2. This activity will help learners to think about the content of the story in preparation for the summarising and sequencing activity to follow.</li> <li>3. It will also enable learners to become familiar with a selection of vocabulary used in the story.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the class.</p> <p><b>Answers:</b></p> <p>1 lived; 2 three; 3 couldn't; 4 tried; 5 admired; 6 passed; 7 listened; 8 teach</p>

<b>Workbook page 34</b>	<b>Workbook: Activity 2</b> 1. Ask learners to work in pairs to complete the table in order to show what happened in the beginning, middle and end of the story. 2. Remind learners that they should only use one or two sentences per section and to refer to the previous activity for support. <b>CORE</b> <b>Feedback</b> Select learners to present their work to the class.		
<b>Coursebook page 34</b>	<b>Writing: Activity 2</b> 1. Ask learners why they think the old man wanted his sons to learn the importance of unity. 2. Learners design their own poster to promote the message <i>Unity is strength</i> .		
	<b>Differentiation activities (Support):</b> 1. Provide examples on the board of how the poster could look or the features learners may wish to include such as headings, images and bullet points.		
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to include a brief paragraph on their poster explaining why unity is important.		
<b>Resources</b>	<b>Plenary</b>		
	1. Finish the lesson by asking learners to present their posters. You could display the posters as a gallery for all to see.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.3.1.1.1) Read a variety of genres in print or digital format, within a range of complexity appropriate for Grade 7; learners interact with the text proficiently and independently using active reading strategies. (G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G7.4.1.1.4) Write notes to summarise the main points of a read text using key words from the text as needed.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 7	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To scan the story to find meanings for words and phrases. <b>Writing:</b> To answer comprehension questions; to write a narrative in a similar style to <i>Bundle of Sticks</i> . <b>Speaking:</b> To discuss the story <i>Bundle of Sticks</i> .		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• answer questions on a narrative text</li> <li>• discuss similarities and differences, and make comparisons to themes in a text</li> <li>• write their own short story similar to <i>Bundle of Sticks</i>.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Previous lesson on <i>Bundle of Sticks</i> narrative text</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> quarrel, unite, admire, bundle, reward, immediately, failure, defeat, promise, villager, stick, argue, disagree <b>Key expressions/structure:</b> teach (someone) a lesson		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find some of the vocabulary challenging. Provide additional support and explanation during the vocabulary task in the Coursebook.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 35 Workbook page 35		

## UNIT 2 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners to recall the story <i>Bundle of Sticks</i>.</li> <li>2. Go around the class from person to person/group to group asking them to say one thing they remember from the story.</li> <li>3. Write the learners' ideas on the board.</li> <li>4. If time allows, ask a learner to come up to the board and number the ideas in the sequence they happened in the story.</li> </ol>
Resources	Main activity
Coursebook page 35	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners re-read the story <i>Bundle of Sticks</i>.</li> <li>2. Remind learners to look at the <i>Reading strategy</i> for skimming and scanning a text. Ask them to tell you the difference between the two strategies.</li> </ol>
Coursebook page 35	<p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs to match the words and phrases to their definitions.</li> <li>2. Remind them to use a dictionary if they are unsure of the definitions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select learners to contribute answers to whole-class feedback</p> <p><b>Answers:</b></p> <p>1 d; 2 g; 3 a; 4 h; 5 c; 6 e; 7 b; 8 i; 9 f</p>
Coursebook page 35	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Learners answer the comprehension questions about the story <i>Bundle of Sticks</i>.</li> <li>2. Learners compare their answers in pairs or small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers with the whole class.</p> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1 In a village.</li> <li>2 They were hard-working.</li> <li>3 Because they quarrelled.</li> <li>4 He asked his sons to be united.</li> <li>5 He wanted them to separate each stick and break it into two pieces. Then he wanted them to break the sticks as bundle, not as separate sticks.</li> <li>6 By showing them that the individual sticks would break, but the bundle would not.</li> <li>7 It teaches us that you are stronger when working as a group than as an individual.</li> </ol>
Coursebook page 35	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Put learners in small groups of 4–6 and ask them to discuss the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask one learner from each group to provide feedback to the whole class.</p>

**Workbook  
page 35**

**Workbook: Activity 3**

1. Ask learners to complete the wordsearch by finding the words listed.

**DESIRABLE**

**Feedback**

While learners work, move around the classroom to check answers.

**Answers:**

d	i	s	a	g	r	e	e			q	
e			r							u	
f			g							a	
e		b	u	n	d	l	e			r	v
a			e							r	i
t										e	l
e	l									l	l
d	e										a
	s	t	i	c	k	s					g
	s						u	n	i	t	e
	o										r
	n			b	r	o	t	h	e	r	s

**Differentiation activities (Support):**

1. Learners could work in pairs.

**Differentiation activities (Stretch):**

1. Challenge learners to create their own crossword or wordsearch using vocabulary from the story or related to families.

**Workbook  
page 35**

**Workbook: Activity 4**

1. Explain to learners that they will write a story. Point out that their story should be in a similar style to *Bundle of Sticks*.
2. Go through the questions with them and tell them that they can use these to plan their stories.
3. Allow them time to plan their stories.
4. Learners write their story. Remind them to go back to their plan as they are writing their stories.
5. Remind learners to check their stories for errors in grammar, vocabulary and punctuation. Ask: *Have you used apostrophes correctly?*
6. They swap their story with a partner to check.

**Differentiation activities (Support):**

1. Provide suggestions that learners can use in their story, for example provide a selection of two characters to choose between.

**Differentiation activities (Stretch):**

1. Encourage learners to deviate from the *Bundle of Sticks* storyline to create their own story. Learners could choose their own moral.

<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. Play a game, where you start a simple story. For example: <i>'Once upon a time, a man found a map...'</i></li> <li>2. Call out individual learners' names, the learners must stand up and tell the next part of the story. They must then call out another learner's name who must also stand up and tell the next part of the story.</li> <li>3. Help where necessary, and call out 'the end', when the game is over.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.4.1.1.8) Write short narratives to develop real or imagined experiences or events, relate personal experiences and known stories using descriptive details and sensory language.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 2</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To consolidate learners' knowledge, understanding and application of English within the theme of families; To recognise the purpose and use of possessive apostrophes. <b>Writing:</b> To consolidate learners' knowledge, understanding and application of English within the theme of families; To use possessive apostrophes correctly.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• complete sentences using the correct vocabulary and grammar</li> <li>• use knowledge from previous lesson content to complete sentences</li> <li>• add apostrophes accurately to sentences.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• School and family-related vocabulary</li> <li>• Apostrophe use</li> <li>• Present perfect simple</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> All previous vocabulary from Unit 2 Lessons 8–13 <b>Key expressions/structure:</b> All previous expressions/structures from Unit 2 Lessons 8–13		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Use of apostrophes may still present a challenge for some learners. Provide additional support and modelling where necessary.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 36 Workbook page 36		



## UNIT 2 LESSON 14 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	1. Ask learners to recall the vocabulary and grammar they have learned about this week.
Resources	Main activity
Coursebook page 36	<p><b>Speaking: Activity 1</b></p> <p>2. Ask learners to recall and contribute ideas about the activities they participated in and the grammar they learned about.</p> <p>3. Tell learners that this lesson is focused on consolidating and rehearsing skills from Lessons 8–13.</p>
Coursebook page 36	<p><b>Reading: Activity 2</b></p> <p>1. Ask learners to read the text and make a note of three examples of possessive apostrophes and three examples of apostrophes used for contractions.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers by asking learners to say one example each to the class. Ask other learners to say if they also found that example.</p> <p><b>Answers</b></p> <p>Possessive apostrophe examples: Mrs Clark's class, her father's mother, Fatima's cousin            Contraction examples: hadn't, didn't, couldn't</p>
Coursebook page 36	<p><b>Writing: Activity 3</b></p> <p>1. Ask learners to write a short report about the things they have learned this week.</p> <p>2. Draw learners' attention to the bullet points suggesting things to include.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>As learners are writing, go round the classroom providing individual feedback.</p>
Coursebook page 36	<p><b>Speaking: Activity 4</b></p> <p>1. Put learners into pairs or small groups. Tell them that they are going to read their reports to one another.</p> <p>2. Ask learners to look at the questions. Tell them that they can use these questions after listening to their partner's report.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor and help where necessary.</p>
Workbook page 36	<p><b>Workbook: Activity 1</b></p> <p>1. Tell learners to read each sentence first and identify the place where the apostrophe is missing.</p> <p>2. Learners rewrite the sentences adding in the apostrophes in the correct places. They can then check in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to write answers on the board.</p>

	<b>Answers:</b> 1 I'm fed up because my brother's annoying me. 2 I can't find Paul's football boots. 3 Emma's personality is laid back. 4 Jon borrowed Peter's pen because he couldn't find his own. 5 Shabna's book is becoming worn.		
<b>Workbook page 36</b>	<b>Workbook: Activity 2</b> 1. Learners complete the crossword using the clues to help them. <b>DESIRABLE</b> <b>Feedback</b> Check answers with the class. <b>Answers:</b> 1 remarkable; 2 admire; 3 relative; 4 emigrate; 5 ancestors; 6 amazed		
<b>Workbook page 36</b>	<b>Workbook: Activity 3</b> 1. Learners choose the correct word to complete each sentence. <b>CORE</b> <b>Feedback</b> Check answers with the class. <b>Answers:</b> 1 b; 2 c; 3 a; 4 b		
<b>Resources</b>	<b>Plenary</b> 1. Invite pairs to present their reports (from Writing Activity 3 in the Coursebook) to the whole class. Give praise and encouragement.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.3.4.1.1) Use context to determine the meaning of words and phrases, analyse nuances in the meaning of words with similar denotations. (G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement or contrast. (G7.4.3.1.1) Build upon and continue applying conventions learned previously.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 7	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To talk about keeping in touch with relatives that may live far away and the methods used to communicate. <b>Reading:</b> To read and understand email and letter extracts written to family members. <b>Writing:</b> To understand and use the present perfect simple.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• talk about ways of keeping in touch with relatives</li> <li>• read and understand a letter and an email extract</li> <li>• use and apply the present perfect simple.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary associated with families</li> <li>• Present perfect simple</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>grandma, dolphin</i> <b>Key expressions/structure:</b> Present perfect simple: <i>I have met, He has just taken, Have you seen?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• The concept and application of present perfect simple may be challenging for some learners. Provide additional support and examples throughout the lesson.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 37 Workbook page 37		

## UNIT 2 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

<b>Resources</b>	<b>Starter</b>
	1. Introduce the lesson by asking learners whether they have relatives who live far away or who they don't see very often.
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 37</b>	<p><b>Speaking: Activity 1</b></p> <p>1. Ask learners the questions from the Coursebook: <i>Do you have some relatives or friends that live far away? Do you have relatives that you don't see very often? How do you keep in touch with them? How often do you speak or write to them?</i></p> <p>2. Collect learners' responses and record them on the board.</p>
<b>Coursebook page 37</b>	<p><b>Reading: Activity 2</b></p> <p>1. Ask learners to look at the <i>Use of English</i> box as you talk through its contents. Explain that this is revision from the unit.</p> <p>2. Ask learners if they have any questions about recognising or using the present perfect simple.</p> <p>3. Ask learners to find examples of the present perfect simple in the <i>Use of English</i> box. Tell them to do this when they read the texts in the lesson.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners could write examples on the board or you could move around the classroom while learners are working to monitor answers.</p> <p><b>Answers</b></p> <p>Emily's letter:  <u>I have just started</u> at my new school. ... <u>I have met</u> lots of new friends and <u>I have joined</u> the games club too. <u>Dad and I have discussed</u> when we can come to visit you ... <u>Have you seen</u> that new film – the one about the dolphins? ...</p> <p>Hassan's email:  <u>I have just got home</u> from school ... Cousin Zaffi <u>has just taken</u> an important exam and we are all hoping that <u>he has done</u> well. <u>Have you finished</u> writing that book yet? Mum <u>has just cooked</u> dinner so <u>I had better go</u> and wash my hands. I am in trouble because <u>I have lost</u> my house keys. I am sure <u>I have dropped</u> them in my room somewhere but <u>I haven't seen</u> them since Saturday!</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Learners could work in groups. Refer learners to look at the list of examples in the Workbook on page 37. Suggest that learners find 5 answers rather than 16.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Challenge learners to find all 16 answers.</p>
<b>Coursebook page 37</b>	<p><b>Reading: Activity 3</b></p> <p>1. Explain that Emily and Hassan are writing to their relatives. Ask learners to read the letter and email they sent.</p> <p>2. Learners answer the comprehension questions.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to tell you what the extracts were about to check their understanding.</p>

	<p><b>Answers</b></p> <p>1 Emily likes her new school.  2 In the next school holidays.  3 She saw the new dolphin film.  4 His dad.  5 Hassan's cousin Zaffi.  6 He has lost his keys.</p>		
<p><b>Workbook page 37</b></p>	<p><b>Workbook: Activity 1</b></p> <p>1. Explain to learners that they have to choose between the past simple and present perfect simple in each sentence.  2. Learners circle the correct options.</p> <p><b>Feedback</b></p> <p>Read each sentence aloud. Ask learners to stand up when they hear the sentences that use the present perfect simple and remain seated for the sentences that do not.</p> <p><b>Answers:</b></p> <p>1 went; 2 have known; 3 Have you done; 4 has played; 5 have lost</p>		
<p><b>Workbook page 37</b></p>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners complete the present perfect sentences using their own ideas.</p> <p><b>Feedback</b></p> <p>Invite learners to read their sentences to the class.</p>		
<p><b>Workbook page 37</b></p>	<p><b>Workbook: Activity 3</b></p> <p>1. Learners write their own informal letter to a relative that they haven't seen for some time.  2. Remind learners to ask questions about the reader's life as well as telling them about their own.</p>		
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Finish the lesson by asking learners to read their letters to the whole class.  2. Ask learners to look at the <i>Self-assessment</i> and <i>Reflect on your learning</i> sections at the bottom of page 37 in Workbook.  3. Ask them to go through and discuss these with the person next to them.</p>		
<p><b>Learning styles catered for (✓):</b></p>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<p><b>Assessment for learning opportunities (✓):</b></p>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.2) Recount personal experiences and events in the past; speak about unfinished actions using present perfect and present perfect continuous; compare perfect with simple past.  (G7.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.  (G7.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 16</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 2</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To consolidate learners' ability to use vocabulary and grammar related to school and family including possessive apostrophes and present perfect simple. <b>Writing:</b> To consolidate learners' ability to use vocabulary and grammar related to school and family including possessive apostrophes and present perfect simple.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and write sentences about school life</li> <li>• recall vocabulary related to family members</li> <li>• apply apostrophes in the correct positions</li> <li>• write sentences using the present perfect simple.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Review of all Unit 2 learning related to school life, families; present perfect simple; use of apostrophes</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> All Unit 2 vocabulary: school, families <b>Key expressions/structure:</b> Present perfect simple, use of apostrophes		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Difficulties using and applying present simple perfect and accurate use of apostrophes. Monitor understanding and provide further examples or demonstrations where necessary.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 38		

## UNIT 2 LESSON 16 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"><li>1. Tell learners that this is a review lesson and provides opportunities to apply their learning from the previous lessons.</li><li>2. Ask learners: <i>What skills and topics have we been learning about?</i></li><li>3. Brainstorm ideas on the board.</li></ol>
Resources	Main activity
<b>Coursebook page 38</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Remind learners the vocabulary of school and school subjects.</li><li>2. Learners read the sentences and complete them with the missing words.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers with the class.</p> <p><b>Answers:</b></p> <ol style="list-style-type: none"><li>1 after-school</li><li>2 subjects</li><li>3 lessons</li><li>4 homework</li><li>5 marks/grades</li></ol>
<b>Coursebook page 38</b>	<p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Learners rewrite each sentence from Activity 1 so that it is true for them.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out their sentences to the class.</p>
<b>Coursebook page 38</b>	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"><li>1. Ask learners to look at the example answer.</li><li>2. Then they identify the other family members in sentences 2–7.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to give their answers to the class. Ask other learners if they agree with them.</p> <p><b>Answers:</b></p> <ol style="list-style-type: none"><li>1 aunt</li><li>2 uncle</li><li>3 parents</li><li>4 grandparents</li><li>5 cousin</li><li>6 ancestors</li><li>7 great-grandparents</li></ol>

<b>Coursebook page 38</b>	<p><b>Use of English: Activity 4</b></p> <p>1. Learners rewrite the sentences adding in apostrophes in the correct places.</p> <p>2. They can then compare answers in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers with the whole class.</p> <p><b>Answers:</b></p> <p>1 My friend's brother is a footballer.</p> <p>2 Our headteacher's name is Mrs Smith.</p> <p>3 Our Science teachers' names are Mr Hassan and Mrs Vidal.</p> <p>4 My parents' apartment is above their shop.</p> <p>5 Australia's flag is red, white and blue.</p>		
<b>Coursebook page 38</b>	<p><b>Use of English: Activity 5</b></p> <p>1. Learners write six sentences about what they have or haven't done so far this week using the present perfect simple.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read their sentences to the class.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Provide a list of sentence starters or encourage learners to look back at previous lesson in their Coursebook and Workbook content.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to put their sentences into a paragraph and encourage them to use connectors.</p>		
<b>Resources</b>	<b>Plenary</b>		
	<p>1. Finish the lesson by referring to the Learning outcomes and asking learners to reflect on whether these were met.</p> <p>2. Ask: <i>Which areas of Unit 2 do you feel the most/least confident about?</i></p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement or contrast.</p> <p>(G7.4.2.1.1) Write using past simple, past continuous, present perfect (simple), present perfect continuous.</p> <p>(G7.4.3.1.1) Build upon and continue applying conventions learned previously.</p>			



LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 7	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to talk about their project as part of the planning process. <b>Reading:</b> To develop learners' ability to research a project topic. <b>Writing:</b> To write a text of their own with at least three paragraphs.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>organise and manage their time</li> <li>work independently</li> <li>create a project for Unit 2.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Review of Unit 2</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Initiative and Self-direction: Reinforce the learning process to set goals, manage time and work independently by monitoring, defining and prioritising tasks to complete the project</li> </ul>		
<b>Key vocabulary:</b> Unit 2 review (school, family) <b>Key expressions/structure:</b> Unit 2 review		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Refer back to Unit 2, Lessons 1–16.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 39		

## UNIT 2 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (Pages 6 to 10)

<b>Resources</b>	<b>Starter</b>		
	1. Explain to learners that they are going to complete a project, and they must choose a topic to prepare in order to present it in the next lesson.		
<b>Resources</b>	<b>Main activity</b>		
<b>Coursebook page 39</b>	<b>Preparation: Activities 1 and 2</b>		
	1. Ask learners to look at the project options. Read through the details for each project and ask learners to think about which project they would like to do.		
	2. Ask learners some questions linked to the project descriptions to help them think more carefully about their preference.		
	3. Ask learners to choose which project they will create.		
4. Tell learners to prepare their chosen project using the guidance provided.			
5. Go round the class, helping individual learners to think about the content of their project and discussing their ideas.			
6. Encourage learners to share ideas with their peers as they plan and write.			
<b>Feedback</b>			
Make a note of learners' ideas and answers on the board for later reference.			
<b>Differentiation activities (Support):</b>			
1. Provide vocabulary banks and access to lesson material from earlier in the unit.			
<b>Differentiation activities (Stretch):</b>			
1. Encourage learners to focus on the quality of the information in their projects.			
<b>Resources</b>	<b>Plenary</b>		
	1. Conclude the lesson by checking on learners' progress.		
	2. Ask learners to reflect on the preparation lesson.		
	3. Ask: <i>How do you feel about your project? Do you feel ready to present it in the next lesson? What would you do differently next time?</i>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.4.1.1.1) Write texts of more than two paragraphs with simple, compound and complex sentences, using a range of subordinating conjunctions and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.			
(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic and organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.			
(G7.4.3.1.1) Build upon and continue applying conventions learned previously.			

<b>LESSON PLAN</b>		<b>LESSON: 18</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 2</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to present clearly to the class. <b>Listening:</b> To demonstrate listening skills by listening appropriately to others' presentations.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• give a short presentation about their work</li> <li>• give constructive feedback to their peers.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary associated with school life and families</li> <li>• Magazine article writing</li> <li>• Biography writing</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Flexibility and Adaptability: Reinforce the understanding and importance of feedback in English, from teachers and other learners</li> </ul>		
<b>Key vocabulary:</b> Unit 2 review <b>Key expressions/structure:</b> Unit 2 review		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Refer to Unit 2, Lessons 1–16.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 40		

## UNIT 2 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Introduce the lesson by discussing the two project types with the learners.</li> <li>2. Ask learners to raise their hand if they have prepared a report for the school magazine or website. Ask learners to tell you the features they have used. Record these on the board for use as assessment criteria.</li> <li>3. Ask learners to raise their hand if they have prepared a biography. Ask learners to tell you the features they have used. Record these on the board for use as assessment criteria.</li> </ol>
Resources	Main activity
Coursebook page 40	<p><b>Presentation:</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that this lesson will be for presentations about their projects. Each learner will be expected to speak briefly about the work they have done and then read it out.</li> <li>2. Ask if there are any questions.</li> <li>3. Tell learners that they will be commenting on each other's work after the presentations, so they will need to be ready to say two things about each presentation: a) the best thing about it and b) something they have learned from it.</li> <li>4. Arrange the classroom layout in a suitable style for watching presentations. You may wish to adjust tables and chairs to create a semi-circle shape around a presentation stage area.</li> <li>5. Allow learners a short time to gather their presentation materials and rehearse their presentations if necessary.</li> <li>6. Refer learners to look at the <i>Speaking tip</i> and Peer assessing guidance (on Coursebook page 40).</li> <li>7. Select learners to present their projects to the class.</li> <li>8. Remind learners to stand confidently, make eye contact with listeners where possible, maintain good posture and speak in a clear manner with a suitable pace.</li> </ol> <p><b>Feedback</b></p> <p>At the end of each presentation, give verbal feedback, focusing on positive aspects to model for the class. Ask one or two learners to give constructive feedback.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Support learners as needed. You may need to prompt speaking and listening skills, or offer pronunciation and intonation support.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to speak confidently.</li> </ol>
Resources	Plenary
	<ol style="list-style-type: none"> <li>1. Congratulate learners on giving their presentations.</li> <li>2. Ask one or two learners to tell everyone something they have learned from a presentation.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.			
(G7.2.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			
(G7.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.			

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LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 7	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to read co-text to understand the meaning of target words in a text. <b>Speaking:</b> To develop learners' interactive communication skills in one-to-one discussions by building relevant vocabulary.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• complete discrete vocabulary and language activities by using co-text to match text to key lexical items</li> <li>• scan short descriptive texts for factual content</li> <li>• identify and describe examples of traditional clothing from other cultures.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to items of clothing</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Global awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing</li> <li>• Critical Thinking and Problem Solving: Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English</li> </ul>		
<b>Key vocabulary:</b> <i>kimono, bandana, sombrero, sari, zip, pyjamas, collar, button, to wrap, to tie, sleeve, Sanskrit, sash, loose, handkerchief</i> <b>Key expressions/structure:</b> <i>made of, short sleeves, strip of cloth, tied at the waist, on special occasions, protection from the sun</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 'Clothing' is uncountable, made countable as 'an item/piece of clothing'. Examples of this can be underlined in the CB and WB.</li> <li>• Using correct prepositions in prepositional phrases can be a problem. Learners can find and underline examples of prepositional phrases in the text.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 41 Workbook page 38 Paper or electronic dictionaries for fast finishers		

## UNIT 3 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 41	<p>1. Ask learners to answer the bullet point question in pairs.</p> <p><b>Feedback</b></p> <p>1. Ask for two pairs to volunteer and name the items of clothing they thought of. Write the items of clothing on the board.</p> <p>2. Elicit from the group if they had thought of any other items of clothing.</p> <p>3. Write these items of clothing on the board.</p>
Resources	Main activity
Coursebook page 41	<p><b>Vocabulary: Activity 1</b></p> <p>1. Point to the six pictures of items of clothing on page 41.</p> <p>2. Explain that learners are going to read the short texts quickly to match them to the pictures.</p> <p>3. Complete Activity 1</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>1. Ask if anyone in the group knows which countries the items of clothing might come from, for example, Kimono = Japan, Sombrero = Mexico, Sari = Asia.</p> <p>2. Elicit what kind of words will help them match the descriptions to the pictures (name of country, type of clothing, part of body for example, hand/head). Explain that they do not need to understand every word in the text to identify the clothing being described.</p> <p><b>Answers</b></p> <p>text 1 = kimono, text 2 = pyjamas, text 3 = sombrero, text 4 = bandana, text 5 = sari. NB T-shirt not described, see Activity 2.</p>
Coursebook page 41	<p><b>Vocabulary: Activity 2</b></p> <p>1. Complete Activity 2 in the Coursebook.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the pictures one by one and ask learners to raise their hands when they see key words or ideas in the text that help identify the item.</p> <p><b>Answer</b></p> <p>T-shirt is not described</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Ask learners to write the names of the items of clothing next to the relevant short text and put a tick next to the picture.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners close their books.</p> <p>2. In pairs they try to remember what the texts said about the different items of clothing.</p>

**Workbook  
page 38**

**Workbook: Activity 1**

1. Ask learners to look at the table on page 38.
2. Make sure they understand the words in the columns.
3. Do Activity 1 in the Workbook.

**DESIRABLE**

**Feedback**

Ask for another example of a word from each category to check the learners understand. Possible examples: items of clothing = trousers, T-shirt, jeans; things used to do up clothing = belt, poppers; parts of an item of clothing = leg (of trousers), back (of shirt or blouse), hood; verbs used with clothing = do up, undo, put on, take off.

**Answers**

items of clothing = sari, pyjamas, bandana  
things used to do up clothing = sash, zip, buttons  
parts of an item of clothing = pocket, collar, sleeves  
verbs used with clothing = tie, wrap, wear

**Differentiation activities (Support):**

1. Copy the table on the board.
2. Write the first letter of each word in the right place. Learners complete the words.

**Differentiation activities (Stretch):**

1. Learners find more examples for each category, either using words they already know, or using a dictionary.
2. Ask learners to close their books and work in pairs to see how many items from each category they can recall.

**Workbook  
page 38**

**Workbook: Activity 2**

1. Check learners understand the activity by showing them the first example as done (pyjamas).
2. Learners work in pairs to solve the clues first.
3. Then individually they look for the answers in the word grid.
4. Pairs check their answers.

**CORE**

**Feedback**

- 2 Check the answers by asking learners to raise their hands if they know the answer.
- 4 Copy the grid on the board and ask for volunteers to come up and circle the answers one by one.

**Answers**

s	p	s	a	r	i	k	c	a
o	r	p	z	i	p	i	o	b
m	e	y	a	v	n	m	l	u
b	r	j	o	y	s	o	l	t
r	b	a	n	d	a	n	a	t
e	a	m	y	g	s	o	r	o
r	o	a	f	h	h	c	k	n
o	i	s	l	e	e	v	e	s



<b>Workbook page 38</b>	<b>Workbook: Activity 3</b> 1. Ask learners to work in pairs to match the two parts of the first example. (Answer: Saris are worn by women and girls in India.) 2. Learners do the rest of Activity 3 3. Pairs check their answers. <b>EXTENSION</b> <b>Feedback</b> 1 Check the answers by asking learners to raise their hands if they know the answer. 3 Ask for a volunteer from each pair to read a complete sentence. Ask the rest of the class if they agree with the answer suggested. <div style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></div> 1c; 2e; 3 b; 4 a; 5 f; 6 d		
<b>Resources</b>	<b>Plenary</b> 1. Ask learners to close their books, and to work in pairs. Ask each pair to choose one of the traditional items of clothing from the lesson. 2. Give pairs one minute to try to remember four facts about the item of clothing. 3. Choose different pairs to say what they remember about each of the items of clothing. Ask other pairs if they can add any more facts. 4. Finish by asking the class to say three things they didn't know at the start of the lesson.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English. (G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 7	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' interactive communication skills in one-to-one discussions by building relevant vocabulary. <b>Listening:</b> To improve listening skills by listening for key phrases. <b>Reading:</b> To develop learners' ability to read a factual text and supply missing words by use of contextual clues. <b>Writing:</b> To develop learners' ability to produce an informal factual text in response to a request for information.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>describe a traditional item of clothing from their country in writing and orally</li> <li>ask and answer questions that relate to personal choices in clothing</li> <li>identify key phrases in a short factual listening text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis related to items of clothing</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>Global Awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Critical Thinking and Problem Solving: Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English</li> </ul>		
<b>Key vocabulary:</b> <i>T-shirt, uniform, designer, sailor, farmer, cotton</i> <b>Key expressions/structure:</b> made of, for warmth, long sleeves, fashion item, shape of the body, made of cotton, with jeans, became popular		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners sometimes have problems with the form of the passive and omit the auxiliary 'to be'. To help with this, if problems arise, the teacher can ask learners to find and underline examples of the passive on the page.</li> <li>Learners often omit 'the + United States'. The teacher can play the audio extract several times to ensure learners hear this clearly.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 42 Workbook page 39 Audio Track 12		

## UNIT 3 LESSON 2 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners to keep their books closed.</li> <li>2. Tell them you are going to describe a piece of clothing, and they have to draw it.</li> <li>3. Describe a T-shirt in language appropriate for the class.</li> <li>4. When the learners have finished drawing, ask them to hold up their pictures.</li> <li>5. Ask them if they can name the item of clothing everyone has drawn.</li> <li>6. Ask learners to open their Coursebooks at page 42 and compare their drawings to the image of the T-shirts on a line.</li> </ol>
Resources	Main activity
Coursebook page 42	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Put learners in pairs and ask them to ask and answer the questions in Activity 1 in the Coursebook.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to put their hands up if they know the answer. Choose one pair to answer each question. Ask other pairs if they agree with the answers.</p> <p><b>Answers</b></p> <p>1 from the shape of the body; 2 cotton; 3 short; 4 no</p>
Coursebook page 42	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners are going to hear a short passage about T-shirts, but first you want pairs to predict which of the expressions they think they will hear.</li> <li>2. Learners do Activity 4 in pairs.</li> <li>3. Don't provide answers yet. Explain that the answers will come when they listen.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to draw a picture of a T-shirt and label it - collar, sleeve.</li> <li>2. Draw on the board a normal shirt with collar and long sleeves. Ask learners to indicate the key differences.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to predict other expressions they might hear.</li> </ol>
Coursebook page 42 Audio Track 12	<p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Read the <i>Listening strategy</i> box.</li> <li>2. Play the audio and ask learners to underline the expressions from Activity 4 that they hear.</li> </ol> <p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to raise their hands when they hear one of the expressions on the audio. Stop the audio and play again so everyone hears the expression.</li> <li>2. After stage 2, ask pairs to volunteer their answers. See if everyone agrees. If not, play the audio again and stop at the relevant part.</li> <li>3. Play the audio again and ask learners to do Activity 5.</li> <li>4. In pairs, learners check their answers to Activity 5.</li> </ol>

	<p><b>Answers (to Activity 4)</b></p> <p>shape of the body; made of cotton; under a shirt; all over the world with jeans; instead of jeans; generally, very cheap</p> <p><b>Answers (to Activity 5)</b></p> <p>1 No; 2 Yes; 3 No; 4 Yes</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Read out the text of the audio a little more slowly than normal and pause at the end of sentences. Do this sentence by sentence and ask which questions they can answer at the end of each sentence.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to work in pairs after listening to the audio, and, using their answers from Activity 5 and the expressions from Activity 4, they try to remember the text of the audio.</p>
<p><b>Workbook page 39</b></p>	<p><b>Workbook: Activity 4</b></p> <p>1. Do Activity 4 in the Workbook.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to check their answers in pairs. Then ask different learners to say one answer each. The rest of the class listens to see if they agree.</p> <p><b>Answers</b></p> <p>1 shape; 2 world; 3 uniforms; 4 cotton; 5 sleeves; 6 shirt</p>
	<p><b>Differentiation activities (Support):</b></p> <p>1. Before doing the Activity, check everyone understands the meaning of the missing words. Ask volunteers to explain the meanings.</p> <p>2. Read the text aloud to the group. For each gap, offer two alternatives - the correct word, and one wrong word. Learners put their hands up when they think they know the answer.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners close their books and in pairs try to remember the text about T-shirts.</p> <p>2. Ask learners to work individually. Each person thinks of another item of clothing and writes two sentences with key words missing for their partner to find.</p>
<p><b>Workbook page 39</b></p>	<p><b>Workbook: Activity 5</b></p> <p>1. Do Activity 5 in the workbook.</p> <p>2. Pairs check their answers.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask pairs to raise their hands when they agree they have the same answer. Ask pairs to volunteer answers. The rest of the class listens to see if they agree.</p> <p><b>Answers:</b></p> <p>1 short; 2 worn; 3 expensive; 4 clothing; 5 jeans</p>

<b>Coursebook</b> page 42	<b>Speaking and Writing: Activity 6</b> 1. Ask learners to read the email extract in Activity 6 in the Coursebook. 2. Write on the board suggestions for traditional items of clothing they could write about. 3. Ask if there are words or expressions they want to use but don't know in English. Write the English expressions on the board. 4. Ask learners to work in pairs to do Activity 6. <b>EXTENSION</b>		
<b>Coursebook</b> page 42	<b>Speaking and Writing: Activity 7</b> 1. Learners complete Activity 7 either in class individually or as homework. <b>EXTENSION</b>		
<b>Workbook</b> page 39	<b>Workbook: Activity 6</b> 1. Ask learners to work in pairs to unscramble the questions in Activity 6 in the Workbook. 2. Pairs check their answers. <b>DESIRABLE</b> <b>Feedback</b> Ask pairs to raise their hands when they agree they have the same answer. Ask pairs to volunteer answers. The rest of the class listens to see if they agree.  <b>Answers:</b> 1 What are you wearing today? 2 Do you like designer clothes? 3 Do you ever wear jeans? 4 Do you have a favourite item of clothing? 5 Do you wear traditional clothing from your country? 6 What do you wear as protection from the sun?		
<b>Resources</b>	<b>Plenary</b>		
<b>Workbook</b> page 39	1. In pairs, learners do Activity 7 in the Workbook.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			
(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.			
(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English.			
(G7.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations, getting across important points.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 7	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss shopping habits and clothes, using the present simple. <b>Reading:</b> To read about two people's views on clothes and fashion. <b>Speaking:</b> To ask and answer questions about clothes and fashion.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a text for general understanding</li> <li>• use vocabulary related to clothes and fashion</li> <li>• talk about habits and preferences related to clothes and fashion.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for clothes</li> <li>• Present simple to describe habits and routines</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>fashion, bracelet, necklace, special occasions, tracksuit bottoms, trainers, jeans, tidy, comfortable</i> <b>Key expressions/structure:</b> Present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may need help differentiating 'clothes' and 'fashion' – explain that 'clothes' are the things we wear, 'fashion' is a style that is currently popular; it is often used to refer to clothes, but can be used in other contexts, for example, hair styles, hobbies, vehicles.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 43 Workbook page 40		

## UNIT 3 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 43	<ol style="list-style-type: none"> <li>1. Write 'follower of fashion' on the board and elicit the meaning from learners.</li> <li>2. Explain that 'fashion' is a style that is popular at a particular time, especially in clothes and accessories. A 'follower of fashion' is someone who is very interested in the latest trends. If necessary, explain that we can use 'follow' to describe being interested in something, for example: <i>He follows the local football team.</i></li> <li>3. Learners work in pairs to discuss the Starter questions.</li> </ol> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out what the learners usually buy when they go shopping, and what they wear when they go out with friends.</p>
Resources	Main activity
Coursebook page 43	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners will read about two people's views on clothes and fashion. Ask the learners to think about which person's views are closest to their own.</li> <li>2. Go through the information in the <i>Reading strategy</i> box and encourage learners to make a note of any difficult vocabulary the first time they read the text.</li> <li>3. Learners read the text.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Deal with any initial questions or issues related to vocabulary. Ask the class for a show of hands: Who do they think is a 'follower of fashion', Amani or Will? Find out how many of the learners identify with either Amani or Will's views.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Pre-teach some key vocabulary, for example: <i>window-shopping, bracelet, necklace, tracksuit bottoms, trainers.</i></li> <li>2. Read through the text as a whole class.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Set a time limit for learners to re-read the text, for example: two minutes.</li> <li>2. Alternatively, have the learners work in pairs. Each reads one part of the text and summarises it to their partner.</li> </ol>
Coursebook page 43	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Make sure that learners understand that the answer to each question is either 'Amani' or 'Will'.</li> <li>2. Learners re-read the text.</li> <li>3. Learners discuss the questions in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Go round the class, encouraging a spokesperson from each pair to answer the questions.</p> <p><b>Answers</b></p> <p>1 Amani; 2 Will; 3 Amani; 4 Amani; 5 Will; 6 Will</p>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Go through the first question with the whole class, and point out that ‘enjoy’ is similar to ‘love’. Draw learners’ attention to the first line of Amani’s text: ‘I love shopping ...’. Therefore, ‘Amani’ is the correct answer to 1.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>After the learners have decided on the answers to the questions, have them write a short paragraph explaining why Will and Amani’s views are similar and different to their own.</li> </ol>
<p><b>Coursebook page 43</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>Ask learners to work in pairs to identify the items in the pictures then match them to either Amani or Will.</li> <li>Learners then discuss the bullet pointed questions in pairs.</li> <li>Go around monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>Learners put up their hands and call out the answers to the first part of Activity 3 (identifying the items and matching them to the correct person).</li> <li>Write Will and Amani on the board and write the items under the correct person’s name. Ask learners to stand up if they are more like Amani, and to remain sitting and raise their hands if they are more like Will.</li> <li>Ask learners if any of them have a messy room. Ask if they can describe it to the class.</li> </ol> <p><b>Answers</b></p> <p>1 necklace – Amani; 2 trainers – Will; 3 T-shirt – Will; 4 tracksuit bottoms – Will; 5 bracelet – Amani.</p>
<p><b>Workbook page 40</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners work individually to complete the quiz.</li> <li>Learners check their scores and read the Analysis box.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Ask for a show of hands to find out how many of the learners are in each of the three groups (8-12, 13-19, 20-24). Find out who is the class’ number one ‘follower of fashion’, for example: the learner with the highest score in the quiz.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Have learners close their books. Play an anagram game to round off the lesson, using words from the reading text: <ul style="list-style-type: none"> <li>1 eansj (jeans)</li> <li>2 ppsohgni (shopping)</li> <li>3 caleenck (necklace)</li> <li>4 rkctiusta (tracksuit)</li> <li>5 sratiner (trainers)</li> </ul> </li> </ol> <p>Write these on the board and give the learners a few minutes to guess the correct answers.</p>



<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example: autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p>			

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LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 7	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read and complete sentences about clothes and fashion using phrasal verbs. <b>Speaking:</b> To ask and answer questions about clothes and fashion using phrasal verbs. <b>Writing:</b> To use phrasal verbs to write about clothes and fashion.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use phrasal verbs for discussing views on clothes and fashion</li> <li>• discuss views on clothes and fashion</li> <li>• write about a partner's views on clothes and fashion, as well as their own.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for clothes</li> <li>• Exposure to the phrasal verbs in the previous lesson's reading text</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>shop for, try on, dress up, put on, take off, hang up, put away, get up, look at, sit down, go out</i> <b>Key expressions/structure:</b> Phrasal verbs		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may not be aware that phrasal verbs which can be separated must be separated if the object is a pronoun. This needs to be clearly explained and illustrated in the lesson. See the <i>Use of English</i> box on page 44.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 44 Workbook page 41		

## UNIT 3 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Make sure that learners' books are closed. Write these scrambled phrases on the board:  <i>for / shopping / I / clothes / love</i>  <i>a / on / I / put / bracelet</i>  <i>I / dressing / love / up</i></li> <li>2. Learners work in small groups to unscramble the phrases. The first group to unscramble all of the phrases is the winner.</li> <li>3. Elicit the correct answers from the winning group (note that the third phrase has two possible answers): <i>I love shopping for clothes, I put on a bracelet (OR: I put a bracelet on), I love dressing up.</i></li> </ol>
	<p><b>Main activity</b></p>
<p><b>Coursebook page 44</b></p>	<p><b>Use of English: Phrasal verbs</b></p> <ol style="list-style-type: none"> <li>1. Draw the learners' attention to the <i>Use of English</i> box. Go through the first sentence with the class and elicit any other examples of common phrasal verbs, for example, <i>look for, stand up, take out</i>. Explain that a phrasal verb uses a verb (for example, <i>sit</i>) and a preposition (for example, <i>down</i>).</li> <li>2. Draw learners' attention back to the phrases they unscrambled in the Starter activity and explain that each one includes a phrasal verb. Have the learners identify each phrasal verb (<i>shop for, put on, hang up, dress up</i>).</li> <li>3. Learners work individually to look again at the reading text on page 43 and find any more phrasal verbs (<i>try on, put away, go out, take off</i>).</li> <li>4. With the class, go through the rest of the information in the <i>Use of English</i> box.</li> <li>5. Learners re-read the text and identify examples of a phrasal verb that is separated by a pronoun (<i>When I get something new I put it on as soon as I get home and I put on a bracelet ..., I hang them up ..., I take them off ...</i>). Emphasise the importance of separating phrasal verbs like these when the object is a pronoun.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to offer answers after they have looked again at the unscrambled sentences and the reading text on page 43. Deal with any questions or issues, and refer to the reading text for examples of phrasal verbs in use.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Point out all of the examples of phrasal verbs in the reading text, rather than having the learners find them.</li> <li>2. Provide the learners with further example sentences using each of the phrasal verbs, for example, <i>I shop for food at the supermarket.</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. After the learners have found all of the examples of phrasal verbs in the reading text, encourage them to make sentences of their own using the same phrasal verbs.</li> </ol>

<p><b>Coursebook</b> page 44</p>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners complete the questions with the words in the box.</li> <li>Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers</b></p> <p>1 for; 2 on; 3 up; 4 on; 5 off; away; up</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to look back at the reading text to help them identify the correct phrasal verbs to complete the questions.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask learners to choose two of the phrasal verbs to make different questions to ask each other.</li> </ol>
<p><b>Workbook</b> page 41</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example answer with the class. Elicit the verb (<i>put</i>) and preposition (<i>away</i>) in the example answer.</li> <li>Learners work individually to complete the sentences with the correct phrasal verbs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have learners take it in turns to read the correct full sentences.</p> <p><b>Answers</b></p> <p>1 put ... away; 2 put ... on; 3 try ... on; 4 dress up; 5 take ... off; 6 put on</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Write the missing words (verbs and prepositions) on the board.</li> <li>Learners complete the sentences using the words on the board.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have learners write sentences of their own using each of the phrasal verbs in the activity.</li> </ol>
<p><b>Workbook</b> page 41</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example answer with the class. Highlight the fact that the pronoun now separates the phrasal verb.</li> <li>Learners work individually to rewrite the sentences, replacing the underlined words with the pronouns in brackets.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have learners take it in turns to read the correct full sentences.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>I never hang them up in the evening.</li> <li>He always puts them on in the same order.</li> <li>She puts them away very carefully.</li> <li>Do you want to try it on?</li> <li>I always take them off when I get home.</li> </ol>

<p><b>Coursebook page 44</b></p>	<p><b>Speaking and Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class. Draw learners' attention to the <i>Speaking tip</i>, and encourage them to use full answers.</li> <li>2. Learners work in pairs to ask and answer the questions.</li> <li>3. Go round monitoring, and check that learners are completing the table in the Coursebook. Encourage them to write short sentences, rather than just <i>Yes</i> and <i>No</i>.</li> </ol> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Elicit some possible answers for Will, for example:</p> <p><b>Possible Answers</b></p> <ol style="list-style-type: none"> <li>1 No, I'm not interested in fashion.</li> <li>2 Sometimes, just to check they fit.</li> <li>3 Yes, I usually wear my favourite tracksuit bottoms at home!</li> <li>4 No, I just throw them on the floor.</li> <li>5 Not really. My mum always tells me to tidy my room.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Go through some possible answers with the whole class, before learners ask and answer the questions in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Make sure that learners write full sentences when they complete the table.</li> </ol>
<p><b>Coursebook page 44</b></p>	<p><b>Speaking and Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the reading text on page 43 and explain that they are going to write a similar paragraph about their own views on clothes and fashion. Point out that they can use the information in the table to help them. Encourage learners to incorporate the phrasal verbs from this lesson in their paragraphs.</li> <li>2. Learners write a paragraph.</li> <li>3. Learners compare their paragraphs with their partners'.</li> </ol> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs. Do the learners think that their partners described their views on clothes and fashion in full? How similar were the partners' paragraphs?</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Write the following phrasal verbs from the lesson on the board (or choose a few examples from the list): <i>shop for, try on, dress up, put on, take off, hang up, put away, get up, look at, sit down, go out.</i></li> <li>2. Mime one of the phrasal verbs to the class and ask them to guess which verb you are miming.</li> <li>3. Ask learners to form small groups.</li> <li>4. Each person in the group takes a turn at miming a phrasal verb from the list. The other members of the group have to guess the phrasal verb.</li> <li>5. Circulate and monitor. The person miming is not allowed to say anything.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases.</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.4.2.1.1) Write using phrasal verbs.</p>			

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LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 7	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To answer questions in a discussion about accessories as status symbols. <b>Reading:</b> To skim a text for general comprehension. To scan a text for specific details. To read a text for detailed comprehension. <b>Writing:</b> To spell key vocabulary from a text.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• skim a text for general comprehension</li> <li>• scan a text for specific details</li> <li>• use vocabulary for talking about accessories and jewellery.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for accessories (<i>necklace, bracelet</i>)</li> <li>• Past simple</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>linen, sandals, belt, make-up, jewellery, footwear, wig, ring, earrings, buttons, symbolic, symbolise, status symbol</i> <b>Key expressions/structure:</b> Past simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may not have any prior knowledge of ancient Egypt: a civilization in northeast Africa, which began around 3000 BCE and lasted for around 3000 years. Ancient Egyptians built the pyramids at Giza.</li> <li>• Make sure that all learners are aware of the difference between <i>jewellery</i> (decorative objects that people wear, usually made of gold or silver) and <i>accessories</i> (something added to clothing that is useful and often decorative).</li> <li>• It may be necessary to explain the meanings and functions of <i>symbol</i> (noun, an object that is used to represent something), <i>symbolise</i> (verb, to represent something) and <i>symbolic</i> (adjective, representing something else). For example, the text talks about colours: <i>green was a symbol of youth = green symbolised youth = green was symbolic of youth.</i></li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 45 Workbook page 42		

## UNIT 3 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (Pages 6 to 10)

Resources	Starter
Coursebook page 45	<ol style="list-style-type: none"> <li>1. Write 'status symbol' on the board, and elicit or explain its meaning (a thing that people want to have because they think other people will admire them if they have it).</li> <li>2. Have the learners suggest some examples. For example, an expensive watch, a fashionable handbag, branded goods, a sports car.</li> <li>3. Explain that jewellery and accessories can be used as status symbols. Elicit examples of each.</li> <li>4. Have the learners open their Coursebooks at page 45, and read through the title and starter questions with the class.</li> <li>5. Learners work in small groups to discuss the questions.</li> <li>6. Have a feedback session with the class. Find out about the learners' favourite colours and clothes.</li> </ol>
Resources	Main activity
Coursebook page 45	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Have learners close their books and ask them the questions: <i>What do you know about the ancient Egyptians? What clothes did they wear? What kind of accessories did they have?</i></li> <li>2. Listen to, but do not comment on, the learners' suggestions. If necessary, locate Egypt on a map, and allow learners to look at the pictures (but not the text) on page 45.</li> <li>3. Explain that learners will read a text to find out if their suggestions were accurate.</li> <li>4. Go through the information in the <i>Reading strategy</i> box and tell them not to worry if they do not understand everything at first, they will have more opportunities to read the text later in the lesson. The important thing this time is to get a general understanding of the information.</li> <li>5. Learners re-open their books and read the text quickly to check if any of their suggestions were accurate.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When learners have finished reading the text, have them close their books and discuss as a class what they can remember. Were any of their initial suggestions mentioned in the text?</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Pre-teach some of the more difficult vocabulary, for example, <i>symbol</i>, <i>symbolise</i>, <i>symbolic</i>.</li> <li>2. Read the text together as a class. Ask learners to tell you any new vocabulary they don't know and help them work out the meaning.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Give learners a two-minute time limit to read the text.</li> </ol>



<p><b>Coursebook page 45</b></p>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class.</li> <li>2. Explain that learners will have a short time to look at the text again to find the words they are looking for.</li> <li>3. Set a time limit according to the learners' abilities (see Differentiation activities below).</li> <li>4. Learners scan the text for the words.</li> <li>5. Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers</b></p> <p>footwear: sandals  clothing: skirts; dresses  jewellery: bracelets; rings; earrings; necklaces  accessories: belt; decorated buttons</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow plenty of time for learners to read the text and locate the words they need to complete the task.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Set a strict time limit, for example, one minute. Learners must scan the text, rather than read it all, in order to find the words they need to complete the task in the allotted time.</li> </ol>
<p><b>Coursebook page 45</b></p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners re-read the text and decide if the statements are true or false.</li> <li>2. Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers:</b></p> <p>1 True; 2 False; 3 True; 4 False; 5 True; 6 False; 7 True; 8 False</p>
<p><b>Workbook page 42</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class.</li> <li>2. Learners complete the crossword.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Go through each clue and ask for volunteers to provide the answers.</p> <p><b>Answers:</b></p> <p>1 black; 2 belt; 3 bracelet; 4 green; 5 necklace; 6 earrings; 7 ring; 8 wig; 9 status</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to refer back to the text on page 45 of the Coursebook while completing the crossword.</li> </ol>

	<b>Differentiation activities (Stretch):</b> 1. Make sure that learners do not refer back to page 45 while completing the crossword.		
<b>Resources</b>	<b>Plenary</b>		
	1. Ask what learners know about the historic use of accessories and jewellery in the UAE. Give them some examples. 2. Ask learners to draw a picture of one of the traditional items of clothing/ accessory/piece of jewellery (or whatever you consider to be appropriate for the class) that you have talked about.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes. (G7.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 7	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To talk about accessories and jewellery. <b>Listening:</b> To listen to someone talking about their accessories and jewellery. <b>Reading:</b> To read statements and questions about accessories and jewellery. <b>Writing:</b> To complete sentences about accessories and jewellery.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen for key nouns and missing words</li> <li>• discuss possessions, and how and when they are used</li> <li>• express and justify opinions about the topic.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for accessories and jewellery (<i>ring, necklace, bracelet, belt, earrings</i>)</li> <li>• Talking about special occasions</li> <li>• Present simple</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>watch, tie, sunglasses</i> <b>Key expressions/structure:</b> Present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain that a watch is an accessory, rather than item of jewellery, even though it may be made of gold or silver. This is because, like all accessories, it has a function, and is not solely decorative.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 46 Workbook page 42 Audio Track 13		

## UNIT 3 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Make sure learners' books are closed. Recap on the topic of the reading text in the previous lesson (use of accessories and jewellery in ancient Egypt). Elicit examples of accessories and items of jewellery that were mentioned in the text.</li> <li>2. Learners work in small groups to brainstorm as many more kinds of accessories and items of jewellery that they can think of.</li> <li>3. Have a feedback session with the class. Find out which group came up with the most ideas.</li> </ol>
Resources	Main activity
<b>Workbook</b> page 42	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners add the missing letters to complete the words, and then decide if each one is an accessory or an item of jewellery.</li> <li>2. Learners compare their answers with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p style="text-align: center;"><b>Answers</b></p> <p>1 sunglasses - A; 2 belt - A; 3 bracelet - J; 4 ring - J; 5 watch - A; 6 tie - A</p>
<b>Coursebook</b> page 46 <b>Audio Track 13</b>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the photo of Karl. Elicit suggestions for the kinds of accessories the learners think he may have.</li> <li>2. Play the audio. Learners write down the accessories that Karl mentions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the words from the class.</p> <p style="text-align: center;"><b>Answers</b></p> <p>Accessories: sunglasses; watch; tie; belt</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. After listening the first time, learners compare their answers in pairs.</li> <li>2. Play the audio a second time for learners to check, before you elicit the correct answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have the learners close their books while they listen, and tell them that they must remember the items, without writing them down.</li> </ol>
<b>Coursebook</b> page 46	<p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the sentences with the class and tell the learners to listen out for the missing words.</li> <li>2. Play the audio. Learners complete the sentences while they listen.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask for volunteers to read the correct sentences aloud.</p> <p style="text-align: center;"><b>Answers</b></p> <p>1 love; 2 take; 3 special; 4 important; 5 interested</p>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Stop and start the audio after each of the sentences. Give learners time to think about what they have heard, and to complete the sentences.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have the learners attempt to complete the sentences from memory, i.e. before they listen to the audio a second time.</li> <li>2. Play the audio for learners to check whether they remembered the sentences correctly.</li> </ol>
<p><b>Workbook</b> page 42</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>3. Learners complete the sentences with the words in the box.</li> <li>4. Learners compare their answers with a partner.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers:</b></p> <p>1 wear; 2 jewellery; 3 wore; 4 accessories</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to refer to page 46 of the Coursebook while they complete this task.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>2. Make sure that learners' Coursebooks are closed when they complete this task.</li> </ol>
<p><b>Coursebook</b> page 46</p>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to ask and answer the questions.</li> <li>2. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners report back to the class.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention back to the idea of <i>accessories as status symbols</i>.</li> <li>2. Divide the class into two groups. Each group has to brainstorm examples of status symbols in ancient Egypt (for example, the jewellery they wore) and in the UAE in the present day. They must make a list.</li> <li>3. Set a time limit and at the end, ask the groups to swap lists, count which group has the most and decide if any items on the list are not good examples.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G7.1.1.1.2) Understand the main points and detail of narrative, anecdotes and short stories; follow the dialogue and discern the speaker's moods, relationship and intentions.			

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LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 7	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a conversation about international costumes. <b>Speaking:</b> To talk about international costumes. <b>Reading:</b> To read questions and answers about international costumes. <b>Writing:</b> To write a paragraph about wearing a costume.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to a conversation and identify the speakers from a picture</li> <li>• describe an international costume</li> <li>• talk about what wearing the costume is like.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for clothing and accessories</li> <li>• Phrasal verbs</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>international, costume, lederhosen, cowboy, sombrero, Stetson, kimono, skirt, belt, jewellery, put on, try on, take off</i> <b>Key expressions/structure:</b> Phrasal verbs, present simple, past simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain to learners that boy number 4 in the picture is wearing lederhosen, a traditional costume from Germany.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 47 Workbook page 43 Audio Track 14		

## UNIT 3 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (Pages 6 to 10)

Resources	Starter
Coursebook page 47	<ol style="list-style-type: none"> <li>1. Draw learners' attention to Activity 1. Ask them to briefly discuss the question.</li> <li>2. Tell the learners that they are going to practise talking about an International Party. Elicit learners' suggestions for what an International Party might involve.</li> <li>3. Learners work in small groups to discuss the picture on page 47 and describe what they can see.</li> <li>4. Elicit feedback from the groups. What countries' clothes do they think the boys are wearing?</li> </ol>
Resources	Main activity
Coursebook page 47 Audio Track 14	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class. Explain that two of these boys are speaking, Luke and Henry.</li> <li>2. Play the audio. Learners listen to the conversation and write the number of the boys, and the items of clothing/accessories they mention, in the table.</li> <li>3. Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Have a class discussion about the conversation. <i>What did each of the boys say about their costumes? Which countries' costumes are they wearing?</i></p> <p><b>Answers</b></p> <p>Luke: 3 / sombrero Henry: 1 / sandals; belt; necklace</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Play the audio a second time, before eliciting the correct answers from the pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have the pairs roleplay a similar conversation between two of the other boys in the picture.</li> </ol>
Workbook page 43	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to complete the sentences with the words in the box.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class, and encourage the learners to read the whole sentences aloud. Explain that sentences like these are useful examples for the next activity.</p> <p><b>Answers</b></p> <p>1 traditional; 2 on; 3 up; 4 skirt; 5 hat; 6 off</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to look back through lessons 1-6 of Unit 3 in their Coursebooks, to help them find the answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have the learners cover the wordpool box, and attempt to guess the missing words. They can then uncover the wordpool box and check their answers.</li> </ol>



<p><b>Coursebook</b> page 47</p>	<p><b>Writing: Activity 3</b></p> <p>1. Learners choose one of the other boys in the picture and write a short paragraph, in the first person, describing their costume.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners report back to class. Have a few confident speakers read their paragraphs to the group.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Rather than a paragraph, have the learners write one or two sentences, and allow them to refer to Activity 1 in the Workbook, page 43 for reference.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners write a conversation, similar to the one in the audio, between two of the other boys in the pictures.</p>
<p><b>Workbook</b> page 43</p>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners match the questions to the answers to make a short conversation.</p> <p>2. Learners work in pairs to compare their answers and practise reading the conversation aloud.</p> <p><b>[DESIRABLE]</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Explain that this conversation is a useful model for the next activity.</p> <p><b>Answers</b></p> <p>1 b; 2 a; 3 d; 4 c</p>
<p><b>Coursebook</b> page 47</p>	<p><b>Speaking: Activity 4</b></p> <p>1. Go through the instructions, and emphasise that learners do not need to choose one of the countries or costumes in the picture. They can choose any country or costume.</p> <p>2. Learners work in pairs to roleplay the scenario.</p> <p>3. Go round monitoring.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have (some of) the pairs perform their conversations in front of the rest of the group. Then have a feedback session with the class. Was any particular country or costume the most popular? Why?</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Allow learners to use the conversation in Activity 2 of the Workbook page 43, as a model for their scenario.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. If there is time, allow the learners to research their chosen countries/costumes in more detail.</p> <p>2. Encourage them to describe the accessories and jewellery as well as the clothing in their conversations.</p>
<p><b>Workbook</b> page 43</p>	<p><b>Self-Assessment</b></p> <p>1. Learners look back on the work they have done so far in Unit 3 and write sentences in response to the questions.</p>

Resources	Plenary		
	<ol style="list-style-type: none"> <li>1. Play a quick vocabulary quiz, based on words which have appeared in the unit so far.</li> <li>2. Divide the group into two teams, A &amp; B. Team A goes first: one member of the team sits with their back to the board.</li> <li>3. Write one word from the unit on the board (for example, accessories).</li> <li>4. Team A must describe the thing to their teammate without saying the word.</li> <li>5. Set a time limit. If the learner with their back to the board guesses the word, Team A gets one point. Repeat with Team B, and so on.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes and short stories; follow the dialogue and discern speakers' moods, relationship and intentions.</p> <p>(G7.4.1.1.8) Write short narratives to develop real or imagined experiences or events, relate personal experiences and known stories using descriptive details and sensory language.</p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, expressing preferences, expressing opinion.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 7	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To talk about materials; to answer questions about materials using the present passive. <b>Reading:</b> To read sentences about materials, and sentences that use the present passive. <b>Writing:</b> To complete sentences about materials, and sentences that use the present passive.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• talk about what things are <i>made of</i> and <i>made from</i></li> <li>• use the present passive to talk about actions when it's not important, or we don't know, who does it.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Clothing and accessories vocabulary</li> <li>• Present simple</li> <li>• Modal verbs: <i>can, should, must</i></li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>cotton, wool, silk, linen, leather, gold, silver, plastic</i> <b>Key expressions/structure:</b> Present passive, present passive with modal verbs: <i>can, should, must</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find it difficult to differentiate <i>made of</i> and <i>made from</i>, as highlighted in the <i>Language Tip</i> box on Coursebook page 48. Generally, if the material has not been changed to make an object we use <i>made of</i>, if the material is changed in the process of making the object we use <i>made from</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 48 Workbook page 44		

## UNIT 3 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 48	<ol style="list-style-type: none"> <li>Elicit some common items of clothing and accessories in the UAE (kandura, guthra, abaya etc.) Find out if the learners can tell you which materials they are made of (for example: cotton or wool, etc.).</li> <li>Have the learners open their Coursebook to page 48 and go through the title 'What's it made of?' and the starter questions with the class.</li> <li>Learners work in small groups to discuss the starter questions.</li> <li>Have a feedback session with the whole class. Find out about the learners' favourite items of clothing, and the kinds of materials they prefer.</li> </ol>
Resources	Main activity
Coursebook page 48	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>Go through the words in the Vocabulary box, the instructions and answer choices, and the example answer with the class.</li> <li>Learners work individually to complete the sentences.</li> <li>Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. At this point, it may be beneficial to go through the information in the <i>Language tip</i> box (also see Common misconceptions, above). Deal with any questions or issues, and elicit, or provide, other examples of made of and made from, for example, the table is made of wood. / Paper is made from wood.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>silk/silk</li> <li>linen</li> <li>cotton/cotton</li> <li>wool</li> <li>leather</li> <li>plastic</li> <li>gold and silver</li> </ol>
Coursebook page 48	<p><b>Use of English: Present passive</b></p> <ol style="list-style-type: none"> <li>Go through the first instruction and the two example sentences with the class.</li> <li>Elicit answers to the question <i>How do we make the present passive?</i> (verb <i>be</i> plus past participle).</li> <li>Check that all learners understand why we use present passive (when the action is more important than who does it).</li> <li>Go through the information about modals (<i>can, should, must</i>).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have the learners volunteer answers to your questions, and encourage them to suggest further example sentences using the present passive.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Point out the examples of the present passive in the previous activity's sentences, and highlight the form (verb <i>be</i> plus past participle).</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to look back at the previous activity and underline instances of the present passive.</li> </ol>
<b>Workbook page 44</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example answer with the class. Explain that each of these sentences uses the present passive.</li> <li>Learners work individually to re-order the words to make present passive sentences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>Gold is found in rocks in the ground.</li> <li>Plastic is made from oil.</li> <li>Linen is made from flax.</li> <li>Diamonds are formed at high temperatures.</li> <li>T-shirts are usually made of cotton.</li> <li>Kimonos are worn on special occasions.</li> <li>Silk is produced by silk worms.</li> <li>Wool is used to make warm clothes.</li> <li>A mobile phone can be used as a torch.</li> </ol>
<b>Coursebook page 48</b>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example answer with the class. Point out that the verb they need to use is provided in brackets at the end of the sentence.</li> <li>Learners work individually to complete the sentences.</li> <li>Learners compare their sentences with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers</b></p> <p>1 are made; 2 is made; 3 are formed; 4 can be made; 5 should not be worn; 6 must not be used; 7 is played</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Go through each sentence with the class, and elicit the correct answers. Make sure that all learners have a grasp of when to use singular and plural forms of verb <i>be</i>.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have the learners write further sentences using the present passive, for example, they could write about their own favourite items of clothing.</li> </ol>
<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>Recap the lesson's key words and structures with a quick language challenge.</li> <li>Have the learners close their books. Say a word from the lesson, for example, <i>plastic</i>, and point to a learner. The learner must make a sentence using <i>plastic</i> and the present passive, for example, <i>plastic is made from oil</i>.</li> <li>The learner then says another word from the lesson and chooses someone to make the sentence, and so on.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.4.2.1.1) Write using passive voice.			
(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			
(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.			

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LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 7	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read a text and questions about a traditional item of clothing. <b>Speaking:</b> To ask and answer questions about clothes from around the world, using the present passive. <b>Listening:</b> To listen for specific information about clothes from around the world. <b>Writing:</b> To write paragraphs about an item of clothing from the UAE.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use the present passive to talk about items of clothes</li> <li>• write short paragraphs using the present passive.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Clothing and accessories vocabulary</li> <li>• Present passive</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>kolt, colourful, kilt, lederhosen, Sweden, Norway, Finland</i> <b>Key expressions/structure:</b> Present passive		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• In this lesson, learners answer questions about kolts and kilts. Although they have similar spellings, these are completely different clothing items: kolts are colourful tunics worn by Sami people in northern Sweden, Norway and Finland. Kilts are like skirts; they are worn by men in Scotland in the north of the UK.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 49 Workbook page 45 Audio Track 15		

## UNIT 3 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>Begin the lesson with a recap of the language covered in the previous lesson. Write these incomplete sentences on the board:  <i>Plastic _____ from oil.</i>  <i>Wigs _____ of hair.</i>  <i>Kimonos _____ in Japan.</i></li> <li>Learners work in small groups to complete the sentences.</li> <li>Elicit the correct answers from the groups (<i>is made, are made, are worn</i>), and have them tell you the name of the structure (present passive) and why we use it (to describe an action when we don't know, or it isn't important, who does the action).</li> </ol>
Resources	Main activity
Workbook page 45	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>Go through the signs with the class. Focus on the example answer and elicit where you might see this sign (in a hotel).</li> <li>Learners work individually to complete the signs.</li> <li>Learners compare their signs with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask for suggestions from the pairs, and discuss where learners might expect to see each sign.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>is served (in a hotel)</li> <li>are spoken (in a language school)</li> <li>can't be bought (at a train station)</li> <li>are asked (in a hotel)</li> <li>is made (in a restaurant)</li> <li>are written (in a school)</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Do this as a class activity. Go through each sign and elicit suggestions from the class.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have the learners make signs of their own, for example, signs in their school.</li> </ol>
Coursebook page 49	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Draw learners' attention to the picture of Sami people. Ask volunteers to describe what they can see in the picture, and find out if anyone can guess which part of the world these people live in (northern Europe).</li> <li>Learners read the text and work in pairs to discuss the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners close their books. Elicit the correct answers from the pairs, and have a brief class discussion. What else can they remember about kolts? (They are colourful, men's kolts are shorter than women's.) Why do the Sami people make clothes with animal skin and wool? (They need to be warm.)</p>



	<p><b>Answers</b></p> <p>1 (They are worn in) northern Sweden, Norway and Finland.  2 (They are made of) animal skin and wool.  3 (They are worn by) men and woman.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Allow learners to have their books open when you go through the answers. Highlight the sentences in the text that lead to the questions' answers.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Have learners work individually to write full answers to the questions. Make sure they use the present passive in their answers.</p>
<p><b>Coursebook page 49</b>  <b>Audio Track 15</b></p>	<p><b>Speaking and Listening: Activity 2</b></p> <p>1. Go through the information in the quick quiz box, and emphasise that <i>kilts</i> are not the same as <i>kolts</i>.  2. Have two confident speakers read the example exchange in front of the class.  3. Learners work in pairs to ask the questions in the quiz, and to try and guess the answers.  4. Go round monitoring, but don't give any answers at this stage.  5. After all of the pairs have gone through the quiz, have a feedback session and find out who knew the most about the items of clothing.  6. Play the audio for learners to check their answers.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>After you have played the audio, find out if any of the pairs got all of the questions correct.</p> <p><b>Answers</b></p> <p><b>Kimonos:</b> Japan; silk; men; women and children  <b>Saris:</b> India; Bangladesh; Sri Lanka; Nepal; Malaysia; Singapore; silk or cotton; women  <b>Lederhosen:</b> Austria; Bavaria in Germany; Northern Italy; leather; men and boys  <b>Kilts:</b> Scotland; wool; men and boys</p>
<p><b>Coursebook page 49</b></p>	<p><b>Writing: Activity 3</b></p> <p>1. Go through the information in the Writing tip box, and the instructions with the class. Explain that they can choose any item of clothing that people wear in the UAE.  2. Learners work individually to write a paragraph.  3. Learners share their paragraphs with a partner.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Which UAE items of clothing did the learners choose to write about? Elicit some example sentences from the paragraphs.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Encourage learners to use the text about kolts as a model for their paragraphs, and allow them to listen again to the audio if necessary.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Have the learners close their books and write their paragraphs from memory.</p>

<b>Workbook page 45</b>	<b>Activity 2</b> 1. Go through the information in the Study skills box. Encourage the learners to look back through the unit to find words. 2. Learners work in pairs to make word webs for clothes. 3. Pairs then join other pairs to make small groups, and compare their word webs and give each other added suggestions. <b>DESIRABLE</b> <b>Feedback</b> Have a feedback session with the class. Ask a spokesperson from each group to provide examples of words they have written for each category.		
<b>Resources</b>	<b>Plenary</b>		
	1. Discuss the items of clothing from the lesson with the class. <i>Which of these items would they like to try on? Why? What do they think are the advantages and disadvantages of each item?</i>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics. (G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes). (G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.			

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LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 7	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To describe adverts as part of a discussion. <b>Reading:</b> To read short adverts for products for general information. <b>Writing:</b> To complete sentences in short adverts for products, and to write short adverts for products using adjectives.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read for gist</li> <li>• identify adjectives in a text</li> <li>• write a text using adjectives and present passive (including <i>can</i>, <i>must</i> and <i>should</i>).</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for accessories</li> <li>• Present passive</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>original, attractive, practical, useful, comfortable, fantastic, stylish, built-in, solar-powered, battery, charger, helmet, backpack</i> <b>Key expressions/structure:</b> Adjectives before nouns, adjectives endings (-ive etc.), Compound adjectives, Present passive		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain that <i>advert</i> is short for <i>advertisement</i>, and is mostly used in British English; <i>ad</i> is more common in American English, or in the case of TV adverts: <i>commercial</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 50 Workbook page 46 Realia: magazine and newspaper adverts.		

## UNIT 3 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (Pages 6 to 10)

Resources	Starter
Coursebook page 50	<ol style="list-style-type: none"> <li>1. Cut out some adverts from UAE newspapers and magazines and put them on the walls on the classroom. (These should obviously be culturally appropriate, perhaps adverts for cars, food, houses, accessories.)</li> <li>2. Encourage learners to walk around the classroom and look at the adverts. Encourage them to talk to other learners about which adverts they like the best and why.</li> <li>3. Elicit some different types of advertising, for example, TV adverts, posters, magazine adverts, online advertising, and find out which ones the learners think are the most effective, and why.</li> <li>4. Have the learners open their Coursebooks to page 50 and go through the title and starter question with the class.</li> <li>5. Learners work in small groups to describe an advert they've seen.</li> <li>6. Elicit feedback from the groups.</li> <li>7. Have the learners tell the class about the adverts.</li> </ol>
Resources	Main activity
Coursebook page 50	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the pictures on page 50, and tell the class that these are products that are being advertised.</li> <li>2. Have the learners describe the products from what they can see in the pictures.</li> <li>3. Explain that learners will read adverts for some of these products, and go through the instructions with the class. Emphasise that learners don't need to understand all of the vocabulary at this stage. The important thing is to recognize which product is being described.</li> <li>4. Learners read the adverts and match them to three of the pictures.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the class. Then go through each advert again, giving help with any difficult vocabulary.</p> <p><b>Answers</b></p> <p>1 c; 2 f; 3 e</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Go through each advert with the whole class, and draw learners' attention to the key noun in each description: trainers, helmet, backpack.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Set a time limit for the reading task.</li> <li>2. After learners have matched the adverts to the pictures, have them close their books, and repeat the basic information in the adverts using their own words.</li> </ol>
Coursebook page 50	<p><b>Use of English: Adjectives</b></p> <ol style="list-style-type: none"> <li>1. Go through the information about adjectives with the class.</li> <li>2. Learners re-read the text to find examples of adjectives with the endings in the box.</li> <li>3. Have the learners look again at the texts to find any more adjectives.</li> </ol>

	<p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers from the class. stylish, attractive, practical Other adjectives in the texts: right, left (shoes), state-of-the-art, outdoor.</p>
Workbook page 46	<p><b>Workbook: Activity 3</b></p> <p>1. Learners make adjectives from the parts of words in the two columns. 2. Learners compare their adjectives with a partner.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Go through the correct answers with the class, and elicit some nouns that could go after each of the adjectives, for example, <i>an original idea</i>.</p> <p><b>Answers</b></p> <p>1 original; 2 attractive; 3 practical; 4 useful; 5 comfortable; 6 fantastic; 7 stylish</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Point out that three of these adjectives appeared in the reading texts (<i>practical, attractive and stylish</i>). 2. Allow learners to work in small groups to make the rest of the adjectives.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. As an extension, have learners write a new sentence for each of the adjectives.</p>
Workbook page 46	<p><b>Workbook: Activity 4</b></p> <p>1. Learners work individually to complete the adverts by circling the correct option.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Have confident speakers read the adverts aloud. Find out what learners think about each of these products.</p> <p><b>Answers</b></p> <p>1 be worn; 2 is powered; 3 be worn; 4 is folded; 5 be put</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Go through the first advert with the class. Learners then complete the second advert individually.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>2. Have the learners cover the word box and try to guess the appropriate verbs.</p>
Workbook page 46	<p><b>Workbook: Activity 5</b></p> <p>1. Go through the watch's details with the class. Encourage learners to try and use the present passive and adjectives in their adverts. 2. Learners work individually to write an advert for the watch. 3. Learners compare their adverts with a partner.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Have a feedback session with the class. Ask confident speakers to read their adverts aloud.</p>

Resources	Plenary		
	1. Ask the learners to think about some products (especially accessories) that they have at home. What adjectives could they use to describe them? 2. Learners work in small groups to create a short advert for a chosen product. 3. The groups ‘perform’ their short adverts to the rest of the class.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes). (G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech). (G7.4.2.1.1) Write using adjectives, passive voice.			

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LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 7	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to adverts for general and specific information. <b>Speaking:</b> To talk about products and adverts. <b>Reading:</b> To read sentences about products. <b>Writing:</b> To write an advert for a product using present passive and adjectives.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen and understand short adverts</li> <li>• talk about products using the present passive</li> <li>• use present passive and adjectives to write a short advert for a product.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Adjective endings (-ive etc.)</li> <li>• Compound adjectives</li> <li>• Present passive</li> <li>• Vocabulary for accessories</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> fan, solar panel, washing machine, sleeping bag, jacket, long-distance, trainers, skate, comfortable, battery, must-have, skier, snowboarder, wide-angle lens, waterproof <b>Key expressions/structure:</b> Present passive, adjectives		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain that when a phrase becomes an adjective, we use a hyphen (-) to join the words. For example, the phrase <i>must have</i> can become an adjective: <i>We must have that item</i> (phrase) = <i>It's a must-have item</i> (adjective).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 51 Workbook page 47 Audio Track 16		

## UNIT 3 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 51	<ol style="list-style-type: none"> <li>1. Have the learners open their books at page 51 and ask them to take a look at the pictures.</li> <li>2. Ask them to tell you about the adverts they read in the previous lesson.</li> <li>3. Ask learners if they can remember which products shown in the pictures were described in the adverts.</li> <li>4. Ask them what was special / good about the products products shown in the pictures.</li> <li>5. Ask them to look at the products that weren't described in the adverts.</li> <li>6. Elicit suggestions for what these products could be. What do the learners think is special/good about these accessories?</li> </ol>
Resources	Main activity
Coursebook page 51 Audio Track 16	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to page 51 of the Coursebook. Explain that they will listen to three adverts.</li> <li>2. Play the audio. Learners match the items to the pictures.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers, and have the learners tell you as much as they can remember about the products. Were their predictions in the Starter correct?</p> <p><b>Answers</b></p> <p>1 b; 2 d; 3 a</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to read the audioscript and play the audio a second time. Go through the answers with the class, and highlight the key nouns (<i>cap, sleeping bag, trainers</i>).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have the learners close their books while they listen. Then ask them to tell you as much as they can about the products.</li> </ol>
Coursebook page 51	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Play the audio again. Learners work in pairs to discuss the sentences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have the learners tell you the correct answers, and make sure they can explain why each statement is either true or false. Play the audio again, if necessary, and stop at the point where each answer is revealed.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 False: <i>it mustn't be put in a washing machine</i></li> <li>2 True: <i>A sleeping bag that can be worn as a jacket</i></li> <li>3 False: <i>These trainers can be worn indoors and outside</i></li> </ol>



<p><b>Coursebook page 51</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to ask and answer questions about the products in the adverts they have just listened to.</li> <li>Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Go through each product and elicit answers to the questions from the pairs. Find out which of these products the learners think is the most appealing.</p> <hr/> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to look at the audioscript and to take notes before beginning this activity.</li> </ol> <hr/> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have the learners invent/suggest more ideas for innovative accessories like these. Make sure they think about what is special about these products and when/where they could be used.</li> </ol>
<p><b>Workbook page 47</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example answer with the class.</li> <li>Learners work individually to re-order the words to write sentences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have volunteers read each correct sentence aloud.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>This is a state-of-the-art accessory.</li> <li>It can be used anywhere.</li> <li>It can be folded and put into a pocket.</li> <li>It's powered by a small battery.</li> <li>It's very easy to use.</li> <li>This sleeping bag can be worn as a jacket.</li> </ol>
<p><b>Coursebook page 51</b></p>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners work individually to look at the picture and the captions. They write the advantages in order of importance.</li> <li>Go round monitoring, giving help where necessary. Encourage learners to come up with extra advantages of their own, as in the example.</li> <li>Learners work in pairs to compare their lists and discuss the extra advantages they came up with.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs. Ask for a show of hands to find out how many people rated each advantage as the most important. Find out some of the learners' ideas for extra advantages.</p>

<b>Workbook page 47</b>	<b>Workbook: Activity 2</b>		
	<ol style="list-style-type: none"> <li>Go through the instructions, and remind learners of the adjectives they formed in Activity 1 (<i>original, attractive</i> etc.).</li> <li>Learners work individually to write an advert for the video helmet.</li> <li>Learners compare their adverts with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session, and ask confident speakers to share their adverts with the group.</p>		
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Encourage learners to use the sentences similar to those they unscrambled in the previous Workbook activity, and to include each of the advantages in the captions around the picture.</li> </ol>		
<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have the learners write another advert, this time for the new innovative accessory they thought about in the stretch activity to Speaking Activity 3.</li> </ol>			
<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>Have learners think about all of the adverts they have read and listened to in the last two lessons.</li> <li>Which advert do they think was the most convincing?</li> <li>Can they suggest any ways to make the adverts more exciting or appealing?</li> <li>What kind of adverts really appeal to them?</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G7.4.1.1.2) Produce posters, brochures, leaflets, and advertisements.</p> <p>(G7.4.2.1.1) Write using adjectives, passive voice.</p>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 7	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To answer questions in a discussion about advertising. <b>Reading:</b> To read and understand a text about advertising. To skim the text for gist, and to scan the text for detail. <b>Writing:</b> To complete sentences about advertising.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• skim a text for gist</li> <li>• scan a text for detail</li> <li>• answer comprehension questions about a reading text</li> <li>• use vocabulary related to the advertising industry and its history.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for adverts</li> <li>• History of clothes and accessories</li> <li>• Present passive</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>advertising, papyrus, ancient Greece/Rome/Egypt, poster, wall/rock painting, advertising agency, advertising industry, household products, beauty products, soft drink, the Internet, message</i>		
<b>Key expressions/structure:</b> Present passive, past simple, present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be beneficial to explain the distinction between <i>advertising</i> and <i>advert</i>: <i>advertising</i> is the general name for the business (or industry) of trying to convince customers to buy things, <i>advert</i>s are the things that advertisers make, i.e. pieces of text, images, films, audio etc.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 52 Workbook page 48		

## UNIT 3 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 52	<ol style="list-style-type: none"> <li>Go through the title and starter questions with the class. Deal with any questions or issues related to vocabulary (see Common misconceptions above).</li> <li>Learners work in small groups to discuss the questions.</li> <li>Have a feedback session with the whole class.</li> </ol>
Resources	Main activity
Coursebook page 52	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>Draw learners' attention to the images around the texts. Ask if anyone can tell the class what they are (a sheet of papyrus and two advertising posters).</li> <li>Learners work in pairs to discuss the questions. Elicit suggestions from the pairs.</li> <li>Have the learners read the text, but tell them not to worry if they don't understand everything. At this stage, they just need to check if their ideas to the questions in the instructions were correct.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out if anyone's ideas about the history of advertising and the kinds of products that are advertised the most are correct.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Read through the text with the whole class, giving help with difficult words as you go.</li> <li>It may be beneficial to do Workbook, page 48, Activity 3 at this stage - see below.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Set a time limit, then have learners close their books and work in pairs to summarise what they have just read.</li> </ol>
	<p><b>Reading: Activity 6</b></p> <ol style="list-style-type: none"> <li>Go through the instructions, and emphasise that learners are looking for specific pieces of information. Go through the definition of <i>media</i> in the <i>Vocabulary</i> box.</li> <li>Learners work individually to scan the text and complete the table.</li> <li>Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers</b></p> <p><b>Types of product:</b> food and drink; medicine; soap; household products; soft drinks; cars</p> <p><b>Types of media:</b> papyrus; newspapers; television; magazines; radio; the Internet</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Go through the text with the whole class, when you come to each product or medium, ask for a show of hands as to which category learners think it belongs to.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have learners attempt to complete the task before reading the text a second time to check their answers.</li> </ol>

<b>Workbook</b> <b>page 48</b>	<b>Workbook: Activity 3</b> 1. Learners work individually to match the words from the text to their definitions. <b>DESIRABLE</b> <b>Feedback</b> Elicit the correct answers from the class.  <b>Answers:</b> 1 d; 2 a; 3 e; 4 b; 5 f; 6 c
<b>Coursebook</b> <b>page 52</b>	<b>Reading: Activity 7</b> 1. Learners read the text and discuss the questions with a partner. <b>CORE</b> <b>Feedback</b> Have a feedback session with the class. Make sure that learners can identify the part of the text which provides the answer to each question.  <b>Answers</b> 1 a, 2 b, 3 a, 4 b  <b>Differentiation activities (Support):</b> 1. With the whole class, go through each question and encourage the learners to scan the text for its answer. 2. Elicit the answer, then move on to the next question.  <b>Differentiation activities (Stretch):</b> 1. Have learners work individually to read the text and write their answers in complete sentences.
<b>Workbook</b> <b>page 48</b>	<b>Workbook: Activity 4</b> 1. Learners choose options (a, b or c) to complete the sentences. <b>EXTENSION</b> <b>Feedback</b> Elicit the correct answers from the class, make sure learners read aloud the whole sentences.  <b>Answers</b> 1 b; 2 a; 3 c; 4 a; 5 b
<b>Resources</b>	<b>Plenary</b> 1. Find out if the learners know anything about the history of advertising in the UAE. 2. What types of media are traditionally the most popular with advertisers? 3. Nowadays, what types of companies are the biggest advertisers in the UAE?

<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes.</p> <p>(G7.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.</p>			

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LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 7	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to someone describing their responses to advertising. <b>Speaking:</b> To ask and answer questions about responses to advertising. <b>Reading:</b> To read and join sentence halves about advertising. <b>Writing:</b> To write a summary of opinions about advertising.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to and understand a short talk about personal responses to advertising</li> <li>• discuss their personal responses to advertising</li> <li>• summarise their personal responses to advertising in a short paragraph.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for clothes and accessories</li> <li>• Vocabulary for advertising</li> <li>• Present passive</li> <li>• Present simple</li> <li>• Modal verbs (<i>should</i>)</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <a href="http://www.almanahj.com">www.almanahj.com</a> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>advertising, advert, influence (verb), fashion magazine, article, accessories, handbag, careful, online</i> <b>Key expressions/structure:</b> Present passive, <i>influenced by</i> , present simple, Modals ( <i>should</i> )		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to clarify the meaning of <i>influence</i> (verb: to change how someone behaves or thinks). We use <i>influenced by [something]</i> in the present passive to explain that the [something] has changed our opinion or behaviour.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 53 Workbook page 49 Audio Track 17		

## UNIT 3 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Tell learners about the last time you went shopping. Tell them what you bought and why you chose it.</li> <li>2. Ask learners to talk to the person next to them about the same topic.</li> <li>3. Tell them to ask their partner: <i>When did you last go shopping? What did you buy? Why did you choose it?</i></li> </ol>
Resources	Main activity
<p>Coursebook page 53 Audio Track 17</p>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the two photos.</li> <li>2. Ask the learners to imagine Kelly's answers to the same questions you discussed in the Starter. Elicit suggestions from the class.</li> <li>3. Play the audio. Learners listen, and then discuss the question with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answer from the class. Find out what else learners can remember about what Kelly said.</p> <p><b>Answer</b></p> <p>Kelly mentions magazine adverts.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Write a list of different kinds of advertising on the board (for example, television advert, radio advert, magazine advert, online advert).</li> <li>2. Play the audio, and have learners identify which one Kelly mentions.</li> <li>3. Play the audio again for learners to check their answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Play the audio, and have learners work in pairs to recount as much information as they can.</li> <li>2. Learners write short summaries of the information they can remember from the audio.</li> </ol>
<p>Coursebook page 53</p>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Play the audio. Learners work individually to decide if the sentences are true or false.</li> <li>2. Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs, and make sure they can give the true information for each false sentence. Play the audio again, if necessary, to confirm their answers.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 True</li> <li>2 False: she spends more time looking at the adverts than reading the articles</li> <li>3 False: she doesn't have a lot of money to spend on new clothes and accessories</li> <li>4 True</li> <li>5 False: she says you shouldn't spend too much money on things you don't need</li> </ol>



	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to read the audioscript while listening to the audio.</li> <li>2. Learners work in small groups to read the sentences and decide if they are true or false.</li> <li>3. With the whole group, play the audio again, stopping at each relevant point.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners attempt to answer the questions before listening to the audio a second time to check their answers.</li> </ol>
<p><b>Workbook page 49</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners join the phrases to make complete sentences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers, and each time encourage the learners to read the whole sentence aloud. Explain that these sentences can be joined to make a short speech (as with Kelly in the audio). Have a confident speaker read the combined sentences aloud, and then discuss with the class whether they are similar to this person or not.</p> <p><b>Answers</b></p> <p>1 d; 2 c; 3 b; 4 a; 5 e</p>
<p><b>Coursebook page 53</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners read the questions and spend a few minutes thinking about their answers.</li> <li>2. Learners work in pairs to ask and answer the questions.</li> <li>3. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs. Have a spokesperson from each pair summarise their discussion for the rest of the group.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Do this as a class activity, and give your own responses to the questions as a model for the learners to follow.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Set a time limit on the pairs' discussions.</li> <li>2. In the feedback, have each learner summarise their partner's responses. Make sure they form whole sentences.</li> </ol>
<p><b>Workbook page 49</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to write a paragraph, summarising their responses to the questions in Activity 3 on page 53 of the Coursebook.</li> <li>2. Learners compare their paragraphs with a partner, who checks for any obvious mistakes. Make sure the pairs are different from the previous activity.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class, and ask learners to comment on their partner's responses. Were they similar to their own? Why? Why not?</p>

Resources	Plenary		
<b>Board</b>	1. Write the following on the board: <i>A Because the price is right.</i> <i>B Because my friend has one.</i> <i>C Because it is the latest model.</i> <i>D Because it looks good.</i> 2. Explain any difficult words. 3. Ask learners to imagine they are buying a tablet or laptop. Ask them to think about which of the reasons on the board is the most important to them. 4. Tell them to go around the class and find someone who has chosen the same reason A/B/C/D as them. Tell them to find other learners who agree with their point of view and tell them to stand together. 5. Eventually the class will be standing in groups according to which reason is the most important. 6. Ask a volunteer to count the learners in each group and number the reasons on the board accordingly ( <i>1 = the biggest group, etc.</i> ). 7. Briefly ask if learners were surprised by the results. Ask them why/why not?		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.1.1.1.2) Understand the main points and detail of narrative, anecdotes and short stories; follow the dialogue and discern the speaker's moods, relationship and intentions.</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organize complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 7	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To describe a picture, to make suggestions in a discussion about preparing a text for an advert. <b>Reading:</b> To read a magazine advert. <b>Writing:</b> To complete a text for an advert using adjectives and present passive.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• recognise some of the elements that can make an advert effective</li> <li>• express opinions about clothes and accessories</li> <li>• use adjectives and present passive in a short advert for an accessory.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for accessories</li> <li>• Adjective ending (<i>-ish, -ive, -ful</i>, etc.)</li> <li>• Present passive</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project</li> </ul>		
<b>Key vocabulary:</b> <i>adaptable, comfortable, stylish, useful, headwear, eyewear, timeless, flexible, protection, style (noun), practical, indoors, outdoors, cotton</i> <b>Key expressions/structure:</b> Present passive, adjectives		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain that <i>headwear</i> can be used to describe any item that is worn on the head, and likewise <i>eyewear</i>, is a general term for all kinds of glasses and goggles.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 54 Workbook page 50		

## UNIT 3 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Draw learners' attention to Activity 1. Ask them to briefly discuss the question.</li> <li>2. Elicit some examples of the accessories learners have looked at so far in the last few lessons (for example, cap with a fan, trainers with wheels, skiing helmet with headphones, etc.).</li> <li>3. Find out what learners can remember about them. Which would they most like to buy? Why?</li> <li>4. Find out if any of the learners have any similar, or comparable, accessories at home. What are they? What can they do? Which adjectives could they use to describe them?</li> </ol>
Resources	Main activity
Coursebook page 54	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. First, draw learners' attention to the picture, and have them describe what they can see.</li> <li>2. Elicit the type of accessories (sunglasses, ghutra).</li> <li>3. Learners work in groups to describe the picture in detail and to talk about what they think of the man's appearance.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the groups, and see if the whole class can come to a consensus.</p> <p><b>Answers</b></p> <p>(The man is wearing a traditional ghutra and agal, with modern sunglasses. His style is both classic and modern.)</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Do the activity with the whole class. Draw learners' attention to the use of accessories shown in the picture, and elicit their opinions about the man's appearance.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners write short descriptions of the image.</li> <li>2. Learners work in small groups to present and discuss their descriptions.</li> <li>3. Each group compiles its own definitive description of the image, and then presents it to the class as a whole.</li> </ol>
Workbook page 50	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners are now going to look at the text for an advert for the sunglasses shown in the image.</li> <li>2. Learners complete the text with the words in the box.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class. Find out if the learners would like sunglasses like these.</p> <p><b>Answers</b></p> <p>1 sunglasses, 2 accessory, 3 stylish, 4 indoors, 5 eyes, 6 ghutra</p>

<b>Workbook page 50</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners work in pairs to reorder the sentences.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class. Find out if the learners agree with these general statements about the ghutra.</p> <p><b>Answers</b></p> <p>1 It can be worn in many different styles.  2 It always looks stylish.  3 It is made of cotton.  4 It can be worn with or without the agal.  5 It is the practical choice of headwear.</p>
<b>Coursebook page 54</b>	<p><b>Speaking and Writing: Activity 3</b></p> <p>1. Explain that learners will now work in the same pairs to create the text for an advert for the ghutra, as shown in the image. Go through the words in the word cloud and make sure that all of the learners are confident with the vocabulary.</p> <p>2. Learners collaborate to create the text for an advert.</p> <p>3. Go round monitoring, giving help where necessary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs. Were they able to use the words in the word cloud, and some of the phrases from the Workbook activities? Have a spokesperson from each pair read their advert to the rest of the class. Elicit responses.</p>
<b>Workbook page 50</b>	<p><b>Workbook: Self-assessment</b></p> <p>1. Learners look back on the work they have done in the last seven lessons and write sentences in response to the questions.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Ask learners to think about the ghutra as an accessory: if they had to choose one single adjective to describe it, what would that adjective be? Write down some of the most common suggestions on the board, and ask for a show of hands to decide the ultimate adjective to describe the product.</p> <p>2. Repeat for other accessories that learners have looked at in the last few lessons.</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, making suggestions, expressing preferences.</p> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes.</p> <p>(G7.4.1.1.2) Produce posters, brochures, leaflets, and advertisements.</p>			

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LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 7	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read sentences, questions and definitions using vocabulary related to clothes, accessories and materials. <b>Writing:</b> To complete sentences using phrasal verbs with the correct prepositions; to rewrite active sentences using the present passive. <b>Speaking:</b> To answer questions in a general knowledge quiz.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use vocabulary for talking about clothes, accessories and materials</li> <li>• use phrasal verbs connected to clothes and accessories</li> <li>• use present passive in sentences where we don't know, or it isn't important, who does the action.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for clothes and accessories</li> <li>• Vocabulary for materials</li> <li>• Phrasal verbs</li> <li>• Present passive</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>backpack, belt, bracelet, buttons, earrings, necklace, collar, ring, sleeve, wig, zip, wool, cotton, leather, gold, silver, put on, shop for, try on, dress up, take off, put away, kimono, sari, ancient Egypt, flax, papyrus, advertise</i> <b>Key expressions/structure:</b> Phrasal verbs, present passive, <i>made of, made from</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• In Activity 2, more than one answer may be possible; the answer choices provided are the most likely material for each item.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 55 and 56		

## UNIT 3 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>Write these scrambled words on the board:  <i>mratalsei</i>  <i>tesholc</i>  <i>ccsorsaeie</i>  <i>wjleelrye</i></li> <li>Learners work in small groups to unscramble the words.</li> <li>The first group to unscramble all of the words calls out.</li> <li>Elicit the correct answers.</li> </ol> <p><b>Answers</b></p> <p>materials; clothes; accessories; jewellery</p>
Resources	Main activity
Coursebook page 55	<p><b>Vocabulary, Clothing and accessories: Activity 1</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example answer with the class. Make sure that learners read all of the questions before they begin.</li> <li>Learners complete the phrasal verbs in the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a different learner volunteer the answer to each question.</p> <p><b>Answers</b></p> <p>1 shopping for; 2 try on; 3 dressing up; 4 put on; 5 take off, put (them) away, hang (them) up</p>
Coursebook page 55	<p><b>Vocabulary, Materials: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example answer with the class.</li> <li>Learners write materials for the items.</li> <li>Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the answers, and make sure that learners provide a different material for each item.</p> <p><b>Answers</b></p> <p>1 wool; 2 cotton; 3 wool; silk; 4 leather; 5 gold; silver</p>
Coursebook page 55	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>Go through the example answer with the class, and highlight the verb (<i>put</i>). Remind learners that these are phrasal verbs, and the learners need to look out for the verb that comes before each gap.</li> <li>Learners complete the sentences with the correct prepositions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have the learners read aloud the correct whole sentences.</p> <p><b>Answers</b></p> <p>1 on; 2 for; 3 on; 4 up; 5 off; away</p>



	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Write the prepositions on the board, so the learners can choose which ones they need to use.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have the learners write full answers, which include the phrasal verbs, to each of the questions.</li> </ol>
<p><b>Coursebook page 55</b></p>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the example answer with the class, and point out that learners will need to use the present passive. Highlight the subject 'We' in the example answer, and the fact that this is not needed in the passive version.</li> <li>2. Learners rewrite the sentences in the present passive.</li> <li>3. Learners compare their sentences with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct passive sentences from the pairs.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 You are invited to a welcome party on the first evening of your stay.</li> <li>2 Breakfast is served from 7.30 to 9.30.</li> <li>3 Guests are asked to leave their keys at reception.</li> <li>4 Items such as soap, shampoo and toothpaste are sold at reception.</li> <li>5 A packed lunch can be ordered.</li> <li>6 Walking boots must not be worn in the hostel.</li> </ol>
<p><b>Coursebook page 56</b></p>	<p><b>General knowledge quiz: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and explain that learners will work in pairs, and the pair with the most points at the end of the quiz is the winner.</li> <li>2. Learners work in pairs to ask and answer the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Point out that questions 5 and 10 each have a maximum score of five points; all the other questions are worth one point. Read out the correct answers, while learners count their scores. Find out which pairs scored the most points.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 wool</li> <li>2 kimono</li> <li>3 Sanskrit</li> <li>4 the Pharaoh and people of high status</li> <li>5 yellow symbolised gold, green symbolised youth and life, black was only for wigs, white was the symbol of happiness</li> <li>6 linen</li> <li>7 Scotland; they're skirts made of wool</li> <li>8 papyrus</li> <li>9 18<sup>th</sup> century</li> <li>10 Internet; television; radio; newspapers; magazines</li> </ol>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to look back through Unit 3 to find the answers to the questions.</li> </ol>

	<b>Differentiation activities (Stretch):</b> 1. Make sure that learners' books are closed throughout the quiz.		
<b>Resources</b>	<b>Plenary</b>		
	1. Have a feedback session with the class. Find out which sections of the review lesson learners found most difficult. Which areas do they need to work on in future?		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.4.2.1.1) Write using: phrasal verbs, passive voice. (G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast. (G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).			

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<b>LESSON PLAN</b>		<b>LESSON: 16</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 3</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To read information about a product and answer comprehension questions. <b>Speaking:</b> To talk about different types of footwear.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use vocabulary for describing items of footwear</li> <li>• read and understand a short text describing a product.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for footwear</li> <li>• Present passive</li> <li>• Present simple</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw, gallery walks to facilitate an understanding of each other’s ideas and to enhance communication skills in English (reading, speaking, listening and writing)</li> </ul>		
<b>Key vocabulary:</b> <i>handmade, traditional, product, cow hide, footwear</i> <b>Key expressions/structure:</b> Present passive, present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It might be useful to explain the term ‘handmade’ to learners and to teach the opposite of this: ‘mass-produced’. It would be helpful to explain that mass-produced products are generally made by machine in factories.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 57		

## UNIT 3 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 57	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the pictures of the <i>Klash</i> shoes. (If necessary, have them cover the rest of the page, so they cannot see any of the product information at this point).</li> <li>2. Learners answer the question in Activity 1.</li> <li>3. Write 'footwear' on the board, and if necessary explain that this word means items that we wear on our feet like shoes, slippers, sandals etc. Elicit some suggestions for different types of footwear for example, <i>boots, sandals, football boots, shoes, flip-flops, trainers (sports shoes), hiking boots, slippers</i> etc. Write the words on the board.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p><b>Answer:</b></p> <p>Activity 1: shoes</p>
Resources	Main activity
Coursebook page 57	<p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners read the text and answer the questions.</li> <li>2. Help with any unfamiliar vocabulary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check the answers with the class.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 They are made by hand.</li> <li>2 They are traditional.</li> <li>3 They are made of cow hide, cotton and wool.</li> <li>4 The shape is simple and the shoes can be worn on either the right or left foot.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to work in pairs and look up any unfamiliar words in the text in a dictionary.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to tell you what they think of the shoes. Would they like to wear them? Do they think they look comfortable? Have they seen any shoes like them before?</li> </ol>
Coursebook page 57	<p><b>Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain that you are going to play a drawing game to revise some clothing vocabulary from Unit 3.</li> <li>2. Divide the group into two teams. Make sure everyone can see the board.</li> <li>3. Have the following vocabulary written on small pieces of paper. <i>backpack, belt, bracelet, buttons, collar, earrings, necklace, ring, sleeve, sunglasses, tie, watch, wig, zip</i></li> <li>4. A person from one team comes up to the board, you hand them a word on a piece of paper and the learner has to draw a picture of the item on the board.</li> </ol>

	<p>5. Set a time limit for the person's team to call out the name. If they don't get the name of the item drawn, the other team can try to guess.</p> <p>6. Depending on the class, you could also have both teams shouting out the answer at the same time. The winning team gets the right answer first.</p> <p>7. Award points for each word that the teams get right. The winning group is the one with the most points.</p>
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<b>Resources</b>	<b>Plenary</b>
	<p>1. Put the class into teams. Tell them they are going to have a word race. The first group to identify all the words wins.</p> <p>2. Write these scrambled items of footwear on the board. (Make sure you have first removed the list put on the board for the starter activity):</p> <p><i>tobos</i>  <i>dassnla</i>  <i>pilspre</i>  <i>sseoh</i>  <i>toobfla toosb</i></p> <p>3. Check all the other team's answers.</p> <p>4. Ask learners to make actions for the types of different footwear, for example pretending to kick a ball for football boots.</p> <p><b>Answers</b></p> <p><i>tobos</i> (boots)  <i>dassnla</i> (sandals)  <i>pilspre</i> (slippers)  <i>sseoh</i> (shoes)  <i>toobfla toosb</i> (football boots)</p>

**Learning styles catered for (✓):**

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
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**Assessment for learning opportunities (✓):**

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

**Standards/SLOs:**

- (G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, making suggestions, expressing opinion.
- (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.
- (G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.
- (G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 7	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Writing:</b> To make and collate notes in preparation for a presentation. <b>Speaking:</b> To present, in front of the class. <b>Listening:</b> To listen to presentations, and to take part in discussions about other class members' presentations.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• select and categorise information to prepare a presentation</li> <li>• present product information to the class as part of an organised group</li> <li>• reflect on and assess their group's presentation and those of other groups.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for accessories</li> <li>• Present passive</li> <li>• Present simple</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project</li> </ul>		
<b>Key vocabulary:</b> Clothing and accessories vocabulary from previous lessons <b>Key expressions/structure:</b> Present passive, present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain that although learners may be giving a presentation about an accessory or item of clothing that is very familiar to the class, they should remember to include as much information as possible and to imagine their audience have never heard of or seen the item before.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 57 PowerPoint (optional)		

## UNIT 3 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Find out what learners can remember about the product they looked at in the previous lesson. What is it called? What does it look like? Where is it from? What adjectives would they use to describe it?</li> <li>2. Elicit items of clothing and accessories from Unit 3. Write them on the board. For example, <i>sandals, T-shirt, kilt, lederhosen, sombrero, sari, watch, belt, jewellery, bag, backpack, trainers</i> etc.</li> <li>3. Ask them if any of the products could be described as status symbols.</li> <li>4. Ask them which of the products are popular all over the world, and which are only popular in certain countries.</li> </ol>
Resources	Main activity
Coursebook page 57	<p><b>Project: Giving a presentation of a product: Activity 4 (preparation)</b></p> <ol style="list-style-type: none"> <li>1. Put the learners into groups.</li> <li>2. Explain that they are going to give a presentation about a typical item of clothing or accessory from their country.</li> <li>3. Ask them to read through the bullet points carefully.</li> <li>4. Go over anything they are unsure of and explain any unfamiliar vocabulary.</li> <li>5. Encourage learners to decide on an item of clothing as a group. Encourage them to hear each other's suggestions and ensure that all group members are heard.</li> <li>6. Give learners time and resources to research their market and write a description of their product.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Make sure that all of the groups are satisfied with their choice of an item of clothing or accessory. Make sure they have picked one that they can easily research or that they already have some knowledge of.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Help learners by providing them with a list of possible items.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to describe their product's features as fully as possible. What other adjectives could they use?</li> <li>2. Can they think of a slogan to promote the product in other countries? Ask them to imagine they are going to sell the product. How and where would they advertise it?</li> </ol>
Coursebook page 57	<p><b>Project: Giving a presentation of a product: Activity 4 (presentation)</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions again and emphasise that every member of the group must take a turn presenting. You are looking for a well-organised and coherent presentation that does a good job of describing the product.</li> <li>2. Learners work in their groups to delegate roles and plan their presentation. (If possible, have the learners prepare their presentations using a computer program such as PowerPoint).</li> <li>3. Go round monitoring, giving help where necessary.</li> </ol>

	<b>CORE</b> <b>Feedback</b> Have each group take it in turns to stand up in front of the class and give their presentations. When all of the groups have presented, have a quick feedback session – elicit some particularly good points in the presentations, and pick out some moments that could have been expanded on.		
<b>Resources</b>	<b>Plenary</b>		
	1. Ask for a show of hands: which of the groups do the class think gave the most detailed and interesting presentation? Why? 2. Have a class vote for the best presentation.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.2.2.1.2) Deliver research presentations defining a thesis and summarising all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources. (G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations. (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			



LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 7	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss adventure and New Zealand. <b>Listening:</b> To listen to suggestions in discussions about adventure and New Zealand. <b>Reading:</b> To read texts about New Zealand for gist and detail. <b>Writing:</b> To select the correct options to complete sentences about New Zealand.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a text for gist</li> <li>• read a text to find, or confirm, detailed information.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Exposure to present perfect with <i>ever</i>: building on previous lessons that deal with present perfect</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>outdoor pursuit, adventure, Maori, Europeans, New Zealand, hiking, sky diving, explore, snowboarding, bungee jumping, paragliding, zorbing, activity, walking, mountain biking, fishing, sailing, kayaking, water skiing, white-water rafting, sky diving, canyoning, harbour, dolphin, underground, waterfall, cave, glowworm, safety, qualified instructor, accompany</i> <b>Key expressions/structure:</b> Past continuous, past simple, present simple, present passive, present perfect ( <i>ever</i> )		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• The reading text includes a lot of vocabulary that may be new to the learners. The names of outdoor pursuits (<i>kayaking</i>, etc.) will be covered in more detail in the following lesson. If time is an issue, it may be beneficial to tell learners not to worry about them at this stage; it is enough to know that they are different types of outdoor activity.</li> <li>• It may be necessary to explain that <i>outdoor pursuit</i> is the same as <i>outdoor activity</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 58 Workbook page 51		

## UNIT 4 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 58	<ol style="list-style-type: none"> <li>1. Write <i>adventure</i> on the board and elicit its meaning (an exciting, and possibly dangerous, activity).</li> <li>2. Go through the starter question with the class and direct learners' attention to the map next to the text.</li> <li>3. Learners work in their groups to discuss the question.</li> <li>4. Elicit feedback from the groups and find out what the class knows about New Zealand (if necessary, use a map or globe).</li> <li>5. Learners read the <i>Did you know?</i> box to see if the information supports anything they suggested in their answer to the starter question.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. What did the box tell them about New Zealand? Discuss the last question in the box with the class.</p>
Resources	Main activity
Coursebook page 58	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they know the meaning of the word 'hiking'. Explain that hiking is an activity where people walk long distances on foot and they do it for pleasure.</li> <li>2. Go through the instructions, and highlight the two islands in the map.</li> <li>3. Emphasise that learners shouldn't worry if they don't understand all of the words; they are reading to find the answers to the questions in the instructions.</li> <li>4. Learners read the text and discuss the questions in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the answers from the pairs. Then elicit the purpose of the text (to advertise New Zealand to potential tourists).</p> <p><b>Answers</b></p> <p>The information is mainly about the South Island.</p> <p>The North Island has more inhabitants than South Island, but people can find more attractive activities on the South Island and there are lots of places to explore.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Read through the text with the whole class. Then ask for a show of hands as to which island is mainly discussed.</li> <li>2. Learners work in small groups to read the text again and identify ways the two islands are different.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. After reading the text, learners close their books and work in pairs to discuss the questions and summarise the information in the text.</li> <li>2. Have a class competition. With books closed, learners write down as many activities from the text as they can remember.</li> <li>3. Find out who has the most activities.</li> </ol>

<b>Workbook page 51</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners choose the correct options to complete the sentences. 2. Learners compare their answers in pairs.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and have the learners point out the parts of the texts on page 58 of the Coursebook where the correct answers can be found.</p> <p><b>Answers</b></p> <p>1 before; 2 white; 3 Europeans; 4 North; 5 all; 6 some</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Learners complete the task while looking at page 58 of the Coursebook.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners complete the task with their Coursebooks closed. They then re-read the Coursebook texts to check their answers.</p>
<b>Workbook page 51</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners match the places to the information.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class.</p> <p><b>Answers</b></p> <p>1 d; 2 e; 3 b; 4 a; 5 c</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Learners complete the task while looking at page 58 of the Coursebook.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners complete the task with their Coursebooks closed. They then re-read the Coursebook texts to check their answers.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Have a class discussion about what the learners can remember from the text: why does New Zealand ‘have it all’? (It is full of places to explore; you can do lots of different outdoor activities.)</p> <p>2. Find out if the learners would like to visit New Zealand. If so, what would they like to do there?</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes.</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports.</p>			

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LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 7	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a conversation to understand speakers' attitudes, identify key vocabulary and for specific information; checking missing words from sentences explaining different outdoor pursuits. <b>Speaking:</b> To talk about speakers' attitudes to different outdoor pursuits. <b>Writing:</b> To write definitions for outdoor pursuits.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to a conversation and identify speakers' attitudes</li> <li>• use vocabulary for a variety of outdoor pursuits</li> <li>• use the necessary verbs and phrasal verbs to explain various outdoor pursuits.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Exposure to vocabulary for outdoor activities</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>hiking, sailing, fishing, swimming, mountain biking, kayaking, water-skiing, New Zealand, New Zealander, adventure, capital, outdoor pursuit, snowboarding, bungee jumping, elastic, paragliding, zorb, zorb, parachute, downhill, activity, walking, white-water rafting, sky diving, canyoning, inflatable boat, rock, fast-flowing stream, float, dolphin, cave, underground waterfall, glowworm</i>		
<b>Key expressions/structure:</b> [name of activity] <i>is when you</i> [verb] ...		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be beneficial to compare and contrast these pursuits with those that are popular in the UAE, such as falconry, boat racing and camel racing. However, it is important to emphasise that the outdoor pursuits in this lesson do not necessarily have to be competitive, but that people often do them for fun and adventure.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 59 Workbook page 52 Audio Track 18		

## UNIT 4 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>Find out what learners can remember about the text they read in the previous lesson: what can they do in New Zealand?</li> <li>Elicit some examples of the outdoor pursuits that were mentioned in the text. Find out what, if anything, the learners know about them.</li> </ol>
Resources	Main activity
<b>Workbook</b> page 52	<b>Workbook: Activity 3</b> <ol style="list-style-type: none"> <li>Go through the instructions and the example answer with the class.</li> <li>Learners work in pairs to complete the missing letters to make names of outdoor pursuits.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p>
	<p style="text-align: center;"><b>Answers</b></p>
	<p>1 hiking; 2 sailing; 3 fishing; 4 swimming; 5 mountain biking; 6 kayaking; 7 water skiing</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to refer to the reading text on page 58 of the Coursebook while completing this activity.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Make sure learners' coursebooks are closed during this activity.</li> <li>Learners refer back to page 58 of the Coursebook to check their answers.</li> </ol>
<b>Coursebook</b> page 59 <b>Audio Track 18</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the information in the <i>Listening strategy</i> box. Elicit what is meant by <i>attitude</i> in this context (the way that Alana and her mum feel, and how those feelings come through in the things they say and the way they speak, i.e. their tone of voice).</li> <li>Play the audio.</li> <li>Learners work in pairs to discuss the answers to the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p>
	<p style="text-align: center;"><b>Answers</b></p>
	<p>Alana thinks the outdoor pursuits sound exciting; her mum doesn't agree, she isn't enthusiastic.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Play the audio once and elicit any suggestions for answers to the questions.</li> <li>Play the audio a second time, and allow learners to read the audioscript while they listen.</li> <li>Go through the audioscript with the class and have them identify moments that illustrate Alana and her mum's attitudes.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners listen to the audio and then discuss the questions in small groups.</li> <li>The groups report back to the class and identify the moments in the conversation that illustrate Alana and her mum's attitudes.</li> </ol>
<p><b>Coursebook page 59</b> <b>Audio Track 18</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>Play the audio. Learners match the activities to the pictures.</li> <li>Learners work in pairs to compare their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Go through each activity for pronunciation and have the learners tell you what they can remember about them from the audio.</p> <p><b>Answers</b></p> <p>1 f; 2 a; 3 b; 4 c; 5 e; 6 d</p>
<p><b>Coursebook page 59</b> <b>Audio Track 18</b></p>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example answer. Elicit the types of word(s) that are missing in each sentence (verbs and phrasal verbs).</li> <li>Learners work individually to complete the sentences and then compare their answers in pairs.</li> <li>Learners work in pairs to match the sentences to the activities.</li> <li>Play the audio. Learners check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Find out from the pairs if they completed all of the sentences correctly before listening to the audio. Go through the information and examples in the <i>Language tip</i>.</p> <p><b>Answers</b></p> <p>1 roll; 2 jump off; 3 jump off; 4 go down; 5 jump out; 6 jump off</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Write the missing words on the board (<i>go down, jump off (x2), jump out, roll</i>)</li> <li>Learners listen to the audio and complete the sentences while they listen.</li> <li>Learners read the audioscript to check their answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners work individually to write sentences explaining each of the activities in Activity 3.</li> <li>Learners complete the sentences in Activity 4 and compare them to their own sentences.</li> <li>Elicit feedback from the learners. Did they remember the key information about each activity?</li> </ol>

<b>Coursebook page 59</b>	<p><b>Listening: Activity 5</b></p> <p>1. Learners write the names of the outdoor pursuits for the definitions in Activity 4.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>1 zorbing; 2 bungee jumping; 3 paragliding; 4 white-water rafting; 5 sky diving; 6 canyoning</p>		
<b>Workbook page 52</b>	<p><b>Workbook: Activity 4</b></p> <p>1. Learners work individually to match the halves and make sentences.</p> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Have learners take it in turns to read out the correct full sentences.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>1 c; 2 f; 3 b; 4 d; 5 a; 6 e</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Allow learners to refer to Coursebook page 59 while completing this task.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Make sure learners' Coursebooks are closed during this task.</p>		
<b>Resources</b>	<b>Plenary</b>		
	<p>1. Discuss the outdoor pursuits from this lesson with the class. Would they like to try any of these pursuits? Why? Why not?</p> <p>2. Find out if activities like these connect with the learners' feelings about <i>adventure</i>. Do they think these activities are exciting or dangerous or both?</p>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations (for example, requesting and giving information, giving advice using <i>If I were... I would</i>, expressing opinions, agreement and disagreement).</p> <p>(G7.1.1.1.7) Summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p>			



LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 7	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read definitions of outdoor activities. <b>Writing:</b> To compile lists of outdoor activities according to categories: Land, Air and Water. <b>Speaking:</b> To describe outdoor activities.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>describe a variety of outdoor activities</li> <li>ask and answer questions about outdoor activities.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Building on vocabulary for outdoor activities</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>zorb</i> ing, outdoor activity, skateboarding, falconry, mask, train, hunting, ride, board, wheel, bungee jumping, canyoning, fishing, kayaking, mountain biking, paragliding, sailing, snorkelling, sky diving, snowboarding, swimming, hiking, water skiing, white-water rafting <b>Key expressions/structure:</b> [name of activity] is when you [verb] ...		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>In Coursebook Activity 2, make sure that learners know that some activities can go in more than one category (see Feedback below).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 60 Workbook page 53		

## UNIT 4 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 60	<ol style="list-style-type: none"> <li>Briefly discuss some outdoor activities that are popular in the UAE, for example, falconry, traditional boat racing, camel racing, etc. What do the learners think about these pursuits? Would they like to try them?</li> <li>Learners work in small groups to discuss the starter questions.</li> <li>Elicit feedback from the groups. Which are the most popular outdoor activities among the class?</li> </ol>
Resources	Main activity
Coursebook page 60	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>Draw learners' attention to the four photos and have the learners describe what they can see in each one.</li> <li>Learners work in pairs to match the photos to the activities.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Find out what the learners know about these activities.</p> <p><b>Answers</b></p> <p>1 skateboarding; 2 falconry; 3 hiking; 4 snorkelling</p>
Workbook page 53	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners complete the task individually.</li> <li>Learners work in pairs to compare their answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class.</p> <p><b>Answers</b></p> <p>1 d; 2 c; 3 a; 4 b</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to refer to Coursebook page 60 while doing this task.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Make sure learners' Coursebooks are closed during this activity.</li> <li>Learners write one extra sentence to describe each of the four activities.</li> </ol>

<p><b>Coursebook</b> page 60</p>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners work in small groups to categorise the activities in the word cloud.</li> <li>Go round monitoring and giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the groups. If necessary, put the activities in their groups on the board. Use this opportunity to check that the learners are now familiar with all of the activities.</p> <p><b>Answers</b></p> <p><b>Land:</b> snowboarding, bungee jumping, zorbing, hiking, mountain biking, jogging, skateboarding, (paragliding), (fishing), (canyoning), (falconry)</p> <p><b>Air:</b> paragliding, sky diving, falconry, (bungee jumping)</p> <p><b>Water:</b> fishing, sailing, kayaking, water skiing, white-water rafting, canyoning, swimming, snorkelling</p>
<p><b>Coursebook</b> page 60</p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example dialogue with the class, and make sure that all of the learners have access to the lists they made in the previous activity.</li> <li>Learners close their books and work in pairs, taking it in turns to describe and name an activity.</li> <li>Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Do the learners think their partners were good at describing/guessing the activities?</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners use dictionaries and other resources to help them with their descriptions of the activities.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Pairs have a one-minute time limit to describe and guess each of the activities.</li> <li>Learners have no access to dictionaries or other resources.</li> </ol>
<p><b>Workbook</b> page 53</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Explain that learners will need to use words from the whole unit so far to complete this crossword.</li> <li>Learners work individually to complete the crossword.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class.</p> <p><b>Answers</b></p> <p><b>Across</b></p> <p>2 snow; 4 lake; 7 mountain; 8 cave; 11 waterfall; 12 parachute; 13 air</p> <p><b>Down</b></p> <p>1 Maori; 2 stream; 3 boat; 5 city; 6 bridge; 9 adventure; 10 dolphin</p>

Resources	Plenary		
	1. In small groups or pairs. Ask learners to mime some of the outdoor activities covered in the lesson. 2. The other learner or rest of the group have to guess the activity. For example, <i>fishing, hiking, snowboarding</i> . 3. Mime one example to the class yourself to get them started.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast. (G7.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, making suggestions.			

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<b>LESSON PLAN</b>		<b>LESSON: 4</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 4</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To ask and answer questions about experiences using present perfect with <i>ever</i> . <b>Writing:</b> To write questions and answers about experiences using present perfect with <i>ever</i> .		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>ask about life experiences using present perfect with <i>ever</i></li> <li>answer questions about life experiences using present perfect with <i>ever</i>.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Building on previous lessons dealing with present perfect</li> <li>Vocabulary for outdoor activities</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills</li> </ul>		
<b>Key vocabulary:</b> <i>a bungee jump, a parachute jump, dolphin, sandboarding, paragliding, sky diving, zorbing, underground waterfall, glowworms, dream, peanut butter, falconry demonstration, traditional dance, crocodile, rice pudding, secret, kilometre, pizza, meal</i> <b>Key expressions/structure:</b> Present perfect with <i>ever</i> , <i>go/try + -ing</i> : <i>go surfing, try snowboarding, do + noun: do a bungee jump</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>In Coursebook Activity 4 it may be beneficial to point out that other verbs can also be used with these activities, for example <i>go snowboarding</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 61 Workbook page 54		

## UNIT 4 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>Write <i>a good experience</i> on the board. Learners work in small groups to tell each other about a good experience in their lives from the last few years. <i>What did they do?</i> <i>Who did they do it with? Why was it such a good experience?</i></li> <li>Have a feedback session with the class. Elicit some example experiences from the group.</li> </ol>
Resources	Main activity
Coursebook page 61	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to go through the verbs and decide which can be matched with each group of activities.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers</b></p> <p>1 c; 2 a; 3 b; 4 d</p>
Coursebook page 61	<p><b>Use of English: Present perfect with <i>ever</i></b></p> <ol style="list-style-type: none"> <li>Elicit (or provide) an example sentence using the present perfect, for example <i>I've just had lunch.</i></li> <li>Go through the information and the example sentences with the class, focusing particular attention on the words in red.</li> <li>Direct learners' attention back to the text about New Zealand on page 58. Ask learners to find an example of the present perfect with <i>ever</i> (<i>Have you ever swum with dolphins?</i>) and elicit possible answers to this question (<i>Yes, I have / No, I haven't</i>).</li> <li>Elicit the past participles of the verbs in the previous activity (<i>tried, done, swum, seen</i>).</li> <li>Elicit one more short question and answer based on the verb – noun pairings in the previous activity, for example, <i>Have you ever tried sandboarding? No, I haven't.</i></li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Before moving on to the next activity, check that all learners can form the present perfect and understand why we use the present perfect with <i>ever</i> (to talk about experiences).</p>

<p><b>Workbook page 54</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class. Point out that they should answer each question truthfully, with <i>Yes</i> or <i>No</i>, not both, as in the example.</li> <li>2. Learners work individually to complete the questions and answers</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask volunteers to read the correct questions aloud, and elicit a show of hands from the class in response to each question. Ask the learners how well they got on with the past participles.</p> <p><b>Answers</b></p> <p>1 swum; 2 climbed; 3 had; 4 eaten; 5 watched; 6 been; 7 seen</p> <p>The learners replies <i>Yes, I have.</i> or <i>No, I haven't.</i> to these questions.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to check the grammar reference section during this activity.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have the learners check the grammar reference section after they have completed this activity.</li> </ol>
<p><b>Coursebook page 61</b></p>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the model dialogues with the class.</li> <li>2. Learners work in pairs to use the correct pairings of verbs and nouns from Activity 4 as the basis of their short dialogues.</li> <li>3. Go round monitoring and giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have confident pairs act out some of their dialogues in front of the class.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Go through each of the verb-noun pairings in Activity 4 and, with the whole class, build possible dialogues, using the example structure.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners use the activities in the word cloud on page 60 as the basis for further dialogue practice.</li> </ol>
<p><b>Workbook page 54</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the example question and answer with the class.</li> <li>2. Learners work individually to reorder the words to make questions and write true answers.</li> <li>3. Learners work in pairs to practise asking and answering the questions.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the correct questions with the class, and elicit some example answers. Make sure each positive answer includes further details, such as <i>It was very nice. But I didn't like rice pudding.</i></p>

	<b>Answers</b>		
	1 Have you ever tried British food? 2 Has anyone ever told you a secret? 3 Have you ever swum more than a kilometre? 4 Have you ever eaten a really big pizza? 5 Has your teacher ever sent you out of the classroom? 6 Have you ever cooked a meal?		
<b>Resources</b>	<b>Plenary</b>		
	1. Remind learners of the good experiences from their own lives that they discussed at the beginning of the lesson. 2. Elicit some present perfect with <i>ever</i> questions and answers for these experiences.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.			
(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			



LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 7	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To get to a place and how long the journey will take. <b>Reading:</b> To read messages and statements, using future forms. <b>Listening:</b> To listen to a series of messages. <b>Writing:</b> To complete word webs for airport and sportswear vocabulary.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• scan messages and identify key information</li> <li>• make predictions and listen to check them</li> <li>• use vocabulary for airports and sportswear.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Present perfect</li> <li>• Vocabulary for outdoor activities</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>emails, text messages, special equipment, waterproof, stuff, wetsuit, in any case, on time, surf, surfing, coffee bar, baggage reclaim, wet-weather gear, kayaking, white-water rafting, helmet, life jacket, pack, check in, boarding pass, all set, book, can't wait, chronological order, clothing, accessories, ticket, plane, waterproof jacket</i>		
<b>Key expressions/structure:</b> Present perfect ( <i>I've just booked ...</i> ), present continuous ( <i>I'm just waiting ...</i> ), present simple ( <i>I'm all set</i> ), future forms: <i>will/shall, going to</i> , present simple, present continuous, future continuous, <i>go + -ing</i> ( <i>go kayaking</i> )		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Activity 2 requires the learners to speculate whether sentences are true or false, before listening to check. It doesn't matter if they don't know that December is summer in New Zealand, for example. The important thing is that they are subsequently able to listen to, and understand, the correct information.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 62 Workbook page 55 Audio Track 19		

## UNIT 4 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (Pages 6 to 10)

Resources	Starter
Coursebook page 62	<ol style="list-style-type: none"> <li>Find out what learners can remember about the conversation Alana and her mother had. What did they discuss (outdoor pursuits in New Zealand)? What were their attitudes in the conversation (Alana thinks the outdoor pursuits sound exciting; her mum isn't enthusiastic)?</li> <li>Go through the title and starter questions with the class. Find out if any of the learners would also like to go to New Zealand.</li> <li>Learners work in pairs to discuss the questions.</li> <li>Have a feedback session and find out if any of the pairs know the answers to the questions (the distance from Abu Dhabi to Auckland is approximately 14 220 km, and the fastest flight time is approximately 19 hours including a stopover at Melbourne, Australia).</li> </ol>
Resources	Main activity
Coursebook page 62	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to read the messages and discuss the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>Alana</li> <li>Aunt Paula</li> <li>22nd December</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Go through each of the questions with the whole class.</li> <li>Allow the learners plenty of time to look through the emails and volunteer answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Put the questions on the board.</li> <li>Set a time limit for learners to look through the emails before closing their books and discussing the questions with a partner.</li> </ol>
Coursebook page 62	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the instructions, and emphasise that it doesn't matter if the learners aren't sure at this stage.</li> <li>The important thing is to make a guess, which will then be confirmed or otherwise in the next activity.</li> <li>Learners work in pairs to discuss the statements and decide if they think they are true or false.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit possible answers from the pairs, but don't tell them if they are correct yet.</p>

<p><b>Coursebook</b> page 62 <b>Audio Track 19</b></p>	<p><b>Listening: Activity 3</b></p> <p>1. Play the audio. Learners listen and check their answers to the previous activity.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the class and clarify the correct answers. Play the audio a second time, if necessary.</p> <p><b>Answers</b></p> <p>1 F 2 T 3 F</p>
<p><b>Workbook</b> page 55</p>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners work in pairs to complete the word webs.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Go through each word for pronunciation.</p> <p><b>Answers</b></p> <p><b>airport:</b> baggage reclaim, boarding pass, ticket, plane, <b>sportswear:</b> life jacket, helmet, wetsuit, waterproof jacket</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Complete the activity with the whole group.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Have learners brainstorm any additional words they can think of for each category.</p>
<p><b>Workbook</b> page 55</p>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners match the halves to make complete sentences.</p> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Ask volunteers to read the correct whole sentences aloud.</p> <p><b>Answers</b></p> <p>1 b; 2 d; 3 e; 4 f; 5 a; 6 c</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Allow learners to refer to Coursebook page 62 during this activity.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Make sure learners' Coursebooks are closed during this activity.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Have a class discussion about flying on planes. Ask learners if they have ever been on a plane. <i>Where did they go? How do they feel about flying? Do they like it? Why? Why not? Have they ever been on a long-haul flight? Can they describe the airport procedures (check-in, passport control, etc.) to someone who hasn't flown before?</i></p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).</p> <p>(G7.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential or chronological order, proposition, and support).</p> <p>(G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p>			

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LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 7	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a series of messages about travel plans for specific information. <b>Writing:</b> To write a paragraph summarising travel plans, using future forms. <b>Reading:</b> To refer to a series of messages about travel plans and answer questions about them. <b>Speaking:</b> To ask and answer questions about travel plans, using future forms.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand a series of messages about travel plans</li> <li>• use future forms to write a short summary of travel plans</li> <li>• use future forms to discuss travel plans.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Present perfect</li> <li>• Vocabulary for outdoor activities, airports and sportswear</li> <li>• Exposure to future forms: <i>will/shall, going to</i>, present simple, present continuous, future continuous</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>baggage reclaim, wetsuit, boarding pass, life jacket, surfing, kayaking, white-water rafting, weather, wet, plane, pilot, passenger, towards, coffee bar, message, all set, Don't worry, have a great time, see you in a minute, Guess what!</i> <b>Key expressions/structure:</b> Present perfect ( <i>I've just booked ...</i> ), present continuous ( <i>I'm just waiting ...</i> ), present simple ( <i>I'm all set</i> ), future forms: <i>will/shall, going to</i> , present simple, present continuous, future continuous		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may be familiar with <i>luggage</i>, as opposed to <i>baggage</i>. Explain that while these words have the same meaning, we use <i>baggage reclaim</i>, never <i>luggage reclaim</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 63 Workbook page 56 Audio Track 19		

## UNIT 4 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<p>1. Start the lesson with a review of some of the key vocabulary. Write these scrambled words on the board:</p> <p><i>bgggae / clremai</i>  <i>twtsiue</i>  <i>dgniaorb / asps</i>  <i>efli / tekcaj</i></p> <p>2. Learners work in groups to unscramble the words. The first group to unscramble all of the words raises their hands.</p> <p>3. Elicit answers from the winning group and ask for volunteers to explain what each item is.</p> <p><b>Answers</b></p> <p><i>bgggae / clremai</i> (baggage reclaim)  <i>twtsiue</i> (wetsuit)  <i>dgniaorb / asps</i> (boarding pass)  <i>efli / tekcaj</i> (life jacket)</p>
Resources	Main activity
<p>Coursebook page 63                      Audio Track 19</p>	<p><b>Listening: Activity 4</b></p> <p>1. Tell the class that they are going to listen to different extracts of people talking during Alana's trip to New Zealand.</p> <p>2. Ask them to read the questions first.</p> <p>3. Play the audio, and ask learners to answer the questions.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the groups. Play the audio again, if necessary.</p> <p><b>Answers</b></p> <p>1 She's going on 21st December.                      2 kayaking and white-water rafting                      3 a wetsuit                      4 going towards Singapore                      5 in the coffee bar at the airport</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Play the audio twice.                      2. Allow learners to see the audioscript when checking their answers.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Have the learners attempt to identify the speakers from memory before listening to the audio to check their answers.</p>

<p><b>Coursebook</b> page 63</p>	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>Learners work individually to write short paragraphs.</li> <li>Learners compare their paragraphs in pairs and check for any obvious mistakes.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs. Did they write similar paragraphs? What were the main differences?</p> <p><b>Suggested answer</b></p> <p><i>Alana is going to New Zealand in December. She wants to try kayaking and white-water rafting. She will need a wetsuit when she goes surfing. The weather will be good. It won't be cold or wet.</i></p> <p><i>Her Aunt Paula will be waiting for her in the coffee bar at the airport when she arrives.</i></p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Put the answers to the previous activity on the board and encourage the learners to use these as the basis for their paragraphs.</li> <li>Give learners a possible first sentence: <i>Alana is going to New Zealand in December.</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Set a time limit for learners to write their paragraphs. Encourage them to add extra information beyond the details in Activity 4.</li> </ol>
<p><b>Coursebook</b> page 63</p>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the opening exchange with the learners.</li> <li>Learners work in pairs to roleplay a conversation.</li> <li>Go round monitoring and giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a few of the pairs act out their conversations in front of the class.</p>
<p><b>Workbook</b> page 56</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners work individually to complete the expressions.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask for volunteers to read out the correct sentences.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>Don't worry.</li> <li>See you soon.</li> <li>I can't wait!</li> <li>We'll have a great time!</li> <li>I'm really pleased that you're coming.</li> <li>I'm all set.</li> <li>See you in a minute.</li> <li>I'm just waiting for my bag to come through.</li> </ol>

<b>Workbook page 56</b>	<b>Workbook: Activity 4</b> 1. Learners work in pairs to choose the appropriate expressions to complete the messages. <b>DESIRABLE</b> <b>Feedback</b> Have spokespeople from the pairs read the correct messages aloud.  <b>Answers</b> 1 I'm all set. 2 Don't worry. 3 We'll have a great time. 4 See you in a minute.		
<b>Workbook page 56</b>	<b>Workbook: Language tip</b> 1. Go through the information with the class. 2. Learners select useful expressions from Activity 3 and add them to their notebooks. <b>EXTENSION</b> <b>Feedback</b> Have a feedback session with the class. Find out which of the expressions the learners felt would be the most useful. Why?		
<b>Resources</b>	<b>Plenary</b>		
	1. Have a class discussion about Alana's trip to New Zealand. Do the learners think she will have a good time? Would they like to go on a similar trip? Why? Why not? <a href="http://www.almanahj.com">www.almanahj.com</a>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics. (G7.4.1.1.3) Summarise the main points of a read text using key words from the text as needed. (G7.2.1.1.3) Speak about future plans using <i>going to</i> , present continuous, <i>will</i> , <i>may</i> , and <i>might</i> .			



LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 7	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read an email asking about things to do in the UAE. <b>Speaking:</b> To brainstorm ideas for a trip to the UAE, using future forms. <b>Writing:</b> To write an email about plans for a trip to the UAE, using future forms. <b>Speaking:</b> To describe plans for a trip to the UAE, using future forms.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• discuss ideas for future activities</li> <li>• write an email using future forms</li> <li>• describe future plans.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for outdoor activities, clothing and accessories</li> <li>• Present perfect with <i>ever</i></li> <li>• Exposure to future forms: <i>will/shall, going to</i>, present simple, present continuous</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively, and critically in English</li> </ul>		
<b>Key vocabulary:</b> <i>outdoor sports/activities/pursuits, traditional sports/activities, weather, kite flying, falconry demonstration, pleased, fly, kite, beach, sunglasses, cap, sunny, can't wait</i> <b>Key expressions/structure:</b> Present perfect with <i>ever</i> ; future forms: <i>will/shall, going to</i> , present simple, present continuous, <i>go + -ing</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain <i>traditional</i> (following customs that have continued for a long time). For example, falconry is traditional in the UAE because people have been doing it in the same way for many years.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 64 Workbook page 57		

## UNIT 4 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Have a class discussion about the activities young people can do in the local area. Elicit some outdoor activities that the learners enjoy and some traditional activities they have watched or participated in.</li> </ol>
Resources	Main activity
<b>Coursebook</b> <b>page 64</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Focus attention on the two photographs. Find out if the learners have ever flown a kite or seen a falconry demonstration. Read Carlos' email with the whole class and have learners identify the questions he asks.</li> <li>2. Learners work in groups to discuss possible answers to his questions.</li> <li>3. Kite flying and falconry demonstrations are given here as example answers. Learners don't have to use these, and if they do use them, they should also provide some other suggestions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. What do the groups suggest?</p>
<b>Workbook</b> <b>page 57</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the sentences with the class, and explain that these are possible responses to Carlos' email.</li> <li>2. Learners work individually to complete the sentences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have volunteers read the whole correct sentences aloud. Find out if the learners think these are good responses to Carlos' questions. Why? Why not?</p> <p><b>Answers</b></p> <p>1 pleased; 2 outdoor activities; 3 kite; 4 beach; 5 sunglasses; 6 amazing</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Go through the first sentence with the class, as an example.</li> <li>2. Learners work in pairs to complete the sentences.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners cover the word box and guess the possible answers.</li> <li>2. Learners uncover the word box and check their answers.</li> <li>3. Learners write similar sentences using suggestions of their own.</li> </ol>
<b>Coursebook</b> <b>page 64</b>	<p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to write an email in reply to Carlos.</li> <li>2. Learners compare their emails with a partner and check each other's writing for any obvious mistakes.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs. What suggestions did they make? Did they have similar responses to Carlos' questions?</p>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to use the sentences in Workbook: Activity 1 as the basis of their emails, although they can use different ideas if they wish.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Make sure learners' Workbooks are closed during this activity.</li> <li>2. Set a time limit for the learners to write their emails.</li> </ol>
<p><b>Workbook page 57</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to order the sentences.</li> <li>2. Learners practise reading the conversation together.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class. Have a confident pair perform the conversation in front of the class.</p> <p><b>Answers</b></p> <p>1 d; 2 i; 3 c; 4 e; 5 b; 6 f; 7 g; 8 a; 9 h</p>
<p><b>Coursebook page 64</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class, and emphasise that learners should use the details in their emails to Carlos.</li> <li>2. Learners work in pairs, taking it in turns to roleplay Carlos and his family member, and to discuss his plans for the trip to the UAE.</li> <li>3. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Point out some of the interesting things you heard while you were monitoring their conversations.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to use the conversation in Workbook Activity 2 as the basis of their conversations, although they should use the details from their emails.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Make sure learners' Workbooks are closed during this activity.</li> <li>2. Have learners summarise their partners' (Carlos') plans for his trip to the rest of the class.</li> </ol>
<p><b>Workbook page 57</b></p>	<p><b>Workbook: Activity 3: Self-assessment</b></p> <ol style="list-style-type: none"> <li>1. Learners read the 'can do...' statements and decide if they can do all of the tasks listed in the bullet points.</li> </ol> <p><b>CORE</b></p>
<p><b>Workbook page 57</b></p>	<p><b>Workbook: Activity 4: Reflect on your learning</b></p> <ol style="list-style-type: none"> <li>1. Learners look back on the work they have done so far in Unit 4 and write sentences in response to the questions.</li> </ol> <p><b>CORE</b></p>

Resources	Plenary		
	<ol style="list-style-type: none"> <li>1. Play a quick vocabulary quiz, based on words which have appeared in the unit so far. Divide the group into two teams, A &amp; B.</li> <li>2. Team A goes first: one member of the team sits with their back to the board. Write one word or phrase from the unit on the board, for example <i>white-water rafting</i>.</li> <li>3. Team A must describe the thing to their teammate without saying the word. Set a time limit. If the learner with their back to the board guesses the word, Team A gets one point. Repeat with Team B, etc.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes.</p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.</p> <p>(G7.2.1.1.3) Speak about future plans using <i>going to</i>, present continuous, <i>will</i>, <i>may</i>, and <i>might</i>.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 7	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To talk about plans using future forms. <b>Listening:</b> To listen to sentences using future forms. <b>Reading:</b> To read sentences with future forms and identify the correct function. <b>Writing:</b> To complete sentences using future forms.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand statements about future plans, arrangements, predictions and scheduled events</li> <li>• produce statements about future plans, arrangements, predictions and scheduled events.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Exposure to future forms: <i>will, going to</i>, present simple, present continuous</li> <li>• Vocabulary for outdoor activities</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>plan, relative, at home, have fun, beach, cousin, exam, outdoor, fly a kite, ticket, football, be careful, fall, plane, overnight, wetsuit, beach, windsurfing, prediction, predict, timetable, schedule, miss the bus, sneeze, snow, barbecue</i> <b>Key expressions/structure:</b> Future forms: <i>will, going to</i> , present simple, present continuous		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It's worth bearing in mind that there is a degree of overlap in the functions of future forms, and in many cases more than one option is possible. For example, native English speakers often use <i>will</i> and <i>going to</i> interchangeably, particularly for predictions. However, learners should know that if they follow the rules presented here they won't be wrong.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 65 Workbook page 58 Audio Track 20		

## UNIT 4 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 65	<ol style="list-style-type: none"> <li>1. Write <i>plans</i> on the board and elicit some of the learners' plans for later on that day. What will they do? Where will they go? Who with?</li> <li>2. Go through the days of the week with the class and have learners tell you some things they usually do on each of the days.</li> <li>3. Learners work in small groups to discuss the starter questions.</li> <li>4. Elicit some example plans from the groups.</li> </ol>
Resources	Main activity
Coursebook page 65 Audio Track 20	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the photos with the class, and elicit some suggestions for what they can see.</li> <li>2. Play the audio. Learners match the young people to the photos.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the class. Find out if the learners would like to have similar plans to these.</p> <p><b>Answers</b></p> <p>1 d; 2 a; 3 b; 4 c;</p>
Coursebook page 65 Audio Track 20	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and point out that learners may need to add more than one word in each gap.</li> <li>2. Play the audio. Learners complete the sentences.</li> <li>3. Learners check their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers</b></p> <p>1 visiting; 2 going to stay; 3 go; 4 leaves</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Put the missing words on the board.</li> <li>2. Play the audio twice.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners close their books and work in pairs to discuss each of the young people's plans.</li> <li>2. Play the audio for learners to check their answers.</li> </ol>
Coursebook page 65	<p><b>Use of English: Expressing the future</b></p> <ol style="list-style-type: none"> <li>1. Go through the information with the class.</li> <li>2. For each future form and function, elicit further example sentences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Deal with any questions or issues.</p>

<p><b>Coursebook</b> page 65</p>	<p><b>Listening: Activity 3</b></p> <p>1. Learners work in pairs to match the sentences in Activity 2 to the future forms in the <i>Use of English</i> box.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers</b></p> <p>1 I'm visiting my relatives in Dubai. (present continuous)  2 I'm going to stay at home and read lots of books. (<i>going to</i>)  3 I want to have fun! I think I'll go to the beach with my friends. (<i>will</i>)  4 I'm going to my cousin's house. (<i>going to</i>) The bus leaves very early on Monday morning. (present simple)</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Draw learners' attention to the messages on page 62 of the Coursebook.  2. Highlight examples of future forms and elicit suggestions for which future form in the <i>Use of English</i> box they belong to.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Have learners look back at the series of messages on page 62 of the Coursebook and identify examples of future forms.  2. Learners match each example to the forms in the <i>Use of English</i> box.</p>
<p><b>Workbook</b> page 58</p>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners work individually to match the sentences to the grammar forms.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers in pairs.  Read each grammar form aloud and have volunteers read out their answers.</p> <p><b>Answers</b></p> <p>a 6  b (i) 2, (ii) 4  c (i) 1, (ii) 5  d 3</p>
<p><b>Workbook</b> page 58</p>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners work individually to complete the exercise.</p> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class.</p> <p><b>Answers</b></p> <p>1 We're going to miss  2 are you going to  3 I will  4 it's going to snow  5 starts</p>

Resources	Plenary		
	1. Have learners close their books and remind them of the things they said they want to do tomorrow at the beginning of the lesson. 2. Elicit some example sentences about learners' plans for tomorrow, using each of the future forms covered in the lesson.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies. (G7.2.1.1.3) Speak about future plans using <i>going to</i> , present continuous, <i>will</i> , <i>may</i> , and <i>might</i> . (G7.2.1.1.4) Speak about future plans using present simple for fixed plans.			

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<b>LESSON PLAN</b>		<b>LESSON: 9</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 4</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To ask about and discuss plans using future forms. <b>Writing:</b> To complete sentences and write statements about plans using future forms.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand how to use future forms to talk about future plans</li> <li>• talk about their own plans, and those of others</li> <li>• write sentences about their own plans and those of others.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Future forms: <i>will going to</i>, present simple, present continuous</li> <li>• Vocabulary for outdoor activities</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>go jogging, fly a kite, go fishing, go mountain biking, play tennis, falconry demonstration, try kayaking, see a friend, rain</i> <b>Key expressions/structure:</b> Future forms: <i>will, going to</i> , present simple, present continuous; <i>go/try + -ing: go jogging, try kayaking</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain the difference between <i>timetable</i> and <i>schedule</i>. A <i>timetable</i> is a type of schedule: it is a document which shows the times of planned events (usually connected with transport). A <i>schedule</i> is a list of planned activities or events. Both words are used in British English; <i>timetable</i> is not used in American English.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 66 Workbook page 59		

## UNIT 4 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<p>1. Open the lesson with a class discussion. Ask learners to tell you what they're going to do after school today. <i>Do they have any fixed plans or arrangements? What do they want to do? Can they make any predictions about what will happen? What will they be doing at exactly eight o'clock?</i></p>
Resources	Main activity
Coursebook page 66	<p><b>Use of English: Activity 4</b></p> <p>1. Go through the instructions and the example answer with the class.</p> <p>2. Learners work individually to choose the best options.</p> <p>3. Learners compare their answers in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs and refer back to the information in the <i>Use of English</i> box on page 65. Have learners identify the functions being used in each sentence.</p> <p><b>Answers</b></p> <p>1 I'm going (fixed arrangement)                  2 isn't going to (prediction)                  3 will (prediction)                  4 leaves (timetable)                  5 we're going to go surfing (plan/intention)                  6 will have (prediction)</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Encourage learners to refer to the <i>Use of English</i> box on page 65 while completing this activity.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Have learners cover page 65 while completing this activity.</p>
Workbook page 59	<p><b>Workbook: Activity 3</b></p> <p>1. Go through the instructions and the example answer with the class. If necessary, point out that, as in the example answer, it is most natural to put the time marker (for example, <i>tomorrow</i>) at the end of the sentence.</p> <p>2. Learners work individually to complete the task.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have volunteers read the correct sentences aloud. Elicit the future form and function being used in each sentence.</p> <p><b>Answers</b></p> <p>1 I'm going to play tennis tomorrow. (<i>going to</i> - plan)                  2 I'm going to watch a falconry demonstration next week. (<i>going to</i> - plan)                  3 My bus leaves at 10 o'clock tomorrow morning. (present simple)                  4 I think I'll try kayaking on Tuesday. (<i>will</i> - prediction)                  5 I'm seeing old friends tomorrow afternoon. (present continuous)                  6 It's going to start raining soon. (<i>going to</i> - prediction)</p>

<b>Coursebook</b> <b>page 66</b>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Focus learners' attention on the photo and elicit the activity (mountain biking).</li> <li>2. Go through the instructions and the model opening dialogue with the class. Learners work in pairs to discuss Waleed's plans.</li> <li>3. Go round monitoring and make sure that learners are using future forms correctly.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session and highlight some good examples of future form usage that you heard while monitoring their discussions.</p>
<b>Coursebook</b> <b>page 66</b>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the information in the table for themselves, then ask and answer questions about their plans with a partner.</li> <li>2. Go round monitoring and make sure that learners are using future forms correctly.</li> <li>3. Learners complete the tables with their partner's plans.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs. Have learners tell their class about their partners' plans.</p>
<b>Workbook</b> <b>page 59</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to write sentences about their own and their partner's plans based on the information in the table on page 66 of the Coursebook.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out some of their sentences to the rest of the class. Highlight good examples of future form usage.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Put example sentences (about Waleed) on the board for learners to follow as a guide, such as <i>He's going to go jogging tomorrow morning.</i></li> <li>2. Allow learners to refer to the information in the tables and the <i>Use of English</i> box on page 65.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners write paragraphs, rather than individual sentences, and expand on the information in the table as much as possible.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Have a class discussion about what Waleed's plans tell us about him (he likes outdoor pursuits, he is active, etc.). Find out if any of the learners are similar? Would they like to do the things that Waleed will do? Why? Why not?</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.3) Speak about future plans using <i>going to</i>, present continuous, <i>will</i>, <i>may</i>, and <i>might</i>. (G7.2.1.1.4) Speak about future plans using present simple for fixed plans.</p> <p>(G7.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.</p>			

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LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 7	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Reading:</b> To read a blog article, using present perfect and future forms, about a future challenge: to skim for gist, to scan for specific information and to read for comprehension.</p> <p><b>Writing:</b> To complete a newspaper article with key vocabulary.</p> <p><b>Speaking:</b> To speculate about a future challenge and talk about people who like doing tough challenges.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• read a blog article for gist, detailed information and overall comprehension</li> <li>• express opinions about a future challenge, and such challenges in general.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for outdoor pursuits</li> <li>• Present perfect with <i>ever</i></li> <li>• Future forms: <i>will/shall, going to</i>, present simple, present continuous, future continuous.</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills</li> </ul>		
<p><b>Key vocabulary:</b> <i>distance, blog, heroic, amazing, challenge, ultra marathon, marathon, desert, coast, sand dune, tent, unbelievable, degree, tough, stage, run, wonderful, race, dune, temperature</i></p> <p><b>Key expressions/structure:</b> Present perfect; strong adjectives (<i>crazy, amazing, unbelievable, wonderful</i>); future forms: <i>will/shall, going to</i>, present simple, present continuous, future continuous</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• It may be necessary to explain the distinction between a <i>marathon</i> (a footrace which is 42.195 km long) and an <i>ultra marathon</i> (any footrace which is longer than 42.195 km – they are often longer than 100 km).</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 67</p> <p>Workbook page 60</p>		

## UNIT 4 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 67	<ol style="list-style-type: none"> <li>Write on the board: <i>swimming, cycling, running</i>.</li> <li>Have a class discussion about these activities. Find out which activity the learners enjoy, do the most or dislike, and elicit reasons.</li> <li>Go through the title and the starter questions with the class.</li> <li>Learners work in small groups to discuss the starter questions.</li> <li>Elicit feedback from the groups.</li> </ol>
Resources	Main activity
Coursebook page 67	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Focus learners' attention on the picture and invite volunteers to describe what they can see.</li> <li>Learners work in pairs to discuss the questions.</li> <li>Elicit feedback from the pairs and tell learners that they should look for the answers in the text.</li> <li>Go through the information in the <i>Reading strategy</i> box, and emphasise that it doesn't matter if they don't understand all of the words at this stage.</li> <li>Learners read the text and discuss the answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs. Were they correct about what an ultra marathon is and where you can do one?</p> <p><b>Answers</b></p> <p>An ultra marathon is a very long race. You can do an ultra marathon across the desert in Oman.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Go through the opening paragraph and the first sentence of the second paragraph with the whole class.</li> <li>Elicit (or highlight) where the correct answers can be found.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Set a time limit. Learners read the text, then close their books and write down as much as they can remember about the ultra marathon.</li> </ol>
Workbook page 60	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example answer with the class.</li> <li>Learners match the words to the definitions.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite volunteers to read the words and their definitions aloud.</p> <p><b>Answers</b></p> <p>1 marathon; 2 desert; 3 coast; 4 tent; 5 blog; 6 challenge; 7 dune</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Do the activity with the whole class and allow learners to refer to Coursebook page 67 for examples of the words in context.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners close the Workbooks and Coursebooks.</li> <li>2. Read the definitions aloud, learners volunteer possible answers.</li> </ol>
Coursebook page 67	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Set a time limit, for example three minutes for learners that need support and one minute for learners that need to be stretched.</li> <li>2. Learners read the text and identify the correct answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class. Make sure learners can point out where in the text they found the words.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 four strong adjectives: heroic, amazing, unbelievable, wonderful</li> <li>2 the full distance of the race: 165 km</li> <li>3 the shortest distance of a stage: 20 km</li> <li>4 the longest distance of a stage: 40 km</li> <li>5 a temperature: 30 degrees</li> </ol>
Coursebook page 67	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners re-read the text and work in pairs to decide if the sentences are true or false.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Make sure learners can provide the true version of the false sentences.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 True</li> <li>2 False: it will take six days</li> <li>3 True</li> <li>4 False: it will go up to 30 degrees at some times</li> <li>5 False: he says running will be very tough</li> <li>6 True</li> </ol>
Workbook page 60	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the article with words from Workbook Activity 1.</li> <li>2. Learners compare their answers with a partner.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class. Make sure learners have used the correct forms of the words, for example plural or singular.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 challenges; 2 marathon; 3 desert; 4 coast; 5 dunes; 6 tents; 7 blog</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to refer to Workbook Activity 1 and Coursebook page 67 while completing this task.</li> </ol>

	<b>Differentiation activities (Stretch):</b> 1. Make sure learners have covered Workbook Activity 1 and their Coursebooks are closed during this activity.		
<b>Coursebook page 67</b>	<b>Speaking: Activity 4</b> 1. Learners work in pairs to discuss the questions. 2. Go round monitoring and giving help where necessary. <b>CORE</b> <b>Feedback</b> Have a feedback session with the class. Have a spokesperson from the pairs summarise their discussions for the class. Point out some of the interesting statements and opinions that you heard while monitoring.		
<b>Resources</b>	<b>Plenary</b>		
	1. Sum up the learners' responses to Mansour and his 'heroic' adventures, and find out if they know about anyone else who does such tough challenges. 2. Have a discussion with the class. Ask: <i>Why do you think people want to do these challenges?</i>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes. (G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast. (G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.			

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<b>LESSON PLAN</b>		<b>LESSON: 11</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 4</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a radio interview using past simple, adjectives and future forms, for gist and specific information. <b>Writing:</b> To write a blog article using past simple, adjectives and future forms.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to and understand a short radio interview about a challenge</li> <li>• write a short blog article about a past challenge and a future challenge.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for outdoor pursuits</li> <li>• Past simple</li> <li>• Future forms: <i>will/shall, going to</i></li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>marathon, long distance, swimmer, cyclist, runner, ultra marathon, tent, tough, sand, painful, race, stage, sand dune, incredible, experience, challenge, canyoning, white-water rafting, exciting, adventure, kayaking, dangerous, fun, great, happy, unbelievable, ultra, complete, temperature</i> <b>Key expressions/structure:</b> Past simple, adjectives ( <i>heroic, unbelievable, magical, tough, happy, exciting, dangerous</i> ); future forms: <i>will/shall, going to</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• The adjective <i>incredible</i> has two meanings, either 'difficult to believe' or 'extremely good'. In this lesson, it is used to mean 'extremely good'.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 68 Workbook page 61 Audio Track 21		

## UNIT 4 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Make sure learners' books are closed and find out what they can remember about the previous lesson. What is Mansour going to do? Why? Where?</li> <li>2. Divide the class into two groups. Group one discusses the positive things about Mansour's ultra marathon (the things he will enjoy) and Group two discusses the negative (the things he will find difficult).</li> <li>3. A spokesperson from each group reports back to class.</li> </ol>
Resources	Main activity
<b>Coursebook page 68</b> <b>Audio Track 21</b>	<p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Tell the class they are going to listen to a radio interview with Mansour after he has completed the ultra marathon. Elicit some suggestions for things he might say.</li> <li>2. Go through the questions with the class and play the audio.</li> <li>3. Learners discuss the questions in small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the answers from the groups. Discuss whether Mansour said anything similar to the learners' initial suggestions.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 It was so hot that it was difficult to run. He got sand in his shoes, which was painful.</li> <li>2 Talking to the other runners, and when they ran one of the stages during the night.</li> <li>3 He is going to try kayaking (at the River Nile Festival in Uganda). It will be dangerous and fun.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Play the audio twice.</li> <li>2. Allow learners to refer to the audioscript while you go through the answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. After listening to the audio, learners write notes about what they have heard.</li> <li>2. Learners work in pairs to summarise the conversation's main points.</li> </ol>
<b>Coursebook page 68</b> <b>Audio Track 21</b>	<p><b>Listening: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Go though the words in the box and elicit which part of speech they are (adjectives).</li> <li>2. Play the audio. Learners complete the phrases with the words in the box while they listen.</li> <li>3. Learners check their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask volunteers to read the correct sentences aloud.</p> <p><b>Answers</b></p> <p>1 tough; 2 painful; 3 great; happy; 4 incredible; 5 exciting; 6 dangerous</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Play the audio twice. During the second listening, stop the audio briefly at the end of each of the sentences.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners complete the sentences before they listen to the audio. Then check their answers.</p>
<p><b>Workbook page 61</b></p>	<p><b>Workbook: Activity 3</b></p> <p>1. Learners work individually to re-order the letters to make adjectives.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class.</p> <p><b>Answers</b></p> <p>1 exciting; 2 dangerous; 3 tough; 4 painful; 5 incredible; 6 amazing</p>
<p><b>Workbook page 61</b></p>	<p><b>Workbook: Activity 4</b></p> <p>1. Learners work in pairs to join the sentence beginnings and endings.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Have learners take it in turns to read the full sentences aloud.</p> <p><b>Answers</b></p> <p>1f; 2d; 3g; 4a; 5e; 6h; 7c; 8i; 9b</p>
	<p><b>Differentiation activities (Support):</b></p> <p>1. Play the audio again. Learners complete the task while they listen.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Play the audio for learners to check their answers after they have completed the task.</p>
<p><b>Coursebook page 68</b></p>	<p><b>Writing: Activity 7</b></p> <p>1. Go through the instructions and the information in the <i>Writing tip</i> box.</p> <p>2. Refer learners to Mansour’s previous blog post (on Coursebook page 67). Explain that they are to write a similar post, telling the reader how the ultra marathon went, and what he plans to do next. Encourage learners to include adjectives the lesson.</p> <p>3. Learners work individually to write their blog posts.</p> <p>4. Learners share their blog posts with a partner, to check for any obvious mistakes.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Check that all learners included information about how the ultra marathon went, and what he plans to do next (preferably in separate paragraphs). Encourage some of the learners to read portions of their blog posts aloud.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Have learners close their books, and elicit some of the outdoor pursuits that they have looked at so far in this unit, for example, <i>swimming with dolphins, canyoning, flying a kite, kayaking</i>.</p> <p>2. Learners work in groups to discuss the activities and decide which one, as a group, they would like to do in the future.</p> <p>3. Groups report back to the class.</p>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G7.4.1.1.8) Write short narratives to develop real or imagined experiences or events, relate personal experiences and known stories using descriptive details and sensory language.</p> <p>(G7.4.2.1.1) Write using: past simple, expressing opinion, likes, dislikes, preference, agreement, and disagreement., adjectives.</p>			

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LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 7	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To take part in discussions about school trips and the great outdoors. <b>Reading:</b> To read a brochure about outdoor activities and survival skills. <b>Writing:</b> To complete verb/noun collocations related to outdoor survival skills.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use vocabulary for talking about the great outdoors</li> <li>• use vocabulary related to outdoor activities</li> <li>• use vocabulary related to outdoor survival skills.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for outdoor activities</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>tent, sleeping bag, fish, lake, campfire, mountain bike, path, bridge, waterfall, plane, inflatable boat, wildlife, tree tops, helmet, windsurfer, wetsuit, pair of trainers, kayak, life jacket, zip lining, school trip, follow, identify, put up, trail, plants, survival skills, pair of trainers, sleeping bag, waterproof jacket, change of clothes, swimming costume, swimming trunks, survive, the great outdoors, exciting, water sports, trip</i> <b>Key expressions/structure:</b> verb/noun collocations ( <i>put up a tent, make a campfire, cook over a campfire, follow a path/trail, identify trees/plants/wildlife</i> )		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain the difference between a <i>path</i> and a <i>trail</i>: a path is a route or track between one place and another, a trail is a type of path, usually in the countryside, and especially for people who are trekking or walking for pleasure.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 69 Workbook page 62		

## UNIT 4 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 69	<ol style="list-style-type: none"> <li>1. Write <i>The great outdoors</i> on the board and elicit suggestions for what it means (the countryside, particularly wild areas, for example, the wilderness).</li> <li>2. Find out what the learners' experiences of the great outdoors are, or what they think people might do for fun in the great outdoors.</li> <li>3. Explain that many people's first experiences of the great outdoors are on school trips. Learners work in small groups to discuss the starter questions about their experiences of school trips.</li> <li>4. Elicit feedback from the groups. Find out about their experiences.</li> <li>5. With the whole class, go through the information in the <i>Vocabulary</i> box and the Lakeside Activity Centre brochure. Find out if any of the learners have ever done the activities shown in the photos.</li> <li>6. Learners work in their groups to decide which of the three activities is the most appealing to them.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>The groups report back to the class and give reasons for their decisions.</p>
Resources	Main activity
Workbook page 62	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Focus learners' attention on the picture and ask them cover the word box. Learners work in pairs to discuss all of the things they can see in the picture.</li> <li>2. Have a feedback session and elicit suggestions for what is happening in the picture.</li> <li>3. Learners uncover the box and work individually to label the picture.</li> <li>4. Learners compare their ideas in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask pairs to join other pairs to check their pictures and see if they have the same ideas. Have a feedback session with the whole class. Use this opportunity to go through each word in the box for pronunciation.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Go through the labelling activity with the whole class. Start with activities and items already covered in the unit, for example, <i>mountain bike, tent, kayak, wetsuit</i>.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners try to label the picture before they uncover the word box.</li> </ol>
Coursebook page 69	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to complete the list.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Find out if any of the learners have ever done these activities.</p> <p><b>Answers</b></p> <p>1 putting up; 2 making; 3 cooking; 4 following; 5 identifying</p>

<b>Coursebook</b> <b>page 69</b>	<b>Vocabulary: Activity 2</b> 1. Have a class discussion. What do the learners think they would need to take if they went camping? 2. Learners work individually to match the words in the columns. <b>CORE</b> <b>Feedback</b> Go through the correct answers with the class. Find out which of these items the learners would take if they went camping. <div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> 1 b; a pair of trainers 2 d; a sleeping bag 3 f; a waterproof jacket 4 c; a change of clothes 5 a; a swimming costume 6 e; swimming trunks		
<b>Coursebook</b> <b>page 69</b>	<b>Speaking: Activity 3</b> 1. Learners work in small groups to discuss the question. Make sure each learner compiles a list, which they will need in the next lesson. <b>CORE</b> <b>Feedback</b> The groups report back to the class.		
<b>Resources</b>	<b>Plenary</b> 1. Finish up with a game of word tennis to review of some of the lesson's vocabulary. (Have learners close the Coursebooks and Workbooks.) 2. Take a tennis ball, say a word from the lesson (for example, <i>campfire</i> ), and throw the ball to a learner. The learner catches the ball, says a different word from the lesson, and throws the ball to someone else. 3. Repeat until all of the words have been covered.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 7. (G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, making suggestions, expressing likes and dislikes, expressing opinion.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 7	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a conversation and understand general and specific information. <b>Reading:</b> To read a schedule for a school trip. <b>Writing:</b> To complete a schedule for a school trip; to write sentences about preferences using <i>-ing</i> forms.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>listen to and understand general information and specific details about activities and times in a conversation about a school trip to an activity centre</li> <li>write sentences about personal preference using <i>-ing</i> forms.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Vocabulary for outdoor activities</li> <li>Future forms: <i>going to, will/shall</i>, present simple, present continuous, future continuous</li> <li>Verb/noun collocations (<i>put up a tent, make a campfire, cook over a campfire, follow a path/trail, identify trees/plants/wildlife</i>)</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>water sports, treetops, survival, tent, campfire, path, trail, wildlife, waterproof jacket, swimming costume/trunks, put up a tent, make a campfire, cook over a campfire, follow a path/trail, identify trees/plants/wildlife</i> <b>Key expressions/structure:</b> <i>-ing</i> forms		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>It may be necessary to explain that <i>supper</i> is similar to <i>dinner</i>, i.e. an evening meal.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 70 Workbook page 63 Audio Track 22		



## UNIT 4 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>Find out what learners can remember about the things you can do at the Lakeside Activity Centre (<i>zip lining, windsurfing, following a nature trail</i>).</li> <li>Tell learners to look again at the lists they compiled at the end of the previous lesson and elicit some of their suggestions. What information would a teacher need to give if the class were going to go on a school trip tomorrow?</li> </ol>
Resources	Main activity
<b>Coursebook</b> page 70 <b>Audio Track 22</b>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>Play the audio.</li> <li>Learners work in pairs to discuss the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Find out what else learners can remember about the conversation.</p> <p style="background-color: #cccccc; padding: 2px;"><b>Answers</b></p> <ol style="list-style-type: none"> <li>A teacher and some learners.</li> <li>A trip to an activity centre.</li> </ol>
<b>Coursebook</b> page 70 <b>Audio Track 22</b>	<p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>Go through the schedule with the class.</li> <li>Play the audio. Learners complete the schedule while they listen.</li> <li>Learners compare their schedules in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask volunteers to read out the complete items on the schedule. Play the audio again, if necessary.</p> <p style="background-color: #cccccc; padding: 2px;"><b>Answers</b></p> <p>Day 1</p> <p>Meet at school at: 7.30 am</p> <p>Coach departs at: 8.00 am</p> <p>Morning activities: Putting up a tent</p> <p>Lunch: sandwiches and a drink</p> <p>Afternoon activities: (1) water sports (2) mountain biking</p> <p>Supper 6.00 pm</p> <p>Day 2</p> <p>Breakfast: 8.00 am</p> <p>Morning activities: You can choose your activities.</p> <p>Afternoon activity: zip lining</p> <p>Coach leaves at: 4.00 pm</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Play the audio twice.</li> <li>Go through the schedule with the whole class. If necessary, play the audio a third time, stopping after each answer is revealed.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the schedules while listening to the audio.</li> <li>2. Learners close their books and work individually to write short summaries of the information in the conversation.</li> <li>3. Learners work in pairs: one reads their summary aloud, while the other checks the information in their schedules.</li> </ol>
<p><b>Coursebook page 70</b></p>	<p><b>Use of English: -ing forms</b></p> <ol style="list-style-type: none"> <li>1. Focus learners' attention on the <i>Use of English</i> box and go through the examples with the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to suggest other example sentences for each use of the <i>-ing</i> form.</p>
<p><b>Workbook page 63</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class.</li> <li>2. Learners work individually to complete the table.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Call out each verb and have learners take it in turns to respond by spelling out that verb in its <i>-ing</i> form. For example, Teacher: <i>begin</i>, Learner: <i>b e g i n n i n g</i>.</p> <p><b>Answers</b></p> <p>beginning, building, buying, choosing, coming, cooking, cutting, doing, driving, falling, following, forgetting, getting, giving, having, identifying, leaving, letting, listening, making, putting, riding, running, seeing, singing, sitting, staying, swimming, taking, winning</p> <p><b>Differentiation activities (Support):</b></p> <p>Learners refer to the spelling rules in the grammar reference section before and during this activity.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>Learners refer to the spelling rules in the grammar reference section after they have completed the table.</p>
<p><b>Workbook page 63</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to complete the conversation with the correct verbs.</li> <li>2. Learners work in pairs to check their answers and practise reading the conversation aloud.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class.</p> <p><b>Answers</b></p> <p>1 staying; 2 listening; 3 putting; 4 falling; 5 following; 6 identifying; 7 making/building; 8 cooking; 9 singing</p>

<b>Coursebook page 70</b>	<p><b>Writing: Activity 6</b></p> <p>1. Go through the instructions and the example sentence with the class. 2. Learners work individually to write the sentences.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class and elicit some example sentences. Find out if any other learners have written the same or similar sentences.</p> <p><b>Possible answers</b></p> <p>Riding a bike is easy. Cooking over a campfire is fun. I don't like putting up a tent. I enjoy singing around a campfire. I'm good at following a trail. I'm no good at telling stories.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Have learners close their books and ask them to tell you some of the activities mentioned in the audio (<i>putting up a tent, cooking over a fire, zip lining, following a nature trail, mountain biking, doing watersports</i>).</p> <p>2. Find out which of these activities the learners think would be the most (and the least) fun. Why? Are there any other activities they would rather do instead? If so, what are they?</p>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes, and short stories; follow the dialogue and discern speakers' moods, relationship, and intentions.</p> <p>(G7.4.2.1.1) Write using: verbs that take gerund.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 4</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss ideas for a new activity centre, using future forms and <i>-ing</i> forms. <b>Reading:</b> To read and match questions and answers using future forms in a discussion about a new activity centre. <b>Writing:</b> To write a paragraph for a brochure for a new activity centre.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use future forms and <i>-ing</i> forms to discuss ideas for a new venture related to outdoor pursuits</li> <li>• make suggestions and express opinions as part of a brainstorming exercise.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for outdoor activities</li> <li>• Future forms: <i>going to, will</i>, Present simple, Present continuous,</li> <li>• Verb/noun collocations (<i>put up a tent, make a campfire, cook over a campfire, follow a path/trail, identify trees/plants/wildlife</i>)</li> <li>• <i>-ing</i> forms</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>running, surfing, bring, snorkelling, snorkel, keep fit, brochure, on offer, visitor, price, tent</i> <b>Key expressions/structure:</b> <i>-ing</i> forms: <i>flying a kite, swimming with dolphins</i> ; Future forms: <i>going to, will</i> , Present simple, Present continuous		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain the distinction between <i>seaside</i> and <i>coast</i>: when people go to a particular place to be next to the sea (often a beach), we call it <i>the seaside</i>. The word <i>coast</i> refers to all of the land that is next to the sea.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 71 Workbook page 64		

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## UNIT 4 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<p>1. Write these scrambled words on the board:</p> <p><i>smmgiignw / thwi / hpndsoil</i></p> <p><i>frusgin</i></p> <p><i>ngnuirn</i></p> <p>2. Learners work individually to unscramble the words. The first learner to unscramble all three raises their hand, and says the answers.</p> <p>3. Ask for a quick show of hands: Which of these three outdoor pursuits do the learners think would be the most exciting? Why?</p> <p><b>Answers</b></p> <p><i>smmgiignw / thwi / hpndsoil</i> (swimming with dolphins); <i>frusgin</i> (surfing); <i>ngnuirn</i> (running)</p>
Resources	Main activity
Coursebook page 71	<p><b>Brainstorm: Activity 1</b></p> <p>1. With the whole class, focus attention on the five photos and elicit the names of the activities shown (running, flying kites, swimming with dolphins, surfing, snorkelling).</p> <p>2. Draw learners' attention to the incomplete brochure and then go through the instructions. Elicit a few initial suggestions for possible activities and ask learners also think of activities other than those in the photos, and also think about other things such as where visitors could stay, what kinds of people they should target as potential customers and what things they should charge.</p> <p>3. Divide the class into groups of four or five. Each group brainstorms ideas for their new activity centre.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring and giving help where necessary, but don't have a feedback session with the whole class at this stage.</p> <p><b>Differentiation activities (Support/Stretch):</b></p> <p>1. Try to make sure that each group includes an equal mixture of learners who need support and stretching.</p>
Workbook page 64	<p><b>Workbook: Activity 1</b></p> <p>1. Learners work individually to complete the sentences with the words in the box.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class.</p> <p><b>Answers</b></p> <p>1 Running; 2 flying; 3 swimming; 4 tried; 5 bring</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Encourage learners to refer to the spelling rules in the grammar reference section during this activity.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Have learners write an extra sentence using each verb in a different form.</p>

<p><b>Coursebook</b> page 71</p>	<p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of the brochure for the Lakeside Activity Centre that they looked in Lesson 12. Explain that you want them to write a longer paragraph with some more detailed information but the general tone should be similar.</li> <li>2. Learners work individually to write paragraphs based on the ideas they came up with in their groups.</li> <li>3. Learners compare their paragraphs with a partner from the same group. They check each other's work for any obvious mistakes and if they have forgotten anything from their group's brainstorming session.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring and giving help where necessary. Again, don't have a feedback session with the whole class at this stage.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to use the sentences in Workbook Activity 1 to help them.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Make sure learners' workbooks are closed during this activity.</li> </ol>
<p><b>Workbook</b> page 64</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to match the questions to the answers.</li> <li>2. Learners practise reading the conversation aloud their pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers</b></p> <p>1 b; 2 a; 3 e; 4 c; 5 d</p>
<p><b>Coursebook</b> page 71</p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Mix the groups so that each new group consists of members of all of the previous groups.</li> <li>2. Learners take it in turns to explain their original group's ideas to the rest of their new group.</li> <li>3. The groups discuss these ideas and bring the best ones together to create a blueprint proposal for the new Seaside Activity Centre.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>The groups report back to the class. Have a class discussion and see if you can find a whole class consensus for the best activities, accommodation, target market and prices for the new centre.</p>
<p><b>Workbook</b> page 64</p>	<p><b>Workbook: Self-assessment</b></p> <ol style="list-style-type: none"> <li>1. Learners read the 'can do...' statements and decide if they can do all of the tasks listed in the bullet points.</li> </ol> <p><b>CORE</b></p>
<p><b>Workbook</b> page 64</p>	<p><b>Workbook: Reflect on your learning</b></p> <ol style="list-style-type: none"> <li>1. Learners look back on the work they have done in the last seven lessons and write sentences in response to the questions.</li> </ol>

Resources	Plenary			
	<ol style="list-style-type: none"> <li>1. Play a quick vocabulary quiz, based on words which have appeared in the unit so far. Divide the group into two teams, A and B.</li> <li>2. Team A goes first: one member of the team sits with their back to the board.</li> <li>3. Write one word or phrase from the unit on the board (for example, <i>ultra marathon</i>).</li> <li>4. Team A describes the thing to their teammate without saying the word. Set a time limit.</li> <li>5. If the learner with their back to the board guesses the word, Team A gets one point.</li> <li>6. Repeat with Team B and so on.</li> </ol>			
<b>Learning styles catered for (✓):</b>				
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓	
<b>Assessment for learning opportunities (✓):</b>				
Observation	Student self-assessment	Oral questioning	Peer assessment	
Quiz	Student presentation	Written work and feedback	Verbal feedback	
<b>Standards/SLOs:</b>				
<p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, making suggestions.</p> <p>(G7.4.1.1.2) Produce posters, brochures, leaflets, and advertisements.</p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p>				

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 7	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read a postcard poem and make inferences. <b>Speaking:</b> To discuss the content of a postcard poem and justify their conclusions. <b>Listening:</b> To recognise words that rhyme by their sound. <b>Writing:</b> To write pairs of rhyming sentences.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand a postcard poem</li> <li>• make inferences about the information in a postcard poem</li> <li>• identify the rhyming words in a poem.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for outdoor pursuits and school trips</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>New Zealand, postcard, poem, day trip, school camp, poor, grumpy, instructor, mad, cramped, dry, boot, tight, canoeing, hiking, tough, all in all, have enough, Bye for now, See you soon, survive, loving, mood, space, distance, stay alive, comfortable, climb, mountain, poet, rhyming, appear, P.S. (post script), rhyme</i> <b>Key expressions/structure:</b> Rhyming words		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be beneficial to emphasise that rhyming is about sound and not spelling, so that words that rhyme may be spelled the same way at the end (for example, <i>day</i> and <i>way</i>), or they may not (for example, <i>fate</i> and <i>weight</i>).</li> <li>• Point out that <i>rhyme</i> is both a verb and a noun. In this lesson, <i>rhyme</i> is mostly used as a verb.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 72 Workbook page 65		



## UNIT 4 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"><li>1. Have a class discussion about school trips. Find out if any of the learners has ever had a bad experience on a school trip. What happened?</li><li>2. Learners work in small groups to discuss the kinds of things that can go wrong on a school trip.</li><li>3. The groups report back to the class.</li></ol>
Resources	Main activity
Coursebook page 72	<p><b>Poetry: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Focus attention on the picture.</li><li>2. Elicit suggestions from the learners about what they think is happening in the picture.</li><li>3. Learners work in pairs to read the poem and discuss the questions.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Use this opportunity to go through the information about <i>P.S.</i> and to find out if there were any difficult words.</p> <p><b>Answers</b></p> <p>Ben is on a school camping trip. The trip is longer than a day: he says it is 'cold at night'.</p>
Coursebook page 72	<p><b>Poetry: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Learners work individually to choose the correct meanings.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class.</p> <p><b>Answers</b></p> <p>1 b; 2 a; 3 b; 4 a; 5 b; 6 a</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"><li>1. Go through each word with the whole class and highlight the word in the postcard for context.</li><li>2. Learners volunteer answers.</li></ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"><li>1. Have learners cover the answer choices and write meanings of their own for each word.</li><li>2. Learners uncover the answer choices and check their answers.</li></ol>

<p><b>Coursebook</b> page 72</p>	<p><b>Poetry: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and check that all learners understand <i>rhyme</i> (have the same last sound). If necessary, give an example, for example <i>late</i> rhymes with <i>wait</i>.</li> <li>2. Learners work individually to re-read the poem and answer the questions.</li> <li>3. Learners compare, and justify, their answers with a partner. (If possible, pair learners who need more support with learners who need stretching. The onus is on the ‘Stretch’ learners to provide detailed justifications for each answer.)</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Ask volunteers for their answers, making sure that they can justify each answer.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 You learn that Ben isn’t with his parents, the weather is bad, he doesn’t like the food, he thinks the teachers are grumpy, sleeping in a tent isn’t comfortable and he isn’t enjoying the outdoor activities.</li> <li>2 Because it’s unusual, which makes it interesting and because putting it on a postcard suits the content of the poem.</li> <li>3 Rhyming words usually appear at the end of a line in a poem, but in this poem, they sometimes appear within a line and sometimes at the end.</li> <li>4 Because Ben has written a lot about the things he doesn’t like, and then in the P.S. he says he wants to go on the school camp again next year.</li> </ol>
<p><b>Coursebook</b> page 72</p>	<p><b>Poetry: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to identify the rhyming words and take turns saying them.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs, and clarify each word’s pronunciation.</p> <p><b>Answers</b></p> <p>dad/bad/mad; night/tight; tough/enough; soon/afternoon</p>
<p><b>Workbook</b> page 65</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class.</li> <li>2. Learners work individually to match the words that rhyme.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class.</p> <p><b>Answers</b></p> <p>1 i; 2 d; 3 c; 4 h; 5 g; 6 b; 7 f; 8 a; 9 e</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Read out each word in the left column and have learners volunteer answers. Have the whole class say the pairs aloud.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners come up with five more pairs of rhyming words.</li> </ol>

<b>Workbook page 65</b>	<b>Workbook: Activity 2</b> 1. Learners use some of the word pairings from the previous activity to make sentences that rhyme. 2. In pairs, learners read their rhymes to each other. <b>DESIRABLE</b> <b>Feedback</b> Have a feedback session. Encourage confident learners to read out some of their rhymes to the rest of the class.		
<b>Resources</b>	<b>Plenary</b> 1. Finish the lesson with a class discussion about postcards. Find out if anyone has ever written a postcard while on a trip. If so, what kinds of information did they include? 2. Tell learners to imagine they are going to write a postcard to a friend overseas about what they have done in their English class this week. What would they include? Why?		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in meaning of words with similar denotations. (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 7	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read sentences, questions and categorisations using future forms, <i>-ing</i> forms, and vocabulary related to outdoor pursuits. <b>Speaking:</b> To answer questions in a general knowledge quiz. <b>Writing:</b> To complete sentences using future forms. To correct sentences using <i>-ing</i> forms.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use vocabulary for talking about outdoor pursuits</li> <li>• use future forms for talking about arrangements, scheduled events, plans and intentions, predictions and future continuous actions</li> <li>• use <i>-ing</i> form verbs as subjects, objects, and after prepositions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for outdoor activities</li> <li>• Future forms: <i>going to</i>, <i>will/shall</i>, present simple, present continuous, future continuous</li> <li>• <i>-ing</i> forms</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>kayaking, snowboarding, skiing, surfing, mountain biking, windsurfing, fishing, swimming, hiking, sailing, water-skiing, snow, land, sheep, wear, rice, sugar, pick up, luggage, clothing, distance, ultra marathon, tree tops, rhyme, kite, might, weight, height</i> <b>Key expressions/structure:</b> Future forms: <i>going to</i> , <i>will/shall</i> , present simple, present continuous, future continuous; <i>-ing</i> forms		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• In Coursebook Activity 1 it may be necessary to explain that although skiing and snowboarding happen on land, snow is an essential element and therefore the correct category.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 73		

## UNIT 4 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>Write the following on the board and explain that they are parts of the answers to two questions that use the form in brackets:               <ol style="list-style-type: none"> <li>watch a falconry demonstration (future form: intentions)</li> <li>surfing and windsurfing (-ing form)</li> </ol> </li> <li>Learners work in groups to decide what the questions could be and what the full answers would be.</li> <li>Elicit suggestions from the groups.</li> </ol> <p><b>Possible answers:</b></p> <p>a <i>What are you going to do tomorrow? I'm going to watch a falconry demonstration.</i>            b <i>What do you enjoy doing? I enjoy surfing and windsurfing.</i></p>
Resources	Main activity
Coursebook page 73	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example answer with the class.</li> <li>Learners write the words under the correct headings.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out each activity and have learners call out the correct category.</p> <p><b>Answers</b></p> <p>water: kayaking, surfing, windsurfing, fishing, swimming, sailing, water-skiing            snow: snowboarding, skiing            land: mountain biking, hiking</p>
Coursebook page 73	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners match the activities to the definitions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a learner read out the definition and nominate another learner to respond with the correct activity. This learner reads out the next definition, and so on.</p> <p><b>Answers</b></p> <p>1 surfing; 2 snowboarding; 3 kayaking; 4 swimming; 5 water-skiing; 6 hiking</p>

<p><b>Coursebook page 73</b></p>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the example answer and elicit the tense being used (present simple) and its function (scheduled events).</li> <li>2. Learners work individually to choose the correct options.</li> <li>3. Learners compare their sentences in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite volunteers to give their answers, making sure that they can name the form and its function.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 starts (present simple, scheduled events)</li> <li>2 'll see (<i>will</i> prediction)</li> <li>3 isn't going to (<i>going to</i>, prediction)</li> <li>4 're going (<i>going to</i>, intention)</li> <li>5 meeting (present continuous, arrangements)</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to review the information in the <i>Use of English</i> box on page 65 before starting this activity.</li> <li>2. Allow learners to refer to the <i>Use of English</i> box during this activity.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write one extra sentence for each of the forms and functions covered in the correct answers to this activity.</li> </ol>
<p><b>Coursebook page 73</b></p>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the example answer and elicit the type of grammatical error shown here (<i>-ing</i> form).</li> <li>2. Learners work individually to correct the sentences.</li> <li>3. Learners check their corrected sentences in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners take it in turns to read out the correct sentences. Have a class discussion: do the learners agree with these statements? How would they answer the question in Question 9?</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 I'm interested in <u>learning</u> survival skills.</li> <li>2 We're thinking of <u>going</u> on a camping holiday next year.</li> <li>3 I like <u>being</u> outdoors.</li> <li>4 I'm no good at <u>putting</u> up a tent.</li> <li>5 <u>Singing</u> around a campfire will be fun.</li> <li>6 I think I'll enjoy <u>cooking</u> over a campfire.</li> <li>7 I'm not afraid of <u>sleeping</u> in a tent.</li> <li>8 I like <u>reading</u> in bed, so I'll have to take a torch.</li> <li>9 Are you good at <u>following</u> a path or a trail?</li> <li>10 <u>Riding</u> a mountain bike along the forest trails will be great.</li> </ol>

<b>Coursebook page 73</b>	<b>General knowledge quiz, Activity 5</b> 1. Go through the instructions. Put learners in pairs to do the quiz. Explain that the pair with the most points at the end of the quiz is the winner. 2. Learners work in pairs to ask and answer the questions. <b>DESIRABLE</b> <b>Feedback</b> Read out the correct answers, while learners count their scores. Find out which pairs scored the most points.
	<b>Answers</b> 1 swim with dolphins; 2 wetsuit; 3 165 km; 4 six; 5 weight; 6 the people who lived in New Zealand before the Europeans arrived; 7 white-water rafting
	<b>Differentiation activities (Support):</b> 1. Allow learners to look back through Unit 4 to find the answers to the questions.
	<b>Differentiation activities (Stretch):</b> 1. Make sure that learners' books are closed throughout the quiz.
<b>Resources</b>	<b>Plenary</b> 1. Have a feedback session with the class. Find out which sections of the review lesson learners found most difficult. Which areas do they need to work on in future?

**Learning styles catered for (✓):**

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

**Standards/SLOs:**

(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.  
 (G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).  
 (G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.

<b>LESSON PLAN</b>		<b>LESSON: 17</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 4</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss an expedition to Antarctica, and ideas for a presentation about another expedition. <b>Writing:</b> To write notes about an expedition to Antarctica.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use vocabulary for outdoor pursuits and expeditions</li> <li>• collaborate with peers in a discussion about an expedition.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for outdoor activities</li> <li>• Past simple</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw, gallery walks to facilitate an understanding of each other’s ideas and to enhance communication skills in English (reading, speaking, listening and writing)</li> </ul>		
<b>Key vocabulary:</b> <i>expedition, Antarctica, training, polar adventurer, penguin, mountain, proud, cave, canyoning, climbing</i> <b>Key expressions/structure:</b> Past simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be beneficial to explain the distinction between <i>explorer</i> and <i>adventurer</i>: an <i>explorer</i> travels to places no-one has been to before, an <i>adventurer</i> goes on exciting or dangerous expeditions.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 74		



## UNIT 4 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Find out what learners can remember about Mansour's 'Heroic Challenges' in lessons 11 and 12 of this unit.</li> <li>2. Elicit some examples of the things he did, and what the learners think about them.</li> <li>3. Find out if any of the learners would like to do those kinds of challenges in the future.</li> </ol>
Resources	Main activity
Coursebook page 74	<p><b>Project: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the Language input box and deal with any questions.</li> <li>2. Divide the class into groups. (Learners will stay in these groups throughout the project.)</li> <li>3. Learners work in their groups to discuss the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session, and find out how much the groups knew about Antarctica.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Go round, monitoring the learners' and guiding their discussion.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in their group to research and then write a paragraph, answering all of the questions.</li> </ol>
Coursebook page 74	<p><b>Project: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners work in their groups to read about the expedition and complete the notes.</li> <li>2. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that all of the groups have completed the notes, and go through them with the class.</p> <p>Find out what the learners think about Dana Al Hammadi's expedition, and if they would like to do something similar one day.</p> <p><b>Suggested answers</b></p> <p>Who? <i>Dana Al Hammadi, mother of five from UAE, plus a group of polar explorers</i></p> <p>Where? <i>Antarctica</i></p> <p>When? <i>In 2011, 3 months training then 10 days in Antarctica</i></p> <p>How? <i>By sea from South America</i></p> <p>Why? <i>To know the real world, to do something different, to make her country proud</i></p>

<b>Coursebook page 74</b>	<p><b>Project: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions, and the expedition options with the class. Emphasise that groups can also choose a different expedition, if they know of one.</li> <li>2. Learners work in groups to choose an expedition and to begin their research.</li> <li>3. Go round monitoring, and encourage each group to delegate responsibilities evenly.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Make sure everyone knows what they need to do before the next lesson, and encourage them to do as much research as possible, and to try and find some images to include in their presentations.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Have a class discussion about giving presentations.</li> <li>2. Elicit, or provide, some of the things that the learners should remember when giving a talk, for example be prepared, speak clearly, cover all the main points, be ready to answer questions from the rest of the class.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, making suggestions, expressing opinion.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p>			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 7	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To give presentations in front of the class and answer questions about them. <b>Listening:</b> To listen to presentations and ask questions about them. <b>Reading:</b> To read a self-assessment checklist.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• select and categorise information to prepare a presentation</li> <li>• present information to the class as part of an organised and persuasive group presentation</li> <li>• reflect on and assess their group's presentation.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for outdoor activities</li> <li>• Past simple</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project</li> </ul>		
<b>Key vocabulary:</b> <i>expedition, adventure</i> <b>Key expressions/structure:</b> Past simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• In the context of this lesson, the nouns <i>talk</i> and <i>presentation</i> can be used interchangeably: <i>give a talk = give a presentation.</i></li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 75 Images to illustrate the talks (not compulsory)		

## UNIT 4 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"><li>1. Recap on the discussion you had at the end of last lesson. Ask: <i>What makes a good presentation? What do you need to remember when giving a talk?</i></li><li>2. Discuss the learners' suggestions with the whole class.</li></ol>
Resources	Main activity
Coursebook page 75	<p><b>Project: Activity 4</b></p> <ol style="list-style-type: none"><li>1. Put learners into the same groups as the previous lesson and go through the instructions and the list of possible sections with the class. Point out that they will need to be prepared for other learners asking questions during their talks.</li><li>2. Learners work in groups to look back at the information they prepared about the expedition in the previous lesson and to decide who will present each section.</li><li>3. Learners rehearse their talks in their groups and prepare any illustrations they have been able to find (not compulsory).</li><li>4. Go round monitoring and giving help where necessary.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Make sure that all of the groups are satisfied that they are ready to give their presentation.</p>
Coursebook page 75	<p><b>Project: Activity 5</b></p> <ol style="list-style-type: none"><li>1. Go through the <i>Speaking tip</i> box, the instructions and the example questions with the class. Ask learners not to interrupt their classmates until the end of each talk.</li><li>2. Groups take it in turns to give their talks. Their classmates listen, and ask questions at the end of each talk.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When all of the groups have given their presentation, have a quick feedback session. Elicit some particularly good points in the talks and choose some that could have been expanded on.</p>
Coursebook page 75	<p><b>Project: Activity 6</b></p> <ol style="list-style-type: none"><li>1. Go through the instructions and the checklist. Make sure that all of the learners understand the number ranking system.</li><li>2. Learners work individually to rate their groups' talk.</li><li>3. Learners reconvene in their groups to compare their assessments of the group's talk.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out how the groups felt about their own talks. Did all of the members of each group agree with one another? Why? Why not?</p>
Resources	Plenary
	<ol style="list-style-type: none"><li>1. Ask for a show of hands: which of the groups' expeditions do they think sounds the most exciting? Why?</li><li>2. Find out what the rest of the class feel was particularly good about their talks.</li></ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations. (G7.2.2.1.2) Deliver research presentations defining a thesis and summarising all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources. (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			

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LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 7	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to peers describe forms of transport; to correctly identify forms of transport from descriptions. <b>Speaking:</b> To describe forms of transport using photographs and discuss how each form is used. <b>Writing:</b> To write about personal experiences with forms of transport.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• talk about, name and describe forms of transport</li> <li>• use and understand transport vocabulary</li> <li>• write about personal experiences with transport using target vocabulary.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to means of transport</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>bus, train, speedboat, metro, van, taxi, bike, tractor, raft, ship, canoe, ferry, car, scooter, lorry, tram, plane, motorbike, tuk tuk, helicopter, snowmobile</i> <b>Key expressions/structure:</b> Present Simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may struggle to describe the forms of vocabulary. Provide additional prompts and vocabulary such as, 'it has two wheels; it has an engine'.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 76 Workbook pages 66–67		

## UNIT 5 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 76	<ol style="list-style-type: none"> <li>1. Introduce the lesson by asking the learners: <i>How many forms of transport can you think of?</i></li> <li>2. Record the learners' suggestions on the board. Use this as an opportunity to introduce and talk about key vocabulary.</li> <li>3. Ask learners: <i>How many forms of transport have you travelled on? What's your favourite way of travelling?</i></li> </ol>
Resources	Main activity
Coursebook page 76	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Direct learners to look at the Coursebook Activity 1 and explain to them how to play the game.</li> <li>2. Learner A describes one of the types of transport listed in the box, but without naming it. Learner B has to guess what it is. Then they swap.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>While learners play the game, move around the classroom checking pronunciation and helping if necessary.</p>
Coursebook page 76	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners look at pictures a – e and describe what they show.</li> <li>2. Prompt learners to tell their partner what the form of transport is, which journeys people might use it for and why people might choose each form of transport.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>While learners discuss the pictures move around the classroom checking pronunciation and helping if necessary. Take whole class feedback for answers.</p> <p><b>Answers</b></p> <p>a metro; b bicycle; c bus; d train; e water taxi</p>
Workbook page 66	<p><b>Crossword: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Workbook Activity 1 by solving the crossword puzzle using transport vocabulary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners can check answers with a partner or the teacher can call out answers.</p> <p><b>Answers</b></p> <p><b>Across</b></p> <p>1 tuk tuk; 4 taxi; 5 plane; 7 ship; 10 car; 11 motorbike; 12 lorry; 13 snowmobile; 16 raft; 18 train; 19 ferry</p> <p><b>Down</b></p> <p>1 tractor; 2 van; 3 speedboat; 6 canoe; 8 helicopter; 9 scooter; 14 bus; 15 tram; 17 bike</p>

<b>Coursebook page 76</b>	<b>Writing: Activity 3</b>		
	1. Learners complete Coursebook Activity 3 by writing a paragraph about forms of transport in big cities such as Dubai or Abu Dhabi. 2. Remind learners to include which forms of transport they have travelled on and why, and which is their favourite form of transport. <b>EXTENSION</b> <b>Feedback</b> Select learners to read their paragraph to the class.		
	<b>Differentiation activities (Support):</b> 1. Provide sentence starters such as, <i>I have travelled on ... when I was going to ...</i>		
	<b>Differentiation activities (Stretch):</b> 1. Encourage learners to extend their paragraph to include more detailed information. Ask learners: <i>When did you use that form of transport? How often/regularly? Who with? Why?</i>		
<b>Resources</b>	<b>Plenary</b>		
	1. Conclude the lesson by asking learners to reflect on the key vocabulary and forms of transport. 2. Display the following anagrams on the board and challenge the learners to race (in teams) to solve them: ukkttu; xiat; anepl; pihs; arc; rootmeikb; rroyl; wosnilemob; fatr; raitn; fyrre; orctart; anv; eedspatob; oenac; kebi; mrat; copliheter; scoreto; sub		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			
(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.			
(G7.4.1.1.8) Write short narratives to develop real experiences or events, relate personal experiences using descriptive details.			



LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 7	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read and understand information about forms of transport around the world. <b>Writing:</b> To write answers to questions based on a text about transport.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand a text about forms of transport around the world</li> <li>• write sentences in order to answer comprehension questions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary based on forms of transport</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>bus, train, speedboat, metro, van, taxi, bike, tractor, raft, ship, canoe, ferry, car, scooter, lorry, tram, plane, motorbike, tuk tuk, helicopter, snowmobile, passenger, fare, bus stop, station, commuter, tourist, rail pass, cycle path</i> <b>Key expressions/structure:</b> n/a		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• If learners have limited knowledge of transport systems used in other countries, they may struggle to comprehend the content of the lesson fully.</li> <li>• Enable learners with little experience to research transport systems on the Internet.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 77 Workbook page 67		

## UNIT 5 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 77	<ol style="list-style-type: none"> <li>1. Introduce the lesson by asking learners: <i>What do you know about transport systems in other countries?</i></li> <li>2. Ask learners: <i>Why do you think different places use different transport systems? Are there any types of transport you have seen but never travelled on?</i></li> </ol>
Resources	Main activity
Coursebook page 77	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Direct learners to read the paragraphs about transport systems in different countries.</li> <li>2. The learners should then match each paragraph to one of the photographs from Activity 2.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select learners to read individual paragraphs aloud to the class. Ask learners to say which photograph the information matches. Ask other learners if they agree.</p> <p><b>Answers</b></p> <p>1 c; 2 a; 3 d; 4 b; 5 e</p>
Coursebook page 77	<p><b>Vocabulary: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Coursebook Activity 5 by solving the clues with vocabulary found in the text.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to contribute answers. Ask other learners if they agree.</p> <p><b>Answers</b></p> <p>1 passenger; 2 fare; 3 bus stop; 4 commuter; 5 tourist; 6 (rail) pass; 7 cycle path</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide the vocabulary used in the answers for learners to match the clue with the word.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to create two more clues for vocabulary found in the text.</li> <li>2. Ask learners to swap clues with a partner and find each other's words in the text.</li> </ol>
Coursebook page 77	<p><b>Reading: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the paragraphs again, looking for key words for example, <i>bus</i> and <i>metro</i>.</li> <li>2. Use the first question of Coursebook Activity 6 to model how to complete the activity.</li> <li>3. Remind learners that some questions can be answered with sentences beginning: <i>because/ no/ yes/ it's not/ it is.</i></li> <li>4. Learners complete the rest of the activity by answering the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select learners to suggest answers.</p>

	<p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Because the fare is the same wherever you're going.</li> <li>2 Because people don't need to use their cars.</li> <li>3 The first metro line in Dubai.</li> <li>4 It is fully automated with no need for a driver.</li> <li>5 Tourists can buy a special rail pass which gives them unlimited travel.</li> <li>6 Yes it is. There are more bikes than cars in the city centre.</li> <li>7 It's not expensive and you get a great view of the city.</li> </ol>
<p><b>Workbook page 67</b></p>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Workbook Activity 2 by sorting the answers from the crossword (previous lesson) into the word web.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Draw a version of the word web on the board and invite learners to come and record their answers on the board.</p> <p><b>Answers</b></p> <p><b>Road:</b> tuktuk; taxi; car; motorbike; lorry; van; (tractor); scooter; bus; (tram); bike</p> <p><b>Air:</b> plane; helicopter</p> <p><b>Rail:</b> train; tram</p> <p><b>Water:</b> ship; raft; ferry; speedboat; canoe</p> <p><b>Other:</b> snowmobile; tractor</p>
<p><b>Workbook page 67</b></p>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that people may prefer to use different methods of transport for a variety of reasons including speed, cost, convenience and comfort.</li> <li>2. Direct learners to complete Workbook Activity 3 by referring to the text on page 77 of the Coursebook and writing one advantage for each form of transport.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Learners check answers with a partner.</p> <p><b>Example answers</b></p> <ol style="list-style-type: none"> <li>1 Buses in Curitiba: there's less pollution.</li> <li>2 Metro line in Dubai: no need for a driver.</li> <li>3 The bullet train in Japan: they're fast.</li> <li>4 Bikes in Copenhagen: a city bike is free.</li> <li>5 Water taxi in Singapore: it's not expensive.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Conclude the lesson by selecting learners to read their answers to Workbook Activity 3 to the class.</li> <li>2. Ask learners to stand in a large circle. Each learner asks the person next to them: <i>Which method of transport do you prefer and why?</i> Then each learner around the circle takes a turn to say to the class the answer given by the person next to them, for example: <i>This is Jamal. He likes to use the train because it is fast.</i></li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.3.1.1.1) Read a variety of genres in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies.</p> <p>(G7. 3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries or reports.</p> <p>(G7.4.1.1.3) Summarise the main points of a read text using key words from the text as needed.</p>			

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LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 7	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a partner talk about the public transport they have used. <b>Speaking:</b> To talk about advantages and disadvantages of local public transport. <b>Reading:</b> To read and understand a dialogue about the advantages of using the bus service. <b>Writing:</b> To write a dialogue and a persuasive leaflet describing the advantages and disadvantages of public transport.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• talk about the advantages and disadvantages of some forms of local public transport</li> <li>• state their experiences and preferences for local public transport.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to forms of transport; advantages, disadvantages and preferences</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>green, quick, expensive, slow, noisy, dirty, convenient, cheap, inconvenient, overcrowded, quiet</i> <b>Key expressions/structure:</b> <i>prefer ... because; the advantages are ... the disadvantages are ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may have limited experience of using public transport and may therefore struggle to think of advantages and disadvantages.</li> <li>• Provide additional examples including images and descriptions using the Internet where required.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 78–79 Workbook page 68		

## UNIT 5 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 78	<ol style="list-style-type: none"> <li>1. Introduce the lesson by briefly recapping on learning from the previous lesson. Ask learners: <i>What different transport systems can you remember from the last lesson?</i></li> <li>2. Ask learners: <i>Which forms of public transport are there in your city?</i> <i>Who uses public transport?</i> <i>Which forms of transport do you prefer?</i></li> <li>3. Discuss learners' ideas.</li> </ol>
Resources	Main activity
Coursebook page 78	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs. Learners read the dialogue between Jamal and Mohammad about Mohammad's experience using the local bus service.</li> <li>2. Learners answer the comprehension questions to check understanding.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select learners to suggest individual answers to the class. Ask other learners if they agree.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 The boys are talking about the bus. Jamal is surprised because Mohammad doesn't normally catch the bus.</li> <li>2 Mohammad thought the bus would be overcrowded and hot.</li> <li>3 Mohammad thought the bus journey was great and it was comfortable and air-conditioned.</li> <li>4 It is comfortable; convenient; there's a bus stop near Mohammad's house and the mall and the service runs at night.</li> <li>5 The green buses are better for the environment, they produce less emissions, they are battery-powered and can travel 200 km on a single charge.</li> <li>6 The bus can get stuck in traffic.</li> </ol>
Workbook page 68	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners consolidate their understanding of vocabulary to describe advantages and disadvantages by matching the words with their descriptions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Provide whole class feedback. Check that all learners understand the meanings.</p> <p><b>Answers</b></p> <p>1 j; 2 d; 3 a; 4 e; 5 f; 6 g; 7 b; 8 i; 9 c; 10 h</p>

<p><b>Coursebook</b> page 79</p>	<p><b>Vocabulary: Activity 2</b></p> <p>1. Learners sort the vocabulary words into two lists: those that relate to describing advantages and those that relate to describing disadvantages of public transport.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Draw a simple table with two columns headed ‘advantages’ and ‘disadvantages’. Invite learners to write answers on the board.</p> <p><b>Answers</b></p> <p><b>Advantages:</b> green; quick; convenient; cheap; quiet; <b>Disadvantages:</b> expensive; slow; noisy; dirty; inconvenient; overcrowded</p>
<p><b>Coursebook</b> page 79</p>	<p><b>Speaking: Activity 3</b></p> <p>1. Direct learners to work in pairs. 2. Learners ask and answer questions about the public transport they use in their local area.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>As learners are speaking and listening in pairs, circulate the room and observe conversations. Provide support where needed.</p> <p><b>Answers</b></p> <p>Learners’ own answers</p>
<p><b>Coursebook</b> page 79</p>	<p><b>Writing: Activity 4</b></p> <p>1. Learners write a dialogue of at least six exchanges between two friends discussing the advantages and disadvantages of a form of public transport. 2. Remind learners that the dialogue should be similar to that of Jamal and Mohammad’s on page 78 of the Coursebook. 3. If time permits, you could enable learners to research their chosen form of transport on the Internet.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Select learners to read their dialogues to the class.</p> <p><b>Answers</b></p> <p>Learners’ own answers</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Learners could work in pairs. 2. Provide sentence starters or a structure for the dialogue.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Suggest that within the dialogue learners compare and contrast two forms of public transport.</p>
<p><b>Workbook</b> page 68</p>	<p><b>Writing: Activity 2</b></p> <p>1. Learners design a leaflet that persuades people to use a form of public transport.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Select learners to present their leaflets to the class or display on the classroom wall.</p> <p><b>Answers</b></p> <p>Learners’ own answers</p>

	<b>Differentiation activities (Support):</b> 1. Learners could work in pairs or small groups to complete the leaflet task.		
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to design their own new form of public transport and create a leaflet based on this.		
<b>Resources</b>	<b>Plenary</b>		
	1. Conclude the lesson by selecting learners to present something they have achieved during the lesson, for example their written dialogue or persuasive leaflet.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G7.3.4.1.5) Clarify word meanings through the use of definition, example, restatement, or contrast. (G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts.			



<b>LESSON PLAN</b>		<b>LESSON: 4</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning:</b> <b>Speaking:</b> To use phrasal verbs with prepositions in context. <b>Reading:</b> To read an article and summarise the content of each paragraph. <b>Writing:</b> To present information in chronological order through a timeline.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand information about the history of public transport</li> <li>• write headings to match paragraph content</li> <li>• use phrasal verbs with prepositions in context.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary based on forms of transport; past simple tense</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>raft, canal, lock, sail, steam railway, locomotive, omnibus</i> <b>Key expressions/structure:</b> Modals, Past passive		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Phrasal verb examples are very similar and may cause confusion. Provide additional examples and modeling where required.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 79–80 Workbook page 69		

## UNIT 5 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Introduce the lesson by asking learners what they know about the history of transport.</li> <li>2. Ask: <i>In your country, how did people travel 200 years ago? How do you think they travelled before that? How do you think transport has changed from 200 years ago to now?</i></li> <li>3. Discuss learners' ideas.</li> </ol>
Resources	Main activity
Coursebook page 79	<p><b>Vocabulary: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Learners look at the pictures 1 – 6.</li> <li>2. Learners describe the pictures in as much detail as possible. Supply new vocabulary as needed.</li> <li>3. Ask: <i>Are these vehicles modern or old? How do you know? When do you think the photographs were taken?</i></li> <li>4. Learners match the captions to the pictures.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check the answers as a class.</p> <p><b>Answers</b></p> <p>1 f; 2 c; 3 b; 4 d; 5 a; 6 e</p>
Coursebook page 80	<p><b>Reading: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners read the article 'A brief history of public transport'. Then they write a suitable heading for each paragraph.</li> <li>2. Learners note any vocabulary they don't know when reading. Help them work out the meanings.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners share their headings with the class. Ask them to justify their decisions.</p> <p><b>Example answers</b></p> <p>Paragraph 1: Water transport/ The first boats            Paragraph 2: Canals/The first canals            Paragraph 3: Railways/The first trains            Paragraph 4: Road transport/ The first buses and cars</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to read the article together.</li> <li>2. Encourage learners to look for key words such as 'water' when deciding the content of each paragraph.</li> <li>3. Provide a selection of possible headings for learners to choose from.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write a brief introductory paragraph to introduce the contents of the article.</li> <li>2. Learners could work in pairs to compose this.</li> </ol>

<b>Workbook</b> <b>page 69</b>	<p><b>Vocabulary: Activity 3</b></p> <p>1. Direct learners to complete Workbook Activity 3 by completing the sentences using the words provided in the box.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to read their answers to the class.</p> <p><b>Answers</b></p> <p>1 canal; 2 locomotive; 3 trains; 4 buses</p>
<b>Workbook</b> <b>page 69</b>	<p><b>Use of English: Activity 4</b></p> <p>1. Show learners the Phrasal verbs box.</p> <p>2. Explain to learners that phrasal verbs are very common in English. They are verbs that are followed by prepositions like <i>to</i>, <i>off</i> and <i>on</i>.</p> <p>3. Direct learners to complete Workbook Activity 4.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to read their answers to the class</p> <p><b>Answers</b></p> <p>1 car; 2 train; 3 bus; 4 car; 5 plane; 6 bus;</p>
<b>Coursebook</b> <b>page 80</b>	<p><b>Activity 7</b></p> <p>1. Ask learners if they have made a timeline before. Ask them to explain what it is.</p> <p>2. Working in pairs, they re-read the text and make a timeline.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>When they have finished, they report to the class.</p> <p><b>Example answers</b></p> <p>4000BCE Boats with sails, Mesopotamia</p> <p>500BCE Canals China</p> <p>1681CE The Canal du Midi, France, was completed</p> <p>1814CE The first railway locomotive, Britain</p> <p>1825CE The first passenger railway was opened, Britain</p> <p>1827CE The first buses were introduced, France</p> <p>1885CE The first motor car was built by Karl Benz</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Learners work in pairs. Learner A describes one of the earliest means of transport without saying the name, Learner B guesses it. Then they swap.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners choose one of the earliest means of transport from the reading text on page 80 of the Coursebook and write a paragraph about it.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Discuss as a class: Which means of transport mentioned in the reading still exist? Which evolved into different means of transport?</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.3.1.1.1) Read a variety of texts (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7.</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports.</p>			

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LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 7	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific information about the first hot-air balloon flights. <b>Speaking:</b> To ask and answer questions about the first hot-air balloon flights. <b>Writing:</b> To write sentences using the past passive about historical transport facts.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• recognise and use the past passive</li> <li>• listen and extract information about hot-air balloons</li> <li>• ask and answer questions about hot-air balloons.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to modes of transport; past simple passive</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>hot-air balloon, canal, omnibus, horse-drawn, petrol engine, steam railway</i> <b>Key expressions/structure:</b> Past simple passive		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Altering and creating sentences that are passive may be challenging for some learners.</li> <li>• The lesson provides several activities to practise this however, peer or teacher support may be required.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 81 Workbook page 70 Audio Track 23 PCM 1		

## UNIT 5 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Introduce the lesson by telling the learners that they will be learning about and practicing the past simple passive and then they will be finding out about the first hot-air balloons.</li> <li>2. Ask learners: <i>Have you ever seen a hot-air balloon? How does it fly? Have you ever been in a hot-air balloon? Would you want to travel in a hot-air balloon?</i></li> <li>3. Discuss learners' ideas.</li> </ol>
Resources	Main activity
<b>Coursebook</b> <b>page 81</b>	<p><b>Use of English: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Refer to the Use of English past simple passive box and read the notes to the learners.</li> <li>2. Focus learners' attention on Coursebook Activity 1 Use of English. Learners complete the activity by rewriting the sentences in the passive without using <i>by</i>.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 The Canal du Midi was completed in 1681.</li> <li>2 The first railway was opened in 1825.</li> <li>3 The first buses were called voitures omnibus.</li> <li>4 Buses were introduced in France in 1827.</li> </ol>
<b>Workbook</b> <b>page 70</b>	<p><b>Use of English: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention the information about past passive in the Workbook page 70.</li> <li>2. Learners complete Workbook Activity 1 by writing the questions using the past passive.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select learners to contribute their answers.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 When was the first petrol-powered car built?</li> <li>2 When was the telephone invented?</li> <li>3 Where was the first paper made?</li> <li>4 When was the first man sent into space?</li> <li>5 Which chemical element was discovered by Marie Curie?</li> <li>6 When was the Grand Canal in China begun?</li> <li>7 Where were the first hot-air balloons flown?</li> <li>8 How were the first locomotives powered?</li> <li>9 When was the first colour TV programme shown?</li> <li>10 When was the first jigsaw puzzle created?</li> </ol>

<p><b>Coursebook</b> page 81 <b>Audio Track 23</b></p>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they are going to listen to an account of the first hot-air balloon flights. Divide the class into three groups: A, B and C.</li> <li>2. Learners make notes to answer their own set of questions. Allow them time to read their questions before playing the audio.</li> <li>3. Play the audio several times to allow time for learners to understand and make their notes.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>The next activity (speaking) will enable learners to feedback to one another in groups.</p> <p><b>Answers</b></p> <p><b>Student A:</b> 1 France; 2 thin wood; 3 two kilometres; 4 (21<sup>st</sup> November) 1783</p> <p><b>Student B:</b> 1 paper and cloth; 2 1783; 3 blue and gold; 4 Paris</p> <p><b>Student C:</b> 1 ten minutes; 2 a sheep, a duck and a chicken; 3 25 minutes; 4 nine kilometres</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Organise learners into similar ability groups and allocate an adult to assist the support group by prompting answers.</li> <li>2. Before playing the audio read through the questions with the learners and ask them to note key words that they should listen out for.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs and repeat their answers to each other as whole spoken sentences.</li> </ol>
<p><b>Coursebook</b> page 81</p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. When learners have listened to the audio and made their notes, ask learners to work in groups of three, one learner from each group A, B and C.</li> <li>2. Give learners PCM 1 to complete.</li> <li>3. Learners ask each other the questions and share the information they have collected. If time is restricted use this activity to form the plenary by selecting learners to ask and answer the questions in front of the class.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Learners can feedback to one another in groups or as a class.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p>
	<ol style="list-style-type: none"> <li>1. Tell learners to put their books away.</li> <li>2. Have a race in teams to write as many facts about the listening activity content as possible.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G7.1.1.1.4) Follow a lecture or presentation, ask probing questions to elicit information, including evidence to support the speaker’s claims and conclusions. (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G7.4.2.1.1) Write using: passive voice.			

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LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 7	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific information about the first hot-air balloon flights. <b>Reading:</b> To research information about the history of transport. <b>Writing:</b> To write a summary of the first hot-air balloon rides; to write an article about the history of a mode of transport.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to an account and summarise the information</li> <li>• research the history of a mode of transport and write an article to share information learned.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to transport; history of transport; previous lesson on hot-air balloon flights</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>hot-air balloon, paper, cloth, buttons, first, flight, constructed, basket, demonstration, sensation, chairs, designed, produced</i> <b>Key expressions/structure:</b> n/a		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may struggle to summarise the hot-air balloon account. They may try to add too many details.</li> <li>• Remind learners to select key facts rather than retelling the entire text.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 82 Workbook page 71 Audio Track 23		

## UNIT 5 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners to recap on learning from the previous lesson by telling you what they can remember about the account of the first hot-air balloon flights.</li> <li>2. Ask learners: <i>What can you remember about the first hot-air balloon flights? Did anything surprise you about the account?</i></li> </ol>
Resources	Main activity
<b>Coursebook</b> <b>page 82</b> <b>Audio Track 23</b>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Play the audio of the hot-air balloon flight account.</li> <li>2. Tell learners that they will be writing a summary of the account. They should listen to refresh the account in their mind and make any further notes they may need. Draw learners' attention to the <i>Listening strategy</i> on page 81 of the Coursebook.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners make own notes. Check that learners feel happy with their notes.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Workbook</b> <b>page 71</b>	<p><b>Wordsearch: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners practise vocabulary associated with the hot-air balloon account by completing the crossword.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners self-assess.</p>
<b>Coursebook</b> <b>page 82</b>	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Learners use their notes to write their own account of the first hot-air balloon flights.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners read their accounts to partners, a group or the class.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the support points in the Coursebook. Remind learners to use the vocabulary in the wordsearch activity.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to include details about all three flights.</li> </ol>

<b>Workbook page 71</b>	<b>Reading: Activity 3</b>		
	1. Learners complete the sentences about the history of transport by matching the sentence parts.		
	<b>CORE</b>		
	<b>Feedback</b> Whole class feedback – select learners to contribute answers, ask if other learners agree.		
<b>Answers</b>			
1 c; 2 f; 3 a; 4 b; 5 d; 6 e			
<b>Differentiation activities (Support):</b>			
1. Allow learners to look back at the text on page 80 of the Coursebook to check the information.			
<b>Differentiation activities (Stretch):</b>			
1. Encourage learners to write three more sentences about the history of transport from memory.			
<b>Resources</b>	<b>Plenary</b>		
	1. Conclude the lesson by selecting learners to read their article to the class or state one new thing they have learned.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			
(G7. 4.1.1.6) Write reports in a standard form, including formatting and graphics; convey information and ideas on abstract and concrete topics, check information, and ask about and explain problems.			
(G7.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, and synthesise information selectively to maintain the flow of ideas.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 7	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To talk about and reflect upon learning from the past week's lessons. <b>Reading:</b> To read and recognise sentences about transport that are written in the past simple passive. <b>Writing:</b> To write sentences about transport using the past simple passive.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• review and consolidate vocabulary related to modes of transport</li> <li>• review and consolidate use of the past simple passive.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to modes of transport; past simple passive</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Modes of transport from Lessons 1 – 6; <i>commuter, tourist, cyclist, passenger</i> , <b>Key expressions/structure:</b> Sentences in the past simple passive		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to recognise and use the past simple passive.</li> <li>• Provide extra examples and support where necessary.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 83 Workbook page 72		

## UNIT 5 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners: <i>What have you learned this week?</i></li> <li>2. Collect examples of learning from previous lessons and record on the board (for example, types of transport, transport systems in different countries, history of public transport, the first hot-air balloon flights, past simple present)</li> </ol>
Resources	Main activity
Coursebook page 83	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Focus learners' attention on the example.</li> <li>2. Tell learners to write down as many types of transport as they can for each category.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class.</p> <p><b>Example answers</b></p> <ol style="list-style-type: none"> <li>1 ship; boat; raft; kayak; canoe</li> <li>2 trains; (trams)</li> <li>3 cars; buses; (lorries)</li> <li>4 bikes; motorbikes; (scooters)</li> </ol>
Coursebook page 83	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners read the items listed and decide how to match them to make compound nouns.</li> <li>2. Point out to learners that there may be more than one answer.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class.</p> <p><b>Answers</b></p> <p>1 a; 2 f; 3 e; 4 g; 5 b; 6 c; 7 d</p>
Coursebook page 83	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners look at the list of compound nouns they wrote in Activity 2 and match them to the correct sentence.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 speed limit</li> <li>2 railway station</li> <li>3 car park</li> <li>4 traffic lights</li> <li>5 cycle path</li> <li>6 one-way street</li> </ol>

<p><b>Coursebook</b> page 83</p>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Focus learners' attention on the example.</li> <li>2. Tell learners to look at the words in the list and write a definition for each following the model.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class.</p> <p><b>Example answers</b></p> <ol style="list-style-type: none"> <li>1 A commuter is a person who travels some distance to and from work every day.</li> <li>2 A tourist is a person who visits places on holiday.</li> <li>3 A bus stop is a place where you wait to catch a bus.</li> <li>4 A fare is the amount you pay to travel on public transport.</li> <li>5 A pedestrian is a person travelling on foot (walking).</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to draw a picture illustrating each definition.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Using the definitions in the previous activity, ask learners to make comparisons about them.</li> </ol>
<p><b>Workbook</b> page 72</p>	<p><b>Use of English: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Use the <i>Use of English</i> box to remind learners of the past simple passive.</li> <li>2. Learners tick the sentences that are written in the past simple passive.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class.</p> <p><b>Answers</b></p> <p>Past simple passive sentences = 2; 3; 6; 8</p>
<p><b>Workbook</b> page 72</p>	<p><b>Use of English: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners rewrite the sentences into the past simple passive.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Check answers as a class.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 The car was driven by Tom.</li> <li>2 The fare was paid by Meena.</li> <li>3 'All aboard' was called by the train driver.</li> <li>4 Public transport was preferred by the learners.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners could work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to create three of their own sentences using the past simple passive.</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	1. Conclude the lesson by asking learners to reflect upon their achievements across the past week. 2. Refer to the Can do statements in the Self-assessment section.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.			
(G7.4.2.1.1) Write using: past simple and passive voice.			

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<b>LESSON PLAN</b>		<b>LESSON: 8</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> Ask and answer questions about road signs, discuss traffic problems. <b>Reading:</b> To read about traffic signs. <b>Writing:</b> To use collocations to describe roads, write labels on a map of a school and complete an email.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>describe road signs and speak about road safety</li> <li>use collocations in describing roads and traffic.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Means of transport</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Learning and Innovation: Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw, gallery walks to facilitate an understanding of each other’s ideas and to enhance communication skills in English (reading, speaking, listening and writing)</li> </ul>		
<b>Key vocabulary:</b> <i>parking, one-way street, pedestrian, traffic lights, speed bumps, cycle path, speed limit</i> <b>Key expressions/structure:</b> Collocations		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Depending on the circumstances within your school, there may be some misunderstanding about how learners travel to school, for example travelling by bus, train, cycle, or on foot may be extremely unusual.</li> <li>Encourage learners to think about how and why the transport situation may be different in other places in their country or in the world.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 84 Workbook page 73		

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## UNIT 5 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 84	<ol style="list-style-type: none"> <li>1. Ask the class about the road signs they see on their way to school every day.</li> <li>2. Ask them to describe them or draw them on the board.</li> <li>3. Discuss whether the signs give information or warn them of danger.</li> </ol>
Resources	Main activity
Coursebook page 84	<p><b>Reading Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Focus learners' attention on the pictures. Ask learners what they think these road signs mean. Are these signs common in their home town?</li> </ol> <p><b>CORE</b></p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>a Be careful!</li> <li>b Rocks may fall onto the road.</li> <li>c Camels may be crossing the road here.</li> <li>d Roadworks in 250 metres.</li> <li>e People crossing the road.</li> <li>f Warning sign, cyclist.</li> </ol>
Coursebook page 84	<p><b>Reading Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Working individually or in pairs, encourage the learners to read the definitions out loud. Circulate checking for pronunciation.</li> <li>2. Learners then complete collocations with the words in the box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class.</p> <p><b>Answers</b></p> <p>1 (traffic) lights; 2 (speed) bumps; 3 (no) entry; 4 (cycle) path; 5 pedestrian (crossing); 6 one-way (street); 7 (no) parking; 8 (speed) limit</p>
Coursebook page 84	<p><b>Reading Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the plan carefully. What is it? Ask them to describe what they see.</li> <li>2. Working individually, learners write the missing labels on the plan, looking back at Activity 2 for ideas if necessary.</li> <li>3. Ask learners to work in pairs showing their completed plans to each other and describing what they see.</li> <li>4. Ask individual learners to show their plans to the class and say where they have placed the labels.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Peer assessment, showing plans to each other. Whole class assessment eliciting answers from chosen learners. Ensure you choose a range of learners to show their plans to the class.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 pedestrian crossing; 2 traffic lights</li> <li>3 speed bumps; 4 speed limit</li> <li>5 cycle path</li> </ol>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners can follow up the labelling work in pairs. They should describe what each labelled item is next to. (For example, the traffic lights are next to the pedestrian crossing.)</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners should work in pairs to describe why each safety feature has been placed in its position. (For example, the traffic lights are next to the pedestrian crossing because it is safe for the pedestrians to cross when the traffic has stopped.)</li> </ol>
<p><b>Workbook</b> page 73</p>	<p><b>Workbook Activity 1</b></p> <p><b>Complete the email with the correct words.</b></p> <ol style="list-style-type: none"> <li>Working individually or in pairs, learners read the email. Then they read the words and use them to complete the email.</li> <li>Check that learners know the meanings of the words in the box. Provide dictionaries for them to check.</li> <li>Ask learners to try to work out the meanings of any words in the email through context.</li> <li>Allow use of dictionaries to check.</li> <li>Circulate around the classroom checking that learners are making progress.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Give individual feedback to learners working alone. If working in pairs, encourage them to peer assess each other's suggestions. As learners finish the exercise, check that everyone is happy with their answers and call on individual learners to provide their answers to the class.</p> <p><b>Answers</b></p> <p>1 road; 2 safer; 3 traffic; 4 bicycles; 5 bus; 6 car</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners can work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners should work individually. When they have completed the exercise, ask them to write a short email from a parent thanking the headteacher for the email and saying briefly what they think of the plans.</li> </ol>
<p><b>Coursebook</b> page 84</p>	<p><b>Activity 4</b></p> <ol style="list-style-type: none"> <li>Working in pairs, learners draw signs for five of the warnings.</li> <li>They show their signs to another pair of learners and ask them to guess what they are.</li> <li>Circulate, checking for correct pronunciation. Help with vocabulary as necessary.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Peer assessment through the pair guessing game. Give individual feedback as necessary when circulating.</p>

<b>Resources</b>	<b>Plenary</b>		
<b>Coursebook page 84</b>	<b>Activity 5</b> Design your own road sign and ask other students to guess what it means. 1. Encourage learners to be as imaginative as they wish. 2. When they have finished, they show it to the class and ask other learners to guess what it means. <b>Feedback</b> Ask learners to vote on the best road sign.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> G7.3.4.1.4 Clarify word meanings through the use of definition, example, restatement, or contrast. G7.3.4.1.5 Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. G7.4.2.1.1.21 Write using collocations. G7.2.1.1.6 Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. G7.3.1.1.1 Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 7	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To understand the main points and identify key information. <b>Speaking:</b> To talk about road safety and their own opinions. <b>Reading:</b> To read about personal opinions on travel to school. <b>Writing:</b> To write about their own and others' wishes for changes to travel to school.		<b>Learning outcomes: By the end of the lesson, learner will be able to ...</b> <ul style="list-style-type: none"> <li>• identify specific information from a recorded dialogue</li> <li>• speak about road safety</li> <li>• write about their own wishes and those of others.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Road safety. Basic vocabulary of streets/roads and school grounds/location</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>parking, one-way street, pedestrian, traffic lights, speed bumps, cycle path, speed limit</i> <b>Key expressions/structure:</b> <i>wish (that) + past simple, collocations</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Using the past tense to describe a wish for the present can be very confusing for learners.</li> <li>• Ensure that you model sentences yourself and encourage learners to discuss the issue and come up with their own correct examples.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 85 Workbook page 74 Audio Track 24 A large road map of the city or town and if possible, smaller versions of the same map. Writing and drawing supplies.		

## UNIT 5 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 85	<ol style="list-style-type: none"> <li>1. Ask learners to: <i>Think of the roads near your school. What are the problems for pedestrians, cyclists and drivers?</i></li> <li>2. Display a large road map of the city or town. Learners locate the roads near their school.</li> <li>3. Learners think what the main problems are for pedestrians, cyclists and drivers and share their thoughts with the class.</li> </ol>
Resources	Main activity
Coursebook page 85 Audio Track 24	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they are going to listen to the headteacher and the school council at Academy International School having a discussion. <i>What are they talking about?</i></li> <li>2. Play the audio at least twice.</li> <li>3. Remind learners that they don't need to understand everything they hear. Tell them to concentrate on understanding what the general topic of the conversation is.</li> <li>4. Discuss answers with the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Class discussion</p> <p><b>Answers</b></p> <p>Road safety near the school.</p>
Coursebook page 85	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Focus learners' attention on the questions.</li> <li>2. Tell the class they are going to listen to the conversation again. Ask them to make notes to answer the questions.</li> <li>3. Play the audio once and ask learners to make notes to answer the questions.</li> <li>4. Play the audio a few more times. Allow learners time to write their notes.</li> <li>5. Check the answers as a class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class, giving verbal feedback.</p> <p><b>Answers</b></p> <p>1 three 2 because when parents drop students off, they have to stop on Garden Road 3 on the main road 4 because there are no cycle paths and there are parked cars on Garden Road 5 outside the post office, a ten-minute walk away.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs to decide what key words to listen out for to answer each question.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to think about which of the three issues seems most important to the students and which issue seems most important to the headteacher. <i>Why do they think this?</i> (Three students talk about cycling. Headteacher talks for longest about cars.)</li> </ol>
Coursebook page 85	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Focus learners' attention on the instructions.</li> <li>2. Tell learners to look at the 'wish list' entries made by the students. Are there any similarities with their own situation?</li> <li>3. Discuss as a class which of the wishes are similar to the ones they made in the starter activity. If time is running short, move the class on to the next activity quickly.</li> </ol>
Coursebook page 85	<p><b>Use of English: Activity 4</b></p> <p><b>Use of English: wish (that) + past tense:</b></p> <ol style="list-style-type: none"> <li>1. Learners look at the 'Use of English <i>wish (that) + past tense</i>' box and read the notes.</li> <li>2. Learners look for the past tense verbs in Activity 3.</li> <li>3. Elicit a few more examples from them.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class.</p> <p><b>Answers</b></p> <p>I didn't; I could; there were</p>
Workbook page 74	<p><b>Workbook Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Working individually, learners read the sentences and write the wishes.</li> <li>2. Be prepared to explain the difference between "I wish I was" / "I wish I were" (informal/formal contexts).</li> <li>3. As this is an informal conversation use "I wish I was", there is no need to focus on "I wish I were" here.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Choose individual learners to share their answers with the class. Repeat the answer back with correction if necessary to model good pronunciation.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 I wish there was/were a cycle path.</li> <li>2 I wish the buses arrived on time.</li> <li>3 I wish I could cross the road near the school.</li> <li>4 I wish I lived near my school.</li> <li>5 I wish there wasn't so much pollution.</li> <li>6 I wish there was/were a metro station near my school.</li> <li>7 I wish there were some parks near my school.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs. Break the activity down. First ask learners to decide what the girl wants.</li> <li>2. Second, ask the pair to put this into an "I wish ..." statement.</li> </ol>

	<b>Differentiation activities (Stretch):</b> 1. Ask learners to write down some of their own thoughts about their school or their town/city and then turn these into “I wish ...” statements		
<b>Workbook page 74</b>	<b>Workbook Activity 2</b> 1. Learners look at the signs and write the sentences. <b>DESIRABLE</b> <b>Feedback</b> Choose individual learners to share their answers with the class. Repeat the answer back with correction if necessary to model good pronunciation. <div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> 1 There are children getting off school buses. 2 There are children playing. 3 There are children walking to school. 4 There are children skateboarding. 5 There are children cycling to school. 6 There are pedestrians.		
<b>Resources</b>	<b>Plenary</b>		
<b>Coursebook page 85</b>	1. Ask everyone in the class to state a wish of their own. 2. Write the wishes on the board. Correct any mistakes and explain any grammar rules again if necessary.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively. (G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. (G7.4.2.1.1) Write using past simple.			

<b>LESSON PLAN</b>		<b>LESSON: 10</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To understand a dialogue about definite and possible future plans. <b>Speaking:</b> To discuss their own definite and possible future plans. <b>Reading:</b> To read about others' future plans. <b>Writing:</b> To write about future plans.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify whether plans for the future are possible or definite</li> <li>• state their own plans for the future using may/might.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• The future tense (Unit 4)</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>wish, may, might, stadium, dressing room, pitch, computer games console</i> <b>Key expressions/structure:</b> Possible future: may/might		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may be confused by the difference between <i>may</i> and <i>might</i>. Reassure them that for expressing the possible future, there is no difference between the two and they can be used interchangeably.</li> <li>• There are, of course, other situations in which there is a difference (<i>might</i> is used instead of <i>may</i> to describe possible events in the past, which did not happen).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 86 Workbook page 75 Audio Track 25		



## UNIT 5 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

<b>Resources</b>	<b>Starter</b>
Coursebook page 86	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>Learners look at the pictures and the word box and write a 'wish list' for places they would like to go at the weekend, using a form of transport.</li> <li>Check answers as a class. Have they written at least four sentences?</li> </ol>
<b>Resources</b>	<b>Main activity</b>
Coursebook page 86 Audio Track 25	<p><b>Listening: Activity 6</b></p> <ol style="list-style-type: none"> <li>Tell learners you will play them a dialogue between two boys, Hassan and Fahad (Fahad speaks first). They are talking about some wishes and plans for the future.</li> <li>Play the dialogue twice. Ask what the dialogue is about.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check with individual members of the class what they think the dialogue is about.</p> <p><b>Answer</b></p> <p>Wanting to go to a football match and plans for the weekend.</p>
Coursebook page 86	<p><b>Listening: Activity 7</b></p> <ol style="list-style-type: none"> <li>Ask the learners to read the questions in the Coursebook and then listen carefully while you play the audio again.</li> <li>Circulate around the classroom checking that learners are making progress with the questions.</li> <li>Play the audio at least twice more.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check individual learners' work as you circulate and give direct feedback if they need to listen again.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>go to the big football match</li> <li>at the football stadium</li> <li>his friend from Bahrain</li> <li>Thursday night</li> <li>Saturday morning</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Ask learners to work in pairs to decide on the key words they will listen out for to help them find the answers to each question.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>If they have answered all the questions, ask learners to list as many things as they can that Fahad and Hassan wish for or would like to do.</li> </ol>
Coursebook page 86	<p><b>Reading: Activity 8</b></p> <ol style="list-style-type: none"> <li>Remind the learners of the ways to state the definite future: present continuous / will / present simple</li> <li>Ask learners to read through the <i>Use of English</i> box about <i>may</i> and <i>might</i> and the possible future.</li> <li>Ask learners to read through the five sentences from the dialogue and say whether they are definite or possible statements about the future.</li> </ol>

	<p><b>CORE</b></p> <p><b>Feedback</b> Ask the whole class for answers.</p> <p><b>Answers</b></p> <p>1 possible; 2 possible; 3 definite; 4 definite; 5 possible</p>
<p><b>Workbook page 75</b></p>	<p><b>Workbook Activity 3</b></p> <p>1. Ask learners to read through the dialogue and identify all the uses of the definite future and the possible future.</p> <p>2. Ask learners to check answers with a partner.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Peer assessment. Check that each pair is working well. Ask individual learners to tell the class their answers.</p> <p><b>Answers</b></p> <p><i>Definite:</i> 2;3;4;6;8;10;11 <i>Possible:</i> 1;5;7;9;12</p> <p><b>Hassan:</b> This weekend <sup>1</sup><u>we might go</u> to the water park as <sup>2</sup><u>my friend from Bahrain will be</u> here. <sup>3</sup><u>He's arriving</u> on Thursday night and <sup>4</sup><u>we're going to collect him</u> from the airport. I wish he could bring his computer games console, it's a really good one, but <sup>5</sup><u>I don't think he will be allowed</u>. <sup>6</sup><u>I will phone</u> him tonight and ask. <sup>7</sup><u>His mum might let him bring it</u> if we promise to be careful.</p> <p><b>Farouk:</b> It sounds like <sup>8</sup><u>you will have</u> a great weekend. <sup>9</sup><u>I might go</u> to the park on Saturday. <sup>10</sup><u>I'm going to do my homework in the morning</u> so I have time to play in the afternoon.</p> <p><b>Hassan:</b> <sup>11</sup><u>I will tell</u> you about the water park next week. If it's good, <sup>12</sup><u>we may be able to go together</u> in the holiday.</p>
<p><b>Workbook page 75</b></p>	<p><b>Workbook Activity 4</b></p> <p>1. Ask learners to complete the sentences in the Workbook working alone or in pairs.</p> <p>2. Compare answers with their partner.</p> <p>3. Remind learners that there are many different ways to write the definite future.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Peer assessment. Ask individual learners to give one of their answers to the class. Ask a range of learners and repeat back a correct answer if necessary.</p> <p><b>Answers</b></p> <p>1 are going 2 may/might visit 3 will finish/am going to finish/am finishing 4 might/may take 5 might/may ask 6 will telephone/are going to telephone/are telephoning 7 will eat/is going to eat 8 might/may change</p>

	<b>Differentiation activities (Support):</b> 1. Recommend that learners stick to one form of the definite future, for example, will ...		
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to ensure that they use all the different forms of the definite future in the sentences. 2. When they have completed these sentences, ask learners to write down some more sentences about what they will and might do in the next school holiday.		
<b>Coursebook page 87</b>	<b>Speaking Activity 9</b> 1. Put learners into pairs and ask them to write out and then perform a dialogue about definite and possible plans for next weekend. 2. Circulate around the class checking for correct pronunciation and use of English. 3. Choose some pairs to perform their dialogue for the class.		
<b>Resources</b>	<b>Plenary</b>		
<b>Coursebook page 85</b>	1. Ask each learner to tell you something possible and something definite they will do after school today.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions. (G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G7.2.1.1.3) Speak about future plans using going to, present continuous, <i>will</i> , <i>may</i> , and <i>might</i> . (G7.2.1.1.4) Speak about future plans using present simple for fixed plans. (G7.4.2.1.1) Write using past simple, past continuous, present perfect [simple], present perfect continuous   verbs in different forms (for example, indicative, imperative, interrogative, conditional, and subjunctive)   active and passive voice   zero and definite articles   first conditional   deduction and assumption: <i>must be</i> , <i>could be</i> , <i>can't be</i>   possibility: <i>may</i> , <i>might</i> and <i>could</i>   expressing opinion, likes, dislikes, preference   agreement, and disagreement   adjectives (comparative and superlative)   adverbs, relative adverbs (for example, <i>where</i> and <i>when</i> )   prepositions   phrasal verbs   verbs that take gerund   verbs that take infinitive   broader range of intensifiers such as <i>too</i> , <i>enough</i>   passive voice   collocations   defining and non-defining relative clauses.			

<b>LESSON PLAN</b>		<b>LESSON: 11</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning:</b> <b>Listening:</b> To understand parts of a newspaper article read out loud. <b>Speaking:</b> To discuss their own opinions about the point of view of an author. <b>Reading:</b> To read a newspaper article and consider its point of view. <b>Writing:</b> To write their own persuasive sentence.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a newspaper article and decide on the author's point of view</li> <li>• discuss the content of a news article</li> <li>• understand and use phrases about the future to persuade.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Transport, possible future tense</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw, gallery walks to facilitate an understanding of each other's ideas and to enhance communication skills in English (reading, speaking, listening and writing)</li> </ul>		
<b>Key vocabulary:</b> <i>newspaper, headline, solar, factory</i> <b>Key expressions/structure:</b> Cause and effect: <i>we should because it will/may/might/could</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to identify the author's point of view if it is not explicitly stated.</li> <li>• Tell learners that they must look for the balance of positive and negative statements.</li> <li>• Reassure them that they may need to read through a text a few times to establish the writer's own opinion.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 87 and 88 Workbook page 76		

## UNIT 5 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 87	<ol style="list-style-type: none"> <li>1. Ask learners what they know about green transport for example, electric cars/ solar-powered vehicles/biogas vehicles.</li> <li>2. Where do they operate? (for example, Norway has the highest percentage of electric cars per capita - around 22% of new cars are electric.)</li> <li>3. What sort of jobs are electric vehicles used for?</li> </ol>
Resources	Main activity
Coursebook page 87	<p><b>Reading Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the <i>Reading strategy</i>. Answer any questions.</li> <li>2. Ask learners what sort of text this is. Prompt for answers about current affairs. (NB this text has been written for this textbook, for a fictional newspaper about fictional people. It is intended to spark discussion about newspaper reporting.)</li> <li>3. Ask learners how the text is organised.</li> <li>4. Ask members of the class what they think it is about and why.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Whole class discussion</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Newspaper article.</li> <li>2 It has a headline then each paragraph has a sub heading.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to look at the main headline.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to note down what might be in each paragraph based on the sub headings.</li> </ol>
Coursebook page 88	<p><b>Reading Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to skim and scan the text and decide what it is about. Give only a minute or two for this.</li> <li>2. Ask learners to answer the questions to check understanding of the text.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Call on individual learners to answer the questions. Ask the class to put up their hands if they agree to check understanding.</p> <p><b>Answer</b></p> <ol style="list-style-type: none"> <li>1 Introduce solar-powered buses to the UAE.</li> </ol>

<p><b>Coursebook</b> page 88</p>	<p><b>Reading Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to copy the table into their notebooks.</li> <li>2. Tell the class they now going to read through the article in detail.</li> <li>3. Read the first paragraph of the article aloud to the class, modelling correct pronunciation. Check if there is any unknown vocabulary. Ask learners to work out meanings from context and choose members of the class to give their answers. If no one can answer correctly, choose someone to use a dictionary and tell the class the answer.</li> <li>4. Ask learners to choose one or two words from each paragraph heading to summarise the text. Ask them to look for positive and negative words/phrases in the text and add these to the table.</li> <li>5. Circulate around the class checking that each learner or pair is making progress and can justify the inclusion of each word.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Individual and whole class verbal feedback. Peer feedback. Ask individuals or pairs to read out their key words for each paragraph heading. Write the most popular choices on the board. Then go through the positive and negative words and phrases and write these on the board.</p> <p><b>Possible Answers</b></p> <p><b>Key words:</b> Paragraph 1: solar; solar buses Paragraph 2: first Paragraph 3: anger Paragraph 4: waste Paragraph 5: optimistic</p> <p><b>Positive words/phrases:</b> exciting; cutting edge; fantastic; modern; logical; practical; pioneering</p> <p><b>Negative words/phrases:</b> angry; terrible; worried; waste; difficult; expensive</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to complete the summarising exercise in pairs, discussing why each word should be included in the table.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Once learners have completed their own table of summary words, ask them to compare with another learner and discuss any differences.</li> <li>2. Ask them to create a summary of the whole article in not more than 5 key words.</li> </ol>
<p><b>Workbook</b> page 76</p>	<p><b>Reading Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read through the <i>Language tip</i>.</li> <li>2. Call on individual learners to read out sentences from the paragraph about football.</li> <li>3. Working in pairs ask learners to first identify each adjective and adverb, then decide whether it is positive or negative.</li> </ol>

<p><b>Coursebook</b> page 88</p>	<p><b>Reading Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the words in the table they have just completed.</li> <li>2. Ask them whether they think the article is mostly positive, mostly negative or neutral about the solar bus plan.</li> <li>3. Ask learners to vote for each option and record on the board.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Peer review. Whole class feedback.</p> <p><b>Answers</b></p> <p>The article is mostly positive, but does give the views of those who are against the idea.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs, assist by telling them that some words and expressions, such as <i>cutting-edge</i>, always have a positive meaning.</li> <li>2. Once learners have identified that there are more positive than negative words, move them on to the next activity in the Workbook.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to think about how changing the adjectives and adverbs could change the tone and point of view of the article.</li> <li>2. Ask learners to think of appropriate negative (or positive) words to achieve this.</li> </ol>
<p><b>Workbook</b> page 76</p>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to think about the point of view of the writer of the paragraph about football.</li> <li>2. Ask: <i>What is it and how do you know?</i></li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Encourage learners to discuss the question in pairs.</p> <p><b>Answer</b></p> <p>The writer is generally positive, especially about football in the UAE.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p>
<p><b>Coursebook</b> page 88</p>	<ol style="list-style-type: none"> <li>1. Ask each learner to write down a sentence to persuade others in the class. Talk about the effect it could have in the future. For example, you should do _____ because it will/could/might _____.</li> <li>2. Choose learners to read out their sentences to the class, modelling correct pronunciation as necessary.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.</p> <p>(G7.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports.</p> <p>(G7.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (for example, general opening statement followed by detailed description, use of headings and subheadings, organization into paragraphs etc.), and use the features to obtain information.</p> <p>(G7.3.2.1.2) Identify an author's point of view or purpose in a text, and analyse how the author acknowledges or responds to conflicting evidence or viewpoints.</p> <p>(G7.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential or chronological order, proposition, and support).</p> <p>(G7.3.2.1.4) Identify structural features of popular media (for example, newspapers, magazines, online information) and use the features to obtain information.</p> <p>(G7.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant, exaggerated, or distorted evidence.</p> <p>(G7.4.1.1.4) Write notes to summarise the main points of a read text using key words from the text as needed.</p>			



<b>LESSON PLAN</b>		<b>LESSON: 12</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To understand a letter read out loud and follow arguments in a class discussion. <b>Speaking:</b> To summarise a text and give their opinion on the validity of evidence within it. <b>Reading:</b> To read a formal letter to a newspaper, evaluating the point of view. <b>Writing:</b> To write an opinion backed up by evidence.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a text and identify the author's point of view</li> <li>• take part in a discussion on the validity of evidence supporting a point of view</li> <li>• use evidence to persuade.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Point of view, transport, possible future tense</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>foolish, wasteful</i> <b>Key expressions/structure:</b> <i>firstly ..., secondly ..., finally ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to identify the difference between fact and opinion. Just because a writer says X is the case, does not make it true.</li> <li>• If a writer is trying to be very persuasive, they often state their opinion as fact.</li> <li>• Ensure that learners understand sentences well before trying to establish whether a sentence is fact, opinion or opinion stated as fact.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 88 Workbook page 77		

## UNIT 5 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 88</b>	<ol style="list-style-type: none"> <li>1. Ask learners to state an opinion they have about school, using <i>because</i> to explain their reason. The opinion can be about something the school already does, or about something it should or should not do.</li> <li>2. Model an answer first for example, <i>I think that English lessons should be longer, because the students would get better at English with more practice.</i></li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 88</b>	<p><b>Reading Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what sort of text this is. Prompt for answers about letters and newspapers (refer learners back to the end of the newspaper article on page 87 asking readers to write in with their opinion).</li> <li>2. Ask why someone would write to a newspaper - prompt for sharing their point of view on an issue.</li> <li>3. Draw learners' attention to the formal greeting and farewell in the letter.</li> <li>4. Ask learners to skim the text and decide what it is about. Give only a minute or two for this.</li> <li>5. Read the first paragraph of the article aloud to the class, modelling correct pronunciation. Check if there is any unknown vocabulary. Ask learners to work out meanings from context and choose members of the class to give their answers. If no one can answer correctly, choose someone to use a dictionary and tell the class the answer.</li> <li>6. Ask learners what they think is the point of view of the author of the article. If necessary offer three options - for the solar buses, against the solar buses, neutral. Ask learners to vote for each option and record on the white board.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Whole class discussion</p> <p><b>Answers</b></p> <p>1 Email to a newspaper. 2 Formal greeting and farewell. 3 An alternative view on the solar bus plan/criticisim of the solar bus plan.</p>
<b>Workbook page 77</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the instructions at the beginning of the activity.</li> <li>2. Ask what is meant by <i>positive</i>, <i>negative</i> and <i>neutral</i>. Can learners give an example?</li> <li>3. Ask learners to read through the sentences and decide which is positive, negative or neutral.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>As a class discuss why each answer is correct. Identify the positive or negative adjectives/adverbs and the positive or negative outcomes. Discuss that the neutral sentence contains a fact and few adjectives.</p> <p><b>Answers</b></p> <p>1 negative 2 positive 3 neutral</p>

<p><b>Coursebook</b> page 88</p>	<p><b>Reading: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to read the text again and say whether the writer is in favour of the solar buses or against them.</li> <li>2. Ask learners to make a note of the positive and negative words and phrases in the article. Now redo the poll to see what the class thinks is the opinion of the author.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Whole class discussion</p> <p><b>Answers</b></p> <p>1 The writer is against the buses. 2 Possible answers:</p> <p><b>Positive words and phrases:</b></p> <p>Less pollution is a good thing. At the moment we have an excellent bus service.</p> <p><b>Negative words and phrases:</b></p> <p>I think this plan is foolish and wasteful. It doesn't make sense to throw away perfectly good buses. We have no proof that they (solar buses) work properly. I am also angry that the new solar buses will come from Australia. Rushing into this plan by 2020 is foolish. We could be making a big mistake.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Learners can work in pairs to look for negative words and phrases.</p> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write one or two more points to add to the writers' email.</li> <li>2. Tell them that they must express the same point of view as the writer.</li> </ol>
<p><b>Workbook</b> page 77</p>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read through the <i>Language tip</i> about evidence.</li> <li>2. Ask learners to read each of the three sentences and decide whether they are just opinion, or whether the opinion is backed up by any evidence.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Whole class discussion.</p> <p><b>Answers</b></p> <p>1. opinion 2. evidence 3. evidence</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p>
<p><b>Coursebook</b> page 88</p>	<ol style="list-style-type: none"> <li>1. Ask learners to briefly look back at the email on page 88 of the Coursebook. Does the writer express opinions or give evidence? Or is the email a mixture?</li> <li>2. Ask learners to give an opinion backed up by a piece of evidence. For example, It is not a good idea to stay out of the sun in summer in Dubai because the average temperature in July is 40.8 degrees.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.</p> <p>(G7.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports.</p> <p>(G7.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (for example, general opening statement followed by detailed description, use of headings and subheadings, organization into paragraphs etc.), and use the features to obtain information.</p> <p>(G7.3.2.1.2) Identify an author's point of view or purpose in a text, and analyse how the author acknowledges or responds to conflicting evidence or viewpoints.</p> <p>(G7.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential or chronological order, proposition, and support)</p> <p>(G7.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant, exaggerated, or distorted evidence.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 7	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen to and understand discussions about point of view and validity of evidence.</p> <p><b>Speaking:</b> To discuss their own views on the given topic.</p> <p><b>Reading:</b> To read three sources and find relevant information for their own writing.</p> <p><b>Writing:</b> To write a formal letter to a newspaper giving their own point of view, written persuasively and supported by evidence.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• write a formal letter giving their own point of view</li> <li>• take part in a discussion about validity of evidence</li> <li>• synthesise information from three different texts to form their own opinions.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• transport, point of view, evidence</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw, gallery walks to facilitate an understanding of each other's ideas and to enhance communication skills in English (reading, speaking, listening and writing)</li> </ul>		
<p><b>Key vocabulary:</b> <i>recharge, depot, solar panels, batteries, passengers, expensive, argument</i></p> <p><b>Key expressions/structure:</b> Cause and effect: <i>Solar buses are a good/bad idea because they are will/may/might/could...</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners may be unsure what to write if there is no evidence available for particular claims.</li> <li>• Reassure them that, although evidence is the most compelling persuasion, they can also use persuasive language to make their points about why an idea is important, even if they do not yet have all the detailed evidence.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 89</p> <p>Workbook pages 78</p>		

## UNIT 7 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 89	<ol style="list-style-type: none"> <li>1. Ask learners for an example of an issue with no clear answer, for example, building a new park – nice, but is it necessary? Good for local plants, animals and insects, but also bad for the environment because so much water is needed to keep it looking nice. Ask some learners to come up with an issue and then call on other learners to supply some reasons for or against. If learners are struggling for ideas, suggest - new school building, a school swimming pool, longer breaks between classes etc.</li> </ol>
Resources	Main activity
Coursebook page 89	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to look at the list of points about solar buses.</li> <li>2. In pairs ask them to decide which points are negative and which are positive.</li> <li>3. After going over the answers with the class, ask them if any of the points could be both positive and negative. (<i>For example: point 7: maybe quieter buses could be dangerous as blind/partially sighted people crossing roads would not hear them coming.</i>)</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Whole class feedback.</p> <p><b>Answers</b></p> <p>Point 1: positive; Point 2: negative; Point 3: negative; Point 4: positive; Point 5: negative; Point 6: positive; Point 7: positive</p>
Coursebook page 89	<p><b>Speaking Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs. Ask one person to argue in favour of solar buses and one person to argue against them.</li> <li>2. Circulate making sure that learners understand that they must choose a role whether they agree with it or not.</li> <li>3. Explain that they can use the list of points from Activity 1 to help them. (They can also look back at the article and email in Lessons 11 and 12 if they need further help and time allows.)</li> <li>4. Write the following language on the board and model some example sentences to help learners formulate their argument: <i>I think solar buses are a good/bad idea because...</i> <i>I agree/don't agree, because...</i></li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to write down whole sentences in order to prepare their argument.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to expand on the points for and against solar buses, in order to extend their conversations.</li> </ol>
Coursebook page 89	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners discuss the points in pairs.</li> <li>2. Circulate making sure that learners are taking turns at putting across their point of views.</li> </ol> <p><b>Feedback</b></p> <p>Circulate, monitoring and listening for errors and helping where necessary.</p>

<b>Workbook page 78</b>	<b>Writing: Activity 1</b> 1. Draw learners' attention to the <i>Writing tip</i> . 2. Go through the checklist with them. 3. Ask learners to complete Activity 1. 4. Remind them that the activities they have completed on page 89 of the Coursebook will help them complete this task. <b>CORE</b> <b>Feedback</b> Ask learners to read each other's letters in pairs and comment.		
<b>Resources</b>	<b>Plenary</b> 1. Ask learners to say whether they argued for or against the bus plans, using a show of hands. 2. Choose learners from each side of the argument and ask them to tell the class the most important point in favour of their argument. 3. Ask learners what they really think about the solar bus plan. Ask for a show of hands in favour of the plan or against it.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.2.1.2) Identify an author's point of view or purpose in a text, and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.</p> <p>(G7.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant, exaggerated, or distorted evidence.</p> <p>(G7.4.1.1.1) Write texts of more than two paragraphs with simple, compound and complex sentences, using a range of subordinating conjunctions and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.</p> <p>(G7.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.</p>			

(G7.4.2.1.1) Write using past simple, past continuous, present perfect [simple], present perfect continuous | verbs in different forms (for example, indicative, imperative, interrogative, conditional, and subjunctive) | active and passive voice | zero and definite articles | first conditional | deduction and assumption: must be, could be, can't be | possibility: may, might and could | expressing opinion, likes, dislikes, preference | agreement, and disagreement | adjectives (comparative and superlative) | adverbs, relative adverbs (for example, where and when) | prepositions | phrasal verbs | verbs that take gerund | verbs that take infinitive | broader range of intensifiers such as too, enough | passive voice | collocations | defining and non-defining relative clauses.

(G7.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions for example, if, when, unless, although).

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<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To read sentences about the future written by other learners. <b>Writing:</b> To write their own persuasive sentences. <b>Speaking:</b> To take part in a discussion about different points of view. <b>Listening:</b> To understand a dialogue portraying different points of view.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• speak and write persuasively using the future tense as well as adverbs and adjectives</li> <li>• listen to dialogues and discern a speaker's point of view.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Collocations, wishes, possible future, persuasion, expressing point of view</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>radio, cycle, expensive, facilities, speedbumps, pedestrian, definite, road sign, factory, might, our, rider, solar, newspaper</i> <b>Key expressions/structure:</b> Collocations, wishes, possible future, persuasion, point of view		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• When trying to write persuasively, encourage learners to think about who the audience is and which points will be most important to them, not just what is most important to the learner as an individual.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 90 Workbook page 79 Audio Track 26		

## UNIT 5 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter																								
<b>Coursebook</b> page 90	1. Ask learners: <i>What have you learned this week?</i> Ask learners to give an example of what they have learned. 2. Record on the board examples of: <table border="1" style="margin-left: 20px;"> <tbody> <tr> <td>collocations in road signs</td> <td>For example, <i>one way, no parking</i> etc.</td> </tr> <tr> <td>I wish + past simple</td> <td>For example, I <b>wish</b> there <b>was</b> a bus stop near school.</td> </tr> <tr> <td>possible future</td> <td>This weekend I <b>might</b> visit my cousin.</td> </tr> <tr> <td>persuasive adjectives and adverbs</td> <td>The new sports hall is an <b>exciting</b> development. We will be able to grow the number of sports at school <b>rapidly</b>.</td> </tr> <tr> <td>point of view</td> <td><b>I think</b> the sports hall is a good idea <b>because</b> students <b>will</b> be able to practise more sports all year round.</td> </tr> </tbody> </table>	collocations in road signs	For example, <i>one way, no parking</i> etc.	I wish + past simple	For example, I <b>wish</b> there <b>was</b> a bus stop near school.	possible future	This weekend I <b>might</b> visit my cousin.	persuasive adjectives and adverbs	The new sports hall is an <b>exciting</b> development. We will be able to grow the number of sports at school <b>rapidly</b> .	point of view	<b>I think</b> the sports hall is a good idea <b>because</b> students <b>will</b> be able to practise more sports all year round.														
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Resources	Main activity																								
<b>Coursebook</b> page 90 <b>Audio Track 26</b>	<p><b>Listening Activity 1</b></p> <ol style="list-style-type: none"> <li>Ask learners to read through the points of view in the first column.</li> <li>Tell them they are going to listen to two radio interviews in a park. They will have to identify the person who expresses each point of view and tick either Walid or Nour in the second and third columns.</li> <li>Play the dialogue twice to allow learners to go over their answers.</li> <li>Ask which interviewee they agree with and why. Learners can discuss as a whole class or in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that learners are filling in table correctly. Whole class feedback to go through answers.</p> <table border="1" style="margin-left: 20px;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="3">Answers</th> </tr> <tr> <th>Point of view</th> <th>Walid</th> <th>Nour</th> </tr> </thead> <tbody> <tr> <td>cycling is becoming a more important sport in the UAE</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>the track was probably expensive</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>we will produce more successful riders if we have great facilities</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>the money could have been spent on a football pitch and a café</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>it's great to have such a well-made track</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>I'm not really interested in cycling</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>	Answers			Point of view	Walid	Nour	cycling is becoming a more important sport in the UAE		✓	the track was probably expensive	✓		we will produce more successful riders if we have great facilities		✓	the money could have been spent on a football pitch and a café	✓		it's great to have such a well-made track		✓	I'm not really interested in cycling	✓	
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<p><b>Coursebook page 90</b></p>	<p><b>Writing: Activity 2</b></p> <p>1. Ask learners to write five sentences about the positive and negative effect of lengthening the school day by 1.5 hours. Remind learners to talk about things that will happen and things that might/may happen.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Encourage learners to read each other's sentences and discuss the points.</p>
<p><b>Coursebook page 90</b></p>	<p><b>Writing: Activity 3</b></p> <p>1. Ask learners to rewrite four of their sentences from the previous activity.</p> <p>2. Ask them to add adjectives and adverbs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners read out their sentences to the class. Write some examples on the board.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Learners can work in pairs and concentrate just on adjectives. Write some possible adjectives on the board and give some example sentences. For example: 'A longer school day is a terrible/great/bad/good idea'.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Encourage learners to write more than five sentences.</p> <p>2. Encourage them to expand on their ideas and give reasons.</p>
<p><b>Workbook page 79</b></p>	<p><b>Crossword: Activity 1</b></p> <p>1. Ask learners to complete the crossword. The definitions are for vocabulary from the week.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to check their answers with a partner. If there are any disagreements, ask them to work out the correct answers together. Give individual feedback as you circulate around the class.</p> <p><b>Answers</b></p> <p>1 speedbumps 2 pedestrian 3 definite 4 road sign 5 factory 6 might 7 our 8 rider 9 solar 10 newspaper</p>
<p><b>Workbook page 79</b></p>	<p><b>Self-assessment</b></p> <p>1. Ask learners to check that they can give an example of each of the skills in writing.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners of differing strength give their examples. Try to ensure that each learner uses different examples from those in the lesson starter.</p>

	<b>Differentiation activities (Support):</b> 1. Model an example of each skill and ask the learners to give their own example.		
	<b>Differentiation activities (Stretch):</b> 1. Put learners in pairs and ask them to use each skill within a short dialogue with a different topic.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G7.2.1.1.3) Speak about future plans using going to, present continuous, will, may, and might.</p> <p>(G7.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly. Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p>(G7.4.2.1.1) Write using past simple, past continuous, present perfect [simple], present perfect continuous   verbs in different forms (for example, indicative, imperative, interrogative, conditional, and subjunctive)   active and passive voice   zero and definite articles   first conditional   deduction and assumption: must be, could be, can't be   possibility: may, might and could   expressing opinion, likes, dislikes, preference   agreement, and disagreement   adjectives (comparative and superlative)   adverbs, relative adverbs (for example, where and when)   prepositions   phrasal verbs   verbs that take gerund   verbs that take infinitive   broader range of intensifiers such as too, enough   passive voice   collocations   defining and non-defining relative clauses.</p> <p>(G7.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions, for example, if, when, unless, although).</p>			

<b>LESSON PLAN</b>		<b>LESSON: 15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To consolidate learners' ability to use vocabulary and grammar in English related to the theme of transport and road safety. <b>Writing:</b> To consolidate learners' ability to use vocabulary and grammar in English related to the theme of transport and road safety.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• apply knowledge of past simple passive and <i>I wish</i></li> <li>• write a report demonstrating consolidation and application of learning from Unit 5.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Review of all Unit 5 content: transport, road safety, past simple passive, future</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> All vocabulary from Unit 5: transport and road safety <b>Key expressions/structure:</b> Review of Unit 5		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Review of Unit 5</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 91		

## UNIT 5 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Introduce learners to the lesson by telling them that this is a review lesson and provides opportunities to apply their learning from Unit 5.</li> <li>2. Ask learners: <i>What skills and topics have we been learning about?</i> Brainstorm ideas on the board.</li> </ol>
Resources	Main activity
Coursebook page 91	<p><b>Use of English: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the text by changing the verbs in brackets into the past simple passive.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select learners to suggest answers to the class. Ask other learners to say if they agree.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 was invented</li> <li>2 was known</li> <li>3 was made</li> <li>4 were designed</li> <li>5 was located</li> <li>6 was improved</li> </ol>
Coursebook page 91	<p><b>Use of English: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners write each sentence as a thought beginning 'I wish'.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select learners to write examples on the board.</p> <p><b>Example answers</b></p> <ol style="list-style-type: none"> <li>1 I wish the bus wasn't always late.</li> <li>2 I wish there wasn't so much traffic.</li> <li>3 I wish I could cycle to school.</li> <li>4 I wish there was a cycle path between my house and the school.</li> <li>5 I wish I didn't have a double science lesson today.</li> </ol>
Coursebook page 91	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners read the sentences and fill in the missing words.</li> <li>2. Remind learners to check back in their Coursebook to earlier lessons if they cannot remember the answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to check with a partner before providing whole class feedback.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 buses</li> <li>2 metro line</li> <li>3 bullet trains</li> <li>4 cycle</li> <li>5 river taxi</li> </ol>

<b>Coursebook page 91</b>	<b>Activity 4</b>		
	1. Learners demonstrate their learning through the unit by writing a paragraph about the things they have learned about transport systems.		
	<b>DESIRABLE</b>		
	<b>Feedback</b> While learners are writing their reports circulate the classroom providing support and feedback. Learners could share their reports during the plenary with the class.		
<b>Answers</b>			
Learners' own answers			
<b>Differentiation activities (Support):</b>			
1. Learners could work in pairs. Remind learners to use the content of the previous lessons in the Coursebook to remind them of vocabulary, grammar and content.			
<b>Differentiation activities (Stretch):</b>			
1. Encourage learners to include all of the suggested points.			
<b>Resources</b>	<b>Plenary</b>		
	1. Conclude the lesson by selecting learners to read their reports to the class. 2. Ask learners: <i>What did you enjoy learning about the most in unit 5? Which areas do you feel you still need to improve on? Did we meet the lesson's Learning Outcomes?</i>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.			
(G7.3.4.1.5) Clarify word meanings through the use of definition, example, restatement, or contrast.			
(G7.4.1.1.7) Write information compositions based on a variety of topics to describe or explain something, introduce the topic, and organize complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 7	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to and participate in a discussion about ideas for changes at school. <b>Speaking:</b> To participate in a discussion about ideas for changes at school. <b>Reading:</b> To read newspaper article about traffic accident. <b>Writing:</b> To write up the plan and a persuasive presentation.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• apply communication and thinking skills by comparing street plans and information and making a traffic plan for their area</li> <li>• write a persuasive presentation to convince the headteacher to take up their plan.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Road safety, transport, persuasive language</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw, gallery walks to facilitate an understanding of each other’s ideas and to enhance communication skills in English (reading, speaking, listening and writing)</li> </ul>		
<b>Key vocabulary:</b> <i>parking, one-way street, pedestrian crossing, traffic lights, speed bumps, cycle path, speed limit</i> <b>Key expressions/structure:</b> <i>wish (that) + past simple; collocations; We should ... because it will/might/may</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners must remember that their ideas must persuade the headteacher, not just the rest of the class.</li> <li>• Ask learners to think about what is important to the headteacher, and how they can talk about the changes they want in a way that will appeal to him/her.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 92 Map of the school area, paper and pens for drawing plans		



## UNIT 5 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter															
Coursebook page 92	<p><b>Preparation: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they have today's lesson to write a persuasive presentation that could be given to the headteacher about changes to the school to increase students' safety coming to and from school.</li> <li>2. Read the newspaper article out loud to the class, modelling correct pronunciation. Check whether there are any unknown words after each paragraph.</li> <li>3. Ask learners if the people in the article have any of the same concerns as there are at this school.</li> </ol>															
Resources	Main activity															
Coursebook page 92	<p><b>Preparation: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners work in groups of three to six. They decide who is going to do which task, using the prompts as a model.</li> <li>2. If possible, give each group a small road map of the city or town.</li> <li>3. Learners prepare the plan. Give out the writing and drawing supplies and allow learners time to draw their plan.</li> <li>4. Learners decide how to describe the points of their plan persuasively.</li> <li>5. Learners check they have used capital letters appropriately, spelled words correctly and used modal verbs properly.</li> <li>6. Collect learners' plans and check them using the table below.</li> </ol>															
CORE																
<a href="http://www.almanahj.com">www.almanahj.com</a>																
	<table border="1"> <thead> <tr> <th></th> <th>😊😊 Great!</th> <th>😊 Very good!</th> <th>😊 Ok</th> <th>😊 Not so good</th> </tr> </thead> <tbody> <tr> <td><b>Content</b></td> <td>The plan shows accurate, detailed information about how to get to and from school.</td> <td>The plan shows accurate general information about how to get to and from school.</td> <td>The plan shows some information about how to get to and from school.</td> <td>The information provided in the plan of how to get to and from school is inaccurate or very vague.</td> </tr> <tr> <td><b>Language control</b></td> <td>                     Mastery of basic language structures with none to few mistakes.                       Use of modal verbs.                       Use of appropriate persuasive adjectives and adverbs for audience.                       Use of "should because ... will ..."  </td> <td>                     Emerging control of basic language structure, some mistakes do not affect comprehension.                       Use of modal verbs.                       Use of some positive and negative adjectives and adverbs to emphasise points.                 </td> <td>                     Some mistakes, but it is still comprehensible.                       Use of modal verbs.                       Use of some adjectives with persuasive points.                 </td> <td>                     Inadequate and or inaccurate use of most basic language structures like modal verbs.                       No or inaccurate use of adjectives and adverbs.                 </td> </tr> </tbody> </table>		😊😊 Great!	😊 Very good!	😊 Ok	😊 Not so good	<b>Content</b>	The plan shows accurate, detailed information about how to get to and from school.	The plan shows accurate general information about how to get to and from school.	The plan shows some information about how to get to and from school.	The information provided in the plan of how to get to and from school is inaccurate or very vague.	<b>Language control</b>	Mastery of basic language structures with none to few mistakes.  Use of modal verbs.  Use of appropriate persuasive adjectives and adverbs for audience.  Use of "should because ... will ..." 	Emerging control of basic language structure, some mistakes do not affect comprehension.  Use of modal verbs.  Use of some positive and negative adjectives and adverbs to emphasise points.	Some mistakes, but it is still comprehensible.  Use of modal verbs.  Use of some adjectives with persuasive points.	Inadequate and or inaccurate use of most basic language structures like modal verbs.  No or inaccurate use of adjectives and adverbs.
	😊😊 Great!	😊 Very good!	😊 Ok	😊 Not so good												
<b>Content</b>	The plan shows accurate, detailed information about how to get to and from school.	The plan shows accurate general information about how to get to and from school.	The plan shows some information about how to get to and from school.	The information provided in the plan of how to get to and from school is inaccurate or very vague.												
<b>Language control</b>	Mastery of basic language structures with none to few mistakes.  Use of modal verbs.  Use of appropriate persuasive adjectives and adverbs for audience.  Use of "should because ... will ..." 	Emerging control of basic language structure, some mistakes do not affect comprehension.  Use of modal verbs.  Use of some positive and negative adjectives and adverbs to emphasise points.	Some mistakes, but it is still comprehensible.  Use of modal verbs.  Use of some adjectives with persuasive points.	Inadequate and or inaccurate use of most basic language structures like modal verbs.  No or inaccurate use of adjectives and adverbs.												

	<p><b>Conventions</b></p>	<p>The plan does not show spelling mistakes.</p> <p>Capital letters and punctuation marks are used appropriately.</p>	<p>The plan shows a few spelling mistakes.</p> <p>Few capital letters (after full stops or in proper names) were omitted.</p> <p>Few punctuation mark errors are found (lack of commas or full stops/excess of commas or full stops).</p>	<p>The plan shows some spelling mistakes. It shows some problems capitalising letters after full stops or for proper names.</p> <p>Some punctuation mark problems are observed (lack of commas or full stops/excess of commas or full stops).</p>	<p>The plan shows many spelling mistakes (almost all words are misspelled). It lacks capital letters after full stops or in proper names. Many punctuation mark problems are found (lack of commas or full stops/excess of commas or full stops).</p>
	<p><b>Feedback</b> Peer to peer within groups. Written feedback on plans.</p>				
	<p><b>Differentiation activities (Support):</b> 1. Learners are responsible for the pictures for the presentation. They illustrate the project and write simple captions.</p>				
	<p><b>Differentiation activities (Stretch):</b> 1. Learners focus on what will be persuasive to the headteacher. 2. Ask: <i>What adjectives and adverbs can they use to describe negative points? What adjectives can they use for positive points? What future outcomes would be most persuasive to the headteacher? How can they link these to their plans?</i></p>				
<p><b>Resources</b></p>	<p><b>Plenary</b></p>				
<p><b>Coursebook page 92</b></p>	<p>1. Check that each group is ready to do their presentation in the next lesson. Ask each group to share the most persuasive word or phrase from their presentation with the class.</p>				

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using ought to, you'd better, obligating and prohibiting, making assumptions and predictions (for example, She must be busy, she doesn't answer the phone.), expressing agreement and disagreement, expressing opinion.</p> <p>(G7.2.1.1.3) Speak about future plans using going to, present continuous, will, may, and might.</p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes.</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 7	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to and understand presentations given by classmates. <b>Speaking:</b> To give a presentation and ask questions about others' presentations. <b>Reading:</b> To read through your own presentation to prepare. <b>Writing:</b> To write notes about others' presentations in preparation for feedback.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• give a persuasive presentation</li> <li>• listen to and ask questions about others' presentations</li> <li>• give and receive feedback constructively.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Road safety, transport, persuasive language</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw, gallery walks to facilitate an understanding of each other's ideas and to enhance communication skills in English (reading, speaking, listening and writing)</li> </ul>		
<b>Key vocabulary:</b> <i>parking, one-way street, pedestrian crossing, traffic lights, speed bumps, cycle path, speed limit</i> <b>Key expressions/structure:</b> <i>wish (that) + past simple; collocations; We should ... because it will/might/may</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners must remember that their ideas must persuade the headteacher, not just the rest of the class.</li> <li>• Ask learners to think about what is important to the headteacher, and how they can talk about the changes they want in a way that will appeal to him/her.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 93 Projector/PowerPoint for presentation (optional)		

## UNIT 5 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
Coursebook page 93	<ol style="list-style-type: none"> <li>1. Hand back any written work from the previous lesson for learners to use in their presentations.</li> <li>2. Remind everyone what you are looking for in a presentation: clear speaking, well expressed ideas, persuasive language relevant to the headteacher, good pronunciation, good listening, asking relevant questions, giving constructive feedback.</li> </ol>
Resources	Main activity
Coursebook page 93	<p><b>Presentation: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to get into their groups and spend a few minutes rehearsing their presentations.</li> <li>2. Check that each group has a strategy for how to answer questions from the audience. Either the group can appoint a 'question master' who will direct questions to particular members of the group, or they can ask the audience to direct the questions to an individual.</li> </ol>
Coursebook page 93	<p><b>Presentation: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Let each group have three minutes for their presentation, followed by two minutes for questions and feedback from the floor.</li> <li>2. Try to ensure that each learner has asked a question or offered feedback on one of the presentations.</li> <li>3. Ask learners' to assess each other's presentation by ticking yes and no and where relevant writing comments in the table on page 93 of the Coursebook.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage the group to think about what kind of questions they might get from the audience. Learners needing extra support can work with the group on a suitable answer to an expected question in advance.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners can deliver parts of the presentation that deal with the parts of the group's ideas that are likely to attract unexpected questions. They can also take on the role of question master, listening to questions from the audience and then directing them to particular members of the group.</li> </ol>
Resources	Plenary
Coursebook page 93	<ol style="list-style-type: none"> <li>1. Thank learners for their presentations. Ask the class to choose the best idea suggested in one of the presentations and discuss why they have chosen it.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G7.1.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker’s claims and conclusions.</p> <p>(G7.2.1.1.3) Speak about future plans using going to, present continuous, will, may, and might.</p> <p>(G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G7.4.4.1.4) Present information using multimedia components and visual displays.</p>			

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LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to express reason and purpose for actions. <b>Listening:</b> To improve listening skills by listening for factual information to identify location. <b>Reading:</b> To develop learners' ability to read a factual text and use of contextual clues to deduce meaning of places described.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• describe a place or building and its function orally</li> <li>• ask and answer questions that relate to reasons for visiting places</li> <li>• identify key phrases in a short listening text</li> <li>• use the infinitive of purpose to say why someone is doing something.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to places and buildings</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>hotel, museum, skyscraper, restaurant, cinema, car park, police academy, shopping mall, metro station, post office</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners sometimes have problems with places written as two words - <i>shopping mall, police station, post office</i> - and write them as one word, as with <i>skyscraper</i>. To help with this, if problems arise, ask learners to rewrite the places in two lists: one list of single words (for example, <i>hotel/museum</i>) and a second list of places made up of two words (for example, <i>police station, metro station</i>).</li> <li>• Learners sometimes use <i>for do</i> instead of the infinitive of purpose to do. To help with this, ask learners to find and underline all the infinitives of purpose in Workbook activities 1, 2 and 3.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 94 Workbook page 80 Audio Track 27		

## UNIT 6 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 94</b>	<ol style="list-style-type: none"> <li>1. Ask learners to say if the buildings in the pictures at the bottom of the page are modern or traditional.</li> <li>2. Learners say if there are more modern or traditional buildings where they live, and which they prefer.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 94</b>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw a quick picture of a building or a city skyline on the board. Underneath write 'buildings in a city'. Ask learners to put their hands up if they can think of a building that you find in a city. Write one or two examples on the board around your drawing. You could start with 'school'.</li> <li>2. In pairs, give learners two or three minutes to think and write down as many more city buildings as they can.</li> <li>3. Ask each pair to give you one new city building and write this on the board. Check pronunciation.</li> <li>4. Underneath the word 'school' write the anagram 'lsooch'. Explain that this is an anagram. In pairs, each learner chooses one of the words on the board and writes it as an anagram for their partner to unscramble. Then, in pairs, learners unscramble the five anagrams in Activity 1. Check answers.</li> <li>5. In pairs, learners compare the anagram words with the photos and decide which buildings do not appear in the photos. They check their answers with another pair.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Choose one pair to say which places from the anagrams are not shown in the photos. Then, ask learners if they can name the places in the other photos.</p> <p><b>Answers</b></p> <p>hotel; museum; skyscraper; restaurant; cinema places not shown in the pictures: museum; cinema</p>
<b>Coursebook page 94</b>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Write 'shopping mall' on the board and ask what it is. Point out that the name is written as two words.</li> <li>2. Ask if learners know other examples of places in a city written as two words.</li> <li>3. Put learners in pairs and ask them to match the words in Activity 2 in the Coursebook.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Choose one pair to answer each question. Ask other pairs if they agree with the answers.</p> <p><b>Answers</b></p> <p>1d car park; 2e police academy; 3b shopping mall; 4a metro station; 5c post office</p>



<p><b>Coursebook page 94</b> <b>Audio Track 27</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain that they are going to hear three short conversations between friends.</li> <li>2. Learners write answers individually.</li> <li>3. They compare answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask for a different volunteer to give their answer for each mini dialogue. Explain, if necessary, that people can say <i>mall</i> instead of <i>shopping mall</i>.</p> <p><b>Answers</b></p> <p>a Saif is in a bank (in the city centre); b Mohamed is at the police academy; c Khaled is in the shopping mall</p>
<p><b>Coursebook page 94</b> <b>Audio Track 27</b></p>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the questions and in pairs try to answer the questions before listening.</li> <li>2. Play the audio again and ask learners to write the answers they hear.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to raise their hands if they think they can remember the answers from the first listening. Ask the class if they agree or not. Don't confirm or provide answers yet.</p> <p><b>Answers</b></p> <p>1 He wants to change money; 2 He's going to England; 3 He's gone to visit his cousin; 4 They are going to the cinema; 5 Because it is noisy; 6 He wants to buy a new watch</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Read out the text of the audio a little more slowly than normal and pause at the end of sentences. Do this sentence by sentence and ask which questions learners can answer at the end of each sentence.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs after listening to the audio, and to roleplay one or more of the conversations they have heard from memory.</li> </ol>
<p><b>Coursebook page 94</b></p>	<p><b>Use of English</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the <i>Use of English</i> box.</li> <li>2. Ask them to look at the example sentence - <i>who does it refer to from the audio conversations?</i> (Answer: Saif in the first conversation).</li> <li>3. Ask learners to find more examples of the infinitive of purpose in their answers to Activity 4 (Answer: questions 3 and 6).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to compare their answers with a partner.</p>

<p><b>Workbook page 80</b></p>	<p><b>Workbook: Activity 1</b></p> <p>1. Ask learners to complete Activity 1 in the Workbook.</p> <p><b>CORE</b></p> <p><b>Feedback:</b></p> <p>Ask learners to check their answers in pairs. Then ask different learners to say one answer each. The rest of the class listens to see if they agree.</p> <p><b>Answers</b></p> <p>2 meet; 3 metro; 4 shopping mall; 5 eat</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Read the text aloud to the group.</p> <p>2. For each gap, offer two alternatives - the correct word and one wrong word.</p> <p>3. Learners put their hands up when they think they know the answer.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners use the text in the Workbook as a model to write one sentence including an infinitive of purpose about the last time they went into their local city or town centre.</p> <p>2. They compare their sentences in pairs.</p>
<p><b>Workbook page 80</b></p>	<p><b>Workbook: Activity 2</b></p> <p>1. Ask learners to complete Activity 2 in the Workbook.</p> <p>2. Pairs check their answers.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask pairs to raise their hands when they agree they have the same answer. Ask pairs to volunteer answers. The rest of the class listens to see if they agree.</p> <p><b>Answers</b></p> <p>1 d; 2 e; 3 c; 4 a; 5 f; 6 b</p>
<p><b>Workbook page 80</b></p>	<p><b>Workbook: Activity 3</b></p> <p>1. Ask learners to read the four descriptions of places in the city in Activity 3 in the Workbook.</p> <p>2. Ask if anyone can guess the place described in the first example.</p> <p>3. Put learners in pairs to complete questions 2–4.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Write the four answers on the board in the wrong sequence, together with <i>shopping mall</i> and <i>skyscraper</i>. Ask a volunteer to say which two are not answers to these questions. Check everyone agrees. Then check the answers to 2-4.</p> <p><b>Answers</b></p> <p>1 cinema; 2 hotel; 3 car park; 4 museum</p>

<b>Workbook page 80</b>	<b>Workbook: Activity 4</b> 1. In pairs, learners do Activity 4 in the Workbook. 2. Circulate as learners do this to find a good example of a place description. <b>DESIRABLE</b> <b>Feedback</b> If time allows, ask the learner to repeat the description to the whole class.		
<b>Resources</b>	<b>Plenary</b>		
	1. Ask learners to write their place descriptions down. Then, display these on the wall. Learners circulate discussing where each place is.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b> (G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes, and short stories; follow the dialogue and discern the speaker's moods, relationship, and intentions. (G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G7.4.2.1) Demonstrate command of English grammar and usage: infinitives of purpose.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to give and receive information about location and direction. <b>Reading:</b> To develop learners' ability to read and sequence a dialogue by using logic and signposting devices. <b>Writing:</b> To develop learners' ability to produce short factual answers in response to a request for information.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• find and describe locations on a map</li> <li>• use prepositions of place to describe the location of people and places</li> <li>• write sentences using prepositions of place.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to places in a city</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>compass, in the middle of, in front of, go (back) to, get to, north, south, east, west, towards</i> <b>Key expressions/structure:</b> <i>on your left/right, sense of direction, in (this/the other) direction, walk around, to be by (a place)</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners sometimes omit the article in <i>in the middle of</i> and add one unnecessarily to <i>in the front of</i>. To help with this, ask each learner who is sitting in front of him/her and to point to the person or people in the middle of the room. Then, ask them to write <i>in the middle of the room</i> and circle the two instances of the words <i>the</i> in the expression to indicate that it occurs twice. Next, ask them to write <i>in front of me</i> with no circles, to indicate there is no <i>the</i> in this expression.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 95 Workbook page 81 Realia: compass (or one can be drawn on the board)		

## UNIT 6 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<p><b>Resources</b></p> <p><b>Coursebook page 95</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Show or draw a compass. Ask learners what it is, and why it is useful. Ask: <i>Who has got a good sense of direction?</i> To clarify, if needed, ask if the learners never, sometimes or often get lost in a new place. Say: <i>Someone who never gets lost has a good sense of direction.</i></li> <li>2. Write N, E, S and W on the board, each letter on a separate line, with dashes to represent the missing letters in each word. Ask learners if they can name these points of the compass, and then to complete the spelling of the words by calling out the missing letters. Complete the words on the board, and then indicate the points on a compass and ask learners to say which each is.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to put up their hands if they can say why a compass is useful.</p> <p><b>Answers</b></p> <p>North; East; South; West</p>
<p><b>Resources</b></p> <p><b>Coursebook page 95</b></p>	<p><b>Main Activity</b></p> <p><b>Reading and Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the map and identify the city.</li> <li>2. Ask them who might use a map such as this.</li> <li>3. Tell learners to use the map and then read about the four people to find where they are and mark it on the map. They do this individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to put their hands up if they know the answer to the questions. Choose one learner to answer each question. Ask others if they agree with the answers. If possible, display the map on a larger scale and invite learners to come and point to where each person is.</p> <p><b>Answers</b></p> <p>1 On the Maktoum Bridge (going away from the Clock Tower); 2 Going towards Jumeirah Mosque (from the World Trade Centre); 3 By the Jumeirah Mosque, (facing the sea); 4 In the Dubai Museum</p>
<p><b>Coursebook page 95</b></p>	<p><b>Reading and Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to discuss in pairs what they would say to reply to each question.</li> <li>2. When the pairs agree with each other, learners write the answers individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask different pairs to read their answers. Ask learners to put their hand up if they have the same answer. If any disagree, ask what they put.</p> <p><b>Answers</b></p> <p>1 It's on the right; 2 It's in front of you on the coast; 3 The zoo is in the other direction; 4 No, there isn't a bridge across the Creek in front of the museum.</p>

<p><b>Coursebook</b> page 95</p>	<p><b>Reading and Writing: Activity 7</b></p> <ol style="list-style-type: none"> <li>Before they do Activity 7, group learners into fours. Give each learner one of the four short texts in Activity 5 on a piece of paper. Ask each learner to identify all the expressions of location with prepositions of place in their text.</li> <li>Once all learners in the group have identified the prepositions of place in their texts, they share their findings in their group.</li> </ol> <p><b>Answers</b></p> <p>1: crossing over ... from; to the Dubai Museum; 2: going to ... from; in front of, by the coast, by the Dubai Creek; on my right; 3: by the mosque; back towards; in the other direction; 4: in the middle of, across; in front of</p> <ol style="list-style-type: none"> <li>Tell learners to look at Activity 7. Explain that they need to decide which prepositions complete the story. If they are unsure, they should look back to the sentences in Activity 5.</li> <li>Ask learners to complete Activity 7 individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask a volunteer to read their answers and check if all the others agree.</p> <p><b>Answers</b></p> <p>1 to; 2 over; 3 around; 4 by; 5 in front of; 6 in; 7 back</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Ask learners to find the same prepositions in the original sentences in Activity 5 before they choose their answer.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs and write one more sentence to add to the text in Activity 7 describing what the tourist did later.</li> </ol>
<p><b>Workbook</b> page 81</p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>Learners do Activity 5 individually.</li> <li>They check their answers in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask pairs to raise their hands when they agree on all the answers. Ask different pairs to read one answer each. Check if the others agree.</p> <p><b>Answers</b></p> <p>1 in the middle of; 2 over; 3 in front of; 4 to; 5 on; 6 to</p>

<p><b>Workbook</b> page 81</p>	<p><b>Workbook: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Write Dubai Marathon on the board. Ask learners what it is. (The Dubai Marathon is an annual long-distance running competition with a big money prize for the winner).</li> <li>2. Learners do Activity 6 individually.</li> <li>3. Compare answers in pairs. Encourage each pair to roleplay the dialogue to check if it sounds correct.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask a pair to roleplay the dialogue to the rest of the class. The rest of the class listens to see if they agree with the order.</p> <p><b>Answers</b></p> <p>1 c; 2 a; 3 d; 4 e; 5 b</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Read Steven's text aloud to the group and stop at each gap. Offer two alternatives - the correct answer and one wrong answer. Learners put their hands up when they think they know the answer.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners close their books and in pairs try to remember the dialogue about the route of the marathon.</li> <li>2. Ask pairs to plan an alternative route for the next marathon in Dubai.</li> <li>3. Put pairs together in fours. They compare their routes.</li> </ol>
<p><b>Coursebook</b> page 95</p>	<p><b>Speaking: Activity 8</b></p> <ol style="list-style-type: none"> <li>1. Model the speaking task, by either relating a story about your own busy day where you got lost trying to get somewhere (this could be real or imagined), or by asking learners to make suggestions for each of the prompt questions, writing these on the board and then creating an account of a busy day made on these suggestions (the suggestions can be sensible or funny). For whichever model you choose, make sure that learners can identify where you went, who you met, how you got there and if you got lost.</li> <li>2. In pairs, learners do Activity 8 in the Coursebook. Remind them to use useful expressions like: <i>go to / walk to / get to / in the middle of.</i></li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Monitor making a note of good use of language and interesting or funny stories to use in the Plenary.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask several volunteer learners to tell the rest of the class about their partner's busy day.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 7; students interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes.</p>			

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LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Speaking:</b> To develop learners' ability to express personal opinions; to develop learner's ability to give emphasis to key points when speaking.</p> <p><b>Reading:</b> To develop learners' ability to read a text with personal preferences and understand reasons for personal opinions.</p> <p><b>Writing:</b> To develop learners' ability to write a text giving personal preferences.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• use key words and phrases to stress personal opinions</li> <li>• discuss favourite places and explain what can be done there</li> <li>• produce orally or in writing a short text about personal preferences.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Lexis related to items of places; infinitives of purpose</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>without a doubt, absolutely, to browse, no question, for sure, playground, shade, gym (fitness), mad/ mad about (-), definitely</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners sometimes have problems with the spelling and pronunciation of <i>doubt</i>. To help with this, model and drill the correct pronunciation. To help with spelling, remind learners 'doubt' has five letters, like five fingers, and finger-spell the word so learners can use this as a memory technique.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook: pages 96–97</p> <p>Workbook: page 82</p>		

## UNIT 6 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what places in a city they can remember from previous lessons.</li> <li>2. Ask learners in pairs to discuss their favourite places when they were younger.</li> <li>3. Ask the whole class if the place is still their favourite. If not, ask why the favourite place has changed.</li> </ol>
<p><b>Resources</b></p> <p>Coursebook page 96</p>	<p><b>Main Activity</b></p> <p><b>Reading and Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the texts and answer the questions in Activity 1 individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Once learners have decided who they are most similar to, ask them to mingle and find other people who have chosen the same text. Once they find someone else they must move around the room together, trying to find more people who made the same choice. When you have no more than four groups in the room, stop the activity and ask a person from each group to read out their text and for someone in a different group to say where the favourite place is.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 A shopping mall; B park; C cinema; D gym</li> <li>2 Learners' own answers.</li> </ol>
<p>Coursebook pages 96</p>	<p><b>Reading and Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to complete Activity 2 individually by underlining the answers where they find them in the text.</li> <li>2. Learners check answers in pairs.</li> <li>3. Read the vocabulary box. Ask learners how they could use the structure to talk about someone who loves films, or English, for example <i>mad about films / film mad, mad about English / English mad.</i></li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When learners have checked their answers in pairs, ask one pair to volunteer their answer. Ask a different pair to volunteer their answer for each question.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 A I absolutely love it; 2 A to browse/browsing; 3 B shade; 4 B playground; 5 D fitness mad</li> </ol>
<p>Coursebook page 97</p>	<p><b>Speaking tip</b></p> <ol style="list-style-type: none"> <li>1. Read the <i>Speaking tip</i> box aloud.</li> <li>2. Ask learners if the people in the texts in Activity 1 liked the places a little or a lot.</li> <li>3. Ask the learners to read and identify the expressions in Activity 1 that indicate how much they liked the different places and how strongly they feel.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to raise their hand if they think the person in the first text liked the place a little. Then ask them to raise their hand if they think the person liked the place a lot. Do the same for each text.</p> <p>If there is time, choose a volunteer to read each text, and ask them to give emphasis to the words that show how strongly people feel.</p>

	<p><b>Answers</b></p> <p>I absolutely love it; without a doubt; for sure; really love; definitely; fitness mad; absolutely love; no question</p>
<p><b>Workbook page 82</b></p>	<p><b>Workbook: Activity 1</b></p> <p>1. Ask learners to complete Activity 1 in the Workbook.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask different learners to say one answer each. The rest of the class listens to see if they agree.</p> <p><b>Answers</b></p> <p>1 g; 2 f; 3 e; 4 a; 5 b; 6 d; 7 h; 8 c</p>
<p><b>Workbook page 82</b></p>	<p><b>Workbook: Activity 2</b></p> <p>1. Ask learners to complete Activity 2 in the Workbook in small groups.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask groups to raise their hands when they agree they have the same answer. Ask groups to volunteer answers. The rest of the class listens to see if they agree.</p> <p><b>Answers</b></p> <p>1 What's your favourite place?; 2 When did you first go there?; 3 What can you do there?; 4 Who do you go there with?; 5 When was the last time you went there?; 6 How do you get there?</p>
<p><b>Workbook page 82</b></p>	<p><b>Workbook: Activity 3</b></p> <p>1. Learners look at the questions from Workbook Activity 2.</p> <p>2. Check if there is any new vocabulary they want to use in the activity. Ask learners to read the <i>Writing tip</i>. Ask for examples (for example, <i>I really like xxx because it's fun</i>).</p> <p>3. In pairs, learners ask and answer the questions.</p> <p>4. Individually they write a one-paragraph answer about their favourite place. This can be done as homework.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask pairs to raise their hands if they want some new vocabulary to talk about their favourite places.</p>
<p><b>Coursebook page 97</b></p>	<p><b>Speaking and Writing: Activity 3</b></p> <p>1. Ask learners to read the questions in the survey. Check they understand all the questions.</p> <p>2. Ask learners to write their answers to the questions in full.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>If there are any problems, ask if a volunteer can explain what the questions mean. After learners finish writing, ask for volunteers to read one question aloud each. Model and drill any difficult words and correct pronunciation.</p>

<b>Coursebook page 97</b>	<b>Speaking and Writing: Activity 4</b>		
	<ol style="list-style-type: none"> <li>In pairs, learners do Activity 4 in the Coursebook. They take it in turns to ask and answer the questions.</li> <li>Model an example using the first question and asking a confident learner to give their answer.</li> <li>Learners circulate around the classroom asking each other the survey questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>You could do a hands-up survey to gather the class' results and make a tally chart on the board with the various options for some or all of the questions.</p>		
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Ask learners to choose two questions for their partner. They write them with a gap for one missing word from each.</li> <li>Partners exchange questions and try to remember which word fills the gap.</li> <li>They write and return their answers to their partners.</li> <li>Learners check the answers are correct.</li> </ol>		
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask the learners in pairs to think of one or two more questions they could ask and answer as part of the survey.</li> <li>They write the new questions.</li> <li>They continue the survey with the new questions.</li> </ol>		
<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>Groups could display the results of their survey for the class in bar chart form. You could allocate a different question to each group and then collate the results in a large bar chart to put on the wall.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Speaking:</b> To develop learners' interactive communication skills in one-to-one conversations both face-to-face and by phone.</p> <p><b>Listening:</b> To develop learners' accuracy in listening for key phrases.</p> <p><b>Reading:</b> To develop learners' ability to interpret requests in short texts.</p> <p><b>Writing:</b> To develop learners' ability to complete a written summary based on what they hear; to improve learners' ability to write short texts that give advice.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>ask for and give advice concerning directions and journeys in writing and orally</li> <li>use key phrases to ensure good communication during telephone conversations</li> <li>use prepositions of travel accurately in speaking and writing.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>Lexis related to travel, maps, places in a city and directions</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<p><b>Key expressions/structure:</b> <i>you're breaking up, what did you say? I didn't quite catch that, Speak to you later, on the metro, coming into x, change for/to, the stop after, get on/off, on the Red Line</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>Learners sometimes have problems with <i>on/in</i> and methods of transport. If this problem occurs, the teacher can ask learners to find examples with <i>on/in</i> on the page.</li> <li>Learners often use the present simple instead of the present continuous in expressions such as <i>you're breaking up/we're coming into x</i>. The teacher can play the audio extract and ask learners to repeat the form they hear.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook pages 95, 98 and 99</p> <p>Workbook page 83</p> <p>Audio Track 28</p> <p>Realia: a real city map and a metro map, or images of them</p>		

## UNIT 6 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook pages 95 and 98</b>	<ol style="list-style-type: none"> <li>Show learners the city map on page 95 and the metro map on page 98. Ask pairs to think of as many differences as possible between the two.</li> <li>To prompt discussion, write on the board: <i>Who uses them?; When?; What for?; Which map has the most detail?</i></li> </ol> <p><b>Answers</b></p> <p>City maps give information about roads, sights and buildings in a city, often with a lot of detail so you can decide how to get somewhere. Some maps are very detailed and include everything; others are quite small and leave out lots of detail. Most indicate north and the other points of the compass and give a scale. So they give more detail than metro maps, normally.</p> <p>Metro maps show the metro system and name the stops on the different lines so you know how to get from one stop to another. Often they are divided into zones that indicate the price of a journey. Metro maps don't show what is around the metro stop in the city, or give information about north / south / east / west. Note that metro maps don't accurately show distances between places.</p>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 98</b> <b>Audio Track 28</b>	<p><b>Listening and Writing: Activity 1</b></p> <ol style="list-style-type: none"> <li>Explain that they are going to hear a phone conversation between two friends. One is Ben, who is on the Dubai Metro and is asking for advice.</li> <li>Ask learners to guess where Ben might be.</li> <li>Play the audio and ask learners to complete Activity 1 by tracing the route on the metro map with their finger. Ask them to compare their answer in pairs.</li> <li>Play the audio again to let learners check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>In stage 2, accept all answers as any are possible. Then explain that Ben is not from the UAE and is in Dubai for the first time. Elicit that he could be arriving at the airport and making his way into the city.</p> <p><b>Answers</b></p> <p>Route is from the airport; via Deira City to Al Fahidi; changing at Bur Juman</p>
<b>Coursebook page 98</b> <b>Audio Track 28</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Ask learners to read the expressions in Activity 2 and discuss in pairs if they heard them on the audio.</li> <li>Play the audio again and ask learners to point to the expressions that they hear.</li> <li>Ask learners to discuss in pairs what they think the expressions mean.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>To check answers after stage 2, play the audio again and stop after each expression so everyone hears the expression.</p> <p>For stage 3, ask for volunteers who can explain the expressions. Check to see if the rest of the class agrees.</p>

	<p><b>Answers</b></p> <p>The expression not used in the audio was 'Thanks for calling', i.e. thanks for the telephone call.</p> <p>The meaning of the other expressions:  Sorry you're breaking up = the phone line is bad so I can't hear you; What did you say? = I didn't hear, so please repeat; I didn't quite catch that = I am not sure I heard properly, could you say that again?; Speak to you later = good bye</p>
<p><b>Coursebook page 98</b> <b>Audio Track 28</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners how much they remember about the conversation they have heard. Who was speaking? To whom? Where was Ben? Where was he going?</li> <li>2. Ask learners to complete the sentences in Activity 3 with the information they remember individually.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback:</b></p> <p>Ask learners to check their answers in pairs. Then ask different learners to say one answer each. The rest of the class listens to see if they agree.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 airport;</li> <li>2 coming into Deira City (on the Red Line)</li> <li>3 Bur Juman</li> <li>4 Al Fahidi (and somewhere near the Dhow Palace Hotel)</li> <li>5 to meet someone near the Dhow Palace Hotel</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Write the answers on the board, but not in the right sequence. Explain that these are the answers.</li> <li>2. In pairs, learners decide where the answers go.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners use their answers in Activity 3 and work in pairs to repeat the conversation from memory. The conversation does not have to be exactly the same as the original.</li> </ol>
<p><b>Coursebook page 98</b></p>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the <i>Use of English</i> box.</li> <li>2. Ask learners if they remember which prepositions they heard in the audio.</li> <li>3. Ask learners to complete Activity 4 individually.</li> <li>4. In pairs they compare answers, checking against the <i>Use of English</i> box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask for volunteers who are confident they have the right answer to each question to give their answers. Check the rest of the group agree.</p> <p><b>Answers</b></p> <p>1 on; 2 into; 3 to; 4 on; 5 at; 6 on; 7 after</p>

<p><b>Workbook page 83</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the Dubai Metro map on page 98 of the Coursebook.</li> <li>2. Ask learners to read the questions in Activity 1 and then complete the activity in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask if learners know the answers without looking at the Metro map in the book. If they say they do, ask for volunteers to answer each question. Another learner can check in the book to see if they are right.</p> <p><b>Answers</b></p> <p>1 F - There are two places; 2 F - It is seven stops; 3 T; 4 F - It is the stop before; 5 T</p>
<p><b>Workbook page 83</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the first example in Activity 2 before doing the other answers.</li> <li>2. Ask learners to write their answers individually.</li> <li>3. Learners check their answers in pairs.</li> </ol> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 You take the Green Line to Union and change there for the Red Line. You get off at Dubai Marina. It's the stop after Nakheel.</li> <li>2 You take the Green Line to Bur Juman and change there for the Red Line. You get off at Mall of the Emirates. It's the stop after First Gulf Bank.</li> <li>3 You take the Green Line to Union or to Bur Juman and change there for the Red Line. You get off at Burj Khalifa. It's the stop after Financial Centre.</li> <li>4 You take the Red line to Union or to Bur Juman and change there for the Green Line. You get off at Al Ghubaiba. It's the stop after Al Ras.</li> </ol> <p><b>DESIRABLE - can be done for homework</b></p> <p><b>Feedback</b></p> <p>Ask learners to check they have used the prepositions following the model in the <i>Use of English</i> box, and following the model of the first answer. If any learners are unsure whether what they have written is correct, put them into pairs or small groups to compare their answers and to find support for them being correct in the text or the <i>Use of English</i> box.</p> <p><b>Differentiation activity (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs and to describe the last journey they did on the metro.</li> </ol> <p><b>Differentiation activity (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to use a map of Dubai and the metro map. They work in pairs. One person describes a journey and says where they are starting from, but not what the destination was. The partner listens to guess the destination.</li> </ol>
<p><b>Coursebook page 98</b></p>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners do Activity 5 in the Coursebook and roleplay different journeys using the dialogue in Activity 4 as a model.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask volunteer pairs to perform their dialogues for the rest of the class. Write examples of good phrasing on the board.</p>



	<p><b>Differentiation activity (Support):</b></p> <p>1. Ask these learners to practise reading the dialogues in Activity 4 in pairs. Help them to perfect their pronunciation and intonation. If you feel they are ready to move on, ask them to substitute the station names in the dialogue for others so that the dialogues still make sense.</p>		
	<p><b>Differentiation activity (Stretch):</b></p> <p>1. Get these learners to mark how many prepositions their partner uses correctly in the dialogue. At the end, see which learner ‘won’ by using the most prepositions correctly. Encourage these learners to repeat the role-play more than once, changing roles each time.</p> <p>2. You could also give them station names rather than letting them choose these themselves.</p>		
<b>Resources</b>	<b>Plenary</b>		
	<p>Choose a place near to the school and get learners to work in small groups to prepare a set of directions to help a visitor get from the school to this place. Compare groups’ directions and write a definitive set of instructions on the board based on these ideas.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions for example,</p> <ul style="list-style-type: none"> <li>• making offers and requests,</li> <li>• making suggestions,</li> <li>• expressing likes and dislikes,</li> <li>• expressing preferences,</li> <li>• giving advice using ought to, you’d better,</li> <li>• obligating and prohibiting,</li> <li>• making assumptions and predictions (for example, She must be busy, she doesn’t answer her phone.)</li> <li>• expressing agreement and disagreement,</li> <li>• expressing opinion.</li> </ul> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and support the information presented.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to scan texts for key information; to develop learners' ability to use textual clues and signposts to sequence a factual text.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>describe metro systems around the world</li> <li>use key vocabulary to discuss similarities and differences between international transport systems.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis related to travel, cities and metro systems</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>Global Awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Critical Thinking and Problem Solving: reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communication skills needed in further learning of English</li> <li>Information Literacy: reinforce learning to access and evaluate information efficiently</li> </ul>		
<b>Key vocabulary:</b> <i>passengers, the Tube, heated seats, carriage, underground commuters, rush hour</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may confuse <i>metro/underground/subway</i>. Explain that these are all ways of referring to the underground transport system, but different countries prefer different names. Mistakes are unlikely to cause misunderstanding, however.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 99–100 Workbook page 84		

## UNIT 6 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 99</b>	<ol style="list-style-type: none"> <li>1. Ask learners to look at the photos of metro systems.</li> <li>2. In pairs they match the pictures to the cities and give reasons for their choices. Tell the learners that you are happy to accept guesses: they don't have to be sure of the answers. Guesswork is often good!</li> <li>3. Ask learners to guess which other cities have metro systems.</li> </ol> <p><b>Possible answers</b></p> <p>New York has skyscrapers and the system is called the Subway; Dubai has a modern system which is overground and the buildings are modern skyscrapers, London has rainy weather and the Underground; The capital city of South Korea is Seoul; Paris has the Metro (politain) and classic architecture; Moscow has some beautiful underground stations with bright colours and art; Tokyo has a complicated system which is very big, and the writing looks Japanese.</p>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook pages 99–100</b>	<p><b>Reading and Speaking: Activities 6 and 7</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to do the quiz in pairs before reading the texts in Activity 7.</li> <li>2. Learners do Activity 7 individually to make any changes to their answers to the quiz questions.</li> <li>3. In pairs, learners compare answers and see how many correct answers they had for Activity 6.</li> </ol> <p><b>CORE Feedback</b></p> <p>Ask learners to identify where they found the correct answers. Ask a different volunteer for each answer and check if the class agrees.</p> <p><b>Answers</b></p> <p>1 Seoul; 2 London; 3 Moscow; 4 New York; 5 Tokyo</p>
<b>Coursebook page 100</b>	<p><b>Reading and Speaking: Activity 8</b></p> <ol style="list-style-type: none"> <li>1. In groups of five, allocate a question from 1-5 to each member of the group. Tell them to find the answer in the texts to their own question only.</li> <li>2. Learners share their answers with the rest of their group.</li> <li>3. Ask groups to discuss question 6 together. Ensure they are giving reasons for their opinions, but stress their is no right or wrong answer.</li> </ol> <p><b>CORE Feedback</b></p> <p>Ask for different volunteers who are confident their group has found the right answer for each question. Discuss their answers to question 6.</p> <p><b>Answers</b></p> <p>1 the Tube; 2 They are heated; 3 Moscow; 4 In the rush hour; 5 carriage; 6 and 7 Learners' own answers</p>

	<p><b>DESIRABLE</b></p> <p>Then, groups work together to make a list of at least five things they know about the Dubai Metro. You could either ask some specific questions for groups to answer, for example: <i>How many lines does it have?</i> (Two) <i>What are the lines called?</i> (Red/Green lines) <i>Which is the longest line?</i> (Red) <i>How many stations are there?</i> (47) <i>Is it open 24 hours a day?</i> (No) <i>Is it free?</i> (No); or you could use a Round Robin cooperative learning technique: Give each group a single piece of paper and a pen. Assign one person in each group to be the recorder with the pen and paper. In turn, each learner in the group suggests an answer to the question, which the recorder notes down.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to re-read the descriptions of the other metro systems in Activity 7 and find one fact in each description.</li> <li>2. Ask if they know the equivalent fact about the Dubai Metro.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners use their list of facts to write a short advertising slogan about the Dubai Metro. The slogan should start: The Dubai Metro is special: _____.</li> </ol>
<p><b>Workbook page 84</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to complete Activity 3 individually.</li> <li>2. In pairs, they check their answers.</li> </ol> <p><b>DESIRABLE - this could be done for homework</b></p> <p><b>Feedback</b></p> <p>To check the answers, read the text in the correct sequence and ask learners to follow</p> <p><a href="http://www.almanahj.com">www.almanahj.com</a></p> <p><b>Answers</b></p> <p>1 e; 2 h; 3 b; 4 a; 5 d; 6 g; 7 f; 8 i; 9 c</p>
<p><b>Workbook page 84</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to do Activity 4 individually.</li> <li>2. Learners compare their answers in pairs.</li> </ol> <p><b>DESIRABLE – this could be done for homework</b></p> <p><b>Feedback</b></p> <p>To check the answers, ask learners to re-read the texts in the Coursebook.</p> <p><b>Answers</b></p> <p>1 underground; 2 carriages; 3 beautiful; 4 million; 5 hour; 6 commuters</p>
<p><b>Workbook page 84</b></p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Explain that the learners will do some research into metros in different cities around the world as homework.</li> <li>2. Ask each pair to explain which country they would like to research, and what information they hope to find.</li> <li>3. Discuss where they could find information about different metros, and what words they could use in search engines to find that information.</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	<p>1. Do a hands-up metro survey with the following questions:</p> <ul style="list-style-type: none"> <li>• How often do you travel on the metro? - every day, often, sometimes, never.</li> <li>• Do you travel on a metro to school?</li> <li>• Do you travel on a metro at the weekends?</li> <li>• Do your parents travel on the metro to get to work?</li> <li>• Do you like metros?</li> </ul>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G7 3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7. 3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (for example, general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs, etc.), and use the features to obtain information.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To develop learners' accuracy and confidence in listening for detail in semi-specialised information. <b>Reading:</b> To develop learners' ability to interpret maps and signs.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand and use maps</li> <li>• understand and explain common road signs</li> <li>• talk about personal experience with maps.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to geographical features and places</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>road signs, falling rocks, dunes, satellite map, conventional map, scale, contour lines, legend/key</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners sometimes have problems listening to lengthy semi-technical monologues. The teacher can play the audio several times, stopping to ask questions at regular intervals, and can read the audioscript slowly to help understanding and boost confidence.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 101 Workbook page 85 Audio Track 29		

## UNIT 6 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 101</b>	<ol style="list-style-type: none"><li>1. Ask learners to work in groups of four to brainstorm at least three things that a map can tell you. Number each learner in the group, 1, 2, 3 or 4.</li><li>2. After an allotted time, for example three minutes, call out a number from 1–4. Then, the learner who is that number in each group, gives you one idea.</li></ol> <p><b>Answers</b></p> <p>location of places; how big they are; distance between places; where things like car parks and other important places are; how flat or hilly the land is; where the sea/ rivers/lakes are; where to find bridges; if a road is a motorway or country road, etc.; orientation: north, etc.</p>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 101</b>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"><li>1. If possible, display the maps from Activity 1. Point to the various symbols, and ask learners if they know or can work out what they mean.</li></ol> <p><b>Answers</b></p> <p>symbols include mountains; airport; traffic lights; car park; attractions</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check comprehension by asking if maps can tell us if shops or hotels are cheap or expensive (no). Ask if they think the same (or similar) symbols are used on all maps (yes) and why (so visitors to a country understand how to read a map wherever they are, which increases safety and makes travel easier).</p>
<b>Coursebook page 101</b>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Ask learners to complete Activity 2 in pairs.</li></ol> <p><b>Answers</b></p> <p>1 a; 2 c; 3 f; 4 b; 5 e; 6 d</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Discuss if there are other road signs near school, where they are and what they mean. Learners could draw these on the board for discussion. You could also discuss why they are important, for example animals could be dangerous and cause an accident; tourists need to know how to get to an airport; sand dunes can drift across the road, and cars can get stuck; travellers need to find the bus station; falling rocks are dangerous and can block roads; drivers need to find where to park their car.</p>

<p><b>Coursebook</b> page 101</p>	<p><b>Vocabulary: Activity 3</b></p> <p>1. Ask learners to do Activity 3 individually, then compare their answers in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Explain that they might know Fujairah from personal experience, but now they know how to read a map, they can find out the same information by looking at a map of any place in the world.</p> <p><b>Answers</b></p> <p>1 On the coast. You can see the sea on the map; 2 No, it's quite close; 3 The darker brown areas are mountains; 4 There are mountains. The contour lines show it is very hilly.</p>
<p><b>Workbook</b> page 85</p>	<p><b>Workbook: Activity 1</b></p> <p>1. Ask learners to do Activity 1 individually. Remind learners that they can check the meaning of each sign on Coursebook page 101 as necessary.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check the answers with the whole class. If there is time, ask learners to close their books. Read the questions again. See if learners can remember which one is most appropriate.</p> <p><b>Answers</b></p> <p>1 e; 2 c; 3 b; 4 f; 5 a; 6 d</p>
<p><b>Coursebook</b> page 101 <b>Audio Track 29</b></p>	<p><b>Listening: Activity 4</b></p> <p>1. Ask learners to read the question and, before they listen, discuss in pairs whether they think the talk will be factual or an opinion.</p> <p>2. Play the audio for learners to check their answers.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to provide the answers.</p> <p><b>Answer</b></p> <p>He is explaining facts.</p>
<p><b>Coursebook</b> page 101 <b>Audio Track 29</b></p>	<p><b>Listening: Activity 5</b></p> <p>1. Ask learners to read the questions in Activity 5 before playing the audio a second time.</p> <p>2. Ask learners to complete Activity 5, individually at first, then to compare their answers in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers, play the audio again and stop after each point the speaker makes.</p> <p><b>Answers</b></p> <p>1 T; 2 T; 3 F – they tell you about how flat or hilly a place is; 4 T</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Before listening to the audio, allow these learners to discuss each question as a group. Ask learners to predict an answer for each.</p> <p>2. Play the audio and stop after each answer. Check the group heard the answer. Ask how many predicted correctly.</p>



	<b>Differentiation activities (Stretch):</b> 1. Before playing the audio, ask learners to write 1–4 down a page of their exercise books and to make notes for each point the speaker makes. 2. Ask learners to compare notes. 3. Using their notes, ask learners to work in pairs and take turns to repeat what the speaker said as accurately as they can.		
<b>Workbook page 85</b>	<b>Workbook: Activity 2</b> 1. Learners do Activity 2 individually. <b>DESIRABLE</b> <b>Feedback</b> Monitor as learners work. Make a note of learners with correct answers and ask them to give their answers to the class. Check the rest of the group agree.  <b>Answers</b> 1 e; 2 c; 3 d; 4 a; 5 b		
<b>Workbook page 85</b>	<b>Workbook: Activity 3</b> 1. Ask learners to work in pairs to do Activity 3. Maybe this was when they were with an adult or older friend.		
<b>Resources</b>	<b>Plenary</b> 1. Do a quick class survey to see what the learners think is the most important map feature. Slowly read out a list of map features and ask learners to put their hand up for the one they think is the most important.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b> (G7.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies. (G7.2.1.1.2) Recount personal experiences and events in the past; speak about unfinished actions using present perfect and present perfect continuous, compare present perfect with simple past. (G7.3.4.1.5) Consult general and specialised reference materials (for example dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to express personal opinions and provide useful advice. <b>Listening:</b> To consolidate learners' ability to listen for key points in short monologues. <b>Reading:</b> To consolidate learners' ability to recognise and understand the main ideas in a text. <b>Writing:</b> To develop learners' ability to write a short text giving advice.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• give advice concerning finding your way around a new place</li> <li>• write a short text offering advice</li> <li>• talk about personal opinions</li> <li>• reflect on the week's learning.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Language related to maps, travel and finding your way around from lessons 1–6</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key expressions/structures:</b> Giving advice		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may feel nervous about being assessed on their learning, so it is a good idea to allow a few minutes for them to read through lessons 1–6 and ask any questions they have before doing the activities.</li> <li>• If learners are nervous about following the listening, allow them to hear it several times, stopping after each speaker.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 102 Workbook page 86 Audio Track 30		

## UNIT 6 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Write on the board: <i>I'm lost!</i></li> <li>2. Ask learners who might be saying this, where they might be and what the solution could be.</li> <li>3. Ask if anyone has been lost in a new place and what they did about it.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook</b> <b>page 102</b> <b>Audio Track 30</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the question first.</li> <li>2. Explain that they will hear six short extracts, but they only need to listen for very specific information: the places mentioned.</li> <li>3. Ask learners to complete Activity 1 individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>After the learners have completed Activity 1, play the audio again and ask learners to put up their hands when they hear one of the key words mentioned.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>museum; metro; shopping mall; school; foreign country; new city</p>
<b>Coursebook</b> <b>page 102</b> <b>Audio Track 30</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they remember if all the speakers had a good sense of direction (no).</li> <li>2. Tell them to listen again to find the answers - but they don't need to concentrate on specific details.</li> <li>3. Learners do Activity 2 individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>To check answers, play the audio again speaker by speaker and check learners have the right answer. If necessary, repeat more than once.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>1 bad; 2 bad; 3 good; 4 good; 5 bad; 6 good</p>
<b>Coursebook</b> <b>page 102</b>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners read the text <i>How can you improve your sense of direction?</i> and then do Activity 3 individually.</li> <li>2. They compare and explain reasons for their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Discuss why the text is from an advice website and not the other sources, for example it has a title, is not addressed to a named specific person, it gives advice that does not relate to a single specific situation and contains no news.</p> <p style="background-color: #e0e0e0;"><b>Answer</b></p> <p>C</p>

<p><b>Coursebook</b> page 102</p>	<p><b>Reading: Activity 4</b></p> <p>1. Ask learners to read the questions in Activity 4. Explain that the answers are in the text, but are not necessarily in the order of the questions. Remind learners how to scan a text to find the important information or key words they need to answer the question. Learners do Activity 4 in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Put two pairs together to check their answers. Ask them to underline the key information in the text that helped them to answer each question.</p> <p><b>Answers</b></p> <p>1 T; 2 T; 3 F - there isn't always a signal; 4 F, tall buildings are more helpful; 5 T</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Help learners identify the key word or words in each question.</p> <p>2. Read the first paragraph aloud and ask learners to read along. Ask if learners can find the answer to any questions in it.</p> <p>3. Then do the same for the second paragraph and other paragraphs.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners, in pairs, discuss which piece of advice in the text they think is the best and which is the worst, and say why.</p>
<p><b>Workbook</b> page 86</p>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners do Activity 1 individually, then check their answers in pairs.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to volunteer to read the dialogue with the answers. Others listen to see if they agree. When everyone agrees on the answers, you could ask pairs to read the dialogue. Stronger learners could try to remember the dialogue and roleplay the two speakers.</p> <p><b>Answers</b></p> <p>1 to see; 2 breaking up; 3 In front of; 4 quite catch that; 5 shopping mall; 6 on the; 7 got off; 8 sense of direction</p>
<p><b>Coursebook</b> page 102 <b>Workbook</b> page 86</p>	<p><b>Workbook: Activity 2</b></p> <p>1. Ask learners to re-read the text from activities 3 and 4 in the Coursebook.</p> <p>2. Learners discuss in groups what advice they could give to Hassan.</p> <p>3. Learners write their answers individually.</p> <p><b>DESIRABLE – could be done for homework</b></p> <p><b>Feedback</b></p> <p>Ask learners to tell the group the advice they would give Hassan. You could list this on the board for everyone to see. Then ask learners which three pieces of advice they think would be most useful. Or alternatively, you could use an advice alley. Choose one or two confident learners to be Hassan. Ask the rest of the group to stand in two lines facing each other - there should be space (an alley) between the two lines for 'Hassan' to walk through. Explain that 'Hassan' is going to walk down the advice alley and stop and ask at least six people for pieces of advice. Each piece of advice should be different. When 'Hassan' gets to the end of the alley 'he' will have to decide which three pieces of advice 'he' thinks will be the most useful and explain why. You could do this in simultaneous smaller groups and then compare the choices at the end of the activity.</p> <p><b>Answers</b></p> <p>Learners' own ideas.</p>

	<p><b>Differentiation activity (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs. Each pair thinks of one piece of advice they could give.</li> <li>2. Then pairs compare their answers in small groups to find three different pieces of advice in total.</li> </ol>
	<p><b>Differentiation activity (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write a longer list of advice for Hassan, including things he should do and things he shouldn't do.</li> </ol>
Coursebook page 102	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to discuss their ideas in pairs.</li> <li>2. Put pairs together to compare their ideas.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Monitor the class and when you find a good answer, ask the learner to share it with the class.</p> <p><b>Answers</b></p> <p>Sample answers: use a map, go with a friend who has a good sense of direction, pay attention to signs and buildings, take your time.</p>
Coursebook page 102	<p><b>Speaking: Activity 6</b></p> <p><b>DESIRABLE</b></p> <p>Ask some learners to volunteer to tell the class the best of their ideas.</p> <p><b>Feedback</b></p> <p>Ask the rest of the class to listen and raise their hand if they like the idea. Pairs keep count of the votes received for their ideas.</p>
Resources	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Write on the board: <i>Maps are useful because ...</i></li> <li>2. Ask learners to think of ways of finishing the sentence. They share their ideas with the class.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes, and short stories; follow the dialogue and discern speaker’s moods, relationship, and intentions.</p> <p>(G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous,</li> <li>• verbs in different forms (for example, indicative, imperative, interrogative, conditional, and subjunctive),</li> <li>• active and passive voice</li> <li>• zero and definite articles,</li> <li>• first conditional</li> <li>• deduction and assumption: must be, could be, can’t be,</li> <li>• possibility: may, might and could</li> <li>• expressing opinions, likes, dislikes, preference, agreement, and disagreement.</li> <li>• adjectives (comparative and superlative),</li> <li>• adverbs, relative adverbs (for example, where and when),</li> <li>• prepositions,</li> <li>• phrasal verbs,</li> <li>• verbs that take gerund,</li> <li>• verbs that take infinitive</li> <li>• broader range of intensifiers such as too, enough,</li> <li>• passive voice,</li> <li>• collocations,</li> <li>• defining and non-defining relative clauses.</li> </ul>			

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LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to compare and contrast information. <b>Reading:</b> To develop learners' familiarity with common conventions for abbreviations.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• state opinions and make comparisons</li> <li>• compare locations on a map</li> <li>• understand and use abbreviations.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to location and places in a city</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Abbreviations on maps: <i>St = street rd = road bd = boulevard pl = place</i> <b>Key expressions/structure:</b> Comparative adjectives: <i>bigger than/ (not), as big as, more important than, much ... than</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners sometimes have problems with comparative forms of two and three syllable adjectives and say <i>expensiver</i> or overuse <i>more</i> with short adjectives, for example <i>more big</i>. Ask learners to copy out the rule in the <i>Use of English</i> box on page 103 of the Coursebook. Ask them to write out a collection of adjectives of each type.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 103 Workbook page 87		

## UNIT 6 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to discuss whether they find it easier to give directions or to try to follow someone else's directions, and say why.</li> <li>2. Ask learners to put up their hands if they find it easier to give directions. Ask volunteers to say why. Do the same for learners who find it easier to follow someone else's directions. Write 'Giving directions' and 'Following directions' in two columns on the board. Discuss what can make giving directions difficult and write the ideas elicited on the board for example, <i>Giving directions: not knowing names of streets or buildings, poor sense of direction, not giving distances, being vague</i>. Then do the same for following directions, for example <i>Following directions: not listening, not knowing the names of streets, having a bad memory, etc.</i></li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 103</b>	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the four opinions quietly. Ask them to think about which they agree with and which they don't agree with. Ask them to think of reasons why they do or don't agree with each opinion.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out the first statement and ask learners who agree to put up their hands. Ask a volunteer to explain why. Then ask someone who disagrees to say why. Repeat for the other statements.</p> <p><b>Answers</b></p> <p>Learners' own ideas.</p>
<b>Coursebook page 103</b>	<p><b>Use of English</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the <i>Use of English</i> box and the examples individually.</li> <li>2. Ask learners to re-read the comments in Activity 1 and identify examples of comparative adjectives they find.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners if they agree with the ideas in each of the comparative examples in the <i>Use of English</i> box. If they don't, ask them to use comparative adjectives to give their real opinion.</p> <p><b>Answers</b></p> <p>not <b>as good as</b> walking; <b>much easier</b> to understand ... than; <b>better</b> to go with ... than; <b>much better</b> to ask</p>



<p><b>Coursebook page 103</b></p>	<p><b>Writing and Speaking: Activity 2</b></p> <p>1. Read the first example from Activity 2 and check learners know what they have to do for the activity: They complete the questions using the appropriate form of the adjective in brackets.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that the learners all have the correct questions so they can do the question and answer dialogue in Activity 3. Write the correct comparative forms on the board.</p> <p><b>Answers</b></p> <p>1 Which is easier? Finding your way around a small town or around a large city.  2 Is the New York Subway much bigger than the Dubai Metro?  3 Do you think getting around a new city is more difficult at night than during the day?  4 Is it quicker to drive into the city or take the metro?  5 Do you find using a smartphone more convenient than using a map to find your way?  6 Are museums as enjoyable as shopping malls?</p>
<p><b>Coursebook page 103</b></p>	<p><b>Writing and Speaking: Activity 3</b></p> <p>1. Learners do Activity 3 in pairs. They take it in turns to ask and answer the questions.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask pairs to volunteer to repeat what they said. This is because there are different possible answers depending on personal opinions. Ask the class to listen and see if they agree with the opinion and with the English.</p> <p><b>Answers</b></p> <p>1 Finding your way around a small town is much <b>easier</b> than finding your way around a large city.  2 Yes, it is much <b>bigger</b> (than the Dubai Metro).  3 Yes, it's <b>more difficult</b> getting around a new city at night OR No, getting around a new city at night is not as difficult as getting around during the day.  4 It's <b>quicker</b> to drive OR It's quicker to take the metro OR Taking the metro is not as quick as driving OR Driving is not as quick as taking the metro.  5 Yes, using a smartphone is <b>more convenient</b> than using a map OR No, using a smartphone is not as convenient as using a map OR No, using a map is more convenient than using a smartphone.  6 Yes, museums are as enjoyable as shopping malls OR No, museums are not <b>as enjoyable</b> as shopping malls OR No, shopping malls are more enjoyable than museums.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Give each pair one question to do.  2. Monitor as the pairs are speaking, and check they are using the correct forms.  3. Ask each pair to read the answer to one question so the whole group can hear.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to write the answers to the questions in Activity 2 using comparative adjectives but in a different manner, for example <i>Finding your way around a large city is not as easy as finding your way around a small town.</i></p>

<b>Workbook</b> <b>page 87</b>	<b>Workbook: Activity 1</b> 1. Ask learners to look at the map of Sydney and the key and in pairs discuss what they can see on the map. 2. Learners do Activity 1 in pairs.  <b>Answers</b> 1 Wentworth Park is much <b>bigger</b> than Tumbalong Park; 2 Wattle Street <b>not as long as</b> Harris Street; 3 Sydney Entertainment Centre is <b>not as big as</b> Sydney Exhibition Centre; 4 Walking from the Town Hall to Tumbalong Park is <b>much quicker than</b> walking from Chippendale to Pyremont.
<b>Workbook</b> <b>page 87</b>	<b>Workbook: Activity 2</b> 1. Ask learners to look at the <i>Study skills</i> box about abbreviations and the box - <i>Did you know?</i> box. 2. Ask learners to work in pairs. They look at the map and try to find some abbreviations. 3. Do Activity 2 open class.  <b>Answers</b> 1 Car park; 2 Street; 3 Road; 4 Boulevard; 5 Place <b>DESIRABLE</b> <b>Feedback</b> Discuss any mistakes learners make and ask them to look back at the <i>Did you know?</i> box.
<b>Coursebook</b> <b>page 103</b>	<b>Writing and Speaking: Activity 4</b> 1. Learners complete Activity 4 in pairs. <b>DESIRABLE</b> <b>Feedback</b> Pairs compare answers to see which opinions are most popular. They could do this by standing up and milling around the class, with each pair asking a new pair one question to compare their answer, then moving on to talk to another pair.  <b>Possible answers</b> Note that learners may have the opposite opinions! 1 Visiting a waterpark is much more exciting than going to the cinema. 2 Finding your way with a map is much more reliable than asking people you don't know for directions. 3 A compass is much more useful than a mobile phone when you're walking in the desert or mountains. 4 Visiting a museum is not as interesting as learning things on the Internet. 5 Going on holiday abroad is much more enjoyable than staying at home and doing nothing.
<b>Resources</b>	<b>Plenary</b> Hold up two objects or pictures of objects (for example, a mobile phone and a pen, or a car and a bus) and ask learners for possible comparisons between the two.

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example,</p> <ul style="list-style-type: none"> <li>• making offers and requests,</li> <li>• making suggestions,</li> <li>• expressing likes and dislikes,</li> <li>• expressing preferences,</li> <li>• giving advice using ought to, you'd better,</li> <li>• obligating and prohibiting,</li> <li>• making assumptions and predictions (for example, She must be busy, she doesn't answer the phone.)</li> <li>• expressing agreement and disagreement,</li> <li>• expressing opinion.</li> </ul> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.4.1.2) Identify and correctly use knowledges of affixes, roots and patterns of word changes (parts of speech).</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To provide practice in sounding persuasive when presenting ideas in English by using positive adjectives. <b>Reading:</b> To develop learners' ability to identify key features of a text.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• make a presentation about an interesting journey</li> <li>• use key expressions with prepositions of travel to describe tours and journeys</li> <li>• use positive adjectives to make a text sound more interesting.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to transport, verbs with prepositions</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>guided tour, peninsula, pick someone up, on the highway, via, on board, go by boat, sail along the coast, arrive at, drive back to, dhow</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners sometimes have problems with <i>-ed</i> adjective forms before nouns, for example <i>guided tour</i>. To help with this, ask pairs to explain the difference between a guide and a tour. Then ask learners to write the heading: <i>Guided Tour</i> and clarify that it means a tour where tourists follow a person who knows the area and gives them information about it. This person is their guide.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 104 Workbook page 88 Realia: examples of guided tour brochures (also online examples in digital format) to show learners		

## UNIT 6 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 104</b>	<ol style="list-style-type: none"> <li>1. Divide the class into two groups. Ask one group to discuss the first question of the bullet point, and ask the other group to discuss the second question of the bullet point. Give a time limit of two minutes to discuss their questions.</li> <li>2. Ask the first group to answer the first question of the bullet point.</li> </ol> <p><b>Example answers</b></p> <p>Tourists visit a place of interest or an area of natural beauty in a large or small group. The group is led by a guide who tells the tourist interesting information about the place they are visiting. The guide also looks after the tourists and sometimes arranges food and drinks for them.</p> <ol style="list-style-type: none"> <li>3. Ask the other group for their answer to the second question in the bullet point.</li> </ol> <p><b>Example answers</b></p> <p>They use colourful pictures; they use very positive language to describe the tours and places (for example, historic, amazing, beautiful, wonderful, delicious); they show it is a full day and so great value for money; they give quotes from happy customers.</p>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 104</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Before learners read the text, ask if they need to focus on every word to find the answer to the question about types of transport (no).</li> <li>2. Ask for suggestions about what types of transport could be mentioned (for example, <i>taxi, train, metro, helicopter</i>) and write them on the board.</li> <li>3. Learners do Activity 1 individually. Set a time limit of 10 seconds to encourage learners not to read the whole text, but to scan for key words only.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check their answers and ask learners to see if they were already written on the board.</p> <p><b>Answers</b></p> <p>boat; coach; dhow</p>
<b>Coursebook page 104</b>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the text again and do Activity 2 individually without using their dictionaries. Instead, they should try to use the context to work out answers.</li> <li>2. In pairs they compare and discuss their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>After they have compared, they can check to make sure in a dictionary. Ask for volunteers to put up their hands and give their answers.</p> <p><b>Answers</b></p> <p>1 b; 2 a; 3 b; 4 a; 5 b</p>

<p><b>Coursebook</b> page 104</p>	<p><b>Reading: Activity 3</b></p> <p>1. Learners do Activity 3 in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from volunteers. Ask the rest of the group if they agree. If there are disagreements, ask learners to identify in the text where they found the answers and discuss these.</p> <p><b>Answers</b></p> <p>1 A (full) day; 2 By boat; 3 In the capital and in Dibba; 4 Ras Al Khaimah; 5 In Dibba; 6 On board (the boat)</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Give each pair just two questions to find the answers for.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask pairs to discuss which city or foreign country they would most like to visit on a guided tour, and what they would like to see and do there.</p>
<p><b>Coursebook</b> page 104</p>	<p><b>Use of English</b></p> <p>1. Learners read the <i>Use of English</i> box.</p> <p>2. Ask learners to read the text again and identify the examples of prepositions to do with travel.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read the text out loud slowly. Learners put up their hand when they hear a preposition to do with travel. Each time, stop and choose a learner to say the preposition.</p> <p><b>Answers</b></p> <p>from Dubai to Musandam; by boat; in the north; on the east coast; at your hotel; to the east coast; arrive in Dibba; sail along the coast; on board; drive back to your hotel</p>
<p><b>Workbook</b> page 88 <b>Coursebook</b> page 104</p>	<p><b>Workbook: Activity 1</b></p> <p>1. Ask learners to do Activity 1 individually.</p> <p>2. Learners compare their answers in pairs.</p> <p><b>DESIRABLE - can be done for homework</b></p> <p><b>Feedback</b></p> <p>Ask learners to read the <i>Use of English</i> box in the Coursebook on page 104 when they are checking their answers in pairs. When both members of the pair agree, ask them to give their answers.</p> <p><b>Answers</b></p> <p>1 by; 2 in; 3 along; 4 in; 5 on; 6 along; 7 on; 8 to</p>

<b>Workbook page 88</b>	<b>Workbook: Activity 2</b> 1. Ask learners to look at Activity 2. Discuss how they can make a description of a tour interesting (for example, by using lots of positive expressions such as <i>beautiful/wonderful/fantastic</i> ). Then ask learners to do Activity 2 in pairs, making brief notes of the tour they would like to organise. 2. Each pair presents their tour to the group. <b>DESIRABLE</b> <b>Feedback</b> The group votes on the most interesting tour.		
<b>Resources</b>	<b>Plenary</b> Ask the class: <i>If you could have a private guided tour of anywhere in the world, where would you choose, and why?</i> Get two or more volunteers to come to the front and explain their choices.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b> <a href="http://www.almanahj.com">www.almanahj.com</a> (G7.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G7.2.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G7.3.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within the range of complexity appropriate for Grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes). (G7.3.2.1.4) Identify structural features of popular media (for example, newspapers, magazines, online information) and use the features to obtain information.			

<b>LESSON PLAN</b>		<b>LESSON: 10</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to use different strategies and contextual clues to determine the meaning of unfamiliar words.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand how location is represented on floor plans</li> <li>• give and follow directions using floor plans</li> <li>• use prepositions of place to explain location</li> <li>• work out the meaning of new words from the context.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to location and learning, prepositions of place</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>floor plan, atlas, reference book, catalogue, shelf/shelves, help desk, magazine, periodical, section, first floor, behind, at the front/back, psychology, social sciences</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners sometimes have difficulty reading floor plans and knowing which way is front or back. Start by asking learners to mark where the entrance is so this is clear.</li> <li>• Some learners are strangers to libraries. Explain that understanding floor plans is a useful skill for finding your way around all sorts of big buildings such as hotels, skyscrapers, conference halls, and even shopping malls.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 105 Workbook page 89		



## UNIT 6 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<p><b>Resources</b></p> <p><b>Coursebook page 105</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Ask for the last time anyone was in a library, when they went, what they were looking for, and how they found it.</li> <li>2. Ask learners in small groups to discuss how books are organised in libraries.</li> <li>3. Discuss why it is sometimes difficult to find what you are looking for.</li> </ol> <p><b>Feedback</b></p> <p>Monitor as learners are talking. Then when you hear any good ideas, ask the learners to repeat them to the group.</p> <p><b>Answers</b></p> <p>Books are arranged alphabetically, and in sections by topic area and type of book, for example fiction, science books, reference books, children's books. It can be difficult to find books if you don't know what you are looking for, the name of the book or author, or how to use a catalogue.</p>
<p><b>Resources</b></p> <p><b>Coursebook page 105</b></p>	<p><b>Main Activity</b></p> <p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the floor plan and discuss in pairs what sort of books they could find on that floor of the library (for example, dictionaries, books of poetry in Arabic, world maps, etc.).</li> <li>2. Ask if they can see a cafeteria (no).</li> <li>3. Check learners know where the entrance to the floor is (on the right).</li> <li>4. Learners do Activity 1 individually.</li> <li>5. Learners compare their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to put up their hands when they agree on the answers. Ask a different volunteer to answer each question.</p> <p><b>Answers</b></p> <p>1 F; 2 T; 3 F; 4 F; 5 T; 6 T</p>
<p><b>Coursebook page 105</b></p>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the <i>Vocabulary</i> box which explains what learners of Psychology and Social Sciences study.</li> <li>2. Learners do Activity 2 individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read the problem, then ask learners to raise their hands if they think the answer is a, b, c and so on. When learners raise their hands, ask them to explain why they chose that answer.</p> <p><b>Answers</b></p> <p>1 c; 2 d; 3 e; 4 b; 5 a</p>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to identify the key words in each question before they try to find the match.</li> <li>2. Then they read the answers, and again identify the key words.</li> <li>3. In pairs they work together to find the logical matches, paying attention to the key words they identified.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. When learners have completed the activity, ask them to work in pairs to provide different directions that answer the same questions.</li> </ol>
<b>Workbook page 89</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners do Activity 1 individually.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>After they have completed Activity 1, ask learners to close their books and listen. Read the dialogue with the correct answers at a slightly slower pace than normal. Learners open their books and from memory check their answers agree with what they heard. Ask for volunteers to take the roles of the two speakers and read the dialogue again. Check the rest of the group agree.</p> <p><b>Answers</b></p> <p>1 books; 2 section; 3 floor; 4 right; 5 behind; 6 class; 7 maps; 8 atlas; 9 reference; 10 dictionaries</p>
<b>Workbook page 89</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to do Activity 2 in pairs.</li> <li>2. They refer back to the activities in the Coursebook to check their answers.</li> </ol> <p><b>DESIRABLE – can be done for homework</b></p> <p><b>Feedback</b></p> <p>Go through the answers one by one, asking for volunteers to read the sentences.</p> <p><b>Answers</b></p> <p>1 floor plan; 2 shelves; 3 sections; 4 help desk; 5 catalogue; 6 Psychology; 7 back</p>
<b>Coursebook page 105</b>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners do Activity 3, giving their opinions of libraries.</li> <li>2. Pairs share their opinions with the group.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>See if there is a balance of positive and negative opinions on libraries. If there is not, ask the class to brainstorm possible ideas in favour of the opinion which is least popular.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <p>Tell the group: <i>Imagine you are in a library. You have five minutes to find an interesting book. Which section will you go to, and why?</i></p> <p>Ask volunteers to explain their answers.</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 11</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to summarise information using key words and collocations. <b>Reading:</b> To develop learners' ability to read for gist, then to use contextual clues to understand what is implied but not stated in narrative stories.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use key words to summarise a story</li> <li>• read stories for gist</li> <li>• make predictions based on what they have read</li> <li>• talk about past events.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Topics of holidays, hobbies, travel and geography</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key expressions/structure:</b> <i>snowboarding, unconscious, avalanche, in his teens, to rush, a ledge, to knock, to outrun, to get out of the path of, rescue services, pitch darkness, broken bones, mobile phone signal, with full force</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may feel discouraged from reading by a text that contains several new lexical items. To help with this, do some gist reading activities to show learners they can understand the main points of a story without all the words. For example, ask learners: <i>Is the text about someone at work or on holiday (holiday)? Is it about a man or a woman (man)? What piece of technology is mentioned (mobile)? Is there a problem because of rain or snow (snow)?</i></li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 106 Workbook page 90		

## UNIT 6 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to brainstorm in small groups what can make mountains dangerous places, for example wild animals, falling and getting injured, getting lost, avalanches.</li> <li>2. Ask pairs to think of at least two answers to the bullet point question.</li> <li>3. Have a class discussion on the ideas they suggest.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 106</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners you want them to read for gist - which is to find the main ideas.</li> <li>2. They mustn't use dictionaries at this stage because you only want them to find general information.</li> <li>3. Learners do Activity 1 individually.</li> <li>4. They discuss their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask different pairs which of the five gist questions they can answer. They don't have to be in the sequence of the questions on the page. Ask them to share answers with the group. Check if the group agrees. If not, ask for more suggested answers.</p> <p><b>Answers</b></p> <p>1 Ben Akintola; 2 In the French Alps; 3 On the last Saturday of his holidays; 4 He was hit by an avalanche; 5 He called a friend on his mobile</p>
<b>Coursebook page 106</b>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners read the text again and do Activity 2 in small groups.</li> <li>2. Have a class discussion on the possible meanings of the words and expressions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>During the class discussion, accept all suggestions without giving the answer. Ask learners to explain the reasons for their suggestions, and check if others agree or not.</p>
<b>Coursebook page 106</b>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners now do Activity 3 individually to check if their guesses were right. Explain to learners that for the two longer phrases they should try to work out the meaning from the text, rather than looking up each word in the dictionary. It may help them to look up the key word in each phrase i.e. <i>teens</i> and <i>path</i>.</li> <li>2. Learners rejoin their groups from Activity 2 and compare their findings.</li> <li>3. Circulate checking that groups have the correct answers. Make a note of any common errors.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write good definitions you have noted whilst circulating around the room on the board for groups to self-check their answers. Clarify any doubts.</p>

	<p><b>Answers</b></p> <p>avalanche = when a lot of snow falls down a mountain  in his teens = when he was a teenager  rushing = moving very quickly  outrun = move faster than something to escape it  get out of the path of = to move out of the way  knocked = hit  unconscious = unable to see, hear or feel anything as a result of an accident  ledge = long, flat surface on the side of something</p>
<p><b>Coursebook page 106</b></p>	<p><b>Reading: Activity 4</b></p> <p>1. Learners read the <i>Reading</i> tip.  2. In pairs they do Activity 4 and discuss their answers.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Make two columns on the board: Implied/ Not implied. For each question ask how many pairs think the answer is implied or not and make a mark in the appropriate column. Where there are answers in both columns for the same question, ask pairs to explain the reasons for their answers.</p> <p><b>Answers</b></p> <p>1 This is implied because we know that the avalanche happened during the day, when the sky was blue. However, Ben woke in the middle of the night.  2 This is implied because he has been snowboarding for many years, and is alone in the mountains.  3 No, as he realised he was in danger.  4 This is implied because the article says: <i>amazingly, he still had a signal.</i>  5 This is implied as he has no broken bones, although he is in pain.  6 This is implied as Ben says he was beginning to give up hope.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Give each pair one sentence to discuss.  2. Ask them to identify the relevant section of the text.  3. They discuss if the exact information is given in the text or not.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask pairs to discuss what else the text implies about the following: snowboarding (it can be dangerous); being alone in the mountains (it is not a good idea); the ledge (it is high up on the mountain side and so dangerous).</p>
<p><b>Workbook page 90</b></p>	<p><b>Workbook: Activity 1</b></p> <p>1. Before they start the activity, ask learners to look at the words and expressions and not the definitions on the right. Ask which words and expressions they can remember.  2. Learners do Activity 1 individually.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask for volunteers who are sure they have the right answer to give their answers. Choose a different volunteer for each question.</p> <p><b>Answers</b></p> <p>1 f; 2 d; 3 a; 4 h; 5 e; 6 g; 7 b; 8 c</p>

<p><b>Workbook</b> page 90</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Introduce the activity by asking if anyone can explain what a collocation is (two or more words that form a combination: they are often found together and sound very natural).</li> <li>2. Learners do Activity 2 individually, then check in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Before checking the answers, ask pairs to confirm their answers by re-reading the text and finding the collocations in context.</p> <p><b>Answers</b></p> <p>1 c; 2 e; 3 f; 4 a; 5 b; 6 d</p>
<p><b>Workbook</b> page 90</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the first example in Activity 3. Explain that they don't have to use all the words and expressions.</li> <li>2. Learners write their answers individually.</li> </ol> <p><b>DESIRABLE – can be done for homework</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the group and check if everyone agrees.</p> <p><b>Example answers</b></p> <p>1 There was a clear blue sky.; 2 There was an avalanche (and snow rushed down the mountain); 3 He couldn't outrun it; 4 It hit him with full force and it knocked him unconscious; 5 He checked to see if he had any broken bones; 6 Fortunately, he had a mobile phone signal.</p> <p><b>Differentiation activity (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with the answers to the questions, but with one word from each collocation gapped. In pairs they fill in the gaps.</li> </ol> <p><b>Differentiation activity (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write two more questions about the story for one another. Then they ask and answer their questions.</li> </ol>
<p><b>Coursebook</b> page 106</p>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Write the title of the story on the board and the title of the lesson. Ask learners to explain what a <i>lucky escape</i> is. Discuss their ideas.</li> <li>2. Ask pairs to look at the words that were already underlined in the text and use them to summarise the key points of the story so far. Ask learners to take it in turns to say a key point.</li> <li>3. Do Activity 5 as a group.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Discuss answers, but be careful not to reveal to the class how the story continues because that might spoil the next lesson!</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>Ask the class to shout out some of the new vocabulary from the lesson, and write the words on the board.</p> <p>Ask learners to agree on a class definition of the new vocabulary.</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7. 3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes.</p> <p>(G7. 3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.</p> <p>(G7. 3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p>			

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LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to narrate events in the past. <b>Listening:</b> To develop learners' ability to use and evaluate information from different sources.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use the past continuous to describe the background events of a story in the past</li> <li>• retell a story using prompts</li> <li>• read a text to confirm predictions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Continuation of the story from the previous lesson</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>rope, to treat someone, to circle, to lower, to hover, to wave</i> <b>Key expressions/structure:</b> Past continuous to set background for events in the past		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may confuse the function of the past simple and past continuous. To underline the function of the past simple and past continuous, ask learners to identify examples of both tenses in the <i>Use of English</i> box and in the story.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 107 Workbook page 91 Audio Track 31		

## UNIT 6 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 107</b>	<ol style="list-style-type: none"> <li>Learners work in small groups to retell Ben's story from memory.</li> <li>Groups compare what they remember.</li> <li>Write on the board: <i>who?</i>; <i>where?</i>; <i>when?</i>; <i>what?</i>; <i>how?</i> and ask groups to compare what they remember about the story using these prompts. Discuss their answers and their predictions for how the story could end.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 107</b>	<p><b>Reading: Activity 6</b></p> <ol style="list-style-type: none"> <li>Learners read the end of the reading text individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>As a group discuss how accurate their predictions were for how the story would continue.</p> <p><b>Answers</b></p> <p>Learners' own ideas.</p>
<b>Coursebook page 107</b>	<p><b>Reading: Activity 7</b></p> <ol style="list-style-type: none"> <li>Learners do Activity 7 individually.</li> <li>They check their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners not to use dictionaries at this stage, but to work out which words match the explanations by logic. Ask if pairs agree. If they do, elicit answers. It doesn't matter which form of the verbs they use, for example <i>to circle</i>, <i>circling</i>, etc.</p> <p><b>Answers</b></p> <p>1 rope; 2 circling/to circle; 3 waving/to wave; 4 helicopter; 5 lowering/to lower; 6 treated/to treat</p>
<b>Coursebook page 107</b>	<p><b>Use of English: Activity 8</b></p> <ol style="list-style-type: none"> <li>Introduce the idea of the past continuous. Write on the board: <i>What happened when Ben was snowboarding?</i> Elicit answers (There was an avalanche/He had an accident).</li> <li>Underline the past continuous in the question on the board.</li> <li>Learners read the information in the <i>Use of English</i> box about the past continuous.</li> <li>Ask them to identify the past continuous in the examples given.</li> <li>They do Activity 8 individually.</li> </ol>

	<p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check pairs have the correct answers. You could display the reading text for the class to see and ask volunteers to come up and underline the examples.</p> <p>You could point out that there is a passive form of the past continuous: <i>Ben was in hospital last night, but he <b>was not being treated</b> for any serious injuries.</i> Make sure learners understand how to form the passive using the verb <i>to be + being + verb</i>. Make sure learners understand the use, i.e. when the action is more important than the person doing it.</p> <p><b>Answers</b></p> <p>It was circling; (it was) looking for me; I was waving; (was not being treated)</p>
<p><b>Coursebook page 107</b></p> <p><b>Audio Track 31</b></p>	<p><b>Listening: Activity 9</b></p> <ol style="list-style-type: none"> <li>1. Explain to learners that they are going to hear a radio report of the story, but that the journalist has made five mistakes.</li> <li>2. Elicit from the learners what the newspaper article says and write on the board: <ol style="list-style-type: none"> <li>1 There was a clear blue sky.</li> <li>2 Ben was snowboarding.</li> <li>3 He was lying on a narrow, icy ledge.</li> <li>4 The helicopter pilot saw the light from Ben's mobile phone.</li> <li>5 Ben wasn't being treated for any serious injuries.</li> </ol> </li> <li>3. Learners do Activity 9 individually, using past tenses of what it says in the radio report.</li> <li>4. Pairs compare answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor to see if pairs have the same answers or not. Elicit the answers they have. You could provide prompts such as: <i>What was the weather like? What was Ben doing? Where was he? How did the pilot spot Ben? What was Ben in hospital for?</i> Then play and stop the audio again at each answer.</p> <p><b>Answers</b></p> <p>1 It was snowing heavily; 2 Ben was skiing; 3 He was lying in the middle of a frozen lake; 4 The helicopter pilot saw Ben's bright yellow ski jacket; 5 Ben was being treated for a broken leg.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask different pairs to do one question each.</li> <li>2. Play the audio several times if necessary.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs. They take it in turns to retell Ben's story but with several differences from the original. They try to spot the differences in their partner's version.</li> </ol>

<p><b>Workbook page 91</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners do Activity 4 individually.</li> <li>They re-read the story to check their answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners how sure they are they have found the right answers. Ask those who are most confident to read their answers. Check if the rest agree.</p> <p><b>Answers</b></p> <p>1 circle; 2 hover; 3 wave; 4 lower; 5 rope; 6 treat</p>
<p><b>Workbook page 91</b></p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>Ask learners to look at the first example in Activity 5.</li> <li>Learners write their answers individually.</li> <li>Learners check their answers in pairs.</li> </ol> <p><b>DESIRABLE - can be done for homework</b></p> <p><b>Feedback</b></p> <p>Ask one learner to read out the first answer. Ask if anyone has a different answer. Discuss the differences, and ask the class to look at the <i>Use of English</i> explanation again. Ask the class to decide what is the correct answer and say why.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>We were waiting at the metro station when a tourist asked us for directions.</li> <li>You were looking at the map when you fell over.</li> <li>My mobile fell out of my pocket when I was playing football.</li> <li>She was lying in the snow unconscious when the rescue services found her.</li> <li>He was walking in the mountains when he had an accident.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Divide the group into two halves. Ask one half to look at the phrases on the left and the other half to look at the phrases on the right.</li> <li>Tell them which verbs should be changed into the past simple and which should be past continuous.</li> <li>Using the <i>Use of English</i> explanation in the Coursebook, groups should complete their sentence halves with the past continuous or the past simple of the verb in brackets.</li> <li>Check each group has the correct answers by asking various volunteers to read each phrase aloud. Write the correct sentence halves on the board.</li> <li>In threes or fours learners work together to match the sentence halves on the board placing 'when' after each sentence half on the left. Alternatively allocate one sentence half on the left to each small group to find the matching sentence half on the right.</li> <li>Compare answers. Make sure learners see that each completed sentence has a past continuous verb in one half of the sentence and a past simple verb in the other.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask learners to look back at the reading text on Coursebook page 106 to find two examples of sentences that contain both the past continuous and the past simple and 'when'.</li> <li>Ask them to work out which action interrupted the other action.</li> <li>Then ask them to work this out for the sentences in Workbook Activity 5.</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	1. Ask pairs to summarise the two parts of Ben's story using the prompt questions you wrote on the board in the starter activity.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example,</p> <ul style="list-style-type: none"> <li>• making offers and requests,</li> <li>• making suggestions,</li> <li>• expressing likes and dislikes,</li> <li>• expressing preferences,</li> <li>• giving advice using <i>ought to</i>, <i>you'd better</i>,</li> <li>• obligating and prohibiting,</li> <li>• making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone.</i>)</li> <li>• expressing agreement and disagreement,</li> <li>• expressing opinion.</li> </ul> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous,</li> <li>• verbs in different forms (for example, indicative, imperative, interrogative, conditional, and subjunctive),</li> <li>• active and passive voice,</li> <li>• zero and definite articles,</li> <li>• first conditional,</li> <li>• deduction and assumption: <i>must be</i>, <i>could be</i>, <i>can't be</i></li> <li>• possibility: <i>may</i>, <i>might</i> and <i>could</i>,</li> <li>• expressing opinion, likes, dislikes, preference, agreement and disagreement.</li> <li>• adjectives (comparative and superlative),</li> <li>• adverbs, relative adverbs (for example, <i>where</i> and <i>when</i>),</li> <li>• prepositions,</li> <li>• phrasal verbs,</li> <li>• verbs that take gerund,</li> <li>• verbs that take infinitive</li> <li>• broader range of intensifiers such as <i>too</i>, <i>enough</i>,</li> <li>• passive voice,</li> <li>• collocations,</li> <li>• defining and non-defining relative clauses.</li> </ul>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' interactive communication skills in expressing opinions. <b>Reading:</b> To develop learners' ability to compare and contrast short texts. <b>Writing:</b> To develop learners' ability to write a short summary of a factual text.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• talk about past events</li> <li>• summarise the key point of a text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Language of travel and countries</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Global Awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing</li> </ul>		
<b>Key expressions/structure:</b> <i>in charge of, extensive, expedition, great figure, voyage, route, astronaut, throughout</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may not see the connection between explorers and the theme of maps and feel that history is boring. To change this, ask them how we know where other cities and countries are. It is because of explorers who travelled there. The first explorers had no maps to rely on. There are still places we have not mapped in detail (space and the oceans).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 108 Workbook page 92		

## UNIT 6 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<p><b>Resources</b></p> <p>Coursebook page 108</p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Introduce the theme by writing the words <i>explorer</i> and <i>astronaut</i> on the board.</li> <li>2. Ask learners if they know what the words mean. If not, explain what they are.</li> <li>3. Ask if the learners know any famous explorers, and, if they do, ask them to say what they know about them.</li> <li>4. Then ask learners in pairs to brainstorm what astronauts/explorers have in common. (journeys, risk, need for special equipment, lack of detailed maps, going somewhere absolutely new, desire for knowledge and new experiences)</li> <li>5. Use pens in the middle to discuss the two bullet point questions. Learners work in groups of four or five. Each learner should have a pen or pencil. One learner reads out the first question. Learners take turns sharing their ideas. As they make a suggestion they place their pencil or pen in the middle of the table. Once they have placed their pen or pencil they cannot make a further suggestion until all the pens or pencils are in the middle. They should then repeat for question two.</li> </ol> <p><b>Feedback</b></p> <p>Monitor as the learners brainstorm. Then choose a pen or pencil from each group and ask for suggested answers and write them on the board. Discuss and add to the suggestions as a group.</p>
<p><b>Resources</b></p> <p>Coursebook page 108</p>	<p><b>Main Activity</b></p> <p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Divide learners into three groups. Allocate one text to each group. Ask learners to do Activity 1 quickly by skimming their texts. Ask learners if they think they need to read and understand each word in order to match the explorers and pictures (no).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask each group to identify the image of their explorer and encourage them to say what key words helped them find the answers in each case.</p> <p><b>Answers</b></p> <p>1 C; 2 A; 3 B</p>
<p>Coursebook page 108</p>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Regroup learners into threes, so that you have one learner from each of the original three groups in each three. Together, the threes read the questions and the learner whose explorer matches the question explains to the other two partners why by referring to the correct line/s in his/her text.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to point to and identify where they found the answers. Ask if they know any more information about any of these explorers. Discuss what they know.</p> <p><b>Answers</b></p> <p>1 Battuta; 2 Amundsen; 3 Battuta; 4 Columbus; 5 Amundsen</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs. Give each pair just one explorer to focus on.</li> <li>2. Learners work through the questions to see which apply to their explorer.</li> <li>3. Put pairs together to share their answers.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners try to answer the questions without looking back at the texts.</li> <li>2. Learners think of more questions to ask each other about the explorers.</li> </ol>
<p><b>Coursebook page 108</b></p>	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually and try to match the words and meanings without looking back at the text.</li> <li>2. They compare their answers in pairs.</li> <li>3. They check their answers with the text.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>If a pair of learners agree on an answer, ask them to tell the rest of the class. Check if the rest of the class agree or not.</p> <p><b>Answers</b></p> <p>1 f; 2 d; 3 a; 4 b; 5 e; 6 c</p>
<p><b>Workbook page 92</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they know anything about Neil Armstrong or any other astronauts. Discuss what they know.</li> <li>2. Ask if they are unsure of the meaning of any words or expressions in the box. Discuss these if there are problems.</li> <li>3. Learners do Activity 1 individually.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Make a note on the board of anything the group says about Neil Armstrong in stage 1. They can use this when doing this and later activities. If they know nothing, briefly explain that he was the first man on the moon.</p> <p><b>Answers</b></p> <p>1 favourite explorer?; 2 Why is he famous?; 3 to walk on the moon; 4 an American astronaut; 5 In July 1969; 6 He was the leader; 7 journey to the moon; 8 throughout the world</p>



<p><b>Coursebook</b> page 108</p> <p><b>Workbook</b> page 92</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners re-read the texts about the three explorers in the Coursebook on page 108.</li> <li>2. They have a group discussion about what they remember about the explorers and why they are famous.</li> <li>3. Learners look at the first example in Activity 2.</li> <li>4. Individually, learners do Activity 2.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners if Neil Armstrong discovered the moon (No). Write on the board: <i>famous for + noun</i> and <i>famous for + ing</i> and <i>famous because he was the first person to</i> and explain that learners can use these structures for their answers. Ask learners which structure (<i>famous for + noun</i> or <i>famous for + ing</i> or <i>famous because</i>) they used in the writing. Take examples and discuss them.</p> <p><b>Answers</b></p> <p>1 Ibn Battuta is famous for his travels to Islamic countries throughout the world. 2 Roald Amundsen is famous for the discovery of the South Pole OR was famous because he was the first person to reach the South Pole; 3 Christopher Columbus is famous for the discovery (and colonisation) of the Americas; 4 Neil Armstrong is famous for being the first person to walk on the moon.</p>
<p><b>Workbook</b> page 92</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the names of other explorers in Activity 3 and ask if they know any of them. Ask: <i>Can you guess where they came from?</i></li> <li>2. In pairs, learners decide which explorer to research.</li> <li>3. Discuss how they can find information about the explorers, what sort of websites to check (encyclopedic or history websites).</li> <li>4. Explain that they must check English websites, but they can also check Arabic websites. However, they have to write their text in English.</li> <li>5. Learners do Activity 3.</li> </ol> <p><b>DESIRABLE - can be done for homework</b></p> <p><b>Feedback</b></p> <p>Ask learners to pay attention to the <i>Writing tip</i>. When learners present their findings, ask the rest of the class to be listeners and to make brief notes. Have a class discussion about which explorer they find most interesting and why.</p> <p><b>Answers</b></p> <p>Marco Polo is famous for his travels to China and the Far East; James Cook is famous for discovering Australia; Hernan Cortez is famous for leading a Spanish expedition to Mexico and colonising Latin America; Zheng is a famous Chinese explorer who led expeditions through Asia and Africa; Ahmad Ibn Fadlen is famous for his travels to the north of Europe</p>
<p><b>Coursebook</b> page 108</p>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners do Activity 4.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have a group discussion about their answers.</p>

<b>Resources</b>	<b>Plenary</b>		
	1. Learners practise speaking the dialogue from Workbook Activity 1 in pairs. Ask volunteer pairs to read the dialogue out loud to the rest of the group. 2. Ask for a show of hands. Ask: <i>Which explorer would you like to know more about?</i> If time allows, ask what they would like to know about the explorer, and why.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
(G7.2.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base. (G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports. (G7.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.			

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LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to define and explain the meaning of words. <b>Reading:</b> To develop learners' ability to use multiple strategies and contextual clues to complete a text.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• define and explain the meanings of words clearly and in detail</li> <li>• take part in group discussions and share opinions on a topic</li> <li>• assess strengths and weaknesses based on their recent learning.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Review of recent lessons</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Review of items <b>Key expressions/structure:</b> Review of items		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find there is a gap between their passive knowledge and their ability to actively use and explain what they know. Pair work and repetition can help bridge this gap and build up confidence and fluency.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 109 Workbook page 93		

## UNIT 6 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook</b> <b>page 109</b>	<ol style="list-style-type: none"> <li>1. Introduce the theme of the lesson, which is to practise what they have learned from the previous lessons in the unit.</li> <li>2. Divide the group into 13 and allocate one lesson from the unit so far to each group (or have fewer groups and allocate two or three lessons to each group). Ask each group to review their lesson(s) and note down the key things they learned in each one. Write the following prompts on the board to help them: <i>facts; study skills; language/words/phrases; Use of English.</i></li> </ol> <p><b>Feedback</b></p> <p>Learners summarise key points from the lessons. Learners have a group discussion on what they have learned. Give learners a chance to ask questions if they are unsure about anything. Answer any questions that arise.</p>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook</b> <b>page 109</b>	<p><b>Reading and Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to do Activity 1 individually without dictionaries.</li> <li>2. They check their answers in pairs and discuss any differences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>In stage 2, ask learners who have the same answers to put their hands up and choose a pair to volunteer one answer each. Ensure everyone agrees on the correct answers, as they are needed in the next activity.</p> <p><b>Answers</b></p> <p>1 j; 2 h; 3 i; 4 b; 5 g; 6 c; 7 e, 8 a; 9 f; 10 d</p>
<b>Coursebook</b> <b>page 109</b>	<p><b>Reading and Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners do Activity 2.</li> <li>2. Compare and discuss the answers as a group.</li> <li>3. Have a discussion on the topic of the text. Ask whether the group agree that maps are important.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask the group if they can think of other uses of maps in everyday life, for example to plan guided tours, to organise events that involve travel, to help taxi drivers, visiting new countries and planning route from airport to hotel, etc.</p> <p><b>Answers</b></p> <p>1 map; 2 highway; 3 route; 4 find the/their way; 5 explorer; 6 voyages; 7 expeditions; 8 discovery; 9 rescue; 10 floor plan</p>

<p><b>Coursebook page 109</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners work in small groups and do Activity 3.</li> <li>They repeat their opinions in a group discussion.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor while the groups are discussing and when you hear a good point, tell the learner you'd like them to repeat that to the group in stage 2.</p> <p><b>Answers</b></p> <p>Learners' own answers, but professions = rescue services, pilots, Post Office workers, taxi drivers, road builders, city planners, etc.; they are useful when in a new place, or for finding your way between two places, or when lost, or on holiday as tourists, etc.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Give different groups one bullet point to discuss.</li> <li>They make notes on their discussion, then read the notes to the group.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask learners to be very precise when discussing their ideas, and to give personal examples to support their points.</li> </ol>
<p><b>Coursebook page 107 and page 109</b></p>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners do Activity 4 in pairs, taking turns.</li> <li>Before the learners start, ask what tenses they are likely to use (past tenses) and why (the events happened in the past and the people are dead now).</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask several volunteers to describe an explorer for the rest of the group to guess. Write examples of good use of language on the board and ask learners to practise saying these phrases with their partner.</p> <p><b>Differentiation activity (Support)</b></p> <ol style="list-style-type: none"> <li>Learners can look back at lessons 12 and 13 while doing this activity.</li> </ol> <p><b>Differentiation activity (Stretch)</b></p> <ol style="list-style-type: none"> <li>Make a competition. Learners win five points each time they give one piece of information about the explorer without their partner guessing the answer, which will encourage them to start with more difficult facts.</li> </ol>
<p><b>Workbook page 93</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Explain that the paired words are in the right sequence, with the first going in the first gap, the second in the second gap.</li> <li>Learners do Activity 1 individually.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask a different learner to give their answer for each question.</p> <p><b>Answers</b></p> <p>1 dhow/port; 2 sailed/coast; 3 swim/board; 4 signal/library; 5 lowered/rope; 6 map/symbols</p>

<p><b>Workbook page 93</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to check the example given for the first question before they start writing.</li> <li>2. Learners do Activity 2 individually.</li> </ol> <p><b>DESIRABLE - can be done for homework</b></p> <p><b>Feedback</b></p> <p>Monitor while learners are doing the activity to check for spelling and accuracy and to see if anyone is writing both options where this is possible.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 The BMW 7 is much longer than the Fiat 500 OR The Fiat 500 is much shorter than the BMW 7.</li> <li>2 <i>Oasis of the Seas</i> is much bigger than <i>Carnival Dream</i> OR <i>Carnival Dream</i> is much smaller than <i>Oasis of the Seas</i>.</li> <li>3 The <i>Frecciarossa</i> is almost as fast as the <i>AVE</i>.</li> <li>4 <i>The Harley Davidson</i> isn't as expensive as the <i>Suzuki</i> OR The <i>Suzuki</i> isn't as cheap as the <i>Harley Davidson</i></li> </ol> <p><b>Differentiation activity (Support)</b></p> <ol style="list-style-type: none"> <li>1. Learners can look back at the <i>Use of English</i> box in the Coursebook on page 103 while doing this activity.</li> </ol> <p><b>Differentiation activity (Stretch)</b></p> <ol style="list-style-type: none"> <li>1. These learners should write two sentences for each item.</li> </ol>
<p><b>Workbook page 93</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to check the example given for the first question before they start writing.</li> </ol> <p><b>DESIRABLE - can be done for homework</b></p> <p><b>Feedback</b></p> <p>Ask learners to discuss in pairs which of the two verbs in each sentence gives background information. That will be the verb in the past continuous. When checking the answers, first ask learners to identify the background information. If they are right, then they can read out their sentence.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 We were driving/saw; 2 was playing/broke; 3 saw/were sailing; 4 was going/called; 5 met/was going Or went</li> </ol> <p><b>Differentiation activity (Support)</b></p> <ol style="list-style-type: none"> <li>1. Learners can look back at the <i>Use of English</i> box in the Coursebook on page 107 while doing this activity.</li> </ol> <p><b>Differentiation activity (Stretch)</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners write similar sentences for their partners to complete (make sure they give the verbs in brackets).</li> </ol>

<p><b>Coursebook</b> page 109</p>	<p><b>Self-assessment: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Before starting the activity, learners work in small groups to discuss what they remember about both topics. They do this orally.</li> <li>2. Learners do Activity 5 individually.</li> <li>3. Learners compare their answers, paying particular attention to spelling and grammar, and make any changes necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. In stage 1, ask for a quick count of how many points the groups can remember about each topic. After stage 3, ask learners to look back at the relevant lessons to check their work and to see if there are other points they could have mentioned. Have a discussion about their answers and any additional points they could have mentioned.</li> </ol> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activity (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners can look back at the relevant lessons first, re-read them, then close their books and do the activity.</li> </ol> <p><b>Differentiation activity (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write as much as they can remember about each topic.</li> </ol>
<p><b>Coursebook</b> page 109</p>	<p><b>Self-assessment: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Write on the board: <i>who?</i>; <i>where?</i>; <i>why?</i>; <i>when?</i>; <i>what?</i>; <i>how?</i> to act as prompts for the examples you want pairs to think of when explaining the items in Activity 6. They don't have to use all of these, but they should think about how to give information about at least 2 of the prompts in each case.</li> <li>2. Pairs complete Activity 6 orally.</li> <li>3. Have a group discussion to compare answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Monitor to check for good ideas that you can elicit as examples in the group discussion stage.</p> <p><b>Example answers</b></p> <ol style="list-style-type: none"> <li>1 a generally small traditional boat with sails used by Arab sailors.</li> <li>2 a tour that can last from a few hours to several days where groups are taken to see one or more places of interest with a guide.</li> <li>3 a book like a dictionary that you can use to find specific information.</li> <li>4 the ability to find how to get somewhere without getting lost, even in new places.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p>
<p><b>Coursebook</b> page 109</p>	<ol style="list-style-type: none"> <li>1. Ask learners to reflect on what they have learned in the course of this unit. Use some answers as a basis for a discussion.</li> <li>2. Ask what was easy and what was difficult. Make time to discuss responses with individual learners who need help.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b> (G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G7.4. 3. 1) Write demonstrating command of the conventions of standard English: capitalisation, punctuation and spelling.			

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<b>LESSON PLAN</b>		<b>LESSON: 15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' interactive communication skills when exchanging opinions. <b>Reading:</b> To develop learners' ability to read texts on scientific topics.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• express agreement and disagreement in different ways</li> <li>• discuss space exploration</li> <li>• use contextual clues to complete a dialogue.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Language of exploration and expeditions</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>space probe, space mission, scientific expedition, centre of learning, nervous, reputation, scientist, evolution, Mars, broader, launch, a lot on one's plate</i> <b>Key expressions/structure:</b> Agreeing and disagreeing		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may feel hesitant about expressing disagreement with one another. To soften disagreement, indicate the importance of the softeners: <i>I'm sorry/I'm afraid</i> and how to support disagreement with a reason.</li> <li>• When agreeing, learners sometimes say: <i>I am agree</i>. Explain <i>agree</i> is a normal regular verb, and ask learners to identify examples in the <i>Speaking strategy</i> box.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 110 Workbook page 94		

## UNIT 6 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 110</b>	<ol style="list-style-type: none"> <li>1. Introduce the topics by asking what the learners remember about Neil Armstrong. Then ask pairs to discuss the two bullet point questions.</li> <li>2. Elicit their ideas on the points and have a class discussion.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 110</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to do Activity 1 individually. Explain they don't need to read or understand every word. You want them to read for gist.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the answer and ask if anyone knows what or where Mars is. Explain if necessary that it's a planet, also known as the red planet, and the fourth planet away from the sun.</p> <p><b>Answer</b></p> <p>To Mars</p>
<b>Workbook page 94</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to find the words (1–5) in Activity 1 in the text in the Coursebook.</li> <li>2. They should use the context to guess the meanings of the words.</li> <li>3. They do Activity 1 individually.</li> <li>4. Learners check their answers in small groups and discuss any differences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to put their hand up if they are confident their answers are correct. Confident learners then tell the class their answers. The rest say whether they agree or not.</p> <p><b>Answers</b></p> <p>1 b; 2 c; 3 d; 4 a; 5 e</p>
<b>Coursebook page 110</b>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners do Activity 2 individually.</li> <li>2. If possible, pair learners who were confident of their answers in Activity 1 above with learners who were less confident.</li> <li>3. The pairs check and explain their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to show where they found the answers in the text. Check everyone agrees. Discuss the answers they suggest.</p> <p><b>Answers</b></p> <p>1 The leader of the Emirates Mars Mission; 2 Because he feels the reputation of the country depends on the success of the mission; 3 Seven months; 4 It's the size of a small car; 5 They want to understand its evolution from a planet with water to a dry, arid planet</p>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to identify the key words in the questions before they re-read the text.</li> <li>2. They read the text again and look for words similar to or the same as the words they identified in the questions.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in small groups and discuss why they would or wouldn't like to be part of the Mars mission.</li> </ol>
<p><b>Workbook page 94</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners read the <i>Speaking strategy</i> box in the Coursebook on page 110 about agreeing and disagreeing in English.</li> <li>2. Ask learners to look at the expressions in the box for Activity 2.</li> <li>3. They check in pairs that they know what they all mean.</li> <li>4. Learners do the activity individually.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Monitor as learners do the activity and compare in pairs. Ask for volunteers to read the dialogue for the class. Check the class agrees.</p> <p><b>Answers</b></p> <p>1 I'm afraid I don't agree; 2 famous for this scientific exploration; 3 from the expedition; 4 but now it is arid; 5 agree more; 6 How long will it take to get there?; 7 How big is the probe they will travel in?; 8 It's about the size of a small car</p>
<p><b>Coursebook page 110</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners do Activity 3. They can refer to the expressions in the <i>Speaking strategy</i> box.</li> <li>2. Put pairs together in small groups. They repeat the discussions, this time without looking at the <i>Speaking strategy</i> box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. After stage 1, ask learners to give themselves a target of using 2/3/4 expressions from the <i>Speaking strategy</i> box. Encourage the stronger groups to have higher targets; the weaker learners can set a target of 2 expressions.</li> <li>2. Take feedback after stage 2 and see which learners managed to hit their target number of expressions. Check which expressions were or weren't used.</li> <li>3. Set a group target of using all the expressions when they do stage 3 in small groups. One person can keep track of the expressions used and mark them off.</li> <li>4. Take group feedback again about their opinions, and the expressions used.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Write on the board: <i>Space exploration - the advantages?</i></li> <li>2. Ask learners to discuss their opinions in small groups.</li> <li>3. Ask groups for their opinions, and have a class discussion.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example,</p> <ul style="list-style-type: none"> <li>• making offers and requests,</li> <li>• making suggestions,</li> <li>• expressing likes and dislikes,</li> <li>• expressing preferences,</li> <li>• giving advice using ought to, you'd better,</li> <li>• obligating and prohibiting,</li> <li>• making assumptions and predictions (for example, She must be busy, she doesn't answer the phone.),</li> <li>• expressing agreement and disagreement,</li> <li>• expressing opinion, <a href="http://www.almanahj.com">www.almanahj.com</a></li> <li>• expressing agreement and disagreement.</li> </ul> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 16</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> To review and test vocabulary, grammar and knowledge introduced in the unit.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• evaluate their progress, strengths and weaknesses</li> <li>• receive feedback on their progress from the test and teacher.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to items of travel, maps, places in a city and directions</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Review of all input <b>Key expressions/structure:</b> Review of all input		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may not feel confident about what they have learned when faced with a test. To reduce this problem, give learners some time to look back through the lessons of the unit and to ask any questions they need.</li> <li>• Allow learners to work in pairs for this first stage as it will seem more natural to them after all the pair and groupwork they have done in the previous lessons.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 111 (and all previous pages of the unit) Workbook (all pages of the unit)		

## UNIT 6 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 94–110</b>	<ol style="list-style-type: none"> <li>1. Tell learners that they are going to do some exercises to see how well they have learned some of the vocabulary, grammar and facts in the unit.</li> <li>2. Give them some time to look back through the different lessons in the unit to prepare themselves. They can do this in pairs if they prefer.</li> <li>3. Answer any questions they have.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 111</b>	<p><b>Review: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners do the activity individually and quietly.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Collect their answers for assessment. Give individual feedback and guidance as appropriate.</p> <p><b>Answers</b></p> <p>1 d; 2 c; 3 b; 4 a</p>
<b>Coursebook page 111</b>	<p><b>Review: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners do the activity individually and quietly.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Collect their answers for assessment. Give individual feedback and guidance as appropriate.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Which explorer sailed across the Atlantic from Spain? It was (Christopher) Columbus.</li> <li>2 Which explorer led expeditions to the South and North Poles? It was (Roald) Amundsen.</li> <li>3 Which explorer is famous for the book he wrote about his travels? It was Ibn Battuta.</li> <li>4 Which explorer was the first man to walk on the moon? It was (Neil) Armstrong.</li> </ol>
<b>Coursebook page 111</b>	<p><b>Review: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners do the activity individually and quietly.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Collect their answers for assessment. Give individual feedback and guidance as appropriate.</p> <p><b>Answers</b></p> <p>1 on/into; 2 on/ to; to/ after; 3 for/to</p>

<b>Coursebook page 111</b>	<p><b>Review: Activity 4</b></p> <p>1. Learners do the activity individually and quietly.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Collect their answers for assessment. Give individual feedback and guidance as appropriate.</p> <p><b>Answers</b></p> <p>1 e; 2 f; 3 a; 4 b; 5 c; 6 d</p>
<b>Coursebook page 111</b>	<p><b>Review: Activity 5</b></p> <p>1. Learners do the activity individually and quietly.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Collect their answers for assessment. Give individual feedback and guidance as appropriate.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Give sufficient time for learners to complete the activities.</p> <p>2. These learners will probably find Activities 2 and 5 more difficult. In this case, ask learners to work in pairs.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Activity 5 allows these learners to show their strengths. They should be expected to write longer and more complicated sentences and make fewer mistakes.</p>
<b>Resources</b>	<p><b>Plenary</b></p>
<b>Coursebook page 111</b>	<p>1. Encourage learners to reflect on what they have enjoyed and learned while studying this unit. Ask them to tell you which lessons and activities they enjoyed the most, and why.</p> <p>2. Also ask about anything they didn't enjoy, and encourage them to explain why.</p> <p>3. Ask what things in the unit they think they should look at again.</p>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b> (G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast. (G7.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, if, when, useless, although). (G7.4.3.1) Write demonstrating command of the conventions of standard English: capitalisation, punctuation and spelling.			

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LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to discuss how to plan a project in groups; to develop interview skills as part of research. <b>Reading:</b> To develop learners' ability to read short stories and identify their key themes; to research stories for a presentation.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• work cooperatively in groups to plan, research and design a webpage</li> <li>• talk about themes in fiction.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Language of stories and journeys</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Reinforce the importance of team building and collaboration with others</li> <li>• Productivity and Accountability: Reinforce learning to manage all sizes of projects individually and in teams</li> </ul>		
<b>Key expressions/structure:</b> <i>folktale, moral of a story, theme, coincidence</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners might have little awareness of or interest in folktales from other cultures. The teacher can underline that the story for the project can come from a newspaper or a work of fiction such as a short story collection.</li> <li>• Some learners prefer working alone or are reluctant to join in the group. The teacher can suggest different roles the members of the group can have, such as researcher, artist, note-taker, dictionary checker and so on.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 112–113 Access to the Internet for online research		

## UNIT 6 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)

<b>Resources</b>	<b>Starter</b>
<b>Coursebook Pages 94–112</b>	<ol style="list-style-type: none"> <li>1. Discuss previous literacy projects the group has done, how they did them and what they learned.</li> <li>2. Ask: <i>Do you like reading stories? Do you have a favourite story? What makes a story interesting?</i></li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 112</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to do to Activity 1 (read the introduction) individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask who knows the folktale <i>One Thousand and One Nights</i>? Ask what other folktales they know. Have a discussion about why stories sometimes have a moral (to teach people lessons about the world and how to behave).</p> <p><b>Answer</b></p> <p>3</p>
<b>Coursebook page 112</b>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to do Activity 2 individually.</li> <li>2. In pairs, they discuss the story and its ending.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask the group what makes the ending a happy one (the merchant is home again, and is rich again, and won't need to travel to find his fortune).</p> <p><b>Answer</b></p> <p>from Baghdad to Cairo and back</p>
<b>Coursebook page 113</b>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Working in pairs, learners first discuss what the underlined words could mean by looking at the context.</li> <li>2. Then they check in a dictionary.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit the meaning of some of the words by asking learners to explain what they found in the dictionary.</p> <p><b>Answers</b></p> <p>merchant = a person who buys and sells things; careless = not careful; afford = be able to pay for; courtyard = an open space surrounded with walls or buildings; break into = to enter a building to steal something; stranger = someone you don't know; bury = to put in the ground and cover; dig = to make a hole in the ground</p>

<p><b>Coursebook page 113</b></p>	<p><b>Reading: Activity 4</b></p> <p>1. Learners do Activity 4 in small groups.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to give examples from the story of where the different themes are found. Check everyone agrees.</p> <p><b>Answers</b></p> <p>Moral = It's not necessary to look for your fortune far away.</p> <p>Themes = journey and coincidence (the two dreams, the buried money); money; crime; problem to solve (= having no money); dream</p>
<p><b>Coursebook page 113</b></p>	<p><b>Reading: Activity 5</b></p> <p>1. Discuss with the whole class possible stories they could use for their project.</p> <p>2. Organise groups for the project. You could group learners who want to focus on the same genre. Make sure they are small enough that everyone has a chance to participate. Use mixed-ability groups, but remind learners to give an opportunity to everyone to be involved. You could ask groups to choose a group leader to help with this and to divide tasks such as: dictionary checker, online researcher, interviewer, artist (for presentation).</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor groups and check that everyone has a role.</p>
<p><b>Coursebook page 113</b></p>	<p><b>Reading: Activity 6</b></p> <p>1. Groups do initial planning to decide what they want to look for, where and how to do the research they need to do. This is likely to need time outside lessons.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor checking that everyone is participating. Remind groups to let everyone contribute according to their ability.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. These learners could be responsible for time-keeping and group organisation, note-taking and checking dictionaries. Offer support during the activities.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Give these learners roles with more responsibility during the project, such as searching through English-language websites and other sources, compiling a list of possible stories to choose between.</p>
<p><b>Coursebook page 113</b></p>	<p><b>Reading: Activity 7</b></p> <p>1. Learners report back to their groups with the results of their research and their suggestions for stories to include.</p> <p>2. They work as a group to decide which story they want to present and why.</p> <p>3. Learners discuss how to prepare their presentations for the next lesson, and who will do what.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor and support the groups. Check everyone has a role and something to contribute to the project. Ask groups to decide who will do what during the presentation. Different people can present different elements of the project, for example.</p>

<b>Resources</b>	<b>Plenary</b>		
<b>Coursebook pages 112 and 113</b>	1. Discuss with the class the progress they have made so far with their projects. 2. Ask about any interesting things they have found out through their research. 3. Find out if there are any problems (for example, incomplete research; lack of time) and discuss how to resolve these before the next lesson.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
(G7.2.1.1.8) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed. (G7. 3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports. (G7.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, and synthesise information selectively to maintain the flow of ideas.			

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<b>LESSON PLAN</b>		<b>LESSON: 18</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Speaking:</b> To give a presentation reporting on a project; to answer questions about the project.</p> <p><b>Listening:</b> To develop learners' ability to follow and evaluate an oral presentation and formulate relevant questions.</p> <p><b>Writing:</b> To develop learners' ability to write a narrative according to specific criteria.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• give a clear presentation based on their project</li> <li>• evaluate presentations, and ask questions for clarification</li> <li>• write a short story using past tenses.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Experience of previous presentations, the language of travel</li> </ul> <p><b>21<sup>st</sup> Century Themes:</b></p> <ul style="list-style-type: none"> <li>• Global Awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Leadership and Responsibility: Reinforce leadership skills by using problem solving and interpersonal skills</li> </ul>		
<p><b>Key expressions/structure:</b> Vocabulary from the unit</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Most learners will be nervous about doing a presentation. By suggesting that different members of the group take responsibility for different sections of the presentation, the workload is shared and nervousness can be reduced. More confident learners can talk for longer, and the shy learners can limit themselves to a few simple sentences that they have scripted.</li> </ul>		
<p><b>Resources/equipment needed:</b> Coursebook page 113</p>		

## UNIT 6 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Explain that each group will give their presentation in turn. While listening, the rest of the class will take notes and write any questions they have and then ask them at the end.</li> <li>2. Have a class brainstorm for ideas about how to make a presentation clear and interesting to listen to.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 113</b>	<p><b>Presentation: Activity 8</b></p> <ol style="list-style-type: none"> <li>1. Groups do Activity 8 to make the final decisions about their presentation, including the roles of each person.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor to help. You can give groups the option of scripting what they are going to say or speaking from memory.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. These learners should have notes or full sentences to help them with their part of the presentation.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. These learners should be leading the presentation, and supporting others in their group.</li> </ol>
<b>Coursebook page 113</b>	<p><b>Presentation: Activity 9</b></p> <ol style="list-style-type: none"> <li>1. Groups give their presentations in turn. Ensure that the listeners make notes as they listen. Allow time for learners to think of relevant questions and make sure that they are writing these down.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Assess the performance of the group as they present, and of individual learners. Record this to allow comparison with later presentations and to help you assess progress. Make sure you find something to praise in each presentation, and thank learners for their efforts.</p>
<b>Coursebook page 113</b>	<p><b>Presentation: Activity 10</b></p> <ol style="list-style-type: none"> <li>1. After each presentation, allow a few minutes for questions.</li> <li>2. Elicit some feedback on the presentation from the rest of the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>It is a good idea to make copies of the stories being presented or to display them around the class so the other learners can read them again later.</p>

<b>Coursebook page 113</b>	<p><b>Activity 11</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs or in their presentation groups to do Activity 11.</li> <li>2. Have a class discussion on the most popular two stories.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to refer to the notes they made during the presentations to help them with this discussion. Check if participants chose their own story as one of their two favourites, and ask why.</p>
<b>Coursebook page 113</b>	<p><b>Activity 12</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs and do Activity 12.</li> <li>2. You could ask learners to put their pens down and to talk through their ideas before they write anything. Set a time limit for this, of perhaps five minutes. After this time, pairs are allowed to pick up their pens and write their story.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Tell learners that stories are normally in the past, so past tenses should be used. Encourage them to check the tenses they have used in their stories.</p> <p><b>Differentiation activity (Support):</b></p> <ol style="list-style-type: none"> <li>1. These learners can retell their own story or one that they heard in the presentations.</li> </ol> <p><b>Differentiation activity (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to try to include as many of the themes of folktales as possible in their story.</li> </ol>
<b>Coursebook page 113</b>	<p><b>Activity 13</b></p> <ol style="list-style-type: none"> <li>1. Pairs exchange stories and discuss them.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Explain that learners should first discuss what they enjoyed most about the stories they heard, and use any elements they found interesting in the story they produce.</p>
<b>Resources</b>	<p><b>Plenary</b></p>
<b>Coursebook page 113</b>	<ol style="list-style-type: none"> <li>1. To conclude, discuss with the class the stories they heard and wrote and what they found most interesting about the project.</li> <li>2. Be positive about their efforts in the preparation and presentation, and ask what they could do differently in the next presentation.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.2.1.1.8) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.</p> <p>(G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p>			

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LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 7	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read information about food groups. <b>Speaking:</b> To discuss food and diets. <b>Writing:</b> To write complete sentences about learners' preferences and experiences of nutrition and food groups.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• talk about what it means to have a balanced diet</li> <li>• talk about food groups and basic human nutrition needs</li> <li>• sort foods into basic food groups.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to food</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>food, protein, carbohydrates, vitamins, minerals, balance, dairy products, pulses, fat</i> <b>Key expressions/structure:</b> Explanations, for example <i>protein is used for...</i> ; personal preferences, for example <i>I like..., I never eat...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may feel unsure about which foods belong to the food groups. During the lesson display categories and ideas on the board for learners to refer to.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 114 Workbook page 95		

## UNIT 7 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
Coursebook page 114	<ol style="list-style-type: none"> <li>1. Introduce the lesson by brainstorming with the learners different types of food. Record on the board.</li> <li>2. Ask the learners to discuss the bullet point questions in pairs.</li> <li>3. Ask: <i>What do you think a balanced diet means?</i> Discuss learners' responses. (A balanced diet means eating a variety of food types needed to keep the body healthy.)</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
Coursebook page 114	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Look at the main picture together. Ask: <i>Do you like any of the foods shown? Do you think the food is healthy? Why?</i></li> <li>2. Explain that we can categorise foods into different groups according to the nutritional content they have.</li> <li>3. Learners read the text independently and decide why the title is: <i>Food for life</i>.</li> <li>4. Ask some comprehension questions, for example: <i>What are vitamins good for? How many vitamin groups are there? Why is fat necessary?</i></li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Discuss as a class and ask learners to justify their answers.</p> <p><b>Answers</b></p> <p>It's about the food you need to be healthy.</p>
Coursebook page 114	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask the class to look again at the picture and decide which foods contain the elements listed.</li> <li>2. You may wish to ask a few of the learners to come to the board and classify the foods.</li> <li>3. Ask learners which food group they think they eat most of. Ask: <i>Why is this so?</i></li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Draw the table on the board and ask learners to come and fill in their answers.</p> <p><b>Answers:</b></p> <p>There are five groups.  A carbohydrates; B fat; C sugar; D protein; E vitamins and minerals  We need to eat more of the fruit and vegetables group because they contain vitamins and minerals.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners could work in pairs or small groups with stronger learners supporting the others.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to add further examples of foods that could be classified into the food groups. Ask if learners know of any other food groups, such as vitamins, minerals and dairy products.</li> </ol>

<p><b>Workbook page 95</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the sentence openings.</li> <li>2. Read them to the class or select learners to read them aloud.</li> <li>3. Model how to complete the sentence, speaking aloud as you do so.</li> <li>4. Ask learners to complete the sentences so that they are true for themselves.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to read their answers to the class. You may ask them to tally results and see which their most/least favourite food is.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p><b>Workbook page 95</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the sentence parts in pairs to check their understanding.</li> <li>2. Model how to match the sentence parts by reading the first word, then reading the sentence parts from the second column until you find the correct one.</li> <li>3. Ask learners to complete the remaining sentences by matching the parts together.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class.</p> <p><b>Answers</b></p> <p>1 f ; 2 e; 3 g; 4 c; 5 a ; 6 b; 7 d</p>
<p><b>Workbook page 95</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that the quiz style questions will test their knowledge of the food groups they have been learning about.</li> <li>2. Read the example question and answer to the learners.</li> <li>3. Remind learners that the answer words can be found in the earlier lesson information.</li> <li>4. Ask learners to read the questions and answer them using the first letter as a prompt.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class.</p> <p><b>Answers</b></p> <p>1 fat; 2 protein; 3 carbohydrates; 4 sugar; 5 vitamins; 6 minerals</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Conclude the lesson by writing the following anagrams on the board: einprot (protein); bohycaresdrat (carbohydrates); aft (fat); garus (sugar)</li> <li>2. Learners could work individually or in two teams to race each other to solve the anagrams.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example,</p> <ul style="list-style-type: none"> <li>• making offers and requests,</li> <li>• making suggestions,</li> <li>• expressing likes and dislikes,</li> <li>• expressing preferences,</li> <li>• giving advice using ought to, you'd better,</li> <li>• obligating and prohibiting,</li> <li>• making assumptions and predictions (for example, She must be busy, she doesn't answer the phone.)</li> <li>• expressing agreement and disagreement</li> <li>• expressing opinion.</li> </ul> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisement, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity for Grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 7	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read information about balanced diets and nutrition. <b>Speaking:</b> To talk about how balanced their own diet is, using quantifiers. <b>Writing:</b> To write factual sentences about nutrition using quantifiers.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use quantifiers to talk about countable and uncountable nouns in relation to food and nutrition</li> <li>• talk about how balanced their diet is</li> <li>• extract facts about nutrition from text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to food, food groups and nutrition</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>balanced diet, vegetables, eggs, nuts, fruit, sugar, meat, tea, coffee, vegetarian, fish, starchy, nutrients, calcium, salt</i> <b>Key expressions/structure:</b> Quantifiers with countable and uncountable nouns: <i>a few, a large/ small number of, several, a little, a lot of/ lots of, plenty of</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Quantifiers for countable and uncountable nouns are very similar. Write examples and models for speaking on the board. Prompt and correct learners as necessary.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 115 Workbook page 96		

## UNIT 7 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Introduce the lesson by recapping on the previous lesson. Recap the different food groups and write them on the board. Ask: <i>How much do you eat from each food group?</i> Discuss learners' responses.</li> <li>2. If you feel comfortable, discuss your own diet and how you think it could be improved. Ask: <i>How do you think my diet could be improved?</i></li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 115</b>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the dialogue discussing healthy diets either in pairs or independently.</li> <li>2. Go through the <i>Use of English</i> box with the class.</li> <li>3. Ask learners to re-read the dialogue and identify examples of quantifiers. Learners could make a list of the examples in their notebooks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to raise their hand to tell you how many examples they found. Check the answers as a class.</p> <p><b>Answers</b></p> <p>There are eight examples of quantifiers in the dialogue: lots of salads; plenty of green vegetables; a small number of vegetables; lots of sweets; a few nuts; some fruit; a large amount of sweets; a little sugar.</p>
<b>Coursebook page 115</b>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write a list of the food they normally have during the day.</li> <li>2. Ask learners to share their list with partners.</li> <li>3. Learners discuss similarities and differences of the food they have.</li> <li>4. Learners use the <i>prompt</i> sentence openers to talk to their partners about their diet using quantifiers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select learners to present their conversation to the class as a model for others.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners use the sentence openers provided in the activity. Refer learners to the <i>Use of English</i> box for further support.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write a paragraph comparing what they ate as a five-year-old and what they eat now. Ask: <i>How have their tastes changed? Are their diets healthier now?</i></li> </ol>

<b>Coursebook</b> <b>page 115</b>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>Learners continue working with their partner. Learners use the questions in the coursebook to have a dialogue about their diet.</li> <li>Remind learners that they can ask their partner extra questions to establish information about how balanced their partner's diet is.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Select learners to tell the class how and why their partner's diet is (or isn't) balanced.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Workbook</b> <b>page 96</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners read the text and fill the gaps with the correct phrases from the box.</li> <li>Tell learners to re-read the <i>Use of English</i> box from page 115 of the Coursebook if necessary.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Write the numbers 2–8 on the board and select learners to come to the front and write their answers alongside the relevant numbers.</p> <p><b>Answers</b></p> <p>1 a lot of advice; 2 several things; 3 plenty of fruit; 4 a lot of energy; 5 lots of sugar; 6 a few of them; 7 a little salt; 8 a large amount of meat</p>
<b>Workbook</b> <b>page 96</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>Learners read the sentences and decide if they are true or false.</li> <li>Learners correct the false sentences by referring back to the text.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Whole class feedback.</p> <p><b>Answers</b></p> <p>1 False. You need a balanced diet which includes food from all the food groups; 2 True; 3 True; 4 False. They should eat carbohydrates to give them energy; 5 True; 6 False. You can get calcium from dark green vegetables, oranges, almonds, bread, etc.; 7 True; 8 False. You can find protein in eggs, nuts, pulses, etc.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners could work with a partner. Remind learners how to scan read the text looking for key words to check the facts.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners could write a short letter advising a friend of how they could improve their diet using the facts from the text.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Conclude the lesson by asking learners to suggest one fact each that they have learned from the text in the lesson.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

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LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 7	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read and understand information about being a vegetarian. <b>Speaking:</b> To discuss with a partner alternative sources of protein and iron. <b>Writing:</b> To design a vegetarian meal and to write advice about how vegetarians can achieve a balanced diet.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• know what it means to be a vegetarian</li> <li>• discuss a vegetarian balanced diet</li> <li>• advise a vegetarian friend on achieving a balanced diet using alternative sources of protein and iron.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to food, food groups and nutrition</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>iron, alternative sources</i> <b>Key expressions/structure:</b> Giving advice – <i>you could/should ..., it is important that ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may be unfamiliar with the foods in the lesson. Check understanding by asking learners to identify any foods they are unsure of.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 116 Workbook page 97		

## UNIT 7 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 116</b>	<ol style="list-style-type: none"> <li>1. Introduce the lesson by recapping on what it means to have a balanced diet.</li> <li>2. Ask: <i>Do you know what a vegetarian is? Why might someone be a vegetarian? How will being a vegetarian affect having a balanced diet?</i></li> <li>3. Discuss learners' responses.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 116</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners read the text about vegetarians then check understanding by answering the questions.</li> <li>2. Ask learners to compare their answers in pairs before whole class feedback.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask volunteers to offer answers for each question. Encourage learners to read the sentence from the text that helped them find the answer.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 A vegetarian is a person who doesn't eat meat.</li> <li>2 Some people do not like the taste of meat and others do not eat animal products for ethical reasons.</li> <li>3 Being a vegetarian can mean you miss out on the protein and iron contained in meat.</li> <li>4 We need protein to help our body grow;</li> <li>5 We need iron to transport oxygen around the body;</li> <li>6 Vegetarians can get protein and iron from alternative sources such as plant-based foods.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to identify the relevant sections in the text that support their answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write answers to the questions in their own words.</li> </ol>
<b>Coursebook page 116</b>	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners look at the lists of alternative sources of protein and iron.</li> <li>2. Learners discuss the items in the lists with a partner using the questions in the coursebook: <i>Have you tried them before? Do you eat them regularly? Did you realise they contain protein/iron?</i></li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask each question and ask for a show of hands for each food.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

<p><b>Coursebook</b> page 116</p>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners should imagine a vegetarian friend is coming to visit them.</li> <li>2. Learners plan a balanced menu for their friend for one day that includes alternative sources of protein.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners can present to a partner or in small groups with the teacher monitoring. Then learners vote for their favourite menu within the group.</p> <p><b>Answers</b></p> <p>Learners' own answers – but must include a source of alternative protein.</p>
<p><b>Workbook</b> page 97</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Write the following words on the board: <i>protein, carbohydrates, fat, sugar, vitamins and minerals</i>. Practise pronunciation of the words both chorally and individually.</li> <li>2. Read out the definitions of the food groups from Coursebook page 114, but in a different order to the words on the board. Learners have to put their hand up if they know which food group you are describing. Ask a volunteer for the answer.</li> <li>3. Learners solve the clues to complete the crossword.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Whole class feedback.</p> <p><b>Answers</b></p> <p>Across: 1 balanced; 4 protein; 5 fat; 7 oxygen; 8 vegetarians; 9 vitamins; 10 sugar Down: 1 bread; 2 carbohydrates; 3 minerals; 6 cheese</p>
<p><b>Workbook</b> page 97</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners write a short letter to a friend advising them about how to achieve a balanced diet as a vegetarian. This activity can be done for homework.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners give their letter to another learner to do a quick peer review and give some feedback.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with sentence openers or refer them to look at Workbook page 96 for additional support.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to include information about suitable sources of all the food groups. You could set a challenge by asking learners to imagine that the friend they are advising dislikes certain foods so learners must think of further alternatives.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Conclude the lesson by organising the class into two teams.</li> <li>2. Each team should race to list as many alternative sources of protein and iron as they can in a given amount of time (one minute).</li> <li>3. The winning team is the team with the most items listed.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisement, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity for Grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.</p>			

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LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 7	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read a factual text and a dialogue about healthy alternative snacks. <b>Speaking:</b> To discuss people's feelings and reasons for eating healthier snacks. <b>Writing:</b> To answer questions about snacks and sort those which are unhealthy and those which are healthier.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand the reasons that some snacks are unhealthy and other snacks are healthier alternatives</li> <li>• discuss their own experiences and preferences for snacks.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to food, food groups and nutrition</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>doughnut, biscuit, wholemeal scone, grapes, ice cream, crisps, sweets, cake, rice cakes, dried fruit, unsweetened popcorn, chocolate, raisin bread</i> <b>Key expressions/structure:</b> Explanations: <i>because ...</i> ; preferences: <i>I like/dislike/prefer ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• The subtle difference in meaning between <i>healthy</i> and a <i>healthier alternative</i> may need to be explored with the learners.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 117 Workbook page 98		

## UNIT 7 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 117</b>	<ol style="list-style-type: none"> <li>1. Introduce the lesson by telling learners that today they will be thinking about snacks and how we can make healthier choices.</li> <li>2. Ask: <i>What do you like to eat for a snack? Do you always make the right choices? What are healthy snacks?</i></li> <li>3. Discuss learners' ideas and record on the board.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 117</b>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the questions with learners, checking understanding and eliciting possible answers.</li> <li>2. Learners match the questions about snacks to the answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Whole class feedback. Ask a learner to read statement 1 aloud. Ask another learner to read the correct response from sentences a-f aloud. Check the group agrees. Continue asking different learners to read aloud.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <p>1 d; 2 b; 3 e; 4 a; 5 c; 6 f</p>
<b>Coursebook page 117</b>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to read the dialogue between Bader and his mother.</li> <li>2. Draw learners' attention to the <i>Vocabulary</i> box.</li> <li>3. Learners discuss and answer the questions verbally with their partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>While learners are both reading the dialogue and answering the questions, monitor and help where necessary.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs. Check understanding of what the food items are.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to create their own questions about snacks for a partner to answer.</li> </ol>

<b>Workbook page 98</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of the discussion at the start of the lesson regarding healthy and unhealthy snacks.</li> <li>2. Learners sort the snacks into the correct columns in the table.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Draw the table on the board and ask learners to write their answers in the correct columns.</p> <p><b>Answers</b></p> <table border="1" data-bbox="479 583 1433 903"> <thead> <tr> <th data-bbox="479 583 954 625">Unhealthy snacks</th> <th data-bbox="954 583 1433 625">Healthier alternative snacks</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 625 954 667">doughnut</td> <td data-bbox="954 625 1433 667">wholemeal scone</td> </tr> <tr> <td data-bbox="479 667 954 710">biscuit</td> <td data-bbox="954 667 1433 710">grapes</td> </tr> <tr> <td data-bbox="479 710 954 752">ice cream</td> <td data-bbox="954 710 1433 752">rice cake</td> </tr> <tr> <td data-bbox="479 752 954 794">crisps</td> <td data-bbox="954 752 1433 794">dried fruit</td> </tr> <tr> <td data-bbox="479 794 954 837">sweets</td> <td data-bbox="954 794 1433 837">unsweetened popcorn</td> </tr> <tr> <td data-bbox="479 837 954 879">cake</td> <td data-bbox="954 837 1433 879">raisin bread</td> </tr> <tr> <td data-bbox="479 879 954 919">chocolate</td> <td data-bbox="954 879 1433 919"></td> </tr> </tbody> </table>	Unhealthy snacks	Healthier alternative snacks	doughnut	wholemeal scone	biscuit	grapes	ice cream	rice cake	crisps	dried fruit	sweets	unsweetened popcorn	cake	raisin bread	chocolate	
Unhealthy snacks	Healthier alternative snacks																
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crisps	dried fruit																
sweets	unsweetened popcorn																
cake	raisin bread																
chocolate																	
<b>Workbook page 98</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners find the unhealthy and healthier alternative snacks from Activity 1 in the wordsearch.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners could race to find all 14 items in the wordsearch.</p>																
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Conclude the lesson by conducting a tally survey of learners' favourite healthy snacks.</li> <li>2. Write a selection of four or five healthy snacks on the board and either ask learners to raise their hand to indicate their favourite or come to write it on the board.</li> </ol>																

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisement, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity for Grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.</p>			

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LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 7	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read and answer questions; to read and understand key vocabulary related to healthy lifestyles. <b>Listening:</b> To listen to a partner answer questions about lifestyle. <b>Speaking:</b> To ask and answer questions about lifestyle with a partner. <b>Writing:</b> To use adverbs within sentences about lifestyles.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• talk about the things humans need to lead a healthy lifestyle</li> <li>• explain that a healthy lifestyle includes healthy eating, good sleep and exercise.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary relevant to food: <i>food groups, nutrition</i>; revisiting structures introduced in previous grades</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>brain, energy, oxygen, blood, dehydration, junk food</i> <b>Key expressions/structure:</b> Adjectives and adverbs		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Changing adjectives into adverbs may be challenging for some learners. Provide models and write examples on the board for learners' reference.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 118 Workbook page 99 Dictionaries		

## UNIT 7 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
Coursebook page 118	<ol style="list-style-type: none"> <li>Review favourite foods with the class.</li> <li>Ask learners when they feel their brain works best. Ask: <i>Do you prefer to work during the early hours of the day, or do you work best late in the evening?</i></li> <li>Ask learners whether they feel tired or alert after lunch and whether they know why this is so.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
Coursebook page 118	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners look quickly at the text and suggest who it is aimed at. Elicit as many opinions as possible. You could set a time limit of 20-30 seconds for this to avoid learners reading in detail.</li> <li>Learners read the text again, this time in detail and find out if they were right.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to find key sentences or words in the text that support their suggestions.</p> <p><b>Answer</b></p> <p>The leaflet is aimed at students because it mentions revising for a test or exam, and the first sentence starts: 'When you are a student...'</p>
Coursebook page 118	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners find definitions for any of the underlined words they don't know in a dictionary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>You could make a quick wallchart of the new words with their definitions to display in the classroom.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
Coursebook page 118	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners re-read the text and complete the sentences with the missing information. Tell them that the information is not necessarily in the same order in the text as in the sentences. This means they will have to use their scanning skills when reading.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to check their answers with a partner, then choose pairs to give the answers to the whole group. Encourage learners to say which paragraph they found the information in.</p> <p><b>Example answers</b></p> <p>1 You need to eat a healthy breakfast...; 2 You need to eat carbohydrates...; 3 Chocolates, biscuits and sweets are not good for you...; 4 You need a good supply of iron...; 5 You need water...; 6 You need several hours' sleep...</p>

<p><b>Coursebook</b> page 118</p>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>In pairs, learners use the sentences in Activity 3 to ask and answer questions.</li> <li>Practise the model provided with the group. Practise the pronunciation both chorally and individually.</li> <li>Explain that learners should use this model in the activity. They should take turns to ask and answer the questions.</li> <li>Ask a learner the model question and elicit the answer. Make sure the learner uses the information in sentence 1 in Activity 3 and starts their answer with <i>Because</i>.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Circulate, checking for correct pronunciation. Ask a couple of pairs to say one question/answer pair in front of the class.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Provide modeling and scaffolding support as required. Pair learners in mixed ability pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners record their answers in their notebooks.</li> </ol>
<p><b>Workbook</b> page 99</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners read the questions and answers and match them.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers in pairs - they take turns to ask a question 1-10 and their partner responds with the correct answer a-j.</p> <p><b>Answers</b></p> <p>1 e; 2 a; 3 h; 4 f; 5 j; 6 d; 7 b; 8 g; 9 i; 10 c</p>
<p><b>Workbook</b> page 99</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Tell learners they will be creating a poster to promote healthy eating.</li> <li>Ask learners to choose three food group facts they would like to include on their poster.</li> <li>Demonstrate how to create a catchy slogan for the poster, such as: <i>Eat well, live longer</i>.</li> <li>Learners create their posters.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Display learners' posters in a classroom gallery. Encourage peers to give positive feedback. Ask learners to comment on how interesting the poster is and whether the creator has used three facts.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Conclude the lesson by writing the following anagrams on the board: lewl (well); llyusua (usually); thealhily (healthily); kcylqui (quickly); lyowsl (slowly).</li> <li>Learners could work individually or in two teams to race each other to solve the anagrams.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisement, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity for Grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p>			

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LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 7	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a nutritionist answering questions and extract relevant information. <b>Speaking:</b> To talk about the information they have heard on the audio recording. <b>Writing:</b> To write a short essay about a healthy lifestyle using paragraphs to give a clear structure.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use adjectives and adverbs when talking or writing about healthy lifestyles</li> <li>• talk about a balanced diet and healthy lifestyle.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary relevant to food, food groups and nutrition; adjectives and adverbs</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce learning to develop, implement, and communicate new ideas in English to others effectively</li> </ul>		
<b>Key vocabulary:</b> <i>brain, energy, oxygen, iron, blood, dehydration, junk food</i> <b>Key expressions/structure:</b> Adjectives and adverbs		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Changing adjectives into adverbs may be challenging for some learners. Provide models and write examples on the board for learners' reference.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 119 Workbook page 100 Audio Track 32		

## UNIT 7 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Introduce the lesson by asking learners what they think are the three most important things for a healthy lifestyle. Discuss learners' ideas. Establish that the three most important things are diet, sleep and exercise.</li> <li>2. Ask: <i>How healthy is your lifestyle? How could you improve your lifestyle?</i></li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook</b> <b>page 119</b> <b>Audio Track 32</b>	<p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Learners listen to Nadia, a nutritionist, and decide what the questions are about.</li> <li>2. Play the audio once for learners to understand and decide on their answer.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to compare their answers with a partner or small peer group. Ask learners what helped them decide. Ask them to compare their predictions about the learners' questions with what they heard. Ask: <i>Were you right?</i></p> <p><b>Answers</b></p> <p>The questions are about healthy eating and getting enough sleep.</p>
<b>Coursebook</b> <b>page 119</b> <b>Audio Track 32</b>	<p><b>Listening: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners listen to the conversation again and listen carefully for vocabulary related to junk food, iron and sleep.</li> <li>2. When learners have listened again, encourage them to make notes.</li> <li>3. Play the audio at least twice.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select learners to share their answers with the class. Ask other learners whether they agree or if they have a different answer.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 You shouldn't eat junk food for breakfast (because it contains a lot of salt and fat and it doesn't give you the vitamins and minerals you need).</li> <li>2 We need iron to carry oxygen round our bodies. Iron is a mineral. You get it in some foods, such as meat, eggs, some fruit and vegetables.</li> <li>3 12- or 13-year-olds should have at least eight hours' sleep every night.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. You could allow these learners to read the audioscript of the interview as they listen.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. You could ask learners further questions, for example: <i>What junk foods does she mention?</i> (burger and chips); <i>What negatively affects memory?</i> (not enough sleep). <i>What mineral does she talk about?</i> (iron).</li> </ol>
<b>Coursebook</b> <b>page 119</b>	<p><b>Use of English: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Read through the <i>Use of English</i> box.</li> <li>2. Focus on the activity and ask learners to change the adjectives in brackets to the correct form of adverb to complete the sentences.</li> </ol>

	<p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to raise their hand to volunteer their answers. Ask learners to write their answers on the board. Read through answers to the class to model the words used in context.</p> <p><b>Answers</b></p> <p>1 I do <b>well</b> in exams and so does my brother; 2 I only sleep <b>badly</b> when I'm ill or anxious; 3 I study <b>well</b> when I listen to music; 4 I eat <b>healthily</b> most of the time – but I do eat chocolate sometimes; 5 I play football <b>badly</b> when I haven't eaten enough, but I also play <b>badly</b> when I've eaten too much!</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Suggest learners work together in pairs or small groups.</li> <li>2. Provide the answer words but jumbled up on the board for learners to select from.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to try and complete an A to Z of adverbs.</li> </ol>
<p><b>Workbook page 100</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners use the adjectives in the box to complete the sentences by turning them into adverbs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Read each sentence aloud to the group. When you get to a blank space suggest different answers and ask learners to raise their hands to show which answer they agree with.</p> <p><b>Answers</b></p> <p>1 easily; 2 slowly; 3 carefully; 4 cheaply; 5 clearly</p>
<p><b>Workbook page 100</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Read the <i>Study skills</i> box with the class.</li> <li>2. Learners read the essay plan and discuss the two questions.</li> <li>3. Learners write the essay. Supply additional vocabulary if necessary.</li> <li>4. Consider asking them to write a first draft and exchange it with a partner.</li> <li>5. They check for the organisation of ideas, and spelling and grammar mistakes.</li> </ol> <p><b>DESIRABLE – this could be done as homework</b></p> <p><b>Feedback</b></p> <p>Ask learners to read their essays to a partner or to the class.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to refer to the workbook and information gathered regarding healthy food to assist in completing the essay.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Once learners have completed their essays, ask them to rate their own work. They could evaluate their effort and achievement using the criteria: excellent, good, satisfactory, needs improvement (or similar).</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	1. Write four sentences on the board containing comparative adverbs, but one of them has a mistake in it. The first pair to identify and correct the error wins.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example,</p> <ul style="list-style-type: none"> <li>• making offers and requests,</li> <li>• making suggestions,</li> <li>• expressing likes and dislikes,</li> <li>• expressing preferences,</li> <li>• giving advice using ought to, you'd better,</li> <li>• obligating and prohibiting,</li> <li>• making assumptions and predictions (for example, She must be busy, she doesn't answer the phone.),</li> <li>• expressing agreement and disagreement,</li> <li>• expressing opinion.</li> </ul> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well-chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous,</li> <li>• verbs in different forms (for example, indicative, imperative, interrogative, conditional, and subjunctive),</li> <li>• active and passive voice,</li> <li>• zero and definite articles,</li> <li>• first conditional,</li> <li>• deduction and assumption: must be, could be, can't be,</li> <li>• possibility: may, might and could,</li> <li>• expressing opinion, likes, dislikes, preference, agreement, and disagreement,</li> <li>• adjectives (comparative and superlative)</li> <li>• adverbs, relative adverbs (for example, where and when),</li> <li>• prepositions,</li> <li>• phrasal verbs,</li> <li>• verbs that take gerund,</li> <li>• verbs that take infinitive,</li> <li>• broader range of intensifiers such as too, enough,</li> <li>• passive voice,</li> <li>• collocations,</li> <li>• defining and non-defining relative clauses.</li> </ul>			



LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 7	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read and recognise sentences that use comparative adverbs. <b>Speaking:</b> To talk about and reflect upon learning from the past week's lessons. <b>Writing:</b> To write a short report comparing learners' own diets over time.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• review and consolidate vocabulary related to health, food and exercise</li> <li>• review and consolidate use of quantifiers and comparative adverbs.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to health, food and exercise; quantifiers, comparative adverbs</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> All vocabulary from Unit 7 lessons 1–6: <i>food groups, nutrition, balanced diet</i> <b>Key expressions/structure:</b> Quantifiers, comparative adverbs		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to distinguish adverbs from adjectives when the words are very similar. Provide extra examples and support where necessary.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 120 Workbook page 101		

## UNIT 7 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
Coursebook page 120	<ol style="list-style-type: none"> <li>1. Ask learners: <i>What have you learned this week?</i></li> <li>2. Divide the class into groups.</li> <li>3. Assign each group one of these categories: <i>balanced diets; food groups; vegetarians; healthy lifestyle; comparative adverbs.</i></li> <li>4. Give two to three minutes to brainstorm as much information as possible, then having a quick-fire class feedback session.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
Coursebook page 120	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of the food groups they have been learning about.</li> <li>2. Ask learners to suggest foods that belong to the protein food group and write ideas on the board.</li> <li>3. Ask learners to work together in pairs to brainstorm examples of foods for each food group.</li> <li>4. Remind learners that if they need support they can turn to previous lessons in the Coursebook.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask pairs of learners to chose one food group and write their brainstorm ideas on the board. Other learners can add to the brainstorms then write the ideas for the next food group. Repeat until all food groups have been discussed.</p> <p><b>Example answers</b></p> <p>1 Proteins: meat, fish, eggs, nuts and pulses; 2 Carbohydrates: bread, pasta, noodles and rice; 3 Fats: butter, oil, cheese; 4 Sugars: sweets, chocolate and honey; 5 Vitamins: fruit and vegetables; 6 Minerals: milk (calcium), vegetables</p>
Coursebook page 120	<p><b>Use of English: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read the example quantifiers aloud to the class.</li> <li>2. Ask the class to use their hands to demonstrate whether each quantifier is referring to a small or large amount by making their hands into a small or large shape.</li> <li>3. Model an example of using one of the quantifiers in your own sentence and write it on the board.</li> <li>4. Learners use the remaining seven quantifiers to write their own sentences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to read their sentences to a partner and then select some to read to the class.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

<p><b>Coursebook page 120</b></p>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners write the adverbs into the sentences, using the adjectives provided in brackets.</li> <li>Support learners by reading through the sentences to check understanding.</li> <li>Remind learners to turn to previous lessons to recap on adverbs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write the adverb answers on the board but in the wrong order. Read each sentence aloud and point to various adverbs. Ask learners to say <i>stop</i> when you reach the correct one.</p> <p><b>Answers</b></p> <p>1 quickly; 2 easily; 3 well; 4 sleepily; 5 happily; 6 clearly</p>																				
<p><b>Coursebook page 120</b></p>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>Tell the learners that they will be writing a short report in their Workbook comparing their diet before they learned about healthy diets and since.</li> <li>Select learners to read the sentences aloud to the class.</li> <li>Discuss each sentence and ask learners to raise their hand to show if they agree.</li> <li>Tell the learners that these sentences may help them to write their report.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>When learners raise their hand to agree with the sentences, ask further individual questions. For example, <i>Which foods will you eat more of?</i></p> <p><b>Answers</b></p> <p>Learners' own answers.</p>																				
<p><b>Workbook page 101</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Remind learners of the meanings and purpose of adjectives and adverbs using the <i>Use of English</i> box on Coursebook page 119.</li> <li>Read through the words in the word box and talk about the meanings.</li> <li>Select confident learners and ask them to put words into sentences to give context.</li> <li>If learners are unsure, give your own examples of sentences containing the focus words.</li> <li>Ask learners to sort the adjectives and adverbs into the correct columns.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Draw the table on the board. Ask learners to come and write the answers into the table and peer assess.</p> <p><b>Answers</b></p> <table border="1" data-bbox="478 1775 1434 2152"> <thead> <tr> <th>Adjectives</th> <th>Adverbs</th> </tr> </thead> <tbody> <tr> <td>clear</td> <td>carefully</td> </tr> <tr> <td>good</td> <td>quickly</td> </tr> <tr> <td>cheap</td> <td>cheaply</td> </tr> <tr> <td>bad</td> <td>clearly</td> </tr> <tr> <td>easy</td> <td>better</td> </tr> <tr> <td>slow</td> <td>badly</td> </tr> <tr> <td>careful</td> <td>easily</td> </tr> <tr> <td>quick</td> <td>slowly</td> </tr> <tr> <td>early</td> <td>earlier</td> </tr> </tbody> </table>	Adjectives	Adverbs	clear	carefully	good	quickly	cheap	cheaply	bad	clearly	easy	better	slow	badly	careful	easily	quick	slowly	early	earlier
Adjectives	Adverbs																				
clear	carefully																				
good	quickly																				
cheap	cheaply																				
bad	clearly																				
easy	better																				
slow	badly																				
careful	easily																				
quick	slowly																				
early	earlier																				

<p><b>Workbook page 101</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>This activity could be completed for homework.</li> <li>Learners write a short report comparing how balanced their diet was compared with how it will be now that they have learned about balanced diets.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Select learners to read their reports to the class. Provide peer feedback.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners could work in pairs. Provide prompts or sentence openers. Remind learners to refer to the example sentences in the Coursebook on page 120.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask learners to practise presenting their report by reading it to a partner who provides peer feedback and asks questions.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p>
<p><b>Workbook page 101</b></p>	<ol style="list-style-type: none"> <li>Conclude the lesson by asking learners to reflect upon their achievements across the past week.</li> <li>Refer to the <i>Can do statements</i> in the Self-assessment section.</li> <li>If learners feel they haven't achieved any of the <i>Can do statements</i>, ask them how they think they can improve in the next unit of learning.</li> </ol>

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<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p>(G7.4.2.1.1.) Write using:</p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous,</li> <li>• verbs in different forms (for example, indicative, imperative, interrogative, conditional, and subjunctive),</li> <li>• active and passive voice,</li> <li>• zero and definite articles,</li> <li>• first conditional,</li> <li>• deduction and assumption: must be, could be, can't be,</li> <li>• possibility: may, might and could,</li> <li>• expressing opinion, likes, dislikes, preference, agreement, and disagreement,</li> <li>• adjectives (comparative and superlative),</li> <li>• adverbs, relative adverbs (for example, where and when),</li> <li>• prepositions,</li> <li>• phrasal verbs,</li> <li>• verbs that take gerund,</li> <li>• verbs that take infinitive,</li> <li>• broader range of intensifiers such as too, enough,</li> <li>• passive voice,</li> <li>• collocations,</li> <li>• defining and non-defining relative clauses.</li> </ul>			

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LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 7	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read and understand an information text about the dangers of dehydration. <b>Speaking:</b> To contribute to class discussion about dehydration. <b>Writing:</b> To write sentences about themselves and how much water they drink; to design a poster to promote drinking water.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• talk about and understand the importance of staying hydrated, and the dangers associated with dehydration</li> <li>• reflect upon their own health and lifestyle by writing sentences about how much water they drink.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary associated with health, food and exercise</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>dehydration, fluids, chemical reactions, nutrients, evaporation, breathe, sweat, confusion, irritability, concentration</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Refer back to lessons 1–7.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 121 Workbook page 102		

## UNIT 7 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 121</b>	<ol style="list-style-type: none"> <li>1. Ask learners: <i>Do you know what happens if you don't drink enough? What is the healthiest thing you can drink? How much water should you drink each day?</i></li> <li>2. Discuss learners' ideas and record on the board.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 121</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners look quickly at the text and decide what it is about from the three options given. You might like to set a time limit of 20 seconds to encourage learners to only read for gist. Elicit as many opinions as possible.</li> <li>2. Learners read the text again, this time in detail and find out if they were right.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Discuss the key words or phrases, for example, <i>It is important to...; We should...; We also need...; Check for these common signs...</i> that helped learners work out the answer. You might want to talk about the differences in text types, for example, if this was a story about a boy then you would expect to read either the boy's name or to see <i>he/his</i>, etc. in the text. And, if this was about pets then you would expect to see pet words.</p> <p><b>Answers</b></p> <p>2 It is information and advice about dehydration.</p>
<b>Coursebook page 121</b>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners read the article again then work with a partner to discuss the meanings of the underlined words.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check their ideas in a dictionary.</p> <p><b>Answers</b></p> <p>fluids = a liquid substance, such as water or juice; dehydration = losing water from the body; nutrients = something that provides substances we need to survive and grow; regularly = often; concentration = focusing attention</p>

<p><b>Coursebook</b> page 121</p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the questions in Activity 3 and tell them that when they re-read the article they should try to remember the questions they will be answering.</li> <li>2. Ask learners to re-read the text.</li> <li>3. Ask learners where in the text it mentions our bodies needing water.</li> <li>4. Ask learners to point to the correct paragraph and ask them to find the exact answer to question 1.</li> <li>5. Learners complete the remaining questions unaided.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate while learners work and provide 1:1 support as necessary.</p> <p><b>Answers:</b></p> <p>1 Our bodies need water to work properly and to avoid dehydration; 2 We lose water when we breathe and sweat; 3 We should drink 1.2 litres (six to eight glasses) every day; 4 The symptoms of dehydration include feeling thirsty, headaches, and lack of concentration</p>
<p><b>Workbook</b> page 102</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Model how to answer the gap fill questions by reading the first sentence and reading the three possible answers. Ask learners to suggest the correct answer. Re-read the completed sentence and ask learners to confirm it makes sense.</li> <li>2. Ask learners to read through the sentences and possible answers before answering the questions.</li> <li>3. Learners complete the sentences by choosing the best word to fill the gap.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select different learners to read one completed sentence aloud to the class for peer feedback.</p> <p><b>Answers</b></p> <p>1 a; 2 c; 3 b; 4 b; 5 a; 6 c; 7 c; 8 a</p>
<p><b>Workbook</b> page 102</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the sentences to make them true for themselves.</li> <li>2. Learners share their sentences with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Select learners to read their sentences aloud to the class.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>



<b>Coursebook page 121</b>	<b>Writing: Activity 4</b>		
	1. Learners design a poster that encourages and reminds students to drink enough water.		
	2. Remind learners that they could include: symptoms of dehydration, why we need to stay hydrated and how much water to drink.		
	<b>CORE</b>		
	<b>Feedback</b>		
	Circulate the room giving 1:1 support and feedback while learners work.		
	<b>Answers</b>		
	Learners' own answers.		
	<b>Differentiation activities (Support):</b>		
	1. Provide vocabulary prompts or sentence openers. Learners could work in pairs.		
	<b>Differentiation activities (Stretch):</b>		
	1. Learners could create a leaflet instead of a poster to give additional space for writing text.		
<b>Resources</b>	<b>Plenary</b>		
	1. Conclude the lesson by selecting learners to present their posters to the class.		
	2. Provide teacher and peer feedback.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.			
(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisement, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity for Grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).			
(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.			

<b>LESSON PLAN</b>		<b>LESSON: 9</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To read and understand an information text about healthy drink choices. <b>Speaking:</b> To participate in a discussion with a partner or group to work out the healthiest drink options.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• extract information from an information text</li> <li>• justify their opinions</li> <li>• know about healthier drink options.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to health, food and exercise</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce learning to develop, implement, and communicate new ideas in English to others effectively</li> </ul>		
<b>Key vocabulary:</b> <i>tea, milk, coffee, water, orange juice, squash, smoothie, sports drink, milkshake, fizzy pop, apple juice</i> <b>Key expressions/structure:</b> Giving opinions – <i>I think that... because...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Refer back to lessons 1–8.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 122 Workbook page 103		

## UNIT 7 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners: <i>What do you like to drink? How healthy is your favourite drink? How does your preferred drink help you to have a balanced diet?</i></li> <li>2. Discuss learners' responses and make notes on the board.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 122</b>	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners that they will be reading an article all about water as a healthy drink option.</li> <li>2. Ask learners to read the article quietly by themselves or with a partner.</li> <li>3. Ask learners to think of and suggest a title for the article. Take suggestions and write the learners' ideas on the board.</li> <li>4. Learners think of and note down a sub-heading suitable for each paragraph.</li> <li>5. Draw learners' attention to the <i>Reading tip</i> box and ask them which skill they think they need to use to complete Activity 5 (skimming).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select a variety of learners to read their sub-headings aloud to the class for peer feedback.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Coursebook page 122</b>	<p><b>Reading: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Ask learners which of the reading skills they think will help them to complete Activity 6 (scanning).</li> <li>2. Model how to scan the text to look for the answer to question 1: <i>Why is water the best choice?</i> Point out that the very first line of the article contains the same words as the question, alerting you to this being the answer.</li> <li>3. Learners answer the remaining five questions by finding the answers in the text.</li> <li>4. Learners read the article again and answer the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Put learners into small groups to check their answers. Ask each group to underline the line/s in the text that gave them their answers. When everyone in a group agrees, that group should put up their hands. Circulate and check each group's answers.</p> <p><b>Answers</b></p> <p>1 Water has no calories and contains no sugars; 2 It is a good source of calcium and is a mineral; 3 Milkshakes contain added sugar and are bad for our teeth; 4 100% fruit juice; 5 Lots of sugar and very few nutrients; 6 When you are doing endurance sports and need some extra energy.</p>

<p><b>Coursebook page 122</b></p>	<p><b>Speaking: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Organise learners into pairs or small groups.</li> <li>2. Learners use the information in the article to decide the order of drinks from most healthy to least healthy.</li> <li>3. Learners should be able to justify and explain their decisions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners can present their decisions to the rest of the class for peer and teacher feedback.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Organise learners into mixed ability groups. Provide additional teacher support as required.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners record their decision and reasons in writing.</li> </ol>
<p><b>Workbook page 103</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Organise the learners into teams. The teams race to be the first to unscramble all the anagrams.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to write the unscrambled anagrams on the board.</p> <p><b>Answers</b></p> <p>1 tea; 2 milk; 3 coffee; 4 water; 5 orange juice; 6 squash; 7 smoothie; 8 sports drink; 9 milkshake; 10 fizzy pop; 11 apple juice</p>
<p><b>Workbook page 103</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners find nine of the types of drink from Activity 3 in the wordsearch.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their wordsearch with a partner for feedback.</p>
<p><b>Workbook page 103</b></p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners that they will be reading the speakers' comments to find out which drink they like and matching them with the drinks shown below.</li> <li>2. Read the first comment aloud to the class and ask learners to suggest the answer.</li> <li>3. Ask learners to explain why they have selected the answer they chose. For example, the speaker said they like apples and oranges and fruit juice can be made from these.</li> <li>4. Learners read the remaining comments and match them with the drinks.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Draw the cups on the board and add the labels to show which drinks they are. Ask learners to come to the board and write the number of the speaker on the corresponding cup.</p> <p><b>Answers</b></p> <p>1 b; 2 e; 3 c; 4 d; 5 a</p>

<b>Resources</b>	<b>Plenary</b>		
	1. Conclude the lesson by conducting a tally survey of learners' favourite drinks. 2. Write a selection of four or five drinks on the board and ask learners to raise their hand to indicate their favourite drink.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisement, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity for Grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 10</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To read about Kenya's long-distance runners and answer questions to show understanding. <b>Speaking:</b> To contribute to class discussions about the food long-distance runners' might need. <b>Writing:</b> To write about daily routines using adverbs of frequency.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use adverbs of frequency to talk about daily routines</li> <li>• give own opinion on the Kenyan runners' diet and routines.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to food and nutrition</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>long-distance runners diet daily routine athletes</i> <b>Key expressions/structure:</b> Adverbs of frequency: <i>five times a day, twice a day; secret of their success, fairly small amounts, ...times a week, a lot of... once a week</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Refer back to lessons 1–9.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 123–124 Workbook page 104		

## UNIT 7 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<p>1. Ask the class what a long-distance runner is. Ask: <i>Do you know how they train?</i> Ask them about the sort of food these athletes eat and what they drink.</p> <p>2. Discuss what other things might be important for them.</p>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 123</b>	<p><b>Reading: Activity 1</b></p> <p>1. Learners look quickly at the text and decide which of the four points are mentioned in it. You might like to set a time limit of 20 seconds to encourage learners to only read for gist.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Name each bullet point item and ask learners to raise their hand if they think there is information on this in the text. Learners read the text in detail and find out if they were right. You could ask learners which sentences in each paragraph helped them to understand what the paragraph was about (topic sentences).</p> <p><b>Answers</b></p> <p>It contains information on the runners' diet, training routine and sleep habits. It does not contain information about their freetime activities.</p>
<b>Coursebook page 123</b>	<p><b>Reading: Activity 2</b></p> <p>1. Learners read the article: <i>Kenya's long-distance runners</i>. Is there any information they know now that they didn't know before?</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to discuss the information in the article with a partner before choosing some learners to tell the class their opinions about the article.</p> <p><b>Answers</b></p> <p>1 The writer was surprised that the athletes drink more than a litre of tea every day; 2 Learners' own answers; 3 Learners' own answers.</p>
<b>Coursebook pages 123–124</b>	<p><b>Writing: Activity 3</b></p> <p>1. Read the <i>Use of English</i> box on page 124 to the learners and explain that adverbs of frequency are useful in giving additional information about how often something happens.</p> <p>2. Ask learners to give examples of how often they do various activities. Collect ideas and write them on the board. Add your own ideas.</p> <p>3. Learners match the sentence openings with the information detailing how often the athletes do certain things.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate as learners work providing 1:1 support as necessary.</p> <p><b>Answers</b></p> <p>1 i; 2 a; 3 f; 4 h; 5 b; 6 e; 7 d; 8 g; 9 c</p>

	<p><b>Differentiation activities (Support):</b></p> <p>1. Re-read the article to these learners, reminding them to listen for key words identified by the sentence openers.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to identify and list all of the adverbs of frequency used in the article.</p>
<b>Workbook page 104</b>	<p><b>Activity 1</b></p> <p>1. Learners look at the pictures and use the prompts to write about Fahad's daily routines.</p> <p>2. You may wish to add more prompts to extend practise.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask various volunteers to come and write each sentence on the board. Elicit any necessary corrections from the rest of the group.</p> <p><b>Answers</b></p> <p>1 Fahad always gets up at 7 o'clock; 2 He usually has fruit juice in the morning; 3 He never has a big breakfast; 4 He often takes the bus to school; 5 He's never late for school; 6 He sometimes plays football; 7 Once a week, he plays the drums in the school orchestra/He plays the drums in the school orchestra once a week; 8 On Friday night, he's often tired</p>
	<p><b>Differentiation activities (Support):</b></p> <p>1. Provide the answers to the activity but in a jumbled up format on the board. Learners then match the correct answer with each picture.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to create a similar timetable to show their own routines.</p>
<b>Workbook page 104</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners write five sentences about their own life using the adverbs of frequency: <i>always, never, usually, often, sometimes.</i></p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Select learners to read their sentences to the class.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
	<p><b>Differentiation activities (Support):</b></p> <p>1. Provide additional prompts or sentence openers.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to extend the activity to write their entire daily routine or a paragraph about a specific part of their weekly routine.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Conclude the lesson by asking all the learners to stand in a circle. Each learner tells the person on their left a <i>never/sometimes/always</i> sentence about themselves.</p> <p>2. Learners then tell the whole class the person to the left's sentence, for example <i>Sam never travels by bus to school.</i></p>



<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisement, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity for Grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 11</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To read and understand an interview with a Chinese swimmer. <b>Listening:</b> To listen to a partner answering questions about their routines. <b>Speaking:</b> To answer questions and talk about their own routines. <b>Writing:</b> To use adverbs of frequency in relation to a healthy lifestyle.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use adverbs of frequency when speaking or writing about healthy lifestyles and routines</li> <li>• to ask and answer questions about healthy lifestyles and routines</li> <li>• understand more about the daily training routines of an athlete.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to food and healthy lifestyles</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>long-distance runners; diet, daily routine, athletes</i> <b>Key expressions/structure:</b> Adverbs of frequency: <i>five times a day, twice a day; secret of their success, fairly small amounts, ... times a week, a lot of ... once a week</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Refer back to lessons 1–10.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 124 Workbook page 105		

## UNIT 7 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 124</b>	<ol style="list-style-type: none"> <li>1. Introduce the lesson by asking the learners to recap on last lesson.</li> <li>2. Ask: <i>What do you usually have for breakfast? What do you usually have for lunch? How often do you exercise?</i></li> <li>3. Discuss learners' responses and write notes on the board.</li> <li>4. Explain that today's lesson will focus on describing our routines.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 124</b>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners read the <i>Use of English</i> box.</li> <li>2. Learners complete the sentences with adverbs of frequency.</li> <li>3. They look back at the Kenyan runners' text if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select learners to take turns to read one sentence each aloud to the class. Other learners comment if they agree or disagree.</p> <p><b>Answers</b></p> <p>1 twice a day; 2 four times a week; 3 usually; 4 never; 5 in the afternoon; 6 every 24 hours; 7 every day; 8 always</p>
<b>Coursebook page 124</b>	<p><b>Use of English: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to remind you what adverbs of frequency are.</li> <li>2. Read through the questions in Activity 5 with the learners and ask volunteer learners to respond to you asking them the questions.</li> <li>3. Tell learners to work with a partner to ask and answer the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate, checking for correct pronunciation and language, giving 1:1 feedback.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Get learners to make an adverbs of frequency chart before they do this activity. The chart should start with never at 0% one end and progress to always at 100% the other end. Learners refer to their charts when doing the activity.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write two or three further questions about their routines and habits to ask and answer with their partner.</li> <li>2. Ask learners to compare their routines with those of the runners. Are there any similarities?</li> </ol>

<p><b>Workbook</b> page 105</p>	<p><b>Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners read the interview and complete it by choosing the correct missing sentences.</li> <li>Tell them to read what comes before and after the options carefully, before deciding on their answer.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask two volunteer learners to stand in front of the class and roleplay the interview using their answers in the script. Provide feedback after they have acted out the dialogue to the class.</p> <p><b>Answers</b></p> <p>1 Do you train every day?; 2 What do you usually have for breakfast?; 3 Every morning I have tea with soya milk; 4 I usually swim for about an hour, from 7.00 am to 8.00 am.; 5 A snack?; 6 Yes, three times a week I go back to the pool in the evening; 7 Once a week, on Sunday, we go to my uncle's restaurant.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners practise roleplaying the dialogue with a partner. Remind learners to use expression.</li> </ol>
<p><b>Coursebook</b> page 124</p>	<p><b>Project: Activity 6</b></p> <ol style="list-style-type: none"> <li>Organise the learners into small groups and tell them they will be planning a menu.</li> <li>Tell the learners to imagine that tomorrow they will have a perfectly balanced diet – recap on what this means.</li> <li>Learners work together in small groups to plan the menu for the day.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask groups of learners to present their menus to other groups or to the whole class. Encourage positive peer feedback.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Conclude the lesson by putting the class into two teams.</li> <li>Ask each team to write a list of as many adverbs of frequency as they can think of.</li> <li>The winning team is the team with the biggest list in a given time (for example, one minute).</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisement, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity for Grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 12</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To read and understand an information text about energy. <b>Listening:</b> To listen to other learners talk about their energy input and output levels. <b>Speaking:</b> To ask questions relating to learners energy levels. <b>Writing:</b> To write sentences expressing own opinions about balanced healthy lifestyles.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• conduct a survey to investigate healthy lifestyles of peers</li> <li>• read and answer questions about energy levels</li> <li>• give their own opinion about healthy lifestyles.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to food and healthy lifestyles</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>energy, blood, oxygen, input, output, physically active, essential nutrients</i> <b>Key expressions/structure:</b> Opinions: <i>I agree/disagree because ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Refer back to lessons 1–11.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 125 Workbook page 106 Audio Track 33		

## UNIT 7 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 125	<ol style="list-style-type: none"><li>1. Ask learners to stand up in a space and jump up and down, jog on the spot or wave their hands in the air. Establish that to move in a vigorous way they are using energy.</li><li>2. Ask learners if they know how they get the energy they need to move. Elicit that it is from the food they eat.</li><li>3. Ask learners if they think they need a small or large amount of energy. Establish that different people may need different amounts of energy depending on how active they are.</li></ol>
Resources	Main Activity
Coursebook page 125 Audio Track 33	<p><b>Listening and Reading: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Tell learners that they are going to listen to an interview with a scientist. They should listen to hear the gist of the conversation and answer the question: <i>What are they talking about?</i></li><li>2. Ask learners to note down key words that they hear during the conversation. This will help them to complete Activity 2.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners what the gist of the conversation was. Ask learners to tell you key words they have written down, and write them on the main board.</p> <p><b>Answers</b> The conversation is about energy.</p>
Coursebook page 125	<p><b>Listening and Reading: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Read through the questions to or with the learners.</li><li>2. Play the audio again to remind learners of the interview. Allow learners to make notes.</li><li>3. Learners match the extracts from the interview with the questions.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to compare their answers with a partner. Then select volunteers to tell their answer to the class and check that other learners agree.</p> <p><b>Answers</b> 1 B; 2 C; 3 A; 4 D</p>

<b>Coursebook</b> <b>page 125</b>	<p><b>Listening and Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to answer the questions. They should try to remember the answers but then check their answers using the text.</li> <li>2. The questions could be answered verbally in pairs or written down independently.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners should check their own answers in the text. Write the answers on the board and ask learners to compare.</p> <p><b>Answers</b></p> <p>1 a; 2 b; 3 b; 4 a; 5 b</p>
<b>Workbook</b> <b>page 106</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they will conduct a survey, asking their classmates about energy, activity and food.</li> <li>2. Ask learners to work in pairs or small groups to brainstorm ideas for questions they could ask.</li> <li>3. Learners decide on three questions and write them in the table down the left-hand column.</li> <li>4. Learners decide how they will record their classmates answers, then move around the classroom asking and answering questions.</li> <li>5. Learners record the answers in the table on the right hand side.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Circulate and support learners as required.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Workbook</b> <b>page 106</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners discuss in a small group the information they have found out. Ask if they can make any conclusions.</li> <li>2. Learners record their conclusions in the Workbook. Encourage all learners to write at least three sentences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Hold a class discussion of the learners' conclusions before asking learners to write. When learners are writing, circulate to offer support as required.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide vocabulary or sentence openers. Learners could work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to create and deliver a presentation using their conclusion information. They could present it to the whole class or a smaller group.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Conclude the lesson by asking learners to debate the statement: <i>People should be allowed to choose any lifestyle they want – whether it be healthy or not.</i></li> </ol>



<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example,</p> <ul style="list-style-type: none"> <li>• making offers and requests,</li> <li>• making suggestions,</li> <li>• expressing likes and dislikes,</li> <li>• expressing preferences,</li> <li>• giving advice using ought to, you'd better,</li> <li>• obligating and prohibiting,</li> <li>• making assumptions and predictions (for example, She must be busy, she doesn't answer the phone.),</li> <li>• expressing agreement and disagreement,</li> <li>• expressing opinion.</li> </ul> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisement, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity for Grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).</p>			

<b>LESSON PLAN</b>		<b>LESSON: 13</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To read and understand a dialogue and information text about exercise. <b>Speaking:</b> To participate in discussions about exercise, contributing own ideas. <b>Writing:</b> To write a persuasive letter to a friend about the benefits of exercise; to record own exercise.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• discuss the benefits of regular exercise as part of a healthy lifestyle</li> <li>• read and write information about exercise.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to health, food and exercise</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce learning to develop, implement, and communicate new ideas in English to others effectively</li> </ul>		
<b>Key vocabulary:</b> <i>exercise, sports, endorphins, fitness, strength, stamina, suppleness, physical activity</i> <b>Key expressions/structure:</b> Persuasion/explanation: <i>you should ... because ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may require further discussion on what type of activities count as exercise. Discuss walking and moving, for example, when doing chores at home as ways of being physically active.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 126 Workbook page 107 Audio Track 34		

## UNIT 7 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
Coursebook page 126	<ol style="list-style-type: none"> <li>Learners work with partners or in small groups.</li> <li>Ask learners to brainstorm and record as many different ways of getting physical activity as they can.</li> <li>You could hold a competition between teams to see who gets the most ideas.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
Coursebook page 126 Audio Track 34	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>Ask learners if they attend a sports club and how they feel about exercise. Does everyone enjoy keeping fit?</li> <li>Tell learners they will listen to a dialogue between Hussain and Rashid. They can also read the dialogue in their Coursebook. However, encourage them to listen for the information they need first before reading it in the Coursebook. Make sure learners understand what information they should be listening for.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Tell learners they should have heard four reasons why Rashid doesn't want to do any exercise. Arrange learners in small groups and tell them to pool their answers to see if they have all four. Circulate checking which groups are struggling. If some groups do not have all four answers, tell them they can send one person to another group to 'borrow' an answer. Repeat until all groups have all four reasons written down. Play the audio again for consolidation.</p> <p><b>Answers</b></p> <p>Rashid doesn't want to do exercise because he's got better things to do with his time; he can't be bothered; it's not cool to be hot and sweaty; showering and changing takes too much effort</p>
Coursebook page 126	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>Learners work with partners or in small groups.</li> <li>Ask learners to discuss how important they think it is to exercise and their experiences of how often and the types of exercise they do.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Circulate as pairs are talking and make a note of a few common errors and examples of good use of language. Write some of the common errors on the board without saying who made them and ask the group if they can correct them. Write some of the examples of good use of language on the board and drill these both chorally and individually.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

<p><b>Coursebook</b> page 126</p>	<p><b>Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>Learners write to Rashid to persuade him to take part in some form of physical activity.</li> <li>Ideas for content are provided in Unit 7 in the Coursebook.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Select learners to read aloud to the class for peer feedback.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Provide a vocabulary bank or sentence openers. Learners could work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners should use Rashid's earlier excuses to provide counter-arguments in their written work.</li> </ol>
<p><b>Workbook</b> page 107</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners read the article about types of activity and then answer true or false for the statements.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read the statements aloud to the class and ask them to raise their hand to show if they think the statements are true or false.</p> <p><b>Answers</b></p> <p>1 F; 2 T; 3 T; 4 F; 5 T; 6 T</p>
<p><b>Workbook</b> page 107</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners record their own activity levels in the chart.</li> <li>Learners could record their activity over a period of time or reflect on what they usually do.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Select one or two learners to share their charts by presenting them at the front of the class.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Conclude the lesson by selecting learners to talk to the class about their exercise routines. They should present the types of activity they do, how often they do it, whether they enjoy it and whether they feel it is adequate for leading a balanced and healthy lifestyle.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example,</p> <ul style="list-style-type: none"> <li>• making offers and requests,</li> <li>• making suggestions,</li> <li>• expressing likes and dislikes,</li> <li>• expressing preferences,</li> <li>• giving advice using ought to, you'd better,</li> <li>• obligating and prohibiting,</li> <li>• making assumptions and predictions (for example, She must be busy, she doesn't answer the phone.),</li> <li>• expressing agreement and disagreement,</li> <li>• expressing opinion.</li> </ul> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisement, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity for Grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To read and recognise sentences that use adverbs of frequency. <b>Speaking:</b> To talk about and reflect upon learning from the past week's lessons. <b>Writing:</b> To write answers to questions about healthy lifestyles; to write a blog about healthy habits.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• review and consolidate vocabulary related to health, food and exercise</li> <li>• review and consolidate use of adverbs of frequency.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to health, food and exercise; adverbs of frequency</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> All vocabulary from Unit 7 lessons 8–13: <i>healthy lifestyles, nutrition, balanced diet</i> <b>Key expressions/structure:</b> Adverbs of frequency		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Refer back to lessons 8–13.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 127 Workbook page 108		

## UNIT 7 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 127</b>	<ol style="list-style-type: none"><li>1. Split the class into two teams.</li><li>2. Challenge each team to brainstorm as many ideas as they can about the things they have learned during the past week.</li><li>3. Set a time limit of 3 minutes.</li><li>4. Ask a member of each team to read out their ideas. Which team had the most?</li></ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 127</b>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Learners copy the table into their notebook. Tell learners that they are going to try to remember as much vocabulary as they can from the previous week.</li><li>2. Learners work with a partner to fill in as many vocabulary words as they can under each heading. Before learners begin, ask for some examples, or provide examples yourself for each column to get them started.</li><li>3. Learners can race to see who can complete the table the quickest or who can find the most words.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask the pairs to raise their hands to show how many words they have listed. Draw the table on the board and ask learners to add their words to the columns.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Coursebook page 127</b>	<p><b>Use of English: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Learners rewrite the sentences in the correct order paying particular attention to the position of the adverb of frequency.</li><li>2. Use the first sentence to model how learners should complete the task. Speak out loud as you experiment with re-ordering the words and read the sentence back to check it makes sense.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write the answers on the board for learners to check their answers against.</p> <p><b>Answers</b></p> <p>1 Rashid usually reads the paper in the morning; 2 He is sometimes late for class; 3 Does she often help her mother?; 4 You rarely study for exams.</p>

<p><b>Coursebook</b> page 127</p>	<p><b>Use of English: Activity 3</b></p> <p>1. Learners rewrite the sentences using the adverb in brackets in the correct position. 2. Before learners begin, use the first sentence as a model to demonstrate how to insert the adverb. Read the sentence aloud to show learners how they can check by reading their sentences.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read each sentence aloud and insert the adverb into different positions. Learners call out when you say it in the position that matches their answer. Discuss any misunderstandings as you go through the sentences.</p> <p><b>Answers</b></p> <p>1 She often runs in the park; 2 They sometimes help with the chores; 3 Jamal is usually very friendly; 4 I always see Hannah on my journey to school; 5 Paul never gets angry.</p>										
<p><b>Coursebook</b> page 127</p>	<p><b>Writing: Activity 4</b></p> <p>1. Learners answer the questions about being healthy. 2. Before learners begin, read through each question to check their understanding. 3. Remind learners that they can turn to previous lessons to check information. 4. Encourage learners to answer in full written sentences.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>While learners are writing, circulate offering support as required.</p> <p><b>Example answers</b></p> <p>1 You might become dehydrated; 2 Water is the healthiest drink option; 3 An athlete requires more energy than most people; 4 We need enough energy to match our output (activity) levels; 5 They are all types of exercise.</p>										
<p><b>Workbook</b> page 108</p>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners complete the chart by filling in the missing words. 2. Remind learners that they can turn to previous lessons to check information.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Draw the chart on the board and invite learners to come to the front and complete it with their answers.</p> <p><b>Answers</b></p> <table border="1" data-bbox="432 1608 1069 1820"> <thead> <tr> <th>Adjective</th> <th>Adverb</th> </tr> </thead> <tbody> <tr> <td>good</td> <td>better</td> </tr> <tr> <td>bad</td> <td>badly</td> </tr> <tr> <td>quick</td> <td>quickly</td> </tr> <tr> <td>easy</td> <td>easily</td> </tr> </tbody> </table>	Adjective	Adverb	good	better	bad	badly	quick	quickly	easy	easily
Adjective	Adverb										
good	better										
bad	badly										
quick	quickly										
easy	easily										



<b>Workbook page 108</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners use some of the words from the table and the words in the box to write an article about healthy habits in the school blog.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>While learners are writing, circulate the classroom, checking understanding and offering support where required.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Learners could work in pairs. Provide prompts or sentence openers.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to practise presenting their blog by reading it to a partner who provides peer feedback and asks questions.</p>
<b>Resources</b>	<b>Plenary</b>
<b>Workbook Page 108</b>	<p>1. Conclude the lesson by asking learners to reflect upon their achievements across the past week.</p> <p>2. Refer to the <i>Can do statements</i> in the Self-assessment activity (Activity 3).</p>

**Learning styles catered for (✓):**

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
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**Assessment for learning opportunities (✓):**

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback

**Standards/SLOs:**

(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.

(G7.4.2.1.1.) Write using:

- past simple, past continuous, present perfect, present perfect continuous,
- verbs in different forms (for example, indicative, imperative, interrogative, conditional, and subjunctive),
- active and passive voice,
- zero and definite articles,
- first conditional,
- deduction and assumption: must be, could be, can't be,
- possibility: may, might and could,
- expressing opinion, likes, dislikes, preference, agreement, and disagreement,
- adjectives (comparative and superlative),
- adverbs, relative adverbs (for example, where and when),
- prepositions,
- phrasal verbs,
- verbs that take gerund,
- verbs that take infinitive,
- broader range of intensifiers such as too, enough,
- passive voice,
- collocations,
- defining and non-defining relative clauses.

<b>LESSON PLAN</b>		<b>LESSON: 15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To consolidate learners' ability to use vocabulary and grammar in English related to the theme of health, food and exercise. <b>Writing:</b> To consolidate learners' ability to use vocabulary and grammar in English related to the theme of health, food and exercise.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• apply knowledge of adverbs of frequency</li> <li>• recall topic-related vocabulary</li> <li>• give examples of foods from different food groups</li> <li>• explain why our bodies need a balanced diet.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Review of all Unit 7 content: health, food and exercise</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> All vocabulary from Unit 7: health, food and exercise <b>Key expressions/structure:</b> Review of Unit 7		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Review of Unit 7</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 128		

## UNIT 7 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Introduce the lesson by telling learners that this is a review lesson and provides opportunities to apply their learning from Unit 7.</li> <li>2. Ask learners: <i>What skills and topics have we been learning about?</i></li> <li>3. Brainstorm ideas on the board.</li> </ol>
<p><b>Resources</b></p> <p><b>Coursebook page 128</b></p>	<p><b>Main Activity</b></p> <p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Write the words <i>protein, carbohydrate, fat, sugar</i> on the four corners of the board.</li> <li>2. Invite learners to come to the front and add examples of food that belong in each food group.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Provide instant feedback as learners add their ideas to the board.</p> <p><b>Example answers</b></p> <p>1 protein: meat, fish, eggs, pulses, nuts; 2 carbohydrates: bread, rice, pasta, noodles; 3 fat: butter, cheese, yogurt; 4 sugar: sweets, honey, biscuits; 5 vitamins and minerals: fruit and vegetables.</p>
<p><b>Coursebook page 128</b></p>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Arrange learners to work in pairs.</li> <li>2. Challenge the learners to solve the clues to identify the scientific words.</li> <li>3. You could challenge the pairs of learners to race to solve all the clues.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Call out each answer but in a jumbled order and ask learners to call out the clue it matches with.</p> <p><b>Answers</b></p> <p>1 brain; 2 blood; 3 dehydration; 4 energy; 5 iron</p>
<p><b>Coursebook page 128</b></p>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to read each sentence carefully.</li> <li>2. They then choose the best option a–c to complete it.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Model the answers by reading each correct sentence aloud so learners can hear it.</p> <p><b>Answers</b></p> <p>1 c; 2 a; 3 b; 4 c; 5 b; 6 b</p>

<b>Coursebook page 128</b>	<b>Writing: Activity 4</b> 1. Tell learners to read sentences 1–5 and a–e carefully. 2. They then match them. <b>CORE</b> <b>Feedback</b> Ask for volunteers to give one answer each and say it aloud to the class. Other learners comment if they agree or disagree.
	<b>Answers</b> 1 e; 2 a; 3 b; 4 d; 5 c
	<b>Differentiation activities (Support):</b> 1. Remind learners to use the content of the previous lessons in the Coursebook to remind them of vocabulary, grammar and content.
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to join the sentence parts together using <i>which</i> .
<b>Resources</b>	<b>Plenary</b> 1. Ask learners: <i>What did you enjoy learning about the most in Unit 7? Which areas do you feel we still need to improve on?</i>

**Learning styles catered for (✓):**

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
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**Assessment for learning opportunities (✓):**

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback

**Standards/SLOs:**

- (G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.  
(G7.4.2.1.1.) Write using:
- past simple, past continuous, present perfect, present perfect continuous,
  - verbs in different forms (for example, indicative, imperative, interrogative, conditional, and subjunctive),
  - active and passive voice,
  - zero and definite articles,
  - first conditional,
  - deduction and assumption: must be, could be, can't be,
  - possibility: may, might and could,
  - expressing opinion, likes, dislikes, preference, agreement, and disagreement,
  - adjectives (comparative and superlative),
  - adverbs, relative adverbs (for example, where and when),
  - prepositions,
  - phrasal verbs,
  - verbs that take gerund,
  - verbs that take infinitive,
  - broader range of intensifiers such as too, enough,
  - passive voice,
  - collocations,
  - defining and non-defining relative clauses.

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 7	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to talk about their project as part of the planning process. <b>Reading:</b> To develop learners' ability to research a project topic. <b>Writing:</b> To write a presentation of their own with at least three paragraphs.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• organise and manage their time</li> <li>• work independently</li> <li>• create a presentation for Unit 7.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Review of Unit 7</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Initiative and Self-direction: Reinforce the learning process to set goals, manage time, and work independently by monitoring, defining, and prioritising tasks to complete the project</li> </ul>		
<b>Key vocabulary:</b> Unit 7 review: health, food, exercise <b>Key expressions/structure:</b> Unit 7 review		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Refer back to Unit 7, Lessons 1–15</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 129 Access to the Internet Realia: Menus/food product labels		

## UNIT 7 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Establish that completing a project helps learners to demonstrate their application of learning from the unit.</li> <li>2. Tell learners that they will be creating a project, from a choice of two topics, to present in the next lesson.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 129</b>	<p><b>Choosing a project</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the project options on page 129 of the Coursebook. Read through the details for each project and ask learners to think about which project they would prefer to complete.</li> <li>2. Ask learners some questions linked to the project descriptions to help them think more carefully about their preference.</li> </ol> <p><b>Feedback</b></p> <p>Make a note of learners' ideas and answers on the board for later reference.</p>
<b>Coursebook page 129</b>	<p><b>Creating the project</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to choose which presentation they will create.</li> <li>2. Ask learners to complete their chosen presentation using the guidance in the Coursebook.</li> <li>3. Support learners to think about the content of their presentation by moving around the classroom and discussing their ideas 1:1.</li> <li>4. When learners have prepared their presentations, have them practise informally with their presentation partner for Project A, or with another learner who has chosen Project B. Support learners by monitoring their practice presentations, inputting useful phrases and vocabulary where appropriate.</li> </ol> <p><b>Feedback</b></p> <p>Encourage learners to share ideas with their peers as they plan and write.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Project A is designed to be delivered in pairs. This may suit less confident or less able learners, or those who need extra support in speaking activities. Provide vocabulary banks and access to lesson material from earlier in the unit.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Project B is designed to be delivered by individuals. This may suit more confident or more able learners. Encourage learners to focus on the quality of the information in their projects.</li> </ol>
<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>1. Conclude the lesson by checking on learners' progress.</li> <li>2. Ask learners to reflect on the preparation lesson.</li> <li>3. Ask: <i>How do you feel about your project? Do you feel ready to present it in the next lesson?</i></li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.4.1.1.1) Write texts of more than two paragraphs with simple, compound and complex sentences, using a range of subordinating conjunctions and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p> <p>(G7.4.3.1.1) Build upon and continue applying conventions learned previously; use a semicolon and conjunctive adverb to link two or more closely related independent clauses.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 17</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To show listening skills by listening appropriately to others' presentations. <b>Speaking:</b> To develop learners' ability to present clearly to the class.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• give a short presentation about their work</li> <li>• give constructive feedback to their peers.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary associated with health, food and exercise</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Initiative and Self-direction: reinforce the learning process to set goals, manage time, and work independently by monitoring, defining, and prioritising tasks to complete the project</li> </ul>		
<b>Key vocabulary:</b> Unit 7 review <b>Key expressions/structure:</b> Unit 7 review		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Refer to Unit 7, Lessons 1–15.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 130		



## UNIT 7 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Introduce the lesson by discussing the two presentations with the learners.</li> <li>2. Ask learners to raise their hand if they have prepared a presentation about long-distance runners. Ask learners to tell you the features they have used. Record these on the board for use as assessment criteria.</li> <li>3. Ask learners to raise their hand if they have prepared a presentation about food labels or menus. Ask learners to tell you the features they have used. Record these on the board for use as assessment criteria.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 130</b>	<p><b>Presentation preparations</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that this lesson will be for presentations about their projects. Each learner will be expected to speak briefly about the work they have done and then present it.</li> <li>2. Ask if there are any questions.</li> <li>3. Tell learners that they will be commenting on each other's work after the presentations, so they will need to be ready to say two things about each presentation: a) the best thing about it; b) something they have learned from it.</li> <li>4. Arrange the classroom layout in a suitable style for watching presentations. You may wish to adjust tables and chairs to create a semi-circle shape around a presentation stage area.</li> <li>5. Allow learners a short time to gather their presentation materials and rehearse their presentations if necessary.</li> <li>6. Refer learners to look at the <i>Speaking tips</i> and Peer assessing guidance in the Coursebook on page 130.</li> </ol>
<b>Coursebook page 130</b>	<p><b>Presentations</b></p> <ol style="list-style-type: none"> <li>1. Select learners to present their projects to the class.</li> <li>2. Remind learners to stand confidently, make eye contact with listeners where possible, maintain good posture and speak in a clear manner with a suitable pace.</li> </ol> <p><b>Feedback</b></p> <p>At the end of each presentation, give verbal feedback, focusing on positive aspects to model for the class. Ask one or two learners to give constructive feedback.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Support learners as needed. You may need to prompt speaking and listening skills, or offer pronunciation and intonation support.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to speak confidently.</li> </ol>
<b>Resources</b>	<b>Plenary</b>
<b>Coursebook page 130</b>	<ol style="list-style-type: none"> <li>1. Congratulate learners on giving their presentations.</li> <li>2. Ask one or two learners to tell everyone something they have learned from any of the presentations.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker’s claims and conclusions.</p> <p>(G7.2.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p>			

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LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss and describe animals. <b>Reading:</b> To read about animals and animal characteristics. <b>Listening:</b> To listen to descriptions of animals. <b>Writing:</b> To label different animals.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• talk about animal groups and their characteristics</li> <li>• differentiate between different animal groups.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Animals</li> <li>• Present Simple</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>horse, camel, leopard, spider, butterfly, snake, whale, frog, chameleon, sloth, roadrunner, fish, elephant, lion, tiger, zebra, giraffe, panda, goat, sheep, duck, shark, penguin, kangaroo, fox, rabbit, bird, mammal, amphibian, reptile, Siamese fighting fish, beak</i> <b>Key expressions/structures:</b> Present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may be apprehensive about the listening activity. Ensure that the audio is played as many times as necessary.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 131 Workbook pages 109 and 110 Audio Track 35		

## UNIT 8 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 131</b>	<ol style="list-style-type: none"> <li>1. Ask: <i>Do you like animals? What animals do you like? Are there any you dislike or are afraid of? Why?</i></li> <li>2. Ask learners to describe their favourite animal without saying which it is. The class guesses the animal. This activity could be completed in pairs.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 131</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read descriptions 1–5 and match them to the correct picture a–e.</li> <li>2. Ask them what each animal is: <i>bird, mammal, fish, amphibian</i> or <i>reptile</i>. Use the photos to teach these terms as necessary. Get learners to record any new vocabulary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check answers in pairs. Ask learners if they can add more animals to each category.</p> <p><b>Answers</b></p> <p>1 c; 2 a; 3 e; 4 b; 5 d</p>
<b>Coursebook page 131</b> <b>Audio Track 35</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they will listen to a description of the animals in the pictures on page 131 of their Coursebook.</li> <li>2. Ask learners to listen for an additional piece of information about each animal.</li> <li>3. Learners listen to the audio and take notes while listening.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Play the audio, pausing after each description. Then check answers as a class.</p> <p><b>Answers</b></p> <p>1 (roadrunner) The roadrunner lives in the desert in the north of Mexico and in the south-west of the USA.</p> <p>2 (green tree frog) Most adult frogs can change their colour.</p> <p>3 (sloth) Sloths live in the forests of Central and South America.</p> <p>4 (chameleon) So their name means 'earth lion'.</p> <p>5 (Siamese fighting fish) They can live for up to nine years.</p>
<b>Workbook page 109</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners look at the pictures and label the animals.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Choose volunteers for each of the animals and see if the class agrees.</p> <p><b>Answers</b></p> <p>1 horse; 2 camel; 3 leopard; 4 spider; 5 butterfly; 6 snake; 7 whale; 8 frog; 9 chameleon; 10 sloth; 11 roadrunner; 12 fish; 13 elephant; 14 lion; 15 tiger; 16 zebra; 17 giraffe; 18 panda; 19 goat; 20 sheep; 21 duck; 22 shark; 23 penguin; 24 kangaroo; 25 fox; 26 rabbit</p>

	<p><b>Differentiation activities (Support):</b></p> <p>1. Encourage these learners to use their Coursebook to support them during this task. Ask learners to work in small groups for this task to encourage peer teaching.</p>		
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Before you feedback, pair these learners with support learners and ask them to check the answers and spellings with them.</p>		
<b>Workbook page 110</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners look at the categories and find animals for each one from the pictures on page 109.</p> <p>2. Do several examples with the whole group before learners begin the task individually. Prompt the learners by writing the first letter and dashes for the remaining letters of the animal name on the board, for example, p _ _ _ _ _ (penguin).</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers in pairs.</p> <p><b>Answers</b></p> <p><i>birds: roadrunner, duck, penguin; reptiles: snake, chameleon; amphibian: frog</i></p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Teacher reads out an animal category at random and points to a learner. The learner then has to say one fact about that animal and /or has to come and spell the animal name on the board, for example:</p> <p><b>Teacher:</b> <i>Tiger</i></p> <p><b>Learner:</b> <i>A tiger has stripes. A tiger is orange. Tiger is spelled T-I-G-E-R.</i></p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To revise animal names. <b>Reading:</b> To read definitions about animals. <b>Writing:</b> To name animal parts and solve anagrams.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>expand their knowledge of the world around them by learning about animal species, inherited characteristics and habitats.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Animals</li> <li>Present simple</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>lungs, shell, feathers, fur, scales, fins, gills, skin; to breathe, to breed; butterfly, lion, giraffe, panda, kangaroo, snake, camel</i> <b>Key expressions/structure:</b> Present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may find some of the vocabulary and expressions challenging. Give them support with vocabulary where required.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 132 Workbook page 110		

## UNIT 8 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Tell learners that you are thinking of an animal from lesson 1.</li> <li>2. Describe the animal, for example, <i>I'm thinking of an animal that moves very slowly and can't run quickly, so it hides from other animals. It hangs from trees.</i> (a sloth)</li> <li>3. Ask a learner to describe another animal from lesson 1 and the rest of the class guesses. Elicit the other animals from the previous lesson.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 132</b>	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read definitions a–j and words 1–10.</li> <li>2. Give an example with the whole group.</li> <li>3. Ask learners to work individually and match the definitions and words. Monitor while learners are working and note their errors before feedback.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers with a partner and then feedback to the whole class.</p> <p><b>Answers</b></p> <p>1 i; 2 g; 3 d; 4 f; 5 c; 6 j; 7 b; 8 h; 9 e; 10 a</p>
<b>Coursebook page 132</b>	<p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners read about each animal type first before they look at the sentences. This could be done aloud around the class.</li> <li>2. They should also study the <i>Did you know?</i> box for information about a constant body temperature – that the body temperature remains largely the same.</li> <li>3. Learners work individually to match each sentence with an animal group. Ask learners to check their answers in pairs or small groups.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Select individual learners by asking them to raise their hands.</p> <p><b>Answers</b></p> <p>1 D; 2 C; 3 A; 4 E; 5 B</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to record any new vocabulary. They may find it useful to draw pictures to help them remember meanings. Make dictionaries available.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work with a partner or small group and ask and answer questions about the different categories. The learner(s) can use their books to help them ask the questions, for example, <i>Does a reptile breathe with its lungs?</i> (Yes, it does.), <i>Do mammals have fins?</i> (No, they don't.). The learner(s) answering should try to recall the information. Learners then swap roles.</li> </ol>

<p><b>Workbook page 110</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the definitions on page 110 of their Workbook.</li> <li>2. Ask learners to work individually to spell the words.</li> <li>3. Monitor while learners are working and check spelling errors as necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Provide a copy of the answer key for each learner so they can check their own work and develop more autonomy.</p> <p><b>Answers</b></p> <p>1 gills; 2 fur; 3 skin; 4 shell; 5 feathers; 6 scales; 7 lungs; 8 fins; 9 breathe; 10 breed</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in small groups to give additional support to these learners and encourage peer teaching.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. For fast finishers, ask learners to work with a partner and practise spelling the words, for example, one learners asks, <i>How do you spell 'lungs'?</i> If their partner spells it correctly, they get a point. Learners swap roles and recycle the task.</li> </ol>
<p><b>Workbook page 110</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to read the animals and the descriptions. Tell learners that they are going to try and 'beat the clock'. Set a time limit - you could use a countdown clock on the IWB or a timer on a phone.</li> <li>2. Learners work in small groups to complete the task. Encourage learners to help each other in their groups.</li> <li>3. Ask one learner from each small group to move to another group to check their team's answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Select individual learners, and ask them to write the answers on the board. Learners check their answers and correct them as necessary.</p> <p><b>Answers</b></p> <p>1 e; 2 c; 3 f; 4 b; 5 g; 6 d; 7 h; 8 j; 9 i; 10 a</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to underline key vocabulary in the descriptions, and prompt learners by asking questions, for example 7h (a camel: an animal that can survive without water for a long time), prompt learners by asking, <i>Can it live in the desert? Does it have a hump?</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to work with a partner or small group and add additional information to the definitions, for example, 10a (an insect with eight legs). Elicit answers, for example, <i>It makes a web to catch and eat food.</i></li> </ol>



<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. To round off the lesson, write the word 'snake' on the board. Elicit an example of an animal that begins with 'e', for example, <i>elephant</i>. Keep building up the word snake with the whole group as a practice round.</li> <li>2. Divide the class into four small groups and ask learners to come to the board in four lines, with each learner standing one behind the other, facing the board. Tell the learners that they have to spell as many animals as they can, but the first letter has to start with the last letter of the last animal, as previously practised. The first learner in each team can choose any animal to begin with. Each learner spells an animal and then passes the chalk/pen to the learner behind them, and so on.</li> <li>3. As the game progresses, reduce the time allowed for each round.</li> <li>4. The winning team is the one with the most correctly spelled animal names by the end of the round.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes.</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To revise animal vocabulary and ask questions. <b>Writing:</b> To write questions for a partner, answer comprehension questions and write animal facts. <b>Reading:</b> To read animal facts.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>ask questions about animals using familiar question starters</li> <li>increase knowledge and language surrounding the topic of the world of animals.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Animal vocabulary</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>ducks, geese, birds of prey, carnivore, ostrich</i> <b>Key expressions/structures:</b> Question starters: <i>which, where, why, how, what</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>When learning new vocabulary, use the Internet to show pictures of the new animal vocabulary.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 131 and 133 Workbook page 111 Realia: If appropriate photographs / Internet links to different animals		

## UNIT 8 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they can remember the names of each animal in Activity 1 (a–e on page 131) without looking at the text.</li> <li>2. For an extra challenge, ask: <i>Can you remember which animal group they belong to?</i></li> </ol> <p><b>Answers</b></p> <p>a) green tree frog / amphibian; b) chameleon / reptile; c) roadrunner / bird; d) Siamese fighting fish / fish; e) sloth / mammal</p>
<p><b>Resources</b></p> <p><b>Coursebook page 133</b></p>	<p><b>Main Activity</b></p> <p><b>Writing and Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of the five main question starters: <i>which, where, why, how</i> and <i>what</i>. Give an example: <i>Which bird has a very long neck?</i> The answer is: <i>This one – the ostrich.</i></li> <li>2. Ask learners to complete Activity 1 individually by writing in their notebooks.</li> <li>3. When they have finished, put learners in pairs to ask each other their questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate around the class to check questions are structured correctly, then put learners into small groups to practise their questions.</p>
<p><b>Coursebook page 133</b></p>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that you are going to read out the text about birds. And that as you are reading, learners should count the number of bird names that they hear. Read the passage aloud with the learners, or confident learners could read to the class if they wished.</li> <li>2. Ask learners how many bird names they heard (4). Ask them which bird names they heard (duck, geese, bee hummingbird and ostrich). Ask learners which two appear in the photos on the page (duck and ostrich). Can learners identify the bird in the other photo? Ask learners to scan the <i>Did you know</i> box to find out the name in English. (falcon)</li> <li>3. Learners should answer the questions in their notebooks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>It is important that learners understand the vocabulary in the reading activity so check when reading that everyone understands. Choose volunteers for whole class feedback.</p> <p><b>Answers</b></p> <p>1 Ducks and geese live in rivers; 2 Birds of prey (are carnivores and hunt) eat other animals and insects; 3 The smallest bird in the world is the male bee hummingbird; 4 The tallest bird in the world is the 2.7-metre tall ostrich; 5 An ostrich can weigh up to 120 kilograms; 6 Birds sing to communicate with each other.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Read the text with individual learners and discuss.</li> <li>2. Put key vocabulary from the reading text on the board.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. For fast finishers, ask them to write an additional two questions about the text. Learners then swap their questions with a partner and answer them.</li> </ol>

<b>Workbook page 111</b>	<b>Workbook: Activity 1</b> 1. Ask learners to read the words in the box. Give oral models, then provide choral and individual drills. 2. Ask learners to read the definitions and match the words. 3. Monitor while learners are on task to upgrade as required. <b>DESIRABLE</b> <b>Feedback</b> Nominate learners by asking them to raise their hands.  <b>Answers</b> 1 carnivores; 2 a beak; 3 sharp; 4 talons; 5 a bee hummingbird		
<b>Workbook page 111</b>	<b>Workbook: Activity 2</b> 1. Ask learners to read the questions. 2. Elicit examples from the learners before they work with a partner. 3. Learners discuss the questions with a partner or a small group. 4. Then, learners individually write answers to the questions. Remind them to write complete sentences. Provide learners with bilingual dictionaries if they need to check spelling. <b>DESIRABLE - could be done as homework</b> <b>Feedback</b> Nominate learners by name and write possible answers on the board so that all learners can add other answers to their own, where applicable.  <b>Possible answers</b> 1 a woodpecker 2 a falcon / an eagle 3 a falcon / an eagle / a hawk 4 ducks and geese 5 Learners' own answers 6 a hummingbird / a finch 7 an ostrich / an emu 8 a parrot.		
<b>Resources</b>	<b>Plenary</b> 1. Gather all learners together and ask them to reflect on what they have learned. 2. Ask for definitions of some of the key vocabulary covered in the previous three lessons.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b> (G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to other's suggestions regarding possibility and impossibility. <b>Speaking:</b> To discuss different birds in the UAE. <b>Reading:</b> To scan a text about UAE birdlife in the UAE. <b>Writing:</b> To write sentences using <i>could</i> to describe possibility or make suggestions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• develop their lexical range when discussing birds' features</li> <li>• discuss opinions about possibility</li> <li>• develop more awareness of the fauna of the UAE</li> <li>• write accurate sentences using <i>could</i> for possibility and suggestion.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• The natural environment</li> <li>• Birds and habitat</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems</li> </ul>		
<b>Key vocabulary:</b> <i>beak, talons, claws, migrate, feathers, habitat, nectar, insects</i> <b>Key expressions/structures:</b> <i>could</i> for possibility and suggestion		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners at this level want to read and understand every word in the text. To encourage learners to become more aware of applying efficient reading strategies, encourage learners to underline key words in the questions as this will help guide them for scanning for answers in the text. Tell learners that they do not need to read and understand everything to complete the task. Encourage learners to keep reading, particularly when they come across a word that they do not know.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 134 Workbook page 112 Teacher-sourced images of migratory birds to the UAE from the Internet, for example, a Russian eagle.		

## UNIT 8 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10)

<b>Resources</b>	<b>Starter</b>  1. Ask learners if they see birds when they go to school, play sports outside or go to the park. If learners do, ask them to describe the birds, what they look like, do they have large or small beaks, do they have talons or claws? 2. If learners don't see many birds, show a clip of a Russian eagle (or any other birds) which migrates to the UAE. 3. Ask learners to describe the image(s).
<b>Resources</b>  <b>Coursebook page 134</b>	<b>Main Activity</b>  <b>Speaking: Activity 3</b> 1. Ask learners to look at the pictures and ask if they have seen these birds before and where. 2. Ask learners to work in pairs or small groups and describe the birds. Encourage learners to describe their size, colour, what they think the birds eat, and where they sleep. Recycle content from previous lessons, asking learners if birds lay eggs (yes), breathe with lungs (yes) and can keep a constant body temperature (yes). 3. Ask one learner from each pair or small group to move to another pair or small group and check their ideas. <b>CORE</b> <b>Feedback</b> Select individual learners to give descriptive sentences by asking them to raise their hands. Write key words and phrases on the board. <b>Differentiation activities (Support):</b> 1. Encourage these learners by prompting them, for example, <i>Does the bird have feathers? Do you think this bird eats meat or insects? Does this bird live in a tree or a river?</i> <b>Differentiation activities (Stretch):</b> 1. Ask these learners to work with less able learners to provide additional support during the speaking task.
<b>Coursebook page 134</b>	<b>Reading: Activity 4</b> 1. Tell learners that they are going to read a text about two common birds in the UAE, the hoopoe and the rose-ringed parakeet. 2. Split the class into two groups. Group 1 answers questions 1–4 only and Group 2 answers questions 5–8 only. Check that the learners have understood the task instructions. 3. Give learners time to read the task questions before scanning the text. 4. Ask learners to check their answers in small groups (with the same group learners). <b>CORE</b> <b>Feedback</b> Ask Group 1 learners to sit with a learner from Group 2. Group 2 learners ask questions 1–4 and notes down the answers. Roles are reversed and Group 1 learners ask questions 5–8 and note the answers. <b>Answers</b> 1 T; 2 F; 3 T; 4 F; 5 T; 6 F

<p><b>Coursebook</b> page 134</p>	<p><b>Use of English: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Focus learners on the <i>Language tip</i> box and ask them to complete the sentence taken from the text.</li> <li>2. Learners then match the sentence to its meaning.</li> <li>3. Ask learners to check their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select individual learners by asking them to raise their hands.</p> <p><b>Answers</b></p> <p>You could leave small nuts and seeds in your garden. b.</p>
<p><b>Workbook</b> page 112</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the task instructions.</li> <li>2. Elicit an example and write it on the board, so that learners have a written prompt to refer to as needed.</li> <li>3. Learners work individually to complete the five sentences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Select individual learners to give the answers.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 You could leave fruit and nuts so that birds come and eat them.</li> <li>2 You could put water in a bowl so that birds can drink.</li> <li>3 You could plant flowers so that birds come to eat nectar or insects.</li> </ol>
<p><b>Workbook</b> page 112</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners work with a partner or small group to think of three more examples of how they could encourage birds to come into their gardens or to the local park.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Discuss suggestions open class. You could make a master list on the board.</p> <p><b>Answers</b></p> <p>Learners own answers.</p>
<p><b>Workbook</b> page 112</p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the task instructions and examples.</li> <li>2. Ask learners to work in small groups and discuss things they could do to set up a small bird-feeding area at school.</li> <li>3. Monitor while learners are on task to inform feedback. Pick up examples of accurate/inaccurate language and content for the feedback stage.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>On the board, write an equal number of examples of accurate/inaccurate language and content. Do not tell learners who produced the utterances. Ask learners to work in small groups and identify which examples are correct/incorrect. Then ask learners to upgrade inaccurate utterances. Give oral models and provide choral and individual drills to upgrade learners' pronunciation accuracy.</p> <p><b>Answers</b></p> <p>Learners own ideas.</p>

Resources	Plenary		
	<ol style="list-style-type: none"> <li>To round off the lesson, give some examples for learners using <i>could</i>, for example, <i>You could put some seeds on a plate for the birds</i> (Yes) and <i>You could put some lemonade in a glass for the birds to drink</i> (No). Ask learners to think of some more examples and write a list. Collect the lists.</li> <li>Read out a suggestion from one of the lists. Learners stand up if they think this is a good suggestion and sit down if they think that the suggestion is bad. Demonstrate with a couple of suggestions before handing the task over to the learners. This could be managed as one learner calling out the examples, or to increase learner practice opportunities, you could ask learners to work in pairs.</li> <li>Monitor learners while on task to listen for pronunciation or language issues.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, expressing opinion.</p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her clearly and persuasively.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.3.1.1.1) Read a variety of genres (e.g. autobiographical and 3 factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 7; students interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).</p> <p>(G7.4.2.1.1) Write using: possibility: may, might and could.</p>			



LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen for specific information in a text about man-made pollution and the effect on sealife.</p> <p><b>Speaking:</b> To agree with opinions using <i>so</i> + verb + pronoun/noun.</p> <p><b>Reading:</b> To read a text about the effect of rubbish on marine life.</p> <p><b>Writing:</b> To write solutions for addressing the issue of rubbish in the seas and oceans.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• discuss the environmental problem of rubbish in the oceans and the effects on sealife</li> <li>• use <i>so</i> + verb + pronoun/noun to express agreement when agreeing with peers' opinions</li> <li>• develop their listening for specific information skills</li> <li>• develop their lexical range in the context of pollution in the oceans</li> <li>• improve fluency when responding to peer's opinions.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Environment and habitat</li> <li>• Animals</li> </ul> <p><b>21<sup>st</sup> Century Themes:</b></p> <ul style="list-style-type: none"> <li>• Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems</li> </ul>		
<p><b>Key vocabulary:</b> <i>plastic, sea, ocean, recycling, rubbish, floats, sinks, stuck</i></p> <p><b>Key expressions/structures:</b> <i>so</i> + verb + pronoun/noun to express agreement</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Not all learners learn in the same way so it is important to cater for different learning styles in the class. Using realia to show/demonstrate the vocabulary will cater for different learning styles. Learners can touch/hold the half-filled bottle and see the small pebbles sinking, the leaves floating and the larger pebble stuck in the bottleneck. Using visuals helps support meaning, making the vocabulary more memorable for learners.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 135</p> <p>Workbook page 113</p> <p>Audio Track 36</p> <p>Realia: a plastic bag, an empty tin can, plastic wrapping on food. A clear plastic bottle half-filled with water, some small pebbles that will fit in the bottle, some leaves or something that will float and a larger pebble that will fit in the neck of the bottle but gets stuck e.g. won't move.</p> <p>Dictionaries for learners</p>		

## UNIT 8 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10)

Resources	Starter
<b>Coursebook</b> <b>page 135</b>	<ol style="list-style-type: none"> <li>1. Ask learners to recall some of their ideas from the previous lesson about helping local birds by giving them food and water in the garden, at school or in the local park. It is key here to emphasise the importance of taking care of animals and helping them.</li> <li>2. Ask learners to look at the plastic bag, tin can and plastic wrapping and elicit what they are made from (plastic/tin). Ask learners what they do with these, for example, <i>Do you throw them on the ground?</i> (No), <i>Do you put them in the bin?</i> (Yes) or <i>Do you recycle them?</i> (Learners' own answers).</li> <li>3. Ask learners, <i>What happens when you go to the beach, and rubbish isn't put in bins or taken home?</i> (It goes into the sea). <i>What happens to sea animals when rubbish goes in the sea?</i> (They eat it and die, or they get caught in plastic bags, etc).</li> </ol>
Resources	Main Activity
<b>Coursebook</b> <b>page 135</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the photos on page 135 of their Coursebook.</li> <li>2. Elicit some responses from learners about the first picture, for example <i>What animal is this?</i> (a dolphin), <i>What's wrong?</i> (It has a plastic bag on its fin), <i>What can't the dolphin do?</i> (swim well)</li> <li>3. Ask learners to look at the remaining photos and discuss what animal is in each, what the problem is and what the animal can't do.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select individual learners for feedback by asking them to raise their hands. Write useful vocabulary that comes up during the feedback stage on the board and provide choral and individual drills to help learners' improve their pronunciation.</p> <div style="background-color: #e0e0e0; padding: 5px; margin: 10px 0;"><b>Answers</b></div> <p>Picture 1 dolphin/plastic bag on fin/can't swim properly            Picture 2 bird/rope around body/can't fly/might sink            Picture 3 seal/rope around body and neck/can't swim/can't breathe</p>
<b>Coursebook</b> <b>page 135</b>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the words in the <i>Vocabulary</i> box and tick the ones they already know. Ask the learners who have ticked vocabulary items to raise their hands and group them with learners who have not ticked any items in the <i>Vocabulary</i> box.</li> <li>2. Ask the learners with ticks to tell their peers what they think the ticked words mean.</li> <li>3. Provide learner dictionaries for the groups to check the meaning of the words.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select individual learners for feedback. Use the following techniques to clarify and consolidate the meanings:</p>

	<p>rubbish: point to the rubbish in the rubbish bin</p> <p>plastic: show plastic bottle and elicit other things that are made from plastic</p> <p>float: show half-filled clear water bottle and put the leaves in. Ask learners if the leaves are on the water or at the bottom. Elicit other examples of things that float.</p> <p>sink: show the half-filled bottle and put the small pebbles in. Ask learners if the pebbles stay at the top, or move down through the water. Elicit some other examples of things that sink.</p> <p>recycling: show a plastic bag with a recycling logo. Ask learners if the symbol means the rubbish is made into something new, or not?</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Develop these learners' confidence and responsibility by giving them the role of looking up the unknown words in the dictionary.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to help the learners doing the Support activity by helping with spelling, alphabetical order, etc.</li> </ol>
<p><b>Coursebook</b> page 135 <b>Audio Track 36</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are going to read and listen to a conversation between two friends about rubbish in the sea.</li> <li>2. Give learners time to read through the text before playing the audio.</li> <li>3. Play the audio and learners complete the dialogue with a word from the box in Activity 2. Ask the learners to check their answers in pairs and monitor to see whether the audio needs to be played again or not.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select individual learners by asking them to raise their hands. Elicit the spelling and write the answers on the board for learners to check.</p> <p><b>Answers</b></p> <p>1 rubbish; 2 plastic; 3 floats; 4 sinks; 5 stuck; 6 recycling</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners more time to take down their answer by pausing the audio after each answer.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to practise saying the dialogue in pairs.</li> </ol>

<p><b>Coursebook page 135</b></p>	<p><b>Use of English</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at page 135 of their Learner's Book and read the <i>Use of English</i> box.</li> <li>2. Ask learners to underline the examples of the structure <i>so + verb + pronoun/ noun</i> in the conversation in Activity 3 in one colour. Ask learners to underline the main verb in the previous sentence in a different colour.</li> <li>3. Learners compare their answers with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Select individual learners by asking them to raise their hands. This task will be directly followed by a controlled practice of the target structure in the Workbook.</p> <p><b>Answers</b></p> <p>It was so sad because I <u>love</u> animals. <u>So do I</u>.</p> <p>I'm very happy we can do something to help the sea animals. <u>So am I</u>.</p>
<p><b>Workbook page 113</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the instructions for the task.</li> <li>2. Write the first example on the board and ask learners to identify the correct option. Ask learners why this is the correct option. Prompt the learners to use their example from the previous activity or the information in the <i>Use of English</i> box to justify their choices.</li> <li>3. Learners complete the task individually.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Select individual learners by asking them to raise their hands.</p> <p><b>Answers</b></p> <p>1 My mother thinks people don't care about the environment. So <b>does</b> my mum!</p> <p>2 I help clean up the beach every summer. So <b>do</b> I.</p> <p>3 I'm sad when I read about animals dying. So <b>am</b> I.</p> <p>4 My teacher showed us a video about ocean animals. So <b>did</b> my teacher.</p> <p>5 We were angry when we saw the rubbish in the ocean. So <b>were</b> we.</p>
<p><b>Workbook page 113</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the task instructions.</li> <li>2. Learners write three ideas about how to stop pollution in the seas and oceans. Learners then compare their answers with a partner or small group.</li> <li>3. While learners listen to their partners, encourage them to respond to the ideas they agree with using the target structure.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Write up some accurate/inaccurate use of language on the board and elicit which is which. As a whole group, upgrade the incorrect language on the board. It is important to praise original and creative use of content here as well.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

Resources	Plenary		
	1. In small groups, ask learners to make a mini-poster about pollution in the seas and the effects on sea animals. Encourage learners to use colour and visuals, and monitor to input or upgrade language as necessary. 2. Ask groups to display their mini-posters in the classroom so that all learners can read their peers' work and comment on it.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, expressing opinion and expressing agreement and disagreement.</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.3.1.1.1) Read a variety of genres (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 7; students interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes.</p> <p>(G7.3.4.1.5) Consult general and specialised reference materials (e.g., dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>(G7.4.2.1.1) Write using: expressing opinion, likes, dislikes, preference, agreement, and disagreement.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen and respond to peers' answers in the context of plastic usage. <b>Speaking:</b> To discuss possible options for reducing their plastic footprint on the environment. To ask and answer questions about peers' use of plastic in every day life. <b>Reading:</b> To read examples of reducing plastic usage. <b>Writing:</b> To take notes while asking questions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• develop awareness of plastic pollution and the living environment</li> <li>• develop oral fluency when discussing their plastic consumption</li> <li>• develop their lexical range in the context of pollution and the living environment.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Habitat and environment</li> <li>• Ocean/sea pollution</li> <li>• Sealife</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems</li> </ul>		
<b>Key vocabulary:</b> <i>pollution, plastic, recycle, re-use, reduce, oceans, seas, dangerous</i> <b>Key expressions/structures:</b> <i>How many...;</i> present simple and infinitives		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• During the free speaking mingle task, learners are likely to give answers that they think the teacher wants, for example, <i>I don't use plastic cups, I never use a plastic bag</i>, etc. It is important to emphasise to learners that there is no correct answer for this task and it should be based on what they usually do.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 136 Workbook page 114 Map of the world to indicate the oceans.		

## UNIT 8 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to think about the previous lesson about sea pollution and the effects on sea life.</li> <li>2. Ask learners to work in small groups and think of three pieces of information about pollution and sea life.</li> <li>3. Elicit answers from learners and emphasise the need to take care of our living environment as plastic is very dangerous for animals and the environment.</li> </ol>
<p><b>Resources</b></p> <p><b>Coursebook page 136</b></p>	<p><b>Main Activity</b></p> <p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are going to work in small groups to do a quiz.</li> <li>2. Give learners a few minutes to read through the questions, but ask them not to start answering the questions yet. Tell learners not to worry if they are not sure of the answer, but to guess.</li> <li>3. Set a time limit. Tell learners that they have to work together in a group and answer the quiz questions as quickly as they can. Set a timer and tell learners to start.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to swap their answers with another group. Select individual learners by asking them to raise their hands. Learners tick or cross their peers' work, giving a point for each correct answer.</p> <p><b>Answers</b></p> <p>1 a; 2 c; 3 b; 4 c; 5 a; 6 a</p> <p>Please note that if learners are not aware of how much a <i>tonne</i> is, tell learners that it is the same weight as one adult elephant (or show a visual).</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. These learners may become quite anxious when taking risks and guessing answers that they are not sure of. It is important to encourage these learners to guess and praise their efforts, even if not correct.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. For fast finishers, ask them to think of an additional multiple choice question and three possible answers. Learners then swap their quiz question with their partner or small group and answer the question. Learners then indicate if the answer is correct or not.</li> </ol>
<p><b>Coursebook page 136</b></p>	<p><b>Talk about it: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they are going to ask and answer questions about how much plastic they usually use.</li> <li>2. Model the task so that learners are clear what they have to do.</li> <li>3. Ask learners to complete the <i>You</i> column, writing notes. Emphasise to learners that there is no correct answer, but learners should think about what they usually do or use. Ask learners to ask and answer questions with another two peers who are not in their group.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select individual learners to report on the most cups used, without naming names, the most plastic bags, the number of learners who recycle at home, and the number of learners who buy things in plastic.</p>

	<p><b>Differentiation activities (Support):</b></p> <p>1. Support these learners by giving them additional time to write their notes. During the speaking task, prompt learners to work with a more - able learner.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. For fast finishers, ask them to work with an additional partner.</p>																																																																																																																																																
<p><b>Coursebook page 136</b></p>	<p><b>Speaking: Activity 3</b></p> <p>1. Ask learners to work in the same groups as for Activity 2. Focus learners on the example dialogue. Model the task so learners are clear what they have to do.</p> <p>2. Learners discuss their answers, using the questions in the instructions as a guide.</p> <p>3. Point out the <i>Use of English</i> box and remind learners to use <i>so + verb + pronoun</i>, to agree with each other.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select a spokesperson from each group to share main points from their discussion with the class. Ask if other groups agree, and encourage them to respond with <i>So do we</i>, or <i>So are we</i>.</p>																																																																																																																																																
<p><b>Workbook page 114</b></p>	<p><b>Workbook: Activity 1</b></p> <p>1. Ask learners to look at the wordsearch on page 114 of their Workbook.</p> <p>2. Learners work individually to find the seven words about the environment and pollution.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Give learners a copy of the answer key to check their answers.</p> <p><b>Answers</b></p> <table border="1" data-bbox="433 1237 1026 1829"> <tr><td>d</td><td>a</td><td>n</td><td>g</td><td>e</td><td>r</td><td>o</td><td>u</td><td>s</td><td>i</td><td>q</td><td>m</td></tr> <tr><td>n</td><td>o</td><td>t</td><td>s</td><td>u</td><td>u</td><td>r</td><td>o</td><td>e</td><td>n</td><td>o</td><td>d</td></tr> <tr><td>t</td><td>b</td><td>u</td><td>y</td><td>w</td><td>b</td><td>g</td><td>v</td><td>a</td><td>p</td><td>f</td><td>r</td></tr> <tr><td>o</td><td>q</td><td>w</td><td>e</td><td>r</td><td>b</td><td>z</td><td>o</td><td>l</td><td>l</td><td>y</td><td>o</td></tr> <tr><td>n</td><td>l</td><td>i</td><td>c</td><td>c</td><td>i</td><td>x</td><td>n</td><td>i</td><td>a</td><td>h</td><td>d</td></tr> <tr><td>o</td><td>c</td><td>e</td><td>a</td><td>n</td><td>s</td><td>v</td><td>r</td><td>f</td><td>s</td><td>r</td><td>e</td></tr> <tr><td>e</td><td>a</td><td>r</td><td>d</td><td>i</td><td>h</td><td>r</td><td>o</td><td>e</td><td>t</td><td>o</td><td>v</td></tr> <tr><td>o</td><td>c</td><td>u</td><td>p</td><td>o</td><td>g</td><td>h</td><td>f</td><td>r</td><td>i</td><td>n</td><td>r</td></tr> <tr><td>t</td><td>p</td><td>l</td><td>o</td><td>p</td><td>r</td><td>e</td><td>c</td><td>y</td><td>c</td><td>l</td><td>e</td></tr> <tr><td>l</td><td>i</td><td>n</td><td>g</td><td>u</td><td>i</td><td>n</td><td>i</td><td>o</td><td>s</td><td>n</td><td>s</td></tr> <tr><td>c</td><td>u</td><td>k</td><td>i</td><td>n</td><td>i</td><td>l</td><td>h</td><td>t</td><td>y</td><td>q</td><td>r</td></tr> <tr><td>h</td><td>b</td><td>p</td><td>o</td><td>l</td><td>l</td><td>u</td><td>t</td><td>i</td><td>o</td><td>n</td><td>x</td></tr> </table>	d	a	n	g	e	r	o	u	s	i	q	m	n	o	t	s	u	u	r	o	e	n	o	d	t	b	u	y	w	b	g	v	a	p	f	r	o	q	w	e	r	b	z	o	l	l	y	o	n	l	i	c	c	i	x	n	i	a	h	d	o	c	e	a	n	s	v	r	f	s	r	e	e	a	r	d	i	h	r	o	e	t	o	v	o	c	u	p	o	g	h	f	r	i	n	r	t	p	l	o	p	r	e	c	y	c	l	e	l	i	n	g	u	i	n	i	o	s	n	s	c	u	k	i	n	i	l	h	t	y	q	r	h	b	p	o	l	l	u	t	i	o	n	x
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<b>Workbook page 114</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Focus learners on the example sentence. Ask learners to choose four of the words from the wordsearch and write their own sentences for each one.</li> <li>2. Learners work individually. Ask learners to compare their answers in pairs or small groups.</li> <li>3. Monitor carefully and note examples of accurate/inaccurate language and interesting content use.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Write examples of accurate/inaccurate language and interesting content use on the board and, as a whole group, correct any mistakes. Then provide choral and individual drills to help them with their pronunciation.</p>
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<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>1. To round off the lesson, ask learners if they can remember the good ideas about reducing plastic use. Write the examples on the board and then ask learners to work in small groups to think of some more examples.</li> <li>2. Write learners' examples on the board and ask learners to read the whole list. Each group chooses their two favourite examples.</li> <li>3. As a whole group, vote for their favourite idea.</li> </ol>

**Learning styles catered for (✓):**

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
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**Assessment for learning opportunities (✓):**

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback

**Standards/SLOs:**

(G7.1.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations (e.g., requesting and giving information, giving advice using If I were... I would, expressing opinions, agreement and disagreement); confirm or check information using question tags.

(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, expressing opinion.

(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.

(G7.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, if, when, unless, although).

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read sentences, descriptions and clues. <b>Writing:</b> To use vocabulary and write short descriptions about themselves. <b>Speaking:</b> To share descriptions with the class.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>consolidate the skills and language introduced in Unit 8 lessons 1–6.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Unit 8 lessons 1–6</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively, and critically in English</li> </ul>		
<b>Key vocabulary:</b> All content from Unit 8 lessons 1–6 <b>Key expressions/structures:</b> All previous expressions / structures from Unit 8 lessons 1–6		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>As it is a practise lesson of previous content, learners should really take the opportunity to consider if there are any weaknesses in their knowledge and understanding and highlight this to the teacher.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 137 Workbook page 115		

## UNIT 8 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by asking learners to think about what they have learned in the past week's lessons.</li> <li>2. Ask them to share what they have learned and what they have most enjoyed doing.</li> <li>3. Explain to learners that this lesson will be a consolidation of what they have learned in lessons 1–6.</li> </ol>
<p><b>Resources</b></p> <p><b>Coursebook page 137</b></p>	<p><b>Main Activity</b></p> <p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of the meaning of 'test yourself' and that this lesson is for quiet and reflective learning.</li> <li>2. Ask learners to complete Activity 1, completing the sentences using one of the three words.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>After learners have compared their answers in pairs or small groups, select individual learners by asking them to raise their hands.</p> <p><b>Answers</b></p> <p>1 a; 2 a; 3 b; 4 c</p>
<p><b>Coursebook page 137</b></p>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that this is an individual quiet activity.</li> <li>2. Ask them to read the statements first and decide which animal type the statement belongs to.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select individual learners to write the answers on the board. Learners check their own work and correct any mistakes.</p> <p><b>Answers</b></p> <p>1 a; 2 c; 3 e; 4 b; 5 d</p>
<p><b>Workbook page 115</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to complete the crossword using the clues to help them.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Provide each learner with a copy of the crossword answer key to check their work and develop autonomy.</p> <p><b>EXTENSION</b></p> <p>Ask learners to describe one of the animals from the crossword puzzle to their partner or in small groups. Learners take turns describing and guessing the animals, developing their fluency.</p> <p><b>Answers</b></p> <p><b>Across:</b> 2 leopard; 6 butterfly</p> <p><b>Down:</b> 1 penguin; 3 rabbit ; 4 reptile; 5 chameleon</p>

<b>Workbook</b> page 115	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to close their Workbooks. Read out the example in Activity 2, and have learners guess what animal, bird or insect is being described (a penguin).</li> <li>2. Read the questions one by one, and ask learners to identify which part of the example text answers the questions.</li> <li>3. Ask learners to use the example to write two similar statements of their own, using the creatures given in the answers to Activity 1 (or, if Activity 1 has not been covered in the lesson, learners choose any animal from Lessons 1–6). Monitor while learners are on task, and provide input and/or error correction as required.</li> <li>4. When learners have finished, ask them to read their statements to a partner and have them guess the animal described.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask for several volunteers to read their statements to the class, and have the class guess the animal described.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <p>Learners' own answers.</p>
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<b>Coursebook</b> page 137	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at page 137 of their Coursebook and read the six examples.</li> <li>2. Learners tick the statements they agree with and then check with their partner to see if they agree.</li> <li>3. Model the task with a more able learner, for example, <i>I love sea animals</i>, and prompt the learner to say <i>So, do I</i>. Provide the written form on the board to help learners during the task.</li> </ol> <p style="color: green; font-size: 1.2em; text-align: center;">www.aimanahj.com</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Select pairs to produce their mini-dialogues.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <p>Learners' own answers, but check they are using the structure <i>so + verb + pronoun/noun</i> to express agreement with their partner's comments.</p>
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<b>Resources</b>	<b>Plenary</b>
	Ask learners to check through their learning outcomes and see if there are any areas in which they still need to practise.

**Learning styles catered for (✓):**

Visual	Auditory	Read/Write ✓	Kinaesthetic
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**Assessment for learning opportunities (✓):**

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback

**Standards/SLOs:**

- (G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.
- (G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.
- (G7.4.3.1.1) Build upon and continue applying conventions learned previously; use a semicolon and conjunctive adverb to link two or more closely related independent clauses.

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to questions. <b>Speaking:</b> To ask and answer questions about climate change. <b>Reading:</b> To read and answer questions using different non-fiction texts. <b>Writing:</b> To answer questions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use vocabulary about wild animals and the environment</li> <li>• read different non-fiction sources.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary: Animals</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>climate change, global warming, greenhouse gases, trap, flooding, shrinking, melts, hunt, starving, several, shifting, habitat, survive, nocturnal, prey, hunter, attack, cubs, the wild, diet, fact-file</i> <b>Key expressions/structures:</b> Present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• There is quite a lot of new vocabulary in this lesson. Ensure learners are familiar with the words when reading from the non-fiction sources by using context or realia.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 138 Workbook page 116 Globe or map of the world		

## UNIT 8 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 138</b>	<ol style="list-style-type: none"> <li>1. Introduce the lesson by asking learners which animals they can think of that live in a cold climate.</li> <li>2. Ask: <i>In which countries do you find polar bears? Can they swim? What do they eat?</i></li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 138</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the picture on page 138 of their Coursebook. Ask learners where the polar bear is (on a piece of ice in the Arctic), <i>Is the polar bear near land?</i> (No) <i>Why not?</i> (The ice has melted).</li> <li>2. Ask learners why they think the ice has melted. Prompt learners to answer <i>Because it is hot.</i></li> <li>3. Ask learners to read the information in the box and answer the three questions individually. Monitor and help while they are working and make note of any errors and language use for the feedback stage.</li> <li>4. Ask learners to check their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Choose learners who had correct answers that you picked up while monitoring the task.</p> <p style="background-color: #e0e0e0; text-align: center;"><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Climate change is when the Earth's temperature rises.</li> <li>2 Climate change happens because we produce too many greenhouse gases, which trap the Sun's heat.</li> <li>3 The dangers of climate changes are that if the Earth gets warmer, snow and ice begin to melt which can cause flooding. Also, water supplies might dry up making it harder to grow food.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs or small groups and draw a diagram that shows the cycle of climate change, for example, greenhouse gases moving into the atmosphere, the sun's heat being trapped, the Earth getting hotter and the snow and ice melting. This can be a simple visual representation. Once learners have completed their drawing, ask them to work with another group to talk about the process.</li> </ol>
<b>Coursebook page 138</b>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to tell you which animal the article is about by looking at the photo.</li> <li>2. Read the article title aloud. Ask: <i>Can you tell me what 'shrinking' means?</i> Elicit answers and write all suggestions on the board.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Using the words and phrases on the board, work with the group to produce a good definition of the term 'shrinking'.</p> <p style="background-color: #e0e0e0; text-align: center;"><b>Answers</b></p> <p>Shrinking means to get smaller.</p>

<p><b>Coursebook</b> page 138</p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Show learners where the Arctic is on a map or a globe.</li> <li>2. Brainstorm what learners know about the Arctic and make a mindmap on the board (this may include, animals, climate, location, etc.).</li> <li>3. Learners read the article and answer the question.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers in pairs. Clarify any doubts. Ask learners to put their hands up if they can tell you which of the four paragraphs the key information for this activity is in. (Paragraph 2)</p> <p><b>Answers</b></p> <p>The polar bears' world is shrinking because of global warming / climate change. As the sea ice melts, polar bears can't move around and hunt so freely.</p>
<p><b>Coursebook</b> page 138</p>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the three questions individually.</li> <li>2. Elicit some ideas from the whole group before asking learners to work in pairs or small groups.</li> <li>3. Learners discuss the questions in pairs or small groups. Monitor and help while they are working and make a note of any errors and language use for the feedback stage.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Write some examples of accurate/inaccurate language use on the board and ask learners to work in small groups and identify which is which. Ask learners to correct any mistakes. It is important not to indicate who produced the errors. Also focus on interesting lexis and content.</p> <p><b>Answers</b></p> <p>Learners' own answers, but possible answers include:</p> <ol style="list-style-type: none"> <li>1. They will die.</li> <li>2. Recycle, use less electricity, grow own vegetables, etc.</li> <li>3. Yes, so that people can change their lifestyles and reduce impact on the environment.</li> </ol>
<p><b>Workbook</b> page 116</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the photo of the tiger on page 116 and the categories: type, habitat, diet, average life span, size and weight. Elicit the meaning of each of these categories, for example <i>What are the animal types, reptile, ...?</i> Prompt learners to respond.</li> <li>2. Ask learners to read the text about the Bengal tiger and complete the fact file.</li> <li>3. Monitor learners carefully while they are on task to step in and assist or prompt as required.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>After learners have checked their answers in pairs or small groups, give each learner a copy of the answer key to check their own work, correcting errors as necessary.</p>

	<b>Answers</b> <b>Type:</b> mammal; <b>Habitat:</b> the forests of India, Bangladesh, Nepal and Bhutan; <b>Diet:</b> carnivorous (large mammals); <b>Average life span:</b> 8–10 years in the wild; <b>Size:</b> up to 1.8 metres (tail up to 0.9 metres); <b>Weight:</b> 230 kilos		
<b>Workbook page 116</b>	<b>Workbook: Activity 2</b> 1. Ask learners to read the words in the box. Give clear oral models and drill chorally and individually to help learners with their pronunciation. 2. Learners complete the sentences using a word from the box. 3. Ask learners to compare their answers in pairs or small groups. <b>DESIRABLE</b> <b>Feedback</b> Select learners by asking them to raise their hands.  <b>Answers</b> 1 habitat; 2 greenhouse gases; 3 global warming; 4 climate change		
<b>Resources</b>	<b>Plenary</b> 1. Conclude by asking if learners have discovered anything new about animals in the wild or about climate change. Ask whether they can explain what they have learned.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b> (G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			



LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read an article about the Bengal tiger and the polar bear. <b>Writing:</b> To write questions to given answers. <b>Speaking:</b> To practise reading aloud.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• form questions correctly</li> <li>• find specific words in a text</li> <li>• practise vocabulary.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Animal vocabulary</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>paws, webbed, melts, marine</i> <b>Key expressions/structures:</b> Question construction		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have concerns about the correct way to structure a question. Model some for them using the text for source material.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 138–139 Workbook pages 116–117 Images of Bengal tigers and polar bears Blu tack		

## UNIT 8 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10)

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Display the photos of the Bengal tigers and the polar bears around the room. Under or next to each photo provide a large piece of paper and a pencil or pen.</li> <li>2. Ask learners to walk around the room, and to stop at one of the photos. They should write a word or a phrase about the animal on the paper next to it. They could write a fact about the animal or they could write an impression based on the photo. Elicit a few examples for one of the photos before beginning.</li> <li>3. Circulate as learners move around the classroom helping learners write their ideas down. Challenge spelling and word order in sentences as appropriate.</li> <li>4. You may like to set a time limit for this activity (5 minutes), but make sure each learner has written at least one comment.</li> <li>5. Gather in the comments and photos and display them on the board. Discuss the comments and correct or add facts as necessary.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Workbook page 117</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the eight statements and decide if they are true or false.</li> <li>2. Learners work individually. Monitor while learners are working and correct any errors.</li> <li>3. Ask learners to check their answers in pairs or small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Ask learners to raise one hand if the answer is false, and two hands if the answer is true.</p> <p><b>Answers</b></p> <p>1 F; 2 T; 3 T; 4 T; 5 T; 6 F; 7 F; 8 F</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to underline key information in the statements as this will help them focus on the relevant parts of the text.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. For fast finishers, ask the learners to write two additional true/false statements about the Bengal tiger text. Learners then swap their sentences with a partner and answer their partner's questions.</li> </ol>
<b>Workbook page 117</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the word search on page 117.</li> <li>2. Ask the learners to work in small groups. Tell learners that they have to work as a team and help each other find the animals as quickly as possible.</li> <li>3. Set a time limit and monitor learners to ensure that they are helping each other.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Provide the answer key for the learners to self-check their work.</p>

	<p style="text-align: center;"><b>Answers</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>S</td><td>T</td><td>K</td><td>H</td><td>G</td><td>L</td><td>E</td><td>O</td><td>P</td><td>A</td><td>R</td><td>D</td></tr> <tr><td>F</td><td>S</td><td>R</td><td>A</td><td>S</td><td>L</td><td>Y</td><td>D</td><td>X</td><td>H</td><td>C</td><td>S</td></tr> <tr><td>A</td><td>E</td><td>L</td><td>Q</td><td>P</td><td>U</td><td>E</td><td>Y</td><td>A</td><td>A</td><td>D</td><td>Y</td></tr> <tr><td>L</td><td>I</td><td>O</td><td>E</td><td>I</td><td>W</td><td>R</td><td>T</td><td>R</td><td>R</td><td>K</td><td>Q</td></tr> <tr><td>C</td><td>C</td><td>Z</td><td>H</td><td>D</td><td>O</td><td>V</td><td>O</td><td>I</td><td>E</td><td>A</td><td>W</td></tr> <tr><td>O</td><td>A</td><td>S</td><td>I</td><td>E</td><td>L</td><td>M</td><td>J</td><td>E</td><td>I</td><td>N</td><td>G</td></tr> <tr><td>N</td><td>R</td><td>G</td><td>Q</td><td>R</td><td>F</td><td>P</td><td>A</td><td>A</td><td>S</td><td>G</td><td>A</td></tr> <tr><td>M</td><td>A</td><td>W</td><td>R</td><td>O</td><td>P</td><td>C</td><td>K</td><td>P</td><td>F</td><td>A</td><td>E</td></tr> <tr><td>N</td><td>C</td><td>P</td><td>T</td><td>I</td><td>G</td><td>E</td><td>R</td><td>H</td><td>R</td><td>R</td><td>T</td></tr> <tr><td>P</td><td>A</td><td>M</td><td>C</td><td>O</td><td>Q</td><td>E</td><td>F</td><td>E</td><td>O</td><td>O</td><td>Y</td></tr> <tr><td>C</td><td>A</td><td>M</td><td>E</td><td>L</td><td>N</td><td>A</td><td>O</td><td>L</td><td>S</td><td>O</td><td>T</td></tr> <tr><td>P</td><td>R</td><td>Q</td><td>S</td><td>S</td><td>N</td><td>A</td><td>K</td><td>E</td><td>R</td><td>D</td><td>M</td></tr> </table>	S	T	K	H	G	L	E	O	P	A	R	D	F	S	R	A	S	L	Y	D	X	H	C	S	A	E	L	Q	P	U	E	Y	A	A	D	Y	L	I	O	E	I	W	R	T	R	R	K	Q	C	C	Z	H	D	O	V	O	I	E	A	W	O	A	S	I	E	L	M	J	E	I	N	G	N	R	G	Q	R	F	P	A	A	S	G	A	M	A	W	R	O	P	C	K	P	F	A	E	N	C	P	T	I	G	E	R	H	R	R	T	P	A	M	C	O	Q	E	F	E	O	O	Y	C	A	M	E	L	N	A	O	L	S	O	T	P	R	Q	S	S	N	A	K	E	R	D	M
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<p><b>Coursebook pages 138–139</b></p>	<p><b>Vocabulary: Activity 5</b></p> <p>1. Learners re-read the article on page 138. They then find words to complete the missing gaps in the sentences.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write the numbers 1–5 on the board, and ask learners to come up to the board and write the answers.</p> <p style="text-align: center;"><b>Answers</b></p> <p>1 melts; 2 hunt; 3 starve; 4 shifting; 5 survive</p>																																																																																																																																																
<p><b>Coursebook page 139</b></p>	<p><b>Vocabulary: Activity 6</b></p> <p>1. Ask learners to look at the polar bear fact file and choose learners to read the bullet points aloud.</p> <p>2. Learners find words from the passage that mean the same as the words in the sentences.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>1. Learners should circle any words in the fact file that they don't know.</p> <p>2. Encourage learners to work out the meaning from the context and discuss as a class.</p> <p>3. When completed, check answers as a class.</p> <p style="text-align: center;"><b>Answers</b></p> <p>1 carnivorous; 2 seals, walruses, whales; 3 paws; 4 webbed; 5 cub</p>																																																																																																																																																
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Compile a list of words on the board that the class feels unsure about and discuss what the words mean. Compile a class definition.</p>																																																																																																																																																

<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b> (G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.			

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<b>LESSON PLAN</b>		<b>LESSON: 10</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 8</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To ask and answer questions about polar bears. <b>Listening:</b> To listen to questions about polar bears. <b>Writing:</b> To write using <i>which</i> to join sentences.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>ask and answer questions about polar bears with confidence</li> <li>vary sentences using <i>which</i> to join two related sentences together.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>All animal vocabulary</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> All animal vocabulary <b>Key expressions/structures:</b> Relative clauses with <i>which</i> as a subject pronoun		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may find some difficulty at first joining relative clauses together. Explain that the sentences have to be related and model which words are replaced with <i>which</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 138–140 Workbook page 118 A photo of an Arabian oryx		

## UNIT 8 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10)

<b>Resources</b>	<b>Starter</b>
<b>Coursebook pages 138–139</b>	<ol style="list-style-type: none"> <li>1. Ask learners to recap vocabulary and information about polar bears in order to complete the next activity.</li> <li>2. Bring learners to the front of the class to brainstorm related vocabulary on the board.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 140</b>	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at Activity 1 in the Coursebook.</li> <li>2. In pairs, learners ask and answer questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Learner A speaks first and Learner B answers. Learner A takes note of the answers.</li> <li>2. Then it is Learner B's turn to ask questions and take notes.</li> <li>3. Circulate and listen to learners speaking during the question and answer activity. They can refer back to the articles on pages 138 and 139 for help.</li> </ol> <p style="background-color: #e0e0e0; padding: 2px;"><b>Example answers</b></p> <p><b>A:</b> 1 It's a mammal; 2 in the Arctic regions of Russia, Alaska, Canada, Greenland and Norway; 3 seals, walruses and whales; 4 25–30 years; 5 to protect them against the cold and to help them walk on ice; 6 over two years</p> <p><b>B:</b> 1 they catch seals with their paws when the seals are resting on the ice or coming up to breathe; 2 because of climate change; 3 because as the ice melts, they can't move around and hunt so freely; 4 because they're hungry; 5 food in rubbish bins; 6 because they may attack them when they're very hungry</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in their pairs and note down answers together before starting the question and answer activity.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in small groups and look for information about animals in their region or country that are in danger because their habitats are changing. They choose one animal and prepare questions and answers about it.</li> </ol>
<b>Coursebook page 140</b>	<p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the <i>Use of English</i> box on relative clauses.</li> <li>2. Go through the information in the box with the learners, then ask them to complete Activity 2, using <i>which</i> to join the two sentences together.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Before starting Activity 2, ask learners to look at the examples in the <i>Use of English</i> box. Elicit answers to the question: <i>if</i> and <i>they</i> are replaced by <i>which</i>.</li> <li>2. Supply more examples and elicit some from learners.</li> <li>3. When they have finished, ask learners to refer back to the article about <i>the shrinking world of the polar bear</i> from the Coursebook on page 138 and check if their answers are correct.</li> </ol>

	<p><b>Answers</b></p> <p>1 They have a thick coat of fur, which covers a layer of fat. 2 On the bottom of their paws, they have fur, which protects them against the cold and helps them to walk on the ice.; 3 Under their fur, the bears have black skin, which helps them to get as much heat as possible from the sun. 4 Females usually have two cubs, which live with their mother for over two years. 5 They feed mainly on seals, which are easy to catch when they are resting on the ice.</p>
<p><b>Workbook page 118</b></p>	<p><b>Workbook: Activity 1</b></p> <p>1. Ask learners to read the <i>Study skills</i> box. Go through the information with them. 2. Learners then complete Activity 1, joining the sentences together using <i>which</i>.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners can refer back to the Coursebook if they need any additional help with this activity.</p> <p><b>Answers</b></p> <p>1 Mammals are covered with fur or hair, which keeps them warm. 2 Fish have gills, which allow them to breathe. 3 The roadrunner has strong legs, which help it to run very fast. 4 Chameleons have unusual eyes, which move through a complete circle. 5 Polar bears have large paws, which help them to swim. 6 Camels have large, flat feet, which help them to move across the sand. 7 Snakes have fangs, which help them to poison their prey.</p>
<p><b>Workbook page 118</b></p>	<p><b>Workbook: Activity 2</b></p> <p>1. Ask learners if they've heard of the Arabian oryx. Show them a photo and ask if anyone has ever seen one. 2. Learners match the sentence halves to complete a description of the Arabian oryx.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners should complete this in pairs and check answers with another pair. Ask individual learners to read out their answers for the sentences joined using <i>which</i>.</p> <p><b>Answers</b></p> <p>1 – c The Arabian oryx lives in the desert, which means it doesn't need much water. 2 – a They have a white body, which helps deflect the sunlight. 3 – d However, their skin is dark, which helps protect them from the sun. 4 – e Their babies are sandy brown when born, which helps them to blend in with the sand. 5 – b They have long horns, which are very sharp.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. To round off the lesson, ask learners to brainstorm all of the new vocabulary from the lesson they can think of in three minutes and write a list. Encourage learners to use their Coursebooks and Workbooks to maximise the vocabulary input for the task. 2. Divide the class into two groups with one learner from each group sitting in a chair with their back to the board, facing their group. Write one of the words from the groups' lists on the board so that the learners sitting with their backs to the board cannot see the word. Each group gives prompts, hints or definitions to help the learners guess the word or phrase. A correct guess wins a point. 3. Once learners have had a few practice rounds, ask learners to choose their own words to write on the board. Monitor to ensure that points are awarded correctly.</p>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example if, when, unless, although).</p>			

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LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen to their peer's ideas.</p> <p><b>Speaking:</b> To ask and answer questions about horses and their relationships with people.</p> <p><b>Reading:</b> To read for specific information and check if their predictions and recollections were correct.</p> <p><b>Writing:</b> To spell theme-related vocabulary accurately.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• develop awareness of the relationship between horses and people</li> <li>• extend their lexical range in the context of horses and war</li> <li>• discuss their and other's opinions about horses</li> <li>• read for specific information in a short paragraph</li> <li>• develop awareness of a range of reading strategies by discussing their ideas with peers.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Animals and environment</li> <li>• Relationships between living things</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills</li> </ul>		
<p><b>Key vocabulary:</b> <i>horse, war, cavalry, stable, hay, separated, a bond, to own, an owner</i></p> <p><b>Key expressions/structures:</b> Present simple, past simple</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners may be somewhat tentative about describing their close bonds with animals (if, indeed they have them) as they are at a stage where peer approval is important. Ask learners to tell their stories to each other in pairs or small groups rather than as one learner to the whole class. Alternatively, tell a story about the teacher's close bond with an animal or pet (real or imagined) to the whole group if the learners are too self-conscious to tell their stories.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 141</p> <p>Workbook page 119</p> <p>Teacher sourced Internet clip of the film trailer for <i>War Horse</i>.</p>		

## UNIT 8 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)

Resources	Starter
Coursebook page 141	<ol style="list-style-type: none"> <li>1. Ask learners to watch the film clip and answer the questions written on the board, for example, <i>What animal is in the clip? What is happening when there are soldiers and guns? Is the animal afraid? Who does the horse belong to?</i> (the boy and then the cavalry)</li> <li>2. After learners have checked their answers in pairs or small groups, nominate learners by name.</li> <li>3. Play the clip again and judiciously pause it to elicit vocabulary, for example <i>stable, war, own, owner, separated, cavalry</i> and <i>hay</i>. Provide choral and individual drills for learners and write the new vocabulary on the board for learners to copy in their notebooks.</li> </ol>
Resources	Main Activity
Coursebook page 141	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the instructions on page 141 of their Coursebook and discuss their answers with their partner or small group.</li> <li>2. Learners work in small groups to discuss the questions.</li> <li>3. Monitor while learners are on working and provide help if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select learners by asking them to raise their hands. During feedback, elicit the idea of a bond between animals and humans, for example, <i>Do horses and people have strong friendships?</i> (Yes), <i>Do they trust each other?</i> (Yes) <i>So, what can we call this?</i> At this point, write on the board a b_ _ _ (a bond) and prompt learners by asking them to call out letters if the word is new to them. Check meaning by asking learners who they have a bond with, for example, <i>their father, mother, best friend, a pet.</i></p> <p><b>Answers</b></p> <p>1 and 2 Learners' own answers. 3 Learners' own answers, but could possibly include they take care of each other, they trust each other, they have a strong friendship (a bond of trust), etc. 4 Important for transport or war. 5 Learners' own answers, but possibly they are not as important now (in terms of transport and war).</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in small groups rather than pairs. This will maximise input opportunities and also provide more content ideas for these learners.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to think of other animals that were important in the past, but maybe are not so important these days, for example, <i>camels</i> and <i>elephants</i>.</li> </ol>

<p><b>Coursebook page 141</b></p>	<p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the vocabulary in the box.</li> <li>2. Learners complete the sentences using the words from the box.</li> <li>3. Ask learners to check their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Give the answer key to learners so that they can self-check their work and correct any mistakes if necessary.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 A strong friendship between people or between people and animals is called a <b>bond</b>.</li> <li>2 This is a four-legged animal that used to be used in war. It is a <b>horse</b>.</li> <li>3 <b>War</b> happens when two countries or group fight with guns.</li> <li>4 Soldiers who fought on horseback were called the <b>cavalry</b>.</li> <li>5 A <b>stable</b> is a place where a horse sleeps.</li> <li>6 <b>Hay</b> is dried, yellow grass that horses eat.</li> <li>7 When something is <b>separated</b>, it is moved away from something else.</li> <li>8 When you <b>own</b> something, it belongs to you. It is yours.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary items will have been drilled and written on the board earlier in the lesson, so prompt these learners to look at their notebooks (and the board) to support them during this task.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. For fast finishers, ask the learners to test each other by having one learner read a sentence from Activity 4 (missing out the target vocabulary), and others guessing the word (with books closed).</li> </ol>
<p><b>Coursebook page 141</b></p>	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to think back to the video clip they watched at the beginning of the lesson and ask them what they can recall about the story. Some learners may have read the book or seen the film and can draw on their knowledge of these. Learners work in small groups to discuss.</li> <li>2. Ask one learner from each group to write their group's ideas on the board.</li> <li>3. Once the learners' ideas are on the board, ask learners to read the <i>Did you know?</i> box and see if their ideas are correct. Learners then discuss in small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask one learner from each group to come to the board and tick if their ideas were the same as the <i>Did you know?</i> text.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

<b>Workbook page 119</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the statements and decide if they are true or false. Learners can find answers on p.141 of Coursebook.</li> <li>2. Learners work individually. Ask learners to check their answers with their partner or small group.</li> <li>3. Monitor learners while working and provide help if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select learners by asking them to raise their hands. Ask learners to write true or false on the board.</p> <p><b>Answers</b></p> <p>1 T; 2 T; 3 T; 4 F; 5 T; 6 T; 7 T</p>
<b>Workbook page 119</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the <i>Reading strategy</i> ideas.</li> <li>2. Learners work in small groups to discuss how the strategies will help them.</li> <li>3. Ask learners which strategy they think is most helpful for them and why.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select learners by asking them to raise their hands. During this stage of the lesson, explain to learners that they are going to read an extract from <i>War Horse</i> in the next lesson, so these reading strategies will be very useful.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. To round off the lesson, ask learners to work in small groups and choose something interesting they learned from this lesson.</li> <li>2. Select learners to give their ideas to the whole group. At this stage of the lesson, ask learners if they have/have had a special bond with an animal or a pet.</li> <li>3. Invite learners to tell the class about their story. If learners are tentative about talking about a special bond with an animal, tell a story (real or imagined) yourself. For example, <i>When I was a child, I had a cat. It was the smallest kitten and its mother didn't want it, so didn't give the kitten any milk. What do you think happened? ( Yes, the kitten was very hungry) So, I took care of the kitten and gave it milk and a warm blanket to sleep on. I called it Jamil. Jamil got bigger and bigger and stronger and stronger and followed me everywhere. When I came home from school, she was waiting for me at the window. She only let me pick her up and cuddle her. Not even my father and mother could touch her because she didn't trust them. Now, Jamil is very old, but she still waits for me everyday at the window. Do we have a special bond ( Yes). Why? ( Because I took care of and loved Jamil when she was very small).</i></li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations (for example, requesting and giving information, giving advice using If I were... I would, expressing opinions, agreement and disagreement); confirm or check information using question tags.</p> <p>G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, expressing likes and dislikes.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 7; students interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes.</p> <p>(G7.3.1.1.4) Retell or summarise a text orally, attending to two differences between spoken and written language.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 12</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 8</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss the background to the text. <b>Reading:</b> To read a fiction text from <i>War Horse</i> by Michael Morpurgo. <b>Writing:</b> To answer comprehension questions about the text.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read an unfamiliar fiction text</li> <li>• use a glossary to aid understanding.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to <i>War Horse</i></li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>intrigued, smooth, rub, dab, raw, hay, bucket, stable, stroke</i> <b>Key expressions/structures:</b> <i>he meant me no harm, to smile broadly, to get along, it suits you</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• There is a lot of new vocabulary in this lesson and the fiction text is unfamiliar. Read the text slowly and allow a lot of time to use the glossary.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 142 Workbook page 120 Another short clip from <i>War Horse</i> sourced from the Internet or an extract from the book.		

## UNIT 8 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)

Resources	Starter
Coursebook page 142	<ol style="list-style-type: none"> <li>1. Tell learners they are going to watch another short video clip of <i>War Horse</i>. (Sourced from the Internet). Ask learners to watch the clip and explain why this is the name of the story.</li> <li>2. Learners watch the short clip and discuss their ideas with a partner.</li> <li>3. Elicit learners' ideas from the whole group.</li> <li>4. Alternatively, you could read a brief extract from the book.</li> </ol>
Resources	Main Activity
Coursebook page 142	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are going to read a short extract from <i>War Horse</i>. Ask learners to scan the three bulleted questions first to find out what information they are looking for. Remind them that they need to scan the text to find the answers.</li> <li>2. Learners then answer the questions.</li> <li>3. Ask learners to check their answers in pairs or small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Choose volunteers to read the extract, with learners using the glossary to help understand unfamiliar vocabulary. Ask learners about their answers in pairs and then feedback to the rest of the class. Ask: <i>Do you all agree? Were you surprised by the answers?</i></p> <p><b>Answers</b></p> <p>1 The narrator is the horse; 2 Albert is the boy owner of the horse; 3 Joey is the horse</p>
Coursebook page 142	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to Activity 2 in the Coursebook and ask them to answer the questions.</li> <li>2. Learners should complete this activity in pairs.</li> <li>3. Encourage learners to find the evidence for their answers in the text and, if possible, to use supporting quotations, particularly for the first question.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Group pairs with another pair and ask them to check their answers and also to see if they have used the same evidence from the text to answer each question. Circulate, checking each group's answers.</p> <p><b>Answers</b></p> <p>1 Yes, Joey does like Albert. There are lots of examples in the text. For example, <i>He talks gently, he means no harm, smooths Joey's back and talks to him of things they will do together to calm him down. He rubs him down and dabs his raw skin and gives him food and drink. He also speaks kindly to him, gives him a name and wishes him sweet dreams</i>; 2 Albert promises Joey that he will look after him; 3 Albert says he will see Joey again in the morning.</p>

<p><b>Workbook page 120</b> <b>Coursebook page 142</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at page 120 of their Workbook and also have their Coursebook open at page 142.</li> <li>2. Learners read the extract and answer the questions in their Workbook.</li> <li>3. Ask learners to check their answers in pairs or small groups.</li> <li>4. Remind learners that they will find the answers to the questions in the extract.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Select learners for feedback.</p> <p><b>Answers</b></p> <p>1 Albert and Joey are the same height. 2 Albert talks to Joey gently. 3 Joey jumps at first when Albert touches him. 4 Albert smooths Joey's back. 5 Albert tells Joey that they will have a fine time together, how he would grow up to be the smartest horse in the world and how they would go hunting together.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Model the first answer showing learners how to find the information in the text.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to write in full sentences and use direct quotations from the text.</li> </ol>
<p><b>Workbook page 120</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in small groups and write three additional questions about the text.</li> <li>2. Monitor while learners are working and provide help if necessary.</li> <li>3. Ask learners to swap their questions with another group, and answer the new set of questions.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Ask small groups to work together to check their answers.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to come to the front with ideas for books they love which they think could be adapted into a play.</li> </ol>



<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.			
(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			
(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.			

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<b>LESSON PLAN</b>		<b>LESSON: 13</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 8</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To retell a story. <b>Reading:</b> To read an extract and answer questions. <b>Speaking and Listening:</b> To discuss an opinion. <b>Writing:</b> To write about a key character using supportive evidence from the text. To write a fictional paragraph.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand vocabulary connected to the text</li> <li>• relate to an unfamiliar text</li> <li>• write a short paragraph similar to the extract from <i>War Horse</i>.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• <i>War Horse</i> vocabulary</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>obstinate, instinctive, bond of trust</i> <b>Key expressions/structures:</b> <i>a positive, calm atmosphere; direct speech, narrative description</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may be apprehensive about writing a fictional paragraph of their own. Reassure learners that it doesn't have to be very long and can be as simple or as complicated as they wish to make it.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 143 Workbook page 121		

## UNIT 8 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to retell the story (first part of the extract) of <i>War Horse</i> from memory.</li> <li>2. Discuss as a class.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 143</b>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the questions and underline the key phrases and words.</li> <li>2. Learners work individually to answer the questions.</li> <li>3. Ask learners to check their answers in pairs or small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Select learners by asking them to raise their hands.</li> </ol> <p><b>Answers</b></p> <p>1 Albert's mum says you should never talk to horses, because she thinks they are stupid and obstinate and they can't understand you; 2 Albert's father doesn't understand horses; 3 The extract doesn't tell us who Zoey is, but we can guess she is a horse as she and Joey try to touch noses and Zoey is presumably in a stable too.</p>
<b>Coursebook pages 142–143</b>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to re-read all of the extract starting on page 142 of the Coursebook.</li> <li>2. Learners answer the questions. Ensure all learners understand the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners should complete this activity in pairs. When they have finished, choose learners to read out their answers and see who agrees in the class.</p> <p><b>Possible answers</b></p> <p>1 There are many possible answers to this, such as describing how Albert treats Joey: <i>talked so gently, brought in some sweet hay and a bucket of cool, deep water, smiled broadly, stroked my nose, he said kindly</i>, etc. 2 Verbs to do with a sense of touch are: <i>smoothed, rub(bed), dabbed, stroked</i>; 3 Learners' answers will vary. Possible answers are: <i>direct speech makes the characters seem real. Direct speech also makes the story more exciting</i></p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Discuss the questions before attempting the activity.</li> <li>2. Explain any unfamiliar vocabulary and write it on the board.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to write in full sentences and give full and varied answers to question 3.</li> </ol>

<p><b>Coursebook page 143</b></p>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at Activity 5. In pairs they discuss the questions.</li> <li>2. Ensure that learners are providing full answers rather than just answering yes or no to the questions. You could write <i>Why?</i> and <i>Because...</i> on the board as prompts.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners should quietly discuss their responses to the story in a question and answer format.</p> <p><b>Answers</b></p> <p>Learners own discussions.</p>
<p><b>Coursebook page 143</b></p>	<p><b>Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at page 143 of their Coursebook and read the instructions.</li> <li>2. Learners work individually to write a short paragraph about Albert.</li> <li>3. While learners are working, encourage them to use words and phrases from the text to support their answers. Ask learners to compare their answers in pairs or small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to comment on their partner's/group's writing. Elicit examples and write them on the board, building up a mini-paragraph about Albert.</p> <p><b>Answers</b></p> <p>Learners' own paragraphs, but they should refer back to the text appropriately.</p> <p><b>Differentiation activities (Support):</b></p> <p>Give these learners the following categories: <i>Type of animal, name of person, How did the person help the animal?, Did the animal like the person? Why?</i> Ask learners to write notes for each category. Ask learners to write a short paragraph using their notes. Monitor and help while learners are working and correct any mistakes..</p> <p><b>Differentiation activities (Stretch):</b></p> <p>Ask these learners to work with less able learners to provide additional help and suggestions.</p>
<p><b>Workbook page 121</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the Workbook and ask them to complete Activity 3.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to work in pairs or small groups. If time, feedback ideas to the rest of the class. Ask: <i>Which ideas do you think are most important?</i></p> <p><b>Answers</b></p> <p>Learners' own answers, though they should be able to give reasons for the order they have decided on.</p>

<p><b>Workbook page 121</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look back at the Workbook and focus their attention on Activity 4.</li> <li>2. Ask <i>In War Horse</i> who is the narrator? Is it the boy or the horse? Make sure learners understand that it is the horse speaking. Ask, <i>Why do you think Michael Morpurgo wanted to write the story from the horse's point of view?</i> Discuss any suggestions, and make sure that learners are aware that by writing in the horse's voice we get to understand how the horse sees the world and how he feels about the things that happen to him.</li> <li>3. Explain that learners are going to try to write a short paragraph from the point of view of an animal. Give them some time to think which animal they would like to write about. They could look back over the unit so far for ideas.</li> <li>4. Ask them to complete the mindmap about their chosen animal.</li> <li>5. Then, ask them to think what experience the paragraph will be about? Will it involve meeting a human or another animal? Will it be about moving from one place to another? Will it be about something bad happening to the animal's habitat?</li> <li>6. Once learners have decided they can start writing their paragraph.</li> <li>7. Circulate, checking that learners are clear which animal they are writing about, what the new experience is and that they are writing from the point of view of the animal, using the personal pronouns <i>I</i> and <i>my</i>. Help with any spelling or grammar queries.</li> </ol> <p><b>DESIRABLE - this could be done for homework</b></p> <p><b>Feedback</b></p> <p>Allow learners time to choose an animal. An obvious choice would be a polar bear or another endangered animal from Unit 8 but this isn't essential. Circulate, helping learners with ideas. Remind learners of the earlier Workbook activity where they prioritised important features of a short story.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <p>You could give learners a specific animal and experience to write about, for example: a polar bear cub who wakes up to find that he is floating on a piece of ice in the middle of the ocean. OR a mother Bengali tiger who meets a hunter near her den which has her cubs in it.</p> <p>These learners may find it useful to work in pairs or small groups and to have more discussion time before writing. They could also draw some pictures outlining the story before writing.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>Ask these learners to develop their paragraphs into longer stories.</p> <p><b>Resources</b></p> <p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Invite learners to come to the front to read their animal paragraphs or to share their views of the extract.</li> </ol>
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<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p>			

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LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read clues. <b>Writing:</b> To join sentences using <i>which</i> . <b>Listening:</b> To listen to a short dialogue to answer questions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use vocabulary learned in this unit</li> <li>• join sentences together using <i>which</i>.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• All content from Unit 8 lessons 8–13</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> All vocabulary from Unit 8 lessons 8–13 <b>Key expressions/structures:</b> All key expressions / structures from Unit 8 lessons 8–13		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Refer back to units 8–13.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 144 Workbook page 122 Audio Track 37		

## UNIT 8 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"><li>1. Begin the lesson by reminding learners that this is a practise and prepare lesson where they will be required to practise skills and vocabulary that they have learned in the unit.</li><li>2. Discuss the activities they have completed recently.</li></ol>
Resources	Main Activity
<b>Workbook</b> page 122	<b>Workbook: Activity 1</b> <ol style="list-style-type: none"><li>1. Ask learners to look at page 122 of their Workbook, focusing on Activity 1.</li><li>2. Tell learners to read the gapped text first, without looking at the missing words in the box. This is so they get a sense of the general gist of the text first, which will help them in selecting the missing words in the next stage.</li><li>3. Now tell them to read the words in the box and complete the text with these words.</li><li>4. Ask learners to check their answers in pairs or small groups.</li></ol> <b>CORE</b> <b>Feedback</b> Write numbers 1–7 on the board and select individual learners to come up and write the answers. <b>Answers</b> 1 Global; 2 habitat; 3 bears; 4 seals; 5 survive; 6 Climate; 7 environment
<b>Coursebook</b> page 144 <b>Audio Track 37</b>	<b>Listening: Activity 1</b> <ol style="list-style-type: none"><li>1. Direct learners' attention to Activity 1 and ask them to complete the questions after listening to a short dialogue.</li><li>2. Play the audio at least twice for learners.</li><li>3. Pause if necessary for learners to write down the correct answer.</li><li>4. Allow learners to progress quietly onto the next activity.</li></ol> <b>CORE</b> <b>Answers</b> 1 Polar bears have 42 teeth; 2 A carnivore is an animal that eats meat; 3 A polar bear uses its sense of smell to catch seals; 4 A polar bear can smell seals more than a kilometre away.



<p><b>Coursebook</b> page 144</p>	<p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. On the board, write <i>The ice is melting. It means that polar bears look for food in towns and villages.</i> Ask learners how they can make the two sentences into one. Prompt the learners by erasing the full point at the end of the first sentence and prompting the learners by telling them the word begins with 'w'.</li> <li>2. Ask learners to work individually to join the sentences using <i>which</i>.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Prepare the answers on a poster so that learners can check their work and correct their answers as necessary.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Global warming is melting the ice caps, which means polar bears can no longer hunt so freely.</li> <li>2 Polar bears have white fur, which helps them to look like the snow to hide from predators.</li> <li>3 Polar bears have to look for food in towns and villages, which is dangerous for the people as the polar bears may attack them.</li> <li>4 Polar bears have huge paws, which help them to catch seals for food.</li> </ol>
<p><b>Coursebook</b> page 144</p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the four sentences.</li> <li>2. Do the first example with the whole group so that learners are clear what to do in the task.</li> <li>3. Learners work individually. Ask learners to check their answers in pairs or small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select individual learners and ask them to come and write the correct number/letter answers on the board.</p> <p><b>Answers</b></p> <p>1 a; 2 a; 3 c; 4 a</p>
<p><b>Workbook</b> page 122</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the sentences.</li> <li>2. Elicit from learners how they can combine the sentences into one, referring back to Activity 2 in their Coursebook.</li> <li>3. Learners work individually, and then check their answers with their partner or small group.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Give whole class feedback by asking for volunteers to read out their answers for each activity.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 This is the road which leads to the hotel.</li> <li>2 The dress is black which suits me.</li> <li>3 I like driving fast which can be dangerous.</li> <li>4 The weather is very hot which can be annoying.</li> <li>5 I got an A on my test which is wonderful news!</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
<b>Workbook page 122</b>	1. Ask learners to look at the Self-assessment statements in the Workbook. Ask: <i>Is there anything you feel you need to continue working on?</i>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			
(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.			

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LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To give opinions. <b>Reading:</b> To read for understanding. <b>Writing:</b> To write a non-fiction guide. <b>Listening:</b> To listen to a dialogue and answer questions. <b>Writing:</b> To design a theatre poster.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• complete a comprehension activity testing key vocabulary</li> <li>• write a non-fiction guide using key vocabulary</li> <li>• answer questions based on a listening activity</li> <li>• design a poster advertising a play.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Animal vocabulary and using <i>which</i> to join sentences</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Animal related vocabulary <b>Key expressions/structures:</b> Persuasive phrases		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find the poster advertising <i>War Horse</i> challenging. Show examples and model appropriate vocabulary.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 145 Workbook page 123 Audio Track 38		

## UNIT 8 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners if they have ever kept a horse or any other animal.</li> <li>2. Ask: <i>Would you like to? Why? Why not? Can you explain?</i></li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Workbook page 123</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read questions 1–6 first.</li> <li>2. Ask learners to underline the key words and phrases in the questions.</li> <li>3. Learners work individually to scan the text and answer the questions. Ask learners to check their answers in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners should complete this activity individually and then compare their answers with another learner. Select individual learners by asking them to raise their hands.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Horses prefer being outside.</li> <li>2 Horses need lots of exercise.</li> <li>3 Horses need shelter if the weather is very hot or cold.</li> <li>4 Horses like grass, hay and oats. They need lots of fresh water.</li> <li>5 Grooming means to keep your horse's coat clean and shiny.</li> <li>6 You should brush your horse regularly.</li> </ol>
<b>Workbook page 123</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the instructions for Activity 2.</li> <li>2. Give learners time to choose their animals and make notes under each of the headings.</li> <li>3. Learners write about their chosen animal. Encourage learners to use the text on page 123 of their Workbook as a guided template.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to swap their Workbook with a partner. Their partner checks that the written work contains content about where to keep the animal, what or how to feed it and how to groom it. Good use of language and content can then be highlighted on the board.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners should work in pairs or small groups for this activity.</li> <li>2. Dependent upon the animal they choose, learners should brainstorm vocabulary connected with their animal before starting.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners should choose additional categories to research and write about.</li> </ol>

<p><b>Coursebook</b> page 145 <b>Audio Track 38</b></p>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they are going to listen to three short conversations about animals in a play, a film and a favourite book.</li> <li>2. Ask learners to read the questions for each conversation.</li> <li>3. Learners listen to the audio. After the initial listening, ask learners to check with their partner or small group.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Invite learners to answer the questions to the class. Ask: <i>Who agrees? Who got a different answer?</i></li> <li>2. Play the audio again if necessary to allow learners to answer the questions.</li> </ol> <p><b>Answers</b></p> <p><b>Conversation 1</b></p> <p>1 Yes, Nada loved the play; 2 Rose preferred the play to the book; 3 Rose's favourite character was Albert, because he was so kind and caring.</p> <p><b>Conversation 2</b></p> <p>1 Animals don't choose to be there and they may be hurt; 2 Because the animals don't know that a play or a film isn't real; 3 Farhad thinks the animals will be well looked after and there are rules to keep them happy.</p> <p><b>Conversation 3</b></p> <p>1 She likes Noura al Noman; 2 The name of the book is Ajwan; 3 It is a Science Fiction book.</p>
<p><b>Coursebook</b> page 145</p>	<p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the picture and elicit what it is (a poster). Tell learners that they are going to design a similar poster for the play <i>War Horse</i>.</li> <li>2. Ask learners to work in small groups and brainstorm ideas for each of the bullet points, making written notes before they design their posters.</li> <li>3. Learners work in small groups to design their posters. Monitor groups while they are working and correct any mistakes if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor, giving learners individual feedback.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Learners should be invited to share either their guide to keeping an animal or their poster with the rest of the class.</li> <li>2. These should be displayed if possible.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.4.1.1.2) Produce posters, brochures, leaflets, and advertisements.</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 16</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 8</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To read factual information about animals in the wild. <b>Writing:</b> To use relevant vocabulary and join sentences using <i>and so</i> .		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• check their knowledge of the unit vocabulary</li> <li>• extend sentences using <i>and so</i></li> <li>• understand and answer questions about animals in the wild.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Review of Unit 8</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> All vocabulary from Unit 8 <b>Key expressions/structures:</b> All expressions and structures from Unit 8		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may have difficulty remembering the answers to Activity 3. Remind them that a comprehension is not a test of memory, but of reading skills. They should use the Coursebook to search for the answers.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 146 Markers, round circles and sticky tape for learners to make their smileys.		

## UNIT 8 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"><li>1. Ask the learners to choose, in pairs, a lesson they enjoyed in the unit.</li><li>2. Give out the round circles and ask the learners to make their smileys.</li><li>3. Learners look through the unit and hold up a smiley face for the lessons they found interesting/enjoyable. Circulate and see which lessons were particularly successful and why. Collect the smileys, with learners' names written on the back, so they can be recycled in future lessons.</li></ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 146</b>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Ask learners to look at page 146 of their Coursebook and read the five mini-paragraphs.</li><li>2. Give an example with the whole group, asking the learners to spell the missing word, and write it on the board.</li><li>3. Ask learners to work individually to complete the sentences. Ask learners to check their answers in pairs or small groups.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select individual learners by asking them to raise their hands. Elicit the correct spelling from different learners and write the answers on the board.</p> <p><b>Answers</b></p> <p>1 shells; 2 feathers; 3 fur; 4 milk; 5 scales; 6 gills; 7 lungs; 8 water; 9 scales; 10 eggs</p>
<b>Coursebook page 146</b>	<p><b>Use of English: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Ask the learners to read the five statements and tick the ones they agree with. Learners check which ticked sentences are the same as their partner's.</li><li>2. Learners then work in pairs, one reading out the statement, the other agreeing appropriately, using the target structure <i>so + verb + pronoun/noun</i> to express agreement.</li><li>3. As a possible extension activity, ask learners to write three of their own examples, then mingle with the whole group to find someone who agrees.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select pairs in class to produce their mini-dialogues.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>



<b>Coursebook page 146</b>	<b>Reading: Activity 3</b> 1. Ask learners to read the ten questions. 2. Ask learners to work in small groups when answering the questions. 3. Monitor while learners are working and correct any mistakes if necessary. <b>CORE</b> <b>Feedback</b> Remind learners that this isn't a test of memory and they should scan through information given in previous lessons in this unit. Choose learners to volunteer each answer. Ask: <i>Do the rest of the class agree?</i> This could be done as a quiz with a prize to the team who gets the most correct answers in the shortest time.  <b>Answers</b> 1 meat eating; 2 fish and reptiles; 3 amphibians; 4 a bird, but doesn't often fly; 5 a chameleon and its name means 'earth lion'; 6 they live in Central and South America; 7 black; 8 several months; 9 the Arctic; 10 to look for food in rubbish bins		
<b>Resources</b>	<b>Plenary</b> 1. Ask learners to work in four teams. Each team works collaboratively to write six questions to ask the other teams. Learners can write any questions based on the content from Unit 8. 2. Teams then take it in turns to ask their questions to other teams. If the question is answered correctly, the team gets a point. 3. Once teams have all asked their questions, add up the total amount of points. The winning team has the most points.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b> (G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			

<b>LESSON PLAN</b>		<b>LESSON: 17</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 8</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To read around their project ideas. <b>Writing:</b> To write up their projects. <b>Speaking and Listening:</b> To discuss their project ideas with a teacher.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• prepare a presentation.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Animal vocabulary</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Initiative and Self-direction: Reinforce the learning process to set goals, manage time, and work independently by monitoring, defining, and prioritising tasks to complete the project</li> </ul>		
<b>Key vocabulary:</b> Unit 8 review <b>Key expressions/structures:</b> Unit 8 review		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may spend more time than is necessary on making the project, or trying to get it perfect, so you will need to encourage these learners to finish their project in the time available. Give simple time reminders, for example, <i>You have four minutes left to complete this stage of your project.</i></li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 147		

## UNIT 8 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)

Resources	Starter
	<ol style="list-style-type: none"><li>1. On the board, write <i>Type of Animal, Habit, Diet</i> and <i>Interesting features</i>.</li><li>2. Show an image of a Bengal tiger from a previous lesson and elicit details from the whole group.</li><li>3. Fill in notes under each category. Praise learners' ideas.</li></ol>
Resources	Main Activity
Coursebook page 147	<b>Choosing a project</b> <ol style="list-style-type: none"><li>1. Ask learners to look at the project options on page 147 of the Coursebook. Read through the details for each project and ask learners to think about which project they would prefer to do.</li><li>2. Divide the class into Project A and Project B and group them accordingly.</li><li>3. It is vital at this stage to focus learners on the future presentation of their projects, for example, to elicit ideas about legible writing (which should be print), punctuation, colourful drawings, etc. Write some of these ideas up on the board so that they can be used as a checklist at a later stage. You could alternatively put the ideas on a flip chart or similar so that they can be brought out and learners can be reminded of them in the next lesson.</li></ol>
	<b>CORE</b>
	<b>Feedback</b> <p>Ask learners where they are in the project cycle and give time limits if learners are taking too long on specific stages. Offer any help as necessary to help them move more quickly.</p>
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"><li>1. These learners may need more help and guidance. Monitor and help learners when necessary.</li></ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"><li>1. Allow these learners to work quickly so that other learners can follow their lead.</li></ol>

	<p><b>Creating the project</b></p> <p><b>Project A: Saved from the brink</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are going to work in small groups and write about one of the animals that has been saved from extinction. Nominate the learners to work on the Amur tiger, the grey whale or the southern white rhinoceros. Ask learners to work in small groups and brainstorm ideas about content to include. Encourage learners to use the Internet to find additional information if needed, or give them pre-prepared information sheets about the three animals.</li> <li>2. Once learners have completed the brainstorming stage, ask them to write three paragraphs about their designated animal. Remind learners that when they are writing a new paragraph, they can either miss a line, or indent.</li> <li>3. Learners then write their texts, supporting each other with content and language. Encourage learners to use a learner’s dictionary to check spelling of words if unsure.</li> </ol> <p><b>Project B: Animals in the wild</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the instructions for the project and nominate the group into three smaller groups and choose a different animal for each group to work on: the Arabian oryx, the Arabian leopard and the Arabian tahr.</li> <li>2. Ask learners to look at the plan at the bottom of the page and brainstorm ideas for each of the fact file subheadings. Encourage learners to use the Internet to find additional information if needed.</li> <li>3. Learners then write their own fact files about their designated animal. Encourage learners to share ideas with their peers as they plan and write and to use a learner’s dictionary to check their spelling.</li> </ol> <p><b>CORE Feedback</b></p> <p>Ask learners where they are in the project cycle, and give time limits if learners are too long on specific stages.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. These learners will need further support in the understanding and execution of the task.</li> <li>2. Encourage these learners to think of as much content and language as they can during the brainstorming stages of the project. Ask them to look through their Coursebook for ideas if needed, ask their peers and to use a wide range of vocabulary.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. These learners often focus on finishing the task quickly, rather than upgrading the content of their work. Ask these learners to think of additional additional information during the brainstorming stages of the task cycle.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the class the progress they have made so far with their projects.</li> <li>2. Ask about any interesting things they have found out through their research.</li> <li>3. Find out if there are any problems (for example, incomplete research; lack of time) and discuss how to resolve these before the next lesson.</li> <li>4. Take in all learner-generated projects and store carefully for the next lesson.</li> </ol>

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<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.4.1.1.1) Write texts of more than two paragraphs with simple, compound and complex sentences, using a range of subordinating conjunctions and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p> <p>(G7.4.3.1.1) Build upon and continue applying conventions learned previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 18</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 8</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To deliver a presentation to the class. <b>Listening:</b> To listen respectfully and attentively. <b>Speaking:</b> To ask and reply to pertinent questions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• present a short presentation to peers and teacher</li> <li>• ask and answer questions to demonstrate understanding.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Animal vocabulary</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Initiative and Self-direction: Reinforce the learning process to set goals, manage time, and work independently by monitoring, defining, and prioritising tasks to complete the project</li> </ul>		
<b>Key vocabulary:</b> Key vocabulary from Unit 8 <b>Key expressions/structures:</b> Key expressions and structures from Unit 8		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It can be very stressful for learners to stand up at the front of the class and present their work, and themselves, to their peers. This raises anxiety in many learners, and particularly less able learners who are afraid of making mistakes in front of their peers. The teacher can manage this situation by providing safer, small group presentations and monitor while these presentations are taking place, noting learners' strengths and weaknesses, as well as correct and incorrect language use for delayed error correction on the board.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 148		

## UNIT 8 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)

<b>Resources</b>	<b>Starter</b> <ol style="list-style-type: none"> <li>1. Ask learners to describe what they did in the previous lesson, for example, writing a fact file about a wild animal or an animal saved from extinction.</li> <li>2. Ask the learners to split into two groups: the learners who completed Project A and the learners who completed Project B. Learners should sit with their project partner or small group. Give out learner-generated projects from last class.</li> <li>3. Give learners time to read through their own projects and discuss what they will talk about.</li> </ol>
<b>Resources</b>  <b>Coursebook page 148</b>	<b>Main Activity</b> <ol style="list-style-type: none"> <li>1. Tell learners that this lesson will be for presentations about their projects. Each learner will be expected to speak briefly about the work they have done and then present it.</li> <li>2. Ask if there are any questions.</li> <li>3. Tell learners that they will be commenting on each other's work after the presentations, so they will need to be ready to say two things about each presentation: a) the best thing about it; b) something they have learned from it.</li> <li>4. Arrange the classroom layout in a suitable style for watching presentations. You may wish to adjust tables and chairs to create a semi-circle shape around a presentation stage area.</li> <li>5. Allow learners a short time to gather their presentation materials and rehearse their presentations if necessary.</li> <li>6. Refer learners to look at the <i>Speaking tips</i> and Peer assessment guidance in the Coursebook on page 148.</li> </ol>
	<b>Presentations</b> <ol style="list-style-type: none"> <li>1. Select learners to present their projects to the class.</li> <li>2. Remind learners to stand confidently, make eye contact with listeners where possible, maintain good posture and speak in a clear manner with a suitable pace.</li> </ol> <b>CORE</b> <b>Feedback</b> At the end of each presentation, give verbal feedback, focusing on positive aspects to model for the class. Ask one or two learners to give constructive feedback.
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Support learners as needed. You may need to prompt speaking and listening skills, or offer pronunciation and intonation support.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Encourage learners to speak confidently.</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
<b>Coursebook page 148</b>	<ol style="list-style-type: none"> <li>To round off the lesson, ask learners to work together to put their projects on the wall.</li> <li>Encourage learners to work together to decide how they want to present their materials for example, with a coloured or plain background, with designed headings, etc.</li> <li>Ask learners to look at the finished projects on the wall and make comments, for example, which project they like the best and why, if you feel this is appropriate.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p>			



LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to and check summaries of short paragraphs. <b>Speaking:</b> To summarise short paragraphs in a text about the origins of the Olympic Games. <b>Reading:</b> To read a text about the origins of the Olympic Games. <b>Writing:</b> To answer questions, and complete a crossword, about the origins of the Olympic Games.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and summarise information about the origins of the Olympic Games</li> <li>• use vocabulary related to the Olympic Games.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Past simple</li> <li>• Vocabulary related to sports</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>ancient Olympic Games, prize, long jump, boxing, spectator, chariot, javelin, athlete, champion, wrestling, discus, Greece</i> <b>Key expressions/structure:</b> Past simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be beneficial to explain BCE and CE: BCE stands for Before Common Era and it is used when referring to a year before the Western calendar starts counting years (i.e. over 2000 years ago). CE stands for Common Era, it is used for counting years after the start of the Western calendar.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 149 and 150 Workbook page 124 and 125		

## UNIT 9 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<p>1. Write <i>Olympic Games</i> on the board and have a class discussion on the topic. Ask: <i>Have you ever watched the Games on television? Do you know where and when the next Games will be? What are some events at the Games? Can you name any famous athletes?</i></p>
<b>Resources</b>	<b>Main Activity</b>
<p><b>Coursebook</b> pages 149 and 150</p>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Check that all learners understand <i>origins</i> (used to describe the way something started to exist).</li> <li>2. Learners work in groups to discuss the starter question.</li> <li>3. Elicit suggestions from the pairs then tell them they are going to read about the Olympic Games' origins.</li> <li>4. Learners read the text and discuss with a partner three things they have learned about the Games that they didn't already know.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs: <i>What three things did you find out that you didn't already know?</i> Ask volunteers to come to the board and write some of the things they didn't know. Ask other learners if they agree.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Go through the text, and have learners raise their hands when they come across a piece of information they didn't already know.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Give learners a strict time limit to read the text before closing their books and discussing what they have learned with a partner.</li> </ol>
<p><b>Coursebook</b> pages 149 and 150</p>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Reading strategy</i> box, and emphasise that reading a single paragraph and checking you have understood its main information, one paragraph at a time, is good way of approaching a longer text.</li> <li>2. Learners re-read the text and discuss the questions in Activity 2 with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class. Use this opportunity to go through any difficult words, for both meaning and pronunciation. (If learners are unsure about a lot of the words, it may be beneficial for them to do Workbook: Activity 1 at this stage.)</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 in Olympia in Greece in 776 BCE</li> <li>2 a ceremony on the first day and the last day</li> <li>3 a cook called Koroibos</li> <li>4 football;</li> <li>5 Because there was no second or third place. The winner received money and he probably never worked again.</li> <li>6 Yes, they did. They had their own women-only Games.</li> <li>7 Some walked, others came by sea.</li> </ol>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Go through each question and point out which paragraph contains the answer.</li> <li>2. Learners read that paragraph, and then volunteer answers.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write the answers before re-reading the text to check.</li> </ol>
<p><b>Coursebook</b> pages 149 and 150</p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs, taking it in turns to summarise the paragraphs, while their partners check they have included all of the main information.</li> <li>2. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask a selection of learners to summarise paragraphs in front of the whole class.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give a summary of the first paragraph as an example.</li> <li>2. Allow learners who are summarising to keep their books open during the activity.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Both partners close their books. One partner summarises a paragraph, while the other makes notes. They then compare the notes with the paragraph in the text.</li> </ol>
<p><b>Workbook</b> page 124 and 125</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to complete the crossword.</li> <li>2. Learners check their answers with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Hand out or display the correct answers to the crossword so that learners can mark their own work and develop autonomy.</p> <p><b>Answers</b></p> <p><b>Across:</b></p> <p>3 long jump; 5 prize; 7 spectator; 9 chariot; 10 boxing</p> <p><b>Down:</b></p> <p>1 athlete; 2 javelin; 4 wrestling; 6 discus; 8 Greece</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Have learners close their books and ask them to tell you a few things that they can remember about the origins of the Games.</li> <li>2. Have a class discussion. Ask: <i>Do you think it would have been fun to watch the Games in ancient Greece? Why? Why not?</i></li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p>			

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LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to sentences using past simple and check for accuracy. <b>Speaking:</b> To discuss a reading text and its uses of the past simple. <b>Reading:</b> To read a text and identify uses of the past simple. <b>Writing:</b> To write sentences, and a summary of a reading text, using the past simple.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use the past simple to talk about events that happened in the past</li> <li>• use the past simple when writing a summary of a reading text about the origins of the Olympic Games.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Past simple</li> <li>• Vocabulary related to the Olympic Games and sports</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>ancient Olympic Games, prize, long jump, boxing, spectator, chariot, javelin, athlete, stadium, wrestling, discus, Greece, medal, competitor, jacket, match, opponent, race, training, halfway, track</i> <b>Key expressions/structure:</b> Past simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to remind learners that <i>did</i> is the past simple form of <i>do</i>, as well as being the auxiliary verb used when forming the past simple.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 149 and 150 Workbook page 125		

## UNIT 9 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Begin with a discussion about preparing for a race. Ask learners to imagine they are athletes in the Olympics, and they have just won a medal. Ask: <i>What event did you do?</i> (e.g. running, discus, javelin) <i>How did you prepare?</i> <i>How did you feel before you started?</i> <i>How did you feel when you won?</i></li> <li>2. Learners work in small groups to discuss the topic, and then report back to the class.</li> </ol>
<p><b>Resources</b></p> <p><b>Coursebook pages 149 and 150</b></p>	<p><b>Main Activity</b></p> <p><b>Use of English</b></p> <ol style="list-style-type: none"> <li>1. Take one of the groups' suggestions from the starter activity and put it on the board in a sentence that includes use of the past simple, for example <i>I trained for many years.</i></li> <li>2. Underline the verbs and elicit (or provide) the tenses (past simple).</li> <li>3. Go through the information in the <i>Use of English</i> box with the class.</li> <li>4. Learners work in pairs to look back at the reading text and underline the past simple verbs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>The pairs compare their answers with other pairs. Check that the groups agree and have confident learners take it in turns to call out the correct verbs. Ask for a show of hands to determine whether each verb is regular or irregular.</p> <p><b>Answers</b></p> <p>The modern Olympic Games <u>began</u> in 1896. They were <u>based</u> on the ancient Olympic Games which <u>took</u> place a thousand years before that.</p> <p>The ancient Olympics <u>began</u> in 776 BCE in Olympia in Greece and they <u>took place</u> every four years until 394 CE. The first Games <u>were</u> a one-day event and <u>had</u> just one running race. A cook called Koroibos <u>won</u> the first ever Olympic race.</p> <p>The Games <u>became</u> popular and from about 400 BCE they <u>took</u> five days. There <u>was</u> a ceremony on both the first day and the last day. Some of the events <u>were</u> discus, javelin, long jump and wrestling. There <u>were</u> also running races, horse races, chariot races and wrestling.</p> <p>The athletes <u>trained</u> for at least ten months before the Games. There <u>were</u> no medals, no prizes and no second or third places. Winning <u>was</u> everything. However, back in his home city, the winner <u>received</u> money, and he probably never <u>worked</u> again.</p> <p>Women <u>didn't take part</u> in the ancient Olympics, but they <u>had</u> their own women-only Games, which <u>took</u> place every four years.</p> <p>About 40,000 spectators <u>travelled to</u> Olympia to watch the Games. Some <u>walked</u> for days; others <u>came</u> by sea from places as far away as Spain, Italy and Egypt.</p> <p>On the final day of the Games there <u>was</u> a big celebration for all the competitors.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Go through the reading text with the class, and point out all of the examples of the past simple. Have learners tell you whether they are affirmative, negative or questions.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. After finding past simple examples in the text, learners write more sentences using the past simple based on their discussions in the starter activity.</li> </ol>

<p><b>Workbook</b> page 125</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class.</li> <li>2. Learners work individually to write sentences in the past simple.</li> <li>3. Learners compare their sentences with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct sentences from the pairs.</p> <p><b>Answers</b></p> <p>1 So I took a warm jacket; 2 He broke his leg; 3 They fought five years ago; 4 They met at the Olympic Games; 5 I won a medal.</p>
<p><b>Coursebook</b> page 150</p>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class.</li> <li>2. Learners complete the task individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have volunteers read out the correct sentences.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 She didn't eat anything before the race, so she felt tired.</li> <li>2 The race finished when I arrived at the stadium.</li> <li>3 He didn't do enough training, so he didn't take part in the race.</li> <li>4 Because a wheel came off halfway round the track, he didn't win the chariot race.</li> <li>5 Did he win a race before he competed in this year's Games?</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Go through each set of prompts with the class, and elicit which of the verbs are regular and irregular.</li> <li>2. Learners write the correct sentence and then move on to the next prompt with the class.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to come up with five additional sentences that include both regular and irregular verbs in the past.</li> </ol>
<p><b>Coursebook</b> pages 150</p>	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of the work they did in the previous lesson, summarising each of the paragraphs in the reading text, and explain that they now need to write these summaries, and to use the past simple whenever possible.</li> <li>2. Learners work individually to complete the task.</li> <li>3. With the whole class go through the information in the <i>Writing tip</i> box.</li> <li>4. Learners work in pairs to edit their own work and then check each other's work for accuracy.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out how successfully learners think their partners summarised the information in the text. Have learners read out some example sentences to the class.</p>

	<b>Differentiation activities (Support):</b> 1. Allow learners to refer to the reading text during this task.
	<b>Differentiation activities (Stretch):</b> 1. Have learners close their Coursebooks during this task.
<b>Resources</b>	<b>Plenary</b>
	1. Have learners tell you about some of the things they did yesterday. Find out what they had done before that, and before that. 2. Learners volunteer example statements, including use of the past simple, about their actions yesterday, last week, last year.

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<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous,</li> <li>• verbs in different forms (for example, indicative, imperative, interrogative, conditional, and subjunctive),</li> <li>• active and passive voice,</li> <li>• zero and definite articles,</li> <li>• first conditional,</li> <li>• deduction and assumption: must be, could be, can't be,</li> <li>• possibility: may, might and could,</li> <li>• expressing opinion, likes, dislikes, preference, agreement, and disagreement,</li> <li>• adjectives (comparative and superlative),</li> <li>• adverbs, relative adverbs (for example, where and when),</li> <li>• prepositions,</li> <li>• phrasal verbs,</li> <li>• verbs that take gerund,</li> <li>• verbs that take infinitive,</li> <li>• broader range of intensifiers such as too, enough,</li> <li>• passive voice,</li> <li>• collocations,</li> <li>• defining and non-defining clauses.</li> </ul>			

<b>LESSON PLAN</b>		<b>LESSON: 3</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 9</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen to opinions in a discussion about the ancient and modern Olympics Games.</p> <p><b>Speaking:</b> To express opinions in a discussion about the ancient and modern Olympics Games.</p> <p><b>Reading:</b> To read and categorise words and phrases related to the ancient and modern Olympics Games.</p> <p><b>Writing:</b> To complete words and re-order sentences related to the ancient and modern Olympics Games.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• use vocabulary for specific sports in the ancient and modern Olympic Games</li> <li>• describe differences between the ancient and modern Olympic Games.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for sports</li> <li>• Vocabulary for the ancient Olympic Games</li> <li>• Present passive (<i>the Games are held ...</i>)</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>medal, prize, spectator, wrestling, cycling, boxing, running, rowing, chariot racing, sailing, weightlifting, swimming, shooting, take place, train (verb)</i></p> <p><b>Key expressions/structure:</b> Present passive, present simple, past simple</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• It may be beneficial to point out that running, and other sports such as long jump, javelin and discus, can come under the banner <i>athletics</i>, or <i>track and field</i> in American English. Running is a <i>track</i> sport, while the throwing and jumping events are <i>field</i> sports.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 151</p> <p>Workbook page 126</p>		

## UNIT 9 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 151	<ol style="list-style-type: none"> <li>1. Have a class discussion about flags. Ask a volunteer to describe the flag of the UAE (without looking at one). Find out what other flags the learners can describe without looking at them.</li> <li>2. Ask if anyone can describe the Olympic flag, then have learners open their Coursebooks to check.</li> <li>3. Learners work in pairs to discuss the starter question.</li> <li>4. Elicit (or provide) the correct answer (the rings represent the five continents of: Africa, Asia, America, Australia, Europe).</li> </ol>
Resources	Main Activity
Coursebook page 151	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the words and phrases in the word cloud with the whole class. Check for pronunciation and meaning.</li> <li>2 Elicit learners' ideas about what the words and phrases could refer to.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask pairs to raise their hands when they agree that they have the same answers. Have different pairs volunteer the correct answers.</p> <p><b>Answers</b></p> <p>ancient Olympics: between one and five days; began in 776 BCE; no medals modern Olympics: began in 1896; medals for first, second and third prizes; between two and three weeks both: spectators from far away</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Have learners re-read the text on page 151 before starting work on this activity.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners complete the activity, and then re-read the text on page 151 to check their answers.</li> </ol>
Coursebook page 151	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read through the list of sports 1-9 and drill the words both chorally and individually.</li> <li>2. Learners work individually to match the sports to the symbols.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class. Elicit what the names of these sports have in common (they all end in <i>-ing</i> / they all stem from a verb, for example <i>run</i> &gt; <i>running</i>).</p> <p><b>Answers</b></p> <p>1 c; 2 f; 3 i; 4 a; 5 d; 6 h; 7 e; 8 b; 9 g</p>

<p><b>Coursebook</b> page 151</p>	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Direct learner's attention back to the table in Activity 1.</li> <li>2. Do the first example with them (boxing). If necessary, instruct learners to refer back to the text on page 150 to help them. Learners work in pairs to discuss the sports and to put them in the correct columns in the table in Activity 1.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class. Find out what the learners know about the sports in the modern Olympics. Ask: <i>Have you ever seen them on TV? What do you think about them?</i></p> <p><b>Answers</b></p> <p>ancient Olympics: Chariot racing modern Olympics: Cycling; Rowing; Sailing; Shooting; Weightlifting both: Wrestling; Boxing; Running</p>
<p><b>Workbook</b> Page 126</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to complete the words.</li> <li>2. Learners compare their answers with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have volunteers provide the correct answers. Elicit whether these sports are part of the ancient or modern Olympics (they are all included in the modern Olympics; wrestling was also part of the ancient Olympics).</p> <p><b>Answers</b></p> <p>1 running; 2 wrestling; 3 weightlifting; 4 cycling; 5 rowing; 6 boxing; 7 shooting; 8 sailing</p>
<p><b>Workbook</b> Page 126</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the scrambled words with the class.</li> <li>2. Learners re-order the words to make sentences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have learners take it in turns to come up to the board and write the correct sentences - one word at a time. Encourage other learners to call out the answers if the person needs assistance.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 The Games take place every four years;</li> <li>2 They are held in a different city each time;</li> <li>3 There are many different kinds of sports;</li> <li>4 There are medals for first, second and third place;</li> <li>5 The athletes train for many years;</li> <li>6 The spectators come from all over the world.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with the first and last words of each sentence.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Give learners a time limit to look at the scrambled words, before closing their books.</li> <li>2. Learners write the correct sentences from memory, before re-opening their books to check they have used all of the words.</li> </ol>

<b>Coursebook page 151</b>	<b>Speaking: Activity 4</b> 1. Go through the instructions, and encourage learners to use information from this lesson, the reading text on page 151 and their own ideas, as well as the prompts. 2. Learners work in small groups to discuss some differences between the ancient and modern Olympics. 3. Go round monitoring, giving help where necessary. <b>CORE</b> <b>Feedback</b> Have a feedback session with the class. A spokesperson from each group summarises the main points of their discussion. Highlight some interesting points and good uses of language identified while you were monitoring.		
<b>Resources</b>	<b>Plenary</b>		
	1. Play 'Backs to the Board', based on words which have appeared in the lesson.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b> <a href="http://www.almanahj.com">www.almanahj.com</a> (G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, <ul style="list-style-type: none"> <li>• making offers and request,</li> <li>• making suggestions,</li> <li>• expressing likes and dislikes,</li> <li>• expressing preferences,</li> <li>• giving advice using ought to, you'd better,</li> <li>• obligating and prohibiting,</li> <li>• making assumptions and predictions (for example, She must be busy, she doesn't answer the phone.),</li> <li>• expressing agreement and disagreement,</li> <li>• expressing opinion.</li> </ul>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a talk describing sports. <b>Speaking:</b> To make speculations about sports. <b>Reading:</b> To read and combine sentence halves about sports. <b>Writing:</b> To write a description of an Olympic sport.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand a description of the rules, equipment and history of two modern Olympic sports</li> <li>• describe the rules, equipment and history of an Olympic sport.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for sports</li> <li>• Vocabulary for the ancient and modern Olympic Games</li> <li>• Past perfect</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>sailing, shooting, swimming, wrestling, weightlifting, cycling, rowing, boxing, dinghy, shotgun, clay target, event, compete, course, medal, shooter, double trap, gloves, oar, disc, metal bar, goggles, underwater</i>		
<b>Key expressions/structure:</b> Present simple, past simple, present perfect		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• A person who does shooting is a <i>shooter</i>. A person who does sailing is a <i>sailor</i>. The endings of these words are pronounced the same, but spelled differently.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 152 Workbook page 127 Audio Track 39		

## UNIT 9 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Make sure learners' books are closed. Recap on the topic of the previous lesson (sports in the modern and ancient Olympics). Elicit examples of sports that feature in the modern Olympics.</li> <li>2. Learners work in small groups to brainstorm all of the sports in the modern Olympics that they can think of.</li> <li>3. Have a feedback session with the class. Find out which group came up with the most sports.</li> </ol>
Resources	Main Activity
<b>Coursebook</b> page 152 <b>Audio Track 39</b>	<b>Listening: Activity 5</b> <ol style="list-style-type: none"> <li>1. Learners work in pairs to discuss the pictures.</li> <li>2. Play the audio. Learners listen then discuss what they have heard with their partners.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate. Ask: <i>Did you learn anything new about sailing and shooting?</i></p>
<b>Coursebook</b> page 152 <b>Audio Track 39</b>	<b>Listening: Activity 6</b> <ol style="list-style-type: none"> <li>1. Go through the <i>Vocabulary</i> box with the class, and find out if there were any other words from the listening that learners need help with.</li> <li>2. Learners work individually to match the phrases to the sports.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Play the audio for learners to check their answers. Have learners put their hands up when they are satisfied they have answered everything correctly.</p> <p><b>Answers</b></p> <p>1 shooting; 2 sailing; 3 sailing; 4 sailing; 5 shooting; 6 shooting</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to refer to the audioscript. Encourage learners to work in pairs to discuss the correct answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1 Learners work in pairs, taking it in turns to read a statement, while the other listens and answers.</li> </ol>
<b>Coursebook</b> page 152 <b>Audio Track 39</b>	<b>Listening: Activity 7</b> <ol style="list-style-type: none"> <li>1. Play the first part of the audio (about sailing). Learners listen, then work in pairs: one learner summarises the information about sailing, their partner reads the audioscript to check they have included all of the main points.</li> <li>2. Play the second part of the audio (about shooting). Learners swap roles.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out how well the learners remembered and summarised the key information about the two sports.</p>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Play the first part of the audio, then elicit the main information about the sport from volunteers.</li> <li>2. Repeat with the second part of the audio.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Play the whole audio. Learners work in pairs, taking it in turns to summarise the information, while the other makes notes.</li> <li>2. Learners then compare their notes with the audioscript.</li> </ol>
<b>Workbook page 127</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and example answer with the class.</li> <li>2. Learners work individually to complete the task.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their ideas with a partner. Have the pairs take it in turns to read the first and second parts of each sentence aloud.</p> <p><b>Answers</b></p> <p>1 e; 2 a; 3 h; 4 d; 5 b; 6 g; 7 c; 8 f</p>
<b>Workbook page 127</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to check any unfamiliar words in a dictionary.</li> <li>2. Learners work in pairs to match the phrases from Activity 3 to the sports.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Pairs check their answers with other pairs.</p> <p><b>Answers</b></p> <p>1 sailing; 2 shooting; 3 running; 4 rowing; 5 boxing; 6 cycling; 7 wrestling; 8 weightlifting</p>
<b>Coursebook page 152</b>	<p><b>Writing: Activity 8</b></p> <ol style="list-style-type: none"> <li>1. Learners write short paragraphs describing one of the other sports. (If possible, allow learners to research some key facts on the Internet.)</li> <li>2. Learners compare their work with a partner. They check for facts and any obvious mistakes.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out which sports they chose to write about, and elicit some key facts for each.</p>
<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>1. Have a class discussion about the sports they have learned about in the last two lessons. Ask: <i>Which of these would you like to watch or to try doing? Why?</i></li> </ol>



<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

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LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To make suggestions about people's feelings, having read their responses to a sporting event. <b>Reading:</b> To read people's responses to a sporting event; to read an article and choose the correct verb tenses. <b>Writing:</b> To complete a fact file about a para-athlete.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand people's feelings from quotes of their responses to a sporting event</li> <li>• read and understand an article about a para-athlete.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for Olympic sports</li> <li>• Past perfect</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>Paralympics, para-athlete, disabled, stadium, inspiration, world record, jump, cheer, tears, stroke, wheelchair, brilliant, amazing, incredible</i> <b>Key expressions/structure:</b> Present simple; past simple; present perfect; pronouns: <i>everyone, anyone, no-one; everything, anything, nothing</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain <i>stroke</i> (noun: sudden damage to the brain that causes a loss of movement) and the distinction between <i>paralyse</i> (verb: to cause an inability of movement) and <i>paralysis</i> (noun: a condition in which you are unable to move).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 153 Workbook page 128		

## UNIT 9 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 153	<ol style="list-style-type: none"> <li>1. Write <i>para-athletes</i> on the board, and ask learners to tell you what they think it means (athletes who do not have a physical ability that most people have). Elicit some types of physical disability, for example problems with sight, hearing or movement.</li> <li>2. Have a class discussion about para-athletes. Ask: <i>Can you name any para-athletes? Do you know the name of the main international sports competition for para-athletes?</i></li> <li>3. Have learners open their books and focus their attention on the picture. Elicit suggestions for the sort of race that is shown (200m Paralympic race).</li> </ol>
Resources	Main Activity
Coursebook page 153	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Did you know?</i> box. Find out if any learners can name a Paralympic sport.</li> <li>2. Learners work in pairs to read the speech bubbles and discuss how the speakers feel.</li> <li>3 Read out a speech bubble in a monotone voice. Ask learners to tell you if it sounds right? Read the same speech bubble a second time, using more enthusiastic intonation.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners work in pairs to read each other the remaining speech bubbles using enthusiastic intonation. Ask them how they felt when reading the speech bubbles out loud. Create a word cloud on the board of good words to include the possible answers below.</p> <p><b>Possible answers</b></p> <p>They feel happy; excited; enthusiastic; inspired</p>
Workbook Page 128	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Emphasise that two words in the box are not needed.</li> <li>2. Learners work individually to match the words to the definitions.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers with a partner. With the whole class, clarify the two words which were not needed (tears, jump).</p> <p><b>Answers</b></p> <p>1 disabled; 2 world record; 3 Paralympics; 4 inspiration; 5 cheer</p>

<p><b>Coursebook</b> page 153</p>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the information in the <i>Language tip</i> box. Have learners identify the uses of <i>brilliant</i>, <i>amazing</i> and <i>incredible</i> in the text, and elicit other words that can mean ‘very good’ ( for example, <i>fantastic</i>, <i>wonderful</i>, <i>terrific</i>, <i>superb</i>, <i>great</i>, <i>excellent</i>).</li> <li>Learners work in pairs to re-read the speech bubbles and discuss the sentences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to put their hands up if they know the answers. Ask other learners if they agree with the answers and make sure that learners can explain the false answers.</p> <p><b>Answers</b></p> <p>1 T; 2 F – one person says ‘we saw him break the world record!'; 3 F – one person says ‘everyone on the stadium cheered’; 4 T; 5 T; 6 F – one person says ‘Everyone is going to be talking about it ...’</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Go through each sentence and guide learners to the relevant speech bubble. Learners read the speech bubble and volunteer the answer.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have learners complete the activity before re-reading the speech bubbles to check their answers. During the feedback, make sure learners can explain their answers, and that they can refer to the relevant speech bubbles.</li> </ol>
<p><b>Workbook</b> Page 128</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the instructions, and encourage learners to check any words they don’t know in a dictionary.</li> <li>Learners work individually to choose the correct options.</li> <li>Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read the text aloud, stopping at each of the answer options. Encourage a volunteer to call out the correct option. Check everyone agrees and then continue reading. Elicit the tense used in all of the answers (past simple).</p> <p><b>Answers</b></p> <p>1 became; 2 didn’t stop; 3 started; 4 joined; 5 competed; 6 won; 7 got; 8 took part; 9 wasn’t; 10 was</p>
<p><b>Workbook</b> Page 128</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners work individually to complete the fact file.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their fact files with a partner. Check that all of the pairs agree on the information in their fact files.</p> <p><b>Answers</b></p> <p>Nationality: Emirati Sport: wheelchair racing Club: Al Thiqah Club, Sharjah Number of medals at Rio 2016: One (Gold in the 800m)</p>

<b>Resources</b>	<b>Plenary</b>		
	1. Have a class discussion about Mohammed Alhammadi. Ask: <i>Have you heard of him? What did you know about him before you read the article? Do people like him inspire you to work hard and achieve your dreams?</i>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.			
(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			
(G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).			

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LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to an athlete's biography. <b>Speaking:</b> To ask and answer questions about an athlete's biography. <b>Reading:</b> To read an incomplete summary of an athlete's biography. <b>Writing:</b> To complete a summary of an athlete's biography. To complete sentences with prepositions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to and understand a short biography</li> <li>• ask and answer questions about a biography.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary of Olympic and Paralympic sports</li> <li>• Past forms: Past simple, past continuous, past passive</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>Paralympics, amputate, knee, wooden leg, sprinter, sprinting, notice, carbon fibre blades, compete, medal</i> <b>Key expressions/structure:</b> Past forms: past simple, past continuous, past passive		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be beneficial to explain the distinction between <i>sprinting</i> and other kinds of running. To <i>sprint</i> is to run a short distance as fast as possible. In athletics, <i>sprinting</i> refers to 100 to 400-metre races.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 154 Workbook page 129 Audio Track 40		

## UNIT 9 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Find out what learners can remember about Mohammed Alhammadi, the para-athlete from the UAE that they read about in the previous lesson.</li> <li>2. Make sure learners' Coursebooks are closed and ask the following (or similar) questions for volunteers to answer: <i>How does he get around?</i> (In a wheelchair) <i>What sport does he do?</i> (Wheelchair racing) <i>When did he start doing athletics?</i> (In 2003, when he was a teenager) <i>Has he ever won any gold medals?</i> (Yes, at the Rio Paralympic Games in 2016).</li> </ol>
<p><b>Resources</b></p> <p>Coursebook page 154</p>	<p><b>Main Activity</b></p> <p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read the sentences with the class and check the vocabulary for pronunciation.</li> <li>2. Learners work in pairs to look again at the photo on page 153 and discuss the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate, and with each pair clarify the correct answers. Ask learners how they would feel if they had the same problem as Alan Oliveira.</p> <p><b>Answers</b></p> <p>1 cut off (in a medical operation); 2 They replace the lower part of the leg when it has been amputated so that an athlete can take part in races.</p>
<p>Coursebook page 154</p> <p>Audio Track 40</p>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Play the audio. Learners discuss the question in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Make sure learners can explain their answer.</p> <p><b>Answer</b></p> <p>His attitude is that he doesn't let his disability stop him from doing things.</p>
<p>Coursebook page 154</p> <p>Audio Track 40</p>	<p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the sentence halves with the class.</li> <li>2. Play the audio. Learners work individually to complete the summary by matching the sentence halves.</li> <li>3. Play the audio again for learners to check their summaries.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask for different volunteers to read each sentence aloud - in full. The other learners listen and raise their hands if they got the same answer.</p> <p><b>Answers</b></p> <p>1 C; 2 F; 3 B; 4 D; 5 G; 6 H; 7 A; 8 E</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to refer to the audioscript during this activity.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners attempt to complete the summary by covering the sentence halves in the right hand column and completing each sentence themselves before looking at the right hand column.</li> </ol>

<p><b>Workbook page 129</b></p>	<p><b>Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners work individually to complete the sentences with the correct prepositions.</li> <li>Learners compare their answers with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask volunteers to read out one full sentence each.</p> <p><b>Answers</b></p> <p>1 in; 2 of; 3 on; 4 for; 5 with; 6 of; 7 by; 8 in; 9 in/at, in, in; 10 in, at</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Let learners know how many times each of the prepositions needs to be used (and that there are two possibilities for the first gap in sentence 9).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have learners cover the wordpool box during this activity, then uncover it when they compare answers with a partner.</li> </ol>
<p><b>Workbook page 129</b></p>	<p><b>Activity 5</b></p> <ol style="list-style-type: none"> <li>Go through the instructions with the class.</li> <li>Learners choose the correct options to complete the sentences.</li> <li>Learners compare their sentences with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>The pairs compare their answers with other pairs. One member of each group raises their hand when the whole group is satisfied that have chosen all of the correct options.</p> <p><b>Answers</b></p> <p>1 sprinter; 2 competing; 3 wheelchair; 4 medals; 5 training</p>
<p><b>Coursebook page 154</b></p>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to practise asking and answering the questions.</li> <li>Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Point out some good examples of language and pronunciation that you heard while monitoring.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Play a quick game of word tennis based on vocabulary which has appeared in the lesson. Take a ball and say the word from the lesson (for example, <i>sprinter</i>). Throw the ball to a learner, who catches it, says another word from the lesson, and then throws the ball to someone else, and so on.</li> </ol>



<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G7.3.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous,</li> <li>• verbs in different forms (for example, indicative, imperative, interrogative, conditional, and subjunctive),</li> <li>• active and passive voice,</li> <li>• zero and definite articles,</li> <li>• first conditional,</li> <li>• deduction and assumption: must be, could be, can't be,</li> <li>• possibility: may, might and could,</li> <li>• expressing opinion, likes, dislikes, preference, agreement, and disagreement,</li> <li>• adjectives (comparative and superlative),</li> <li>• adverbs, relative adverbs (for example, where and when),</li> <li>• prepositions,</li> <li>• phrasal verbs,</li> <li>• verbs that take gerund,</li> <li>• verbs that take infinitive,</li> <li>• broader range of intensifiers such as too, enough,</li> <li>• passive voice,</li> <li>• collocations,</li> <li>• defining and non-defining clauses.</li> </ul>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to answers about a sporting event. <b>Speaking:</b> To ask and answer questions about sporting events. <b>Reading:</b> To match words with major international sporting events. <b>Writing:</b> To write notes about a sporting event.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• write short sentences about a sporting event they have seen</li> <li>• talk about a sporting event they have seen</li> <li>• ask questions about sporting events.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for Olympic sports</li> <li>• Present simple</li> <li>• Past simple</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>stadium, ceremony, team sport, spectators, water sport, athletics, marathon, players, athletes, competitors, race, world records, medals, prizes, winners, losers</i> <b>Key expressions/structure:</b> Present simple, past simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be beneficial to remind learners that a <i>marathon</i> is 42.2km (an <i>ultra marathon</i> is any distance longer). The largest big city marathons, or 'majors', are London, New York, Boston, Berlin and Chicago.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 155 Workbook page 130		

## UNIT 9 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Write <i>sporting events</i> on the board. Elicit the names of major sporting events, both in the UAE and internationally. Find out, which, if any, learners have seen, either live or on TV.</li> <li>2. Learners work in small groups to brainstorm the names of major sporting events, for example the World Cup (football), the Olympic Games, etc.</li> <li>3. The groups report back to the class.</li> </ol>
Resources	Main Activity
<b>Coursebook</b> page 155	<b>Vocabulary and Speaking: Activity 1</b> <ol style="list-style-type: none"> <li>1. Go through the words in the word cloud with the class for meaning and pronunciation.</li> <li>2. With the whole class, have learners volunteer information about one of the sporting events illustrated in the photos, and encourage them to use the words in the word cloud. Emphasise that not all of the words in the word cloud apply to all of the sporting events in the photos (for example, football is not a water sport).</li> <li>3. Divide the class into three groups. Give each group one of the other sports in the photos (not used in stage 2). The groups use the words in the word cloud, as well as their own ideas, to make descriptions of the sport.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring. Check that each group is able to give a full description of their sport.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. If possible, make sure that each group includes an even mix of learners so that these learners are supported.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to add at least three new words to the word cloud that can be used to describe at least one of the photos.</li> </ol>
<b>Workbook</b> page 130	<b>Workbook: Activity 1</b> <ol style="list-style-type: none"> <li>1. Go through the words in the box with the class for pronunciation.</li> <li>2. Elicit initial ideas for which sport is being described (but don't give the answer away at this stage).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners check their answers with a partner. Then display the answers on the board for pairs to self-correct.</p>
	<p><b>Answers</b></p> <p>1 sports; 2 countries; 3 stadiums; 4 players; 5 TV; 6 spectators; 7 winners; 8 football</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with the first letter of each answer.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners cover the wordpool box during this activity. They can uncover the wordpool box to compare their answers with the ones in the wordpool.</li> </ol>

<p><b>Coursebook page 155</b></p>	<p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to think of a sporting event they have seen; it doesn't have to be one of the events shown in the photos.</li> <li>2. Learners work individually to make notes about the sporting event.</li> <li>3. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When learners have finished their notes, ask them to check again to see if they have covered all of the items in the bullet points. Don't elicit examples in front of the rest of the class at this stage.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to use the sentences in Workbook: Activity 1 as a guide to help them write their sentences.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners write full paragraphs describing the sporting event they have seen.</li> </ol>
<p><b>Workbook page 130</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and explain that in matching the questions and answers, learners will be making a short conversation.</li> <li>2. As pairs finish, encourage them to read the exchange aloud together.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring, giving help where necessary.</p> <p><b>Answers</b></p> <p>1 c; 2 f; 3 a; 4 d; 5 b; 6 e</p>
<p><b>Coursebook page 155</b> <b>Workbook page 130</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and point out that the conversation in Activity 2 in the Workbook is a useful example of the kinds of questions and answers that they could use.</li> <li>2. Learners work in groups to ask and answer questions, and to guess each other's sport or sporting event.</li> <li>3. Go round monitoring, and check that learners are using words from the word cloud box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out how quickly the groups were able to guess each other's sports. Point out some of the good uses of language that you heard while you were monitoring.</p>
<p><b>Workbook page 130</b></p>	<p><b>Workbook: Reflect on your learning</b></p> <ol style="list-style-type: none"> <li>1. Learners look back on the work they have done so far in Unit 9 and write sentences in response to the questions.</li> </ol> <p><b>CORE</b></p>

<b>Resources</b>	<b>Plenary</b>		
	<p>1. Play a quick vocabulary quiz, based on words which have appeared in the unit so far.</p> <p>2. Divide the group into two teams, A &amp; B. Team A goes first: one member of the team sits with their back to the board. Write one word from the unit on the board (for example, <i>dinghy</i>). Team A must describe the thing to their teammate without saying the word. Set a time limit. If the learner with their back to the board guesses the word, Team A gets one point. Repeat with Team B, and so on.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations (for example, requesting and giving information, giving advice using If I were... I would, expressing opinions, agreement and disagreement); confirm or check information using question tags.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 8</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 9</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To complete a conversation using pronouns <i>everyone, anyone, no-one; everything, anything, nothing</i> . <b>Reading:</b> To read a description of a sporting event using pronouns. <b>Writing:</b> To complete sentences using pronouns.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use pronouns <i>everyone, anyone, no-one; everything, anything, nothing</i> accurately</li> <li>• complete a conversation with the correct pronouns.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for Olympic and Paralympic sports</li> <li>• Past simple</li> <li>• Past perfect</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>Paralympics, sporting event, stadium, inspiration, favourite, cheer, incredible, take the lead, finish line, organised, brilliant, fantastic, opening ceremony, souvenir, wheelchair, quiz, expert</i> <b>Key expressions/structure:</b> Pronouns: <i>everyone, anyone, no-one; everything, anything, nothing</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• As explained in the <i>Use of English</i> box, there is no difference in meaning between <i>-one</i> and <i>-body</i> pronouns, although <i>-body</i> is considered slightly more informal.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 156 Workbook page 131		

## UNIT 9 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 156</b>	<ol style="list-style-type: none"> <li>1. Have a class discussion. Find out what learners can remember about the Paralympics and Alan Oliveira in particular.</li> <li>2. Draw learners' attention to the picture and have volunteers describe what they can see (spectators at a sporting event, in a stadium).</li> <li>3. Learners work in small groups to discuss the starter questions.</li> <li>4. Have a feedback session with the whole class. Find out about learners' experiences and/or hopes related to sporting events in stadiums.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 156</b>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read the first sentence of the text aloud and ask a volunteer to suggest the word in the box that could replace 'not anything' (nothing).</li> <li>2. Explain that the other underlined phrases can be replaced by the other words in the box.</li> <li>3. Learners work individually to replace the underlined words.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from volunteers, and make sure that all learners are clear on the meaning and pronunciation of each pronoun.</p> <p><b>Answers</b></p> <p>not anything <u>nothing</u>; a person <u>anyone</u>; all of the people and things in the stadium <u>everything</u>; Not any person <u>no-one</u>; each person <u>everyone</u>; a thing <u>anything</u></p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with two possibilities for each underlined phrase. Learners choose the correct option.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners cover the wordpool box.</li> <li>2. Learners replace the underlined phrases with pronouns, then uncover the wordpool box to check their ideas.</li> </ol>
<b>Coursebook page 156</b>	<p><b>Use of English: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Use of English</i> box with the class, and deal with any questions or issues. (It may be useful to point out to learners that we use singular verbs after these pronouns.)</li> <li>2. Learners work individually to complete the sentences with the correct pronouns.</li> <li>3. Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask pairs to raise their hands when they agree they have the same answer. Ask pairs to volunteer answers. The rest of the class listens to see if they also agree.</p> <p><b>Answers</b></p> <p>1 everything; 2 anything; 3 Everybody; 4 nobody; 5 nothing; 6 anybody</p>

<p><b>Workbook</b> <b>Page 131</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Go through the instructions with the class, and if necessary, provide the first answer as an example (Everybody).</li> <li>Learners circle the correct options.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the class.</p> <p><b>Answers</b></p> <p>1 Everybody; 2 nothing; 3 anything; 4 anything; 5 nothing; 6 anybody; 7 Everyone; 8 Nobody</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to refer to the <i>Use of English</i> box in the Coursebook during this activity.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Make sure learners' Coursebooks are closed during this activity.</li> </ol>
<p><b>Workbook</b> <b>page 131</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the instructions, and remind learners that <i>-body</i> and <i>-one</i> pronouns have the same meaning, and either can be used in this context.</li> <li>Learners work in pairs to complete the conversation.</li> <li>Learners practise reading the conversation.</li> <li>Go round monitoring, and check for correct pronunciation.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a confident pair read the conversation in front of the class.</p> <p><b>Answers</b></p> <p>1 Anything; 2 Everybody/Everyone; 3 anyone/anybody; 4 anything; 5 everything; 6 Nobody/No-one; 7 Anyone/Anybody; 8 nothing</p> <p><b>EXTENSION</b></p> <p>Ask pairs to write their own dialogues using pronouns. They can either: a) be friends trying to make a plan to spend a day together, or b) they can be brothers or sisters who are trying to plan a surprise party for their parents. They should include at least four of the pronouns from the lesson in their conversation.</p> <p>Monitor and correct grammar mistakes and fluency issues. Ask pairs to perform their dialogues in front of the whole group or in smaller groups.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Play a brief 'sports quiz' with the class. Use recent examples of sporting success that the learners will know about. Alternatively, use these questions about the Paralympics (all answers are available in this lesson and Lessons 5–6): <ul style="list-style-type: none"> <li>The word Paralympics comes from which language? (Greek)</li> <li>Where were the 2012 Paralympics held? (London)</li> <li>Which race did Alan Oliveira win in that event? (200 metres)</li> <li>Where is Alan Oliveira from? (Brazil)</li> <li>In which event does Mohammed Alhammedi compete as a para-athlete? (wheelchair racing)</li> <li>In which Paralympics did Mohammed Alhammedi compete? (Rio, 2016)</li> </ul> </li> </ol>



<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.</p>			

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LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a conversation about sporting events. <b>Speaking:</b> To discuss questions about a conversation. <b>Reading:</b> To read and join sentence halves in a description of a sporting event. <b>Writing:</b> To write a description of a sporting event.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>listen to and understand a conversation about sporting events</li> <li>write a description of a sporting event.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Pronouns: <i>everyone, anyone, no-one; everything, anything, nothing</i></li> <li>Comparative adjectives</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>football, tennis, stadium, match, player, referee, nil, draw, atmosphere, penalty, decision, score (verb), local, brilliant, exciting, amazing, fantastic</i> <b>Key expressions/structure:</b> Pronouns: <i>everyone, anyone, no-one; everything, anything, nothing</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>It may be beneficial to explain that <i>football</i> is British English and <i>soccer</i> is American English. Also, the American English for <i>nil</i> is <i>zero</i> and a <i>draw</i> is a <i>tie</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 157 Workbook page 132 Audio Track 41		

## UNIT 9 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b> 1. Play 'Backs to the Board', using the vocabulary from the previous lesson (e.g. <i>Paralympics, sporting event, stadium, inspiration, favourite, cheer, incredible, organised, brilliant, fantastic, Para-athlete</i> ).
<b>Resources</b>  <b>Workbook</b> page 132	<b>Main Activity</b>  <b>Workbook: Activity 3</b> 1. Learners work in pairs to look at the photos and complete the words. <b>DESIRABLE</b> <b>Feedback</b> Ask for volunteers to read out one answer each. <div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> 1 race; 2 stadium; 3 spectators; 4 tennis player; 5 football team; 6 referee <b>Differentiation activities (Support):</b> 1. Encourage learners to look through the previous lessons in the Coursebook to help them find the answers. <b>Differentiation activities (Stretch):</b> 1. Make sure learners' Coursebooks are closed during this activity.
<b>Coursebook</b> page 157 <b>Audio Track 41</b>	<b>Listening: Activity 3</b> 1. Go through the instructions and emphasise that more than one answer may be possible. 2. Learners complete each sentence with a pronoun, and compare their ideas with a partner. 3. Play the audio. Learners compare their answers with the sentences in the conversation. <b>CORE</b> <b>Feedback</b> Go through the answers with the class. Find out if anyone's answers exactly matched the sentences in the conversation (it doesn't matter if they didn't match exactly, as long as they chose an appropriate pronoun for each sentence). <div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> 1 Everyone; 2 everything; 3 Anybody; 4 no-one <b>Differentiation activities (Support):</b> 1. Allow learners to refer to the audioscript while they listen. 2. Learners cover the audioscript and complete the sentences. <b>Differentiation activities (Stretch):</b> 1. Learners predict the missing pronouns before listening to the audio to check their answers.

<p><b>Coursebook</b> page 157 <b>Audio Track 41</b></p>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Listening strategy</i> box and elicit the meanings of <i>nil</i> (zero, no points/goals) and <i>draw</i> (a result where each team has equal points, there is no winner), and demonstrate how the underlined words help to explain their meaning.</li> <li>2. Go through the questions with the class, then play the audio again.</li> <li>3. Learners work in pairs to discuss the questions. (Play the audio once more if necessary.)</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Draw learners' attention to the audioscript to clarify the answers.</p> <p><b>Answers</b></p> <p>1 football; 2 a cup final; 3 five-nil; 4 it was a bad decision (because the player just fell over); 5 his dad; 6 not as loud; the stadium is smaller</p>
<p><b>Workbook</b> page 132</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to join the sentence halves.</li> <li>2. Learners compare their answers with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Have learners take it in turns to read the sentences aloud, and explain that – combined – these sentences make a description of a sporting event.</p> <p><b>Answers</b></p> <p>1 d; 2 b; 3 f; 4 e; 5 a; 6 c</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow these learners to work in pairs to support each other. Alternatively, you could pair them with a stretch learner.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners cover the second halves of the sentences, and write their own endings for each of the sentence beginnings.</li> </ol>
<p><b>Coursebook</b> page 157</p>	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example phrases with the class, encourage learners to try and include pronouns in their descriptions.</li> <li>2. Learners work individually to write their descriptions.</li> <li>3. Learners work in small groups to compare their descriptions and to check each other's work for any obvious mistakes.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring and note good examples of pronoun use and interesting descriptions in general. Choose these learners to read their descriptions aloud. Point out any particularly good uses of pronouns to the rest of the group.</p>

	<b>Differentiation activities (Support):</b> 1. Allow learners to use the sentences in Activity 4 in the Workbook, as the basis of their descriptions, and to change the details.		
	<b>Differentiation activities (Stretch):</b> 1. Encourage learners to write at least 50 words, and to include all six of the pronouns from the previous lesson: <i>everyone, anyone, no-one, everything, anything, nothing</i> .		
<b>Resources</b>	<b>Plenary</b>		
	1. Have a class discussion. Find out if learners would prefer to watch a sporting event at a stadium or on TV and the reasons for their choice.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes, and short stories; follow the dialogue and discern speakers' moods, relationship, and intentions.			
(G7.1.1.1.7) Summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication.			
(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.			

<b>LESSON PLAN</b>		<b>LESSON: 10</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 9</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to the answers of a quiz. <b>Speaking:</b> To discuss the answers to a quiz, using comparative and superlative adverbs. <b>Reading:</b> To read questions and answer options in a quiz. <b>Writing:</b> To complete charts with comparative and superlative adverbs.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• work as part of a team to complete a quiz</li> <li>• discuss world records.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for Olympic sports</li> <li>• Comparative and superlative adjectives</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>pentathlon, discus, javelin, shot putt, hammer, sound, light, paper plane, helium balloon</i> <b>Key expressions/structure:</b> Comparative and superlative adverbs		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It is important that learners understand the distinction between an adjective (modifies a noun) and an adverb (modifies a verb, or an adjective). However, the principles for comparative and superlative adverbs are the same as those for adjectives.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 158 and 159 Workbook page 133 Audio Track 42		

## UNIT 9 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 158	<ol style="list-style-type: none"> <li>1. Have a class discussion about world records. Find out if any learners know any current world record holders. Ask: <i>Why do you think records are so important to athletes?</i></li> <li>2. Find out if learners know any other kinds of records (for example, world's tallest man, world's most powerful computer).</li> <li>3. Ask learners to think about what world record they would like to hold and why. You could ask them to think of one serious world record and then one that is more ridiculous, for example the person who can balance the most books on their head whilst standing on one foot.</li> <li>4. Share learners ideas.</li> </ol>
Resources	Main Activity
Coursebook page 158	<p><b>Reading and Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class and divide learners into groups of three or four. (Make sure each group contains an equal blend of learners who need support and stretching.) If you are concerned about the learners' knowledge of the vocabulary in this quiz, it may be beneficial to have the learners complete Workbook Activity 1, before they start the quiz.</li> <li>2. Learners organise their teams (as in the instructions) and work together to complete the quiz. Set a time limit, and go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE Feedback</b></p> <p>When the time is up, make sure all of the groups have answered all of the questions, and completed the answer sheet. (Don't go through the answers at this stage, they will listen to the correct answers in this next activity.)</p>
Coursebook page 159 Audio Track 42	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. The groups swap their answer sheets with other groups.</li> <li>2. Play the audio. The learners mark the other team's answers. Play the audio again, if necessary.</li> <li>3. The groups give back their answer sheets to find out how well they did.</li> </ol> <p><b>CORE Feedback</b></p> <p>Have a feedback session with the class. Find out each group's score. Ask: <i>Did any of the answers surprise you? Why?</i></p> <p>1 c; 2 b; 3 d; 4 a; 5 b; 6 a; 7 b; 8 b; 9 a; 10 d</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow groups to read the audioscript, after the first listening to check they have understood everything.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners listen to the audio, with their books closed and answer sheets hidden. They listen and make notes, then compare their notes with the information on the answer sheets.</li> </ol>

<b>Coursebook</b> <b>page 159</b>	<b>Use of English</b> 1. Focus attention on questions 2 and 3 from the quiz and ask learners if they can find the adverbs in them. (furthest and further). 2. Ask them if they can work out which is a comparative and which is a superlative. 3. Learners read the <i>Use of English</i> box on page 159 to see if they are correct. 4. Clarify any doubts.
<b>Workbook</b> <b>page 133</b>	<b>Workbook: Activity 1</b> 1. Explain that all of the words in the box appeared in the quiz. 2. Learners work in pairs to match the words to their explanations. <b>DESIRABLE</b> <b>Feedback</b> Have the pairs compare their answers with other pairs. A member from each group then raises their hand when they have agreed on all of the answers.  <b>Answers</b> 1 Japan; 2 plane; 3 shot put; 4 Sydney Harbour; 5 discus; 6 Poland; 7 cheetah
<b>Workbook</b> <b>page 133</b>	<b>Workbook: Activity 2</b> 1. Go through the instructions and the example answer with the class. Point out that the example answer illustrates how adjectives can be changed into adverbs. 2. Learners work individually to complete the sentences. <b>CORE</b> <b>Feedback</b> Ask learners to put their hands up when they know the answers. Have volunteers read out the correct sentences in full. If learners are not going to do Activity 3 in class, find out what things the learners can do fluently, quickly and easily.  <b>Answers</b> 1 fluently; 2 quickly; 3 easily
<b>Workbook</b> <b>page 133</b>	<b>Workbook: Activity 3</b> 1. Go through the instructions and example answer with the class. Ask learners to identify the verbs and adverbs in the example answer (verbs: understand/speak; adverbs: well; clearly). Draw a line linking the verbs to the adverbs, to stress the connection. Ask learners if they agree with the sentence. 2. If you feel it is necessary, elicit another example from the learners, using another adverb. Write the example on the board and ask learners again to identify the verb and adverb. 3. Read the adverbs in the box and ask learners to write six sentences of their own. As they are writing, monitor and assist with sentence formation and useful vocabulary, where necessary. <b>DESIRABLE</b> <b>Feedback</b> Ask volunteers to read out an example for each of the adverbs in the box. Ask other learners to comment on whether they think the sentence given is also true about them.  <b>Answers</b> Learners' own answers.



Resources	Plenary		
	1. Use some of the adverbs from the lesson to find out about the learners' own abilities. Learners work in groups to find out: <i>Who can run fast? Who sleeps for a long time? Who can swim far? Who reads the most books?</i> 2. The groups report their answers back to the class.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b> (G7.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies. (G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G7.2.1.1.8) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed. (G7.4.2.1.1) Write using: <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous,</li> <li>• verbs in different forms (for example, indicative, imperative, interrogative, conditional, and subjunctive),</li> <li>• active and passive voice,</li> <li>• zero and definite articles,</li> <li>• first conditional,</li> <li>• deduction and assumption: must be, could be, can't be,</li> <li>• possibility: may, might and could,</li> <li>• expressing opinion, likes, dislikes, preference, agreement, and disagreement,</li> <li>• adjectives (comparative and superlative),</li> <li>• adverbs, relative adverbs (for example, where and when),</li> <li>• prepositions,</li> <li>• phrasal verbs,</li> <li>• verbs that take gerund,</li> <li>• verbs that take infinitive,</li> <li>• broader range of intensifiers such as too, enough,</li> <li>• passive voice,</li> <li>• collocations,</li> <li>• defining and non-defining clauses.</li> </ul>			

<b>LESSON PLAN</b>		<b>LESSON: 11</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 9</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to questions about animals. <b>Speaking:</b> To discuss questions about animals using comparative and superlative form adverbs. <b>Reading:</b> To read sentences and questions with comparative and superlative form adverbs. <b>Writing:</b> To complete sentences and charts with comparative and superlative form adverbs.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use comparative and superlative form adverbs to discuss animals</li> <li>• answer questions about extraordinary animals.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Exposure to comparative and superlative form adjectives</li> <li>• World Records Quiz (Lesson 10)</li> <li>• Vocabulary for different types of animal</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>sloth, koala, leopard, blue whale, lion, cheetah, elephant, tortoise, killer whale, ostrich, dolphin, kangaroo, mynah bird, parrot, seal, polar bear, pentathlon, javelin, discus, shot put</i> <b>Key expressions/structure:</b> Comparative and superlative adverbs		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have heard <i>farther</i> instead of <i>further</i>. Both are used, but <i>further</i> is much more common, and therefore preferable. <i>Further</i> can be used for distance or time (we stayed a further three hours); <i>farther</i> is never used to refer to time.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 159 Workbook page 134 Audio Track 42		

## UNIT 9 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Remind learners about the quiz in the previous lesson and find out which facts they can remember.</li> <li>2. Have a class discussion about extraordinary animals. Have the learners tell you any unusual or surprising facts they know about animals.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook</b> <b>page 159</b> <b>Audio Track 42</b>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to complete the sentences.</li> <li>2. Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners put their hands up when they know the answers to questions. Ask other learners if they agree with the answers.</p> <p><b>Answers</b></p> <p>1 best; 2 further; 3 faster, as fast; 4 largest, larger</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to work in pairs while completing this activity.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners make new sentences of their own for each of the adverbs used.</li> </ol>
<b>Workbook</b> <b>page 134</b>	<p><b>Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the chart.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Circulate or display a completed chart so that learners can self mark. This will encourage autonomy in their work.</p> <p><b>Answers</b></p> <p>1 faster; 2 fastest; 3 longer; 4 longest; 5 higher; 6 highest</p>
<b>Workbook</b> <b>page 134</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the example answer with the class. Explain that learners should use the adverbs in brackets at the end of each sentence.</li> <li>2. Learners complete the sentences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have volunteers read out the correct sentences.</p> <p><b>Answers</b></p> <p>1 further, furthest; 2 quickly, quickly; 3 higher; 4 easily; 5 longer</p>

<p><b>Workbook</b> page 134</p>	<p><b>Workbook: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Read the instructions with the learners and look at the first sentence together. Ask them if sentence 1 is true for them or not. If learners disagree, elicit a sentence, using the correct adverb form, that makes the sentence true, and write this on the board (e.g. I usually do Maths homework more slowly than English homework).</li> <li>2. Ask learners to work through the sentences. Monitor and assist with vocabulary issues and rewriting sentences, as required.</li> <li>3. When learners have finished, have them compare their sentences in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask volunteers to read out examples of sentences that they changed. Ask other learners to comment on whether they think the sentence given is also true about them.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p><b>Coursebook</b> page 159</p>	<p><b>Speaking and Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners work in small groups to discuss and write the answers to the questions. Remind them to look at the units of measure in the answers in the whale to help them work out the correct answers.</li> <li>2. The groups combine with other groups to compare their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When a group has agreed on the answers they should put their hands up. Check each groups' work and supply the correct answers. You could turn this into a mini competition: only tell each group how many answers they have got right, but not which ones. They try to correct their answers for you to check again. The first group to get all the answers correct wins.</p> <p><b>Answers</b></p> <p>1 22 hours a day; 2 22 minutes; 3 180,000 kilograms; 4 6 metres; 5 105 kilometres per hour; 6 150 years</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Have learners cover the whale and provide them with two possible answer choices for each question, for example: <i>How many hours does a koala sleep? 22 / 30.</i></li> <li>2. Learners guess the answers, then uncover the whale to find the correct answer choices.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to write additional sentences, using comparatives and superlative form adverbs, for example: <i>A koala sleeps longer than a giraffe.</i></li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Have learners close their books and say the name of an animal from today's lesson, for example <i>a blue whale</i>. Award points to the learners who can tell you a piece of information about that animal (award extra points if their answer includes use of a comparative or superlative form adverb).</li> </ol>

**Learning styles catered for (✓):**

Visual	Auditory	Read/Write ✓	Kinaesthetic
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**Assessment for learning opportunities (✓):**

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback

**Standards/SLOs:**

(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

(G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).

(G7.4.2.1.1) Write using:

- past simple, past continuous, present perfect, present perfect continuous,
- verbs in different forms (for example, indicative, imperative, interrogative, conditional, and subjunctive),
- active and passive voice,
- zero and definite articles,
- first conditional,
- deduction and assumption: must be, could be, can't be,
- possibility: may, might and could,
- expressing opinion, likes, dislikes, preference, agreement, and disagreement,
- adjectives (comparative and superlative),
- adverbs, relative adverbs (for example, where and when),
- prepositions,
- phrasal verbs,
- verbs that take gerund,
- verbs that take infinitive,
- broader range of intensifiers such as too, enough,
- passive voice,
- collocations,
- defining and non-defining clauses.

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To discuss ideas about animals' athletic abilities. <b>Speaking:</b> To make suggestions comparing animal and human capabilities. <b>Reading:</b> To read a text about athletic animals, including use of comparative and superlative form adverbs; to choose the correct options in a fable.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand a text about athletic abilities.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for Olympic sports</li> <li>• Vocabulary for animals</li> <li>• Comparative and superlative form adverbs</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>animal kingdom, sprinter, brown hare, patas monkey, pronghorn, antelope, similar, several, average speed, strength, body weight, creature, impressive, leaf-cutter ant, rhinoceros beetle</i> <b>Key expressions/structure:</b> <i>can</i> for ability; comparative and superlative form of adverbs		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain the word <i>several</i>, which means a number more than two or three but not many. It is used in the text because it is not clear exactly how many kilometres a pronghorn can run at that speed, but it is certainly more than two or three.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 160 Workbook page 135		

## UNIT 9 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 160	<ol style="list-style-type: none"> <li>1. Write <i>The sprinter runs fast</i> on the board and elicit the types of words used (noun - type of athlete, verb and adverb). Elicit some more types of athletes (for example <i>cyclist, swimmer, weightlifter, shooter, sailor</i>) and write them on the board.</li> <li>2. Learners work in small groups to make similar sentences (i.e. adding verbs and adverbs) about the other athletes.</li> <li>3. The groups report back to the class.</li> <li>4. Go through the lesson title and starter questions with the class. Elicit some responses.</li> </ol>
Resources	Main Activity
Coursebook page 160	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Language tip</i> box, and check that all learners understand the difference between ability in the present (<i>can</i>) and possible ability in the future (<i>could</i>).</li> <li>2. Learners work in small groups to discuss the questions.</li> <li>3. They read the text and compare their initial ideas with the information in the text.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate. Ask groups: <i>Did you have the right ideas about why the animals were featured in the article? Did anything in the article surprise you?</i></p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Go through the text with learners. Encourage learners to ask about any difficult vocabulary.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Set a short time limit for learners to read the text to encourage them to skim read.</li> </ol>
Coursebook page 160	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the categories with the class and encourage learners to scan the text, rather than read everything slowly. Set a time limit.</li> <li>2. Learners read the text and complete the categories.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask volunteers to come to the board to write the answers for each category. The others learners raise their hands if they have additional suggestions.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Three types of athlete: sprinter, long distance runner, weightlifter</li> <li>2 Six types of mammal (not including humans): cheetah, brown hare, patas monkey, elephant, pronghorn, antelope</li> <li>3 Two types of insect: leaf-cutter ant, rhinoceros beetle</li> <li>4 Two race distances: 100 m, 5000 m</li> <li>5 Two speed measurements: 65 km/h, 23.76 km/h</li> <li>6 One weight measurement: 260 kg</li> </ol>

<b>Coursebook page 160</b>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>Go through the statements with the class.</li> <li>Learners re-read the text and work in pairs to decide if the statements are true or false, or if there is no information.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers</b></p> <p>1 F; 2 T; 3 T; 4 NI; 5 F; 6 T</p>
<b>Workbook page 135</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners join the words to make the words and phrases from the text.</li> <li>Learners compare their answers with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>The pairs join other pairs to compare their answers. Check that all of the groups have agreed on the correct answers.</p> <p><b>Answers</b></p> <p>1 h; 2 f; 3 e; 4 b; 5 g; 6 c; 7 a; 8 d</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to refer to the text in the Coursebook while completing this task.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners complete the task with their Coursebooks closed.</li> </ol>
<b>Workbook page 135</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the instructions with the class, and if necessary, complete the first sentence as an example.</li> <li>Learners complete the sentences with words from the first column in the previous activity.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have volunteers read out the correct sentences.</p> <p><b>Answers</b></p> <p>1 North American pronghorn; 2 world record holder; 3 weightlifter; 4 animal kingdom; 5 100 metres; 6 short distance; 7 rhinoceros beetle; 8 leaf-cutter ant</p>
<b>Workbook page 135</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners work individually to choose the correct options.</li> <li>Learners compare their answers with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have learners take it in turns to read correct sentences from the story aloud.</p> <p><b>Answers</b></p> <p>1 faster; 2 the fastest; 3 wanted; 4 started; 5 quickly; 6 slowly; 7 beat; 8 stop; 9 loudly; 10 getting; 11 as quickly as; 12 won</p>



<b>Resources</b>	<b>Plenary</b>		
<b>Coursebook page 160</b>	1. Have a class discussion about the information in the text in the Coursebook. Ask: <i>Did anything surprise you?</i> Find out why the learners think animals like hares, monkeys and pronghorns are so fast (to escape from predators) and why some insects are so strong (they need to move large objects to find food, they need to fight rivals).		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations,</p> <p>G7.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 13</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 9</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a conversation about abilities. <b>Speaking:</b> To have a conversation about abilities, using common conversational expressions and follow-up questions. <b>Reading:</b> To read and combine common conversational expressions. <b>Writing:</b> To write questions and answers about abilities.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to and understand a conversation about abilities</li> <li>• conduct a conversation about abilities, using common conversational expressions and follow-up questions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for Olympic sports</li> <li>• Vocabulary for animals</li> <li>• Comparative and superlative form adverbs</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<a href="http://www.almanahj.com">www.almanahj.com</a>		
<b>Key vocabulary:</b> <i>sprinter, cheetah, short/long distance, marathon, imagine, bus stop</i> <b>Key expressions/structure:</b> <i>can and could for ability; comparative and superlative form adverbs; common expressions: That's good, No way, Of course, No problem</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain <i>On your marks. Get set. Go!</i> – the standard instructions at the beginning of a race, familiar to all schoolchildren in the UK – <i>marks</i> being the place on a track the runner needs to be at when the gun goes off, <i>get set</i> being the instruction to assume the appropriate body position to start running.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 161 Workbook page 136 Audio Track 43		

## UNIT 9 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Write <i>abilities</i> on the board, and elicit or provide a few examples, for example <i>run fast, play the piano</i>, and add them to the board as a word web.</li> <li>2. Learners work in small groups to make word webs around abilities.</li> <li>3. Groups report back to the class. Add their ideas to the word web on the board. (Try to get at least ten different abilities and leave the word web on the board – it will be useful for the Speaking activity).</li> </ol>
Resources	Main Activity
<b>Coursebook</b> <b>page 161</b> <b>Audio Track 43</b>	<b>Listening: Activity 4</b> <ol style="list-style-type: none"> <li>1. Elicit what is happening in the picture (the cheetah and the man are both running/racing), and go through the sentences with the class.</li> <li>2. Play the audio. Learners choose the correct options, and then compare their ideas with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Find out if all of the pairs agree on the correct answers. If necessary, play the audio a second time.</p> <p><b>Answers</b></p> <p>1 longer; 2 too far; 3 1500; 4 short; 5 can</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to refer to the audioscript when comparing their answers with a partner.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. After learners have gone through the answers, they close their books and write a short summary of Kevin's abilities as a runner.</li> </ol>
<b>Coursebook</b> <b>page 161</b>	<b>Listening: Activity 5</b> <ol style="list-style-type: none"> <li>1. Go through the questions with the class, and explain that they appear in the audio. Learners must listen for the missing word.</li> <li>2. Play the audio. Learners work individually to complete the sentences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Play the audio a second time, if necessary. Have volunteers read out the correct questions.</p> <p><b>Answers</b></p> <p>1 the fastest; 2 Can; 3 best; 4 you can</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners read the audioscript while listening to the audio. They then close the audioscript, and try to complete the questions.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners also write Kevin's answers to the questions from memory.</li> </ol>

<p><b>Workbook</b> page 136</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Explain that the conversation they have just heard includes some natural expressions for conversations, and go through the example answer with the class.</li> <li>2. Learners work in pairs to join the words to make common expressions.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring and elicit some possible prompts or responses to each of the expressions, for example <i>Can you help me? Of course.</i></p> <p><b>Answers</b></p> <p>1 f; 2 b; 3 d; 4 h; 5 a; 6 j; 7 c; 8 e; 9 g; 10 i</p>
<p><b>Workbook</b> page 136</p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the example question with the class and elicit some possible answers.</li> <li>2. Learners complete the questions from the prompts and write their own answers.</li> <li>3. Learners compare their work in pairs and practise asking and answering the questions.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the correct questions with the class and elicit some example answers from the class. For the answers, focus on the final question: find out what other things the learners are capable of.</p> <p><b>Answers</b></p> <p>1 What's the fastest you can run?  2 What's the highest you can jump?  3 What's the furthest you can throw?  4 What other things can you do?</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Go through each question and elicit some possible answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write a summary of their abilities, using the questions as prompts.</li> </ol>
<p><b>Coursebook</b> page 161</p>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the information in the <i>Speaking tip</i> with the class. Remind learners of the abilities they suggested for the word web in the Starter activity. (If possible, pair learners who need support with those who need stretching. Allow the stretch learners to lead the conversation and guide their partner by example.)</li> <li>2. Learners work in pairs to prepare and conduct conversations about their abilities. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Point out some good usages of follow-up questions and common conversational expressions that you heard while monitoring.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Have a class discussion about future abilities. Find out what the learners think they could do when they are older, for example, drive a car, speak more languages, run a marathon, etc.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations (for example, requesting and giving information, giving advice using If I were... I would, expressing opinions, agreement and disagreement); confirm or check information using question tags.</p> <p>(G7.2.1.1.2) Recount personal experiences and events in the past; speak about unfinished actions. using present perfect and present perfect continuous; compare present perfect with simple past.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p>			

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LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to suggestions for a sports day. <b>Speaking:</b> To make suggestions for a sports day. <b>Reading:</b> To read a poster and timetable for a sports day. <b>Writing:</b> To write a plan for a sports day.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• prepare a plan for a sports day</li> <li>• explain and ask questions about a plan for a sports day.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for sports</li> <li>• Future forms</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw, gallery walks to facilitate an understanding of each other’s ideas and to enhance communication skills in English (reading, speaking, listening and writing)</li> </ul>		
<b>Key vocabulary:</b> <i>sports day, timetable, venue, TBC, sports ground, 100/400 metres, relays, high/long jump, javelin, discus, shot put, awards ceremony</i> <b>Key expressions/structure:</b> Present simple, future forms: <i>will, going to</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain that <i>TBC</i> stands for <i>to be confirmed</i>, and is often written on posters when something has not yet been decided.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 162 Workbook pages 137 and 138		

## UNIT 9 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	1. Find out about learners' experiences of a 'sports day'. Ask: <i>Have you ever taken part in a sports day? If so, which events? Would you like to take part in a sports day in the future? Why? Why not?</i>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 162</b>	<p><b>Brainstorm: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. With the whole class, focus attention on the poster and elicit the names of the activities shown (running, jumping, throwing).</li> <li>2. Draw learners' attention to the poster, and then go through the details. Elicit a few initial suggestions: possible events, how the teams can be organised, and the order of events, and whether there will be an awards ceremony.</li> <li>3. Divide the class into groups of four or five. Each group brainstorms ideas for a school sports day.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring, and giving help where necessary, but don't have a feedback session with the whole class at this stage.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Try to make sure that each group includes an equal mix of learners who need support and those who do not.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to add at least two more events, to think about how to organise the teams, the order of events and how an award ceremony will be run.</li> <li>2. Make these learners record the group's decisions.</li> </ol>
<b>Workbook page 137</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the words in the box with the class.</li> <li>2. Learners work individually to complete the plan with words from the box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask for a different volunteer to give the correct answer for each gap. Check that the other learners agree.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <p>1 metres; 2 Jump; 3 Jump; 4 metres; 5 lunch; 6 Shot; 7 Discus; 8 Relays; 9 Awards</p>
<b>Coursebook page 162</b>	<p><b>Planning: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and encourage learners to make their plans in their notebooks.</li> <li>2. Learners work individually to write plans based on the ideas they came up with during the brainstorm activity.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring, and giving help where necessary. Again, don't have a feedback session with the whole class at this stage.</p>

	<p><b>Differentiation activities (Support):</b></p> <p>1. Encourage learners to use the plan in Activity 1 in the Workbook to help them.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Make sure learners' Workbooks are closed during this activity.</p>
<b>Workbook pages 137 and 138</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners work in pairs to order the questions and answers.</p> <p>2. Learners practise reading the conversation aloud.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs and have a confident pair read the whole conversation in front of the class.</p> <p><b>Answers</b></p> <p>f, b, d, g, h, j, a, k, c, l, i, e</p>
<b>Coursebook page 162</b>	<p><b>Pairwork: Activity 3</b></p> <p>1. Learners work in pairs to take turns presenting their plans to the 'headteacher'.</p> <p>2. Go round monitoring, giving help where necessary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>The pairs report back to the class. Have a class discussion, and see if you can find a whole class consensus for an ideal plan of events, times, and other details for the school's sports day.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Allow learners to use the questions and answers in Activity 2 in the Workbook as the basis for the role-plays.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Make sure learners' Workbooks are closed during this activity.</p>
<b>Workbook page 138</b>	<p><b>Workbook: Reflect on your learning</b></p> <p>1. Learners look back on the work they have done in the last seven lessons and write sentences in response to the questions.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Play a quick vocabulary quiz, based on words which have appeared in the unit so far:</p> <p>2. Divide the group into two teams, A &amp; B. Team A goes first: one member of the team sits with their back to the board. Write one word or phrase from the unit on the board (for example, <i>wheelchair</i>). Team A must describe the thing to their teammate without saying the word. Set a time limit. If the learner with their back to the board guesses the word, Team A gets one point. Repeat with Team B, and so on.</p>



<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations (for example, requesting and giving information, giving advice using If I were... I would, expressing opinions, agreement and disagreement); confirm or check information using question tags.</p> <p>(G7.2.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.4.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 9</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to questions in a general knowledge quiz. <b>Speaking:</b> To answer questions in a general knowledge quiz. <b>Reading:</b> To read sentences using past simple, pronouns and superlative form adverbs. <b>Writing:</b> To complete sentences using past simple, pronouns and superlative form adverbs.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use vocabulary for talking about sports, the Olympics and world records</li> <li>• use past perfect, pronouns and comparative and superlative form adverbs</li> <li>• take part in a general knowledge quiz related to sports, the Olympics and world records.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for sports and the Olympics</li> <li>• Past simple</li> <li>• Pronouns: <i>everyone, anyone, no-one</i></li> <li>• Comparative and superlative form adverbs</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>train (verb), compete, take part, take place, win, athletics, spectators, competitors, champions, opponent, winner</i> <b>Key expressions/structure:</b> Past simple; pronouns: <i>everyone, anyone, no-one</i> ; comparative and superlative form adverbs		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• In Use of English: Activity 3, make sure learners are aware that whilst some of the verbs take the regular form in the past simple, others take the irregular form.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 163 and 164		

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## UNIT 9 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<p>1. Write <i>Inter-Schools Athletics Competition</i> on the board and elicit what it could be (similar to a sports day, but held between competing schools). Find out if learners have ever attended a competition like this. If so, what was it like? If not, what do they think it would be like?</p>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 163</b>	<p><b>Vocabulary: Activity 1</b></p> <p>1. Go through the instructions and the example answer with the class. 2. Learners complete the report, putting the verbs into the correct tense.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners work in small groups to compare their answers. Check that all of the groups agree on the correct answers.</p> <p style="background-color: #d3d3d3; text-align: center;"><b>Answers</b></p> <p>1 athletics; 2 trained; 3 medals; 4 100 metres; 5 ceremony</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Work closely with these learners. Elicit the correct words for each gap, then elicit suggestions for the correct verb forms.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Have learners attempt the activity with the wordpool covered. 2. They uncover the wordpool and check their answers.</p>
<b>Coursebook page 163</b>	<p><b>Vocabulary: Activity 2</b></p> <p>1. Go through the first description and example answer with the class. Point out that the first letter (or first two letters) are provided. 2. Learners write the correct word for each description.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class and write them on the board, so that learners can check they spelled the words correctly.</p> <p style="background-color: #d3d3d3; text-align: center;"><b>Answers</b></p> <p>1 athletes; 2 spectators; 3 competitors; 4 champion; 5 opponent; 6 winner</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Provide learners with scrambled versions of the answers to choose and unscramble.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Have learners close their books. Read out the definitions. Learners write the answers in their notebooks.</p>

<p><b>Coursebook page 163</b></p>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>Go through the example answer with the class, and elicit the positive (<i>lost</i>) and negative (<i>didn't practise</i>) uses of the past simple.</li> <li>Learners rewrite the sentences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask volunteers to come to the board to write one correct sentence each. The other learners raise their hands if they can make any corrections to the sentences on the board.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>He didn't practise enough so he lost the match.</li> <li>I didn't play for a long time so I didn't win the tennis match.</li> <li>She went to the gym.</li> <li>We arrived late.</li> <li>I left the tickets at home, so we didn't see the race.</li> <li>She didn't drink enough water, so she got ill.</li> </ol>
<p><b>Coursebook page 164</b></p>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>Remind learners that it is possible to use either <i>-one</i> or <i>-body</i> pronouns.</li> <li>Learners complete the sentences with the correct pronouns.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with a partner. Ask pairs to raise their hands when they agree they have the same answer.</p> <p><b>Answers</b></p> <p>1 everybody/everyone; 2 anybody/anyone; 3 nothing; 4 anything; 5 nobody/no-one; 6 Anybody/Anyone; 7 everything</p>
<p><b>Coursebook page 164</b></p>	<p><b>Use of English: Activity 5</b></p> <ol style="list-style-type: none"> <li>Learners complete the sentences with the correct superlative adverb.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have volunteers read out the correct sentences in full.</p> <p><b>Answers</b></p> <p>1 (the) furthest; 2 (the) fastest; 3 (the) highest; 4 the fastest; 5 (the) best</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Write the adverbs the learners need to convert on the board (<i>far, fast, high, well</i>).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have learners write additional sentences, using each of the superlative adverbs.</li> </ol>

<p><b>Coursebook page 164</b></p>	<p><b>General knowledge quiz</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and explain that learners will work in pairs, and the pair with the most points at the end of the quiz is the winner.</li> <li>Learners work in pairs to ask and answer the questions.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Read out the correct answers, while learners count their scores. Find out which pairs scored the most points.</p> <p><b>Answers</b></p> <p>1 The ancient Olympics began in 776 BCE and the modern Olympics began in 1896; 2 Olympia, Greece; 3 Women; 4 In Rome in 1960; 5 In Athens in 2004; 6 200 metres; 7 Giant tortoise; 8 Kenenisa Bekele</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to look back through Unit 9 to find the answers to the questions.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Make sure that learners' books are closed throughout the quiz.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Have a feedback session with the class. Find out which sections of the review lesson learners found most difficult. Which areas do they need to work on in future?</li> </ol>

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<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous,</li> <li>• verbs in different forms (for example, indicative, imperative, interrogative, conditional, and subjunctive),</li> <li>• active and passive voice,</li> <li>• zero and definite articles,</li> <li>• first conditional,</li> <li>• deduction and assumption: must be, could be, can't be,</li> <li>• possibility: may, might and could,</li> <li>• expressing opinion, likes, dislikes, preference, agreement, and disagreement,</li> <li>• adjectives (comparative and superlative),</li> <li>• adverbs, relative adverbs (for example, where and when),</li> <li>• prepositions,</li> <li>• phrasal verbs,</li> <li>• verbs that take gerund,</li> <li>• verbs that take infinitive,</li> <li>• broader range of intensifiers such as too, enough,</li> <li>• passive voice,</li> <li>• collocations,</li> <li>• defining and non-defining clauses.</li> </ul>			

<b>LESSON PLAN</b>		<b>LESSON: 16</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 9</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen to paragraphs from an athlete's biography and identify the appropriate headings.</p> <p><b>Speaking:</b> To discuss ideas for the presentation of an athlete's biography.</p> <p><b>Reading:</b> To read parts of an athlete's biography and identify key topics.</p> <p><b>Writing:</b> To write notes in preparation for a presentation of an athlete's biography.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• recognise essential elements of a biography</li> <li>• identify useful phrases and elements to use in a biography.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for Olympic sports</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw, gallery walks to facilitate an understanding of each other's ideas and to enhance communication skills in English (reading, speaking, listening and writing)</li> </ul>		
<p><b>Key vocabulary:</b> <i>biography, autobiography, career, medal, award, world record, Ethiopia, hero, disappointing, retirement</i></p> <p><b>Key expressions/structure:</b> Past simple</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• It may be necessary to explain the phrasal verb <i>go on</i> (to continue or move on to the next thing), as in the sentence: <i>He then went on to run in the 10,000m final at the Olympics.</i></li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 165 and 166</p>		

## UNIT 9 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

Resources	Starter
Coursebook page 165	<ol style="list-style-type: none"> <li>1. Write <i>fiction</i> and <i>non-fiction</i> on the board and elicit some different types of texts for each, for example fiction: story, fairytale, poem, novel; non-fiction: news story, magazine article, report. Ask: <i>Which do you prefer: fiction or non-fiction. Why?</i></li> <li>2. Have learners tell you which category they think <i>biography</i> belongs to (non-fiction), and elicit its meaning.</li> <li>3. Go through the definitions in the <i>Vocabulary</i> box with the class. Find out if anyone has ever read a biography or an autobiography before. If so, ask what they thought of it.</li> </ol>
Resources	Main Activity
Coursebook page 165	<p><b>Project: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into groups of four or five and explain that they will work in these groups to make their presentations in the next lesson.</li> <li>2. Learners work in groups, taking it in turns to read the paragraphs. They discuss as a group which paragraphs the headings belong to.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring, and check that each group has matched the headings to the paragraphs successfully.</p> <p><b>Answers</b></p> <p>1 Introduction; 2 Childhood; 3 Early races; 4 Records and medals; 5 Marathons</p>
Coursebook page 165	<p><b>Project: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners work in groups to identify the elements that are included in the biography of Kenenisa Bekele.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class. Have a class discussion, explain that each paragraph represents a key element of what makes the biography of an athlete.</p> <p><b>Answers</b></p> <p>Year of birth; Home country; Childhood experiences; Other family members; Early success; Medals and awards; World records</p>
Coursebook page 166	<p><b>Project: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners work in groups to choose an athlete and to begin their research.</li> <li>2. Go round monitoring, and encourage each group to delegate responsibilities evenly.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Make sure everyone knows what they need to do before the next lesson, and encourage them to do as much research as possible. Encourage them to try and find some images to include in their presentations.</p>



<b>Resources</b>	<b>Plenary</b>		
	1. As a reminder, have a class discussion about some of the things that the learners should remember when giving presentations, for example be prepared, speak clearly and cover all the main points. Use this opportunity to tell learners that they will need to be ready to answer questions from the rest of the class, and that they will need to think of questions to ask when they are watching the other presentations.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example</p> <ul style="list-style-type: none"> <li>• making offers and request,</li> <li>• making suggestions,</li> <li>• expressing likes and dislikes,</li> <li>• expressing preferences,</li> <li>• giving advice using ought to, you'd better,</li> <li>• obligating and prohibiting,</li> <li>• making assumptions and predictions (for example, She must be busy, she doesn't answer the phone.),</li> <li>• expressing agreement and disagreement,</li> <li>• expressing opinion.</li> </ul> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports.</p>			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to presentations, and to take part in discussions preparing for a presentation. <b>Speaking:</b> To take part in a presentation of an athlete's biography. To ask questions about other presentations. <b>Reading:</b> To read a self-assessment checklist. <b>Writing:</b> To make and collate notes in preparation for a presentation.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• present an athlete's biography to the class as part of an organised and informative group presentation</li> <li>• ask informed questions about other groups' presentations</li> <li>• reflect on and assess their group's presentation.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for Olympic sports</li> <li>• Vocabulary related to the key elements of an athlete's biography</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project</li> </ul>		
<b>Key vocabulary:</b> <i>biography, career, medal, award, world record, achieve, significant</i> <b>Key expressions/structure:</b> Past simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain <i>significant</i> (important or noticeable).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 166 Images to illustrate the presentations		

## UNIT 9 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Recap on the discussion you had at the end of last lesson. Ask: <i>What makes a good presentation? What do you need to remember when giving a presentation?</i></li> <li>2. Discuss the learners' suggestions with the whole class.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 166</b>	<p><b>Project: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Put learners into the same groups as in the previous lesson, and go through the instructions and the list of possible sections with the class. Point out that they will need to be prepared for other learners asking questions at the end of their presentations.</li> <li>2. Learners work in groups to put together the research they have done on their athlete, and decide who will present each section.</li> <li>3. Groups rehearse their presentations and prepare any images they have been able to find.</li> <li>4. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Make sure that all of the groups are satisfied that they are ready to give their presentations.</p>
<b>Coursebook page 166</b>	<p><b>Presentation: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example questions with the class. Ask learners not to interrupt their classmates until the end of each presentation.</li> <li>2. Groups take it in turns to give their presentations. Their classmates listen, and ask questions at the end of each presentation.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When all of the groups have presented, have a quick feedback session – elicit some particularly good points in the presentations, and pick out some moments that could have been expanded on.</p>
<b>Coursebook page 166</b>	<p><b>Presentation: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the checklist. Make sure that all of the learners understand the number ranking system.</li> <li>2. Learners work individually to rate their groups' presentation.</li> <li>3. Learners reconvene in their groups to compare their assessments of the group's presentation.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out how the groups felt about their own presentations. Ask: <i>Did all of the members of each group agree with one another? Why? Why not?</i></p>
<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>1. Ask for a show of hands. Ask: <i>Which of the groups' biographies do you think was the most interesting? Why?</i></li> <li>2. Find out what the rest of the class feel was particularly good about their own presentations.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G7.2.2.1.2) Deliver research presentations defining a thesis and summarising all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources.</p>			

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LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to people describe their free time activities using fractions and percentages. <b>Speaking:</b> To talk about spending free time, using fractions and percentages. <b>Reading:</b> To read explanations of fractions and percentages. <b>Writing:</b> To complete pie charts with free time activities and fractions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use fractions and percentages to describe how they spend their free time</li> <li>• listen to and understand people answering questions in a survey.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Free time activities</li> <li>• Numbers</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>pie chart, divide, whole number, per cent, percentage, fractions: half, quarters thirds, fifths, tenths; reading, relaxing; indoors; outdoors; gardening; watching TV</i> <b>Key expressions/structure:</b> Present simple (routines), fractions, percentages		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Although the emphasis of this lesson is on using fractions and percentages in everyday conversation, rather than in a mathematical context, learners may need to use their existing knowledge of Maths in Arabic (for example divide, whole number).</li> <li>• It may be necessary to explain that in everyday conversation, it is natural to use fractions and percentages interchangeably (as in the audio). When doing Maths, we usually use fractions and percentages separately.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 167 Workbook page 139 Audio Tracks 44 and 45		

## UNIT 10 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

Resources	Starter
<b>Coursebook</b> page 167	<ol style="list-style-type: none"> <li>Write 'free time' on the board and elicit some examples of different types of free time, for example after school, at the weekend, during the school holidays.</li> <li>Learners work in groups to brainstorm some examples of popular activities for each category of free time (after school, weekend, holiday).</li> <li>Groups report back to class. As a class, discuss the learners' favourite, and least favourite, activities. Find out why.</li> </ol>
Resources	Main activity
<b>Coursebook</b> page 167 <b>Audio Track 44</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>Look at the photo with the class, and elicit what the person is doing (a survey). Make sure all of the learners know what a survey is (asking people questions to get information).</li> <li>Learners read the survey question, and work in pairs to discuss how they might answer it.</li> <li>Play the audio. Learners listen and compare the two interviewees' answers with their own.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs. Did anyone have any similar answers to the interviewees?</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Give these learners a list of the free time activities that appear in the audio before they listen. Get them to tick off the activities as they hear them in the audio by writing the number of the speaker next to each one.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners make notes while listening, then write a short summary of each interviewees' answers.</li> </ol>
<b>Coursebook</b> page 167 <b>Audio Track 44</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the pie charts with the class.</li> <li>Learners listen again to the two interviewees and match them to their pie charts.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class. Make sure learners are able to explain why they matched the people to the pie charts.</p> <p><b>Answers</b></p> <p>Pie chart A: Person 2                      Pie chart B: Person 1</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to read the audioscript while they listen to the audio.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have learners attempt to match the people to the pie charts from memory, before listening to the audio again to check their answers.</li> </ol>

<p><b>Coursebook page 167</b> <b>Audio Track 45</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the unlabelled pie charts with the class, and then go through the information in the <i>Language tip</i>. If necessary, use this opportunity to explain how we say and write each fraction (for example, <math>1/6 =</math> one sixth, etc.). Elicit the fractions/percentages shown in the two unlabelled pie charts, for example Pie chart 1: four quarters, or <math>4 \times 25\%</math>.</li> <li>2. Play the audio. Learners complete the labels on the pie charts.</li> <li>3. Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers</b></p> <p>Person 3: watching TV, reading a book, gardening, go for a run Person 4: reading a book (half), reading magazines (quarter), reading comics (quarter)</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with the answers in jumbled order. Learners listen and write the activities in the numbered boxes, as they hear them.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners close their coursebooks while they listen, and draw pie charts illustrating what they hear in blank notebooks. They then compare their pie charts with those given in the Coursebook to check if they were correct.</li> </ol>
<p><b>Workbook page 139</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example with the class.</li> <li>2. Elicit suggestions for the correct answer to number 2 (g).</li> <li>3. Learners work individually to match the remaining numbers to the symbols.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners work in pairs to check their answers and peer correct. Check that all of the pairs agree on the answers, then go through the pronunciation of each word (1 – 8) with the whole class.</p> <p><b>Answers</b></p> <p>1 b; 2 g; 3 h; 4 a; 5 c; 6 d; 7 f; 8 e</p>
<p><b>Workbook page 139</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read the first question aloud and elicit the answer from the class. Make sure everyone has the same answer (12).</li> <li>2. Work through the example with the class. Emphasise that learners are to write the fractions as words (not digits), as in the example answer.</li> <li>2. Learners work in pairs to complete the answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have volunteers write the correct answers on the board. The other learners raise their hands if they think there is a mistake.</p> <p><b>Answers</b></p> <p>There are 12 squares. 1 five-sixths; 2 three-quarters; 3 two-thirds; 4 a half; 5 a third; 6 a quarter; 7 a sixth</p>

<b>Coursebook page 167</b>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to listen to each other giving their answers to the survey question, and to complete the pie charts in their notebooks.</li> <li>Go round monitoring. Make sure that learners are accounting for the whole four-hour period.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class, and put some example pie charts on the board.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>Learners' own answers.</p>
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<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>Play a game that reviews how to say fractions and percentages. Write a fraction or percentage on the board in numerals, for example, 50%, and point to a learner. The learner must say the numeral in full, for example, <i>fifty per cent</i>. It is then that learner's turn to write a new fraction or percentage on the board and select another learner to read it out. And so on.</li> </ol>

**Learning styles catered for (✓):**

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
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**Assessment for learning opportunities (✓):**

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

**Standards/SLOs:**

(G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.

(G7.1.1.1.7) Summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication.

(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example,

- making offers and requests,
- making suggestions,
- expressing likes and dislikes,
- expressing preferences,
- giving advice using ought to, you'd better,
- obligating and prohibiting,
- making assumptions and predictions (for example, She must be busy, she doesn't answer the phone.)
- expressing agreement and disagreement,
- expressing opinion.



LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to questions about a typical day. <b>Speaking:</b> To describe a typical day using fractions and percentages. <b>Reading:</b> To read about a survey's results, using fractions and percentages. <b>Writing:</b> To rewrite sentences using fractions and percentages.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand an article about the results of a survey</li> <li>• use fractions and percentages interchangeably in everyday conversation</li> <li>• describe how much time they spend doing things in a typical day.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Fractions and percentages</li> <li>• Present simple (routines)</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>interview, interviewee, interviewer, riding a bike, homework, survey, relaxing, computer games, Internet, gardening, sewing, baking, typical, exercise</i> <b>Key expressions/structure:</b> Present simple (routines), fractions, percentages		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• When a fraction includes '1', we can say either <i>one</i> or <i>a</i>. For example: <math>\frac{1}{3}</math> can be <i>one third</i> or <i>a third</i>. In everyday conversation, it is natural to use <i>a</i>.</li> <li>• In American English, it is common to use <i>a</i> before <i>half</i>, for example <i>I spent a half an hour at the library</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 168 Workbook page 140		

## UNIT 10 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Start the lesson with a quick review of how we say fractions and percentages. Draw a simple pie chart on the board, for example with 50% and two 25%'s, and elicit different ways to describe the amounts shown.</li> <li>2. Have one or two confident learners come to the front of the class and draw more pie charts on the board, and then describe the amounts shown.</li> </ol>
<p><b>Resources</b></p> <p><b>Workbook</b> page 140</p>	<p><b>Main activity</b></p> <p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to write the amounts in words, as they would say them.</li> <li>2. Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have pairs take it in turns to read out the correct answers.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 twenty-five per cent</li> <li>2 one third / a third</li> <li>3 sixty per cent</li> <li>4 four fifths</li> <li>5 two thirds</li> <li>6 ninety-five per cent</li> <li>7 three quarters</li> <li>8 one tenth / a tenth</li> </ol>
<p><b>Coursebook</b> page 168</p>	<p><b>Reading and Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of the people's responses to the survey question that they listened to in the previous lesson, and elicit some of their answers. Explain that they are going to read an article about the survey's results. Go through the words in the <i>Vocabulary</i> box.</li> <li>2. Go through the statements before learners begin reading.</li> <li>3. Learners read the article and work in pairs to discuss whether they think the statements are <i>true</i> or <i>false</i>.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Make sure that learners can identify the parts of the text that support their answers.</p> <p><b>Answers</b></p> <p>1 F (most, over 90%); 2 F (around a quarter); 3 T; 4 T; 5 F (nearly 10%); 6 T</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Work closely with these learners. Highlight the information relating to each statement and elicit the correct answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Set a time limit for these learners in which to read the text. They then cover the article and discuss the statements.</li> </ol>

<p><b>Coursebook</b> page 168</p>	<p><b>Reading and Writing: Activity 6</b></p> <p>1. Go through the instructions and the example answer with the class. Emphasise that learners just need to change the type of amount, i.e. from fraction to percentage or vice versa, the actual information in the statement should remain unchanged.</p> <p>2. Learners work individually to rewrite the statements.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class.</p> <p><b>Answers</b></p> <p>1 nine tenths; 2 25% - 50%; 3 75%; 4 four fifths; 5 one tenth / a tenth; 6 33.3%</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Provide these learners with a copy of the correct answers for them to match with the statements in their Coursebooks.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Set the learners a time limit in which to read the sentences, before they cover their Coursebooks and write the statements in their notebooks.</p> <p>2. Learners uncover their Coursebooks to check their answers.</p> <p><b>EXTENSION</b></p> <p>Learners write a summary of the information in the article. Divide the class into two groups of A and B. Learner A's summaries use only fractions. Learner B's summaries use only percentages. Learners A and B then compare their summaries to check facts.</p>
<p><b>Workbook</b> page 140</p>	<p><b>Workbook: Activity 4</b></p> <p>1. Learners work individually to complete the sentences using words from Activity 1 on the previous page.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class.</p> <p><b>Answers</b></p> <p>1 seventy-five per cent 2 less than half 3 just over a third 4 a quarter 5 (a) half 6 most</p>
<p><b>Coursebook</b> page 168</p>	<p><b>Speaking: Activity 7</b></p> <p>1. Learners work in pairs to discuss their typical days.</p> <p>2. Go round monitoring, and make sure that learners are using fractions and percentages in their discussions.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out which things learners spend the most time doing. See if you can come to a consensus about any of the activities. For example, does everyone in the class spend a third of their time sleeping?</p>

<b>Resources</b>	<b>Plenary</b>		
	1. Have a class discussion about the information in the article. Did anything surprise the learners? Have they ever tried baking, gardening or sewing? Would they like to? Why? Why not?		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p>			

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LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to questions in a survey. <b>Speaking:</b> To ask and answer questions in a survey. <b>Reading:</b> To read a report of a survey. <b>Writing:</b> To record the results of a survey. To write a version of a survey report that is true for you.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• conduct a survey and record the results</li> <li>• read and understand a report of a survey</li> <li>• rewrite a report of a survey.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Fractions and percentages</li> <li>• Vocabulary related to surveys</li> <li>• Free time activities</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> survey, (school) subject, maths, camping, vegetarian, computer, Internet, film, leisure <b>Key expressions/structure:</b> Present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain <i>leisure</i> (the time when you are not working or studying), which is very similar in meaning to <i>free time</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 169 Workbook page 141		

## UNIT 10 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

Resources	Starter
Coursebook page 169	<ol style="list-style-type: none"> <li>Recap on the survey question that learners answered in Lesson 1. What was the question? (<i>When you have four hours of free time, what do you do?</i>) What were some of the learners' answers?</li> <li>Learners work in groups to discuss the starter questions.</li> <li>The groups report back to the class. Discuss the final question as a group (<i>Why do you think surveys are useful?</i>) and direct the class towards the conclusion that surveys are a useful way of finding out about people's behavior and habits.</li> </ol>
Resources	Main activity
Coursebook page 169	<p><b>Reading and Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>Divide the class into groups of four or five. Explain that they are going to do a survey within their group and record the results. (Note that each learner will need to keep a copy of their group's results for use in the next lesson.) Go through the instructions and the example table with the class. It may be useful to go through each question with the class at this point to check for any difficult words (for example <i>vegetarian</i>).</li> <li>Learners work in groups to ask and answer the ten questions in the survey, and to keep a record of their results in table form. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class in order to get a general idea of the groups' responses to some of the questions. Don't ask for the results in detail, as learners will work together in the next lesson to compare and contrast their groups' results. Tell the learners to keep a copy of their group's results and bring it to the next lesson.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Have the groups ask and answer the first five questions only.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have the groups add one or two more questions of their own to the survey.</li> </ol>

<p><b>Workbook page 141</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions, and explain that this is a report of a different survey from the one they have just done.</li> <li>2. Learners work individually to read the report and complete the chart.</li> <li>3. Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers</b></p> <p>watching TV: 14.0          playing with and talking to friends: 9.8          using the Internet: 8.0          watching DVDs: 4.7          playing sports: 4.7          playing computer and electronic games: 4.5          homework: 3.0          listening to the radio: 2.1          reading magazines: 0.6          reading newspapers: 0.3</p>
<p><b>Workbook page 141</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the useful phrases with the class.</li> <li>2. Emphasise that learners should write information that is true for them, and elicit some example sentences from learners, for example, <i>I don't spend as much time watching TV as doing my homework.</i></li> <li>3. Learners work individually to write the survey report.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners work in pairs to read their reports and peer correct. Have a feedback session with the whole class, and encourage one or two confident learners to read their reports aloud.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Rather than write a report, learners complete the example phrases so that they are true for them.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners rewrite the report in their notebook, without looking at the text or phrases in the Workbook. If necessary, put the list of activities mentioned in the report on the board for learners to refer to.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Have a discussion about the information in the report of the survey of young Australians in the Workbook. Do learners see many differences in the habits of young Australians and young Emiratis? If so, what are they?</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.4.1.1.6) Write reports in a standard form, including formatting (for example, headings) and graphics; convey information and ideas on abstract and concrete topics, check information, and ask about and explain problems.</p>			

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LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to survey results and expressions of quantity followed (or not) by <i>of</i> . <b>Speaking:</b> To discuss survey results and expressions of quantity followed (or not) by <i>of</i> . <b>Reading:</b> To read statements describing survey results, using percentages and fractions, and expressions of quantity followed (or not) by <i>of</i> . <b>Writing:</b> To rewrite statements describing survey results, using percentages and fractions, and expressions of quantity followed (or not) by <i>of</i> .		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• explain survey results using percentages and fractions</li> <li>• describe expressions of quantity followed (or not) by <i>of</i>.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Fractions and percentages</li> <li>• Vocabulary related to surveys</li> <li>• Free time activities</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <a href="http://www.almanahj.com">www.almanahj.com</a> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw, gallery walks to facilitate an understanding of each other’s ideas to enhance communication skills in English (reading, speaking, listening and writing)</li> </ul>		
<b>Key vocabulary:</b> <i>convert, vote (verb), favourite, prefer</i> <b>Key expressions/structure:</b> Expressions of quantity followed (or not) by <i>of</i> , past simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• As shown in the <i>Use of English</i> box, <i>of</i> is optional after half and all. In both cases, where <i>of</i> is optional, we use the definite article (<i>the</i>): <i>Half (of) the people</i> NOT <i>Half (of) people</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 170 Workbook page 142		

## UNIT 10 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Write on the board: <i>all, most, half, none</i>.</li> <li>2. Ask for a show of hands: <i>Who likes ice cream?</i></li> <li>3. Based on the result, write an incomplete sentence on the board, for example <i>Most – like ice cream.</i></li> <li>4. Repeat with two or three other short questions, for example <i>Who takes the bus to school? Who has a bicycle?</i></li> <li>5. Put incomplete sentences describing the results on the board.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook</b> <b>page 170</b>	<p><b>Use of English</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the box with the class. Highlight the examples with <i>most</i>: when we say <i>the students</i>, we need to use <i>of</i>, when we say <i>students</i> without <i>the</i>, we don't use <i>of</i>. Deal with any questions or issues.</li> <li>2. Draw learners' attention to the notes on the board from the Starter activity.</li> <li>3. Learners work in groups to write complete sentences using the notes on the board.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the complete sentences from the groups and add them to the board.</p> <p><b>Possible answers</b></p> <p>Most of the class likes ice cream.</p> <p>Half (of) the class takes the bus to school.</p> <p>Most students have a bicycle.</p>
<b>Workbook</b> <b>page 142</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the first sentence with the class. Point out that there are three answer choices.</li> <li>2. Ask a volunteer to suggest the correct answer (of), and explain why (We use <i>of</i> after percentages.).</li> <li>3. Learners work individually to choose the correct options in the rest of the sentences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers in pairs and peer correct. Check that all of the pairs agree on the correct answers.</p> <p><b>Answers</b></p> <p>1 of</p> <p>2 of <i>or</i> –</p> <p>3 –</p> <p>4 of</p> <p>5 of <i>or</i> –</p> <p>6 of</p>

<p><b>Workbook</b> page 142</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask a volunteer to read the example answer aloud.</li> <li>2. Elicit some suggestions for the correct answer to number 2 (Under twenty per cent of us have three sisters.).</li> <li>3. Learners work individually to reorder the words in the remaining sentences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring, giving help where necessary. Display the answers so that learners can self-correct.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 About half of the class voted for tennis.</li> <li>2 Under twenty per cent of us have three sisters.</li> <li>3 None of the students in our class chose purple as their favourite colour.</li> <li>4 Around ten per cent voted for papaya as their favourite fruit.</li> <li>5 Two-thirds of us have been camping.</li> <li>6 Nearly all of the students in the class have got a bicycle.</li> <li>7 A third of us sleep for eight hours a night.</li> <li>8 Sixty per cent of the students in the class go swimming three times a month.</li> </ol>
<p><b>Coursebook</b> page 170</p>	<p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class. Emphasise that these statements refer to a different survey from the one the learners did in the previous lesson.</li> <li>2. Learners work in pairs to rewrite the statements.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1. Almost two-thirds of the class go swimming once a week.</li> <li>2. Half of us walk to school.</li> <li>3. A quarter of the students eat cereal for breakfast.</li> <li>4. All (of) the class voted for football as their favourite sport.</li> <li>5. 40% of the students chose oranges as their favourite fruit.</li> <li>6. Most (of the) students get eight or more hours of sleep a night.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Have volunteers match the words in the box with the amounts in the sentences.</li> <li>2. Learners rewrite the sentences.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners cover the wordpool box and rewrite the sentences, using their own words.</li> <li>2. Learners uncover the wordpool box to compare their ideas.</li> </ol>

<p><b>Coursebook page 170</b></p>	<p><b>Writing and Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Did you know?</i> box and explain that learners are going to convert the results from the survey they did in the previous lesson.</li> <li>2. Divide the class into groups, so that each group consists of at least one member of each of the groups from the Activity 1, Lesson 3. Make sure that each learner has a copy of their group's table.</li> <li>3. Learners work in their groups to compare and collate their survey results. They convert these results into percentages, and make similar statements to those in Activity 2. Go round monitoring, encourage learners to use words like <i>most</i> and <i>all</i>, as well as percentages, and check that they are using <i>of</i> correctly.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Elicit statements from the groups summarising the results of each survey question. Put them on the board.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Have a class discussion about the survey's results. Has the survey helped learners to find out more about one another? Are any of the results surprising? Why? Why not?</li> </ol>

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<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous</li> <li>• verbs in different forms (for example, indicative, imperative, interrogative, conditional, and subjunctive)</li> <li>• active and passive voice</li> <li>• zero and definite articles</li> <li>• first conditional</li> <li>• deduction and assumption: must be, could be, can't be</li> <li>• possibility: may, might and could</li> <li>• expressing opinion, likes, dislikes, preference, agreement, and disagreement</li> <li>• adjectives (comparative and superlative)</li> <li>• adverbs, relative adverbs (for example, where and when)</li> <li>• prepositions</li> <li>• phrasal verbs</li> <li>• verbs that take gerund</li> <li>• verbs that take infinitive</li> <li>• broader range of intensifiers such as too, enough</li> <li>• passive voice</li> <li>• collocations</li> <li>• defining and non-defining relative clauses.</li> </ul>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a talk about the UAE's population and geographical details. <b>Speaking:</b> To practise saying long numbers. <b>Reading:</b> To read and complete sentences from a talk about the UAE's population and area. <b>Writing:</b> To write long numbers as they are said.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• say long numbers</li> <li>• talk about the population and geographical details of the UAE.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Fractions and percentages</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively, and critically in English</li> </ul>		
<b>Key vocabulary:</b> <i>peninsula, border (verb), landmark, oasis, dune, area, survey, man-made, official, population, comma, full stop</i> <b>Key expressions/structure:</b> Long numbers		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Further to the information in the <i>Did you know?</i> box, it may be necessary to explain that we always pronounce the full stop in a number as <i>point</i>, for example <math>2.7 = \text{two point seven}</math>. We never pronounce the comma in long numbers. Also, the digits after the stop are pronounced individually, for example <math>2.75 = \text{two point seven five}</math> NOT <i>two point seventy-five</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 171 Workbook page 143 Audio Track 46 Map of the UAE		

## UNIT 10 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 171	<ol style="list-style-type: none"> <li>Before the lesson, find out the current populations of your town, city or local area, and the UAE. Write the populations of your town, city or local area and the UAE on the board in digits.</li> <li>Have volunteers guess what the numbers are.</li> <li>Elicit, or explain, that these numbers are populations (the number of people living in a place). Find out if learners know which country has the largest population in the world (China).</li> <li>Learners work in groups to discuss the Starter questions.</li> <li>Groups report back to the class.</li> </ol>
Resources	Main activity
Coursebook page 171	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners work in groups to read the sentences and guess the meanings of the words. (It may be useful to explain that <i>border</i> is a verb in this sentence.)</li> <li>Learners check their guesses in a dictionary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out if any groups guessed all of the words correctly, and clarify the meanings of all the words.</p> <p><b>Answers</b></p> <p>peninsula: a long piece of land that sticks out from a larger area border (verb): to be next to another country landmark: a building that is easily recognised oasis: a place in a desert where there is water and plants dune: a hill of sand on a beach or in a desert</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Provide these learners with the following definitions: a hill of sand on a beach or in a desert / a long piece of land that sticks out from a larger area / a place in a desert where there is water and plants / to be next to another country / a building that is easily recognisable. Learners match the definitions to the underlined words.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners write new sentences using each of the words.</li> </ol>
Workbook page 143	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Go through the words in the box with the class, and draw learners' attention to the example answer: (Saudi Arabia).</li> <li>Learners work in pairs to complete the maps with the missing words.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Show a detailed map of the UAE for learners to check their answers.</p> <p><b>Answers</b></p> <p>1 Saudi Arabia; 2 Oman; 3 Abu Dhabi; 4 Dubai; 5 Moreeb Dune; 6 Liwa Oasis</p>

<p><b>Coursebook page 171</b> <b>Audio Track 46</b></p>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners complete the sentences with the words in the box.</li> <li>Play the audio. Learners check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class. Play the audio again for clarification – stopping at points, if necessary.</p> <p><b>Answers</b></p> <p>1 official; 2 man-made; 3 survey; 4 population; 5 area</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Have learners listen to the audio before they complete the sentences.</li> <li>Learners read the audioscript to check their answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have learners cover the wordpool box, then play the audio.</li> <li>Learners listen and complete the sentences. They uncover the wordpool box to check their answers.</li> </ol>
<p><b>Coursebook page 171</b> <b>Audio Track 46</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>Play the audio. Learners write the numbers.</li> <li>Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs, and write the numbers on the board in digit form. Go through the information in the <i>Did you know?</i> box and have volunteers pronounce the numbers on the board.</p> <p><b>Answers</b></p> <p>1 828 2 1,533,596 3 1,572,906 4 86% 5 5% 6 1%</p>



<b>Workbook page 143</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Model the example answer, and ask a volunteer to model the second answer (sixty thousand).</p> <p>2. Learners work individually to write the numbers.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have volunteers take it in turns to read the sentences aloud. The other learners listen and raise their hands if they think there is a mistake. Once the class has agreed on all of the correct answers, model each one for pronunciation.</p> <p><b>Answers</b></p> <p>1 eight hundred and twenty-eight</p> <p>2 sixty thousand</p> <p>3 one million, two hundred and fifty thousand</p> <p>4 eight point three</p> <p>5 one thousand, nine hundred and twenty point five</p> <p>6 two million, six hundred and forty-three thousand, two hundred</p> <p>7 ten million, five hundred thousand, five hundred and fifty-five</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Have all learners close their Coursebooks. Read out at random the explanations in Activity 3 (for example, <i>the height of the Burj Khalifa</i>). Referring to the digits on the board, learners call out the correct answer (for example, <i>eight hundred and twenty-eight metres</i>).</p>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 6</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To understand questions about places and buildings. <b>Speaking:</b> To ask and answer questions about places and buildings using the definite article. <b>Reading:</b> To read and complete a description of a place using the definite article. <b>Writing:</b> To write examples of places and buildings using the definite article.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use the definite article with places and buildings</li> <li>• describe places and buildings by giving clues about them.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for places</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>famous building, geographical region, mountain range, peninsula, continent, lake, island group, river</i> <b>Key expressions/structure:</b> The definite article for places and buildings		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain the distinction between a mountain (for example, Mount Everest) and a mountain range (for example, The Himalayas).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 172 Workbook page 144		

## UNIT 10 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Write <i>famous buildings</i> on the board, and elicit an example from the UAE (for example, <i>the Burj Khalifa</i>).</li> <li>2. Learners work in groups to brainstorm as many famous buildings from around the world as they can.</li> <li>3. The groups report back to the class. Find out which group came up with the most buildings. Add some of the most popular choices to the board (including <i>the</i>).</li> </ol>
Resources	Main activity
Coursebook page 172	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs, taking it in turns to practise reading the numbers and saying what they represent.</li> <li>2. Go round monitoring, giving help with pronunciation where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out how well the learners remembered the numbers.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
Coursebook page 172	<p><b>Use of English</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Use of English</i> box with the class. Add examples of famous buildings from the Starter activity to the first category.</li> <li>2. Learners work in groups to think of other well-known examples for each category.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Hold a class competition. A spokesperson from each group reads aloud their suggestions. Award a point for each unique suggestion (something that none of the other groups have suggested). The team with the most points is the winner.</p> <p><b>Possible answers</b></p> <p>Famous buildings: the Petronas Twin Towers  Oceans, seas, rivers: the Mediterranean, the Rhine  Most geographical regions: the Antarctic  Continents and most countries: Africa, Yemen  Lakes and most mountains: Lake Baikal, Kilimanjoro  Place name and building: Tokyo Tower  Plural names of countries: The Philippines  Names which include republic, kingdom: the United Kingdom</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with the list of possible answers without <i>the</i>. Learners match them to the categories in the box.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners cover the box while they think of other examples for each category.</li> <li>2. Learners uncover the box to check they have put the extra examples in the correct categories.</li> </ol>

<p><b>Coursebook</b> page 172</p>	<p><b>Use of English: Activity 5</b></p> <ol style="list-style-type: none"> <li>Go through the first sentence with the class and elicit the correct answers (The; -) and why (as it is a famous building, we use <i>the</i> with Eiffel Tower / as with continents and most countries we don't use <i>the</i> with city names).</li> <li>Learners work individually to choose the correct options to complete the rest of the sentences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with a partner and peer correct. Have a quick feedback session with the whole class and clarify which category in the <i>Use of English</i> box that each place or building belongs to.</p> <p><b>Answers</b></p> <p>1 The; — 2 The; the; —; the; — 3 The; the 4 —; — 5 The; the</p>
<p><b>Workbook</b> page 144</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example answer with the class. Emphasise that the learners need to write <i>the</i> or - if we don't use <i>the</i>.</li> <li>Learners work individually to complete the travel blog, writing <i>the</i> or -.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers and peer correct. Check that all of the pairs agree on the correct answers. You could display the completed article for learners to self-correct.</p> <p><b>Answers</b></p> <p>1 —; 2 —; 3 the; 4 —; 5 the; 6 —; 7 —; 8 the; 9 the; 10 —; 11 the; 12 —; 13 the; 14 the; 15 the; 16 the; 17 the; 18 —; 19 the; 20 the; 21 the; 22 —; 23 the</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to refer to the <i>Use of English</i> box in the Coursebook while completing this task.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Make sure learners' Coursebooks are closed during this task.</li> </ol>
<p><b>Workbook</b> page 144</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Have learners cover the wordpool box and read aloud each of the categories. Encourage learners to suggest an example from memory for each category.</li> <li>Learners uncover the wordpool box and complete the categories.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Put the categories on the board and have learners take it in turns to come to the front and add the names of each place in the wordpool box into the correct category. Check that all of the other learners agree.</p> <p><b>Answers</b></p> <p>famous buildings: the Al Farooq Omar Bin Al Khattab Mosque, the Empire State Building oceans: the Atlantic, the Pacific geographical regions: the Iberian Peninsula, the Sahara Desert continents: Europe, North America mountains: Jabal an-Nabi Shu'ayb, Mount Vesuvius place name + building: Dubai International Airport, Sydney Opera House</p>

<b>Coursebook page 172</b>	<p><b>Writing and Speaking: Activity 6</b></p> <p>1. Learners work in pairs to write down examples, using <i>the</i> where necessary (It doesn't matter if they choose places that have already been mentioned.).</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that everyone has a building or place written down for each category, then move on to the next activity.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>		
<b>Coursebook page 172</b>	<p><b>Writing and Speaking: Activity 7</b></p> <p>1. Go through the instructions and the example clues with the class.</p> <p>2. Learners work in pairs to guess the places their partners have written and to give each other clues.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs. Which places did they choose? How easily did they guess them? How useful were their partners' clues?</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Have a class discussion about places and buildings in your local area. Have learners think about how to describe them in English. Which places and buildings would use <i>the</i>?</p>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 7</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to questions in a discussion about homes. <b>Speaking:</b> To ask and answer questions about homes. To make statements about homes in a picture, using amounts, fractions and percentages. <b>Reading:</b> To read statements about homes in a picture. <b>Writing:</b> To write about the homes in a local area.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• describe the homes in their local area using amounts, fractions and percentages</li> <li>• make general statements using amounts, fractions and percentages.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Fractions and percentages</li> <li>• Amounts (<i>all, most</i>)</li> <li>• Vocabulary for homes</li> <li>• <i>Have got</i></li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>cat, bike, garden, odd number, even number</i> <b>Key expressions/structure:</b> Fractions and percentages; amounts ( <i>all, most</i> ); <i>have got</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain that the picture in the Coursebook shows a typical UK street. In the UK, houses often have a small garden at the front as well as a larger garden at the back. You might also want to point out that it is quite common for people to keep pets. Ask learners if they can identify the pet in the picture (cat - house 1).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 173 Workbook page 145		

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## UNIT 10 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>Designate the classroom into three areas: A, B and C. Tell the learners you will ask them questions with three answer options (A, B, C), and they are to move to the side of the classroom according to their answers.</li> <li>Ask these questions:            Q1: <i>Which do you prefer, A: reading books, B: playing sport, C: doing homework?</i>            Q2: <i>Where do you live, A: in a house, B: in an apartment, C: on a spaceship?</i>            Q3: <i>How many people live in your home, A: less than five, B: more than five, C: over 20?</i> </li> <li>At the end of each question, encourage learners to make sentences based on the results, for example: <i>80% of us prefer playing sport; None of us live on a spaceship; About half of us have less than five people in our family.</i></li> </ol>
Resources	Main activity
Coursebook page 173	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>Draw learners' attention to Activity 1. Ask them to briefly discuss the question.</li> <li>Elicit some examples of the language learners have looked at so far in the last few lessons. For example, percentages and fractions, amounts (<i>all, most</i>), surveys, places and populations.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a class discussion. Encourage the learners to use the language they have learned so far in this unit to talk about the people in the class. Ask: <i>How many people are in the class? What percentage have a brother or a sister or both?</i></p>
Coursebook page 173	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the words in the wordpool boxes with the class. Explain that the picture shows a typical UK street.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit statements about the picture from the class. Make sure that each statement includes one word from each of the wordpool boxes.</p> <p><b>Possible answers</b></p> <p>Most of the houses have got a car.            A third of the houses have got a bike.            All of the houses have got a garden at the front.            A quarter (25%) of the houses have got white cars.            None of the houses have got a dog.</p>

<p><b>Workbook</b> page 145</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class. Ask learners to rewrite the whole sentence correctly (even if there is only one mistake).</li> <li>2. Learners work individually to complete the task.</li> <li>3. Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that all of the pairs agree on the answers. Have volunteers take it in turns to read aloud the correct sentences in full.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 I live in Abu Dhabi. It's the capital of <b>the</b> UAE.</li> <li>2 The population of my hometown is 3,220: three thousand, two hundred <b>and</b> twenty people.</li> <li>3 Two thirds <b>of</b> the people in my class spend their free time reading books.</li> <li>4 The <b>interviewer</b> asked me lots of questions as part of a survey.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Work closely with these learners. If necessary, explain where the mistake in each sentence can be found, learners must suggest the correction.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Set a time limit for learners to complete this task in.</li> </ol>
<p><b>Coursebook</b> page 173</p>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. With the whole class, elicit some vocabulary that is specific to the learners' own homes and local areas, for example <i>apartment, apartment block, balcony, lift</i>.</li> <li>2. Learners work individually to write about the homes on their street or in their local area.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate and check that everyone has used words from the wordpool boxes in their paragraphs.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Rather than a paragraph, allow learners to write three or four simple sentences.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to add extra information to their paragraphs, for example: <i>Do you know the population of your town, street or local area? How do people in our area spend their free time?</i></li> </ol>
<p><b>Workbook</b> page 145</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Model the first question and answer for the class.</li> <li>2. Learners work in pairs to match the remaining questions to the answers.</li> <li>3. Learners practise reading the conversation in pairs.</li> <li>4. Go round monitoring, and check for pronunciation.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Have a confident pair read the conversation aloud.</p> <p><b>Answers</b></p> <p>1 b; 2 a; 3 c; 4 d</p>



<b>Coursebook</b> <b>page 173</b>	<b>Speaking: Activity 4</b> 1. Go through the instructions and divide the class into groups. Try to make sure that each group contains an equal mix of learners who need support and those who are more confident. 2. Learners work in their groups to ask and answer questions about their streets and local areas. 3. Circulate and check that each learner is taking an active part in the discussion. <b>CORE</b> <b>Feedback</b> Have a feedback session with the class. As a class, work out what percentage have cars/bikes, etc.  <b>Answers</b> Learner's own answers.		
<b>Workbook</b> <b>page 145</b>	<b>Workbook: Reflect on your learning</b> 1. Learners look back on the work they have done in the last seven lessons and complete the checklist.		
<b>Resources</b>	<b>Plenary</b> Have a class discussion about homes. What other things have they got in their homes? What things would they like to have? Why?		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.			

<b>LESSON PLAN</b>		<b>LESSON: 8</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to suggestions for raising money for a good cause. <b>Speaking:</b> To take part in a discussion about raising money for a good cause. <b>Reading:</b> To read news articles about raising money for a good cause. <b>Writing:</b> To write a news article about raising money for a good cause.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use vocabulary related to good causes and fundraising</li> <li>• write a short news article about raising money for a good cause.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Present simple and continuous</li> <li>• Present simple passive</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Community Literacy: Reinforce learners' learning to use all media tools to engage in written, oral, and face-to-face conversations with other learners that compare different cultures, what it means to be a citizen, and what responsibilities they have to their communities, state and region</li> </ul>		
<b>Key vocabulary:</b> <i>raise funds, fundraiser, collect, collection, donate, donation, appeal (noun), appeal (verb), volunteer (noun), volunteer (verb), generous, double (verb), fun run, cake sale</i> <b>Key expressions/structure:</b> Word families (nouns and verbs)		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be beneficial to explain that it is common for children in the UK to take part in fundraising activities for their school, and other 'good causes', but it is not compulsory to do so.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 174 Workbook page 146		

## UNIT 10 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 174</b>	<ol style="list-style-type: none"> <li>1. Write <i>A good cause</i> on the board and elicit or explain its meaning (a plan or an activity that people support or do, such as collecting money to help people who are ill, because they think it will have a positive effect).</li> <li>2. Learners work in groups to discuss the starter questions and to brainstorm some examples of good causes.</li> <li>3. The groups report back to the class. Add some of their ideas to the board.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 174</b>	<p><b>Reading and Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to discuss ideas for ways of raising money for a new school bus.</li> <li>2. Learners read the article and compare the information with their own ideas.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Did any of the pairs have the idea of a book sale before they read the article?</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Work closely with these learners. Deal with any questions about vocabulary as they arise.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Set a time limit for learners to read the article. Encourage them to underline any new words so that they can check them after they have finished reading.</li> </ol>
<b>Coursebook page 174</b>	<p><b>Reading and Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class.</li> <li>2. Learners work in pairs to complete the task.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the class, and check that all learners are clear on the part of speech for each word.</p> <p><b>Answers</b></p> <p>1 raise V; 2 generous Adj; 3 fundraiser N; 4 donate V; 5 volunteer N; 6 double V</p>
<b>Workbook page 146</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class. Point out that in this activity, learners simply need to decide the correct form of the verb (present simple, past simple, etc.). If necessary, model the first answer for the class (we are raising).</li> <li>2. Learners work individually to complete the sentences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with a partner and peer correct. Check that all of the pairs agree on the correct answers.</p> <p><b>Answers</b></p> <p>1 are raising; 2 collect; 3 volunteer; 4 donated</p>

<b>Workbook page 146</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of the verbs from the sentences in the previous activity, and explain that these are the words they can use to complete the article. Point out that verb forms may not be the same (different tenses) and they also need to change one of them into a noun.</li> <li>2. Learners complete the news article with the Activity 1.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have volunteers take it in turns to read the sentences of the article aloud, including the correct answers. Learners raise their hands if they think one of the answers is incorrect.</p> <p><b>Answers</b></p> <p>1 raise; 2 collect/raise; 3 volunteer; 4 donation</p>
<b>Coursebook page 174</b>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the story options with the class, and elicit some possible details for each headline. Encourage learners to use vocabulary from the lesson in their articles.</li> <li>2. Learners work individually to write their news articles.</li> <li>3. Learners work in pairs to read each other their stories and to check for any obvious mistakes.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs, and discuss some of the ideas. Have one or two confident learners read their articles aloud.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give these learners plenty of group talking time to discuss their ideas. Encourage them to use their own real-life experiences to help them come up with ideas.</li> <li>2. You could give them a writing frame to support their writing, for example: <ul style="list-style-type: none"> <li>• Introduction - What was the event? Where and when did it happen? Who was involved?</li> <li>• What was the charity /purpose of the event? Why is this a good cause?</li> <li>• How much money did they raise?</li> </ul> </li> </ol> <p>Remind learners to use past tenses to write their articles.</p> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to challenge themselves by including all of the vocabulary from Activity 2.</li> <li>2. Ask them to add a further paragraph to their articles about future plans by the same people to raise money for charity, perhaps in a different way or for a different charity.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Have a class discussion about some of the good causes that you put on the board in the starter activity. If learners wanted to raise money for those causes, how would they go about it? Elicit some ideas and discuss how they could be implemented.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports.</p> <p>(G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

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LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to ideas in a conversation about a fable. <b>Speaking:</b> To make predictions about whether a story is a fable based on its introduction. <b>Reading:</b> To read the first half of a fable. <b>Writing:</b> To write a possible ending for the fable.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand a traditional story</li> <li>• use vocabulary related to giving (<i>collect, generous, etc.</i>)</li> <li>• use their imaginations to write a possible ending to a story.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Fable: <i>The Tortoise and the Hare</i></li> <li>• Vocabulary related to giving (<i>collect, generous</i>)</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>fiction, non-fiction, fable, moral, Hindi, king, palace, guard (noun), peasant, steal, thief, drought, prison, farmer, generous</i> <b>Key expressions/structure:</b> Time expressions (for example, <i>once, next, then, the next day</i> )		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• The reading text is a fable, and includes some examples of language that we don't use in a modern context. For example, like many fables, the story begins with <i>Once upon a time</i>. It would be unnatural to begin a modern story to begin with this phrase. Instead, <i>Once</i> or <i>One day</i> would be more appropriate.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 175 Workbook page 147		

## UNIT 10 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 175	<ol style="list-style-type: none"> <li>1. Write <i>fiction</i> and <i>non-fiction</i> on the board. Call out some different types of text (for example, a comic book, a news article, an email, a blockbuster movie) and have the learners tell you whether they are fiction or non-fiction.</li> <li>2. Learners work in groups to discuss the starter questions.</li> <li>3. Have a feedback session with the class. Find out how many learners prefer fiction to non-fiction and elicit some reasons.</li> </ol>
Resources	Main activity
Coursebook page 175	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of the story of the <i>Tortoise and the Hare</i>, which they read in Unit 9 in the Workbook. Find out what they can remember about it.</li> <li>2. Go through the information in the <i>Vocabulary</i> box and elicit any other fables learners know. Discuss the moral of each fable.</li> <li>3. Learners read about Vimal Shinagadia and the first paragraph of <i>To Give</i> and work in pairs to discuss the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs.</p> <p><b>Answers</b></p> <p><i>To Give</i> is a fable. We know this because Vimal describes it as a 'traditional' story, and it begins with the phrase 'Once upon a time,' which is a standard way to begin fables.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give these learners slightly more direct instructions/tasks: <i>Read about Vimal. How old is he? Where is he from? Read the first paragraph of 'To Give'. Is it a fable or a real life story?</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. As well as discussing Vimal and the first paragraph, encourage learners to speculate about what they think might happen next in the story.</li> </ol>
Workbook page 147	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the words in the left column for pronunciation.</li> <li>2. Learners work individually to match the words to their meanings.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Chain feedback. Have a learner call out a word from the left column and nominate another learner to read out the correct meaning. This learner calls out the next word, and so on. Explain that learners will need to know these key words to understand the next part of the story.</p> <p><b>Answers</b></p> <p>1 c; 2 a; 3 d; 4 b</p>

<p><b>Coursebook</b> page 175</p>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the questions with the class. Encourage learners to underline anything they don't understand as they read, and to continue reading to the end of the text.</li> <li>Learners read the next part of the story and discuss the questions with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Go through any words or phrases that any of the learners underlined.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>So that he would be the first to collect money from the king in the morning.</li> <li>They thought he was a thief.</li> <li>Droughts came and thieves stole his animals.</li> <li>He let the man out of the prison and gave him ten gold pieces, so that he could change his fortune.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Have these learners look for the answers for questions 1 and 4 only.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Set a time limit for learners to read the text in.</li> </ol>
<p><b>Workbook</b> page 147</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to complete the conversation.</li> <li>Learners work in their pairs to practise reading the conversation aloud. Circulate, and give help with pronunciation where necessary.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask a pair to read their conversation aloud.</p> <p><b>Answers</b></p> <p>1 peasant; 2 thief; 3 steal; 4 drought</p>
<p><b>Workbook</b> page 147</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example answers with the class. Deal with any questions or issues.</li> <li>Learners work individually to complete the task.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers in pairs and peer correct. Check that all of the pairs agree on the correct answers.</p> <p><b>Answers</b></p> <p>Beginning a story: A few days/weeks/months ago, Last week/month/year, Once Continuing a story: After that, Next, The next day/week/month, Then Finishing a story: Finally, In the end</p>



Coursebook page 175	<b>Writing: Activity 3</b>		
	<ol style="list-style-type: none"> <li>1. Draw learners' attention to the underlined phrases in the first paragraph of the story (<i>Once upon a time, Every morning</i>) and explain (or elicit) that these are useful expressions for explaining when an action takes place.</li> <li>2. Go through the information in the <i>Writing tip</i> box, and give learners a few minutes to look back through the rest of the story to find two more time expressions (<i>One night, The next morning</i>).</li> <li>3. Encourage learners to use their own imaginations to think of a possible ending for the story. Allow them a few minutes to make some notes in their notebooks.</li> <li>4. Explain that you would like them to write their endings to the story, and that you want their endings to include at least one time expression.</li> <li>5. Learners work individually to write possible story endings.</li> </ol>		
	<p><b>CORE</b></p> <p><b>Feedback</b></p> <p>If time is limited, have learners write their endings for homework. They will share their ideas about possible endings for this story at the beginning of next lesson.</p>		
	<p><b>Answers</b></p> <p>Learners' own answers.</p>		
	<b>Differentiation activities (Support):</b>		
	<ol style="list-style-type: none"> <li>1. Provide these learners with the following two time expressions and ask them to finish the sentences using their own ideas about what could happen next in the story: <i>The next day ...</i> <i>Finally ...</i></li> </ol>		
	<b>Differentiation activities (Stretch):</b>		
	<ol style="list-style-type: none"> <li>1. Ask these learners to include a minimum of three time expressions in their story endings.</li> </ol>		
<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. Find out what learners think about the story <i>To Give</i> so far: <i>Is it a good story? Why? Why not?</i> Without going into too much detail about their predictions for how the story will end, can they guess what the moral of the story will be?</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports.			
(G7.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential or chronological order, proposition, and support).			
(G7.4.1.1.8) Write short narratives to develop real or imagined experiences or events, relate personal experiences and known stories using descriptive details and sensory language.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to parts of a fable. <b>Speaking:</b> To read out parts of a fable. To discuss how the fable was written. <b>Reading:</b> To read parts of a fable. <b>Writing:</b> To order the events of the fable.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a fable and understand its moral</li> <li>• read parts of a story aloud</li> <li>• understand why repetition can be a useful device in storytelling.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Fables: <i>The Tortoise and the Hare</i>, the first part of <i>To Give</i></li> <li>• Vocabulary related to giving (<i>collect, generous, double</i>)</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>satisfied, wealth, wise, share</i> (verb), <i>pleasure, generous, double</i> (verb) <b>Key expressions/structure:</b> Time expressions (for example, <i>once, next, then, the next day</i> )		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Activity 7 asks the learners to think about why the writer of the fable uses repetition. There is no correct answer for this particular question, the object is to get the learners to speculate about fables in general, and to understand some of the differences between this kind of text, and a more straightforward narrative, such as a news story.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 176 Workbook page 148		

## UNIT 10 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"><li>1. Recap on the events of the story that you read in the previous lesson.</li><li>2. Check that all learners have written a possible ending for <i>To Give</i>, and divide the class into groups of three.</li></ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 176</b>	<p><b>Reading and Speaking: Activity 4</b></p> <ol style="list-style-type: none"><li>1. Go through the instructions and divide the class into groups. If possible, make sure that each group includes an equal mix of learners who need more support and those who are more confident.</li><li>2. Learners read each other their endings for <i>To Give</i> and work together to discuss the similarities and differences.</li><li>3. Go round monitoring, giving help where necessary.</li></ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out what some of the ideas for the ending were. What does the class think is the most probable and improbable suggestion?</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Workbook page 148</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"><li>1. Read out the first word in the left column (satisfied) and find out if anyone can explain what it means.</li><li>2. Draw learners' attention to the definitions in the right column and give them a few moments to read through them.</li><li>3. Elicit (or provide) the correct definition for satisfied (<i>pleased because you got something you wanted</i>).</li><li>4. Learners match the remaining words to their definitions.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class. Explain that learners will need to know these key words to understand the next part of the story.</p> <p><b>Answers</b></p> <p>1 c; 2 e; 3 b; 4 a; 5 d</p>

<p><b>Coursebook page 176</b></p>	<p><b>Reading and Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Reading strategy</i> box, and have learners assign roles within their groups.</li> <li>2. Learners work in groups to read the rest of the story aloud. Go round monitoring, giving help with pronunciation where necessary.</li> <li>3. The groups discuss the fable's ending and how it compared with their own ideas.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the groups. Was anyone's ending similar to the actual story?</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Suggest that these learners take on either the role of the king or the peasant.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Suggest that these learners take on the role of the narrator..</li> </ol>
<p><b>Coursebook page 176</b></p>	<p><b>Reading and Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the questions with the class.</li> <li>2. Learners work in their groups to discuss the questions.</li> <li>3. Have the groups join other groups to compare what they have discussed, and to come to decisions about their responses to each of the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class, and discuss some possible answers to each of the questions. Make sure that everyone is clear on the moral of the story.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1. He uses the word gold 10 times. Other words the writer repeats several times: <i>generous, wealth, king, peasant, poor.</i></li> <li>2. The peasant going back to the palace and the king giving him gold. If these actions had only happened once, the story would be less dramatic. The peasant's determination is shown when he goes back to the palace again and again.</li> <li>3. The moral of the story is that it's good to share your wealth.</li> </ol>
<p><b>Workbook page 148</b></p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to put the events of the fable in the correct order.</li> <li>2. Learners compare their answers with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class.</p> <p><b>Answers</b></p> <p>1 c; 2 k; 3 j; 4 b; 5 e; 6 f; 7 a; 8 g; 9 h; 10 i; 11 d</p>

<b>Workbook page 148</b>	<b>Workbook: Activity 6</b> 1. Go through the instructions and explain that learners can choose the option that represents their own opinion (there is no correct answer), but they must continue the sentence with a clear reason. If necessary, model an example, e.g <i>I like the story 'To Give' because it teaches us an important lesson about helping others.</i> 2. Learners select an option and complete each sentence with a reason. 3. Circulate, and give help where necessary. <b>DESIRABLE</b> <b>Feedback</b> Learners share their ideas with a partner. Have a quick feedback session with the class, and elicit some example opinions. Find out if the other learners agree.  <b>Answers</b> Learners' own answers.		
<b>Resources</b>	<b>Plenary</b> 1. Play <i>Backs to the Board</i> , using the vocabulary from the left columns of Workbook pages 147 and 148, Activities 1 and 4.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports. (G7.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential or chronological order, proposition, and support).			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen for key pieces of information in a radio news item. <b>Speaking:</b> To take part in a brainstorming session about possible acts of kindness. <b>Reading:</b> To read and respond to questions about a radio news item. <b>Writing:</b> To complete sentences about acts of kindness.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>listen to and understand a short radio news item</li> <li>make and listen to suggestions for possible acts of kindness.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Vocabulary related to giving and fundraising</li> <li>Vocabulary related to challenges</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>act (noun), kindness, challenge, elderly, charity, record (verb), anonymous, take part, helpful, umbrella</i>		
<b>Key expressions/structure:</b> Present continuous; present simple; <i>will</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>It may be necessary to pre-teach the noun <i>act</i> (something that you do).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 177 Workbook page 149 Audio Track 47		

## UNIT 10 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
<b>Coursebook</b> page 177	<ol style="list-style-type: none"> <li>1. Have a class discussion about the news. Elicit some examples of current news stories, and ask learners to tell you how they know about those stories: from TV? The Internet? Radio?</li> <li>2. Learners work in groups to discuss the starter questions.</li> <li>3. The groups report back to the class.</li> </ol>
Resources	Main activity
<b>Coursebook</b> page 177 <b>Audio Track 47</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Listening strategy</i> box, and explain that these are the three pieces of information they need to listen out for the first time they hear the radio news story.</li> <li>2. Play the audio. Learners complete the notes.</li> <li>3. Learners compare their notes with a partner. Play the audio again, if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have different pairs read out their notes, and find out if the other pairs made similar notes. Play the audio again, and clarify the key pieces of information.</p> <p><b>Answers</b></p> <p>Who: schoolchildren                      Where: all over the country                      What: The Kindness Challenge – doing acts of kindness for a competition to find out which school is the kindest</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to check their notes with the audioscript after the first time they have listened to the audio.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to make notes about at least two more pieces of information in the story.</li> </ol>
<b>Coursebook</b> page 177 <b>Audio Track 47</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the questions with the class, then play the audio again.</li> <li>2. Learners discuss the answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate, and check that all of the pairs agree on the answers. Play the audio again, if necessary.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 helping an elderly person with their shopping, raising money for charity</li> <li>2 write details about each act of kindness on a card, and put it in a special box</li> <li>3 their name</li> <li>4 At the end of the month, the schools will add up all of the cards and the school with the most acts of kindness will be the country's kindest.</li> </ol>

	<p><b>Differentiation activities (Support):</b></p> <p>1. Have these learners only listen for the answers to questions 1 and 4.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Have these learners attempt to make notes answering the questions before they listen to the audio to check their answers.</p>
<b>Workbook page 149</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Go through the instructions and the example answer with the class. Explain that these are words that appeared in the listening.</p> <p>2. Learners work individually to complete each definition.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Display the answers for learners to self-correct.</p> <p><b>Answers</b></p> <p>1 kindness; 2 charity; 3 anonymous; 4 helpful, 5 challenge</p>
	<p><b>Differentiation activities (Support):</b></p> <p>1. Allow learners to refer to the audioscript for Audio Track 47.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Have learners cover the left column with the first letters and letter spaces provided, so that they must guess the words 'blind'.</p>
<b>Coursebook page 177</b>	<p><b>Speaking: Activity 3</b></p> <p>1. Divide the class into groups of four or five and go through the instructions. If possible make sure that each group contains a mix of learners who need support and those who are more confident.</p> <p>2. Learners work in groups to brainstorm ideas.</p> <p>3. Circulate. Make sure that all learners are taking an active part in the discussion.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>The groups report back to the class. As a class, see if you can come to a consensus about some of the best ideas for possible acts of kindness.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Workbook page 149</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Go through the instructions and, if necessary, model the first answer (Raise).</p> <p>2. Learners complete the sentences with the verbs in the box.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Call out each verb in the box and have volunteers complete the sentences for you.</p> <p><b>Answers</b></p> <p>1 Raise; 2 Give; 3 Help; 4 Read</p>
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Find out what learners think about The Kindness Challenge as an idea. Do they think it would be a success? How well do they think their school would do? Is there anything they would change about the challenge to make it better?</p>



<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p>			

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LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to statements using <i>look</i> and <i>seem</i> . <b>Speaking:</b> To speculate using <i>look</i> and <i>seem</i> . <b>Reading:</b> To read conversations using <i>look</i> and <i>seem</i> . <b>Writing:</b> To complete a conversation, and statements, using <i>look</i> and <i>seem</i> .		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use <i>look</i> and <i>seem</i> to talk about the impression we get from something</li> <li>• speculate about people and situations using <i>look</i> and <i>seem</i>.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Adjectives</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>tired, angry, excited, helpful, artistic, busy, creative, friendly, generous, happy, kind, late, relaxed</i> <b>Key expressions/structure:</b> <i>look and seem + adjective</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be useful to explain that <i>look</i> and <i>seem</i> are very similar in meaning. <i>Look</i> is generally used when there is visible evidence. <i>Seem</i> can also be used when there is visible evidence, but may also be used when you think something is the case even though there is no visible evidence. However, many native English speakers also use <i>look</i>, even though there is no visible evidence.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 177 and 178 Workbook page 150 Images from books or magazines as prompts for the plenary		

## UNIT 10 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"><li>Recap on the work you did in the previous lesson. What was the radio news story about? What can learners remember about The Kindness Challenge? What were some of the best ideas that came out of their brainstorming session?</li></ol>
<b>Resources</b>	<b>Main activity</b>
<b>Workbook page 150</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"><li>Learners work individually to complete the conversation.</li><li>Learners compare their answers with a partner and practise reading the conversation aloud.</li></ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Put pairs with another pair and ask each pair to read the conversation aloud. If they agree on the answers, the four should put their hands up. Have a confident pair read the conversation in front of the whole class.</p> <p><b>Answers</b></p> <p>1 tired; 2 finished; 3 charity; 4 Challenge; 5 like; 6 raise; 7 generous</p>
<b>Coursebook page 177</b>	<p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"><li>Draw learners' attention to the pictures and elicit what they can see in each one. Encourage the learners to say what they think is happening in each situation.</li><li>Learners work in pairs to read the conversations and match them to the pictures.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers, and have learners tell you what these conversations (and the conversation in Workbook Activity 3) have in common (they all use either <i>look</i> or <i>seem</i>).</p> <p><b>Answers</b></p> <p>Conversation 1: Picture 1 Conversation 2: Picture 2</p> <p><b>EXTENSION</b></p> <p>Have confident learners read the conversations aloud.</p>

<p><b>Coursebook page 178</b></p>	<p><b>Use of English: Activity 5</b></p> <ol style="list-style-type: none"> <li>Go through the information in the <i>Use of English</i> box, and refer back to the conversations in Vocabulary: Activity 4. Elicit what follows each use of <i>look</i> or <i>seem</i> (an adjective).</li> <li>Learners work individually to choose the correct options to complete the sentences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers.</p> <p><b>Answers</b></p> <p>1 nice; 2 happy; 3 helpful; 4 excited</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Work closely with these learners. If necessary, explain which options are adjectives.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have learners cover the <i>Use of English</i> box when they are choosing the correct options to complete the sentences.</li> </ol>
<p><b>Workbook page 150</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example answer with the class.</li> <li>Learners work individually to reorder the words.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners work in pairs and peer correct. Check that all of the pairs agree on the correct answers.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>He seems angry.</li> <li>She doesn't look very excited.</li> <li>He doesn't seem very tired.</li> <li>He looks worried about the race.</li> <li>She seems happy to be home.</li> <li>He looks surprised.</li> </ol>
<p><b>Coursebook page 178</b></p>	<p><b>Use of English: Activity 6</b></p> <ol style="list-style-type: none"> <li>Go through all of the adjectives in the box for comprehension and pronunciation.</li> <li>Learners work in pairs to look at the pictures and to talk about what they think is happening using the words in the <i>Use of English</i> box. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Point out some good uses of language that you heard while monitoring, and have volunteers read out sentences describing each of the pictures.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

	<b>Differentiation activities (Support):</b> 1. Have learners match the adjectives to the pictures before discussing what is happening in them.		
	<b>Differentiation activities (Stretch):</b> 1. Learners write two sentences for each picture.		
<b>Resources</b>	<b>Plenary</b>		
	1. Have learners look out of the classroom window and elicit some <i>look/seem</i> sentences based on what they can see. Alternatively, use a book or magazine with pictures for the learners to use as a source for speculation.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations (for example, requesting and giving information, giving advice using <i>If I were... I would</i>, expressing opinions, agreement and disagreement); confirm or check information using question tags.</p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example,</p> <ul style="list-style-type: none"> <li>• making offers and requests</li> <li>• making suggestions</li> <li>• expressing likes and dislikes</li> <li>• expressing likes and dislikes</li> <li>• expressing preferences</li> <li>• giving advice using <i>ought to</i>, <i>you'd better</i></li> <li>• obligating and prohibiting</li> <li>• making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone.</i>)</li> <li>• expressing agreement and disagreement</li> <li>• expressing opinion.</li> </ul> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 13</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to suggestions in a discussion about humanitarian aid and generosity. <b>Speaking:</b> To discuss issues related to humanitarian aid and generosity. <b>Reading:</b> To read a news article about humanitarian aid and generosity. <b>Writing:</b> To write long numbers as they are said.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use vocabulary related to aid and generosity</li> <li>• take part in a group discussion about global and local issues.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Percentages</li> <li>• Long numbers</li> <li>• Vocabulary related to giving and fundraising</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>humanitarian aid, donor, gross national income, generous, natural disaster, drought, survey, stranger, volunteer, charity, charitable cause, rich, poor</i> <b>Key expressions/structure:</b> Percentages, long numbers, present simple, past simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain that <i>aid</i> is very similar in meaning to <i>help</i>, but is often used in the context of giving support or food to other countries.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 179 Workbook page 151		

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## UNIT 10 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 179</b>	<ol style="list-style-type: none"> <li>Write the lesson title on the board and elicit some names of countries that the learners think are the most generous.</li> <li>Learners work in groups to discuss the starter questions.</li> <li>The groups report back to the class.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 179</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Go through the words in the <i>Vocabulary</i> box and check that all learners are confident of their meaning and pronunciation.</li> <li>Learners work in groups to discuss the question, and then read the article.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask groups to discuss: Did they predict the article's contents correctly? Give help with any difficult words or phrases.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Work closely with these learners. Assist when there are any words or phrases they don't fully understand.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Set a time limit for learners to read the article in. Encourage them to underline any words or phrases they are not familiar with, so they can check them later.</li> </ol>
<b>Coursebook page 179</b>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the statements with the class and elicit some initial responses based on what learners can remember having read the article once already.</li> <li>Learners work individually to re-read the article and decide if the statements are true or false.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers in pairs. Go through the answers with the class. Make sure learners can provide the true information for the statements that are false.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <p>1 F (humanitarian aid helps people in poor countries); 2 T; 3 F (87% gave money to charity); 4 T</p>

<p><b>Workbook page 151</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that the numbers in the left column all appeared in the reading text.</li> <li>2. Learners match the numbers to the explanations.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers by referring back to the reading text in the Coursebook. Call out a number and have volunteers read out the appropriate explanation. Other learners raise their hands if they disagree.</p> <p><b>Answers</b></p> <p>1 c; 2 e; 3 d; 4 a; 5 b</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that 1 and 5 refer to amounts, numbers 2, 3 &amp; 4 are percentages.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners cover the right-hand column and write their own explanations for each number.</li> <li>2. Learners uncover the right-hand column to check their answers.</li> </ol>
<p><b>Workbook page 151</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class.</li> <li>2. Learners work individually to write the rest of the numbers in word form.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask for volunteers to write the full numbers on the board. The other learners raise their hands if they disagree.</p> <p><b>Answers</b></p> <p>1 eighteen point three six billion  2 one point two six  3 one point zero nine  4 eighty-seven  5 one/a half</p>
<p><b>Coursebook page 179</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Speaking tip</i> box and divide the class into groups of four or five. If possible, make sure that each group includes a mix of learners who need support and those who are more confident.</li> <li>2. Learners work in groups to discuss the questions. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Find out what conclusions the groups came to, and whether they agreed or disagreed with one another. Highlight any good examples of involving others in the group discussion that you heard while monitoring.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>



<b>Workbook page 151</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Learners work individually to complete the text with the words in the box.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have learners take it in turns to read aloud the sentences in the article, including the correct answers.</p> <p><b>Answers</b></p> <p>1 charity; 2 survey; 3 charitable; 4 volunteering; 5 countries; 6 rich; 7 generous; 8 donate</p> <p><b>EXTENSION</b></p> <p>Learners write eight short sentences, each sentence including one of the words from the box.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>Play <i>Backs to the board</i> with vocabulary from this lesson and other recent lessons, for example, <i>charity, donate, collect, generous, fundraiser, kindness, helpful, volunteer, humanitarian aid, drought.</i></p>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).</p>			

<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to others in a discussion about good deeds. <b>Speaking:</b> To discuss good deeds. <b>Reading:</b> To read and complete sentences about a good deed, using time expressions. <b>Writing:</b> To write a version of the story of a good deed.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• speculate about a story from a comic strip</li> <li>• write a version of a story from a comic strip</li> <li>• tell the story of a good deed.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to giving and charity</li> <li>• <i>look</i> and <i>seem</i> + adjective</li> <li>• Time expressions (for example, <i>once</i>, <i>next</i>, <i>then</i>, <i>the next day</i>)</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>elderly, taxi, meeting</i> <b>Key expressions/structure:</b> <i>look</i> and <i>seem</i> + adjective, Time expressions (for example, <i>once, next, then, the next day</i> )		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain that <i>deed</i> has a very similar meaning to <i>act</i> (noun), but is slightly more old-fashioned. However, <i>good deed</i> is a common phrase, <i>good act</i> is not.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 180 Workbook page 152		

## UNIT 10 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>Review the vocabulary from the previous six lessons with a Vocabulary/Spelling game. For example, if the answer is <i>generous</i>, write _____ on the board. Have learners suggest letters, and add correct letters to the underlined spaces. Add incorrect letters to the board. The game ends when either the word has been guessed correctly or the number of incorrect letters has reached ten, whichever comes first.</li> <li>If/When a learner guesses the word correctly, have them come to the front and choose a new word for the next round, and so on.</li> </ol>
Resources	Main activity
<p>Coursebook page 180</p>	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and use them as a basis for a class discussion.</li> <li>Have volunteers suggest examples of the language you have covered, for example, <i>charity</i> and <i>fundraising</i>, <i>fables</i> and <i>morals</i>, <i>look</i> and <i>seem</i>.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Identify and clarify any particular language points that learners have the most trouble with.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>EXTENSION</b></p> <ol style="list-style-type: none"> <li>Learners work individually to write a sentence which has one 'key vocabulary' word missing.</li> <li>They swap sentences with a partner who must guess the missing word.</li> </ol>
<p>Coursebook page 180</p>	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example. Emphasise that there are no right or wrong answers, learners must use their own ideas based on what they can see in the pictures to make a story.</li> <li>Learners work in groups to discuss the comic strip and describe the events shown.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate and give help where necessary. Make sure that each group comes up with a story that reflects the events shown in the comic strip. Feedback on their ideas as you circulate.</p>

<p><b>Workbook</b> page 152</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners work individually to complete the sentences and match them to the comic strip panels in the Coursebook.</li> <li>Learners compare their ideas with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class. Emphasise that these sentences (in the correct order) represent one interpretation of the events in the comic strip. There are other possible versions of the story (such as those they have discussed in the previous activity).</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>When – Picture b</li> <li>Once – Picture a</li> <li>In the end – Picture d</li> <li>Next – Picture c</li> </ol>
<p><b>Coursebook</b> page 180</p>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and encourage learners to add as much detail as possible. Point out that they can use the version of the story they discussed in groups, or they can make a slightly different version. They can make the story longer and more interesting, and they can add characters or events if they want to.</li> <li>Learners work individually to write their own version of the story shown in the comic strip in their notebooks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When it is time for learners to stop writing, ask for a show of hands in response to these questions: <i>Does your story cover all four pictures? Does your story include time expressions and words from the previous six lessons? Does your story have a clear ending?</i> Allow more time for learners to make adjustments to their story if necessary.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to use the phrases in Workbook: Activity 1 as the basis of their stories.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Make sure learners' workbooks are closed during this activity.</li> </ol>
<p><b>Coursebook</b> page 180</p>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>Have the learners work in pairs to read each other their stories and make comparisons.</li> <li>Go round monitoring, giving help where necessary.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs. Were their versions different? In what ways?</p>

<b>Workbook page 152</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and emphasise that learners don't have to be good at drawing to do this activity; they can draw stickmen. Also, point out that the good deed can be fact or fiction.</li> <li>2. Learners draw simple comic strips of good deeds and show them to a partner. Learners make guesses about one another's stories based on the comic strips.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs. Find out some of the learners' stories. Did their partners guess the events of the story correctly?</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Coursebook page 180</b>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example exchange with the class. Tell them that if they can't think of any particular good deeds of their own, they could talk about a good deed that they have heard someone else did.</li> <li>2. Learners work in pairs to ask and answer questions about their own experiences of good deeds.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a class discussion. Find out about some of the learners' experiences of good deeds.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Workbook page 152</b>	<p><b>Workbook: Reflect on your learning</b></p> <ol style="list-style-type: none"> <li>1. Learners look back on the work they have done in the last seven lessons and complete the checklist.</li> </ol> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Have a class vote about good deeds. Take a selection of the deeds that learners have discussed, and ask the class to decide which they think shows the kindest/most generous/most helpful behaviour.</li> <li>2. Discuss the outcome of the vote and elicit reasons.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.2.1.1.2) Recount personal experiences and events in the past; speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past.			
(G7.4.1.1.8) Write short narratives to develop real or imagined experiences or events, relate personal experiences and known stories using descriptive details and sensory language.			
(G7.4.2.1.3) Use connecting words and phrases to link sentences (for example, in addition, apart from, as a result...).			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to opinions in a discussion about a survey. <b>Speaking:</b> To discuss which survey is the most effective. <b>Reading:</b> To read a text about how to plan a survey. <b>Writing:</b> To complete pie charts with the correct survey answers.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>plan a survey and record the answers successfully</li> <li>express opinions about the best way to approach a survey.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Vocabulary related to surveys</li> <li>Fractions and percentages</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>survey, subject, topic, relevant, airline, politely, interview, graph, pie chart, option, indoors, outdoors, technology, baseball, leisure centre, stadium</i> <b>Key expressions/structure:</b> Present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Speaking: Activity 3 asks learners to look at two different approaches to asking questions and recording results in a survey, and to determine which approach they think is the best. For this they need to use critical thinking, informed by the advice provided in the Reading text.</li> <li>It may be necessary to explain that <i>topic</i> and <i>subject</i> have very similar meanings in this context.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 181 Workbook pages 153 and 154		

## UNIT 10 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 181	<ol style="list-style-type: none"><li>1. Remind learners of the survey they did in Lessons 3 and 4 of this unit. Elicit some of the questions and the results.</li><li>2. Learners work in pairs to discuss the starter question.</li><li>3. Have a class discussion; elicit feedback from the pairs' discussions.</li></ol>
Resources	Main activity
Coursebook page 181	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Go through the instructions and the headings in the box with the class.</li><li>2. Learners match the headings to the paragraphs.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read aloud the first heading. Learners raise their hands if they know the answer. Choose a volunteer to read aloud the paragraph that matches the heading. Repeat with the remaining headings.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"><li>a Choosing the topic</li><li>b Deciding who to ask</li><li>c Writing the questions</li><li>d Asking the questions</li><li>e Understanding the results</li></ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"><li>1. Provide these learners with the heading of paragraph a (Choosing a topic) as an example.</li><li>2. Work closely with these learners, and help with words which have similar meanings (for example, <i>topic/subject, answers/results</i>).</li></ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"><li>1. Learners work in pairs, taking it in turns to read each paragraph aloud, while the other listens and identifies the correct heading.</li></ol>

<p><b>Coursebook page 181</b></p>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and make sure that learners know that they will need to re-read all of the paragraphs again to find the answers.</li> <li>2. Learners re-read the text and select true or false for each statement.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class. Check that learners can provide the true version of each false statement.</p> <p><b>Answers</b></p> <p>1 F (it should be a subject you are interested in); 2 T; 3 T; 4 F (it is a good idea to tell people how long the interview will take); 5 T</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. To help these learners find the answers more easily, point out that the statements are in the same order as the paragraphs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners complete the activity before re-reading the texts to check their answers.</li> </ol>
<p><b>Workbook page 153</b> <b>Coursebook page 181</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions, and explain that these sentences could all be said by people who are planning or doing a survey.</li> <li>2. Learners work in pairs to read the sentences and match them to an appropriate paragraph from the text in the Coursebook.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check that all of the pairs agree on the correct answers.</p> <p><b>Answers</b></p> <p>1 d; 2 a; 3 e; 4 c; 5 a; 6 b; 7 e; 8 b; 9 d; 10 c</p>
<p><b>Coursebook page 181</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain that these are two small examples of different approaches to recording the results of a survey. Elicit some of the differences between the two (for example, the first is handwritten, the second is organised in a table).</li> <li>2. Learners work in pairs to look at the parts of the survey and decide which they think is best.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs and discuss reasons.</p> <p><b>Example answer</b></p> <p>The second survey is better. It uses a closed question, and the results are recorded more clearly. It will be easier to convert the results into fractions or percentages.</p>



<b>Workbook page 154</b>	<b>Workbook: Activity 2</b> 1. Go through the instructions and the example answer with the class. Explain that learners must complete the remaining gaps in the pie charts, according to the information recorded in the table. 2. Learners work individually to read the survey and fill in the gaps in the pie charts. <b>CORE</b> <b>Feedback</b> Go through the answers with the class. Explain that this illustrates a good way to record answers and then present the results visually. <div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> 1 Watching 2 Doing 3 Outdoors/Leisure centre 4 Leisure centre/Outdoors 5 Stadium 6 Home		
<b>Resources</b>  <b>Workbook page 154</b>	<b>Plenary</b> 1. Quickly carry out the survey in Workbook: Activity 2 with the whole class. Ask for a show of hands for each question and record the results on the board. 2. Encourage learners to convert the results into percentages. 3. Learners make sentences summarising the results of the survey, for example: <i>Sixty per cent of us prefer to do sports in a leisure centre.</i>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. (G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes). (G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To read sentences, questions and texts using vocabulary and grammar covered in unit 10. <b>Writing:</b> To complete sentences and texts using vocabulary and grammar covered in unit 10.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use fractions and percentages, and amounts followed (or not) by <i>of</i></li> <li>• use time expressions appropriately</li> <li>• use vocabulary for talking about charitable causes and acts of kindness</li> <li>• use definite article with places and buildings</li> <li>• use <i>look/seem</i> to talk about impressions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Fractions and percentages</li> <li>• Vocabulary related to giving/acts of kindness</li> <li>• Time expressions</li> <li>• Expressions of quantity followed by <i>of</i></li> <li>• The definite article with places and buildings</li> <li>• <i>look/seem</i> + adjective</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>fractions, percentages, third, quarter, half, tenth, fifth, generous, collection, double (verb), raise, helpful, charitable cause, charity, donate, collect, contrast, skiing, mountain climbing, capital, plateau, architecture</i> <b>Key expressions/structure:</b> Time expressions, Expressions of quantity followed by <i>of</i> , The definite article with places and buildings, <i>look/seem</i> + adjective		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• In Coursebook Activity 4, it may be necessary to explain some of the vocabulary (for example, <i>plateau, architecture</i>), or to allow learners to check their dictionaries.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 182		

## UNIT 10 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>Write the following on the board and explain that a single word is missing or there is a mistake in each one.               <ol style="list-style-type: none"> <li><i>A quarter us read comics.</i></li> <li><i>The tallest man-made structure is Burj Khalifa.</i></li> <li><i>He looks busily.</i></li> </ol> </li> <li>Learners work in groups to decide which word is missing from each sentence and where it should go.</li> <li>Elicit the correct answers from the groups. (<i>a A quarter <b>of</b> us ...</i>, <i>b structure is <b>the</b> Burj Khalifa.</i>, <i>c He looks <b>busy</b>.</i>)</li> </ol>
Resources	Main activity
<b>Coursebook page 182</b>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>Explain to learners that in this first activity they will be reviewing fractions and percentages.</li> <li>Ask various learners to read each of the words (1-5) and the percentages (a-e) aloud. Correct any pronunciation problems.</li> <li>Learners match the fractions to the percentages.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Chain feedback. Choose six learners. Number them 1 to 6. Learner 1 reads out item 1, then Learner 2 provides the correct percentage and reads out item 2. Continue until Learner 6 has read out the final percentage.</p> <p><b>Answers</b></p> <p>1 c; 2 b; 3 e; 4 d; 5 a</p>
<b>Coursebook page 182</b>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>Explain to learners that in this activity they will be reviewing vocabulary to do with acts of kindness.</li> <li>Go through the instructions and the example answer with the class.</li> <li>Learners choose the correct options.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers with a partner and peer correct.</p> <p><b>Answers</b></p> <p>1 generous; 2 double; 3 raise; 4 helpful; 5 charitable</p>

<p><b>Coursebook page 182</b></p>	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain that in this activity learners will be reviewing time expressions.</li> <li>2. Elicit some examples of time expressions that learners can remember from the fable <i>To Give (Once / Once upon a time)</i>. Ask: <i>Why are time expressions useful in a story?</i> (Because they help the reader to understand when things happened, and what order they happened in.)</li> <li>3. Go through the instructions and the example answer with the class.</li> <li>4. Learners work individually to choose the correct options.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners take it in turns to read the correct sentences aloud. Elicit other possibilities for each of the time expressions used here, for example <i>Last September</i> instead of <i>A few months ago</i>.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 A few months ago</li> <li>2 Every day</li> <li>3 One day</li> <li>4 Finally</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Work closely with the learners. Explain why 2 is <i>Every day</i> (the action is repeated) and 3 is <i>One day</i> (the donation happened once).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners cover the wordpool box and write time expressions they think would be appropriate for each gap.</li> <li>2. Learners uncover the wordpool box to compare their answers.</li> </ol> <p><b>EXTENSION</b></p> <p>Learners write a very short story about an act of kindness that includes all four time expressions in the box.</p>
<p><b>Coursebook page 182</b></p>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the example answers and elicit the reasons why <i>the</i> is or isn't needed (<i>Spain</i> is a country name, <i>north</i> is a region).</li> <li>2. Learners complete the text with <i>the</i> or <i>-</i>.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class, and in each case check that learners can identify the reason <i>the</i> is or isn't needed.</p> <p><b>Answers</b></p> <p>1 -; 2 the; 3 the; 4 the; 5 the; 6 the; 7 the; 8 -; 9 the; 10 -; 11 the; 12 the</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to refer to the <i>Use of English</i> box from Lesson 6 during this task.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Set a time limit for learners to complete the task in.</li> </ol> <p><b>EXTENSION</b></p> <p>Have learners write a similar short paragraph about the UAE.</p>

<b>Coursebook page 182</b>	<b>Use of English: Activity 5</b> 1. Go through the instructions with the class. 2. Learners choose the correct options. <b>CORE</b> <b>Feedback</b> Have learners take it in turns to read out the correct sentences.  <b>Answers</b> 1 of; 2 seems; 3 happy; 4 of; 5 seem; 6 –		
<b>Resources</b>	<b>Plenary</b> 1. Have a feedback session with the class. Find out which sections of the review lesson learners found most difficult. Which areas do they need to work on in future?		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> <a href="http://www.almanahj.com">www.almanahj.com</a> (G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech). (G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss plans for a survey. <b>Reading:</b> To read suggestions and notes for survey topics. <b>Writing:</b> To write survey questions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use vocabulary for talking about surveys</li> <li>• collaborate with peers in a discussion about planning a survey</li> <li>• write survey questions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary and advice for surveys</li> <li>• Free time activities</li> <li>• Charity and acts of kindness</li> <li>• Places and buildings</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project</li> </ul>		
<b>Key vocabulary:</b> <i>topic, charity, charitable cause, population, landmark, interviewee, visual aid, pie chart, graph</i> <b>Key expressions/structure:</b> Present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be beneficial to explain and illustrate the difference between pie charts and graphs.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 183 and 184		

## UNIT 10 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>Find out what learners can remember about making a survey from the text they read in Lesson 15. Elicit the main points of the text that refer to planning and doing a survey. For example:               <ol style="list-style-type: none"> <li>Choose a topic you are interested in.</li> <li>Make sure the people you ask will also have an interest in the topic.</li> <li>Use <i>Yes/No</i> questions, or questions with limited options.</li> <li>Be polite, tell the interviewee how long it will take.</li> <li>Record answers carefully.</li> </ol> </li> <li>Explain that in this lesson learners will prepare a survey of their own, and in the next lesson they will present the survey's results to the rest of the class.</li> </ol>
Resources	Main activity
<p>Coursebook page 183</p>	<p><b>Preparation: Activity 1</b></p> <ol style="list-style-type: none"> <li>Divide the class into groups of four or five (it will be easier if there is an even number of groups), and go through the instructions and the possible topics.</li> <li>The groups discuss possible topics and make a decision.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate and make sure that each group has decided on a topic that they are confident they will be able to write survey questions about.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Encourage learners to choose one of the given topics, and have them look back through the relevant material in the unit.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Encourage learners to create an entirely new topic for the survey. Make sure it is something they are all interested in.</li> </ol>
<p>Coursebook page 184</p>	<p><b>Preparation: Activity 2</b></p> <ol style="list-style-type: none"> <li>Remind learners that it will be easier for them to record the results if they write <i>Yes/No</i> questions, or questions with limited options. Encourage learners to use the prompts in the topic boxes as the basis of their questions. Also, direct learners' attention back to the Class Survey questions in Lesson 3. Emphasise that the learners' own questions don't need to be any longer or more complicated than these, and point out all of the questions are either <i>Yes/No</i> questions or have limited options.</li> <li>Learners work together to write five questions for their survey.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate, and give help where necessary. Make sure the groups have checked their questions for accuracy.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Have these learners write just three questions in their survey.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have these learners write more than five questions.</li> </ol>

<b>Coursebook page 184</b>	<b>Preparation: Activity 3</b> 1. Go through the instructions and the reminder in the <i>Speaking tip</i> . 2. The groups take it in turns to ask and answer each other's survey questions. Each group goes round the other groups until all the learners have answered all of the other surveys' questions. 3. Go round monitoring, giving help where necessary. <b>CORE</b> <b>Feedback</b> Check that all of the groups have recorded their answers.		
<b>Coursebook page 184</b>	<b>Preparation: Activity 4</b> 1. The groups gather their results and begin their preparations for the next lesson's presentation, including thinking about visual aids. <b>CORE</b> <b>Feedback</b> Check that all groups know what they have to do to prepare the presentation of their survey's results in the next lesson.		
<b>Resources</b>	<b>Plenary</b> 1. Have a class discussion about what they can do with the results of their survey. 2. Remind learners of the work they did in Lesson 4. Elicit how to convert results into percentages (as in the <i>Did you know?</i> box in Lesson 4).		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G7.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, and synthesise information selectively to maintain the flow of ideas.			



LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To give presentations in front of the class and answer questions about it. <b>Listening:</b> To listen to presentations and ask questions about them. <b>Reading:</b> To read a self-assessment checklist.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• prepare a presentation of a survey's results</li> <li>• present results to the class as part of an organised group presentation</li> <li>• reflect on and assess their group's presentation.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary and advice for surveys</li> <li>• Free time activities</li> <li>• Charity and acts of kindness</li> <li>• Places and buildings</li> <li>• Present simple</li> <li>• Fractions and percentages</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project</li> </ul>		
<b>Key vocabulary:</b> <i>results, survey, introduction, conclusion</i> <b>Key expressions/structure:</b> Present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• To avoid complications with reported speech, encourage learners to present their survey's results using present simple, for example <i>20% of the class prefer tennis to football.</i></li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 184 Pie charts, graphs and images to illustrate the presentations		

## UNIT 10 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Have a class discussion about presenting the survey results. Elicit, or provide, some of the things that learners should remember when giving a presentation, for example be prepared, speak clearly, be ready to answer questions from the rest of the class at the end of the presentation.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 184</b>	<p><b>Presentation: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Put learners into the same groups as the previous lesson and go through the instructions with the class. Draw learners' attention to the example sentences and opening sentences. Explain that these may be useful phrases for them to use in their presentations. Point out that they will need to be prepared for other learners asking questions at the end of their presentations.</li> <li>2. Learners work in groups to look back at their results and to put together their visual aids.</li> <li>3. Learners rehearse their talks in their groups.</li> <li>4. Go round monitoring and giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Make sure that all of the groups are satisfied that they are ready to give their presentation.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners just need to use and complete the example sentences provided. They should choose who will say which sentence, and use the same order of sentences for their presentation.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Make sure that learners expand on the example sentences, and use more sentences of their own during their presentations.</li> </ol>
<b>Coursebook page 184</b>	<p><b>Presentation: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class and make sure that learners know to think about questions they can ask the groups at the end of their talks.</li> <li>2. The groups take it in turns to present their surveys' results. Their classmates listen, and ask questions at the end of each presentation.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When all of the groups have given their presentation, have a quick feedback session. Elicit some particularly good points in the talks and choose some that could have been expanded on.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to work in pairs to think of just one question to ask each group.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to add a follow-up question to their initial question for each group.</li> </ol>

<b>Coursebook page 184</b>	<b>Presentation: Activity 7</b> 1. Go through the instructions and the checklist. Make sure that all of the learners understand the number ranking system. 2. Learners work individually to rate their groups' presentation. 3. Learners reconvene in their groups to compare their assessments of the group's talk. <b>CORE</b> <b>Feedback</b> Have a feedback session with the class. Find out how the groups felt about their own presentation. Did all of the members of each group agree with one another? Why? Why not?		
<b>Resources</b>	<b>Plenary</b> 1. Have a class discussion about the different surveys' results. Were they surprised by any of the results? Which groups asked the most interesting questions in their survey? Have the surveys taught them anything about themselves, or as a class, that they didn't already know?		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations. (G7.2.2.1.2) Deliver research presentations defining a thesis and summarising all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen and answer questions about holiday plans. <b>Speaking:</b> To discuss holiday plans. <b>Reading:</b> To read about holiday plans.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand descriptions of holiday plans</li> <li>• classify information by categorising words and phrases.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Future forms: <i>going to</i>, present continuous</li> <li>• Vocabulary for outdoor activities</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>apartment, coast, windsurfing, sailing, theme park, journey, explore, accommodation, sports facility, tennis courts, park, sightseeing, hiking, hotel, beach, swimming pool, boat trip, campsite, lake, mountain, ice rink, football pitch, swimming, holiday home</i> <b>Key expressions/structure:</b> Exposure to compound nouns, future forms: <i>going to</i> , present continuous		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be beneficial to pre-teach some of the category descriptions in this lesson, for example <i>accommodation</i> (somewhere you can stay), <i>sports facility</i> (a place for playing sports), <i>features of the landscape</i> (the things you might see in a large area of countryside, such as mountains or forests).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 185 and 186 Workbook pages 155 and 156		

## UNIT 11 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 185	<ol style="list-style-type: none"> <li>1. Write <i>Holidays</i> on the board and elicit one or two examples of learners' holiday experiences.</li> <li>2. Learners work in groups to discuss some of their holiday experiences.</li> <li>3. The groups report back to the class. Find out some details for a few of the learners' experiences. Where did they go? Where did they stay? What did they do there?</li> <li>4. Learners look at the two images in the book and discuss the starter question in their groups.</li> <li>5. Elicit feedback from the groups.</li> </ol>
Resources	Main activity
Coursebook page 185	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the categories with the class, and check everyone understands <i>accommodation</i> (somewhere you can stay) and <i>sports facility</i> (a place for playing sports). Make sure that learners know that they only need to read the text on the right (not the texts below).</li> <li>2. Learners work individually to match the underlined phrases to the categories.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class. Have a brief discussion about the holiday. Would learners like to go on a trip like this? Why? Why not?</p> <p><b>Answers</b></p> <p>1 an apartment; 2 sightseeing / playing tennis; 3 tennis courts; 4 Central Park</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Work closely with these learners. At each underlined word/phrase elicit the correct category.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Set a time limit for learners to read the text. Learners then cover the text and write the correct words and phrases for each category.</li> <li>2. Learners uncover the text to check their answers.</li> </ol>
Coursebook page 185	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Make sure learners have a means of finding the countries (i.e. a map, globe, atlas, or the Internet).</li> <li>2. Explain to learners that it doesn't matter if they don't understand every word at this stage, the important thing is to find the information they need in the texts to complete the task.</li> <li>3. Learners work in pairs to read the texts and match them to the countries.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Find out what learners know about these countries.</p> <p><b>Answers</b></p> <p>a Brazil; b The Kingdom of Saudi Arabia; 3 Japan; 4 Croatia</p>

<p><b>Workbook</b> page 155</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the example description and answer with the class. Explain that these are the places that the young people wrote about in the Coursebook reading text.</li> <li>2. Learners work individually to look at the explanations and the pictures, and complete the place names.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers with a partner and peer correct.</p> <p><b>Answers</b></p> <p>1 New York City; 2 Mount Fuji; 3 Red Sea; 4 Praia do Rosa; 5 Dubrovnik</p>
<p><b>Coursebook</b> page 186</p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners read the texts and find words for each category.</li> <li>2. Learners work in pairs to compare their ideas.</li> <li>3. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the answers from the pairs.</p> <p><b>Answers</b></p> <p>types of holiday accommodation: hotel, campsite, apartment  holiday activities: windsurfing, sailing, whale watching, ice skating, roller skating, sightseeing tour, boat trip  sports facilities: tennis courts, swimming pool  features of the landscape: coast, beach, hot springs, islands</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide these learners with the answers in jumbled form.</li> <li>2. Learners read the texts, then match the words to the categories.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Provide these learners with a list of the categories.</li> <li>2. Set a time limit for learners to read the texts.</li> <li>3. Learners close their books and discuss the words that they can remember that match each of the categories.</li> </ol>
<p><b>Workbook</b> page 155</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the words in the box with the class, checking for comprehension and pronunciation.</li> <li>2. Learners work individually to complete the table.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with a partner. Check that all of the pairs agree on the answers.</p> <p><b>Answers</b></p> <p>Accommodation: apartment, hotel, campsite, holiday home  Holiday activities: sightseeing, hiking, swimming, boat trip  Sports facilities: tennis courts, swimming pool, ice rink, football pitch  Features of the landscape: park, beach, lake, mountain</p>

<b>Workbook pages 155 and 156</b>	<b>Workbook: Activity 3</b> 1. Learners work individually to re-order the words to make sentences. 2. Learners compare their answers with a partner. <b>DESIRABLE</b> <b>Feedback</b> Elicit the correct answers from the pairs.  <div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> 1 We're going to stay in a hotel. 2 I'm going to the coast with my family. 3 We're going on a boat trip. 4 You can play tennis in the park. 5 We're driving there, so we can take our tent. 6 I'm really looking forward to it.		
<b>Resources</b>	<b>Plenary</b> 1. Play <i>Backs to the Board</i> using vocabulary from the lesson.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.2.1.1.4) Speak about future plans using present simple for fixed plans. (G7.3.1.1.1) Read a variety of genres (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes. (G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to opinions in a discussion about holiday plans. <b>Speaking:</b> To discuss personal opinions about holiday plans. <b>Reading:</b> To read and combine nouns. <b>Writing:</b> To write sentences using compound nouns.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>recognise and identify compound nouns</li> <li>use compound nouns correctly.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Exposure to compound nouns</li> <li>Vocabulary for holidays and places to stay</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>tennis courts, ice skating, theme park, swimming pool, sightseeing tour, whale watching, water sports, day trip, walking tour, badminton courts, fishing trip, bird watching, winter sports, car park, diving pool, roller skating, walking tour, department store, bike ride, bottle opener, travel agent, school bus</i> <b>Key expressions/structure:</b> Compound nouns		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>It may be necessary to explain that compound nouns consist only of nouns (not adjective + noun, or verb + noun), although one of the nouns may be a gerund, as in <i>swimming pool, ice skating</i>.</li> <li>It may be also necessary to explain that two-word compound nouns are not usually hyphenated, unlike compound adjectives, for example <i>English-speaking, well-known</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 186 Workbook page 156		



## UNIT 11 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Find out what learners can remember about the five holiday plans they read in the previous lesson. Elicit where the people were planning to go and what they were planning to do.</li> <li>2. Have a discussion: <i>If learners could choose one of these holidays to go on, which would they choose and why?</i></li> <li>3. Have a class vote, and decide on the most popular holiday plan.</li> </ol>
<p><b>Resources</b></p> <p>Coursebook page 186</p>	<p><b>Main activity</b></p> <p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Use of English</i> box and focus learners' attention on the two examples: <i>water sports, boat trip</i>.</li> <li>2. Explain that the words in the green box are all part of compound nouns that appear in the reading texts from the previous lesson.</li> <li>3. Learners work individually to join the words to make compound nouns.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class, and put them on the board.</p> <p><b>Answers</b></p> <p>tennis courts; ice skating; theme park; swimming pool; sightseeing tour; whale watching; water sports; day trip</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with all of the first words in each compound noun (<i>tennis, ice, theme, swimming, sightseeing, whale, water, day</i>), so they only need to match them to the correct second word from those remaining.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Make sure learners cover the previous lesson's reading text while doing this task, and set a time limit for them to make the compound nouns in.</li> </ol>
<p>Coursebook page 186</p>	<p><b>Use of English: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the correct answers from Activity 4, which you have put on the board.</li> <li>2. Learners choose the correct second words to complete the sentences.</li> <li>3. Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers</b></p> <p>1 tour; 2 watching; 3 trip; 4 park; 5 pool; 6 skating; 7 sports; 8 courts</p>

<b>Coursebook</b> <b>page 186</b>	<b>Use of English: Activity 6</b> 1. Learners write the compound nouns from Activity 6 under the correct pictures. <b>DESIRABLE</b> <b>Feedback</b> Go through the correct answers with the class.  <b>Answers</b> a walking tour; b badminton courts; c fishing trip; d bird watching; e winter sports; f car park; g diving pool; h roller skating
<b>Workbook</b> <b>page 156</b>	<b>Activity 4</b> 1. Learners choose the words that can complete both gaps in each sentence. <b>DESIRABLE</b> <b>Feedback</b> Go through the correct answers with the class.  <b>Answers</b> 1 ice; 2 trip; 3 tennis; 4 holidays; 5 park; 6 pool
<b>Workbook</b> <b>page 156</b>	<b>Workbook: Activity 5</b> 1. Explain that these words form compound nouns, some of which the learners haven't yet used in this lesson. 2. Learners work in pairs to combine the words. <b>DESIRABLE</b> <b>Feedback</b> Elicit the correct answers from the pairs. Check learners' comprehension of each compound noun.  <b>Answers</b> 1 d; 2 f; 3 c; 4 g; 5 a; 6 h; 7 b; 8 e
<b>Workbook</b> <b>page 156</b>	<b>Workbook: Activity 6</b> 1. Learners work individually to write two pairs of sentences. 2. Learners read their sentences to a partner. <b>CORE</b> <b>Feedback</b> Elicit feedback from the pairs. Encourage confident learners to read out their sentences to the rest of the class.  <b>Answers</b> Learners' own answers.  <b>Differentiation activities (Support):</b> 1. Have learners write just one pair of sentences.  <b>Differentiation activities (Stretch):</b> 1. Encourage learners to expand on their sentences: Why would they like to do this activity? Where? Who with? When?
<b>Resources</b>	<b>Plenary</b> 1. Play <i>Backs to the Board</i> using compound nouns from this lesson.

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous</li> <li>• verbs in different forms (e.g., indicative, imperative, interrogative, conditional, and subjunctive)</li> <li>• active and passive voice</li> <li>• zero and definite articles</li> <li>• first conditional</li> <li>• deduction and assumption: must be, could be, can't be</li> <li>• possibility: may, might and could</li> <li>• expressing opinion, likes, dislikes, preference, agreement, and disagreement</li> <li>• adjectives (comparative and superlative)</li> <li>• adverbs, relative adverbs (e.g., where and when)</li> <li>• prepositions</li> <li>• phrasal verbs</li> <li>• verbs that take gerund</li> <li>• verbs that take infinitive</li> <li>• broader range of intensifiers such as too, enough</li> <li>• passive voice</li> <li>• collocations</li> <li>• defining and non-defining relative clauses.</li> </ul>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to people describe their holiday plans. <b>Speaking:</b> To check information about people's holiday plans. <b>Reading:</b> To read and respond to questions about people's holiday plans. <b>Writing:</b> To write summaries of people's holiday plans. To write a summary of your (imaginary) holiday plans.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to and understand people describe their holiday plans</li> <li>• use compound nouns in descriptions of holiday plans</li> <li>• write descriptions of holiday plans.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for holidays and places to stay</li> <li>• Compound nouns</li> <li>• Future forms: <i>going to</i>, present continuous</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>beach holiday, sightseeing holiday, sailing holiday, walking tour, bike ride, fair-skinned, catch up</i> (phrasal verb), <i>picnic, apartment, swimming, fishing, windsurfing</i> <b>Key expressions/structure:</b> Compound nouns, future forms: <i>going to</i> , present continuous		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to pre-teach <i>fair-skinned</i> (pale skin that gets sunburnt easily) and the phrasal verb <i>catch up</i> (to chat with someone you haven't seen in some time).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 187 Workbook page 157 Audio Track 48		

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## UNIT 11 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
<b>Coursebook</b> <b>page 187</b>	<ol style="list-style-type: none"> <li>1. Begin the lesson with a quick game of word tennis, based on compound nouns that were covered in the previous lesson. Say the first part of a compound noun, for example <i>ice</i>, and throw the ball to a learner, to complete the compound noun (<i>skating</i> or <i>rink</i>). The learner starts a new compound noun, throwing the ball to another learner to complete, and so on.</li> <li>2. Learners work in small groups to discuss the starter questions.</li> <li>3. The groups report back to the class.</li> </ol>
Resources	Main activity
<b>Coursebook</b> <b>page 187</b> <b>Audio Track 48</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the four images and have volunteers tell you what they can see.</li> <li>2. Explain that they will listen to four people talking about their holiday plans. The first time they listen, they must match the people to the pictures.</li> <li>3. Play the audio. Learners match the speakers to the pictures.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers and find out if there were any words or phrases that learners didn't fully understand.</p> <p><b>Answers</b></p> <p>a Joe, b Sam, c Amy, d Tina</p>
<b>Coursebook</b> <b>page 187</b> <b>Audio Track 48</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Listening strategy</i> box and encourage learners to underline key words in the questions, (i.e. main nouns and verbs).</li> <li>2. Play the audio. Learners work individually to answer the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers in pairs and peer correct.</p> <p><b>Answers</b></p> <p>1 Amy; 2 Tina; 3 Sam; 4 Joe</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with the key words in the questions before playing the audio (q2: <i>grandma / 60</i>, q3: <i>enjoy / beach</i>, q4: <i>fair-skinned</i>).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write an extra sentence for each speaker, including at least one further piece of information about their holiday plans.</li> </ol>

<p><b>Coursebook</b> page 187 <b>Audio Track 48</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. With the class, go through the questions and the information already provided in the table about Amy. Explain that learners need to complete the rest of the table for all of the people.</li> <li>2. Learners work in pairs to complete the table from memory.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that all of the pairs have completed the table to the best of their ability, then play the audio for learners to check their answers.</p> <p><b>Answers</b></p> <p>Joe:</p> <ol style="list-style-type: none"> <li>1 Rome</li> <li>2 in a small hotel</li> <li>3 sightseeing, walking tour, visit museums, eat pizza and ice cream</li> </ol> <p>Amy:</p> <ol style="list-style-type: none"> <li>1 not going on holiday</li> <li>2 at home</li> <li>3 day trips, bike rides, picnics, have friends to stay</li> </ol> <p>Sam:</p> <ol style="list-style-type: none"> <li>1 Kerala</li> <li>2 in an apartment</li> <li>3 swimming, fishing</li> </ol> <p>Tina:</p> <ol style="list-style-type: none"> <li>1 Cuba</li> <li>2 on a boat</li> <li>3 sailing, windsurfing, swimming</li> </ol>
<p><b>Workbook</b> page 157</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners read the information and the model answer and write similar summaries about each person.</li> <li>2. Learners compare their summaries with a partner to check for any obvious mistakes.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have confident learners take it in turns to read a summary for each person.</p> <p><b>Answers</b></p> <p>1 Joe is going to Rome in Italy on a sightseeing holiday. He and his family are going to stay in a small hotel near the Colosseum. They'll do a walking tour to see the sights and visit the museums. Joe's going to eat lots of pizza and ice cream!</p> <p>2 Amy is staying at home. She's going to do day trips. She'll go on bike rides, she'll have picnics and she'll have friends from school to stay.</p> <p>3 Tina is going to Cuba on a sailing holiday. She and her family are going to stay on a boat. They'll go to the beaches. They'll go windsurfing and swimming.</p> <p>4 Sam is going to Kerala in India on a beach holiday. He and his family are going to stay in an apartment, two minutes from the beach. They'll go swimming and fishing.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Have learners choose just one person to write a summary about. Encourage them to copy the beginnings of each sentence in the model answer (changing the name/pronoun).</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners cover the model answer and write summaries of their own for all four people.</li> <li>2. Learners uncover the model answer to compare with their own summaries.</li> </ol>
<b>Coursebook page 187</b>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to think about their own families' holiday plans, or to use their imaginations.</li> <li>2. Learners write their paragraphs.</li> <li>3. Learners work in small groups to read and discuss each other's paragraphs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners describe some of their other group members' holiday plans to the rest of the class or to another group.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Have these learners write their own answers to the three questions in the chart in Listening: Activity 3.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have these learners close their Coursebooks and Workbooks, during this activity.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Have a class discussion about the learners' holiday plans (real or imaginary). Did any locations or activities appear more frequently than others? What were the most unusual plans?</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes, and short stories; follow the dialogue and discern speakers' moods, relationships and intentions.</p> <p>(G7.4.1.1.8) Write short narratives to develop real or imagined experiences or events, relate personal experiences and known stories using descriptive details and sensory language.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous</li> <li>• verbs in different forms (e.g., indicative, imperative, interrogative, conditional, and subjunctive)</li> <li>• active and passive voice</li> <li>• zero and definite articles</li> <li>• first conditional</li> <li>• deduction and assumption: must be, could be, can't be</li> <li>• possibility: may, might and could</li> <li>• expressing opinion, likes, dislikes, preference, agreement, and disagreement</li> <li>• adjectives (comparative and superlative)</li> <li>• adverbs, relative adverbs (e.g., where and when)</li> <li>• prepositions</li> <li>• phrasal verbs</li> <li>• verbs that take gerund</li> <li>• verbs that take infinitive</li> <li>• broader range of intensifiers such as too, enough</li> <li>• passive voice</li> <li>• collocations</li> <li>• defining and non-defining relative clauses.</li> </ul>			



LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen to statements using verb + <i>-ing</i> form.</p> <p><b>Speaking:</b> To make statements using verb + <i>-ing</i> form. To agree with positive/negative statements using <i>so/nor</i>.</p> <p><b>Reading:</b> To read prompts and ideas. To read an example conversation.</p> <p><b>Writing:</b> To write full sentences using verb + <i>-ing</i> form. To write statements of agreement using <i>so/nor</i>.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• talk about holiday preferences using verb + <i>-ing</i> form</li> <li>• agree with positive and negative statements using <i>so/nor</i>.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for holidays and places to stay</li> <li>• Compound nouns</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>enjoy, don't mind, don't like, prefer, love, camping, boat trips, car sick, seasick, hotel, tent, theme park, water sports, car journeys</i></p> <p><b>Key expressions/structure:</b> Verbs followed by the <i>-ing</i> form, <i>so/nor</i> to agree with positive/negative statements</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• It is important to stress that <i>so</i> and <i>nor</i> are used to <u>agree</u> with statements (<i>so</i> for positive statements and <i>nor</i> for negative statements). To disagree with statements, we tend to say the opposite, for example <i>I like tennis</i> → <i>I don't</i> / <i>I don't like tennis</i> → <i>I do</i>.</li> <li>• Learners may also be familiar with <i>neither</i>, which has the same meaning <i>nor</i>.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 188</p> <p>Workbook page 158</p>		

## UNIT 11 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	1. Have a class discussion about some popular holiday locations/activities in your local area. Which ones do the learners like the best? Why?
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 188</b>	<p><b>Use of English: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Write <i>enjoy, don't mind, don't like</i> on the board, and elicit some holiday-related things that learners could apply to each one, for example <i>enjoy – beach holidays</i>.</li> <li>2. Go through the information in the <i>Use of English</i> box with the class, and check that all learners are clear on the meaning of <i>prefer</i> (to like one thing more than another thing).</li> <li>3. Learners match the two halves of the sentences.</li> <li>4. They compare their answers with a partner, and discuss the sentences that are true for them.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate, and give help where necessary. Check that learners are using (verb) + <i>-ing</i> form when discussing the sentences which are true for them.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>1 d; 2 b; 3 e; 4 c; 5 h; 6 a; 7 g; 8 f</p>
<b>Workbook page 158</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions, the prompts and the phrases in thought bubbles with the class. Explain that learners should use these prompts and phrases to make sentences that express their own preferences. If they want to, they can use phrases other than those in the thought bubbles.</li> <li>2. Model the example sentence. Elicit other possibilities, using the same prompt, for example <i>I like visiting museums but I prefer doing water sports</i>.</li> <li>3. Learners work individually, using the prompts and ideas in the thought bubbles, to write sentences that are true for them.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit a selection of sentences from the class. Other learners raise their hands if they have the same or similar preferences.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide these learners with jumbled versions of possible sentences. Learners unscramble the words to make sentences.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have these learners write a reason, in support of each of their sentences, for example <i>I don't like going on long car journeys. I get car sick</i>.</li> </ol>

<b>Coursebook</b> <b>page 188</b>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Language tip</i> box, and use example sentences to elicit responses from the class, for example <i>I like beach holidays</i> → <i>So do I / I don't like car journeys</i> → <i>Nor do I</i>.</li> <li>2. Go through the example conversation with the class.</li> <li>3. Learners work in pairs to have conversations based on the sentences in Activity 5.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring, giving help where necessary. When learners have finished their conversations, have a quick feedback session with the class. Find out if they agreed with each other. Have confident pairs explain some of the things they agreed on to the rest of the class.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Workbook</b> <b>page 158</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class and emphasise that learners should respond with answers which agree with the statement. Clarify that when we agree with a positive statement, we use <i>So</i>, and when we agree with a negative statement, we use <i>Nor</i>.</li> <li>2. Learners work individually to write responses in agreement with the statements.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Designate two sides of the classroom: <i>So</i> and <i>Nor</i>. Read aloud the first statement, and have learners run to the correct side of the classroom (the <i>Nor</i> side). Repeat with the other statements.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Nor am I.</li> <li>2 Nor do I.</li> <li>3 So do I.</li> <li>4 So would I.</li> <li>5 So do I.</li> <li>6 So am I.</li> <li>7 Nor would I.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Learners write three short sentences about things they <i>enjoy</i>, <i>don't mind</i>, <i>don't like</i>. They go round the class, reading their statements and responding to others' statements using <i>so/nor</i>. They have to find at least three other learners that agree with each statement.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, e.g.,</p> <ul style="list-style-type: none"> <li>• making offers and requests</li> <li>• making suggestions</li> <li>• expressing likes and dislikes</li> <li>• expressing preferences</li> <li>• giving advice using ought to, you'd better</li> <li>• obligating and prohibiting</li> <li>• making assumptions and predictions (e.g., She must be busy, she doesn't answer the phone.)</li> <li>• expressing agreement and disagreement</li> <li>• expressing opinion.</li> </ul> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.4.2.1.1) Write using: <a href="http://www.almanahj.com">www.almanahj.com</a></p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous</li> <li>• verbs in different forms (e.g., indicative, imperative, interrogative, conditional, and subjunctive)</li> <li>• active and passive voice</li> <li>• zero and definite articles</li> <li>• first conditional</li> <li>• deduction and assumption: must be, could be, can't be</li> <li>• possibility: may, might and could</li> <li>• expressing opinion, likes, dislikes, preference, agreement, and disagreement</li> <li>• adjectives (comparative and superlative)</li> <li>• adverbs, relative adverbs (e.g., where and when)</li> <li>• prepositions</li> <li>• phrasal verbs</li> <li>• verbs that take gerund</li> <li>• verbs that take infinitive</li> <li>• broader range of intensifiers such as too, enough</li> <li>• passive voice</li> <li>• collocations</li> <li>• defining and non-defining relative clauses.</li> </ul>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to explanations of airport signs. <b>Speaking:</b> To ask for explanations of airport signs. <b>Reading:</b> To read descriptions of airport procedures. <b>Writing:</b> To complete descriptions of airport procedures.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• follow airport signs</li> <li>• explain the basic procedures in an airport.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Present simple</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>check-in, departures, arrivals, passport control, customs, baggage reclaim, lift, meeting point, currency exchange, medical room, Internet point, café, ticket, boarding card, security control, gate, lounge, flight number</i> <b>Key expressions/structure:</b> Present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• The signs shown in the Coursebook are representative of the kind of signs that could be seen in any airport around the world. As a result, they may differ slightly from those in airports that the learners have been to. It may be beneficial to use the Internet to find examples of the equivalent signs from a UAE airport.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 189 Workbook page 159		

## UNIT 11 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 189	<ol style="list-style-type: none"> <li>Write <i>airport</i> on the board and put learners into small groups.</li> <li>The groups brainstorm as many words they can think of that are connected to airport, for example <i>plane, baggage, flying</i>.</li> <li>The groups report back to the class. Add the words to the board.</li> <li>Have a class discussion based on the starter question. Find out some information about the learners' experiences of airports.</li> </ol>
Resources	Main activity
Coursebook page 189	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the names of places in an airport with the class. Explain that learners will work in pairs to match the places to the signs as quickly as possible. You could set a time limit.</li> <li>Learners work in pairs to match the words to the signs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When the time is up, ask for a show of hands from the pairs who believe they have matched all of the words and signs. Elicit the correct answers from the pairs. Help with any questions about vocabulary.</p> <p><b>Answers</b></p> <p>1 b; 2 a; 3 h; 4 k; 5 l; 6 i; 7 j; 8 c; 9 d; 10 e; 11 f; 12 g</p> <p><b>EXTENSION</b></p> <ol style="list-style-type: none"> <li>Write on the board: <i>What do you do at ... ?</i> Ask the question: <i>What do you do at check-in?</i> Elicit suggestions for the various things that people do when they are at check-in, for example: show their ticket/passport, hand over luggage, answer questions, receive boarding pass.</li> <li>Learners work in pairs to write lists of possible activities at the other places listed in this activity.</li> <li>The pairs compare their lists with those of another pair's.</li> <li>The groups report back to the class. Award a point to the group with the most suggestions for each place. The group with the most points is the winner.</li> </ol>
Coursebook page 189	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example dialogue with the class. (If you completed the extension task in the previous activity, explain that they can use some of the same ideas they came up with as clues. Also, make sure learners work with a different partner this time).</li> <li>Learners work in pairs to ask and answer the questions about the signs, giving each other clues.</li> <li>Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Point out some good examples of clues and explanations that you heard while monitoring.</p>

<p><b>Workbook</b> page 159</p>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners complete the words for each of the signs.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class.</p> <p><b>Answers</b></p> <p>1 departures; 2 check-in; 3 meeting point; 4 currency exchange; 5 medical room; 6 Internet point; 7 café; 8 arrivals; 9 baggage reclaim; 10 lift; 11 passport control; 12 customs</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Provide these learners with the correct answers in jumbled form. Learners unscramble the letters to complete the signs.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Have these learners cover the initial letters and letter spacings, so they only have the pictures to help them write the correct words.</p>
<p><b>Coursebook</b> page 189</p>	<p><b>Vocabulary: Activity 3</b></p> <p>1. Read aloud the title of the text and ask for volunteers to suggest some examples of things that they think you need to do at the airport before the flight.</p> <p>2. Go through the words in the box for comprehension and pronunciation.</p> <p>3. Learners work individually to complete the text with the words in the box.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with a partner and peer correct. Have a quick feedback session with the class. Did any of the learners' initial suggestions for things to do before the flight appear in the text?</p> <p><b>Answers</b></p> <p>1 arrive; 2 desk; 3 passport; 4 boarding card; 5 lounge; 6 number; 7 plane</p>
<p><b>Workbook</b> page 159</p>	<p><b>Workbook: Activity 2</b></p> <p>1. Read aloud the title of the text and ask for volunteers to suggest some examples of things that they think you need to do at the airport after the flight.</p> <p>2. Learners choose the correct options to complete the text.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class. Did any of the learners' initial suggestions for things to do after the flight appear in the text?</p> <p><b>Answers</b></p> <p>1 passport control; 2 baggage reclaim; 3 customs; 4 arrivals lounge</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Do a quiz about airports. Make sure all of the learners' books are closed. Ask: <i>Where can I collect my bags after the flight?</i> Learners call out the correct answer (<i>baggage reclaim</i>). Repeat for all of the signs in Vocabulary: Activity 1.</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 6</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to an explanation of airport procedures. <b>Speaking:</b> To ask and answer questions about airport procedures. <b>Reading:</b> To read questions and answers about airport procedures. <b>Writing:</b> To complete questions about airport procedures.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• ask about what to do in an airport</li> <li>• explain what to do in an airport.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Airport vocabulary</li> <li>• Present simple</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively, and critically in English</li> </ul>		
<b>Key vocabulary:</b> <i>nervous, check-in desk, check in (phrasal verb), boarding card, passport, ticket, security control, hand luggage, departures lounge, flight number, passport control, baggage reclaim, arrivals hall</i> <b>Key expressions/structure:</b> Present simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain that we use both <i>luggage</i> and <i>baggage</i>, although it is always <i>baggage reclaim</i> (not <i>luggage reclaim</i>) and <i>hand luggage</i> (not <i>hand baggage</i>).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 190 Workbook page 160 Audio Track 49		

## UNIT 11 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	1. Write the following on the board: g g g a b a e / m c i a r l e v r r a a l s i s t c u m s o s s r t o p p a / c t r l o o n 2. Learners work in groups to unscramble the letters to make words from the previous lesson. The first group to unscramble all of the words correctly is the winner ( <i>baggage reclaim, arrivals, customs, passport control</i> ).
Resources	Main activity
<b>Coursebook</b> <b>page 190</b> <b>Audio Track 49</b>	<b>Listening: Activity 4</b> 1. Go through the instructions and the questions with the class. Check learners' comprehension of <i>nervous</i> (feeling worried). 2. Play the audio. Learners listen to the conversation and answer the questions. <b>CORE</b> <b>Feedback</b> Elicit the correct answers. Play the audio again, if necessary. <hr/> <b>Answers</b> 1 India 2 (He's going to visit his uncle in) Australia. 3 He's never travelled alone before.
<b>Coursebook</b> <b>page 190</b> <b>Audio Track 49</b>	<b>Listening: Activity 5</b> 1. Explain that learners will listen to the conversation again, but this time they will need to listen out for individual words that are missing in the questions shown on the page. 2. Go through the questions with the class. 3. Play the audio. Learners work individually to complete the questions with the missing words. <b>CORE</b> <b>Feedback</b> Learners check their answers with a partner and peer correct. Check that all of the pairs agree on the correct answers. <hr/> <b>Answers</b> 1 first; 2 happens; 3 after that; 4 know where <hr/> <b>Differentiation activities (Support):</b> 1. Allow learners to read the audioscript while listening to the audio. <hr/> <b>Differentiation activities (Stretch):</b> 1. Have learners attempt to complete the questions before listening to the audio to check their answers.

<p><b>Workbook</b> page 160</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to match the questions to the answers.</li> <li>Learners practise reading the correct conversation in pairs.</li> <li>Circulate, and give help with pronunciation where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Chain feedback: Have learners take it in turns to read out the questions and answers in the correct order.</p> <p><b>Answers</b></p> <p>1 b; 2 e; 3 c; 4 f; 5 i; 6 g; 7 j; 8 d; 9 h; 10 a</p>
<p><b>Coursebook</b> page 190</p>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>Go through the information in the <i>Speaking strategy</i> box, and find out if any of the learners have ever needed to ask someone they don't know a question.</li> <li>Put the class into pairs, and have them choose roles A and B.</li> <li>Learners read their role cards, then work in pairs to practise the role-play. Go round monitoring, checking for pronunciation and correct use of language. After a set time, have learners swap roles and repeat the role-play.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out how well learners think their partners explained what to do in the airport.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Provide learners playing Role A with these three questions: <i>Where do I go when I get off the plane? What do I do after that? Where do I go to leave the airport?</i></li> <li>Provide learners playing Role B with these pieces of information: <ul style="list-style-type: none"> <li>When you get off the plane you need to go to passport control.</li> <li>After that, you collect your bags at baggage reclaim. Then you go through customs.</li> <li>You can leave the airport through the arrivals lounge.</li> </ul> </li> <li>Encourage learners to look at the information, then cover it during their role-plays (they can check it if they get stuck).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Encourage learners playing Role A to think of additional questions, based on how to get from the airport to the city centre, for example bus, taxi or train.</li> <li>Explain to the learner playing Role B that they will be asked additional questions about how to get from the airport to the city centre. They will need to think about types of transport (bus, taxi, train), how their partner can find the bus stop, taxi rank, station, and possibly how they can buy a ticket.</li> </ol>

<b>Coursebook page 190</b>	<b>Writing: Activity 7</b>		
	<ol style="list-style-type: none"> <li>Go through the instructions with the class, and tell learners they are going to write a description of what they did at both airports (leaving and arriving).</li> <li>Have a volunteer read aloud the example opening sentence, and elicit some suggestions for what could have happened next.</li> <li>Learners work individually to write their descriptions.</li> </ol>		
	<p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners work in pairs to read each other their descriptions and compare the things they did and didn't do. Circulate, and check that learners have included all of the essential airport places (check-in passport control, customs, etc.).</p>		
	<p><b>Answers</b></p> <p>Learners' own answers.</p>		
<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>Have a class discussion about airports, and travelling in general. Do learners like going to airports/train stations/bus stations? Why? Why not?</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G7.1.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations (e.g., requesting and giving information, giving advice using If I were... I would, expressing opinions, agreement and disagreement); confirm or check information using question tags.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a text about a favourite kind of holiday. <b>Speaking:</b> To take part in a discussion about a favourite kind of holiday. <b>Reading:</b> To read a text about a favourite kind of holiday. <b>Writing:</b> To write a text about a favourite kind of holiday.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use compound nouns to describe different types of holiday</li> <li>• use verb followed by the <i>-ing</i> form to explain holiday preferences</li> <li>• use <i>so/nor</i> to agree with statements about holidays.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for holidays</li> <li>• Vocabulary for airports</li> <li>• Compound nouns</li> <li>• Verbs followed by the <i>-ing</i> form</li> <li>• <i>So/Nor</i> to agree with positive/negative statements</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <a href="http://www.almanahj.com">www.almanahj.com</a> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>camping holiday, sailing holiday, walking tour, fishing trip, beach holiday, windsurfing, boat trip, campsite, hotel, theme park, airport, tent, desert</i> <b>Key expressions/structure:</b> Compound nouns, verbs followed by the <i>-ing</i> form, <i>so/nor</i> to agree with positive/negative statements		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Workbook: Activity 2 assumes that the countryside would be desert, which may need to be explained in advance if this is not the case in your local area.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 191 Workbook page 161		

## UNIT 11 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <p>1. Review the vocabulary from the previous six lessons with a Vocabulary/Spelling game. For example, if the answer is to be <i>airport</i>, write _____ on the board. Have learners suggest letters, and add correct letters to the underlined spaces. Add incorrect letters to the board. The game ends when either the word has been guessed correctly or the number of incorrect letters has reached ten, whichever comes first.</p> <p>If/When a learner guesses the word correctly, have them come to the front and choose a new word for the next round. And so on.</p>
<p><b>Resources</b></p> <p>Coursebook page 191</p>	<p><b>Main activity</b></p> <p><b>Speaking: Activity 1</b></p> <p>1. Have a brief class discussion about the topics that you have looked at in this unit so far (holidays and places to stay, airports).</p> <p>2. Draw learners' attention to Activity 1. Ask them to briefly discuss the question.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a class discussion. Encourage the learners to use the language they have learned so far in this unit to talk about the people in the class.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p>Coursebook page 191</p>	<p><b>Speaking: Activity 2</b></p> <p>1. Learners work in groups to brainstorm words and phrases that describe the pictures.</p> <p>2. The groups report back to the class. With the whole class, elicit as much vocabulary as possible, using the images as a guide. Have volunteers write all appropriate words and phrases on the board.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When the vocabulary is on the board, encourage learners to express preferences about the types of holiday shown in the pictures (for example <i>I like going on camping holidays, but I prefer going on beach holidays</i>). Have other learners express agreement, using <i>so/nor</i>.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p>Workbook page 161</p>	<p><b>Workbook: Activity 1</b></p> <p>1. Go through the instructions, the words in the box and the example answer with the class.</p> <p>2. Learners work individually to complete the paragraph.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers and peer correct. Check that all of the pairs agree on the correct answers, and find out what learners think about this kind of holiday. Would they like to have a similar experience? Why? Why not?</p> <p><b>Answers</b></p> <p>1 going; 2 hotel; 3 plane; 4 mind; 5 enjoy; 6 prefer; 7 sailing; 8 trip</p>

<b>Workbook</b> <b>page 161</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and model the first answer (1c).</li> <li>2. Learners work in pairs to match the sentences to the appropriate responses.</li> <li>3. Learners practise reading the conversation aloud in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Circulate and check that learners have matched the sentences correctly. Give help with pronunciation where necessary.</p> <p><b>Answers</b></p> <p>1 c; 2 b; 3 d; 4 e; 5 a</p>
<b>Coursebook</b> <b>page 191</b>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to write a paragraph about their favourite kind of holiday, using the prompts and the vocabulary they suggested in the brainstorm activity.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>After a set time, check that everyone has completed their paragraph, and addressed each of the prompts.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to use the paragraph in Workbook: Activity 1 as the basis for their paragraphs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Make sure learners' Workbooks are closed during this activity.</li> </ol>
<b>Coursebook</b> <b>page 191</b>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to read their paragraphs to each other.</li> <li>2. They compare their preferences, and work together to create a new 'Our Favourite Kind of Holiday' that uses ideas from both paragraphs. Go round monitoring, checking for correct use of language.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out if all pairs were able to agree on enough elements to create a favourite kind of holiday that would suit them both. Elicit some suggestions from the pairs.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Workbook</b> <b>page 161</b>	<p><b>Workbook: Reflect on your learning</b></p> <ol style="list-style-type: none"> <li>1. Learners look back on the work they have done in the last seven lessons and complete the checklist.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Have a class discussion about holidays. Take a class vote on the learners' favourite aspects of a holiday, for example place to stay, activities, how to travel.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

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LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to direct statements. <b>Speaking:</b> To report statements from direct speech. <b>Reading:</b> To read direct speech statements. <b>Writing:</b> To write text messages using present simple, present continuous.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>report statements from present simple and present continuous.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Vocabulary for airports</li> <li>Present simple</li> <li>Present continuous</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>text message, email, airport, arrivals, flight, plane, luggage, departures lounge</i> <b>Key expressions/structure:</b> Reported speech (direct speech: present simple, present continuous)		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Native English speakers sometimes don't follow the rules of reported speech shown in this lesson. However, it's important to stress to learners that if they follow these rules, they will never be wrong.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 192 Workbook page 162		

## UNIT 11 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 192</b>	<ol style="list-style-type: none"> <li>Elicit some different methods of contacting people, for example telephone, text message, email, letter. Find out which methods learners are most likely to use.</li> <li>Learners work in groups to discuss the starter question.</li> <li>Groups report back to the class. Discuss the benefits of text messages and emails, compared to letters or telephone calls, for example they are quick, easy, convenient.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 192</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the questions with the class.</li> <li>Set a time limit for learners to read the text messages.</li> <li>Learners work in pairs to discuss their answers to the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask a volunteer to answer the first question. The other learners raise their hands if they disagree. Repeat for the next two questions.</p> <p><b>Answers</b></p> <p>1 Sam; 2 At the airport; 3 Rashid</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Provide these learners with the correct answers in jumbled form. Learners read the texts and match the answers to the questions.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Provide these learners with two additional questions: <ul style="list-style-type: none"> <li><i>What is Sam doing when he sends his text message? (Getting on the plane.)</i></li> <li><i>Where is Rashid going to meet him? (In Arrivals.)</i></li> </ul> </li> </ol>
<b>Coursebook page 192</b>	<p><b>Use of English: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the information in the <i>Use of English</i> box. Clarify the tense in each example of direct speech (for example, 'I'm at the airport' = present simple) and the tense in the corresponding example of reported speech (for example, 'He said he was at the airport' = past simple). Highlight the information in the 'tense change' column.</li> <li>Allow the learners a minute to study the chart by themselves.</li> <li>Learners work in pairs, taking it in turns to cover the 'reported speech' column and report Sam's statements. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Chain feedback. Have all learners cover the 'reported speech' column. Read a direct speech statement, and choose a confident learner to report it. The learner then reads the next direct statement for another learner to report, and so on.</p> <p><b>Answers</b></p> <p>He said he was at the airport.  He said he was sitting in the departures lounge.  He said he wanted to buy me a present.</p>

<p><b>Workbook page 162</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the example answer, direct speech statements and prompts with the class.</li> <li>2. Elicit the tense used in each direct speech sentence (1-3 present simple, 4 present continuous), and clarify what happens to the verb form when we report speech (it goes back a tense, for example present simple becomes past simple).</li> <li>3. Learners work individually to complete the reports of statements.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers in pairs and peer correct.</p> <p><b>Answers</b></p> <p>1 was very busy 2 boarded at 10:30 3 was on time 4 was waiting for his luggage</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Print or write out the answers on strips of card and cut the words out in each one, keeping each answer set of cut up words separate.</li> <li>2. Hand out the first set of jumbled words to these learners and ask them to rearrange them to find the correct answer for number 1.</li> <li>3. Repeat for questions 2-4</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Make sure these learners' Coursebooks are closed during this activity.</li> </ol>
<p><b>Workbook page 162</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class and emphasise that learners should use their imaginations to complete the text messages, but they must use the tense provided in the prompts.</li> <li>2. Draw learners' attention to the last prompt 'I don't' and make sure learners understand to write a negative sentence.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate and check that everyone has completed each text message.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Have these learners just write two text messages.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to write additional sentences in each text message, and/or to include a question in at least one of their text messages.</li> </ol>

<b>Workbook page 162</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Explain that learners are now going to practise reporting each other’s text messages. Go through the instructions and divide the class into groups. If possible, make sure that each group includes an equal mix of learners who need support and those who are more confident.</p> <p>2. Learners work in groups. They pass their text messages on to another member of the group who ‘reports’ what they have said.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring, and check that learners are using reported speech correctly. Ask the groups to raise their hands when they have finished reporting everyone’s text messages. Have a spokesperson from each group report some of the text messages from their group.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>Learners’ own answers.</p>		
<b>Resources</b>	<b>Plenary</b>		
	<p>1. Have all learners close their books. Say a series of short direct speech statements (using only present simple or present continuous). The first learner to correctly ‘report’ each statement gets a point.</p>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.3.1.1.1) Read a variety of genres (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes.</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss possible holiday destinations. <b>Reading:</b> To read an email about a holiday destination. <b>Writing:</b> To complete reports of present simple and present continuous statements.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand an email about a holiday destination</li> <li>• report statements from present simple and present continuous.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Reported speech (direct speech: present simple, present continuous)</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Global Awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing</li> </ul>		
<b>Key vocabulary:</b> <i>sightseeing tour, tower, market, can't wait, exciting, colourful, homework, plane, windsurfing</i> <b>Key expressions/structure:</b> Reported speech (direct speech: present simple and present continuous), <i>say/tell</i> in reported speech		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain that we use <i>been</i> instead of <i>gone</i> in the present perfect when talking about a life experience, for example <i>She's been to Cairo</i> is to describe an experience she has had, whereas <i>She's gone to Cairo</i> means that she's still there.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 193 Workbook page 163		

## UNIT 11 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 193</b>	<ol style="list-style-type: none"> <li>Elicit some places (near or far) that learners have been to on holiday. Find out what their favourite holiday locations are.</li> <li>Learners work in groups to discuss the starter questions.</li> <li>The groups report back to the class. See if you can come to a consensus about the foreign country they would most like to visit.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 193</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and check that all of the learners know that Cairo is a city in Egypt. You could display a map of the region and help them locate Egypt and Cairo on it.</li> <li>Learners work in pairs to discuss all of the things they know about Cairo. You could put prompts on the board, for example, language(s) spoken; famous buildings/attractions; river, etc.</li> <li>Have a quick feedback session with the class. Put on the board any interesting facts that learners already know about Cairo.</li> <li>Learners read the email.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the class. Was any of the information in the email new to them? Have they heard of any of the places mentioned before?</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Coursebook page 193</b>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the information in the <i>Reading strategy</i> box and deal with any questions or issues.</li> <li>Learners re-read the email and discuss the questions in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>The pairs join other pairs to form groups of four. In their groups, learners discuss the answers to the questions and compare their ideas. Check that all of the groups agree on the correct answers.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <ol style="list-style-type: none"> <li>Hanan</li> <li>Hanan's cousin</li> <li>great for sightseeing tours</li> <li>tall</li> <li>exciting and colourful</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Provide these learners with the correct answers in jumbled form. Learners re-read the text and match the questions to the answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have these learners answer the questions from memory, before re-reading the text to check their answers.</li> </ol>

<p><b>Coursebook</b> page 193</p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>Briefly recap on the work you did in the previous lesson on reported speech in the present simple and present continuous.</li> <li>Explain that the initial sentences are taken directly from Hanan’s email. The sentence options below are possible versions of what Hanan’s cousin actually said to her. Learners must choose the correct version.</li> <li>Learners work individually to choose the correct option.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have volunteers call out the correct answers and, if possible, the tense used in the direct speech.</p> <p><b>Answers</b></p> <p>1 b (present simple); 2 a (present simple); 3 b (present continuous)</p>
<p><b>Workbook</b> page 163</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Draw learners’ attention to the pictures and explain that these are all places mentioned in the email they have just read.</li> <li>Learners work individually to complete the place names.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers and peer correct. Encourage learners to refer back to the email in the Coursebook to check their spelling.</p> <p><b>Answers</b></p> <p>1 The Pyramids of Giza; 2 Mosque of Amr Ibn al-As; 3 Cairo Tower; 4 Khan El-Khalili market</p>
<p><b>Workbook</b> page 163</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners work individually to complete the reports of the present simple and present continuous statements.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the correct answers with the class.</p> <p><b>Answers</b></p> <p>1 loved the Pyramids of Giza  2 went to a lot of different places in the UAE  3 was trying windsurfing  4 couldn’t finish his homework  5 wanted to go on a plane  6 was very tired after the flight  7 was learning to speak Arabic  8 didn’t usually buy much at the market</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Work closely with these learners. Remind them to take the verb tense back when reporting speech: present simple becomes past simple, present continuous becomes past continuous.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners write five more reported speech sentences about things people told them they did or have done.</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	1. Find out what learners now think about Cairo as a possible holiday destination. Would they like to go? What would they like to do there? Why?		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.</p> <p>(G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).</p>			

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LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a description of a holiday destination using reported speech. <b>Speaking:</b> To describe a holiday destination using reported speech. <b>Writing:</b> To complete sentences using reported speech with <i>say/tell</i> .		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use <i>say</i> and <i>tell</i> with reported speech</li> <li>• describe a place based on what someone else has said about it.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Reported speech (direct speech: present simple, present continuous)</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>capital, sightseeing tour, amazing, sultan, market, museum, delicious, street food</i> <b>Key expressions/structure:</b> Reported speech (direct speech: present simple, present continuous), <i>say/tell</i> in reported speech		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• As illustrated in the <i>Vocabulary</i> box, there is a subtle distinction in meaning between <i>say</i> and <i>tell</i>. Essentially, learners need to understand that when we use <i>tell</i>, there is always someone or something that is spoken to. With <i>say</i>, the emphasis is on the thing that is said.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 194 Workbook page 164		

## UNIT 11 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>Have the learners tell you what they can remember about Cairo from the email in the previous lesson. Ask: <i>What did Hanan's cousin say about Cairo? What did she do there?</i></li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 194</b>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>Go through the definitions in the <i>Vocabulary</i> box, and have learners look back at Hanan's email on the previous page and identify all examples of <i>say</i> and <i>tell</i>.</li> <li>Go through the information in the <i>Language tip</i> box and check that learners are clear on the different ways we use <i>say</i> and <i>tell</i> in reported speech.</li> <li>Learners work individually to complete each sentence with <i>said</i> or <i>told</i>.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have each learner write <i>said</i> in large writing on one piece of paper and <i>told</i> on another. Call out the number of each sentence. Learners raise the piece of paper with the correct reporting verb.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>1 said; 2 told; 3 told; 4 said; 5 said; 6 told</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Work closely with these learners, and emphasise that if there is a pronoun (<i>me, us</i>) after the gap, the word must be <i>told</i>.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have these learners also rewrite each sentence using the other reporting verb (<i>said</i> or <i>told</i>). How does the sentence need to change?</li> </ol>
<b>Workbook page 164</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example answer with the class.</li> <li>Learners work individually to write full sentences based on the prompts.</li> <li>Learners compare their sentences with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <ol style="list-style-type: none"> <li>She told me that the market was very busy.</li> <li>He said that there were lots of museums.</li> <li>They told us that the beach was fantastic.</li> <li>She said that the food was delicious.</li> <li>He told me that it was the best place in the world.</li> <li>They said that they wanted to go back the following year.</li> </ol>

	<p><b>Differentiation activities (Support):</b></p> <p>1. Have learners work together in small groups of mixed abilities.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners write an extra three sentences describing something that someone said to them yesterday, and an extra three sentences describing things they were told.</p>
<b>Coursebook page 194</b>	<p><b>Speaking: Activity 5</b></p> <p>1. Read the details in the information boxes with the whole class, and clarify the meaning and pronunciation of any words learners are not familiar with.</p> <p>2. Learners work in pairs, taking it in turns to report the information their ‘cousins’ gave them about Kuala Lumpur and Istanbul respectively. Go round monitoring, checking for correct use of <i>said</i> and <i>told</i>.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Have confident pairs say some of their reported speech sentences in front of the class.</p> <p><b>Answers</b></p> <p>Learners’ own answers.</p>
	<p><b>Differentiation activities (Support):</b></p> <p>1. Have these learners work with a partner on reporting the statements in just one of the boxes.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Encourage these learners to use their imaginations to suggest further things their cousins might say about Kuala Lumpur or Istanbul.</p>
<b>Workbook page 164</b>	<p><b>Workbook: Activity 4</b></p> <p>1. Explain that all of these statements appear in the Coursebook in Lessons 9 and 10, but learners should try to guess the missing words without looking in their Coursebooks.</p> <p>2. Learners work individually to guess the missing words.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers by finding the statements in Lessons 9 and 10 of the Coursebook.</p> <p><b>Answers</b></p> <p>1 sultans; 2 tower; 3 excited; 4 amazing; 5 tours; 6 market</p>
<b>Resources</b>	<b>Plenary</b>
	<p>1. Have a class discussion about the three holiday destinations that you have looked at in the last two lessons: Cairo, Istanbul and Kuala Lumpur. Which place do learners think looks the most interesting? Why? If they could choose one place to visit, which would it be? Why?</p>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G7.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 11</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to <i>Wh-</i> questions. <b>Speaking:</b> To report <i>Wh-</i> questions. <b>Reading:</b> To read a blog, including reported questions. <b>Writing:</b> To complete reported questions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• report <i>Wh-</i> questions</li> <li>• read and understand a blog about a school exchange trip.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Reported speech (direct speech: present simple, present continuous)</li> <li>• <i>say/tell</i> in reported speech</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>school exchange, instrument, football, beach holiday, sightseeing tour</i> <b>Key expressions/structure:</b> Reported speech ( <i>Wh-</i> questions)		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Clarify that there are two types of question. Questions that begin with <i>Wh-</i> words, such as <i>What, When, Why</i> and <i>How</i> (also known as open questions) and questions that can be answered either <i>Yes</i> or <i>No</i> (also known as closed questions). In this lesson, the focus is on reporting <i>Wh-</i> questions.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 195 Workbook page 165		

## UNIT 11 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 195</b>	<ol style="list-style-type: none"> <li>1. Ask the class to imagine a student from another country is going to visit your school next week. What questions would they like to ask the student?</li> <li>2. Learners work in groups to make a list of questions to ask the student.</li> <li>3. The groups report back to the class. Write at least four of their questions on the board (to be looked at again in the Plenary).</li> <li>4. With the class, go through the definition of <i>school exchange</i> in the <i>Vocabulary</i> box, and elicit opinions on the starter question: <i>Are school exchange trips a good idea?</i></li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 195</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Check that learners know where Cuba is (it's an island off Central America), and which language they speak there (Spanish).</li> <li>2. Learners read Brad's blog and work in pairs to match the questions in the speech bubbles to the sentences in the blog.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Read each question in speech bubbles, and have volunteers read out the corresponding sentence in Brad's blog.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <p>'Can you play an instrument?' They asked me if I could play an instrument.          'Where are you staying?' They asked me where I was staying.          'What do you watch on TV?' They asked me what I watched on TV.          'How old are you?' The students asked me how old I was.          'Do you like football?' They asked me if I liked football.          'Are you American?' They asked me if I was American.</p>
<b>Coursebook page 195</b>	<p><b>Use of English: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Use of English</i> box with the class. Focus learners' attention on the fact that we don't use <i>do</i> in reported questions.</li> <li>2. Learners work individually to write the reported versions of the three extra <i>Wh-</i> questions.</li> <li>3. Learners compare their reported questions with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct reported questions from the pairs.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <p>'What's your name?' They asked him what his name was.          'Where do you live?' They asked him where he lived.          'What kind of food do you like?' They asked him what kind of food he liked.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Work closely with these learners. Provide them with scrambled versions of the correct answers. Have volunteers suggest the correct word order.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Provide these learners with five more <i>Wh-</i> questions for them to convert into reported questions, for example: <ul style="list-style-type: none"> <li><i>How old is your brother?</i></li> <li><i>Which is your favourite sport?</i></li> <li><i>Where do you eat lunch?</i></li> <li><i>Who is your favourite sports player?</i></li> <li><i>What do you like watching on TV?</i></li> </ul> </li> </ol>
<p><b>Workbook page 165</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Elicit some examples of question words from the class, for example <i>What, When, Why ...</i></li> <li>Draw learners' attention to the wordpool box and see if there are any question words that learners did not suggest.</li> <li>Go through the instructions and the example answer with the class.</li> <li>Learners choose the correct question word for each question.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Call out each question word in the box. Volunteers raise their hands and complete the question for each word.</p> <p><b>Answers</b></p> <p>1 What; 2 Why; 3 How; 4 Which; 5 Where; 6 What; 7 When</p>
<p><b>Workbook page 165</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example answer, and make sure that learners understand that these sentences are all 'reports' of the questions in the previous activity.</li> <li>Learners work individually to complete the reported questions using words from Activity 1.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers in pairs and peer correct.</p> <p><b>Answers</b></p> <p>1 what, was  2 why, liked  3 how often, went  4 which, preferred  5 where, lived  6 what, arrived  7 when, went</p>

<b>Workbook page 165</b>	<b>Workbook: Activity 3</b> 1. Explain that these are jumbled sentences and they all report a question. Learners must put the words in the correct order to make sentences that report questions. Go through the example answer with the class. 2. Learners reorder the words to make reports of questions. 3. You could put learners in pairs or small groups and make this a competition to see which pairs or groups can reorder the questions correctly first. <b>DESIRABLE</b> <b>Feedback</b> Have volunteers read out the correct sentences in full.  <b>Answers</b> 1 She asked me where I was staying. 2 He asked me what kind of food I liked. 3 My teacher asked me why I liked sightseeing tours. 4 My cousin asked me what I watched on TV. 5 The students asked me where I was born.		
<b>Resources</b>	<b>Plenary</b> 1. Focus attention on the questions on the board that learners came up with in the Starter activity. 2. Learners work in groups to write reported versions of all of the questions on the board. 3. The first group to complete all of the reported questions correctly is the winner.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G7.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language. (G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).			



LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to <i>Yes/No</i> and <i>Wh-</i> questions. <b>Speaking:</b> To report <i>Yes/No</i> and <i>Wh-</i> questions. <b>Reading:</b> To read <i>Yes/No</i> and <i>Wh-</i> questions. <b>Writing:</b> To complete reported <i>Yes/No</i> and <i>Wh-</i> questions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• report <i>Wh-</i> questions</li> <li>• report <i>Yes/No</i> questions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Reported speech (<i>Wh-</i> questions)</li> <li>• Vocabulary related to school exchange trips</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>school exchange, football, Mexican, French, apartment, university, guitar, instrument, apartment, interview, headteacher, surprise (verb)</i> <b>Key expressions/structure:</b> Reported speech ( <i>Yes/No</i> and <i>Wh-</i> questions)		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• In Use of English: Activity 3, the Cuban students ask Brad if he can speak French. This is because Brad is from Canada, where both French and English are official languages.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 196 Workbook page 166		

## UNIT 11 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>Write these questions on the board: <ul style="list-style-type: none"> <li><i>How old are you?</i></li> <li><i>Where do you live?</i></li> <li><i>What's your favourite kind of holiday?</i></li> </ul> </li> <li>Learners work in pairs to write reported versions of the questions.</li> <li>Pairs report back to the class. Clarify the correct versions of the reported questions (<i>The teacher asked us how old we were, The teacher asked us where we lived, The teacher asked us what our favourite kind of holiday was</i>).</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook</b> <b>page 196</b>	<b>Use of English: Activity 3</b> <ol style="list-style-type: none"> <li>Go through the information in the <i>Use of English</i> box and clarify that reports of <i>Yes/No</i> questions use <i>if</i>, and that as with reported <i>Wh-</i> questions, we don't repeat <i>do</i>.</li> <li>Learners work individually to write the reported versions of the three <i>Yes/No</i> questions.</li> <li>Learners compare their reported questions with a partner.</li> </ol> <b>CORE</b> <b>Feedback</b> Elicit the correct reported questions from the pairs. <p style="text-align: center;"><b>Answers</b></p> <p>'Are you good at football?' They asked him if he was good at football.</p> <p>'Do you like Cuban food?' They asked him if he liked Cuban food.</p> <p>'Can you speak French?' They asked him if he could speak French.</p>
<b>Workbook</b> <b>page 166</b>	<b>Workbook: Activity 4</b> <ol style="list-style-type: none"> <li>Go through the instructions and the example answer with the class. Emphasise that the activity provides reported questions; learners need to write the original questions, which might be <i>Wh-</i> or <i>Yes/No</i> questions.</li> <li>Learners work individually to write the questions Class 7 asked Lucas.</li> </ol> <b>CORE</b> <b>Feedback</b> Learners compare their questions with a partner and peer correct. Check that all of the pairs agree on the correct questions. <p style="text-align: center;"><b>Answers</b></p> <ol style="list-style-type: none"> <li>What's your name?</li> <li>Where do you come from?</li> <li>What's your favourite football team?</li> <li>What do you usually have for breakfast?</li> <li>Do you want to go to university?</li> <li>Do you live in a house or in an apartment?</li> <li>Do you want to visit lots of countries?</li> <li>Can you play football?</li> </ol>

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#### Speaking: Activity 4

1. Go through the information in the *Speaking tip* box.
2. Focus learners' attention on the questions that the Cuban students asked Brad (Lesson 11, Reading: Activity 1), and go through the example dialogue with the class.
3. Learners work in groups of three to take turns asking, reporting and answering the Cuban students' questions. Go round monitoring, checking for correct use of reported questions, and use of the phrases in the *Speaking tip* box.

#### DESIRABLE

##### Feedback

Have groups take it in turns to read out some of their exchanges to the rest of the class.

##### Answers

Learners' own answers.

##### Differentiation activities (Support):

1. Encourage learners to ask and report just these two *Yes/No* questions:
  - *Do you like football?*
  - *Can you play an instrument?*
2. Monitor learners closely, and check that they use *if* when reporting these questions.

##### Differentiation activities (Stretch):

1. Encourage learners to make new questions of their own, or to expand on the Cuban students' questions.

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#### Writing and Speaking: Activity 5

1. Go through the prompts and ideas with the class.
2. Learners write six questions for their partner. Explain that learners can write any questions they choose. These prompts are just there as suggestions.
3. Learners work in pairs to ask and answer the questions they have prepared.

#### CORE

##### Feedback

Have a feedback session with the whole class. Ask each learner to report at least one question they were asked, then have their partner report the answer. For example,  
Learner A: *She asked me where I was going for my next holiday.*  
Learner B: *She told me she was going to go to Indonesia.*

##### Answers

Learners' own answers.

##### Differentiation activities (Support):

1. Have these learners write three questions, and encourage them to stick closely to the prompts provided.

##### Differentiation activities (Stretch):

1. Have these learners do this activity the other way around: rather than writing questions, they should try and make them up as they speak to their partner. After each exchange, they should try and write a report of what they asked and what their partner answered, in full sentences.

<p><b>Workbook</b> page 165</p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through each of the headteacher’s questions with the class, and model the example answer.</li> <li>2. Learners work in pairs to write reports of the headteachers’ questions.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Pairs join other pairs to make groups. In their groups, learners compare how they reported each of the headteachers’ questions. A spokesperson from each group raises their hands when they have agreed on all of the reports.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 She asked me if I wanted to live in another country.</li> <li>2 She asked me which languages I spoke.</li> <li>3 She asked me what my favourite subjects were.</li> <li>4 She asked me if I played any sports.</li> <li>5 She asked me if I could swim.</li> <li>6 She asked me what I liked doing in my free time.</li> <li>7 She asked me if I found it easy to make new friends.</li> <li>8 She asked me what I wanted to do in the future.</li> <li>9 She asked me if I wanted to look around the school.</li> <li>10 She asked me if anything surprised me.</li> <li>11 She asked me if I had any questions.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Work closely with the learners, and make sure they know which questions are <i>Yes/No</i> and so need <i>if</i> when they report them (1, 4, 5, 7, 9, 10, 11), and which are <i>Wh</i>-questions (2, 3, 6, 8).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Set a time limit for learners to complete all of the reported questions, and encourage learners to write their own responses to them.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Discuss some of the answers that came up in Writing and Speaking: Activity 5. What are some of the most common holiday experiences, plans and preferences amongst the class?</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 13</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss appropriate content for a postcard. <b>Reading:</b> To read a postcard. <b>Writing:</b> To write a postcard, using punctuation and capital letters correctly.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• write a postcard</li> <li>• use punctuation marks and capital letters correctly.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to holidays and places to stay</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>postcard, custom, camping resort, forest, hot springs, day trip, punctuation, capital letter, full stop, apostrophe, comma, question mark</i> <b>Key expressions/structure:</b> Capital letters and punctuation (full stops, apostrophes, commas and question marks)		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• In Speaking: Activity 1, learners are asked to discuss what they think might be appropriate to include in a postcard. The answers provided in this Teacher Guide are not correct or incorrect, but the closest option to what most people would consider appropriate for a postcard.</li> <li>• It may be necessary to pre-teach some of the vocabulary in the postcard in Writing: Activity 2, especially <i>hot springs</i> (a place where hot water naturally flows from the ground).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 197 Workbook page 167		

## UNIT 11 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 197	<ol style="list-style-type: none"> <li>Elicit some different methods of communication, for example email, text message, telephone call, and find out which ones learners use, and how often.</li> <li>Write <i>postcard</i> on the board and elicit, or explain, its meaning.</li> <li>Learners work in groups to discuss the starter question.</li> <li>The groups report back to the class. Go through the information in the <i>Did you know?</i> box and have learners explain how they contact friends or family members when they are away from home.</li> </ol>
Resources	Main activity
Coursebook page 197	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to discuss the questions.</li> <li>The pairs join other pairs to see if they had the same ideas.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Ask a spokesperson from each group to explain their answers. Clarify the correct answers and discuss reasons why.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>a (there is limited space on a postcard)</li> <li>a, b, d (all topics that relate to the holiday)</li> <li>a (Yours sincerely is very formal and is usually used at the end of letters)</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Work closely with these learners. Encourage learners to volunteer possible answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have these learners cover the answer options, and write their own answers, before checking the options.</li> </ol>

<p><b>Coursebook</b> page 197</p>	<p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Check that all learners understand <i>full stop</i>, <i>comma</i>, <i>question mark</i> and <i>apostrophe</i> (if necessary, write examples on the board), and explain that collectively these are known as <i>punctuation</i>.</li> <li>2. Go through the information in the <i>Language tip</i>, and deal with any questions or issues.</li> <li>3. Learners work individually to rewrite the postcard in their notebooks, putting in the correct punctuation.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>If possible, put the incorrect version of the postcard on the board. Have volunteers take it in turns to come up to the front and correct the punctuation.</p> <p><b>Answers</b></p> <p>I'm having a great time here. I'm staying at a camping resort in the forest with my friend's family. We went on a boat trip on the River Li yesterday. Today there's a day trip to the hot springs at Longsheng. See you soon. Love, Yuan</p> <p><b>EXTENSION</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to imagine that they are currently on holiday. Have them think about where they are, what it's like, and the kinds of things they are doing there.</li> <li>2. Have learners write a postcard to their friend. They should NOT use any punctuation.</li> <li>3. Learners swap their postcards with a partner. The partners rewrite each other's postcards, adding the correct punctuation.</li> <li>4. Learners exchange their re-written postcards and check each other's work.</li> </ol>
<p><b>Workbook</b> page 167</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Writing tip</i> box, and emphasise that correct punctuation is essential for writing tasks, as it makes the text easier to read and understand.</li> <li>2. Learners work individually to correct the sentences by putting capital letters and full stops in the correct places.</li> <li>3. Learners compare their sentences with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have pairs take it in turns to come up to the front and write a correct sentence on the board.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 I went to the beach and to my cousin's house. The weather was not very good.</li> <li>2 I went to Miami with my family. We went to the beach and to some amusement parks.</li> <li>3 I went to the beach and I went shopping. The weather was sunny so it was very hot.</li> <li>4 We'll have lunch at the café. See you tomorrow.</li> <li>5 She loves films. We chat all day long and we often go to the cinema.</li> <li>6 Pattaya was very beautiful. The beach and the hotel were very nice.</li> <li>7 Last weekend I flew to Geneva. It's in Switzerland.</li> </ol>



<b>Workbook page 167</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners rewrite the postcard, adding the correct punctuation and capital letters.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have learners take it in turns to read out the sentences on the postcard, explaining the correct use of capital letters and punctuation as they go.</p> <p style="text-align: center;"><b>Answers</b></p> <p>Dear Charlie,</p> <p>I hope you're well. I'm having a great time here in Mexico. My friend's house is on the coast. The weather is fantastic. We go to the beach every day. We play football, volleyball and baseball. The food is really tasty and the fruit smoothies are delicious. My favourite flavour is pineapple and mango.</p> <p>Tomorrow we're going to see the pyramids, which is great because I love exploring old places.</p> <p>Are you enjoying the summer?</p> <p>See you soon,</p> <p>Scott</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Have a class discuss about Yuan's postcard from China. Have learners close their books, and tell you what she said (using reported speech) in her postcard.</p> <p>2. Find out what learners think about Yuan's experiences. Would they like to stay in a camping resort? visit a forest? go to a hot springs? Why? Why not?</p>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.3.1.1.1) Read a variety of genres (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).</p> <p>(G7.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (e.g., general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs etc.), and use the features to obtain information.</p> <p>(G7.4.1.1.8) Write short narratives to develop real or imagined experiences or events, relate personal experiences and known stories using descriptive details and sensory language.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to questions about holiday experiences. <b>Speaking:</b> To ask questions, and to report questions and statements about holiday experiences. <b>Reading:</b> To read holiday reviews. <b>Writing:</b> To write a holiday review.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• write about a holiday experience.</li> <li>• report information about another person's holiday experience.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Reported speech (direct speech: present simple, present continuous)</li> <li>• Reported questions (<i>Wh-</i> and <i>Yes/No</i> questions)</li> <li>• Vocabulary related to travel experiences</li> <li>• Vocabulary related to school exchange trips</li> <li>• Capital letters and punctuation</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>beach holiday, windsurfing, camping trip, countryside, school exchange trip, sightseeing tour, whale watching, boat trip, campsite</i> <b>Key expressions/structure:</b> Reported speech, reported questions, capital letters and punctuation		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be useful to explain that a lot of people book their holidays online. As a result, there are many websites where people can write reviews of their experiences, as shown in Reading: Activity 2.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 198 Workbook page 168		

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## UNIT 11 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<p>1. Review the vocabulary from the previous six lessons with a Vocabulary/Spelling game. For example, if the answer is to be postcard, write _____ on the board. Have learners suggest letters, and add correct letters to the underlined spaces. Add incorrect letters to the board. The game when ends when either the word has been guessed correctly or the number of incorrect letters has reached ten, whichever comes first.</p> <p>If/When a learner guesses the word correctly, have them come to the front and choose a new word for the next round. And so on.</p>
Resources	Main activity
Coursebook page 198	<p><b>Speaking: Activity 1</b></p> <p>1. Have a brief class discussion about the language that you have looked at in the previous six lessons (reported speech, reported questions, punctuation, vocabulary related to holidays and school exchange trips).</p> <p>2. Draw learners' attention to Activity 1. Ask them to briefly discuss the question.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
Coursebook page 198	<p><b>Reading: Activity 2</b></p> <p>1. Go through the questions with the class. (You may find it useful to put the questions on the board.)</p> <p>2. Allow learners a set time to read the holiday messages. Learners then close their books and discuss as a class the answers to the questions for each review.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Clarify the answers of both questions for each of three reviews. Find out which of these three types of holidays learners find most appealing.</p> <p><b>Answers</b></p> <p>1 beach: windsurfing and sailing, Yes: amazing</p> <p>2 camping, No: don't like camping</p> <p>3 school exchange trip, Yes: lots of questions but having a good time</p>

<p><b>Workbook</b> page 168</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners work individually to complete the sentences using reported speech.</li> <li>Learners compare their sentences with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>He said he was on a sightseeing tour of the city. He said they could see lots of beautiful old buildings. He said he loved it.</li> <li>She said they were whale watching. She said she didn't usually like boat trips but this was incredible.</li> <li>He said he was visiting his cousin in Amman. He said they played in the park every day. He said he was having a great time.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Work closely with these learners. Provide them with the missing words from each sentence in jumbled form. Learners take it in turns to call out the words in the correct order.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Set a time limit for these learners to complete the sentences in.</li> </ol>
<p><b>Workbook</b> page 168</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the instructions with the class, and clarify the different types of mistakes that they may need to correct. Explain that each sentence includes only one mistake.</li> <li>Learners work in pairs to correct the sentences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>He asked me if I went sightseeing.</li> <li>She said she didn't like the campsite.</li> <li>She asked me what I liked about the Grand Bazaar.</li> </ol>
<p><b>Coursebook</b> page 198</p>	<p><b>Writing and Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners work individually to write a short message about a trip they are currently on.</li> <li>Learners work in pairs to read each other's messages and to ask and answer at least three extra questions. Go round monitoring, and make sure that learners are making notes of their partner's answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that all of the pairs have read their partner's messages and asked and answered an extra three questions about their trips.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

	<p><b>Differentiation activities (Support):</b></p> <p>1. Suggest that these learners use the basic facts around one of the trips they have read about in the previous six lessons (Cairo, Istanbul, Kuala Lumpur, Cuba) for the details of their current holiday.</p>		
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Have these learners write a more detailed 'email' rather than a short message. Encourage them to include as much information as they can think of.</p>		
<p><b>Coursebook page 198</b></p>	<p><b>Writing: Activity 4</b></p> <p>1. Learners write paragraphs summarising their partner's holiday. 2. Learners show their paragraphs to their partner to check for accuracy.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Did the learners' partners summarise their holiday accurately? Did they use <i>said</i> and <i>told</i> correctly? Did they use capital letters and punctuation correctly?</p>		
	<p><b>Answers</b></p> <p>Learners' own answers.</p>		
	<p><b>Differentiation activities (Support):</b></p> <p>1. Allow these learners to write just one or two sentences, summarising their partner's holiday.</p>		
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Put these learners into groups of three or four, rather than pairs. They write summaries for the holidays of everyone in their group.</p>		
<p><b>Workbook page 168</b></p>	<p><b>Workbook: Reflect on your learning</b></p> <p>1. Learners look back on the work they have done in the last seven lessons complete the checklist.</p>		
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Have a class discussion about the learners' holiday reviews. Find out where people went and what they did? Did they have a good time? Why? Why not?</p>		
<p><b>Learning styles catered for (✓):</b></p>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<p><b>Assessment for learning opportunities (✓):</b></p>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.2) Recount personal experiences and events in the past; speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.4.1.1.8) Write short narratives to develop real or imagined experiences or events, relate personal experiences and known stories using descriptive details and sensory language.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To read prompts, questions and sentences using compound nouns, verb + <i>-ing</i> form, and reported speech of statements and questions. <b>Writing:</b> To complete compound nouns and sentences using the <i>-ing</i> form. To write reports of statements and questions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use vocabulary, including compound nouns, for holidays, places to stay and airports</li> <li>• use verb + <i>-ing</i> form to describe holiday activities</li> <li>• report statements and questions about holiday experiences.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for holidays and places to stay</li> <li>• Compound nouns</li> <li>• Verb + <i>-ing</i> form</li> <li>• Vocabulary for airports</li> <li>• Reported speech with <i>say/tell</i> (direct speech: present simple, present continuous)</li> <li>• Reported questions (<i>Wh-</i> and <i>Yes/No</i> questions)</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <a href="http://www.almanahj.com">www.almanahj.com</a> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>sightseeing tour, tennis court, day trip, ice skating, swimming pool, theme park, water sports, departures, check-in, meeting point, currency exchange, customs, baggage reclaim, café, arrivals, passport control, lift</i> <b>Key expressions/structure:</b> Verb + <i>-ing</i> form, reported speech: statements and questions		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• In Use of English: Activity 6 the answers with <i>told</i> can be followed by any object pronoun (for example <i>me, us, them, him, her</i>). The answer key in this Teacher Guide suggests <i>me</i>, for brevity's sake.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 199		

## UNIT 11 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Divide the class into three groups, and set each group a different challenge. Group 1 must write three short sentences using different compound nouns. Group 2 must write three short sentences with verb + <i>-ing</i> form. Group 3 must write three short sentences using reported speech (statements and questions).</li> <li>2. The groups report back to the class. A spokesperson from each group reads their suggestions aloud. The other groups listen and decide if the suggestions are correct/accurate. The group with the most correct suggestions is the winner.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 199</b>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that in Activities 1 and 2 they will be reviewing their knowledge of vocabulary to do with holidays.</li> <li>2. Go through the instructions and model the example answer with the class.</li> <li>2. Learners match the words to make compound nouns.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Chain correct: Have a learner read out the first word, and another to call out the second, and so on.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <p>sightseeing tour; tennis court; day trip; ice skating; swimming pool; theme park; water sports</p>
<b>Coursebook page 199</b>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class, and elicit the answer to sign 1 (departures).</li> <li>2. Learners work in pairs to write the correct label for each sign.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>The pairs join other pairs to compare their answers. Check that all of the groups agree on the correct answers.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 departures</li> <li>2 check-in</li> <li>3 meeting point</li> <li>4 currency exchange</li> <li>5 customs</li> <li>6 baggage reclaim</li> <li>7 café</li> <li>8 arrivals</li> <li>9 passport control</li> <li>10 lift</li> </ol>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide these learners with the answers in jumbled form. Learners match the words to the signs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Rather than just labelling the signs, these learners write a short sentence describing what they do at each one, for example <i>I show my passport at passport control.</i></li> </ol>
<p><b>Coursebook page 199</b></p>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class.</li> <li>2. Write the verbs in the box on the board, and have volunteers take it in turns to come to the front and write the <i>-ing</i> form of each one, for example flying, swimming, etc. The other learners raise their hands if they think the spelling is incorrect.</li> <li>3. Learners work individually to complete the sentences with the correct <i>-ing</i> form of the verbs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers in pairs and peer correct.</p> <p><b>Answers</b></p> <p>1 flying; 2 sleeping; staying; 3 spending; 4 swimming; 5 trying; 6 visiting</p>
<p><b>Coursebook page 199</b></p>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Model the questions and the example answer. Elicit which type of questions use <i>if</i> when they are reported (<i>Yes/No</i> questions).</li> <li>2. Learners write reports of the questions in their notebooks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners take it in turns to read out the correct reports in full.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 She asked me if I was here on holiday.</li> <li>2 She asked me where I was staying.</li> <li>3 She asked me if I was having a good time.</li> <li>4 She asked me if the surfing was good.</li> <li>5 She asked me if I was going on a boat trip.</li> <li>6 She asked me which beach I liked best.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to review the information in the <i>Use of English</i> box on pages 195 and 196 before starting this activity.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write a report of an imaginary answer to each of the questions, for example <i>She asked me where I was staying. I told her I was staying in a hotel.</i></li> </ol>



<b>Coursebook page 199</b>	<b>Use of English: Activity 5</b> 1. Go through the instructions with the class, and highlight the fact that some reports use <i>said</i> and some use <i>told</i> . 2. Learners complete the reports of Ben's statements. <b>CORE</b> <b>Feedback</b> Have learners take it in turns to read out the correct reports in full.  <b>Answers</b> 1 He said he was having a great time. 2 He told me he was here with his cousin. 3 He told me he was learning to surf. 4 He said he also wanted to learn to windsurf now. 5 He said he was staying at a great campsite near the beach.		
<b>Resources</b>	<b>Plenary</b> Have a feedback session with the class. Find out which sections of the review lesson learners found most difficult. Which areas do they need to work on in the future?		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech). (G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.			

<b>LESSON PLAN</b>		<b>LESSON: 16</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss plans for organising a holiday as a treat. <b>Reading:</b> To read a plan for a holiday treat <b>Writing:</b> To write notes in preparation for a presentation of the plans for a holiday treat.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• explain plans for a holiday treat</li> <li>• collaborate with peers in a discussion about holiday plans.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for holidays and places to stay</li> <li>• Present simple</li> <li>• Future forms: <i>will, going to</i></li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project</li> </ul>		
<b>Key vocabulary:</b> <i>treat, aquarium, fashion, jewellery, wildlife, school holiday, bus, day trip, fortnight</i> <b>Key expressions/structure:</b> Present simple, future forms: <i>will, going to</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain <i>fortnight</i>, a British English word, meaning a two-week period.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 200		

## UNIT 11 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Find out what learners can remember about the different trips and holidays covered in this unit.</li> <li>2. Elicit examples of places to stay and things to do.</li> <li>3. Find out which of these places learners would like to go to, and what they would like to do there, and where they would like to stay.</li> </ol>
<p><b>Resources</b></p> <p><b>Coursebook page 200</b></p>	<p><b>Main activity</b></p> <p><b>Preparation: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the words in the <i>Vocabulary</i> box, and have learners tell you what they can see in the three photos.</li> <li>2. Learners work in pairs to read the text and discuss the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the answers from the pairs.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Asma</li> <li>2 The Dubai Mall</li> <li>3 go shopping, go to the aquarium</li> <li>4 in the next school holiday</li> <li>5 two or three days</li> <li>6 by bus</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Work closely with these learners. Read the text aloud, and then ask volunteers to suggest answers to each of the questions.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have these learners read the text, then close their books and write a summary of the information in the text.</li> <li>2. Learners compare their summaries with a partner, then open the Coursebook and read the text again to check their information.</li> </ol>
<p><b>Coursebook page 200</b></p>	<p><b>Preparation: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into groups and explain that they will work together to plan a special trip to present in the next lesson. Encourage learners to think about all of the elements covered in the plan in Activity 1.</li> <li>2. Learners work in groups to plan and write notes about a holiday treat. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that all groups have decided who their treat will be for, where they will go, where they will stay, how they will get there, how long they will stay and what they will do there.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

<b>Coursebook page 200</b>	<p><b>Preparation: Activity 3</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and encourage learners to start to think about how they will present their plans to the rest of the class.</li> <li>Learners work in groups to prepare their presentations and gather illustrations.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that all groups are satisfied that they now have, or will be able to have, enough information to give a full presentation in the next lesson.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>Learners' own answers.</p>
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<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>Have a class discussion about giving presentations. Elicit some of the things that learners should remember when giving a talk, for example <i>be prepared, speak clearly, cover all the main points, be ready to answer questions from the rest of the class.</i></li> </ol>

**Learning styles catered for (✓):**

Visual	Auditory	Read/Write ✓	Kinaesthetic ✓
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**Assessment for learning opportunities (✓):**

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

**Standards/SLOs:**

- (G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, e.g.,
  - making offers and requests
  - making suggestions
  - expressing likes and dislikes
  - expressing preferences
  - giving advice using ought to, you'd better
  - obligating and prohibiting
  - making assumptions and predictions (e.g., She must be busy, she doesn't answer the phone.)
  - expressing agreement and disagreement
  - expressing opinion.
- (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.
- (G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To give presentations in front of the class and answer questions about it. <b>Listening:</b> To listen to presentations and ask questions about them. <b>Reading:</b> To read a self-assessment checklist.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• prepare a presentation</li> <li>• present information to the class as part of an organised and stimulating group presentation</li> <li>• reflect on and assess their group's presentation.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for holidays and places to stay</li> <li>• Present simple</li> <li>• Future forms: <i>will, going to</i></li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project</li> </ul>		
<b>Key vocabulary:</b> Vocabulary related to holidays and places to stay <b>Key expressions/structure:</b> Present simple, future forms: <i>will, going to</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain <i>eye contact</i> (when two people look at each other's eyes at the same time), and how it helps someone who is giving a presentation to keep the attention of the individual audience members.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 201		

## UNIT 11 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"><li>1. Recap on the discussion you had at the end of last lesson. Ask: <i>What makes a good presentation? What do you need to remember when giving a talk?</i></li><li>2. Discuss the learners' suggestions with the whole class.</li></ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 201</b>	<p><b>Presentation: Activity 4</b></p> <ol style="list-style-type: none"><li>1. Put learners into the same groups as the previous lesson and go through the instructions with the class. Point out that they will need to be prepared for other learners asking questions at the end of their talks.</li><li>2. Learners work in groups to look back at the information they prepared about the holiday treat in the previous lesson and to decide who will present each section.</li><li>3. Learners rehearse their talks in their groups and prepare any illustrations they have been able to find.</li><li>4. Go round monitoring and giving help where necessary.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Make sure that all of the groups are satisfied that they are ready to give their presentation.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Coursebook page 201</b>	<p><b>Presentation: Activity 5</b></p> <ol style="list-style-type: none"><li>1. Go through the information in the <i>Speaking tip</i> box, the instructions and the example questions with the class.</li><li>2. Groups take it in turns to give their talks. Their classmates listen, and ask questions at the ends of each talk.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When all of the groups have given their presentation, have a quick feedback session. Elicit some particularly good points in the talks and choose some that could have been expanded on.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

<b>Coursebook page 201</b>	<b>Presentation: Activity 6</b> 1. Go through the checklist with the class. Make sure that all of the learners understand the number ranking system. 2. Learners work individually to rate their groups' talk. 3. Learners reconvene in their groups to compare their assessments of the group's talk. <b>CORE</b> <b>Feedback</b> Have a feedback session with the class. Find out how the groups felt about their own talks. Did all of the members of each group agree with one another? Why? Why not?  <b>Answers</b> Learners' own answers.		
<b>Resources</b>	<b>Plenary</b> 1. Ask for a show of hands: which of the groups' plans for a holiday treat do they think sounds the most exciting? Why? 2. Find out what the rest of the class feel was particularly good about their talks.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations. (G7.2.2.1.2) Deliver research presentations defining a thesis and summarising all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss and put forward opinions. <b>Vocabulary:</b> To practise using weather-related vocabulary. <b>Listening:</b> To understand simple conversations about the weather.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand weather-related symbols and vocabulary</li> <li>• use a range of weather-related vocabulary and expressions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Basic weather terms</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>autumn, cloudy, sunshine, sunny, cold, hot, umbrella, freezing, puddle, rainy, snowy, summer, warm, windy, winter, minus, degrees</i> <b>Key expressions/structures:</b> Present simple, collocations: <i>it feels like, it can be as cold as, it can be as high as, extremely warm, surprisingly cold, (it rains) on average for, cloudy with some sunshine</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• There is a lot of new weather vocabulary in this unit that learners may not be familiar with. Learners should use the symbols on the map of Spain to discuss new vocabulary and then listen to the conversations to become familiar with weather-related expressions and collocations.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 202 Workbook page 169 Audio Track 50 Access to the Internet A map of the world or a globe 10 pieces of paper with names of famous cities on each one A container		



## UNIT 12 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 202	<ol style="list-style-type: none"><li>1. Explain to learners that this unit is going to focus on the weather and the environment.</li><li>2. Prepare a set of ten pieces of paper with a name of a famous city/capital on each one, i.e. <i>Paris, New York, Muscat, Cairo, Athens</i>, etc. Fold the pieces of paper and put them in a box or other available container. Divide the class into ten groups or pairs and ask each one to pick a piece of paper.</li><li>3. Learners discuss in their groups/pairs what they think the weather is like in this city at the moment. Allow learners to use your map or globe to find the exact location of the city and help them with the country if necessary.</li><li>4. Invite a strong learner from each group/pair to stand up and give a short description of what they think the weather is like in their chosen city and have the class guess which city it is.</li><li>5. Allow learners to use their phones or any Internet access you may have to check the weather forecast for their cities and confirm their weather forecast.</li></ol>
Resources	Main activity
Coursebook page 202	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Have learners close their books and write these weather conditions on the board: <i>sunny, cloudy with sunshine, snowy, windy, rainy</i>. Invite one learner at a time to come up to the board and draw a symbol they think would best depict each weather condition.</li><li>2. Remind learners that the symbols need to be as simple as possible, so they convey the message in the clearest way.</li><li>3. See if the rest of the class agrees with the symbols drawn or if any other learner has a better idea.</li><li>4. Ask learners to look at the map of Spain and identify the symbols that stand for the same weather conditions as written on the board.</li></ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Find out whether the symbols on the map match any of the symbols learners drew or if they think the ones they thought of would work better for a weather forecast.</p> <p><b>Answers</b></p> <p>palm tree = wind/windy sun = sunshine/sunny cloud and sun = cloudy with some sunshine cloud and raindrops = rain/rainy cloud and snowflakes = snow/snowy</p>

<p><b>Coursebook page 202</b> <b>Audio Track 50</b></p>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Call out <i>rain</i>, <i>cold</i> and <i>hot</i> and mime holding an umbrella, shivering and being hot for each weather type respectively. Have learners call out the country that comes to their mind first for each weather type.</li> <li>2. You could write the names of the countries you hear on the board.</li> <li>3. Tell the class that they are going to listen to three simple conversations about the weather and that they need to identify which country the speakers are talking about.</li> <li>4. With books closed, play the audio once for learners to identify each country.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the answers from the class. Then ask volunteers to come and locate each country on the globe or the map.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 The UK</li> <li>2 Russia</li> <li>3 The UAE</li> </ol>
<p><b>Coursebook page 202</b> <b>Audio Track 50</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Invite support learners to read the questions out loud and encourage the class to try and answer them from what they remember.</li> <li>2. Replay the audio and ask the learners to answer the questions and find out whether any of their first answers were correct.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to check their answers with a partner first and then choose volunteers from the class.</p> <p><b>Answers</b></p> <p><b>Conversation 1</b></p> <ol style="list-style-type: none"> <li>1 rainy</li> <li>2 summer</li> <li>3 wearing coats and carrying umbrellas</li> <li>4 a puddle</li> </ol> <p><b>Conversation 2</b></p> <ol style="list-style-type: none"> <li>1 Moscow</li> <li>2 -10° C</li> <li>3 hot</li> <li>4 summer clothes</li> </ol> <p><b>Conversation 3</b></p> <ol style="list-style-type: none"> <li>1 Dubai</li> <li>2 wonderful weather – sunshine</li> <li>3 in the shopping malls</li> <li>4 No, because it rarely rains.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow these learners to make notes of key words on a piece of paper that will help them with forming their answers. Help with any unknown vocabulary.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to answer in full sentences.</li> </ol>

<p><b>Workbook page 169</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask individual learners to choose a weather symbol from the board that best describes the weather at this time of year for where they live in the UAE. Help with any new vocabulary as necessary. Ask them if they think the weather is the same everywhere in the UAE or if it is different in some places. Elicit what weather other areas may have at this time of year. You could use a real weather forecast from a newspaper, TV programme or online.</li> <li>2. Draw learners' attention to the map of the UAE in Activity 1. Point out that this map is not a true weather forecast.</li> <li>3. Complete the activity open class. Call out a place name on the map. Ask a volunteer for the answer and get all learners to write the answer in the correct place in the table.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>In small groups, ask learners to look at the symbols on the map again and encourage them to talk about which of these weather conditions are usual or unusual for their country. Learners will probably agree that snow is the most unusual weather condition for their country.</p> <p><b>Answers</b></p> <p>Cloudy with some sunshine: Habsan, Abu Dhabi  Rain: Tarif  Snow: An Nashash, Al'Ain, Sha'am  Sun: Humar, Masfut  Wind: Dubai</p>
<p><b>Workbook page 169</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the list of words in the word box and ask learners to give a short definition of what each word means or to use it in context in a sentence.</li> <li>2. Challenge learners to think of what the opposite word is for <i>high (low)</i>, <i>sunshine (rain, clouds)</i>, <i>freezing (hot, warm)</i> and what the other seasons are (<i>summer, spring, winter</i>).</li> <li>3. Have learners complete the sentences using the correct words from the box.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Display the answers on the board for learners to self-check and correct.</p> <p><b>Answers</b></p> <p>1 high; 2 freezing; 3 sunshine; 4 autumn; 5 puddle</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Have a weather quiz. Divide learners into groups of three or four. Give each group a piece of paper. Say a type of weather and ask groups to draw the correct symbol. Then, show a symbol and ask groups to write the correct weather condition. Then, read out a short weather forecast and ask groups to note down all the weather words they hear in the correct order – try to include at least four weather conditions. Groups swap papers and mark each other's quizzes. They pass the papers back and then give you their results to find a winner.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			
(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			

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LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss weather symbols and talk about the weather. <b>Reading:</b> To read descriptions of the weather. <b>Writing:</b> To write weather-related collocations and a short weather forecast.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand weather-related vocabulary and symbols</li> <li>• understand and use weather-related collocations</li> <li>• write their own weather forecast</li> <li>• discuss preferences about the weather and the seasons.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Weather vocabulary</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>bright, cloudy, fall, rise, wet, temperatures, thunderstorms, windy</i> <b>Key expressions/structures:</b> Collocations: <i>clear skies, early morning, good chance, heavy rain, high ground, hot and sunny, icy conditions, light/heavy rain/snow/storm/shower, late afternoon, strong/light wind, tomorrow morning, wet and windy</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• There may be confusion about which adjectives to use to describe the weather. Please ensure learners study the <i>Language tip</i> boxes in the Coursebook and Workbook carefully.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 203 Workbook page 170 Paper and pencils		

## UNIT 12 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>Put learners in small groups and give them some paper and pencils. Ask them to think of symbols that they have seen on a weather map or weather forecast. Can they remember and add to the ones they saw in the previous lesson? Can they brainstorm and provide drawings and explanations of the symbols they have seen? Could they provide symbols themselves for different types of weather?</li> <li>Display and discuss their ideas as a class.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook</b> <b>page 203</b>	<p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"> <li>Focus on the symbols. Do learners recognise any of them? What do they mean? Elicit suggestions from the class.</li> <li>Tell learners to read all seven sentences in the activity and then to match each one to the correct symbol.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When learners have finished, check as a class. Ask them if they found any new words. Elicit the meaning from learners, reminding them to use the context to achieve this.</p> <p>Draw learners' attention to the <i>Language tip</i> box and point out that these adjectives are very often used with the nouns on the right.</p> <p>Encourage them to add these collocations to their notebook record.</p> <p><b>Answers</b></p> <p>1 c; 2 f; 3 g; 4 e; 5 a; 6 b; 7 d</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Encourage these learners to create a list of the new vocabulary that would be used for a certain weather condition, i.e. <i>wet, thunderstorms, heavy rain, light showers</i> would fall under the general category of <i>rain</i>; <i>temperature will fall, icy conditions, good chance of snow</i> and <i>high ground</i> would fall under the general category of <i>snow</i>, etc.</li> <li>This distinction will help them use the new vocabulary in the correct context.</li> <li>Encourage these learners to think of new sentences using the new vocabulary for the next class.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Divide this group of learners into pairs. One learner reads out a sentence at a time and the other quickly draws the matching symbol or a symbol of their own.</li> <li>Invite these learners to show the class any new symbols they have thought of and challenge the class to give a short description of each one like the ones given in the sentences.</li> </ol>

Workbook  
page 170

**Workbook: Activity 3**

1. Draw learners' attention to the words in the boxes. Drill both chorally and individually.
2. Focus attention on the paragraphs and ask learners to read them silently. Elicit that they are part of a weather forecast and point out that the style used for this kind of text is neutral and compact.
3. Allow learners a few minutes to complete the texts on their own.

**CORE**

**Feedback**

Invite one learner to come up to the board and write the answers up for the first text. Allow them to bring their book with them for reference.

Have the other learners confirm their answers and correct any mistakes on the board.

Once the correct answers have been given, allocate a strong learner to read the completed text out loud. Make sure the pronunciation of difficult words is correct and encourage them to sound formal, like a weather presenter would. Repeat for the second text.

**Answers**

1 clear; 2 bright; 3 sunny; 4 high; 5 icy; 6 good; 7 high; 8 heavy

Workbook  
page 170

**Workbook: Activity 4**

1. Refer learners to the *Language tip* box and ensure everyone understands the function of a collocation. Remind them that they have already encountered useful weather collocations in the *Language tip* box on page 203 of their Coursebook.
2. Learners read the words and combine them to make collocations.

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**Feedback**

Put the class in pairs to check they have come up with the same number of collocations, adding any missing ones to their list. Invite one learner from each pair to read out a collocation until all possible combinations have been mentioned.

**Answers**

clear skies; heavy/light rain; heavy/light showers; heavy/light snow; heavy/light storm; icy conditions; light/strong winds

**Differentiation activities (Support):**

1. Support these learners by giving them this tip: *Divide the words into adjectives and nouns.*
2. Then point out to these learners that it will be easier for them to find the collocations by trying out which adjective would match each noun. Monitor and help as necessary with this procedure.

**Differentiation activities (Stretch):**

1. Extend this activity with this group of learners by dividing them into pairs.
2. Each pair works together to think of a piece of advice for each collocation, i.e. *icy conditions: be careful on the road; clear skies: wear sunglasses*, etc.
3. Invite each pair to read their pieces of advice out loud for the rest of the class to guess the matching weather condition.

<p><b>Workbook</b> page 170</p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the map and elicit where the island of Barbados is located (<i>in the Atlantic Ocean, close to the Caribbean Sea</i>). If you have Internet access, a map or a globe, you could show learners the exact position of the island.</li> <li>2. Challenge learners to imagine what the weather is like on this tropical island (<i>heavy rain, sunny, warm, etc.</i>).</li> <li>3. Make sure learners remember what weather condition each symbol stands for and help as necessary.</li> <li>4. Draw a compass rose like the one provided under the map and write the cardinal directions for each letter, i.e. <i>N = North, E = East, S = South, W = West</i>. This will help learners identify the exact locations on the map.</li> <li>5. Allow them a few minutes to complete the forecast.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Allocate a learner to call out the name of another learner who reads out the first completed sentence. Have the rest of the class clap if they think the answer is correct. If they don't agree and the answer is incorrect, have the first learner call out another name to correct the sentence. The learner who gets the sentence correct can then nominate the next learner and so on.</p> <p><b>Example answers</b></p> <p>Tomorrow, on the Atlantic coast, there will be strong winds but it will be sunny. In the north-west, there will be storms and heavy rain. In the south-west, there will be rain and light winds. On the south coast temperatures will fall rapidly.</p>
<p><b>Coursebook</b> page 203</p>	<p><b>Vocabulary: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they remember what the four seasons of the year are. Invite learners to provide the answer orally.</li> <li>2. Ask learners to talk about these seasons in their own country and how different they are compared to other countries around the world. Provide any useful world knowledge you can to assist learners in this discussion.</li> <li>3. In pairs, learners complete the three activities. If possible, pair up a weaker learner with a more confident one.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check that all learners understand when in the year the seasons occur and that they can vary depending on where people live.</p> <p>When learners have completed all parts of Activity 5, ask them to compare their answers with another learner before checking as a class.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 winter, spring, summer, autumn</li> <li>2 Learners' own answers.</li> <li>3 Learners' own answers.</li> </ol>



<p><b>Coursebook page 203</b></p>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs to ask and answer the questions.</li> <li>2. Make sure learners are familiar with <i>most</i> and <i>least</i>.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate, giving advice as needed, particularly for pronunciation but also to give ideas where necessary. Make a note of any common errors and equally any good uses of language. Write these up anonymously on the board at the end of the activity and go through them with the group.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write a short story of 70–100 words about a true or imaginary event related to weather; for example, <i>Holidays ruined by wild weather</i>, <i>A snowy day</i>. They must use as many weather-related vocabulary items as possible.</li> <li>2. Once all stories are complete, put learners in pairs and have them read their stories to one another. The listening partner needs to identify the weather items and draw the symbols on a piece of paper in the order they are read out.</li> <li>3. Then learners compare stories and symbols to make sure they match. Award a point for each correct symbol.</li> <li>4. Circulate and help as necessary during the writing process.</li> <li>5. Nominate the winner of the game and read out loud the corresponding story for the rest of the class to draw the symbols if there is time.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous</li> <li>• verbs in different forms (for example, indicative, imperative, interrogative, conditional and subjunctive)</li> <li>• active and passive voice</li> <li>• zero and definite articles</li> <li>• first conditional</li> <li>• deduction and assumption: <i>must be, could be, can't be</i></li> <li>• possibility: <i>may, might and could</i></li> <li>• expressing opinion, likes, dislikes, preference, agreement and disagreement</li> <li>• adjectives (comparative and superlative)</li> <li>• adverbs, relative adverbs (for example, <i>where</i> and <i>when</i>)</li> <li>• prepositions</li> <li>• phrasal verbs</li> <li>• verbs that take gerund</li> <li>• verbs that take infinitive</li> <li>• broader range of intensifiers such as <i>too, enough</i></li> <li>• passive voice</li> <li>• collocations</li> <li>• defining and non-defining relative clauses.</li> </ul>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To examine the way in which the weather is presented in different media. <b>Vocabulary:</b> To practise using weather symbols and vocabulary. <b>Writing:</b> To write a weather forecast. <b>Speaking:</b> To present a weather forecast.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• research weather information on different types of media and understand weather language and symbols</li> <li>• write and present a weather forecast.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Weather vocabulary</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>cloudy, cooler, sandstorm, skid, snow, snowy, sunny, rainy, windy</i> <b>Key expressions/structures:</b> Collocations including: <i>average temperature, coastal areas, mild winter, mountain areas; will for predictions: it will be, there will be</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may feel anxious about performing their weather reports in front of their peers. Allow learners to practise in pairs and if necessary help them with sentence starters from the <i>Language tip</i> box.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 204 Workbook page 171 If possible, access to the Internet and newspapers/magazines that contain weather reports. Seasonal clothes or pictures of seasonal clothes for the Starter activity.		

## UNIT 12 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"><li>1. Ask for volunteers. Ask the first volunteer to put on / hold up a picture of a summer item of clothing such as sunglasses. The class should try and guess what season is being represented. This should be repeated for all the seasons with whatever material the teacher has to hand such as warm hats, an umbrella, sun hats, etc.</li><li>2. This is also an activity learners could prepare themselves, with each learner bringing in a 'prop' or a picture to represent the season they were allocated.</li></ol>
Resources	Main activity
Coursebook page 204	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Write the title of the lesson <i>Wild weather</i> on the board and elicit its meaning, for example weather that is extremely hot or cold, too windy, too much snow, etc.</li><li>2. Ask learners to think of the weather in their country and whether it could be described as <i>wild</i> in some cases, for example, they may mention extremely high temperatures or sandstorms.</li><li>3. Allocate one learner at a time to read a paragraph from the text and help with any pronunciation problems. Ask the learners to underline any words they do not understand.</li><li>4. In pairs, learners go through the words in the text they have underlined and together, try to work out the meanings from the context. Circulate helping where necessary.</li><li>5. Allow learners a few minutes to write their answers to the questions.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When completed, ask one learner at a time to read out loud one question and then name the learner they would like to answer it. Check answers in this way as a class.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"><li>1 very hot</li><li>2 average temperatures can reach above 45 °C</li><li>3 average highest temperatures are around 20 °C</li><li>4 yes, but not a lot</li><li>5 Not usually, but there was snow for the first time in 2004.</li></ol>

Coursebook  
page 204

**Reading: Activity 2**

1. For this activity, ensure there is Internet access and/or bring in a selection of newspapers/magazines that contain weather reports.
2. Ask where learners might find a weather forecast and hold a vote on how important it is in our everyday lives to know what the weather will be like. Discuss why it might be important.
3. Divide learners into two groups. One of them should find a clip of a weather forecast, either visual or audio, and the other a written weather forecast in one of your newspapers/magazines. A good place to find weather reports is at the BBC weather website.
4. Point out that written forecasts usually have only symbols and temperatures to indicate the weather conditions, so in this case, challenge this group of learners to note down any language they can think of that could accompany their forecast.

**CORE**

**Feedback**

Once both groups have completed their research, have them present their results to the other group. They should focus on the symbols and language used. Make sure they have identified the use of *will* in weather forecasts. If necessary, write up the two sentence stems: *It will be ...* and *There will be ...* on the board for learners to take notice of. Then they can compare and find any differences or similarities between the two types of weather forecasts.

Workbook  
page 171

**Workbook: Activity 1**

1. Draw learners' attention to the symbols and have them call out in chorus the weather condition depicted in each one.
2. Then have learners work in pairs to write down full sentences like the one provided in the example. Allow learners to refer to the *Language tip* box on page 204 of the Coursebook.

**CORE**

**Feedback**

Invite learners to read out their sentences and allow other learners to offer any different answers they may have.

**Answers**

Learners' own answers.

**Differentiation activities (Support):**

1. For these learners, point out that they can also refer to the weather forecast in Activity 3 on page 170 of the Workbook and find expressions they could use.
2. Monitor and help as necessary.

**Differentiation activities (Stretch):**

1. Have these learners recall all the other symbols and weather conditions they have encountered so far, for example *icy conditions*, *temperature rising/falling*, etc.
2. Have them present their results to the rest of the class. This will help with the weather forecast they will prepare and present later on in this lesson.

<p><b>Workbook</b> page 171</p>	<p><b>Workbook: Activity 2</b></p> <p>1. Have learners work on their own to complete the sentences. They will be quite familiar with the words by now, so challenge them to complete the activity as fast as they can.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Call out learners' names randomly for each one to read out loud one sentence and check answers this way as a class.</p> <p><b>Answers</b></p> <p>1 rain; 2 sunshine; 3 icy conditions; 4 wind; 5 cloudy; 6 low temperatures</p> <p><b>EXTENSION</b></p> <p>Ask learners to cover the sentences. Nominate learners to read out one word from the box and then have a volunteer repeat the sentence as close to the original one in the activity as possible without referring to the Workbook.</p>
<p><b>Coursebook</b> page 204</p>	<p><b>Writing: Activity 3</b></p> <p>1. Ask learners to look at the illustration on page 204 of their Coursebook and name what job this person does (<i>weather presenter/forecaster</i>).</p> <p>2. Tell them that they will prepare a weather forecast and present it in the next activity.</p> <p>3. Put learners in pairs, ideally a weaker one with a more confident one, and have them choose an area of their country.</p> <p>4. If possible, allow them to search online for a weather forecast for that area which contains only symbols and temperatures. Have them work with this data to prepare a written forecast for their chosen area.</p> <p>5. Alternatively, if Internet access is not available, allow learners to invent their own weather forecast and even make it less plausible to give a fun twist to the task.</p> <p>6. Monitor and help as necessary. Check pairs, first drafts and encourage them to rewrite, correcting any errors or improving their phrasing.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to come to the board and write any useful weather-related collocations they have used in their written forecasts.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Help these learners put together their weather forecast by referring them to the <i>Language tip</i> box on page 204 in the Coursebook, as well as any useful expressions they can extract from Activity 4 on page 203 in the Coursebook.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Extend the activity for this group of learners by asking them to choose a different country, ideally one with a very different climate to their own, and to write another forecast for it.</p> <p>2. Have them present this additional forecast in Activity 4, later on.</p>

<p><b>Coursebook page 204</b></p>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Encourage pairs who have had their written forecasts checked by you, to practise reading them aloud. They should read roughly half of the forecast each.</li> <li>2. Show a clip of a professional weather forecaster to remind learners of how they should perform.</li> <li>3. In their pairs, have learners come up to the board and present their weather forecast.</li> <li>4. Ask them to draw a map of the UAE and some symbols on it to aid their presentation.</li> <li>5. Remind them to use the appropriate language and tone for a weather forecast and allow them to refer to their notes if they have difficulty doing this.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have the class vote on the pair that presented their forecast in the most professional way.</p> <p>Allow the stretch learners who prepared a second weather forecast to present it, without revealing their chosen country, for the rest of the class to guess.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Finish my sentence</i>. Put learners in groups with books closed. Read out a sentence with a weather condition, leaving it incomplete; for example, say: <i>There will be heavy rain tomorrow so ...</i></li> <li>2. Encourage learners to shout out a useful piece of advice; for example: <i>take an umbrella with you / take a taxi to school</i>, etc. The first team to give the answer wins a point.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.4.1.1.1) Write texts of more than two paragraphs with simple compound and complex sentences, using a range of subordinating conjunctions and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous</li> <li>• verbs in different forms (for example, indicative, imperative, interrogative, conditional and subjunctive)</li> <li>• active and passive voice</li> <li>• zero and definite articles</li> <li>• first conditional</li> <li>• deduction and assumption: must be, could be, can't be</li> <li>• possibility: may, might and could</li> <li>• expressing opinion, likes, dislikes, preference, agreement and disagreement</li> <li>• adjectives (comparative and superlative)</li> <li>• adverbs, relative adverbs (for example, where and when)</li> <li>• prepositions</li> <li>• phrasal verbs</li> <li>• verbs that take gerund</li> <li>• verbs that take infinitive</li> <li>• broader range of intensifiers such as too, enough</li> <li>• passive voice</li> <li>• collocations</li> <li>• defining and non-defining relative clauses.</li> </ul> <p>(G7.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 4</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To express opinions about the frequency and cause of extreme weather. <b>Reading:</b> To read and understand factual information about extreme weather and global warming.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand the difference between normal and extreme weather</li> <li>• understand the link between extreme weather and global warming.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Weather and vocabulary connected to the environment</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Solving Problems: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language</li> </ul>		
<b>Key vocabulary:</b> <i>atmosphere, desert, flood, gases, hurricane, pollution, temperature, sandstorm, heatwave</i> <b>Key expressions/structures:</b> Collocations including: <i>extreme weather, global warming, greenhouse gases</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• There is quite a lot of new vocabulary to learn. Ensure learners are writing it down and reviewing it. Learners may wish to look back to the Coursebook and Workbook and review the weather-related vocabulary already presented.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 205 Workbook pages 171 and 172 Access to the Internet and a smart board or photos of the following types of extreme weather: hurricane, heatwave, flood, sandstorm		

## UNIT 12 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. If you have access to the Internet, search for images of these extreme weather conditions: hurricane, heatwave, flood, sandstorm. Alternatively, you could search and print photos of them and bring them to class.</li> <li>2. Show each image to learners and ask them to name/describe the weather phenomenon they see. Gather ideas and then write the right word on the board for learners to copy in their notebooks.</li> <li>3. Provide a short description of what happens during each of these extreme weather conditions for learners to note down. This will help them remember what each weather condition is. You could ask them in small groups to devise a tableau (a still picture) using only their bodies to depict one of these extreme weather conditions. Remind them that the rules of tableaux are that each member of the group should 'appear' in the picture, and that there can only be one picture per group and that picture should not move or include sound. Allow groups to relax and see each other's tableaux. Comment on what you like about each one in relation to how you can identify the extreme weather condition in it.</li> <li>4. Elicit from learners that these weather conditions can be generally described as 'extreme weather' and that they are not normal.</li> <li>5. Ask if any learner has ever experienced such a phenomenon or if they can remember any famous extreme weather type happening around the world. Help with vocabulary as necessary.</li> </ol>
Resources	Main activity
<p>Coursebook page 205</p>	<p style="text-align: center;"><a href="http://www.almanahj.com">www.almanahj.com</a></p> <p>Reading: Activity 5</p> <ol style="list-style-type: none"> <li>1. Write the words <i>moisture</i> and <i>evaporate</i> on the board and draw a simple sketch of the sea and drops of water evaporating into the air. Pre-teaching these words will help learners have a better understanding of the text.</li> <li>2. Allocate a confident learner to read the first part of the text <i>What is extreme weather?</i> out loud and then another one for the second part <i>What is global warming?</i></li> <li>3. Go through the global warming process regarding the oceans before moving on to the third part of the text <i>How does global warming happen?</i>. Make sure learners understand the sequence and connection of events.</li> <li>4. Draw learners' attention to the diagram and explain how global warming takes place. If this is more helpful, you could copy the diagram on to the board to give a clearer description of this phenomenon. Explain to learners what a greenhouse is and how this connects with the 'greenhouse gases' mentioned in the definition of <i>pollution</i>, i.e. these gases function like a greenhouse by keeping the warmth from the Sun instead of releasing it into the atmosphere. Ensure learners understand the meaning of <i>energy</i> (the warmth produced by the Sun).</li> <li>5. Point out that the first process is the ideal condition for our planet and its temperature, whereas the second one is what actually happens and causes the weather to become extreme and ultimately dangerous for life on Earth.</li> </ol>

	<p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Once you've established that learners have understood the text and processes diagram, ask them to think of an appropriate title for the text and the diagram. Gather ideas from the class and have a vote to find out the best two titles.</p> <p><b>Answers</b></p> <p>Learners' own answers, but example titles could be:  <i>Extreme weather and global warming</i> (text)  <i>The global warming process</i> (diagram)</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to note down the meaning of new words in their notebooks.</li> <li>2. Ask them to draw the global warming diagram in their notebooks and try and explain the process in a simpler way that helps them better understand it.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Divide this group of learners into pairs and ask them to prepare a short oral presentation of how global warming happens and how it leads to extreme weather phenomena.</li> <li>2. Allow them to come to the board and draw their own diagrams. Assist and correct where necessary.</li> <li>3. Encourage the rest of the class to ask comprehension questions and have them decide if this presentation has helped them better understand the text in the Coursebook.</li> </ol>
<p><b>Coursebook</b> page 205</p>	<p><b>Vocabulary: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. With books closed, challenge learners to name as many extreme weather conditions as they can remember from the reading text.</li> <li>2. Draw learners' attention to the activity and allow them a few minutes to do the matching task. They should be familiar with the terms by now, but remind them to focus on the ones they find the easiest first.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate one learner to read a word from 1–5 in random order and then name the learner they wish to give its definition. The rest of the class can confirm or offer the correct answer. Check answers as a class this way.</p> <p><b>Answers</b></p> <p>1 c; 2 a; 3 b; 4 e; 5 d</p>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>To help these learners better understand and remember the new vocabulary of this lesson, divide them in two groups and have one group cover items 1–5 in the activity and the other items a–e.</li> <li>The first group works together to provide a definition of their items, while the second group tries to find the correct words for their definitions.</li> <li>When both groups have completed their task they compare their answers and correct each other.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Encourage these learners to choose one of the items 1–5 and describe it for the other learners in this group to guess which one it is. Challenge them not to use any of the clues a–e.</li> <li>Award one point to the learner that guesses an item correctly and find out who the winner is once the game is over.</li> </ol>
<p><b>Workbook page 171</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Have learners read the statements in pairs and ask them to complete the task from memory.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Put learners in different pairs to check their answers and ask them to provide the correct statements and any details they can remember from the text. Monitor and help as necessary. Allow learners to re-read the text to check any incorrect answers.</p> <p><b>Answers</b></p> <p>1 false (it has become 0.5° C warmer)  2 true  3 false (these are types of normal weather)  4 false (greenhouse gases are caused by people, i.e. driving cars, factories, etc.)  5 false (greenhouse gases cause the Earth’s temperature to rise)</p>
<p><b>Workbook page 172</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Direct learners to the activity and explain that all the words in the word box can be found in the article on page 205 of their Coursebook.</li> <li>Have learners complete the task on their own.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check the answers in a fun, quick way by calling out a learner’s name and then a random photo number. The learner calls out the answer for the rest of the class to confirm or correct.</p> <p><b>Answers</b></p> <p>1 sandstorm; 2 flood; 3 heatwave; 4 hurricane</p>

<b>Workbook page 172</b>	<b>Workbook: Activity 5</b> 1. Read the first definition aloud. Write the first letter and the following gaps on the board. Elicit the answer from learners – if no-one can work it out refer them back to the text on Coursebook page 205 to scan the article to find the correct word. 2. Learners complete the activity individually. <b>DESIRABLE</b> <b>Feedback</b> Once three or four learners have finished, check their answers. If they are correct then tell them to go round and check and correct one third/quarter of the class's answers each. <div style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></div> 1 greenhouse; 2 temperature; 3 extreme; 4 atmosphere; 5 warming; 6 desert; 7 pollution		
<b>Resources</b>	<b>Plenary</b> 1. Ask learners to think about the lesson and note down three new things they've learned which they previously didn't know. Allow them a few minutes to do this. 2. Invite learners to tell their partners what these new things are.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports. (G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G7.3.4.1.3) Analyse the meaning of words and phrases as they are used in a non-fiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss ideas and knowledge about thunder and lightning. <b>Listening:</b> To find out the facts behind thunder and lightning.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• talk about thunder and lightning.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Weather vocabulary</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>decibels, hot climates, oceans, thunderstorms, storm, thunder, lightning</i> <b>Key expressions/structures:</b> <i>followed by, take care</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may find listening activities challenging. Ensure the audio is repeated as often as necessary; completing Activity 2 in the Workbook should help learners with the more challenging Activity 3 in the Coursebook, as the Workbook text corresponds to the audioscript in the Coursebook listening task.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 206 Workbook page 173 Audio Track 51 Access to the Internet if possible or pictures of storms with lightning.		

## UNIT 12 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>Show learners a video clip of a thunderstorm on the Internet or in photos you have found.</li> <li>Ask learners to describe what they are seeing and what noises they can hear or imagine they would hear. Elicit the new target vocabulary items, <i>thunder</i> and <i>lightning</i>. You could encourage learners to recreate the sounds or the visuals of the storm in as creative a way as possible.</li> <li>Find out if any of learners are afraid of storms or were afraid of them when they were younger.</li> </ol>
Resources	Main activity
<p><b>Coursebook page 206</b></p>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Draw learners' attention to the title of the lesson and explain that <i>ahead</i> is a form of warning, i.e. <i>storms are coming close or soon</i>.</li> <li>Put learners in pairs and have them go through the questions. Tell learners that these questions are there to help refresh their memory of what they learned in Lesson 4 in the reading about extreme weather and global warming.</li> <li>Allow learners a few minutes to note down their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite various pairs to answer one question each in as much detail as possible, making sure that the vocabulary used as well as the answers are correct.</p> <p><b>Example answers</b></p> <ol style="list-style-type: none"> <li>hurricane, heatwave, flood, sandstorm</li> <li>Because of too much pollution and global warming.</li> <li>More moisture evaporates which causes heavier rains, storms and floods.</li> <li>It causes the Earth's temperature to rise.</li> <li>Greenhouse gases are dangerous because they don't let heat leave the planet and therefore the Earth's temperature rises.</li> </ol> <p><b>Differentiation Activities (Support):</b></p> <ol style="list-style-type: none"> <li>Help these learners by allowing them to look back at the text on page 205 to find the correct answers.</li> <li>Monitor and help with the formation of the answers and the logical presentation of the information.</li> </ol> <p><b>Differentiation Activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>These learners can extend the activity further by writing three more questions of their own.</li> <li>They then ask the class their questions and provide the answers if the other learners have difficulty answering them.</li> </ol>

<p><b>Workbook</b> page 173</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain to learners that as with Activity 1 in their Coursebook, this Workbook activity also aims to revise what they have learned from Lesson 4.</li> <li>2. Allow a few minutes for learners to order the sentences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Choose five learners who are sitting in a row or near each other. One by one, these learners should stand up in sequence and read out a sentence in order.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 The earth's oceans become warmer.</li> <li>2 Moisture evaporates into the air.</li> <li>3 More moisture causes heavy rain.</li> <li>4 It also causes more storms.</li> <li>5 The storms and heavy rainfall cause floods.</li> </ol>
<p><b>Coursebook</b> page 206</p>	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they will now focus on one type of extreme weather: big storms with thunder and lightning.</li> <li>2. Direct them to the three bullet points and allow them to make some notes for their answers. You could also allow them to use any available Internet access to gather some simple scientific information on how thunder and lightning happen.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Put learners in small groups and have them discuss the questions. Each group could vote for the best personal story in the third bullet point and narrate it for the other learners.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p>Answer for the second bullet point could be: Clouds have lots of electric energy in them. Sometimes they have too much electric energy and that's when lightning happens. Lightning is the energy coming out of the cloud. When lightning travels from the cloud to the ground it creates a sound: thunder.</p>
<p><b>Coursebook</b> page 206 <b>Audio Track 51</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. In pairs, give learners time to discuss the answers to the five questions. Ask them to write the answers to any questions that they think they know.</li> <li>2. Have learners listen to the audio with books closed and then go back through their answers and correct or add as required.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When everyone has finished, ask pairs to swap their answers with another pair and check them.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Yes, but if the storm is too far away, you might see the lightning but not hear the thunder.</li> <li>2 Yes</li> <li>3 Degrees Celsius</li> <li>4 30,000 degrees Celsius</li> <li>5 When you see lightning, start counting. Continue counting until you hear the thunder. Three seconds are about the same as one kilometre.</li> </ol>



<b>Workbook page 173</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Direct learners back to the Workbook.</li> <li>2. Explain that they are required to write either <i>thunder</i> or <i>lightning</i> in the spaces, so they must pay attention to whether the context is related to either sound or image.</li> <li>3. Have learners complete the task on their own for a couple of minutes.</li> <li>4. Circulate and help with any unknown vocabulary but don't confirm the answers at this point.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Allocate learners with numbers 1–13 randomly and tell them that the numbers are the items within the text.</p> <p>Read the text out loud and pause whenever an item comes up for the corresponding learner to give the correct answer. Check answers as a class this way.</p> <p><b>Answers</b></p> <p>1 Thunder; 2 lightning; 3 thunder; 4 lightning; 5 lightning; 6 thunder; 7 lightning; 8 thunder; 9 lightning; 10 Lightning; 11 lightning; 12 thunder; 13 thunder</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Who wants to be a millionaire</i> with four or five questions and four answer options for each question. Focus the questions on different extreme weather types.</li> <li>2. Divide learners into small teams and allow each team to confer and then give their answer.</li> <li>3. You could write answers on the board or invite a learner to do this for you.</li> <li>4. Allocate one point for each correct answer and find the winning team.</li> </ol>		
<p><b>Learning styles catered for (✓):</b></p>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<p><b>Assessment for learning opportunities (✓):</b></p>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.4.1.3) Analyse the meaning of words and phrases as they are used in a non-fiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 6</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss ideas about extreme weather. <b>Reading:</b> To read about storm chasers and answer questions. <b>Writing:</b> To use the passive form.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use vocabulary related to extreme weather</li> <li>• use the passive form.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Extreme weather vocabulary</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>crash, crops, ease, energy, report, reporter, roof, shines, smoke</i> <b>Key expressions/structures:</b> The passive form (present simple), collocations including: <i>storm chasers, street signs</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <p><a href="http://www.almanahj.com">www.almanahj.com</a></p> <ul style="list-style-type: none"> <li>• Some learners may find the present passive challenging. Explain the difference between the object and the subject of the sentence. For example, show learners this active construction: <i>Jenny reads the book</i>. In this sentence, <i>Jenny</i> is the subject of the sentence and <i>the book</i> is the object. However, in the passive construction <i>The book is read by Jenny</i>, the object (the book) becomes the subject and the focus of the sentence. Make sure they understand the use of the verb <i>to be</i> in the construction of passives.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 207 Workbook page 174 A cardboard box or other small container, pieces of paper		

## UNIT 12 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>Put learners into small groups. Write the following three scenarios on the board and assign one to each group: <ul style="list-style-type: none"> <li>A sandstorm</li> <li>A thunderstorm</li> <li>A flood</li> </ul> </li> <li>Learners should brainstorm in their groups what actions they should take if they were faced with that situation. Discuss and feed back to the rest of the class. You could supply the prompt: <i>In a ... I wouldn't ... / you shouldn't ...</i></li> </ol>
Resources	Main activity
<p><b>Coursebook</b> page 207</p>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>Write <i>storm chaser</i> on the board. Draw learners' attention to the photo on page 207 in their Coursebook and elicit from learners the meaning of this term.</li> <li>Gather a few ideas before reading what a storm chaser does in the rubric of Activity 4.</li> <li>Have learners read the questions first before directing them to the text. They should read it on their own and locate where the answer to each question is. Encourage them to underline the words, phrases or sentences in the text that helped them work out each answer.</li> <li>Monitor and help as necessary with any unknown vocabulary. You could pre-teach: <i>meteorology conference, field, crops, thick, ease</i>, but point out that they should focus on scanning the text to find the answers to the questions rather than reading for detail in the first instance.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Once the questions have been answered, read a question out loud and nominate a learner to stand up and give their answer, either from their notes or directly from the text. Ask learners to explain any new vocabulary or try and guess the meaning of it from the context. Confirm and correct as necessary.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>Storm Kelly in Nebraska USA.</li> <li>Towards Nebraska for a meteorology conference.</li> <li>Because she can hear the thunder close after the lightning.</li> <li>The farmer's field.</li> </ol> <p><b>Differentiation Activities (Support):</b></p> <ol style="list-style-type: none"> <li>You could tell these learners which paragraph they will find each answer in: Q1 – para 1 (introduction); Q2 – para 2; Q3 – para 3; Q4 – para 4.</li> </ol> <p><b>Differentiation Activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Challenge this group of learners to answer a few more questions on the report For example: <i>Why is everybody leaving the area?</i> <i>Why is it difficult to see when the storm starts?</i> <i>Why does the reporter say they are lucky at the end of the report?</i></li> </ol>

<p><b>Workbook page 174</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. If you have already presented the passive form with <i>Jenny reads the book</i>, as suggested in the <i>Common misconceptions</i> section above, then copy the active example from the <i>Use of English</i> box on page 207 in the Coursebook and challenge learners to change it into the passive.</li> <li>2. If you find that learners are still not comfortable with this grammar point or if you have not presented the example <i>Jenny reads the book</i>, then go through the <i>Use of English</i> box together with the learners and make sure learners have understood the structure of the passive form.</li> <li>3. If you wish, write a few more simple active sentences on the board and invite individual learners to write the passive form.</li> <li>4. Then direct learners to their Workbooks and have them work on the task on their own, so that it is easier to spot any learner that is still having trouble understanding the passive form.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners compare their answers in pairs and then ask one learner to read one sentence and then name a different learner to read the next one and so on, until all answers have been checked.</p> <p><b>Answers</b></p> <p>1 are used; 2 is caused; 3 is carried; 4 is followed; 5 is saved; 6 is produced; 7 is needed</p>
<p><b>Workbook page 174</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. If learners have had no difficulty with the previous Workbook activity, allow them to progress to the next one which is slightly more challenging.</li> <li>2. Ask learners to underline the verbs in each sentence first. Point out that the verbs have irregular past participles and help them with their formation if necessary.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Put learners in pairs to compare their answers and then have one learner read one statement out loud and their partner provide the passive form. Check answers as a class this way.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Extreme weather conditions are caused by global warming.</li> <li>2 The house is hit by lightning.</li> <li>3 The car is shaken by the wind.</li> <li>4 The loud thunder is heard by the man.</li> <li>5 A report about the flood is written by our teacher.</li> <li>6 Weather forecasts are read by people everyday.</li> <li>7 An umbrella is kept by my mother in the car.</li> </ol>

<p><b>Coursebook page 207</b></p>	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Direct learners back to the Coursebook and ask them to read the words and use them to form a sentence using the present passive.</li> <li>2. Go through the first example together to ensure all learners understand how to use the words correctly to make a sentence using the passive.</li> <li>3. Allow learners a few minutes to complete the task and encourage them to be as creative as they can by adding more information to their sentences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to volunteer their sentences to the rest of the class.</p> <p><b>Example answers</b></p> <ol style="list-style-type: none"> <li>1 Three people are injured in the storm.</li> <li>2 The storm is chased by reporters.</li> <li>3 The thunder is heard far away from us.</li> <li>4 The field is hit by lightning.</li> </ol>
<p><b>Coursebook page 207</b></p>	<p><b>Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to Activity 6 and explain that this is fictional, so they can write whatever they like as long as they are using the passive voice.</li> <li>2. Allow learners to work with a partner and brainstorm an interesting scenario about what went on during the thunderstorm at that particular time.</li> <li>3. Circulate and help with vocabulary and the formation of the passive as necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners read their paragraphs and hold a vote for the most adventurous scenario.</p> <p><b>Differentiated Activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Support this group of learners by giving them either words they can use or active sentences that they can change into the passive.</li> <li>2. These learners only need to complete a couple of sentences.</li> </ol> <p><b>Differentiated Activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. More confident learners could either write a more detailed paragraph using new extreme weather vocabulary or write a report using the passive on how to keep safe during a thunderstorm.</li> <li>2. Have these learners present their work to the rest of the class.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Prepare a cardboard box or other appropriate container with pieces of paper and a simple sentence in the passive written on each one – you could re-use some of the sentences encountered in the lesson.</li> <li>2. Call out one learner at a time and have them come to the box and pick a piece of paper.</li> <li>3. They then read the sentence out loud for the rest of the class to note down the active form.</li> <li>4. If this is too difficult, you could write the sentences on the board and allow learners a few minutes to prepare before they give their answer.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous</li> <li>• verbs in different forms (for example, indicative, imperative, interrogative, conditional and subjunctive)</li> <li>• active and passive voice</li> <li>• zero and definite articles</li> <li>• first conditional</li> <li>• deduction and assumption: must be, could be, can't be</li> <li>• possibility: may, might and could</li> <li>• expressing opinion, likes, dislikes, preference, agreement and disagreement</li> <li>• adjectives (comparative and superlative)</li> <li>• adverbs, relative adverbs (for example, where and when)</li> <li>• prepositions</li> <li>• phrasal verbs</li> <li>• verbs that take gerund</li> <li>• verbs that take infinitive</li> <li>• broader range of intensifiers such as too, enough</li> <li>• passive voice</li> <li>• collocations</li> <li>• defining and non-defining relative clauses.</li> </ul>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To identify weather symbols; to identify and match different weather collocations and match weather types to their descriptions. <b>Writing:</b> To answer weather-related comprehension questions and a cloze exercise about the weather.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>gauge their understanding of Lessons 1–6.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Unit 12 Lessons 1–6</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> All content from Unit 12 lessons 1–6 <b>Key expressions/structures:</b> All previous expressions/structures from Unit 12 Lessons 1–6		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>As it is a practice lesson of previous content, learners should really take the opportunity to consider if there are any weaknesses in their knowledge and understanding and highlight this to the teacher. Impress upon them that they need to take some responsibility for their own learning, in this way they are more likely to reach their goals.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 208 Workbook page 175 One sheet of paper for each learner		

## UNIT 12 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Begin the lesson by asking learners to consider what they have learned in the past six lessons.</li> <li>2. Ask them to share what they have learned and what they have most enjoyed doing.</li> <li>3. Explain to learners that this lesson will be a consolidation of what they have learned in Lessons 1–6.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 208</b>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Direct learners to Activity 1 and explain that this activity reviews the symbols and language for weather as used in weather forecasts.</li> <li>2. Remind learners that this activity should be for quiet and reflective learning so completed alone.</li> <li>3. If you think that learners are by now very comfortable with the weather symbols, you could hold a class race and challenge learners to finish as fast as possible.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Chain feedback. Ask one learner to read out item 1 and for another learner to read out the letter of the matching symbol. This learner then reads out item 2 and a third learner says the corresponding letter. Continue round the class.</p> <p><b>Answers</b> <a href="http://www.almanahj.com">www.almanahj.com</a>  1 e; 2 h; 3 a; 4 j; 5 f; 6 g; 7 b; 8 d; 9 i; 10 c</p> <p><b>Differentiated Activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. For learners that are finding it hard to remember what the symbols stand for, allow them to go back through Lessons 1–6 both in their Coursebooks and Workbooks and refresh their memory.</li> <li>2. As a substitution task, ask them to write a sentence for each weather condition using <i>it will be</i> and <i>there will be</i> structures.</li> </ol> <p><b>Differentiated Activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Challenge these learners to write a weather forecast that contains at least five of the ten weather conditions described in this activity.</li> <li>2. Have them present their forecasts to the rest of the class, again reminding them to use the correct style and tone.</li> </ol>



<p><b>Coursebook page 208</b></p>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to complete Activity 2 by reading both the adjective list and then the list of nouns and matching them up to make suitable collocations.</li> <li>2. Encourage learners to find as many collocations as they can.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Divide learners in two groups; one is the adjective group and the other is the noun group. If possible, ask them to stand up together in their groups.</p> <p>Copy the two columns of adjectives and nouns on the board and then invite one learner from the adjective group to call out an item from their corresponding column. Have one learner from the noun group reply with a noun from their column to form a collocation. These learners then stand out of their groups and cannot answer/speak again.</p> <p>Write the correct collocations on the board and check answers this way.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 heavy / light – rain / snow / showers</li> <li>2 extreme – weather</li> <li>3 average – temperature</li> <li>4 clear – skies</li> <li>5 strong – wind</li> <li>6 greenhouse – gases</li> </ol>
<p><b>Coursebook page 208</b></p>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read the text once aloud and pretend that you are a weather forecaster to make the information sound more interesting and real.</li> <li>2. Pre-teach the meaning of <i>region</i> (<i>area in a country</i>) to help learners understand questions 3–5.</li> <li>3. Have learners read the questions and answer them on their own. You may wish to set a time limit of about three minutes.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Put learners in pairs to check and correct each other's answers before checking answers as a class.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 around noon</li> <li>2 rather grey with some light rain</li> <li>3 the west</li> <li>4 the north, east and south</li> <li>5 the west</li> </ol>

	<p><b>Differentiated Activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide these learners with additional support by drawing a map of a fictional country and a compass rose to help them find the correct regions.</li> <li>2. Then draw symbols for the weather conditions mentioned in the forecast in the correct locations on the map.</li> <li>3. If possible, make photocopies of this map and hand them out to these learners. Tell them that this is a map to help them better understand the text.</li> <li>4. You could show the change of weather by drawing two symbols next to each other with an arrow pointing to the right symbol, for example, for the weather in the north, draw a symbol of the sun, then a right-facing arrow and then a symbol with a cloud in front of the sun.</li> </ol> <p><b>Differentiated Activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Challenge these learners by asking them to draw a map to match the forecast.</li> <li>2. Point out that the country can be a fictional one.</li> <li>3. Then they present each other with their maps and check that the symbols are correct.</li> </ol>
<p><b>Workbook page 175</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Challenge learners to cover the extreme weather types provided in the box and find the correct answers from memory.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check answers by nominating one learner to read out a definition and then naming the learner they would like to give the answer.</p> <p><b>Answers</b></p> <p>1 sandstorm; 2 lightning; 3 thunder; 4 hurricane; 5 flood; 6 heatwave</p> <p><b>EXTENSION</b></p> <ol style="list-style-type: none"> <li>1. If there is time, ask learners to think of extreme weather types they've encountered so far and which are not used in this activity.</li> <li>2. Have them prepare short descriptions of their own without revealing which extreme weather type they are describing.</li> <li>3. Then put learners in pairs to exchange descriptions and find the correct answers.</li> </ol>
<p><b>Workbook page 175</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read through the article as a class and allow learners to choose the correct word from the box as you go along.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When learners have completed the activity, read through the article and pause at each gap for learners to say the missing word out loud chorally.</p> <p><b>Answers</b></p> <p>1 pollution; 2 moisture; 3 atmosphere; 4 heavy; 5 sun/wind; 6 sun/wind</p>
<p><b>Workbook page 175</b></p>	<p><b>Workbook: Reflect on your learning</b></p> <ol style="list-style-type: none"> <li>1. Learners look back on the work they have done in the last seven lessons and complete the checklist.</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. Ask learners to look through the Coursebook Lessons 1-6 and choose their favourite lesson so far.</li> <li>2. Group learners according to their favourite lesson and ask each group to write reasons they liked the lesson on a sheet of A3 paper.</li> <li>3. Display the sheets for all learners to look at.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous</li> <li>• verbs in different forms (for example, indicative, imperative, interrogative, conditional and subjunctive)</li> <li>• active and passive voice</li> <li>• zero and definite articles</li> <li>• first conditional</li> <li>• deduction and assumption: must be, could be, can't be</li> <li>• possibility: may, might and could</li> <li>• expressing opinion, likes, dislikes, preference, agreement and disagreement</li> <li>• adjectives (comparative and superlative)</li> <li>• adverbs, relative adverbs (for example, where and when)</li> <li>• prepositions</li> <li>• phrasal verbs</li> <li>• verbs that take gerund</li> <li>• verbs that take infinitive</li> <li>• broader range of intensifiers such as too, enough</li> <li>• passive voice</li> <li>• collocations</li> <li>• defining and non-defining relative clauses.</li> </ul> <p>(G7.4.3.1.1) Build upon and continue applying conventions learned previously; use a semicolon and conjunctive adverb to link two or more closely related independent clauses.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 8</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss ideas about renewable energy. <b>Reading:</b> To read an article about renewable energy. <b>Writing:</b> To identify the meaning of new vocabulary related to renewable energy.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read for meaning</li> <li>• understand vocabulary related to renewable energy.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to global warming</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>coal, dinosaurs, geyser, resources, run out, volcano, resources, renewable</i> <b>Key expressions/structures:</b> Collocations including: <i>clean energy, fossil fuels, geothermal power, green power, hydro power, natural gas, renewable energy, solar panel, solar power, water dam, wind power, wind turbine</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• There are some unfamiliar words and phrases in the reading material about renewable energy. Ensure learners understand the meaning of this new vocabulary before moving on to the next lesson.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 209 and 210 Workbook page 176 Access to the Internet or photos of wind turbines, solar panels or other sources of renewable energy, as well as a photo of a factory emitting fumes and coal or oil burning A world map or globe		

## UNIT 12 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>Using the Internet, show learners some renewable energy sources and a factory emitting fumes. Alternatively, if you don't have Internet access, show learners the photos you have brought. You could group these photos, so that the renewable sources are together or you could randomly display them around the room and ask learners to group them into renewable and non-renewable energy sources. Can the learners work out the differences between the two groups of photos?</li> <li>Ask them to tell you if they have seen any of these images in their country.</li> <li>Put learners into groups and ask them to brainstorm the term <i>renewable energy</i>. You could write the term on the board and circle 'new' in 'renewable' to give learners a hint.</li> </ol>
Resources	Main activity
<p><b>Coursebook page 209</b></p>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Direct learners to the reading text and ask them to read silently on their own.</li> <li>Go through any unknown vocabulary, but try not to focus too much on it. Learners should get the gist of the article.</li> <li>Put learners in small groups to discuss the questions. Monitor, noting interesting answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask specific groups to give their answers based on what you heard whilst monitoring.</p> <p><b>Suggested answers</b></p> <p>Renewable is the energy that comes from resources that don't run out. It's friendly to the environment because making it doesn't cause pollution. It can come from different natural resources, like wind, the Sun, water or the earth.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Group these learners and work with them for the Reading task.</li> <li>Read through the article by allocating one learner to read one paragraph at a time.</li> <li>Stop after each paragraph to ensure these learners have grasped what they are reading. If necessary, you could ask these learners to discuss each paragraph once they've read it.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Assign a confident learner to lead a less confident group of learners rather than you doing it yourself, as above.</li> <li>After reading the article in their group, the confident learner could then work with the less confident ones to discuss the article / new vocabulary and answer the questions.</li> </ol>

<p><b>Coursebook</b> page 210</p>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Point out to learners that there are some highlighted words in the article. Elicit what these are.</li> <li>2. Have learners complete the matching activity on their own to make sure they are absorbing the new vocabulary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask for volunteers to read aloud the definitions and matching vocabulary. Allow time for learners to correct their answers.</p> <p><b>Answers</b></p> <p>1 renewable; 2 fossil fuels; 3 solar; 4 resources; 5 run out; 6 coal</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to note down the new vocabulary items in their notebooks and write a definition or draw a picture to help them remember the meaning.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Challenge these learners to write a new sentence for each item and check their ideas in pairs.</li> </ol>
<p><b>Workbook</b> page 176</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to locate Iceland on a globe or world map. Ask them to give you words to describe Iceland. Write these on the board.</li> <li>2. Draw learners' attention to the activity and ask them to work individually for a few minutes.</li> <li>3. Point out that they should start with the items they are most familiar with.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Tell learners that you will read the sentences and pause before the space for learners to shout in chorus the correct vocabulary item. If there is a difference of opinion on any answer, hold a class vote and find out which answer is the most popular. Then confirm if it is the right one and correct as necessary.</p> <p><b>Answers</b></p> <p>1 fuels; 2 run; 3 green; 4 wind; 5 solar; 6 electricity; 7 energies; 8 geothermal</p> <p><b>EXTENSION</b></p> <p>Once answers are checked, ask learners to write a short paragraph like the one in this activity about themselves and their country. Encourage them to use the new vocabulary learned in this lesson.</p>
<p><b>Workbook</b> page 176</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to complete the activity. Remind them that they have read all about this in the text in their Coursebook on page 209.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners look back at the text in their Coursebooks on page 209 to self-correct. Ask learners to correct the false sentences.</p> <p><b>Answers</b></p> <p>1 T; 2 F (oil is a fossil fuel); 3 T; 4 T; 5 F (it is called geothermal power)</p>

<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. Invite one learner at a time to come to the board and write the first vocabulary item from the lesson that comes to their mind.</li> <li>2. The rest of the class volunteers to give a short definition of the word.</li> <li>3. Help with vocabulary and grammar as necessary.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries or reports.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p>			

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<b>LESSON PLAN</b>		<b>LESSON: 9</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss environmental issues and express an opinion. <b>Reading:</b> To read about renewable energy for specific information. <b>Writing:</b> To complete cloze sentences to consolidate the present passive.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• discuss and justify their own point of view</li> <li>• use evidence from a text to support viewpoints.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to global warming</li> <li>• Present passive</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>advantage, disadvantage, windmill</i> <b>Key expressions/structures:</b> The present passive		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Exploiting fossil fuels may be a delicate subject for learners in the UAE. Emphasise the fact that although they are a great source of energy, they are indeed in danger of running out and that is the most important reason for finding alternative energy sources.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 210 Workbook page 177 A copy of the article about renewable energy from their Coursebook for each pair of learners Highlighter pens		



## UNIT 12 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Start the lesson by reading out the following: <i>In the last lesson, you read an article about renewable energy. Most scientists believe that unless we reduce the amount of greenhouse gases that we produce, there will be an increase in extreme weather conditions. What do you think? Do you agree?</i></li> <li>2. Allow learners to work in small groups to focus on and discuss this statement. What are their opinions? After a few minutes, ask each group to elect a spokesperson who can share the views of the group with the class.</li> </ol>
<p><b>Resources</b></p> <p><b>Coursebook page 210</b></p>	<p><b>Main activity</b></p> <p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Have one learner read aloud the information in the <i>Did you know?</i> box and find out whether learners knew about this information.</li> <li>2. Point out to learners that the statements in Activity 3 are based on the article on renewable energy they read in Lesson 8.</li> <li>3. Allow learners to read the statements in pairs and note down their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Tell learners that they are going to play a game. Read out the first statement. Each pair has to decide if it is true or false. If they think it's true, they run to the front of the classroom. If false, to the back of the classroom. Continue for all the statements.</p> <p><b>Answers</b></p> <p>1 true; 2 false; 3 false; 4 true; 5 false; 6 false; 7 true; 8 false</p>
<p><b>Coursebook page 210</b></p>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Give out a highlighter pen and a copy of the article on renewable energy from Coursebook page 209 to each pair of learners.</li> <li>2. Ask learners to work together and find the parts of the article that support their answers to Activity 3.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>When all pairs are ready, invite one pair at a time to the board. Ask one learner to read a highlighted part of the article and then the other learner to read the statement that it supports.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 'they are as old as dinosaurs'</li> <li>2 'If you use too much, they'll run out.'</li> <li>3 'Good news is that ... we get from them, "renewable energy".'</li> <li>4 "'green power" because it doesn't pollute the air or the water.'</li> <li>5 'a wind turbine changes the energy from the wind into electricity.'</li> <li>6 'We can have solar panels on the tops of our roofs!' – This statement is also based on logic – to collect sunshine, solar panels must be out in the open and not hidden underground.</li> <li>7 'water has a lot of energy when it moves. We can use this energy to make electricity.'</li> <li>8 'This heat is used to make electricity, called "geothermal power" – "geothermal" also comes from Greek (geo = from the earth and thermal = heat).'</li> </ol>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. If these learners are finding it hard to locate the answers within the article, point out that the statements are in the order that they appear in the text.</li> <li>2. Ask these learners to highlight the key words in the statements. This will help them locate paraphrases and synonyms in the article.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Challenge these learners to try and justify their answers to the statements from memory, before highlighting the text.</li> <li>2. Encourage them to note down their answers and see how close they are to the original text.</li> </ol>
<p><b>Workbook page 177</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Write an example of <i>the odd one out</i> on the board, preferably something easy like <i>red hot green</i>.</li> <li>2. Ask learners to think which word doesn't fit in this group and why (<i>'hot' is the word that doesn't fit because the other two words are colours</i>).</li> <li>3. Now write the example from Activity 3 on the board and ask learners to follow the same process.</li> <li>4. Gather some answers and then direct learners to their Workbooks to check if their answer is the same as in the example. There may be other ways to justify their choice, as long as it makes sense.</li> <li>5. Have learners work in pairs or small groups for a few minutes. Circulate and monitor.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Once all pairs/groups have completed the task, invite learners in random order to say which word is the odd one out and give a short and simple explanation. Help with vocabulary and pronunciation as necessary.</p> <p>If other pairs/groups agree on the word but have a different justification, allow them to share it with the rest of the class.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 the Sun – Electricity and heat are types of energy, but 'the Sun' is a source of energy.</li> <li>2 dinosaurs – Dinosaurs are animals that lived millions of years ago, whereas coal and natural gas are fossil fuels.</li> <li>3 hydro – Hydro power is a kind of clean or green power.</li> <li>4 glass – Glass is used to make solar panels, but wind and sunshine are natural resources.</li> <li>5 renewable – Renewable is a kind of energy/power.</li> <li>6 geyser – A geyser is something natural, but wind turbines and solar panels are man-made.</li> </ol>

<p><b>Workbook</b> page 177</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Check learners remember how to form the passive voice by writing this example on the board: <i>People use water for energy.</i></li> <li>2. Ask learners which verb we use to form the passive voice (<i>the verb 'be'</i>) and what happens to the verb used in the active voice (<i>it changes to a past participle</i>).</li> <li>3. Then invite a learner to come to the board and change the sentence to the passive (<i>Water is used for energy (by people).</i>).</li> <li>4. Point out to learners that we don't need to add <i>by people</i> because it's a logical piece of information. We only use this structure when we want to specifically mention who does the action. Make sure however that learners remember its use and formation.</li> <li>5. Draw learners' attention to the activity and have them complete the sentences on their own.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers by inviting one learner at a time to come to the board and write the answer for each item.</p> <p><b>Answers</b></p> <p>1 is turned / is collected; 2 is used; 3 are needed; 4 is produced; 5 is covered; 6 is changed; 7 is caused</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide some additional support for this group of learners by asking them to underline the subject in each sentence. This will help them use the verb <i>be</i> correctly.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Invite these learners to find more sentences in the article on page 209 in their Coursebooks and change them from active to passive or vice versa.</li> <li>2. Have them check their answers in pairs.</li> </ol>
<p><b>Coursebook</b> page 210</p>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Have learners discuss the questions and allow them to make notes of their answers. Explain the meaning of <i>advantages</i> and <i>disadvantages</i> if necessary.</li> <li>2. Tell learners that each pair must agree on their answers after some discussion.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Put two pairs of learners together and have them discuss their viewpoints on the three questions. Monitor and help as necessary.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>Put the class in new groups.</li> <li>Explain that being ‘green’ sometimes involves making difficult decisions. Give each group one of these scenarios to discuss and feed back to the whole class. <ul style="list-style-type: none"> <li>They are building a new factory in your town. It will mean more jobs but there will be more pollution. Should the factory be built?</li> <li>There is a no watering of gardens rule to save water. This means that many beautiful plants and flowers will die. Should this be a rule?</li> <li>Your city/town wants all citizens to drive environmentally-friendly electric cars. However, the cars are small, can only drive short distances and are not very attractive. Which car would you choose?</li> </ul> </li> </ol>

**Learning styles catered for (✓):**

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
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**Assessment for learning opportunities (✓):**

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

**Standards/SLOs:**

(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example:

- making offers and requests
- making suggestions
- expressing likes and dislikes
- expressing preferences
- giving advice using ought to, you’d better,
- obligating and prohibiting
- making assumptions and predictions (for example, She must be busy, she doesn’t answer the phone.)
- expressing agreement and disagreement
- expressing opinion.

(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively.

(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).

(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

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LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss environmental issues and eco-houses and express an opinion. <b>Reading:</b> To read about eco-houses for specific information. <b>Writing:</b> To write about an eco-house using a labelled diagram.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• discuss and justify their own point of view</li> <li>• use evidence from a text to support viewpoints</li> <li>• describe effectively how an eco-house can help reduce pollution.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to global warming and renewable energy</li> <li>• Present passive</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>layer, water</i> (verb) <b>Key expressions/structures:</b> Collocations including: <i>recycled material</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find it difficult to relate to the topic of eco-houses due to their cultural background. Encourage them to use their imagination and try to show them the importance of this new form of sustainable living. Get them to question why people around the world think it is important.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 211 Workbook page 178		

## UNIT 12 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 211</b>	<ol style="list-style-type: none"> <li>1. Tell learners that they will play a game to revise the vocabulary they have learned related to renewable energy.</li> <li>2. Divide the class into four groups. Nominate one of the groups. Call out the first word from a collocation learners learned in Lesson 8. Give this group 10 seconds to confer and then ask them for the correct word to complete the collocation. If they are correct, their team gets two points. If they are incorrect, pass the word to the next team, who if they answer correctly, score one point.</li> <li>3. Set each group a collocation in turn. The winning team is the first group to reach 5 points (or the team with the most points when you run out of collocations).</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 211</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the photos of the eco-house in the reading text and ask the starter questions.</li> <li>2. Gather information from as many learners as possible and put some ideas on the board.</li> <li>3. Invite less confident learners to read a paragraph each from the text.</li> <li>4. Confirm learners' answers to the starter questions as a class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to note down three to five differences between their life and the life they imagine Beth and Maggie have in connection to their house. Circulate and help as necessary. Put learners in pairs to share their ideas.</p> <p style="background-color: #d3d3d3; text-align: center;"><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Workbook page 178</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Direct learners to their Workbooks and ask them to complete the matching task on their own.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class by allocating pairs of learners to stand up and give an answer, by reading one sentence half each.</p> <p style="background-color: #d3d3d3; text-align: center;"><b>Answers</b></p> <p>1 e; 2 f; 3 a; 4 d; 5 c; 6 b</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Invite these learners to refer back to their Coursebooks and number the parts of the text to reflect their answers. This will help them with the matching task.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to close their Coursebooks and Workbooks and write their own summary of the text about Beth and Maggie's eco-house.</li> </ol>

<b>Workbook</b> <b>page 178</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the image of the eco-house and the different labels.</li> <li>2. Do not remind learners how each feature helps the environment.</li> <li>3. Allow learners a few minutes to write their sentences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Put learners in small groups to discuss their answers.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Coursebook</b> <b>page 211</b>	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Put learners in small groups to discuss the questions.</li> <li>2. Circulate and help as necessary. Make a note of interesting points and good use of language.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When the questions have been discussed enough, ask each group to present their ideas and say whether they agreed with each other or not. Then compare answers from different groups and try to reach a general conclusion about your learners' ideas/opinions. Use your notes to highlight interesting points not already mentioned and good use of language that you heard.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. If you find that these learners are struggling to make a conversation using the vocabulary related to renewable energy, ask them to write down as many vocabulary items as they can or refer to their notebooks if they've already made some vocabulary notes.</li> <li>2. Encourage them to give simple answers using these words.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Challenge these learners to debate question 2. Set up a panel with half the panel against the idea and half the panel for the idea. Each person on the panel gets to briefly state why they are for or against the motion. Then the rest of the group should ask questions challenging these ideas.</li> <li>2. After an allotted time (or when there are no further questions) ask the group to vote on the motion. Would more learners like to live in an eco-house, or would more learners prefer not to live in an eco-house? Find out the reasons why some of the learners voted in the way they did.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Draw a simple sketch of a house on the board.</li> <li>2. Ask for volunteers to come to the board and add a feature that makes the house an eco-house.</li> <li>3. Once one feature is added, invite another learner to stand up and briefly explain what this feature does.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>((G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example:</p> <ul style="list-style-type: none"> <li>• making offers and requests</li> <li>• making suggestions</li> <li>• expressing likes and dislikes</li> <li>• expressing preferences</li> <li>• giving advice using ought to, you'd better,</li> <li>• obligating and prohibiting</li> <li>• making assumptions and predictions (for example, She must be busy, she doesn't answer the phone.)</li> <li>• expressing agreement and disagreement</li> <li>• expressing opinion.</li> </ul> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries or reports.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous</li> <li>• verbs in different forms (for example, indicative, imperative, interrogative, conditional and subjunctive)</li> <li>• active and passive voice</li> <li>• zero and definite articles</li> <li>• first conditional</li> <li>• deduction and assumption: must be, could be, can't be</li> <li>• possibility: may, might and could</li> <li>• expressing opinion, likes, dislikes, preference, agreement and disagreement</li> <li>• adjectives (comparative and superlative)</li> <li>• adverbs, relative adverbs (for example, where and when)</li> <li>• prepositions</li> <li>• phrasal verbs</li> <li>• verbs that take gerund</li> <li>• verbs that take infinitive</li> <li>• broader range of intensifiers such as too, enough</li> <li>• passive voice</li> <li>• collocations</li> <li>• defining and non-defining relative clauses.</li> </ul>			



<b>LESSON PLAN</b>		<b>LESSON: 11</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 7</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To read a text about an eco-school for specific information. <b>Writing:</b> To write an email about an imaginary visit to an eco-school.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use evidence from a text to match headings with paragraphs</li> <li>• choose the best summary for a text</li> <li>• write an email about an eco-school.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to global warming, renewable energy and eco-buildings</li> <li>• Present passive</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>biodiversity, curriculum, drainpipe, eco-friendly, insect</i> <b>Key expressions/structures:</b> Collocations including: <i>green issues, thermal bank</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• There may be huge cultural differences between your learners and the eco-school described in this lesson. You can help learners to identify themselves to the topic by providing information on everyday life in the UK and particularly about school-life.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 212 Workbook page 179		

## UNIT 12 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to work in pairs or small groups.</li> <li>2. Have them brainstorm as many facts about Beth and Maggie's eco-house as they can remember from Lesson 10.</li> <li>3. Discuss ideas as a class and write some of the facts on the board to compare later with the facts about Howe Dell eco-school.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 212</b>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Have learners quickly read the article on Howe Dell on their own and then ask them to fill in the missing headings. Remind them that they should be reading for gist.</li> <li>2. Point out that each heading must summarise the matching paragraph well.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class by calling out a number and having the class call out the matching heading in chorus.</p> <p>Refer learners to the board and ask them to outline any differences or similarities between the eco-house in Lesson 10 and the eco-school they've just read about.</p> <p>Go through any unknown vocabulary or more demanding concepts. Refer learners to the <i>Vocabulary</i> box, as well.</p> <p style="text-align: center;"><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 A different school</li> <li>2 How Howe Dell is eco-friendly</li> <li>3 A new heating technology</li> <li>4 A green curriculum</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Group these learners into fours and allocate one paragraph to each learner. Explain that they should read this paragraph carefully and find the appropriate title from the box for it.</li> <li>2. Ask learners to share their answers with the other members of their four.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Put these learners in pairs and have them ask each other at least three comprehension questions of their own about the text.</li> <li>2. Challenge them to answer the questions without referring back to the text.</li> </ol>
<b>Workbook page 179</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain to learners that these are imaginary statements made by learners at Howe Dell school.</li> <li>2. Ask them to read each one and make a logical connection between the statement and a feature of the school in the box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners stand up in pairs. One learner reads out a statement and the other gives the correct answer. Check answers as a class this way.</p> <p style="text-align: center;"><b>Answers</b></p> <p>1 solar panels; 2 recycled rainwater; 3 Interseasonal Heat Transfer system; 4 green curriculum; 5 carpet; 6 green roof; 7 desks; 8 thick walls; 9 glass ceilings</p>

<p><b>Workbook</b> page 179</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners read the four summaries and, in pairs, choose the best one.</li> <li>Point out that, although the information may be accurate in all summaries, it doesn't mean that it covers the entire text.</li> <li>Allow learners a few minutes to complete the task and then hold a class vote about which summary they have chosen as the best one.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through each summary and explain or ask more confident learners to give their reasons why it is appropriate or inappropriate.</p> <p><b>Answers</b></p> <p>The best summary is number 2.</p>
<p><b>Coursebook</b> page 212</p>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>Have learners prepare for this writing activity by asking them to underline the facts they found most interesting in the article about Howe Dell school.</li> <li>Encourage them to use these facts to write their email to their friend back in the UAE.</li> <li>Remind them to use friendly language that shows excitement and to present their information about Howe Dell school in an interesting way.</li> <li>Point out that they can use their imagination, for example <i>Yesterday, we visited the roof and we had a green lesson about how each animal is connected to the other animals on Earth.</i></li> </ol> <p><b>DESIRABLE – could be done as homework</b></p> <p><b>Feedback</b></p> <p>Have learners exchange their emails and correct each other's spelling or grammar mistakes. Circulate and monitor.</p> <p>Invite learners to read out a few of the best emails, preferably learners that haven't written these emails.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Provide additional support to weaker learners by providing a general outline of what their email should look like.</li> <li>Give them some helpful phrases, for example, <i>It was wonderful!</i>, <i>You'll never believe what I saw ...</i>, etc.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Extend the activity further for these learners, by asking them to exchange their emails in pairs and reply.</li> <li>Have one or two pairs read out their email correspondence to the rest of the class.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Put learners in small groups and ask them to draw a diagram of Howe Dell school. Allocate the drawing task to the more artistic learners.</li> <li>Once all diagrams are complete, ask learners to choose a representative to come to the board and present their diagrams, giving a short description about what each feature of the school does.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries or reports.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous</li> <li>• verbs in different forms (for example, indicative, imperative, interrogative, conditional and subjunctive)</li> <li>• active and passive voice</li> <li>• zero and definite articles</li> <li>• first conditional</li> <li>• deduction and assumption: must be, could be, can't be</li> <li>• possibility: may, might and could</li> <li>• expressing opinion, likes, dislikes, preference, agreement and disagreement</li> <li>• adjectives (comparative and superlative)</li> <li>• adverbs, relative adverbs (for example, where and when)</li> <li>• prepositions</li> <li>• phrasal verbs</li> <li>• verbs that take gerund</li> <li>• verbs that take infinitive</li> <li>• broader range of intensifiers such as too, enough</li> <li>• passive voice</li> <li>• collocations</li> <li>• defining and non-defining relative clauses.</li> </ul>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss ideas about the environment and eco-cities. <b>Reading:</b> To read about an eco-town. <b>Writing:</b> To use new vocabulary about the environment and find the meaning of some scientific and technical terms.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read for meaning</li> <li>• understand and use new vocabulary about the environment.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to global warming and renewable energy</li> <li>• Present passive</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>reuse, traffic, waste, architects, engineers</i> <b>Key expressions/structures:</b> Collocations including: <i>food waste, industrial area, modern architecture, natural materials, public space, public transport, thermal factory, cycle path</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• There are some unfamiliar words and phrases in the reading material about Hammarby Sjöstad. Ensure learners use the <i>Vocabulary</i> box to help them.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 213 Workbook page 180 The Internet or a world map or globe A small cardboard box or other container Pieces of paper with a quiz-styled question about Hammarby Sjöstad on each one		

## UNIT 12 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to brainstorm any information they can remember about an eco-house and eco-school.</li> <li>2. In small groups, ask them to think about what an eco-city/town would be like and what additional features it would have.</li> <li>3. Share groups' ideas as a class and find out any common ones.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 213</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Find out whether learners know where Sweden is.</li> <li>2. Show them the exact location on the Internet or on your map/globe.</li> <li>3. Ask learners to brainstorm ideas about the weather and way of life there.</li> <li>4. Draw learners' attention to the photo of Hammarby Sjöstad in their Coursebooks and ask them to describe it and to say whether they notice anything strange about it. Accept all logical answers.</li> <li>5. Have learners read the article on their own and help with any new vocabulary or more demanding language structures. Make sure learners refer to the <i>Vocabulary</i> box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to give one reason each why Hammarby Sjöstad is good news for the environment. Write their answers on the board.</p> <p><b>Answers</b></p> <p>Learners' own answers relating to the text.</p>
<b>Coursebook page 213</b>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs.</li> <li>2. Explain that the words appear in order in the text, if you think that this would be helpful.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When all learners have finished, ask them to swap their answers with another pair and check each other's answers.</p> <p><b>Answers</b></p> <p>1 natural materials; 2 public space; 3 cycle path; 4 public transport; 5 reused</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. You could group these learners into fives and allocate one word or collocation to each member of the group.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. You could ask these learners to do the activity with the text covered.</li> </ol>

<p><b>Workbook page 180</b></p>	<p><b>Workbook: Activity 1</b></p> <p>1. Have learners complete the matching task on their own without referring to their Coursebooks.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Divide learners into two groups each representing one column of words. The group with the left column calls out one item for the other group to reply with the matching item in chorus. Check pronunciation and drill as necessary.</p> <p><b>Answers</b></p> <p>1 b; 2 e; 3 c; 4 f; 5 a; 6 g; 7 d</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Allow these learners to look back at the article in their Coursebooks if they are finding this task too challenging.</p> <p>2. Encourage them to note down their collocations and write a sentence for each one to bring to the next class.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Put these learners in pairs. One learner covers the left column and the other the right one.</p> <p>2. They note down the missing part of the collocation and then compare their answers. Ideally their answers should combine to create the correct collocations.</p>
<p><b>Workbook page 180</b></p>	<p><b>Workbook: Activity 2</b></p> <p>1. Challenge learners to complete the sentences from memory before referring to the collocations in Activity 1.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>1. Put learners in groups and have them read the sentences out loud and confirm the answers.</p> <p><b>Answers</b></p> <p>1 food waste; 2 cycle path; 3 public transport; 4 thermal factory; 5 industrial area; 6 natural materials; 7 modern architecture</p> <p><b>EXTENSION</b></p> <p>Ask learners to choose three numbers from 1–7. Each number corresponds to a sentence in the activity.</p> <p>Challenge them to write a different sentence using the collocations in each sentence they have chosen but to keep the collocation a secret.</p> <p>Then have learners exchange their sentences in pairs and complete each other's sentences.</p>

<b>Coursebook page 213</b>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>Put learners in pairs, ideally a weaker one with a more confident one.</li> <li>Have them go through the questions and give their answers in as much detail as possible.</li> <li>Monitor and help as necessary.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Gather learners' answers by asking for volunteers to give their views and find out whether learners share any ideas.</p> <p style="background-color: #e0e0e0; text-align: center;"><b>Answers</b></p> <p>Learners' own answers.</p>
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<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>Prepare some quiz-style questions about Hammarby Sjöstad, for example, <i>How many people live in Hammarby Sjöstad?</i>, <i>What public transport can you find there?</i>, etc.</li> <li>Put these questions in a cardboard box / container and place it at the front of the class.</li> <li>Invite a learner to come to the front, pick a question and read it out loud to the class for them to answer.</li> <li>If you wish, you can put the answers in brackets so that the learner asking the question can confirm the answer.</li> </ol>

**Learning styles catered for (✓):**

Visual ✓      Auditory ✓      Read/Write ✓      Kinaesthetic ✓

**Assessment for learning opportunities (✓):**

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

**Standards/SLOs:**

(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example:

- making offers and requests
- making suggestions
- expressing likes and dislikes
- expressing preferences
- giving advice using ought to, you'd better
- obligating and prohibiting
- making assumptions and predictions (for example, She must be busy, she doesn't answer the phone.)
- expressing agreement and disagreement
- expressing opinion.

(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports.

(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.



LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To give a presentation about a plan to build an eco-city in their country. <b>Reading:</b> To find specific information in the text about an eco-town. <b>Writing:</b> To use new vocabulary about the environment and eco-cities/towns to write a presentation about a plan to build an eco-city in their country.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use the reading text about an eco-town to confirm if statements are correct or false</li> <li>• use environment-related vocabulary to write a presentation about a plan to build an eco-city in their country.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to global warming and renewable energy</li> <li>• Eco-houses, eco-schools and eco-cities</li> <li>• Present passive</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>benefit, negative, positive, research</i> <b>Key expressions/structures:</b> All key expressions/structures from Unit 12 Lessons 8–12		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may feel anxious about giving their presentation in front of their peers. Ensure that learners have plenty of time to practise in pairs and listen to the pronunciation of individual words.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 214 Workbook pages 180 and 181		

## UNIT 12 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to think about three things they learned in the previous lesson.</li> <li>2. Put learners in pairs, and have them present what their partner learned.</li> <li>3. This will give you an idea about which learners will find it most difficult to give a presentation of their written work.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 214</b>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the <i>Did you know?</i> box and ask them to share anything they know about these countries and how environmentally-friendly they are.</li> <li>2. Have learners complete the task from memory on their own.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Allow learners some time to refer back to the reading text about Hammarby Sjöstad and check their answers. Ask for a show of hands for who got them all correct.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <p>1 false; 2 false; 3 false; 4 false; 5 true; 6 true; 7 true; 8 false</p>
<b>Coursebook page 214</b>	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Put learners in pairs to skim through the text and find the parts that justify the answers in Activity 4.</li> </ol> <p style="color: green; font-size: 1.2em; text-align: center;">www.almanahj.com</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Choose learners to present their answers. There may be more than one possible justification within the text, so make sure that all logical answers are accepted as correct. Ask learners to change the false statements in Activity 4 to correct ones.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Support these learners by pairing them up with a more confident learner.</li> <li>2. Have the more confident learner point out the connection between the reading part and each statement in Activity 4.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Challenge this group of learners to think of five more true/false statements about Hammarby Sjöstad.</li> <li>2. Put these learners in pairs to exchange statements and confirm whether they are true or not, giving their reasons based on the text.</li> </ol>

<p><b>Workbook page 180</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Make sure learners are familiar with the words <i>positive</i> and <i>negative</i>. Write the corresponding symbols for each one, i.e. + and – to help them understand the meaning.</li> <li>2. Help learners with any new expressions used for hopes, beliefs, ideas, etc.</li> <li>3. Have them complete the task in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers by asking one learner from a pair to read the statement and the other to confirm if it's positive or negative. Make sure that the learner reading the statement is using the correct tone, i.e. happy and excited for positive statements, thoughtful and apprehensive for negative ones.</p> <p><b>Answers</b></p> <p>1 positive; 2 positive; 3 negative; 4 positive; 5 positive; 6 negative</p>
<p><b>Coursebook page 214</b></p>	<p><b>Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Present the scenario to the learners and make sure everyone has understood the task. Clarify the jobs: architect and engineer.</li> <li>2. You may also wish to explain that a presentation aims to inform an audience about a plan, idea, research, etc. (in this case a building plan) but also hopes to persuade the audience to make a favourable decision.</li> <li>3. Learners may feel a little challenged by such a piece of writing, but encourage them by letting them know that their work needs to be short and contain only basic information.</li> <li>4. Have learners make notes of their ideas on the points outlined. Point out that they don't need to write their presentations yet.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>If you think this would be helpful, put learners in pairs to come up with more and better ideas. Circulate, feeding in to their discussions.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p><b>Workbook page 181</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Use this presentation template to help learners get a clearer idea of what their piece of writing needs to look like.</li> <li>2. To give a more visual explanation of the presentation template, draw a human body on the board and label the head as 'Introduction', the body as 'Body' and the legs as 'Conclusion'. Then tell learners that the name of the person is the title of the presentation.</li> <li>3. Allow learners enough time to write their presentation in the template provided in their Workbooks or copy this template onto a sheet of paper or notebooks and do the writing task there. Make sure they have consulted the <i>Writing tip</i> box to achieve the correct tone and language.</li> <li>4. Encourage them to use the notes they made for Coursebook Activity 6.</li> </ol> <p><b>CORE – could be done as homework</b></p> <p><b>Feedback</b></p> <p>Circulate and make sure all learners are dealing well with the writing task. Help as necessary with appropriate language and ideas.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

<b>Coursebook page 214</b>	<p><b>Speaking: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that the class is a group of people responsible for eco-building in their country and that they will make the decision about whether or not to accept their plans to build their eco-city.</li> <li>2. Go through the <i>Speaking tip</i> box and write some polite expressions, like the ones suggested, on the board.</li> <li>3. Invite a strong learner to give their presentation first and encourage the rest of the class to ask questions at the end of the presentation.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>If you wish, hold a vote so the class decides whether they accept the plan presented or not. Invite all learners to give their presentation to the class if time permits. A faster alternative would be to divide learners in small groups of three to four and have each learner give their presentation to the other members of the group to ask questions and then decide.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to briefly say why they were convinced or not by the reports they listened to.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G7.2.2.1.2) Deliver research presentations defining a thesis and summarising all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources.</p> <p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries or reports.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Reading:</b> To examine newspaper headlines and predict the story that might follow.</p> <p><b>Writing:</b> To write sentences using the present passive; To write summaries of newspaper articles; To complete a text about an eco-city in China; To unscramble words connected to the environment.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• use the present passive</li> <li>• practise using vocabulary learned in the unit</li> <li>• roleplay a discussion about buying/selling an eco-house.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• All content from Unit 12 Lessons 8–13</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> All vocabulary from Unit 12 lessons 8–13</p> <p><b>Key expressions/structures:</b> All key expressions/structures from Unit 12 lessons 8–13</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Some learners may have difficulty with the Workbook unscrambling activity. Ask learners to pay special attention to the context to find clues. This should help them to discover the missing word.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 215</p> <p>Workbook page 182</p>		

## UNIT 12 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Remind learners that this is a practise and prepare lesson and they will be reviewing activities that they have completed during Lessons 8–13.</li> <li>2. Ask: <i>What have you learned? What have you enjoyed?</i></li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 215</b>	<p><b>Writing: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that this activity reviews the present passive from the unit. Ask a volunteer to give you an example of a present passive sentence. Write it on the board and underline or circle the verb <i>to be</i>, the past participle and the word <i>by</i> if used. Remind learners that this is how the passive is constructed. Ask another volunteer to make the sentence active so that the class can compare the two.</li> <li>2. Learners complete the task individually.</li> <li>3. Circulate, checking that learners are on task.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When complete, read out a sentence using either the correct or incorrect verb from the box. Learners should put up their hands if they think you have used the correct verb.</p> <p><b>Answers</b></p> <p>1 is made by; 2 is recycled; 3 is heated by; 4 is called; 5 are used by</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow these learners to work together in pairs if they find this more helpful.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have these learners turn the sentences into active sentences.</li> </ol>
<b>Coursebook page 215</b>	<p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read each headline and then to write down what they think the article will be about.</li> <li>2. Allow less confident learners to work in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When completed, choose volunteers to read out one of their summaries to the class. Does everyone agree with the main points?</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

<b>Workbook page 182</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the photo and ask them to say what they think the photo shows.</li> <li>2. Have learners work individually on the completing task.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Allocate a learner to read the text or read it yourself, pausing before each missing word for the class to call out the answers in chorus.</p> <p><b>Answers</b></p> <p>1 eco-city; 2 architects and engineers; 3 industrial; 4 environmentally; 5 area; 6 public; 7 transport; 8 electricity; 9 recycled; 10 Solar panels</p>
<b>Workbook page 182</b>	<p><b>Workbook: Reflect on your learning</b></p> <ol style="list-style-type: none"> <li>1. Learners look back on the work they have done in the last seven lessons and complete the checklist.</li> </ol>
<b>Coursebook page 215</b>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the scenario together with the class and explain any unclear points.</li> <li>2. Divide learners into pairs and allocate each learner the role of the buyer or the seller.</li> <li>3. Encourage learners to make notes of the information they think they will need for this role-play, for example, the price of the house, features, eco-city amenities, etc.</li> <li>4. Once learners are ready, have them roleplay the situation and when they feel the discussion is complete, have them swap roles.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Monitor learners by walking around the classroom. Choose at least one pair to model their dialogue to the class.</p> <p>Find out whether learners would be willing to buy the eco-house or not and why.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look back at the learning outcomes. Is there anything they feel they need to continue working on?</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> <li>• past simple, past continuous, present perfect, present perfect continuous</li> <li>• verbs in different forms (for example, indicative, imperative, interrogative, conditional and subjunctive)</li> <li>• active and passive voice</li> <li>• zero and definite articles</li> <li>• first conditional</li> <li>• deduction and assumption: must be, could be, can't be</li> <li>• possibility: may, might and could</li> <li>• expressing opinion, likes, dislikes, preference, agreement and disagreement</li> <li>• adjectives (comparative and superlative)</li> <li>• adverbs, relative adverbs (for example, where and when)</li> <li>• prepositions</li> <li>• phrasal verbs</li> <li>• verbs that take gerund</li> <li>• verbs that take infinitive</li> <li>• broader range of intensifiers such as too, enough</li> <li>• passive voice</li> <li>• collocations</li> <li>• defining and non-defining relative clauses.</li> </ul>			



LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss ways we can protect the environment. <b>Reading:</b> To read and discuss statements about the environment and evaluate how 'green' they are. <b>Writing:</b> To design a leaflet about protecting the environment.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use vocabulary related to the environment</li> <li>• write for a specific audience and purpose.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary relating to climate change and the environment</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> All vocabulary from Unit 12 lessons 8–13 <b>Key expressions/structures:</b> <i>brush your teeth, washing machine</i> , persuasive language		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners need to be aware that the main writing activity is a leaflet aimed at teenagers. How can they make their leaflets different and teen specific? If possible, allow learners to use computers so they have access to images and different fonts.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 216 Workbook page 183 Large A3 paper and pens for brainstorming Access to computers and the Internet if possible. If not, paper and colouring pens.		

## UNIT 12 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<p>1. Tell the class that someone has sent an email to the principal of their school and you've brought it in to share with them. If possible display it on an interactive whiteboard; if not, read it to them:</p> <p><i>Dear (insert name of principal)</i></p> <p><i>I am very concerned about the future of our planet. I really think our school is not doing enough to protect the environment. I think we should try to 'go green' and do something to help.</i></p> <p>2. Put the class into groups. Ask: <i>Can each group think of at least one way in which the school could help protect the environment? What can we do as teenagers?</i></p>
<b>Resources</b>	<b>Main activity</b>
<p><b>Coursebook page 216</b></p>	<p><b>Reading: Activity 1</b></p> <p>1. Ask learners to first read the statements and then rank them in order of danger with the most dangerous first.</p> <p>2. Explain that this activity is not easy as there may be more than one sensible order.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners can discuss together in pairs the consequences of each statement. Alternatively, learners could discuss the statements as a whole class activity if time permits.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p><b>Coursebook page 216</b></p>	<p><b>Reading: Activity 2</b></p> <p>1. Direct learners to Activity 2 and ask them to read the statements and then to decide if they are true or false.</p> <p>2. Ask them to work on their own.</p> <p>3. Circulate, checking learners are on task.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When complete, ask learners to check their answers with a partner before feeding back to the whole class.</p> <p><b>Answers</b></p> <p>1 true; 2 false; 3 false; 4 false; 5 true; 6 false; 7 true; 8 false; 9 false; 10 false</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Put these learners in pairs and allocate five sentences to each partner.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Challenge these learners to correct the false sentences.</p>

<p><b>Workbook page 183</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners should answer the fun questions to see how environmentally-friendly they are.</li> <li>Learners should attempt the quiz independently.</li> <li>Ensure that all learners understand the questions.</li> <li>This activity would also work as a speaking task with learners taking turns to interview each other in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>For each answer they give - <i>a</i>, <i>b</i>, or <i>c</i> – they get a score of 1, 2 or 3 (see below). Distribute the marking scheme or display it on a projector.</p> <p>When complete, learners add up their scores to see how ‘green’ they really are.</p> <p><b>Answers</b></p> <p>1 a) 3 b) 2 c) 1  2 a) 2 b) 1 c) 3  3 a) 1 b) 2 c) 3  4 a) 2 b) 1 c) 3  5 a) 1 b) 2 c) 3  6 a) 3 b) 2 c) 1  7 a) 2 b) 3 c) 1  8 a) 3 b) 2 c) 1  9 a) 3 b) 1 c) 2  10 a) 1 b) 2 c) 3</p> <p>If learners scored 1–10 = They really need to work on being kinder to the environment.  If learners scored 11–20 = They care about the environment but need to think more carefully about their choices.  If learners scored 21–30 = They are environmental warriors!</p>
<p><b>Coursebook page 216</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>Direct learners back to their Coursebook: Activity 3.</li> <li>In groups, ask them to brainstorm as many ideas as possible to stop or reduce global warming.</li> <li>Give learners some sugar paper or large A3 pieces of paper and pens. They should choose one or two members of the group to write their ideas on the paper.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Display all the posters on the walls. Encourage learners to walk around and read each other’s ideas.</p> <p><b>Answers</b></p> <p>Learners’ own answers.</p>

<b>Coursebook page 216</b>	<b>Writing: Activity 4</b>		
	<ol style="list-style-type: none"> <li>1. Explain to learners what a leaflet is, if necessary, i.e. a piece of paper that gives information or advertises something, usually handed out on the street.</li> <li>2. Draw attention to the fact that they should design a leaflet that is attractive to other teenagers. If possible, allow learners access to computers so they will be able to choose images and publishing tools to help make the leaflet more appealing to a teenage audience.</li> <li>3. Make sure learners understand that they should address all three bullet points in their leaflets.</li> <li>4. Circulate, checking learners' sentence construction and vocabulary.</li> </ol> <p><b>CORE – this could be done for homework</b></p> <p><b>Feedback</b></p> <p>Put learners into small groups of five or six and ask them to hand around their leaflets for the other members of their group to read. Choose individual learners and ask them to comment on one of the leaflets they have read, saying what they liked about the design, or an important point that was mentioned, or anything else noteworthy.</p>		
	<p><b>Answers</b></p> <p>Learners' own answers.</p>		
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide sentence starters to help these learners such as: <i>Scientists believe that global warming is caused by ... Climate change is when ... There are many ways we can help reduce climate change ...</i></li> </ol>		
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to include examples of passive present sentence construction in their leaflets.</li> </ol>		
<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. Choose volunteers to come to the front to showcase and explain their leaflets.</li> <li>2. Hold a class vote for the best and most persuasive leaflet.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.4.1.1.2) Produce posters, brochures, leaflets, and advertisements.</p> <p>(G7.4.1.1.6) Write reports in a standard form, including formatting (for example, headings) and graphics; convey information and ideas on abstract and concrete topics, check information, and ask about and explain problems.</p> <p>(G7.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically.</p>			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Vocabulary:</b> To revise weather vocabulary. <b>Speaking:</b> To discuss the seasons. <b>Listening:</b> To listen to a weather forecast.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use vocabulary about the weather and the environment in a real life setting.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary about the environment and global warming</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> All vocabulary related to the weather <b>Key expressions/structures:</b> Revising structures and expressions previously encountered in this unit		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• As this lesson is a unit review, if learners have a particular difficulty, then refer them back to earlier in the unit.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 217 Audio Track 52 A small ball for the Starter activity		

## UNIT 12 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Tell learners that they will play a game based on all the new vocabulary they have learned in this unit.</li> <li>2. Hold the ball, call out a vocabulary item, for example <i>solar panel</i>, and then throw the ball to a learner.</li> <li>3. This learner must then call out another word from the unit and throw the ball to a different learner.</li> <li>4. Carry on with this game until most of the unit vocabulary has been mentioned.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<p><b>Coursebook page 217</b> <b>Audio Track 52</b></p>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell the class that they are going to listen to a weather forecast.</li> <li>2. Read through the table with learners, drawing attention to the times on the top row and the areas in the left-hand column.</li> <li>3. Explain that they are going to hear the whole transcript and need to complete the missing words when they hear them.</li> <li>4. Play the audio track and ask learners to complete the missing words in the table.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to give their answers using full sentences.</p> <p><b>Answers</b></p> <p>1 low; 2 wind; 3 sunny; 4 windy; 5 sunshine; 6 rain; 7 snow; 8 cloud; 9 16; 10 clear; 11 light</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow these learners to read the audioscript as they listen.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to choose one region and write the full weather forecast for it based on the information they have in the table.</li> <li>2. Have them come to the front of the class and present their forecast in a professional way.</li> </ol>
<p><b>Coursebook page 217</b></p>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to think back to the different types of renewable energy they've learned about in this unit.</li> <li>2. Refer them to the four images in the activity and ask them to write for each one which type of renewable energy the image represents.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>This is a very quick activity and can be completed orally if required. When completed, learners should share their answers with the rest of the class to see if everyone agrees.</p> <p><b>Answers</b></p> <p>1 hydro power; 2 geothermal power; 3 wind power; 4 solar power</p>

	<p><b>Differentiation activities (Support):</b></p> <p>1. To assist learners that are having difficulty remembering the exact renewable energy types, give them the words <i>hydro, wind, solar and geothermal</i> to use in their answers.</p>		
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask these learners to write one or two facts they can remember about each renewable energy type to share with the rest of the class.</p>		
<b>Coursebook page 217</b>	<p><b>Speaking: Activity 3</b></p> <p>1. Working with a partner, ask learners to discuss which season is their favourite and why.</p> <p>2. Put some sentence starters on the board as necessary such as:</p> <p style="padding-left: 40px;"><i>I like (season x) because ...</i></p> <p style="padding-left: 40px;"><i>During (season x) I like to ...</i></p> <p style="padding-left: 40px;"><i>In the (season x) I can wear / do / take part in ...</i></p> <p>3. Circulate and note down any common errors and examples of good language use.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Praise learners on the conversations you heard. Write up any common errors anonymously and get the class to correct them. Write up examples of good use of language and explain why they are good and drill if appropriate.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>EXTENSION</b></p> <p>Ask learners to write a short paragraph explaining which is their favourite season and why. Encourage them to include reasons why they like the other seasons less. You could also suggest that they write about a season in another country that they would like to experience.</p>		
<b>Resources</b>	<b>Plenary</b>		
	<p>1. Invite three learners to come to the front to explain which are their favourite seasons.</p> <p>2. Ask the rest of the class to vote as to who they think gave the best explanation and why.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G7.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p>			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To research their project ideas. <b>Writing:</b> To write up their projects. <b>Speaking:</b> To practise giving their presentation with a partner.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• prepare a TV news report about an extreme weather situation</li> <li>• write a TV news report about an extreme weather occurrence</li> <li>• work independently and practise presenting their TV news report with a partner.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• The environment</li> <li>• Extreme weather conditions</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Initiative and Self-Direction: Reinforce the learning process to set goals, manage time, and work independently by monitoring, defining and prioritising tasks to complete a TV news report</li> </ul>		
<b>Key vocabulary:</b> Vocabulary from Unit 12 and any new vocabulary from learners' research into an extreme weather situation <b>Key expressions/structures:</b> Any from Unit 12		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find it difficult to organise the information they find about their extreme weather situation in a coherent way. Make sure they follow this general outline:             <ul style="list-style-type: none"> <li>o weather conditions</li> <li>o effect on people/cities/animals, etc.</li> <li>o what people are doing to tackle any problems/damages caused by the weather</li> <li>o good news about the weather changing.</li> </ul> </li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 218 Access to the Internet if possible. If not, a news bulletin/broadcast you have copied about an extreme weather situation Magazines/sources about famous extreme weather situations		



## UNIT 12 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Use your Internet access to show a short clip of a TV news broadcast about a famous extreme weather situation such as the tsunami in Japan in 2011.</li> <li>2. Encourage learners to listen for gist and not worry about any details or scientific terms they don't understand. The purpose is for them to familiarise themselves with the style of TV news reports.</li> <li>3. Ask a few questions to make sure learners have understood most of the news report.</li> <li>4. Make a note of any useful phrases from the report.</li> </ol>
Resources	Main activity
Coursebook page 218	<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm some well-known extreme weather situations that have happened in the world.</li> <li>2. There is a short TV news report about the great dust storm that hit Australia in 2009 on page 218 of the Coursebook. Read it out loud for learners to listen to your tone of voice and way of emphasising details. Encourage learners to practise reading this TV news report aloud to themselves.</li> <li>3. Before learners can even begin their task, they will have to decide which extreme weather situation they will be presenting. There are a multitude of resources on the Internet about extreme weather situations which learners should be free to explore. Alternatively, have them look through your magazines/sources.</li> <li>4. Learners should also have access to any vocabulary that they might need. Remind them to look back through the unit for vocabulary related to this topic.</li> <li>5. Allow learners enough time to make notes for Stage 2, as well as to search for some images on the Internet (Stage 3), if possible.</li> <li>6. Put learners in pairs for Stage 4 and have them write their TV news report. Together they need to practise presenting the report like a professional news broadcaster.</li> <li>7. Monitor and help as necessary throughout this preparation process.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Stay close to these learners and help them with the writing of the report. Make sure the language is appropriate and explain any unknown words</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to use the present passive where possible.</li> </ol>
Resources	Plenary
	<ol style="list-style-type: none"> <li>1. Ensure learners are ready to present their TV news report in the next lesson.</li> <li>2. Remind learners to review the learning outcomes for the lesson and check that they have been met.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.			

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LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To deliver a TV news presentation to the class. <b>Listening:</b> To listen respectfully and attentively. <b>Speaking:</b> To ask and reply to pertinent questions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• present a TV news report to peers and teacher</li> <li>• ask and answer questions to demonstrate understanding.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary about the environment and global warming</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Flexibility and Adaptability: Reinforce the understanding and importance of feedback in English, from teachers and other learners</li> </ul>		
<b>Key vocabulary:</b> Key vocabulary from Unit 12 <b>Key expressions/structures:</b> Key expressions and structures from Unit 12		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may feel very apprehensive about speaking in public. To allay this, direct them to the Coursebook where there are very clear guidelines on how to successfully speak to an audience.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 219 The Internet		

## UNIT 12 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Invite learners to think about famous news presenters in their country.</li> <li>2. Ask them to name one or two reasons why they like this news presenter and then do the same about any they don't like.</li> <li>3. Ask them to make notes of their likes and dislikes and challenge them to imitate or avoid what these TV presenters do accordingly when their time comes up to present their news report.</li> <li>4. If there is Internet access, invite learners to find clips of their favourite news presenter for the class to watch.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 219</b>	<b>Presentation</b>
	<ol style="list-style-type: none"> <li>1. Make sure all learners have their presentations and have used the checklist in Stage 2 to make sure that the order is correct.</li> <li>2. Refer learners to the <i>Speaking tip</i> box and discuss the importance of speaking confidently and clearly.</li> <li>3. Remind learners of the audience's responsibility to help the presenter.</li> <li>4. Choose learners to present their projects individually.</li> <li>5. Allow time for questions and answers at the end of each presentation.</li> </ol>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Stand close to these learners whilst they present their TV news report to offer last-minute vocabulary choices and general support if they are very nervous speaking in front of their peers.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Choose further questions to ask about these learners' chosen extreme weather situations.</li> </ol>
<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>1. Give lots of praise.</li> <li>2. Ask learners to reflect upon the peer assessment questions in the Coursebook both for themselves and for their peers. What were the best parts from the TV news reports?</li> <li>3. Ask learners to reflect upon what they have learned from completing the project activity.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G7.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker’s claims and conclusions. (G7.2.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G7.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.			

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## Audioscript

### UNIT 1

#### Track 2

**Student:** Good morning, my name's Aisha Jassim. I'm new.

**School secretary:** Nice to meet you, Aisha. I'm Mrs Alia the school secretary. How are you?

**Student:** I'm fine, thanks.

**School secretary:** Come with me. I'll take you to your classroom.

**Student:** Thank you.

**School secretary:** Right, here's your classroom and your teacher is Mrs Latifa. Have a good day. Bye, Aisha.

**Student:** Goodbye.

#### Track 3

**Girl:** I'm from Singapore. When we meet someone for the first time, we usually nod our heads and smile. In formal situations we shake hands.

**Woman:** In Argentina, women give one kiss on the cheek when they greet friends and family. In formal situations, people shake hands.

**Man:** In India, close friends and family members hug when they meet but they do not kiss. You only kiss babies and very young children.

**Boy:** In Thailand, we don't hug or kiss each other when we meet. We greet friends and colleagues with 'wai'. Wai is a gesture. You put your hands together and bow your head. The tips of your thumbs should touch your chin for a friend and your nose for someone older than you. However, today younger people usually wave and even hug.

#### Track 4

**Mason:** Hey Ismael.

**Ismael:** Hi Mason. How are you doing?

**Mason:** I'm fine, thanks. How are you?

**Ismael:** I'm OK. I'm doing a school project. I have to write about greeting in another culture.

**Mason:** Well, how about my culture? I can tell you lots about New Zealand.

**Ismael:** Great, yes please. Can I ask you some questions?

**Mason:** Sure, fire away.

**Ismael:** OK, well first of all, how do you greet an adult?

**Mason:** Oh, that's easy. You just shake their hand and smile. Remember to use the adult's surname, not their first name. But if the adult is a Maori you say hello in a different way

**Ismael:** Really? So, how do you greet a Maori?

**Mason:** Well, when greeting Maori people, it's important to touch your nose and forehead to the other person's and shake their hand. This is called 'hongi'

**Ismael:** Wow. How interesting.

#### Track 5

**Samihah:** Hi Nada. How are you doing?

**Nada:** I'm very well, thanks, Samihah. I'm glad it's the weekend.

**Samihah:** Yes, me too. Are you doing anything tomorrow?

**Nada:** On Friday? I think my family are going to drive to the desert. We're going to hire a 4 x 4 and drive over the dunes.

**Samihah:** Oh, that sounds like fun. OK, well are you free on Saturday?

**Nada:** I think so. I've got some homework to do, but I'll do that in the evening.

**Samihah:** OK. Would you like to come to my house for lunch? My mum says that she'll cook something nice for us.

**Nada:** I'd love to. What sort of time should I come over?

**Samihah:** About 12.00?

**Nada:** Sorry, Samihah, I can't make it then. How about after prayer-time?

**Samihah:** Good idea. How about 1.30 then?

**Nada:** Perfect. I'm really looking forward to meeting your family.

**Samihah:** Yeah, it'll be fun. Hope you have a great time tomorrow too.

**Nada:** We're thinking of going to the desert again next weekend. Do you fancy coming?

**Samihah:** That'd be cool. Thanks, Nada. See you on Saturday

**Nada:** Great. Bye Samihah.

#### Track 6

**Yasmin:** Grandma, can I please borrow your camera?

**Grandma:** I'm not sure, Yasmin. It's very expensive.

**Yasmin:** Oh, please, Grandma. I promise I'll be careful with it.

**Grandma:** OK, but let me show you how to use it first.

**Yasmin:** OK. It's digital, isn't it?

**Grandma:** Yes, it is. It's very easy to use.

**Yasmin:** If I'm careful, can I please take it to school tomorrow?

**Grandma:** OK, I suppose so.

**Yasmin:** Thanks Grandma!

**Mr Naji:** Good morning, Mr Paul.

**Mr Paul:** Good morning, Mr Naji. How are you?

**Mr Naji:** I'm very well, thank you. May I ask you something?

**Mr Paul:** Of course. Fire away.

**Mr Naji:** Well, you've nearly finished working on this project, haven't you?

**Mr Paul:** Yes, I have.

**Mr Naji:** So, now you'll be looking for another project to work on, won't you?

**Mr Paul:** Yes, that's right, I will.

**Mr Naji:** Well, I have a colleague who is looking for a good project manager. Could I possibly send him your contact details?

**Mr Paul:** Of course, thank you very much.

**Mr Naji:** You're welcome, Mr Paul.

### Track 7

- 1 That suitcase looks very heavy, Mrs Arwa. Can I help you?
- 2 You should zip up your bag, or your books will fall out.
- 3 I've just arrived in the city. Could you tell me the way to the cultural centre, please?
- 4 I need to look up some information on the Internet. Could I borrow your laptop, please?
- 5 Will it be dusty in the park? Should I wear my best running shoes?

### Track 8

**Omar:** My name is Omar and I'm twelve years old. I am spending the summer holiday in London with my grandmother because it is very hot in Dubai. Here in London it is not hot at all.

Another reason I am in London is because my parents want me to get to know my cousins who live in England better, and to improve my English. My cousins have visited us in Dubai before, but this is the first time I have been to London.

I miss Dubai, because I miss seeing all my friends. At home, in the early mornings, we ride our bikes around the neighbourhood before it gets too hot, then we visit each other's houses or go to the mall where it's cool. Here in London, there are lots of parks and museums. I have borrowed a bike so I can ride in the park with my cousins, but we only ride our bikes at the weekend. Yesterday, I went to a theme park with my aunt and my cousins. It was very busy but great fun.

I see my cousins almost every day. My cousin Ahmed is the closest to me in age. He is 13. Sometimes we play computer games together. He is taller than I am, but we both have brown hair and green eyes, so you can tell we are related. People who see us together think we are brothers. My uncle says that he will take me and my

cousins to a football match before I go home. I am very excited about that, but I am looking forward to going home in two weeks.

### Track 9

**Mariam:** Hi Salma

**Salma:** Hi Mariam. How's it going?

**Mariam:** Yeah, OK. It's Maths next, isn't it?

**Salma:** Yep. I can share your textbook, can't I? I've left mine at home.

**Mariam:** Sure. Should we get going? We might be late.

**Salma:** Yes, let's go.

**Mr Amudin:** Good morning, Tariq.

**Tariq:** Good morning, Mr Amudin. How are you?

**Mr Amudin:** I'm very well, thank you. You aren't running late for class, are you, Tariq?

**Tariq:** No, Mr Amudin. I'm on my way to Maths now. You are teaching my class, aren't you, sir?

**Mr Amudin:** Yes, that's right. We should hurry, the class will be waiting.

## UNIT 2

### Track 10

**Abdullah:** We've got to do this class survey, Sunil. Come on. OK, so this term ... Number 1: Which subjects have you enjoyed most?

**Sunil:** Well, I've enjoyed Science. I like doing experiments in the lab. What about you, Abdullah?

**Abdullah:** I've enjoyed English because we've read some funny stories and we've done some creative writing.

**Number 2:** Which subjects have you enjoyed least?

**Sunil:** Ugh ... History. There's too much to remember.

**Abdullah:** I like History, but I don't like Geography. All those facts and figures. It's boring. OK, Number 3: What have you done in Science?

**Sunil:** Well, we've done the body. I liked all that stuff about the skeleton and how your joints work.

**Abdullah:** Yes, that was good. So, Number 4: What have you done in History?

**Sunil:** I can't remember.

**Abdullah:** We've done the ancient Greeks. Don't you remember the story about the Trojan Horse?

**Sunil:** Oh, yes. That was OK.

**Abdullah:** Number 5: Have you had good marks in all subjects?

**Sunil:** Well, my marks have been OK. I got an A for Science.

**Abdullah:** Did you? That's good. I got an A for English. So, Number 6: Have you done any after-school activities?

**Sunil:** Yes, I have. I've joined the school orchestra. I'm learning to play the drums. What about you?

**Abdullah:** No, I haven't yet. I haven't had time. Now, Number 7: Which sports have you played?

**Sunil:** I've played football.

**Abdullah:** I've played volleyball. Number 8: Here's one for you, Sunil. Have you been in trouble? And what for?

**Sunil:** You know what I did. I kicked a football and it went through the staffroom window. But it was an accident. What about you?

**Abdullah:** Yes. I got into trouble for being ten minutes late for a lesson. Number 9: Has the headteacher spoken to you?

**Sunil:** Yes, it was about the window.

**Abdullah:** Oh, yes.

**Sunil:** Has the headteacher spoken to you?

**Abdullah:** Yes, he knows my name. He said 'Good morning, Abdullah'.

**Sunil:** He knows my name too, unfortunately!

**Abdullah:** Number 10: Have you enjoyed this term so far?

**Sunil:** Yes, I have, actually. I've made quite a lot of new friends and I've enjoyed it.

**Abdullah:** Yes, so have I.

### Track 11

**Yusuf**

My family is full of great people who inspire me to work hard and be a good person.

My mother is caring. When my brothers or I are ill, she looks after us to help us feel better.

My father works very hard. He leaves the house for work at 6 am and he doesn't get home until 9 pm.

My younger brother is always very generous. He shares all his sweets.

My uncle is wonderful because he has such a jolly and positive nature. Even if the weather is bad or something has gone wrong, my uncle still smiles.

My cousin also inspires me because he is a determined person. When he was born, he had some problems with his hips that meant he needed some operations to help him walk properly. All his life he has been determined to be a runner, and despite the early challenges with his hips, he is now the fastest runner in our city! He wins gold medals and holds a record.

## UNIT 3

### Track 12

Hello, and welcome to *Clothes from around the world*. Today, I'm going to talk to you about T-shirts. Did you know the T-shirt gets its name from the shape of the body, with arms? They first became very popular in the United States towards the end of the nineteenth century. They were worn by sailors in the U.S. Navy under their uniforms for warmth and to keep their uniforms clean. They soon became popular with farmers and factory workers. They were not expensive, and were easy to put on as they had no buttons. What else? Well, a T-shirt is usually made of cotton and has short sleeves. It doesn't have a collar. Now it's worn all over the world, either with a shirt or without a shirt, and often with jeans. They are still generally very cheap, but you can also find designer T-shirts that are fashion items that cost hundreds of dollars.

### Track 13

**Karl:** I have a pair of sunglasses. I wear them every day - I love them. I also have a watch. I wear it most days, but I take it off when I'm playing sports. It was very expensive. I have a tie, but I don't wear it very often. It's just for special occasions. What else? Oh yeah, I wear a belt with my jeans. Apart from those things I don't really have many accessories. I don't have any items of jewellery. I think jewellery is more important for girls, to be honest. It's not something I'm very interested in.

### Track 14

**Luke:** Wow, Henry! You look amazing.

**Henry:** Thanks Luke. The sandals aren't very comfortable. I really like the belt, though.

**Luke:** The jewellery looks good too. Where did you buy the necklace?

**Henry:** I made it. Do you want to try it on?

**Luke:** Ha Ha, no thanks. I don't think it will go with my hat.

**Henry:** It's a really big hat.

**Luke:** I know. It's supposed to be big. It protects you from the sun.

**Henry:** Do you need to take it off when you go through doors?

**Luke:** Yes, but sometimes I forget.

### Track 15

Kimonos are worn in Japan. They're traditionally made of silk. They can be worn by men, women and children. Saris are worn in several countries including India, Bangladesh, Sri Lanka, Nepal, Malaysia and Singapore. They're traditionally made of silk or cotton and they're worn by women. Lederhosen are worn in Austria,



northern Italy, and Bavaria in Germany. They're knee-length, short trousers made of leather. They're worn by men and boys. Kilts are worn on formal occasions in Scotland. They're knee-length skirts made of wool. They're worn by men and boys.

## Track 16

### Item 1

This cap can be worn on the beach, on the tennis court or when you're out with friends or just when it's hot. It will keep you cool on a sunny day. How? There's a fan at the front which is powered by a solar panel on the top. Just one thing, it mustn't be put in a washing machine.

### Item 2

A sleeping bag that can be worn as a jacket? Surely not! It's true! This jacket has a sleeping bag that can be folded and put into a pocket on the back. Very useful if you're going on a long-distance walk.

### Item 3

These trainers can be worn indoors and outside. They're light, comfortable and fun. You're walking along with your friends and suddenly you're skating down the street, way ahead of them. How come? Well there's a wheel in the heel of the shoe. You lean back and you're off!

## Track 17

**Kelly:** I'm definitely influenced by advertising. I love clothes, and I read a lot of fashion magazines. To be honest, I think I spend more time looking at the adverts than actually reading the articles. I don't have a lot of money to spend on new clothes and accessories, but when I buy a new handbag or something like that, it's usually because I like the advert in the magazine. I don't think advertising is a bad thing, but I think you should be careful. You should make sure that you don't spend too much money on things you don't need.

## UNIT 4

### Track 18

**Alana:** Look at this, Mum. 'New Zealand – the land of adventure.'

**Mum:** Mmm, yes.

**Alana:** 'Seventy per cent of New Zealanders live on the North Island, but the South Island is full of places to explore.' That sounds good 'Start in Queenstown, known as "Adventure Capital of the world"'. Wow! I'd love to go there. I could stay with Aunt Paula.

**Mum:** Mmm.

**Alana:** '... it offers every outdoor pursuit you can think of: snowboarding, bungee jumping ...'

**Mum:** Bungee jumping! Is that when you jump off a bridge with a long piece of elastic tied to your feet?

**Alana:** Yes, but you come back up again.

**Mum:** Alana, you can't do that!

**Alana:** '... paragliding, zorbing and more'.

**Mum:** Paragliding and zorbing? What are they?

**Alana:** Paragliding is when you jump off a hill with a special parachute that lets you fly quite a long way, a bit like a bird, before you land. And there's a picture of zorbing here. Look It's when you roll downhill in a big plastic ball.

**Mum:** Well, you could do that.

**Alana:** '... North-east of the city is Lake Wanaka, where all sorts of activities are on offer: walking, trekking, mountain biking, fishing, sailing, kayaking, water-skiing ...'

**Mum:** Mmm, some of those sound OK.

**Alana:** '... white-water rafting, ski diving, canyoning ...'

**Mum:** What are they?

**Alana:** Well, white-water rafting is when you go down a very fast river in an inflatable boat.

**Mum:** I don't like the sound of that.

**Alana:** Ski diving is when you jump out of a plane and you only open the parachute at the last minute.

**Mum:** Oh, it gets worse.

**Alana:** And canyoning is when you jump off a rock into a fast-flowing stream and then float on your back. You could do that one, Mum.

**Mum:** Oh, thanks!

**Alana:** 'Next, make your way to Akaroa Harbour, where you can swim with the world's smallest dolphins ...'

**Mum:** Ooh, that sounds nice.

**Alana:** At the end of the day, explore the Te Anau Glowworm Cave, where you will see underground waterfalls and more. Then, in a small boat, you will visit a dark area of the caves, where thousands of glowworms live and light up the space.' Can I go, Mum? New Zealand sounds great.

**Mum:** We'll see. I'll talk to Paula.

### Track 19

**Alana:** Hi Auntie Paula,

I'm coming to see you in December. Mum's just booked the ticket. I leave on 21st and I arrive on 22nd. I can't wait!

Love Alana

**Paula:** Hi Alana,

I'm really pleased that you're coming. We'll have a great time!

Love Paula.

**Alana:** Hi Auntie Paula,

What shall I bring with me? What's the weather going to be like? Am I going to need wet-weather gear? I want to

go kayaking and white-water rafting. Do I need to bring a helmet and a life jacket?

Love Alana

**Paula:** Hi Alana,

You won't need any special equipment. It's all provided. And you won't need waterproof stuff – we've got lots here and in any case, it'll be summer. But bring a wetsuit if you've got one because we'll be surfing at Whale Bay!

Paula

**Alana:** Thanks, Auntie Paula. I haven't got a wetsuit but we're going to get one tomorrow.

Alana

**Female shop assistant:** That's 400 Malaysian Ringgits, please.

**Mum:** Here you are.

**Female shop assistant:** Thank you. Enjoy your surfing!

**Alana:** Thanks, I will.

**Alana:** I've got a wetsuit. I've packed my bag. I've checked in online and I've got my boarding pass, so I'm all set.

Alana

**Pilot:** As you can see, ladies and gentlemen, we're flying down the coast, towards Singapore. We will be flying at an altitude of ten thousand metres and cruising at a speed of ...

**Paula:** I've just checked on the Internet and your plane's on time. I'm leaving for the airport now and I'll be waiting for you in the coffee bar near where you come through from the baggage reclaim. See you soon. Paula

**Alana:** I'm just waiting for my bag to come through. See you in a minute! Alana.

### Track 20

**Ali:** I'm visiting my relatives in Dubai.

**Khadijah:** I'm going to stay at home and read lots of books.

**Mohammad:** I want to have fun! I think I'll go to the beach with my friends.

**Noora:** I'm going to my cousin's house. The bus leaves very early on Monday morning.

### Track 21

**Presenter:** Today on *The World's Most heroic People*, we are talking to long distance swimmer, cyclist and runner, Mansour Al Raes. Welcome to the show Mansour.

**Mansour:** Thanks. I'm happy to be here.

**Presenter:** Mansour, you've just come back from Oman. What did you do there?

**Mansour:** I ran in an ultra marathon across the desert. It was 165 kilometres long.

**Presenter:** Wow! That's long. How long did it take?

**Mansour:** Six days. We ran between 20 and 40 kilometres each day and we slept in tents at night.

**Presenter:** That sounds tough.

**Mansour:** Yeah, it was so hot sometimes that it was very difficult to run. I also got sand in my shoes, which doesn't sound too bad, but when you're running all day, it can get really painful.

**Presenter:** What was the best thing about the race?

**Mansour:** I really enjoyed talking to the other runners. They are all great people and I'm happy I've met them. My other favourite part was when we ran one of the stages during the night. Running across desert plains in the middle of the night, it was an incredible experience!

**Presenter:** Sounds great! So what's next for you?

**Mansour:** After so much sand, I want my next challenge to be in the water. I love canyoning and white-water rafting, so for my next exciting adventure, I'm going to try kayaking at the River Nile Festival in Uganda. I think it will be dangerous and also a lot of fun.

**Presenter:** Good luck, Mansour. You really are one of the World's Most Heroic People!

**Mansour:** Thanks.

### Track 22

**Teacher:** Remember, all of you, that tomorrow we're going on a trip to Lakeside Activity Centre. So listen carefully. You'll need to be at school at 7.30 because we'll be leaving at 8 o'clock from the school car park.

**Girl 1:** What are we going to do when we get there?

**Teacher:** Well, the first thing we'll do is put up our tents.

**Girl 2:** But I'm no good at putting up a tent.

**Girl 1:** Putting up a tent is easy!

**Teacher:** Don't worry. The instructors will help you and then they'll show you round the Activity Centre.

**Girl 1:** What time is lunch, Miss?

**Teacher:** Lunch is at 12.30. It'll be sandwiches and a drink.

**Girl 3:** What do we do after lunch?

**Teacher:** You can do water sports.

**Girl 1:** Great!

**Girl 2:** Oh, I'm no good at water sports.

**Girl 3:** I don't like falling in the water.

**Teacher:** That's OK. You can do some of the forest trail activities.

**Girl 2:** What are the forest trail activities, Miss?

**Teacher:** Well, following a trail and identifying trees and plants and wildlife. Or there's mountain biking. And then it'll be six o'clock and time for supper.

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**Girls:** Mmm.

**Teacher:** And the good news is we're cooking our own supper ... over a campfire.

**Girl 3:** Wow!

**Teacher:** Yes, making a campfire and cooking over it are important survival skills, just like putting up a tent. After supper, you'll be listening to stories and singing songs around the fire. So that's Day 1. Oh, and by the way, 'lights out' is at 9.30, which means you've all got to be in bed by 9.15.

**Girl 1:** That's early!

**Teacher:** Then, on Day 2, we have breakfast at 8 o'clock. You can choose your activities in the morning but in the afternoon we're all going to try something exciting. It's called zip lining.

**Girl 2:** What's that, Miss?

**Teacher:** It's when you go through the tree tops on a metal wire.

**Girl 3:** That sounds great!

**Teacher:** After that, we have to pack our bags and the coach leaves at 4 o'clock.

## UNIT 5

### Track 23

The first hot-air balloon was made by Joseph and Etienne Montgolfier in France. The balloon was made of paper and cloth. The box below the balloon was made of very thin wood. The first flight was made in 1783. It lasted ten minutes and covered a distance of two kilometres.

A second balloon was constructed by the Montgolfier brothers. It was sky blue in colour and it was decorated with gold. It was flown with the first living beings in the basket attached to the balloon: a sheep, a duck and a chicken. The flight lasted approximately eight minutes and covered three kilometres.

The next step was to send up a person in a balloon. On 21st November 1783, the first flight by a human being was made by Pilatre de Rozier. He flew for 25 minutes over Paris and covered a distance of nine kilometres.

### Track 24

**Headteacher:** I know some of you and your parents are worried about road safety near the school. It seems there are three main problems. The first problem concerns those of you who come to school by car. When your parents drop you off, they have to stop on Garden Road. This means there is congestion near the school gate. In other words, there are too many cars there. And there are traffic jams on the main road too. The same is true when your parents come to pick you up in the afternoon. Yes, Jasmine?

**Jasmine:** There are too many cars near the school. I'd like to cycle to school but it's dangerous.

**Headteacher:** Good point, thank you Jasmine. That's the second problem – cycling to school.

**Asma:** There's a cycle path on the main road but there are no cycle paths on Garden Road

**Marina:** And there are parked cars on Garden Road. That's dangerous for cyclists.

**Headteacher:** Thank you. And the third problem is that not many students come by bus.

**Maryam:** That's because there isn't a bus stop near the school. The nearest bus stop is outside the post office and that's a ten-minute walk away.

**Headteacher:** So, now we have to talk about solutions. What can be done? I've got a plan here of something we could look at ...

### Track 25

**Fahad:** Oh Hassan, I wish that I could go to the big football match next week.

**Hassan:** My dad says that he might take me, if he can get tickets.

**Fahad:** Lucky you! My cousin works at the stadium and said that he might let me come and have a look around. I wish that he would. I'm going to see him on Friday so I will ask him when I can visit. We may be able to go into the dressing room and onto the pitch.

**Hassan:** That sounds brilliant! This weekend we might go to the water park as my friend from Bahrain will be here.

**Fahad:** When does he arrive?

**Hassan:** He's arriving on Thursday night and we're going to collect him from the airport.

**Fahad:** Do you have any other plans for the weekend?

**Hassan:** We will probably just stay at my house. I wish he could bring his computer games console, it's a really good one, but I don't think he will be allowed. I will phone him tonight and ask. His mum might let him bring it if we promise to be careful.

**Fahad:** It sounds like you will have a great weekend. I might go to the park on Saturday. I'm going to do my homework in the morning so I have time to play in the afternoon.

**Hassan:** I will tell you about the water park next week. If it's good, we may be able to go together in the holidays.

**Fahad:** That sounds great.

### Track 26

**Male presenter:** You're listening to Talk Emirates Radio. Today we are in Jamil Park talking to locals about the new cycle track. This is 12 year old Walid who is here at the park with his family. Good morning, Walid.

**Walid:** Good morning.

**Presenter:** What do you think of the new cycle track?

**Walid:** It's ok, I guess. I'm not really interested in cycling, so it will not make much difference to me and my friends. I think the track was probably expensive and maybe the money could have been spent on a few things, like a football pitch and a café. Those are the sort of things most people in the park might use.

**Presenter:** Thanks, Walid.

**Male presenter:** Now we are speaking to 13-year-old Nour who is here at the park with her father. Good morning, Nour.

**Nour:** Good morning.

**Presenter:** What do you think of the new cycle track?

**Nour:** I think it's great. My father and I come here to cycle every weekend, so it's great to have such a well-made track. Cycling is becoming a more important sport in the UAE and there is a really successful team in Dubai. We will have the chance to produce more successful riders if we have great facilities that everyone can use.

**Presenter:** Thanks, Nour.

## UNIT 6

### Track 27

#### Conversation 1

**Ahmed:** Hey, Saif. I haven't seen you for ages.

**Saif:** Ahmed. Good to hear from you.

**Ahmed:** Where are you? At home?

**Saif:** Now? No, I'm in the city centre.

**Ahmed:** What are you doing?

**Saif:** I'm in the bank. You know we're going to England next week? So, I've come here to change some money.

#### Conversation 2

**Yousif:** Mohammed? It's me. Where are you?

**Mohammed:** Hi Yousif. I'm at the police academy.

**Yousif:** Really? I thought you were going to the cinema.

**Mohammed:** Yes, I am, later. You know my cousin Safwan? I came here to visit him. He's training to be a police officer. We're going to the cinema this evening.

#### Conversation 3

**Murad:** Hi Khaled.

**Khaled:** Hi, Murad. How are you?

**Murad:** Fine thanks. It's loud there - are you in a metro station?

**Khaled:** No, I'm in the mall.

**Murad:** What are you doing? Shopping again?

**Khaled:** Yes. I need a new watch, so I came here to buy one.

### Track 28

**Yousif:** Hi, Ben. Where are you?

**Ben:** Hi Yousif. I've just arrived in Dubai. I'm on the metro from the airport. I'm coming into Deira City Centre now.

**Yousif:** OK. Let's meet later.

**Ben:** Yes, that'd be good. Listen, can you help me? I'm meeting someone near the Dhow Palace hotel.

**Yousif:** Sorry, you're breaking up.

**Ben:** Bad line – sorry. I said, Dhow Palace hotel.

**Yousif:** Right, I know it. It's easy. You need to get to Al Fahidi.

**Ben:** Sorry, what did you say?

**Yousif:** Al Fahidi. It's on the Green Line. You need to change to the Green Line.

**Ben:** Green Line. OK. So how do I get there? You know I'm not good with maps and directions.

**Yousif:** You have two choices. You can change at Union, which is the stop after Rigga or at Bur Juman.

**Ben:** Sorry, I didn't quite catch that. Bur ...?

**Yousif:** Bur Juman. That's probably the easiest, in fact. Then you get off at the next stop.

**Ben:** That's great. Thanks for your help.

**Yousif:** You're welcome. Call me when you have some free time.

**Ben:** I will. Speak to you later.

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### Track 29

Do you find maps confusing? You're not alone. Here's our quick guide to how to use a map.

Firstly, you have to choose the right map. Drivers need road maps, tourists want maps that show the main attractions, and pilots need maps that show important landmarks like rivers, mountains, towns and cities. Secondly, you need to know that maps have scales, and the scales are different on different maps. If you don't know the scale, you might think two places are close on the map, but they might be far apart in reality. Next, another very important thing to understand is the contour lines. These contour lines tell you how flat or hilly a place is. If the lines are close together, it is hilly. Finally, the fourth key point: of course, it's also important to understand the signs and symbols – and here the legend or key is useful. These tell you what everything means. They include symbols like car parks, and colours to indicate rivers, seas, mountains and so on. So, now you know how to use a map to make sure you don't get lost when you are in a new place.

### Track 30

**Speaker 1:** My sense of direction is really poor. I have to do even the shortest journeys 10–20 times before I can remember the way, and I can easily get confused going from one room to another in a museum. The signs aren't always clear, and maps just don't make sense to me at all.

**Speaker 2:** I'm famous in my family. I confuse left and right sometimes. I got lost yesterday going home after a film and I was so embarrassed. I was literally going round in circles. This happens to me a lot. When I take the metro, I sometimes find I'm going the wrong way – and everyone says the metro is easy to use.

**Speaker 3:** I never get lost. Why? Because I have a phone. If you have a phone, you have GPS and maps so you can always find where you are. Even without my phone, I don't get lost, not really. So, my sense of direction is pretty good, I think.

**Speaker 4:** My dad has a great sense of direction. Even in a foreign country, he quickly knows which way to go to get anywhere. He says he always knows which way is north or south. He can do that without looking at a map or using a phone. I'm quite similar, I think. I can't remember the last time I got lost or couldn't find my way somewhere.

**Speaker 5:** The other day I was in a shopping mall and I got really lost. I couldn't find the exit. It is the same at school. When other kids run around and get from A to B easily, I have to go with a friend otherwise I go in the wrong direction and end up in a different room to where I want to be.

**Speaker 6:** I'm OK when I'm somewhere I know, but it's a bit different when I go somewhere for the first time, like when I am in a city that is new for me. I haven't actually got lost, so I think my sense of direction is all right. I always have a map with me in case, and I often ask people for directions, just to be sure.

### Track 31

There was a dramatic rescue in the mountains yesterday. The weather conditions were not good: it was snowing heavily. Thirty-year-old Ben Akintola was skiing when an avalanche started. The avalanche hit him and knocked him unconscious. When he woke in the middle of the night, he was lying in the middle of a frozen lake. He managed to phone a friend who called the French rescue services. They sent out a helicopter. The helicopter pilot was looking for Ben when he suddenly saw Ben's bright yellow ski jacket. The pilot took Ben to hospital where he is being treated for a broken leg. He is spending a second night in hospital and is expected to return home soon.

## UNIT 7

### Track 32

**Teacher:** Thank you, Nadia, for that interesting talk about how to be healthy. Now, class, have you got any interesting questions for Nadia?

**Student A:** You said we shouldn't eat junk food for breakfast. What do you mean exactly?

**Nadia:** By junk food, I mean things like burgers and chips.

**Student A:** Why are they bad for you?

**Nadia:** Because they contain a lot of salt and fat and they don't give you the vitamins and minerals that you need. You need to eat healthily at breakfast time to prepare your body and mind well for the day.

**Student B:** You said we need iron, but I can't remember why.

**Nadia:** We need it to help the blood carry oxygen around our bodies.

**Student B:** OK. And how do we get iron?

**Nadia:** Good question. Iron is a mineral. You get it in some foods, such as meat, eggs, some fruit and vegetables.

**Student C:** How much sleep do we need?

**Nadia:** Well, at your age, that is 12 or 13 years old, you should have at least eight hours every night. If you can get nine hours sleep, that's even better than eight hours.

**Student C:** Oh. What happens if we don't have enough sleep?

**Nadia:** Your brain doesn't work as well as it should. And your memory can get worse, so you can't remember things easily.

### Track 33

**Interviewer:** What is energy?

**Scientist:** Energy comes from different sources – for a car it comes from petrol, to make our houses warm it comes from gas or electricity, and for our bodies it comes from food and drink.

**Interviewer:** Why do we need energy?

**Scientist:** We need energy for our bodies to work and be healthy. For example, it helps move blood and oxygen around the body and it keeps our hair, skin and bones healthy. We even need energy when we're doing nothing and when we're asleep!

**Interviewer:** How much energy do we need?

**Scientist:** Different people need different amounts of energy. It depends on how old a person is. It also depends on how active they are. People who are less physically active use less energy than people who are active. People who are less active need to eat less.

**Interviewer:** Why is getting a balance important?

**Scientist:** The body uses more energy when it is active because it needs to work harder. So the amount of energy you use from your food is higher when you are active. Eating too little food if you are very active could mean that you do not stay a healthy weight.

### Track 34

**Hussain:** Are you coming to the sports club after school Rashid?

**Rashid:** No way! I've got better things to do with my time. What's the point?

**Hussain:** You'd enjoy it! Did you know that physical activity makes chemicals in your body that make you feel good?

**Rashid:** I can't be bothered Hussain. It's not fun to be hot and I don't like playing sports.

**Hussain:** You should just give it a try. You might make some new friends and have fun.

**Rashid:** All that showering and changing takes too much time and effort Hussain.

**Hussain:** That's a rubbish excuse, Rashid! Exercise is very important. It can improve your health and your happiness as well as developing your problem solving skills.

## UNIT 8

### Track 35

**Narrator:** The roadrunner lives on land and doesn't often fly. It has very strong legs and can run at speeds of up to 32 kilometres per hour. It has a very sharp beak. It can kill a snake with one bite. The roadrunner lives in the desert in the north of Mexico and in the south-west of the USA.

The green tree frog has sticky toes so it can hang on smooth leaves and branches. It's so small and light that a leaf can take its weight. Most adult frogs can change their colour.

The sloth moves very slowly. It can't run away from other animals so it hides. It hangs upside down under the branches of trees so that it can't be seen. The sloth's fur grows down from its stomach to its back so that the rain runs off more easily. Sloths live in the forests of Central and South America.

Many people think chameleons change colour so that they can't be seen by other animals. But scientists disagree. Their studies show that light, temperature and mood cause chameleons to change colour. Chameleons also change colour to help them communicate with other chameleons. Their eyes can move through a full 360-degree circle so that they can see all around them. The name chameleon comes from the Greek words *chamai* (on the earth) and *leon* (lion). So their name means 'earth lion'.

The Siamese fighting fish are known for their brilliant colours and their large fins. It's the male fish which looks after the young fish, not the female. As their name suggests, they fight – sometimes until one of them dies. They can live for up to nine years.

### Track 36

**Haya:** Hi Reem! What did you do last night?

**Reem:** Oh, hi there Haya. I watched a TV programme about sea animals and what happens to them when rubbish is in the sea. It was so sad because I love animals.

**Haya:** So do I. But what sort of rubbish was there in the sea?

**Reem:** All kinds of rubbish. There were tin cans, plastic bags and bottles. There were even old shoes lying on the sea bed.

**Haya:** Why is there rubbish in the sea?

**Reem:** Well, people don't put rubbish in bins, so the wind blows it into the sea. It floats on the surface or sinks to the sea floor and animals eat it. Even sea birds get plastic stuck on their necks and feet.

**Haya:** That's terrible. What can we do to stop this?

**Reem:** I know! Why don't we ask our teacher if our class can make posters about recycling rubbish?

**Haya:** That sounds like a great idea! Maybe we could put the posters up in school.

**Reem:** I'm very happy we can do something to help the sea animals.

**Haya:** So am I!

### Track 37

**Khalid:** Let's complete our fact file about polar bears shall we, Latif?

**Latif:** OK. What facts shall we include?

**Khalid:** I know. Polar bears have 42 teeth. I didn't know that!

**Latif:** Neither did I. Do you know that polar bears are the largest carnivore that lives on the land?

**Khalid:** What is a carnivore?

**Latif:** A carnivore is an animal that eats meat.

**Khalid:** Interesting. What is our final fact?

**Latif:** How about polar bears have an excellent sense of smell? They can smell seals more than a kilometre away.

**Khalid:** Great. All finished.

### Track 38

#### Conversation 1

**Nada:** Oh Rose, I loved the play!

**Rose:** Did you like it, Nada? I thought it was great too.

**Nada:** It was so exciting; I wanted to cry at the end.

**Rose:** Me too, the play was even better than the book.

**Nada:** I really liked Joey, who did you like Rose?

**Rose:** My favourite character was definitely Albert, he was so kind and caring.

#### Conversation 2

**Ismail:** I think it is cruel to use animals in films.

**Farhad:** Why do you say that, Ismail?

**Ismail:** Well, the animals don't choose to be in the film and I worry they are hurt sometimes.

**Farhad:** I think they will be cared for and there are lots of rules to make sure the animals are happy.

**Ismail:** But if there is a fight in the movie, how will the animals know that it is not real? Will they be scared?

**Farhad:** I don't think so, I think they are well looked after.

### Conversation 3

**Mia:** I am reading an amazing book.

**Dalia:** Oh yes? What is it called, Mia?

**Mia:** It is called *Ajwan* and it is by Noura al Noman. It is so great. It is a science fiction book and I can't stop reading it.

**Dalia:** I think I've heard about this book.

**Mia:** You can borrow it when I have finished reading it.

## UNIT 9

### Track 39

**Presenter:** The ancient Olympics had track and field events like running and jumping and throwing, but the modern Olympics also includes many other kinds of sports.

Sailing became an Olympic sport at the Paris Games in 1900, and there are now many different sailing events. One example is the one-person dinghy. A dinghy is a small sailing boat. This event is a type of 'fleet racing'. This is when sailors race in boats of the same size and weight, around a fixed course. The course is designed to be very difficult, and the sailors often have to sail against the wind. The British sailor, Ben Ainslie, has won gold or silver medals at five different Olympics: Atlanta, Sydney, Athens, Beijing and London.

Another popular Olympic sport is shooting. It was included in the first modern Games in Athens in 1896, and today there are now 15 different shooting events at the Olympics. In the double trap event, shooters use a shotgun to hit clay targets. It is very difficult to hit the targets because they are moving at high speed away from the shooter. Sheikh Ahmad Al Maktoum, from the UAE, won the gold medal for the double trap at the Athens Olympics in 2004. The year before, he had won the World Cup final in Rome.

### Track 40

Alan Oliveira was born in Marabá, in Pará, Brazil in 1992. As a young baby he was very ill and when he was only three weeks old he had both legs amputated below the knee. However, by the age of two he had learned to walk using wooden legs and, by the age of four, he was playing football, riding a bike and swimming.

When he was eight years old, Alan saw a famous Brazilian sprinter, Robson Caetano da Silva, on TV

and he knew that he wanted to run too. He began to compete using wooden legs that were not at all good for sprinting. But he kept on running. At school, he started doing athletics with other children and he could run as fast as any of them.

When Alan was 13 years old, he was noticed by Brazil's youth talent team and he went to live and train in São Paulo. He began to use carbon fibre blades at the age of 15, shortly before competing in his first Paralympics in Beijing in 2008. In 2012 he won the gold medal for the 200 metres at the London Paralympics.

### Track 41

**Jack:** Did you see the football game on TV last night, Justin?

**Justin:** Yes, it was amazing. I can't believe the result. Five-nil! In a cup final! Unbelievable.

**Jack:** My cousin was actually at the stadium. He said the atmosphere was incredible. Everyone was cheering for the whole 90 minutes.

**Justin:** At the start, I thought it was going to be a draw. Both teams were playing well.

**Jack:** I know what you mean. The first penalty changed everything.

**Justin:** It was a bad decision by the referee. The player just fell over. Anybody could see that. It was a great match though.

**Jack:** Definitely. I really want to watch a football match at a stadium one day. Don't you, Justin?

**Justin:** Yes. I went to see a tennis match last year with my dad.

**Jack:** What was it like?

**Justin:** Brilliant. It wasn't as loud as a football match – no-one was shouting. And the stadium was smaller, but it was a really exciting game.

**Jack:** Is it better to watch it live than on TV?

**Justin:** I think so, but TV's pretty good too.

### Track 42

**Quiz Master:** How did you do in the World Records Quiz? Here are the answers. We're starting with sport.

Number one: The countries which have done best in the men's modern pentathlon since it was introduced at the modern Olympic Games are ... Sweden and Hungary.

Number two: Athletes can throw the javelin further than the discus or the shot put. So the answer is: the javelin.

Number three: So, in the Olympics, women have thrown the discus further than men. Why?

Well the reason is that the men's discus is twice as heavy as the women's discus.

Now, we move on to the natural world.

Number four: The slowest moving animal, at a record speed of only 0.005 kilometres an hour is ... the sloth. Next question.

Number five: Which animal runs fastest over a short distance? It's a cheetah. A cheetah can run at 105 kilometres per hour.

Number six: Which animal is the largest land animal? Well, it is, of course, an elephant. It's the African elephant which weighs 6,000 kilograms.

Number seven: Which bird lays the largest egg? Now, unsurprisingly, the largest bird is the ostrich and it does in fact lay the largest egg. An ostrich egg is just over 15 centimetres round and nearly 13 centimetres tall. It weighs between one and two and a half kilos. That's nearly as much as 24 chicken's eggs!

So let's move on to science, technology and communication.

Number eight: Sound doesn't travel as quickly as light, so the answer is b. In fact, the speed of light is a million times faster than the speed of sound. And the speed of sound is a hundred times faster than an Olympic sprinter.

Number nine: Which bridge takes longest to cross? The answer is a, the Jiaozhou Bay Bridge in eastern China. It's the longest sea bridge in the world. It's 42 kilometres long. The Lake Pontchartrain Bridge in Louisiana, in the USA, is just over 38 kilometres. The Sydney Harbour Bridge is just over one kilometre long.

And finally number ten: In 2010, a paper plane flew higher than any paper plane before. How high did it fly? The flight took place in Spain, near Madrid. The plane was launched using a large helium balloon. It took 90 minutes to climb to 27.4 kilometres before the balloon burst. The plane took another 90 minutes to come gently back down to Earth. So, the answer is about 27.4 kilometres.

#### Track 43

**Kevin:** Imagine a race between an Olympic sprinter and a cheetah. Which one do you think can run the fastest?

**Ryan:** That's easy. A cheetah can run faster than a sprinter.

**Kevin:** Correct, but what about a longer distance? Can a cheetah run faster than a human over 5000 metres?

**Ryan:** Of course!

**Kevin:** Actually, they can't. A cheetah can only run fast over short distances. Humans are better over longer distances, like the 5000 metres or even a marathon.

**Ryan:** Could you run a marathon, Kevin?

**Kevin:** Running for over 42 kilometres? No way! It's much too far for me.

**Ryan:** But you're a good runner, Kevin. What's your best time over 5000 metres?

**Kevin:** I don't know. I've never run that far. I have run a 1500-metres race though.

**Ryan:** How did it go?

**Kevin:** Not bad. I finished the race in just under six minutes.

**Ryan:** That's good. Did you win?

**Kevin:** No, I came second. But 1500 metres is not my favourite distance. I think I'm better at sprinting.

**Ryan:** What's the fastest you can run 100 metres?

**Kevin:** Last summer, I ran 100 metres in 16 seconds, but I think I can run faster than that now.

**Ryan:** That's fast.

**Kevin:** Not as fast as a cheetah though.

**Ryan:** Don't worry. I don't think you'll ever be in a race with a cheetah. Race you to the bus stop?

**Kevin:** Sure, why not?

**Ryan:** On your marks. Get set. Go!

## UNIT 10

### Track 44

**Narrator:** Person 1

**Person 1:** Four hours? I usually spend my free time watching TV. Yeah. In four hours, I'll probably spend about three quarters of that time watching TV, especially if there's a good football match on. In the other 25% of that time, I read magazines or newspapers - just relaxing really.

**Narrator:** Person 2

**Person 2:** I'll probably ride my bike to my friend's house. It takes half an hour to get there. We usually spend about two hours watching TV, and maybe an hour reading comics. Then, it's another half an hour back to my house on the bike.

### Track 45

**Narrator:** Person 3

**Person 3:** Well, it's important to relax sometimes, but not too much. Whenever I have four hours of free time, I spend half of it relaxing indoors. So, about an hour watching TV, and perhaps another hour reading a book. Then, I spend some time outdoors. I like gardening and I do that for about an hour usually, it depends on the weather. In the last hour, I go for a run.

**Narrator:** Person 4

**Person 4:** Reading. Definitely, reading. I read books all the time, so I can imagine spending at least 50% of that time just reading my book. I might also spend about an hour reading magazines, and perhaps another hour reading comics. What can I say? I love reading.



## Track 46

**Narrator:** The United Arab Emirates is a country on the Arabian Peninsula. It is bordered by the Kingdom of Saudi Arabia and Oman. The official language is Arabic, and the official religion is Islam. It is one of the fastest growing countries in the world, with huge reserves of oil and natural gas. One of the most famous landmarks in the United Arab Emirates is the Burj Khalifa in Dubai. At eight hundred and twenty-eight metres, it is the tallest man-made structure in the world. Natural places of interest in the United Arab Emirates include the Liwa Oasis and the Moreeb Dune (scary mountain in English) which is the country's tallest sand dune.

In 2008, the government of the United Arab Emirates carried out a survey so they could find out exactly how many people lived in the country. At that time, the total population of the country was six point nine million people.

The United Arab Emirates is made up of seven emirates: Abu Dhabi, Ajman, Dubai, Fujairah, Ras al-Khaimah, Sharjah and Umm al-Quwain. In terms of population, the emirates of Dubai and Abu Dhabi are very close. At the time of the 2008 survey, Dubai had exactly one million, five hundred and thirty-three thousand, five hundred and ninety-six people. That's around 22% of the whole country's population. Abu Dhabi had a slightly larger population at that time: one million, five hundred and seventy-two thousand, nine hundred and six people lived there. However, Abu Dhabi is much larger than Dubai in terms of area. Abu Dhabi makes up over 86% of the total area of the United Arab Emirates. Dubai's area is 5% of the whole country. The smallest emirate in terms of area is Ajman, which makes up less than one per cent of the country.

## Track 47

**Newsreader:** Schoolchildren all over the country are taking part in 'The Kindness Challenge', a competition to find out which school is the kindest. Students will do as many acts of kindness as they can. It could be helping an elderly person with their shopping, or raising money for charity. The students will write details about each act of kindness on a card, and put it in a special box. They don't write their name on the card. Every act of kindness they record is anonymous. At the end of the month, the schools will add up all of the cards, and the school with the most acts of kindness for that month will be named 'The Country's Kindest School'. The challenge starts at the beginning of next month, and hundreds of schools across the country are planning to take part. It looks as if we can expect to see lots of kind and helpful children in the next few weeks.

## UNIT 11

### Track 48

**Joe:** Hello, my name's Joe. I don't like beach holidays because I'm fair-skinned like the rest of my family. I enjoy sightseeing holidays and this year we're going to Rome in Italy. We're going to stay in a small hotel near the Colosseum. We'll do a walking tour to see the sights and visit the museums. I'm going to eat lots of pizza and ice cream. I'm really looking forward to it.

**Amy:** Hello, I'm Amy. We're not going on holiday this year. We're staying at home, but Mum and Dad say we can do some day trips. We'll probably go on bike rides and have picnics. At the end of the holidays, Mum says I can have my friends from school to stay for a few days. It'll be great to catch up with them.

**Sam:** Hello, I'm Sam. We're going on a beach holiday this year. I enjoy beach holidays, but I like to do things when I'm there, otherwise I get bored. This year, we're going to stay in an apartment in Kerala. That's on the coast in the south of India. The apartment is only two minutes from the beach. We'll do lots of swimming and maybe some fishing. I'll miss my friends, but I'll see them when I get home.

**Tina:** Hi, I'm Tina. This year, we're going on a really fantastic holiday as a treat for my grandma, who is 60 this year. We're going on a sailing holiday in Cuba. We're going to sleep on the boat. We're going to go to lovely beaches and I want to try windsurfing, and do lots of swimming, of course. I'm really looking forward to it.

### Track 49

**Ibrahim:** Hey Saeed. How was your holiday in India?

**Saeed:** It was amazing, Ibrahim. I had a really good time. You should go.

**Ibrahim:** Actually, I am going away soon. I'm going to visit my uncle in Australia.

**Saeed:** That sounds great.

**Ibrahim:** I hope so. But I'm a bit nervous. I'm going there on my own, and I've never travelled alone before. I don't even know what to do at the airport.

**Saeed:** Oh, it's easy.

**Ibrahim:** Is it? What do I do first?

**Saeed:** First, you go to the check-in desk. Some people check in online before they go to the airport.

**Ibrahim:** I think I'll do it at the airport. What happens at the check-in desk?

**Saeed:** You show them your passport and your ticket, and you give them your bags. They give you a boarding card. It has your flight number on it.

**Ibrahim:** What do I do after that?

**Saeed:** You go through security control where they check your hand luggage, and then you go to the departures lounge.

**Ibrahim:** How will I know where to find my plane?

**Saeed:** Look at the screens in the departures lounge. They will show your flight number and the gate you need to go to.

**Ibrahim:** Okay, thanks.

**Saeed:** Don't worry. You'll be fine. And if you have any questions, just ask a member of staff.

## UNIT 12

### Track 50

#### Conversation 1

**Boy 1:** Does it always rain in London?

**Boy 2:** No, but sometimes it feels like that.

**Boy 1:** It is the middle of summer but it feels like autumn.

**Boy 2:** Yes, everyone is wearing their coats and carrying umbrellas.

**Boy 1:** Watch out for that puddle, it's a big one.

**Boy 2:** Too late.

#### Conversation 2

**Girl 1:** I never knew that Moscow was so beautiful.

**Girl 2:** Yes, it really is beautiful but very, very cold.

**Girl 1:** I've heard that it can be as cold as  $-10^{\circ}\text{C}$  in winter.

**Girl 2:** Last winter it was  $-15^{\circ}\text{C}$ . It was freezing!

**Girl 1:** What is it like in the summer?

**Girl 2:** Well, it can become extremely warm. It can be as high as  $30\text{--}35^{\circ}\text{C}$ .

**Girl 1:** I never thought I would need my summer clothes for a visit to Moscow!

#### Conversation 3

**Woman 1:** I'd like to book a holiday in Dubai for my family please.

**Woman 2:** Certainly, madam.

**Woman 1:** I've never been to Dubai before. Can you tell me about the weather? I don't know what clothes to bring or what to expect.

**Woman 2:** Dubai has wonderful weather with year round sunshine. However, it does get surprisingly cold – but only indoors! All of the shopping malls are air-conditioned so don't forget to bring a jumper.

**Woman 1:** Do I need to pack an umbrella?

**Woman 2:** It only rains on average for five days a year so I don't think you need one.

### Track 51

**Narrator:** Thunder and lightning always go together because thunder is the sound that is made by lightning. This means that lightning is always followed by thunder. When a thunderstorm is a long way away, you see the lightning but you might not hear the thunder.

Thunderstorms happen more often in hot climates and more often in summer than in winter.

The temperature of lightning is measured in degrees Celsius. Lightning is close to  $30,000$  degrees Celsius.

When you see lightning, start counting one, two, three for each second. Continue counting until you hear thunder. Three seconds equals about one kilometre. So if you count to six, the storm is about two kilometres away. But if you only count one or two seconds before you hear thunder, the storm is very close. Take care!

### Track 52

**Weather forecaster:** Let's start with the central and western parts of Spain. It will be cold in the morning with low temperatures and a strong, cold wind. However, by late afternoon, the weather will become mostly sunny with some cloud and an average temperature of 10 degrees.

Let's move to the north-west. The day will begin wet and windy. It will continue wet and windy in the afternoon with some sunshine and a temperature staying around 12 degrees.

In the north, there will be rain and snow all day and icy conditions over high ground so take care when driving. Temperature is a freezing minus 5 to 6 degrees.

In the east, the morning will be bright and sunny but in the afternoon there will be some cloud and only a few hours of sun. Temperatures should be around 12 to 16 degrees.

Finally in the south, a lovely day ahead. There will be clear skies, lots of sunshine and a light wind in coastal areas. Temperature will be about 19 degrees.

# PCM 1

## Student A

1 Where was the first hot-air balloon made?	
2 What was the box below the balloon made of?	
3 How far was the first balloon flight?	
4 When did the first people go up in a balloon?	



## Student B

1 What was the first balloon made of?	
2 When was the first balloon flight?	
3 What colour was the second Montgolfier balloon?	
4 Which city did the first people in a balloon fly over?	



## Student C

1 How long did the first flight last?	
2 Which animals were on the second balloon flight?	
3 How long was the first balloon flight with human passengers?	
4 What two things were designed to look like balloons?	

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