



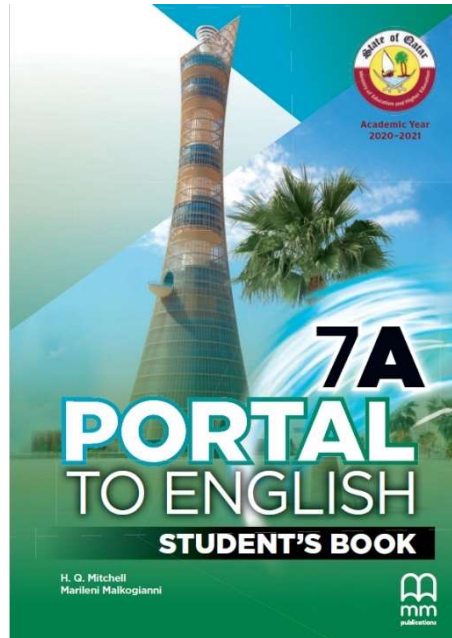
Remote Teaching Guide

Grade 7



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Introduction

This is a guide for teaching **Portal to English 7A** remotely. When switching to a remote teaching/learning environment, it is normal for teachers and students to feel overwhelmed by new, challenging circumstances. However, as teachers, we should strive to make the learning experience fun and motivating for our young learners.

This guide will take you step by step, giving you ideas and suggestions on how to adapt your teaching style to suit the needs of a remote environment.



Tools for the remote learning environment:

1. An online video conferencing platform like Microsoft Teams which has a variety of functions that facilitate the teaching process. In this guide, we will describe functions on Microsoft Teams specifically, so if you select a different platform, there may be differences regarding the features.
2. The Interactive Whiteboard Material for Portal to English 7A (IWB). In order to share your screen, click 'SHARE' on the toolbar that appears on the lower part of your screen. After that, make sure to tick (✓) the box that says 'INCLUDE SYSTEM AUDIO' in the sub-menu that will appear and click on the window you want to share at the beginning of the lesson.
3. Word processor applications, such as Microsoft Word, LibreOffice and Google Docs, can also be useful in the remote teaching environment for preparing documents that can be shown to Ss via screensharing. We will use the term 'Word document' to refer to such documents in this guide.
4. **(OPTIONAL)** Online platforms which facilitate classroom management, like [Zoom](#), [Edmodo](#) or [Moodle](#). We can use these platforms to upload material, make announcements and share links, as well as allow Ss to upload homework and assignments. Additionally, other tools like [Padlet](#) (a collaborative online bulletin board), [Mentimeter](#) (an online poll creator), [LiveWorksheets](#) (a platform allowing the transformation of traditional printable worksheets into interactive online exercises) and many others can prove to be helpful in an online learning environment.

In this guide, you will find instructions on how to incorporate these tools into your remote lessons. Here are features found in Microsoft Teams (and possibly in other video conferencing platforms) that you will probably find useful.

Screen sharing

This option allows Ss to view the contents of the teacher's screen, so teachers can share other applications or windows they have open during the online session.



This means that you can:

- share and use the Interactive Whiteboard exactly as you would in your regular classes.
- share other media or applications, like images, a web browser, videos, a Word document, PowerPoint presentations, etc.
- share control of your screen with a S and allow them to type, move the cursor and select something on the IWB, etc.
- It is recommended that you have all the applications needed for the lesson ready prior to starting the online session and not forget to tick (✓) the box that says "INCLUDE SYSTEM AUDIO" in the lower left-hand corner of the share window before you click on the window you want to share..

MEETING CHAT

Through the MEETING CHAT, Ss can communicate with the teacher or with each other, and the teacher can also communicate with all Ss or send private messages to individual ones. In order to send private messages to individual ones, you just need to send it outside of the group, directly to the student you want.

This means that you can:

- ask Ss to give short answers throughout the lesson.
- check Ss' answers.
- privately check in on individual Ss.

This feature is more beneficial for older or higher-performing Ss that feel confident enough to type their answers. When and how often you use this feature depends on the type of activity you are doing and the level of your Ss. This means that some Ss may feel comfortable using the MEETING CHAT whereas others will prefer to communicate orally.

You can also use this feature to allow Ss to give answers like A, B, C..., 1, 2, 3..., Yes/No, or allow them to respond with emoticons, which is easier for Ss. You can establish a time limit for answers to make this more motivating and fun for Ss.

Private Channels (Microsoft Teams)

This function allows the teacher to create different channels and assign which students will be part of each channel in order to work on group activities. However, the teacher needs to create the channels before they start the lesson (unlike Zoom or other platforms where you can do that on the go). This means that they have to assign which student will be in which channel before they start the lesson. Once the lesson begins, no alterations can be made. Ss in those channels can communicate with each other away from the main



channel. The teacher has full control over these channels and can connect/disconnect/reconnect to each one.

In order to do so:

1. Click on the '**Teams**' icon, on the toolbar on the left of your screen.
2. Find the name of your channel click **More options ... > Add channel**.
3. Write the name of the Channel, e.g. '**Channel 1**'.
4. On the privacy field, select '**Private**' on the sub-menu **> Add**.
5. Type the names of the students that you want to add in the channel **> Add**.

Pair work / Group work

Use the Private Channels for **group-** and **pair-work activities**. Choose which Ss will be grouped together. Ss can complete the activities on their own while you go from group to group monitoring and offering help as needed. Allow Ss to share answers in these groups or work on activities.

Use of puppets/props

If the Private Channels become challenging to manage with young learners, you can tell them to make their own puppets (from simple materials like old socks or paper) or they can use stuffed animals and use these to recreate and act out the dialogues in any given lesson.

Nominating pairs or groups of Ss

Pair work and group work activities can be done during the live session without putting Ss in Private Channels. You can select 2-3 Ss at a time (unmuting only their microphones) to perform the activities while the rest of the class follows along.



General guideline for remote teaching:

Cameras:

It is recommended that all Ss keep their cameras on during the lesson. This will help make the lesson more interactive and encourage active participation of the Ss. It will also help you check in on Ss to see if they are following along and taking part in the activities, and to check their understanding.

Microphones:

Whether you ask Ss to keep their microphones on or off during the lesson depends on the number of Ss in your class and the level of noise in each of their personal environments. Keeping the microphones on during the lesson helps you make sure Ss are quietly following along and allows them to communicate with you and the rest of the class easily. Keeping the microphones off during the lesson will help the sound be clearer during the lesson and help you have better control in terms of classroom management because you can decide who speaks at any given time.

Whether you decide for the microphones to be on or off, you should establish a set of gestures that Ss can use to communicate with you and with others. For instance, Ss can continue to raise their hands as they would in class when they want to say something. Apart from the physical action, Microsoft Teams has the option to "RAISE HAND" in order to speak or in cases that some Ss choose to keep their cameras turned off. Hand gestures (found on the MEETING CHAT) like thumbs up or thumbs down and facial expressions like smiling or frowning, can be used by Ss to show whether they understand, if they like or dislike something, and if they are following along.

Checking understanding and answers

During the lesson, you need to make sure Ss are paying attention to and are able to understand the different parts of the lesson. That is why it is advised to check in on the class or individual Ss often throughout the lesson by asking questions, eliciting responses, giving Ss instructions to use gestures or body movements, etc.

To check Ss' written answers to activities in the Student's Book or the Workbook, you can nominate Ss to answer orally by unmuting their microphones or have them type their answers in the MEETING CHAT. To do so, click on "SHOW PARTICIPANTS" and then you show the answers from the IWB key via screensharing or you can choose a S and give them remote control of your cursor and have them reveal the answers on the screen. To do so:



- On the sharing toolbar, select Give control.
- Select the name of the students you want to give control to.
- To take control back, select Take back control.

Additionally, you can encourage Ss to become their own “teachers” by correcting their mistakes with coloured pens or pencils or drawing a smiling or frowning face next to activities. Ss can also hold their work up to the cameras for you to check or take a picture of it and send it to you via an online platform or email (possibly with the help of a parent or older sibling).

TIPS for Remote Teaching for Young Learners

- Get parents involved, especially in the beginning, to help Ss establish their new routine. They might even need to be present during the first few Microsoft Teams sessions. After a couple of weeks, Ss will have gotten used to remote teaching and will only occasionally need their parents’ help.
- You should continue to do some things as you normally would. For instance, in addition to using the IWB throughout the lesson, you can show the Ss which activity/page you are on by pointing to the book and having Ss show their books as well. You can also use a bulletin board or a whiteboard to stick images on or to draw/write things needed for the lesson. You can additionally use realia as you would in class. Finally, you can use Microsoft Whiteboard.
- If you choose to have Ss’ microphones muted for most of the lesson, you will not be able to hear them at times when it might be required, e.g. for repeating vocabulary words. That is why it is advised to always pause and give Ss adequate time to respond.
- Use an enthusiastic tone, vivid facial expressions, and lively gestures to encourage Ss’ active participation.
- Establish common hand gestures (e.g. thumbs up/down) that you can use in class so that Ss can communicate without speaking if needed. These can be for feelings, for Yes/No, for Like/Dislike, etc. Ss can also use the ‘raise hand’ option in Microsoft Teams when they want to participate.
- Alternate activity types frequently. Ss can easily get restless, bored or demotivated, especially if they are sitting at a desk looking at a computer screen. Try to provide a variety of stirrer and settler activities. You should allow Ss to stand up, sit down, sing songs, do movements, draw, do crafts, etc.



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- You can nominate a different S to be the teacher's assistant or classroom monitor for each lesson. The teacher's assistant makes sure Ss are active, points out things other Ss can't see, etc.



Portal 7A

Here is an example of how to teach the key skills remotely. The examples are taken from Portal 7A, Module 2.

Vocabulary

(2d, 1. Vocabulary, A-C, p. 28)

A.

- **Ask Ss to look at the pictures 1–5 from the IWB via screensharing** and read through the words/phrase.
- Ask Ss to do the activity and start with the words they are familiar with.
- Have Ss do the activity.
- Play the recording from the IWB and have Ss listen and check their answers. **Nominate Ss to give their answers orally or type their answers in the Meeting Chat.**

B.

- **Draw Ss' attention to activity B from the IWB via screensharing** and ask them to tell you what they can see (*the solar system/planets*). You can also ask them to tell you the name of the planet where we live (*Earth*). **Nominate Ss to give their answers orally.**
- Have Ss look at the names of the planets underneath the pictures and the ones in the box and ask them to tell you the names of the planets they know in English.
- **Play the recording from the IWB** and have Ss check their answers.
- **Check the answers with the class by nominating Ss to give their answers orally.**

2d 1. Vocabulary

A Match. Then listen and check your answers.

1. 2. 3. 4. 5. star
galaxy
planet
moon
solar system

B Do you know the names and the order of the planets in our solar system? Look and complete with the names in the box. Then listen and check your answers.

SUN Neptune Mercury Saturn Mars

1. 2. 3. 4. EARTH VENUS JUPITER URANUS

C Look at the box and read the numbers a-e aloud. Then listen and check.

> 5,037 five thousand and thirty-seven
> 78,225 seventy-eight thousand, two hundred and twenty-five
> 44,000,000 forty-four million
> 1,960,836,300 one billion, nine hundred and sixty million, eight hundred and thirty-six thousand, three hundred

a. 6,534
b. 5,700,000,000
c. 287
d. 28,119
e. 9,500,000

28



Play the recording again and have Ss repeat. **You might not be able to hear Ss, but you can respond with visual cues to encourage them to speak.**

C.

- **Draw Ss' attention to the numbers in the box from the IWB.**
- Write *10: ten – 100: hundred – 1,000: thousand – 1,000,000: million – 1,000,000,000: billion* **on the whiteboard application (Microsoft Teams) or in a Word document** and help Ss differentiate between these numbers.
- Point out to Ss that in English we say *two hundred stars (not two hundreds), three thousand people (not three thousands), four million cars (not four millions), five billion computers (not five billions)*.
- Point out to Ss that when we write the numbers, the thousands, millions and billions are marked by commas. For the numbers 1-9 thousand, the comma is optional. Also, point out that we use *and* to separate *hundred, thousand, million* and *billion* from numbers smaller than a hundred.
- Write some numbers **on the Microsoft Whiteboard application (Microsoft Teams) or in a Word document** and ask Ss to say them in English.
- Ask Ss to look at the numbers a–e. Have them read the numbers aloud and write their answers **on the Microsoft Whiteboard application (Microsoft Teams) or in a Word document**.
- **Play the recording from the IWB** and have Ss listen and check their answers.
- Play the recording again and pause so that Ss can repeat the numbers they hear.

2b

1. Read

A Would you like to explore a remote and dangerous place? Where is it? Why would you like to go there?

B Read and answer. What is Sir Edmund Hillary famous for?

Sir Edmund Hillary

Sir Edmund Hillary was a famous explorer and mountain climber. He was born in New Zealand in 1919. He tried mountain climbing for the first time on a school trip to Mt Ruapehu and discovered he could easily do it. When he was 20 years old, he climbed to the top of Mt Ollivier.

However, Hillary's dream was to climb Mt Everest. In 1953, he joined a British expedition, and they carefully began the difficult and dangerous journey to the top of this 8,848-metre mountain in the Himalayas. After about seven weeks, on 29 May, Edmund Hillary and Tenzing Norgay, a mountain climber from Nepal, reached the top. They couldn't stay there for very long because the air was thin, but they became the first people to climb the highest mountain in the world.

Hillary continued to climb mountains and explore the world. He went to both the North and the South Pole in his lifetime. Many people call Mt Everest the third pole of the world, so we can say that he was the first person to travel to all three poles. Hillary was a brave explorer and a true hero.

C Read again and choose the correct answer a, b, c or d.

- The first mountain Sir Edmund Hillary climbed was Mt
a. Everest b. Ollivier
c. Ruapehu d. Sealy
- Tenzing Norgay was from
a. Nepal b. Norway
c. New Zealand d. Great Britain
- Sir Edmund Hillary and Tenzing Norgay were the first men to reach
a. the North Pole b. the South Pole
c. the top of Mt Everest d. both the North and the South Pole
- Another name for Mt Everest is '..... of the world'.
a. the top b. the pole
c. the mountain d. the third pole

D What does the writer mean when he says 'They couldn't stay there for very long because the air was thin...'?
a. There wasn't any air at all.
b. The air was very cold there.
c. There was a strange smell in the air.
d. There wasn't much oxygen in the air.

E Find words in the text to match the definitions below. Then check your answers in a dictionary.

- a person who travels to places to **explore** them:
- a person who **climbs**:

Now read the **NOTE** and form nouns that refer to people. Make any necessary changes.

NOTE

We form many nouns that refer to people by adding the suffix **-er** to **nouns** (farm - farmer) or **verbs** (teach - teacher).

Reading

(2b, 1. Read A-E, p. 24)

A.

- Draw Ss' attention to the question in the rubric from the IWB via **screensharing** and initiate a short discussion.

B.

- Draw Ss' attention to the title of the lesson from the IWB via **screensharing** and the pictures and ask Ss to tell you the name of the man (*Sir Edmund Hillary*).



- Explain to Ss that *Sir* is used in front of the name, as a title, for a knight or a man who was honoured by a British king or queen.
- **Ask Ss to look at the pictures from the IWB via screensharing** and tell you what they can see (*mountains, the four points of the compass*).
- Ask Ss what they can tell you about the man in relation to the title and the pictures.
- **Ask them the question in the rubric and elicit answers by nominating Ss to give their answers orally** (*Sir Edmund Hillary was a famous explorer and mountain climber. / Edmund Hillary and Tenzing Norgay were the first people to climb the highest mountain in the world.*). Do not correct Ss at this stage.
- If Ss don't know anything about Sir Edmund Hillary, ask them to guess why he is famous.
- Have Ss read the text and check their answers.
- **Check Ss' answers by nominating Ss to give their answers orally.**
- Have Ss read the text again and tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions **and nominate Ss to give answers orally.**

Where was Sir Edmund Hillary born? in New Zealand

When did he try mountain climbing for the first time? on a school trip

How old was he when he climbed to Mt Ollivier? twenty

What was his dream? to climb Mt Everest

Who were the first people to climb Mt Everest? Sir Edmund Hillary and Tenzing Norgay

Why do you think many people call Mt Everest the third pole? Because it's the highest mountain in the world.

C.

- **Have Ss do the activity. You can have Ss work together in small groups in Private channels. Go from channel to channel, monitoring and helping Ss when necessary. Then bring them back to the main channel.**
- Alternatively, to challenge higher-performing Ss you may change the activity from multiple choice to open-ended questions (e.g. *Which was the first mountain Sir Edmund Hillary climbed?*). **Write questions 1-4 on the Microsoft Whiteboard application (Microsoft Teams) or in a Word document** (without the options) and ask Ss to cover Activity C in their books, read the text and answer the questions. To help lower-performing Ss, you may eliminate one or two incorrect options.
- **Check the answers with the class by nominating Ss to give their answers orally or type their answers in the Meeting Chat.**
- Explain any unknown words in the text.

D.

- **Draw Ss' attention to the activity from the IWB via screensharing.**



- Explain to them that they have to refer to the text and find the part where the sentence in the quotation marks can be found.
- Point out to Ss that they have to read carefully the four options given before choosing an option.
- Have Ss do the activity.
- **Check the answers with the class by nominating Ss to give their answers orally or type their answers in the Meeting Chat.**

E.

- **Draw Ss' attention to the activity from the IWB via screensharing** and explain that they have to find nouns in the text to match the two definitions.
- Tell them that the words they have to look for derive from the words in bold in the definitions.
- You can tell Ss to look at the first paragraph of the text. This will help lower-performing Ss find the words.
- Have Ss do the activity.
- Ask Ss to use their dictionaries to check their answers.
- **Check the answers with the class by nominating Ss to give their answers orally.**
- Draw Ss' attention to the NOTE and explain it.
- Explain to Ss that a *suffix* is a letter or a group of letters which is added at the end of the word in order to form a derivative of this word.
- Have Ss underline the suffix in the words in activity E. Help them understand better by writing the verb *teach* **on the Microsoft Whiteboard application (Microsoft Teams) or in a Word document** and ask Ss to add the suffix *-er* and tell you the noun (*teacher*).
- Explain to Ss that when they add a suffix at the end of the word, they have to pay attention to spelling irregularities.
- Have Ss do the activity.
- **Check the answers with the class by nominating Ss to give their answers orally.**

3. Grammar

Past Simple (Affirmative - Negative - Questions)

A Read the dialogue. How do we form the affirmative of the Past Simple? Which verb do we use to form questions? Which verb do we use in the negative?

A: My brother **graduated** from university last year.
B: Really? What **did** he **study**?
A: Well, he **was** really good at art, but he **didn't study** art. He **studied** maths.
B: Oh, nice!

B Find regular and irregular verbs in the blog to complete the tables below.

REGULAR VERBS	
happen –	.....
start –	.....
want –	.....
try –	.....
decide –	.....

IRREGULAR VERBS	
be –	.....
lose –	.....
bite –	.....
think –	.....
see –	.....
tell –	.....
get –	.....
have –	.....
fall –	.....

C Complete with the Past Simple of the verbs in brackets.

1. Saleh (not buy) a skateboard. He (buy) rollerblades.
2. A: Where (be) you yesterday?
B: At the stadium. I (watch) the basketball game.
It (be) fantastic!

3. When my sister (be) eight, she (decide) to get a pet. She (choose) a parrot and (call) it Trixie.
4. A: the kids (enjoy) the camping trip last weekend?
B: Yes, they (have) lots of fun and (take) lots of pictures.

Grammar

(2a, 3. Grammar, A-C, p. 23)

A.

- **Ask Ss to read through the dialogue shown from the IWB via screensharing** and draw their attention to the verbs in blue.
- Draw Ss' attention to the affirmative form. Ask Ss what they notice about the formation of the Past Simple of regular and irregular verbs (*the Past Simple of regular verbs is formed by adding -ed to the base form, while each irregular verb forms the affirmative form in a different way*). **Nominate Ss to give their answers orally.**
- Remind Ss of the spelling irregularities in the formation of the regular/irregular verbs in the Past Simple.
- Point out to Ss that the affirmative form of the Past Simple of both regular and irregular verbs is the same for all the persons in the singular and in the plural.



- Refer Ss to the list of Irregular Verbs.
- **Write the following verbs on the Microsoft Whiteboard application (Microsoft Teams) or in a Word document:** *walk, take, live, visit, carry, eat, come, put.*
- Make two columns **on the Microsoft Whiteboard application (Microsoft Teams) or in a Word document** with the headings *regular verbs* and *irregular verbs*. Have Ss work in pairs and write the verbs in the correct column in the Past Simple (*Regular verbs: walked, lived, visited, carried / Irregular verbs: took, ate, came, put*).
- Refer them to the list of the irregular verbs if they don't remember any of the verbs. This will help lower-performing Ss.
- Draw Ss' attention to the question form and ask them what they notice about the formation of questions in the Past Simple (*we add Did before the subject and the base form of the main verb*).
- Draw Ss' attention to the negative form and ask them what they notice about the formation of the Past Simple (*we add didn't/did not before the base form of the main verb*). Point out that we usually use the short form (*didn't*) when we talk.
- Refer Ss to the text and ask them to underline any sentences in the question or negative forms of the Simple Past (*What did Mum put in my sandwich?, I didn't want to fall in front of...*).
- Remind Ss that questions beginning with *Did* require *Yes/ No* answers while questions beginning with a question word request information.
- Refer Ss to the Grammar Reference. **You can show it from the IWB via screensharing.**

OPTIONAL ACTIVITY

- Ask Ss to choose 10 irregular verbs and make some cards with the infinitive on one side and the Past Simple on the other.
- **Have them take turns showing the side of their cards which has the infinitive to their camera and having another S guess say the Past Simple.**
- Allow Ss to refer to the list of irregular verbs. This will help lower-performing Ss.

B.

- **Draw Ss' attention to the table from the IWB via screensharing.**
- Explain to Ss that they should read the text and find the Past Simple of the regular and irregular verbs.
- **Check the answers with the class by nominating Ss to give their answers orally.**

C.



- Ask Ss to read through the sentences and check their comprehension.
- **Have Ss do the activity and check the answers with the class by nominating Ss to give their answers orally.** Allow Ss to refer to the list of Irregular Verbs.
- Ask Ss to provide extra examples of the uses of the Past Simple. This will challenge higher-performing Ss.
- To help lower-performing Ss give them prompts to make their examples (e.g. *My brother / watch / basketball game / yesterday*).

4. Listen (2)

A Have you ever visited a planetarium? If yes, what did you like about it? If no, would you like to visit one? Which planet would you like to see?

Listen to a guide talking to some students at a planetarium. What is he talking about? Choose **a, b, c** or **d**. Then check your answers with a partner.

a. facts about the moon
b. the first moon landing
c. different kinds of spaceships
d. the life of a famous astronaut

B Look at the sentences below. What kind of information is missing?

TIP! Before you listen, try to predict what kind of information is missing (e.g. numbers, dates, names, places).

1. Astronauts walked on the moon for the first time on 20 1969.
2. Only astronauts walked on the moon.
3. The astronauts stayed on the moon for almost
4. The spaceship landed in the
5. The astronauts could see their families and friends after days.

C Now listen again and complete the sentences with the correct information. Then check your answers with a partner.

Over to you...

Discuss.

Would you like to be an astronaut? Why / Why not?

Listening

(2d, 4. Listen (2), A-C, p. 29)

A.

- Have Ss read through the rubric of the activity **shown on the IWB via screensharing** and ask them if they know what a planetarium is (*a building where you can see images of the stars and other objects in space*). Ask them if they have



- ever been to a planetarium and if they enjoyed it. If they haven't, ask them if they would like to visit a planetarium and also ask them which planet they would like to see. **Nominate Ss to give their answers orally.**
- **Play the recording from the IWB** and have Ss do the activity.
 - **You can have Ss compare their answers in pairs in Private channels.**
 - Alternatively, to challenge higher-performing Ss you may change the activity from multiple choice to an open-ended question. **Write the question on the Microsoft Whiteboard application (Microsfot Teams) or in a Word document** (without the options) and ask Ss to cover the activity in their books, listen and answer the question. To help lower-performing Ss, you may eliminate one or two incorrect options.
 - **Check the answers with the class by nominating Ss to give their answers orally or type their answers in the Meeting Chat.**

B.

- **Draw Ss' attention to the TIP shown on the IWB via screensharing** and explain it.
- Have Ss read through the sentences 1–5 and guess what kind of information is missing. Tell them that it could be a number, name, place, etc. and that they don't have to find the exact words for each sentence.
- **Have Ss do the activity and compare their answers with their partners' in Private channels. Then bring them back to the main channel.**
- Encourage Ss to justify their answers. This will challenge higher-performing Ss.

C.

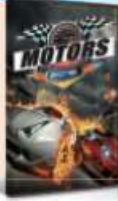
- **Play the recording from the IWB via screensharing and have Ss check their predictions.**
- **You can have Ss compare their answers in pairs in Private channels.**
- **Check the answers with the class by nominating Ss to give their answers orally.**

2e

1. Read & Speak

A Complete the dialogue below between two friends with the phrases a-c.

a. Tell me about it.
b. Guess what!
c. Lucky you!



A: Hey, Steve. I


B: What?

A: I got a new video game!

B: Really? That's great! 2

A: Well, it's called *Motors* and it's a car racing game. It's full of action and I love it!

B: 3 I want a new video game, too.



B Look at the sentences below from the dialogue and match them with the functions a and b.

1. I got a new video game!

2. Well, it's called *Motors* and it's a car racing game. It's full of action and I love it!

☐ a. giving news

☐ b. giving details

C Listen to the phrases in the tables and repeat them.

Giving good news	Responding to good news
<p>Guess what!</p> <p>Listen to this!</p> <p>Did I tell you about my new video game?</p>	<p>Really?</p> <p>Congratulations!</p> <p>That's great/amazing!</p> <p>That's fantastic news!</p> <p>I'm really happy for you.</p> <p>Good for you!</p> <p>Lucky you!</p> <p>How wonderful/exciting!</p> <p>What wonderful news!</p> <p>I can't believe it!</p>
	<p style="background-color: #334d5d; color: white; text-align: center; padding: 2px;">Asking for details</p> <p>Tell me about it.</p> <p>So, when/where/who/what did you...?</p> <p>How was it?</p> <p>What kind of game is it?</p> <p>Were you excited/scared?</p>

D Imagine a friend gave you the following news. What details would you like to know? Think of **two questions** and write them as in the example.

1. I went to the new amusement park!

So, when did you go there?

How was it?

2. Listen to this! I met a famous person!

3. Guess what! I won a competition!

4. Did I tell you about my new mobile phone?

2. Speak

Talk in pairs.

Student A
Imagine you have some good news to tell Student B. Choose one of the situations from activity D or think of your own. Answer Student B's questions giving details.

Student B
Listen to Student A's good news and respond to it. Show interest and keep the conversation going by asking for details.

I went to the new planetarium!
Really? Fantastic! When did you go?
I went yesterday with my cousin.
It was very interesting.
What did you do there?
Well, we watched a 3D film about...
How exciting!

TIP!

While speaking, use vocabulary and language you've learnt in the lesson.

Speaking

(2e, 1. Read & Speak A-D + 2. Speak , p. 30)



A.

- **Have Ss read through the phrases in the box from the IWB via screensharing.** Explain to them that we use these phrases to give good news to someone and respond to it.
- Ask Ss to guess which of these three phrases we use to give good news and which ones to respond to it or give further detail (*phrase to give good news: Guess what!, phrases to respond to good news: Tell me about it, Lucky you!.*). **Nominate Ss to give their answers orally.**
- Ask Ss to look at the pictures and try to guess what the good news is about. Elicit answers but do not correct Ss at this stage (*it's about a boy who got a new video game*).
- Have Ss do the activity.
- **Check the answers with the class by nominating Ss to give their answers orally.**
- Ask Ss to try to pay attention to the way they say these phrases. Tell them that they can't say the phrase *Lucky you!* with a flat voice. They should sound excited.
- Explain to them that how we say things is equally important as what we say. Allow Ss some time to practise with their partners.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity for the class.
- **Nominate several pairs to act out the dialogue.**

B.

- Ask Ss to read through the sentences 1 and 2 and the functions a and b **shown on the IWB via screensharing.**
- Explain to Ss that one sentence is used in order to give good news and the other one to give details.
- Ask Ss to tell you which sentence they think will contain more information (*the one giving details*).
- Have Ss do the activity.
- **Check the answers with the class by nominating Ss to give their answers orally or type their answers in the Meeting Chat.**

C.

- **Draw Ss' attention to the box containing the set phrases from the IWB via screensharing** used for giving good news and responding to it. Check Ss' understanding.
- Explain to Ss that apart from the phrases used to react to good news there are phrases for them to use if they want to ask for more details.
- Play the recording from the IWB and pause after each phrase for Ss to repeat. **You might not be able to hear Ss, but you can respond with visual cues to encourage them to speak.**



D.

- **Draw Ss' attention to the speech bubbles and to the examples under the first speech bubble from the IWB via screensharing.**
- Explain to them that they have to complete the speech bubbles using the phrases from the table referring to asking for details.
- **Have Ss do the activity and compare their answers with their partners' in Private channels. Go from channel to channel, monitoring and helping Ss when necessary. Then bring them back to the main channel.**

2. Speak

- **Have Ss read through the situations and the speech bubble shown on the IWB via screensharing** and make sure they haven't got any unknown words.
- Draw Ss' attention to the 3D glasses and ask them if they have ever watched a 3D film at the cinema. If so, ask them to share their experience.
- Tell them to use the phrases in the tables in activity C.
- Draw Ss' attention to the TIP and explain it.
- Tell Ss that they can use the situations in activity D. This will help lower-performing Ss.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity for the class.
- **Have Ss work in pairs in Private channels and allocate roles. Get Ss to do the activity and go from channel to channel, monitoring and helping them when necessary. Then Ss to swap roles. When they have finished, bring them back to the main channel.**
- Choose several pairs to act out their dialogues.

3. Speak & Write

A Read the email and answer the questions below.

Dear Alison,

How are things? I hope you're well. Guess what! Last week, my family and I went to Doha. I was very excited because it was my first time on a plane! It went really fast during take-off, but I wasn't scared at all. I loved it! I had a window seat so I could see the amazing view. I took pictures of the clouds, the snowy mountains, the desert and even of a train. It looked like a toy! The flight lasted six hours and forty-five minutes, but I wasn't bored. The flight attendant brought us tasty snacks, and there were even little screens so we could watch films. I can't wait to fly again!

Write back soon,
Julia

1. Who is writing the email and who is she writing to?
2. What first-time experience did Julia have?
3. When did it happen?
4. Who was with her?
5. How did she feel?
6. How long did the experience last?
7. What did she do on the plane?
8. Does she want to fly again?

C Read and complete with **and**, **but**, **so** or **because**.

LINKING WORDS

- **and**
Harry took his bike and went to the park.
- **but**
We went to the cinema, but we didn't enjoy the film.
- **so**
It started raining so we decided to stay at home.
- **because**
I drank a milkshake and a glass of water because I was thirsty.

1. Sheila was bored at home she went outside for a walk.
2. We visited the museum, we didn't go to the museum shop.
3. The children went on the roller coaster then had fun in the bumper cars.
4. They went to the zoo they wanted to see the baby tigers.
5. Fahad didn't have a book to read he went to the library.
6. I rode my bike carefully I didn't want to fall off.

B Think about an experience you had for the first time. Look at the questions in the speech bubble and make some notes. Use your notes to tell the class about your experience.

What first-time experience did you have?

...

When did it happen?

...

Where did it happen?

...

Who was with you?

...

How did you feel?

...

What did you do?

...

How long did it last?

...

Do you want to do it again?

...

TIP! • After you finish writing, do not forget to check your spelling.

D Read the paragraph and find five spelling mistakes. Then correct them.

Last Saturday, my family and I went to the new amusement park. My little brother was very exited because it was his first time at an amusement park. We went on almost al the rides, and we had a grate time. We can't wait to go ther again!

E Write an email to a friend telling him/her about an experience you had for the first time. Read the TIP! below. **Go to the Workbook page 33.**

TIP! • When writing a letter or an email to a friend, don't forget:

- to start with **Dear/Hello/Hi** + your friend's first name
- to open with a set phrase
How are you? I hope you're well/ How are things? / I'm writing to tell you about...
- to close with a set word/phrase and your first name under this.
Yours, / Bye for now, / Speak to you soon, / Best wishes,

• Do not write very short sentences. Join your sentences with **and**, **but**, **so** or **because**.

Writing

(2e, Speak & Write A-E, p. 31)



A.

- **Ask Ss to look at the layout of the text from the IWB via screensharing** and tell you what it is (*an email*).
- Draw their attention to the pictures and ask them to tell you what they can see (*a girl and a screen*).
- Explain to Ss that this girl is sending the email they're going to read. Ask them if they think she has got good or bad news (*good news because she's smiling*).
- Ask Ss to read through the text and make sure they haven't got any unknown words.
- Ask Ss to look at questions 1–8 and allow them some time to do the activity.
- **Check the answers with the class by nominating Ss to give their answers orally.**
- **Ask Ss some comprehension questions and nominate Ss to give their answers orally.**
Where did Julia go last week? to Doha
Was she scared during take-off? No, she wasn't.
Where was her seat? by the window
What was exciting about that? She could see the amazing view from the window.
What did she take pictures of? the clouds, the snowy mountains, the desert and a train
Was she bored during the flight? No, she wasn't.
Who brought them tasty snacks? the flight attendant
- Explain any unknown words in the text.

B.

- **Ask Ss to read through the questions in the speech bubble shown on the IWB via screensharing** and check their understanding.
- Allow Ss some time to make notes.
- Demonstrate the activity with the help of a S.
- Have a pair of Ss demonstrate the activity at the front of the class.
- **Get Ss to take turns doing the activity. Alternatively, you can have Ss work in pairs in Private channels. Go from channel to channel, monitoring and helping Ss when necessary.**

C.

- **Ask Ss to read through the box shown on the IWB via screensharing.** Point out that we use *and* to link similar ideas; *but* to link something new you say, especially different or opposite ideas; *so* to express result or consequence; and *because* to express reason or cause. Make sure they understand the difference in the use of the linking words presented.
- Refer Ss to Julia's email and ask them to underline all the examples of the linking words (*my family and I went to Doha / I was very excited because it was my first*



time on a plane / It went really fast during take-off, but I wasn't scared at all / I had a window seat so I could see the amazing view / I took pictures of the clouds, the snowy mountains, the desert and even of a train / The flight lasted six hours and forty-five minutes, but I wasn't bored / The flight attendant brought us tasty snacks, and there were even little screens so we could watch films).

- Have Ss do the activity.
- **Check the answers with class by nominating Ss to give their answers orally.**

D.

- Draw Ss' attention to the TIP and explain it.
- Explain to Ss that they should always check their spelling after they finish writing.
- Draw Ss' attention to the short paragraph.
- Explain to Ss that there are five spelling mistakes in this paragraph. Point out to them that they should find the five mistakes and correct them.
- Have Ss do the activity.
- **Check the answers with class by nominating Ss to give their answers orally.**

E.

- Draw Ss' attention to the rubric **from the IWB via screensharing** and make sure they understand what they have to write about.
- Explain to them that they can use the information in activity B.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to go to the Workbook page 32 and do the scaffolding activities. This will help them deal with the writing task successfully.
- Ask Ss to go to the Workbook page 33 and complete the writing plan before they start writing the task.
- Draw Ss' attention to the page provided in the Workbook for the writing task.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their emails. Check in on Ss and provide support when necessary.
- Choose several Ss to read out their emails.
- **Alternatively, you can have Ss send you their work via email or an online classroom management platform.**