

# Bridge to Success

Teacher's Guide

7

*Bridge to Success* is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates. This edition covers the first term of Grade 7.

This book sets out to:

- teach and review basic literacy skills
- teach and review basic writing skills
- teach and review basic speaking and listening skills
- cover standards for Grade 7 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.



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Bridge to Success

Teacher's Guide

Barker and Mitchell

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Chris Barker and Libby Mitchell

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Teacher's Guide  
Term 2

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United Arab Emirates  
Ministry of Education



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Teacher's Guide



Chris Barker and Libby Mitchell

Term 2 material 2017

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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## Contents

<b>Scope and Sequence</b>	<b>ii</b>
<b>Introduction</b>	<b>iv</b>
<b>How to use <i>Bridge to Success</i></b>	<b>1</b>
<b>Teaching Strategies</b>	<b>6</b>
<b>Unit 6 Using maps</b>	<b>11</b>
<b>Unit 7 Health, food and exercise</b>	<b>93</b>
<b>Unit 8 All living things</b>	<b>159</b>
<b>Unit 9 World records</b>	<b>229</b>
<b>Audioscript</b>	<b>297</b>

## Scope and Sequence

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 6</b> <b>Using maps</b> <b>Pages 94–113</b>	Reading about the route of the Dubai Marathon. 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. Past continuous. Ways of expressing agreement and disagreement.	Buildings and places in a town or city. Directions and travel vocabulary. Useful telephone expressions. Geographical features on maps. Road signs. Vocabulary of guided tours. Vocabulary of books and libraries. The language of exploration. Space travel. 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 Reading a folktale from <i>One Thousand and One Nights</i> , 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. Group discussion about healthy foods. Conducting a class survey about exercise. Group discussion about types of 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>	Facts about animals. Facts about birds. What is climate change? Information about polar bears. Bengal tigers. An extract from <i>War Horse</i> .	<b>Listening:</b> A conversation about polar bears. Conversations about books and plays. <b>Speaking:</b> Ask and answering questions about polar bears. Discussing ideas about a reading text.	So does he So has Relative clauses with <i>which</i> as the subject pronoun <i>Could</i> for possibility and suggestion	Animal-related physical characteristics and similarities Climate change	Questions about animals. Writing about a character from a novel. Designing a theatre poster. Writing a short story from an animal's point of view. Writing a guide to looking after an animal.
<b>Review Project</b>	Review of Unit 8 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.	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 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 Project</b>	Review of Unit 9 Present a biography of an athlete.				

### 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



## How to use *Bridge to Success*

### 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 CDs** include 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 CDs 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 CDs. (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, wishes
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 six 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.



## Teaching Strategies Grades 4–9

### 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 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.

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>• 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>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).

Resources	Starter
Coursebook page 94	<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>
Resources	Main Activity
Coursebook page 94	<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>
Coursebook page 94	<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 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 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 role-play 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>



<b>Workbook page 80</b>	<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>
<b>Workbook page 80</b>	<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>
<b>Workbook page 80</b>	<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>• Learning and innovation: reinforce creative thinking activities</li> <li>• Information literacy: reinforce learning to access and evaluate information effectively</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).

Resources	Starter
Coursebook page 95	<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>
Resources	Main Activity
Coursebook page 95	<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>
Coursebook page 95	<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> <b>page 95</b></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> <p>3. 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.</p> <p>4. Ask learners to complete Activity 7 individually.</p> <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> <b>page 81</b></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>

<b>Workbook</b> <b>page 81</b>	<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 role-play 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 role-play 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>
<b>Coursebook</b> <b>page 95</b>	<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>
<b>Resources</b>	<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>



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
<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. (G7.2.1.1.6) 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: 3
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; to develop learner's ability to give emphasis to key points when speaking. <b>Reading:</b> To develop learners' ability to read a text with personal preferences and understand reasons for personal opinions. <b>Writing:</b> To develop learners' ability to write a text giving personal preferences.		<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 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>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to items of places; infinitives of purpose</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>without a doubt, absolutely, to browse, no question, for sure, playground, shade, gym (fitness), mad/ mad about ( - ), definitely</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 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>		
<b>Resources/equipment needed:</b> Coursebook: pages 96 and 97 Workbook: page 82		

## UNIT 6 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 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>
Resources	Main Activity
Coursebook page 96	<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 shopping mall; park; cinema; gym</li> <li>2 Learners' own answers.</li> </ol>
Coursebook pages 96	<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>
Coursebook page 97	<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 students 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>

Coursebook page 97	<b>Speaking and writing: Activity 4</b> 1. In pairs, learners do Activity 4 in the Coursebook. They take it in turns to ask and answer the questions. 2. Model an example using the first question and asking a confident learner to give their answer. 3. Learners circulate around the classroom asking each other the survey questions. <b>CORE</b> <b>Feedback</b> 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.		
	<b>Differentiation activities (Support):</b> 1. Ask learners to choose two questions for their partner. They write them with a gap for one missing word from each. 2. Partners exchange questions and try to remember which word fills the gap. 3. They write and return their answers to their partners. 4. Learners check the answers are correct.		
	<b>Differentiation activities (Stretch):</b> 1. Ask the learners in pairs to think of one or two more questions they could ask and answer as part of the survey. 2. They write the new questions. 3. They continue the survey with the new questions.		
Resources	<b>Plenary</b>		
	1. Groups could display the results 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.		
<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. (G7.2.1.1.9) 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. (G7.4.1.1.5) 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: 4
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 one-to-one conversations both face-to-face and by phone. <b>Listening:</b> To develop learners' accuracy in listening for key phrases. <b>Reading:</b> To develop learners' ability to interpret requests in short texts. <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.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <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>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis related to 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>Communication and collaboration: reinforce the importance of team building and collaboration with others.</li> <li>Flexibility and adaptability: reinforce the understanding and importance of feedback.</li> <li>Leadership and responsibility: reinforce leadership skills by using problem solving and interpersonal skills.</li> </ul>		
<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>		
<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>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>		
<b>Resources/equipment needed:</b> Coursebook pages 95, 98 and 99 Workbook page 83 Audio Track 28 Realia: a real city map and a metro map, or images of them		



## UNIT 6 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
<b>Coursebook pages 95 and 98</b>	<ol style="list-style-type: none"> <li>1. 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>2. 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>
Resources	Main Activity
<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>1. 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>2. Ask learners to guess where Ben might be.</li> <li>3. 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>4. 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>1. Ask learners to read the expressions in Activity 2 and discuss in pairs if they heard them on the audio.</li> <li>2. Play the audio again and ask learners to point to the expressions that they hear.</li> <li>3. 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:</p> <p>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></p> <p><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>

<b>Workbook page 83</b>	<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>
<b>Workbook page 83</b>	<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>5. Ask learners to write their answers individually.</li> <li>6. 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>
<b>Coursebook page 98</b>	<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 role-play 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>

	<b>Differentiation activity (Support):</b> 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.		
	<b>Differentiation activity (Stretch):</b> 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. 2. You could also give them station names rather than letting them choose these themselves.		
<b>Resources</b>	<b>Plenary</b>		
	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.		
<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, <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> (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. (G7.4.1.1.7) 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.			

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 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 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 and 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).

Resources	Starter
Coursebook page 99	<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>
Resources	Main Activity
Coursebook pages 99 and 100	<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</b></p> <p><b>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>
Coursebook page 100	<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 there is no right or wrong answer.</li> </ol> <p><b>CORE</b></p> <p><b>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</p> <p>3. In their groups, learners discuss question 6.</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><b>Answers</b></p> <p>1 e; 2 h; 3 b; 4 a; 5 d; 6 g; 7 f; 8 l; 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>

Resources	Plenary		
	1. Do a hands-up metro survey with the following questions: <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>		
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:			
(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			
(G7 3.1.1.2) 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. 3.2.1.1) 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.			

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>• Community literacy: reinforce students' learning to use all media tools to engage in written, oral and face-to-face conversations with other students that compare different cultures.</li> <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> </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).

Resources	Starter
Coursebook page 101	<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>
Resources	Main Activity
Coursebook page 101	<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</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>
Coursebook page 101	<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 d; 3 b; 4 f; 5 e; 6 c</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>

<b>Coursebook</b> <b>page 101</b>	<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>
<b>Workbook</b> <b>page 85</b>	<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>
<b>Coursebook</b> <b>page 101</b> <b>Audio Track 29</b>	<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>
<b>Coursebook</b> <b>page 101</b> <b>Audio Track 29</b>	<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. <div><b>Answers</b> 1 e; 2 c; 3 d; 4 a; 5 b</div>		
<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> (G7.1.1.1.1) 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>• Learning and innovation skills: reinforce learning to articulate thoughts and ideas in English.</li> <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> </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).

Resources	Starter
	<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>
Resources	Main Activity
<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><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><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><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 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 role-play 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>Either 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>

	<b>Differentiation activity (Support):</b> 1. Ask learners to work in pairs. Each pair thinks of one piece of advice they could give. 2. Then pairs compare their answers in small groups to find three different pieces of advice in total.
	<b>Differentiation activity (Stretch):</b> 1. Ask learners to write a longer list of advice for Hassan, including things he should do and things he shouldn't do.
Coursebook page 102	<b>Speaking: Activity 5</b> 1. Ask learners to discuss their ideas in pairs. 2. Put pairs together to compare their ideas. <b>DESIRABLE</b> <b>Feedback</b> Monitor the class and when you find a good answer, ask the learner to share it with the class. 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. <div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> Learners' own answers.
Coursebook page 102	<b>Speaking: Activity 6</b> <b>DESIRABLE</b> Ask some learners to volunteer to tell the class the best of their ideas. <b>Feedback</b> 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.
Resources	<b>Plenary</b>
	1. Write on the board: <i>Maps are useful because ...</i> 2. Ask learners to think of ways of finishing the sentence. They share their ideas with the class.

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
<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. (G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations. (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 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>			

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>• Global awareness: reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing.</li> <li>• Information literacy: reinforce learning to access and evaluate information efficiently.</li> </ul>		
<b>Key vocabulary: On maps:</b> abbreviations <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).

Resources	Starter
	<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</i>, etc.</li> </ol>
Resources	Main Activity
Coursebook page 103	<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>
Coursebook page 103	<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 as good as walking; much easier to understand ... than; better to go with ... than; much better 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 easier than finding your way around a large city.  2 Yes, it is much bigger (than the Dubai Metro).  3 Yes, it's more difficult 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 quicker 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 more convenient 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 as enjoyable 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 page 87</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the map of Sydney and the key and in pairs discuss what they can see on the map.</li> <li>2. Learners do Activity 1 in pairs.</li> </ol> <p><b>Answers</b></p> <p>1 Wentworth Park is much bigger than Tumbalong Park; 2 Wattle Street isn't as long as Harris Street; 3 Sydney Entertainment Centre is not as big as Sydney Exhibition Centre; 4 Walking from the Town Hall to Tumbalong Park is much quicker than walking from Chippendale to Pyremont.</p>
<b>Workbook page 87</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the <i>Study skills</i> box about abbreviations and the box - <i>Did you know?</i> box.</li> <li>2. Ask learners to work in pairs. They look at the map and try to find some abbreviations.</li> <li>3. Do Activity 2 open class.</li> </ol> <p><b>Answers</b></p> <p>1 Car park; 2 Street; 3 Road; 4 Boulevard; 5 Place</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Discuss any mistakes learners make and ask them to look back at the <i>Did you know?</i> box.</p>
<b>Coursebook page 103</b>	<p><b>Writing and speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 4 in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>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.</p> <p><b>Possible answers</b></p> <p>Note that learners may have the opposite opinions!</p> <ol style="list-style-type: none"> <li>1 Visiting a waterpark is much more exciting than going to the cinema.</li> <li>2 Finding your way with a map is much more reliable than asking people you don't know for directions.</li> <li>3 A compass is much more useful than a mobile phone when you're walking in the desert or mountains.</li> <li>4 Visiting a museum is not as interesting as learning things on the internet.</li> <li>5 Going on holiday abroad is much more enjoyable than staying at home and doing nothing.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <p>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.</p>

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
<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, <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> (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 knowledges of affixes, roots and patterns of word changes (parts of speech).			

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>• Productivity and accountability: reinforce learning to manage all sizes of projects individually and in teams.</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).

Resources	Starter
Coursebook page 104	<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>
Resources	Main Activity
Coursebook page 104	<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>
Coursebook page 104	<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>



<b>Coursebook</b> <b>page 104</b>	<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>
<b>Coursebook</b> <b>page 104</b>	<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>
<b>Workbook</b> <b>page 88</b> <b>Coursebook</b> <b>page 104</b>	<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> (G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G7.2.1.1.6) 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 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.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<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>• Learning and innovation skills: reinforce learning to develop, implement and communicate new ideas in English.</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).

Resources	Starter
Coursebook page 105	<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>
Resources	Main Activity
Coursebook page 105	<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>
Coursebook page 105	<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>

	<b>Differentiation activities (Support):</b> <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>
	<b>Differentiation activities (Stretch):</b> <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>	<b>Workbook: Activity 1</b> <ol style="list-style-type: none"> <li>1. Learners do Activity 1 individually.</li> </ol> <b>DESIRABLE</b> <b>Feedback</b> 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. <div> <b>Answers</b>            1 books; 2 section; 3 floor; 4 right; 5 behind; 6 class; 7 maps; 8 atlas;            9 reference; 10 dictionaries         </div>
<b>Workbook page 89</b>	<b>Workbook: Activity 2</b> <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> <b>DESIRABLE – can be done for homework</b> <b>Feedback</b> Go through the answers one by one, asking for volunteers to read the sentences. <div> <b>Answers</b>            1 floor plan; 2 shelves; 3 sections; 4 help desk; 5 catalogue; 6 Psychology;            7 back         </div>
<b>Coursebook page 105</b>	<b>Speaking: Activity 3</b> <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> <b>DESIRABLE</b> <b>Feedback</b> 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.
<b>Resources</b>	<b>Plenary</b> 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> Ask volunteers to explain their answers.

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
<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.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<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>• Critical thinking and problem solving: reinforce creative thinking activities to facilitate an understanding of each other's ideas.</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> <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>
Coursebook page 106	<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>
Workbook page 90	<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>

<b>Workbook</b> <b>page 90</b>	<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>
<b>Workbook</b> <b>page 90</b>	<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 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>
<b>Coursebook</b> <b>page 106</b>	<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>
<b>Resources</b>	<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> (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. 3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language. (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: 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>• Information literacy: reinforce learning to access and evaluate information efficiently.</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).

Resources	Starter
Coursebook page 107	<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>
Resources	Main Activity
Coursebook page 107	<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>
Coursebook page 107	<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>
Coursebook page 107	<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 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>



<b>Workbook page 91</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners do Activity 4 individually.</li> <li>2. 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>
<b>Workbook page 91</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the first example in Activity 5.</li> <li>2. Learners write their answers individually.</li> <li>3. 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>1 We were waiting at the metro station when a tourist asked us for directions.</li> <li>2 Were you looking at the map when you fell over?</li> <li>3 My mobile fell out of my pocket when I was playing football.</li> <li>4 She was lying in the snow unconscious when the rescue services found her.</li> <li>5 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>1. 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>2. Tell them which verbs should be changed into the past simple and which should be past continuous.</li> <li>3. 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>4. 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>5. 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>6. 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>1. 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>2. Ask them to work out which action interrupted the other action.</li> <li>3. Then ask them to work this out for the sentences in Workbook Activity 5.</li> </ol>

Resources	Plenary		
	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.		
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:			
<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 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>(G7.4.2.1.1) 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 ad 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: 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 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 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. 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).

Resources	Starter
Coursebook page 108	<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>
Resources	Main Activity
Coursebook page 108	<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>
Coursebook page 108	<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</b> <b>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</b> <b>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 Who's your 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>

Resources	Plenary		
	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.		
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) 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.			



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>• Learning and innovation skills: reinforce learning to articulate thoughts and ideas in English.</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).

Resources	Starter
Coursebook page 109	<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>
Resources	Main Activity
Coursebook page 109	<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>
Coursebook page 109	<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>1. Learners work in small groups and do Activity 3.</li> <li>2. 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>1. Give different groups one bullet point to discuss.</li> <li>2. 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>1. 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>1. Learners do Activity 4 in pairs, taking turns.</li> <li>2. 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>1. 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>1. 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>1. 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>2. 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>

<b>Workbook page 93</b>	<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 The <i>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>
<b>Workbook page 93</b>	<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> <b>page 109</b></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> <b>page 109</b></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> <b>page 109</b></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.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<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>• Learning and innovation skills: reinforce learning to articulate thoughts and ideas in English.</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 c; 2 d; 3 e; 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 answer 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>
<b>Workbook page 94</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners read the Speaking strategy 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>
<b>Coursebook page 110</b>	<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>
<b>Resources</b>	<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>

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
<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. (G7.2.1.1.1) 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 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> <li>• expressing agreement and disagreement.</li> </ul> (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.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<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>• Refer back to Unit 6</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).

Resources	Starter
Coursebook page 94–110	<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>
Resources	Main Activity
Coursebook page 111	<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>
Coursebook page 111	<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>
Coursebook page 111	<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 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.			



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 and 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)

Resources	Starter
Coursebook Pages 94–112	<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>
Resources	Main Activity
Coursebook page 112	<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>
Coursebook page 112	<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>
Coursebook page 113	<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>

<b>Coursebook page 113</b>	<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>
<b>Coursebook page 113</b>	<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>
<b>Coursebook page 113</b>	<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>
<b>Coursebook page 113</b>	<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>

Resources	Plenary		
Coursebook pages 112 and 113	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.		
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:			
(G7.2.1.1.8) 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.			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 7	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To give a presentation reporting on a project; to answer questions about the project. <b>Listening:</b> To develop learners' ability to follow and evaluate an oral presentation and formulate relevant questions. <b>Writing:</b> To develop learners' ability to write a narrative according to specific criteria.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <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>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Experience of previous presentations, the language of travel</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>• Leadership and responsibility: reinforce leadership skills by using problem solving and interpersonal skills.</li> </ul>		
<b>Key expressions/structure:</b> vocabulary from the unit		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <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>		
<b>Resources/equipment needed:</b> Coursebook page 113		

## UNIT 6 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. 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>
Resources	Main Activity
Coursebook page 113	<b>Presentation: Activity 1</b> <ol style="list-style-type: none"> <li>1. Groups do Activity 1 to make the final decisions about their presentation, including the roles of each person.</li> </ol> <b>CORE</b> <b>Feedback</b> Monitor to help. You can give groups the option of scripting what they are going to say or speaking from memory.
	<b>Differentiation activities (Support):</b> <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>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. These learners should be leading the presentation, and supporting others in their group.</li> </ol>
Coursebook page 113	<b>Presentation: Activity 2</b> <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> <b>CORE</b> <b>Feedback</b> 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.
Coursebook page 113	<b>Presentation: Activity 3</b> <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> <b>CORE</b> <b>Feedback</b> 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.

<b>Coursebook page 113</b>	<p><b>Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs or in their presentation groups to do Activity 4.</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 5</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs and do Activity 5.</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 6</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> (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G7.2.1.1.8) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed. (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.			

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>• Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.</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).

Resources	Starter
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>
Resources	Main Activity
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>

<b>Workbook page 95</b>	<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>
<b>Workbook page 95</b>	<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>
<b>Workbook page 95</b>	<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>
<b>Resources</b>	<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> (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 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> (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).			

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>• Learning and innovation: reinforce learning to develop, implement and communicate new ideas in English to others effectively.</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).

Resources	Starter
	<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>
Resources	Main Activity
Coursebook page 115	<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>
Coursebook page 115	<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>1. Learners continue working with their partner. Learners use the questions in the coursebook to have a dialogue about their diet.</li> <li>2. 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>1. Learners read the text and fill the gaps with the correct phrases from the box.</li> <li>2. 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 1–8 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>1. Learners read the sentences and decide if they are true or false.</li> <li>2. 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 True</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. 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>1. Learners could write a short letter advising a friend how they can 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>1. 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> (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. (G7.4.1.1.7) 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.			

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>• Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.</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).

Resources	Starter
Coursebook page 116	<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>
Resources	Main Activity
Coursebook page 116	<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>
Coursebook page 116	<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>

<b>Coursebook page 116</b>	<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>
<b>Workbook page 97</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Write the following words on the board: protein, carbohydrates, fat, sugar, vitamins and minerals. 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>
<b>Workbook page 97</b>	<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>
<b>Resources</b>	<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> (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.			

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>• be able to 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>• Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.</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).

Resources	Starter
Coursebook page 117	<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>
Resources	Main Activity
Coursebook page 117	<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><b>Answers</b></p> <p>1 d; 2 b; 3 e; 4 a; 5 c; 6 f</p>
Coursebook page 117	<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><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> <table border="1" data-bbox="479 536 1526 900"> <thead> <tr> <th colspan="2" data-bbox="479 536 954 583">Answers</th></tr> <tr> <th data-bbox="479 583 954 630">Unhealthy snacks</th><th data-bbox="954 583 1526 630">Healthier alternative snacks</th></tr> </thead> <tbody> <tr> <td data-bbox="479 630 954 665">doughnut</td><td data-bbox="954 630 1526 665">wholemeal scone</td></tr> <tr> <td data-bbox="479 665 954 700">biscuit</td><td data-bbox="954 665 1526 700">grapes</td></tr> <tr> <td data-bbox="479 700 954 736">ice cream</td><td data-bbox="954 700 1526 736">rice cakes</td></tr> <tr> <td data-bbox="479 736 954 771">crisps</td><td data-bbox="954 736 1526 771">dried fruit</td></tr> <tr> <td data-bbox="479 771 954 806">sweets</td><td data-bbox="954 771 1526 806">unsweetened popcorn</td></tr> <tr> <td data-bbox="479 806 954 842">cake</td><td data-bbox="954 806 1526 842">raisin bread</td></tr> <tr> <td data-bbox="479 842 954 877">chocolate</td><td data-bbox="954 842 1526 877"></td></tr> </tbody> </table>	Answers		Unhealthy snacks	Healthier alternative snacks	doughnut	wholemeal scone	biscuit	grapes	ice cream	rice cakes	crisps	dried fruit	sweets	unsweetened popcorn	cake	raisin bread	chocolate	
Answers																			
Unhealthy snacks	Healthier alternative snacks																		
doughnut	wholemeal scone																		
biscuit	grapes																		
ice cream	rice cakes																		
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 exercise 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> (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.			

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>• 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, 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).

Resources	Starter
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>
Resources	Main Activity
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.</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>

<b>Coursebook</b> <b>page 118</b>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners use the sentences in activity 3 to ask and answer questions.</li> <li>2. Practise the model provided with the group. Practise the pronunciation both chorally and individually.</li> <li>3. Explain that learners should use this model in the activity. They should take turns to ask and answer the questions.</li> <li>4. 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>1. 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>1. Learners record their answers in their notebooks.</li> </ol>
<b>Workbook</b> <b>page 99</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. 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>
<b>Workbook</b> <b>page 99</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they will be creating a poster to promote healthy eating.</li> <li>2. Ask learners to choose three food group facts they would like to include on their poster.</li> <li>3. Demonstrate how to create a catchy slogan for the poster, such as: <i>Eat well, live longer</i>.</li> <li>4. 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 a poster is and whether the creator has used three facts.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Conclude the lesson by writing the following anagrams on the board: lewl (well); llyusua (usually); thealhily (healthily); kcyqlui (quickly); lyowsl (slowly).</li> <li>2. Learners could work individually or in two teams to race each other to solve the anagrams.</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
<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). (G7.3.1.1.2) 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: 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).

Resources	Starter
	<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>
Resources	Main Activity
<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 script of the interview on page 175 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 well in exams and so does my brother; 2 I only sleep badly when I'm ill or anxious; 3 I study well when I listen to music; 4 I eat healthily most of the time – but I do eat chocolate sometimes; 5 I play football badly when I haven't eaten enough, but I also play badly 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>
Workbook page 100	<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>
Workbook page 100	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Read the Study skills 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>

Resources	Plenary		
	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.		
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:			
<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>• Flexibility and adaptability: reinforce understanding and importance of feedback in English, from teachers and other learners.</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).

Resources	Starter
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>
Resources	Main Activity
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 choose 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>

<b>Coursebook page 120</b>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners write the adverbs into the sentences, using the adjectives provided in brackets.</li> <li>2. Support learners by reading through the sentences to check understanding.</li> <li>3. 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>																		
<b>Coursebook page 120</b>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. 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>2. Select learners to read the sentences aloud to the class.</li> <li>3. Discuss each sentence and ask learners to raise their hand to show if they agree.</li> <li>4. 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>																		
<b>Workbook page 101</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. 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>2. Read through the words in the word box and talk about the meanings.</li> <li>3. Select confident learners and ask them to put words into sentences to give context.</li> <li>4. If learners are unsure, give your own examples of sentences containing the focus words.</li> <li>5. 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"> <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> </tbody> </table>	Adjectives	Adverbs	clear	carefully	good	quickly	cheap	cheaply	bad	clearly	easy	better	slow	badly	careful	easily	quick	slowly
Adjectives	Adverbs																		
clear	carefully																		
good	quickly																		
cheap	cheaply																		
bad	clearly																		
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careful	easily																		
quick	slowly																		

<b>Workbook page 101</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. This activity could be completed for homework.</li> <li>2. 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>1. 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>1. 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>Workbook page 101</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Conclude the lesson by asking learners to reflect upon their achievements across the past week.</li> <li>2. Refer to the <i>Can do statements</i> in the Self-assessment section.</li> <li>3. 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>

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
<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: <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: 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>• to 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>• Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.</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).

Resources	Starter
Coursebook page 121	<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>
Resources	Main Activity
Coursebook page 121	<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>
Coursebook page 121	<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>

<b>Coursebook page 121</b>	<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>
<b>Workbook page 102</b>	<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>
<b>Workbook page 102</b>	<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>

Coursebook page 121	<b>Writing: Activity 4</b>		
	1. Learners design a poster that encourages and reminds them 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.		
Resources	<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.			

LESSON PLAN		LESSON: 9
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 healthy drink choices. <b>Speaking:</b> 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).

Resources	Starter
	<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>
Resources	Main Activity
Coursebook page 122	<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>
Coursebook page 122	<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>

<b>Coursebook page 122</b>	<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>
<b>Workbook page 103</b>	<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>
<b>Workbook page 103</b>	<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>
<b>Workbook page 103</b>	<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>

Resources	Plenary		
	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.		
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:			
(G7.2.1.1.6) 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.			



LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 7	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<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>• Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.</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 and 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).

Resources	Starter
	<ol style="list-style-type: none"> <li>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.</li> <li>2. Discuss what other things might be important for them.</li> </ol>
Resources	Main Activity
Coursebook page 123	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <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>
Coursebook page 123	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>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?</li> </ol> <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>
Coursebook pages 123 and 124	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Learners match the sentence openings with the information detailing how often the athletes do certain things.</li> </ol> <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>

	<b>Differentiation activities (Support):</b> 1. Re-read the article to these learners, reminding them to listen for key words identified by the sentence openers.
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to identify and list all of the adverbs of frequency used in the article.
<b>Workbook page 104</b>	<b>Activity 1</b> 1. Learners look at the pictures and use the prompts to write about Fahad's daily routines. 2. You may wish to add more prompts to extend practise. <b>CORE</b> <b>Feedback</b> Ask various volunteers to come and write each sentence on the board. Elicit any necessary corrections from the rest of the group.
	<b>Answers</b> 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
	<b>Differentiation activities (Support):</b> 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.
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to create a similar timetable to show their own routines.
	<b>Workbook: Activity 2</b> 1. Learners write five sentences about their own life using the adverbs of frequency: <i>always, never, usually, often, sometimes</i> . <b>DESIRABLE</b> <b>Feedback</b> Select learners to read their sentences to the class.
<b>Workbook page 104</b>	<b>Answers</b> Learners' own answers.
	<b>Differentiation activities (Support):</b> 1. Provide additional prompts or sentence openers.
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to extend the activity to write their entire daily routine or a paragraph about a specific part of their weekly routine.
<b>Resources</b>	<b>Plenary</b>
	1. Conclude the lesson by asking all the learners to stand in a circle. Each learner tells the person on their left a never/sometimes/always sentence about themselves. 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> .

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
<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). (G7.4.1.1.7) 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.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 7	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<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 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>• Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.</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).

Resources	Starter
Coursebook page 124	<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>
Resources	Main Activity
Coursebook page 124	<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>
Coursebook page 124	<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>

<b>Workbook</b> <b>page 105</b>	<p><b>Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners read the interview and complete it by choosing the correct missing sentences.</li> <li>2. 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 role-play 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>1. Learners work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners practise role-playing the dialogue with a partner. Remind learners to use expression.</li> </ol>
<b>Coursebook</b> <b>page 124</b>	<p><b>Project: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Organise the learners into small groups and tell them they will be planning a menu.</li> <li>2. Tell the learners to imagine that tomorrow they will have a perfectly balanced diet – recap on what this means.</li> <li>3. 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>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Conclude the lesson by putting the class into two teams.</li> <li>2. Ask each team to write a list of as many adverbs of frequency as they can think of.</li> <li>3. The winning team is the team with the biggest list in a given time (for example, one minute).</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
<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). (G7.4.1.1.7) 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.			



LESSON PLAN		LESSON: 12
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 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>• Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.</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></p> <p>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></p> <p>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 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>

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
<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, <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> (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).			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 7	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<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).

Resources	Starter
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>
Resources	Main Activity
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>

<b>Coursebook page 126</b>	<p><b>Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners write to Rashid to persuade him to take part in some form of physical activity.</li> <li>2. 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>1. 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>1. Learners should use Rashid's earlier excuses to provide counter-arguments in their written work.</li> </ol>
<b>Workbook page 107</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. 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>
<b>Workbook page 107</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners record their own activity levels in the chart.</li> <li>2. 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>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. 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 healthy lifestyle.</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
<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, <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> (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). (G7.4.1.1.7) 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.			



LESSON PLAN		LESSON: 14
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 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>• Flexibility and adaptability: reinforce understanding and importance of feedback in English, from teachers and other learners.</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).

Resources	Starter
Coursebook page 127	<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>
Resources	Main Activity
Coursebook page 127	<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>
Coursebook page 127	<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>

<b>Coursebook page 127</b>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners rewrite the sentences using the adverb in brackets in the correct position.</li> <li>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.</li> </ol> <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>										
<b>Coursebook page 127</b>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners answer the questions about being healthy.</li> <li>2. Before learners begin, read through each question to check their understanding.</li> <li>3. Remind learners that they can turn to previous lessons to check information.</li> <li>4. Encourage learners to answer in full written sentences.</li> </ol> <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>										
<b>Workbook page 108</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the chart by filling in the missing words.</li> <li>2. Remind learners that they can turn to previous lessons to check information.</li> </ol> <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										

Workbook page 108	Workbook: Activity 2		
	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.		
	DESIRABLE		
	Feedback		
	While learners are writing, circulate the classroom, checking understanding and offering support where required.		
	Answers		
	Learners' own answers.		
	Differentiation activities (Support):		
	1. Learners could work in pairs. Provide prompts or sentence openers.		
	Differentiation activities (Stretch):		
	1. Ask learners to practise presenting their blog by reading it to a partner who provides peer feedback and asks questions.		
Resources	Plenary		
Workbook Page 108	1. Conclude the lesson by asking learners to reflect upon their achievements across the past week. 2. Refer to the <i>Can do statements</i> in the Self-assessment activity (Activity 3).		
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:			
(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.			
(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 relative clauses.</li></ul>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 7	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<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>• Flexibility and adaptability: reinforce understanding and importance of feedback in English, from teachers and other learners.</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).

Resources	Starter
	<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>
Resources	Main Activity
Coursebook page 128	<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>
Coursebook page 128	<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>
Coursebook page 128	<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>

Coursebook page 128	<b>Writing: Activity 4</b> 1. Tell learners to read sentence parts 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> .		
Resources	<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>		
<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: <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: 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>

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
<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; use a semicolon and conjunctive adverb to link two or more closely related independent clauses.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 7	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<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>• Flexibility and adaptability: reinforce the understanding and importance of feedback in English, from teachers and other learners.</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).

Resources	Starter
	<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>
Resources	Main Activity
Coursebook page 130	<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>
Coursebook page 130	<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>
Resources	Plenary
Coursebook page 130	<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> (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. (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.			

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>• Reinforce learning to access and evaluate information efficiently, effectively, and critically in English.</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</b> page 131	<ol style="list-style-type: none"> <li>Ask: <i>Do you like animals? What animals do you like? Are there any you dislike or are afraid of? Why?</i></li> <li>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</b> page 131	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Ask learners to read descriptions 1–5 and match them to the correct picture a–e.</li> <li>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</b> page 131 <b>Audio Track 35</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Tell learners they will listen to a description of the animals in the pictures on page 131 of their Coursebook.</li> <li>Ask learners to listen for an additional piece of information about each animal.</li> <li>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> <ol style="list-style-type: none"> <li>(roadrunner) The roadrunner lives in the desert in the north of Mexico and in the south-west of the USA.</li> <li>(green tree frog) Most adult frogs can change their colour.</li> <li>(sloth) Sloths live in the forests of Central and South America.</li> <li>(chameleon) So their name means 'earth lion'.</li> <li>(Siamese fighting fish) They can live for up to nine years.</li> </ol>
<b>Workbook</b> page 109	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>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>

	<b>Differentiation activities (Support):</b> 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.		
	<b>Differentiation activities (Stretch):</b> 1. Before you feedback, pair these learners with support learners and ask them to check the answers and spelling with them.		
<b>Workbook page 110</b>	<b>Workbook: Activity 2</b> 1. Learners look at the categories and find animals for each one from the pictures on page 109. 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 _ _ _ _ _. <b>DESIRABLE</b> <b>Feedback</b> Learners check their answers in pairs. <div><b>Answers</b> <i>birds: roadrunner, duck, penguin; reptiles: snake, chameleon; amphibian: frog</i></div>		
<b>Resources</b>	<b>Plenary</b> 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: <b>Teacher:</b> <i>Tiger</i> <b>Learner:</b> <i>A tiger has stripes. A tiger is orange. Tiger is spelled T-I-G-E-R.</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, evaluating the reliability of each resource; watch and discuss English language television and movies. (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: 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>Reinforce learning to access and evaluate information efficiently, effectively and critically in English.</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. Refer them to the <i>Language tip</i> box to help them.</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)

Resources	Starter
	<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>
Resources	Main Activity
Coursebook page 132	<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>
Coursebook page 132	<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>Language tip</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>

<b>Workbook page 110</b>	<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>
<b>Workbook page 110</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to read the animals and the definitions. 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 l; 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>

Resources	Plenary		
	<div>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.</div> <div>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.</div> <div>3. As the game progresses, reduce the time allowed for each round.</div> <div>4. The winning team is the one with the most correctly spelled animal names by the end of the round.</div>		
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:			
<div>(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.</div> <div>(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.</div>			

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>Reinforce learning to access and evaluate information efficiently, effectively, and critically in English.</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)

Resources	Starter
	<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>
Resources	Main Activity
Coursebook page 133	<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>
Coursebook page 133	<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 falcon/an eagle/ a hawk   4 ducks and geese 5 Learners' own answers.		
<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> and 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 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>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)

Resources	Starter
	<ol style="list-style-type: none"> <li>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.</li> <li>2. If learners don't see many birds, show a clip of a Russian eagle (or any other birds) which migrates to the UAE.</li> <li>3. Ask learners to describe the image(s).</li> </ol>
Resources	Main Activity
Coursebook page 134	<b>Speaking</b> <ol style="list-style-type: none"> <li>1. Ask learners to look at the visuals and ask if they have seen these birds before and where.</li> <li>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).</li> <li>3. Ask one learner from each pair or small group to move to another pair or small group and check their ideas.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Select individual learners to give descriptive sentences by asking them to raise their hands. Write key words and phrases on the board.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>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></li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to work with less able learners to provide additional support during the speaking task.</li> </ol>
	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell readers that they are going to read a text about two common birds in the UAE, the hoopoe and the rose-ringed parakeet.</li> <li>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.</li> <li>3. Give learners time to read the task questions before scanning the text.</li> <li>4. Ask learners to check their answers in small groups (with the same group learners).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>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.</p> <p><b>Answers</b></p> <p>1 T; 2 F; 3 T; 4 F; 5 T; 6 F; 7 T; 8 T</p>

<b>Coursebook page 134</b>	<p><b>Use of English: Activity 4</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>
<b>Workbook page 112</b>	<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>
<b>Workbook page 112</b>	<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>
<b>Workbook page 112</b>	<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 use 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 use. 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		
	<div>1. 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.</div> <div>2. 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.</div> <div>3. Monitor learners while on task to upgrade for pronunciation or language issues.</div>		
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:			
<div>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, expressing opinion.</div> <div>(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.</div> <div>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</div> <div>(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.</div> <div>(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).</div> <div>(G7.4.2.1.1) Write using: possibility: may, might and could.</div>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific information in a text about man-made pollution and the effect on sealife. <b>Speaking:</b> To agree with opinions using so + verb + pronoun/noun. <b>Reading:</b> To read a text about the effect of rubbish on marine life. <b>Writing:</b> To write solutions for addressing the issue of rubbish in the seas and oceans.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• discuss the environmental problem of rubbish in the oceans and the effects on sealife</li> <li>• use so + 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>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Environment and habitat</li> <li>• Animals</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>plastic, sea, ocean, recycling, rubbish, floats, sinks, stuck</i> <b>Key expressions/structures:</b> so + verb + pronoun/noun to express agreement.		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Not all learners learn 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>		
<b>Resources/equipment needed:</b> Coursebook page 135 Workbook page 113 Audio Track 36 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. Dictionaries for learners		

## 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
Coursebook page 135	<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
Coursebook page 135	<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> <p><b>Answers</b></p> <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>
Coursebook page 135	<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> <b>page 135</b> <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>

<b>Coursebook page 135</b>	<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</i> + verb + pronoun/ noun 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>
<b>Workbook page 113</b>	<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>
<b>Workbook page 113</b>	<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.		
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:			
<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, 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)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners to think about their 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>
Resources	Main Activity
Coursebook page 136	<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>
Coursebook page 136	<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>																																																																																																																																																
Coursebook page 136	<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</i> + verb + pronoun, 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>																																																																																																																																																
Workbook page 114	<p><b>Workbook: Activity 1</b></p> <p>1. Ask learners to look at the word search 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> <div><p><b>Answers</b></p><table><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></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>u</td><td></td><td>e</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>b</td><td></td><td>a</td><td>p</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>b</td><td></td><td>l</td><td>l</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>i</td><td></td><td>i</td><td>a</td><td></td><td></td><td></td></tr><tr><td>o</td><td>c</td><td>e</td><td>a</td><td>n</td><td>s</td><td></td><td>f</td><td>s</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>h</td><td></td><td>e</td><td>t</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>i</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></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></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></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></td></tr></table></div>	d	a	n	g	e	r	o	u	s									u		e										b		a	p									b		l	l									i		i	a				o	c	e	a	n	s		f	s									h		e	t												i									r	e	c	y	c	l	e																											p	o	l	l	u	t	i	o	n	
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<b>Workbook page 114</b>	<b>Workbook: Activity 2</b>  1. Focus learners on the example sentence. Ask learners to choose four of the words from the word search and write their own sentences for each one. 2. Learners work individually. Ask learners to compare their answers in pairs or small groups. 3. Monitor carefully and note examples of accurate/inaccurate language and interesting content use. <b>DESIRABLE</b> <b>Feedback</b> 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.		
<b>Resources</b>	<b>Plenary</b>		
	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. 2. Write learners’ examples on the board and ask learners to read the whole list. Each group chooses their two favourite examples. 3. As a whole group, vote for their favourite idea.		
<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 (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)

Resources	Starter
	<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>
Resources	Main Activity
Coursebook page 137	<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>
Coursebook page 137	<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>
Workbook page 115	<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> <b>page 115</b>	<b>Workbook: Activity 2</b> <div>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).</div> <div>2. Read the questions one by one, and ask learners to identify which part of the example text answers the questions.</div> <div>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.</div> <div>4. When learners have finished, ask them to read their statements to a partner and have them guess the animal described.</div> <b>DESIRABLE</b> <b>Feedback</b> Ask for several volunteers to read their statements to the class, and have the class guess the animal described. <div><b>Answers</b></div> Learners’ own answers.		
<b>Coursebook</b> <b>page 137</b>	<b>Speaking: Activity 3</b> <div>1. Ask learners to look at page 137 of their Coursebook and read the six examples.</div> <div>2. Learners tick the statements they agree with and then check with their partner to see if they agree.</div> <div>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.</div> <b>DESIRABLE</b> <b>Feedback</b> Select pairs to produce their mini-dialogues. <div><b>Answers</b></div> Learners’ own answers, but check they are using the structure <i>so + verb + pronoun/ noun</i> to express agreement with their partner’s comments.		
<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.		
<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; 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>• Reinforce learning to access and evaluate information efficiently, effectively and critically in English.</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)

Resources	Starter
Coursebook page 138	<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>
Resources	Main Activity
Coursebook page 138	<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 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><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>
Coursebook page 138	<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><b>Answers</b></p> <p>Shrinking means to get smaller.</p>

<b>Coursebook page 138</b>	<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>
<b>Coursebook page 138</b>	<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 note of any errors and language use for 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>
<b>Workbook page 116</b>	<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>• Reinforce critical thinking skills by introducing reasoning and analysis to further advance the communications skills needed in further learning of the English language.</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)

Resources	Starter
	<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>
Resources	Main Activity
Workbook page 117	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the eight statements and the 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></p> <p>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>
Workbook page 117	<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></p> <p>Provide the answer key for the learners to self-check their work.</p>

	<div>Answers</div> <table><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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Coursebook pages 138–139	<div>Vocabulary: Activity 5</div> <div>1. Learners re-read the article on p 138. They then find words to complete the missing gaps in the sentences.</div> <div>CORE</div> <div>Feedback</div> <div>Write the numbers 1–5 on the board, and ask learners to come up to the board and write the answers.</div> <div>Answers</div> <div>1 melts; 2 hunt; 3 starve; 4 shifting; 5 survive</div>																																																																																																																																																
Coursebook page 139	<div>Vocabulary: Activity 6</div> <div>1. Ask learners to look at the polar bear fact file and choose learners to read the bullet points aloud.</div> <div>2. Learners find words from the passage that mean the same as the words in the sentences.</div> <div>CORE</div> <div>Feedback</div> <div>1. Learners should circle any words in the fact file that they don’t know.</div> <div>2. Encourage learners to work out the meaning from the context and discuss as a class.</div> <div>3. When completed, check answers as a class.</div> <div>Answers</div> <div>1 carnivorous; 2 seals, walruses, whales; 3 paws; 4 webbed; 5 cub</div>																																																																																																																																																
Resources	<div>Plenary</div> <div>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.</div>																																																																																																																																																

<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.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<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>Reinforcing learning to manage all sizes of projects – individually or in teams – to produce the intended results by demonstrating a positive work ethic, time management, and active participation through collaborative efforts.</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)

Resources	Starter
Coursebook pages 138–139	<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>
Resources	Main Activity
Coursebook page 140	<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><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>
Coursebook page 140	<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>
Workbook page 118	<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>
Workbook page 118	<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>
Resources	<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 Coursebook 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> (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. (G7.4.2.1.2) 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: 11
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> Listen to their peer's ideas. <b>Speaking:</b> To ask and answer questions about horses and their relationships with people. <b>Reading:</b> To read for specific information and check if their predictions and recollections were correct. <b>Writing:</b> To spell theme-related vocabulary accurately.		<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 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>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Animals and environment</li> <li>• Relationships between living things</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>horse, war, cavalry, stable, hay, separated, a bond, to own, an owner</i> <b>Key expressions/structures:</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>• 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>		
<b>Resources/equipment needed:</b> Coursebook page 141 Workbook page 119 Teacher sourced Internet clip of the film trailer <i>War Horse</i> .		

## 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.</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>

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
<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 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 likes and dislikes. (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (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. (G7.3.1.1.4) Retell or summarise a text orally, attending to two differences between spoken and written language.			



LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To discuss the background to the text. <b>Reading:</b> To read a fiction text – <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>• Reinforce learning to articulate thoughts and ideas in English using written communication skills.</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>

<b>Workbook page 120 Coursebook page 142</b>	<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></p> <p>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 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>
<b>Workbook page 120</b>	<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 answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask small groups to work together to check their answers.</p>
<b>Resources</b>	<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>

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
<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.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<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>• Reinforce learning to articulate thoughts and ideas in English using oral and written communication skills.</li> </ul>		
<b>Key vocabulary:</b> <i>obstinate, instinctive, bond of trust</i> <b>Key expressions/structures:</b> <i>a positive, calm atmosphere;</i> direct speech, narrative description		
<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)

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners to retell the story (first part of extract) of <i>War Horse</i> from memory.</li> <li>2. Discuss as a class.</li> </ol>
Resources	Main Activity
Coursebook page 143	<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>
Coursebook pages 142–143	<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>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 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>

<b>Coursebook page 143</b>	<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>
<b>Coursebook page 143</b>	<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>
<b>Workbook page 121</b>	<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</b> <b>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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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
<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; 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.			

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>• Reinforce learning to access and evaluate information efficiently, effectively and critically in English.</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>• Some of the verbs in the crossword may be difficult for some learners to differentiate. Ensure all learners have a good grasp of the differences before moving on.</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> <b>page 122</b>	<p><b>Workbook: Activity 1</b></p> <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> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write numbers 1–7 on the board and select individual learners to come up and write the answers.</p> <p><b>Answers</b></p> <p>1 Global; 2 habitat; 3 bears; 4 seals; 5 survive; 6 Climate; 7 environment</p>
<b>Coursebook</b> <b>page 144</b> <b>Audio Track 37</b>	<p><b>Listening: Activity 1</b></p> <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 listening activity 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> <p><b>CORE</b></p> <p><b>Answers</b></p> <p>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>

<p><b>Coursebook</b> page 144</p>	<p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the four sentences on page 144 of their Coursebook.</li> <li>2. 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>3. 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>

Resources	Plenary		
Workbook page 122	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>		
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:			
(G7.3.4.1.1) 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.			

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>• Reinforce learning to develop, implement, and communicate new ideas in English to others effectively.</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> (G7.4.1.1.2) Produce posters, brochures, leaflets, and advertisements. (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.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<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>• Reinforce learning to access and evaluate information efficiently, effectively and critically in English.</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)

Resources	Starter
	<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>
Resources	Main Activity
Coursebook page 146	<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>
Coursebook page 146	<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</i> + verb + pronoun/noun 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>

Coursebook page 146	<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.				

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<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>• 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> 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.
	<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</b></p> <p><b>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>

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
<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; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.			



LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<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>• Reinforce the understanding and importance of feedback in English, from teachers and other students.</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)

Resources	Starter
	<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>
Resources	Main Activity
Coursebook page 148	<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 148.</li> </ol>
	<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>CORE</b></p> <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		
Coursebook page 148	<ol style="list-style-type: none"><li>1. To round off the lesson, ask learners to work together to put their projects on the wall.</li><li>2. 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>3. 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> (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. (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.			

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>• Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading, and writing.</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		

## 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>
	<ol style="list-style-type: none"> <li>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></li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook pages 149 and 150</b>	<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>
<b>Coursebook pages 149 and 150</b>	<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>

	<b>Differentiation activities (Support):</b> 1. Go through each question and point out which paragraph contains the answer. 2. Learners read that paragraph, and then volunteer answers.
	<b>Differentiation activities (Stretch):</b> 1. Learners write the answers before re-reading the text to check.
<b>Coursebook</b> <b>pages 149 and 150</b>	<b>Speaking: Activity 3</b> 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. 2. Go round monitoring, giving help where necessary. <b>CORE</b> <b>Feedback</b> Ask a selection of learners to summarise paragraphs in front of the whole class.
	<b>Differentiation activities (Support):</b> 1. Give a summary of the first paragraph as an example. 2. Allow learners who are summarising to keep their books open during the activity.
	<b>Differentiation activities (Stretch):</b> 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.
	<b>Workbook: Activity 1</b> 1. Learners work individually to complete the crossword. 2. Learners check their answers with a partner. <b>DESIRABLE</b> <b>Feedback</b> Hand out or display the correct answers to the crossword so that learners can mark their own work and develop autonomy.
<b>Resources</b>	<b>Answers</b>
	<b>Across:</b> 3 long jump; 5 prize; 7 spectator; 9 chariot; 10 boxing <b>Down:</b> 1 athlete; 2 javelin; 4 wrestling; 6 discus; 8 Greece
	<b>Plenary</b> 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. 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>

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
<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; 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). (G7.3.1.1.2) 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: 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 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>• Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading, and writing.</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).

Resources	Starter
	<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>
Resources	Main Activity
Coursebook pages 149 and 150	<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>

<b>Workbook</b> <b>page 125</b>	<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>
<b>Coursebook</b> <b>pages 149 and 150</b>	<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> <p>1 She didn't eat anything before the race, so she felt tired.  2 The race finished when I arrived at the stadium.  3 He didn't do enough training, so he didn't take part in the race.  4 Because a wheel came off halfway round the track, he didn't win the chariot race.  5 Did he win a race before he competed in this year's Games?</p> <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>
<b>Coursebook</b> <b>pages 149 and 150</b>	<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.

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
<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. (G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech). (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>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to opinions in a discussion about the ancient and modern Olympics Games. <b>Speaking:</b> To express opinions in a discussion about the ancient and modern Olympics Games. <b>Reading:</b> To read and categorise words and phrases related to the ancient and modern Olympics Games. <b>Writing:</b> To complete words and re-order sentences related to the ancient and modern Olympics Games.		<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 specific sports in the ancient and modern Olympic Games</li> <li>• describe differences between the ancient and modern Olympic Games.</li> </ul>
<b>Link to prior learning:</b> <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> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.</li> </ul>		
<b>Key vocabulary:</b> <i>medal, prize, spectator, wrestling, cycling, boxing, running, rowing, chariot racing, sailing, weightlifting, swimming, shooting, take place, train</i> (verb) <b>Key expressions/structure:</b> Present passive, 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 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>		
<b>Resources/equipment needed:</b> Coursebook page 151 Workbook page 126		

## 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: 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 exercise.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners complete the exercise, 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>

<b>Coursebook</b> <b>page 151</b>	<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>
<b>Workbook</b> <b>Page 126</b>	<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>
<b>Workbook</b> <b>Page 126</b>	<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>

Coursebook page 151	<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 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.		
Resources	<b>Plenary</b>		
	1. Play ‘Back 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> (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>• Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.</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> <b>page 152</b> <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 recording. Learners listen then discuss what they have heard with their partners.</li> </ol> <b>CORE</b> <b>Feedback</b> Circulate. Ask: <i>Did you learn anything new about sailing and shooting?</i>
<b>Coursebook</b> <b>page 152</b> <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 sport.</li> </ol> <b>CORE</b> <b>Feedback</b> Play the recording for learners to check their answers. Have learners put their hands up when they are satisfied they have answered everything correctly. <div> <b>Answers</b>            1 shooting; 2 sailing; 3 sailing; 4 sailing; 5 shooting; 6 shooting         </div> <b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Allow learners to refer to the audioscript on page 177. Encourage learners to work in pairs to discuss the correct answers.</li> </ol> <b>Differentiation activities (Stretch):</b> <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> <b>page 152</b> <b>Audio Track 39</b>	<b>Listening: Activity 7</b> <ol style="list-style-type: none"> <li>1. Play the first part of the recording (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 recording (about shooting). Learners swap roles.</li> </ol> <b>DESIRABLE</b> <b>Feedback</b> Have a feedback session with the class. Find out how well the learners remembered and summarised the key information about the two sports.

	<b>Differentiation activities (Support):</b> 1. Play the first part of the recording, then elicit the main information about the sport from volunteers. 2. Repeat with the second part of the recording.
	<b>Differentiation activities (Stretch):</b> 1. Play the whole recording. Learners work in pairs, taking it in turns to summarise the information, while the other makes notes. 2. Learners then compare their notes with the audioscript.
<b>Workbook page 127</b>	<b>Workbook: Activity 3</b> 1. Go through the instructions and example answer with the class. 2. Learners work individually to complete the task. <b>DESIRABLE</b> <b>Feedback</b> 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. <b>Answers</b> 1 e; 2 a; 3 h; 4 d; 5 b; 6 g; 7 c; 8 f
<b>Workbook page 127</b>	<b>Workbook: Activity 4</b> 1. Encourage learners to check any unfamiliar words in a dictionary. 2. Learners work in pairs to match the phrases from Activity 3 to the sports. <b>DESIRABLE</b> <b>Feedback</b> Pairs check their answers with other pairs. <b>Answers</b> 1 sailing; 2 shooting; 3 running; 4 rowing; 5 boxing; 6 cycling; 7 wrestling; 8 weightlifting
<b>Coursebook page 152</b>	<b>Writing: Activity 8</b> 1. Learners write short paragraphs describing one of the other sports. (If possible, allow learners to research some key facts on the Internet.) 2. Learners compare their work with a partner. They check for facts and any obvious mistakes. <b>CORE</b> <b>Feedback</b> Have a feedback session with the class. Find out which sports they chose to write about, and elicit some key facts for each.
<b>Resources</b>	<b>Plenary</b>
	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>

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
<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. (G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G7.4.1.1.7) 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.			

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> 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>• 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>		
<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>DESIREABLE</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>

<b>Coursebook</b> <b>page 153</b>	<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>
<b>Workbook</b> <b>Page 128</b>	<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>
<b>Workbook</b> <b>Page 128</b>	<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>

Resources	Plenary		
	1. Have a class discussion about Mohammed Alhamadi. 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>		
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:			
(G7.3.1.1.2) 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).			



LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> Listen to an athlete's biography. <b>Speaking:</b> Ask and answer questions about an athlete's biography. <b>Reading:</b> Read an incomplete summary of an athlete's biography. <b>Writing:</b> Complete a summary of an athlete's biography. 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>• Reinforce systems thinking and the interconnectedness of listening, speaking, reading, and writing in English.</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).

Resources	Starter
	<ol style="list-style-type: none"> <li>Find out what learners can remember about Mohammed Alhamadi, the para-athlete from the UAE that they read about in the previous lesson.</li> <li>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>
Resources	Main Activity
<b>Coursebook</b> <b>page 154</b> <b>Audio Track 40</b>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>Read the sentences with the class and check the vocabulary for pronunciation.</li> <li>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>
<b>Coursebook</b> <b>page 154</b> <b>Audio Track 40</b>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>Play the recording. 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>
<b>Coursebook</b> <b>page 154</b> <b>Audio Track 40</b>	<p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>Go through the sentence halves with the class.</li> <li>Play the recording. Learners work individually to complete the summary by matching the sentence halves.</li> <li>Play the recording 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>Allow learners to refer to the audioscript on page 177 during this activity.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>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>

<b>Workbook page 129</b>	<p><b>Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to complete the sentences with the correct prepositions.</li> <li>2. 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>1. 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>1. Have learners cover the wordpool box during this activity, then uncover it when they compare answers with a partner.</li> </ol>
<b>Workbook page 129</b>	<p><b>Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class.</li> <li>2. Learners choose the correct options to complete the sentences.</li> <li>3. 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>
<b>Coursebook page 154</b>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to practise asking and answering 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>Have a feedback session with the class. Point out some good examples of language and pronunciation that you heard while monitoring.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. 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>

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
<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. (G7.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language. (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>			

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>• 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>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
Coursebook page 155	<p><b>Vocabulary and Speaking: Activity 1</b></p> <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>
Workbook page 130	<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 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>

<b>Coursebook page 155</b>	<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>
<b>Workbook page 130</b>	<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>
<b>Coursebook page 155</b> <b>Workbook page 130</b>	<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>
<b>Workbook page 130</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 so far in Unit 9 and write sentences in response to the questions.</li> </ol> <p><b>CORE</b></p>

Resources	Plenary		
	1. Play a quick vocabulary quiz, based on words which have appeared in the unit so far. 2. Divide the group into two teams, A & 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.		
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:			
(G7.1.1.1.5) 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. (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			



LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<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> Read a description of a sporting event using pronouns. <b>Writing:</b> 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>• Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.</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).

Resources	Starter
Coursebook page 156	<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>
Resources	Main Activity
Coursebook page 156	<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 <i>nothing</i>; a person <i>anyone</i>; all of the people and things in the stadium <i>everything</i>; Not any person <i>no-one</i>; each person <i>everyone</i>; a thing <i>anything</i></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>
Coursebook page 156	<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>

<b>Workbook</b> <b>Page 131</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class, and if necessary, provide the first answer as an example (Everybody).</li> <li>2. 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>1. 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>1. Make sure learners' Coursebooks are closed during this activity.</li> </ol>
<b>Workbook</b> <b>page 131</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. 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>2. Learners work in pairs to complete the conversation.</li> <li>3. Learners practise reading the conversation.</li> <li>4. 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>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. 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 Alhamadi compete as a para-athlete? (wheelchair racing)</li> <li>• In which Paralympics did Mohammed Alhamadi 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
<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.			

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>• Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.</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).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Play 'Back 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>).</li> </ol>
Resources	Main Activity
<b>Workbook</b> page 132	<b>Workbook: Activity 3</b> <ol style="list-style-type: none"> <li>1. Learners work in pairs to look at the photos and complete the words.</li> </ol> <b>DESIRABLE</b> <b>Feedback</b> Ask for volunteers to read out one answer each.
	<b>Answers</b> 1 race; 2 stadium; 3 spectators; 4 tennis player; 5 football team; 6 referee
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Encourage learners to look through the previous lessons in the Coursebook to help them find the answers.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Make sure learners' Coursebooks are closed during this activity.</li> </ol>
<b>Coursebook</b> page 157 <b>Audio Track 41</b>	<b>Listening: Activity 3</b> <ol style="list-style-type: none"> <li>1. Go through the instructions and emphasise that more than one answer may be possible.</li> <li>2. Learners complete each sentence with a pronoun, and compare their ideas with a partner.</li> <li>3. Play the recording. Learners compare their answers with the sentences in the conversation.</li> </ol> <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).
	<b>Answers</b> 1 Everyone; 2 everything; 3 Anybody; 4 no-one
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Allow learners to refer to the audioscript on page 177 while they listen.</li> <li>2. Learners cover the audioscript and complete the sentences.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Learners predict the missing pronouns before listening to the audio to check their answers.</li> </ol>

<b>Coursebook</b> <b>page 157</b> <b>Audio Track 41</b>	<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 recording again.</li> <li>3. Learners work in pairs to discuss the questions. (Play the recording 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 on pages 177 and 178 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>
<b>Workbook</b> <b>page 132</b>	<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>
<b>Coursebook</b> <b>page 157</b>	<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 the 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.			



LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<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>• 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>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</b></p> <p><b>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 recording. The learners mark the other team's answers. Play the recording 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</b></p> <p><b>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 on page 178, 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 recording, 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. <div style="background-color: #f2f2f2; padding: 5px;"><b>Answers</b></div> 1 Japan; 2 plane; 3 shot putt; 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. <div style="background-color: #f2f2f2; padding: 5px;"><b>Answers</b></div> 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. <div style="background-color: #f2f2f2; padding: 5px;"><b>Answers</b></div> 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> (G7.1.1.1.1) 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>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<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>• 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>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		

## UNIT 9 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. 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>
Resources	Main Activity
Coursebook page 159	<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>
Workbook page 134	<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>
Workbook page 134	<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>

<b>Workbook</b> <b>page 134</b>	<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>
<b>Coursebook</b> <b>page 159</b>	<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 six 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 How many hours does a koala sleep? 22 / 30.</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>
<b>Resources</b>	<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
Assessment for learning opportunities (✓):			
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. (G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech). (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>			



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>• Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.</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 question.</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 and 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>1. Go through the statements with the class.</li> <li>2. 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>1. Learners join the words to make the words and phrases from the text.</li> <li>2. 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>1. 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>1. 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>1. Go through the instructions with the class, and if necessary, complete the first sentence as an example.</li> <li>2. 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>1. Learners work individually to choose the correct options.</li> <li>2. 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>

Resources	Plenary		
Coursebook page 160	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).		
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:			
<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 effusiveness of specific word choices on meaning and tone.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<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>• Reinforce working harmoniously within a diverse group, knowing when to speak and when to listen, and respecting cultural differences.</li> </ul>		
<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</i>, <i>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 recording. 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 recording a second time.</p> <p><b>Answers</b></p> <p>1 longer; 2 too far; 3 1500 m; 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 on page 178 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>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 recording. Learners must listen for the missing word.</li> <li>2. Play the recording. Learners work individually to complete the sentences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Play the recording 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 recording. 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>

<b>Workbook</b> <b>page 136</b>	<b>Workbook: Activity 4</b> <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> <b>DESIRABLE</b> <b>Feedback</b> 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> <div style="background-color: #f2f2f2; padding: 5px; margin-top: 10px;"><b>Answers</b></div> 1 f; 2 b; 3 d; 4 h; 5 a; 6 j; 7 c; 8 e; 9 g; 10 i
<b>Workbook</b> <b>page 136</b>	<b>Workbook: Activity 5</b> <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> <b>DESIRABLE</b> <b>Feedback</b> 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. <div style="background-color: #f2f2f2; padding: 5px; margin-top: 10px;"><b>Answers</b></div> 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? <div style="background-color: #f2f2f2; padding: 5px; margin-top: 10px;"><b>Differentiation activities (Support):</b></div> 1. Go through each question and elicit some possible answers. <div style="background-color: #f2f2f2; padding: 5px; margin-top: 10px;"><b>Differentiation activities (Stretch):</b></div> 1. Learners write a summary of their abilities, using the questions as prompts.
<b>Coursebook</b> <b>page 161</b>	<b>Speaking: Activity 6</b> <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> <b>CORE</b> <b>Feedback</b> 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.
<b>Resources</b>	<div style="background-color: #f2f2f2; padding: 5px;"><b>Plenary</b></div> <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
<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 If I were... I would, expressing opinions, agreement and disagreement); confirm or check information using question tags. (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. (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			



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>• 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).

Resources	Starter
	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>
Resources	Main Activity
Coursebook page 162	<b>Brainstorm: Activity 1</b> 1. With the whole class, focus attention on the photos and elicit the names of the activities shown (running, jumping, throwing). 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. 3. Divide the class into groups of four or five. Each group brainstorms ideas for a school sports day. <b>CORE</b> <b>Feedback</b> Go round monitoring, and giving help where necessary, but don't have a feedback session with the whole class at this stage.
	<b>Differentiation activities (Support):</b> 1. Try to make sure that each group includes an equal mix of learners who need support and those who do not.
	<b>Differentiation activities (Stretch):</b> 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. 2. Make these learners record the group's decisions.
Workbook page 137	<b>Workbook: Activity 1</b> 1. Go through the words in the box with the class. 2. Learners work individually to complete the plan with words from the box. <b>CORE</b> <b>Feedback</b> Ask for a different volunteer to give the correct answer for each gap. Check that the other learners agree. <div style="background-color: #f2f2f2; padding: 5px; margin-top: 10px;"><b>Answers</b></div> 1 metres; 2 Jump; 3 Jump; 4 metres; 5 lunch; 6 Shot; 7 Discus; 8 Relays; 9 Awards
Coursebook page 162	<b>Planning: Activity 2</b> 1. Go through the instructions and encourage learners to make their plans in their notebooks. 2. Learners work individually to write plans based on the ideas they came up during the brainstorm activity. <b>CORE</b> <b>Feedback</b> Go round monitoring, and giving help where necessary. Again, don't have a feedback session with the whole class at this stage.

	<b>Differentiation activities (Support):</b> 1. Encourage learners to use the plan in Activity 1 in the Workbook to help them.
	<b>Differentiation activities (Stretch):</b> 1. Make sure learners' Workbooks are closed during this activity.
<b>Workbook pages 137 and 138</b>	<b>Workbook: Activity 2</b> 1. Learners work in pairs to order the questions and answers. 2. Learners practise reading the conversation aloud. <b>DESIRABLE</b> <b>Feedback</b> Elicit the correct answers from the pairs and have a confident pair read the whole conversation in front of the class. <div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> f, b, d, g, h, j, a, k, c, l, i, e
<b>Coursebook page 162</b>	<b>Pairwork: Activity 3</b> 1. Learners work in pairs to take turns presenting their plans to the 'head teacher'. 2. Go round monitoring, giving help where necessary. <b>CORE</b> <b>Feedback</b> 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.
	<b>Differentiation activities (Support):</b> 1. Allow learners to use the questions and answers in Activity 2 in the Workbook as the basis for the role-plays.
	<b>Differentiation activities (Support):</b> 1. Make sure learners' Workbooks are closed during this activity.
<b>Workbook page 138</b>	<b>Workbook: Reflect on your learning</b> 1. Learners look back on the work they have done in the last seven lessons and write sentences in response to the questions.
<b>Resources</b>	<b>Plenary</b> 1. Play a quick vocabulary quiz, based on words which have appeared in the unit so far: 2. Divide the group into two teams, A & 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.

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
<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 If I were... I would, expressing opinions, agreement and disagreement); confirm or check information using question tags. (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (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: 15
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<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>• Refer back to lessons in Unit 9.</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		

## UNIT 9 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 <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?</li> </ol>
Resources	Main Activity
Coursebook page 163	<b>Vocabulary: Activity 1</b> <ol style="list-style-type: none"> <li>Go through the instructions and the example answer with the class.</li> <li>Learners complete the report, putting the verbs into the correct tense.</li> </ol> <b>CORE</b> <b>Feedback</b> Learners work in small groups to compare their answers. Check that all of the groups agree on the correct answers.
	<b>Answers</b> 1 athletics; 2 trained; 3 medals; 4 100 metres; 5 ceremony
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>Work closely with these learners. Elicit the correct words for each gap, then elicit suggestions for the correct verb forms.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>Have learners attempt the activity with the wordpool covered.</li> <li>They uncover the wordpool and check their answers.</li> </ol>
Coursebook page 163	<b>Vocabulary: Activity 2</b> <ol style="list-style-type: none"> <li>Go through the first description and example answer with the class. Point out that the first letter (or first two letters) are provided.</li> <li>Learners write the correct word for each description.</li> </ol> <b>CORE</b> <b>Feedback</b> Go through the correct answers with the class and write them on the board, so that learners can check they spelled the words correctly.
	<b>Answers</b> 1 athletes; 2 spectators; 3 competitors; 4 champion; 5 opponent; 6 winner
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>Provide learners with scrambled versions of the answers to choose and unscramble.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>Have learners close their books. Read out the definitions. Learners write the answers in their notebooks.</li> </ol>

<b>Coursebook page 163</b>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. 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>2. 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>1 He didn't practise enough so he lost the match.</li> <li>2 I didn't play for a long time so I didn't win the tennis match.</li> <li>3 She went to the gym.</li> <li>4 We arrived late.</li> <li>5 I left the tickets at home, so we didn't see the race.</li> <li>6 She didn't drink enough water, so she got ill.</li> </ol>
<b>Coursebook page 164</b>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that it is possible to use either <i>–one</i> or <i>–body</i> pronouns.</li> <li>2. 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>
<b>Coursebook page 164</b>	<p><b>Use of English: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. 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 furthest; 2 (the) fastest; 3 (the) highest; 4 the fastest; 5 best</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. 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>1. Have learners write additional sentences, using each of the superlative adverbs.</li> </ol>

<b>Coursebook page 164</b>	<p><b>General knowledge quiz</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>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>1. 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>1. Make sure that learners' books are closed throughout the quiz.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>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 in future?</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
<b>Standards/SLOs:</b> (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. (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>			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to paragraphs from an athlete's biography and identify the appropriate headings. <b>Speaking:</b> To discuss ideas for the presentation of an athlete's biography. <b>Reading:</b> To read parts of an athlete's biography and identify key topics. <b>Writing:</b> To write notes in preparation for a presentation of an athlete's biography.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <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>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary for Olympic sports</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• 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>biography, autobiography, career, medal, award, world record, Ethiopia, hero, disappointing, retirement</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 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>		
<b>Resources/equipment needed:</b> Coursebook page 165		

## 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 165	<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>

Resources	Plenary		
	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.		
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			
<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>			
(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			
(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: 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>• 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)

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 presentation?</i></li> <li>2. Discuss the learners' suggestions with the whole class.</li> </ol>
Resources	Main Activity
Coursebook page 166	<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>
Coursebook page 166	<p><b>Project: 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>
Coursebook page 166	<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' 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>
Resources	Plenary
	<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> (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.			

## 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.

### 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!

